SENATE AGENDA

Thursday, February 16, 2023, 1:30 p.m. – 4:30 p.m.
Meeting to be held electronically via Zoom videoconference

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

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

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of January 20, 2023	Approval
	2.1 Business Arising from the Minutes	
3.0	Report of the President	Information
4.0	Report of the Provost	Information

AGENDA

5.0	**Report of the Operations / Agenda Committee (S. Roland)**	
	5.1 Membership – Nominating Committee	Action
6.0	**Report of the Nominating Committee (S. Roland)**	
	6.1 Membership – Subcommittee on Western Approved Micro-credentials (SWAM)	Action
	6.2 Membership – Honorary Degrees Committee	Action
7.0	**Report of the Senate Committee on Academic Policy (M. Milde)**	
	7.1 Revisions to the "Structure of the Academic Year" Policy (National Day for Truth and Reconciliation)	Approval
8.0	**Report of the Senate Committee on Academic Curriculum and Awards (J. Cuciurean)** – see Consent Agenda	
9.0	**Report of the Senate Committee on University Planning (M. Davison)**	

9.1   Subcommittee on Enrolment Planning and Policy (SUEPP) Report   Approval

9.2   Update on Budget and Planning Process   Information

10.0   Report of the University Research Board (B. Neff) – No Report

11.0   Report of the Academic Colleague (P. Barmby) – No Report

12.0   The Unanimous Consent Agenda

12.1   Items from the Operations / Agenda Committee

12.1(a)   Revisions to the Terms of Reference of the Honorary Degrees Committee   Approval

12.2   Items from the Senate Committee on Academic Curriculum and Awards

12.2(a)   Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of the Honours Specialization and Specialization in Spanish Language and Hispanic Cultures and the Certificate in Practical Spanish   Approval

12.2(b)   Ivey Business School and Faculty of Social Science, Department of Political Science: Revisions to the Program Requirements of the HBA / Honours Specialization in Political Science Combined Degree Program   Approval

12.2(c)   Faculty of Engineering: Revisions to the Admission Requirements of the Biomedical Engineering Options   Approval

12.2(d)   Schulich School of Medicine & Dentistry: Revisions to the Progression Requirements of the MD Program   Approval

12.2(e)   School of Graduate and Postdoctoral Studies:

12.2(e)(i)   Introduction of a Master of Health Sciences (MHSc) in Global Health Systems   Approval

12.2(e)(ii)   Introduction of a field in Health Equity and Sustainability in the Master of Health Sciences (MHSc) in Advanced Health Care Practice (ACHP)   Approval

12.2(e)(iii)   Introduction of a field in Clinical Epidemiology and Research Management in the Master of Clinical Science (MClSc) in Advanced Health Care Practice (ACHP)   Approval

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

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

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

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

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

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

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

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

ITEM 2.0 – Minutes of the Meeting of January 20, 2023

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on January 20, 2023, be approved as circulated.

ATTACHMENT(S):

Minutes of the January 20, 2023 Meeting

MINUTES OF THE MEETING OF SENATE

January 20, 2023

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

SENATORS:

M. Adler	E. Kalaydjian	A. Schuurman
G. Arku	M. Kim	A. Shami
K. Arora	K. Kirkwood	A. Shepard
P. Barmby	D. Kotsopoulos	D. Smith
A. Baxter	J. Lacefield	C. Steeves
F. Beier	D. Laird	L. Stoyles
I. Berry	J. Langille	F. Strzelczyk
J. Binoy	L. Latif	J. Sutton
M. Bordignon	D. Lee	D. Tempesta
A. Bryson	C. Lengyell	J. Toswell
S. Burke	A. Liu	J. Watson
E. Chen	M. McMurran	J. Welch
K. Choi	M. Milde	J. Yoo
M. Cleveland	L. Miller	
K. Coley	K. Mooney	
M. Davison	S. Morrison	
R. De Koter	I. Namukasa	
G. De Viveiros	A. Nelson	
M. Fahmida	B. Neff	
D. Ferri	C. Nicholls	
T. Granadillo	J. O'Hagan	
A. Haque	T. Orchard	
N. Harney	A. Pyati	
L. Henderson	A. Robin	
K. Henricus	C. Robinson	
R. Heydon	S. Roland	
S. Hodgson	B. Rubin	
M. Joanisse	G. Santos	

Observers: C. Bressette, R. Chelladurai, J. Doerksen, K. Dufresne, E. Gardner, S. Lewis, M. McGlynn, O. Oloya, M. Stiegemeyer.

A. Shepard, President & Vice-Chancellor, welcomed Senators back from the winter holiday break.

LAND ACKNOWLEDGEMENT

Emilie Kalaydjian offered a Land Acknowledgement.

S.23-01   **<u>MINUTES OF PRIOR MEETING</u>**

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

That the minutes of the meeting of December 2, 2022, be approved as circulated.

CARRIED

S.23-02   **<u>BUSINESS ARISING FROM THE MINUTES</u>**

One item was requested to be added under Business Arising:

In follow up to a discussion at the December 2, 2022 Senate meeting regarding extending the operational hours of the library at Western University, a question from a Senator was received prior to the meeting.

The question was addressed during the discussion and question period.

S.23-03   **<u>REPORT OF THE PRESIDENT</u>**

The President's Report, distributed with the agenda, contained information on the following topics: Western Research Excellence Awards program, Mustangs celebrate academic excellence, accolades, and leadership update.

In his remarks, the President additionally commented on the following items:

- Welcomed Senators to the first Senate meeting of 2023.
- Highlighted the visit of Marci Ien, Federal Minister for Women and Gender Equality and Youth, to Western University.
- With respect to student admission applications, the President noted that the deadline around consideration has passed, and applications continue to be strong in terms of quality and volume.
- The President advised that he was pleased to attend the Mayor's State of the City and noted that many issues were discussed, including homelessness, housing, and transit. The President met with Mayor Josh Morgan to reinforce the need of the City's attention on the student housing, bus service for students and pedestrian safety around Western.
- Highlighted the ongoing searches for leadership positions– including Vice-President (Research).

<u>REPORT OF THE OPERATIONS / AGENDA COMMITTEE</u>

S.23-04   **<u>ITEM 5.1 Announcement of a Vice-Chair of the Operations/Agenda Committee</u>**

Sophie Roland was elected as Vice-Chair of OAC in August 2022. In December, she was elected as Vice-Chair of Senate. As a result, she now serves as the Chair of OAC and the Committee has selected Constanza Burucúa to serve as Vice-Chair for the period from January 1 to June 30, 2023.

REPORT OF THE NOMINATING COMMITTEE

S.23-05 **ITEM 6.1 Membership – Senate Committee on Academic Policy (Policy)**

Amala Poli was acclaimed to the Senate Committee on Academic Policy (Policy) as a graduate student for a term to June 30, 2023.

S.23-06 **ITEM 6.2 – Membership – Operations/Agenda Committee (OAC)**

Treena Orchard was acclaimed to the Operations/Agenda Committee (OAC) for a term to June 30, 2023.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.23-07 **ITEM 9.0 Report of the Senate Committee on University Planning (M. Davison)**

Matt Davison provided an update on the work of the Senate Committee on University Planning.

M. Davison began his report by outlining the confidential process of approving the list of the designated chairs, professorships and fellowships that was presented for Senate information under the Consent Agenda.

M. Davison continued his report by providing an overview summarizing the work completed through the Office of the Ombudsperson.

M. Davison further described the Annual Budget Planning Process. The budget model and process were discussed at the SCUP meeting on November 21, 2022. In terms of process, units have currently submitted their budgets for discussion at the Senior-level. It is expected that the item on the Budget Planning Process will come forward at the upcoming SCUP meeting in February and then will proceed to the Senate.

M. Davison concluded his report by providing a summary of the progress on the current capital project of the Bioconvergence Centre.

REPORT OF THE UNIVERSITY RESEARCH BOARD

S.23-08 **ITEM 10.0 Report of the University Research Board (B. Neff)**

Bryan Neff, Acting Vice-President (Research) provided a general overview on recent activities of Western Research and expanded on several items for the information of the Senate.

B. Neff presented the Terms of Reference for the Western Research Core Facilities Working

Group approved at the January 10, 2023 URB meeting. He outlined the steps that have been completed, are in progress, and are planned for further work by the Western Research Core Facilities Working Group.

B. Neff concluded his report by providing recognition of a number of awards and other distinctions honoring faculty members and students and emphasizing the importance of celebrating the achievements of the Western research community (Appendix A).

REPORT OF THE ACADEMIC COLLEAGUE

S.23-09   **ITEM 11.0 – Report of the Academic Colleague (P. Barmby)**

P. Barmby referred to the written report of the Academic Colleague for the January 20, 2023 Senate meeting provided in the Senate agenda package for information.

P. Barmby began her report by advising of the COU's Accessibility Resources Website and recommended it to the Senate as a functional resource.

P. Barmby further commented on the items mentioned in her report regarding students' preparedness for university, financial stability, the Auditor General's report on Laurentian University, and high school grade inflation concerns.

S.23-10   **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE

Information Items Reported by the Operations / Agenda Committee

S.23-11   The following items reported by the Operations / Agenda Committee were received for information by unanimous consent:

- ITEM 12.1(a) – Schedule of Senate and Senate Committee Meetings (2023-24)
- ITEM 12.1(b) – Senate Membership – Vacancies Filled by Appointment
- ITEM 12.1(c) – Revised Schedule of Ceremonies – Spring Convocation 2023 (#321)
- ITEM 12.1(e) – Annual Report on Convocation Statistics – 2022

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

S.23-12   **ITEM 12.2.(a) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on Progression Requirements – Nursing**

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

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2023, the policy on Progression Requirements – Nursing be revised as shown in Item 12.2(a).

CARRIED BY UNANIMOUS CONSENT

S.23-13   **ITEM 12.2(b) – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity**

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

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2023, a Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity be introduced by the School of Graduate and Postdoctoral Studies as shown in Item 12.2(b).

CARRIED BY UNANIMOUS CONSENT

Information Item Reported by the Senate Committee on Academic Curriculum and Awards

S.23-14   The following item reported by the Senate Committee on Academic Curriculum and Awards was received for information by unanimous consent:
- ITEM 12.2(d) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Civil and Environmental Engineering and Orthodontics

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANING

S.23-15   The following items reported by the Senate Committee on University Planning were received for information by unanimous consent:
- ITEM 12.3(a) - Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of the Senate in 2022 by the Senate Committee on University Planning

ANNOUNCEMENTS AND COMMUNICATIONS

S.23-16   The following items reported through Announcements and Communications were received for information by unanimous consent:
- ITEM 12.4(a) – Election Results – Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)

S.23-17   **ITEMS REMOVED FROM CONSENT AGENDA**

The following items were removed from the Consent Agenda:

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

ITEM 12.2(e) – New Scholarships, Awards and Prizes

A Senator requested this item be removed from the Consent Agenda as they had a concern regarding the proposed language on the Big Blue Bubble scholarship that may appear as an

internship rather than a scholarship. Furthermore, concerns were raised with respect to the decision-making process and interviews conducted by the Big Blue Bubble, which may be in contradiction with Western's rules.

M. Davison provided Senators with the detailed clarification regarding the terms of reference for the new Big Blue Bubble Award in Gaming and short historical overview of similar scholarships. He further advised that MAPP 2.10 includes all structural information regarding the decision-making process. A clarification was provided that students are not obligated to participate in the work term and the short-list will be announced by the Department.

A Senator suggested that the proposed language might be changed to remove the word "final" selection.

ITEM 12.3(b) – Western Office of the Ombudsperson Annual Report 2021/22

A Senator requested this item be removed from the Consent Agenda for further clarification as the Report included information regarding the number of calls from parents. A concern was raised whether the disclosure of a student's personal information might violate Western's Privacy Policy.

Jennifer Meister, Ombudsperson, advised Senators that no student's personal records could be released outside the University, including to family members without the student's consent, but they can speak with parents about policies and procedures.

Jennifer Meister was asked to comment on the recommendation provided in the Ombudsperson Annual Report that the Senate Policy on Course Outlines be updated to include a statement that the make-up date for the final exam be included when known. As noted, this recommendation has not been followed up with the Associate Deans yet.

S.23-18   **DISCUSSION AND QUESTION PERIOD**

The full text of questions submitted in advance of the meeting were posted in the Agenda at Item 14.0 prior to the meeting.

1. A Senator asked if information on the Provost's Task Force on Academic Integrity could be provided to the Senate.

Following a request, Susan Lewis commented on the established Provost's Task Force on Academic Integrity. It was noted the importance of academic integrity for the quality of Western's Programs and for the reputation of the University in general.

S. Lewis commented on the work completed by the members of the Task Force and on the prospective steps for reducing violations of academic integrity. The membership list is appended to the Senate Minutes (Appendix B). In concluding her remarks, S. Lewis informed Senators that a final report with recommendations would be submitted to the Provost by April 2023.

In response to a question regarding the participation of faculty members in the framework under the Provost's Task Force on Academic Integrity it was confirmed the number of

members hold both administrative and faculty positions.

A Senator from the faculty of Law raised an issue concerning the impact of academic accommodation on academic integrity.

2. A Senator asked whether a policy or procedure could be created in respect of requiring Indigeneity at Western, noting that the Senator was unable to find any on the Office of Indigenous Initiatives website

Christy Bressette, Vice-Provost & Associate Vice-President (Indigenous Initiatives), provided an overview summarizing the work completed through Indigenous Post-Secondary Education Council and the newly formed National Association of Indigenous Leaders. The Guideline to affirming indigenous and indigeneity is under review and will be presented to the Senate for information, once finalized.

3. A Senator asked whether the Honorary Degrees Committee has a process in place for recommending to Senate the rescission of an honorary doctorate, and if not, recommended consider it.

Amy Bryson, University Secretary, advised that committee's terms of reference not include it and anticipated that any issues would be managed on a case-by-case basis. As part of the review process, the Secretary will refer this matter to the Honorary Degrees Committee for further consideration.

4. At the December Senate meeting, during discussion of the Annual Report of the University Librarian, a question was asked regarding the hours of operation of the libraries and the Law Library in particular. A follow-up question has been received from a Senator asking whether the library hours could be returned to their pre-pandemic schedule or be extended even further.

Chief Librarian, Catherine Steeves noted that they use an evidence-based approach to determine operations in the libraries, including looking at traffic, usage, and staff availability. She noted the impact of a reduction in user-services staff over the past few years due to budget constraints.

C. Steeves described the activities and services aimed at providing a dedicated quality space for students. She highlighted extended hours during the exam period with regards to access to the collection and study space.

A Senator pointed out the best practice from other universities around twenty-four-hour service and emphasized the importance of sustainable access to the professional libraries for students.

5. A Senator asked if the President would provide an update on the Chancellor Electoral Board.

A. Shepard noted that criteria for the selection of the next Chancellor have been established

and would be posted with the Call for Nominations during the coming week.
A. Shepard additionally commented on his reappointment.

ADJOURNMENT

The meeting adjourned at 2:35 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary
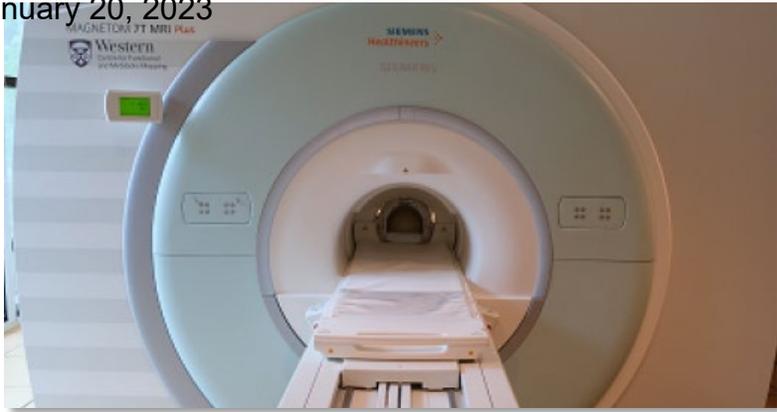
Core Facilities Working Group

Successes

Updates :: University Research Board

Bryan Neff :: Acting Vice-President (Research)

Western Research

Provost's Task Force on Academic Integrity

Members:

- Linda Miller, Vice-Provost (Graduate & Post Doctoral Studies) (Co-chair)
- Jeffrey Hutter, Associate Dean (Academic), Faculty of Science (Co-chair)
- Michele Anderson, Associate Director, Academic Support & Engagement
- Jamie Baxter, Associate Dean, Faculty of Social Science
- Roger Chabot, Education Developer, SGPS
- Jeffrey Cohen, Manager of Examinations
- Fiona Evison, Graduate Student Rep
- Deanna Grogan, Manager, eLearning Technology
- Kelly Hatch, Acting Associate, Chief Librarian

- Lauren Jarman, Vice-President University Affairs, USC
- Andrew Johnson, Associate Dean, Faculty of Health Sciences
- Susan Knabe, Associate Dean, FIMS
- Vanessa Leung, AVP Academic, USC
- Susan Lewis, Vice-Provost (Academic Programs)
- Ken Meadows, Educational Developer, CTL
- Jennifer Meister, Ombudsperson
- Trish Regier, Manager, Undergraduate Student Services, Faculty of Social Science
- Paul Schmidt, Manager, Writing Support Centre
- Mark Yenson, Associate Academic Dean, King's University College

Western

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

There is no business arising from the minutes.

Western 🛡️

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: February 9, 2023

Re: Monthly report for February 2023

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of January 11, 2023.

Black student scholarships and recipients celebrated: On February 7, I was delighted to attend a special dinner organized by our Office of Equity, Diversity & Inclusion to celebrate the 25 inaugural recipients of three new major scholarships awarded to Black students at Western, as well as to posthumously honour three prominent Black community leaders after whom the new scholarships have been named.

Present at the dinner were the families of: **James Jenkins**, after whom a new *President's Entrance Scholarship for Black Students* has been named and will be awarded annually to five recipients; **Lieutenant Colonel Kenneth Jacobs**, after whom a new *Continuing Admission Scholarship of Distinction for Black Students* has been named and will be awarded annually to 10 recipients; and **Carmeta Thelma Hodges**, after whom a new *Continuing Scholarship of Excellence for Black Students* has been named and will be awarded annually to 10 recipients. Each of these leaders made significant contributions to their community, the field of education, and the advancement of social justice during their lifetime.

We were also honoured to welcome the **Honourable Jean Augustine** as keynote speaker. Serving four terms as MP for Etobicoke-Lakeshore, Ms. Augustine is the first African-Canadian woman to be elected to the House of Commons and the first to be appointed to cabinet in addition to several other senior governmental appointments. The evening was a historic one for Western and an affirmation of our commitment to supporting equity-deserving students on our campus. We extend congratulations to each of the inaugural scholarship recipients and honoured family members, along with our thanks to the many colleagues who contributed to the success of this special event.

Campus celebrates new look at Weldon Library: January 26 marked the grand re-opening of D.B. Weldon Library following a $15M renovation featuring a new two-storey learning commons; lighting, furniture and flooring upgrades; and increased seating and study space designed to facilitate collaboration. Originally opened in June 1972, Weldon is a vital resource and learning hub for students, faculty, staff, and members of the London community. The revitalization project responded to feedback and special needs shared by campus members, including the suggestion to create a 'family room' that enables parents to study, attend virtual classes, meet with peers, and reference library items—all with their children alongside them.

Ivey faculty rank third globally in sustainability research: On January 30, in its annual Responsible Business Education Report, the Financial Times ranked Ivey third in the world for how well the school's research is aligned with the United Nations' Sustainable Development Goals. The rankings are based on an analysis of the significance and number of peer-reviewed papers published in FT50 journals from 2018 to 2021. Ivey's ranking reaffirms Western's similar high standing in other global sustainability rankings. In April 2022, _Times Higher Education_ 2022 Impact Rankings placed Western first in Canada and third globally among universities working towards the UN SDGs. And last October, the first edition of the QS World University Rankings: Sustainability ranked Western third in Canada for social and environmental impact.

Seeking nominations for 2023 Green Awards: Western is attracting a growing number of national and international accolades for our teaching, research, and other work to mitigate the impact of climate change. The annual Green Awards aim to raise awareness about sustainability issues and recognize faculty, students and staff for their environmentally conscious efforts. The deadline for nominations is February 24. I hope you'll consider nominating a student, colleague, or team. For more information, see https://sustainability.uwo.ca/green_awards/index.html

Ivey launches year of centennial celebrations: On January 18, I was delighted to join Ivey Dean **Sharon Hodgson** as she unveiled 'The Future We See' campaign, marking our business school's first century of innovation and leadership. Among the many initiatives scheduled for 2023, Ivey will raise awareness of its new strategic plan, Ivey Next; plant 100 trees in partnership with ReForest London; participate in a community clean-up as part of the London Clean & Green initiative; and host a series of special events for alumni at locations across Canada and around the world during Global Ivey Day on May 11.

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

- **Amit Garg** (Schulich Medicine & Dentistry) awarded $3.4M from the Canadian Institutes of Health Research to develop the Health Data Research Network Canada Pragmatic Trials Training Program. Dr. Garg is also a member of a newly established pan-Canadian clinical trials consortium that received $39M from CIHR to strengthen Canada's ecosystem of randomized-controlled trials.

- **Kim Baines** (Chemistry) named recipient of the *2023 Rio Tinto Award from the Chemical Institute of Canada* for her distinguished contributions to the field of inorganic chemistry.

- Professor Emeritus **Gordon McBean** (Geography & Environment) named Fellow of the *American Association for the Advancement of Science* for his leadership and significant contributions to climate change science.

- **Matt Teeter**, **Jim Johnson**, and **Geoffrey Ng** (Medical Biophysics) each awarded grants from the *Arthritis Society of Canada* for research related to joint-replacement.

- Brescia University College president **Lauretta Frederking,** London Health Sciences Centre president **Dr. Jackie Schleifer Taylor**, and alumnae **Deb Matthews** (BA'98, PhD'06), **Kathleen Holldand** (BSc'87), and **Karen Fryday-Field** (BSc'80, MBA'98) named among the *2023 YMCA Women of Excellence* honourees.

- Alumna and former Deputy Premier of Ontario **Christine Elliott** (LLB'78) appointed Distinguished Leader in Residence in the Faculty of Law.

- Alumna and Masters candidate **Kate Current** (BESc'22) received the Governor General's Commendation as one of USports' *Top 8 Academic All-Canadians*.

- **Western Engineering's 24-member Concrete Toboggan Team** won first place in the *Great Northern Concrete Toboggan Race* held in Kelowna, BC—the third time Western has won Canada's longest-running national engineering student competition since 1974.

Leadership update: Professor **Jan Plug** (English & Writing Studies) has accepted an invitation from Provost Strzelczyk to serve as Acting Dean of the Faculty of Arts & Humanities, beginning July 1, 2023, through June 30, 2024, allowing for the search for our next Dean of Arts & Humanities to be relaunched later this year. An expert in 19th and 20th century English and German literature, Professor Plug currently serves the faculty as Associate Dean (Academic). In recent years, Jan has also served as Chair of the Department of English & Writing Studies, Director of Theory & Criticism, and was Acting Associate Dean (Academic) during the early stages of the pandemic. Please join me in thanking and congratulating Jan for taking on this important leadership role.

Meanwhile, searches remain underway for the Vice-Provost (Graduate & Postdoctoral Studies), Vice-Provost & Associate Vice-President (International), University Registrar, and Vice-President (Research).

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal report.

ITEM 5.1 – Membership – Nominating Committee

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

[Must be a member of Senate]

Workload: Meets monthly, the Thursday of the week before Senate at 9:30 a.m.

Composition: Regular Members:

Seven (7) members of Senate, at least one (1) of whom is a graduate student and no more than two (2) members from a single unit

Alternate Members:

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

Current Elected Members:

Terms continuing to June 30, 2023:

Regular Members: Mark Cleveland (SS), Matheus Sanita Lima (GRAD), Zoë Sinel (Law),

Alternate Members: Dale Laird (Schulich), Margi Patel (Schulich)

Terms continuing to June 30, 2024:

Regular Members: Sophie Roland (Music) Jane Toswell (AH), Jeff Watson (Admin)

Alternate Members: Clare Robinson (Eng)

Required: **Regular Members:**   One (1) member of Senate, to complete the term of Laura Stephenson who has resigned (term to June 30, 2023)**.**

Nominees: _____ Senator   Term to June 30, 2023

ITEM 6.1 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

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

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

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

> Emmanuel Akanbi, Miranda Green-Barteet (AH), Jeff Hutter (Sci), Pam McKenzie (FIMS), Kyla Morris (Stud), Jana Seijts (Ivey)

Required: One (1) faculty member to complete the term of Laura Murray who is on leave (term to June 30, 2023):

Nominees: Katina Pollock   (Faculty)   Term to June 30, 2023

ITEM 6.2 – Membership – Honorary Degrees Committee

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Workload: Meets two or four times per year, as required.

Composition: Nine (9) members elected by Senate, one (1) of whom must be a student senator.

Current Senate-Elected Members:
Terms continuing to June 30, 2023:

      Janis Cardy, Arzie Chant, Douglas Keddy, Angela Liu.

Terms continuing to June 30, 2024:

      Constanza Burucúa, Lisa Henderson, Darren Meister, Kim Solga.

Required: One (1) member elected by the Senate to complete the term of Bertha Garcia who has resigned (term to June 30, 2023):

Nominees: Stacey Hann   Term to June 30, 2023

ITEM 7.1 – Revisions to the "Structure of the Academic Year" Policy (National Day for Truth and Reconciliation)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2023 the "Structure of the Academic Year" policy be revised as shown in Item 7.1.

EXECUTIVE SUMMARY:

The Senate Committee on Academic Policy is proposing a revision to the "Structure of the Academic Year" policy to provide that the National Day for Truth and Reconciliation be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation'.

The Committee is in the process of reviewing the full "Structure of the Academic Year" policy. Additional proposed amendments to the policy will come forward to Senate at a future meeting this term. Approval of this component of the policy will allow the Office of the Registrar to proceed with recommending the Sessional Dates for the 2023-24 academic year to the Senate Committee on Academic Curriculum and Awards (ACA) for approval.

ATTACHMENT(S):

Revised Calendar Copy – Structure of the Academic Year

Structure of the Academic Year

Policy Category: General

Subject: Structure of the Academic Year

Subsections: [Hours of Instruction](); [Guidelines for the Structure of the Academic Year](); [Remembrance Day Policy](); [National Day for Truth and Reconciliation Policy](); [Guidelines for the Structure of Undergraduate Spring/Summer Sessions](); [Sessional Dates]()

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: Procedures for the Structure of the Academic Year Policy

Officer(s) Responsible for Procedures: Vice-Provost (Academic Programs), Vice-Provost (Graduate and Postdoctoral Studies), University Registrar

Related Policies: *

Effective Date: ==September 1, 2023== ~~September 1, 2022~~

Supersedes: ==September 1, 2022;== January 1, 2022

_____

HOURS OF INSTRUCTION

The hours of instruction at The University of Western Ontario will be:

> 8:00 a.m. to 11:00 p.m. Monday to Thursday
> 8:00 a.m. to 6:00 p.m. Friday

As a subcategory of the above, the hours of instruction for first-entry undergraduate programs at The University of Western Ontario will be:

> 8:30 a.m. to 10:00 p.m. Monday to Thursday
> 8:30 a.m. to 5:30 p.m. Friday

Notes:
- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean of the Faculty.
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at 6:30 p.m. or 7:00 p.m. (6:00 p.m. start time is possible only in exceptional cases with the approval of the Dean).
- Graduate and second-entry professional programs and Scholar's Electives programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Master Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.
- For scheduling of examinations see: https://www.uwo.ca/univsec/pdf/academic_policies/exam/scheduling.pdf

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

Undergraduate Fall/Winter Teaching Terms

Not applicable to: Ivey Business School, Faculty of Education, Faculty of Law, certain programs in the Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

1.   Scheduling and Length of the First and Second Terms

- Each term will be comprised of at least 60 "lecture days."

- The last day of registration for either the Fall or Winter term will normally be seven days from and including the start date of the session (excluding weekends).

- The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days would result in a term of less than 60 "lecture days." In that case, classes will proceed as usual.

2.   Scheduling Study Days and Examinations

- There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination in December and April.

- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.

- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.

- No examinations are to be scheduled on Good Friday or Easter Sunday.

- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students may request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

3. <u>Scheduling Thanksgiving Weekend, Fall Reading Week and Spring Reading Week</u>

- Thanksgiving Weekend will be scheduled to begin as of 6:00 p.m. on the Friday prior to Thanksgiving and end at 11:59 p.m. on Thanksgiving. No lectures, tutorials, labs or other regularly scheduled course-related academic activities or evaluations may be held during Thanksgiving Weekend. No undergraduate evaluations may be scheduled or have a deadline during Thanksgiving Weekend. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.

- A Fall Reading Week will be scheduled to begin as of 12:00 a.m. on the third Monday after Thanksgiving and end at 11:59 p.m. on the subsequent Sunday.

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at 11:59 p.m. on the subsequent Sunday.

    a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
    b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
    c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g., travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

School of Graduate and Postdoctoral Studies

- The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:
  - Fall term, normally beginning September 1 and ending December 31;
  - Winter term, normally beginning January 1 and ending April 30;
  - Summer term, normally beginning May 1 and ending August 31.

- Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

REMEMBRANCE DAY POLICY

That two minutes of silence be observed on November 11 at 11:00 a.m. throughout the University and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon.

That students be permitted to be absent from class to attend a Remembrance Day Service, provided the instructor is informed in advance of the intended absence.

NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

That September 30 be recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. **September 30 will be observed as a non-instructional day to allow students and employees to** We observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. **If September 30 falls on the weekend, the Office of Indigenous Initiatives will be consulted as to when to observe the National Day for Truth and Reconciliation.** Where possible, flexibility for observance relating to academic activity should be supported, alongside efforts to keep the University community informed and engaged in work to advance reconciliation with Indigenous communities.

GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE SPRING/SUMMER SESSIONS

1.   The Spring/Summer Session shall be comprised of three periods:

- Twelve-week period - May to August (Summer Evening and Spring/Summer Distance Studies)
- Six-week period - May to June (Intersession)
- Six-week period - July to August (Summer Day)

2.   The last day of online registration for Summer Evening, Spring/Summer Distance Studies, Intersession and Summer Day will be two days before the start of classes.

3.   Scheduling of classes will be within the following hours:

a) 8:00 a.m. to 9:40 p.m. for the May/June (Intersession) period;
b) 8:00 a.m. to 3:40 p.m. for the July/August (Summer Day) period;
c) 5:30 p.m. to 10:30 p.m. for the May to August (Summer Evening) period; and
d) no classes will be held on statutory holidays.

Note: Scheduling of classes in the undergraduate Spring/Summer Sessions may vary from the Hours of Instruction noted above.

4.   A first-term full (1.0) or half (0.5) course (comprising twelve or six weeks for Summer Evening and Spring/Summer Distance Studies, and six weeks for Intersession and Summer Day) will normally begin:

- for Summer Evening and Spring/Summer Distance Studies, the first Monday in May after May 2
- for Intersession, on the Monday following the first day of Summer Evening
- for Summer Day, on the first Monday in July after Canada Day.

A second-term half (0.5) course for Summer Evening and Spring/Summer Distance Studies will begin six weeks after the start of the Summer Evening and Spring/Summer Distance Studies Session.

5.   There will be two study days for Summer Evening, Summer Day and Spring/Summer Distance Studies courses between the end of classes and the examination period (including weekends). For Intersession, there will be two study days.

6.   Examinations for Summer Evening, Intersession and Summer Day will be held over two days and for Spring/Summer Distance Studies, over four days, with the exception of the School of Nursing's Accelerated Year 4 program.

SESSIONAL DATES

Due to the COVID-19 world pandemic, dates within the January 1, 2022 to August 31, 2022 timeframe may be temporarily amended. For updated information check https://www.registrar.uwo.ca

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will compile all applicable sessional dates for the academic year and recommend them to the Senate Committee on Academic Curriculum and Awards (ACA) for approval. ACA will provide the approved sessional dates to Senate for information.

Trois-Pistoles Sessional Dates

As a guideline, the Trois-Pistoles Intersession and Summer Day session start dates will coincide with the start dates of Intersession and Summer Day on main campus. Each session will run for five weeks with both the add and drop deadlines set as the fourth day of the session. The sessions will begin on Mondays in order to ensure weekend arrivals of students and to facilitate orientation in Trois-Pistoles. For the most up to date Sessional Dates please visit the Trois-Pistoles website:
http://frenchimmersion.uwo.ca/courses/five_week.html

ITEM 9.1 – Subcommittee on Enrolment Planning and Policy (SUEPP) Report

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That, on the recommendation of the Senate Committee on
                                University Planning (SCUP), Senate approve the plans and
                                processes for first-year, first-entry undergraduate enrolment
                                for the University and Affiliated University Colleges as
                                outlined in Item 9.1 and the use of the 2023-24, 2024-25,
                                and 2025-26 enrolment projections as shown in Item 9.1
                                for University budget planning purposes.

EXECUTIVE SUMMARY:

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

ATTACHMENT(S):

Fall 2023 First-Year Undergraduate Admissions
Enrolment Projections for 2023-24 to 2027-28
Fall 2022 Year 1 Class Metrics

Western University

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

Fall 2023 First-Year Undergraduate Admissions

A. Background/Context

History

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

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

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

Current Strategic Plan Priorities

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

a. With the aspiration to "grow strategically", the plan commits to expand student enrolment (undergraduate, graduate, postdoctoral, and lifelong learners) – in areas of demand and societal need and with deliberate intention to be equitable and inclusive.
b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
c. Increase our international undergraduate student population to 20% and out-of-province students to 15%.
d. Promote diverse qualifications as an admissions category to support the recruitment of a more diverse student population.

B. Update on the Fall 2022 Entering Class and Entrance Standards

Constituent University

1. The Constituent University's full-time first-year enrolment was 6,468. Of this, 684 (or 10.6%) were international students.
2. The common minimum entrance requirement was a mid-year offer grade of 83.5% (for Arts & Humanities, FIMS, Science, and Social Science). For all other programs, the mid-year offer grades were higher – ranging from 86.0% to 92.0%. At offer time, the condition for the final grade was a minimum of 83.5% for all programs.
3. For information, full-time graduate enrolment was 6,646 – which equates to 19.0% of total full-time enrolment.

Affiliated University Colleges

4. Full-time first-year enrolment at the Colleges were as follows:
    *   Brescia   244
    *   Huron   417
    *   King's   721
5. The final grade requirement at each of the Colleges was 80.0% (i.e. compared to the 83.5% at the Constituent University).

C. Fall 2023 Admissions Plans

Constituent University

1. The general approach to admissions from recent years will continue for the fall 2023 admissions cycle – and it is expected that our mid-year offer grade for most programs will be no less than 83.5%, with a final grade requirement of at least 83.5%. For Arts & Humanities, M.I.T (offered through FIMS), and Music, it is expected that our mid-year offer grade will be no less than 82.5%, with a final grade requirement of at least 80% (for a pilot of three years).
2. Based on the input from our Deans and current application data, we are estimating a first-year class in the range of 6,540 – which includes about 780 international students. We will make every effort to increase enrolments in programs with capacity. Our goal is also to have higher international enrolments – in the context of diversifying country of origin and destination program.
3. As noted earlier in the document, the Strategic Plan includes the objective to be inclusive and equitable in our enrolment planning and to admit a diverse student population who can succeed at Western. In order to achieve this objective, we will:
    *   Complete the review of existing undergraduate admissions policies for submission to Senate in the spring of 2023.
    *   Implement an Ontario University Application Centre (OUAC) voucher program to remove financial barriers for equity deserving students.
    *   Analyze EDI data collected (new in 2022-23) through OUAC to identify potential gaps and biases in our current processes.

Affiliated University Colleges

4. The final grade requirement at each of the Colleges will be no less than 80% – as per the commitment in the current Affiliation Agreement.
5. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum final grade requirement (down to only 2.5% points below the minimum requirement). The proportion with final grades below the minimum requirement (i.e. down to 77.5% which is 2.5% points below the 80% minimum requirement) shall not exceed 5% of the new students in the entering class.
6. Where applicable, the Colleges will be bound to the minimum entrance standards established by the Constituent University for limited-enrolment programs – including B.H.Sc. and Kinesiology.
7. The planned first-year class sizes are as follows:
   - Brescia   302   (259 domestic and 43 international)
   - Huron   594   (434 domestic and 160 international)
   - King's   840   (640 domestic and 200 international)

ENROLMENT PROJECTIONS: 2023-24 to 2027-28
SCUP Meeting -- February 6, 2023

		Actual					Forecast				
		2018-19	2019-20	2020-21	2021-22	2022-23**	2023-24	2024-25	2025-26	2026-27	2027-28
1	**Constituent University**										
2	**Full-Time Undergraduates**										
3	Arts & Humanities	938	882	877	853	864	867	901	937	999	1,055
4	Business (HBA)	1,085	1,090	1,057	1,072	1,210	1,314	1,315	1,315	1,315	1,315
5	Dentistry	262	262	263	264	281	284	284	284	284	284
6	Education	716	697	677	697	703	668	668	668	668	668
7	Engineering	2,032	2,008	2,151	2,293	2,497	2,545	2,604	2,695	2,692	2,716
8	Health Sciences										
9	BHSc Program	1,227	1,251	1,339	1,424	1,437	1,442	1,443	1,456	1,497	1,544
10	Kinesiology	1,215	1,241	1,285	1,283	1,311	1,298	1,321	1,351	1,382	1,425
11	Nursing	969	974	989	1,028	1,180	1,269	1,315	1,315	1,315	1,315
12	Sub-Total	3,411	3,466	3,613	3,735	3,928	4,009	4,079	4,122	4,194	4,284
13	Law	480	485	490	482	496	510	530	550	550	550
14	MIT (Media, Information, & Technoculture)	916	895	871	899	880	881	910	928	986	1,044
15	Medicine										
16	MD Program	685	683	686	688	689	684	687	690	693	696
17	BMedSci Program	1,000	1,036	1,161	1,252	1,305	1,425	1,483	1,482	1,549	1,581
18	Music	414	449	443	434	410	395	381	386	432	451
19	Science	5,143	5,326	5,535	5,809	5,962	5,796	5,922	6,078	6,175	6,322
20	Social Science	6,497	6,503	6,882	7,348	7,677	7,801	8,055	8,299	8,527	8,735
21	**Total Full-Time Undergraduates**	**23,579**	**23,782**	**24,706**	**25,826**	**26,902**	**27,179**	**27,819**	**28,435**	**29,063**	**29,701**
22	Concurrent Programs	247	288	345	380	370	380	380	380	380	380
23	Medical Residents	956	936	940	968	999	940	940	940	940	940
24	**Full-Time Graduates**										
25	Masters	3,734	3,946	3,869	4,360	4,231	4,744	5,069	5,259	5,296	5,296
26	Doctoral	2,177	2,219	2,231	2,345	2,415	2,431	2,496	2,578	2,597	2,597
27	**Total Full-Time Graduates**	**5,911**	**6,165**	**6,100**	**6,705**	**6,646**	**7,175**	**7,565**	**7,837**	**7,893**	**7,893**
28	**Total Full-Time Enrolment**	**30,693**	**31,171**	**32,091**	**33,879**	**34,917**	**35,674**	**36,704**	**37,592**	**38,276**	**38,914**
29	**Part-Time FTEs**										
30	Undergraduate **	2,061	1,988	2,563	2,408	2,551	2,500	2,500	2,500	2,500	2,500
31	Education (AQs) **	456	435	447	460	450	470	475	480	490	490
32	Masters	114	110	122	128	111	110	110	110	110	110
33	Doctoral	32	32	35	29	32	30	30	30	30	30
34	**Total Part-Time FTEs**	**2,663**	**2,566**	**3,167**	**3,025**	**3,144**	**3,110**	**3,115**	**3,120**	**3,130**	**3,130**
35	**Total Constituent FTEs**	**33,356**	**33,737**	**35,258**	**36,904**	**38,061**	**38,784**	**39,819**	**40,712**	**41,406**	**42,044**
36	**Affiliated University Colleges**										
37	**Full-Time Undergraduates**										
38	Brescia	1,392	1,421	1,301	1,171	1,099	1,026	1,073	1,131	1,216	1,256
39	Huron	1,038	1,266	1,431	1,525	1,560	1,663	1,719	1,799	1,928	1,994
40	King's	3,162	3,267	3,415	3,253	3,150	3,172	3,220	3,296	3,375	3,453
41	**Total Full-Time Undergraduates**	**5,592**	**5,954**	**6,147**	**5,949**	**5,809**	**5,861**	**6,012**	**6,226**	**6,519**	**6,703**
42	**Part-Time Undergraduate FTEs**										
43	Brescia	76	73	70	72	64	68	70	72	74	76
44	Huron	64	48	57	58	35	55	55	55	55	55
45	King's	254	265	299	266	282	320	331	343	354	366
46	**Total Part-Time FTEs**	**394**	**386**	**426**	**396**	**381**	**443**	**456**	**470**	**483**	**497**
47	**Graduate FTEs**										
48	Brescia	38	40	35	31	31	31	31	31	31	31
49	Huron	5	11	13	10	7	10	12	15	15	15
50	King's	50	61	60	62	65	65	65	65	65	65
51	**Total Graduate FTEs**	**93**	**112**	**108**	**103**	**103**	**106**	**108**	**111**	**111**	**111**
52	**Total Affiliate FTEs**	**6,079**	**6,452**	**6,681**	**6,448**	**6,293**	**6,410**	**6,576**	**6,807**	**7,113**	**7,311**
53	**Total UWO FTEs**	**39,435**	**40,189**	**41,939**	**43,352**	**44,354**	**45,194**	**46,395**	**47,519**	**48,519**	**49,355**
	Rows 54 to 88 Included above										
54	**International Students**										
55	Constituent Full-Time										
56	Undergraduates	2,692	2,763	2,822	2,761	2,593	2,662	2,927	3,414	3,991	4,575
57	Medical Residents	142	130	130	173	189	175	175	175	175	175
58	Masters (excluding Ivey)	717	925	695	826	818	989	1,102	1,171	1,185	1,203
59	MBA (Regular), Ivey MSc	63	81	159	199	222	234	235	235	235	222
60	Executive MBA	4	4	1	2	1	0	0	0	0	0
61	Doctoral	607	665	686	798	875	827	834	846	842	812
62	Affiliates										
63	Undergraduates	991	1,256	1,390	1,233	1,144	1,159	1,233	1,344	1,477	1,547
64	Masters	0	2	4	4	3	1	1	1	1	1
65	**Year 1 Only**										
66	**Constituent**										
67	Arts & Humanities	233	209	221	248	202	214	235	260	290	300

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Exhibit 2

ENROLMENT PROJECTIONS: 2023-24 to 2027-28

SCUP Meeting -- February 6, 2023

		Actual					Forecast				
		2018-19	2019-20	2020-21	2021-22	2022-23**	2023-24	2024-25	2025-26	2026-27	2027-28
68	Engineering	588	586	704	774	893	840	850	850	850	875
69	Health Sciences										
70	BHSc Program	393	385	407	421	387	400	405	430	440	455
71	Kinesiology	304	339	335	351	351	350	355	375	385	400
72	Nursing	142	144	159	142	142	144	144	144	144	144
73	Media, Information, & Tech	263	252	226	270	212	235	260	275	295	310
74	MOS Program	819	768	1,072	1,052	1,151	1,180	1,220	1,240	1,270	1,290
75	Music	121	123	117	94	88	94	102	109	118	125
76	Science	1,680	1,676	1,801	2,016	2,033	2,070	2,140	2,185	2,235	2,292
77	Social Science	835	840	965	1,054	1,009	1,010	1,055	1,138	1,140	1,155
78	**Total Year 1 - Constituent**	**5,378**	**5,322**	**6,007**	**6,422**	**6,468**	**6,537**	**6,766**	**7,006**	**7,167**	**7,346**
79	**Affiliated University Colleges**										
80	Brescia	320	332	270	258	244	302	316	326	337	346
81	Huron	415	454	489	448	417	594	632	666	686	686
82	King's	834	895	968	840	721	840	860	880	900	920
83	**Total Year 1 - Affiliates**	**1,569**	**1,681**	**1,727**	**1,546**	**1,382**	**1,736**	**1,808**	**1,872**	**1,923**	**1,952**
84	**Total UWO Year 1**	**6,947**	**7,003**	**7,734**	**7,968**	**7,850**	**8,273**	**8,574**	**8,878**	**9,090**	**9,298**
85	**Masters**										
86	All Programs (excluding MBAs)	3,319	3,491	3,301	3,545	3,429	3,883	4,099	4,234	4,271	4,271
87	Ivey (excl EMBA)	241	285	466	665	631	687	796	851	851	851
88	Executive MBA	174	170	102	150	171	174	174	174	174	174
	For Information										
89	Year 1 Constituent International Students	855	639	592	610	684	778	957	1,154	1,343	1,497

*** Part-time FTEs are estimates -- and will be updated when second/January-term course registrations are finalized.*

Fall 2022 Year 1 Class

SCUP

February 6, 2023

Context

- Western continues Approach using "Standard Minimum Entrance Requirement"
    - **Fall 2022   83.5%   (final = 83.5%) *****
    - Fall 2021   83.5%   (final = 83.5%)
    - Fall 2020   83.5%   (final = 83.5%)
    - Fall 2019   83.5%   (final = 83.5%)
    - Fall 2018   83.5%   (final = 83.5%)
    - Fall 2017   83.5%   (final = 83.5%)
    - Fall 2016   83.5%   (final = 83.5%)
    - Fall 2015   83.5%   (final = 83.5%)
    - Fall 2014   84.0%   (final = 83.0%)
    - Fall 2013   84.0%   (final = 83.0%)
    - Fall 2012   83.0%   (final = 82.5%)
    - Fall 2011   83.0%   (final = 82.0%)
    - Fall 2010   83.0%   (final = 81.0%)
    - Fall 2009   83.0%   (final = 80.0%)
    - Fall 2008   82.5%   (final = 79.0%)
    - Fall 2007   82.0%   (final = 78.0%)
    - Fall 2006   81.0%   (final = 78.0%)
    - Fall 2005   80.5%   (final = 77.0%)
    - Fall 2004   80.5%   (final = 78.0%)
    - Fall 2003   83.0%   (final = 78.0%)
    - Fall 2002   79.5%   (final = 74.0%)
   - Fall 2001   77.0%   (final = 73.0%)

