Western
UNIVERSITY · CANADA

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

SENATE AGENDA

Friday, November 8, 2024, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0   Land Acknowledgement

2.0   Minutes of the Meeting of October 11, 2024   Approval

    2.1   Business Arising from the Minutes

3.0   Report of the President   Information

4.0   Report of the Provost   Information

5.0   Report of the Vice-President (Research)   Information

6.0   **Report of the Operations / Agenda Committee (D. Kotsopoulos) – Refer to Consent Agenda**

7.0   **Report of the Nominating Committee (D. Kotsopoulos) – No Report**

8.0   **Report of the Senate Committee on Academic Policy (K. Yeung) – Refer to Consent Agenda**

9.0   **Report of the Senate Committee on Academic Curriculum and Awards (S. Roland) – Refer to Consent Agenda**

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

    10.1   Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA)   Approval
          Strategic Plan

11.0   **Report of the University Research Board (P. Pexman)**   Information

12.0   **Report of the Academic Colleague (S. Roland)**   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 Senate Committee on Academic Policy	Approval
13.1(a)(ii)	Revisions to the Terms of Reference of the Senate Committee on Academic Curriculum and Awards	Approval
13.1(a)(iii)	Revisions to the Terms of Reference of the Subcommittee on Undergraduate Academic Courses (SOC)	Information
13.1(a)(iv)	Revisions to the Terms of Reference of the Administrative Subcommittee to Review Scholarships (SRS)	Information
13.1(a)(v)	Revisions to the Terms of Reference of the Subcommittee on Program Review – Graduate (SUPR-G)	Information
13.1(a)(vi)	Revisions to the Terms of Reference of the Subcommittee on Program Review – Undergraduate (SUPR-U)	Information
13.1(a)(vii)	Revisions to the Terms of Reference of the Senate Review Board Academic (SRBA)	Approval

13.1(b)	Order of Ceremony – Spring Convocation 2025	Information

13.2 Items from the Senate Committee on Academic Policy

13.2(a)	Correction to the Policy on "Adding and Dropping Courses"	Information
13.2(b)	Revisions to the Policy on "Convocation; Graduation Diplomas and Certificates"	Approval
13.2(c)	School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Registration"	Approval

13.2(d)	School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Examinations and Final Submission	Information

13.3 Items from the Senate Committee on Academic Curriculum and Awards

13.3(a)	Faculty of Social Science, Department of History: Withdrawal of the Honours Specialization in History (Brescia), Specialization in History (Brescia), Major in History (Brescia), and Minor in History (Brescia)	Approval
13.3(b)	School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Civil and Environmental Engineering	Approval
13.3(c)	Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Economics	Information
13.3(d)	Undergraduate Sessional Dates (2025-2026)	Information

13.4 Items from the Senate Committee on University Planning

13.4(a)	McIntosh Gallery Annual Report	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

Heather Kirk will offer a land acknowledgement or other observance.

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

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

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

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

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

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

ITEM 2.0 – Minutes of the Meeting of October 11, 2024

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on October 11,
                              2024, be approved as circulated.

ATTACHMENT(S):

Minutes of the October 11, 2024 Meeting

MINUTES OF THE MEETING OF SENATE

October 11, 2024

The meeting was held at 1:33 at the Somerville House, Great Hall

SENATORS:

A. Agyapong	M. Green-Barteet	I. Paul
C. Alcantara	C. Hall	P. Pexman
M. Bassnett	A. Hearn	G. Philip
G. Beckett	L. Henderson A.	S. Powell
J. Beecroft	Hodgson	A. Puvirajah
B. Begg	L. M. Ibarra	W. Ritchie
J. Birkinshaw	J. Ijam	D. Robinson
N. Borradaile	J. Jin	B. Rubin
A. Botterell	I. Johnsrude	S. Schmid
S. Buhrow	A. Jokhu	L. Shaw
J. Byrd Clark	E. Kamimura D.	A. Shepard
A. Bryson	Laird	K. Siddiqui
B. Cheadle	J. Lamarche	Z. Sinel
K. Choi	L. Lingard	D. Smith
A. Christie	G. Little	F. Strzelczyk
M. Cleveland	L. Logan	R. Ventresca
N. Coates	A. Liu	X. Wang
K. Coley	A. Lukawski	S. Whitehead
E. Da Costa	T. Mantler	J. Yoo
S. D'Arcy	O. Matthews	N. Zabian
L. Davis	A. Meyer	
M. Davison	M. Mills	
M. El-Sakka	M. Modeski	
D. Ferri	I. Namukasa	
J. Gemson	D. Neufeld	
L. Graham	K. Olson	
R. Graham		

Observers: C. Bressette, L. Cho, J. Doerksen, R. Isard, N. Keyghobadi, S. Lewis, M. Medapati, O. Oloya, S. Roland, V. Sarkany, J. Weststar, M. Yenson

LAND ACKNOWLEDGEMENT

G. Little offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of September 13, 2024

It was moved by B. Cheadle, seconded by M. Mills,

   That the minutes of the meeting of September 13, 2024, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

In addition to the written report provided with the agenda, A. Shepard, President and Vice-Chancellor, highlighted several events for prospective students, including the recent Ontario Universities Fair and the upcoming Fall Preview Day, and expressed gratitude to the volunteers. Additionally, the President discussed plans for the Fall Convocation and efforts to increase faculty participation.

A. Shepard continued his report by advising on the ways to enhance visibility and impact for Western's Research, outlining the various types of outputs in this field.

In his closing remarks, A. Shepard announced that John Yoo has been re-appointed as Dean of the Schulich School of Medicine & Dentistry.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) began her report with a brief leadership update and announced that Jason Oliver was named as Chief Technology Officer starting December 1, 2024.

F. Strzelczyk continued her report by expressing gratitude to Christy Bressette for her leadership in organizing events aligned with the National Day for Truth and Reconciliation. Additionally, the Provost informed Senate that Desmond Moser has been appointed as Assistant Dean (Decolonization) in the Faculty of Science.

The Provost provided an update on the international student cap set by Immigration, Refugees and Citizenship Canada (IRCC), and reforms to the international student policy, particularly those related to graduate students.

F. Strzelczyk concluded her report by providing information on budget considerations for 2025-2026 and stated that the budget documents and guidelines have been sent to the Faculties and support units.

F. Strzelczyk addressed a question regarding the discontinuation of Western's French

Immersion program in Trois-Pistoles and commented on the extensive consultation conducted as part of the decision-making process. The Provost also noted that another university may take on the program.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

P. Pexman, Vice-President (Research), provided a verbal update on research activities and began her report announcing that Alison Allan was appointed for a five-year term as Associate Vice-President (Research), effective October 1, 2024. She also advised on the ongoing leadership search for the Rotman Institute of Philosophy and the Western Academy for Advanced Research.

P. Pexman continued her report by updating Senate on the research funding application pressures and expressed gratitude to researchers on campus along with the Western Research team for the first successes in this fiscal year.

P. Pexman encouraged Senators to attend a series of workshops, organized by Western's Chief AI Officer Mark Daley and Western Research, focused on use of contemporary generative AI tools in the process of grant writing.

P. Pexman concluded her report by acknowledging the remarkable achievements of Western's researchers.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee, M. Cleveland presented the report of OAC.

ITEM 6.1 – Revisions to SUTA Regulations

It was moved by A. Botterell, seconded by I. Paul,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that effective October 11, 2024, the Western Awards for Excellence in Teaching – SUTA Regulations be revised as shown in Item 6.1

CARRIED

ITEM 6.2 – 2023-24 Annual Report of the Senate Review Board Academic

L. Dagnino, Chair of the Senate Review Board Academic, presented the 2023-2024 Annual Report of the Senate Review Board Academic. She described the typical appeal process, the number of appeals received during the reporting period compared with data from previous years and statistics on the final decisions. Additionally, L. Dagnino commented on the trends observed.

In response to a question, L. Dagnino provided comments on the appeal categories that have shown the most significant growth.

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, S. Schmid provided the report of the Nominating Committee.

ITEM 7.1 – Membership – Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty)

Senate was advised that Robert Monti was nominated by the Nominating Committee and withdrew his nomination subsequently.

Donna Kotsopoulos and Walter Rushlow were nominated by the Nominating Committee and Sophie Roland was nominated from the floor of Senate. Donna Kotsopoulos, Sophie Roland and Walter Rushlow were acclaimed to serve on the Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty).

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, K. Yeung presented the report of the Policy Committee.

ITEM 8.1 – School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Thesis" and Related Procedure for Thesis Formats and Content

It was moved by L. Graham, seconded by L. Lingard,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective October 11, 2024, the Graduate and Postdoctoral Studies policy on "Thesis" be revised as shown in Item 8.1.

CARRIED

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

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the ACA report.

ITEM 9.1 – Faculty of Arts and Humanities and Faculty of Social Science, Department of Gender, Sexuality, and Women's Studies: Introduction of a Major in Black Studies

In response to a question of clarification, I. Paul, Acting Dean of the Faculty of Arts and Humanities, addressed the Program's response to the external reviewers' recommendation #2 and stated that engagement with the Thames Valley District School Board was driven by existing personal connections. Looking forward, the Program intends to expand these engagement efforts, including but not limited to the London District Catholic School Board.

It was moved by M. Cleveland, seconded by G. Beckett,

> That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2025, a Major in Black Studies be introduced by the Department of Gender, Sexuality, and Women's Studies in the Faculties of Arts and Humanities and Social Science as shown in Item 9.1.

CARRIED

ITEM 9.2 – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policies on "Nursing Applicants" and "Progression Requirements – Nursing"

It was moved by R. Graham, seconded by M. Cleveland,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, the policies on "Nursing Applicants" and "Progression Requirements – Nursing" be revised as shown in Item 9.2.

CARRIED

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board, P. Pexman presented the URB report and briefly commented on the topics discussed during the first URB meeting, including an update on the implementation of the MAPP 7.17 - Establishment, Governance and Review of Core Research Facilities and the appeals process for Western's Research Ethics Board.

ITEM 11.1 – Announcement of a Vice-Chair of the University Research Board

Geoffrey Little was elected as Vice-Chair of the University Research Board for a term ending June 30, 2025.

REPORT OF THE ACADEMIC COLLEAGUE

S. Roland presented the Report of the Academic Colleague referring to materials in the agenda for information.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(a) – Appointment of Officers of Convocation.

<u>REPORT FROM THE SENATE NOMINATING COMMITTEE</u>

<u>Information Items Reported by the Nominating Committee:</u>

- <u>ITEM 13.2(a) – Temporary Replacement for the Committee Member: Subcommittee on Program Review – Undergraduate (SUPR-U).</u>

<u>REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY</u>

<u>ITEM 13.3(a) – Faculty of Engineering: Revisions to the Policies on "Progression Requirements – Engineering" and "Undergraduate Course Credit"</u>

It was moved by S. Powell, seconded by I. Johnsrude,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approved that effective September 1, 2024, the policy on "Progression Requirements – Engineering" be revised as shown in Item 13.3(a), and
>
> That effective September 1, 2024, the policy on "Undergraduate Course Credit" be revised as shown in Item 13.3(a).

CARRIED BY UNANIMOUS CONSENT

<u>REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)</u>

<u>ITEM 13.4(a) – Faculty of Arts and Humanities, School for Advanced Studies in the Arts and Humanities: Renaming of the Major in Arts and Humanities</u>

It was moved by S. Powell, seconded by I. Johnsrude,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, the "Major in Arts and Humanities" be renamed as the "Major in SASAH" as shown in Item 13.4(a), and
>
> That students currently enrolled in the module be permitted to graduate with the old name of the module on their diploma until August 31, 2028, upon request to the Office of the Registrar, and
>
> That the admission requirements be revised as shown in Item 13.4(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(b) – Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission and Program Requirements of the Certificate in Writing and the Certificate in Professional Communication

It was moved by S. Powell, seconded by I. Johnsrude,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Certificate in Writing and the Certificate in Professional Communication, offered by the Department of English and Writing Studies in the Faculty of Arts and Humanities, be revised as shown in Item 13.4(b).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(c) – Faculty of Engineering, Department of Electrical and Computer Engineering: Revisions to the Program Requirements of Software Engineering Options

It was moved by S. Powell, seconded by I. Johnsrude,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, the following Software Engineering Options, offered by the Faculty of Engineering, be revised as shown in Item 13.4(c).
>
> Software Engineering Program
>
> B. Software Engineering/HBA (with the Ivey Business School)
>
> C. Software Engineering/Law (with the Faculty of Law)

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(d) – Schulich School of Medicine & Dentistry, Department of Microbiology and Immunology: Revisions to the Program Requirements of the Honours Specialization in Microbiology and Immunology

It was moved by S. Powell, seconded by I. Johnsrude,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, the program requirements of the Honours Specialization in Microbiology and Immunology, offered by the Department of Microbiology and Immunology in the Schulich School of Medicine & Dentistry, be revised as shown in Item 13.4(d).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(e) – Schulich School of Medicine & Dentistry, Department of Microbiology and Immunology: Revisions to the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" Policy

It was moved by S. Powell, seconded by I. Johnsrude,

> 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 13.4(e).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(f) – Faculty of Science: Renaming of and Revisions to the Science Internship Program

It was moved by S. Powell, seconded by I. Johnsrude,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, the "Science Internship Program" be renamed as the "Science Co-op Program" and that the requirements be revised as shown in Item 13.4(f).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(g) – Faculty of Science: Withdrawal of the Minor in Advanced Chemistry

It was moved by S. Powell, seconded by I. Johnsrude,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, admission to the Minor in Advanced Chemistry be discontinued, and

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

> That the module be withdrawn effective September 1, 2025.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(h) – Faculty of Social Science, Department of Sociology: Amendment to the Dates for the Withdrawal of the Major in Criminology

It was moved by S. Powell, seconded by I. Johnsrude,

> That on the recommendation of ACA, Senate approve that admission to the Major in Criminology be discontinued effective September 1, 2026 (rather than the previously approved date of September 1, 2025), and

> That students currently enrolled in the module be permitted to graduate upon fulfilment of the module requirements by August 31, 2030, and

That the module will be withdrawn effective September 1, 2030.

