> 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, June 7, 2024, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of May 17, 2024	Approval
	2.1 Business Arising from the Minutes	
3.0	Report of the President	Information
	3.1 Report of the Board Chair	Information
4.0	Report of the Provost	Information
5.0	Report of the Vice-President (Research)	Information
6.0	**Report of the Operations / Agenda Committee (E. Chamberlain)**	
	6.1 Amendments to the Ivey Business School Council Constitution	Approval
	6.2 Amendments to the Senate Adopted Policies and Procedures	Approval
7.0	**Report of the Nominating Committee (J. Toswell)**	
	7.1 Membership – Selection Committee for the Dean of the Faculty of Health Sciences	Action
	7.2 Membership – Selection Committee for the Dean of the Faculty of Information and Media Studies	Action
8.0	**Report of the Senate Committee on Academic Policy (M. Adler)** – Refer to Consent Agenda	

9.0 Report of the Senate Committee on Academic Curriculum and Awards (K. Kirkwood)

9.1 Ivey Business School: Introduction of a Certificate in Purpose-Driven Leadership   Approval

9.2 Introduction of a Master of Climate Risk Assessment and Opportunity (MCR)   Approval

10.0 Report of the Senate Committee on University Planning (D. Laird) – Refer to Consent Agenda

11.0 Report of the University Research Board (P. Pexman) – Refer to Consent Agenda

12.0 Report of the Academic Colleague (P. Barmby)   Information

13.0 The Unanimous Consent Agenda

13.1 Items from the Operations/Agenda Committee

13.1(a) Senate Committee Terms of Reference Review:

13.1(a)(i) Revisions to the Terms of Reference of the University Research Board (URB)   Approval

13.1(a)(ii) Revisions to the Terms of Reference of the Senate Nominating Committee   Approval

13.1(a)(iii) Revisions to the Terms of Reference of the Senate Committee on University Planning (SCUP)   Approval

13.1(a)(iv) Revisions to the Terms of Reference of the Subcommittee on Enrolment Planning and Policy (SUEPP)   Information

13.1(a)(v) Dissolution of the Subcommittee on Information Technology (SUIT)   Information

13.1(a)(vi) Revisions to the Terms of Reference of the Honorary Degrees Committee   Approval

13.1(a)(vii) Revisions to the Terms of Reference of Convocation Board   Approval

13.2   Items from the Senate Committee on Academic Policy

13.2(a)	Policy on "Adding and Dropping Courses":		
	13.2(a)(i)	Revisions to the Policy on "Adding and Dropping Courses" and Related Procedures	Approval
	13.2(a)(ii)	Revisions to the Policy on "Adding and Courses" (September 1, 2024 to August 31, 2025)	Approval
13.2(b)	Revisions to the Policy on "Definitions of Types of Examinations"		Approval
13.2(c)	Ivey Business School: Revisions to the Policy on "Dean's Honour List and Graduation "With Distinction""		Approval
13.2(d)	Schulich School of Medicine & Dentistry: Revisions to the Policy on "Admission – Dentistry"		Approval
13.2(e)	School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Program Design – Course, Milestones and Course Outlines"		Approval

13.3   Items from the Senate Committee on Academic Curriculum and Awards

13.3(a)	Faculty of Education: Revisions to the Program Requirements for the Bachelor of Education (B.Ed.)	Approval
13.3(b)	Schulich School of Medicine & Dentistry, Department of Medical Biophysics and Faculty of Science: Withdrawal of the Honours Specialization in Medical Biophysics (Clinical Physics Concentration)	Approval
13.3(c)	School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field)	Approval
13.3(d)	Huron University College: Revisions to the Admission and Program Requirements of the Scholar's Electives Program at Huron University College	Approval
13.3(e)	SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Visual Arts, Psychology (Huron University College), and English (King's University College)	Information

13.3(f)   Faculty-Specific Sessional Dates:

    13.3(f)(i)   Revised 2024-25 Sessional Dates for the Faculty of Education   Information

    13.3(f)(ii)   Revised 2024-25 Sessional Dates for the Faculty of Law   Information

13.3(g)   New Scholarships, Awards and Prizes:

    13.3(g)(i)   New Donor-Funded Scholarships, Awards and Prizes   Information

    13.3(g)(ii)   New Western-Funded Scholarships, Awards and Prizes   Information

13.4   Items from the Senate Committee on University Planning

    13.4(a)   Dancap Private Equity Chair in Private Equity   Approval

    13.4(b)   Dancap Private Equity Fellowship in Change and Innovation   Approval

    13.4(c)   Hicks Morley Professorship in Labour and Employment Law   Approval

    13.4(d)   Report on Promotion, Tenure and Continuing Appointment   Information

    13.4(e)   Revisions to Faculty Scholars   Information

    13.4(f)   Revisions to Distinguished University Professorships   Information

13.5   Items from the University Research Board

    13.5(a)   Research Centres Report   Information

13.6   Items from the Honorary Degrees Committee

    13.6(a)   Revisions to the Terms for the President's Medal for Distinguished Service   Information

13.7   Announcements and Communications

    13.7(a)   Academic Administrative Appointments   Information

14.0   Items removed from Consent Agenda

15.0   Discussion and Question Period

16.0   New Business

17.0   Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Nica Borradaile will offer a land acknowledgement or other observance.

Offering a land acknowledgment was adopted as a standard practice at Senate on December 9, 2016.

Dr Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to Senate's committees.

Members of OAC were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to Senate and committee meetings are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

ITEM 2.0 – Minutes of the Meeting of May 17, 2024

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on May 17, 2024, be approved as circulated.

ATTACHMENT(S):

Minutes of the May 17, 2024 Meeting

MINUTES OF THE MEETING OF SENATE

May 17, 2024

The meeting was held at 1:30 via Zoom

SENATORS:

M. Adler	N. Harney	J. Minac
E. Ansari	S. Hayne Beatty	M. Modeski
G. Arku	L. Henderson	P. Pexman
K. Arora	K. Henricus	S. Pitel
P. Barmby	J. Herrera	J. Plug
M. Bassnett	R. Heyden	S. Powell
G. Beckett	A. Hodgson	A. Puvirajah
J. Beecroft	S. Hodgson	L. Rehmann
F. Beier	J. Hutter	D. Robinson
I. Berry	J. Ijam	M. Sanita Lima
M. Bordignon	J. Jin	L. Shaw
N. Borradaile	M. Joanisse	K. Siddiqui
A. Bryson	A. Jokhu	A. Shepard
J. Campbell	E. Kalaydjian	Z. Sinel
E. Chamberlain	Z. Kamal	C. Steeves
B. Cheadle	K. Kirkwood	F. Strzelczyk
K. Choi	D. Kotsopoulos	J. Toswell
S. Clarke	J. Langille	R. Ventresca
M. Cleveland	C. Lengyell	J. Welch
K. Coley	J. Li	S. Whitehead
R. DeKoter	A. Liu	G. Wild
S. Feagan	L. Logan	J. Yoo
D. Ferri	D. Malloy	
A. Fremeth	C.A. Marshall	
T. Frost	M. McGrath	
E. Gillies	M.H. McMurran	
L. Graham	A. Meyer	
M. Green-Barteet	K. Meyer	

Observers: C. Bressette, J. Doerksen, R. Isard, S. Lewis, M. Machado, M. McGlynn, O. Oloya, V. Sarkany, C. Waugh, J. Weststar.

LAND ACKNOWLEDGEMENT

R. Ventresca offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of April 19, 2024

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

>   That the minutes of the meeting of April 19, 2024, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

A. Shepard, President and Vice-Chancellor, referred to the written report provided to Senate in advance of the meeting, opened his remarks noting Western's rise on the QS World University Ranking.

Continuing his report, A. Shepard acknowledged the strong admissions for September based on preliminary data. He recognized the contributions of the faculty and staff throughout the recruitment process and extended gratitude to all volunteers. Additionally, A. Shepard commented on the upcoming Spring Convocation.

A. Shepard concluded his remarks by reminding Senators that Western is committed to maintaining an open environment where all members can freely express their opinions, as long as they do so in a peaceful manner.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic), reported on the updates and initiatives under her portfolio, beginning by providing an update on the status of the Brescia-Western integration. She expressed sincere gratitude to Senators for their contributions and service during the integration and welcomed new staff and faculty members to Western. Additionally, the Provost introduced the new Brescia School of Food and Nutritional Sciences within the Faculty of Health Sciences, created as part of the integration commitments.

F. Strzelczyk continued her report indicating successful resolution of the negotiation process with the University's Graduate Teaching Assistants (GTA). She extended gratitude to all colleagues who helped during the GTA strike to ensure the successful completion of the academic term for students.

F. Strzelczyk commented on the recent Science Rendezvous, a national science event designed to bring science out of the labs and into the community.

F. Strzelczyk concluded her report with a brief leadership update, including that searches were being launched for the Deans of Education, Health Sciences and Law. Additionally, the Provost announced that Nusha Keyghobadi has agreed to serve as Acting Vice-Provost (Academic Planning, Policy & Faculty) for a one-year term beginning July 2, 2024, while Margaret McGlynn is on leave.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

P. Pexman, Vice-President (Research), provided an update on Western's research activities and began her remarks by providing comments on the research security profile. She reminded Senators that beginning May 1, 2024, the new requirements are now in effect for all grant applications in the field of sensitive technology research.

P. Pexman continued her report by sharing that the Western Institute for Neuroscience has become an Open Science Institute, a move that will help to eliminate barriers for collaboration and maximize impact of research.

P. Pexman concluded her report by informing Senators about the recent Canadian Conference on HIV/Aids Research, which took place in London and gathered over 500 researchers.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee, E. Chamberlain presented the report of OAC.

ITEM 6.1 – Membership – Nominating Committee

Kate Choi, Alfonso Nocilla and Susanne Schmid were acclaimed to the Senate Nominating Committee as members of Senate for terms from July 1, 2024 to June 30, 2026.

Nica Borradaile and Daniel Robinson were acclaimed to the Senate Nominating Committee as members of Senate for terms from July 1, 2024 to June 30, 2025.

Alexandra Lukawski was acclaimed to the Senate Nominating Committee as a graduate student Senator for a term from July 1, 2024 to June 30, 2025.

Kathleena Henricus was acclaimed to the Senate Nominating Committee as an undergraduate student Senator for a term from July 1, 2024 to June 30, 2025.

ITEM 6.2 – Amendments to the Senate Election Procedures

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that effective May 17, 2024, the Senate Election Procedures be revised as shown in Item 6.2.

CARRIED

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, J. Toswell provided the report of the Nominating Committee.

ITEM 7.1 – Membership – Operations/Agenda Committee (OAC)

Anita Christie was acclaimed to the Operations/Agenda Committee (OAC) as a member of Senate for a term from July 1, 2024 to June 30, 2025.

ITEM 7.2 – Membership – Senate Committee on Academic Policy (Policy)

Xianbin Wang was acclaimed to the Senate Committee on Academic Policy as a faculty member for a term from July 1, 2024 to June 30, 2025.

ITEM 7.3 – Membership – Senate Committee on University Planning (SCUP)

Louise McEachern was acclaimed to the Senate Committee on University Planning (SCUP) as a postdoctoral representative for a term from July 1, 2024 to June 30, 2026.

ITEM 7.4 – Membership – University Research Board (URB)

Manda Fischer was acclaimed to the University Research Board (URB) as a postdoctoral representative for a term from July 1, 2024 to June 30, 2026.

Louise McEachern was acclaimed to URB as a postdoctoral representative for a term from July 1, 2024 to June 30, 2025.

REPORT OF THE SENATE COMMITTEE ON ACADEMICAL POLICY

On behalf of the Senate Committee on Academic Policy, WG Pearson presented the report from the Senate Committee on Academic Policy.

ITEM 8.1 – Revisions to the "Policy on Academic Consideration for Medical Illness – Undergraduate Students"

S. Lewis, Vice-Provost (Academic Programs), and M. Modeski, University Registrar, presented the Revisions to the "Policy on Academic Consideration for Medical Illness – Undergraduate Students" (Appendix A).

M. Modeski provided the rationale for the policy revisions and highlighted the gaps that the current policy does not address. She indicated that the proposed policy would address extenuating circumstances beyond medical issues, which limit a student's capacity to fulfil in-class academic requirements.

S. Lewis highlighted the main principles included in the policy, emphasizing its aim to address the needs of the members of the university community. She advised that the requests for

academic consideration be evaluated in a fair, timely, and consistent manner throughout the University. S. Lewis commented on the tools that would help to set a unified process across the campus, including self-attestation completed by students. Additionally, she emphasized that the revised policy includes a consistent mechanism for denying requests if they do not align with the outlined requirements.

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the "Policy on Academic Consideration for Medical Illness – Undergraduate Students" be renamed as the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs" and that the policy be revised as shown in Item 8.1.

A lengthy discussion ensued regarding the proposed revisions. During the debate on the motion the following points were raised:

- Concerns with respect to the clarity of the policy's decision-making process, as there is currently no guidance on how decisions should be made. A Senator suggested that the policy should explicitly describe the process for denying requests.
- Concerns regarding the provision allowing one non-documented absence per course, as it will lead to a significant increase in the number of requests submitted by one student per academic year.
- A concern regarding the 48-hour submission window after a missed assessment, recognizing the necessity for a non-optional deadline.
- Concerns about the workload for contract faculty members, who have an end-date for their contracts and the amount of work that may arise at a later time.
- Concerns regarding the timeline for discussing this policy, as students could be away from campus in May.
- Some Senators spoke in favor of the proposed policy, as it will allow students to continue working on some academic components, if they are able to do so.
- Observations that this policy could lead to a reduction in the number of assessments, particularly midterm exams.

In response to the questions from Senators, S. Lewis explained that this policy allows for a course-specific approach rather than focusing on the duration of absence. She clarified that the process for managing requests after they are submitted to the central portal will remain unchanged. As well as there has been no change in the approach to the work of contract faculty.

M. Modeski highlighted that the proposed timeframe for submission aims to address the need for flexibility. Also, she explained that students will not be able to use the non-documented academic consideration request option if the assessment requires documentation.

A Senator spoke in favor of amending the policy to state that one non-documented absence per term should be allowed, rather than per course.

Student Senators expressed support for the proposed policy revision and emphasized the

importance of being able to fulfill certain components of their academic obligations. They believe that the changes will help address the current constraints regulated by the Policy on Academic Consideration for Medical Illness – Undergradate Students. Additionally, they indicated that the proposed policy would address what was missed in the previous policy and could introduce some flexibility.

Given the concerns regarding the workload for faculty members and the potential negative outcomes from the implementation of the proposed policy, a new motion was offered from the floor.

It was moved by J. Toswell, seconded by Z. Sinel,

> That the original motion be amended as follows:
>
> "*Requests without supporting documentation are limited to one per term ~~per course~~*".

DEFEATED

Senators acknowledged the necessity of approving the policy but, considering the concerns raised during the discussion, proposed that the policy be approved with an amendment. A third motion was offered from the floor.

It was moved by M. Cleveland, seconded by S. Pitel,

> That the original motion be amended to include a request for a review in the 2026-2027 academic year.

CARRIED

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the "Policy on Academic Consideration for Medical Illness – Undergraduate Students" be renamed as the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs" and that the policy be revised as shown in item 8.1 and the policy shall be revised in the 2026-27 academic year.

 CARRIED

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

ITEM 9.1 – Faculty of Social Science, Department of Geography and Environment: Introduction of a Certificate in Climate Change and Society

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the Introduction of a Certificate in Climate Change and Society.

 It was moved by D. Kotsopoulos, seconded by B. Cheadle,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, a Certificate in Climate Change and Society be introduced by the Department of Geography and Environment in the Faculty of Social Science as shown in Item 9.1.

CARRIED

ITEM 9.2 – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the Introduction of a Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education.

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

That on the recommendation of ACA, Senate approve that effective January 1, 2025, a Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education be introduced as shown in Item 9.2.

CARRIED

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board (URB), P. Pexman presented the report of the URB.

ITEM 11.1 – New MAPP policy: Policy 7.17 – Establishment, Governance and Review of Core Research Facilities

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

That on the recommendation of the University Research Board (URB), Senate approve and recommend to the Board of Governors, that effective July 1, 2024, the new MAPP 7.17 – Establishment, Governance and Review of Core Research Facilities be established as shown in Item 11.1.

CARRIED

ITEM 11.2 – Vice-President (Research) Annual Report

P. Pexman, Vice-President (Research), spoke to her annual report distributed with the agenda (Appendix B).

P. Pexman highlighted the significant achievements of the Western research community over the past academic year and reported on funding successes. She advised that this growth reflects the work of researchers and the efficient management of the Research Western team. Additionally, P. Pexman discussed the progress of key research initiatives and outlined the plans and goals for the upcoming year.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(a) – Order of Ceremony – Autumn Convocation 2024
- ITEM 13.1(b) – Senate Membership – Vacancies Filled by Appointment

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

ITEM 13.2(a)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Registration"

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 17, 2024, the Graduate and Postdoctoral Studies policy on "Registration" be revised as shown in Item 13.2(a)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.2(a)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Program Design – Course Registration"

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 17, 2024, the Graduate and Postdoctoral Studies policy on "Program Design – Course Registration" be revised as shown in Item 13.2(a)(ii).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by the Senate Committee on Academic Policy on Unanimous Consent:

- ITEM 13.2(b)(i) – Revisions to the Policy on "Academic Counselling for Undergraduate Students"
- ITEM 13.2(b)(ii) – Revisions to the Policy on "Academic Records and Student Transcripts"
- Revisions to the Policy on "Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students"
- ITEM 13.2(b)(iv) – Revisions to the Policy on "Scholar's Electives Program and Western Scholars"
- ITEM 13.2(b)(v) – Revisions to the Policy on "Preliminary Year and Preliminary Year Plus at Brescia University College"
- ITEM 13.2(b)(vi) – Revisions to the Policy on "Definitions of Types of Examinations"

- ITEM 13.2(b)(vii) – Revisions to the Policy on "Dean's Honour List and Graduation "With Distinction""
- ITEM 13.2(b)(viii) – Revisions to the Policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs"

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

ITEM 13.3(a) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" Policy

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" policy be revised as shown in Item 13.3(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(b) – Faculty of Social Science, Department of Sociology: Withdrawal of the Major in Criminology

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Major in Criminology be discontinued, and

That students currently enrolled in the module be permitted to graduate upon fulfilment of the module requirements by August 31, 2029, and

That the module will be withdrawn effective September 1, 2029.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(c) – King's University College: Introduction of an Honours Specialization in Financial Economics

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, an Honours Specialization in Financial Economics be introduced by King's University College as shown in Item 13.3(c).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(d)(i) – Western Continuing Studies: Introduction of a Post-Degree Certificate in Human Resources Management (in partnership with the Faculty of Social Science)

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, a post-degree Certificate in Human Resources Management be introduced by Western Continuing Studies in partnership with the Faculty of Social Science as shown in Item 13.3(d)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(d)(ii)– Western Continuing Studies: Introduction of a Post-Degree Certificate in Occupational Health and Safety Management (in partnership with the Faculty of Health Sciences)

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, a post-degree Certificate in Occupational Health and Safety Management be introduced by Western Continuing Studies in partnership with the Faculty of Health Sciences as shown in Item 13.3(d)(ii).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(d)(iii) – Western Continuing Studies: Introduction of a Diploma in Safety Management and Human Resources (in partnership with the Faculty of Health Sciences and the Faculty of Social Science)

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, a Diploma in Safety Management and Human Resources be introduced by Western Continuing Studies in partnership with the Faculty of Health Sciences and the Faculty of Social Science as shown in Item 13.3(d)(iii).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(e)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice, Interprofessional Pain Management Field

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Clinical Science (MCISc) in Advanced Health Care Practice, Interprofessional Pain Management Field be revised as shown in Item 13.3(e)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(e)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Environment and Sustainability (MES)

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Environment and Sustainability (MES) be revised as shown in Item 13.3(e)(ii).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(e)(iii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Social Work (MSW)

It was moved by D. Kotsopoulos, seconded by B. Cheadle,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Social Work (MSW) be revised as shown in Item 13.3(e)(iii).

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.3(f)(i) – New Donor-Funded Scholarships, Awards and Prizes
- ITEM 13.3(f)(ii) – New Western-Funded Scholarships, Awards and Prizes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

Information Items reported by the Senate Committee on University Planning on Unanimous Consent:

- ITEM 13.4(a) – Annual Report of the Working Group on Information Security (WGIS)

Information Items reported by the Honorary Degree Committee on Unanimous Consent:

- ITEM 13.5(a) – Revisions to "Principles and Criteria for Selecting Honorary Degree Recipients"

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.6(a) – Election Results – Senate Committees

ITEM REMOVED FRON THE CONSENT

ITEM 13.2(b)(v) – Revisions to the Policy on "Preliminary Year and Preliminary Year Plus at Brescia University College"

A Senator requested this item be removed from the Consent Agenda as they wanted to have more information regarding the implementation and operation of the Brescia Preliminary Year Program after its transfer to Western.

F. Strzelczyk advised that this program was originally created for international students. However, due to changes in the international educational landscape and the cap on study permits, the program requires major changes and a market analysis. Therefore, a decision was made to pause the program and reconsider it in the future, with an update to be presented later in the fall.

DISCUSSION AND QUESTION PERIOD

The full text of the 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 raised a question regarding naming of a student dormitory after Lord Elgin, given the university's strategic priority of decolonization.

The Chair noted that it should be investigated whether the Elgin Hall was named after Lord Elgin.

2. A Senator raised a question of clarification focused on the funding and status of the Western Sarnia-Lambton Research Park. Specifically, whether the Park, which had received limited funding, was also seeking additional financial support from Western.

D. Muir, Associate Vice-President (Innovation & Strategic Partnerships), confirmed that Western University has not received any funding requests from the Western Sarnia-Lambton Research Park and commented on operational matters related to the Western Research Park.

3. A Senator raised a question seeking clarification regarding the University's plans for building a new student residence on Richmond Street, in light of the article in the London Free Press.

L. Logan, Vice-President (Operations & Finance), addressed the questions concerning the capital project, providing detailed information about the main concept, architectural solutions, and anticipated pricing for students. Additionally, L. Logan commented on the consultation process, which involved both neighbors and students.

4. A Senator raised a question regarding Western's official position with respect to the peaceful protest on campus, particularly in light of the recent release of the CAUT statement on police actions against peaceful protesters on campus.

F. Strzelczyk advised Senate that Westen supports the right to peaceful protest and commented on meeting with the student representatives on this matter.

A Senator followed up by asking a question regarding the encampment and potential rules violation. F. Strzelczyk stated that the ongoing negotiations aim to resolve the issue with the encampment.

A Senator requested more detailed information with respect to the Western funding categorized

under 'other' in the VPR Report. P. Pexman advised that she would review and address the question at the June Senate meeting.

ADJOURNMENT

The meeting adjourned at 4:12 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

Western

Academic Consideration Policy

May 17, 2024

Presentation to Senate by:
Marisa Modeski (University Registrar)
Susan Lewis (Vice-Provost, Academic Programs)

Context

Current Policy

- Medical documentation required in all instances
- <10% addressed by instructions on course outline
- Requests made to academic advising units
- Submit request <48 hours after covered absence
- Flexible assessments are encouraged
- Dean's Office decision subject to appeal to SRBA

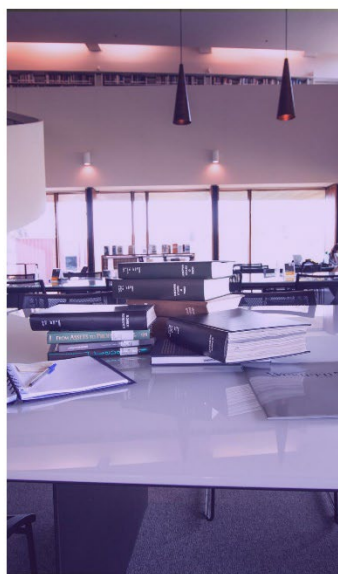## Why an updated policy?

Challenges with the current policy:

- limited to medical illness
- high volume of requests
- lack of standardization
- issues with medical documentation
- not aligned with evolving practices in Canadian higher education

In The News

Ontario scrapping sick notes to cut down on doctors' paperwork

- The province is expanding a pilot program that will see family doctors use artificial intelligence technology to transcribe and summarize patient visits

> "
> Together these changes put patients before paperwork, allowing clinicians to spend more time with their patients, resulting in a more connected and convenient patient care experience.
> "

Environmental Scan

- U6 institutions have short-term absence without documentation
- Final exams require documentation
- Instructors have the final say
- No academic consideration where flexibility already exists (Queen's University)

Consultations Around Campus

Consultation Groups

- Health Sciences EPC
- Music EPC
- Arts & Humanities EPC
- Science Undergraduate Chairs Meeting
- Academic Advising Managers
- Engineering Undergraduate Committee
- Social Science
- Physician Team Lead, Health and Wellness Services
- Information & Media Studies Undergraduate Academic Committee
- Basic Medical Sciences Undergraduate Education Program Committee

- Huron University College EPC
- King's University College EPC
- University Student's Council Academic Roundtable
- UWOFA Executives
- Academic Advising Managers
- University Legal Counsel
- Associate and Academic Deans
- Associate and Academic Deans and Academic Advising Managers

Features of the Proposed Policy
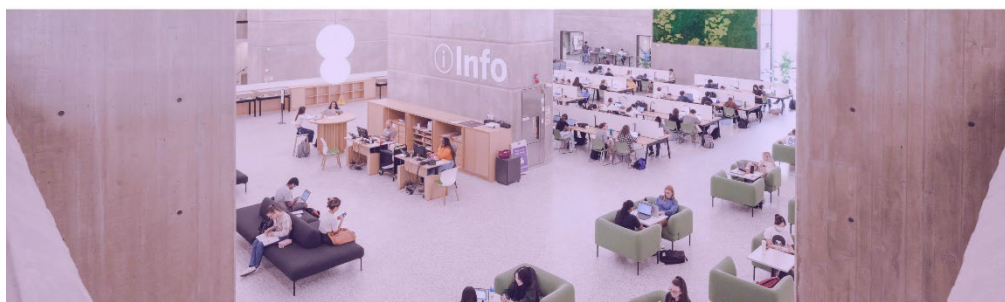
Principles

- consistent and fair approach
- students empowered to take responsibility
- must not place undue hardship on instructors
- flexibility and options

Students - Requests for Academic Consideration

- ALL requests with self-attestation by the student
- Supporting documentation required for last week of classes and final exams
- Supporting documentation required for designated assessments
- One request without supporting documentation per course
- Requests submitted no later than 48 hours after missed work
- All requests submitted through a central portal

Example

Page 3: Review and Declaration

☑ I confirm that the information provided above is accurate and true, and I acknowledge that any fraudulent documentation or information will be treated as an academic offence.
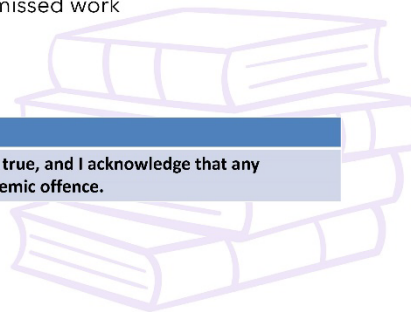
Instructors – Options for Assessments

1) Instructors can deny academic consideration

   - Assessments not required for calculation of final grade
   - Flexibility in submission time frame
   - Must be included on course outline
   - Centre for Teaching & Learning to support

2) Designate One Assessment as Requiring Supporting Documentation

3) All final exams and assessments in last week of class REQUIRE Supporting Documentation

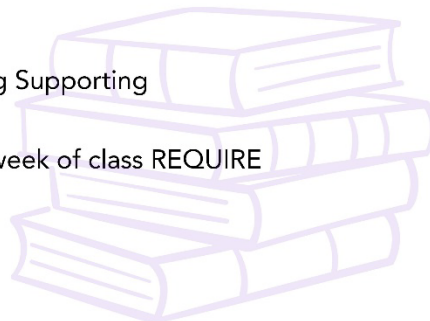| Current	Proposed
No self-attestation	Self-attestation for all requests
Medical documentation	Broader scope
Flex assessment encouraged	Flex assessment = no academic consideration
None	1 request/course without supporting documentation
All requests require supporting documentation	Final exams, last week of classes, and 1 designated assessment require supporting documentation
Faculty by Faculty implementation	Central portal for requests
<10% goes to instructor	All requests through central portal
Submit request <48 hours after absence	Submit request <48 hours after missed work
SRBA	SRBA

1

2

3

4

Research Revenue :: Towards $400M

5

Pillar II Clusters – Budgets

6

Questions or Comments?

7

8

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

There is no business arising at this time.

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: May 31, 2024

Re: Monthly report for June 2024

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of
May 10, 2024.

Western remembers Nobel laureate Alice Munro (DLitt'76): Tributes from around the world
acknowledged the impact of celebrated author, Alice Munro, upon her passing in May. Canada's
only winner of the Nobel Prize in Literature, Munro attended Western as an undergraduate and
her first publications were stories in the undergraduate publication, *Folio.* She returned as writer-
in-residence in 1974. and later received an honorary degree from Western, the only one she ever
accepted. We are honoured to continue her legacy through the Alice Munro Chair in Creativity in
the Faculty of Arts & Humanities.

Breakthrough paves way for ALS cure: In a groundbreaking Canadian discovery, a team of
researchers led by Michael Strong (Schulich) has uncovered a potential path toward a cure for
amyotrophic lateral sclerosis (ALS). The breakthrough, which illustrates how protein interactions
can preserve or prevent the nerve cell death that is a hallmark of ALS, is the culmination of
decades of research supported by the Temerty Foundation. A new $10.2 million gift from the
foundation will enable a possible new treatment to move to clinical trials.

Western researchers receive Governor General's Innovation Award: Lisa Hodgetts and Edward
Eastaugh (Social Science) were recognized by Governor General Mary Simon for their work with
the *Canadian Archaeological Association Working Group on Unmarked Graves*. This network of 15
scholars from across Canada offers training, guidance, and support to Indigenous communities
conducting searches for missing children. Created in the wake of the devastating announcement
of unmarked graves near a former residential school in Kamloops in 2021, the network shares
anthropological expertise with Indigenous communities to pass on skills and strategies to aid in
those complicated and emotional investigations.

Preparing for spring convocation: more than 6,300 graduands are registered to attend convocation ceremonies, and over 500 volunteers have signed-up to ensure our celebration is a success. For more information, visit uwo.ca/univsec/senate/convocation.

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

- **Adrian Owen** elected *Fellow of the Royal Society* (UK).

- **Martha Dagnew** (Engineering) named to the *3M 25 Women in Science Program*.

- **Nicole Redvers** (Schulich) appointed Vice President, Research, Association of Faculties of Medicine of Canada.

- **Luke Stark** (Information & Media Studies) appointed *CIFAR Azrieli Global Scholar*.

- **Allison Pert** is one of ten students across Canada selected to receive a *3M National Student Fellowship Award*.

- Students **Johnny Tan**, **Alex Rozenberg**, and **Max Zhang** accepted into the *World Association of Symphonic Bands and Ensembles Youth Wind Orchestra*.

- Student **Firuza Huseynova** selected as a *McCall MacBain Scholar* at McGill University.

- **Alycia Calvert** (HBA '93) named CEO of Ernst & Young. She will become the first woman to hold the top job in Canada at any of the big four global accounting firms.

- **Catherine Karakatsanis** (LLD'23, MESc'91, BESc'83), **Richard Rooney (**MBA'81, BA'77) **Roslyn Bern** (BSc'78, BEd'82), **Theresa McClenaghan** (LLB'84, BSc'20) awarded honorary degrees from Toronto Metropolitan University.

- **Aaron Pinto** (BA'14), Ontario's Trade & Investment Representative in New York, has been selected to be a *2024/25 Action Canada Fellow* on the future of the resource sector.

- **Bonnie Camm** (BA'90, BSc.'94) appointed CEO of the Brant Community Healthcare System.

- **Brad Barnhum** (BMus'14) selected by Choirs Ontario as the winner of the *2024 Ruth Watson Henderson Choral Composition Competition*.

- **Kant Chong** (BA'03) received the *2024 Spirit of Western Award* in recognition of his outstanding engagement and volunteer commitment.

ITEM 3.1 – 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.

Vice-Chair of the Board of Governors, Sarah Shortreed, will provide a report to Senate on behalf of the Chair.

Matters sent to the Board from Senate since the report on January 19, 2024:

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

- School of Graduate and Postdoctoral Studies: Introduction of a new degree designation of Master of Kinesiology (MKin) (Major Modification to the Course-Based Master of Arts (MA) and Master of Science (MSc) in Kinesiology)
- Faculty of Health Sciences: Approval for the Creation of a New School Named the Brescia School of Food and Nutritional Sciences
- Introduction of a Master of Teaching and Learning (MTL)

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

- Annual Report of the University Librarian
- Report of the Academic Colleague
- Academic Administrative Appointments
- Annual Report of the Office of Academic Quality and Enhancement
- Subcommittee on Enrolment Planning and Policy (SUEPP) Report
- Vice-Provost's Annual Report on Faculty Recruitment and Retention
- Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2023-24
- Advice re: 2024-25 University Operating and Capital Budgets
- Honorary Degree Recipients – Spring 2024

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENTS:

None

ITEM 5.0 Report of the Vice-President (Research)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Jacquie Burkell, Associate Vice-President (Research), will provide a verbal report on behalf of the Vice-President (Research).

ITEM 6.1 – Amendments to the Ivey Business School Council Constitution

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective June 7, 2024, that the Ivey Business School Council Constitution be revised as shown in Item 6.1.

EXECUTIVE SUMMARY:

The Ivey Executive Committee, which is a sub-committee of Ivey's Business School Council, initiated the process of reviewing the Speaker role at the request of the Chair of the Council's Nominating Committee (Lauren Cipriano), who raised the issue at Council on May 9. As a result of this review, the Executive Committee put forward the motion to amend the Speaker term from 1 year to 2 years. In the second year, the next Speaker would be elected and would shadow the Speaker for one year, before officially starting their term as Speaker. This recommendation was put forward as a mechanism to ensure continuity between Speakers, but also to allow ample onboarding time and coaching for the incoming Speaker.

ATTACHMENT(S):

Ivey Business School Council Constitution

IVEY BUSINESS SCHOOL

Effective Date: June 7, 2024 September 17, 2021

Supersedes: **September 17, 2021,** September 13, 2010

MANDATE

The Ivey Business School Council is the central venue for discussions of academic and important dialogue at the Ivey Business School. More specifically, it shall:

A. Advise the Senate on all matters under the jurisdiction of the Senate which pertain to the Ivey Business School or which are referred to the Council by the Senate.

B. Determine by vote policies on all matters identified in (A) if so delegated by the Senate.

C. Provide direction to the Dean, Associate Deans, and senior decision-makers at Ivey Business School regarding decisions that significantly affect the Ivey Business School community.

D. Serve as a forum for information-sharing and dialogue on matters of strategic interest to the Ivey Business School community.

COMPOSITION AND RULES OF PROCEDURE

1. There shall be an Ivey Business School Council responsible to Senate and composed of:

    A. The following ex officio members:

        (a)   The President & Vice-Chancellor
        (b)   The Provost & Vice-President (Academic)
        (c)   The Dean of the Ivey Business School, who shall be Chair
        (d)   The Associate Dean(s) of the Ivey Business School

(e) The Dean, or an Associate Dean, of the Faculty of Graduate Studies

(f) The Library Director, C.B. "Bud" Johnston Library

(g) The Chief Financial Officer of the Ivey Business School

(h) The Chief Administrative Officer of the Ivey Business School

(i) One President or Co-President of each of the HBA, MSc, MBA and PhD Associations

(j) The Executive Directors of Advancement, Career Management, Information Technology, Master's Program Recruitment and Admissions, and Marketing and Communications of the Ivey Business School

(k) Such other ex officio members as the Senate may determine upon the recommendation of the Ivey Business School Council

B. (a) All full-time members of the Ivey Business School who hold the rank of Lecturer or higher, including those who hold joint appointments with other Faculties

(b) Two (2) representatives of full-time Western faculty at the University who hold the rank of Lecturer or higher: 1 from the Faculty of Law, 1 from the Faculty of Engineering

(c) Six (6) Directors of the Ivey Business School, elected by all staff holding director appointments for one-year terms by elections coordinated by the Dean's Office

(d) Five (5) additional students selected by the student Associations:
  - 2 students to be selected by the HBA Association
  - 1 student to be selected by the MBA Association
  - 1 student to be selected by the MSc Association
  - 1 student to be selected by the PhD Association

(e) Four (4) full-time staff persons employed by Western who are not directors or executive directors. Two are to be elected each year for two-year terms by elections coordinated by the Dean's Office

(f) Such other members as Senate may determine from time to time, upon the recommendations of the Ivey Business School Council.

2. A. Members of the above categories shall be entitled to participate fully in the meetings of the Council, i.e., to speak, to propose motions, and to vote on all questions.

B. Council shall meet at least six (6) times in each academic year and at such other times as the Council, the Chair, or the Senate may prescribe.

C. A special meeting of the Council shall be called on a written notice of ten (10) of its members and shall be convened within seven (7) days

thereafter to consider the matter or matters set out in the notice of meeting.

D.   Thirty-five (35) voting members, of which a minimum of twenty-five (25) must be faculty members from category 1B(a) above, shall constitute a quorum for regular and special meetings of Council.

E.   ~~The Council shall elect from among its members each year a Speaker whose job will be to preside over meetings of Council and maintain order according to the Rules of Order adopted by the Senate. The Speaker shall prepare the agenda for Council meetings in consultation with the Dean.~~

E.   **The Council shall elect from among its members a Speaker whose job will be to preside over meetings of Council and maintain order according to the Rules of Order adopted by the Senate. The Speaker shall prepare the agenda for Council meetings in consultation with the Dean. An election shall be held between February 1 and June 30 every two years for a two-year term, which will start July 1 of the subsequent calendar year. Until that time, the elected member shall serve as Speaker-Elect and assist the Speaker. A Speaker shall not serve consecutive terms.**

F.   The terms of elected and selected positions shall commence on July 1.

3.   The Council may establish such committees as it considers necessary, including an Executive Committee, that may act in the name of and on behalf of the Council between regular meetings of the Council. Although the Council may delegate authority to its committees, these committees shall be responsible to the Council. Committees are obligated to report at least twice per year to the Ivey Business School Council with a written activity report and oral presentation by the committee's Chair. This report and minutes of the Committee's meetings shall be accessible to all members of the Ivey Business School Council. Minutes should contain mainly a record of what was done at the meeting, not what was said by the members, and as privacy and confidentiality allow.

4.   The By-Laws and Regulations for the conduct of the Council's proceedings shall, in general, be those adopted by the Senate unless stated otherwise herein.

5.   The Composition and Rules of Procedure of the Ivey Business School shall be reviewed at intervals not longer than five years.

6.   This constitution may be amended by the Senate on recommendation by majority of the voting members of the Council in attendance at a regularly

constituted meeting prior to which there has been seven (7) days' written notice of the proposed amendment.

ITEM 6.2 – Amendments to the Adopted Policies and Procedures of Senate

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective June 7, 2024, the Senate Adopted Policies and Procedures be revised as shown in item 6.2.

EXECUTIVE SUMMARY:

Revisions to the Adopted Policies and Procedures of Senate are proposed to indicate that spectators are not to address the meeting and are to remain seated, to prohibit any kind of recording during the Senate meetings other than by the Secretariat for purposes of preparing the minutes, and to permit signage if it is reasonable in size.