Western

Student Profile: Applicant Type & Geographical Origin

Constituent University

# 2022-23 Year 1 Students by Applicant Type Constituent University

Total Year 1 = 6,468

New Ontario Secondary School: 4,817, 74.5%

New All Others: 1,435, 22.2%

Returners: 216, 3.3%

Western

40

4
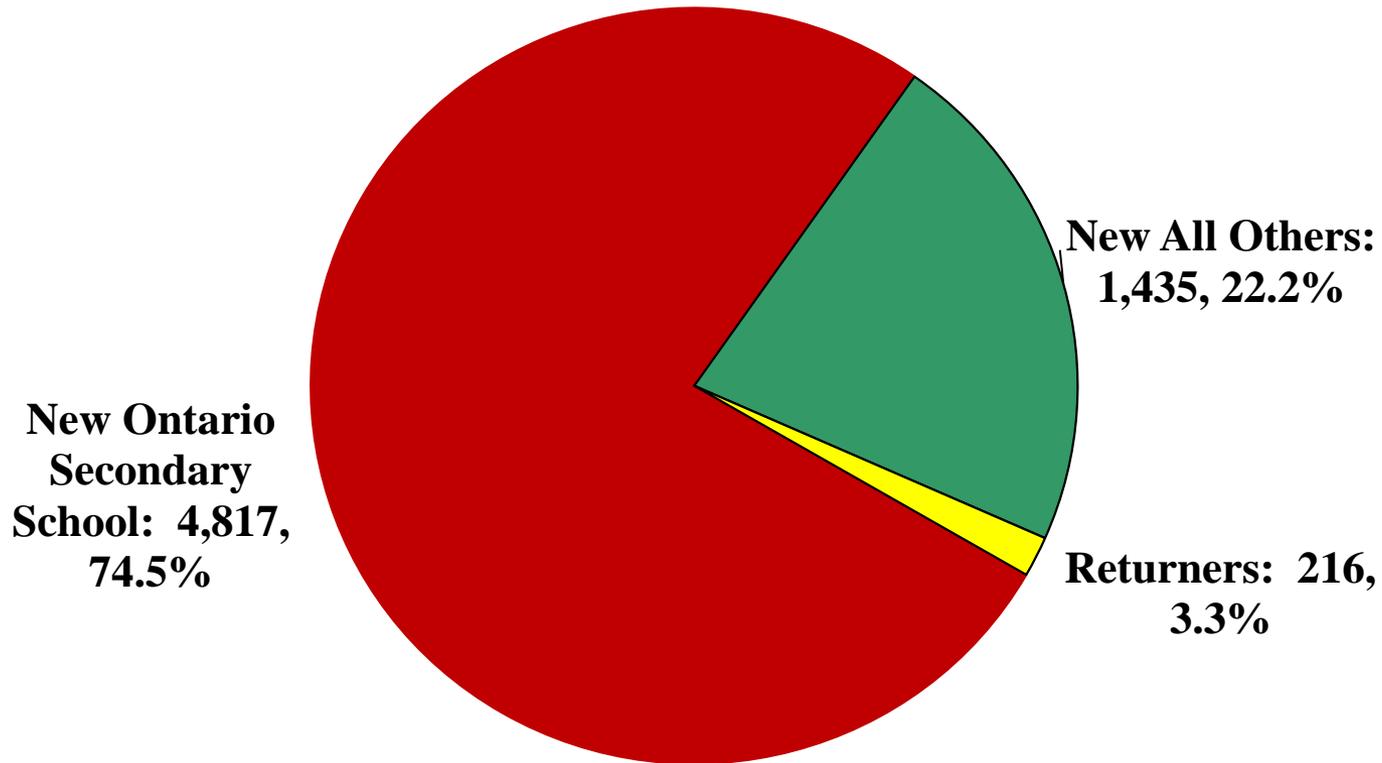
Geographical Origin of Year 1 Students: Constituent University

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
All International	12.2%	9.9%	11.5%	12.5%	15.9%	12.0%	9.9%	9.5%	10.6%
Outside Ontario (Dom)	7.4%	10.8%	10.8%	10.6%	10.8%	10.7%	9.7%	11.4%	10.9%
Other Ontario (Dom)	16.4%	11.3%	11.6%	11.4%	8.8%	9.2%	10.3%	11.0%	8.6%
GTA (Dom)	43.9%	44.7%	42.9%	42.3%	43.4%	45.9%	48.3%	46.0%	45.5%
Other SW Ontario (Dom)	7.1%	10.1%	10.6%	10.3%	9.2%	9.9%	9.6%	9.8%	10.1%
London/Middlesex (Dom)	12.9%	13.3%	12.6%	12.9%	11.9%	12.3%	12.2%	12.2%	14.4%

Legend:
- London/Middlesex (Dom)
- Other SW Ontario (Dom)
- GTA (Dom)
- Other Ontario (Dom)
- Outside Ontario (Dom)
- All International

Western

Year 1 International Students: Constituent University

Year	Value	Percentage
2014-15	527	10.1%
2015-16	508	9.9%
2016-17	618	11.5%
2017-18	638	12.5%
2018-19	855	15.9%
2019-20	639	12.0%
2020-21	592	9.9%
2021-22	610	9.5%
2022-23	684	10.6%
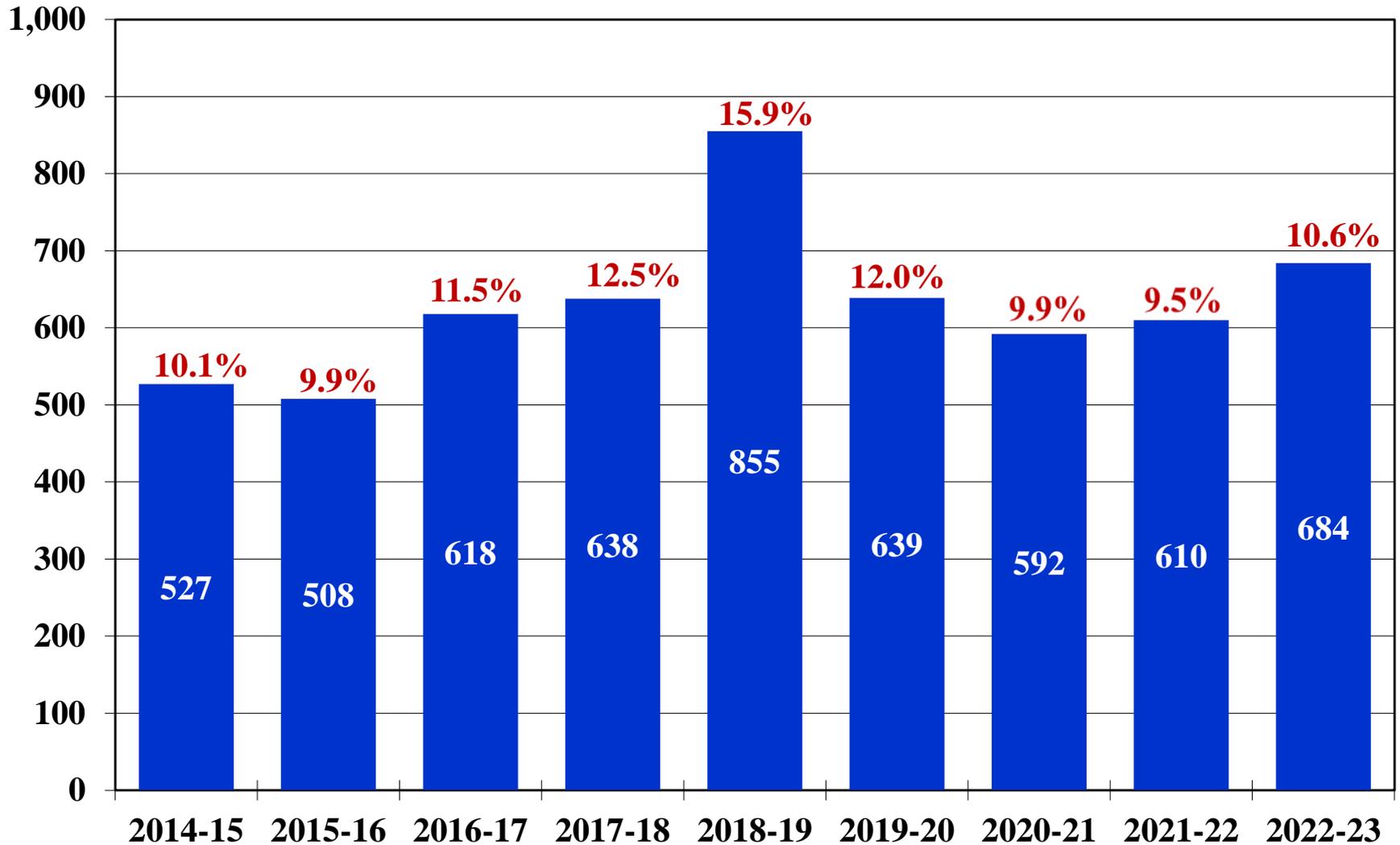
Western

Year 1 Out of Province Students: Constituent University
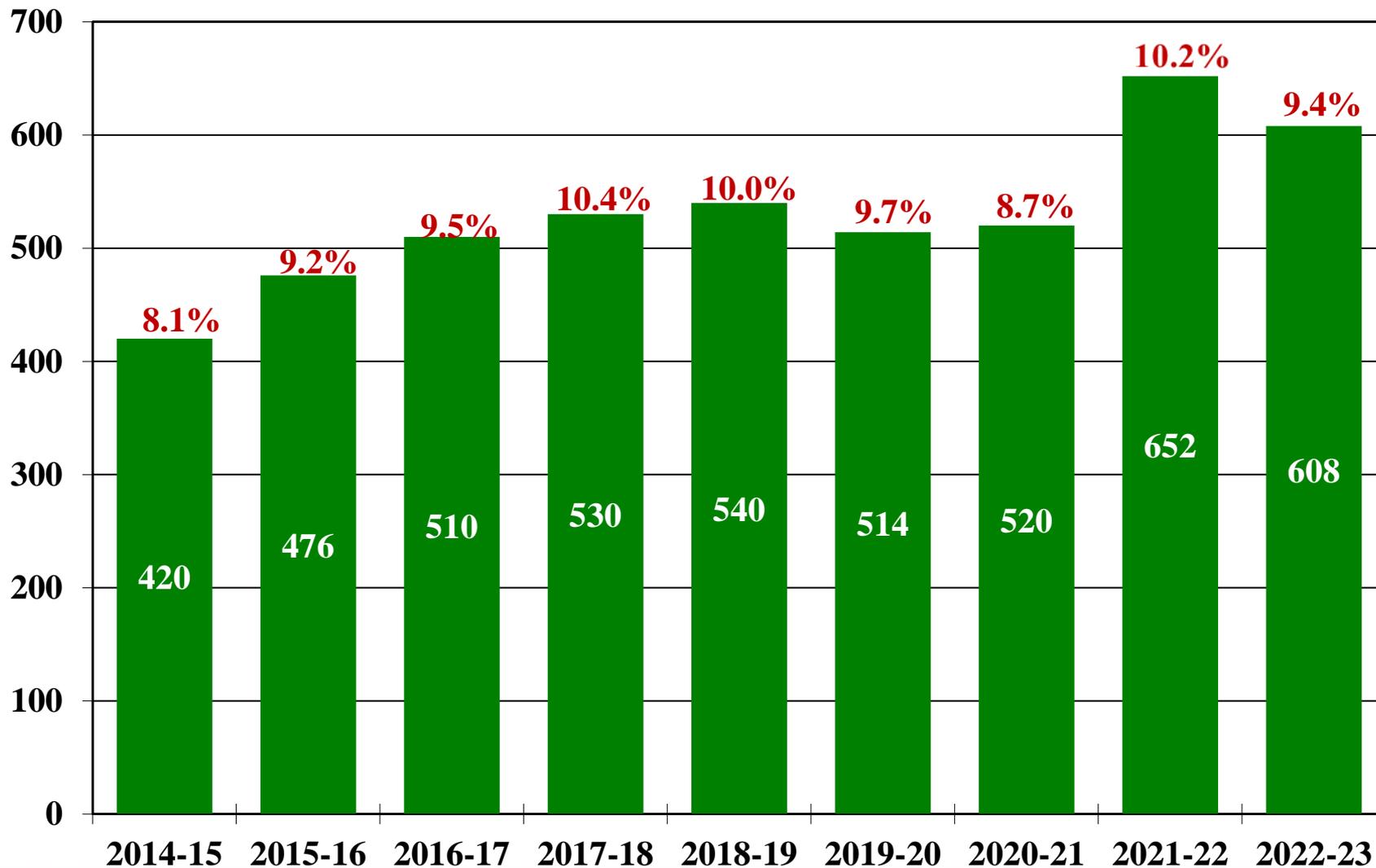
Western

Entering Grades of New Ontario Secondary School Students

Average Entering Grade
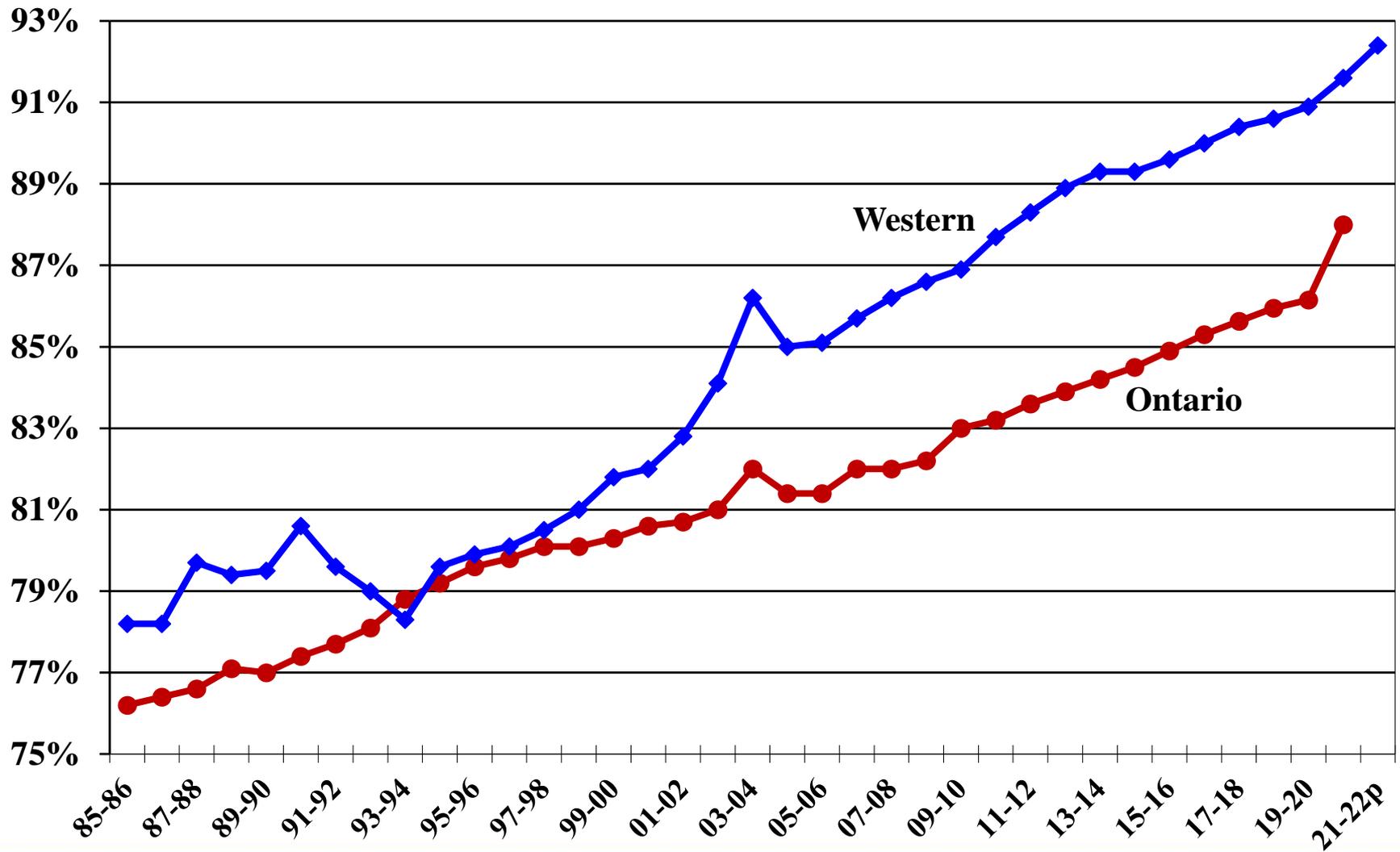
Average Entering Grade
Western and Affiliated University Colleges
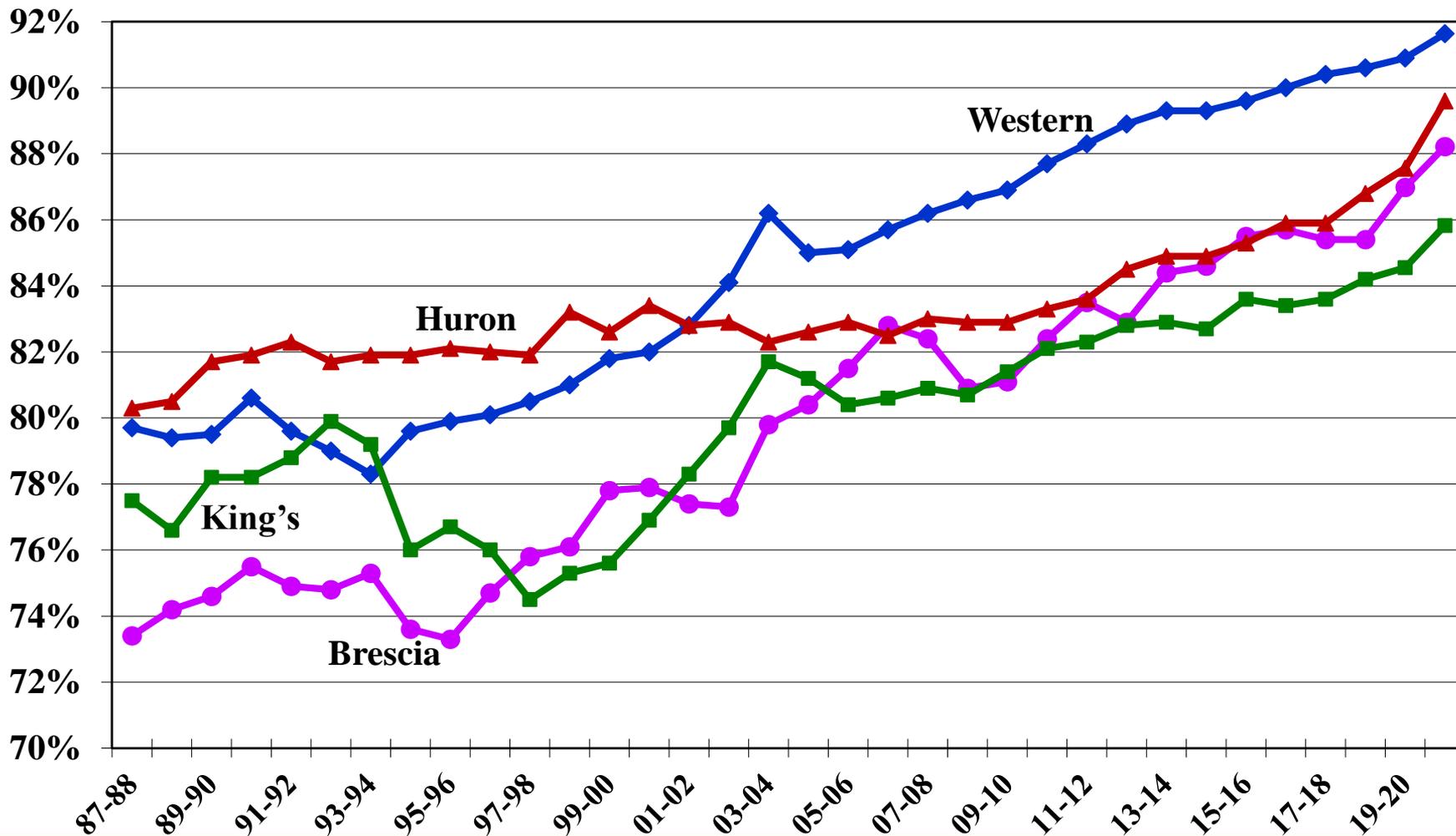
2020-21 Average Entering Grade All Programs

Western Prior Year: Avg = 90.9%; Rank = 1

Bar values (left to right): 91.8%, 91.6%, 90.7%, 90.7%, 90.0%, 88.0%, 87.8%, 87.4%, 86.2%, 86.2%, 85.9%, 85.6%, 85.2%, 85.1%, 85.0%, 84.9%, 84.8%, 84.7%, 83.8%, 83.5%, 83.3%

Western   Ontario
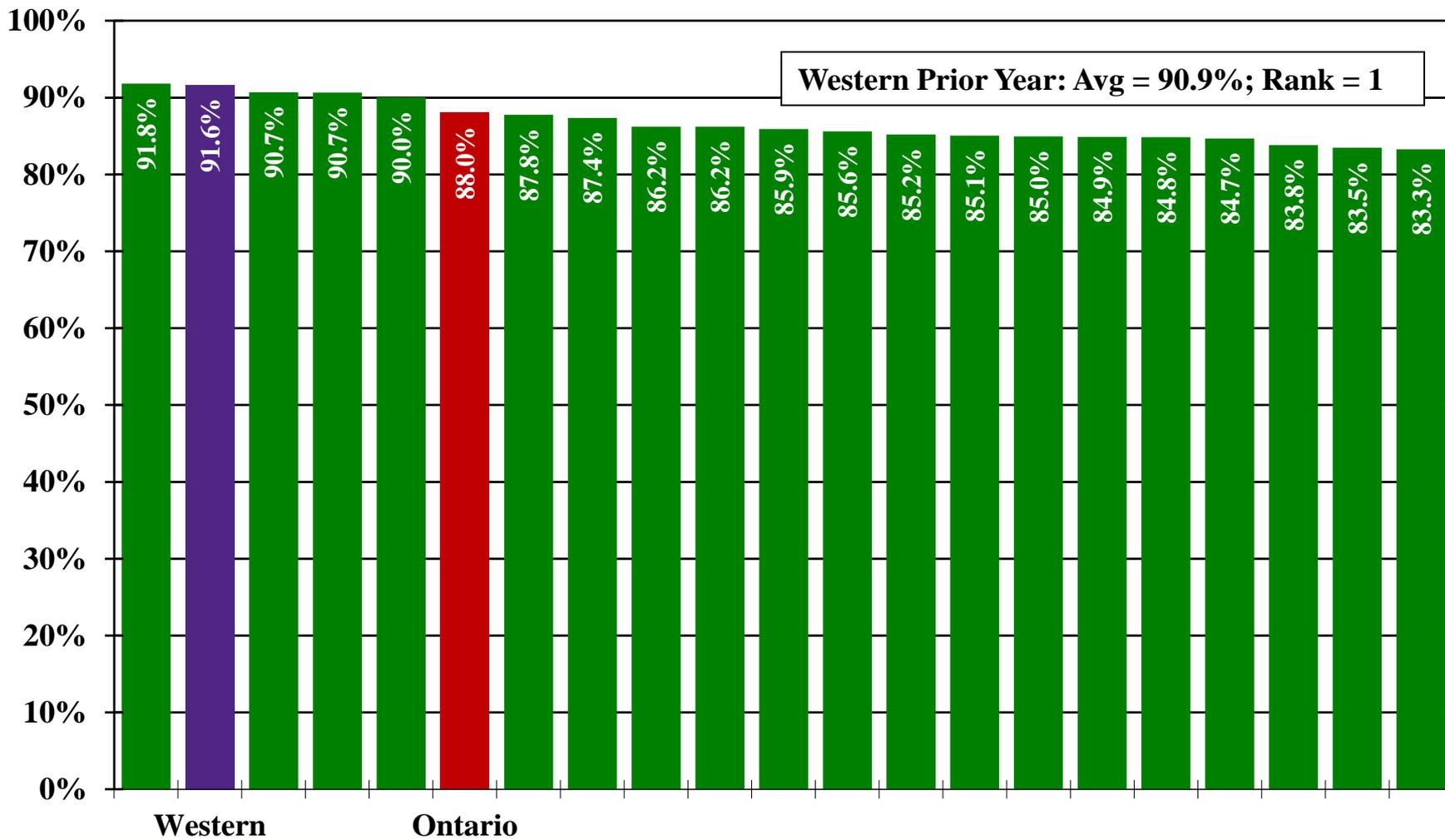
Retention Rates

Year 1 to Year 2 Retention Rates
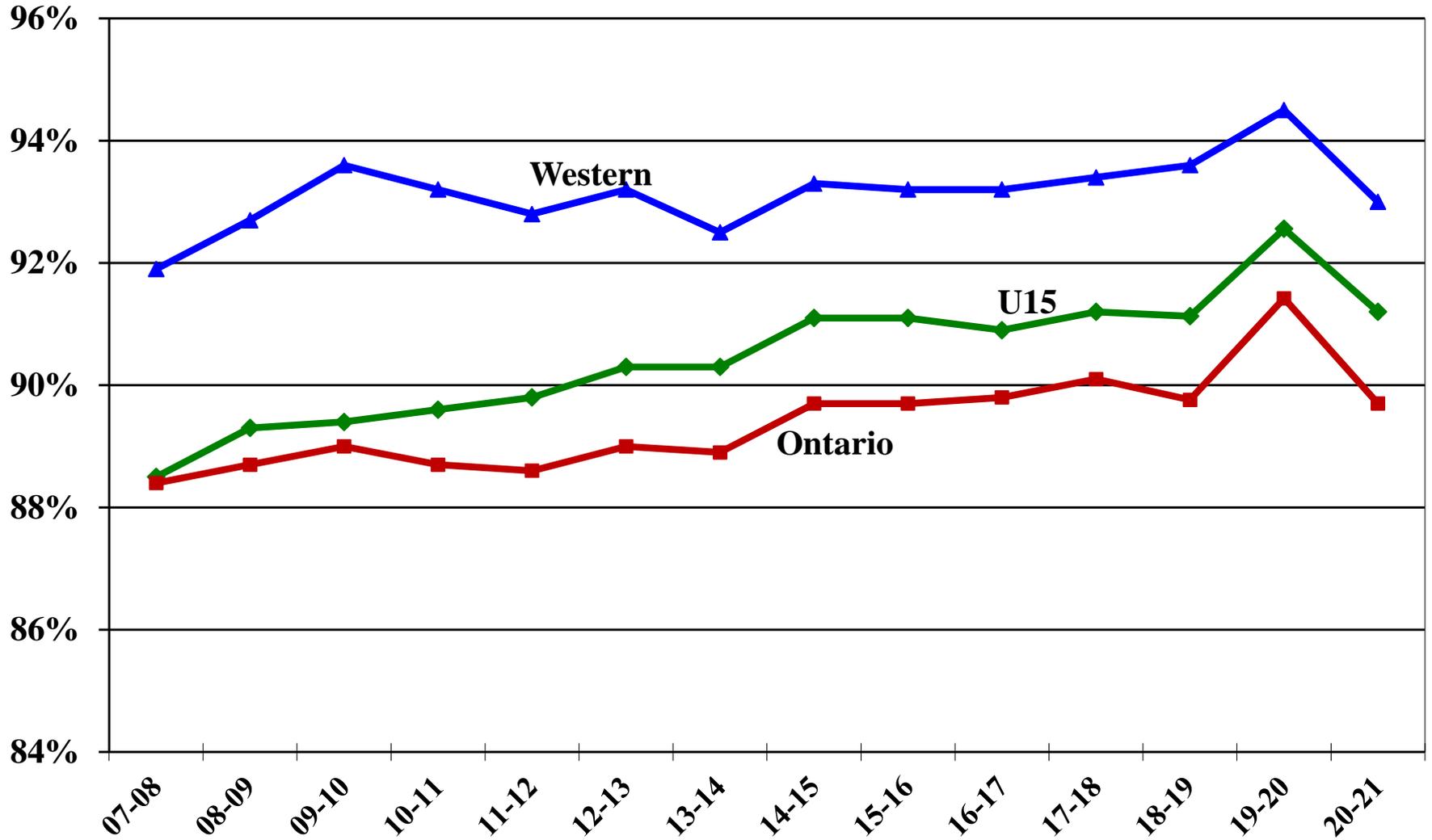
Ontario: Year 1 to Year 2 Retention Rates 2020-21 Cohort
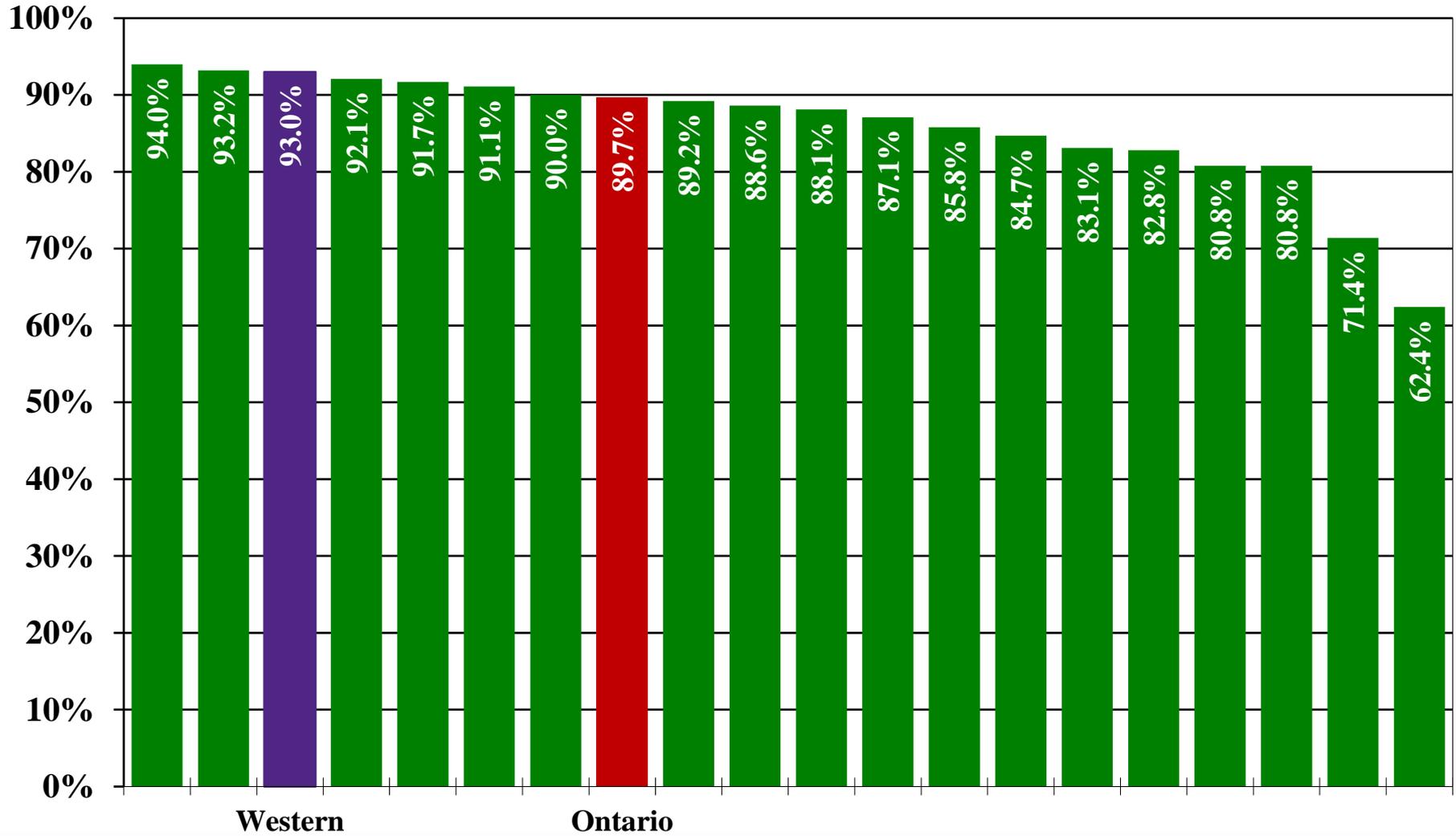
U15: Year 1 to Year 2 Retention Rates 2020-21 Cohort

ITEM 9.1

Bar chart of Year 1 to Year 2 retention rates for the 2020-21 cohort. Bars from left to right: 94.0%, 93.9%, 93.6%, 93.2%, 93.0% (Western, purple), 92.5%, 92.3%, 92.1%, 91.2% (U15 Avg, red), 91.1%, 88.6%, 87.4%, 87.3%, 84.3%, 83.7%, 84.3%.

Western

Year 1 to Year 2 Retention Rates

Domestics
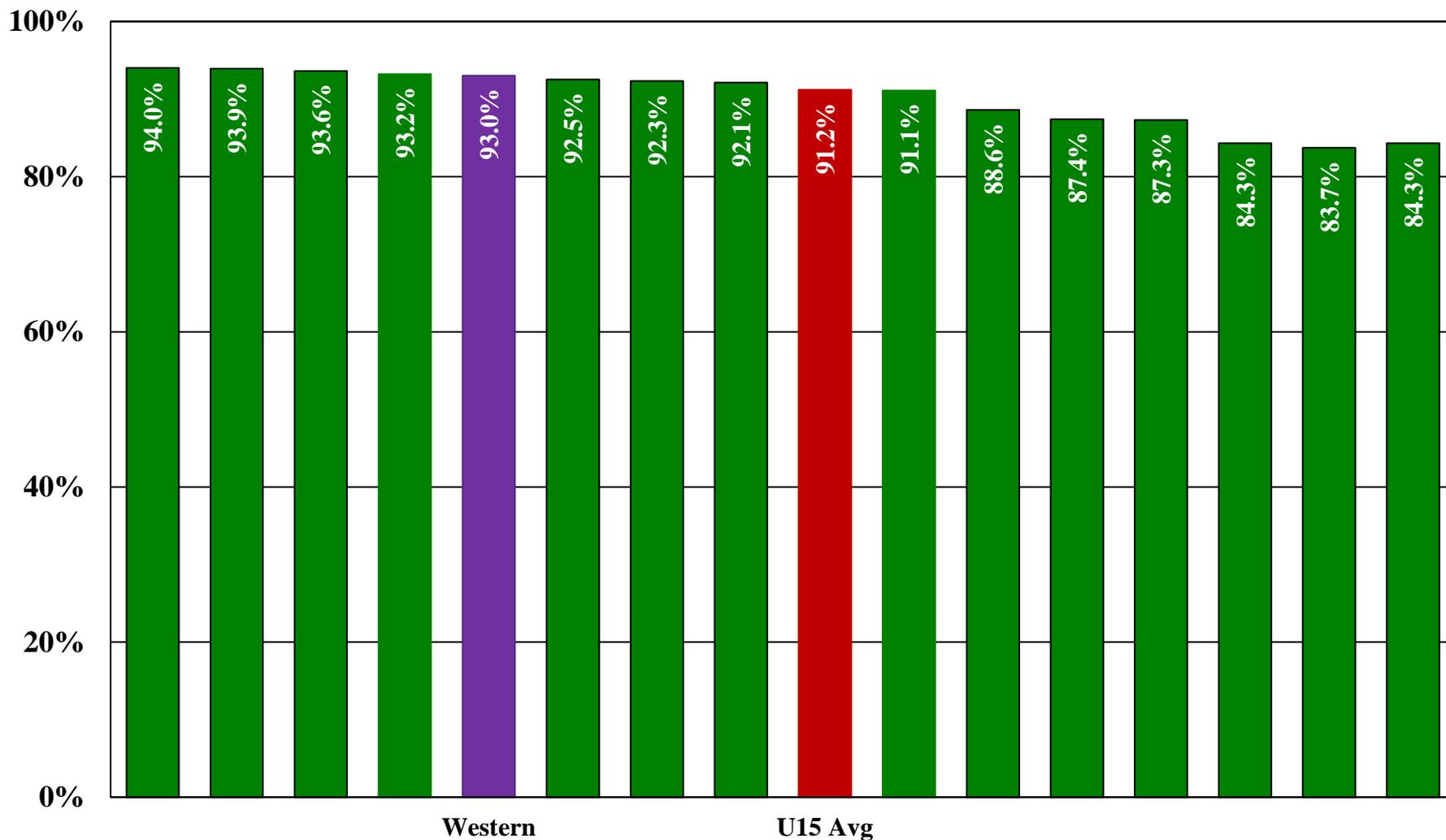
Internationals
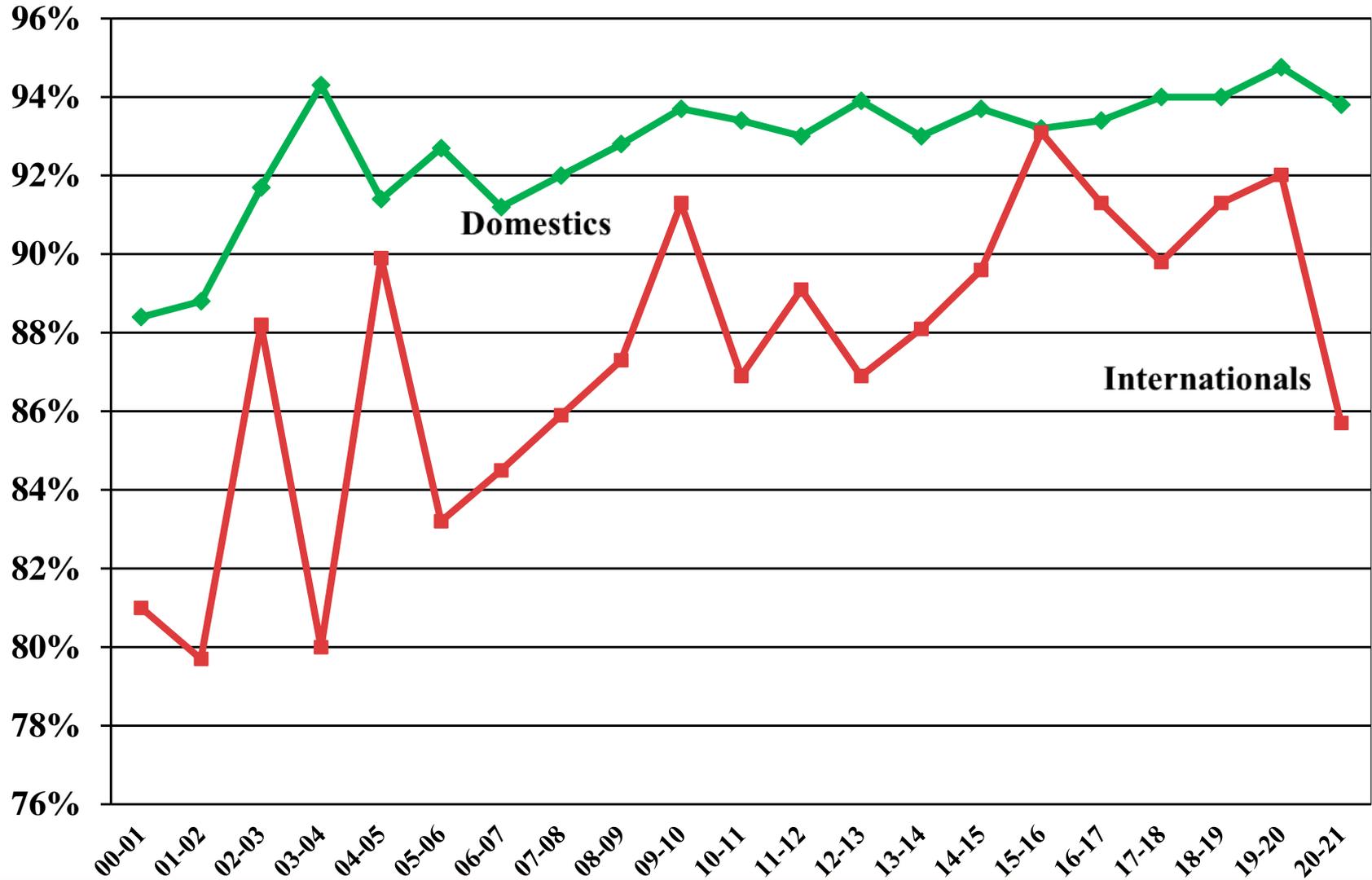
Graduation Rates – 6 Years after Entry

6-Year Graduation Rates
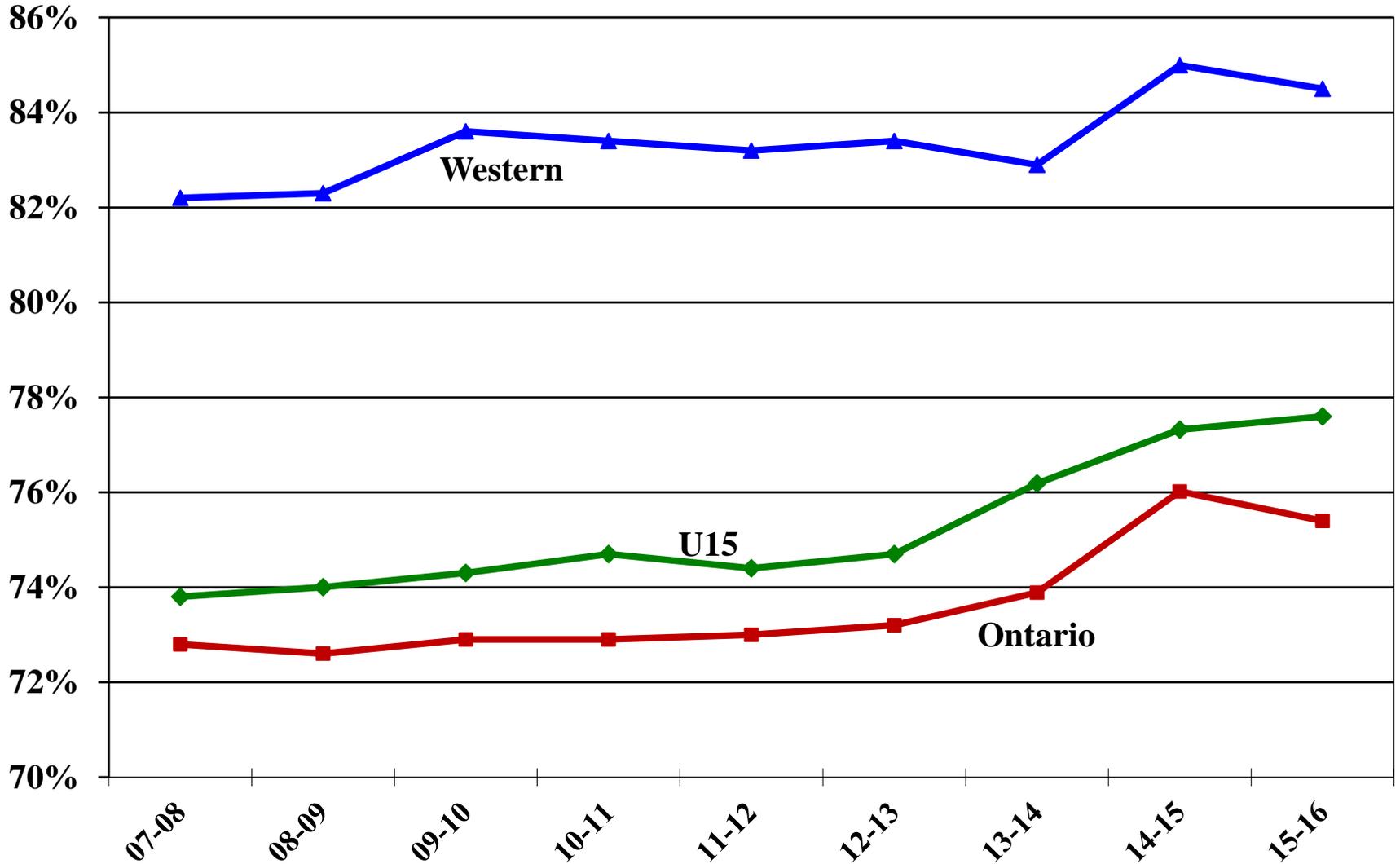
Ontario: 6-Year Graduation Rates 2015-16 Cohort

Bar chart of 6-year graduation rates: 85.5%, 84.5%, 83.3%, 82.2%, 78.8%, 77.1%, 75.8%, 75.4%, 75.3%, 72.7%, 70.6%, 70.0%, 69.0%, 65.6%, 65.0%, 64.3%, 63.6%, 63.5%, 62.9%, 62.0%, 49.3%. X-axis labels: Western, Ontario.
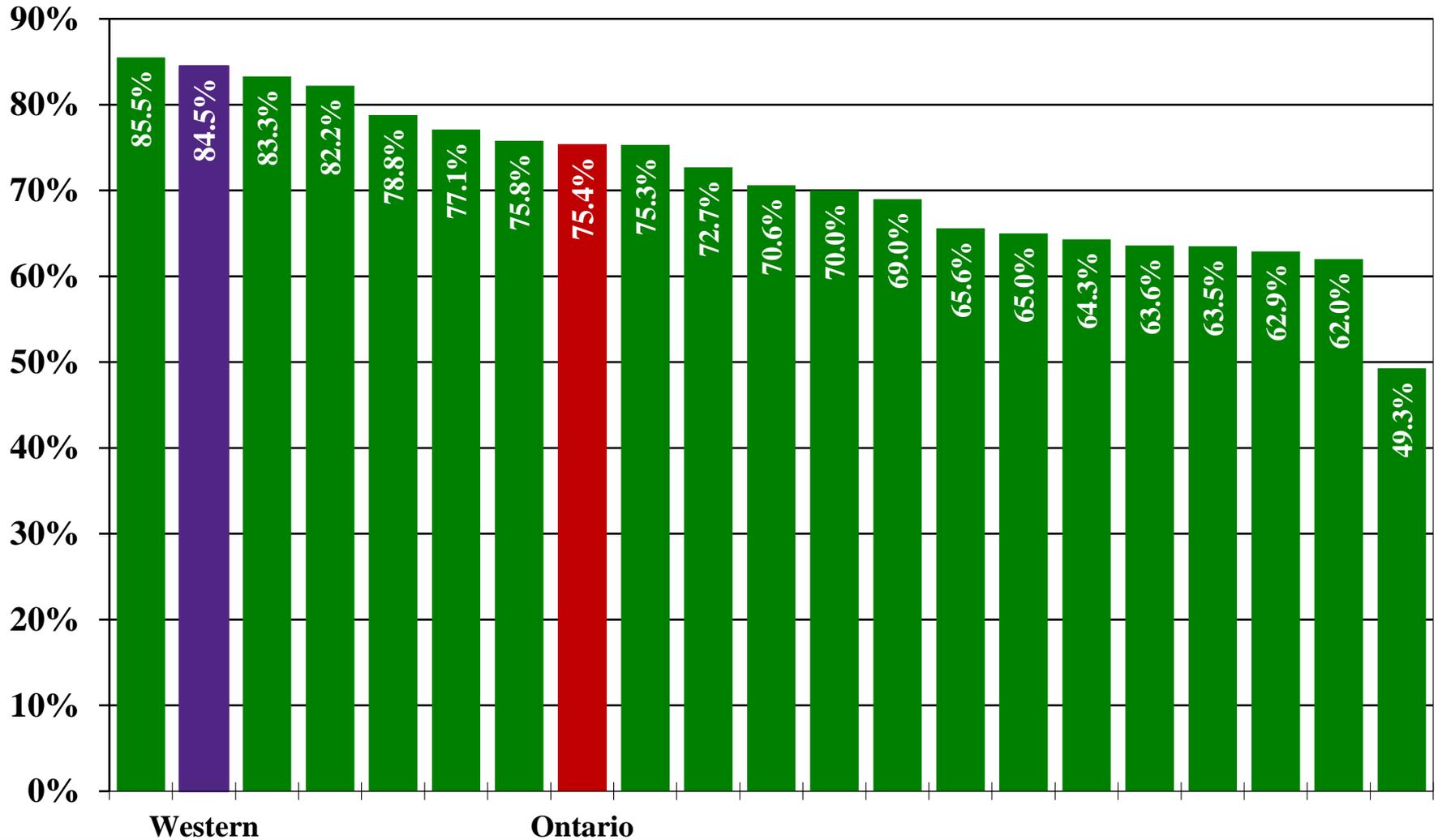
U15: 6-Year Graduation Rates 2015-16 Cohort
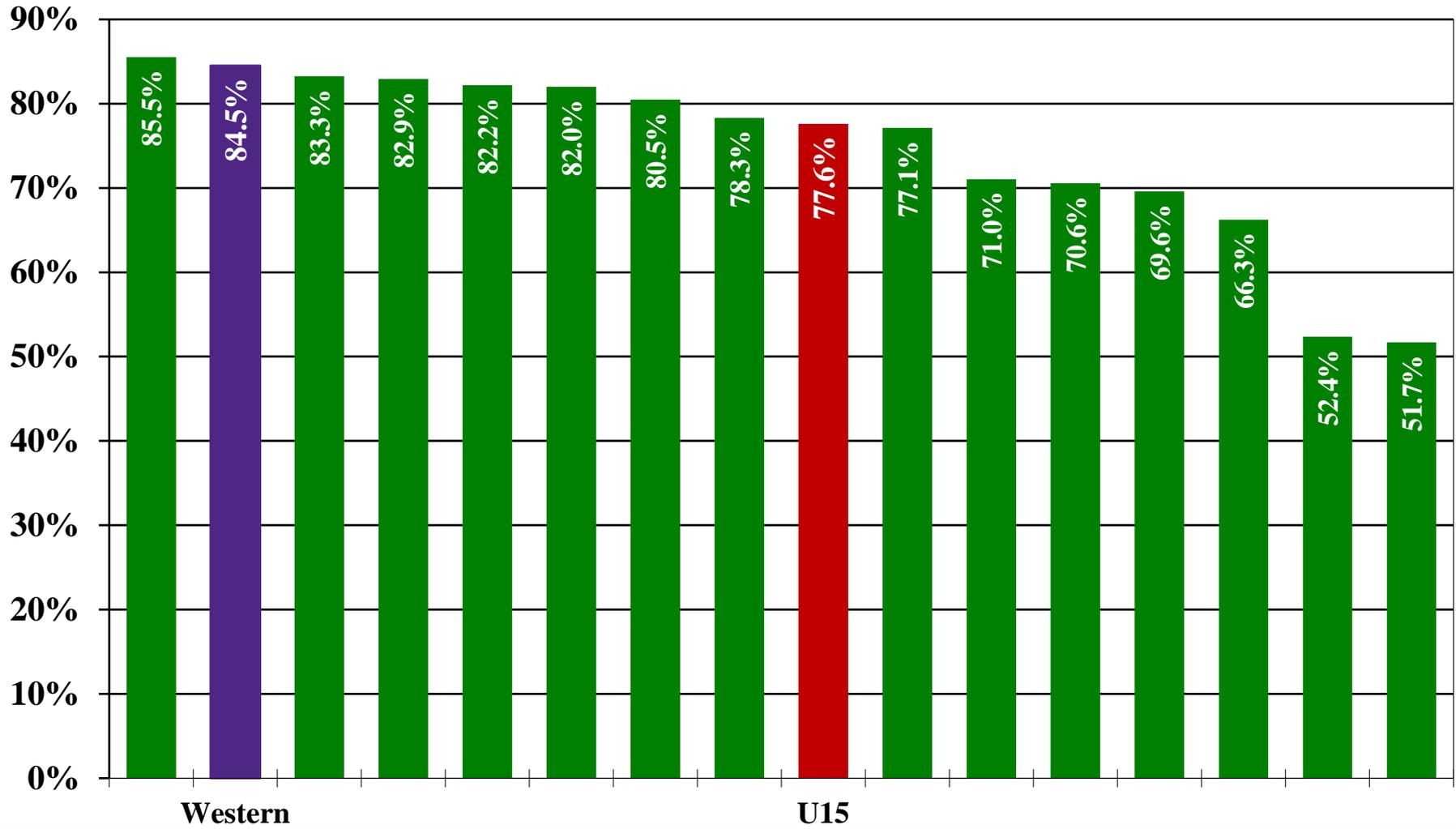
ITEM 9.2 – Update on Budget and Planning Process

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal update on the budget planning process.

