Western
UNIVERSITY · CANADA

SENATE AGENDA

Friday, June 9, 2023, 1:30 p.m. – 4:30 p.m.

Meeting to be held electronically via Zoom videoconference

If you will be joining by telephone, please email senate@uwo.ca to provide your telephone number for attendance purposes.

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of May 19, 2023	Approval
	2.1 Business Arising from the Minutes	Information
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) – see Consent Agenda

6.0   Report of the Nominating Committee (S. Roland)

6.1   Selection/Review Committee for the Vice-Provost and Chief Librarian   Action

7.0   Report of the Senate Committee on Academic Policy (M. Milde)

7.1   Introduction of an "Interdisciplinary Combined PhD Option" Policy   Approval

7.2   Revisions to the "Accommodation for Religious Holidays" Policy   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   Global Engagement Plan   Approval

10.0   Report of the University Research Board (B. Neff)

10.1   Vice-President (Research) Annual Report   Information

11.0   **Report of the Academic Colleague (P. Barmby)**   Information

12.0   **The Unanimous Consent Agenda**

12.1   Items from the Operations / Agenda Committee

12.1(a)   Senate Membership – Vacancies Filled by Appointment   Information

12.1(b)   Report from Convocation Board   Information

12.2   Items from the Senate Committee on Academic Policy

12.2(a)   Revisions to the "Athletic Financial Awards AFA" Policy   Approval

12.3   Items from the Senate Committee on Academic Curriculum and Awards

12.3(a)   Ivey Business School: Introduction of a Certificate in   Approval
Entrepreneurship

12.3(b)   Ivey Business School and Faculty of Social Science,   Approval
Department of Economics: Revisions to the Program
Requirements of Combined Degree Programs

12.3(c)   Faculty of Education: Major Modification to the Bachelor of   Approval
Education (B.Ed.) Program

12.3(d)   Faculty of Information and Media Studies: Introduction of a   Approval
FIMS Internship Module

12.3(e)   Faculty of Health Sciences, School of Kinesiology: Information
Correction to the Effective Date for Previously Approved
Revisions to the Admission and Program Requirements of
the Honours Specialization in Clinical Kinesiology, the
Honours Specialization in Kinesiology – BA, the Honours
Specialization in Kinesiology – BSc, and the Major in
Kinesiology

12.3(f)   Faculty of Science and Schulich School of Medicine &   Approval
Dentistry: Revisions to the Weighted Average Chart in the
"Admission to the Bachelor of Medical Sciences (BMSc)
Program" Policy

12.3(g)   Brescia University College: Introduction of a Major in   Approval
Nutrition Management

12.3(h)		Huron University College:	
	12.3(h)(i)	Introduction of a Subject Area in East Asia Studies	Approval
	12.3(h)(ii)	Huron EnRoute Program	Information
12.3(i)		School of Graduate and Postdoctoral Studies:	
	12.3(i)(i)	Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering	Approval
	12.3(i)(ii)	Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Economics	Approval
12.3(j)		SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Sociology and Philosophy (Huron University College)	Information
12.3(k)		SUPR-G Report: Cyclical Review of the Graduate Program in Nursing	Information
12.3(l)		Revised Sessional Dates for the Faculty of Education	Information
12.3(m)		Report of the Subcommittee on Undergraduate Academic Courses	Information
12.3(n)		New Scholarships, Awards and Prizes	Information
12.4		Items from the Senate Committee on University Planning	
	12.4(a)	Faculty Scholar Awards	Information
12.5		Announcements and Communications	
	12.5(a)	Election Results – Selection Committee	Information
	12.5(b)	Academic Administrative Appointments	Information

13.0   Items removed from Consent Agenda

14.0   Discussion and Question Period

15.0   New Business

16.0   Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Anwar Haque will offer a land acknowledgement or other observance.

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 May 19, 2023

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on May 19, 2023, be approved as circulated.

ATTACHMENT(S):

Minutes of the May 19, 2023 Meeting

Western

UNIVERSITY · CANADA

MINUTES OF THE MEETING OF SENATE

May 19, 2023

The meeting was held at 1:32 p.m. via Zoom.

SENATORS:

M. Adler	L. Henderson	G. Pollock
G. Arku	K. Henricus	K. Pollock
P. Barmby	A. Hodgson	S. Powell
A. Baxter	S. Hodgson	A. Pyati
F. Beier	T. Joy	A. Robin
I. Berry	M. Kim	S. Roland
J. Binoy	K. Kirkwood	C. Robinson
M. Bordignon	J. Lacefield	B. Rubin
A. Bryson	Y. Laforet-Fliesser	H. Samson
S. Burke	D. Laird	G. Santos
C. Burucúa	J. Langille	A. Schuurman
K. Choi	C. Lengyell	A. Shami
M. Cleveland	D. Lee	A. Shepard
K. Coley	D. Malloy	Z. Sinel
M. Davison	C. Marshall	D. Smith
G. De Viveiros	M. McMurran	C. Steeves
R. DeKoter	L. Miller	L. Stephenson
D. Ferri	J. Minac	F. Strzelczyk
R. Forrester-Jones	M. Modeski	J. Sutton
L. Frederking	K. Mooney	J. Toswell
A. Fremeth	B. Neff	R. Ventresca
T. Frost	A. Nelson	J. Watson
B. Gillies	C. Nicholls	J. Welch
T. Granadillo	J. O'Hagan	S. Whitehead
A. Haque	T. Orchard	J. Yoo
N. Harney	T. Peace	

Observers: C. Bressette, J. Doerksen , S. Lewis, M. Stiegemeyer, J. Weststar

LAND ACKNOWLEDGEMENT

D. Ferri offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

S.23-99   **ITEM 2.0 – Minutes of the Meeting of April 21, 2023**

It was moved by S. Burke, seconded by L. Henderson,

That the minutes of the meeting of April 21, 2023, be approved as circulated.

CARRIED

S.23-100   <u>**REPORT OF THE PRESIDENT**</u>

The President's Report, distributed with the agenda, contained information on the following topics: The university 2023-2024 budget, new government funding for medical training expansion, a record donation for Ivey's Toronto campus, a new research chair focused on urologic cancer, and recent accolades.

In his remarks, A. Shepard, President & Vice-Chancellor additionally commented on the following items:

- Senators were reminded that the Spring Convocation ceremonies will be held in June. The President encouraged Senators to participate in Western's Spring Convocation.
- The Blue-Ribbon panel of experts to provide recommendations for keeping the sector financially stable. The President noted his recent opportunity to meet with the panel Chair and Vice-chair.
- An overview of domestic and international admissions activity for fall 2023.
- Western leadership updates. The President welcomed Marisa Modeski, new University Registrar to the meeting. On September 1, 2023, Western will welcome Penny Pexman as the newly appointed Vice-President (Research). The President thanked Bryan Neff for his service and contributions as Acting Vice-President (Research).

The President congratulated University members who have recently achieved significant grants and were recognized as faculty scholars.

S.23-101   <u>**REPORT OF THE PROVOST**</u>

F. Strzelczyk, Provost and Vice-President (Academic) provided a verbal report and referring to materials in the agenda, presented the draft Global Engagement Plan for feedback from Senate (Appendix A).

F. Strzelczyk provided an overview of the plan and indicated its core values, mission, and vision. She noted that the consultative process involved high engagement and expressed gratitude to all participants.

Further she commented on the composition of the Global Engagement Plan Steering Committee and advised that the first phase of the project, involving the gathering of information from the University community, was nearing its end.

Additionally, F. Strzelczyk discussed the implementation of the Global Engagement Plan as well as next steps in the process.

A Senator acknowledged the significance of community engagement and based on their experience recognized that there was a need to establish additional support for students exchanges.

F. Strzelczyk responded to questions of clarification regarding the involvement of representatives from the Western Libraries during the planning process.

A Senator suggested that supports for graduate students could be strengthened in addition to those for undergraduate students.

A Senator pointed out that supports for global engagement could also be provided to students travelling withing the borders of Canada. They noted the higher cost of international travel opportunities.

Senators were encouraged to offer any additional input, questions or observations with respect to the Global Engagement Plan.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.23-102   **ITEM 5.1 – Nominating Committee Membership**

Emilie Kalaydjian was nominated from the floor of Senate and was acclaimed to the Senate Nominating Committee as an undergraduate student Senator for a term from July 1, 2023 to June 30, 2024.

S.23-103   **ITEM 5.2 – Amendment to the Senate Election Procedures**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that effective July 1, 2023 the Senate Election Procedures be amended as shown in Item 5.2.

CARRIED

S.23-104   **ITEM 5.3 – Frequency of Senate Meetings and Amendment to the Adopted Policies and Procedures of Senate**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that effective July 1, 2023, the Adopted Policies and Procedures of Senate be amended as shown in Item 5.3.

A lengthy discussion ensued regarding the possibility to reduce the number of Senate meetings. During the debate on the motion the following points were raised:

- Concerns regarding insufficient notice that may impact transparency, as a decision-making process might not be adequately communicated for proper evaluation. An item as significant as this should have been brought forward for consultation/discussion prior to being brought forward for approval.
- An alternative solution with respect to increasing participation by offering a hybrid format of meetings, rather than reducing the number of meetings of Senate.
- Concerns regarding the rationale for the proposal, and a request for consideration of ways to provide more items for substantive discussion at meetings, such as having fewer items on the consent agenda.
- An observation that cancelling the meeting is preferable to convening an extra meeting.
- As to whether a commitment to evaluate the impact of this change could be adopted.
- Concerns with respect to the Senate role in governance. A reduction in number of meetings may diminish Senate's role as a democratic collegial governing body.
- A concern that there would be less opportunity for Senators to engage on issues that might come up during the year.
- An observation that that there is significant value in meetings being held in-person to foster better engagement, discussions, and a more open dialogue between members.
- A concern that Senate agenda packages with two committee meetings' materials would be lengthier.

A. Bryson, University Secretary, noted that a potential hybrid meeting format with respect to accessibility is under discussion. Additionally, A. Bryson provided information regarding the frequency of Senate meetings at other Ontario Universities.

A suggestion was made to table the proposal.

It was moved by J. Toswell, seconded by S. Roland,

> That the proposal in item 5.3 be tabled.

CARRIED with three opposed

REPORT OF THE NOMINATING COMMITTEE

S.23-105   **ITEM 6.1 – Membership – Subcommittee on Program Review – Undergraduate (SUPR-U)**

Hana Ghattas and Sarah Tribe were acclaimed to SUPR-U as undergraduate students for the term from July 1, 2023 to June 30, 2024.

S.23-106   **ITEM 6.2 – Membership – The Subcommittee on Undergraduate Academic Courses (SOC)**

Jenna Beecroft was acclaimed to SOC as an undergraduate student for a term from July 1, 2023 to June 30, 2024.

Aliya Jokhu was nominated from the floor of Senate and was acclaimed to SOC as an undergraduate student for a term from July 1, 2023 to June 30, 2024.

Gildo Santos was nominated from the floor of Senate and was acclaimed to SOC as a faculty member for a term from July 1, 2023 to June 30, 2024.

S.23-107   **TEM 6.3 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)**

Kate Choi was nominated from the floor of Senate and was acclaimed to the Subcommittee on Western Approved Micro-credentials as a faculty member for a term from July 1, 2023 to June 30, 2024.

S.23-108   **ITEM 6.4 – Selection Committee for the Dean of the Ivey Business School**

John Yoo was acclaimed to the Selection Committee for the Dean of the Ivey Business School.

Valerie Oosterveld and Sophie Roland were nominated by the Nominating Committee and Miriam Capretz was nominated from the floor of Senate to the Selection Committee for the Dean of the Ivey Business School. An election was held following the Senate meeting and Miriam Capretz and Valerie Oosterveld were elected to the Selection Committee for the Dean of the Ivey Business School.

S.23-109   **ITEM 7.1 – Introduction of an "Undergraduate Degree Admissions" Policy and Rescindment of Selected Admissions Policies**

S. Lewis, Vice-Provost (Academic Programs), introduced the proposal and provided a brief overview of the changes.

In response to a clarification question regarding the proposed admission to a foundation year, It was advised that this policy is aimed to open the option to implement a Foundation Year Program for students without the minimum English language proficiency requirements at Western.

A clarification was requested with respect to the process for faculty members to take undergraduate courses. M. Stiegemeyer, Deputy Registrar, Undergraduate Recruitment and Admissions, noted that the language in the proposed policy was unchanged from the previous policy.

An Official Observer raised a concern regarding possible consideration of Foundation year program titles, since using the same name for different types of academic programs found across the country may cause confusion. It was noted that internationally this program is known under the proposed name.

An Official Observer noted that the preamble to items at Senate are important in providing Senators contextual information. S. Lewis noted that in this particular item track changes, which are typically used, would not reflect the changes appropriately given that the policy consolidates eleven admissions policies.

F. Strzelczyk acknowledged a high demand for Foundation Year programs but confirmed no decisions have been made yet.

A Senator expressed concerns about the potential approval of policies that incorporate a program that has not yet been finalized. F. Strzelczyk stated it is important to address these concerns and ensure that any approved policies are based on clear and well-defined programs to avoid ambiguity and potential negative consequences. The policy was amended to remove admission to the Foundation Year.

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2023, an "Undergraduate Degree Admissions" policy be introduced in Item 7.1 as amended, and
>
> That effective September 1, 2023, the following admissions policies be rescinded:

- Admission of Students from Provinces other than Ontario
- Offers of Admission, Deferred Registration
- Transfer Credit for Courses Taken at Other Universities
- Colleges of Applied Arts and Technology (CAATs)
- International Applicants' Admission Requirements
- Ontario Applicants: General Admission Requirements to Western's Programs and Credit Acceptable
- Admission Fraud
- English Language Proficiency – Admission Requirement
- Mature Student Applicants
- UWO Faculty – Admission
- Deadlines: General Policies on Admission and Application Deadlines

CARRIED

S.23-110   **REPORT OF THE UNIVERSITY RESEARCH BOARD**

B. Neff, Acting Vice-President (Research) provided a brief overview on the diverse range of activities encompassed by Western Research. He acknowledged the outstanding achievements and numerous accolades that Western's research community have earned. The presentation is attached to the minutes as Appendix "C".

As a follow up to the previous Senate meeting, B. Neff provided an update regarding research security. He informed Senate that the search for a research security officer is underway. Also, Public Safety Canada expected to release a list that details companies and institutions with whom we will no longer be able to partner, and provide guidance on that matter.

An Official Observer raised a clarification question as to whether the responsibilities associated with the newly created position at the VPR office could be highlighted. B. Neff advised that the role is expected to support faculty in navigating research security, including for grants and seeking partnerships.

In response to a clarification question from a Senator regarding the current research

partnerships. B. Neff noted that Western's level of engagement in research with China is comparatively low than other Universities in U15.

In response to a question from a Senator B. Neff highlighted the significance of granting autonomy in research partnerships and to continuing meaningful dialogue.
In response to a suggestion of establishing a training program for ground level researchers in the context of the mitigation of security concerns, B. Neff noted that further action on this matter would be taken once more information is obtained from CSIS and a suitable professional is recruited. As part of this project, a research security webpage is also being developed.

A Senator raised a clarification question regarding the list of potential partnerships that could pose a risk to national security. B. Neff mentioned the absence of clarity regarding the specifics of this list and acknowledged the significance of conducting diligent and focused risk assessment to ensure the protection of national security.

S.23-111   **CONSENT AGENDA ITEMS**

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

S.23-112   The following items reported through the OAC were received for information by unanimous consent:
- ITEM 12.1(a) – Senate Membership – Vacancies Filled by Appointment
- ITEM 12.1(b) – Schedule of Ceremonies – Autumn Convocation 2023 (#322)

S.23-113   **REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY**

ITEM 12.2(a) – Revisions to the Policy on "Admission – Education"

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2023, the policy on "Admission – Education" be revised as shown in Item 12.2(a).

CARRIED BY UNANIMOUS CONSENT

S.23-114   **ITEM 12.2(b) – Revisions to the Policy on "Progression Requirements – Law"**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2023, the policy on "Progression Requirements – Law" be revised as shown in Item 12.2(b).

CARRIED BY UNANIMOUS CONSENT

S.23-115   **ITEM 12.2(c) – Revisions to the "Academic Records and Student Transcripts" Policy**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2022, the "Academic Records and Student Transcripts" policy be revised as shown in Item 12.2(c).

CARRIED BY UNANIMOUS CONSENT

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)

S.23-116   **ITEM 12.3(a) – Faculty of Engineering, Department of Chemical and Biochemical Engineering and Brescia University College: Introduction of a Combined Degree Program in Chemical Engineering and Foods and Nutrition (Option H)**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that effective September 1, 2023, a combined degree program in Chemical Engineering and Foods and Nutrition (Option H) be introduced by the Faculty of Engineering, Department of Chemical and Biochemical Engineering and Brescia University College, as shown in Item 12.3(a).

CARRIED BY UNANIMOUS CONSENT

S.23-117   **ITEM 12.3(b)(i) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Program Requirements of the Regular Pathway for the Compressed Time Frame Bachelor of Science in Nursing (BScN)**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that effective September 1, 2023, the program requirements of the regular pathway for the Compressed Time Frame Bachelor of Science in Nursing (BScN), offered by the Arthur Labatt Family School of Nursing in the Faculty of Health Sciences, be revised as shown in Item 12.3(b)(i).

CARRIED BY UNANIMOUS CONSENT

S.23-118   **ITEM 12.3(b)(ii) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Program Requirements of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN)**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that effective September 1, 2023, the program requirements of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), offered by the Arthur Labatt Family School of Nursing in the Faculty of Health Sciences, be revised as shown in Item 12.3(b)(ii).

CARRIED BY UNANIMOUS CONSENT

S.23-119   **ITEM 12.3(c) – Faculty of Social Science, Department of History:Withdrawal of the Major and Minor in Jewish Studies on Main Campus**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that effective September 1, 2023, admission to the Major and Minor in Jewish Studies, offered by the Department of History in the Faculty of Social Science, be discontinued, and

> That students currently enrolled in the modules be permitted to graduate upon fulfilment of the module requirements by August 31, 2027, and

> That the modules be withdrawn effective September 1, 2027.

CARRIED BY UNANIMOUS CONSENT

S.23-120   **ITEM 12.3(d) – Huron University College: Introduction of a Minor in Entrepreneurship**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that effective September 1, 2023, a Minor in Entrepreneurship be introduced by Huron University College as shown in Item 12.3(d).

CARRIED BY UNANIMOUS CONSENT

S.23-121   **ITEM 12.3(e)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Doctor of Musical Arts (DMA) in Performance**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Doctor of Musical Arts (DMA) in Performance be revised as shown in Item 12.3(e)(i).

CARRIED BY UNANIMOUS CONSENT

S.23-122   **ITEM 12.3(e)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Science (MSc) (Thesis-based) and Doctor of Philosophy (PhD) in Microbiology and Immunology**

It was moved by S. Burke, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Master of Science (MSc) (thesis-based) and Doctor of Philosophy (PhD) in Microbiology and Immunology be revised as shown in Item 12.3(e)(ii).

CARRIED BY UNANIMOUS CONSENT

S.23-123   **ITEM 12.3(e)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Dentistry (MCID) in Orthodontics**

It was moved by S. Burke, seconded by L. Henderson,

That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Master of Clinical Dentistry (MCID) in Orthodontics be revised as shown in Item 12.3(e)(iii).

CARRIED BY UNANIMOUS CONSENT

S.23-124   **ITEM 12.3(e)(iv) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Theology at Huron University College**

It was moved by S. Burke, seconded by L. Henderson,

That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Master of Arts (MA) in Theology at Huron University College be revised as shown in Item 12.3(e)(iv).

CARRIED BY UNANIMOUS CONSENT

S.23-125   **Information Items Reported by the Senate Committee on Academic Policy and Awards on Unanimous Consent**

- ITEM 12.3(f) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review of the Undergraduate Program in Medieval Studies

- ITEM 12.3(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Electrical and Computer Engineering, Master of Management of Applied Science, and Food and Nutritional Sciences (Brescia University College)

- ITEM 12.3(h) – New Scholarships, Awards and Prizes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.23-126   **Information Items Reported by the Senate Committee on University Planning**

- ITEM 12.4(a) – Annual Report of the Working Group on Information Security (WGIS)

- ITEM 12.4(b) – Reports on Promotion, Tenure and Continuing Appointment

S.23-127 **Information Items Reported by the Honorary Degrees Committee:**

- Honorary Degree Recipients- Spring 2023

S.23-128 **ANNOUNCEMENTS AND COMMUNICATIONS**

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

- ITEM 12.6(a) – Election Results – Senate Committees

S.23-129 **ITEMS REMOVED FROM THE CONSENT AGENDA**

12.4(a) Annual Report of the Working Group on Information Security (WGIS)

A Senator requested this item be removed from the Consent Agenda to seek clarification on questions related to the mitigation strategies and measures employed by Western to address cyber security threats.

M. Daley, Chief Digital Officer, commented on the replacement for SpamTrap and adoption of CrowdStrike software which helps effectively enhance security measures by monitoring and detecting real-time security breaches. He emphasized that work on the campus cyber security awareness is ongoing, especially with the first-year students and commented on the efforts to improve student completion rates for training. Additionally, M. Daley addressed a clarification question regarding the "Crown Jewels" protocol system.

S.23-130 **DISCUSSION AND QUESTION PERIOD**

Without removing Item 12.2(a) from the Consent Agenda, a clarification question was raised as to whether the information regarding the admission for athletes could be provided to Senate.

S. Lewis provided comments on the program details and its primary purposes.

The full text of questions submitted in advance of the meeting were posted in the Agenda at Item 14.0 prior to the meeting. The questions and responses are summarized below.

1. A Senator raised a concern as to whether Western is undervaluing its naming rights for Faculties and buildings in comparison to other Universities.

   J. O'Hagan, Vice-President, University Advancement, in response to the question corrected the data provided and mentioned that the donation for Schulich School of Medicine & Dentistry was $26M. He further described the rationale and benefits of the donations. J. O'Hagan noted that any naming opportunities could be implemented only after obtaining approval from the Board of Governors. Additionally, it was noted that the naming policy would be revised.

2. In response to a clarification question the President commented on the work of the search

committee to select the next Chancellor and stated the announcement will be made in June.

ADJOURNMENT

The meeting adjourned at 3:29 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

1

Western in the World:
Global engagement plan 2023-2030

Presentation to Senate
May 19, 2023

2

GEP consultation process

- Robust, broad, and inclusive process from January to May 2023

- Feedback from more than 800 students, faculty, staff, alumni, community members, and global partners

- GEP Steering Committee
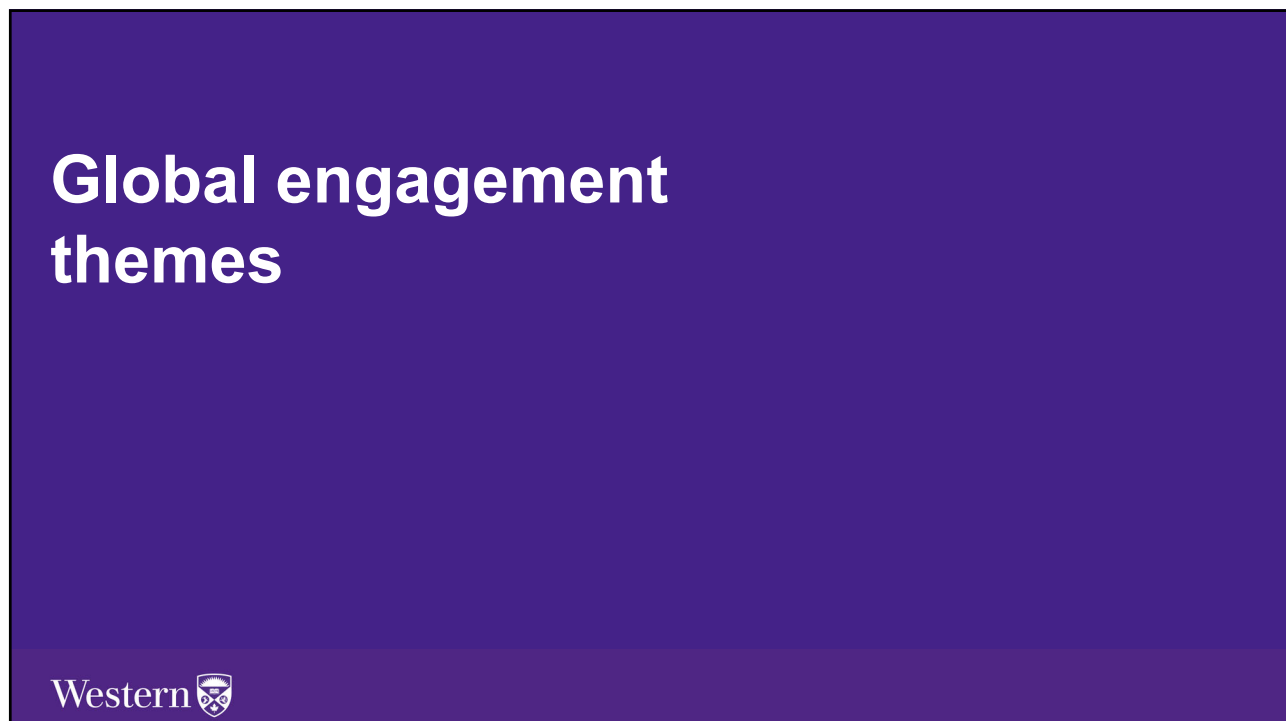 - 25 members with broad Faculty and Support Unit representation

Western

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GEP Steering Committee

- **Florentine Strzelczyk** – Provost & Vice-President (Academic)
- **Bryan Neff** – Acting Vice-President (Research) (co-chair)
- **Temi Akin-Aina** – Associate Vice-President (Alumni Relations)
- **Isola Ajiferuke** – Associate Professor, Faculty of Information & Media Studies
- **Althea Blackburn-Evans** – Chief Communications Officer
- **Stephanie Brooks** – Chief Administrative Officer, Ivey Business School
- **Jacquelyn Burkell** – Associate Vice-President (Research)
- **Ruban Chelladurai** – Associate Vice-President (Planning & Budgeting)
- **Colin Couchman** – Chief Data Officer
- **Jennifer Davila** – Director of Administration, Faculty of Education
- **Matt Davison** – Dean, Faculty of Science
- **John Doerksen** – Vice-Provost (Students)

- **Jayne Garland** – Dean, Faculty of Health Sciences
- **Rachel Halaney** – Executive Director, Dean's Office (Schulich School of Medicine & Dentistry)
- **Nicholas Harney** – Dean, Faculty of Social Science
- **Silke Klenk** – Director, Internationalization (Schulich School of Medicine & Dentistry)
- **Lise Laporte** – Senior Director, Western International
- **Lisa Latif** – University Registrar (Acting)
- **Susan Lewis** – Vice-Provost (Academic Programs)
- **Linda Miller** – Vice-Provost (Graduate & Postdoctoral Studies)
- **David Muir** – Associate Vice-President (Innovation & Strategic Partnerships)
- **Jan Plug** – Acting Dean, Faculty of Arts & Humanities
- **Athanasios Psygkas** – Associate Professor, Faculty of Law
- **Abdallah Shami** – Professor, Faculty of Engineering

Western

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Values

Integrity

Mutual Benefit & Respect

Equity & Inclusion

Sustainability

Mission

Positively influence lives throughout the world by:

- Educating global citizens—preparing students, faculty, and staff for success and impact around the world.

- Sharing Western's strengths and expertise through international collaborative research and partnerships, enabling others to achieve their goals while collectively learning new ways of knowing, being, and doing.

Vision

Transforming global engagement into impact, towards a more sustainable, just, and inclusive society

Western 🛡️

5

Global engagement themes

Western 🛡️

6

21

3

Theme 1 | **Expand Western's global range**

- Strengthen and expand equitable and reciprocal partnerships across the globe

- Leverage the participation of our globally engaged alumni community worldwide

Western🛡️

7

Theme 2 | **Accelerate the value of global citizenship**

- Increase, diversify, and support Western's international student community

- Offer an education that is rich in intercultural and immersive learning, research, and community engagement opportunities

- Expand global mobility experiences for the Western community to spur their professional growth, cultural competency, and networking

Western🛡️

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Theme 3 | **Amplify Western's global impact**

- Advance transformative research and innovation

- Facilitate research and innovation in Western's areas of strength and expertise that contributes to advancing the UN Sustainable Development Goals.

Western

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Theme 4 | **Enable Western's capacity for global success**

- Invest in people, processes, and resources

- Invest in value-added technology, systems, and infrastructure to advance global engagement

- Raise awareness at home and abroad about Western's commitment to working with partners across the globe to solve global challenges

Western

10

23

Metrics and Measures

- Implementation/action plan

  - Specific metrics for each strategy

  - Accountabilities

  - Projected timelines over the course of the plan

  - June/July with leaders and stakeholders

Western 🛡️

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GEP timeline and next steps

- May 19 – 28: discussion and feedback

- May 29: SCUP

- June 9: Senate

- June 26: GEP community launch

- June 29: Board of Governors

- July/August: Implementation plan

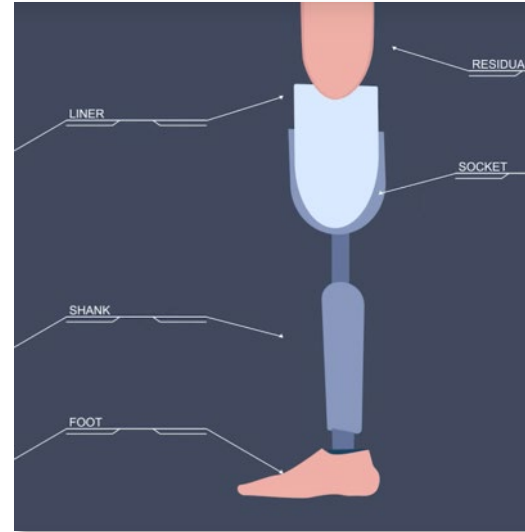Western 🛡️

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Vice-President (Research) Updates

Seven Canada
Research Chairs
Appointed

Western Research
Scholars Academy
Launches

Medical Innovation
Fellowship Graduates
Win Grand Prize

Western Academy for
Advanced Research:
Third Theme Selected

Western

Research Security

Waterloo: has severed ties with Huawei

Western: ongoing review of relationships

Public Safety Canada expected to release list

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

There is no business arising at this time.

