# Western
UNIVERSITY·CANADA

## SENATE AGENDA

**Friday, September 15, 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 June 9, 2023 | Approval |
| | 2.1 Business Arising from the Minutes | |
| 3.0 | Report of the President | Information |
| 4.0 | Report of the Provost | Information |
| 5.0 | **Report of the Operations / Agenda Committee (E. Chamberlain)** | |
| | 5.1 Announcement of a Vice-Chair of the Operations/Agenda Committee | Information |
| | 5.2 Revisions to the Schulich School of Medicine & Dentistry Faculty Council Constitution | Approval |
| | 5.3 Removal of God Save the King from Convocation Ceremonies | Approval |
| 6.0 | **Report of the Nominating Committee (J. Toswell)** | |
| | 6.1 Announcement of a Chair and Vice-Chair of the Senate Nominating Committee | Information |
| | 6.2 Membership – Subcommittee on Undergraduate Academic Courses (SOC) | Action |
| | 6.3 Membership – Subcommittee on Program Review – Undergraduate (SUPR-U) | Action |
| | 6.4 Membership – Subcommittee on Western Approved Micro-credentials (SWAM) | Action |
| | 6.5 Membership – Senate Committee on Academic Curriculum and Awards (ACA) | Action |
| | 6.6 Selection Committee for the Vice-President (University Advancement) | Action |

**7.0    Report of the Senate Committee on Academic Policy (WG Pearson)**

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

7.2    Policy Review Framework and Timeline      Information

**8.0    Report of the Senate Committee on Academic Curriculum and Awards (S. Roland)**

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

8.2    Huron University College: Introduction of a Major in China Studies      Approval

**9.0    Report of the Senate Committee on University Planning ( D. Laird)**

9.1    Announcement of a Chair of the Senate Committee on University Planning      Information

9.2    Proposed Undergraduate Program Name Change at Faculty of Information and Media Studies (FIMS)      Approval

**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)    Speaking Rights at Senate – Chair of the Senate Committee on Academic Curriculum and Awards (ACA) and Chair of the Policy Committee      Information

12.1(b)    Virtual Senate Meeting in February 2024      Information

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

12.1(d)    Senate Membership – General Community      Information

12.2    Items from the Senate Committee on Academic Policy

12.2(a)    Revisions to the Dean's Honour List and Graduation "With Distinction" Policy      Approval

12.3    Items from the Senate Committee on Academic Curriculum and Awards

| | | |
|---|---|---|
| 12.3(a) | Faculty of Arts and Humanities, Department of French Studies: Revisions to the Admission Requirements of the Honours Specialization, Specialization, Major and Minor in French Studies and the Certificat de français pratique | Approval |
| 12.3(b) | Ivey Business School: Revisions to the Admission Requirements for Business Administration | Approval |
| 12.3(c) | Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to "Medical Sciences First Entry" | Approval |
| 12.3(d) | Faculty of Science, Department of Physics and Astronomy: Withdrawal of the Minor in the Physics of Materials | Approval |
| 12.3(e) | School of Graduate and Postdoctoral Studies: | |
| | 12.3(e)(i)   Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Comparative Literature | Approval |
| | 12.3(e)(ii)   Major Modification to the Master of Management of Applied Science (MMASc) | Approval |
| 12.3(f) | SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Nursing, DAN Management & Organizational Studies, Childhood and Youth Studies (King's University College), and Psychology (King's University College) | Information |
| 12.3(g) | SUPR-G Report: Cyclical Reviews of the Graduate Programs in Chemical and Biochemical Engineering and Media in Journalism and Communication | Information |
| 12.3(h) | New Scholarships, Awards and Prizes: | |
| | 12.3(h)(i)   New Donor-Funded Scholarships, Awards and Prizes | Information |
| | 12.3(h)(ii)   New Western-Funded Scholarships, Awards and Prizes | Information |

12.4   Items from the Senate Committee on University Planning

| | | |
|---|---|---|
| 12.4 (a) | Renaming: Cassels Chair in Mining Law and Finance | Approval |

12.5   Announcements and Communications

12.5(a)    Academic Administrative Appointments                    Information

13.0   Items removed from Consent Agenda

14.0   Discussion and Question Period

15.0   New Business

16.0   Adjournment

**ITEM 1.0 – Land Acknowledgement**

**ACTION:**      ☐ APPROVAL          ☐ INFORMATION          ☐ DISCUSSION

Erika Chamberlain 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 June 9, 2023**

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

**Recommended:**              That the minutes of the meeting held on June 9, 2023, be
                              approved as circulated.

**ATTACHMENT(S):**

Minutes of the June 9, 2023 Meeting

# MINUTES OF THE MEETING OF SENATE

## June 9, 2023

The meeting was held at 1:30 p.m. via Zoom.

SENATORS:

| | | |
|---|---|---|
| M. Adler | M. Kim | A. Robin |
| G. Arku | K. Kirkwood | C. Robinson |
| P. Barmby | D. Kotsopoulos | S. Roland |
| A. Baxter | J. Lacefield | B. Rubin |
| F. Beier | Y. Laforet-Fliesser | H. Samson |
| M. Bordignon | D. Laird | A. Schuurman |
| A. Bryson | J. Langille | A. Shami |
| S. Burke | D. Lee | Z. Sinel |
| C. Burucúa | A. Liu | D. Smith |
| M. Cleveland | M. Milde | C. Steeves |
| K. Coley | L. Miller | L. Stephenson |
| M. Davison | J. Minac | F. Strzelczyk |
| G. De Viveiros | M. Modeski | J. Sutton |
| D. Ferri | K. Mooney | J. Toswell |
| R. Forrester-Jones | S. Morrison | R. Ventresca |
| L. Frederking | I. Namukasa | J. Watson |
| A. Fremeth | B. Neff | S. Whitehead |
| T. Granadillo | A. Nelson | |
| A. Haque | C. Nicholls | |
| L. Henderson | T. Orchard | |
| R. Heydon | T. Peace | |
| A. Hodgson | K. Pollock | |
| M. Joanisse | S. Powell | |
| T. Joy | A. Pyati | |

Observers: C. Bressette, J. Doerksen , S. Lewis, N. Narain, J. Weststar

Vice-Chair Sophie Roland acted as Chair of the Senate.

### LAND ACKNOWLEDGEMENT

A. Haque offered a Land Acknowledgement.

### MINUTES OF PRIOR MEETING

The Vice-Chair outlined the procedures to be used during the Zoom meeting and while voting

on motions.

S.23-131    **ITEM 2.0 – Minutes of the Meeting of May 19, 2023**

It was moved by M. Milde, seconded by K. Pollock,

> That the minutes of the meeting of May 19, 2023, be approved as circulated.

CARRIED

S.23-132    **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: launching of the new mentorship network by Western Research, Western ranking of ninth in the world overall among over 1,700 universities in the Time Higher Education 2023 Impact Rankings, Ivey executive education ranked top in Canada, the spring Convocation, recent accolades, and leadership updates.

There was no verbal report.

S.23-133    **REPORT OF THE PROVOST**

F. Strzelczyk, Provost and Vice-President (Academic) provided a verbal report. As part of her remarks, F. Strzelczyk highlighted the various activities and initiatives accomplished by the Office of the Provost in the last academic year. Sincere appreciation was extended to colleagues around the campus, Senators, and committee members for their efforts and time.

**REPORT OF THE NOMINATING COMMITTEE**

S.23-134    **ITEM 6.1 – Selection/Review Committee for the Vice-Provost and Chief Librarian**

Manina Jones, Donna Kotsopoulos and Sophie Roland were acclaimed to the Selection/Review Committee for the Vice-Provost and Chief Librarian as faculty members.

Matheus Sanita Lima was acclaimed to the Selection/Review Committee for the Vice-Provost and Chief Librarian as a student representative.

**REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY**

S.23-135    **ITEM 7.1 – Introduction of an "Interdisciplinary Combined PhD Option" Policy**

M. Milde invited L. Miller to address questions and provide context. She provided an overview of the proposal to introduce the Interdisciplinary Combined PhD Option policy.

L. Miller stated that the proposed option for the combined PhD, which was piloted with a small number of students, will be a unique opportunity in Canada offered by Western.

A Senator raised concerns regarding contradictions in the document with respect to supervisor's support. L. Miller proposed a friendly amendment to the wording in item 2.1 to change it to "The student shall have two supervisors – one supervisor with doctoral membership in each graduate program" and to eliminate item 3.3.

In response to a question on the time required to complete a combined PhD program, L. MIiller explained that this is meant to be a unique program and would be designed with an individual plan for each student that aligns with their interests and goals.

A Senator expressed concerns that it might be difficult to attain the same level of expertise while gaining a broader understanding of multiple fields, as one who specializes solely in one field.

A Senator raised concerns with respect to employment opportunities for students with a combined degree. L. Miller noted that one of the factors in bringing this forward was to address new areas of study and potential future demand of candidates with these skills.

In response to a comment regarding comprehensive exams, L. Miller noted that because comprehensive exams are highly varied in and across programs, they will be customized for each student and may not combine the programs.

A Senator expressed support for the proposal and stated that pursuing a combined degree in the intersection of existing disciplines offers various advantages, including a wider range of career opportunities and innovations.


It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED

S.23-136    **ITEM 7.2 – Revisions to the "Accommodation for Religious Holidays" Policy**

M. Milde provided an overview of the proposed changes to the "Accommodation for Religious Holidays" policy.

A Senator raised concerns with respect to  the appeal process described in the policy. M. Milde provided an explanation regarding the current appeals process.

In response to a concern regarding the notification process M. Milde stated that with respect to human rights, accommodation for religious holidays should be considered as a notification rather than a request.

A lengthy discussion ensued regarding the proposed changes to the "Accommodation for Religious Holidays" policy. During the debate on the motion the following points were raised:

- Concerns with respect to multi-day accommodation, especially for short-term courses.
- A suggestion to not specify major religious holidays in a list. When a policy identifies certain religions while excluding others, it leads to discrimination and and does not reflect human rights principles.
- A concern regarding the requirement to not schedule the final exams during religious holidays, as being too broad.
- A suggestion to use the term "accommodation" which refers to a legal obligation rather than "academic consideration" and to reflect that in the policy.
- An observation that it is important to take into consideration the observation of multiple religions.

It was moved by M. Milde, seconded by K. Pollock,

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

DEFEATED

## REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

S.23-137    **ITEM 9.1 – Global Engagement Plan**

M. Davison provided an overview of the proposal and invited F. Strzelczyk to present the Global Engagement Plan for approval.  F. Strzelczyk expressed the gratitude to those members who contributed to final edits.

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED

S.23-138    **REPORT OF THE UNIVERSITY RESEARCH BOARD**

**ITEM 10.1 – Vice President (Research) Annual Report**

B. Neff, Acting Vice-President (Research) presented his annual report to Senate for information and outlined the major accomplishments of the Western research community over the past academic year.

B. Neff continued his report with relevant statistics regarding the University's research funding performance, including Tri-Agency funding. Towards the end of his report, B. Neff outlined the plans for the upcoming year.

During the discussion, B. Neff addressed questions regarding the collection of information on research applications in light of security concerns. He acknowledged that this is an ongoing

conversation at the provincial level. He stated that applications denied funding due to security concerns are not flagged by Western.

In response to questions regarding Western's approach to educating faculty and staff, he informed Senators that the University has launched a webpage called "Safeguarding Research" which contains best practices and various resources on research security. He also encouraged Senators to provide feedback, as work on this portfolio is ongoing.

A Senator commented on the achievement of the Western Research community and expressed gratitude to Faculties and colleagues for their support.

A Senator commented on research growth and Tri-Agency funding. One-time startup funding was suggested as a means of complementing faculty recruitment efforts. B. Neff acknowledged that this suggestion should be considered and noted that retention and mentorship are critical issues that also need to be addressed.

In response to a question regarding the role and purpose of security agencies' activities on campus, B. Neff stated that an agent was assigned to the whole region of Southern Ontario rather than particularly to Western University and described the nature of this assignment.

B. Neff addressed a question regarding the primary approach to protecting academic freedom in the context of research security threats. He announced the upcoming release of a document which aims to protect Ontario research.

A Senator suggested including as an important resource the Laskin-Pearson Accord which aimed to limit security agency activities on campus with respect to academic freedom.

A Senator acknowledged the importance of support to attract professionals with additional funding.

**REPORT OF THE ACADEMIC COLLEAGUE**

S.23-139   **ITEM 11.0 – Report of the Academic Colleague**

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

S.23-140   **CONSENT AGENDA ITEMS**

**REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)**

S.23-141   The following item reported through the OAC was received for information by unanimous consent:

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

**REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY**

S.23-142    **ITEM 12.2(a) – Revisions to the "Athletic Financial Awards (AFA)" Policy**

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED BY UNANIMOUS CONSENT

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

S.23-143    **ITEM 12.3(b) – Ivey Business School and Faculty of Social Science, Department of Economics: Revisions to the Program Requirements of Combined Degree Programs**

It was moved by M. Milde, seconded by K. Pollock,

> That on the recommendation of ACA, Senate approve that effective September 1, 2023, the program requirements of the following combined degree programs, offered by the Ivey Business School and the Department of Economics in the Faculty of Social Science, be revised as shown in Item 12.3(b): HBA/Honours Specialization in Economics, HBA/Honours Specialization in Politics, Philosophy and Economics – Economics Concentration (PPE- E), HBA/Honours Specialization in Politics, Philosophy and Economics – Politics and Philosophy Concentration (PPE-P).

CARRIED BY UNANIMOUS CONSENT

S.23-144    **ITEM 12.3(d) – Faculty of Information and Media Studies: Introduction of a FIMS Internship Module**

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED BY UNANIMOUS CONSENT

S.23-145    The following item reported through ACA was received for information by unanimous consent:

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

S.23-146    **ITEM 12.3(f) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" Policy**

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED BY UNANIMOUS CONSENT

S.23-147    **ITEM 12.3(g) – Brescia University College: Introduction of a Major in Nutrition Management**

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED BY UNANIMOUS CONSENT

S.23-148    **ITEM 12.3(h)(i) – Huron University College: Introduction of a Subject Area in East Asia Studies**

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED BY UNANIMOUS CONSENT

S.23-149    The following item reported through ACA was received for information by unanimous consent:

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

S.23-150    **ITEM 12.3(i)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering**

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED BY UNANIMOUS CONSENT

S.23-151    **ITEM 12.3(i)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Economics**

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED BY UNANIMOUS CONSENT

S.23-152    **Information Items Reported by the Senate Committee on Academic Policy and Awards on Unanimous Consent:**

- ITEM 12.3(j) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Sociology and Philosophy (Huron University College)
- ITEM 12.3(k) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Nursing
- ITEM 12.3(l) – Revised Sessional Dates for the Faculty of Education (2023-24)
- ITEM 12.3(n) – New Scholarships, Awards and Prizes

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)**

S.23-153    The following item reported by SCUP was received for information by unanimous consent:

- ITEM 12.4(a) – Faculty Scholar Awards

S.23-154    **ANNOUNCEMENTS AND COMMUNICATIONS**

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

- ITEM 12.5(a) – Election Results – Senate Committees
- ITEM 12.5(b) – Academic Administrative Appointments

S.23-155    **ITEMS REMOVED FROM THE CONSENT AGENDA**

**ITEM 12.1(b) – Report from Convocation Board**

A Senator commented on the composition of the Convocation Task Force and noted the need to include a faculty representative. A. Bryson, University Secretary, addressed this question and stated that the Task Force's composition would be broadened to include an additional faculty member and as may be needed, as consultation is conducted and expertise needed is determined.

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

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED

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

A Senator expressed support and congratulated the Faculty on the launch of the new program.

In response to a question regarding the modification to the Bachelor of Education (B.Ed.) Program, D. Kotsopoulos stated that as of 2015, faculty advisors had become master teacher mentors to support students during their transition from the university to practice.

It was moved by M. Milde, seconded by K. Pollock,

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

CARRIED

**ITEM 12.3(m) – Report of the Subcommittee on Undergraduate Academic Courses**

A Senator raised a concern that the first report of the newly created Subcommittee was on the Consent agenda.

D. Kotsopoulos addressed a question and provided comments on the work of the Subcommittee in its first year, including the workload, number of reviews, and main challenges it faced. She clarified that there are no Senate rules on reports and noted other first Subcommittee reports had been on the Consent agenda.

**ITEM 12.4(a) – Faculty Scholar Awards**

A Senator raised concerns regarding the eligibility of clinical faculty members from Schulich for Faculty Scholar Awards.

M. McGlynn, Vice-Provost, Academic Planning, Policy and Faculty, addressed this question and confirmed that clinical faculty are eligible for Faculty Scholar Awards.

S.23-156     **DISCUSSION AND QUESTION PERIOD**

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

1. An Official Observer to Senate raised a concern as to whether the Information regarding research applications that would be rejected by CSIS due to security concerns would be collected and distributed, including the explanation for the rejection?

2. An Official Observer to Senate asked as to whether guidance on contact with Canadian Security Intelligence Service (CSIS) could be provided to the campus community?

3. A Senator raised a question concerning potential educational activities regarding interactions with CSIS agents in the absence of a legal obligation.

B. Neff, Acting Vice-President (Research), addressed each of these questions during the discussion under Item 10.0 of this agenda.

**NEW BUSINESS**

The Vice-Chair expressed gratitude to the outgoing Senators for their service.
F. Strzelczyk thanked Michael Milde for serving in his role as a Dean of the Faculty of Arts and Humanities.

**ADJOURNMENT**

The meeting adjourned at 3:49 p.m.


_____                    _____

S. Roland                                                            A. Bryson
Vice-Chair                                                          University Secretary

**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:        September 7, 2023

Re:          Monthly report for September 2023

Dear Senators,

Welcome back. I hope you've had a terrific summer and are looking forward to the new school year ahead. It's been an eventful summer for Western with much positive news to celebrate. Following are some of the noteworthy developments since my last report for the Senate meeting of June 9, 2023.

**Incoming class:** We look forward to welcoming a first-year class of more than 6,600, including just over 600 international undergraduates. Among this year's exciting benchmarks is our 190 first-year medical student cohort, our largest-ever medical entry class, made possible by 16 new spots funded by the province. Across campus, a robust program is planned for OWeek that features a range of community engagement activities and the return of three Care Hubs offering students friendly advice, wayfinding, healthy snacks, and crisis support. The Hubs will be staffed by upper-year sophomores, faculty, staff, and mental health counsellors. In addition, a customized orientation program has been designed to meet the needs of incoming international undergraduate, graduate and exchange students.

**Spring convocation:** It was a joy celebrating convocation with the Class of 2023 and their families who filled Alumni Hall June 12 through 23. More than 8,000 new graduates received their degrees, diplomas and certificates, increasing our global alumni network to over 360,000 in some 160 countries. We also recognized the extraordinary achievements of fourteen new honorary degree recipients, including distinguished artists, writers, scholars, scientists, business leaders and philanthropists. Many thanks to the faculty and staff volunteers who made this important annual celebration such a memorable occasion for our graduates.

**Building Reconciliation Forum:** Congratulations to our colleagues in the Office of Indigenous Initiatives on helping Western play host to Indigenous people, academics,

and community leaders from across Turtle Island for the eighth Building Reconciliation Forum, June 26 through 28. Organized in partnership with Universities Canada, the annual conference is part of our sector's response to the Calls to Action from the Trust & Reconciliation Commission. Among the Forum's highlights, the program featured many exceptional speakers and cultural presentations, and our new Wampum Learning Lodge served as an ideal venue. In-person registration for the Forum was filled to capacity and virtual registration was highly subscribed.

**Western rises significantly in QS World University Rankings:** On June 27, we learned that Western had achieved its highest-ever ranking in the annual QS survey, climbing to 114th place globally, compared to last year's 172nd position. The dramatic increase is attributed in large measure by Western's strong academic reputation, high employment rate for graduates, and growing recognition for our wide-ranging work related to sustainability. We ranked second in Canada for graduate employment outcomes, and we achieved a score of 99.6 on a 100-point scale related to sustainability—eighth best in the world.

**New global engagement strategy:** On June 29, the Board of Governors approved a new strategic plan focused on internationalization. *[Western in the World](#)* aims to expand the reach and impact of our research and global institutional partnerships, strengthen our recruitment and support of international students, and enhance learning opportunities abroad. Developed by a cross-campus steering committee co-led by Provost Florentine Strzelczyk and Acting VPR Bryan Neff, the plan is the culmination of a six-month consultation process that engaged over 800 faculty, staff, students, alumni, community members and global partners. Among its key priorities, the plan identifies Asia-Pacific, Sub-Saharan Africa, Latin America, the Middle East, and North Africa as regions of emphasis. In concert with *[Towards Western at 150](#)*, *Western in the World* will guide our international activities until 2030.

**Welcome to Western's 24th Chancellor:** On July 5, I was delighted to announce that highly distinguished Western alumna **Kelly Meighen** (BA'71, LLD'13) will serve as our next chancellor. Kelly's personal and family connections to Western and London run deep. Her late mother, Elizabeth Dempsey, was an alumna, and her late father, Richard Dillon, also a graduate, served as Western's founding dean of engineering. In addition to earning her psychology degree here, Kelly has served Western in numerous volunteer roles over the years, including with the Alumni Association, Board of Governors, and as chair of the fundraising and development committee. As president of the Meighen Family Foundation, Kelly's philanthropic leadership has had a profoundly positive impact on youth mental health, the arts, higher education, and non-profit governance. And her service as a community leader extends to several other organizations, including

volunteer roles with the Centre for Addiction & Mental Health, Huron University College, McGill University, Stratford Festival, Evergreen, Jack.org, Upper Canada College, Wellesley Hospital, and Royal Conservatory of Music. We look forward to celebrating Kelly's installation at a special ceremony on October 11.

**Expanding student housing:** As demand for our academic programs continues to grow, Western is proceeding with plans to build two new student residence buildings—one for undergraduates on University Drive beside Elgin Hall, the other on Platt's Lane for a mix of graduate and upper-year undergraduates. Combined, the new facilities will house upward of 1,000 students, easing pressure to secure off-campus housing in the surrounding community. With a current capacity of 7,000 spots in eleven student residences, Western operates the largest on-campus housing system in Ontario and the second-largest in Canada. The goal is to provide high-quality, affordable accommodations for as many students as possible with a view to enhancing their learning experience. Pending Board approval later this fall, our plans aim to begin accommodating students in these new buildings as early as September 2025.

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

- Western scholars awarded, or renewed as, *Canada Research Chairs*:
    - **Hamid Abdolvand** (Mechanical & Materials Engineering) named CRC in Advanced Materials for Low-Emission Energies, NSERC Tier 2
    - **Eric Arts** (Microbiology & Immunology) renewed as CRC in HIV Pathogenesis & Viral Control, CIHR Tier 1
    - **Amanda Friesen** (Political Science), named CRC in Political Psychology, SSHRC Tier 2
    - **Jennifer Guthrie** (Microbiology & Immunology), named CRC in Pathogen Genomics & Bioinformatics, CIHR Tier 2
    - **Pingzhao Hu** (Biochemistry), named CRC in Computational Approach to Health Research, CIHR Tier 2
    - **Jibran Khokhar** (Anatomy & Cell Biology), named CRC in Translational Neuropsychopharmacology, CIHR Tier 2
    - **Maria Mathews** (Family Medicine), named CRC in Primary Health Care & Health Equity, CIHR Tier 1

- Principal investigators awarded a total of approximately $1M in *Partnership Development grants from the Social Sciences & Humanities Research Council*:
    - **Godwin Arku** (Geography & Environment), also named recipient of SSHRC's *Robbins-Ollivier Award for Excellence in Equity*

- o **Barb MacQuarrie** (Centre for Research & Education on Violence Against Women & Children)
- o **Shokuoufeh Modanloo** (Arthur Labatt Family School of Nursing)
- o **Marc Mitchell** (Kinesiology)

- Principal investigators awarded a total of over $4.2M in *Insight grants from the Social Sciences & Humanities Research Council*:
    - o **Kersi Antia** (Ivey Business School)
    - o **Frank Boers** (Education)
    - o **Michele Buzzelli** (Geography & Environment)
    - o **Daniel Clark** (Ivey Business School)
    - o **Christian Dippel** (Ivey Business School)
    - o **Farahnaz Faez** (Education)
    - o **Lisa Hodgetts** (Anthropology)
    - o **Donna Kotsopoulos** (Education)
    - o **Tara Mantler** (Health Studies)
    - o **Wayne Martino** (Education)
    - o **Carolyn McLeod** (Philosophy)
    - o **Laura Misener** (Kinesiology)
    - o **Abe Oudshoorn** (Arthur Labatt Family School of Nursing)
    - o **Veronica Pacini-Ketchabaw** (Education)
    - o **Eva Pila** (Kinesiology)
    - o **David Sandomierski** (Law)
    - o **Luke Stark** (Information & Media Studies)
    - o **Olga Tararova** (Languages & Cultures)
    - o **Paul Tarc** (Education)
    - o **Mathieu Turgeon** (Political Science)
    - o **Zhe Zhang** (Ivey Business School)

- Principal investigators awarded a total of $5M in grants from the *Canadian Institutes of Health Research*:
    - o **Lindsay Bodell** (Psychology)
    - o **Jody Culham** (Psychology)
    - o **Pingzhao Hu** (Biochemistry)
    - o **Samuel Asfaha** (Physiology & Pharmacology)
    - o **Steven Laviolette** (Anatomy & Cell Biology)
    - o **Ryan Stevenson** (Psychology)
    - o **Bobby Stojanoski** (Psychology)
    - o **Kathleen Lyons** (Psychology)
    - o **Aaron Ward** (Medical Biophysics)

- o **Stephen Pautler** (Urology)
- o **Kun Ping** (Biochemistry)
- o **Xiao Zhen Zhou** (Pathology & Laboratory Medicine)
- o **Douglas Fraser** (Paediatrics)

- **Gordon Osinski** (Earth Sciences) selected by NASA as a member of the Geology Team that will develop the surface science plan for the first crewed lunar landing mission in over 50 years.

- PhD candidates **Javier Alvarez Vandeputte** (Anthropology), **Kamaldeen Mohammed** (Geography & Environment), **Shahnaza Hamidullah** (Neuroscience), and **Edward Wang** (Medical Biophysics) named *2023-24 Vanier Canada Graduate Scholars*.

- Playwright and author and former Western Writer-in-Residence **Sheila Heti** named Western's new *Alice Munro Chair in Creativity*, serving until 2025.

- Poet and author **Téa Mutonji** named Western's new *Writer-in-Residence*.

- Indigenous bead-worker **Leith Mahkewa** named Western's new *Artist-in-Residence*.

- Fourth-year English undergraduate **Gray Brogden** named Western's new *Student Writer-in-Residence*.

- First-year Schulich medical student **Laney Beaulieu** named among recipients of the *2023 Canadian Medical Hall of Fame Award for Medical Students.*

- Health Studies PhD candidate **Hoda Seens** and post-doctoral scholar **Jenna Schulz** named recipients of the *2023 Ontario Women's Health Scholars Award* by the Council of Ontario Universities.

- Undergraduates **Santiago Jimenez Loza** (Commercial Aviation Management) and **Firuza Huseynova** (HBA) awarded national scholarships from *Export Development Canada's Youth Education Program*.

- Alumni **John Beaucage** (BA'74), **Kerry Courneya** (BA'87, MA'89), **Keith Dobson** (PhD'80), **Don McDougall** (MBA'61, LLD'16), **Robert James Sharpe** (BA'66), and honorary degree recipient **Alan Bernstein** (DSc'19) appointed to the *Order of*

*Canada* for their extraordinary contributions to Canadian society.

- Alumnae **Micaela Vancea** (BSc'23), **Jacqueline Doan** (BSc'21, MSc'23) and **Sophie Wu** (BA'23) named recipients of the Community Outreach Award from the *Association for Women in Mathematics* for their leadership in establishing an AWM chapter during the COVID-19 pandemic.

- Retired student residence leader **Peggy Wakabayashi** awarded Western's President's Medal for Distinguished Service.

