SENATE AGENDA

Friday, November 10, 2023, 1:30 p.m. – 4:30 p.m.
Arts & Humanities Building, Room 1R40

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of October 13, 2023	Approval
	2.1 Business Arising from the Minutes	
3.0	Report of the President	Information
	3.1 Impact Project Update	Information
4.0	Report of the Provost	Information
	4.1 Brescia / Western Integration	Information
5.0	**Report of the Operations / Agenda Committee (E. Chamberlain)** – see Consent Agenda	
6.0	**Report of the Nominating Committee (J. Toswell)**	
	6.1 Membership – Subcommittee on Western Approved Micro-credentials (SWAM)	Action
	6.2 Membership – University Research Board (URB)	Action
7.0	**Report of the Senate Committee on Academic Policy (WG Pearson)**	
	7.1 Academic Policy Working Group – Update	Information
	7.2 Revisions to the Policy on "Course Outlines"	Discussion
	7.3 Revisions to the Policy on "Admission – Law"	Approval
8.0	**Report of the Senate Committee on Academic Curriculum and Awards (S. Roland)**	
	8.1 Huron University College: Introduction of a Major and Minor in Animal Ethics and Sustainability Leadership	Approval

9.0 Report of the Senate Committee on University Planning (D. Laird) – No Report

10.0 Report of the University Research Board (P. Pexman) – No Report

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

12.0 The Unanimous Consent Agenda

12.1 Items from the Operations / Agenda Committee

12.1(a)	2022-2023 Annual Report of the Senate Review Board Academic	Information
12.1(b)	Senate Election Schedule for 2024	Information
12.1(c)	Order of Ceremony – Spring Convocation 2024	Information

12.2 Items from the Senate Nominating Committee

12.2(a)	Temporary Replacement for OAC Member	Information

12.3 Items from the Senate Committee on Academic Curriculum and Awards

12.3(a) School of Graduate and Postdoctoral Studies:

12.3(a)(i)	Major Modification to the Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity	Approval
12.3(a)(ii)	Major Modification to the Master of Engineering Science (MESc) and Doctor of Philosophy (PhD) in Civil and Environmental Engineering	Approval

12.3(b)	SUPR-G Report: Cyclical Reviews of the Graduate Programs in Visual Arts, Environment and Sustainability, and Physics and Astronomy	Information

12.3(c) New Scholarships, Awards and Prizes

12.3(c)(i)	New Donor-Funded Scholarships, Awards and Prizes	Information
12.3(c)(ii)	New Western-Funded Scholarships, Awards and Prizes	Information

12.4   Items from the Honorary Degrees Committee

     12.4(a)   Honorary Degree Recipients - Autumn 2023   Information

12.5   Announcements and Communications

     12.5(a)   Election Results   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

Donna Kotsopoulos 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 October 13, 2023

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on October 13,
                           2023, be approved as circulated.

ATTACHMENT(S):

Minutes of the October 13, 2023 Meeting

Western
UNIVERSITY·CANADA

MINUTES OF THE MEETING OF SENATE

October 13, 2023

The meeting was held at 1:40 p.m. via Zoom

SENATORS:

L. Abdelellah	J. Herrera	S. Powell
M. Adler	A. Hodgson	A. Puvirajah
E. Ansari	S. Hodgson	L. Rehmann
G. Arku	R. Heydon	D. Robinson
S. Bahadoor	J. Hutter	B. Rubin
P. Barmby	J. Ijam	M. Sanita Lima
M. Bassnett	J. Jin	J. Schermer
G. Beckett	M. Joanisse	L. Shaw
J. Beecroft	A. Jokhu	A. Shepard
I. Berry	E. Kalaydjian	Z. Sinel
N. Borradaile	M. Kim	F. Strzelczyk
M. Bordignon	H. Kirk	J. Sutton
A. Bryson	K. Kirkwood	D. Tempesta
G. Campbell	D. Kotsopoulos	J. Toswell
E. Chamberlain	D. Laird	C. Vanderlugt
B. Cheadle	J. Lamarche	J. Welch
K. Choi	J. Langille	S. Whitehead
M. Cleveland	K. Lawless	G. Wild
S. Clarke	C. Lengyell	
R. DeKoter	A. Liu	
S. Feagan	L. Logan	
D. Ferri	C. A. Marshall	
L. Frederking	M. H. McMurran	
A. Fremeth	K. Meyer	
J. Garland	L. Miller	
B. Gillies	J. Minac	
M. Green-Barteet	M. Modeski	
N. Harney	T. Orchard	
L. Henderson	S. Pitel	
K. Henricus	J. Plug	

Observers: S. Ajak, C. Bressette, R. Chelladurai, R. Isard, S. Lewis, M. Machado, M. McGlynn, L. Cho, O. Oloya, V. Sarkany, R. A. Strickland, J. Weststar

LAND ACKNOWLEDGEMENT

J. Plug offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

S.23-159   **ITEM 2.0 – Minutes of the Meeting of September 15, 2023**

It was moved by J. Toswell, seconded by L. Henderson,

> That the minutes of the meeting of September 15, 2023, be approved as circulated.

CARRIED

S.23-160   **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: Brescia integration, Western's first-ever Chief AI officer, the fall Convocation, and accolades.

In his remarks, A. Shepard, President & Vice-Chancellor additionally commented on the following items:
- The Hamas terrorist assault in Israel. The President commented on the increased security measures on campus and the support provided to students and staff.
- The announcement of the Brescia and Western integration and non-binding Memorandum of Understanding (MoU). The President welcomed the leaders of Brescia University College and noted that the consultation process is underway. In addition, he stated that all academic-related matters will be discussed at the Senate, while other matters will be handled by the Provost Advisory Committee, the Steering Committee, and the Board of Governors.
- Noted the University of Western Ontario Faculty Association (UWOFA) application for judicial review.
- Canada-wide protests organized by a group known as the "1 Million March for Children".
- The labor disruption caused by the strike of the operating engineers.

During his final remarks, the President acknowledged Western's efforts to assist students and faculty to leave Israel safely.

S.23-161   **REPORT OF THE PROVOST**

F. Strzelczyk, Provost and Vice-President (Academic) provided a verbal report on the updates and initiatives under her portfolio. She began her report with a brief overview of the current leadership search efforts and budget season.

The Provost shared details of the timeline and events leading to the decision to explore the Brescia-Western integration and signing of the legal non-binding MoU. She provided a detailed presentation (Appendix A) on the various activities and plans aimed at ensuring the successful Brescia-Western integration. This entails collaborative efforts involving students, staff and faculty through town halls and forums. The mandate of the Provost Advisory Committee is to provide support and to elaborate shared strategies for preserving the Brescia legacy while addressing students' needs. Additionally, the Transition Steering Committee will play a pivotal role in guiding the integration process and ensuring regular updates are provided to Senate.

S. Lewis, Vice-Provost (Academic Programs) (VP-AP), provided a brief overview of the Brescia programs offered currently and the numbers of students, faculty, and staff. She emphasized the Western's commitment to ensuring that all Brescia students will graduate from their chosen programs and clarified that all Brescia academic programs are already approved by Western's Senate. She also made it clear that all programs are anticipated to transfer to Western in their entirely with no changes to program requirements.

Additionally, the Provost provided comments on the integration process for academic programs, including the renowned Food and Nutritional Sciences Program, which will be renamed the "Brescia Food and Nutrition Program". The Provost also highlighted the value of the Brescia Preliminary Year Program and emphasized the future opportunities for Western in this regard.

The VP-AP mentioned that discussions have been ongoing and would take place at various levels to determine the best way forward. She also noted that the initial outcomes of these discussions would be presented to the Senate at its November meeting.

J. Garland, Dean of the Faculty of Health Sciences expressed her support and dedication to preserving and enhancing Brescia's legacy at Western University, specifically in relation to the Food and Nutrition, Family Studies and Human Development programs that could potentially be hosted at the Faculty of Health Sciences.

J. Plug, Acting Dean of the Faculty of Arts & Humanities recognized the percentage of programs overlapping between both institutions and acknowledged prospective benefits for Western from Brescia's unique programs. Additionally, he welcomed the incoming students and mentioned the small-class environment is available in this Faculty.

J. Hutter, Dean of the Faculty of Science acknowledged the significance of Brescia's Preliminary Year Program from a different perspective.

In a lengthy discussion Senators expressed concerns with respect to the bicameral University governance system and the fact that the decision to enter into the MoU took place with little to no Senate or UWOFA consultation. The Provost highlighted that no legal binding agreement is in place at this point and that discussion is underway. A Senator echoed the concerns regarding violation of collegial governance and the fact that UWOFA was not respected and expressed a procedural concern. Additionally, they informed Senate regarding UWOFA's initiation of a Judicial Review. The Chair cautioned against debating legal arguments on the

Senate floor. The Senator expressed their view regarding prospective implications for members of both institutions and urged Senators to reflect on the basic principles of collegial governance.

L. Henderson, Dean of the Faculty of Information and Media Studies expressed support and interest in the Brescia Preliminary year program.

A Student Senator advocated for preserving Clare Hall, Brescia's residence, as a women-only space, along with the preservation of programs exclusive to Brescia. They also inquired about providing welcome packages to help students transition to Western. The Brescia University College Students' Council president echoed the proposal to preserve Clare Hall for gender minorities. The Provost recognized the need to define a path forward, acknowledging ongoing questions about housing, programs and concerns related to student support.

S. Hodgson, Dean of Ivey Business School recognized the remarkable work that had already been accomplished as well as the opportunities that are currently available.

In response to questions regarding potential implications of integration for different groups of employees, it was noted that these are ongoing questions that will be addressed through discussion with UWOFA and Brescia Faculty Association to identify the ways in which work could occur cooperatively and collaboratively.

In responding to a point of order regarding the discussion with UWOFA raised by an Official Observer, the Chair clarified that he has said: "We are trying to discuss the employment issues with UWOFA".

An Official Observer drew Senate's attention to the significant work in partnership with Brescia University College that was accomplished to create the Indigenous Students STEM Access Program (ISSAP). This preliminary year program provides students with the opportunity to transition successfully from high school to post-secondary studies.

In response to concerns expressed regarding the involvement of the Policy Committee, L. Miller, Vice-Provost (School of Graduate & Postdoctoral Studies), commented on the Brescia-Western integration in the light of the Institutional Quality Assurance Process (IQAP), which clarifies what should be approved by Senate committees. She also mentioned that SGPS has a strong connection with Brescia graduate programs.

A Student Senator shared a concern about the potential difficulties that might face Brescia's students in the transitional period and noted a lack of awareness around the consultation process with Brescia faculty, staff and students.

A Senator suggested that it would be beneficial for the community to receive clearer information about the reasons behind this decision and for acknowledgment of the financial challenges. They requested that Senate be given access to the MoU and suggested adding a graduate student representative to the composition of the Provost Advisory Committee, ensuring their interests are considered and represented.

A Senator commented on the legal aspects of the matter, particularly concerning the MoU and

the commitments that had been made.

An Official Observer commented on the recent meeting of the administration of Western University with the Brescia community and stated that no consultations were conducted with UWOFA. Additionally, they inquired whether the composition of the Provost Advisory Committee could be expanded to include a seat for a librarian or archivist.

M. McGlynn, Vice-Provost (Academic Planning, Policy & Faculty) commented on the conversation with the Brescia community and current discussion with UWOFA.

In response to a concern regarding the composition of the Provost Advisory Committee, the Provost noted that additional consultation will occur in future to ensure broad representation.

In response to a question of clarification raised regarding the MoU, P. Eluchok, University Legal Counsel, indicated that MoU allows for eliciting feedback on the proposals within it.

There was concern expressed by a Senator regarding the rapid pace of the integration.

It was moved by A. Shepard seconded by F. Strzelczyk,

> That Senate approve that a student representative of the Brescia Preservation Alliance be granted speaking rights at the October 13, 2023 Senate meeting as a resource to Senate in respect of the Brescia - Western Integration.

CARRIED

A representative of the Brescia Preservation Alliance expressed their concerns regarding the preservation of Brescia's legacy and ongoing student supports.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

S.23-162 **ITEM 5.1 Revisions to the Senate Election Procedures**

It was moved by E. Chamberlain,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that the Senate Election Procedures be revised as shown in Item 5.1, effective October 13, 2023.

CARRIED

REPORT OF THE NOMINATING COMMITTEE

S.23-163 **ITEM 6.1 – Membership – Senate Committee on University Planning (SCUP)**

Scheila Schmidt was acclaimed to SCUP as a Postdoctoral representative for a term from July 1, 2023 to June 30, 2024.

S.23-164   **ITEM 6.2 – Provost Advisory Committee**

Tracey Adams, Rita A. Gardiner, Andrew Johnson, and Ken Yeung were acclaimed to the Provost Advisory Committee as faculty members.

In addition to the slate of nominees contained in the Agenda from the Nominating Committee, a number of nominations were received from the floor. An election was held following the Senate meeting. Karin Schwerdtner was elected to the Provost Advisory Committee as a representative from the Faculty of Arts & Humanities.

S.23-165   **ITEM 6.3 – Form for Committee Nominations**

J. Toswell informed Senate that the Nominating Committee has approved the implementation of a form for committee nominations on a pilot basis. She noted that the University Secretariat will continue to accept nominations by email but encourages nominees to utilize the form wherever possible.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY – No Report

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA) – Consent Agenda

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP) – No Report

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

S.23-166   **ITEM 10.1 – Announcement of a Vice-Chair of URB**

P. Pexman announced that K. Coley was elected as the Vice-Chair of the University Research Board for the term from July 1, 2023 to June 30, 2024.

She expressed gratitude for the commitments of URB members and briefly touched upon the topics discussed during the first URB meeting, which included research parks, research security, and collaboration with China.

S.23-167   **REPORT OF THE ACADEMIC COLLEAGUE**

P. Barmby presented the Report of the Academic Colleague referring to materials in the agenda for information.

S.23-168   **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

S.23-169   **Information Items Reported by OAC on Unanimous Consent:**

- ITEM 12.1(a) – Report of the *ad hoc* Nominating Subcommittee to replace undergraduate student Senator
- ITEM 12.1(b) – Senate Membership – Vacancies Filled by Appointment
- ITEM 12.1(c) – Report of the *ad hoc* Nominating Subcommittee to replace graduate student Senator

REPORT FROM THE SENATE NOMINATING COMMITTEE

S.23-170   **Information Items Reported by the Nominating Committee**

- ITEM 12.2(a) – Temporary Replacements for Senate Committee Members

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

S.23-171   **ITEM 12.3(a)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Management of Applied Science (MMASc)**

It was moved by J. Toswell, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that, effective September 1, 2023, the Master of Management of Applied Science (MMASc) be revised to withdraw the Global Health Systems spoke as described in Item 12.3(a)(i).

CARRIED BY UNANIMOUS CONSENT

S.23-172   **ITEM 12.3(a)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Media in Journalism and Communication (MMJC)**

It was moved by J. Toswell, seconded by L. Henderson,

> That on the recommendation of ACA, Senate approve that, effective September 1, 2024, the Master of Media in Journalism and Communication (MMJC) be revised as shown in Item 12.3(a)(ii).

CARRIED BY UNANIMOUS CONSENT

ANNOUNCEMENTS AND COMMUNICATIONS

S.23-173   The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 12.4(a) – Election Results – Selection Committee for the Vice-President (University Advancement)

S.23-174   **ITEMS REMOVED FROM THE CONSENT AGENDA**

12.3(b) - Annual Report of the Subcommittee for Western Approved Microcredentials

(SWAM).

A Senator requested clarification regarding how microcredentials from the Faculty of Education relate to Additional Qualifications (AQ) courses and whether some microcredentials have been renamed as AQ courses. In addition, a Senator asked for clarification regarding the process for consulting on microcredentials.

D. Kotsopoulos, Dean of the Faculty of Education, commented on the additional qualification process in Ontario, specifically for teachers and noted that the renaming was aligned with the University's practices.

S. Lewis, Vice-Provost (Academic Programs), commented on the consultation process that is currently in place through SWAM and provided examples for different microcredentials.

12.3(c) SUPR-G Report: Cyclical Reviews of the Graduate Programs in Management, Public Administration, and Sociology.

A Senator raised concerns with respect to the cyclical review of the Graduate Programs in Management, particularly with the rejected reviewers' recommendation.

L. Miller, Vice-Provost (School of Graduate and Postdoctoral Studies), provided an overview of the process of preparing the final assessment report, the role of the external reviewers and the main stages of the review. Additionally, she provided explicit explanations regarding the specific recommendations made to the Graduate Programs in Management.

12.3(d) – New Scholarships, Awards and Prizes Rename the scholarship.

A Senator requested this item be removed from the Consent Agenda as they wanted the Senate record to include that the Equity and Diversity Graduate Student Recruitment Award in History was set up from a gift from the estate of Kenneth W. Hilborn to reward student excellence. To acknowledge and respond to the harmful impact of his published work, this award supports a diverse and inclusive graduate student community.

S.23-175 **DISCUSSION AND QUESTION PERIOD**

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

1. A Senator raised concerns regarding the Brescia-Western integration without consultation at SCUP.

F. Strzelczyk, Provost and Vice-President (Academic), outlined the preliminary stages of the integration process under her report and added that the Brescia-Western integration will remain a standing item on the agenda at SCUP until the merger is finalized.

2. A Senator asked as to whether Western planned to respond to the next rally of the organization Hands off our Kids.

Senate Minutes
October 13, 2023

The Chair emphasized the significance of this matter and noted there is no existing policy regarding University statements, leading to a case-by-case management approach.

3. A Senator raised a question of clarification regarding increases in tuition for both undergraduate Computer Science and undergraduate MOS programs that was approved by the Board of Governors at its June meeting.

R. Chelladurai, Associate Vice-President (Institutional Planning and Budgeting), provided background on the increased tuition fees and mentioned that both proposals were approved by the Ministry after budget approval. He clarified that the tuition rate increases only apply to new/incoming students. Additionally, he noted that undergraduate tuition fees at the Affiliated University Colleges are set at the same level as at main campus in accordance with the Affiliation Agreement.

J. Hutter, Acting Dean of the Faculty of Science, commented on the concerns regarding the possible implications for the admission of equity and diversity candidates and stated that there is no change in the admission standards.

4. A Senator expressed concerns about the inconsistency in Western's responses to international crises.

The Chair mentioned that Western, like other Canadian universities, does not have a specific policy in place regarding statements. In response to concerns about inconsistencies between the two statements, the Chair clarified that each case is treated individually and emphasized that the recent statement in respect of the Israel-Hamas conflict was neutral. A lengthy discussion followed, during which the Chair detailed Western's proactive efforts to address the noted concerns. This included increasing the presence of special constables and providing ongoing mental health support for students, faculty, and staff affected by the conflict in Israel and Gaza, along with future consideration of the adoption of policy on this matter.