Western 🛡

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: June 2, 2023

Re: Monthly report for June 2023

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of May 21, 2023. I also want to thank Prof. Sophie Roland for serving as Chair of Senate this month during my absence.

Western tops Canadian universities in latest global sustainability ranking: Western is a leader once again in the [Times Higher Education](#) [2023 Impact Rankings](#) which measure universities working toward the United Nations Sustainable Development Goals. Western scored 95.8 out of 100 and ranked ninth in the world overall among over 1,700 universities. The 2023 rankings analyzed the highest number of participating institutions since the survey began five years ago. Western ranked first in Canada on anti-poverty initiatives, second on decent work and economic growth, and tied for second on industry, innovation and infrastructure. The three high national rankings cement Western's place among the world's top universities. It's encouraging to see this latest recognition and validation of our sustainability work—a reflection of the strong collective commitment our community has to ensuring our teaching, research and campus operations place a priority on addressing global issues.

Western Research launches new mentorship network: Co-designed with its participants, the new [Western Research Scholars Academy](#) is now offering opportunities for faculty members to develop new skills and to network with colleagues and academic leaders across campus and beyond. The new program aims to build interdisciplinary and international connections among experts while deepening EDI-D principles in research. The inaugural cohort includes twenty Canada Research Chairs, including colleagues who self-identify as members of equity-deserving groups. Participants are paired with senior mentors who are recognized as leaders in their field, including individuals from Harvard, McGill, and the University of Hamburg. The initiative is one of several projects recently supported by the [Strategic Priorities Fund](#).

Ivey executive education ranked tops in Canada: For the fourth consecutive year, the *Financial Times* has placed Ivey's executive education first in its class among Canadian business schools. Ivey finished first in 13 of 14 categories, including excellence in faculty, location, teaching methods, materials, and preparation. The survey places significant weight on feedback provided by corporate clients and program participants.

Gearing up for spring convocation: I'm delighted to report that over 5,000 graduands are registered to attend convocation ceremonies this month, and over 500 volunteers have signed-up to ensure our celebration is a success. For more information on the schedule and honorary degree recipients, please visit https://www.uwo.ca/univsec/senate/convocation/

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

- **Greg Kopp** (Civil & Environmental Engineering) awarded the Davenport Medal from the International Association of Wind Engineering for his outstanding contributions to the field of wind engineering.

- **Barb MacQuarrie**, Community Director of Western's Centre for Research & Education on Violence Against Women & Children, awarded a $2M contract with *Employment & Social Development Canada* to improve access to tools aimed at creating safer workplaces and supporting workers who experience violence and harassment.

- An interdisciplinary team of sixteen Western faculty and staff members led by **Katrina Moser** (Chair, Geography & Environment) named recipients of the *Desire2Learn Innovation in Teaching & Learning Award* by the *Society for Teaching & Learning in Higher Education* for team's creation of a new course titled *Connecting for Climate Change Action*.

- An interdisciplinary team led by Brain & Mind Institute colleagues **Lisa Saksida** and **Tim Bussey** awarded a $1.46M grant from the *Canada Brain Research Fund* for their Mouse Translation Research Accelerator Platform project which aims to improve drug development and testing for neurodegenerative diseases.

- An interdisciplinary team led by **Emma Duerden** (Education) awarded a $1.3M grant from the *Canada Brain Research Fund* for their 'SPRINT' project which is exploring how functional near-infrared spectroscopy can be used at bedside in the diagnosis and treatment of brain injury.

- **Joshua Pearce** (Ivey and Electrical & Computer Engineering) awarded $1M from the Weston Foundation Homegrown Innovation Challenge competition, supporting his work to develop tools and technologies related to sustainable farming.

- A total of fifteen projects led by Western faculty awarded over $6.75M in grants from the *Canadian Institutes of Health Research* and various competitions facilitated by the *Natural Sciences & Engineering Research Council*.

- **Alissa Centivany** (FIMS), **Aaron Ward** (Medical Biophysics), **Osvaldo Espin-Garcia** (Epidemiology & Biostatistics, and **Xianbin Wang** (Electrical & Computer Engineering) awarded a total of $1M in grants from Canada's *New Frontiers Research Excellence Fund*.

- **Alan MacEachern** (History) named co-recipient of the *2023 Charlottetown Heritage Day Award* for his book *The Summer Trade: A History of Tourism on Prince Edward Island*.

- Anthropology PhD candidate **Tamara Britton** named top-25 finalist of the *Social Sciences & Humanities Research Council's Storytellers Challenge* for her study of people, nonhuman primates, and bamboo in the Pacoche Wildlife Refuge in Ecuador.

- Paper by Psychology MA candidate **Thipiga Sivayoganathan** *(Trends in population characteristics associated with mental health service use among youth and emerging adults in Canada from 2011 to 2016)* named Editor's Choice by Canadian Journal of Public Health.

- BMus student **Sophia Daunt** won the Trophy and Open classes in the *London Kiwanis Music Festival*, and was named first-place overall in the Rose Bowl competition.

- Second-year Law students **Anthony Crudo**, **Hannah Herrington**, and **Dylan Romero-Marshall** appointed 2023-25 *Sport Solution Program Managers*, founded by AthletesCAN to support Canada's national team athletes resolve and prevent legal conflicts in sport.

- HBA student **Molly Chen** awarded a Futures Fund Scholarship from *Canada's Outstanding CEO of the Year*, recognizing her leadership as the co-founder of Expand Youth Society, a non-profit that helps youth gain transferrable skills.

- *The Western Academy for Advance Research* has selected its next two research themes: *Nature-Inspired Solutions for Carbon Transformation*, led by **Chris DeGroot** (Mechanical & Materials Engineering), joined by colleagues **Naomi Klinghoffer** (Chemical & Biochemical Engineering) and **Elizabeth Webb** (Earth Sciences); and *Interdisciplinary Research to Address Technical & Social Barriers in Smart Cities & Communities*, led by **Ayan Sadhu** (Civil & Environmental Engineering), joined by colleagues **Abdallah Shami** (Electrical & Computer Engineering) and **Anabel Quan-Haase** (FIMS). Combined, the two new projects will also engage experts from Italy, Australia, France, and the UK.

- Visiting Elder **Myrna Kicknosway** (Office of Indigenous Initiatives) conferred an honorary Doctor of Laws degree from the University of Windsor.

Leadership update: Work of the selection for our next Vice-Provost (Graduate & Postdoctoral Studies) is nearing completion. Meanwhile, review/selection committees are currently, or will

soon be, underway for the Vice-Provost & Chief Librarian, the Deans of Engineering and the Ivey Business School, and our next Director of the McIntosh Gallery. The search for our next Dean of Arts & Humanities is on pause till the fall.

ITEM 4.0 - Report of the Provost

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

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

ITEM 6.1 – Selection/Review Committee for the Vice-Provost and Chief Librarian

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Composition: A committee to select a Vice-Provost and Chief Librarian shall consist of:

- the Provost & Vice-President (Academic), who shall be Chair

- the Vice-President (Research)

- the Vice-Provost (Graduate & Postdoctoral Studies)

- 3 members of the full-time library staff, one of whom must be a professional librarian, elected by the full-time library staff (e)

- 3 members of faculty and 1 student, elected by Senate

Required: Three (3) members of faculty and one (1) student

Nominees: _____Manina Jones (AH)_____   (Faculty)

_____Donna Kotsopoulos (Edu)_____   (Faculty)

_____Sophie Roland (Music)_____   (Faculty)

_____Matheus Sanita Lima_____   (Student)

ITEM 7.1 – Introduction of an "Interdisciplinary Combined PhD Option" Policy

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective July 1, 2023, an "Interdisciplinary Combined PhD Option" policy be introduced as shown in Item 7.1.

EXECUTIVE SUMMARY:

Many current and emerging areas of research/professional practice are at the intersection of existing disciplines. Advanced knowledge and research expertise that spans disciplinary boundaries is needed to effectively respond to emerging social and scientific needs. In addition, students are increasingly seeking interdisciplinary opportunities to leverage their research interests and to broaden their career options.

The creation of new interdisciplinary programs would not provide the flexibility or responsiveness to address these growing needs and would limit students to predetermined interdisciplinary needs. Ideally, interdisciplinary graduate education must include the flexibility to support unique combinations of disciplines to enable students to acquire both the depth of disciplinary learning expected at the doctoral level and the synthesis of knowledge across disciplines to produce scholars equipped to focus on increasingly complex challenges.

This combined PhD option will be unique in Canada and will provide an innovative and competitive advantage for Western in the recruitment of outstanding, innovative doctoral candidates.

ATTACHMENT(S):

Interdisciplinary Combined PhD Option

Procedures for the Interdisciplinary Combined PhD Option (for information)

Interdisciplinary Combined PhD Option

Policy Category:	Registration
Subject:	Interdisciplinary Combined PhD Option
Subsections:	Definitions; Rationale for an Interdisciplinary Combined PhD Option; Program Structure; Enrolling in an Interdisciplinary Combined PhD Option; Inclusion on Transcripts and Degrees
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedures for the Interdisciplinary Combined PhD Option
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate and Postdoctoral Studies)
Related Policies:	*
Effective Date:	July 1, 2023
Supersedes:	(NEW)

_____

A Western Interdisciplinary Combined PhD entails the completion of the combined degree requirements of two Western doctoral programs simultaneously under the supervision of a faculty member from each program.

DEFINTIONS

Home Program: For the purposes of the Interdisciplinary Combined PhD Degree Agreement Form, "Home Program" will refer to the graduate program that has administrative responsibility for the student, including providing work/office space, assignment of GTAships, completion of annual progress reports, etc.

Interdisciplinary Combined PhD Option

The Home Program is also the "fall-back" program in the event that the student wishes to discontinue in the combined option.

Partnering Program: For the purposes of the Interdisciplinary Combined PhD Degree Agreement Form, "Partnering Program" will refer to the second graduate program.

1. **Rationale for an Interdisciplinary Combined PhD Option**

   1.1. Many current and emerging areas of research and professional practice are at the intersection of existing disciplines.

   1.2. Advanced knowledge and research expertise that spans disciplinary boundaries is needed to effectively respond to emerging cultural, social, and scientific needs.

   1.3. The creation of new interdisciplinary graduate programs would not provide the flexibility or responsiveness required to address these growing needs.

   1.4. This option will be unique in Canada and will provide an innovative and competitive advantage for Western and its graduates.

2. **Program Structure**

   2.1. The student will have two supervisors - one from each graduate program. In exceptional circumstances, a single supervisor, with doctoral membership in both programs may be approved by the School of Graduate and Postdoctoral Studies (SGPS), conditional upon the supervisory committee representing both programs.

   2.2. One of the two programs will be identified as the "Home Program" for the purpose of registration and administration.

   2.3. Programs are encouraged to "share" or "merge" some of their usual requirements.
      o For example, a required course in one program can also be counted as an optional or elective course in the second program.

   2.4. One thesis is to be completed; the thesis must meet the expectations of both programs, the content of the thesis should represent a blending of the disciplines.

   2.5. The composition of the examining board for the dissertation will include representation of both participating programs and disciplines.
      o Some variation from the usual PhD Examination Board structure may be needed to achieve this; such variation must be approved by SGPS.

2.6.   The student's individual program (structured to support completion in 4 years) must be determined and agreed upon by the two programs normally no later than by the second term, including:
   o   All courses to be completed to meet the learning outcomes of both programs
   o   The nature and timing of comprehensive(s) to satisfy both programs (if feasible, the comprehensive exam requirements of the two programs can be merged into one exam)
   o   Any additional milestones required to meet the learning outcomes of both programs
   o   The topic of the dissertation/research

3.   **Enrolling in an Interdisciplinary Combined PhD Option**

3.1.   The student is accepted first into a "Home Program" and then requests admission to the "Partnering Program" ideally before the beginning but no later than by the second term after beginning in the "Home Program".
   o   The student must meet the entrance requirements of both graduate programs and must be admitted by both programs.

3.2.   Following completion and approval of the "Interdisciplinary Combined PhD Degree Agreement" and admission to the Partnering Program, the student is transferred into the combined degree program.
   o   Normally the Interdisciplinary Combined PhD Agreement will be completed prior to the student's first term of registration but no later than two terms into the student's registration in the Home Program.

3.3.   The student must have a supervisor who holds doctoral membership in each of the programs who is willing to supervise the student in the Interdisciplinary Combined PhD option.

4.   **Inclusion on Transcripts and Degrees**

4.1.   One degree/parchment will be awarded; it will list both graduate programs.

4.2.   The student's transcript will note registration in both graduate programs, with one degree awarded upon completion of all requirements.

4.3.   The student's transcript will read under "Academic Program History":
   Program: Home Program
   Plan: Interdisciplinary Combined Doctor of Philosophy
                 Home Program and Partnering Program
   Status: Active in Program (or later, "Completed Program")

4.4.   The final degree awarded will appear on the parchment as: DOCTOR OF PHILOSOPHY, *Home Program* and *Partnering Program*

**Senate Academic Policies
Procedures**

Procedures for the Interdisciplinary Combined PhD Option

The creation of an Interdisciplinary Combined PhD Option requires completing the Interdisciplinary Combined PhD Degree Agreement form. This procedure document serves to clarify and provide direction for doing so, as well as to highlight important considerations.

The following table provides comments and additional considerations for each of the subsections of the Interdisciplinary Combined PhD Degree Agreement form:

Subsection	Comments & considerations
Student name:	(No additional comments)
Entrance requirements:	• The student is accepted first into the Home Program and then applies for admission to the Partnering Program. • The student must meet the entrance requirements of both programs and must be admitted by both programs. • If there is a variation from the normal requirements (e.g., if one Program is allowing a variation from their usual requirements), describe the variation.
Duration of degree:	• Interdisciplinary Combined Program duration is 4 years • If the student is expected to exceed the normal 4 year duration with an additional year, describe later in the funding section how the student will be supported financially for the additional year.
Supervisory committee structure:	• The structure of the supervisory committee for the Interdisciplinary Combined Program may vary from the structure of each of the participating program. • Such variation must be clearly described and must be in alignment with SGPS Regulations.
Course and milestone requirements:	• List the courses and milestones required for the combined program. • Describe how the course requirements of the two programs will be combined or varied. • If any courses or milestones will be required beyond the usual requirements of either program, they must be listed, along with any recommended or required timing of when such additional courses or milestones should be completed.

Procedures for the Interdisciplinary Combined PhD Option

Subsection	Comments & considerations
Comprehensive examination(s) / Candidacy Examination milestones:	• Ideally, the student should not be required to complete the comprehensive exam requirements of both programs separately. • Rather, efforts should be made to combine or blend the requirements in a manner that supports the learning expectations of each program while avoiding separate comprehensive examinations.
Additional program requirements:	• Describe how any of the additional requirements from either program may be combined or waived for the <u>Interdisciplinary</u> Combined PhD Program. • In combining or waiving any additional requirements, information should be provided to explain how the learning expectations of the two programs will still be met. • Mandatory lab or safety training cannot be waived.
Thesis requirements:	• All thesis submission and examination related forms must be completed and submitted to SGPS by the Home Program. • Composition and approval of the thesis examination board, the public lecture, and examination date will be administered by the Home Program, in consultation with the Partnering Program.
Thesis examination committee format:	• Some variation from SGPS Regulations is expected in order to ensure that the examination board appropriate represents the research conducted in the Interdisciplinary Combined PhD Program. • However, it is strongly encouraged that the examination board not include more than one additional member (i.e., the usual PhD examination board includes 4 examiners; the Interdisciplinary Combined PhD examination board should not exceed 5 members).
Supervisor(s):	• Supervisors, one from each program, are required for the combined program. • The supervisor from the Home Program will have responsibility for ensuring that annual progress reports are submitted via the Home Program and for ensuring that thesis submission and examination forms are submitted to SGPS.
Funding and Teaching Assistantship:	• Detail the funding commitments from each Program (eg, GTAships, scholarships, Graduate Fellowships), breaking the details down by year if the funding sources are expected to change on a yearly basis. • Although the Partnering Program should reasonably contribute to the student's funding package, the Home

Procedures for the Interdisciplinary Combined PhD Option

Subsection	Comments & considerations
	Program has ultimate responsibility for the student's funding. • If one program has a higher funding level, the student should receive the higher level, shared appropriately by Home and Partner Programs.

Procedures for the Interdisciplinary Combined PhD Option

APPENDIX A

Interdisciplinary Combined PhD Degree Agreement Form

	Home Program	Partnering Program	Interdisciplinary Combined Program
Student Name: _____			
Entrance requirements:			
Duration of degree:			
Supervisory committee structure:			
Course and milestone requirements:			
Comprehensive examination(s) / Candidacy Examination milestones and format:			
Additional program requirements:			
Thesis requirements:			
Thesis examination committee and format:			
Supervisor(s):			
Funding and Teaching Assistantship:			

Procedures for the Interdisciplinary Combined PhD Option

APPROVALS:

Student			
	Student: Name	Student: Signature	Date
Home Program			
	Supervisor: Name	Supervisor: Signature	Date
Home Program			
	Graduate Chair: Name	Graduate Chair: Signature	Date
Partnering Program			
	Supervisor: Name	Supervisor: Signature	Date
Partnering Program			
	Graduate Chair: Name	Graduate Chair: Signature	Date
Home Program			
	Associate Dean-Graduate: Name	Associate Dean-Graduate: Signature	Date
Partnering Program *(if different from Home)*			
	Associate Dean-Graduate: Name	Associate Dean-Graduate: Signature	Date
SGPS			
	Vice-Provost: Name	Vice-Provost: Signature	Date

ITEM 7.2 – Revisions to the "Accommodation for Religious Holidays" Policy

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2023, the "Accommodation for Religious Holidays" policy be revised as shown in Item 7.2.

EXECUTIVE SUMMARY:

The Senate Committee on Academic Policy is currently reviewing and prioritizing policies for update, as it looks for opportunities to enhance, streamline, and further align policy with our strategic plan *Towards Western at 150.*

Updates to the policy on Accommodation for Religious Holidays are now being brought forward with the following goals:
- to broaden the scope of the policy to include religious and spiritual observances and better align with the Ontario Human Rights Code;
- to streamline the process by establishing a set of pre-approved dates for religious and spiritual observances; and
- to create a request mechanism should a student's religious and spiritual observance lie outside the pre-approved dates.

The Office of Equity, Diversity, and Inclusion (EDI) and the Office of the Vice-Provost Academic Programs conducted an analysis and environmental scan of related policies at U15 institutions. The analysis revealed a gap between Western's current policy and the broader inclusion of spiritual and religious observances found at peer institutions. The Office of EDI, in consultation with religious and cultural communications, developed a list of 45 days for which some students may need accommodation (see attached Days of Significance). This list will be maintained and updated, as needed, by the Office of EDI on an ongoing basis. If a student's religious and spiritual observance is not on the current list, a student may make a request for accommodation to academic advising units so there is consistency at the Faculty level. The Office of EDI is available as a resource for consultation on requests that come forward.

ATTACHMENT(S):

Accommodation for Religious or Spiritual Observances

Procedures for the Policy on Accommodation for Religious or Spiritual Observances (for information)

Days of Significance (for information)

Western UNIVERSITY · CANADA

Accommodation for Religious or Spiritual Observances Holidays

Policy Category:	Rights and Responsibilities
Subject:	Accommodation for Religious or Spiritual Observances
Subsections:	Preamble; Policy; Final Exams
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedures for the Policy on Accommodation for Religious or Spiritual Observances
Officer(s) Responsible for Procedures:	Vice-Provost (Academic Programs)
Related Policies:	Examination Conflicts Structure of the Academic Year
Effective Date:	September 1, 2023
Supersedes:	August 2008

ACCOMMODATION OF STUDENT RELIGIOUS OR SPIRITUAL OBSERVANCES

Preamble

Western University is a community committed to equity, diversity and inclusion. We recognize that religious and spiritual observances of students may conflict with their academic responsibilities. Western University also accepts that beliefs by members of the same religious or spiritual group may engender different types of commitments for observance practices. In accordance with the principles of the Ontario Human Rights Code, which requires accommodations based on creed, this policy outlines how accommodations for the religious or spiritual observances of Western students will be determined.

Accommodation for Religious or Spiritual Observances

Policy

The University accepts the sincerely held beliefs of students at face value and accommodates students through this policy. In responding to notifications for accommodation, instructors will enable the observing student to meet the academic obligations of the course as presented in the course outline while ensuring academic integrity is maintained. It is the responsibility of the student to inform themselves about work done in classes from which they are absent.

The policy deals exclusively with academic requirements including, but not limited to, lectures, labs, tests, assignments, practicum, midterm examinations and final exams. Observance may restrict participation in course activities, including:

- Absence from class
- Absence from scheduled exams
- Absence from scheduled placement
- Unable to submit an assignment (a suggested accommodation would be to submit the assignment on the next business day)
- Temporary absence from class for daily prayers, fasting or breaking a fast during class
- Other required activities outlined in the course syllabus.

For purposes of this policy, the University has approved a list of dates which are recognized religious or spiritual observances which require members of those religions to be absent from the University; this list is maintained by the Office of Equity, Diversity, and Inclusion and is available online at Departmental, Deans' and Faculty advising offices. To minimize potential conflict between religious and spiritual observances and academic obligations, instructors may wish to consult this list prior to finalizing the course syllabus.

Final Exams

Final exams scheduled by the Office of the Registrar will not be scheduled on major religious holidays as stated in the Policy on the Structure of the Academic Year.

When scheduling unavoidably conflicts with religious holidays which a) require an absence from the University or b) prohibit or require certain activities (i.e., activities that would make it impossible for the student to satisfy the academic requirements scheduled on the day(s) involved), no student will be penalized for absence because of religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and instructor involved, they should consult the appropriate Department Chair and, if necessary, the student's Dean.

It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

Accommodation for Religious or Spiritual Observances

A student who, for either of the situations outlined in paragraph one above (a or b), is unable to write examinations and term tests on a Sabbath or Holy Day in a particular term shall give notice of this fact in writing to his or her course instructor and Dean as early as possible, but not later than two weeks prior to the writing of the examination.   In the case of mid-term tests, such notification is to be given in writing to the instructor as early as possible, but not later than one week prior to the writing of the test. If a Special Examination is offered as an alternative means to satisfy the academic requirements, the instructor(s) in the case of mid-term tests, and the dean in the case of mid-year and Spring final examinations, will arrange for special examination(s) to be written at another time. In the case of mid-year and Spring final examinations, the accommodation must occur no later than one month after the end of the examination period involved. It is mandatory that students seeking accommodations under this policy give notification before the deadlines and that the Faculty accommodate these requests.

For purposes of this policy, the University has approved a list of dates which are recognized religious holidays which require members of those religions to be absent from the University; this list is updated annually and is available at Departmental, Deans' and Faculty advising offices.

Notes:

The Calendar of Religious Accommodation issued by Western's Equity and Human Rights Services is at:
http://multiculturalcalendar.com/ecal/index.php?s=c-univwo

![Western University Canada logo]

**Procedures for the Policy on Accommodation for
Religious or Spiritual Observances**

Procedure for Notifications

To give instructors adequate time, students should notify instructors of the need for accommodation at least two weeks in advance of the date published on the approved list of dates.

In cases where the absence coincides with an assessment or other course requirement, these will be accommodated as indicated in the course syllabus. If the accommodation is not in the syllabus, students should contact the course instructor. Where a mutually agreed upon accommodation cannot be reached, students have the right to appeal as per Senate policy.

Procedure to Request an Accommodation for a Religious or Spiritual Observance not on the Approved List

In these cases, a student may request an accommodation through academic advising units. Such requests must be made at least two weeks in advance of the proposed absence. Students have the right to appeal as per Senate policy.

Day of Signifiance	Date for upcoming Academic Year
Ascension of the Baha'ullah (Baha'i)	May 29th 2024
Ash Wednesday	Feburary 14th 2024
Ashura (Islam)	July 17th 2024
Baisakhi (Hindu/ Sikh)	April 13 2024
Birth of Baha'u'llah (Baha'i)	October 17th 2024
Diwali	October 31st 2024
Dussehra (Hindu)	October 12th 2024
Easter (Orthodox)	May 5th 2024
Eid al-Adha	June 17th 2024 (Anticipated Day)
Eid-al-Fitr	April 9th 2024 (Anticipated Day)
Eid-Maulad-un-Nabi (Islam)	September 16th 2024
Epiphany	Janurary 6th 2024
Feast of the Nativity (Orthodox)	Septemebr 21st 2024
Passover	April 22 - 30 2024
Sukkot	October 16 - 23rd 2024
Good Friday	March 29th 2024
Good Friday (Orthodox)	May 3rd 2024
Hanukkah	December 25th 2024
Holi / Holla Maholla (Sikh, Hindu)	March 25th 2024
Imamat Day (Islam Ismaili)	July 11th 2024
Janmashtami (Hindu)	August 26th 2024
Lent (Orthodox)	Feburary 14th - 28th 2024
Losar	Feburary 10th 2024
Louis Riel Day (Metis)	Feburary 19th 2024
Lunar New Year	Feburary 10th 2024
Martyrdom of Guru Arjan Dev Ji	June 16th 2024
Maundy Thursday	March 28th 2024
Navrati	October 3rd - 9th 2024
Nowruz	March 19th 2024
Orthodox Christmas	Janurary 7th 2024
Purim	March 24th 2024
Ridvan	April 20th - May 2nd 2024
Ramadan	Sun, Mar 10, 2024 – Tue, Apr 9, 2024
Rosh Hashanah	October 2nd - 4th 2024
Shavuot	June 11th - 13 2024
Shemini Atzeret	October 24th 2024
Simchat Torah	October 25th 2024
Tisha B'av	August 13th 2024
Vaisakhi Puja	April 13th 2024
Wesak (Buddhist)	May 23 2024
Yom Kippur	October 12th 2024

ITEM 9.1 – Global Engagement Plan

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

RECOMMENDED: That Senate recommend the approval of Western's Global Engagement Plan to the Board of Governors.

EXECUTIVE SUMMARY:

In 2021, Western launched its Strategic Plan, *Towards Western at 150*, which asked each of us to think creatively and ambitiously about the university's future and how we can amplify our role in serving the public good. Emerging from that plan is an opportunity to strategically align our global engagement efforts, being purposeful in how we imagine ourselves within the global ecosystem of collaborators who are focused on making the world a better place.

Following months of consultations with more than 800 faculty members, students, staff, alumni, community members, and global partners*, Western in the World: Global Engagement Plan 2023-2030* emerged as our global engagement strategy to strengthen and transform Western's internationalization efforts.

Following approval of the global engagement strategy, an implementation plan will be created to guide the necessary steps to be taken to move the strategy forward.

ATTACHMENT(S):

Western in the World: Global Engagement Plan 2023 – 2030

 Western in the World: Global Engagement Plan 2023 – 2030 (brochure)

WESTERN IN THE WORLD:

Global Engagement Plan

Western
UNIVERSITY · CANADA

2023-2030

In 2021, Western launched its strategic plan, *Towards Western at 150*, which requires creative and ambitious thinking about the university's future and how we can amplify our role in serving the public good. Emerging from that plan is an opportunity to strategically align our global engagement efforts, being purposeful in how we imagine ourselves within the global ecosystem of collaborators who are focused on making the world a better place.

Following five months of consultations with more than 800 faculty members, students, staff, alumni, community members and global partners, *Western in the World* has emerged as our multi-year global engagement plan to strengthen and transform our internationalization efforts for greater impact, in pursuit of a more sustainable, just and inclusive society.

Guided by a values-based approach that prioritizes reciprocity and mutuality, we are committed to exploring not just how Western can make a positive difference in the world, but how people around the world can affect us as we learn and cultivate inclusive, diverse and sustainable practices.

What emerged from our consultations were four distinct but aligned themes that weave together to form our comprehensive and dynamic approach to global engagement:

1. **Expand Western's global range**
2. **Accelerate the value of global citizenship**
3. **Amplify Western's global research impact**
4. **Enable Western's capacity for global success**

This is not just a plan; it is an evolving roadmap that harnesses the current impacts and aspirational goals that comprise Western's global engagement today and into the future, creating a more focused, strategic and deliberate path forward. Like any ambitious journey, our route may come with unexpected challenges and exciting new opportunities that we are open to exploring. Over the coming months we will work to further refine and define our measures of success as we develop an implementation plan that encompasses timelines, accountabilities and focused metrics while keeping our communities informed of our progress.

Throughout our global engagement journey, we will all work together, amplifying, strengthening and accelerating the impacts and opportunities that will define Western's place in the world.

Alan Shepard, PhD
President and Vice-Chancellor

Florentine Strzelczyk, PhD
Provost and Vice-President (Academic)

VISION

Transforming global engagement into impact, towards a more sustainable, just and inclusive society.

MISSION

To positively influence lives throughout the world by:

» Educating global citizens by preparing students, faculty and staff for success and impact around the world.

» Sharing Western's strengths and expertise through international collaborative research and partnerships, enabling others to achieve their goals while collectively learning new ways of knowing, being, and doing.

VALUES

Integrity

Our words and actions are consistent, fostering trust and accountability.

Mutual Respect and Benefit

We acknowledge the space and privilege we occupy and strive to build connections that are respectful of, and welcoming to, what our partners contribute, creating reciprocal benefits that amplify creativity and impact.

Equity and Inclusion

Whenever and wherever we engage, we are respectful of diverse cultures, backgrounds and experiences. We are mindful of past actions that have caused harm and purposeful in our resolve to do and be better.

Sustainability

We are committed to environmentally, socially and economically responsible approaches that align with the United Nations Sustainable Development Goals (SDGs) and consider our long-term impact on the planet, the economy and society.

THEME ONE:
EXPAND WESTERN'S GLOBAL RANGE

Over the past 150 years, Western has earned a reputation as a world-class university that attracts top talent. As a university intent on making a difference in the world, Western will harness its areas of expertise and commit to collaborating and reciprocally sharing knowledge on the global stage.