**ITEM 4.0 Report of the Provost**

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

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

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

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

**EXECUTIVE SUMMARY:**


The Operations/Agenda Committee elected a Vice-Chair for the July 1, 2023 to June 30, 2024 term as follows:


**Vice-Chair:**              Mark Cleveland

**ITEM 5.2 – Revisions to the Schulich School of Medicine & Dentistry Faculty Council Constitution**

ACTION:        ☒ APPROVAL          ☐ INFORMATION          ☐ DISCUSSION

**Recommended:**                    That on the recommendation of the OAC, Senate approve that effective September 1, 2023, that the Schulich School of Medicine & Dentistry Faculty Constitution be amended as shown in Item 5.2

**EXECUTIVE SUMMARY:**

The Schulich School of Medicine & Dentistry presents its amended Council Constitution to the Senate Operations/Agenda Committee for approval. The Council has made a significant number of changes since the last time this document was revised in 2009. Among the changes proposed are the inclusion of the balanced representation, with adding new members and modifying the current representation. Administrative housekeeping changes and improving clarity are also proposed to reflect current practice.

**ATTACHMENT(S):**

Schulich Council Constitution - Track Changes Copy

| SCHULICH SCHOOL OF MEDICINE & DENTISTRY |
|---|

**Effective Date:**    ~~July 2009~~ <mark>September 1, 2023</mark>

**Supersedes:**    <mark>July 2009</mark>*

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## COMPOSITION AND RULES OF PROCEDURE

1.  The Schulich School of Medicine & Dentistry shall consist of the following:

    (A)  The Departments of Anatomy and Cell Biology, Anesthesia and Perioperative Medicine, Biochemistry, Clinical Neurological Sciences, Epidemiology and Biostatistics, Family Medicine, ~~History of Medicine,~~ Medical Biophysics, Medical Imaging, Medicine, Microbiology and Immunology, Obstetrics and Gynaecology, Oncology, Ophthalmology, Otolaryngology - Head and Neck Surgery, Paediatrics, Pathology <mark>and Laboratory Medicine,</mark> Physical Medicine and Rehabilitation, Physiology and Pharmacology, Psychiatry, Surgery and;

    (B)  Dentistry[1]

~~2.~~  The Council of the Schulich School of Medicine & Dentistry shall be responsible to Senate and shall be composed of:

~~3.~~2.

   (A)  <mark>The following members (voting):</mark>
   
      (i)  ~~The Dean of Medicine & Dentistry, who shall be Chair of Council, and a~~<mark>All full-time (probationary, tenured, limited term and continuing) faculty</mark> members of the Schulich School of Medicine & Dentistry ~~who hold a current academic rank~~, <mark>including those who hold joint appointment with other Western Faculties</mark>
      
      (ii)  <mark>One</mark> BMSc student representative elected from either year 3 or 4 of the program
      
      (iii)  <mark>One</mark> graduate student elected from the graduate programs offered through <mark>the Schulich School of Medicine & Dentistry</mark>
      
      (iv)  <mark>One postdoctoral fellow or associate elected by the postdoctoral fellows and associates appointed through the Schulich School of Medicine & Dentistry</mark>
      
      (v)  <mark>One resident elected from the medical and dental residency programs offered through the Schulich School of Medicine &</mark>

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[1] Dentistry is a professional program that has a Director and its own Sub-constitution.

**Dentistry**

(vi) Three (3) full-time university-based staff members, elected by the staff of the Schulich School of Medicine & Dentistry, at least one of whom is from Dentistry

(vii) Such other members as the Senate may, from time to time, determine upon the recommendation of the Council of the Schulich School of Medicine & Dentistry

(i) Director of Dentistry

(ii) The Vice-President of Medical Affairs (or equivalent) of the major affiliated teaching hospitals.

(iii) The Class President (or designate) from each year of the medical and dental programs.

(iv) Two graduate students elected from the graduate programs offered through the School.

(B) The following ex officio members:

(i) The President & Vice-Chancellor

(ii) The Provost & Vice-President (Academic)

(iii) The Vice-President (Research)

(iv) The Vice-Provost (Graduate & Postdoctoral Studies)

**(v) The Dean of the Schulich School of Medicine & Dentistry, who shall be Chair of Council**

(vi)

(vii)

(viii) The Chief Executive Officers (or designates) of the major teaching hospitals.

(ix)(vi) The Presidents (or designates) of the Hippocratic Society and the University of Western Ontario Dental Students Society

(x)(vii) University Librarian (or designate)

(xi)(viii) Such other ex officio members as Senate may, from time to time, determine upon the recommendation of the Council of the Schulich School of Medicine & Dentistry

**(C) The following observers (non-voting):**

**(i) The Administrative Directors of the Schulich School of Medicine & Dentistry**

**(ii) The Chief Executive Officers (or designates) of the major teaching hospitals**

**(xii)(iii) The Scientific Director of the affiliated hospital research institutes**

**(iv) The Vice-President of Medical Affairs (or designate) of St. Joseph's Health Care London**

**(xiii)(v) The Vice-President of Medical Affairs (or designate) of London Health Sciences Centre**

**(xiv)(vi) The Class President of the from each year of the medical and dental programs**

3.  Members **outlined in categories 2(A) and 2(B) above** ~~in all of the above categories~~ shall be entitled to participate in meetings of the Council, i.e., speak, propose motions, vote on all questions, and to sit on committees elected at such meetings.

    **Members outlined in section 2(C) above shall be entitled to observe meetings of Council and act as a resource to support discussion.**

4.  Meetings:

    (A) The Council shall meet at least four times each year and at such other times as the Council or Senate from time to time may prescribe.

    (B) A special meeting of the Council shall be called on the written notice of 10% of the members of Council, and shall be convened within seven (7) days thereafter, to consider the matter or matters set out in the notice.

5.  The Council shall be responsible for advising Senate on all matters under the jurisdiction of the Senate which are pertinent to the Schulich School of Medicine & Dentistry or referred to the Council by Senate; and to determine policy on all such matters if so delegated by the Senate.

6.  The Council shall establish such Committees as the Council considers necessary, including an Executive Committee. The Council may delegate authority to its committees but these shall be responsible to the Council.

7.  ~~The Executive Committee shall be composed of the President & Vice-Chancellor (ex officio), the Dean of the Schulich School of Medicine & Dentistry (who shall be the Chair of the Executive Committee), all Associate and Assistant Deans/Directors of the Schulich School of Medicine & Dentistry, the Chairs (or designates) of Departments, the Director of the School of Dentistry, the President (or designate) of the Hippocratic Society, the President (or designate) of the University of Western Ontario Dental Students Society and such other members as the Council may, from time to time, determine. The Executive Committee may act in the name of, and on behalf of, the Council between regular meetings of the Council.~~

8.  7. The by-laws and regulations for the conduct of Council's proceedings shall, in general, be those adopted by Senate.

9.  8. **Twenty-five** ~~Forty~~ (~~40~~25) voting members shall constitute a quorum for regular and special meetings of the Council.

10. 9. This constitution may be amended by the Senate on the recommendation of 2/3 of the voting members in attendance at a regular or special meeting of the Council

at least fourteen days (14) following written notice of the proposed amendment(s).

**ITEM 5.3 – Removal of God Save the King**

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

 **Recommendation:**                That Senate approve the removal from Convocation
                                    ceremonies of the singing and instrumental playing of
                                    God Save the King.

**EXECUTIVE SUMMARY:**

God Save the King is Canada's Royal Anthem. The Government of Canada website
states that, "Other than the official uses in the presence of the Sovereign or their royal
representatives or at royal events, it is no longer customary to play the Royal Anthem at
public events in Canada."[1]

Through a discussion among Canadian university representatives at the 2023 annual
conference of the North American Association of Commencement Officers, the removal
of the Royal Anthem was identified as an inclusive step that most others have already
taken in support of equity, diversity, and inclusion and reconciliation. Western's strategic
plan *Towards Western at 150* commits to creating a more equitable and inclusive
Western. The Indigenous Strategic Plan calls for us to Indigenize Western's institutional
practices and spaces.

The Convocation Board, in consultation with the Vice-Provost & Associate Vice-
President, Indigenous Initiatives recommends the removal of the Royal Anthem from
Convocation ceremonies. Crown and Indigenous relations remain of critical importance
to everyone in Canada as they are basis of all Treaty Relationships, and we are all
Treaty People. In the 2015 Truth and Reconciliation Commission Report, all Canadians
are asked to engage in the work of reconciliation. It states that "virtually all aspects of
Canadian society may need to be reconsidered" (p.vi) and calls for personal, group, and
community action.[2] Reviewing ceremonial practices is part of this work. A formal
Traditional Territorial Land Acknowledgement will continue to be part of the opening of
each Convocation ceremony.

In April 2023, the Convocation Board voted to remove "God Save the King" from
Convocation ceremonies.

Subsequently, it was brought to the attention of the University Secretariat that a similar
change was attempted in 1994 and Senate approved the anthem be reinstated. Minutes
for the item approved at the 1994 Senate meeting are attached.

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[1] Government of Canada. (2023, August 18). Royal anthem. https://www.canada.ca/en/canadian-heritage/services/royal-symbols-titles/royal-anthem.html.

[2] Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada.* https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf.

As the reinstatement of God Save the King previously occurred at Senate and was therefore a Senate resolution, it is not a matter that Convocation Board is empowered to approve. Convocation Board recommends that Senate approve its removal.

**ATTACHMENT(S):**

Royal Anthem at Convocation (Senate Minutes - October 18, 1994)

include on a Selection Committee for Vice-President (Administration) one student
to be elected by Senate.   [*Proposed changes are underscored*]

      (a)  the President & Vice-Chancellor, who shall be Chair
      (b)  a Vice-President or Dean appointed by the President & Vice-Chancellor
      (c)  4 persons elected by the Board of Governors
      (d)  <u>4</u> persons elected by the Senate, <u>one of whom shall be a student</u>

**S.94-194b.1**    It was moved by P. Mercer, seconded by M.L. Gourley,

That the main motion be amended by adding:   "and that Section F(b) be amended
as follows *[shown in italics]*

      (b)  a Vice-President, Dean, *or member of faculty*, appointed by the President
           & Vice Chancellor."

CARRIED

The MAIN MOTION as amended was called and CARRIED.

**S.94-195**    **<u>Royal Anthem at Convocation</u>**

It was moved by D. Allison, seconded by A. Oosterhoff,

That the Royal Anthem be reinstated as a regular part of Convocation ceremonies.

Professor Allison spoke in support of the reinstatement of the Royal Anthem as a regular part of
Convocation ceremonies for the following reasons:

!      Canada is a constitutional monarchy; therefore, it is right and proper for the Royal Anthem
to be sung as a regular part of Convocation.    UWO is an important and outstanding part
of the Ontario and Canadian family; therefore UWO should celebrate these realities by
playing, for those who wish to join in singing, the Royal Anthem.

!      The Royal Anthem celebrates the national, provincial and institutional identity and
traditions.   Reasons to do so include respect for Canada's constitution, system of
governance, and history, and to demonstrate politeness to the Lieutenant Governor,
Governor General and the Monarchy itself.

!      The Royal Anthem provides the opportunity to practice singing the words so that when
protocol requires that the Royal Anthem be sung, it will be sung correctly.

!      The Royal Anthem has long been an important part in the celebratory life of the institution;
it is believed that the Royal Anthem was sung at the first Convocation and since, barring
whatever occurs as a result of this motion.

!      The playing/singing of the Royal Anthem has been, until recently, a shared experience
providing an unbroken link connecting all those who have gone before -- graduates,
faculty, observers as well as various monarchs and their representatives to all who have
come after.

!      The Royal Anthem is a symbolic communal activity needed to mark the end of the
ceremony

Professor Allison noted the suggestion, made at the last meeting, that the words of both the
National and Royal Anthems be printed in the convocation programs to allow the audience to
participate.

The question was called and CARRIED.

It was clarified that the Royal Anthem would not be sung at the Fall Convocation ceremonies to be held on October 19, 20, and 21, because the programs had to be printed before the resolution of Senate was in force.

S.94-196     **Officers of Convocation**

Senate was advised that the following Officers of Convocation have been reappointed for two-year terms, November 1, 1994 - October 31, 1996:

| | |
|---|---|
| Director: | B. Lundgren |
| Assistant Director: | D. Peterson |
| Marshal: | R.K. Barney |
| Assistant Chief Usher: | S.R. Hicock |
| Chief Public Orator: | A.R. Mills |
| Assistant Chief Public Orator: | H. Hartsell |

S.94-197     **Order of Convocation - Spring 1995**

Senate was advised that the Order of the 264th Convocation - Spring 1995, is as follows:

**Friday, June 2, 1995**:     Faculties of Applied Health Sciences, Dentistry, Medicine, Nursing, and King's College

**Saturday, June 3, 1995:**     Faculty of Education, Western Business School

**Monday, June 5, 1995:**     Faculty of Social Science (4th year)
Faculty of Part-Time and Continuing Education
Huron College

**Tuesday, June 6, 1995**:     Faculty of Social Science (Three-Year BA Program Only)

**Wednesday, June 7, 1995:**     Faculties of Arts, Kinesiology, and Music

**Thursday, June 8, 1995:**     Faculties of Engineering Science, Science, and Brescia College

**Friday, June 9, 1995**:     Faculties of Graduate Studies and Law

**COMMITTEE MEMBERSHIP** [Exhibit II]

S.94-198     **Task Force on Strategic Planning**

J. Thompson (Undergraduate), V. Kapoor (Graduate Student) and S. Desmond (Staff) were elected to the Task Force on Strategic Planning. In addition to the remaining slate of nominees contained in the Report from the Nominating Committee, a number of nominations were received from the floor. As a result a mail ballot took place following this meeting.

S.94-199     **Selection Committee for Vice-President (Research)**

R. Smith (Graduate) was elected to the Selection Committee for Vice-President (Research). In addition to the slate of nominees contained in the Report of the Nominating Committee, a number of nominations were received from the floor. As a result a mail ballot took place following this meeting.

S.94-200     **Vice-Chair of Senate**

L. Bramwell was re-elected to serve as Vice-Chair of Senate (to November 1995).

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

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

**EXECUTIVE SUMMARY:**

The Senate Nominating Committee elected a Chair and Vice-Chair for the July 1, 2023 to June 30, 2024 term as follows:

**Chair:** Jane Toswell

**Vice-Chair:** Pauline Barmby

## ITEM 6.2 – Membership – Subcommittee on Undergraduate Academic Courses (SOC)

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

---

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

---

**Composition:**      Six (6) members elected by Senate including:
- Four (4) faculty members who are familiar with course/module development, elected by Senate, at least two (2) of whom have served as an Undergraduate Chair (or equivalent)
- Two (2) undergraduate students

**Current Senate-Elected Members:**

**Terms continuing to June 30, 2024:**

Jenna Beecroft (UNDG), Aliya Jokhu (UNDG), Gildo Santos (Schulich)

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

Derek McLachlin (Schulich), Jane Toswell (AH)

**Required:**   One (1) faculty member who is familiar with course/module development to complete a term vacant due to a resignation (term from July 1, 2023 to June 30, 2024)

**Nominees:**   _____Amy Horton (HS)_____   (Faculty)      Term to June 30, 2024

**ITEM 6.3 – Membership – Subcommittee on Program Review – Undergraduate (SUPR-U)**

---

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

---

**Composition:**      Three (3) undergraduate students elected by Senate

**Current Senate-Elected Members:**

**Terms ending June 30, 2024**:

      Evan Abbey (UNDG), Sarah Tribe (UNDG)

**Required:**   One (1) undergraduate student to complete the term of Hana Ghattas till June 30, 2024

**Nominees:**   <u>Alexandra Agyapong</u>      (Student, UNDG)      Term to June 30, 2024

## ITEM 6.4 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)

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

---

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

---

**Composition:**       Seven (7) members elected by Senate, including:
- Five (5) faculty members, one 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 from July 1, 2023 to June 30, 2024:***

      Kate Choi (SS), Kathleena Henricus (UNDG)

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

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

**Required:**   One (1) faculty member to complete for a term vacant due to a resignation till June 30, 2024.

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

**Required:**   One (1) Graduate Student for a term vacant due to a resignation till June 30, 2024.

**Nominees:** _____Forough Hazrati_____ (GRAD)       Term to June 30, 2024

**ITEM 6.5 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)**

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

---

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

---

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

**Current Senate-Elected Members:**
**Terms continuing to June 30, 2024:**

Godwin Arku (SS), Nicole Campbell (Schulich), Ken Kirkwood (HS), Susan Knabe (FIMS), Shahnaz Shahid (GARD), Anne Schuurman (AH), Chloe Vanderlugt (UNDG)

**Terms continuing to June 30, 2025:**

Jose Herrera (Eng), Aaron Hodgson (Music), Jisuo Jin (Sci), Sophie Roland (Music), Lynn Shaw (HS)

**Required:**     One faculty member who must be a member of Senate for a term vacant due to a resignation (term from July 1, 2023 to June 30, 2024):

- No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College
- No more than one (1) faculty member may be a Dean

**Nominees:**     ___Rachel Heydon (Edu)___   (Faculty, Senator)   Term to June 30, 2024

## ITEM 6.6 – Selection Committee for the Vice-President (University Advancement)

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

**Composition:** A committee to select a Vice-President (University Advancement) shall consist of:

(a) the President & Vice-Chancellor, who shall be Chair

(b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor

(c) 4 persons elected by the Board of Governors, two of whom will be alumni

(d) 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

**Required:** Four (4) members one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

**Nominees:**

| | |
|---|---|
| Zach Armstrong (HS) | (Faculty/Staff) |
| Ken Coley (Eng) | (Faculty/Staff) |
| Rosie Triebner (Edu) | (Faculty/Staff) |
| Emilie Kalaydjian | (Student) |

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

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

**EXECUTIVE SUMMARY:**

The Senate Committee on Academic Policy elected a Chair and Vice-Chair for the July 1, 2023 to June 30, 2024 term as follows:

**Chair:**          WG Pearson

**Vice-Chair:**     Melissa Adler

**ITEM 7.2 – Policy Review Framework and Timeline**

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

**EXECUTIVE SUMMARY:**

S. Lewis, Vice-Provost (Academic Programs) and M. Modeski, University Registrar will present a policy review framework and timeline for the 2023-24 academic year.

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

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

**EXECUTIVE SUMMARY:**

The Senate Committee on Academic Curriculum and Awards elected a Chair and Vice-Chair for the July 1, 2023 to June 30, 2024 term as follows:

**Chair:**
    Sophie Roland

**Vice-Chair:**    Ken Kirkwood

## ITEM 8.2 – Huron University College: Introduction of a Major in China Studies

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

**Recommended:**     That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective January 1, 2024 a Major in China Studies be introduced by Huron University College as shown in Item 8.2.

**EXECUTIVE SUMMARY:**

Huron is the only liberal arts college in Canada that offers a comprehensive Chinese program on the study of Chinese language, literature and culture. The program currently has 55 courses on various subjects and topics about China. The courses are classified into three "Streams". Stream A has basic language and advanced business/professional language and translation courses. Stream B has courses in Chinese culture and literature taught in Chinese that aim to meet the demands of heritage learners with higher levels of Chinese proficiency. Stream C has courses in Chinese culture and literature taught in English to serve both students in the degree programs and the general student population. Course enrolments are very healthy and have grown substantially in the last five years.

The program currently offers three Minor modules: China Studies, Chinese Studies, and Chinese Business Communications. As the program does not have a Major module in Chinese or Chinese Studies, interested students must major in East Asia Studies. A recent student survey of current and graduated Major in East Asia Studies students shows that a significant percentage of these students would have been interested in switching from East Asia Studies to a new focused/specialized Major in China/Chinese Studies if such a Major had been available. The proposed Major in China Studies is the first step towards meeting their demand. Additionally, the program believes that the Major will attract some students who presently only take one of the Minors; the existence of the Major might even draw some students to Huron for the program. The establishment of a Major in China Studies is also consistent with the recommendations of the external reviewers in 2003 and 2013.

The proposed Major in China Studies is built entirely from existing courses. It distinguishes itself from the Minor in China Studies in its intentional interdisciplinarity. In addition to Chinese literature, culture, and language courses offered by the Chinese program, which are also components of the Minor, students are additionally required to take 1.0 China-related course in other disciplines; such as, for instance, in Chinese history and Chinese geography. The structured combination of different disciplines will provide students with a comprehensive curriculum of China Studies. The Major in China Studies also distinguishes itself from East Asia Studies in its flexibility. It changes the language requirement from 2.0 courses to 1.0 course and gives the students the ability to choose an additional 1.0 course from any of the courses listed in the module. This will give students some additional flexibility to pursue their own particular interest in the program in more depth. Students who have met the language requirement may take 1.0 course from among the other program courses.

SUPR-U requested an external review of the proposed Major in China Studies 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 China Studies

*Extracted from the* New Undergraduate Program Proposal for a Major in China Studies

Final Assessment Report

NEW CALENDAR COPY

**MAJOR IN CHINA STUDIES**

**Admission Requirements**
Completion of first-year requirements, including at least 0.5 course in Chinese, with a mark of at least 60% or permission from the program. It is strongly recommended that students take Chinese 1650F/G and/or Chinese 1651F/G.

**Module**
6.0 courses:

**1.0 language course\* from:** Chinese 2250, Chinese 2252A/B, Chinese 2253A/B, Chinese 3350, Chinese 3352A/B, Chinese 3353A/B, Chinese 4450, Chinese 4452A/B, Chinese 4453A/B.

**1.0 literature and culture course from:** Chinese 2242F/G, Chinese 2243F/G, Chinese 2244F/G, Chinese 2245F/G, Chinese 2246F/G, Chinese 2247F/G, Chinese 2270F/G, Chinese 2271F/G, Chinese 2601A/B, Chinese 2602A/B, Chinese 2650F/G, Chinese 2651F/G

**2.0 literature and culture courses from:** Chinese 3650F/G, Chinese 3651F/G, Chinese 3652F/G, Chinese 3653F/G, Chinese 3654F/G, Chinese 3655F/G, Chinese 3950F/G, Chinese 3951F/G, Chinese 3952F/G, Chinese 3953F/G, Chinese 3954F/G, Chinese 3955F/G, Chinese 3956F/G, Chinese 3957F/G, Chinese 3958F/G, Chinese 3959F/G.

**1.0 Arts or Social Sciences course from:** Geography 2041A/B, History 2601E, History 2603E, History 2610F/G, History 2615F/G, Philosophy 2112F/G, History 3601E, History 3615F/G, History 4605E, History 4606F/G, History 4611F/G.

**1.0 course** from any of the courses above.

\* Students who have met the language requirement may take 1.0 course from among the other program courses (in the second, third, and fourth lists above).

***Extracted from the***
**New Undergraduate Program Proposal for a Major in China Studies**

Huron is the only liberal arts college in Canada that offers a comprehensive Chinese program on the study of Chinese language, literature, and culture. The program has 55 courses in the Academic Calendar on various subjects and topics about China. The courses are classified into three "Streams". Stream A is basic language and advanced business/professional language and translation courses. Stream B classes are taught in Chinese and Stream C courses are taught in English. Both Stream B and C classes are content courses on Chinese culture and literature. Course enrolments are very healthy and have grown substantially in the last five years.

Huron's Chinese program currently offers only three Minor modules: the Minor in China Studies, the Minor in Chinese Studies, and the Minor in Chinese Business Communications. As the program does not have a Major module in Chinese or Chinese Studies, interested students must enroll in the Major in East Asia Studies. A recent student survey of current and graduated East Asia Studies Major students shows that a significant percentage of these students would have been interested in switching from East Asia Studies to a new focused/specialized Major in China/Chinese Studies if such a Major had been available. The proposed Major is the first step towards meeting their demand. Additionally, the Chinese program believes that the Major will attract some students who presently only take one of the program's Minors; the existence of a Major might even draw some students to Huron for the program.

The establishment of a Major in China Studies is consistent with the recommendations of the external reviewers in 2003 and 2013.

The proposed Major in China Studies is built entirely from existing courses. It distinguishes itself from the Minor in China Studies in its intentional interdisciplinarity. In addition to Chinese literature, culture, and language courses offered by the Chinese program, which are also components of the Minor, students are additionally required to take 1.0 China-related course in other disciplines; such as, for instance, in Chinese history and Chinese geography. The structured combination of different disciplines will provide students with a comprehensive curriculum of China Studies. The Major in China Studies also distinguishes itself from East Asia Studies in its flexibility. It changes the language requirement from 2.0 courses to 1.0 course and gives the students the ability to choose an additional 1.0 from any of the courses listed in the module. This will give students some additional flexibility to pursue their own particular interest in the program in more depth. Students who have met the language requirement may take 1.0 course from among the other program courses. This will encourage students, including international students, who are interested in China and have taken some courses on China offered by the program and by other departments to enroll in the Major in China Studies.

**Effects on Other Programs**
East Asia Studies at Huron has been serving three types of students: viz., (i) those who would like to concentrate on Chinese/China contents, (ii) those who would like to concentrate on Japanese/Japan contents, and (iii) those who prefer to study both Chinese/China and Japanese/Japan contents as well as other areas of East Asia.

This program might attract some students of the first type who currently take East Asia Studies.

**Rationale**

The proposed program aligns with the internationalization goals in Huron's strategic plan and provides a heterogeneous student body with more program choices in area studies. The program fits with Huron's *Leaders with Heart* in fostering students' cultural awareness and expanding their breadth of thinking with a global vision. It helps students adapt and contribute to an increasingly multicultural world with professional competence and cultural compassion. This program particularly speaks to the mission of global engagement in the Faculty of Arts and Social Science strategic plan and increases ethno-racial and cultural diversity on the path towards internationalization of Huron campus. This program will strengthen interdisciplinarity by integrating Chinese language, literary, and cultural learning with other programs, such as those areas in Chinese history and geography. This interdisciplinarity in Liberal Arts education prepares students for career development and professional success across the globe.

The program currently offers only three Minor modules: the Minor in China Studies, the Minor in Chinese Studies, and the Minor in Chinese Business Communications. As thew program does not have a Major module in China or Chinese Studies, interested students must major in East Asia Studies. A recent student survey of current and graduated East Asia Studies Major students shows that a significant percentage of these students would have been interested in switching from East Asia Studies to a new focused/specialized Major in China/Chinese Studies if such a Major had been available. The proposed major program is the first step to meeting their demand.

Huron is the only liberal arts college in Canada that offers a comprehensive Chinese program on the study of Chinese language, literature, and culture. There are some Canadian universities that offer Chinese courses, but not as a part of a degree program in China Studies. The Chinese Program at the Department of French and Asian Studies is a unique program within the Western University system and attracts all students interested in our discipline.

**Experiential Learning**

The program plans to provide field trip opportunities for upper-year students. China field trip will be introduced as a capstone course supervised by faculty members of the Chinese program. Students will apply the knowledge acquired in the classroom with field practice and gain first-hand experience in Chinese society and cultural heritage.

The project will be offered during the summer for three to four weeks. It integrates classroom and experiential learning into an undergraduate research experience. Students are required to actively participate in three stages of the course: (1) pre-trip preparations (students are assigned reading materials and submit a research proposal); (2) the field trip (students visit cultural sites, attend lectures and events at local universities, collect data, and prepare group or individual presentations of their

research projects); (3) the summary stage (students write reflections and reports after the trip).

## Admission Requirements

Students will be admitted to the program upon completion of first-year requirements, including at least 0.5 course in Chinese, with a mark of at least 60% or permission from the program. It is strongly recommended that students take Chinese 1650F/G: *Perspectives on China* and/or Chinese 1651F/G: *Chinese Symbols and Icons*. These two entry-level 0.5 courses are designed to help kindle the interests of students in learning about China and Chinese culture and provide them with foundational knowledge and research skills needed for further study in the program.

The two first-year courses offer an overview of Chinese society and culture to students with a general interest in China and equip students with basic research skills, critical thinking, and problematic consciousness so that they can begin a critical engagement with the existing scholarship on China Studies.

Students are required to take 1.0 language course and are given the ability to choose an additional 1.0 from any of the courses listed in the module. This will give students some additional flexibility to pursue their own particular interest in the program in more depth. Students who have met the language requirement may take 1.0 course from among the other program courses. This will encourage students, including international students, who are interested in China and have taken some courses on China offered by our program and by other departments to enroll in a China Studies Major.

## Program Learning Outcomes

*Knowledge*
- Possess foundational knowledge of the Chinese language and culture.
- Have foundational knowledge on the existing disciplines on China.
- Have a basic or higher command of Chinese.

*Literacies and Interdisciplinarity*
- Identify, locate, and analyze the literature on the scholarship on China.
- Acquire, use, and apply the Chinese language for pursuit of knowledge.
- Employ plural approaches to China-related topics.

*Communication*
- Communicate research plans and their results to a variety of audiences in a variety of settings, in logically consistent, coherent and accessible manners.
- Explicate analyses through evidence-based arguments.

*Resilience and Life-long Learning*
- Formulate hypotheses and verify using empirical methods.
- Properly evaluate information sources to judge their reliability.
- Communicate their thoughts with the awareness of the existence of multiple viewpoints and answers.