The Senator recommended that the university adopt a position of institutional neutrality in respect of making statements.

In response to a question of clarification on the decision to convert the Senate meeting to a virtual format, the Chair stated that the decision was made in accordance with the recommendation from Western's Special Constables Service due to safety concerns related to labour disruption on campus.

ADJOURNMENT

The meeting adjourned at 4:35 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

Brescia and Western: Integration of Academic Programs

University Senate presentation
October 13, 2023

Florentine Strzelczyk, Provost & Vice-President (Academic)

Western

Brescia-Western integration

Opportunities for transformation, innovation and access through integration

Engagement

- Town halls and forums with Brescia students, staff and faculty
- Provost Advisory Committee
- Transition Steering Committee to guide integration
- Regular updates to Senate

Process timeline

- September 19 + 21: MOU between Brescia and Western signed by Western's BoG and Brescia's BoT
- November 10: Senate consultations, recommendations, approvals
- November 16: Brescia Trustees Approval
- November 16: Western Board Approval
- November to April: consultations, recommendations, approvals
- April 30: Brescia-Western Integration occurs.

Western

Brescia University College at a glance

Enrolment/Students	2022-23 FTE Count – 1,200
Faculty & Staff	**Faculty**: 37 Full-time; ~100 Contract Faculty **Staff**: 65 Full-time; 17 Part-time; 34 Contract staff
Programs	Art & Humanities: English, French, Philosophy, Social Sciences: Political Science, Psychology, MOS, Sociology, Health Sciences: Kinesiology, Food & Nutrition, Family Studies • One graduate program • Undergraduate programs in 36 areas • Five diplomas and two certificates • Pre-university Preliminary Year

Academic program integration

- Integration guided by Western's Institutional Quality Assurance Procedures (IQAP) and Senate policies
- All Brescia academic programs already approved by Western University Senate
- Brescia academic programs and courses have undergone review under Western's IQAP
  - SUPR-U, SUPR-G, Senate Committee on Academic Curriculum and Awards (previously SCAPA), Senate

Western

Academic program integration:
Program categories

1) Modules with parallels at Western: e.g. French, English, History, Psychology, Sociology

2) Modules distinct to Brescia: Family Studies, Foods & Nutrition Sciences

3) Pathway Programs: Preliminary Year

Academic integration process – next steps

- Finalize host units for Brescia programs (November update)

- Determine which Brescia courses need to be offered in 2024/25
    - ➢ Support Brescia student program needs
    - ➢ Facilitate program integration into units

Western

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: November 3, 2023

Re: Monthly report for November 2023

Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of October 13, 2023.

New chair in ethics and technology: On October 18, Western announced a $1.5M donation from alumnus **Tim Duncanson** (BA'90, History) that will help us establish an endowed chair in ethics and technology to explore the benefits and risks of AI and other emerging digital technologies. Jointly appointed to the Departments of Computer Science and Philosophy, the interdisciplinary role will strengthen Western's growing reputation as a leader in scholarship focused on understanding the social and public policy implications of new technology.

Pride Library celebrates milestone anniversary: Following a temporary closure during the pandemic, Western's Pride Library reopened October 19, marking twenty-five years since its founding by **Professor Emeritus James Miller** (Languages & Culture). What began as a small collection of books made available to students and colleagues through Prof. Miller's office in University College has since grown to include over 15,000 items in 18 languages, all housed within dedicated space in D.B. Weldon Library. The reopened facility includes bold new signage and a shelving reorganization to make way for the addition of new donated materials that accumulated during the closure. Many thanks go to the generous regular donors who support the library's growing collection and ongoing operation.

Western Awards for Excellence in Teaching: Our annual call for nominations to recognize outstanding contributions by faculty to the academic development of students is now open. I encourage Senators and colleagues across campus to consider worthy candidates and help us celebrate our core academic mission. Deadline for submissions is January 15, 2024. For more information, please contact **Caroline Whippey** (Associate University Secretary) or visit online: https://uwo.ca/univsec/pdf/senate/teaching_awards/Website%20Call%20for%20Teaching%20Award%20Nominations%2023-24.pdf

CleanTech Conference: Western will host the 2023 CleanTech Conference on November 22 at RBC Place (London Convention Centre), bringing together industry partners, government representatives, and leading researchers to explore opportunities for accelerating clean-tech research and development in southwestern Ontario and beyond. Topics of discussion include sustainable development, bio-industrial innovation, electrified mobility, entrepreneurship, and innovation. For more information, visit: https://www.eventbrite.ca/e/cleantech-conference-tickets-656899352647

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

- Arts and Humanities students **James Kenneth** (Classical Studies), **Nathalie DiBernadino** (Philosophy), and **Liam Waterman** (Literature) named *Global Award winners in the 2023 Global Undergraduate Awards*—the Faculty's best yet showing at the annual competition founded by Ireland's Trinity College in Dublin. *Regional Award winners* from Western included **Lance Javier** (Earth and Environmental Sciences), **Kayla Gauthier** (Nursing), and **Rafeh Shahid** (Medical Sciences).

- Recent PhD graduates **Mariyan Jeyarajah** (Schulich), **Dimitrios Manias** (Electrical & Computer Engineering) and **Katie Shillington** (Health Sciences) named recipients of the *Governor General's Gold Medal* for outstanding academic achievement.

- Western Heads East program, led by **Bob Gough** (Director, International Internships & Development), named recipient of the 2023 Panorama Award by the *Canadian Bureau for International Education.*

ITEM 3.1 – Impact Project Update

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Althea Blackburn-Evans, Chief Communications Officer, will provide an update on the Impact Project.

ATTACHMENTS:

Western's Brand Story – Update for Senate

Western's Brand Story
Update for Senate

November 10, 2023

Althea Blackburn-Evans, Chief Communications Officer

Western

The goal: An authentic, differentiated and consistent brand story for Western

Western

Western
UNIVERSITY · CANADA

BRAND GUIDELINES

Changing the World, Today

At Western, we passionately pursue our purpose and collaborate to drive meaningful impact
in the world today.

The Impact Project

The project brings together the global Western University community to understand how we can all be more intentional about the difference we make in the world.

The individuals featured will demonstrate that there is a place in the Western story for every kind of aspiration or endeavour. The project will uncover insights from those with 'frontline experience' on how each of us can contribute to lasting, positive and collective change.

Over the next 5 years, The Impact Project will document the impact of our community through 150 unique and compelling interviews. The initiative will carry Western into the public phase of our major fundraising campaign and through to our 150th anniversary.

the
impact
project

How
vulnerability
can normalize
mental health
disorders.

Tima

Matthew

Western

the
impact
project

@westernuniversity

#theimpactproject

Nominate Someone

Western
UNIVERSITY·CANADA

32

Join us

Western

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal report and an update in respect of the Brescia-Western Integration.

ATTACHMENTS:

ITEM 6.1 – 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 June 30, 2024:

Nigel Blamey (Sci), Kate Choi (SS), Forough Hazrati (GRAD), Jasmine Nitsotolis (UNDG)

Terms ending June 30, 2025:

Andrew M. Johnson (HS), Ingrid Johnsrude (SS)

Required: One (1) faculty member to complete a term vacant due to a resignation (term from July 1, 2023 to June 30, 2025)

Nominees: Anton Puvirajah (Edu)   (Faculty)   Term to June 30, 2025

ITEM 6.2 – Membership – University Research Board (URB)

ACTION: ☒ **ACTION** ☐ **INFORMATION** ☐ **DISCUSSION**

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

Composition: Seventeen (17) members elected by Senate, including:
- Eleven (11) members of faculty
  - One (1) from each Faculty/school, excluding SGPS
  - At least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9
- One (1) undergraduate student
- Two (2) graduate students
- Two (2) postdoctoral representatives
- One (1) senior member of administrative staff serving in a leadership position with a research focus

Current Senate-Elected Members:

Terms ending June 30, 2024:

Kenisha Arora (UNDG), Sarah Gallagher (Sci), Lorelei Anne Lingard (Edu), Margaret Martin (Law), Matheus Sanita Lima (GRAD), Cheryle Séguin (Schulich), Dakota Soares (GRAD), Jana Starling (Music)

Terms ending June 30, 2025:

Karine Dufresne (Post-Doc), Miranda Goode (Ivey), Amanda Grzyb (FIMS), Kelly Olson (AH), Carolyn Paterson (Admin. Staff), Clare Robinson (Eng), Laura Stephenson (SS), Trish Tucker (HS)

<mark>Required:</mark> One (1) postdoctoral representative for a term vacant due to a resignation (term from July 1, 2023 to June 30, 2024)

Nominees: Manoj Reddy Medapati   (Post-Doc)   Term to June 30, 2024

ITEM 7.1 – Academic Policy Working Group – Update

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

S. Lewis, Vice-Provost (Academic Programs) and M. Modeski, University Registrar
will provide an update regarding the Academic Policy Working Group.

The Academic Policy Working Group welcomes feedback, questions or concerns
which can be submitted to academicpolicy@uwo.ca.

ITEM 7.2 – Revisions to the Policy on "Course Outlines"

ACTION: ☐ APPROVAL ☐ INFORMATION ☒ DISCUSSION

EXECUTIVE SUMMARY:

The intent of the proposed updates to the policy on "Course Outlines" is to include a mandatory statement on Gender-Based and Sexual Violence that must be included in all course outlines. Including a required statement on Gender-Based and Sexual Violence in course outlines was one of the recommendations included in the final report of the Action Committee on Gender-Based and Sexual Violence aimed at changing campus culture at Western.

The proposed revisions are being presented to Senate for discussion and consultation at this time. Further revisions to the course outline policy are anticipated this academic year, and the intent is to bring forward proposed updates to the policy for input at future Senate meetings. Following discussion at Senate, the item will return to the Senate Committee on Academic Policy at a subsequent meeting for approval and recommendation to Senate.

ATTACHMENT(S):

Revisions to the policy on "Course Outlines"

	Course Outlines

Policy Category:	Examinations
Subject:	Course Outlines
Subsections:	[Course Outlines (Syllabi) for Undergraduate Courses](#); [Course Outlines for Graduate Courses](#); [Guidelines for Instructors on the Use of Personal Response Systems ("Clickers")](#); [Guidelines for Students on the Use of Personal Response Systems ("Clickers")](#)
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 2019
Supersedes:	*

COURSE OUTLINES (SYLLABI) FOR UNDERGRADUATE COURSES

No later than the first day of class in the term a course is given, Faculties, Departments, Schools or Programs (hereafter called "Academic Units") must post on the appropriate Web site a course outline for each course offered. With the exception of courses taught by Distance Studies (WebCT), this outline also must be available electronically and/or in hard copy form at the first meeting of the course.

In order to allow students to make informed decisions on their course selection and the scheduling of their studies, each course outline must include the following information or direct students to an appropriate course Web site where these details are available:

1. **Course Information**
   This includes the course name and number, and the location and days and hours that the course is scheduled (including lecture, laboratory and tutorial hours).

   A) **Prerequisite checking - the student's responsibility**
   If applicable, a list of the prerequisites for the course and the following notation regarding the Senate regulation with respect to the student's responsibility for ensuring that course prerequisites have been completed successfully or special permission from the Dean obtained:

   > "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

2. **Instructor Information**
   Full name, title and appropriate contact information of the instructor and, if the course is taught by more than one instructor, the name of the person responsible for the course [course coordinator].

3. **Course Syllabus**
   A description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.

4. **Course Materials**
   A description of the materials that are required (or recommended) for the course, including text books, supplemental information, notes, manuals, laboratory or safety materials, and any specific electronic devices.

5. **Methods of Evaluation**
   A statement of the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments, is required. When exact dates cannot be supplied, a tentative schedule must be issued, with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.

   Any course-specific conditions that are required to pass the course must be outlined. Conditions might include (i) minimum attendance at lectures, tutorials or laboratories, (ii) minimum overall grade on laboratory, tutorial or

essay components of the methods of evaluation, or (iii) minimum required grades on a final exam, to name a few.

A clear indication of how non-illness absences from midterms, tutorials, laboratory experiments, or late essays or assignments, will be dealt with must be provided. The course outline must direct the student to the Policy on Academic Consideration for Student Absences – Undergraduate Students First Entry Programs (https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for _absences.pdf)

Course instructors who wish to change the evaluation procedure shown in the course outline must receive prior approval to do so from the dean of the faculty concerned.

6.   **Additional Statements**

Statement on Use of Electronic Devices
A clear statement of what electronic devices will or will not be allowed during tests and examinations.

Statement on Use of Personal Response Systems ("Clickers")
If Personal Response Systems ("Clickers") are used in the course, a reference to the Guidelines for their use *(Guidelines are shown below)*. Instructors are to communicate clearly to students information on how clickers are used including: how the student's privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the student, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

Statement on Academic Offences
The statement: "Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf."

Additionally,

A)   If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline:

"All required papers may be subject to submission for textual

similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).”

B) If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines:

“Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.”

Statement on Gender-Based and Sexual Violence
All course outlines must contain the following statement: “Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html To connect with a case manager or set up an appointment, please contact support@uwo.ca.”

Support Services
The Web sites for Registrarial Services (http://www.registrar.uwo.ca), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: http://westernusc.ca/services/) and the Student Development Services, should be provided for easy access.

All course outlines should contain the following statement: “Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.”

Retention of Electronic Version of Course Outlines (Syllabi)
At the same time that course outlines/syllabi are posted on the appropriate Web site, each Department must forward an electronic version of items 1-5 of

each course outline (syllabus) to the Office of the Dean of the Faculty or College.   By the fourth week after the start of term, the Dean's Office will forward all of the collected outlines to Registrarial Services, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by the President's Advisory Committee on University Records and Archives).

COURSE OUTLINES FOR GRADUATE COURSES

This section of the policy is unchanged

GUIDELINES FOR INSTRUCTORS ON THE USE OF PERSONAL RESPONSE SYSTEMS ("CLICKERS")

This section of the policy is unchanged

GUIDELINES FOR STUDENTS ON THE USE OF PERSONAL RESPONSE SYSTEMS ("CLICKERS")

This section of the policy is unchanged

ITEM 7.3 – Revisions to the Policy on "Admission – Law"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on
Academic Policy, Senate approve that effective
September 1, 2024, the policy on "Admission – Law" be
revised as shown in Item 7.3.

EXECUTIVE SUMMARY:

Western Law's Admissions Committee recommended adding a Black Applicant
pathway to its discretionary admission categories, consistent with the Faculty of
Law's Anti-Racism Working Group's (ARWG) recommendation to that effect. The
final report of the ARWG was released in March 2023. The addition of this new
applicant pathway was supported by Western Law's Black Law Students'
Association and unanimously approved by Western Law's Faculty Council. The
addition of the category should help increase diversity in the Faculty and,
specifically, enhance the representation of the Black community, with consequential
benefits to Western Law, Western University, and the legal profession as a whole.

ATTACHMENT(S):

Revisions to the policy on "Admission – Law"

Western
UNIVERSITY · CANADA

Admission – Law

Policy Category:	Admission
Subject:	Admission - Law
Subsections:	Admission – Law; Combined-Degree Undergraduate Programs; JD/MBA Combined Degree Program
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 2020
Supersedes:	*

ADMISSION – LAW

A. Admission into First Year

There are two categories for admission into first year, General and Discretionary. Admission decisions are made by members of the Admissions Committee, which is comprised of the Associate Dean (Academic), Assistant Deans, faculty members and third-year law students.

General Category

At least three-years of full-time (or equivalent) undergraduate university education is required, although the majority of admitted students will have a four-year degree. A competitive candidate will have an overall undergraduate average of A- (80-84%) (GPA 3.7), and an LSAT score above the 80th percentile. The Admissions Committee considers the highest LSAT score and cumulative undergraduate GPA (including grades obtained on academic exchanges) but gives greater weight to the last two full years of undergraduate university study.

The Admissions Committee considers factors other than undergraduate grades and LSAT scores, including employment, personal and professional achievements, extra-curricular engagement, volunteer activities, and other life experience. A full course load throughout the candidate's undergraduate academic career, research and writing experience, and graduate work are also very positive factors.

Discretionary Categories
Applicants ~~who~~ **can** apply in one of ~~three~~ **four** discretionary categories (Access, **Black,** Indigenous, or Mature) ~~must provide evidence confirming the basis of their application~~. Three years of full-time undergraduate university study (or equivalent, defined as 30 semestered courses) is required for candidates applying in the Access**, Black** or Indigenous categories and a minimum of two years of full-time undergraduate university study (or equivalent, defined as 20 semestered courses) is required for Mature candidates. The Admissions Committee may interview applicants in the discretionary categories.

(1) Access
Access applicants are ~~those~~ **individuals** whose undergraduate academic performance was affected by a proven disadvantage that may include, but is not limited to, cultural, socio-economic, medical or physical barriers, or a learning disability. Candidates **applying in this category** must describe how the disadvantage affected their undergraduate academic record, and provide supporting documentation. Applicants with disabilities should provide full documentation from qualified professionals on their disability and its effect on their undergraduate academic record or LSAT score(s) and indicate whether they received accommodations during their program of study. Candidates must show evidence of potential to succeed at law school. This requires at least one year of competitive grades among three years of full-time undergraduate university study. Special consideration for LSAT scores is given only where there is a causal connection between the disadvantage claimed and the LSAT performance.

(2) Black
Black applicants are individuals who self-identify as members of the Black community. The Faculty of Law recognizes that such individuals are not represented adequately within the legal profession and strongly encourages applications from members of this group.

~~(2)~~ **(3)** Indigenous
Indigenous applicants are individuals who are members of ~~The Faculty of Law recognizes that members of~~ First Nations, Inuit ~~and~~ **or** Métis communities ~~are not represented adequately within the legal profession and strongly encourages applications from these groups~~. **Candidates applying in this category must provide evidence confirming the basis of their application. The Faculty of Law recognizes that Indigenous individuals are not represented adequately within the legal profession and strongly**

encourages applications from members of this group. Indigenous candidates may be admitted unconditionally, or subject to the successful completion of the Indigenous Law Centre Summer Program at the University of Saskatchewan. Upon successful completion of the **Summer** Program, credit will be given for Property Law.

(3) **(4) Mature**
Mature ~~candidates~~ **applicants** must have at least five years of non-university experience since leaving high school, which need not be consecutive, and must have attended university for a minimum of two years.