For reference, the Board By-Law No. 1 includes the following provisions for the conduct of open meetings:

"CONDUCT OF OPEN MEETINGS

33. The following provisions apply to open meetings:
    a. Spectators (including representatives of the news media) attending the open session of a meeting are not permitted to address a meeting, communicate with individual members during the meeting, or disturb the conduct of a meeting in any way. Spectators must remain in their assigned seats while in the meeting room.
    b. Recording is not permitted, except with the permission of the Chair.
    c. Space permitting, members of the press may video record a meeting provided that they have made arrangements in advance with the University Secretary and the Chief Communications Officer. Placement of cameras within the meeting room will be at the direction of the University Secretary.
    d. Space permitting, and with the approval of the Chair, placards or signs may be brought into the meeting room provided that they are of a size that will not obstruct any doorway, or the view of others in the room, and are made of materials that could not be used to harm individuals or damage property. Placards or signs that have been permitted in the meeting room or been brought in without permission must be removed if so ordered by the Chair at any point in the meeting.
    e. Spectators may obtain copies of the agenda and the non-confidential portion of the supporting material from the University Secretariat's website."

Additionally, it is recommended that in section 5 of the Senate Adopted Policies and Procedures, "Procedures for Electing Members of Senate Committees and Subcommittees", the reference to Nominating Committee alternates be removed. At the March 17, 2023 Senate meeting, Senate approved the removal of alternate members of the Nominating Committee.

ATTACHMENT(S):

Revised Adopted Policies and Procedures of Senate

ADOPTED POLICIES AND PROCEDURES OF SENATE

Summary Listing
N.B. This is not an exhaustive listing.

Meetings of Senate

1. Schedule of Regular Meetings

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

2. Cancellation of Regularly Scheduled Meetings

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

3. Senate Meeting Times: Guidelines

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

4. Discussion and Question Period

   4.1 Purpose

   The Discussion Question Period has two functions:

   4.1.1 To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

   4.1.2 To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda, but may be of interest or concern to Senate members or their constituencies.

   4.2 General Regulations

   4.2.1 No motions may be put or considered during this period on the agenda.

   4.2.2 The length of the Discussion and Question Period is limited to 30

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.

5.   Procedures for Electing Members of Committees and Subcommittees

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

After nominations for all vacancies have been completed,

(a)   those for which no election is necessary are acclaimed.

(b)   if elections are required, the Secretary of the Senate will prepare and circulate to Senate a comprehensive ballot, which will include statements of up to 100 words from each candidate. The results of elections, including the number of votes cast for each nominee, will be announced at or before the next Senate meeting.

(c)   ~~With respect to the Nominating Committee, which has alternate members, one or more additional nominations will require that all names presented, including those put forward as alternates in the original slate, be on a single ballot. Following the vote, nominees will be assigned to either regular or alternate seats in order of number of votes received.~~

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

6.   Minutes: Form, Editing, Correcting and Retention

Minutes

1.   Committee reports and other reports (Exhibits) distributed with the agenda for a meeting shall constitute a part of official Senate Minutes and the Minutes per se will include appropriate references to those reports.

2.   The agenda and supporting documentation for meetings of the Senate may be published electronically by the Secretary 7 days prior to each Senate meeting. The Minutes of meetings of the Senate may be published electronically by the Secretary following their approval by the Senate.

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

4. In general, reporting of discussion will be limited to point-form general statements relating to concerns, objections, or benefits of a proposal not otherwise cited in the agenda material (Exhibits). On a Senator's request, and with the Chair's permission, the text of a statement made in Senate shall be included in the Minutes if such inclusion appears desirable as a means of clarifying the intended interpretation of a motion.

5. Information items will be cited briefly by appropriate heading and reference to detail contained in the agenda material.

6. Resolutions or information presented at the Senate meeting but not otherwise detailed in the agenda materials will be described briefly in the Minutes, such that a person who did not attend the meeting can get a basic understanding of the issue discussed. Any written material distributed at the Senate meeting that relates to such resolutions or information will be maintained in the official Senate Minutes.

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

Record Retention

1. The Official Minute Book shall be retained in a safe place in perpetuity, with appropriate copies (microfiche, CD, etc.) maintained off site.

2. As public documents, Senate Minutes will be available to any person for inspection in the office of the Secretary of Senate during normal office hours. These Minutes will include committee reports and other reports (Exhibits) distributed with the agenda and at the meeting.

3. Senate meetings will be recorded for use by the Secretariat. The recordings will be erased following the official approval of the minutes by Senate.

7. **Conduct of Open Meetings**

1. **The following provisions apply to open meetings:**
   a. **Senators, Official Observers, and members of the public (Spectators) shall sit in the designated areas.**
   b. **Spectators (including representatives of the news media) attending open meetings are not permitted to address a meeting, communicate with individual members during the meeting, or disturb the conduct of a meeting in any way. Spectators must remain in their assigned seats while in the meeting room.**
   c. **Except as provided under "Records Retention" above, recording of any kind is not permitted at the meeting unless by express permission of the Chair.**
   d. **Space permitting, and with the approval of the Chair, placards or signs may be brought into the meeting room, provided that they are of a size that will not obstruct any doorway or the view of others in the room, and are made of materials that could not be used to harm individuals or damage property.**
   e. **Undue disturbance during the meeting will result in removal.**

8.7. Calling the Question vs Motion to Limit Debate

Senate's consideration of several important items over the past few years has been brought to a vote with a motion "to close debate" (or "to move the question" or "to move the previous question" in older terminology). While in every case it was entirely legal to introduce and adopt the motion, the Senate Operations/Agenda Committee would observe that it is regarded as the most drastic action a deliberative body can take to stop or indeed to prevent debate; and that, given the obligation of a body to hear minority views, members should be aware that there are alternatives to a motion to close debate.

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

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

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

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

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

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

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

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

9.~~8.~~   <u>Observer Designates</u>

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

1.   The Secretariat is informed in advance of the meeting who will be attending in an Observer's place

2.   The Observer is responsible for providing his/her designate with meeting documentation.

Revised: ***June 7, 2024*** ~~*July 1, 2021*~~

ITEM 7.1 – Membership – Selection Committee for the Dean of the Faculty of Health Sciences

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Composition:

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

<mark>Required:</mark>   Three (3) faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean.

Nominees: Nick Harney (Dean, SS)   (Faculty/Staff)

                 Saverio Stranges (Schulich)   (Faculty/Staff)

                 Ana Luisa Trejos (Eng)   (Faculty/Staff)

ITEM 7.2 – Membership – Selection Committee for the Dean of the Faculty of Information and Media Studies

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Composition:

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

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

Nominees: Jayne Garland (HS, Dean)   (Faculty/Staff)

                  Kaitlynn Mendes (SS)   (Faculty/Staff)

                  Aara Suksi (AH)   (Faculty/Staff)

ITEM 9.1 – Ivey Business School: Introduction of a Certificate in Purpose-Driven Leadership

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, a Certificate in Purpose-Driven Leadership be introduced by the Ivey Business School as shown in Item 9.1.

EXECUTIVE SUMMARY:

The proposed Certificate in Purpose-Driven Leadership will be open to undergraduate students at Western University and its Affiliated University Colleges. The Certificate will consist of 3.0 courses: 1.5 courses offered by the Ivey Business School and 1.5 courses offered by Western and its Affiliated University Colleges that include leadership learning objectives.

The Certificate will provide both breadth and depth in leadership knowledge and practice. The courses offered by Western and its Affiliated University Colleges will provide the developed knowledge and critical understanding of interdisciplinary concepts and skills in leadership, while the courses offered by the Ivey Business School will specialize in character development and the activation of personal and professional purpose. This combination provides students a well-rounded perspective on leadership, enhanced by interdisciplinary peer learning.

Students enrolled in the Certificate in Purpose-Driven Leadership will leave this Certificate program with foundational leadership competencies, a grounding in and awareness of the scholarship on leader character and how to develop character within themselves, and an articulated purpose they can put into action in service of their teams, organizations, communities, and society at large.

ATTACHMENT(S):

New Calendar Copy – Certificate in Purpose-Driven Leadership

Extracted from the New Undergraduate Module/Program Proposal Form – Certificate in Purpose-Driven Leadership

NEW CALENDAR COPY

CERTIFICATE IN PURPOSE-DRIVEN LEADERSHIP

Students will acquire a developed knowledge and critical understanding of interdisciplinary concepts and skills in leadership, in addition to a focus on character development and the activation of personal and professional purpose. Students will leave this Certificate program with foundational leadership competencies, a grounding in and awareness of the scholarship on leader character and how to develop character within themselves, and an articulated purpose they can put into action in service of their teams, organizations, communities, and society at large.

Admission Requirements

The Certificate is open to all Western University and Affiliated University College students. To be eligible for admission, students must complete their first-year requirements with a minimum average of 70%. In addition, students must complete the application form on the Ian O. Ihnatowycz Institute for Leadership website (www.ivey.ca/leadership). Leadership experience is not required to apply. Student leaders and equity-deserving students are encouraged to apply. Admission is not guaranteed; enrolment in the Certificate is limited.

Note: Students pursuing an undergraduate degree at the Ivey Business School are not eligible to apply to the Certificate.

Module/Program Information:

To complete the Certificate in Purpose-Driven Leadership, students must complete the following 3.0 courses with a minimum average of at least 70%, with no grade below 60%.

3.0 courses:

1.5 courses: Business Administration 4500A/B, Business Administration 4677A/B, Business Administration 4773A/B.
1.5 courses from: Centre for Global Studies 3514F/G, Centre for Global Studies 3529F/G, Engineering Leadership and Innovation 4100A/B, English 2018A/B, English 2019A/B, Global Great Books 3300F/G, Governance, Leadership and Ethics 2001F/G, Governance, Leadership and Ethics 2002F/G, Governance, Leadership and Ethics 2003F/G, Governance, Leadership and Ethics 2005F/G, Governance, Leadership and Ethics 2010F/G, Governance, Leadership and Ethics 3001F/G, Governance, Leadership and Ethics 3002F/G, Governance, Leadership and Ethics 3003F/G, Governance, Leadership and Ethics 3007F/G, Governance, Leadership and Ethics 4001E, Governance, Leadership and Ethics 4010F/G, Governance, Leadership and Ethics 4011F/G, Health Sciences 4490A/B, History 2712F/G, History 3226F/G, Human Ecology 3349A/B, Integrated Science 4001Y, Kinesiology 2298A/B, Kinesiology 2991A/B, Kinesiology 3335, Kinesiology 3398F/G, Kinesiology 3510F/G, Leadership Studies 2210F/G, Leadership Studies 2233A/B, Leadership Studies 2330A/B, Leadership Studies 3330F/G, Leadership Studies 3331F/G, Leadership Studies 3333A/B, Leadership Studies 4330A/B, Leadership Studies

4333A/B, Management and Organizational Studies 2155A/B, Management and Organizational Studies 2181A/B, Management and Organizational Studies 2182F/G, Management and Organizational Studies 2185A/B, Management and Organizational Studies 3280F/G, Management and Organizational Studies 3350A/B, Management and Organizational Studies 3351F/G, Management and Organizational Studies 3388A/B, Management and Organizational Studies 3396A/B, Management and Organizational Studies 4469A/B, Management and Organizational Studies 4479A/B, Management and Organizational Studies 4481F/G, Management and Organizational Studies 4485F/G, Management and Organizational Studies 4499A/B, Nursing 4440A/B, Philosophy 2700F/G, Philosophy 2720F/G, Political Science 2292F/G, Political Science 3320E, Political Science 4216F/G, Psychology 2035A/B, Psychology 2061A/B, Psychology 2660A/B, Religious Studies 2288E, Science 3377A/B, Social Justice and Peace Studies 3320E, Sociology 2107A/B, Sociology 2166A/B, Sociology 2190F/G, Sociology 3314F/G, Sociology 3335A/B, Sociology 3350F/G, Sociology 4420F/G, Sociology 4422F/G, Sociology 4466F/G

Some courses may have prerequisites required for admission; students are advised to check course prerequisites carefully.

Extracted from the New Undergraduate Module/Program Proposal Form – Certificate in Purpose-Driven Leadership

Description and Rationale

The proposed program is a Certificate in Purpose-Driven Leadership to be offered by the Ivey Business School to undergraduate students at Western University and its Affiliated University Colleges. The Certificate will consist of three courses: 1.5 courses will be offered by the Ivey Business School, and 1.5 courses offered by Western and its Affiliated University Colleges that include leadership learning objectives.

The Certificate provides both breadth and depth in leadership knowledge and practice. The courses from Western provide the developed knowledge and critical understanding of interdisciplinary concepts and skills in leadership, while the Ivey courses specialize in character development and the activation of personal and professional purpose. This combination provides students a well-rounded perspective on leadership, enhanced by interdisciplinary peer learning.

Students enrolled in the Certificate in Purpose-Driven Leadership will leave this Certificate program with foundational leadership competencies, a grounding in and awareness of the scholarship on leader character and how to develop character within themselves, and an articulated purpose they can put into action in service of their teams, organizations, communities, and society at large.

As the world faces converging grand challenges, it will require leaders from all disciplines who can work across disciplines to help solve them. This Certificate aims to contribute to Western's goal of producing the public, private, and not-for-profit sector leaders of tomorrow who will "serve the public good" (*Towards Western at 150*). This proposal aligns the leadership expertise of researchers and instructors at Western to provide a conceptually strong leadership development module for undergraduate students. This campus-wide module will grow and heighten the leadership capacities within students, so they may reach their full potential as both citizens and leaders through the development of critical competencies, character, and commitment in their personal and professional lives. The implementation of this Certificate will advance the key tenets of the *Towards Western at 150 Strategic Plan.* Students will graduate better prepared and more confident to lead in whatever endeavour they undertake.

There are very few existing courses or programs on purpose-driven leadership offered in educational institutions, and a survey of these courses found that there are no undergraduate courses or programs in North America that focus on this topic. Aside from one master's level course at New York University, those found are solely in the field of executive education and continuing education.

The introduction of this Certificate at Western will create a distinct differentiation opportunity for our students. Leaders face increasingly complex, global, and ethically-based issues; being well-versed in purpose-driven leadership rooted in strong character will strongly enhance our students' ability to successfully lead through these challenges in their personal and professional lives.

The current generation of university graduates is defining itself through its desire to find purpose and meaning in their career pursuits. Many prioritize fulfillment and the alignment of their personal values when deciding upon a career, seeking a profession that allows them to effect positive change and leave a lasting impact.

The need for purpose-driven leadership transcends sectors. Students who participate in this Certificate will not only cultivate their character but also develop a deeper understanding of the interconnectedness between leadership, innovation, progress and flourishing. Moreover, in an increasingly complex and rapidly-evolving global landscape, students who are equipped with the ability to lead with purpose and find meaning in their careers are better positioned to navigate challenges, inspire positive change, and contribute meaningfully to the betterment of society at large.

At the same time, organizations across the public, private, for-profit, and non-profit sectors are recognizing that individuals are striving for a stronger sense of purpose within their work, and how purpose plays a role in achieving impact in society. For example, organizations such as BMO, EY, CVS Health, Etsy, Unilever, and Aera VC, define themselves as purpose-driven organizations, and seek to recruit individuals who align their individual purpose with the organization's social purpose. With organizations across the tri-sector landscape placing a greater value on this aspect of leadership within those they hire, the benefit and advantage students will gain from being a part of this certificate doesn't simply create a career path but cuts across all possible professional pathways.

Western's Strategic Plan, *Towards Western at 150*, commits to graduating "*leaders who can influence and create change around the world*" (p. 21) and who can "*act boldly in the face of seemingly intractable problems and find innovative solutions to them*" (p. 26). This Certificate is poised to contribute to these commitments.

Certificate's Objectives

The objectives of the Certificate in Purpose-Driven Leadership at Western are as follows:

- To teach students a core concept of leadership: that effective leaders will be committed to the good of the organization and community they serve and the people who follow them rather than solely to their own self-benefit.
- To teach students foundational leadership competencies for leadership of the self, leadership of others, and leadership of organizations, relevant to different disciplines.
- To provide students with an appreciation for the demands, challenges, and obstacles that may present themselves during the leadership journey.
- To provide students with opportunities to develop self-awareness and an appreciation for their strengths and weaknesses in the various dimensions of leader character.
- To teach students how leader character is developed in oneself and in others to strengthen judgement and decision making.

- To provide students with a guided systematic progression from searching for to deepening their own purpose by examining the journeys to purpose of diverse, character-based leaders.
- To provide students with a well-rounded perspective of personal, professional and social purpose and character-based leadership, enhanced by interdisciplinary peer learning.
- To teach students how to become purpose-driven leaders through character, competence, and commitment.

Learning Outcomes

Upon completion of this Certificate, students will be able to:

- apply the concept of leadership to a wide range of areas including but not limited to self-leadership and team leadership as well as leadership of organizations and communities, in the context of various academic and professional areas, and for the betterment of society.
- apply the tools necessary to commit to the lifelong study and practice of leadership in service of their teams, organizations, communities, and society at large.
- take ownership of their own leadership journey and their leadership purpose, and actively build a plan for the impact trajectory they want to have in the for-profit, not-for-profit, and governmental sectors.
- demonstrate self-awareness of their specific leadership strengths and areas for development so that they can maximize their potential and capacities.
- create and implement a development plan to strengthen leader character in oneself and in others to improve their judgement and decision-making.
- search for, activate, and deepen their own leadership purpose to have meaningful impact in the organizations, communities, and fields within which they operate.
- demonstrate appreciation, advocacy, and activism for today's grand challenges and critical issues by crafting their purpose and connecting it to their character development journey.
- create a development plan to become purpose-driven leaders through character, competence, and commitment.

Admission and progression requirements

The Certificate will be open to all Western University and Affiliated University College students, with the exception of students pursuing an undergraduate degree at the Ivey Business School are not eligible to apply to the Certificate. Students will be required to complete their first year with a minimum modular average of 70% for admission to the Certificate. Admission is not guaranteed, as space is limited to 75 students per year.

ITEM 9.2 – School of Graduate and Postdoctoral Studies: Introduction of a Master of Climate Risk Assessment and Opportunity (MCR)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve and recommend to the Board of Governors that effective September 1, 2024, a Master of Climate Risk Assessment and Opportunity (MCR) be introduced as shown in 9.2.

EXECUTIVE SUMMARY:

The proposed program is a Master of Climate Risk Assessment and Opportunity (MCR). This new graduate program will build upon learners' discipline-specific undergraduate or graduate degree in Engineering, Science, Business, or Social Science with an in-depth, advanced skill set that will enhance learners' knowledge and employability in respective application areas of climate risk. This program builds on the Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity currently offered by Western University.

Board of Governors approval is required for the introduction of the MCR degree designation.

SUPR-G requested an external review of the program per Western's Institutional Quality Assurance Process (IQAP) for the introduction of new programs. The Final Assessment Report from the external review is attached.

ATTACHMENT(S):

Extracted from the Brief for the Proposal for a Master of Climate Risk Assessment and Opportunity

Final Assessment Report

**Extracted from the Brief for the Proposal of a New Professional Master's
Program: Master of Climate Risk Assessment and Opportunity (MCR)**

Overview of the Program

The proposed program is a Master of Climate Risk Assessment and Opportunity (MCR).
This new graduate program will build upon learners' discipline-specific undergraduate or
graduate degree in Engineering, Science, Business, or Social Science with an in-depth,
advanced skill set that will enhance learners' knowledge and employability in respective
application areas of climate risk. This program builds on the Graduate Diploma program
in Climate Risk Assessment and Opportunity offered by Western University.

The proposed program is a Professional Master's Program in that it (i) is a stand-alone,
direct-entry program, that does not lead to entry into a doctoral program, (ii) there is a
great deal on real-world application including the completion of a project or work-related
learning, and (iii) is designed to meet the needs of a cohort of learners characterized by
their need for lifelong, applied climate risk education.

Learners will be required to complete seven courses and a project or work-related
learning component. The program will be offered fully online and the majority of it
asynchronously to attract participants from a variety of demographics around the globe.

This Climate Risk program uses a multidisciplinary model showcasing that climate risk
is a large problem that needs to be tackled through both interdisciplinary and
multidisciplinary methods. In order to better understand climate change, an assessment
of potential risks to the climate from multiple professional viewpoints is needed. This
program will promote a proactive approach to climate change and will train individuals to
better assess the associated risks and develop solutions to mitigate the impact of this
global issue.

The proposed program will be housed in the Faculty of Engineering at Western
University. Due to the multidisciplinary and collaborative nature of the program, four
Western Faculties are partnering to develop and offer the program; these are the
Faculty of Engineering, Faculty of Science, Faculty of Social Science, and Ivey School
of Business. These four Faculties collaborated in developing the 'Areas of
Specialization in climate risk that the learners will pursue. These specific areas of
specialization are (i) Climate Risk and Infrastructure Resiliency (Faculty of Engineering),
(ii) Climate Risk and Financial Modelling (Faculty of Science), (iii) Climate Change
Governance (Faculty of Social Science), and (iv) Business and Climate Impact (Ivey
School of Business).

Climate change is already having a significant effect on Canada and other parts of the
world. Losses due to extreme weather (i.e., rain/flood, high wind, hail, wildland fire)
have been growing at an alarming rate across the globe. The changing climate,
including increased frequency and intensity of extreme weather events and the creeping
changes in climate parameters, force consideration of potential changes over the long-

service-life of assets and resources. The uncertainty of future climate changes requires consideration of a risk-based approach, where past climate indicators and data will no longer represent a stationary system for infrastructure, economic activities, and societal aspects. Climate change is impacting all aspects of life and hence, there is an imminent need in various sectors for appropriate tools and knowledge to develop and adapt policies, strategies and processes to mitigate the climate risk. However, currently, there is a scarcity of graduate educational programs to educate professionals in advanced knowledge of climate risk assessments. Traditional graduate training has not been updated to reflect the need to formally educate future working professionals about relevant issues and topics related to climate risk in diverse disciplines covering science, engineering, business and social science. Hence, at present, learners are expected to educate themselves about most of these topics outside of their formal training. The proposed multidisciplinary MCR fills in this gap and aims to produce professionally literate graduates that can make informed and responsible decisions related to climate risk.

Climate change and climate risk are growing sectors in the industrial, business and professional landscapes. Many programs have been developed that target climate change and sustainability, but there are few programs that focus on climate risk and the proactive approach to assess and adapt to the expected impacts of climate change. A better understanding of climate risks can help companies plan for expected risks that may impact business and help mitigate the issues climate change can cause. Such skill enhancement requires the knowledge advancement aspect different from the traditional field of environment and sustainability. Since the proposed program targets climate risk specifically, it showcases some new and emerging aspects that employers are looking for. The MCR supports learners in their employability not only in the novel topics covered in the curriculum, but in the additional skill development and learning throughout the program.

Thus, the purpose and overall objective of the MCR is to provide opportunities for learners to develop advanced skills in areas of climate risk, in a discipline specific context referring to the specific area of specialization the learner will pursue, and to prepare learners for impactful careers relating to societal risks and adaptation to climate change. This degree is unique in that it is specifically targeting working professionals in diverse areas including engineers, urban planners, climate scientists, data analysts, sociologists, policy makers, financial analysts, business managers, entrepreneurs, etc., who are working in a range of sectors including building, insurance, financial, municipal, and government sectors.

Evidence to support the introduction of the program

There has been tremendous growth in programs broadly in the areas of climate change and sustainability in the past few years at Canadian Colleges and Universities. Many of these programs are Master's programs concentrating in a specific area of specialty, primarily regarding environmental sustainability, climate change or associated aspects.

Climate risk, on the other hand, focuses on the climate change issue from a different perspective compared to sustainability. While sustainability addresses how to mitigate climate change using a reactive approach to what is already present, climate risk addresses the expected risks that are associated with the growing issue of climate change. The knowledge of climate risks can be used proactively to help companies plan for expected risks that may impact their business or industry and help mitigate the issues climate change can cause. At governmental level, the climate risk assessment would assist in developing policies to support businesses, industries, and people in their efforts to mitigate the risks due to climate change and their impact. Such skills enhancement requires the knowledge advancement aspect different from the traditional field of environment and sustainability.

At present, programs specifically focused on climate risk are minimally available. There are numerous programs worldwide across institutions that tackle environmental science and sustainability, however most of these programs are in-person 2-year Master's Programs. Therefore, there is a global need for graduate programs that can educate learners on the risks associated with climate change through both the knowledge advancement and the skills enrichment needed for climate risk analysts.

Western currently offers a 1-year full-time professional course-based Master's in Environment and Sustainability within the Faculty of Science. This program is focused on pillars of environment and sustainability including ecosystem health and environmental management. There is also a Collaborative Specialization in Environment and Sustainability which is an add-on option for research-based graduate students in faculties of Science, Engineering, Social Science, Law, Education, Schulich School of Medicine & Dentistry, and Ivey School of Business. These programs effectively target the sustainability aspect of climate change, however there is no current program within Western that specifically targets climate risk.

The proposed Master's Program is a unique offering of part-time and full-time studies in a multidisciplinary climate risk concept which is offered online to target learners of all locations, ages, and stages in their career. This program will specifically target the risks associated with climate change which is different from the sustainability programs already offered at Western. This program would be an added benefit to the already established Environment and Sustainability graduate programs offered at Western.

Unique and Innovative Features

One of the main unique features of the proposed Master's Program in Climate Risk Assessment and Opportunity is the collaboration between four Faculties (Engineering, Science, Social Science, and Ivey Business School) to develop this multidisciplinary Master's program with distinct areas of specialization related to Climate Risk. This allows for learners to choose their area of specialty that is most relevant to their desired field.

In addition, this Master's program will target working professionals and be offered outside of traditional working hours to ensure that all learners who want to participate in this program will be able to attend the courses. To allow this flexibility, courses will be designed completely online and will be offered mostly, if not fully, asynchronously. This means that learners can participate in this program in any location with flexible learning option to accommodate a diverse learners' population.

A Capstone requirement, met by completing a major research project, will allow students to apply their knowledge to a specific topic of interest or through a work integrated learning experience. These components will help prepare students for the work force and enhance their marketability.

Fields of Research in the Program

The MCR will have 4 unique fields appearing on the parchment and transcripts (Engineering, Ivey Business, Science, Social Science) which a student will choose one of when they apply to the program. The participating fields are outlined below along with the required and elective courses required to complete the MCR degree.

Business and Climate Impact (Ivey Business School)

The Business and Climate Impact specialization equips working professionals in a wide range of sectors with decision-making frameworks and tools to identify, assess and mitigate risks in a business context. Just as important, this specialization prepares professionals to explore and shape business opportunities to make purposeful and strategic contributions to solving one of the most pressing issues facing business and society.

Required Courses:
CLMTRISK 9001 – Multidisciplinary Concepts of Climate Risk
CLMTRISK 9101 – Finance for Climate
CLMTRISK 9102 – Embedding Climate Strategies in Business
CLMTRISK 9103 – Environmental, Social, and Governance In-Action

Required Electives: Additional 3 courses from other areas based on each student's academic background and approval from the program director.

Climate Risk and Infrastructure Resiliency (Faculty of Engineering)

The overall purpose of this specialization is to introduce engineers to methods to conduct climate risk assessments for infrastructure and building design. The courses in this area cover (i) basic concepts in climate change and climate hazard, (ii) methods for conducting climate and extreme weather risk assessments, and (iii) a project to implement

and learn these tools, develop an understanding of uncertainty, and communicating climate risk assessments to various groups.

Required Courses:
CLMTRISK 9001 – Multidisciplinary Concepts of Climate Risk
CLMTRISK 9201 – Climate Hazards for Engineers
CLMTRISK 9202 – Climate Risk Assessments of Infrastructure Systems
CLMTRISK 9203 – Applied Climate Risk Assessment

Required Electives: Additional 3 courses from other areas based on each student's academic background and approval from the program director.

Climate Change and Financial Modelling (Faculty of Science)

The specialization area of Climate Risk and Financial Modelling addresses environmetrics, financial management, and quantitative modeling of climate risks and natural disasters to tackle critical environmental and sustainability challenges. The program will deliver insurance and quantitative finance tools to tackle climate risk in multiple sectors. After taking this program, learners will understand the different elements and mechanisms of climate change, be able to assess the impact that climate change will have on their operations and infrastructure, and be trained to quantify the financial elements required to mitigate and manage that risk. The specialization in Climate Risk and Financial Modelling will enable learners to create a net-zero plan from start to finish that will address the criteria for Canada's Net Zero initiative.

Required Courses:
CLMTRISK 9001 – Multidisciplinary Concepts of Climate Risk
CLMTRISK 9301 – Understanding Climate and Climate Change
CLMTRISK 9302 – Impact Forecasting and Management of Natural Catastrophes and Climate Change
CLMTRISK 9303 – Financial Climate Risk Management

Required Electives: Additional 3 courses from other areas based on each student's academic background and approval from the program director.

Climate Change Governance (Faculty of Social Science)

Climate change governance occurs at multiple levels of government and includes private sector and civil society organizations. Acute impacts of climate change and severe weather will be particularly intense in urban environments placing municipalities in a pivotal role for adaptation strategies. Municipal governments can be central agents of positive change for both carbon reduction and justice.

Required Courses:
CLMTRISK 9001 – Multidisciplinary Concepts of Climate Risk
CLMTRISK 9401 – Climate Risk Justice
CLMTRISK 9402 – Climate Risks and Energy Transition
CLMTRISK 9403 – Governance and Climate Change

Required Electives: Additional 3 courses from other areas based on each student's academic background and approval from the program director.

Graduate Degree Level Expectations

Upon successful completion of the Master of Climate Risk Assessment and Opportunity, learners will be able to:

a) **Develop** an understanding of the concepts of critical thinking and critical analysis, and how these approaches relate to climate risk and potential solutions
b) **Explain** the diverse modelling tools that allow us to assess risks and opportunities related to climate change across disciplines
c) **Appraise** the scope and complexity of the body of knowledge in climate risk and climate change
d) **Recognize** the value of a multidisciplinary approach to find solutions to diverse, complex problems, like climate change and associated risks
e) **Critically** evaluate scholarly and popular literature in climate risk to formulate and defend evidence-based arguments in creative and engaging formats
f) **Communicate** climate risks and ways to mitigate and adapt to these risks in oral and written forms to diverse audiences
g) **Synthesize** complex knowledge in a rapidly evolving climate risk environment
h) **Formulate** informed and convincing arguments within interprofessional and multidisciplinary teams

Learning outcomes for each Area of specialization can be found below.

Engineering - Climate Risk and Infrastructure Resiliency

1	**Identify** climate-related risks to buildings and systems involved in infrastructure stability
2	**Analyze** climate-related extremes and hazards data using state-of-the-art methods
3	**Conduct** a climate risk assessment for a building and/or infrastructure systems
4	**Identify** approaches to adapt to risks faced by buildings and infrastructure systems due to climate change

Ivey - Business and Climate Impact

1	**Explain** how climate change fits within the wider set of Environmental, Social, and Governance (ESG) factors that drive an organization's risks and opportunities with respect to sustainability
2	**Distinguish** between alternative business models and operation structures that enable climate change mitigation and adaptation
3	**Describe** key climate reporting and climate disclosure frameworks for business investors and external stakeholders
4	**Calculate** the broad climate and societal impacts of an organization by leveraging established measurement frameworks
5	**Develop** a robust climate transition plan, informed by climate risks, opportunities, and viable operational alternatives that deliver desirable economic and societal outcomes

Social Science - Climate Change Governance

1	**Assess** societal causes, impacts and injustices of extreme weather and climate risk
2	**Explain** the possibilities for mitigating the spatial and social inequalities of climate risk
3	**Describe** the challenges associated with climate risk and energy transition communication
4	**Assess** the variety of governance strategies for managing energy transitions and climate risk
5	**Create** policy briefs and other climate risk-related communications to both technical and non-technical audience

Science - Natural Hazards and Risks

1	**Evaluate** climate-environmental hazards and **explain** their risks to people, buildings, and infrastructure
2	**Analyze** climate-environmental hazard data using modern data science and statistical approaches
3	**Evaluate** and **synthesize** the quality of information on climate-environmental hazards
4	**Develop** a workable plan for risk mitigation and management with a socio-economic impact of the proposed actions
5	**Understand** the quantitative methods for identifying past climate change and **construct and evaluate** models that predict future climate change scenarios

PROGRAM REQUIREMENTS

Master of Climate Risk Assessment and Opportunity (MCR) | Project-based

Expected Duration: 3 terms (full-time progression) up to 9 terms (part-time progression)

Courses (3.5 Total Credits)

REQUIRED COURSES (0.5 Credits)				
Subject	**Course #**	**Length (in terms)**	**Course Title**	**Course Weight**
CLMTRISK	9001	1	MULTIDISCIPLINARY CONCEPTS OF CLIMATE RISK	0.5

REQUIRED ELECTIVE COURSES (3.0 Credits)			Students must select 6 courses; 3 courses from the area of specialization and 3 courses from other areas.		
Subject	**Course #**	**Length (in terms)**	**Course Title**	**Course Weight**	**Area of Specialization**
CLMTRISK	9101	1	FINANCE FOR CLIMATE	0.5	Business
CLMTRISK	9102	1	EMBEDDING CLIMATE STRATEGIES IN BUSINESS	0.5	Business
CLMTRISK	9103	1	ENVIRONMENTAL, SOCIAL, AND GOVERNANCE IN-ACTION	0.5	Business
CLMTRISK	9201	1	CLIMATE HAZARDS FOR ENGINEERS	0.5	Engineering
CLMTRISK	9202	1	CLIMATE RISK ASSESSMENTS OF INFRASTRUCTURE SYSTEMS	0.5	Engineering
CLMTRISK	9203	1	APPLIED CLIMATE RISK ASSESSMENT	0.5	Engineering
CLMTRISK	9301	1	UNDERSTANDING CLIMATE AND CLIMATE CHANGE	0.5	Science
CLMTRISK	9302	1	IMPACT FORECASTING AND MANAGEMENT OF NATURAL CATASTROPHES AND CLIMATE RISKS	0.5	Science

CLMTRISK	9303	1	FINANCIAL CLIMATE RISK MANAGEMENT	0.5	Science
CLMTRISK	9401	1	CLIMATE RISK JUSTICE	0.5	Social Science
CLMTRISK	9402	1	CLIMATE RISKS AND ENERGY TRANSITION	0.5	Social Science
CLMTRISK	9403	1	GOVERNANCE AND CLIMATE RISK	0.5	Social Science

Students must select the three courses that correspond to their area of specialization.

Students must also select three additional courses outside of their area of specialization based on availability and their personal academic background. These courses will be from any of the three other areas of specialization. For example, one from science, once from business, and once from social science.

Milestones (3)

MILESTONES	Each milestone must be completed by all students
Academic Integrity Module	
Professional Development	
Capstone (MRP)	

The MRP will be completed within the last two terms of the program and will be an individual research project on a topic area of interest. Students will start this capstone at the beginning of their second last term. For example, if a full-time student starts in the Fall term (Sept) then they will start their capstone in the Winter term (January). An advisor will be assigned to the MRP milestone where students will have regular meetings throughout the MRP, and the instructor will provide effective feedback on their project. Students will submit a proposal to the instructor within 1 month of starting the MRP and submit an outline of the report within 2 months of starting the MRP. Students will then have regular meetings with the instructor until they submit their final work which must be completed within two terms (or eight months) of the MRP start date.

ADMISSION REQUIREMENTS

Applicants must possess a four-year bachelor's degree or equivalent from a recognized university, college or institute. The School of Graduate and Postdoctoral Studies requires at least a 70% average (North American equivalent) across courses taken in the last two full-time years of the latest degree. Equivalent qualifications may be considered based on the standards of the discipline or profession. The qualifications listed below are options for equivalent qualifications that will be accepted for this Graduate Program in each area of specialization.

	Education Qualifications
1	4-Year Bachelor's Degree in Area of specialization
2	3-Year Bachelor's Degree in Area of specialization + 2 years of relevant work experience
3 (For Social Science and Business ONLY)	College Diploma in Area of specialization + 3 years of relevant work experience

For learners who require the relevant work experience, a signed letter from their employer stating the company name, learner's current/ relevant role, and years of service in current/ relevant role, will need to be included in the admissions documentation. Alternative documentation that showcases relevant work experience can be submitted to the admissions committee for approval into the program. These materials will be reviewed by the admissions committee.

The required documents for admission consideration are:

- One official transcript for each degree and/or institution attended, in English.
- One official transcript for each degree and/or institution attended in the Native Language (if different from English).
- One official certificate of proof of diploma/degree in English.
- One official certificate of proof of diploma/degree in the Native Language (if different from English).
- Two letters of references (preferably academic for new graduates and professional for individuals working professionally for a number of years).
- Proof of Canadian citizenship or Permanent Residency (if applicable).
- A signed letter from employer stating the company name, learner's current/ relevant role, and years of service in current/ relevant role (if applicable).

For each of the areas of specialization, the recommended background requirements are as follows:

Climate Risk and Infrastructure Resiliency (Faculty of Engineering)
- Undergraduate degree in Engineering or equivalent work experience

Natural Hazards and Risks (Faculty of Science)
- Undergraduate degree in a science discipline
- Basic financial and statistical knowledge
- A working knowledge of programming languages (Python, R, C, C++, R, or Matlab, etc.).

Climate Change Governance (Faculty of Social Science)
- Undergraduate degree in Social Science or allied discipline

Business and Climate Impact (Ivey School of Business)
- Undergraduate business degree or have previously taken a pre-Ivey business skills course

English Language Proficiency

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). iBT (internet-Based Test): The minimum acceptable score is 86, with no individual score below 20. PdT (Paper-delivered Test): The minimum acceptable total score is 65, with no individual score below 20. Please note that some programs require a higher minimum and/or band score. [Western's TOEFL ID is 0984].
- The International English Language Testing Service (IELTS Academic). The minimum acceptable score is 6.5 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Duolingo English Test. Applicants must attain a minimum score of 115.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Western English Language Centre. The requirement is successful completion of the High-Advanced level.
- Fanshawe College's ESL Program. The requirement is graduation from Level 10, English for Academic Purposes, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Fanshawe College's ESL Program must provide official proof of graduation.

Degree Timeline

The Master of Climate Risk Assessment and Opportunity program can be completed as a full-time or part-time online program. The full-time program is completed in 1 year (3 terms), however a part-time student can complete this program within 3 years (9 terms). Learners will complete at least one course per term and a major research project will be completed in tandem with course work.

Progression requirements

Students are required to maintain a cumulative average of 70% or above to continue in the program. Failure to meet the progression requirements may result in withdrawal from the program. Progression is evaluated on a course-wise basis, and ensuring all

Master's students are enrolled in at least one course each term to progress towards their degree.

Part-time Studies

This program will be offered as a 100% part-time online program in addition to the full-time online program option. The intended target population for this Master's program is working professionals and recent graduates. Thus, it is anticipated that the majority of students in this Master's program will be part-time students. A part-time student would be expected to complete the Masters within three years of starting the program and to register in at least two courses in a year unless permission by the Program Director has been granted. Failure to meet the progression requirements may result in withdrawal from the program.

All Graduate Courses to be Offered in the Program

The course offerings in the program will be scheduled in a way that part-time students will be able to complete the program in three years regardless of the entry term. The courses will also be scheduled in a way that students can complete the Master's program in 1 year full-time studies.

Course Catalog Number	Course Title
CLMTRSK 9001	Fundamentals of Climate Risk and Climate Change
CLMTRSK 9101	Finance for Climate
CLMTRSK 9102	Embedding Climate Strategies in Business
CLMTRSK 9103	Environmental, Social, and Governance In-Action
CLMTRSK 9201	Climate Hazards for Engineers
CLMTRSK 9202	Climate Risk Assessments of Infrastructure Systems
CLMTRSK 9203	Applied Climate Risk Assessment
CLMTRISK 9301	Understanding Climate and Climate Change
CLMTRSK 9302	Impact Forecasting and Management of Natural Catastrophes and Climate Risks
CLMTRISK 9303	Financial Climate Risk Management
CLMTRSK 9401	Climate Risk Justice
CLMTRSK 9402	Climate Risks and Energy Transition
CLMTRSK 9403	Governance and Climate Risk

All courses in the proposed program were newly developed for the diploma program and will also be used in the MCR program.

