

SENATE AGENDA

Friday, May 19, 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 April 21, 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)**
 - 5.1 Nominating Committee Membership Action
 - 5.2 Amendment to the Senate Election Procedures Approval
 - 5.3 Frequency of Senate Meetings and Amendment to the Adopted Policies and Procedures of Senate Approval
- 6.0 **Report of the Nominating Committee (S. Roland)**
 - 6.1 Membership – Subcommittee on Program Review – Undergraduate (SUPR-U) Action
 - 6.2 Membership – Subcommittee on Undergraduate Academic Courses (SOC) Action
 - 6.3 Membership - Subcommittee on Western Approved Micro-credentials (SWAM) Action
 - 6.4 Selection Committee for the Dean of the Ivey Business School Action

- 7.0 **Report of the Senate Committee on Academic Policy (S. Lewis)**
 - 7.1 [Introduction of an “Undergraduate Degree Admissions” Policy and Rescindment of Selected Admissions Policies](#) 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) - see Consent Agenda**
- 10.0 **Report of the University Research Board (B. Neff)** Information
- 11.0 **Report of the Academic Colleague (P. Barmby) – No Report**
- 12.0 **[The Unanimous Consent Agenda](#)**
 - 12.1 Items from the Operations / Agenda Committee
 - 12.1(a) [Senate Membership – Vacancies Filled by Appointment](#) Information
 - 12.1(b) [Schedule of Ceremonies – Autumn Convocation 2023 \(#322\)](#) Information
 - 12.2 Items from the Senate Committee on Academic Policy
 - 12.2(a) [Revisions to the Policy on “Admission – Education”](#) Approval
 - 12.2(b) [Revisions to the Policy on “Progression Requirements – Law”](#) Approval
 - 12.2(c) [Revisions to the “Academic Records and Student Transcripts” Policy](#) Approval
 - 12.3 Items from the Senate Committee on Academic Curriculum and Awards
 - 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 \(Option H\)](#) Approval
 - 12.3(b) Faculty of Health Sciences, Arthur Labatt Family School of Nursing:
 - 12.3(b)(i) [Revisions to the Program Requirements of the Regular Pathway for the Compressed](#) Approval

Time Frame Bachelor of Science in Nursing
(BScN)

12.3(b)(ii)	Revisions to the Program Requirements of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN)	Approval
12.3(c)	Faculty of Social Science, Department of History: Withdrawal of the Major and Minor in Jewish Studies on Main Campus	Approval
12.3(d)	Huron University College: Introduction of a Minor in Entrepreneurship	Approval
12.3(e)	School of Graduate and Postdoctoral Studies:	
12.3(e)(i)	Revisions to the Doctor of Musical Arts (DMA) in Performance	Approval
12.3(e)(ii)	Revisions to the Master of Science (MSc) (Thesis-based) and the Doctor of Philosophy (PhD) in Microbiology and Immunology	Approval
12.3(e)(iii)	Revisions to the Master of Clinical Dentistry (MCID) in Orthodontics	Approval
12.3(e)(iv)	Revisions to the Master of Arts (MA) in Theology at Huron University College	Approval
12.3(f)	SUPR-U Report: Cyclical Review of the Undergraduate Program in Medieval Studies	Information
12.3(g)	SUPR-G Report: 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)	Information
12.3(h)	New Scholarships, Awards and Prizes	Information

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12.4 Items from the Senate Committee on University Planning

12.4(a) [Annual Report of the Working Group on Information Security \(WGIS\)](#) Information

12.4(b) [Reports on Promotion, Tenure and Continuing Appointment](#) Information

12.5 Items from the Honorary Degrees Committee:

12.5(a) [Honorary Degree Recipients – Spring 2023](#) Information

12.6 Announcements and Communications

12.6(a) [Election Results – Senate Committees](#) 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

Dave Ferri 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 April 21, 2023

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the minutes of the meeting held on April 21, 2023,
be approved as circulated.

ATTACHMENT(S):

[Minutes of the April 21, 2023 Meeting](#)

MINUTES OF THE MEETING OF SENATE

April 21, 2023

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

SENATORS:

M. Adler	M. Joannis	G. Pollock
G. Arku	T. Joy	K. Pollock
K. Arora	E. Kalaydjian	A. Pyati
P. Barmby	M. Kim	A. Robin
A. Baxter	K. Kirkwood	C. Robinson
F. Beier	D. Kotsopoulos	S. Roland
M. Bordignon	J. Lacefield	B. Rubin
A. Bryson	Y. Laforet-Fliesser	H. Samson
E. Chen	D. Laird	G. Santos
K. Choi	J. Langille	A. Schuurman
M. Cleveland	L. Latif	A. Shami
K. Coley	C. Lengyell	A. Shepard
M. Davison	D. Lee	Z. Sinel
G. De Viveiros	A. Liu	D. Smith
R. De Koter	L. Logan	C. Steeves
M. Fahmida	M. McMurrin	L. Stephenson
R. Forrester-Jones	M. Milde	L. Stoyles
L. Frederking	L. Miller	F. Strzelczyk
A. Fremeth	J. Minac	J. Sutton
J. Garland	K. Mooney	J. Toswell
B. Gillies	S. Morrison	J. Watson
T. Granadillo	I. Namukasa	J. Welch
L. Henderson	B. Neff	S. Whitehead
K. Henricus	A. Nelson	J. Yoo
A. Hodgson	C. Nicholls	
S. Hodgson	T. Orchard	

Observers: C. Bressette, R. Chelladurai, K. Dufresne, E. Gardner, S. Lewis, M. McGlynn,
J. Weststar

LAND ACKNOWLEDGEMENT

A. Robin offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

S.23-58 **ITEM 2.0 – Minutes of the Meeting of March 17, 2023**

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

That the minutes of the meeting of March 17, 2023, be approved as circulated.

CARRIED

BUSINESS ARISING FROM THE MINUTES

S.23-59 **ITEM 2.1 Business Arising: School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Art History and Curatorial Studies and the Doctor of Philosophy (PhD) in Art and Visual Culture**

In follow up to the previous meeting, A. Bryson, University Secretary, advised the proposal was revised to address the rationale provided for the removal of the second language requirement.

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

That on the recommendation of ACA, Senate approve that effective January 1, 2023, the Master of Arts (MA) in Art History and Curatorial Studies and the Doctor of Philosophy (PhD) in Art and Visual Culture be revised as described in Item 2.1.

CARRIED

S.23-60 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: funding for graduate students; the Engage Western event; the various gifts and donations to the University; accolades; and a leadership update.

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

- The Spring Open House occurred on March 27, 2023 and hosted over 7000 visitors to campus. The President extended gratitude to the volunteers who contributed to the event and acknowledged a high number of attendees.
- The Engage Western event held on April 11, 2023, that brought together campus representatives, the London community, and special guests to promote Western's activities and future plans.
- The Blue-ribbon panel and Western's efforts to meet with the panel.

The President noted in his final remarks that a new Volkswagen battery plant announced by Prime Minister Justin Trudeau will provide Western with research, education, and internship opportunities.

The President invited Althea Blackburn-Evans, Chief Communications Officer, to present a brand update. The presentation, attached to the minutes as Appendix "A", highlighted the

following information:

- Reputational research for Western
- Western's exclusive space and impact on the world
- Launching of the new Western story (the Impact Project)

A. Blackburn-Evans finished her report with a teaser video regarding the Impact Project.

A Senator expressed support for this initiative and emphasized the positive impact of shifting the focus to students.

In response to a clarification question from a Senator regarding fundraising, A. Blackburn-Evans stated the Impact Project supports the major fundraising campaign, as well as the development of a strong brand with high levels of engagement for Western.

Questions of clarification regarding the nominating mechanism for stories to be shared under the campaign were addressed by A. Blackburn-Evans.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.23-61 **ITEM 5.1 – Report of the Senate Committee on University Teaching Awards (SUTA):
Recipients of Western's Excellence in Teaching Awards for 2022-23**

The recipients of Western's Excellence in Teaching Awards were presented during the Senate meeting for information.

S.23-62 **ITEM 5.2 – Nominating Committee Membership**

Godwin Arku, Donna Kotsopoulos and Gildo Santos were acclaimed to the Nominating Committee as members of Senate for terms from July 1, 2023 to June 30, 2025.

Matheus Sanita Lima was acclaimed to the Nominating Committee as a graduate student Senator for a term from July 1, 2023 to June 30, 2024.

Pauline Barmby was acclaimed to the Nominating Committee as a member of Senate for a term from July 1, 2023 to June 30, 2024.

Jayne Garland was nominated from the floor of Senate and was acclaimed to the Nominating Committee as a member of Senate for a term from July 1, 2023 to June 30, 2024.

No nominations were received for an undergraduate student Senator representative.

S.23-63 **ITEM 5.3 – Revisions to the Terms of Reference of the Honorary Degrees
Committee**

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

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective April 21, 2023, the Terms of Reference of the Honorary Degrees Committee be revised as shown in Item 5.3.

CARRIED

S.23-64 **ITEM 5.4 – Administrative Revisions to the Regulations of the Senate Committee on University Teaching Awards (SUTA)**

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

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective April 21, 2023, the Western Awards for Excellence in Teaching – SUTA Regulations be revised as shown in Item 5.4.

CARRIED

S.23-65 **ITEM 5.5 – Revisions to the School of Graduate and Postdoctoral Studies Constitution/Graduate Education Council Constitution**

L. Miller, Vice-Provost (Graduate and Postdoctoral Studies) introduced the proposal and provided a brief overview of the changes.

During the presentation, L. Miller commented on proposed changes to the membership composition, aimed at creating a balanced representation of ex-officio and elected/appointed members, with the addition of the right of ex-officio members to identify a designate. Toward the end of her presentation L. Miller outlined a simplification of the Council organizational structure by reorganization and elimination of several committees.

In response to a clarification question on whether the current Council membership could be made publicly accessible, L. Miller indicated that the membership list is presently available on the School of Graduate and Postdoctoral Studies webpage, however, its location would be reconsidered.

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

That on the recommendation of the Operations/Agenda Committee, Senate approve that, effective April 21, 2023, the SGPS Constitution be amended as shown in Item 5.5.

CARRIED with one opposed.

REPORT OF THE NOMINATING COMMITTEE

S.23-66 **ITEM 6.1 – Vice-Chair of Senate**

Erika Chamberlain was acclaimed to serve as Vice-Chair of Senate for a term from July 1, 2023 to June 30, 2024.

S.23-67 **ITEM 6.2(a) – Operations/Agenda Committee (OAC)**

Mark Cleveland, Dale Laird, Christopher Lengyell, Stephen Pitel and Shawn Whitehead were acclaimed to the Operations/Agenda Committee (OAC) as members of Senate for terms from July 1, 2023 to June 30, 2025.

Sophia Bahadoor, Elizabeth Gillies and Matheus Sanita Lima were acclaimed to OAC as members of Senate for terms from July 1, 2023 to June 30, 2024.

Ben Rubin was nominated from the floor of Senate and was acclaimed to OAC as a member of Senate for a term from July 1, 2023 to June 30, 2024.

S.23-68 **ITEM 6.2(b) – Senate Committee on Academic Curriculum and Awards (ACA)**

Jose Herrera, Aaron Hodgson, Jisuo Jin and Lynn Shaw were acclaimed to the Senate Committee on Academic Curriculum and Awards (ACA) as members of Senate for terms from July 1, 2023 to June 30, 2025.

Sophie Roland was acclaimed to ACA as a faculty member for a term from July 1, 2023 to June 30, 2025.

Nicole Campbell was acclaimed to ACA as a faculty member for a term from July 1, 2023 to June 30, 2024.

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

Shahnaz Shahid was nominated by the Nominating Committee and Sina Torabi was nominated from the floor of Senate to ACA. An election was held following the Senate meeting and Shahnaz Shahid was elected to ACA as a graduate student for a term from July 1, 2023 to June 30, 2024.

S.23-69 **ITEM 6.2(c) – Subcommittee on Program Review – Undergraduate (SUPR-U)**

Evan Abbey was acclaimed to the Subcommittee on Program Review – Undergraduate as an undergraduate student for a term from July 1, 2023 to June 30, 2024.

S.23-70 **ITEM 6.2(d) – The Subcommittee on Undergraduate Academic Courses (SOC)**

Derek McLachlin and Jane Toswell were acclaimed to the Subcommittee on Undergraduate Academic Courses (SOC) as faculty members, who have served as an Undergraduate Chair, for terms from July 1, 2023 to June 30, 2025.

No nominations were received for the undergraduate student representatives.

S.23-71 **ITEM 6.1(e) – Subcommittee on Western Approved Micro-credentials (SWAM)**

Andrew M. Johnson was acclaimed to the Subcommittee on Western Approved Micro-credentials (SWAM) as an Associate Dean for a term from July 1, 2023 to June 30, 2025.

Ingrid Johnsrude was acclaimed to SWAM as a Department Chair for a term from July 1, 2023 to June 30, 2025.

Madeline Bassnett was acclaimed to SWAM as a faculty member for a term from July 1, 2023 to June 30, 2025.

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

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

Jevonne Peters was acclaimed to SWAM as a graduate student for a term from July 1, 2023 to June 30, 2024.

S.23-72 **ITEM 6.2(f) – Senate Committee on Academic Policy**

Mark Cleveland, Lorraine Davies, Joanna Langille and Alexander Meyer were acclaimed to the Senate Committee on Academic Policy as faculty members for terms from July 1, 2023 to June 30, 2025.

Ankita Mishra was nominated by the Nominating Committee and Emilie Kalaydjian was nominated from the floor of Senate to the Senate Committee on Academic Policy. An election was held following the Senate meeting and Ankita Mishra was elected to the Senate Committee on Academic Policy as an undergraduate student for a term from July 1, 2023 to June 30, 2024.

Amala Poli was acclaimed to the Senate Committee on Academic Policy as a graduate student for a term from July 1, 2023 to June 30, 2024.

S.23-73 **ITEM 6.2(g) – Senate Committee on University Planning (SCUP)**

Donna Kotsopoulos was acclaimed to the Senate Committee on University Planning (SCUP) as a Dean for a term from July 1, 2023 to June 30, 2024.

Aaron Hodgson, Dale Laird, Treena Orchard and Stephen Pitel were acclaimed to SCUP as members of faculty, who are members of Senate for terms from July 1, 2023 to June 30, 2025.

Ryan Palmer was acclaimed to SCUP as a member of administrative staff for a term from July 1, 2023 to June 30, 2025.

Waliu Alaka and Cara Anne Davidson were nominated by the Nominating Committee and Jasvinder Paul Mann was nominated from the floor of Senate to SCUP. An election was held following the Senate meeting and Cara Anne Davidson and Jasvinder Paul Mann were elected to SCUP as graduate students for terms from July 1, 2023 to June 30, 2024.

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

S.23-74 **ITEM 6.2(h) – Senate Committee on University Teaching Awards (SUTA)**

Sarah McLean was acclaimed to the Senate Committee on University Teaching Awards (SUTA) as a faculty member for a term from July 1, 2023 to June 30, 2026.

Joel Welch was nominated by the Nominating Committee and Daniel Arauz Nuñez was nominated from the floor of Senate to SUTA. An election was held following the Senate meeting and Daniel Arauz Nuñez was elected to SUTA as a graduate student for the term from July 1, 2023 to June 30, 2024.

S.23-75 **ITEM 6.2(i) – Senate Review Board Academic (SRBA)**

Lina Dagnino was acclaimed as Chair of the Senate Review Board Academic (SRBA) for a term from July 1, 2023 to June 30, 2024.

Rob Stainton was nominated from the floor of Senate and was acclaimed to SRBA as a faculty member for a term from July 1, 2023 to June 30, 2025.

Miriam Capretz, Isha DeCoito, Randal N. M. Graham, John Di Guglielmo, Danielle Lacasse, Stephen Renaud and John Wilson were acclaimed to SRBA as faculty members for terms from July 1, 2023 to June 30, 2025.

Eric Gair, Angela Liu, Markus Hong, Ankita Mishra were acclaimed to SRBA as undergraduate students for terms from July 1, 2023 to June 30, 2024.

Kathleena Henricus and Chloe Vanderlugt were nominated from the floor of Senate and were acclaimed to SRBA as undergraduate students for terms from July 1, 2023 to June 30, 2024.

Dana Nicole Broberg, Chloe Cheung, Abdelmoneim Elnaggar and Pedro Marinho were acclaimed to SRBA as graduate students for terms from July 1, 2023 to June 30, 2024.

S.23-76 **ITEM 6.2(j) – University Research Board (URB)**

Laura Stephenson, Amanda Grzyb, Kelly Olson, Miranda Goode, Clare Robinson and Trish Tucker were acclaimed to the University Research Board (URB) as faculty members for terms from July 1, 2023 to June 30, 2025.

Lorelei Anne Lingard was acclaimed to URB as a faculty member for a term from July 1, 2023 to June 30, 2024.

Karine Dufresne was acclaimed to URB as a postdoctoral representative for a term from July 1, 2023 to June 30, 2025.

Carolyn Paterson was acclaimed to URB as a senior member of administrative staff serving in a leadership position with a research focus for a term from July 1, 2023 to June 30, 2025.

Kenisha Arora and Markus Hong were nominated from the floor of Senate to URB. An election was held following the Senate meeting and Kenisha Arora was elected to URB as an undergraduate student for a term from July 1, 2023 to June 30, 2024.

Matheus Sanita Lima and Dakota Soares were nominated by the Nominating Committee and Hugh Samson was nominated from the floor of Senate to URB. An election was held following the Senate meeting and Matheus Sanita Lima and Dakota Soares were elected to URB as graduate students for terms from July 1, 2023 to June 30, 2024.

S.23-77 **ITEM 6.2(k) – Honorary Degrees Committee**

Mark J. Daley, Stacey Hann, Nicole Redvers and Laurel Shire were acclaimed to the Honorary Degrees Committee for terms from July 1, 2023 to June 30, 2025.

Nica Maria Borradaile was acclaimed to the Honorary Degrees Committee for a term from July 1, 2023 to June 30, 2024.

Hugh Samson was acclaimed to the Honorary Degrees Committee as a graduate student for a term from July 1, 2023 to June 30, 2024.

S.23-78 **ITEM 6.2(l) – McIntosh Gallery Committee**

Linda Miller was acclaimed to the McIntosh Gallery Committee for a term from July 1, 2023 to June 30, 2025.

S.23-79 **ITEM 6.2(m) – Distinguished University Professor Selection Committee**

Ingrid Johnsrude and Isaac Luginaah were acclaimed to the Distinguished University Professor Selection Committee as faculty members who are Senior Scholars, for a term from July 1, 2023 to June 30, 2025.

Glenn Bauman was acclaimed to the Distinguished University Professor Selection Committee as a faculty member who is a Senior Scholar, for a term from July 1, 2023 to June 30, 2024.

S.23-80 **ITEM 6.2(n) – Faculty Scholar Selection Committee**

Nusha Keyghobadi and Wayne Martino were acclaimed to the Faculty Scholar Selection Committee as faculty members who are Senior Scholars, for terms from July 1, 2023 to June 30, 2024.

S.23-81 **ITEM 6.2(o) – Advisory Committee for the Ombudsperson’s Office**

Bonnie Simpson was acclaimed to the Advisory Committee for the Ombudsperson’s Office for a term from May 1, 2023 to April 30, 2025

S.23-82 **ITEM 6.3 – Selection/Review Committee for the Dean of the Faculty of Engineering**

Jayne Garland, Katrina Moser and Zoë Sinel were acclaimed to the Selection/Review Committee for the Dean of the Faculty of Engineering.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.23-83 ITEM 9.1(a) – 2023-2024 University Operating and Capital Budgets

F. Strzelczyk, Provost & Vice-President (Academic) and L. Logan, Vice-President (Operations & Finance), presented an overview of the 2023-24 operating and capital budgets. The presentation is attached to the minutes as Appendix B.

F. Strzelczyk provided the planning and budgetary contexts, which included provincial operating grants, the impacts of government policy, and international and domestic tuition rates. She emphasized that the provincial government continues to keep grants and tuition fees frozen. F. Strzelczyk advised the budget is a three-year plan aligned with the strategic plan Towards Western at 150. She stated the intention to grow in various areas, including enrolment numbers, facilities and infrastructure, as well as faculty and staff expansion.

F. Strzelczyk further commented on the strategic investments for 2023-24, which include support for students, research activities, people, community, and culture. She also spoke to the budget allocations for enhancing the learning experience and graduate student funding programs.

Furthermore, F. Strzelczyk commented on the projected 2023-24 operating revenues, strategic resource developments, and capital planning activity. She concluded her report by providing a summary of income and expenses in the 2023-24 budget, as well as advising on the projected operating reserve.

L. Logan, Vice-President (Operations & Finance), provided an overview of the capital budget and noted that development of the budget was directed by Western's strategic plan. She provided a summary of the progress of several major capital projects that are nearing completion, underway, and in the planning stages, including the Bioconvergence Centre, the Ronald D Schmeichel Building for Entrepreneurship and Innovation, the Biomedical Research Facility, Faculty of Education clinics and undergraduate residence buildings, and graduate housing.

L. Logan addressed a question (Question 1) submitted by a Senator in advance of the meeting relating to the building at 450 Talbot and advised that initial estimates for renovations were approximately double the projected cost. She emphasized that this project has not been deprioritized but delayed. She noted the commitment to report to Senate within 6 months.

A Senator requested clarification regarding the Provost's Academic Renewal Fund Endowment, specifically whether the hiring process could be shifted from a centralized approach to the unit's authority. F. Strzelczyk commented on both approaches and emphasized the need for future discussion regarding possibly altering the model.

A Senator raised a clarification question regarding the faculty recruitment data, specifically requesting whether it was possible to segregate the data to include the limited-term and tenure-

track faculty hiring, rather than including only permanent faculty appointments. F. Strzelczyk advised the new data would be brought forward at a future Senate meeting.

A Senator asked for more information regarding the Bioconvergence Centre. F. Strzelczyk noted that the facility is intended to include both research and teaching spaces. L. Logan advised that the project is underway and currently focused on creating a functional space plan.

A Senator raised a question as to whether the Ronald D Schmeichel Building for Entrepreneurship and Innovation could be considered in relation to the space issue of the Law Faculty. L. Logan stated that this question should be discussed by the constituencies impacted, and Senate would be advised as progress is made.

An Official Observer to the Senate asked about the planned capacity and the timeline for completing the undergraduate residence building. L. Logan advised that the project is expected to be completed by 2026, as well as having capacity for 600 students. She also mentioned that it may be possible to achieve a shorter timeline.

Despite an increase in the operating budget, a Senator expressed concern about the remaining level of allocation to the faculties within the proposed budget. F. Strzelczyk stated that the level of increase of the operating budget is not higher than 2% and mentioned that this is the first of a three-year cycle and more investments are expected to be made in the next two years. R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), additionally commented on the issue with respect to provision for cost fluctuations, which included a risk mitigation approach, inflation adjustment and negotiated employee compensation.

A Senator sought clarification on why operational reserves were maintained at \$40 million, exceeding the Board of Governor's target of \$7.5 million, as this decision may appear to be a missed opportunity for investment. F. Strzelczyk addressed this question and commented on the risk mitigation strategy.

Considering the future enrolment targets, a Senator raised a question regarding the student-to-faculty ratio. F. Strzelczyk observed that it appears reasonable compared to other educational institutions across the province.

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

That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2023-24 University Operating and Capital Budgets as shown in Item 9.1(a).

CARRIED

S.23-84 **ITEM 9.1(b) – 2023-24 Program Specific Fees and Other Supplemental Fees**

Recommendations and associated information regarding the Operating and Capital budgets and the setting of tuition fees were provided to Senate for information.

S.23-85 **REPORT OF THE UNIVERSITY RESEARCH BOARD**

B. Neff, Acting Vice-President (Research) provided a general overview of the activities of Western Research and expanded on several items for the information of Senate, including recognition of a number of awards and other distinctions honoring faculty members and students. The presentation is attached to the minutes as Appendix "C".

B. Neff commented on the high-level recommendations from the Bouchard Report. He noted that the federal government has yet to respond to this latest call-to-action.

As a follow up to the previous Senate meeting, B. Neff provided updates regarding research security initiatives as this issue has continued to move quickly. He provided Senate with a general overview on the Research Security Support funding and shared with Senate information regarding the intention of the Ontario Council on University Research to establish a provincial advisory office in order to provide access to shared resources, processes, and analyses.

S.23-86 **REPORT OF THE ACADEMIC COLLEAGUE**

P. Barmby presented the Report of the Academic Colleague for the April 21, 2023 for information.

S.23-87 **CONSENT AGENDA ITEMS**

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.23-88 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) – Revised Schedule of Ceremonies – Spring Convocation 2023 (#321)
- ITEM 12.1(c) – Senate Membership – General Community Members

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

S.23-89 **ITEM 12.2(a)(i) – Faculty of Arts and Humanities, Department of Languages and Cultures: Withdrawal of the Certificates in Intercultural Communication for German, Intercultural Communication for Italian, and Intercultural Communication for Spanish**

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

That on the recommendation of ACA, Senate approve that effective September 1, 2023, admission to the Certificates in Intercultural Communication for German, Intercultural Communication for Italian, and Intercultural Communication for Spanish be discontinued, and

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

That the Certificates be withdrawn effective September 1, 2025.

CARRIED BY UNANIMOUS CONSENT

S.23-90 **ITEM 12.2(a)(ii) – Faculty of Arts and Humanities, Department of Visual Arts: Introduction of a Minor in Social and Environmental Justice in the Visual Arts**

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

That on the recommendation of ACA, Senate approve that effective September 1, 2023, a Minor in Social and Environmental Justice in the Visual Arts be introduced by the Department of Visual Arts in the Faculty of Arts and Humanities as shown in Item 12.2(a)(ii).

CARRIED BY UNANIMOUS CONSENT

S.23-91 **ITEM 12.2(b)(i) – Huron University College: Withdrawal of the Honours Specialization, Major and Minor in French Language and Literature, the Specialization in French Studies, and the Minor in French Language**

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

That on the recommendation of ACA, Senate approve that effective September 1, 2023, admission to the Honours Specialization, Major and Minor in French Language and Literature, the Specialization in French Studies, and the Minor in French Language be discontinued, and

That students currently enrolled in the modules be permitted to graduate upon fulfilment of the module requirements by August 31, 2026, and

That the modules be withdrawn effective September 1, 2026.

CARRIED BY UNANIMOUS CONSENT

S.23- 92 **ITEM 12.2(b)(ii) – Huron University College: Withdrawal of the Major and Minor in Political Studies: Globalisation and Governance; Political Studies: Identity and Ideology; and Political Studies: State and Policy**

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

That on the recommendation of ACA, Senate approve that effective September 1, 2023, admission to the Major and Minor in Political Studies: Globalisation and Governance and the Major and Minor in Political Studies: State and Policy be discontinued, and

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

That the modules be withdrawn effective September 1, 2025, and

That on the recommendation of ACA, Senate approve that effective September 1, 2023, admission to the Major and Minor in Political Studies: Identity and Ideology be discontinued and that the modules be withdrawn.

CARRIED BY UNANIMOUS CONSENT

S.23-93 **ITEM 12.2(c)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Doctor of Education (EdD)**

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

That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Doctor of Education (EdD) be revised as shown in Item 12.2(c)(i).

CARRIED BY UNANIMOUS CONSENT

S.23-94 **ITEM 12.2(c)(ii) – School of Graduate and Postdoctoral Studies: Introduction of a field in Equity, Diversity, and Social Justice in the Doctor of Education (EdD)**

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

That on the recommendation of ACA, Senate approve that effective September 1, 2023, a field in Equity, Diversity, and Social Justice be introduced in the Doctor of Education (EdD), as shown in Item 12.2(c)(ii).

CARRIED BY UNANIMOUS CONSENT

S.23-95 **ITEM 12.2(c)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Social Work (MSW) at King’s University College**

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

That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Master of Social Work (MSW) at King’s University College be revised as shown in Item 12.2(c)(iii).

CARRIED BY UNANIMOUS CONSENT

S.23-96 The following items reported through ACA were received for information by unanimous consent:

- **ITEM 12.2(d) – Revised Sessional Dates (2023-24) for Dentistry, Schulich School of Medicine & Dentistry**
- **ITEM 12.2(e) – New Scholarships, Awards and Prizes**

S.23-97 **DISCUSSION AND QUESTION PERIOD**

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

1. A Senator asked whether the information regarding the capital projects could be provided, including 450 Talbot and the Ronald D Schmeichel Building for Entrepreneurship and Innovation.

F. Strzelczyk, Provost and Vice-President (Academic) addressed this question during the discussion under Item 9.1(a) of this agenda.

2. A Senator asked whether the information regarding an advisory council on gender-based sexual violence could be provided.

Tracy Isaacs, Special Advisor to the Provost on Gender-Based and Sexual Violence, informed that work on the council website is underway, and once it is finished the membership list will be published. T. Isaacs acknowledged the importance of diversity in representing various groups within the campus community.

In response to a clarification question on the transfer of student training from the Western's Centre for Research & Education on Violence against Women & Children (CREVWAC) to the Wellness and Well-being education team, T. Isaacs noted that CREVWAC has limited capacity to facilitate these programs.

Additionally, T. Isaacs acknowledged the importance of launching the website for the newly formed advisory committee with respect to transparency.

3. A Senator requested updated information regarding the new Learning Management Software (LMS).

Susan Lewis, Vice-Provost (Academic Programs), informed Senate that contract negotiations for the transition to the new platform are currently in progress, including technology risk assessment. This also included discussion with respect to support packages.

Regarding the migration timeline, she indicated it is planned to begin in the upcoming fall, however the anticipated completion date is not to be earlier than May 2024.

Moreover, S. Lewis also commented on the work of the OWL Migration Advisory Committee and on the main issues that might arise during the transition to the new LMS.

ADJOURNMENT

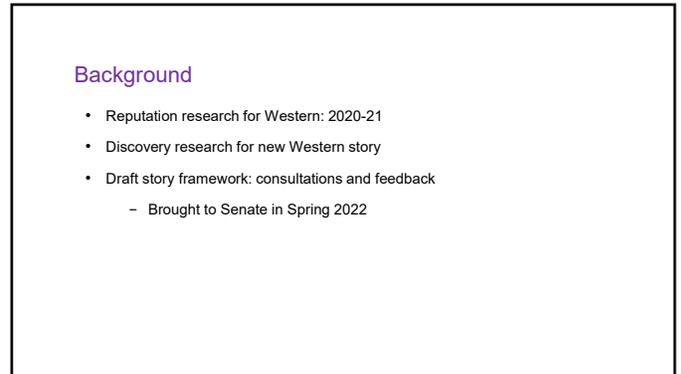
The meeting adjourned at 3:50 p.m.

A. Shepard
Chair

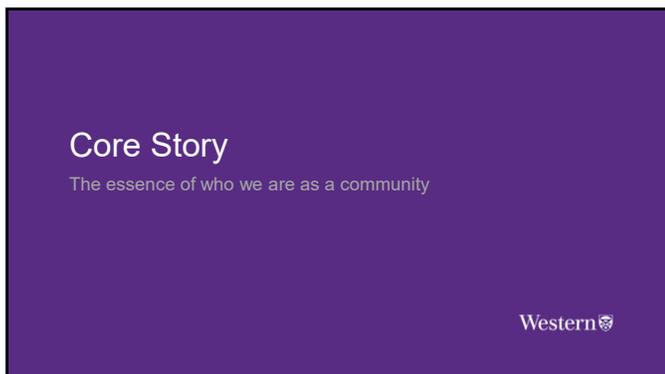
A. Bryson
University Secretary



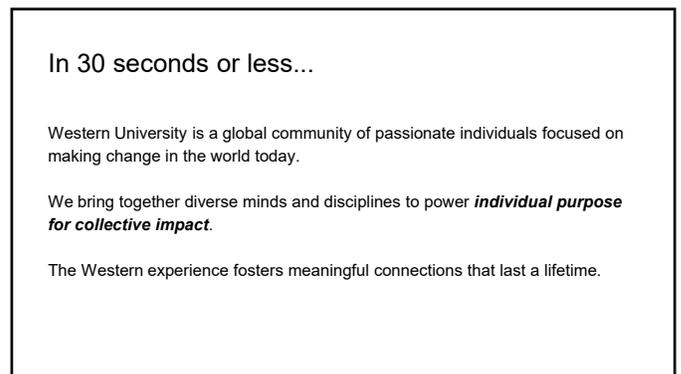
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3



4

Story Pillars

Multidimensional Experiences Western develops original thinkers who draw on their unique backgrounds, learn from one another and explore the full spectrum of interests and passions. From research opportunities and experiential learning to clubs and sport, it is a rich development experience that goes beyond degrees.	Tailored Academics Western offers hundreds of combinations of undergrad modules, graduate degree programs and specializations, and international learning programs – creating great choice and autonomy and fostering multidimensional grads who are curious, confident, and willing to challenge themselves.	Enduring Connections Western is among a diminishing number of universities offering a close-knit, personal experience – an approach that creates a strong sense of community. It is a powerful experience that leads grads to remain connected long after their time on campus. Joining the Western community is an invitation to belong to something bigger than yourself.	Mobilized Research Western is mobilizing its resources to focus on knowledge and discovery across a broad spectrum of issues facing the world today. Bringing diverse minds and disciplines together, we seek to drive greater impact for people in local communities, across the country, and around the world.
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5

The Space Western Can Claim

Many research-intensive universities can – and are – making similar claims. Exclusive space is tight in this landscape!

Western’s unique strength: a community that builds strong and lasting connections.

In combination, the contributions of Western people are having a deep impact on the world, in many ways.

6

Creative Direction

Individual Purpose → Collective Impact



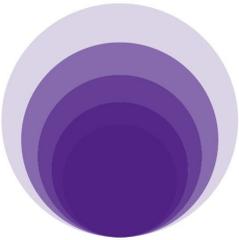
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Con · cen · tric

/ken' sentrik/

Adjective

1. of or denoting circles, arcs, or other shapes which share the same centre;
2. in life and in nature, ripples or waves signaling energy and impact;
3. expanding spheres of influence and connection



8

Concentric

From a common centre

This visual storytelling device connects us to the essence of our brand and the core value we deliver: **individual purpose** leading to **collective impact**.

Our stakeholders agree that this powerfully captures what makes the Western University experience so unique.



