Western
UNIVERSITY · CANADA

Senate attendees are reminded that as per section IV.6 of the Senate By-Laws, only Senators or official Senate Observers may speak at Senate. The By-laws provide a process where, in exceptional circumstances, a guest may be granted speaking privileges at Senate. The Senate By-Laws are available on the Secretariat website: https://uwo.ca/univsec/pdf/senate/bylaws.pdf.

SENATE AGENDA

Friday, January 19, 2024, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of December 1, 2023	Approval
	2.1 Business Arising from the Minutes	
3.0	Report of the President	Information
4.0	Report of the Provost	Information
	- Brescia / Western Integration Update	Information
5.0	Report of the Vice-President (Research)	Information
6.0	Report of the Board Chair	Information
7.0	**Report of the Operations / Agenda Committee (E. Chamberlain)** – see Consent Agenda	
8.0	**Report of the Nominating Committee (J. Toswell)**	
	8.1 Membership – Honorary Degrees Committee	Action
9.0	**Report of the Senate Committee on Academic Policy (WG Pearson)**	
	9.1 Revisions to the Policies on "Progression Requirements – Dentistry" and "Dean's Honour List and Graduation "With Distinction""	Approval
	9.2 Revisions to the "Structure of the Academic Year" Policy	Approval

(S. Roland)

10.1 School of Graduate and Postdoctoral Studies: Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology	Approval

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

11.1 EDID Strategic Plan	Discussion
11.2 National Survey of Student Engagement Results	Information
11.3 Revisions to the Terms for Faculty Scholars	Approval

12.0 Report of the University Research Board (K. Coley)

12.1 Western's Research Funding Performance and Ranking	Information

13.0 Report of the Academic Colleague (P. Barmby) — Information

14.0 The Unanimous Consent Agenda

14.1 Items from the Operations / Agenda Committee

14.1(a) Annual Report on Convocation Statistics - 2023	Information

14.2 Items from the Senate Nominating Committee

14.2(a) Senate Vacancy in the Graduate Student Constituency	Information
14.2(b) Distinguished University Professor Selection Committee	Information

14.3 Items from the Senate Committee on Academic Curriculum and Awards

14.3(a) Faculty of Health Sciences: Arthur Labatt Family School of Nursing: Revisions to the Program Requirements of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), the Compressed Time Frame Bachelor of Science in Nursing (BScN), and the RPN Pathway within the Compressed Time Frame Bachelor of Science in Nursing (BScN)	Approval
14.3(b) Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission and Program Requirements of the Honours Specialization in Creative Writing and English Language and Literature	Approval

14.3(c) School of Graduate and Postdoctoral Studies:

14.3(c)(i) Major Modification to the Master of Music (MMus) in Music Education — Approval

14.3(c)(ii) Major Modification to the Master of Science (MSc) in Computer Science — Approval

14.3(d) Annual Report on Scholastic Offences — Information

14.3(e) Report of the Subcommittee on Undergraduate Academic Courses — Information

14.3(f) Faculty-Specific Sessional Dates — Information

14.3 (g) New Donor-Funded Scholarships, Awards and Prizes — Information

14.4 Items from the Senate Committee on University Planning

14.4(a) Western Office of the Ombudsperson Annual Report — Information

14.4(b) Designated Chairs, Professorships and Faculty Fellowships Approved on behalf of the Senate in 2022 and 2023 by the Senate Committee on University Planning — Information

14.4(c) Evolution of Work Teaching Scholar — Approval

14.5 Announcements and Communications

14.5(a) Academic Administrative Appointments — Information

15.0 Items removed from Consent Agenda

16.0 Discussion and Question Period

17.0 New Business

18.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Klaus Meyer 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

Should you wish to volunteer to offer a land acknowledgement, please don't hesitate to contact senate@uwo.ca.

ITEM 2.0 – Minutes of the Meeting of December 1, 2023

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on December 1,
                                    2023, be approved as circulated.

ATTACHMENT(S):

Minutes of the December 1, 2023 Meeting

Western
UNIVERSITY·CANADA

MINUTES OF THE MEETING OF SENATE

December 1, 2023

The meeting was held at 1:33 p.m. in Room 1R40, Arts & Humanities Building

SENATORS:

L. Abdelellah	J. Herrera	P. Pexman
E. Ansari	S. Hodgson	S. Pitel
G. Arku	J. Hutter	J. Plug
K. Arora	J. Ijam	S. Powell
P. Barmby	J. Jin	A. Puvirajah
M. Bassnett	M. Joanisse	C. Robinson
J. Beecroft	I. Johnsrude	D. Robinson
J. Binoy	A. Jokhu	B. Rubin
M. Bordignon	E. Kalaydjian	G. Santos
N. Borradaile	Z. Kamal	L. Shaw
K. Bressette	M. Kim	A. Shepard
A. Bryson	H. Kirk	Z. Sinel
E. Chamberlain	K. Kirkwood	D. Smith
B. Cheadle	D. Laird	C. Steeves
K. Choi	J. Langille	F. Strzelczyk
S. Clarke	C. Lengyell	J. Sutton
M. Cleveland	J. Li	J. Toswell
K. Coley	A. Liu	R. Ventresca
R. DeKoter	L. Logan	C. Vanderlugt
S. Feagan	D. Malloy	J. Welch
D. Ferri	C. A. Marshall	S. Whitehead
L. Frederking	M. McGrath	J. Wild
J. Garland	M. H. McMurran	J. Yoo
B. Gillies	K. Meyer	A. Zecevic
M. Green-Barteet	L. Miller	
N. Harney	M. Modeski	
L. Henderson	K. Moore	
K. Henricus	K. Olson	

Observers: S. Ajak, R. Chelladurai, L. Cho, J. Doerksen, R. Isard, S. Lewis, M. Machado, M. McGlynn, V. Sarkany, J. Weststar

The Chair expressed gratitude to L. Miller for her service as Vice-Provost (Graduate and Postdoctoral Studies) and advised that Kamran Siddiqui has been appointed to this role for a

five-year term effective January 1, 2024.

LAND ACKNOWLEDGEMENT

K. Coley offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

S.23-195   **ITEM 2.0 – Minutes of the Meeting of November 10, 2023**

It was moved by G. Santos, seconded by C. Steeves,

That the minutes of the meeting of November 10, 2023, be approved as circulated.

CARRIED

S.23-196   **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: the Blue-Ribbon Panel; the appointment of the new Canada Excellence Research Chair; a generous $3 million donation from an alumna; as well as accolades and a leadership update.

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

- A notice about the upcoming Senate Holiday Reception immediately following the Senate meeting.
- The outcome of the Senate Information Session held on November 24, 2023.
- Starting January 2024, Senate meetings will be held in the Great Hall, Somerville House.
- Western has achieved a record level of research funding.
- The upcoming fundraising campaign and the ongoing efforts involved.

S.23-197   **REPORT OF THE PROVOST**

F. Strzelczyk, Provost & Vice-President (Academic) provided a verbal report on the updates and initiatives under her portfolio.

The Provost began her report with a brief recap of the Senate Information Session held on November 24 regarding Brescia's proposed integration with Western University. The presentation was included in the agenda package. The Provost provided insights into the negotiation process with UWOFA, discussed the achieved resolution, and outlined the plans for formalizing the binding agreement.

J. Doerksen, Vice-Provost (Students), commented on Brescia's proposed integration from the student perspective and informed Senate regarding the anticipated number of students expected to join Western this spring.

M. McGlynn, Vice-Provost (Academic Planning, Policy & Faculty), shared details about Western's commitment to providing employment opportunities, including both full-time and part-time positions, to Brescia's permanent faculty and staff.

S. Lewis, Vice-Provost (Academic Programs), provided a brief overview of the proposed integration from Western's academic programming perspective, including modules with parallels at Western, modules distinct to Brescia and the prospective pathway for changing the administrative home of Brescia's programs. Additionally, she noted that after the four-year commitment is met, units will determine the future course of action for Brescia programs.

The Provost noted that the four-year Brescia/Western Integration budget plan will be presented next spring, following the standard procedure, along with the 2024-2025 University budget.

The Provost concluded her report by outlining the various activities planned for the implementation after the binding agreement is signed. She pointed out that, as part of this process, matters falling within the Senate's purview will be addressed as appropriate.

In response to a question, F. Strzelczyk clarified that the Brescia Preliminary-Year Program will undergo modifications to meet the evolving needs and expectations of students.

A Senator raised a question of clarification regarding the plans for the Library at Brescia University College after integration. Catherine Steeves, Vice-Provost and Chief Librarian, noted that, at this point, it has not been decided, emphasizing that the nature of the library services offered on campus reflects the academic programs and specific requirements of the location.

In response to a question regarding the financial aspect of the proposed Brescia/Western Integration and Brescia's budget deficit, the Chair provided comments on the assumed assets and liabilities, including those related to land and buildings. Additionally, the Chair noted that financial matters are not under Senate purview and that the financial figures for Brescia are publicly accessible.

S.23-198   **REPORT OF THE VICE-PRESIDENT (RESEARCH)**

P. Pexman, Vice-President (Research), provided a general overview of Western's research activities and began her remarks by highlighting the record amount of research funding acquired in 2022-23, along with the growing numbers of new applications for the upcoming year. Gratitude was expressed to the faculty and staff members who were involved in the funding application process.

P. Pexman continued her report by noting that regarding the governmental research security initiative, a list of sensitive research areas has not been released yet. To safeguard research, Western has appointed a Research Security Officer and posted a new position for the Director of Research Security.

P. Pexman continued her report by advising on the potential benefits for Western to become a signatory to the Declaration on Research Assessment (DORA), aiming to enhance evaluation methods for the output of research.

P. Pexman also reported on the Animal-Based Research Transparency Initiative and discussed the recent efforts made in this regard.

In response to a question about the potential downsides of signing DORA, P. Pexman mentioned that, for the institution, it might lead to an increase in workload, but the benefits will outweigh the drawbacks.

In response to a question, P. Pexman advised that the core principles of DORA align with the practices and standards of major funding institutions.

S.23-199   **REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)**

ITEM 6.1 – Brescia-Western Integration

Senate acknowledges Brescia University College (Brescia) as a longstanding and important affiliate and partner of The University of Western Ontario (Western) and is sensitive to the current context in which Brescia seeks to find a new future for itself through integration with Western.

Senate notes that changes to any existing academic programming at Brescia and Western following the proposed integration will be brought forward to Senate for deliberation and voting in accordance with its authority and process. Senate also notes that the overarching concern of Senate is that the quality of programs at Western should not be impacted by the integration.

Senate acknowledges the ongoing negotiations between Western and Brescia with the intent that they will enter into a binding memorandum of agreement regarding the integration in the near future.

It was moved by E. Chamberlain,

> That Senate supports and recommends the integration of Brescia University College and The University of Western Ontario as contemplated in the Memorandum of Understanding dated September 21, 2023.

CARRIED

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

S.23-200   **ITEM 8.1 – Revisions to the Policy on "Progression Requirements – Bachelor of Education (B.Ed.)"**

On behalf of the Senate Committee on Academic Policy, M. Cleveland presented the revision to the Policy on "Progression Requirements – Bachelor of Education (B.Ed.)".

It was moved by M. Cleveland,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on "Progression Requirements – Bachelor of Education (B.Ed.)" be revised as shown in Item 8.1.

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

S.23-201   **ITEM 10.1 – Update on the Budget Planning Process and Guidelines**

F. Strzelczyk, Provost & Vice-President (Academic) presented an update on the budget planning process and associated guidelines outlined in the written report in item 10.1.

The Provost advised that the University is currently in the second year of the three-year budget cycle. She provided details on the steps and timeline involved in reviewing and preparing for the 2024-25 budget, adding the advantages of a multi-year budget and highlighting that the budget priorities are in alignment with the strategic plan.

The Provost addressed a question of clarification regarding the required approval by the Provost for new direct-entry undergraduate courses before proceeding through the Senate committee approval process to be eligible for revenue-sharing funding.

In response to a question regarding the potential changes to revenue with respect to the recommendations of the Blue-Ribbon Panel, the Chair advised that the budget will be based on no provincial tuition or grant increases and there are no specific expectations set regarding potential increases to tuition or grants.

S.23-202   **ITEM 10.2 – Annual Report of the University Librarian**

C. Steeves, Vice-Provost & Chief Librarian, presented the Annual Report of the University Librarian for 2022/23. The Report was provided in the agenda package.

In response to a question whether the Western Libraries survey results will be publicly available, C. Steeves advised that the results are for internal purposes and may be utilized upon request for accreditation purposes.

In response to a question regarding the silent study space, C. Steeves noted that a new silent study space will be created. This space will be enclosed to mitigate external noise, and there is a possibility that it will be supervised by staff.

S.23-203   **REPORT OF THE ACADEMIC COLLEAGUE**

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

S.23-204   **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

S.23-205 **Information Items Reported by OAC on Unanimous Consent:**

- ITEM 13.1(a) – Senate Membership – Vacancies Filled by Appointment

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

S.23-206 **ITEM 13.2(a) – Schulich School of Medicine & Dentistry: Renaming of the DDS Program for Internationally Trained Dentists**

It was moved by E. Chamberlain, seconded by G. Santos,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the "DDS Program for Internationally Trained Dentists" be renamed as the Advanced Standing Program for International Dental Graduates".

CARRIED BY UNANIMOUS CONSENT

S.23-207 **Information Items Reported by ACA on Unanimous Consent:**

- ITEM 13.2(c) – New Donor-Funded Scholarships, Awards and Prizes

ANNOUNCEMENTS AND COMMUNICATIONS

S.23-208 The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 13.3(a) – Academic Administrative Appointments

ITEMS REMOVED FROM THE CONSENT AGENDA

S.23-209 - ITEM 13.2(b) – 2022-23 Annual Report of the Office of Academic Quality and Enhancement

A Senator requested this item be removed from the Consent Agenda as they wanted to have more information regarding the quality assurance audit that is currently underway at Western.

S. Lewis briefly commented on the Annual Report of the Office of Academic Quality and provided an update on the ongoing audit process. She provided information on the timeline for this process, the programs selected for review by the audit team, and recent meetings with various groups on campus that took place as part of the site visit. Additionally, it was advised that no areas of major concern were identified.

S.23-210 **DISCUSSION AND QUESTION PERIOD**

The full text of questions submitted in advance of the meeting was posted in the agenda at Item 15.0 prior to the meeting. The questions and responses are summarized below.

1. A Senator shared information regarding Western's historical participation in the National Survey of Student Engagement (NSSE) and the positive impact of receiving detailed reports. However, despite initial access to data, the reports eventually disappeared, and a Senator was seeking information on student engagement, retention rates, and graduation rates, particularly in the context of the pandemic and broader societal changes.

S. Lewis provided a brief overview regarding the NSSE and advised that a Report regarding the results will be brought forward to Senate for information in January 2024.

2. Considering that November 1, 2023 is the lock-in date for finalized enrollment numbers, a Senator has requested an update on enrollment, including a breakdown of domestic and international students, as well as undergraduates, graduates, and other categories. They also requested whether the interactive dashboard could be located on the University website.

R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), confirmed that the dashboard contains the latest information and is publicly available. Additionally, it was mentioned that time is required finalize the data as of November 1, 2023.

3. A Senator expressed concerns over the absence of updates to gifts and naming policies in the past fifteen years. They particularly emphasized uncertainties surrounding donor scrutiny and naming guidelines, highlighting the need for clarity and addressing these concerns, especially in light of an upcoming fundraising campaign.

The Chair explained that Western follows the Council for Advancement and Support of Education (CASE) guidelines and standards regarding philanthropic activities of educational institutions. Regarding the upcoming campaign, ongoing collaboration with a consultant is in progress to review and assess the main policies.

4. An Official Observer raised a question of clarification regarding the budget allocated for reimbursing expenses for external examiners for student theses.

L. Miller, Vice-Provost (Graduate & Postdoctoral Studies), noted that, due to the change in the budget model, all graduate funding had been moved to the Faculty. Additionally, she shared the results of a recent survey regarding the coverage of travel expenses at other universities. There are very few institutions that provide honoraria for examiners, however they cover the travel expenses of external examiners, and in most cases, reimbursement takes place locally at the unit level.

ADJOURNMENT

The meeting adjourned at 3:18 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

There is no business arising at this time.

To: Senators

From: Alan Shepard

Date: January 12, 2024

Re: Monthly report for January 2024

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Dear Senators,

Happy New Year! I hope you all enjoyed a wonderful holiday break.

Following are some noteworthy developments since my last report for the Senate meeting of December 1, 2023.

Brescia-Western Integration: Brescia University College will fully integrate with Western University as of May 2024, following the approval of a memorandum of agreement (MOA) by the governing boards of the two institutions on January 10, 2024.

As outlined in the MOA, Western will invest in new initiatives that preserve Brescia's mission to instill the values of wisdom, justice and compassion into each graduate. Other commitments include:
- establishing a $25-million Brescia Legacy Fund to support scholarships, bursaries, and programs for students who may face barriers to university
- maintaining Brescia's Clare Hall as an all-women identifying residence for at least four years, subject to demand
- preserving the names of Brescia buildings, sites, and institutional artifacts
- identifying a dedicated Brescia student lounge for current Brescia students to stay connected outside of the classroom
- supporting the transfer of the Brescia Alumnae Association to operate as a chapter or group within Western's alumni structure.

Enrolment: Final 2023-2024 enrolment numbers as reported to the Ministry are below:
- Western and Affiliated University Colleges total full-time enrolment: 42,148
- Constituent University full-time enrolment: 36,205
  - Undergraduate: 27,951
  - Graduate: 6,847
  - Other: Medical Residents: 1,023; Concurrent Programs: 384
- International full-time enrolment Western and Affiliated University Colleges: 5,720
- International constituent university full-time enrolment: 4,690

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Western ranked among top 10 for sustainability: On December 5, the QS (Quacquarelli Symonds Limited) World University Rankings: Sustainability 2024 positioned Western 10th in the world out of 1,403 institutions, fourth in the Americas, and third in Canada.

$11.3 million for facilities that support interdisciplinary research and innovation: We received decisions from the Ontario Ministry of College and Universities for the 2023 Ontario Research Fund - Large Infrastructure Fund, with matching funds for four of five applications from Western valued at more than $11.3 million. A decision on the fifth application is pending.

Donation of $8.5 million strengthens hearing science and innovation: An $8.5 million donation from global hearing implant company, MED-EL, will establish two endowed research chairs – one in neurotology and translational hearing innovation, and the other in auditory biophysics and engineering. The inaugural chairholders are **Sumit Agrawal** and **Hanif Ladak**.

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

- **Nicole Redvers** (Epidemiology and Biostatistics, Director of Indigenous Planetary Health at Schulich) appointed to the World Health Organization's technical advisory group on *Embedding Ethics in Health and Climate Change Policy*.

- **Valerie Oosterveld** (Law) appointed Special Adviser to International Criminal Court Prosecutor.

- The Ontario Association for Behavior Analysis (ONTABA) recognized **Nicole Neil** (Education) with its top research award.

- The International Scientific Association for Probiotics and Prebiotics named an award in honour of **Gregor Reid** (Schulich) in recognition of his pioneering work in probiotics and in low- and middle-income countries through Western Heads East.

- **Marnie McBean** (BA'97, Hon. LLD'03) appointed to the Canadian Senate.

- **Michael Schmaltz** (BESc'93, MA'08, PhD'16) selected to receive the inaugural Limitless Visionary Award from TechAlliance.

- **Lynn Wells** (PhD'97) appointed as the next President & Vice-Chancellor of Laurentian University.

- **Serena Mendizabal** (BA'20, MA'23) was part of five expert panels at COP28, offering insights on Indigenous-led pathways towards equitable solutions and resiliency in the climate crisis.

- **Brodie Fenlon** (MA'99) appointed General Manager and Editor in Chief of CBC News.

- **Ardyth Brott** (LLB'93) appointed Member of the Order of Canada for her contributions to the Canadian orchestral community, and her support for youth involvement in music.

- Appointed to the Order of Ontario on January 1:
  - **Claire Crooks** (Education)
  - **Joy MacDermid** (Health Sciences)
  - **Fred Possmayer** (Professor Emeritus, Schulich)
  - **Jo-Anne Clarke** (former geriatric medicine resident)
  - **Gervan Fearon** (PhD'99, Economics)
  - **Blake Hutcheson** (BA'83, Political Science)
  - **Peter Simon** (MMus'82)
  - **Gary Slaight** (BA'73, English)

Leadership updates:

On December 12, we announced that **Ileana Paul** will serve as Acting Dean of the Faculty of Arts & Humanities until January 31, 2024, in place of Acting Dean Jan Plug who is on a leave of absence.

On January 4, we announced the appointment of **Sophie Helpard** as Acting Executive Director, Government Relations, while a comprehensive search takes place to recruit Peter White's successor.

Meanwhile, searches remain underway for our next Deans of Arts & Humanities and the Ivey Business School, as well as our next Vice-President (University Advancement). A selection committee is also underway for the Vice-Provost (Libraries) & Chief Librarian.

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

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

ATTACHMENTS:

ITEM 5.0 – Report of the Vice-President (Research)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Jacquie Burkell, Associate Vice-President (Research), will provide a verbal report regarding research security.

ITEM 6.0 – Report of the Board Chair

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

With a view to enhancing the relationship between Western's Board of Governors and Senate, and with the recommendation of the Board and the Operations/Agenda Committee, the Chair of the Board will present a report to Senate in respect of matters that have been forwarded to the Board from Senate and other non-confidential matters (i.e. items on the open session agenda) under the Board's consideration in the past months. It is the intent that the Chair will provide such a report twice each year.

Keith Gibbons, Board Chair, will present the first report at the January Senate meeting.

Matters sent to the Board from Senate:

The Board received the following reports, for approval, from Senate in 2023:

- Introduction of an Articulation Agreement for the Admission of Graduates of the Nutrition and Food Service Management Diploma at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Brescia University College (approved without modification)
- Proposed Undergraduate Program Name Change at Faculty of Information and Media Studies (FIMS) (approved without modification)

The Board received the following reports, for information, from Senate in 2023:

- Academic Administrative Appointments
- Annual Report of the University Librarian
- Report of the Academic Colleague
- Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2022-23
- Subcommittee on Enrolment Planning and Policy (SUEPP) Report
- Advice re: 2023-24 University Operating and Capital Budgets
- Vice-Provost's Annual Report on Faculty Recruitment and Retention
- Honorary Degree Recipients – Spring 2023
- Honorary Degree Recipients – Fall 2023
- Annual Report of the Office of Academic Quality and Enhancement (OAQE)
- Recommendation re: Brescia-Western Integration

ITEM 8.1 – Membership – Honorary Degrees Committee

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

Workload: Meets two or three times a year, as required.

Composition: Nine (9) members elected by Senate, one (1) of whom must be a Student Senator

Current Senate-Elected Members:

Terms continuing to June 30, 2024:

Nica Borradaile (Schulich), Lisa Henderson (FIMS), Darren Meister (Ivey), Kim Solga (AH)

Terms continuing to June 30, 2025:

Mark Daley (Admin.Staff), Stacey Hann (SS), Nicole Redvers (Schulich), Laurel Shire (SS)

Required: One (1) student Senator to complete a term vacant due to a resignation (to June 30, 2024).

Nominees: Jenna Beecroft   (Student, Senator)   Term to June 30, 2024

ITEM 9.1 – Revisions to the Policy on "Progression Requirements – Dentistry"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on "Progression Requirements – Dentistry" be revised as shown in Item 9.1, and

That effective September 1, 2024, the "Dean's Honour List and Graduation "With Distinction"" policy be revised as shown in Item 9.1.

EXECUTIVE SUMMARY:

The Schulich School of Medicine & Dentistry is proposing revisions to the policy on "Progression Requirements – Dentistry" relating to:

- a program name change from "DDS Program for Internationally Trained Dentists" to "Advanced Standing Program for International Dental Graduates";
- program requirements and progression;
- program regulations; and
- assessment.

The proposed changes are detailed below.

Program Name Change: "DDS Program for Internationally Trained Dentists" to "Advanced Standing Program for International Dental Graduates"

Senate recently approved that the "DDS Program for Internationally Trained Dentists" be renamed as the "Advanced Standing Program for International Dental Graduates", effective September 1, 2024. The rationale for changing the name of the Internationally Trained Dentists (ITD) program to the Advanced Standing Program for International Dental Graduates (IDG) was twofold:

- The "ITD" and other such programs in Canadian dental schools are described by Commission on Dental Accreditation of Canada (CDAC) requirements documentation as an "Advanced Standing" program, and it is important to align with CDAC requirements, especially given the School's upcoming accreditation in Spring 2024.

- Historically, the term "ITD" has taken on a potentially derogatory meaning at Schulich Dentistry, and has been described as such by international dental graduates, faculty, and staff. Specifically, it was said that the term "ITD" was used to other this student cohort, specifically based on their status as international dental graduates and their separation from DDS program educational activities. The culture of Schulich Dentistry has much improved in recent times, partially because of an acknowledgment of the inappropriate use of the term "ITD", and due to the fact that international dental graduates are

now fully integrated into all DDS program educational activities, beginning
with their entry into Year 2 of the DDS program as advanced standing
students.

The current proposal revises the policy on "Progression Requirements – Dentistry" to
reflect this program name change.

Program Requirements and Progression

The policy on "Progression Requirements – Dentistry" has had very few revisions
over the years and needs to be updated due to issues encountered during the 2022-
23 academic year. Students who reviewed the policy indicated that it was very
confusing and unclear. This lack of clarity has resulted in difficulties for academic
leaders in addressing failures and appeals.

In addition, a few years ago the DDS Advanced Standing Program for International
Dental Graduates (IDG) (formerly the DDS Program for Internationally Trained
Dentists) was changed to a three-year program (from a two-year program) and was
fully integrated into the DDS curriculum starting in Year 2. The IDG students want to
be inclusive with the domestic students, therefore the language in the policy has
been updated so that the ITD section of the policy could be removed.

A section on program requirements has been added so that students understand
what is required to transition from year 1 onward.

Information relating to the structure of the academic year has been updated to
provide a higher-level description of Dentistry's two-term curriculum. Specific
information about the structure of each term by Year is removed. This change is in
alignment with the information provided for other professional programs at Western
and will provide flexibility for scheduling orientation week(s) and examination periods
without necessitating a policy revision.

Program Regulations

Sections on Attendance, Professional Ethical Standards, Immunizations, and Police
Checks have been added.

Assessment

This section of the policy has been revamped to provide clarity.

Schulich Dentistry would like to align with the Schulich Doctor of Medicine Program's
pass level of performance of 70%. As such, Schulich Dentistry proposes to increase
the pass level of performance from 60% to 65% effective September 1, 2024, and to
70% effective September 1, 2025.

The subsection on Reports has been updated to reflect that reports are no longer
mailed to students.

Supplemental Remedial Passed (SRP) was removed from the Grade Key as it was decided that students would receive the pass level of performance grade following successfully passing a remediation and/or a supplemental examination. Students experience stress about receiving an "SRP" on their transcript and the preference would be to receive the pass level of performance grade instead. The Schulich Dentistry Education Office will continue to keep a record of students who have completed remediation and/or a supplemental examination, as these students will not be eligible for awards in that year.

Grades have been very high in Dentistry; the majority of the class receives honours, as well as graduates "With Distinction". Schulich Dentistry is proposing to revise the "Dean's Honours List and Graduation "With Distinction"" policy so that the top 10% of the class annually will receive honours, and that DDS students who receive honours three of the four years will graduate "With Distinction", and that IDG students who receive honours two of the three years will graduate "With Distinction". As such, the Grade Key in the policy on "Progressions Requirements – Dentistry" will be updated to reflect that 80-100 percent is no longer "Honours" and is considered a pass.