The remainder of the policy is unchanged

ITEM 8.1 – Huron University College: Introduction of a Major and Minor in Animal Ethics and Sustainability Leadership

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommendation: That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2024, a Major in Animal Ethics and Sustainability Leadership be introduced by Huron University College as shown in Item 8.1, and

That on the recommendation of ACA, Senate approve that effective September 1, 2024, a Minor in Animal Ethics and Sustainability Leadership be introduced by Huron University College as shown in Item 8.1.

EXECUTIVE SUMMARY:

The proposed Major and Minor in Animal Ethics and Sustainability Leadership modules are an interdisciplinary arts and social sciences learning pathway that will build the capacities of students to thoughtfully understand and respond to contemporary socioeconomic challenges for the benefit of diverse people, animals, and our shared environment. The challenges include factory farming, animal cruelty, climate change, environmental racism, and species loss. The proposed modules combine topical knowledge on animal ethics and sustainability with the development of organizational leadership skills. To achieve this goal, the modules integrate courses from the social sciences, arts, and management and organizational studies so students will gain depth and breadth of understanding of pressing multispecies issues and debates, salient theories, and analytical frameworks, while also building their leadership skills to be career ready.

SUPR-U requested an external review of the proposed Major and Minor in Animal Ethics and Sustainability Leadership per Western's Institutional Quality Assurance Process (IQAP) for the introduction of new programs. The Final Assessment Report from the external review is attached.

ATTACHMENT(S):

New Calendar Copy – Major in Animal Ethics and Sustainability Leadership

New Calendar Copy – Minor in Animal Ethics and Sustainability Leadership

Extracted from the New Undergraduate Program Proposal – Major and Minor in Animal Ethics and Sustainability Leadership

Final Assessment Report

<u>NEW CALENDAR COPY</u>

MAJOR IN ANIMAL ETHICS AND SUSTAINABILTY LEADERSHIP

Admission Requirements

Completion of first year requirements with a minimum average of 60% in 4.0 courses. 1.0 course must be an essay designate.

Module
6.0 courses:

2.0 courses *in Animal Ethics and Sustainability:* MOS 2185A/B, Governance, Leadership and Ethics 3011F/G, Global Great Books 3001F/G, Philosophy 3725F/G.

1.0 course *from the Foundational Knowledge group:* Philosophy 2700F/G, Governance, Leadership and Ethics 2003F/G, Governance, Leadership and Ethics 2004F/G.

1.5 courses *from the Animal Ethics and Sustainability group:* CGS 3517F/G, CGS 3527F/G, CGS 3531F/G, History 3707F/G, Geography 2156A/B, MOS 3423F/G, Philosophy 3850F/G, Political Science 3379E, Religious Studies 2120A/B.

1.5 courses *from the Organizational Leadership and Success group:* Global Great Books 3300F/G, MOS 2155A/B, MOS 2181A/B, MOS 2182F/G, MOS 2250A/B, MOS 3250A/B, MOS 3388A/B, MOS 4481F/G, MOS 4998F/G.

<u>NEW CALENDAR COPY</u>

MINOR IN ANIMAL ETHICS AND SUSTAINABILTY LEADERSHIP

Admission Requirements

Completion of first year requirements with a minimum average of 60% in 4.0 courses. 1.0 course must be an essay designate.

Module:
4.0 courses

***2.0 courses** in Animal Ethics and Sustainability:* MOS 2185A/B, Governance, Leadership and Ethics 3011F/G, Global Great Books 3001F/G, Philosophy 3725F/G.

***0.5 course** from the Foundational Knowledge group:* Philosophy 2700F/G, Governance, Leadership and Ethics 2003F/G, Governance, Leadership and Ethics 2004F/G.

***1.0 course** from the Animal Ethics and Sustainability group:* CGS 3517F/G, CGS 3527F/G, CGS 3531F/G, Geography 2156A/B, History 3707F/G, MOS 3423F/G, Philosophy 3850F/G, Political Science 3379E, Religious Studies 2120A/B.

***0.5 course** from the Organizational Leadership and Success group:* Global Great Books 3300F/G, MOS 2155A/B, MOS 2181A/B, MOS 2182F/G, MOS 2250A/B, MOS 3250A/B, MOS 3388A/B, MOS 4481F/G, MOS 4998F/G.

***Extracted from the* New Undergraduate Program Proposal – Major and Minor in Animal Ethics and Sustainability Leadership**

Description and Rationale

The proposed Major and Minor in Animal Ethics and Sustainability Leadership are interdisciplinary arts and social sciences learning pathways that will build the capacities of students to thoughtfully understand and respond to contemporary socioeconomic challenges for the benefit of diverse people, animals, and our shared environment. The challenges include factory farming, animal cruelty, climate change, environmental racism, and species loss. The proposed modules combine topical knowledge on animal ethics and sustainability with the development of organizational leadership skills. To achieve this goal, the modules integrate courses from the social sciences, arts, and management and organizational studies so students will gain depth and breadth of understanding of pressing multispecies issues and debates, salient theories, and analytical frameworks, while also building their leadership skills to be career ready.

The modules assemble existing courses in different disciplines that are topically connected in combination with a small number of recently approved courses to add focused expertise. The modules thus provide a multi-faceted but coherent learning pathway that concentrates on how other species are conceptualized and used by our own, and how to cultivate more humane and sustainable workplaces and societies. Structurally, the modules require 2.0 courses (0.5 course from each of Management and Organizational Studies; Governance, Leadership and Ethics; Global Great Books; and Philosophy) to ensure depth of specialized knowledge through an interdisciplinary framework. Students also select from three clusters of electives that a) provide foundational learning in preparation for subsequent courses, b) deliver breadth of knowledge on animal issues and sustainability with topical courses, and c) build core management knowledge and skills of value for meaningfully leading and contributing to the public, private, and nonprofit sectors.

Scholarship on animals, including companion, wild, captive, and farmed animals, and on the complexities of human-animal relations is exploding in Canada and around the world within cognate disciplines and in the interdisciplinary scholarly field of animal studies/human-animal studies. Scholarship and teaching examine the multispecies nature of homes, workplaces, and communities; the complex relationships among people, animals, and diverse rural and urban habitats; the multispecies impacts of human ideas, business practices, and policy decisions; and the possibilities for creating more ethical and sustainable relationships and practices.

Yet there is no undergraduate program in Canada focused on animals through the arts and social sciences or on how human-animal questions intersect with the theory and practice of sustainability. This larger context and scholarly lacunae offer a unique and historic opportunity to develop a distinct, innovative, and rigorous program that attracts diverse students compelled to tackle today's multispecies challenges and equip them with the knowledge and skills needed to make meaningful impacts.

The Canadian Animal Health Institute has found that 58% of Canadian households now include at least one animal; there are just under 8 million dogs and 8.1 million cats in Canadian homes. The Chartered Professional Accountants of Canada report that Canadians spent $5.7B on their animals in 2020, an increase of $300M from the year before.

A spring 2022 public opinion survey revealed that Canadians' views about animal use are changing. For example, 4/5 of Canadians oppose the use of animals' fur for fashion. Sixty one percent of Canadians oppose the use of animals in rodeos, and more than half of the population opposes the displaying of captive animals in zoos and aquariums. Research led by Dalhousie University found that more than 3M Canadians are now vegetarian or vegan and even more are reducing their consumption of animal products. These commitments are especially prevalent among young people. Despite Canadians' demonstrated affection for and ethical views on animals, Canada received a D in the most recent global rankings of animal welfare undertaken by the nonprofit World Animal Protection.

These data are noteworthy for post-secondary education curriculum development for three key reasons. First, they illustrate the breadth of direct engagements (interpersonal and monetary) Canadians have involving animals. Second, the data reveals that people have divergent and evolving ethical views on people's relationships with other species and that this is a fruitful arena of ongoing debate and change worthy of sustained university study and leadership. Third, these data identify the potential for strengthened organizational practice to improve the protections afforded to other species and change the economic uses of animals.

The climate emergency is a dire social, economic, and environmental challenge that affects everyone on earth, disproportionately endangers marginalized people in the global north and global south alike, and directly intersects with how other species are conceptualized and used. For example, the United Nations has repeatedly identified industrial animal agriculture as a "major" contributor to climate change. Within and beyond universities, people are increasingly asking tough questions about the political and legal dimensions of human-animal relations and beginning to take both the ethical and ecological implications more seriously. Young people in particular are motivated by the urgency of the climate emergency as evidenced in recurring large-scale mobilizations such as the Friday student strikes. These modules will offer an intellectual home for the many young people committed to making political and organizational changes and driven to lead, innovate, and significantly improve how our species' economic and political activities are undertaken.

Given this context, the lack of a university program focused on understanding and responding to these challenges is a conspicuous gap and lost opportunity. Future leaders need to be prepared to rigorously understand and assess the social, cultural, political, and legal dimensions of human-animal relations in the context of the climate emergency, economic polarization, and calls for racial and gender justice. Moreover, a robust scholarly response to these social and ecological challenges should also build the actionable skills needed for putting theory into practice across sectors and organizations. No existing degree seeks to foreground the acquisition of topical knowledge of animal ethics and sustainability with the

development of organizational and leadership abilities that will allow students to not only understand and analyze, but also to translate their knowledge into action. Graduates from these modules will be prepared to apply their knowledge, skills, and vision to/in businesses, social enterprises, governments, public sector organizations, social movements, and nonprofits.

All three core themes of the strategic plan *Western at 150* are reflected in the modules. The modules offers a compelling opportunity to augment Western's impact on how other species are conceptualized and treated and to make history as the home for Canada's first animal studies Major. Similarly, the modules enrich the pursuit of inclusivity, diversity, and equity, buttressing Indigenous commitments to decentering human beings and augmenting all nations' socioecological responsibilities, and inviting an even more diverse pool of prospective students to campus, those driven by a commitment to ethical and sustainable multispecies inquiry and practice but through the social sciences and humanities.

As stated in *Western at 150*, "Sustainability is one of the grand challenges of our times. It particularly calls out for everyone to collaborate, innovate, experiment – to seek bold and brave solutions." The proposed modules directly take up this call and advance it, by offering a compelling deliverable that will further strengthen Western's identity as a home for meaningful sustainability thought and action.

Similarly, Huron University College is an intentionally small liberal arts institution with a vibrant learning community and track record of delivering interdisciplinary programs like Governance, Leadership, and Ethics, Global Great Books, and Jewish Studies. Huron University College can be Ontario's undergraduate institution for the study of animal ethics and sustainability leadership through an interweaving of the humanities, social sciences, and business studies. Huron's small size facilitates interaction among colleagues and makes the work of interdisciplinary dialogue an everyday occurrence. Student-centered pedagogy combines the broad-based perspective and self-directed learning required to prepare citizens and leaders for addressing and responding as well as anticipating and preventing challenges in business, government, and nonprofit sectors. Huron's mission of "leadership with heart" reflects the values-based leadership and ethical judgments that underpin a multidisciplinary approach to animal ethics and sustainability.

Program Structure

The proposed program structure draws primarily on existing and regularly offered courses across departments in the Faculty of Arts and Social Sciences at Huron University College, with one elective choice consistently delivered by the Department of Geography and Environment at Western and one taught within the Faculty of Theology at Huron University College.

The proposed modules include 2.0 required courses and "pick lists" of electives that allow students to meet the degree requirements while also allowing them to customize aspects of their learning to reflect their educational and career goals.

The required 2.0 courses are as follows:

Management and Organizational Studies 2185A/B: *Animal Welfare and Sustainability Leadership*. This course examines pressing animal welfare and ecological challenges and builds the analytical, strategic, and leadership skills required to respond to or prevent these issues in private, public, and nonprofit organizations.

This is a new core course (recently approved by SOC) that provides the intellectual foundation for the proposed modules while simultaneously broadening the sustainability focused options available to MOS students in the existing Marketing and Sustainability, Organizational Studies, Policy, and Ethics, and Management and Organizational Studies modules.

Governance, Leadership, and Ethics 3011F/G: *Animals in Law and Policy*. This course examines the diverse positions of animals in law and in public and private sector policy. It focuses on debates about and strategies for improving animals' social, political, and legal statuses.

This is a new course (recently approved by SOC) that will reinforce and refine knowledge in the Major and deepen students' legal and policy knowledge and skills.

Global Great Books 3001F/G: *Nature and Technology***:** Studying texts from around the world, students will investigate the relationship between the natural world and technology. We will explore how technology can enhance our appreciation and use of nature, while also being a disruptive force. Students will seek to assess how these competing values can be balanced.

Philosophy 3725F/G: Animal Ethics. A critical survey of some of the leading controversies of animal ethics. Sample topics include: the ethics of killing and eating animals, the morality of placing them in factory farms, laboratories and zoos, and the problem of wild animal suffering (owing to pollution and climate change). Students will be introduced to various ethical theories, principles, traditions, and puzzles.

This is a new course (recently approved by SOC).

In addition to the entirely unique nature of the modules as a whole, 1.0 of the required courses include experiential learning opportunities.

Program Objectives

The program's objectives are:
- To build students' understanding of animal ethics and sustainability related issues as conceptualized by different scholarly disciplines in the social sciences and humanities.
- To deepen students' knowledge of how animal ethics and sustainability commitments are implemented in the public, private, and nonprofit sectors.

- To equip students with management and organizational studies knowledge and skills to be used in the service of strengthened animal ethics and sustainability leadership and practice.

Conceptually, the program is rooted in and propelled by two goals: topical knowledge and organizational leadership skills. These broad purposes are then further elucidated through three specific objectives. The first identifies the two complementary and overlapping clusters of topical knowledge students are to understand, through the modules' interdisciplinary learning pathway. The second and third objectives are closely linked yet distinct, with the former establishing the goal of students' acquiring crucial knowledge of how ideas promoting strengthened animal ethics and sustainability are differently put into practice in the three major socioeconomic sectors, and the latter focused on ensuring students will have the intellectual and practical skills to be able to implement change themselves.

The program is structured to meet these objectives through a thoroughly interdisciplinary module that begins with foundational knowledge, ensures required depth of knowledge through required courses, expands and deepens this core knowledge through constellations of linked electives, and supplements this topically focused curriculum with courses focused on organizational skills and leadership.

Program Learning Outcomes (PLO)

By the end of the Program students will be able to:

1. Identify, classify, assess, compare, generate, and recommend using theories and core ideas related to animal ethics.
2. Identify, classify, assess, compare, generate, and recommend using theories and core ideas related to the intersections of animal wellbeing and sustainability.
3. Demonstrate critical awareness of, and commitment to, the ethical principles underlying effective leadership.
4. Demonstrate understanding and competency with the practice of organizational leadership.
5. Bridge theoretical and practical knowledge by applying analytical tools and concepts to real-world organizational challenges to protect or enhance multispecies wellbeing.

The program's structure, requirements, and program learning outcomes relate to the [Western Degree Outcomes in the following ways:](#)

Knowledge

PLO 1-5. Learning outcomes will be achieved through the required courses' content and assessments that build the core knowledge of the module. Research assistant opportunities will supplement course-based learning and students will be encouraged to attend complementary learning experiences such as the annual Canadian Animal Law conference and the National Animal Welfare Summit by drawing on Huron's undergraduate research learning supports.

Literacies and Interdisciplinarity

PLO 1-4. The interdisciplinary mix of the courses will provide complementarity as well as intellectual breadth, ensuring that students can understand and apply their knowledge through the discipline of Philosophy; the interdisciplinary social science fields of Management and Organizational Studies and Governance, Leadership, and Ethics; and the arts lens of Global Great Books. Electives in these and other interdisciplinary fields like Global Studies will strengthen the interdisciplinarity of students' experiences and outputs. Extra-curricular but program linked activities such as speakers and advocacy opportunities will also help achieve these learning outcomes.

Communication

PLO 1-5. The small class sizes at Huron result in regular classroom dialogue and interactivity in small and larger groups, presentations, and heightened engagement with faculty and peers beyond the classroom. Students thus refine and strengthen not only diverse forms of written communication but also verbal skills throughout their degrees as early as second year courses.

Resilience and Life-Long Learning

PLO 3-5. The rigor of the outcomes builds students' resilience particularly by challenging their time management and personal organizational skills. Students also gain actionable and transferable skills that can be differently applied not only to theoretical scenarios but real-world challenges and case studies. These outcomes will continue to be applicable post-graduation, facilitating life-long learning and a sense of shared responsibility and accountability to members of other species and our own.

Global and Community Engagement

PLO 1-5. Formal course work and the supplementary learning experiences outlined under Knowledge will simultaneously result in strengthened engagement locally, nationally, and globally. Animal Ethics and Sustainability Leadership is an impact-driven program that will result in greater student engagement with pressing social challenges. Internships will bolster these outcomes and are being developed with employers in non-profit, governmental, and private sectors across Canada. If approved and once in existence, the partnership opportunities with other academic institutions and employers are great and will be further expanded.

Critical Inquiry and Creative Thinking

PLO 1-5. The interdisciplinary cross-section of courses ensures that students hone sharp critical, constructive, and creative thinking skills. By challenging students to excel in more technical MOS classes alongside arts and humanities, an adaptive, multi-skilled, and self-reflexive thinker capable of robust, contextualized analysis and multidisciplinary inquiry, strategizing, problem solving, and problem preventing.

Professionalism and Ethical Conduct

The courses will work in concert with Huron's Career Development services to cultivate a depth of professionalism and ethical conduct in the classroom and beyond. Students' ethical commitments are, by design, deepened and extended to ecological and multispecies communities.

Courses focused on principles of Indigenization and decolonization, equity, diversity, inclusion, accessibility, and antiracism are integrated throughout the modules. Indigenous and anti-racist content is included in MOS 2185A/B: *Animal Welfare and Sustainability Leadershi*p and GLE 3011F/G: *Animals in Law and Policy*, both required courses for the modules. The following electives centre EDID: Centre for Global Studies 3517F/G: *Decoloniality*, MOS 2182F/G: *Equity, Diversity, and Inclusion in Organizations*, MOS 2250A/B: *Indigenous Entrepreneurship*, MOS 4311: *Organizational Studies in Women and Leadership*, and Religious Studies 2120A/B: *Human/Animal/Subhuman*. Other electives incorporate intersectional approaches to equity and multispecies justice including Centre for Global Studies 3527F/G: *Global Energy Regimes* and Philosophy 3850F/G: *Climate Justice*.

Admission and Graduation Requirements

Completion of first year requirements with a minimum average of 60% in 4.0 courses. 1.0 course must be an essay designate.