Western's ability to engage globally has long been grounded in partnerships, such as our strong relationship with Radboud University in The Netherlands or our collaborative connections in East Africa through the Western Heads East project. Whether we are working to increase mobility opportunities, enable Western to become more diverse, or strengthen our research, by strategically focusing on developing new and equitable partnerships across the globe we will continue to co-create innovation pathways to accelerate progress and effect positive change.

WE WILL:

Western Heads East connects Western staff, students, and faculty with social enterprise partners in Africa to use probiotic food to support health and sustainable development. More than 150 students have completed internships with the program, and research partnerships have resulted in over 110 publications.

Western enjoys a deep and multi-layered partnership with **Radboud University** that includes:

- Research collaboration between the Donders Institute and Western's Brain and Mind Institute
- Undergraduate exchange programs with the Faculty of Law
- DAN Management Semester Abroad program
- A joint research collaboration fund

1 Strengthen and expand equitable and reciprocal partnerships across the globe by:

- Supporting established areas of global engagement (e.g., Australia, United States, and Europe) while leveraging opportunities in areas of existing global strength (e.g., Germany, United Kingdom and Sweden).
- Identifying and establishing mutually beneficial and aligned partnerships in new regions of emphasis* (Asia-Pacific, Sub-Saharan Africa, Latin America and the Middle East and North Africa), beginning with countries or regions where Western has an existing connection and then expanding outwards with future opportunities.
- Developing outreach strategies in partnership with trade commissioners for countries of focus to identify new opportunities for mutual growth in teaching, learning, and research.

To achieve this goal, we will create a strategic framework for partnership development that specifies regions and countries of emphasis, principles of engagement, objectives and outcomes, governance, institutional assistance, funding, responsibilities and performance indicators.

This will allow us to target the following measures of progress:

- » Establish regional advisory councils for each of the four new regions of emphasis.
- » Build two new super partnerships* per year, focusing on the four regions of emphasis.
- » Expand Western's global footprint by setting up a pop-up campus* in one of our four regions of emphasis in each of years three, four, and five of the global engagement plan.

2 Leverage the participation of our globally engaged alumni community worldwide by:

- Nurturing and enhancing the strong bond between alumni and the university through global alumni engagement initiatives and strategic volunteer recruitment.

This will allow us to target the following measures of progress:

- » Involve alumni in each of our regional advisory councils and other working groups, leveraging their expertise, networks and knowledge to enhance our partnerships and collaborations as well as engage more international students.
- » Engage international alumni and local alumni with international backgrounds from across faculties and schools as mentors, connectors, employers, experts and ambassadors for Western, increasing participation levels annually.

See Glossary on page 14

THEME TWO:

ACCELERATE THE VALUE OF GLOBAL CITIZENSHIP

Western is an institution with a rising global reputation. Twenty-five per cent of our faculty members come from outside of Canada and we want to grow and support an equally strong and diverse student body. We will create a more dynamic global campus that embraces diverse cultural norms and values, and thrives by incorporating multiple perspectives into how we teach, learn, and research.

A community rich in cultural diversity will enable the scientists, artists and entrepreneurs of tomorrow to drive social change and contribute to more equitable and sustainable solutions in our increasingly connected world.

WE WILL:

1 Increase, diversify and support Western's international student community by:

- Intensifying recruitment in regions of emphasis,* led by the Office of the Registrar, Western International and our faculties.
- Refining Western's international enrolment and admissions process including websites and digital pathways, as well as orientation and onboarding, to be responsive, informative and easy to navigate.
- Prioritizing fundraising activities and increasing resources to support international students.
- Collaborating with London community leaders, cultural communities, industry and academic partners to create a supportive community environment that welcomes international students and provides inclusive work-integrated learning experiences.
- Providing faculty, staff and international student advisors with the tools, resources and intercultural training they need to fully support international students.

- Strategically engaging current international students as ambassadors in their home country and as transition ambassadors here at Western.

This will allow us to target the following measures of progress:

» Increase international student enrolment to 20 per cent over the next five to seven years across as many programs as possible, focusing undergraduate recruitment efforts increasingly on regions of emphasis*.

» Increase international student enrolment in professional masters programs.

» Dedicate incremental international student tuition to international undergraduate bursaries.

» Make a new-to-Canada transition grant available to international students and postdoctoral scholars who come to Canada for the first time to study at Western.

» Increase international student acceptances, retention, satisfaction and graduation rates.

2 Offer quality education (SDG #4) that is rich in intercultural and immersive learning, research and community engagement opportunities by:

- Elevating opportunities for all students to participate in international and intercultural learning experiences, research projects, work integrated learning assignments and experiential learning.
- Internationalizing Western's curriculum, integrating intercultural, Indigenous, and global dimensions into new and revised programs and modules.
- Creating technology-enabled and blended global classrooms and learning spaces on campus to provide equitable access to immersive, cross-cultural learning and research experiences.

This will allow us to target the following measures of progress:

» Enable wider access to international experiences by increasing funding for Indigenous, underrepresented, low-income and other equity deserving student groups.

» Expand the number and quality of 'internationalization at home' options for students, including collaborative online international learning and virtual exchanges.

» Create Western Global Learning Micro-Credentials, a suite of learning opportunities to acquire cross-cultural literacies, critical ethical and global engagement skills, and other knowledge needed to live, work, contribute, and lead in an increasingly interconnected world.

3 Expand global mobility experiences for the Western community to spur their professional growth, cultural competency and networking by:

- Increasing the opportunities for faculty, graduate students and postdoctoral scholars to move, teach and conduct research across international borders.
- Fostering more opportunities for staff to broaden their intercultural awareness through Western's international exchange programs.

This will allow us to target the following measures of progress:

» Increase the number of funded faculty exchanges with partner universities.

» Leverage our relationships with international organizations and governments to increase the number of internationally funded postdoctoral scholars at Western.

» Increase the number of Western graduate students and postdoctoral scholars who participate in internationally funded opportunities abroad.

* See Glossary on page 14

AMPLIFY WESTERN'S GLOBAL RESEARCH IMPACT

The world continues to face a growing number of existential threats that societies must work collaboratively to solve. Research and innovation will be crucial in responding to environmental, social, economic and health challenges that transcend borders such as climate change, food security, disease management, pandemic preparedness, and social and racial inequalities, as expressed in the UNSDGs.

Fueled by our culture of inquiry and discovery, Western will be a key partner in the international research ecosystem, focused on addressing the most pressing challenges of our time while continuing to nurture and inspire the talent of tomorrow.

WE WILL:

Western Research Parks, one of Canada's leading science and technology parks, is the catalyst for commercialization, partnership development, research translation and entrepreneurial learning opportunities at Western University. For over three decades, Western Research Parks has served as a strong link between academics and commerce and is a key contributor to the movement of an idea or a discovery from concept to the marketplace. Western Research Parks include three locations on a total of 156 acres: Western Discovery Park, Western Advanced Manufacturing Park and Western Sarnia-Lambton Research Park. Western Research Parks currently houses 106 innovative companies, 1,319 knowledge-based employees and contributes nearly $100 million annually to our communities.

1 Advance transformative research and innovation by:

- Pursuing reciprocal and synergistic research collaborations with compatible international partners.
- Engaging in capacity-building research and training projects with new partners, particularly in the Global South.
- Co-creating at least two Global Research Coalitions*, aligned to Western research strengths and global areas of importance.
- Strengthening the translation, commercialization and exchange of research and innovation that Western produces in the four key regions of emphasis through WORLDiscoveries®* support in collaboration with our strategic partnerships group.
- Identifying and pursuing strategic funding opportunities, designed to leverage international granting opportunities.

- Collaborating in and engaging with local, regional and international Indigenous communities on community-engaged research.
- Incentivizing international doctoral training clusters with specific institutions in specific countries that accelerate graduate and postdoctoral training through workshops, mini-conferences and think tanks around specific research areas.
- Positioning Western as a convenor, global hub and talent magnet that attracts international researchers, organizations, governments, and industries to our campus.

This will allow us to target the following measures of progress:

» Increase Western publications that include an international collaborator from 46 to 50 per cent.

» Increase international research awards to 100 awards valued at a total of $15 million per year.

» Develop new opportunities to attract distinguished academics and sponsored visiting faculty and staff to spend time at Western and work with faculty and students on pressing research challenges from multidisciplinary perspectives.

» Increase the number of training opportunities for Highly Qualified Personnel.

» Attract and support two international research or private organizations (e.g., Max Planck Society, Genomics England) to develop a presence in Western Research Parks over the next five years.

» Leverage existing partnerships with foreign governments to attract more collaborations and affiliations (e.g., Ontario-Baden Wuerttemberg partnership.)

2 Facilitate research and innovation in Western's areas of strength and expertise that contributes to advancing the UNSDGs by:

- Continuing to leverage the power of cultural research and creative expression, empowering Western's many diverse local and international communities to co-create transformational change.
- Amplifying Western's role as a thought leader and influential voice on global and local challenges and solutions and contributing to public discourse and policy development related to the UNSDGs.
- Supporting globally displaced students and scholars in conjunction with international and national organizations (e.g., Scholars at Risk Network Canada, World University Service Canada and Scholar Rescue Fund).
- Tracking emerging areas of strength at Western in relation to the UNSDGs for future focus and investment.

This will allow us to target the following measures of progress:

» Rank Top 5 in the U15 for number of publications and publication impact for the UNSDGs with substantial research intensity at Western (Reduced Inequality SDG#10, Gender Equality SDG#5, Affordable and Clean Energy SDG#7, Peace, Justice and Strong Institutions SDG#16).

» Make available public reports detailing emissions, energy use, water use, EDI policy, strategy on sustainable procurement and sustainable investment.

» Support Industry, Innovation and Infrastructure (SDG#9) by achieving Top 5 U15 ranking for research income from business grants.

» Track participation in local, national and international policy consultations.

» Track public outreach and amplification on issues related to the UNSDGs (e.g., contributions to The Conversation).

See Glossary on page 14

Western International provides wrap-around support to more than 5,800 international students through immigration advising, social connection, personal-well-being supports, career development, community links, and more.

Additionally, Western International facilitates **international learning opportunities** (exchange, internships, study abroad, research and more), for more than 2,000 students each year.

THEME FOUR:
ENABLE WESTERN'S CAPACITY FOR GLOBAL SUCCESS

In our increasingly connected world, there are more opportunities than ever to harness global engagement for our collective benefit. For Western to successfully engage on the global stage, we need to strengthen our foundation and capacity here at home. Western will capitalize on its existing internationalization efforts, designing and aligning its governance processes, governing bodies and administrative units to enable students and faculty to participate fully in the opportunities that come from a globally engaged approach to their work.

WE WILL:

1 Invest in people, processes and resources by:

- Empowering Western International to support and enable global engagement activities including outbound and inbound missions, partner and membership stewardship, and advancement of consular/embassy and trade commission relationships.
- Developing a suite of global engagement grants that initiate new global partnerships whose success and growth is mapped and tracked through Western International.
- Streamlining international partnership and internship application and reporting processes to make it easier to establish partnerships.

This will allow us to target the following measures of progress:

» Convene a Global Engagement Working Group, chaired by the Vice-Provost International, that brings together leaders from research, advancement, recruitment, academic programs, and government relations with faculty stakeholders to advise on global engagement initiatives across campus and international opportunities within and beyond our region.

» Work with faculties and schools to create international awards for global engagement in research, teaching or partnership development as part of their faculty awards, to be recognized through Western International at a new annual awards celebration.

2 Invest in value-added technology, systems and infrastructure to advance global engagement by:

- Leveraging our strengths in the Centre for Teaching and Learning to support innovative teaching methods, global instruction and the development of global and cultural competency micro-credentials.
- Building the infrastructure for in-person and digital global hubs and spaces to advance Western's international teaching, research and partnerships, starting with Western International.

This will allow us to target the following measures of progress:

» Develop and maintain dashboards to map, track, analyze and report institutional global activity and data, including partnership memorandum of understanding, international publications, grants, collaborations and student and faculty data.

» Utilize the Centre for Teaching and Learning to increase the number of workshops and participants who received international pedagogy training.

» Implement scalable, integrated technology solutions through our learning management system that enable education, research, global engagement, and the operating models needed to achieve our global engagement goals.

3 Raise awareness at home and abroad about Western's commitment to working with partners across the globe to solve global challenges by:

- Embedding internationalization into the fabric of Western University, including our systems, policies, processes, decision-making, resource allocation, teaching, research, community engagement and relationship building.
- Positioning Western's faculty, scholars and students as leaders and key contributors within international higher education bodies (e.g., Canadian Bureau for International Education, International Association of Higher Education).
- Building our name recognition and reputation around the world by implementing a marketing strategy to highlight signature international programs, partnerships and collaborations.
- Strategically participating in global signature events as speakers and thought leaders such as

international conferences and government trade missions and delegations to key regions.

This will allow us to target the following measures of progress:

» Increasing the number of times Western is cited (particularly in our existing and future regions of focus), the number of international co-authorships and global reach of citations.

» Track and grow the number and quality of international meetings and conferences that Western hosts or in which Western researchers participate over the next five years.

» Increase the number of signature international venues where Western participates in keynote or speaking opportunities.

GLOSSARY

Global Research Coalition: a coalition that consists of Western plus at least two additional partners from at least two different regions in the world outside Canada. Such a coalition is focused on research, development and extension of technologies and practices that will advance research, innovation and new knowledge in an area of strategic strength for Western.

Pop-up Campus: short-term educational programming as a vehicle to grow interest in and awareness of Western.

Regions of Emphasis:
Regions of emphasis include countries where Western has an existing connection, and the intention to expand outwards as future opportunities arise. These are:

- **Asia-Pacific:** countries that border the Pacific Ocean in East Asia, Southeast Asia and Oceania. Our initial focus will be on China, India, Indonesia, Malaysia, Singapore, South Korea, Taiwan and Vietnam.

- **Sub-Saharan Africa:** regions of the continent of Africa that lie south of the Sahara. These include Central Africa, East Africa, Southern Africa and West Africa. Our initial focus will be on Ghana, South Africa and Uganda.

- **Latin America:** South America, Central America, Mexico and the islands of the Caribbean. Our initial focus will be on Mexico and Brazil.

- **Middle East and North Africa:** A geopolitical region extending from the Atlantic coast of Africa to the borders of Pakistan and Afghanistan in Central Asia and from the Mediterranean littoral to the southern boundaries of the Sahara Desert. Our initial focus will be on Turkey, Oman, UAE and Jordan.

Super Partnerships: a university-wide effort, working with a partner institution and surrounding community partners on research, education, health, wellness, economic opportunities and social change, drawing on our expertise and our passion, to enhance the quality of life and economic opportunity for residents of the region served by that partner institution.

WORLDiscoveries®: the business development arm of London's extensive research network. WORLDiscoveries® helps researchers and local inventors commercialize their discoveries through licensing and new company spinoffs, and acts as the bridge between local invention and global industry. Visit worldiscoveries.ca for more information.

PLANNING PROCESS

The development of *Western in the World* followed a robust, broad and inclusive consultation process that sought feedback from more than 800 students, faculty, staff, alumni, community members and global partners, over a five-month period from January to May 2023. Guided by a Global Engagement Plan Steering Committee, the process sought to engage stakeholders who reflected both the diversity of Western University and of the many initiatives in which we engage internationally.

What emerged in dialogue was open, transparent and thoughtful feedback that has culminated in our 2023-2030 global engagement plan.

Global Engagement Steering Committee

- **Florentine Strzelczyk**
  Provost & Vice-President
  (Academic) (co-chair)
- **Bryan Neff**
  Acting Vice-President
  (Research) (co-chair)
- **Temi Akin-Aina**
  Associate Vice-President
  (Alumni Relations)
- **Isola Ajiferuke**
  Associate Professor, Faculty of
  Information & Media Studies
- **Althea Blackburn-Evans**
  Chief Communications Officer
- **Stephanie Brooks**
  Chief Administrative Officer,
  Ivey Business School
- **Jacquelyn Burkell**
  Associate Vice-President
  (Research)
- **Ruban Chelladurai**
  Associate Vice-President
  (Planning & Budgeting)
- **Colin Couchman**
  Chief Data Officer
- **Jennifer Davila**
  Director of Administration,
  Faculty of Education
- **Matt Davison**
  Dean, Faculty of Science
- **John Doerksen**
  Vice-Provost (Students)

- **Jayne Garland**
  Dean, Faculty of
  Health Sciences
- **Rachel Halaney**
  Executive Director, Dean's
  Office (Schulich School of
  Medicine & Dentistry)
- **Nicholas Harney**
  Dean, Faculty of Social Science
- **Silke Klenk**
  Director, Internationalization
  (Schulich School of Medicine
  & Dentistry)
- **Lise Laporte**
  Senior Director,
  Western International
- **Lisa Latif**
  Acting University Registrar
- **Susan Lewis**
  Vice-Provost
  (Academic Programs)
- **Linda Miller**
  Vice-Provost (Graduate
  & Postdoctoral Studies)
- **David Muir**
  Associate Vice-President
  (Innovation & Strategic
  Partnerships)
- **Jan Plug**
  Acting Dean, Faculty of
  Arts & Humanities
- **Athanasios Psygkas**
  Associate Professor,
  Faculty of Law
- **Abdallah Shami**
  Professor, Faculty
  of Engineering

Consultations with key stakeholders:

- Board of Governors
- Community Conversations
- Deans
- Faculty and Staff
- Housing and Ancillary Services
- Office of Equity,
  Diversity and Inclusion
- Office of Government Relations
- Office of Indigenous Initiatives
- Office of Institutional
  Planning & Budgeting
- President's Group
- Office of the Registrar
- Senate
- Senate Committee on
  University Planning
- Secretariat
- Students
- University Advancement
- Vice-Provosts
- Western Communications
- Western International
- Western Research

Western in the World:
Global Engagement Plan 2023-2030

Western in the World is Western University's multi-year global engagement plan, designed to strengthen and build upon existing internationalization programs and opportunities, such as the Western Heads East project, our International Peer Guide Program, and the Fraunhofer Innovation Platform for Composites Research.

With a more focused, strategic, and purposeful path forward we will reimagine and renew our contributions within the global ecosystem of collaborators who are focused on making the world a better place.

We invite you to read more about our global engagement plan at www.westernu.ca/inserturl and to explore the corresponding strategy map (opposite) that highlights how the specific strategies align to achieve our vision.

Western's International Peer Guide Program has provided 30 years of mentoring, friendship and support to new international undergraduate and graduate students, helping them to transition to a warm, welcoming community at Western and in Canada.

The Fraunhofer Innovation Platform for Composites Research is a joint venture between Western and the Fraunhofer Institute of Chemical Technology in Germany that develops, tests, validates, and characterizes new lightweight materials and advanced manufacturing processes at industrial scale.

Western Heads East connects Western students, staff and faculty with community organizations and academic partners in Tanzania, Rwanda, Kenya and Uganda, through a unique social enterprise model to improve health using probiotic research developed at Western.

Western
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Western in the World: Global Engagement Plan 2023-2030

Western UNIVERSITY · CANADA

TO ACHIEVE OUR VISION

Transforming global engagement into impact, towards a more sustainable, just, and inclusive society.

ALIGNED TO OUR MISSION

To positively influence lives throughout the world by:

- Educating global citizens: preparing students, faculty, and staff for success and impact around the world.
- Sharing Western's strengths and expertise through international collaborative research and partnerships, enabling others to achieve their goals while collectively learning new ways of knowing, being, and doing.

FOCUSED ON PARTNERSHIPS, STUDENT EXPERIENCE, AND RESEARCH

Expand Western's global range.

1. Strengthen and expand equitable and reciprocal partnerships across the globe.
2. Leverage the participation of our globally engaged alumni community.

Accelerate the value of global citizenship.

1. Increase, diversify and support Western's international student community.
2. Offer an education that is rich in intercultural and immersive learning, research and community engagement opportunities.
3. Expand global mobility experiences for the Western community to spur their professional growth, cultural competency and networking.

Amplify Western's global research impact.

1. Advance transformative research and innovation.
2. Facilitate research and innovation in Western's areas of strength and expertise that contributes to advancing the UN Sustainable Development Goals.

ENABLED BY OUR UNIVERSITY-WIDE CAPACITY

Enable Western's capacity for global success.

1. Invest in people, processes, and resources.
2. Invest in value-added technology, systems, and infrastructure to advance global engagement.
3. Raise awareness at home and abroad about Western's commitment to working with partners across the globe to solve global challenges.

GUIDED BY OUR VALUES

Integrity   **Mutual Respect and Benefit**   **Equity and Inclusion**   **Sustainability**

This strategy map captures the broad themes and goals of Western's multi-year global engagement strategy. For more details please visit **www.uwo.ca/url_to_come**

ITEM 10.1 – Vice President (Research) Annual Report

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Annual report of the Vice President (Research) is provided to the Senate annually in accordance with the University Research Board Terms of Reference.

ATTACHMENT(S):

Annual report of the Vice President (Research)

Annual Report | 2022-2023

Bryan Neff, Acting Vice-President (Research)

Western Research

Progress on Identified Goals

Many goals identified last year by previous Vice-President (Research) Lesley Rigg have since been completed; others remain in progress. Please see below for brief updates about each.

1 Finalize the Strategic Research Plan & Begin its Implementation

Mobilize for Impact! was approved in late 2021 and we have continued to implement activities to support it and *Towards Western 150*. We are in the final phases of developing a formal implementation plan, but *Mobilize for Impact!* has nonetheless guided all of our activities, programming, budgeting, and recruitment efforts over the past year.

2 Finalize Operational Review & Formalize Structure

We have similarly completed the operational review and realignment outlined in previous annual reports. Continued efforts over the past year are highlighted by the introduction of a new team dedicated to knowledge exchange, impact, and EDI-D, including the hire of our first Indigenous Research Officer.

3 Develop Standardized Data Platform for Reporting Research Success

Work continues to identify suitable, consistent, and actionable benchmarks and measures of success that will ultimately be integrated into our implementation plans and budget exercises, and support efforts to make data-informed decisions. The addition of a new data analyst to the team has enabled us to make considerable progress and to better understand our needs.

4 Foster Interdisciplinarity

Research institutes are a primary vehicle for centrally supporting interdisciplinary research and for driving efforts to tackle the grand challenges of our time. Over the past year, we have carried out multiple rounds of consultations to develop a new version of MAPP 7.9 and to implement core governance structures. The new Vice-President (Research) will lead it through relevant governance processes. We have also welcomed interim directors of both the Bone and Joint Institute and Western Institute for Neuroscience, with another soon to be named for the Rotman Institute of Philosophy. We are currently at various stages in director searches for all three institutes.

After several pandemic-related delays, the Western Academy for Advanced Research hosted its formal launch in September 2022 and named its inaugural themes: *Mathematics of Neural Networks*, led by Lyle Muller, and *Climate-Resilient Infrastructure*, led by Keith Porter.

Over the summer, Muller partnered with the Fields Institute to host a one-week intensive course in network theory and neuroscience for 10 Western and international graduate students. Theme members have also published significant papers linking long-term memory to sleep and, in collaboration with SickKids Hospital in Toronto, demonstrating circuit-level changes associated with Rett Syndrome. The next theme, led by Chris DeGroot, will be *Nature-Inspired Solutions for Carbon Transformation*.

We are also progressing in efforts to determine the best path forward for core facilities, which will deliver services and activities that are generally too expensive, complex, or specialized for individual researchers to provide. We have established terms of reference for a core facilities working group that will be tasked with establishing definitions, processes, requirements, and performance indicators over the coming year.

We anticipate taking a phased approach to supporting core facilities, beginning with those currently housing CFI-funded infrastructure, followed by computing facilities focused on data, data management, and data analyses. Additional facilities supporting research, scholarship, and creative activity will be identified in the third phase.

5 Strengthen Relationships with Hospitals & Address Health Research Funding

Productive discussions continue with London Health Sciences Centre and St. Joseph's Health Care London about having a single overhead rate and providing one front door to research services across all our institutions. Work toward dissolving the Lawson Health Research Institute will help eliminate confusion, streamline processes, and leverage economies of scale. These relationships and conversations remain a priority work-in-progress as they contribute to goals related to research support, greater impact, and city-wide relationship-building.

Several major funding successes have bolstered health research over the past year, including a $16M Canada Foundation for Innovation-Biosciences Research Infrastructure Fund grant to expand the ImPaKT Facility; the related Canadian Biomedical Research Fund-supported Canadian Hub for Health Intelligence Innovation in Infectious Diseases led by University of Toronto, of which Western is a key partner; and a $24M New Frontiers in Research Fund-Transformation grant that will enable us to revolutionize drug treatments for brain diseases. These applications required a tremendous amount of work on short timelines from many members of our team and colleagues across campus.

Western's Canadian Institutes of Health Research funding ($24.3M) dropped 12% last year, which was still second highest of the past five years. We continue to engage in focused discussions to increase the quality and quantity of applications across the spectrum of granting competitions. Health research funding, in particular, remains significantly lower than it should be for a school of Western's size and should continue to remain a focus for the incoming Vice-President (Research) and deans of relevant faculties.

6 Increase Equity, Diversity, & Inclusion

We have made significant progress embedding EDI as a core value into all human resource decisions we make, programs we offer, and actions we take as a unit. This remains an in-progress goal given the recognition more work remains to be done. Efforts have ranged from team-based exercises (e.g., for developing land acknowledgements) to rolling out specialized programs (e.g., WE-Empower and the Western Research Scholars Academy) that provide dedicated supports to, and improve the trajectory for, members of our community who identify as equity-deserving.

Members of the new College of Reviewers also undergo customized bias and anti-racism training to provide them with knowledge and resources necessary to conduct consistent, fair, and high-quality reviews.

Of particular significance, we also introduced a new team focused on knowledge exchange, impact, and EDID in research, which includes our first Indigenous Research Officer, who provides tailored research supports that prioritize Indigenous faculty, students, and staff. This team will play a vital role in supporting large federal strategic granting programs for which robust EDID considerations must be included to be successful.

7 Develop Strategy for Innovation & Strategic Partnerships

Having completed his first year in the role, Associate Vice-President (Innovation & Strategic Partnerships) David Muir has focused on strengthening relationships with the city, creating a presence across the innovation ecosystem, and recruiting top talent to lead Western Research Parks and the new strategic partnerships portfolio.

In the process, we have developed, and begun implementing, Western's first-ever strategic partnerships strategy, which focuses on five sectors: nuclear, sustainability, smart systems, Earth and space, and neuroscience and imaging.

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8 Champion Emerging Opportunities

We continue to work closely with colleagues and external partners to identify and champion emerging opportunities that support research and enhance the university's reputation regionally, nationally, and internationally. A prime example includes co-development of a collaborative, multi-institutional SSHRC Connection Grant related to Indigenous data sovereignty and data management principles. The successful project engages partners in the Office of Indigenous Initiatives, academic institutions across Canada, and the Centre for First Nations Governance. We have similarly worked with colleagues in Schulich and Western International to develop a proposal for a major Global Affairs Canada development initiative in Tanzania that leverages the experience of Western Heads East. We await results.

9 Establish a Foundation of Support

Earlier this year, we rolled out the Strategic Priorities Fund-supported Western Research Scholars Academy to increase the trajectory of 20 early to mid-career researchers by facilitating mentorship, networking, and professional development opportunities. We anticipate the program – which prioritizes those who identify as equity-deserving – will play a key role in strengthening research culture, developing a pipeline of expertise, and proactively addressing equity-related issues on campus.

I have also co-chaired, with the Provost, the Global Engagement Planning Committee, which has since prepared a preliminary draft of Western's next global engagement plan. The plan notably, and importantly, includes a strategic and enhanced focus on research, scholarship, and creative activity. We plan to deepen our research connections abroad, including through ventures like the Radboud-Western Collaboration Fund, which serves as a model for fostering reciprocal global engagement opportunities as outlined in the plan. In its second year, the program funded five collaborative projects (of eight proposals) from three faculties with Radboud University in the Netherlands.

We also continue to work closely with colleagues in the School of Graduate & Postdoctoral Studies to broaden Western's research culture. Together, we have begun planning for the next cohort of the Western Postdoctoral Fellowships Program, which was recently redesigned to ensure we attract the highest-quality applicants by increasing the salary stipend, providing a research stipend, and promising top-up benefits to fellows who secure external funding. We also continue to collaborate on the Inspiring Minds campaign, which profiles graduate student research in 150 words and provides training opportunities related to writing and communications. The popular program has received more than 400 submissions from all faculties and schools over its first two years.

10 Create a Role for Research Security & Safeguarding Research

Our team made significant progress in terms of the research security file this year, hosting community-engagement sessions with CSIS, disseminating various communications to our community, and developing a new web presence for research security-related guidance that will soon launch. Despite the fluid nature of directives and advice we receive from our governments and their corresponding granting agencies, it is obvious safeguarding research has become a more prominent, and pressing, concern.

To remain as up-to-date as possible, our team has attended provincial workshops and engaged regularly with Public Safety Canada and the province's Ministry of Colleges and Universities. In my capacity as Vice-President (Research), I have also provided leadership through the U15 Research Committee and the Ontario Council on Ontario Research Safeguarding Research Working Group. Information we have received has been communicated regularly to Associate Deans (Research), the University Research Board, Senate and, where appropriate, campus-wide. We also conducted consultations with relevant groups across campus to determine human resource needs and have since developed a job description for a position that has recently been posted. This role will be supported by funding from the Research Support Fund, which will provide the university with $830K annually for the next five years to support research security-related efforts.

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Western's Overall Performance

With much of the uncertainness of the pandemic in the rearview mirror, and both *Towards Western at 150* and *Mobilize for Impact!* to guide the path forward, we have begun to regain some of the research momentum that had stalled over the past three years. At a high level:

Research revenues at Western and its affiliates are anticipated to climb to more than $260M in 2022-23 — up from $236.8M last year. Early projections are that the final audited amount will be the highest in Western's history.