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- 13.4(i) – SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Computer Science and Political Science.

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.5(c) – Academic Administrative Appointments.

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:

Graduate student funding:

In response to a question regarding support for graduate students, K. Siddiqui, Vice-Provost (School of Graduate & Postdoctoral Studies), presented a high-level summary of the funding data (Appendix A) broken down by average amount per faculty and funding source.

P. Pexman commented on external funding matters, highlighting trends over the last fiscal year. Additionally, K. Siddiqui advised on the support provided by SGPS to graduate students.

F. Strzelczyk responded to a question of clarification regarding the internal support for graduate students from different Faculties, and pointed out that the ratio between expenditures and funding amounts across different Faculties should be taken into consideration. Additionally, P. Pexman emphasized the importance of increasing the number of funding applications submitted. It was noted that increasing external research funding impacts the amount of Tri-Council funding available to Western.

In response to a question, K. Siddiqui noted that most graduate funding relies on internal sources and emphasized the importance of increasing applications for external research funding.

The President responded to a number of questions concerning the funding allocation across Faculties and funding comparisons with other Ontario institutions.

It was moved by M. Cleveland, seconded by A. Lukawski,

> That the discussion and question period of the Senate meeting be extended by 15 minutes.

 CARRIED

Brescia: Family Studies Program:

F. Strzelczyk responded to questions regarding the decision to place the Family Studies Program within the new Brescia School of Food and Nutritional Sciences under the Faculty of Health Sciences. The Provost highlighted the overlap between the Family Studies and Food and Nutritional programs, not only in terms of courses, but also with respect to resources and noted that it could be reconsidered in future.

In response to a question of clarification, F. Strzelczyk reassured Senate that there was no major modification to the Program's content, which should be considered by ACA and Senate, and explained the process of setting the admission standards.

Security services:

F. Strzelczyk addressed a question concerning the expenditures on security measures and impacts on academic priorities. She stated that while security measures are funded as one-time expenditures, all Faculties have base budget funding. The Provost advised that the course efficiency guidelines focus on ensuring the efficient utilization of the resources allocated to the Faculty, based on their priorities.

In response to a question regarding video surveillance, L. Logan, Vice-President (Operations & Finance), described the rationale behind the video monitoring, emphasizing its role in ensuring security and deterring potential threats and outlining who is authorized to access recording. Additionally, she stated that the recording can be returned to Western for deletion upon request.

L. Logan advised on the multiple communications with the campus community regarding road closures and informed Senate that all campus roads have been reopened and the use of video surveillance has ceased.

Non-curricular events:

L. Logan addressed a question regarding the "Campus Events Notification for Fall 2024", a guideline on the organization of the non-curricular events, emphasizing that, given the increasing number of such events, it is essential to streamline the planning process. Additionally, she indicated that the form is not part of an approval process.

In response to a question regarding the initial risk assessment for non-curricular events, L. Logan stated that these measures were not related to the paused procedure on demonstrations.

The President informed Senate that with respect to the negotiation process, the tentative agreement has been reached, and the ratification process is underway.

ADJOURNMENT

The meeting adjourned at 3:20 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

Doctoral Funding and Scholarships

Doctoral Degree Funding Averages (2024 Fiscal)

Minimum guaranteed funding: $17,000 + tuition ($6,360) = **$23,360**

	Domestic Funding Average	**International Funding Average**
Arts and Humanities	$ 30,931	$ 29,631
Education	$ 31,905	$ 25,701
Engineering	$ 37,892	$ 31,469
Health Sciences	$ 32,811	$ 30,990
Info & Media Stds	$ 38,037	$ 33,681
Interdisciplinary Programs*	$ 36,138	$ 31,757
Ivey School of Business	$ 46,909	$ 39,288
Law	$ 32,632	$ 30,911
Med & Dent	$ 37,793	$ 33,233
Music	$ 27,750	$ 24,926
Science	$ 35,017	$ 30,086
Social Science	$ 40,355	$ 37,495

*Accounting, Biomedical Engineering, Environment and Sustainability, Health Information Science, Neuroscience, Theory and Criticism

# Doctoral Graduate Student Funding by Source (2024 Fiscal)
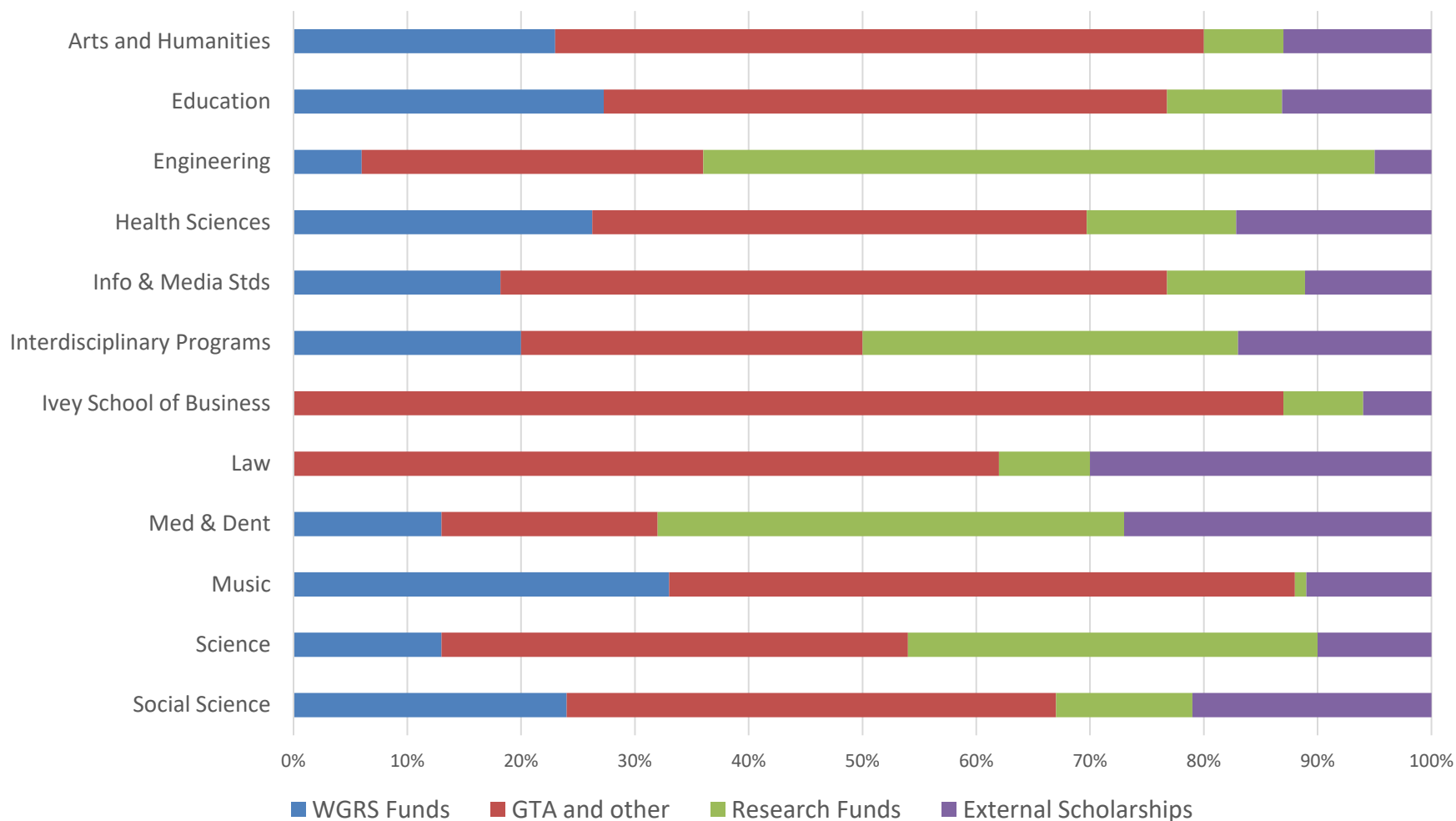
# Tri-Agency Graduate Scholarship Awards (2024 Fiscal)

	Master's Awards* (total $)	Doctoral Awards* (total $)	Vanier Awards (total $)	TOTAL
CIHR	$536,667.28	$1,011,874.40	$200,000.04	$1,748,541.72
NSERC	$548,333.96	$2,335,083.76	$100,000.02	$2,983,417.74
SSHRC	$746,667.52	$2,319,167.51	$333,333,40	$3,399,168.43

*Current scholarship values are $27,000 for master's and $40,000 for doctoral; values shown reflect scholarship amounts for previous fiscal year

Tri-Agency Scholarships by Faculty (2024 Fiscal)
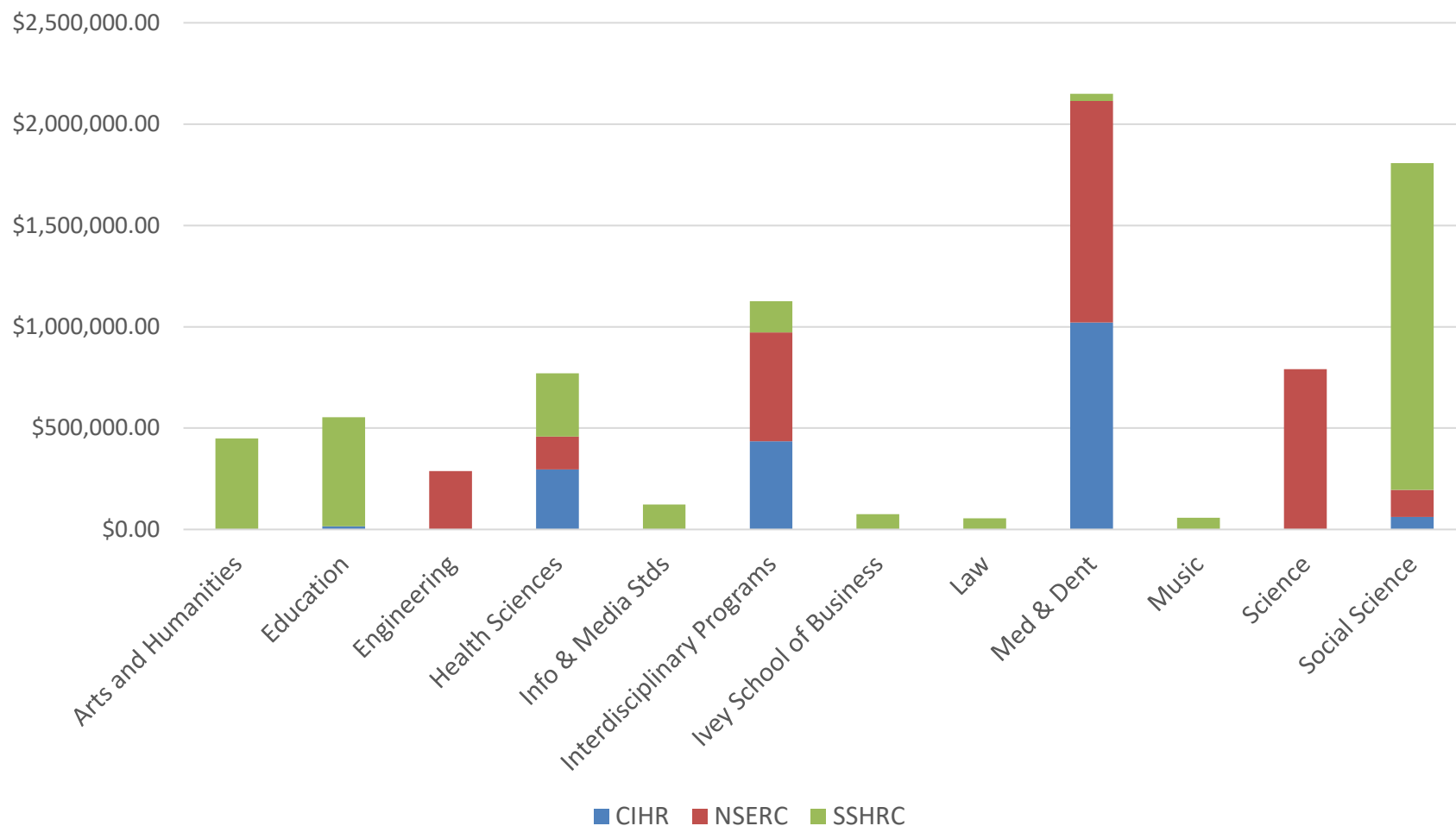
U15 CGSD Quotas (2024 Competition)
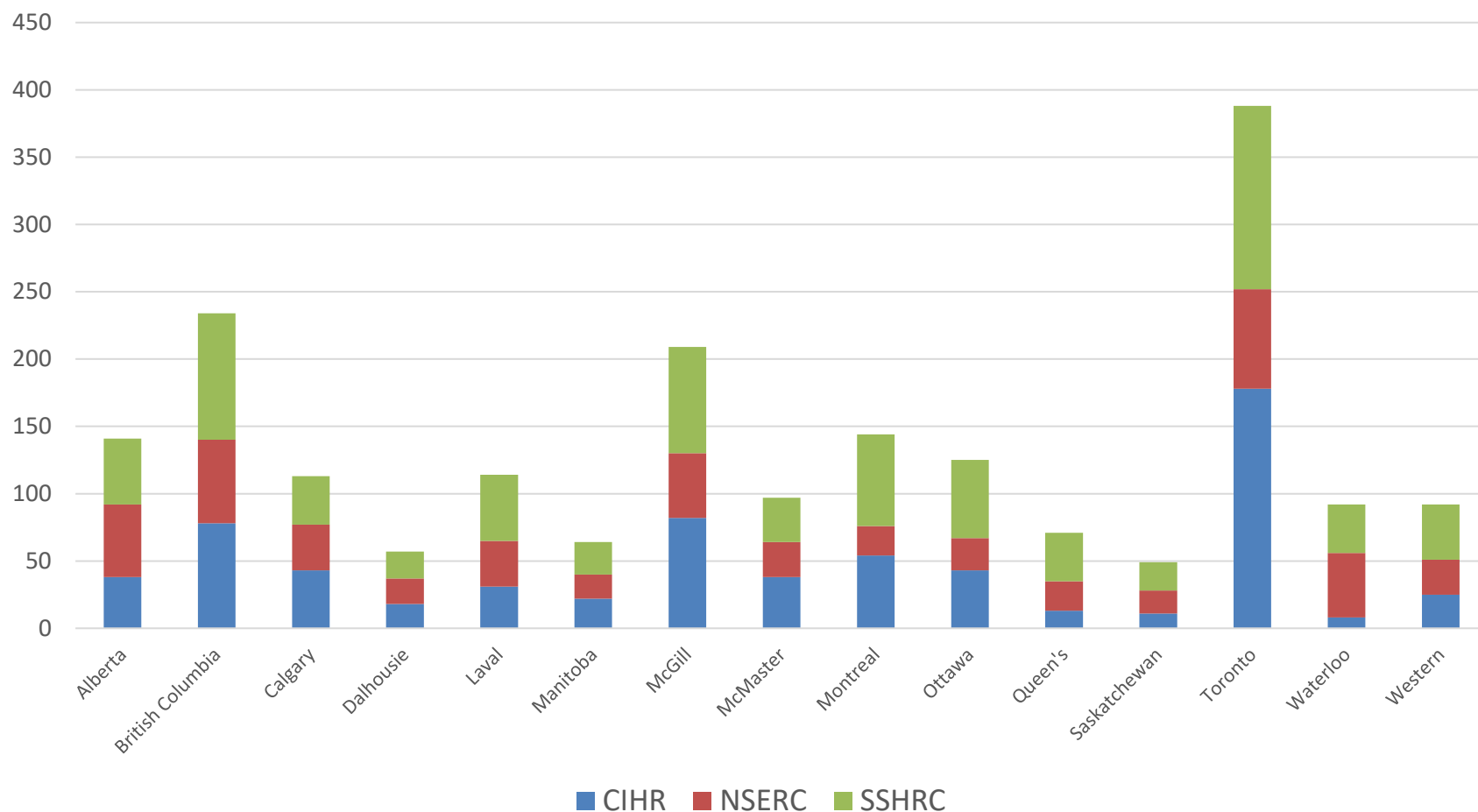