The program's requirements are similar in spirit to those of the Governance, Leadership, and Ethics program at Huron, a peer but established interdisciplinary program.

These requirements require students to demonstrate university-level competence at the first-year level, including through an essay course. This prepares them to meet the Animal Ethics and Sustainability Leadership requirements.

Graduation requirements: at least 60% in all required courses.

Western
UNIVERSITY · CANADA

Animal Ethics and Sustainability Leadership
Final Assessment Report & Implementation Plan
September 2023

Faculty / Affiliated University College	Faculty of Arts and Social Science, Huron University College	
Degrees Offered	B.A.	
Date of Introduction	September 1, 2024	
New Module	Major and Minor in Animal Ethics and Sustainability Leadership (AESL)	
External Reviewers	Dr. Michael Gilmour, Distinguished Professor of New Testament & English Literature, Providence University College	Dr. Alice J. Hovorka, Faculty of Environmental & Urban Change, York University
Internal Reviewer	Dr. John Mitchell, Associate Academic Dean Brescia University College	
Date of Site Visit	August 15 & 16, 2023	
Date Review Report Received	August 30, 2023	
Date Program/Faculty Response Received	Program: September 15, 2023 Faculty: September 15, 2023	
Evaluation	Approved to Commence	
Approval Dates	SUPR-U: October 11, 2023 ACA: October 25, 2023 Senate:	
Year of First Review	2031-2032	
Progress Report	June 2027	

Overview of Western's Program Proposal and Approval Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of Animal Ethics and Sustainability Leadership to be delivered by the Faculty of Arts and Social Science, Huron University College.

This FAR considers the following documents:
- the program's proposal brief;
- the external reviewers' report;
- the response from the academic unit; and
- the response from the Academic Dean, Huron University College

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

Executive Summary

The proposed Animal Ethics and Sustainability Leadership (AESL) Program (Major and Minor modules) is an interdisciplinary arts and social sciences learning pathway that will build the capacities of students to thoughtfully understand and respond to contemporary socioeconomic challenges for the benefit of diverse people, animals, and our shared environment. The proposed module combines topical knowledge on animal ethics and sustainability with the development of organizational leadership skills.

The module assembles already existing courses in different disciplines that are topically connected in combination with a small number of new courses to add focused expertise. The module thus provides a multi-faceted but coherent learning pathway that concentrates on how other species are conceptualized and used by our own, and how to cultivate more humane and sustainable workplaces and societies. Structurally, the program requires 2.0 credits (0.5 from each of Management and Organizational Studies; Governance, Leadership and Ethics; Global Great Books; and Philosophy) to ensure depth of specialized knowledge through an interdisciplinary framework. Students also select from three clusters of electives that a) provide foundational learning in preparation for subsequent courses, b) deliver breadth of knowledge on animal issues and sustainability with topical courses, and c) build core management knowledge and skills of value for meaningfully leading and contributing to the public, private, and nonprofit sectors. The enrolment target goal for five years after creation is 20 domestic students and five international students.

No undergraduate program in Canada focuses on animals through the arts and social sciences or on how human-animal questions intersect with the theory and practice of sustainability. This larger context and scholarly lacunae offer a unique opportunity to develop a distinct, innovative, and rigorous program that attracts diverse students compelled to tackle today's multispecies challenges and equip them with the knowledge and skills needed to make meaningful impacts.

Strengths and Innovative Features Identified by the Program

- This Program reflects the best of interdisciplinary collaboration with a noteworthy number of departments contributing offerings that serve as core courses or electives for the modules.
  - This interdisciplinary learning pathway provides an opportunity to further 1) diversify the student body in MOS classrooms; 2) broaden the sustainability focused options available to MOS students; 3) enhance students' legal and policy knowledge and skills especially in Governance, Leadership, and Ethics; 4) boost enrolment numbers in Global Great Books and Philosophy.
- Significant experiential learning opportunities, student internships and career pathways focused on animal wellbeing in the non-profit, private, and public sectors will be part of this program.

- Intellectual foundation for people committed to making political and organizational changes, driven to lead, innovate, and significantly improve how economic and political activities are undertaken in the social, cultural, political, and legal dimensions of human-animal relations in the context of the climate emergency, economic polarization, and calls for racial and gender justice.
- The prospective program coordinator is a highly regarded scholar, recognized by the Royal Society of Canada's College of New Scholars and by being named a Fellow of the Oxford Centre for Animal Ethics.

Proposal Preparation and Review Process

Following an analysis of the global availability of programs foregrounding animal issues and of the Ontario and Canadian academic landscape of program offerings, the following key stakeholders were consulted in the development of the proposed program.

- President, Huron University College
- Provost/Dean of the Faculty of Arts and Social Science, Huron University College
- Interim Vice-President Academic Dean, King's University College
- Dean of the Faculty of Theology, Huron University College
- Associate Academic Dean, Faculty of Arts and Humanities, Western
- Associate Dean (Undergraduate Studies) Faculty of Social Science, Western
- Director, Indigenous Studies Program, Western
- Chair, Department of Geography, Western
- Department Chairs: Philosophy, MOS, History, Political Science – Huron University College
- Coordinators: Global Great Books Program and Governance, Leadership and Ethics Program – Huron University College
- Co-Directors, Centre for Global Studies, Huron University College
- Faculty members from Philosophy, Theology, Political Science, History, Geography and MOS – Huron University College

Following the approval to proceed with an external review, a review committee was struck up comprising two external reviewers, and one internal reviewer. Reviewers were provided with the program proposal brief in advance of the scheduled review and then met virtually over two days with the:

- Provost and FASS Dean, Huron University College
- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- Chair of Management and Organizational Studies (MOS) Program – Huron
- Unit Leaders and Faculty Members from MOS; Philosophy; Governance, Leadership, and Ethics; Global Great Books – Huron
- Registrar – Huron

- Director of Library and Learning Services
- Coordinator of Teaching and Research
- Program Assistants

Following the virtual site visit, the external reviews produced a comprehensive review report with recommendations which was sent to the academic unit and the Dean, Faculty of Arts and Social Science at Huron University College for review and response. These formative documents, including the new program proposal brief, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Major and Minor in Animal Ethics and Sustainability Leadership.

Summative Assessment – External Reviewers' Report

External reviewers shared that they are "*very supportive of the AESL program given that it brings the topic of animals to the fore, encourages sustainability leadership, and highlights interdisciplinarity and intersectionality through core and elective courses. We anticipate student interest to be high, and the program has potential to be a great resource for organizations/employers working with animals and in sustainability. Ultimately, it reflects the aspirational vision of HUC and MOS as 'leading with 'heart' ".*

Strengths and/or Unique Aspects of the Program

- The AESL initiative is both a bold and exciting effort to meet a need and fill an educational gap.
- The proposed program demonstrates a clear awareness of the academic contexts of animal studies and cognate subject areas.
- The aspirational aspect of AESL aligns well with Western's aim to produce graduates who explore complex problems from a variety of perspectives, recognizing bias, and identifying missing or underrepresented voices.
- Seven electives taught in five additional departments are taught regularly and largely by full-time faculty members, which bodes well for students' access to a robust range of course offerings in the field of animal studies.
  - The program makes full use of existing HUC courses, bundling them into this novel offering is a sound approach to resourcing.
- The "experiential learning opportunities" are an attractive feature with potential to appeal to students.
- The program is well supported by faculty members, administrative staff, and library resources to ensure effective course delivery and continuity.
- Small class size (less than 30 students) and the sense of community building and skills training.

Opportunities for Program Improvement and Enhancement

- Consider ways of engaging 1) first-year students, as there are no first-year courses in the proposed program; 2) students interested in pursuing graduate studies. (*Embedded in Recommendation 1*)
- Integration of an opportunity for more advanced research at the undergraduate level (e.g., capstone course and/or thesis opportunity). (*Embedded in Recommendation 2*)
- Addition of a dedicated first-year core course to either draw students into the AESL module or to make explicit to students how the module is structured. (*Embedded in Recommendation 2*)
- "Animal Ethics" Curriculum can be strengthened by 1) adding a course on animal literature or equivalent in future; 2) further aligning GGB 3001F/G Nature and Technology, a core course, with the program's objectives; 3) exploring ways that theological and pastoral studies may be integrated into AESL; 4) ensuring that core courses incorporate diverse worldviews and approaches that unpack the normalized animal studies canon. (*Embedded in recommendation 3*)
- Further articulating how knowledge, skills, and values of 'sustainability leadership' will be incorporated into the "Sustainability Leadership" Curriculum. (*Embedded in Recommendation 4*)

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1* RECRUITMENT Incorporate methods for 1) engaging first-year students; 2) preparation for graduate studies for those students aspiring to postgraduate programs in this area.	**Program:** The program plans to incorporate methods for engaging first-year students and those interested in postgraduate studies into its recruitment plan. The aim is to recruit from students already on campus and devise targeted recruitment, so students choose Huron specifically for the AESL major. Huron's exceptional recruitment staff and sector-leading application trends are indicators that recruiting students through this unique and timely degree pathway will be achievable. **Faculty:** The Dean's office fully supports the reviewers' suggestions and the ideas put forward by the department.
Recommendation #2* CURRICULAR STRUCTURE As the program gets its footing, consider integrating 1) a capstone project or thesis; 2) a first-year introductory course.	**Program:** At this time, a general first-year program of study is suitable preparation for the AESL major and minor, and MOS 2185 serves as the foundational topical course, as noted by the reviewers. Curricular learning will be supplemented by co-curricular community building and educational opportunities overseen and led by the coordinator in concert with the students in the program, including those in first year (such as speakers on campus, volunteer opportunities). The 4000-level MOS independent study is also included in the module as an option for students seeking an in-depth, independent research- based learning opportunity. Preliminary discussions have begun about an interdisciplinary first year course on sustainability that could feed into AESL (among other programs) and the MOS department chair has committed to developing and scheduling an AESL capstone. **Faculty:** The Dean's Office supports the department's response to these suggestions.
Recommendation #3* 'ANIMAL ETHICS' CURRICULUM a) Consider adding a course on animal literature or equivalent; and, add an English course listed in the Foundational Knowledge Group would enhance the curriculum.	**Program:** The required Global Great Books course exposes students in AESL to global, historical, and contemporary literature to recognize its crucial role in human and multispecies thought and action. Huron's English department has offered a selected topics course on animals and culture and preliminary discussion with the department chair revealed that the department will consider creating a new, permanent course of this kind in the medium term. The program does not think it necessary to re-write GGB 3001F/G Nature and Technology course description. Nature is part of sustainability considerations and with three of the four required courses centering animals, the themes and topics explored in GGB 3001F/G will add value and breadth to students' education.

b) Align GGB 3001F/G Nature and Technology, a core course, with the program's objectives, either by adjusting the title or description, or replacing this offering with a new animal-focused course. c) Explore ways that theological and pastoral studies may be integrated into AESL. d) Further ensure that core courses incorporate diverse worldviews and approaches.	The Dean, Faculty of Theology supports for the AESL proposal and is open to collaborative discussions about new opportunities. Equity, diversity, and inclusion, and a commitment to Truth and Reconciliation are key planks in Huron's new strategic plan, as well as part of MOS' value and mission statement. 1) Both MOS 2185 and GLE 3011 have intersectional and diverse thinkers and examples interwoven throughout the course content. GGB 3001 is, by design, global and cross-cultural. 2) PHIL 3725 will integrate diverse worldviews and approaches to animals and multispecies relations, including from Indigenous and ecofeminist thought. **Faculty:** The Dean's office agrees with a) [and can confirm] the English Department considering cross listing a new course in this area; b) the department's response regarding GGB 3001F/G and is happy that Global Great Books is part of the required courses for the modules; c) the addition of some Theology or Religious Studies courses to the modules in the near future; d) further integrating Indigenous and EDI texts and perspectives into the program, in alignment with Huron's academic plan regarding the integration of Indigenous and global perspectives.
Recommendation #4* 'SUSTAINABILITY LEADERSHIP' CURRICULUM Articulate how knowledge, skills, and values of 'sustainability leadership' will be incorporated into the curriculum.	**Program:** The AESL major/minor emphasizes animal ethics leadership, sustainability leadership, and the intersections between the two. Both areas of concentration reflect the foundational structure of the degree: topical knowledge + leadership skills. Students will gain sustainability leadership knowledge and skills in research, critical thinking, argumentation, and written and verbal communication skills in 1) both of the required MOS 2185A/B Animal Welfare and Sustainability Leadership and GLE 3011F/G Animals in Law and Policy; 2) GLE 2004 F/G Environmental Stewardship, PHIL 3850F/G Climate Justice, CGS 3527 F/G Global Energy Regimes, and POL 3379E Global Environmental Politics; 3) GLE 2003F/G Introduction to Leadership provides foundational leadership theory and skills; 4) the "Organizational Leadership and Success" pick list (1.5 credits), which ensures that students have heightened leadership and management skills along with knowledge of the details of organizations. **Faculty:** As the department's response outlines, sustainability leadership is deeply embedded in several of the required and elective courses although it was fair of the reviewers to point out that this was not previously explicitly outlined.

Implementation Plan

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

All recommendations presented by the external reviewers have been prioritized for implementation, as indicated below. However, one sub-recommendation (#3b) has been excluded as the Academic Unit and Faculty have respectfully indicated that it will not be actioned, as per the response in the summary table above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 RECRUITMENT Incorporate methods for 1) engaging first-year students; 2) preparation for graduate studies for those students aspiring to postgraduate programs in this area.	Collaborate with the MOS department chair and pertinent Huron service departments, to develop and implement recruitment programs and communications targeting in-house and future students.	Program Coordinator	By September 2024
Recommendation #2 CURRICULAR STRUCTURE As the program gets its footing, consider integrating 1) a capstone project or thesis, 2) a first-year introductory course.	- Plan, develop and schedule an interdisciplinary first year course on sustainability that could feed into AESL (among other programs). - Develop and schedule an AESL capstone opportunity.	Program Coordinator With support from the MOS Dept Chair, Registrar and Dean/Provost	Phased in between September 2024 and September 2028
Recommendation #3 'ANIMAL ETHICS' CURRICULUM a) Consider adding a course on animal literature or equivalent; and, add an English course listed in the Foundational Knowledge Group would enhance the curriculum. c) Explore ways that theological and pastoral studies may be integrated into AESL.	a) In collaboration with the Chair of the English Department, create a new permanent course on animals and culture in the medium term. c) Collaborate with the Dean, Faculty of Theology to determine ways of incorporating pastoral and religious studies in the AESL program. d) Work with AESL instructors to further highlight the inclusion of EDID in courses across the curriculum.	Program Coordinator	By June 2025

d) Further ensure that core courses incorporate diverse worldviews and approaches.			
Recommendation #4 'SUSTAINABILITY LEADERSHIP' CURRICULUM Articulate how knowledge, skills, and values of 'sustainability leadership' will be incorporated into the curriculum.	Explore the addition of courses to the "pick list" that will provide opportunities for students and further strengthen their leadership knowledge and skills in service of sustainability.	- Program Coordinator - Chair, MOS Department	By June 2025

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 <u>not</u> noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

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

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

should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion. Those matters that have been struck from the consent agenda will be handled in the usual way.

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

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

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The 2022-2023 Annual Report of the Senate Review Board Academic is provided to Senate in accordance with the Senate Review Board Academic's Terms of Reference.

ATTACHMENT(S):

2022-2023 Annual Report of the Senate Review Board Academic

2022-2023 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

[Prepared by the University Secretariat]

The Senate Review Board Academic (SRBA) has jurisdiction to hear student appeals against certain decisions by Deans. As provided by Senate, a student can only appeal a decision if the decision: (i) found that the student's conduct amounted to a scholastic offence; (ii) results from a failure to follow, or to properly apply, a Senate regulation; (iii) requires the student to withdraw from a program, from the University, or from an Affiliated University College; (iv) is contrary to general marking or grading practices; (v) results from a failure to observe a procedural requirement at a prior level; or (vi) results from bias at a prior level.

SRBA received 35 appeals between September 1, 2022 and August 31, 2023. The origin of the appeals received, compared with data from previous years, is provided below:

	Faculty/School/Affiliated University College	Number of Appeals Received (2022-2023)	Number of Appeals Received (2021-2022)	Number of Appeals Received (2020-2021)	Number of Appeals Received (2019-2020)	Number of Appeals Received (2018-2019)
Undergraduate Students	Arts & Humanities				1	1
	Brescia University College					
	Education	1		1		1
	Engineering	1	1		1	1
	Information & Media Studies					
	Health Sciences	1	2	1		4
	Huron University College	1	2		3	
	Ivey Business School			3		4
	King's University College	4	3	4	2	4
	Law	1	1	2		2
	Music					1
	Science	13	6	6	5	5
	Schulich School of Medicine & Dentistry	1	1	4	4	3
	Social Science	11	5	1	5	3
Graduate Students	School of Graduate and Postdoctoral Studies	1	5	1	1	5
TOTAL:		**35**	**26**	**23**	**22**	**34**

SRBA issued final decisions for 11 of the 35 appeals received during this reporting period. Two appeals were filed after the six-week deadline and the extension requests were denied. Furthermore, one appeal was withdrawn at the appellant's request, and five appeals were withdrawn after being resolved at the prior level. The remaining 16 appeals which were not decided during this reporting period, as well as two ongoing appeals from the 2021-2022 reporting period, will be included in next year's annual report.

SRBA issued five final decisions for appeals that had been filed in the previous reporting period. As a result, there were 24 appeals that were either decided, withdrawn, or resolved during this period. The origin of these appeals, compared with data from previous years, is provided below:

	Faculty/ School/ Affiliated University College	2022-2023		2021-2022		2020-2021		2019-2020		2018-2019	
		Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved
Undergraduate Students	Arts & Humanities							1		2	
	Brescia University College										
	Education	1				1				1	
	Engineering	1		1		1				2	
	Health Sciences			2		1				5	
	Huron University College		1	2		1		1	1		
	Information & Media Studies										
	Ivey Business School				1	1	0			4	
	King's University College	4	1	2	1	3	2	1	3		1
	Law	1		1		1	1		1	1	

	Music									1	
	Science	6	3	5		5		3	4	2	2
	Schulich School of Medicine & Dentistry			3		1		3	1	3	
	Social Science	3	3	2	2	5		1	2	3	
Graduate Students	School of Graduate and Postdoctoral Studies			2	1	1		2		3	
	TOTAL:	**16**	**8**	**20**	**5**	**21**	**3**	**12**	**12**	**27**	**3**

Of the appeals considered by SRBA during this period, SRBA denied 11 appeals without hearings, granted two discretionary hearings, and held three mandatory hearings for matters involving scholastic offences. In the previous reporting period, a total of three hearings were held. A summary of the five hearings decided during this period is provided below:

Hearing Number	Grounds for Appeal	Decision	Details of the Decision
1	• The Dean's decision requires the student to withdraw from a program, from the University, or from an Affiliated University College	Granted	SRBA found that the decision at the prior level was unreasonable/ unsupportable on the basis of the evidence and concluded that the student's final examinations in two courses should be graded, although the grades would not change the requirement to withdraw.
2	• Against the finding that the conduct amounted to a scholastic offence • Against the penalty imposed by the Dean as a result of a scholastic offence • Failure to observe a procedural requirement at the prior level • Bias at the prior level	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal in its entirety.