9

SAMPLE Banner Design



Western UNIVERSITY CANADA Lorem ipsum dolor sit consectetur adipiscing

10

SAMPLE Editorial Design



11

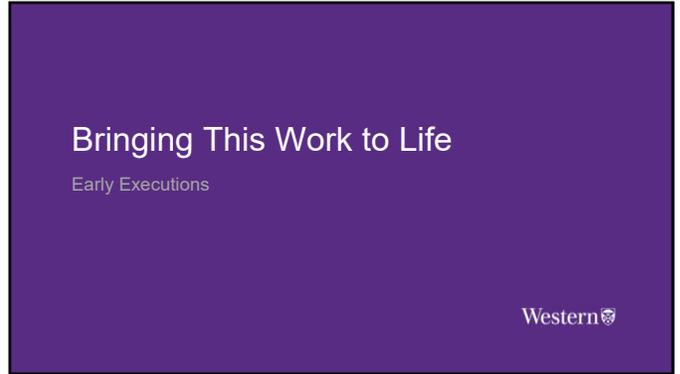
SAMPLE Web Design



12



13



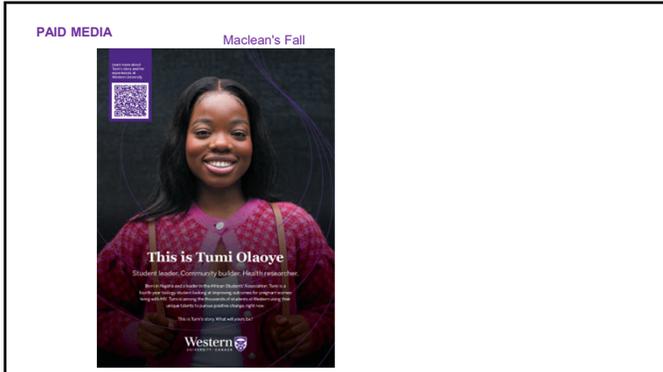
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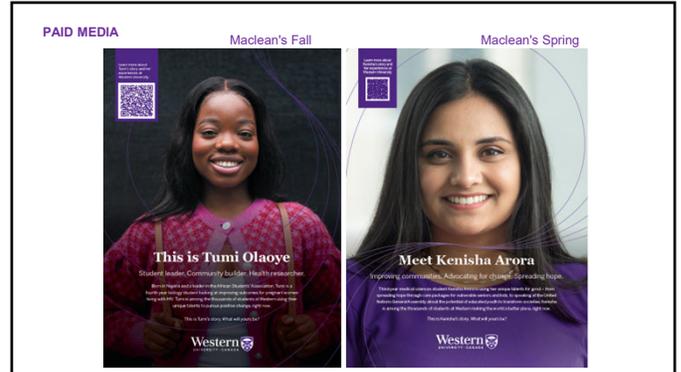
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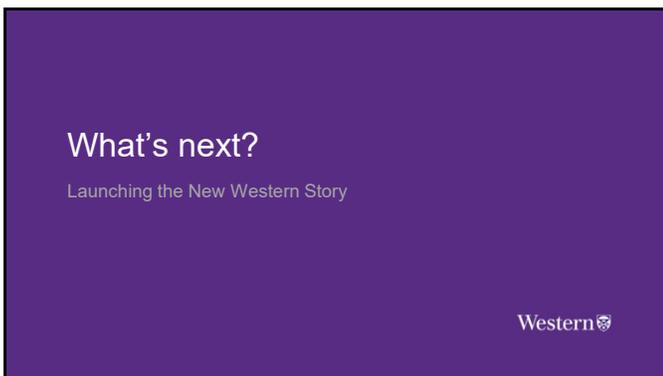
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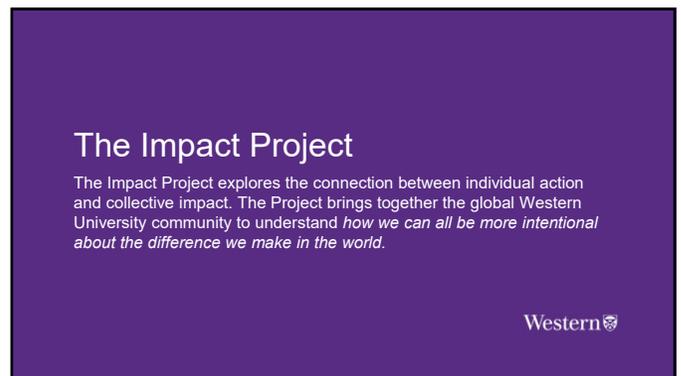
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18



19



20

Project Strategy

Through carefully curated stories, **The Impact Project** will uncover insights from those with 'frontline experience' on how each of us can contribute to lasting, positive and collective change.

The project is designed to reshape perceptions of Western by **showcasing the quality and diversity of the voices** within our community – from students to business executives, researchers to policymakers, artists to educators, entrepreneurs to healthcare workers – **each pursuing paths that contribute to a larger, collective impact** – local, regional, national and global.

21

Project Strategy

Over the next 5 years, Western will document the collective impact of its community through 150 unique and compelling interviews (approximately 30 each year).

The lessons learned and shared will be significant and diverse – from fast to slow, epic to hyperlocal, complex to creative. And we will engage the Western community in a dialogue about what "impact" means for them.

The project **will come to life through beautiful photography, film clips, feature writing**, and a dedicated website that will expand and deepen over the lifespan of the project.

22

Project Strategy

The range of individuals interviewed will signal that there is a place in the Western story for every kind of dream or goal. Participants will reflect diverse, engaging, and somewhat unexpected paths to creating impact.

The common thread is their time at Western and their dedication to creating meaning in the world, opening our imagination to what the pursuit of impact can look, feel and sound like.

This work will serve as a cornerstone of Western's marketing and communications strategy, leading into our next major fundraising campaign, and through to the 150th anniversary.

23

Project Design: Desired Outcomes

- Western community members see value in the project and want to support it
- Prospective students see Western as not just a fun place to study, but a campus of purposeful people looking to make a difference
- Londoners express interest in the conversations being generated
- Academic peers externally see themselves in the work and revisit their view of Western among leading universities
- Alumni and supporters feel a renewed sense of pride and desire to contribute

24

Why position this effort as a project?

- Reinforce that it is a special, priority effort that has a beginning, middle and end - something worth paying attention to and participating in
- Set the expectation that there are higher goals and objectives beyond marketing and communications
- Allow for the opportunity to communicate insights and important themes arising annually and over time
- Establish distance from Western's self interest, which improves the opportunities for stakeholder and public dialogue

25

CONCEPT CREATIVE



26

Project Channels

Instagram

- High quality, well-curated, sharable posts; showcase insights and individuals making change/impact; push to project website

Project Website

- Simple, visually striking; users can read/watch feature interviews, as well as contribute personal stories and ideas

Paid Media

- Social, search, and national media (sponsored content)

27

Future Project Channels

As the project progresses, there are opportunities to bring The Impact Project to life in the form of an **exhibit** – on campus or at external sites – showcasing the individuals and ideas being advanced.

Should the project successfully continue over multiple years, we may consider publishing a **print piece for select audiences** such as key alumni and donors as part of a campaign wrap-up.

Both are significant reputation-building opportunities.

28

Story Curation

We will ask ourselves:

- Do the subjects have a diversity of purpose? Of backgrounds? Of expertise?
- What emotions does each person's story stir up?
- Are their efforts unexpected or unique?
- What is the full impact of their contribution and who does it benefit?
- Can others see themselves in the story sufficiently to be inspired?
- Does this story spark conversation and is it something people would share among their peers?
- How does this individual's story reflect Western's commitments to diversity, equity and inclusion, research excellence, multidimensional student experiences, and the value of community.

29

Launch Timeline

Pre-Launch: Community Engagement – April/May/June 2023

- Share with broader Western community – staff, faculty, students, alumni
- Select year-one features

Soft Launch – June/July/August 2023

- Finalize select feature stories/videos for launch

Public Launch – Fall 2023

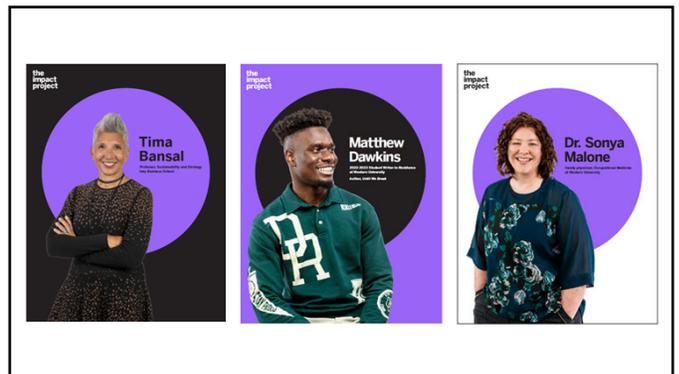
- Go live on website and social media; amplify across paid media channels

30

Telling an Impact Story

Western 

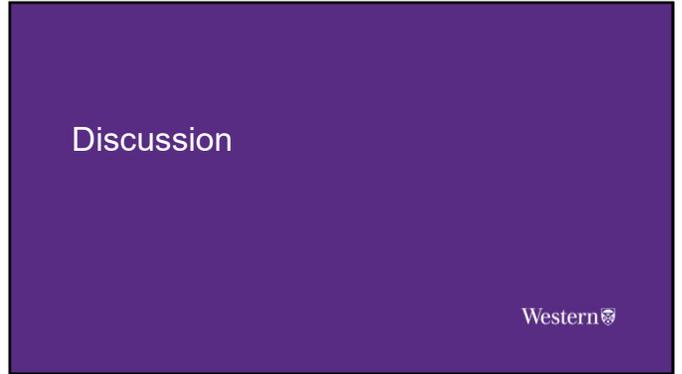
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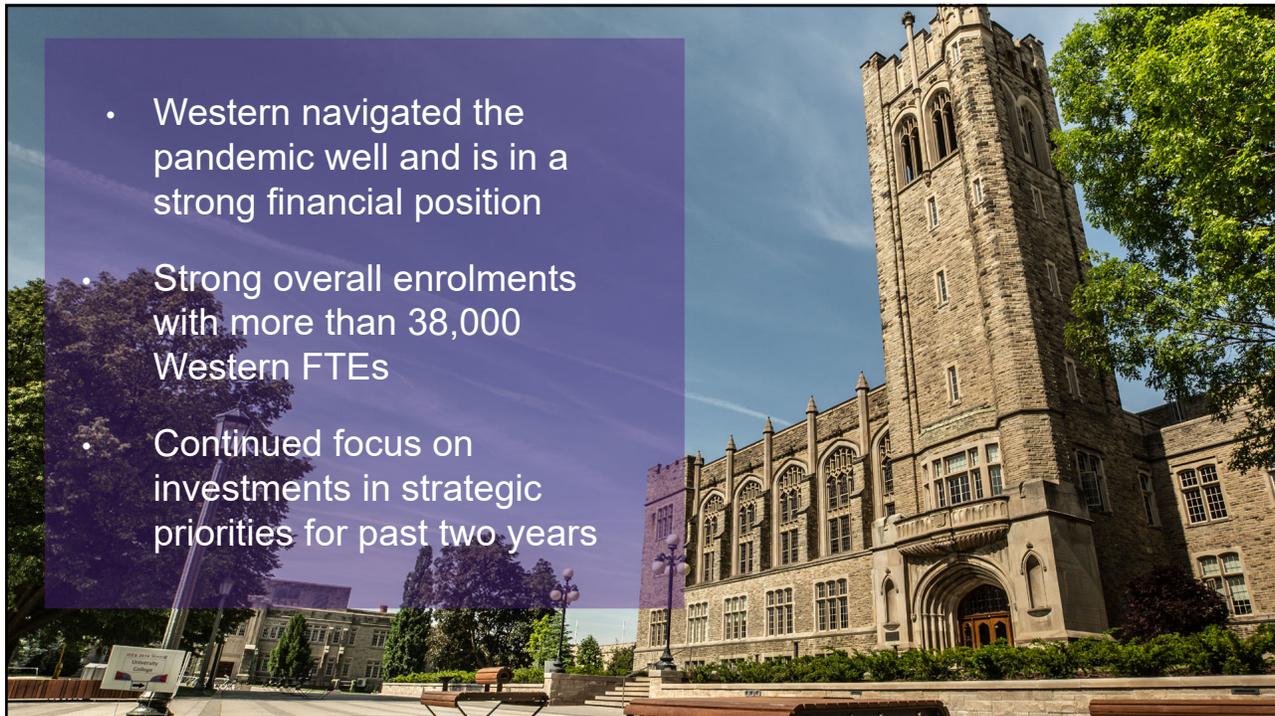
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Budget 2023-24

Presentation to Senate
April 21, 2023

Western 

2



3

Provincial context

Grants

- Provincial operating grants frozen at 2016-17 levels

Domestic tuition

- Rolled back 10% in 2019-20 and frozen through 2023-24
- Undergraduate domestic out-of-province tuition to increase by 5% per provincial framework

International tuition

- International tuition proposals continue with same patterns of increases as recent years

4

3-year plan and 2023-24 operating budget

- Developed in the context of the external environment, internal priorities, and societal need
- Aligns with strategic plan priorities and goals of faculties and support units
- Supports our students, faculty, and staff
- Ensures fiscal health and financial stability

5

Western Towards 150 | Theme 1: Greater Impact

Enrolment growth

- Round 2 of AI-focused engineering expansion
- Health Sciences programs
- PhD enrolment growth funding supplement
- International undergraduate enrolment growth

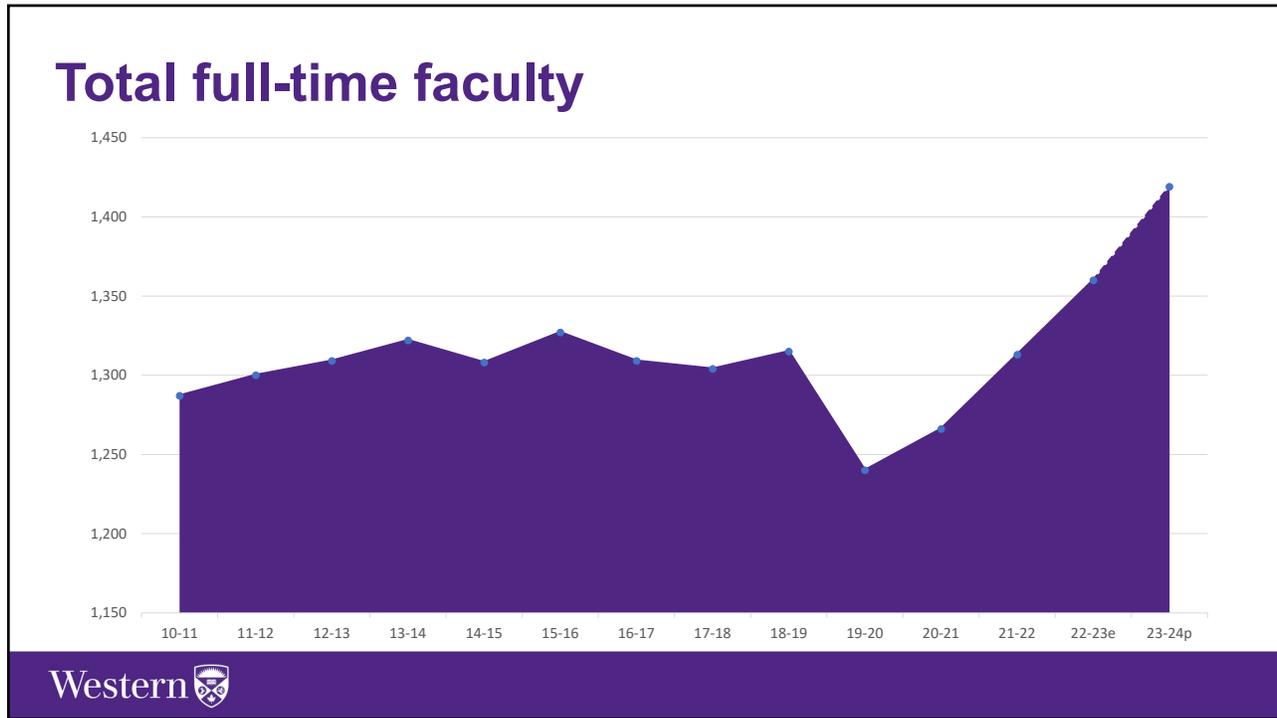
Space/facilities/infrastructure to support growth

- \$40M for long-range space plan
- \$5.7M for Engineering Building

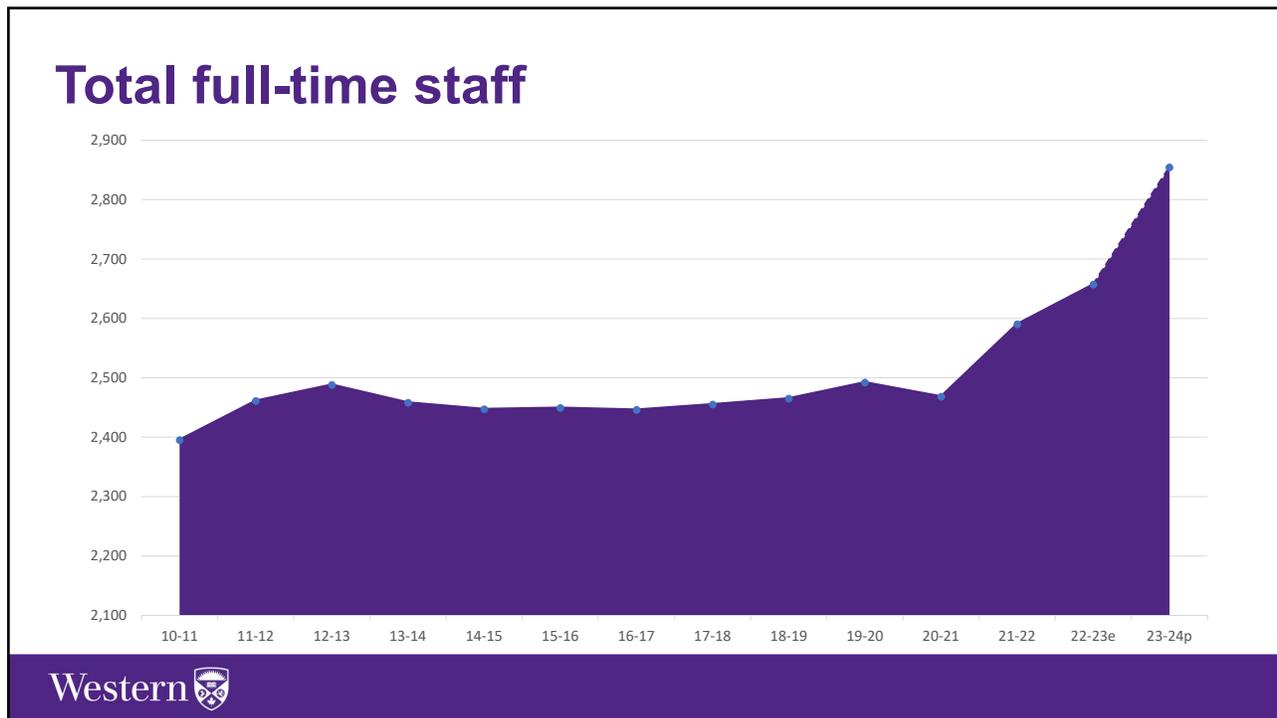
Faculty and staff renewal/expansion

- Additional \$15M for Endowed Chairs Matching Program
- Provost Academic Renewal Fund Endowment of \$25M, available next cycle
- Base budget allocations to faculties and support units
- Faculty plans include additional net-new 59 faculty and 137 staff in 2023-24; Support Units include add ~60 staff

6



7



8

Western Towards 150 | Theme 1: Greater Impact

Enhancing our research profile and impact

- \$11M matching funds for major external grant proposals
- \$250K base addition to Library Acquisitions budget

Enhancing the learning experience

- \$2M to continue Undergraduate Summer Research Internships (USRI) - 300 internships
- \$5M university-wide IT infrastructure renewal/expansion
- \$1.6M for IT-related modernization of instructional spaces
- \$1M base and \$500K one-time for new Learning Management System
- \$250K base addition to Library operations budget

Western  Budget 2023-24

9

Western Towards 150 | Theme 2: People, Community, Culture

Support for EDI and Indigenization goals

- \$700K base, \$1.1M one-time for student scholarships, programming initiatives, national conference, additional staffing

Graduate student funding programs

- \$1.5M over 3 years for needs-based emergency fund
- Minimum funding guarantee for PhD students increases by \$4K
- New-to-Canada International Student Award (for graduate and undergraduate students) \$1K

Western  Budget 2023-24

10

Western Towards 150 | Theme 3: Western's Place in the World

- Enhancing Western's campus**
 - Bio-Convergence Centre
 - University Community Gathering Hub
 - New Engineering Building
 - Weldon Library modernization
 - Ronald D. Schmeichel Building for Entrepreneurship & Innovation
 - Consolidation of Faculty of Education clinics
 - New residences
- University-wide campus sustainability energy conservation, and infrastructure projects**
- Downtown London facility – 450 Talbot**
- Exploring options for additional Downtown Toronto presence**
- Western Global Engagement Plan (2024-25 and 2025-26)**

Western  Budget 2023-24

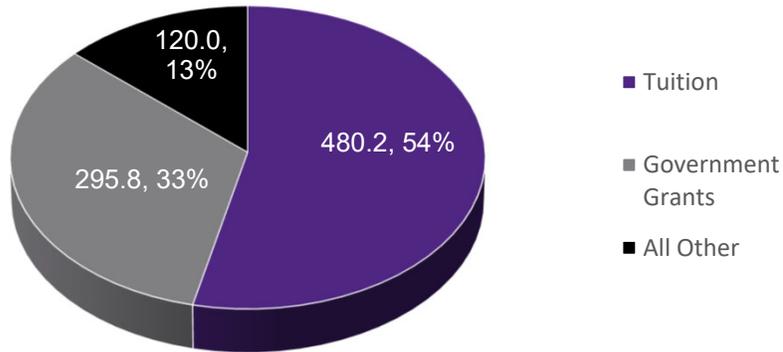
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Summary of 2023-24 Operating Budget

Western 

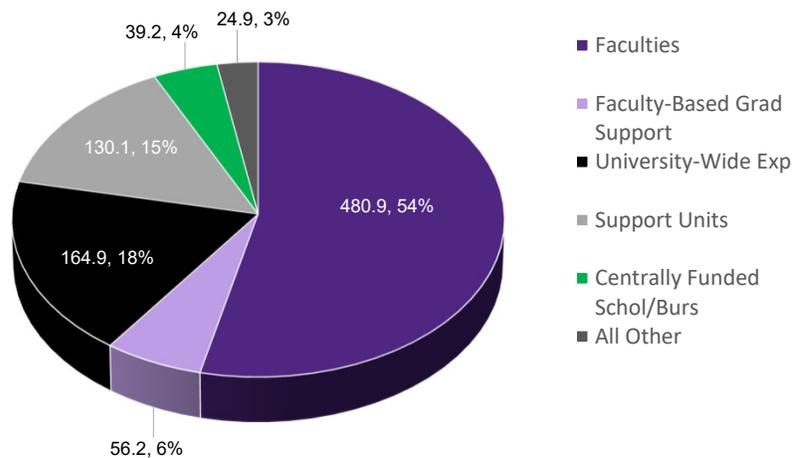
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Projected 2023-24 operating revenues (total = \$896M)



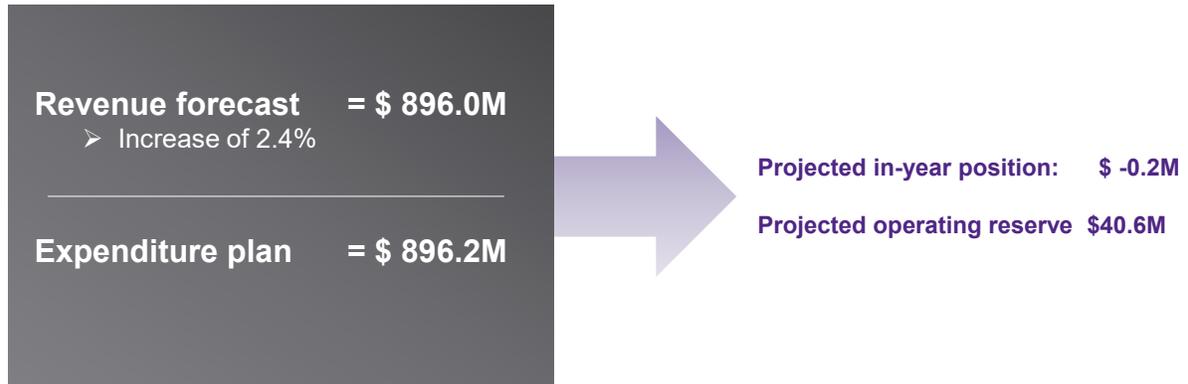
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Distribution of 2023-24 base + one-time operating expenditures (\$896.2M)



14

Summary of 2023-24 operating budget (table 2)



2023-24 Capital Budget

Supports Long-Range Space Plan (page 36, table 13)

Major projects underway, soon-to-start, or in advanced planning (category 1)

Projects underway	Planning	Soon to start
<ul style="list-style-type: none">• Schmeichel Building for Entrepreneurship & Innovation• Weldon Library modernization	<ul style="list-style-type: none">• The Bio-convergence Centre• Replacement of University Drive Bridge• University Community Gathering Hub• New Engineering Building	<ul style="list-style-type: none">• Social Sciences Centre realignment/expansion• Building addition to consolidate Faculty of Education clinics• Undergraduate Residence (UDR location)• Graduate & Upper-Year housing – Platt's Lane East

Projects in various planning stages (category 2)

- Additional space for Health Sciences
- Ivey Spencer Leadership Centre renewal
- New space for McIntosh Gallery
- Pathogen Research Centre Facility
- Addition to the Ivey Building
- Downtown London facility – 450 Talbot St.
- Multi-Sport Field House – with parking garage

2023-24 Capital Budget overview

Total spending of \$147.2M (table 14, line 10)

\$55.8M for new construction

(Table 17, line 14)

\$7.5M for major renovations

(Table 17, line 25)

\$83.9M for all other expenditures

- > Utilities and infrastructure
- > Modernization of academic facilities
- > General maintenance and modernization
- > Housing and Ancillary projects

Discussion

Western

- Partnership, innovation for drug analysis
- SSHRC, NSERC success
- SSHRC Storyteller shortlisted

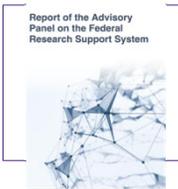


Updates & Successes
Bryan Neff :: Acting Vice President (Research)

1

Western

- Canadian Knowledge & Science Foundation
- Endorse portfolio/lifecycle approach
- Increase Tri-Council budgets
- Manage CRC/CFI-JELF allocations directly
- Strengthen EDI, Indigenous research



Bouchard Report Recommendations
Bryan Neff :: Acting Vice President (Research)

2

Western

- Funding from Research Support Fund
- Hiring a Research Security Officer
- Developing new resources and tools



Research Security Update
Bryan Neff :: Acting Vice President (Research)

3

ITEM 2.1 – Business Arising from the Minutes

ACTION: APPROVAL INFORMATION DISCUSSION

There is no business arising at this time.



REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: May 12, 2023
Re: Monthly report for May 2023

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of April 14, 2023.

Board of Governors approves 2023-24 university budget: On April 27, the Board approved Western's \$896.2M operating budget and \$147.2M capital budget, paving the way for several important investments supporting teaching, learning and research. Among the budgets' key expenditures, funding is in place to hire close to 200 new faculty and staff positions, plus \$15M has been allocated to match donations leading to the creation of new endowed research chairs. In addition to the increase to graduate student funding announced last month, another \$2M has been allocated to support 300 undergraduate summer research internships. And \$1.8M has been earmarked for new student scholarships, staffing, and programming to advance EDI initiatives, including Western's hosting of the national Building Reconciliation Forum (June 26-28). Full budget details are available online at https://www.ipb.uwo.ca/documents/2023_budget.pdf.

New government funding enables medical training expansion: Next fall, our Schulich School of Medicine & Dentistry will begin adding 16 new medical education spots and 22 residency positions. Funded by an investment of \$33M over the next three years, the Ontario government is creating a total of 100 new undergraduate medical seats and 154 new postgraduate medical training positions across the province. The expansion will bring Western's total medical enrolment to 187 first-year undergraduate seats (38 of which are at the Windsor campus) and 230 residency positions. On top of additional funding to build a new acute care hospital in Windsor, this will help alleviate the critical shortage of family physicians in Ontario.

Record donation will transform Ivey's Toronto campus: On April 25, we celebrated a \$30M gift from alumnus **Donald K. Johnson** (MBA'63, LLD'07) that will support development of a new downtown Toronto campus for the Ivey Business School. Don's gift—the largest ever received by our university from an individual—will be invested into renovation of a 36,000-square-foot

facility located in First Canadian Place, effectively tripling the footprint of Ivey's current Toronto location in the Exchange Tower. The new site will double Ivey's classroom and study room capacity, and enhance students' educational experience with the latest classroom technology. Plus, a 300-person event space will provide room to host large-scale special events at the downtown location. We are deeply grateful to Don for his enormous generosity and the new facility will be named in his honour.

New research chair focused on urologic cancer: On April 25, we also celebrated the creation of the Chin-Hardie Chair in Urologic Oncology, funded with donations from retired researcher **Bob Hardie** and the **London Health Sciences Foundation**. The endowed chair is named to pay tribute to professor emeritus **Dr. Joseph Chin**, a renowned surgeon and cancer researcher whose innovations in robotic technology and other surgical techniques have advanced the treatment of prostate cancer. Dr. Chin and Mr. Hardie once worked as lab partners and both have devoted their careers to improving the lives of men and families affected by cancer. The new research chair will ensure their legacy at the Schulich School of Medicine & Dentistry continues with the ongoing pursuit to effectively diagnose and treat urologic cancer.

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

- A team of Western neuroscientists led by **Ravi Menon** (Medical Biophysics) and **Lisa Saksida** (Psychology and Physiology & Pharmacology) was awarded \$24M from the federal *New Frontiers in Research Fund* to support the Translational Initiative to De-risk NeuroTherapeutics (TRIDENT) project, which aims to fast-track the development of drugs that treat neurodegenerative diseases such as Alzheimer's and Parkinson's.
- **Kathy Hibbert** (Education and Medical Imaging), **Lars Konermann** (Chemistry), **Lorelei Lingard** (Schulich Medicine & Dentistry) and **Andy Sun** (Mechanical & Materials Engineering) named *Western's 2023 Distinguished University Professors*.
- **Isha DeCoito** (Education), **Len Luyt** (Chemistry), **Kaitlynn Mendes** (Sociology), **Marc Moreno Maza** (Computer Science), **Andrew Pruszynski** (Physiology & Pharmacology), **Anthony Skelton** (Philosophy), **Andrea Waters-Rist** (Anthropology), **Fiona Webster** (Nursing), **Shawn Whitehead** (Anatomy & Cell Biology) and **Wade Wright** (Law) named *Western's 2023 Faculty Scholars*.
- **Nicole Campbell** (Physiology & Pharmacology) and **Remus Tutunea-Fatan** (Mechanical & Materials Engineering) named recipients of *Western's 2023 Edward G. Pleva Award for Excellence in Teaching*.
- **Heather Gillis** (Physiotherapy), **Joanna Langille** (Law), and **Frank Myslik** (Medicine) named recipients of *Western's 2023 Marilyn Robinson Award for Excellence in Teaching*.

- **Nigel Joseph** (English & Writing Studies) named recipient of *Western's 2023 Angela Armitt Award for Excellence in Teaching by Part-time Faculty*.
- **Elaine Fournier** (Education) named recipient of *Western's 2023 Vice-Provost (Academic Program) Award for Excellence in Online & Blended Teaching*.
- **Katrina Moser** (Geography & Environment), **Beth Hundey** (Centre for Teaching & Learning), **Sara Mai Chitty** (Indigenous Initiatives), **Serena Mendizabal** (Geography & Environment), and artist **Hawlii Pichette** named recipients of *Western's 2023 Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching*.

Leadership update: On April 27, I was delighted to announce that the Board of Governors had approved the appointment of **Prof. Penny Pexman** as Western's next Vice-President (Research), beginning September 1. Penny will join us from the University of Calgary, where she is currently the Associate Vice-President (Research) as well as a professor and director of the postdoctoral program in the Department of Psychology. Her research expertise is in cognitive development, psycholinguistics and cognitive neuroscience. As a Western alumna, Penny earned three degrees as a student here while competing as a varsity rower. We look forward to welcoming Penny back to Western this fall. I also want to take this opportunity to recognize and thank **Bryan Neff** for the key leadership role he has played as Acting VPR since last October.

Meanwhile, the search for our next Vice-Provost (Graduate & Postdoctoral Studies) remains underway, and a new committee has just been struck for the Dean of Engineering. The search for our next Dean of Arts & Humanities is on pause until the fall. New committees will soon be finalized for the Dean of the Ivey Business School and Vice-Provost & Chief Librarian.

ITEM 4.0 Report of the Provost

ACTION: APPROVAL INFORMATION DISCUSSION

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal report.
The draft Global Engagement Plan is presented to Senate for discussion and feedback.

ATTACHMENTS:

[Draft Global Engagement Plan](#)

[Western in the World GEP - Brochure](#)

Western in the World: Global Engagement Plan 2023 - 2030

Draft 11

May 10, 2023

Summary	2
Vision/Mission/Values	3
Theme 1: Expand Western’s global range	4
Theme 2: Accelerate the value of global citizenship	6
Theme 3: Amplify Western’s global impact	8
Theme 4: Enable Western’s capacity for global success	10
Glossary	12
Planning Process	13

Summary

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, 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 approach to global engagement:

1. **Expand Western's range**
2. **Accelerate the value of global citizenship**
3. **Amplify Western's global 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 journey, our route will 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: 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 (UNSDG) 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 the relationship with Radboud University in The Netherlands and the Western Heads East project. Whether we are working to increase mobility opportunities, make Western more diverse, or strengthen our research capabilities, by strategically focusing on developing new and equitable partnerships across the globe we can continue to co-create innovation pathways that will accelerate progress and make positive change.

The **Western Heads East** project 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

We will:

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 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), 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 3, 4, and 5 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.
- 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.
- Strategically engage former international students to embed their perspective and experience.

THEME TWO: Accelerate the value of global citizenship.

Western’s vibrant faculty has diverse origins, with more than 25 per cent coming from outside Canada. As an institution with a rising global reputation, it is important that our learners reflect the faculty’s growing diversity by being a stronger and more supported international 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.

Western’s **global learning programs** provide opportunities for exchange, study abroad, internships, research, or participation in faculty-led experiences through more than 170 programs in over 40 countries.

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

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 and our 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 for leadership and advisory roles 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 5-7 years across as many programs as possible, focusing undergraduate recruitment efforts increasingly on regions of emphasis*.
- 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 an education 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.

THEME THREE: Amplify Western’s global 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 United Nations Social Development Goals (UNSDG).

Fueled by our culture of inquiry, 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 talented minds of tomorrow.

We will:

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 WORLDdiscoveries®* incentives.
- Identifying and pursuing seed 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 convener, 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 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.

Western has long ranked as one of Canada’s top research universities, contributing world-changing discoveries in materials science, cancer treatment, space exploration, and neuroscience.

- Considered the birthplace of wind engineering, Western’s **WindEEE Dome** – the only facility of its kind in the world – is home to researchers who are accelerating climate resilience and impacting global building practice to deliver more sustainable cities.
- The **Fraunhofer Innovation Platform for Composites Research** is a joint venture between Western and the Fraunhofer Institute in Germany that develops, tests, validates, and characterizes new lightweight materials and advanced manufacturing processes at industrial scale.

- Attract and support two international research or private organizations (e.g., Max Planck Society) to develop a presence in our Western Research Park 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 UNSDG 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 UNSDG.
- 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 UNSDG for future focus and investment.

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

- Achieve a top-10 global ranking in the QS Sustainability Rankings.
- Rank Top 5 in the U15 for number of publications and publication impact for the UNSDG with substantial research intensity at Western (Reduced Inequality SDG#10, Gender Equality SDG#5, Affordable and Clean Energy SDG#7, Peace and Justice 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 UNSDG (e.g., contributions to The Conversation).

THEME FOUR: Enable Western’s capacity for global success.

Every day our world is becoming more connected, with more opportunities than ever before to harness global engagement for our collective benefit. For Western successfully to 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.

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.

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 seed 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 (CTL) 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:

- Intentionally 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).
- 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 conference 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:

- **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, Nigeria, 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:** a geopolitical region commonly encompassing Arabia, Turkey, Egypt, Iran, Cyprus, and Iraq. 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 worlddiscoveries.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 2023-2028 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 – 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

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 | Registrars Office | 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 Western and Canada, settle in and find a warm, welcoming community.



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. The program has 310 community kitchens or production units providing more than 280,000 people with nutritious, affordable food. More than 150 students have completed internships with the program, and research partnerships have resulted in over 110 publications.



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. By combining Fraunhofer's latest global technologies and Western's strengths in materials engineering, the FIP-Composites at Western is proactively addressing the current and future needs of industry partners across the globe.

<p>TO ACHIEVE OUR VISION</p>	<p>Transforming global engagement into impact, towards a more prosperous, just, and inclusive society.</p>		
<p>ALIGNED TO OUR MISSION</p>	<p>To positively influence lives throughout the world by:</p> <ul style="list-style-type: none"> • 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. 		
<p>FOCUSED ON STUDENTS, LEARNING, AND RESEARCH IMPACT</p>	<p>Expand Western’s global range.</p> <ol style="list-style-type: none"> 1. Strengthen and expand equitable and reciprocal partnerships across the globe. 2. Leverage the participation of our globally engaged alumni community. 	<p>Accelerate the value of global citizenship.</p> <ol style="list-style-type: none"> 1. Increase diversity 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. 	<p>Amplify Western’s global impact.</p> <ol style="list-style-type: none"> 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.
<p>ENABLED BY OUR UNIVERSITY-WIDE CAPACITY</p>	<p>Enable Western’s capacity for global success.</p> <ol style="list-style-type: none"> 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. 		
<p>GUIDED BY OUR VALUES</p>	<p>Integrity Mutual Respect and Benefit Equity and Inclusion Sustainability</p>		

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



ITEM 5.1 – Nominating Committee Membership

ACTION: ACTION INFORMATION DISCUSSION

[Must be members of Senate]

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

Composition:

Eight (8) members of Senate, at least one (1) of whom is a graduate student and one (1) of whom is an undergraduate student, and no more than two (2) members from a single unit

Current Elected Members:

Terms ending to June 30, 2023:

Mark Cleveland (SS), D. Laird (Schulich), Matheus Sanita Lima (GRAD),
Zoe Sinel (Law),

Terms continuing June 30, 2024:

Jane Toswell (AH)

Terms from July 1, 2023 to June 30, 2024:

Pauline Barmby (Sci), Jayne Garland (HS), Matheus Sanita Lima

(GRAD) Terms from July 1, 2023 to June 30, 2025:

Godwin Arku (SS), Donna Kotsopoulos (Edu), Gildo Santos (Schulich)

Required:

- One (1) member of Senate, who is an undergraduate student for the term from July 1, 2023 to June 30, 2024).