ATTACHMENT(S):

Revisions to "Progression Requirements – Dentistry"

Revisions to "Dean's Honours List and Graduation "With Distinction""

Policy Category: Registration, Progression, Graduation

Subject: Progression Requirements – Dentistry

Subsections: Program Requirements and Progression; Program Regulations; Assessment Guidelines for the Organization of the Academic Year: Dentistry; Doctor of Dental Surgery (DDS); DDS Program for Internationally Trained Dentists (ITD)

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedure: *

Related Policies: Dean's Honour List and Graduation "With Distinction"

Effective Date: TBD September 1, 2022

Supersedes: September 1, 2022; March 2019

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Doctor of Dental Surgery (DDS) Program and DDS Advanced Standing Program for International Dental Graduates (IDG), Schulich School of Medicine & Dentistry

PROGRAM REQUIREMENTS AND PROGRESSION

The Doctor of Dental Surgery (DDS) program in the Schulich School of Medicine & Dentistry is a four-year program, however for international dental graduates it is a three-year program with students starting in Year 2. The program is divided into integrated years of learning offering large and small group, laboratory, pre-clinical Simulation Clinic, Dental Clinic, and Community Service.

Years 1 and Year 2 courses involve both in-person and online learning; laboratory experiences; pre-clinical dental simulation; large group learning; and small group learning. Students are required to successfully complete all course requirements in Year 1 before transitioning to Year 2, as well as successfully complete all Year 2 requirements before transitioning to Year 3.

Year 3 courses involve both in-person and online learning. Year 3 is a clinically intensive year in the Dental Clinic, providing students with a broad-clinical experience emphasizing a comprehensive patient-centered approach to oral health. Students are required to successfully complete all requirements prior to transitioning to Year 4.

Year 4 courses involve both in-person and online learning and the majority of courses occur in the Fall. Year 4 is a clinically intensive year in the Dental Clinic providing students with a broad clinical experience emphasizing a comprehensive patient-centered approach to oral health. Students are required to successfully achieve competence in all requirements to be recommended for graduation.

GUIDELINES FOR THE ORGANIZATION OF THE ACADEMIC YEAR: DENTISTRY

The Academic Year

The academic year at the Schulich School of Dentistry comprises a period of approximately 32 weeks and is divided into two-terms. (See Schulich Dentistry – Sessional Dates).

The timetable for the first term is available one-week prior to the first day of classes. Schulich Dentistry may, on notice, schedule compulsory classes and seminars additional to those indicated on the timetable.

Dentistry has adopted a two-term curriculum with an examination week(s) at the end of each term as follows:

- For Years 1, 2 and 3, a fall term shall normally comprise 14 weeks of classes plus a one week examination period*.
- For Years 1 and 2, a winter term shall normally comprise 16 weeks of classes plus a three week examination period.
- For Year 3, a winter term shall normally comprise 16 weeks of classes plus 8 weeks of Spring Clinic training, with final examinations normally scheduled on Mondays during the Spring Clinic.
- For Year 4, a fall term shall normally comprise 15 weeks of classes and a winter term shall normally comprise 16 weeks of classes with final examinations interspersed in weeks 9 and 10 of that term.

During the examination period, only mid-term and/or final written and/or practical examinations will be held.

The fall term, including the examination week, shall not extend beyond December 22 in any year.

The winter term shall normally begin on the Monday of the first full week in January.

No lectures, seminars, laboratory or preclinical or clinical sessions shall be scheduled for Years 1, 2, and 3, and 4 during the examination week(s).

Term tests that are not mid-terms are to be scheduled at times normally assigned to a course for lectures, seminars and/or laboratories but not within two weeks of the examination week(s).

A conference or study week shall be scheduled during the March Break to coincide with the Schulich Doctor of Medicine Program Reading Week of the Faculty of Medicine.

* During this examination period, only mid-term and/or final written and/or practical examinations will be held.

PROGRAM REGULATIONS

Attendance

It is expected that students attend all scheduled curricular learning experiences in the DDS program, including laboratory, pre-clinical and clinical. Failure to attend curricular learning experiences, including scheduled pre-clinical and clinical sessions, without prior advanced approval will be considered a breach of professionalism and may result in a failing grade, remediation or dismissal.

Professional Ethical Standards

All candidates registered in the program are expected to be in compliance with Western University's Degree Level Expectations, and all other applicable policies or statements governed by Western University, including the Code of Student Conduct, MAPP 1.35 – Non-Discrimination/Harassment/Sexual Misconduct Policy, and MAPP 1.46 – Safe Campus Community. In addition, candidates must develop and demonstrate the attributes of a professional as outlined and regulated by the Royal College of Dental Surgeons of Ontario (RCDSO), the Schulich Dentistry Professionalism Policy, and Schulich Medicine and Dentistry Charter of Professionalism.

Immunizations

On admission and for annual clearance, students are required to provide

immunization documentation as it relates to the requirements of the Schulich School of Medicine & Dentistry listed on the Learner Experience Office website.

Police Checks

Students enrolled in the DDS program are engaged in patient care, including vulnerable sectors (i.e., children, adolescents, special needs, adults, seniors, etc.) during their learning. To fulfill legal obligations that support patient safety, students will be required to submit their police record checks and vulnerable sector checks upon admission to the Program prior to beginning Year 1 studies and prior to the beginning of Years 3 and 4. Year 2 students must provide a signed declaration before beginning Year 2. This must be completed independently by the learner and submitted to the Learner Experience Office. Students are not permitted to commence their studies in Year 1, Year 3 and Year 4 if they do not submit or update required documentation of a clean police and vulnerable sector check. Students must consult the Admissions Office (for Year 1) and the Learner Experience Office (Years 2,3, and 4) about processes to follow in the event of a failed check.

~~DOCTOR OF DENTAL SURGERY (DDS)~~

Time Limitation for Completion of Program

The DDS program is a full-time, four-year professional academic program (or three-year for International Dental Graduates). Students on request to the Vice-Dean and Director of Dentistry may be granted a leave of absence while enrolled in their program studies. The DDS program however must be completed within five consecutive years (or four years for international dental graduates) of the original date of enrollment.

A student who fails to complete the DDS program within the stipulated consecutive time period, for any reason, must withdraw from the DDS program. Only under extenuating circumstances may a student apply for readmission to the DDS program, and there is no guarantee that a student will successfully gain readmission to the program. All applications for readmission to the DDS program are reviewed by the Vice-Dean and Director of Dentistry.

~~The four-year program of studies leading to the degree of Doctor of Dental Surgery (DDS) must be completed in no more than five consecutive full years (sixty months) from the date of initial registration in the Faculty of Dentistry. A student who fails to complete the program in five years must withdraw from the School of Dentistry.~~

~~In the event that students fail to complete satisfactorily his/her course of study within the stipulated period of five years, it would be under only extenuating circumstances that readmission would be granted and this only after an application for readmission had been approved by the Director of Dentistry.~~

ASSESSMENT

Assessment in the DDS program occurs via different testing methods and the principal function is to provide feedback to support student learning and achievement of competence. All assessment activities are aligned with the competencies of a beginning dental practitioner in Canada which were established by the National Dental Examining Board of Canada.

Satisfactory Progression without Condition

To complete a year's work and be permitted to register in the succeeding year of the dental program, a student must:

a)   Satisfactorily complete the prescribed assignments for both credit and non-credit courses;

b)   Obtain at least a Pass level (65% 60%) of performance in each credit course.

Note: Effective September 1, 2025, the Pass level of performance will change to 70%.

Notes:

i)   A course shall be defined as a discrete division of a general subject and is characterized by specific instruction and by examination specific to the said course. Where a general subject is not divided into discrete divisions it shall, for the purpose of these regulations, be considered a course.

ii)   In each course, the ratio of term grades to final examination grades is determined by the Course Director teaching staff of the department concerned.

A student who obtains an average at the Honours level (80%) in a year's work is considered to have passed that year with Honours.

Eligibility for Awards

Students in the Faculty of Dentistry are required to achieve a passing grade without benefit of supplemental examination(s) in all courses of the academic year, as well as have no breaches of professionalism, to be eligible for Professional Awards (excluding Scholarships and Bursaries) in that year.

Conditional Progression

A student may be given permission by the Vice-Dean and Director of Dentistry to progress or continue in the dental program with conditions as noted below:

First and Second Years

A first or second-year student who fails either the written and/or preclinical laboratory component(s) of a course may be granted permission to write a supplemental

examination in either or both components of that course, ~~provided the student's overall average in all courses taken that year is at least 65%.~~ If a student is granted permission to take a supplemental examination in either or both components, the student:

1. must achieve a minimum Pass level of 65% on the supplemental examination(s), otherwise the student will receive a grade of "fail";
2. will be given a grade of 65% in the course, regardless of the passing grade achieved on the supplemental examination

   Note: Effective September 1, 2025, the Pass level on the supplemental examinations and grade given in the course will change to 70%.

Third and Fourth Years
A third or fourth-year student who fails the written component of a course may be granted a supplemental examination in that component, ~~provided his/her overall average in the written components of all courses taken that year is at least 65%.~~ If a student is granted permission to take a supplemental examination in either or both components, the student:

1. must achieve a minimum pass level of 65% on the supplemental examination(s), otherwise the student will receive a grade of "fail";
2. will be given a grade of 65% in the course regardless of the passing grade achieved on the supplemental examination.

   Note: Effective September 1, 2025, the Pass level on the supplemental examinations and grade given in the course will change to 70%.

If, by the end of the academic year, a student in third or fourth-year has not completed all clinical cases, requirements and other assignments prescribed in a clinical component of a course, but has an overall passing grade in those activities that have been done, the Clinical Division may recommend that a grade of 'Incomplete' be given. The recommendation will include:

1. The type and extent of the work to be completed;
2. The date on which it must be completed;
3. The name of the Division who will evaluate the student's work;
4. The date by which the final grade will be forwarded to the Registrar's Office.

If a student fails to satisfactorily complete the clinical cases in the prescribed time necessary to remove the course grade of "incomplete", this will result in a failure of the course.

No supplemental examinations will be permitted in the clinical component of third or fourth-year courses, 5320 and 5420. If, by the end of the academic year, a student in third or fourth-year has a failing grade in a clinical discipline within 5320 or /5420,

that student shall be given a grade of "Fail" in 5320 or /5420.

Unsatisfactory Standing

A student shall be considered to have failed the year if the student attains:

1. Less than a Pass level of performance (65% 60%) in one or more courses or components of courses where supplemental examination(s) are not granted;
2. Less than a Pass level of performance (65% 60%) in a supplemental examination.
3. Fails 30% of their course load in a single year. Course load will be determined by the number of course credits. Each course is equivalent to one course credit whether it is a half-year or full-year course.

Note: Effective September 1, 2025 the Pass level of performance will change to 70%.

Requirement to Repeat a Failed Year

Students who have been considered to have failed the year will be required to either repeat the year or withdraw from the program, which will be dependent on the number and magnitude of the failures. The Competency and Progressions Committee and Vice-Dean and Director of Dentistry will determine if a student is required to repeat a year or withdraw from the DDS program.

If a student is required to repeat the year, they must repeat the entire year. Only in extenuating circumstances will the Vice-Dean and Director of Dentistry grant an exemption.

Supplemental examination privileges are not extended to students repeating a year.

A student granted the privilege of repeating a year will be responsible for all applicable tuition and Dentistry fees outlined in the Fee Schedule of the year being repeated.

Requirement to Withdraw

A student who has not met the requirements listed for "Satisfactory Progression" above or was not successful in demonstrating sufficient achievement and progression after appropriate remediation and/or supplemental examinations shall be required to withdraw from the DDS program for any of the following reasons:

1. The student has not met the conditions listed under "Conditional Progression" and, therefore is not eligible for supplemental assessment.
2. The student has met the conditions listed under "Conditional Progression" but permission for supplemental assessment is not granted by the

Competency and Progressions Committee and Vice-Dean and Director of Dentistry.

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

4. The student has failed a second year of studies (does not have to be consecutive).

5. The student has failed 30% or more of their course load in a single year.

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

7. The student has met the requirements under "Satisfactory Progression" but has not been compliant with the Professional Ethical Standards defined above.

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

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

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

Appeals

Students wishing to appeal a decision of the Schulich School of Medicine & Dentistry should refer to the Undergraduate Student Academic Appeals policy.

Readmission

A student who fails to complete the program in five years will be required to withdraw from the dental program and will not normally be readmitted. Readmission to the dental program following withdrawal for unsatisfactory standing is subject to the following conditions:

If a student has been asked to withdraw from the DDS Program for unsatisfactory standing, readmission to the Program will be subject to the following conditions:

1. A student may be permitted to repeat that the failed year. Permission to repeat first year is seldom given, and then only under extenuating circumstances. Permission to repeat one of the subsequent years is normally given, but is subject to a vacancy being available in the year to be repeated.

2. Applications for readmission must be submitted in writing to the Director of

Dentistry on or before August 15 of the year in which readmission is being sought.

3. A student who is granted permission to repeat a year is required to repeat the entire year ~~all courses of the failed year that have a clinical component~~, regardless of the achievement level. All prescribed work must be completed satisfactorily or the student will be required to withdraw from the Faculty of Dentistry. Supplemental examination privileges are not normally extended to students repeating a year.

A student who voluntarily withdraws from a specific year of instruction before the end of the Fall-Term may apply for readmission to the Vice-Dean and Director of Dentistry by July 1 of the following year. In such event, the year from which the student withdrew would not be counted within the sixty-month period (or forty-eight months for International Dental Graduates) allowed to complete the program.

Reports

~~At the end of each academic year, a report will be mailed by the Office of the Registrar to each student showing the numerical (percentage) grade achieved in each course.~~ Students are able to access their grades at the end of each academic term through the Student Center. The key to grades is:

Mark	Grade	Performance
80-100	A	Pass ~~Honours~~
70-79	B	Pass
~~60~~ 65-69	C	Pass
~~59~~ 64 and below	F	Fail
~~SRP~~	~~--~~	~~Supplemental Examination/Remedial Work passed~~
IPR	--	In Progress
INC	--	Incomplete

Students must satisfactorily complete all course requirements to receive a Pass level of performance of 65%, which includes formative assessments and a minimum grade of 65% on summative assessments.

Note: Effective September 1, 2025, the Pass level of performance and minimum grade on summative assessments will change to 70%.

Remedial Work/Supplemental Examination

A grade of 65% is given to students who have failed a course and have successfully completed remediation work and/or a supplemental examination.

Note: Effective September 1, 2025, the grade given to students who have failed a course and have successfully completed remediation work and/or a supplemental examination will change to 70%.

Honours

See the Dean's Honour List and Graduation "With Distinction" policy.

Reports will also show quartile standing (an indication of class ranking).

Graduation Requirements
A student who successfully completes the work of the fourth their final year of the DDS program shall be recommended for graduation.

THE DDS PROGRAM FOR INTERNATIONALLY TRAINED DENTISTS (ITD)

Time Limitation for Completion of Program
The three-year program of studies leading to the degree of Doctor of Dental Surgery (DDS) must be completed in no more than four consecutive years (forty-eight months) from date of the initial registration. A student who fails to complete the program in four years must withdraw from the Program.

In the event that the student fails to complete their course of study satisfactorily within the stipulated period of four years, it would be only under extenuating circumstances that readmission would be granted and this only after an application for readmission had been approved by the Examinations & Progression Committee and Dentistry Council.

Non-Credit Courses
In addition to the credit courses, students are required to attend the non-credit courses.

Progression Without Condition
To complete a year's work and be permitted to register in the succeeding year of the DDS ITD dental program, a student must:

1. satisfactorily complete the prescribed assignments for both credit and non-credit courses, and

2. obtain at least a Pass level of performance (60%) in each credit course.

Notes:
  i.   A course shall be defined as a discrete division of a general subject and is characterized by specific instruction and by examination specific to the said course.   Where a general subject is not divided into discrete divisions it shall, for the purpose of these regulations, be considered a course.
  ii.   In each course, the ratio of term grades to final examination grades is determined by the teaching staff of the department concerned.

A student who obtains an average at the Honours level (80%) in a year's work is considered to have passed that year with Honours.

Eligibility for Awards
Students in Dentistry are required to achieve a passing grade without benefit of supplemental examinations(s) in all courses of the academic year, to be eligible for Professional Awards (excluding Scholarships and Bursaries) in that year.

Conditional Progression
A student may be given permission by the Examinations & Progression Committee and Dentistry Council to progress or continue in the DDS ITD Program with conditions as noted below:

First Year (DDS ITD1)
A first year (ITD1) student who fails either the written and/or preclinical laboratory component(s) of a course, may be granted permission to write a supplemental examination in either or both components of that course, provided that the student's overall average in all courses taken that year is at least 65%.

Second and Third Year (DDS ITD2, DDS ITD3)
A second or third year DDS ITD student who fails the written component of a course may be granted a supplemental examination in that component, provided his/her overall average in the written components of all courses taken that year is at least 65%.

If, by the end of the academic year, a student in the second or third year of the DDS ITD of the program has not completed all clinical cases, requirements, and other assignments prescribed in a clinical component of a course, but has an overall passing grade in those activities that have been done, the Clinical Division may recommend that a grade of "Incomplete" be given. The recommendation will include:

  1. the type and extent of the work to be completed;
  2. the date on which it must be completed;
  3. the name of the Division that will evaluate the student's work;
  4. the date by which the final grade will be forwarded to the Registrar's Office.

No supplemental examinations will be permitted in the clinical components of second or third year courses, Clinical Practice 5320 and 5420.

Unsatisfactory Standing
A student shall be considered to have failed the year if the student attains:

1. less than a Pass level of performance (60%) in one or more courses or components of courses where supplemental examination(s) are not granted;
2. less than a Pass level of performance (60%) in a supplemental examination.

Readmission
A student who fails to complete the program in four years will be required to withdraw from the DDS ITD Program and will not normally be readmitted. Readmission to the DDS ITD Program following withdrawal for unsatisfactory academic standing is subject to the following conditions:

1. A student may be permitted to repeat that year, subject to a vacancy being available in the year to be repeated.
2. Applications for readmission must be submitted in writing to the Associate Dean, Undergraduate Dental Education on or before August 15 of the year in which readmission is being sought.
3. A student who is granted permission to repeat a year is required to repeat all courses of that year, regardless of the achievement level. All prescribed work must be completed satisfactorily or the student will be required to withdraw from Dentistry. Supplemental examination privileges are not normally extended to students repeating a year.

    A student who **voluntarily** withdraws a specific year of instruction may apply to the Associate Dean Undergraduate Dental Education for readmission, subject to a vacancy being available in the year to be repeated. In any such an event, the year from which the student withdrew would not be counted within the forty-eight month period allowed to complete the program.

Reports
At the end of each academic year, a report will available from the Registrar's Office to each student indicating the numerical (percentage) grade achieved in each course. The key to grades is:

Mark	Grade	Performance
80-100	A	Honours
70-79	B	Pass
60-69	C	Pass
59 and below	F	Fail
SRP	--	Supplemental Remedial Passed

| IPR | -- | In Progress |
| INC | -- | Incomplete |

Exemption from Courses: No exemptions from courses will be permitted to students registered in the ITD Program.

Graduation Requirements
A student who successfully completes the work of the third year of the DDS ITD program shall be recommended for graduation.

Senate Academic Policies

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: ==TBD== ~~September 1, 2023~~

Supersedes: ==September 1, 2023;== September 1, 2022; January 2022

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DEAN'S HONOUR LIST - UNDERGRADUATE STUDENTS

The following statements apply to undergraduate students in the Faculties of Arts and Humanities, Health Sciences, Information and Media Studies, Music, Science and Social Science, and at Brescia University College, Huron University College and King's University College.

Undergraduate students with outstanding academic records are adjudicated for inclusion in the Dean's Honour List in May and August of each year.

1. In May of each year the Dean of each Faculty establishes an Honour List containing the names of all full-time students registered in that Faculty who completed a minimum of 4.0 courses during the previous Fall/Winter Session (September-April) and earned an average of 80% or more with no failed courses.

Dean's Honour List and Graduation "With Distinction"

2. Students enrolled in fewer than 4.0 courses will qualify for the list in May or August each time they accumulate a new set of at least 4.0 consecutive courses and earn an 80% average with no failed courses within that set.

3. Graduating students who attained Dean's Honour List standing at their last checkpoint and maintained a cumulative average of 80% with no failures on any courses taken from then until graduation will be named to the Dean's Honour List upon graduation.

4. Grades received on a Letter of Permission will be included in the average.

The following statements apply to other undergraduate faculties/schools/programs:

1. **Richard Ivey School of Business:** The Honours designations that are available to Honours Business Administration (HBA) students are listed below. If an HBA student is found in breach of the Ivey Student Code of Conduct, the student may be ineligible to receive any of the Honours designations – Dean's Honours List, Ivey Scholar, Gold Medal, "With Distinction" – and may not be included in the Ivey Ring Tradition Ceremony.

   a. **Pass with Distinction:** Students in the ~~Honours Business Administration (~~HBA~~)~~ program who achieve an overall average of at least 80% on a full year's work in HBA1 or HBA2, as defined by the program, will be designated as Pass with Distinction on Western's transcripts.

   b. **Dean's Honour List:** A student must complete a full year's course work as defined by the program and attain grades in the top 25% of the class to receive the Dean's Honour List standing on Western's transcripts. Students may attain Dean's Honour List standing at the end of HBA1 and at the end of HBA2. The average excludes exchange and non-Ivey courses.

   c. **Ivey Scholar:** A student who achieves a standing in the top 10% in both HBA1 and HBA2 will be designated as an Ivey Scholar on Western's transcripts. Students may attain Ivey Scholar designation only at the end of HBA2. The HBA1 and HBA2 averages exclude exchange and non-Ivey courses.

2. **School of Dentistry** ~~(both DDS and ITD programs)~~**:** Students must complete a full year's work as defined by the program and attain grades in the top 10% of the class ~~achieve an average of 80%~~ or have a special recommendation of the Director.

   Note: Students who have sat supplemental examinations are not eligible to be ranked to the Dean's Honours List.

Dean's Honour List and Graduation "With Distinction"

3.   **Faculty of Education**. At the end of each of years 1 and 2, students in the B.Ed. program who achieve an overall weighted average of at least 85%, with no failed courses, will qualify for inclusion on the Dean's Honour List.

4.   **Faculty of Engineering**, to be named to the Dean's Honour List students in Engineering must complete a minimum of five courses (5.0 credits) in the academic year (i.e., September - April) and achieve an average of 80% on all courses with no failed courses.

5.   **Faculty of Law**, students must complete a full year's work as defined by the program and be in the top 10% of the class to be named to the Dean's Honour List for that year.

     Only the grades earned in courses taken at the Faculty of Law in a particular year (provided those courses total at least 14 credit hours) are used to calculate a student's standing for an overall achievement award in that year. Students who attend the Faculty of Law on a letter of permission from another law school are not considered for the Dean's Honour List or an overall achievement award in that year.

6.   **School of Nursing**. Students who have achieved an 80 percent in each course, excluding electives, will be considered for Dean's Honour List.

The following statements apply to Undergraduate **Combined Degree Programs**:

Students who are registered in the Fall/Winter session in an approved program of full-time studies leading to two undergraduate degrees will be adjudicated for the Dean's Honour List of each Faculty provided that at least 3.5 courses of the year's work have been approved for credit toward the particular degree.

1.   **Engineering**:
     Students registered in a combined degree program will be adjudicated for the Dean's Honour List for Engineering based on all courses taken in the academic year (i.e., September - April) provided the student is registered in a minimum of five courses (5.0 credits). In addition, an average of 80% must be achieved on all courses taken towards the BESc degree with no failed courses.

     Engineering and Business:
     For Engineering students in the BESc/BA(HBA) program, refer to point 1 above. For Business students in this program, refer to point 2 below.

     Engineering and Law:
     For Engineering students in the BESc/JD program, refer to point 1 above. At the Law School, students are considered for the Dean's Honour List during

Dean's Honour List and Graduation "With Distinction"

their first year of Law (Year Four). Students enrolled in Years Five and Six of the combined program are considered for the Dean's Honour List provided they take Law courses totaling at least 12 credit hours. Only the Law courses will be used in the calculation for the Dean's Honour List for Law.

2. **Business – all Combined Degree Programs**:
   At the Richard Ivey School of Business, students are considered for the Dean's Honour List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honour List in Year 5 only and only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honour List standing.

   Exceptions:

   a) **Business and Law (HBA/JD program)**
   At the Richard Ivey School of Business, students are considered for the Dean's Honour List during their first year of HBA. Students enrolled in Years 5 and 6 of the combined degree program are considered for the Dean's Honour List in Year 6 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honour List standing.

   A student who takes Law courses totaling at least 12 credit hours in each of Years 5 and 6 of the combined program is considered for the Dean's Honour List at the Faculty of Law in that year on the basis of those courses.

   b) **Business and Health Sciences**
   For Business, see point 2 above. In the Faculty of Health Sciences, students will be adjudicated for the Dean's Honour List based on all courses taken in the academic year (i.e., September – April) provided the student is registered in a minimum of five courses. In addition, an average of 80% must be achieved on all courses taken toward the BHSc degree with no failed courses.

   c) **Business and Media, Information and Technoculture**
   For Business, see point 2 above. In the Faculty of Information and Media Studies, students may be eligible for the Dean's Honour list in Years 4 and 5. Adjudication will be based on having an overall 80% average on all courses (including both MIT and HBA courses) taken in each academic year.

   d) **Faculty of Arts and Humanities**
   For Business, see point 2 above. In Arts and Humanities, students will be considered for the Dean's Honour list in the usual way in Years 1 and 2.

Dean's Honour List and Graduation "With Distinction"

Students who take at least 3.0 Arts and Humanities courses in each of Year 4 and Year 5 will be considered for the Dean's Honour List in each year on the basis of those courses. If fewer than 3.0 Arts and Humanities courses are attempted in Year 4, all Arts and Humanities courses taken in Years 4 and 5 will be considered for the Dean's Honour list at the end of Year 5.

GRADUATION "WITH DISTINCTION" - UNDERGRADUATE STUDENTS

Students in degree programs who have achieved an overall average of 80% and no grade lower than 70% on the entire program with no failed courses will graduate "with distinction."

Exceptions:

1) **Business:** A student who achieves an overall average of 80% in each of HBA1 and HBA2 and no grade lower than 70% and with no failed courses in the program will receive the designation Graduation with Distinction on Western diplomas and transcripts.

   *Note that the average required is in both HBA1 and HBA2 and it is not a cumulative average over both.

2) **Dentistry:** A Doctor of Dental Surgery (DDS) student who receives honours three of the four years shall graduate "With Distinction". An International Dental Graduate (IDG) student who receives honours two of the three years shall graduate "With Distinction". A student who passes each year of the DDS or ITD program with Honours shall be graduated "With Distinction".

3) **Education:** Graduating students who obtain cumulative averages within the top 10% of graduating student averages within the program will graduate "With Distinction."

4) **Engineering**: Students must fulfill Dean's Honour List criteria for every year of study after first year to graduate with distinction. Students who were not registered in a full course load because of transfer credit(s), dual degrees, or varsity sports will be assessed on an individual basis by a committee.

5) **Law**: Students must be on the Dean's Honour List in at least two of their three years in the Law program to graduate with distinction.

6) **Nursing**: In order to graduate 'with distinction' the student will have achieved an average grade in the top 10% of the class, with a minimum average of 85%, no course failures, and no course average below 70%.

Dean's Honour List and Graduation "With Distinction"

Graduands of diploma or certificate programs offered by Western who have achieved an overall average of 80% and no grade lower than 70% on the entire program with no failed courses will receive the designation "With Distinction."