3	• Against the penalty imposed by the Dean as a result of a scholastic offence	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.
4	• Against the penalty imposed by the Dean as a result of a scholastic offence	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.
5	• Failure to follow, or to properly apply, a Senate regulation • Failure to observe a procedural requirement at the prior level	Granted	SRBA found that the decision at the prior level was unreasonable/ unsupportable on the basis of the evidence and concluded that the student should be removed from Conditional Status in the program.

Over the past five years, SRBA has noticed that appeals are becoming longer and more complex, specifically relating to academic consideration and accommodations. There has been an increase in appeals being filed on the final day of the six-week deadline and in the number of appeals filed after the deadline with requests for timeline extensions. Additionally, appeals are often incomplete when filed, which leads to further requests from students for timeline extensions to complete their appeals. Furthermore, there has been an increase in appeals relating to issues for single courses and relating to the requirement to withdraw from a program, from the University, or from an Affiliated University College.

Chair: Lina Dagnino
Vice Chairs: Caroline Dick
                    Danielle Lacasse

ITEM 12.1(b) – Senate Election Schedule for 2024

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Senate election schedule for 2024 is provided for information. The elections for the undergraduate student constituencies have been set to run in conjunction with the University Students' Council (USC) election.

ATTACHMENT(S):

Senate Election Schedule for 2024

Western

SENATE ELECTION SCHEDULE FOR 2024

Elections will be held for representatives of the faculty, administrative staff, graduate and undergraduate student constituencies as outlined below.

The terms of the faculty and administrative staff representatives will be two years (July 1, 2024 to June 30, 2026). The terms of the graduate and undergraduate student representatives will be one year (July 1, 2024 to June 30, 2025).

Faculty and Administrative Staff Constituencies	
Nominations Open	12:00 a.m., Monday, January 15
Nominations Close	4:00 p.m., Friday, January 26
Posting of Nominations	Tuesday, January 30
Balloting – Polls Open	8:00 a.m., Tuesday, February 13
Balloting – Polls Close	8:00 p.m., Wednesday, February 14
Posting of Results	Thursday, February 15

Graduate Student Constituency	
Nominations Open	12:00 a.m., Monday, January 15
Nominations Close	11:59 p.m., Friday, January 26
Posting of Nominations	Tuesday, January 30
Campaign Period begins	12:00 a.m., Wednesday, January 31
Balloting – Polls Open	8:00 a.m., Tuesday, February 13
Balloting – Polls Close / Campaign Period Ends	8:00 p.m., Wednesday, February 14
Posting of Results	Thursday, February 15

Undergraduate Student Constituency	
Nominations Open	12:00 a.m., Monday, January 15
Nominations Close	4:00 p.m., Friday, January 19
Mandatory All Candidates' Advisory Meeting *(organized by the USC)*	5:00 p.m., Friday, January 19
Posting of Nominations	Monday, January 22
Campaign Period begins	12:00 a.m., Monday, January 22
Balloting – Polls Open	8:00 a.m., Thursday, February 1
Balloting – Polls Close / Campaign Period Ends	8:00 p.m., Monday, February 5
Posting of Results	Thursday, February 8

ITEM 12.1(c) – Order of Ceremony – Spring Convocation 2024 (#323)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Order of Ceremony – Spring Convocation 2024 is provided for information.

ATTACHMENTS:

Order of Ceremony – Spring 2024 (#323)

Order of Ceremony – Spring Convocation 2024 (#323)

SPRING 2024	10:00 a.m.	3:00 p.m.
Monday, June 10	School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honours, BSc Honours programs, Diplomas and Certificates)	School of Graduate & Postdoctoral Studies * Faculty of Education Schulich School of Medicine & Dentistry (DDS)
Tuesday, June 11	Faculty of Social Science (4 yr BA, and BMOS Honours)	Faculty of Social Science (3 yr and BMOS)
Wednesday, June 12	Faculty of Science (Honours)	Faculty of Science (3 and 4 yr, non-Honours)
Thursday, June 13	Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honours and 4yr, BSc Neuroscience)	School of Graduate & Postdoctoral Studies * Engineering (Graduate programs) Schulich School of Medicine & Dentistry (Graduate programs) Faculty of Science (Graduate programs)
Friday, June 14	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Health Studies -Honors, 3yr and 4yr, Dips. & Certs.)	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Kinesiology)
Monday, June 17	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing)	School of Graduate & Postdoctoral Studies * Brescia University College Huron University College
Tuesday, June 18	School of Graduate & Postdoctoral Studies * King's University College (BMOS Honours, BMOS, Social Work, BA non-Honours, Diplomas and Certificates)	School of Graduate & Postdoctoral Studies * King's University College (BA Honours, 4 yr BA)
Wednesday, June 19	School of Graduate & Postdoctoral Studies * Richard Ivey School of Business (PhD, MBA, MScM, MM, EMBA)	Faculty of Engineering (Undergraduate)
Thursday, June 20	Richard Ivey School of Business (BA Honours)	Richard Ivey School of Business (BA Honours)
Friday, June 21	School of Graduate & Postdoctoral Studies * Faculty of Information and Media Studies Faculty of Law	School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities Don Wright Faculty of Music

*Students in graduate programs hosted by the Faculties on the particular day

May 16, 2024 – Huron Theology Convocation

June 5, 2024 – Schulich School of Medicine & Dentistry (MD)

ITEM 12.2(a) – Temporary Replacements for OAC Member

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

In accordance with Senate By-law: VI.13(a), a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply to the Operations/Agenda Committee for Leave of Absence from two or more consecutive regular meetings of the body to which he/she was elected. Upon the granting of the Leave of Absence, *the Nominating Committee shall appoint a temporary replacement and report its actions to the Senate*.

The Operations/Agenda (OAC) Committee student Senator representative, Matheus Sanita Lima, was granted a Leave of Absence, leaving a vacancy on the OAC until December 31, 2023.

The Nominating Committee met on October 26, 2023. Jenna Beecroft was elected to serve on OAC as a student Senator until December 31, 2023.

ITEM 12.3(a)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering Science (MESc) and Doctor of Philosophy (PhD) in Civil and Environmental Engineering

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective January 1, 2024, the Master of Engineering Science (MESc) and Doctor of Philosophy (PhD) in Civil and Environmental Engineering be revised as shown in Item 12.3(a)(i).

EXECUTIVE SUMMARY:

The Civil and Environmental Engineering program currently has four fields:
- Environmental and Water Resources Engineering
- Geotechnical and Geoenvironmental Engineering
- Structural and Infrastructure Engineering
- Wind Engineering and Environmental Fluid Mechanics

A new field of specialization "Smart Cities" is requested for Master of Engineering Science (MESc) and Doctor of Philosophy (PhD) programs. Smart Cities is a rapidly growing area of specialization in Civil Engineering that involves the application of cutting-edge technologies including sensors and smart data acquisition technologies and management to improve the resiliency and efficiency of urban operations and infrastructure.

Program requirements for the new field will be the same as the current MESc and PhD programs.

ATTACHMENT(S):

Major Modification to the MESc and PhD in Civil and Environmental Engineering

Major Modification to the MESc and PhD in Civil and Environmental Engineering

The Civil and Environmental Engineering (CEE) program currently has four fields:
- Environmental and Water Resources Engineering
- Geotechnical and Geoenvironmental Engineering
- Structural and Infrastructure Engineering
- Wind Engineering and Environmental Fluid Mechanics

A new field of specialization "Smart Cities" is requested for Master of Engineering Science (MESc) and Doctor of Philosophy (PhD) programs. Students enrolled in this new field of specialization will follow current requirements and policy for the CEE PhD and MESc programs.

Smart Cities is a rapidly growing area of specialization in Civil Engineering that involves the application of cutting-edge technologies including sensors and smart data acquisition technologies and management to improve the resiliency and efficiency of urban operations and infrastructure. Future cities will integrate sensing, communication, and management technologies to maintain connected and adaptable urban built environments that can be monitored in real-time for effective management and operation. The Department of Civil and Environmental Engineering is at the forefront of this emerging technological evolution and has recently developed a Western Smart Cities Initiative. The Smart Cities Initiative, which is focused on exploring technological innovations that have the ability to improve the lives of urban citizens, includes key areas such as Smart Transportation and Logistics, Smart Infrastructure, and Smart Water and Waste Management. This area of specialization aligns with the Department's strategic priority area of "Smart Cities" and the Faculty of Engineering's strategic focus on "Artificial Intelligence".

CEE has the resources available to support a field of specialization in Smart Cities.

CEE has introduced new elective graduate courses in this area of specialization. This includes CEE 9411: *Sustainable Mobility for Smart Cities*, CEE 9412: *Intelligent Transportation Systems and* CEE 9730: *Data Science for Civil Engineers: Geotechnical Applications*. An additional graduate course in Transportation Networks and Emerging Technologies will be introduced in Winter 2024 as well as a cross-listed graduate course in Structural Health Monitoring.

Current program	Proposed Change(s)
MESc Program Requirements Courses (2.0 courses) 2.0 elective courses (students can select any course offered and approved by the program) *Students must choose electives in consultation with the CEE program* ***A maximum of 1.0 credits outside of the CEE subject area will be approved* Milestones (10) Annual Progress Report; MESc Seminar; MESc Proposed Program Form; Safe Campus Community (Bill 168); WHMIS Training; Worker Health and Safety Awareness Training; General Laboratory Safety & Hazardous Waste Management; Academic Integrity Module; Thesis **PhD Program Requirements** Courses (4.0 courses) 4.0 elective courses (students can select any course offered and approved by the program) *Students must choose electives in consultation with the CEE program* ***A maximum of 1.0 credits outside of the CEE subject area will be approved* ****2.0 credit requirements can be waived based on masters level work, if approved by the program* Milestones (11) PhD Research Communications Module; Annual Progress Report; Ph.D. Proposed Program Form; PhD Seminar; Safe Campus Community (Bill 168); General Laboratory Safety & Hazardous Waste Management; WHMIS Training; Worker Health and Safety Awareness Training; PhD Comprehensive Examination; Academic Integrity Module; Thesis	No changes - Program requirements will be the same as the current PhD and MESc program.

There will be no changes to the Learning Outcomes.

Current MESc and PhD students working in the field of Smart Cities are currently enrolled in a field of specialization that most closely aligns with their research area. Once the proposed field of specialization is approved these current students will be given the option to change to the new field of specialization.

ITEM 12.3(a)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective January 1, 2024 the Graduate Diploma in Climate Risk Assessment and Opportunity be revised as shown in Item 12.3(a)(ii).

EXECUTIVE SUMMARY:

The proposed modification is to introduce four fields of specialization in the Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity:

- Business and Climate Impact
- Climate Change Governance
- Climate Risk and Infrastructure Resiliency
- Climate Change and Financial Modelling

At the time of program approval, there was an understanding that fields of specializations could not be introduced in a GDip. Recently, it has been identified that "fields of specializations" can be introduced in a GDip. Fields of specializations are more appealing to students and hence, also assist in recruitment efforts.

There will be no changes to existing courses, milestones, or learning outcomes.

The GDip in Climate Risk Assessment and Opportunity is a multidisciplinary program through a joint collaboration between the Faculties of Engineering, Science and Social Science and the Ivey School of Business. Each Faculty is responsible for the development and delivery of their field, in partnership and collaboration with the other Faculties:

- Business and Climate Impact (Ivey School of Business)
- Climate Change Governance (Faculty of Social Science)
- Climate Risk and Infrastructure Resiliency (Faculty of Engineering)
- Climate Change and Financial Modelling (Faculty of Science)

The program has not yet admitted students. The first cohort will be admitted in January 2024. Therefore, current students will begin the program with this modification in place, if approved.

ITEM 12.3(b) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Visual Arts, Environment and Sustainability, and Physics and Astronomy

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 Visual Arts, Environment and Sustainability, and Physics and Astronomy.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Arts and Humanities	Visual Arts	April 12-13, 2023	Good Quality
Science	Environment and Sustainability	March 8-9, 2023	Good Quality
Science	Physics and Astronomy	April 27-28, 2023	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Visual Arts

Final Assessment Report – Environment and Sustainability

Final Assessment Report – Physics and Astronomy

Visual Arts
Final Assessment Report &
Implementation Plan
September 2023

Faculty / Affiliated University College	Arts and Humanities
Degrees Offered	Master of Arts, Art History and Curatorial Studies (MA) Master of Fine Arts (MFA), Visual Arts Doctor of Philosophy, Arts and Visual Culture (PhD)
Date of Last Review	2015-2016
Approved Fields	None
External Reviewers	Dr. Carolyn Butler-Palmer, Art History & Visual Studies, University of Victoria	Dr. Yam Lau, Department of Visual Art & Art History, York University
Internal Reviewers	Dr. Mark Zbaracki, Associate Dean designate (Graduate) Ivey Business School	Maxwell Hyett, Ph.D. Candidate, Theory & Criticism
Date of Site Visit	April 12 & 13, 2023
Date Review Report Received	May 18, 2023
Date Program/Faculty Response Received	Program – August 14, 2023 Faculty – August 22, 2023
Evaluation	Good Quality
Approval Dates	SUPR-G: October 16, 2023 ACA: October 25, 2023 Senate (for information): November 10, 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 Visual Arts Graduate 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 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 Visual Arts Graduate Program, Faculty of Arts and Humanities, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Master's program in the Department of Visual Arts has been in existence since 1995, graduating students with both MA (Master's of Art History and Curatorial Studies) and MFA (Master's of Fine Arts) degrees. In 2007, the PhD in Art and Visual Culture accepted its first students. The PhD Program is one of the first of its kind to offer Art History, Studio and Adapted Project Based options. Total enrolment in 2020-21 was 11 students in the MFA, 10 students in the MA and 23 students in the PhD program. Average annual intake has been at 4-6 for the MFA, 5-7 for the MA and 4 for the PhD program.

The self-study process was informed by various departmental meetings, discussions with faculty members and staff, a survey of current graduate students, and a survey of program alumni. Recent annual departmental retreats have been an important part of the program's ongoing process of self-study, enabling the re-evaluation of program structure, aims, processes in light of developments in the field, changes to faculty complement, and other forces impacting graduate education.

The external reviewers shared a positive assessment of the Visual Arts Graduate Program. They offer six recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- High level of completion and a very successful roster of alumni in various arts and cultural fields and industries.
- Strong collaboration among students has resulted in the 1) launch of their own annual peer-reviewed journal that serves as a venue for scholarly research and creative work; 2) review of classmates' work and collaboration on exhibitions; 3) launch of a peer-to-peer mentorship program.
- Significant funding and research successes of faculty members is a tremendous draw for potential graduate students.
- Hiring of two faculty members broadens the program's focus on including the perspectives of under-represented groups.
    - o Genuine excitement about what these artists are bringing to an already vibrant program.
- The PhD program structure is modeled on professional programs with a view to providing both a rigorous academic training and a head start for graduates entering into the complex job market.
- With two students pursing dual degrees with partner Universities and one beginning an agreement pathway from their home institution, the department is in the process of developing additional agreements with various partner Universities abroad.
- Access to varied internship opportunities with local and regional partners.
- Innovative and collaborative graduate courses, like T*he Museum for Future Fossils*, involving earth scientists, beekeepers, paleontologists, mycologists,

artists, curators, forest guides, sewer engineers, treaty negotiators, and community activists; which, foregrounds experiential learning in both local and international settings with travel planned to Mexico.
- Increase in internal MA students wishing to pursue a PhD, which may serve as evidence of their satisfaction with the program/department.
- Envisioning the new downtown space at 450 Talbot as a site where creative community engaged and experiential learning opportunities take place, and where a wider public can participate in these events.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Small size of the faculty complement, affecting supervisory loads and course offerings.
    o A need to hire Indigenous faculty to continue strengthening ties to the Indigenous arts community and further enrich our program offerings.
- Funding for international MA and MFA students.
    o Unable to secure acceptances from some very strong international applicants as a result.
- Several students shared in their response to the survey that areas of improvement included: 1) need for a greater variety of courses available to choose from; 2) Increased funding levels and eligibility of funding beyond the 4th year for PhD students.

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
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Academic Quality & Enhancement
- Dean of the Faculty of Arts and Humanities
- Associate Dean Research, Faculty of Arts and Humanities
- Department Chair
- Graduate Program Chair
- Graduate Committee Members
- Acting Director, McIntosh Gallery
- Curator, McIntosh Gallery
- Director of Museum and Curatorial
- 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 Visual Arts 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 shared that *"graduate programs in Visual Arts are innovative and exceptional. We are highly impressed with the sense of collegiality among faculty members across all fields within the department, as that is only sometimes the case. This spirit of goodwill and collaboration contributes to the success of the MA, MFA, and Ph.D. graduate programs."*

Strengths of the Program

- Careful attention paid to the University's EDI initiatives with strategic hires and the removal of barriers related to language requirements.
- Clarity of outputs and measurability in the MA and MFA learning outcomes.
- Alumni secure teaching positions at an array of Canadian post-secondary institutions and have published in prestigious journals, exhibited in professional venues and secured careers in art administration.
- The flexibility of the Ph.D. that can be adapted to art history, project-based research such as curating, and creative research.
- MA program in curating is cutting-edge in Canada and in alignment with the recent emphasis on research of application within the field of art history.
- Impressive retention in each of the graduate programs.