Nominees:

_____ Senator, UNDG Term to June 30, 2024

ATTACHMENT(S):

[Senate membership list effective July 1, 2023](#)

Senate Membership 2023-24

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

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

ELECTED FACULTY (46 voting members)

FACULTY OF ARTS AND HUMANITIES (5)

Term to June 30/24:	TBD (Faculty Appointment)
	Mary Helen McMurrin (English & Writing Studies)
	Jane Toswell (English & Writing Studies)
Term to June 30/25:	Madeline Bassnett (English & Writing Studies)
	Kelly Olson (Classical Studies)

IVEY BUSINESS SCHOOL (2)

Term to June 30/24:	Tony Frost
Term to June 30/25:	TBD (Faculty Appointment)

FACULTY OF EDUCATION (2)

Term to June 30/24:	Katina Pollock
Term to June 30/25:	TBD (Faculty Appointment)

FACULTY OF ENGINEERING (2)

Term to June 30/24:	Clare Robinson (Civil & Environmental Engineering)
Term to June 30/25:	Jose Herrera (Chemical & Biochemical Engineering)

FACULTY OF HEALTH SCIENCES (4)

Term to June 30/24: Ken Kirkwood (Health Studies)
Carrie Anne Marshall (Occupational Therapy)

Term to June 30/25: Lynn Shaw (Occupational Therapy)
Aleksandra Zecevic (Health Studies)

FACULTY OF INFORMATION AND MEDIA STUDIES (2)

Term to June 30/24: Melissa Adler

Term to June 30/25: Daniel Robinson

FACULTY OF LAW (2)

Term to June 30/24: Joanna Langille

Term to June 30/25: Stephen Pitel

SCHULICH SCHOOL OF MEDICINE & DENTISTRY (5)

Term to June 30/24: Frank Beier (Physiology & Pharmacology)
Rodney DeKoter (Microbiology & Immunology)
Gildo Santos (Dentistry)

Term to June 30/25: Dale Laird (Anatomy & Cell Biology)
Shawn Whitehead (Anatomy & Cell Biology)

DON WRIGHT FACULTY OF MUSIC (2)

Term to June 30/24: Edmund Goehring (Music Research & Composition)

Term to June 30/25: Aaron Hodgson (Music Performance Studies)

FACULTY OF SCIENCE (5)

Terms to June 30/24: Pauline Barmby (Physics & Astronomy)
Beth Gillies (Chemistry)
Jan Minac (Mathematics)

Term to June 30/25: Jisuo Jin (Earth Sciences)
Steven Kopp (Statistical & Actuarial Sciences)

FACULTY OF SOCIAL SCIENCE (5)

Term to June 30/24: Godwin Arku (Geography)
Kate Choi (Sociology)
Julie Schermer (DAN Management / Psychology)

Term to June 30/25: Greg Beckett (Anthropology)
Mark Cleveland (DAN Management & Organizational Studies)

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (10)**SGPS – Arts and Humanities**

Term to June 30/25: Alexander Meyer (Classical Studies)

SGPS – Business

Term to June 30/24: Adam Fremeth

SGPS – Education

Term to June 30/24: Rachel Heydon

SGPS – Engineering

Term to June 30/25: Lars Rehmann (Chemical & Biochemical Engineering)

SGPS – Health Sciences

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

SGPS – Law/FIMS/Music

Term to June 30/25: Zoë Sinel (Law)

SGPS – Medicine & Dentistry

Term to June 30/25: Nica Borradaile (Physiology & Pharmacology)

SGPS – Science

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

SGPS – Social Science

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

SGPS – At Large

Term to June 30/25: Grant Campbell (Information and Media Studies)

AFFILIATED UNIVERSITY COLLEGES (9 voting members)**BRESCIA UNIVERSITY COLLEGE (3)**

President: Laretta Frederking
Term to June 30/24: Jennifer Sutton
Term to June 30/25: Heather Kirk

HURON UNIVERSITY COLLEGE (3)

President: Barry Craig
Term to June 30/24: Dan Smith
Term to June 30/25: Kate Lawless

KING'S UNIVERSITY COLLEGE (3)

President: David Malloy
Term to June 30/24: Laura Lewis
Term to June 30/25: Robert Ventresca

STUDENTS (18 voting members)

UNDERGRADUATES (14)

Arts and Humanities/FIMS/Music

Term to June 30/24: *Migrated to At-Large for 2023-24*

Business/Education/Engineering/Law

Term to June 30/24: *Migrated to At-Large for 2023-24*

Health Sciences

Term to June 30/24: *Migrated to At-Large for 2023-24*

Medicine & Dentistry

Term to June 30/24: Kenisha Arora

Science (2)

Term to June 30/24: Jenna Ijam
Aliya Jokhu

Social Science

Term to June 30/24: Chloe Vanderlugt

Brescia, Huron and King's University Colleges

Term to June 30/24: Emily Poirier

At-Large (9)

Term to June 30/24: Lana Abdelellah (Social Science)
Sophia Bahadoor (Science)
Jenna Beecroft (Social Science)
Iman Berry (Social Science / Ivey)
Jeff Binoy (Science)
Kathleena Henricus (Social Science)
Emilie Kalaydjian (Social Science)
Angela Liu (Huron)
Dante Tempesta (Health Sciences)

GRADUATE STUDENTS (4)

Term to June 30/24: Mara Bordignon (Education)
Hugh Samson (Information and Media Studies)
Matheus Sanita Lima (Science)
Joel Welch (Law)

ADMINISTRATIVE STAFF (2 voting members)

Term to June 30/24: Christopher Lengyell (Housing)
Term to June 30/25: Kylie Bressette (Indigenous Student Centre)

GENERAL COMMUNITY (5 voting members)

Alumni Association (3)

President designate: Yvette Laforet-Fliesser
Term to June 30/24: Dave Ferri
Term to June 30/25: **TBD (Alumni Association Appointment)**

Elected by Senate (2)

Term to June 30/24: Sheryl Feagan
Term to June 30/25: Sheila Powell

BOARD OF GOVERNORS (2 voting members)

Term to June 30/24: Geoff Pollock
Term to June 30/25: **TBD (Board Appointment)**

OBSERVERS: (16 to 19 non-voting observers)

Pauline Barmby	Academic Colleague
Susan Lewis	Vice-Provost (Academic Programs)
Margaret McGlynn	Vice-Provost (Academic Planning, Policy & Faculty)
Lily Cho	Vice-Provost and Associate Vice-President (International)
Christy Bressette	Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Ruban Chelladurai	Associate Vice-President (Institutional Planning & Budgeting)
Opiyo Oloya	Associate Vice-President (Equity, Diversity & Inclusion)
John Doerksen	Vice-Provost (Students)
Matthew Stiegemeyer	Deputy Registrar, Undergraduate Recruitment and Admissions
Johanna Weststar	President, UWO Faculty Association (UWOFA) (designate)
TBD	UWOFA-Librarians/Archivists (LA) Representative
TBD	Lecturer Representative
Sunday Ajak	President, University Students' Council (USC)
Waliu Alaka	President, Society of Graduate Students (SOGS)
TBD	President, PAW
TBD	President, Master of Business Admin. Assoc. (MBAA)
Geoff Read	Provost(s) of Affiliated University Colleges who are not currently in elected positions on Senate. (<i>Up to three, one each from Brescia, Huron and King's</i>).

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

Senate membership as of July 1, 2023

ITEM 5.2 – Amendment to the Senate Election Procedures

ACTION: APPROVAL INFORMATION DISCUSSION

Recommend: 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.

EXECUTIVE SUMMARY:

At its March 17, 2023 meeting, Senate approved a motion that the Terms of Reference of the Nominating Committee be revised effective July 1, 2023. This revision disbanded the Nominating Subcommittee to Select a Senate Representative from the General Community and shifted its mandate to the Senate Nominating Committee.

The current proposal seeks to align the Senate Election Procedures with the Terms of Reference of the Senate Nominating Committee.

The proposed amendment to the Senate Election Procedures is provided in the attachment.

ATTACHMENTS:

[Amendment to the Senate Election Procedures – Track Changes Copy](#)

Senate Election Procedures

Effective Date: July 1, 2023 ~~October 14, 2022~~

Supersedes: ~~October 14, 2022~~, October 15, 2021; November 13, 2020;
March 2019

The University of Western Ontario Act 1982 as amended in 1988 and 2016 (hereinafter referred to as the Act), in Sections 24 and 25 defines the composition of Senate, general provisions for election of members, including eligibility for candidacy and voting, the establishment of a staggering of terms at the time of first elections, and a provision for the designation of constituencies within units.

For purposes of these Senate Election Procedures, “the University” means Western University, excluding the Affiliated University Colleges; and

The “Affiliated University Colleges” means Brescia University College, Huron University College, and King’s University College.

A. CONSTITUENCIES: FACULTY, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENTS, GRADUATE STUDENTS

A.1 General

1. The University Secretary shall be the Chief Returning Officer.
2. The schedule for calling for nominations, publication of candidates' names, and timelines for campaigning and balloting shall be as published by the University Secretary on or before November 30 each year. Normally, nominations are open for approximately two weeks in early January, followed by a campaign period.
3. Elections of faculty from the Affiliated University Colleges are conducted by each Affiliated University College, with the winners' names being forwarded to the University Secretary.
4. With the exception of faculty elected from the Affiliated University Colleges, candidates for election must be nominated by means of an official nomination form available from the University Secretary and accessible on the University Secretariat website: <http://www.uwo.ca/univsec/>.

5. Nomination forms for staff and students must be signed by 10 persons eligible to vote in the unit or constituency concerned.
6. Nomination forms for faculty from the University shall be signed in one of the following ways:
 - (a) by 10 members eligible to vote in the academic unit or constituency to be represented; or
 - (b) by the Nominating Committee of the Council of the Faculty or School through the Chair of the Nominating Committee, the Dean, or in the case of SGPS, the Vice-Provost.
7. Nominees must declare on the nomination form:
 - (a) that they are willing to stand as candidates for election and to serve if elected; and
 - (b) that they meet the eligibility requirements for the unit or constituency.
8. Any person nominated who is not available to sign the nomination form is permitted to notify the University Secretary, in writing, of their intention to be a candidate up until the final deadline for nominations.
9. Nominees must submit with the nomination form a statement of interest up to a limit of 200 words and may submit a digital photograph for publication. The University Secretary shall have discretion in restricting the published statement to 200 words. The statement and the digital photograph (if provided) of the candidate will be posted on the election website and linked to the ballot, and by submitting the statement and photograph, candidates agree to such posting.
10. Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the University Secretary.
11. When only sufficient nominations to fill the vacancies for any unit or constituency are received, the University Secretary shall declare the person or persons nominated elected by acclamation.
12. Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the unit or constituency concerned.
13. Balloting will be conducted during a designated period at an election site linked to Western's homepage: <http://www.uwo.ca>
14. Where more than one seat is vacant in any unit or constituency, voters may vote for candidates up to the maximum number of seats available. Candidates

with the most votes will be the winners and will fill the vacant seats in order of plurality.

15. If in any election there is a tie vote, the election shall be determined by lottery conducted by the University Secretary in the presence of the candidates concerned or their agents.
16. An election shall not be invalidated by any irregularity which, as determined by the University Secretary, does not affect the outcome of such election. Notification of any irregularity must be received by the University Secretary within five business days of the closing of the polls.
17. The results of the election shall be announced as soon as possible after the close of balloting. The number of votes received by each candidate will be made public.
18. All election data will be retained for a period of thirty days following publication of the election results, and then destroyed if no appeal is pending.
19. A list of voting results, validated by the University Secretary, shall be retained for a period of two years.
20. In accordance with the Act, the following pertains with respect to terms for the various constituencies represented on Senate:
 - (a) Faculty, administrative staff and members of the general community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.
 - (b) Students are elected to one-year terms. They may serve four consecutive terms, following which they are not eligible for further election until a lapse of two years.
 - (c) When an individual is elected to complete the term of another Senator, that time is not included in the individual's eligibility to serve in their own right.
 - (d) Eligibility for re-election to Senate is unaffected by a Leave of Absence taken during a regular membership term. That is, the period of Leave shall not be construed as a break in the continuity of a regular membership term.

A.2 Elected Representatives – Distribution of Seats

A.2.1 Faculty

Constituency	Seats
School of Graduate and Postdoctoral Studies (One from each of the following disciplinary groupings: Law/FIMS/Music; Arts and Humanities; Education; Engineering; Health Sciences; Business; Medicine & Dentistry; Science; Social Science; SGPS At-Large)	10
Faculty of Arts and Humanities	5
Schulich School of Medicine & Dentistry (4 from Medicine; 1 from Dentistry)	5
Faculty of Science	5
Faculty of Social Science	5
Faculty of Health Sciences	4
Faculty of Information and Media Studies	2
Faculty of Education	2
Faculty of Engineering	2
Faculty of Law	2
Don Wright Faculty of Music	2
Richard Ivey School of Business	2
Each Affiliated University College	2

A.2.2 Administrative Staff

Two members of the full-time administrative staff elected thereby.

A.2.3 Students

Constituency	Seats
<i>Undergraduate Students:</i>	
Faculty of Social Science	2
Faculty of Science (incl. BMSc years 1 & 2)	2
Faculty of Arts and Humanities, Don Wright Faculty of Music and FIMS	1
Faculties of Education, Engineering and Law, and the Richard Ivey School of Business	1
Faculty of Health Sciences	1
Schulich School of Medicine & Dentistry (incl. BMSc years 3 & 4)	1
Affiliated University Colleges	2
At-Large	4
<i>Graduate Students</i>	4

A.3 Eligibility

A.3.1 *Faculty*

- (a) To be eligible for election to the Senate, a faculty member (includes those holding Clinical Academic appointments) must be a member, either full-time or part-time, at the rank of Assistant Professor or higher, of the academic unit or constituent parts thereof as designated by the Senate or Affiliated University College to be represented, and must have held an academic appointment in the University or Affiliated University College for at least two academic years. Elected faculty whose employment status at the University or Affiliated University College ends during their term shall cease to be Senators.
- (b) To vote for representatives of Faculties and Schools, members of faculty of the University (includes those holding Clinical Academic appointments), at the rank of Assistant Professor or higher, must be listed as such in the records of Human Resources. To vote for faculty representatives of the Affiliated University College, members of the faculty of the Affiliated University Colleges, at the rank of Assistant Professor or higher, must be listed as such in the relevant records of the Affiliated University College in question.
- (c) A member of faculty holding an appointment in more than one academic unit (or constituency within that unit) other than the School of Graduate and Postdoctoral Studies may be nominated only in the unit designated as the "Home Faculty/School". Such a member of faculty is, however, eligible to vote in each academic unit in which they are a member.

A.3.2 *Administrative Staff*

All employees of the University who are recorded in Human Resources as holding a full-time continuing position and who are not members of the faculty (excluding limited duties appointments) are eligible for election and to vote. A member of full-time administrative staff who is registered as a student is not eligible to vote in the undergraduate or graduate student constituencies. Elected administrative staff whose employment status at the University ends during their term shall cease to be Senators.

A.3.3 *Students*

Any full- or part-time student who is registered*, at the time of the call for nominations, in one of the academic units comprising the constituency is eligible to be a candidate and to vote in their academic unit of registration constituency except that those who are otherwise included in a faculty or administrative staff constituency shall not be eligible to be a candidate for election or vote. In any given Senate

election, a student may not be a candidate in more than one constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Senators.

*Western University students on exchange are eligible to vote in the constituency where they were registered at the time of leaving for an exchange.

A.4 Procedures

A.4.1 *Faculty and Staff*

- (a) The University Secretary shall call for nominations, normally within the first three weeks of January each year.
- (b) Completed nomination forms must be submitted to the University Secretary not less than seven but not more than 14 consecutive days after the official date of call for nominations. The University Secretary shall then publish official lists of the valid nominations on the University Secretariat website as soon as possible after the close of nominations. The official lists shall be organized by constituency and by last name alphabetically, showing the rank (for faculty), title and academic/administrative unit of each nominee.
- (c) Elections shall be conducted by electronic ballot.
- (d) If at any annual election no nominations are received for a faculty constituency, Senate will appoint a member upon the recommendation of the unit concerned based on the unit's internal nomination procedures. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.
- (e) If at any annual election no nominations are received for the administrative staff constituency, the University Secretary shall issue as soon as possible after the close of nominations a second call for nominations, followed by a by-election. The timeline and procedures for the by-election will be as given in paragraphs (b), (c) and (f) of this section. In the event that a by-election fails to yield a candidate, the seat(s) shall be filled in accordance with the procedures for filling of mid-year vacancies (see section B.6, below).
- (f) The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of the balloting. The successful candidates for each unit/constituency shall be those who obtain the largest number of votes in each unit/constituency concerned.

A.4.2 Students

- (a) When possible, elections to the undergraduate and graduate student constituencies are timed to run in conjunction with the University Students' Council (USC) and Society of Graduate Students (SOGS) presidential elections. Calls for nomination will be issued in accordance with the posted Election Schedule. Undergraduate students may be required to submit a bond to the USC, subject to the USC's By-Law #2 – Election Procedures of the University Students' Council.
- (b) Students registered in Years 1 and 2 of the Bachelor of Medical Science (BMSc) program will be nominated and vote in the "Faculty of Science constituency", while students registered in Years 3 and 4 of the BMSc program will be nominated and vote in the "Schulich School of Medicine & Dentistry constituency".
- (c) If, at any annual election, an undergraduate academic constituency fails to nominate a representative(s), the seat(s) thus unfilled shall migrate to the undergraduate "At Large" constituency for that year only and be filled by election from the "At Large" nominations.
- (d) If one or more "At Large" seats are not filled, the required members shall be determined by the USC and provided to Senate for information through the Operations/Agenda Committee.
- (e) If at any annual election insufficient nominations are received for the graduate student constituency, the required members shall be determined by the *ad hoc* Nominating Committee outlined in the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates (see section B.5(c)) and provided to Senate for information through the Operations/Agenda Committee.
- (f) A mandatory all-candidates meeting will be scheduled for undergraduate student candidates following the close of nominations. Undergraduate student nominees who do not attend or have not made arrangements to send an alternate will be disqualified from candidacy. Following the all-candidates meeting, the University Secretary shall publish a list of valid nominations on the University Secretariat website for undergraduate and graduate student constituencies. The official list shall be by last name alphabetically, and show for each candidate the academic program as recorded in the official student records of the University or the relevant Affiliated University College.
- (g) For undergraduate students, the University Secretary may employ the USC Election Committee to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary

by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Election Committee's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in USC By-Law #2 and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

- (h) For graduate students, the University Secretary may employ the SOGS CRO and Appeals Review Commission to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Appeals Commission's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in the SOGS election regulations and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.
- (i) When either the USC or SOGS processes are not employed, candidates will be required to adhere to the campaign requirements and processes established by the Operations/Agenda Committee of Senate.
- (j) The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of the balloting. The successful candidates shall be those who obtain the largest number of votes in each constituency concerned.

REPRESENTATIVES OF THE GENERAL COMMUNITY

1. Senate membership includes five persons from the general community, one of whom shall be active in or associated with the field of secondary school education, consisting of
 - (a) The President of the Alumni Association of the University or a person designated by the President of the Alumni Association, and two members of the Alumni Association appointed by the Alumni Association, and
 - (b) two persons appointed by Senate.
2. ~~The Senate shall elect the members of a Subcommittee of the Nominating Committee composed of five members of Senate and the Chair of the Nominating Committee, who shall be Chair of the Subcommittee.~~ The Senate Nominating Committee shall select representatives from the

general community to serve on the Senate in accordance with Section 24(1)(g)(ii) of the UWO Act 1982 (as amended in 1988).

3. The Subcommittee Senate Nominating Committee shall, after receiving advice from such bodies or individuals as it may deem appropriate and in knowledge of the appointments to be made by the Alumni Association, present to Senate for information the names of the representatives of the general community through the Operations/Agenda Committee.
4. Members of the General Community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.

B. FILLING OF MID-YEAR VACANCIES AND APPOINTMENT OF ALTERNATES

1. Vacancies may occur for various reasons, including for example through resignation or requests for leaves of absence. In the case of leaves of absence granted in accordance with Senate By-Laws, the appointment of an alternate will follow the procedures outlined below.
2. The appointee to fill a vacancy must meet all criteria for Senate membership as defined in the Act and these Procedures.
3. Where a vacancy on the Senate occurs before the term of office for which a person has been appointed or elected has expired,
 - (a) If the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed the person whose membership is vacant;
 - (b) If the vacancy is that of an elected member, the provision of 4, 5, 6 or 7 apply, depending on the relevant constituency;
 - (c) A person appointed or elected to fill a vacancy shall hold office for the remainder of the term of office of the person whose membership is vacant.
4. **Faculty**

Senate will appoint a member upon the recommendation of the unit concerned based on the unit's internal nomination procedures. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.
5. **Students**

- (a) In the case of a vacant seat in an undergraduate student constituency, if the vacancy occurs between July 1st and April 30th: (i) where there is no runner up in the constituency from the last election or when the runner(s) up are unable to or unwilling to fill the vacancy, the replacement will be appointed from among the At Large runners up registered in the relevant Faculty in a priority determined by their plurality in that election; (ii) when no appointment can be made by this procedure, the *ad hoc* Nominating Committee detailed below will select a replacement from the relevant constituency.
- (b) In the undergraduate student constituency, an *ad hoc* Nominating Subcommittee comprised of the undergraduate student Senators and chaired by the Chair of the Senate Nominating Committee, shall submit the name of the replacement to Senate for information through the Operations/Agenda Committee.
- (c) In the graduate student constituency, if the vacancy occurs between July 1st and April 30th of the following year, an *ad hoc* Nominating Subcommittee comprised of the graduate student Senator(s) and to include at least one representative of general graduate students (to be named by SOGS if that group is not represented by a continuing Senator) and MBA students (to be named by the Master of Business Administration Association if that group is not represented by a continuing Senator) and chaired by the Chair of the Senate Nominating Committee, shall submit the name of a replacement to Senate for information through the Operations/Agenda Committee.
- (d) If a student vacancy occurs subsequent to April 30th and prior to July 1st of the same year, the Senator-elect in the constituency will be invited by the University Secretary to assume the vacant seat. In the case of undergraduate constituencies where there is more than one Senator-elect, the invitations will be extended to candidates in an order determined by their plurality in that election.

6. **Administrative Staff**

An *ad hoc* Nominating Subcommittee comprised of five members of the administrative staff, appointed by the Senate Nominating Committee and chaired by the Chair of the Senate Nominating Committee, shall select a replacement, and submit the name of the replacement to Senate for information through the Operations/Agenda Committee. The Senate Nominating Committee will ensure that all staff employee groups on campus are contacted and asked to nominate for the *ad hoc* Nominating Subcommittee.

7. ***General Community Members Elected by Senate***

The Senate Nominating Committee ~~members of the Nominating Subcommittee to Elect a Senate Representative from the General Community~~ shall ~~be reconvened to~~ select a replacement. The name of the replacement shall be submitted to Senate for information through the Operations/Agenda Committee.

ITEM 5.3 – Frequency of Senate Meetings and Amendment to the Adopted Policies and Procedures of Senate

ACTION: APPROVAL INFORMATION DISCUSSION

Recommend: 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.

EXECUTIVE SUMMARY:

At its April and May 2023 meetings, the Operations/Agenda Committee considered the options for Senate committee meeting formats, initially with respect to achieving quorum in May and June, acknowledging the reality of the academic year having ended for undergraduate students. This conversation is continuing.

During the discussion concerns were raised regarding the relatively short Senate meetings and agendas, particularly for the February and May Senate meetings.

While the UWO Act requires the Senate to meet at least four times per year and at such other times as Senate may prescribe, it has been the practice of Senate to meet monthly from September to June.

The necessity for monthly meetings is not clear, particularly as over the past several years, the length of Senate meetings and volume of material does not appear to warrant it. The majority of items go forward for consideration under the consent agenda.

At its May meeting, OAC considered transitioning the Senate meeting schedule to roughly every six weeks (except in March and April) rather than every four. This change would mean three meetings of Senate rather than four in the fall term, and four meetings rather than six in the spring term. The committee is of the view that Senate can conduct all of the business needed and still engage in robust and timely discussions on topics of interest to Senators with this revised frequency of meetings.

The committee considered a corresponding reduction in the number of SCUP, Nominating and OAC meetings to align with Senate, as the work of these committees can be accomplished in that number of meetings corresponding with Senate. Typically in any year, there are regularly cancellations of both SCUP and Nominating meetings for lack of agenda items, and in some cases they have very short meetings. OAC's agenda is heavily tied to the Senate agenda so having its meeting schedule match Senate's is appropriate.

The balance of the Senate committees and subcommittees will continue with their current meeting frequency (in most cases monthly). This will mean that these committees may have two meetings of material going forward to Senate at once. OAC considered this as reasonable in light of the vast majority of items from these committees regularly going forward on the consent agenda.

The committee noted the hope that having fewer meetings spaced appropriately in each term would serve to increase the level of engagement at meetings, particularly as there would be a consolidation of reports presented over seven meetings versus ten.

The committee also noted that section 28 of the UWO Act provides that “a special meeting of the Senate shall be called on the written notice of any seven members thereof and shall be convened within 15 days thereafter, to consider the matter or matters set out in the notice.” If at any point, an additional meeting of Senate is felt to be needed, there is a mechanism in place to call for it.

The committee acknowledges the demands on faculty, staff and students’ time and that a less intensive meeting schedule will be of benefit overall. The committee recommends making this change for the 2023-24 academic year.

For the policy to align with the proposed change to the meeting schedule, an amendment is required to the Adopted Policies and Procedures of Senate as shown on the attached.

ATTACHMENTS:

[Amendment to the Adopted Policies and Procedures of Senate – Track Changes Copy](#)
[Proposed Schedule of Meetings for 2023-24](#)

ADOPTED POLICIES AND PROCEDURES OF SENATE

Summary Listing

N.B. This is not an exhaustive listing.

Meetings of Senate

1. Schedule of Regular Meetings

The schedule of regular meetings of Senate and its committees for the next academic year is presented at the January meeting. The meetings of Senate are generally scheduled on the third Fridays of each month, at 1:30 p.m.

2. Cancellation of Regularly Scheduled Meetings

The Chair of Senate is authorized to cancel previously scheduled meetings of Senate in the event of insufficient business.

3. Senate Meeting Times: Guidelines

Senate meetings are scheduled to begin at 1:30 p.m. and will normally end by 4:30 p.m. unless extended by a majority vote of those present.

4. Discussion and Question Period

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

ADOPTED POLICIES AND PROCEDURES OF SENATE

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

ADOPTED POLICIES AND PROCEDURES OF SENATE

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.

5. Procedures for Electing Members of Committees and Subcommittees

ADOPTED POLICIES AND PROCEDURES OF SENATE

The report of the Nominating Committee is circulated with Senate agenda materials in advance of the meeting of Senate. The report will include information about the factors considered in developing slates. At the Senate meeting, the Chair of the Nominating Committee will call for any further nominations for any of the vacancies to be filled. (For membership of the Nominating Committee, the slates are presented by the Operations/Agenda Committee.)

After nominations for all vacancies have been completed,

- (a) those for which no election is necessary are acclaimed.
- (b) if elections are required, the Secretary of the Senate will prepare and circulate to Senate a comprehensive ballot, which will include statements of up to 100 words from each candidate. The results of elections, including the number of votes cast for each nominee, will be announced at or before the next Senate meeting.
- (c) With respect to the Nominating Committee, which has alternate members, one or more additional nominations will require that all names presented, including those put forward as alternates in the original slate, be on a single ballot. Following the vote, nominees will be assigned to either regular or alternate seats in order of number of votes received.

In the event of a tie vote, the tie shall be resolved by lottery conducted by the Secretary of Senate in the presence of the candidates concerned or their agents.

6. Minutes: Form, Editing, Correcting and Retention

Minutes

1. Committee reports and other reports (Exhibits) distributed with the agenda for a meeting shall constitute a part of official Senate Minutes and the Minutes per se will include appropriate references to those reports.
2. The agenda and supporting documentation for meetings of the Senate may be published electronically by the Secretary 7 days prior to each Senate meeting. The Minutes of meetings of the Senate may be published electronically by the Secretary following their approval by the Senate.
3. The minimum requirements for Senate Minutes will be the name of the

ADOPTED POLICIES AND PROCEDURES OF SENATE

mover and seconder of a motion, the precise wording of the motion, and the outcome of the vote (passed, referred, deferred, defeated, etc.); and amendments will be treated in the same way, in accordance with accepted parliamentary procedure.

4. In general, reporting of discussion will be limited to point-form general statements relating to concerns, objections, or benefits of a proposal not otherwise cited in the agenda material (Exhibits). On a Senator's request, and with the Chair's permission, the text of a statement made in Senate shall be included in the Minutes if such inclusion appears desirable as a means of clarifying the intended interpretation of a motion.
5. Information items will be cited briefly by appropriate heading and reference to detail contained in the agenda material.
6. Resolutions or information presented at the Senate meeting but not otherwise detailed in the agenda materials will be described briefly in the Minutes, such that a person who did not attend the meeting can get a basic understanding of the issue discussed. Any written material distributed at the Senate meeting that relates to such resolutions or information will be maintained in the official Senate Minutes.

The Secretary of Senate is responsible for summarizing the deliberation of the Senate. Requests for alterations of edited reporting of Senate proceedings (Minutes) should be referred to the Secretary, who shall be required to review the requests in light of transcript evidence, and to report to Senate for adjudication.

Record Retention

1. The Official Minute Book shall be retained in a safe place in perpetuity, with appropriate copies (microfiche, CD, etc.) maintained off site.
2. As public documents, Senate Minutes will be available to any person for inspection in the office of the Secretary of Senate during normal office hours. These Minutes will include committee reports and other reports (Exhibits) distributed with the agenda and at the meeting.
3. Senate meetings will be recorded for use by the Secretariat. The recordings will be erased following the official approval of the minutes by Senate.

7. Calling the Question vs Motion to Limit Debate

Senate's consideration of several important items over the past few years has been brought to a vote with a motion "to close debate" (or "to move the

ADOPTED POLICIES AND PROCEDURES OF SENATE

question" or "to move the previous question" in older terminology). While in every case it was entirely legal to introduce and adopt the motion, the Senate Operations/Agenda Committee would observe that it is regarded as the most drastic action a deliberative body can take to stop or indeed to prevent debate; and that, given the obligation of a body to hear minority views, members should be aware that there are alternatives to a motion to close debate.

The Committee would draw Senate's attention to a similar motion that may often be more satisfactory, especially when a number of Senators have indicated to the Chair that they would like to speak. It is the motion "to limit debate." The mover states the limitation desired in the motion, for example:

"I move that debate be limited to those now on the Chair's speakers list."

"I move that debate be limited to 10 more minutes."

"I move to limit the time of each speaker to [x] minutes."

"I move to limit debate to a total time of 1 hour."

Unlike the motion "to close debate" -- which in Senate's experience has tended to come without warning, and which must be put to a vote immediately -- the motion "to limit debate" is itself amendable and debatable (but only as to the type and time of limits). If introduced fairly early, in the form of the last two examples above, it provides advance guidance both to the Chair and to Senators who intend to speak. Since the limitations can be changed or removed by a similar motion (generically called "to extend debate") at any time, Senate retains flexibility to control its debates.

One who moves "to limit [or extend] debate" may not interrupt another speaker; a second is required; and a 2/3 majority is required to carry.

The Operations/Agenda Committee asks that, when a motion to end debate is presented, the Chair of Senate remind Senate of the options available.

8. Observer Designates

Observers are permitted to send designates in their place to Senate meetings provided that:

1. The Secretariat is informed in advance of the meeting who will be attending in an Observer's place
2. The Observer is responsible for providing his/her designate with meeting documentation.

Senate and Senate Standing Committees Meeting Schedule – 2023-2024

POLICY (Mondays, 9:30 am)	SCUP (Mondays, 3:00 pm)	URB (Tuesdays, 1:00 pm)	ACA (Wednesdays, 2:30pm)	Nominating (Thursdays, 9:30 am)	OAC (Thursdays, 3:00 pm)	Senate (Fridays, 1:30 pm)
Tues., Sep. 5, 2023	Tues., Sep. 5, 2023	-	Sep. 6, 2023	Sep. 7, 2023	Sep. 7, 2023	Sep. 15, 2023
Oct. 2, 2023	Oct. 2, 2023	Oct. 3, 2023	Oct. 4, 2023	Oct. 12, 2023	Oct. 12, 2023	Oct. 27, 2023
Oct. 23, 2023	Oct. 23, 2023	Oct. 24, 2023	Oct. 25, 2023	Oct. 26, 2023	Oct. 26, 2023	Nov. 10, 2023
Nov. 20, 2023	Nov. 20, 2023	Nov. 21, 2023	Nov. 22, 2023	Nov. 23, 2023	Nov. 23, 2023	Dec. 1, 2023
Jan. 8, 2024	Jan. 8, 2024	Jan. 9, 2024	Jan. 10, 2024	Jan. 18, 2024	Jan. 18, 2024	Jan. 26, 2024
Feb. 5, 2024	Feb. 5, 2024	Feb. 6, 2024	Feb. 7, 2024	Feb. 8, 2024	Feb. 8, 2024	<u>Feb. 15, 2024</u>
Mar. 4, 2024	Mar. 4, 2024	Mar. 5, 2024	Mar. 6, 2024	Mar. 7, 2024	Mar. 7, 2024	Mar. 15, 2024
Apr. 8, 2024	Apr. 8, 2024	Apr. 9, 2024	Apr. 10, 2024	Apr. 11, 2024	Apr. 11, 2024	Apr. 19, 2024
May 6, 2024	May 6, 2024	May 7, 2024	May 8, 2024	May 9, 2024	May 9, 2024	May 17, 2024
May 27, 2024	May 27, 2024	May 28, 2024	May 29, 2024	May 30, 2024	May 30, 2024	Jun. 7, 2024

ITEM 6.1 – Membership – Subcommittee on Program Review – Undergraduate (SUPR-U)

ACTION: **ACTION** **INFORMATION** **DISCUSSION**

Workload: SUPR-U meets monthly on Wednesdays at 2:00 p.m.

Composition: Three (3) undergraduate students elected by Senate

Current Senate-Elected Members:

Terms ending June 30, 2023:

Siddharth Maheshwari (UNDG), Jordan Ramnarine (UNDG), Celine Tsang (UNDG)

Terms from July 1, 2023 to June 30, 2024:

Evan Abbey (UNDG)

Required: Two (2) undergraduate students (term from July 1, 2023 to June 30, 2024)

Nominees:

Hana Ghattas	(Student, UNDG)	Term to June 30, 2024
Sarah Tribe	(Student, UNDG)	Term to June 30, 2024

ITEM 6.3 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)

ACTION: **ACTION** **INFORMATION** **DISCUSSION**

Workload: SWAM meets monthly on Mondays at 10:00 a.m. in the week prior to Senate.