Notes:
- Students who qualify for Graduation "With Distinction" will receive the designation on diplomas, transcripts and reports.
- Letters of Permission: In accordance with the Senate policy, letter of permission grades will be recorded as numeric values and included in the overall average for the calculation of Graduation "With Distinction."
- Since the designation "With Distinction" is conferred only when a student has achieved a certain average, a failure to achieve graduation with distinction may not be appealed (although the grades on which the designation is based may be appealed in the normal way. See Section on Academic Rights and Responsibilities).

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.

Dean's Honour List and Graduation "With Distinction"

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 **the** simple average **calculation** 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 9.2 – Revisions to the "Structure of the Academic Year" Policy

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on
Academic Policy, Senate approve that effective September 1, 2024,
the "Structure of the Academic Year" policy be revised as shown in
Item 9.2.

EXECUTIVE SUMMARY:

This proposed policy update is brought forward to address the need for meeting
instructional days and exam period requirements alongside the addition of non-
instructional days into the fall term.

The Fall term contains non-instructional days for holidays and observances that
constrain scheduling of the following:

- a minimum of 60 instructional days,
- Fall Reading Week,
- a minimum December exam period of 12 days ending December 22,
- at least one study day in December, and
- maintaining a balance between the number of instructional days for each day of
the week.

Under current Senate policy, Western's Fall Reading Week starts on the third Monday
after Thanksgiving.

In Fall 2024, this results in an inequitable distribution of instructional days: there are
only 10 Mondays of instruction compared with 13 Thursdays. While not impacting every
year, the same impact will arise regularly in future years.

Consultations with academic and administrative leaders focused on three options:

- o   Option 1: Fall term ending on Monday December 9th (changed from
  December 6th); December study days reduced from 2 to 1; December
  exam period reduced from 14 to 12 days; total of 11 Mondays of
  instruction for Fall term.
- o   Option 2: Fall Reading week moved to week of Thanksgiving, October 12-
  20 (changed from November 4-10); December study remain at 2 and
  exam period of 14 days; total of 11 Mondays of instruction for Fall term
- o   Option 3: Fall Reading week moved to week of Thanksgiving, October 12-
  20 (changed from November 4-10); fall term ends Monday December 9
  (changed from December 6); December study days reduced from 2 to 1

and exam period reduced from 14 to 12 days; total of 12 Mondays of instruction for Fall term

Option 1: reducing the number of December study days and reducing the length of December exam period

While this option retains the placement of Fall Reading Week, this option presents significant challenges for students.

The December exam period is intense for students. For reference, the December exam period has 16,000 sittings in a minimum 12 days.

By contrast, the April exam period has 18,000 sittings in a minimum of 17 days.

The Office of the Registrar has noted an increasing number of requests for accommodated exams. The university has a legal obligation to make appropriate arrangements for students making such requests.

This past December there were ~6600 requests for accommodated exams. Reducing the exam period puts additional pressure on the ability to schedule these accommodated exams.

Options 2 and 3: both options involve moving Fall Reading Week

In Fall 2023, U6 universities scheduled their Fall Reading Week during the week following Thanksgiving except for the University of Ottawa (Oct. 22-28) and Western (Nov. 4-10). The U6 universities include Western, McMaster University, the University of Ottawa, Queens University, the University of Toronto, and the University of Waterloo. There may be benefit to aligning our Fall Reading Week with peer institutions.

The difference between Options 2 and 3 is that Option 3 extends the term to include another Monday, which would reduce the number of study days to one prior to an exam period of 12 days. Reducing the exam period brings challenges to students who already face a compressed exam period and the challenges around supporting accommodated exams (as outlined in feedback to Option 1).

It is worth noting that we received a range of feedback on these options and there is no single ideal solution. The consultations led to a preference for Option 2: The proposal is to revise the "Structure of the Academic Year" policy to move Fall Reading week to the week of Thanksgiving. This provides 11 Mondays of instruction, preserves two study days in December, and a December exam period of 14 days.

Feedback from Academic Advisors and Associate Deans (Academic) suggests that:
- the loss of a study day would negatively impact students,
- the ability to go home for the Thanksgiving holiday has mental health and financial benefits for students, as well as the opportunity to reconnect with their peers who are also on Reading Week from other institutions,

and supports a schedule that maximizes both the exam period and the number of study days that precede it.

The impact of moving Fall Reading Week for the 2024-25 academic year is to allow for a schedule, subject to ACA's approval, that provides for 11 Mondays of instruction, preserves two study days in December, and a December exam period of 14 days.

In addition to the proposed change regarding Fall Reading Week, updates are recommended to remove the paragraph regarding COVID-19 and the 2022 timeframe, as this time period has passed.

Note: The "Five-Year Cycle of Sessional Dates" contained in the Procedures for the "Structure of the Academic Year" policy will be updated following approval of the 2024-25 Undergraduate Sessional Dates by the Senate Committee on Academic Curriculum and Awards (ACA).

ATTACHMENT(S):

Revisions to the "Structure of the Academic Year" Policy

Structure of the Academic Year

Policy Category: General

Subject: Structure of the Academic Year

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

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

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

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

Related Policies: *

Effective Date: TBD ~~September 1, 2023~~

Supersedes: September 1, 2023; September 1, 2022, January 1, 2022

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HOURS OF INSTRUCTION

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

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

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

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

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

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

Undergraduate Fall/Winter Teaching Terms

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

1. Scheduling and Length of the First and Second Terms

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

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

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

2. Scheduling Study Days and Examinations

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

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

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

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

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

3. Scheduling ~~Thanksgiving Weekend,~~ Fall Reading Week and Spring Reading Week

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

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

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

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

School of Graduate and Postdoctoral Studies

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

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

REMEMBRANCE DAY POLICY

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

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

NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

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

GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE SPRING/SUMMER SESSIONS

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

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

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

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

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

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

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

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

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

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

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

SESSIONAL DATES

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

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

Trois-Pistoles Sessional Dates

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

ITEM 10.1 – School of Graduate and Postdoctoral Studies: Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the course-based Master of Arts (MA) and Master of Science (MSc) in Kinesiology be revised as shown in Item 10.1.

EXECUTIVE SUMMARY:

The School of Kinesiology is proposing modifications to the course-based Master of Arts (MA) and Master of Science (MSc) in Kinesiology. The proposed modifications include:

1. Revising the 6-term course-based MA and MSc to a 3-term Master of Kinesiology (MKin) with a capstone experience.

2. Minor revisions to the learning outcomes.

Note: The new degree designation for the MKin will require the approval of the Board of Governors.

ATTACHMENT(S):

Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology

Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology

The graduate program in Kinesiology currently offers course- and thesis-based Master of Arts (MA), Master of Science (MSc), and doctoral (PhD) degrees in four fields: Management and Leadership (MA and PhD), Sociocultural Studies (MA and PhD), Psychological Basis (MA and PhD), and Integrative Biosciences (MSc and PhD).

The modifications proposed are specific to the course-based MA and MSc. The modifications will improve consistency within the program and address concerns raised in the most recent IQAP review.

The proposed modifications include:

1. Revising the 6-term course-based MA and MSc to a 3-term Master of Kinesiology (MKin) with a capstone experience.

2. Minor revisions to the learning outcomes.

<u>Revising the 6-term course-based MA and MSc to a 3-term Master of Kinesiology (MKin) with a capstone experience.</u>

The course-based options were developed with a stated purpose of providing a breadth of knowledge across the broad discipline of Kinesiology. The current design does not align with this overall goal of the program. Further, the degree expectations, in terms of course requirements, currently differ across the different field options. The proposed MKin designation better reflects the focus on breadth of knowledge in Kinesiology in the course-based Master's program and will afford consistency in degree requirements for all course-based Master's students. Such a designation will also provide distinction from the thesis-based MSc and MA degrees, which have different expectations and learning outcomes than the course-based program. The MKin designation for course-based Master's programs is also consistent with other non-thesis Master's degrees at other institutions across Canada.

The course-based Master's is currently a 6-term program. However, students in the course-based curriculum option complete the degree in 12-24 months. A recommendation in the most recent IQAP review was to restructure the course-based Master's degree into a 12-month program, aligning with other non-thesis Master's degrees across Canada.

In aligning the degree requirements and expectations through the amalgamation of all course-based curriculum options into one MKin degree designation, the degree will be structured in a way that allows the objectives to be met in 12 months. An additional recommendation in the recent IQAP review was to provide more hands-on experiences for students in the course-based program. As such, the

program will be restructured to include a substantial capstone experience, replacing and expanding the current major research paper. This capstone experience is modelled after the existing Management and Leadership internship (KIN 9011Y).

All students in the course-based Master's program will receive the same degree designation of MKin. There will no longer be MSc and MA degrees nor separate field designations for the course-based program. Students will be able to select courses from a breadth of Kinesiology courses. The MKin is structured to be completed in 3 terms (12 months). The degree level expectations remain unchanged from the current course-based Master's program. Rather, the change in degree designation better aligns with the existing degree expectations.

A capstone opportunity will be offered to all students in the course-based Master's, fulfilling 1.5 credits of the degree requirements. If a student has an accommodation preventing them from meeting the capstone requirements, there will be an opportunity to earn equivalent credit through additional coursework.

Proposed degree course requirements:
- Interpreting and Communicating Science (0.5)
- Sport Leadership (0.5)
- Elective (0.5)*
- Elective (0.5)*
- Elective (0.5)*
- Capstone Experience (1.5)
- Kinesiology seminar (Milestone – 1 term)

*Electives may be selected from any graduate level courses. At least one elective must be selected from Kinesiology courses, resulting in a minimum of 50% of courses from Kinesiology. Examples of courses offered covering the breadth within Kinesiology: KIN 9062 Rethinking the Olympics; KIN 9431 Physiology of Exercise Training; KIN 9066 Sport, Body & Culture; KIN 9445 Medical Aspects of Sport; KIN 9466 Biomechanics in Practice and Research.

Current Requirements	Proposed
Master of Arts and Master of Science, Kinesiology (Course-based) 24 months (6 terms)	Master of Kinesiology (MKin) (Course-based) 12 months (3 terms)
Course Requirements • Course-based MA and MSc (without internship): 4.0 course credits (8 semester long courses) (Note: MSc students required to take KINESIOL 9466: Interpreting and Communicating Science) • Course-based MA with internship: 2.5 course credits (5 semester-long courses Milestones (non-course degree requirements) • Course-based MA and MSc with and without internship: Major Research Paper • Course-based MA with internship: Semester-long internship • Course-based MA and MSc with and without internship: Kinesiology seminar (two terms)	Course Requirements Course-based MKin: 4.0 course credits Required core courses (1.0 course credits) - KIN 9467: Interpreting and Communicating Science (0.5 course credits) - KIN 9032: Sport Leadership (0.5 course credits) - Elective courses (1.5 course credits) -KIN 9468 (Capstone) OR additional course work (1.5 course credits) - Milestone: Kinesiology seminar (one term) *Electives may be selected from any graduate level courses. At least one elective must be selected from Kinesiology courses, resulting in a minimum of 50% of courses from Kinesiology. Examples of courses offered covering the breadth within Kinesiology: KIN 9062 Rethinking the Olympics; KIN 9431 Physiology of Exercise Training; KIN 9066 Sport, Body & Culture; KIN 9445 Medical Aspects of Sport; KIN 9466 Biomechanics in Practice and Research.

<u>Minor revisions to the learning outcomes</u>

Minor revisions to the wording of the current learning outcomes are proposed to better-reflect the goals of the course-based Master's program.

Current program	Proposed Change(s)
Current course-based Master's degree learning objectives: 1. acquiring advanced and broad knowledge within the kinesiology discipline 2. developing research dissemination skills 3. honing the ability for knowledge mobilization 4. fostering professional capacity and autonomy 5. improving communication skills 6. remaining aware of the limits of all forms of knowledge	**Proposed course-based Master's learning objectives:** 1. acquire advanced and broad knowledge within the kinesiology discipline 2. interpret Kinesiology research and recognize its impacts and limitations 3. improve communication and knowledge mobilization skills 4. foster professional capacity and autonomy 5. value equity, inclusion and diverse perspectives 6. develop an appreciation for continual learning

Current students will be unaffected by the proposed changes. Current course-based students will finish the program under the current program requirements. The new requirements will only affect students entering the program in Fall 2024 and beyond.

ITEM 11.1 – EDID Strategic Plan

ACTION: ☐   APPROVAL   ☐   INFORMATION   ☒   DISCUSSION

EXECUTIVE SUMMARY:

Opiyo Oloya, Associate Vice-President (Equity, Diversity & Inclusion), will present the draft EDID Strategic Plan.

ATTACHMENT(S):

Draft EDID Strategic Plan for Consultation

DRAFT EDID STRATEGIC PLAN FOR CONSULTATION (V17)

Linkages: Towards Western At 150; and Western University Indigenous Strategic Plan

I. LAND ACKNOWLEDGEMENT

At Western, we encourage Land Acknowledgements that strive to rise above mere words and instead communicate actions and commitments towards Reconciliation and building relationships with Indigenous communities.

Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. The three local Indigenous communities which are located 30 – 45 minutes southwest of Western University include: Chippewas of the Thames First Nation, Oneida Nation of the Thames and Munsee Delaware First Nation. Each community is distinct in its culture, history, ceremonies, stories and languages.   (note, link to community websites)

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Adapted from More Than Words, A Guide to Land Acknowledgements at Western University

II. DEFINITIONS – Work-In-Progress (WIP)

Equity
Equity refers to the process of redistributing resources and providing access to equal opportunities for success. Equity works towards eliminating all forms of discrimination and oppression to strive for reconciliation and promote anti-racism.

Diversity
Diversity is the presence of a wide variety of backgrounds, perspectives, experiences, abilities, and spaces within the Western community. It includes, but it is not limited to, age, education, sexuality, Indigenous status, religion, ability, race, ethnicity, and socio-economic status. Diversity without inclusion is futile

Inclusion
Inclusion is an active, intentional, and consistent practice of creating a welcoming environment that nurtures a strong sense of belonging and distinctiveness while implementing equitable policies and processes. By

practicing inclusivity, every individual is supported to reach their fullest potential and feels respected and valued

Equity-Deserving Groups

Refers to groups that have historically faced and continue to face systemic disadvantages, discrimination, and unequal treatment in society. These groups are often marginalized, underrepresented, or undervalued, and may experience barriers that limit their full participation, contributions, and access to opportunities. Examples, include but are not limited to:

- Indigenous Peoples
- People with Disabilities
- Black community
- Racialized community
- 2SLGBTQIA+ community
- Women and gender minorities
- Religious / faith / ethnical communities

Decolonization

Decolonization involves the dismantling of colonial power structures, be they political, epistemic, or social, with the goal of "repatriati[ng] … Indigenous land and life" (Tuck & Yang, 2012, p. 1)[1]. Decolonizing a university requires a rigorous dismantling of the ways that "the invisibilized dynamics of settler colonialism mark the organization, governance, curricula, and assessment of compulsory learning" in post-secondary institutions (Tuck & Yang, 2012, p. 2). It also requires a stock-taking of "how settler perspectives and worldviews get to count as knowledge and research and how these perspectives—repackaged as data and findings—are activated in order to rationalize and maintain unfair social structures" (Tuck & Yang, 2012, p. 2).

Accessibility

Accessibility refers to the design of products, services, curriculum, or environments for Western students, staff, and faculty who experience disabilities (physical, developmental, sensory impaired, behavioural or emotional).

Western Communities

Definition to be developed

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[1] Eve Tuck and K. Wayne Yang, Decolonization is not a metaphor, (Decolonization Indigeneity, Education & Society Archives, 2012-09-08)

III. MESSAGES FROM THE PRESIDENT / A MESSAGE FROM AVP, EDI OFFICE & VICE-PROVOST & AVP, INDIGENOUS INITIATIVES

To be developed

IV. OVERVIEW OF THE CONTEXT FOR THE STRATEGIC PLAN - WIP

Includes:

- Consultation and engagement journey: Community Conversations, Western-wide survey, Think Tanks; including numbers of participants and how information was recorded, etc.
- Data Findings & Lessons learned, including data analysis processes.
- Broader context for the Western University EDID Strategic Plan

V. GUIDING PRINCIPLES

Towards Western at 150 (Section Two, People and Culture) outlines Western's commitment to improve the diversity and equity of our community and to create a more welcoming and inclusive experience, particularly for Indigenous Peoples and all equity-deserving groups. This strategic plan represents our response to that call for action and reflects the voices, expectations and aspirations of over 3,500 participants in the strategic planning process. As we move forward to bringing the strategic plan to life, the following set of principles will guide and inform our journey and our work.

We, the collective Western community recognize and understand that:

1. Large, intentional and sustained cultural change takes commitment, time, effort, perseverance, dedicated resources, and leadership.
2. No one community can undertake this EDID work alone. While Western leaders must lead and champion EDID, each Western community must also take responsibility for realizing the university's EDI vision and goals. (**Note:** some examples of potential support communities are identified under each strategic priority)
3. All members of Western's community must commit to leading and participating in ongoing, collaborative, and courageous EDID conversations, training, learning, unlearning, and change making.
4. Ongoing, intentional, open, and transparent communication and reporting about EDID is essential to our shared progress and success.
5. EDID work is complex, and EDI strategies and action plans must evolve based on emerging data and insights and changing circumstances.

6. A diverse range of voices and perspectives must continue to inform and shape EDID planning, decision-making, as well as the development and implementation of all EDID action plans.
7. Relevant and robust data on Western demographics, representation, and inclusion must be collected, analyzed, actively shared across units, and used to identify evidence-based disparities, and under-representation and inform strategic and equitable approaches and action plans

VI. DRAFT VISION (WIP)

(see Appendix One for suggestions from survey respondents related to their Vision for EDID)

Together, we are cultivating a safe, accessible, and equitable university community where we uphold dignity, kindness, and caring, celebrate our diverse ways of knowing and being in the world, and lift one another up so all students, staff and faculty can thrive and belong at Western University.

VII. MISSION (WIP)

TBD

VIII. ASPIRATIONAL OUTCOME / IMPACT STATEMENTS

(Looking into the future, the Outcome Statements answer the question, 'what impact will this plan have on the students, staff, faculty and communities we serve and partner with?')

- Western students, staff and faculty will feel safe and have a strong sense of belonging.
- Students, staff, and faculty with disabilities will experience barrier free, accessible environments and services at Western.
- Equity deserving groups will see themselves represented in Western's students, staff, faculty, and leadership.
- Western's community, culture, policies, and curriculum will reflect the values of reconciliation with Indigenous Peoples and demonstrate our collective commitment to responding to the Truth and Reconciliation Commission's 94 Calls to Action.
- Western's culture will embody accessibility, decolonization, equity, diversity, and inclusion.
- Western leaders will be active EDI practitioners and passionate champions for actively building a culture of equity, diversity, and inclusion.

IX. STRATEGIC PRIORITIES

(Answers the question, 'what must we prioritize at a strategic level to achieve the outcome statements?')

1 Diverse Representation and Engagement

Ensure students, staff, faculty, and leaders reflect the diverse communities we serve, partner with and impact, including all equity-deserving groups who have been historically, and are currently, underrepresented, undervalued, and under resourced.

2 Inclusive Excellence in Learning and Teaching

Build inclusive, equitable, and accessible learning environments, embedding indigenization and equity, diversity, inclusion and decolonization (EDID) principles and best practices into our teaching, curriculum, programming, and assessment.

3 Inclusive Excellence in Research and Innovation

Build inclusive and accessible research and innovation environments through equitable practices, policies, and supports that foster diverse perspectives and impactful outcomes; and embrace the intentional integration of inclusive, decolonial, and anti-racist approaches within our research initiatives and ecosystem.

4 Safe, Accessible, and Inclusive Spaces, Places, And Experiences

Plan, design, build, and maintain university spaces, places and experiences to be welcoming, safe, accessible, and usable for all students, staff, faculty and visitors, with special attention to the needs and representation of people with disabilities, Indigenous peoples, and equity-deserving groups.

5 Critical Strategic Enablers: System-wide Capacity Building and Cultural Change

(Note: This priority answers the question, "what capacity and capabilities does Western need to develop / sustain in order to achieve the first four strategic priorities?")

Build system-wide capacity and capabilities to lead and ignite bold and meaningful EDID cultural and operational change.

STRATEGIC PRIORITY #1: DIVERSE REPRESENTATION AND ENGAGEMENT

Ensure students, staff, faculty, and leaders reflect the diverse communities we serve, partner with and impact, including all equity-deserving groups who have been historically, and are currently underrepresented, undervalued, and under resourced.

Examples of Support Communities to implement this strategic priority: Deans, Registrar's Office, Admissions, University and Unit HR, Employee Groups, Office of Equity, Diversity and Inclusion (Office of EDI), Office of Indigenous Initiatives (OII), Faculty Relations, Student Experience, Faculty Relations, Student Groups, etc.

Strategies	Strategic Objectives	Examples of Key Performance Indicators
Advance equitable recruitment and hiring, retention, development, and promotion of staff, faculty, and leaders from ED communities.	We, **the collective Western community**, will: • Continually innovate and strengthen recruitment, hiring, selection and promotion processes, to reflect best EDID practices. (i.e., EDID-related behavioural interviewing process; interviewing innovation, job descriptions, etc.) • Regularly explore and implement evolving strategies to reduce bias in the recruitment and selection process of hiring committees and individual interviewers. • Actively strive for all recruitment committees to be diverse champions of accessibility and under-represented groups, and to be aware of gaps in representation within their areas. • Enhance access to equitable career development pathways for faculty, staff, and leaders to progress and thrive. • Support staff and faculty to develop and demonstrate EDID competencies and capabilities when recruiting for leadership roles and during career progression. • Advocate for opportunities to integrate EDID principles into performance review systems, processes, and practices. • Continually enhance onboarding processes for newly hired employees, weaving EDID into all training content, resources, and supports. • Provide intentional supports to newly hired ED employees.	• Faculty and staff diversity targets; candidate targets. • Target diversity ratio for recruitment committees. • Participation rates in EDID training for hiring committees, HR, new employees, etc. • Demonstration of EDID competencies included in role descriptions and HR tools and assessments. • Succession rates and retention rates for ED staff and faculty.
Regularly review and strengthen the student admissions, enrolment, and retention practices to	We, **the collective Western community**, will: • Identify and implement robust strategies to address biases and dismantle barriers to equitable student admissions. • Develop intentional pathways and programming to support diverse student learning styles and needs. • Provide access to mental health and wellness supports to students at all transition points across the academic journey.	• Student admission rates. • Participation rates in EDID and Bias training for domestic and international students. • % increase in ED student financial assistance. • % increase in E students receiving scholarships, grants and bursaries.

Strategies	Strategic Objectives	Examples of Key Performance Indicators
reflect EDID principles and cultivate successful student outcomes.	• Expand promotion and usage of equity-focused admissions tools including, but not limited to, tuition assistance, EDID training for admissions committees and supervisors, and transition / bridging programs. • Increase access to scholarships, grants, and bursaries for ED student groups. • Continue to amplify engagement and outreach to attract prospective ED student populations, particularly Indigenous, Black, and Racialized communities. • Use census, OAUC, and EDID data to inform and strengthen decisions and actions related to ED student admissions and retention.	• Graduation rates by ED group. (annual cohort, per department and faculty) • # of information sessions for severely underrepresented groups; Participation rates • Number of internship and experiential learning opportunities experienced by ED student groups.
Develop an environment of inclusion and belonging at Western, where ED groups are fully valued and engaged.	• Develop tools, resources and supports to enable Employee Resource Groups (ERGs); staff and faculty committees; student clubs and hubs, (i.e., 2SLGBTQIA+ club, Racialized Groups, People with Disabilities, etc.); and networks that reflect diverse cultures, identities, and backgrounds; and interdisciplinary forums across campus to exchange EDID ideas and best practices. • Expand mentorship, sponsorship[2], and networking opportunities for ED students, staff, and faculty. • Endeavor to close the structural disparities in equity and inclusion for the 2SLGBTQIA+ community, integrating approaches that affirm diverse gender identities. • Facilitate and promote events and forums to bring multi / intercultural groups together to engage connect, learn, and promote belonging. • Expand student access to an evolving catalogue of EDID and intercultural training and implementation resources. • Facilitate regular EDID community conversations with students, faculty, and staff and allies.	• % increase in number of ED student clubs, Employee Resource Groups, and networks. • Satisfaction rates with participant experience in clubs and ERGs. • % increase of mentorship and sponsorship relationships • Target number of events and forums that advance EDID. • Increase in training programs, related to Harassment and Discrimination, Sexual Violence, etc. • Develop four EDID certificate programs for all Western students, staff and faculty.

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[2] In the context of EDID, sponsorship refers to a relationship in which an individual with influence and power advocates for and supports the career advancement and development of someone from a marginalized or underrepresented group. A sponsor moves beyond being a mentor by actively promoting the individual's visibility, providing them with opportunities and working hard to support them to achieve their goals and thrive.

STRATEGIC PRIORITY #2: INCLUSIVE EXCELLENCE IN LEARNING AND TEACHING

Build inclusive, equitable, and accessible learning environments, embedding EDID principles and best practices into teaching practices, curriculum development, programming, and assessment.

Examples of Support Communities: Academic Programs, Teaching & Learning Centre, Faculty Groups, Deans, Student Experience, Human Resources, OII, Office of EDI, etc.

Strategies	Strategic Objectives	Examples of Key Performance Indicators
Prepare and support faculty to incorporate EDID more fully into the classroom to enhance students' learning experiences.	We, **the collective Western community**, will: • Support faculty to co-create accessible classrooms of inclusion and belonging, in collaboration with ED students and Western partners, such as the Centre for Teaching and Learning, Student Wellness and Well-being, Office of Indigenous Initiatives. • Equip faculty and instructors with the pedagogical tools, resources, and strategies to teach, engage, and accommodate students with disabilities and diverse needs. • Require faculty and instructors to apply EDID principles to course delivery, teaching, and assessment. • Expand the number of courses and programs focused on the study of, and scholarship by ED groups (e.g., Black studies, Indigenous studies, Jewish studies, Islamic studies, Transgender studies, etc.)	• Evidence that EDID is incorporated into Institutional Quality Assurance Process (IQAP) • Review process for each faculty as per # of courses that reflect EDID • EDID teaching awards to build motivation and recognize good work. • Course review processes / audited for enhancements.
Apply equity, diversity, inclusion, accessibility, decolonization, and antiracism principles in undergraduate and graduate education.	We, **the collective Western community**, will: • Intentionally update / design curriculum and program content, resources, and learning experiences to address the diverse needs, backgrounds, and identities of all students, particularly ED groups. • Facilitate workshops to prepare faculty and staff to incorporate EDID into curriculum design. • Expand opportunities for ED students, staff, faculty, and communities to actively contribute to program and curriculum creation, renewal, and innovation. • Engage and incorporate the unique histories and contributions of ED groups into curriculum and course delivery, where appropriate.	To be developed (TBD)

Strategies	Strategic Objectives	Examples of Key Performance Indicators
	• Review graduate studies curriculum development policies to ensure they reflect EDID principles. • Provide a variety of accessible resources, such as text, images, videos, and interactive materials to accommodate different learning styles and preferences.	
Create safe, brave, and inclusive learning spaces.	We, **the collective Western community**, will: • Build campus-wide understanding about the value and benefits that diversity brings to the classroom. • Increase access to self-directed and self-reflective learning opportunities to expand learner intercultural knowledge and competencies, and self-awareness. • Prepare and support faculty and instructors to create the conditions to incorporate critical thinking and discussions that challenge stereotypes, biases, and system inequalities, fostering a deeper understanding of social justice. • Develop and facilitate cultural-competency training, programs, and toolkits for student leaders, staff, faculty, and instructors.	• Participation rates in training programs / workshops by community.
Foster inclusive student learning experiences.	We, **the collective Western community**, will: • Help ED students successfully navigate the transitions throughout their journey at Western, from undergraduate to graduate programs to the work environment. • Expand access to self-directed and experiential learning opportunities, community placements, and internships for ED students. • Invite (and compensate) ED community members to share relevant lived experiences and knowledge with students; contribute to panels and events; and inform the development of learning and teaching policies and practices.	• Faculty engagement rates with learning bundles; EDID learning modules and certificates. • Rates of EDID modules being incorporated into class syllabi.