Prospective Improvements for the Program to Consider

- The art history and curating faculty are currently stretched to the limit to deliver high-quality MA and Ph.D. programs.
- Clearer distinction is needed between the one-year and two-year MA programs in art history.
- The advancement of reconciliation and place-based work could be more clearly expressed as measurable and observable learning outcomes and program expectations.

o Incorporate EDI and Indigenization outcomes directly into the learning outcomes section or milestones, where relevant.
- Visual Arts Centre is designed with an integrated projection space; however, there is no video projector; this would be an effective way of showcasing the work of the Visual Arts Department to the rest of the campus.
- Additional funding opportunities should be provided for 1) fifth-year Ph.D. students; 2) international students, as this would enable the program to develop a diverse and international profile.
- More balanced distribution of faculty members' supervisory load; which would help all graduate students to experience a similar amount of attention from supervisors *(embedded in external reviewer recommendation #5).*

While none of these areas of improvement were explicitly expanded on as stand-alone recommendations by the external reviewers, many are embedded in the recommendations offered, as outlined in the section below. The points above remain suggestions for consideration by 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
Recommendation #1: Make the directorship of the McIntosh Gallery a joint faculty appointment with the Department of Visual Arts. This would support the continued development of the successful curatorial program and provide administrative harmony to the proposed 450 Talbot Street gallery space.	**Program:** The program fully supports this recommendation, in particular an appointment that would align with Western's EDI, decolonization, and Indigenization initiatives. The pairing of such a position with the McIntosh Gallery Director might not be presently possible due to the fact that the Directorship is classified as a PMA position (Professional & Managerial Association). But the department does see the benefit (logistically and pedagogically) of a new cross-appointed curatorial position in connection to the curatorship of the eventual shared downtown space. **Faculty:** As noted in the program's response, the Director of the McIntosh Gallery is not a faculty position and therefore cannot be jointly held with a faculty appointment. All proposals for new positions will be considered by the Dean's office in the preparation of the budget. All new positions are granted at the discretion of the Provost.
Recommendation #2: Hire an Indigenous scholar and Black art historian to further the department's EDI, decolonization, and Indigenization initiatives and complement recent hires in the visual arts wing of the program. This would help the art history wing of the Visual Arts Department to develop a focus on the Arts of the Americas, which would impress Western's art history program with a unique identity in Canada.	**Program:** Recent successes with hires on the Studio side have reinvigorated the Department. However, with three retirements in Art History since 2015 that were not replaced, the existing faculty in AH and MCS is stretched to the limit. The program is unsure that a geographical focus is as pertinent to the ongoing research of faculty and the interest of students as much as a topical approach that would enable better foregrounding of current critical issues. The program fully agrees with the reviewers' recommendation of hiring an Indigenous or Black art historian. Given the response to the first recommendation, the program would advocate for the inclusion of a curatorial focus to the description of a new position given the pressing needs in that area. **Faculty:** All proposals for new positions will be considered by the Dean's office in the preparation of the budget. All new positions are granted at the discretion of the Provost.

Recommendation #3*: Formulate a standard syllabus for the core MA-MFA first semester course (VIS 9500A) that any faculty member can teach. Such a "department-owned" syllabus, with a set of shared readings and assignments would help meet the needs of all graduate students, no matter their field of study, and reduce the workload of faculty members.	**Program:** The 2022-2023 course outline for VIS 9500 included several guest lectures, some by fellow faculty members; is a "department-owned" syllabus. This provides the best pedagogical approach, one where there is one course instructor to maintain consistency vis-à-vis grading, but that the expertise of several faculty members is incorporated. To further address this recommendation, a curriculum review of this core course needs to be conducted. The program aims to have concrete changes to propose at the upcoming annual faculty retreat scheduled for May 2024. Since the recommendation identifies an issue in VIS 9500 between the learning needs of MA and MFA students, the program feels that it would be appropriate to undertake a curriculum review of the MFA Studio Seminar as well to enhance the integration core courses. **Faculty:** The Dean's office supports review of the content of the core first semester course (VIS 9500A).
Recommendation #4: Due to the popularity of the one-year MA in Art History and shifts within the discipline toward course-based degrees, we recommend terminating the two- year MA in Art History.	**Program:** The two-year MA was phased out in 2014. It was mentioned by a faculty member during one of the meetings of the external review but was promptly corrected by another faculty member. Perhaps the misunderstanding stems from that instance. The two-year MA does not appear in the IQAP document. **Faculty:** This was clearly a misunderstanding on the part of the reviewers. As noted in the program's response, the two-year MA has not been offered since 2014.
Recommendation #5*: Review, and perhaps formalize, the role of the mentor in the first year of the MFA. We recommend, first-year candidates be assigned one or two faculty for an hour of studio visits. This ensures the cohort benefits from the faculty's range of expertise and will help them invite the best-suited faculty for supervision in their second year. Faculty should limit their supervision to ensure this responsibility is evenly spread within the program. Ensure an orientation for new MFA cohorts that	**Program:** Rigorous reviews of students' progression is conducted; one of the tools used to track progress of PhD cohorts is Pathfinder. The yearly written reports drafted by the Candidate, Supervisor, and Graduate Chair have proved quite beneficial. Pathfinder will be implemented for the MFA Program with a report at the end of the fall and winter terms. For the first year of the MFA, the assigned Mentor will ensure students are provided with adequate guidance. The use of the Pathfinder in the MFA will effectively formalize the role of the Mentor. Incoming graduate students participate in a full day of orientation prior to the commencement of classes which includes a tour of the facilities, Health and Safety information, and an introduction to all staff, faculty and relevant campus groups that they will be working with.

<table>
<tr>
<td>conveys important information and builds community at the start of their program.</td>
<td>The program's approach to Graduate Supervision is to give priority to the student's preference based on shared alignment of research interests between student and faculty. The workload balance across the faculty is monitored by the Graduate Chair.

Faculty: As noted in the program's response, Visual Arts currently provides ample guidance for graduate students, whether in-house or by directing students to SGPS resources. In addition, they will be adopting the Pathfinder system as of September 2023.</td>
</tr>
<tr>
<td>**Recommendation #6:**
The MFA program should approach local museums and galleries to host exhibitions for the cohorts. Public galleries such as Forest City Gallery might respond well to this idea as it strives to remain relevant in the community.</td>
<td>**Program:** Graduate students have access to a number of professional exhibition venues:
• McIntosh Gallery regularly hosts MFA thesis exhibitions (typically two per year).
• the Department's ArtLAB and Cohen Commons fulfills grad exhibition needs at a professional level with paid staff.
• SATELLiTE Project Space in downtown London. Since its inception in 2015 graduate students have regularly exhibited and performed there.
• SSHRC-funded faculty projects in a number of local, regional, provincial, national, and international venues.

With regards to professionalization, the Graduate Internships in Visual Arts offer students valuable practical experience at a range of arts and cultural institutions. Regular partner institutions include: McIntosh Gallery, Museum London, Embassy Cultural House, Museum of Ontario Archaeology, Forest City Gallery.

The Department endeavors to support student and partner-driven initiatives that further expand the range of exhibition opportunities whenever they arise; and, strive to allocate resources on a continual basis to ensure that the existing structures (either in-house or with institutional partners) maintain a quality comparable with any major contemporary art center.

Faculty: As noted in the program's response, Visual Arts already provides many opportunities for professional exhibition experience.</td>
</tr>
</table>

Implementation Plan

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

Recommendations prioritized for implementation include only those with current or future actions. In this case, recommendations #1 and #2 relate to hiring decisions which are outside the purview of the department (and the scope of this review process), recommendation #4 is based on a misunderstanding by the reviewers, and recommendation #6 is already thoroughly implemented. As such, these recommendations are not included in the implementation table below.

Prioritized Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #3: Formulate a standard syllabus for the core MA-MFA first semester course (VIS 9500A).	- Plan the curriculum review of the core courses at the Master's level during the 2023-2024 academic year. - Conduct curriculum review during the faculty retreat in May 2024.	Graduate Chair Graduate Committee Associate Dean	By June 2024
Recommendation #5: Review, and perhaps formalize, the role of the mentor in the first year of the MFA.	- Implement Pathfinder to track the progress of the MFA students with a report at the end of the fall and winter terms. - Using Pathfinder, assigned Mentors of first year MFA students will ensure that the guidance that the student needs is provided—accomplished directly by the Mentor or by others that the Mentor will suggest.	Graduate Chair Graduate Committee	By December 2023

Western UNIVERSITY · CANADA

Master of Environment and Sustainability
Final Assessment Report & Implementation Plan
June 2023

Faculty / Affiliated University College	Faculty of Science	
Degrees Offered	Master of Environment and Sustainability (M.E.S)	
Date of Last Review	2014-2015	
Approved Fields	N/A	
External Reviewers	Dr. Maureen Reed, School of Environment and Sustainability University of Saskatchewan	Dr. Scott Mitchell, Department of Geography & Environmental Studies Carleton University
Internal Reviewers	Dr. Tom Drysdale Associate Dean Schulich School of Medicine & Dentistry	Daniel Amoak, PhD Candidate in Geography and Environment
Date of Site Visit	March 8, 9, 2023	
Date Review Report Received	March 30, 2023	
Date Program/Faculty Response Received	Program: April 17, 2023 Faculty: April 17, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-G: October 16, 2023 ACA: October 25, 2023 Senate (for information): November 10, 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 Master of Environment and Sustainability (M.E.S.) Program delivered by the Faculty of Science.

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 Science.

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

Executive Summary

Initiated in 2007, the Master of Environment and Sustainability Program is a three term (1-year), course-based interdisciplinary program comprised of required courses, elective workshop courses and a co-op milestone (~500 hours). The M.E.S. is designed to focus and develop the intellectual and practical skills for the application and advancement of environmental management and sustainability in scientific, business, not-for-profit, manufacturing and government sectors. In 2020-21, total enrolment in the program was 44 students.

To inform the self-study, feedback was collected from focus groups with current students, program completion surveys, and interviews with students and supervisors during co-op site visits. A curriculum mapping exercise was equally completed with course instructors.

The external reviewers shared a positive assessment of the Master of Environment and Sustainability Program. They offer six recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Students benefit from professional training, delivered by highly regarded experts and/or practitioners in the relevant fields.
- The diverse educational backgrounds of the students is one of the program's greatest strengths and is leveraged to expose students to the interdisciplinary nature of the environment and sustainability sector.
- The program embeds two Indigenous Learning Bundles in the EnvrSust 9250 course and a field trip to the Chippewas of the Thames First Nation.
- The program, in partnership with the London Environmental Network (LEN), piloted an enhanced experiential learning component in 2021-2022, which supports 47 environmental groups.
- The co-op education experience and the consulting course give students an opportunity to work with a client in a non-academic, applied setting.
- Students expressed that MES provided many valuable experiences including 1) Speaker Series, workshops/case studies in Foundations of Sustainability; 2) practical hands-on application of R studio and QGIS; 3) support in preparation for the co-op job search; 4) focus on learning more about topics of interest to each student; and 5) development of skills related to grant, resume, cover letter, and consultation report writing.

Concerns and Areas of Improvement Identified and Discussed by the Program

- The high number of limited duties instructors and high instructor turnover, complicates the sharing of course syllabi somewhat because new instructors keep re-designing courses.
- Space limitations constrain cap limits to workshops and the consulting course.
- The length of the program is constrained by the co-op 'season', as most co-ops are hiring for the summer term (May- August).
- All day workshops may be too long – splitting workshops into smaller chunks would help with student motivation and engagement.
- Students identified the following areas for improvement: 1) incorporation of social sustainability as one of the 3 pillars of the program with a focus on indigenous communities; 2) further opportunities for in-depth study of course materials (case studies), rather than breadth; 3) inclusion of a course which explores current trends/issues; 4) ensure equitable experiences/expectations across the program; and 5) review the timeframe allocated for co-op placements and scheduling of workshops to ensure these support required assignments.

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
- Associate Vice-Provost, Academic Planning, Policy and Faculty Relations
- Director, Academic Quality & Enhancement
- Associate Dean, Graduate and Postdoctoral Studies
- Program Director and Graduate Chair
- 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 Environment and Sustainability Program. The FAR is collated and submitted 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 many strengths as evidenced by high demand, retention, and the enthusiasm of students and instructors."*

Strengths of the Program

- Connection with the Careers Office provides important opportunities for professional skill development that will help students secure and maintain relevant jobs in the workplace.
- Bringing in external professionals to teach workshops ensures that these are tailored each year to meet student demand and to allow for rapid shifts in content to keep up with evolving issues / topics.
- Hands-on, practical work, particularly in the capstone course and in the Ecosystem Health course;
- The co-op project which simulates a consulting environment is an important attraction of the program for prospective students.
- A strong alumni network, which is drawn upon in several ways and at events through the year.
- EDI initiatives used to 1) guide faculty recruitment; 2) integrate "Indigenous Bundles" offered by the Office of Indigenous Initiatives; 3) build relationships with a First Nation near the University.

Areas of Concern or Prospective Improvement

- Reliance on limited duties instructors creates a burden on the single faculty appointee and Director, and introduces uncertainty regarding availability of instructors across program years.
- Lack of adequate and accessible space is a barrier to future program offerings.
- Learning outcomes for the program remain rather broad – the specific theme(s) that characterize this program could be more clearly articulated and promoted.
- Explore how competencies in leadership and team-work could be specifically assessed through the multiple courses and opportunities that the program offers.
- Tuition differential places barriers on international students.
- Consider enhancing the curriculum by 1) standardizing course expectations and grading guidelines across the program; 2) making course sequencing more intuitive; 3) increasing content related to social sustainability including incorporating the UN Sustainable Development Goals; 4) introducing a workshop in team building during Orientation week.
- EDI practices could: 1) further inform curriculum design and delivery, particularly as it might relate to the UN Sustainable Development Goals; 2) be applied to student recruitment; 3) be embedded into other course offerings and workshops

– this is in line with students' request for more direct engagement with Indigenous communities.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1* Strengthen curriculum design, assessment, and coordination. a) Work with the Centre for Teaching and Learning (CTL) on items such as: • revising program objectives that make the program distinctive; • ensuring courses have measurable learning outcomes; • embedding EDI-DI into course offerings; • diversifying assessments across courses; and • offering suggestions for how to assess important, yet challenging, outcomes such as "leadership". b) Work with alumni and employers to bring student feedback into learning assessment and outcome process. c) Develop coordination mechanisms for all instructors in the program.	**Program:** a) The program is planning to complete a curriculum review/update over the summer of 2023. This includes updating program learning outcomes, further incorporating EDI into the curriculum, reviewing assessments and aligning course objectives with program objectives. The program has already contacted the CTL to set up individual consultations. b) At the end of their co-op, students are explicitly asked to write a report about how they applied their academic skills within their co-op. The program will consider incorporating these types of reflective components throughout existing courses to help facilitate the formative assessment of learning outcomes (e.g., journal entries, etc.). The program will continue to work with alumni to assess learning outcomes and solicit feedback around assessment processes. c) Recent changes in the collective bargaining agreement should allow us to compensate limited duties instructors for time outside of their regular classes. This will facilitate broader discussions with these instructors such as aligning teaching content, aligning course deadlines, and ensuring instructors are more aware of the needs of the broader program. Some of this can be facilitated by individual meetings with the Program Director, but larger discussions will be facilitated by an MES retreat in the summer of 2023. **Faculty:** a) Beyond the program's consultation with the CTL, new contracts for limited duties instructors will include duties and compensation for professional development and contributing to curriculum alignment. b) The program plans to collect more feedback from alumni and employers to better assess the achievement of learning outcomes and program direction. The Faculty suggests that alumni and employers are represented in the advisory board for the program. c) The Faculty will ensure that hours for professional development and program consultations are included in the contracts of limited duty hires.

Recommendation #2* Secure resources to support delivery of curriculum, program development, outreach (such as with Indigenous communities), and administrative needs.	**Program:** The program will explore forming a committee to review academic content – members of this committee could also serve as Acting Director during holiday or leave periods. The presence of tenured faculty members could be increased through guest lectures in existing programs. The program has a strong cohort of limited duties instructors that contribute significantly to the program, including directly facilitating co-op employment opportunities in their respective industries. Limited duty faculty also provide a range of perspectives ranging from engineering, social science, business. **Faculty:** The Faculty agrees with the program about the many benefits of having LD hires from industry teaching in the MES program. Students in this program already have an undergraduate degree taught by academics and it is the connection to industry and government that makes the MES program unique. However, the Faculty agrees with the reviewers that it is important to have more full-time faculty involved in the program and endeavor to create a program committee or board that includes the program director and at least one other full time faculty member to help with the service load of administering the program and build resilience.
Recommendation #3* Admissions should be done by committee, using a transparent and systematic review process.	**Program:** The program will undertake a process to revamp application procedures that will include altering the application process with layers of application triaging. As part of this, a committee will be formed where full-time faculty members will have some of their service workload assigned to assessing MES applications. A rubric that highlights the needs of the program and aligns that with incoming international students will be developed. **Faculty:** The Faculty will support the formation of a MES program committee that will participate in application assessments by working with other programs to assign some faculty service work in the MES program. Ideally, this committee might also include a member of the MES alumni or an employer from the co-op program.
Recommendation #4* Secure appropriate and accessible spaces for teaching.	**Program:** In response to the current challenges in booking room space, the program has rearranged the schedule so that workshops, which require all students to be in the same place at the same time, are only run on Fridays. This may mean that facilitators will have to make two trips to London if they are from outside the city, but it should allow the program to host students in more comfortable room spaces as on-campus room-bookings are under much less stress on Fridays. Students will need to continue to use their own computers to support learning in our regular classrooms, in lieu of computers in computer labs. The program will host dedicated workshops on Fridays where students may have access to the computer labs (e.g., GIS workshop). **Faculty:** The regular room for the MES program is well suited for the current cohort size when the courses are divided in two sections of 30. Keeping two sections allows for smaller class sizes and increases interactions between instructors and students. However, the Faculty supports and encourages the growth of the MES program and will find a larger space if the program grows. The Faculty understands the need for appropriate space for the weekly workshops where all students attend and will work with the program and central administration to request an appropriate space for the workshops. If space on campus is not available, accessible off-campus options will be considered.