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

Current Senate-Elected Members:

Terms ending to June 30, 2023:

Emmanuel Akanbi (UNDG), Miranda Green-Barteet (AH), Jeff Hutter (Sci), Pam McKenzie (FIMS), Kyla Morris (GRAD), Katina Pollock (Edu), Jana Seijts (Ivey)

Terms from July 1, 2023 to June 30, 2024:

Kathleena Henricus (UNDG), Jevonne Peters (GRAD), Katherine Willmore (Schulich)

Terms from July 1, 2023 to June 30, 2025:

Madeline Bassnett (AH), Andrew M. Johnson (HS), Ingrid Johnsrude (SS)

Required: One (1) faculty member for a term from July 1, 2023 to June 30, 2024

Nominees: _____ (Faculty) Term to June 30, 2024

ITEM 6.4 – Selection Committee for the Dean of the Ivey Business School

ACTION: ACTION INFORMATION DISCUSSION

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

- the Provost & Vice-President (Academic), who shall be Chair
- the Vice-President (Research)
- 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean
- for Business, two members of the Ivey Advisory Board, named by the Advisory Board;

Required: Three (3) members of faculty or staff, who are from outside of the Faculty concerned, and only one of whom may be a Dean

Nominees:

_____ John Yoo (Schulich) _____ (Faculty, Dean)

_____ Valerie Oosterveld (Law) _____ (Faculty)

_____ Sophie Roland (Music) _____ (Faculty)

ITEM 7.1 – Introduction of an “Undergraduate Degree Admissions” Policy and Rescindment of Selected Admissions Policies

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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 as shown in Item 7.1, 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

EXECUTIVE SUMMARY:

This new consolidated Undergraduate Degree Admissions policy is being brought forward:

- to more clearly articulate Western’s commitment to admitting students from diverse backgrounds and the associated pathways for admission;
- to streamline the admission policies identified for rescindment into one policy to make it easier and clearer for prospective students and other constituents to have an overview of the various aspects of admission to undergraduate degree credit programs; and
- to update the policies to current admission requirements and standards.

ATTACHMENT(S):

[New Calendar Copy – Undergraduate Degree Admissions](#)

Undergraduate Degree Admissions

Policy Category:	Admission
Subject:	Undergraduate Degree Admissions
Subsections:	Definitions ; General Guidelines ; Dates and Deadlines ; Offers of Conditional Admission ; English Language Proficiency for Admission ; Deferred Registration ; Admission Fraud ; Admission Requirements Based on the Ontario Secondary School Diploma ; Admission Requirements Based on Completion of a Credential from Canadian Provinces and Territories (Other than Ontario) ; Canadian Colleges and Universities – Transfer Admission Requirements ; Admission Based on Extenuating Circumstances ; Diverse Qualifications Admission ; Mature Applicants ; Admission Guide for International Curricula ; Admission to Foundation Year
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	Vice-Provost (Academic Programs), Vice-Provost (Graduate and Postdoctoral Studies), University Registrar
Related Policies:	Specialized Program Admission: Business Administration Dentistry Education Law MD Program Nursing Applicants
Effective Date:	September 1, 2023
Supersedes:	(NEW)

Undergraduate Degree Admissions

DEFINITIONS

Minimum average – determined in Affiliation agreement

Competitive average – reviewed annually by the Provost Office's and the Office of the Registrar

GENERAL GUIDELINES

The University of Western Ontario (hereafter referred to as Western) strives to recognize and nourish talent so as to prepare students for their future endeavours.

Western is committed to equity, diversity, inclusion, accessibility, and decolonization (EDIAD) and to achieving and supporting a diverse undergraduate community. Specifically, it is Western's goal to address the historical disadvantages and underrepresentation of individuals from equity-deserving groups and to admit and support more Indigenous, Black, students with disability, LGBTQ2S+ undergraduate students and other underrepresented groups. This starts with recruitment of a diverse range of applicants into Western's undergraduate programs and individuals from all equity deserving groups are enthusiastically encouraged to apply.

Admission to Western requires completion of an appropriate credential and sufficient academic achievement. The Office of the Registrar will maintain appropriate equivalencies across educational systems. The Office of the Registrar reserves the right to review all components of the academic record to evaluate admissibility.

This policy covers direct first-year entry programs (with the exception of the Arthur Labatt Family School of Nursing). Second entry programs and Nursing admissions are covered under additional policies.

Enrolment may be limited and admission is competitive. The minimum admission average is determined each year and is dependent on the number and quality of applicants, strategic goals of the university, and number of available places in each faculty and/or program. If the application for admission and the supporting documentation provided by the applicant do not appear to suggest a reasonable probability for success in university studies, the applicant will be denied admission.

Advanced standing may be awarded based on the recommendation of the department or Faculty awarding similar content at Western. Generic credits may be awarded by the Office of the Registrar based on an assessment of the awarding institution and applicant transcript.

A Western faculty or staff member who wishes to register in a credit course must complete an application for admission and provide the necessary documentation, as required by the auditors, in order for Western to retain eligibility for claim purposes.

Undergraduate Degree Admissions

The Dean of the Faculty, or designate, in which the student is applying may authorize the Office of the Registrar to make exceptions to the identified admissions standards and/or authorize higher course loads.

DATES AND DEADLINES

Application and confirmation deadlines are determined in conjunction with the Ontario University Application Centre, Faculty priorities and operational considerations. Information related to deadlines will be updated regularly by the Office of the Registrar.

OFFERS OF CONDITIONAL ADMISSION

Offers of conditional admission to suitably qualified applicants may be made. Such offers must include a disclaimer that Western reserves the right to withdraw the offer if the applicant fails to meet the specified conditions.

ENGLISH LANGUAGE PROFICIENCY FOR ADMISSION

Western reserves the right to require proof of academic English Language Proficiency from any applicant to ensure they have a reasonable expectation of success in the program to which they applied.

All applicants who are asked to provide proof of English language proficiency for undergraduate admission will be required to provide one of the options as per the English Language Proficiency Requirements listed on the Western website.

DEFERRED REGISTRATION

Students who have received an offer of admission may request permission to defer their offer of admission to a future term. Requests for deferral of admission should be received by the Office of the Registrar prior to commencement of the session for which the offer of admission was given. A deferral fee may apply. Enrolment in post-secondary study during the deferral period may void the deferred offer of admission.

ADMISSION FRAUD

If evidence of falsified information and/or omission is found in the submission of an application for admission, any documentation in support of an application, and/or an appeal for admission or readmission, Western reserves the right to deny admission,

Undergraduate Degree Admissions

withdraw an offer of admission, withdraw an offer of scholarship, cancel a student's course registration, and/or expel a student. Previous submission of falsified or fraudulent documentation may be considered in future applications made to Western.

General Admission Requirements to Undergraduate Programs

ADMISSION REQUIREMENTS BASED ON THE ONTARIO SECONDARY SCHOOL DIPLOMA

Students presenting the Ontario Grade 12 Secondary School curriculum must complete an Ontario Secondary School Diploma including:

- Six Grade 12 U and/or M level courses (excluding co-op courses)
- Grade 12 U level English - ENG4U must be one of the six courses
- Faculty/Program prerequisites as specified by Western
- An admission average that includes all prerequisite courses as specified by Western

ADMISSION BASED ON COMPLETION OF A CREDENTIAL FROM CANADIAN PROVINCES AND TERRITORIES (OTHER THAN ONTARIO)

Students from other provinces and territories in Canada may be eligible for admission to first-year on the following basis:

- 1) Grade 12 curriculum completed from a Ministry of Education (or equivalent) - approved institutions in Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Northwest Territories, Nova Scotia, Nunavut, Prince Edward Island, Saskatchewan or Yukon.
- 2) Quebec
 - a. Completion of an authorized Grade 12 diploma.
 - b. Completion of the Secondary V Quebec high school diploma AND one year of full-time university studies.
 - c. Completion of first-year CEGEP (Pre-University) with a minimum of twelve semester credits. Completion of a two-year Diplome d'etude Collegiale (Pre-University) with at least second class standing may be eligible for both admission and advanced standing up to a maximum of five full (or equivalent) courses or first-year of a professional program in certain first-year subjects, at the determination of the Office of the Registrar.

Undergraduate Degree Admissions

- d. Students graduating from the Three-year Program (Professional) DEC leading to qualification as a technician or technologist at the CEGEP may be considered for admission.

CANADIAN COLLEGES AND UNIVERSITIES - TRANSFER ADMISSION REQUIREMENTS

Candidates with acceptable standing at accredited degree-granting institutions may be considered for admission and assessed for advanced standing provided that the content of studies completed is equivalent in content to the courses offered by Western, and to the requirements of the program to which the student has applied.

Western will review candidates on an individual basis.

Applicants who have completed studies at a College of Applied Arts and Technology (CAAT) are eligible for transfer into a Western program in accordance with standards maintained by the Office of the Registrar.

- To be eligible to serve as a basis of admission and to award transfer credit, the institution must be a recognized College of Applied Arts and Technology (CAAT).
- Accredited/recognized colleges are those that are listed on the Ontario College Application Services (OCAS). If it is not a recognized CAAT, the program or institution must fall into another acceptable basis of admission.

ADMISSION BASED ON EXTENUATING CIRCUMSTANCES

Western welcomes applicants who meet our minimum admission requirements but may be below our competitive average and faced circumstances which impacted their academic performance. Further information on this pathway is available on Western's website.

DIVERSE QUALIFICATIONS ADMISSION

Western welcomes applicants who meet our minimum admission requirements but may be below our competitive average and have demonstrated commitment and/or excellence in other endeavours, or students who have succeeded in their studies amidst difficult circumstances.

Diverse Qualifications Admission applicants may include (but are not limited to):

- Students with refugee backgrounds
- Students with learning exceptionalities (broadly interpreted)
- Students who have displayed dedication to learning in the face of socio-economic challenges
- Students who have experienced systemic barriers, sociocultural adversity or

Undergraduate Degree Admissions

- personal hardship
- Students with significant contributions to their community

Students wishing to apply under the Diverse Qualifications Admission category will be required to submit additional documentation explaining their situation, the impacts on past academic performance, and strategies to succeed at Western.

INDIGENOUS APPLICANTS

Western is committed to increasing Indigenous voices and presence across the university. Accessible undergraduate admission pathways are available for Indigenous applicants. To apply through this pathway, the applicant is required to provide proof of Indigenous Ancestry. Further information on this pathway is available through the Indigenous Student Centre.

MATURE APPLICANTS

Applicants who do not meet the minimum academic requirements for admission to Western may be eligible for consideration as mature students when they:

1. Are Canadian citizens or permanent residents at the time of application,
2. Will be at least 21 years of age in the calendar year in which admission is sought,
3. Do not have an academic basis of admission (applicants having previously attended a university will be reviewed under University Transfer Regulations),
4. Have not normally been in full-time attendance at an educational institution within the previous four years,
5. Have achieved at least a "C" (60%) standing in any academic work attempted within the previous four years.

Mature applicants are normally considered for a maximum of 1.5 courses in each of the Fall and Winter terms. Mature applicants can request full-time admission by contacting the Office of the Registrar.

Mature applicants can become full-time students after meeting the progression requirements.

ADMISSION GUIDE FOR INTERNATIONAL CURRICULA

The current listing of minimum admission requirements to undergraduate programs from foreign countries and international curricula is maintained by the Office of the Registrar. For admission requirements of international applicants, please refer to the International High School Requirements on the Western website.

Undergraduate Degree Admissions

INTERNATIONAL APPLICANTS' ADMISSION REQUIREMENTS

Qualifications other than those listed may be considered on an individual basis by the Office of the Registrar provided they are equivalent to the standing required for admission to the first year level at this University.

ADMISSION TO FOUNDATION YEAR

Students who are academically admissible to Western as determined by the admission averages set each year by Western but do not meet the minimum English language proficiency requirements and/or are missing a maximum of two required prerequisites may be eligible to participate in a Foundation Year Program. To be eligible for entry into a Foundation Year program without the minimum English language proficiency requirements, applicants must have the English Language Proficiency test scores required to enter WELC's AEP Advanced Level.

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: FORWARD TO SENATE

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 Music	
Emily Ansari	July 1, 2023 – June 30, 2024

ITEM 12.1(b) – Schedule of Ceremonies – Autumn Convocation 2023 (#322)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The schedule of Convocation ceremonies for Autumn 2023 has been prepared by the University Secretariat in consultation with the Registrar’s Office. It is provided to Senate for information.

ATTACHMENTS:

[Schedule of Ceremonies – Autumn 2023 \(#322\)](#)

Order of Ceremony – Autumn Convocation 2023 (#322)

AUTUMN 2023	10:00 a.m.	3:00 p.m.
Wednesday, October 18	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> • King’s University College (All Degrees) • Faculty of Health Sciences (Undergraduate Degrees) • Faculty of Law (All Degrees) • Don Wright Faculty of Music (All Degrees) • Faculty of Science (Undergraduate Degrees) • Schulich School of Medicine & Dentistry and Faculty of Science (Undergraduate Degrees) 	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> • Faculty of Science (Graduate Degrees) • Faculty of Social Science (Graduate Degrees) • Schulich School of Medicine & Dentistry (Graduate Degrees)
Thursday, October 19	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> • Faculty of Education (All Degrees) • Faculty of Engineering (All Degrees) 	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> • Faculty of Health Sciences (Graduate Degrees) • Faculty of Information and Media Studies (All Degrees)
Friday, October 20	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> • Brescia University College (All Degrees) • Huron University College (All Degrees) • Richard Ivey School of Business (All Degrees) 	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> • Faculty of Arts and Humanities (All Degrees) • Faculty of Social Science (Undergraduate Degrees)

* Students in the School of Graduate and Postdoctoral Studies in graduate programs hosted by individual faculties.

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Faculty of Education wishes to revise the policy on “Admission – Education” to introduce a pathway for guaranteed admission to the Bachelor of Education program for a maximum 20 qualified varsity athletes. This pathway will help Western attract top Varsity athletes who wish to enter the teaching profession, following their university sports career, and ensure top athletes enter the teaching program at Western.

ATTACHMENT(S):

[Revised Calendar Copy – Admission – Education](#)

Admission - Education

Policy Category:	Admission
Subject:	Admission – Education
Subsections:	Admission Requirements; Graduates with a Bachelor of Music with Honours in Music Education; Guaranteed Admission of Graduates from Western University, Department of French, Faculty of Arts and Humanities in French Studies Program; Guaranteed Admission of Graduates from Western University, School of Mathematics and Statistical Sciences, Faculty of Science Programs; Guaranteed Admission of Graduates From Brescia University College, Honours Specialization, Specialization and Major in French Studies Programs; Guaranteed Admission of Graduates From King's University College, Catholic Studies For Teachers Program; Guaranteed Admission from the Department of Sports and Recreation Services at Western University for Varsity Athletes
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Progression Requirements – Bachelor of Education (B.Ed.)
Effective Date:	September 1, 2023 September 1, 2022
Supersedes:	September 1, 2022; May 2020

Admission - Education

ADMISSION REQUIREMENTS

Admission to all Faculty of Education programs is competitive; fulfillment of minimum requirements does not guarantee admission.

Admission is based primarily on relevant course work (undergraduate and graduate) and on academic standing (undergraduate only). Experiential qualifications and CASPer (Computer-Based Assessment for Sampling Personal Characteristics) scores are considered in the final phase of the selection process.

Applicants with 4-year degrees (or the equivalent in course work) receive preference in the admissions process. A 4-year degree provides for increased flexibility in program and future career choices.

Upon successful completion of the B.Ed. program, graduates are recommended to the Ontario College of Teachers (OCT) for certification.

CASPer requirements

All B.Ed. applicants will be required to complete CASPer (Computer-Based Assessment for Sampling Personal Characteristics). CASPer is a 90-minute online computer-based assessment designed to evaluate non-cognitive skills, and interpersonal and professional characteristics essential for success in the B.Ed. program and as practicing teachers.

Applicants who do not complete the CASPer test will not be considered for admission. Test results are valid for one admissions cycle.

Aboriginal Access Program

Aboriginal candidates who meet the minimum admission requirements will be given special consideration in the application process. In accordance with the Constitution Act, 1982, an Aboriginal candidate is an Indian, Inuit or Métis person of Canada. Applicants who wish to be considered through the Aboriginal Access program must provide proof of native status (such as a copy of status card or letter from the band). Aboriginal Access applicants are invited to contact the Teacher Education Office at the Faculty of Education for further information.

English Language Proficiency

For admission to the Faculty of Education, all applicants must:

a) speak English as a first language;

OR

Admission - Education

- b) provide documentation confirming at least three years of full-time study (or the equivalent in part-time study) in an accredited university or college where the language of instruction and of examination was English and which was located in a country where the first language is English;

OR

- c) provide an official statement of results on one of the tests of English language proficiency listed below; the statement is required before an offer of admission can be made, and must indicate at least the following levels of proficiency:
 - i) Test of Oral Proficiency (TOP) with a minimum score of 46 and Test of Written Proficiency (TWE) with a minimum score of 46; OR
 - ii) TOEFL with a score of 250 computer-based including a minimum score of 55 on the Test of Spoken English (TSE); 103 internet-based including a speaking score of 28 and a writing score of 28; OR
 - iii) MELAB (Michigan English Language Assessment Battery) with a minimum score of 90 and at least 4 on the oral interview; OR
 - iv) IELTS (International English Language Testing System) with a minimum score of 7 including at least 6.5 in reading and speaking and at least 7 in writing and speaking.

Candidates who, after admission, show an inadequate command of spoken or written English will be required to improve their proficiency to the Faculty's satisfaction. Candidates may be asked to withdraw from the program if their inadequate command of English interferes with their ability to communicate effectively in the classroom or during the practicum.

Police Record Check

Neither Western University nor the Faculty of Education requires a Police Record Check as a condition of admission. However, a Police Record Check which includes Vulnerable Position Screening and is acceptable to the school boards with which we place Teacher Candidates is required before you can be placed in a school for a practicum. If information appears on your police record check that is unacceptable to school boards, you will not be able to be placed for a practicum and will be required to withdraw from the program.

Admission - Education

Minimum Requirements for Application to the B.Ed. Program

All the following conditions must be met when an application is submitted to the Faculty of Education:

- You must be on track to complete your program of study from an acceptable undergraduate degree program at an accredited university by August 31st in the year in which you wish to register in the Faculty of Education. The degree must be conferred no later than the Fall of that year.
- You must have successfully completed the equivalent of 10 full university credits at the time of application. Transfer credits from community colleges or CEGEP courses cannot be considered. Preference is given to applicants who have attained four-year degrees with the equivalent of 20 full credits.
- You must have a minimum average of 70% in your best 10 full undergraduate credits, or the equivalent. As well, if you are applying to a Junior/Intermediate or Intermediate/Senior program, you must have a minimum average of 70% in those credits which support your teaching subjects. Courses taken after August in the year of registration can be counted in support of program requirements, but cannot be included in the calculation of the overall and teaching subject averages. List these and other credits which will be completed to meet final degree requirements in the TEAS application form.

By mid-September each year a common application form is available for all faculties of education in Ontario from The Teacher Education Application Service, Ontario Universities' Application Centre. (See Application Procedures).

Candidates with acceptable standing at accredited degree-granting institutions may be considered for admission provided that the content of studies completed is equivalent in content to the courses offered by Western, and to the requirements of the program to which the student has applied. The university will review other candidates on an individual basis. Admission in all cases is competitive.

Minimum qualifications for admission to the following B.Ed. programs are summarized below.

Primary/Junior Program (JK-Grade 6) and Junior/Intermediate Program (Grades 4-10)

Applicants who have completed at least one-half undergraduate or graduate credit in four or more of the following areas receive preference in the admissions process: English*, Fine Arts**, Health and Physical Education, Mathematics, Science, and Social Science/Humanities (Canadian History/Geography preferred). Applicants must have an acceptable baccalaureate degree with an overall "B" average (70%).

Admission - Education

*English: Courses in English culture; linguistics, writing for business and scientists, and academic and university essay writing courses are **not** acceptable as background courses.

**Fine Arts includes dance, drama, music, and visual arts.

Teaching Subjects for the Junior/Intermediate Program (Grades 4-10)

Applicants to the Junior/Intermediate program must select one teaching subject area: Music (Vocal or Instrumental), or Religious Studies for Catholic Schools, or French.

French: See next section

Music (Vocal): Credits should include at least one choral or vocal techniques course, one choral conducting course, and one music theory course

Music (Instrumental): Credits used to support this teaching subject should include at least one instrumental conducting course, several minor instrument courses in woodwinds, brass and percussion, and one music theory course.

Religious Education: Applicants with course credits in the following areas receive preference for admission to Religious Education: Old and New Testament studies, Catholic Church teachings in morality and social justice, sacraments, sexuality and marriage in the Catholic tradition, and Vatican II theology. Religious Education is offered as a teaching subject only for Roman Catholic schools; practicum in this subject area will occur only in Roman Catholic elementary schools.

Primary/Junior and Junior/Intermediate French

For admission to French as either a first or second teaching subject, applicants must possess oral and written fluency in French and a thorough knowledge of grammar. Normally, five full French courses (or the equivalent), at least two of which should be language courses, are required. One or more full course equivalents in French literature is desirable for those hoping to teach in French-immersion settings. Fluent French speakers who do not have university-level French courses may apply for special consideration. The Faculty of Education reserves the right to test candidates to ensure they meet the required standard.

Intermediate/Senior Program (Grades 7 to 12)

Applicants to the Intermediate/Senior program must select two teaching subjects from the following: Biology, Chemistry, Economics, English, Environmental Science, Family Studies, French, Geography, Health & Physical Education, History, Law,

Admission - Education

Mathematics, Music (Instrumental), Music (Vocal), Philosophy, Physics, Politics, Religious Education for Catholic Schools, Science (General), Social Studies (General). Not all teaching subject combinations are available every year. Consult the Faculty of Education website for further information.

Applicants who have completed the minimum requirements toward both teaching options at the time of application receive preference during the admissions process. Minimum admission requirements are:

- a) an acceptable baccalaureate degree with an overall "B" average (70%);
- b) five full undergraduate or graduate level courses with a minimum average of "B" (70%), or the equivalent, to support the first teaching option
- c) three full undergraduate or graduate level courses with a minimum average of "B" (70%), or the equivalent, to support the second teaching option

Requirements and Exceptions:

English: Courses in English culture; linguistics, and writing for business and scientists; academic and university essay writing are not acceptable in support of English as a teaching subject.

Family Studies: Applicants with course credits in the following areas receive preference for admission to Family Studies as a first or second teaching subject: Child and Family Development, Housing and Interior Design, Clothing and Textiles, Foods and Nutrition, Family Resource Management (Consumer Economics).

French: For admission to French as either a first or second teaching subject, applicants must possess oral and written fluency in French and a thorough knowledge of grammar. Normally, five full French courses (or the equivalent), at least two of which should be language courses, are required. One or more full course equivalents in French literature is desirable for those hoping to teach in French-immersion settings. Fluent French speakers who do not have university-level French courses may apply for special consideration. The Faculty of Education reserves the right to test candidates to ensure they meet the required standard.

Geography: Applicants with course credits in Canadian Geography receive preference for admission to Geography as a first or second teaching subject.

Health & Physical Education: Applicants with three or more activity course credits receive preference for admission to HPE as a first or second teaching subject.

History: Applicants with course credits in Canadian History receive preference for admission to History as a first or second teaching subject.

Mathematics: Applicants with at least one full course credit in senior Mathematics receive preference for admission to Math as a first or second teaching subject.

Admission - Education

Music: Candidates may select either Instrumental Music or Vocal Music as a teaching option, but not both.

Music (Instrumental): Credits used to support this teaching subject should include at least one instrumental conducting course, several minor instrument courses in woodwinds, brass and percussion, and one music theory course.

Music (Vocal): Credits used to support this teaching subject should include at least one choral or vocal techniques course, one choral conducting course, and one music theory course.

Religious Education: Applicants with course credits in the following areas receive preference for admission to Religious Education as a first or second teaching subject: Old and New Testament studies, Catholic Church teachings in morality and social justice, sacraments, sexuality and marriage in the Catholic tradition, and Vatican II theology. Religious Education is offered as a teaching subject only for Roman Catholic Schools; student teaching in this subject area will occur only in Roman Catholic Secondary Schools.

Science-General: Applicants with course credits in the following areas receive preference for admission to Science General as a first or second teaching subject: Biology, Chemistry, Earth and Space Science, Environmental Science, Physics.

Social Studies-General: A full credit in each of the following areas is preferred: Anthropology, Psychology, Sociology. This is an optional subject in the secondary school curriculum, and entry to this teaching subject is limited. Applicants are advised to select this as a second teaching subject only.

GRADUATES WITH A BACHELOR OF MUSIC WITH HONOURS IN MUSIC EDUCATION

For admission to the Faculty of Education, students must complete the degree requirements for the Bachelor of Music in Music Education AND must meet all other requirements for the specific program to which they are applying. Those requirements are outlined above.

Guaranteed Admission to the Faculty of Education

Guaranteed admission to the Faculty of Education is offered for students in Vocal Music and Instrumental Music at the Junior/Intermediate (JI) level and for students in Vocal or Instrumental Music at the Intermediate/Senior (IS) level. (Students seeking admission to the Faculty of Education for the Primary/Junior level should follow the standard application process.) Guaranteed admission to the Faculty of Education requires a minimum cumulative weighted average of 75% in Music courses, a 70%

Admission - Education

average in courses applicable to the second teachable subject for those applying to the I/S program, and no mark below 60% in any course. Meeting these graduation requirements guarantees acceptance by the Faculty of Education at Western, with Music as a teachable subject in either the JI or IS program. Students who fall short of these requirements may still meet the requirements for the Bachelor of Music with Honours in Music Education and may apply to the Faculty of Education on that basis, although admission is not guaranteed.

GUARANTEED ADMISSION OF GRADUATES FROM WESTERN UNIVERSITY, DEPARTMENT OF FRENCH, FACULTY OF ARTS AND HUMANITIES IN FRENCH STUDIES PROGRAMS

Guaranteed admission to the Faculty of Education is offered to Department of French students interested in teaching at the Primary/Junior French (FPJ) level, Junior/Intermediate level with French as a teaching subject or at the Intermediate/Senior level with a first teaching subject in French.

Students interested in teaching at the Primary/Junior level should apply to the Faculty of Education through the regular process.

Application Requirements/Process:

Guaranteed admission to the Faculty of Education requires a minimum weighted average of 75% or above in French courses. Applicants to the Intermediate/Senior program must also have a 70% average in courses applicable to the second teaching subject. Applicants to the Primary/Junior French or Junior/Intermediate program must also have completed at least a half credit in at least four of the following areas: English, Fine Arts, Health and Physical Education, Mathematics, Science, and Social Science/Humanities. Applicants must successfully complete EDUC 2200 Perspectives on Schooling.

Meeting the graduation requirements for Western's French program, along with other Faculty of Education requirements noted above, will guarantee acceptance to the Faculty of Education at Western, with French as a teaching subject in the FPJ, J/I or I/S program. Students who fall short of these requirements but still meet basic requirements for admission may still apply to the Faculty of Education, although admission is not guaranteed.

Applicants will complete the French Faculty of Education Application Form during Year 2 or Year 3 reviewing carefully for specific requirements. Applicants must also apply using the TEAS application on the Ontario Universities Application Centre (OUAC) by the stated deadline.

Admission - Education

**GUARANTEED ADMISSION OF GRADUATES FROM WESTERN UNIVERSITY,
SCHOOL OF MATHEMATICAL AND STATISTICAL SCIENCES, FACULTY OF
SCIENCE PROGRAMS**

Guaranteed admission to the Faculty of Education is offered to School of Mathematical and Statistical Science students interested in teaching at the Intermediate/Senior level with a first teaching subject in Mathematics.

Applicants interested in teaching at the Primary/Junior or Junior/Intermediate level should apply to the Faculty of Education through the regular process.

Application Requirements/Process:

Guaranteed admission to the Faculty of Education requires an average of 70% in the Mathematics or Statistics courses, and the courses applicable to the second teaching subject. Applicants must successfully complete EDUC 2200 Perspectives on Schooling.

Meeting the graduation requirements for Western's Math program, along with other Faculty of Education requirements as noted above, will guarantee acceptance into the Faculty of Education at Western, with Math as a teaching subject in the I/S program. Students who fall short of these requirements but still meet basic requirements for admission may still apply to the Faculty of Education, although admission is not guaranteed.

Applicants will complete the Math Application Form during Year 2 or Year 3 reviewing carefully for specific requirements. Applicants must also apply using the TEAS application on the Ontario Universities Application Centre (OUAC) by the stated deadline.

**GUARANTEED ADMISSION OF GRADUATES FROM BRESCIA UNIVERSITY
COLLEGE, HONOURS SPECIALIZATION, SPECIALIZATION AND MAJOR IN
FRENCH STUDIES PROGRAMS**

Guaranteed admission to the Faculty of Education is offered to Brescia University College students interested in teaching at the Junior/Intermediate level with French as a teaching subject or at the Intermediate/Senior with a first teaching subject in French.

Students interested in teaching at the Primary/Junior level should apply to the Faculty of Education through the regular process.

Application Requirements/Process:

Guaranteed admission to the Faculty of Education requires a minimum cumulative average of 75% or above in French courses. Applicants to the Intermediate/Senior

Admission - Education

program must also have a 70% average in courses applicable to the second teaching subject. Applicants to the Junior/Intermediate program must also have completed at least a half credit in at least four of the following areas: English, Fine Arts, Health and Physical Education, Mathematics, Science, and Social Science/Humanities.

Meeting these requirements guarantees acceptance to the Faculty of Education at Western, with French as a teaching subject in either the J/I or I/S program. Students who fall short of these requirements but still meet basic requirements for admission may still apply to the Faculty of Education, although admission is not guaranteed.

Complete the Brescia Faculty of Education – Application form during Year 2 or Year 3. Please review the application form for specific requirements.

Students must also apply using the TEAS application on the Ontario Universities Application Centre by the stated deadline.

GUARANTEED ADMISSION OF GRADUATES FROM KING'S UNIVERSITY COLLEGE, CATHOLIC STUDIES FOR TEACHERS PROGRAM

Guaranteed admission to the Faculty of Education is offered to Kings University College students interested in teaching at the Junior/Intermediate level with Religious Education as a teaching subject or at the Intermediate/Senior level with a first teaching subject in Religious Education.

Students interested in teaching at the Primary/Junior level should apply to the Faculty of Education through the regular process.

Application Requirements/Process:

Guaranteed admission to the Faculty of Education requires an average of 75% in the courses required for the BA (Honours) in Catholic Studies for Teachers, and the courses applicable to the second teaching subject for those applying to the I/S program, with no mark below 60% in any course. Applicants to the J/I program must also have successfully completed a half university credit or more in four, five or six of the following areas: English, Fine Arts, Health & Physical Education, Mathematics, Science, and Social Science/Humanities.

Meeting the graduation requirements for Kings' BA (Honours) in Catholic Studies for Teachers program, along with other Faculty of Education requirements as noted above, will guarantee acceptance into the Faculty of Education at Western, with Religious Education as a teaching subject in either the J/I or I/S program. Students who fall short of these requirements but still meet basic requirements for admission may still apply to the Faculty of Education, although admission is not guaranteed.

Admission - Education

Complete the Catholic Studies for Teachers Application form during Year 2 or Year 3. Please review the application form for specific requirements.

Students must also apply using the TEAS application on the Ontario Universities Application Centre by the stated deadline.

GUARANTEED ADMISSION FROM THE DEPARTMENT OF SPORTS AND RECREATION SERVICES AT WESTERN UNIVERSITY FOR VARSITY ATHLETES

Guaranteed admission to the Faculty of Education is offered to a maximum of 20 qualified varsity athletes for admission into the Bachelor of Education Program. Qualifications for entry to the Bachelor of Education will be assessed individually for each applicant based on their Undergraduate degree at Western.

Application Requirements/Process:

Applicants must complete their program of study by August 31 of the year in which they plan to begin the B.Ed. program. Degrees must be conferred no later than the Fall of year one of the B.Ed. program. Applicants must have successfully completed the equivalent of 10 full university courses at the time of application. Transfer credits from community colleges and CEGEP will not be accepted.

Applicants must have a minimum average of 75% in their best 10 full undergraduate and graduate courses (or the equivalent). For applicants to the Intermediate/Senior or Junior/Intermediate stream, applicants need a minimum average of 70% in their best five full undergraduate courses that are in their primary teachable subject. Courses taken in the year of application cannot be included in the calculation of the overall average or the teachable subject average but will be counted in support of program requirements. Applicants to the Intermediate/Senior stream must also have completed the equivalent of at least 3 full courses, with a weighted average of 70%, to support a second teaching subject.

Applicants to the Primary/Junior stream must have completed at least one-half undergraduate or graduate credit in four or more of the following areas: English, Fine Arts, Health and Physical Education, Mathematics, Science, Social Science/Humanities (Canadian History/Geography preferred).

To be eligible for guaranteed admission, all varsity applicants must complete the CASPer assessment and achieve a minimum z-score of -1.5. Applicants must successfully complete EDUC 2200 Perspectives on Schooling. (This course may be in progress at the time of B.Ed. application, but must be completed before the B.Ed. begins)

Students must also apply using the TEAS application on the Ontario Universities Application Centre by the stated deadline.

ITEM 12.2(b) – Revisions to the Policy on “Progression Requirements – Law”

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Faculty of Law wishes to revise the Evaluation section of the policy on “Progression Requirements – Law”. The current language is inaccurate when it comes to Corporate Law and Legal Ethics and Professionalism, which are not full-year courses. Further clarification is needed as to when first-year December exam questions can be released to students in order to ensure that all Faculty members share the same understanding and a minimum level of consistency across courses is maintained.

ATTACHMENT(S):

[Revised Calendar Copy – Progression Requirements – Law](#)

Progression Requirements – Law

Policy Category:	Registration, Progression, Graduation
Subject:	Progression Requirements – Law
Subsections:	Law ; JD/HBA Combined Degree Program ; JD/MBA Combined Degree Program
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2023 September 1, 2022
Supersedes:	September 1, 2022 ; September 2020

LAW

The Academic Session

The Academic Session at the Faculty of Law comprises a period of approximately thirty weeks: the session is divided into two terms. (See [Faculty of Law – Sessional Dates](#))

The timetable for the first term is available in the Administrative Office on the first day of classes. The Faculty may, on notice, schedule compulsory classes and seminars additional to those indicated on the timetable.

Attendance

Success in law studies requires that students devote their full time to the work of the school. The Faculty advises all students to avoid outside employment unless absolutely necessary.

Progression Requirements – Law

No credit is allowed for work done in absentia. Leave of absence is not permitted except in unusual circumstances. Students in good standing who are permitted to withdraw can rejoin the Faculty of Law subject to the regulations in force at the time they apply to re-enter. Failure to attend classes, seminars, appointments or examinations without good cause constitutes a ground for exclusion from the Faculty.

The right to sit for examinations or to submit work for evaluation is conditional upon regular class attendance and participation in required exercises. An instructor, with the approval of the Associate Dean (Academic), may refuse to evaluate all or part of a student's work where attendance has not been regular.

Permission to Register in Individual Courses

A student registered in another faculty at Western may, upon application, be granted permission to register in one full or equivalent course offered by the Faculty of Law. Such registration occurs at the discretion of the student's dean and the dean of the Faculty of Law. Students granted such permission will be granted in the same way as regular students in the course; however, they can obtain no credit toward a Bachelor of Laws degree in this manner.

Evaluation

Course descriptions must set out clearly the contents of the course and the method of evaluation. These may not be changed after they have been published without the instructor's and students' agreement.

Instructors should be as specific as possible about the method of evaluation. While it may not be essential to indicate whether an examination is open or closed book, it is preferable to provide students with this information at the outset of the course.

In upper-year courses, a final examination may count for more than 75% of a student's final grade only if the student (i) has been given the option of a final examination worth 75% or less, and (ii) has declined that option. **First-year courses (with the exception of Legal Research, Writing and Advocacy, Corporate Law and Legal Ethics and Professionalism) run the full academic year, with mid-term examinations held in December worth at least 20% and not more than 30% of the student's final grade in the course. Questions included in first-year December examinations cannot be released to students prior to the day after classes end in the fall term.**

The Faculty uses a system of blind marking, and students are issued exam numbers each term. These numbers are the only identification used by students on examination papers. They also may be used for other methods of evaluation.

No more than 75% of a student's final grade in a course may be assessed on the basis of group work. This rule does not apply to a research paper undertaken as a joint Individual Research project for which a group of students has received approval.

Progression Requirements – Law

"Group work" means an assignment submitted by two or more students for which there is a single overall evaluation with one common mark allotted to all students in the group.

No more than 20% of the final grade in a course may be for class participation. The basis for the participation component must be clearly stated.

A student who has an unexcused absence from an examination, or an unexcused failure to submit an assignment or complete a course component, will receive an F for the examination, assignment or course component.