*Global and Community Engagement*
- Acknowledge the interrelatedness of today's world.
- Identify the relevance of China in global issues.
- Act on global issues through the knowledge related to China.

*Critical Inquiry and Creative Thinking*
- Question existing cultural stereotypes and quasi-explanations.
- Understand the importance of unbiased observation and theory-building.
- Understand that existing paradigms and dominant dogmas can be challenged.

*Professionalism and Ethical Conduct*
- Work collaboratively on China-related projects and interdisciplinary projects.
- Be mindful and maintain highest principles of academic integrity, values of responsibility and citizenship, and intellectual discernment, even in disagreement.

## New Major in China Studies
### Final Assessment Report & Implementation Plan
### May 2023

| | |
|---|---|
| **Faculty / Affiliated University College** | Faculty of Arts and Social Science, Huron University College |
| **Degrees Offered** | B.A. |
| **Date of Introduction** | January 1, 2024 |
| **New Module** | Major in China Studies |
| **External Reviewers** | Dr. Wei Cai, School of Languages, Linguistics, Literatures and Cultures, University of Calgary / Dr. Yaohua Shi, Department of East Asian Languages and Cultures, Wake Forest University |
| **Internal Reviewer** | Dr. John Mitchell, Associate Academic Dean Brescia University College / Morgan Decampos Undergraduate Student King's University College |
| **Date of Site Visit** | February 2 & 3, 2023 |
| **Date Review Report Received** | February 22, 2023 |
| **Date Program/Faculty Response Received** | Program: April 27, 2023 Faculty: April 27, 2023 |
| **Evaluation** | Approved to Commence |
| **Approval Dates** | SUPR-U: June 28, 2023 ACA: September 6, 2023 Senate: |
| **Year of First Review** | 2030-2031 |
| **Progress Report** | June 2026 |

**Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Major in China Studies 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 major module in China Studies is built from existing courses within the larger program that is currently composed of three minor modules: China Studies, Chinese Studies, and Chinese Business Communications. The larger program consists of 55 courses (30.5 FCEs) in the calendar on various subjects and topics about China. These are categorized into three "Streams". Stream A is basic language and advanced business/professional language and translation courses. Stream B classes are taught in Chinese and Stream C courses are taught in English. Both Stream B and C classes are content courses on Chinese culture and literature. Adding to the existing roster of courses, seven additional essay courses are being proposed.

The establishment of a Major in China Studies is consistent with the recommendations of the external reviewers in 2003 and 2013 and distinguishes itself from the China Studies minor module in its intentional interdisciplinarity. In addition to Chinese literature, culture, and language courses offered by the Chinese program, which are also components of the minor, students are additionally required to take 1.0 China-related course in other disciplines; such as, for instance, in Chinese history and Chinese geography. The structured combination of different disciplines will provide students with a comprehensive curriculum of China Studies.

Program enrolment in Fall and Winter has grown substantially over the last five years. Although there are some fluctuations from year to year, overall enrolment in courses prior to 2018 averaged in the mid-500s. In recent years, the numbers have climbed; reaching a total of 1,089 in 2020-2021. It is expected that the proposed major will attract students who are presently taking one of the minor modules or some of the program courses. The projected enrolment in the proposed module is approximately 12 students and is expected to increase steadily year by year.

**Strengths and Innovative Features Identified by the Program**

- Intentional interdisciplinarity – A wide variety of Chinese literature and culture courses are offered that cover premodern and modern/ contemporary periods.
- Plans to provide field trip opportunities for upper-year students. A China field trip would be introduced as a capstone course.

Students enrolled in the proposed module would develop the following skills and foundations:

- methods of examining preceding works, critical analysis of the relevant sources, and multiple academic approaches;
- use evidence-based discussions to communicate their thoughts, analyses, and theories, through research, essay writing and feedback;

- describe and evaluate culturally sensitive viewpoints, multiple and conflicting views that may be simultaneously valid depending upon individual value systems;
- challenge stereotypical beliefs about others by self-reflection and critical inquiry through identifying their unconscious biases and logical fallacies; and
- work in multiple modalities which is essential for effective collaboration; academic integrity and research ethics is also reinforced.

**Proposal Preparation and Review Process**

Consistent with recommendations of external reviewers in 2003 and 2013, discussions about the expansion of modules in China Studies have now led to the development of a formal proposal in 2022. The following key stakeholders were consulted in the development of the proposed major in China Studies.

- Provost and FASS Dean, Huron University College
- Faculty members from French and Asian Studies, Huron University College
- Department Chair, Languages and Cultures, Western University
- Undergraduate Chair, Languages and Cultures, Western University
- Associate Academic Dean, Arts and Humanities, Western University
- Associate Academic Dean, Kings University College
- Associate Academic Dean, Brescia University College
- Interim Academic Dean, Brescia University College
- Vice-Principal and Academic Dean, Kings University College,
- Dean, Arts and Humanities, Western University

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

- Vice-Provost (Academic Programs)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Provost and FASS Dean, Huron University College
- Faculty Members from Asian Studies – Huron
- Undergraduate Students – Huron
- Interim Director of Library and Learning Services
- Registrar
- Coordinator of Teaching and Research
- Program Assistant

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 - Huron for review and response. These formative documents, including the new major proposal document, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Major in China Studies.

## Summative Assessment – External Reviewers' Report

External reviewers shared that *"the program is well positioned for the successful launch of the new major. The design is innovative and appealing. The curriculum is diverse and flexible. The capstone field trip can potentially be a transformative experience for the students. The mode of delivery and assessment of teaching and learning outcomes align with the program learning outcomes and Western Degree Outcomes. The faculty are highly qualified and motivated. The proposed major also enjoys strong support from the college administration as well as teaching and learning services."*

## Strengths and/or Unique Aspects of the Program

- Range of course offerings that will appeal to a diverse student population.
- Many courses adopt projects as the assessment method, which can potentially improve students' engagement in their learning and enhance learners' abilities to apply their critical thinking and problem-solving skills to real-world problems.
- Curriculum cuts across disciplinary boundaries and brings together multiple areas of expertise, allowing a holistic and understanding of China Studies.
- Faculty members are experienced researchers, and their areas of specializations complement and enhance each other, thereby providing the breadth required by the program.
- The faculty-led field trip would take "upper-year" students on a three to four-week tour of China integrating classroom and experiential learning into an undergraduate research experience – likely a big draw for students and would make Huron stand out among peer institutions.

## Opportunities for Program Improvement and Enhancement

- Develop the field trip, with the proposed three-phrases, into a full academic course culminating in a senior project.
- Consider adjusting the language requirement in the future as it continues to calibrate the relative weight of language vs. culture for the major.
- Early career faculty members would benefit from mentorship from senior faculty as well as support from the college to grow as teachers and scholars.
- Implementing the new program entails a significant amount of advising work. It is imperative for the university to allocate additional personnel resources to help distribute the workload.

**Summary of the Reviewers' Recommendations and Program/Faculty Responses**

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

| Reviewers' Recommendation | Program/Faculty Response |
|---|---|
| **Recommendation #1***<br>Ensure that the curriculum of the new major accommodates the language needs of all student demographics. | **Program:** Review the module requirements and provide a clear mapping customized for different student groups: 1) Students with no or little background in Chinese; 2) Students with beginner- or intermediate-level Chinese proficiency; 3) Students with advanced or native Chinese proficiency.<br><br>**Faculty:** The program will review the module requirements and provide a clear mapping customized for the three streams. |
| **Recommendation #2***<br>Use backward design to enhance curricular flexibility and coherence; situate the recommended courses, the language and literature/culture courses and the capstone experience in the major module curriculum accordingly by:<br>- Tying more explicitly to the Program Learning Outcomes<br>- Developing students' research skills by taking advantage of Library Learning Services | **Program:** In light of this recommendation, the program will: 1) Develop coherent, balanced course offerings that align with the program learning outcomes; 2) Design senior research seminar courses on the approaches to Chinese literary and/or cultural studies; and 3) Connect with Huron Library and Learning Services and invite staff to teach students library research skills.<br><br>**Faculty:** The Faculty supports the program's plans to continuously improve the curriculum and indicates that Library services frequently work actively with faculty and are at the disposal of the faculty members in the China Studies program. |
| **Recommendation #3**<br>Clarify the service responsibilities and role of the sessional faculty in program governance and compensate them accordingly. | **Program:** As this fall in the purview of Dean's office, the program will support the Dean's response.<br><br>**Faculty:** The responsibilities of program sessionals are clearly laid out in the Collective Agreement. They participate fully in curriculum design and teaching, including in the mentoring of students. The compensation of program sessionals is also determined by the Collective Agreement. |

| Recommendation #4* | Program: |
|---|---|
| Develop a plan to ensure adequate resources to support:<br>  a)  the proposed China Field Trip capstone course<br>  b)  additional personnel resources to help distribute the increased workload related to advising<br>  c)  professional development opportunities for sessional faculty members, including a possible mentorship program<br>  d)  increased demand for library resources | a) Work with the Faculty to allocate funding to cover the students' and the instructors' expenses.<br>b) Review the workload of the program coordinator and relevant academic advisors and allocate additional personnel resources if necessary.<br>c) Encourage and promote the exchange and mentorship among faculty members.<br>d) Improve and increase library resources on China Studies.<br><br>**Faculty:**<br>a) A $40,000 fund to support student travel for those in need has been established; a policy has likewise been set that the Dean's Office will pay for two faculty members to travel on trips.<br>b) The Dean's Office will work with the Coordinator to manage their workload. Workload for Coordinators is generally covered by the Collective Agreement.<br>c) Promote and encourage mentorship and intellectual exchange among faculty members.<br>d) Improve the library collection via the program's annual purchasing budget. |

**Implementation Plan**

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

The number of recommendations prioritized for implementation has been reduced as some are outside the purview of the program and scope of the review (#3) or have already been actioned (#4a) as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1, #2, & #4bcd.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| **Recommendation #1** Ensure that the curriculum of the new major accommodates the language needs of all student demographics. | • Review the module requirements and provide a mapping customized for: 1) Students with no or little background in Chinese; 2) Students with beginner- or intermediate-level Chinese proficiency; 3) Students with advanced or native Chinese proficiency. | • Program Coordinator | By December 2023 |
| **Recommendation #2** Use backward design to enhance curricular flexibility and coherence; situate the recommended courses, the language and literature/culture courses and the capstone experience in the major curriculum accordingly. | • Enhance the curriculum and develop coherent, balanced course offerings that align with the program learning outcomes. • Design senior research seminar courses on the approaches to Chinese literary and/or cultural studies. • Connect with Huron Library and Learning Services and invite staff to teach students library research skills. | • Program Coordinator • Librarian | By December 2025 |
| **Recommendation #4** Develop a plan to ensure adequate resources to support:   b) increased workload related to advising   c) professional development and mentorship opportunities for sessional faculty members   d) increased demand for library resources | • Review personnel workload, with a focus on academic advising. • Implement a plan to promote exchange and mentorship among program faculty members. • Improve the library collection via the program's annual purchasing budget. | • Program Coordinator • Dean | By September 2024 |

**ITEM 9.1 – Announcement of a Chair of the Senate Committee on University Planning**

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

The Senate Committee on University Planning elected a Chair for the July 1, 2023 to June 30, 2024 term as follows:

**Chair:**              Dale Laird

**ITEM 9.2 – Proposed Undergraduate Program Name Change at Faculty of Information and Media Studies (FIMS)**

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

**RECOMMENDED:**     That on the recommendation of the Senate Committee on University Planning, Senate approve the name change to the undergraduate program at FIMS from Media, Information, and Technoculture (MIT) to Media and Communication Studies (MCS).

**EXECUTIVE SUMMARY:**

**Approval Process**

Per MAPP 1.44, Section 6: Academic Entities, naming of academic entities must be approved by the Board of Governors on the recommendation of Senate.

The policy provides that proposed changes will be considered through the following successive bodies:

- Relevant Faculty Executive and Faculty Council
- Senate Committee on University Planning
- Senate
- Property & Finance Committee (if warranted by the financial details of the gift) – *not applicable here*
- Fund Raising & Donor Relations Committee – *not applicable here*
- Board of Governors

**Background Information:**

The current undergraduate program name, Media, Information, and Technoculture, made sense in 1997, when the Faculty of Information and Media Studies offered only a single undergraduate module: Media, Information, and Technoculture. In 2023, FIMS' undergraduate offerings have grown from major and Honours Specialization modules in Media, Information, and Technoculture, to include undergraduate modules in Media and the Public Interest, Creative Arts and Production, and Digital Communications.

The current program name, Media, Information, and Technoculture, no longer accurately captures the scope and focus of our current undergraduate module offerings. The new name will offer a more capacious, less single program specific, name that will better reflect current undergraduate modules, allow space for each of them to flourish, and for the Faculty to have space to develop future modules. Current modules would remain the same and students would still receive a Bachelor of Arts specifying the modules they have completed.

Further, the current name acts as a barrier during undergraduate recruitment, confusing prospective students and causing them to discount our program, not least because the term Technoculture is both dated and unhelpful in explaining our program. This is particularly acute for prospective international studies. Similarly, FIMS is also seeing that our graduates increasingly translate their MIT degree into categories, like Media and Communication, Communication, or Media Studies, that better resonate with future employers on platforms like LinkedIn.

In summary:

- The current overarching program name no longer accurately reflects the full scope of undergraduate offerings at FIMS.
- The current program name adversely affects undergraduate recruitment to the Faculty, which has budget implications for the entire Faculty.
- Graduates and current students feel that the program name is a barrier to explaining their expertise to others, including prospective employers.
- There would be NO change to the current undergraduate modules (MIT, MPI, CAP, and DC).

Following extensive consultation with stakeholder groups (Faculty Members, Students, Staff, Alumni, Employers, and Prospective Students), on May 23, 2023 the Faculty of Information and Media Studies Faculty Council unanimously recommended that the name of the undergraduate program at FIMS be changed to Media and Communication Studies.

Current Name and Structure:
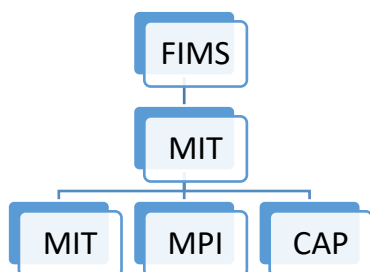


New Name and Structure:
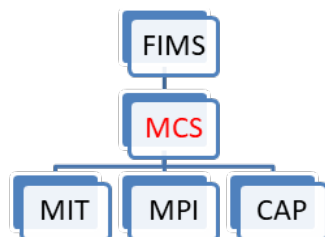
**Consultation:**

Broad consultation across the university through the AAD distribution list, which included all Associate Academic Deans and Associate Deans, Undergraduate, as well as members from the Office of the Registrar, and other Academic and Student support units on campus. Specific conversations were held with the Acting Dean of Arts and Humanities, and the Director of Writing, as these units had specific concerns related to the use of the term Communication in the proposed name. These concerns included the potential for confusion for students between Communication Studies and applied communications, which is typically taught through Writing Studies (though FIMS also offers a limited number of these kinds of courses, as might be expected of a program which was developed in a Faculty which grew, in part, out of the School of Journalism), and the possibility of this confusion resulting in negative enrolments for courses offered by writing. In the meetings and correspondence with both the Acting Dean of Arts and Humanities and the Director of Writing all parties recognize the challenges, but also are alive to and excited by the opportunities for future collaborations that this change may also bring into being. Consultations have also been undertaken with members of the Office of the Registrar, specifically in relationship to the 2023-24 recruitment cycle, in terms of next steps for recruitment materials once this change has been approved.

## 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) – Speaking Rights at Senate – Chair of the Senate Committee on Academic Policy (Policy) and Chair of the Senate Committee on Academic Curriculum and Awards (ACA)**

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

**EXECUTIVE SUMMARY:**

On June 13, 2023, **Sophie Roland** was acclaimed as Chair of the Senate Committee on Academic Curriculum and Awards (ACA) for a term from July 1, 2023 to June 30, 2024.

Sophie Roland is not a current Senator. At its September 7, 2023 meeting, the Operations/Agenda Committee provided the Chair of ACA with speaking rights to present the committee's report at Senate meetings from September 2023 to June 2024.

On June 21, 2023, **WG Pearson** was elected as Chair of the Senate Committee on Academic Policy (Policy) for a term from July 1, 2023 to June 30, 2024.

WG Pearson is not a current Senator. At its September 7, 2023 meeting, the Operations/Agenda Committee provided the Chair of Policy with speaking rights to present the committee's report at Senate meetings from September 2023 to June 2024

## ITEM 12.1(b) – Virtual Senate Meeting in February 2024

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

**EXECUTIVE SUMMARY:**

The Senate meeting in February 2024 is scheduled the week prior to reading week. Accordingly, the meeting was scheduled on a Thursday with the goal of accommodating student and faculty schedules.

The current Senate meeting room, Room 1R40 in the Arts & Humanities Building, is unavailable during the scheduled meeting time. The Operations/Agenda Committee has approved a virtual Senate meeting on Thursday, February 15, 2024.

**ITEM 12.1(c) – Senate Membership – Vacancies Filled by Appointment**

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

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

| SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES | |
|---|---|
| **Jacques Lamarche**<br>*(to replace Alexander Meyer during sabbatical)* | July 1, 2023 – December 31, 2023 |

**ITEM 12.1(d) – Senate Membership - General Community**

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

In accordance with the Senate Election Procedures, the Alumni Association has appointed **Burns Cheadle** as a Senate representative from the general community for the term July 1, 2023 – June 30, 2025.

## ITEM 12.2(a) – Revisions to the Dean's Honour List and Graduation "With Distinction" Policy

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

**Recommended:**          That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2023, the "Dean's Honour List and Graduation "With Distinction"" policy be revised as shown in Item 12.2(a).

**EXECUTIVE SUMMRY:**

The Ivey Business School is proposing updates to the "Honours Designations in the Ivey Graduate Programs" section of the Dean's Honour List and Graduation "With Distinction" policy to include honours designations for the Master of Management (MM) program.

The intent of the proposed updates is to provide consistency across all graduate programs at Ivey so that graduation honours and distinctions are awarded to students fairly across programs. Currently the MM program does not award a Gold Medal. This proposal will correct that and bring the MM program honours designations in line with the honours designations for all other graduate programs at Ivey.

Administrative updates are also proposed to the MSc Gold Medals section to improve clarity.

**ATTACHMENT(S):**

Revisions to the Dean's Honour List and Graduation "With Distinction" Policy

| | **Dean's Honour List and Graduation "With Distinction"** |
|---|---|

**Policy Category:**     Registration, Progression, Graduation

**Subject:**     Dean's Honour List and Graduation "With Distinction"

**Subsections:**     Dean's Honours List – Undergraduate Students;
Graduation "With Distinction" – Undergraduate Students;
Honours Designations in the Ivey Graduate Programs

**Approving Authority:**     Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:**     *

**Officer(s) Responsible for Procedures:**     *

**Related Policies:**     *

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

**Supersedes:**     September 1, 2022; January 2022
_____

## DEAN'S HONOUR LIST - UNDERGRADUATE STUDENTS

*This section of the policy is unchanged*

## GRADUATION "WITH DISTINCTION" - UNDERGRADUATE STUDENTS

*This section of the policy is unchanged*

**HONOURS DESIGNATIONS IN THE IVEY GRADUATE PROGRAMS**

**Eligibility for Honours Designations in the Ivey Graduate Programs**

If an Ivey graduate student is found in breach of the Ivey Student Code of Conduct, the student may be ineligible to receive any of the Honours designations listed below.

**MBA Programs at Ivey (MBA, AMBA and EMBA)**

**MBA Dean's Honour List**
A student must complete all courses as defined by the program and attain grades in the top 25% of the class to be included on the Dean's Honour List, or have special recommendation from the Dean. The Dean's Honour List calculation excludes non-Ivey and exchange courses. Non-Ivey exchange students are not eligible.

**Graduation "With Distinction"**
A student who receives the Dean's Honour List designation will be designated "With Distinction" on Western transcripts and the graduation diploma. Students must complete a full course load as defined by the program. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

**MBA Ivey Scholars**
A student must complete all courses as defined by the MBA program and attain grades in the top 10% of the class to be considered as MBA Ivey Scholars. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

**MBA Gold Medals**
Ivey Gold Medals will be awarded to one student in each of the Ivey MBA Direct, AMBA and EMBA programs to the student with the highest combined average in each program. In addition, the Robert Johnson Gold Medal will be awarded to the student with the highest combined average after the completion of the full-time MBA Program. All students must have completed a full course load as defined by the programs. The Gold Medal calculation excludes non-Ivey and exchange courses.

**Combined JD/MBA Program**

**Dean's Honour List**
Students are considered for the Dean's Honour List at the Faculty of Law during their first year of Law. In subsequent years of the combined program, students who take Law courses totaling at least 12 credit hours in any year are considered for the Dean's Honour List at the Faculty of Law in that year on the basis of those courses. Students are considered for the Dean's Honour List at the Richard Ivey School of Business after completion of the MBA component of the combined JD/MBA program.

**Graduation "With Distinction"**
Eligibility is determined by the regulations in effect in the Faculty of Law and the Richard Ivey School of Business respectively.

**Gold Medal**
Students in the combined program are not eligible for the gold medal in the Faculty of Law and the Richard Ivey School of Business.

**MSc in Management Program**

MSc Ivey Dean's Honour List
The MSc Ivey Dean's Honour List designation will be awarded by field at the end of the program. A student must complete all courses as defined by the MSc program in each term and attain grades in the top 25% of the class by field to be designated as Dean's Honour List on Western's transcripts and designated as "With Distinction" on degree diplomas. The average includes only MSc grades received at Ivey and excludes exchange and non-Ivey courses.

**MSc Ivey Scholars**
A student must complete all courses as defined by the MSc program and attain grades in the top 10% of the class by field to be considered as MSc Ivey Scholars. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

**MSc Gold Medals**
To be awarded by field, the recipients must complete all courses as defined by the Ivey MSc program and achieve the highest average within their field. The average is ~~calculated by a~~ **the** simple average **calculation** ~~of the student's average~~ over all courses taken at Ivey as defined by the Ivey MSc program and by the relevant field. The average excludes exchange and non-Ivey courses, while also excluding non-Ivey visiting exchange students.

**Master of Management (MM) Program**

**MM Dean's Honour List**
A student must complete all courses as defined by the program and attain grades in the top 25% of the class to be included on the Dean's Honour List, or have special recommendation from the Dean. The Dean's Honour List calculation excludes non-Ivey and exchange courses. Non-Ivey exchange students are not eligible.

**Graduation "With Distinction"**
A student who receives the Dean's Honour List designation will be designated "With Distinction" on Western transcripts and the graduation diploma. Students must complete a full course load as defined by the program.

**MM Ivey Scholars**

A student must complete all courses as defined by the MM program and attain grades in the top 10% of the class by field to be considered as MM Ivey Scholars. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

**MM Gold Medal**

To be awarded by field, the recipients must complete all courses as defined by the Ivey MM program and achieve the highest average within their field. The average is the simple average calculation over all courses taken at Ivey as defined by the MM program and by the relevant field. The average excludes exchange and non-Ivey courses, while also excluding non-Ivey visiting exchange students.

**ITEM 12.3(a) – Faculty of Arts and Humanities, Department of French Studies: Revisions to the Admission Requirements of the Honours Specialization, Specialization, Major and Minor in French Studies and the Certificat de français pratique**

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

**Recommended:**     That on the recommendation of ACA, Senate approve that effective September 1, 2023, the admission requirements of the Honours Specialization, Specialization, Major and Minor in French Studies and the Certificat de français pratique, offered by the Department of French Studies in the Faculty of Arts and Humanities, be revised as shown in Item 12.3(a).

**EXECUTIVE SUMMARY:**

This is a clarification of the minimal score required on the Placement Test for students who wish to begin a module or certificate in French Studies without having fulfilled all the normal prerequisites. The clarification concerns cases in which students have chosen to seek the "permission of the Department" to enroll in a module or certificate in French Studies.

**ATTACHMENT(S):**

Revised Calendar Copy – Honours Specialization in French Studies

Revised Calendar Copy – Specialization in French Studies

Revised Calendar Copy – Major in French Studies

Revised Calendar Copy – Minor in French Studies

Revised Calendar Copy – Certificat de français pratique

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20937

## HONOURS SPECIALIZATION IN FRENCH STUDIES

### Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark below 60% in the 3.0 principal courses, including French 1900E or French 1910 or French 1999 (or permission of the Department) plus 2.0 additional courses. **Students who complete the Placement Test with a minimum score of 70% may be admitted to the module with Departmental Permission provided they have an average of at least 70% with no mark below 60% in 3.0 principal courses.**

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20940

## SPECIALIZATION IN FRENCH STUDIES

### Admission Requirements

Completion of first-year requirements, including French 1900E or French 1910 or French 1999 with a mark of at least 60%, or permission of the Department **based on the Placement Test (required score: 70% or above)**.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20928

## MAJOR IN FRENCH STUDIES

### Admission Requirements

Completion of first-year requirements, including French 1900E or French 1910 or French 1999 with a mark of at least 60%, or permission of the Department **based on the Placement Test (required score: 70% or above)**.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20933

## MINOR IN FRENCH STUDIES

### Admission Requirements

Completion of first-year requirements, including French 1900E or French 1910 or French 1999 with a mark of at least 60%, or permission of the Department **based on the Placement Test (required score: 70% or above)**.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20942

## CERTIFICAT DE FRANÇAIS PRATIQUE                                    76

### Admission Requirements

Completion of first-year requirements, including French 1900E or French 1910 or French 1999 with a mark of at least 60%, or permission of the Department based on the Placement Test **(required score: 70% or above)**.

A student may not pursue both the Certificat de français pratique and either a French module or the former Certificat de français des affaires.

**ITEM 12.3(b) – Ivey Business School: Revisions to the Admission Requirements for Business Administration**

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

**Recommended:**  That on the recommendation of ACA, Senate approve that effective September 1, 2023, the policy on "Admission – Business Administration" be revised as shown in Item 12.3(b).

**EXECUTIVE SUMMARY:**

Previously, DAN Management & Organizational Studies (MOS) students could not count MOS 2310AB: *Finance* or MOS 2320A/B: *Marketing* towards Ivey's entry requirements for the Honours Business Administration (HBA) program because the content of the courses overlapped with HBA1 core courses in Marketing and Finance.

The content for the MOS courses has changed since that decision was made, rendering any overlap negligible. Further, it was noted that MOS students seeking admission to the HBA program avoided taking the courses in their second year. If they were unsuccessful in gaining entry to the HBA program, they entered the third year of the DAN MOS program underprepared for their program requirements.

Following consultations between the DAN MOS program and Ivey Business School, the Ivey Business School was supportive of the change to remove the statement in the admission requirements indicating that MOS 2310A/B and MOS 2320A/B would not count towards the 10.0 credits for admission into the HBA program The proposed changes will allow applicants to the HBA program to count MOS 2310A/B and MOS 2320A/B in the 10.0 credits required for admission into the HBA program.

Note: As a result of these consultations within and between DAN MOS and Ivey Business School, the Subcommittee on Undergraduate Academic Courses (SOC) approved changes to MOS 2310A/B and MOS 2320A/B effective September 1, 2023 to remove the statement that MOS 2310A/B and MOS 2320A/B would not count towards the 10.0 credits required for admission into the HBA program.

**ATTACHMENT(S):**

Revisions to Admission – Business Administration

## Admission – Business Administration

| | |
|---|---|
| **Policy Category:** | Admission |
| **Subject:** | Admission – Business Administration |
| **Subsections:** | Admission – Business Administration; Advanced Entry Opportunity; Steps for Admission to HBA |
| **Approving Authority:** | Senate |
| **Responsible Committee:** | Senate Committee on Academic Policy |
| **Related Procedures:** | * |
| **Officer(s) Responsible for Procedure:** | * |
| **Related Policies:** | * |
| **Effective Date:** | September 1, 2023 ~~January 1, 2021~~ |
| **Supersedes:** | January 1, 2021 |

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### ADMISSION – BUSINESS ADMINISTRATION

**Preliminary Education**
Applicants to the Honours Business Administration Program must have successfully completed no fewer than ten full courses of university study (5.0 courses each year) beyond the university's requirements for admission from the OSSD (Ontario Secondary School Diploma). All students seeking admission to third year of the Honours Business Administration Program must include the following courses in their program of study:

- Business Administration 2257 or equivalent
- At least one Grade 12U level Mathematics course, or Grade 12 Mathematics course for university-bound students, or Mathematics 1229A/B.