Master of Climate Risk Assessment and Opportunity
Final Assessment Report & Implementation Plan
April 2024

Faculty / Affiliated University College	Faculties of Engineering, Science, Social Science and the Ivey School of Business
Degrees Offered	MCR
Date of Introduction	September 1, 2024
Fields of Study	Climate Risk and Infrastructure Resiliency Business and Climate Impact Climate Risk and Financial Modelling Climate Change Governance
External Reviewers	Dr. Daniel Scott, Department of Geography and Environmental Management University of Waterloo — Dr. Mathieu Boudreault, Department of Mathematics, Université du Québec à Montréal
Internal Reviewer	Dr. Anabel Quan-Haase, Associate Dean Graduate and Postdoctoral Faculty of Information and Media Studies — Jennifer Guo, PhD Candidate Anatomy and Cell Biology
Date of Site Visit	March 8, 2024
Date Review Report Received	March 20, 2024
Date Program/Faculty Response Received	Program: April 16, 2024 Faculty: April 26, 2024
Evaluation	Approved to Commence
Approval Dates	SUPR-G: May 13, 2024 ACA: May 29, 2024 Senate:
Year of Next Review	2031-2032
Progress Report	June 2027

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Master of Climate Risk Assessment and Opportunity to be delivered by the Faculty of Engineering (as host Faculty).

This FAR considers the following documents:
- the program's proposal brief;
- the external reviewers' report;
- the response from the academic unit; and
- the response from the Dean, Faculty of Engineering

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

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

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

Executive Summary

The proposed professional Master's Program provides broad multidisciplinary knowledge related to climate risk and allows learners to develop in-depth knowledge in one of the four areas of specialization (Engineering, Business, Science and Social Science) enabling them to gain discipline-specific expertise in climate risk assessment, adaptation, and mitigation. The proposed Master's Program is a unique offering of part-time and full-time studies in a multidisciplinary climate risk concept which is offered online to target learners of all locations, ages, and stages in their career. The proposed program can be completed via eight courses and a project or work-related learning component to promote the self-paced and specific needs of the individual.

Full-time intake is expected to be five students for 2024-25, working up to 15 in 2029-30. Part-time intake is expected to be 10 students for 2024-25, working up to 25 in 2027-28.

Strengths and Innovative Features Identified by the Program

- Internationally recognized expertise in natural hazards, infrastructure engineering, energy policy, financial risk modeling, urban climate, and public administration.
- Specifically targeting working professionals in diverse areas including engineers, urban planners, climate scientists, data analysts, sociologists, policy makers, financial analysts, business managers, entrepreneurs, etc.
- Collaboration between multiple Faculties (Engineering, Business, Science and Social Science) to create a holistic multidisciplinary program with courses geared towards discipline-specific climate risk topics.
    - Uses a multidisciplinary model showcasing that climate risk is a large problem that needs to be tackled through both interdisciplinary and multidisciplinary methods.
- Offered outside of traditional working hours, mostly asynchronously, to ensure that all learners who want to participate in this program will be able to attend the courses.
- Flexible learning pathway and milestone options that will accommodate a diverse learner population.

Proposal Preparation and Review Process

A team was established to include members of each of the participating Faculties, the Centre for Teaching and Learning, and the faculty members participating in the development of the course content. Termed the Program Development Committee, this group meets as needed to plan and work through all aspects of the Program Development. In support of the initial stages of the committee's work, Leger, a

Canadian market research firm, conducted two surveys to gauge the need of the program from both the students' and employers' perspectives.

Subsequently, in May and June of 2023, the proposed Master's Program was discussed with the:
- Faculty Council of Engineering
- Social Science Graduate Council
- Social Science Chairs
- Relevant programs in the Faculty of Science
- Ivey School of Business, Curriculum and Program Review Committee

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

- Vice-Provost, The School of Graduate and Postdoctoral Studies
- Associate Vice-Provost, The School of Graduate and Postdoctoral Studies
- Associate Vice-Provost, Academic Planning, Policy & Faculty
- Director of Academic Quality and Enhancement
- Decanal Team (Deans from partnering Faculties)
- Associate Dean Engineering, Research & Graduate
- Climate Risk Program Director
- Program Committee
- Faculty members
- Associate Chief Librarian

Following the site visit, the external reviewers produced a comprehensive external reviewer report with recommendations which was sent to the academic unit and to the Dean of the Faculty of Engineering for review and response. These formative documents, including the new major proposal document, the external reviewer report, and the Program and Faculty responses, have formed the basis of this assessment report of the proposed Master of Climate Risk Assessment and Opportunity (MCR).

Summative Assessment – External Reviewers' Report

External reviewers shared that *"… we found the set of proposed courses very interesting and the applied focus on the types of problems and approaches specific to professions to be an excellent approach to upskilling mid-career as well as those continuing on from an undergraduate program."*

Strengths and/or Unique Aspects of the Program

- Flexibility of an asynchronous/synchronous fully online program will be attractive to mid-career professionals who are the key market segment this program is designed for.
- Applied focus of courses and the types of problems and approaches specific to professions.
- Development of online courses with CTL experts is noted and important for effective online delivery.
- Newly created courses could be offered to students in other existing programs.
- The program's learning objectives, structure and admission requirements are well articulated and aligned with Western's conventions.

Opportunities for Program Improvement Mentioned by Reviewers

- Inclusion of the term "Opportunity" in the program name may engender confusion. *(Embedded in Recommendation #2)*
- The requirements to take elective courses in Engineering or Science might be restricted for some Business / Social Science students (and vice-versa).
  - Course sequencing may need further consideration. This will have implications for enrolling in courses outside of a student's specialization.
- Further reflection and consensus on the vision for the program is recommended – particularly on the focus and integration of climate change.
- Possible barriers to elective options for some students based on the level of numeracy and required background knowledge.
- Careful monitoring of student engagement and originality of student work will be needed to ensure academic integrity. *(Embedded in Recommendation #6)*
- Provision of greater clarity around: 1) how projected enrollment numbers were derived; 2) the provision of administrative support; 3) job prospects for graduates; 4) how Master's Research Project (MRP) milestones will be graded and consistency will be achieved in terms of scope, student workload, level of supervision and grading criteria across the 4 specializations; 5) the involvement of the Program Director in approving applications on behalf of all 4 Faculties.

While the opportunities for improvement noted above are not all explicitly mentioned as part of the formal recommendations made by the external reviewers, they remain suggestions for consideration by the Program.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1 Consider development of an MRP course to support instruction and supervision.	**Program:** As suggested, once the enrollment of the program reaches a significant level, e.g., five in each specialization, an MRP course will be created and an instructor will be hired as the coordinator for the MRP course. At low enrollment levels, the program director will act as the coordinator for the MRP milestone. The annual retreat will provide opportunities to discuss ideas for MRP. The revised brief will clarify the eligibility of each instructor for supervising MRP. **Faculty:** The program response is reasonable and a course instructor, or an interdisciplinary group of part-time instructors will be established between the involved faculties, once required by high enrollment.
Recommendation #2 Clarify and/or reconsider the name of the program	**Program:** The Program appreciates the reviewers' perspectives on the name of the program; however, declines to change the name of the program based on the following considerations: 1. The word "opportunity" in the program name conveys explicitly a sense of optimism that solutions are possible to move toward carbon neutrality and business opportunities will arise from such solutions. 2. A Graduate Diploma (GDip) program with the same name is planned to be launched in September, 2024. Using the same name for this program and the GDip aids in maintaining a strong link and effective advertising of these two programs. **Faculty:** Aligning the program's name with the corresponding GDip is a reasonable justification to keep the name as is.
Recommendation #3 Clarify that all aspects of the program will be asynchronous.	**Program:** All courses offered by the Ivey Business School are designed to be synchronous as this is central to the learning process and pedagogy at Ivey. The Ivey courses have been scheduled to be workable for all time zones in Canada as domestic students are considered the main target audiences of these courses. The courses offered by the other three faculties as well as the common course to all specializations are all asynchronous. The synchronous/ asynchronous aspect of the program will be clarified in the proposal brief and program descriptions. **Faculty:** The program has synchronous and asynchronous elements. The target market for this program is Canadian professionals, hence scheduling of the synchronous activities will take time zone variation from Eastern to Western Canada into consideration.

Recommendation #4 Clarify how EDI-DIA will be incorporated in the program.	**Program:** The common course CLMTRISK 9001 has incorporated EDI components in the context of climate change and impact. Knowledge in EDI-DIA principles and experience in incorporating these principles in their teaching will be a key consideration in selecting the instructor for CLMTRISK 9001. The program committee will work with the Course instructor to incorporate decolonization, indigenizing and just transition aspects into the course. EDI-DIA will also be implemented in other aspects of the program, e.g. the program admission process will take due considerations of special circumstances associated with equity-deserving groups and Indigenous applicants. **Faculty:** The program's response to address this recommendation is adequate.
Recommendation #5 Consider incorporating interdisciplinary language into the program core course	**Program:** The different concepts of "risk" in different disciplines and how these concepts are related to the IPCC terms will be emphasized in the common course CLMTRISK 9001. Familiarization with the interdisciplinary language is a learning outcome of this course. **Faculty:** The program's response to address this recommendation is adequate.
Recommendation #6 Address how the online program will monitor and adjust to evolving advances in generative AI to maintain the integrity of student assessment.	**Program:** Each course offered in the program will have its specific policy on the use of generative AI. The instructor for the course must indicate in the course outline whether the use of generative AI tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence in courses. **Faculty:** Common policy and language for course outlines with respect to AI have been proposed by the Graduate Education Academic Policy Committee to be approve by the Graduate Education Council (GEC) effective of May 14, 2024. This program will follow above mentioned policy.
Recommendation #7 Consider diversifying the professional development courses available to students not taking the project management option.	**Program:** The Program will coordinate with the John M. Thomson Centre for Engineering Leadership and Innovation (CELI), the Own Your Future program offered by the School of Graduate and Postdoctoral Studies (SGPS) and Western's Centre for Teaching and Learning to explore the possibility of incorporating additional modules on topics such as leadership, innovation commercialization and intellectual property into the program. **Faculty:** The program's response is reasonable and incorporating existing modules will be evaluated.

Implementation Plan

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

All recommendations presented by the external reviewers have been prioritized for implementation, with the exception of recommendation #2. A justification for not moving this recommendation forward has been provided in the recommendation summary table above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Consider development of an MRP course to support instruction and supervision.	• Discuss and develop a plan of action for the management of the MRP at the upcoming annual retreat. • Monitor program enrollment, once enrollment exceeds about five students per specialization, create an MRP course and hire an instructor to coordinate; or, establish an interdisciplinary group of part-time instructors from the involved faculties. • Revise program proposal brief to clarify the eligibility of each instructor for supervising MRPs.	Program Director	By Sept 2026
Recommendation #3 Clarify that all aspects of the program will be asynchronous.	• Explicitly clarify the synchronous/asynchronous aspects of the program, including on a per Faculty basis, in the program proposal brief, with particular consideration of aspirations to the recruitment of international students. • Schedule synchronous activities in accordance with time zone variation from Eastern to Western Canada.	Program Director	By June 2024
Recommendation #4 Clarify how EDI-DIA will be incorporated in the program.	• Ensure that knowledge in EDI-DIA principles and experience in incorporating these principles in instruction will be a key consideration in selecting the instructor for CLMTRISK 9001. • The program committee will work with the CLMTRISK 9001 course instructor and all course instructors to ensure the incorporation of EDI, decolonization, and indigenization. • Integrate EDI-DIA considerations into the program admission process. Consider special circumstances associated with equity-deserving groups and Indigenous applicants. o Indicate what information will be used and how.	Program Director	By May 2025

Recommendation #5 Consider incorporating interdisciplinary language into the program core course	• Emphasize the different concepts of "risk" in different disciplines and how these concepts are related to the IPCC terms in the common course CLMTRISK 9001.	Program Director	By May 2025
Recommendation #6 Address how the online program will monitor and adjust to evolving advances in generative AI to maintain the integrity of student assessment.	• Follow policy and language for course outlines with respect to generative AI once approved (likely spring 2024). • Indicate in course outlines the conditions of use of generative AI tools/ software/ apps. • Instructors to contact the Centre for Teaching and Learning (CTL) for additional resources regarding the use of generative Artificial Intelligence in their pedagogy and assessment.	Program Director	By Sept 2024
Recommendation #7 Consider diversifying the professional development courses available to students not taking the project management option.	• Examine the possibility of incorporating additional modules on topics such as leadership, innovation commercialization and intellectual property into the program. • Coordinate with the John M. Thomson Centre for Engineering Leadership and Innovation (CELI), Own your Future Program, and the CTL in support of this work.	Program Director	By Sept 2024

ITEM 12.0 – Report of the Academic Colleague

ACTION:	☐ APPROVAL	☒ INFORMATION	☐ DISCUSSION

The COU Academic Colleagues met on May 14 and 15, 2024. The May 14 meeting included a presentation on University Governance with Charmaine Dean, Vice President Research, and Justin Nankivell, Director, Research Security, University of Waterloo, who spoke on the federal and provincial governments' new research security policy. (Please see previous Western Senate minutes for presentations with further details).

The Ontario Council on University Research (OCUR) has established a Safeguarding Research Working Group to ensure the security of the Canadian research enterprise, including the development of guidelines for securing Canadian research advice on protecting research data and outcomes and sharing best practices. They are working to engage government officials about what research actually involves; there is opportunity to do this through research security officers now working at most member universities. The Working Group is particularly concerned with the effects of this policy on researchers and students at Ontario institutions who are originally from China, Iran, or Russia, and with ensuring that government officials engage with researchers via institutional offices and not individually. Institutions are also assisting researchers affected by the policy to find replacement sources of funding.

Discussion around the presentation centered on concerns about academic freedom, conflicting security demands from the federal and provincial governments, scope creep (e.g. expanding lists of areas or institutions of concern), and possible confounding between research security issues with calls for boycotts, sanctions and/or divestment.

Information shared by Colleagues at the May 15 meeting included news about budgets, protest encampments, and campus safety at universities across Ontario. Encampment and/or protest situations vary widely, with several colleagues noting concerns about the risk of non-student involvement.

COU's President, Steve Orsini, discussed increases to university applications, particularly from Ontario high school students. Many universities are reducing their numbers of unfunded (above the enrolment corridor) students and thus access will likely become more of a public concern. COU expects to forecast enrolment growth as part of advocacy. With Strategic Mandate Agreement 3 ending in March 2025, new sector advocacy with government will be focused on SMA4 and on increasing both numbers of funded students and funding per student. The Bill 166 requirement for accountability on how universities deal with student mental health may also be an opportunity for advocacy. Universities already spend a total of nearly $1.6B annually on student

services, a spending increase of nearly 27% over the past 5 years but wait times (e.g. for mental health services) are often lengthy and coordination with local health systems could be improved.

ITEM 13.0 – 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 13.1(a)(i) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the University Research Board

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective July 1, 2024, the terms of reference of the University Research Board be revised as shown in Item 13.1(a)(i).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the University Research Board (URB) reviewed its terms of reference at its meetings on January 9, February 6, and March 5, 2024.

The proposed changes to the terms of reference include:

- Addition of a provision that in accordance with MAPP 7.14, *Research Involving Human Participants*, the URB receives annually a report regarding the Research Ethics Boards' activities for transmittal to the Board of Governors via Senate (added as clause 7).

- An amendment to clause 9 (formerly clause 8) to provide a broad statement that URB reports regularly on its activities to Senate and that this reporting includes high-level informational updates about advances within the research portfolio.

- Addition of provision relating to Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) (added as clause 11).

- Amendment to the Composition to include up to two postdoctoral representatives.

- Amendment to the Composition to include the Vice-Provost and Chief Librarian as an *ex officio* non-voting member.

ATTACHMENT(S):

Revisions to the Terms of Reference of the University Research Board

University Research Board (URB)

Effective Date: <mark>July 1, 2024</mark> ~~July 1, 2021~~

Supersedes: <mark>July 1, 2021;</mark> June 5, 2020; July 2017; March 2011

Date of Next Review: Spring <mark>2027</mark> ~~2024~~

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TERMS OF REFERENCE

The University Research Board is advisory to the Vice-President (Research) and is the chief forum within Senate for critical appraisal and coordination of long-term strategic planning relating to research, scholarship and creative activity and oversight of research policies, practices and procedures. Within this broad planning context, it has specific responsibilities as follows:

1. The Board assists the Vice-President (Research) in the development of long-term research plans, that are representative of the diversity of scholarship at Western, and the review of draft plans prior to submission to Senate. The Board also assists the Vice-President (Research) in monitoring research performance within the framework of those plans.

2. The Board identifies key research-related issues for review and consideration including issues that reflect the breadth and depth of Western's research community and provides comment on initiatives and programs which will develop and promote research integrity and the conduct of quality research in a scholarly environment.

3. The Board provides advice and support with respect to communication of research strategies.

4. The Board receives and reviews the annual report of the Vice-President (Research) which may include current research priorities, collaborative and cross disciplinary initiatives, community based research partnerships, developments relating to scholarship and funding research opportunities, Western's positioning as a national and international research institution, and the academic underpinnings of current and future research initiatives for Western, and advises on its content and presentation before forwarding it to Senate for information and discussion.

5. The Board reviews and recommends to Senate for approval new or revised research policies.

6. In accordance with MAPP 7.9, *Establishment, Governance & Review of Research Institutes, Centres and Groups*, the Board:

    - Reviews and recommends to Senate for approval the establishment of Research Institutes;
    - Receives for information and forwarding to Senate at least annually notice of the establishment of Research Centres and of the renewal or discontinuance of Research Institutes and Centres;
    - Appoints two of its members to the Committee on Research Institutes.

7. **In accordance with MAPP 7.14, *Research Involving Human Participants*, the Board receives annually a report regarding the Research Ethics Boards' activities for transmittal to the Board of Governors via Senate.**

7 **8**. The Board receives reports on a wide range of research-related issues such as research ethics policies, processes and operations; animal care policies, processes and operations; research partnerships; research transfer and the work of WORLDiscoveries; internal grant programs operated through Research Western, including the outcomes and processes; and work of the research-related committees established by Senate or by URB.

8 **9**. The Board reports regularly on its activities to Senate. This reporting includes high-level informational updates about advances within the research portfolio that would highlight administrative policies that affect teaching, learning, and research environments; the establishment or termination of research related institutes or units; the establishment of chairs, scholarships, fellowships, and the like; key affiliations with other institutions, units or external organizations for research purposes; the collaboration of research areas across campus to expand the breadth and scope of research initiatives; and long-range strategic and campus plans integral to the advancement of the research portfolio.

9 **10**. The Board will establish or recommend the establishment of advisory committees, subcommittees and working groups as required to develop and review policy in respect of research matters.

11. **The Board will be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (No. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling the Board's responsibilities including supporting and enhancing EDIDA in research at Western.**

COMPOSITION

~~Seventeen voting members elected by Senate as follows:~~

Voting members elected by Senate:

- Eleven members of faculty (one from each faculty/school, excluding **the School of Graduate and Postdoctoral Studies** ~~SGPS~~), at least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups)
- One undergraduate student
- Two graduate students
- ~~Two~~ **Up to two** postdoctoral representatives
- One senior member of administrative staff serving in a leadership position with a research focus

One Associate Dean (Research) elected by the Associate Deans (Research)

One Dean of a faculty/school appointed by the Vice-President (Research)*****

One member of faculty appointed by the Vice-President (Research) to further promote a diverse representation of researchers*

* the terms of the appointed members are two years, renewable twice

Ex officio (voting):

- Vice-President (Research)
- Provost & Vice-President (Academic)
- The Associate Vice-Presidents (Research)
- Vice-Provost (Graduate and Postdoctoral Studies)
- Vice-Provost and Associate Vice-President (International)
- Vice-Provost and Associate Vice-President (Indigenous Initiatives)
- Associate Vice-President (Equity, Diversity & Inclusion)

Ex officio (non-voting):

- **Vice-Provost and Chief Librarian**
- Director, Animal Care & Veterinary Services and University Veterinarian
- Executive Director, WORLDiscoveries
- Executive Director, Western Research
- Director, Research Ethics and Compliance
- University Secretary

The Chair of the Board shall be the Vice-President (Research). The Board shall elect a Vice-Chair annually.

~~* the terms of the appointed members are two years, renewable twice~~

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Quorum: As set out in Senate By-Law VI.11.(a), quorum shall be one-half of the voting members, including at least one-half of the elected or appointed members, during September to May, and one-third of the voting members, including one-third of the elected or appointed members, during June, July and August.

Quorum September to May:	15 members, including 10 elected/appointed
Quorum June to August:	10 members, including 7 elected/appointed

Terms: The terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Law VI.10.(a).

ITEM 13.1(a)(ii) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Nominating Committee

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☒ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective July 1, 2024, the terms of reference of the Nominating Committee be revised as shown in Item 13.1(a)(ii).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the Nominating Committee reviewed its terms of reference at its meetings on January 11, February 8, and March 7, 2024.

The proposed changes to the terms of reference include:

- Addition of a provision for the committee to select replacement Senators to fill mid-year vacancies or replacements in certain constituencies in accordance with the Senate Election Procedures.

- Addition of a provision relating to Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA).

- An amendment to the procedures to provide a broad statement that at the Senate meeting, when the Chair of the committee calls for any further nominations for any of the vacancies to be filled, they will note to Senate the committee's consideration of EDI-D principles in seeking and recommending nominees to Senate when deemed appropriate.

- Amendment to the composition to include a provision that the membership of the committee must include at last five faculty members.

- Amendment to the composition to include a provision that no more than one faculty member may be from the same Faculty or School.

- Clarification that the *ex officio* (voting) members may appoint a designate in accordance with the Senate's By-Laws.

ATTACHMENT(S):

Revisions to the Terms of Reference of the Nominating Committee

Nominating Committee

Effective Date: <mark>July 1, 2024</mark> ~~July 1, 2023~~

Supersedes: <mark>July 1, 2023;</mark> July 1, 2021; December 2016; July 2008

Date of Next Review: Spring <mark>2027</mark> ~~2024~~

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TERMS OF REFERENCE

To nominate members for standing and ad hoc committees of the Senate (except for the Nominating Committee) and Senate representation on other bodies as requested by Senate.

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

<mark>**To select replacement Senators to fill mid-year vacancies or replacements in certain constituencies in accordance with the Senate Election Procedures.**</mark>

<mark>**To be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities.**</mark>

PROCEDURES

The committee will normally be informed of positions to be filled 10 days prior to each meeting of the committee. Information about vacancies will also be made available to the University Community.

The committee shall only consider nominations accompanied by a paragraph of not more than 100 words outlining the reasons for nomination and the candidate's suitability for the position.

It is the responsibility of members of the committee to ensure that there are sufficient nominees for consideration for positions being filled and to confirm that any nominees consent to the nomination.

The committee shall consider all nominations it receives without regard to the source

of the nomination.

Foundational to the work of the committee is a commitment to ensure that candidates represent the breadth of the university's academic community in the diversity of indigeneity, race, gender identity/expression, ability, sexual orientation and religion. Diversity of our community is one of our strengths and is integral to the decision-making and governance of our institution.

The committee will present nominees for the positions to be filled in the agenda materials circulated in advance of each Senate meeting. At the Senate meeting, the Chair of the committee will call for any further nominations for any of the vacancies to be filled and **note to Senate the committee's consideration of EDIDA principles in seeking and recommending nominees to Senate when deemed appropriate**.

COMPOSITION

Elected membership:

Eight members of Senate, elected by Senate, **at least five of whom shall be faculty members,** at least one of whom shall be a graduate student and one of whom shall be an undergraduate student. No more than ~~two~~ **one faculty** member~~s~~ may be from a single Faculty or School. The School of Graduate and Postdoctoral Studies is not considered a School in this context.

The committee shall elect a Chair and Vice-Chair annually.

Ex officio (voting):

President & Vice-Chancellor **(or designate)**
Provost & Vice-President (Academic) **(or designate)**
Vice-President (Operations & Finance) **(or designate)**

Ex officio (non-voting):

University Secretary

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Quorum: As set out in Senate By-Law VI.11.(a), quorum shall be one-half of the voting members, including at least one-half of the elected or appointed members, during September to May, and one-third of the voting members, including one-third of the elected or appointed members, during June, July and August.

Quorum September to May:	6 members, including 4 elected/appointed
Quorum June to August:	4 members, including 3 elected/appointed

Terms: The terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Law VI.10.(a).

ITEM 13.1(a)(iii) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Senate Committee on University Planning

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective July 1, 2024, the terms of reference of the Senate Committee on University Planning be revised as shown in Item 13.1(a)(iii).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the Senate Committee on University Planning (SCUP) reviewed its terms of reference at its meetings on January 8, February 5, April 8, 2024, and May 6, 2024.

In addition to several housekeeping updates, the proposed revisions to the terms of reference include:

- Amendments to the *Reports for Information* section to accurately reflect the reports brought forward to SCUP that are not otherwise presented as part of long-range planning, budget, academic structures, and information technology.

- Addition of a provision relating to Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA).

- An amendment to the composition to include the University Registrar as a non-voting resource to the Committee.

ATTACHMENT(S):

Revisions to the Terms of Reference of the Senate Committee on University Planning

Senate Committee on University Planning (SCUP)

Effective Date: <mark>July 1, 2024</mark> ~~July 1, 2021~~

Supersedes: <mark>July 1, 2021;</mark> June 5, 2020; September 22, 2017;
July 1, 2017; July 2014

Date of Next Review: Spring <mark>2027</mark> 2024

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TERMS OF REFERENCE

The Committee is the chief forum within Senate for critical appraisal and coordination of long-term strategic, capital and budget plans for the University and makes recommendations concerning these <mark>plans</mark> to Senate~~, with appropriate commentary~~.

Within this broad planning context, it has specific responsibilities as follows:

<u>Long-Range Planning</u>

To review and recommend to Senate for recommendation to the Board of Governors long-range strategic plans, capital plans, planning priorities and non-academic programs for the University.

To review and transmit to Senate, for approval or information as appropriate, reports and recommendations from its Subcommittee on Enrolment Planning and Policy relating to enrolment projections and policies, admission targets and program capacities.

To receive<mark>,</mark> for information and transmittal to Senate<mark>,</mark> updates on implementation of and amendments to approved plans.

<u>Budgets</u>

To review and recommend to Senate the annual operating and capital budgets, ensuring that such budgets take into full consideration approved strategic priorities and plans. Based on this recommendation, Senate provides advice concerning these budgets to the Board of Governors through the President & Vice-Chancellor.

To receive<mark>,</mark> for information and transmittal to Senate<mark>,</mark> reports on changes to operating expenditures as approved by the Board of Governors.

Academic Structures

To review and recommend to Senate proposals for the creation, deletion or restructuring of academic units.

To review and recommend for approval (either to Senate or directly to the Board of Governors through the Vice-Chancellor) the establishment of designated chairs, professorships and faculty fellowships, consistent with University policy. Proposals that are recommended directly to the Board of Governors require the approval of a two-thirds majority of members present and voting.

Information Technology

To review and transmit to Senate for ~~approval or~~ information**, an annual report on information security** ~~as appropriate reports from its Subcommittee on Information Technology on security issues relating to information technology, issues relating to the internet, and policy development in the area of information technology~~.

Reports for Information

~~In keeping with its responsibilities,~~ **In addition to reports received under those specific areas identified above,** the Committee receives**,** for information and transmittal to Senate**,** reports including:

- **Western Libraries Annual Report** ~~Annual Report of the University Librarian~~
- ~~Reports on Faculty Recruitment and Retention~~
- **Academic planning reports including the:**
  - **Annual Report on Promotions, Tenure and Continuing Appointments**
  - **Vice-Provost's Annual Report on Faculty Recruitment and Retention**
- ~~Report on Enrolment and Entering Averages~~
- Annual Report on Performance Activity Indicators
- National Survey of Student Experience (NSSE) Institutional Benchmark Report
- ~~Annual Report of the Working Group on Information Security (WGIS)~~
- Briefs for submission to external bodies
- **The Western Office of Ombudsperson Annual Report**

The Committee may also receive the following reports, for information, that are otherwise transmitted to Senate through another Senate Committee:
- **Report on research activities (presented to Senate through the University Research Board)**

The Committee has the authority to create subcommittees and working groups as necessary.

==In fulfilling its responsibilities, the Committee is to be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62-65) and the principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan. This is of particular importance given the strategic planning in which the Committee is involved.==

COMPOSITION

Elected/appointed membership:

12 members elected by Senate as follows:

- Six members of faculty who are members of Senate at the time their term on the Committee begins, only one of whom may be a Dean
- Two graduate students (the President of the Society of Graduate Students shall qualify as a student for this purpose)
- One undergraduate student Senator ==**who is a member of Senate at the time their term on the Committee begins**==
- Two members of administrative staff
- One postdoctoral ==**scholar**== ~~fellow~~

Two members of the Board of Governors, appointed by the Board

Ex officio (voting):

President & Vice-Chancellor
Provost & Vice-President (Academic)
Vice-President (Operations & Finance)
Vice-President (Research)
Vice-Provost (Graduate ==**&**== ~~and~~ Postdoctoral Studies)
Vice-Provost ==**&**== ~~and~~ Chief Librarian
Vice-Provost ==**&**== ~~and~~ Associate Vice-President (Indigenous Initiatives)
Academic Colleague
One ~~Principal or~~ President of an Affiliated University College (appointed for a three-year term on a rotating basis among the Affiliated University Colleges)
President, University Students' Council

Ex officio (non-voting):

University Secretary

Resource (non-voting):

Associate Vice-President (Financial Services)

Associate Vice-President (Facilities Management)
Associate Vice-President (**Institutional Planning & Budgeting** ~~Planning, Budgeting, and Information Technology~~)
Vice-Provost (Academic Planning, Policy & Faculty)
University Registrar

The Committee shall elect a Chair annually from among the members elected by Senate. The Provost & Vice-President (Academic) shall be Vice-Chair.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Quorum: As set out in Senate By-Law VI.11.(a), quorum shall be one-half of the voting members, including at least one-half of the elected or appointed members, during September to May, and one-third of the voting members, including one-third of the elected or appointed members, during June, July and August.

Quorum September to May:	12 members, including 7 elected/appointed
Quorum June to August:	8 members, including 5 elected/appointed

Terms: The terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Law VI.10.(a).

ITEM 13.1(a)(iv) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Subcommittee on Enrolment Planning and Policy (SUEPP)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on May 6, 2024, the Senate Committee on University Planning (SCUP) approved revisions to the terms of reference of the Subcommittee on Enrolment Planning and Policy (SUEPP), effective May 6, 2024.

The revisions to the terms of reference of SUEPP are presented to Senate for information, through Operations/Agenda Committee (OAC).

In addition to several housekeeping updates, the revisions to the terms of reference include:

- Addition of a provision relating to Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA).

- An amendment to the composition to include the University Registrar as an *ex officio* voting member.

- A reorganization of the composition section to clarify membership status under the headings of appointed, *ex officio* (voting), *ex officio* (non-voting), and resource (non-voting).

ATTACHMENT(S):

Revisions to the Terms of Reference of the Subcommittee on Enrolment Planning and Policy (SUEPP)

Subcommittee on Enrolment Planning and Policy (SUEPP)

Effective Date: ==May 6, 2024== ~~January 10, 2022~~

Supersedes: ==January 10, 2022;== February 3, 2021

==**Date of Next Review:** **Spring 2027**==

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TERMS OF REFERENCE

To formulate enrolment projections and policies, including admissions targets and program capacities, for submission to and approval by ==the Senate Committee on University Planning (==SCUP==)==.

To report annually on enrolment forecasts for Western and its Affiliated University Colleges as a context for University enrolment policy and budget projections.

To perform other tasks==,== similar to the above, as may be assigned by SCUP.

==**To be mindful of the Truth and Reconciliation Commission's Call to Action on Education (no. 62-65) and the principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities, particularly as they relate to enrolment issues.**==

COMPOSITION

==**Appointed members:**==

> ==**One Dean (other than the Deans of the Faculties of Arts and Humanities, Science, and Social Science) appointed annually by the Provost & Vice-President (Academic).**==

> ==**One member (and an alternate) from an Affiliated University College, appointed for a two-year term by the Provost & Vice-President in consultation with the President concerned. Representation by the Affiliated University Colleges is to be on a rotational basis.**==

Ex Officio (voting):

Provost & Vice-President (Academic) (Chair)
Vice-Provost (Academic Programs) (Vice-Chair)
Vice-Provost (Graduate & Postdoctoral Studies)
Chair of SCUP
President & Vice-Chancellor
Vice-President (Operations & Finance)
Deans of the Faculties of Arts and Humanities, Science, and Social Science
University Registrar
~~One other Dean, appointed annually by the Provost & Vice-President (Academic)~~
~~One member (and an alternate) from an Affiliated University College, appointed by the Provost in consultation with the Principal concerned. Representation by the Affiliated University Colleges is on a rotational basis (two year cycles).~~

Ex Officio (non-voting):

Associate Vice-President (Housing & Ancillary Services) ~~(n-v)~~
Associate Vice-President (Institutional Planning & Budgeting) ~~(n-v)~~
~~University Registrar (n-v)~~
Vice-Provost **& Associate Vice-President** (International) ~~(n-v)~~

Resource ~~Persons~~ (non-voting):

Planning Analyst~~,~~ **(**Institutional Planning & Budgeting**)**

GENERAL PROCESS FOR SENATE COMMITTEES AND SUBCOMMITTEES

Quorum: **As set out in Senate By-Law VI.11.(b), quorum shall be one-half of all voting members during September to May, and one-third of all voting members during June, July and August.**

Quorum September to May: 6 voting members
Quorum June to August: 4 voting members

ADMINISTRATIVE NOTES
~~Meetings: As required. Usually one meeting is held in January and one in October.~~

ITEM 13.1(a)(v) – Senate Committee Terms of Reference Review: Dissolution of the Subcommittee on Information Technology (SUIT)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its April 8, 2024 meeting, the Senate Committee on University Planning (SCUP) dissolved the Subcommittee on Information Technology (SUIT).

SUIT met once per year to receive from and provide feedback to the Working Group on Information Technology (an WTS administrative committee) regarding an annual report on information security that was then forwarded from SUIT to SCUP for information.

The need for an intermediary subcommittee of SCUP to fulfil this responsibility is not required. An annual report on information security will continue to come forward to SCUP annually, for transmittal to Senate, per the terms of reference for SCUP.

ITEM 13.1(a)(vi) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Honorary Degrees Committee

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective July 1, 2024, the terms of reference of the Honorary Degrees Committee be revised as shown in 13.1(a)(vi).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the Honorary Degrees Committee reviewed its terms of reference at its meeting on April 17, 2024.

The proposed revision is the addition of a provision relating to Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA).

ATTACHMENT(S):

Revisions to the Terms of Reference of the Honorary Degrees Committee

Honorary Degrees Committee	

Effective Date: ==July 1, 2024== ~~April 21, 2023~~

Supersedes: ==April 21, 2023==; September 2009

Date of Next Review: ~~Spring 2024~~ ==Spring 2027==

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TERMS OF REFERENCE

To select candidates on whom Honorary Degrees may be conferred, and to determine the appropriate degree for each candidate.

To select candidates to be granted the status of Chancellor Emeritus/a, President Emeritus/a and Provost & Vice-President (Academic) Emeritus/a and determine the timing and nature of the conferral of such status.

To select a candidate to receive the President's Medal for Distinguished Service.

To report to the Senate, for public announcement.

==**To be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities, particularly in reviewing nominations.**==

COMPOSITION

Nine members, elected by the Senate, one of whom must be a student who is a member of Senate, and at least one of whom must be a member of staff.

Two alumni of Western appointed by the Alumni Association for two-year terms.

One President (or designate) of an Affiliated University College appointed on a one-year rotational basis.

Ex officio (voting):

Chancellor
President & Vice-Chancellor

Provost & Vice-President (Academic)
Vice-President (University Advancement)
Vice-President (Research)
Director of Convocation

Ex officio (non-voting):

University Secretary
Associate Director of Convocation

Elected members may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.

The Chair shall be the President & Vice-Chancellor.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Quorum: As set out in Senate By-Law VI.11.(a), quorum shall be one-half of the voting members, including at least one-half of the elected or appointed members, during September to May, and one-third of the voting members, including one-third of the elected or appointed members, during June, July and August.

Quorum September to May:	10 members, including 6 elected/appointed
Quorum June to August:	7 members, including 4 elected/appointed

Terms: The terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Law VI.10.(a).

ITEM 13.1(a)(vii)– Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of Convocation Board

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective July 1, 2024, the terms of reference of the Convocation Board be revised as shown in Item 13.1(a)(vii).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the Convocation Board reviewed its terms of reference at its meeting on March 25, 2024.

The proposed revisions to the terms of reference include:

- Addition of a provision relating to Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA).

- Amendment to the composition to include the Vice-Provost (Graduate & Postdoctoral Studies) and the University Registrar as *ex officio* voting members.

- Addition of a provision that the Board shall elect a Vice-Chair annually.

- Inclusion of the standardized "General Process for Senate Committees and Subcommittees" section.

ATTACHMENT(S):

Revisions to the Terms of Reference of Convocation Board

Convocation Board

Effective Date: <mark>July 1, 2024</mark> ~~May 13, 2022~~

Supersedes: <mark>May 13, 2022;</mark> July 2014

<mark>**Date of Next Review:**</mark>   <mark>**Spring 2027**</mark>

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TERMS OF REFERENCE

To be responsible to Senate, through the Operations/Agenda Committee, for the organization and administration of the details of the Convocation ceremonies.

To act, within the policies of Senate, in all matters relating to academic costume within the University.

To report at least annually to Senate through the Operations/Agenda Committee.

To determine the roles and accountabilities of the Officers of Convocation.

<mark>**To be mindful of to the Truth and Reconciliation Commission's Calls to Action on Education (no. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities.**</mark>

COMPOSITION OF CONVOCATION BOARD

Ex officio (voting):

   Director of Convocation, who shall be Chair
   Associate Director of Convocation
   Chancellor
   President & Vice-Chancellor
   Vice-Provost (Academic Programs)
   <mark>**Vice-Provost (Graduate & Postdoctoral Studies)**</mark>
   <mark>**University Registrar**</mark>
   University Secretary
   Marshal

<mark>**The Board shall elect a Vice-Chair annually.**</mark>

OFFICERS OF CONVOCATION

Officers are appointed by the Operations/Agenda Committee for two-year terms but are not eligible for more than two consecutive terms. Officers shall be eligible for re-election after a lapse of two years following the expiration of the second of two consecutive terms.

- Director of Convocation
- Marshal
- Two Associate Marshals
- Chief Usher
- Two Associate Chief Ushers
- Two Esquire Bedels
- Chief Public Orator
- Two Associate Chief Public Orators

Ex officio:
- Associate University Secretary who shall serve as Associate Director of Convocation

GENERAL PROCESS FOR SENATE COMMITTEES AND SUBCOMMITTEES

Quorum: **As set out in Senate By-Law VI.11(b), quorum shall be one-half of all voting members during September to May, and one-third of all voting members during June, July and August.**

Quorum September to May: **5 voting members**
Quorum June to August: **3 voting members**

Terms: **The terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Law VI.10(a).**

*The terms of the appointed members are two years.

ITEM 13.2(a)(i) – Revisions to the Policy on "Adding and Dropping Courses" and Related Procedures

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 "Adding and Dropping Courses" be revised as shown in Item 13.2(a)(i).

EXECUTIVE SUMMARY:

Proposed updates to the policy on "Adding and Dropping Courses" include:

- Removal of the statement that "once classes begin, a course may be added or dropped only with the joint approval of the Dean (or designate) of the Faculty in which the student is registered and the Chair (or designate) of the Department/School concerned."

- Students may add or drop courses through Student Center and do not require permission of the Dean or Chair. Removal of this statement will align the policy with current practice.

- Inclusion of the "Add / Drop Information" table in the policy.
  At present, the specific dates for adding and dropping courses are presented in the Procedures for Adding and Dropping Courses.
  Elevating the add / drop dates from procedure to policy underscores their significance within the academic framework and emphasizes their importance, ensuring they receive the necessary attention.

- A reorganization of the "Add / Drop Information" table.