ITEM 12.2(c) – Revisions to the “Academic Records and Student Transcripts” Policy

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Vice-Provost & Associate Vice-President (Indigenous Initiatives) is proposing an amendment to the “Academic Records and Student Transcripts” policy to recognize the Memegwaanh Indigenous Learning Honour as a selected honour that may be listed on an academic transcript.

Since the release of the [Truth and Reconciliation Commission’s report](#) on Indian Residential Schools in 2015, there is increasing momentum around Indigenization and Decolonization in higher education. Increasingly, employers are seeking university graduates - both Indigenous and non-Indigenous - that have the knowledge and experience to meaningfully engage with and meet the needs of Indigenous Peoples both in Canada and globally. To do this, students must critically engage with historical and contemporary perspectives of international and local Indigenous-settler relationships and Indigenous experiences. Western’s Indigenous Learning Honour will recognize students’ engagement in such efforts towards Truth and Reconciliation during their time at Western.

The structure of the Indigenous Learning Honour requires students to incorporate both curricular and extracurricular activities. Students awarded this Honour will graduate with the perspectives and tools necessary in navigating and supporting Truth and Reconciliation efforts on a personal, professional, and collective level. While academic coursework will allow students to build their understanding of Indigeneity on global, national and local contexts, extracurricular activities will primarily focus on a Canadian context.

This Indigenous Learning Honour was created in response to a recommendation of [Maamwi Gzikewag: Indigenous Curriculum & Learning Report](#) and based on the initial work of a Head & Heart Fellowship project by Camille Di Iulio, both in 2021. The name and logo are both inspired by this initial work; Memegwaanh is the Anishinaabemowin word for butterfly and “represents the transformative potential that Indigenous ways of knowing offer students in terms of its deep epistemological and paradigmatic shifts” (Di Iulio, 2021). The colour of the butterfly in the logo represents the Honour’s relation to Western but includes Woodland-style florals to depict its distinctly Indigenous nature. The medicine wheel, a symbol recognized by many Indigenous peoples in so-called Canada, represents the holistic learning and healing that is possible as students complete this Honour.

The criteria for the Memegwaanh Indigenous Learning Honour are currently available on the Office of Indigenous Initiatives website here: https://indigenousslearningspace.uwo.ca/Learning_Unlearning/indigenous_learning_honour_/index.html. A subsequent proposal will come forward to the Senate Committee on Academic Policy and Senate to formally establish the criteria for the Honour in Senate Academic Policy.

On each transcript, the Memegwaanh Indigenous Learning Honour will be displayed as: “*Memegwaanh Indigenous Learning Honour*”. The code used by Student Records Services will be MILH. The Honour can be earned in the Fall, Winter, or Summer terms of any given year.

ATTACHMENT(S):

[Revised Calendar Copy – Academic Records and Student Transcripts](#)



Academic Records and Student Transcripts

Policy Category:	General
Subject:	Academic Records and Student Transcripts
Subsections:	Personal Information Collection Notice ; Academic Records and Student Transcripts ; Grade Reports ; Co-Curricular Records ; Academic Transcripts ; Class Average, Class Size on Transcripts ; Transcript Notations ; Areas of Concentration in Law ; Recording Students' Names
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2022
Supersedes:	April 22, 2022; January 2021

PERSONAL INFORMATION COLLECTION NOTICE

The University of Western Ontario collects personal information under the authority of the *University of Western Ontario Act, 1982*, as amended. The information is related directly to and needed by the University for the purposes of recruitment, admission, registration, progression, graduation, administration, and other activities related to its programs.

The information is used to administer and operate academic, athletic, recreational, student development, student employment, financial aid, and other University programs and activities, including residence operations and alumni and development activities and programs. For example, personal information will be used to determine

Academic Records and Student Transcripts

academic status, record academic achievement, produce class lists, issue student cards, process transcript requests, maintain tuition accounts, issue tax receipts, notify students of important issues and updates, determine eligibility for student awards, scholarships and financial support, and administer financial aid and government financial assistance programs.

It is the policy of the University to consider the following information about current and former students to be publicly available and to provide it to third parties upon request: student's full name; Faculty(ies)/Schools in which student is/was enrolled, with major field of study; degree(s) awarded by Western and date(s) conferred; and academic or other University honours or distinctions. At any time an individual may request that this information cease to be made publicly available by contacting Registrarial Services in writing.

Personal information may be used for statistical and research purposes by the University, other post-secondary educational institutions, researchers, and the provincial and federal government. The University discloses specific and limited personal information to recognized student organizations for the purposes of administering their programs including membership administration, health plan, elections, and issuing of bus passes. Personal information of students enrolled in an Affiliated University College is shared with the Affiliated University College.

Select information may be shared with third parties, including: award donors; government funding agencies to process financial assistance applications; financial institutions to confirm student enrolment; independent student loan administration companies to process student loan documents; collection agencies for outstanding accounts; municipalities for debts owed by students; and contracted service providers acting on behalf of the University. Credit card information is transmitted to an independent processing company in order to process payments. Personal information may be disclosed to third parties in the course of an investigation of misconduct. Information relating to misconduct and/or falsified documents may be shared with other educational institutions.

Western collects personal information under the authority of the *University of Western Ontario Act, 1982 (as amended in 1988)*. To view the complete Personal Information Collection Notice visit the online Academic Calendar at <http://www.westerncalendar.uwo.ca>

ACADEMIC RECORDS AND STUDENT TRANSCRIPTS

The University maintains a record of a student's academic progress throughout their career at Western. This record provides information for academic counselling purposes and serves as the basis for producing grade reports and student transcripts. The following is a description of the kinds of information held by the University and the information that is provided on grade reports and transcripts.

Academic Records and Student Transcripts

Academic Files

The Registrar's Office keeps an electronic file of all information relating to a student's academic progress. This includes a student's:

- basis of admission
- address
- some biographic information (e.g., date of birth) that is collected and reported for Statistics Canada
- for students admitted directly from secondary school, the record of the Grade 12 courses, as well as marks submitted in support of their application for admission
- registration history and status
- courses attempted and grades achieved
- milestones
- Special Permissions granted
- all information relating to Advanced Standing and courses taken on Letters of Permission
- information on seals on academic records because of non-payment of fees, library fines, etc.

The academic file is a confidential internal document that is available only to individuals authorised to view the files.

There are other electronic files/databases on students, including:

- scholarship/bursary data
- fee payment information
- the Alumni database which includes information on degrees attained as well as the address of parents.

In addition to these electronic records, the Academic Counselling Office of a student's Faculty may keep a file containing written documents relating to a student's academic progress. These may include:

- Special Permission forms
- Special Examination Forms
- medical documents
- correspondence
- notes of interviews that students may have had with Academic Counsellors.

These files are also confidential internal documents that are available only to the student's Dean and Academic Counselling Office.

A student who has been found guilty of a scholastic offence may also have an offence record that is kept separate from the academic file. (See section on Scholastic Offences.)

Academic Records and Student Transcripts

GRADE REPORTS

Students are able to access their grades at the end of each academic term through the Student Center (student.uwo.ca). Where appropriate, courses attempted, milestones recorded, the grades achieved, comments concerning a student's eligibility for a requested program, progression and graduation eligibility, and averages, are reported to the student. This information is confidential and may only be accessed by entering their Western user ID and password.

CO-CURRICULAR RECORD

Western's Co-Curricular Record is a collaboration between Western University and its Affiliated University Colleges – Brescia University College, King's University College and Huron University College. It is a record of a student's engagement and leadership involvement during their time at Western. The Co-Curricular Record is separate from the Academic Record and it lists activities such as participation in student life programs, leadership development, community service learning, and involvement activities that contribute to the student's experience.

The Co-Curricular Record chronicles a student's non-academic engagement across **core areas, such as career preparation**, communication, diversity, engaging the arts, global awareness, leadership, social responsibility etc.

The Co-curricular Record supports students in:

- Learning more about the out-of-classroom activities available at Western
- Reflecting on, and identifying key learning outcomes gained through their various activities
- Preparing a personalized document of their key activities that is validated by staff and faculty members
- Adapting their records for specific audiences (e.g. job interview, graduate school application)
- Articulating their co-curricular experience to employers, admission panels, etc.

For more information please visit: <http://myexperience.uwo.ca/>

ACADEMIC TRANSCRIPTS

A transcript is a copy of a student's permanent academic record at this University, duly certified by the Registrar. If in paper format, the transcript will bear the embossed seal of the University. If in electronic format, the transcript will be certified with a cryptographic signature. A transcript is privileged information and is available only upon the written or online request and payment of the fee by the student.

Academic Records and Student Transcripts

(For current fees and processing time check the website of the Office of the Registrar: <http://www.registrar.uwo.ca/>).

A transcript is required as one of the supporting documents for application to another university, graduate school, fellowship and scholarship applications, and is commonly required by prospective employers.

The transcript is a record of a student's academic progress. It contains the following information:

1. A listing of all courses attempted and the grades achieved, including courses from which a student has withdrawn without academic penalty.
2. A listing of milestones that a student must complete to satisfy their academic requirements.
3. A statement of the degree attained, including the area of concentration or Honours discipline and date of graduation.
4. Comments relating to a student's academic progress. These may include statements about a student's standing in a program, or that the student was required to withdraw from the University or was placed on academic probation (e.g. for failing to meet progression requirements).
5. A listing of all undergraduate scholarships, awards, prizes, fellowships and medals awarded by the University to the student during the student's academic career at the University. [Note: This information is only available from May 1, 2000.]
6. A listing of selected National and Provincial graduate scholarships awarded to the student during the student's graduate career at the University. The listing of scholarships that are eligible to appear on transcripts is determined by the School of Graduate and Postdoctoral Studies.
[Note: This scholarship information is available only for graduate students from September 1, 2008.]
7. A listing of selected honours (i.e. Dean's Honour List, Global and Intercultural Engagement Honour - see <http://international.uwo.ca/>, **Memegwaanh Indigenous Learning Honour** – see <http://indigenous.uwo.ca/>).

Note that a transcript reflects the current status of a student's record at the time it is issued. Students should ensure that any changes to the transcript (e.g., from an INC to a final grade) are recorded before ordering a transcript.

Students who have pursued more than one academic career (e.g., Graduate, Undergraduate, Professional, Education) at Western may request, in writing, a partial transcript. The partial transcript will display only those grades obtained during the specified academic career and will be identified as the transcript for that academic career (e.g., Graduate Transcript).

Transcripts can be ordered online through the Student Center (student.uwo.ca) or by using the order form available from Student Central, RM 1120 Western Student

Academic Records and Student Transcripts

Services building or from <https://registrar.uwo.ca/services/transcripts.html>
Official transcripts are sent by the Registrar's Office as designated by the student.
The cost for transcripts can be found at
<https://registrar.uwo.ca/services/transcripts.html>

* All transcript transactions in Student Central require valid identification.

CLASS AVERAGE, CLASS SIZE ON TRANSCRIPTS

Senate approved that the class (i.e., section) average be added to the transcript (assessing failures as 40), and, that for passing grades, the class size (i.e., section) be added to the transcript (including failures in enrollment).

[Secretarial Note: Although the original proposed implementation date was January 1, 2001, Western in fact implemented class size and average on the transcript in April 2002. Senate was informed that the class average and class size would be on the transcript for courses in the fall/winter 2000 term and onward. Any undergraduate courses on the student's transcript prior to fall/winter 2000 will only show the mark achieved.]

TRANSCRIPT NOTATIONS

- Transcript notations for suspension and expulsion will differentiate between Scholastic Discipline, Gender-Based and Sexual Violence (GBSV) offences, and Code of Student Conduct offences.
- A notation for suspension will be removed from the transcript when the student graduates or five years after the last registration.
- A notation for expulsion will be permanent unless a petition to the President for its removal is approved. The petition to remove an expulsion notation from the transcript may be made no sooner than five years after the offence. Removal of the expulsion notation from the transcript would not overturn the expulsion decision; the expulsion from the University would remain in effect.

Secretariat Note: See also the policies on [Scholastic Discipline for Graduate and Undergraduate Students](#) and the [Code of Student Conduct](#).

AREAS OF CONCENTRATION IN LAW (To be on Transcripts)

Areas of Concentration are available in Business Law, Criminal Law, Information and Technology Law, and Taxation. All Area of Concentration programs require a student to complete a research paper in the pertinent area. The Area of Concentration research paper must meet the criteria of the Faculty's writing

Academic Records and Student Transcripts

requirement necessary for graduation, and may be used to fulfil that requirement. Students who complete an area of concentration within the JD program will have a notation, e.g., "Area of Concentration: Business Law," included on their transcripts. Students who fulfill the requirements of more than one Area of Concentration shall have a notation for all such successfully completed concentrations included on their transcripts.

RECORDING STUDENTS' NAMES

In order to maintain the integrity of the University's student records, each student is required to provide either on application for admission or on personal data forms required for registration, his/her complete legal name. Any requests to change a student's name by means of alteration, deletion, substitution or addition, must meet the criteria outlined below.

Printing Students' Names on Degree Diplomas

Students' names (first, middle and last names) as confirmed during the application to graduate process, will be printed on Degree Diplomas in capital letters. Students wishing to include lower case letters or accents in their names must follow the "Request to Change Students' Names on Degree Diplomas" policy below.

Requests to Change Students' Names on Academic Records and Transcripts

Students who wish to change their name used for official registration purposes are required to provide acceptable documentation and photo identification reflecting the change.

Requests to Change Students' Names on Degree Diplomas

Students who wish to include a variation of their complete name for the purpose of their printed degree are required to put this request in writing to the Office of the Registrar. The name variation for the printed degree will be retained as part of the student's permanent record and displayed on official transcripts with the degree conferral information*. To maintain data integrity, name change requests will not be accepted by email or through third parties without written authorization by the student.

The following are examples of acceptable requests for student name changes without documentation:

Change	Example
Truncation of names	Alexander to A.
Diminutives of names	James to Jim
Variation in the order of names	Surname/Given name
Use of religious names	Addition of Mohammad

Academic Records and Student Transcripts

Removal of middle names	Jane Ann Smith to Jane Smith
Using both capital and lower case letters	MACKENZIE to MacKENZIE MCKENNA to McKENNA VON KUSTER to Von KUSTER
Addition of accents	NOELLE to NOËLLE FRANCOIS to FRANÇOIS
Use of previously approved Preferred/Chosen first name	See "Request to Change Students' Preferred/Chosen Name" policy

*Requests to include accents will NOT be included on official transcripts or displayed as part of the student's centrally maintained academic record

Request to Change Students' Preferred/Chosen First Name

A student's preferred/chosen first name is typically the first name that they commonly go by, and differs from their legal first name. Western University requires that individuals use their legal name on all legal records and official documents. However, Western University also recognizes that, as an inclusive community, many of its members use first names other than their legal first names to identify themselves. The University acknowledges that a preferred/chosen first name can and should be used wherever possible in the course of University business and education.

Preferred/Chosen First Name is supported in the systems identified through the Office of the Registrar.

NOTES:

Convocation and Graduation Diplomas: To request to change a student's name on degree diplomas and transcripts see the [Convocation and Graduation Diplomas](#) policy.

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)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The increasing pressure on food resources due to a rising population is impacting food distribution, nutrition, and health on a global scale. The food industry (including producers, manufacturers and distributors) requires an understanding of better uses of resources such as energy, water, renewable and biodegradable packaging and innovative design to minimize pollution at the source.

The Department of Chemical and Biochemical Engineering is partnering with the Food and Nutrition program at Brescia University College to introduce a 5-year combined degree with a CEAB accredited option in Chemical Engineering and Foods and Nutrition. Western will be the first University in Canada to offer this option.

The format of the proposed combined degree is modelled on the existing 5-year combined degree programs between Chemical Engineering and many faculties across Western. The new combined degree program will offer two separate degrees – one for professional accreditation in Chemical Engineering and an Honours Specialization in Foods and Nutrition from Brescia.

Enrollment in the Foods and Nutrition program will be through Brescia University College or Western’s Faculty of Science. The expected enrollment is 15-30 students per year.

ATTACHMENT(S):

[New Calendar Copy – Chemical Engineering / Foods and Nutrition \(Option H\)](#)

NEW CALENDAR COPY

CHEMICAL ENGINEERING / HONOURS SPECIALIZATION IN FOODS AND NUTRITION (OPTION H)

This option allows the undergraduate chemical engineering student to develop a strong background in applying chemical engineering skills to the food industry on a global scale.

Admission Requirements

Students entering the Chemical Engineering/Honours Specialization in Foods and Nutrition program – Option H must have completed the entire first year program at Brescia University College and the first-year program in Engineering (Year 2, below) at Western with a minimum year-weighted average of 70% and a minimum grade of 60% in Chemistry 1302B. Students who have not completed Grade 12U Physics and Calculus with a minimum grade of 70% in each must take the equivalent courses at Brescia University College before starting Year 2 of the program.

Module/Program Information

Year 1 (Brescia)

- 1.0 course:** Chemistry 1301A, Chemistry 1302B.
- 0.5 course:** Biology 1290B.
- 1.0 course:** Foods and Nutrition 1070A, Foods and Nutrition 1241B.
- 1.0 course:** Physiology 1021.
- 0.5 course:** Interdisciplinary Studies 1200A/B.
- 1.0 non-technical elective** (must be from Category A or B).

Year 2

- 1.5 courses:** Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A, Numerical and Mathematical Methods 1414B.
- 1.0 course:** Physics 1401A, Physics 1402B.
- 1.5 course:** Engineering Science 1036A/B, Engineering Science 1050.
- 1.0 course:** CBE 2206A, CBE 2207B.
- 1.0 course:** Foods and Nutrition 2230A/B, Foods and Nutrition 2449B.

Year 3

- Term A:** Biochemistry 2288A, CBE 2214A, CBE 2220A, Foods and Nutrition 2232, Foods and Nutrition 3342A, Numerical and Mathematical Methods 2270A.
- Term B:** CBE 2221B, CBE 2224B, CBE 2291B, Foods and Nutrition 2232, Numerical and Mathematical Methods 2277B, Writing 2130G.

Year 4

Term A: CBE 3307A, CBE 3315A, CBE 3322A, CBE 3324A, CBE 3395Y, Foods and Nutrition 3400A.

Term B: CBE 3310B, CBE 3318B, CBE 3330B, CBE 3319B, CBE 3323B, CBE 3395Y, Foods and Nutrition 3348B.

Year 5

Term A: CBE 4413Y, CBE 4497, Engineering Leadership and Innovation 4110F/G, Foods and Nutrition 3390W, Foods and Nutrition 3380A.

Term B: CBE 4413Y, CBE 4497.

2.0 courses in Foods and Nutrition or Human Ecology at the 3000- or 4000-level.

Technical Elective List:

Some technical electives may not be offered in a given academic year. Consult the Department for accurate listing.

3000- and 4000-level Foods and Nutrition or Human Ecology course options can be found in the Academic Calendar.

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)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Nursing program recently received approval from the Subcommittee on Undergraduate Academic Courses (SOC) to combine the content from Nursing 1222A/B (theory) and Nursing 1225A/B (lab) into one new course (Nursing 1335A/B: *Health Assessment*). This approach promises to provide students with a more integrated experience with content application, and instructors with a more efficient way to present and assess content. It also opens this program up to the inclusion of a course that centers around Family Health (Nursing 3500A/B: *Nursing and Family Health*).

This proposal outlines how Nursing 1335A/B and Nursing 3500A/B will be included within the Regular Pathway of the Compressed Time Frame Bachelor of Science in Nursing (BScN) Program.

This change to the curriculum within the Compressed Time Frame program does not represent a change to the learning objectives of the program. The change has been discussed with both local stakeholders, and the School's counterparts across Ontario (within the Council of Ontario University Programs in Nursing).

ATTACHMENT(S):

[Revised Calendar Copy – Courses Required for the Compressed Time Frame BScN Program](#) (contained in Progression Requirements – Nursing)

REVISED CALENDAR COPY

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

Courses Required for the Compressed Time Frame BScN Program

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the **Professional Practice Clinical Application** Courses)

Theory Course	Clinical Application Course
Nursing 1201A/B	
Nursing 1222A/B	
	Nursing 1225A/B
	Nursing 1335A/B
Nursing 1120A/B	
Nursing 2240F/G	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
	Nursing 3700Q/R/S/T
	Nursing 3800Q/R/S/T
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X

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)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Arthur Labatt Family School of Nursing would like to add the recently approved Nursing 3500A/B: *Nursing and Family Health* as a mandatory course within the Collaborative Western-Fanshawe Nursing Program. This will allow the School to further reinforce student education surrounding nursing care across the lifespan. It also addresses the existing program learning outcome related to the integration of diverse perspectives within person-centred practice, by fostering therapeutic relationships and recognizing the unique needs of clients in a variety of settings.

The School would also like to add Nursing 3456A/B: *Indigenous Health: The Influence of Policy and Practices* as a mandatory course in the Collaborative Western-Fanshawe Nursing Program in place of a 0.5 FCE elective. This course already exists within the curriculum as an elective, but the addition of this course as a mandatory course within the program further enables the program to address the program learning outcomes in relation to enacting social justice principles. It is the School's hope that this will facilitate anti-racist, anti-oppressive practice that will help address inequities in the access to, and delivery of, healthcare.

This course will be introduced in Year 3 or 4 of the Collaborative Western-Fanshawe Nursing Program, depending on the needs of the students and the program. Per the revised Academic Calendar copy included with this proposal, the number of courses removed from the program (0.5 FCE elective) is equal to the number of courses added to the program (0.5 FCE from Nursing 3456A/B).

ATTACHMENT(S):

[Revised Calendar Copy – Courses Required for the Western/Fanshawe BScN Program](#) (contained in Progression Requirements – Nursing)

[Revised Calendar Copy – Western-Fanshawe Collaborative Nursing Program](#)

REVISED CALENDAR COPY

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

Courses Required for the Western/Fanshawe BScN Program

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the **Professional Practice Clinical Application** Courses)

Theory Course – Western	Theory Course – Fanshawe	Clinical Application Course - Western	Clinical Application Course - Fanshawe
Nursing 1040A/B	NRSG 7065 / NRSG 7066		
Nursing 1050A/B			
Nursing 1190A/B	NRSG 7067 / NRSG 7068		
Nursing 1080A/B / Nursing 1180A/B	NRSG 7069 / NRSG 7070		
Nursing 1120A/B	NRSG 7058		
Nursing 2630A/B			
		Nursing 2231A/B	NRSG 7061
Nursing 2270A/B			
		Nursing 2271A/B	
Nursing 2240F/G	NRSG 7064		
Nursing 2250A/B	NRSG 7063		
Nursing 3630A/B			
		Nursing 3911A/B	
Nursing 3920A/B			
		Nursing 3921A/B	
Nursing 3310A/B			
Nursing 3340A/B			
Nursing 3500A/B			
Nursing 3456A/B			
Nursing 4320A/B			
Nursing 4401W/X			
		Nursing 4410A/B	
Nursing 4440A/B			
		Nursing 4461W/X	

Science and Writing Requirements
(must achieve 60%)

Western course number	Fanshawe Course Number
Nursing 1330A/B	ANAT 7002
Physiology 1020W/X	NRSG 7039
Pharmacology 2060A/B	PHRM 7004
Pathology 2420A/B	NRSG 7043
Nursing 3820A/B	

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21495>

WESTERN-FANSHAWE COLLABORATIVE NURSING PROGRAM

First Year

See the 1000-level Nursing, Science and Writing course requirements in the Courses Required for the Western/Fanshawe BScN Program in the academic policies section.

Second Year

See the 2000-level Nursing and Science course requirements in the Courses Required for the Western/Fanshawe BScN Program the academic policies section.

1.0 full course elective.

Third Year

See the 3000-level Nursing course requirements in the Courses Required for the Western/Fanshawe BScN Program the academic policies section.

4.5 **0.5** full course elective.

Fourth Year

See the 4000-level Nursing course requirements in the Courses Required for the Western/Fanshawe BScN Program the academic policies section.

1.0 full course elective (2 half credits to be taken in the fall term).

Accelerated Year 4

Students entering Year 4 can select to commence their studies earlier through the Accelerated Year 4 (AY4). Instead of beginning Year 4 classes in the Fall term and completing the Integrative Practicum in the Winter term (with graduation at the Spring convocation), AY4 students commence their fourth year in May and complete their Integrative Practicum in the Fall term.

Degrees are conferred at the February In Absentia Convocation ceremony.

Selection for the Accelerated Year 4 is limited by the number and type of available placement locations.

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

The Jewish Studies program opened in 2008 in partnership between Huron University College, King’s University College, and the Faculty of Social Science on Main Campus. Over time, however, the Faculty of Social Science did not retain faculty members hired to direct and teach in the program, and in recent years the Department of History has been unable to offer core courses needed to support the program. For some time, it has been impossible to complete the requirements for these modules on Main Campus. The modules include 3.0 required courses; none of these courses are offered on Main Campus. Of approximately 70 elective courses eligible for the modules, only five are currently offered on Main Campus, and only one by the Department of History.

There are currently no students enrolled in the Major in Jewish Studies on Main Campus and one student enrolled in the Minor in Jewish Studies on Main Campus. No future enrolment is projected.

Though the Department regrets the decline of the program, it feels it would be inefficient to put further resources towards the modules on Main Campus and disingenuous to continue advertising them to prospective students.

In 2022, Huron University College hired a new director of Jewish Studies and has been taking steps to revitalize the program there. In consultation with the Director of Jewish Studies, the Department of History is proposing to close the modules on Main Campus, letting Jewish Studies be consolidated at Huron University College and King’s University College. The Department of History will continue to support these programs through course offerings as much as it is able.

ATTACHMENT(S):

[Revised Calendar Copy – Major in Jewish Studies \(Main Campus\)](#)

Revised Calendar Copy – Major in Jewish Studies (Huron)

Revised Calendar Copy – Major in Jewish Studies (King's)

Revised Calendar Copy – Minor in Jewish Studies (Main Campus)

Revised Calendar Copy – Minor in Jewish Studies (Huron)

Revised Calendar Copy – Minor in Jewish Studies (King's)

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21008>

MAJOR IN JEWISH STUDIES
Faculty of Social Science – History

Admission to this module is discontinued effective September 1, 2023. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2027.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20756>

MAJOR IN JEWISH STUDIES
Huron University College – Jewish Studies

Note: the Major in Jewish Studies is jointly offered by Huron University College, **and** King's University College ~~and the Faculty of Social Science~~.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20758>

MAJOR IN JEWISH STUDIES
King's University College – Religious Studies

Note: the Major in Jewish Studies is jointly offered by Huron University College, **and** King's University College ~~and the Faculty of Social Science~~.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21013>

MINOR IN JEWISH STUDIES
Faculty of Social Science – History

Admission to this module is discontinued effective September 1, 2023. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2027.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20757>

MINOR IN JEWISH STUDIES
Huron University College – Jewish Studies

Note: the Minor in Jewish Studies is jointly offered by Huron University College, **and** King's University College ~~and the Faculty of Social Science~~.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20759>

MINOR IN JEWISH STUDIES

King's University College – Religious Studies

Note: the Minor in Jewish Studies is jointly offered by Huron University College, **and** King's University College ~~and the Faculty of Social Science~~.

ITEM 12.3(d) – Huron University College: Introduction of a Minor in Entrepreneurship

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

A significant challenge facing public, private and not-for profit sectors is the need for organizational adaptability, increased innovation, and leadership. We are required to think about how societal, environmental, ecological, and organizational changes are occurring with more frequency and increasing severity necessitating a response in how we are preparing students for full participation in contemporary society. Entrepreneurship can be broadly defined as the capacity to turn ideas into action, ideas that generate value for someone other than oneself, it is a key concept that citizens often need for personal fulfilment, active citizenship, social inclusion, and employment in the knowledge society. At its most fundamental level, entrepreneurship contributes to the resiliency of the economy, and to the strengthening of organizations. As an interdisciplinary liberal art, there is potential to expand on how entrepreneurship is understood, taught, learned, and applied.

The interdisciplinary Minor in Entrepreneurship will be available to students from all academic disciplines at Huron University College and is founded on the premise that there is a common approach for the realization of new ventures, whether those ventures are start-up businesses, not-for-profits, or growth within existing enterprises. It brings together various disciplinary perspectives providing a broad view on issues and opportunities for creative solutions. It also responds to student demand for increased integrated learning and experiential learning opportunities.

The proposed Minor is reflective of the expansiveness and potential of entrepreneurship as a driver of societal well-being and serves as an important source of emancipation for students as entrepreneurs, intrapreneurs, and social innovators to become who they want to be, while creating the impact on the world they envision.

Program Learning Outcomes

In this Minor, students gain a foundation in problem/opportunity identification and social responsibility supplemented by an applied focus geared toward success in the private, public, and non-profit space.

Learning Outcomes:

- identify personal purpose in pursuing the path of entrepreneur, intrapreneur or social innovator
- applying the theory of effectuation in modeling and planning for new business, not-for-profit and intrapreneurial ventures

- apply relevant frameworks to engage in problem solving in at least one of the three domains entrepreneurship, intrapreneurship, or social innovation
- create value through opportunity identification in one of the three domains entrepreneurship, intrapreneurship, or social innovation
- communicate ideas through written, oral, and visual presentations establishing a foundation of confidence in the skills necessary to move others towards action
- develop tools necessary to be agents of social change
- apply required steps for organizational formation (for-profit or not-for-profit) using planning frameworks such as the business panning matrix and/or the social innovation canvas
- develop fundamental financial management skills critical to success in for profit and not-for-profit contexts

ATTACHMENT(S):

[New Calendar Copy – Minor in Entrepreneurship](#)

NEW CALENDAR COPY

MINOR IN ENTREPRENEURSHIP

Admission Requirements

Enrollment in this module is restricted to students enrolled at Huron University College.

Completion of first-year requirements with an average of at least 60%.

Module

4.0 courses:

1.5 courses: MOS 2255F/G, GLE 4001E.

0.5 courses from: MOS 2250A/B, MOS 3250A/B.

2.0 courses from*: History 1817F/G, History 1818F/G, History 2714F/G, Philosophy 2263F/G, Philosophy 3840F/G, MOS 2265F/G, GLE 2003F/G.

*Up to 1.0 other courses may be substituted with permission from the program coordinator

ITEM 12.3(e)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Doctor of Musical Arts (DMA) in Performance

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Doctor of Musical Arts (DMA) in Performance was reorganized in 2021 into project-based and thesis-based curriculum options. Both curriculum options have as their major milestone a Research-Creation Portfolio (RCP) that integrates performance events and a written document. The project-based RCP consists of four performance events and a DMA research paper. The thesis-based RCP consists of three performance events and a DMA thesis. Currently, DMA students receive three years of studio lessons whether they are completing the project-based or the thesis-based RCP. The proposed modification will add a fourth year of studio lessons (two 0.5 credit courses) in support of the fourth performance event for students in the project-based curriculum option. This addition for project-based students will provide necessary support for the completion of their RCP. DMA students in the thesis-based curriculum option do not have a performance event in Year 4, so do not need this support to complete their RCP. Instead, they receive guidance from a thesis supervisor.

ATTACHMENT(S):

[Proposal for a Major Modification to the DMA in Performance](#)

Proposal for a Major Modification to the DMA in Performance

The proposed modification will add a fourth year of studio lessons (two 0.5 credit courses - MUSIC 9807 and 9808) in support of the fourth performance event for students in the project-based curriculum option.

The DMA in Performance was reorganized in 2021 into project-based and thesis-based curriculum options. Both curriculum options have as their major milestone a Research-Creation Portfolio (RCP) that integrates performance events and a written document. The project-based RCP consists of four performance events and a DMA research paper. The thesis-based RCP consists of three performance events and a DMA thesis. Currently, DMA students receive three years of studio lessons whether they are completing the project-based or the thesis-based RCP. DMA students in the thesis-based curriculum option do not have a performance event in Year 4, so do not need this support to complete their RCP. Instead, they receive guidance from a thesis supervisor. The need for balanced support between the project-based and thesis-based RCPs of the DMA was identified in preparation for the IQAP program review that is now underway.

The proposed modification will sharpen the delineation between the project-based and thesis-based curriculum options of the DMA program. The intention is to correct an imbalance between thesis-based students in Year 4 who have supervision for the remaining component of their RCP and project-based students who do not. The addition of studio lessons in Year 4 for project-based students will provide necessary support for the completion of their RCP and reinforce the goals of the reorganized DMA program.

The table below shows the current DMA requirements aligned with the proposed changes.

DMA Current Requirements (Project-based)	DMA Proposed Requirements (Project-based)	DMA Current Requirements (Thesis-based) 2
<p>Course work (to be completed by the end of year 3)</p> <ul style="list-style-type: none"> • 3 years studio lessons • Five 0.5 courses (performance) + • Three 0.5 courses (non-performance) 	<p>Course work (to be completed by the end of year 4)</p> <ul style="list-style-type: none"> • 4 years studio lessons • Five 0.5 courses (performance) + • Three 0.5 courses (non-performance) 	<p>Course work (to be completed by the end of year 3)</p> <ul style="list-style-type: none"> • 3 years studio lessons • Five 0.5 courses (performance) + • Three 0.5 courses (non-performance)
<p>Qualifying Examination</p> <ul style="list-style-type: none"> • Written in Term 6 	<p>Qualifying Examination</p> <ul style="list-style-type: none"> • Written in Term 6 	<p>Qualifying Examination</p> <ul style="list-style-type: none"> • Written in Term 6

Research-Creation Portfolio	Research-Creation Portfolio	Research-Creation Portfolio
<ul style="list-style-type: none"> • 4 performance events (external juror for the 3rd or 4th event) • Research Paper proposal • DMA Research Paper 	<ul style="list-style-type: none"> • 4 performance events (external juror for the 3rd or 4th event) • Research Paper proposal • DMA Research Paper 	<ul style="list-style-type: none"> • 3 performance events • Thesis proposal • DMA Thesis and Defense (subject to SGPS Regulation 8, Thesis)

The proposed change aligns with and supports the Learning Outcomes more explicitly than the current program design.

Project-based students who entered the program in September 2021 and September 2022 will be given the option of studio lessons in Year 4 of their program.

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The current proposal seeks to revise the Master of Science (MSc) (thesis-based) and Doctor of Philosophy (PhD) in Microbiology and Immunology programs by removing the Journal Club requirement and adding a requirement that students enroll in one of four “current research” courses in each year they are an active student. MSc (thesis-based) students will be required to complete a minimum of 1.0 credits (two courses) and PhD students will be required to complete a minimum of 2.0 credits (four courses).

ATTACHMENT(S):

[Proposal to Revise the MSc and PhD in Microbiology and Immunology](#)

Proposal to Revise the MSc and PhD in Microbiology and Immunology

The MSc (Thesis-based) and PhD degree programs will replace the Journal Club requirement with a requirement that students must enroll in one of four “current research” courses in each year they are an active student. The current research courses are new to the curriculum, they are each 0.5 credits and will be scheduled in the winter term of each year. Minimum 1.0 credits (two courses) for MSc (Thesis-based) students and a minimum of 2.0 credits (four courses) for PhD students will be required.

The new course design will expand the breadth of the program’s offerings enabling students to enroll in updated courses in their field of choice. Moreover, novel evaluations will now provide critical feedback to students ensuring their progression through graduate school.

Current program	Proposed Change(s)
<p>MSc <u>Required Courses</u> MICROIMM 9000 MICROIMM 9100 MICROIMM 9300*</p> <p><i>*Students were enrolled in 9300 each term they were active in the program and only completing the course when they completed all other degree requirements. Meaning, in practice this course operated as a seminar series milestone.</i></p>	<p>MSc <u>Required Courses</u> MICROIMM 9000 MICROIMM 9100</p> <p><u>Required Elective Courses</u> MICROIMM 9377 – CUTTING-EDGE RESEARCH IN VIROLOGY (0.5 Credits) MICROIMM 9399 – BIOLOGY OF CANCER (0.5 Credits) MICROIMM 9377 – RECENT ADVANCES IN IMMUNOLOGY (0.5 Credits) MICROIMM 9366 – BACTERIAL PATHOGENESIS (0.5 Credits)</p> <p>*Students must complete a minimum of 1.0 credits (1 course each winter term they are enrolled in the program) from the list of "current research" courses</p> <p>**Students can repeat courses for credit, as each year a different topic will be delivered (Unique topics will be added to each course to differentiate between course content each year)</p>

<p>PhD</p> <p><u>Required Courses</u> MICROIMM 9000 MICROIMM 9100 MICROIMM 9350*</p> <p><i>*Students were enrolled in 9350 each term they were active in the program and only completing the course when they completed all other degree requirements. Meaning, in practice this course operated as a seminar series milestone.</i></p>	<p>PhD</p> <p><u>Required Courses</u> MICROIMM 9000 MICROIMM 9100</p> <p><u>Required Elective Courses</u> MICROIMM 9377 – CUTTING-EDGE RESEARCH IN VIROLOGY (0.5 Credits) MICROIMM 9399 – BIOLOGY OF CANCER (0.5 Credits) MICROIMM 9377 – RECENT ADVANCES IN IMMUNOLOGY (0.5 Credits) MICROIMM 9366 – BACTERIAL PATHOGENESIS (0.5 Credits)</p> <p>*Students must complete a minimum of 2.0 credits (1 course each winter term they are enrolled in the program) from the list of "current research" courses</p> <p>**Students can repeat courses for credit, as each year a different topic will be delivered (Unique topics will be added to each course to differentiate between course content each year)</p>
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The learning outcomes will remain the same.