Western Research's internal grant tracking shows that 2022-23 marked an all-time high for new Tri-Agency awards, with $75.1M in new awards besting the previous high of $72M in 2015-16. In 2022-23, SSHRC awards were up 39% over the previous fiscal year, CIHR awards were up 4%, and NSERC awards were up 51%, which represents an overall year-over-year increase of 27% in new Tri-Agency awards.

Secured significant funding from the Canada Foundation for Innovation, including a $10M Major Science Initiatives grant for the WindEEE Facility, which was one of only six new facilities funded across Canada; one of only eight national Biosciences Research Infrastructure Fund grants ($26M) to expand the ImPaKT Facility; and continued success with more than $4.5M from the John R. Evans Leaders Fund program.

Awarded a $24M New Frontiers in Research Fund–Transformation grant to establish TRIDENT, an initiative to de-risk neurotherapeutic drug discovery, which was linked to our Canada First Research Excellence Fund proposal.

Western dropped two spots to 172 in the 2023 QS Rankings, featuring seven subjects in the world's top 100 and four in the top 50: Sports-Related Subjects (26); Minerals & Mining Engineering (33); Library Management (36); and Anatomy & Physiology (46).

Signed a partnership agreement with Canadian Nuclear Laboratories (CNL) and Atomic Energy of Canada Limited (AECL) that builds upon more than 20 years of nuclear research expertise at Western and will fund research projects, develop experiential learning opportunities for students, create a pipeline of HQP to CNL and AECL, and create research chairs, internships, and scholarships.

Established a partnership with Med-EL and negotiated a master research agreement that commits an initial $1.5M in research funding to Western for work related to cochlear implants.

WORLDiscoveries: $7.8M in revenue, making it Canada's fourth-largest technology transfer office, after University of Toronto, University of British Columbia and UHN.

Submitted a $147M Canada First Research Excellence Fund proposal (the largest in Western's history) that was ultimately unsuccessful, but which was highly ranked and will lead to several other opportunities.

Schulich School of Medicine & Dentistry professors Ravi Menon and Lisa Saksida lead TRIDENT to revolutionize drug treatments for brain diseases.

A new partnership with CNL and AECL supports nuclear research and training in medicine, science, and engineering..

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Additional Key Accomplishments—Western Research

Continued to support successful nominations to prestigious awards and distinctions, including from the Royal Society of Canada (four Fellows, one Member of the College of New Scholars, Artists, and Scientists, and two prestigious medals), an NSERC McDonald Fellowship for the second consecutive year, and one of only three inaugural Robbins-Ollivier Excellence in Equity Awards offered by the Canada Research Chairs program.

Continued to provide experiential learning opportunities through the Undergraduate Student Research Internships program, which supported 389 students from all faculties and schools. Demand (800 applications) far outstrips opportunities available for this program, which fosters research culture and enriches the student experience through learning by doing.

Reprofiled and relaunched the Western Research Chairs program, allocating 12 chairs to create additional capacity, increase trajectory, and support innovation, leadership, and collaboration for a more diverse group of scholars.

Launched a new suite of internal awards to better recognize research across career stages: Outstanding Emerging Scholar, Outstanding Scholar, and Outstanding Lifetime Achievement.

With funding from the Strategic Priories Fund, successfully hired support roles and launched the Western Research Scholars Academy to facilitate mentorship and increase the trajectory of Western's early to mid-career researchers; We-Empower to address the gender gap in technology transfer and innovation; and Research Engagement Collaborative Alliance with Partners to build capacity for researchers and knowledge users.

Launched the College of Reviewers to provide a structured peer review process and to mobilize appropriate expertise in multidisciplinary panels. The college is currently composed of 35 members at all careers stages and varied lived and learned experiences. In its pilot year, the college has adjudicated six programs and reviewed and suggested funding for 62 applications.

Continued to celebrate our research community's success through media, social media, personalized acknowledgement letters, and a planned awards ceremony that will recognize contributions in person in May 2023.

Co-led efforts to develop a Western-specific research data management template that researchers can use to develop their own research data management plans.

*Western's world-unique Wind Engineering, Energy, and the Environment (WindEEE) Facility
was one of only six new national facilities funded by the Canada Foundation for Innovation's Major Science Initiatives Fund.*

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Unit-Specific Successes

Research Services

Supported 2,249 proposals from 899 principal investigators to 300 external sponsors – producing 1,232 awards to date. Proposals are up 18% from last year and more in line with previous years' totals, reflecting a re-energized campus emerging from COVID restrictions.

Continued positive uptake of internal grants targeting knowledge mobilization, innovation, and research creation-related activities, awarding 14 of 16 grants across nine faculties and awarding more than $100K.

Became one of the first Canadian institutions to register on the USA Federal Demonstration Partnership site, which will streamline National Institutes of Health sub-grant funding from American institutions.

Resubmitted an institutional cannabis license to cover all researchers conducting research with cannabis on campus for which we soon expect approval.

Launched the consultation process to begin planning for updating Western's grant-management system, which has included documenting current business processes to identify gaps and needs from stakeholder groups.

Lyle Muller leads the first Western Academy for Advanced Research theme: Mathematics of Neural Networks.

Innovation & Strategic Partnerships

Developed Western's first-ever strategic partnerships plan, which will focus on nuclear, sustainability, smart systems, Earth and space, and neuroscience and imaging.

Integrated WORLDiscoveries, Western Research Parks, and Strategic Partnerships teams, recruiting top talent to lead the latter two.

Initiated the development of a nuclear research hub and had positive progress toward specific projects.

Restructuring Windermere Manor, renewing the National Research Council lease, and better using space has improved Western Research Parks' (stable 96% occupancy) financials from a deficit to a healthy surplus.

WORLDiscoveries signed 35 license agreements and 1,705 direct-to-market sales, issued 19 patents, and managed 47 active spinoff companies.

Vessl Prosthetics, which graduated from Western's Medical Innovation Fellowship program, won the Synapse life science competition, marking the second consecutive year a graduate of the program has won.

Animal Care and Veterinary Services

Continued project planning and development of standard operating procedures and workplace instructions to prepare for the move to the Biomedical Research Facility.

Building relationships with veterinary colleges and colleges providing veterinary technician programs to address labour shortages for animal care technicians. These issues are caused by a competitive labour market resulting from requirements for specialized skills.

Planning to establish a veterinary student summer training program to provide hands-on experience and to develop a pipeline of qualified employees.

Working to secure a lead clinical veterinarian who will lead the team of veterinarians.

Initiated an expanded animal ethics and care crisis response program that engages campus police, human resources, and facilities management, and developed standard operating procedures and mock trials to expose gaps.

Considerations for Incoming Vice-President (Research)

1.   Progress toward goal of increasing research funding by $150M annually, including by focusing on ways to increase the quality and quantity of applications. This will help scholars produce research that has impact, provide spinoff benefits through allocations of linked programs, and, in the longer term, improve rankings and reputation.

2.   Make reinvesting in clinical trials a priority to attract funding, connect our work to the world, and ensure greater impact.

3.   Continue to nurture research culture and foster a respectful, inclusive research community that values research, scholarship, and creative activity of all kinds.

4.   Maintain focus on embedding values, considerations, and actions related to EDID into programs and decision-making, including by becoming institutional signatories of DORA.

5.   Remain nimble to address issues related to research security, which has become one of the fastest-developing files over the past year and will require significant focus in years to come.

6.   Continue to strengthen the relationship with the hospitals and to identify efficiencies for supporting health research across the network.

7.   Reinforce support for Animal Care & Veterinary Services, including by addressing human resource challenges, culture, and the upcoming move into the Biomedical Research Facility.

8.   Begin to implement activities, supports, and programs that advance goals related to research, scholarship, and creative activity in the Global Engagement Plan.

Western Research

Vice-President (Research)
Support Services Building, Room 5150
1393 Western Road, London, Ontario, Canada, N6G 1G9
www.uwo.ca/research
vpr@uwo.ca

ITEM 11.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

The Academic Colleagues met on May 16 and 17, 2023.

The May 16 meeting included a presentation from Dr. Tracy Vaillancourt, Professor and Tier 1 Canada Research Chair, Faculty of Education, University of Ottawa, on "Supporting COVID-era University Students." Dr. Vaillancourt presented several studies by her group and others on mental health in Canadian children and youth: the pre-COVID situation was not good, and the pandemic likely exacerbated existing problems. Mental health issues often begin in adolescence and so the pandemic's legacy will be with universities for some time to come. For further reading Dr. Vaillancourt recommended a paper by ElTohamy et al. on links between post-secondary course delivery mode and student mental health.

The May 17 meeting included a presentation from Dr. David Trick (David Trick and Associates, formerly of HEQCO, Government of Ontario, University of Guelph-Humber) on "Trends and Developments in the Private Postsecondary Landscape." Private universities in Ontario include two satellite campuses of US institutions (Northeastern, Niagara); two institutions with religious affiliations (Redeemer, Tyndale); and two independent institutions (Yorkville, International Business University). They are generally relatively small and/or offer a limited range of programs. There are numerous private colleges, with a major public-private difference being that international students who graduate from private career colleges may not be eligible for a post-graduation work permit.

COU initiatives previously discussed (blue ribbon panel, working group on international education, task force on university space transformation) continue.

ITEM 12.0 – The Unanimous Consent Agenda

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

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

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

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

How it works for Senate:

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

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

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

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

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

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

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

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

Faculty of Arts & Humanities	
Miranda Green-Barteet	July 1, 2023 – June 30, 2024
Ivey Business School	
Klaus Meyer	July 1, 2023 – June 30, 2025
Faculty of Education	
Jun Li	July 1, 2023 – June 30, 2024
Faculty of Education	
Anton Puvirajah	July 1, 2023 – June 30, 2025

ITEM 12.1(b) – Report from Convocation Board

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Convocation Board has, as its primary mandate, responsibility for the organization and administration of the details of Convocation ceremonies.

In light of the enrollment growth projections and Western's commitment to inclusion and accessibility put forward as part of Western's Strategic Plan: *Towards Western at 150,* Convocation Board has begun a discussion of the impacts on Convocation, including venue and ceremony.

Given the significant role that Convocation plays in the academic life of the University, the Provost was asked to initiate a Convocation Task Force to begin preliminary research on the issues.

The Task Force includes representation from across the University, including the Director of Convocation, graduate and undergraduate student representatives, University Secretariat, Alumni Relations, Office of the Registrar, Facilities Management, Parking, Institutional Planning and Budgeting, Housing & Ancillary Services, and the Provost's and the President's Offices.

The Task Force has been working to gather information to clarify the context and considerations that will inform meaningful consultation with Western's community, including faculty, staff, students and alumni. The intent is for consultations to begin this Fall.

ITEM 12.2(a) – Revisions to the "Athletic Financial Awards (AFA)" Policy

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective July 1, 2023, the "Athletic Financial Awards (AFA)" policy be revised as shown in Item 12.2(a).

EXECUTIVE SUMMARY:

The Ontario University Athletics (OUA) Board of Directors has approved an amendment to the OUA Athletic Financial Award Policy to change the AFA limit from $4,500 to $5,000 effective 2023-24. This change was driven by feedback collected through Member consultation. The current proposal revises Western's "Athletic Financial Awards (AFA)" policy to align with this change.

Administrative revisions are also included to reflect the rebranding of Canadian Interuniversity Sport (CIS) as U SPORTS and the renaming of the Senate Committee on Academic Policy and Awards (SCAPA) as the Senate Committee on Academic Curriculum and Awards (ACA).

ATTACHMENT(S):

Revisions to the "Athletic Financial Awards (AFA)" Policy

Athletic Financial Awards (AFA)

Policy Category:	Scholarships and Awards
Subject:	Athletic Financial Awards
Subsections:	Policies Governing Athletic Financial Awards (AFA)
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*
Effective Date:	July 1, 2023
Supersedes:	October 2015

POLICIES GOVERNING ATHLETIC FINANCIAL AWARDS (AFA)

1. The University of Western Ontario Athletic Financial Awards program will accord with the applicable policies of the ~~Canadian Interuniversity Sport (CIS),~~ **U SPORTS,** Ontario University Athletic (OUA) and with Senate policy.

2. AFAs are open to undergraduate and graduate student athletes registered at Western or at an Affiliated University College.

3. <u>Types of AFA</u>

    Entering AFA: Awarded to first-year students or transfer students in their first year of enrolment at Western or an Affiliated University College. Tenable for one year.

    Continuing AFA: Awarded to first-year students or transfer students in their first year of enrolment at Western or an Affiliated University College.

Tenable for up to four years, subject to maintenance of eligibility requirements.

Returning AFA: Awarded to students in their second or higher year of enrolment at Western or an Affiliated University College. Tenable for one year; renewable for additional years subject to maintenance of eligibility requirements.   Renewed amounts may vary from year to year.

4.   Eligibility

Entering AFA: Minimum final admission average of 80%, including prerequisite courses; competing in ~~CIS~~ **U SPORTS** or OUA.

Non-entering AFA: In each year subsequent to the first year in which the student is registered, he/she must have a minimum average of 70% in at least 3.0 courses in the preceding year (September to August) and continued participation in the ~~CIS~~ **U SPORTS** or OUA.

Note: Graduate students must meet the entering thresholds as outlined above. To retain a Continuing AFA or to be eligible for a Returning AFA, a graduate student must be in "good standing" as determined by the School of Graduate and Postdoctoral Studies.

5.   Value

~~$1000, $2000, $3000, $4000, and $4500.~~ No student may receive more than a total of ~~$4500~~ **$5,000** in AFA funding in any academic year. Value of award determined by the Western Athletic Financial Awards Committee.

6.   Allocation Process

(a)   A Western Athletic Financial Awards Committee (WAFAC) will be established to allocate the awards.   The Committee's membership will be as follows:

Dean of the Faculty of Health Sciences (Chair)
Director of the School of Kinesiology
The two Senate-elected members of the Western Sports Advisory
      Council
Associate Dean – Programs, Faculty of Health Sciences

Director of Sport and Recreational Services (non-voting)
Registrar (non-voting)
Director of Admissions (non-voting)

(b)   Written recommendations for allocation will be made by the Intercollegiate Athletics Head Coaches (using the Western Athletic Financial Award Nomination Form) and the recommendations will be presented to the Committee by the Director of Sport and Recreation Services.

(c)   Allocation of awards will be based on the following criteria:
   (i)   Student meeting the approved academic threshold for eligibility.
   (ii)   Head Coach's written recommendation/assessment (see Western Athletic Financial Award Nomination Form) in each of the following categories:
   - athletic performance/potential (i.e., coach's assessment of the student's athletic abilities, honours and awards earned) *[60% weighting]*
   - team/campus leadership performance/potential *[20% weighting]*
   (iii)   academic performance/potential *[20% weighting]*

For awards with a financial-need component, financial-need assessment will be dealt with through the regular Student Financial Aid policies and procedures.

(d)   In making the awards, the Committee is responsible for ensuring that recipients of the awards are in compliance with ~~CIS~~ **U SPORTS** regulations and that ~~CIS~~ **U SPORTS** and OAC regulations are followed with respect to the allocations.

(e)   The Committee is responsible for ensuring the equitable allocation of the awards with respect to men's and women's athletic teams.

(f)   Coaches and Committee members must declare any actual or perceived conflict of interest and must remove themselves from the allocation process. Conflict of interest may include, but is not limited to: family relationships, other personal relationships and relationships of a financial or commercial nature which may give rise to the apprehension of bias. If it is unclear whether a conflict of interest exists, the Committee will make the determination and its decision shall be final.

7.   <u>Gender Equity</u>

The Committee will ensure that equal dollar amounts are allocated to men's and women's athletic teams.

8.   <u>Injury Policy</u>

A student athlete in receipt of an Entering or Returning AFA who becomes injured during the course of a season will continue to receive his/her award for the balance of the award term. A student athlete in receipt of a Continuing AFA who becomes injured during the course of a season will continue to receive the award for the balance of the award term, provided that he/she continues in an approved program of rehabilitation/training.

9.   <u>Appeal Process</u>

Decisions with respect to Entering AFAs are not appealable. With respect to Continuing or Returning AFAs, student athletes may appeal a decision of the Western Athletic Financial Awards Committee by submitting a written appeal to the Committee within eight weeks of the announcement of the awards. The merits of an appeal will be measured against the allocation criteria.

The Associate Dean – Programs of the home faculty or Affiliated University College of the student athlete and the Chair of the Senate Committee on Academic Policy and Awards (or designate) will be added to the membership of the Western Athletic Financial Awards Committee as full voting members for the purposes of hearing and adjudicating an appeal.

10.   <u>Annual Report to **ACA** ~~SCAPA~~</u>

Because of the unique nature of these awards, Western Athletic Financial Awards Committee (WAFAC) will report annually through the Faculty of Health Sciences to **ACA** ~~SCAPA~~ on the allocation of the awards.

ITEM 12.3(a) – Ivey Business School: Introduction of a Certificate in Entrepreneurship

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, a Certificate in Entrepreneurship be introduced by the Ivey Business School as shown in Item 12.3(a).

EXECUTIVE SUMMARY:

The Ivey Business School proposes to introduce a Certificate in Entrepreneurship for non-Ivey students. Students participating in the Certificate will acquire a developed knowledge and critical understanding of the key concepts and skills in entrepreneurship and entrepreneurial thinking. In particular, they will learn the skills and knowledge they need to navigate in a rapidly changing world: creative problem solving, opportunity recognition, initiative, and resilience. Students will practice the ability to learn from mistakes and learn how to course correct effectively. Students will leave this certificate program with a stronger sense of purpose, with the skills desired by organizations world-wide, and with the understanding of how to navigate an entrepreneurial journey.

ATTACHMENT(S):

New Calendar Copy – Certificate in Entrepreneurship

Extracted from the New Undergraduate Program Proposal – Certificate in Entrepreneurship

<u>NEW CALENDAR COPY</u>

CERTIFICATE IN ENTREPRENEURSHIP

Students will acquire a developed knowledge, and critical understanding of the key concepts and skills in entrepreneurship and entrepreneurial thinking. In particular, students will learn the skills and knowledge to navigate in a rapidly changing world: creative problem solving, opportunity recognition, initiative, resilience, how to course correct, and how to learn from mistakes. Students will leave this certificate program with the skills desired by organizations world-wide and the ability to navigate their entrepreneurial journey.

Admission Requirements

The Certificate is open to all Western University and Affiliated University College students.

Completion of first-year requirements, with a minimum average of 65%. In addition, students must complete the application form on the Morrissette Institute for Entrepreneurship website (https://entrepreneurship.uwo.ca/). Entrepreneurial experience is not required to apply. Admission is not guaranteed; enrolment in the program and in courses may be limited.

Module/Program Information

To complete the Certificate in Entrepreneurship successfully, students must complete the following 3.0 courses with a minimum average of at least 70%, with no course under 60%.

3.0 courses:

1.0 course in Business Fundamentals from: Business Administration 1220E or Business Administration 1299E or Business Administration 2257 or Business Administration 2295F/G plus (Economics 2129A/B or Psychology 2061A/B).

0.5 course from: Business Administration 4564A/B, Digital Humanities 2120F/G, Digital Humanities 2127A/B, Engineering Leadership and Innovation 3000A/B.

0.5 course in New Venture Creation: from: Business Administration 4458A, Engineering Leadership and Innovation 3200A/B.

1.0 course in New Venture Project: Business Administration 4569.

Students are encouraged to complete the courses in the order above. Business Fundamentals must be completed prior to New Venture Creation, and New Venture Project must be completed as the final credit.

Extracted from the **New Undergraduate Program Proposal –
Certificate in Entrepreneurship**

Description and Rationale

The proposed program is a Certificate in Entrepreneurship to be offered by the Ivey Business School to all undergraduate students at Western University and the Affiliated University Colleges. The Certificate will consist of 3.0 courses. All courses are currently taught at Western University.

Students participating in the Certificate of Entrepreneurship will acquire a developed knowledge, and critical understanding of the key concepts and skills in entrepreneurship and entrepreneurial thinking. There is a need for a more diverse set of thinkers and learners to be skilled up in these skills and this way of thinking, as the Ivey Business School wishes to impact representation in the entrepreneurship space post graduation. In particular, students will learn the skills and knowledge they need to navigate in a rapidly changing world: creative problem solving, opportunity recognition, initiative, and resilience. Students will practice the ability to learn from mistakes, and learn how to course correct effectively. Students will leave this certificate program with a stronger sense of purpose, with the skills desired by organizations world-wide, and with the understanding of how to navigate an entrepreneurial journey.

The Certificate in Entrepreneurship is being proposed due to student demand and discussions with various stakeholders from across campus. The Morrissette Institute for Entrepreneurship has been running extra-curricular programming for the whole of campus for the past four years and has seen participation in events continue to climb. We know many of our students have a "side hustle" they would like to improve, and many others would like to start one. It is clear that students want a career that enables them to follow their passion, and to work in a business with a purpose they believe in. Entrepreneurship is a path that is top of mind for both Millennials and Gen-Z as they search for this level of fulfilment.

The proposed Certificate is highly relevant to graduate employment prospects. This is true directly for those who wish to start their entrepreneurial journey upon graduation. It is also true for those who wish to create or expand a "side hustle" upon graduation. Lastly, it is true for those looking for a more conventional career, as organizations are increasingly looking for the skills and perspectives held by entrepreneurial students.

Through the Certificate of Entrepreneurship students will acquire a developed knowledge, and critical understanding of the key concepts and skills in entrepreneurship and entrepreneurial thinking. Students will leave this certificate program with a stronger sense of purpose in pursuing their entrepreneurial journey. Students will learn and practice the skills desired by organizations world-wide, and will complete the certificate with the understanding of how to navigate an entrepreneurial journey.

The Certificate in Entrepreneurship is aligned with both Western and Ivey's strategic plans. The Ivey Business School will enhance the development of expertise in

entrepreneurship in students through innovative content delivery, experiential learning, mentoring, a capstone course, and the opportunity to engage in extra-curricular offerings designed to enhance the curricular experience.

Few disciplines can harness the power of creativity and character to influence change like entrepreneurship. Students will have the opportunity to shape the future of business and society, to build character in areas of taking calculated risk, thriving under conditions of uncertainty, and persisting through failure.

In terms of engagement and increasing reach, the Ivey Business School not only wants to embrace a model that addresses interdisciplinary forms of entrepreneurship, but one where a deeper form of diversity and inclusivity is celebrated. This means not merely offering an open door, but actively working with campus partners to make meaningful connections. As part of this effort, the Certificate includes courses in digital creativity from the Faculty of Arts and Humanities or Design Driven Innovation from the Faculty of Engineering.

Learning Outcomes:

- Understand and apply fundamental business principles and frameworks
- Develop personal creativity and creative problem solving ability
- Apply creativity and effective problem solving to a proven need, in a human centred manner, to foster innovation
- Apply causal and effectual ways of thinking to solve societal problems
- Identify purpose in pursuit of entrepreneurship, intrapreneurship, social entrepreneurship, or the development of a "side hustle"
- Develop initiative and resilience through experiential learning opportunities
- Communicate ideas through written, oral and visual presentation in a manner that will move others to action
- Develop the skills for opportunity recognition
- Apply entrepreneurial thinking to create value for all stakeholders
- Practice learning from mistakes
- Practice the skill of course correction
- Understand the entrepreneurial journey

Admission and Progression Requirements

The Certificate is open to all Western and Affiliated University College students. To be eligible for admission, students must complete their first year requirements with a minimum average of 65%. In addition, students must complete the application form on the Morrissette Institute for Entrepreneurship website. Admission is not guaranteed and space is limited. Ivey Business School's goal is to scale to meet demand, but if it is unable to do so then admission will be competitive. If space becomes a limiting factor, Ivey Business School will build a balanced cohort, based upon discipline and entrepreneurial experience. Ivey Business School will be looking for the most compelling/thoughtful story and interest in entrepreneurship, writ large.

Successful completion of the Certificate requires an average Certificate course grade of 70% with no course grade in the Certificate under 60%.

ITEM 12.3(b) – Ivey Business School and Faculty of Social Science, Department of Economics: Revisions to the Program Requirements of Combined Degree Programs

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, the program requirements of the following combined degree programs, offered by the Ivey Business School and the Department of Economics in the Faculty of Social Science, be revised as shown in Item 12.3(b).

HBA/Honours Specialization in Economics

HBA/Honours Specialization in Politics, Philosophy and Economics – Economics Concentration (PPE- E)

HBA/Honours Specialization in Politics, Philosophy and Economics – Politics and Philosophy Concentration (PPE-P)

EXECUTIVE SUMMARY:

The Ivey Business School and the Department of Economics in the Faculty of Social Science are proposing that students enrolled in the above listed combined degree programs be required to complete only 5.0 HBA2 courses in years 4 and 5 instead of 5.5 HBA2 courses. This will be accomplished by having students take 2.5 additional business elective courses, instead of 3.0. These proposed changes to business electives in year 4 and 5 are similar to the elective requirements of other HBA combined degree programs.

ATTACHMENT(S):

Revised Calendar Copy – HBA/Honours Specialization in Economics

Revised Calendar Copy – HBA/Honours Specialization in Politics, Philosophy and Economics – Economics Concentration (PPE-E)

Revised Calendar Copy – HBA/Honours Specialization in Politics, Philosophy and Economics – Politics and Philosophy Concentration (PPE-P)

HBA/HONOURS SPECIALIZATION IN ECONOMICS

Module/Program Information

Year 1

5.0 courses including:
- Economics 1021A/B and Economics 1022A/B
- Calculus 1000A/B or Calculus 1500A/B or the former Calculus 1100A/B

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark less than 60% in 3.0 principal courses, including an average of at least 70% with no grade less than 60% in Economics 1021A/B and Economics 1022A/B, Calculus 1000A/B or Calculus 1500A/B or the former Calculus 1100A/B.

Students in the Global Economics module are advised to take courses in Year 1 toward fulfillment of this module's language requirement.

Year 2

For students in the Economics HSP:

3.0 courses: Economics 2220A/B, Economics 2221A/B, Economics 2222A/B, Economics 2223A/B, Economics 2260A/B, Economics 2261A/B.
1.0 course: Calculus 1501A/B (Calculus 1301A/B with a mark of 85% will be allowed as a substitute) and the former Linear Algebra 1600A/B; if either or both of these were taken in Year 1, then other courses that fulfill the requirements of the Economics HSP module can be taken in Year 2.
Business Administration 2257.

For students in the Global Economics HSP:

3.0 courses: Economics 2220A/B, Economics 2221A/B, Economics 2222A/B, Economics 2223A/B, Economics 2260A/B, Economics 2261A/B.
1.0 course toward the requirements of the Global Economics module (language is recommended if the language requirement has not yet been met).
Business Administration 2257.

Year 3 (HBA1)

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

All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

No substitute for any of the above courses is permitted under any circumstances.

Years 4 and 5 (HBA2 Requirements can be taken over year 4 or 5 - except Business 4569 must be taken in year 4)

2.5 courses:
- International Perspective Requirement: Business Administration 4505A/B.
- Corporations and Society Perspective Requirement: at least one course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- Managerial Accounting Requirement: Business Administration 4624A/B.
- Applied Project Requirement: Business Administration 4569.

~~3.0~~ **2.5** **additional business elective courses**.

Years 4 and 5 (Economics)

2.5 courses, normally taken in the third year of the chosen Honours Specialization module in the Department of Economics, including:
- at least 0.5 course toward the requirement of 1.0 course in Economics at the 2200 or 3000 level with an F/G designation.
- for students in the Economics HSP: Economics 3320A/B and Economics 3382A/B.

1.5 course: Economics 4400E, and Economics 3388A/B (taken together in the fifth year).

2.0 additional courses from the chosen Honours Specialization module in the Department of Economics.
- Completion of all additional requirements for the chosen module.

All other breadth and essay requirements for graduation must be completed by the end of Year 5.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21633
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21632

HBA/HONOURS SPECIALIZATION IN POLITICS, PHILOSOPHY AND ECONOMICS - ECONOMICS CONCENTRATION (PPE-E)

Module/Program Information

Year 1

5.0 courses:

- **1.0 course**: Economics 1021A/B and Economics 1022A/B*.
- **1.0 course**: Political Science 1020E*.
- **1.0 course**: Philosophy course(s) at the 1000 level*.
- **0.5 course**: One of Calculus 1000A/B, or Calculus 1500A/B.
- **1.5 additional first-year courses**.

*Students may be admitted to the PPE-E module if they have completed the calculus requirement and at least 2.0 of the required 3.0 principal courses marked with an asterisk. Students must complete the remaining 1.0 principal course within 12 months after entering the module and will have to 1) request a course overload in Year 2; or 2) complete a summer course; or 3) defer one of the 2000 level courses into Year 4.

Year 2

5.0 courses:

- **0.5 course**: Politics, Philosophy, and Economics 2200F/G.
- **2.0 courses**: Economics 2222A/B, Economics 2223A/B, Economics 2260A/B, Economics 2261A/B.
- **1.0 course** from the following:
  - **1.0 course**: Political Science 2325F/G and Political Science 2537F/G.
  - **1.0 course**: Philosophy 2700F/G and Philosophy 2500F/G.
- **1.0 course**: Business Administration 2257.
- **0.5 additional course.**

Year 3 (HBA1)

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

> **All students will take**: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business

Administration 3321K, Business Administration 3322K, Business Administration 3323K.

No substitute for any of the above courses is permitted under any circumstances.

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

~~5.5~~ **5.0** courses:

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 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.
~~3.0~~ **2.5 additional business elective courses**.

Years 4 and 5: PPE-E Requirements (Requirements can be taken over Year 4 or 5, except PPE 4100E must be taken in Year 5).

5.5 courses:

1.0 course: Politics, Philosophy, and Economics 4100E.
The remaining **1.0 course** from the following:

1.0 course: Political Science 2325F/G and Political Science 2537F/G.
1.0 course: Philosophy 2700F/G and Philosophy 2500F/G.

3.5 courses numbered 2200 or higher from at least two of the three PPE disciplines (Philosophy, Political Science, and Economics).
At least 2.0 of these 3.5 courses must be numbered 3000 and higher. Students are advised to consider taking Economics 2220A/B and Economics 2221A/B in Year 4 as many 3000-level Economics courses require them as prerequisites.