Although not required, many students take Business Administration 1220 to find out about the approach used in the study of management in the Business School.

In selecting optional courses, students are urged to keep in mind the objective of becoming a well-educated and well-rounded person. The School is not looking for

individuals with a background in business related subjects, but rather for individuals with demonstrated competence in any academic program or module.

**Courses**
Unless otherwise noted "course", "option", or "full-course equivalent" means one full course or two half-courses.

**Application Deadline**
The deadline for submission of applications is the last Friday in January in each year. There is an application fee payable to the Ivey Business School. Please refer to www.ivey.uwo.ca/hba for more information.

**Application Requirements and Procedures**
To apply to the Honours Business Administration Program, students must complete the on-line application form available at www.ivey.uwo.ca/hba. On-line applications are typically available by early November.

Applicants whose first language is not English may be required to demonstrate their English proficiency through an established English test. Applicants must write one of the following tests and meet the minimum requirements: the Test of English as a Foreign Language (TOEFL), the Michigan English Language Assessment Battery (MELAB) or the International English Language Testing Service (IELTS). For additional information about these tests, please refer to ADMISSION section.

With the exception of academic transcripts, all application information must be complete by the January deadline.

**Admission Criteria**
The students are carefully-selected, well-rounded achievers who have the intellectual ability, ambition and stamina to meet the high academic standards and the demanding work-load of the program. Each student has a record of distinctive personal achievement and potential for leadership, as well as strong academics. Admission to the HBA program is competitive and the possession of the minimum requirements does not assure acceptance. An 80%+ average is considered to be competitive.

**Admission Requirements**
The Ivey Honours Business Administration Program requires the successful completion of no fewer than 10.0 courses of university study (excluding pre-university level (0001-0999) introductory courses) with a minimum overall average of 70%. All students seeking admission to the Honours Business Administration Program must achieve a minimum 70% in Business Administration 2257 (or an equivalent) and have completed one Grade 12 Mathematics course for university-bound students, or Mathematics 1229A/B, in their prior program of study. In addition, given the participative nature of the HBA program and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level

of class contribution in Business Administration 2257.

Students seeking admission into the Honour Business Administration program are expected to have adhered to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process.

**Candidates from Accredited Degree-Granting Institutions**
Candidates with acceptable standing from accredited degree-granting institutions may be considered for admission provided that they have completed the equivalent of 10.0 transferable university credits. All students planning to apply to the Honours Business Administration Program must take the Business 2257 course at Western, or its equivalent from another accredited institution.

**ADVANCED ENTRY OPPORTUNITY**

The Ivey Advanced Entry Opportunity (AEO) extends conditional, pre-admission status to the HBA program to exceptional secondary-school students. Ivey AEO applicants are assessed on their academic record and demonstrated leadership in extracurricular activities, community involvement, and work experience. Ivey AEO status is available only to students who choose to study at Western or one of the affiliated university colleges (in a faculty of their choice) for their first two years of university.

Students must first be admitted to Western or one of the affiliated university colleges before being offered Ivey AEO status. Applicants are notified separately from the Registrar's Office concerning their admission to first year.

Approximately 2/3 of the Ivey HBA class are former Ivey AEOs; the remaining 1/3 are students from Western and other universities who develop an interest in business during their first two years of study.

Students interested in the Ivey AEO apply to Western or one of the affiliated university colleges on the Ontario Universities' Application Centre (OUAC) form. They must also apply separately to the Richard Ivey School of Business. The Ivey AEO application is only available on-line at www.ivey.uwo.ca/hba. There is an application fee payable to the Ivey Business School. Please refer to www.ivey.uwo.ca/hba for more information.

Both applications are due by the OUAC application deadline in January.

A competitive Ivey AEO application includes:
- 90%+ average in the final year of secondary school;
- completion of the mathematics course for university-bound students;

- demonstrated leadership in extracurricular activities, community involvement, and work experience.

## STEPS FOR ADMISSION TO HBA

To progress to the Ivey HBA Program in third year, Ivey AEO students need to:

- Enroll at Western or one of the Affiliated University Colleges for Years 1 and 2 with a full course load (5.0 credits) during each regular academic year (September – April);
- Achieve an overall two-year average of at least 80.0% in 10.0 university credits (5.0 in each year and excluding pass/fail and pre-university level (0001-0999 introductory courses) in any faculty in any program. The required two-year average for AEO students registered in the Faculty of Engineering is 78.0%;
- Pass all courses in the first two years;
- In year 2, enroll in a module (i.e., Major, Honours Specialization, etc.) and take a minimum of 2.0 of the required courses for that module plus Business 2257; students may not be 'undeclared'; consult with your faculty as some modules may require more than 2.0 courses in year 2 for progression within that faculty;
- Take all senior level courses (numbered 2000 and higher) in Year 2 including Business 2257.  Permission to register for a first-year course in Year 2 will be granted by the HBA Program Services Office only under special circumstances;
- Take Business 2257 between September and April of year 2, achieving no less than 70.0%; Given the participative nature of the HBA program and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level of class contribution in Business Administration 2257; Feedback from instructors may also be taken into account;
- ~~The courses MOS 2310A/B and 2320A/B will not count towards the 10.0 credits required for admission into the HBA program.~~
- Complete the equivalent of a Grade 12 U-level mathematics course (such as Mathematics 1229A/B), if not previously taken during secondary school;
- Continue involvement, achievement, and leadership in extracurricular activities in Years 1 and 2;
- Adhere to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process;
- Complete an Ivey AEO Activity Report at the end of year 1 so that Ivey can provide feedback on progression to date; and,
- Complete the Ivey AEO2 Intent to Register application in Year 2 to confirm intention to join the Ivey HBA Program in Year 3.

- Participate in an online video interview as part of your Ivey AEO2 Intent to Register application, if requested.

Please refer to the AEO Handbook for further details:
https://www.ivey.uwo.ca/hba/admission/high-school-students/#aeo

**ITEM 12.3(c) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to "Medical Sciences First Entry"**

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

**Recommended:**     That on the recommendation of ACA, Senate approve that effective September 1, 2023, "Medical Sciences First Entry" be revised as shown in Item 12.3(c).

**EXECUTIVE SUMMARY:**

Medical Sciences First Entry, offered by the Faculty of Science and the Schulich School of Medicine & Dentistry, will be revised to:

- remove the requirement that students take a full course load (5.0 courses) during the Fall/Winter of Medical Sciences 1 in order to be eligible to progress to Medical Sciences 2; and
- extend the deadline for completion of Medical Sciences 1 course requirements to the beginning (September) of Medical Sciences 2.

To ease the transition to university, the requirements to progress to Medical Sciences 2 are being relaxed such that a full load of 5.0 courses during the Fall/Winter in Medical Sciences 1 will no longer be required. Students in Medical Sciences 1 who struggle with a full load of courses will be allowed to register in a reduced load and/or drop a course (by the deadline) and take courses during the summer without being removed from Medical Sciences First Entry.

Students in Medical Sciences 1 who begin their studies at Western in the Winter Term will be able to progress to Medical Sciences 2 by taking courses in both the Winter Term and the Summer Session.

Former course listings are being removed as part of routine maintenance.

**ATTACHMENT(S):**

Revisions to Medical Sciences First Entry

**Medical Sciences First Entry**

| | |
|---|---|
| **Policy Category:** | Registration, Progression, Graduation |
| **Subject:** | Medical Sciences First Entry |
| **Subsections:** | [Medical Sciences 1 (Year 1)](#); [Medical Sciences 2](#) |
| **Approving Authority:** | Senate |
| **Responsible Committee:** | Senate Committee on Academic Policy |
| **Related Procedures:** | * |
| **Officer(s) Responsible for Procedures:** | * |
| **Related Policies:** | [Admission to the Bachelor of Medical Sciences (BMSc) Program](#) |
| **Effective Date:** | September 1, 2022 |
| **Supersedes:** | September 2021 |

Students interested in the Bachelor of Medical Sciences (BMSc) Program should enrol in Medical Sciences First Entry. Medical Sciences First Entry is referred to as a Medical Sciences 1 in first year and Medical Sciences 2 in second year, and only students in Medical Sciences 1 who satisfy the requirements listed below may progress to Medical Sciences 2. Students in Medical Sciences 2 who satisfy certain conditions are assured admission to the BMSc Program in Year 3 (see Admission to the Bachelor of Medical Sciences (BMSc) Program).

It is anticipated that not all of the spaces available in Year 3 BMSc will be filled by the students in Medical Sciences 2 who satisfy the conditions for assured admission, allowing additional students to apply for admission to Year 3 BMSc from the "competitive pool". See Admission to the Bachelor of Medical Sciences (BMSc) Program for the conditions that must be satisfied by these additional students applying from the "competitive pool" for admission to Year 3 BMSc.

## MEDICAL SCIENCES 1 (YEAR 1):

**5.0 courses and Medical Sciences 1000Y (non-credit course):**

> **1.0 course:** Biology 1001A and Biology 1002B.
> **1.0 course:** Chemistry 1301A/B and Chemistry 1302A/B.
> **0.5 course from:** Calculus 1000A/B or Calculus 1500A/B
> **0.5 course from:** Applied Mathematics 1201A/B, Calculus 1301A/B or Calculus 1501A/B, Mathematics 1600A/B (see note below).
> **0.5 course from:** Physics 1201A/B, Physics 1501A/B~~, the former Physics 1028A/B, the former Physics 1301A/B~~.
> **0.5 course from:** Computer Science 1026A/B, Physics 1202A/B, Physics 1502A/B~~, the former Physics 1029A/B, the former Physics 1302A/B~~ (see note below).
> **1.0 1000-level course** from either Category A or Category B (see Breadth Requirements for Bachelor Degrees).
> **Medical Sciences 1000Y (non-credit course)**

Note:

The Admission Requirements for the following basic medical science modules require specific 1000-level courses from the picklists above:

- Medical Biophysics and Medical Bioinformatics modules require either Calculus 1301A/B or Calculus 1501A/B
- Medical Biophysics modules require either Physics 1202AB or Physics 1502A/B ~~(or the former Physics 1029A/B or the former Physics 1302A/B)~~

*To progress from Medical Sciences 1 to Medical Sciences 2, students must meet the following requirements* ==**prior to the beginning (September) of Medical Sciences 2**== ~~*by the end of the fall/winter of Medical Sciences 1*~~:

- ~~Not fail~~ ==**Achieve a minimum grade of 50% in**== any course(s) taken during Medical Sciences First Entry (including summer sessions);
- ~~Successfully complete a full load of 5.0 courses during the Fall/Winter of Medical Sciences 1;~~
- Achieve a PASS in Medical Sciences 1000Y (non-credit course);
- Achieve a ~~passing grade (~~mark of at least 50%~~)~~ in ~~the~~ ==**1.0**== 1000-level course==**(s)**== from either Category A or B; and
- Achieve a mark of at least 60% in the first attempt at each of the half courses listed above in Biology, Chemistry, ==**and**== mathematics (i.e., courses in Applied Mathematics, Calculus, Mathematics)~~, Physics, and Computer Science listed above (see note below)~~.
- ==**Achieve a mark of at least 60% in the first attempt at each of the half courses listed above in Physics or Computer Science. Students may defer the completion of these two 0.5 requirements to the Fall/Winter of Medical Sciences 2.**==

~~Note:~~

~~Students may defer the completion of the 1.0 requirement indicated below to either the summer following Medical Sciences 1 or the fall/winter of Medical Sciences 2:~~

~~0.5 course from: Physics 1201A/B, Physics 1501A/B~~
~~0.5 course from: Computer Science 1026A/B, Physics 1202A/B, Physics 1502A/B~~

~~Students who choose to defer this requirement must successfully complete 5.0 courses during the fall/winter of Medical Sciences 1 to progress to Medical Sciences 2 (i.e., by taking an optional course).~~


## MEDICAL SCIENCES 2:

Medical Sciences 2 consists of a full load of 5.0 courses comprised of the remaining courses (usually 2000-level courses) listed in the Admission Requirements for the module(s) each student plans to pursue if admitted to the BMSc Program in Year 3, as well as optional courses. The conditions that must be satisfied by students in Medical Sciences 2 for assured admission to the BMSc Program in Year 3, as well as the conditions that must be satisfied by students in the competitive pool applying for admission to Year 3 BMSc, are outlined in Admission to the Bachelor of Medical Sciences (BMSc) Program.

**ITEM 12.3(d) – Faculty of Science, Department of Physics and Astronomy: Withdrawal of the Minor in the Physics of Materials**

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

**Recommended:**     That on the recommendation of ACA, Senate approve that effective September 1, 2023, admission to the Minor in Physics of Materials be discontinued and that the module be withdrawn.

**EXECUTIVE SUMMARY:**

Due to course changes over the years, many of the courses required for the Minor in the Physics of Materials are no longer offered. This makes it nearly impossible to complete this module, at least not without extensive special permissions that dilute its purpose to exist as a separate Minor. At this point it would be more appropriate for students to take a different Minor (say in Physics or Chemistry). There are no students currently enrolled in the Minor in the Physics of Materials.

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

ACTION:       ☒ APPROVAL       ☐ INFORMATION       ☐ DISCUSSION

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

**EXECUTIVE SUMMARY:**

Currently, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Comparative Literature programs require students to take 2.0 courses. MA students complete COMPLIT 9503, COMPLIT 9501 or 9502, and 1.0 elective courses. PhD students are not required to take any specific courses to fulfil their 2.0 course requirements.

The Department of Languages and Cultures is proposing to introduce COMPLIT 9504: *New Fundamentals of Comparative Literature* as a required course in the MA and PhD in Comparative Literature programs. This new course will merge the content and learning outcomes of COMPLIT 9501, 9502 and 9503 and will serve as a "boot-camp" course for new students in Comparative Literature. The course will provide basic training in the discipline to development community among the members of each new cohort.

Changes to the program requirements of both the MA and PhD programs are proposed to require students to complete COMPLIT 9504 and 1.5 elective courses. MA students will enjoy greater freedom to choose courses with topics aligned with their research interests. PhD students will still enjoy considerable freedom in course selection.

Further, the program will no longer limit the number of elective courses a student is allowed to enroll in outside of the COMPLIT subject area. This will help students in both the MA and PhD select courses more closely aligned with their research interests than those offered by the Comparative Literature program.

**ATTACHMENT(S):**

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

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

Currently, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Comparative Literature programs require students to take 2.0 courses. MA students complete COMPLIT 9503: *Propaedeutics for Comparatists*, COMPLIT 9501: *Fundamentals of Comparative Literature I* or COMPLIT 9502: *Fundamentals of Comparative Literature II*, and 1.0 elective courses. PhD students are not required to take any specific courses to fulfil their 2.0 course requirements.

The Department of Languages and Cultures is proposing to introduce COMPLIT 9504: *New Fundamentals of Comparative Literature* (0.5 Credits) as a required course in the MA and PhD in Comparative Literature programs. This new course will merge the content and learning outcomes of COMPLIT 9501, 9502 and 9503 and will serve as a "boot-camp" course for new students in Comparative Literature. The course will provide basic training in the discipline to development community among the members of each new cohort.

Changes to the program requirements of both the MA and PhD programs are proposed to require students to complete COMPLIT 9504 and 1.5 elective courses. MA students will enjoy greater freedom to choose courses with topics aligned with their research interests. PhD students will still enjoy considerable freedom in course selection.

Further, the program will no longer limit the number of elective courses a student is allowed to enroll in outside of the COMPLIT subject area. This will help students in both the MA and PhD select courses more closely aligned with their research interests than those offered by the Comparative Literature program. This reform will offset the reduction in the number of courses offered by the Comparative Literature program in recent years by opening up choices on the course menus of adjacent programs.

| Current program | Proposed Change(s) |
| --- | --- |
| The new course will replace COMPLIT 9503, 9502, and 9501 | New Required Course: COMPLIT 9504 (0.5 credits) – New Fundamentals of Comparative Literature |
| **CURRENT COURSE REQUIREMENTS FOR MA** | **PROPOSED COURSE REQUIREMENTS FOR MA** |
| Required Courses (0.5 Credits): COMPLIT 9503 | Required Courses (0.5 Credits): COMPLIT 9504 |
| Required Electives (0.5 Credits): COMPLIT 9501 COMPLIT 9502 | Electives (1.5 Credits): *Any course offered and/or approved by the program |

| | |
|---|---|
| *Student must complete either 9501 OR 9502<br><br>Electives (1.0 Credits):<br>*Any course offered and/or approved by the program | |
| **CURRENT COURSE REQUIREMENTS FOR PHD** | **PROPOSED COURSE REQUIREMENTS FOR PHD** |
| Required Courses (0 Credits): | Required Courses (0.5 Credits):<br>COMPLIT 9504<br>*Any student that completed 9504 during their masters' studies will replace the course with an additional 0.5 elective credits |
| Electives (2.0 Credits):<br>*Any course offered and/or approved by the program | Electives (1.5 Credits):<br>*Any course offered and/or approved by the program |
| **CURRENT ELECTIVE SELECTION REGULATIONS**<br><br>**MA** | **PROPOSED ELECTIVE SELECTION REGULATIONS**<br><br>**MA** |
| Two graduate half-courses (worth 1.0 credits in total) are to be chosen from the list of optional offerings in Comparative Literature or from the course lists in related graduate programs [. . .] If a half-course from a program outside Comparative Literature is selected, the student must seek permission to enroll in it from both the Graduate Chair in Comparative Literature and the Course Instructor in the appropriate department. Related programs include (but are not limited to) English and Writing Studies, French Studies, Hispanic Studies, Women's Studies, Critical Theory, Political Science, Philosophy, Anthropology, MER (Migration and Ethnic Relations), Environmental Studies. | Three graduate half-courses are to be chosen from the list of optional offerings in Comparative Literature or from the course lists in adjacent graduate programs. If a half-course from a program outside Comparative Literature is selected, the student must seek permission to enroll in it from both the Graduate Chair in Comparative Literature and the Course Instructor in the appropriate department. Adjacent programs include (but are not limited to) English and Writing Studies, French Studies, Hispanic Studies, Women's Studies, Theory and Criticism, Political Science, Philosophy, Anthropology, Migration and Ethnic Relations, Environment and Sustainability.<br><br>Though the Graduate Chair strongly encourages the selection of Comparative Literature courses, students will routinely be granted permission to take two courses from adjacent programs. |

[. . .] A 1.0 credit undergraduate language course at any level counts as a 0.5 credit towards the requirements of the graduate program. Each MA student may elect to take one and only one undergraduate language course for credit. Undergraduate half-courses in a language or any other subject (worth 0.5 credit) will not be approved. Graduate students taking an undergraduate course are subject to all undergraduate regulations as they relate to the course. One and only one graduate course marked Pass/Fail (i.e., CL 9503B: Propaedeutics for Comparatists) is to be taken for credit at the MA level. Any other Pass/Fail course (e.g., SGPS (School of Graduate and Postdoctoral Studies) (School of Graduate and Postdoctoral Studies) 9500: The Theory and Practice of University Teaching) may be audited.

**PhD**

Only one course (0.5 credit) from another graduate program may be counted towards the course load requirement (2.0 credits) for Comparative Literature.

Permission may be granted to take three courses from adjacent programs with approval from Graduate Chair.

A 1.0 credit undergraduate language course at any level counts as a 0.5 credit towards the requirements of the graduate program. MA students may elect to take one and only one undergraduate language course for credit. Undergraduate half-courses in a language or any other subject (worth 0.5 credit) will not be approved. Graduate students taking an undergraduate course are subject to all undergraduate regulations as they relate to the course.

Pass/Fail courses (e.g., SGPS 9500: "The Theory and Practice of University Teaching") will not count towards the elective credits required to complete the MA degree program.

**PhD**

Three graduate half-courses are to be chosen from the list of optional offerings in Comparative Literature or from the course lists in adjacent graduate programs. If a half-course from a program outside Comparative Literature is selected, the student must seek permission to enroll in it from both the Graduate Chair in Comparative Literature and the Course Instructor in the appropriate department. Adjacent programs include (but are not limited to) English and Writing Studies, French Studies, Hispanic Studies, Women's Studies, Theory and Criticism, Political Science, Philosophy, Anthropology, Migration and Ethnic Relations, Environment and Sustainability.

| | Though the Graduate Chair strongly encourages the selection of Comparative Literature courses, students will routinely be granted permission to take two courses from adjacent programs. Permission may be granted to take three courses from adjacent programs with approval from Graduate Chair |
| | A 1.0 credit undergraduate language course at any level counts as a 0.5 credit towards the requirements of the graduate program. PhD students may elect to take one and only one undergraduate language course for credit. Undergraduate half-courses in a language or any other subject (worth 0.5 credit) will not be approved. Graduate students taking an undergraduate course are subject to all undergraduate regulations as they relate to the course. |
| | Pass/Fail courses (e.g., SGPS 9500: "The Theory and Practice of University Teaching") will not count towards the elective credits required to complete the PhD degree program. |

COMPLIT 9504: New Fundamentals of Comparative Literature will be required for students entering the program from 2023-24 onwards. COMPLIT 9504 will be offered as an optional course to PhD students who entered the program before September 2023.

The Learning Outcomes for the MA and PhD streams of the Comparative Literature program will not be changed by this modification.

**ITEM 12.3(e)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Management of Applied Science (MMASc)**

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

**Recommended:**    That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Master of Management of Applied Science (MMASc) be revised as shown in Item 12.3(e)(ii).

**EXECUTIVE SUMMARY:**

The Master of Management of Applied Science (MMASc) was initially designed for students coming from a non-business STEM background, to give them core management skills along with adding increased depth to their prior non-management undergraduate education. As the MMASc has progressed over the past few years, students from other disciplines have expressed interest in the program. The proposed modification will broaden the degree by adding a second field for students whose undergraduate discipline is from Social Sciences.

**ATTACHMENT(S):**

Major Modification to the Master of Management of Applied Science (MMASc)

**Major Modification to the Master of Management of Applied Science (MMASc)**

As the Master of Management of Applied Science (MMASc) has progressed over the past few years, students from other disciplines have been expressing interest in the program. This modification is to broaden the degree to allow students whose undergraduate discipline is from Social Sciences, not solely from a STEM science, to join the program. This proposed modification will add an Applied Social Science field in the MMASc for students coming from the Social Science disciplines.

### *Rationale for the modification*

This interdisciplinary one-year professional master's program will benefit from a more discipline-diverse student population and enhanced enrolments. Likewise, students will benefit from the discipline-diverse cohorts and engage with research-oriented thesis-based students in the Social Science courses. Such interaction will provide further windows into how research skills intersect with and can leverage management skills and vice versa. Further, by virtue of a large electives list in the Applied Social Science field these students will have the opportunity to engage with a wide array of topics/disciplines that may go beyond their undergraduate training.

The MMASc Program was designed for students coming from a non-business STEM background, to give them core management skills along with adding increased depth to their prior non-management undergraduate education. The "hub" is management while the field a student applicant chooses ("Applied Science" or "Applied Social Science") will depend on their training and preference. The admissions criteria will not change, the main ones being 70%+ average and English language requirements with a *preference* for a 4-year degree and an average of 75%+. That is, there are no field-specific admission requirements.

### *MMASc Program Curriculum*

HUB:

> COMMMGT 9001 – Oral Communication (0.5)
> COMMMGT 9111 – Professional Writing (0.5)
> COMMMGT 9180 – Organizational Behaviour (0.5)
> COMMMGT 9310 – Fundamentals of Finance (0.5)
> COMMMGT 9320 – Fundamentals of Marketing (0.5)
> COMMMGT 9330 – Project Management (0.5)
> COMMMGT 9340 – Leadership (0.5)
> COMMMGT 9331 – Applied Project Management (0.5)

Applied Science FIELD:

> MMASC 9251 – Professional Computing (0.5)
> MMASC 9253 – Consulting Project (0.5)
> MMASC 9254 – Data Analytics (0.5)

Applied Social Science FIELD:

> Graduate Level, field discipline course (0.5)
> Graduate Level, field discipline course (0.5)
> Graduate Level, field discipline course (0.5)
> *Students must pick at least one course that is mapped as Social Science: Methods and one which is mapped as Social Science: Substantive

500 Hours, Experiential Learning Opportunity (ELO)

The modifications proposed have no effect on the current MMASc Applied Science field.

### MMASc Applied Social Science Field Electives

Students in the new Applied Social Science field will select three graduate level electives from two groups with at least one in each group: Methods (social science research methodologies, methods, analytical strategies) and Substantive (depth in the particular Social Science discipline).

The list of Social Science courses will be slightly different from year to year. All courses in Social Science are potentially eligible.

The courses available for 2023-24 are listed below. Students in the proposed Applied Social Science field will select three electives from the following list of courses from four departments. The course list and grouping into two bins is based on four factors: 1) potential relevance to a management degree, 2) addressing the (modified) learning outcomes 3) capacity to take more students 4) none has prerequisites. The precise list will change from year to year, and other departments may add their courses. The three electives must include a minimum of one course from each category: methods, substantive.