All current students will be enrolled into the new course system. Students currently enlisted in “Journal Clubs” will receive a “Pass”, enabling subsequent enrollment in the new courses.

ITEM 12.3(e)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Dentistry (MCID) in Orthodontics

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

This proposal will add three practicum courses to the Master of Clinical Dentistry (MCID) in Orthodontics curriculum to more accurately reflect the clinical training that is conducted in the program. These practicum courses have been delivered in practice for many years but have been poorly catalogued during this time as the program course progression has evolved. The Department of Orthodontics has recently streamlined the delivery of the program, including the adoption of a September admit term and the delivery of courses within traditional term schedules. This modification will continue this progress by ensuring that students are enrolled in both a Diagnosis and Treatment Planning course and a Clinical Experience course in each term beginning in their second term of studies to match what is occurring in practice.

ATTACHMENT(S):

[Proposal to Revise the Master of Clinical Dentistry \(MCID\) in Orthodontics](#)

Proposal to Revise the Master of Clinical Dentistry (MCID) in Orthodontics

This proposal will add three practicum courses to the Master of Clinical Dentistry (MCID) in Orthodontics curriculum to more accurately reflect the clinical training that is conducted in the program:

- ORTHODON 9536 - DIAGNOSIS & TREATMENT PLANNING V
- ORTHODON 9546 - DIAGNOSIS & TREATMENT PLANNING VIII
- ORTHODON 9547 - CLINICAL EXPERIENCE VIII

These practicum courses have been delivered in practice for many years, but have been poorly catalogued during this time as the program course progression has evolved. The Department of Orthodontics has recently streamlined the delivery of the program, including the adoption of a September admit term and the delivery of courses within traditional term schedules. This modification will continue this progress by ensuring that students are enrolled in both a Diagnosis and Treatment Planning course and a Clinical Experience course in each term beginning in their second term of studies to match what is occurring in practice. The addition of these three courses will provide clarity and accuracy to student records as they progress through the program.

Current program	Proposed Change(s)
ORTHODON 9501 - CEPHALOMETRICS ORTHODON 9511 - DEVELOPMENT OF OCCLUSION ORTHODON 9521 - BIOMECHANICS ORTHODON 9502 - RADIOLOGY IN ORTHODONTICS ANATCELL 9636 - HEAD & NECK ANATOMY ORTHODON 9522 - DIAGNOSIS & TREATMENT PLANNING I ORTHODON 9523 - CLINICAL EXPERIENCE I ORTHODON 9512 - GROWTH DEV OF HUMAN FACE ORTHODON 9513 - INTERCEPTIVE ORTHODONTICS ORTHODON 9545 - ORAL PATHOLOGY ORTHODON 9503 - GENETICS ORTHODON 9514 - SURGICAL ORTHODONTICS ORTHODON 9525 - DIAGNOSIS & TREATMENT PLANNING II ORTHODON 9524 - CLINICAL EXPERIENCE II ORTHODON 9533 - CLINICAL EXPERIENCE III ORTHODON 9531 - DIAGNOSIS & TREATMENT PLANNING III ORTHODON 9500 - BIostatISTICS FOR CLINICIANS ORTHODON 9534 - CLINICAL EXPERIENCE IV ORTHODON 9532 - DIAGNOSIS & TREATMENT PLANNING IV ORTHODON 9535 - CLINICAL EXPERIENCE V	ORTHODON 9501 – CEPHALOMETRICS ORTHODON 9511 - DEVELOPMENT OF OCCLUSION ORTHODON 9521 - BIOMECHANICS ORTHODON 9502 - RADIOLOGY IN ORTHODONTICS ANATCELL 9636 - HEAD & NECK ANATOMY ORTHODON 9522 - DIAGNOSIS & TREATMENT PLANNING I ORTHODON 9523 - CLINICAL EXPERIENCE I ORTHODON 9512 - GROWTH DEV OF HUMAN FACE ORTHODON 9513 - INTERCEPTIVE ORTHODONTICS ORTHODON 9545 - ORAL PATHOLOGY ORTHODON 9503 - GENETICS ORTHODON 9514 - SURGICAL ORTHODONTICS ORTHODON 9525 - DIAGNOSIS & TREATMENT PLANNING II ORTHODON 9524 - CLINICAL EXPERIENCE II ORTHODON 9533 - CLINICAL EXPERIENCE III ORTHODON 9531 - DIAGNOSIS & TREATMENT PLANNING III ORTHODON 9500 - BIostatISTICS FOR CLINICIANS ORTHODON 9534 - CLINICAL EXPERIENCE IV ORTHODON 9532 - DIAGNOSIS & TREATMENT PLANNING IV

<p>ORTHODON 9543 - CLINICAL EXPERIENCE VI ORTHODON 9541 - DIAGNOSIS & TREATMENT PLANNING VI ORTHODON 9544 - CLINICAL EXPERIENCE VII ORTHODON 9542 - DIAGNOSIS & TREATMENT PLANNING VII</p>	<p>ORTHODON 9536 - DIAGNOSIS & TREATMENT PLANNING V ORTHODON 9535 - CLINICAL EXPERIENCE V ORTHODON 9543 - CLINICAL EXPERIENCE VI ORTHODON 9541 - DIAGNOSIS & TREATMENT PLANNING VI ORTHODON 9544 - CLINICAL EXPERIENCE VII ORTHODON 9542 - DIAGNOSIS & TREATMENT PLANNING VII ORTHODON 9546 - DIAGNOSIS & TREATMENT PLANNING VIII ORTHODON 9547 - CLINICAL EXPERIENCE VIII</p>
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The program learning outcomes will remain the same. Current student records will be updated to reflect what has occurred in practice.

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

This proposal seeks to introduce an online delivery curriculum option for the Master of Arts (MA) in Theology. The course requirements and content will remain the same, but the delivery mode will be hybrid, with some students participating in person in the classroom and some participating synchronously over video conferencing. The proposal also seeks to revise the admission requirements to remove the requirement that students must have an Honours Bachelor’s degree in Theology or Religious Studies.

ATTACHMENT(S):

[Proposal for a Major Modification to the Master of Arts \(MA\) in Theology](#)

Proposal for a Major Modification to the Master of Arts (MA) in Theology

The proposed major modification is the establishment of an online delivery curriculum option for the Master of Arts (MA) in Theology. The course requirements and content will remain the same, but the delivery mode will be hybrid, with some students participating in person in the classroom and some participating synchronously over Zoom or other video conferencing program. This is the delivery model that has been used for Theology's professional programs beginning in 2021-22 and Theology faculty have developed pedagogical techniques (use of breakout rooms, small groups, informal on-line gatherings for all students, etc.) to ensure a common student experience regardless of the mode of delivery.

Many students enter the MA program after having completed a Master of Divinity (MDiv) or Master of Theological Studies (MTS) during which they have become accustomed to the hybrid delivery model. Some of the MA courses are cross-listed with senior courses in the MDiv/MTS (with different and more rigorous requirements), all of which are offered in the hybrid mode, with students in person and students on Zoom. Prospective students for the MA have asked for it to be available in a hybrid delivery model and, on the basis of the success of other programs, the Faculty supports this request.

A modification to the admission requirements is also proposed to remove the requirement that students will have an Honours Bachelor's degree in Theology or Religious Studies, thereby allowing the Graduate Steering Committee greater discretion in whether or not to require remedial work. Remedial work may be required, for example, when a student's background is in History or English: often the program will ask a student to take a course in Systematic Theology and/or Bible to ensure that they have a conceptual and linguistic understanding adequate to the proposed topic of a thesis in *theology*. In the case of the many students who wish to focus on a topic related to Islam, the proposed change actually reflects the current practice of the program, as it is less common for students in this area to have a degree in Theology or Religious Studies. The proposed change also reflects the fact that in recent years the Committee has waived or modified the existing requirement that students without a Bachelor's degree in Religious Studies complete 12.0 remedial MTS courses (which requirement also does not make sense for students wanting to focus on Islamic studies). All students will still be required to have a 4-year undergraduate degree (or equivalent).

Current program	Proposed Change(s)
<p>All M.A. students must be physically present on campus during the residency period of the degree.</p> <p>Most but not all M.A. courses are offered in hybrid format.</p> <p>M.A. students are required to participate in a graduate colloquium and attend any public lectures in Theology.</p> <p>A statement of academic intent (i.e., proposed area of research focus) is required as part of the admission process. The ability of the Faculty to provide an appropriate supervisor for the proposed topic is part of the admission decision (i.e., we would not admit a student whose proposed area of research did not correspond to existing faculty expertise).</p> <p>Academic advising is provided by the Graduate Chair and/or initial Advisor on an individual basis, either in person or over Zoom.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • a four-year degree in Theology from an accredited institution with a minimum average of 75% (or the equivalent in Religious Studies, where normally the applicant’s studies should have included a major in Western Religion; or • a Bachelor’s degree in an allied subject (e.g., Classics, History, English, Philosophy), followed 	<p>Students admitted to the online curriculum option do not need to be physically present for any portion of the program.</p> <p>All M.A. courses will be offered in hybrid format.</p> <p>M.A. students are required to participate in a graduate colloquium and attend any public lectures in Theology. <i>Unchanged. These events are currently offered in hybrid format.</i></p> <p>A statement of academic intent (i.e., proposed area of research focus) is required as part of the admission process. The ability of the Faculty to provide an appropriate supervisor for the proposed topic is part of the admission decision (i.e., we would not admit a student whose proposed area of research did not correspond to existing faculty expertise) An additional consideration for online applicants will be whether their proposed topic requires physical access to a research library and whether they have access to one in their location.</p> <p>Academic advising is provided by the Graduate Chair and/or initial Advisor on an individual basis, either in person or over Zoom. <i>Unchanged.</i></p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • A four-year undergraduate degree (or equivalent) in a field from the Humanities or Social Sciences from an accredited institution with a minimum average of 75%; or • a Master of Divinity or Master of Theological Studies degree with a minimum average of 75% in the last two years of study; or

<p>minimally by the equivalent of 12 half-courses (6.0 course load) in the Master of Theological Studies with a minimum average of 78%; or</p> <ul style="list-style-type: none"> • a Master of Divinity or Master of Theological Studies degree with a minimum average of 75% in the last two years of study; or • In exceptional cases, the program may choose to admit students who already have an earned Graduate degree in an allied subject, though only in cases where research interests allow for a natural progression from the earlier program to the new. In such cases, however, a student will minimally be required to Audit specified M.Div./M.T.S. courses during at least the first year of study. Admission in these cases is probationary, with continued registration being normally contingent on attaining a minimum average of 78% in the first term of study. or • Probationary admission may also be available to students in other cases; e.g., where student’s academic record in Theology or Religious Studies (Western Religion) is outstanding, but the degree is not from an accredited institution. 	<ul style="list-style-type: none"> • In exceptional cases, the program may choose to admit students who already have an earned Graduate degree in an allied subject, though only in cases where research interests allow for a natural progression from the earlier program to the new. In such cases, however, a student will minimally be required to Audit specified M.Div./M.T.S. courses during at least the first year of study. Admission in these cases is probationary, with continued registration being normally contingent on attaining a minimum average of 78% in the first term of study. <i>Unchanged.</i> • Substantial coursework in Religious Studies and/or Theology is recommended. • Admission may be conditional on the completion of introductory 5000-level courses in Theology, determined on an individual basis. • Probationary admission may also be available in cases where the student’s academic record is outstanding but the degree is not from a recognised institution.
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The learning outcomes of the program are unchanged.

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

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the recommendation of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the undergraduate program in Medieval Studies.

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Arts and Humanities	Medieval Studies	January 23, 25 & 27, 2023	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Medieval Studies](#)



Medieval Studies
Final Assessment Report &
Implementation Plan
April 2023

Faculty / Affiliated University College	Faculty of Arts and Humanities	
Degrees Offered	B.A.	
Date of Last Review	New program introduced in 2014	
Modules Reviewed	Major in Medieval Studies	
External Reviewers	Dr. Margaret Aziza Pappano, Department of English Queen's University	Dr. Allison Fizzard, Department of History Campion College, University of Regina
Internal Reviewers	Dr. Jeffrey Wood, Associate Dean, Undergraduate Faculty of Engineering	Margi Patel, Medical Science Student
Date of Site Visit	January 23, 25 & 27, 2023	
Date Review Report Received	February 17, 2023	
Date Program/Faculty Response Received	Program – March 20, 2023 Faculty – March 27, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-U: April 26, 2023 ACA: May 10, 2023 Senate (for information): May 19, 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 Medieval Studies Program delivered by the Faculty of Arts and Humanities.

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 Humanities.

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 Humanities, and SUPR-U.

Executive Summary

Housed in the Department of English and Writing Studies, the Medieval Studies Program draws on resources from across the Faculties of Arts and Humanities, Social Science and Music as well as the affiliate University Colleges. The Major in Medieval Studies was introduced in 2014, two years after a Minor in the field was first offered. Total modular enrolments as of September 2022 included seven students. Total course enrollments in 2021 were at 104 students.

Faculty members from across Western whose courses count towards the Medieval Studies modules were invited to share reflections about the program. Given the small number of students in the program, they were consulted via a series of informal lunches – five students ranging from second to fourth year participated.

The external reviewers shared a positive assessment of the Medieval Studies Program, indicating that *“The Medieval Studies program at Western is to be congratulated for maintaining a vibrant and intellectually rigorous academic program despite the challenges represented by budget cuts and other trends in the university sector [...]”*

Strengths and Innovative Features Identified by the Program

- Working with numerous faculties and the affiliate University Colleges, the Medieval Studies Program is a model of interdisciplinarity.
- Faculty who contribute to the program continue to expand the traditional areas of medieval exploration.
- The first-year Medieval Studies course is a prerequisite for upper-year courses in the field which provides a solution to students having to take numerous prerequisites.
- The Program hosts a very successful speaker series that has brought national and international scholars to campus.
- Well-rounded introduction to the study of original manuscripts.
 - o The Library has a small but impressive collection of medieval manuscript material.
- Program structure is meant to emphasize not only the disciplinary breadth of the field, but also the linguistic and cultural diversity of the medieval world.
- Students are introduced to the methods of searching and using secondary scholarship in a variety of disciplines.
- Administrative support has been smooth, and students commented on the ease of dealing with any administrative issues.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Medieval Studies has little influence over what courses are actually offered in departments across campus.

- Student progression is impacted by course design which must conform to the learning outcomes of home departments.
 - o The challenge of any interdisciplinary program to build progression of content knowledge and research skills into a module that draws on teaching done in a variety of traditional departments.
- Medieval Studies draws on the services of faculty from across Western and its affiliated institutions which is sometimes constrained by staffing issues in these departments.
- Restricted periods of course enrolments can impact student progression as they may not be able to complete necessary prerequisite courses.
- Students can sometimes have difficulty completing a requirement that is available only every other year.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and an undergraduate 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
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- Dean, Faculty of Arts and Humanities
- Associate Dean (Academic), Faculty of Arts and Humanities
- Program Director
- Chair (Acting), Department of English and Writing Studies
- Special Collections 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 Medieval Studies 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 *“The structure of the program is high in quality and intellectually rigorous, with its two-year Latin requirement distinguishing it from other similar programs at Canadian universities.”*

Strengths of the Program

- Students are drawn to the interdisciplinary nature of this program and Western is a competitive option for students in this field.
- One strength of the program is its rigor which provides excellent foundational training for graduate studies.
- The foundation course, MedSt 1022 allows students to develop an expansive perspective on their interests and is appealing—important in a first-year course—to a diversity of students.
- Research strengths within the Medieval Studies program encompasses Medieval musicology and the faculty’s expertise across a range of Medieval languages.
- The MedSt 3022 course is built on Western’s impressive collection of medieval manuscripts and incunabula which is somewhat unique for students in North American universities.
- The students in the program feel that they are closely mentored by Medieval Studies’ faculty, who identify opportunities for and encourage them to develop their interests.

Areas of Concern or Prospective Improvement

- Modest investments in the following areas could enhance the program:
 - fostering a sense of community among students; and
 - supporting faculty in initiatives surrounding equity, diversity, and inclusion.
- Curriculum could be broadened to include relevant courses which pertain to the histories and cultures of areas beyond Europe.
- Renaissance courses could be listed separately from core Medieval courses. Equally consider implementing course limit regulations which would help preserve the specificity of the program.
- Emphasize the training in the analysis of manuscripts and codicology provided to students.
- Explore ways to enhance interaction among students in the program.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

Reviewers’ Recommendation	Program/Faculty Response
<p>Recommendation #1 Consistent with the current state of the field, we recommend that the Medieval Studies program endeavour to incorporate a more global-oriented approach into its structure and, in so far as it is possible, continue to develop curricular and extra-curricular initiatives outside of a European focus. We also recommend that the current foundational course of MedSt 1022 continue to introduce students to non-European as well as to European medieval cultures.</p>	<p>Program: The Program currently includes every course offered within the medieval period offered across campus (ca. 400-1500). Each year, the director contacts undergrad chairs about their course offerings and compiles a list of suitable courses that will be offered the following year. This is posted on the Program website and communicated to continuing students. Any new courses are added to the calendar description of the module.</p> <p>Faculty: The program is comprehensive insofar as it tries to include all the courses offered in the period. It will continue to do so and to maintain its flexible structure, counting courses (globally oriented ones, not least) toward the module. MedSt 1022 will similarly continue to introduce students to non-European medieval cultures.</p>
<p>1.1 Sub-recommendation: Director and Steering Committee consider allowing two courses in Arabic to be substituted for the requirement that Medieval Studies majors take two courses in Latin for their program.</p>	<p>Program: The Steering Committee’s view is that this recommendation is untenable for the following reasons: 1) Courses in classical Arabic are not offered on campus; 2) Medieval Studies is essentially the study of Europe in the period between the fall of Rome and the emergence of the Renaissance, with its rebirth of classical models and ideas; 3) Latin has been an essential part of Medieval Studies programs for the simple reason that there are very few topics within this vast field that will not force the scholar to engage with Latin texts; and 4) Classical Arabic, like Old French, Old English, Catalan, Gothic or any number of other languages used during the period, does not have broad applicability across the discipline.</p> <p>The Program will maintain the current language requirement. As with other languages, students could add Arabic as a course in the Major.</p> <p>Faculty: The program encourages students’ language learning, especially languages in their areas of scholarly interest. This will continue to be the case. However, the Faculty supports the decision to maintain the requirement for Latin courses as foundational for the field.</p>

<p>1.2 Sub-recommendation: In order to expand course offerings which consider regions beyond Europe in the Middle Ages, opportunities for team-teaching be explored in order to draw on diverse areas of expertise among faculty.</p>	<p>Program: Every course offered by the university within the period is included in the program; this will apply to new courses as well. The complexities of team teaching across faculties, and Affiliated Colleges, make such a proposal untenable. There is no mechanism for the Medieval Studies Program to spearhead such a course.</p> <p>Faculty: While the value in team teaching is recognized, the practicalities are difficult to realize since Medieval Studies has inter-faculty courses; workload and course credit are also issues. The program is open to creative approaches and will consider them should they arise.</p>
<p>1.3 Sub-recommendation: The provision of funding for initiatives that would help faculty undertake initiatives which would expand the scope of the program beyond its current focus on medieval Europe.</p>	<p>Program: It is the opinion of the Steering Committee that additional funding dedicated to expanding the courses in the program, given enrolment numbers, cannot be justified. The program is viable precisely because it is efficient and recognizes its limitations.</p> <p>Faculty: The Faculty is open to the development of new courses that would expand upon offerings in the area, but these would have to be undertaken by and within the Departments that offer courses that count toward the module.</p>
<p>1.4 Sub-recommendation: The course HIST 2401E Medieval Europe be re-titled to allow for a diversity of approaches to the teaching of this medieval history survey course.</p>	<p>Program: Medieval Studies is not in a position to direct a Department to change its course offerings or course descriptions. As a full-year course, HIST 2401E covers 1000 years of the history of Europe and its relationships with its neighbours. Changing the title of the course would require changing not only the scope of its coverage, but also the very nature of the course as it would become a sampling of disparate historical moments and cultures rather than a survey of a coherent history.</p> <p>Faculty: This is a matter, not for the Medieval Studies program, but for the Department of History, to consider. While the recommendation will be passed along, the Program is not in a position to require or even advocate for it.</p>
<p>1.5 Sub-recommendation*: Additional courses be formally added to the program which allow students to explore diverse cultures from the period of the Middle Ages and that faculty who teach such courses be invited to join the Steering Committee of the Medieval Studies program.</p>	<p>Program: The Director is in the process of adding a list of courses provided by the reviewers to the modules.</p> <p>Faculty: The program will happily add any courses that take up Medieval Studies and that are not already included in the modules. The Director will be in contact with as many faculty members teaching Medieval courses and will encourage them to join the Steering Committee.</p>

<p>1.6 Sub-recommendation: HIST 3605E Crusaders and Moslems in the Twelfth Century should be renamed with a title along the lines of “Crusaders and Muslims in the Twelfth Century” or “Crusades in the Twelfth Century: Muslims and Christians” to reflect current terminology and suggest a multi-faceted perspective.</p>	<p>Program: The Director will discuss this recommendation with the Undergrad Chair in History, but the Steering Committee is in no position to insist on this change.</p> <p>Faculty: The naming (and re-naming) of courses is determined by Departments. Since that Department is housed in the Faculty of Social Science, while Medieval Studies is housed in Arts and Humanities, the Program and Faculty role here will be supportive and informational.</p>
<p>1.7 Sub-recommendation: The Department of History be encouraged to consider requesting permission of the Dean of Social Sciences to hire in the area of pre-1800 Global Middle Ages.</p>	<p>Program: The Program has expressed the view that the Department of History should strengthen its pre-modern offerings, as one tenured medievalist is nearing retirement, and another is in a senior administration role. The recent addition of Renaissance historian Mitchell Hammond is welcomed. That said, the Program has no control over hiring decisions within Departments.</p> <p>Faculty: The process is a little more complicated than this recommendation suggests. What is more, as above, Medieval Studies is housed in Arts and Humanities and History in Social Science. The Program and Faculty will bring the issue to the attention of the Department of History and to the Faculty of Social Science.</p>
<p>Recommendation #2 Consideration be given to separately marking on the list of courses for the program those courses currently pertaining more to the Renaissance/Early Modern period with a view to classifying them as non-core courses for the program.</p>	<p>Program: Indeed, the Program has expanded the list of “Medieval Courses” beyond the chronological range of 400-1500 as this allows students to complete the program with fewer special permissions. These courses have looked backward (to the Late Antique period) and forward (to the Early Modern period).</p> <p>The Program is unable to “mark” the courses outside the field, for the following reasons:</p> <ul style="list-style-type: none"> • In practice, many courses within the modules do not conform to the chronological range of the field as periodization as this is fluid even within Europe. • Constructing two course lists: one of “core courses” and another of “supplementary courses” would complicate the calendar and make navigating the interdisciplinary and inter-departmental list more difficult with no real benefit. <p>Faculty: The Program response to this suggestion is comprehensive and reasonable. The program succeeds thanks to its flexibility. Complicating the requirements for completion of the modules, or making them more difficult for students to navigate, is not in students’ or the program’s interest.</p>

<p>Recommendation #3* The Director and Steering Committee consider improving opportunities for Medieval Studies students to interact with one another.</p>	<p>Program: Now that pandemic restrictions have been lifted, the program will restart the Medieval Studies speakers series, which traditionally had good student attendance. The Committee will also work with students in the program to consider less formal ways to encourage student interaction.</p> <p>Faculty: The relaunching of the Medieval Studies Speakers series could help here, as the Program response notes. It is also recommended that the Program consider holding a social event – perhaps in conjunction with one of the talks – that allows students to mingle.</p>
<p>Recommendation #4* The foregrounding in the program of the manuscripts and book history element of the program, emphasizing the training in the analysis of manuscripts and codicology provided to students.</p>	<p>Program: The Library’s medieval holdings have been a valuable asset both for research and teaching and the program will continue to make use of them. Covid restrictions and renovations to Weldon have limited the use of specific library resources for the last few years. The Library’s resources in teaching will resume next year in MedSt 1022 and other instructors will be encouraged to integrate manuscript studies into their courses. Also, the Department of Classical Studies has cross-listed MedSt 3022 (Intro to Medieval Manuscripts) with a Classics Special Topics course which will be offered in September.</p> <p>Faculty: Full access to Weldon library has been restored; instructors in all courses – not least those that draw heavily upon manuscripts – are encouraged to take advantage of its holdings. There are tentative plans for improved space in Weldon for teaching such materials in the coming years, which will only make this prospect more inviting.</p>

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 already being actioned (#1), some are outside the scope of the program and faculty (#1.4, #1.6, and #1.7), and others have been deemed not to move ahead (#1.1, #1.2, #1.3, and #2) as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1.5, #3, and #4.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Sub-recommendation #1.5: Additional courses be formally added to the program which allow students to explore diverse cultures from the period of the Middle Ages and that faculty who teach such courses be invited to join the Steering Committee of the Medieval Studies program.</p>	<ul style="list-style-type: none"> The list of courses provided by the reviewers will be added to the modules and course instructors invited to join the Medieval Studies Steering Committee. The Medieval Studies Steering Committee is encouraged to consider other ways to expand the current curriculum to expose students to Medieval histories and cultures of areas beyond Europe. This may include additional courses or content within courses. 	<ul style="list-style-type: none"> Director 	By December 2023
<p>Recommendation #3: The Director and Steering Committee consider improving opportunities for Medieval Studies students to interact with one another.</p>	<ul style="list-style-type: none"> Restart the Medieval Studies speakers series. Involve students in planning less formal ways to encourage interaction. 	<ul style="list-style-type: none"> Director Steering Committee 	By December 2023
<p>Recommendation #4: Foregrounding the manuscripts and book history element of the program, emphasizing the training in the analysis of manuscripts and codicology provided to students.</p>	<ul style="list-style-type: none"> Resume the use of the Library’s resources in teaching MedSt 1022 Encourage other instructors to integrate manuscript studies into their courses. MedSt 3022 (Intro to Medieval Manuscripts) will be offered by the Department of Classical Studies as cross-listed with a Classics Special Topics course. 	<ul style="list-style-type: none"> Director Steering Committee 	By September 2023

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)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in Electrical and Computer Engineering, Master of Management of Applied Science, and Food and Nutritional Sciences (Brescia University College).

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Engineering	Electrical and Computer Engineering	October 24, 25 & 27, 2022	Good Quality
Social Science (with Science, Arts and Humanities, Science, Health Sciences, and the Schulich School of Medicine & Dentistry)	Master of Management of Applied Science	January 30-31, 2023	Good Quality
Brescia University College	Food and Nutritional Sciences	December 1-2, 2022	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Electrical and Computer Engineering](#)

[Final Assessment Report – Master of Management of Applied Science](#)

[Final Assessment Report – Food and Nutritional Sciences](#)



**Electrical and Computer Engineering
Final Assessment Report &
Implementation Plan
March 2023**

Faculty / Affiliated University College	Engineering	
Degrees Offered	MEng-GDip, MEng, MEngSc and PhD	
Date of Last Review	2013-2014	
Approved Fields	Applied Electrostatics & Electromagnetics Biomedical Systems Communication Systems and Data Networking Microsystems & Digital Signal Processing Power Systems Engineering Robotics & Control Software Engineering	
External Reviewers	Dr. Abraham Fapojuwo, Dept. of Electrical & Software Engineering University of Calgary	Dr. Jiying Zhao, School of Electrical Engineering & Computer Science (EECS) University of Ottawa
Internal Reviewers	Dr. Catherine Nolan, Don Wright Faculty of Music	
Date of Site Visit	October 24, 25 & 27, 2022	
Date Review Report Received	November 17, 2022	
Date Program/Faculty Response Received	Program: March 9, 2023 Faculty: March 9, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-G: April 24, 2023 ACA: May 10, 2023 Senate (for information): May 19, 2023	
Year of Next Review	Year of next cyclical review: 2029-2030	
Progress Report	June 2025	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Electrical and Computer Engineering Graduate Program delivered by the Faculty of Engineering.

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 Engineering.

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

Executive Summary

The Department of Electrical and Computer Engineering offers graduate programs at the masters (M.ESc. and M.Eng.) and doctoral (Ph.D.) levels in the following research areas: biomedical systems, communications systems and data networking, applied electrostatics and electromagnetics, microsystems and digital signal processing, power systems engineering, robotics and control and software engineering.

The graduate programs offered in the Department of Electrical and Computer Engineering (ECE) have two themes with distinct objectives: (i) a Professional theme that leads to the MEng degree (total enrolment of 112 in 2019-20), and (ii) a Research theme that leads to the M.ESc degree (total enrolment of 49 in 2019-20) and PhD degree (total enrolment of 91 in 2019-20).

The program self-study was informed by a combination of graduate student and faculty surveys. The results of which were discussed in an annual retreat as well as with the

graduate committee. Student surveys in 2020 (n=95) and in 2021 (n=112) covered questions about research facilities and resources; supervision; courses; and program quality.

The external reviewers shared a positive assessment of the Electrical and Computer Engineering Graduate Program. They offer 18 recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- ECE participates in multiple collaborative specializations: Artificial Intelligence, Musculoskeletal Health Research, Planetary Science & Exploration, Machine Learning in Health and Biomedical Sciences, and Engineering in Medicine.
- Collaborative relationships with Robarts Research Institute (RRI), the Canadian Surgical Technologies and Advanced Robotics (CSTAR) research centre, and Western Institute for Earth & Space Exploration provide graduate students with opportunities to conduct inter-disciplinary research.
- Thirty travel grants are awarded every academic year to enable graduate students to participate in National and International Conferences.
- Graduate students have the opportunity to present their research to faculty members in that field at a 2-day Graduate Symposium which is held every year.
- Annual awards are presented to graduate students who excel in TAs and research.
- An annual Distinguished Lecturer Series exposes students to field specific industry perspectives.
- International experts are routinely invited to deliver special lectures to enable students to gain advanced knowledge in that field.
- Student professional development is supported by career planning services offered by the Engineering Career Services Office.
- The required Research Communication Module milestone in the PhD program helps students clearly articulate their research plan from a critical perspective both orally and in writing and communicate research to various types of audiences.
- An online spreadsheet is available to the MEng student which details the core courses and suggested technical and non-technical electives that are offered in the current academic year. This facilitates efficient planning and timetabling for the student for smooth progression through the program.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Staff workload and retention continues to be an issue which has the potential to create disruptions.
- Areas of improvement identified by MEng students include:
 - o Offering greater choice and relevance of courses.

- Extending program length to make student workload more manageable and more favorable for the visa process experienced by international students.
- Areas of improvement identified by MEdSc/PhD students include:
 - Greater diversity of courses needed, especially for Software Engineering students.
 - More “research-oriented courses”.
 - Increased funding/financial support packages.

Review Process

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

- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Director, Academic Quality & Enhancement
- Dean of the Faculty of Engineering
- Associate Dean, Faculty of Engineering
- Department Chair
- Graduate Program Chair
- Graduate Program Committee Members
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

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

Summative Assessment – External Reviewers’ Report

External reviewers shared that “*the ECE program at Western is distinguished by three innovative aspects: 1) inter-disciplinary research and collaboration, 2) strong leveraging of the medical uniqueness and strength of Western, and 3) involvement in emerging and new technologies in the program’s six fields of study.*”

Strengths of the Program

- A combination of technical courses and non-technical professional development courses makes graduates of the ECE program at Western well-rounded individuals that are ready for the job market.
- Very strong relationships and collaboration between the Department and other units across Western.
- The cross-appointment of several ECE faculty members stimulate inter-disciplinary research among faculty and graduate students.
- ECE faculty are very well qualified with very strong expertise in their fields of research.
- The curriculum is creative in its design as it allows students flexibility to select up to two courses as substitutes from another field or department according to their research interest and professional goals.
- The facilities are current and make Western very attractive to prospective graduate students.