https://cihr-irsc.gc.ca/e/51528.html
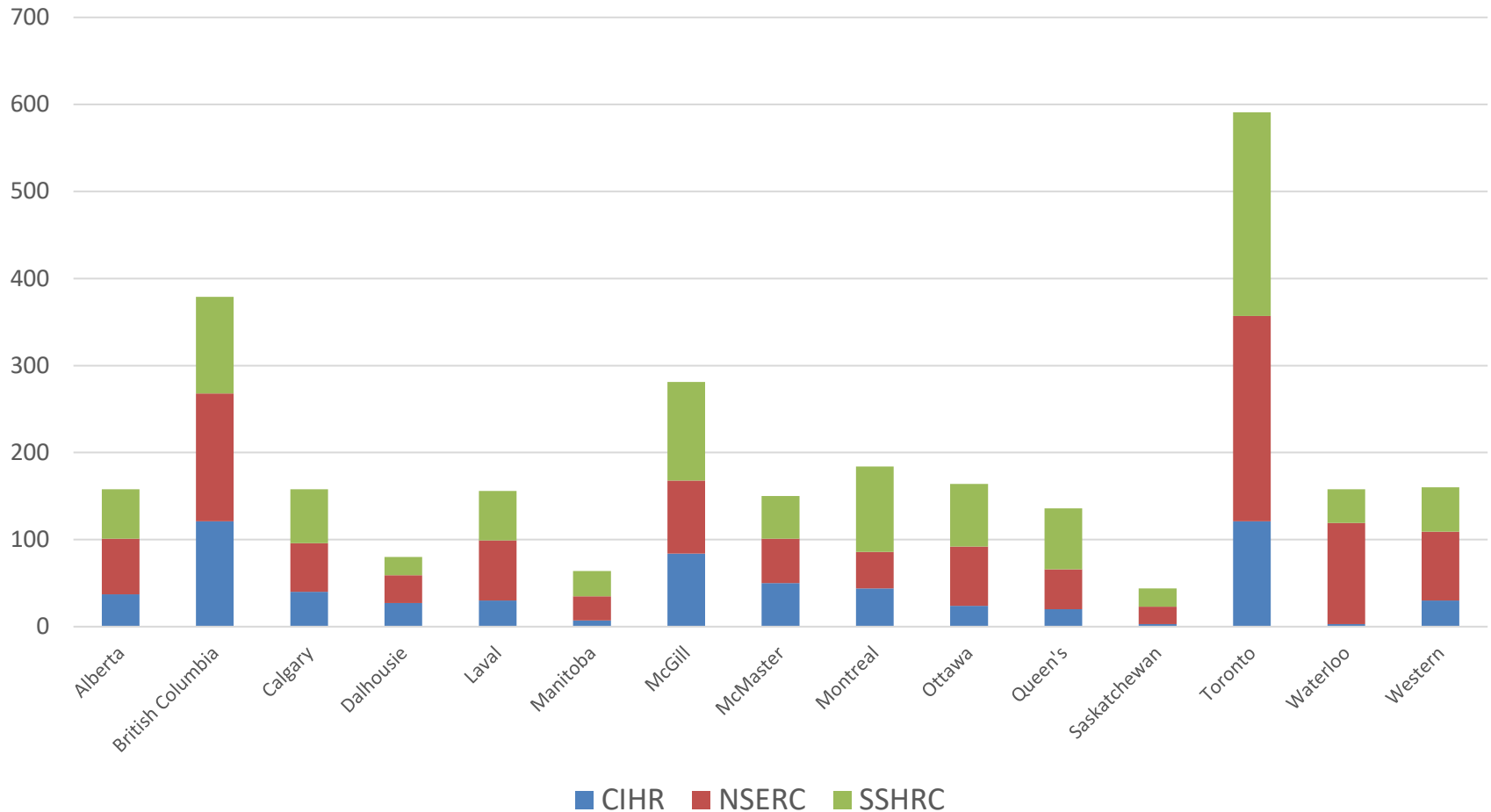
https://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/quota-quota_eng.asp

https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/background-renseignements/doctors_allocation-doctorat_allocation-eng.aspx

U15 CGSM Allocations (2024 Competition)

Western🍁Graduate&PostdoctoralStudies

Support offered by SGPS

- Tri-agency scholarship information sessions for graduate programs

- Individualized feedback on Vanier scholarship applications

- Support for students for final submission of tri-agency scholarships

Thank you

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

There is no business arising at this time.

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: November 1, 2024

Re: Monthly report for November 2024

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of October 4, 2024.

Canadian Severe Storms Laboratory (CSSL) launched: On October 28, Western announced the creation of a national lab based in the Faculty of Engineering to improve severe and extreme weather detection and documentation across the country. Building on Western's track record in climate change research and natural disaster mitigation, the CSSL is supported by a $20 million gift from ImpactWX and will inform policy as well as mitigation strategies for Canadians and their properties.

Canadian Space Health symposium: Western will host the 2024 Canadian Space Health Research Symposium November 6-8, bringing together leading scientists, trainees and speakers from the Canadian Space Agency, NASA, and universities across Canada, to discuss aspects of space health research, including implications for health conditions on Earth.

WE-Empower! Program applications open for the 2025 winter cohort: Designed for graduate students, postdoctoral fellows, and faculty members who self-identify as women, this WORLDiscoveries program offers mentorship and entrepreneurship training focusing on research commercialization and intellectual property protection.

Long-service awards: On October 28, we recognized 107 Western staff and faculty members who reached their 25-year service milestone in 2024. Thank you for your dedication to Western.

Sustainability Impact Fund seeking applications: The Western Sustainable Impact Fund is accepting applications from Western students, staff, and faculty members until November 18, 2024. The President's Advisory Committee on the Environment and Sustainability (PACES) identified this fund as a vital resource for championing innovative, high-impact, on-campus

projects that address sustainability concerns.

Consultation begins for policy on use of university facilities: The Provost & Vice-President (Academic) and Vice-President (Operations & Finance) are leading a two-stage consultation process to inform proposed revisions to Western's [MAPP Policy 1.1](#) on the use of university facilities for non-academic purposes and accompanying procedures. A number of constituted groups at Western will be invited to participate in the consultations (stage one), including Senators (special one-hour session November 8). These sessions will be an important input for proposed revisions to the policy, to be circulated for feedback in early 2025 (stage two).

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

- **Mark Daley** (Science), Chief AI Officer, appointed NSERC Scholar in Residence for Artificial Intelligence effective 2024 to 2026.

- **Alissa Centivany** (Information & Media Studies) provided expert testimony to the Standing Committee on Banking, Commerce, and the Economy in the Senate of Canada, related to proposed amendments to the Copyright Act.

- Professor Emeritus **Elizabeth Grasby** (Ivey) and lecturer **Ian Dunn** (Ivey) named to The Case Centre's list of bestselling case authors for the 2023-2024 academic year.

- Recent PhD graduates **Elmond Bandauko** (Social Science), **Rochelle Furtado** (Health Sciences), and MSc graduate **Marie Lan** (Schulich) named recipients of the *Governor General's Gold Medal* for outstanding academic achievement.

- **Rashaan Allwood**, PhD candidate (Music) named Composer-in-Residence for 2024-2025 and 2025-2026, for New Music Concerts, a Toronto-based organization focused on curating, performing, and promoting innovative and cutting-edge music.

- **Rajender Singh**, PhD candidate (Education), won the Government of Canada's National Student Paper Competition, for his policy paper, "*Hooked Online: A Call for Canadian Leadership in Addressing Internet Addiction.*"

- Western Engineering students **Jeremy Dodd, Malcolm Ahsan, Amer Sabsabi, Emma Schnurr, Francesca Devine, Timothy Kerkhoff,** and **Abdelmoneim El Naggar** ranked first in Canada and among the top eight teams in a recent US-based Precast/Prestressed Concrete Institute competition also known as the Big Beam Competition.

- The Mustangs Men's Tennis team won the Ontario University Athletics (OUA) Championship. **Liam Drover-Mattinen** was named OUA Player of the Year and OUA Rookie of the Year.

- The Mustangs Women's Cross Country team won the OUA Championship for the second year in a row.

- **Jane Philpott** (MD'84) appointed Chair of the Ontario's Primary Care Action Team.

- **Raymond Chun** (BA'92) appointed CEO of TD Bank.

- **Jon Love** (LLD'16, HBA'76) received the Fraser Institute Founder's Award, the institute's highest honour recognizing exceptional entrepreneur achievements, generous philanthropy, and dedication to competitive markets.

- **Frank Cosentino** (BA'60, MA'69, PhD'73), former Western Mustangs football coach and student athlete, inducted into Hamilton Sports Hall of Fame.

- **Lorin MacDonald** (JD'09) received a Governor General's Award in Commemoration of the Persons Case, received the Ontario Human Rights Award for Distinguished Service, and was named the March of Dimes Canada's Disability Changemaker of the Year.

- **Dan Luong** (BMus'15, MMus'17) received two gold medals (one national and one regional) from the Royal Conservatory of Music for his marks in Elementary Piano Pedagogy (Ontario) and Intermediate Piano Pedagogy (Canada).

Leadership updates:

Donna Kotsopoulos was reappointed Dean, Faculty of Education, for a second term beginning January 1, 2026, through June 30, 2031.

Dan Lizotte has been appointed to a five-year term as director of the Rotman Institute of Philosophy, effective November 1, 2024.

Review/Selection Committees are established/underway for the Deans of Arts & Humanities, Law, Health Sciences, and Information & Media Studies.

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

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

ATTACHMENTS:

ITEM 5.0 Report of the Vice-President (Research)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

Penny Pexman, Vice-President (Research), will provide a verbal report.

ITEM 10.1 – Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan

ACTION: ☒   APPROVAL   ☐   INFORMATION   ☐   DISCUSSION

Recommended: That Senate recommend the approval of the Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan to the Board of Governors.

EXECUTIVE SUMMARY:

Opiyo Oloya, Associate Vice-President (Equity, Diversity & Inclusion) and Lesley Oliver, EDI Specialist (Equity, Diversity & Inclusion) will present the EDIDA Strategic Plan for approval.