Note: Students must take a 0.5 course overload in each of Year 4 and Year 5.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21631
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21630

HBA/HONOURS SPECIALIZATION IN POLITICS, PHILOSOPHY AND ECONOMICS - POLITICS AND PHILOSOPHY CONCENTRATION (PPE-P)

Module/Program Information

Year 1

5.0 courses:

> **1.0 course**: Political Science 1020E.
> **0.5 course**: Economics 1021A/B.
> **0.5 course**: Economics 1022A/B.
> **1.0 course**: Philosophy course(s) at the 1000 level.
> **1.0 course**: Category C (recommended)*.
> **1.0 additional first-year course.**

Students must have successfully completed one of: MCV4U, Mathematics 0110A/B, Mathematics 1225A/B, Calculus 1000A/B, or Calculus 1500A/B.

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

Students may be admitted to the module if they have completed the math requirement and at least 2.0 of the required 3.0 principal courses. Students must complete the remaining 1.0 principal course within 12 months after entering the module and will have to 1) request a course overload in Year 2; or 2) complete a summer course; or 3) defer one of the 2000 level courses into Year 4.

Year 2

5.0 courses:

> **0.5 course**: Politics, Philosophy, and Economics 2200F/G.
> **1.0 course**: Political Science 2537F/G.
> **0.5 course**: Political Science 2325F/G.
> **1.0 course**: Philosophy 2700F/G and Philosophy 2500F/G.
> **0.5 course**: Economics 2150A/B.
> **0.5 course**: Economics 2151A/B.
> **1.0 course**: Business Administration 2257.
> **0.5 course**: Elective.

Year 3 (HBA1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of

the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

> **All students will take**: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.
>
> No substitute for any of the above courses is permitted under any circumstances.

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

~~5.5~~ **5.0** courses:

> **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 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.
> ~~3.0~~ **2.5 additional business elective courses.**

Years 4 and 5: PPE-P Requirements(Requirements can be taken over Year 4 or 5, except Politics, Philosophy, and Economics 4100E must be taken in Year 5)

5.5 courses:

> **0.5 course**: Political Science 3325F/G.
> **1.0 course**: Politics, Philosophy, and Economics 4100E.
> **4.0 courses** from at least two of the three PPE disciplines (Philosophy, Political Science, and Economics). Political Science and Philosophy courses must be numbered 2200 and above; Economics courses should be numbered 2100-2199. At least 2.0 of these 4.0 courses must be numbered 3000 and higher.

ITEM 12.3(c) – Faculty of Education: Major Modification to the Bachelor of Education (B.Ed.) Program

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Bachelor of Education (B.Ed.) program, offered by the Faculty of Education, be revised as shown in Item 12.3(c).

EXECUTIVE SUMMARY:

The Faculty of Education is proposing major modifications to the Bachelor of Education (B.Ed.) program in order to offer the program in four consecutive terms rather than the current model of two terms followed by a break in the Spring/Summer and another two terms in the following Fall/Winter. This change will enable teacher candidates to complete the program in 16 months.

The demands on the teaching profession have been steadily increasing in terms of complexity of students' needs, pace and number of curricular changes that are taking place each year, the societal pressures including climate crisis, speed of technological advancements (e.g., AI) and the serious shortage of teachers in schools. These demands have resulted in the need for the Faculty of Education to revisit the delivery of its program and ensure that it has a design that is adaptable and sustainable.

The proposed revisions also reflect changes required by the Ministry of Education which call for additional courses in literacy and mathematics.

ATTACHMENT(S):

Summary of Modifications

Revised Calendar Copy – Bachelor of Education Program

Summary of Modifications

The proposed modifications to the B.Ed. program include substance, content, timeline and format:

1. The program remains the same in length (4 terms) but rather than being spread out over two years, it will be compressed into four consecutive terms beginning in September.

2. Terms one and two will be delivered on-site; the course content in terms three and four will be delivered fully online with practicum and alternative field experience placements remaining in-person.

| Current BEd Program Term Structure		Proposed BEd Program Term Structure	
Fall Term 1	9 weeks of courses (on-site) 4 weeks of practicum	Fall Term 1	9 weeks of courses (on-site) 4 weeks of practicum
Winter Term 1	9 weeks of courses (on-site) 4 weeks of practicum	Winter Term 1	9 weeks of courses (on-site) 4 weeks of practicum
Spring/Summer Term 1	N/A	Spring/Summer Term 1	8 weeks courses (remote) 8 weeks Alternative Field Experience (on-site)
Fall Term 2	6 weeks of practicum 6 weeks of courses (on-site) 3 weeks Alternative Field Experience	Fall Term 2	7 weeks practicum (on-site) 6 weeks courses (remote) 6 weeks Alternative Field Experience
Winter Term 2	6 weeks of practicum 5 weeks of courses (on-site) 4 weeks Alternative Field Experience	Winter Term 2	N/A
Spring/Summer Term 2	N/A	Spring/Summer Term 2	N/A

Program Comparison: 2 Year v. 16 Months
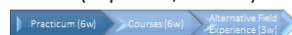
2 Year

Year 1

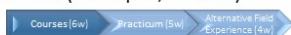Term 1 (Sept-Dec; on-site)   Term 2 (Jan-April; on-site)

Courses (9w) Practicum (4w)   Courses (9w) Practicum (4w)

Year 2

Term 1 (Sept-Dec; on-site)   Term 2 (Jan-April; on-site)

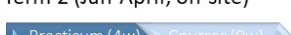Practicum (6w) Courses (6w) Alternative Field Experience (3w)   Courses (6w) Practicum (5w) Alternative Field Experience (4w)
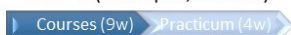
16 Month

Term 1 (Sept-Dec; on-site)   Term 2 (Jan-April; on-site)   Term 3 (May-June; on-line)   Term 4 (Sept-Dec; on-line)

Courses (9w) Practicum (4w)   Practicum (4w) Courses (9w)   Courses (8w) / Alternative Field Experience (8w)   Practicum (7w) Courses (6w) / Alternative Field Experience (6w)

Content delivery and pedagogical benefit: The Faculty of Education is ensuring that the mode of delivery for courses best aligns with the content and the needs of students. For example, all hands on learning courses will be offered in the first two terms of the program (music, phys ed, art etc.)

Student Benefits: As a second entry program, the program has a large number of students who have families and other demands and obligations that make the 2 year on-site structure a challenge. By moving to a 16 month, partially remote program, the program is opening up opportunities for more diverse students to be able to enter the program. Further, this structure addresses many of the financial and housing barriers that students have encountered. Thus, this new structure will go a long way in ensuring that our future teachers represent our society and come from broader and more diverse backgrounds.

Recruitment and program sustainability benefits: To ensure the long term sustainability and adaptability of the program, this new structure provides added flexibility in course delivery and therefore, hiring of more diverse instructors for the program. It also ensures that the program is keeping up with the many other Faculties of Education who are already delivering the Bachelor of Education program over 16 months or are considering doing so.

Changes Affecting Students in the Program: Students who are in the existing program will continue in the program they entered and complete it based on the existing calendar, process and format. Changes will only affect incoming students who enter the newly approved program in September 2024.

Next Steps: Course specific modifications will be submitted to the Subcommittee on Undergraduate Academic Courses (SOC) in Fall 2023.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21581

BACHELOR OF EDUCATION PROGRAM

The Faculty of Education offers the Bachelor of Education program (B.Ed.). The program comprises four **consecutive** semesters, each involving 14 weeks of course work, field work, and practicum. Orientation takes place just prior to the Labour Day weekend. Classes begin immediately after Labour Day and conclude at the end of **December the following year** ~~April~~.

The basic program requirement for Teacher Candidates is ~~9 credits, 7.00~~ **6.75 – 8.0 credits** of ~~which are~~ course work **(depending on Program Stream)** and 2.00 **credits** of ~~which are~~ Field Experiences including Practicum. One credit of course work is normally equivalent to 72 hours of class time plus additional out-of-class-work.

Module/Program Information

Core Courses, ~~2.50~~ **2.25** credits
All students are required to complete the following Foundations courses:

0.50 credits: Social Foundations of Education 5007
0.25 credits: Learning, Teaching, and Development 5015Q
0.25 credits: Special Education and Inclusion 5016Q
0.50 credits: Creating Supportive Learning Environments 5012
0.25 credits: Research & Assessment to Improve Student Learning 5013Q
0.25 credits: Mental Health Literacy **& Safe Schools** ~~– Supporting Social-Emotional Development~~ 5018Q
~~0.25 credits: Safe Schools 5019S~~
0.25 credits: Aboriginal Education – Toward a Decolonizing Pedagogy for Teachers 5423Q/S

Field Experiences, 2.00 credits:
All students are required to complete the following Field Experiences:

1.50 credits: Practicum (2 x 0.25 plus 2 x 0.5 FCE)
0.50 credits: Alternative Field Experience (2 x 0.25 FCE)
(non-credit) Transition to Professional Practice 5008Q

Curriculum Courses for the Primary/Junior Program, 3.50 credits:
In addition to the Core Courses and Field Experience, students will complete:

0.50 credits: Curriculum and Pedagogy in Elementary Language Arts 5173
0.25 credits: ~~Teaching Struggling Readers and Writers~~ **Adaptive Instruction in Reading and Writing** 5437Q/S
0.25 credits: Supporting English Language Learners 5439Q/S
0.75 credits: Teaching and Learning Mathematics (PJI) 5180K
0.25 credits: Curriculum and Pedagogy in Elementary Art 5171Q/S
0.25 credits: Curriculum and Pedagogy in Elementary Health & Physical Education 5172Q/S

0.25 credits: Curriculum and Pedagogy in Elementary Music 5175Q/S
0.50 credits: Curriculum and Pedagogy in Elementary Science & Technology 5178
0.25 credits: Curriculum and Pedagogy in Elementary Social Studies 5177Q/S
0.25 credits: Curriculum and Pedagogy in Elementary Dance & Drama 5179Q/S

Curriculum Courses for the Junior/Intermediate Program, 4.0 credits:
In addition to the Core Courses and Practicum, students will complete:

0.50 credits: Curriculum and Pedagogy in Elementary Language Arts 5173
0.25 credits: ~~Teaching Struggling Readers and Writers~~ **Adaptive Instruction in Reading and Writing** 5437Q/S
0.25 credits: Supporting English Language Learners 5439Q/S
0.75 credits: Teaching and Learning Mathematics (PJI) 5180K
0.25 credits: Curriculum and Pedagogy in Elementary Art 5171Q/S
0.25 credits: Curriculum and Pedagogy in Elementary Health & Physical Education 5172Q/S
0.25 credits: Curriculum and Pedagogy in Elementary Music 5175Q/S
0.50 credits: Curriculum and Pedagogy in Elementary Science & Technology 5178
0.25 credits: Curriculum and Pedagogy in Elementary Social Studies 5177Q/S
0.25 credits: Curriculum and Pedagogy in Elementary Dance & Drama 5179Q/S
0.50 credits: teaching option: 5137 Music (in place of Music 5175 above) OR: 5138 Religious Education OR: 5107 French as a Second Language in Elementary Schools

Curriculum Courses for the Intermediate/Senior Programs, ~~2.75~~ 3.0 – 3.5 credits:
In addition to the Core Courses and Field Experience, students will complete:

1.0 credits: Curriculum and Pedagogy in Secondary Schools (teaching subject 1)
Music students: Instrumental Music (0.5) AND Vocal Music (0.5)
1.0 credits: Curriculum and Pedagogy in Secondary Schools (teaching subject 2)
0.25 credits: Supporting English Language Learners 5469Q/S
0.50 credits: A Pedagogy of Multiliteracies 5457
0.25 credits: Teaching Grades 7 & 8 5425
Math and Music as TS1 or TS2 will require 1.5 Curriculum and Pedagogy Credits

Specialty Courses:
In addition to Core Courses, Curriculum Courses, and Field Experiences, students will complete courses within ONE of the following specialties:

Mixed P/J, J/I, and I/S Advanced Studies in the Psychology of Achievement, Inclusion, and Mental Health (~~1.50~~ 1.00):

0.5 credits: ~~Introduction to Teaching Students with Exceptionalities~~ **Psychology Part 1** 5480
0.50 credits Research Capstone in Psychology Part 2 5482
~~0.5 credits: Social and Emotional Learning 5481~~
~~0.5 credits: Academic Learning for Students with Exceptionalities 5482~~

Mixed P/J, J/I, and I/S International (1.00):

0.50 credits: International Education in a Globalizing World: Toward Cosmopolitan Learning Part 1 – 5470
0.50 credits Research Capstone in Teaching and Learning in Intercultural Contexts Part 2 – 5473
~~0.25 credits: Framing International Education in a Globalizing World 5470Q~~
~~0.25 credits: Internationalizing Curricula: Teaching for a Global Perspective 5471S~~
~~0.25 credits: Teaching Abroad: Opportunities and Challenges 5472Q~~
~~0.25 credits: Research in Intercultural Contexts 5473S~~

Mixed P/J, J/I, and I/S Urban Education (1.00):

0.50 credits: Urban Schools ~~Year~~ **Part** 1 5477
0.50 credits: Research Capstone in Urban Schools: Critically Reflective Practice Part 2 5476
~~0.50 credits: Investigating Urban Schools: A Case Study Approach 5476~~

I/S STEM (~~1.50~~ 1.00 FCE):

0.5 credits: Introduction to STEM Education **Part 1** 5465
0.50 credits: Research Capstone in Curriculum and Pedagogy in STEM Education Part 2 – 5467
~~0.5 credits: Computational Thinking in Mathematics and Science Education 5467~~
~~0.5 credits: Curriculum and Pedagogy in STEM Education 5466~~

P/J ECE (1.00 FCE):

0.50 credits: Curriculum, Pedagogy, and Learning in Early childhood Part 1 5460
0.50 credits: **Research Capstone in** Curriculum, Pedagogy, and Learning in Early childhood Part 2 5461

P/J~~, &~~ J/I, & IS French (1.00 FCE):
0.50 credits: French as a Second Language at the Elementary and Secondary Levels – Part 1 EDUC 5464
0.50 credits: Research Capstone in French as a Second Language at the Elementary and Secondary Levels – Part 2 EDUC 5107
~~0.50 credits: EDUC 5107 Teaching French as a Second Language in Elementary Schools~~
~~0.25 credits: EDUC 5414Q/S Initiation to Teaching in a French Immersion Program~~
~~0.25 credits: The Common European Framework of Reference (CEFR) for Primary/Junior~~

~~I/S French (1.00 FCE):~~
~~0.50 credits: Second Language Acquisition: Curriculum & Pedagogy 5462~~
~~0.50 credits: Second Language Acquisition: The Common European Framework of Reference 5463~~

P/J & JI Mathematics Through the Arts (1.00 FCE):

0.50 credits: Designing Aesthetic Experiences for Young Mathematicians Part 1 5485
0.50 credits: Research Capstone Engaging the Wider Community in Support of Mathematics Learning Part 2 5486

Elective Courses:

For those wishing to teach in Roman Catholic Schools P/J & J/I: Teaching in Catholic **Elementary** Schools **5445**, .50 credits

For those wishing to teach Music: Curriculum & Pedagogy in Instrumental Music, EDUC 5239, .50 credits

I/S Only Electives

0.5 Teaching for Equity and Social Justice (may not be taken by those in the Urban Specialty) 5424
0.25 Supporting Struggling Readers and Writers in the Secondary Classroom 9440
0.5 Teaching in Roman Catholic Secondary Schools 5446

Other Electives for P/J, J/I, & I/S

0.25 credits: Teaching Abroad: Opportunities and Challenges 5472
0.25 credits: 2SLGBTQI+ Studies in Education 5458
0.25 credits: Parent Engagement and Supporting Newcome and Minoritized Families 5499
0.25 credits: Ecojustice and Climate Action in Education

Other elective choices vary from year to year.

ITEM 12.3(d) – Faculty of Information and Media Studies: Introduction of a FIMS Internship Module

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve
                             that effective September 1, 2023, a FIMS Internship
                             Module be introduced by the Faculty of Information and
                             Media Studies as shown in Item 12.3(d).

EXECUTIVE SUMMARY:

The rationale behind developing the themed module is three-fold. Firstly, in developing this themed module the Faculty of Information and Media Studies (FIMS) seeks to enrich the experience of students who pursue an undergraduate internship by providing students with a robust theoretical and skills-based preparatory course and an internship course as well as an internship course that asks students to actively reflect upon the internship experience, integrating theory and practice through course assessments, including a capstone final presentation. This module provides a more inclusive and comprehensive approach to support work-integrated, and community-engaged learning at FIMS. Secondly, in linking the internship course with a non-credit placement term, students will be able to pursue a full-time internship placement during the summer term without incurring additional tuition. They will take the for-credit internship course as part of their regular course load, even though they may complete the placement portion of that course during the summer months. Having to pay tuition to pursue an internship during the summer has been a substantial barrier for students, especially if these placements are unpaid or pay only an honorarium. Finally, a themed module will make it possible for international students, an important and growing student population at FIMS, to pursue an internship by creating an internship module where completing an internship is a mandatory component of the module. This requirement will allow access for international students in FIMS, who are currently ineligible to pursue internships under current Immigration, Refugees and Citizenship Canada (IRCC) co-op work permit regulations.

The themed module will consist of a suite of three courses taken alongside a FIMS module: FIMS 2999A/B/Y: *Theory Meets Practice: Careers & Community Engagement Seminar*; FIMS 3990A/B/Y: Internship; and FIMS 3995: *Internship Placement Term*, a zero-credit course which a student must complete to receive a credit in FIMS 3990A/B/Y.

ATTACHMENT(S):

New Calendar Copy – FIMS Internship Module

Background

NEW CALENDAR COPY

FIMS INTERNSHIP MODULE

The FIMS Internship Module aims to provide short-term (4-month) degree-related experience in a professional setting. All third and fourth-year students registered in the Faculty of Information and Media Studies, completing an Honours Specialization or Major module, may apply for admission to the FIMS Internship Module. Enrolment in this program is limited and admission to the program does not guarantee acceptance into the module or an internship placement.

Admission Requirements

To be eligible for admission to the FIMS Internship Module, students must have at least a 70% cumulative average at the time of application; have successfully completed at least 5.0 courses at Western University; and be in good standing, with no academic offenses and no more than 1.0 failures in a non-FIMS course. Prior to enrolment in the internship placement term, students must have completed all second-year FIMS required courses and at least 10.0 courses and have received a pass in FIMS 2999A/B/Y.

Students interested in the FIMS Internship Module may submit an application in their first, second, or third year of study. Upon admission, students will be registered in the FIMS Internship Module and FIMS 2999A/B/Y and FIMS 3990A/B/Y during the Fall/Winter academic year.

Students in the FIMS Internship Module must successfully complete all coursework included in FIMS 2999A/B/Y prior to their placement term. Students who are successful in securing an internship will pay an administrative fee attached to registration in FIMS 3995 and will receive 1.0 credits for two half-courses once the Internship Module (FIMS 2999A/B/Y, FIMS 3990A/B/Y and FIMS 3995) is complete. Students who are unsuccessful in securing a placement will be withdrawn from FIMS 3990A/B/Y without penalty and will not be liable for the FIMS 3995 administrative fee. Admission to the module does not guarantee that a placement will be found.

Students will be registered in FIMS 3995: *Internship Placement Term* during an internship placement term. During the placement term, students will complete the graded coursework required for FIMS 3990A/B/Y, the co-requisite, which includes: a) an Internship Experience Proposal b) submit two reflection papers c) complete an internship project and portfolio, demonstrating how the experience gained through the internship relates to their degree coursework d) maintain a satisfactory level of performance in the position as verified by the employer through evaluations e) complete a culminating capstone, including a final assignment and presentation. A faculty member will be assigned to evaluate the final capstone on a pass/fail basis and provide feedback on the student's reflections on their learning experiences.

International students who meet the requirements to participate in the FIMS Internship Module must secure a valid co-op work permit and should connect with FIMS Career Services upon completion of the first-year program in FIMS.

For additional information, please visit:
https://www.fims.uwo.ca/current_students/undergraduate_students/fims_career_services.html

Background:

Since 2000-01, the Faculty of Information and Media Studies has been and continues to be an institutional and disciplinary pioneer in the field of undergraduate internships, securing high-quality and experientially beneficial short-term (4-month) positions for students. Its current internship course, FIMS 3999A/B/Y is actively subscribed to and well supported by Faculty administration: three full-time staff members in the Undergraduate Student Services area have responsibilities in supporting career services working closely with placement supervisors and community partners to ensure that students are engaged in roles that are commensurate with expectations, and that includes working with students to advise them about acceptable opportunities and roles. Internships provide FIMS students with an enriched educational experience that often assists them in transitioning to a career-entry position after graduation in a wide variety of areas related to Media Studies. The proposed FIMS Internship Module develops out of the need to develop a more inclusive and comprehensive program structure that supports work-integrated learning opportunities for international students and contributes to the faculty's goal of increased student engagement with enhanced experiential programming and providing meaningful, high-quality experiences for all FIMS students.

The proposed FIMS Internship Module is similar to the format currently offered in other faculties, in that it requires an internship application process, completion of an internship seminar with preparatory seminars and workshops, completion of internship hours, reflection assignments and a capstone project/presentation, under faculty supervision.

Acceptance into the themed module will be identified on a student's academic record and transcript to acknowledge enrolment in a short-term (4-month) internship seminar and internship course. Upon admission, students will be enrolled in FIMS 2999A/B/Y and FIMS 3990A/B/Y during the fall/winter academic session. During the internship placement term, students will be registered in FIMS 3995A/B/Y (0.0 credit weight). Application and acceptance into a FIMS Internship Module will create access for international students, who are currently ineligible to pursue internships under current Immigration, Refugees and Citizenship Canada (IRCC) co-op work permit regulations and provide a more robust experiential learning experience for FIMS students with a Careers and Community Engagement seminar course, in addition to the academic internship and placement term.

FIMS 2999A/B/Y investigates issues and concepts related to broader debates within Media Studies around the role of internships, including discussions about community engagement, ethical concerns, and the evolving nature of work across the sector. In addition to theoretically oriented concepts, students will also be introduced to the practical knowledge required to find success in the current and future world of work through reflective and experiential learning activities, case studies, and guest speakers from the campus and London communities.

In consultation with the Office of the Registrar, FIMS will be applying the two 0.5 credit-bearing courses to the student's year of study, at the time of acceptance into the FIMS Internship Module. A non-credit course will be added at the time of the active placement term. If the student chooses to not complete an internship placement, FIMS 3990A/B/Y will be withdrawn from their record. For the 4-month period when a student is completing the FIMS 3995 internship placement term, there will be an administrative charge of $125.00.

ITEM 12.3(e) – Faculty of Health Sciences, School of Kinesiology: Correction to the Effective Date for Previously Approved Revisions to the Admission and Program Requirements of the Honours Specialization in Clinical Kinesiology, the Honours Specialization in Kinesiology – BA, the Honours Specialization in Kinesiology – BSc, and the Major in Kinesiology

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On the recommendation of SCAPA, at its December 3, 2021 meeting, Senate approved revisions to the admission and program requirements of the following Kinesiology modules, effective September 1, 2022:

> Honours Specialization in Clinical Kinesiology
> Honours Specialization in Kinesiology – BA
> Major in Kinesiology

See agenda: https://www.uwo.ca/univsec/pdf/senate/minutes/2021/a21dec3.pdf
and minutes: https://www.uwo.ca/univsec/pdf/senate/minutes/2021/m21dec3sen.pdf

Also on the recommendation of SCAPA, at its March 22, 2022 meeting, Senate approved similar revisions to the admission and program requirements of the following Kinesiology module, effective September 1, 2022:

> Honours Specialization in Kinesiology – BSc

See agenda: https://www.uwo.ca/univsec/pdf/senate/minutes/2022/a22mar18.pdf
and minutes:
https://www.uwo.ca/univsec/pdf/senate/minutes/2022/m22mar18sen.pdf

The intended effective date for these changes was **September 1, 2023**. The background information correctly stated that the changes would apply to students who enroll in the first-year Kinesiology program in September 2022. Further, all Kinesiology students were counselled according to a September 1, 2023 effective date.

At the request of the School of Kinesiology in the Faculty of Health Sciences, in consultation with the Office of the Registrar, the effective date for the changes listed above has been adjusted to September 1, 2023.

ITEM 12.3(f) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" Policy

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" policy be revised as shown in Item 12.3(f).

EXECUTIVE SUMMARY:

The Weighted Average Chart indicates the courses that must be completed prior to Year 4 for the Honours Specialization modules within the BMSc Program. Revisions are being made due to course withdrawals that occurred at least five years ago, and recent revisions to modules.

The following courses have not been offered for five or more years and reference to them is being removed from the Weighted Average Chart: Epidemiology and Biostatistics 2200A/B and 3330B, Pathology 3240A and 3245B, Pharmacology 3580Z.

The Honours Specialization in Biochemistry and Cancer Biology and the Honours Specialization in Biochemistry of Infection and Immunity were recently revised to remove Microbiology and Immunology 3620G from the modular requirements. This course is being removed the Weighted Average Chart for these two modules.

Computer Science 2120A/B was removed from the Weighted Average Chart for the Honours Specialization in Medical Bioinformatics but the number of courses in the column of modular courses worth one third of the weighted average was not revised from 4.0 courses to 3.5 at that time. This correction to 3.5 as the number of courses worth 1/3 of the Weighted Average will reflect accurately the number of courses required.

ATTACHMENT(S):

Revised Calendar Copy – Admission to the Bachelor of Medical Sciences (BMSc) Program (Weighted Average Chart)

REVISED CALENDAR COPY

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

Admission to the Bachelor of Medical Science (BMSc) Program

The first part of this policy is unchanged

WEIGHTED AVERAGE CHART

Honours Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Biochemistry and Cancer Biology	3.5 courses (or 4.0 courses if the former Medical Biophysics 2582B was taken): Biochemistry 2280A; Biology 2382A/B and Biology 2581A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; Biology 2244A/B or Statistical Sciences 2244A/B; Microbiology and Immunology 2500A/B, the former Medical Biophysics 2582B.	4.0 courses (or 3.5 courses if the former Medical Biophysics 2582B was taken): Biochemistry 3381A; Pharmacology 3620; Anatomy and Cell Biology 3309 or Pathology 3500 ~~(or the former Pathology 3240A and the former Pathology 3245B)~~; one of Biochemistry 3382A, Chemistry 3393A/B or Microbiology and Immunology 3300B; one of Biochemistry 3380G, ~~Microbiology and Immunology 3620G,~~ Physiology and Pharmacology 3000E~~, or the former Pharmacology 3580Z~~; and Medical Biophysics 3518B if the former Medical Biophysics 2582B was not completed. Note: If Physiology and Pharmacology 3000E is selected instead of one of the laboratory half courses, then a total of 8.0 courses will be used toward the Weighted Average.

Biochemistry of Pathology and Human Disease	3.5 courses: Biochemistry 2280A; Biology 2382A/B; Biology 2581A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; 0.5 course from Biochemistry 3390B, Biology 2290F/G, Chemistry 2211A/B, Chemistry 2214A/B, Chemistry 2374A, Chemistry 2384B, Microbiology and Immunology 2500A/B.	2.5 courses: Biochemistry 3381A, Biochemistry 3382A, Biochemistry 3380G; Pathology 3500 ~~or the former Pathology 3240A and the former Pathology 3245B~~.
Biochemistry of Infection and Immunity	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	3.5 courses: ~~One of~~ Biochemistry 3380G **or** Microbiology and Immunology 3610F ~~or Microbiology and Immunology 3620G~~; Biochemistry 3381A and Biochemistry 3382A; one of Anatomy and Cell Biology 3700F/G or Biochemistry 3390B; Microbiology and Immunology 2500A/B, Microbiology and Immunology 3100A, Microbiology and Immunology 3300B
Epidemiology and Biostatistics	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Epidemiology 2200A/B ~~or the former Epidemiology and Biostatistics 2200A/B, the former Epidemiology and Biostatistics 3330B~~.	2.0 courses: Biostatistics 3100A and Biostatistics 3110B; Epidemiology 3200A and Epidemiology 3210B.

Medical Bioinformatics	**3.5** ~~4.0~~ courses: Biochemistry 2280A; Biology 2382A/B; Biology 2581A/B; one of Data Science 2000A/B or Statistical Sciences 2857A/B; one of Biology 2244A/B, Statistical Sciences 2244A/B or Statistical Sciences 2858A/B; Computer Science 2121A/B; Mathematics 1229A/B or Mathematics 1600A/B.	3.0 courses: Computer Science 3120A/B or Computer Science 3121A/B; Medical Bioinformatics 3100A/B; Pathology 3500 ~~or the former Pathology 3240A and the former Pathology 3245B~~; Physiology 3120.
Microbiology and Immunology with Pathology	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B and Chemistry 2223B; Biology 2244A/B or Statistical Sciences 2244A/B.	4.0 courses: Biochemistry 3381A; Microbiology and Immunology 2500A/B, Microbiology and Immunology 3100A, Microbiology and Immunology 3300B, Microbiology and Immunology 3610F, Microbiology and Immunology 3620G; Pathology 3500 ~~or the former Pathology 3240A and the former Pathology 3245B~~.
One Health	3.0 courses: Biochemistry 2280A; Biology 2382A/B, Biology 2483A/B; Chemistry 2213A/B, Chemistry 2210A/B; Biology 2244A/B or Statistical Sciences 2244A/B.	4.0 courses: Environmental Science 3300F/G; One Health 3300A/B; One Health 3600A/B; Pathology 3500 ~~or the former Pathology 3240A and the former Pathology 3245B~~; 1.0 course~~s~~ from: Anatomy and Cell Biology 2200A/B, Biology 3316A/B or Physiology 3140A, Epidemiology 2200A/B, Microbiology and Immunology 2500A/B, Pharmacology 3620, Physiology 3120; and the former Anatomy and Cell Biology 3319~~;~~, and 0.5 course from Geography 3431A/B, Geography 3432A/B, Geography 3445F/G, Sociology 3308F/G.