ITEM 11.0 – The Unanimous Consent Agenda

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

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

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

> Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.
>
> Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

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

How it works for Senate:

In consultation with Committee chairs and principal resource persons, the University Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are <u>not</u> 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) – Revisions to the Terms of Reference of the Honorary Degrees Committee

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommend: That the Operations/Agenda Committee recommend to Senate that the Terms of Reference of the Honorary Degrees Committee be revised as shown, effective February 16, 2023.

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee, the Honorary Degrees Committee has reviewed their terms of reference. At its January 30, 2023 meeting, the Honorary Degrees Committee approved a motion to recommend to Senate, through the Operations/Agenda Committee, that the Terms of Reference of the Honorary Degrees committee be revised as shown, effective February 16, 2023.

Proposed changes to the Terms of Reference include:
- A change to clarify that the Committee selects the recipients for degrees, who are then contacted by the Office of the President to schedule appropriately

Proposed changes to the Composition of the Honorary Degrees Committee include:
- The addition of a member of ==administrative staff== to the composition of the Committee

ATTACHMENTS:

Revisions to the Terms of Reference of the Honorary Degrees Committee – Track Changes Copy

Honorary Degrees Committee

Effective Date: February 16, 2023

Supersedes: ~~September 2009~~

Date of Next Review: Spring 2024

_____

TERMS OF REFERENCE

To select candidates on whom Honorary Degrees ~~are to~~ **may** be conferred, **and to determine the appropriate degree for each candidate**.

~~To select a candidate to receive the President's Medal for Distinguished Service.~~

~~To select the appropriate degree for each candidate, and the appropriate Convocation at which the degree is to be conferred.~~

To select candidates to be granted the status of Chancellor Emeritus/a, President Emeritus/a and Provost & Vice-President (Academic) Emeritus/a and determine the timing and nature of the conferral of such status.

To select a candidate to receive the President's Medal for Distinguished Service.

To report to the Senate, for public announcement.

COMPOSITION

Nine members, **elected by the Senate,** one of whom must be a student who is a member of Senate, ~~, elected by the Senate.~~ **and at least one of whom must be a member of administrative staff.**

Two alumni of Western appointed by the Alumni Association **for two-year terms**.

One **President** ~~Principal~~ (or designate) of an Affiliated University College appointed on a one-year rotational basis.

Ex officio (voting):

Chancellor
President & Vice-Chancellor
Provost & Vice-President (Academic)

Vice-President (University Advancement)
Vice-President (Research)
Director of ~~the~~ Convocation ~~Board~~
Associate Director of Convocation

~~Secretary of Senate (non-voting)~~

Ex officio (non-voting):

University Secretary

Elected members may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.

~~The term of office of elected members shall be two years. Members may not be eligible for more than two consecutive terms, but they shall be eligible for re-election after a lapse of two years following the expiration of the second of the two consecutive terms.~~

The Chair shall be the President & Vice-Chancellor.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Quorum: As set out in Senate By-Law VI.11.(a), quorum shall be one-half of the voting members, including at least one-half of the elected or appointed members, during September to May, and one-third of the voting members, including one-third of the elected or appointed members, during June, July and August.

Quorum September to May: 10 members, including 6 elected/appointed
Quorum June to August: 7 members, including 4 elected/appointed

Terms: The terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Law VI.10.(a).

ITEM 12.2(a) – Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of the Honours Specialization and Specialization in Spanish Language and Hispanic Cultures and the Certificate in Practical Spanish

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Honours Specialization in Spanish Language and Hispanic Cultures be renamed as the Honours Specialization in Spanish, and

That the Specialization in Spanish Language and Hispanic Cultures be renamed as the Specialization in Spanish, and

That the Certificate in Practical Spanish be renamed as the Certificate in Spanish, and

That students currently enrolled in the modules/certificate be permitted to graduate with the old name of the module/certificate on their diploma until August 31, 2026, upon request to the Office of the Registrar.

EXECUTIVE SUMMARY:

The proposed change in name reflects ongoing evolution in research and scholarly fields and the Department's desire to have the name of its academic programs align with the program as it currently exists. At the Undergraduate level, students now pursuing Spanish modules do so in order to develop and enhance their language skills and capacities. The module name changes reflect that and will show future employers or graduate programs of that specific language skill acquired through the module's completion. Furthermore, the Major and Minor are already simply "Spanish," so that these changes will align the programs and modules from the Certificate level up to the Honours Specialization.

ATTACHMENT(S):

Revised Calendar Copy

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20960

HONOURS SPECIALIZATION IN SPANISH ~~LANGUAGE AND HISPANIC CULTURES~~

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20977

SPECIALIZATION IN SPANISH ~~LANGUAGE AND HISPANIC CULTURES~~

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20985

CERTIFICATE IN ~~PRACTICAL~~ **SPANISH**

Students currently registered under the old titles will be allowed to graduate under those titles until Aug. 31, 2026.

ITEM 12.2(b) – Ivey Business School and Faculty of Social Science, Department of Political Science: Revisions to the Program Requirements of the HBA / Honours Specialization in Political Science Combined Degree Program

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, the program requirements of the HBA / Honours Specialization in Political Science combined degree program be revised as shown in Item 12.2(b).

EXECUTIVE SUMMARY:

The Ivey Business School and the Department of Political Science are proposing changes to the program requirements of the HBA / Honours Specialization in Political Science Combined Degree Program.

Changes to the Year 2 Political Science requirements are required due to updates in courses.

Proposed changes to the HBA requirements are intended to align the combined program with other similar HBA combined degree programs in the Faculty of Social Science, the Faculty of Arts and Humanities, and Huron University College. The HBA / Honours Specialization in Political Science combined degree program currently has students taking a full HBA course load of 6.0 courses. Similar combined degree programs only require 5.0 courses.

ATTACHMENT(S):

Revised Calendar Copy – HBA / Honours Specialization in Political Science

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21484
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21320

HBA/HONOURS SPECIALIZATION IN POLITICAL SCIENCE

Module/Program Information

Year 1

5.0 courses including Political Science 1020E. Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including Political Science 1020E, plus 2.0 additional courses, with no mark in these principal courses below 60%.

Note: It is strongly recommended that students include in their first-year course selection 1.0 course requirement from Category B and 1.0 course requirement from Category C in order to meet the breadth requirements of their degree.

Year 2

2.0 **1.5** courses: Political Science **2511F/G** 2211E, Political Science 2530F/G, Political Science 2537F/G.
0.5 course: Political Science 2531F/G.
0.5 course: Political Science 2545F/G.
0.5 course: Political Science 2325F/G.
0.5 **1.0** course: Political Science designated essay course (E, F or G) 2200 level or above.
1.0 course: Business Administration 2257.

Year 3 (HBA1)

8.25 **7.5** courses: 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.

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)

0.5 course: (International Perspective Requirement) Business Administration 4505A/B.
0.5 course: (Corporations and Society Perspective Requirement): At least one 0.5 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.

~~3.5~~ **2.5** additional business elective courses*.

* These must be taken at the Richard Ivey School of Business and cannot be substituted with other Western courses. ~~1.0~~ **0.5** course can be replaced by a 2000-level **or above** course outside Ivey that is career related and approved by the HBA Program Office.

Years 4 and 5

0.5 course: Political Science 3325F/G

1.0 Political Science designated essay courses (E, F or G) 2200 level or above.

2.5 Political Science designated essay courses (E, F or G) 3000 level or above.

1.0 Political Science designated essay courses (E, F or G) 4000 level.

ITEM 12.2(c) – Faculty of Engineering: Revisions to the Admission Requirements of the Biomedical Engineering Options

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, the admission requirements for the following Biomedical Engineering Options be revised as shown in Item 12.2(c):

> Chemical Engineering and Biomedical Engineering Option
>
> Electrical Engineering and Biomedical Engineering Option
>
> Mechanical Engineering and Biomedical Engineering Option
>
> Mechatronic Systems Engineering and Biomedical Engineering Option

EXECUTIVE SUMMARY:

The current admission requirements were formulated when the Biomedical Engineering (BME) program was originally developed and was envisioned as a very limited-enrolment program (30 students/year total across the four BME concurrent degree options). As a component of the recent enrolment expansion in the Faculty of Engineering, the target enrolment in BME is increasing to 80 students/year total across the four options. The Faculty believes a larger enrolment will create a more effective critical mass of students that will make Western BME more attractive to future students (e.g., the most similar competitor program, Integrated Biomedical Engineering at McMaster, enrolls 150 students/year).

The School of Biomedical Engineering's initial experience with recruiting students into the BME program indicates that it will not be feasible to expand enrolment while also limiting the program to students with Year 1 and 2 averages above 80%. The Faculty has thus far been exercising its discretion to admit students with averages below the published cutoff, but feedback from current students suggests that some of their peers who were interested in BME but had averages in the middle to high 70s were discouraged from requesting the program by the published admission criteria. However, whereas the BME concurrent degree options include higher-than-normal course loads relative to most other Engineering programs, the Faculty believes a minimum admission average is still necessary to signal to prospective students that BME is a more demanding program and as a means of identifying students who are likely to be successful in the program.

ATTACHMENT(S):

Revised Calendar Copy – F. Chemical Engineering and Biomedical Engineering Option

Revised Calendar Copy – H. Electrical Engineering and Biomedical Engineering Option

Revised Calendar Copy – F. Mechanical Engineering and Biomedical Engineering Option

Revised Calendar Copy – D. Mechatronic Systems Engineering and Biomedical Engineering Option

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21607

F. CHEMICAL ENGINEERING AND BIOMEDICAL ENGINEERING OPTION

Admission Requirements

The Chemical Engineering and Biomedical Engineering Option (Option F) is a limited-enrollment program. Upon completion, students will receive two degrees: a BESc in Chemical Engineering and a BESc in Biomedical Engineering (non-accredited). Admission to Option F is competitive; meeting the minimum requirements does not guarantee admission.

Students apply to Option F while in first year through the Intent-to-Register process. The Department of Chemical and Biochemical Engineering, in collaboration with the Director of Biomedical Engineering, will accept students into Option F. To be eligible for Option F, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of ~~80~~**70**%.

Acceptance into Option F does not guarantee acceptance into the concurrent degree program. Students apply to the concurrent degree program during their second year in Engineering by the published deadline. To be eligible for the concurrent degree program, students must complete all of the requirements of the second-year program in Option F of the Chemical Engineering Program, obtaining a minimum year-weighted average (YWA) of ~~80~~**70**% and a minimum grade of 70% in Biomedical Engineering 3201A/B.

Students who are not accepted into the concurrent degree program after second year will still be eligible to complete a BESc in Chemical Engineering provided that they meet the requirements for progression in Engineering. In this case, the BME 3201A/B course may count as a 0.5 technical elective in the program.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21608

H. ELECTRICAL ENGINEERING AND BIOMEDICAL ENGINEERING OPTION

Admission Requirements

The Electrical Engineering and Biomedical Engineering Option (Option H) is a limited-enrollment program. Upon completion, students will receive two degrees: a BESc in Electrical Engineering and a BESc in Biomedical Engineering (non-accredited). Admission to Option H is competitive; meeting the minimum requirements does not guarantee admission.

Students apply to Option H while in first year through the Intent-to-Register process. The Department of Electrical and Computer Engineering, in collaboration with the Director of Biomedical Engineering, will accept students into Option H. To be eligible for Option H, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of ~~80~~**70**%.

Acceptance into Option H does not guarantee acceptance into the concurrent degree program. Students apply to the concurrent degree program during their second year in Engineering by the published deadline. To be eligible for the concurrent degree program, students must complete all of the requirements of the second-year program in Option H of the Electrical Engineering Program, obtaining a minimum year-weighted average (YWA) of ~~80~~**70**% and a minimum grade of 70% in Biomedical Engineering 3201A/B.

Students who are not accepted into the concurrent degree program after second year will still be eligible to complete a BESc in Electrical Engineering provided that they meet the requirements for progression in Engineering. In this case, the BME 3201A/B course may count as a 0.5 technical elective in the program.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21609

F. MECHANICAL ENGINEERING AND BIOMEDICAL ENGINEERING OPTION

Admission Requirements

The Mechanical Engineering and Biomedical Engineering Option (Option F) is a limited-enrollment program. Upon completion, students will receive two degrees: a BESc in Mechanical Engineering and a BESc in Biomedical Engineering (non-accredited). Admission to Option F is competitive; meeting the minimum requirements does not guarantee admission.

Students apply to Option F while in first year through the Intent-to-Register process. The Department of Mechanical and Materials Engineering, in collaboration with the Director of Biomedical Engineering, will accept students into Option F. To be eligible for Option F, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of ~~80~~**70**%.

Acceptance into Option F does not guarantee acceptance into the concurrent degree program. Students apply to the concurrent degree program during their second year in Engineering by the published deadline. To be eligible for the concurrent degree program, students must complete all of the requirements of the second-year program in Option F of the Mechanical Engineering Program, obtaining a minimum year-weighted average (YWA) of ~~80~~**70**% and a minimum grade of 70% in Biomedical Engineering 3201A/B.

Students who are not accepted into the concurrent degree program after second year will still be eligible to complete a BESc in Mechanical Engineering provided that they meet the requirements for progression in Engineering. In this case, the BME 3201A/B course may count as a 0.5 technical elective in the program.

D. MECHATRONIC SYSTEMS ENGINEERING AND BIOMEDICAL ENGINEERING OPTION

Admission Requirements

The Mechatronic Systems Engineering and Biomedical Engineering Option (Option D) is a limited-enrollment program. Upon completion, students will receive two degrees: a BESc in Mechatronic Systems Engineering and a BESc in Biomedical Engineering (non-accredited). Admission to Option D is competitive; meeting the minimum requirements does not guarantee admission.

Students apply to Option D while in first year through the Intent-to-Register process. The Mechatronic Systems Engineering Program, in collaboration with the Director of Biomedical Engineering, will accept students into Option D. To be eligible for Option D, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 80**70**%.

Acceptance into Option D does not guarantee acceptance into the concurrent degree program. Students apply to the concurrent degree program during their second year in Engineering by the published deadline. To be eligible for the concurrent degree program, students must complete all of the requirements of the second-year program in Option D of the Mechatronic Systems Engineering Program, obtaining a minimum year-weighted average (YWA) of 80**70**% and a minimum grade of 70% in Biomedical Engineering 3201A/B.

Students who are not accepted into the concurrent degree program after second year will still be eligible to complete a BESc in Mechatronic Systems Engineering provided that they meet the requirements for progression in Engineering. In this case, the BME 3201A/B course may count as a 0.5 technical elective in the program.

ITEM 12.2(d) – Schulich School of Medicine & Dentistry: Revisions to the Progression Requirements of the MD Program

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Progression Requirements of the MD Program in the Schulich School of Medicine & Dentistry be revised as shown in Item 12.2(d).

EXECUTIVE SUMMARY:

In June 2019, Senate approved changes to the Undergraduate Medical Education program (as detailed in the Policy on Progression Requirements of the MD Program) for students entering the program September 1, 2019 and beyond. The changes were in response to the Schulich School of Medicine & Dentistry's vision for all of its medical education programs to be competency-based through shared education support resources, and to align the program with evolving standards and practices in Canadian medical education.

Additional amendments to the Undergraduate Medical Education program are now proposed to:
- bring the curriculum into alignment with current practice for competency-based education models;
- better define the responsibilities and expectations of students enrolled in a professional program; and
- update the terminology and language for clarity and to reflect the current state of the program.

ATTACHMENT(S):

Revised Calendar Copy – Doctor of Medicine (MD) Program – Schulich School of Medicine & Dentistry

REVISED CALENDAR COPY
https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_medicine.pdf

Doctor of Medicine (MD) Program - Schulich School of Medicine & Dentistry

For Students who entered the MD Program prior to September 1, 2019, please refer to the Doctor of Medicine (MD) Program here.

NEW CURRICULUM For Students entering the MD Program September 1, 2019 (Class of 2023) and beyond:

PROGRAM REQUIREMENTS & PROGRESSION

The Doctor of Medicine (MD) Program in the Schulich School of Medicine & Dentistry is a four-year program. The program is divided into integrated years of learning offering curriculum from large and small group, laboratory, simulated, team and experiential work placed ~~immersive~~ learning.

Year One and Year Two courses involve case-based learning in teams; laboratory experiences in **basic and clinical** ~~foundational~~ sciences; small group learning; simulation learning; individual independent study; interactive large group learning including team-based learning; lectures; project-based experiential learning and supervised clinical learning experiences. The curriculum is designed to provide foundational learning in the basic and clinical sciences for application in Year 3 and 4 clinical ~~immersion~~ education**al experiences**. Students are required to complete all course requirements offered including semester-long integrated courses and longitudinal year-long courses.

Year Three is a 52-week single course *Clerkship* completed as an integrated clerkship where learners ~~are immersed~~ **serve** as active members of clinical care teams in the following medical disciplines: Family Medicine, Medicine, Obstetrics & Gynaecology, Paediatrics, Psychiatry, **Anesthesia, Emergency Medicine** and Surgery. Within these disciplines there are additional elective learning options ~~and mandatory sessions in Anesthesia & Perioperative Medicine and Emergency Medicine~~. Students learn **from** and work under the direct supervision of faculty and postgraduate resident physicians. Year 3 students are given graded responsibility in **assessment,** diagnosis, investigation **and**~~,~~ management of patient care in acute and chronic care **settings, both** ~~with~~ inpatient and ~~outpatient experiences~~ **ambulatory,** within health care facilities at ~~our~~ associate**d** clinical affiliates (hospitals, ~~ambulatory~~ clinics, physician offices) in London, Windsor and across **the** ~~our~~ distributed education network. Students are assessed in a competency-based process ~~grounded in mandatory~~ **requiring** satisfactory achievement of Medical Expert and Professional **competencies** and no concerns identified in the progression of achievement for the other five core ~~curricular~~ **graduation** competencies – Communicator, Collaborator, Scholar, Advocate and Leader. Each student learning

experience is unique, but each is required to meet rotation and course objectives. Each student in Year Three must complete a *Community* ~~*Clinical Clerkship*~~ ***rural or regional*** rotation for a minimum of four weeks in the distributed education **Southwestern Ontario** region.

~~The curriculum in~~ Year Four is divided into two single term courses consolidating ~~the~~ prior learning. Term One *Clinical* ~~*Science*~~ *Electives* (16 weeks) ~~is a course of~~ **consists of eight 2-week blocks of primarily** ~~assessed~~ clinical **educational experiences** ~~or research based experiences~~ selected by the student in any area of medicine **in line with the expectations for diversification of elective experiences. Students may complete research-based experiences with appropriate notice. Clinical Electives may be completed** ~~of interest~~ at the Schulich School of Medicine & Dentistry, other Canadian medical schools**, or in** ~~as well as~~ carefully selected international medical schools. ~~The curriculum in~~ Year Four Term Two, ~~*Integration & Transition*~~ ***Transition to MD*** (16 weeks) is **a mix of independent, small and large group learning** ~~designed to assess cognitive, affective and psychomotorlearning in a student-centered and student-directed manner, to ensure~~ **ensuring that** the **knowledge, attitudes, and skills** ~~understanding,~~ **that underpin the required clinical-decision making and problem solving skills** ~~analysis and synthesis of knowledge and skills necessary~~ **for** ~~in~~ transition to postgraduate medicine education **have been achieved**.

CURRICULUM OVERVIEW

Year One Courses	Year Two Courses
Foundations of **Medicine** ~~Medical Care~~	Principles of Medicine II
Principles of Medicine I	Transition to Clerkship
~~Patient Centered~~ Clinical **Skills** ~~Methods~~ (Medicine 5139)	~~Patient Centred~~ Clinical **Skills** ~~Methods~~ (Medicine 5246)
Professionalism, Career & Wellness	
Experiential Learning	

Year Three Course	
Clerkship (Medicine 5475)	

Rotation: Family Medicine **Core** (**4** ~~6-12~~ Weeks)	Rotation: Medicine (**8** ~~6-12~~ Weeks)
Rotation: Obstetrics & Gynaecology (6 Weeks)	Community **Rural or Regional** ~~Clinical Clerkship~~ Rotation (4 Week)
Rotation: Psychiatry (6 Weeks)	Rotation: Paediatrics (6 Weeks) / Rotation: Surgery (**8** ~~6-12~~ Weeks)
Rotation: Family Medicine Plus (4 weeks)	**Rotation: Acute Care (EM & Anesthesia) 4 weeks**

Year Four Courses	
Clinical ~~Science~~ Electives (Medicine 5401)	~~Integration &~~ Transition **to MD** (Medicine 5402)

PROGRAM REGULATIONS

Attendance

It is expected that students will attend all scheduled **educational experiences** ~~learning sessions~~.

Attendance is mandatory for ~~defined~~ sessions **as defined** in the course syllabus and all clinical learning. Mandatory attendance is required for: all Small Group Learning ~~sessions~~; Interactive Large Group**/Consolidation** Learning; Simulation ~~Learning~~; Clinical ~~care immersion~~ learning; Laboratory sessions; project learning ~~sessions~~**,** ~~or~~ assessment**s and other sessions** ~~in teams~~ as defined **in the** ~~by~~ course syllabus. At the discretion of the **Vice** ~~Associate~~ Dean or ~~Course Chair~~ **course faculty lead**, certain ~~individual learning~~ sessions (i.e.**,** collaborative interfaculty learning) may be identified as mandatory. Failure to attend mandatory sessions ~~(~~without **prior** approval~~)~~ will result in remediation of incomplete learning objectives and

assessments. Recurrent failure to attend mandatory learning will be reviewed as a Professionalism breach and will be addressed under **MD** Program processes and **considered** as part of ~~Course~~ progression. Attendance in all clinical and non-clinical learning in Year 3 *Clerkship* and in Year 4 *Clinical ~~Sciences~~ Electives* is mandatory. Failure to attend scheduled clinical learning in any year will result in remediation of and/or a grade of "Fail" on a rotation, elective or course. The student attendance policy can be found on the MD Program web page.

Professionalism

The MD Program is a professional degree program. The expectations for personal professional behaviour, outlined in the *~~Policy on Student~~ **Statement on Professionalism** ~~in Undergraduate Medical Education~~* and other School documents, relate to all required curricular learning and any interaction with peers, faculty, staff, ~~society,~~ patients**,** ~~and~~ families **and community**. Any breach will be addressed under the *~~Policy on Student Professionalism in Undergraduate Medical Education~~* ***Assessment and Appeals Policy* and the *Statement on Professionalism*** and may result in ~~Program or Course~~ **a grade of Fail,** remediation ~~and/or a Course grade of "Fail"~~ or dismissal ~~from the Program~~.

Immunization

On Admission **and for annual clearance**, students are required to provide immunization documentation as it relates to ~~the Council of Ontario Faculties of Medicine (COFM) Policy on Immunization and Blood Borne Pathogens which can be found at~~ **COFM Immunization and Screening and Blood Borne Viruses policies** ~~http://cou.on.ca/papers/immunization-policy/ and *Policy Blood Borne Pathogens*~~ and ~~also~~ the Schulich Medicine & Dentistry policy on Blood Borne ~~Pathogens~~ **Viruses**.

The COFM policy applies to all medical learners (undergraduate medical students and postgraduate residents and fellows) attending an Ontario medical school and performing clinical learning activities in Ontario. Undergraduate medical learners who do not comply with the immunization and health prevention policies may be excluded or suspended from all clinical learning or **have the offer of** ~~refused~~ admission **rescinded** ~~to Year 1 curriculum~~ in the interest of patient safety. Medical learners undertaking international clinical learning will require additional assessment, and potentially prophylaxis and immunization against infectious diseases specific to that learning environment. The **MD** Program, School and Western University International have processes that support safe learning outside Canada and explicit timelines to follow for pre-departure preparation and disease prevention.

Additional immunization may be required by other Canadian clinical sites; the **MD** Program, School or by provincial mandate in response to a health care outbreak for students in clinical learning during their study in the Program.

Police Checks

Students enrolled in the MD Program are engaged in many areas of patient care, including vulnerable sectors (i.e.**,** infants, children, adolescents, special needs adults, seniors, and **patients with** mental health **conditions** ~~patients~~) during their learning. To fulfill legal obligations ~~of the Program and the province of Ontario~~ that support patient safety, students will be required to submit their police record checks and vulnerable sector checks upon admission to the Program **prior to beginning Year 1 studies** and at the beginning of Year 3 and Year 4. These must be completed independently by the learner and submitted to the Learner ~~Equity & Wellness~~ **Experience** Office. Students are not permitted to commence their studies in Year 1, Year 3 and Year 4 if they do not submit **or update** required documentation of a **clean** ~~clear~~ police and vulnerable sector check. Students must consult the Admissions Office (for Year 1) and the Learner ~~Equity & Wellness~~ **Experience** Office (Years 2,3,4) about processes to follow in the event of a failed check. The Statement on Police Checks for Undergraduate Medical Students is found on the MD program website.

Time Limitation for Completion of the MD Program

The Doctor of Medicine (MD) Program is a full-time, four-year professional academic program. Students on request to the ~~Associate~~ **Vice** Dean Undergraduate Medical Education may be granted a leave of absence while enrolled in Program studies. The MD program must be completed within six years of the original date of enrolment.

Under no circumstances may (a) a student withdraw and re-enter Program studies or (b) exceed the maximum program length of six years. A student who fails to complete the program in six years, for any reason, must withdraw from the MD Program.

Students enrolled in dual degree programs such as the combined MD-PhD program or MD-MPH (or similar tracks) will require additional years to complete their degrees. It is expected that the maximum time for completion of each dual degree will be adhered to as outlined in the Program syllabus. Failure to comply will result in either withdrawal of enrolment from the dual degree track (without completion of the parallel degree) and/or the MD Program studies.

ASSESSMENT

The principal function of student assessment in the MD Program is to provide feedback to support students learning and **achievement of** competence. All assessment activities are aligned with **MD** Program **graduation** competencies and ~~their~~ **the** key ~~and enabling~~ competencies at defined stages (i.e. years) to ensure achievement ~~of the competencies~~ before entering postgraduate medical education.

For the purpose of reporting, and consistent with all English-language Canadian medical school~~s~~ practices, the **MD** Program standard for progression is a Pass/Fail

grade for each course. Percentage grades may be used in specific assessments to provide learner feedback on the achievement of knowledge, skills, attitudes **and**~~,~~ progress ~~and behaviors~~. Student professionalism throughout all aspects of the curriculum will constitute ~~a~~ **an essential** ~~key~~ assessment outcome ~~for~~ **in** each course **of** ~~in~~ the **MD** Program (see Professionalism above).

Assessment throughout the Program curriculum will involve:

1. *Formative Assessment For Learning:* These assessments are designed to monitor student learning, to provide ongoing feedback to ~~instructors~~ **students for**~~, Program and~~ students to improve learning. This feedback will enable students to identity their strengths and ~~weaknesses~~ **gaps/opportunities** and target areas that need attention. Instructors will utilize feedback from formative assessments to recognize where students are struggling and to **pre-emptively support student academic success** ~~address problems~~. The assessments may take the form of verbal or written feedback; individual and group assignments; readiness assessments or written and oral examinations.

2. *Summative Assessment of Learning:* Summative assessment in each course must be successfully passed ~~in order~~ for the student to progress to the next level of **MD** Program study. For these assessments, students may receive a numerical grade, which is a component of the overall course grade reported on the academic transcript as Pass/Fail.

3. *Assessment of Competence:* Students will be assessed on their trajectory towards achievement of "entrustability with indirect supervision" on the twelve Association of Faculties of Medicine of Canada (AFMC) Entrustable Professional Activities (EPAs) which are tasks of a generalist physician required for graduation. ~~In addition, each student will maintain a portfolio to document achievement of the 23 MD Program Key Competencies that define the knowledge, skills and attitudes expected of graduating Canadian medical students.~~ Student professionalism will be assessed throughout the MD Program (see Professionalism above).

During Year 1 and Year 2

1. Formative Assessment for Learning occurs via group participation; written readiness assessments; reflection; written or oral presentations; peer or other health learner group assessment; individual clinical patient care assessments; coaching; professionalism mentoring and feedback; simulation assessments**,** ~~and~~ laboratory assessments **and progress tests**.
2. Summative Assessment of Learning occurs in each course and requires satisfactory **completion** ~~achievement on~~ **of** all course requirements as outlined ~~by the course chairs~~ in the course syllabus and passing the end-of-course examination.
3. Assessment of Competence: ~~Students are responsible for documenting in~~

~~their learner portfolio an accumulation of reflections throughout their learning activities that demonstrate satisfactory achievement of stage (i.e. year) appropriate curricular competencies for Years 1 and Year 2.~~ **Students are introduced to EPAs** ~~Assessment of the Entrustable Professional Activities (EPAs) occurs when appropriate~~ during ~~Patient-Centered~~ Clinical ~~Methods~~ **Skills** and Experiential Learning **with expectations relevant to the early stage of training**.

During Year 3

1. Formative Assessment for Learning occurs daily within the *Clerkship* course as the medical student interacts with patients, families, faculty educators, preceptors, residents and other health professionals in the clinical learning experiences. Assessments may include **observed history and physicals,** group participation; reflection; written or oral presentations; peer or other multisource feedback; individual clinical patient care assessments; coaching.
2. Summative Assessment of Learning requires satisfactory achievement on all requirements and occurs at defined points in each Rotation as outlined in the relevant section of the *Clerkship* ~~course~~ syllabus **to Pass Clerkship**.
3. Assessment of Competence is integral in *Clerkship* with assessments in clinical care responsibilities demonstrating a satisfactory developmental trajectory towards achievement of the twelve EPAs. Students are responsible for **working with faculty and resident supervisors to obtain assessments** ~~documenting in their learner portfolio ongoing reflections~~ throughout their learning activities that demonstrate satisfactory achievement ~~of stage (i.e. year)~~ **by the completion of** ~~appropriate curricular competencies for~~ Year 3. **The Objective Structured Clinical Examination (OSCE) assesses students' mastery of the overall objectives of MD Program knowledge, clinical skills, professional conduct and clinical reasoning using simulated clinical settings and must be passed as a requirement for graduation.**

During Year 4

1. Formative Assessment for Learning occurs within a) ~~the~~ *Clinical ~~Sciences~~ Electives* ~~course~~ as the medical student interacts with patients, families, faculty educators, preceptors, residents and other health professionals in the clinical learning experiences and b) ~~the~~ *Integration & Transition* **to MD** ~~course~~ through small group participation, participation in **and completion of course requirements** ~~projects~~, oral and written presentations and peer assessment.
2. Summative Assessment of Learning in a) *Clinical ~~Sciences~~ Electives* ~~occurs with~~ **requires satisfactory performance in all 8 elective rotations, including attendance and Professional behaviours.** ~~The Objective Structured Clinical Examination (OSCE) which tests students' mastery of the overall objectives of all Program knowledge, clinical skills, professional conduct and clinical reasoning using simulated clinical settings. Summative~~

~~Assessment of Learning also occurs within a) *Clinical Sciences Electives* by elective preceptors/ supervisors, residents and other health professionals similar to the Year 3 *Clerkship*~~ assessment and b) *Integration &* Transition **to MD** through completion of ~~research and quality improvement projects~~ **required learning modules;** small group participation, assignments and ~~tests~~ **a clinical selective** as outlined in the ~~course~~ syllabus.

3. Assessment of Competence occurs in *Clinical ~~Sciences~~ Electives* and *~~Integration &~~ Transition* **to MD electives** (where appropriate) with assessments in clinical care demonstrating satisfactory ~~trajectory towards~~ achievement of ~~the twelve~~ EPAs. Students are responsible for ~~documenting in their learner portfolio ongoing reflections throughout their learning activities~~ **ensuring they have sufficient assessments** that demonstrate satisfactory achievement of the graduation curricular competencies.

PROGRESSION

<u>Satisfactory Progression</u>

To satisfactorily complete each year, and to progress to the next year or to graduation, a student must meet the following requirements:

1. For Year 1 and 2, students must satisfactorily complete ~~>80% of~~ **all** formative assessments and pass all summative assessments in the year, as defined by the Course Chair(s) and outlined in each course syllabus. Students must demonstrate and maintain a level of Professionalism as defined by the *~~Policy on Student~~ **Statement on** Professionalism ~~in Undergraduate Medical Education~~*.

2. For Year 3, students must complete ~~> 80% of~~ **all** formative assessments and pass each ~~Clinical~~ Rotation in *Clerkship* **and successfully complete the OSCE**. Students must demonstrate and maintain a level of Professionalism as defined by the *~~Policy on Student~~ **Statement on** Professionalism ~~in Undergraduate Medical Education~~*.
   a. **A student who receives a grade of Fail on the OSCE will be offered remediation and a reassessment.**

3. For Year 4, successful completion **of any required remediation for** the OSCE is ~~required to~~ **necessary to graduate from the Doctor of Medicine Program** ~~complete *Clinical Science Electives* and to graduate from the Doctor of Medicine Program~~. Students must meet all other requirements for *Clinical ~~Science~~ Electives* and ~~the *Integration &*~~ *Transition* **to MD** ~~course~~. Students must demonstrate and maintain a level of Professionalism as defined by the *~~Policy on Student~~ **Statement on** Professionalism ~~in Undergraduate Medical Education~~*.
   ~~a. A student who receives a grade of Fail on the OSCE will be offered remediation and a reassessment.~~
   a. Failure on the OSCE remediation will require a student to undertake

additional studies in the **MD** Program **and graduation will be delayed**.

4. For Graduation, students must meet the above requirements for all 4 years of the program. **Each student must 1) have satisfactorily achieved the 23 MD Program Graduation Key Competencies that define the knowledge, skills and attitudes expected of graduating Canadian medical students, 2)** ~~Students must also~~ demonstrate ~~defined outcome objectives~~ **satisfactory achievement** of the twelve Association of Faculties of Medicine of Canada (AFMC) Entrustable Professional Activities (EPAs)**, and 3)** ~~which are tasks of a generalist physician required for graduation. In addition, each student must achieve the defined outcome objectives of 23 MD Program Key Competencies that define the knowledge, skills and attitudes expected of graduating Canadian medical students. Students must also~~ **have** demonstrate**d** and maintain**ed** a level of Professionalism as defined by the *~~Policy on Student~~* **Statement on** *Professionalism ~~in Undergraduate Medical Education~~*.

Conditional Progression & Remediation **or Probation**

A student who fails a course; a single rotation in the Clerkship; a Clinical ~~Science~~ **E**~~e~~lective or does not meet the requirements for satisfactory completion as outlined in **a** ~~the~~ course syllabus, may be provided with an opportunity for remediation at the discretion of the Competence Committee in consultation with the ~~Course Chair~~ **course committee and faculty lead. A remediation plan will be required.** Remediation of a course, a single rotation in the Clerkship or an elective may only be provided once. A student who does not successfully pass ~~a subsequent summative assessment after~~ remediation **may be required to undergo probation or may** ~~will~~ be required to withdraw from the program. **This may result in repeating a year of the MD Program.**

Remediation **and or probation plans will be developed** for **identified gaps and** deficiencies in ~~competency domains~~ **the domains of competence** ~~will~~ **on an individualized basis following a standard process. This includes assignment of a remediation supervisor (assessor) and a mentor (no role in assessment). Remediation and/or probation is** ~~occur on an ongoing basis in consultation between the student and their academic coach and is~~ monitored by the Competence Committee. ~~Significant deficiencies in achievement of competence may require an individualized learning plan at the discretion of the Competence Committee.~~

Requirement to Withdraw

A student who has not met the requirements listed ~~under~~ **for** "Satisfactory Progression" **above** or **was not successful in demonstrating sufficient achievement and progression after appropriate remediation and/or probation** ~~passed after completion of "Conditional Progression & Remediation Privileges"~~ shall be required to withdraw from the medical program for any of the following reasons:

i. The student has not met the conditions listed under "Conditional Progression" and, therefore, is not eligible for supplemental assessment.

ii. The student has met the conditions listed under "Conditional Progression" but permission for supplemental assessment is not granted by the Competence Committee.

iii. The student fails a supplemental assessment granted under "Conditional Progression".

iv. The student is offered and completes a repeat year of supplementary learning and is not successful in progression.

v. The student that has met the requirements under "Satisfactory Progression" may be required to withdraw under the University penalties for Scholastic Offenses or violation of the Western University Code of Student Conduct.

vi. The student has met the requirements under "Satisfactory Progression" but has demonstrated unprofessional or unethical behavior as defined by the *Policy on Student***Statement on** *Professionalism* *in Undergraduate Medical Education* or the Policies of the College of Physicians and Surgeons of Ontario and the Canadian Medical Association Code of Ethics **&** **Professionalism**.

vii. The student has not met the requirements for Immunization and/or Police Record Check/Vulnerable Sector Screening resulting in suspension of clinical privileges and failure to complete academic requirements.

viii. The student has failed to remit tuition or student fees and has been sent to collection, resulting in the suspension of clinical privileges and failure to complete academic requirements.

ix. The student has met the requirements under "Satisfactory Progression" but has not adhered to the "Program Regulations" identified in this document, including (but not limited to) professional conduct.

Appeals

Students wishing to appeal a decision of the Schulich School of Medicine & Dentistry should refer to the *Undergraduate Medical Education Program Statement on* **Assessment and** *Appeals* **Statement** which is aligned with ~~the process outlined in~~ the Senate *Policy on Academic Rights and Responsibilities*.

Grading Scales

The criteria for receiving a "Pass" grade will be clearly outlined at the start of each course in the syllabus. The key to this grading scheme is as follows:

PASS – ~~Clear Competency~~ **Satisfactory completion of all requirements** ~~with regards to all criteria considered essential for the completion of that specific course~~ **including formative assessments and** ~~, including~~ a minimum of 70% on summative assessments ~~in the course~~ as outlined in the course syllabus.

CR – Credit

FAIL – ~~An inability to meet~~ **Did not meet** the minimal acceptable standards **and requirements** ~~and/or Competency~~ for a specific course including a minimum of 70% on summative assessments ~~in the course~~ as outlined in the course syllabus.

INC – Incomplete

IPR – Course in Progress

~~**SRP** - Supplemental Examination/Remedial Work passed~~

<u>Definitions</u>

Competence Committee – A committee made up of faculty members of Schulich Medicine & Dentistry representing various ~~medical specialties~~ **disciplines** that reviews each student's progress. This committee will reference all relevant academic work when reviewing each student's progress. This committee meets at regular intervals throughout the 4-year curriculum. This committee determines progression of the student and makes recommendations regarding student ~~progress~~ **progression and graduation** to the ~~Associate Dean~~ **Vice Dean**, Undergraduate Medical Education.

~~**Academic Coach** - A faculty member who is assigned to each student to provide academic support and coaching.~~

~~**Doctor of Medicine (MD) Program – Schulich School of Medicine & Dentistry – For Students who entered the MD Program prior to September 1, 2019**~~

~~**PROGRAM REQUIREMENTS & PROGRESSION**~~

~~The Doctor of Medicine (MD) program is a four year program. Year One and Year Two involve didactic lectures, laboratory experiences, small group instruction, individual and team based mentoring, case based learning, simulation and supervised clinical experiences. The curriculum is designed to provide foundational learning in both the basic and clinical sciences.~~

~~Year Three is a 52-week integrated clerkship (one course) where learners become an active member of the clinical care team in the following medical disciplines: Family Medicine, Medicine, Obstetrics & Gynaecology, Paediatrics, Psychiatry and Surgery. Under the supervision of faculty and senior house- staff, Clinical Clerks are given graded responsibility in diagnosis, investigation, management of patient care in hospital, clinic and outpatient settings and professionalism. Students in Year Three~~

~~are required to complete a community Clinical Clerkship rotation for a minimum of four weeks.~~

~~The curriculum in Year Four (Term One) Clinical Science Electives (16 weeks) is arranged entirely by the students in any area of medicine at the Schulich School of Medicine & Dentistry, as well as centres within Canada and at approved sites abroad. The curriculum in Year Four (Term Two) Integration & Transition (16 weeks) is designed to assess cognitive, affective and psychomotor learning and a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills.~~

~~**CURRICULUM OVERVIEW**~~

~~Year One Courses~~	~~Year Two Courses~~
~~Introduction to Medicine (Medicine 5115)~~	~~Digestive System & Nutrition (Medicine 5203)~~
~~Blood (Medicine 5121)~~	~~Endocrine & Metabolism (Medicine 5202)~~
~~Infection & Immunity (Medicine 5116)~~	~~Reproduction (Medicine 5205)~~
~~Skin (Medicine 5117)~~	~~Musculoskeletal System (Medicine 5218)~~
~~Heart & Circulation (Medicine 5120)~~	~~Emergency Care (Medicine 5208)~~
~~Respiration & Airways (Medicine 5119)~~	~~Neurosciences, Eye & Ear (Medicine 5206)~~
~~Genitourinary System (Medicine 5104)~~	~~Behavioral Sciences (Medicine 5207)~~
~~Social Medicine (Medicine 5151)~~	~~Key Topics in Family Medicine (Medicine 5210)~~
	~~Professional Identity (Medicine 5250)~~
~~Professional Portfolio (Medicine 5140)~~	
~~ed Clinical Methods (Medicine 5139)~~	~~Patient Centred Clinical Methods (Medicine 5246)~~
~~**Year Three Course**~~	
~~Clerkship (Medicine 5475)~~	
~~Rotation: Family Medicine (6 Week)~~	~~Rotation: Medicine (12 Week) Community~~
~~Rotation: Obstetrics & Gynaecology (6 Week)~~ ~~C~~	~~linical Clerkship Rotation: Paediatrics (6 Week)~~ ~~otation (4 Week)~~

~~R~~

Rotation: Psychiatry (6 Week)	Rotation: Surgery (12 Week)

Year Four Courses	
Clinical Science Electives (Medicine 5401)	Integration & Transition (Medicine 5402)

PROGRAM REGULATIONS

Attendance
It is expected that students will attend all scheduled learning sessions.

Attendance in small-group learning sessions is mandatory. At the discretion of the Associate Dean or Course Chair, certain learning sessions (outside of small-group learning) may be identified as mandatory. Failure to attend mandatory sessions (without approval) may result in remediation of and/or a grade of "fail" in a Course. Attendance in Clerkship and in Clinical Sciences Electives is mandatory. Failure to attend scheduled clinical obligations may result in remediation of and/or a grade of "fail" on a rotation, of Clerkship or of an elective. The Attendance Policy is reviewed annually and available to students on the program website. No exceptions to the Attendance Policy will be made.

Professionalism
Medicine is a professional academic program. A breach of personal professional behaviour or patient safety in any course, rotation or elective may result in remediation of and/or a grade of "fail."

Immunization
Upon Admission, students are required to provide immunization documentation as it relates to the Council of Ontario Faculties of Medicine Policy on Immunization. http://cou.on.ca/papers/immunization-policy/

This policy applies to all medical learners (undergraduate medical students and postgraduate residents and fellows) attending an Ontario medical school and performing clinical activities in Ontario.
Undergraduate medical learners who do not comply with the immunization policy may be excluded or suspended from clinical activities. Ontario medical learners doing international clinical placements will require an additional assessment. A travel medicine consultation should take place at least eight weeks before their placement. Additional immunizations may be necessary depending on the location of their placement

Police Checks
Students in the MD program and exposed to many area of patient care, including vulnerable sectors during the course of their learning. In order to fulfill legal obligations and support patient safety, students will be required to submit their police record checks and vulnerable sector checks upon admission to the program and at

the beginning of Year 3 and Year 4 to the Learner Equity & Wellness Office. Students are not permitted commence their studies in Year 3 and Year 4 if they do not submit required documentation. Students must consult the Learner Equity & Wellness Office about procedures to follow in the case of a failed check. The Statement on Police Checks and Vulnerable Sector Screening is found on the MD program website here: https://www.schulich.uwo.ca/medicine/undergraduate/docs/policies_statements/statements/1-3-16-Police Checks.pdf

Time Limitation for Completion of the MD Program
The Doctor of Medicine (MD) Program is a full-time, four year academic program. Students with extenuating circumstances may be granted a leave of absence while enrolled in the program. The MD program must be completed within six years of the original date of entry. Under no circumstances may (a) a student withdraw and re-enter the program or (b) exceed the maximum program length of six years. A student who fails to complete the program in six years, for any reason, must withdraw from the medical program. Students enrolled in the combined MD-PhD program may request an additional year to complete their graduate research for a maximum of seven years.

ASSESSMENT

The principal function of student assessment in the MD Program is to determine competence and provide feedback for student learning. For the purpose of reporting performance, a Pass/ Fail grade is used for each course. Letter or percentage grades may be used for the purpose of enhancing feedback at the course level. Students' attitudes and ethics also form part of the assessment and unprofessional behaviour or irresponsible and inappropriate conduct may constitute grounds for a failing grade.