ATTACHMENT(S):

EDIDA Strategic Plan

EDIDA Strategic Plan: Supplemental Data Analysis Document

EDIDA Strategic Plan Launch (PowerPoint presentation)

ADVANCING INCLUSIVE EXCELLENCE

Strategic Plan Linkages: Towards Western At 150; Western University Indigenous Strategic Plan and Western In The World - Global Engagement Plan

EXECUTIVE SUMMARY

The Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan is the culmination of a robust consultation with and contribution from the Western community. Beginning with the launch of the EDIDA Strategic Survey in January 2023, which invited participation from the community to inform on 'where we are' and 'where we would like to go', and many townhalls and group feedback, the plan embodies Western's commitments to creating an inclusive, diverse, and welcoming community for all.

The community clearly expressed actions in five strategic priority areas toward building an inclusive campus. These are:

- Diverse Representation and Engagement
- Inclusive Excellence in Learning and Teaching
- Inclusive Excellence in Research and Innovation
- Safe, Accessible, and Inclusive Spaces, Places, and Experiences
- System-wide Capacity Building and Cultural Change

Furthermore, under each strategic priority are clearly articulated strategies and strategic objectives **(p.8 - 20)** that call the community to action and purpose.

In anticipation that units/departments/Faculties are at various stages of implementing inclusivity, the EDIDA strategic plan provides flexibility for unit/departments to select, engage and advance 1-2 strategies from each strategic priority area in the initial 3-year timeframe of implementation of the plan.

To **invite action** and **promote accountability**, the initial implementation for the EDIDA envisions a timeframe running from November 2024 to June 2027 **(p.24).** The timeframe embeds specific dates for action including opportunity to share with the community progress. At the end of the initial implementation timeframe, the community has opportunity to celebrate successes, reflect on the best practices and engage conversation on areas that require further focus and new choices of action.

I. LAND ACKNOWLEDGEMENT

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

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

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to help identify and meaningfully address these injustices while also cultivating respectful relationships with Indigenous communities through our teaching, research and community service.

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

As Western University embarks on setting goals and implementing the new EDIDA Strategic Plan, we recognize the importance of the Two-Eyed Seeing principle introduced by Mi'kmaw Elder Albert Marshall. This guiding principle emphasizes that more effective outcomes are achieved when we integrate multiple perspectives, encouraging a collaborative approach to learning and understanding.
"As such, Etuaptmumk / Two-Eyed Seeing can be understood as the gift of multiple perspectives, which is treasured by the Mi'kmaw people and other Indigenous Peoples.
Our world today has many arenas where this principle, this gift, is exceedingly relevant including, especially, education, health, and the environment. I've often described Etuaptmumk / Two-Eyed Seeing this way:
I, you, and we need to learn to see from one eye with the best or the strengths in the Indigenous knowledges and ways of knowing… and learn to see from the other eye with the best or the strengths in the mainstream (Western or Eurocentric) knowledges and ways of knowing… but most importantly, I, you, and we need to learn to see with both these eyes together, for the benefit of all."
(Elder Albert Marshall, 2018)

Adapted by Dr. Ana Boller for 'A Guide for Courageous and Respectful Conversations' at Western University

II. CHARTING WESTERN'S EQUITY, DIVERSITY, INCLUSION, DECOLONIZATION, AND ACCESSIBILITY STRATEGIC COURSE

Western's EDIDA strategic plan, *Advancing Inclusive Excellence*, is a call to action, charting our course forward to an inclusive and brighter future for all. At the centre of the plan is the vision and the desired outcomes we want to achieve. The vision and outcomes are driven by five priority strategic areas of focus, cascaded into 22 strategies. Progress is already underway in establishing performance indicators for each of these priority areas.

Over the past 19 months, the Western community has been on a journey of introspection, analysis, and exploration to envision a more inclusive, diverse, and equitable university where everyone can thrive. Guided by a multidisciplinary Strategic Planning Steering Committee, we engaged over 3,500 students, staff, faculty, librarians, archivists, and leaders in EDIDA community conversations, think tanks, consultations, and a campus-wide survey. Their voices shaped the planning process, and their ideas, experiences, and aspirations are imprinted in the plan's vision, strategic priorities, and goals. During this planning process, we also established common definitions for important terms related to EDIDA, which form a solid basis for shared understanding across Western's communities (see Section IX).

Western's Vision for EDIDA:

Fostering safe, accessible, and equitable places, spaces, and experiences where every person belongs and feels empowered to achieve their full potential.

Priority Areas of Strategic Focus

- Diverse Representation and Engagement
- Inclusive Excellence in Learning and Teaching
- Inclusive Excellence in Research and Innovation
- Safe, Accessible, and Inclusive Spaces, Places, and Experiences
- System-wide Capacity Building and Cultural Change

Advancing Inclusive Excellence signifies our pledge to work together toward creating a more equitable and inclusive Western. It also signals our commitment to learn from our past and combat all forms of discrimination and oppression. The plan recognizes the need for meaningful change and motivates each of us to think and act in new and diverse ways.

What We Learned From Our Engagement Processes

In the fall of 2022, the EDIDA Strategic Planning Steering committee launched the EDIDA Strategic Planning Survey to gain input from the Western Community about barriers to EDIDA and opportunities for improvement. The survey included both qualitative (open-ended) and quantitative (closed-ended) questions. Topics included: demographic characteristics, sense of community, perceptions of EDIDA and equality, sense of belonging, inclusion, psychological safety, perceptions of educators and leaders, comfort, and Western's commitment to advancing EDI). In total, 3191 individuals participated in the survey, which was subsequently analyzed quantitatively to identify differences in perceptions across groups (e.g., racial/ethnic identity categories, gender identity categories) and qualitatively to uncover common themes that could inform the strategic plan.

Quantitative Analyses

We used inferential statistics (i.e., used data from the survey to make inferences about the Western community as a whole) to compare various perceptions as they relate to individuals' identities. This information helped to shape the broad themes and strategic priorities within this document.

Through these analyses it became evident that the Western community has a relatively strong sense of belonging, inclusion, and community. However, several equity deserving groups including people with disabilities, racialized individuals, and individuals with minoritized identities of sexuality and/or gender had significantly lower ratings in various indicators of EDIDA at Western.

For example, white students felt a significantly greater sense of inclusion compared to Asian-East, Asian-South, Black, and Middle Eastern students and students with disabilities had significantly lower perceptions of inclusion compared to students without disabilities. Furthermore, students who identified with a minoritized identity of gender had significantly lower perceptions of inclusion compared to students who identified as men or women and students who identified as part of the 2SLGBTQ+ community had significantly lower perceptions of inclusion than heterosexual students. These patterns were similar, though not identical, among employees.

For more specific details of how equity deserving groups differed in their perceptions, please see the EDIDA Strategic Plan Supplemental Data Analysis document.

Qualitative Analyses

The open-ended survey responses were analyzed using thematic analyses, which involved both inductive and deductive processes. This involved reading all of the written responses, categorizing information based on the questions themselves, and ultimately coding into themes based on the content of the responses.

Categories for the thematic analyses included: belonging, campus climate, comfortability, sense of community, Western's current action on EDI, and EDIDA action priorities. Several themes emerged in each category and, together with the quantitative data, these themes set the foundation for the strategic priorities, strategies, and objectives.

For example, many of the themes identified in the Western's Current Action on EDIDA category were directly translated into the strategic plan. These included leadership opportunities, clarity in reporting processes, transparent communication, genuine action, and accountable engagement. Additional information regarding categories and the themes that emerged can also be found in the Supplemental Data Analysis document

III. GUIDING PRINCIPLES FOR EDIDA AT WESTERN

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

We, the collective Western community recognize and understand that:

1. Large, intentional and sustained cultural change, grounded in human rights, takes commitment, time, effort, perseverance, dedicated resources, capacity building and leadership.
2. No single community can embark on this EDIDA endeavor in isolation. While Western leaders are tasked with leading and championing EDIDA, each Western community bears the responsibility of actively engaging in this essential work to achieve the university's EDIDA vision and goals. Accordingly, specific examples of potential supportive communities are delineated under each strategic priority.
3. It is critical for all members of Western's community to be provided with an opportunity to lead and participate in collaborative and courageous EDIDA conversations, training, learning, unlearning, and change-making.
4. Ongoing, intentional, open, and transparent communication and reporting about EDIDA is essential to our shared progress and success.
5. EDIDA work is complex, and EDIDA strategies and action plans must evolve in alignment to emerging data, insights and changing circumstances.

6. A diverse range of voices and perspectives must continue to inform and shape EDIDA planning and decision-making, as well as the development and implementation of all EDIDA action plans.

7. Relevant and robust data on Western demographics, representation, and inclusion must be collected, analyzed, actively shared across units, and used to identify evidence-based disparities, and under-representation, informing strategic and equitable approaches and action plans.

8. Western University fosters an environment in which academic freedom thrives, and debate, challenges, and collegial disagreement should not only be expected but encouraged.

IV. WESTERN'S EDIDA VISION

The vision for EDIDA is crafted from the vibrant tapestry of Western voices: thousands of students, staff, faculty, and leaders. With passion and optimism, they shared their dreams of Western University in the coming years. Their vision? A place where every individual is valued and respected and feels they belong. They envisioned a community steeped in dignity, kindness, and compassion. And, their aspirations painted a picture of a university where diversity is celebrated, where diverse ways of knowing and being in the world are celebrated, and where we lift one another up so everyone can flourish.

Western University's EDIDA vision is:

Fostering safe, accessible, and equitable places, spaces, and experiences where every person belongs and feels empowered to achieve their full potential.

V. EDIDA OUTCOME STATEMENTS

Looking into the future, the Outcome Statements answer the question, 'what <u>impact</u> will this strategic plan have on the students, staff, faculty, alumni, and communities Western serves and partners with?' The following five outcome statements emerged directly from the thoughtful and comprehensive input provided by Western communities during our engagement processes.

OUTCOME STATEMENTS

Western students, staff, faculty, leaders, alumni, and visitors will feel safe and have a strong sense of belonging.

Students, staff, faculty, and leaders with disabilities will experience barrier free, accessible environments and services at Western.

Equity deserving groups will be represented in Western's students, staff, faculty, librarians, archivists, and leaders.

Western's community, culture, policies, and curriculum will reflect the values of reconciliation with Indigenous Peoples and demonstrate our collective commitment to responding to the Truth and Reconciliation Commission's 94 Calls to Action and the Western Indigenous Strategic plan.

Western leaders will be active EDIDA practitioners and passionate champions for actively building a culture of inclusion and addressing inequality.

VI. STRATEGIC PRIORITIES

The first four strategic priorities describe the areas that Western University will focus on to ACHIEVE the EDIDA vision and outcomes.

Diverse Representation and Engagement	Inclusive Excellence in Learning and Teaching	Inclusive Excellence in Research and Innovation	Safe, Accessible, and Inclusive Spaces, Places, And Experiences
Western University ensures students, staff, faculty, librarians, archivists, and leaders reflect the diverse communities we serve, partner with and impact, including all equity-deserving groups who have been historically, and are currently, underrepresented and under-resourced.	Western University cultivates inclusive, equitable, and accessible learning environments, embedding Indigenization, and equity, diversity, inclusion, decolonization, and accessibility principles and best practices into our teaching, curriculum, programming, and assessment.	Western University builds inclusive and accessible research and innovation environments through equitable practices, policies, and supports that foster diverse perspectives and impactful outcomes; and embrace the intentional integration of inclusive, decolonial, Indigenization, and anti-racist approaches within our research initiatives and ecosystem.	Western University plans, designs, builds, and maintains university spaces, places and experiences to be welcoming, safe, accessible, and usable for all students, staff, faculty and visitors, with special attention to the needs and representation of people with disabilities, Indigenous peoples, and additional equity-deserving groups.

The following strategic priority describes the areas that Western University will focus on to ENABLE achievement of the first four strategic priorities.

System-wide Capacity Building and Cultural Change

Western University builds system-wide capacity and capabilities to lead and ignite bold and meaningful EDIDA cultural and operational change.

STRATEGIC PRIORITY: DIVERSE REPRESENTATION AND ENGAGEMENT

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

Examples of Support Communities to implement this strategic priority: Senior Leadership team, Deans, Office of the Registrar, Admissions, University and Unit Human Resources, Employee Groups, Office of Equity, Diversity and Inclusion (Office of EDI), Office of Indigenous Initiatives, Western Libraries, Faculty Relations, Student Experience, , Office of Academic Quality and Enhancement, Student Groups, etc.

Strategies	Strategic Objectives
Advance equitable recruitment and hiring, retention, development, and promotion of staff, faculty, librarians, archivists, and leaders from Equity Deserving (ED) communities.	We, **the collective Western community**, will: • Continually innovate and strengthen recruitment, hiring, selection and promotion processes, to reflect best EDIDA practices (i.e., EDIDA-related behavioural interviewing process; interviewing innovation, job descriptions, etc.). • Regularly explore and implement evolving strategies to reduce bias in the recruitment and selection process of hiring committees and individual interviewers. • Actively strive for all recruitment committees to be diverse champions of accessibility and under-represented groups, and to be aware of gaps in representation within their areas. • Enhance access to equitable career development pathways for faculty, staff, and leaders to progress and thrive. • Support staff and faculty to develop and demonstrate EDIDA competencies and capabilities when recruiting for leadership roles and during career progression. • Continually enhance onboarding processes for newly hired employees, weaving EDIDA into all training content, resources, and supports. • Provide intentional supports to newly hired ED employees.