<u>Applied Social Science: Methods</u>

Anthro 9101 - Research Design in Archaeology and Biological Anthropology
Anthro 9201 - Research Design in Sociocultural and Linguistic Anthropology

Geog 9108 – Qualitative Methods
Geog 9110 – Introduction To Geographic Information Systems
Geog  9411 – Geographic Data Science using Python

History 9877 – Digital Research Methods

Psychol 9041 – Introduction to Data Management and Linear Modeling Using R
Psychol 9545 – Psychometric Measurement Modeling
Psychol 9551 – Experimental Design, Data Analysis, and Sample Size Calculation
Psychol 9631 – Research Methods in I/O Psychology
Psychol 9632 – Systematic and Scoping Review Methods

<u>Applied Social Science: Substantive</u>

Anthro 9100 – Thinking Anthropologically
Anthro 9230 – Advanced Disability and Health in Local and Global Worlds
Anthro 9104 – Special topics in Bioarchaeology
Anthro 9215 – Discourse and Society
Anthro 9224 – Advanced Refugee and Migrant Studies

Geog 9107 – Environment and Health
Geog 9117 – Urban Geography of the Developing World

History 9274 – Oh Gendered Canada
History 9871 – Teaching and Learning History
History 9832 – Exhibits Design

Psychol 9650 – Special Topics - Status and Power in Organizations
Psychol 9621 – Work Attitudes and Behaviour
Psychol 9733 – Advanced Topics in the Psychology of Gender
Psychol 9623 – Work Groups and Teams in Organizations
Psychol 9733 – Advanced Topics in the Psychology of Gender

***Program Level Learning Outcomes***

With the addition of the new field, two of the Program Level Learning Outcomes that refer to "scientific method" will be broadened.

| *Ontario Graduate Degree Level Expectations* | *Program-level Learning Outcomes* | *How does the program support achievement of each GDLE?* | *How does the program evaluate the achievement of each GDLE?* |
|---|---|---|---|
| 1. Depth & Breadth of Knowledge | a. Apply discipline specific knowledge<br>b. Understand functioning of organizations<br>c. Understand basics of accounting & finance<br>d. Professional-level communication | a. ELO/MRP, Capstone project & course assignments<br>b. Organizational Behaviour; Fundamentals of Marketing Management; Project Management; Fundamentals of Managerial Finance; Professional writing; Oral Communication, Editing and Document Design; Project Management | a. Creation of, and graded report on MRP/ELO; laboratory (etc.) skills development assignments.<br>b. Assignments that integrate learning from specific courses with overall program<br>c. Individual/group projects that examine principles of organizational behavior, project management, finance, etc.;<br>d. Examine various writing styles in order to investigate professional communication in various media – e.g., digital, print, broadcast (PM);<br>e. Complete individual/ group assignments as major/minor projects. |
| 2. Research & Scholarship | a. engage in applied research<br>b. plan and carry out a project with independence<br>c. Apply project management skills | a. ELO/MRP<br>b. Project Management; Fundamentals of Marketing Management; Fundamentals of Managerial Finance; Organizational Behaviour | a. Creation and presentation of report on ELO/MRP; grading of laboratory, presentation skills.<br>b. Team-based projects that investigate, analyze and report on existing research. |

| | | | | |
|---|---|---|---|---|
| 3. | Level of Application of Knowledge | a. Ability to practice applied-science<br>**b. Practice the field discipline at a graduate level including interpreting data, research and literature as well as understanding how resources may be deployed for the benefit of organizations and society**<br>c. Undertake early career leadership roles<br>d. Communicate at a professional level | a. Field courses<br>b. Field courses<br>c. Leadership in Organizations; Project management<br>d. Professional Writing; Oral Communication | a. Graded assignments and projects, writing assignments, oral presentations.<br>b. Establish teams in course assignments, with students assuming and practicing leadership roles<br>c. Create and deliver presentations; Guided discussions; Develop and lead seminar series.<br>d. Outcomes evident from entrepreneurship zone |
| 4. | Professional Capacity / Autonomy | a. ~~Display scientific judgment~~<br>a. Assess feasibility of a research project<br>**b. Apply current theories, methods and research to the opportunities and challenges faced by organizations, as well as demonstrating discipline specific judgement by thinking critically to make decisions based on complex information**<br>c. ~~Apply scientific method~~<br>d. Demonstrate ethical leadership<br>e. Communicate in appropriate style to professional and lay audiences | a. ~~Field courses~~<br>b. Field courses, research project, ELO<br>c. Research project, ELO<br>d. Leadership in Organizations; Organizational Behaviour<br>e. Professional Writing; Oral Communication | a. Practice exercises and discussion groups examining scientific papers, and ethics cases. Literature review. Writing assignments, oral presentations.<br>b. Consciousness of ethical treatment of all aspects of the program will be a required component and assessed throughout all assignments.<br>c. Students will develop a case study involving ethical business and communication issues and present visually and orally. |

| | | | |
|---|---|---|---|
| 5. Level of Communication Skills | a. Write at a professional level for technical or non-technical audience<br>b. Display verbal communication skills | a. Professional Writing<br>b. Oral Communication | a. Writing assignments including a grant proposal, discussion groups, oral presentations.<br>b. Success in team projects. |
| 6. Awareness of Limits of Knowledge | a. Display situational awareness regarding need to seek additional expertise<br>b. Critically evaluate research evidence<br>c. Ability to communicate with management and finance personnel | a. Field courses<br>b. Field courses<br>c. Fundamentals of Marketing Management; Fundamentals of Managerial Finance; Leadership in Organizations; Project Management | a. Integrate professional knowledge across courses, relating courses from hub and field into promotional and implementation documents.<br>b. Demonstrate peer evaluation by critically analyzing and evaluating others' projects. |

**ITEM 12.3(f) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Nursing, DAN Management & Organizational Studies, Childhood and Youth Studies (King's University College), and Psychology (King's University College)**

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

**EXECUTIVE SUMMARY:**

On behalf of the Senate, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Nursing, DAN Management & Organizational Studies, Childhood and Youth Studies (King's University College), and Psychology (King's University College).

| Faculty/Affiliate | Program | Date of Review | SUPR-U Recommendation |
|---|---|---|---|
| Health Sciences | Nursing | February 8-10, 2023 | Good Quality |
| Social Science | DAN Management & Organizational Studies | January 24-25, 2023 | Good Quality |
| King's University College | Childhood and Youth Studies | February 9-10, 2023 | Good Quality |
| King's University College | Psychology | March 20-21, 2023 | Good Quality |

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

**ATTACHMENT(S):**

Final Assessment Report – Nursing

Final Assessment Report – DAN Management & Organizational Studies

Final Assessment Report – Childhood and Youth Studies, King's University College

Final Assessment Report – Psychology, King's University College

**Western** UNIVERSITY · CANADA

**Nursing**
**Final Assessment Report & Implementation Plan**
**June 2023**

| | |
|---|---|
| **Faculty / Affiliated University College** | Faculty of Health Sciences |
| **Degrees Offered** | Bachelor of Science in Nursing (BScN) |
| **Date of Last Review** | 2014-2015 |
| **Programs** | • Western-Fanshawe Collaborative<br>• Compressed Time Frame BScN |
| **External Reviewers** | Dr. Amanda Vandyk, School of Nursing University of Ottawa / Dr. Susan Duncan, School of Nursing, University of Victoria |
| **Internal Reviewer** | Dr. Susan Knabe, Associate Dean, Undergrad. Faculty of Information and Media Studies / Jordan Ramnarine Year 4 Medical Sciences Student |
| **Date of Site Visit** | February 8, 9 & 10, 2023 |
| **Date Review Report Received** | April 6, 2023 |
| **Date Program/Faculty Response Received** | Program: May 30, 2023<br>Faculty: May 30, 2023 |
| **Evaluation** | Good Quality |
| **Approval Dates** | SUPR-U: June 28, 2023<br>ACA: September 6, 2023<br>Senate (for information): September 15, 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 Western-Fanshawe Collaborative and Compressed Time Frame BScN Programs delivered by the Faculty Health Sciences.

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

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

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

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

**Executive Summary**

The Arthur Labatt Family School of Nursing at Western University celebrated 100 years of nursing at Western in 2020. The School now offers two undergraduate programs culminating in a Bachelor of Science in Nursing (BScN). The Collaborative BScN Program and the Compressed Time Frame BScN Program (CTF). The Collaborative nursing program is a 4-year degree offered in a partnership between Western University and Fanshawe College. Half of the cohort of students attend the first two years at Fanshawe College and then attend Western University for the rest of the program, while the other half of the cohort of students attend all 4 years of the program at Western University. The concentrated 5-term CTF program requires students to study in the fall, winter and summer terms over the 19-month period. Both programs prepare graduates to write the National Council Licensure Examination (NCLEX-RN) and to apply for registration as a Registered Nurse with the College of Nurses of Ontario (CNO).

The overarching mission is to educate nurses who are reflective practitioners capable of providing recognized leadership in nursing theory, research, practice, interprofessional health teaching and learning, and policy advancement. Enrolment across both programs was 990 in 2020-21.

The self-study was informed by feedback from students, alumni, practice partners and preceptors using surveys, interviews and focus groups. Through regular team lead meetings between Fanshawe and Western, the program-level learning outcomes were reviewed and mapped with the support of the Centre for Teaching and Learning.

The external reviewers shared a positive assessment of the programs in Nursing. They offer six recommendations for further enhancement.

**Summary of Strengths and Innovative Features Identified by the Program**

- EDID initiatives implemented by the school include:
  - The formation of the Indigenous Engagement Committee in 2018.
  - An Ontario Indigenous Cultural Safety (San'yas) program that was initially completed by 95% of faculty and staff and is now an orientation requirement of the School.
  - Courses specifically focusing on Indigenous perspectives and social justice.
  - The Decolonization, Anti-racism, Anti-oppression (DARAO) Committee, developed in 2020, to unify curriculum actions and faculty development to support anti-racist, anti-oppressive work in the School.
  - Undergraduate Recruitment & Admissions (URA) formed to infuse EDID-I policies and practices into the Recruitment and Admissions processes.
- Several faculty members hold research chairs and have received recognition for teaching excellence and innovation.

- Major revisions to the CTF program, completed in 2016, create closer alignment with the Collaborative program and supports greater integration of health equity, indigenization and principles of social justice with a dedicated course on Indigenous Health and Public Health.
- Ability for students in the Collaborative program to apply for an Accelerated Year 4 to complete the program one term earlier.
- Peer to peer learning is supported through the STARS program, where upper year nursing students attend some of the labs and coach/mentor students in various skill development.
- Strong local and international affiliations provide students and faculty with valuable interprofessional collaboration.
  - For instance, a professional practice practicum in pediatrics that takes place in Rwanda
- Fully equipped laboratory and simulated learning suites – including extensive use of standardized patients (SPs), use of simulations for mental health and family and community education to augment experiential clinical learning and increasing use of avatars for clinical decision making.
- Implementation of a new model of practice placements will take place in the spring of 2023 which will involve transitioning from group placements to individual preceptored placements.

**Summary of Concerns and Areas of Improvement Identified by the Program**

- Students expressed a need for greater engagement with faculty and less self-directed learning for both in person and online learning to ensure their understanding of safe nursing practice.
- As part of surveys and focus groups, students indicated the following ideas to improve the curriculum: 1) clearly linking assigned readings to learning outcomes; 2) reducing the number of readings in courses; 3) strengthening linkage between theory and practice courses; 4) providing additional clinical learning opportunities; 5) better distribution of assignments across terms to support student success; 6) ensuring consistent expectations among all clinical and lab instructors.
- Gaps identified in the curriculum as part of the self-study process relate to: 1) greater alignment and review of concepts related to social justice and health equity to ensure they are effectively embedded in the program; 2) closing the theory practice gaps to promote transition to practice in nursing; 3) the need for innovative summative evaluation of students.

**Review Process**

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

- Vice-Provost (Academic Programs)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Dean, Faculty of Health Sciences (Western)
- Associate Dean, Undergraduate Programs (Western)
- Dean, Faculty of Access, Language and Regional Campuses (Fanshawe)
- Vice President Patient Care and Chief Nurse Executive, St. Joseph's Health Care, London
- Director of Professional Practice, St. Joseph's Health Care, London
- Corporate Nursing Executive, London Health Sciences Centre
- Collections & Content Strategies Librarian
- Director, School of Nursing (Western)
- Associate Director, Undergraduate Programs (Western)
- Director, School of Nursing (Fanshawe)
- Graduate Chair of Western's Health Information Science program
- Program Faculty
- Administrative Staff
- Program Students

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

**Summative Assessment – External Reviewers' Report**

External reviewers shared that "*The School of Nursing leaders, faculty, and students, with their community and academic partners, are meeting challenges by developing new programs and program outcomes focused specifically on global health equity and the preparation of leaders needed for health systems now and in the future.*"

**Strengths of the Program**

- Outstanding faculty scholars and educators who offer students exemplary experiences in areas such as information technologies, research, and integrated professional practice.
- Facilitation of collegial governance within the faculty complement to move forward on curriculum renewal and program restructuring during challenging times for the profession.
- Commitment to ongoing and transparent evaluation of the Western-Fanshawe collaboration, inclusive of all programs.
- Alignment of program learning outcomes and program functioning/processes with EDI principles.
- Strong relationships with collaborative partners, healthcare agencies, and the community.
- Innovative simulation and virtual reality learning activities that are systematically integrated into curricula.
- Curriculum committees and processes are inclusive of faculty and students across programs, and representation from the College partner.
- Graduates are well received in practice settings.
- Students' licensure exams pass rates are consistently above provincial averages for both first time pass rates and year-end pass rates.
- Students express appreciation for the School's responsiveness to providing avenues for student input and appreciate the regular town hall meetings with faculty.
- The clinical placement model, to be piloted in Spring 2023, ensures students' consistent access to clinical educators, and diverse practice scenarios.

**Areas of Concern or Prospective Improvement**

- Additional resources will be required to maintain current program standards if enrolments, and subsequently student cohorts, increase substantially.
  - In particular, additional administrative staff and resources in key areas such as the Simulated Clinical Education Centre, clinical placement coordination, and student advising.
- Consider increasing resources and supports for preceptor development and training (in the context of the new preceptorship model).

- Design a robust evaluation strategy for preceptorship model for clinical placements and assess whether earlier integration of clinical experiences increases students' perceived competence (and confidence) in the clinical setting.
- Conduct an ongoing evaluation of the capacity of practice partners to supply preceptors and provide effective practice placements.
- Opportunity to expand simulation and virtual reality methods to increase student exposure to diverse practice scenarios not accessible through practicum settings.
- Consider providing students with priority access to online elective courses to facilitate their timely completion of program requirements.
- Importance of evaluating the effectiveness of the new online delivery of the curriculum (in year 3 & 4), with mindful attention paid to student success and satisfaction.
- Monitor whether the increased class sizes in theory-based courses reduces the opportunity for critical inquiry methods of evaluation.

**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**<br>Continue to prioritize and allocate resources to the School's exemplary strengths and leadership in academic and community partnerships to advance local, national, and global initiatives for health equity, diversity, and inclusion. | **Program:** The partnerships with the practice community and between Western and Fanshawe College continue to be priorities. Hiring practices have been strategically directed to support health equity, diversity and inclusion and this will not change. The Diversity, Anti--Racism, Anti-Oppression (DARAO) standing committee of Council provide monthly reports and discussion forums and workshops to support curriculum development and inclusivity across the School.<br><br>**Faculty:** The Faculty has recently established a faculty-wide EDIDA committee to ensure consistency across Schools in terms of curricular efforts at maintaining our equity and diversity focus in all of our programming. The Faculty has no concerns with regards to the ability of the School of Nursing to meet all academic and clinical expectations for health equity, diversity, and inclusion. |
| **Recommendation #2**<br>Recognize the pressures on the School of Nursing for expansion and the priority need to allocate sufficient resources and capacities for quality programs scholarship and research initiatives. | **Program:** The director and faculty have supported government mandated enrolment increases and, at the same time, advocated to ensure resources. The University and Faculty of Health Sciences (FHS) have been supportive with ongoing discussions among the Director, Dean and Finance Departments to manage increased capacity. These discussions include concrete requests for Limited-Term and Tenure-Track faculty positions as well as staff support in labs/sim, placements and administration. These discussions have included short, medium and longer term planning for staff, faculty and resource needs for the programs. Facility support in the form of expansion of lab space and equipment is currently underway.<br><br>**Faculty:** As noted in the Program response, FHS has provided additional resources to support the hiring of staff and faculty and expand the necessary infrastructure within the School. |

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|---|---|
| **Recommendation #3*** <br> Create a consistent mechanism to support practice partners in the recruitment, retention, and preparation of preceptors to ensure adequate human resources are available and preceptors are knowledgeable about student evaluation expectations and mechanisms to support student success. | **Program:** The precepted placement model has been supported through a Practice Placement Advisory group with membership across practice sites who meet regularly with members of the Clinical Placement Unit (CPU) at Western. There is ongoing evaluation of preceptors, placement sites and student experiences currently and this will be augmented by research directed specifically to evaluate outcomes of the placement model. <br><br> Resource material such as a preceptor guide has been developed which is being evaluated with other components of the clinical model. Revisions to student evaluations were completed in collaboration with preceptors and partners and the online evaluation tool (InPlace) was completed to simplify the preceptor workload. The Director and the VP Academic and Chief Nurse Executive at one of the major placement sites (hospital) meet regularly with the director to discuss, support, market and evaluate the preceptor recruitment and practice. <br><br> **Faculty:** Responsible stewardship of our clinical placements continues to be a key consideration when evaluating the capacity of Nursing to expand its enrolment. We have a Faculty-wide Practice Education Committee that has a mandate to carefully consider the ongoing needs of our clinical partners. |
| **Recommendation #4*** <br> Ensure an ongoing commitment to evaluate key program changes including the move to hybrid and on-line learning, experiential integration of new PLOs, and clinical models of education. | **Program:** There is a robust annual evaluation framework established within the UG programs. This involves annual and bi-annual evaluation of all aspects of the program. Currently, the class sizes that had increased in recent years are at a steady state. Faculty have started the process of evaluating and refining the course delivery changes related to hybrid and online learning methods. The faculty are currently working with curriculum and teaching and learning experts to review assessment and delivery strategies. These will be included as part of the ongoing regular evaluation directed to ensure learning outcomes are achieved. <br><br> **Faculty:** The School of Nursing has recently engaged in a substantive curriculum revision, and the School continues to be a model for ongoing quality improvement of its offerings. In order to remain responsive to the scheduling needs of our students and our clinical partners, the School has implemented a number of blended and online courses within the curriculum. |
| **Recommendation #5** <br> Focus on faculty advancement to ensure that the mix of faculty roles and ranks continue to support the existing strengths of this research-intensive School of Nursing. A key strategy is to recruit Indigenous faculty members and Research Chairs. | **Program:** The School's commitment to scholarship advancement is demonstrated through supports in place within the nursing research committee including the mentorship program for new faculty and monthly writing sessions. The director has begun regular meetings with Assistant Professors to support their success through the probationary period in addition to the yearly individual probationary faculty update meetings. Faculty enrolled in doctoral studies have workload adjusted to allocate time for doctoral studies. <br><br> Indigenous recruitment is a university-level process and members of the School are involved in this as collaborators. In addition, faculty members actively engage with Indigenous scholars seeking opportunities |

| | in the broader community for collaboration. Faculty seek input from Office of Indigenous Initiatives to incorporate key learning into courses. **Faculty:** Western has been successful in recruiting highly qualified faculty members over the last few years. We expect that Western will continue to be attractive to new recruits in the future. The Faculty is eager to participate in any Central efforts to recruit Indigenous faculty members. |
|---|---|
| **Recommendation #6**<br>Allocate resources to protect faculty time for scholarship and research; ensure that shared governance contributions count in promotion and tenure reviews; and strive to allocate teaching assignments that align with individual faculty member's scholarship. | **Program:** The process of P&T is determined at the university level. At the School level, there is some autonomy relative to workload allocation. To support this, the Workload Committee reviews workload allocation annually. The Workload Committee and the Annual Performance Evaluation (APE) Committee fit within a shared governance model rather than director-led model. Faculty submit requests for teaching to align teaching interests with scholarship. Tenure Track faculty have one non-teaching term. Limited Term faculty who do research have workload for scholarship. Therefore, faculty have a measure of control over the workload within the context of the collective agreement and university standards and policies. **Faculty**: In addition to the School-based mentoring referenced earlier, The Faculty encourages the leadership development of senior faculty members through university-wide training initiatives. Further, the Faculty supports workload modifications (and flexibility in teaching assignments) that encourage faculty to engage in further education. |

**Implementation Plan**

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

The number of recommendations prioritized for implementation has been reduced as some are well underway (#1, #2, #5 & #6), as described in the program and faculty responses above. It should equally be noted that prioritizing recommendations in relation to hiring and faculty member workload is outside the scope of this review – this includes a part of recommendation #5 and #6. As a result, the recommendations appearing in the implementation table are recommendations #3 and #4.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| **Recommendation #3**<br>Create a consistent mechanism to support practice partners in the recruitment, retention, and preparation of preceptors to ensure adequate human resources are available and preceptors are knowledgeable about student evaluation expectations and mechanisms to support student success. | a) Initiate planned evaluation of the outcomes of the placement model.<br>b) Review and refine placement materials and related training. | Clinical Practice Unit faculty and staff<br><br>Associate Director | a) By December 2023 and ongoing<br>b) By December 2024 |
| **Recommendation #4**<br>Ensure an ongoing commitment to evaluate key program changes including the move to hybrid and on-line learning, experiential integration of new PLOs, and clinical models of education. | a) Complete an initial evaluation and refinement of course delivery changes related to hybrid and online learning methods, including the review of assessment and instructional strategies.<br>b) Review student and faculty course experiences with this new format. | Associate Director | a) By December 2023 and ongoing<br>b) By December 2024 and ongoing |

**Western** UNIVERSITY · CANADA

**DAN Management & Organizational Studies**
**Final Assessment Report & Implementation Plan**
**April 2023**

| | | |
|---|---|---|
| **Faculty / Affiliated University College** | Faculty Social Science | |
| **Degrees Offered** | BMOS | |
| **Date of Last Review** | 2014-2015 | |
| **Modules Reviewed** | DAN Management & Organizational Studies | |
| **External Reviewers** | Dr. Murray Dalziel, Merrick School of Business University of Baltimore | Dr. Anthony Goerzen, Smith School of Business Queen's University |
| **Internal Reviewers** | Dr. John Cuciurean, Associate Dean (Undergrad) Don Wright Faculty of Music | Stephanie Ann Dantzer Faculty of Education Student |
| **Date of Site Visit** | January 24 & 25, 2023 | |
| **Date Review Report Received** | February 22, 2023 | |
| **Date Program/Faculty Response Received** | Program: March 20, 2023 Faculty: March 20, 2023 | |
| **Evaluation** | Good Quality | |
| **Approval Dates** | SUPR-U: June 28, 2023 ACA: September 6, 2023 Senate (for information): September 15, 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 DAN Management & Organizational Studies Program delivered by the Faculty of Social Sciences.

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

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

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

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

**Executive Summary**

DAN Department of Management and Organizational Studies (DAN Management) Degrees draw on connections with other disciplines within the Faculty of Social Sciences to offer a unique experience, presenting management and organizational issues from a broader social science perspective.

In 2021-22, there were 1,052 students welcomed into the first year of the program. With six distinctive disciplinary pathways: Accounting, Commercial Aviation Management (CAM), Consumer Behaviour (CB), Finance, Human Resource Management (HRM) and Management and Legal Studies (MLS); three modular combinations are available (for five of the six): Honors Specialization, Honors Double Major and Specialization. Total program enrolment in 2021-22 was at 3,316, an increase of about 20 per cent from 2,762 in 2017-18.

The development of the self-study was informed by an extensive review and revision of program learning outcomes. This was supplemented by a curriculum mapping exercise supported by the Centre for Teaching and Learning (CTL), student surveys and deliberations with the department's Curriculum Committee and Advisory Board.

The external reviewers shared a positive assessment of the DAN Management Program, indicating that "*the DAN MOS program is solid and its offerings align with what would be expected of a high-quality undergraduate management program*." They offer five recommendations to help ensure sustainability and for further enhancement.

**Strengths and Innovative Features Identified by the Program**

- A thriving research culture at DAN Management that complements the extensive practitioner experience.
- Significant flexibility in the choice of courses allows students to build their own pathways through the program.
- Paid internship opportunities that extend to a variety of industries, including accounting, biotechnology, consulting, consumer packaged goods, and
- manufacturing.
- The DAN Management Distinguished Lecture Series offers a great opportunity for students to engage with researchers of global esteem.
- Courses and degrees are accredited by the Human Resource Professionals Association (HRPA) and the Chartered Professional Accountants of Ontario (CPA).
- The DAN Management Student Association supports an engaging social and community experience.
- Enrollment over the past two years has been 25 per cent higher than the average enrollment over the preceding 5 years.
- In 2020-21, approximately 34 per cent of our students studying in DAN Management were from overseas locations.

**Concerns and Areas of Improvement Identified and Discussed by the Program**

- There is a strong need for additional administrative support.
- While student enrolments have grown, the number of faculty has not kept pace.
  - o Increase in the average class size.
- Intensified workload for faculty members to meet the needs of students who struggle with the English language.
  - o Concern about waiving English language proficiency testing as part of the admission process for certain international groups.
- Implications of study requirements imposed by Ivey on students who continue their studies at DAN Management.
- More can and needs to be done to increase participation from students belonging to indigenous communities.
- Desirable courses that would enhance the program have been identified during the review as: Sustainability (as a core course from various disciplinary perspectives), Digital Marketing and Consumer Insight, HR Analytics, Investing and Investment Banking, and Data Analytics for Accounting.

**Review Process**

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

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

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

**Summative Assessment – External Reviewers' Report**

External reviewers noted that "*there is much to be admired in DAN MOS and the program is very popular among students within the Faculty of Social Science. Students are understood to be high-quality entrants that competing institutions in the province would highly desire.*"

**Strengths of the Program**

- Faculty members are recognized in their academic discipline on a national and international level and hold positions in provincial and national professional bodies.
    o Newly recruited scholars are from excellent universities who have begun to contribute to the interdisciplinary ethos of Western research.
- Curriculum relevance is maintained by ongoing research conducted by faculty members in the areas that they teach.
- A key feature of the program is the degree of flexibility offered to students which may be more than many business schools.
- The niche stream relating to Aviation Management is particularly unique.
- The seminar series consistently hosts world-leading academics to the university.
- A strong commitment to EDID is demonstrated in the curriculum; the number of students identifying as indigenous is increasing.
- The program's alumni gain placement in leading Canadian organizations and excellent graduate programs.

**Areas of Concern or Prospective Improvement**

1. Resources are needed to ensure that the quality of instruction and student experience are maintained.
    - The number of students to full-time staff is high, resulting in comparatively higher class sizes.
    - Many program stakeholders have indicated that it takes days, even weeks, for appointments with faculty advisors.
2. The flexible curriculum requires greater administrative resources to ensure that student's goals and prerequisites to graduate are met.
3. Assessing DAN Management's position in relationship to Ivey needs to be addressed as a way of enhancing the quality of the program's offerings.
4. Skills associated with using statistical and data analytics tools seem to be underdeveloped in the program.
5. Greater incorporation of courses in sustainability and ESG themes, as this has become fundamental to the practice of management.
6. Relatively little use of experiential methods and of small group learning (presentations, peer learning, etc.), particularly in years one and two.
7. The program should be more aligned with professional/workplace requirements to enhance students' potential for job placements and early job performance.
    - Need for greater consultation with potential employers of students on whether the learning objectives align with their workplace demands.

**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*:**<br>Develop a clear proposition about the "DAN MOS method" of teaching management. While this need not be unique, it should seek to distinguish DAN MOS from Ivey and other leading undergraduate programs in Canada and be clear and understandable in international markets. | **Program:** Following consideration by the Curriculum Committee in March 2023, this recommendation will be passed to the Advisory Committee. Based on the outcome of these discussions, it is possible that a working committee will be convened and tasked with clearly establishing the distinction between DAN MOS and IVEY. Discussions will also encompass the viability of Evidence Based Management (EBM) as a distinctive departmental differentiator.<br><br>Development of a DAN MOS method of teaching is problematic because of the resource deficit in the Department and reliance on external staff delivering courses on limited duties contracts. However, it is acknowledged that a distinct teaching philosophy has undeniable merits, as witness the success of Ivey.<br><br>**Faculty:** The Faculty will support the Department in the development of this plan. |
| **Recommendation #2*:**<br>Develop a five-year resource plan with clear expectations for the proportion of credit hours taught by scholars and practitioners and how many credit hours will typically be taught by limited duties faculty. The plan should relate not only to student enrollment but to specific academic parameters agreed upon between DAN MOS and the Faculty of Social Sciences (for example, class sizes at different levels, provision of a new curriculum, or establishing research master's). | **Program:** The Associate Chair and Chair will meet to revise the resource plan so that it meets current needs and future plans that will include a Masters degree.<br><br>The program recognizes that it is ideal to have seventy percent in teaching delivered by limited-term and tenure/track staff in each of the functional areas of management, and fifty percent by research active tenure/track staff. This is the minimum threshold set by AACSB, a voluntary accreditation body, to be able to provide a University-based quality management educational experience. At the heart of the resource plan should be annual targets towards reaching this goal.<br><br>**Faculty:** The Faculty will support the Department in this undertaking as budgeting constraints allow; including growth in professional Masters, but currently not in a research Masters. |

| **Recommendation #3*:**<br>Produce a clear plan for how students will acquire technical fluency across all streams in the program (for example, the level of Excel competency required and where and when that will be introduced, what type of data analytic tools should be taught, and where and when machine learning is introduced). | **Program:** Following consideration by the Curriculum Committee in March 2023, recommendations will be passed to the Advisory Committee. Based on the outcome of these discussions, it is possible that a working committee will be convened and tasked with identifying the current requirements of graduates entering the labour market in terms of the level of technical fluency in, and in which, data analytical tools.<br><br>**Faculty:** The Faculty will support the Department in this undertaking. |
|---|---|
| **Recommendation #4:**<br>Improve teaching quality assessment beyond student opinion (noting that this is an area on the agenda of the Faculty Collective Agreement); For example, encourage a portfolio system detailing innovations, results, and other approaches in the classroom subject to management and peer review. | **Program**: University level discussions with UWOFA are required in order to address the recommendation for further assessment of learning and teaching. It is worth noting that the portfolio system that encourages faculty to discuss their pedagogical approach and innovations in learning and teaching is currently a part of the Annual Performance Evaluation.<br><br>**Faculty:** This is an issue that should be referred to Western's senior administration for further consideration. |
| **Recommendation #5*:**<br>Improve learning goal assessment. Find extant literature on assessing the learning delta to be clearer about where, when, and how learning occurs. For example, cluster learning goals into identifiable learning areas where baseline measures of before/after can be taken (for example, thinking skills, technical fluency). | **Program:** The program recognizes that to assure learning, students should demonstrate attainment in each of the program goals. To further assure this would require working across the program team and a greater range of assessments than the program presently has the resources to undertake. However, the program has an objective of working towards a much greater proportion of teaching done by regular (tenure track/tenure/LT) faculty, and to deleveraging the department, so as to make this possible**.**<br><br>**Faculty:** This is an issue that should be referred to Western's senior administration for further consideration. |

**Implementation Plan**

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

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of this review or already being actioned (#4), as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1, #2, #3 and #5.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| **Recommendation #1:** Develop a clear proposition about the "DAN MOS method" of teaching management. | - Form a working group tasked with establishing the distinction between DAN MOS and IVEY and the viability of Evidence Based Management (EBM) as a clear proposition about the "DAN MOS method" of teaching management. | Advisory Committee Associate Chair | By June 2024. |
| **Recommendation #2:** Develop a five-year resource plan with clear expectations for the proportion of credit hours taught by scholars and practitioners and how many credit hours will typically be taught by limited duties faculty. | - Revise the resource plan to ensure that current needs are met, and resources are allocated to support developmental plans, including future growth in a professional Masters. | Chair Associate Chair Associate Dean | By June 2024. |

| **Recommendation #3:** Produce a clear plan for how students will acquire technical fluency across all streams in the program. | - Identify the level of technical fluency and type of data analytical tools required by graduates entering the labour market.<br>- Determine whether, where and how further emphasis in this area could be integrated in the curriculum. | Curriculum Committee Advisory Committee Associate Chair | By June 2024. |
|---|---|---|---|
| **Recommendation #5:** Improve learning goal assessment. | - Review, across the program team, the nature of assessments currently in place and their effectiveness at evidencing the achievement of learning goals.<br>- Determine feasible ways of increasing the range of assessments within the program.<br>   o Consider connecting with the Centre for Teaching and Learning for expertise in this area. | Curriculum Committee | By September 2025. |

**Other Opportunities for Program Improvement and Enhancement**

- Further integration of courses or course content in relation to sustainability or Environment Society Governance (ESG).
- The reviewers wondered about other potential niches where a focus like Commercial Aviation Management could be equally effective in using specialized competencies within DAN Management specifically, or the Faculty of Social Sciences more generally (for example, real estate).
- The development of more explicit channels for industry partners to help inform teaching priorities across the program and how they may optimally align with changing workplace demands.
- Consider any opportunities to have graduate students outside of DAN Management support program faculty as graders and Teaching Assistants.