- Correction of an error in the "Add / Drop Information" table related to Spring/Summer 6-week courses in that the last day to add should be revised to 5 days to align with Fall and Winter term 6-week courses.

- Removal of provisions relating to quarter courses in Kinesiology, as the School of Kinesiology no longer offers quarter courses.

ATTACHMENT(S):

Revisions to the Policy on "Adding and Dropping Courses" (for approval)

Revisions to the Procedures for the Policy on Adding and Dropping Courses (for information)

Adding and Dropping Courses

Policy Category:	Registration, Progression, Graduation
Subject:	Adding and Dropping Courses
Subsections:	*
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedures for Adding and Dropping Courses
Officer(s) Responsible for Procedure:	Vice-Provost (Academic Programs), University Registrar
Related Policies:	*
Effective Date:	September 1, 2024 ~~September 1, 2022~~
Supersedes:	September 1, 2022; September 2017

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Courses normally may not be added and dropped after the specified deadline dates. In exceptional cases and on presentation of evidence of medical or compassionate grounds or other extenuating circumstances, the Dean (or designate) of the faculty of registration may grant a petition to waive the regulation.

Deadline dates for adding or dropping a course normally will be calculated according to the table below. If the deadline to drop a course falls on a Saturday, Sunday or Statutory Holiday, it will be extended to the next working day.

~~Once classes begin, a course may be added or dropped only with the joint approval of the Dean (or designate) of the Faculty in which the student is registered and the Chair (or designate) of the Department/School concerned.~~

A course that has been dropped by the last date specified for adding a course shall be expunged from the records. A course that has been dropped after the last date specified for adding a course but before the last date for dropping a course without academic penalty (or subsequently, if a petition is granted by the Dean) shall be recorded as "WDN."

A course that has not been dropped in accordance with the above regulations and that has not been completed satisfactorily by the student shall be recorded as "F."

Students in "W" accelerated language courses may transfer to the equivalent full year course with the permission of their Faculty prior to November 1.

Add / Drop Information

TYPE OF COURSE	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DATE OR DAY TO DROP Date or Number of business days from and including the start date of the session
Fall/Winter 24-week course	Fall/Winter full year	7	November 30
Fall 12-week course	Fall/Winter first-term	7	November 12
Fall 6-week course	Fall/Winter first-term first quarter or first-term second quarter	5	November 12
Winter 12-week course	Fall/Winter second-term	7	March 7
Winter 6-week course	Fall/Winter second-term first quarter or second-term second quarter	5	10

SUMMER COURSES	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DAY TO DROP Number of business days from and including the start date of the session
Spring/Summer 12-week course	Summer Evening Summer Distance	5	25
Spring/Summer 6-week course	Intersession Summer Day Summer Evening Summer Distance	5	15
Spring/Summer 3-week course	Intersession Summer Evening Summer Day	2	10

Some of the quarter courses offered by the Ivey Business School do not fit into the standard time lines. For these courses, the last day to add a course will be ten (10) business days from and including the start date of the session; the last day to drop a course without penalty will be 50% of the way through the course (from and including the start date of the session) excluding Reading week.

For quarter courses in Kinesiology:
- "Q" — These courses will start the first Monday of the term; the last day to add the "Q" quarter course will be five (5) business days from and including the Monday start date; the last day to drop the "Q" quarter course without penalty will be ten (10) days from the Monday start date.
- "R" — The start date will be tabulated as thirty-one (31) business days from the start of the "Q" session; the last day to add the "R" quarter course will be thirty-five (35) business days from the start of the "Q" session; the last day to drop the "R" quarter course without penalty will be forty (40) business days from the start of the "Q" session.
- "S" — These courses will start the first Monday of the term; the last day to add the "S" quarter course will be five (5) business days from and including the Monday start date; the last day to drop the "S" quarter course without penalty will be ten (10) days from the Monday start

date.

"T"   The start date will be tabulated as thirty-one (31) business days from the start of the "S" session; the last day to add the "T" quarter course will be thirty-five (35) business days from the start of the "S" session; the last day to drop the "T" quarter course without penalty will be forty (40) business days from the start date of the "S" session, excluding Reading week.

For "H" (8 week) and "J" (6 week) courses offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program, the last day to add a course will be five (5) business days from and including the start date of the session; the last day to drop a course without academic penalty will be ten (10) business days from the start date of the session.

In the Faculty of Law, the add/drop period for Fall courses is the first five days of the Fall Term. The add drop period for the January intensive courses is the first day of the Winter Term. The add/drop period for courses taking place over the remainder of the Winter Term is the first five days of the balance of Winter term.

Procedures for the Policy on Adding and Dropping Courses

Add / Drop Information

TYPE OF COURSE	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DATE OR DAY TO DROP Date or Number of business days from and including the start date of the session
Full year full (1.0) or half (0.5) course	Fall/Winter	7	November 30
First term full (1.0) course	Fall/Winter	7	November 12
First term half (0.5) course	Fall/Winter	7	November 12
Second term full (1.0) or half (0.5) course	Fall/Winter	7	March 7
Q, R, S or T course	Fall/Winter	5	10
First term quarter (0.25) course ("Q" course offered by Education Sept. to Dec.)	Fall/Winter	7	October 15
Second term quarter (0.25) course ("S" course offered by Education Jan. to Apr.)	Fall/Winter	7	February 15
"U" and "V" courses offered by Education	Fall/Winter	7	November 30

Procedures for the Policy on Adding and Dropping Courses

SUMMER COURSES	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DAY TO DROP Number of business days from and including the start date of the session
Full (1.0) course - 12 weeks	Summer Evening Summer Distance	5 5	25 25
Full (1.0) course - 6 weeks	Intersession Summer Day	2 2	15 15
First-term and second-term half (0.5) course – 6 weeks	Summer Evening Summer Distance	5 5	20 20
First-term and second-term half (0.5) course – 3 weeks	Intersession Summer Day	2 2	10 10
Q First-term quarter (0.25) course – 3 weeks	Summer Evening	2	10
R Second-term quarter (0.25) course – 3 weeks	Summer Evening	2	10

ITEM 13.2(a)(ii) – Revisions to the Policy on "Adding and Dropping Courses" (September 1, 2024 to August 31, 2025 only)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024 to August 30, 2025, the policy on "Adding and Dropping Courses" be revised as shown in Item 13.2(a)(ii).

EXECUTIVE SUMMARY:

Note: Consideration of this proposal is contingent on approval of Item 13.2(a)(i) – Revisions to the Policy on "Adding and Dropping Courses" and Related Procedures.

At its meeting on February 15, 2024, Senate approved that effective September 1, 2024 to August 31, 2025, the "Structure of the Academic Year" policy be revised to move Fall Reading Week to the week of Thanksgiving.

[See February 15, 2025 Senate Agenda: https://www.uwo.ca/univsec/pdf/senate/minutes/2024/a24feb15sen.pdf and Minutes: https://www.uwo.ca/univsec/pdf/senate/minutes/2024/m24feb15sen.pdf]

The Senate Committee on Academic Policy is recommending that the policy on "Adding and Dropping Courses" be amended for the same September 1, 2024 to August 31, 2025 time frame, to extend the drop date for half-courses to November 30 for the Fall term and March 30 for the Winter term.

ATTACHMENT(S):

Revisions to the Policy on "Adding and Dropping Courses" (September 1, 2024 to August 31, 2025)

Adding and Dropping Courses

Policy Category:	Registration, Progression, Graduation
Subject:	Adding and Dropping Courses
Subsections:	*
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	[Procedures for Adding and Dropping Courses](#)
Officer(s) Responsible for Procedure:	Vice-Provost (Academic Programs), University Registrar
Related Policies:	*
Effective Date:	September 1, 2024
Supersedes:	September 1, 2022; September 2017

Courses normally may not be added and dropped after the specified deadline dates. In exceptional cases and on presentation of evidence of medical or compassionate grounds or other extenuating circumstances, the Dean (or designate) of the faculty of registration may grant a petition to waive the regulation.

Deadline dates for adding or dropping a course normally will be calculated according to the table below. If the deadline to drop a course falls on a Saturday, Sunday or Statutory Holiday, it will be extended to the next working day.

A course that has been dropped by the last date specified for adding a course shall be expunged from the records. A course that has been dropped after the last date specified for adding a course but before the last date for dropping a course without academic penalty (or subsequently, if a petition is granted by the Dean) shall be recorded as "WDN."

A course that has not been dropped in accordance with the above regulations and that has not been completed satisfactorily by the student shall be recorded as "F."

Students in "W" accelerated language courses may transfer to the equivalent full year course with the permission of their Faculty prior to November 1.

Add / Drop Information

TYPE OF COURSE	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DATE OR DAY TO DROP Date or Number of business days from and including the start date of the session
Fall/Winter 24-week course	Fall/Winter full year	7	November 30
Fall 12-week course	Fall/Winter first-term	7	**For the 2024-25 academic year only: November 30** **Effective September 1, 2025 and onwards:** November 12
Fall 6-week course	Fall/Winter first-term first quarter or first-term second quarter	5	November 12
Winter 12-week course	Fall/Winter second-term	7	**For the 2024-25 academic year: March 30** **Effective September 1, 2025 and onwards:** March 7

Winter 6-week course	Fall/Winter second-term first quarter or second-term second quarter	5	10

SUMMER COURSES	SESSION	**LAST DAY TO ADD** Number of business days from and including the start date of the session	**LAST DAY TO DROP** Number of business days from and including the start date of the session
Spring/Summer 12-week course	Summer Evening Summer Distance	5	25
Spring/Summer 6-week course	Intersession Summer Day Summer Evening Summer Distance	5	15
Spring/Summer 3-week course	Intersession Summer Evening Summer Day	2	10

Some of the quarter courses offered by the Ivey Business School do not fit into the standard time lines. For these courses, the last day to add a course will be ten (10) business days from and including the start date of the session; the last day to drop a course without penalty will be 50% of the way through the course (from and including the start date of the session) excluding Reading week.

For "H" (8 week) and "J" (6 week) courses offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program, the last day to add a course will be five (5) business days from and including the start date of the session; the last day to drop a course without academic penalty will be ten (10) business days from the start date of the session.

In the Faculty of Law, the add/drop period for Fall courses is the first five days of the Fall Term. The add drop period for the January intensive courses is the first day of the Winter Term. The add/drop period for courses taking place over the remainder of the Winter Term is the first five days of the balance of Winter term.

ITEM 13.2(b) – Revisions to the Policy on "Definitions of Types of Examinations"

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 "Definitions of Types of Examinations" be revised as shown in Item 13.2(b).

EXECUTIVE SUMMARY:

Special Examination dates were implemented to aid the scheduling of these exams and to provide an opportunity for students to recover from extenuating circumstances requiring such examination arrangements. The intent of the proposed changes to the "Definitions of Types of Examinations" policy is to provide sufficient time to set up and administer such examinations and to manage examination conflicts.

ATTACHMENT(S):

Revisions to the policy on "Definitions of Types of Examinations"

Definitions of Types of Examinations	

Policy Category: Examinations

Subject: Definitions of Types of Examinations

Subsections: Definition of Final Examination; Special Examinations; Supplemental Examinations; Aegrotat Standing; Examination Reports

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedure: *

Related Policies: *

Effective Date: September 1, 2024 ~~May 1, 2024~~

Supersedes: May 1, 2024; December 2015

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DEFINITION OF FINAL EXAMINATION

The University defines a Final Examination as a test scheduled within an official examination period which serves as the final evaluation of student performance in a course.

SPECIAL EXAMINATIONS

A Special Examination is any examination other than the regular or Supplemental Examinations, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents.

Definitions of Types of Examinations

To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates as outlined below:

Fall-Winter Session	
First Term Half Course	On or after the 1st Thursday in January following the beginning of classes
Second Term Half Course	On or after the 5th business day ~~2nd Thursday~~ in May following the April exam period
Full year course	On or after the 5th business day ~~2nd Thursday~~ in May following the April exam period
Summer Session	
Intersession	No more than 30 days after the exam period
Summer Day	No more than 30 days after the exam period
Summer Evening	No more than 30 days after the exam period
Distance Studies	No more than 30 days after the exam period
*Exceptions to the above listed scheduling	
• ~~University~~ Affiliated University College courses	• Faculty of Engineering
• Richard Ivey School of Business	

Definitions of Types of Examinations

Under unusual circumstances, an alternate date for a Special Examination may be approved by the Dean of the student's Faculty of registration in consultation with the Instructor and Chair of the Department offering the course. This date will be communicated to the Office of the Registrar.

Special Examinations must be written at the University or recognized exam center or an Affiliated University College, and supersede any lectures, tutorials, laboratories, etc., in which the student is registered. Note that students are responsible for any coursework, etc., missed while writing the Special Examination.

A student can be required to write up to two Special Examinations in a single day. Any outstanding Special Examinations will be deferred to the scheduled date of the final examination the next time the course is offered, and the maximum course load for that term reduced by the credit of the course(s) for which the final examination has been deferred.

If a student fails to write a scheduled Special Examination (as outlined on the dates above OR as approved under exceptional circumstances), permission to write another Special Examination will be granted only with the permission of the Dean in exceptional circumstances and with appropriate supporting documents. In such a case, the date of this Special Examination normally will be the scheduled date for the final exam the next time the course is offered and the maximum course load for that term reduced by the credit of the course(s) for which the final examination has been deferred. If permission for such a further deferral or other accommodation is not granted, a course grade based on an examination mark of zero (0) will be entered.

When approved under exceptional circumstances, a handling fee will be charged for examinations to be written at any location other than the University, a recognized exam center or an Affiliated University College. Fees are due and payable to the Office of the Registrar within two weeks of the approval of the Special Examination. The handling fee will cover only the administration cost of the examination. Any additional cost associated with hiring a proctor, room rental, etc., is the sole responsibility of the student. The student's Dean will ensure that candidates are aware of these regulations.

When a grade of Special (SPC) or Incomplete (INC) appears on a student's record, the notations will be removed and replaced by a substantive grade as soon as the grade is available.

SUPPLEMENTAL EXAMINATIONS

The privilege of a Supplemental Examination is offered ONLY to undergraduate students registered in courses offered by the Faculties of Education, Engineering, Law and Medicine & Dentistry. The privilege of one supplemental examination is also offered to students in the preliminary year at Western University. Eligibility for a Supplemental Examination will be made in accordance with policies established by the appropriate faculty.

A student will receive either a "pass" or "failed" grade for a course after a Supplemental Examination. A "pass" will give the student credit for the course but will not change the student's sessional average for the year, i.e., although the course grade will be "pass", the average for the year will be calculated using the original mark if that was a passing grade. A failing grade will not be included and the average will be calculated on the remaining courses.

However, a student passing a Supplemental Examination will receive a mark of 50% to be used in the following cases:

a)   for a graduating average, e.g., if an overall average such as 60% is required by the program on all courses
b)   for area of concentration averages, e.g., if an overall average such as 60% is required by the program on all senior courses for an area of concentration
c)   for scholarship/award/prize calculations.

Fees, as approved by the Board of Governors, are due and payable within two weeks of the approval of the Supplemental Examination. The student's Dean will ensure that candidates are aware of this requirement.

AEGROTAT STANDING

Aegrotat Standing shall be defined as granting of credit for a course requiring a final examination. The credit shall be a mark/grade based on evaluation of achievement in the term work of the course. Aegrotat Standing may be granted only for a student who a) has been unable to take the required final examination for medical or compassionate reasons and b) is not able to take a make-up examination within 6 months of the original date of that exam.

A request for Aegrotat Standing must be submitted to the Dean of the Faculty/School of registration, normally before the end of the regular examination period. The application must be accompanied by documents supporting the reason for the request. The Dean may grant Aegrotat Standing on the recommendation of the Instructor or Department concerned. It shall be denied if, in the opinion of the Dean and the Instructor or Department concerned, there is insufficient evidence on

which to base a mark/grade. In any case, Aegrotat Standing will not be granted if the student has completed less than 60% of the course requirements. The Dean shall inform the student and the Registrar, in writing, of the decision as soon as possible.

If Aegrotat Standing is awarded, the student's record shall show the mark/grade assigned only.

EXAMINATION REPORTS

The Secretary of Senate was instructed, on behalf of Senate, to authorize the Registrar to issue to registered students examination marks or grades submitted to them by instructors and/or departments.

ITEM 13.2(c) – Ivey Business School: Revisions to the Policy on "Dean's Honour List and Graduation "With Distinction""

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 "Dean's Honour List and Graduation "With Distinction"" be revised as shown in Item 13.2(c).

EXECUTIVE SUMMARY:

The Ivey Business School is proposing revisions to the Ivey Scholar designation for the HBA program and the Dean's Honour List designation for the Combined JD/MBA Program.

HBA – Ivey Scholar

Currently, the Ivey Scholar designation for the HBA program requires students to achieve a standing in the top 10% in both HBA1 and HBA2.

The proposed change would amend the criteria for the Ivey Scholar designation to require HBA students to achieve a cumulative average in the top 10% of the class across the HBA program.

There are several key reasons for this proposal:

- Across all other Ivey programs, Ivey Scholar is a cumulative calculation across all courses. This proposed change would bring the Ivey Scholar designation for the HBA program into alignment with the other programs.

- The spirit of Ivey Scholar is that it is to be awarded to the top 10%. With the current requirement that students achieve a standing in the top 10% in both HBA1 and HBA2, the Ivey Business School has only been able to award the Ivey Scholar designation to an average of 4-5% of students over the past seven years.

- The proposed change further clarifies the Ivey Scholar designation for HBA students in combined degree programs because it takes the cumulative average of their Ivey courses.

JD/MBA Program – Dean's Honour List

The current language is vague. The proposed amendment is intended to achieve clarity as to how a JD/MBA student can be awarded the Dean's Honour List designation at the Ivey Business School.

There are two key reasons for this proposal:

- The proposed language more clearly articulates the group that the student's grades will be compared against – specifically, that they must achieve a grade average across all Ivey courses in the top 25% in the program in the year they graduate.

- The proposed language more clearly articulates that the calculation for the Dean's Honour List at the Ivey Business School is only on the basis of Ivey courses.

ATTACHMENT(S):

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

Western
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	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: <mark>September 1, 2024</mark> ~~September 1, 2023~~

Supersedes: <mark>September 1, 2023;</mark> 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 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.
2. Students enrolled in fewer than 4.0 courses will qualify for the list in May or

Dean's Honour List and Graduation "With Distinction"

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 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:** <mark>A student must complete all courses as defined by the HBA program and attain a cumulative average in the top 10% of the class to be considered an HBA Ivey Scholar. The average excludes exchange and non-Ivey courses.</mark> ~~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.~~

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

Dean's Honour List and Graduation "With Distinction"

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 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

Dean's Honour List and Graduation "With Distinction"

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. 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.

Dean's Honour List and Graduation "With Distinction"

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 achieves a cumulative average in the top 10% of the class and has a minimum overall average of 80% with no course failures shall graduate "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%.

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."

Dean's Honour List and 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.

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.

Dean's Honour List and Graduation "With Distinction"

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.~~

<mark>Students enrolled in the combined JD/MBA program who achieve a grade average across all Ivey courses in the top 25% in the program in the year of their graduation will be considered for Dean's Honour List designation at the Ivey Business School.</mark>

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.

Dean's Honour List and Graduation "With Distinction"

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 13.2(d) – Schulich School of Medicine & Dentistry: Revisions to the Policy on "Admission – 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 "Admission – Dentistry" be revised as shown in Item 13.2(d).

EXECUTIVE SUMMARY:

At its December 1, 2023 meeting, Senate approved that effective September 1, 2024, the "DDS Program for Internationally Trained Dentists" be renamed as the "Advanced Standing Program for International Dental Graduates".

The current proposal updates the policy on "Admission – Dentistry" to reflect this name change.

Additionally, the Schulich School of Medicine & Dentistry proposes an application requirement change for the Advanced Standing Program for International Dental Graduates.

It is proposed that effective the June to August 2025 application cycle, the Advanced Dental Admissions Test (ADAT) replace the National Dental Examining Board of Canada (NDEB) Assessment of Fundamental Knowledge (AFK) application requirement.

All applicants have previously been required to 'pass' the AFK. For the Schulich School of Medicine & Dentistry's purposes, AFK results are only valid for five years. Since the assessment cannot be re-taken once passed, potential applicants whose results are no longer valid become ineligible to apply.

This requirement would also align with other qualifying or advanced standing dental programs across Canada that have already implemented it.

ATTACHMENT(S):

Revisions to the policy on "Admission – Dentistry"

Admission - Dentistry

Policy Category:	Admission
Subject:	Admission - Dentistry
Subsections:	Admission Requirements; Application for Admission; Admissions Appeal Procedure; ~~The DDS Program for Internationally Trained Dentists (ITD)~~; Advanced Standing Program for International Dental Graduates (ASPIDG); Prior Learning Assessment (PLA) Exam and Interview
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2024 ~~July 2022~~
Supersedes:	July 2022; July 2021

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Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

ADMISSION REQUIREMENTS

Admission to Dentistry is based on academic ability and non-academic ability, as evidenced by scholastic records, Dental Aptitude Test (DAT) results, CASPer test, Autobiographical Sketch & Personal Statement and presentation at interview. The presentation of the minimum requirements for admission will not assure guaranteed acceptance. Internationally-trained dentists are not eligible to apply or enter into the

Admission - Dentistry

4-year Doctor of Dental Surgery (DDS) Program. For more detailed information on all of the below Admission Requirements, visit the DDS Admission webpage.

Competitiveness

In order to be considered, candidates must have achieved at least 80% or higher in each of the two best undergraduate years with a full course load of 5.0 full or equivalent courses (30 credit hours) taken between September and April. Each of the two best years used for GPA consideration must also have at least 3.0 full course equivalents whose published level is at or above the year level of study. Past class statistics have indicated that most successful applicants have a mid to high 80s average over their two most competitive years. Consideration will be given to the most competitive two academic years, DAT scores and supplemental requirements. Overall academic performance (consistency, trend) and graduate education can also be used as selection criteria.

Consideration of the 2019-2020 Academic Year Affected by the Covid-19 Pandemic:

If you are presenting two undergraduate years for GPA consideration that <u>do not</u> include the 2019-2020 academic year affected by the COVID-19 pandemic, all of the following must be met:

Courses taken during the application cycle are NOT eligible for academic average consideration.

- You must meet or exceed the minimum GPA in each of your two best undergraduate years of full-time study. Full-time study is defined as five full or equivalent courses (30 credit hours), taken between September and April.
- Each of the two years must contain at least three full-course equivalents (18 credit hours) whose published academic level is at, or above, the year of study.
- Only one full or equivalent pass/fail course (6 credit hours) will be permissible in each of the two years being considered for the GPA.

If you are presenting the 2019-2020 academic year affected by the COVID-19 pandemic as one of your academic years for GPA consideration, all of the following must be met:

- During the 2019-2020 academic year, you must have completed 5 full or equivalent courses (minimum 30 credit hours) taken from September to April of which 3 full-course equivalents (18 credit hours) must have a published academic level at, or above, the year of study.
- The GPA will be calculated on grades from the fall 2019 semester only. Due to the transition of many universities to pass/fail or credit/no credit,

grades from the winter 2020 semester and full-year courses from the 2019-20 academic term will not be used in the calculation of GPA in order to ensure a fair assessment for all candidates.

- Only 1.0 equivalent pass/fail course(s) (6 credit hours) will be permissible in the fall 2019 term (September-December). The pass/fail course(s) must be passed. Discovery Credits (Western students) will be considered within, not in addition to, the 1.0 course pass/fail allowance.

For applicants who have completed an undergraduate degree and who are in the final year of (or who have recently completed) a subsequent undergraduate degree, grades earned during the previous degree(s) will not be considered. The most recent degree must be equivalent to a four-year degree. Courses taken during the application cycle are not considered towards GPA.

Applicants are ranked on a compiled score. For more information about the elements in ranking please refer to the Admissions webpage. The quality of the applicant pool in which one is considered for entry could raise the minimum academic competitive level, and will determine the minimum thresholds.

A limited number of positions are available for international students who maintain their international status at graduation. Up to 4 of these positions within the International pathway may be allocated to International applicants of Kuwait citizenship funded by the Kuwait Cultural Bureau.

To be eligible for the Kuwait Pathway, you must:
- Have Kuwait citizenship
- Not be a Canadian citizen or permanent resident of Canada
- Be eligible and approved to receive funding of your dental school tuition by the Kuwait Cultural Bureau. If you are not approved for funding by the Kuwait Cultural Bureau, your application may still be considered within any remaining seats within the International Pathway and you will be responsible for financing your own tuition.
- Be in the final year of, or successfully completed a four-year undergraduate degree from an accredited North American university, where the transcript clearly outlines course load and course levelling.

It is your responsibility to ensure that all relevant documentation is provided.

We reserve the right to verify elements of your application. Falsification or misrepresentation of information will result in removal of the application from consideration and may be considered in any future applications to the University.

Applicants through the Kuwait pathway must meet all other Admission requirements. Applying through this pathway does not automatically guarantee admission.

Please see the International Applicants webpage for further details.

Special consideration will be given to applicants self-identify as Indigenous. Two positions are set aside each year for competitive applicants with official documentation of indigenous status or ancestral Indigenous origin. For more information, please visit the Indigenous Applicants webpage.

Scholastic Records

To be eligible for admission to Dentistry, applicants must

> be in the final year of, or have successfully completed, an undergraduate degree program leading to a four-year undergraduate degree at a recognized university. Applicants in this category are advised that the following courses are mandatory: at least 0.5 course in organic chemistry and at least 0.5 course in biochemistry, and 1.0 course in human or mammalian physiology. Successful completion of prerequisite courses for Dentistry Admissions requires a pass or credit designation for applicants studying at a Canadian university. Western will convert grades and averages for applicants who are not studying in a Canadian university based on grading practices and grading scale interpretation of institutions attended.

> **OR**

> be in the final year of, or have successfully completed, a graduate degree program at a recognized university. Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30th of the year of entry. It will be the students' responsibility to assure confirmation by their Faculty of Graduate Studies no later than June 30th that all requirements for the degree have been met. No deferred admission will be granted. Applicants in this category are advised that the following courses are mandatory: at least 0.5 course in organic chemistry, at least 0.5 course in biochemistry, and 1.0 course in human or mammalian physiology. Successful completion of prerequisite courses for Dentistry Admissions requires a pass or credit designation for applicants studying at a Canadian university. Western will convert grades and averages for applicants who are not studying in a Canadian university based on grading practices and grading scale interpretation of institutions attended.

Dental Aptitude Test Results

The Canadian Dental Aptitude Test (DAT), administered by the Canadian Dental Association (CDA) or the American Dental Aptitude Test (DAT) administered by the American Dental Associate (ADA), taken within two years prior to the November 1 application deadline is a requirement for admission. Results of the ADA DAT will be treated as equivalent to the results of the CDA DAT. The CDA DAT is conducted on two occasions each academic year: February and November. The ADA DAT is

conducted throughout the year. Scores must come directly from the CDA or ADA to Schulich Dentistry to be considered valid. Schulich Dentistry utilizes the results of the last test written in the eligible time period.

Please note: only Dental Aptitude Tests incorporating the reading comprehension section fulfill Schulich Dentistry admissions requirements. All components of the DAT may be considered in the selection process, with the exception of the Manual Dexterity Test. For further information on the DAT and its use in the admission process at Schulich Dentistry, please see the Admissions Website.

Specific information and registration materials concerning the Canadian DAT are available on-line on the Canadian Dental Association website. Specific information and application forms for the American DAT are available online on the American Dental Association's website.

Other Elements of Application

CASPer Test Results

CASPer tests are taken online and booked in advance on the CASPer website. The test typically takes 75-90 minutes to complete. Schulich Dentistry does not require applicants to complete Snapshot. Applicants must request original scores be sent directly to the Admissions Office from CASPer by the application deadline.

CASPer test results are valid for one application cycle only.

Autobiographical Sketch & Personal Statement

Students are required to submit an Autobiographical Sketch & Personal Statement to identify and expand on academic and non-academic strengths, achievements, significant successes and disadvantages.

Interview

Selected applicants will be invited to attend a personal interview in order to be considered for admission. Interview invitations are based on undergraduate academic performance, DAT score, CASPer test results, and non-scholastic achievements. Applicants will be interviewed by a panel of three, consisting of a dentist, a senior dental student and a community member.

English Language Proficiency

All students must satisfy Western's requirements for proficiency in English. Students whose mother tongue (first language) is not English may be required to write the Test of English as a Foreign Language (TOEFL), and the Test of Written English

(TWE), or equivalent. Additional information on this can be found on the International Applicants webpage.

Statement of Potential Health Risks and Immunization Requirements

Students in the Schulich School of Medicine & Dentistry will be required to care for persons with infectious diseases (including Hepatitis B and HIV) should they be assigned to them. Students accepted into the dentistry program will be sent complete documentation regarding health policies and immunization requirements. Documentation of immunization and tuberculin status will be required.

Police Record Check and Vulnerable Sector Screening

All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the DDS and ITD programs, a current Police Records Check including a Vulnerable Sector (Position) Screening.

Dental Clinician Scientist Program

Deferred Admission to the undergraduate dental program may be offered to candidates who are accepted to a dentally-oriented graduate program leading to a PhD degree, at the commencement of that graduate program, following a determination of acceptability by the School of Graduate and Postdoctoral Studies and Schulich Dentistry. For more information, please visit the ~~DCS~~ Dental Clinician Scientist Program webpage or contact the Admissions Coordinator at 519-661-3744.

Policy on Admission to Second Year

These regulations apply to students currently enrolled in approved undergraduate dental programs.

1. Admission beyond the second dental year is not permitted and admission to second dental year will be considered only if a vacancy exists for that year.

2. Applicants must be Canadian citizens or permanent residents of Canada.

3. All students applying for admission to Dentistry whose mother tongue (first language) is not the English language will be required to prove their understanding of the English language. See "Proof of English Proficiency" in the Admission Requirements section.

4. Applicants to second dental year are not required to take the Dental Aptitude Test administered by the Canadian Dental Association.

5.   Applicants who have been required to withdraw by a dental school for academic or other reasons will usually be ineligible for admission to second year.

6.   Applicants to second year must satisfy the general admission requirements of Western and/or the transfer regulations adopted by Senate.

7.   Applicants may be required to be present for an interview and/or submit letters of reference.

8.   Graduates of non-accredited dental programs should consider taking the Internationally Trained Dentists Program.

APPLICATION FOR ADMISSION

Application to First Year Dentistry

Application for admission to first year must be made by completing the official on-line application form available in early October on the admissions page of the school website. The application deadline is **November 1** for entry the following September.

For further information, please contact the Admissions Coordinator by Phone: 519-661-3744, by Fax: 519-850-2360, or by Email: admissions.dentistry@schulich.uwo.ca

Original supporting documents must be received no later than November 1. Academic documents not ordered through the on-line application form should be mailed to: Office of the Registrar, Professional Admissions - Dentistry, Room 3140, Western Student Services Building, Western University, London, Ontario N6A 5B8.

All applicants must:

- Submit to OUAC a completed on-line application form. The link to the application form is posted in early October on the Schulich Dentistry admissions page. The competition is open until the end of the deadline day – November 1. An Autobiographical Sketch & Personal Statement and a supplemental information form will be required as part of the application process.

- Arrange for the DAT official scores to be sent to Schulich Dentistry directly. (The Canadian Dental Association sends transcripts of applicants who have indicated they wish Schulich Dentistry to receive their scores at the time of the writing of the last eligible DAT for the current application cycle.)

- Arrange for any required documents (e.g. transcripts not available electronically, TOEFL, etc.) to be sent to the Registrar's Office – Professional Admissions.

Academic Documentation

Official transcripts from EACH university, college or other post-secondary institution applicants have attended are required by the November 1 deadline. For those applicants currently enrolled in undergraduate studies, an official final transcript indicating degree conferred must be sent directly to Professional Admissions – Dentistry by June 30 of the year of entry.

Western students are not required to submit transcripts of their academic record at Western. However, we require official transcripts of all other post-secondary institutions attended. If applying from an Ontario University, students must request all transcripts through the Transcript Request section provided in the online application process. For those applicants who are not applying from an Ontario University, please request that all transcripts, in support of your application, be sent directly to Professional Admissions – Dentistry.

Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30th. No extension of this deadline or deferral of admission will be granted.

Applicants are responsible for ensuring that transcripts are forwarded by the applicable Registrar(s) in time to meet the deadline date, and to notify Western's Professional Admissions office of any subsequent mark revisions on the transcript (this includes Western students).

If reapplying, please note that documents are not retained from year to year. Consequently, all required admissions documents will need to be resubmitted with each application.

Additional Documentation (if applicable)

- Applicants submitting academic documentation from outside Canada must provide official transcripts AND official detailed course outlines for any prerequisites.
- Proof of permanent resident status, in the form of a photocopy of the front and back of Permanent Resident card, is required. Canadian citizens do not need to submit proof of citizenship.
- If name change documents are required, a formal request will be sent.
- Proof of proficiency in English for applicants whose first language is not English.

It is the applicant's responsibility to ensure that the necessary transcripts or reports have been received by the Registrar's Office no later than the November 1 application deadline.

Application to Second Year

Application for admission to second year (advanced standing) must be made by completing the official application form accessible from the Second Year Transfer page of the admissions page of the Schulich Dentistry Admissions website.~~: www.schulich.uwo.ca/dentistry/ddsadmissions~~

The application deadline for transfer into the program at the second year level is July 1 for entry in September of the same year.
Admission via transfer into the second year at Schulich Dentistry can be considered only if a vacancy exists for that year (spaces sometimes become available due to attrition). Admission beyond the second year of the DDS program is not permitted.

All transfer applicants must submit the following to the Dentistry Admissions office:
- A completed application form and accompanying application fee
- Official transcripts from each university, college or other post-secondary institution currently/previously attended (including Dental program currently enrolled in)
- Copies of course synopses of previous dental courses taken
- Personal Statement
- All applicable additional documentation

For further information, please contact the Admissions Coordinator by phone: 519-661-3744, by fax: 519-850-2360, or by email: admissions.dentistry@schulich.uwo.ca.

ADMISSIONS APPEAL PROCEDURE

A first year applicant may request a review of the decision of the Admissions Committee, provided that such a request is based upon significant new information relating to the academic record and not previously available to the Admissions Committee. This request must be filed with the Schulich School of Medicine & Dentistry Admissions Office, no later than two weeks after the issuance of the original decision. A committee comprising of the Associate Dean, Admissions, Schulich School of Medicine & Dentistry; Director, Dentistry, and the Chair of Dentistry Admissions Committee will adjudicate the appeal and the decision of this committee will be final. No appeal mechanism exists for applicants to second year.

ADVANCED STANDING PROGRAM FOR INTERNATIONAL DENTAL GRADUATES (ASPIDG) ~~DDS PROGRAM FOR INTERNATIONALLY TRAINED DENTISTS (ITD)~~

Admission Requirements

Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

Application to the ~~DDS ITD~~ Advanced Standing Program for International Dental Graduates (ASPIDG) is considered to be an application to the Schulich Dentistry Prior Learning Assessment (PLA) Course. An ~~Application~~ application must be made by completing and submitting the online Application Form available on the ~~DDS ITD Program~~ ASPIDG website. The non-refundable ~~application~~ administrative fee and supporting documents must be ~~mailed to~~ received by the ~~Schulich Dentistry Director's~~ ASPIDG Office by the application deadline date.

All requests for information concerning the ~~DDS ITD Program~~ program should be directed to the Advanced Standing Program Administrative Co-Coordinator at the School of Dentistry. For more information, ~~please~~ see the ~~ITD Program~~ ASPIDG website.

Eligibility Requirements

To be eligible for admission to the ~~DDS ITD~~ Advanced Standing Program for International Dental Graduates (ASPIDG), candidates must:

a) ~~Must have~~ Have graduated from a minimum four-year University dental program which is not recognized by the Commission on Dental Accreditation of Canada (CDAC).

b) Have obtained a World Education Services (WES) Course-by-Course credential evaluation of their dental degree.

~~b)~~ c) ~~Candidates must have~~ Have Permanent Resident Status or Canadian Citizenship at the time of application.

~~c)~~ d) ~~Must have~~ Have completed the National Dental Examining Board of Canada (NDEB) Assessment of Fundamental Knowledge (AFK) within the last five (5) years. See the ASPIDG website for details ~~(see http://www.ndeb.ca/) before the application deadline~~.

Effective the June to August 2025 application cycle, applicants will be required to take the Advanced Dental Admission Test (ADAT) in place of the

AFK.

d) e) ~~Must have~~ Have taken the TOEFL~~/IELTS~~ or IELTS English proficiency test within the last two years. See the English Language Proficiency section below.

f) Have proof of name change if submitting documents in a name other than is shown on the application form.

e) g) ~~Must submit~~ Submit a completed online application form~~,~~ and send in all supporting documents as indicated on the ~~ITD Program~~ ASPIDG website, including the ~~application~~ administrative fee, postmarked no later than the posted deadline date.

f) ~~Must have proof of name change if submitting documents in a name other than is shown on the application form.~~

g) h) ~~Must have~~ Have ~~taken the Canadian Dental Clinical Skills –~~ successfully completed the ~~Prior Learning Assessment (~~PLA~~)~~ ~~Preparatory~~ Course ~~a preparatory oral basic science and clinical application course~~ offered by the Schulich School of Medicine & Dentistry Continuing Dental Education (CDE) Office, within the last two (2) years. See the ASPIDG website for more details.

English Language Proficiency

Proof of English proficiency can be achieved in one of the following ways:

1. The Test of English as a Foreign Language (TOEFL). See the ~~ITD Program~~ ASPIDG website for minimum required scores.

OR

2. The International English Language Testing Service (IELTS). See the ~~ITD Program~~ ASPIDG website for minimum required scores.

OR

3. Successful completion of four (4) years of full-time Canadian high school education in English. (Notarized transcripts must be submitted.)

It is the responsibility of the applicant to submit proof of English proficiency, as stated above, to the ~~ITD~~ Advanced Standing Program Office.

PRIOR LEARNING ASSESSMENT (PLA) EXAM AND INTERVIEW

The admission process also involves the completion of a one-day Schulich Dentistry Prior Learning Assessment (PLA) exam. The simulated clinical exam is held in the Schulich Dentistry Simulation Clinic. Interviews are held following the PLA Exam for the highest-ranked applicants. The purpose of the exam is to ensure that applicants are at the same knowledge level and skill as the DDS students entering their second year of the DDS Program.

Admission

1. Applicants who have been required to withdraw by a dental school for academic or other reasons will normally be ineligible for admission to the ASPIDG ~~DDS ITD Program~~.

2. ~~Upon acceptance to the DDS ITD Program, the applicant MUST obtain a credential evaluation of degrees and diplomas (Document-by-Document Report) through World Education Services (WES). WES can be contacted at 1-866-343-0700, or see www.wes.org/ca for more information. If candidates are unable to have credentials validated to the satisfaction of the Schulich School of Medicine & Dentistry, the offer of admission will be withdrawn.~~

~~3.~~ 2. Candidates accepted into the ~~DDS ITD Program~~ ASPIDG and intending to register are required to submit a non-refundable deposit.

~~4.~~ 3. ~~Each student is~~ Students are required to maintain a valid certificate in Basic Cardiac Life Support (CPR_HCP) & First Aid throughout the ~~two~~ three (3) years of the program. Students in the Schulich School of Medicine & Dentistry will be required to care for persons with infectious diseases (including Hepatitis B and HIV) should they be assigned to them. Students accepted into the ~~ITD~~ program will be sent complete documentation regarding health status policies and immunization requirements. Documentation of immunization and tuberculin status will be required.

~~5.~~ 4. All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the DDS and ~~DDS ITD~~ Advanced Standing programs ~~programs~~, a current Police Records Check including a Vulnerable Sector (Position) Screening.

Tuition fees for the ~~ITD Program~~ ASPIDG vary from year to year. Current fees can be found on the Office of the Registrar website ~~at http://www.registrar.uwo.ca/~~.