Assessment throughout the curriculum takes two forms:

4. *Formative Assessment For Feedback:* These evaluations are designed to help students assess their progress and to provide feedback on strengths and weaknesses. Such sessions may take the form of informal verbal feedback, individual and group assignments, or written and oral examinations provided for practice. They may occur at any time.

5. *Summative Assessment For Progression:* These assessments must be successfully passed in order for the student to progress to the next level of study. For these assessments, **students receive a numerical grade, which is a component of the overall course grade reported on the academic transcript as pass/fail.**

During Year 1 and Year 2
4. Assessment for feedback occurs in the review of group participation, written examinations, written or oral presentations, and laboratory practical

evaluations.

5. Assessment for progression occurs a number of times throughout each course with a final examination period each term. Assessment may include an evaluation of the quality of each student's group participation.

During Year 3

4. Assessment for feedback and assessment for progression occur daily during Clerkship as the clerk interacts with house staff and clinical faculty. Frequent observation during patient care activities forms the basis for such feedback.

During Year 4

4. Assessment for feedback occurs daily in Clinical Science Electives as the learner interacts with house staff and clinical faculty. Frequent observation during patient care activities forms the basis for such feedback.

5. Assessment for progression in Clinical Science Electives is tested via the Year 4 Objectives Structured Comprehensive Examination (OSCE). The OSCE will test students' mastery of the overall objectives of the clerkship and clinical electives. This examination will assess students' knowledge, clinical skills, professional conduct and clinical reasoning using real and simulated clinical settings.

    a. Students will complete the OSCE while enrolled in Integration & Transition.

    b. Successful completion of the OSCE is required (an overall grade of PASS) to pass Clinical Science Electives and to graduate from the Doctor of Medicine Program.

    c. A student who receives a grade of FAIL on the OSCE may be offered remediation at the discretion of the Course Chair.

    d. As per the Program Requirements above, remediation in the Doctor of Medicine program is a privilege and may not be offered upon failure of the OSCE.

    e. Failure on the OSCE without remedial privilege will require a student to withdraw from the program.

    f. If remediation is offered, and a score of FAIL is achieved on the remediation, a student will be asked to withdraw from the program.

6. Assessment for feedback occurs in Integration & Transition through the review of group participation, written examinations, and written or oral presentations.

7. Assessment for progression occurs in Integration & Transition throughout the course using tests, assignments and a student research project.

PROGRESSION

Satisfactory Progression
To satisfactorily complete each year, and to progress to the next year or to graduation, a student must meet the following requirements:

5. For Year 1, students must pass all course work, assignments, examinations of each course in the year, as defined by the Course Chair(s).
6. For Year 2, students must pass all course work, assignments, examinations of each course in the year, as defined by the Course Chair(s).
7. For Year 3 (Integrated Clinical Clerkship), students must pass all Clinical Rotations
8. For Year 4, students must pass the Observed Structured Clinical Exam (OSCE), all Clinical Science Electives and must meet the requirements of the Integration & Transition Course (final 12 weeks of the program).

Course Weights

Course Length	Course Weight
0 - 60 hours	0.5
61 - 160 hours	1.0
161 - 260 hours	2.0
261 - 360 hours	3.0
361 - 460 hours	4.0
52 weeks Clinical Clerkship	8.0
Clinical Science Electives	1.5

Conditional Progression & Remediation Privileges
In some instances, a student who fails a course, single rotation, the Clerkship or an elective may be provided with remediation at the discretion of the Progression & Awards Committee. Remediation of a course, single rotation, the Clerkship or an elective may only be provided once. A student who does not successfully pass after remediation will be required to withdraw from the program.

1. A student who has failed a single six-week clinical rotation in Year 3 and has been granted permission to remediate, will do so during Clinical Science Electives in Year 4.
2. A student who fails the Observed Structured Clinical Exam (OSCE) and has been granted permission to remediate will do so at the conclusion of the Integration & Transition.

3. ~~Permission for remediation will be considered only when following conditions both exist:~~
   a. ~~The total of all failures (FAI) during the Doctor of Medicine program, including failures for which~~ supplemental examination ~~remediation was previously granted, does not exceed three course weights, and:~~
   b. ~~One of the following is true regarding performance in the current Year:~~
      i. ~~At the end of the first semester in Year I and/or the end of Year I, the student has received grades of PAS in all but one course weight;~~
      ii. ~~At the end of the first semester in Year 2 and/or the end of Year 2, the student has received grades of PAS in all but one course weight;~~
      iii. ~~At the end of Year 3 (Integrated Clinical Clerkship), the student has received grades of PAS in all but one Clinical Rotation;~~
      iv. ~~At the end of Year 4, the student has:~~
         1. ~~Met all of the objectives for Integration & Transition and Clinical Sciences Elective Rotations with a grade of FAI on the OSCE, or;~~
         2. ~~Met all of the objectives for Integration & Transition with a grade of PAS on the OSCE but with a grade of FAI on no more than one Clinical Science Elective Rotation, or:~~
         3. ~~Met all of the objectives for Clinical Science Elective Rotations with a grade of PAS on the OSCE but with a grade of FAI on Integration & Transition.~~
         4. ~~A student who fails more than one of Clinical Science Elective Rotations, the OSCE, and/or Integration & Transition will be required to repeat Year 4. A student required to repeat Year 4 must be able to do so within the maximum program length of 6 years or will be required to withdraw.~~
4. ~~The maximum period of remediation will be:~~
   i. ~~**Years 1, 2:** Supplemental examination(s) (when granted) must be successfully completed by the student within six weeks of the end of the academic year.~~
   ii. ~~**Year 3 Integrated Clinical Clerkship:** Supplemental examination(s) (when granted) must be successfully completed within eight weeks of the commencement of Clinical Science Electives.~~
   iii. ~~**Year 4 Clinical Science Electives:** Supplemental examination(s) (when granted) must be successfully completed by the student within four weeks, to be completed after the end of Year 4.~~
   iv. ~~**Year 4 Integration & Transition:** Supplemental examination(s) (when granted) must be successfully completed by the student within two weeks, to be completed after the end of Year 4.~~
   v. ~~**Year 4 OSCE:** Supplemental examination(s) (when granted)~~

~~must be successfully completed by the student within four weeks, to be completed after the end of Year 4.~~

5. ~~Students who are required to do remedial work at the end of Year 4 may be required to graduate in the subsequent academic year.~~
6. ~~Achievement of pass in a remediation does not delete the original grade from the student record. A grade of SRP (Supplemental Examination/Remedial Work Passed) will be separately recorded on the student record.~~

~~**Requirement to Withdraw**~~
~~A student who has not met the requirements listed under "Satisfactory Progression" or passed after completion of "Conditional Progression & Remediation Privileges" shall be required to withdraw from the medical program for any of the following reasons:~~

x. ~~The student has not met the conditions listed under "Conditional Progression" and, therefore, is not eligible for supplemental examination;~~
xi. ~~The student has met the conditions listed under "Conditional Progression" but permission for supplemental examination is not granted;~~
xii. ~~The student fails a supplemental examination granted under "Conditional Progression".~~
xiii. ~~The student has met the requirements under "Satisfactory Progression" may be required to withdraw under the University penalties for Scholastic Offenses or violation of the Student Code of Conduct (Western).~~
xiv. ~~The student has met the requirements under "Satisfactory Progression" but has demonstrated unprofessional or unethical behaviour as defined by the Policies of the of the College of Physicians and Surgeons of Ontario and the Canadian Medical Association Code of Ethics.~~
xv. ~~The student has not met the requirements for Immunization and/or Police Record Check/Vulnerable Sector Screening resulting in suspension of clinical privileges, thus failure to complete academic requirements.~~
xvi. ~~The student has failed to remit tuition or student fees and has been sent to collection, resulting in the suspension of clinical privileges, thus failure to complete academic requirements.The student has met the requirements under "Satisfactory Progression" but has not adhered to the "Program Regulations" identified in this document, including (but not limited to) absenteeism and professional conduct.~~

~~**Appeals**~~
~~Students wishing to appeal against a decision of the Schulich School of Medicine & Dentistry should refer to the Undergraduate Medical Education Program Statement on Appeals http://www.schulich.uwo.ca/medicine/undergraduate/docs/policies_statements/linked/1-3-7-Statement-on-Appeals.pdf which defers to the process as outlined in the Senate Policy on Academic Rights and Responsibilities.~~

Grading Scales

The criteria for receiving a "passing" grade will be clearly identified at the start of each course. While percentage grades or letter grades may be used within courses for the purpose of student feedback, a Pass/Fail system is used to identify performance for progression and graduation.

The key to this grading scheme is as follows:

PAS - Clear competency with regards to all criteria considered essential for the completion of that specific course. On any evaluation this will be determined by achieving a minimum of 60%.

CR - Credit

FAI - An inability to meet the minimal acceptable standards for a specific course. Less than 60%

INC - Incomplete

IPR - Course in Progress

SRP - Supplemental Examination/Remedial Work passed

ITEM 12.2(e)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Master of Health Sciences (MHSc) in Global Health Systems

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2023, a Master of Health Sciences (MHSc) in Global Health Systems be introduced as shown in Item 12.2(e)(i).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing that the existing Global Health Systems spoke of the Master of Management of Applied Sciences (MMASc) becomes a standalone program: the Master of Health Sciences (MHSc) in Global Health Systems. The new MHSc in Global Health Systems will replace the current Global Health Systems spoke within the MMASc program, and will allow for the expansion, growth, and long-term sustainability of this already successful spoke.

The new MHSc program will retain the same format as the existing spoke, as a three-term course-based professional degree program with two hallmark experiential learning components. The degree is comprised of two terms of course work, followed by a third term comprised of two types of curricular experiential learning: a field experience in Uganda and a 300-hour internship.

The program consists of a set of core courses that focus on fundamental principals in global health, business, management, and communication. Specialty elective courses provide additional competencies in specific areas of interest to global health (e.g., infectious diseases, mental health, oral health, indigenous health, etc.).

SUPR-G requested an external review of the proposed MHSc in Global Health Systems, per Western's Institutional Quality Assurance Process (IQAP) for the introduction of new programs. The Final Assessment Report from the external review is attached.

ATTACHMENT(S):

Extracted from the Brief for the Proposal of a New Program: Master of Health Sciences in Global Health Systems

Final Assessment Report

***Extracted from the* Brief for the Proposal of a New Program:
Master of Health Sciences in Global Health Systems**

***Growing Societal and Labour Market Demand for Global Health Systems Skills
and Competencies***

The global shift toward systems-based health care delivery has led to the emergence
of two distinct workforces. The first is involved in clinical care (e.g., "health workers").
The second, referred to as the "global health workforce", is specifically trained to
plan, develop, manage, monitor, research, and evaluate initiatives (both clinical and
non-clinical) that are intended to address health challenges. The proposed Master of
Health Sciences (MHSc) in Global Health Systems (GHS) prepares learners to join
both labour-market streams.

As recently evidenced during the COVID-19 pandemic, the need for skilled and
multidisciplinary professionals to manage and oversee functioning healthcare systems
has never been greater. The demand for graduates with Global Health Systems
competencies will only continue to grow as global health crises pose systemic
challenges to governments, health care delivery systems, and practitioners.

Most other Canadian academic programs in global health are directly affiliated with a
medical school and are designed for clinicians seeking specialty training. What makes
the MHSc in GHS program at Western unique is the core curriculum in management/
business/innovation (provided by Ivey Business School) and communication (provided
by the Faculty of Arts and Humanities), coupled with core courses in global health
systems (provided by the Schulich School of Medicine & Dentistry and the Faculty of
Health Sciences). This curriculum prepares learners – including both those who are, or
will eventually become, involved in clinical care as well as non-clinicians – to be ready
for the global health labour market (e.g., as project managers, health systems
navigators, etc.).

Professional opportunities in global health include: monitoring and building
programmers in LMICs & HMCI's, service delivery, epidemiological surveillance in
epidemics, disaster response in humanitarian emergencies, systems financing, policy-
making, governance, health workforce development, health information systems, and
supply management systems.

Rationale for a Standalone Master's Program in Global Health Systems

While numerous successes of the GHS spoke within MMASc Hub and Spoke model
have been apparent over the past 6 years, SGPS has identified pedagogical,
logistical and resource advantages to be realized through offering a stand-alone
MHSc in GHS program. These potential advantages include offering a more
streamlined curriculum to meet increased market demand for graduate-level training
in Global Health Systems by equipping learners with key skills and competencies in
health and healthcare management. The new standalone Global Health Systems

MHSc program will provide the following benefits:

1. Pedagogical Alignment:

   The MMASc hub courses in business, management, leadership, and communication provide important fundamental skills and competencies; however, due to the necessity of providing content for all spokes in the MMASc, these courses cannot be tailored to Global Health Systems students. Based on an extensive curriculum review conducted by the GHS Curriculum committee, and an evaluation of feedback received from program alumni, gaps were identified between the stated program objectives and the content of the hub courses. Due to need to maintain broad-applicability, GHS students were missing content essential for global health professionals (e.g., resource management, accountability to funding organizations, etc.) and did not have opportunities to draw connections between learnings in these courses and real-world global health cases, limiting their ability to successfully apply the knowledge gained in these courses in their experiential learning or future professional setting. Transitioning to an independent program will allow GHS to be more adaptive, allowing the program to meet the needs of an increasingly diverse and skilled student body by adjusting course content to reflect the dynamic field of global health.

2. Ensure ease of administration and facilitate program growth (increase capacity to meet student demands):

   The number of applicants interested in pursuing a Global Health Systems Master program at Western has steadily increased over the course of the past three years. As the COVID-19 global pandemic has raised awareness of the importance of global health, we anticipate a continued increased in interest in the program from undergraduate students exploring career opportunities in health and healthcare management.

   A standalone GHS MHSc will:

   a) allow the graduate program to grow to meet the applicant demand, with plans to incrementally grow the program from 35 to 50 students over the course of the next 6 years.
   b) Provide GHS more ownership over timetabling- reducing scheduling conflicts and course capacity issues.

Becoming an independent program will ensure the growth, development and sustainability of the program as GHS continues to support essential experiential learning opportunities for our students in international settings.

GHS MHSc Program Design

The MHSc in GHS will remain a one-year intensive program (3 consecutive terms). The program will still have 2 terms of course-work, followed by 1 term of experiential learning. The experiential learning term (Summer) will still be comprised of the *International Field School* (3 weeks) followed by a *Professional Integrated Learning* experience (300 hours or 7.5 weeks).

The proposed curriculum will remain very similar to the existing GHS spoke, which underwent recent substantial modifications in April 2022, to allow for the development and implementation of a stand-alone graduate MHSc program in Global Health Systems. However, the proposed new program design will encompass the following two minor but important changes:

(1) The name and FCE weight of the course currently called *Bridging Research to Policy and Practice to Improve Global Health* (currently GHS 9020) will be changed to better reflect the course content and effort. None of the learning objectives or assessments will change.
   a. New name: *International Research in Practice*. This new name is better reflective of the course content, which provides practical training in developing a clinical study protocol, and does not cover on policy.
   b. FCE increase from 0.25 to 0.5 FCE to better reflect the existing workload from students.

(2) The 0.25 FCE course *Cultural and Ethical Participatory Engagements* (GHS 9021) will be removed from the curriculum, and the content will be shifted to a series of mandatory, but ungraded, pre-departure training sessions (described below). This shift is in response to feedback from current students that an overwhelming number of assessments in the current curriculum detracted from their ability to engage with their course material in a reflective way.

Requisite Courses (Terms 1 & 2):

GHS 9100: Foundations (0.5 FCE)
The objective of this course is to examine Global Health Systems (GHS) through a transdisciplinary lens, while gaining insight into the ways in which issues and solutions are approached. The causal links between socio-ecological indicators and human health are complex and often indirect, displaced in space and time, and dependent on a number of modifying forces. A Global Health Systems approach is based on several principles including systems thinking, trans-disciplinarity, and community-based participatory research and is conscious of social and gender equity.

<u>GHS 9101: Health Assessments (0.5 FCE)</u>
This course teaches various methodological approaches to conduct and evaluate global health research and, importantly, how to interpret research / evaluation findings to synthesize actionable evidence for global health interventions.

<u>BUSINESS 9886: *Management Essentials for Global Health* (1.0 FCE)</u>
Delivered by the Ivey School of Business, this course provides fundamental knowledge in program management, financial accountability, organizational structure, and leadership.

<u>WRITING 9000: *Writing Across Borders: Communicating in A Global Context* (0.5 FCE)</u>
Delivered by the Faculty of Arts and Humanities, this course teaches effective communication and rhetoric in interdisciplinary and intercultural contexts.

<u>APPLHSCI 9003: Global Health (course name change pending - *Critical Global Health Studies: Power, Positionality, and Practice* (0.5 FCE)</u>
Participants will develop their abilities to identify, analyze, and address the ethical, practical, and political complexities of engaging in health care, or health research, in culturally or institutionally unfamiliar settings and with marginalized groups.

<u>GHS 9105 *Incubators and Accelerators of Innovation* (0.5 FCE)</u>
Using strategic analysis and systems-thinking frameworks, students will develop capabilities to assess, implement, and scale innovations that achieve global health goals in complex cultural and political environments. Students learn that, for these health innovations to be successful, we must consider the importance of local contexts, local collaborations and the critical role of the external environment including its social, cultural, ecological, technological, and economic attributes to be harnessed and respected.

<u>GHS 9106 *Global Health Systems and Policy* (0.5 FCE)</u>
In development. Through this course, students will be introduced to Global Health Systems and policy. This course is being developed in response to the reviewers' feedback, to address a gap within the existing curriculum. A number of qualified faculty have been identified within FHS to develop and teach this course. It is expected to launch in Winter 2024.

<u>GHS 9107 / EPI 3351: *Epidemiology of Major Diseases: Global Perspectives* (0.5 FCE)</u>
This survey course aims to provide students with an overview of the descriptive epidemiology (incidence and prevalence) and analytic epidemiology (risk and protective factors) of some of the infectious and chronic non-communicable diseases that are the leading causes of death and disability globally.

<u>NURSING 9638:</u> *Interdisciplinary Perspectives on Global Health* (0.5 FCE)
This course assists students to acquire a global perspective of health and how social, economic, biological, and environmental factors affect health. Issues of social justice and health equity in global health will be addressed, as will the roles of individual practitioners and organizations.

Elective Courses (Terms 1 & 2): Students choose any two throughout terms 1 & 2:

<u>APPLHSCI 9005:</u> *Indigenous Health: Influence of Policy and Practices* (0.5 FCE)
This course focusses on Indigenous health situations and matters. Throughout the course, participants will have the opportunity to develop an understanding of philosophical and theoretical foundations for understanding Indigenous health from multiple perspectives, Indigenous and non-Indigenous. Grounded in critical race theory, themes will be examined as they relate to creating equitable practices and policies in Indigenous health. This course enhances participants' critical thinking skills through readings and discussions in various learning activities, as well as through reflection.

<u>GHS 9109 / MICRO IMM 3500:</u> *Biological and Social Determinants of Infectious Diseases*
(0.5 FCE)
This course provides a multidisciplinary approach to examine the introduction, spread and ecological impact of infectious diseases; the underlying biological and social determinants of infectious diseases with an emphasis on the effects of environment and socio-economic status; lessons learned from global pandemics; treatment/prevention of infectious diseases and challenges with implementation in under-resourced communities. This course has several local and external guest lecturers who are experts in their field.

<u>APPLHSCI 9002:</u> *Equity and Health Systems* (0.5 FCE)
Concepts of health equity have developed over the past 20 years to fundamentally shape global and national policy directions and alter the ways we think about health. This course provides learners with the opportunity to explore and apply key concepts, frameworks, and initiatives relating to health equity. Learners will experience this content from both the viewpoint of the professionals who operationalize health equity values, and the diverse populations whose lived experience we seek to improve.

<u>HS 3262 / GHS 9110:</u> *Mental Illness and Healing Across Cultures* (0.5 FCE) *Biannual*
This course provides students with an introduction to the critical study of global mental health and illness. Through weekly case studies, we learners explore how experiences, ideas, and treatment of mental health and illness, in particular, historical and social contexts connect to the values, norms, and power relations at play in understandings and responses to mental distress within those contexts. We will examine how factors such as workloads, access to resources, environment, and social identity can impact social actors' mental health and provide opportunities or

limit resources available for healing.

GHS 9111B: *Oral Health in Global Populations* (0.5 FCE)
Oral health is a frequently overlooked aspect of health, especially in global settings. This course in global oral health will highlight the role of societal and individual risk factors for oral diseases progression within the larger context of global health. Students will get an opportunity to further understand the links between oral diseases within the broader context of marginalization and underserved communities such as those living with HIV, LGBT communities, and Indigenous populations. This course will incorporate various interactive teaching pedagogies such as small group seminars, case-based and problem-based learning, guest speakers, and will also include a community engagement component. Assessment will focus on personal and professional development and will mainly include reflective practices such as reflective journals with a focus on critical thinking, group and team building assignments and evidence-based interactive sessions. The vision for this course is to enhance the student learning experience regarding oral health within the bigger context of primary healthcare and social determinants of global health.

Experiential Learning (Requisite Courses, Term 3)

One full term of the MHSc GHS program is devoted to experiential learning opportunities, consisting of a three-week immersive *International Field School*, and a 300-hour *Professional Integrated Learning* experience in a professional setting with a partnering organization, providing students a better grasp of the workplace context/ expectations.

The formal partnership with the Joint Clinical Research Center (JCRC) in Uganda provides GHS students access to a full-time in-country Experiential Learning Coordinator, who assists with logistics (booking accommodations, transportation, meals, etc.) and is a resource for students experiencing any emergent issues during their summer term.

GHS 9112: *International Field School* (0.5 FCE):
The International Field School provides students with first-hand insights into the challenging and innovative nature of health and health care delivery in resource constrained settings. Through daily site visits and lectures by subject matter experts, students gain invaluable insight into the realities of global health and the systems thinking approaches that they have learned about throughout the first two terms of the program. The International Field School is intensiveand participatory engaged learning experience by design. Over the course of three weeks, students visit various community health outreach initiatives, national hospitals and labs and mental health facilities. Our alumni cite this innovative teaching and learning approach as an important component of their training.

The International Field School is based in Uganda, premised on extensive pre-existing relationships established by participating faculty. Formal partnerships with

the JCRC, in central Uganda, and St. Jude's Agricultural College, in southeastern Uganda provide logistical and physical bases during the 3-week course.

The Ugandan partners help deliver a quality immersive experience. The sites visited in the 2021/2022 academic year were:
- Fishing Village (Bukataka)
- Lake Nabugabo Research Center
- Joint Clinical Research Center
- St. Jude's Agricultural College
- Reach One Touch One Missionaries
- Missionaries of the Poor
- Rakai Health Sciences Program
- Mbarara University of Science and Technology
- Butabika National Referral Mental Hospital
- Ugandan National Health Laboratory

Innovative Alternative Plan: Virtual Field School
Instigated due to the COVID-19 global pandemic, GHS has developed an alternative Virtual Field School that may be used if travel is restricted in the future. Two key tenets of the Global Health Systems program have always been innovation and adaptation. Working with our partners in Uganda, we have developed a series of professionally produced film tours of the sites visited during our normal in-country field school. Film viewings are paired with multimedia interactions with our partners in Uganda including live virtual lectures and online conversations. Additionally, the virtual format allows GHS to host internationally renowned subject matter experts.

Internship (Short-Term)
The goal of the internship is to provide students with an opportunity to gain exposure to global health in practice, interact with professionals in the field, and obtain hands-on experience working on a health-related project. It is also an opportunity for students to demonstrate preparedness and ability to address complex global health issues and demands in real life situations. It will sharpen students' assessment and evaluation skills to help understand health issues and problems and use evidence to resolve the issues and engage stakeholders. This will also emphasize the proper response to health issues, often requiring coordinated multi-disciplinary action.

GHS has developed a roster of domestic and international partnerships for providing community engaged learning opportunities for our students. During the Fall term, the GHS Career Services Officer meets with students to identify their current skill base, placement interests, and future career aspirations. All students are matched with an international partnering organization in a global health setting unless the student already has substantial practical experience in a global health setting (i.e., international students) and would benefit more from a domestic placement.

Placements are a minimum of 300 hours, with opportunities of up to 500 hours offered to those who wish to complete longer placements.

Students submit a final report that reflects on their experience during their placement. In addition, preceptors review and assess the student's performance. These reports serve as a valuable feedback mechanism to ensure the GHS program remains responsive to the needs of our partners and stakeholders, and the rapidly evolving and broad field of Global Health Systems.

Ugandan Partner Organizations:
- St. Jude's Agricultural College
- Joint-Clinical Research Center (JCRC)
- Think Humanity
- Mbarara University of Science & Technology
- Rakai Health Sciences Program (RHSP)
- Other organizations that GHS has partnered with in the past, dependent on student interests, include Agha Khan University and the Africa Mental Health Foundation in East Africa. Students have also applied to internship opportunities available through Western Heads East (WHE) if they are a fit for the opportunity and they are willing to make a 90-day commitment.

Other International Partners (able to accommodate remote / virtual placements):
- We Robotics
- EAT initiative

Domestic Partners:
- ETIO Public Health Consultants (https://www.etio.ca/)
- Public Health Agency Canada

Milestones (mandatory, ungraded components):
In addition to the robust course-based curriculum in Terms 1 and 2, GHS students complete three ungraded components that increase their exposure to global health topics and career opportunities and prepare them for experiential learning in Term 3:

1. *GHS Professional Development Series*: The Professional Development Series was implemented out of a demand by past cohorts to have access to tailored career workshops, and the program mandate to provide the students with seminars to explore their interests, develop key career skills including networking, building their online profile (Linked in), writing resumes and cover letters, and informational interviewing. Subject matter experts from around the world working for various government, not-for-profit, and private entities present on career opportunities available to students graduating with a master's degree in GHS. This includes alumni who have secured positions in entry level to mid-stream career roles. These sessions are informational interview opportunities to learn about opportunities available in the field from industry experts, and for the students to grow their professional networks. GHS has also engaged Western's Career Development Services (through the Student Success

Center) to run a tailor-made seminar on building a LinkedIn profile, CV and resume writing, and creating and building professional portfolios.

2. *GHS Seminars and Events*: This series is offered through collaborations with other departments and units across campus. Some hallmark events and activities include:
   a. International Week: Africa Western Collaborations Day & Power & Global Health Day
   b. Schulich History of Medicine Speakers
   c. Global Health Club for Schulich Medical School (e.g., student conference participation)
   d. Global Health Coalition activities (e.g., a webinar series featuring Global Health Professionals across the globe)
   e. Inter-Professional Workshop Series (FHS)

3. *Pre-Departure Training:* The new program will have bi-monthly dedicated sessions on pre-departure training. These bi-monthly sessions will include the material previously covered in the 0.25 FCE *Cultural and Ethical Participatory Engagements* course (9021S) in a workshop format. In addition to covering cultural and ethical considerations relevant to their travel to Uganda, these bi-monthly sessions will ensure that students stay on track for logistical necessities, such as required vaccinations, health insurance, and visa applications. They also provide a forum for *International Field School* instructors to develop a relationship with the students prior to departure. Sessions will cover the following topics:
   a. Language instruction
   b. Vaccines & other health care requirements
   c. Ethical Photography – and social media dos and don'ts
   d. Gender Norms & Sexual Violence Module – face-to-face workshop
   e. Travel considerations for Uganda
   f. An overview of Western's safety and compliance requirements for international travel

GHS Hour: Program community-building and feedback solicitation is fostered through ~1.5-hour casual check-in sessions during the Fall and Winter terms, with refreshments and a space to talk about how they are doing in the program and ask questions. These sessions are not mandatory.

Delivery Method of the Program

The new GHS MHSc program will offer the same hybrid delivery model as the current GHS MMASc spoke, with no changes. Two out of the of eleven requisite courses will be offered in an asynchronous, online format (APPLHSCI 9003 and N9638). Two out of the five elective courses will be offered in an asynchronous, online format (APPLHSCI 9002 and APPLHSCI 9005).

PROGRAM REGULATIONS AND COURSES

Admission Requirements

Application package:
- A curriculum vitae briefly describing student's employment history, any other related academic or professional development, and any relevant work or community service
- A personal statement (500-word maximum) addressing the following three points:
    1. Briefly describe their short-term (one year out) and long-term (five to ten years out) career goals.
    2. Explain why a Global Health Systems degree is a critical next step towards achieving their professional objectives.
    3. Make references to specific aspects of the program that will contribute to their success.
- Scanned and uploaded copies of all post-secondary transcripts.
- Contact information for two references, one must be academic and the second may be academic or an employer.

Applicants whose first language is not English must furnish evidence of their English Language Proficiency. GHS requirements will continue to exceed the standard university requirement for graduate-level studies, due to the high demands for communication throughout the curriculum, in class discussions, written assignments, group work and oral presentations.

Application Deadlines
Applications open on October 1
March 31 – Final deadline for international applications
July 15 – Final deadline for domestic/permanent resident applications

Requirements for Admission

Applicants must possess a four-year degree from an accredited university and have at least a 70% average across courses taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession. Applicants must demonstrate a strong interest in global health and in working with equity seeking groups (underserved populations). This is assessed through a Statement of Interest essay and by review of their work and volunteer experiences.

English Language Proficiency
Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory achievement within the last two years in one of the following:
- The Test of English as a Foreign Language (TOEFL). The minimum

acceptable score is 86, with no individual score below 20 for the internet-based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].

- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

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

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

Degree Requirements

Course Requirements (total 6.5 FCE)

Requisite Courses (each 0.5 FCE, unless otherwise stated):
1. **GHS 9100** Foundations
2. **GHS 9101** Health Assessments
3. **BUSINESS 9886** Management Essentials for Global Health (1.0 FCE)
4. **WRITING 9000** Writing Across Borders: Communicating in A Global Context
5. **APPLHSCI 9003** Global Health (course name change request pending - Critical Global Health Studies: Power Positionality, and Practice)
6. **GHS 9105** Incubators and Accelerators of Innovation
7. **GHS 9106** International Research in Practice
8. **GHS 9107** Epidemiology of Major Diseases: Global Perspectives

9. **NURSING 9638** Interdisciplinary Perspectives on Global Health
10. **GHS 9112** International Field School

Two of the following electives across the Fall and Winter Terms (each 0.5 FCE):

1. **APPLHSCI 9005** Indigenous Health: Influence of Policy and Practices
2. **GHS 9109** Biological and Social Determinants of Infectious Disease
3. **GHS 9111** Oral Health in Global Populations
4. **APPLHSCI 9002** Equity and Health Systems
5. **GHS 9110** Mental Illness and Healing Across Cultures *Offered every second year*

Milestones (non-course degree requirements)

1. Academic Integrity Module: Term 1
2. Professional Development Series: throughout Terms 1 & 2.
3. GHS Seminars & Events: seminars and cross-campus events, throughout the year
4. Pre-Departure Training: sessions throughout Term 2.
5. Internship: Term 3

Progression requirements
- Student progression in the program is measured per term.
- Students must obtain a minimum of a 70% average and a minimum grade of 60% in each course to progress in the program.
- Bi-monthly program meetings with instructors implemented in the 2020-2021 academic year keep the program's administration team apprised of any potential issues in courses.
- Instructors are encouraged to contact the program administrators to discuss any potential issues with student progression in their respective classes.
- Follow-up communications with students are evaluated on a case-by-case basis.
- The program strives to foster independent graduate level learning but provides supports to students as required.
- Students have access to the program coordinator to discuss any challenges that they are experiencing within the program. Students are directed or connected to all applicable resources on campus.
- Students are informed of resources to support them in their studies.
- Grades are reviewed by the Program Administrative team and approved at the end of each term.

Part-time Studies
Given the length and nature of the program, it is not possible to enroll in this degree on a part- time basis.

Participation in Collaborative Specializations

The GHS MHSc program will participate in the Collaborative Specialization in Global Health Systems in Africa. This collaborative specialization is open to students enrolled in course-based or thesis-based graduate programs in participating departments. Course-based students must be studying in an area relevant to the UN 2030 Sustainable Development Goals, and thesis-based students must be completing their dissertation on a topic relevant to UN 2030 Sustainable Development Goals. Interested students must apply to and be accepted into the specialization.

Collaborative Specialization students will be in the same course sections as Global Health Systems MHSc students, and thus GHS MHSc students will benefit from transdisciplinary engagements with students from across campus through this collaborative specialization.

Global Health Systems
Final Assessment Report &
Implementation Plan
January 2023

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry Faculty of Health Sciences
Degrees Offered	Master of Health Sciences
Date of Last Review	N/A
Approved Fields	None
External Reviewers	Dr. Ana Sanchez, Department of Health Sciences Brock University	Dr. Eliseo Guallar, Welch Center for Prevention, Epidemiology, and Clinical Research Johns Hopkins Bloomberg School of Public Health
Internal Reviewers	Dr. Pam Mckenzie, Associate Dean, Faculty of Information Sciences	Julia Gevaert, PhD Candidate Medical Biophysics
Date of Site Visit	October 3-4, 2022
Date Review Report Received	November 16, 2022
Date Program/Faculty Response Received	Program: December 2, 2022 Faculties: December 16, 2022
Evaluation	Approved to Commence
Approval Dates	SUPR-G: January 23, 2023 ACA: February 8, 2023 Senate:
Year of Next Review	Year of next cyclical review: 2030-2031
Progress Report	June 2026

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 new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Global Health Systems Program to be delivered by the Schulich School of Medicine and Dentistry with the Faculty of Health Sciences.

This FAR considers the following documents:
- the program proposal brief;
- the external reviewers' report;
- the response from the academic unit; and
- the response from the Deans of the Schulich School of Medicine and Dentistry and the Faculty of Health Sciences

This FAR identifies the strengths of the proposed program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations 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), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

Executive Summary

The proposed GHS MHSc Program will provide students with a dynamic and interactive curriculum that prepares learners to identify, critically analyze and act on structural inequities that underlie the uneven distribution of health and disease within and across societies. Migrating from an existing "spoke" of the Master of Management of Applied Sciences (MMASc) to its own standalone program, Global Health Systems will aim to expand, grow and build on existing successes. As a standalone program, GHS will be able to: 1) Offer a more streamlined curriculum to meet increased market demand for graduate-level training in GHS; 2) Grow to meet the applicant demand; and 3) Provide greater ownership over timetabling and program logistics.

The proposed program will remain a one-year intensive program (3 consecutive terms) with two terms of course-work, followed by one term of experiential learning. The experiential learning term (Summer) will still be comprised of the International Field School in Uganda (3 weeks) followed by a Professional Integrated Learning experience (300 hours or 7.5 weeks).

The program will consist of a set of core courses (requisites) that focus on fundamental principals in global health, business, management, and communication. Specialty courses (electives) will provide additional competencies in specific areas of interest to global health (e.g., infectious diseases, mental health, oral health, indigenous health, etc.).

Innovative Features Identified by the Program

- Core curriculum interweaves varied core competences ranging from management, and communication, coupled with core courses in global health systems which prepare learners for clinical and non-clinical roles in the global health labour market.
- Program partners, especially the Ugandan partner organizations, enable an immersive participatory experience.
- An alternative Virtual Field School may be used if travel is restricted in the future; and facilitates hosting internationally renowned subject matter experts.
- A dedicated Professional Development Series and Pre-Departure Training Sessions prepare students to optimize the experiential learning components of the program.
- The GHS Hour is a program community-building and feedback solicitation opportunity during the Fall and Winter terms, with refreshments and a space to talk about how they are doing in the program and ask questions.

Program Proposal Preparation and Review Process

Initial consultations regarding a standalone GHS graduate program began in 2021 with a breadth of stakeholders including the Deans and Associate Deans of Schulich School of Medicine and Dentistry and the Faculty of Health Sciences, the Director of the MMASc Program, the SGPS, Ivey Business School, the English and Writing Studies Department as well as Program Committee Members of the current GHS spoke. Curriculum Mapping was undertaken involving Curriculum Planning Experts from Health Sciences, GHS Program Committee members, and the GHS Co-Directors. Curriculum and program input was solicited from faculty members associated with the program as well as pulled from recent graduate exit and alumni surveys. The development of the program proposal began in August 2022.

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with program proposal brief in advance of the scheduled review and then met virtually over two days with the:

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Academic Quality & Enhancement
- Dean of the Faculty of Health Sciences
- Dean of the Schulich School of Medicine and Dentistry
- Associate Dean, Graduate and Postdoctoral Studies, Schulich School of Medicine and Dentistry
- Vice Dean, Basic Medical Sciences, Schulich School of Medicine and Dentistry
- Associate Dean, Graduate and Postdoctoral Studies, Faculty of Health Sciences
- Co-Directors, Global Health Systems MMASc Program
- Field School and Practicum Partners
- Program Committee Members
- Career Services Officer
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the virtual site visit, one external reviewer submitted a comprehensive report of findings. It should be noted that while both reviewers participated in the site visit, the report was solely authored by Dr. Ana Sanchez. This report was sent to the Program and Deans for review and response. Formative documents, including the program proposal brief, the External Reviewer's Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the proposed Global Health Systems Program.

Summative Assessment – External Reviewers' Report

External reviewers shared that *"the GHS spoke is ready to make the transition into a standalone graduate program. The structures, governance, and resources are all in place to support the evolution and sustainability of the proposed [MHSc in] GHS.*

Strengths and/or Unique Aspects of the Program

- Faculty members offer a wide array of essential knowledge and experience, and as a collective assure sustainability and growth. The individual accomplishments of the faculty contribute to a high-quality intellectual environment.
- This program's focus on an aspect frequently overlooked by many Global Health programs, i.e., the "systems" is innovative.
- The program is built and delivered with conscious efforts toward the decolonization of global health education and practice in Global Health Systems which is in alignment with Western's strategic plan.
- The experiential components have been carefully designed under principles of equity and reciprocity with the already established partnership with Uganda.
  - Aspired quota of international students, particularly from Uganda, gives the program a unique edge in terms of reciprocity and equity with its partners.
- Opportunities provided by the program for cross faculty interaction, which exposes students to a variety of disciplines, enriches students' experience.
- The possibility for students to participate in in the "Collaborative Specialization in Global Health Systems in Africa."

Areas of Concern or Prospective Improvement

- The curriculum needs to better reflect a program strength in the area of "Global Health Systems" rather than just "Global Health".
- Entry requirements to the MSc in GHS could be clarified by specifying the disciplines of applicants' 4-year degrees. In addition, the academic average calculation needs to be revised to ensure that international students are equitably evaluated.
- Consideration of a part-time program option for the first two academic terms for prospective students who are already in the workforce.
- To uphold principles of reciprocity and equity, the reviewer highly recommends that at least 4 full scholarships are implemented for students from Uganda.

Summary of the Reviewers' Recommendations and Program/Faculties' 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/Faculties' Response
Recommendation 1: Analyze whether the academic credential "MSc" is congruent with WU definitions and standards for a Master's in Science.	**Program**: After consultation with the SGPS, Master of Health Sciences in Global Health Systems is the most appropriate and universally recognizable designation for graduates from the program. **Faculties:** The decision to change the designation to Master of Health Sciences is fully supported.
Recommendation 2: Analyze whether the program's name "Global Health Systems" is based on a strict definition of the discipline that involves systems, or whether the program aims to deliver Global Health content with a "systems" component.	**Program**: More content was integrated into the new curriculum to meet program objectives. In particular, Management Essentials, Incubators and Accelerators of Innovation in Global Health teach learners about systems and prepare them to work within organizational systems related to Global Health service delivery. **Faculties:** The program's plans regarding the new curriculum and for ongoing curriculum review to increase and assure the value of the program name is strongly supported.
Recommendation 3: For students applying to the MSc, specify in what type of 4-yr degree programs are eligible for admission.	**Program**: 4-Year Bachelor's Degree in disciplines related to, but not limited to: science degrees (e.g., biology, chemistry, physics etc.), health, health sciences, one health, international development, to highlight a few complimentary degrees. **Faculties:** The program's revised admissions criteria are supported.
Recommendation 4*: Analyze, whether the academic averages conversion is reflective of a fair and equitable practice for international students.	**Program**: Admissions practices, especially regarding the academic averages conversion, will continue to be reviewed with the aim of ensuring all applicants are treated equitably. **Faculties:** The GHS program committee will be supported in advocating for equitable admission changes, particularly for African applicants. Given the close research and learning coordination between the program members and African institutions, it is likely that the program can be a leader in implementing change to admissions criteria.
Recommendation 5*: Design and implement recruitment strategies to attract applicants meeting the experience profile stated in the admissions requirements.	**Program**: To date, there have not been any issues in recruiting/attracting students with the outlined qualifications/experience; however, the program will develop a targeted recruitment campaign. **Faculties:** Further growth objectives for the program will be supported including the provision of logistic support for current and new recruitment efforts.

Recommendation 6*: Elaborate an internal document to outline with more specificity the alternative requirements for admission. This document should also provide equity guidance when considering applications by international students.	**Program:** Global Health Systems has a holistic application review process, whereby applications are reviewed for suitability and fit with the program based on the following criteria: 1. Grades; 2. The quality of the "Personal Statement Essay"; 3. References; and 4. Volunteer/ Extra Curricular activities. It is explicitly stated that GHS is seeking candidates interested in working with underserved populations. Applicants must demonstrate their desire to do so in their application packages. **Faculties:** The Faculties are confident that the admissions processes are continuously being reviewed and developed with a strong equity lens.
Recommendation 7*: To ensure that the enrolment expansion plans are met with required resources, create a growth plan articulating what kind of resources (financial, material, personnel) are indispensable.	**Program:** A growth plan was included in the 3-year budget plans submitted by the program in Fall 2022. The 2022-2023 is the first year that the program will be running a full academic cycle modelled after the new program proposed. This will be the second year that the program has an in-country coordinator, and a part-time career services officer that will support the logistical needs of the experiential term. It is anticipated that by 2025, the program will have 50 students enrolled and will require staffing and faculty support to manage the large cohort. **Faculties:** The Faculties support the program's efforts to increase enrollment and will monitor and respond to the needs articulated by this development including enhancing the international experiential learning term.
Recommendation 8*: Consider if the program could be open to the possibility of allowing students to undertake the first 2 terms of the program on a part-time basis.	**Program:** A part time model of enrolment could include students completing asynchronous courses in year 1 – then completing all synchronous course requirements for both term 1 and term 2 in-person, in year 2, along with term 3. **Faculties:** The Faculties support the program's position to review the possibility of having part-time options after experiencing and reviewing at least two years of the new full-time GHS program.
Recommendation 9: Analyze and determine whether the program is in "Global Health" or "Global Health Systems" in order to establish the curricular composition and learning outcomes. **Recommendation 10:** If "Global Health Systems" is the ethos of the program, it is highly recommended to add courses in: (i) Comparative Health Systems, (ii) Implementation Science, and (iii) Global Health Partnerships.	**Program**: Foundations in Global Health Systems, Management Essentials, Health Assessments and Incubators and Accelerators of Innovation in Global Health Systems are four core courses focused on systems. **Faculties:** Faculties are satisfied with the appropriateness of the name and curriculum as articulated by the program (see also the response to #2 above and #13 below).
Recommendation 11: It is highly recommended making GHS 9109 "Biological and Social	**Program**: The curriculum review determined that GHS 9109 would suffice as an elective for the following reasons: a) Through the curriculum mapping exercises it was determined that Epidemiology of Major Diseases should be the mandatory course out of the two; b) Some students enrolling in GHS come to the

Determinants of Infectious Disease" a required course.	program from the Undergraduate version of GHS 9109; c) Select classes will be mandatory to attend as milestone requirements; and d) Elements of this course are covered in the Field School. **Faculties:** The Faculties support the evaluation done by the program on this recommendation.
Recommendation 12*: To fill in and/or strengthen curricular gaps, establishing a partnership with the Canadian Association for Global Health (CAGH, formerly CCGHR) would be greatly beneficial.	**Program**: Prof Elysee Nouvet, an active GHS Faculty member, has been engaging GHS in activities that she has coordinated with members of CAGH. Some key examples are the series of webinars that the Global Health Equity group held virtually (once a month) during COVID. **Faculties:** The Faculties agree with this recommendation and the proposed strengthening of current linkages with CAGH.
Recommendation 13*: Adding specific courses to fulfil the "Systems" objective of the program is highly recommended (see above).	**Program**: Foundations in Global Health Systems, Health Assessments and Incubators and Accelerators of Innovation in Global Health Systems are three core courses. GHS is working toward developing a "Global Health Systems and Policy" course. **Faculties:** The Faculties agree with evaluation by the program that there is currently sufficient course offering to support the "Systems" name. It is also appreciated that GHS will work towards offering a "Global Health Systems and Policy" course as suggested.
Recommendation 14: It is recommended that all required courses are delivered face-to-face.	**Program**: This is a 1-year intensive course-based masters. The blend of synchronous and asynchronous courses allows for different pedagogical approaches and provides flexibility in the student's schedule. **Faculties:** The Faculties support the conclusions of the program on this point. The ability to have asynchronous content has provided a flexibility that has been appreciated by students and faculty.
Recommendation 15: Formulate a plan to document and demonstrate students' performance and success at the program level during and after completing the program.	**Program**: There are current measures in place to track and measure student success in the program: i) Regular instructor check-in meetings to identify potential gaps or challenges in the program delivery and experience; ii) The program meets with any struggling students to provide support and resources and identify the appropriate next steps to ensure successful outcomes; and iii) The program hosts GHS Hours to check-in with students. The program has informally tracked where alumni are employed. The plan is for the program to develop a robust alumni program to track where students end-up after graduation as a consistent metric of success. **Faculties:** The Faculties support the extensive measures outlined by the program.
Recommendation 16*: It is highly recommended to have an additional staff member with full-time employment to coordinate students	**Program**: The Associate Deans of the GHS are looking into the feasibility of this recommendation. They are looking to streamline services and resources available through SSMD and FHS to see if GHS could be opted into an existing Experiential Learning Expert's portfolio.