**King's Childhood and Youth Studies**
**Final Assessment Report & Implementation Plan**
**May 2023**

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|---|---|---|
| **Faculty / Affiliated University College** | King's University College | |
| **Degrees Offered** | B.A. | |
| **Date of Last Review** | 2014-2015 | |
| **Modules Reviewed** | Honours Specialization (Childhood and Youth Studies) <br> Major (Childhood and Youth Studies) <br> Minor (Childhood and Youth Studies) | |
| **External Reviewers** | Dr. Kristine Alexander, Institute of Child and Youth Studies, University of Lethbridge | Dr. Tara Collins, School of Child and Youth Care, Toronto Metropolitan University |
| **Internal Reviewers** | Dr. John Mitchell, Associate Academic Dean, Brescia University College | Angela Liu Undergraduate Student, Huron University College |
| **Date of Site Visit** | February 9 & 10, 2023 | |
| **Date Review Report Received** | February 17, 2023 | |
| **Date Program/Faculty Response Received** | Program: February 28, 2023 <br> Faculty: April 12, 2023 | |
| **Evaluation** | Good Quality | |
| **Approval Dates** | SUPR-U: June 28, 2023 <br> ACA: September 6, 2023 <br> Senate (for information):September 15, 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 Childhood and Youth Studies Program delivered by King's University College.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Academic Dean, King's University College.

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

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

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

**Executive Summary**

Established in 1999, the Department of Childhood and Youth Studies (CYS) provides interdisciplinary opportunities for the study of childhood and youth within educational, legal, and policy contexts. The program constructively questions existing assumptions about children and young people and explore the practical possibilities for advancing their participatory rights and dignity as persons.

Students of the CYS program engage in policy and legal debate, learn to advocate for the effective agency of young people, and explore the histories and current structures of childhood institutions in Canada and around the world. They prepare themselves to pursue careers in education, social services for children and youth, the law and its allied professions, health care, social work, advocacy, policy analysis, government, and the social sciences.

In 2021-22, modular enrolments were at 195, with the program's total Full-Course Registration at 465, the latter up by 28% over 2020-21 numbers.

From 2020 to 2022, the Self-study was informed by consultations with over forty colleagues and professionals – including the College's administrative, recruitment and development teams and leaders in governmental and non-governmental agencies. The program equally held dedicated discussions with, and surveyed, students and alumni.

The external reviewers shared a positive assessment of the CYS Program indicating that *"The CYS curriculum at King's offers students high-quality opportunities to engage with and contribute to this vibrant and interdisciplinary field of study. Much of this success is the result of the careful process of reflection and revision that the department has undertaken in recent years."* The reviewers offered six recommendations for further enhancement.

**Strengths and Innovative Features Identified by the Program**

- Interweaving interdisciplinary fields into the program results in: 1) the majority of students (70-85%), becoming professionals serving families, children, and youths; 2) students becoming more reflexive of their personal histories which helps them connect with children in varied difficult situations.
- A collaboration with the Landon Pearson Centre for the Study of Childhood and Children's Rights, enables the CYS program to operate a nationally recognized youth engagement program called "Shaking the Movers" (STM) which provides students with experiential learning opportunities in the community.
- International partnerships with Malmo University (Sweden) and Winchester University (U.K.) provide opportunities for international exchanges.
- Students have the opportunity to develop, present, and implement research proposals to professionals operating in a wide-spectrum of services for families, youths, and children.

- Effective 2022, a pathway agreement with the Faculty of Education provides an opportunity for CYS students to earn priority placement in the Primary-Junior certification program.
- First-year student-acceptance jumped from 30 in 2020-21 to an eight-year high of 68 in 2022.
- The program is the home of the Society for the History of Children and Youth (SHCY) – a communication hub, a record storage facility, and an online scholarly magazine with weekly multi-media features.
- Students report a high degree of satisfaction with their educational experience and a strong connection with CYS faculty.

**Concerns and Areas of Improvement Identified and Discussed by the Program**

- Allocation of adequate resources to senior year project courses is necessary for continued program success.
- Lack of dedicated staff and departmental offices impede the program's effective functioning, including its ability to collect student data.
- Average class size is 37 and among the largest at King's for programs that primarily use essay designated forms of assessment.
- In 2022-23, only 25% of CYS's courses were be taught by permanent faculty – however, this will increase following planned hiring.

**Review Process**

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

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President, King's University College
- Academic Dean, King's University College
- Associate academic Dean, King's University College
- Director of Enrolment Services & Registrar
- Director of Libraries, Cardinal Carter Library
- Manager, Academic Planning and Analysis
- Chair, Childhood and Youth Studies Department
- Administrative Staff
- Program Faculty
- Program Students

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

**Summative Assessment – External Reviewers' Report**

External reviewers shared that "*CYS is a highly-successful program, of which King's can be proud. We were impressed by the enthusiasm, energy, and commitment demonstrated by administration, staff, faculty, students and alumni. We commend the department's dedication and efforts to enhance quality by supporting the learning outcomes and academic and professional trajectories of its students*."

**Strengths of the Program**

- Following extensive participatory consultations, the program has been substantially revised to ensure greater impact through improved alignment with academic requirements as well as student and alumni requirements.
- Continual increase in the numbers of applicants to the program each year, along with high course enrolments.
- Curriculum is enhanced by:
  - grouping the courses into two main program pillars: *rights and advocacy* and *law and policy*;
  - enhanced experiential learning through two new courses: CYS 3355F/G Rights-Based Community Engagement and CYS 3351F/G Facilitating Advocacy with Children;
  - international student exchanges with Malmo University (Sweden) and Winchester University (U.K.);
  - Shaking the Movers (STM) is an experiential learning opportunity which provides students with the opportunity to collaborate with community partners;
  - interdisciplinary courses like "Childhood and Death", cross-listed with Thanatology;
  - Student-produced Ted Talks, policy reports and case briefs, and participation in mooting builds oral communication skills, bring the advocacy and policy streams together to simulate the work students might do in the future in such fields as law and non-governmental organizations;

- o  a new course on race and Indigeneity in child and youth studies.
- Flexibility of the CYS program provides students with varied pathways and supports their pursuit of graduate studies and relevant careers in various fields. For instance, new pathway to the Faculty of Education.
- Student and alumni surveys demonstrate great satisfaction overall with the program, in particular the achievement of learning outcomes and small class sizes.


**Areas of Concern or Prospective Improvement**

- Consider the following revisions to the curriculum:
    - o  Creating internships for students in the second and fourth years of the program as students and employers value experiential learning;
    - o  Providing global exposure in the curriculum beyond the two European university exchanges;
    - o  Provide additional research, teaching assistantships and experiential learning opportunities – as requested by students.
- Continue work to improve EDID as a cross-cutting priority across the program structure, curriculum and teaching/learning experiences.
- Consider further ways to remove financial and other barriers that many students experience when considering international exchanges. Focus on providing material support to equity-deserving groups.
- Several of the alumni surveyed identified a desire for more content on disability.
- Monitor the growing numbers of students in this increasingly popular program to ensure adequate faculty complement.
- Need for dedicated administrative support for the Chair and the department.
- Consider relocating faculty and staff offices to a central location, with a dedicated seminar room.

**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*** <br> Consistently support and prioritize EDID in: <br> • Hiring of faculty; <br> • Curricular development; and <br> • Student supports and learning. <br> This requires resources and buy-in at all levels of CYS including students, staff, faculty, and administration. | **Program:** The program will support and prioritize EDID in hiring processes by following and contributing to the improvement of the College's guidelines for equal opportunity and non-discrimination in APT matters. <br><br> The program will continue to teach diverse approaches toward children's identity, belonging, social inclusion, equity rights, human dignity, economic opportunity, well-being, health, and security by: 1) planning curriculum review meetings each spring; and 2) seeking funding for a faculty retreat to be held every three years to address integration equity, diversity, inclusion, and decolonialization into the program's curriculum and practices. <br><br> The program will continue to advocate for resources for students – one example of this action is CYS's current advocacy for a 50% increase in the financial support for international seminars, and a means-based support fund. <br><br> **Faculty:** At both a strategic and operational level, the Dean's Office prioritizes EDID in the recruitment, retention and promotion of faculty across all academic units. EDID is one of the main priorities of the approved multi-year hiring plan. Simultaneously, the Dean's Office is working with the Director of EDID at King's along with other colleagues, to implement EDID best practices in hiring processes, which includes, training for faculty search committees. <br><br> The program is encouraged to continue working with the Academic Dean's Office to conduct regular curricular reviews and design strategies that reflect the program's core commitment to exploring power dynamics and institutionalized inequities in childhood/youth identities and experiences. The Dean's Office acknowledges and supports the Department's plans for faculty professional development in EDID. <br><br> The Dean's office remains committed to enhancing students access to Academic Advising, which may include increased opportunities for faculty mentoring. |

| **Recommendation #2\*** Create new and additional opportunities and supports for experiential learning including two new required internship courses in the second and fourth year of the program. These courses would provide needed earlier exposure to potential professional and academic pathways and critical professional experience. No matter which program stream CYS students pursue, every student should have the opportunity to access and complete at least one internship course. | **Program:** Internships would benefit students; however, the program does not currently have any administrative resources (i.e., office, administrative or advising staff) necessary to operate internships. To implement this recommendation, King's would either have to develop and fund a college-wide internship office, or its departments would have to develop the administrative capacity to operate placement programs.<br><br>**Faculty:** The Academic Dean's Office acknowledges and appreciates the spirit of this recommendation. In collaboration with all academic departments and programs, the Academic Dean's Office will be presenting the 10th Academic Plan, which will identify major strategic academic priorities for King's for the next 3 to 5 years. The plan identifies experiential learning, internships and both academic and professional pathways as a key strategic priority for King's. |
|---|---|
| **Recommendation #3** Hire more full-time faculty (with attention to EDID) to ensure parity with other departments and lessen the number of contract instructors to teach the program's curriculum. | **Program:** The program welcomes this recommendation and will continue to follow King's processes advocating for additions to complement.<br><br>**Faculty:** Recommendations related to faculty hiring are not prioritized in implementation plans since they are outside of the scope of the IQAP review process. Moreover, there are alternative strategies related to program design that may address course section management and the reliance on part time faculty. CYS is encouraged to work with the Academic Dean's Office (Academic Planning and Analysis Manager) to implement strategies that may alleviate reliance on contract instructors. |
| **Recommendation #4\*** Increase dedicated administrative support for the department chair to organize and implement CYS program objectives including onboarding and training of contract instructors, event organization, community building activities and initiatives, etc. | **Program:** The CYS Program is only an administrative unit or working team in name. It has no physical presence on the campus and no administrative support nor academic advising staff. These personnel report to the Academic Dean's Office.<br><br>**Faculty:** The Academic Dean's Office (ADO) acknowledges and appreciates the spirit of this recommendation. To that end, the ADO is engaged with CYS and with all academic departments to discuss strategies for increasing administrative support to all academic units and to reorganizing existing resources to support and enhance departmental-level autonomy over program management and development. |

| **Recommendation #5**<br>Add formally the identification of the student's chosen program pillar (Advocacy or Law/Policy) to degree parchment and student grade transcripts. This will support student pathways and employment prospects. | **Program:** The recommendation appears to be based on misunderstanding of the CYS module, or to be offered without an adequate understanding of the structural dynamics. Presently, no CYS student chooses between a "law and policy" or a "rights and advocacy" stream. All students must take a minimum number of courses from course sets (pillars) labeled "law and policy" and "advocacy and rights" to ensure that they have a balanced introduction to the field: (1) the institutions of childhood and youth, as well as (2) the reform agenda for increasing children's participatory rights. For this recommendation to be implemented, the program would have to be much larger; and the College (and Western) would need to concur with CYS faculty that it is sustainable to develop two separate, interrelated modules.<br><br>**Faculty:** The Academic Dean's Office agrees with CYS that this recommendation is not feasible at this time. |
|---|---|
| **Recommendation #6***<br>Dedicate institutional resources to ensure and support the creation of research centre and robust scholarly community (including students in CYS). This includes a common room for students and program events to create and sustain the community. | **Program:** The program supports both of these recommendations.<br><br>**Faculty:** The Academic Dean's Office supports in principle the establishment of a Research Centre related to CYS, should the department wish to pursue this recommendation. An institution-wide review of current policies and procedures related to the creation and management of research centres at King's is envisioned as part of the forthcoming strategic planning process. The 10th Academic Plan, which the Dean will be presenting for approval no later than Fall 2023, will identify the creation of research clusters associated with research centres as a key strategy to enhance the visibility of research at King's, and to foster increased engagement with the wider university community and beyond. |

**Implementation Plan**

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

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of the review (#3) or have been deemed not to move ahead (#5) as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1, #2, #4, & #6.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| **Recommendation #1**<br>Consistently support and prioritize EDID in:<br>• Hiring of faculty;<br>• Curricular development;<br>• Student supports and learning. | • Strengthen the integration of diverse approaches into the curriculum by<br> • planning curriculum review meetings each spring.<br> • seeking funding for a dedicated faculty retreat to be held every three years.<br>• Continue to advocate (via data and reports) for increased funding to enable student participation in international seminars.<br><br>• Dean's Office will collaborate with the Director of EDID at King's to implement EDID best practices in hiring processes, including, training for faculty search committees.<br>• Determine ways of enhancing students access to Academic Advising. | • Chair<br><br><br><br><br><br>• Academic Dean | By September 2025<br><br><br><br><br><br>By July 2024 |
| **Recommendation #2**<br>Create new and additional opportunities and supports for experiential learning including two new required internship courses. | • Revisit the possibility of internship courses and /or new experiential opportunities following the implementation of the University College's 10th Academic Plan. | • Chair<br>• Academic Dean | By December 2024 |

| **Recommendation #4** Increase dedicated administrative support for the department chair to organize and implement CYS program objectives. | • The Dean's Office to continue engaging with the program to discuss strategies for 1) increasing administrative support; and 2) reorganizing existing resources to support departmental-level autonomy over program management and development. | • Academic Dean<br>• Chair | By December 2023 |
|---|---|---|---|
| **Recommendation #6** Dedicate institutional resources to ensure and support the creation of research centre, and a common room for students to create a robust scholarly community. | • Review current policies and procedures related to the creation and management of research centres – envisioned as part of the forthcoming strategic planning process.<br>• Identify the creation of research clusters associated with research centres as a key strategy to enhance the visibility of research at King's, and to foster increased engagement with the wider university community and beyond. | • Academic Dean | By September 2024 |

## King's Psychology
### Final Assessment Report & Implementation Plan
### June 2023

| | | |
|---|---|---|
| **Faculty / Affiliated University College** | King's University College | |
| **Degrees Offered** | B.A. | |
| **Date of Last Review** | 2014-2015 | |
| **Modules Reviewed** | Honours Specialization<br>Specialization<br>Major<br>Minor | |
| **External Reviewers** | Dr. Dawn Good,<br>Department of Psychology<br>Brock University | Dr. Maureen Drysdale,<br>Department of Psychology<br>St. Jerome's University |
| **Internal Reviewer** | Dr. Geoff Read,<br>Provost and Dean,<br>Huron University College | |
| **Date of Site Visit** | March 20 & 21, 2023 | |
| **Date Review Report Received** | April 14, 2023 | |
| **Date Program/Faculty Response Received** | Program: May 16, 2023<br>Faculty: May 16, 2023 | |
| **Evaluation** | Good Quality | |
| **Approval Dates** | SUPR-U: June 28, 2023<br>ACA: September 6, 2023<br>Senate (for information): September 15, 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 Psychology Program delivered by the Department of Psychology, King's University College.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Academic Dean of King's University College

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

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

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

**Executive Summary**

The Department of Psychology at King's offers honours and general undergraduate degrees in Psychology. Founded in 1968 in the humanistic tradition, the program now offers a broad coverage of the field with a growing applied orientation. King's Psychology strives to educate students in the theories, methods, evidence base, and practical applications of Psychological Science.

Enrolment in program modules was at 412 in 2021, with the total number of course registrants in 2021-2022 at just under 1500.

The self-study was informed by surveys administered to current and former students, the refinement of the program learning outcomes and the completion of a curriculum mapping exercise.

The external reviewers shared a positive assessment of the King's Psychology Program and offered two core recommendations, each with specific sub-themes, for further enhancement.

**Strengths and Innovative Features Identified by the Program**

-   Faculty are recognized internationally for their scholarship and provide strong individualized mentorship of students.
-   High-impact pedagogical techniques and explicit experiential/community-engaged learning components enable students to apply their knowledge to solve real-world problems.
-   EDID initiatives incorporated into the program include: 1) a cross-listed course which exposes students to feminist, critical, and queer theory as well as research methods consistent with these theories and with oral traditions; and 2) hiring of an Indigenous Initiatives Coordinator who will help streamline EDID development.
-   Intensive research mentorship in the Honours Specialization program prepares fourth-year students to excel in graduate schools specializing in areas such as Clinical, Counselling, Social and Developmental Psychology.
-   Students are connected with local social service agencies, including hospitals, clinical practice, and the City of London, which leads to a strong relationship between the program and community.
-   Student-led Psychology Association hosts several events each year including a speaker series, information panels, social events and exam reviews.
-   Recurring strengths emerging from the student survey data included:
    -   program professors were the best feature of the program; and
    -   the variety of assignments across courses.

- The forthcoming addition of a new Honours Specialization in Applied Psychology is unique to King's and is a reflection of the program's ongoing program development.
- Forthcoming joint degree with O.P. Jindal Global, Sonipat, Haryana, India and King's slated to be operationalized in September 2023.


**Concerns and Areas of Improvement Identified and Discussed by the Program**

- There is a need for laboratory space and equipment to support faculty research and enhance student experience.
- Need for greater consistency with laboratory instruction – consideration of stabilizing the ongoing contract hires.
- 42% of courses are taught by sessional faculty or those on limited-term appointments.
- Additional sections are required for the 3000-level courses since is not feasible to run the larger classes as a seminar; if this is not feasible, another option would be to replace service courses offered at the 2000-level with 3000-level courses.
- Compare second-year methods course with those taught by affiliates and assess the feasibility of a closer alignment of requirements to allow students to gain access to upper year courses at Western.
- Recurring areas of improvement emerging from the student survey data included:
  - need for more applied work in the community in the form of a co-op program or placements;
  - stronger focus/information on preparing for careers and grad school; and
  - additional spaces in existing courses.


**Review Process**

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

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President, King's University College
- Academic Dean, King's University College
- Associate Academic Dean, King's University College
- Director of Enrolment Services & Registrar
- Director of Libraries, Cardinal Carter Library
- Manager, Academic Planning and Analysis
- Chair, Department of Psychology
- Administrative Staff

- Program Faculty
- Program Students

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

**Summative Assessment – External Reviewers' Report**

External reviewers shared that "*The impressive level of faculty engagement, comprehensive curriculum, and intended experiential learning opportunities will ensure that graduates can be well prepared for graduate work, professional studies, or psychology-related careers.*"

**Strengths of the Program**

- Faculty are nationally, and internationally, recognized researchers, actively contributing to the discipline.
- Students have many opportunities to work one-on-one with faculty, permitting a more enriched experience and exposure to excellence and effective preparation for a career and/or further graduate training in Psychology.
- The research and the teaching program reflect the Department's keen emphasis on EDID, social concerns (e.g., accessibility, gender pay equity, inequality, implicit bias, prejudice, trauma), learning (e.g., children's memory, math difficulties) and health-related factors (e.g., mental health, addiction, aging, brain injury).
- Curriculum revitalizing, which includes the addition of a new specialization degree in Applied Psychology, aspects of behavioural neuroscience, and EDID materials, offer students broader opportunities for experiential learning both within the university environment and beyond.
- An emphasis on student self-evaluation in upper year courses, and an immersion of social justice in teaching, research, and community work, make this program stand out in comparison to other programs in Canada.
- Programming collaborations within King's (e.g., Department of Thanatology) and beyond King's (e.g., Brescia and Huron University Colleges).

**Areas of Concern or Prospective Improvement**

- Consider requiring courses above the 2000-level in the major module in order to better ensure career preparedness and competitiveness.
- Reconsider the weighting of thesis course from 1.0 to 1.5 as these are demanding courses to acknowledge the additional demands of the thesis.
- Renewing or converting the LTA position that supports the expansion of behavioural neuroscience to full-time should be considered to ensure the department's competitiveness.
- Early departmental engagement of the Library could result in more effective support.
- There is a severe restriction on faculty to provide students with the opportunities to prepare/design experiments due to significant limitations on lab space and equipment.
- Faculty/program advisors and assistants are having difficulty reaching out to the students early enough to advise and guide their choices, indicating a need for greater support.
- Students noted a preference for more varied assessments in first and second year courses instead of focusing on multiple choice tests.
- While overall enrolments have been rather stable, despite the pandemic, 2021 produced the lowest retention of first to second year students in six years.

## 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**<br>**Address issues in the curriculum - to enhance student learning outcomes and thereby student success:**<br><br>**Sub-Recommendation 1a***<br>Require a third-year content course in order to be awarded a non-honours major degree.<br><br>**Sub-Recommendation 1b***<br>Review program requirements for honours thesis credit to be increased to 1.5 credits and be more aligned with other Psychology departments and Science programs.<br><br>**Sub-Recommendation 1c***<br>Expand experiential opportunities to enhance program goals in line with the Universities' goals but also to permit core subject-matter skills acquisition for the students.<br><br>**Sub-Recommendation 1d**<br>Continue to expand EDID-related content to the curriculum and program delivery. | **Program:**<br>a) The Chair will submit a proposal to King's Educational Policy Committee to add a required 1.0 credit at the 3000-level for non-honours majors.<br>b) The Department, in consultation with the Dean, will explore whether this is feasible. It would require (i) a successful analysis of the impact on the program, (ii) the agreement of Western, Huron, and Brescia, as all offer a similar thesis course worth 1.0 credits, and (iii) a successful determination of the impact on teaching assignments and workload credit.<br>c) The program is currently strong relative to other undergraduate psychology programs in this respect. Nevertheless, the departmental curriculum committee will examine areas for further development; including the offering of additional laboratory-based experiential learning opportunities, and proposes to replace multiple part-time, contract-based laboratory instructors with a cost neutral stable full-time equivalent (two permanent part-time positions).<br>d) Led by the Chair, program members will continue to engage in relevant professional development, department conversations, curricular changes, collaboration with EDID experts on campus, and priority setting in faculty hiring decisions. The Chair has also begun to collate psychology-specific resources for curricular development, normalize discussion of EDID in departmental meetings, and encourage reporting on EDID is annual reports.<br><br>**Faculty:**<br>a) The Academic Dean's Office (ADO) supports the program's plans.<br>b) The ADO will provide logistical support to the program as needed to conduct an analysis to determine the feasibility of this recommendation. It is important to note that there may be workload implications associated with the recommended changes, which fall under the purview of contractual terms of the conditions of employment for faculty.<br>c) The ADO will continue to support the expansion of experiential learning opportunities, including the provision of budgetary support for teaching assistance and collaboration with support units at King's dedicated to experiential learning infrastructure.<br>d) **Faculty Hiring**: At both a strategic and operational level, the ADO prioritizes EDID in the recruitment, retention and promotion of faculty across all academic units. Specifically, the ADO has secured approval of a multi-year hiring plan that has EDID principles as one of its main priorities. The ADO is |

| | working with the Director of EDID at King's and with Chairs, Directors and Coordinators, including Psychology, to implement EDID best practices in hiring processes.<br>**Curricular Development**: Psychology is encouraged to continue to conduct regular curricular reviews and to pursue curricular design strategies that reflect the program's commitment to expand EDID-related curriculum and pedagogy. The ADO acknowledges and supports the Department's plans for faculty professional development, including in EDID. |
|---|---|
| **Recommendation #2**<br>**Address resource issues for enhanced teaching and learning:**<br><br>**Sub-Recommendation 2a\***<br>Laboratory space and equipment for instructional purposes and core subject-matter skills development which are expected for Psychology students are a critical need.<br><br>**Sub-Recommendation 2b**<br>Teaching Assistant supports for grading and seminar discussion are necessary.<br><br>**Sub-Recommendation 2c\***<br>Greater integration and coordination with the administrative supports - librarians, academic advising and admin assistants.<br><br>**Sub-Recommendation 2d**<br>Review proportion of program being delivered by contract and part-time faculty as 42% of the | **Program:**<br>a) The Department needs accessible and dedicated laboratory space sufficient to meet the needs of all full-time faculty. A proposal for laboratory space was submitted by the Department to the Administration in 2019, 2020, and 2022. Additionally, the Department has collaborated on a 1-million-dollar Canadian Federation for Innovation Grant that may, if successful, contribute some funding to research space.<br>b) That levels of funding are half of those of other units is a misunderstanding; however, the development of more experiential learning will likely require additional funds. The Chair will communicate departmental needs to the Dean annually, as per standard procedure.<br>c) The Department welcomes better collaboration with the library, and will invite the Librarian to a Departmental meeting to initiate. The Department has begun to invite the Academic Program Assistant to departmental meetings. As the program grows, dedicated administrative support will likely become essential and the Chair will communicate these needs to the ADO.<br>d) This has been completed at the department level (it was done in the self-study submitted for this IQAP review). The department supports a strategy of hiring permanent, full-time faculty positions and recognizes this as an institutional responsibility. Additional full-time faculty expertise (e.g., in cultural psychology) would also support recommendation 1d, expanding EDID-related content.<br><br>**Faculty:**<br>a) The ADO acknowledges the need for laboratory space for Psychology and has identified this as both a core pedagogical and research strategic priority. The ADO will work collaboratively with the program to identify suitable space ready for use by September 2023, in anticipation of a more satisfactory long-term solution to be realized through ongoing campus development plans. A dedicated laboratory space for Psychology is central to the first ever institutional CFI grant (outcome pending summer 2023). Moreover, a dedicated laboratory space for Psychology is an identified priority in campus development projects envisioned to be completed in the next five years.<br>b) The ADO appreciates the need for institution-wide reassessments of teaching assistant supports; however, respectfully notes that the claim made in this recommendation of a differential support rate for the program is factually incorrect. At present, a funding formula that is generally tied to the identified funding needs of respective programs as well as to overall enrolments is deployed. The Dean will continue to consult with the program as pedagogical and curricular needs evolve. |

| program is taught by non-full-time faculty. | c) The ADO acknowledges and appreciates the spirt of this recommendation. To that end, the ADO already is engaged in discussions with the program and with all academic departments to discuss strategies for increasing administrative support to all academic units and to reorganizing existing resources to support and enhance departmental-level autonomy over program management and development.<br><br>d) The ADO acknowledges that, like all post-secondary institutions, there is a growing structural reliance on part-time faculty for course delivery; but, will continue to devise and advocate for a strategy that privileges the hiring of full-time, tenure-track positions. As always, of course, there is an institutional responsibility to balance full-time faculty hiring with the need to maintain a complement of academic support professionals and staff to promote student learning and wellbeing. |