Strategies	Strategic Objectives
Regularly review and strengthen the student admissions, enrolment, and retention practices to reflect EDIDA principles and cultivate successful student outcomes.	We, **the collective Western community**, will: • Identify and implement robust strategies to address biases and dismantle barriers to equitable student admissions. • Develop intentional pathways and programming to support diverse student learning styles and needs. • Provide access to mental health and wellness supports to students at all transition points across the academic journey. • Expand promotion and usage of equity-focused admissions tools including, but not limited to, tuition assistance, EDIDA training for admissions committees and supervisors, and transition / bridging programs. • Increase access to scholarships, grants, and bursaries for ED student groups. • Continue to amplify engagement and outreach to attract prospective ED student populations, particularly Indigenous, Black, and Racialized communities. • Use census, Ontario Universities' Application Centre, and EDIDA data to inform and strengthen decisions and actions related to ED student admissions and retention.
Develop an environment of inclusion and belonging at Western, where ED groups are fully valued and engaged.	• Develop tools, resources and supports to enable Employee Resource Groups (ERGs); staff and faculty committees; student clubs and hubs, and networks that reflect diverse cultures, identities, and backgrounds; and interdisciplinary forums across campus to exchange EDIDA ideas and best practices. • Expand mentorship, sponsorship[1], and networking opportunities for ED students, staff, and faculty. • Endeavor to close the structural disparities in equity and inclusion for ED groups, integrating approaches that affirm diverse gender identities. • Facilitate and promote events and forums to bring multi / intercultural groups together to engage connect, learn, and promote belonging. • Expand student access to an evolving catalogue of EDIDA and intercultural training and implementation resources. • Facilitate regular EDIDA community conversations with students, faculty, and staff and allies. • Continually evaluate and upgrade all EDIDA training programs and resources. • Support members of ED groups to learn about their rights and responsibilities and feel empowered to express their ideas and needs. • Regularly monitor policies and procedures to ensure they optimize campus safety for all students, staff, faculty, leaders, and alumni.

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

STRATEGIC PRIORITY: INCLUSIVE EXCELLENCE IN LEARNING AND TEACHING

Western University cultivates inclusive, equitable, and accessible learning environments, embedding Indigenization and equity, diversity, inclusion, decolonization, and accessibility (EDIDA) principles and best practices into our teaching, curriculum, programming, and assessment.

Examples of Support Communities include but are not limited to: Academic Programs, Centre for Teaching and Learning, Faculty Groups, Deans, Western Libraries, Student Experience, Human Resources, Office of Indigenous Initiatives, Office of EDI.

Strategies	Strategic Objectives
Prepare and support faculty to incorporate EDIDA more fully into the classroom to enhance students' learning experiences.	We, **the collective Western community**, will: • Increase access to self-directed and self-reflective learning opportunities on EDIDA and anti-racism principles in teaching and learning. • Facilitate workshops to prepare faculty and staff to incorporate EDIDA into pedagogy and curriculum design. • Develop and facilitate cultural competency training, programs, and toolkits for academic leaders, staff, instructors, and student leaders. • Support faculty to co-create accessible classrooms of inclusion and belonging, utilizing students-as-partners approaches where appropriate, in collaboration with ED students and Western partners, such as the Centre for Teaching and Learning, Student Wellness and Well-being, Accessible Education, the Office of EDI, and the Office of Indigenous Initiatives. • Equip instructors with the pedagogical tools, resources, and strategies to teach, engage, and accommodate students with disabilities and diverse needs. • Prepare and support instructors to create the conditions to incorporate critical thinking and discussions that challenge stereotypes, biases, and system inequities, thereby fostering a deeper understanding of social justice.

Strategies	Strategic Objectives
Apply equity, diversity, inclusion, accessibility, decolonization, and anti-racism principles in undergraduate and graduate education.	We, **the collective Western community**, will: • Intentionally update / design curriculum and learning experiences to address the diverse needs, backgrounds, and identities of all students, particularly ED groups. • Embed dedicated reflections about how academic programs are integrating EDIDA in program operations, curriculum, and outcomes as part of Western's Institution Quality Assurance Process (IQAP). • Provide faculty, instructors with the knowledge and skills to understand access needs of a diverse student population and reduce barriers to access and participation. • Expand opportunities for ED students, staff, faculty, and communities to actively contribute to program and curriculum creation, renewal, and innovation. • Expand the number of courses and programs focused on the study of, and scholarship by ED groups (e.g., Black studies, Indigenous studies, Jewish studies, Islamic studies, transgender studies, etc.).
Build university-side culture that values EDIDA in teaching and learning at the level of policy and governance.	• Build campus-wide understanding about the value and benefits that diversity brings to the classroom. • Revise existing and develop new policies and governance procedures to embed EDIDA in teaching and learning at Western. • Recognize EDIDA teaching excellence at Western in recruitment, hiring, promotion, and tenure practices at Western.
Support multiple pathways to and beyond the university.	• Help ED students successfully navigate the transitions throughout their journey at Western, from undergraduate to graduate programs to the work environment. • Expand access to self-directed and experiential local and global learning opportunities, community placements, and internships for ED students.

STRATEGIC PRIORITY: INCLUSIVE EXCELLENCE IN RESEARCH AND INNOVATION

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

Examples of Support Communities: Western Research, Deans, Research Chairs, Graduate and Postdoctoral Studies, Training & Development, Western Libraries, Office of Indigenous Initiatives, Office of EDI

Strategies	Strategic Objectives
Advance equity in internal and external research funding and awards. .	We, **the collective Western community**, will: • Identify and mitigate barriers to research funding for Indigenous and ED scholars. • Promote and support Indigenous, diverse, non-traditional, and EDID-related research endeavours. • Elevate, profile, and recognize Indigenous research and EDIDA in research through the creation of specialized awards and prizes. • Stimulate and support more nominations of ED individuals for internal and external awards and prizes. • Strive for equitable representation on nomination and selection committees and provide EDIDA training for all members.
Expand mentorship opportunities tailored specifically to ED students, and undergraduate, graduate, postdoctoral and ECR training.	We, **the collective Western community**, will: • Strengthen and actively support mentorship, networking, and career development programs for Indigenous and ED researchers. • Facilitate student connections to experiential research collaborations and exchanges within Canada and around the world.

Strategies	Strategic Objectives
Cultivate inclusive and accessible research environments where students, researchers, and staff feel welcomed, supported, valued, and celebrated.	We, **the collective Western community**, will: • Increase training and resources to promote EDIDA intersectionality and anti-racist approaches to research design and practice. • Work collaboratively with all Faculties and offices to implement inclusive knowledge mobilization and research assessment practices. • Promote / incentivize the development of interdisciplinary, collaborative research teams, representative of diverse expertise, cultures, identities, lived experiences, and backgrounds. • Expand the utilization of the Own your Future Programs and other research support programs to empower ED career researchers. • Build a community of practice for staff involved in EDIDA-in-research work. • Continue to build EDIDA capacity across the entire research ecosystem. • Continue to leverage librarian, archivist, and staff expertise and continue to fund and support EDIDA library resources, such as books, journals, electronic resources, Scholarship@Western, archival and special collections, and geospatial, statistical, and data resources. • Promote the profile of Indigenous and ED scholars within and external to Western, working with Western Communications. • Expand impact metrics to better reflect the impact on society, London, and beyond, re-balancing to focus on metrics that are reflective of sustainable impact and advancement of EDIDA in society.
Develop partnerships with ED groups, both internal and external to Western, to promote research that benefits their communities.	We, **the collective Western community**, will: • Create programming that advances anti-racism, equity, and inclusion across disciplines (i.e., provide seed research funding, conference funding to ED members, etc.). • Sustain and scale research partnership programming to develop pathways for connecting researchers and diverse communities, helping researchers to build reciprocal working relationships. • Expand opportunities to connect with other researchers and engage in disciplinary, interdisciplinary and multi-disciplinary research focused on topics / issues that impact ED communities. • Advocate for and support the meaningful integration of diverse populations, perspectives, and methodologies into study design and research opportunities, when appropriate.

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

Western University plans, designs, builds, and maintains university spaces, places and experiences to be welcoming, safe, accessible, and usable for all students, staff, faculty and visitors, with special attention to the needs and representation of people with disabilities, Indigenous peoples, and additional equity-deserving groups.

Examples of Support Communities: Deans, Facilities Management, Housing and Ancillary Services, Campus Safety, Health and Wellness, Office of Accessible Education, Western Libraries, Student Experience, Office of Indigenous Initiatives, Office of EDI, etc.

Strategies	Strategic Objectives
Optimize accessibility across Western's campus for people with disabilities.	We, **the collective Western community**, will: • Ensure Western fully complies with the Accessibility for Ontarians with Disabilities Act (AODA). • Implement best practices for Universal Design and inclusive campus planning. • Proactively remove barriers to participation for People with Disabilities in all classrooms, workplaces, housing, facilities, outdoor spaces, and Western communities. • Continue to review accessibility audits of campus spaces and mobility systems to find ways to improve access, safety, and security and ensure compliance.
Enhance accessibility, safety, and ease of use of indoor and outdoor spaces, facilities, and environments.	We, **the collective Western community**, will: • Incorporate the voices, input and values of Indigenous and equity deserving communities into the design, renewal, and construction of Western places and spaces. • Strengthen and communicate the processes for reporting and dealing with complex accessibility concerns. • Create barrier-free access to participation at Western by ensuring physical, hybrid, and virtual classrooms, facilities, residences, and other spaces accommodate all needs and abilities. • In alignment with Western's long-range space plan, upgrade, renew, and retrofit older buildings and physical spaces to make the campus safer and more universally accessible. • Regularly review and refine campus security, space utilization, wayfinding, and mobility to enhance safety, movement, and accessibility across campus. • Be aware of and respond to evolving legislation (i.e., Ontario Postsecondary Education Standards under AODA) and other accessibility standards and codes, and implement improvements as required.

Strategies	Strategic Objectives
	• Evolve services and supports to reflect the diversity of community members with unique family care responsibilities.
Embed accessibility principles across Western.	We, **the collective Western community**, will: • Work together to embed and prioritize accessibility in academic and work plans, strategic plans, and budgets across campus. • Maximize accessibility and understanding of print and online content and messaging. • Embed and continually refine the Office of EDI Inclusive Language Guide, which provides practical tools for using inclusive language in written and verbal communication, promoting inclusivity and respect for diverse identities, cultures, and experiences.
Reflect diverse identities, cultures, histories, traditions, and ways of being across campus indoor and outdoor spaces and programming.	We, **the collective Western community**, will: • Support and create meaningful gathering spaces for members of ED communities to connect, share, and support one another. • Represent Indigenous and diverse identities in naming opportunities, artwork, photography, signage, and other visual symbols. • Revitalize Western's 21st-century housing strategy to meet the diverse scope of student backgrounds, needs, circumstances and expectations across the entire learning journey. • Create high-quality, affordable culinary experiences that celebrate diverse foods and menus in safe, welcoming and accessible spaces. • Design and offer university services and programs, in areas such as sports and recreation, career services, counseling and retail services, that reflect a wide range of cultures, backgrounds, abilities, and identities.
Support and nurture ED student, staff and faculty wellness and success.	We, **the collective Western community**, will: • Build staff capacity to provide culturally relevant, gender affirming services that effectively meet the unique concerns and needs of ED groups. • Continually evaluate and finetune student academic accommodation policies and practices, that consider lived experiences, to ensure equitable assessment and outcomes. • Increase circulation of information resources and training to assist faculty and staff in better understanding the academic accommodation process and how to liaise with the Office of Accessible Education to support students. • Support GBSV-prevention at Western through commitments to training, survivor-focused and trauma- and violence-informed support, policies, and reporting for students, staff, and faculty. • Communicate regularly with students, staff, and faculty about the resources and services that are available to support them, and how to access them.

ENABLING PRIORITY: SYSTEM-WIDE CAPACITY BUILDING AND CULTURAL CHANGE

This priority outlines the <u>strategic enablers</u>, which are the drivers of success for the first four priorities. Without fully acting on this enabling priority, it will be very difficult to achieve the previous four priorities.

Western University builds system-wide capacity and capabilities to lead and ignite bold and meaningful EDIDA cultural and operational change.

Examples of Support Communities include but are not limited to: Senior Leaders including Deans, Western Communications, Western Research, Human Resources, Faculty Relations, Centre for Teaching and Learning, Office of EDI, Office of Indigenous Initiatives, Western Libraries, Institutional Planning and Budgeting, Facilities Management, Student Experience, Housing and Ancillary Services.

Strategies	Strategic Objectives
Embed equity, diversity, inclusion, decolonization, and accessibility into Western's culture and climate.	We, **the collective Western community,** will: • Develop and commit to a Western University EDIDA Statement that recognizes Western's history of institutionalized racism and discrimination and acknowledges wrongdoings and stipulates commitments to weaving decolonization, reconciliation, and EDIDA into everything the university does. • Incorporate Western's EDIDA commitments into the institution's policy review processes to ensure they are informed by and when pertinent, reflect Western's EDIDA commitments and support all pertinent regulations / legislation that we must adhere to. • Provide tools and mechanisms to enforce policies and processes for addressing human rights, social justice, and EDID-related concerns and complaints. • Continue to advance the implementation work of the President's Anti-Racism Working Group report, Truth and Reconciliation Commission of Canada post-secondary institution recommendations, Post-Secondary Education for AODA calls to action, Council for the Advancement of Standards in Higher Education Report recommendations, and the Report of the Action Committee on Gender-Based and Sexual Violence.

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

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

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

VII. IMPLEMENTATION FRAMEWORK

The most vital component of the strategic planning process is implementation; it is essential for realizing Western University's EDIDA vision, strategic priorities and objectives, and sustainable impact. As we move forward, we will deliver on the following implementation commitments.