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with partners and projects and ensure efficiency and pertinence.	**Faculties:** There has been recent investment by both SSMD and FHS in regard to, experiential learning coordinators. We will evaluate the feasibility of another staff member or assigning responsibilities to existing staff members.
Recommendation 17: Enlisting faculty members to teach recommended new courses (across campus of a new faculty position).	**Program**: There were several new faculty hires in 2022 that fit within the GHS program mandate. In the immediate future, the program is looking to engage two new hires (1 in Epidemiology and 1 in FHS) in teaching core courses previously taught by LD's: Health Assessments and the proposed Comparative Health Systems Policy Course. **Faculties:** As pointed out in the program response, there are several new positions that are currently being recruited. The aim is to assign the proposed courses to the new faculty members.
Recommendation 18*: Create a comprehensive list of Global Health actors.	**Program**: GHS will consult with program members to create a comprehensive list that can be added to the program website. **Faculties:** This is currently being undertaken by the GHS program.
Recommendation 19*: Expand the library resource list to Open Access and digital repositories with African data and literature.	**Program:** GHS will connect with the library systems specialists to expand the current offerings and include digital repositories with African data and literature. **Faculties:** The program has proposed following up on this suggestion with Western Libraries.
Recommendation 20*: Coordinate with Library services for students to receive specific training in evidence synthesis and analysis skills.	**Program**: Evidence synthesis and analysis skills are integral parts of two core courses (Foundations and Health Assessments). Librarians have previously conducted sessions on improving research techniques and utilizing the databases available through the Global Health list. **Faculties:** Such training has been done in the past and will be restored in addition to the similar content delivered in existing courses.
Recommendation 21: Provide a grad room for students to socialize and network.	**Program**: Students have access to 4 different study rooms close to the GHS office, which are close to Nat Sci, in addition to Campus resources. GHS also hosts regular "GHS Hour" to promote student interaction. **Faculties:** In the short term, several rooms already exist that serve this purpose. In the future, the new Bioconvergence Centre will provide those facilities.
Recommendation 22: Clarify if students have access to computer software including but not limited to statistical packages.	**Program**: Students have access to software needs for the program from the university (e.g. Microsoft Suite products; statistical analysis software such as R). **Faculties:** The students and the program already have access to essential software and the program will assess needs and availability on an ongoing basis.
Recommendation 23*:	**Program**: The GHS program was initially supported by Queen Elizabeth II Diamond Jubilee Scholarships (QEII-DJ) which ended in 2019. Once the new standalone MHSc is approved, the program plans to apply

Create at least 4 full scholarships for international students, particularly from Uganda as this country is essential for the program's existence.	to internal (endowment) band external funding opportunities (such as QEII-DJ) to help support the participation of international students. **Faculties:** The Faculties are highly supportive of this proposal and will be looking for mechanisms to generate and support those scholarships for the future.
Recommendation 24*: With regards to the 300-hour Professional Integrated Learning experience, program stakeholders are encouraged to reflect on whether the existing model is sustainable and meaningful.	**Program**: As the program continues to grow, there is more intentional focus on developing sustainable Professional Integrated Learning experiences that will be beneficial to program partners and learners. The program intends to resume the projects started in the summer of 2022 and create long-term projects that future students can be placed into. **Faculties:** The program has established mechanisms to collect feedback from student experiences; this feedback will be used to improve and sustain the learning experiences.
Recommendation 25: With regards to the Professional Development Series (PDS), assure that oral presentation skills continue to be fostered.	**Program:** The Professional Development series are networking opportunities for the students. To continue fostering presentation skills, students will have opportunities to co-host milestone events. **Faculties:** The program appreciates the importance of the Professional Development Series and will continue to foster those skills as suggested.
Recommendation 26: With regards to the PDS, invite members of the Canadian Association for Global Health to discuss partnerships.	**Program**: Currently, Professor Elysee Nouvet (member of both GHS and CAGH) has engaged GHS in activities coordinated in collaboration with the Canadian Association for Global Health (e.g. PDGH day in 2021; webinar series in 2020). **Faculties:** Some linkages already exist, and the program will endeavour to explore more significant partnerships with CAGH.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program leader, in consultation with the SGPS and the Deans of the Faculties 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 (#1, #2, #15, #17, #21, #22, #25, #26) or have been deemed not to move ahead (#6, #9, #10, #11, #14), as described in the program and faculty responses above. As a result, these recommendations do not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation 4: Analyze whether the academic averages conversion is reflective of a fair and equitable practice for international students.	Liaise with the SGPS to provide guidance as needed by the Admissions Committee regarding averages conversion and any other unprecedented matters related to international applications.	Program Coordinator Admissions Committee	By September 2023
Recommendation 5: Design and implement recruitment strategies to attract applicants meeting the experience profile stated in the admissions requirements.	Develop a recruitment campaign aimed at domestic and international students who meet the experience profile as specified in the admissions requirements.	GHS Co-Directors Program Coordinator SSMD Communications Office	By July 2023
Recommendation 6: Elaborate an internal document to outline with more specificity the alternative requirements for admission. This document should also provide equity guidance when considering applications by international students.	Communicate expansion of the program admission criteria to potential applicants Work with the web support team to implement changes to the website.	GHS Program Committee Program Coordinator	By September 2023
Recommendation 7: To ensure that the enrolment expansion plans are met with required resources, create a growth plan articulating what kind of resources (financial, material, personnel) are indispensable.	Revisit growth plan following each of the next two years of program implementation. Amend in relation to the demand and feedback received.	GHS Co-Directors Admissions Committee Program Coordinator	By September 2024

Recommendation 8: Consider if the program could be open to the possibility of allowing students to undertake the first 2 terms of the program on a part-time basis.	Evaluate the possibility of part-time offerings in consultation with course coordinators and the leadership of the participating Faculties following two years of program implementation.	GHS Co-Directors Program Coordinator	By September 2025
Recommendation 12: To fill in and/or strengthen curricular gaps, establishing a partnership with the Canadian Association for Global Health (CAGH, formerly CCGHR) would be greatly beneficial.	Connect with the appropriate parties to further integrate members of the Canadian Association for Global Health (CAGH) into the program.	Program Coordinator	By September 2023
Recommendation 13: Ensure that the objective of systems is appropriately addressed in the curriculum and consider further strengthening the global health systems theme through the development of additional courses	Identify the appropriate faculty members to develop and offer a course on Global Health Systems and Policy.	GHS Co-Directors Decanal teams from SSMD and FHS Program Committee	Development completed by December 2023
Recommendation 16: It is highly recommended to have an additional staff member with full-time employment to coordinate students with partners and projects and ensure efficiency and pertinence.	Evaluate the feasibility of an additional staff member or assigning responsibilities to existing staff members.	Decanal teams from SSMD and FHS	By July 2023
Recommendation 18: Create a comprehensive list of Global Health actors.	Create a comprehensive list that can be added to the program website.	Program Coordinator GHS Co-Directors GHS Career Services Officer	By July 2023
Recommendation 19: Expand the library resource list to Open Access and digital repositories with African data and literature	Discuss expanding the current offerings, including digital repositories with African data and literature with library systems specialists.	Program Coordinator GHS Co-Directors Program Committee GHS Career Services Officer Western Libraries	By July 2023

Recommendation 20: Coordinate with Library services for students to receive specific training in evidence synthesis and analysis skills.	GHS will coordinate with libraries to: • integrate an introductory/orientation session on relevant resources. • host another session with specific training in evidence synthesis and analysis skills coordinate sessions with core course instructors and libraries to design this session starting in Summer 2023.	GHS Co-Directors Western Libraries	By September 2023
Recommendation 23: Create at least 4 full scholarships for international students, particularly from Uganda as this country is essential for the program's existence.	Explore mechanisms that will directly fund scholarships for international/African students in need of financial support. Secure scholarships for the start of the Fall 2024 recruitment cycle.	GHS Co-Directors Decanal teams from SSMD and FHS	By September 2023
Recommendation 24: With regards to the 300-hour Professional Integrated Learning experience, program stakeholders are encouraged to reflect whether the existing model is sustainable and meaningful.	Collect post-experience feedback from preceptors and students. Review feedback to implement any improvements to the process or experience.	Career Services officer Program Committee	By September 2023

Other Opportunities for Program Improvement and Enhancement

- In an effort to make the project component more sustainable, and the Canadian contribution more meaningful, the program should offer a reduced selection of projects purposefully crafted in alignment with large components of the Global Health Systems discipline. Alternatively, a team of students could be assigned the same project, each one focusing on different aspects such as funding, implementation, delivery, governance, to name a few.

ITEM 12.2(e)(ii) – School of Graduate and Postdoctoral Studies: Introduction of a field in Health Equity and Sustainability in the Master of Health Sciences (MHSc) in Advanced Health Care Practice (AHCP)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, a field in Health Equity and Sustainability be introduced in the Master of Health Sciences (MHSc) in Advanced Health Care Practice (AHCP), as shown in Item 12.2(e)(ii).

EXECUTIVE SUMMARY:

The Advanced Health Care Practice program (AHCP) is a course-based graduate program with the following fields:

- Wound Healing
- Comprehensive Musculoskeletal Physiotherapy
- Interprofessional Pain Management
- Applied Health Sciences
- Sport and Exercise Medicine
- Upper Extremity Rehabilitation

The AHCP is designed to offer experienced health-care providers and non-clinicians working in health care settings the opportunity to obtain advanced training in a health specialty.

The current proposal seeks to add a new field of study to the AHCP program – Health Equity and Sustainability. This field will recruit decision-makers, practitioners (e.g., senior physicians and clinicians, allied health professionals, and administrators), those from civil society sectors, non-governmental and intergovernmental agencies, and students with a background in medical, health, or social sciences. It will facilitate advanced level thinking around current impacts and threats to health, equipping students with knowledge and skills to enable equitable and sustainable solutions to health problems across the world.

ATTACHMENT(S):

Proposal to Add a Field in Health Equity and Sustainability to the Master of Health Sciences (MHSc) in Advanced Health Care Practice (AHCP)

***Proposal to Add a Field in Health Equity and Sustainability to the
Master of Health Sciences (MHSc) in Advanced Health Care Practice (AHCP)***

The Advanced Health Care Practice program (AHCP) is a course-based graduate program with the following fields:

- Wound Healing
- Comprehensive Musculoskeletal Physiotherapy
- Interprofessional Pain Management
- Applied Health Sciences
- Sport and Exercise Medicine
- Upper Extremity Rehabilitation

The AHCP is designed to offer experienced health-care providers and non-clinicians working in health care settings the opportunity to obtain advanced training in a health specialty. This one-year, full-time, course-based Master's degree (MCISc or MHSc) is delivered using a combination of online courses and/or on-site residency periods, during which clinical skills, lectures and labs are provided. The AHCP develops leaders in their field by integrating advanced practice together with an enhanced knowledge of research methodology and exemplary professional attributes.

The current proposal seeks to add a new field of study to the AHCP program – Health Equity and Sustainability, which will be delivered full-time and online. This field will recruit decision-makers, practitioners (e.g., senior physicians and clinicians, allied health professionals, and administrators), those from civil society sectors, non-governmental and intergovernmental agencies, and students with a background in medical, health, or social sciences. It will facilitate advanced level thinking around current impacts and threats to health, equipping students with knowledge and skills to enable equitable and sustainable solutions to health problems across the world.

Rationale for the Health Equity and Sustainability Field

The recent pandemic has emphasized pervasive and systemic health inequities and their far-reaching consequences for individuals and societies. To tackle complex health problems, we must re-imagine policy and practice and engage with multisectoral and interdisciplinary approaches.

The new Health Equity and Sustainability field is grounded in principles of equity and justice, with attention to environmental, socio-economic, and political factors that shape health across the life course in Canada and globally. This program will provide a scholarly, practical, and reflexive space for the in-depth exploration of past, current, and predicted health equity and sustainability issues, with the intent to identify and implement actionable and sustainable solutions including those related to the WHO Sustainable Development Goals.

Health equity and sustainability are increasingly identified as principal aims of health systems globally. This new field will position students and professionals to become leaders

in advancing these aims in health care organizations, governments, and non-governmental organizations (NGOs), locally, nationally, and internationally.

Broadly speaking, this degree is aimed at those interested in issues associated with health equity and sustainability. More specifically, this field of the AHCP program will appeal to those interested in (or already engaged in) the design and implementation of health services, policy, research, and decision-making, locally and worldwide, to address key health challenges of our times. Such challenges include, but are not limited to, pandemics, the impacts of climate and environmental change, and how to promote health in a more equitable way amongst under-served populations (including Indigenous and other marginalised groups). As an interdisciplinary field bringing together Canadian and international students and professionals, this field in the AHCP program aims to support the development of current and future health leaders and global citizens.

The Faculty of Health Sciences is well positioned to offer this AHCP field, with recognized national and international leaders in broad areas of health and health care. Informal feedback from undergraduate students in the School of Health Studies, as well as potential students nationally and internationally (38 schools across the Middle East), have expressed a strong interest and enthusiasm for this field (and topics including health equity, climate, and sustainability). Further, this field is complementary yet distinct from the other fields offered as part of the AHCP program in the Faculty of Health Sciences at Western.

Field Specific Learning Outcomes

No changes will be made to the existing AHCP Program-Level Learning Outcomes. New field specific learning outcomes are provided below.

Graduates of the Health Equity and Sustainability Field of the Advanced Health Care Practice Master's Program will be able to:
1. Apply an equity lens to the critical analysis of local, system, and global healthcare challenges and responses, including those connected to public health emergencies, humanitarian crises, and climate change.
2. Understand the historical, social, and structural determinants of inequity in health.
3. Identify, analyze, and (re)imagine drivers of health system change (at micro, meso, and macro levels) to support equity and sustainability.
4. Understand political and practical considerations in the design and implementation of evidence-based programming, initiatives, and interventions related to health equity and sustainability.
5. Appraise the scope and complexity of the multi- and interdisciplinary body of knowledge in health equity and sustainability.
6. Develop an understanding of the concepts of critical thinking and critical analysis, and appreciate how these skills and approaches inform the examination of health ethics, equity, and sustainability.
7. Articulate the importance and meanings of attending to equity and sustainability considerations in the analysis of complex health issues.

8. Act in accordance with professional protocols with a focus on academic integrity and ethical conduct, autonomy and accountability, and commitment to personal and professional growth.
9. Appropriately communicate integrated understandings of health equity and sustainability to diverse audiences.
10. Formulate evidence-informed and convincing arguments within inter-professional and interdisciplinary teams.

Admission Requirements

- An undergraduate/baccalaureate degree from a recognized university. For these individuals:
  - A minimum B average (or regional equivalent) based on the last two years or 20 half credits of study is required;
- Two references (one should be from an academic source if within 5 years of graduation) are required. References will not be accepted from family, friends, personal practitioners, or other conflicted individuals; and,
- Evidence of prior work experience in a related field may strengthen the application.
- For international applicants, demonstrated English language proficiency is required, including both written and oral communication. Applicants whose first language is not English must provide evidence of English language proficiency (TOEFL or IELTS is recommended)
  - A minimum TOEFL score of 620 (paper-based), 105 (internet-based), 260 (computer-based) or an IELTS score of 8 is required

Degree Requirements:

Expected Duration: 3 terms

Courses (3.5 Total Credits)

REQUIRED COURSES (1.0 Credits)			Each course must be completed by all students	
Subject	**Course #**	**Length (in terms)**	**Course Title**	**Course Weight**
APPLHSCI	9002	1	EQUITY AND HEALTH SYSTEMS	0.5
APPLHSCI	9099	3	CAPSTONE EXPERIENCE	0.5

REQUIRED ELECTIVE COURSES (1.0 Credits)			Students must select X number of courses from a defined list	
Subject	**Course #**	**Length (in terms)**	**Course Title**	**Course Weight**
APPLHSCI	9018	1	ENVIRONMENT, HEALTH, AND SUSTAINABILITY	0.5
APPLHSCI	9017	1	IMPLEMENTATION SCIENCE IN PRACTICE	0.5
APPLHSCI	9003	1	GLOBAL HEALTH	0.5

| APPLHSCI | 9010 | 1 | HEALTH SERVICES, SYSTEMS AND POLICY | 0.5 |

*Students must select either APPLHSCI 9018 or APPLHSCI 9017
**Students must select either APPLHSCI 9003 or APPLHSCI 9010

ELECTIVE COURSES (1.5 Credits)		Students can select any courses offered and/or approved by the program		
Subject	**Course #**	**Length (in terms)**	**Course Title**	**Course Weight**

*Students can select any courses in the APPLHSCI or AHCP subject areas, or any other course approved by the program

Milestones (1)

MILESTONES	Each milestone must be completed by all students
Academic Integrity Module	

Course Descriptions:

Required courses:

Equity and Health Systems **(APPLHSCI 9002 FCE=0.5):** Concepts of health equity have developed over the past 20 years to fundamentally shape global and national policy directions and the ways we think about health. Health equity is now seen as a human rights issue, shaping care delivery and systems design. This course provides learners with the opportunity to explore and apply key concepts, frameworks and initiatives relating to health equity, seen from the viewpoint of both the professionals who operationalize health equity values, and the diverse populations whose lived experience we seek to improve. Throughout the course, participants will develop their abilities to identify, analyze, and trouble-shoot the ethical, practical, and political complexities of engaging in equity-oriented care, at both the health services and health systems levels.

Capstone Experience: (APPLHSCI 9099Y FCE=0.5). Students in this course will apply theoretical concepts to real world problems in their related field through application, reflection, analysis, creative problem solving, and synthesis. Students will identify a Mentor or Mentors who have the required expertise and who will offer their mentee a unique opportunity to integrate their theoretical and practical knowledge, skills, and abilities into a constructive, authentic, and complex intellectual experience of relevance to them, and within a community of scholars. The synthesis course will be unique to each student and the proposed learning plan will be negotiated with a faculty advisor for depth, breadth, rigour, and alignment with the program outcomes. The Capstone Experience consists of an experiential learning opportunity in clinical research. Students will spend a minimum of 100 hours being mentored by one or more approved Mentor(s) in a setting of the student's choice. Students will identify potential mentorship opportunities in their own community, academic setting, and/or work environment. Capstone Experiences can be research-

oriented or practical in focus. Together, with assistance from the program's Academic Lead (appointed by the Program), an appropriate, available opportunity will be secured. Students will consult with their mentor(s) and academic leader to discuss and define learning objectives and goals for the duration of the capstone experience.

Required elective courses: Implementation Science in Practice (APPLHSCI 9017 FCE=0.5) **OR** Environment, Health, and Sustainability (APPLHSCI 9018 FCE=0.5)

Implementation Science in Practice: Implementation science is the scientific study of methods and strategies that facilitate the uptake of evidence-based practice and research into regular use by health care practitioners and policymakers. This course is designed to provide students with in-depth knowledge of the practice of implementation science and how its principles, study designs, frameworks, and theories can be practically leveraged. Through case studies and projects, this course will demonstrate how contemporary approaches in implementation science can be directly applied to address implementation gaps. Course material will include concrete steps and tools for the rigorous application of implementation science.

OR

Environment, Health and Sustainability: In this course, students will learn about relationships between sustainability, the environment and human health. Foundational concepts in sustainability will be followed by an exploration of how a particular pressing issue – climate change including changing temperatures and precipitation, extreme weather events and resource scarcity - can affect environments, societies, and in turn, health care systems, and determine population health outcomes. Specifically, this course will equip students with a nuanced understanding of cross-cutting issues including environmental justice, political economies of health, diverse impacts of climate change on health across the life course, and how place and environment can affect human health and also be determined by sustained health behaviour.

*Students must select one course from the two above options available. The 'other' (non-selected) course may be selected as an elective.

Global Health (APPLHSCI 9003 FCE=0.5) **OR** Health Services, Systems and Policy (APPLHSCI 9010 FCE=0.5)

Global Health: Global health is an area of research and action dedicated to reducing global health risks and inequities. If we are committed to creating a "better world" as defined within the United Nations Sustainable Development Goals, this requires understanding the multiple interconnecting factors and systems at play in the production of uneven global geographies of suffering, disease, and mortality. Achieving a better world also requires being attentive to the ways in which *how we work* (avoiding or reproducing existing ideas, assumptions, and inequalities) can play an important role in *what* we manage or fail to achieve. In this course, students are pushed and supported to deepen their abilities to lead or contribute to programs or agendas striving to build global health equity. The lens we take to explore current issues and possibilities for a better world is critical, interdisciplinary, and pragmatic. Weekly topics serve as points of departure for

students to unpack ethical, practical, and political complexities at play in various "global health emergencies" and responses to these. With the understanding that action must be evidence-based, students develop their research and professional communication skills through a major term assignment on a global health topic of their choice. Students also build their awareness and abilities to articulate why and how practicing reflexivity, explicit recognition of power and privilege, and attention to context represent key competencies when aiming to work in culturally or institutionally unfamiliar settings or in allyship with equity-deserving groups.

OR

Health Services, Systems and Policy: This course focuses on the major policy elements of the Canadian healthcare system. Specifically, how the healthcare system is structured, who the major actors and institutions are in the system and how healthcare policy in Canada is formed and reformed. Utilizing two conceptual frameworks, systems theory and public policy design, students gain the foundations to better understand the complexity of the healthcare system and an approach to shaping, forming and evaluating public policy issues in Canadian health care.

*Students must select one course from the two above options available. The 'other' (non-selected) course may be selected as an elective.

Elective courses: Students will select from available APPLHSCI courses, AHCP courses, and other Faculty of Health Sciences graduate courses that are offered in an online/blended format.

ITEM 12.2(e)(iii) – School of Graduate and Postdoctoral Studies: Introduction of a field in Clinical Epidemiology and Research Management in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, a new field in Clinical Epidemiology and Research Management be introduced in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP), as shown in Item 12.2(e)(iii).

EXECUTIVE SUMMARY:

The Advanced Health Care Practice program (AHCP) is a course-based graduate program with the following fields:

- Wound Healing
- Comprehensive Musculoskeletal Physiotherapy
- Interprofessional Pain Management
- Applied Health Sciences
- Sport and Exercise Medicine
- Upper Extremity Rehabilitation

The AHCP is designed to offer experienced health-care providers and non-clinicians working in health care settings the opportunity to obtain advanced training in a health specialty.

The current proposal is to add a new field of study to the AHCP program – Clinical Epidemiology and Research Management. This field will recruit a wide variety of health professionals from multiple areas (e.g., medicine, nursing, physiotherapy, kinesiology, optometry, dentistry, etc.) and facilitate advanced level, evidence-based practice and enable attendees to lead clinical research and clinical research teams.

ATTACHMENT(S):

Proposal to Add a Field in Clinical Epidemiology and Research Management to the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)

Proposal to Add a Field in Clinical Epidemiology and Research Management to the Master of Clinical Science (MClSc) in Advanced Health Care Practice (AHCP)

The Advanced Health Care Practice program (AHCP) is a course-based graduate program with the following fields:

- Wound Healing
- Comprehensive Musculoskeletal Physiotherapy
- Interprofessional Pain Management
- Applied Health Sciences
- Sport and Exercise Medicine
- Upper Extremity Rehabilitation

The AHCP is designed to offer experienced health-care providers and non-clinicians working in health care settings the opportunity to obtain advanced training in a health specialty. This one-year, full-time, course-based Master's degree (MClSc or MHSc) is delivered using a combination of online courses and/or on-site residency periods, during which clinical skills, lectures and labs are provided. The AHCP develops leaders in their field by integrating advanced practice together with an enhanced knowledge of research methodology and exemplary professional attributes.

The current proposal seeks to add a new field of study to the AHCP program – Clinical Epidemiology and Research Management. This field, to be delivered full-time, will recruit a wide variety of health professionals from multiple areas (e.g., medicine, nursing, physiotherapy, kinesiology, optometry, dentistry, etc.) and facilitate advanced level, evidence-based practice and enable attendees to lead clinical research and clinical research teams.

Rationale for the Clinical Epidemiology & Research Management Field

Health-care providers and others working in health care settings are motivated to apply evidence-based practice methods in their daily interactions providing health care and to initiate and lead clinical research to apply and expand knowledge in their fields. Clinical epidemiology encompasses theory and applied knowledge in the areas of clinical research methods, biostatistics, critical appraisal, evidence-based medicine, as well as grant writing, research administration and knowledge dissemination with the intent of improving health care and delivery, and ultimately patient outcomes. Furthermore, within the Faculty of Health Sciences and the Schulich School of Medicine, there are many faculty with successful research programs with different infrastructure needs, supports and management practices who will share their experiences with learners who hope to one day lead their own research teams.

Practicing health-care providers wanting to obtain further credentialing in clinical epidemiology and applied clinical research management are currently limited in the options available. Existing options often require long periods of time away from their practices and families to complete long masters or doctoral programs or certifications and workshops, the latter of which do not have academic recognition. Furthermore, capacity is limited in the programs and geography is often a barrier. Currently in Canada there is limited

opportunity to train with experts in clinical epidemiology and clinical research management. A one-year Master's level program for national and international students will be attractive for the development of advanced practice to improve the quality of health-care delivery and to train clinical researchers to be leaders in their fields. By providing opportunities for using a combination of in-person and remote learning, this area will be advanced in a unique and innovative way. Western University is well positioned to offer this Advanced Health Care Practice field with recognized national and international leaders among its faculty who are delivering professional training programs, many with large, impactful research programs and faculty leading the development of novel research methods.

Description of Proposed Field

This field is designed to prepare health care providers and those working within a health-related institution, with the skills to apply evidence to practice, to design and implement clinical research as well as lead clinical research teams. Through an inter-professional Master's level educational experience, students will develop evidence-based practice skills, applied clinical research methods, depth of knowledge, and the professional behaviors to become leaders in clinical epidemiology and clinical research management in their respective fields and to advance the knowledge in their fields of health care/health science.

No changes will be made to the existing AHCP Program-Level Learning Outcomes. New field specific learning outcomes are provided below.

Field Specific Learning Outcomes

1] To locate and critically analyze the scientific literature to inform decision making in their field
2] To formulate research questions that are unique and advance the science in their fields
3] To design clinical research using the appropriate methods to test research questions
4] To synthesize relevant literature to create evidence informed recommendations in their field
5] To build and lead research teams and build and maintain research infrastructure
6] To write grant proposals to funding organizations for clinical and methodologic research
7] To communicate and apply ethical principles and practices in research activities
8] To develop communication and dissemination strategies for knowledge production from clinical research
9] To develop iterative self-reflection skills for continued life-long learning

Admission criteria

In addition to the general AHCP admissions criteria, applicants must meet the following field specific criteria.

Clinicians/Practitioners:
- A current license to practice in Canada. Clinicians/Practitioners practicing outside of Canada must be licensed to practice in their country of residence
- Evidence of ≥ 2 years of experience in clinical practice
  Or
- Physician trainees may enter after postgraduate year 3 (PGY3) or beyond

Non-Clinicians working in a Health Care Setting
- Evidence of ≥ 2 years of related experience, post-undergrad (including participants in the MD+ program)

Degree requirements:

Expected Duration: 3 terms

Courses (3.5 Total Credits)

REQUIRED COURSES (2.5 Credits)			Each course must be completed by all students	
Subject	**Course #**	**Length (in terms)**	**Course Title**	**Course Weight**
AHCP	9600	1	CRITICAL APPRAISAL OF HEALTH L	0.5
AHCP	9604	1	DATA ANALYSIS IN CLINICAL RESEARCH	0.5
AHCP	9605	1	GRANT WRITING	0.5
AHCP	9606	1	RESEARCH TEAM LEADERSHIP & INFRASTRUCTURE MANAGEMENT	0.5
APPLHSCI	9909	3	CAPSTONE EXPERIENCE	0.5

REQUIRED ELECTIVE COURSES (1.0 Credits)			Students must select X number of courses from a defined list	
Subject	**Course #**	**Length (in terms)**	**Course Title**	**Course Weight**
APPLHSCI	9009	1	PROJECT MANGEMENT	0.5
APPLHSCI	9010	1	HEALTH SERVICES, SYSTEMS &POLICY	0.5
APPLHSCI	9012	1	PROGRAM EVALUATION	0.5
APPLHSCI	9015	1	LEADERSHIP IN HEALTHCARE	0.5
APPLHSCI	9016	1	HEALTH ECONOMIC EVALUATION METHODS	0.5
APPLHSCI	9017	1	IMPLEMENTATION SCIENCE IN PRACTICE	0.5

* Students must choose 1.0 credits from the list above or any approved APPLHSCI or AHCP course

Milestones (3)

MILESTONES	Each milestone must be completed by all students
Academic integrity Module	
Residency I	
Residency II	

Required course descriptions:

Critical Appraisal of the Health Literature (AHCP 9600=0.5)
This course provides participants with an introduction to research design and critical appraisal of quantitative studies evaluating the effectiveness of an intervention (randomized trials and observational studies), validity of a diagnostic test, identification of risk factors for disease development or prognostic factors for disease outcomes, and the validity of a systematic review.

NEW Data Analysis in Clinical Research (AHCP 9604, FCE=0.5):
This course will cover aspects of clinical research study design and interpretation with particular attention to quantitative data analyses. In particular this course will cover the following concepts: meaning and interpretation of measures of effect, confidence intervals, other measures of data dispersion, accuracy and precision, p-values, data distributions, descriptive and inferential statistics, interim analyses and stopping rules (stopping trials early), the choice of meaningful and appropriate outcome measures, health scale measurement theory, credibility of subgroup analyses, confidence in events (fragility), standardized effect sizes, special topics in study design (e.g., factorial studies, clustering effects, methods of allocation), sampling strategies, stratification, how to handle missing data, working with biostatisticians. The aim of this course is to increase the student's understanding of key issues to consider in the data analysis of clinical research or specific designs (e.g., observational vs experimental), and to gain comfort with the theoretical underpinnings of these methods so as to communicate effectively with biostatistician team members and to interpret evidence. This course will include lectures from seasoned biostatisticians and clinical investigators.

NEW Grant writing (AHCP 9605, FCE=0.5):
This course will cover the requirements and formats of the major categories of grants for the CIHR, NSERC, SSHRC, NIH, PCORI, as well as regulatory designs (e.g., FDA, Health Canada). In particular, this course will cover the elements required for these granting competitions paying particular attention to how to write convincing and complete applications that will score well. Special topics covered will include: elucidating a rationale, aims, hypotheses, methods, data analysis, describing the collection of adverse events, data and safety monitoring boards and procedures, study phases. This course will also cover reporting recommendations of all types of human subject research (e.g., CONSORT, PRISMA, STARD). The aim of this course is to allow students to become aware of the required elements of these granting competitions, to understand the key elements in the scoring of these applications, the panels and various institutes and structure of the funding bodies, and to practice writing and critically reading/reviewing grant proposals. This course will include lectures from individuals who have written and been successful with clinical research grants from all funding bodies described above.

NEW Research Team Leadership & Infrastructure Management (AHCP 9606, FCE=0.5):
This course will include instruction on the how to develop, organize and lead a research team as well as navigate the administrative processes of performing clinical research. Topics covered will include: team building, choosing team members, writing job descriptions for key staff, working with international teams, regulatory and ethics help, developing consent forms, electronic and paper-based data collection, hiring / firing,

understanding and managing multi-site studies, mentoring junior colleagues and team members, holding meetings, communication methods, writing papers for publication and authorship details. This course will include lectures from seasoned clinical investigators.

Capstone Experience. (APPLHSCI 9099 FCE=0.5). Students in this course will apply theoretical concepts to real world problems in their related field through application, reflection, analysis, creative problem solving, and synthesis. Students will identify a Mentor or Mentors who have the requisite expertise who will offer their mentee a unique opportunity to integrate their theoretical and practical knowledge, skills, and abilities into a constructive, authentic, and complex intellectual experience of relevance to them, and within a community of scholars. The synthesis course will be unique to each student and the proposed learning plan will be negotiated with a faculty advisor for depth, breadth, rigour, and alignment with the program outcomes. The Capstone Experience consists of an experiential learning opportunity in clinical research. Students will spend a minimum of 100 hours being mentored by one or more approved Mentor(s) in a setting of the student's choice. Students will identify potential mentorship opportunities, in their own community, academic setting, and/or work environment. Capstone Experiences can be research-oriented or practical in focus. Together, with assistance from the program's Academic Lead (appointed by the Program), an appropriate, available opportunity will be secured. Students will consult with their mentor(s) and academic leader to discuss and define learning objectives and goals for the duration of the capstone experience.

Onsite Residency Plan:
Students will be onsite for 5 days twice with a variety of planned activities but also time for breaks, studying, homework, etc. During each residency there will be a social outing on day 1 and on the final evening.

Residency #1 (5 days) – 2nd week of January

- Small group case-based work: Related to their grant writing (e.g., selecting outcome measures, monitoring adverse events, project timeline, innovation, etc.)
- Workshop #1: Library and information sciences; on databases, searching, using referencing software, etc.
- Workshop #2: Academic writing – prior to residency #1 students submit a protocol for a clinical research project they want to do (using the design education they get from the critical appraisal course and data analysis course), the instructor for the writing course provides written feedback, then during the residency, the student presents their project idea and design to their peers and instructor, the other students ask questions, make suggestions, discuss positives and places to strengthen. The student works on polishing the proposal/protocol for publication during the residency. (weeklong task – revisited through the week)
- Workshop #3: Planning and writing the plan for data analysis; Small groups (we pre-select peer groups who have different types of outcomes/projects so that they learn applications of different statistical methods, not just their own)
- Seminars (two 1-hour seminars): Advanced topics (e.g., multiple imputation and propensity scores; factorial study designs; expertise-based, etc.)

- Presentation/Workshop: Ethics board; where students are introduced to the process and can start working on their REB and IRB applications related to their clinical project protocol.
- Meetings with mentors for their Capstone project

Residency #2 (5 days) – 2nd week of May

- Workshop #4: Formal grant writing: they each present their finalized grant proposal from Residency #1 and the grant writing course so everyone gets to hear the polished/improved project from Residency #1
- Presentation: Lawson or research Western; on setting up and justifying your budget for a grant
- Workshop #5: Sample size (SS) - The Field Lead pre-selects peer groups who have different SS considerations so that students learn different SS calculations not just their own
- Small group case-based work: Cases around budgeting, hiring, team building, leadership, managing personnel.
- Workshop #6: Grant Review Process – will include discussions about responding to reviewers' comments and dealing with rejection. Groups of 3-4 peers will serve as peer reviewers for each other's grants – practice diplomacy in responses (weeklong task – revisited through the week)
- Seminars (one 1-hour seminar): Advanced topics (e.g., economic analyses, Reducing Research Waste)
- CV workshop/self-study/peer feedback: set up a CCV and write 'Most Significant Contributions' statement
- Workshop #7: Developing an online presence/impact: Linkedin, Twitter, Google Scholar, ORCID, Researcher ID, etc.
- Workshop #8: Designing case report forms, form logic – RedCap (hosted by Lawson) since most institutions have some sort of access to RedCap
- Workshop #9: Lawson around data security/privacy, etc. – for electronic data capture
- Workshop #10: Research Personnel - Hiring, firing and providing feedback – led by Research Western or Lawson – writing job descriptions, setting expectations, formal performance reviews
- Seminar (one 1-hour seminar): Panel of experts describing their own infrastructure and sharing barriers and facilitators to setting up their own infrastructure and teams
- Meetings with mentors for their Capstone project

ITEM 12.2(e)(iv) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Mathematics and Withdrawal of the MSc and PhD in Applied Mathematics

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended:	That on the recommendation of ACA, Senate approve that effective January 1, 2023, the Master of Science (MSc) and Doctor of Philosophy (PhD) in Mathematics be revised as shown in Item 12.2(e)(iv), and
	That effective January 1, 2023, admission to the MSc and PhD in Applied Mathematics be discontinued, and
	That students currently enrolled in the MSc and PhD in Applied Mathematics be permitted to graduate upon fulfillment of the program requirements by August 31, 2027, and
	That the MSc and PhD in Applied Mathematics be withdrawn effective September 1, 2027.

EXECUTIVE SUMMARY:

The Department of Mathematics currently offers two graduate programs: (i) Mathematics and (ii) Applied Mathematics. The latter has been offered by the Department only since July 2021, following the dissolution of the Department of Applied Mathematics.

Following broad consultation with faculty members and students, the Department of Mathematics is proposing that the existing Master of Science (MSc) and Doctor of Philosophy (PhD) programs in Mathematics and Applied Mathematics be offered within a single program with one harmonized set of requirements.

To this end, the Department is proposing to:

(i)   establish *Applied Mathematics* as a new field of research within the graduate program in Mathematics, and

(ii)   withdraw the graduate program in Applied Mathematics.

ATTACHMENT(S):

Proposal to Revise the Master of Science (MSc) and Doctor of Philosophy (PhD) in Mathematics and Withdraw the MSc and PhD in Applied Mathematics

Proposal to Revise the Master of Science (MSc) and Doctor of Philosophy (PhD) in Mathematics and Withdraw the MSc and PhD in Applied Mathematics

The Department of Mathematics currently offers two graduate programs: (i) Mathematics and (ii) Applied Mathematics. The latter has been offered by the Department of Mathematics only since July 2021, following the dissolution of the Department of Applied Mathematics that previously offered this program.

Through broad consultation with faculty members and students, the Department of Mathematics is proposing that existing Master of Science (MSc) and Doctor of Philosophy (PhD) programs in Mathematics and Applied Mathematics be offered within a single program with one harmonized set of requirements.

To this end, the Department is proposing to:

(iii)   establish *Applied Mathematics* as a new field of research within the graduate program in Mathematics, and

(iv)   withdraw the graduate program in Applied Mathematics.

The lines between (pure) mathematics and applied mathematics become blurry in the Department of Mathematics, with a number of faculty are interested in supervising students who do not necessarily fit into either category; and likewise there are a number of applicants interested in the work at the intersection of these fields. As a result, the Department believes that a single harmonized Mathematics program, combining different aspects of the two current programs, will better serve students and faculty. With the creation of a single harmonized Mathematics program, the existence of a separate program in Applied Mathematics becomes unnecessary.

At part of this proposal, the Department is additionally proposing to:

(v)   close unused fields in the Mathematics program (Algebra/Number Theory, Analysis, and Geometry/Topology), and

(vi)   harmonize the degree requirements to reflect the best practices of the Mathematics and Applied Mathematics programs.

Students in the Mathematics program currently have an option of completing a 3-term thesis-based MSc. Unfortunately, this option is not utilized, since the timeframe of 3 terms is not long enough to complete a suitable thesis in Mathematics or Applied Mathematics. While the course-based MSc serves most Mathematics students well, many students interested in the field of Applied Mathematics strongly prefer the thesis-based degree. To make such a degree a viable option the Department is proposing to change the duration of the Mathematics program from 3 terms to 6 terms.

The requirements of the MSc and PhD in Mathematics will be revised to:

a. change the course requirement for the PhD in Mathematics from 3.0 credits to 2.5 credits,
b. change the duration of the thesis-based MSc from 3 terms to 6 terms, and
c. add a Departmental Presentation milestone to the PhD requirements and change the names of the Comprehensive Exam milestones.

Current Mathematics Program	Proposed Mathematics Program
Fields in Mathematics: • *Algebra/Number Theory,* • *Analysis* • *Geometry/Topology* **Degree requirements** Course requirement – PhD • 3.0 course credits Duration of MSc (Thesis) • 3 terms Milestones: • Academic Integrity Module • Ph.D. Comprehensive Exam: Analysis • Ph.D. Comprehensive Exam: Algebra • Ph.D. Comprehensive Exam Part II • Departmental Oral Exam • Thesis Currently there is no Applied Mathematics field in the Mathematics program and the current fields do not have field specific requirements.	Fields in Mathematics: • *Applied Mathematics* **Degree requirements** Course requirement – PhD • 2.5 course credits Duration of MSc (Thesis) • 6 terms Milestones: • Academic Integrity Module • Ph.D. Comprehensive Exam I • Ph.D. Comprehensive Exam II • Candidacy Exam • Departmental Presentation • Departmental Oral Exam • Thesis The proposed Applied Mathematics field will have some unique requirements that differ from the general MSc and PhD degree program requirements.

	Applied Mathematics Field
	MSc (Course-based)
	Expected Duration: 3 terms
	Courses (4.0 Total Credits)
	Required Electives (2.0 Credits)
	• Students must complete 2.0 credits from the APPLMATH subject area
	Electives (2.0 Credits)
	• Any course offered or approved by the program
	Milestones (1)
	Academic Integrity Module
	MSc (Thesis-based)
	Expected Duration: 6 terms
	Courses (2.0 Total Credits)
	Required Electives (1.0 Credits)
	• Students must complete 1.0 credits from the APPLMATH subject area
	Electives (1.0 Credits)
	• Any course offered or approved by the program
	Milestones (2)
	Academic Integrity Module
	Thesis
	PhD
	Expected Duration: 12 terms
	Courses (2.5 Total Credits)
	Required (1.0 Credits)
	• APPLMATH 9561
	• APPLMATH 9505

	Electives (1.5 Credits) • Any course offered or approved by the program <u>Milestones</u> (7) Academic Integrity Module Ph.D. Comprehensive Exam I Ph.D. Comprehensive Exam II Ph.D. Candidacy Exam Departmental Presentation Departmental Oral Exam Thesis

The Mathematics program learning outcomes will be revised to accommodate the new field of research in Applied Mathematics and better reflect current practices of the Department of Mathematics.

Proposed MSc-level Learning Outcomes
- Students demonstrate mastery of the diverse core subjects of their degree at the M.Sc. level.
- Students develop an awareness of the interconnections between different areas, techniques, and applications.
- Students are able to read and critically evaluate the literature in their sub-discipline.
- Students become proficient in evaluating mathematical arguments both in their own work and in the work of others.
- Students understand how to approach a problem and present a solution that follows the writing conventions specific to their discipline.
- Students understand how the techniques they learn can be used to solve problems, including problems in other areas of mathematics or in other fields of research.
- Students learn to collaborate with others.
- Students learn the skills necessary for employment, including responsibility, independence, and effective communication.
- Students obtain professional skills of preparing a CV and a project proposal.
- Students understand what constitutes ethical behavior, including the importance of academic integrity, of citing and crediting sources, and of respecting intellectual property.
- Students learn how to write clear and correct arguments and approaches, with an appropriate amount of detail.
- Students learn how to give clear oral presentations and develop classroom skills.
- Students have an awareness of the limits of mathematical reasoning, including relevant examples and counterexamples, and of mathematical modelling, including numerical and symbolic approaches. They are aware of the interconnections between mathematics and other disciplines.

Proposed PhD-level Learning Outcomes

- Students obtain a broad base of foundational knowledge, suitable for work in their intended research area.
- Students develop an awareness of the interconnections between different subjects.
- Students gain an in-depth knowledge of their area of specialization, bringing them to the forefront of research.
- Students become proficient at reading and critically evaluating the mathematical literature, and at assimilating, distilling, and synthesizing knowledge.
- Students produce original research that merits publication. The approach is novel, the arguments are correct, and follow the writing conventions specific to their sub-discipline.
- Students understand how the techniques they learn can be used to solve problems in other areas of mathematics or in other fields of research.
- Students learn to collaborate with others.
- Students learn the skills necessary for employment, including responsibility, independence, and effective communication.
- Students obtain professional skills of preparing a CV and a project proposal.
- Students understand what constitutes ethical behavior, including the importance of academic integrity, of citing and crediting sources, and of respecting intellectual property.
- Students learn how to clearly and effectively communicate complex ideas, mathematical arguments and approaches in written form, with an appropriate amount of detail.
- Students learn how to give a clear and effective oral presentation and develop classroom skills.
- Students demonstrate the ability to write proposals for and reports on original research.
- Students have an awareness of the limits of mathematical reasoning, including relevant examples and counterexamples, and of mathematical modelling, including numerical and symbolic approaches. They are aware of the interconnections between mathematics and other disciplines.

For students currently enrolled in the MSc or PhD in Mathematics, the new requirement of Departmental Presentation will be optional, giving them an opportunity to complete the program they began.

Students currently enrolled in the MSc or PhD in Applied Mathematics will be able to either remain in the program or switch their registration to the Mathematics program within the field of research Applied Mathematics. Students who decide to switch will be assumed to have completed the degree requirements appropriate for their term in the program.

ITEM 12.2(e)(v) – School of Graduate and Postdoctoral Studies: Introduction of a Flex-time Registration Option for the PhD Programs in the Faculty of Engineering

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2023, a flex-time registration option be introduced for the Doctor of Philosophy (PhD) programs in the Faculty of Engineering as shown in Item 12.2(e)(v).

EXECUTIVE SUMMARY:

The Faculty of Engineering is proposing the introduction of a Flex-Time registration option for the Doctor of Philosophy (PhD) programs in the Faculty of Engineering. This includes the PhD in Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering. Flex-time enrolment is a modified delivery option that enables practicing professionals to undertake doctoral studies by offering flexibility in the completion timeline.

ATTACHMENT(S):

Proposal to Introduce a Flex-time Registration Option for the PhD programs in the Faculty of Engineering

**Proposal to Introduce a Flex-time Registration Option
for the PhD Programs in the Faculty of Engineering**

Current program	Proposed Change(s)
Admission Eligibility • Holds a master's degree in engineering or other STEM discipline from an accredited university • Applicants with a bachelor's degree in engineering or other STEM discipline from an accredited university (Direct Entry PhD) • Minimum average of 78% (North American equivalent)	Admission Eligibility • Holds a master's degree in engineering or other STEM discipline from an accredited university • Applicants with a bachelor's degree in engineering or other STEM discipline from an accredited university with an extensive experience in R&D may also be considered (Direct Entry PhD) • Minimum average of 78% (North American equivalent) • Must have a full-time employment in public or private sector in Canada as practicing professional
Course requirements Completion of eight graduate courses (seven courses in BME). Students with a master's degree could get exemption of up to four courses. • Students are allowed to take up to two courses relevant to their research project, outside their home program or at other Canadian university, which can substitute equivalent course requirements in their PhD program	Course requirements *(no change)* Completion of eight graduate courses (seven courses in BME). Students with a master's degree could get exemption of up to four courses. • Students are allowed to take up to two courses relevant to their research project, outside their home program or at other Canadian university, which can substitute equivalent course requirements in their PhD program
Comprehensive exam The comprehensive exam must be completed within 4 terms from the beginning of the program (5 terms in BME)	Comprehensive exam *(no change)* The comprehensive exam must be completed within 4 terms from the beginning of the program (5 terms in BME)

Research progress and supervision	Research progress and supervision

• The research work and the PhD dissertation must meet the learning expectations and scholarly standards required for a PhD degree
 	
 • The faculty supervisor is expected to meet with the student on a regular basis
 	
 • Students must complete their progress report annually using Pathfinder to monitor and document student's progress.
 	
 • Student must meet (in-person or virtually) with the supervisory committee at least once a year
	• The research work and the PhD dissertation must meet the learning expectations and scholarly standards required for a PhD degree
	
	 • The faculty supervisor is expected to meet with the student on a regular basis (at least once a month).
	
	 • Students must complete their progress report once every semester using Pathfinder to monitor and document student's progress.
	
	 • Student must meet (in-person or virtually) with the supervisory committee at least once a year
	
	 Research work
	
	 • Majority of the research work is expected to be conducted at the site of student's employer, however, student may use research facilities in supervisor's lab or other places on campus
	 • A memorandum of understanding must be signed between the student, student's employer, faculty supervisor and the graduate program, including,
	    o Detailed plan of study (academic)
	    o Detailed research plan outlining research activities expected to be carried out at the employer's site and at research facilities on campus, including the framework of research cost sharing
	    o Identification of a primary contact at the employer who will provide feedback about the student's research activities carried out at the employer's site

Funding	Funding
• Students within funding eligibility period receive the funding package	• Western University and faculty supervisors have no obligation to provide financial support to the students registered in this option • Students will not receive Graduate Teaching Assistantship (GTA). However, a Program may decide to provide GTA on a case-by-case basis. • Domestic students (Canadian citizens and permanent residents) may receive Western Graduate Research Scholarship (WGRS) up to 4 years in the program, which partially covers the tuition fee

Other considerations
 	
• Students are required to complete a Research communications milestone/course (depending on the graduate program of their registration)
• Students are required to attend weekly graduate seminar series, where applicable
• Students are exempted from English Language proficiency requirements if they meet one of the following conditions,
    o Completed at least two years of continuous post-secondary studies in Canada or other native English-speaking country
    o Have a minimum of two-year work experience in Canada as a professional practitioner, in the English language environment
	Other considerations
	
	• Students may request exemption from completing the Research communications module. In such case, they will be required to complete the new online introductory communications module.
	• Students are exempted from attending the weekly graduate seminar series, where applicable
	• Students are exempted from English Language proficiency requirements if they meet one of the following conditions,
	    o Completed at least two years of continuous post-secondary studies in Canada or other native English-speaking country
	    o Have a minimum of two-year work experience in Canada as a professional practitioner, in the English language environment

There will be no changes to the program learning outcomes.

ITEM 12.2(f) – Revisions to the Articulation Agreement for the Admission of Graduates of the Business-Finance Diploma Program at Fanshawe College into the Major in Economics or Major in Financial Economics

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective February 16, 2023, the articulation agreement for the admission of graduates of the Business-Finance Diploma Program at Fanshawe College into the Major in Economics or Major in Financial Economics be revised as shown in Item 12.2(f).

EXECUTIVE SUMMARY:

Revisions to the articulation agreement are required to reflect recent changes to the courses in the Business-Finance Diploma Program at Fanshawe College. The list of Fanshawe courses listed in Appendix 2 has been updated to reflect the new curriculum.