~~PRIOR LEARNING ASSESSMENT (PLA)~~

~~The admission process also involves the completion of a two-day Schulich Dentistry Prior Learning Assessment (PLA). The top 100-200 applicants, as determined by the ITD Program Committee, will be invited to this assessment. The applicants are selected based on the results of the English language test scores and the NDEB Assessment of Fundamental Knowledge results. Applicants meeting the minimum admission requirements are not guaranteed an invitation to the PLA. Interviews will be held following the PLA for the highest-ranked applicants. The purpose of the PLA is to ensure that applicants are at the same knowledge level and skill as the DDS students entering their third year of the DDS Program. The decision of the School of Dentistry concerning admission to the DDS ITD Program is final. No appeal mechanism exists.~~

Admissions Appeal Procedure

The decision of the School of Dentistry concerning admission to the ASPIDG is final. No appeal mechanism exists.

ITEM 13.2(e) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Program Design – Courses, Milestones and Course Outlines"

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective June 7, 2024, the Graduate and Postdoctoral Studies policy on "Program Design – Course, Milestones and Course Outlines" be revised as shown in Item 13.2(e).

EXECUTIVE SUMMARY:

With the rise of the use of generative artificial intelligence (AI), Senate has approved the addition of language to the Senate Academic Policy on Course Outlines to include a statement on the use of AI for undergraduate courses. The School of Graduate and Postdoctoral Studies would like to add the same language to the policy on "Program Design – Course, Milestones and Course Outlines" for graduate course outlines.

ATTACHMENT(S):

Revisions to the policy on "Program Design – Course, Milestones and Course Outlines"

Program Design – Courses, Milestones and Course Outlines

Policy Category:	Graduate and Postdoctoral Studies
Subject:	Program Design – Courses, Milestones and Course Outlines
Subsections:	Definitions; Course Numbering; Course Outlines
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Program Design – Courses, Milestones and Course Outlines
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Related Policies:	Course Outlines; Graduate Course Offerings
Effective Date:	June 7, 2024 ~~March 15, 2024~~
Supersedes:	March 15, 2024; September 16, 2022

1. **Definitions**

Graduate Course: A graduate course is the study of a particular topic, group of topics or area of specialization within a wider discipline/subject area, normally extending through one term or session, and can be one of the basic building blocks of qualification for a graduate degree, including a graduate diploma. Graduate courses are designed to meet substantive discipline graduate program learning outcomes and normally utilize the student/instructor format. Any grades assigned will contribute towards the student's academic average. It is at each program's discretion how these grades will be used when assessing a student's progression.

Program Design – Courses, Milestones and Course Outlines

Milestone: A milestone is a learning activity that must be successfully completed in order to fulfill the requirements for the graduate degree. Milestone requirements are designed to meet program learning outcomes. Milestones can require:

- a short-term time commitment over one or two weeks (e.g. research ethics module),
- a medium-term time commitment over one or two terms (e.g. thesis proposal) or
- a more extensive commitment of time that continues over multiple terms (e.g. a seminar series).

Milestones can be completed during a time span that does not necessarily coincide with an academic term. Grades can be assigned to milestones that contribute towards the student's progression requirements but do not contribute to the student's academic average. Common graduate requirements that are catalogued as milestones include but are not limited to: Language Requirements, Comprehensive Examinations (or equivalent), Seminar Series, Major Projects (or equivalent), Thesis Work Components, Thesis (or dissertation). It is at each program's discretion how these grades will be used when assessing a student's progression.

2. **Course Numbering**

Graduate courses are numbered from 9000 to 9999.

3. **Course Outlines**

For information on course outlines refer to the policy on Course Outlines.

In addition to the requirements outlined in the policy on Course Outlines, graduate course outlines must include the following information:

Graduate Course Level Learning Outcomes/Objectives

Provide a list of course learning outcomes/objectives. Course learning outcomes/objectives should align with the graduate program's learning outcomes. Contact your graduate chair/administrator, or SGPS, for a copy of the program learning outcomes. Ideally, students should be able to see how course learning outcomes/objectives are addressed through course requirements, activities and assessments.

Course Timeline and Format

Include an anticipated timeline of the content areas, or topics and/or other learning activities, covered over the course duration, as well as the format (face-to-face, online, hybrid) used to deliver the content. Instructors should make every effort to follow the stated timeline. Normally, instructors cannot change the format of instruction during the course.

Program Design – Courses, Milestones and Course Outlines

Enrollment Restrictions

All course outlines must include one of the following two statements regarding enrollment restrictions:

Enrollment in this course is restricted to graduate students in (Insert name of program(s)).

OR

Enrollment in this course is restricted to graduate students in (Insert name of program(s)), as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Health/Wellness Services

All course outlines must contain the following statement:

Students who are in emotional/mental distress should refer to Mental Health Support at https://www.uwo.ca/health/psych/index.html for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

All course outlines must contain the following statement:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Program Design – Courses, Milestones and Course Outlines

Statement on the Use of Generative Artificial Intelligence (AI)

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence.

ITEM 13.3(a) – Faculty of Education: Revisions to the Program Requirements of the Bachelor of Education (B.Ed.)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the program requirements of the Bachelor of Education (B.Ed.), offered by the Faculty of Education, be revised as shown in Item 13.3(a).

EXECUTIVE SUMMARY:

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

The Faculty of Education has proposed a new 16-month consecutive Master in Teaching and Learning (MTL) degree as the Initial Teacher Education program to replace the current Bachelor of Education (B.Ed.). The proposed MTL has been approved by Senate, the Board of Governors, and the Quality Council. In addition, a full accreditation process has taken place through the Ontario College of Teachers. The Faculty of Education is awaiting approval of the Ministry of Colleges and Universities to proceed with the MTL.

Given the need for the Ministry of Colleges and Universities' approval of the proposed MTL, and the possibility that this approval could take an indefinite period of time, the Faculty of Education additionally proposed major modifications to the B.Ed. program as an interim measure in order to offer the B.Ed. in four consecutive terms as of September 1, 2024, rather than the current model of two terms followed by a break in the Spring/Summer and another two terms in the following Fall/Winter. These changes were approved by Senate in June 2023.

Students entering the Initial Teacher Education program in September 2024 have been admitted to the program as a B.Ed.

The current proposal includes additional revisions to the B.Ed. program to further align the program with the proposed MTL and to include the courses that have been developed for the proposed MTL program.

ATTACHMENT(S):

Revised Calendar Copy – Bachelor of Education Program

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

BACHELOR OF EDUCATION PROGRAM
Faculty of Education - Initial Teacher Education Program

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

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

Module/Program Information

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

0.50 credits: Social Foundations ~~of Education~~ 5007
~~0.25 credits: Learning, Teaching, and Development 5015Q~~
~~0.25 credits: Special Education and Inclusion 5016Q~~
~~0.50 credits: Creating Supportive Learning Environments 5012~~
0.75 credits: Psychological Foundations 5009
0.25 credits: Research & Assessment to Improve Student Learning 5013Q
~~0.25 credits: Mental Health Literacy & Safe Schools 5018Q~~
0.50 credits: Mental Health Literacy and Safe Schools 5020
0.25 credits: **Indigenous Education: Decolonizing Pedagogy for Teachers** ~~Aboriginal Education – Toward a Decolonizing Pedagogy for Teachers~~ 5423Q/S

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

1.50 credits: Practicum (~~2~~ **3** x **0.50** ~~0.25 plus 2 x 0.5 FCE~~)
0.50 credits: Alternative Field Experience ~~(2 x 0.25 FCE)~~
(non-credit) Transition to Professional Practice 5008Q

Curriculum Courses for the Primary/Junior Program, ~~3.50~~ 4.00 credits:
In addition to the Core Courses and Field Experience, students will complete:

~~0.50~~ **0.75** credits: Curriculum and Pedagogy in Elementary Language Arts **5174** ~~5173~~
~~0.25 credits: Adaptive Instruction in Reading and Writing 5437Q/S~~
0.50 credits: Adaptive Instruction in Reading and Writing 5438
0.25 credits: Supporting English Language Learners 5439Q/S
0.75 credits: Teaching and Learning Mathematics (PJI) 5180K
0.25 credits: Curriculum and Pedagogy in Elementary Art 5171Q/S

0.25 credits: **Health and Physical Education** ~~Curriculum and Pedagogy in Elementary Health & Physical Education~~ 5172Q~~/S~~
0.25 credits: Curriculum and Pedagogy in Elementary Music 5175Q/S
0.50 credits: Curriculum and Pedagogy in Elementary Science & Technology 5178
0.25 credits: Curriculum and Pedagogy in Elementary Social Studies 5177Q/S
0.25 credits: Curriculum and Pedagogy in Elementary Dance & Drama 5179Q/S
Teaching Option:
    French as a Second Language at the Elementary and Secondary Level (1.5 credits): 5108

Curriculum Courses for the Junior/Intermediate Program, ~~4.0~~ **3.5** **credits:**
In addition to the Core Courses and Practicum, students will complete:

~~0.50~~ **0.75** credits: Curriculum and Pedagogy in Elementary Language Arts **5174** ~~5173~~
~~0.25 credits: Adaptive Instruction in Reading and Writing 5437Q/S~~
0.25 credits: Supporting English Language Learners 5439Q/S
0.75 credits: Teaching and Learning Mathematics (PJI) 5180K
0.25 credits: Curriculum and Pedagogy in Elementary Art 5171~~Q/S~~
0.25 credits: ~~Curriculum and Pedagogy in Elementary~~ Health ~~&~~ **and** Physical Education 5172Q~~/S~~
0.25 credits: Curriculum and Pedagogy in Elementary Music 5175~~Q/S~~
0.50 credits: Curriculum and Pedagogy in Elementary Science & Technology 5178
0.25 credits: Curriculum and Pedagogy in Elementary Social Studies 5177Q/S
0.25 credits: Curriculum and Pedagogy in Elementary Dance & Drama 5179~~Q/S~~
~~0.50 credits: teaching option: 5137 Music (in place of Music 5175 above) OR: 5138 Religious Education OR: 5107 French as a Second Language in Elementary Schools~~
Teaching Option:
    Music (1.0 credits): 5137 and 5239 (in place of 5175 above)
    Religious Education (0.5 credits): 5138
    French as a Second Language (1.5 credits): 5108

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

1.0 credits: Curriculum and Pedagogy in Secondary Schools (teaching subject 1)
French Students: 5107 (1.5)
Music students: Instrumental Music (0.5) AND Vocal Music (0.5)
1.0 credits: Curriculum and Pedagogy in Secondary Schools (teaching subject 2)
0.25 credits: Supporting English Language Learners **5439Q/S** ~~5469Q/S~~
0.50 credits: A Pedagogy of Multiliteracies 5457
0.25 credits: Teaching Grades 7 & 8 5425
~~Math and Music as TS1 or TS2 will require 1.5 Curriculum and Pedagogy Credits~~

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

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

~~0.50 credits: Psychology Part 1 5480~~
~~0.50 credits Research Capstone in Psychology Part 2 5482~~
0.50 credits: Psychology (Part 1) 5001
0.50 credits: Research Capstone in Psychology (Part 2) 5002

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

0.50 credits: International Education in a Globalizing World~~: Toward Cosmopolitan Learning~~ **(**Part 1**)** ~~– 5470~~ **5474**
0.50 credits Research Capstone in Teaching and Learning in Intercultural Contexts **(**Part 2**)** ~~– 5473~~ **5475**

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

0.50 credits: Urban Schools ~~Part 1~~ 5477
0.50 credits: Research Capstone in Urban Schools: Critically Reflective Practice **(Part 2) 5478** ~~Part 2 5476~~

I/S STEM (1.00 FCE):

0.50 credits: ~~Introduction to~~ STEM Education **(**Part 1**)** 5465
0.50 credits: Research Capstone in Curriculum ~~and~~ **&** Pedagogy in STEM Education **(**Part 2**)** ~~– 5467~~ **5468**

P/J ECE (1.00 FCE):

0.50 credits: Curriculum, Pedagogy, and Learning in Early childhood Part 1 5460
0.50 credits: Research Capstone in Curriculum, Pedagogy, and Learning in Early ~~c~~**C**hildhood **(**Part 2**) 5459** ~~5461~~

~~**P/J, J/I, & IS French (1.00 FCE):**~~

~~0.50 credits: French as a Second Language at the Elementary and Secondary Levels – Part 1 EDUC 5464~~
~~0.50 credits: Research Capstone in French as a Second Language at the Elementary and Secondary Levels – Part 2 EDUC 5107~~

P/J & J/I French (1.5 FCE):

1.5 credits: French as a Second Language at the Elementary and Secondary Level 5108 (J/I: Will also double as Specialty Course. P/J & J/I: Not required to take electives)

I/S French (1.00 FCE):
0.50 credits French as a Second Language at the Elementary and Secondary Levels (Part 1) 5410

0.50 credits Research Capstone in French as a Second Language at the Elementary and Secondary Levels 5411

P/J & JI Mathematics Through the Arts (1.00 FCE):
0.50 credits: Designing Aesthetic Experiences for Young Mathematicians (Part 1) 5485
0.50 credits: Research Capstone: Engaging the Wider Community in Support of Mathematics Learning (Part 2) ~~5486~~ **5487**

Elective Courses:

For those wishing to teach in Roman Catholic Schools ~~P/J & J/I~~: Teaching in Catholic Elementary Schools 5445, 0.50 credits

~~For those wishing to teach Music: Curriculum & Pedagogy in Instrumental Music, EDUC 5239, 0.50 credits~~

I/S Only Electives

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

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

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

Other elective choices vary from year to year.

ITEM 13.3(b) – Schulich School of Medicine & Dentistry, Department of Medical Biophysics and Faculty of Science: Withdrawal of the Honours Specialization in Medical Biophysics (Clinical Physics Concentration)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in Medical Biophysics (Clinical Physics Concentration), offered by the Department of Medical Biophysics in the Schulich School of Medicine & Dentistry and the Faculty of Science, be discontinued,

And, that students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2028, and

That the module be withdrawn effective September 1, 2028.

EXECUTIVE SUMMARY:

The Department of Medical Biophysics is withdrawing all Honours Specializations in Medical Biophysics except the Honours Specialization in Medical Biophysics (Medical Science Concentration).

Senate recently approved with the withdrawal of the Honours Specialization in Medical Biophysics (Biological Science Concentration), Honours Specialization in Medical Biophysics (Physical Science Concentration), and Honours Specialization in Medical Biophysics and Biochemistry.

The Honours Specialization in Medical Biophysics (Clinical Physics Concentration) is no longer relevant as a stand-alone module. There is little interest in this module as evidenced by only 10 graduates in the last seven years.

There are currently two students registered in the module: one in third year and one in fourth year. Additionally, there is one student in Medical Sciences 2 who has requested enrolment in Year 3 for 2024/25. These students will have ample time to complete the modular requirements before the module is withdrawn.

The Department of Medical Biophysics will work with the Faculty of Science to introduce a new Honours Specialization module that appeals to non-medical science students, composed of courses aligned with the principles of the consolidated themed curriculum in Medical Biophysics.

ITEM 13.3(c) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field) be revised as shown in Item 13.3(c).

EXECUTIVE SUMMARY:

The Department of Epidemiology and Biostatistics proposes to introduce a required course, Biostatistics 9519: *Introduction to Biostatistical Computing*, in the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field). This new course will instill technological literacy in the use of statistical software tools and will serve as a foundation for further learning in Epidemiology and Biostatistics graduate courses.

ATTACHMENT(S):

Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field)

Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field)

The Department of Epidemiology and Biostatistics proposes to introduce a required course, Biostatistics 9519: *Introduction to Biostatistical Computing*, in the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field). This new course will instill technological literacy in the use of statistical software tools and will serve as a foundation for further learning in Epidemiology and Biostatistics graduate courses. Students will complete this new half (0.5) course in term one of their graduate studies.

The Department of Epidemiology and Biostatistics aims to strategically invest in preparing its students for the demands of the modern labour market, fostering practical skills, and enhancing their overall academic and professional competitiveness by bridging the gap between theoretical knowledge and practical application. Proficiency in statistical software is a prerequisite for roles in Epidemiology and Biostatistics research or academia.

This new course will instill technological literacy in the use of statistical software tools. Moreover, this course will (1) teach students how to leverage these tools to conduct statistical analyses in a timely and resource-effective manner; (2) equip students with the skills to navigate and utilize popular statistical software, which will in turn enhance their employability; and (3) increase students' capacity in analyzing and interpreting data, as familiarity with these tools can strengthen the quality and depth of their work.

This course will serve as a foundation for further learning in Epidemiology and Biostatistics graduate courses. It will equip students with the skills required to conduct their thesis research which requires the use of statistical software to analyze data and create research outputs, leading to more timely completion of the thesis work.

Current program	Proposed Change(s)
MSc students (Epidemiology Field only) Required Courses (2.5 credits): BIOSTATS 9509 BIOSTATS 9521 EPIDEMIO 9551 EPIDEMIO 9553 EPIDEMIO 9562 Required Electives (1.0 credits)	MSc students (Epidemiology Field only) Required Courses (**3.0** credits): BIOSTATS 9509 BIOSTATS 9521 EPIDEMIO 9551 EPIDEMIO 9553 EPIDEMIO 9562 **BIOSTATS 9519 (Fall, Year 1)** Required Electives (1.0 credits)

Milestones: Intro to Biomedical Research Seminar Thesis	Milestones: Intro to Biomedical Research Seminar Thesis
PhD students (Epidemiology Field only)	PhD students (Epidemiology Field only)
Required Courses (3.0 credits): BIOSTATS 9509 BIOSTATS 9521 EPIDEMIO 9551 EPIDEMIO 9553 EPIDEMIO 9562 BIOSTATS 9681 EPIDEMIO 9690	Required Courses (**3.5** credits): BIOSTATS 9509 BIOSTATS 9521 EPIDEMIO 9551 EPIDEMIO 9553 EPIDEMIO 9562 BIOSTATS 9681 EPIDEMIO 9690 **BIOSTATS 9519 (Fall, Year 1)**
Required Electives (1.0 credits)	Required Electives (1.0 credits)
Milestones: Intro to Biomedical Research Seminar Thesis Proposal Comprehensive Exam Thesis	Milestones: Intro to Biomedical Research Seminar Thesis Proposal Comprehensive Exam Thesis

This new course will build on the existing program outcomes.

Incoming graduate students (Fall 2024 onward) will be required to take this course. The course will be offered as an elective to current students who began the program before the 2024-25 academic year.

ITEM 13.3(d) – Huron University College: Revisions to the Admission and Program Requirements of the Scholar's Electives Program at Huron University College

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 Scholar's Electives Program at Huron University College be revised as shown in Item 13.3(d).

EXECUTIVE SUMMARY:

Currently, students normally apply for admission into the Scholar's Electives Program at Huron University College as they are entering their first year of study. This application covers both admission to the Scholar's Electives Program and enrolment into the existing Interdisciplinary Studies 1101F/G and Interdisciplinary Studies 1102F/G. As a result, enrolments in Interdisciplinary Studies 1101F/G and 1102F/G and the Scholar's Electives Program itself are quite small.

Huron University College would like to modestly enlarge the size of the classes taught in Interdisciplinary Studies 1101F/G and 1102F/G and the size of the cohorts admitted to the Scholar's Electives Program itself each year. The aim is to make the first-year courses more dynamic and to allow for greater participation and diversity of interests in the Scholar's Electives Program overall. Thus, the central change proposed here is to allow students to apply for admission to the Scholar's Electives Program during their first year of study, with admission taking effect at the beginning of their second year of study.

In recognition that some students may just learn about or become seriously interested in the Scholar's Electives Program during their first year of study, Huron University College will offer 2000-level versions of Interdisciplinary Studies 1101F/G and 1102F/G, to be cross-listed with these courses under the numbers of Interdisciplinary Studies 2101F/G and 2102F/G. Interdisciplinary Studies 2101F/G and 2102F/G were approved by the Subcommittee on Undergraduate Academic Courses (SOC) at its May 15, 2024 meeting.

The 1000-level and 2000-level courses will be taught in the same rooms, including students from both the first- and second-year cohorts. However, students registered in the 2000-level courses will face academic requirements and assessments appropriate for their level of study in comparison to those required of the first-year students. This arrangement will allow students to take these pre-requisites to the Scholar's Electives in their second year of study. And these students could then apply for admission to the Scholar's Electives Program in their second year of study, allowing them to begin the program at the beginning of their third year of study.

Students who gain admission to the Scholar's Electives Program at the beginning of their third year of study, under the arrangement described above, would then be able to complete both Interdisciplinary Studies 2201F/G and Interdisciplinary Studies

3301F/G/Z in their third year of study. And these students could then complete the program by taking Interdisciplinary Studies 4900E in their fourth year of study.

ATTACHMENT(S):

Revised Calendar Copy – Scholar's Electives Program at Huron University College

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21575

SCHOLAR'S ELECTIVES PROGRAM AT HURON UNIVERSITY COLLEGE

The Scholar's Electives program allows students who have demonstrated outstanding academic potential to apply to Huron University College for admission to both a primary, discipline-based **or interdisciplinary** program of study and the Scholar's Electives Program. The program is designed to provide a stimulating learning environment for students who wish to undertake an interdisciplinary experience **focused on research learning**. The program is intended primarily for students who are interested in completing a four-year Honours degree before moving on to their chosen careers **or vocations**.

Scholar's Electives students will enrol in the Scholar's Electives Program in addition to their Honours degree courses. The Scholar's Electives courses will bring students into contact with faculty members from different disciplines **and interdisciplinary contexts** and will expose students to significant ideas from those different disciplines **and fields of study**. Students will be admitted to the Scholar's Electives Program by the Dean of Arts and Social Science and, where appropriate, in consultation with the Dean(s) of the constituent university faculties involved in the proposed course of study.

While the primary benefit of enrolling in Scholar's Electives is the flexibility to achieve personal and unique academic goals, there are a number of ancillary benefits associated with the program. Scholar's Electives students will be paired with a faculty mentor. The mentor will serve as the student's primary academic advisor. The mentor will hold regular meetings with the student to monitor the student's progress and provide advice as necessary. Students will have the opportunity to network and build a community with other high-achieving scholars at Huron University College, to participate in extracurricular activities, and to explore community-based research and international initiatives facilitated through Huron University College and its Faculty of Arts and Social Science.

ADMISSION REQUIREMENTS

~~Normally, students~~ **Students normally** apply for admission to the Scholar's Electives Program ~~prior to registration in~~ **during** the first year of a BA or BMOS degree program. **However, it is also possible for students to apply for admission during their second year of study.** Selection will be determined by the Dean of Arts and Social Science on the basis of grades, and a supplementary application form. ~~After the first year, students whose achievements are comparable to the program's admission and progression requirements may apply to the Dean for late admission.~~

MODULE/PROGRAM INFORMATION

PROGRAM REQUIREMENTS

The Scholar's Electives program includes an honours degree, with either an Honours Specialization module or Double Major modules, as well as the Scholar's Electives Program. The Honours Specialization or the Major modules may be standard modules offered by departments, **centres,** or theme areas designed by the student with the support of Faculty mentors and approved by the Dean.

THE SCHOLAR'S ELECTIVES PROGRAM

3.0 courses:

1.0 course from: Interdisciplinary Studies 1101F/G and Interdisciplinary Studies 1102F/G **OR Interdisciplinary Studies 2101F/G and Interdisciplinary Studies 2102F/G**, normally taken in first year.
1.0 course: Interdisciplinary Studies 2201F/G and Interdisciplinary Studies 3301F/G/Z.
1.0 course: Interdisciplinary Studies 4900E.

Students must be registered in a minimum of 5.0 courses during each Fall/Winter session. Students may take additional courses in the summer. With permission of the Department and the Dean, students with an appropriate background may be permitted to include senior courses in their first-year program. After first year, all courses taken by Scholar's Electives students must be numbered 2000 and above. (One exception may be permitted with the Dean's approval.) Regulations governing the New Academic Choices, including the breadth and essay requirements, apply to Scholar's Electives students.

PROGRESSION

PROGRESSION AND GRADUATION REQUIREMENTS

To maintain their registration in the Scholar's Electives program, students enrol in a minimum of 5.0 courses during the Fall/Winter session and must achieve a sessional average of at least 80% with no mark less than 65%. On any additional courses taken during the summer session, students must maintain a sessional average of at least 70%, with no mark less than 65%.

GRADUATION REQUIREMENTS

Completion of an Honours Bachelor of Arts degree, including the Scholar's Electives Program, with a minimum cumulative average of 80% with no mark less than 65%. The diploma awarded to students will record both the status of Scholar's Electives and the Specialization and/or Majors studied, as recommended by the Dean.

ITEM13.3(e) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Visual Arts, Psychology (Huron University College), and English (King's University College)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Visual Arts, Psychology (Huron University College), and English (King's University College).

The following cyclical reviews of undergraduate programs were conducted:

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Arts and Humanities	Visual Arts	February 15-16, 2024	Good Quality
Huron University College	Psychology	February 28-29, 2024	Good Quality
King's University College	English	March 7-8, 2024	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Visual Arts

Final Assessment Report – Psychology, Huron University College

Final Assessment Report – English, King's University College

Western
UNIVERSITY · CANADA

Visual Arts
Final Assessment Report & Implementation Plan
April 2024

Faculty / Affiliated University College	Faculty of Arts and Humanities
Degrees Offered	B.A.
Date of Last Review	2015-2016
Modules Reviewed	Honours Specialization, Major, Minor in Art History Honours Specialization, Specialization, Major, Minor in Studio Art Honours Specialization, Major, Minor in Museum and Curatorial Studies Minor in Social and Environmental Justice in the Visual Arts
External Reviewers	Dr. Judy Major-Girardin, Professor Emerita McMaster University / Dr. Anne Dymond, Department of Art University of Lethbridge
Internal Reviewer	Dr. Daniel Shrubsole, Associate Dean (Undergraduate Studies), Faculty of Social Science / Logan Kennedy Doctoral Student Arthur Labatt Family School of Nursing
Date of Site Visit	February 15 & 16, 2024
Date Review Report Received	March 7, 2024
Date Program/Faculty Response Received	Program: March 28, 2024 Faculty: April 8, 2024
Evaluation	Good Quality
Approval Dates	SUPR-U: May 22, 2024 ACA: May 29, 2024 Senate (for information): June 7, 2024
Year of Next Review	2031-2032
Progress Report	June 2027

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Visual Arts Program delivered by the Faculty of Arts and Humanities.

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

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

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

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

Executive Summary

The Department of Visual Arts offers programs in three disciplines, Art History, Museum and Curatorial Studies, and Studio Art, making it extremely well placed to respond to the contemporary cultural climate. Students often take courses in two of these three subject areas that are effectively paired in the three Honours Specialization modules: Art History and Museum and Curatorial Studies, Art History and Studio Art and Studio Art, leading to a Bachelor of Fine Arts degree, which also has a strong Art History requirement.

A total of 204 students were enrolled in Visual Arts modules in 2022-23. In 2022, there were 61 modular completions.

The self-study was informed by an alumni survey (n=27), a student focus group (n=10) and a dedicated faculty-member retreat in April 2023. Staff members and technicians were equally consulted in May 2023.

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

Strengths and Innovative Features Identified by the Program

- Hands-on studio practice accompanied by theory, and small classes taught by professional artists with national and international exhibition profiles.
  - Students winning global undergraduate awards attest to the program's success in developing critical writing and communication skills.
- Home to the only undergraduate Major in Museum and Curatorial Studies in Canada; which prepares students for careers in the cultural sector with equal emphasis placed on curation and collections management, arts administration.
- Strong enrolment in 1000-level course offerings, which is at 100%.
- New Minor in Social and Environmental Justice in the Visual Arts.
- Recent successful hires through the PARF Black Scholar Search and PARF Indigenous Scholar search.
- The John Labatt Visual Arts Centre includes technical facilities supporting sculpture, printmaking, and digital media, the ArtLAB gallery exhibition space and the Cohen Exploration Lab enabling students to explore the integration of STEM into their visual arts practice.
- Direct Entry option into the BFA degree program.
- Success having alumni return to present on their current activities.
- Visual Arts Internships with placements across Western Faculties and partnered with many community, artistic and cultural institutions in and around London.
- 3+1+1 Agreements with Partner Universities in China and Taiwan.
- The Program's Instagram Handle WesternuVisArts and hashtag #WesternUcreates have both been instrumental in getting students involved and excited about program events and offerings.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Concerns pertaining to human resources and sustainability of expertise relate to Museum and Curatorial Studies, Art History and technical support for print media.
  - Lack of enough Art History professors to teach more 1st year Art History courses that are in demand.
- Implementing ongoing mechanism for gathering feedback from current students and alumni.
  - Mechanism for tracking and maintaining contact with alumni.
- Further addressing accessibility barriers for program members with wheelchairs or assisted walking devices.
- Unable to offer more first-year courses due to spatial limitation in the Visual Arts building for Studio Art.

Review Process

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

- Vice-Provost (Academic Programs)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Associate University Librarian
- Dean, Faculty of Arts and Humanities
- Associate Dean (Academic), Faculty of Arts and Humanities
- Chair, Visual Arts
- Undergraduate Chair
- Director of Museum and Cultural Studies
- Undergraduate Chair
- Administrative Staff
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers' Report

External reviewers noted *"a strong sense of collegiality in student, staff and faculty groups that is parallelled in the integration between the three areas of study and the shared space and open concept areas in the building. The high level of engagement in the review process is testament to how invested the unit is in its future."*

Strengths of the Program

- The flexibility of the program structure effectively maintains strong core areas of study while providing maximum student choice in directing their own learning and promoting cross-disciplinary learning.
- Partnerships and interdisciplinary collaborations with local, national and global organizations - Fanshawe College, The Synthetic Collective and, programs in Taiwan and China, provide varied pathway options for students.
- EDI initiatives that enhance this program include 1) recent faculty hires from diverse backgrounds which result in expanded areas of expertise; 2) visiting artist, Indigenous Artist in Residence, Curator in Residence, and visiting speaker initiatives diversify faculty and expose students to a range of professionals; 3) outreach and cross-listings with other departments; and 4) gender inclusive washrooms.
- *Sustainable Curating* and focus on *Environmental and Social Justice* are innovative approaches in the field of art.
- The Major in Museum and Curatorial Studies is unique in this area in Canada. This program has a high national profile and provides students with excellent internship opportunities in the local community and further afield.
- New Minor in Social and Environmental Justice reflects the needs and concerns of the present-day encouraging students to engage with current issues.
- Meetings with students and course evaluations speak very highly of faculty; it is clear the faculty are providing high impact experiences.
- The Department raises its profile through an excellent website, departmental newsletter and active roster of special events and activities.

Prospective Improvements for the Program to Consider

- Curriculum enhancements for consideration: 1) a more structured approach to health and safety to provide greater consistency in training and systematic record keeping; 2) adding a course in contemporary Indigenous art in Canada as a required historic course; 3) having students in the Honours Specialization in Art History and Museum Studies take Museum and Curatorial Studies 4605E; 4) students expressed a desire for more in-person courses in Art History; 5) more regular course offerings in the Major in Museum and Curatorial Studies; 6) increased opportunities to learn about careers, writing an artist statement, CV

and bio, applying to exhibitions, applying to galleries and advanced study, employment options, etc.

- Review instructor capacity in Museum and Curatorial Studies and consider supporting Art History and Museum and Curatorial Studies courses with more stable indigenous expertise.
- Enhance communication with students by: 1) reinvigorating student clubs; 2) have student representatives attend department/committee meetings; 3) place a suggestion box in the main office where students can leave agenda items for forum discussions: 3) host orientation sessions at the beginning of the academic year.
- High cost of software, which is borne by students, may be contributing to the lower enrolments in media courses; financial assistance should be provided to students to offset this cost.
- The focus on Social and Environmental Justice could be made more visible in the program learning outcomes.

While the areas of improvement noted in the last two bullet points were not explicitly mentioned as part of the formal recommendations made by the external reviewers, they remain suggestions for consideration by the Program.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendations	Program/Faculty Response
Recommendation #1 **Safety & Health of all Living Things** Enhance current safety training with a required, non-credit, Safety/Equipment and Material Handling course.	**Program:** The Undergraduate Chair has been in contact with the Visual Arts Operations and Communications Manager who oversees all the technicians and technical areas in the John Labatt Visual Arts Centre. Not all courses in Visual Arts require Health & Safety training, but some require very specific health and safety training, which is currently being met. Specific online training, meeting the demands of specific courses is being discussed in summer 2024. Whether to add Program Learning Outcomes around Expertise in Health and Safety is being discussed at the Full Time Faculty Retreat summer 2024. **Faculty:** The Department is currently meeting health and safety requirements for courses with very specific needs in these areas. The Dean's Office supports the Department's plans for further discussion of training in the area and whether it should be added to degree outcomes.
Recommendation #2 **Resources** Prioritize expertise in Museum and Curatorial Studies for any upcoming hiring opportunities and consider bolstering instructional capacity in this area until that time.	**Program:** The Department fully supports a new full-time or a limited term faculty member for the Museum and Curatorial Studies program. **Faculty:** In keeping with Faculty and University practice, the Department can request full-time hires as part of the budget process (in the Fall). Decisions on requests depend upon a number of variables, including enrolment (course and program), current and future staffing expectations, and budget. The Dean's Office cannot currently anticipate the outcome of these discussions.
Recommendation #3 **Future Planning** Succession planning is recommended to preserve existing strengths, maintain core areas, and offer new possibilities.	**Program:** The Department understands that there are impending faculty member retirements and fully supports the hiring of young faculty members specifically in Art History. **Faculty:** This is a concern for the Faculty as a whole, and both the current and incoming Acting Deans see complement planning as a priority. All Departments will be asked to engage in this process over the coming year – and to continue to do so for the foreseeable future.

| Recommendation #4 **Professional Practices Instruction** Explore ways of introducing professionalism earlier and in more formalized ways in the studio program. | **Program:** Many points raised in this recommendation are already being met in Studio Art 2602A/B and Studio Art 3602A/B courses as well as Museum and Curatorial Studies 3660A/B/Y courses. This information might not have been clearly explained during site visit meetings. As the program was not required to give the reviewers course outlines, it is understandable that there may have been confusion on these issues.

Faculty: A closer examination of some course outlines (e.g., for Studio Art 2602A/B, Studio Art 3602A/B, and Museum and Curatorial Studies 3660A/B/Y) suggests that this kind of instruction is already embedded in programs. It is something that the Department can continue to monitor in an on-going fashion. |
|---|---|
| **Recommendation #5 Communication** Recommended enhancements include: active faculty participation in revitalizing the student club, with representatives to attend departmental meetings or select committees. students opportunities to contribute to the departmental newsletter. consideration of greater channels for the collection of student feedback. enhancements to student gathering spaces. | **Program:** Last year, the student organization VASA (Visual Arts Supporters Association) disintegrated after years of strong student growth and participation. Without an undergraduate organization in place, communication between the department and students has not been optimal. In the last few weeks, a group of 2nd year students have started a process to rebuild VASA. The executive members of VASA will be invited to future Department Meetings. Also, students must opt for the Department Newsletter as the program cannot mass e-mail them. The newsletter contains pertinent information, but if students choose not to receive it, they do miss out on critical information.

Faculty: The student organization was not operating in 2022-23. The Department's plan to support it and to invite student leaders to meetings are further indication of their commitment to healthy communication with students. The Faculty leadership – especially the Associate Dean (Academic) – can also work with the Arts and Humanities Student Council to support the local student group in Visual Arts. |
| **Recommendation #6 Accessibility and EDI** Space audit from a disability lens is needed as the building does not meet current norms for accessibility. For all modules, make one course that includes significant non-Western content a requirement. | **Program:** The Undergraduate Chair has been in contact with the Visual Arts Operations and Communications Manager to implement an Accessibility Audit of the building, similar to the Safety Audit that occurred in Fall 2023.

Timetabling issues exist with making a required Non-Western Art History course. While not explicitly discussed with the reviewers, it should be noted that all Art History courses take a global approach because that is the direction of recent scholarship. For instance, courses such as Art History 2632F/G on Canadian Art, feature Indigenous art within a culturally appropriate framework.

Faculty: The Dean's office fully supports the Department's planned accessibility audit and will work with the Department in this and other areas relevant to EDI to ensure that the Department's facilities and programs are inclusive and accessible. |

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan. Of note, recommendations specific to hiring are outside the scope of this review process – proposed actions below are in support of prioritizing and planning.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 **Safety & Health of all Living Things** Enhance current safety training with a required, non-credit, Safety/Equipment and Material Handling course.	• Discuss sufficiency of Health and Safety measures with the Visual Arts Operations and Communications Manager. • Assess areas where specific online training is needed and craft plans for development and implementation, as relevant. • Determine whether to add Program Learning Outcomes around Expertise in Health and Safety at an upcoming Faculty Retreat.	• Undergraduate Chair	By December 2024
Recommendation #2 **Resources** Prioritize expertise in Museum and Curatorial Studies for any upcoming hiring opportunities and consider bolstering instructional capacity in this area until that time.	• Request hires for the Museum and Curatorial Studies program as part of the annual budget process. • Prioritize Museum amd Curatorial Studies as opportunities to further build capacity arise.	• Undergraduate Chair • Department Chair	By December 2024
Recommendation #3 **Future Planning** Succession planning is recommended to preserve existing strengths, maintain core areas, and offer new possibilities.	• As guided by the Faculty, commence faculty complement planning.	• Department Chair Dean's Office	By December 2025

Recommendation #4 **Professional Practices Instruction** Explore ways of introducing professionalism earlier and in more formalized ways in the studio program.	• Continue to monitor the adequacy of professional practice instruction throughout the program. • Ensure students are made explicitly aware of how and where instruction and resources related to professional practices occur in the program – perhaps through the student association.	• Undergraduate Chair	Ongoing
Recommendation #5 **Communication** Recommended enhancements relate to the student club and departmental newsletter.	• Support current students with the revitalization of the Visual Arts Supporters Association (VASA). • Invite appointed executive members of VASA to attend Department Meetings. • With support from the Dean's Office, work with the Arts and Humanities Student Council to support the local student group in Visual Arts. • Emphasize to students the importance of opting in to receive the Department Newsletter which contains pertinent information about the program.	• Undergraduate Chair • Associate Academic Dean	By December 2024
Recommendation #6 **Accessibility and EDI** • Space audit from a disability lens is needed as the building does not meet current norms for accessibility. • For all modules, make one course that includes significant non-Western content a requirement.	• Undertake an Accessibility Audit of the building, to ensure that the Department's facilities and programs are inclusive and accessible. • Explore ways of expanding exposure to non-Western content in required courses.	• Undergraduate Chair • Operations and Communications Manager	By July 2025

Huron Psychology
Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	Arts and Social Science, Huron University College
Degrees Offered	B.A.
Date of Last Review	2015-2016
Modules Reviewed	Honours Specialization in Psychology Major in Psychology Minor in Psychology
External Reviewers	Dr. Erin Austen, Department of Psychology St. Francis Xavier University	Dr. John Rempel, Department of Psychology St. Jerome's University
Internal Reviewer	Dr. Mark Yenson, Associate Academic Dean, King's University College	Morgan Helena Decampos Honours Specialization English Language & Literature
Date of Site Visit	February 28 & 29, 2024
Date Review Report Received	March 26, 2024
Date Program/Faculty Response Received	Program: April 19, 2024 Faculty: April 19, 2024
Evaluation	Good Quality
Approval Dates	SUPR-U: May 22, 2024 ACA: May 29, 2024 Senate (for information): June 7, 2024
Year of Next Review	2031-2032
Progress Report	June 2027

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Huron Psychology Program delivered by the Faculty of Arts and Social Science, Huron University College.