1. Western will establish an **EDIDA Strategic Plan Implementation Committee**, co-led by the Associate Vice-Provost (Equity, Diversity & Inclusion) and the Vice-Provost & Associate Vice-Provost (Indigenous Initiatives), and comprised of senior leaders from across Western University, to guide and oversee implementation of the EDIDA strategic plan. The committee will:
   a. Identify Accountability Leads to oversee critical system-wide EDIDA priorities (i.e., an Accountability Lead for Culture Change, an Accountability Lead for Learning and Teaching).
   b. Define clear and achievable annual implementation goals and targets in alignment to the strategic plan's priorities and strategic objectives.
   c. Ensure systems (i.e., implementation toolkit, project management methodologies, etc.) are in place to support Western Faculties, Schools, and administrative units to develop and operationalize annual EDIDA Action Plans for their areas.
   d. Allocate resources such as budget, human resources, and technology to support the implementation efforts.
   e. Quarterly, track and assess the progress of implementation plans and activities against established milestones and performance indicators.
   f. Identify obstacles or challenges that arise during implementation and develop solutions to effectively resolve issues.

2. Pursuant to the initial launch of the EDIDA Strategic Plan, the Office of EDI will lead a university-wide Awareness Campaign, with support from partners from various Western communities, to educate Western students, staff, faculty, and alumni about the EDIDA strategic plan, and how they can contribute to implementing the plan and realizing the strategic outcomes.

3. Western will develop a user-friendly action planning / implementation toolkit and provide ongoing support to university Faculties and administrative units to develop and implement annual EDIDA Action Plans. Action Plans will include tasks, timelines, responsibilities, and budgets.

4. Western will establish an ***Advancing Inclusive Excellence*** Performance Dashboard to monitor, evaluate, and report on the university's progress related to strategic outcomes, priorities, and objectives. Routine assessments will compare actual performance against stated outcomes and performance indicators.

5. In response to negative performance discrepancies, Western will implement performance improvement programs and monitor progress.

6. Performance data will be utilized to inform decisions and guide change initiatives, ensuring alignment with strategic goals.

7. Western will annually disseminate an EDIDA Strategic Plan Annual Report to all university communities. The Annual Report will include performance dashboard results, action plans that are being worked on, and stories of impact.

VIII. ACCOUNTABILITY FRAMEWORK

The **Inclusive Impact** Performance Scorecard, which encompasses strategic performance indicators (PIs) is crucial for assessing success in advancing toward Western's EDIDA priorities and goals. Following are some examples of potential PIs to measure Western's progress.

STRATEGIC PRIORITY: DIVERSE REPRESENTATION AND ENGAGEMENT

- Faculty and staff diversity targets; recruitment committee targets, candidate targets.
- Participation rates in EDIDA training for hiring committees, Human Resources (HR) staff, hiring staff and faculty, newly hired employees, etc.
- Demonstration of EDIDA competencies included in role descriptions and HR tools and assessments.
- Succession rates and retention rates for ED staff and faculty.
- Student admission rates.
- Participation rates in EDIDA and bias training for domestic and international students.
- % increase in ED student financial assistance.
- % increase in ED students receiving scholarships, grants and bursaries.
- Graduation rates by ED group (annual cohort, per department and Faculty).
- # of information sessions for severely underrepresented groups; participation rates in information sessions.
- # of internship and experiential learning opportunities experienced by ED student groups.
- % increase in the number of ED student clubs, Employee Resource Groups (ERGs), and networks.
- Satisfaction rates with participant experience in clubs and ERGs.
- % increase of mentorship and sponsorship relationships.
- Target number of events and forums that advance EDID.
- Increase in training programs, related to harassment and discrimination, sexual violence, etc.

STRATEGIC PRIORITY: INCLUSIVE EXCELLENCE IN LEARNING AND TEACHING

- Evidence that EDIDA is incorporated into the Institutional Quality Assurance Process (IQAP)
- # of courses that reflect EDIDA across each Faculty.
- Student satisfaction rate with faculty weaving EDIDA into course content and classroom.
- # of EDIDA teaching awards.
- Course review processes / audited for enhancements.
- Participation rates in training programs / workshops by community.
- Faculty engagement rates with learning bundles; EDIDA learning modules and certificates.
- Rates of EDIDA modules being incorporated into class syllabi.

STRATEGIC PRIORITY: INCLUSIVE EXCELLENCE IN RESEARCH AND INNOVATION

- # of internal awards and prizes for ED scholars.
- Demographics of nomination and selection committees.
- EDIDA training for nomination/selection committees: participant counts; session counts.
- External grant applications: demographics, number of value of grants.
- Evidence of establishing and supporting the creation of mentorship networks across Western campus.
- Growth in mentorship programs to ED students.
- Increase in number of interdisciplinary research teams that demonstrate diversity.
- Participation rates in EDIDA research-related training: inventory of programs available and delivered.
- Utilization rate of Own Your Future programs.
- # of staff supporting EDIDA research and Indigenous research.
- Diverse research interests and use of differing methodologies by faculty members to promote heterogeneity of focus areas and specialties within Faculties.
- Growth in # of researcher-community partnerships.
- Increase in Western hosted events, inviting community members to actively participate.

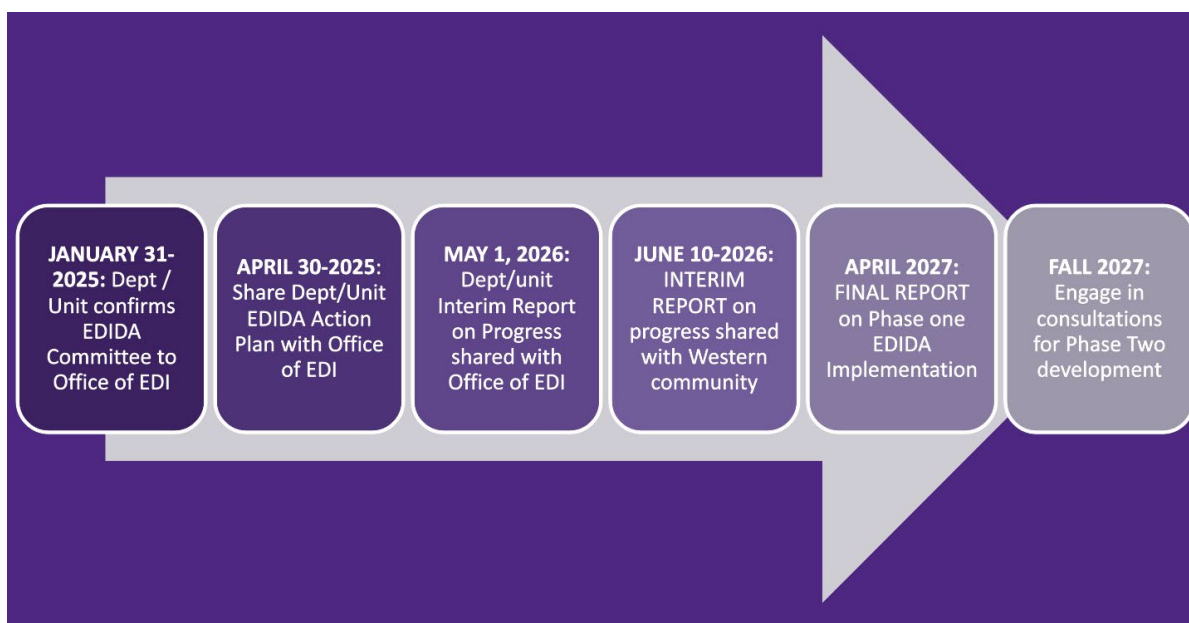## STRATEGIC PRIORITY: SAFE AND INCLUSIVE SPACES, PLACES, AND EXPERIENCES

- Annual AODA reporting of key metrics.
- Accessibility audits related to strategic plan accessibility metrics.
- % increase in number of gender-neutral and fully accessible washrooms.
- Rate of community participation in design of new built and outdoor university spaces.
- Space / Place audit results related to compliance with accessibility standards and diversity goals.
- Annual accessibility audit results and action plans by unit.
- % Increase in number of new naming opportunities that are representative of diverse cultures and identities.
- % of diverse culinary choices provided at Western.

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

- Established investment targets i.e., increase in EDIDA funding, both centrally and in a decentralized manner.
- % of leaders, faculty, staff, students, and leaders who complete the anti-racism foundation certificate program and inclusive leadership program.
- Completion rate of quarterly Implementation Steering Committee meetings.
- Participation rates in EDIDA learning opportunities provided by the Office of EDI and Office of Indigenous Initiatives.
- # of recognition events to support and advance EDIDA engagement.

TIMELINE

The following graphic displays the Phase One Implementation timeline of the Strategic Plan.

JANUARY 31-2025: Dept / Unit confirms EDIDA Committee to Office of EDI

APRIL 30-2025: Share Dept/Unit EDIDA Action Plan with Office of EDI

MAY 1, 2026: Dept/unit Interim Report on Progress shared with Office of EDI

JUNE 10-2026: INTERIM REPORT on progress shared with Western community

APRIL 2027: FINAL REPORT on Phase one EDIDA Implementation

FALL 2027: Engage in consultations for Phase Two development

IX. DEFINITIONS

Academic Excellence in Teaching and Research

Academic excellence refers to the outstanding quality and achievement in educational endeavours, typically characterized by high standards of scholarship, intellectual rigour, innovation, critical thinking, mastery of subject matter, and a thirst for knowledge. Academic excellence is often demonstrated through a combination of factors such as academic performance, research contributions, leadership, and the ability to apply knowledge effectively in real-world contexts.

Accessibility

Accessibility refers to the inclusive design of products, services, curriculum, or environments for Western students, staff, faculty and visitors, who experience disabilities (examples include but are not limited to physical, mental health, cognitive, addictions, environmental sensitivities). Disabilities can be visible, non-visible, episodic and may have been present from birth, caused by an accident, or developed over time.

Anti-Racism[2]

The active process of combatting racial inequality and dismantling racist systems that involves unlearning and challenging organizational structures, policies, practices, and attitudes to ensure access and power are shared equitably.

Decolonization

Decolonization involves the dismantling of colonial power structures, be they political, epistemic, or social, with the goal of "repatriati[ng] ... Indigenous land and life"[3]. Decolonizing a university requires a rigorous dismantling of the ways that "the invisibilized dynamics of settler colonialism mark the organization, governance, curricula, and assessment of compulsory learning".[4] It also requires a deeper understanding of "how settler perspectives and worldviews get to count as knowledge and research and how these perspectives—repackaged as data and findings—are activated in order to rationalize and maintain unfair social structures"[5].

Diversity

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[2] Murray-Lichtman, A., Aldana, A., Izaksonas, E., Williams, T., Naseh, M., Deepak, A. C., & Rountree, M. A. (2022). Dual pandemics awaken urgent call to advance anti-racism education in social work: pedagogical illustrations. *Journal of Ethnic & Cultural Diversity in Social Work, 31*(3–5), 139–150. https://doi.org/10.1080/15313204.2022.2070899

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

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

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

Diversity is the presence of a wide variety of backgrounds, perspectives, experiences, abilities, and spaces within the Western community. It includes characteristics such as age, education, sexuality, Indigenous status, religion, ability, race, ethnicity, and socio-economic status.

Equity

Equity refers to the process of redistributing resources and restructuring access to systems in order to create more equal opportunities for success. Equity requires eliminating all forms of discrimination and oppression to strive for reconciliation and promote anti-racism and other forms of anti-oppression, such as anti-ableism, anti-transphobia, and anti-classism.

Equity-Deserving (ED) Groups

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

- Indigenous Peoples
- People with Disabilities
- Black communities
- Racialized communities
- 2SLGBTQIA+ communities
- Women and gender minorities
- Individuals who face socioeconomic barriers
- Religious / faith-based communities as well as Refugees and New Canadians

Human Rights

Human rights are the fundamental entitlements and freedoms that are protected by law and are inherent to all individuals regardless of their race, ethnicity, religion, gender, age, disability, sexual orientation, or other characteristics. These rights include but are not limited to the right to equal treatment, freedom from discrimination and harassment, the right to fair housing, employment opportunities, and access to goods and services. In Ontario, the Ontario Human Rights Code is the primary legislation that safeguards these rights and promotes equality and inclusion throughout the province.

Inclusion

Inclusion is an active, intentional, and consistent practice of creating a welcoming environment that nurtures a strong sense of belonging and distinctiveness while implementing equitable policies and processes. By practicing inclusivity, every individual is supported to reach their fullest potential and feels respected and valued at Western.

Indigenization

Indigenization involves actively incorporating Indigenous perspectives, knowledge, practices, and values into all aspects of Western's operations, including curriculum development, research initiatives, policies, and community engagement. It aims to foster greater understanding, respect, and partnership with Indigenous peoples while addressing historical injustices and supporting Indigenous students, faculty, staff, and communities. Indigenization is a commitment to reconciliation, decolonization, and the promotion of Indigenous ways of knowing and being within the university environment.

Western Communities

Western Communities refers to the diverse groups of individuals who comprise the ecosystem of Western University. This includes students, faculty, staff, alumni, administrators, equity-deserving groups, and other stakeholders who interact within the university environment. These communities contribute to the academic, social, and cultural fabric of the institution, each bringing unique perspectives, experiences, and expertise.