ATTACHMENT(S):

Revised Articulation Agreement

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

and

FANSHAWE COLLEGE
(hereinafter called "Fanshawe")

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and 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 Business-Finance Diploma Program at Fanshawe to Year 3 of the 4-year Major in Economics or Major in Financial Economics at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of graduates between Fanshawe and Western;

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

ADMISSION

1.   Western agrees to consider for admission to full-time study in Year 3 of the 4-year Major in Economics or Major in Financial Economics and grant block transfer credit to graduates of the Business-Finance Diploma Program who meet the following requirements:

a) completion of the 2-year Business-Finance 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 grade less than "C" or 2.0 GPA;

b) completion within the two years immediately prior to applying to the Major in Economics or Major in Financial Economics of a prescribed set of courses within the Business-Finance Diploma program (see list in Appendix 2);

c) completion of Fanshawe Economics 1 (ECON-1002) and Economics 2 (ECON-1005) with a minimum grade of "B" or 3.0 in both courses or equivalent.

d) completion of Fanshawe Calculus (MATH-7009) with a minimum grade of "B" or 3.0 GPA, or equivalent; and

e) written endorsement of the Chair of the Lawrence Kinlin School of Business at Fanshawe.

2.   To be considered for admission, Fanshawe students who are completing the Business-Finance Diploma program in April must notify the Western's Undergraduate Admissions Office and the Economics Undergraduate Director by March 1 of the year in which they are seeking admission of their intention to

apply, and provide the Admissions Office with their academic transcripts by June 1. They must also arrange to have their endorsement letter (1e) sent to the Economics Undergraduate Director by March 1.

3.   Western may accept up to a maximum of 12 Fanshawe graduates annually under this Agreement.

4.   Admissions decisions are within the sole discretion of Western 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.

BLOCK TRANSFER CREDIT

5.   Western shall grant block transfer credit to successful applicants for the courses set out in Appendix 2 equivalent to: the first two years of full-time study (10.0 credits) in the Major in Economics or the Major in Financial Economics module of the Economics Program. This credit is not transferable to other Faculties, Programs or Campuses.

6.   The course names and numbers set out in Section 5 may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to Fanshawe's course names or numbers may result in denial of admission and rescinding of transfer credit from qualified applicants.

7.   The parties acknowledge that the granting of block transfer credit is based on an assessment of the Business-Finance Diploma Program curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

8.   Students accepted under this Agreement must complete the courses set out in Appendix 1**.** Within the Major courses student must maintain a cumulative and graduating average of at least 60% with no grade below 50% within the Major to graduate from the Major in Economics or Major in Financial Economics. In addition, for graduation, the cumulative average on the 10.0 Western credits must be at least 60%. These progression and degree requirements are subject to change by Western and Western will give Fanshawe written notice of any changes.

9.   Students who subsequently fail to meet progression or degree requirements for the Major in Economics or Major in Financial Economics but who do meet requirements for another program at Western, may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record and credit for Fanshawe courses will be assessed by Western on a course-by-course basis.

10.   Fanshawe and Western shall provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.

11.   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

12. (a) This Agreement is effective June 1, 2015 and shall continue in force unless terminated by either party as set out herein.

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

(c) Notwithstanding paragraph (b), if Western 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 by the Western under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

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

FANSHAWE COLLEGE

*_____   _____

*_____   _____

THE UNIVERSITY OF WESTERN ONTARIO

*_____   _____

*_____   _____

*I have authority to bind the institution.   *I have authority to bind the institution.

APPENDIX 1
Articulation Agreement between
The University of Western Ontario and
Fanshawe College, May 1, 2015

Major in Economics and Major in Financial Economics
Required credits to be taken at Western

To graduate from the Economics program at Western, students admitted under this articulation agreement must complete the 10.0 credits, which meet the grade requirements in section 8. Among the 10.0 credits, the following must be completed. Western will provide Fanshawe with written notice of any changes to these credit requirements.

Credit Weight	Western Course Number	Western Course Name
Major in Economics Requirements		
0.5	ECON 2220A	Intermediate Macroeconomics I
0.5	ECON 2221A	Intermediate Macroeconomics II
0.5	ECON 2222A	Intermediate Econometrics I
0.5	ECON 2223A	Intermediate Econometrics II
0.5	ECON 2260A	Intermediate Microeconomics I
0.5	ECON 2261B	Intermediate Microeconomics II
2.5	ECON 2200- or 3000-level	
0.5	ECON 3000-level	
Major in Financial Economics Requirements		
0.5	ECON 2220A	Intermediate Macroeconomics I
0.5	ECON 2221B	Intermediate Macroeconomics II
0.5	ECON 2222A	Intermediate Econometrics I
0.5	ECON 2223B	Intermediate Econometrics II
0.5	ECON 2260A	Intermediate Microeconomics I
0.5	ECON 2261B	Intermediate Microeconomics II
0.5 from the following:	ECON 3332A/B	Financial Economics
	ECON 3353A/B	International Finance
	FINMOD 2555A/B	Corporate Finance
	FINMOD 3613A/B	Mathematics of Financial Options
	FINMOD 3520A/B	Financial Modelling I
2.0	ECON at the 2200- or 3000-level	
0.5	ECON 3000-level	

Residency, Breadth and Essay Requirements – Both Major Modules

Within the 10.0 credits taken at the University, students must have
- at least 9.0 credits numbered 2000 or higher;
- 0.5 credits from Category C;
- 0.5 credits from Category B; and
- 1.0 designated essay credits numbered 2000 or higher.

APPENDIX 2

Articulation Agreement between
The University of Western Ontario and
Fanshawe College, May 1, 2015

Fanshawe Business-Finance Diploma
Required Courses

Course Code	Course Name	Course Weight
ACCT-**1101** 1004	Principles of Accounting 1	**3.0** 4.0
WRIT-1032	Reason & Writing - Business 1	3.0
MKTG-1012	Principles of Marketing 1	3.0
MATH-1052	Business Math	3.0
BUSI-1060	Strategies for Success	1.0
BUSI-1005	Introduction to Business Processes	3.0
ECON-1002	Economics 1 (micro)	3.0
ECON-1005	Economics 2 (macro)	3.0
FINA-1025	Individual Taxation	3.0
MATH-1057	Mathematics of Finance-Accounting	4.0
FINA-1040	Consumer Credit	3.0
FINA-1053	Mutual Funds in Canada	3.0
FINA-**1062** 1024	Financial Planning	4.0
BUSI-1068	Effective Meetings & Presentations	3.0
FINA-3032	Investment in Canada	4.0
INSR-3014	Life & Health Insurance Planning	4.0
COMM-3020	Professional Communication	3.0
FINA-1013	Retirement Planning	3.0
GEN-####	General Education Elective	3.0
LAWS-**3063** 3018	Ethic **Compliance** and Law	3.0
FINA-1012	Risk Management and Estate Planning	3.0
FINA-3041	Portfolio Management	4.0
FINA-3036	Comprehensive Financial Plan	3.0
MGMT-3059	Strategic Client Engagement	4.0
FINA-3030	Tax Planning	3.0
MATH-7009	Calculus	3.0

**ITEM 12.2(g) – Report of the Subcommittee on Program Review – Graduate
(SUPR-G): Cyclical Review of the Graduate Program in Business Administration**

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 review of the
graduate program in Business Administration.

Faculty/Affiliate	Program	Date of Review	SUPR-G recommendation
Ivey Business School	Business Administration	August 15-16, 2022	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Business Administration

Western UNIVERSITY·CANADA

Business Administration
Final Assessment Report &
Implementation Plan
December 2022

Faculty / Affiliated University College	Ivey Business School	
Degrees Offered	MBA, PhD	
Date of Last Review	2014-2015	
Approved Fields	MBA: N/A	PhD: Finance General Management Information Systems Management Science Marketing Operations Management Organizational Behavior Managerial Accounting and Control
External Reviewers	Dr. Vernon Jones, University of Calgary	Dr. Andrew Gemino, Simon Fraser University
Internal Reviewers	Tom Drysdale, Associate Dean, Graduate Schulich School of Medicine & Dentistry	Kelsey Sick, Graduate Student
Date of Site Visit	August 15, 16, 2022	
Date Review Report Received	October 3, 2022	
Date Program/Faculty Response Received	Program –November 11, 2022- revised November 29, 2022 Faculty – November 11, 2022	
Evaluation	Good Quality	
Approval Dates	SUPR-G: January 23, 2023 ACA: February 8, 2023 Senate (for information only): February 16, 2023	
Year of Next Review	Year of next cyclical review: 2029-2030	
Progress Report	June 2025	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Business Administration Program delivered by the Ivey Business School.

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, Ivey Business School.

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 Ivey Business School, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Master of Business Administration program was first initiated in the fall of 1948. Since then, three pathways to the MBA degree developed: The one-year, regular MBA program stream (launched in 2006) with 160 students enrolled in 2021; the Accelerated MBA program stream (launched in 2019) with 54 students enrolled in 2021; and the Executive MBA program stream (initially launched in 1991) with 151 students enrolled over two intakes in 2021.

Approved by Senate in 1961, Ivey's PhD Program in Business Administration is Canada's longest established doctoral program in Business Administration. The program is a research-oriented and discipline-based program which focuses on theory, methodology and understanding the forefront of scholarly literature. In 2020, the program had a total enrolment of 49 students.

 The self-study was informed by consultation with students, alumni, faculty and staff. Contributing data sources included: 1- the Ivey Student Experience survey which consists of questions that ask for feedback in the areas of admissions, program services, programming, career management, faculty, and facilities; 2- Focus group discussions; 3- Recruiter and alumni surveys.

The external reviewers shared a positive assessment of the Business Administration Program stating that "*The Ivey School is characterized by very high quality. This is evidenced by the strong leadership within the School as well as the newly minted strategic plan, Ivey Next*". They offer six recommendations for further enhancement and several suggestions for consideration.

Strengths and Innovative Features Identified by the Program

- Ivey has a strong brand in Canada and attracts significant interest from domestic candidates.
- Accredited with EQUIS since 2012 (reaccredited in 2017). Feedback noted "the School's excellent reputation, both within Canada and internationally".
- Regular MBA program stream:
  - Dedicated Learning Teams of 6-7 students scaffold student learning throughout the program.
  - Students have the opportunity to participate in an exchange abroad enabling them to explore another culture and expand their global network.
  - Approved as a CFA Program partner school; approximately two to three MBA students receive a CFA scholarship each year, out of an allotment of five scholarships.
  - Has experienced very high retention rates (less than 1% withdrawals annually).

- The curriculum of the EMBA program stream was revised to include a refreshed narrative of "real world, contemporary, integrated problem-solving".
- The PhD Program has enviable graduate outcomes with the strong majority of students going on to post-doctorate positions or to tenure-track faculty posts.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Both faculty and students brought up the need for transparency about 5th year funding in the PhD Program.

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:

- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Director, Academic Quality & Enhancement
- Vice-Provost, Academic Planning, Policy and Faculty
- Dean, Ivey Business School
- Associate Dean, Programs
- Associate Dean, Research
- PhD Faculty Director
- MBA & AMBA Faculty Director
- EMBA Faculty Director
- Executive Director, Masters Programs
- PhD Program Leadership Team
- 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 MBA and PhD in Business Administration 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 "*Ivey is very current. […] noting that Ivey has a strong legacy of program renewal and innovation. Ivey's MBA program is consistently ranked among the best in the world. For seven years including in 2022 Bloomberg Business Week has ranked Ivey the number one MBA program in Canada. It was also ranked number five globally in 2022.*"

Strengths of the Program

- Highly qualified and experienced staff, proficient faculty with strong qualifications, scholarly accomplishment and outstanding teaching skills.
- State of the art facilities including a downtown Toronto campus, the DK Johnson facility, to support the EMBA program, the Spencer Hall Leadership Centre and a very sophisticated building on Western's Main campus.
- The MBA and PhD programs attract excellent students who successfully complete their programs, internships and achieve career advancement.
- The EMBA is a leading program in Canada and students are happy with the level and intensity of this program.
- A recent review of EMBA program curriculum and content represents an extensive investment and represents industry best practice.
- Ivey is committed to achieving important milestones in equity, diversity and inclusion in faculty, students and staff as well as in its programming with important initiatives in Indigenous education.
    - Equity, Diversity and Inclusion workshops have been a notable addition and an innovative co-curricular contribution to the program.
- Ivey is accredited by EQUIS and is highly recognized by several national and international ranking agencies.

Areas of Concern or Prospective Improvement

1. As the PhD program evolves, careful consideration of Faculty workload balance will be of critical importance.
2. PhD students noted that the advertised 4-year program is no longer realistic and that funding models and program expectations should be adjusted to a more reasonable 5-year time frame.
3. An issue of concern regarding admissions to the MBA and PhD programs, is the recognition of potential admission barriers to Indigenous peoples and others who may not have access to traditional admission pathways.

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
Recommendation 1: Bring Ivey's unique skills to Western's strategic initiatives. The Ivey School should fully commit to Western University's Strategic Plan and to Ivey Next: Innovating for Impact.	**Program**: The program notes that 'Ivey Next' and that Ivey's programs incorporate strategic initiatives that support Western's strategic direction, however indicate that this focus is largely at the decanal level. **Faculty**: Ivey's newly launched strategy, 'Ivey Next, Innovation for Impact' incorporates Western's strategic themes: • In terms of Western's first theme – Greater Impact – strategic growth is planned for the "while-you-work programs" targeting areas such as Sustainability, The Evolution of Work, and Global Citizenship, and Competitiveness and Innovation. In terms of research stimulation, Ivey has added capacity to the Research Office to better support our faculty as well as added new Ivey research fellowships, Research Merit Awards, and special teaching relief awards. Innovative instruction will be further supported via a gift of $7M towards developing new and innovative approaches to inductive learning techniques. This gift will support the new Wood Centre for Innovation in Teaching and the expansion of our EdTech resource pool. • Ivey is addressing Western's second theme of 'People Community and Culture via a recently launched Equity, Diversity & Inclusion (EDI) strategy. The strategy outlines commitments to enhance programming on these topics for all community members (faculty, staff and students), increase representation, and change policy and practices to create an environment that practices sustainable equity. In recent years there has been an active rollout of EDI programming, improvements in representation for faculty, staff and students, and in actions related to sense of belonging. • Ivey's international collaborations demonstrate commitment to Theme 3 – Western's Place in the World – Ivey operates facilities in Toronto and Hong Kong and deliver programming in Europe, and Asia. Ivey aims to grow its presence at the Toronto campus, use its critical issues platforms to create better outreach with business leaders and the government across Canada, and also offer all Ivey students more international experiences as part of their program.
Recommendation 2*: Commit to equity, diversity, and inclusiveness with emphasis on Indigenous education.	**Program:** Over the past two years, Ivey operationalized the following EDI initiatives: • Co-curricular programming that supports diversity and inclusion, for instance, the Kairos Blanket Exercise. • The application process now includes questions that allow applicants to identify if they are members of equity seeking groups.

Western University and the Ivey School have committed strongly to initiatives in equity, diversity and inclusiveness including accessibility for non-traditional communities, in particular access for First Nations, Metis and Inuit. Ivey needs to follow through with making Indigenous hires and creating specific objectives for its MBA and PhD programs.	• Introduction of entrance scholarships for Indigenous Peoples into the MBA programs (15 awards of $10,000). • An increased effort at case writing focused on Indigenous peoples. Currently, 86 products have "Indigenous" in the abstract; 17 of these products were published in the last 20 months. • developing program recruiting materials such as a podcasts and webinars directed at underrepresented populations such as women and Indigenous peoples. The program agrees that there is a need for additional Indigenous hires. Ivey has one Indigenous faculty member and will continue to participate in the university's program to hire Indigenous scholars. **Faculty**: Ivey is highly committed to EDI and to continually improving in this area. As noted in the Program's response, Ivey has undertaken many new initiatives over the last two years to enable the School to make these desired improvements.
Recommendation 3*: Undertake a PhD program benchmark review. In light of its planned expansion, Ivey should conduct a benchmarking review of the PhD program along the line of its recent EMBA review. This should be a priority over a possible MBA review.	**Program:** A PhD program benchmark review is currently planned, with completion by February 28, 2023. Items being explored include: • a five-year funding model • resuming the PhD program with the Finance area group • continuing to support a more cohesive approach to supervision. **Faculty:** Ivey has demonstrated commitment to the PhD program through investment in new, research-focused faculty and by providing financial funding to allow the program to grow.
Recommendation 4: Undertake an MBA Program Review The Review Team recommends that: a) the MBA be reviewed using external bench marking study similar to the recent Executive MBA review.	**Program:** a) Ivey has an ongoing formal internal review process that is conducted by its Curriculum and Program Review Committee (CPRC). The MBA Program underwent a substantial review by the CPRC in 2021 that included the benchmarking of courses to peer schools and a number of program enhancements. Focus group meetings with former and current students also take place annually. b) The implications of the heavy recruiting schedule have been a focus of the program for the past six months. The Career Management team is working with corporate partners, especially strategy consulting firms, to better communicate how schedules can align with program demands. In addition, changes have been made to the class schedule to provide students with periods of relief at those points in the year when recruiting is most intense. Ivey has also reorganized the Academic Advising team to ensure students are receiving the needed support.

b) the program monitors students' wellbeing during the stressful period of corporate recruiting. c) the program addresses students' concern that dated cases (up to 15 to 20 years old) be replaced with new cases.* d) evaluation metrics be developed for the Leadership Essentials program.	c) The outcome of the periodic program reviews is shared with faculty to ensure that the class material remains relevant, and cases are timely. Ivey's Research Office has recently taken on oversight of faculty case writing which will provide resources and direction for the internal development of new cases. d) Learning Leadership Essentials is foundational for every course in Ivey's degree programs and is not a separately graded course but rather a program philosophy. The approach to learning outcomes has been to ensure that the individual course learning outcomes encompass those that we would expect of the Ivey Leadership Essentials. **Faculty:** The Dean agrees with the Program comments and noted that constructive changes were made to the Terms of Reference for the CPRC which allows for more thorough (and frequent) internal program reviews.
Recommendation 5: **The AMBA should be assessed and revised within the context of Ivey's existing continuous improvement protocols.**	**Program:** Performance of all program streams are assessed on an annual basis through an exit survey that is sent to all students from a program stream. AMBA performed very well based on the student exit survey; the overall satisfaction rating for AMBA, on a 7-point scale, for the class of 2021 was 6.1. The AMBA is scheduled for a thorough review through the formal internal CPRC process in 2025. **Faculty:** The Dean agrees with the Program comments and is pleased to see the level of performance of this new program.
Recommendation 6*: **Enhance Equity, Diversity, and Inclusion within the EMBA curriculum.** Ivey has a very strong EMBA program which has been reviewed recently. Ivey should give recognition to enhancing the issue of Equity, Diversity, and Inclusion (EDI) within the Executive MBA curriculum and	**Program:** With support from the Director for Culture and Inclusion at Ivey, programs have been making ongoing enhancements to admissions processes and co-curricular programming that supports diversity and inclusion. The program continues to make improvements including the addition of an EDI Lunch & Learn session focused on Indigenous Peoples (i.e., The Kairos Blanket Exercise). Additionally, as part of the on-going curriculum review process, Ivey is tracking session-by-session content of materials used in all program streams. For example, in the area of ESG for the full-time MBA stream, 30% of our sessions / class time is spent on the topic of ESG. The EMBA and AMBA program streams will undergo a similar analysis. We would consider using a similar analysis for EDI specifically.

especially in light of Western's People, Community and Culture theme.	**Faculty:** The Dean agrees with the program's response, and adds that the EMBA students are Ivey's most sophisticated and experienced program participants – making for an excellent environment for two-way (faculty and participant) learning.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Directors, in consultation with the SGPS and the Dean of Ivey Business School 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 #1, #4abd, and #5.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendations #2 and #6 Further commit to equity, diversity, and inclusiveness: with emphasis on Indigenous education (rec #2); and within the EMBA (rec #6).	Recommendation #2: Develop a dedicated plan regarding the hire of additional indigenous faculty members. Initiate a broader discussion with indigenous partners about how to develop an environment where Indigenous students can be welcomed and feel supported. Regarding curricula across program streams: - Consider the development of required course or learning module focused on indigenous issues. - Develop more Indigenous cases, formed through partnership and exploration of Indigenous ways of knowing and doing. Recommendation #6: Identify how EDI can be further embedded in the refreshed EMBA curriculum (e.g., explicit summary of the three co-curricular workshops in program documentation).	Dean Program Directors	By September 2024

Recommendation #3 Undertake a PhD program benchmark review	As part of its continuous improvement efforts and the currently planned benchmarking review of the PhD program, consider: - expanding student funding to the fifth year (e.g., opportunities could be created for remunerated instruction in the fifth or sixth year for PhD students). - Ensure that timing of courses works well for all students to support progression - re-engaging the approved Finance field in the PhD Program. - Ensure consistent time of onset of student's research and supervision across all fields	Program Directors	By September 2023
Recommendation #4c the program addresses students' concern that dated cases (up to 15 to 20 years old) be replaced with new cases.	- Develop program expectations around the use of older and more recent cases that reflect gender and cultural diversity. - Develop rubrics, if not already established, around assessing class participation in these case discussions.	Program Directors Ivey Research Office	By September 2023

ITEM 12.2(h) – New Scholarships, Awards and Prizes (Donor-Funded)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item 12.2(h), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

New Scholarships, Awards and Prizes (Donor-Funded)

New Scholarships, Awards and Prizes (Donor-Funded)

Faculty of Arts and Humanities

Olga and Guido Pugliese Award for the Study of Italian
Awarded to a full-time undergraduate student in a degree program within any faculty, participating in a formal exchange or an Italian Study Abroad experience in Italy with an emphasis on some aspect of Italian culture, Italian language or Italian-Canadian studies based on academic achievement. Preference will be given to students who have taken at least one Italian Language credit or are planning to take one, and for those with a travel opportunity of 4 weeks or more. Students may only receive this scholarship once during their academic career at Western. Students will be selected based on a combination of academic achievement, as well as a statement outlining what they expect to learn through their international experience, and what they intend to use the funds for. Students should submit their statement to the Department of Languages and Cultures by November 30. A committee in the Department of Languages and Cultures, including mainly faculty members from the Italian Studies program, will select recipients.

Value: 6-8 awards valued between $1,500-$2,000 each, based on funds available annually
Effective: 2023-2024 academic year

This award was established by Professor Emerita Olga Zorzi Pugliese (B.A. 1963; Ph.D 1969, U of Toronto) and bears her name and that of her late husband Guido Pugliese, both professors of Italian at the University of Toronto, who have committed themselves to promoting Italian and Italian-Canadian studies at Ontario universities.

Faculty of Engineering

Spadotto and Greco Family Women in Engineering Award
Awarded to full-time undergraduate students in first year in the Faculty of Engineering based on academic achievement. Preference will be given to candidates who demonstrate community involvement and participation in extra-curricular activities and are self-identified women in programs where they are under-represented. An award application must be completed online through the Engineering Undergraduate Services Web site (http://www.eng.uwo.ca/undergraduate) by September 30. Recipients will be selected by the Scholarship and Awards Committee in the Faculty of Engineering. This award was established through a generous donation from Paul Greco, B.E.Sc. '98.

Value: 1 at $1,000, awarded annually
Effective: 2023-2024 academic year

Faculty of Health Sciences

Patricia D. Laing Memorial Bursary in Kinesiology
Awarded to full-time undergraduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates in the School of Kinesiology. 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 award award was established by the family of Patricia D. Laing (BA '54).

Value: 1 at $1,000, awarded annually
Effective: 2023-2024 academic year

ITEM 12.2(i) – New Western-Funded Scholarship

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the terms of reference for the new Western-funded scholarship shown in Item 12.2(i).

ATTACHMENT(S):

New Western-Funded Scholarship

New Western-Funded Scholarship

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

Value: 10 at $6,000 continuing for up to 4 years, plus $2,000 for optional study abroad experience.
Effective Date: 2022-2023 academic year

ITEM 12.4(a) – Vice-Provost's Annual Report on Faculty Recruitment and Retention

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

ATTACHMENT(S):

Vice-Provost's Annual Report on Faculty Recruitment and Retention

Report to SCUP on Faculty Recruitment and Retention

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

February 2023

Western

History, Purpose and Format of the Report

- Beginning 2014, the Faculty Collective agreement has required an annual reporting of metrics related to faculty recruitment;

- The data in this report fulfill that objective; as well, this report provides additional faculty recruitment & retention data;

- Data and analyses are provided with numerical "counts" in order to allow for readers of the report to extract and review these data from a variety of lenses.

Organization of the Report

The report is organized by faculty group:

1. Probationary and Tenured Faculty, Probationary Teaching Scholars

2. Limited-Term non-Clinical Faculty

3. Part-Time non-Clinical Faculty

4. Full-Time Clinical Faculty

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

Western

Section 1:
Probationary and Tenured Faculty

- Data are cross-sectional counts as of October 1; the most recent data in Western's HRIS system is October 1, 2022; the most recent U15 (comparator) data are from the 2021 data

  – reflected by different timelines where comparator data are used

- This section pertains to all Full-Time Probationary (Tenure-track) and Tenured Faculty

- It includes those in senior academic administrative roles who are exempt from the UWOFA Collective Agreement provisions

- Probationary Teaching Scholars received their first appointments in 2022 and are included in this section. Women represent 67% of these new appointments.

Western

Key Observations from slides 9 to 23: Probationary and Tenured Faculty

- The total number of Probationary/Tenured faculty increased from 1998 to 2008, stabilized, then decreased modestly since 2015; in 2019 and 2020 a further decrease was due largely to a retirement incentive window, followed by an increase in hiring in 2021 & 2022;

- In the 2021 data, women comprised 37.8% of all Western faculty and 50.6% of Assistant Professors, illustrating increasing representation with recent cohorts (reflected in slides 11-12);

- Women made up 49.3% of new probationary/tenured faculty hires, which is an increase from the last two years.

Western

Key Observations from slides 9 to 23 *continued*

- Representation of women varies by discipline (the data include all faculty thus reflect historic, as well as recent, cohorts);

- Gender shows to have some influence on time-to-tenure in STEM disciplines and on time-to-promotion in both STEM and non-STEM disciplines;

- Discipline (STEM vs. non-STEM) shows to have a greater influence on time-to-tenure and time-to-promotion;

- Probationary cohort success rates were similar for men and women.

Key Observations from slides 9 to 23
continued

- Resignation patterns for tenured and probationary faculty illustrate disciplinary differences in retention with annual attrition rates of 1.59% for women and 1.31 % for men.

- The difference between the purple and grey lines in slide 23 reflect probationary and tenured faculty with a retirement plan on record;

- The number of probationary and tenured faculty continuing past normal retirement date (NRD) has been steadily increasing since 2019.

Western

Probationary and Tenured Faculty at Western
1985 – 2022
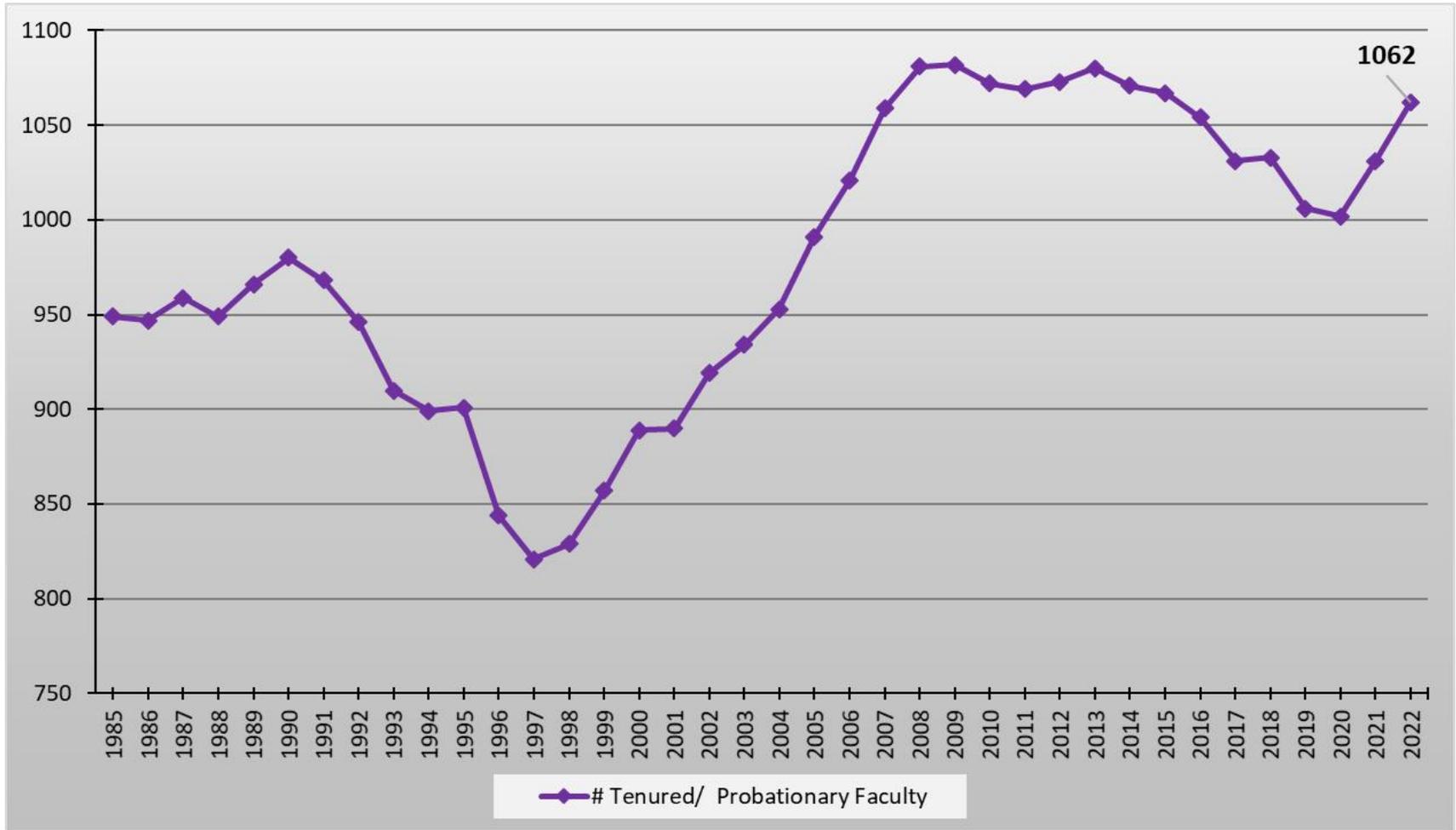
Source: Western Corporate Information 1985 – 1999, UCASS Data 1999 – 2009,
U15 Data 2009 – 2021 & Human Resources Information System 2022

Western

Probationary Teaching Scholars at Western 2022
by Faculty and by percentage of gender distribution
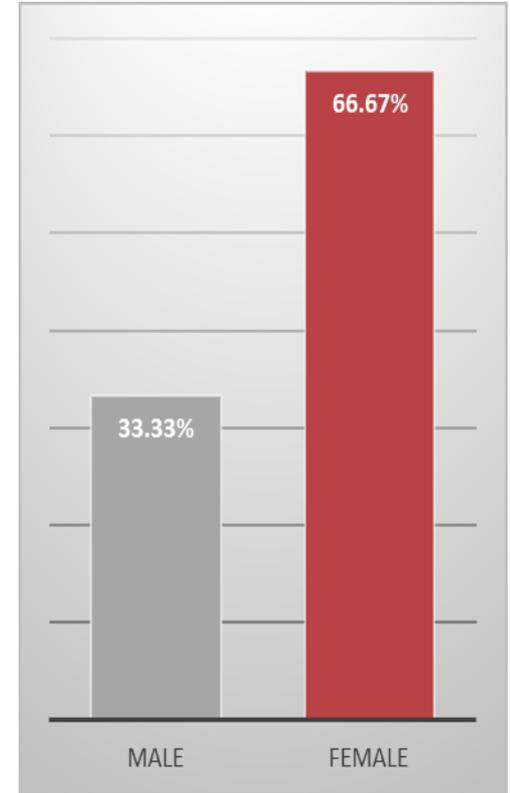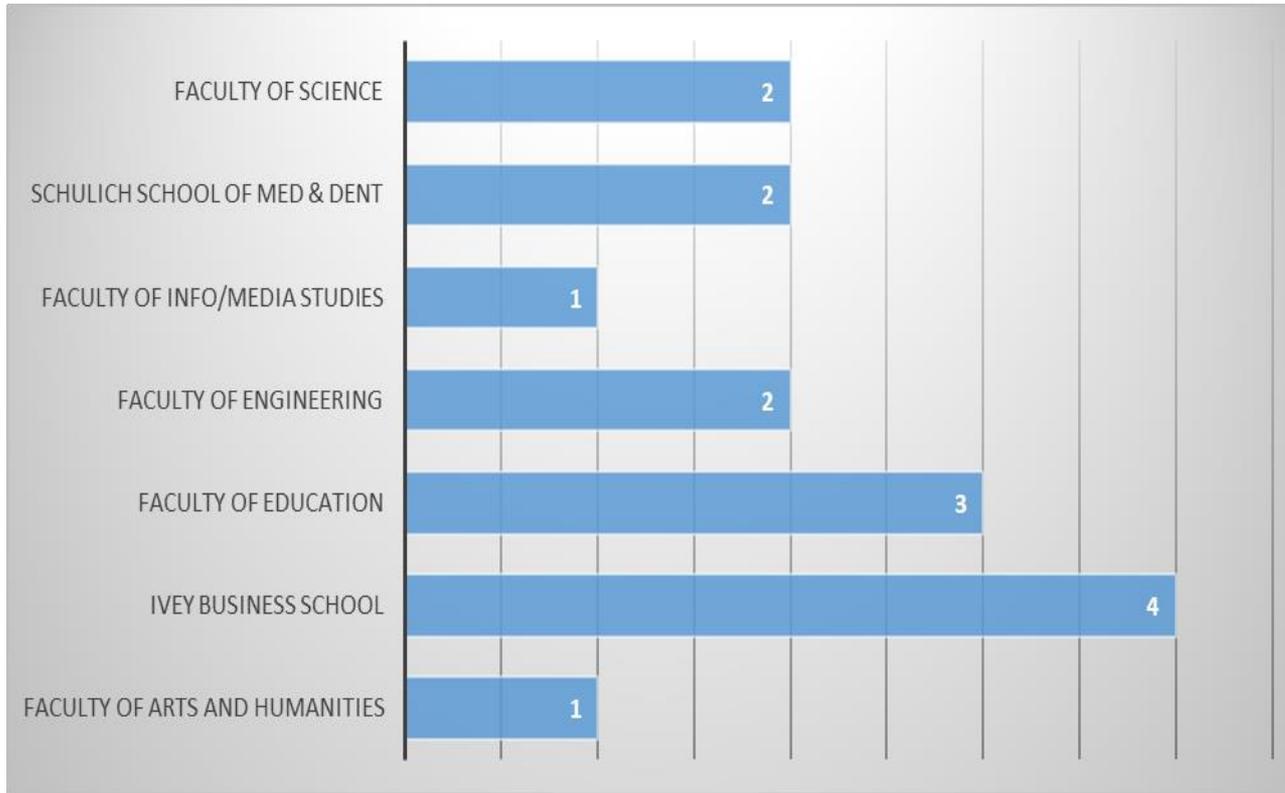
Western Human Resources Information System 2022 (October).

Women as a Percentage of Tenured/Probationary Faculty: G-13/U15 excluding Western vs. Western
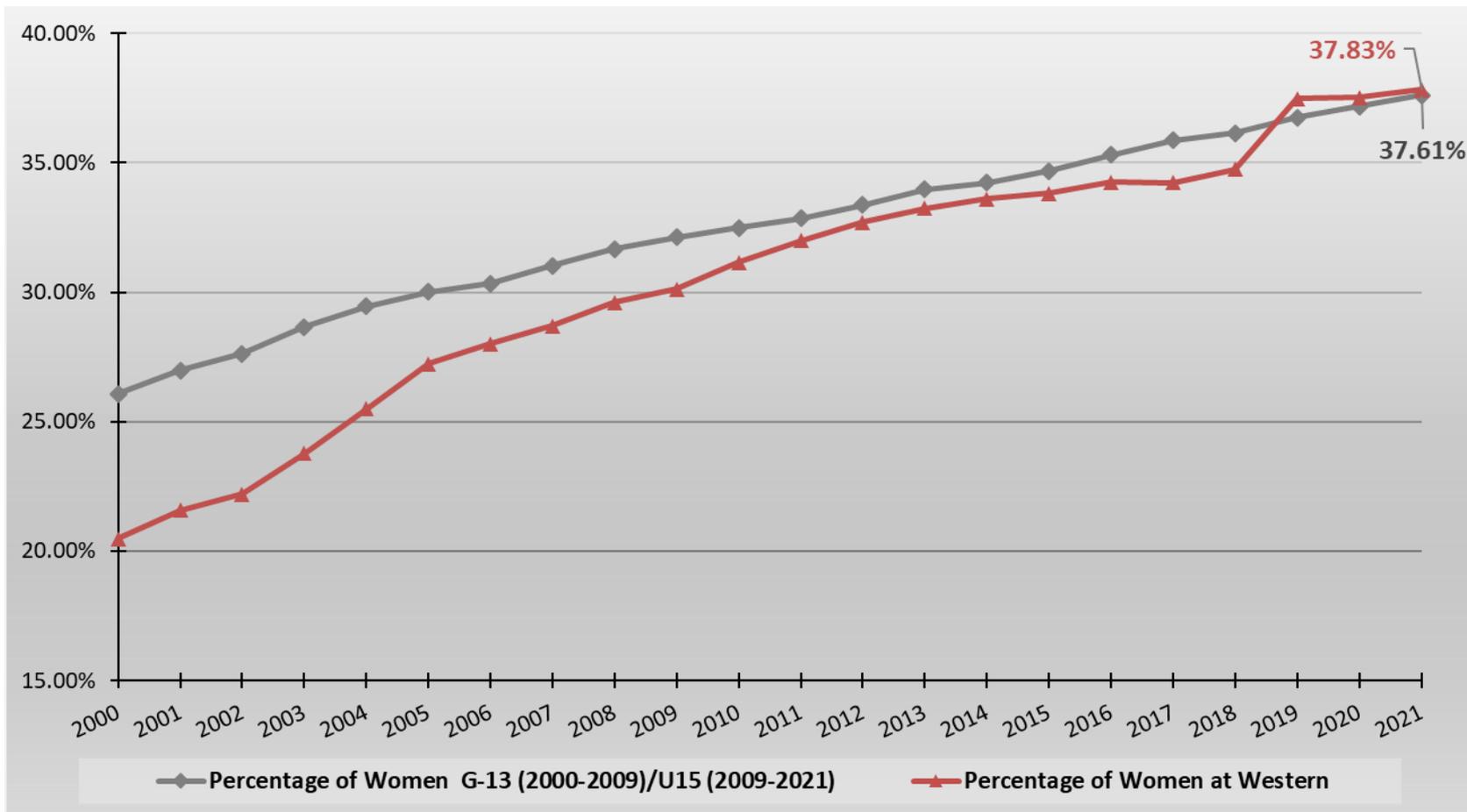
Source: UCASS Data 2000-2009, U15 Data 2009-2021
(Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2013-2016, Saskatchewan, 2015, and Toronto 2020. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commericales)

Western

Women as a Percentage of Tenured/Probationary Assistant Professors, G-13 /U15 excluding Western vs. Western
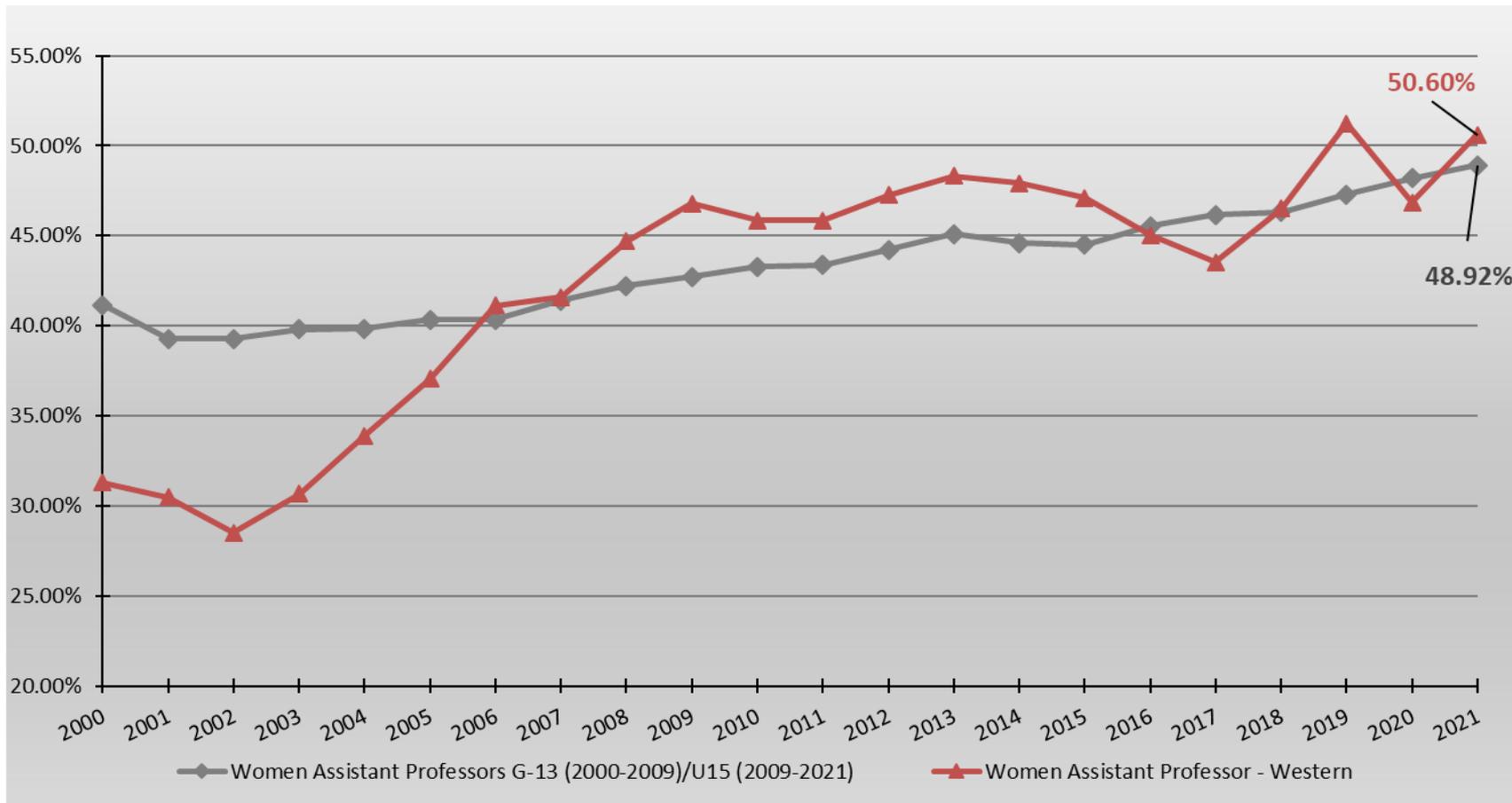
Source: UCASS Data 2000-2009, U15 Data 2009-2021
(Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2013-2016, Saskatchewan, 2015, and Toronto 2020. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commericales)

Western

Gender distribution, Newly hired Tenured/Probationary Faculty at Western (including those previously in a LT position at Western): 1999 – 2022
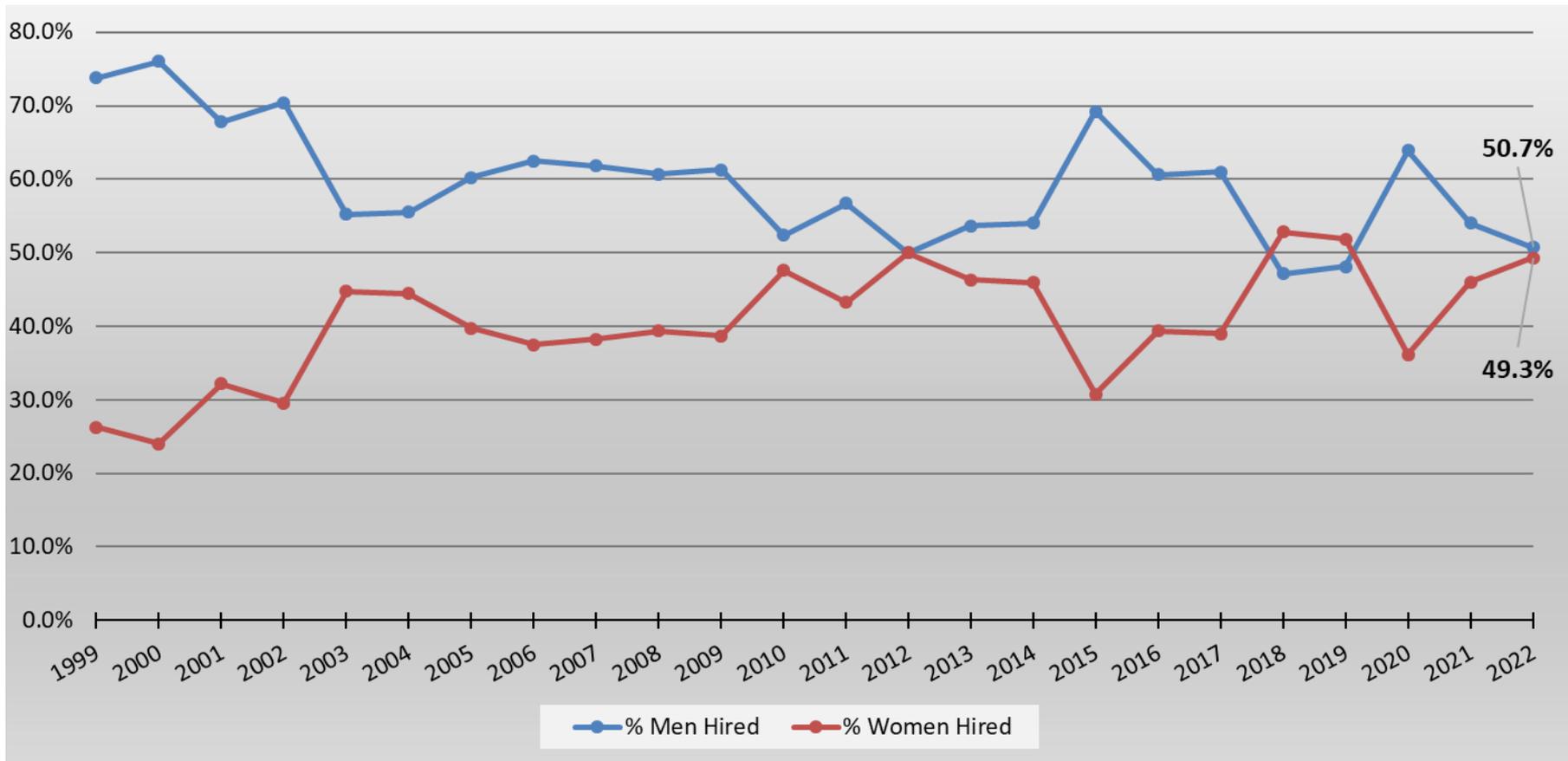
Source: UCASS Data for 1999 – 2010, Western Human Resources Information Systems 2011 - 2022 (October)
Data excludes faculty joining from Robarts

Percentage of Women as Applicants, Qualified Applicants, Shortlisted Applicants, and New Hires 2018-19 through 2022-23 Academic Years

	2018-2019	2019-2020	2020-2021	2021-2022*	2022-2023**
■ Applicants - % Women	38.64%	30.94%	32.34%	30.50%	38.88%
■ Qualified Applicants - % Women	38.57%	29.49%	30.51%	31.48%	40.89%
■ Shortlisted Applicants - % Women	53.90%	52.87%	38.19%	48.32%	53.64%
■ Hired - % Women	54.24%	51.61%	33.33%	45.45%	52.94%
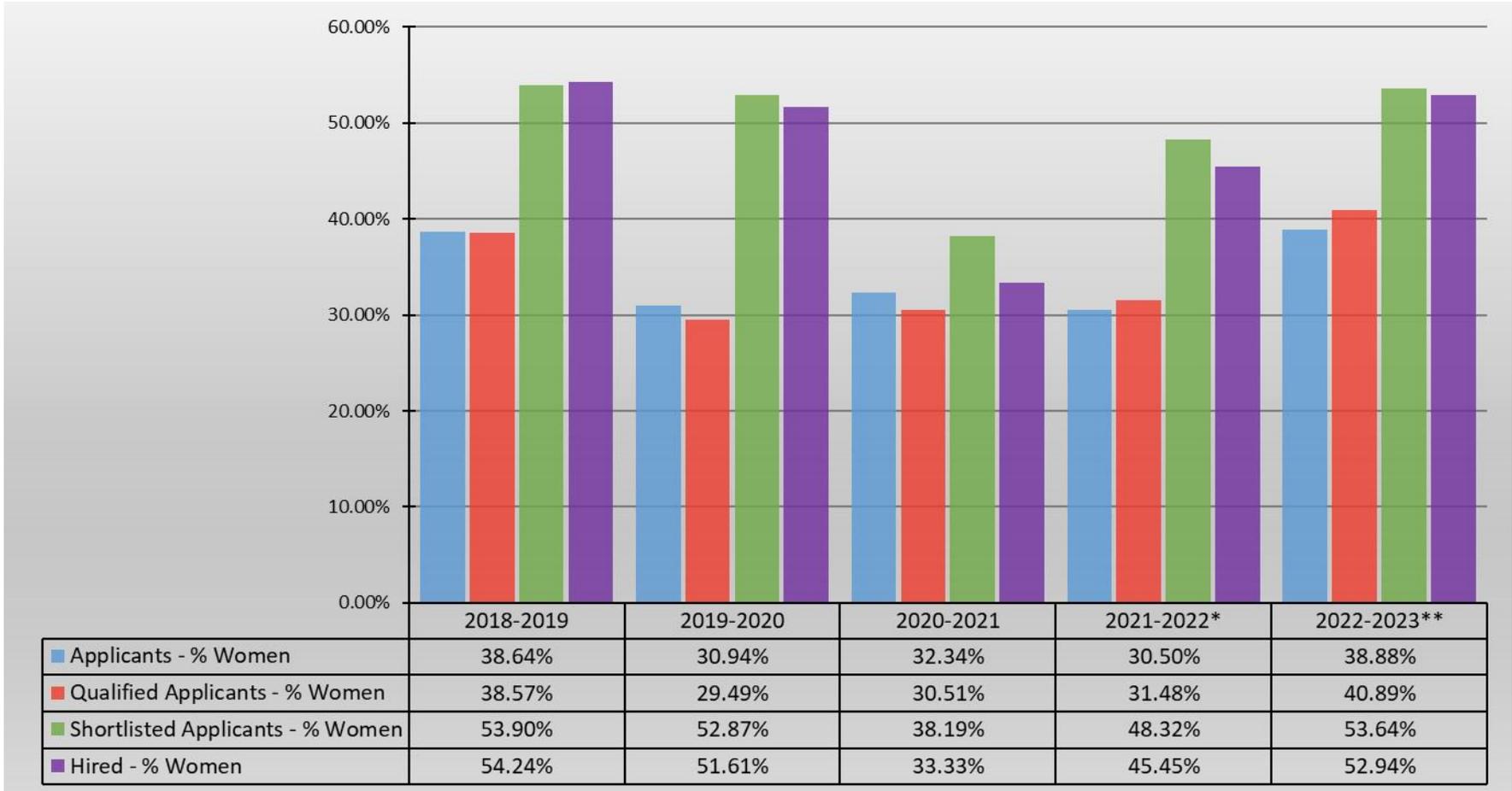
*4 search reports (12%) were missing data in qualified and/or shortlisted candidate categories for 2021-22
**1 search report (2%) was missing data in qualified and shortlisted candidate categories for 2022-23

Western

Percentage of Women, Tenured/Probationary Faculty, 2009 to 2022

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Faculty of Arts and Humanities	42.31%	44.19%	45.45%	47.06%	44.60%	45.00%	45.65%	45.52%	45.31%	42.62%	45.22%	45.54%	46.30%	46.36%
Ivey Business School	21.67%	26.09%	24.00%	25.33%	26.92%	25.97%	22.22%	19.74%	18.57%	22.37%	25.00%	25.97%	25.00%	29.79%
Faculty of Education	47.62%	48.72%	50.00%	52.94%	54.55%	54.29%	57.14%	61.90%	65.85%	69.05%	68.29%	65.91%	67.39%	66.67%
Faculty of Engineering	11.63%	11.63%	11.49%	11.36%	12.36%	12.50%	11.63%	12.64%	15.96%	16.67%	17.35%	17.89%	16.67%	18.63%
Faculty of Health Sciences	58.43%	58.70%	59.57%	59.78%	60.22%	60.87%	62.22%	63.33%	60.47%	62.07%	70.00%	70.37%	70.59%	71.74%
Faculty of Info/Media Studies	59.46%	58.33%	57.14%	58.82%	58.82%	57.58%	59.38%	57.14%	57.14%	59.26%	60.71%	60.71%	62.07%	60.71%
Faculty of Law	23.33%	22.58%	24.14%	27.59%	32.26%	31.03%	34.48%	35.71%	37.50%	39.29%	39.29%	34.62%	31.25%	29.41%
Schulich School of Med & Dent	19.65%	20.12%	20.37%	21.34%	22.56%	22.94%	23.84%	24.00%	23.84%	23.39%	27.11%	28.22%	29.09%	29.07%
Don Wright Faculty of Music	32.43%	33.33%	36.11%	35.14%	32.43%	33.33%	34.21%	37.14%	37.14%	36.36%	35.48%	35.48%	34.38%	35.29%
Faculty of Science	19.15%	20.65%	21.98%	22.78%	23.89%	23.73%	24.72%	24.43%	23.70%	23.53%	25.75%	25.31%	26.19%	27.27%
Faculty of Social Science	31.25%	32.16%	33.50%	32.50%	33.33%	36.13%	35.64%	36.61%	37.78%	40.11%	44.32%	43.02%	43.85%	44.09%

Western Human Resources Information System 2009 – 2022 (October).