Recommendation #5* Increase engagement with university-wide resources and support services. For example: a) "Own Your Future" may help deliver existing or expanded professional development seminars; b) Western International may offer orientation and support services for international students and guide the program staff about what international students need to know in advance of arrival; c) The Office of Indigenous Initiatives on campus may help connect the program to Indigenous Guest Speakers who could offer workshops or special lectures in courses; and d) The CTL may offer multiple resources and professional development opportunities for curriculum review, revision, and delivery.	**Program**: Graduate students do not have access to dedicated academic counsellors that can sign-post them to extra support services. However, the program will look into finding support or case workers that could help students when problems arise. a) Indeed, when students have been unable to attend some of the program workshops they have been asked to enroll in workshops offered by Own Your Own Future and Graduate Student Life. b) As listed below in the response to Recommendation #6, there will be greatly expanded supports for international students coming online this September. c) The program already has strong links to the Office of Indigenous Initiatives through the co-op coordinator. The Program will continue to strengthen this relationship as Indigenous initiatives are expanded. d) The program intends to work with the CTL on curriculum updates. **Faculty**: The Faculty will provide the program Director and MES support staff with a comprehensive list and contact information for support services so that students in need can be efficiently directed to the supports they are seeking (e.g., health, wellness, accommodations, financial need). Western's case managers can be called upon to determine what programs will best serve the student when need arises.
Recommendation #6* Improve resources available to international students. Consider: a) enhanced supports from Western International to help students acclimatize prior to and during their tenure in the program; b) encouraging potential financial supports [bursaries, scholarships, TAships, RAships]; c) ensuring international students gain competitive co-op placements; and d) clearly articulating circumstances to international students before they make the commitment to come to Western.	**Program:** The SGPS has recently announced support services for international students. The program will now include information about this designated support person in admission letters that are sent to students prior to their arrival. In addition to new SGPS supports, the MES program will also explore further strengthening connections with other graduate departments (e.g., Biology) to help secure excess TAships that may be available for MES students. MES international students do gain competitive co-op positions and furthermore, those are often extremely high-quality positions (e.g., engineering consulting firms). Recent changes in employer wording in applications has added a new challenge to placing international students across the university (e.g., excluding students that *may* need sponsorships in the future). However, the program is working with Western International to ensure that MES international students are well-supported to tackle those discussions with employers. **Faculty:** The Faculty supports the program's response.

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Strengthen curriculum design, assessment, and coordination by: - Working with the Centre for Teaching and Learning - Working with alumni and employers to bring student feedback into learning assessment and outcome process. - Developing coordination mechanisms for all instructors in the program.	- Review program curriculum to update learning outcomes, further incorporate EDI into the curriculum, review assessments and align course objectives with program objectives. - Incorporate reflective components throughout existing courses to help facilitate the formative assessment of learning outcomes. - Collect more feedback from alumni and employers to better assess the achievement of learning outcomes. Consider having alumni and employers represented on the advisory board. - Include duties and compensation for professional development, as well as contributing to curriculum alignment, in new contracts for limited duties instructors.	Director Associate Dean	By September 2024
Recommendation #2: Secure faculty resources dedicated to the program to support delivery of curriculum, program development, outreach (such as with Indigenous communities), and administrative needs.	- Create a program committee to help with the service load of administering the program and build resilience. - Increase the presence of tenured faculty members through guest lectures in existing programs. - Explore the potential for more full-time faculty to be incorporated into the program over the coming years through teaching some of the core courses.	Program Director Associate Dean	By September 2024

Recommendation #3: Admissions should be done by committee, using a transparent and systematic review process.	Revamp the program's application procedures. Consider: - altering the application process with layers of application triaging; - forming a dedicated committee where full-time faculty members will have some of their service workload assigned to assessing MES applications; and - Developing a rubric that highlights the needs of our program and aligns that with incoming international students.	Program Director Associate Dean	By February 2024
Recommendation #4: Secure appropriate and accessible spaces for teaching.	Request an appropriate space for the program workshops. If space on campus is not available, explore off-campus options that are accessible to the students.	Associate Dean Program Director	By September 2023
Recommendation #5: Increase engagement with university-wide resources and support services.	- Curate a comprehensive list, with contact information, of support services for students in need so that students can be efficiently directed to the support they are seeking. - Ensure that Western's case managers can be called upon to determine what programs will best serve the student when need arises.	Associate Dean Program Director	By September 2023
Recommendation #6: Improve resources available to international students.	Working in conjunction with Western International: - Include information about supports for international students in admission letters that are sent prior to their arrival. - Ensure that MES international students are well-supported to tackle discussions regarding co-op positions with employers. - Explore further strengthening connections with other graduate departments (e.g., Biology) to help secure excess TAships that may be available for our students. - Integrate additional opportunities for domestic and international students to connect and develop as a community at the outset of the program. For instance, via dedicated social events or a peer buddy/mentoring initiative.	Program Director	By September 2024

Physics and Astronomy
Final Assessment Report &
Implementation Plan
September 2023

Faculty / Affiliated University College	Science	
Degrees Offered	Master of Science (MSc) Doctor of Philosophy (PhD)	
Date of Last Review	2012-2013	
Approved Fields	<u>Physics</u> Condensed Matter Medical Physics Planetary Physics	<u>Astronomy</u> Astrophysics
External Reviewers	Dr. Gary Slater, Department of Physics, University of Ottawa	Dr. Stefi Baum, Faculty of Science, University of Manitoba
Internal Reviewers	Dr. Godwin Arku, Graduate Chair, Department of Geography and Environment	Abdelmoneim El Naggar, PhD candidate at the Civil and Environmental Engineering
Date of Site Visit	April 27, 28, 2023	
Date Review Report Received	June 30, 2023	
Date Program/Faculty Response Received	Program: Aug 23, 2023 Faculty: Aug 24, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-G: October 16, 2023 ACA: October 25, 2023 Senate (for information): November 10, 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 Physics and Astronomy Graduate Programs delivered by the Faculty of Science.

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

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 Physics and Astronomy Graduate Programs, Faculty of Science, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Physics Department at Western University was established in 1915, registering the first physics students in 1919. By 1939, both graduate and undergraduate Physics degree programs were offered. The astronomy graduate program at Western University was established in 1966 and was housed in a separate Department of Astronomy until 1996 when it was merged with the Department of Physics to create the current Department of Physics & Astronomy. Since the merger, the physics and astronomy graduate programs, while separate, have been governed in a coordinated and harmonized way.

The physics graduate program offers a thesis-based MSc degree and a thesis-based PhD degree in the approved fields of condensed matter, medical physics, and planetary

physics. In addition, a research project-based MSc degree has been offered since 2013. Total enrolment in 2022-23 was at 10 MSc and 15 PhD.

The Astronomy graduate program offers a thesis-based MSc degree and a thesis-based PhD degree in the approved field of astrophysics. In addition, a research project-based MSc degree (which is the most popular option) has been offered since 1995. Total enrolment in 2022-23 was at 14 MSc and 11 PhD.

The self-study was informed by a survey sent to faculty members and to current students and recent graduates. The results of both surveys were used as the basis for a full-day and half-day faculty retreat in May 2022. Written feedback from the graduate student survey was explicitly discussed, and a strengths-weaknesses-opportunities-threats (SWOT) analysis of each program was undertaken.

The external reviewers shared a positive assessment of the Physics and Astronomy Graduate Programs. They offer six recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Programs

- In alignment with Western's aim to address systematic issues of equity, diversity, and inclusion, and anti-racism and decolonization, the members of each program admissions committee will receive training in systematic and unconscious bias prior to the 2023 application season.
    - Astronomy 9610 - Introduction to Modern Astrophysics, taken by all Astronomy MSc students, now includes a research project assigned to all students concerning marginalized researchers in astrophysics.
- Collaborative specializations in Planetary Astronomy and Space Exploration and in Scientific Computing, as well as the newly established Institute for Earth and Space Exploration (IESX).
- Students are supported in their professional development and career planning through the weekly "Physics and Astronomy Graduate Seminar".
- Programs are supported by strong administrative expertise and increased TA support (with the integration of Applied Mathematics).
- There is a very strong undergraduate research culture in Physics and Astronomy at Western and this translates into many students deciding to pursue graduate studies at Western and a strong student publication record.
- Renovated facilities include: (1) a fully equipped machine shop staffed by two highly skilled machinists, plus a student shop that can be used by faculty, staff, and students; (2) a woodshop, and (3) an electronics shop.
- Associated research facilities are impressive.
- Program success can be measured by graduates employed in a wide range of careers, including those in academia, industry, and government.

- The interdisciplinary nature of modern physics is also reflected in the many connections the physics program has with other Departments in Western's Faculty of Science, Faculty of Engineering and Schulich School of Medicine and Dentistry.
  - Close connection with the Department of Medical Biophysics and its graduate program, as many medical physics faculty supervise students in the medical physics graduate program and vice-versa.
- $2M+ was bequeathed to the department for the purpose of purchasing experimental equipment and supporting Canadian graduate students employed in research (Physics).

Concerns and Areas of Improvement Identified and Discussed by Each Program

- There is need for 1) funding to support students' travel to conferences; 2) additional scholarships; 3) financial support to international students to ensure their success; 4) opportunities to enhance engagement among students and faculty.
- High international tuition and disparity in department level funding for domestic and international students.
- Offering the required variety and number of graduate courses has become a challenge due to expanded undergraduate teaching.
- Opportunity to implement a robust tracking system for our MSc and PhD students, post-graduation.
- Possibility of a new and unifying field of study in "Computational Physics", particularly given recent faculty hires and the new department members transferred from the former Applied Mathematics Department.

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 briefs 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
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Academic Quality & Enhancement
- Associate Dean
- Department Chair
- Graduate Program Chair
- 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 Physics and Astronomy Graduate Programs. 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 "*these two graduate programs (Physics and Astronomy) are both strong and successful programs, with superb faculty in place to deliver the programs. They boast a unique set of interdisciplinary connections and centres that further strengthen the programs. The physical space and resources provided by all accounts support a strong environment for student and program success and the programs and student cohorts exhibit strong positive supportive and cohesive cultures.*"

Strengths of the Programs

- Students and faculty benefit from a high interdisciplinary, interactive, and supportive environment. Students graduate with breadth, depth, and good communication skills and gain employment in varied areas and fields.
- The culture in the Department is extremely positive and the students were uniform in feeling accepted and supported, irrespective of their heritage and origins. The faculty and students (particularly in Astronomy) are very active in education and outreach activities with a diverse community beyond the university, encouraging a new generation of diverse scientists and communicators.
- Faculty members have strong research profiles and carry international reputations; expertise focused in a few fields allows for strong focus, research excellence, and productivity.
- Strong progression rates, excellent employment and career outcomes of the students tracked underscore the success of these two programs.
- The practice of not requiring students who excel in the Research Project option to write a thesis is an innovative approach that should be adopted by Canadian physics programs.
- A strong record of publications in appropriate journals for students completing research theses.
- The project-based masters appears to be very successful with students completing their degrees in a short period of time and going on either to further studies or to appropriate employment.

- Program curriculum is enhanced by: 1) the addition of the Academic Integrity Module; and 2) the ¼ courses that seem to be an attractive solution to the problem of offering enough graduate courses.

Prospective Improvements for the Program to Consider

- Review whether differential outcomes exist for the thesis based and research project-based masters students upon graduation.
- While very thorough, it might be useful to compare the current format of the comprehensive exams to that found in other physics and astronomy programs across the country to see if it is the best approach to achieve your goals.
- Clarification is needed regarding the department's position on students switching to part-time to enable them to work while writing their thesis.
- Review the efficacy of the use of traditional assessment methods with the current revised Learning Outcomes (specifically about Awareness of Limits of Knowledge).
- Difficulty admitting and recruiting strong international students in the Master's program due to funding issues.
    o Concern about future recruitment that might impact the diversity of the student body in negative ways.
- Prioritize addressing the issues of insufficient funding allocated to graduate students. *(embedded in external reviewer recommendation #4)*
    o In some cases, it was shared that offer letters were unclear in terms of what funding they would receive and what expenses they would be responsible for.
- Low success rates for students winning external awards may be due to a lack of adequate support, advising, review for students when they apply for external funding, putting them at a disadvantage relative to students at other institutions where support is provided. (*embedded in external reviewer recommendation #5*)

While the areas of improvement noted in the first five bullet points were not explicitly expanded on as stand-alone recommendations by the external reviewers, several are embedded in the recommendations offered, as outlined in the section below. The points above remain suggestions for consideration by 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' Recommendations	Program/Faculty Response
Recommendation #1*: **Teaching Assistantships** The department should: A. have a training session each semester for TAs. B. establish clear guidelines for the use of TAs by professors. C. ensure equal utilization of TA resources.	**Program:** A. Introduction of a mandatory TA training session at the beginning of each semester for first-year students to review departmental expectations, effective teaching strategies, and address TAs concerns. CTL resources will be used to develop these TA training sessions, and TAs will be encouraged to enroll in pre-existing courses offered by the CTL. B. The existing TA guideline document (dated 2015) will be revised to more clearly outline best practices for professors when collaborating with TAs with focus on the following: 1) Clear communication of tasks and expectations; 2) Provision of grading rubrics or guidelines when TAs are assigned grading tasks; and 3) Regular check-ins to ensure clarity and provide support. This document will be shared with all faculty members and TAs to ensure a standardized approach. C. In an effort to foster an environment where TAs feel comfortable voicing concerns without fear, the department will 1) implement a mid-semester anonymous survey for TAs to provide feedback on their workload, faculty interactions, and any concerns they might have; 2) establish a position for a TA liaison (senior faculty or staff member) who will address immediate concerns and collect data from the mid-semester survey; 3) emphasize the importance of adhering to guidelines and ensuring equitable treatment of TAs at faculty meetings. **Faculty:** The Associate Dean Graduate will help to connect the program with existing expertise on campus, such as TA training courses offered through CTL, and current guidelines regarding TA supervision that will help implement the Physics and Astronomy program-specific training for both TAs and supervisors.

Recommendation #2*: Orientation for new students	Program:
Recommendation #2*: **Orientation for new students** The department should: A. host yearly orientation sessions to welcome and inform new graduate students, especially international students. B. provide senior graduate students opportunities to mentor new graduate students.	**Program:** A. To ensure a welcoming environment for new graduate students, from the next academic cycle: 1) a biannual orientation session will be organized at the beginning of each semester; 2) team-building exercises will be incorporated into the orientation session which will conclude with a social gathering. Additionally, students will be encouraged to attend events organized by Western International; 3) sessions will be dedicated to address the unique needs of international students. B. The department will launch a "Peer Mentorship Program." Senior graduate students and postdocs will be invited to volunteer as mentors and will be paired up with new students, preferably from similar research areas or backgrounds, to foster better understanding and support. Mentors 1) will be trained to ensure they are equipped to support their mentees effectively; 2) periodic check-ins will be scheduled between mentors, mentees, and a department representative to gather feedback and ensure the effectiveness of the mentorship relationship. **Faculty:** The department's plans for program-specific graduate orientation and mentorship programs are thorough and will enhance the experience of their graduate students. The ADG can connect the program with other programs on campus that have implemented similar orientation and mentorship programs. Similarly, the Dean's Office can help connect the program with Western International for advice on supporting their new international students.
Recommendation #3*: **Career** The program should explore: A. the establishment of internships in industry, NGOs, and govt/public organizations for domestic and international students. B. incorporating an internship component into the degree requirements for international students through a professional one-year masters program. C. explicitly including MyGradSkills and OwnYourFuture resources in the curriculum.	**Program:** A. The Program 1) has begun to evaluate the need for a dedicated "Internship and Career Opportunities" desk which would collaborate with industry, NGOs, government organizations, and programs such as MITACs to curate internship opportunities specifically tailored to students; 2) develop strategies in collaboration with the Science Internship Program; 3) workshops organized each semester to inform students of internships, application processes, and CV building; and 4) dedicated sessions to ensure that international students are well-informed about the requirements and opportunities available to them. B. The grad-affairs committee will investigate the feasibility and structure of a one-year professional master's program which will emphasize hands-on experiences and may culminate in a capstone project or internship. Discussions were initiated with Medical Biophysics to promote a 2-year physics+CAMPEP program. The program is exploring potential funding opportunities and partnerships that can be fostered through the introduction of such a program. C. Incorporate OwnYourFuture into the Curriculum and organize biannual workshops or webinars in collaboration with OwnYourFuture representatives to highlight the significance and benefits of these resources. **Faculty:** A. The Career Services unit at the Dean's office already has a team of staff that helps students and programs prepare for work experience and to find placements for internship positions. This team can work with the Physics and Astronomy Department to explore options and pathways to incorporate internship and industry experiences into their program.

	B. The ADG will assist the program in exploring the feasibility of offering a one-year professional MSc program.
Recommendation #4*: **Student Funding** The department should: A. clarify and communicate to all incoming students, total funding allocated. B. increase funding allocated to graduate students from advisors' grants. C. support graduate students' throughout their scholarship application process.	**Program:** A. Review current funding mechanisms to simplify and clarify the process for students; include complete funding model on a dedicated section on the departmental website. At the start of each academic year, students will receive detailed instructions on accessing their personalized funding statements via Mercury. B. Conduct a comparative study with other U15 universities to understand the benchmark for student funding. Consider revising the minimum contribution from faculty grants to support graduate students; and, explore additional funding opportunities. Continue to explore opportunities for utilizing the funding received from the Hunt bequest. C. Organize annual information sessions addressing application processes and eligibility criteria of various external scholarships. Faculty will be encouraged and incentivized to review students' research statements and applications, offering their expertise and feedback. ▪ Collaborate with the university's central research organization and set up mock review sessions during which students present their proposals and receive feedback. **Faculty:** The Dean's office 1) supports the programs initiatives to provide more clarity to students regarding their funding package; 2) encourages the program to use the Mercury software to convey annual funding packages to students (rather than posting the funding term by term). The Dean's office recognizes the financial strain that students living in London currently face. In 2022-2023, the minimum graduate stipends in Physics and Astronomy were the highest in all programs in Science. The program and faculty in Physics and Astronomy have been and continue to be very sensitive to the issue of student funding. The Dean supports the program's initiatives to: 1) review the possible support from faculty grants, 2) seek additional funding opportunities, and 3) increase scholarship success through coaching.
Recommendation #5*: **Student Recruitment** The department should: A. review admission benchmarks to enhance recruitment. B. Reassess the decision to not allow direct entry into the doctoral program.	**Program:** A. Organize departmental meetings (with faculty and graduate students) to define recruitment goals. A clear recruitment strategy will be documented, highlighting the program's approach to selecting candidates and methods of achieving a balance between quality and inclusivity. B. The grad affairs committee will review the current restrictions on accelerated and direct entry into the doctoral program which will include a comparative study of peer institutions that allow such entry pathways to understand the advantages, challenges, and outcomes. Based on the findings, the program will draft a proposal to introduce flexible entry pathways, ensuring that the mechanisms are in place to support students who might take these routes, ensuring their success and integration. **Faculty:** The Dean's office supports the program's proposed plan.