RESOURCES

Truth and Reconciliation Calls to Action

AODA Postsecondary Education Standards Final Recommendations

Indigenous Strategic Plan

Towards Western at 150 - Western University Strategic Plan

Western In The World Global Engagement Plan

Postsecondary Course Accessibility Guide

Office of EDI Online Learning Modules and Certificates

Maatookiiying gaa-miinigoowiziying (Sharing Our Gifts) Indigenous Learning Bundles

EDIDA Strategic Plan: Supplemental Data Analysis Document

Measures

(1) Belonging (Employees and Students)[1]

Participants were asked to respond to eight items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) that focused on their sense of belonging at Western (see Question 18, Appendix A). Example items include "I feel like I belong at Western", "I feel welcome and included in the Western community", and "I feel my many 'differences' are appreciated and respected at Western". The average (i.e., mean) score of all items was calculated for each participant and used as an indication of their sense of belonging for the quantitative analyses. This scale, which we called 'Belonging', demonstrated good internal consistency ($\alpha = 0.94$; i.e., individuals answered each item in a similar manner). Participants were also provided an opportunity to expand on their responses in an open-ended manner through the following question: "Please expand on your answers (if applicable). Do you have any recommendation related to your responses?" (Question 19, Appendix A). Qualitative responses to this open-ended question were subsequently thematically analyzed.

(2) Community

(a) Individual Community

Participants responded to five items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) about their individual communities at Western (see Question 20, Appendix A). Example items include, "I can easily find and connect with my communities at Western", "I feel proud of my communities at Western", and "I feel I can successfully belong to multiple communities at Western". Again, we calculated a mean score for each individual based on their responses to these items as an indication of their sense of community from an individual perspective (i.e., Individual Community; $\alpha = 0.90$) to be used in the quantitative analyses.

(b) Western Community

Participants responded to three items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) about their perceptions of the Western community as a whole (see Question 20, Appendix A). Items included, "Western students, staff and faculty seem to value and respect my communities and our contributions", "Western students, staff and faculty seem interested in finding out more about my communities", and "Western students, staff and faculty welcome communities and cultures that are unique from their

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[1] Students = Undergraduate, Master's, and Doctoral Students; Employees = Postdoctoral Fellows, Staff Members, Faculty Members, Managers/Supervisors, or Members of Senior Administration.

own". We used the mean score of these items in our analyses (i.e., Western Community; α = 0.85).

Some participants chose to elaborate their responses to these community questions through the open-text question: "Please expand on your answers (if applicable). Do you have any recommendations related to your response?" (Question 21, Appendix A). The responses were included in our qualitative analyses.

(3) Inclusion **(Employees)**

Participants responded to seven items on a Likert-type scale from 1 (Not included at all) to 5 (Completely Included) about the degree to which they feel included across multiple contexts Example items include, "In working environments i.e., in meetings, in discussions or debates, on project teams, etc.", "In training and development environments i.e., in workshops, in mentoring or coaching sessions, etc.", and "In social environments i.e., in extra-curricular activities, social events, conversations with my colleagues, etc." (see Question 22, Appendix A). Means were calculated across the items for each individual as an indication of their overall sense of inclusion (i.e., Inclusion; α = 0.94).

(4) Inclusion **(Students)**

Participants responded to six items on a Likert-type scale from 1 (Not included at all) to 5 (Completely Included) about the degree to which they feel included across multiple contexts Example items include, "In learning environments i.e., in the classroom, team-based learning activities, labs, tutorial sessions, etc.", "In social environments i.e., in extra-curricular activities, social events, etc.", and "In formal environments i.e., in student residences / housing, Western libraries, sports and recreation facilities, etc." (see Question 23, Appendix A). We calculated an average score for each individual to create a scale that could be used in our analyses (i.e., Inclusion; α = 0.91).

(5) Climate **(Employees)**

Participants responded to seven items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) oriented around the campus climate at Western (see Question 24, Appendix A). Example items include "Western cultivates working environments where I feel listened to, seen and understood", "Western creates space for me to freely express my ideas and viewpoints, without worry or fear", and "Western encourages us to explore, experience and try new things, in a psychologically safe environment". These items were used to create a mean score for each individual as an indication of their perceptions of the climate at Western (i.e., Climate; α = 0.94).

Participants then had an opportunity to expand upon their answers through the following open-text question: "Please expand on your answers. Do you have any recommendations related to

your responses?" (Question 25, Appendix A). These responses were subsequently used in our qualitative analyses.

(6) Perceptions of Educators (Students)

Participants responded to five items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) about their perceptions of educators at Western (see Question 26, Appendix A). Example items include, "Western educators (professors, instructors and teaching assistants) create learning environments where I feel I belong and am valued", "Western educators intentionally integrate topics of diversity, inclusion and equity into their teaching", and "Western educators intentionally foster environments that invite and encourage us to challenge the status quo and talk freely about our ideas and viewpoints". Participants answered consistently across items, and mean scores were used for our analyses (i.e., Perceptions of Educators; α = 0.89).

(3) Psychological Safety (Students)

Participants responded to eight items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) oriented around their level of psychological safety at Western (see Question 28, Appendix A). Example items include "I feel I can genuinely express my viewpoints", "I am comfortable showing my identity to other people", and "I can really be my true self at Western, without fear of judgement". Items were averaged and used to create a scale variable used in our analyses (i.e., Psychological Safety; α = 0.94).

Similar to the other categories of questions, participants were provided an opportunity to elaborate via the open-text question: "Please expand on your answers (if applicable)?" (Appendix A, Question 29), which was subsequently used in our qualitative analyses.

(5) EDI Commitment

Participants responded to eight items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) oriented around Western's action and commitments as they related to EDI (see Question 30, Appendix A). Example items include "Creating a more inclusive and diverse university is a top strategic priority for Western", "Western is working hard to address and dismantle inequities, biases and outdated practices and policies that are barriers to EDI", and "Western is committed to expanding accessibility, services and supports to underrepresented and / or diverse student groups". Means were calculated across the items for each individual as an indication of individuals' perceptions of Western's EDI Commitment (i.e., EDI Commitment; α = 0.92).

Participants were again provided an opportunity to elaborate via the open-text question: "Please expand on your answers (if applicable)?" (Question 31, Appendix A). These open-ended responses were then analyzed thematically.

(6) Critical Action

At the end of the survey, participants were asked to describe the most critical EDI Action Priorities that Western should focus on (Question 32, Appendix A). Responses were used in our qualitative analyses.

Results

Quantitative Analyses

Data Cleaning Procedures

Prior to conducting our main analyses, we needed to recode some of the data.

(1) We recoded the response options for the Likert scales to be more intuitive. The survey structured the responses to the Likert scales as follows: (1) Strongly agree, (2) Somewhat agree, (3) Neither agree or disagree, (4) Somewhat disagree, (5) Strongly disagree. Low numbers represented a high level of agreement with statements and high numbers represented a low level of agreement. Therefore, to minimize confusion in the interpretation of the results, we recoded these Likert scales so the numbers increased with the level of agreement: (1) Strongly disagree, (2) Somewhat disagree, (3) Neither agree or disagree, (4) Somewhat Agree, (5) Strongly agree.

(2) We recoded variables that allowed for multiple responses (e.g., gender, sexuality) to ensure individuals were only included once in our analyses. For those individuals who reported more than one identification category, they were included in an additional category that was later renamed if necessary (e.g., minoritized identity of gender, minoritized identity of sexuality).

(3) We recoded the racial identity variable based on the distribution of participants in each category. Those categories that had 10 individuals or less were added to the "Additional or Mixed" category. Furthermore, individuals who identified as "Metis" or "First Nations" were added to the higher order category "Indigenous/Aboriginal". Individuals who selected "Do not know" were re-categorized as missing data.

Main Analyses

We conducted two multivariate analyses of variance (MANOVAs; one for students and one for employees) to determine if (a) there were differences in perceptions of belonging, community, inclusion, psychological safety, perceptions of educators, climate, and Western's commitment to advancing EDI (i.e., the dependent variables) across different demographic groups (i.e., the independent variables) and (b) the nature and magnitude of potential discrepancies. Specific findings for each independent variable can be found in the sections below.

Racial Identity (Students)

There were significant differences across racial groups for the dependent variables (Wilkes' lambda, 0.90, $p = 0.001$). Specifically, racial groups differed with respect to their sense of belonging, $F(9, 964) = 3.49$, $p < 0.001$, $\eta p^2 = 0.03$; individual community, $F(9, 964) = 3.15$, $p < 0.001$, $\eta p^2 = 0.03$; perceptions of educators, $F(9, 964) = 3.22$, $p < 0.001$, $\eta p^2 = 0.03$; inclusion, $F(9, 964) = 4.66$, $p < 0.001$, $\eta p^2 = 0.04$; and psychological safety, $F(9, 964) = 3.15$, $p < 0.001$, $\eta p^2 = 0.03$. Specific comparisons across groups for each dependent variable are shown in the figures below. Asterisks (*) indicate a significant difference compared to White individuals. Table 1 at the end of this section provides all the means and standard deviations for each measure.