Western

Percentage of Women, Probationary Assistant Professor Rank 2009 to 2022

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Faculty of Arts and Humanities	55.56%	52.63%	55.88%	69.70%	58.06%	50.00%	54.17%	47.37%	53.33%	40.00%	50.00%	100.00%	100.00%	66.67%
Ivey Business School	40.00%	39.13%	27.59%	27.59%	32.26%	29.03%	30.30%	26.92%	20.00%	30.43%	33.33%	34.78%	30.77%	41.18%
Faculty of Education	80.00%	75.00%	77.78%	71.43%	60.00%	57.14%	50.00%	66.67%	66.67%	81.82%	81.82%	66.67%	76.92%	62.50%
Faculty of Engineering	22.22%	18.75%	21.43%	18.18%	23.08%	18.18%	14.29%	12.50%	35.71%	29.41%	29.41%	31.25%	29.41%	38.10%
Faculty of Health Sciences	71.43%	61.54%	65.38%	65.22%	68.42%	72.22%	80.00%	90.91%	84.62%	82.35%	90.00%	85.71%	85.71%	79.31%
Faculty of Info/Media Studies	84.62%	80.00%	77.78%	75.00%	100.00%	100.00%	100.00%	--	--	--	100.00%	75.00%	83.33%	75.00%
Faculty of Law	62.50%	71.43%	80.00%	100.00%	100.00%	100.00%	75.00%	57.14%	60.00%	50.00%	50.00%	44.44%	36.36%	33.33%
Schulich School of Med & Dent	29.55%	30.00%	27.27%	32.26%	34.62%	35.71%	36.67%	38.71%	37.50%	37.93%	44.44%	39.13%	47.83%	55.56%
Don Wright Faculty of Music	40.00%	40.00%	30.00%	28.57%	40.00%	50.00%	50.00%	40.00%	33.33%	50.00%	--	--	--	--
Faculty of Science	34.09%	38.89%	38.46%	35.00%	43.75%	50.00%	50.00%	50.00%	41.67%	45.45%	46.67%	47.06%	60.00%	47.62%
Faculty of Social Science	44.00%	48.72%	52.94%	48.28%	57.14%	66.67%	57.89%	47.83%	37.50%	43.75%	47.06%	36.36%	40.63%	42.86%

Western Human Resources Information System 2009 - 2022 (October).

Western

Time to Tenure from Highest Degree (STEM and non-STEM Disciplines)
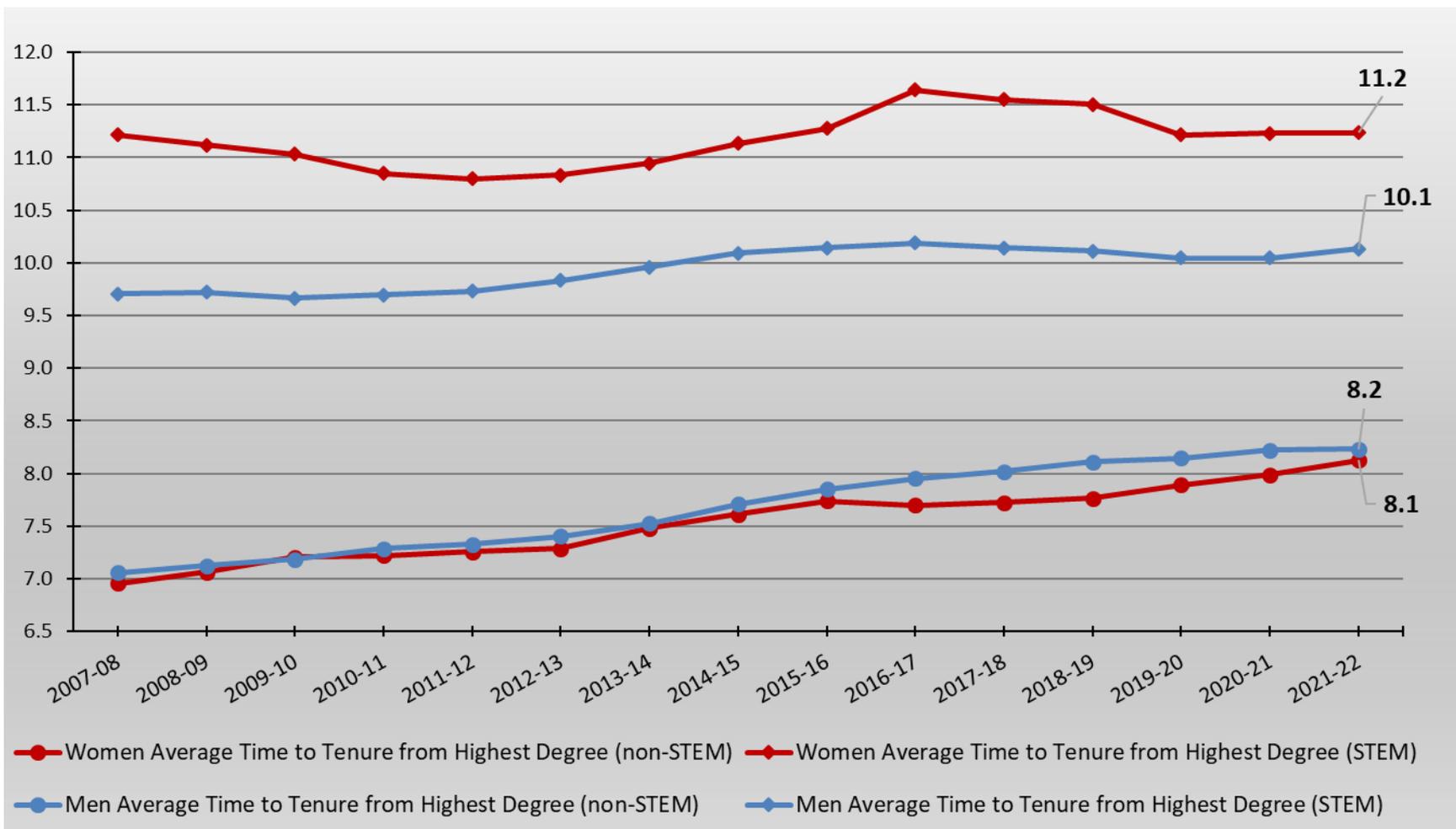
STEM = Faculty of Engineering, Science, Medicine & Dentistry
Only those with > 3 years from RF to Tenure are included
3 Year rolling average

Source: Western HR Information System

Time to Full Professor from Tenure (STEM and non-STEM Disciplines)
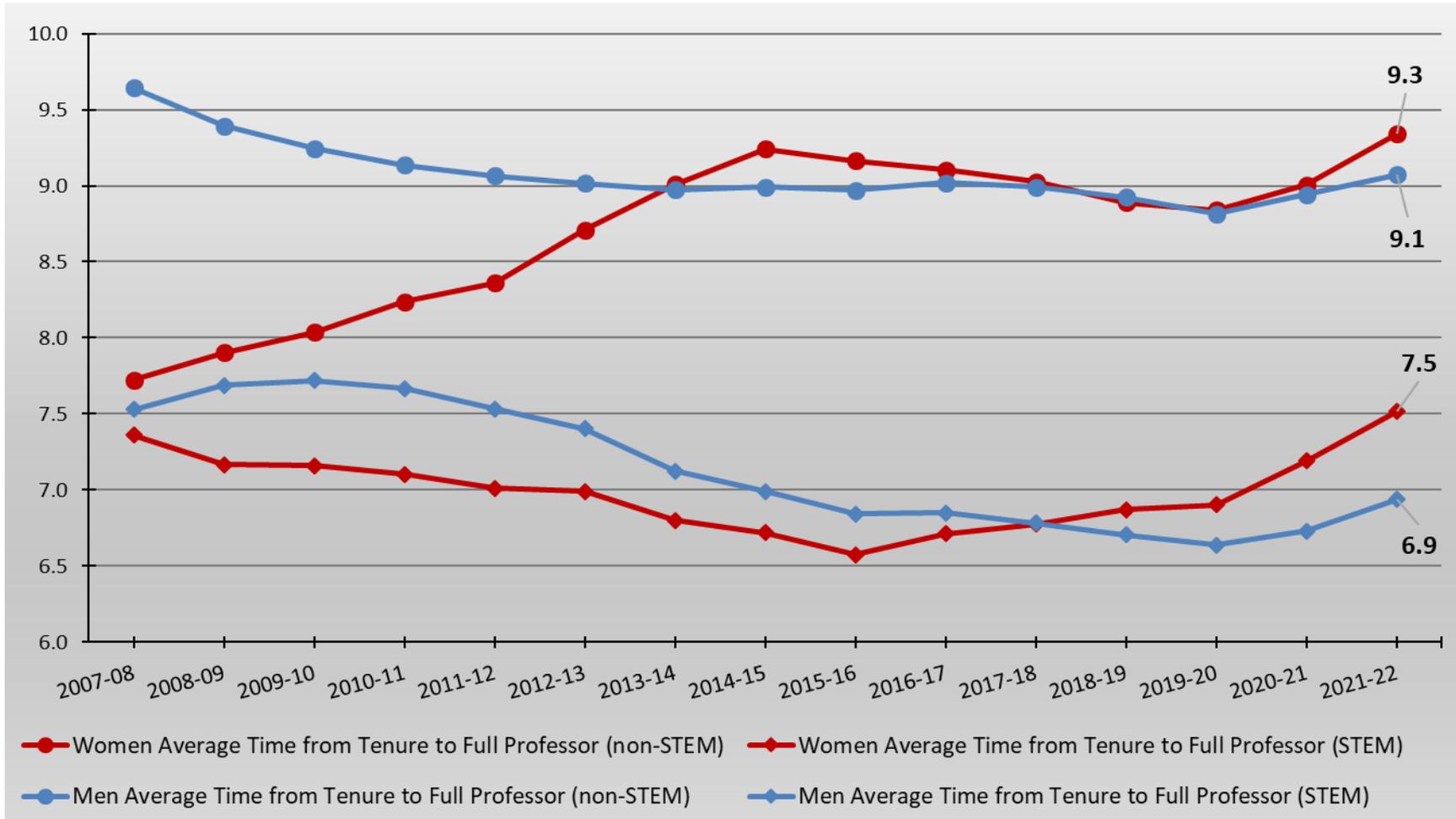
STEM = Faculty of Engineering, Science, Medicine & Dentistry
Only those with > 3 years from RF to Tenure are included
3 Year rolling average

Source: Western HR Information System

Probationary Cohort Outcomes for Faculty with Probationary <u>Start dates</u> from 2002-03 through 2016-17

Action	Women (n)	Men(n)	Total (n)
Granted Tenure	218 (77.30%)	295 (77.84%)	513 (77.61%)
Denied P&T	4 (1.42%)	13 (3.43%)	17 (2.57%)
Withdrew from P&T*	4 (1.42%)	10 (2.64%)	14 (2.12%)
Moved to Limited Term**	3 (1.06%)	1 (0.26%)	4 (0.61%)
Resigned	43 (15.25%)	52 (13.72%)	95 (14.37%)
Other	3 (1.06%)	2 (0.53%)	5 (0.76%)
Probationary Extension***	4 (1.42%)	6 (1.58%)	10 (1.51%)
Still in Probationary Period	3 (1.06%)	0 (0%)	3 (0.45%)
Grand Total	**282 (100%)**	**379 (100%)**	**661 (100%)**

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

Action	Women (n)	Men (n)
Granted Tenure	218 (96.46%)	295 (92.77%)
Denied P&T	4 (1.77%)	13 (4.09%)
Withdrew from P&T	4 (1.77%)	10 (3.13%)
Grand Total	**226 (100%)**	**318 (100%)**

*   Withdrew after entering the P&T queue
**   Hired into a new Limited Term role before entering P&T queue
*** Those continuing beyond their initial P&T consideration date (due to leaves etc.) or those hired in fall/winter of the 2016-17 academic year considered in 2022

Western

Reasons for Resignation: Probationary Cohort with Start dates from 2002-03 through 2016-17

Reasons for Resignation During the Probationary Period (Exit Interviews)

Action	Women (n)	% of Women Total	Men (n)	% of Men Total
Career Development and Salary	11	25.58%	17	32.69%
Family and Geography	26	60.47%	23	44.23%
Other	3	6.98%	6	11.54%
P&T Performance Problem	3	6.98%	6	11.54%
Grand Total	**43**	**100.00%**	**52**	**100.00%**

Data Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member. Fractional numbers result when multiple reasons are given for resignation; one individual is fractionally attributed across reasons they gave.
*Includes only faculty under age 55 at the time of resignation

Reasons for Resignation: All Probationary and Tenured faculty resigning from 2004-05 through 2021-22

Reasons for Resignation	Women N(%)	Men N(%)	Total N(%)
Career Development & Salary	42.0 (44.2%)	80.5 (46.5%)	122.5 (45.7%)
Family & Geography	37.0 (39.5%)	45.8 (26.5%)	83.3 (31.1%)
Other	9.5 (10.0%)	21.2 (12.2%)	30.7 (11.4%)
Performance - Not Tracking to P&T	6.0 (6.3%)	25.5 (14.7%)	31.5 (11.8%)
Grand Total	95 (100%)	173 (100%)	268 (100%)

UWO Total Resignations: Women: 95, Men: 173
Women: 1.59 % average attrition rate (annual attrition rate = resignations/current year faculty count)
Men: 1.31 % average attrition rate (annual attrition rate = resignations/current year faculty count)

Data Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member. Fractional numbers result when multiple reasons are given for resignation; one individual is fractionally attributed across reasons they gave.
**Includes only faculty under age 55 at the time of resignation

Western

Total Probationary & Tenured Resignations by Faculty: resigning from 2004-05 to 2021-22
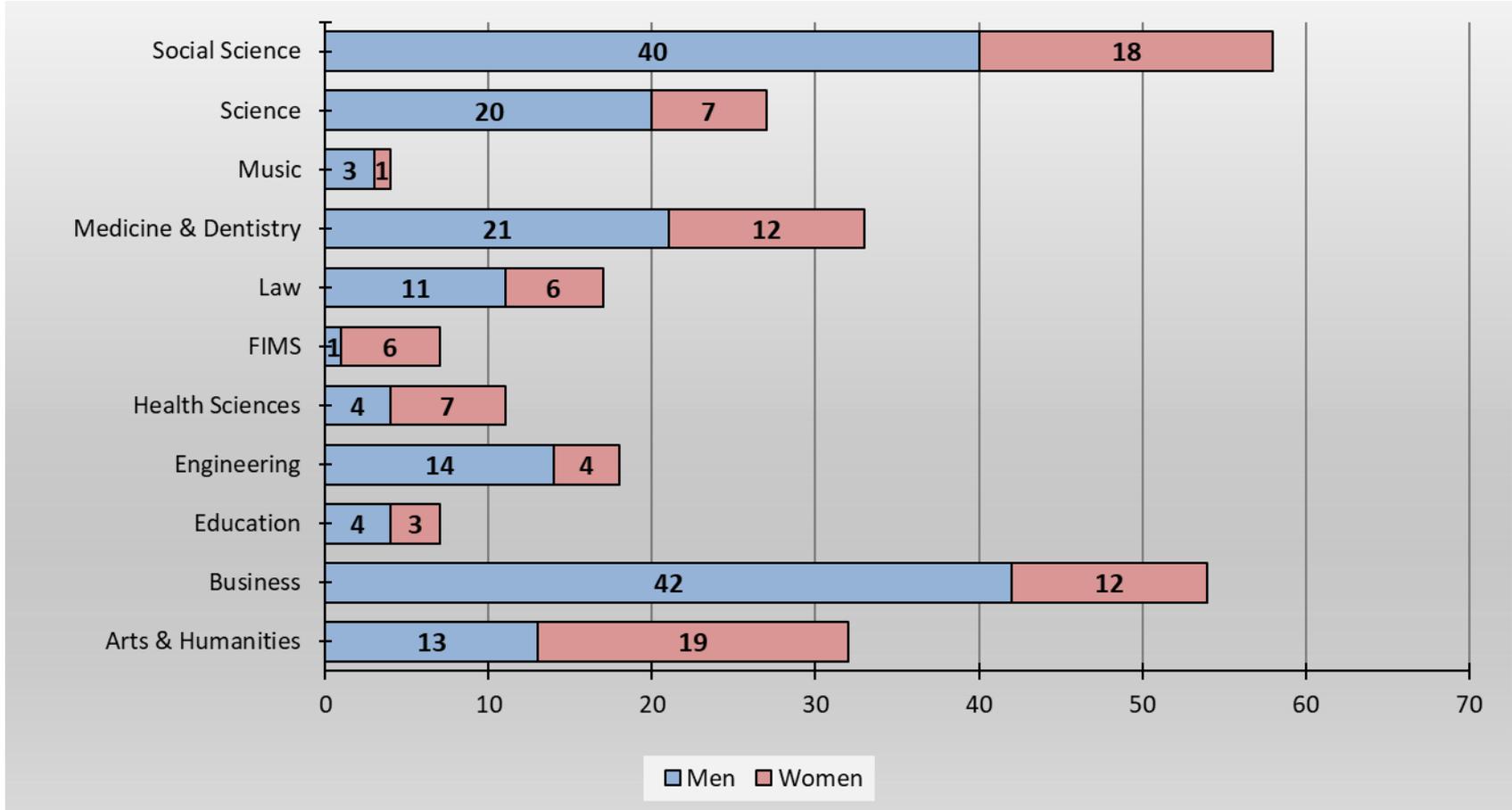
Source: Western Information Systems as of January 2023
**Includes only faculty under age 55 at the time of resignation.

Total Probationary & Tenured Resignations % within each Faculty: exit dates 2004-05 to 2021-22
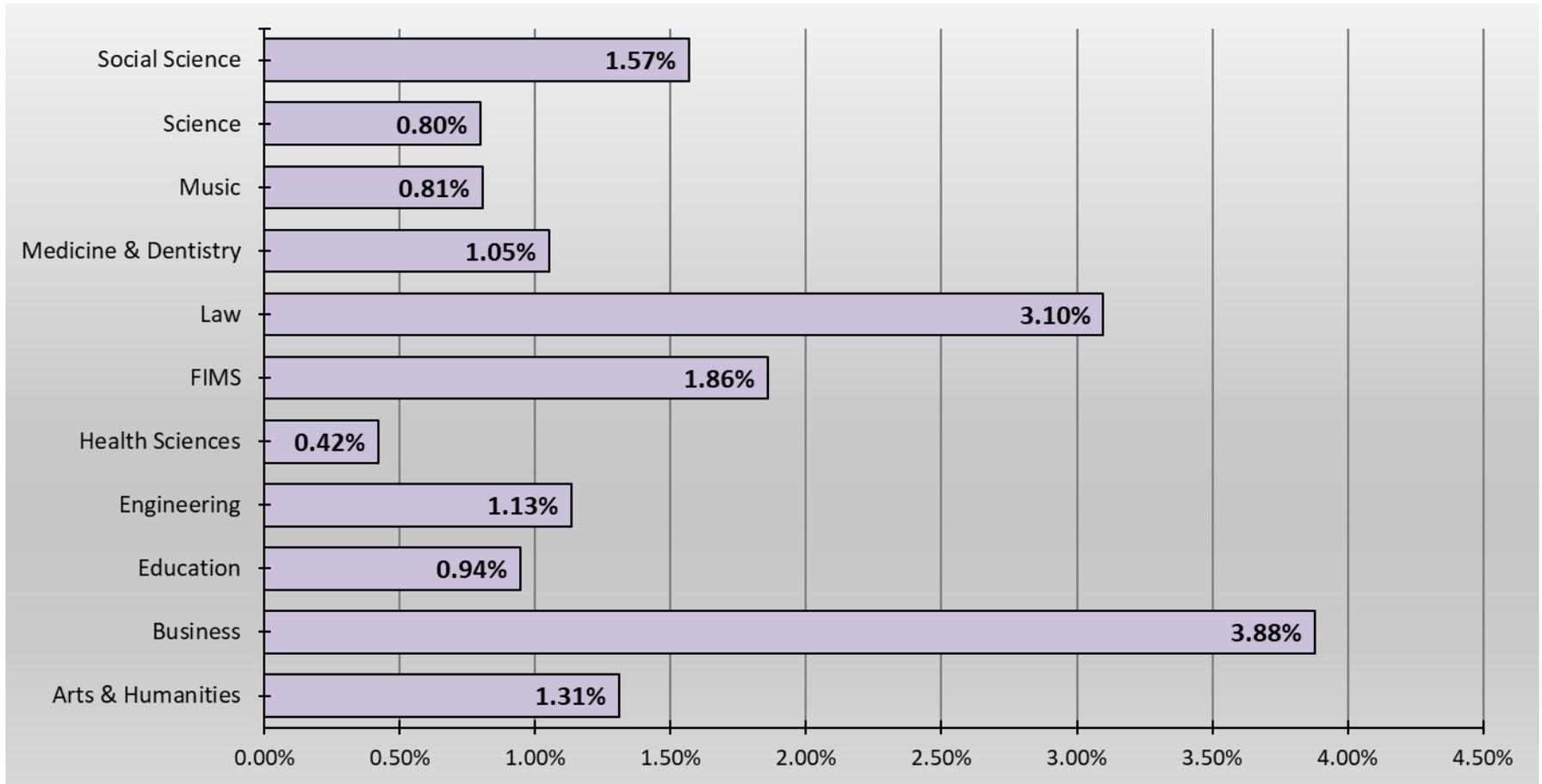
UWO Total Resignations: 268 (2004 - 2022)
1.35% average attrition rate (attrition rate = resignations/faculty count)

Source: Western Information Systems as of January 2023
**Includes only faculty under age 55 at the time of resignation.

Western

Probationary and Tenured Faculty at Western: Continuing Beyond Normal Retirement Date (NRD)
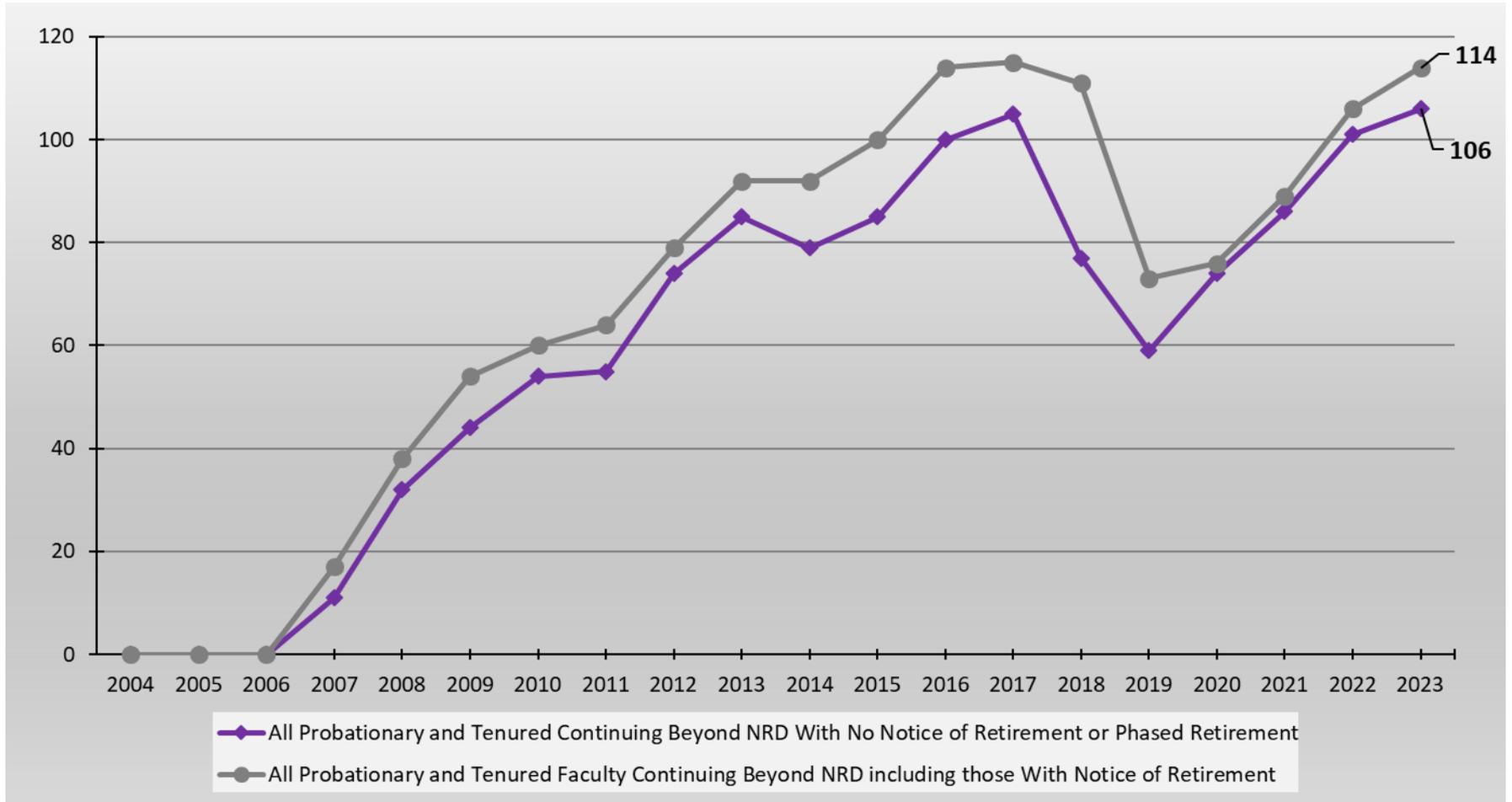
Source: Western Human Resources Information System
Cohort continuing with <= July 1 NRD in each year

Western

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Section 2:
Limited Term Appointments

- Data are cross-sectional counts as of October 1, 2022;

- Includes Limited Term UWOFA faculty:

  – Those with fixed-term (with end date);

  – Full-time contract faculty "without end date";

  – Full-time contract faculty who are "permanent";

- Does *not* include:

  – Visiting faculty;

  – Externally funded faculty.

Western

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Key Observations from Slides 26 to 29
Limited Term (LT) Faculty

- On October 1, 2022 there were **257** LT faculty:

  - **116** (45.1%) women, **140** (54.5%) men and **1**(0.4%) identifying as another gender identity;

  - **163** (63.4%) were at the Professorial ranks

  - **74** (28.6%) had been employed ≥ 12 years (therefore are either "without end date" or "permanent" or eligible for "without end date" status at next renewal)

  - **142** (55.3%) have been in LT contract status for <7 years

- Each vertical bar in slide 29 represents the workload (WL) of one LT individual; most LT faculty are teaching-intensive; other WLs are seen (e.g. Basic Scientists in a Clinical Department are often research-focused)

Western

Number of Individuals with Limited Term Appointments: Stratified by Gender 2005 to 2022
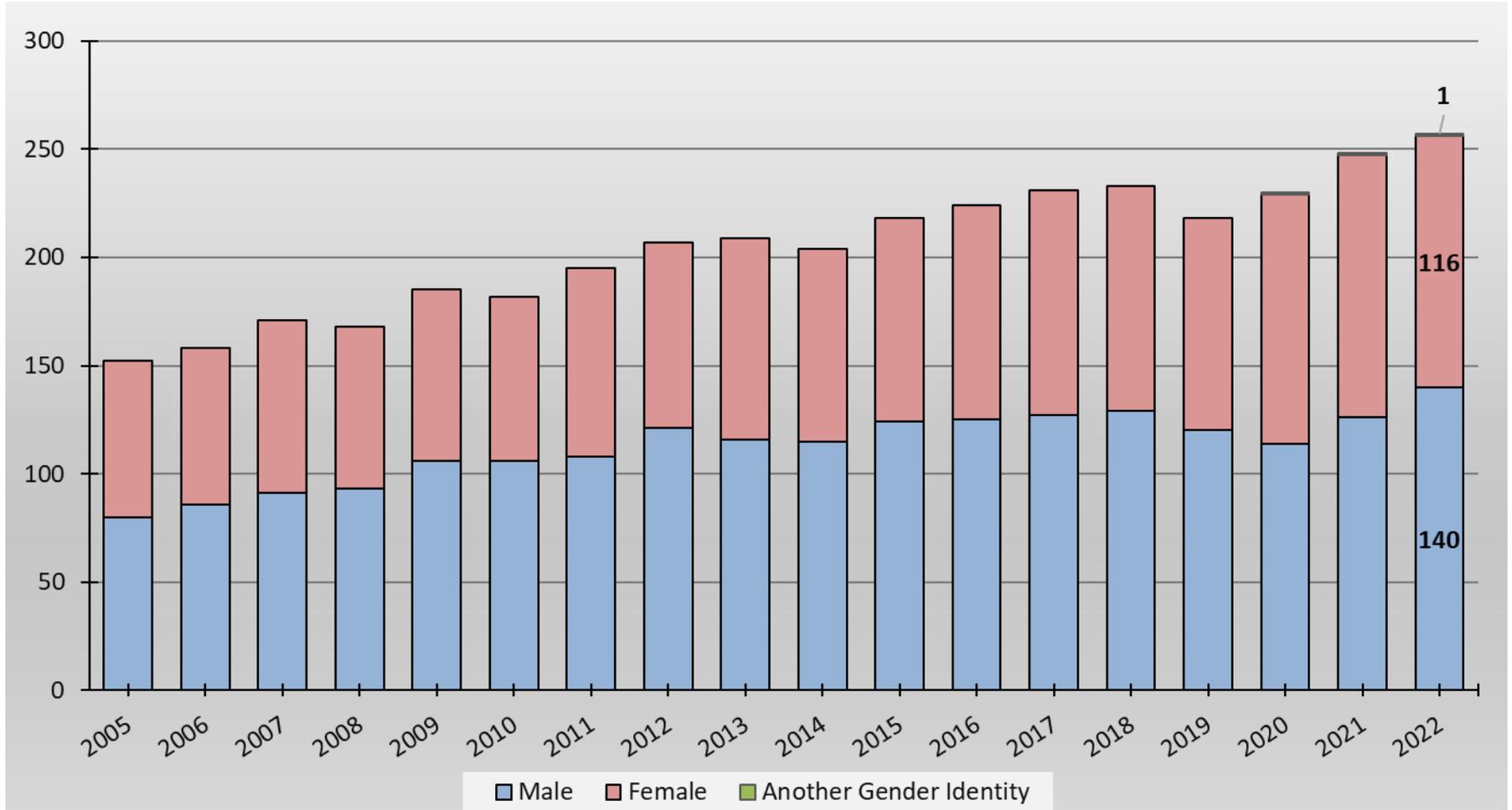
Source: Western's Human Resources Information Systems 2005 – 2022 (October)

Number of Individuals with Limited Term Appointments
Stratified by Rank, 2005 - 2022

Source: Western's Human Resources Information Systems 2005 - 2022 (October)

Western

Number of Limited Term Appointments by Years of Service 2005 - 2022
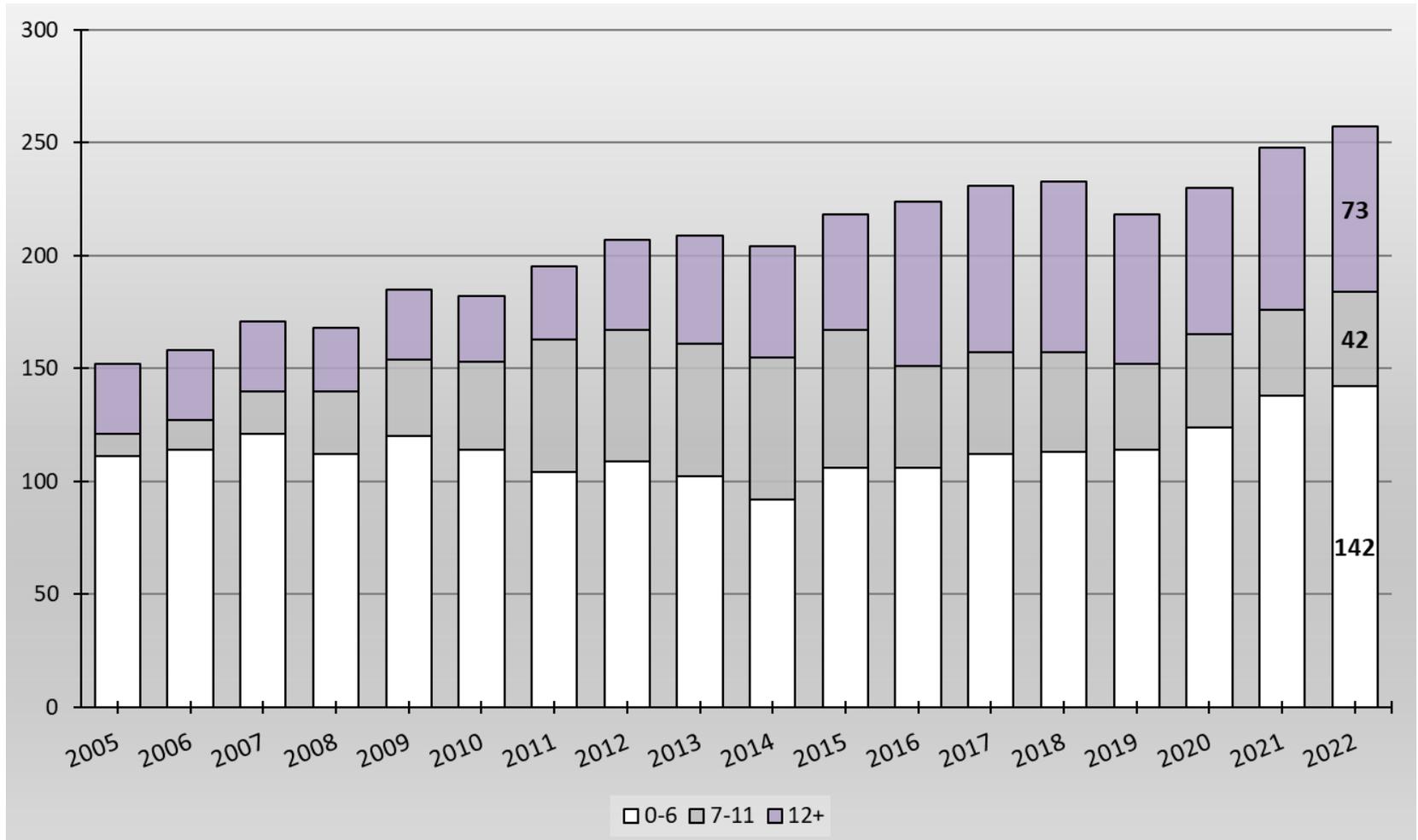
Source: Western's Human Resources Information Systems 2005 - 2022 (October)

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All Active Limited Term Appointments by Workload Percentages 2022
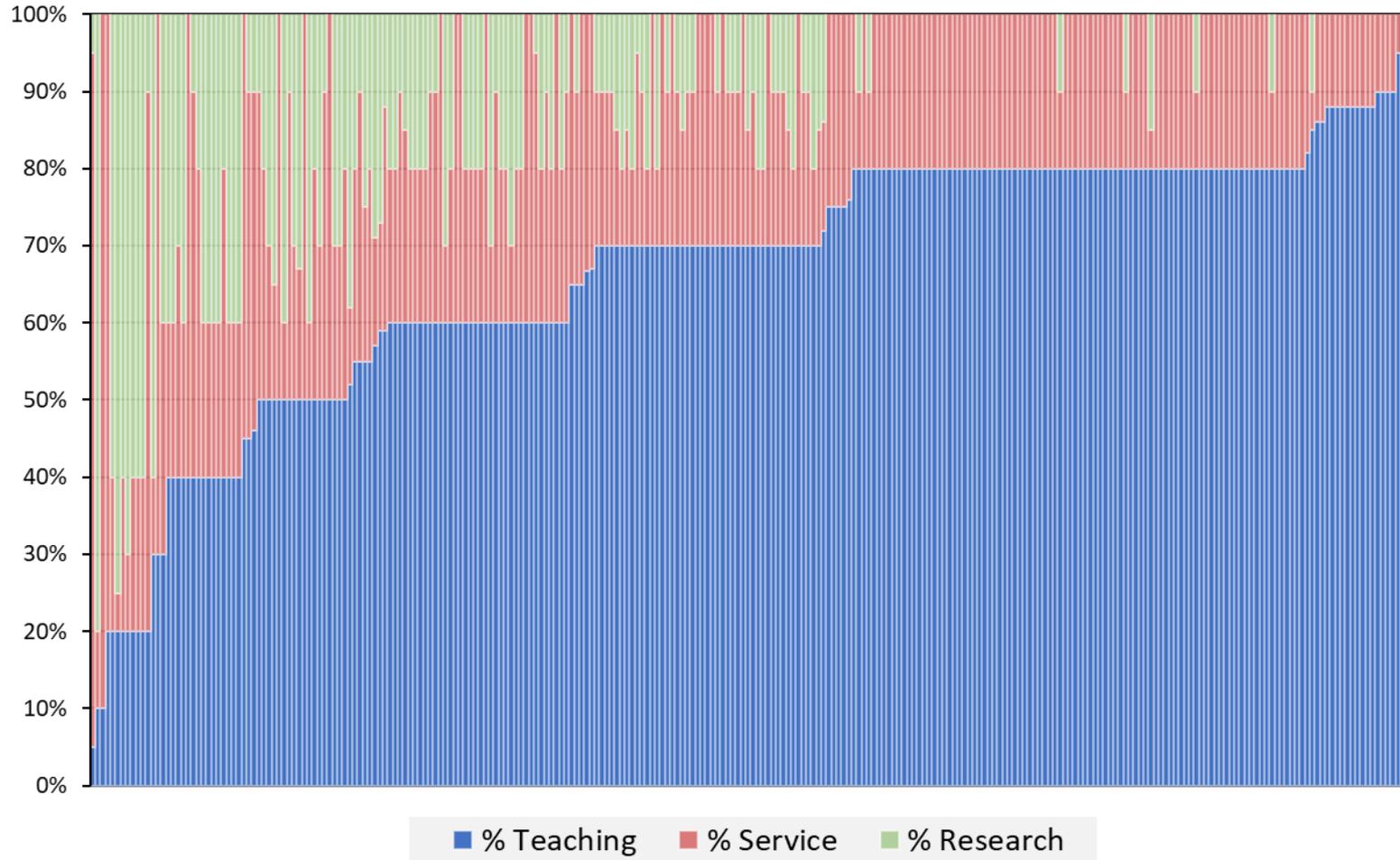
Source: Western's Human Resources Information Systems 2022 (October)

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Section 3: Part-Time Faculty

- Count of individuals employed, by fiscal year, as part-time faculty including:

  – Limited Duties (LD) Appointments through competitive advertising (includes individuals with no other employment relationship with Western as well as Post-Retirement individuals, Extra-Load, and Graduate Students or Post Doctoral trainees who applied to an open LD competition) (please note: years of service slides exclude extra-load faculty members);

  – Standing Assignments and Course Authoring agreements;

  – Post Doctoral and Graduate Student Teaching Assignments hired under Appointments Article, Clause 3. d) of the UWOFA Collective Agreement;

  – Excludes LD Appointments at Trois-Pistoles.

- In fiscal 2021-22, there were **872** faculty teaching in part-time appointments; of these, **383** were UWOFA Part-Time Members(taught ≥ a half-course in each of 2 of the last 3 fiscal years).

Western

Key Observations from Slides 32 to 37 Part-Time, Non-Clinical Faculty

- Of the **872** faculty with a part-time appointment in fiscal 2021-22:

  - **468** (53.7%) were women

  - **312** (35.8%) were at a Professorial rank

- The number of part-time faculty varied by discipline (in Professional programs, this can reflect the part-time employment at Western of professionals employed elsewhere in the community);

- Most part-time faculty are employed for low teaching loads and short duration.