Pathology	2.5 courses: Biochemistry 2280A; Biology 2382A/B; Biology 2290F/G or Biology 2581A/B; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B.	4.0 courses: 1.0 course from Anatomy and Cell Biology 3309 or (Anatomy and Cell Biology 2200A/B and one of Anatomy and Cell Biology 3200A/B or Microbiology and Immunology 2500A/B) or the former Anatomy and Cell Biology 3319; Pathology 3500 ~~or the former Pathology 3240A and the former Pathology 3245B~~; Pharmacology 3620; Physiology 3120.

ITEM 12.3(g) – Brescia University College: Introduction of a Major in Nutrition Management

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, a Major in Nutrition Management be introduced by Brescia University College as shown in Item 12.3(g).

EXECUTIVE SUMMARY:

Courses in the School of Food and Nutritional Science provide students with the foundation for entry level positions as nutrition managers and, currently, some graduates pursue this direction upon graduation. This module will provide a direct pathway into nutrition management. Nutrition managers can work in restaurants; however, their positions are primarily in hospitals, long-term care and other institutional settings. They work as nutrition or foodservice managers, diet technicians, foodservice supervisors, system analysts, as well as in food and equipment sales.

Institutional foodservice is becoming more complex with increasing focus on food safety, more complicated therapeutic and texture modified diets, issues of employee selection and retention, significant economic fluctuations, and expanded government oversight. Government and industry recognize the need for qualified nutrition managers; this is demonstrated in job postings and the revised Long-Term Care Regulation, which states *A person hired as a nutrition manager …. must be an active member of the Canadian Society of Nutrition Management or a registered dietitian.* O. Reg. 79/10, s. 75 (2); O. Reg. 246/13, s. 5.

A year following the launch of the Major in Nutrition Management, the School of Food and Nutritional Sciences will apply for accreditation from the Canadian Society of Nutrition Management (CSNM). Successful accreditation will allow students to become members of CSNM. Currently, students must pass an exam to gain membership. Once the module is accredited, the admission requirements of the module will be revised to include a statement indicating that graduates from the program are eligible to pursue membership in the Canadian Society of Nutrition Management.

ATTACHMENT(S):

New Calendar Copy – Major in Nutrition Management

Program Learning Outcomes

NEW CALENDAR COPY

MAJOR IN NUTRITION MANAGEMENT

The Major in Nutrition Management contributes to a Bachelor of Science in Foods and Nutrition (BScFN) degree. The Major is comprised of required courses, including practicum courses, offered by Brescia University College, and enrollment is through Brescia University College.

Upon completion of this Major, students have the opportunity to apply for the professional designation, P.H.Ec. (Professional Home Economist).

Admission Requirements

Completion of first year requirements with no failures, including the following 4.5 courses: Foods and Nutrition 1070A/B, Foods and Nutrition 1241A/B, Chemistry 1301A/B, Chemistry 1302A/B, Biology 1290A/B, Physiology 1021, Economics 1021A/B, Economics 1022A/B.

Module
7.0 courses:

Foods and Nutrition 2232, Foods and Nutrition 2266F/G, Foods and Nutrition 2449A/B, Foods and Nutrition 3340A/B, Foods and Nutrition 3348A/B, Foods and Nutrition 3364A/B, Foods and Nutrition 3400A/B, Foods and Nutrition 4330A/B, Foods and Nutrition 4410A/B, Foods and Nutrition 4429A/B, Foods and Nutrition 4449A/B, Foods and Nutrition 4458A/B, Human Ecology 2222A/B.

Progression Requirements
Students must obtain an average of 60% in required courses.

LEARNING OUTCOMES FOR MAJOR IN NUTRITION MANAGEMENT

Learning outcome	Nutrition Management Major
Basic knowledge	Describe and explain the fundamental concepts of food and nutrition, nutrient action, and the cultural, social, marketing and economic aspects of intake, and nutrition management. Understand nutritional screening, dietary intake, nutritional adequacy and/or inadequacy, and medical nutrition therapy.
Specialized knowledge	Describe and explain the physical, chemical, and biological properties of food components, as well as the social, economic, policy, and cultural interactions between food and food production, and health and disease. Describe and explain nutrition management, including large quantity food production methods (from procurement to waste disposal); food safety, quality improvement and risk management concepts, methodology, and tools in the context of sustainability; and economic, social, technological, policy, and legal factors. Describe and explain human resources, finance/accounting, marketing, operations, and organizational behaviour required for the provision of food in the for-profit and broader public sector environments.
Acquire and assess information	Identify and use methods for acquiring and interpreting credible data and information about food, diet, health, economics, and finances from regulations, guidelines, budgets, best practice approaches, and policies relevant to specific practice settings. Develop and perform chemical, nutritional, microbiological, and sensory tests to assess the quality and safety of diverse foods. Use and interpret current validated nutrition screening tools in both healthy individuals and those with injuries, or acute or chronic conditions/diseases.
Analyze data	Recognize and interpret personal health information and develop strategies to manage basic nutrition-related issues. Critically evaluate human resource, operational, financial, and marketing, risk, and quality data using an evidence -based approach. Record, collate, analyze, and present nutrition-related data, as well as budgets and financial statements, quality improvement findings, human resource information, and food safety and operational indicators using appropriate summary statistics and presentation standards. Recognize non-compliance with legislation, regulations, guidelines, best

	practice approaches, and policies related to food, nutrition, and nutrition/foodservice management.
Practices and principles for application	Assess nutrition management operations, food, and nutrition-related problems and design quality improvement projects or evidence-based programs to address these problems. Apply knowledge to new problems using a systematic approach which may consider ethics, finance, scientific evidence, regulations, consultations, best practice approaches, quality, and contextual factors in decision making.
Professional skills	Understand and demonstrate the foundations of client-centred care. Demonstrate self-assessment and reflection, recognizing situations which are within and beyond personal or professional capacity. Manage time and workload to meet deadlines. Use conflict of interest and ethical frameworks in decision making. Use relevant technologies. Consider and manage career choices. Contribute effectively to, or lead/manage, teams.
Communication	Use discipline-specific terminology. Understand communication techniques (e.g., social marketing, business reports, technical in-service training) and their appropriate uses, as well as any potential barriers to use. Prepare reports and make presentations that effectively depict the results of organizational analyses/case studies, quality improvement or evidence-based research. Collect, process, summarize, and communicate pertinent information concerning food, nutrition, and nutrition management at a level appropriate to audience needs.

ITEM 12.3(h)(i) – Huron University College: Introduction of a Subject Area in East Asia Studies

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, a subject area in "East Asia Studies" be introduced by Huron University College and included in Category B for Breadth Requirements for Graduation as shown in Item 12.3(h)(i).

EXECUTIVE SUMMARY:

Huron University College proposes to introduce "East Asia Studies" as a subject area in response to students' needs and the recommendation from the recent IQAP review to reconsider the identity of the East Asia Studies module.

The Major and Minor in East Asia Studies are jointly offered by the Chinese and Japanese programs at Huron University College. Broadly speaking, East Asia Studies has been serving three types of students: (i) those who would like to concentrate on Chinese/China content, (ii) those who would like to concentrate on Japanese/Japan content, and (iii) those who prefer to study both Chinese and Japanese content as well as other areas of East Asia (*true* East Asia Studies).

While the proposed Major in China Studies (submitted to SUPR-U) and the newly established Major in Japanese Studies serve students belonging to (i) and (ii), respectively, students in the third category who are interested in other geographical areas and inter-Asian relationships are inadequately served. Currently, the majority of the required module courses focus on either China or Japan. There are no East Asia Studies-prefixed courses. Web-based surveys sent to 41 East Asia Studies Major graduates (2014-2022) indicate that the students would like a greater variety of non-language courses in East Asia Studies.

In the 2022 IQAP review, the external reviewers recommended creating a meaningful list of courses for East Asia Studies students. They pointed out that the term East Asia often includes Korea. Given that Huron University College does not offer Korean language courses, the introduction of designated East Asia Studies courses would expand the focus of study beyond China and Japan and introduce content courses on Korea and other areas in this region. This would also allow the offering of gateway courses (e.g., Introduction to East Asia) that equip students with the foundational knowledge and skills required in the discipline. Distinct from Chinese- or Japanese-prefixed courses, East Asia Studies courses will examine diverse experiences in East Asia and explore interactions between different communities across national boundaries. These new courses will provide students with rich and diverse choices and develop their intercultural and transnational perspectives in studying East Asia.

ATTACHMENT(S):

Revised Calendar Copy – Breadth Requirements for Graduation

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

Breadth Requirements for Graduation

At least 1.0 course must be chosen from **each of the three categories** (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

…

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, **East Asia Studies,** English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, Speech, Studio Art, The New Liberal Arts, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, World Literatures and Cultures, Writing

Languages

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

…

ITEM 12.3(h)(ii) – Huron University College: Huron EnRoute Program

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

In June 2017, Senate approved the introduction of the Huron EnRoute Program on a three-year trial basis at Huron University College, with a report due back to SCAPA in May 2020.

Huron's EnRoute Program was designed for applicants interested in pursuing a Bachelor of Arts degree in Psychology or Economics at Huron University College. Students were conditionally admitted to Huron University College. After successful completion of the EnRoute program, students were eligible for full-time study to complete their degree at Huron. Along with the 15 hours of mandatory English Language training provided through Western's English Language Centre (WELC), the student was enrolled in 2.0 credits at Huron.

See: https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21565

As there wasn't sufficient time from the date of this approval to the start of the Fall 2017 term to begin the pilot project, it began the following year in September 2018. At the time of the approval of the trial project, Huron committed to issuing a report after three years and, if appropriate, forwarding a proposal to continue the program.

Huron's report on the EnRoute Program is attached. After reviewing student success, resources and enrollment, Huron will not be submitting a proposal to continue the program. The program information will be withdrawn from the Academic Calendar, effective immediately.

ATTACHMENT(S):

Update on the Huron EnRoute Program

Update on the Huron EnRoute Program

Senate approved the Huron EnRoute program to be offered at Huron for a trial period of three years on June 9, 2017. As there wasn't sufficient time from the date of this approval to the start of the Fall 2017 term to begin the pilot project, it began the following year in September 2018. At the time of the approval of the project, Huron committed to issuing a report after three years and, if appropriate, forwarding a proposal to continue the program.

The program is designed to offer fifteen hours per week of English language instruction concurrently with approved academic credit courses. The first cohort enrolled 14 students, of which, three have graduated from Huron. Enrollment significantly decreased during the pandemic with only a few students enrolled after 2019.

The relevant data is detailed in the chart below:

2018-2022 EnRoute	Number of Students
Total students	40
Unsuccessful completion of English language component	8
Unsuccessful completion of academic credit course(s) *(2.0 credits with a 60% average)*	22
Dean's Waiver of Progression granted	5
Required to Withdraw	4
Students who progressed to year two at Huron	20

Each cohort was provided with the opportunity to upgrade through BOOST or academic courses over the summer to meet the progression requirements since many students did not complete the 2.0 credits with a 60% average or failed their language component. In response, Huron increased the number of hours in language instruction and provided additional support with academic courses to support the enrolled students. After reviewing student success, resources and enrollment, Huron will not be continuing the program.

ITEM 12.3(i)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve and that effective September 1, 2023, the Master of Engineering (MEng) in Electrical and Computer Engineering be revised as shown in Item 12.3(i)(i).

EXECUTIVE SUMMARY:

Modifications to the Master of Engineering (MEng) in Electrical and Computer Engineering are proposed in response to a recommendation provided through the recent IQAP review of the program to emphasize depth rather than breadth in the course requirements. The proposed modification will require students to take five core courses in their field of specialization (selected from the former list of technical courses) and three technical electives, peripheral to the field of specialization.

ATTACHMENT(S):

Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering

**Major Modification to the Master of Engineering (MEng) in
Electrical and Computer Engineering**

Modification to the Master of Engineering (MEng) program in ECE is proposed in response to the following recommendation provided through the recent IQAP review of the graduate program in ECE:

"Place emphasis of the M.Eng. course requirements on depth rather than breadth. Specifically, let the M.Eng. students take 5 core courses in their field of specialization and 3 technical electives."

The proposed modification follows this recommendation by restructuring the courses offered in all fields of the MEng program, through setting five required core courses in each field of specialization (selected from the former list of technical courses) in addition to a menu of technical elective courses, peripheral to the field of specialization, where students in the field are required to select three courses.

For the course-based program, this modification includes setting 2.5 required core course credits in each field of specialization (selected from the former list of technical courses) in addition to a menu of technical elective courses, peripheral to the field of specialization, where students in the field are required to select 1.5 course credits. For the project-based program, 1.0 elective course credit substitutes for the project.

See Appendix A for the details of revised course structure in each specialization field.

Current Course Requirements	Proposed Course Requirements
Course-based MEng (All fields)	**Course-based MEng (All fields)**
5.0 Course Credits	5.0 Course Credits
Required Course Credits:	Required Course Credits:
(No required courses currently)	2.5 Credits - Students are required to take specific ECE courses dependent on their field of study (see Appendix A)
Required Elective Course Credits:	Required Elective Course Credits:
4.0 Credits – Students select Technical Courses from a list of ECE courses	1.5 Credits – Students select Technical Courses from a list of ECE courses (different for each field, see Appendix A)
1.0 Credit - Non-Technical Courses – Students select Non-Technical Courses from a list of ELI courses	

| **Project-based MEng (All fields)**

4.0 Course Credits

Required Course Credits:

(No required courses currently)

Required Elective Course Credits:

~~3.0 Credits – Students select Technical Courses from a list of ECE courses~~

1.0 Credit - Non-Technical Courses – Students select Non-Technical Courses from a list of ELI courses

(Plus the MEng Project milestone) | 1.0 Credit – Non-Technical Courses – Students select Non-Technical Courses from a list of ELI courses

Project-based MEng (All fields)

4.0 Course Credits

Required Course Credits:

==2.5 Credits - Students are required to take specific ECE courses dependent on their field of study (see Appendix A)==

Required Elective Course Credits:

==0.5 Credit – Students select Technical Courses from a list of ECE courses (different for each field, see Appendix A)==

1.0 Credit – Non-Technical Courses – Students select Non-Technical Courses from a list of ELI courses

(Plus the MEng Project milestone) |

The program learning outcomes will not change.

Current students will not be affected. The proposed changes will be implemented for students who begin the MEng program in the above-mentioned fields in September 2023.

Appendix A

Details of Proposed Modifications to MEng Course Structure

Field: Communications and Signal Processing

a. Core Courses
ECE 9031   Advanced Digital Signal Processing
ECE 9303   Networking Principles
ECE 9038   Wireless Communications: Design and Simulation
ECE 9023   Random Signals, Adaptive and Kalman Filtering
ECE 9047   Sensor Networks & Embedded Systems

b. Technical Elective Courses
ECE 9013   Programming for Engineers
ECE 9014   Data Management & Applications
ECE 9053   Robot Manipulators
ECE 9056   Linear Sys. and Modern Cont.
ECE 9048   Modeling Power Systems for Protection, Control and Transm.
ECE 9039   Machine Learning
ECE 9057   Advanced Digital Control
ECE 9020   Software Eng. for HCI Design
ECE 9016   Cloud Computing
CS 9636   Network Security
CS 9657   Computer Networks II

Field: Power Systems
a. Core Courses
ECE 9043   High Frequency Power Electric Converters
ECE 9048   Modeling Power Systems for Protection, Control, and Trans.
ECE 9042   Theory & Applications of Protective Relays
ECE 9046   Special Topics in PS: Modeling Transmission Lines in Power Sys.
ECE 9040   Flexible AC Transmission Systems FACTS   R.

b. Technical Elective Courses
ECE 9013   Programming for Engineers
ECE 9014   Data Management & Applications
ECE 9031   Advanced Digital Signal Processing
ECE 9056   Linear Sys. and Modern Control Theory
ECE 9039   Machine Learning
ECE 9047   Sensor Networks & Embedded Systems
ECE 9038   Wireless Communication: Design and Simulation
ECE 9057   Advanced Digital Control
ECE xxx   Conventional, Renewable and Nuclear Energy
Additional elective options from MME

Field: Robotics and Control

a. Core Courses

ECE 9053   Robot Manipulators
ECE 9056   Linear Systems and Modern Control Theory
ECE 9047   Sensor Networks & Embedded Systems
ECE 9156   Topics in Autonomous Robotics
ECE 9057   Advanced Digital Control

b. Technical Elective Courses

ECE 9013   Programming for Engineers
ECE 9014   Data Management & Applications
ECE 9031   Advanced Digital Signal Processing
ECE 9039   Machine Learning
ECE 9020   Software Eng. for HCI Design
ECE 9069   Introduction to Hacking
ECE 9038   Wireless Communication.: Design and Simulation
Additional elective options from MME

Field: Software Engineering

a.   Core Courses

ECE 9014   Data Management & Applications
ECE 9063   Data Analytics Foundations
ECE 9065   Web Technologies
ECE 9016   Cloud Computing
ECE 9069   Introduction to Hacking

b. Technical Elective Courses

ECE 9021   Digital Image Processing
ECE 9022   Advanced Image Processing and Analysis
ECE 9017   Advanced Databases
ECE 9039   Machine Learning
ECE 9020   Software Engineering for HCI Design
CS9541   Game Design
CS 9550   Software Specification, Testing and Quality Assurance
CS 9873   Brain Inspired Artificial Intelligence
CS 9864   Software Engineering for Big Data Applications and Analytics
CS 9636   Network Security
CS 9657   Computer Networks II
CS9647   Unstructured Data
CS 9628   Image Compression
CS 9549   Software Design & Architecture

ITEM 12.3(i)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Economics

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Economics be revised as shown in Item 12.3(i)(ii).

EXECUTIVE SUMMARY:

Currently the requirements for the Master of Arts (MA) in Economics (3 term option) state "students must sit for the comprehensive exams in the summer term immediately following the MA program." In practice, MA students complete the three comprehensive exams while enrolled in the three term MA program, not upon completion of the two term MA in Economics program. This proposal will add three milestones to the MA in Economics (3 term option) curriculum: Comprehensive Exam – Microeconomics; Comprehensive Exam – Macroeconomics; Comprehensive Exam – Econometrics. This change will clarify requirements and expectations for all students in both the two term (terminal) and three term MA in Economics curriculum options.

The proposal also adds one course to the MA (3 term option) and Doctor of Philosophy (PhD) in Economics curriculum: ECONOMIC 9692 – RESEARCH WORKSHOP II. Previously, only external scholarship holders were required to enroll in a version of this course. The reason for adding this course is to continue developing and building upon the research skills initially learned in ECONOMIC 9691.

ATTACHMENT(S):

Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Economics

**Major Modification to the Master of Arts (MA) and
Doctor of Philosophy (PhD) in Economics**

Currently the requirements for the Master of Arts (MA) in Economics (3 term option) state "Students must sit for the comprehensive exams in the summer term immediately following the MA program." In practice, MA students complete the three comprehensive exams while enrolled in the three term MA program, not upon completion of the two term MA in Economics program. This proposal will add three milestones to the MA in Economics (3 term option) curriculum: Comprehensive Exam – Microeconomics, Comprehensive Exam – Macroeconomics, and Comprehensive Exam – Econometrics. This change will clarify requirements and expectations for all students in both the two term (terminal) and three term MA in Economics curriculum options.

The Department of Economics would also like to add one course to the MA (3 term option) and PhD in Economics curriculum: ECONOMIC 9692 – RESEARCH WORKSHOP II – 0.5 credits (summer term). Previously, only external scholarship holders were required to enroll in a version of the ECONOMIC 9592 course, which has since been revised. The reason for adding this course is to continue developing and building upon the research skills initially learned in ECONOMIC 9691. Research skills are integral to success in the PhD program, and by taking this course, the students will continue to build their research, critical analysis, and writing skills that will serve them throughout the PhD.

Current program	Proposed Change(s)
Current three term MA in Economics requirements: Courses ECONOMIC 9600 ECONOMIC 9601 ECONOMIC 9603 ECONOMIC 9605 ECONOMIC 9607 ECONOMIC 9602 ECONOMIC 9604 ECONOMIC 9606 ECONOMIC 9691 ~~ECONOMIC 9592 (if the student is an external scholarship holder)~~ Milestones Academic Integrity Module	**Proposed three term MA in Economics requirements:** Courses ECONOMIC 9600 ECONOMIC 9601 ECONOMIC 9603 ECONOMIC 9605 ECONOMIC 9607 ECONOMIC 9602 ECONOMIC 9604 ECONOMIC 9606 ECONOMIC 9691 ECONOMIC 9692 Milestones Academic Integrity Module Comprehensive Exam – Microeconomics Comprehensive Exam – Macroeconomics Comprehensive Exam – Econometrics

Current PhD in Economics required courses:	Proposed PhD in Economics required courses:
Courses	Courses
ECONOMIC 9600	ECONOMIC 9600
ECONOMIC 9601	ECONOMIC 9601
ECONOMIC 9603	ECONOMIC 9603
ECONOMIC 9605	ECONOMIC 9605
ECONOMIC 9607	ECONOMIC 9607
ECONOMIC 9602	ECONOMIC 9602
ECONOMIC 9604	ECONOMIC 9604
ECONOMIC 9606	ECONOMIC 9606
ECONOMIC 9691	ECONOMIC 9691
ECONOMIC 9609	ECONOMIC 9609
ECONOMIC 9770	ECONOMIC 9770
ECONOMIC 9771	ECONOMIC 9771
ECONOMIC 9880	ECONOMIC 9880
ECONOMIC 9881	ECONOMIC 9881
	ECONOMIC 9692

The program learning outcomes will not change.

Current students will not be impacted as the changes will only be implemented for incoming students in fall 2023.

ITEM 12.3(j) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Sociology and Philosophy (Huron University College)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Sociology and Philosophy (Huron University College).

The following cyclical reviews of undergraduate programs were conducted:

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Social Science	Sociology	February 7-9, 2023	Good Quality
Huron University College	Philosophy	March 6-7, 2023	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Sociology

Final Assessment Report – Philosophy, Huron University College

Sociology
Final Assessment Report &
Implementation Plan
May 2023

Faculty / Affiliated University College	Faculty of Social Science
Degrees Offered	B.A.
Date of Last Review	2014-2015
Modules Reviewed	Honours Specialization in Sociology Specialization in Sociology Major in Sociology Minor in Sociology Major in Criminology Minor in Criminology
External Reviewers	Dr. Cameron Campbell, Division of Social Science Hong Kong University of Science and Technology	Dr. Lesley Wood, Department of Sociology York University
Internal Reviewers	Dr. Chris Sherrin, Associate Dean Western Law	Katarina Huellemann, PhD candidate Psychology
Date of Site Visit	February 7, 8 & 9, 2023
Date Review Report Received	February 28, 2023
Date Program/Faculty Response Received	Program: March 21, 2023 Faculty: March 28, 2023
Evaluation	Good Quality
Approval Dates	SUPR-U: May 24, 2023 ACA: May 31, 2023 Senate (for information): June 9, 2023
Year of Next 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 cyclical review, internal responses, and assessment and evaluation of the Sociology Program delivered by the Faculty of Social Sciences.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Sciences.

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

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

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

Executive Summary

With unique strengths in social inequality, population dynamics, and quantitative methods, research and teaching in the program is focused on four key areas of sociology: 1) Health and the Life Course; 2) Power and Justice; 3) Social Demography and Migration; and 4) Work and the Economy. In 2021-2022, total enrolment in the six sociology and criminology modules was at 936.

The self-study process was informed by focused discussions about program improvements at departmental meetings in 2020 and 2021, dedicated retreats in the spring of 2021 and 2022, and a survey of current students and recent graduates in July-August 2022.

The external reviewers shared a positive assessment of the Sociology Program indicating that "*the department leadership has provided excellent support rebuilding the*

program over the past decade." The reviewers offer five recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Members of the program have strong connections with the federal government, the federal civil service, and community social service organizations.
- Creation of an EDI-D committee that advises teaching as well as other aspects of program work.
    - A number of researchers in the department play key roles on advancing EDI-D as well as investigating inequalities more broadly.
- Incorporation of policy and community engaged learning into the program.
- Training in quantitative and demographic methods.
- Courses that highlight new tools and methods that contemporary sociologists often use.
    - Courses give students the ability to master these methods/skills to use them in the workforce or in their research (e.g., Mapping Inequality 4421A/B, Visualizing Data 4461F/G, Introduction to Big Data 3302A/B).
- Robust set of course offerings related to the theme of Power and Justice that distinguishes the program from others in Southern Ontario.
- All summer courses are online – offering flexibility to students who may leave London in the summer.
- An orientation for part-time and new full-time faculty teaching in the department in August prior to fall teaching.
- Principal themes emerging from a survey of current students and recent graduates were:
    - Interesting course content;
    - Course variety with many options of interest;
    - Engaging instructors – willingness to support students;
    - Program flexibility – ability to fulfill the program requirements while focusing on courses they liked; and
    - Research and writing opportunities.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Government and community links can be better leveraged
- Can do more to conduct exit surveys of program students with support from the Faculty and University.
- Foresee a need for a dedicated lab space to support hands-on learning courses at the 4000 level.
- Principal themes emerging from a survey of current students and recent graduates were:
    - Limited range of courses in criminology modules;

- o More community engaged learning, research and hands on learning opportunities;
- o Issues with registration in criminology courses;
- o Required statistics, methods and theory courses; and
- o Some students reported looking for more of a sense of community.

Review Process

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

- Vice-Provost of Academic Programs
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Dean, Faculty of Social Sciences
- Associate Dean Undergraduate Studies, Faculty of Social Sciences
- Department Chair, Department of Sociology
- Undergraduate Chair, Department of Sociology
- Teaching and Learning Librarian
- Administrative Staff
- Program Faculty
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and 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 Sociology Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that *"Overall, this is an effective and visionary program. It is aligned with the best practices of the discipline and has a clear sense of its strengths and weaknesses."*

Strengths of the Program

- The department has one of the largest concentrations of sociology faculty conducting quantitative research in demography, stratification, and quantitatively in Canada.

- Organizing the program around four areas of strength is innovative and will help students to identify possible careers, and present sociology as an applied discipline which responds to real world social problems.
- A high proportion of courses are taught by full-time regular faculty, especially the 3rd and 4th year courses.
- The expanded range of courses at the 3rd and 4th year levels will allow for more research-integrated teaching, smaller classes, will offer opportunities for student application of knowledge and skills, and the more specialized topics will be likely to attract students.
- Program strengths in quantitative and demographic methodology will support the University's goal of supporting the UN's Sustainable Development Goals.
- The Program's quantitative methods, taught through Big Data, Data Visualization and Mapping, offer students skills that are highly valued by employers and/or will prepare them for graduate studies.
- The range of electives on topics related to demography, family, life course and migration align with the strengths of faculty members and provide students with opportunities to participate in faculty research projects and related experiential learning.

Areas of Concern or Prospective Improvement

- Commit to communicating the vision to students, advisors and other programs about the gradual phasing out of the Major and Minor in Criminology. This may help ease the transition.
- Consider re-establishing lab/tutorial sessions for second year methodology courses.
- Relevant faculty relationships with the Federal Government, Statistics Canada, and international agencies could be leveraged even more, in order to support student pathways to employment.
- As part of their feedback, students expressed a need/interest to:
  - access computer labs for the methods courses;
  - have seating in classrooms that can comfortably accommodate plus sized students;
  - schedule classes so that fewer are held in the evening; and
  - improve communication with students, with particular attention to student engagement and information flow.

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* Begin to phase out the Criminology Major and Minor, beginning with the former.	**Program:** The program will begin phasing out the Criminology Major and Minor in the next academic year by undertaking the following actions: • In coordination with the undergraduate committee, present the proposal to the department and seek a supermajority vote on a plan to eliminate the Major and Minor in Criminology; • Create a plan to communicate this to undergraduates; and • Develop a sustainable transition of the modules into the department's broader area of Power and Justice. **Faculty:** The Dean's office will facilitate proposals submitted to EPC to SOC or ACA as appropriate. Movement away from formal pathways is supported since it does not align with faculty strength; the Department is expected to monitor enrolments and student interest in specific high enrolment courses as this change is undertaken.
Recommendation #2* The department should engage in marketing and outreach to communicate to prospective and incoming students the value of the concentrations, most importantly Power and Justice, and receive whatever support it needs for this effort.	**Program:** In collaboration with the Faculty of Social Sciences Communications officer, and the Department's administrator who manages the department's web site and social media, the program will communicate to students the value of Power and Justice and the other three departmental areas of strength. In addition, the program will also collaborate with: 1) the undergraduate committee to actively promote the department's concentrations and professional/academic pathways available to students, and 2) faculty members who teach introductory courses to promote the four areas in the 1000 level courses and streams/bundles of courses currently listed on the web site. **Faculty:** The Communications Officer will revise relevant web pages and develop promotional materials accordingly; also, the Dean's Office will ensure that the Recruitment Officer is aware of these changes.

Recommendation #3* Introduce tutorial sessions in the large required 2nd year methodological courses. Ideally, these would be conducted in computer labs. If resources allow, the program may consider engaging dedicated teaching assistants on a full-time basis with multi-year appointments to lead these tutorials, rather than relying on graduate students.	**Program**: During the next academic year, the Undergraduate Committee will: • meet with faculty members teaching "core" methods courses to discuss what should be included in the courses and an approach to offer a more consistent experience across professors and modes of delivery. • assess the feasibility of offering hands-on labs that use computers to advance the learning of statistics and qualitative methods and software. The Graduate and Undergraduate Committees will assess the feasibility of labs that can accommodate the size of the program's undergraduate classes and strategies for TAs to offer such labs under supervision of those teaching the courses. **Faculty:** The Dean's Office will support the Department in implementing this idea.
Recommendation #4* Improve engagement and information flow with current students. This includes improving dissemination of information about new policies and solicitation of feedback, encouraging students to identify with the program, understand its goals, and recognize the value of the training they are receiving. This may require going beyond emailed announcements and sharing of information with student representatives.	**Program:** The program will enhance student engagement and information flow with current students by: • planning more formalized engagement through the undergraduate committee. • conducting surveys in the 1000 level courses with the aim of identifying students' needs and interests and promote the department's four areas of concentration. • continuing to build the program's social media presence and consider an undergraduate focused newsletter. **Faculty:** The Dean's Office will support the Department in implementing this idea.
Recommendation #5* The program should explore ways for more systematic collection of data on student outcomes, including internships and other placements during the program, and employment and progression to postgraduate studies after graduation. If such data can be extracted from existing university databases, it should be downloaded and reviewed regularly. If such data are not routinely available, the program may consider collecting data on its own, pending improvement in the collection and dissemination of such data by the university or the province.	**Program:** The department will work with the Registrar's Office, IPB, and Advancement to gather information of current and former students. In addition, an "exit" survey will be circulated to students taking the 4000 level courses at the end of the winter term each year. This will be instituted as Central administration has not always provided consistent, timely, or accurate data to the department which has hampered effective program monitoring. The purpose of this exit survey will be to: • track outcomes as well as gather ongoing student contact information so that the program can remain in touch with alumni; • track the progress of graduates' career progression; and • send graduation cards as a means of also staying in touch for future outcomes. **Faculty:** The Faculty will work with all Departments to make suggestions to IPB and relevant University units regarding data helpful for program monitoring and development.