STRATEGIC PRIORITY #3: INCLUSIVE EXCELLENCE IN RESEARCH AND INNOVATION

Build inclusive and accessible research and innovation environments through equitable practices, policies, and support the recognition and inclusion foster diverse perspectives and impactful outcomes; and embrace the intentional integration of inclusive, decolonial, and anti-racist approaches within our research initiatives and ecosystem.

Examples of Support Communities: Research Western, Deans / Research Chairs, Graduate and PostDoc Studies, Training & Development, OII, Office of EDI, etc.

Strategies	Strategic Objectives	Examples of Key Performance Indicators
Advance equity in internal and external research funding, awards,. .	We, **the collective Western community**, will: • Identify and mitigate barriers to research funding for Indigenous and ED scholars. • Promote and support Indigenous, diverse, non-traditional, and EDID-related research endeavours. • Elevate, profile, and recognize Indigenous research and EDID in research through the creation of specialized awards and prizes. • Stimulate and support more nominations of ED individuals for internal and external awards and prizes. • Strive for equitable representation on nomination and selection committees and provide EDID training for all members.	• Internal Award and Prizes for ED scholars: Program descriptions; application data, and counts, demographics • Demographics of nomination and selection committees • EDI training for nomination/selection committees: Participant counts; Session counts • Internal and external coverage of awards and prizes to ED individuals. • External grant applications: demographics, number of value of grants.
Advance mentorship opportunities tailored specifically to ED students, and U/G, graduate, postdoctoral and ECR training.	We, **the collective Western community**, will: • Strengthen and actively support mentorship, networking, and career development programs for Indigenous and ED researchers. • Facilitate student connections to experiential research collaborations and exchanges within Canada and around the world.	• Evidence of establishing and supporting the creation of mentorship networks across Western campus. • Growth in mentorship programs to ED students.
Cultivate inclusive and accessible research	We, **the collective Western community**, will:	• Increase in number of interdisciplinary research teams, that

Strategies	Strategic Objectives	Examples of Key Performance Indicators
environments where students, researchers, and staff feel welcomed, supported, valued, and celebrated.	• Advance resources and training to promote EDID intersectionality and anti-racist approaches to research design and practice. • Work collaboratively with all faculties and offices to implement inclusive knowledge mobilization and research assessment practices. • Promote / incentivize the development of interdisciplinary, collaborative research teams, representative of diverse expertise, cultures, identities, lived experiences, and backgrounds. • Expand the utilization of the Own your Future Programs and other research support programs to empower ED career researchers. • Build a community of practice for staff involved in EDID-in-research work. • Continue to build EDID capacity across the entire research ecosystem. • Promote the profile of Indigenous and ED scholars within and external to Western, working with Western Communications. • Expand impact metrics to better reflect the impact on society, London, and beyond, re-balancing the emphasis placed on metrics that are not reflective of sustainable impact and advancement of EDID in society.	demonstrate diversity. • Participation rates in EDID training: inventory of programs available and delivered; session counts; participation counts. • Utilization rate of Own Your Future programs. • #of staff supporting EDID and in research and Indigenous research
Develop partnerships with ED groups, both internal and external to Western, to promote research that benefits their communities.	We, **the collective Western community**, will: • Create programming that advances anti-racism, equity, and inclusion across disciplines (i.e., provide seed research funding, conference funding to ED members, etc.). • Sustain and scale research partnership programming to develop pathways for connecting researchers and diverse communities, helping researchers to build reciprocal working relationships. • Expand opportunities to connect with other researchers and engage in disciplinary, interdisciplinary and multi-disciplinary research focused on topics / issues that impact ED communities. • Advocate for and support the meaningful integration of diverse populations into study design and research opportunities, when appropriate.	• Growth in # of researcher-community partnerships. • Increase in Western hosted events, inviting community members to actively participate.

STRATEGIC PRIORITY #4: SAFE AND INCLUSIVE SPACES, PLACES, AND EXPERIENCES

Plan, design, build and maintain welcoming, safe, accessible and usable spaces, places, and experiences for all students, staff, faculty and visitors, with attention to the needs of people with disabilities and equity-deserving groups.

Examples of Support Communities: Deans, Facilities Management, Housing and Hospitality Services, Campus Safety, Health and Wellness, Office of Accessible Education, Student Experience, OII, Office of EDI, etc.

Strategies	Strategic Objectives	Brainstormed Key Performance Indicators
Optimize accessibility across Western's campus for people with disabilities.	We, **the collective Western community**, will: • Ensure Western fully complies with the Accessibility for Ontarians with Disabilities Act (AODA). • Implement best practices for Universal Design and inclusive campus planning. • Proactively remove barriers to participation for People with Disabilities in all classrooms, workplaces, housing, facilities, and Western communities. • Conduct regular accessibility audits of campus spaces and mobility systems to find ways to improve access, safety, and security.	• Annual AODA reporting.
Enhance accessibility, safety, and ease of use of indoor and outdoor spaces, facilities, and environments.	We, **the collective Western community**, will: • Incorporate the voices, input and values of Indigenous and equity deserving communities into the design, renewal, and construction of Western places and spaces. • Strengthen and communicate the processes for reporting and dealing with complex accessibility concerns • Create barrier free access to participation at Western by ensuring physical, hybrid, and virtual classrooms, facilities, residences, and other spaces accommodate all needs and abilities. • In alignment with Western's long-range space plan, upgrade, renew, and retrofit older buildings and physical spaces to make the campus safer and more universally accessible. • Regularly review and refine campus security, space utilization, wayfinding, and mobility to enhance safety, movement, and accessibility across campus.	• % Increase in number of gender-neutral and full accessible washrooms. • Rate of community participation in design of new built and outdoor university spaces. • Space / Place audit results related to compliance with accessibility standards and diversity goals.

Strategies	Strategic Objectives	Brainstormed Key Performance Indicators
	• Be aware of evolving legislation (i.e., Ontario Postsecondary Education Standards under AODA) and other accessibility standards and codes, and implement improvements as required. • Provide services and supports, such as housing and childcare, to support students, staff, and faculty who have unique family care responsibilities.	
Embed accessibility principles across Western.	We, **the collective Western community**, will: • Work together to embed and prioritize accessibility in academic and work plans, strategic plans, and budgets across campus. • Maximize accessibility and understanding of print and online content and messaging. • Embed and continually refine the Office of EDI Inclusive Language Guide, which provides practical tools for using inclusive language in written and verbal communication, promoting inclusivity and respect for diverse identities, cultures, and experiences.	• Annual accessibility audit results and action plans by unit.
Reflect diverse identities, cultures, histories, traditions, and ways of being across campus indoor and outdoor spaces and programming.	We, **the collective Western community**, will: • Support and create meaningful gathering spaces for members of ED communities (e.g., Queer community, Black community, older students, international students) to connect, share, and support one another. • Represent Indigenous and diverse identities in naming opportunities, artwork, photography, signage, and other visual symbols. • Revitalize Western's 21st-century housing strategy to meet the diverse scope of student backgrounds, needs, circumstances and expectations across the entire learning journey. • Create high-quality, affordable culinary experiences that celebrate diverse foods and menus in safe, welcoming and accessible spaces. • Design and offer university services and programs—particularly related to sports and recreation, career services, counselling and retail services —that reflect a wide range of cultures, backgrounds, abilities, and identities.	• % Increase in number of new naming opportunities that are representative of diverse cultures and identities. • Revision of naming policy. • Ratio of diverse culinary choices provided at Western.

Strategies	Strategic Objectives	Brainstormed Key Performance Indicators
Support and nurture ED student, staff and faculty wellness and success	We, **the collective Western community**, will: • Build capacity of student and staff Wellness, Wellbeing and support staff to provide culturally relevant, gender affirming services to effectively meet the unique concerns and needs of ED groups. • Enhance the representation of student-serving staff, such as physical and mental health counsellors, special constables, librarians, and residence Dons, to provide culturally relevant, gender affirming services to meet the unique needs and concerns of ED groups. • Continually evaluate and finetune student academic accommodation policies and practices, that consider lived experiences, to ensure equitable assessment and outcomes. • Expand circulation of information resources and training to assist faculty and staff in better understanding the academic accommodation process and how to liaise with the Office of Accessible Education to support students. • Support GBSV-prevention at Western through commitments to training, survivor-focused and trauma- and violence-informed support, policies, and reporting for students, staff, and faculty. • Communicate regularly with students, staff, and faculty about the resources and services that are available to support them, and how to access them.	TBD

PRIORITY #5 - CRITICAL STRATEGIC ENABLERS: SYSTEM-WIDE CAPACITY BUILDING AND CULTURAL CHANGE

(PLEASE NOTE: This priority outlines the <u>strategic enablers,</u> which are the drivers of success for priorities 1– 4. Without fully acting on this Priority, it will be very difficult to achieve the previous four priorities.)

Build system-wide capacity and capabilities to lead and ignite bold and meaningful EDID cultural and operational change.

Examples of Support Communities: Senior Leaders and Deans, Western Communications, Human Resources, Office of EDI, OII, Data Office, Institutional Planning and Budgeting, etc.)

Strategies	Strategic Objectives	Brainstormed Key Performance Indicators
Embed equity, diversity, inclusion, and decolonization into Western's culture and climate.	We, **the collective Western community,** will: • Develop and commit to a Western University EDID Statement that recognizes Western's history of institutionalized racism and discrimination and acknowledges wrongdoings and stipulates commitments to weaving decolonization, reconciliation, and EDI into everything the university does. • Incorporate Western's EDI commitments into the institution's policy review processes to ensure they are informed by and when pertinent, reflect Western's EDID commitments and support all pertinent regulations / legislation that we must adhere to. • Provide tools and mechanisms to enforce policies and processes for addressing human rights, social justice, and EDID-related concerns and complaints. • Continue to advance the implementation work of the President's Anti-Racism Working Group report, Truth and Reconciliation Commission of Canada post-secondary institution recommendations, Post-Secondary Education for AODA calls to action, CAS Report recommendations, and the Report of the Action Committee on Gender-Based and Sexual Violence.	• Established investment targets i.e., for funding of EDI, centrally and in a decentralized manner. • Percentage of leaders, faculty, staff, and students who complete the anti-racism foundation certificate program and inclusive leadership program.

Strategies	Strategic Objectives	Brainstormed Key Performance Indicators
Strengthen and widen the EDID governance and leadership net.	We, **the collective Western community**, will: • Establish an EDID Strategic Plan Implementation Committee, co-chaired by the University President, University Provost, and the Office of the AVP, EDI, and Office of the Vice Provost & AVP, Indigenous Initiatives committed to championing and advancing successful implementation of the EDID strategic plan. • Increase funding and staffing for EDI units to facilitate the implementation of the strategic and operational EDID plans. • Establish an EDID Community of Practice for university Deans. • Establish an implementation accountability framework that identifies leads for each strategic plan priority and objective, defines roles; and assigns accountabilities. • Actively support all Western leaders to cascade the EDID strategic plan into EDID action plans for their areas.	• Quarterly Implementation Steering Committee meetings.
Collect, analyze and use data to guide our way forward and advance accountability for EDID change.	We, **the collective Western community**, will: • Develop and implement a centrally accessible EDID Performance Dashboard to track in-time data, measure performance and track progress against goals, across Western and by Faculty and department. • Collaborate with Western community members, especially members from ED groups, to co-develop data usage terms, data policies, and data procedures to ensure transparent and consistent collection of demographic information. • Utilize demographic data collected through the Equity Census to advance EDID and drive purposeful action, in partnership with Western students, staff and faculty. • Review and revise institutional data infrastructure to ensure demographic data can be accessed and linked to administrative data in an appropriate and transparent manner. • Advance the mandate and impact of the EDID Data Working Group and ensure data is collected centrally by the Office of EDI. • Support units to acquire the necessary data to understand and appreciate the status of their EDID progress and variances that need to be addressed.	TBD

Strategies	Strategic Objectives	Brainstormed Key Performance Indicators
	• Explore the implementation of and EDID Audit Process.	
Expand understanding of, and commitment to, EDID across students, staff and faculty.	We, **the collective Western community**, will: • Promote and facilitate access to EDID-related training and resources through a centralized channel. • Deliver and assess EDID-related education and support programs for students, staff, and faculty and ensure they are well-known and easily accessible. • Support the coordination and delivery of an evolving gender-based sexual violence training program for all leaders, faculty, staff, and students throughout their academic life cycle. • Share, promote, and integrate EDID best practices across Western. • Foster university-wide forums to facilitate courageous conversations; question, learn, unlearn, and discuss system challenges; share resources; and provide updates on progress. • Recognize and thank ED students, staff, faculty, allies and communities for engaging in and advancing the EDID change efforts across research, teaching, leadership, and university systems.	• Participation rates in EDID learning opportunities provided by the Office of EDI. • # of recognition events to support EDID engagement (i.e., recognition of allies or individuals that take on EDID service responsibilities.)
Build and sustain EDID capacity across Western.	We, **the collective Western community**, will: • Break down EDID silos across campus by forming an EDID Community of Practice, that includes ED representatives from Western departments and faculties, focused on partnering to develop and deliver synergistic EDID programs, solutions, and initiatives. • Continue to harness the expertise of the EDID Central Working Group. • Expand and wisely invest university funds and grant funding to achieve Western's EDID vision and goals, aligning resources to the highest priorities on an annual basis. • Develop strategies for recognition of faculty and staff who participate and contribute to EDID focused change efforts.	TBD

Strategies	Strategic Objectives	Brainstormed Key Performance Indicators
Develop and bolster sustainable partnerships with external ED communities, associations, networks, and organizations.	We, **the collective Western community**, will: • Develop reciprocal partnerships with campus and local / regional ED communities and groups to advance shared EDID goals. • Proactively establish connections with external communities to involve them in change initiatives, while also learning from and collaborating with them to address disparities and underrepresentation. • Strengthen service and collaboration pathways between Western and ED community agencies that work with and support students, staff, and faculty. • Support local, community-based companies and vendors from ED and cultural groups, • Embed EDID practices into procurement processes and ensure all Western vendors and contractors are familiar with them.	TBD
Communication & Story Telling	We, **the collective Western community**, will: • Enhance transparent, coordinated and proactive communication and outreach messaging and programs that aim to support, educate, and engage with ED students, staff, and faculty. • Utilize the Office of EDI Communications toolkit that addresses communications strategies related to storytelling, content development, photography, social media, and event planning and management. • Deliver annual and quarterly EDID reports to campus communities related to success stories, actions taken, results achieved, and upcoming plans to address opportunities for positive change.	TBD

X. ACTION ACCOUNTABILITY FRAMEWORK

- Include accountability leads for critical system-wide actions
- Include key performance indicators where possible

XI. IMPLEMENTATION FRAMEWORK

To be developed

Examples of Vision and Mission Ideas From Survey Responses

- Be a campus where all students, staff and faculty feel welcome, safe, included and that they belong. That they can be their true authentic selves and that no one gets left behind.
- A community, culture, and curriculum that reflects the values of reconciliation and diversity of Canada in the twenty-first century
- Western a safer, more respectful, more inclusive place to live, work and study.
- Inclusive, respectful and safe.
- A Western in which everyone can feel fully seen and heard, without fear.
- All voices will be valued. A community where members can thrive, have the supports they need to advance their goals, or levers that they can use to do so; where all are able to succeed based on race, or gender etc. - not hindered in their success because of race, gender etc. Where we encourage different viewpoints and reflect on them.
- Easier access to student mental health services, greater accessibility to buildings on campus.
- Where people with all kinds of differences and disabilities feel welcome and valued for their contributions.
- More kindness and compassion.
- An institution that actively listens and considers the voices, opinions and visions of people from all backgrounds, actively seeking out the Indigenous voices and voices of people from equity deserving communities.
- People feel safe, and valued, everywhere on campus.
- We would see our courses dramatically change to plan using a universal design for learning that assumes diversity. We would see rare cases of students needing to apply for accommodation.
- No discrimination. No racism.
- More representation of minority groups in leadership
- More people of colour, gender and sexual diversity, and students from low-income families are attending and flourishing.
- More inclusive and engaged culture of study and mentoring without the more traditional forms of hierarchies and exclusion
- It will promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, and sexual orientations.
- Increased access to a barrier free campus.
- Five years from now Western will have better representation meaning, a diverse student body faculty and staff, the reflective demographic makeup of the larger society, and in more inclusive policies and procedures that promote fairness and don't discriminate against equity deserving groups and cultural awareness and ongoing education that helps members of the community understand and address issues of discrimination bias more support services that are specialized for underrepresented groups to help them, succeed, academically, and socially curriculum that includes diverse, perspectives, and experiences.
- Everyone having same opportunities and chances to succeed.
- All individuals can enjoy freedom to be who they are on campus without fear and discrimination.
- A community where everyone feels like they have a safe place to feel free, included and that their struggles have been acknowledged and actions plans have been put in place to help resolve any issues at hand.
- We cannot have equity without first addressing and closing gap between existing inequalities (i.e., based on gender, race, ethnicity, religion, sexuality, income, position title). Hopefully, in five years those gaps will be addressed.

ITEM 11.2 – National Survey of Student Engagement Results

ACTION: ☐   APPROVAL   ☒   INFORMATION   ☐   DISCUSSION

EXECUTIVE SUMMARY:

Susan Lewis, Vice-Provost (Academic Programs), will provide an update on the
National Survey of Student Engagement results.

ATTACHMENT(S):

National Survey of Student Engagement 2023 Update

NSSE 2023 Snapshot

Western University

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

This Snapshot is a concise collection of key findings from your institution's NSSE 2023 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Your students compared with Ontario

Theme	Engagement Indicator	First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	▽	--
	Learning Strategies	--	△
	Quantitative Reasoning	△	△
Learning with Peers	Collaborative Learning	△	△
	Discussions with Diverse Others	--	△
Experiences with Faculty	Student-Faculty Interaction	--	△
	Effective Teaching Practices	▽	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	--	--

High-Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Service-Learning, Learning Community, and Research w/Faculty

Senior
Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

First-year:
- Western: 6%, 45%
- Ontario: 6%, 43%

Senior:
- Western: 54%, 25%
- Ontario: 51%, 29%
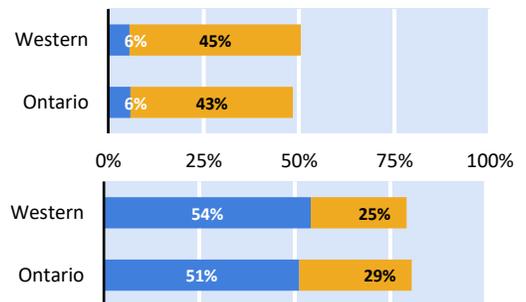
■ Participated in two or more HIPs   ■ Participated in one HIP

Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons,* the *Major Field Report,* the *Online Institutional Report,* or the Report Builder.

Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.
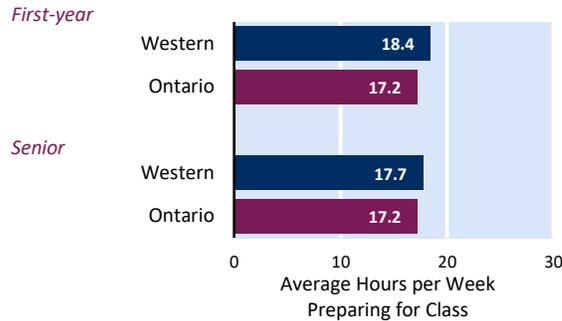
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.
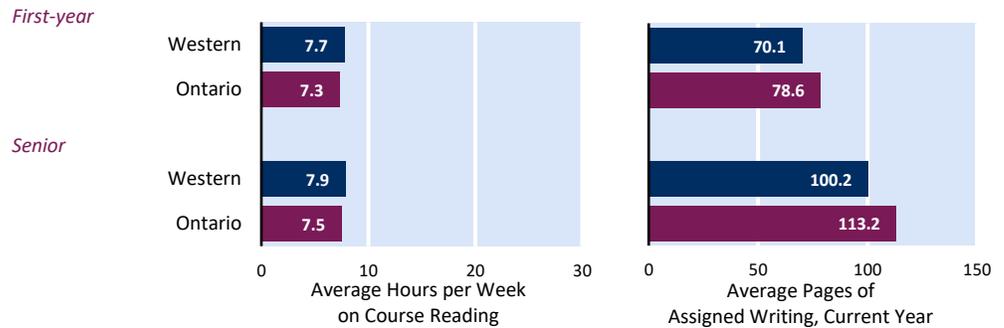
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."
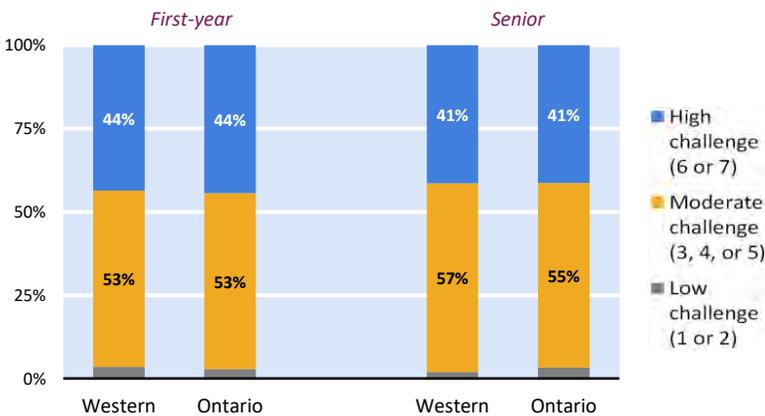
Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."
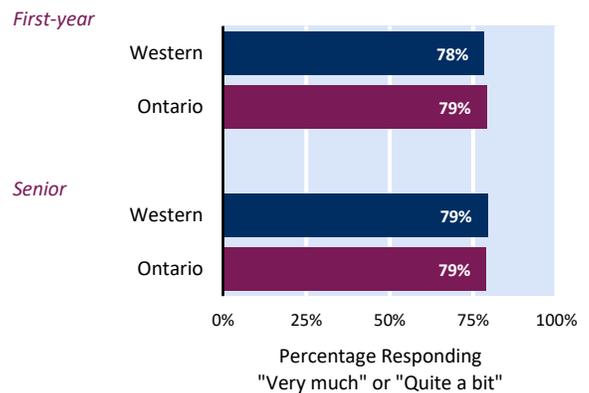
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions[a] on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals, or equally available to all students. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to Ontario

Explained course material to one or more students[b] (CL)

Asked another student to help you understand course material[b] (CL)

Prepared for exams by discussing or working through course material w/other students[b] (CL)

Institution emphasis on providing opportunities to be involved socially[c] (SE)

Spent more than 15 hours per week preparing for class
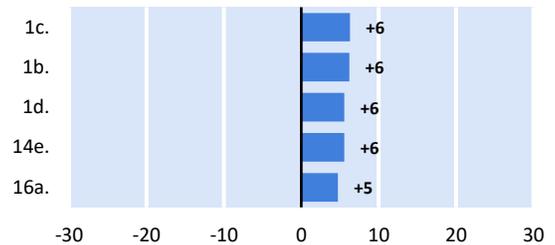
Lowest Performing Relative to Ontario

Instructors provided prompt and detailed feedback on tests or completed assignments[c] (ET)

Institution emphasis on using learning support services (…)[c] (SE)

Quality of interactions with academic advisors[d] (QI)

Assigned more than 50 pages of writing[g]

Instructors provided feedback on a draft or work in progress[c] (ET)
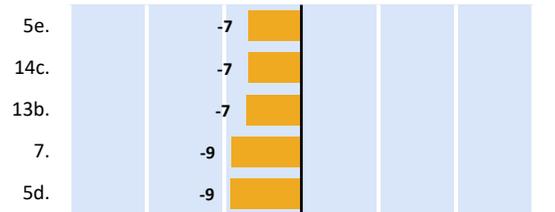
Percentage Point Difference with Ontario

Senior

Highest Performing Relative to Ontario

Institution emphasis on providing opportunities to be involved socially[c] (SE)

Institution emphasis on attending campus activities and events (…)[c] (SE)

Worked with a faculty member on a research project (HIP)

I feel like part of the community at this institution[h] (SB)

Summarized what you learned in class or from course materials[b] (LS)
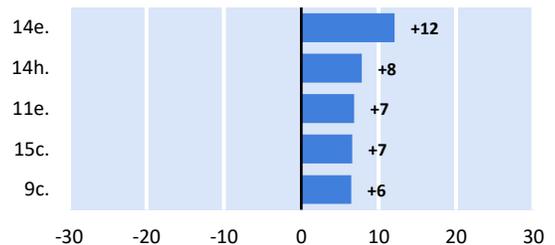
Lowest Performing Relative to Ontario

Institution emphasis on helping you manage your non-academic responsibilities (…)[c] (SE)

Institution emphasis on providing support to help students succeed academically[c] (SE)

Quality of interactions with academic advisors[d] (QI)

About how many courses have included a community-based project (service-learning)?[e] (HIP)

Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
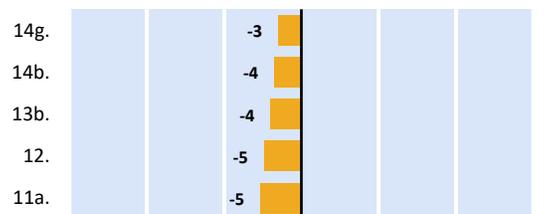
Percentage Point Difference with Ontario

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment.
b. Combination of students responding "very often" or "often."
c. Combination of students responding "very much" or "quite a bit."
d. Rated at least 6 on a 7-point scale.
e. Percentage reporting at least "some."
f. Estimate based on the reported amount of course preparation time spent on assigned reading.
g. Estimate based on number of assigned writing tasks of various lengths.
h. Combination of students responding "strongly agree" or "agree."

How Students Assess Their Experience

Students' perceptions of certain aspects of cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	84%
Writing clearly and effectively	75%
Working effectively with others	68%
Speaking clearly and effectively	63%
Analyzing numerical and statistical information	61%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	57%
Solving complex real-world problems	54%
Developing or clarifying a personal code of values and ethics	53%
Being an informed and active citizen	49%
Acquiring job- or work-related knowledge and skills	48%

Satisfaction with Western

Students rated their overall experience at the institution, and whether or not they would choose it again.

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year
- Western: 75%
- Ontario: 73%

Senior
- Western: 80%
- Ontario: 75%
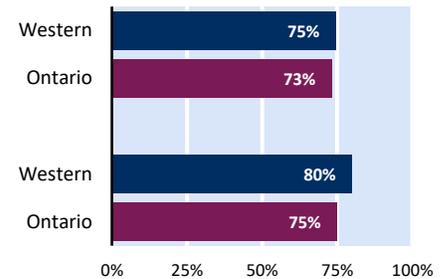
Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year
- Western: 80%
- Ontario: 81%

Senior
- Western: 79%
- Ontario: 77%
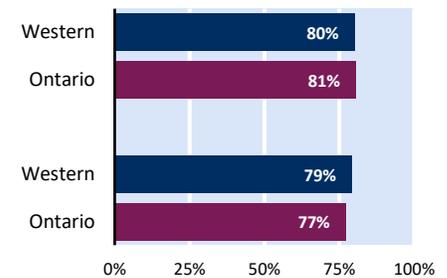
Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	1,447	22%	58%	98%
Senior	1,116	20%	66%	94%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question sets:

Academic Advising

Ontario Universities

See your *Topical Module* and *Consortium* reports for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at nearly 1,700 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: **nsse.indiana.edu**

Prepared 2023-08-14   PSIS: 35018001

ITEM 11.3 – Revisions to the Terms for Faculty Scholars

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of the Senate Committee on University Planning, Senate approve and recommend to the Board of Governors, that effective September 1, 2024, the terms for Faculty Scholars be revised as shown in Item 11.3.