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

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

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

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

Executive Summary

In place for over 40 years, the Huron Psychology program is designed to provide students of Psychology with the best possible grounding in foundational concepts and methods in the discipline. Over the four years of the program, the program strives to take students from a status of relative inexperience with the science of psychology and its different methodologies to a position of relative sophisticated independence in asking and answering significant questions within the discipline. The Huron Psychology program covers the basic fundamental experimental areas of Psychology (with an emphasis on behavioural approaches and research). An in-depth focus is on experimental methodology and research design with an emphasis on independent student research mentorship beginning in Year 1 which differentiates the program from other undergraduate Psychology programs. Total modular enrollments in 2022 were at 130, with total course enrollments in 2022-23 at 632. These figures represent an increase of approximately 40% since 2018.

To inform the self-study, the program hosted several dedicated departmental meetings/retreats to determine the approach for the review, to examine feedback collected for the review, and to complete a curriculum mapping exercise. Surveys were administered to current students and recent alumni and focus groups were held with the same groups.

The external reviewers shared a positive assessment of Huron's Psychology Program. They offer four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Curriculum is enriched by 1) significant experiential and community-based learning opportunities with a focus on "real-world" issues; 2) active research labs; 3) depth of focus on experimental psychology and research methods which prepares students for careers in experimental psychology, clinical psychology, counselling, social work, data analysis and graduate school.
  - One of the only programs to provide first-year students with substantive active engagement with methodology and statistics as a significant component of the course.
- A strong sense of community is fostered among students by ongoing engagement resulting from small class sizes, study groups, and social and academic events; faculty's participation in these events contributes to the active and vibrant community within this program.
  - Individualized attention to students fosters the development of critical thinking, curiosity, creativity, and leadership in the graduates and leads to measurably positive outcomes.
- Student feedback underscored the value of the personalized learning environment, the dedication of the faculty members, and the development of relevant research and writing skills.

- To further increase enrolment capacity and expand modular elective options, the department introduced two new half courses during this academic year and plans to introduce four new half courses next academic year.
- Since 2020, the program has held regular monthly "Decolonizing Psychology" discussions during the regular academic term with a focus on decolonizing or anti-colonial pedagogical and research approaches in Psychology.
- The tri-mentorship program featuring students in senior years, who serve as "learning facilitators" for a small group of first-year students.
- "Mini graduate experience" where students in certain modules must write a full thesis and defend that thesis before a departmental committee.
- High number of research publications that include students as contributing authors.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Increasing enrolment pressures in the last few years are creating workload demands for faculty that may unintentionally generate changes that affect the program environment.
- Students desire an increased breadth of course offerings in the program, in particular, more courses in clinical psychology, counselling psychology, health, and industrial/organizational (I/O) psychology.
- Students equally indicate a desire for increased opportunities to apply concepts and skills as well as better organization and communication of deadline dates and changes in assessment or structure to specific courses.
- Attract more students from equity-seeking groups; this would result in engagement with different perspectives and lived experiences in class discussions and more broadly in the program.
- Increased space allocation to the program would allow for the expansion of experiential learning activities and an increase in enrolment.
- Increasing opportunities for team or collaborative teaching for faculty in the program would facilitate flow of ideas between colleagues and promote the sense of continuity and connection between subareas of the discipline to students.

Review Process

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

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President, Huron University College
- Provost, and Dean, Faculty of Arts and Social Science

- Registrar, Huron University College
- Director, Library and Learning Services
- Chair, Department of Psychology
- Administrative Staff
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers' Report

External reviewers shared that: *"Overall, the current program is exceptional in preparing undergraduate students for a career in research psychology. It is far stronger than most programs in teaching research methodology and statistics. We think the intentional scaffolding of research skills at each level of the program is commendable."*

Strengths of the Program

- Strong sense of community and a culture of engagement which is heightened by small classes.
- The faculty are committed to getting to know, and be available for, their students.
    - High levels of faculty collaboration required for co-teaching in the introductory psychology course promote further reflection on the program's quality.
- Meaningful partnerships within the university (e.g., Student Services) and community (e.g., daycares, Board of Education; City of London).
- Provision of strong research training (which is a high impact practice), and support for student research projects by helping them to access funding.
- Upper-level students who are trained to serve as mentors.
- High retention of students and evidence of increasing demand for the program.

Prospective Improvements for the Program to Consider

- Increase in student enrolment could result in larger classes and heighten faculty workload; explore ways of managing workload by re-examining writing assignments, methodology aspects of the Introductory course, grading support, and course structure. (*Embedded in Recommendation #1*)

- Consider options for 1) increasing diversity in course offerings; and adding a core course in Psychopathology and one in clinical psychology. (*Embedded in Recommendation #2*)
  - Most Psychology undergraduate programs offer courses in Psychopathology and Clinical Psychology. This piece is missing from the Huron Psychology Department.
- Find ways to accommodate more thesis students. (*Embedded in Recommendation #3*).
- The program needs to have greater dedicated Lab and faculty office spaces. *(Embedded in Recommendation # 4*)
- Clearly communicate the math requirement for entry into the Honours Specialization.
- Students requested that information on 1) services offered by Academic Advising, Career Development unit be promoted more intentionally to students; 2) faculty's assistance in identifying transferable skills gained from the program.
- Where possible, faculty could find ways to integrate the student research that they supervise and support into their faculty research programs. Doing so could lead to publishable papers and contribute to helping move their research forward.

While the areas of improvement noted in the last three bullet points were not explicitly mentioned as part of the formal recommendations made by the external reviewers, they remain suggestions for consideration by the Program.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1 Make some decisions about how to deal with enrolment pressures they are facing in a way that doesn't compromise the quality of the program they currently offer.	**Program:** The Program agrees that a faculty retreat facilitated by an external consultant with expertise in higher education and curriculum development would facilitate faculty's discussion regarding developing a plan regarding this recommendation. The Department Chair will be responsible for: • organizing a full day Departmental Faculty Retreat with the goal to agree on a direction for the program to manage enrolment pressures over the next 3-5 years; • developing a plan to achieve the specified goals (discussed and decided at the Faculty Retreat); and • Monitoring of course enrolments and the effects of workload structure on faculty and student outcomes. **Faculty:** The Department has a solid plan to facilitate brainstorming on this important question and The Dean's Office is providing funds to enable it.
Recommendation #2 Decide how to deal with student requests for increased course diversity within the Program.	**Program:** The Program agrees that more courses related to psychopathology/clinical psychology should be added to further course development. The planned Faculty Retreat in June would focus on suggestions regarding future course proposals and how faculty workload might accommodate the addition of a new slate of courses within the program. The Department Chair will 1) initiate discussion and organize ongoing meetings to discuss new course options; 2) work on submitting new set of course proposals to Senate for approval, aiming for enrolment commencing Fall 2027, should new courses be an agreed-upon approach; 3) facilitate annual discussions of new course proposals. **Faculty:** The Department has a solid plan to facilitate brainstorming on this important question and the Dean's Office is providing funds to enable it.

| **Recommendation #3** Identify ways to accommodate student demand for thesis projects. | **Program:** The suggested options provided by the reviewers are helpful considerations regarding the supervision of thesis students and accommodating the workload required to successfully mentor thesis students to completion. Some faculty have adopted the suggested approach of assigning students to faculty research projects. Regarding the suggestion of *offering thesis credit through an upper-level lab course where students are supported to conduct original research projects as individuals or in small groups with the support of the course instructor(s).* This is not seen as viable as it would require an entirely different course structure and potentially a revision of the course calendar description. The suggestion to co-supervise with other faculty at Huron has been adopted on a case-by-case basis this year (i.e., when student project ideas match the expertise of two different faculty). Although the workload issues related to this approach are not yet clear (this is the first year it was attempted), the Program has noted its potential to further build community and connectedness within the program.

The Department Chair will: 1) organize discussions between June 2024 and June 2026 for Psychology faculty members responsible for thesis supervision to explore ways of making supervision more efficient; 2) continue to monitor and assess workload distributions for faculty who are supervising thesis projects and will revisit this annually.

Faculty: The Dean's Office supports the Department's response and indicated willingness to discuss adding teaching resources to the department as needed in the form of a full-time "program sessional" appointment or additional per course contract faculty. |
| **Recommendation #4** Ensure that individual Psychology Faculty Research Programs are supported. | **Program:** In acknowledgement of the space constraints at Huron, the program currently has no specific requests beyond maintaining the research and office space already available to the program. The program is committed to collegial, ongoing discussions regarding space needs with the Provost/Dean as program needs evolve.

Faculty: The issue of space is a fraught one at Huron as there are many competing demands. The program's current allocation of lab space is adequate to meet their needs. The Dean's Office welcomes discussions in the event that new needs arise. |

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Make some decisions about how to deal with enrolment pressures they are facing in a way that doesn't compromise the quality of the program they currently offer.	• Organize a full day Departmental Faculty Retreat in June 2024 dedicated to the management of enrolment pressures. • Develop a plan to achieve the specified goals resulting from the Faculty Retreat; which would be presented to the Psychology faculty members in Fall 2024, with prospective implementation scheduled for the 2025-26 academic year. • Monitor course enrolments and the effects of workload structure on faculty and student outcomes on an annual basis.	Department Chair	Plan by January 2025 Implementation in 2025-26
Recommendation #2 Decide how to deal with student requests for increased course diversity within the Program.	• Initiate and manage discussion regarding new course options from a dedicated June meeting through to Fall 2026. • For agreed upon new courses, submit course proposals to Senate for approval, aiming for enrolment commencing Fall 2027. • Facilitate annual discussions regarding new course proposals.	Department Chair	By Sept 2026
Recommendation #3 Identify ways to accommodate student demand for thesis projects.	• Explore ways of making supervision more effective with faculty members at upcoming departmental retreats. o Outline favorable approaches to prioritize. • Continue to monitor workload distributions for faculty who are supervising thesis projects. • Explore adding a full-time "program sessional" appointment or additional per course contract faculty, as needed.	Department Chair Dean's Office	By Sept 2024 (revisit annually)
Recommendation #4 Ensure that individual Psychology Faculty Research Programs are supported.	• Maintain the research and office space already available to the program. • Review space needs annually and bring forward any new needs to the Dean's Office.	Department Chair	Ongoing

English
Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	King's University College
Degrees Offered	BA
Date of Last Review	2015-2016
Modules	Honours Specialization in English Language and Literature Specialization in English Language and Literature Major in English Language and Literature Minor in English for Teachers Minor in English Language and Literature Minor in General English
External Reviewers	Dr. André Loiselle, Faculty of Humanities St. Thomas University / Dr. Natasha Duquette, Vice President Academic and Dean, Our Lady Seat of Wisdom College
Internal Reviewer	Geoff Read, Provost and Dean of Arts and Social Science, Huron Vicki Sweeney, Associate Academic Dean, Huron / Jenna Beecroft Psychology and Political Science Student
Date of Site Visit	March 7 & 8, 2024
Date Review Report Received	March 21, 2024
Date Program/Faculty Response Received	Program: April 29, 2024 Faculty: April 29, 2024
Evaluation	Good Quality
Approval Dates	SUPR-U: May 22, 2024 ACA: May 29, 2024 Senate (for information): June 7, 2024
Year of Next Review	2031-2032
Progress Report	June 2027

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the English Program delivered by King's University College.

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

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

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

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

Executive Summary

As part of the Department of English, French, and Writing (EFW), the English program aims to help students grow in their verbal and written communication and critical thinking, as well as in their ability to understand, produce, and use research, and their awareness of human strengths and challenges. Benefiting from small classes and seminars, the program prepares students for careers in education, publishing, law, marketing, media and communication, public relations, business, and industry. Total modular enrollments in 2022-23 were at 94, with total course enrollments in 2022-23 at 482.

To inform the self-study, a dedicated retreat took place in winter 2023 to revise program learning outcomes. This session led by the Centre for Teaching and Learning contributed to a subsequent curriculum mapping exercise. In addition, student and alumni surveys were administered along with related discussion and consultation regarding the feedback received.

The external reviewers shared a positive assessment of the King's English Program. They offer nine recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Faculty members have strong research profiles including grant acquisition, publication and conference presentations; and are renowned for editing the Folger Shakespeare series, now used in high schools and universities around the world.
- Faculty in the English program have also contributed to the development of signature pedagogies at King's by participation in innovative initiatives such as King's Foundation Year, King's Scholar, and Writing Across the Curriculum.
  - Curriculum includes varied pedagogies and experiential learning strategies which enhance the principles of holistic education, open inquiry, intellectual rigour, accessibility, inclusion, and social justice.
- Embeds interdisciplinary and experiential learning experiences to facilitate student development in communication, critical thinking, research skills heighten their awareness of human strengths and challenges.
- Student success is seen in: 1) alumni progression to impressive graduate programs; 2) winning international competitions such as the annual Global Undergraduate Awards and Folger Shakespeare Library Award for Editing; 3) the number of students awarded Board of Directors' Gold Medals; 4) a faculty member becoming a King's first Fellow of the Royal Society of Canada in 2010; 5) participation at international conferences.
- Active Student Council clubs heighten student engagement with networking opportunities, socials and creative writing events.

- Student surveys indicate satisfaction with small class sizes, close-knit community, high class engagement and personal mentoring, and overall quality of teaching in the program.
- Development of partnerships with universities outside of Canada. For instance, 2+2 arrangement with the Beijing University of Chemical Technology (BUCT).
- Increased course enrolment is due in part to the successful strategy of promoting the Minor in English for Teachers.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Enrolment in modules such as English Majors, Honors Specializations, and Specializations dropped by nearly 45% within the last 10 years.
- Student dissatisfaction with the limited number of electives and lack of variety of courses was noted in recent surveys.
- Succession planning is needed to address impending retirements in a department where faculty have heavy workloads; in addition, there is no teaching credit or renumeration for supervision.
- The static website at King's, is a barrier to finding program information and renewing content.

Review Process

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

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President, King's University College
- Associate Academic Dean, King's University College
- Chair of the Department
- Director of Enrolment Services and Registrar, King's University College
- Director of Libraries, Cardinal Carter Library, King's University College
- Associate Librarian and Head: Research and Information Services, Cardinal Carter Library, King's University College
- Program Faculty
- Administrative Staff
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Academic Dean for review and

response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the King's English Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that: "*After reviewing all the material provided and conducting a two-day site visit, we can confidently say that the English program at King's is of very good quality*".

Strengths of the Program

- Outstanding faculty scholars and award-winning educators who offer students transformative experiences through innovative and indeed inspiring approach to teaching.
- Demonstrated commitment to making courses more widely accessible, employing diverse learning styles, providing students with a wider range of learning opportunities, and maintaining flexibility in program offerings.
- The curriculum 1) includes courses that focus directly on the influence of the Catholic Church on authors and artists, which is aligned with King's mission; 2) adopts a non-sectarian social justice lens which broadens the scope of the Catholic vision to embrace a wider conception of the Humanities that appeals to diverse students; 3) addresses the Truth and Reconciliation Commission's (2015) recommendations in decolonizing the literary canon by including contemporary Indigenous fiction, drama, and poetry; 4) explores diverse themes and incorporates AI in the form of ChatGPT which demonstrates a creative adaption to the changes presented by AI.
- Professional and expert administrative support enhances the program's overall management.

Prospective Improvements for the Program to Consider

- The King's Scholar (KS) initiative might not be sustainable in the long term given the current limited resources. *(Embedded in Recommendation #2)*
  - Consider efforts to avoid scheduling conflicts between the KS program courses and English courses.
- Strengthen Indigenization and decolonization efforts by building capacity in this area in consultation with local First Nations communities, and with faculty succession planning. *(Embedded in Recommendation #1)*

- Stemming from student feedback, clarify the ideal sequence in which courses should be taken needs to be clarified. Identifying faculty advisors and offering ENG 2299 every year may help alleviate this issue. (*Embedded in Recommendations #3, #4 and #5)*

- Provide more systematic opportunities for Experiential Learning which could be in the creation of an English Practicum course. (*Embedded in Recommendation #6*)

- Students could benefit from further guidance regarding how to conduct research using resources that the Library provides. Consider inviting library specialists to provide an overview of the supports available to students in first- and second-year courses. (*Embedded in Recommendation #8*)

- While first-year courses are well enrolled, numbers in the program itself remain modest. Explore varied recruitment avenues to increase enrolment, including developing an English Program for teachers. (*Embedded in Recommendation #7 and #9*)

- The website remains difficult to navigate and ineffective, as it is text-heavy and lacks the visual dynamic seen on many other university websites.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1 Build the program's capacity to teach Indigenous Literature and Culture in order to bolster Indigenization and decolonization; as faculty turnover in the English program progresses, the University should prioritize incorporating an Indigenous scholar into the tenure-track faculty.	**Program:** The Program will request a tenure-track Indigenous scholar in the 2025/26 budget cycle; this hire will complement the growing focus on the Environmental Humanities and align with the Indigenization and decolonization priorities of the draft Strategic Plan for 2024. Equally, the program will plan to: • offer English 3680F/G: Indigenous Literatures of Turtle Island with an Indigenous Part-Time Instructor in 2025-26. If such a hire cannot be found, Prof. Rae will teach the course. • encourage wider use of Indigenous learning bundles and include these links within course syllabi. As part of the Program's commitment to decolonization, a "Roundtable on Teaching Practices" facilitated by faculty members, was organized for April 19th, 2024, which will serve as a springboard for further course innovation and decolonization efforts. **Faculty:** The Faculty 1) is committed to the work of truth and reconciliation, and is establishing an Indigenous Advisory Circle to help guide this work institutionally; 2) will consider the hiring of an Indigenous scholar as part of overall strategic hiring and budgeting; 3) fully supports the initiatives of the program in the meantime.
Recommendation #2 To ensure the sustainability of the King's Scholar experience, consideration be given to making a cross-appointment with Philosophy, History, and English. Ideally this appointment would also foster greater prioritization of EDI principles.	**Program:** The graduates of the Foundation Year (FY) and King's Scholar (KS) programs have won at least five Canada Graduate Scholarships for the upcoming academic year, while another earned a generous scholarship to the History program at Western. Ensuring the integrity and expansion of the FY and KS programs is a top priority for the Department of English, French, and Writing, where these interdisciplinary programs are housed. In the 2024-25 budget cycle, the Program will submit a request for a cross-appointment with Philosophy and History to replace the FY/KS Coordinator upon her retirement in 2025. **Faculty:** The Faculty will work with the departments involved in the Foundations and King's Scholar programs to ensure program sustainability through interdisciplinary teaching.
Recommendation #3 Include pathways for a suggested chronological succession of courses on both the King's University College English section of the Academic Calendar and related information on the website.	**Program:** Explore calendar copy changes within the Western University framework for calendar content and formatting. A short-term solution might be to append a list of suggested pathways to the Module Checklist PDF on the web pages which English students are instructed to download. If this strategy proves insufficient, phrases such as "normally taken in 2nd year" can be added to the course numbers listed in the Module Checklist. **Faculty:** The Faculty, particularly through the Academic Advising Office, will work with the Department on greater clarity of information for students.

Recommendation #4 Students be assigned a "faculty advisor" to offer guidance on enrolment in a logical sequence of English courses (this would be in addition to the Academic Program Advisors, as a supplement and not a replacement).	**Program:** The program will experiment with this proposal and consider whether it creates conflicts with the role of the APA. The term "Mentor" is meant to distinguish the faculty position from the APA role of "Advisor," as well as to create a more personable dynamic between professor and student. A faculty member has volunteered to serve as "Faculty Mentor" to first-year students in 2024-25; the Program hopes that this mentorship role will also help with student retention in upper-year classes. **Faculty:** The Faculty strongly supports initiatives across departments and programs to embed faculty mentorship, complementary to academic advising. This recommendation aligns with King's mission and strategic framework.
Recommendation #5 "Critical Practice" (English 2299F/G) be offered at least every year to ensure students are able to register in this core course following a logical curricular sequence.	**Program:** Scheduling conflicts have arisen between English 2299F/G and the interdisciplinary King's Scholar courses; this overlap is difficult to avoid in an interdisciplinary program, as KS courses also have to avoid scheduling conflicts with core courses in History and Philosophy. The KS Coordinator, will continue to work closely with the ADO to minimize such conflicts. **Faculty:** The Faculty supports the program response.
Recommendation #6 A 0.5 credit Experiential Learning course, such as "English Practicum" be created to offer senior students opportunities to apply their skills through practical projects as research assistants or interns within the university or in non-profit organizations off campus.	**Program:** To ameliorate pressures of finding appropriate off-campus Practicum placements, the Program will develop the following on-campus Practicum options such as: 1) completing an archival project designed by a faculty supervisor and a university librarian; 2) performing in-depth analyses and reporting for a College Committee; 3) assisting one of the research Centres at King's in executing one of their larger projects. Each placement would include a theoretical component – students will write a critically informed report on their Practicum Placements. The Chair will draft a SOC proposal for a new course, "Research Practicum," in the summer of 2024 which could become available to students in 2025. The structure of the "Research Practicum" would resemble the four-month "Internship in the Arts and Humanities" already offered by Interdisciplinary Studies (3992A/B/Y). **Faculty**: The Faculty will continue to support enrolment of Arts and Humanities students in the Interdisciplinary placement course (Interdisciplinary Studies 3992A/B) as much as possible, in collaboration with King's Experiential Learning Coordinator; and looks forward to specific experiential-learning course proposals from the program.

Recommendation #7	**Program:** First-year instructors are both highly capable and popular with students as seen from alumni feedback and their success in helping to lead the shift to online learning during the pandemic. The Program has been conducting the following recruitment drives:
Consider ways to use first-year courses as recruitment opportunities, such as having the more engaging faculty members teach first-year courses, and that all faculty members be invited to give short guest lectures on their specialty in the first-year courses to promote the value of an English degree.	- the Chair already visits first-year classes during the Intent to Register (ITR) period. - invite high school students to English program events (e.g. the "Dancing through the Pages" event in March) as a way to familiarize prospective students with our faculty and campus. High school students will be bussed to King's in the fall of 2024 for a special "Liberal Arts Day" that the Program hopes will become an annual event. **Faculty**: The Faculty supports the program response.
Recommendation #8 Library subject specialists be invited to first- and second-year English courses to introduce themselves, present the resources that the CCL offers, and promote it as a welcoming and user-friendly space.	**Program:** Several classes are already utilizing library services. The Chair will coordinate with instructors and librarians to create a progressive schedule of resource instruction to avoid redundancy in the student experience, and allow students to scale up in expertise gradually. This program of research skills would ultimately complement the pedagogical program for the archival option in the proposed "Research Practicum" course in Recommendation #6. **Faculty**: The Faculty supports the program response.
Recommendation #9 Explore the possibility of establishing an "English for Teachers" stream to both increase enrolments and meet labour market demands for K-to-12 educators.	**Program:** This proposal is already in the works and was discussed during the Department meeting held in the fall. The Chair has drafted a proposal for a "Major for Teachers" that would make better use of departmental resources, through an emphasis on training for Writing instruction and through electives such as Speech and American Sign Language. The Department will vote on the proposal at the next Department meeting in May. If this vote passes, the Chair will submit a Letter of Intent to the Vice-Provost at Western in late May of 2024. **Faculty**: The Faculty looks forward to reviewing and supporting a new "English for Teachers" major module, as described in the program response.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in the Implementation Plan. Of note, recommendations specific to hiring are outside the scope of this review process – proposed actions below are in support of prioritizing and planning.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Build the program's capacity to teach Indigenous Literature and Culture in order to bolster Indigenization and decolonization; as faculty turnover in the English program progresses, the University should prioritize incorporating an Indigenous scholar into the tenure-track faculty.	• Establish an Indigenous Advisory Circle to help guide Indigenization and decolonization initiatives institutionally. • Consider hiring an Indigenous scholar as part of overall strategic hiring and budgeting. • Offer English 3680F/G: Indigenous Literatures of Turtle Island with an Indigenous Part-Time Instructor in 2025-26. If such a hire cannot be found, the Chair will teach the course. • Encourage wider use of Indigenous learning bundles and include these links within syllabi.	Dean Program Chair	By Sept 2025
Recommendation #2 To ensure the sustainability of the King's Scholar experience, consideration be given to making a cross-appointment with Philosophy, History, and English. Ideally this appointment would also foster greater prioritization of EDI principles.	Submit a request for a cross-appointment with Philosophy and History to replace the Foundation Year / King's Scholar Coordinator upon her retirement in 2025.	Program Chair	By Dec 2024
Recommendation #3 Include pathways for a suggested chronological succession of courses on both the King's University College English section of the Academic Calendar and related information on the website.	• Append a list of suggested pathways to the Module Checklist PDF on the web page. Should this prove insufficient, phrases such as "normally taken in 2nd year" can be added to the course numbers listed in the Module Checklist. • Explore possible calendar copy changes within the Western University's framework for calendar content and formatting. • Liaise with the Academic Advising Office to support greater clarity of information for students.	Program Chair	By Dec 2024

Recommendation #4 Students be assigned a "faculty advisor" to offer guidance on enrolment in a logical sequence of English courses (this would be in addition to the Academic Program Advisors, as a supplement and not a replacement).	This pilot has begun with one faculty member who has volunteered to serve as "Faculty Mentor" to first-year students in 2024-25. Assess the needs of this initiative in this process of embedding faculty mentorship complementary to academic advising.	Program Chair	By Sept 2024
Recommendation #5 "Critical Practice" (English 2299F/G) be offered at least every year to ensure students are able to register in this core course following a logical curricular sequence."	The King's Scholar Coordinator, will continue to work closely with the Academic Dean's Office to minimize such conflicts within interdisciplinary programs.	Program Chair KS Coordinator	Ongoing
Recommendation #6 A 0.5 credit Experiential Learning course, such as "English Practicum" be created to offer senior students opportunities to apply their skills through practical projects as research assistants or interns within the university or in non-profit organizations off campus.	• Develop on-campus Practicum options such as those described in the Program response above. • Draft a SOC proposal for a new course, "Research Practicum," in the summer of 2024 which could become available to students in 2025.	Program Chair	By Sept 2025
Recommendation #7 Consider ways to use first-year courses as recruitment opportunities, such as having the more engaging faculty members teach first-year courses, and that all faculty members be invited to give short guest lectures on their specialty in the first-year courses to promote the value of an English degree.	Continue to conduct the following recruitment drives: • Chair to visit first-year classes during the Intent to Register (ITR) period. • Invite high school students to English program events. • High school students bussed to King's in the fall of 2024 for a special "Liberal Arts Day" that the Program hopes will become an annual event.	Program Chair	Ongoing

Recommendation #8 Library subject specialists be invited to first- and second-year English courses to introduce themselves, present the resources that the CCL offers, and promote it as a welcoming and user-friendly space.	Coordinate with instructors and librarians to create a progressive schedule of resource instruction to avoid redundancy in the student experience, and allow students to scale up in expertise gradually.	Program Chair	By Sept 2024
Recommendation #9 Explore the possibility of establishing an "English for Teachers" stream to both increase enrolments and meet labour market demands for K-to-12 educators.	Hold departmental vote on the proposal for a "Major for Teachers" in May. If this vote passes, the Chair will submit a Letter of Intent to the Vice-Provost.	Program Chair	By Dec 2024

ITEM 13.3(f)(i) – Faculty-Specific Sessional Dates: Revised 2024-25 Sessional Dates for the Faculty of Education

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The 2024-25 sessional dates for the Faculty of Education have been revised to include the National Day for Truth and Reconciliation as a non-instructional day.

ATTACHMENT(S):

Revised 2024-25 Sessional Dates for the Faculty of Education

Sessional Dates 2024-25 – Faculty of Education

2024	Admitted 2024	Admitted 2023
September 2	Labour Day	
September 3	Term 1 Classes Begin	
September 3 – 6	Term 1 Add/Drop	Summer Break
September 9 – October 18		Practicum Block 3
September 30	No Classes – Truth and Reconciliation Day	
October 14	Thanksgiving	
October 15 - 18	Fall Reading Week	
October 21		Term 1 Classes Begin
October 21 - 25		Term 1 Add/Drop
November 11 – December 20	Practicum Block 1	
December 2 – December 20		Alternative Field Experience 1
December 23 – January 3		Winter Break
December 23 – January 10	Winter Break	

2025	Admitted 2024	Admitted 2023
January 6		Term 2 Classes Begin
January 6 - 10		Term 2 Add/Drop
January 13	Term 2 Classes Begin	
January 13 – 17	Term 2 Add/Drop	
February 17	Family Day	
February 18 - 21	Spring Reading Week	
February 18 – March 28		Practicum Block 4
March 10 - 14		March Break
March 27 – May 9	Practicum Block 2	
March 31 – April 25		Alternative Field Experience 2
April 18	Good Friday	
April 21	Easter Monday	
April 25		Last Day of Program
May 12	Term 3 Classes Begin (Remote)	
May 19	Victoria Day	
June 23 – August 15	Alternative Field Experience Block	
July 1	Canada Day	
August 4	Civic Holiday	
August 18 – 29	Summer Break	
September 1	Labour Day	
September 2 – October 10	Practicum Block 3	
September 30	No Classes – Truth and Reconciliation Day	
October 13	Thanksgiving	
October 14 – 17	Fall Reading Week	
October 20	Term 4 Classes Begin (Remote)	
November 28	Last Day of Program	

ITEM 13.3(f)(ii) – Faculty-Specific Sessional Dates: Revised 2024-25 Sessional Dates for the Faculty of Law

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its April 19, 2024 meeting, Senate approved revisions to the policy on "Progression Requirements – Law" that included the elimination of the Upper Year January Intensive Period from the Faculty of Law's Winter Term, effective September 1, 2024.

The elimination of the Upper Year January Intensive Period necessitates a revision to the 2024-25 sessional dates for the Faculty of Law.

The revised sessional dates are now presented for Senate's information.

ATTACHMENT(S):

Revised 2024-25 Sessional Dates for the Faculty of Law

Western Law – Sessional Dates, 2024-25

Amended June 3, 2024

(Changes highlighted in yellow)

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 for Truth and Reconciliation
October 14	Thanksgiving Day Holiday
November 4-8	Fall Term Study Break
December 5	Fall Term Classes End
December 9-20	Fall Term Examination Period
December 20	Fall Term Ends

2025

January 6-24	January Intensive Period (First-Year Students Only)
January 13	Winter Term Classes Begin (Upper-Year Students)
January 13-17	Winter Term Add/Drop Period
January 27	Regular Winter Term Classes Begin (First-Year Students)
February 17-21	Winter Term 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

ITEM 13.3(g)(i) – New Donor-Funded Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item 13.3(g)(i), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

New Donor-Funded Scholarships, Awards and Prizes

New Donor-Funded Scholarships, Awards and Prizes

Any Undergraduate Program

Mark E. Brown Scholarship
Awarded to an international student entering first year of any undergraduate program at Western University based on academic achievement. Preference will be given to candidates with Ivey Advanced Entry Opportunity (AEO) status. The Office of the Registrar will select the recipients.

Value: 1 at $4,000 awarded annually
Effective: 2024-2025 to 2033-2034 academic years inclusive

This award was established by the Alumni Association, in recognition of Mark Brown's (MBA 1995) contributions as President of the Alumni Association from 2020 to 2022.

Athletics

2002 Men's Hockey Award
Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Men's Hockey team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients. This award was established by the 2002 Men's Hockey team.

Value: 1 at $2,320
Effective: 2024-2025 to 2028-2029 academic years inclusive

Jeff Fischer Memorial Football Award
Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Football team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at $2,000, awarded annually, or as funds permit in the final year
Effective: 2024-2025 to 2028-2029

Jeff Fischer was a fantastic person who consistently did meaningful things for his family, friends, and community. He worked tirelessly to bring others joy and to help those in need. Jeff was always happy to talk with people and spend time with them. If a person needed a lift and Jeff knew it, he would provide it. He was an unbelievable optimist who encouraged hard work, belief in oneself and loyalty. It didn't matter to Jeff that he was dealt tough hands; more reason to smile and work hard to rise above the challenge. Jeff passed away on October 15, 2022, after bravely battling cancer. Even during this fight, he strongly supported Mustang Football. The Jeffrey Fischer Memorial Award will yearly help the football players who most closely resemble Jeff's hustle, humility, contagious positivity, and others-first attitude. This award was established by the family and friends of Jeff Fischer.

Leeswood Men's Rugby Award
Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Men's Rugby team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients. This award was established by Richard Mulvale (BA'01).

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

Faculty of Arts and Humanities

Patch Novice-to-Varsity Rowing Award
Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the rowing team. Preference will be given to candidates moving from the novice team to the varsity team in their first year. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/ potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: Number and value to be determined annually based on funds available
Effective: 2024-2025 academic year

This award was established by family and friends of David Patchell-Evans.
Patch brought a passion for living to Western and Western nurtured that passion.
This award recognizes an individual who carries that spirit forward. They should show
great determination in their athletic goals, while diving into work, entrepreneurship,
school and being there for family and friends. Plus, they and their collaborators must
have a lot of fun while doing so.

Writing Prize for Young Adult Fiction
Awarded to full-time undergraduate students in the Faculty of Arts & Humanities who
exhibit a developing talent for creative writing based on a submission of young adult
fiction that has not so far been published or won an award in any other competition.
Submissions must be made to the Faculty of Arts & Humanities by March 31.
The Faculty of Arts & Humanities will select the recipients. This award was established
by Kelly Rowan.

Value: 1 at $1,500 or 2 at $750, awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive

Faculty of Education

Education Student Council Bursary
Awarded to undergraduate students in the Faculty of Education based on financial
need. Online financial assistance applications are available through Student Center and
must be submitted by October 31st. One bursary will be for a first year student and the
second bursary for a second year student. The Office of the Registrar will select the
recipients. This bursary was made possible by the 2023/2024 Education Student
Council.

Value: 2 at $1,250
Effective: 2024-2025 to 2033-2034 academic years inclusive

Education Student Council EDI Bursary
Awarded to undergraduate students in the Faculty of Education based on financial
need. Preference will be given to candidates who self-identify as belonging to any equity
deserving group. Online financial assistance applications are available through Student
Center and must be submitted by October 31st. One bursary will be for a first year
student and the second bursary for a second year student. The Office of the Registrar
will select the recipients. This bursary was made possible by the 2023/2024 Education
Student Council.

Value: 2 at $1,250
Effective: 2024-2025 to 2033-2034 academic years inclusive

Faculty of Engineering

<u>Canadian Society for Civil Engineering Outstanding Student Award</u>
Awarded to an undergraduate student graduating from a degree program in the Department of Civil and Environmental Engineering who demonstrates leadership through involvement in the Western Society for Civil Engineering or other civil engineering activities, as well as academic achievement. An award application must be completed online through the Engineering Undergraduate Services Web site (http://www.eng.uwo.ca/undergraduate) by April 30. In the event that a candidate meeting the criteria is not identified, the award may be given to a student graduating from a degree program in the Department of Civil and Environmental Engineering who demonstrates academic achievement. Recipients will be selected by the Scholarship and Awards Committee in the Faculty of Engineering, on the recommendation of the Department of Civil and Environmental Engineering.
Value: 1 at $1,000
Effective: 2024-2025 academic year

This award was established by a generous donation from the London and District Section of the Canadian Society for Civil Engineering to celebrate student leaders who have enhanced the learning and extracurricular experiences of their peers in civil and environmental engineering.

<u>Engineering BESc Class of 1983 Legacy Award</u>
Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates who demonstrate extracurricular or community involvement. Online applications are available through the Faculty of Engineering website and must be submitted by September 30. The Faculty of Engineering will select the recipients.

Value: 1 at $2,120, awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive

This award was established by the alumni from the Class of 1983 in celebration of their 40th anniversary since their graduation from Western Engineering.

<u>Tim Kwan International Scholarship in Engineering</u>
Awarded to full-time international undergraduate students in the Faculty of Engineering based on academic achievement. The Office of the Registrar will select the recipients. This award was established by a generous gift from Jane Kwan and Tim Kwan (BESc '73).

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

WSIB Software Engineering Continuing Award
Awarded to full-time undergraduate students entering Year 3 Software Engineering, Faculty of Engineering, based on academic achievement and their career interest in Software Engineering. Candidates must be Canadian citizens or eligible to work in Canada. The award will continue in Year 4 provided that recipients maintain a 70% average and full-time status in Software Engineering. If a recipient does not qualify to maintain the award, a replacement recipient in the same year will be selected. Recipients will have an opportunity to interview for a work term or internship with WSIB. Students are not guaranteed a work term or internship with WSIB. An offer of full-time employment with WSIB may also be extended pending successful completion of the program and work term, at WSIB's sole discretion. A recipient is not obligated to participate in the work term or accept employment with WSIB following graduation to receive or retain the award. Students must complete an application form in accordance with the deadline announced annually by the Faculty of Engineering (approx. September 30). A limited number of applicants will be chosen to participate in an interview. A selection committee made up of representatives from the Faculty of Engineering will short list applicants for the award. Short-listed candidates will be interviewed by a representative from WSIB, a member of Engineering Undergraduate Services, Chair of Electrical & Computer Engineering, and the Director of the Software Engineering Program, or their designates. Final selection of recipients will be made by the Faculty of Engineering. This award is made possible by a contribution from the Workplace Safety & Insurance Board (WSIB).

Value: 1 at $7,500, awarded annually, continuing for 2 years
Effective: 2024-2025 to 2029-2030 academic years inclusive (final new recipients selected in 2028-2029)

Faculty of Health Sciences

Lois Frances Leatham Scholarship in Nursing
Awarded to full-time undergraduate students in the Faculty of Health Sciences based on academic achievement. Preference will be given to candidates in any degree program in Nursing, including the Western-Fanshawe program. The Arthur Labatt Family School of Nursing will select the recipients.

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

This scholarship was established by Lois F. Leatham, Reg. N., D. PHN (UWO 1963) and Professor T. R. Balakrishnan (Sociology). Lois and Bala hope to inspire and recognize a commitment to clinical excellence and patient-centered care. Lois enjoyed a rewarding career devoted to community nursing and management of maternal child health programs.

<u>Nursing Class of 1974 Legacy Award</u>
Awarded to full-time undergraduate students in the Faculty of Health Sciences based on academic achievement. Preference will be given to candidates in Year 3 or Year 4 of any degree program in Nursing, including the Western-Fanshawe program.
The Scholarship and Awards Committee in the Arthur Labatt Family School of Nursing will select the recipients.

Value: $1,650
Effective: 2024-2025 to 2033-2034 academic years inclusive

This Award was established with generous gifts from the Nursing Class of 1974 on the occasion of their 50th reunion, in recognition of students' commitment to professionalism and dedication to the Nursing profession.

<u>WSIB Continuing Award in Occupational Therapy</u>
Awarded to full-time graduate students entering Year 1 of the MSc Occupational Therapy graduate program in the Faculty of Health Sciences based on academic achievement and their career interest in Occupational Therapy. Candidates must be Canadian citizens or eligible to work in Canada. The award will continue in Year 2 provided that recipients maintain a 70% average in the MSc Occupational Therapy graduate program. If a recipient does not qualify to maintain the award, a replacement recipient in the same year will be selected. Recipients will have an opportunity to interview for a work term or internship with WSIB. Students are not guaranteed a work term or internship with WSIB. An offer of full-time employment with WSIB may also be extended pending successful completion of the program and work term, at WSIB's sole discretion. A recipient is not obligated to participate in the work term or accept employment with WSIB following graduation to receive or retain the award. Students must complete an application form in accordance with the deadline announced annually by the Faculty of Health Sciences (approx. September 30). A limited number of applicants will be chosen to participate in an interview. A selection committee in the School of Occupational Therapy will short list applicants for the award. Short-listed candidates will be interviewed by a representative from WSIB, the Dean of Health Sciences, and the Director of the School of Occupational Therapy or their designates. Final selection of recipients will be made by the selection committee in the School of Occupational Therapy. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award is made possible by a contribution from the Workplace Safety & Insurance Board (WSIB).

Value: 2 at $7,500, awarded annually, continuing for 2 years ($15,000 per student)
Effective: May 2024 to April 2030 inclusive (final new recipients selected in May 2028 to April 2029)

Ivey Business School

<u>Business Leader Dinner HBA Bursary</u>
Awarded to full-time HBA1 students at the Ivey Business School based on financial need. Preference will be given to a first-generation student. Online financial need assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 10 at $10,000
Effective: 2024-2025 to 2028-2029 academic years inclusive

<u>IWIL (Ivey Women Investing in Leadership) HBA Award</u>
Awarded to full-time self-identified women who are entering HBA1 at the Ivey Business School based on financial need and academic achievement. Preference will be given to First-Generation students with consideration given to demonstrated community leadership. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. The award will continue to HBA 2 provided the recipient successfully completes HBA 1 and continues to demonstrate financial need. If a recipient is not eligible to retain the award, a replacement from the same year will be selected.