Areas of Concern or Prospective Improvement

1. Greater emphasis should be placed on depth (5 core courses) over breadth (3 technical electives).
2. The project component in graduate courses should be relevant to the student's thesis project topic, which could result in shorter time to completion.
3. Provide support to ECE faculty member(s) whose expertise is in the discontinued field to enable them transition to other research fields and boost morale.
4. Professors listed as "Supporting" could be more engaged to enhance their participation in teaching and/or supervision of graduate students.
5. Provide clarity on "Equivalent qualifications" that may be considered for Master's Programs admission, as well as qualifications "equivalent to Master's degree" for Doctoral programs admission.
6. Annual progress review for PhD students begins somewhat late in the program.
7. Consider equally integrating the research communication module as a milestone in the MEd program.
8. Student and Faculty dissatisfaction with split technical courses.
9. Administrative staff workload is particularly high.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

Reviewers’ Recommendation	Program/Faculty Response
<p>1. 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.*</p>	<p>Program: The ECE Graduate Committee approved a revised MEng course structure on January 13, 2023, to offer two course categories- core, and technical electives. The core course category will include 5 courses in the field of specialization of the respective stream, and it emphasizes depth. The technical elective category will include at least 6 courses in each stream where the students are required to select 3 courses. The elective courses include courses offered in ECE department and those in the similar field offered by other departments (e.g., MME and Computer Science). A respective program modification has been drafted for approval at various levels before it becomes effective from Fall 2023.</p> <p>Faculty: Dean’s Office supports ECE’s plan to change the course structure of MEng streams.</p>
<p>2. Give priority to hiring additional faculty in the research fields: Communication systems & data networking, Microsystems & digital signal processing, and Power systems engineering.</p>	<p>Program: In 2022, shortly after the IQAP review site visit, two new faculty members were hired – one in Communications and one in Power Systems. A position in the area of signal processing will be advertised in the winter of 2023.</p> <p>Faculty: ECE Department has recently hired faculty members in these fields and is currently planning an additional hire.</p>
<p>3. Increase the minimum GPA for M.Eng. admission to 78%.</p>	<p>Program: The minimum GPA requirement of 70% is used for MEng admissions for the following reasons:</p> <ul style="list-style-type: none"> • set by SGPS as the university’s minimum GPA requirement. • designed primarily for professionals in the industrial sector. This course-based program offers a healthy combination of breadth, depth, and application of knowledge in the field of specialization. • As in the case of this applied graduate program; it is common practice for Canadian universities offering this program to require a slightly lower GPA. It is notable that over 90% of applicants admitted to the MEng programs have GPAs higher than 75%. <p>Faculty: Dean’s Office supports the program decision to keep the minimum GPA for MEng admissions to the current level.</p>

<p>4. Commence the annual progress review of Ph.D. students after the first year, for both the normal entry and direct entry.</p>	<p>Program: As of June 2021, the Faculty of Engineering implemented a policy to monitor the progress of research graduate students; which emphasizes the need for annual advisory committee meetings. Students who are beyond their normal program length have their progress reviewed on a term-by-term basis.</p> <p>Faculty: As mentioned in the program’s response, a faculty-wide policy was implemented to monitor the progress of research graduate students.</p>
<p>5. Introduce the research communication module to the students enrolled in the MEng program.</p>	<p>Program: The current communications module that is required of all PhD students in the program is offered through the Faculty of Arts and Humanities. At this time, the program is unsure if it possible to offer to MEng students due to limited resources.</p> <p>Faculty: The Dean’s Office covers the cost of the Research Communications Module for PhD students that is offered through the Faculty of Arts and Humanities. Due to budgetary constraints, it is not possible to offer it to all MEng students, however, due to the enrolment cap in each section, if spots become available in a section, they will be opened to interested MEng students.</p>
<p>6. Eliminate the split technical courses. *</p>	<p>Program: Eliminating split technical courses offered in the MEng programs and substituting them with sole MEng courses may address the issue of diverse curriculum needs between MEng and research students; however, the ECE department requires more faculty for this implementation. In the interim, the department is planning to hire Limited Duty instructors towards implementing this recommendation.</p> <p>Faculty: The split of technical courses for MEng and research students is crucial to ensure effective learning for students in each program. The hiring of new faculty members is subject to budgetary constraints. The Program may need to consider a transition plan to split courses through a combination of current faculty members and LD instructors.</p>
<p>7. Introduce an informal mechanism to document and demonstrate the level of research productivity performance of currently enrolled MEng and Ph.D. students.*</p>	<p>Program: A mechanism for academic reporting of program students exists in the Pathfinder platform. The program will begin to review this data annually and present at the Department Council.</p> <p>Faculty: Dean’s Office supports the program’s proposed plan.</p>

<p>8. Introduce annual research productivity awards (i.e., cash awards) to reward MEng. and Ph.D. students who publish their research results while they are enrolled in the program.*</p>	<p>Program: The ECE graduate committee will need to review if this is feasible. The program will need to determine what the motivation for such an award is, then define a fair process and selection criteria.</p> <p>Faculty: The Dean's Office supports program's proposed plan but wishes to register some misgivings regarding the reviewers' recommendation.</p>
<p>9. Provide sufficient administrative staff resources commensurate with the expected increased enrolment in the M.Eng., MEng. and Ph.D. programs.</p>	<p>Program: A new Graduate Assistant has recently been recruited as a full-time administrative staff member who is primarily dedicated to the MEng program in the department.</p> <p>Faculty: The hiring of a new full-time Graduate Assistant to support MEng program provided sufficient administrative resources.</p>
<p>10. Make the Library a top priority for allocation of funding to acquire the required resources to support students and faculty.*</p>	<p>Program: ECE will appoint a representative to identify the necessary library resources that better support ECE and relay such information to the Library through regular interactions.</p> <p>Faculty: The funding allocations to Western's libraries are decided centrally. The Program will work with Western Libraries to ensure the availability of required resources and support for students and faculty, within libraries' available financial resources.</p>
<p>11. Revise the minimum funding policy to make students' take home amount match with their cost of living and attractive to prospective applicants.</p>	<p>Program: The graduate student funding policy is set by the Faculty Graduate Office in Engineering. The minimum financial support package in the Faculty of Engineering has recently been increased by \$1,200 per year for both PhD and MEng students (effective January 2023).</p> <p>Faculty: As mentioned in the Program's response, the Faculty of Engineering has recently increased the minimum funding package by \$1,200 per year for both PhD and MEng students. The Faculty will continue to review funding levels and seek opportunities to increase them.</p>
<p>12. Set the class size of M.Eng. courses appropriately to maintain high quality learning experience of students.*</p>	<p>Program: This issue pertains to very few courses; ECE 9013, ECE 9014 and one toggled course – ECE 9016. Through hiring Limited Duty instructors, efforts are being made to cap these courses to 60.</p> <p>Faculty: Dean's Office supports program's proposed plan.</p>
<p>13. Create at least two new research chairs, to attract more research funding and elevate the profile of the Department.</p>	<p>Program: Please refer to the Dean's response.</p> <p>Faculty: The Faculty will continue to seek every opportunity to hire high profile researchers to elevate its research profile.</p>

<p>14. Provide seed funding for collaborative research grants to faculty in the same and/or different research fields in the department.</p>	<p>Program: Western’s Research Office provides seed funding for collaborative research through an open competition.</p> <p>Faculty: Such initiatives are supported through various programs offered by Western’s Research Office and through start-up packages provided by the Faculty.</p>
<p>15. Offer the M.Eng. program via a modular delivery (a.k.a microcredentials).*</p>	<p>Program: Offering the MEng program in the modular format is certainly a good consideration. However, such an initiative needs thorough consultations and resource allocations.</p> <p>Faculty: The Dean’s Office supports the program in considering such an initiative in future.</p>
<p>16. Reduce the TA workload to a similar level as at other Universities.*</p>	<p>Program: The typical TA workload is 140 or 70 hrs per term and is impacted by the availability of students with specific knowledge backgrounds to teach specific courses. While the heavier TA workload impacts students’ time commitment to research activities, due to partial decoupling of the TA stipend from the guaranteed funding package, it is an additional financial source for students. The program will review the workload distribution of TAs and explore possible options to reduce the TA workload without affecting their financial benefits, which may include further decoupling of the TA stipend from the funding package.</p> <p>Faculty: Dean’s Office agrees with the program’s plan to explore possible options to reduce TA workload without affecting their financial benefits.</p>
<p>17. Evaluate the pros and cons of having one centralized graduate office at the Faculty level, in order to find a balance between efficiency and independence.*</p>	<p>Program: The Faculty Graduate Office and Departments in the Faculty of Engineering are discussing a plan for more central support to graduate programs.</p> <p>Faculty: The Faculty of Engineering has seen a significant growth in the graduate programs, particularly the MEng program. Providing sufficient administrative support to graduate programs is crucial to ensure the sustainability of graduate programs and student support. The Dean’s Office is currently reviewing a plan to provide additional administrative staff support centrally through the Faculty Graduate Office to complement the graduate programs in the departments without infringing on department autonomy.</p>
<p>18. Continue to pay attention to the M.Eng. common space and office space for research students.</p>	<p>Program: Currently, a study space is available in the Spencer Engineering Building (dedicated space for MEng students only). Research students are allocated to the corresponding supervisors; since Covid, there has not been any major issues.</p> <p>Faculty: As mentioned in the program’s response, currently a dedicated study space for MEng student is available in the Spencer Engineering Building. Western Engineering is constructing a new building. The</p>

	building is expected to be ready by 2025. There is a plan to include additional study space for MEng students in the new building.
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Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some are already being actioned (#2, #9, #11, #13, #14, #18) or have been deemed not to move ahead (#3, #4, #5) as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1, #6, #7, #8, #10, #12, #15, #16, and #17.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Have the M.Eng. students take 5 core courses in their field of specialization and 3 technical electives.</p>	<p>Once approved, implement changes to the course structure of the MEng streams.</p> <p>Collect feedback from students and feedback following the first year of implementation.</p>	<p>Graduate Chair ECE Graduate Committee</p>	<p>By September 2023</p>
<p>Recommendation #6: Eliminate the split technical courses.</p>	<p>Recruit Limited Duty instructors to offer sole MEng courses.</p> <p>In the longer term, tie the instruction of these courses into the justification of faculty hiring requests.</p>	<p>Graduate Chair Dean’s Office</p>	<p>By September 2024 (for recruitment of LD instructors)</p>
<p>Recommendation #7: Introduce an informal mechanism to document and demonstrate the level of research productivity performance of M.ESc. and Ph.D. students.</p>	<p>Use the Pathfinder platform to annually review data on M.ESc and PhD students research output and present this at the Department Council.</p>	<p>Graduate Chair ECE Graduate Committee</p>	<p>By September 2023</p>

<p>Recommendation #8: Introduce annual research productivity awards to reward M.ESc. and Ph.D. students who publish their research results while they are enrolled in the program</p>	<p>Review feasibility of this type of initiative. If favorable and feasible, outline and communicate a process and selection criteria.</p>	<p>Graduate Chair ECE Graduate Committee</p>	<p>By January 2024</p>
<p>Recommendation #10: Ensure that the Library has the required resources to support students and faculty.</p>	<p>Appoint a representative to liaise with the Library to identify the necessary library resources that best support ECE students and faculty members.</p>	<p>Graduate Chair ECE Graduate Committee</p>	<p>By May 2024</p>
<p>Recommendation #12: Set the class size of M.Eng. courses appropriately to maintain high quality learning experience of students.</p>	<p>Hire Limited Duty (LD) instructors to help reduce class sizes in courses such as ECE 9013, ECE 9014, and ECE 9016 with a cap at 60 students per course.</p>	<p>Graduate Chair Dean’s Office</p>	<p>By September 2024</p>
<p>Recommendation #15: Offer the M.Eng. program via a modular delivery (a.k.a microcredentials).</p>	<p>Begin consultation to determine the feasibility of this recommendation as well as the resource implications to action it.</p>	<p>Graduate Chair ECE Graduate Committee</p>	<p>By September 2024</p>
<p>Recommendation #16: Reduce the TA workload to a similar level as at other Universities.</p>	<p>Review TA workload distribution with the aim of reducing this workload without affecting TA financial benefits.</p>	<p>Graduate Chair ECE Graduate Committee Associate Dean</p>	<p>By September 2024</p>

Recommendation #17: Evaluate option of having one centralized graduate office at the Faculty level, in order to find a balance between efficiency and independence.	Review and implement the plan to provide additional administrative staff support centrally through the Faculty Graduate Office to complement the graduate programs in the departments.	Dean's Office	By September 2024
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Other Opportunities for Program Improvement and Enhancement

- A blended delivery mode may be appropriate for M.Eng. part-time students. Also, some students enrolled in the M.Eng. full-time program may benefit from a blended delivery, depending on the course.



**Master of Management of Applied Science
Final Assessment Report &
Implementation Plan
March 2023**

Faculty / Affiliated University College	Social Science (with Arts and Humanities, Science, Health Sciences and the Schulich School of Medicine & Dentistry)	
Degrees Offered	Master of Management of Applied Science (MMASc)	
Date of Last Review	2013-14	
Approved Fields	Applied Science Global Health Systems	
External Reviewers	Professor Paul Jones School of Management, Swansea University	Professor Lynnette Purda Smith School of Business, Queen’s University
Internal Reviewers	Dr. Pam McKenzie, Associate Dean, Faculty of Information and Media Studies	Adam Greasley, PhD Candidate Pathology and Laboratory Medicine
Date of Site Visit	January 30 and 31, 2023	
Date Review Report Received	February 16, 2023	
Date Program/Faculty Response Received	Faculty March 6, 2023 Program March 7, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-G: April 24, 2023 ACA: May 10, 2023 Senate (for information): May 19, 2023	
Year of Next Review	Year of next cyclical review: 2030-2031	
Progress Report	June 2026	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the program review, internal responses, and assessment and evaluation of the Master of Management of Applied Science Program delivered by the Faculty of Social Science (with Science, Arts and Humanities, Health Sciences and the Schulich School of Medicine and Dentistry).

This FAR considers the following documents:

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

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

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

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

Executive Summary

The Master of Management of Applied Science (MMASc) degree program launched in the fall of 2014. The program is structured around a “hub and spoke” model, in which a core set of management “hub” courses (e.g., Organizational Behaviour, Marketing, Communication, Leadership), are augmented by more discipline-specific “spoke” courses. The program is a three term, full-time, course-based Master’s program and since inception has had over 250 graduates.

With a total enrolment of 59 students in 2020-21, the degree is designed for students who wish to supplement their studies in science with a general education in management that has relevance for pursuing managerial careers not just in science and technology intensive industries, but industry in general.

The program self-study was informed by a student survey midway through the second term, a student exit survey and focus groups, an alumni survey and feedback from industry partners. A dedicated retreat for faculty members and program administration was held in spring 2022.

The external reviewers shared a positive assessment of the Master of Management of Applied Science Program. They offer five recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Collaboration with other departments results in an innovative program that provides relevant graduate management training and a competitive edge for students entering the industry.
- Involvement of industry partners in the program provides networking and experiential learning opportunities for students.
- MMASc’s true partnership across faculties makes this program distinct from similar programs offered by other Canadian universities.
 - o Interdisciplinary research is facilitated by the collaboration among departments across Western.
- Additional offerings in Project Management now provide students with the knowledge, tools, and study hours to aid them in writing the Certified Associate in Project Management (CAPM) examination.
- Integrated suite of seven Career Development seminars (e.g., Introduction to Professional Careers, Resume and Cover Letter Writing, Networking & Professional Engagement, Alumni Engagement, Interview Preparation, Professionalism in the Workplace, and Rights and Responsibilities in the Workplace).
- The 500-hour Experiential Learning Opportunity in the final term of the program (from May-August of each year) is a key milestone that engages students in industry contexts.

- Access to a dedicated Career Services Officer on the MMASc Administrative Team.
- Alumni have shared that the length of the program is a principal differentiator from similar programs and a strength of the Western program.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Competing with established graduate management programs in Canada.
- Feedback from stakeholders indicated that the name of the degree – ‘management’ along with ‘applied science’, has contributed to uncertainty regarding the focus of the degree.
- Alumni and industry partners indicated a need for greater emphasis in project management and business-to-business industrial sales management.
- Consideration of online/virtual or hybrid cohorts to attract students who are particularly distant from campus.
- Broaden the recruiting of students to undergraduate non-business programs.

Review Process

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

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Director of Academic Quality and Enhancement
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Dean of the Faculty of Social Science
- Associate Dean (Graduate Studies), Faculty of Social Science
- Associate Dean (Graduate Studies), Faculty of Science
- Associate Dean (Graduate Studies), Schulich School of Medicine and Dentistry
- Department Chair
- Program Director
- MMASc Program Directors from Science, Health Sciences and the Schulich School of Medicine and Dentistry
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report,

and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Master of Management of Applied Science. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers shared that, *“the program has several unique components and is an excellent example of collaboration across multiple academic units”*.

Strengths of the Program

- The use of live cases with industry partners provides an excellent example of applied research and community engagement.
- The majority of faculty members are equally active and prolific researchers.
- Site visits that are undertaken by staff supervisors for the experiential learning opportunity, provide good assurance of learning.
- Excellent administrative support from an experienced and committed team.
- Students who struggle are identified early in the program and support provided – this seems to result in few students not completing the program within its projected time of 12 months.
- The relatively small size of student cohorts.

Areas of Concern or Prospective Improvement

- As the spoke courses continue to evolve, some of the program-level learning outcomes may need to adapt to a broader context.
- Students expressed a preference for a 3-day block delivery which would allow them to work part time.
- Any shifts in program structure to support a blended and virtual delivery mode would require dedicated consideration and resources.
- Clear articulation of the desired intent of the spoke classes and their focus may help with marketing the program and establishing its identity.
- Any prospective spokes to be added in the program must be effectively resourced for faculty, administrative support, and facilities.

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’ Recommendations	Program/Faculty Response
<p>Recommendation 1*: Advocate the further resourcing of the program in terms of faculty hire, provision of administration support and library support</p>	<p>Program: The MMASc Program currently has a full-time Program Coordinator on a limited-term contract, which contributes to staff turnover. There is indeed a need to make this position permanent as the loss of institutional knowledge and lack of continuity adversely impacts the program.</p> <p>Faculty: The Dean’s office will continually monitor the resource needs of the program, including personnel needs. If modifications to the program significantly increase enrolments, the teaching allocation will be reconsidered, as well as any new needs to be communicated to Western Libraries. Re-examination over a two- or three-year horizon would allow for new enrolments from modification(s) to be reasonably well established.</p>
<p>Recommendation 2*: Clearly state program objectives and vision and reinforce this to faculty and students. These could include embedding EDI, ethical practices and environmental sustainability as core concepts.</p>	<p>Program: The vision, mission and objectives, as articulated in the introduction of the review document will be included in all materials/websites advertising the program.</p> <p>EDI, ethical practices, and environmental sustainability are presently embedded in the curriculum by instructors at the course level. With the addition of resources, the program can undertake the following types of actions to help increase participant diversity: 1) creation and administration of bursaries/scholarships to equity deserving groups; 2) anonymous mechanisms to collect EDID info from students; and 3) modification to areas of the curriculum like business cases or reading lists to consider EDID perspectives. A program retreat in the next two years, involving the Advisory Committee, perhaps with the assistance of the CTL, could help with focused reflection on this theme.</p> <p>Faculty: Equity, diversity, inclusion, Indigenization, and decolonization (EDID) need to be core to all Faculty programs as do the three pillars of corporate responsibility - economic growth, social inclusion, and environmental protection (ESG). Much material related to these practices is already included in the courses, so it may be a case of making the tacit, explicit. This is also an opportunity for re-visioning, and the program is encouraged to consider embedding these ideas more fully in the program objectives and learning outcomes. A program retreat in the next two years is encouraged.</p>

<p>Recommendation 3*: Consider the further development of the hub courses to include strategy, accounting courses, digital marketing, well-being in the workforce and sales. Enhance the currency of business subjects by introducing the above courses.</p>	<p>Program: Since moving the administration of the MMASc to DAN Management in 2020, the curriculum has been revised to include: 1) “financial fundamentals” instead of strictly finance; and 2) management development areas like Industrial/B2B Sales Management and Strategic Management. The program has endeavored to think outside the traditional academic delivery of courses while being mindful about not increasing required number of courses per term. For instance, exposure to general management and strategy in particular, fits well at the end of the two academic terms. The program’s intention is to wind up the second term with a 48 Hour Case challenge focused on Strategic Management.</p> <p>Faculty: As part of a review and retreat suggested above, the program should consider the proper balance of existing outcomes and those suggested by the reviewers. A program cannot be all things to all students, but substituting some of these suggested business area courses for existing ones so as not to increase the workload might be a prudent strategy. It would seem the communications courses could be collapsed or skills folded into existing courses. The Dean’s Office is concerned that the current workload for the program is quite high relative to similar programs in Canada. While program pedagogy should be a prime impetus, a need to keep a pragmatic eye on the attractiveness of the program to prospective students is equally important.</p>
<p>Recommendation 4*: Reinforce the science context for hub courses to ensure students understand their subject relevance. Furthermore, the program course should all reflect the program vision, identity and objectives.</p>	<p>Program: The MMASc Program has sought to continuously integrate the science and management courses. The aim has been to take the science curriculum and bring it back to management, and vice versa. Whenever possible, management (hub) courses use cases and applied examples relating to fields that speak to the career aspirations of the students. The program also strives to have science (spoke) courses then take discipline specific theory and relate this back to management. The course content continually evolves to make these connections. One of the outcomes from regular instructor meetings is to look for opportunities to cross content from one course to the next, from hub to spoke and back.</p> <p>Faculty: As the program and Western ponders expanding the degree to social scientists, the science vision, identity, and objectives are expected to remain inclusive.</p>
<p>Recommendation 5*: Look to introduce program scholarships to support EDI and applicants from low-income backgrounds in the near future.</p>	<p>Program: This is an idea fully supported by the MMASc Program. As an applied program, MMASc students can access loans and assistance like OSAP, but entrance scholarships are generally reserved for research based graduate programs. Nevertheless, as both a public institution and a degree program which is positioned as an accessible graduate education in management entrance scholarships that speak to both EDI and applicants from low-income backgrounds are congruent with the program’s mission.</p> <p>Faculty: MMASc students are eligible for the needs-based Social Science Graduate Alumni Award. The Faculty will look to expand its equity-based bursary offerings across all professional programs. Currently, the limited revenue from enrolments makes that challenging.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Director, in consultation with the SGPS 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
<p>Recommendation 1: Advocate the further resourcing of the program in terms of faculty hire, provision of administration support and library support</p>	<ul style="list-style-type: none"> Re-examine the resourcing needs of the program based on changes to program enrolment. 	<ul style="list-style-type: none"> Dean’s office 	<p>By June 2026</p>
<p>Recommendation 2: Clearly state program objectives and vision and reinforce this to faculty and students. These could include embedding EDI, ethical practices and environmental sustainability as core concepts.</p>	<ul style="list-style-type: none"> Further integrate the program objectives and vision in all materials/websites advertising the program. Evaluate how EDI, ethical practices and environmental sustainability may be further embedded in the program objectives and learning outcomes. Plan for a program retreat within the next two years with a possible request for support from the CTL. 	<ul style="list-style-type: none"> Program Director Program Advisory Committee 	<p>By December 2023 for action #1</p> <p>By June 2026 for actions #2 and #3</p>
<p>Recommendation 3: Consider the further development of the hub courses to include strategy, accounting courses, digital marketing, well-being in the workforce and sales.</p>	<ul style="list-style-type: none"> Incorporate the “48 Hour Case Challenge” focused on Strategic Management into the program with class sessions on the subject at the end of the second term. Explore the integration of the accounting, digital marketing, and well-being in the workforce and sales themes into the curriculum. 	<ul style="list-style-type: none"> Program Director Program Advisory Committee 	<p>By September 2023 for action #1</p> <p>By June 2025 for action #2</p>

<p>Recommendation 4: Reinforce the science context for hub courses to ensure students understand their subject relevance. Furthermore, the program course should all reflect the program vision, identity and objectives.</p>	<ul style="list-style-type: none"> • Assess opportunities to integrate more “branded case challenges”, with the support of industry partners, into program courses. • Review how program courses across the curriculum are reflective of program vision, identity and objectives as part of the upcoming program retreat. 	<ul style="list-style-type: none"> • Program Director • Program Advisory Committee 	<p>By June 2025</p>
<p>Recommendation 5: Look to introduce program scholarships to support EDI and applicants from low-income backgrounds in the near future.</p>	<ul style="list-style-type: none"> • Examine options to expand equity-based bursary offerings. 	<ul style="list-style-type: none"> • Dean’s office • Program Advisory Committee • Program Director 	<p>By June 2024</p>



Food and Nutritional Sciences
Final Assessment Report &
Implementation Plan
March 2023

Faculty / Affiliated University College	School of Food and Nutritional Sciences, Brescia University College	
Degrees Offered	Master of Science in Foods and Nutrition (MScFN)	
Date of Last Review	2014-2015	
Approved Fields	N/A	
External Reviewers	Dr. Rhonda Bell, Department of Agricultural Food and Nutritional Science, University of Alberta	Dr. Richard Bazinet, Department of Nutritional Sciences, University of Toronto
Internal Reviewers	Dr. Elizabeth Webb, Associate Dean (Graduate) Faculty of Science	Mohammad Azzam, Ph.D. Candidate, Education
Date of Site Visit	December 1 & 2, 2022	
Date Review Report Received	January 27, 2023	
Date Program/Faculty Response Received	Program: February 17, 2023 Faculty: February 17, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-G: April 24, 2023 ACA: May 10, 2023 Senate (for information): May 19, 2023	
Year of Next Review	Year of next cyclical review: 2030-2031	
Progress Report	June 2026	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Food and Nutritional Sciences Program delivered by the School of Food and Nutritional Sciences at Brescia University College.

This FAR considers the following documents:

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

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 School of Food and Nutritional Sciences, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

Initiated in September 2007, the MScFN at Brescia University College is a full-time graduate program with two curriculum options: 1) The MScFN project-based (practicum) option prepares students for registration as an entry-level Registered Dietitian (RD) with the College of Dietitians of Ontario and is accredited by Dietitians of Canada as a professional program, and 2) The MScFN thesis-based curriculum option is suitable for applicants who would like to pursue a master’s level education and are passionate about research. The project-based option is completed in five terms, whereas the thesis-based option is completed in six terms.

With a total enrolment of 36 students (in 2020-21), the program provides for the development of knowledge and skills across a full range of foods and nutrition practice areas, including work in clinical nutrition, community nutrition, food service administration, food science, nutritional epidemiology, and program planning and evaluation.

To inform the self-study, the School conducted a retreat using the Strengths, Opportunities, Aspirations, and Results (SOAR) framework to guide conversations about the MScFN program. A survey administered to students asked questions on university services and support at UWO/Brescia, the graduate program in Food and Nutritional Sciences at Brescia, overall graduate experience, and preparedness for the next academic/professional/career stage. Survey responses were received from six current students and 21 recent graduates.

The external reviewers shared a positive assessment of the Food and Nutritional Sciences Graduate Program. They offer four recommendations for further enhancement and several suggestions for consideration.

Strengths and Innovative Features Identified by the Program

- Applicant interviews were replaced with an online open-response situational judgement test called CASPER to reduce conscious and unconscious bias in the applicant selection process.
- Enhanced integration of Indigenous issues in the curriculum to address the ongoing impact of colonization, intergenerational trauma, and systemic racism on Indigenous peoples of Canada.
- The practicum is recognized by the Partnership for Dietetic Education and Practice (PDEP), and the practicum placements ensure that students develop advanced competencies which will meet all areas of learning required for professional registration.
- The School's collaboration with Western Engineering resulted in the offering of a Master of Engineering (MEng) in Food Processing which aims to enable students with the theoretical and practical skills to meet the demands of the food industry.
- Brescia's active affiliation agreements with over 250 institutions and working relationships with over 300 active preceptors results in strong community partnerships within and outside of Ontario, and in other countries (Ireland, United States, Jamaica).
- Faculty involvement in professional organizations (e.g., PDEP, Canadian Association of Professional Programs in Human Nutrition (CAPPHN), Dietitians of Canada (DC).
- Employment success rate for graduates is very high.
- Low rate of failure with Canadian Dietetic Registration Exam (CDRE), with a 95-100% success rate in recent years.

Concerns and Areas of Improvement Identified and Discussed by the Program

- The School recognizes that additional faculty members are required to expand student research needs.
- In comparison to other program funding packages, the funding for students enrolled in the thesis-based option needs to be increased.
 - o Funding remains a challenge when recruiting students.
- Address increased demand for intersectional skills in food systems and nutrition, by developing new graduate course and/or practicum placement opportunities.
- Lack of independent learning spaces for students to work without distractions.
- Opportunity for a community garden, greenhouse or crop box/containers, and involvement with the food bank.
- The School has identified equity, diversity, and inclusion within the MScFN program as an area of focus for improvement.

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:

- President, Brescia University College
- Provost, Brescia University College
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Director of Academic Quality and Enhancement
- Academic Director (Acting), School of Food and Nutritional Sciences
- Graduate Program Chair
- Director of Library Services, Brescia University College
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

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

Summative Assessment – External Reviewers’ Report

External reviewers highlighted a particular satisfaction by students for “*the personalized service that professors and all support staff provide in the program*”.

Strengths of the Program

- Faculty have remarkable research productivity given the high teaching loads.
- Faculty members work in diverse areas of Food and Nutrition, with expertise in food science, food engineering, and varying sub-specialties within clinical nutrition, community nutrition, epidemiology, research design, statistics.
- Faculty members are highly skilled at developing and completing research projects with students making important contributions to the literature.
- The combination of courses and research projects are very well thought out, thorough, and students develop excellent skills and a strong introduction to research.
- Students described that graduating with a MSc AND the chance to become a Registered Dietitian was a one of the main reasons for choosing this path.
- To enhance EDID in the curriculum, the Program has partnerships for learning and research with four (4) Indigenous communities.
 - o The program is finding more placements for students in Indigenous centers (for their second placements).
- Students in both programs finish within the desired 2-year window.
- Both MScFN program options have high rates of completion.

Areas of Concern or Prospective Improvement

1. The research component of the practicum-based option often extends past the expected timeline with inconsistencies that are not always clearly mapped out.
2. There are opportunities to clarify roles and agree to responsibilities within the current model and timeframe for practicum-based students.
3. Increasing student numbers will put some strain on library resources and specifically on student interactions with staff as well as access to certain publications.
4. Access to supports and services vary from what is available to programs on main campus and those in Brescia – something that should be monitored.
5. MSc and BSc teaching loads do not recognize the time required to complete unique elements of both of these activities within a person’s faculty workload.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

Reviewers’ Recommendation	Program/Faculty Response
<p>Recommendation #1:* The Food and Nutrition academics and staff are urged to come together to clearly define goals and objectives, expectations, and recommended timelines for both MSc programs. They may also wish to identify points where the two MSc programs differ and reasons for these differences.</p>	<p>Program: The Program will meet to consider how to better differentiate the programs and will specifically consider the research component of the project stream and whether it can be streamlined or customized to student goals. The Program will develop an expected timeline for each of the two streams that minimizes the quantity of research work for students on their placements in the project-based stream.</p> <p>Faculty: The Provost’s Office agrees with this recommendation and supports the program’s plan to better differentiate the two MScFN streams and to streamline research projects for practicum students. The Provost’s Office will encourage efforts to gain a robust sample of student perspectives on the two programs to inform discussions.</p>
<p>Recommendation #2:* The Foods and Nutrition Academics and Staff are urged to explore ways to prioritize MScFN – thesis-based students and their research programs with respect to student funding, student research experience and allocation of teaching and research resources. OGS, NSERC and CIHR funding could be targeted for MSc-thesis-based students to help with student funding. Additional staff resources are essential to support the vigorous research programs that exist.</p>	<p>Program: The Program recognizes that student funding has been a challenge for MScFN thesis-based students. Although these students represent a very small percentage of MScFN students (the vast majority pursue the project-based stream), the program will continue to encourage students to apply for OGS, which is guaranteed for a maximum of three students in the program each year. Some students have been successful in receiving the CGS award, however this is not guaranteed.</p> <p>The Program plans to make use of Brescia’s new full-time Research Officer, who has previous experience in small, liberal arts colleges, and thus has a keen understanding of the challenges and opportunities for research at small institutions like Brescia. The Research Officer has already met with faculty members individually and will provide support for faculty research programs and MScFN thesis-based students. The Program will investigate hiring additional research staff to aid in the supervision of research students.</p> <p>Faculty: While there are currently few students in the thesis stream of the MScFN, enhanced funding opportunities may help attract more students. The Provost’s Office supports ongoing efforts by the Program to secure OGS and other funding for thesis students. The mandate of the new Research Officer is broad and will include supporting the thesis program.</p>

<p>Recommendation #3:* Brescia leadership, academics and staff are recommended to identify staffing shortfalls and strategically fund additional supports required to fill those shortfalls. Program coordination, Research Coordinators or Associates, and additional dedicated research supports are needed within Brescia to ensure smooth continuation of all programs.</p>	<p>Program: Staffing issues are a concern and will continue to be addressed by the Program. A new part-time administrative support staff member will be assisting with various administrative processes and procedures including retrieving information and updating databases, preparing documents, reports, and spreadsheets, assisting staff with admission cycle processes for the MScFN program, and developing promotional and communication materials for the School.</p> <p>Brescia’s new Research Officer will assist faculty with searching for, and assisting with, grant funding opportunities and proposals to enhance the School’s research potential, especially for the MScFN Program. The Program will identify additional research supports that may be available at Western.</p> <p>Faculty: The Provost’s Office supports the Program in identifying critical staffing needs and ensuring that existing staff are deployed effectively.</p>
<p>Recommendation #4:* With respect to staffing and resource availability, such as the Indigenous Coordinator at Brescia, ongoing information exchange and discussion is recommended. It appears that parallel positions (and processes) may to be available at Western. Coordinators could seek out ways to confer and complement activities in both places.</p>	<p>Program: The Program has identified equity, diversity, inclusion, and decolonization (EDID) within the MScFN program as an area for continued improvement. As such, faculty will continue to invite Indigenous scholars to share their knowledge and expertise during class lectures, and the Program will continue to follow Western University’s guidelines for working with Indigenous community members. The Program will continue to be represented on Brescia’s EDID Advisory Committee. This committee meets regularly and the information and resources obtained are shared with faculty and staff. Much of this EDID material is delivered to Brescia faculty and staff at Brescia Faculty Institute (BFI) professional development workshops, which Program faculty will continue to participate in.</p> <p>The Brescia Indigenous Initiatives Coordinator works closely with the Indigenous Initiatives Team at Western University (main campus). Our Research Officer will also reach out to other Research Officers in relevant faculties on main campus (e.g., Health Sciences) to investigate additional research and funding opportunities for the Program’s graduate students.</p> <p>Faculty: The Provost’s Office endorses the Program’s ongoing efforts to bring a diversity of voices to students and to expand faculty EDID knowledge. The use of CASPER in admissions will continue and the diversity of incoming classes to the MScFN Program will be monitored. Brescia will continue to communicate with and be involved in EDID initiatives at Western.</p>

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Clearly define goals and objectives, expectations and recommended timelines for each program option – noting how the options differ and reasons for these differences.</p>	<ul style="list-style-type: none"> Guided by input from the students, work towards better differentiating the two MScFN streams in terms of goals, expectations and timelines. 	<p>Graduate Program Chair</p>	<p>By September 2023</p>
<p>Recommendation #2: Explore ways to prioritize thesis-based students and their research programs with respect to student funding, student research experience and allocation of teaching and research resources.</p>	<ul style="list-style-type: none"> Determine effective ways in which the Research Officer’s mandate will support faculty and students in the thesis-based program. In addition to actively encouraging thesis stream students to apply for OGS, determine other funding sources and identify supports for students applying for funds. 	<p>Graduate Chair Research Officer</p>	<p>By June 2023</p>
<p>Recommendation #3: Identify staffing shortfalls and strategically fund additional supports required to fill those shortfalls.</p>	<ul style="list-style-type: none"> Identify critical staffing needs and ensure that existing staff are deployed effectively. Identify additional research supports that may be available at Western. Brescia’s new Research Officer to assist faculty with searching for grant funding opportunities and proposals to enhance the 	<p>Graduate Chair Research Officer</p>	<p>By December 2023</p>

	School's research potential, especially for the MScFN Program.		
<p>Recommendation #4:</p> <p>Ongoing information exchange and discussion is recommended for areas related to the work of Brescia's Indigenous Coordinator. Seek out ways to confer and complement activities across parallel roles at Western and the other affiliate institutions.</p>	<ul style="list-style-type: none"> • Seek out opportunities for coordination and collaboration between parallel roles at Western and other affiliate programs to alleviate some of the workload of current program staff. 	<p>Graduate Chair Research Officer Indigenous Coordinator</p>	<p>By December 2023</p>

Other Opportunities for Program Improvement and Enhancement

- It was not clear if faculty at Brescia could hold NSERC grants. This should be further examined as it appeared that several faculty members would apply for it if possible.
- Additional discussions are warranted about how to support academics to supervise PhD students through Western.
- Encourage interaction/mentoring between the 1st and second year practicum students.

ITEM 12.3(h) – 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(h), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Scholarships, Awards and Prizes](#)

New Scholarships, Awards and Prizes

Athletics

Dr. Janice L. Pasieka Medicine Athletics Award

Awarded annually to full-time undergraduate students making a significant contribution as a member of a varsity team who are registered in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry. Preference will be given to candidates who have not previously received this award. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000

Effective: 2023-2024 academic year

This award was established by a generous gift from Dr. Janice L. Pasieka (MD '83 & Women's Squash '81-'83). Dr. Pasieka is an endocrine surgeon and Clinical Professor of Surgery and Oncology at the University of Calgary, Alberta. The discipline needed to be a successful varsity athlete while balancing the demands of medical school, provided an invaluable skillset that Janice utilized throughout her surgical career. She was inspired to make this gift in her 40th reunion year.

John Harkins Selectpath Award

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of any varsity team. Preference will be given to self-identified women. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients. This award was established by Navacord, Selectpath Benefits & Financial and Gore's Purpose Portfolio to honour John Harkins.

Value: 1 at \$2,000, awarded annually

Effective: 2023-2024 academic year

Ivey Business School

Seijts HBA Leadership Character Award

Awarded to the graduating HBA student in the Ivey Business School who has demonstrated exemplary leader character throughout their program. Academic achievement will also be considered. In March of each year, the HBA Program Office at Ivey will solicit nominations from both faculty and classmates. The Ivey HBA program, in consultation with the Ihnatowycz Institute for Leadership, will select the recipients.

Value: 1 at \$2,000 awarded annually
Effective: 2023-2024 academic year

This award was established friends and family of Gerard Seijts to recognize his 12 years of extraordinary leadership and commitment as the former Executive Director of the Ian O. Ihnatowycz Institute for Leadership. Gerard's impact and many contributions to the development of leader character is a lasting legacy for the Institute for Leadership.

Seijts MBA Leadership Character Award

Awarded to the graduating MBA student in the Ivey Business School who has demonstrated exemplary leader character throughout their program. Academic achievement will also be considered. A committee in the Ivey Business School will select the recipient. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$2,000 awarded annually
Effective: May 2023

This award was established friends and family of Gerard Seijts to recognize his 12 years of extraordinary leadership and commitment as the former Executive Director of the Ian O. Ihnatowycz Institute for Leadership. Gerard's impact and many contributions to the development of leader character is a lasting legacy for the Institute for Leadership.

Faculty of Engineering

Dybenko Future Shaper Award

Awarded to full-time undergraduate students beyond Year 1 in the Faculty of Engineering based on academic achievement. Preference will be given to candidates who self-identify as Black or are Indigenous (First Nations, Inuit or Métis). Online applications are available through the Faculty of Engineering website and must be submitted by September 30. The Faculty of Engineering will select the recipients. This award is funded by Jesse Dybenko (MESC '06) and family in hopes of providing opportunity for others to experience the joy of seeing one's ideas realized.