Recommendation #6*:	Program:
Course work (including the PhD comprehensive exam)	A. Initiate periodic reviews of all quarter courses, focusing on their content, intensity, and alignment with learning outcomes. Faculty members teaching quarter courses will be encouraged to have mid-course feedback sessions with students to gauge their perspective on course intensity and pacing.
The department should:	B. The grad affairs committee will review the curriculum and structure of the 9610 classes. This committee will closely analyze student feedback, exam outcomes, and teaching methods to identify areas of improvement. A comparative analysis will be conducted on comprehensive exam outcomes, distinguishing between students who have a strong background in the field and those who might not. This will allow the program to measure the effectiveness of the 9610 classes and make necessary adjustments.
A. monitor the level and content of the quarter courses and ensure that they meet the learning outcomes and are appropriately sized.	
B. ensure that the 9610 classes achieve their objective.	**Faculty:** The Dean's office supports the program's proposed plans.

Implementation Plan

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

Prioritized Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: **Teaching Assistantships** The department should: A. have a training session each semester for TAs B. establish clear guidelines for TAs C. ensure equal utilization TA resources	- Introduce a mandatory TA training session for first-year students. - Revise the existing TA guideline document. - Implement a mid-semester anonymous survey to get feedback from TAs. - Establish a TA liaison position. - Underscore the importance of adhering to guidelines and ensuring equitable treatment of TAs at faculty meetings.	• Graduate Chair • Graduate Committee • Associate Dean, Graduate	By September 2024
Recommendation #2: **Orientation for new students** The department should: A. host yearly orientation sessions to welcome and inform new graduate students, especially international students. B. provide senior graduate students opportunities to mentor new graduate students.	- Introduce an orientation session scheduled at the beginning of each semester. - Launch a *Peer Mentorship Program* with senior graduate students and postdocs as mentors to be paired with new students. - Train and conduct periodic check-ins between mentors and mentees. - Connect with Western International for advice on supporting their new international students.	• Graduate Chair • Associate Dean, Graduate	By September 2024

Recommendation	Actions	Responsibility	Timeline
Recommendation #3: Career The program should explore: A. the establishment of internships in industry, NGOs, and govt/public organizations for domestic and international students. B. incorporating internship component into the degree requirements for international students through a professional one-year masters program. C. explicitly including MyGradSkills and OwnYourFuture Resources in the curriculum.	- Evaluate the need for a dedicated "Internship and Career Opportunities" desk. - Develop strategies in collaboration with the Science Internship Program. - Organize scholarship/internship information workshops, with dedicated sessions for international students each semester. - Investigate the feasibility and structure of a one-year professional master's program. - Incorporate OwnYourFuture into the Curriculum and biannual workshops/webinars. - Career Services unit within the Dean's office to support the program's exploration of internships.	• Graduate Chair • Graduate Affairs Committee • Associate Dean, Graduate	By June 2025
Recommendation #4: **Student Funding** The department should: A. clarify and communicate to all incoming students, total funding allocated. B. increase funding allocated to graduate students from advisors' grants. C. support graduate students' throughout their scholarship application process	- Simplify and upload complete funding model on the departmental website. - Provide students instructions on how to access their personalized funding statements via Mercury. - Conduct a comparative study with other U15 universities to understand the benchmark for student funding. - Faculty to review students' research statements and applications, offering relevant feedback. - Collaborate with the university's central research organization to run mock review sessions prior to students' submission. - Review the minimum contribution from faculty grants to support graduate students; and, explore additional funding opportunities. - Continue to explore opportunities for utilizing the funding received from the Hunt bequest.	• Graduate Chair • Graduate Affairs Committee • Associate Dean, Graduate	By January 2024 By September 2024 By June 2025

Recommendation #5: Student Recruitment The department should: A. review admission benchmarks to enhance recruitment. B. Reassess the decision to not allow direct entry into the doctoral program.	- Organize departmental meetings (with faculty and graduate students) to define recruitment goals. - Develop a recruitment strategy to address candidate selection. - Review the current restrictions on accelerated and direct entry into the doctoral program. - Potentially draft a proposal to introduce flexible entry pathways, highlighting mechanisms to support students who might take these routes, ensuring their success and integration.	• Graduate Chair • Graduate Affairs Committee	By December 2024 By June 2025
Recommendation #6: Course work The department should: A. monitor the level and content of the quarter courses and ensure that they meet the learning outcomes and are appropriately sized. B. ensure that the 9610 classes achieve their objective.	- Initiate periodic and mid-course reviews of all quarter courses. - Review the curriculum and structure of the 9610 classes.	• Graduate Chair • Graduate Affairs Committee	By September 2024

ITEM 12.3(c)(i) – New Donor-Funded Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item12.3(c)(i), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

New Donor-Funded Scholarships, Awards and Prizes

New Donor-Funded Scholarships, Awards and Prizes

Athletics

Championship Legacy 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 demonstrate financial need and are making a significant contribution as a member of a varsity athletics team. Preference will be given to candidates who are Indigenous (First Nations, Inuit and Métis), or who self-identify as Black or a racialized person of colour. 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. Online financial assistance applications are available through Student Center and must be submitted by September 30. Evaluation is based on academic performance/potential (20%) and 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: Number and value of awards will vary as funds permit
Effective: 2023-2024 to 2024-2025 academic years inclusive

This award was established in honour of Western University hosting the Vanier Cup in November 2022. This award was made possible by donors and corporations in support of Mustang's Football and Western University. This award was inspired to establish a legacy of Vanier Cup and support today's student athletes in a meaningful way.

Davies Family Men's Hockey 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 the Men's Hockey team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. 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 to 2026-2027 academic years inclusive

This award is generously donated by the Davies Family.

Willits Family 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 the Men's Hockey team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. 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 Dr. Kevin R. Willits (MA 1992).

Value: $5,000, number to vary as funds permit
Effective: 2023-2024 to 2025-2026 academic years inclusive

Faculty of Arts & Humanities

SASAH Leadership Awards
Awarded to full-time undergraduate students in first year of a program in the School for Advanced Studies in Arts & Humanities based on academic achievement and demonstrated leadership through community involvement. Preference will be given to candidates engaging in entrepreneurship activities. Recipients will continue to receive the award for Years 2, 3, and 4, provided that they maintain full-time status in the School for Advanced Studies in Arts & Humanities and a minimum 70% academic average. The Faculty of Arts & Humanities will select the recipients. If a recipient does not retain the award, a replacement recipient from the same year will be selected. This award was established by a generous gift from the John Dobson Foundation.

Value: 5 at $5,000, awarded annually, continuing for 4 years. Each award is $20,000 total.
Effective: 2023-2024 academic year to 2029-2030 (final new recipients in 2026-2027)

Faculty of Health Sciences

Dr. Mary-Anne Andrusyszyn International Bursary in Nursing
Awarded to full-time graduate students in the Arthur Labatt Family School of Nursing, Faculty of Health Sciences, based on financial need. Preference will be given to candidates who are international students. A committee in the Arthur Labatt Family School of Nursing will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $1,000
Effective: May 2023

This bursary was established by a generous gift from Zenon Andrusyszyn and friends in memory of Dr. Mary-Anne Andrusyszyn (MScN'86). Mary-Anne was proud to be a Professor of the School of Nursing at Western University and served as its Director from 2007 to 2016. Her career was dedicated to nursing education, but her most enduring contribution was her warmth, caring, and belief in others' potential, which she conveyed in every interaction with students and colleagues.

Schulich School of Medicine & Dentistry

The David and Elizabeth Bursary

Awarded to full-time undergraduate students in the Doctor of Dental Surgery (DDS) program, Schulich School of Medicine & Dentistry based on financial need.
Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.
This bursary was established by the generosity of Dr. David (DDS '84) and Elizabeth (BSc. OT '84) Sim.

Value: 1 at $2,000, awarded annually
Effective: 2023-2024 to 2027-2028 academic years inclusive

Treva Glazebrook Publication Award
Awarded annually to a full-time graduate student in the Neuroscience program.
The award is for the best paper that pertains to the betterment of children, particularly in the area of developmental neurobiology for which the nominee is the first author or shared first author. Selection will be made by the Department Award Committee, with at least one member of the committee holding membership in the School of Graduate and Postdoctoral Studies. This award is made possible by a generous donation by Mary Taylor in memory of her sister, Treva Glazebrook.

Value: 1 at $500, awarded annually
Effective: May 2023

Faculty of Science

Friends of the Gardens Graduate Bursary
Awarded annually to a graduate student in the Faculty of Science who demonstrates financial need. Preference will be given to a student in Biology, Chemistry, Earth Sciences, or Environmental Sciences. A committee in the Faculty of Science will select the recipient. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This bursary is established by Friends of the Garden, a dedicated group of volunteers committed to enhancing the beauty of The University of Western Ontario campus.

Value: $1,500 each, number will vary based on funds available annually
Effective: May 2023

ITEM 12.3(c)(ii) – New Western-Funded Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the terms of reference for the new Western funded scholarships, awards and prizes shown in Item 12.3(c)(ii).

ATTACHMENT(S):

New Western-Funded Scholarships, Awards and Prizes

New Western-Funded Scholarships, Awards and Prizes

Any Undergraduate Program

Richard H. Konrad Scholarship
Awarded to full-time undergraduate students entering any program and year as Canadian college transfer students, based on academic achievement. Candidates must have graduated from a Canadian college prior to entering Western. The Office of the Registrar will select the recipients.

Value: 2 at $2,000, awarded annually
Effective: 2023-2024 to 2027-2028 academic years inclusive

This scholarship was established by Western University to recognize Richard Konrad's service to the University as past Chair of Western's Board of Governors.

Western Libraries Undergraduate Research Awards
Awarded to part-time and full-time undergraduate students in any year and program, including the affiliated university colleges, with outstanding research practices. Past recipients of two WLURAs and students that have already completed an undergraduate degree at Western or at another institution are not eligible for consideration. The application is available through Western Libraries and the deadline to submit an application is April 30.

Value: 5 at $1000, awarded annually. The funds will be divided evenly for winners in a group project.
Effective Date: 2023-2024 academic year

ITEM 12.4(a) – Honorary Degree Recipients- Autumn 2023

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The list of recipients of Honorary Degrees and the Autumn 2023 Convocation ceremonies at which they were awarded is included for information.

ATTACHMENT(S):

Honorary Degree Recipients – Autumn 2023

Autumn 2023 Honorary Degree Recipients

October 18, 2023 – 10:00 a.m.
Robert (Bob) Steadward – LL.D

October 19, 2023 – 10:00 a.m.
Hanny Hassan – LL.D

October 19, 2023 – 3:00 p.m.
Sarah Polley – D.Litt

October 20, 2023 – 10:00 a.m.
Paul Sabourin – LL.D

October 20, 2023 – 3:00 p.m.
Jamelie Hassan -LL.D

University Secretariat, Stevenson Hall, Room 4101, London, ON, Canada, N6A 5B8
t•519•661•2055   f•519•661•3588   www.uwo.ca/univsec

128

ITEM 12.5 – Election Results – the Provost Advisory Committee

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the October 13, 2023 Senate meeting one additional nomination was received for the Provost Advisory Committee.

An electronic vote was subsequently held on October 17-18, 2023.
Karin Schwerdtner has been elected to the Provost Advisory Committee

The certified Simply Voting election results are attached.

ATTACHMENT(S):
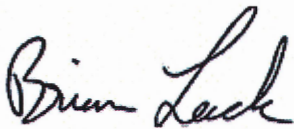
Simply Voting Certified Results

Oct 18, 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 - Provost Advisory Committee

Start: 2023-10-17 09:00:00 America/Toronto
End: 2023-10-18 16:00:00 America/Toronto
Turnout: 52 (52.0%) of 100 electors voted in this ballot.

Provost Advisory Committee

Option	Votes
SCHWERDTNER, Karin	37 (74.0%)
FOX, Michael	13 (26.0%)
VOTER SUMMARY	
Total	52
Abstain	2 (3.8%)

130

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) – Honorary Degree Recipients- Autumn 2023

ITEM 14.0 – Discussion and Question Period

Adam Fremeth, Senator

On October 29th, Western hosted a demonstration by what the University's twitter account referred to as an "external group". The University closed access to parts of campus and there was an external security organization on-site for this demonstration.

1. Could someone explain what policy or procedure Western has for allowing an "external group" to demonstrate on our campus? Including, how a campus facility would be reserved by an "external group" for non-university purposes?

2. Did the "external group" pay for use of the campus? Or for the extra security that had been hired?

3. Did the University provide additional support, beyond services typically made available, for students that may be traumatized or triggered because of this demonstration by an "external group"? Particularly, those that would have been living in the residences that were adjacent to this demonstration, those studying at Weldon Library where this demonstration culminated by a series of speeches, or those that were taking exams at the time and would have been entering or exiting their exams into a demonstration.

Jane Toswell, Senator

1. For my first thirty or so years at Western, the spring was enlivened by the annual request for comments on senior administrators. It's difficult to know how often colleagues and students responded to these requests for our thoughts, but there was a heartwarming sense of democracy and of being a part of the community. Our opinions were solicited. It wasn't a transparent process, because we never knew what happened to our comments (I still recall with bitterness the reappointment of one individual with a letter describing that person's stellar accomplishments and the bland statement that no dissenting letters or comments had been received, when to my certain knowledge many such dissenting comments had been submitted), but at least we felt consulted.

   The last time I can find evidence of this practice was in the *Western News*. It no longer appears on the Western media website (to my sorrow) but I was able to dig it out of the library archives.

   I have several questions. Was this healthy process of annual review ever enshrined in Western policy (I can find no current evidence of such a policy, but I think there was once something of this sort)? Was the loss of this call for general submissions on senior administrators an unexpected consequence of moving *Western News* online, and thence into extinction? Was there some thought that this annual call was replaced by the WeSpeak survey, for which we are provided glimpses of slides once a year? And, how would we get this healthy process back?

2.   Back when the bison still roamed the plains, and the horse chestnut tree at the top of University Hill still looked vital and served as the home for a Shakespeare play (instead of chopped down unceremoniously at some point this fall), Western enrolled in the National Survey of Student Engagement (NESSE, pronounced "Nessie") run out of Indiana University. The first couple of times the survey ran, at three-year intervals, we received detailed reports at Senate concerning our student engagement. If I can summarize, Canadian universities as a group (several joined all at once) did better than American ones on retention rates and graduation rates, and on rankings of student satisfaction with their educational experiences. There were points on which we could improve, but having these data was helpful, and even encouraging. Then, reports disappeared, despite my occasionally asking for them.

Now, I can find clues on the Western website here and there. The NSSE data form part of a performance indicator, for example. In the 2020 NSSE survey, it would appear that 12 of the U15 universities in Canada participated, and Western placed 8th, just below the average of 79.8% at 79% for "evaluation of entire educational experience," a rating which earned us a "good" in the rankings. I note that the NSSE surveys were done in 2014, 2017, and 2020, so I am extrapolating to assume that they were done in 2023 for our graduating students.

Even if we at Senate are not permitted any glimpse of the NSSE results (which I would find a problem, since student engagement is something that Senate should concern itself with), I am interested more generally in our student retention rates and graduation rates. Did the pandemic affect these at all, or are larger societal upheavals affecting these results, or indeed issues specific to Western. That is, are our retention rates as high as they once were from first year to second year, and from second year to the two senior years? Do we have these rates with an EDI lens and are they the same across the faculties?

3.   At the meeting of Senate on 4 December 2015, the then-vice-president (External), Kelly Cole, presented on how gifts and naming happened at Western, working through the relevant policies. She used as her specific example a recent situation that had given rise to many questions at Senate. She concluded her remarks (though this is not in the minutes, and comes from my private minutes) with a statement that the relevant naming and gift policies were due for review by the Board of Governors soon. In response, Senator Amanda Grzyb from FIMS commented, and I quote the minutes: In response, Senator Grzyb noted that although all had been done according to policy in this case, the policies themselves do not provide opportunities for discussion of such partnerships at Senate or Board before they are approved. The outcome of a discussion with respect to the Yamana Centre might or might not have been different, but it would have been more democratic to have it discussed openly in Senate. She believed that the process and policies needed to be revisited and suggested that a discussion be held at the January meeting of Senate. Other members suggested that any such discussion needed to be an informed discussion and recommended that a debate be deferred until members could be educated on the issues. It was agreed that the matter should be referred to the Senate Committee on University Planning for review.

To the best of my knowledge (but I might have missed something as I slogged through Senate meeting after meeting), the matter never returned from SCUP, there was no education provided to Senators, and nothing further happened on this matter. I will note that I have checked the relevant policies in the Secretariat website, and although it was my understanding that there was a schedule for review and updating of Board-approved policies, these have not been updated in the last fifteen or so years.

My questions are many, since we are about to move into a fund-raising campaign. Are these policies going to be updated? Will the updates involve an opportunity for Senate to learn something about donors in a relevant way (perhaps in camera)? What are the current processes that surround approval of a particular donation, and do they involve any reputational study of the donor? I will also repeat a question from last year whose answer (very well reported in the Minutes, though my question was rather skewed in the version in the Minutes) was somewhat odd: what sort of guidelines do we have for sums of money that allow names to be placed on buildings or institutes or faculties? Do we have any guidelines at all or depend on ad hockery?

[Secretariat Note: There was a report back to Senate by SCUP in February 2016 (16-58 in the minutes) and another report in April 2016 (16-90 in the minutes).
It is our understanding that the Naming policies are currently under review by University Advancement.]

<u>Elizabeth Gillies, Senator</u>

I am hearing from colleagues that processes at Western Research are becoming increasingly cumbersome and difficult to navigate. Some examples include receiving last minute requests for revisions and extra forms, despite internal deadlines continually moving earlier. These requests are challenging to manage in the context of other responsibilities such as teaching and service during the busy term. In addition, research security issues relating to collaborative work with China still remain very unclear and faculty members aren't sure what they can and cannot do. Some researchers have gone through very painful and time-consuming processes related to this issue. Considering the presumed goal of increasing research funding to Western and encouraging as many researchers as possible to apply for external funding, is the University Research Board conducting any review or planning with the goal to streamline processes and make the grant submission process minimally painful and less cumbersome?

<u>Miranda Green-Barteet, Senator</u>

How will strategic plans for faculty complement from the academic units at Western be respected in the proposed integration of Brescia faculty members into Western academic units?

<u>Emilie Kalaydjian, Senator</u>

> After speaking with members within the athletics community, there have been deep concerns about the quality of support athletes have access to. In light of recent events, many people have been directed to links of websites and general email addresses for guidance. This has resulted in athletes seeking mental health care off campus. Has a councilor or sports psychologist been considered for this population of 1200 students or does a position like this already exist? Students have reached out to me personally to direct them to this kind of medical care on campus. There is a high level of stress that exists right now, especially for women in sport, that they feel has not been addressed and ultimately is impacting other facets of their experience at Western including their academics and overall wellbeing.

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.