Value: 6 at $17,500 (continuing)
Effective: 2024-2025 to 2027-28 academic years inclusive

<u>L. Darlene Vincent, HBA '73 Bursary</u>
Awarded to full-time undergraduate students entering HBA1 in the Ivey Business School who are self-identified women from Ontario based on financial need. Preference will be given to students that are First Generation and students outside of the GTA (Greater Toronto Area). The bursary will continue in HBA2 provided that the recipient continues to demonstrate financial need. Only one student may hold this bursary in any given year. 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 $20,000, awarded annually
Effective: 2024-2025 to 2029-2030 academic years inclusive

<u>Vice Admiral D A (Alan) Collins Research Fund</u>
Awarded to a student entering the PhD program at the Ivey School of Business based on academic achievement (minimum 80% average) and research excellence. Preference will be given to students conducting research in the area of logistics or supply chain management. The Director, PhD Program, at the Ivey Business School will select the recipients in consultation with a committee of which at least one representative holds current membership in the School of Graduate and Postdoctoral

Studies. This award was established by David B. Collins in honour of his father Vice Admiral D A (Alan) Collins.

Value: 3 at $7,000
Effective: May 2024

Don Wright Faculty of Music

Moccio Award for Artistic Excellence
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates in Music Performance or Music Research and Composition. The Don Wright Faculty of Music will select the recipients.

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

This award was established with a generous donation from Dr. Stephan Richard Moccio (B.Mus.A 1994, Doctor of Music 2019) to recognize students exhibiting exceptional artistic talent and potential, who are deeply committed to their craft.

Gail Males Continuing Award in Music
Awarded to full-time undergraduate students in Year 1 of the Don Wright Faculty of Music based on academic achievement. The award will continue for up to four years provided that the recipient maintains full-time status in the Don Wright Faculty of Music and a minimum 70% average. Only one student will hold this award in any given year. The Don Wright Faculty of Music will select the recipient. If the recipient does not meet eligibility requirements, another student from the same cohort will be selected.

Value: 1 at $10,000 (The recipient receives $2,500 annually for up to four years)
Effective: 2024-2025 to 2027-2028 academic years inclusive

This award was established by Gail Males (nee Meal) in recognition of the Meal family's lifelong love of music and fiddle playing.

Schulich School of Medicine & Dentistry

Dr. John Bubanovich Bursary in Dentistry
Awarded to a full-time undergraduate student in any year of the Doctor of Dental Surgery (DDS) program at the Schulich School of Medicine & Dentistry who demonstrates financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipient. This bursary was established by a generous gift from Dr. John Bubanovich, DDS'98.

Value: 1 at $3,000
Effective: 2023-2024 to 2027-2028 academic years inclusive

Dr. Michael Jurkiewicz Resident Award
Awarded to residents in the in the Department of Medical Imaging, Schulich School of Medicine & Dentistry, based on academic achievement. Preference will be given to candidates who demonstrate exceptional proficiency, leadership, and dedication in the field of Medical Imaging. The Schulich School of Medicine & Dentistry will select the recipients in consultation with the Department of Medical Imaging.

Value: 1 at $2,450 awarded annually, or as funds permit in the final year
Effective: 2024-2025 to 2028-2029 academic years inclusive

This award was established by Dr. Michael Jurkiewicz's friends and colleagues at the Schulich School of Medicine and Dentistry. Dr. Jurkiewicz was a highly skilled and subspecialized pediatric neuroradiologist in the department of Medical Imaging. He joined the department in 2018 after completing multiple sub-specialized fellowships at the University of Pennsylvania. Prior to this Dr. Jurkiewicz completed both his M.D. and PhD degrees at the University of Toronto. In sickness and in health, Dr. Jurkiewicz kept gratitude and compassion at the forefront of his personal life and his work. He prioritized patient care above all else. However, his passion for patient care extended well beyond his own clinical work. Indeed, Dr. Jurkiewicz took great pride in his role as an educator and researcher. Few things brought him more joy in his work than sparking genuine passion and curiosity in a collaborator or student. Dr Jurkiewicz died in 2023. His legacy of teaching, and care will always be cherished and remembered.

Meds Class of '74 MD+ Award
Awarded to students who have been accepted into the Doctor of Medicine (MD) program based on academic achievement. Preference will be given to students in the MD+ track who are pursuing a Master of Public Health. In the case that there is no eligible recipient in MD+ track, a student in any year of the Medicine (MD) program with academic achievement will be selected. A committee including the Dean of the Schulich School of Medicine & Dentistry, or their designate will select the recipients. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This award is made possible by a generous gift from the Meds Class of '74.

Value: 1 at $7,000
Effective Date: 2024-2025 academic year

Faculty of Science

Dylan Foley Memorial Bursary
Awarded to full-time undergraduate students in the Faculty of Science based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $2,500, awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive

This award was established with a generous gift from the family and friends of Dylan Foley in recognition of his significant contributions as a 24-year employee in Western University's Housing & Ancillary Services.

Helen Battle and David Wilson PhD Entrance Scholarship in Biology
Awarded to full-time graduate students entering a PhD degree program in the Department of Biology, Faculty of Science, based on academic achievement. Preference will be given to candidates who are citizens or permanent residents of Canada. A committee in the Department of Biology will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established by David Foster (BSc'60, MSc'62) and Marilyn Foster.

Value: 1 at $2,000 awarded annually
Effective: May 2024

Herbert Blades Graduate Entrance Scholarship for Inorganic and Materials Chemistry
Awarded to full-time graduate students in the Department of Chemistry, Faculty of Science, based on academic achievement. Preference will be given to candidates studying inorganic or materials chemistry. A committee in the Department of Chemistry will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $2,800 awarded annually
Effective: May 2024

Herbert Blades Graduate Entrance Scholarship for Organic and Biological Chemistry
Awarded to full-time graduate students in the Department of Chemistry, Faculty of Science, based on academic achievement. Preference will be given to candidates studying organic or biological chemistry. A committee in the Department of Chemistry will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $2,800 awarded annually
Effective: May 2024

Janice Bosley Graduate Award in Global Change Biology
Awarded to full-time graduate students in the Department of Biology, Faculty of Science based on academic achievement. Preference will be given to candidates who are conducting research in global change biology. A committee in the Department of Biology will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $2,000, awarded annually
Effective: May 2024 to April 2029 inclusive

This award was established with a generous gift from Janice Bosley who wanted to support students interested in continuing their work in climate change.

WSIB Computer Science Continuing Award
Awarded to full-time undergraduate students entering Year 3, Department of Computer Science, Faculty of Science based on academic achievement and their career interest in Computer Science. Candidates must be Canadian citizens or eligible to work in Canada. The award will continue in Year 4 provided that recipients maintain a 70% average and full-time status in Computer Science. If a recipient does not qualify to maintain the award, a replacement recipient in the same year will be selected. Recipients will have an opportunity to interview for a work term or internship with WSIB. Students are not guaranteed a work term or internship with WSIB. An offer of full-time employment with WSIB may also be extended pending successful completion of the program and work term, at WSIB's sole discretion. A recipient is not obligated to participate in the work term or accept employment with WSIB following graduation to receive or retain the award. Students must complete an application form in accordance with the deadline announced annually by the Faculty of Science (approx. September 30). A limited number of applicants will be chosen to participate in an interview.
A selection committee made up of representatives from the Faculty of Science will short list applicants for the award. Short-listed candidates will be interviewed by a representative from WSIB, a member of Science Undergraduate Services and the Chair of Computer Science or their designates. Final selection of recipients will be made by the Faculty of Science. This award is made possible by a contribution from the Workplace Safety & Insurance Board (WSIB).

Value: 1 at $7,500, awarded annually, continuing for 2 years
Effective: 2024-2025 to 2029-2030 academic years inclusive (final new recipients selected in 2028-2029)

WSIB Master of Data Analytics Award
Awarded to graduate students in the Master of Data Analytics program, Faculty of Science based on academic achievement and their career interest in data analytics. Candidates must be Canadian citizens or eligible to work in Canada. Recipients will have an opportunity to interview for a work term or internship with WSIB. Students are not guaranteed a work term or internship with WSIB. An offer of full-time employment

with WSIB may also be extended pending successful completion of the program and work term, at WSIB's sole discretion. A recipient is not obligated to participate in the work term or accept employment with WSIB following graduation to receive or retain the award. Students must complete an application form in accordance with the deadline announced annually by the Faculty of Science (approx. September 30). A limited number of applicants will be chosen to participate in an interview. A selection committee made up of representatives from the Faculty of Science will short list applicants for the award. Short-listed candidates will be interviewed by a representative from WSIB, a member of Science Graduate Studies and the Director of the MDA program or designate. Final selection of recipients will be made by the Faculty of Science. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award is made possible by a contribution from the Workplace Safety & Insurance Board (WSIB).
Value: 1 at $10,000 awarded annually
Effective: May 2024 to April 2029 inclusive (final new recipients selected in May 2028 to April 2029)

WSIB Statistical and Actuarial Sciences Continuing Award
Awarded to full-time undergraduate students entering Year 2 in the Department of Statistical and Actuarial Sciences, Faculty of Science based on academic achievement and an interest in pursuing a career in actuarial sciences or advanced analytics. Preference will be given to candidates in an Actuarial Sciences program, although students in Financial Modelling, Data Science, or another program in Statistical and Actuarial Sciences are also eligible. Candidates must be Canadian citizens or eligible to work in Canada. The award will continue in Years 3 and 4 provided that recipients maintain a 70% average and full-time status in one of the eligible programs. If a recipient does not qualify to maintain the award, a replacement recipient in the same year will be selected. Recipients will have an opportunity to interview for a work term or internship with WSIB. Students are not guaranteed a work term or internship with WSIB. An offer of full-time employment with WSIB may also be extended pending successful completion of the program and work term, at WSIB's sole discretion. A recipient is not obligated to participate in the work term or accept employment with WSIB following graduation to receive or retain the award. Students must complete an application form in accordance with the deadline announced annually by the Faculty of Science (approx. September 30). A limited number of applicants will be chosen to participate in an interview. A selection committee made up of representatives from the Faculty of Science will short list applicants for the award. Short-listed candidates will be interviewed by a representative from WSIB, a member of Science Undergraduate Services and the Chair of Statistical and Actuarial Sciences or their designates. Final selection of recipients will be made by the Faculty of Science. This award is made possible by a contribution from the Workplace Safety & Insurance Board (WSIB).

Value: 4 at $7,500, awarded annually, continuing for 3 years
Effective: 2024-2025 to 2030-2031 academic years inclusive (final new recipients selected in 2028-2029)

WSIB Statistical and Actuarial Sciences Graduate Award
Awarded to graduate students in any MSc program in the Department of Statistical and Actuarial Sciences, Faculty of Science based on academic achievement and an interest in pursuing a career in actuarial sciences or advanced analytics. Preference will be given to candidates in the Actuarial Sciences MSc, although students in Financial Modelling, or Statistics MSc are also eligible. Candidates must be Canadian citizens or eligible to work in Canada. Recipients will have an opportunity to interview for a work term or internship with WSIB. Students are not guaranteed a work term or internship with WSIB. An offer of full-time employment with WSIB may also be extended pending successful completion of the program and work term, at WSIB's sole discretion. A recipient is not obligated to participate in the work term or accept employment with WSIB following graduation to receive or retain the award. Students must complete an application form in accordance with the deadline announced annually by the Faculty of Science (approx. September 30). A limited number of applicants will be chosen to participate in an interview. A selection committee made up of representatives from the Faculty of Science will short list applicants for the award. Short-listed candidates will be interviewed by a representative from WSIB, a member of Science Graduate Studies and the Chair of Statistical and Actuarial Sciences or their designates. Final selection of recipients will be made by the Faculty of Science. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award is made possible by a contribution from the Workplace Safety & Insurance Board (WSIB).

Value: 2 at $10,000 awarded annually
Effective: May 2024 to April 2029 inclusive (final new recipients selected in May 2028 to April 2029)

Faculty of Social Science

Gibson F. George Miller Memorial Bursary
Awarded to full-time undergraduate students in the Faculty of Social Science based on financial need. Preference will be given to candidates in the Department of Economics. 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 $2,000, awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive

This bursary is made possible by generous gifts from the family of Gibson Miller (BA'13, BA'21) in memory of Gibson. Gibson overcame health and financial hardship to achieve his goal to graduate in Economics, Western University and to work in Finance. Gibson and his family sincerely wish the recipients of this award future success.

ITEM 13.3(g)(ii) – New Western-Funded Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the terms of reference for the new Western-funded scholarships, awards and prizes shown in Item 13.3(g)(ii).

ATTACHMENT(S):

New Western-Funded Scholarships, Awards and Prizes

<u>New Western-Funded Scholarships, Awards and Prizes</u>

Any Undergraduate Program

<u>Brescia Continuing Bursary</u>
Awarded to students holding a continuing bursary who have integrated from Brescia University College to Western University main campus. To qualify for the renewal of the bursary, recipients must be registered at Western University main campus, meet the requirements set by the terms of their bursary and continue to meet financial need every academic year (September – April).

Effective date: 2024-2025 academic year

<u>Brescia Continuing Scholarship</u>
Awarded to full-time students holding a continuing scholarship who have integrated from Brescia University College to Western University main campus. To qualify for the renewal of the scholarship, recipients must be registered at Western University main campus, achieve an average of 80%, have a full-course load (minimum 5.0 courses) every academic year (September – April) and scholarship not held for more than 4 years.

Effective date: 2024-2025 academic year

ITEM 13.4(a) – Dancap Private Equity Chair in Private Equity

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on University Planning, Senate approve that effective July 1, 2024, the "Dancap Private Equity Chair in Change and Innovation" in DAN Department of Management and Organizational Studies in the Faculty of Social Science be renamed as the "Dancap Private Equity Chair in Private Equity".

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 Chair.

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

Donor and Funding
The Dancap Private Equity Chair in Private Equity replaces the Dancap Private Equity Chair in Change and Innovation in the Faculty of Social Science. The endowment that will support the Chair was created in 2017 with a $1,500,000 contribution from the donor and a contribution of $1,500,000 from Western through the Matching Chair Program. Consent to amend the Chair has been signed by the Donor.

Effective Date
July 1, 2024

Purpose
This Dancap Private Equity Chair in Private Equity in the Faculty of Social Science will have a proven research record in the field of private equity and the global private equity market.

It is expected that the Chair will have the credentials to apply for and secure tri-council funding/grants. The success with tri-council funding will form one of the criteria for renewal of the chair.

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

Appointments will normally be for a period of five years, renewable.

Allowable Expenses
Funds available will be used to support salary and benefits and/or research expenditures that directly support the work of the Chair.

The Dean of the Faculty of Social Science or their designate(s), will be responsible for allocating and spending.

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

Background
Aubrey Dan is a Canadian businessperson, Tony-Award winning producer (Memphis), impresario and philanthropist. In 2002, Dan founded Dancap Private Equity, a private firm that invests its own funds in mid-market Canadian businesses and acts as a co-investment partner for medium to large-sized international businesses. In recognition of his generous gifts to Western, in June 2017 the DAN Department of Management & Organizational Studies was named. Dan is the recipient of an honorary degree from Western and the Order of Canada.

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 13.4(b) – Dancap Private Equity Fellowship in Change and Innovation

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

RECOMMENDED: That on the recommendation of the Senate Committee on University Planning, Senate approve that effective July 1, 2024, the Dancap Private Equity Fellowship in Change and Innovation in DAN Department of Management and Organizational Studies in the Faculty of Social Science be established as shown in item 13.4(b).

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 Fellowship.

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

Donor and Funding
An endowment of $1,090,964 to support the Dancap Private Equity Fellowship in Change and Innovation has been created by merging three endowments previously established with contributions from the Donor in 2006 and 2017. Consent to amend the terms of those prior agreements has been signed by the Donor.

Effective Date
July 1, 2024

Purpose
The Dancap Private Equity Fellowship in Change and Innovation in the Faculty of Social Science will have a proven research record in the general area of understanding organizational change and innovation. This field of study comprises multiple and interdisciplinary perspectives that may include the managing of change and innovation at any level or stage of organizational development, managing consumer attitudes, developing and introducing new consumer products, implementing organizational sustainability and improved environmental practices, or managing change in corporate governance policies, procedures, or structures.

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

Appointments will normally be for a period of one year, renewable.

Allowable Expenses

Funds available will be used to support salary and benefits and/or research expenditures that directly support the work of the Fellow.

The Dean of the Faculty of Social Science or their designate(s), will be responsible for allocating and spending.

Reporting

The University agrees to report annually to the donor regarding the activities of the Fellow.

Background

Aubrey Dan is a Canadian businessperson, Tony-Award winning producer (Memphis), impresario and philanthropist. In 2002, Dan founded Dancap Private Equity, a private firm that invests its own funds in mid-market Canadian businesses and acts as a co-investment partner for medium to large-sized international businesses. In recognition of his generous gifts to Western, in June 2017 the DAN Department of Management & Organizational Studies was named. Dan is the recipient of an honorary degree from Western and the Order of Canada.

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 13.4(c) – Hicks Morley Professorship in Labour and Employment Law

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on University Planning, Senate approve that effective June 30, 2024, the existing Hicks Morley Professorship in International Labour Law established in 2017 at the Faculty of Law be renewed and renamed as the "Hicks Morley Professorship in Labour and Employment Law".

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 Professorship.

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

Donor and Funding
The Professorship is being renewed through a new contribution totaling $75,000 from Hicks Morley Hamilton Stewart Storie LLP. The firm and its partners have contributed more than $260,000 toward Western Law's Labour Law program, including more than $160,000 towards the Professorship.

Effective Date
June 30, 2024

Purpose
The Professor will be a visiting, internationally-recognized scholar or practitioner in labour and/or employment law who will teach a course and engage with the Faculty of Law community. The Professorship has been funded for the 2025/26, 2027/28 and 29/30 academic years.

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

Appointments will normally be for a period of one year, renewable.

Allowable Expenses
Funds available will be used to support travel, housing/accommodation, and support costs while at Western, in addition to providing an honorarium.

The Dean of the Faculty of Law, or their designate(s), will be responsible for allocating and spending.

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

Background
Law firm, Hicks Morley Hamilton Stewart and Storie LLP's giving to Western Law is approaching 40 years since it began. In 2017, in honour of Western's long-standing relationship with the firm, Law requested and the naming of the position the firm renewed was approved as a Professorship in keeping with similarly named positions funded through endowments.

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 13.4(d) – Report on Promotion, Tenure and Continuing Appointment

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Per the terms of reference for the Senate Committee on University Planning, the attached annual report was provided for information to the committee at its May 27, 2024, meeting and is provided to Senate for information.

ATTACHMENT(S):

Report on Promotion, Tenure and Continuing Appointment

Western
UNIVERSITY · CANADA

TO:	Senate
FROM:	The Office of Faculty Relations
DATE:	May 21, 2024
SUBJECT:	*Reports on Promotion, Tenure and Continuing Appointment*

Attached are reports summarizing the information requested on the designated group status of those individuals considered for Promotion, Tenure and/or Continuing Appointment under the UWOFA and UWOFA-LA Collective Agreements for 2023-2024.

As in previous years, these reports are provided with the following notes:

- The information related to the designated groups was provided by the Office of Faculty Relations.
- The information provided is in aggregate form only and was drawn from the Western's Equity Census database with the exception of gender which was drawn from the Human Resources Information System.
- All information in the database, with the exception of gender, is obtained through the self-identification Western Equity Census sent to employees; therefore, information is only available for those individuals who have completed the Census.
- Where the information is unknown, it is considered to be a "no response" (i.e. not a member of a designated group).
- For reasons of confidentiality, the information provided in these reports is suppressed in cases where there are fewer than 5 individuals in the group considered for Promotion, Tenure and/or Continuing Appointment. Data may also be suppressed where deemed necessary by the Office of Faculty Relations.

2023-2024 REPORT ON PROMOTION AND/OR TENURE OR CONTINUING STATUS CASES CONSIDERED UNDER THE FACULTY COLLECTIVE AGREEMENT

(as required under Clause 23 in the Article *Promotion, Tenure and Continuing Status*)

Clause 23 (a) - Total cases considered for Promotion and/or Tenure or Continuing status (Clause 16)

Men	30
Women	21
Indigenous peoples	3
Members of racialized groups	8
Persons with Disabilities	4

Clause 23 (b) & (d) - Probationary Assistant Professors or Probationary Assistant Professors, TS considered for Promotion and/or Tenure or Continuing Status

	Process initiated by Dean in the last year - Clause 17.1	Process initiated by Dean in any year before the last year - Clause 17.3	Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 17.4	Process initiated by Member by March 1 in the last year notwithstanding leave extensions - Clauses 17.7.1	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 20	Negative Provost decision - Clause 20	Still Under Consideration (N = 1)
Men	6	2	s	5	12	s	12	s	s
Women	2	4	s	4	10	s	10	s	s
Indigenous peoples	0	0	s	1	1	s	1	s	s
Members of racialized groups	0	1	s	3	4	s	4	s	s
Persons with Disabilities	0	0	s	1	1	s	1	s	s

Clause 23 (c) - Probationary Associate Professors or Probationary Associate Professors, TS considered for Promotion and/or Granting of Tenure or Continuing Status

	Process initiated by the Dean in the last year of the appointment - Clause 17.2	Process initiated by Dean in any year before the last year - Clause 17.3	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 20	Negative Provost decision - Clause 20
Men	s	s	s	0	s	0
Women	s	s	s	0	s	0
Indigenous peoples	s	s	s	0	s	0
Members of racialized groups	s	s	s	0	s	0
Persons with Disabilities	s	s	s	0	s	0

Clause 23 (e) & (f) - Tenured Associate Professors or Tenured Associate Professors, TS with Continuing Status considered for Promotion

	Process initiated by Dean - Clause 17.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 17.6	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 20	Negative Provost decision - Clause 20
Men	9	5	14	0	14	0
Women	7	2	9	0	9	0
Indigenous peoples	1	0	1	0	1	0
Members of racialized groups	2	2	4	0	4	0
Persons with Disabilities	2	0	2	0	2	0

Clause 23 (g) -Limited-Term Assistant and Associate Professors Considered for Promotion

	Process initiated by Dean - Clause 17.5.1	Process initiated by Member - Clause 17.4.2	Process initiated by Member - Clause 17.6.1	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 20	Negative Provost decision - Clause 20
Men	s	0	s	s	0	s	0
Women	s	0	s	s	0	s	0
Indigenous peoples	s	0	s	s	0	s	0
Members of racialized groups	s	0	s	s	0	s	0
Persons with Disabilities	s	0	s	s	0	s	0

Total cases considered for Promotion and/or Tenure	*51*

The information related to the designated groups was provided by the Office of Faculty Relations. This information was provided, in aggregate form only, from Western's Equity Census database with the exception of gender. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality equity data is suppressed (s) in cases where there were fewer than 5 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.

2008-2024 REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE LIBRARIAN AND ARCHIVIST COLLECTIVE AGREEMENT

(as required under Clause 27 in the Article *Promotion and Continuing Appointment*)

Total cases considered for Promotion and/or Continuing Appointment

Men	10
Women	25
Indigenous peoples	0
Members of racialized groups	3
Persons with Disabilities	1

Probationary General Rank considered for Promotion to Assistant and Member at Associate Rank considered for Promotion to Senior Rank

	Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of probationary period	Process initiated by the Chief Librarian or Dean or Designate	Process initiated by the Member	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 22.4	Negative Provost decision - Clause 22.4
Men	1	s	s	3	0	3	0
Women	5	s	s	9	0	9	0
Indigenous peoples	0	s	s	0	0	0	0
Members of racialized groups	0	s	s	0	0	0	0
Persons with Disabilities	0	s	s	0	0	0	0

Probationary Appointees considered for Continuing Appointment

	Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of the Member's probationary period at the General Rank	Process initiated by Chief Librarian or Dean within the first month of the last year of the probationary period combined with process initiated by Member	Process initiated by the Chief Librarian or Dean at any time prior to final six months of probationary period	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 22.4	Negative Provost decision - Clause 22.4	Still Under Consideration (N=1)
Men	s	5	s	6	0	6	0	
Women	s	14	s	16	0	16	0	
Indigenous peoples	s	0	s	0	0	0	0	
Members of racialized groups	s	2	s	2	0	2	0	
Persons with Disabilities	s	1	s	1	0	1	0	

Total cases considered for Promotion and/or Continuing Appointment	35

The information related to the designated groups was provided by the Office of Faculty relations. This information was provided, in aggregate form only, from the Employment Equity database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality, with the exception of gender, equity data is suppressed (s) in cases where there were fewer than 5 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.

ITEM 13.4(e) – Revisions to Faculty Scholars

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on May 27, 2024, the Senate Committee on University Planning (SCUP) approved revisions to the Faculty Scholars and recommended to the Property and Finance Committee for approval. The revisions to the Faculty Scholars are presented to Senate for information.

In addition to several housekeeping amendments, the revisions to the Faculty Scholars specify that the Faculty Scholar award is to provide an opportunity to recognize scholarly achievements at the mid-point of a faculty member's career.

Also included in the criteria for the award is a demonstration of an ongoing commitment to equity, diversity and inclusion in the individual's scholarship, teaching and/or service.

ATTACHMENT(S):

Faculty Scholars (revised)

Faculty Scholars

Effective Date: <mark>TBD</mark> ~~June 29, 2023~~

Supersedes: <mark>June 29, 2023;</mark> 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~~ <mark>of mid-career faculty members</mark> at Western<mark>.</mark>

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<mark>, tenured or continuing</mark> faculty, <mark>distributed as follows</mark> ~~i.e.~~:

Arts and Humanities	3
<mark>Ivey</mark> Business <mark>School</mark> ~~(Ivey)~~	3
Education	2
Engineering	3
Health Sciences	3
Information and Media Studies	1
Law	1
<mark>Schulich School of</mark> Medicine & Dentistry* ~~(Schulich)~~	5
Clinical Academics	3
<mark>Don Wright Faculty of</mark> Music	1
Science	5
Social Science	6
Total	36

  *excluding Clinical Academics

Rationale: The University is served well by recognizing scholarly achievements at <mark>the mid-point</mark> ~~critical points~~ of a ~~Faculty~~ <mark>faculty</mark> member's career<mark>, normally defined as 7-20 years post-PhD</mark>. This award will recognize outstanding contributions in research, teaching <mark>and</mark> ~~or~~ service reflecting sustained excellence in all scholarly activities. ~~This award recognizes the~~

~~complete scholar who has~~ **along with the** recent~~ly~~ ~~achieved~~ **achievement of** prominence in **one area** ~~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** ~~committee~~ will make recommendations to the Faculty Scholar Selection Committee based on the criteria:
  - ○ ~~A recent,~~ **An** outstanding research achievement **or evidence of international research impact in the last 3-5 years** ~~that has had international impact in the field of research and~~ that identifies the individual as a leading member of ~~that~~ **their** research community
    and~~/or~~
  - ○ A considerable record of excellence in **classroom** 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
    and
  - ○ **A demonstrated commitment to Equity, Diversity and Inclusion in their research, teaching and/or service**
    ~~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**, but not limited to, Canada Research Chairs** ~~CRC's~~, **Western Research Excellence Awards,** Hellmuth Prize Winners, **Edward G.** Pleva Award **for Excellence in Teaching** 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:
- **Provide an opportunity to celebrate scholarly achievement at the mid-career stage of individuals who will be the leaders in their field**
- Recognize outstanding **all-round contributions to academic life at Western** ~~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 13.4(f) – Revisions to Distinguished University Professorships

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on May 27, 2024, the Senate Committee on University Planning (SCUP) approved revisions to the Distinguished University Professorships and recommended to the Property and Finance Committee for approval. The revisions to the Distinguished University Professorships are presented to Senate for information.

In addition to several housekeeping amendments, the revisions to the Distinguished University Professorships included clarifying language regarding the intent of the award.

Also included in the criteria for the award is a demonstration of an ongoing commitment to equity, diversity and inclusion in the individual's scholarship, teaching and/or service.

ATTACHMENT(S):

Distinguished University Professorships (revised)

Distinguished University Professorships

Effective Date: ==TBD== ~~June 28, 2022~~

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

_____

Objective: To honour and celebrate outstanding scholarly careers at Western by conferring on a select group of the best scholars the title of "Distinguished University Professor".

Program: Award includes:
- Honorary title of "Distinguished University Professor" while employed at Western~~., but~~ ==This== will change to "Distinguished University Professor Emeritus" at retirement from Western.
- A one-time award of $20,000 to be used for scholarly activities at any time.
- A citation presented at an appropriate occasion.
- The Distinguished University Professor will be asked to use the title in official documents, including papers, business cards and similar venues.
- The total number of 'active' Distinguished University Professorships at any given time is capped at 3% of the full-time~~,~~ ==probationary,== tenured or ==continuing status== ~~probationary~~ faculty members at Western.

Rationale: The University is served well by recognizing the most outstanding members of their community. This award will recognize sustained excellence in scholarship over a substantial career at Western==, as well as contributions to service to the community==. Scholarship is broadly defined to include research and teaching, but cannot exclude either==.~~, as well as contributions to service to the community.~~ Thus, this is not a recognition solely of research excellence, which is the purpose of the ==Western Research Excellence Awards and the== Hellmuth Prize, nor is it a recognition solely of teaching excellence, which is the purpose of the ==Edward G.== Pleva Award ==for Excellence in Teaching==. The Distinguished University Professorship ~~will~~ recognize==s== sustained excellence as a complete scholar, and ~~will~~ fulfill==s== the commitment in ==the 2001 University Strategic Plan =="Making Choices==" == to develop a program of recognition for ==faculty== ~~Faculty (Section 2.10)~~.

Process:

- There will be an annual nomination and selection cycle.
- A Distinguished University Professor Selection Committee will be created. This committee will consist of the following members:
    o The Provost or designate,
    o The Vice-President (Research) or designate,
    o One senior scholar from another research-intensive university or institution, appointed by the Provost,
    o 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.
- The Selection Committee will make recommendations to the President based on the criteria:
    o Outstanding and sustained ~~research~~ record **of scholarship that has** ~~have~~ had international impact in the field ~~of research~~ and that identifies the individual as a leader,
      and
    o A sustained record of excellence in teaching of undergraduates and/or supervision of graduate students and training of highly qualified personnel,
      and
    o A demonstrated history 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**,**~~.~~
      and
    o **A demonstrated ongoing commitment to Equity, Diversity and Inclusion in their scholarship, teaching and/or service.**

Restrictions: To ensure excellence in these select awards

- The selection criteria must be strict
- All nominations may be rejected in any given year
- The total number of active Distinguished University Professors may be less than 3%
- Awards can be made to other award holders – including **Canada Research Chairs** ~~CRC's~~, **Western Research Excellence Awards,** Hellmuth Prize Winners, **Edward G.** Pleva Award **for Excellence in Teaching** Winners, Industrial Chairs, Endowed Chairs and named Professors.

- Decisions will be made without consideration of the relative distribution of the Distinguished University Professors across the disciplinary units of the University.

Impact: Awards of Distinguished University Professors will

- Reinforce a culture of recognizing and celebrating excellence
- Celebrate the achievements of individuals who balance their scholarly activities while managing to be excellent at each activity
- Promote the spirit of participation in all activities of importance to the function of a healthy, research intensive University
- Provide a vehicle for demonstrating the success of Western's faculty internally and externally.

Note: These awards are available for Constituent University Faculty.

ITEM 13.5(a) – Research Centres Report

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Per the terms of reference for the University Research Board, the attached annual report was provided for information to the Board at its May 5, 2024, meeting and is provided to Senate for information.

ATTACHMENT(S):

Western Research Centres Report and Summary

Western Research Centres
Report and Summary

May 2024

As required per C.1.03 within MAPP 7.9, Western Research is reporting all active research centres.

We have 42 active research centres. During the past year, 12 have been renewed, and we have opened 3 new research centres: Centre for Multi-hazard Risk and Resilience, Starling: The Centre for Digital Justice, Community and Democracy, and Western Centre for Brain and Mind.

Below is an inventory of all active research centres, along with relevant information regarding current directors, approval and renewal dates as well as centre descriptions. Also included is a list of closed research centres.

• • •

FACULTY & CENTRE NAME	CENTRE DIRECTOR	START DATE	RENEWAL DATE
Arts and Humanities			
N/A			
Don Wright Faculty of Music			
N/A			
Education			
Canadian Research Centre on Inclusive Education	Jacqueline Specht	02/15/2013	10/31/2027
Centre for Research and Education on Violence Against Women & Children	Katreena Scott	02/10/1992	07/01/2026
Centre for School Mental Health	Claire Crooks	07/03/2015	07/01/2026
Centre for the Science of Learning	Daniel Ansari	12/17/2018	10/31/2025
Interdisciplinary Centre for Research in Curriculum as Social Practice	Veronica Pacini-Ketchabaw	06/01/2016	10/31/2028
Engineering			
Centre for Multi-hazard Risk and Resilience	Katsu Goda and Reza Najafi	10/01/2023	10/01/2028
Geotechnical Research Centre	Timothy Newson	05/25/1985	10/31/2025
Innovation Centre for Information Engineering	Xianbin Wang	02/06/2013	10/31/2028
Institute for Chemicals and Fuels from Alternative Resources	Franco Berruti	01/01/2008	09/30/2026
WesternWater Centre	Mita Ray	06/27/2019	06/26/2024
Wind Engineering, Energy and Environment (WindEEE) Research Institute	Girma Bitsuamlak	07/01/2011	03/31/2025
Health Sciences			
Canadian Centre for Activity and Aging	Janis Oram (acting)	06/23/2000	10/31/2028
Centre for Research on Health Equity and Social Inclusion	Nadine Wathen	05/15/2015	05/31/2026
International Centre for Olympic Studies	Angela Schneider	03/23/1989	03/31/2025
National Centre for Audiology	Susan Scollie	09/01/2004	10/31/2024

FACULTY & CENTRE NAME	CENTRE DIRECTOR	START DATE	RENEWAL DATE
Information & Media Studies			
Starling: The Centre for Digital Justice, Community and Democracy	Alissa Centivany, Alison Hearn, Joanna Redden and Luke Stark	05/29/2023	05/29/2028
Ivey School of Business			
Centre for Building Sustainable Value	Jury Gualandris	04/01/2009	10/31/2028
CPA Ontario Centre for Accounting and the Public Interest	Mitchell Stein	02/01/2011	03/31/2026
Ian O. Ihnatowycz Institute or Leadership	Dusya Vera	09/01/2010	10/31/2028
Ivey Energy Policy and Management Centre	Brandon Schaufele	06/01/2012	10/31/2028
Lawrence National Centre for Policy and Management	Romel Mostafa	11/30/2000	10/31/2028
Morrissette Institute for Entrepreneurship	Eric Morse	11/01/2006	03/31/2028
Law			
N/A			
Schulich School of Medicine & Dentistry			
Biomedical Imaging Research Centre	Jean Théberge	06/01/2010	03/31/2029
Centre for Education Research and Innovation	Chris Watling	06/01/2009	12/31/2024
Centre for Quality, Innovation and Safety	James Calvin	05/11/2020	04/30/2025
Centre for Studies in Family Medicine	Amanda Terry	09/26/1985	03/31/2028
Centre for Translational Cancer Research	Glenn Bauman	10/01/2010	02/28/2028
Western Infection, Immunity, and Inflammation Centre	Greg Dekaban (Acting)	10/01/2010	06/30/2024
The Africa Institute	Saverio Stranges	02/01/2011	03/31/2024
Science			
Centre for Advanced Materials and Biomaterials Research	Elizabeth Gillies	01/01/2010	06/30/2023
Centre for Animals on the Move	Chris Guglielmo	05/10/2022	05/31/2027
Soochow-Western Synchrotron Radiation Research Centre	T.K. Sham	11/12/2012	08/01/2023
Social Science			
Centre for Computational and Quantitative Social Science	David Armstrong	09/16/2018	10/31/2028
Centre for Research in Social Inequality	Kate Choi	09/01/1981	06/30/2024
Centre for Research on Migration and Ethnic Relations	Victoria Esses	10/01/2008	12/31/2024
Centre for the Study of Political Behaviour	Laura Stephenson	05/19/2020	05/15/2025
Centre for Transitional Justice and Post-Conflict Reconstruction	Valerie Oosterveld, Joanna Quinn	07/01/2009	06/30/2026
Centre for Urban Policy and Local Governance	Michael Buzzelli	09/30/2016	09/30/2026
Centre for Human Capital and Productivity	Lance Lochner	10/15/2004	06/30/2026
Western Centre for Brain and Mind	Jessica Grahn	04/22/2024	10/31/2029
Western Centre for Climate Change, Sustainable Livelihoods and Health	Isaac Luginaah	07/01/2021	06/30/2026
Western Research Data Centre	Michael Haan	10/01/2004	03/31/2027

CLOSED / REMOVED / DISSOLVED / NO LONGER HOLDS RESEARCH CENTRE STATUS AS OF MAY 2024
CENTRE NAME
Asia Management Institute
Autism Centre of Excellence
Ben Graham Centre for Value Investing
Biotron Centre for Experimental Climate Change Research
Boundary Layer Wind Tunnel
Brain and Mind Institute (members now part of WIN)
Business Families Centre
Canada/US Law Institute
Centre for American Studies
Centre for Renewal of the Global Environment
Centre for Research and Teaching of Canadian Native Languages
Centre for Textual Scholarship
Centre for the Study of International Economic Relations
Centre for the Study of Theory and Criticism
Chemical Reactor Engineering Centre
Economic Policy Research Institute
Engaging Emerging Markets Cross-Enterprise Leadership Centre
Holocaust Literature Research Institute
Human Nutrition Centre
Institute for Catastrophic Loss Reduction
Institute for Research in Ontario Archaeology
International Business Institute
International Composite Research Centre
Ivey International Centre for Health Innovation
Mary J. Wright Research & Education Centre at Merrymount
Particle Technology Research Centre
Research Centre in Tribology
Rotman Institute of Philosophy (became an Institute)
Surface Science Western
The Centre for Research on Teaching and Learning in Higher Education
Yamana Centre for Sustainable Exploration and Resource Development

Western Research Centres
Summary Appendix

ARTS & HUMANITIES (N/A)

DON WRIGHT FACULTY OF MUSIC (N/A)

EDUCATION

Canadian Research Centre on Inclusive Education

Start Date: 02/15/2013
Renewal Date: 10/31/2027
Centre Director: Jacqueline Specht

We are a group of renowned researchers in inclusive education at universities across Canada. By researching and sharing our findings with educators, relevant organizations and agencies across Canada and around the world, collectively we continue to empower teachers and others with the knowledge they need to be effective with all students.

Centre for Research and Education on Violence Against Women & Children

Start Date: 02/10/1992
Renewal Date: 07/01/2026
Centre Director: Katreena Scott

The Centre for Research & Education on Violence Against Women & Children (CREVAWC) is committed to the development and application of knowledge for the prevention of violence against women and children through promoting innovation, collaboration and equality. The centre was founded in 1992 as a collaborative venture between The University of Western Ontario, Fanshawe College and the London Coordinating Committee to End Women Abuse. The Centre was established in response to a federal study on the problem of violence against women, triggered by the 1989 murder of 14 women at École Polytechnique in Montreal. CREVAWC joined the Faculty of Education at the University of Western Ontario in 2001.

Centre for School Mental Health

Start Date: 07/03/2015
Renewal Date: 07/01/2026
Centre Director: Claire Crooks

The Centre for School Mental Health exists to address the need for improved school-based services for youth from kindergarten to grade 12 who may be at risk for, or who present with, mental health challenges. Our vision is a system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth. These are evidence-based services expanded through school-community partnerships.