EXECUTIVE SUMMARY:

The terms for Faculty Scholars provide quotas for the distribution of awards. At present, the terms provide that the total allocation to Medicine & Dentistry will reflect discussions about the eligibility of clinical faculty for this award and whether a specific allocation should be made for that group. Questions have been raised as to how clinical academics are counted in the total allocation to Medicine & Dentistry.

The current proposal seeks to amend the quotas for the distribution of awards to explicitly count clinical academics in the calculation. Using the same basic formula as is used to determine the distribution for UWOFA academics, it is proposed that a quota of three Faculty Scholars be added for clinical academics, increasing the total quota for the awards from 33 to 36.

ATTACHMENT(S):

Revisions to Faculty Scholars

Faculty Scholars

Effective Date: ==September 1, 2024== ~~June 29, 2023~~

Supersedes: ==June 29, 2023;== June 28, 2022, May 6, 2004

_____

Objective: To honour and celebrate outstanding scholarly achievements at a critical point in the career of a Faculty Member at Western

Program: The Award includes:
- The title of "Faculty Scholar" for two years.
- A stipend of $15,000 each year to be used for scholarly activities.
- A citation to be presented at an appropriate occasion.
- The total distribution of Faculty Scholars will be about 2-3% of full-time or probationary faculty, i.e.:

o Arts and Humanities	3
o Business (Ivey)	3
o Education	2
o Engineering	3
o Health Sciences	3
o Information and Media Studies	1
o Law	1
o Medicine & Dentistry (Schulich)==*==	5
o ==Clinical Academics==	==3==
o Music	1
o Science	5
o Social Science	6
Total	==36== ~~33~~

==*excluding Clinical Academics==

~~The total allocation to Medicine & Dentistry will reflect discussions about the eligibility of clinical faculty for this award and whether a specific allocation should be made for that group.~~

Rationale: The University is served well by recognizing scholarly achievements at critical points of a Faculty member's career. This award will recognize outstanding contributions in research, teaching or service reflecting sustained excellence in all

scholarly activities. This award recognizes the complete scholar who has recently achieved prominence in a select domain.

Process:

- There will be an annual nomination and selection cycle.
- Each Faculty will establish internal processes for nomination and selection of preferred candidates that will use a Faculty Selection Committee.
- The Faculty Selection committee will make recommendations to the Faculty Scholar Selection Committee based on the criteria:
  - A recent, outstanding research achievement that has had international impact in the field of research and that identifies the individual as a leading member of that research community
    - **and/or**
  - A considerable record of excellence in teaching of undergraduates and/or supervision of graduate students and training of highly qualified personnel
    - **and/or**
  - A marked contribution of service to the University and the research community in general through serving on committees, participating in governance and contributing to peer review at the local, provincial, national or international level
    - **While**
  - Maintaining an excellent record in teaching and research.
- A Faculty Scholar Selection Committee will be created, consisting of the following members:
  - The Provost or designate
  - The Vice-President (Research) or designate
  - One senior scholar from another research-intensive university or institution, appointed by the Provost
  - Four senior scholars at Western, elected by Senate.

  The Selection Committee will be chaired by the Provost or designate. Members will be appointed for two-year terms (once renewable) commencing July 1.
- This committee will review the Faculty nominations to ensure consistency of quality in all nominations and make final recommendations to the President.

Restrictions: To ensure excellence in these select awards

- The selection criteria must be strict
- Any or all nominations may be rejected in any given year
- The total number of active Faculty Scholars may be less than the quota assigned and cannot exceed the quota

- Awards can be made to other award holders – including CRC's, Hellmuth Prize Winners, Pleva Award Winners, Industrial Chairs, Endowed Chairs and named Professors.
- The award is not renewable and may only be held once in a career.

Impact: The ongoing awarding of Faculty Scholars will:
- Recognize outstanding scholarly achievements when they occur
- Contribute to an attractive scholarly environment at Western, which will assist recruiting and retention efforts at all levels
- Provide a program that is managed at the Faculty level but held to Institutional Standards
- Contribute to Faculty morale
- Provide an opportunity to celebrate scholarly achievement at the mid-career stage of individuals who will be the leaders in their field
- Provide a vehicle for demonstrating the success of Western's faculty internally and externally

ITEM 12.1 – Western's Research Funding Performance and Ranking

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Ken Coley, Vice-Chair of the University Research Board**,** will provide a presentation.

ATTACHMENT(S):

Report of the University Research Board

Report of the University Research Board

January 19, 2024

Global Rankings

QS World University Rankings 2024

114

Canada: 6

5 subjects in global top 50

Times Higher Education Rankings 2024

201-250

Canada: T-9

U.S. News & World Report 2023

300

Canada: 10

ARWU Shanghai Rankings 2023

301-400

Canada: T12

CWTS Leiden Ranking 2023

172

SSAH: 98

Physical Science & Eng.: 312

Biomedical & Health: 130

Life & Earth Science: 309

Categories that contribute to rankings

- Reputation
- Teaching
- Research
- Internationalization
- Alumni
- Other

91

Tri-Agency & CFI Funding (U15)
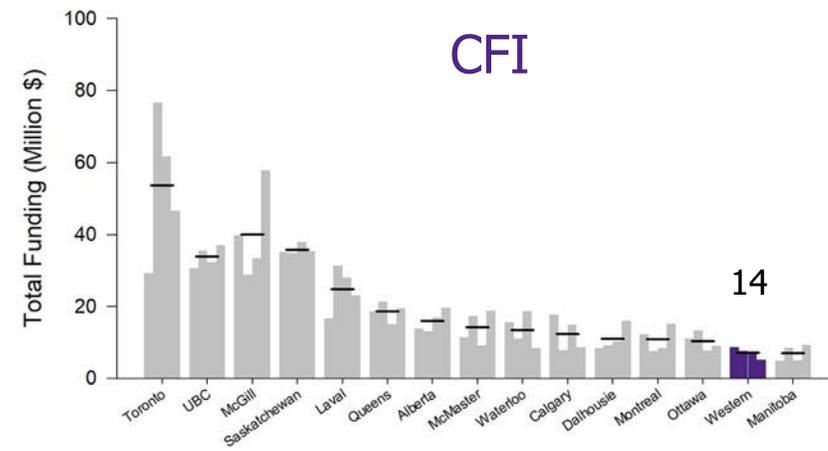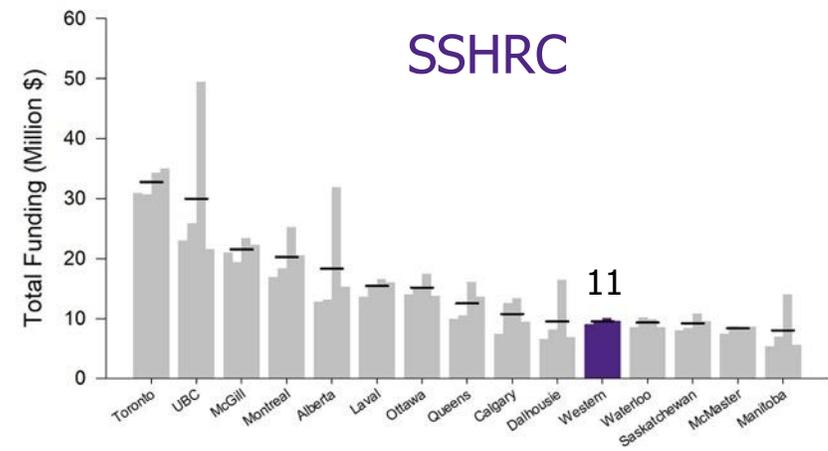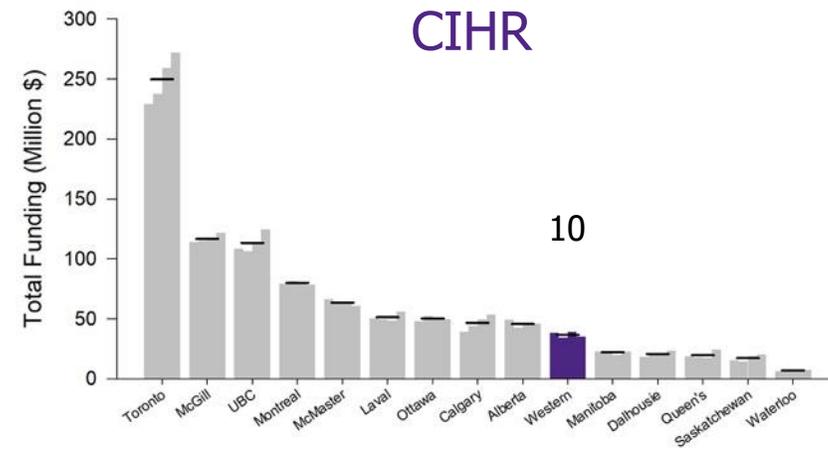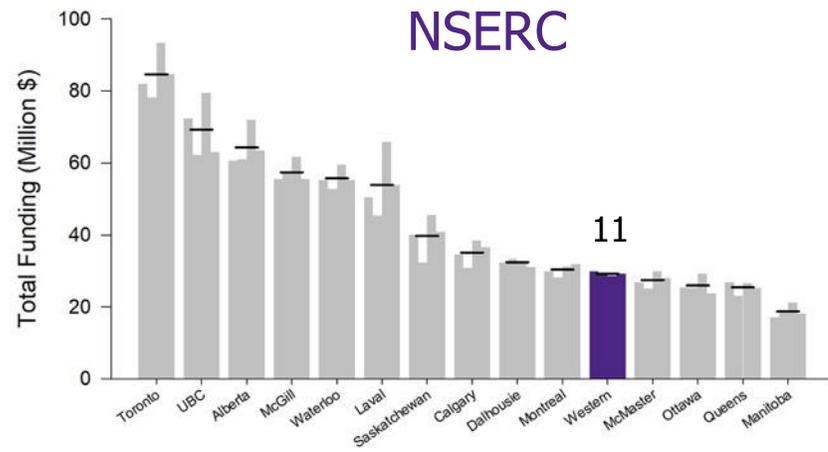
ITEM 13.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The COU Academic Colleagues met on December 12 and 13, 2023. The December 12 meeting included a presentation from Dr. James Turk, Director, Centre for Free Expression & Distinguished Visiting Scholar, Toronto Metropolitan University, who discussed issues of free speech and public statements by universities about social issues. Dr. Turk argued that universities should follow the recommendations made by the University of Chicago's Kalven Committee in not making such statements; see https://cfe.torontomu.ca/blog/2023/12/open-letter-canadian-university-and-college-presidents. He noted that there is now an expectation that universities make such statements, so a change to not making them would require public explanation. Dr. Turk argued that universities' support of free expression by faculty and students does not mean permitting hate speech or harassment. The issue of "who speaks for the university" and how this is perceived by governments and members of the public was also discussed.

In responding to the Ontario Blue ribbon panel report, the COU has provided a report on Driving Greater Efficiencies, explaining many existing collaborative initiatives between universities (OUAC, UHIP, libraries, etc.). There has been consultation with Colleges Ontario on response to the report; the two groups are aligned on some issues. COU is monitoring the effects on Ontario universities of tuition changes at Quebec's English-speaking universities and the growth of private universities in Ontario (U. Niagara Falls, Northeastern).

Information shared by colleagues at other universities includes the Auditor General's Value-for-Money Audit of York University which concluded that the university is financially sustainable and also noted concerns including some common to many universities (e.g. dependence on tuition revenue from students from India and China, a deferred maintenance backlog). As topics of interest at their universities, other colleagues noted administrative turnover, the effects of budget tightening, and a planned June 2024 conference at the University of Waterloo titled "From Targeting in Academia to Promoting Trust and Understanding" that "focuses on the broad subject of responding to antagonistic and intimidating reactions to academic research and pedagogy."

ITEM 14.0 – 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 14.1(a) – Annual Report on Convocation Statistics - 2023

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The annual report on convocation statistics for 2023 has been provided for information.

ATTACHMENT(S):

Annual Report on Convocation Statistics

Spring 2023 CONVOCATION ELIGIBILITY AND REGISTRATION

CONVOCATION CEREMONY	DEGREE TOTAL		CEREMONY REGISTRATION				REGISTRATION
	CURRENT	FACULTY TOTAL	CURRENT	WALK ON	TOTAL	FACULTY TOTAL	RATE
MONDAY, JUNE 12th @ 3pm (SP05)							
School of Graduate and Postdoctoral Studies		37				30	81%
Doctor of Education	7		3		3		
Doctor of Philosophy	8		8		8		
Master of Arts	12		9		9		
Master of Professional Education	10		10		10		
Faculty of Education		378				299	79%
Bachelor of Education	378		299		299		
CEREMONY TOTAL	**415**		**329**	**0**	**329**		**79%**
TUESDAY, JUNE 13th @ 10am (SP06)							
School of Graduate and Postdoctoral Studies		77				37	48%
Doctor of Philosophy	20		11	1	12		
Master of Arts	15		4		4		
Master of Financial Economics	24		17		17		
Mater of Public Administration	3		1		1		
Master of Science	6		3		3		
Graduate Diploma	9		0		0		
Faculty of Social Science		322				256	80%
Bachelor of Arts Honours	280		224	3	227		
Bachelor of Science Honours	33		26		26		
Diploma	4		1		1		
Certificate	5		2		2		
CEREMONY TOTAL	**399**		**289**	**4**	**293**		**73%**
TUESDAY, JUNE 13th @ 3pm (SP07)							
Faculty of Science		368				230	63%
Bachelor of Arts	7		3		3		
Bachelor of Science (3 Year)	66		39	1	40		
Bachelor of Science (4 Year)	294		185	1	186		
Bachelor of Science (Foods & Nutrition) (4 Year)	1		1		1		
CEREMONY TOTAL	**368**		**228**	**2**	**230**		**63%**
WEDNESDAY JUNE 14th @ 10am (SP08)							
Faculty of Social Science		420				243	58%
Bachelor of Arts (3 Year)	58		23		23		
Bachelor of Management and Organizational Studies	362		220		220		
CEREMONY TOTAL	**420**		**243**	**0**	**243**		**58%**
WEDNESDAY JUNE 14th @ 3pm (SP09)							
Faculty of Social Science		411				278	68%
Bachelor of Arts (4 Year)	263		164		164		
Bachelor of Management and Organizational Studies Honours	148		114		114		
CEREMONY TOTAL	**411**		**278**	**0**	**278**		**68%**
THURSDAY JUNE 15th @ 10am (SP10)							
Richard Ivey Business School		521				438	84%
Bachelor of Arts Honours (4 yr Prgm) Business Adm	521		438		438		
CEREMONY TOTAL	**521**		**438**	**0**	**438**		**84%**
THURSDAY JUNE 15th @ 10am (SP11)							
School of Graduate and Postdoctoral Studies		428				323	75%
Doctor of Philosophy	1		0		0		
Master of Business Administration	246		172		172		
Master of Management	1		1		1		
Master of Science in Management	124		103	1	104		
Master of Science	48		43		43		
Graduate Diploma	8		3		3		
CEREMONY TOTAL	**428**		**322**	**1**	**323**		**75%**
FRIDAY JUNE 16th @ 10am (SP12)							
School of Graduate and Postdoctoral Studies		465				271	58%
Doctor of Philosophy	99		67	1	68		
Master of Clinical Science	1		1		1		
Master of Data Analytics	1		0		0		
Master of Engineering	91		55	1	56		
Master of Engineering Science	50		25	1	26		
Master of Management of Applied Science	2		0		0		
Master of Science	192		113	1	114		
Graduate Diploma	29		6		6		
CEREMONY TOTAL	**465**		**267**	**4**	**271**		**58%**

FRIDAY JUNE 16th @ 3pm (SP13)							
Faculty of Engineering		484				399	82%
Bachelor of Engineering Science	480		396		396		
Certificate	4		3		3		
CEREMONY TOTAL	484		399	0	399		82%
MONDAY JUNE 19th @ 10am SP(14)							
School of Graduate and Postdoctoral Studies		13				11	85%
Doctor of Philosophy	3		2		2		
Master of Nursing	5		5		5		
Master of Science in Nursing	5		4		4		
Faculty of Health Sciences		450				395	88%
Bachelor of Science in Nursing	375		318	2	320		
Doctor of Dental Surgery	75		75		75		
CEREMONY TOTAL	463		404	2	406		88%
MONDAY, JUNE 19th @ 3pm (SP15)							
School of Graduate and Postdoctoral Studies		16				13	81%
Master of Science in Foods and Nutrition	16		13		13		
Brescia University College		288				221	77%
Bachelor of Arts (3 Year)	13		6		6		
Bachelor of Arts (4 Year)	59		51		51		
Bachelor of Arts (Human Ecology) 3 Year	4		4		4		
Bachelor of Arts (Human Ecology) 4 Year	15		13		13		
Bachelor of Arts Honours (4 Year)	55		46		46		
Bachelor of Arts Honours (Human Ecology)	24		20		20		
Bachelor of Management & Organizational St Honours	9		9		9		
Bachelor of Management and Organizational Studies	12		11		11		
Bachelor of Science (Foods & Nutrition) 4 Year	14		9		9		
Bachelor of Science Honours (Foods & Nutrition)	55		37		37		
Diploma	28		15		15		
						0	
Huron University College		216				154	71%
Bachelor of Arts (3 Year)	12		7		7		
Bachelor of Arts (4 Year)	61		46		46		
Bachelor of Arts Honours (4 Year)	57		41		41		
Bachelor of Management & Organizational St Honours	45		33		33		
Bachelor of Management and Organizational Studies	41		27		27		
CEREMONY TOTAL	520		388	0	388		75%
TUESDAY, JUNE 20th @ 10am (SP16)							
Schulich School of Medicine and Dentistry and Faculty of Science		533				474	89%
Bachelor of Medical Sciences (4 Year)	7		6	1	7		
Bachelor of Medical Sciences Honours (4 Year)	501		445	1	446		
Bachelor of Science Honours (4 Year)	25		21		21		
CEREMONY TOTAL	533		472	2	474		89%
TUESDAY, JUNE 20th @ 3pm (SP17)							
Faculty of Science		406				303	75%
Bachelor of Arts Honours (4 Year)	3		2		2		
Bachelor of Science Honours (4 Year)	388		292	2	294		
Bachelor of Science Honours (Foods and Nutrition) (4 Year)	15		7		7		
CEREMONY TOTAL	406		301	2	303		75%
WEDNESDAY JUNE 21st @ 10am (SP18)							
Kings University College		442				309	70%
Advanced Master of Divinity	4		0		0		
Bachelor of Arts (3 Year)	53		27		27		
Bachelor of Arts (4 Year)	199		124		124		
Bachelor of Arts Honours (4 Year)	183		156		156		
Master of Divinity	3		2		2		
CEREMONY TOTAL	442		309	0	309		70%
WEDNESDAY JUNE 21st @ 3pm (SP19)							
Kings University College		200				128	64%
Bachelor of Management and Organizational Studies	73		45		45		
Bachelor of Management and Organizational Studies Honours	57		35		35		
Bachelor of Social Work	38		34		34		
Certificate	**32**		**14**		14		
CEREMONY TOTAL	200		128	0	128		64%
THURSDAY JUNE 22nd @ 10am (SP20)							
School of Graduate and Postdoctoral Studies		35				17	49%
Doctor of Philosophy	9		6	1	7		
Master of Clinical Science	3		1		1		
Master of Physical Therapy	1		0		0		

Program							
Master of Science	12		7		7		
Master of Science in Occupational Therapy	1		0		0		
Graduate Diploma	9		2		2		
Faculty of Health Sciences		302				253	84%
Bachelor of Health Sciences (3 Year)	8		3		3		
Bachelor of Health Sciences (4 Year)	38		36	1	37		
Bachelor of Health Sciences Honours (4 Year)	243		212		212		
Diploma	10		1		1		
Certificate	3		0		0		
CEREMONY TOTAL	337		268	2	270		80%
THURSDAY JUNE 22nd @ 3pm (SP21)							
School of Graduate and Postdoctoral Studies		29				24	83%
Doctor of Philosophy	6		4		4		
Master of Arts	17		15		15		
Master of Science	6		5		5		
Faculty of Health Sciences		271				237	87%
Bachelor of Arts (3 Year Program)	6		5		5		
Bachelor of Arts (4 Year)	25		21		21		
Bachelor of Arts Honours (4 Year)	184		162	1	163		
Bachelor of Science Honours (4 Year)	56		48		48		
CEREMONY TOTAL	300		260	1	261		87%
FRIDAY JUNE 23nd @ 10am (SP22)							
School of Graduate and Postdoctoral Studies		89				59	66%
Doctor of Philosophy	4		3		3		
Master of Arts	3		1		1		
Master of Health and Information Science	5		4		4		
Master of Laws	2		0		0		
Master of Library and Information Science	70		50		50		
Graduate Diploma	5		1		1		
Faculty of Information and Media Studies		211				147	70%
Bachelor of Arts (3 Year Program)	5		4		4		
Bachelor of Arts (4 Year)	87		61		61		
Bachelor of Arts Honours (4 Year)	85		62		62		
Certificate	34		20		20		
Faculty of Law		181				157	87%
Juris Doctor	181		157		157		
CEREMONY TOTAL	481		363	0	363		75%
FRIDAY JUNE 23nd @ 3pm (SP23)							
School of Graduate and Postdoctoral Studies		81				47	58%
Doctor of Philosophy	25		15	1	16		
Doctor of Musical Arts	2		2		2		
Master of Arts	16		3		3		
Master of Music	38		26		26		
Faculty of Arts and Humanities		184				116	63%
Bachelor of Arts (3 Year Program)	21		7		7		
Bachelor of Arts (4 Year)	51		39		39		
Bachelor of Arts Honours (4 Year)	70		55		55		
Bachelor of Fine Arts Honours	9		6		6		
Certificate	32		8		8		
Diploma	1		1		1		
Faculty of Music		104				81	78%
Bachelor of Arts (4 Year)	9		8		8		
Bachelor of Arts (Music)	2		0		0		
Bachelor of Arts Honours (4 yr Program) Music	3		3		3		
Bachelor of Music (4 Year)	10		6		6		
Bachelor of Music Honours (4 Year Program)	79		63		63		
Diploma	1		1		1		
CEREMONY TOTAL	369		243	1	244		66%
SP01 Huron Threology and SP02 Medicine Totals	182						
CONVOCATION TOTAL	8144		5929	21	5950		73%

AUTUMN 2023 CONVOCATION ELIGIBILITY AND REGISTRATION

CONVOCATION CEREMONY	DEGREE TOTAL		CEREMONY REGISTRATION				REGISTRATION RATE
	CURRENT	FACULTY TOTAL	CURRENT	WALK ON	TOTAL	FACULTY TOTAL	
WEDNESDAY, OCTOBER 18th @ 10am							
School of Graduate and Postdoctoral Studies		68				55	81%
Doctor of Musical Arts	3		3		3		
Doctor of Philosophy	5		4		4		
Master of Arts	3		3		3		
Master of Laws	2		2		2		
Master of Music	8		3		3		
Master of Social Work	44		39		39		
Master of Studies in Law	3		1		1		
Don Wright Faculty of Music		12				9	75%
Bachelor of Arts (4 Year)	2						
Bachelor of Arts Honours (4 Year) Music	1						
Bachelor of Music (4 Year)	3		3		3		
Bachelor of Music Honours (4 Year Program)	5		4	1	5		
Diploma	1		1		1		
Faculty of Health Sciences		82				61	74%
Bachelor of Arts (4 Year)	9		7		7		
Bachelor of Arts Honours (4 Year)	32		23	1	24		
Bachelor of Health Sciences (3 Year)	2		1		1		
Bachelor of Health Sciences (4 Year)	13		11		11		
Bachelor of Health Sciences Honours (4 Year)	19		13	1	14		
Bachelor of Science Honours (4 Year)	6		4		4		
Bachelor of Science in Nursing	1				0		
Faculty of Law		2					0%
Juris Doctor	2						
Faculty of Science		223				131	59%
Bachelor of Arts (3 Year)	2		1		1		
Bachelor of Arts Honours (4 Year)	0		0		0		
Bachelor of Arts (4 Year)	1		0		0		
Bachelor of Science (3 Year)	40		25	1	26		
Bachelor of Science (4 Year)	67		46	5	51		
Bachelor of Science Honours (4 Year)	26		16	7	23		
Diploma	87		30		30		
King's University College		184				121	66%
Bachelor of Arts (3 Year)	23		13		13		
Bachelor of Arts (4 Year)	85		53	3	56		
Bachelor of Arts Honours (4 Year)	34		25		25		
Bachelor of Management & Organizational St Honours	7		1		1		
Bachelor of Management & Organizational Studies (4 Year)	27		19		19		
Bachelor of Social Work	1		1		1		
Certificate	7		6		6		
Schulich School of Medicine & Dentistry		29				30	103%
Bachelor of Medical Sciences (4 Year)	2		2		2		
Bachelor of Medical Sciences Honours (4 Year)	26		24	3	27		
Bachelor of Science Honours	1		1		1		
CEREMONY TOTAL	**600**		**385**	**22**	**407**		**68%**
WEDNESDAY, OCTOBER 18th @ 3pm							
School of Graduate and Postdoctoral Studies		550				436	79%
Doctor of Philosophy	65		50	4	54		
Master of Arts	87		70		70		
Master of Clinical Science	5		5		5		
Master of Clinical Denstistry	3		0		0		
Master of Data Analytics	25		18		18		
Master of Environment and Sustainability	62		56		56		
Master of Management of Applied Science	51		46		46		
Master of Public Administration	16		11	1	12		
Master of Public Health	57		47		47		
Master of Science	148		107	3	110		
Graduate Diploma	31		18		18		
CEREMONY TOTAL	**550**		**428**	**8**	**436**		**79%**
THURSDAY, OCTOBER 19th @ 10am							
School of Graduate and Postdoctoral Studies		541				398	74%
Doctor of Education	66		60	1	61		
Doctor of Philosophy	31		25	1	26		
Master of Arts	28		26		26		
Master of Engineering	125		91	1	92		
Master of Engineering Science	22		9	1	10		
Master of Professional Education	263		178		178		
Graduate Diploma	6		2	3	5		