Implementation Plan

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

Recommendation	• Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Phase out the Criminology Major and Minor modules.	• Present a proposal to the department and seek a supermajority vote. • Develop a communication plan aimed at undergraduate students. • Develop a sustainable transition of the modules into the department's broader area of Power and Justice. • Monitor enrolments and student interest in specific high enrolment courses as this change is undertaken.	Undergrad Chair Department Chair Associate Dean	By September 2024
Recommendation #2: Conduct marketing and outreach initiatives to communicate to prospective and incoming students the value of the concentrations.	• Revise the department's web site and social media to focus on the program concentrations. • Develop promotional initiatives focusing on concentrations and professional/academic pathways available to students. • Encourage faculty members who teach introductory courses to promote the four areas.	Communications Officer Administrative Officer Undergrad Chair Undergrad Committee	By September 2024
Recommendation #3: Introduce tutorial sessions, preferably conducted in computer labs, in the large required 2nd year methodological courses.	• Assemble faculty members teaching "core" methods courses to discuss what should be included in the courses and an approach to offer a more consistent experience across professors and modes of delivery. • Assess the feasibility of offering hands-on labs with the use of specialized computers. • Assess strategies for TAs to offer such labs under supervision of those teaching the courses.	Undergrad Chair Undergrad Committee	By September 2024

Recommendation #4: Improve engagement and information flow with current students to ensure their awareness of new policies, solicit feedback; help them better identify with the program, understand its goals, and recognize the value of the training they are receiving.	• Plan more formalized engagement through the undergraduate committee. • Survey students taking 1000 level courses to identify their needs and interests and to promote the four areas of concentration. • Continue to build social media presence and consider an undergraduate focused newsletter.	Undergrad Chair Undergrad Committee Communications Officer	By September 2024
Recommendation #5: Explore ways for more systematic collection of data on student outcomes, including internships and other placements during the program, and employment and progression to postgraduate studies after graduation.	• Liaise with the Registrar's Office, IPB, and Advancement to gather more regular information on current and former students. • Conduct exit surveys of students who completed the 4000 level courses at the end of each year.	Undergrad Chair Department Chair Associate Dean	By April 2024

Western UNIVERSITY·CANADA

Huron Philosophy
Final Assessment Report & Implementation Plan
May 2023

Faculty / Affiliated University College	Arts and Social Science, Huron University College
Degrees Offered	B.A.
Date of Last Review	2014-2015
Modules Reviewed	Honours Specialization (Philosophy) Specialization (Philosophy) Major (Philosophy) Minor (Philosophy) Honours Specialization (Reasoning and Ethics) Specialization (Reasoning and Ethics) Major (Philosophy in Commerce) Minor (Religious Studies and Philosophy) Minor (Ethics)
External Reviewers	Dr. Kathryn Norlock, Department of Philosophy Trent University / Dr. Louis Groarke, Department of Philosophy St. Francis Xavier University
Internal Reviewer	Dr. Mark Yenson, Associate Academic Dean, King's University College
Date of Site Visit	March 6 & 7, 2023
Date Review Report Received	March 27, 2023
Date Program/Faculty Response Received	Program: April 25, 2023 Faculty: April 28, 2023
Evaluation	Good Quality
Approval Dates	SUPR-U: May 24, 2023 ACA: May 31, 2023 Senate (for information): June 9, 2023
Year of Next 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 cyclical review, internal responses, and assessment and evaluation of the Huron Philosophy Program delivered by the Faculty of Arts and Social Science, Huron University College.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Arts and Social Science, Huron.

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 Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, Faculty of Arts and Social Science (Huron), and SUPR-U.

Executive Summary

Across nine modules, the program curriculum covers several core areas of philosophical inquiry, including: ethics, political and social philosophy, epistemology, logic, aesthetics, and the history of philosophy. Total enrolment in the program modules in 2021 was at 88 students with 1342 Huron students (and an additional 157 non-Huron students) enrolled in philosophy courses overall in 2021-22.

The self-study was informed by surveys administered to current students enrolled in program modules and program alumni, with respective response rates of 20 and 13. Equally, a series of dedicated meetings in spring/summer of 2022 hosted discussions about program's objectives, structure, curriculum, and future goals. Lastly, the program was supported by the Centre for Teaching and Learning in the completion of a curriculum mapping exercise.

The external reviewers shared a positive assessment of Huron's Philosophy Program indicating that "*Huron's philosophy department is doing a heroic job teaching large numbers of students and serving the wider community. Students seem to be very well-supported in a smaller, person-to-person setting with collegial traditions and also increasing diversity.*" The reviewers offer ten recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- An interdisciplinary approach that enhances teaching/learning and research.
- Experiential Learning is interwoven into course delivery and paid internships that are accessible to all Huron students.
- Active student engagement fostered by the Huron Philosophy Society and by research opportunities provided by the Liberated Arts Journal and the Centre for Undergraduate Research Learning.
- The Faculty Speaker Series and the Undergraduate Philosophy Colloquium expose students to contemporary research and conventions that promote respectful and productive intellectual exchange.
- Interest in the Philosophy in Commerce Major has increased since its inception in 2018.
- Most frequently emerging program strengths, as identified in the student surveys, were: 1) small class sizes; and 2) approachable, enthusiastic, and engaging instructors.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Enrollment data from the Registrar's Office reveal that there is a pronounced imbalance between modular enrollments and FCEs (full-course equivalents) and slow growth in modular enrollments.
- Most frequently emerging areas of improvement, as identified in the student surveys, were: 1) a need for more upper-year courses; and 2) the program has too little racial and gender diversity among its faculty and course content.

Review Process

As part of the external review, the review committee, comprising two external reviewers and an internal reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually over two days with the:

- Vice-Provost (Academic Programs)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- President, Huron University College
- Registrar, Huron University College
- Interim Director, Library and Learning Services
- Associate Dean, Faculty of Arts and Social Science
- Chair, Department of Philosophy
- Administrative Staff
- Program Faculty
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and 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 Huron's Philosophy Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that "*Philosophy at Huron University College offers programs of high quality and provides excellent instruction to students who respond appreciatively and who commended to us all of the instructors. The deep areas of specialization on the part of the faculty complement allow them to offer a full-service program as well as*

unusual strengths in political philosophy, ethics, and philosophy of law, with a social-justice orientation […] Faculty members have demonstrated notable success in responding to institutional needs to increase enrollments across the board."

Strengths of the Program

- Faculty demonstrate notable strengths in offering, in all programs, courses engaging with multiple perspectives, especially the perspectives of marginalized peoples in courses such as Feminist Philosophy, Cultures, Values and Human Rights, and Nationalism and Political Morality.
- Strong sense that small classes and robust student-teacher interaction promote a sense of engagement in students.
- Students are engaged through extracurricular and co-curricular opportunities, such as, a journal, a dedicated student association, and a lecture series.
- Recent proposal to enable Indigenous, student-led research and to develop a course on Reconciliation as a second-year Philosophy course.
- Development of non-canonical and counter-canonical courses that attend to the presence (and past absence) of marginalized peoples and perspectives in Western philosophy.
- High enrollment in individual courses indicates a successful teaching department.

Areas of Concern or Prospective Improvement

- Consider reflecting on a clearer description of the program's identity and distinctiveness.
- The program needs a dedicated physical space which would offer improved student experience as a cohort.
- Discrepancies in the 3rd and 4th year course requirements of the Major in Philosophy and the Major in Philosophy in Commerce should be resolved.
- Make the history of philosophy a required course or a course that builds new traditions rather than focusing on past traditions.
- Need for a yearly retreat, as suggested by the Chair, to foster reflection, increase dialogue, and encourage the spirit of continuous program improvement. For instance, to address the need for a clear sense of program standards and shared practices regarding methods of grading.
- Heavy teaching loads result in limited resources being allocated to new innovations.
- To avoid the burnout of nontraditional faculty in particular, it would be safer to have more than one person regularly teach feminism, indigeneity, and embodiment/disability on top of traditional core courses.
- Some students indicated the need for more mentoring from regular faculty regarding graduate applications and career advice.

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* **Consider increasing the number of upper-level credits for the Philosophy of Commerce major.** Align the Major in Philosophy and the Major in Philosophy in Commerce in terms of rigor and degree-level outcomes, by considering the following: i) raising the requirements for the major in Philosophy in Commerce program to the same level as the major in Philosophy, or ii) develop a set of justifications for the difference that support differing degree-level outcomes for the two programs.	**Program:** The program plans to increase the number of required courses on line 3 of the modular requirements for the Major in Philosophy in Commerce from 0.5 to 1.0 and to increase the number of required courses on line 4 of the modular requirements from 1.5 to 2. This will raise the number of required courses at the 3000+ level from 2.0 to 3.0, thus making it consistent with the requirements for the Major in Philosophy, as per the reviewers' suggestion. To give students more choice, the program will move Philosophy 3810F/G: Justice and Philosophy 3820F/G: Globalization and Theories of Justice from line 3 to line 4, thereby increasing the number of courses from 4 to 6. In addition, the program will introduce two new 3000-level courses, tentatively titled Corporate Freedom and the Public Good and Corporations, Legal Persons, and Limited Liability to be included on line 4, thus keeping the number of courses at 6. **Faculty:** The faculty is supportive of the program's plan to equate the Major in Philosophy and the Major in Philosophy in Commerce as per the reviewers' suggestion.
Recommendation #2* **Revitalize student participation in the Huron Philosophy Society and the undergraduate journal Liberated Arts.** Launching a department-specific essay competition is another way of bolstering students' participation.	**Program:** Many students in attendance at the Huron Philosophy Society's March 2023 meeting, the first since the pandemic, expressed interest in leadership roles in 2023-2024 academic year. The HPS will meet in September of 2023 to vote on leadership positions and organize events for the academic year. In accordance with the reviewers' other suggestions, the program will: • Introduce an essay prize for philosophy students. • The Chair will enhance efforts to publicize submission dates to Huron's undergraduate journal. • Faculty members will explicitly recommend that particularly good work be submitted to the journal in their feedback to students. **Faculty:** The faculty is supportive of the program's plans. Both Liberated Arts and student societies enjoy strong support from the Dean's Office and Students' Council.

Recommendation #3* **Institute and publicize scholarships and prizes available to philosophy students.** Allocate funds and faculty resources to scholarships and prizes. The criteria for awarding prizes should not be limited to GPAs, and graduating students.	**Program:** As mentioned above, the program plans on instituting an annual essay prize for philosophy students; which will be covered by the departmental budget and adjudicated by a committee of faculty members. In addition, faculty members will publicize all departmental prizes and their recipients. **Faculty:** The faculty supports the program's plans and underscores that Huron routinely celebrates students through the Annual Faculty Scholarships and Awards Night and that Philosophy students are well-represented among the award and scholarship winners.
Recommendation #4* **Take steps to keep in touch with or renew acquaintance with alumni, both recent and long-standing.** Alumni can be an excellent source of funding which can be contributed to prize funds/scholarships, and a resource for student engagement.	**Program:** The Chair will continue working with Advancement to keep an updated contact list of philosophy alumni. The department will use this list to invite alumni to events hosted by the Huron Philosophy Society, including the Undergraduate Philosophy Colloquium and Faculty Speaker Series. In addition, the department will continue to support ongoing efforts to establish a mentoring network for senior students and recent graduates, which may include organizing and hosting annual meetings. **Faculty:** The Advancement office has made great strides towards this end in recent years but there is work still to be done.
Recommendation #5* **More regularly offer career-oriented and postgraduate-oriented events.** Students expressed the need for philosophy-specific advice, for example, an annual club event or department panel on how to apply to graduate programs. Additionally, alumni and guest speakers can address nonacademic careers. Relationship-networks with Western University's philosophy faculty could help in the planning of such events.	**Program:** The department plans to do the following: - Host an annual faculty panel and Q&A event in October on applying to graduate programs and careers in academia; - Invite alumni enrolled in graduate programs and those enrolled in law school to discuss their experiences; and - Utilize the department's experiential learning budget to facilitate students' attendance of the annual meeting of the Canadian Philosophical Association which will enable students to experience academic conferences. **Faculty:** Huron has a premier network of supports in place through its community partnerships and careers office which offers: 1) Every student a guaranteed opportunity to a paid internship before they graduate; 2) Curricular internships; 3) One-on-one career advice to help them throughout the recruitment process; and 4) Access to five academic advisers who effectively direct students to career counselling and professional development opportunities they request.

Recommendation #6* **Create some sort of link or overlapping relationship with the Global Great Books program.** This area of interdisciplinarity could promote an openness to the increasing internationalization of the student body. Some international students have also indicated an interest in the Global Great Books program.	**Program:** The department will continue its recent trend of cross-listing courses with the GGB program, where appropriate. In addition, the department will: • Review GGB course listings to identify possible prerequisites to philosophy courses, thereby encouraging GGB students to take higher-level philosophy courses. • Invite GGB students to become members of the Huron Philosophy Society. **Faculty:** Faculty supports the department's plans and noted that Global Great Books is a program with relatively modest enrolments.
Recommendation #7 **Create a physical hub or shared space.** Students would benefit from a shared space where they can interact with faculty outside the classroom, study after hours, and host student events.	**Program:** While the department recognizes the possible benefits of a shared lounge for students, at present, accessing better office space for faculty who teach full course loads is a higher priority. It is expected that additional office space for faculty will be allocated in the new residence building. **Faculty:** This space issue will be substantially addressed in the near future. Six new faculty offices will become available in Fall 2023; 14 additional offices will be available in Fall 2024. The new residence and dining hall will contain two large lecture halls and three smaller seminar rooms. The seminar rooms can be allocated to students. The existing Dining Hall, following the opening of the new Dining Hall, will be repurposed.
Recommendation #8* **Consider instituting a Capstone Project, Fourth-Year Experience, Thesis, or other Course for philosophy majors, particularly for those pursuing further graduate work**.	**Program:** The Department is committed to creating a capstone course/project for senior philosophy students which should be flexible enough to accommodate the varied interests and strengths of students. **Faculty:** Faculty supports the Department's plan.

Recommendation #9* **Devote some time and resources to defining and enhancing the identity of the philosophy program, particularly the Honours Specialization, Specialization, and Major modules**. Identify the program's distinguishing features in terms of purpose, content, and clarify a shared sense of core faculty members' goals for the modules and the students which would enhance consistency of requirements and standards.	**Program:** The department commits to having high-level conversations about the program's purpose and content. The relatively small size of the department makes any particular specialization difficult. While a disproportionate number of course offerings fall within applied moral and political philosophy, e.g., legal philosophy, the department would rather its identity be tied to students' experiences, skills, attitudes, opportunities, and relationships. **Faculty:** While it is quite difficult for a full-service undergraduate program at a small liberal arts university college to develop a strong area of specialization, it is important for programs to distinguish themselves. The Faculty encourages the program to reflect on its distinguishing features.
Recommendation #10* **Require a course in the history of philosophy for the general degree Major in Philosophy.** The program should consider requiring a course in the history of philosophy as the Major in Philosophy can be satisfied by taking courses other than those in the history of philosophy.	**Program:** The program would benefit from additional emphasis on the history of philosophy; however, a single required course introduces several potential difficulties, most obvious is deciding what periods, authors, and topics to cover in a single course. Two possible courses of action are proposed: • Make a subset of existing courses in the history of philosophy required for Majors, Specializations and Honors Specializations - Philosophy 2200F/G: Ancient Philosophy and 2202F/G: Early Modern Philosophy are two obvious candidates. These courses would need to be revised to include works by traditionally underrepresented groups. This may require making them 1.0 courses, rather than 0.5 courses. • Re-configure the pick-lists of required courses for Philosophy majors since Philosophy majors can meet their programmatic requirements without taking any courses in the history of philosophy. This can be remedied by including more courses in the history of philosophy in these pick-lists. This approach would give students more flexibility when deciding what aspects of the history of philosophy they would like to study, rather than being required to study particular periods and authors. **Faculty:** The Faculty supports the Department's plans.

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Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some are outside the purview of the program or are in the process of being actioned (#7), as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1 – #6, & #8 – #10.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendations About Curriculum (#1, #6, #8, #10)			
Recommendation #1 Increase the number of upper-level credits for the Philosophy of Commerce major.	• Increase the number of required courses on line 3 of the modular requirements for the Major in Philosophy in Commerce from 0.5 to 1.0 and to increase the number of required courses on line 4 of the modular requirements from 1.5 to 2. This will raise the number of required courses at the 3000+ level from 2.0 to 3.0, equating it with the requirements for the Major in Philosophy. • Move Philosophy 3810F/G: Justice and Philosophy 3820F/G: Globalization and Theories of Justice from line 3 to line 4, thereby increasing the number of courses from 4 to 6. • Introduce two new 3000-level courses, tentatively titled Corporate Freedom and the Public Good and Corporations, Legal Persons, and Limited Liability to be included on line 4, thus keeping the number of courses at 6.	• Chair	By June 2024
Recommendation #6 Collaborate with the Global Great Books program.	• Cross-list courses with GGB, where appropriate. • Review GGB course listings to identify possible prerequisites to philosophy courses, thereby encouraging GGB students to take higher-level philosophy courses. • Invite GGB students to become members of the Huron Philosophy Society.	• Chair	By December 2023
Recommendation #8 Institute a Capstone Project/Fourth-Year Experience/Thesis Course for philosophy majors.	• Create a capstone course/project for senior philosophy students with enough flexibility to accommodate the varied interests and strengths of students. • Draft the SOC proposals needed to introduce the course(s) and make the necessary adjustments to the requirements for the Honors Specialization.	• Chair	By September 2024

Recommendation #10 Require a course in the history of philosophy for the general degree Major in Philosophy.	• Make a subset of existing courses in the history of philosophy required courses for Majors, Specializations and Honors Specializations - Philosophy 2200F/G: Ancient Philosophy and 2202F/G: Early Modern Philosophy. Prior to creating a subset, revise courses to include works by traditionally underrepresented groups. This may require making them 1.0 courses, rather than 0.5 courses. • Re-configure the picklists of required courses for philosophy majors; thereby giving students more flexibility when deciding what aspects of the history of philosophy they would like to study.	• Chair	By September 2024
Recommendation About Program Identity (#9)			
Recommendation #9 Define and enhance the identity of the philosophy program, particularly the Honours Specialization, Specialization, and Major modules.	• Engage in high-level conversations with members of the department regarding the program's purpose and content. Consider folding this topic into upcoming departmental retreats.	• Chair • Dean	By September 2025
Recommendations About Student and Alumni Engagement (#2, #3, #4, #5)			
Recommendation #2 Consider ways of revitalizing student participation in the Huron Philosophy Society and the undergraduate journal Liberated Arts.	• Introduce an essay prize for philosophy students. • Publicize important submission dates to Huron's undergraduate journal. • Faculty members encouraged to recommend (as part of their feedback) that students submit work to the journal.	• Chair	By December 2023
Recommendation #3 Institute and publicize scholarships and prizes available to philosophy students.	• Institute an annual essay prize for philosophy students. • Allocate budgetary resources for prizes which will be adjudicated by a committee of faculty members. • Publicize all departmental prizes and their recipients.	• Chair • Dean	By December 2023
Recommendation #4 Take steps to maintain contact with alumni.	• Work with Advancement to keep an updated contact list of philosophy alumni. • Use updated list to invite alumni to events hosted by the Huron Philosophy Society. • Build on the ongoing efforts to establish a mentoring network for senior students and recent graduates via the possible organization of annual meetings.	• Chair • AVP Advancement	By September 2024

Recommendation #5 Offer additional career-oriented and postgraduate-oriented events.	• Host an annual faculty panel and Q&A event in October on applying to graduate programs and careers in academia. Invite alumni enrolled in graduate programs and law school, through the mentoring network, to discuss their experiences. • Facilitate student attendance to the annual meeting of the Canadian Philosophical Association using funds from the department's experiential learning budget.	• Chair • AVP Community Partnerships and Careers	By June 2024

**ITEM 12.3(k) – Report of the Subcommittee on Program Review –
Graduate (SUPR-G): Cyclical Review of the Graduate Program in
Nursing**

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the recommendation of the Subcommittee on
Program Review – Graduate (SUPR-G) with respect to the cyclical review of the
graduate program in Nursing.

The following cyclical review of a graduate program was conducted:

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Health Sciences	Nursing	January 19-20, 2023	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Nursing

Nursing
Final Assessment Report &
Implementation Plan
May 2023

Faculty / Affiliated University College	Health Sciences
Degrees Offered	Master of Nursing (MN) Master of Science in Nursing (MScN) Doctor of Philosophy (PhD)
Date of Last Review	2014-2015
Approved Fields	Fields within the Master of Nursing: • Leadership in Professional Nursing Practice • Primary Health Care Nurse Practitioner No fields in the MScN or PhD
External Reviewers	Madeleine Buck Associate Professor (Ret'd) Ingram School of Nursing McGill University	Josephine P. Wong Professor, Research Chair in Urban Health, Toronto Metropolitan University
Internal Reviewers	Peter Donahue, Member of SUPR-G, Director, School of Social Work King's University College	Mohammad Azzam PhD Candidate, Faculty of Education
Date of Site Visit	January 19-20, 2023
Date Review Report Received	February 13, 2023
Date Program/Faculty Response Received	Program: April 4, 2023 Faculty: April 4, 2023
Evaluation	Good Quality
Approval Dates	SUPR-G: May 15, 2023 ACA: May 31, 2023 Senate (for information): June 9, 2023
Year of Next 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 cyclical review, internal responses, and assessment and evaluation of the Graduate Programs in Nursing delivered by the Faculty of Health Sciences.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Health Sciences.

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the graduate cyclical review process that is made public; all other documents are confidential to the Arthur Labatt Family School of Nursing, the Faculty of Health Sciences, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Arthur Labatt Family School of Nursing delivers both research and professional graduate programs. Established in 1959, the Master of Science in Nursing (MScN) Program is the longest standing graduate Nursing program in Canada. In 2020-21, total enrolments in the MScN were at 33 students. For the PhD program, total enrolments in 2020-21 were at 57 students. In terms of active professional programs, the School hosts the Master of Nursing – Primary Health Care Nurse Practitioner (MN-PHCNP) with total enrolments (2020-21) at 53 students, and the recently developed Master of Nursing – Leadership in Professional Nursing Practice (MN-LPNP) with total enrolments (2020-21) at 34 students.

The programs are grounded in the School's strategic priorities with a focus on development of future nursing leaders, knowledge generation and development and use of a wide range of research approaches to use and develop new insights and strengthen services, systems and policies that affect health and well-being and reduce inequities.

The self-study was guided and informed by the work of the Graduate Programs Council (GPC). In addition to dedicated meetings, graduate programs notably undertook of a review of program learning outcomes with support from the Centre for Teaching and Learning and administered surveys to current students and alumni.

The external reviewers shared a positive assessment of the Graduate Programs in Nursing. They offer five recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The MN-PHCNP field is a member of the Ontario Primary Health Care Nurse Practitioner (OPHCNP) Program and receives annual approval from the College of Nurses of Ontario (CNO).
    - The program prepares graduates to write licensure examinations with the CNO to become Nurse Practitioners.
- EDID initiatives implemented by the school include:
    - The formation of the Indigenous Engagement Committee in 2018.
    - An Ontario Indigenous Cultural Safety (San'yas) program that was initially completed by 95% of faculty and staff and is now an orientation requirement of the School.
    - The development of two indigenous health courses by an Indigenous Scholar.
    - The Decolonization, Anti-racism, Anti-oppression (DARAO) Committee, developed in 2020, to unify curriculum actions and faculty development to support anti-racist, anti-oppressive work in the School.

- Opportunities for faculty and graduate students to participate in varied research activities are enabled by:
  - The annual research conference held by UWO Honour Society of Nursing (Iota Omicron).
  - The first international online journal focusing on nursing education which was started in 2008 at the School of Nursing, as well as the International Journal on Homelessness which was launched in 2021.
- International affiliations that provide students with opportunities to interact with health organizations and career-building seminars hosted by key leaders in various NGOs, contract research organizations (CROs), government health care agencies and private industry.
- Students in the MN-LPNP field commented that the online program provided flexibility that was beneficial for these students.
- Nursing Library module – with introduction to scholarly resources and research processes specific to nursing.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Whether current mental health and wellness services meet student needs.
- A need to review admission criteria for the MN-PHCNP field to ensure strong candidates are offered admission.
- Fostering a sense of community among students in online environments.
- Alumni identified the following areas for improvement:
  - Need for more mentorship in the area of scholarly presentations and publications;
  - Lack of exposure to advanced practice nursing roles with a perceived over-emphasis on academic process;
  - Variability of financial support;
  - Limited availability of elective courses within the School;
  - Greater clarity for students in the MN-PHCNP field regarding program expectations and time commitment;
  - Need for greater student involvement in program decisions; and
  - Opportunities for specialized clinical practice concurrent with 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:

- Vice-Provost (School of Graduate & Postdoctoral Studies)
- Associate Vice-Provost (School of Graduate & Postdoctoral Studies)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Dean of the Faculty of Health Sciences
- Associate Dean (Graduate) of the Faculty of Health Sciences
- Director, Arthur Labatt Family School of Nursing
- Associate Director Graduate Studies
- Associate University Librarian
- Graduate Program 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 Graduate Programs in Nursing. 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.

Summary of the External Reviewers' Report

External reviewers shared that "*the School of Nursing has been active in ensuring that the curricula of the graduate programs remain relevant to the nursing profession, graduate level education expectations, and societal needs.*"

Strengths of the Program

- Transformative shared leadership and an empowering culture in the School results in high quality graduate education.
  - The governing structure of the School allows sufficient autonomy and creativity while providing the necessary oversight.
- Coherence between the strategic plan and the implementation of the graduate programs as well as the scholarship and research programs of the faculty members.
- Significant action towards ensuring that EDI, decolonization and Indigenization are addressed within the unit and educational programs.
  - The development and implementation of an action plan based on anti-racist, anti-oppressive approaches to engage students, faculty and community partners to build capacity and integrate cultural safety, trauma- and violence-informed approaches and Indigenous health into all programs.

- Highly competent and dedicated faculty complement with evidence of excellent administrative support.
- Strong mentorship and supportive collegiality has enabled newer faculty members to take on co-supervision of students, contributing to capacity building and sustainability of the programs.
- The MN-LPNP one-year program allows students to continue their clinical roles; and includes a digital health course which is a unique feature of this program that will distinguish graduates from those of other Canadian universities.

Areas of Concern or Prospective Improvement

1. An emphasis on creating more nursing seats within the School to meet provincial and national nursing needs will need to also take into account the requisite complement of competent faculty members to support these learners.
2. Lack of funding for non-thesis students and for international students is an ongoing concern.
3. Equitable distribution of research supervision and mentorship among faculty members.
    o   Over reliance on non-primary faculty members.
4. Some MSc students expressed frustration regarding the process of finding a supervisor due to delayed response times and lack of clarity in faculty research domains.
5. Students in the MN-LPNP and MScN Program expressed some concerns about 'not feeling connected' with other students and/or faculty since the introduction of the hybrid learning format.
6. Increasing need for quiet student spaces dedicated where there is sufficient privacy to join online meetings.

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: That the School continues to implement its action plan that promotes high quality graduate programs and builds faculty teaching and research excellence.	**Program:** The School is committed to an action plan of continuous quality improvement, to excel in teaching, research, and service. This will include continued recruitment of quality applicants, measured growth in key programs, support of newer online delivery modalities, student excellence across awards, completions, and publications, faculty excellence in research, teaching, mentorship, and continued alignment with the strategic plan. **Faculty:** The Dean's Office will continue to work with School leadership to support the School in enacting their action plan pillars of transformation, equity, and leadership. These key areas are threaded through the School's programs in an overt, meaningful, and quality-driven way. The School's transformative action plan, aimed at supporting student success, is enacted through consistent and ongoing involvement in faculty professional development activities. Graduate programs are projected to grow in accordance with the strategic plan. Applicants' continued interest in the graduate programs due to the structure and delivery options, and the outstanding experiential learning opportunities.
Recommendation 2: That the School continues to conduct annual reviews of the graduate programs as outlined in the evaluation plan**.**	**Program:** The annual review process has been a welcome addition to continuous quality improvement activities, and through the IQAP process the School has solidified the template and process for reviews, and looks forward to continuing with this process annually. **Faculty:** The IQAP process has reinforced the importance of continuing with the annual review of each of the graduate programs. The program has established a suite of review tools that can be modified as needed and will ensure student involvement.