**Implementation Plan**

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

The number of recommendations prioritized for implementation has been reduced as some are already, or are in the process of being, actioned (#1d & #2d) and some have resulted from a misunderstanding (#2b), as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1abc, & #2ac.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| **Recommendation #1**<br>**Address issues in the curriculum - to enhance student learning outcomes and thereby student success**<br><br>**Sub-Recommendation 1a**<br>Require a third-year content course in order to be awarded a non-honours major degree.<br><br>**Sub-Recommendation 1b**<br>Review program requirements for honours thesis credit to be increased to 1.5 credits.<br><br>**Sub-Recommendation 1c**<br>Expand experiential opportunities to enhance program goals in line with the Universities' goals and to permit core subject-matter skills acquisition for the students. | a) Submit a proposal to King's Educational Policy Committee to add a required 1.0 credit at the 3000-level for non-honours majors.<br><br>b) Determine the feasibility by assessing the impact on the (i) program, (ii) agreements with Western, Huron, and Brescia, and (iii) teaching assignments and workload credit.<br><br>c) Examine areas for further development of i) additional laboratory-based experiential learning opportunities, ii) collaboration with support units at King's dedicated to experiential learning infrastructure.<br><br>Discuss restructuring of lab instruction roles with the ADO.<br><br>Work to diversify assessment practices, in particular in the 1000 and 2000-level courses. | Chair<br><br>Curriculum Committee<br><br>Associate Dean | a) Aim for Sept. 2024 implementation<br><br>b) By Sept. 2024<br><br>c) By Sept. 2024 |

| Recommendation #2<br>**Address resource issues for enhanced teaching and learning**<br><br>**Sub-Recommendation 2a**<br>Laboratory space and equipment for instructional purposes and core subject-matter skills development which are expected for Psychology students are a critical need.<br><br>**Sub-Recommendation 2c**<br>Greater integration and coordination with the administrative supports - librarians, academic advising and admin assistants – can enhance support for faculty and students. | a) Identify suitable short-term space ready for the next academic year.<br><br>Development of a long-term solution realized through campus development plans.<br><br>c) Invite a Librarian to departmental meetings to explore more ways to enhance support for faculty and students.<br><br>Implement recommendations to enhance dedicated admin support across King's as part of the Academic Plan. | Associate Dean<br><br>Chair | a) Short term plan by Sept 2023<br><br>Long-term by Sept 2028<br><br>c) By December 2023 |

## ITEM 12.3(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Chemical and Biochemical Engineering and Media in Journalism and Communication

**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 Chemical and Biochemical Engineering and Media in Journalism and Communication.

| Faculty/Affiliate | Program | Date of Review | SUPR-G Recommendation |
|---|---|---|---|
| Engineering | Chemical and Biochemical Engineering | November 9-10, 2022 | Good Quality |
| Information and Media Studies | Media in Journalism and Communication | February 10 & 13, 2023 | Good Quality |

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

**ATTACHMENT(S):**

Final Assessment Report – Chemical and Biochemical Engineering

Final Assessment Report – Media in Journalism and Communication

**Western** UNIVERSITY·CANADA

**Chemical and Biochemical Engineering**
**Final Assessment Report & Implementation Plan**
**June 2023**

| | | |
|---|---|---|
| **Faculty / Affiliated University College** | Engineering | |
| **Degrees Offered** | MEng, MESc and PhD | |
| **Date of Last Review** | 2013-2014 | |
| **Approved Fields** | Biomaterials & Biochemical Engineering<br>Environmental & Green Engineering<br>Macromolecular & Materials Engineering<br>Particle Technology and Fluidization<br>Reaction & Process Systems Engineering<br>Water and Energy<br>Food Processing<br>Process Control and Safety | MEng, MESc, PhD<br>MEng, MESc, PhD<br>MESc, PhD<br>MEng, MESc, PhD<br>MEng, MESc, PhD<br>MESc, PhD<br>MEng<br>Meng |
| **External Reviewers** | Dr. Nasser M Abukhdeir,<br>Chemical Engineering<br>University of Waterloo | Dr. João B. P. Soares,<br>Chemical & Materials<br>Engineering<br>University of Alberta |
| **Internal Reviewers** | Dr. Tom Drysdale<br>Associate Dean<br>Schulich School of Medicine and Dentistry | Natasha Knier<br>Ph.D. Candidate,<br>Medical Biophysics |
| **Date of Site Visit** | November 9 & 10, 2022 | |
| **Date Review Report Received** | March 5, 2023 | |
| **Date Program/Faculty Response Received** | Program – May 14, 2023<br>Faculty – May 18, 2023 | |
| **Evaluation** | Good Quality | |
| **Approval Dates** | SUPR-G: June 26, 2023<br>ACA:  September 6, 2023<br>Senate (for information):  September 15, 2023 | |
| **Year of Next Review** | Year of next cyclical review: 2029-2030 | |
| **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 Chemical and Biochemical Engineering Program delivered by the Faculty of Engineering.

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

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

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

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

**Executive Summary**

Receiving approval in 2008 for the current version of graduate programming, Chemical & Biochemical Engineering offers programs that lead to the following degrees 1) Course-based Master of Engineering (M.Eng.); 2) Course and Project-based Master of Engineering (M.Eng.); 3) Thesis-based Master of Engineering Science (M.E.Sc.); and 4) Doctor of philosophy (Ph.D.).

The M.Eng. is structured to assist qualified engineers in the advancement of their professional careers and to provide students with the skills necessary to address key technological challenges. In 2019-2020, total enrolment was at 64 students. The goal of the CBE research-based graduate degree programs is to train M.E.Sc. and Ph.D. students for independent research in today's changing technological world in either industry or academia. In 2019-2020, total enrolment in the M.E.Sc. was at 39, with 70 students in the Ph.D. program.

To inform the self-study, an online survey of current graduate students was conducted and completed by 61 students. Additionally, a survey of faculty members was conducted regarding the graduate program with a particular focus on issues raised during the previous self-study.

The external reviewers shared a positive assessment of the Graduate Programs in Chemical & Biochemical Engineering. They offer seven recommendations for further enhancement.

**Strengths and Innovative Features Identified by the Program**

- Fields added to the MEng program to meet evolving market needs are:
  - Food Processing in collaboration with Food and Nutrition Department at the Brescia University College.
  - Process Control and Safety has been introduced following a need to bolster this expertise, as indicated by industrial partners.
- Faculty members and graduate students in the department are currently involved in an initiative led by Minerva Canada, Exxon Mobile and the National Safety Council to develop professional development programs focusing on process safety.
- The MEng program has seen strong growth over the past six years and is expected to reach a steady level in the coming years.
- The Soochow-Western 2+2 joint PhD program provides students with interdisciplinary expertise to undertake a graduate project incorporating synchrotron radiation.
- WesternWater Centre concentrates on research leading to innovative solutions addressing all aspects related to clean water supply and water-environment

issues including the protection and management of water resources, resource recovery, and treatment technologies.
- The CBE graduate seminar series is a weekly seminar taking place during the fall and winter terms, in which different speakers are featured weekly.

## Concerns and Areas of Improvement Identified and Discussed by the Program

- Budget constraints that affect teaching assistantships.
- Encourage collaboration among faculty members through team-building exercises and retreats to continue enhancing the climate within the department.
- The program faces the same recruitment challenges as many similar programs:
    o Increased competition from other universities in Canada
    o Lack of scholarship opportunities for international students
    o Increased cost in supporting research graduate students (tuition and living expenses)
- The most frequent area of concern identified in the student survey was that program information on the website was often outdated or very difficult to find.

## 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
- Department Chair
- Graduate Program Chair
- M.Eng. Program Director
- Graduate and M.Eng. Committee Members
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment

Report (FAR) of the Chemical and Biochemical Engineering 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 "*Overall, the graduate program was found to be of high quality and organized in a way to equitably accommodate the significant breadth of research occurring in a chemical and biochemical engineering department*."

**Strengths of the Program**

- With a breadth and "critical mass" of expertise across research areas, the department's research environment is conducive to the advancement and dissemination of knowledge.
- Allocation of two associate chair positions for the graduate program is both unique and a significant commitment; this enhances students' access to a dedicated advisor.
- Outstanding aspects of the MEng include:
    - specializations are exactly in line with faculty member expertise;
    - students are provided with clear and coherent curriculum options;
    - cross-disciplinary strengths at Western can be seen in the Engineering in Medicine specialization; and
    - low withdrawal rate and excellent time-to-completion.
- The project option in the coursework-based Master's program is unique and innovative in enhancing students' interaction with faculty members and providing opportunity for students to apply knowledge to practical or research problems.
- Transitional undergraduate-level courses in the MESc program support students with non-CBE and non-engineering backgrounds.
- The plan to carefully monitor the research performance of PhD students exceeding 12 terms of study is a positive indicator for improved graduation outcomes.
- Graduate students appear to be publishing good quality work in high quantities.

**Areas of Concern or Prospective Improvement**

- All degree programs could benefit from changes to degree requirements with clear course requirements for foundational concepts in chemical and biochemical areas.
- Curriculum related to research/scholarship and professional capacity/autonomy could be strengthened through the addition of courses focused on research methods, research ethics, professional engineering, and engineering ethics.

- Coursework requirements for the course-based MEng program are higher than many other competing MEng programs which can impose a significant load on students during their first term, which can be the most difficult one, especially for international students.
- Consider prescribing a representative set of foundational (Group A) courses that must be taken to prepare students for professional practice in CBE-related industries; these traditionally include engineering thermodynamics, transport phenomena, and chemical (or biochemical) reactor engineering.
- Consider allocating two staff members to the graduate program, given its size, or cross-train two staff members in the department so that secondments and leaves do not negatively affect faculty and students.
- The development and implementation of a space policy would ensure the adequate provision of lab space for all new faculty.
- The current practice of reducing graduate student stipends from those who voluntarily complete teaching assistantships is highly unusual.

**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***<br>Clarify course requirements, the fundamental course list (group A) should be reduced to the three foundational areas of chemical engineering: engineering thermodynamics, transport phenomena, and chemical reaction engineering. | **Program:** Information on the website will be revised to clearly communicate course requirements. The program aims to provide a balance of fundamental and specialized courses. The courses listed in the 'fundamental' group are frequently reviewed in order to reflect the department's core research areas. Flexibility in the course selection is necessary for research-based students; too many constraints will not do justice to the diverse student body and research areas. Course selection is done in consultation with the students' advisors and advisory committee and requires Graduate Chair approval. The current process ensures broad and rigorous training and the department prefers not to add additional constraints. However, the graduate committee will review the course groups and clarify the requirements.<br><br>**Faculty:** The Dean's Office supports program's proposed plan. |
| **Recommendation #2**<br>Consider offering courses focused on research methods and ethics (for MESc and PhD students) and professional engineering/ethics (for MEng students). | **Program:** Though no formal stand-alone course currently exists in the present repertoire, the program believes that these areas are sufficiently covered in a variety of existing courses, for instance:<br>• CBE 9100 Advanced Engineering Communications covers grant and proposal writing.<br>• CBE 9190B Statistical Process Analysis covers research methods and experimental design.<br>• CBE 9180A Instrumental Methods of Analysis covers the practical implementation.<br>Through the John M. Thompson Centre for Engineering Leadership and Innovation, three optional non-credit professional courses are offered to research students:<br>• PhD/MESc students can take ENGSCI 9701 Business Acumen, ENGSCI 9701 Technology Commercialization for Research Students and ENGSCI 9703 Project Management.<br>• MEng students are offered seven professional courses and students have to complete two professional courses as part of the program requirement.<br>The Faculty has also developed an online non-credit course titled *Fundamentals of Communication* that has four modules - Ethical Communication, Effective Technical Writing, Communicating Orally and Professional Conversations – that is open to all graduate students in Engineering. In addition, the School of Graduate and Postdoctoral Studies offers a series of online, graduate-level qualitative research methods modules and professional development workshops. The program will improve communication with current students to make them aware of these additional learning resources. |

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|  | **Faculty:** As mentioned in the program's response, graduate students have access to a range of courses (for credit or non-credit) offered through the department, the faculty and the SGPS to develop competencies in research methods, communication, professionalism and ethics. |
|---|---|
| **Recommendation #3**<br>Past postdoctoral fellowships completed compared to MESc/PhD graduates is close to a 5:1 ratio of graduate student to postdoctoral fellows. Given the relatively high costs of postdocs versus graduate students, combined with the currently low graduate student numbers, promote graduate student supervision using merit, cost recovery, and other means. | **Program:** The ratio of active post-docs to graduate students cited by the program reviewers, 5:1, is not reflective of the program. In this discipline, the duration of a post-doctoral position is typically rather short (compared to +4 years residency of a PhD student), and varies on a case-by-case basis, as frequently PhD students will take on a post-doctoral role for a few months while securing external employment. The current ratio of active graduate students to postdoctoral scholars is 12:1.<br><br>**Faculty:** The Dean's Office agrees with the program's response that a simple headcount in each category may not accurately reflect the steady graduate students to postdoc ratio. Regarding the increase in graduate enrollment, the Dean's Office supports Engineering Departments, in graduate recruitment initiatives and efforts. In particular, to increase PhD and MEng enrollments. |
| **Recommendation #4***<br>Coursework requirements for the course-based MEng program should be reduced to 8 courses to be competitive with other MEng programs in Canada. | **Program:** The program recognizes that the course load,10 half courses or 8 half courses and a project, is higher than the course loads of other universities. Reduction in the number of courses would have to be carefully reviewed against the overall learning outcomes of the MEng program. The Graduate Chair will consult with the Associate Dean (Graduate) in the Faculty to further assess the pros and cons of this recommendation.<br><br>**Faculty:** The Dean's Office agrees with the program's response. |
| **Recommendation #5***<br>Reconsider the inclusion of CHE 9100 in the required set of courses for the MESc program. | **Program:** CHE 9100 is open to MESc students but is not mandatory; as the program would like to keep flexibility in the curriculum. Students and their advisors will decide whether this course would be beneficial to them.<br><br>**Faculty:** The Dean's Office agrees with the program's response. |

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|---|---|
| **Recommendation #6\*** <br> The departmental practice of reducing stipend amounts proportional to teaching assistantship earnings should be discontinued OR clearly communicated in offer letters to potential graduate students. | **Program:** Graduate funding is being addressed given the current increases to the cost of living. Western has recently increased the minimum funding levels for doctoral students to tuition + $17,000. In addition, the Faculty has increased: 1) minimum funding to tuition + $18,000 for doctoral students who have successfully completed the comprehensive exam; and 2) minimum funding for MESc students to tuition + $14,200. <br><br> The perceived reduction is an unfortunate misunderstanding by some graduate students. It is clearly mentioned in the admission offer letters that the graduate funding package may include graduate teaching assistantship (GTA). The Faculty of Engineering has partially decoupled the GTA stipend from the guaranteed funding package where no more than 50% of the GTA stipend could be counted towards the guaranteed graduate funding package for PhD students and no more than 73% of the GTA stipend for MESc students. This policy shows that the Faculty values Teaching Assistantships as part of student learning. The actual funding received by students including the breakdown of funding resources is communicated through the Mercury funding portal. The program plans to further improve communication with students regarding the funding package and accessing the relevant information. <br><br> **Faculty:** As mentioned in the Program's response, the funding sources are communicated to students in the offer letters and through the Mercury portal. The Dean's Office agrees that improved communication on funding matters is important. The Faculty is progressing towards de-coupling GTA stipend from the guaranteed graduate funding and will continue as financial constraints permit. |
| **Recommendation #7** <br> The department should consider allocating/cross-training two staff members to the graduate program to negate the impact of secondments/leaves. | **Program:** The department's administrative staff consists of an Admin Officer, an Undergraduate Coordinator and a Graduate Coordinator. There has been considerable turnover with the Graduate Coordinator role over the past 6 years which has led to cross-training of the UG-coordinator and Admin Officer who can support the graduate program during leaves or vacation of the Graduate Coordinator. With current enrolment numbers, the graduate program in CBE is suitably staffed and will not need additional human resources. The topic will be discussed with the Faculty should the average annual enrolment during a three-year period increase by more than 30% over the average annual enrolment of last three years. <br><br> **Faculty:** The program is currently appropriately resourced with staff to support the graduate program. Should there be a need for additional staff support in future due to the expansion of the graduate program in CBE, the Faculty Graduate Office would take over some admissions related activities to balance the workload of the CBE Graduate Coordinator. |

**Implementation Plan**

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

The number of recommendations prioritized for implementation has been reduced as some are already being actioned (#2, #3 & #7), as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are #1, #4, #5 & #6.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| **Recommendation #1:** Clarify course requirements, the fundamental course list (group A) should be reduced to the three foundational areas of chemical engineering: engineering thermodynamics, transport phenomena, and chemical reaction engineering | • Revise Information on the website to clarify course requirements. • Review the course requirements to ensure common fundamental knowledge for graduates while maintaining some flexibility in course selection. | Graduate Chair Graduate Committee | By December 2023 |
| **Recommendation #4:** Coursework requirements for the course-based MEng program should be reduced to 8 courses to be competitive with other MEng programs in Canada. | Assess the implications of reduced coursework for MEng students and the impact on the learning outcomes of the MEng program. | Graduate Chair Associate Dean (Graduate) | By September 2024 |
| **Recommendation #5:** Reconsider the inclusion of CHE 9100 in the required set of courses for the MESc program. | Ensure that decisions regarding the benefits of enrolling in this course are made by the students' advisory committee using a dedicated set of criteria. | Graduate Chair | By September 2024 |
| **Recommendation #6:** Clearly communicate funding packages in offer letters to potential graduate students. | Improve communication with students regarding the breakdown of the funding package and how to access this information through the Mercury funding portal. | Graduate Chair Associate Dean (Graduate) | By January 2024 |

**Western** UNIVERSITY · CANADA

**Media in Journalism and Communication**
**Final Assessment Report & Implementation Plan**
**June 2023**

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|---|---|
| **Faculty / Affiliated University College** | Information and Media Studies |
| **Degrees Offered** | Master of Media in Journalism and Communication (MMJC) |
| **Date of Last Review** | 2014-2015 (as a new program) |
| **Approved Fields** | None |
| **External Reviewers** | Dr. Asmaa Malik<br>School of Journalism<br>Toronto Metropolitan University — Dr. Alla Kushniryk<br>Department of Communication Studies<br>Mount Saint Vincent University |
| **Internal Reviewers** | Dr. Immaculate Namukasa,<br>Associate Dean, Graduate<br>Faculty of Education — Michael Feagan,<br>Ph.D. Candidate<br>History |
| **Date of Site Visit** | February 10 & 13, 2023 |
| **Date Review Report Received** | March 7, 2023 |
| **Date Program/Faculty Response Received** | Program: April 18, 2023<br>Faculty: April 18, 2023 |
| **Evaluation** | Good Quality |
| **Approval Dates** | SUPR-G: June 26, 2023<br>ACA: September 6, 2023<br>Senate (for information): September 15, 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 new program review, internal responses, and assessment and evaluation of the Master of Media in Journalism and Communication (MMJC) delivered by the Faculty of Information and Media Studies.

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 Information and Media Studies.

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 Master of Media in Journalism and Communication (MMJC) Program, and the Faculty of Information and Media Studies, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

**Executive Summary**

Stemming from Western University's strong tradition of journalism education, the Master of Media in Journalism and Communication (MMJC) program was launched in September 2015. The only graduate program in Canada that offers a master's degree in both journalism and communications, the MMJC is a one-year professional program that introduces students to a wide array of career opportunities, in written and broadcast journalism, radio and podcast production, content and digital marketing, graphic and website design, corporate communications, and public relations.

The program accepts a maximum of 35 students each year, entering from all academic backgrounds including science, criminology, business, psychology, history and English.

In the winter of 2022, three full-time faculty members formed an IQAP sub-committee and met every week for a couple of months to work on the IQAP self-study. The self-study was informed by the survey of, and facilitation of focus groups with, current students and alumni from classes between 2016-2021. Additionally, a survey was administered among employers who had MMJC interns.

The external reviewers shared a positive assessment of the Master of Media in Journalism and Communication Program. They offer three recommendations for further enhancement.

**Summary of Strengths and Innovative Features Identified by the Program**

-   Limited enrolment allows for small classes and the creation of a tightknit community of students and faculty members.
-   The program prepares students to be leaders in their fields through the course structure which incorporates realistic in-class scenarios and projects, students gain practical experience, such as researching, writing and sharing stories in a variety of mediums.
-   Temporary stipends were created to help offset costs associated with the often unpaid internship requirement.
-   The internship component with a journalism or communications organization within Canada or internationally exposes students to news organizations, marketing and PR agencies, government ministries, health care, NGOs and not-for-profits, financial institutions and other businesses, organizations and corporations – large and small.
-   Several courses have significant Workplace Integrated Learning and Community Engaged Learning components; students work with organizations such as Big Brothers, Merrymount Family Support and Crisis Centre, Youth Opportunities Unlimited, the YMCA, Sledge Hockey of Canada, and the London Devilettes.

- The program has committed to embedding principles of Indigenization and decolonization, equity, diversity, inclusion, accessibility, and antiracism into its design, learning outcomes, and goals by:
    o developing a curriculum that incorporates the review and analysis of the work of journalists and communicators from underrepresented groups which responds to the Truth and Reconciliation Commission's Call to Action #86.
    o recruiting two indigenous Faculty members who bring their insights and expertise to a range of EDID-related course offerings.
    o implementing policies and processes that strengthens embedding of EDID initiatives throughout program, for instance, the call-in/pizza initiative which facilitates difficult discussions and healthy class community.
    o The FIMS Asper Fellow in Winter 2022 taught a graduate course called "Decolonization, Reciprocity and Healing." It focused on short-form and long-form reporting and storytelling.
    o Creation of an "EDID at FIMS" web page designed to serve as an information resource about EDID initiatives.
    o Actively responding to alumni feedback and sending them an annual progress report on EDID initiatives.
    o Instructors reviewed their curriculum to ensure that course materials such as readings, story examples, and guest speakers are inclusive and representative of the diverse communities that make up Canada.
- MMJC's students have access to excellent production equipment which FIMS' Media Specialist ensures is always kept up to industry standards; alumni and students have expressed high levels of satisfaction with this equipment and space.
- Students will benefit from additional experiential learning opportunities from the University's acquisition of a building in downtown London which aims to offer services to the community.


**Summary of Concerns and Areas of Improvement Identified by the Program**

- A long-term solution for the provision of funding to students on the 10-week unpaid internship.
- Modifying the structure of the final semester to ensure that there is an effective conclusion to the program and more support with the internship set-up process.
- There is a greater program emphasis on journalism than in communications, with a greater number of student awards tied to the former.
- Improving the diversity of the student population may require the program to introduce new approaches to recruitment and to the admissions process.
- Students expressed the desire for more elective courses.
- A need to revisit the content of the "Law course".

**Review Process**

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

- Vice-Provost, School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, Academic Planning, Policy and Faculty Relations
- Director, Office of Academic Quality and Enhancement
- Dean of the Faculty of Information and Media Studies
- Associate Dean Graduate and Postdoctoral
- Graduate Program Chair
- Graduate Program Committee
- Manager, Computing Services
- Director, FIMS Graduate Library
- 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 Media in Journalism and Communication (MMJC) 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 they were "*impressed with the commitment of program leadership and faculty members to create a rewarding professional and academic program that prepares graduates for meaningful careers in Journalism and Communications. The program appears to be ahead of the curve when it comes to addressing EDID issues in curriculum and in practice.*"

**Strengths of the Program**

- Faculty members are highly qualified award-winning journalists, authors, communication professionals, researchers, and filmmakers.
- Focused effort made to increase representation of professionals from non-dominant backgrounds in its selection of guest speakers and visiting journalists.

Similarly, instructors have reviewed their syllabi to be more inclusive of the voices of racialized journalists, communicators and academics.
- Faculty and students were very pleased with the fully equipped studio, video editing suites, and audio production studios with broadcast capabilities, equipment, etc.
- The Program Chair's meeting with incoming students ensures they have a more personalized experience in the program.
- Town Hall meetings with students twice a semester as a collective way for students to pass on concerns and suggestions.
- Outstanding program retention.

**Areas of Concern or Prospective Improvement**

- Heavy reliance on external stakeholders (notably journalism and communications professionals) to support EDID initiatives.
- Operationalizing the learning outcomes via specific courses could better distinguish between Journalism and Communications streams.
- Consider implementing a prior learning assessment policy to enable students with degrees in Journalism or Communications to transfer for credit.
- Offer an in-house internship with community partners as an alternative option to off-campus unpaid internship may optimally meet the needs of a variety of students.
- While the program provides a solid foundation in Communications, it lacks courses that emphasize communications management.
- A formal endorsement by a professional organization, such as Canadian Public Relations Society (CPRS), could ensure the quality of the Communications stream under the Management Pathway to the profession.
- The lack of a culminating event following the internship gives students limited incentive to return to campus.
- Replacing the Capstone project with a third-semester experiential learning course may be a good option.
- The workload in the first two semesters of the program is intensive. Consider balancing workload by extending the length to four semesters, rethinking the five-course first semester, or do away with the capstone project.

**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*: Communications Stream** Differentiate between Journalism and Communication streams. To do so, consider: 1) splitting MMJC 9202: Advanced Communications into two course offerings, such as Strategic Communications Management and Crisis Communications; 2) getting a formal recognition and endorsement by a professional organization, such as Canadian Public Relations Society (CPRS). | **Program:** The program agrees with the reviewers that getting the balance right between journalism and communications is important to the success of the program. In addition to a number of course level changes and a dedicated hire since 2015, the program aims to fill another tenure-track position with a background in professional communications. As part of a curriculum review the program will take a fresh look at what is currently covered in the program in communications and make sure there is enough of a focus on areas like strategic communications management and planning, persuasive writing, and crisis communications. There is a limit to the number of courses small program like the MMJC can offer. Creating new courses by splitting current ones will be considered but may not be feasible. While formal recognition and endorsement by a professional organization such at the Canadian Public Relations Society (CPRS) has been examined in the past, the MMJC is not a Public Relations program and does not offer courses on advanced theoretical or advanced research knowledge. The MMJC program does however introduce content to prepare students to write the CPRS' Public Relations Knowledge exam, which they may choose to do after completing the program. **Faculty:** The Faculty has put substantial resources into bolstering the Communications side of the MMJC program and continues to support the program's ongoing efforts, not just to improve the balance between Journalism and Communications, but to ensure that the students recognize that we are doing so. In accordance with the reviewers' recommendation, the program will be supported in its review of objectives and learning outcomes, and any resulting revisions to the curriculum. |

| **Recommendation #2\*:**<br>**Experiential Learning**<br>Reconsider the nature and the duration of the capstone project by: 1) eliminating it altogether; or 2) introducing a fourth-semester off-campus internship option with an experiential learning course similar to the one delivered during the pandemic during the third semester. | **Program:** The program included a proposal with the IQAP report to restructure the third semester which was supported by the reviewers. Create a third term focused on an experiential learning course like the one delivered during the pandemic will be explored. This approach would include an opportunity to do an off-campus internship during an optional fourth semester. The new structure would improve the learning outcomes for all students, eliminate the capstone project, and address the financial burden of making what is often an unpaid internship a requirement for graduating with a MMJC degree.<br><br>**Faculty:** The Faculty supports the Program's proposal to re-imagine the third term as this could result in:<br>• better achievement of program-level learning outcomes for all students;<br>• minimizing the structural inequities inherent in unpaid internship placements; and<br>• better aligning with FIMS' strategic priority of Growing through Inclusion: Foregrounding ethical engagement while remaining attentive to injustice shapes FIMS' continuing commitments to inclusivity. |
|---|---|
| **Recommendation #3\*:**<br>**Equity, Inclusion and Diversity**<br>Hire tenure-track faculty and address potential barriers to attracting an inclusive pool of applicants. Expand the search to include candidates with master's degrees in Journalism and Communications with commensurate professional experience; include language in the posting that encourages practitioners with experience covering underrepresented audiences to apply. Expand research capacity in the department when considering new hires as this would attract a more diverse pool of candidates to the program. | **Program:** The program supports the reviewers' call for it to focus efforts to recruit instructors who reflect a diversity of professional and lived experiences and welcomes the move by Western to approve a plan for FIMS to hire a new tenure-stream faculty member at the associate level to teach in, and eventually serve as, Graduate Program Chair.<br><br>The program welcomes the suggestion to address potential barriers to attracting a more including pool of candidates, the search could be expanded to include candidates with master's degrees in journalism and communications with commensurate professional experience.<br><br>The program's efforts to expand its teaching team will extend beyond full-time instructors to Limited Duties instructors with diverse professional and personal backgrounds, however the pool of applicants could be limited by the need for an instructor to live in or close enough to London to teach in person.<br><br>**Faculty:** Along with the Program, the Faculty has worked steadily to identify and remediate systemic barriers to the participation of students and faculty from Indigenous communities and other underrepresented communities. Several recent faculty-level hires have taken place as well as affiliations with important Indigenous journalists through the Asper fellowship.<br><br>The Faculty will continue to remove barriers to attract a more inclusive pool of candidates in the 2023-24 MMJC faculty search, and continue to prioritize professional experience in the hiring of our Limited Duties instructors, subject to the provisions of the Collective Agreement. |

**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.

All reviewer recommendations have been prioritized for implementation; however, it should be noted that hiring decisions lie outside the scope of the IQAP review process. As such only part of recommendation #3 is articulated in the table below.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| **Recommendation #1:** Differentiate and review balance between Journalism and Communication streams. | <ul><li>Continue to review Production Week to ensure balance between Journalism and Communication.</li><li>Review program objectives, learning outcomes and curriculum with the aim of improving and possibly increasing the program's communications content.</li><li>Continue efforts to improve the balance between Journalism and Communications, and to ensure that the students recognize that common competencies are applicable to both streams.</li><li>Consideration of a particular expertise in Communications for upcoming hires.</li></ul> | Graduate Chair Associate Dean | By July 2025<br><br><br><br><br><br><br>By July 2024 |
| **Recommendation #2:** Reconsider the nature and the duration of the capstone project by introducing a fourth-semester internship option. | <ul><li>Develop and submit proposed changes (as articulated in the response above) for submission to SUPR-G by end of fall 2023.</li></ul> | Graduate Chair Associate Dean | Ideal implementation of changes for 2024-2025 |
| **Recommendation #3:** Address potential barriers to attracting an inclusive pool of applicants when hiring. | <ul><li>Prioritize the program's commitment to diversifying the pool of full-time and part-time faculty candidates, considering more diverse professional and personal backgrounds, as consistent with the Collective Agreement.</li></ul> | Dean Associate Dean Graduate Chair | Ongoing |

## ITEM 12.3(h)(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 Item 12.3(h)(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

***Any Graduate Program***

Dr. David Sherry AFAR Graduate Award
Awarded to full-time graduate students in any faculty who are conducting research affiliated with the Advanced Facility for Avian Research (AFAR) based on financial need and academic achievement. Preference will be given to candidates conducting bird research. An interdisciplinary committee in the AFAR 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, awarded annually
Effective: May 2023

*This award was established in memory of Dr. David Sherry, Distinguished University Professor Emeritus in the Departments of Psychology and Biology who played a pivotal role in founding the Advanced Facility for Avian Research (AFAR) at Western. Memorial donations were made by Victoria Esses, Isaac Sherry, Alexander Sherry, and Dr. Sherry's family, friends, colleagues, and former students.*

***Faculty of Education***

The Indigenous Graduate Students Scholarship Program – Education
Awarded annually to Indigenous graduate students (First Nations, Métis and/or Inuit ancestry) who are beginning their studies in the Faculty of Education's MA and PhD programs. This program strives to foster academic excellence and innovation in Indigenous scholarship and Indigenous research, increase Indigenous student representation in the Faculty of Education and reduce social and economic barriers that disproportionately hinder Indigenous student access and completion of graduate-level studies. The graduate scholarship committee, within the Faculty of Education, will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral studies.