Faculty of Engineering		**28**				**28**	**100%**
Bachelor of Engineering Science	28		21	7	28		
Faculty of Education		**1**				**0**	**0%**
Bachelor of Education	1		0		0		
CEREMONY TOTAL	**570**		**412**	**14**	**426**		**75%**
THURSDAY, OCTOBER 19th @ 3pm							
School of Graduate and Postdoctoral Studies		**595**				**477**	**80%**
Doctor of Philosophy	21		19	1	20		
Master of Arts	12		8		8		
Master of Clinical Science	187		135		135		
Master of Health and Inforamtion Science	1		1		1		
Master of Library and Information Science	49		38		38		
Master of Media in Journalism and Communication	31		28		28		
Master of Nursing	94		71		71		
Master of Physical Therapy	78		73		73		
Master of Science	31		26		26		
Master of Science in Nursing	4		3		3		
Master of Science in Occupational Therapy	71		69		69		
Graduate Diploma	16		5		5		
Faculty of Health Sciences		**1**				**0**	**0%**
Certificate	1		0		0		
Faculty of Information & Media Studies		**42**				**28**	**67%**
Bachelor of Arts (3 Year)	2		1		1		
Bachelor of Arts (4 Year)	15		9	1	10		
Bachelor of Arts Honours (4 Year)	8		5	2	7		
Certificate	4		3		3		
Diploma in Marketing	13		7		7		
CEREMONY TOTAL	**638**		**501**	**4**	**505**		**79%**
FRIDAY, OCTOBER 20th @ 10am							
School of Graduate and Postdoctoral Studies		**202**				**141**	**70%**
Doctor of Philosophy	7		4		4		
Master of Business Administration	57		55		55		
Master of Management	41		38		38		
Master of Science	35		23		23		
Graduate Diploma Accounting	62		21		21		
Brescia University College		**50**				**34**	**68%**
Bachelor of Arts (3 Year)	11		7		7		
Bachelor of Arts (4 Year)	17		8		8		
Bachelor of Arts (Human Ecology) 4 Year	3		3		3		
Bachelor of Arts Honours (4 Year)	4		3		3		
Bachelor of Arts Honours (Human Ecology)	2		2		2		
Bachelor of Management &Organizational Studies	1		0		0		
Bachelor of Management &Organizational Studies Honours	1		1		1		
Bachelor of Science (Foods & Nutrition) (4 Year)	1		1		1		
Bachelor of Science Honours (Foods & Nutrition)	5		4	2	6		
Certificate	1		1		1		
Diploma	4		2		2		
Huron University College		**51**				**27**	**53%**
Bachelor of Arts (3 Year)	4		1		1		
Bachelor of Arts (4 Year)	27		10		10		
Bachelor of Arts Honours (4 Year)	4		4		4		
Bachelor of Management & Organizational St Honours	2		1	1	2		
Bachelor of Management & Organizational Studies (4 Year)	14		10		10		
Ivey Business School		**97**				**115**	**119%**
Bachelor of Arts Honours (4 yr Prgm) Business Adm	97		91	24	115		
CEREMONY TOTAL	**400**		**290**	**27**	**317**		**79%**
FRIDAY, OCTOBER 20th @ 3pm							
School of Graduate and Postdoctoral Studies		**46**				**37**	**80%**
Doctor of Philosophy	10		8		8		
Master of Arts	35		28		28		
Master of Fine Arts	1		1		1		
Faculty of Arts and Humanities		**36**				**28**	**78%**
Bachelor of Arts (3 Year)	5		2		2		
Bachelor of Arts (4 Year)	18		12	2	14		
Bachelor of Arts Honours (4 Year)	9		7	2	9		
Bachelor of Fine Arts Honours	1		1		1		
Certificate	3		1	1	2		
Faculty of Social Science		**299**				**181**	**61%**
Bachelor of Arts (3 Year)	31		17	2	19		
Bachelor of Arts (4 Year)	79		50	1	51		

Bachelor of Arts Honours (4 Year)	36		26		26		
Bachelor of Management & Organizational St Honours	12		8	1	9		
Bachelor of Management & Organizational Studies	87		42	6	48		
Bachelor of Science (4 Year)	1		0		0		
Bachelor of Science Honours (4 Year)	5		2		2		
Certificate	2		1		1		
Diploma	46		25		25		
CEREMONY TOTAL	**381**		**231**	**15**	**246**		**65%**
CONVOCATION TOTAL	**3139**		**2247**	**90**	**2337**		**74%**

Ticket Report

June 2023 - Ticket Report			
June 12, 2023	No Ceremony	10AM	n/a
	Education	3PM	1256
June 13, 2023	SGPS Social Science	10AM	1069
	Science	3PM	867
June 14, 2023	Social Science	10AM	842
	Social Science	3PM	1005
June 15, 2023	Ivey HBA	10AM	1176
	SGPS Ivey	3PM	1120
June 16, 2023	SGPS Engineering, Schulich & Science	10AM	996
	Engineering	3PM	1601
June 19, 2023	Nursing & Dentistry	10AM	1564
	Brescia & Huron	3PM	1504
June 20, 2023	Science (BMSc)	10AM	1584
	Science	3PM	1132
June 21, 2023	King's	10AM	1244
	King's	3PM	537
June 22, 2023	Health Science	10AM	1067
	Health Science (Kin)	3PM	1024
June 23, 2023	FIMS & Law	10AM	1410
	A&H & Music	3PM	931

October 2023 - Ticket Report			
October 18, 2023	King's, Health Science, Law, Music, Science & Schulich	10AM	1241
	SGPS Science, Social Science & Schulich	3PM	1091
October 19, 2023	Education & Engineering	10AM	1042
	Health Science & FIMS	3PM	1055
October 20, 2023	Brescia, Huron & Ivey	10AM	1046
	A&H & Social Science	3PM	791

Volunteer Report

Volunteers			
October 18, 2023	King's, Health Science, Law, Music, Science & Schulich	10AM	68
	SGPS Science, Social Science & Schulich	3PM	67
October 19, 2023	Education & Engineering	10AM	71
	Health Science & FIMS	3PM	73
October 20, 2023	Brescia, Huron & Ivey	10AM	59
	A&H & Social Science	3PM	62
		TOTAL	**400**

ITEM 14.2(a) – Senate Vacancy in the Graduate Student Constituency

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

George Philip has been elected to fill the Graduate Student vacancy.

EXECUTIVE SUMMARY:

Graduate student Senator, Hugh Samson, has resigned from his role leaving a vacancy on Senate until June 30, 2024.

In accordance with section B.5(c) of the Senate Election Procedures,in regard to the filling of mid-year vacancies for graduate students:

> In the graduate student constituency, if the vacancy occurs between July 1st and April 30th the Senate Nominating Committee shall select a replacement from the constituency. The name of the replacement shall be submitted to Senate for information.

The Nominating Subcommittee met on January 11, 2024. An election was held during the meeting and George Philip was elected to serve on Senate as a graduate student representative for a term ending June 30, 2024.

ITEM 14.2(b) – Distinguished University Professor Selection Committee

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

In accordance with Senate By-law: VI.13(a), a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply to the Operations/Agenda Committee for Leave of Absence from two or more consecutive regular meetings of the body to which he/she was elected.

Upon the granting of the Leave of Absence, the Nominating Committee shall appoint a temporary replacement and report its actions to the Senate.

The Distinguished University Professor Selection Committee representative, Ingrid Johnsrude, was granted a Leave of Absence, leaving a vacancy on the committee until June 30, 2024.

The Nominating Committee met on January 11, 2024. Kathy Hibbert was elected to serve on the Distinguished University Professor Selection Committee until June 30, 2024.

ITEM 14.3(a) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Program Requirements of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), the Compressed Time Frame Bachelor of Science in Nursing (BScN), and the RPN Pathway within the Compressed Time Frame Bachelor of Science in Nursing (BScN)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the program requirements of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), the Compressed Time Frame Bachelor of Science in Nursing (BScN), and the RPN Pathway within the Compressed Time Frame Bachelor of Science in Nursing (BScN) be revised as shown in Item 14.3(a).

EXECUTIVE SUMMARY:

The Arthur Labatt Family School of Nursing (the School) has recently introduced a new course, Nursing 4451W/X: *Operating Room Integrative Practicum* (approved by SOC at its December 13, 2023 meeting). This new course separates operating room placements from other placements offered in the existing fourth-year integrated practicum (Nursing 46561W/X: *Integrative Practicum*). This was undertaken to accommodate the different learning needs within these placements, and also to better prepare students for Association of Operating Room Nurses (AORN) certification post-graduation. The proposed curriculum change will allow students to take either this new course (Nursing 4451W/X) or the existing course (Nursing 4461W/X).

The School has also recently introduced a pathophysiology course, Nursing 2440A/B: *Pathophysiology* (approved by SOC (Subcommittee on Undergraduate Academic Courses) at its December 13, 2023 meeting). The content for Nursing 2440A/B is currently offered by the Department of Pathology and Laboratory Medicine (Pathology 2420A: *Pathology for Nursing Students*). During the self-study that the School undertook for its recent IQAP review, students identified that, in spite of efforts to provide a clear linkage to clinical application in Pathology 2420A, there are many areas within that course in which these links are unclear. This has led to students having difficulty applying this core material within their practical experiences in the Nursing program and may lead to difficulties in their future clinical practice.

Accordingly, the current proposal seeks to replace Pathology 2420A/B with Nursing 2440A/B in the Nursing curriculum. The School believes that this will allow it to provide better theory-to-practice linkages that are specific to nursing students so that students have a better understanding of this core content in the context in which it is applied. This will allow for the continuing development of the foundational and essential critical thinking and judgment that is required for nursing practice within a complex healthcare environment.

Note: The requirements for the Nursing programs are included within the policy on "Progression Requirements – Nursing". The proposed changes were approved by ACA, rather than the Senate Committee on Academic Policy, as the proposal concerns curriculum.

ATTACHMENT(S):

Revised Calendar Copy – Course Required for the Western/Fanshawe BScN Program (contained in Progression Requirements – Nursing)

Revised Calendar Copy – Course Required for the Compressed Time Frame BScN Program (contained in Progression Requirements – Nursing)

Revised Calendar Copy – Course Required for the RPN to BScN Pathway Compressed Time Frame Program (contained in Progression Requirements – Nursing)

<u>REVISED CALENDAR COPY</u>
https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_nursing.pdf

Courses Required for the Western/Fanshawe BScN Program

Nursing Requirements
(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course – Western	Theory Course – Fanshawe	Clinical Application Course - Western	Clinical Application Course - Fanshawe
Nursing 1040A/B	NRSG 7065 / NRSG 7066		
Nursing 1050A/B			
Nursing 1190A/B	NRSG 7067 / NRSG 7068		
Nursing 1080A/B / Nursing 1180A/B	NRSG 7069 / NRSG 7070		
Nursing 1120A/B	NRSG 7058		
Nursing 2630A/B			
		Nursing 2231A/B	NRSG 7061
Nursing 2270A/B			
		Nursing 2271A/B	
Nursing 2240F/G	NRSG 7064		
Nursing 2250A/B	NRSG 7063		
Nursing 3630A/B			
		Nursing 3911A/B	
Nursing 3920A/B			
		Nursing 3921A/B	
Nursing 3310A/B			
Nursing 3340A/B			
Nursing 3500A/B			
Nursing 3456A/B			
Nursing 4320A/B			
Nursing 4401W/X			
		Nursing 4410A/B	
Nursing 4440A/B			
		Nursing 4461W/X **or Nursing 4451W/X**	

Science and Writing Requirements
(must achieve 60%)

Western Course Number	Fanshawe Course Number
Nursing 1330A/B	ANAT 7002

Physiology 1020W/X	NRSG 7039
Pharmacology 2060A/B	PHRM 7004
Pathology 2420A/B[1] **or Nursing 2240A/B**	NRSG 7043
Nursing 3820A/B	

[1] if taken prior to 2024-25

One failed professional practice course and one successful repeat attempt is permitted throughout the program. If a second professional practice course failure occurs the student will be withdrawn from the nursing program.

In the event of a failed elective, students must successfully complete an elective, not necessarily repeat the failed elective.

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

Courses Required for the Compressed Time Frame BScN Program

Nursing Requirements
(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

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

Nursing 4440A/B	
	Nursing 4461W/X **or Nursing 4451W/X**

Science Requirements
(must achieve 60%)

WESTERN course number
Nursing 3820A/B
Pharmacology 2060A/B
Pathology 2420A/B[1] **or Nursing 2440A/B**

[1] if taken prior to 2024-25

One failed professional practice course and one successful repeat attempt is permitted throughout the program. If a second professional practice course failure occurs, the student will be withdrawn from the nursing program.

REVISED CALENDAR COPY

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

Courses Required for the RPN to BScN Pathway Compressed Time Frame Program

Nursing Requirements
(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1201A/B	
Nursing Elective	
Nursing 1120A/B	
Nursing 2240F/G	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
	Nursing 3800Q/R/S/T
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	

Nursing 4461W/X **or Nursing 4451W/X**

Science Requirements
(must achieve 60%)

WESTERN course number
Nursing 3820A/B
Pharmacology 2060A/B
Pathology 2420A/B[1] **or Nursing 2440A/B**

[1] **if taken prior to 2024-25**

One failed professional practice course and one successful repeat attempt is permitted throughout the program. If a second professional practice course failure occurs, the student will be withdrawn from the nursing program.

ITEM 14.3(b) – Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission and Program Requirements of the Honours Specialization in Creative Writing and English Language and Literature

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the admission and program requirements of the Honours Specialization in Creative Writing and English Language and Literature, offered by the Department of English and Writing Studies in the Faculty of Arts and Humanities, be revised as shown in Item 14.3(b).

EXECUTIVE SUMMARY:

The Department of English and Writing Studies is proposing revisions to the admission and program requirements of the Honours Specialization in Creative Writing and English Language and Literature.

Admission Requirements

The Department of English and Writing Studies proposes to revise the admission requirements for the Honours Specialization in Creative Writing and English Language and Literature to remove the portfolio requirement. The portfolio submission was originally included, in part, because the module was seen as a future direct-entry program. For many years, the Department has fielded concerned inquiries from students about the portfolio, especially at recruitment events such as Fall Preview Day and March Break Open House: prospective students (logically) assume the portfolio to have a gatekeeping function, even though it has not really operated that way. Thus, the portfolio strikes us as a deterrent to students considering this module. Moreover, given the specific prerequisite course and grade requirements from Year 1, the portfolio is effectively redundant: students in Writing 1000F/G write in all the genres the portfolio requires – indeed, the portfolios tend to be comprised of Writing 1000F/G work – and the grade stipulation means they must have done so at a satisfactory level.

Additional updates to the admission requirements are proposed to list new course numbers for courses offered by the Department of Visual Arts and remove references to former courses that have not been offered in five years.

Program Requirements

The Department of English and Writing Studies currently offers two Honours Specialization modules: one in English Language and Literature, which consists of 10.0 courses, and one in Creative Writing and English Language and Literature, which consists of 11.0 courses. Reducing the number of courses required for the Honours Specialization in Creative Writing and English Language and Literature to 10.0 courses will make it consistent with the Honours Specialization in English

Language and Literature and other Honours Specialization modules across the Faculty. It will also make the module more manageable for students who, judging by the number of special permission requests to accommodate timetable conflicts, are struggling to fit the extensive requirements into their course timetables. Additional revisions to the Writing Studies component of the module organize the required courses in a more logical way and reflect the fact that Writing 2211F/G is no longer being taught.

References to former courses that have not been offered in five years have been removed from the program requirements.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Creative Writing and English Language and Literature

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20912

HONOURS SPECIALIZATION IN CREATIVE WRITING AND ENGLISH LANGUAGE AND LITERATURE

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including:

a) Writing 1000F/G; and
b) 2.0 additional courses including 1.0 course from English 1020-1999; and 1.0 course from **Art History 1640, Art History 1641A/B, Art History 1642A/B, Art History 1644A/B, Art History 1646A/B, Art History 1648A/B, Art History 1649A/B,** Classical Studies 1000, Film Studies 1020E, Film Studies 1022, French 1900E, Philosophy 1020, GSWS 1020E or both of GSWS 1021F/G and GSWS 1022F/G, **Studio Art 1601, Studio Art 1605** ~~the former Visual Arts Studio 1020, the former Visual Arts History 1040 or two of the former Visual Arts History 1041A/B, the former Visual Arts History 1042A/B, the former Visual Arts History 1043A/B, the former Visual Arts History 1044A/B and the former Visual Arts History 1045A/B, the former Comparative Literature and Culture 1020~~.
c) 0.5 additional course.

A minimum mark of 70% in Writing 1000F/G is required, with no mark below 60% in the other principal courses**.**~~; and submission of:~~
~~d) A portfolio.~~

Module
~~11.0~~ **10.0** courses:

~~4.0~~ **3.5 Writing courses:**

    ~~0.5~~ **1.0 course in Writing Genres** from: Writing 2204F/G, Writing 2214F/G, Writing 2218F/G, Writing 2220F/G.
    ~~1.5 courses from: Writing 2203F/G, Writing 2211F/G, Writing 4998F/G (or the former Writing 2299F/G).~~
    2.0 courses from: **Writing 2203F/G,** Writing 2213F/G, Writing 2219F/G, Writing 2222F/G, Writing 2223F/G, Writing 2224F/G, Writing 2225F/G, Writing 2226F/G, Writing 2227F/G, Writing 3225F/G, Writing 3228F/G ~~(or the former Writing 2217F/G)~~ **Other courses in Writing may be substituted with permission of the Department.** ~~A 0.5 course in Special Topics in Writing may be substituted with permission of the Department.~~ Note: Students may enrol~~l~~ in Creative Writing **genre** ~~Genre~~ courses **and/or Special Topics courses** not previously taken in order to fulfill this part of the module. **0.5 course: Writing 4998F/G.**

~~6.0~~ **5.5 English courses:**
    1.0 course in a Survey of Literary Traditions from: English 2301E, English 2401E, English 2501E, English 2601E.

1.0 course in Theory from: English 2200 to English 2260, English 3200 to English 3210, 0.5 of this requirement may be substituted from Theatre Studies 3205F/G, Film Studies 3371F/G, or Writing 2215F/G.

1.0 course in Pre-1800 Literature from: English 3300 to English 3349, English 3440 to English 3449, English 3540 to English 3549, English 3640 to English 3649, (but not English 3333E (Huron)).

1.0 course in Post-1800 Literature from: English 3350 to English 3399, English 3450 to English 3499, English 3550 to English 3599, English 3650 to English 3699, English 3700 to English 3799, English 3850 to English 3899.

~~1.5~~ **1.0 courses** from: English 2000 to English 3999; 0.5 of this requirement may be substituted from Medieval Studies or Theatre Studies numbered 2200 to 3999; this requirement must include at least 0.5 from English 3000 to English 3999.

0.5 course from: English 4000 to English 4990.

1.0 Capstone:

1.0 course from: English 4000 to English 4999 or Writing 4000 to Writing 4999.

ITEM 14.3(c)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Music (MMus) in Music Education

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Music (MMus) in Music Education be revised as shown in Item 14.3(c)(i).

EXECUTIVE SUMMARY:

The length of the Master of Music (MMus) degree in the field of Music Education will be changed from five terms to three terms. The course-based and thesis-based curriculum options will be replaced by one curriculum option requiring five half courses to be completed in the Fall and Winter terms plus a Major Research Project to be completed in the Summer term. Students may elect to take their fifth course concurrently with the MRP in the Summer term. This modification will reinvigorate the MMus in Music Education program by making it a more compact and intensive experience for students.

ATTACHMENT(S):

Major Modification to the Master of Music (MMus) in Music Education

Major Modification to the Master of Music (MMus) in Music Education

The length of the Master of Music (MMus) in Music Education will be changed from five terms to three terms. The course-based and thesis-based curriculum options will be replaced by one curriculum option requiring five half courses to be completed in the Fall and Winter terms plus a Major Research Project (MRP) to be completed in the Summer term. Students may elect to take their fifth course concurrently with the MRP in the Summer term.

The current course-based field is available to full-time and part-time students. The revised field will be delivered through a combination of online, hybrid, and in-person courses. It will also be available to full-time and part-time students. Full-time students will be able to complete their degree in three terms (12 months). Part-time students will be able to complete their degree in five terms.

This modification will reinvigorate the MMus in Music Education program by making it a more compact and intensive experience for students. Many prospective students do not wish to resign from their current teaching positions in order to pursue graduate studies. Since many school boards are willing to grant one-year leaves of absence, those who wish to pursue graduate studies will now be able to complete the MMus in Music Education during such a one-year leave. Finally, the thesis-based option has attracted very few students since its introduction. Its elimination aligns with the aims of the modified program.

The proposed modification will similarly benefit part-time students, especially international students who wish to remain in their teaching positions and minimize travel to London. By condensing the program from eight half courses to five half courses plus an MRP, students will spend only one summer in London, significantly reducing travel costs. Fall and Winter courses will be delivered in a hybrid format (in person and online), to ensure access to part-time students. Summer courses will be delivered in person only.

Finally, many peer institutions have moved to 1-year MMus programs for the reasons outlined above. This proposed modification will continue to meet the learning outcomes of the program and keep the program competitive in the field.

Current program	Proposed Change(s)
Course-based option: Eight half courses • Two required courses: Music 9531 (Empirical & Qualitative Research in Music Education); Music 9599 (Capstone Project in Music Education) • Six elective courses Or **Thesis-based option:** Seven half courses • One required course: Music 9531 (Empirical & Qualitative Research in Music Education) • Six elective courses Thesis	**Course-based option:** Five half courses • One required course: Music 9531 (Empirical & Qualitative Research in Music Education) • Four elective courses Major Research Project (0.5 course weight, graded) • A research paper of approximately 40 pages (excluding bibliography) or an equivalent creative project (e.g., web-based teaching modules, reflective practice journals).

The learning outcomes will not change.

In 2024-25, continuing students in the 5-term program will be permitted to opt into the new program, allowing them to complete in four rather than five terms.

MMus in Music Education students will continue to be eligible to participate in the Collaborative Specialization in Music Cognition.

ITEM 14.3(c)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) in Computer Science

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Science (MSc) in Computer Science be revised as shown in Item 14.3(c)(ii).

EXECUTIVE SUMMARY:

The Master of Science (MSc) Computer Science has three options for completion: thesis, project, and course. The Department of Computer Science proposes to lengthen the Thesis and Project curriculum options from 16 months (4 terms) to 20 months (5 terms). Faculty and students have identified that the current duration of the Thesis and Project curriculum options makes it challenging for students to meet the expectations around their final deliverables.

ATTACHMENT(S):

Major Modification to the Master of Science (MSc) in Computer Science

Major Modification to the Master of Science (MSc) in Computer Science

The Master of Science (MSc) Computer Science has three options for completion: thesis, project, and course. This proposal affects only the Thesis and Project options. The Department of Computer Science proposes to lengthen the Thesis and Project curriculum options from 16 months (4 terms) to 20 months (5 terms).

Faculty and students have identified that the current duration of the Thesis and Project curriculum options makes it challenging for students to meet the expectations around their final deliverables (i.e., thesis or project). It is felt that additional time is needed for the students to realistically have the opportunity to complete meaningful research. The additional term will improve the experience for students by allowing more time to build research skills and by reducing stress associated with meeting the current 4-term deadline. At this time, the Department of Computer Science is not proposing any additional or different requirements or milestones for the MSc degree, or any other modifications.

Current program	Proposed Change(s)
*Note that timing of courses is flexible prior to completion; these descriptions are typical. COURSE BASED Term 1 – 2-3 electives Term 2 – 2-3 electives Terms – 3 & 4 – 2-3 electives + Directed Study PROJECT BASED 4 terms Term 1 – 2 courses Term 2 – 2 courses Terms 3 & 4 – 2 courses + MRP THESIS BASED 4 terms Term 1 – 2 courses Term 2 – 2 courses Terms 3 & 4 – Thesis	COURSE BASED *(no changes)* Term 1 – 2-3 electives Term 2 – 2-3 electives Terms – 3 & 4 – 2-3 electives + Directed Study PROJECT BASED 5 terms Term 1 – 2 courses Term 2 – 2 courses Terms 3 to 5 – 2 courses + MRP THESIS BASED 5 terms Term 1 – 2 courses Term 2 – 2 courses Terms 3 to 5 – Thesis

The learning outcomes will not change.

Students who began the program in Fall 2023 will have the option to stay for the Winter 2025 term.

ITEM 14.3(d) – Annual Report on Scholastic Offences

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Annual Report on Scholastics Offences for the period from July 1, 2022 to June 30, 2023 is presented to Senate for information.

ATTACHMENT(S):

Annual Report on Scholastic Offences (2022-23)

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENCE	SANCTION
Arts and Humanities	Plagiarism (6)	• Six students received a 0% on assignment
Education	Plagiarism (1)	• One student received an F on the assignment, permitted to re-submit and complete a self-study course on plagiarism
Engineering	Unauthorized collaboration on assignment or examination (10)	• 10 students received a 0% on the exam/assessment
	Cheating on an examination (4)	• Four students received a 0% on the exam
	Contract cheating or use of contract cheating website during assessment (3)	• Three students received a grade of 0% on the assessment
	Submitting a false medical or other such certificate (4)	• Four students' academic consideration requests were not granted, resulting in grade of 0% on assessment
Health Sciences	Plagiarism (14)	• Six students received a grade of 0% on the assignment • Four students received a 50% penalty on the assignment • One student was permitted to resubmit the assignment with a 15% penalty • One student was permitted to resubmit the assignment • One student received a grade of 0 on one question • One student received a 10% penalty on the assignment for the use of AI generated content without attribution
	Cheating on an examination (9)	• One student received an F in the course, not permitted to re-take course until Winter 2024 • One student received a grade of 0% in the course • Seven students received a grade of 0% on the exam

	Unauthorized possession of an examination paper (1)	• One student received an F in the course
	Possession of unauthorized materials or aids during an examination (3)	• Two students received a grade of 0% on the online exam • One student received a 15% penalty on the exam
	Unauthorized collaboration on assignment or examination (2)	• Two students received an F in the course
Information and Media Studies	Plagiarism (14)	• Two students received an official reprimand, permitted to resubmit assignment to be graded out of maximum of 50%, both students failed to resubmit and received a grade of 0% on the assignment • 12 students received an official warning from the Associate Dean following an in-person or Zoom meeting and a 15-20% penalty on the assignment
	Unauthorized collaboration on assignment or examination (1)	• One student received an official reprimand, student collaborated with 3rd party who used AI generated content on a take home examination, student received a grade of 0% on the take home exam
	Cheating on an examination (1)	• One student received an official reprimand; student was permitted to re-take examination with a 25% grade penalty imposed
	Submitting for credit academic work for which academic credit has been previously obtained (1)	• One student received an official reprimand; student received a grade of 0% on the assignment
Ivey School of Business HBA Program and Business Foundations	Plagiarism (13)	• 13 students received a 0% for the assignment
	Submitting for credit academic work for which academic credit has been previously obtained (6)	• Six students received a grade of 68% on the group report; students required to submit a reflection on academic integrity
Law	Plagiarism (1)	• One student's paper was regraded with the plagiarised portions excised; student received a grade of F for the paper

Music	Plagiarism (5)	• Five students received a grade of 0% for the assignment
	Unauthorized collaboration on assignment or examination (1)	• One student received a grade of 0% for the assignment
	Intentionally interfering in any way with any person's scholastic work (1)	• One student received a grade of 0% for the assignment
Schulich School of Medicine and Dentistry (BMSc/BSc)	Plagiarism (5)	• Four students received a grade of 0% for the assignment • One student received a grade of 49% for the assignment
	Cheating on an examination (20)	• 18 students received a grade of 0% on examination. • Two students received a reduction of 15% on the exam grade
Schulich School of Medicine and Dentistry (MD & DDS)	Plagiarism (1)	• One student permitted to repeat assignment, submit a reflection (500-750 words) on the "impact of academic dishonesty on trust in the medical profession. A note on the academic file on professionalism; if no further incidents, it will not appear on the permanent records and the Medical Student Performance Record (MSPR) required for residency matching process.
	Unauthorized collaboration on assignment or examination (2)	• Two students were required to complete another similar assessment; students given a reflection assignment to write about health care professionalism in education, referencing literature
Science	Plagiarism (26)	• Two students received a grade of 0% on the figure/map of the assignment • Thirteen students received a grade of 0% on the assignment • Two students received a 50% penalty on the lab grade • Two students received a grade of 0% on the lab report • One student received a 50% grade reduction on the assignment • One student received a 50% grade reduction on the lab report • One student received a grade of 0% on the exam • One student was permitted to resubmit with a 50% grade penalty on the essay