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

JAMES Family Award in Engineering and Business

Awarded to full-time undergraduate students in a combined Engineering and Honours Business Administration degree program based on academic achievement. The Faculty of Engineering will select the recipients. This award was established by Elliot Scherer (MBA 2003, BESc 2000) and family.

Value: 1 at \$2,000, awarded annually
Effective: 2023-2024 to 2027-2028 academic years inclusive

Faculty of Health Sciences

Starkey Genesis Scholarship

Awarded to students graduating from the Speech-Language Pathology program (MCISc) in the School of Communication Sciences and Disorders based on academic achievement. A committee in Communication Sciences and Disorders will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship is made possible by a generous gift from Starkey Canada.

Value: 1 at \$4,000
Effective: May 2023 to April 2026 inclusive

Schulich School of Medicine & Dentistry

Dr. Margaret Steele Child and Adolescent Psychiatry Resident Award

Awarded to residents in Psychiatry in the Schulich School of Medicine & Dentistry who have chosen to complete a rotation in Child and Adolescent Psychiatry. Selection will be based on demonstrated excellence in areas such as: leadership in Child and Adolescent Psychiatry, advocacy in the care of children and adolescents with mental health problems, excellence in clinical care and communication with patients and family/caregivers, research, or educational scholarship in Child and Adolescent Psychiatry. The Division of Child and Adolescent Psychiatry will select the recipients.

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

This award was established with a generous gift from Dr. Margaret Steele (BSc 1983, MD 1987). As one of the Division Chairs of Child and Adolescent Psychiatry at Western from 2001 to 2011 and the lead for the Royal College of Physicians and Surgeons application for child and adolescent psychiatry subspecialty in Canada, Dr. Steele has been a strong advocate and leader for child and adolescent psychiatry with the ultimate

aim to improve the mental health of children and adolescents. She has served as the President of the Canadian Academy of Child and Adolescent Psychiatry and the Association of Professors of Child and Adolescent Psychiatry of Canada. Dr. Steele is also the first woman child and adolescent psychiatrist who has become a Dean of a Faculty of Medicine in Canada.

Peter Cheski Innovative Research Award

Awarded to a resident in the Department of Otolaryngology - Head and Neck Surgery who is deemed to have the most innovative research project presented at the Department of Otolaryngology - Head and Neck Surgery Residents' Research Day as determined by the event's adjudicators.

Value: 1 at \$1,100

Effective: 2022-2023 academic year

Faculty of Science

Frederick Hunt Bursary in Physics and Astronomy

Awarded to full-time graduate students in the Department of Physics and Astronomy based on financial need. A committee in the Department of Physics and Astronomy will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This bursary was established by a generous bequest from the Estate of Dr. Frederick Hunt (PhD 1955, MSc 1952, BSc 1951).

Value: Number and value of bursaries will vary based on funds available

Effective: May 2023

Kenneth Cooper Graduate Bursary

Awarded to full-time Master's or Doctoral students currently enrolled in the Department of Mathematics studying applied and/or pure mathematics, based on financial need. A committee in the Department of Mathematics will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 2 at \$1,000, awarded annually

Effective: May 2023

This award was generously established by Kenneth Cooper (M.A.T. '78 Mathematics). Kenneth had a successful 33 year career in mathematics education as a classroom teacher, a department head and as a consultant. He taught at the elementary school and secondary school levels, and at the faculty of education, Western. He conducted many parent/teacher workshops related to mathematics education.

Nasim Bagheri Women in Computer Science Scholarship

Awarded to full-time undergraduate students in the Department of Computer Science, Faculty of Science, based on academic achievement. Preference will be given to candidates who are self-identified women in programs where they are under-represented. The Office of the Registrar will select the recipients. This scholarship is made possible by a generous gift from Dr. Nasim Bagheri (PhD 1988).

Value: 1 at \$1,500

Effective: 2023-2024 to 2027-2028 academic years inclusive

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

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The report of the Working Group on Information Security (WGIS) has been provided to Senate for information.

ATTACHMENT(S):

[The Working Group on Information Security \(WGIS\): Annual Report 2022](#)



The Working Group on Information Security (WGIS)

Annual Report 2022

The Working Group on Information Security (WGIS) is a multi-disciplinary team representing a broad cross-section of the University community. The primary role of WGIS is to pursue proactive strategies designed to manage security risk within our information systems and the technologies that safeguard them. Further, WGIS has provided valuable advice and access to distributed resources to Western Technology Services (WTS) on implementing cyber security initiatives within the organization.

WGIS provides guidance and oversight on a number of information security-related initiatives, including increasing general awareness, coordination of activities during Cyber-Awareness month in October, assistance of technical risk assessments within Faculties/Departments/Support Units, raising awareness about Western's Data Classification policy, and providing a review function for ongoing cyber security incidents.

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Executive Summary

In January 2022, WTS Leadership transitioned the role of Director Cyber Security as the previous incumbent successfully became Western’s newly introduced Chief Data Officer (CDO). Mid-2022, Western also introduced the role of Chief Digital Information Officer (CDIO), to which the Director of Cyber Security is now a direct report. January 2022 was also the beginning of a sustained return to campus after a protracted work-from-home-model for most staff, students, and faculty. The aftermath of the pandemic brought greater numbers of hybrid work location models across campus.

2022 represented a high degree of change and intensification of Western’s Information Security program. Early in the year, cyber threat awareness was heightened after Russia invaded Ukraine and threatened retaliatory measures against countries that it perceived as interfering with its Ukraine war effort. Advisories from the Canadian Security Establishment and briefings from across our information security partnerships brought new levels of risk awareness, incident preparedness and investment in proactive protections for Western.

Western University implemented several measures to strengthen its information security posture in 2022. These include the deployment of advanced security technologies, such as over 6,000 licenses of CrowdStrike – Endpoint Detection and Response (EDR) software, extending our Multi-Factor Authentication (MFA) to service identity accounts, and partnerships with external security operation centers. Additionally, the university has conducted regular vulnerability assessments and penetration testing to identify and address potential security weaknesses.

In 2022, Western University worked in coordination with HR and the Registrar’s office to prioritize information security awareness among faculty, staff, and students. In pursuit of this goal, we conducted numerous information security training and education sessions, which included 250,000 self-phishing email simulations and completing over 9,000 cyber safety awareness courses. Our efforts to promote security awareness training across the campus community have empowered individuals to better identify, understand, and mitigate security risks.

Also in 2022, the university faced daily localized security incidents, including targeted phishing attacks, account compromises, and routine port scanning. However, the university was able to respond effectively to these incidents, thanks to its preventative measures and incident response plan, which outlines the roles and responsibilities of its security team, incident response team, and other stakeholders.

Western University’s information security efforts in 2022 have been successful in improving its overall security posture. However, the ever-evolving threat landscape means that the university must remain vigilant and continue to invest in its information security capabilities to protect its valuable assets and data.

Office of Cyber Security and Business Services

Western University continues to recognize the risk and required investment in information security across the institution. In 2022, Western’s Institutional Risk Management Committee ranked Information Security among the highest risks that the university is currently managing, and in response, credits mitigation efforts conducted by WGIS, CyberSmart, TRAC and Western Technology Services (WTS).

Within WTS, the Office of Cyber Security and Business Services works to centrally coordinate information security efforts supporting security operations, IT risk management, cyber security awareness, and outreach across campus. The growth and complexity of threats in our environment raises the importance of engagement, influence, and partnerships within Western Technology Services teams. Our efforts to involve faculty and departmental IT groups, external vendors, and institutional partnerships are critical to strengthening Western’s cyber security stance.

Summary of Activities

1. Security Operations

WTS Cyber Security office continually reevaluates Western’s security stance and weighs the risks and mitigations required to protect and sustain our operations. Western Technology Services (WTS) has always approached network infrastructure from a segmentation point of view. We maintain segmentation between defined areas of “trusted” and “untrusted” devices based on risk. We continue to prioritize foundational cyber practices, such as multi-factor authentication (MFA), device patching, anti-virus, and malware protection. We continue to prioritize our vulnerability management program, with specific focus on all actively exploited vulnerabilities (CVE) and zero-days threats once they are known. We actively block known malicious ingress internet activities using several threat feeds. The WTS Security Operations Centre (SOC) team actively performs searches through amalgamated data logging to find malicious activity in our environment that may have slipped past initial endpoint and demarcated security defenses. SOC adds these findings to our own threat lists, effectively blocking any more activity from malefactors and specifically looks for tactics, techniques, and procedures by known threat actors.

In 2022 WTS Security Operations invested heavily in new technology, tools and practices to strengthen its security stance.

A. Expansion of Endpoint Detection and Response

At the beginning of 2022 WTS was licensed for 500 Endpoint, Detection and Response (EDR) deployments on campus and had deployed 380. EDR tools provide monitoring of device activity and advanced analytics that provide real-time visibility into the health of licensed devices on campus and alerts the Security Operations Center and our Managed Security Service Provider of events and threats that are escalating or in progress. Throughout 2022 WTS has worked closely with the TUMS IT community to deploy CrowdStrike EDR to over 7,300 endpoints on campus and significantly expanded our visibility into threats across campus and provided the SOC team with actionable intelligence to support response and remediation with our IT partners.

Our intention for CrowdStrike EDR is to continue to expand its coverage on campus and WTS has planned for the cost and management of this responsibility in our 3-year budget submission.

B. Microsoft EOP

Early in 2022, WTS Infrastructure Services introduced Microsoft Endpoint Online Protection (EOP) as a replacement for SpamTrap. SpamTrap (CanIT/Pro) was used for over a decade to manage spam and phishing sent to Western email accounts. The CanIT/Pro software had reached end-of-life and it was recognized that, as a replacement, Microsoft EOP provided the account level spam and phishing-management features required to manage incoming mail including provisioning future enhancements for advanced threat protection.

The Western email account inbox is an important threat surface that is open to accept input from billions of email accounts across the globe. Every time an external email is sent to a Western address, EOP evaluates the email based on its likelihood of being spam, phishing, or malware. Emails that may be spam go to a users Junk Email folder, which is accessed directly from Outlook. Spam that presents a higher risk is held in Quarantine, which is accessed from a separate website similar to Spamtrap. Microsoft EOP and the O365 Security and Admin portals provide WTS teams with the tools needed to evaluate and manage threats delivered to our inboxes.

Overall, the EOP project was a significant success, improved the manageability of spam and phishing at Western for the Help Desk, Infrastructure Services and Security Operations. EOP also delivered a seamless changeover for all email users while simplifying the management of junk mail in their inbox.

C. Multi Factor Authentication for Service Identities

Implementation of DUO as Western's multi-factor authentication platform has proven to be a significant protection for account compromises on all applications where we have deployed it. Service Identities are what would formerly be known as non-person accounts

(NPA), generic accounts, and/or department accounts. On occasion, WTS creates electronic identities for access to central services where use of an individual's personal identity is not appropriate.

As any identity that allows access to data and systems represents a potential risk to Western, it is necessary to ensure that all identity information is properly protected and managed and Service Identities were given an upgrade in 2022 by enabling DUO/MFA in all situations where it was possible. WTS Cyber Security continues to advocate for MFA in-front of all critical systems as an added layer of protection to account credentials.

D. Deeper partnerships to support cyber security

In 2022 WTS Cyber Security extended its prior engagement with CyberClan through a Managed Security Service Provider (MSSP) partnership that allows 24x7 remote monitoring and alerting of Western's endpoint detection and response solution. This relationship has proven its effectiveness throughout the year through several incidents that have been called to SOC's attention for further investigation.

In partnership with CANARIE and ORION/Ontario Cyber Security Higher Education Consortium (ON-CHEC), Western continues to participate in security initiatives offered through CanSSOC RIG Funded Pilot Projects, Research & Education Networks Information Sharing & Analysis Center (REN-ISAC), and as a key member of the Canadian University Council of Chief Information Officers (CUCCIO) Security Special Interest Group (SSIG).

E. Privileged Access Management Project

In 2022, WTS completed a request for proposals for a Privileged Access Management (PAM) solution. PAM software enables WTS to control and monitor privileged or Systems Administrator access to sensitive systems and data by providing granular access controls and activity monitoring. With PAM software, IT teams can restrict administrative access to only those who need it, reducing the risk of unauthorized access and potential data breaches. PAM software also provides an audit trail of all privileged access activities, allowing IT teams to identify and investigate any suspicious or unauthorized access attempts.

This investment in a PAM solution improves our security posture and protects critical infrastructure from insider and external threats. Keydata was awarded the RFP as the integrator who will work with WTS in the new year to implement the CyberArk Endpoint Privilege Manager solution. This solution will be implemented in the first half of 2023 within WTS with the potential to extend this implementation across campus technology infrastructure at a later time.

F. Payment Card Industry (PCI) Compliance

As an institution that conducts substantive commercial activities, both at the point of sale (POS) as well as through ecommerce, Western has obligations to be compliant under the Payment Card Industry Data Security Standard (PCI DSS). Several WTS and WGIS members are actively involved with ensuring Western University remains PCI compliant through activities orchestrated through the Bank Card Committee. Emerging payment technologies, new e-commerce solutions on campus, and a changing payment card security standard require that Western’s payment card environment be reviewed regularly to determine the implications to Western’s PCI status.

In December 2022, Western once again achieved PCI compliance. The PCI Data Security Standard released a significant update (v4.0) in March 31, 2022 and Western’s transition to the new standard by March 31, 2024 will require significant investment in the review and application of changes imposed to maintain compliance. The Bank Card Committee and PCI Working Group will continue to ensure Western remains PCI compliant, review all payment-related processes associated with the Western ONECard, and review the Bank Card Policy.

G. Cyber Security Skills Training

WTS SOC team members annually participate in cyber security skills training from SANS and ISC². ISC² and SANS are two leading providers of cyber security training in the industry. ISC² offers a wide range of certifications for professionals, including the Certified Information Systems Security Professional (CISSP) and Certified Cloud Security Professional (CCSP), which are recognized globally as industry standards. SANS, on the other hand, offers comprehensive training programs that cover various aspects of cyber security, including network security, incident response, and digital forensics. This type of training improves Western’s cyber security posture and prepares our SOC team to handle evolving threats in the digital landscape.

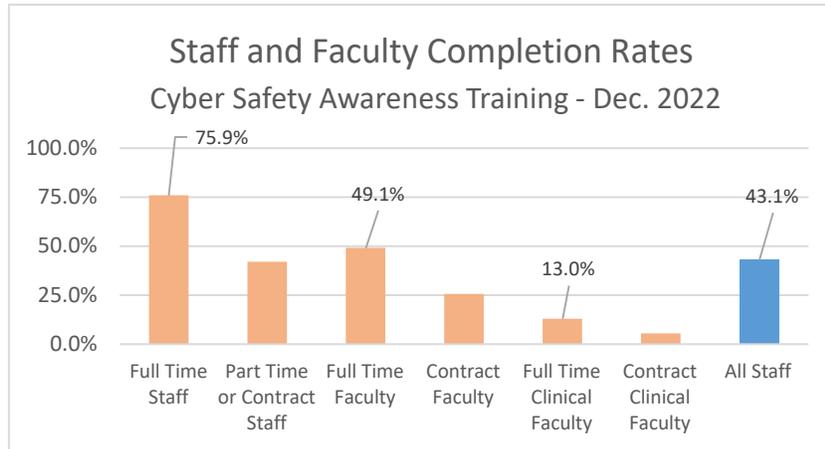
2. Campus Cyber Security Awareness

A. Computer Based Training

Beginning in 2020 Western has made several cyber security training modules available through the CyberSmart committee and engagement with HR and the Registrar’s office. Our “Cyber Safety Awareness Training” and “Phishing, Spear-Phishing and Whaling” course have been offered through security awareness training partner Fortra’s Terranova Security. Unfortunately, at the beginning of 2022, less than 500 staff, students, and faculty had taken advantage of this training.

In 2022, the modules were reintroduced as required training for the institution. Staff and

Faculty were asked to complete the Cyber Safety Awareness Training by November 1st, 2022 and Students have been asked to complete their training by March 1st, 2023. Student participation as of the end of 2022 was below 10%, however, their deadline isn't until the middle of winter term.



Although the training was communicated as “required”, there are currently no penalties for not completing this training. Email and social media campaigns have encouraged the level of participation that we have witnessed at this point, however in the new year alternative approaches are being considered. Plans are currently underway with the Registrar’s office to position Cyber Safety Awareness Training as one of the first emails received by first year students after they matriculate, and their email accounts are created. For staff, additional department level reporting and communication is planned, and Cyber Safety Awareness training has been included on the New Hire training page along with other HR onboarding training.

B. Self-Phishing Campaigns

In the second half of 2022 WTS SOC engaged in self-phishing campaigns as an alternative training and awareness program targeting phishing and our most vulnerable users. The simulated phishing email scenarios enticed users to click on fake links and urged them to give up their username and password, emulating real world email phishing events.

The staff and faculty campaign ran between August 8th and August 22nd and included three simulated email phishing scenarios; an Amazon account, a Microsoft suspicious sign-in and a Zoom meeting email. 10,550 emails sent in August and an average of 2.5% of our staff and

faculty attempted to give up their username and password. Staff filling in their credentials on a simulated Zoom phishing email showed the most vulnerability of 5.1%.

The student campaign was run between September 20th and October 3rd and included both undergraduate and graduate students. Across all years, 12.4% were caught by the simulation and attempted to give up their username and password; first year students demonstrated the greatest vulnerability with 23.7% giving up their credentials to a simulated “Password Reset” phishing scenario.



Figure 1 Phishing Simulation Example

The results of our simulated phishing campaigns are both an education vehicle and a statistical baseline for our overall education and awareness program. They serve to inform us of where improvements can be made in our training and where vulnerabilities may exist that require additional attention. WTS SOC intends to regularly simulate phishing to staff, students and faculty each term.

C. CyberSmart and Social Media

Through the work of the Working Group on Information Security (WGIS) Cybersmart subcommittee and the WTS SOC we hope to promote a culture of cyber security awareness throughout the Western community. We aim to empower students, faculty and staff with the knowledge and skills necessary to protect their digital identity, detect potential threats, and respond effectively. Through collaboration and engagement, we ensure that we stay relevant and are well positioned to provide guidance, resources, and training to equip our community with the skills needed to be cyber secure.



Figure 2 CyberSmart Instagram Post

This past year, the work of the CyberSmart committee was operationalized within the SOC team who worked closely with WTS’ new Communication Officer and FIMS intern to develop social media content across our social media channels. CyberSmart has a growing presence on Instagram, Facebook, Twitter and LinkedIn to promote general security awareness and promote our cyber security activities regarding phishing, identity protection, and financial fraud. During October Cyber Security Month, campaign posters were made available across campus and reinforced our core messages in alignment with our social media presence.



Figure 3 CyberSmart Facebook Post



Figure 4 CyberSmart LinkedIn Post

D. Technology Risk Assessment Committee (TRAC)

Western’s Technology Risk Assessments Committee is a working group that performs the required due diligence to ensure proposed technology solutions or initiatives that collect, manage, manipulate, or store data, are adequately secure and risks and controls are identified and put into place. The TRAC process is an important component of our technology risk mitigation and control procedures as it evaluates the solution technology and data classification involved to ensure that due care is considered, understood, and accepted by the appropriate stakeholders within Western University.

The following administrative, and data and technology stakeholders are represented on TRAC:

- Legal Counsel (Privacy, Contracts, Legal assistant)
- Financial Services (Bank Card Committee, Procurement Services)
- Chief Data Officer
- WTS (Cyber Security, Application Services, and Infrastructure Services)
- Internal Audit
- Registrar’s Office
- Research Ethics

In 2022, TRAC closed 38 active requests for risk assessments and carried 13 open requests into 2023. In addition to the TRAC risk reviews completed this year, the committee conducted a process improvement workshop, began work on a pre-assessment form and opened a bi-weekly drop-in session with the Committee Co-chairs to help streamline the requests coming into the committee for review. The two TRAC co-chairs also participated in

a Research Community event in the fall term to increase awareness and answer questions regarding TRAC within the Western Research context.

3. Incident Response

A. Cyber Security Incident Response Plan

Working closely with Western Emergency Management and Continuity of Operations, WTS Cyber Security engaged the services of Mandiant to run a test of Western’s Cyber Security Incident Response Plan (CSIRP) through a tabletop exercise. This exercise was run in two sessions; a technical session included the Security Operations Centre in a test of our incident response playbooks, and an executive session which included members of the Cyber Security Emergency Response Team and tested our CSIRP v2.1 published in May 2022.

In their assessment report, Mandiant provided the following high priority recommendations to Western:

- a. Technical CSIRP Tabletop Recommendations
 - i. Enhance log collection scope on endpoints
 - ii. Develop and improve SIEM use cases
 - iii. Expand CMDB Assets information
 - iv. Enhance the Response Team’s knowledge of IR Playbooks and Procedures
- b. Executive CSIRP Tabletop Recommendations
 - i. Overhaul the Incident Severity & Escalation Process
 - ii. Develop an Executive-level Ransomware Rapid Response
 - iii. Increase Overall Understanding of Cyber Insurance Coverage
 - iv. Conduct a Crown Jewels Assessment
 - v. Consider Establishing an Incident Response Retainer

At the end of 2022, WTS Cyber Security had initiated a statement of work for an Incident Response Retainer and additional services with Mandiant that cover the highest priority recommendations coming out of the CSIRP tabletop exercise. To address technical CSIRP recommendations WTS Cyber Security has made improvements to the log collection within its SIEM tool (Splunk), and the use case development and monitoring within Splunk and the Microsoft Security Portal. Outstanding recommendations regarding the CMDB development and IR Playbooks are planned in the WTS 3-year budget submission and planned expansion of our managed security service provider (MSSP) agreement.

B. Cyber Insurance Renewal

Working with HR leadership, WTS participated in the underwriting process for Cyber Security Insurance again this year. Cyber Insurance has become increasingly difficult to

qualify for and the requirements placed on higher education applicants have increased in their complexity and cost year over year. Our qualification for coverage in 2022 included pre-requisites that initially limited coverage and foreshadows renewal challenges in subsequent years which has already been experienced by several of our peers. Additional Cyber Security coverage through Canadian Universities Reciprocal Insurance Exchange (CURIE) was also acquired this year.

As the cost of cyber security insurance premiums and deductibles continue to increase and the cost of risk mitigations and prerequisite protections are required to be put in place, there may be a break-even point where insurance is no longer viable to be undertaken. Risk mitigation through the continued investment in cyber security protections and programs, as well as strengthening of our internal incident response framework will be required to mitigate cyber security risks and continuity of operations.

4. Future Plans

WGIS and WTS will focus on the following cyber security initiatives in 2023 and beyond:

- Cyber Security Awareness Training and Social Media Activities will continue and find new ways to reach our staff, faculty, and students.
- A comprehensive review of policies and procedures (MAPP and AUP) associated with technology and security, revise where necessary and add governance and new policies where appropriate aligned with the Western Digital Information Office and Data Office strategies.
- Awareness and support of the Technology Risk Assessment Committee through publishing of its terms of reference as a working group; aligning itself with a steering committee and establishing a firm footing within Western policy this year
- Awareness and support of WTS Cyber Security initiatives that support Campus

The roadmap for WTS Cyber Security and Business Services in 2023 includes several key projects and enhancements to our security posture, including:

- Delivery of CyberArk Privilege Access Management solution into production
- Onboarding of a Cyber Security Incident Response on Retainer
- An update of Western's "Crown Jewels" assessment as it relates to Cyber Security Incident Response preparations
- Cyber Security Insurance Renewal
- Endpoint Detection and Response (EDR) coverage across majority of Western endpoints.
- Expanded use of Managed Service Provider (MSP) capabilities for greater cyber security coverage and extended hours support for critical and time sensitive incident response.
- Continued engagement on Canarie CanSSOC Research Intensive Group pilot projects for Exabeam Shared SOC SIEM Tool and Dark Web Monitoring initiatives.

Appendix A – Current WGIS Members

Andrew Knowalchuk (Chair)	Facilities Management
Hosham Alimorad	Housing and Ancillary Services
Erika Basile	Research Ethics
Ross Beatty	Housing and Ancillary Services
Rob Brennan	Western Technology Services
Colin Couchman	Chief Data Officer
Paul Eluchok	General Counsel
Aleks Essex	Electrical and Computer Engineering
Matthew Feeney	Western Technology Services
Brent Fowles	Western Technology Services
David Ghantous	Western Technology Services
Ed Gibson	Western Technology Services
Lisa Latif	Office of Registrar
Jim Loupos	Internal Audit
Geoff Pimlatt	University Students' Council
Chris Wedlake	Robarts Research Institute
Julie Whitehead	Health Sciences
Alex Van de Vooren (Scribe)	Western Technology Services

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

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Annual Report on Promotion, Tenure and Continuing Appointment has been provided to Senate for information.

ATTACHMENT(S):

[Reports on Promotion, Tenure and Continuing Appointment](#)



TO: SCUP
FROM: The Office of Faculty Relations
DATE: May 3, 2023
SUBJECT: *Reports on Promotion, Tenure and Continuing Appointment*

Attached are reports summarizing the information requested on the designated group status of those individuals considered for Promotion, Tenure and/or Continuing Appointment under the UWOFA and UWOFA-LA Collective Agreements for 2022-2023.

As in previous years, these reports are provided with the following notes:

- The information related to the designated groups was provided by the Office of Faculty Relations.
- The information provided is in aggregate form only and was drawn from the Western's Equity Census database with the exception of gender which was drawn from the Human Resources Information System.
- All information in the database, with the exception of gender, is obtained through the self-identification Western Equity Census sent to employees; therefore, information is only available for those individuals who have completed the Census.
- Where the information is unknown, it is considered to be a "no response" (i.e. not a member of a designated group).
- For reasons of confidentiality, the information provided in these reports is suppressed in cases where there are fewer than 15 individuals in the group considered for Promotion, Tenure and/or Continuing Appointment. Data may also be suppressed where deemed necessary by the Office of Faculty Relations.

Clause 22 (a) - Total cases considered for Promotion and/or Tenure or Continuing status (Clause 16)								
Men								
Women								
Indigenous peoples								
Members of racialized groups								
Persons with Disabilities								
Clause 22 (b) & (d) - Probationary Assistant Professors or Probationary Assistant Professors, TS considered for Promotion and/or Tenure or Continuing Status								
	Process initiated by Dean in the last year - Clause 16.1	Process initiated by Dean in any year before the last year - Clause 16.3	Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 16.4	Process initiated by Member by March 1 in the last year notwithstanding leave extensions - Clauses 16.7.1 and 16.7.2	Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 18	Positive Provost decision - Clause 19	Negative Provost decision - Clause 19
Men	s	s	s	s	9		9	
Women	s	s	s	s	7		7	
Indigenous peoples	s	s	s	s	0		0	
Members of racialized groups	s	s	s	s	5		5	
Persons with Disabilities	s	s	s	s	0		0	
Clause 22 (c) - Probationary Associate Professors or Probationary Associate Professors, TS considered for Promotion and/or Granting of Tenure or Continuing Status								
	Process initiated by the Dean in the last year of the appointment - Clause 16.2	Process initiated by Dean in any year before the last year - Clause 16.3			Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 18	Positive Provost decision - Clause 19	Negative Provost decision - Clause 19
Men	0	0			0		0	
Women	0	0			0		0	
Indigenous peoples	0	0			0		0	
Members of racialized groups	0	0			0		0	
Persons with Disabilities	0	0			0		0	
Clause 22 (d) & (e) - Tenured Associate Professors or Tenured Associate Professors, TS with Continuing Status considered for Promotion								
	Process initiated by Dean - Clause 16.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 16.6			Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 18	Positive Provost decision - Clause 19	Negative Provost decision - Clause 19
Men	10	s			11		11	
Women	11	s			11		11	
Indigenous peoples	0	s			0		0	
Members of racialized groups	2	s			2		2	
Persons with Disabilities	0	s			0		0	
Clause 22 (g) - Limited-Term Assistant and Associate Professors Considered for Promotion								
	Process initiated by Dean - Clause 16.5.1	Process initiated by Member - Clause 16.4.2	Process initiated by Member - Clause 16.6.1		Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 18	Positive Provost decision - Clause 19	Negative Provost decision - Clause 19
Men	s	s			s		s	
Women	s	s			s		s	
Indigenous peoples	s	s			s		s	
Members of racialized groups	s	s			s		s	
Persons with Disabilities	s	s			s		s	
Total cases considered for Promotion and/or Tenure								43

The information related to the designated groups was provided by the Office of Faculty Relations. This information was provided, in aggregate form only, from Western's Equity Census database with the exception of gender. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality equity data is suppressed (s) in cases where there were fewer than 15 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.

2008-2023 CUMULATIVE REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE LIBRARIAN AND ARCHIVIST COLLECTIVE AGREEMENT							
(as required under Clause 26 in the Article <i>Promotion and Continuing Appointment</i>)							
Total cases considered for Promotion and/or Continuing Appointment							
Men	8						
Women	24						
Indigenous peoples	0						
Members of racialized groups	3						
Persons with Disabilities	1						
Probationary General Rank considered for Promotion to Assistant and Member at Associate Rank considered for Promotion to Senior Rank (Clauses 7.0 and 7.2)							
	Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of probationary period	Process initiated by the Chief Librarian or Dean or Designate	Process initiated by the Member	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 22.4	Negative Provost decision - Clause 22.4
Men	s	s	s	s	0	s	0
Women	s	s	s	s	0	s	0
Indigenous peoples	s	s	s	s	0	s	0
Members of racialized groups	s	s	s	s	0	s	0
Persons with Disabilities	s	s	s	s	0	s	0
Probationary Appointees considered for Continuing Appointment							
	Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of the Member's probationary period at the General Rank	Process initiated by Chief Librarian or Dean within the first month of the last year of the probationary period combined with process initiated by Member	Process initiated by the Chief Librarian or Dean at any time prior to final six months of probationary period	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 22.4	Negative Provost decision - Clause 22.4
Men	s	5	s	5	0	5	0
Women	s	12	s	15	0	15	0
Indigenous peoples	s	0	s	0	0	0	0
Members of racialized groups	s	2	s	2	0	2	0
Persons with Disabilities	s	1	s	1	0	1	0
Total cases considered for Promotion and/or Continuing Appointment							32

The information related to the designated groups was provided by the Office of Faculty Relations. This information was provided, in aggregate form only, from Western's Equity Census database with the exception of gender. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality equity data is suppressed (s) in cases where there were fewer than 15 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.

ITEM 12.5(a) – Honorary Degree Recipients- Spring 2023

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The list of recipients of Honorary Degrees and the Spring 2023 Convocation ceremonies at which they will be awarded was announced to Senate on April 26. It is included for information.

ATTACHMENT(S):

[Honorary Degree Recipients – Spring 2023](#)

Spring 2023 Honorary Degree Recipients

Dr. Garnette Sutherland, LL.D. (Wednesday June 7, 2023, 9:30am)

Manjushree Thapa, D. Litt (Monday June 12, 2023, 3:00pm)

Merna Forster, LL.D. (Tuesday June 13, 2023, 10:00am)

Vijaya Kumar Murty, D.Sc. (Tuesday June 13, 2023, 3:00pm)

Joy MacPhail, LL.D. (Wednesday June 14, 2023, 10:00am)

Jeff & Shelley Parr, LL.D. (Wednesday June 14, 2023, 3:00pm)

Darryl White, LL.D. (Thursday June 15, 2023, 10:00am)

Andrew Chisholm, LL.D. (Thursday June 15, 2023, 3:00pm)

Douglas Muzyka, LL.D. (Friday June 16, 2023, 10:00am)

Catherine Karakatsanis, LL.D. (Friday June 16, 2023, 3:00pm)

Shelley Niro, LL.D. (Wednesday June 21, 2023, 10:00am)

Tricia Smith, LL.D. (Thursday June 22, 2023, 3:00pm)

Julie Nesrallah, D.Mus. (Friday June 23, 2023, 3:00pm)

ITEM 12.6(a) – Election Results – Senate Committees

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At the April 21, 2023 Senate meeting the following nominations were received, resulting in electronic votes:

- One additional nomination was received for graduate student vacancies on the Senate Committee on Academic Curriculum and Awards.
- One additional nomination was received for undergraduate student vacancies on the Senate Committee on Academic Policy.
- One additional nomination was received for graduate student vacancies on the Senate Committee on University Planning.
- One additional nomination was received for graduate student vacancies on the Senate Committee on University Teaching Awards.
- Two nominations were received for undergraduate student vacancies on the University Research Board.
- One additional nomination was received for graduate student vacancies on the University Research Board.

An electronic vote was subsequently held on April 25-27, 2023.

The following individuals have been elected:

- Senate Committee on Academic Curriculum and Awards: Shahnaz Shahid
- Senate Committee on Academic Policy: Ankita Mishra
- Senate Committee on University Planning: Cara Anne Davidson and Jasvinder Paul Mann
- Senate Committee on University Teaching Awards: Daniel Arauz Nuñez
- University Research Board: Kenisha Arora, Matheus Sanita Lima and Dakota Soares

The certified Simply Voting election results are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)



5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

Apr 27, 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 - Senate - Committees - April 2023

Start: 2023-04-26 09:00:00 America/Toronto
End: 2023-04-27 16:00:00 America/Toronto
Turnout: 45 (45.5%) of 99 electors voted in this ballot.

ACA - Graduate Student - ONE position electable

Option	Votes
SHAHID, Shahnaz	27 (73.0%)
TORABI, Sina	10 (27.0%)

VOTER SUMMARY

Total	45
Abstain	8 (17.8%)

POLICY - Undergraduate Student - ONE position electable

Option	Votes
MISHRA, Ankita	24 (64.9%)
KALAYDJIAN, Emilie	13 (35.1%)

VOTER SUMMARY

Total	45
Abstain	8 (17.8%)

SCUP - Graduate Student - TWO positions electable

Option	Votes
DAVIDSON, Cara Anne	35 (47.3%)
MANN, Jasvinder Paul	23 (31.1%)
ALAKA, Waliu	16 (21.6%)

VOTER SUMMARY

Total	45
Abstain	8 (17.8%)

SUTA - Graduate Student - ONE position electable

Option	Votes
ARAUZ NUÑEZ, Daniel	20 (54.1%)
WELCH, Joel	17 (45.9%)

VOTER SUMMARY

Total	45
Abstain	8 (17.8%)

URB - Graduate Student - TWO positions electable

Option	Votes
SOARES, Dakota	29 (39.2%)
SANITA LIMA, Matheus	25 (33.8%)
SAMSON, Hugh	20 (27.0%)

VOTER SUMMARY

Total	45
Abstain	8 (17.8%)

URB - Undergraduate Student - ONE position electable

Option	Votes
ARORA, Kenisha	23 (59.0%)
HONG, Markus	16 (41.0%)

VOTER SUMMARY

Total	45
Abstain	6 (13.3%)



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) – Annual Report of the Working Group on Information Security (WGIS).

ITEM 14.0 – Discussion and Question Period

1. Jane Toswell, Senator:

Are we underselling ourselves here at Western? Many years ago, the entire school of Medicine and Dentistry was renamed, apparently in perpetuity, for a paltry five million dollars. (I have comparisons to other namings by the same individual with which to prove this point, if needed.) As some know, the naming of the Amit Chakma Building, formerly the 3C Building, in late 2018 was paid for by the then-Chancellor, Jack Cowin and his wife Sharon—and was also a paltry five million. More recently, the massive new Entrepreneurship & Innovation Building that will shortly be looming over the Law Faculty, Weldon Library and those of us trekking in from the Springett parking lot was named by Ronald Schmeichel in May 2022 for ten million. So we have raised our price. However, I note that a similar building at the University of Toronto, according to Academic on Tuesday 16 May 2023, had its name sold for \$25M, which is not a paltry sum. Is there a reason why Western consistently sells its names of faculties and buildings for what seems likely to be less than market value?

Excerpt from Senate's Adopted Policies and Procedures:

4.1 Purpose

The Discussion Question Period has two functions:

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

4.2 General Regulations

- 4.2.1 No motions may be put or considered during this period on the agenda.
- 4.2.2 The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- 4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- 4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent

questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.

- 4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- 4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.
- 4.2.7 If there are issues or questions that have not been put at the end of the 30 minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

4.3 Process

4.3.1 Questions

- (a) It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.
- (b) The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.
- (c) Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.
- (d) If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
- (e) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

4.3.2 Issues for Discussion

- (a) It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.

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