Recommendation 3*: That the projected increase in enrolment into the graduate programs in the School of Nursing be commensurate with sufficient academic and administrative support to ensure ongoing delivery of quality nursing education programs.	**Program:** The School is willing to explore opportunities for strategic growth, as evident in the expansion of the MN-LPNP program. All decisions regarding growth will involve the Dean's office to ensure the allocation of adequate resources. **Faculty:** The Dean's Office agrees with the School's approach and will continue to work with the School of Nursing to identify areas for strategic growth that is focused on quality nursing education.
Recommendation 4*: That the School works with the Faculty of Health Sciences and University to identify innovative ways and commitment to provide funding and other support for international graduate students, particularly doctoral students.	**Program:** The School will continue to advocate for funding to support international graduate students. Without access to equivalent funding sources, such as Tri-Council scholarships and Ontario Graduate Scholarships (total of approx. 10 +/- available per year to international students across Western University), international students have far fewer opportunities and therefore spend more time in employment than their peers. **Faculty:** The Dean's Office is committed to an ongoing partnership with all Schools/Programs in FHS to advocate for and co-create funding opportunities for graduate students including scholarships, provincial research funding, and donor-based bursaries. Recently, the University announced a new funding package for graduate students in need. The University is also exploring housing options for graduate students.
Recommendation 5: That the University engages the School early and throughout all processes in any strategic hiring of Indigenous scholars and other research leadership positions.	**Program:** The School is very interested in recruiting an Indigenous Scholar and indicated availability to support, in any way possible, the recruitment and hiring of such a Scholar. **Faculty:** The School of Nursing has been involved with University-based initiatives to recruit Indigenous Scholars, and is committed to engaging with the University if future initiatives are announced for Indigenous Scholars and research leadership positions.

Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some are already being actioned (#1 and #2), or are outside the purview of the program (#5), as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #3 and #4.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation 3: That the projected increase in enrolment into the graduate programs in the School of Nursing be commensurate with sufficient academic and administrative support.	• Continue regular discussions with the Faculty-level about the needs of students, faculty and staff as increasing enrolment takes place. • Explore opportunities for potential growth in the MN-PHCNP program in collaboration with the Dean's Office and the Ontario Primary Health Care Nurse Practitioner.	School's Leadership Team Dean's Office	Ongoing June 2024
Recommendation 4: That the School work with the Faculty of Health Sciences and University to identify innovative ways and commitment to provide funding and other support for international graduate students, particularly doctoral students.	• Advocate for and create funding opportunities for graduate students including ample faculty-based funding, scholarships, provincial research funding, and donor-based bursaries. • Explore possibility of housing options for graduate students as managed by the University.	School's Leadership Team Dean's Office	June 2025

ITEM 12.3(I) – Revised Sessional Dates for the Faculty of Education (2023-24)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Faculty of Education has submitted revised sessional dates for 2023-24.

Due to an administrative error, the sessional dates previously submitted to Senate for information in February 2023 were inaccurate.

ATTACHMENT(S):

Revised Sessional Dates, Faculty of Education (2023-24) – clean copy

Revised Sessional Dates, Faculty of Education (2023-24) – track changes copy

Western University
Faculty of Education
ACADEMIC CALENDAR, 2023-24 Year 1 (admitted fall 2023)

	Mon		Tues		Wed		Thurs		Fri		
September	H	4	C	5	C	6	C	7	C/O	8	Labour Day — September 4 Classes begin — September 5 Term 1 Add/Drop — September 5 – 8 Orientation – September 8
	C	11	C	12	C	13	C	14	C	15	
	C	18	C	19	C	20	C	21	C	22	
	C	25	C	26	C	27	C	28	C	29	
October	C	2	C	3	C	4	C	5	C	6	Thanksgiving – October 9 Fall Reading Week – October 9 – 13
	H	9	RW	10	RW	11	RW	12	RW	13	
	C	16	C	17	C	18	C	19	C	20	
	C	23	C	24	C	25	C	26	C	27	
November	C	30	C	31	C	1	C	2	C	3	Practicum Block 1 – November 13 – December 8
	C	6	C	7	C	8	C	9	C	10	
	P	13	P	14	P	15	P	16	P	17	
	P	20	P	21	P	22	P	23	P	24	
	P	27	P	28	P	29	P	30	P	1	
December	P	4	P	5	P	6	P	7	P	8	Vacation – December 11 – January 5
	H	11	H	12	H	13	H	14	H	15	
	H	18	H	19	H	20	H	21	H	22	
	H	25	H	26	H	27	H	28	H	29	
January	H	1	H	2	H	3	H	4	H	5	Practicum Block 2 – January 8 – February 2
	P	8	P	9	P	10	P	11	P	12	
	P	15	P	16	P	17	P	18	P	19	
	P	22	P	23	P	24	P	25	P	26	
February	P	29	P	30	P	31	P	1	P	2	Classes resume – February 5 Term 2 Add/Drop – February 5 – 9 Family Day – February 19 Conference Week – February 20 - 23
	C	5	C	6	C	7	C	8	C	9	
	C	12	C	13	C	14	C	15	C	16	
	H	19	CW	20	CW	21	CW	22	CW	23	
	C	26	C	27	C	28	C	29	C	1	
March	C	4	C	5	C	6	C	7	C	8	March Break – March 11 – 15 Good Friday – March 29
	H	11	H	12	H	13	H	14	H	15	
	C	18	C	19	C	20	C	21	C	22	
	C	25	C	26	C	27	C	28	H	29	
April	C	1	C	2	C	3	C	4	C	5	
	C	8	C	9	C	10	C	11	C	12	
	C	15	C	16	C	17	C	18	C	19	

O	*Orientation*	H	*Holidays*	Practicum scheduling is subject to change if scheduling changes are made in the school districts in which Teacher Candidates are placed.
C	*Classes*	P	*Practicum*	
RW	*Reading Week*	CW	*Conference Week*	

	Mon		Tues		Wed		Thurs		Fri		
September	H	4	P	5	P	6	P	7	P	8	Labour Day – September 4
	P	11	P	12	P	13	P	14	P	15	
	P	18	P	19	P	20	P	21	P	22	Practicum Block 3 – September 5 – October 13
	P	25	P	26	P	27	P	28	P	29	
October	P	2	P	3	P	4	P	5	P	6	Thanksgiving – October 9
	H	9	P	10	P	11	P	12	P	13	Classes Begin – October 16
	C	16	C	17	C	18	C	19	C	20	
	C	23	C	24	C	25	C	26	C	27	Term 1 Add/Drop – October 17-20
November	C	30	C	31	C	1	C	2	C	3	
	C	6	C	7	C	8	C	9	C	10	
	C	13	C	14	C	15	C	16	C	17	Alternative Field Experience – November 27-December 15
	C	20	C	21	C	22	C	23	C	24	
	AFE	27	AFE	28	AFE	29	AFE	30	AFE	1	
December	AFE	4	AFE	5	AFE	6	AFE	7	AFE	8	
	AFE	11	AFE	12	AFE	13	AFE	14	AFE	15	Vacation – December 18 – January 5
	H	18	H	19	H	20	H	21	H	22	
	H	25	H	26	H	27	H	28	H	29	
January	H	1	H	2	H	3	H	4	H	5	Classes resume – January 8
	C	8	C	9	C	10	C	11	C	12	
	C	15	C	16	C	17	C	18	C	19	Term 2 Add/Drop – January 8 - 12
	C	22	C	23	C	24	C	25	C	26	
February	C	29	C	30	C	31	C	1	C	2	
	C	5	C	6	C	7	C	8	C	9	Family Day – February 19
	C	12	C	13	C	14	C	15	C	16	Practicum Block 4 – February 20 – March 28
	H	19	P	20	P	21	P	22	P	23	
March	P	26	P	27	P	28	P	29	P	1	
	P	4	P	5	P	6	P	7	P	8	March Break — March 11-15
	H	11	H	12	H	13	H	14	H	15	
	P	18	P	19	P	20	P	21	P	22	Good Friday – March 29
	P	25	P	26	P	27	P	28	H	29	
April	AFE	1	AFE	2	AFE	3	AFE	4	AFE	5	
	AFE	8	AFE	9	AFE	10	AFE	11	AFE	12	Alternative Field Experience – April 1 - 25
	AFE	15	AFE	16	AFE	17	AFE	18	AFE	19	
	AFE	21	AFE	22	AFE	23	AFE	24	AFE	25	

Western University
Faculty of Education
ACADEMIC CALENDAR, 2023-24 Year 2 (admitted fall 2022)

C	*Classes*	H	*Holidays*	Practicum scheduling is subject to change if scheduling changes are made in the school districts in which Teacher Candidates are placed.
AFE	*Alternative Field Experience*	P	*Practicum*	

2023-2024 FACULTY OF EDUCATION – YEAR 1

Western University Faculty of Education ACADEMIC CALENDAR, 2023-24 Year 1 (admitted fall 2023)							

	Mon	Tues	Wed	Thurs	Fri		
September				R/O 1			Registration and Orientation — September 1
	H 4	C 5	C 6	C 7	C/O 8		Labour Day — September 4
	C 11	C 12	C 13	C 14	C 15		Classes begin — September 5
	C 18	C 19	C 20	C 21	C 22		1st term Add/Drop — September 5 - 8
	C 25	C 26	C 27	C 28	C 29		Orientation - September 8
October	C 2	C 3	C 4	C 5	C 6		
	H 9	RW 10	RW 11	RW 12	RW 13		Thanksgiving — October 9
	C 16	C 17	C 18	C 19	C 20		Fall Reading Week — October 9 - 13
	C 23	C 24	C 25	C 26	C 27		
November	C 30	C 31	C 1	C 2	C 3		
	C 6	C 7	C 8	C 9	C 10		
	P 13	P 14	P 15	P 16	P 17		Practicum Block 1 — November 13 – December 8
	P 20	P 21	P 22	P 23	P 24		
	P 27	P 28	P 29	P 30	P 1		
December	P 4	P 5	P 6	P 7	P 8		
	P H 11	P H 12	P H 13	P H 14	P H 15		Vacation — December 11 - 29 January 5
	H 18	H 19	H 20	H 21	H 22		
	H 25	H 26	H 27	H 28	H 29		
January	H 1	H 2	H 3	H 4	H 5		Classes resume — January 8
	C P 8	C P 9	C P 10	C P 11	C P 12		2nd term Add/Drop — January 8 - 12
	C P 15	C P 16	C P 17	C P 18	C P 19		Practicum Block 2 - January 8 - February 2
	C P 22	C P 23	C P 24	C P 25	C P 26		
February	C P 29	C P 30	C P 31	C P 1	C P 2		Classes resume - February 5
	C 5	C 6	C 7	C 8	C 9		Term 2 Add/Drop - February 5 - 9
	C 12	C 13	C 14	C 15	C 16		Family Day — February 19
	H 19	T2P CW 20	T2P CW 21	T2P CW 22	T2P CW 23		T2P/Conference Week — February 20 - 23
March	C 26	C 27	C 28	C 29	C 1		
	C 4	C 5	C 6	C 7	C 8		March Break — March 11 - 15
	H 11	H 12	H 13	H 14	H 15		Practicum Block 2 — March 20 – April 14
	C 18	C 19	C 20	C 21	C 22		
	C 25	C 26	C 27	C 28	H 29		Good Friday – March 29
April	C 1	C 2	C 3	C 4	C 5		
	C 8	C 9	C 10	C 11	C 12		
	C 15	C 16	C 17	C 18	C 19		

R /O —	*Registration/Orientation*	H —	*Holidays*	
C —	*Classes*	P —	*Practicum*	Practicum scheduling is subject to change if scheduling changes are made in the school districts in which Teacher Candidates are placed.
RW —	*Reading Week*	T2P —	*Transition to Professional Practice*	
		CW	*Conference Week*	

2023-2024 FACULTY OF EDUCATION – YEAR 2

		Western University **Faculty of Education** ACADEMIC CALENDAR, 2023-24 Year 2 (admitted fall 2022)				

	Mon	Tues	Wed	Thurs	Fri		
September	H 4	T2P P 5	T2P P 6	T2P P 7	T2P P 8		Labour Day — September 4
	P 11	P 12	P 13	P 14	P 15		Practicum Block 3 — September 5 – October 13
	P 18	P 19	P 20	P 21	P 22		
	P 25	P 26	P 27	P 28	P 29		
October	P 2	P 3	P 4	P 5	P 6		Thanksgiving — October 9
	H 9	P 10	P 11	P 12	P 13		Classes Begin — October 16
	C 16	C 17	C 18	C 19	C 20		1st term Add/Drop — October 17-20
	C 23	C 24	C 25	C 26	C 27		
November	C 30	C 31	C 1	C 2	C 3		
	C 6	C 7	C 8	C 9	C 10		
	C 13	C 14	C 15	C 16	C 17		Alternative Field Experience — November 27– December 15
	C 20	C 21	C 22	C 23	C 24		
	C AFE 27	C AFE 28	C AFE 29	C AFE 30	C AFE 1		
December	AFE 4	AFE 5	AFE 6	AFE 7	AFE 8		Vacation — December 18 - 29 January 5
	AFE 11	AFE 12	AFE 13	AFE 14	AFE 15		
	H 18	H 19	H 20	H 21	H 22		
	H 25	H 26	H 27	H 28	H 29		
January	H 1	H 2	H 3	H 4	H 5		Classes resume — January 8
	C 8	C 9	C 10	C 11	C 12		2nd term Add/Drop — January 8 - 12
	C 15	C 16	C 17	C 18	C 19		
	C 22	C 23	C 24	C 25	C 26		
February	C 29	C 30	C 31	C 1	C 2		Practicum Block 4 — February 20 12 – March 28 22
	C 5	C 6	C 7	C 8	C 9		Family Day — February 19
	C 12	C 13	C 14	C 15	C 16		
	H 19	P 20	P 21	P 22	P 23		
March	P 26	P 27	P 28	P 29	P 1		March Break — March 11-15
	P 4	P 5	P 6	P 7	P 8		Alternative Field Experience — March 25 – April 19
	MB 11	MB 12	MB 13	MB 14	MB 15		
	P 18	P 19	P 20	P 21	P 22		Good Friday – March 29
	AFE P 25	AFE P 26	AFE P 27	AFE P 28	H 29		
April	AFE 1	AFE 2	AFE 3	AFE 4	AFE 5		
	AFE 8	AFE 9	AFE 10	AFE 11	AFE 12		Alternative Field Experience - April 1 - 25
	AFE 15	AFE 16	AFE 17	AFE 18	AFE 19		
	AFE 21	AFE 22	AFE 23	AFE 24	AFE 25		

R /O —	*Registration/Orientation*	H —	*Holidays*	Practicum scheduling is subject to change if scheduling changes are made in the school districts in which Teacher Candidates are placed.
C —	*Classes*	P —	*Practicum*	
RW —	*Reading Week*	AFE —	*Alternative Field Experience*	
MB —	*March Break*			

ITEM 12.3(m) – Report of the Subcommittee on Undergraduate Academic Courses

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Terms of Reference of the Subcommittee on Undergraduate Courses (SOC) include a requirement for the committee to report to ACA at least twice annually.

Attached is a Report detailing the work of the Subcommittee between August 2022 and May 2023.

ATTACHMENT(S):

Report of the Subcommittee on Undergraduate Academic Courses (May 2023)

**Report of the Subcommittee on Undergraduate Academic Courses (SOC)
May 2023**

The Subcommittee on Undergraduate Academic Courses (SOC) was formed in July 2022. SOC met 12 times between August and April 2023, with nine regular meetings and three special meetings. Two special meetings focussed on process, with the third on proposals given the high volume of submissions received in March.

The table below summarizes the proposals submitted to SOC:

	Course Introduction	Course Revision	Course Withdrawal	Module/Program Revision	Total
Aug. 2022	8	2	16	4	30
Sept. 2022	0	2	0	0	2
Oct. 2022	3	4	1	8	16
Nov. 2022	38	37	4	14	93
Dec. 2022	51	72	4	44	171
Jan. 2023	39	10	5	23	77
Feb. 2023	25	51	8	28	112
Mar. 2023	80	140	17	50	287
Apr. 2023	57	28	24	27	136
May 2023	36	105	19	63	223
Total	337	451	98	261	1147

At the process meetings, discussion items included the development of a submission template, consent agenda practices, management of fast-track requests in the July registration period, the cross-listing of courses, and process for policy and practice recommendations.

The SOC submission template has been finalized and will be implemented for the 2023-2024 academic year.

ITEM 12.3(n) – New Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the terms of reference for the new scholarships, awards and prizes shown in Item 12.3(n), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

New Scholarships, Awards and Prizes

New Scholarships, Awards and Prizes

Any Undergraduate Program

Ernest Donne Bursary
Awarded to full-time undergraduate students in any faculty based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. This bursary was established by a generous bequest from Ernest Donne.

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

Ivey Business School

HBA '92 Karen Crich Memorial Award
Awarded to full-time undergraduate students entering HBA1 at the Ivey Business School based on academic achievement, and an interest in recreational athletics and/or entrepreneurial endeavours. The award will continue in HBA2 provided that recipients maintain full-time status in the HBA program and achieve a minimum 70% average. The Ivey HBA Scholarship Committee will select the recipients. If a recipient does not retain the award in HBA2, a replacement from the same cohort will be selected. This award was established by friends and family of Karen Crich.

Value: 1 at $7,800, awarded annually
Effective: 2023-2024 to 2026-2027 academic years inclusive

Thorpe Family Foundation Award in partnership with The Canadian Foundation for Physically Disabled Persons
Awarded to students with a self-identified disability entering the Honours Business Administration program (HBA1) at the Ivey Business School, demonstrating academic achievement, as well as advocacy and leadership skills. The HBA Scholarship Committee will select the recipients. This award was established with a generous gift from the Thorpe Family Foundation and the Canadian Foundation for Physically Disabled Persons (CFPDP).

Value: 1 at $2,200, awarded annually
Effective: 2023-2024 academic year

Faculty of Engineering

<u>Marcrest Manufacturing Engineering Bursary</u>
Awarded to full-time undergraduate students in the Faculty of Engineering based on financial need. Preference will be given to candidates in Year 2 in the Department of Mechanical and Materials Engineering. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. This bursary was established by a generous gift from Marcrest Manufacturing.

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

Faculty of Law

<u>Scott Burrows JD/MBA '02 Memorial Bursary</u>
Awarded to full-time undergraduate students in the combined JD/MBA degree program based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.
Value: 1 at $1,000, awarded annually
Effective: 2023-2024 academic year

This award was made possible by generous gifts from the family, friends and colleagues of Scott Burrows (JD/MBA 2002). Scott held the position of Managing Director, Debt Capital Markets at CIBC upon his passing of cancer at age 46 in 2020. Scott was a devoted family man with three young children. He cherished his Winnipeg upbringing, his family and friends from out west, his lifelong friends from Western Law School, the family he created in Oakville Ontario, and anything sports related (go Jets!). Hopefully this award will help a student with as much potential and enthusiasm as Scott had when he entered his first year at Western.

<u>Wildeboer Dellelce LLP Award in Corporate Law</u>
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. One award will be given for Corporate Law 1L and one for Corporate Law 2L. The Faculty of Law will select the recipients. This award was established by a generous gift from Wildeboer Dellelce LLP.

Value: 2 at $2,500, awarded annually
Effective: 2023-2024 to 2027-2028 academic years inclusive

Schulich School of Medicine & Dentistry

<u>ALS Society of Windsor-Essex County Medical Bursary</u>
Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry, based on financial need. Preference will be given to candidates in Year 2 or above who are studying at the Schulich Medicine Windsor Campus. 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.

Value: 2 at $2,000, awarded annually
Effective: 2023-2024 academic year

The ALS Society of Windsor-Essex County established this bursary to bring awareness of ALS (Lou Gehrig's disease) to medical learners. They hope that this bursary inspires the recipient to research ALS and learn more about how to care for patients living with this disease. One of the bursaries is given in memory of Michael Beattie. Mike was an assistant Crown Attorney with the City of Windsor and died of ALS at the age of 44 in 2005. The Beattie Family began the annual ALS Windsor Walk soon after and the event has raised hundreds of thousands of dollars for ALS research and programs.

<u>Dr. Bishnu Sanwal and Dr. Theodore Lo Chair's Travel Award</u>
Awarded to graduate students in the Department of Biochemistry, Schulich School of Medicine & Dentistry, based on research productivity and potential of travel to further a student's career aspirations. A committee in the Department of Biochemistry will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: Number and value of awards will vary as funds permit
Effective: May 2023

<u>Dr. Robert Hegele Bursary</u>
Awarded to full-time undergraduate students in Year 1 of the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry, based on financial need. Preference will be given to candidates who are Indigenous, or self-identify as Black or a racialized person of colour. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. This bursary was established with a generous gift from Dr. Robert Hegele.

Value: 2 at $4,000
Effective: 2023-2024 academic year

<u>Meds Class of 2017 Memorial Bursary</u>
Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

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

Established by the Medicine Class of 2017 on the occasion of their 5th reunion, in memory of their classmate Brent Weiler (1992-2018).

ITEM 12.4(a) – Faculty Scholar Awards

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

After a review of the distribution of the Faculty Scholar awards, the Senate Committee on University Planning, on behalf of Senate, approved and recommended to the Property and Finance Committee an additional four (4) Faculty Scholar awards as outlined in item 12.4(a).

Each Faculty Scholar Award is $15K a year for 2 years.

Faculty	Total	Current distribution	Based on 3% of current faculty	Proposed Distribution
A&H	114	3.0	3.4	3.0
Education	49	1.0	1.5	2.0
Engineering	104	2.0	3.1	3.0
FIMS	31	1.0	0.9	1.0
Health Sciences	96	3.0	2.9	3.0
Law	33	1.0	1.0	1.0
Music	34	1.0	1.0	1.0
Science	173	5.0	5.2	5.0
Social Science	191	5.0	5.7	6.0
Ivey	97	2.0	2.9	3.0
Schulich	179	5.0	5.4	5.0
Total	**1101**	**29.0**	**33.0**	**33.0**

ATTACHMENT(S):

Faculty Scholars

Faculty Scholars

Effective Date: June 28, 2022

Supersedes: May 6, 2004

_____

Objective: To honour and celebrate outstanding scholarly achievements at a critical point in the career of a Faculty Member at Western

Program: The Award includes:
- The title of "Faculty Scholar" for two years.
- A stipend of $15,000 each year to be used for scholarly activities.
- A citation to be presented at an appropriate occasion.
- The total distribution of Faculty Scholars will be about 2-3% of full-time or probationary faculty, i.e.:

o Arts and Humanities	3
o Business **(Ivey)**	~~2~~**3**
o Education	~~1~~**2**
o Engineering	~~2~~**3**
o Health Sciences	3
o Information and Media Studies	1
o Law	1
o Medicine & Dentistry **(Schulich)**	5
o Music	1
o Science	5
o Social Science	~~5~~**6**
Total	~~29~~**33**

The total allocation to Medicine & Dentistry will reflect discussions about the eligibility of clinical faculty for this award and whether a specific allocation should be made for that group.

Rationale: The University is served well by recognizing scholarly achievements at critical points of a Faculty member's career. This award will recognize outstanding contributions in research, teaching or service reflecting sustained excellence in all scholarly activities. This award recognizes the complete scholar who has recently achieved prominence in a select domain.

Process:

- There will be an annual nomination and selection cycle.
- Each Faculty will establish internal processes for nomination and selection of preferred candidates that will use a Faculty Selection Committee.
- The Faculty Selection committee will make recommendations to the Faculty Scholar Selection Committee based on the criteria:
  o A recent, outstanding research achievement that has had international impact in the field of research and that identifies the individual as a leading member of that research community
    and/or
  o A considerable record of excellence in teaching of undergraduates and/or supervision of graduate students and training of highly qualified personnel
    and/or
  o A marked contribution of service to the University and the research community in general through serving on committees, participating in governance and contributing to peer review at the local, provincial, national or international level
    While
  o Maintaining an excellent record in teaching and research.
- A Faculty Scholar Selection Committee will be created, consisting of the following members:
  The Provost or designate
  The Vice-President (Research) or designate
  One senior scholar from another research-intensive university or institution, appointed by the Provost
  Four senior scholars at Western, elected by Senate.
  The Selection Committee will be chaired by the Provost or designate. Members will be appointed for two-year terms (once renewable) commencing July 1.
- This committee will review the Faculty nominations to ensure consistency of quality in all nominations and make final recommendations to the President.

Restrictions: To ensure excellence in these select awards

- The selection criteria must be strict
- Any or all nominations may be rejected in any given year
- The total number of active Faculty Scholars may be less than the quota assigned and cannot exceed the quota
- Awards can be made to other award holders – including CRC's, Hellmuth Prize Winners, Pleva Award Winners,

Industrial Chairs, Endowed Chairs and named Professors.

- The award is not renewable and may only be held once in a career.

Impact: The ongoing awarding of Faculty Scholars will:

- Recognize outstanding scholarly achievements when they occur
- Contribute to an attractive scholarly environment at Western, which will assist recruiting and retention efforts at all levels
- Provide a program that is managed at the Faculty level but held to Institutional Standards
- Contribute to Faculty morale
- Provide an opportunity to celebrate scholarly achievement at the mid-career stage of individuals who will be the leaders in their field
- Provide a vehicle for demonstrating the success of Western's faculty internally and externally

ITEM 12.5(a) – Election Results – Selection Committee

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the May 19, 2023 Senate meeting one additional nomination was received for the Selection Committee for the Dean of the Ivey Business School. An electronic vote was subsequently held on May 24-25, 2023.

Miriam Capretz and Valerie Oosterveld have been elected.

The certified Simply Voting election results are attached.

ATTACHMENT(S):

Simply Voting Certified Results

May 25, 2023

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

To Whom It May Concern:

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

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Selection Committee for the Dean of the Ivey Business School

Start: 2023-05-24 09:00:00 America/Toronto
End: 2023-05-25 16:00:00 America/Toronto
Turnout: 48 (48.5%) of 99 electors voted in this ballot.

Selection Committee for the Dean of the Ivey Business School - TWO positions electable

Option	Votes
OOSTERVELD, Valerie	34 (36.2%)
CAPRETZ, Miriam	32 (34.0%)
ROLAND, Sophie	28 (29.8%)

VOTER SUMMARY

Total	48
Abstain	1 (2.1%)

ITEM 12.5(b) – Academic Administrative Appointments

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of May 2023.

ATTACHMENT(S):

Academic Administrative Appointments

Academic Administrative Appointments

Information for Senate - May 2023				
Start Date	**End Date**	**Name**	**Department**	**Admin Appointment**
2023-01-01	2025-06-30	Ajiferuke,Isola	Info & Media Studies	Assistant Dean
2023-01-01	2023-06-30	Wei,Sharon	Music - Office of the Dean	Acting Assistant Dean
2023-01-01	2023-06-30	Babenko-Mould,Yolanda Brenda	Health Science - Dean's Office	Acting Associate Dean (Grad,PostDoc)
2023-01-01	2023-06-30	Campbell,Craig	Paediatrics	Interim Clinical Department Chair
2023-01-01	2023-06-30	Fuller,John	Anesthesia-Perioperative Med	Interim Clinical Department Chair
2023-01-01	2023-06-30	Ott,Michael	Oncology	Interim Clinical Department Chair
2023-01-01	2023-06-30	Singh,Ram	Paediatrics	Interim Clinical Department Chair
2023-01-01	2023-06-29	Nicholls,Christopher	Law - Office of the Dean	Acting Dean
2023-01-01	2028-06-30	Johnsrude,Ingrid	Psychology	Department Chair
2023-01-01	2028-06-30	Shaw,Lynn	Occupational Therapy	School Director
2023-01-01	2026-06-30	Smye,Victoria	Nursing-Office of the Director	School Director
2023-01-01	2024-12-31	Isaacs,Tracy L	Provost & VP Acad Office	Special Advisor
2023-02-16	2025-06-30	Rykse,Harriet	Office of the Chief Librarian	Associate Chief Librarian
2023-02-16	2023-04-30	Zoricic,Christina	WL - Content Mgmt (CMDA)	Library Head
2023-05-01	2028-04-30	Carson,Kimberley	WL - Teaching and Learning	Library Head
2023-05-01	2028-04-30	Cassady,Samuel	WL - Content Mgmt (CMDA)	Library Head
2023-05-01	2026-04-30	Fyfe,Bruce	WL-User Experience Student Eng	Library Head
2023-05-01	2028-04-30	Zoricic,Christina	WL - Content Mgmt (CMDA)	Library Head

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 12.4(a) – Faculty Scholar Awards

ITEM 14.0 – Discussion and Question Period

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☒ DISCUSSION

1. Dale Laird, Senator

ITEM 12.4(a) – Faculty Scholar Awards

The distribution of Faculty Scholar Awards to Schulich Faculty does not appear to include any allocation to account for clinical faculty and clinical scientists. There is a statement in the senate document which reads "The total allocation to Medicine & Dentistry will reflect discussions about the eligibility of clinical faculty for this award and whether a specific allocation should be made for that group."

What were the outcomes of these discussions as it appears there are no allocations within the Faculty Scholar distribution list for clinical scientists? This is particularly notable as Schulich basic and clinical faculty are awarded ~50% of all external research funding that comes to Western, and all faculty are expected to be highly engaged in teaching, research, and service. It would seem that Clinical Faculty meet the criteria in the Terms of Reference to be included in the Faculty Scholar program. Given the Schools desire to recognize all high-end performers, it might be prudent to bring clinical faculty into the Faculty Scholar Program.

2. Ruth Ann Strickland / Nigmendra Narain, Observer

Are faculty who are 'denied' research applications going forward because of the CSIS agent's assessment put on a list? Are the reasons for their denial explained to those faculty members? What happens to information collected about research-application reviews by the CSIS agent? Do 'flagged faculty' become part of campus or national registry or dossier-collection? Where is that information stored? What is the end-date for the destruction of that information/registry/dossier file or is it kept in perpetuity?

3. Johanna Weststar, Observer

Will the Administration issue a statement to the campus community giving guidance on people's right not to speak to CSIS or their agents? Similar to what University of Waterloo has done: "March 29: Guidance on contact with Canadian Security Intelligence Service (CSIS)" https://uwaterloo.ca/graduate-studies-postdoctoral-affairs/catalogs/2023-communications-graduate-students/march-29-guidance-contact-canadian-security-intelligence . When can we expect to have such a statement put forward to let the university community know of their rights?

4. Anne Schuurman, Senator

In light of recent concerns about research security, we would like to know if steps are being taken to educate Western students, faculty, and staff about their legal rights with respect to their interactions with CSIS -- in particular, their legal right not to have to respond to questioning.

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.