		• Two students received a 10% grade penalty on the assignment • One student received a 50% grade penalty on the rewrite of the assignment
	Unauthorized collaboration on assignment or examination (43)	• Two students received a grade of 0% on the midterm test • One student received a grade of 0% on the final exam and assignment • One student received a grade of 0% for the course; prohibited from repeating course, at Western or at another institution on a Letter of Permission before January 2025 • 34 students received a grade of 0% on the assignment • One student received a grade of 0% on the exam and assignment; prohibited from enrolling in any courses for which Comp Sci 2211A/B is a prerequisite until January 2024 • One student received a grade of 0% on the test • Two students received a grade of 0% for the course • One student received a grade of 0% on the final exam
	Cheating on an examination (12)	• Four students received a grade of 0% on the exam • Four students received a grade of 0% on the final exam • One student received a grade of 0% for the course • One student received a grade of 0% on the test • One student received a grade of 0% on the exam and prohibited from repeating course before September 2023 • One student received a 45% grade reduction
	Contract cheating or use of contract cheating website during assessment (12)	• One student received a grade of 0% on the midterm • Nine students received a grade of 0% on the assignment and a 5% reduction on the final course grade; one student withdrew from the course • One student received a grade of 0% on three quizzes • One student received a grade of 0% on the assignment
	Submitting false or fraudulent assignments or credentials (2)	• One student received a grade of 0% on participation • One student received a grade of 0% on the lab assignment
	Submitting a false medical or other such certificate (11)	• Two students received a formal letter of reprimand on file • One student received an informal reprimand; no academic penalty

		• Seven students had their request for academic consideration denied • One student was suspended from the University for a period of one year; not eligible to enrol in classes until the January 2024 term
	Submitting for credit academic work for which academic credit has been previously obtained (3)	• Three students received a grade of 0% for the assignment
Social Science	Plagiarism (30)	• 22 students received a grade of 0% for the assignment • Three students received a grade of F for the course (all second offences) • Two students received a 50% grade reduction • Two students received a grade of 0% on both assignments • One student was permitted to resubmit assignment with a 25% grade reduction
	Unauthorized collaboration on assignment or examination (6)	• One student received a grade of 0% for the course (second offence) • One student received a grade of 0% on the exam • One student received a 50% grade reduction on the exam • Three students received a grade of 0% on the exam and a 5% grade reduction for the course
	Cheating on an examination (18)	• 12 students received a grade of 0% on the exam • Three students received a reprimand • One student received a 30% grade reduction on the exam • One student received a grade of 0% on the relevant section on the exam • One student received an F in the course and received a suspension from the University for a period of 16 months (3rd offence)
	Submitting a false medical or other such certificate (16)	• One student received a grade of 0% on both exams and a 5% grade reduction on the course • Four students received a grade of F in both courses • One student received a grade of 0% for the assignment • One student received a grade of F in all four courses (6 fraudulent medical notes submitted) • One student received a grade of F in all four courses (3 fraudulent medical note submitted) • Three students received a grade of F in the course

		• One student received a 10% grade reduction on the exam • One student received a grade of 0% on both exams • One student received a grade of 0% on the exam • One student withdrew from courses • One student received an F in the course and received a suspension from the university for a period of 16 months and must re-apply
	Student wrote in-person examination while positive with COVID-19 during a required isolation period (1)	• One student received an F in the course
School of Graduate and Postdoctoral Studies	Plagiarism (19)	• One student received a grade of 0% on the assignment • Eight students received a 10% grade penalty on the assignment • Two students received a 25% grade penalty on the project • One student received a formal reprimand • Two students were required to re-take the SGPS Academic Integrity Module • Three students were required to write an essay on academic integrity • One student received a grade of 0% in the course (2nd offence) • One student was required to withdraw from the program (2nd offence)
	Unauthorized collaboration on assignment or examination (3)	• Three students received a formal reprimand
	Falsifying records, transcripts or other academic documents (2)	• Two students received an expulsion from the University
Brescia University College	Plagiarism (11)	• Six students received a grade of 0% on the assignment • One student was permitted to resubmit the assignment • One student received a grade penalty on three assignments; one assignment reduced to a grade of 10% and two assignments reduced to a grade of 50%

		• One student received a grade of 10% on the assignment • One student received a 50% penalty on the assignment • One student received a grade of 0% on the midterm examination
Huron University College	Plagiarism (17)	• Three students received a grade of 0% on the assignment • One student received a grade reduction of 25% on the assignment • One student received a grade of 0% for two assignments submitted in two courses • One student received a suspension for one academic year (multiple prior offences) • Ten students received a grade of 0% on an assignment for the use of AI generated content without attribution • One student received a grade reduction of 50% on an assignment for the use of AI generated content without attribution
	Possession of unauthorized materials or aids during an examination (1)	• One student received a grade reduction of 10% on the examination
King's University College	Plagiarism (30)	• 25 students received a grade of 0% on the assignment, test or exam • Two students received a grade reduction of 50% • One student received a grade of 40% on the assignment • One student received a grade of 30% on the essay • One student received a 10% penalty on the final exam
	Cheating on an examination (6)	• Six students received a grade of 0% on the assignment, test or exam
	Submitting a false medical or other such certificate (2)	• Two students received a grade of zero on the assignment, test or exam

Total Number of Scholastic Offences

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Scholastic Offences	182	228	328	481	430	400

ITEM 14.3(e) – Report of the Subcommittee on Undergraduate Academic Courses

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The terms of reference of the Subcommittee on Undergraduate Academic Courses (SOC) include a requirement for the subcommittee to report to the Senate Committee on Academic Curriculum and Awards (ACA) at least twice annually.

Attached is a Report to ACA detailing the work of the committee from June 2023 to December 2023.

ATTACHMENT(S):

Report of the Subcommittee on Undergraduate Academic Courses (December 2023)

Report of the Subcommittee on Undergraduate Academic Courses (SOC)
December 2023

The Subcommittee on Undergraduate Academic Courses (SOC) was formed in July 2022. SOC submitted its inaugural report to ACA in May 2023. That report detailed the work of SOC between July 2022 and April 2023. The table below summarizes the proposals submitted to SOC during that period:

	Course Introduction	Course Revision	Course Withdrawal	Module/Program Revision	Total
Aug. 2022	8	2	16	4	30
Sept. 2022	0	2	0	0	2
Oct. 2022	3	4	1	8	16
Nov. 2022	38	37	4	14	93
Dec. 2022	51	72	4	44	171
Jan. 2023	39	10	5	23	77
Feb. 2023	25	51	8	28	112
Mar. 2023	80	140	17	50	287
Apr. 2023	57	28	24	27	136
May 2023	36	105	19	63	223
Total	337	451	98	261	1147

The current report details the work of SOC between June and December 2023.

SOC met seven times between June and December 2023. The table below summarizes the proposals submitted to SOC during that period:

	Course Introduction	Course Revision	Course Withdrawal	Module/Program Revision	Total
June 2023	12	49	1	23	85
July 2023	17	41	3	13	74
Aug. 2023	10	18	0	5	33
Sep. 2023	0	3	0	0	3
Oct. 2023	0	2	0	6	8
Nov. 2023	9	15	6	18	48
Dec. 2023	6	53	9	27	95
Total	54	181	19	92	346

A SOC submission template was finalized and implemented for the 2023-24 academic year (see: https://www.uwo.ca/univsec/academic_policies/making_changes.html).

A SOC Workshop was held in November 2023. The SOC Workshop was open to all members of the Western Community who support the SOC submission process, including Associate Deans, Department/Program Chairs, faculty members, and administrative staff. 75 individuals attended.

ITEM 14.3(f) – Faculty-Specific Sessional Dates

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The following 2024-25 Faculty-specific sessional dates are attached for Senate's information:

- Faculty of Law
- Dentistry – Schulich School of Medicine & Dentistry
- Medicine – Schulich School of Medicine & Dentistry
- Ivey Business School, HBA Program

ATTACHMENT(S):

Faculty-Specific Sessional Dates (2023-24)

Western ⬥ Law

Sessional Dates – 2024-2025

2024

September 2	Labour Day Holiday
September 3	Orientation Day
September 4	Fall Term Classes Begin
September 4 – 10	Fall Term Add/Drop Period
September 30	National Day of Truth and Reconciliation
October 14	Thanksgiving Day Holiday
Nov 4 – Nov 8	Fall Study Break
December 5	Fall Term Classes End
December 9 – 20	Fall Term Examination Period
December 20	Fall Term Ends

2025

January 6	Winter Term Begins
January 6	January Intensive Term Add/Drop Period (1 day only)
January 6 – 24	January Intensive Term
January 27	Winter Term Regular Classes Begin
January 27 – 31	Winter Term Add/Drop Period
February 17 – 21	Winter Study Break
April 11	Winter Term Classes end
April 14 – 28	Winter Term Examination Period
April 18	Good Friday (no exams)
April 28	Winter Term Ends

2024-2025 Dentistry DDS/ITD Program Sessional Dates

2024-2025 Sessional Dates (All dates subject to change)	
August 19 - 30, 2024	Orientation Weeks Year 3
August 19 - 30, 2024	Orientation Weeks Year 1 ITD
August 26 - 30, 2024	Orientation Week Year 1, 2, 4
Tuesday, September 3, 2024	Academic Year Begins - All Years
September 30, 2024	National Day for Truth and Reconciliation (non-instructional day)
December 21, 2024 - January 5, 2025	Winter Break - All Years
January 6, 2025	Classes Resume - All Years
March 10- 14, 2025	March Break - All Years (tentative) calendar not available yet
Friday, May 2, 2025	Academic Year Ends for Year 2 and 4
May 16, 2025	Academic Year Ends for Year 1
Friday, June 6, 2025	Academic Year Ends Year 3
June 2025	Convocation (date to be determined)

2024-2025 MEDICINE - SCHULICH SCHOOL OF MEDICINE & DENTISTRY

Academic Year begins for Year 3:	August 19, 2024
Academic Year begins for Year 4:	September 3, 2024
Orientation Week Year 1:	Aug 26 – Aug 30, 2024
Academic Year begins for year 1/2:	September 3, 2024
Winter Break for Year 1/2 Start/End:	Dec. 21, 2024 – Jan. 5, 2025
Winter Break for Year 4 Start/End:	Dec. 21, 2024 – Jan. 5, 2025
Classes resume for year 1/2:	January 6, 2025
Classes resume for year 4:	January 6, 2025
March Break for Year 1/2 Start/End:	Mar 10 - Mar 14, 2025
Academic Year ends for year 4:	April 18, 2025
Convocation:	June 6, 2025 (Proposed)
Academic Year ends for year 1/2:	June 6, 2025
Academic Year ends for Year 3:	August 29, 2025

2024-2025 HBA SESSIONAL DATES – IVEY BUSINESS SCHOOL

* Please note that dates are tentative and subject to change

2024	
August 29	HBA1 Transfer Orientation Program
August 30	HBA1 Program Begins (Mandatory)
September 3	HBA1 Classes Begin (Mandatory)
September 3-13	Add/Drop (A/B courses)
September 3-6	HBA2 IFP Classes (MANDATORY)
September 9	HBA2 Elective Classes Begin
September 30	National Day for Truth & Reconciliation – No Classes
October 14	Thanksgiving – No Classes
October 15-19	HBA2 Exam Period (including Saturday)
October 21-22	IFP Workshop Days (Mandatory)
October 28 - November 1	Fall Break Week
November 6-8	IFP Client Meetings (Evenings and November 8 all day)
November 11	Last Day to drop A (Ivey half course) without penalty
November 13-15	HBA2 IFP Work Days (Mandatory)
November 22	HBA2 IFP NVP Presentations (Mandatory)
December 5	HBA2 Classes End
December 5	HBA1 Classes End
December 5	IFP Client Meetings (evening 5:00-6:30pm)
December 6	IFP Client Meetings (All day)
December 7-13	HBA2 Exam Period (including Saturday and Snow Days)
December 9-13	HBA1 Exam Period (including Snow Days)
2025	
January 6	HBA1 Classes Resume
January 6	HBA2 Classes Resume
January 6-10	Add/Drop B (Ivey half courses)
February 10-16	HBA2 Exam Week (including Saturday)
February 17-21	Spring Break Week
March 7	Last day to drop B half course without penalty
March 28	HBA2 Classes End
April 2	HBA1 Classes End
March 29-April 4	HBA2 Exams (including Saturday)
April 4-11	HBA1 Exams
April 14 – 26 (Saturday)	HBA Intersession

ITEM 14.3(g) – 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 scholarships, awards and prizes shown in Item 14.3(g), 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

Faculty of Engineering

John Aarts Memorial Award for Civil & Reinforced Concrete Design
Awarded to full-time undergraduate students in the Faculty of Engineering, Department of Civil and Environmental Engineering, based on academic achievement. Preference will be given to candidates enrolled in Civil and Environmental Engineering 3347A/B reinforced concrete design. The Faculty of Engineering will select the recipients. Recipients will have an opportunity to interview for a co-op with John Aarts Group, however students are not guaranteed a co-op. An offer of full-time employment with John Aarts Group may also be extended, pending successful completion of the program and work term. A recipient is not obligated to participate in the co-op or accept employment with John Aarts Group following graduation to receive or retain the award.

Value: 1 at $2,000
Effective Date: 2024-2025 to 2028-2029 academic years inclusive

This award was established to honour John Aarts to recognize the benefit of training more engineers in the design of Reinforced Concrete, which hopefully will strengthen that market versus Precast Concrete Construction.

Faculty of Health Sciences

Joy MacDermid Bursary in Upper Extremity Rehabilitation
Awarded to full-time graduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates in the Upper Extremity Rehabilitation field of the Advanced Health Care Practice program. A committee in the Faculty of Health Sciences will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This bursary was established with a generous donation from Hand Therapy Canada.

Value: 1 at $5,000, awarded annually
Effective: May 2024 to April 2027 inclusive

Ivey Business School

Ainslie Simmonds HBA '92 & Mark Manley MBA '03 Award
Awarded to a full-time HBA2 student at the Ivey Business School, based on academic achievement and demonstrated financial need. Preference will be given to candidates who are registered in the HBA Sustainability Certificate. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Ivey Business School will select the recipients after the Office of the Registrar has assessed the financial need. This award was established by a generous gift from Ainslie Simmonds (HBA 1992) and Mark Manley (MBA 2003).

Value: 1 at $1,200 awarded annually
Effective: 2024-2025 academic year

Carol Stephenson HBA STEM Leadership Award
Awarded to full-time undergraduate students in HBA1 at the Ivey Business School who are planning to pursue an HBA degree combined with a degree in a STEM program, based on academic achievement. Preference will be given to candidates who are self-identified women. The award will continue in Years 4 and 5 of the combined HBA/STEM degree provided recipients maintain a minimum 70% average and full-time status in an eligible combined degree. If a recipient does not retain their continuing award, a replacement recipient from the same year may be selected. The Ivey Business School will select the recipients.

Value: 4 at $11,725, continuing for three years (New students selected in 23-24 only)
Effective: 2023-2024 to 2025-2026 academic years inclusive

Faculty of Law

Vaccari Family Bursary
Awarded to full-time undergraduate students in the Faculty of Law based on financial need. Preference will be given to candidates who self-identify as Black or a racialized person. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $5,000, awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive.

This bursary is made possible by a generous gift from Stephanie Vaccari (LLB 1995). Stephanie is supporting this bursary, because, as a first generation Canadian, she appreciates how important education is and the possible financial hurdles that some students may face in pursuing their goals. She hopes that this bursary can provide assistance in alleviating some financial stress and hopes that it will encourage others in the Law Class of 1995 to make a similar commitment.

Don Wright Faculty of Music

David Greenslade Music Scholarship
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates studying Piano or Organ. The Don Wright Faculty of Music will select the recipients.

Value: 1 at $4,000, awarded annually
Effective: 2024-2025 academic year

David Greenslade received his Bachelor of Music Honours in Music History from Western University in 1990. David spent his life full of music - performing, teaching and directing. This award was established by the Greenslade family in 2023 to honour his memory.

Nancy Telfer Award in Choral Music
Awarded to full-time undergraduate students in Year 3 of the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates involved in choral activities in the Department of Music Education or the Department of Performance. The award will continue in Year 4 provided that recipients maintain full-time status in the Don Wright Faculty of Music and achieve a minimum 70% average. The Don Wright Faculty of Music will select the recipients on the recommendation of the Chair of Music Education in consultation with the choral directors.

Value: 2 at $2,000, awarded annually
Effective: 2024-2025 academic year

This award was established by Nancy Telfer, BA'71, BMus'79 who wanted to recognize talented students with a commitment to excellence and creative intelligence in choral music.

Schulich School of Medicine & Dentistry

Richard Ingrey Memorial Award

Awarded to Neurology residents, Clinical Neurological Sciences, Schulich School of Medicine & Dentistry, based on academic achievement. Clinical Neurological Sciences in the Schulich School of Medicine & Dentistry will select the recipients. This award was established by Dale Ingrey (BA, 1967) in memory of Richard Ingrey.

Value: 1 at $6,000, awarded annually
Effective: 2023-2024 to 2027-2028 academic years inclusive

ITEM 14.4(a) – Western Office of the Ombudsperson Annual Report 2022/23

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The memorandum of understanding governing the Office of the Ombudsperson states that the Ombudsperson shall make an annual report to the campus community.   For reporting purposes, the year begins August 1 and ends July 31.   The annual report will normally be published by January 1 of the following year. The report provides a statistical summary of the caseload and summary account of cases.

The Annual Report of the Office of the Ombudsperson is provided to Senate for information.

ATTACHMENT(S):

Western Office of the Ombudsperson Annual Report

Western
UNIVERSITY · CANADA

Office of the Ombudsperson

Annual Report 2022 - 23

Preparing students to prevent, manage and resolve difficult situations.

Student Testimonials

"I could not have
accomplished or
started this appeal
without your help and
constant organization
of the appeal.
Without your
resilience and
support during
this process,
this waiver
would not
be just."

"I just wanted to write to you to formally thank you so much for all the work you put in to assist me with this crazy journey. I truly would have been so stuck without your assistance."

"The comments and guidance you made are so clear and helpful. Your expertise has been invaluable."

Table of Contents

To the Western Community

I am pleased to provide the annual report of the Office of the Ombudsperson for the period August 1, 2022 to July 31, 2023. This is pursuant to the Memorandum of Understanding signed by the constituent university, affiliated university colleges, and student associations.

The Office of the Ombudsperson is situated on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We respect the longstanding relationship that Indigenous Nations have to this land, as they are the original caretakers.

Over the 2022-2023 academic year, the Ombuds Office experienced changes that have altered the functioning of the office. In August 2022, the Office secured and implemented a case management solution from Resolve Software Group. This software was specifically designed for Ombuds offices and offers an opportunity for the Office to gain more insight into systemic challenges through statistical analysis.

The Office hired an intern to update our website and redesign our social media presence. Christina Hanna, a graduating student in the Faculty of Information and Media Studies, joined the office in the Fall and launched our updated website before the end of term. With the launch of an updated website and social media presence, we took the opportunity to update our resources. We also launched new tools related to appeals and dean's waivers. The tools provide students self-guided support and reduce traffic related to simple appeal concerns.

Most notably, this year saw a leadership change. In May, our longstanding Ombudsperson, Jennifer Meister, took on a secondment role with Western Residences as the Acting Associate Director, Student Conduct. Throughout her time in the Office, Jennifer has been a champion for fairness in the Western community and provided a safe and welcoming environment for students. She served as a constant source of guidance and support to staff, faculty, and leaders across the community. While Jennifer is on secondment, I have transitioned from my role as Associate Ombudsperson to the role of Acting Ombudsperson with the approval of the Advisory Committee and the University Secretary.

The Office benefited from a temporary part-time administrative assistant over the summer, and has recently hired an Acting Associate Ombudsperson, Stephanie Bolingbroke, to ensure the Office has a full staff complement for the academic year.

The Ombuds Office did note a drop in visitors over the 2022-2023 year, however the reduction in visitors is in line with visitor data prior to 2021-2022 where the office saw a 0.4% growth in visitors to the office. This change in the number of visitors may be in response to the changes experienced by the Office, such as increased access to resources thus reducing the need to meet with staff in the Ombuds Office.

The Annual Report this year is focused on challenges, changes, and opportunities. I encourage you to review the case examples and statistical data presented in this report and to reach out should you have questions about the activities of the office.

Whitney Barrett
Acting Ombudsperson, Western University

Who We Are

We are an independent, impartial and confidential office that students visit when they don't know how to approach an academic or nonacademic situation at Western. We offer a safe, nonthreatening environment where students can ask for advice. Students visit us regarding conflicts and difficult decisions they need to make; what to do if they have been accused of a scholastic offence or Code of Conduct infraction; and for assistance in determining whether they have grounds for appeal.

Whitney Barrett
Acting Ombudsperson

Jennifer Meister
Ombudsperson

Stephanie Bolingbroke
Associate Ombudsperson

Advisory Committee

The Office of the Ombudsperson Advisory Committee is a sounding board and advisor to the Ombuds Office on issues such as outreach, budget, and the annual report. The composition of the Advisory Committee is set out in the Memorandum of Agreement.

Thank you to the 2022/23 Advisory Committee:

- Matson Kitamisi, Huron, Affiliate Students' Council representative
- Lauren Jarman, University Students' Council
- Dr Ken Meadows, President's Representative
- Navneet Kaur, Society of Graduate Students
- Dr Andrew Walsh, Senate Representative
- Junaid Hussain, Master of Business Administration Association representative

What We Do

We meet with students in person or virtually via Zoom, phone or Teams. We listen to concerns and ask questions. We guide students through the policies and processes that might apply in their situation. We maintain the confidentiality of our visitors by ensuring we do not contact anyone on or off campus unless we are concerned for a student's safety or the safety of someone else. From time-to-time we do ask the student's permission to contact a decision maker or administrator to clarify a situation and ensure fair process has been followed. In short, we untangle the complexity of a concern and help to identify options.

We practice shuttle diplomacy and on occasion make recommendations to senior administrators on specific policies and processes.

Case Studies

Jurisdiction Challenges

Jurisdictional challenges can impact the decision-making process and, potentially, the fairness of the procedure and decision. When more than one policy intersects with a concern, it can become unclear for not only the student but for decision makers when identifying the appropriate path and policy. These challenges can be complex and involve not only internal University policies but may also bring in external policies related to professional practice.

Intersection of University Policies

While the intersection of most University policies is uncommon, there are instances where the overlapping aspects of an incident can be addressed by more than one policy. The question then becomes under which policy should the issue live and who should conduct the investigation and issue the resulting decision.

> A student scheduled an appointment with the Ombuds Office and shared they had received a decision from Housing regarding an incident that had taken place in their apartment. The student had assumed the incident had previously been resolved, however the decision letter issued by Housing stated an additional penalty and included policy that fell outside the scope of the decision maker. The decision letter included a statement about an infraction under another policy, the Student Code of Conduct, and stated the governing office supported the decision made by Housing. The Office of the Ombudsperson intervened and contacted leadership in Housing. In discussions with Housing, it was agreed that Housing had no authority to make claims under the Code and the concern was resolved informally. An updated decision letter was issued to the student and the offending clause was removed.

> An undergraduate student was under investigation for an infraction under the Student Code of Conduct with the possible outcome of expulsion. The student was admittedly not performing academically and was Required to Withdraw, which falls under the Undergraduate Student Academic Appeals policy. As the student was navigating two separate policies, both with the potential outcome of the student being removed from the institution, the question was raised regarding how the two separate, but related, situations should be addressed. Staff in the Ombuds Office recommended the concerns be divided by the overarching policies, and those policies be procedurally followed. This ensured the decisions made under each policy focused solely on the issues under each policy independently and allowed a fair decision to be made in relation to that policy alone, upholding procedural fairness for both the institution and the student.

> A student had just received their gun license and was quite excited. It was quite an accomplishment! The student was speaking to a classmate about the accomplishment and was overheard by another classmate. The student who overheard the conversation reported it through the appropriate Code of Conduct Office, supposedly embellishing what

was said. The student was investigated, and it was found there were no safety issues and nothing in violation of the Code of Conduct. Following an investigation through the Code of Conduct, the student's program asked to speak to the student to ensure there were no professional concerns. This raises the question of jurisdiction. The program believed it held an obligation to the profession to investigate the allegations further, but according to University policy the allegation should have been resolved after the investigation under the Code.

Professional and External Policies

Some programs not only have an obligation to uphold the university's policies, but they may also have a responsibility to adhere to the policies of an accrediting body for a related profession. When a student is alleged to be in contravention of an external policy, what is the responsibility of the program to investigate and what authority does the program hold to pursue disciplinary action?

A student approached the Office after being accused of offences that fell under the Student Code of Conduct, however the offence was being considered a contravention of professional practice standards held within an external policy. The professional standards are intrinsic to the program due to the close ties between the program and the profession. As a result, the program treated the offences as a progression issue and put the student's ability to remain in their program in jeopardy. The program believed the inclusion of this external policy was within their power given they had a responsibility to the profession as their program led to professional accreditation. Ombuds staff discussed the interacting policies with the student and helped the student to identify where procedure hadn't been followed with regards to the offence allegations under the code.

The application of external policies in decision making does give cause for concern, especially when those external policies include procedures for addressing allegations or concerns that are not aligned with the university's policies.

Retroactive Accommodation and Consideration

Policies at Western clearly state the deadlines required for a student to engage in requests for accommodations and considerations, however these policies generally don't address concerns related to retroactive consideration. As in previous years, Ombuds staff saw students who sought academic consideration or accommodation retroactively. The reasons a student may make a request retroactively differ. In some cases, the student has received a new diagnosis or updated documentation that changes existing accommodations. In these cases, the student can follow the appeals process outlined in Western's Policy on Academic Accommodation for Students with Disabilities. Alternatively, when the student has a new diagnosis and was not previously registered with Accessible Education for Academic Accommodations, the student is unsure how to address these challenges as they do not qualify to appeal under the policy.

In one case, a student sought advice from the office to appeal the outcome of a course and was seeking retroactive accommodations based on a new diagnosis. The student received a decision from the Associate Dean, denying the student's request and directing the student to contact Accessible Education to register for future accommodations and seek options for retroactive accommodations. The student then appealed to Accessible Education who clarified the appeals parameters and that the student's case, being a newly registered student, did not qualify for appeal or retroactive accommodations under the policy. The student was directed back to the Associate Dean to seek reconsideration. The student felt they were being passed between the two offices without a definitive answer on their request.

The confusion experienced by the student is caused due to a gap in policy. The Academic Accommodation for Students with Disabilities addresses the concept of Retroactive Accommodation, but only for those previously registered with Accessible Education. There is no clear recourse for those who have a new diagnosis and have not been previously registered with Accessible Education.

Artificial Intelligence and Academic Integrity

This past year saw the introduction of Artificial Intelligence into daily life. With the creation of ChatGPT, AI became powerful and easily accessible for the general public – including students. This created worry throughout the academic community with concerns of how AI will impact academic integrity.

The Office saw a few cases where AI was mentioned, however in those cases where AI use was alleged the students were able to demonstrate why the claim of AI usage was unfounded. In one instance, a student visitor shared they were flagged for possible AI usage in the submission of a paper citing the flag was due to "circular narrative" in the student's writing. They were able to provide proof of past edits to their work, and emails that showed the suggestion to rephrase key items was at the recommendation of a TA. Additionally, the student was able to provide research notes and additional context to support that the ideas presented in the paper were original. The allegation was dropped and the student received a grade which they felt was fair.

Although the Office has not seen an increase in cases related to AI, that doesn't mean there isn't cause to consider the impact of AI and its relation to Academic Integrity. AI is a tool that can be used productively or destructively, but for a student to understand how they can use AI they need to understand when the use and inclusion of AI in academic work is acceptable.

Observations and Recommendations

Ombuds staff practice shuttle diplomacy, working with senior administration throughout the year to ensure systemic issues are resolved. For that reason, recommendations are seldom made in the Office of the Ombudsperson annual report. There are no recommendations included in this report.

Connecting Across the Community

The Office of the Ombudsperson works with various cohorts to
provide best practices on difficult conversations and conflict
management. For example, through the 2022/23 year Jennifer continued providing workshops as part of the Own Your Future graduate student professional education program.