Value: 2 at $4,500
Effective: May 2023

Western Education Graduate Students Living with Disabilities Scholarship Program
Awarded annually to two graduate students who are beginning their studies in the Faculty of Education's MA and PhD programs. This program strives to seed the roots for positive change and reinforces the Faculty of Education's strategic plan to create systemic, social, and ideological changes across the faculty. It also supports students living with disabilities who have historically faced social and economic barriers that disproportionately hinder access to and completion of their graduate studies. The graduate scholarship committee, within the Faculty of Education, will select the

recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral studies.

Value: 2 at $4,500
Effective: May 2023

### *Faculty of Engineering*

Desjardins Award in Artificial Intelligence and Systems Engineering
Awarded to full-time undergraduate students in Year 2 in the Faculty of Engineering who are registered in one of the Artificial Intelligence Systems Engineering (AISE) Programs based on academic achievement. Recipients will continue to receive the awards for Years 3, 4, and 5, provided they maintain full-time status in one of the Artificial Intelligence Systems Engineering (AISE) Programs and a minimum 70% academic average. Only five students may hold this award at any given time. If a student does not retain the award, a replacement recipient will be selected from the same year. The Faculty of Engineering will select recipients. This award was established by a generous gift from Desjardins Group.

Value: 5 at $7,500, continuing for four years. Five students in Year 2 will be selected in 2023-2024 only. Each recipient will receive $30,000 over the four years of their AISE program if they meet retention requirements.
Effective: 2023-2024 to 2026-2027 academic years inclusive

### *Faculty of Health Sciences*

Bursary in Health Sciences for Equity, Diversity and Inclusion
Awarded to an undergraduate student in the Faculty of Health Sciences based on financial need. Preference will be given to candidates who self-identify as belonging to any equity-deserving group with a preference for students who self-identify as Black, Students who are Indigenous (First Nations, Inuit or Métis), Students with a disability, and Students who self-identify as a racialized person of colour. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipients. This bursary was made possible by generous gifts from undergraduate students through the Faculty of Health Sciences Students' Council.

Value: 3 at $1,750 awarded annually
Effective: 2023-2024 academic year

Bursary in Kinesiology for Equity, Diversity and Inclusion
Awarded to an undergraduate student in the School of Kinesiology based on financial need. Preference will be given to candidates who self-identify as belonging to any equity-deserving group. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipients. This bursary was made possible by generous gifts from undergraduate students through by the Kinesiology Students' Association.

Value: 2 at $2,000 awarded annually
Effective: 2023-2024 academic year

Bursary in Nursing for Equity, Diversity and Inclusion
Awarded to a full-time undergraduate student in the Arthur Labatt Family School of Nursing based on financial need.  Preference will be given to candidates who self-identify as belonging to any equity-deserving group.  Online financial assistance applications are available through Student Center and must be submitted by October 31st.  The Office of the Registrar will select the recipients.  This bursary was made possible by generous gifts from undergraduate students through the Nursing Students' Association.

Value: 2 at $2,000 awarded annually
Effective: 2023-2024 to 2032-2033 academic years inclusive

Diversity in Health Bursary
Awarded to full-time undergraduate students in the Faculty of Health Sciences based on financial need.  Preference will be given to candidates who belong to an equity-deserving group.  Online financial assistance applications are available though Student Centre and must be submitted by October 31.  The Office of the Registrar will select the recipients.

Value: Number and value will vary as funds permit.
Effective: 2023-2024 to 2025-2026

Diversity in Health Graduate Bursary
Awarded to graduate students in the Advanced Health Care Practice program, School of Communication Sciences and Disorders, Master of Nursing program, School of Occupational Therapy or School of Physical Therapy, based on financial need. Preference will be given to candidates who self-identify as belonging to an equity deserving group.  A committee in the Faculty of Health Sciences will select the recipients.  At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: Number and value of awards will vary as funds permit.
Effective: May 2023

FHS Students' Memorial Bursaries
Awarded annually to a full-time undergraduate student entering Year 1 and a full-time undergraduate student in Year 2, 3, 4  in the Faculty of Health Sciences, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The recipient will be selected by the Office of the Registrar. This award was made possible by a generous gift from the Western-Fanshawe Nursing Students' Association (WNFSA), Kinesiology Students' Association (KSA), Health Studies Students' Association (HSSA), and The Faculty of Health Sciences Students' Council (FHSSC) in memory of their friends and colleagues who passed away during their time at Western.

Value: 2 at $2,000
Effective: 2023-2024 academic year

Health Studies Students' Association Bursary for Equity, Diversity and Inclusion
Awarded to an undergraduate student in the School of Health Studies based on financial need. Preference will be given to candidates who self-identify as belonging to any equity-deserving group. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipients. This bursary was made possible by generous gifts from undergraduate students through the Health Studies Students' Association.

Value: 3 at $2,000 awarded annually
Effective: 2023-2024 academic year

Verla Schmidt Memorial Graduate Bursary in Nursing
Awarded to full-time graduate students in Faculty of Health Sciences based on financial need. Preference will be given to candidates in the Master of Nursing - Primary Health Care Nurse Practitioner (MN-PHCNP) degree program. 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: 5 at $2,000, awarded annually
Effective May 2023 to April 2028 inclusive

*Verla Schmidt (January 1935 - April 2022) was a teacher who embraced every opportunity to help people achieve their aspirations. As an essential caregiver in the last months of her life, I was deeply touched by the compassion, professionalism and dedication of the nurses I encountered, and would like to use this gift to pay it forward with gratitude.*

*Faculty of Science*

Dr. Kaylie Green Women in Astronomy Graduate Scholarship
Awarded to full-time PhD students in the Department of Physics and Astronomy, Faculty of Science, based on academic achievement. Preference will be given to candidates who are self-identified women. A committee in the Department of Physics and Astronomy in the Faculty of Science will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: $10,000, awarded annually
Effective Date: May 2023 to April 2033 inclusive

*Dr. Kaylie Sharayah Green had a passion for space from an early age. Her dream was to study and explore the universe. She continued on that journey until she was no longer able. Her wish would be to support PhD students and the underrepresented female demographic with a drive in pursuing the same goals towards gaining an understanding of the cosmos and furthering the knowledge of science towards that purpose.*

Fatima Abou-Taha Memorial Scholarship
Awarded to full-time graduate students in Schulich School of Medicine & Dentistry working on research related to the field of cancer, based on academic achievement. A committee in the Schulich School of Medicine & Dentistry will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: $1,000, awarded annually
Effective: May 2023

*The Fatima Abou Taha Memorial Scholarship is established in memory of a remarkable woman who lived a purposeful life dedicated to family, community, and education. Born in Nablus, Palestine in 1948, Fatima immigrated with her family to London, ON, in 1987, where she became a prominent member of the Arab-Canadian community. She was a devoted wife, loving mother of three, and grandmother of six. Fatima passed away on February 26, 2023, after bravely battling cancer. Fatima was a strong believer in the transformative power of education. Through the Fatima Abou Taha Memorial Scholarship, we honor Fatima's legacy and aim to inspire individuals to prioritize education, support cancer research, and create positive change in the world.*

PointClickCare Women in Computer Science Award
Awarded to full-time undergraduate students in Year 3 of a program in the Department of Computer Science, Faculty of Science, who are interested in completing a summer or full-year internship, based on academic achievement. Preference is given to candidates who are self-identified women in programs where they are under-represented. Recipients will have an opportunity to interview for a work term or internship with PointClickCare in a technology position. Recipients are not guaranteed a work term or internship with PointClickCare. Applications are available from the Department of Computer Science and must be completed by September 30. The Department of Computer Science will select the recipients. Recipients are not obligated to participate in the work term or accept employment with PointClickCare to receive or retain the award.

Value: 5 at $10,000, awarded annually
Effective: 2023-2024 to 2025-2026 academic years inclusive

*This award is made possible by PointClickCare Technologies Inc., a leading North American healthcare technology platform enabling meaningful collaboration and access to real-time insights at every stage of the patient healthcare journey. For over 20 years, PointClickCare has realized the same vision: to help the world care for vulnerable populations. Since its inception, PointClickCare has grown exponentially, with over 2,000 employees working to impact millions. PointClickCare is proud to support this award to help empower women students in Western's computer science program, further demonstrating PointClickCare's commitment to diversity, equity and inclusion.*

**Faculty of Social Science**

Dr. Harold D. Clarke Graduate Quantitative Research Methodology Fellowship
Awarded to PhD students in the Department of Political Science based on academic achievement. Candidates must demonstrate ability and research interest in Quantitative Research Methodology. A committee in the Department of Political Science will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: Number and value will vary based on funds available, up to $5,000 annually or as funds permit
Effective: May 2023 to April 2028 inclusive

*This fellowship was established by Dr. Marianne Stewart in honour of Dr. Harold D. Clarke (BA 1966, MA 1967) to provide funding for top graduate students in Political Science, including support for travel to conferences to share their research.*

Robert J. Glushko Honours Thesis Award in Cognitive Science
Awarded to full-time undergraduate students in any honours degree program whose senior honours thesis in Cognitive Science is judged the most outstanding. The Department of Psychology in the Faculty of Social Science will select the recipients.

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

*This award was established in 2023 by entrepreneur and Cognitive Science Professor Robert J. Glushko to recognize and support students and researchers in Cognitive Science.*

### Schulich School of Medicine & Dentistry

Doctor of Medicine (MD) Bursary
Awarded to full-time undergraduate students in the Doctor of Medicine (MD) 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.

Value: Number and value will vary based on funds available
Effective Date: 2023-2024 to 2027-2028 academic years inclusive

Schulich Medical Sciences Bursary
Awarded to full-time undergraduate students in the Schulich School of Medicine & Dentistry who are pursuing a Bachelor of Medical Sciences program, based on financial need. Online financial assistance applications are available through Student Center and must be completed by October 31. The Office of the Registrar will select the recipients.

Value : 2 at $2,000. For the final year, the value will be as funds permit.
Effective: 2023-2024 to 2025-2026 academic years inclusive

## ITEM 12.3(h)(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(h)(ii).

**ATTACHMENT(S):**

New Western-Funded Scholarships, Awards and Prizes

## New Western-Funded Scholarships, Awards and Prizes

*Faculty of Social Science*

Economics Advanced Course Prize
Awarded to a graduating student with the highest average in three of the following four courses: Economics 3320A/B, Economics 3382A/B, and either Economics 3388A/B or 3389A/B. Recipient must be graduating with a B.A with Honours in an Honours Specialization in Economics or an Honours Double Major which includes Economics. The winning average between these courses must be at least 85.0.

Value: Plaque valued up to $60 and book prize valued up to $100.
Effective: 2023-2024 academic year

**ITEM 12.4(a) – Renaming: Cassels Chair in Mining Law and Finance**

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

**RECOMMENDED:**   That on the recommendation of the Senate Committee on University Planning, Senate approve the renaming of the Cassels Brock Chair in Mining Law and Finance to the Cassels Chair in Mining Law and Finance.

**EXECUTIVE SUMMARY:**

**Approval Process**

Per MAPP 1.44, Section 4: Changes to Approved Namings and/or Use of Endowed Funds, a donor may request a change in the naming if, for example, a corporate donor has changed its name, or an individual donor has changed their name.  Changes to namings must be submitted through the same process as for the original naming.

MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of a Chair.  University Advancement is utilizing the open process in respect of the renaming of this Chair.   Under the open process the recommendation is submitted to Senate Committee on University Planning for recommendation to Senate.  The recommendation is submitted to the Property and Finance Committee for approval on behalf of the Board of Governors on the recommendation of Senate.  Approval is reported to the Board of Governors at its next regular meeting in open session.

**Background**

Following the announcement of S. Gherbrenusse as the new Cassels Brock Chair in Mining and Finance Law, communication was received from K. Bonnar, Chief Professional Resources Officer for Cassels requesting a name change of the Chair from "Cassels Brock" to "Cassels" as they have rebranded.

**ATTACHMENT(S):**

Original Report to SCUP regarding the Cassels Brock Chair in Mining and Law and Finance, January 4, 2012

SCUP                                                                    E-Mail Approval
January 4, 2012

## <u>CONFIDENTIAL</u>

## <u>Cassels Brock Chair in Mining Law and Finance</u>

### <u>FOR APPROVAL</u>

Recommended:           That SCUP approve and recommend to the Board of Governors that the terms
                       for the ***Cassels Brock Chair in Mining Law and Finance*** be approved as
                       follows.

## <u>Cassels Brock Chair in Mining Law and Finance</u>

Donor and Funding:     The creation of this Chair is made possible through a generous donation of
                       $750,000 from Cassels Brock & Blackwell LLP.

                       Additional gifts for a total of $1.5 million in donor funding to the Chair will be
                       solicited. When this level of funding is reached, all gifts will be matched on a
                       dollar-for-dollar basis by the University to create a fully funded Chair at $3 million.

                       Until full funding is secured, –income from the endowment will be used to create
                       a graduated series of positions in Cassels Brock's name (eg: Cassels Brock
                       Fellowship in Mining Law and Finance, Cassels Brock Visiting Professorship in
                       Mining Law and Finance).  The level of the position will be upgraded when the
                       endowed capital is sufficient to generate the annual income required based on
                       University payout rates.  Once funding for a new level is reached, the earlier
                       position will come to an end in keeping with any temporary contractual
                       obligations to the holder of the earlier position.

                       The endowment will be held at the University and managed in accordance with
                       University policies and procedures.

Effective Date:        January1, 2012

Purpose:               The gift from Cassels Brock & Blackwell LLP will support the establishment of the
                       Cassels Brock Chair in Mining Law and Finance in the Faculty of Law,
                       conditional upon the full $1.5 million in donor funding being secured.

                       The income from the endowment fund will be used to support the Chair or one of a
                       series of graduated positions as described above. The administration of the spending
                       of resources will be the responsibility of the Dean of the Faculty of Law.

                       The naming of this Chair is supported by the Dean of the Faculty of Law.

Criteria:              The Chair holder will be responsible for program development. The University will
                       commit to initiate an international search for the best possible holder of the Chair,
                       with the intent to recruit a permanent academic Chair within a reasonable time
                       period, subject to securing the full funding required and match. Alternatively in a
                       discipline where few academics exist, the University will embark on a longer-term
                       strategy of identifying the best possible legal talent at a doctoral or post-doctoral
                       level and recruiting such individuals to specialize in mining and finance law.

                       Appointments to the Chair (and related positions) will be conducted in
                       accordance with the appropriate University policies and procedures regarding
                       Academic appointments.  The Faculty of Law anticipates the first Fellow will be in
                       place for the 2012-2013 academic year on a one (1) year contractual basis,
                       renewable (another funder is being sought for the 2012-2013 academic year as

the endowment income will not support the first payout until 2013-2014). Similarly, a Visiting Professorship may be established at a later date as funding grows and offered on a limited term basis to be determined.

Appointments to the Chair will be for a period of five (5) years, renewable.

Reporting:          The University agrees to report annually to Cassels Brock and other donors regarding the financial status of the endowments and the University, through the Faculty of Law, will report annually concerning the activities of the Chair.

Background

Cassels Brock & Blackwell LLP is a Toronto-based law firm of more than 200 lawyers focused on serving the transaction, advocacy and advisory needs of Canada's most dynamic business sectors. They emphasize core practice areas of corporate and commercial law, mergers and acquisitions, securities and corporate finance, tax, intellectual property, real estate, international business and government relations

Cassels Brock is one of the largest business law practices in Canada, serving multinational, national and mid-market entities and dedicated to value-driven public and private M&A, financing and other transactional work. The firm is consistently ranked at or near the top of Bloomberg and Thomson Financial deals league tables for M&A and equity offerings and is cited as market leaders by *Chambers Global*, *ALM 500*, *Best Lawyers*, *Lexpert*, *Global Counsel* and others.

The firm is dedicated to staying on the leading edge of trends in law and business to offer timely proactive and preventative advice that adds demonstrable value and serving leadership roles in business, political, civic, charitable and cultural organizations in community, national and international organizations.

Cassels Brock has affiliations with premier law firms in other jurisdictions across Canada and internationally.

Previous to this gift, Cassels Brock had donated $160,800 to Western.  Their first gift was made in 1989.

## ITEM 12.5(a) – Academic Administrative Appointments

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

**EXECUTIVE SUMMARY:**

Faculty Relations advised of the following academic administrative appointments as of September 15, 2023.

**ATTACHMENT(S):**

Academic Administrative Appointments

| Information for Senate - September 2023 | | | | |
|---|---|---|---|---|
| **Start Date** | **End Date** | **Name** | **Department** | **Admin Appointment** |
| 2023-05-01 | 2028-04-30 | Diachun, Laura | Schulich - Office of the Dean | Assistant Dean |
| 2023-05-01 | 2025-06-30 | Ng,Victor | Schulich - Education Office | Assistant Dean |
| 2023-05-01 | 2028-04-30 | Carson, Kimberley | WL - Teaching and Learning | Library Head |
| 2023-05-01 | 2028-04-30 | Cassady, Samuel | WL - Content Mgmt (CMDA) | Library Head |
| 2023-05-01 | 2026-04-30 | Fyfe, Bruce | WL-User Experience Student Eng | Library Head |
| 2023-05-01 | 2028-04-30 | Zoricic, Christina | WL - Content Mgmt (CMDA) | Library Head |
| 2023-05-15 | 2028-05-14 | Tippett, Marisa | WL-Research and Scholarly Com | Library Head |
| 2023-05-23 | 2023-11-24 | Hatch, Kelly | Office of the Chief Librarian | Acting Associate Chief Librarian |
| 2023-06-01 | 2028-05-31 | Campbell, Craig | Paediatrics | Clinical Department Chair |
| 2023-06-01 | 2028-05-31 | Ott, Michael | Oncology | Clinical Department Chair |
| 2023-07-01 | 2026-06-30 | Ansari, Emily | Music - Office of the Dean | Assistant Dean |
| 2023-07-01 | 2025-06-30 | Clark,  A. Kim | Soc Science - Office of Dean | Assistant Dean |
| 2023-07-01 | 2028-06-30 | Khanna, Reena | Schulich - Office of the Dean | Assistant Dean |
| 2023-07-01 | 2025-06-30 | Lehmann, Wolfgang | Soc Science - Office of Dean | Assistant Dean |
| 2023-07-01 | 2025-06-30 | Mandich, Angie | Health Science - Dean's Office | Assistant Dean |
| 2023-07-01 | 2028-06-30 | Maxwell, Denis | Science - Office of the Dean | Assistant Dean |
| 2023-07-01 | 2026-06-30 | Botterell, Andrew | Law - Office of the Dean | Associate Dean (Acad Programs) |
| 2023-07-01 | 2024-06-30 | Schwerdtner, Karin | Arts - Office of the Dean | Associate Dean (Acad Programs) |
| 2023-07-01 | 2028-06-30 | Yeung, Ken | Science - Office of the Dean | Associate Dean (Acad Programs) |
| 2023-07-01 | 2028-06-30 | Hayden, Elizabeth | Soc Science - Office of Dean | Associate Dean (Grad,PostDoc) |
| 2023-07-01 | 2025-06-30 | Murray, Laura | Health Science - Dean's Office | Associate Dean (Grad,PostDoc) |
| 2023-07-01 | 2026-06-30 | Quan-Haase, Anabel | Info & Media Studies - General | Associate Dean (Grad,PostDoc) |
| 2023-07-01 | 2028-06-30 | Capretz, Miriam | Engineering Research/Grad Srvc | Associate Dean (Research) |
| 2023-07-01 | 2024-06-30 | Cardy, Janis | Health Science - Dean's Office | Associate Dean (Research) |
| 2023-07-01 | 2026-06-30 | Paul, Ileana | Arts - Office of the Dean | Associate Dean (Research,Grad) |
| 2023-07-01 | 2025-06-30 | Sinel, Zoe | Law - Office of the Dean | Associate Dean (Research,Grad) |
| 2023-07-01 | 2024-12-31 | Shrubsole, Daniel | Soc Science - Office of Dean | Associate Dean (Ugrd Program) |
| 2023-07-01 | 2024-06-30 | Tutunea-Fatan, Ovidiu-Remus | Engineering - Office of Dean | Acting Associate Dean (Ugrd Program) |
| 2023-07-01 | 2023-12-31 | Agrawal, Sumit | Otolaryngology | Acting Clinical Department Chair |
| 2023-07-01 | 2023-12-31 | Fuller, John | Anesthesia-Perioperative Med | Interim Clinical Department Chair |
| 2023-07-01 | 2023-12-31 | Teasell, Robert | Physical Medicine and Rehab | Interim Clinical Department Chair |
| 2023-07-01 | 2029-06-30 | Davison, Matt | Science - Office of the Dean | Dean |
| 2023-07-01 | 2024-06-30 | Hutter, Jeff | Science - Office of the Dean | Acting Dean |
| 2023-07-01 | 2024-06-30 | Plug, Jan | Arts - Office of the Dean | Acting Dean |
| 2023-07-01 | 2028-06-30 | Allan, Alison | Anatomy & Cell Biology | Department Chair |
| 2023-07-01 | 2024-06-30 | Hall, Christopher | Mathematics | Acting Department Chair |
| 2023-07-01 | 2027-06-30 | Hudson, Robert | Chemistry | Department Chair |
| 2023-07-01 | 2024-06-30 | Olson, Kelly | Classical Studies | Acting Department Chair |
| 2023-07-01 | 2024-06-30 | Seguin, Cheryle | Physiology and Pharmacology | Acting Department Chair |
| 2023-07-01 | 2026-06-30 | Watson, Kevin | Music - Education | Department Chair |
| 2023-07-01 | 2028-06-30 | Wolff, Victoria | Languages and Cultures | Department Chair |
| 2023-07-01 | 2028-06-30 | Misener, Laura | Kinesiology - General | School Director |
| 2023-07-01 | 2023-12-31 | Miller, Linda | Grad & Postdoc Studies(SGPS) | Vice-Provost (Grad, Post Doc) |
| 2023-07-01 | 2028-06-30 | Cho, Lily | Western International | Vice-Provost (International) |
| 2023-07-03 | 2024-06-07 | Xie, Shiyi | WL-User Experience Student Eng | Acting Library Director |
| 2023-08-01 | 2024-06-30 | Steele, Shawn | Schulich - Office of the Dean | Assistant Dean |
| 2023-08-01 | 2024-01-31 | Borradaile, Nica | Grad & Postdoc Studies(SGPS) | Acting Associate Vice Provost |
| 2023-09-01 | 2026-06-30 | Neff, Bryan | Office of Research Services | Assoc. V.P. (Research) |
| 2023-09-01 | 2028-06-30 | Pexman, Penny | Office of the VP Research | Vice-President (Research) |

**ITEM 13.0 - Items Removed from the Consent Agenda**

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

**EXECUTIVE SUMMARY:**

This is a placeholder for any items removed from consent.

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## **ITEM 14.0 – Discussion and Question Period**

1. Rachel Heydon, Senator:

   As Western continues to work toward its strategic initiatives of research excellence and exemplary teaching and learning environments, I am wondering if you can comment on how Western plans to adequately support the library system and the work and research of Librarians and Archivists on campus.

2. Mary Helen McMurran, Senator:

   The President reports "a first-year class of more than 6,600." As our enrollment grows, the ratio of Librarians and Archivists on campus to students has widened. How does Western plan to ensure that there are enough Librarians and Archivists to provide the critical teaching, learning, and research support that these students (not to mention, we as researcher-teachers) need?

3. Courtney Waugh, L/A Senate Observer Alternate:

   Regarding the President's Report on the rise in the QS World University Rankings, could you comment on the efforts being made to sustain and build the capacity of Western Libraries and the FIMS Library to support this teaching and research excellence?
   As a Research and Scholarly Communication Librarian, I know that we are having to pull back on services due to lack of capacity and very high workloads. For instance, we had to pause the intake of new journals for over a year because we don't have the resources to support the needs and success of current journals while also on-boarding new journals. These are open access journals hosted and supported by Western Libraries and run by Western students and faculty.
   This pause on new journals limits opportunities for students to further extend and enhance their learning and disseminate their scholarship. For faculty run journals, it limits the ability to showcase their work on an international stage.

4. Ken Kirkwood, Senator:

   Question regarding the Women's Ice Hockey team.

   The reported timeframes for complaints being lodged and the non-response are troubling. Are the timelines reported by TSN inaccurate, or is this a failure of leadership in Athletics?

5. Emilie Kalaydjian, Senator:

   Given the recent TSN article the was released on Tuesday, is there any information available on how the Western Women's hockey team is being supported alongside other fellow athletes. What steps moving forward will be taken to ensure that they have been provided the appropriate resources to address any needs they might have both academically and personally.

6. Jane Toswell, Senator:

I notice that the Office of Equity, Diversity and Inclusion produced an annual progress report in August 2023. Could this report be provided to Senate for information, perhaps through SCUP? Could its highlights perhaps be indicated to us in a short and punchy PowerPoint, possibly even at a future Senate meeting?

7. Klaus Meyer, Senator:

Questions to item 8.2 – Huron University College: Introduction of a Major in China Studies.

1. How do students in the program learn on contemporary China, including for example the political system, digital economy, and youth culture?
2. I note the program aims to attract international students. Does this include students from Greater China? If, so what are learning objectives for them (given some of the content they will already no pre-entry) and how do you envisage managing the dynamics of different student expectations in the classroom?
3. A key component of the program is the field trip capstone course. What contingency plans does the program have for, for instance, travel restrictions for Canadian passport holders (or whatever passport your students hold) by the Chinese authorities, or by travel risk advisory from Canadian authorities with respect to China?

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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.