Western

Number of Individuals with Part-Time Faculty Appointments, Stratified by Gender, Fiscal Years 2004-05 to 2021-22
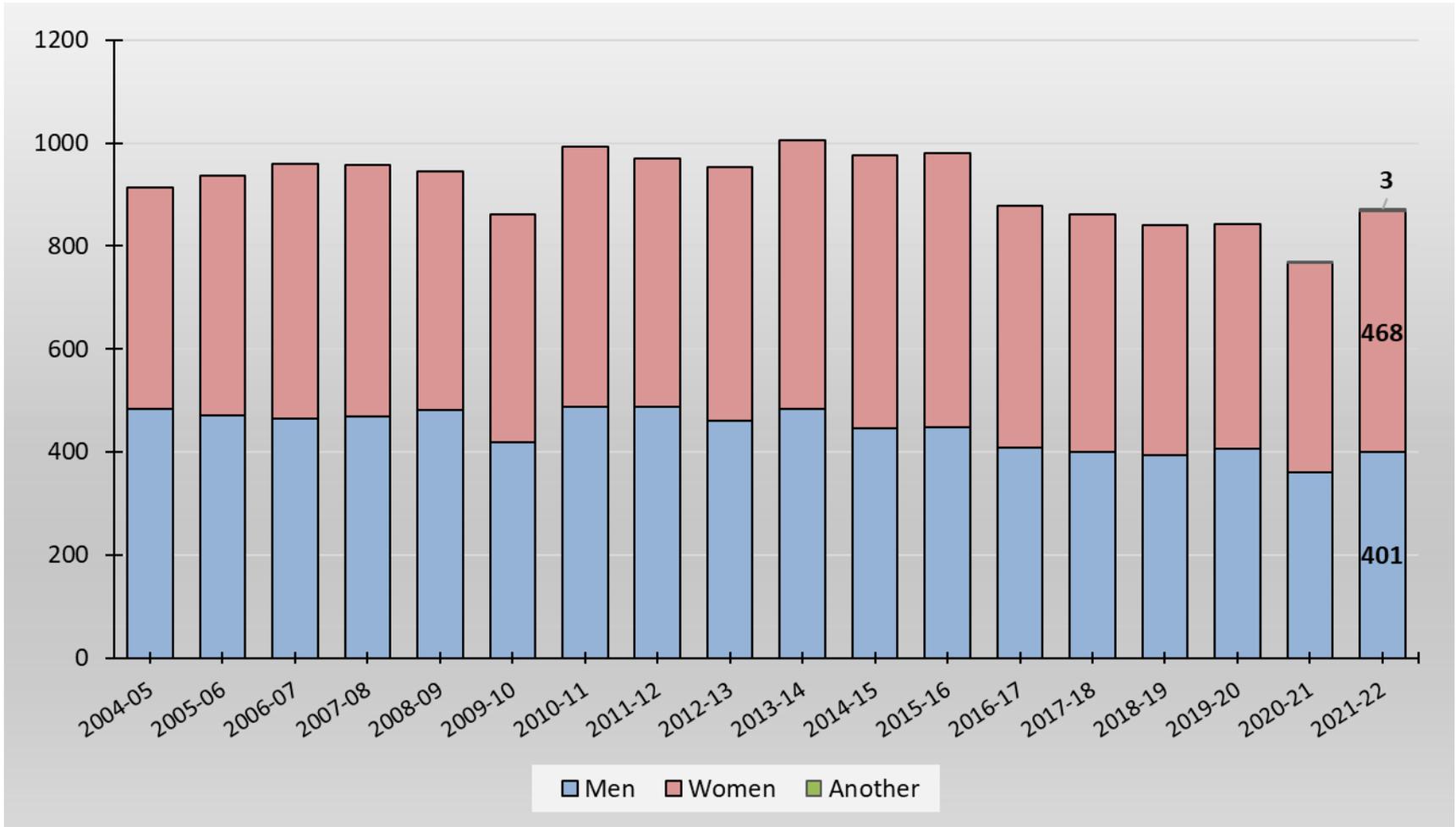
Source: Western Human Resources Information Systems

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Number of Individuals with Part-Time Faculty Appointments Stratified by Rank, Fiscal Years 2004-05 to 2021-2022

Source: Western Human Resources Information Systems

Western

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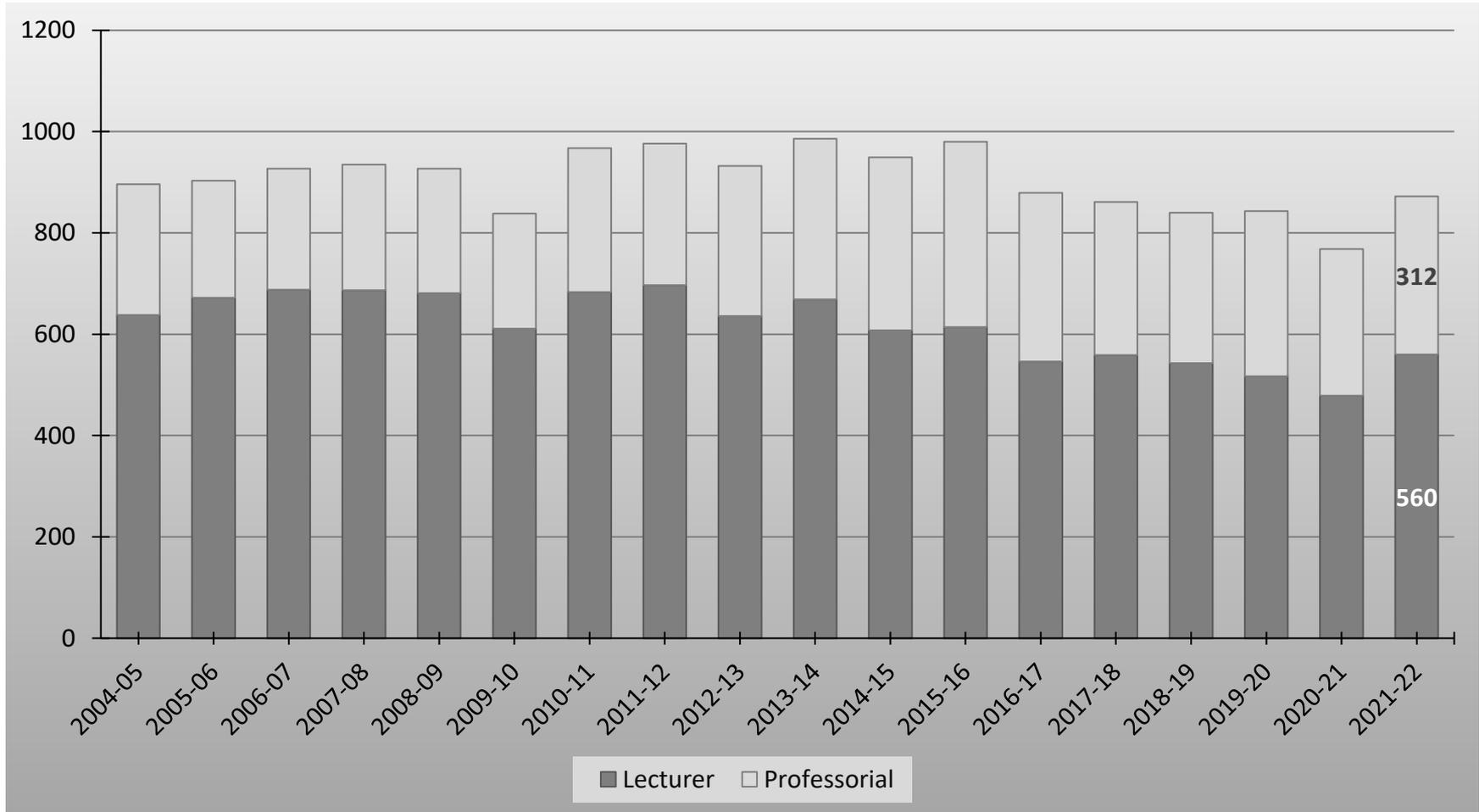
# Degree Credit Courses taught by Part-Time Faculty by Faculty and Gender: 2021-22 (Fiscal Year)
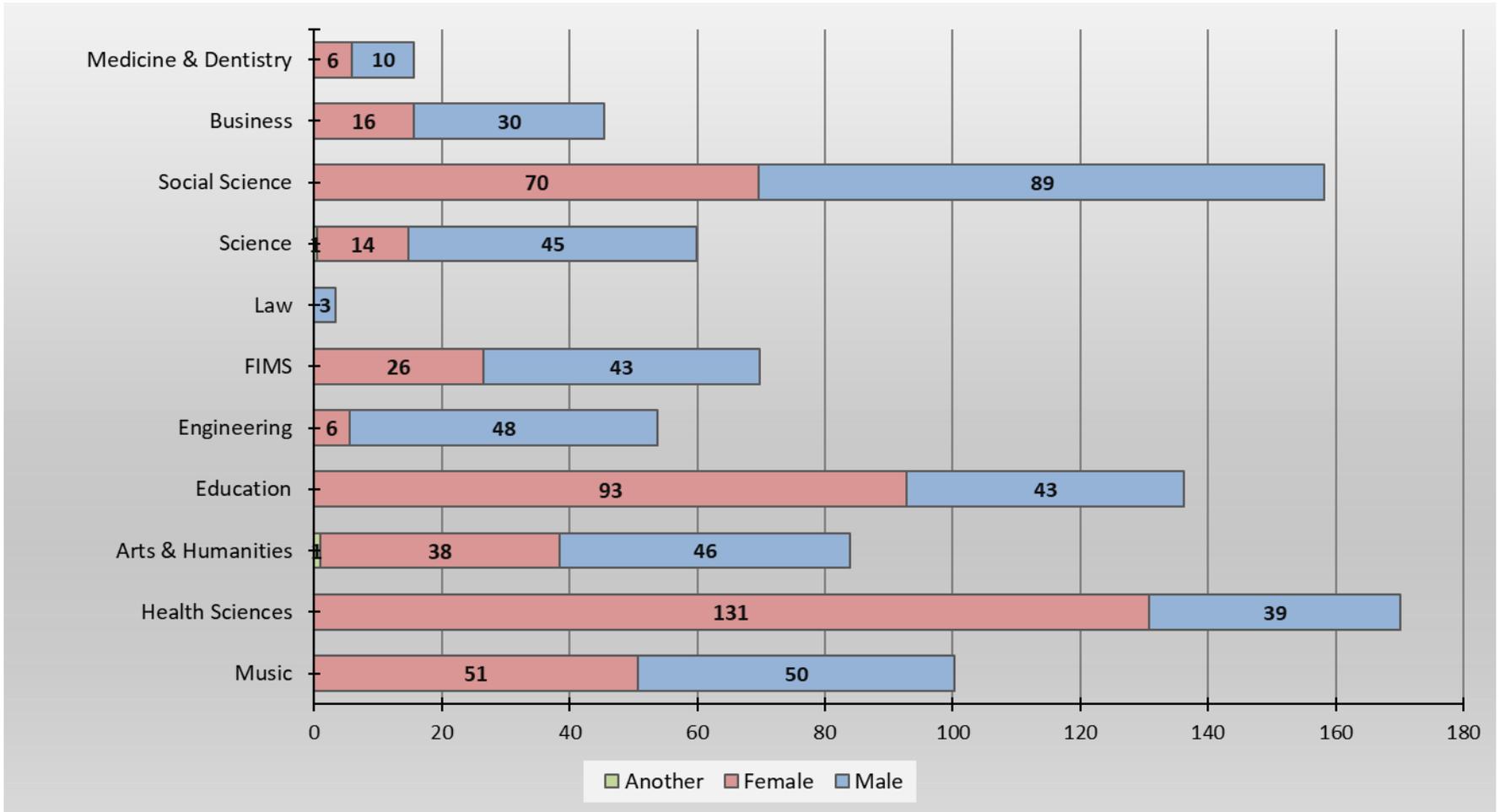
Total FCEs: 897

Source: Western Information Systems

Western

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# Number of Individuals with Part-Time Faculty Appointments by Years of Service (2021-2022)
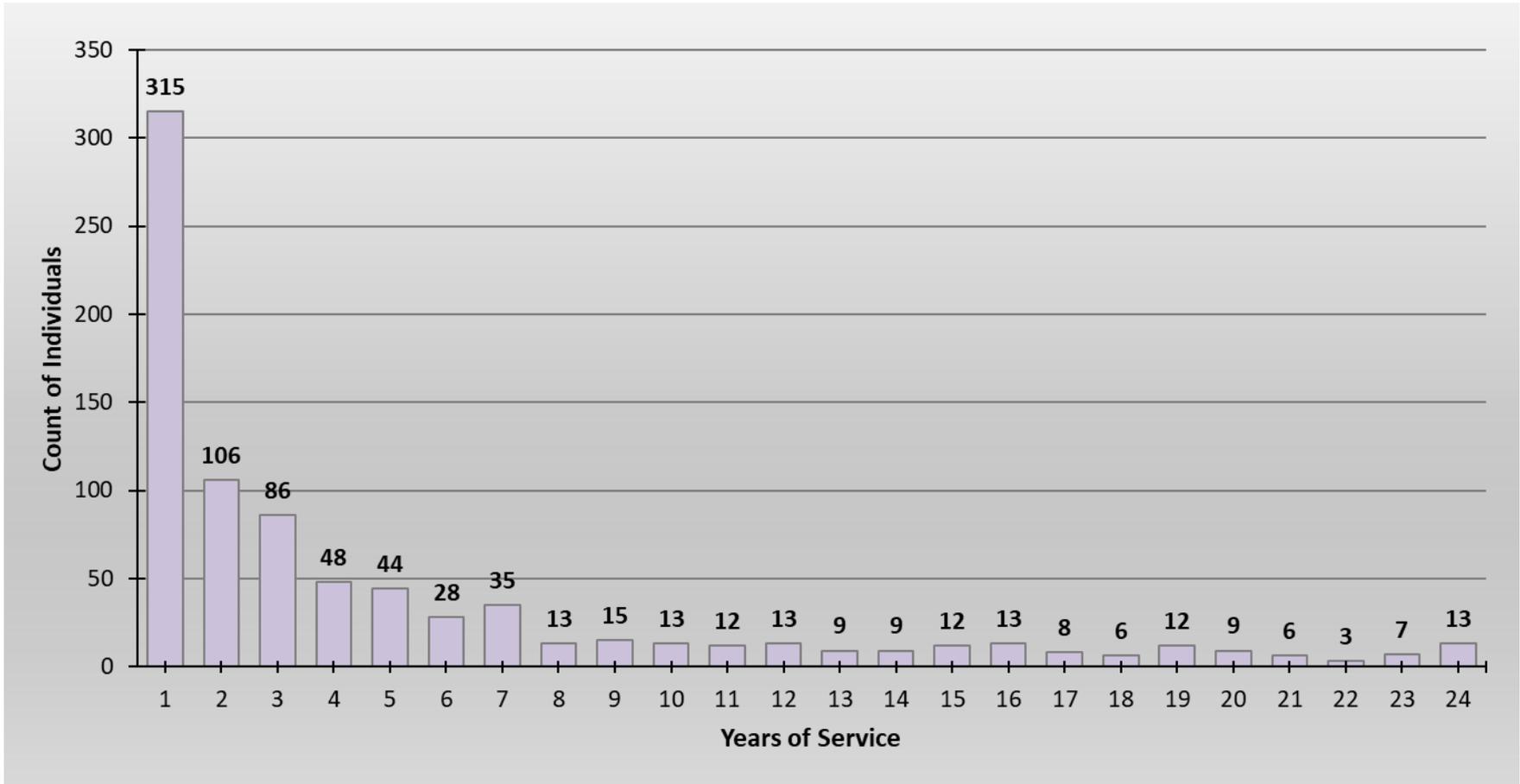
Source: Western Human Resources Information Systems
Includes Consecutive Years of Service, allowing for one single year gap
Excludes Extra Load Teaching and Course Authoring Appointments

Number of Individuals with Part-Time Faculty Appointments by Range of Full Course Equivalents (FCE), 2021-22
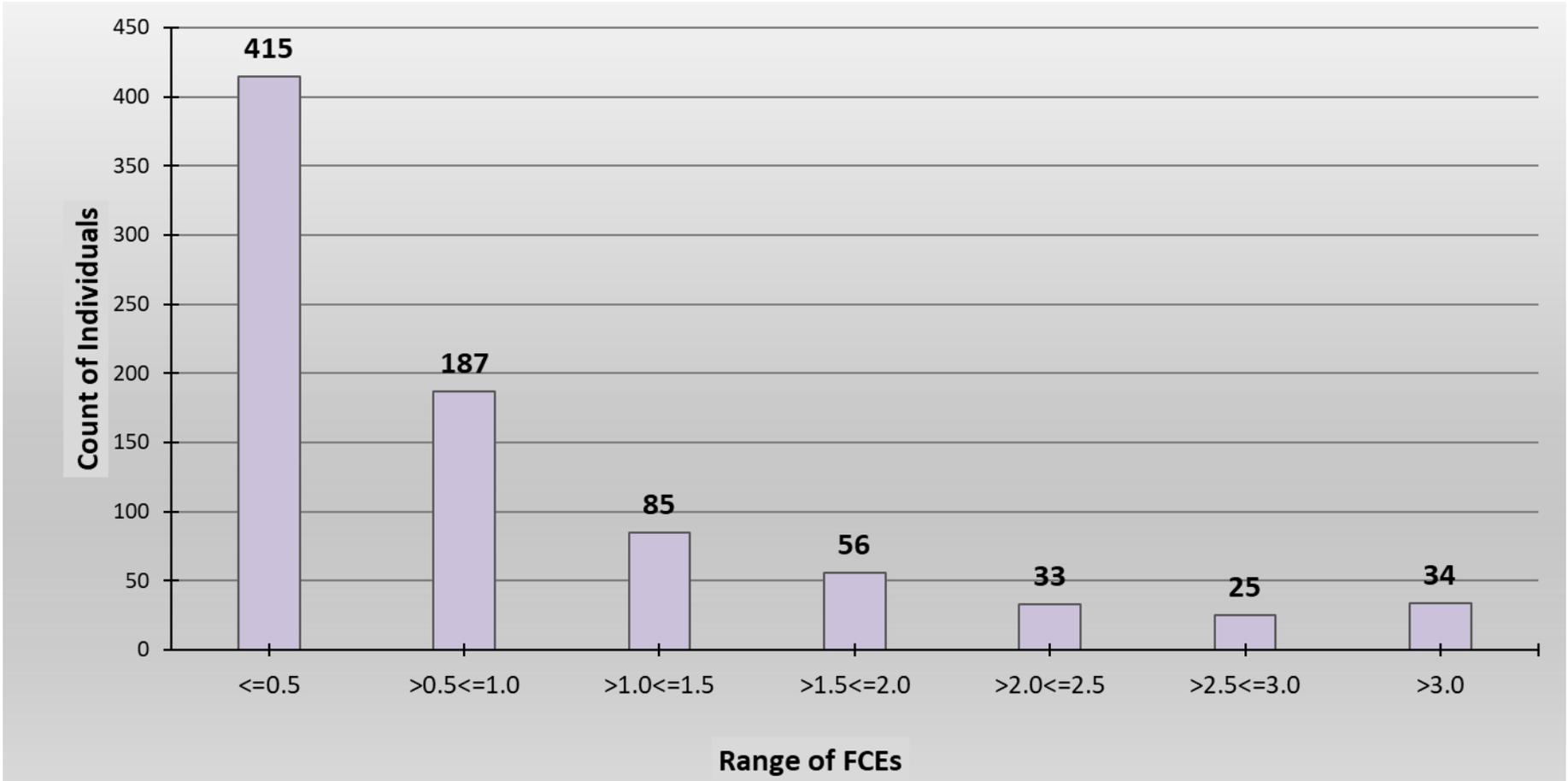
Source: Western Human Resources Information Systems
Excludes Extra Load Teaching and Course Authoring Appointments

Western

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Number of Individuals with Part-Time Faculty Appointments by Average Range of FCEs Taught by Years of Service 2021-2022

*Excludes Extra Load Teaching and Course Authoring Appointments

Legend: ■ <=0.5 ■ >0.5<=1.0 ■ >1.0<=1.5 ■ >1.5<=2.0 ■ >2.0<=2.5 ■ >2.5<=3.0 ■ >3.0
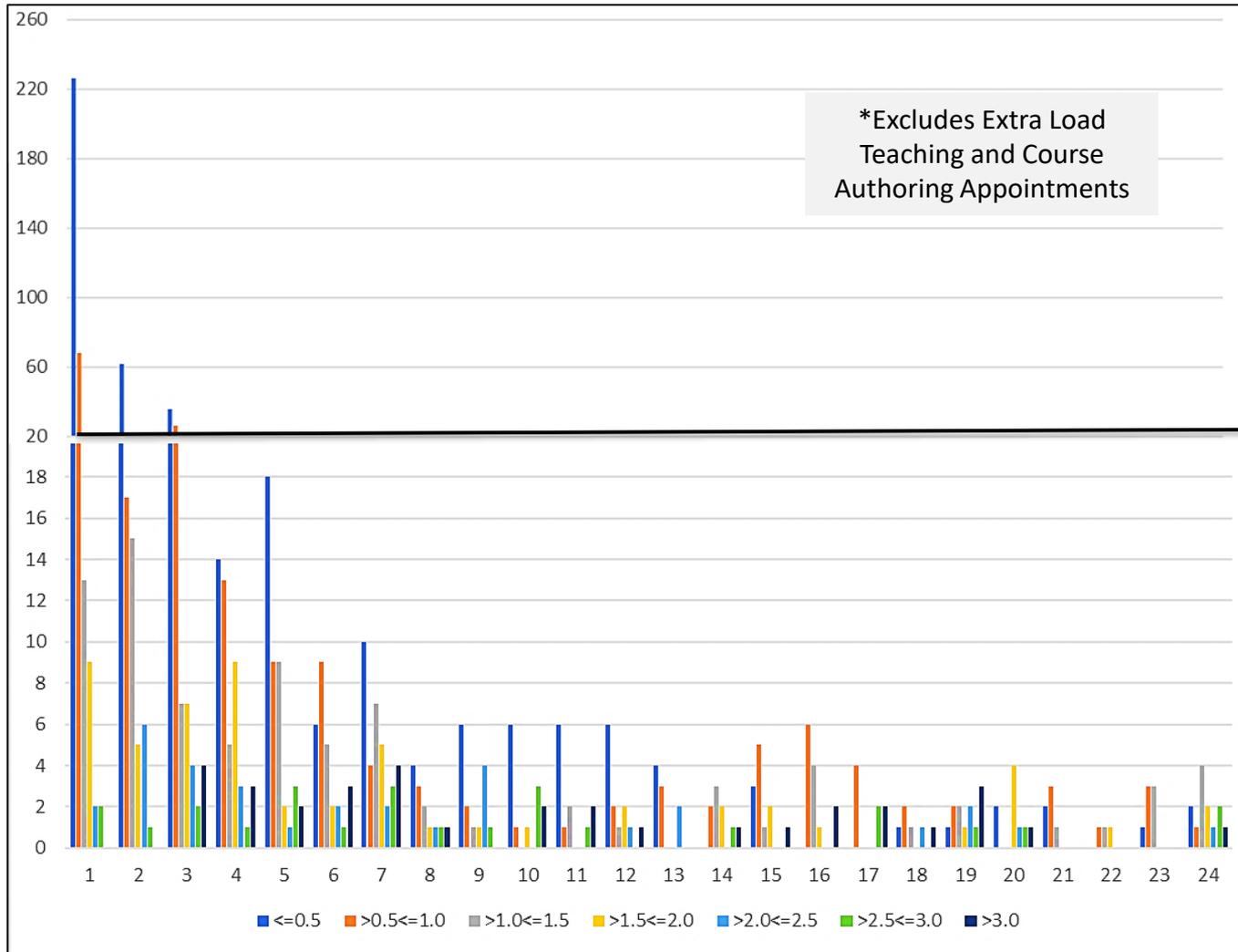
Source: Western Human Resources Information Systems

Section 4:
Full-Time Clinical Faculty

- Data are cross-sectional counts as of October 1, 2022;

- Includes Physicians in Schulich hired under the "Conditions of Appointment for Physicians" under the following appointment types:

  - Continuing Clinical Appointment;

  - Clinical Limited Term Appointment (some of these will go on to become Continuing Clinical Appointments since "Continuing Track" hires are initially Clinical LT).

Western

# Key Observations from Slides 40 to 44: Full-Time Clinical Faculty

- The number of Clinical full-time faculty has been steadily increasing and is currently **972;**

- The percentage of women overall, inclusive of all career stages, has increased slightly and is currently 37.8%;

- The representation of women among those hired in 2021-2022 has _decreased_ and is currently 39.5%;

- Annual resignation rates fluctuate due to small numbers.

# Full Time Clinical Faculty (Physicians in Schulich) at Western, 1999 – 2022

Source: Western Human Resources Information Systems

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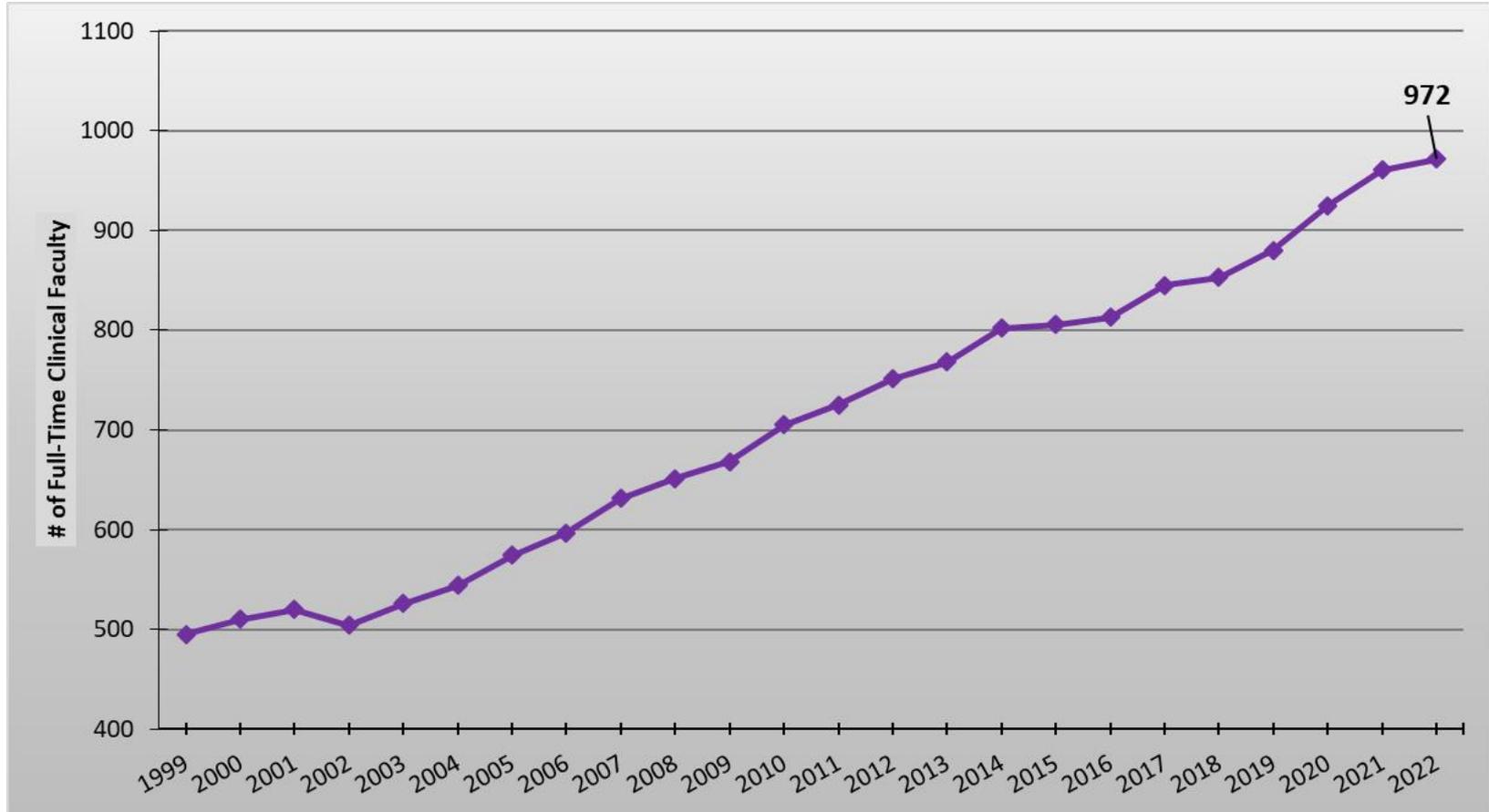
# Women as a Percentage of Full-Time Clinical Faculty at Western, 1999 – 2022
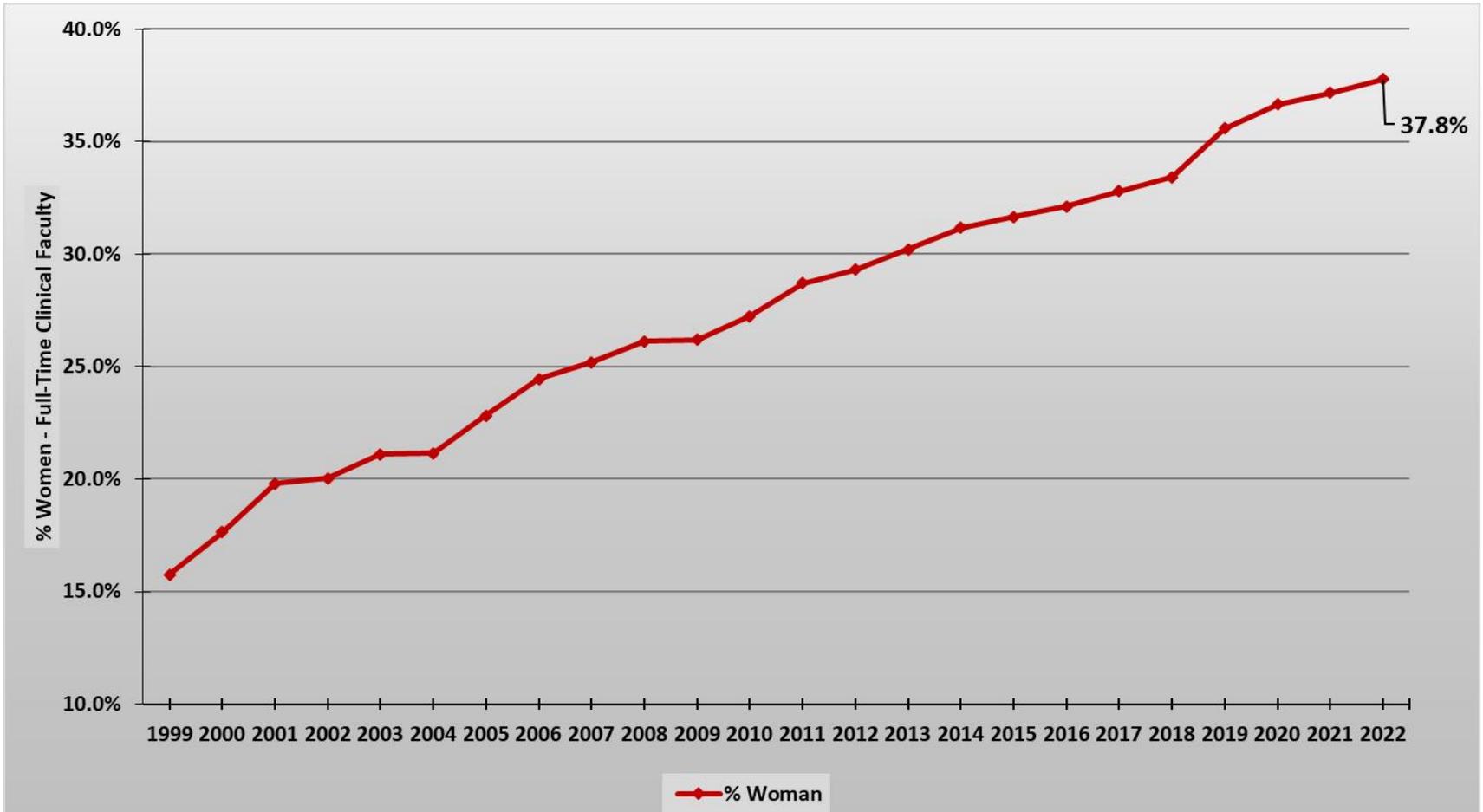
Source: Western Human Resources Information Systems

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Newly Hired Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 1999 – 2022
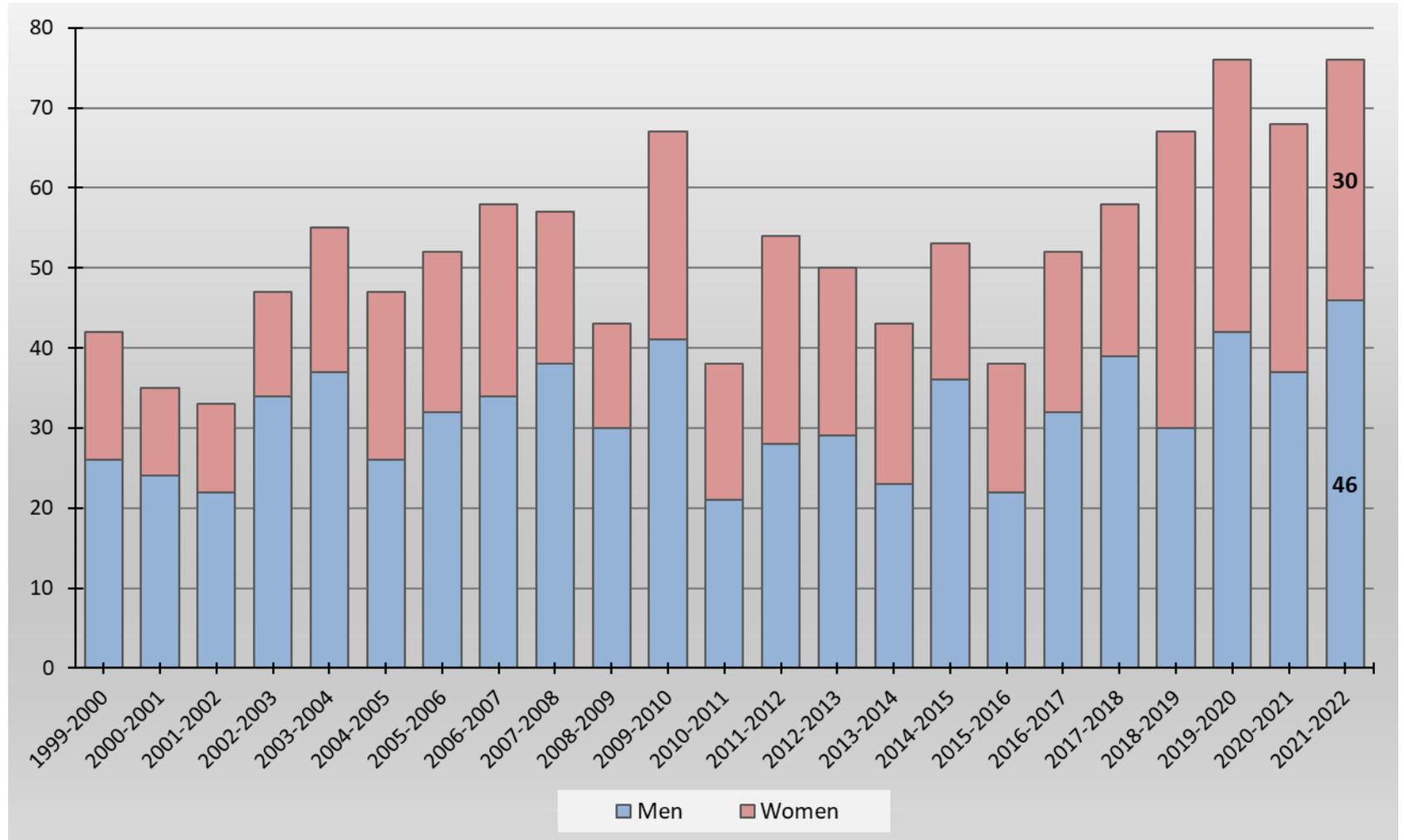
Source: Western Human Resources Information Systems

Percentage of New Full Time Clinical Faculty at Western by Gender: 1999-2022
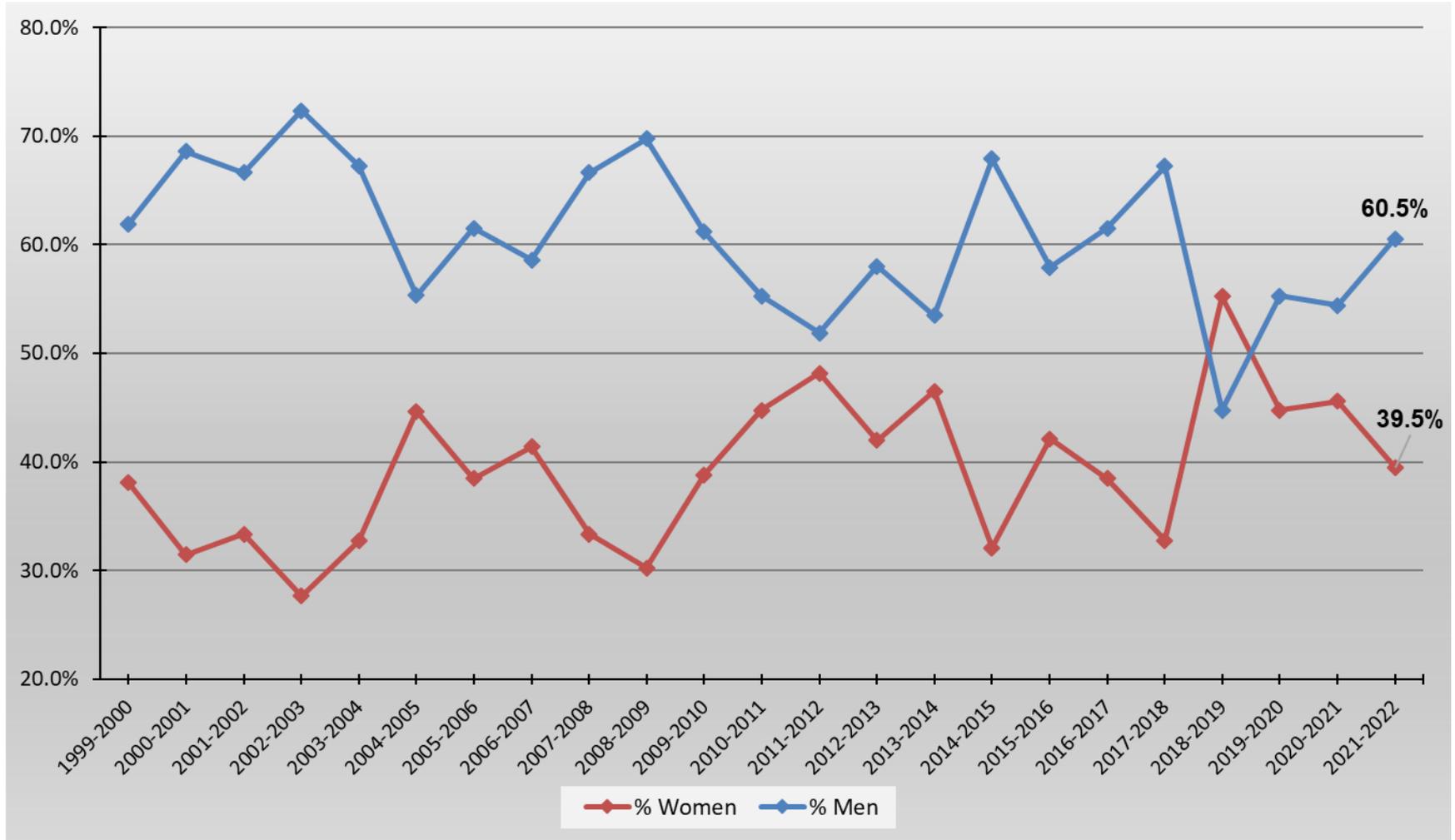
Source: Western Human Resources Information Systems

Western

Full-Time Clinical Faculty Resignations by Gender 2004-05 through 2022-23
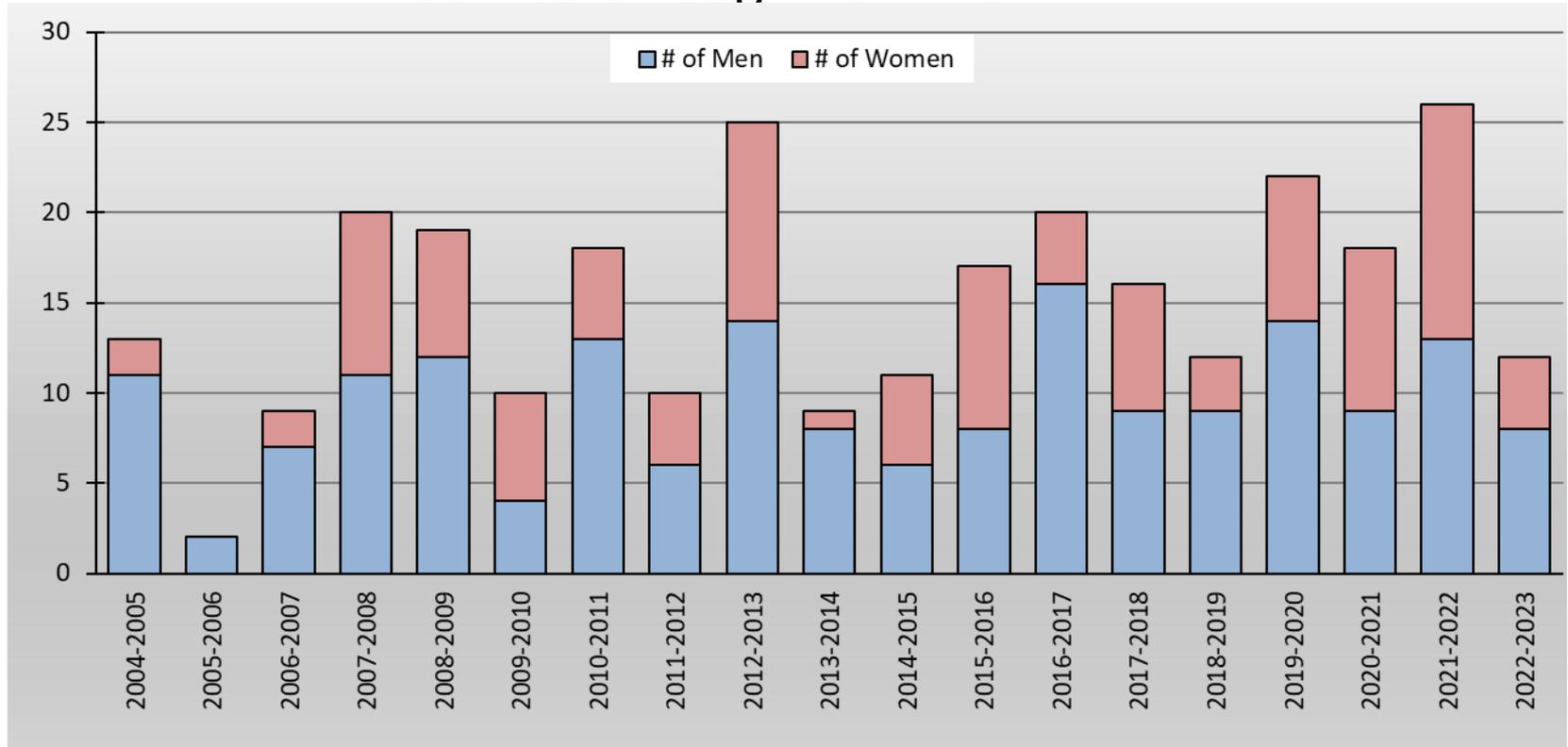
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Women (n)	2		2	9	7	6	5	4	11	1	5	9	4	7	3	8	9	6	4
Men (n)	11	2	7	11	12	4	13	6	14	8	6	8	16	9	9	14	9	7	8
Annual Attrition Rate - Women (%)	1.74%	0.00%	1.37%	5.66%	4.12%	3.43%	2.60%	1.92%	5.00%	0.43%	2.00%	3.53%	1.53%	2.53%	1.05%	2.56%	2.65%	1.68%	1.10%
Annual Attrition Rate - Men (%)	2.56%	0.45%	1.55%	2.33%	2.49%	0.81%	2.53%	1.16%	2.64%	1.49%	1.09%	1.45%	2.90%	1.58%	1.58%	2.47%	1.54%	1.16%	1.32%

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For further information

- After presentation at SCUP, this report can be found at:

  http://uwo.ca/facultyrelations/academic_planning/Recruitment_Retention_Report_2022.pdf

- The report on Promotion and Tenure of UWOFA faculty, librarians and archivists, which is presented at the end of each promotion cycle, can be found at:

  https://www.uwo.ca/facultyrelations/pdf/Promotion-and-Tenured-Report-2021.pdf

- For additional information on academic staff, Institutional Planning and Budgeting's website contains additional data:

  https://www.ipb.uwo.ca/

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

Western

ITEM 12.5(a) – President's Medal for Distinguished Service

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

RECOMMENDED: That Senate approve, on the recommendation of the Honorary Degrees Committee, the amendment to the Criteria for Selecting the President's Medal for Distinguished Service award recipients as of February 16, 2023.

EXECUTIVE SUMMARY:

Based on a recommendation from the Convocation Review Working Group, an ad-hoc Senate Committee, the President's Medal for Distinguished Service as well as various other staff and teaching recognitions were recently changed from being recognized at a convocation ceremony, to being recognized at an event hosted by the President. This change aligned with other recommendations from the committee to modernize and focus convocation on the graduands and their families.

Due to the fast-tracked planning of the Spring and Summer 2022 convocations this change was not made fully through the Senate process.

Attachments:

President's Medal for Distinguished Service – Track Changes Copy

President's Medal for Distinguished Service

Purpose: To recognize those individuals who have provided exemplary service to the university, over a sustained period of time, over and above the normal requirements of their positions

Eligibility: The award is intended primarily to recognize administrative staff, but faculty may also be recognized for work or achievements that would not normally be covered by the professor emeritus designation or other service awards already in place. Nominees must have been retired/resigned from the university in any capacity (including Board or Senate membership) for at least one year prior to consideration and have no ongoing formal relationship with the university.

Criteria: Breadth of impact
Contributions above and beyond what would normally be expected in the nominee's primary role at the University
Length of service to the University
Individuals whose efforts have significantly enhanced the development and/or operations of one or more of the university's areas of endeavour;
Individuals who have made a significant contribution to the life and development of the University

Recognition: ~~Awarded at Convocation by the Chancellor~~ **Awarded at an event hosted by the President**

Form of Award: Medal

Frequency of Award: There is no requirement that there be an award every year. Frequency is entirely dependent on the candidates put forward. No more than one medal will be awarded in a calendar year.

Method of Selection: Selected by the Honorary Degrees Committee

Nomination process: Form and supporting documents to be submitted to the Honorary Degrees Committee no later than March 14.

ITEM 13.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The following items have been removed from the Consent Agenda by request:

ITEM 12.1(a) – Revisions to the Terms of Reference of the Honorary Degrees Committee.

ITEM 12.2(d) – Schulich School of Medicine & Dentistry: Revisions to the Progression Requirements of the MD Program.

ITEM 12.4(a) – Vice-Provost's Annual Report on Faculty Recruitment and Retention

ITEM 14.0 – Discussion and Question Period

1. Hugh Samson, Senator:

- Is Western University's administration working to assist graduate students to earn living wages given the cost-of-living crisis, poor and unaffordable housing options, and rising inflation and rents? If yes, in what manner?

- If it has not, is Western University's administration willing to strike a working group inclusive of graduate student representatives to explore possible solutions to address these concerns such as increased graduate student funding, the establishment of funding parity, and tuition subsidisation, with an eye to implementing the solutions by September 2023?

2. Jane Toswell, Senator

- Did the pay equity process recently completed get applied afterward to equity-seeking (equity-deserving) groups in non-UWOFA academic roles?
- What is a probationary teaching scholar on p. 179. Time to tenure? Was there a model for this new post?
- p. 180—we seem to be one person over the average with Ontario universities?
- p. 186 -- are post-docs (more common in STEM) a factor here?
- p. 187 time to full professor -- the difference between women and men appears to have widened during covid ?
- p. 188 Major changes to the Probationary Cohort Outcomes Slide (at least, as I recall it). Could you walk us through it?
- p. 193 Retirements. Any effects noticeable from covid? Only 8 with notice of retirement? Strange graph, which looked to be achieving a steady state and now is running upwards fast in the direction of staying forever? Are deans not offering any incentives to retire anymore?
- p. 199 LT appointments: there appear to be a few with 80 Service/20 Teaching or 70/30. This seems an anomalous workload?
- Clinical Faculty. The rise in appointments at Schulich, now at 972 but on a clear upward trajectory, is pretty noteworthy. I don't see a close correspondence to enrolment (see SUEPP report earlier). Is there a reason? Some slight worrisome elements with respect to trying to increase the percentage of women (currently 37.8%) as well? I note much higher percentage departures of women during covid?
- Two more general comments. I notice the first half of the report uses 2020-2021 as its base, but the second half seems to be 2021-2022, and even into 2023. Is there a reason for the disparity in years being reported?
- Second, this seems to be the first real opportunity to see covid effects in the faculty numbers. Any general thoughts?

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.