From time-to-time we also work with senior administrators on policy revisions to ensure fairness of the institution's policies and procedures. In 2022/23 we continued to work with the University Working Group focused on Academic Integrity and provided feedback on both policy and cultural changes to aid in the adaptation and adoption of new policy and practice related to Academic Integrity at Western.

Outreach

- Conflict Management workshops, SGPS Own Your Future
- Numerous orientation events
- Appeals policy training for USC Student Appeals Support Centre

Committee Participation

- Graduate Student Life Advisory Group
- University Working Group – Academic Integrity

Virtual Conferences, Meetings, and Training Attendance

- Association of Canadian College and University Ombudspeople
- California Caucus of University and College Ombuds
- Forum of Canadian Ombudsman
- International Ombuds Association
- International Centre for Academic Integrity

2022-2023 Statistical Information

1 out of every 44 students contacted us in 2022/23
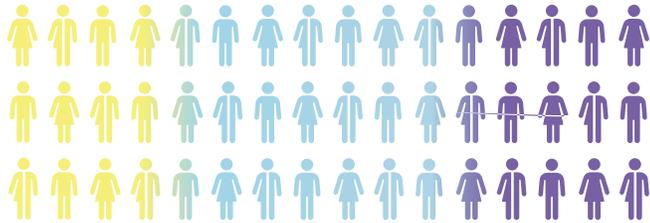
2.16% of Western students

2.3% of undergraduate students

1.5% of graduate students

17% of students visiting the Office between August 1, 2022 and July 31, 2023 identified as International.

24% of cases dealt with by the Office of the Ombudsperson between August 1, 2022 and July 31, 2023 were referred to the Office by academic counselors, faculty members, administrators, parents, and fellow students.

Degree Level of Student Visitors

Other Students**
7%

Doctoral
5%

Master's
5%
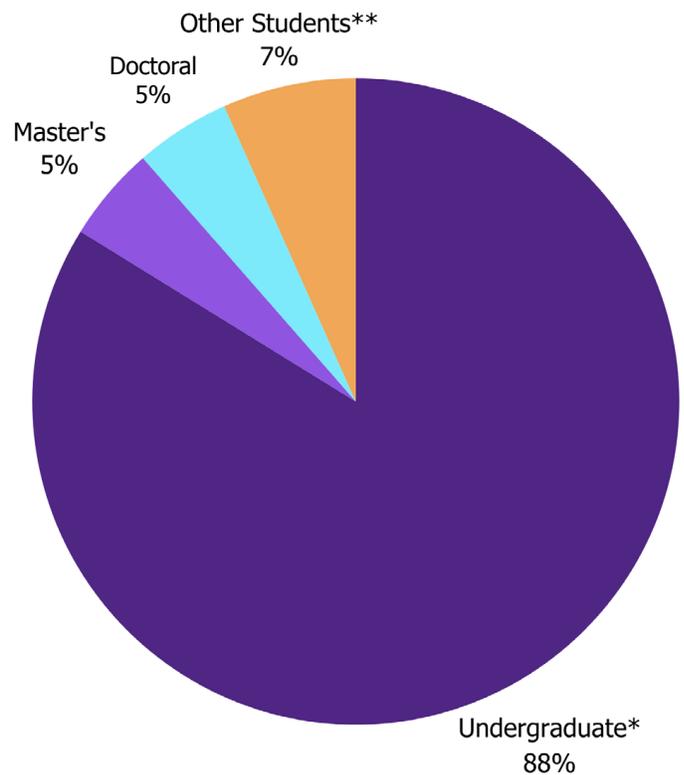
Undergraduate*
88%

*Undergraduate numbers include Professional Degree students
**Other students include graduate diploma, continuing studies, former students, and students who did not identify a degree level

19% of students visiting the Office between August 1, 2022 and July 31, 2023 identified as having a disability or experiencing mental health concerns or trauma.

Caseload Per Year

■ Number of students

Year	Number of students
2017/18	681
2018/19	814
2019/20	814
2020/21	920
2021/22	1120
2022/23	956
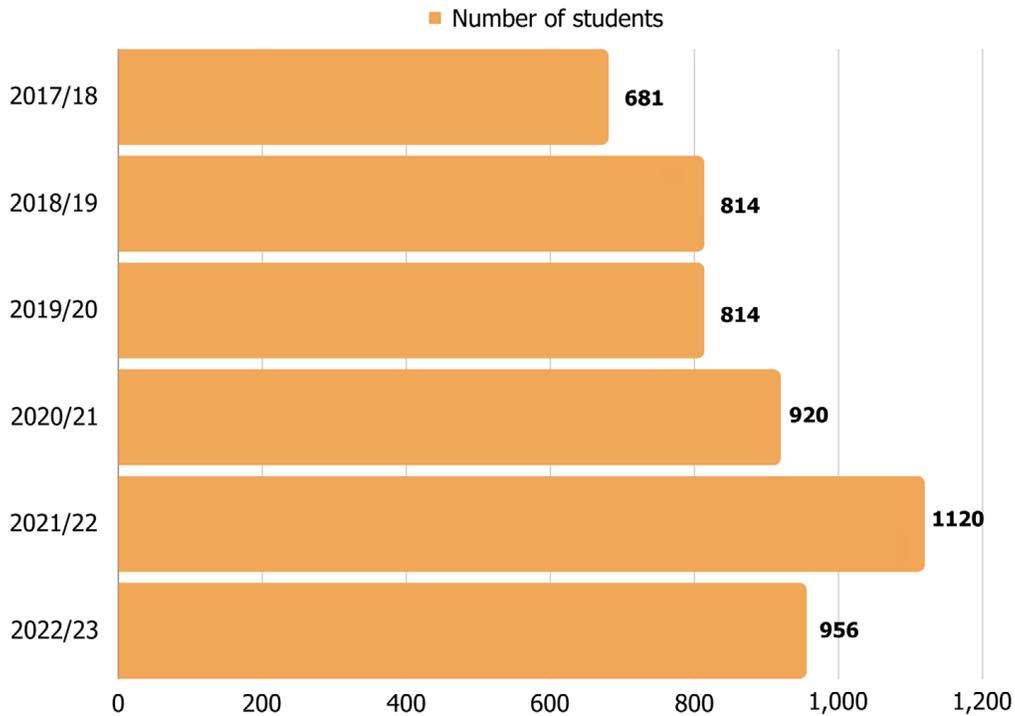
Note: The collection of data in the Office has improved due to the introduction of Resolve, which has produced more accurate reporting of at-risk indicators and residency status and resulted in a better understanding of the circumstances impacting student visitors.

Visitors

Student: **956**
Former Student: **60**
Outside of University: **36**
Staff/Faculty: **24**
Applicant: **13**
Alumni: **8**
Other: **12**
Ontario Ombudsperson: **1**
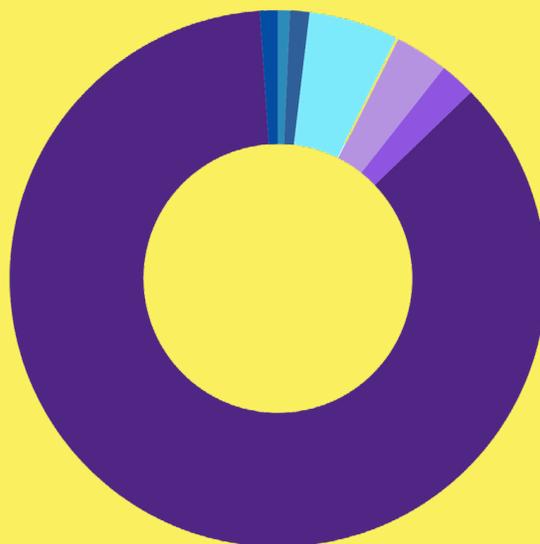
1100
Total Visitors

89%
Student Visitors

11%
Non-student Visitors

Referral Source by Case

Source	Total
Unknown/Did not Disclose	543
Academic Counselling	184
Previous Contact with Office	139
Did not ask	109
Other	32
Friend/Family/Colleague	29
Online Search	25
Professor/Instructor/TA	19
Accessible Education	17
University Policies/Website	5
USC/Sogs	3
Student Health Services	3
EDI Office	1
Ontario Ombudsman	1

Initial Method of Contact
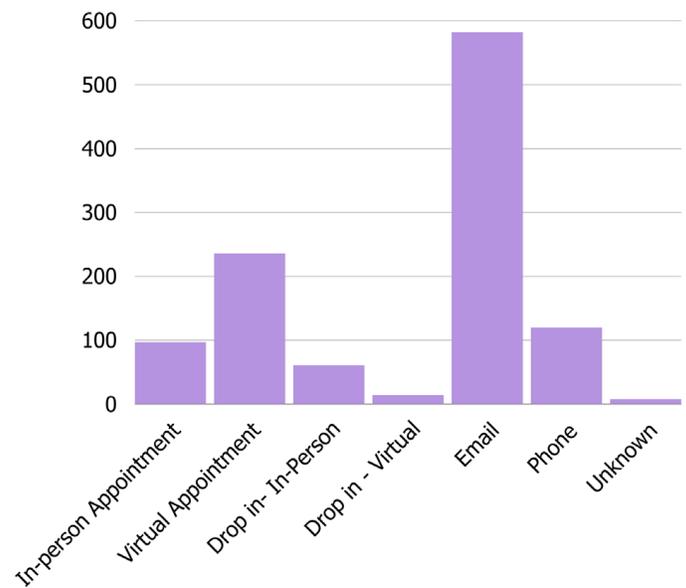
Over 50% of people reached out to the Office of the Ombudsperson via email over other methods of contact.

Outcomes by Case

- Intervention 6%
- Referral 6%
- Information 18%
- Advice 70%
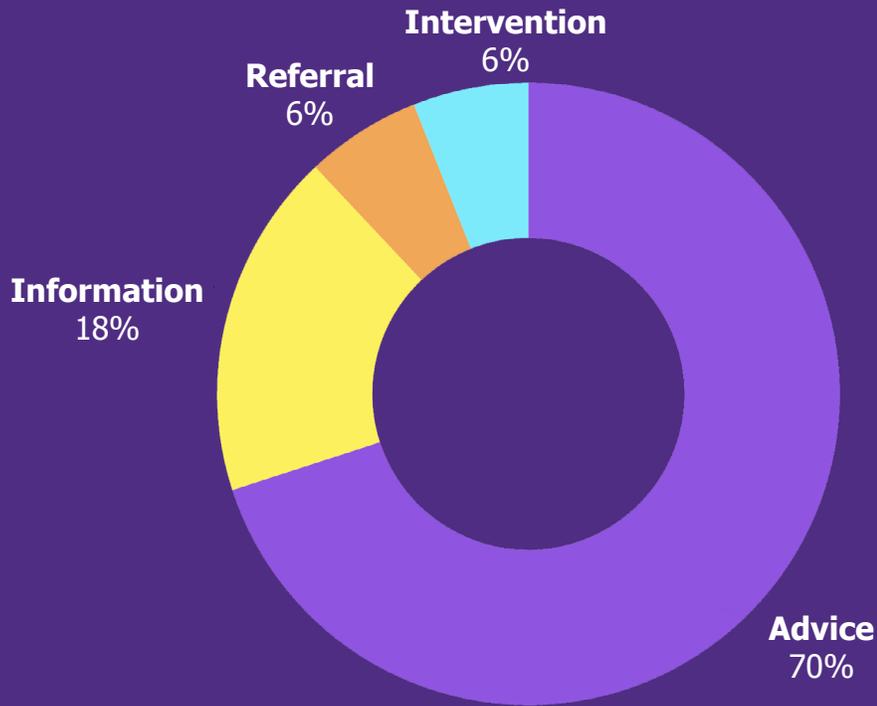
Average Number of Actions per Case (by Degree)

Student Type	Average
Graduate Diploma	2.23
Graduate Masters (Professional)	4.41
Graduate Masters (Research)	4.10
Graduate PhD	5.61
Professional Degree	9.09
Undergraduate	3.70
Other/Non-student	1.87

Actions are identified as contact points in a case and may include emails, phone calls, in person or virtual meetings, or walk-ins.

Student Case Data

Category	Value
Academic Advice	194
Academic Appeals	239
Accessibility & Accommodation	74
Admissions	14
Conduct	29
Fees/Financial	36
Housing	25
Information Request - No Complaint	2
Institutional	17
Jurisdiction/Mandate of Office	3
Miscellaneous	14
Placement/Practicum	5
Residence	1
Scholastic Offence	67
Western Job Related	1
Interpersonal Conflict	12

Non-Student Case Data

Category	Value
Academic Advice	14
Academic Appeals	7
Accessibility & Accommodation	12
Admissions	49
Conduct	8
Fees/Financial	5
Housing	6
Information Request - No Complaint	2
Institutional	10
Interpersonal Conflict	1
Jurisdiction/Mandate of Office	7
Legal	1
Miscellaneous	3
Residence	1
Scholastic Offense	5
Sports & Recreation	1
Student Association	3
Western Job Related	1

Student Concerns

Concerns raised by students may occur where the student is registered, their home faculty, or arise from an incident outside their home faculty. The Office of the Ombudsperson tracks both where the student is registered and where the concern exists to help identify system challenges where they occur.

Graduate Student Visitors

Faculty of Issue

Legend: ■ Graduate Diploma ■ Masters ■ PhD

(Horizontal bar chart. Categories top to bottom: Arts & Humanities, Education, Engineering, FIMS, Health Science - Nursing, Health Sciences, Information and Media Studies, Ivey, King's, Dentistry, Science, Science - Medical Sciences, SGPS, Social Science, Western Continuing Studies. X-axis from 0 to 25.)
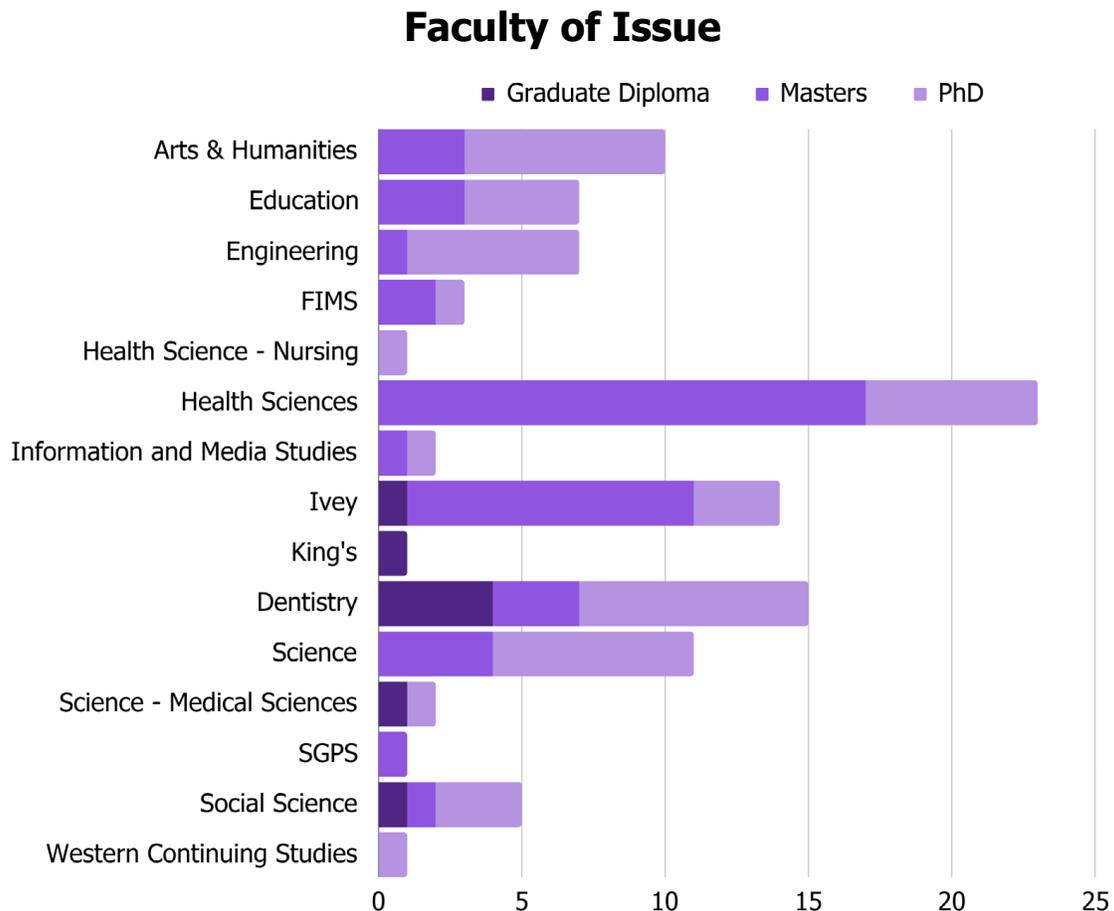
Graduate Student Visitors - Home Faculty
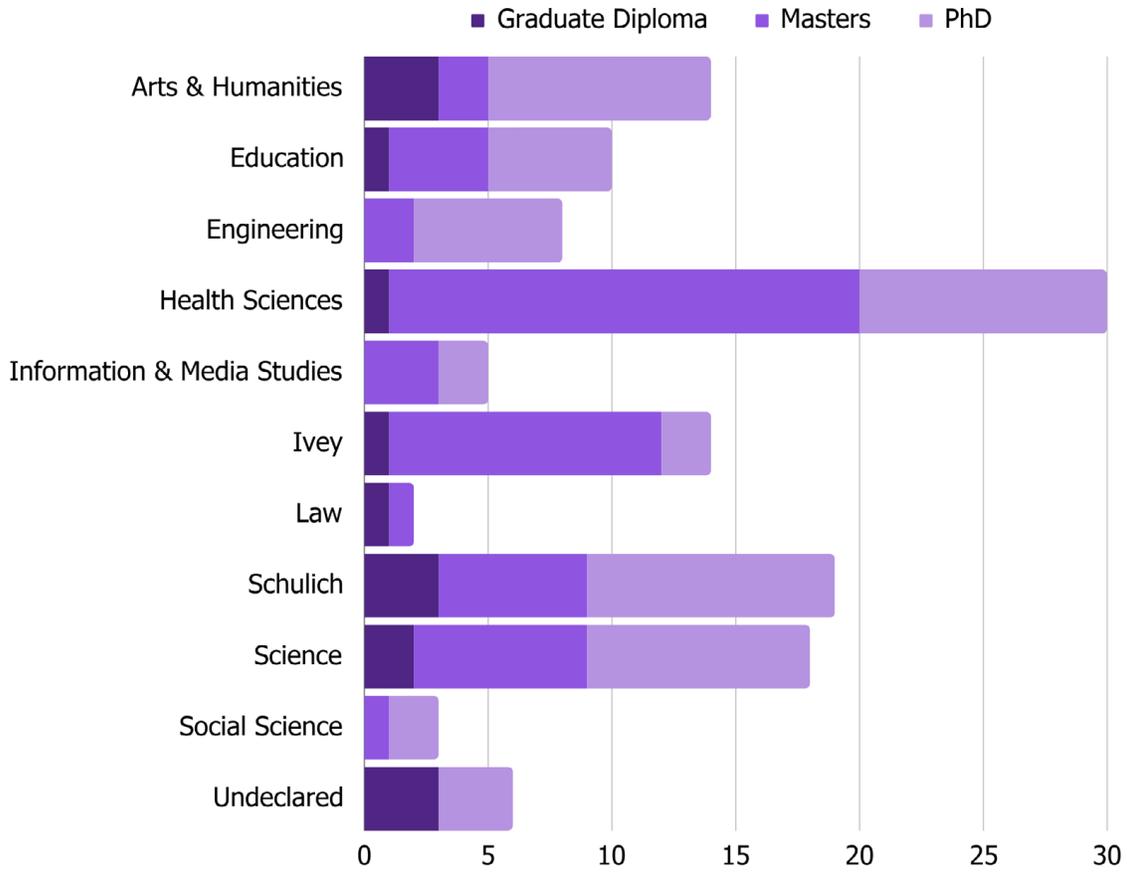
Legend: ■ Graduate Diploma ■ Masters ■ PhD

- Arts & Humanities
- Education
- Engineering
- Health Sciences
- Information & Media Studies
- Ivey
- Law
- Schulich
- Science
- Social Science
- Undeclared

X-axis: 0, 5, 10, 15, 20, 25, 30

Student Concerns

Academic Advice 27%

Scholastic Offence 10%

Housing 2%

Academic Appeals 21%

Interpersonal Conflict 7%

Accessibility/Accommodation 1%

Fees/Financial 12%

Institutional 4%

Placement/Practicum 2%

Conduct 10%

Miscellaneous 4%

Note: *Total concerns may exceed the number of annual visitors as an individual visitor may have more than one concern.*

Undergradgraduate Student Visitors

Faculty of Issue

| Faculty	Count
Arts & Humanities	39
Brescia	12
Education	8
Engineering	51
FIMS	11
Health Science - Kinesiology	15
Health Science - Nursing	11
Health Sciences	17
Huron	25
Media Studies	10
Ivey	7
King's	33
Law	7
Music	6
Schulich (MD & Dentistry)	27
Science	225
Science - Medical Sciences	21
Social Science	193
Social Science - BMOS	53
Unknown / Undeclared	2

165

Home Faculty

Faculty	Count
Arts & Humanities	27
Brescia	18
Education	7
Engineering	65
Health Sciences	69
Huron	30
Media Studies	22
Ivey	10
King's	41
Law	8
Music	5
Schulich (MD & Dentistry)	12
Science (Medical Science)	76
Science	187
Social Science	261
Undeclared	103
Unknown	6

Student Concerns

Academic Advice
34%

Fees/Financial
4%

Admissions
2%

Academic Appeals
26%

Institutional
4%

Miscellaneous
2%

Accessibility/Accommodation
11%

Residence & Housing
4%

Interpersonal Conflict
1%

Scholastic Offence
9%

Conduct
3%

Placement/Practicum
1%

Note: *Total concerns may exceed the number of annual visitors as an individual visitor may have more than one concern.*

**ITEM 14.3(b) – Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of Senate in 2022 and 2023 by the Senate Committee on University Planning**

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate delegated to the Senate Committee on University Planning (SCUP) authority to approve designated chairs and professorships on its behalf on those occasions when there is a desire on the part of the donor and the university, to reserve the announcement of the gift and the position's establishment to a particular time.

As part of the terms of the delegated authority, SCUP is to provide an annual summary report on such approvals to Senate. Similarly, the Board of Governors has authorized the Property and Finance Committee to approve designated chairs, professorships and fellowships on its behalf and to report such approvals for information to the Board.

The following Chairs and Fellowships were approved through this confidential process in 2022/2023 and have now been announced publicly. Any approved in 2023 (or earlier) but not yet announced publicly will be included in the next annual summary.

Name	Year Approved	Faculty/School
William F. Clark Chair in Nephrology	2022	Schulich School of Medicine & Dentistry
Marcel and Louise Brunette Chair in Ophthalmology	2023	Schulich School of Medicine & Dentistry
Fifth Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars	2023	
Research Chair in Auditory Biophysics and Engineering	2023	Schulich School of Medicine & Dentistry
Research Chair in Neurotology and Translational Hearing Innovation	2023	Schulich School of Medicine & Dentistry
Duncanson Chair in Ethics and Technology	2023	Department of Computer Science, Faculty of Science, and the Department of Philosophy, Faculty of Arts and Humanities
Evolution of Work Research Chair	2023	Ivey Business School

ITEM 14.4(c) – Evolution of Work Teaching Scholar

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of the Senate Committee on University Planning, Senate approve the establishment of the Evolution of Work Teaching Scholar with an appointment in the Ivey Business School.

EXECUTIVE SUMMARY:

Approval Process
MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of academic positions. University Advancement is utilizing the open process in respect of this Teaching Scholar.

Under the open process, the proposal is submitted to the Senate Committee on University Planning for recommendation to Senate for approval. It is then brought to the Property and Finance Committee of the Board for approval on behalf of the Board.

Donor and Funding
The Teaching Scholar will be established through a new expendable contribution totaling $500,000 from Sylvia D. Chrominska.

Effective Date
February 1, 2024

Purpose
The Evolution of Work Teaching Scholar will ensure that Evolution of Work research from the Ivey Business School, as well as the latest thought leadership in the field, are integrated throughout Ivey's programs and the entire student journey.

Criteria
Appointments to the position will be conducted according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships (https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf) of the University.

The Evolution of Work Teaching Scholar is a five-year term-funded position held in the Ivey Business School.

Allowable Expenses
Funds available from the project will be used to support salary and benefits and/or research or some mix thereof.

The Dean of the Ivey Business School, or their designates will be responsible for allocating and spending.

Reporting
The University agrees to report annually to the donor regarding the activities of the Teaching Scholar.

Background
Sylvia Chrominska graduated from Western with an HBA ' 75 and BA '73, Economics. In 2014, she was awarded an Honorary Degree from Western. Sylvia joined Scotiabank in 1979 and held progressively more senior positions until retiring in May 2013 from the position of Group Head, Global Human Resources and Communications. She serves on the Board of Directors of Emera, Inc., Wajax Corporation, and the Canada Pension Plan Investment Board. Sylvia' s community activities have included: Chair of the Capital Campaign for Women' s College Hospital; the Dean' s Advisory Board, Ivey Business School; the National Board of Directors of the Multiple Sclerosis Society of Canada; a member of the International Women's Forum, Women' s Executive Network, and the Global Human Resources Roundtable. Sylvia has served on the boards of Western University, Dofasco, Inc., Goodwill Industries of Toronto, and The Stratford Festival and the Junior Achievement of Central Ontario Boards of Governors.

Reputational Risk
As part of its due diligence process in respect of prospective donations, University Advancement reviews public information regarding donors and their related entities from the perspective of reputational risk to the University. Reputational risk is assessed as low, medium or high and is determined as agreed among the Vice-President (University Advancement), the Dean(s) of the Faculty to which the academic position is appointed, and the Provost and/or Vice-President (Research) as appropriate.

Risk Assessment: Low

ITEM 14.5(a) – Academic Administrative Appointments

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of January 19, 2024.

ATTACHMENT(S):

Academic Administrative Appointments

Information for Senate - January 2024				
Start Date	**End Date**	**Name**	**Department**	**Admin Appointment**
12/1/2023	12/31/2025	Haddara,Wael	Department of Medicine	Interim Clinical Department Chair
12/11/2023	1/31/2024	Paul,Ileana	Arts - Office of the Dean	Acting Dean
1/1/2024	12/31/2024	Bains,Sukhveer	Schulich - Office of the Dean	Acting Associate Dean
1/1/2024	12/31/2025	Joanisse,Marc	Soc Science - Office of Dean	Associate Dean (Research)
1/1/2024	6/30/2025	Martin,Ruth	Grad & Postdoc Studies(SGPS)	Associate Vice Provost
1/1/2024	12/31/2024	Agrawal,Sumit	Otolaryngology	Acting Clinical Department Chair
1/1/2024	2/29/2024	Fuller,John	Anesthesia-Perioperative Med	Interim Clinical Department Chair
1/1/2024	12/31/2028	Steven,David	Clinical Neurological Science	Clinical Department Chair
1/1/2024	12/31/2028	Siddiqui,Kamran	Grad & Postdoc Studies(SGPS)	Vice-Provost (Grad, Post Doc)

ITEM 15.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

ITEM 16.0 – Discussion and Question Period

1. Madeline Bassnett, Senator:

The following question has been submitted to item 11.1 the Draft EDID Strategic Plan

Thank you to Opiyo Oloya and his team for all the work they've done on this plan. My question is not so much about the plan itself as it is about implementation. I'm especially looking at strategic priority #1: Diverse Representation and Engagement. My department (English and Writing Studies) would very much like to align with this priority, but we haven't been able to hire since 2012, and full-time tenure track hires will be necessary for us to be able to, as the document states, "reflect the diverse communities we serve." Will hiring priorities be altered so that departments like mine have the opportunity to participate in and contribute to this EDID priority?

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.