Centre for the Science of Learning

Start Date: 12/17/2018
Renewal Date: 10/31/2025
Centre Director: Daniel Ansari

Over the past three decades, a new interdisciplinary field referred to as the 'Science of Learning' has gained increasing traction across the globe. Given the existing strengths in educational research, cognitive psychology and cognitive neuroscience, Western is uniquely poised to spearhead the growth of interdisciplinary research to deepen our understanding of how we learn. Western University's Centre for the Science of Learning serves as a vehicle to foster collaboration not only between researchers at Western but also between educators in K-12 educational settings and researchers. By providing a forum for multidisciplinary exchanges, the Science of Learning Centre members will further knowledge of how children learn and how such knowledge can transform educational practice and policy. The Science of Learning Centre will be closely linked with the extant Centre for School Mental Health (CSMH), the Mary J. Wright Centre at Merrymount as well as the new Child & Youth Development Clinic. In this way, the Centre for the Science of Learning intersects with existing research groups within the Faculty of Education—this leads to effective cross-fertilization of research and translation efforts across different groups within the Faculty of Education.

Interdisciplinary Centre for Research in Curriculum as Social Practice

Start Date: 06/01/2016
Renewal Date: 10/31/2028
Centre Director: Veronica Pacini-Ketchabaw

The Interdisciplinary Centre for Research in Curriculum as a Social Practice is a strong community-university network that supports collaborative scholarship on unique and complex curricular issues to inform public policy and pedagogy in the 21st century.

ENGINEERING

Centre for Multi-hazard Risk and Resilience

Start Date: 10/01/2023
Renewal Date: 10/01/2028
Centre Director: Katsu Goda & Reza Najafi

The primary objective of the Centre for Multi-hazard Risk and Resilience (CMRR) is to create a nationally and internationally recognized interdisciplinary hub for quantitative multi-hazard risk and resilience assessment in a changing climate. Our goals are to generate high national and global impacts in the field of natural hazards and disaster risk reduction (DRR) combined with training a new generation of interdisciplinary, science-to-practice focused researchers via collaborative training programs.

Geotechnical Research Centre

Start Date: 05/25/1985
Renewal Date: 10/31/2025
Centre Director: Timothy Newson

The Geotechnical Research Centre was established for the purpose of conducting geotechnical and related interdisciplinary research with emphasis on interacting with industry. The Centre continues to operate within the Department of Civil and Environmental Engineering, although as a separate entity. Executive Members are faculty members in the geotechnical and geoenvironmental discipline of the Department of Civil & Environmental Engineering. Eight faculty members form the Geotechnical Research Centre, together with ten associate members, are investigating a range of challenging geotechnical and geoenvironmental problems.

Innovation Centre for Information Engineering

Start Date: 02/06/2013
End Date: 10/31/2028
Centre Director: Xianbin Wang

Information and communications technologies have the potential for transforming the networked society and digital economy. The Innovation Centre for Information Engineering (ICIE) was established in 2012 by renaming the existing centre "Bell Center for Information Engineering". In addition to the Bell Canada endowment of $500,000, members of ICIE have secured various financial supports over $20M from government granting agencies and industrial partners. The ICIE members have been working closely through the co-supervision of graduate students, joint publications, co-application of grants, the organization of communications systems and data networking research seminar series. Researchers at Western have established an international reputation for research excellence in the area of Information Engineering. Specifically, ICIE members at the Department of Electrical and Computer Engineering at Western have made notable contribution to the areas of communications systems and data networking research areas, as evident with an outstanding history with research publications (1,000+, citations 20,000+), research training (300+), international conferences organizations (General Chair for CCECE 2020/2021), journal editorial board involvement (20+, including Editor-in-Chief), research funding (20M+), and industrial collaborations (50+ companies). Currently, the members of the center supervise more than fifty graduate students. The total number of publications from the group members and their students since last renewal in 2017 exceeds 300. Among these publications, over 50 involves at least two ICIE members as collaborative research efforts.

Institute for Chemicals and Fuels from Alternative Resources

Start Date: 01/01/2008
Renewal Date: 09/30/2026
Centre Director: Franco Berruti

The Institute for Chemicals and Fuels from Alternative Resources, ICFAR (pron. I See Far) is an internationally recognized research centre developing, in partnership with industry, innovative technologies and processes for the production of chemicals and fuels from alternative resources, with an emphasis on green engineering, environmental sustainability, and circular economy.

WesternWater Centre

Start Date: 06/27/2019
Renewal Date: 06/26/2024
Centre Director: Mita Ray

WesternWater Centre (WWC) concentrates on the research leading to innovative solutions addressing all aspects related to clean water supply and water-environment issues including the protection and management of water resources, resource recovery, and treatment technologies. Being a multi-departmental network, WWC promotes the development of multi-disciplinary collaborative research by bringing together engineering technology and water-science to work on a broad spectrum of real-world water quality and sustainability challenges. Currently there are 18 faculty members and about 100 graduate students attached to the centre.

The faculty members partner with government agencies such as Environment Canada, Ontario Ministry of Agriculture, Food and Rural Affairs, Ontario Ministry of Energy, Ontario Ministry of Environment, Conservation and Parks, Upper Thames Region Conservation Authority, Municipalities and Industrial Partners including Arclin; BIC, BioFuelNet, Brown and Caldwell; CanmetENERGY, CanmetMATERIALS, Core Geoscience Services Inc. (Coregeo); Crozier & Associates Consulting Engineers; Deep Logic Solutions Inc; FedNor; FPInnovations; Geosyntec Consultants Ltd; Greenfield Global Inc.; Imperial Oil; InSinkErator; Lystek International; NRCan; Ontario Power Generation (OPG); Savron Smouldering Solutions; Stantec Consulting; Trojan Technologies; US Peroxide; Western Maple Bio Resources Inc. Academic partners include Aristotle University of Thessaloniki; China University of Petroleum; IIT Kharagpur, Ropar, India; Northwest University of Forestry and Agriculture, China; Texas A& M University; University College London; University of New South Wale; University of Petroleum and Energy Studies, India; University of Queensland; University of Strathclyde.

WWC provides researchers and industry with the opportunity to use advanced analytical instruments, special facilities and equipment and computers for data acquisition, process control and simulation in the following laboratories:

- Advanced Groundwater-surface Water Interactions Laboratory
- Advanced Oxidation Laboratory
- Hydraulics Open Channel Flume
- Industrial BioProduct Laboratory
- RESTORE facilities have leading experimental facilities with five state-of-the art laboratories
- Trojan Technologies Laboratory
- Bioprocessing Laboratory
- Other than conducting research WWC provides all forums of education and training including hosting workshop, conferences, invited talks and hosting foreign research students.

Wind Engineering, Energy and Environment (WindEEE) Research Institute

Start Date: 07/01/2011
Renewal Date: 03/31/2025
Centre Director: Girma Bitsuamlak

The Wind Engineering, Energy and Environment Research Institute (WindEEE RI) is a globally leading and unique research centre in wind and climate research, innovation, and highly qualified personnel (HQP) training. WindEEE's vision is to enable climate-resilient and sustainable communities through innovation in wind engineering. WindEEE has access to WindEEE Research Facility (WindEEE RF) , a distributed facility located at the University of Western Ontario (UWO) with three highly specialized suites of infrastructure: WindEEE Dome (the Dome), Boundary Layer Wind Tunnel Laboratory (BLWTL) and Three Little Pigs (3LP). It is home to very experienced researchers and technicians to support state-of-the-art wind and climate engineering research. WindEEE RF was established through an investment of more than $50M from the Canada Foundation for Innovation, Ontario Research Fund, and UWO.

HEALTH SCIENCES

Canadian Centre for Activity and Aging

Start Date: 06/23/2000
Renewal Date: 10/31/2028
Centre Director: Janis Oram (Acting)

The Centre for Activity and Ageing, a Type 3 Research Centre, was created by an act in the Senate in 1989 and was changed to the Canadian Centre for Activity and Aging (CCAA), a Type 4 Research Centre, by an act in the Senate on the 23rd June 2000. The following is an extract from the minutes of Senate, dated the 23rd June 2000.

S.00-152 Canadian Centre for Activity and Aging (S.89-64)
It was moved by K. McQuillan, seconded by J. MacKinnon,
That Senate approve and recommend to the Board of Governors, through the Vice-Chancellor, that the Type 3 Research Centre designation of the Centre for Activity and Ageing be rescinded and that the Canadian Centre for Activity and Aging be established as a Type 4 Research organization.

The CCAA is a locally, regionally, provincially, nationally and internationally recognized Type 4 Research Centre in which its active research faculty (i.e., Research Associates) engage in leading-edge investigations related to physical activity and aging, with longstanding expertise in physiological and exercise science of activity and aging. The mandate of the CCAA is to investigate interrelationships among activity (e.g., physical, social), health, well-being and aging, and to study evidence-informed activity-based interventions designed to promote optimal health and well-being of older adults. Its mission is to develop, encourage and promote the benefits of a physically active, healthy lifestyle for Canadian adults and older adults. The mission is accomplished through collaborative research initiatives, effective and accessible knowledge translation activities and implementing practical application opportunities all designed to enhance the health and well-being of adults and older adults.

Centre for Research on Health Equity and Social Inclusion

Start Date: 05/15/2015
Renewal Date: 05/31/2026
Centre Director: Nadine Wathen

CRHESI's objectives are to:

1. Provide support for Western University professors, students and community partners to conduct innovative research related to health equity and social inclusion that optimizes participation of, and outcomes for, people who experience vulnerability or marginalization.

2. Facilitate a research context that optimizes engagement with community partners and individuals with lived experience who both participate in and utilize research related to health equity and social inclusion.

3. Enhance the mobilization and utilization of research related to health equity and social inclusion for evidence-based decision making in health and public policy, as well as service delivery.

4. Create relationships of trust between and among funders, policy makers, service providers, service users, individuals with lived experience and researchers to address emergent needs in our community related to health equity and social inclusion, creating pathways for effecting positive, evidence-informed change in our communities.

5. Enhance the profile of Western University faculty, students, and community partners as leaders in research related to health equity and social inclusion in Ontario and Canada, which will not only contribute to the university's social responsibility mandate, but will also optimize outcomes on obtaining research funding.

International Centre for Olympic Studies

Start Date: 03/23/1989
Renewal Date: 03/31/2025
Centre Director: Angela Schneider

The International Centre for Olympic Studies, founded in 1989, is a research, resource, and service facility located in the 3M Centre Building, at Western University, London, Canada. The Centre's purpose is to encourage, generate, and disseminate scholarship on a broad range of social and cultural themes related to the Olympic Games, the Paralympic Games, and the Olympic Movement. It seeks to do this through: i) annual publication the scholarly journal, Olympika: The International Journal of Olympic Studies; ii) organization, in every Olympic year (biennially) of an international symposium for Olympic Research, the Proceedings of which are published; iii) hosting guest lectures on Olympic themes, the most important of which are the annual Crocker, Zeigler, and Ioannides Lectures; vi) maintaining, in the 3M Centre Building Research Facility, resources and facilities for the use of visiting scholars worldwide, as well as for researchers and students at Western University; and v) maintaining a avery active schedule of international and national public media interventions related to topical Olympic issues.

National Centre for Audiology

Start Date: 09/01/2004
Renewal Date: 10/31/2024
Centre Director: Susan Scollie

The NCA is a thriving interdisciplinary research centre with a proven track record of success in obtaining research support from CFI, CIHR, NSERC, ORF, Mitacs, contract research, and policy collaborations with government and our not-for-profit centre. We are recognized worldwide as one of the leading research centres in our hearing assessment and intervention, and we interact with our peers globally through collaborations, visiting scholars, conferences, and professional/learned societies. The NCA's primary objective is to provide an enhanced collaborative, interdisciplinary research environment for scholars in the area of hearing, particularly those who are interested in hearing disorders and hearing health care procedures and services. We enhance this research community by gathering as an interdisciplinary consortium that builds connections among those who are here at Western, connects us to external collaborators in academia, clinical practice, government, and industry, and provides access to world-class facilities for hearing research. We support the students of our investigators through this environment through mentorship, facility access, and community, thereby strengthening graduate programs such as Hearing Science and Engineering.

INFORMATION & MEDIA STUDIES

Starling: The Centre for Digital Justice, Community and Democracy

Start Date: 05/29/2023
Renewal Date: 05/29/2028
Centre Director: Alison Hearn, Alissa Centivany, Joanna Redden & Luke Stark

The Centre will work toward more just, equitable and humane datafied futures through research and knowledge mobilization around datafication and artificial intelligence in Canada and around the world. Centre will be the first of its kind in Canada. The Centre is the first to focus on empirically grounded investigations of impact and mobilization in Canada. Key to the Centre's work will be bringing together academics, civil society advocates, and public sector organizations to advance greater civic participation with datafication. "Data justice" is quickly becoming a catch-phrase in the data ethics movement. Tesserae will restore and develop the significance and practice of the commitment to data justice, research and policy.

IVEY SCHOOL OF BUSINESS

Centre for Building Sustainable Value

Start Date: 04/01/2009
Renewal Date: 10/31/2028
Centre Director: Robert Klassen

The Centre empowers leaders to transform business in a world where sustainability is fundamental to organizational success and societal prosperity.

CPA Ontario Centre for Accounting and the Public Interest

Start Date: 02/01/2011
Renewal Date: 03/31/2026
Centre Director: Mitchell Stein

The Centre will focus on the role accounting plays in informing policy decisions, including the ethical and social responsibilities of accounting in both the public and private sectors (that is, a focus on stakeholders, including not only shareholders but also taxpayers, electorates, employees and consumers). The Centre will place emphasis in three key areas of public interest study: 1) Environmental, Social, and Governance (ESG)/Sustainability issues; 2) Public Sector/Government; and, 3) Behavioural Aspects of Organizations and Society.

Ian O. Ihnatowycz Institute for Leadership

Start Date: 09/01/2010
Renewal Date: 10/31/2028
Centre Director: Dusya Vera

The world craves better leadership, and there is no shortage of books, sound bites and so-called experts on the topic. Yet ongoing issues in business and other sectors around the world indicate that the problem of leadership has not been solved. Somehow, the world seems to have forgotten what good leadership looks like.

Since the inception of the Ian O. Ihnatowycz Institute for Leadership in September 2010, we have been at the centre of leadership thought, inquiry and education into what makes a better leader. Beginning with our multi-disciplinary examination of the leadership failures and successes relating to the global financial crisis of 2008-2009, we have made research, teaching and outreach on leader character our distinct differentiator in the vast leadership space. The Institute is an integral part of Ivey, and as such, is able to amplify Ivey's mission "To develop business leaders who think globally, act strategically, and contribute to the societies within which they operate." Through our focus on three pillars— research, teaching and outreach — we contribute to the cultivation of business leaders for the 21st century through the development of leader character.

Ivey Energy Policy and Management Centre

Start Date: 06/01/2012
Renewal Date: 10/31/2028
Centre Director: Brandon Schaufele

The Ivey Energy Policy and Management Centre is a trusted, independent, expert voice on Canadian energy policy issues. We contribute to a thriving Canadian economy through research, outreach and education. Our research offers thought-leadership by conducting and disseminating evidence-based analysis on major issues affecting the electricity, gas, oil, pipeline and petrochemical sectors. The Ivey Energy Policy and Management Centre similarly convenes energy sector stakeholders to openly discuss and exchange ideas via non-partisan events. Finally, we seek to strengthen literacy on the Canadian and global energy industries through educational courses, programs, and materials. Additional information can be found at: https://www.ivey.uwo.ca/energycentre/.

Lawrence National Centre for Policy and Management

Start Date: 11/30/2000
Renewal Date: 10/31/2028
Centre Director: Romel Mostafa

Established in 2001, the Lawrence National Centre has been at the forefront of national policy dialogue in Canada, bridging the gap between academia, business and government to enhance Canada's socio-economic development and global competitiveness. It is an independent public policy centre that contributes to policy formulation and development by producing evidence-based research, providing a convening platform to engage and inform businesses and policymakers, and leading educational programs in policy and strategy. The Centre has recently revitalized its mission and strategy to develop and advocate for sound policy towards addressing the significant challenges Canada faces around digital, trade and social infrastructures, with an overarching goal of enhancing its national competitiveness and ensuring future prosperity for all Canadians. The Centre is guided by a distinguished Advisory Council and under the direction of the Centre's Director.

Morrissette Institute for Entrepreneurship

Start Date: 11/01/2006
Renewal Date: 03/31/2028
Centre Director: Eric Morse

The Morrissette Institute for Entrepreneurship Powered by Ivey Business School is the home of entrepreneurship at Western University. From ideation and startup, to high-growth and transition, Morrissette Entrepreneurship is committed to equipping our students, faculty, alumni, staff, and entrepreneurs with the tools and resources they need to explore their entrepreneurial potential. In addition, we support one of the largest research groups in the field with established and aspiring scholars. With our wide range of programming, expertise in executive education, and a legacy of research and thought-leadership, Morrissette Entrepreneurship remains one of the largest, most comprehensive entrepreneurship-focused institutes in the world.

LAW (N/A)

SCHULICH SCHOOL OF MEDICINE & DENTISTRY

Biomedical Imaging Research Centre

Start Date: 06/01/2010
Renewal Date: 03/31/2029
Centre Director: Jean Théberge

BIRC is a virtual research center focused on the discovery and development of innovative imaging techniques and instrumentation to improve the understanding, diagnosis, and treatment of human diseases. By integrating efforts across multiple Faculties, University Departments and Institutes, the Centre has the potential become the most successful integrated Biomedical Imaging Research Program in Canada, and to rank among the top 5 such programs in the world.

Under the umbrella of BIRC, biomedical imaging research in London is now a highly integrated program covering all major imaging modalities and biomedical applications, which include: Cardiovascular Imaging, Imaging in Neurosciences & Mental Health, Neonatology & Pediatric Imaging, Musculoskeletal Imaging, Imaging in Oncology, Respiratory Imaging, Image-guided Interventions, and Basic Imaging Science & Engineering.

BIRC integrates biomedical imaging research across five key partners including two research institutes (Robarts Research Institute and Lawson Health Research Institute), two university departments (Department of Medical Imaging and School of Biomedical Engineering) and the Schulich School of Medicine & Dentistry.

Centre for Education Research and Innovation

Start Date: 06/01/2009
Renewal Date: 12/31/2024
Centre Director: Chris Watling

The Centre for Education Research and Innovation (CERI) is a Senate-approved research centre where scientists, clinicians, and educators ask questions that matter and produce answers that impact the field of health professions education. In its 12 years of existence, CERI has become one of Canada's top medical education research units. It enjoys a growing international reputation for its foundational research on education in the clinical workplace, its qualitative methodological know-how, and its expertise in teaching and coaching scientific writing. CERI provides a community and an academic home for a multidisciplinary group of scientists, clinician researchers, and educators, as well as a high-quality training ground for research trainees, ranging from medical students to postdoctoral fellows.

CERI's mission is threefold:
- To develop high-calibre, programmatic research in health professions education that contributes to the advancement of knowledge
- To foster the growth of clinical and basic science faculty through consultation, collaboration, training, and mentorship
- To promote interdisciplinary inquiry through collaborations both within and outside of Schulich and Western.

Centre for Quality, Innovation and Safety

Start Date: 05/11/2020
Renewal Date: 04/30/2025
Centre Director: James Calvin

Our Vision: To become a national leader in health care quality through the continuous pursuit of excellence in all we do for our patients.

Our Mission: To empower and support our healthcare faculty as they continually improve the standards of the quality of the patient-focused care they provide based on the highest proficiency of collaboration and innovation.

Our Objectives:
- To create an effective and collaborative research community in the field of Healthcare Quality Improvement and Patient Safety with the aim of improving the quality and safety of care provided to the public

- To demonstrate greater academic productivity in clinical science and to disseminate, share, and implement new knowledge acquired, judged by grants awarded, publications, national and international influence and development of staff
- To provide accessible and high-quality education to clinicians in quality improvement, safety, and best practices
- To collaborate with hospital Strategic Improvement Initiatives (e.g. the LHSC Continuous Improvement of Care and the Complex Chronic Health Integrated Program at SJHC) to improve care for our patients
- To promote QI/PS as a career pathway for clinicians by providing strong advocacy for recognition and academic promotion

Centre for Studies in Family Medicine

Start Date: 09/26/1985
Renewal Date: 03/31/2028
Centre Director: Amanda Terry

The Centre for Studies in Family Medicine (CSFM) is a Senate-approved centre at Western University that conducts, fosters, disseminates, implements and develops capacity for excellent interdisciplinary research in family medicine, primary care, health systems and community health. It is the research arm of the Department of Family Medicine, Schulich School of Medicine and Dentistry.

The Centre comprises an interdisciplinary team of investigators, research and administrative staff. CSFM research responds to current and emerging health and care needs of patients, providers, the community, and the population.
The CSFM's focus is on the enhancement of family medicine and primary health care practice which will reflect a partnership of the community & interdisciplinary teams committed to proactive patient-centred care.

Centre for Translational Cancer Research

Start Date: 10/01/2010
Renewal Date: 02/28/2028
Centre Director: Glenn Bauman

Today, there are over 200 clinicians, scientists and trainees in London, Ontario providing cancer care and conducting innovative cancer research.

The Centre for Translational Cancer Research was established in October 2010 to engage and support citywide translational cancer research by linking researchers from multiple disciplines with academic clinicians as an important first step to address the complexity of cancer as a disease.

The partnership of Western University, London Health Sciences Centre's London Regional Cancer Program, Lawson Health Research Institute and Schulich School of Medicine & Dentistry Department of Oncology is intended to accelerate the translation of knowledge to clinical practice by providing an academic framework that spans existing academic units and institutions. The goal of the Centre for Translational Cancer Research (CTCR) is to support bi-directional interdisciplinary translational cancer research.

Western Infection, Immunity, and Inflammation Centre

Start Date: 10/01/2010
Renewal Date: 06/30/2024
Centre Director: Greg Dekaban (Acting)

The Centre for Human Immunology provides research innovation by fostering/nurturing multidisciplinary research collaborations by engaging all immunology related investigators. The Centre facilitates recruitment of new faculty in immunology across Western. The Centre supports trainees by fostering exchange of information and identification of opportunities in basic, translational and human immunology. The immune system is essential to protect us from infections and tumours, but also causes diseases such as autoimmunity, allergy, and graft rejection. Inflammation is driven by the immune system and is the cause of many human diseases including graft rejection, neurological and cardiovascular diseases and complications arising from infections. On the other hand the immune system is essential for immunotherapy, vaccination and regulation of the body's defense against infections.

Since 2010 the Centre primarily functions by promoting research in basic and clinical immunology and interaction between researchers in the area of immunology with infectious diseases, microbiology and its application to human diseases. The Centre fosters national and international collaborations by Western researchers in human and translational immunology. Successful future research in translational immunology will require an integrative approach that bridges the traditional disciplines of immunology with microbiology and infectious diseases and linking these to public health related areas. The overarching purpose of CHI is to share information and facilitate joint research and training programs. The Centre for Human Immunology continues to represent Western and Schulich School of Medicine and Dentistry at national and international level. It represents Western at the Federation of Clinical Immunology Societies (FOCIS) and at the International Human Microbiome Consortium (IHMC). In the past CHI hosted the CIHR Human Immunology Network (CHIN) and held European Union funding for Human Microbiome Standards (IHMS).

The Africa Institute

Start Date: 02/01/2011
Renewal Date: 03/31/2024
Centre Director: Saverio Stranges

The Africa Institute at Western University was created to advance scholarship related to African societies. The Institute is an interdisciplinary entity with the participation of faculty members, staff and students from across campus. Its members are building sustainable collaborations and partnerships with Africans to foster initiatives that address some of the most pressing issues facing the African continent and encourage knowledge exchange between partners.

Vision and Mission:
- Community: Create a community that is a voice, a connector, a champion of common issues, interests and goals pertaining to Africa
- Collaboration: Address major societal concerns through an approach that is rooted in respectful and reciprocal partnerships, synergy, collaborative and intersectional research. Create intentional and impactful change by fostering an environment that facilitates engagement, strategic communication and alignment of mutual strengths and goals.

- Capacity Building: Offer bi-directional opportunities for capacity building to the Africa Institute members and African partners. Build the capacity of students by preparing them to work in careers in Africa and/or with organizations that operate in or impact Africa.

The Africa Institute is currently managed by the Director, Dr. Saverio Stranges, in partnership with the Associate Director, Dr. Melanie Katsivo.

SCIENCE

Centre for Advanced Materials and Biomaterials Research

Start Date: 01/01/2010
Renewal Date: 06/30/2023
Centre Director: Elizabeth Gillies

The Centre for Advanced Materials and Biomaterials Research (CAMBR) brings together more than 50 research groups to tackle key materials challenges. From determining how to provide energy to a growing global population in an environmentally sustainable manner to ways to enhance health and quality of life using materials-based approaches to medicine, CAMBR research teams engage in cutting-edge and multidisciplinary research with colleagues across the institution and in collaboration with external partners to move the bar forward in the development of new devices and products with novel materials.

We are anticipating an update by mid-May.

Centre for Animals on the Move

Start Date: 05/10/2022
Renewal Date: 05/31/2027
Centre Director: Chris Guglielmo

Canada has a very large representation of migratory animals, and the Centre for Animals on the Move will foster understanding of how and why they move, and how these movements influence the environment and society. Canada cannot be resilient to the effects of changing climate and anthropogenic activities without the health and mobility of its migratory species.

Soochow-Western Synchrotron Radiation Research Centre

Start Date: 11/12/2012
Renewal Date: 08/01/2023
Centre Director: T.K. Sham

SWC was inaugurated in Nov. 12, 2012 in Soochow University, China resulting from a collaborative effort headed by then President Zulin Zhu of Soochow University and the Provost, Vice President (Academic) and Acting Vice President (Research) Janice Deakin following a visit of President Zhu to Western in the fall of 2011. I was delegated to write the proposal which was widely consulted campus wide, then was accepted by both universities. I was appointed by the President of Soochow University as the SWC Director with the headquarter in Soochow and a hub at Western. My appointment was also approved by Western's Provost/ Acting Vice President (Research) as the first term director and it was renewed in 2018 for another five year term which ends July 31, 2023. The mission of the centre is to promote international collaboration in synchrotron radiation research and education.

Centre renewal has been submitted and is under review.

SOCIAL SCIENCE

Centre for Computational and Quantitative Social Science

Start Date: 09/16/2018
Renewal Date: 10/31/2028
Centre Director: David Armstrong

The Centre for Computational and Quantitative Social Science brings together scholars from across the social sciences who use computational and statistical methods to study socio-political phenomena. While the questions social scientists ask differ widely, the tools they use to answer those questions can be quite similar. The centre helps identify areas of expertise across the faculty to highlight both areas of overlap and areas of unique expertise that could foster collaboration.

Centre for Research in Social Inequality

Start Date: 09/01/1981
Renewal Date: 06/30/2024
Centre Director: Kate Choi

The Centre for Research on Social Inequality (CRSI) is one of the eight governing research centres that encompass the Network for Economic and Social Trends (NEST), which brings together the research centres in the Faculty of Social Science.

The Centre for Research on Social Inequality promotes and supports innovative social science research in social inequality. The centre's primary goals are (1) to promote and support multidisciplinary research in social inequality through collaboration on research projects and grants and dissemination of our findings to academics, policymakers, and the general public and (b) to provide mentoring and training to undergraduate and graduate students interested in social inequality.

Centre for Research on Migration and Ethnic Relations

Start Date: 10/01/2008
Renewal Date: 12/31/2024
Centre Director: Victoria Esses

The Western Centre for Research on Migration and Ethnic Relations facilitates research that draws on academic knowledge to inform public policy and practice on migration and ethnic relations in Canada and internationally.

The goals of the Centre are to foster interdisciplinary research among faculty and students on questions of direct relevance to migration and ethnic relations, provide training opportunities for students beyond the borders of their own discipline and Western, and forge links with policy makers, the academic community in Canada and internationally, and the community at large.

Centre for the Study of Political Behaviour

Start Date: 05/19/2020
Renewal Date: 05/15/2025
Centre Director: Laura Stephenson

We are a group of individuals who study political behaviour from different disciplinary perspectives. We have organized speakers and reading groups over the life of the Centre, as we have only been operating during the pandemic. We look forward to many more activities in the next academic year if in-person activities are allowed.

Centre for Transitional Justice and Post-Conflict Reconstruction

Start Date: 07/01/2009
Renewal Date: 06/30/2026
Centre Director: Joanna Quinn & Valerie Oosterveld

The TJ Centre is a world-wide centre of excellence in scholarship on Transitional Justice and Post-Conflict Reconstruction through collaborative, interdisciplinary and international research amongst faculty, undergraduate, graduate, and professional students and postdoctoral fellows.

Centre for Urban Policy and Local Governance

Start Date: 09/30/2016
Renewal Date: 09/30/2026
Centre Director: Michael Buzzelli

As Western's hub for urban research, policy and community impact, the Centre for Urban Policy and Local Governance (CUP-LG) is a national centre of excellence on Canadian urban policy and local governance in comparative perspective. We bring together academic researchers and students from across Western and beyond to facilitate new interdisciplinary collaborations on pressing questions, to foster dialogue between academics and policy practitioners, and to communicate the results of research to policy professionals and the broader public.

Centre for Human Capital and Productivity

Start Date: 10/15/2004
Renewal Date: 06/30/2026
Centre Director: Lance Lochner

As Western's hub for urban research, policy and community impact, the Centre for Urban Policy and Local Governance (CUP-LG) is a national centre of excellence on Canadian urban policy and local governance in comparative perspective. We bring together academic researchers and students from across Western and beyond to facilitate new interdisciplinary collaborations on pressing questions, to foster dialogue between academics and policy practitioners, and to communicate the results of research to policy professionals and the broader public.

Western Centre for Brain and Mind

Start Date: 04/22/2024
Renewal Date: 10/31/2029
Centre Director: Jessica Grahn

The WCBM brings together 40+ faculty from across Western University, forming a core of researchers whose focus is human cognitive and computational neuroscience. The vision for the WCBM is to establish a centre of excellence and hub of scientific expertise in human cognitive and computational neuroscience in Canada, to enhance education and work with other neuroscientists to propel the field forward internationally, and to provide translation of new scientific knowledge to decision makers. The next big step forward in neuroscience research will be the integration of new technologies, analytical tools, and approaches to examine the complex factors underpinning cognitive neuroscience. The interdisciplinary team of WCBM will be at the leading edge of this integration.

Western Centre for Climate Change, Sustainable Livelihoods and Health

Start Date: 07/01/2021
Renewal Date: 06/30/2026
Centre Director: Isaac Luginaah

WeCLISH's goal is to leverage existing resources, infrastructure and personnel across multiple disciplines and departments in Western University and globally for consolidating and leading research aimed at i) generating climate change knowledge to improve resource governance; ii) working with local partners on climate change impacts and responses; and iii) generating research for large scale projects relating to climate change, sustainable food systems, and health. The Centre adopts a collaborative interdisciplinary approach to allow researchers, policymakers, development practitioners, civil society organizations, local communities, and students to co-produce relevant knowledge for addressing global environmental issues.

Western Research Data Centre

Start Date: 10/01/2004
Renewal Date: 03/31/2027
Centre Director: Michael Haan

Western RDC is part of an initiative by Statistics Canada, the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes of Health Research (CIHR), and university consortia to help strengthen Canada's social research capacity and to support the policy research community. RDCs provide researchers with access, in a secure university setting, to microdata from population and household surveys and administrative databases. All RDCs are staffed with Statistics Canada employees. Western RDC provides access to detailed data for research, promotes the use of data through associated training, and assists in the dissemination of research results. Its mission is organized around three related goals: (1) Improving Data Access to Statistics Canada Microdata, (2) Train Researchers, and (3) Make Research Count.

ITEM 13.6(a) – Revisions to Terms of President's Medal for Distinguished Service

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Nomination Process for the President's Medal for Distinguished Service currently requires nominations and supporting documents to be submitted to the Honorary Degrees Committee no later than March 14. Nominations for Honorary Degree Recipients are asked to be submitted no later than March 31. In an effort to align the processes for both, the deadline of the President's Medal for Distinguished Service has been changed to March 31, with a note on statutory holidays and weekends.

Attachments:

President's Medal for Distinguished Service

President's Medal for Distinguished Service

Effective Date: February 16, 2023

Supersedes: October 2013

—————————————————————

Purpose: To recognize those individuals who have provided exemplary service to the university, over a sustained period of time, over and above the normal requirements of their positions

Eligibility: The award is intended primarily to recognize administrative staff, but faculty may also be recognized for work or achievements that would not normally be covered by the professor emeritus designation or other service awards already in place. Nominees must have been retired/resigned from the university in any capacity (including Board or Senate membership) for at least one year prior to consideration and have no ongoing formal relationship with the university.

Criteria: Breadth of impact Contributions above and beyond what would normally be expected in the nominee's primary role at the University Length of service to the University Individuals whose efforts have significantly enhanced the development and/or operations of one or more of the university's areas of endeavour; Individuals who have made a significant contribution to the life and development of the University

Recognition: Awarded at an event hosted by the President

Form of Award: Medal

Frequency of Award: There is no requirement that there be an award every year. Frequency is entirely dependent on the candidates put forward. No more than one medal will be awarded in a calendar year.

Method of Selection: Selected by the Honorary Degrees Committee

Nomination process: Form and supporting documents to be submitted to the Honorary Degrees Committee no later than March ~~14.~~ 31. In the event March 31 falls on a statutory holiday or on a weekend, the deadline will be the next business day.

ITEM 13.7(a) – Academic Administrative Appointments

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of June 7, 2024.

ATTACHMENT(S):

Academic Administrative Appointments

Information for Senate - June 2024				
Start Date	**End Date**	**Name**	**Department**	**Admin Appointment**
6/10/2024	12/31/2025	Marshall,Elizabeth	D.B. Weldon Library	Library Director

ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The following items have been removed from the Consent Agenda by request:

- ITEM 13.4(a) – Dancap Private Equity Chair in Private Equity
- ITEM 13.4(b) – Dancap Private Equity Fellowship in Change and Innovation
- ITEM 13.4(e) – Revisions to Faculty Scholars
- ITEM 13.4(f) – Revisions to Distinguished University Professorships
- ITEM 13.5(a) – Research Centres Report

ITEM 15.0 – Discussion and Question Period

     1. Jane Toswell, Senator:

About once a year when I am on Senate, I point out the long history of our module system at the undergraduate level, a system which remains unique amongst Canadian universities. It was, if memory serves, developing in the late 1990's by a Senate subcommittee (shockingly, if I recall correctly, led by an ordinary Senate member and with no senior administrators on it to direct the work) and passed in 1999 (possibly 1998) with an implementation requirement for all faculties of 2002. In the end I think it took until 2004 to get all the modules up and running. The general idea was to permit students to decide for themselves if they wanted to do a major in one faculty and a minor in another, or an honours specialization plus a minor. The original limits on the number of courses in a certificate (not really part of this system), a minor, a major, a specialization, and an honours specialization have undergone significant shift, and the latest rumour I have heard is that we do not just have the Integrated Science modules at 13 (or even 13.5) courses, but other modules perhaps even reach to 14 courses, which leaves students with no room to enjoy the opportunities the module system proposed.
From about 2006, however, I began asking when we might expect a review of the module system. The report which established the system suggested that it should be reviewed regularly. At first the argument was that not all faculties and programs had successfully graduated their first cohort under the new system, and then there were statements about having other priorities. During the 2010's the excuses became quite fanciful; if I recall correctly the suggestion that the module system was being reviewed by the IQAP system was a standard excuse for five years (apparently when it comes to the module system IQAP reviews take half a decade). One year a change in personnel was cited, another year a sabbatical, and other years I'm pretty sure the real answer was "I don't wanna." Nonetheless, we have not reviewed the numbers of courses in each element of the module system, the creep upwards which became acute when the internal funding system changed and it became far more profitable for faculties to educate all their students inhouse with their own courses than to permit them to take more than a minimum number of courses necessary to fulfil the breadth requirement or the essay course requirement.
I wonder whether Senate could see the report from the last external review of the module system. Or, could Senate appoint a subcommittee to review the module system and report to ACA?

     2. Jane Toswell, Senator:

I've been curious lately about the Canada Research Chairs program. I suspect there are many secret assessments of this program, comparing university to university. I haven't been able to locate those as I suspect they are locked inside vaults in specific offices, one or two in each university across the country, probably sitting right beside an equally secret document about how to achieve more such chairs for that institution (and maybe recruit someone away from some other team, er, university). Dim memory tells me that universities over the years received allocations from Ottawa, and filled their CRCs as they could locate and recruit them. Over the years there have been some further changes and instructions. One major shift came about five years ago, with EDI requirements imposed. When I went looking for information I found this website: https://www.uwo.ca/facultyrelations/research_chairs/index.html

This looks like it provides some policy and procedures. At one point there is access to current open CRC positions. I'm not absolutely sure these are current since they include a cluster hire from 2022 for one Tier 1 and two Tier 2 Indigenous faculty researchers. Then there are links for applications for two Tier 1 and three Tier 2 chairs, which look to be hired for next month.

As I dig around, my impression is that here at Western there are targets and policies, but no lists of chairs or of where we stand on our targets. For that, I had to go to the CRC website (as suggested by the Western website, though no link provided): https://www.chairs-chaires.gc.ca/about_us-a_notre_sujet/statistics-statistiques-eng.aspx#a3

Here I figured out that according to the CRC program Western has 67 current CRCs. I had to scroll through the listings and do my own counts, so errors here are caused by my astigmatism: I think we have 25 Tier I chairs, and 42 Tier 2 chairs currently. They are divided as follows: 15 SSHRC, 24 NSERC, and 28 CIHR. I'll admit I was expecting more CIHR.

Next I did a slightly deeper look into the equity-deserving groups. Western's website speaks of four such groups, and has a target plan here:

https://www.uwo.ca/facultyrelations/pdf/crc-equity-target-setting-june-2021.pdf

At last month's Senate the provost mentioned that we had hit all our EDI targets for the CRCs (if I heard correctly, and it's quite possible I did not). I could not find information on that on the local website, but at the CRC website I found the following carefully anonymous information:

https://www.chairs-chaires.gc.ca/about_us-a_notre_sujet/statistics-statistiques-eng.aspx#a3

About two-thirds of the way down the page it identifies universities with more than 40 chairs (this would include Western), and that has this schema:

Institutions with 40 or more Chairs allocated		
All targets at both Tier 1 and Tier 2 levels met	5/16	31%
All but one target at either the Tier 1 or Tier 2 level met	5/16	31%
All but two targets at either the Tier 1 or Tier 2 level met	5/16	31%
All but three targets at either the Tier 1 or Tier 2 level met	1/16	6%
None of the targets met	0/16	

I have a number of questions. I notice that the CRC website actually includes a table addressing gender-equity seeking groups, and its summary table includes four groups: women and gender equity-seeking, racialized individuals, persons with disabilities, and indigenous peoples. Our website (and this seems an appropriate question for Pride Month) does not appear to have adopted that set of criteria. Are we behind the federal

government (a terrifying thought indeed), or have we made a different analysis of the EDI issues at work here? Secondly, are we indeed in the first group above, with all our targets met (not including the targets leading out to 2029, just the ones we need to have reached today, in 2024)? Third, do we have unfilled CRCs? My impression a few years ago was that we had quite a few CRCs that had been allocated to us but we had not filled, or they had been filled but the incumbent had wandered off or not been renewed. Given that the local CRC website lists 61 and the federal government has 67, it seems to me that we are indeed increasing in CRC numbers. Fourth, are we happy with the distribution across the Tri-council fields of research? That is, should we have more SSHRC-side CRCs, or more CIHR-side appointments? Or?

My last question is this. Given that we have, for the first time, a report on Research Centres on the agenda, though not in the level of detail that I would like, I wonder if Senate should not also have an annual report on CRCs. My preference would be to have a report on all research chairs at Western, but perhaps that is a stretch target.

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.