Racial Identity and Perceptions of Educators

Racial Identiy and Inclusion



Racial Identity and Psychological Safety
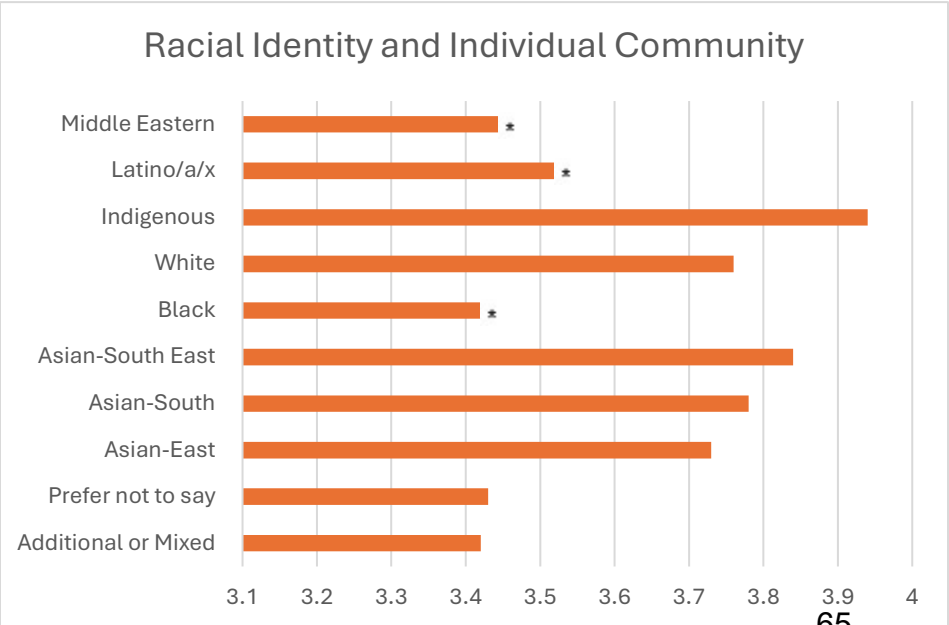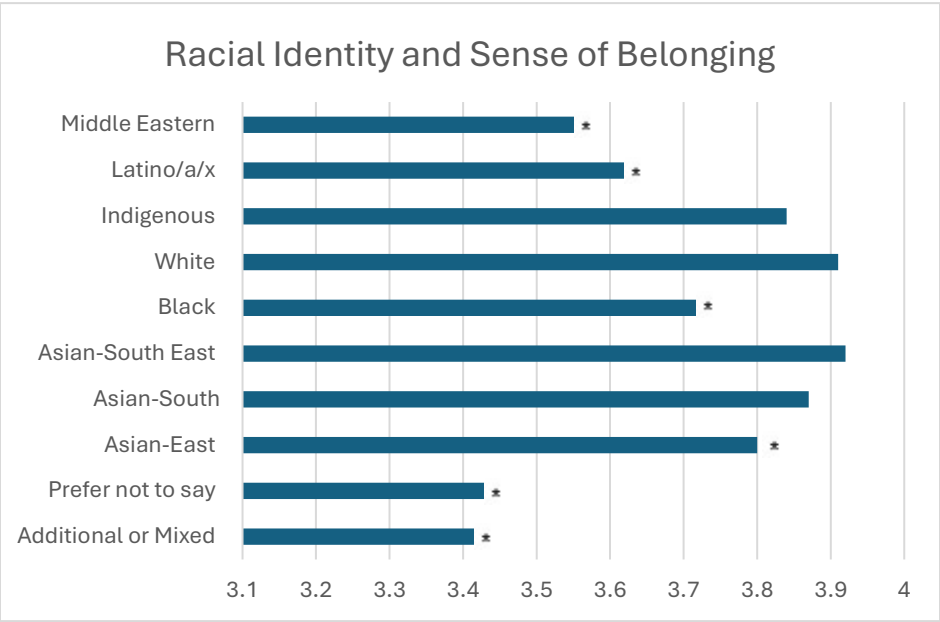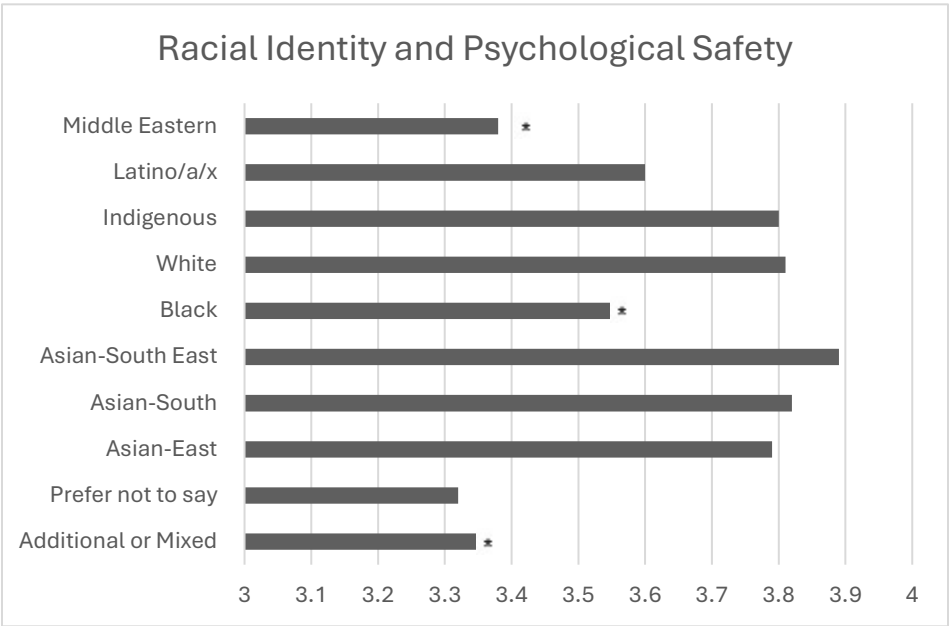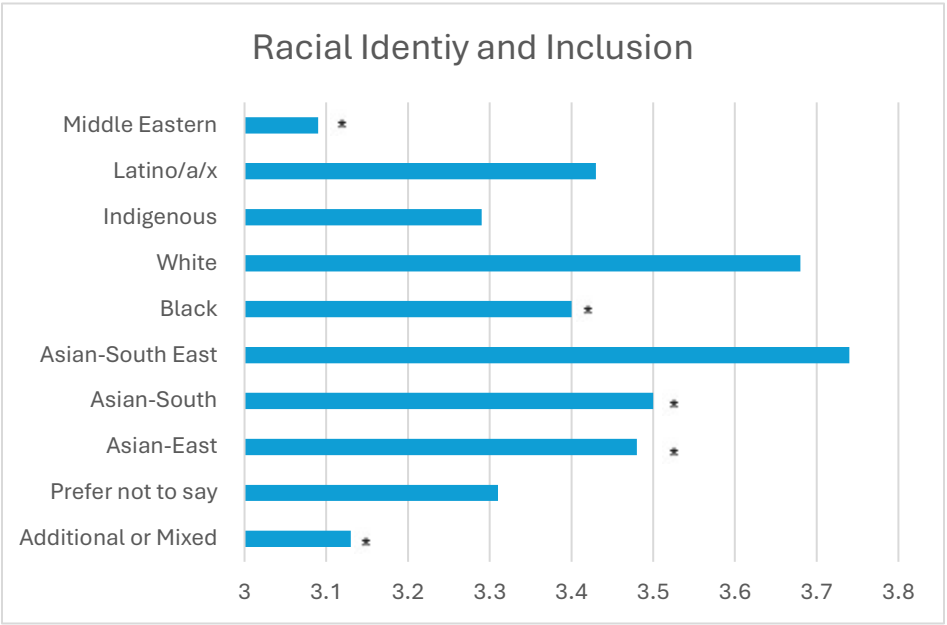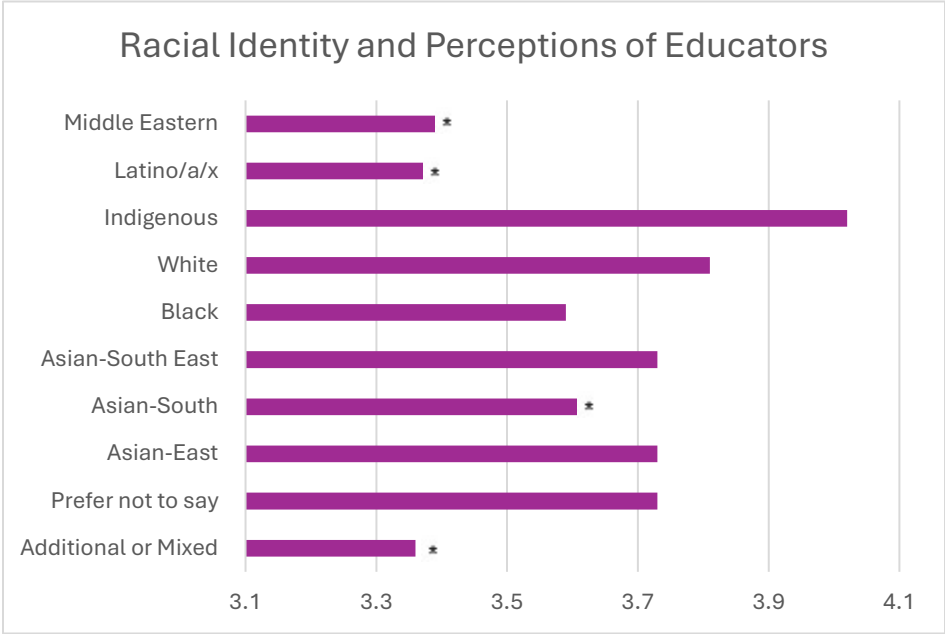
Gender Identity (Students)

Our analysis did not unearth significant differences in perceptions of the dependent variables across women, men, and individuals with minoritized identities of gender (MioG; Wilkes' lambda, 0.97, p = 0.068). The means and standard deviations for the gender identity category can be found in Table 1 at the end of this section.

Sexuality (Students)

We also examined if individuals' perceptions of the dependent variables differed by sexuality. A significant Wilkes' lambda (0.96, p = 0.001) indicated the presence of such differences. In terms of the specific dependent variables, discrepancies among heterosexual individuals, individuals with minoritized identities of sexuality (MioS), and those individuals who preferred not to answer were found for perceptions of belonging, $F(2, 964)$ = 4.69, p = 0.009, ηp^2 = 0.01; individual community, $F(2, 964)$ = 4.32, p = 0.014, ηp^2 = 0.01; inclusion, $F(2, 964)$ = 10.63, p < 0.001, ηp^2 = 0.02; psychological safety, $F(2, 964)$ = 4.43, p = 0.012, ηp^2 = 0.01; and Western's commitment to EDI, $F(2, 964)$ = 4.41, p = 0.012, ηp^2 = 0.01. Please see the figures below for comparisons across groups. Asterisks (*) indicate a significant difference compared to individuals who identify as heterosexual. Means and standard deviations for gender identity across each independent variable can be found in Table 1.

Sexuality and Inclusion

Sexuality and Psychological Safety

Sexuality and EDI Committment
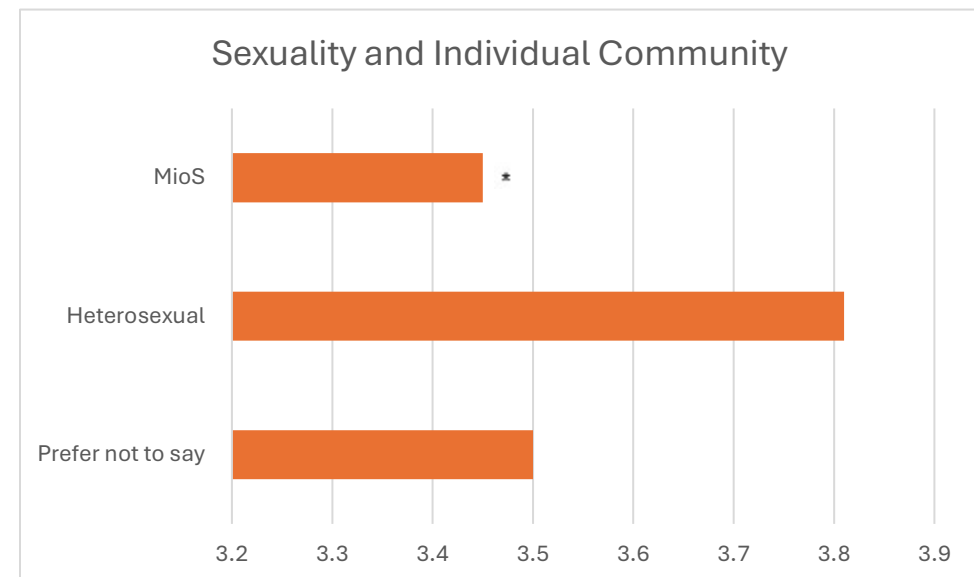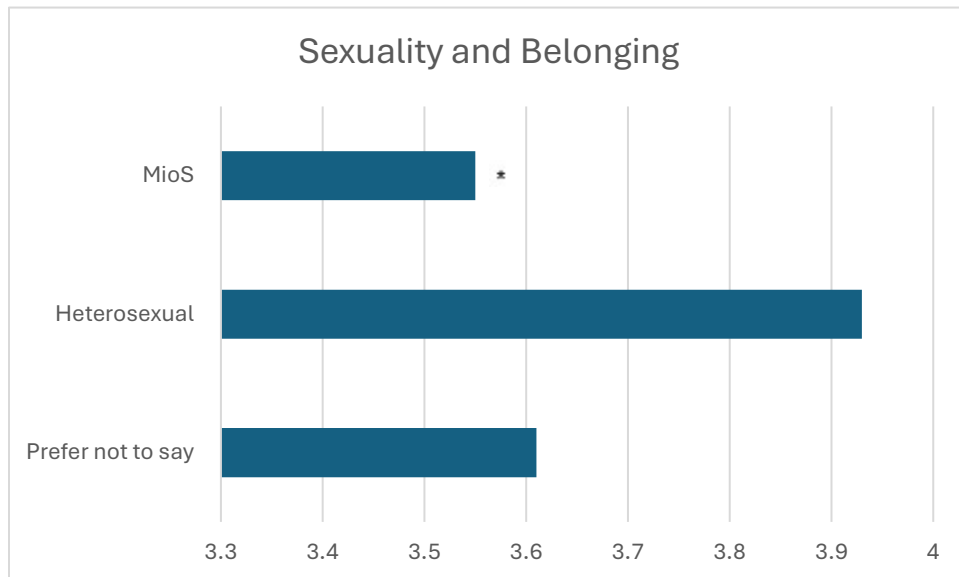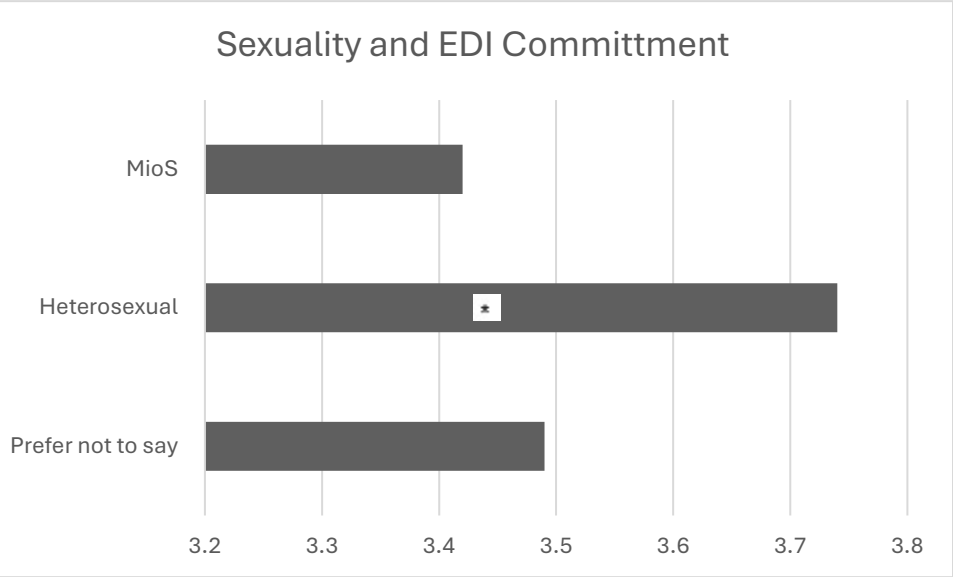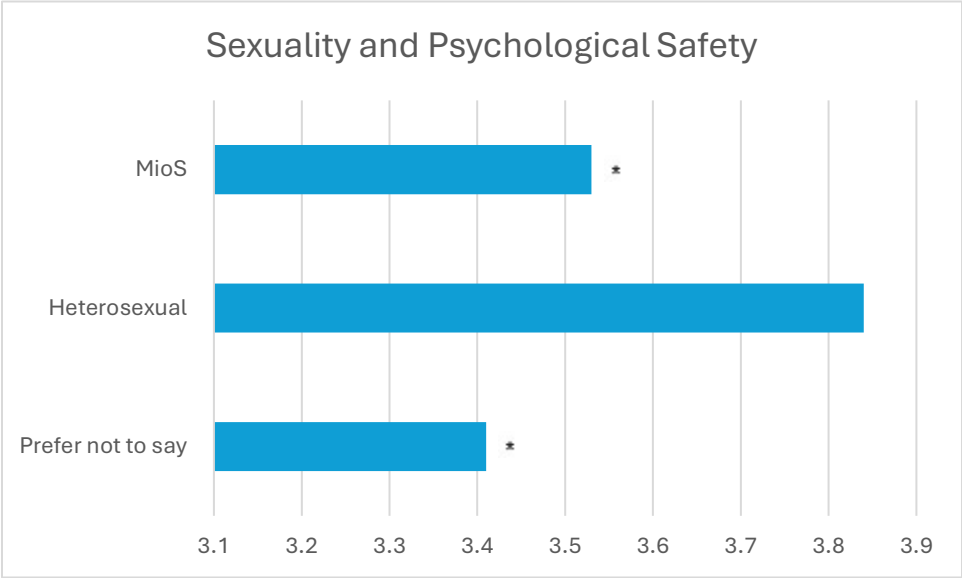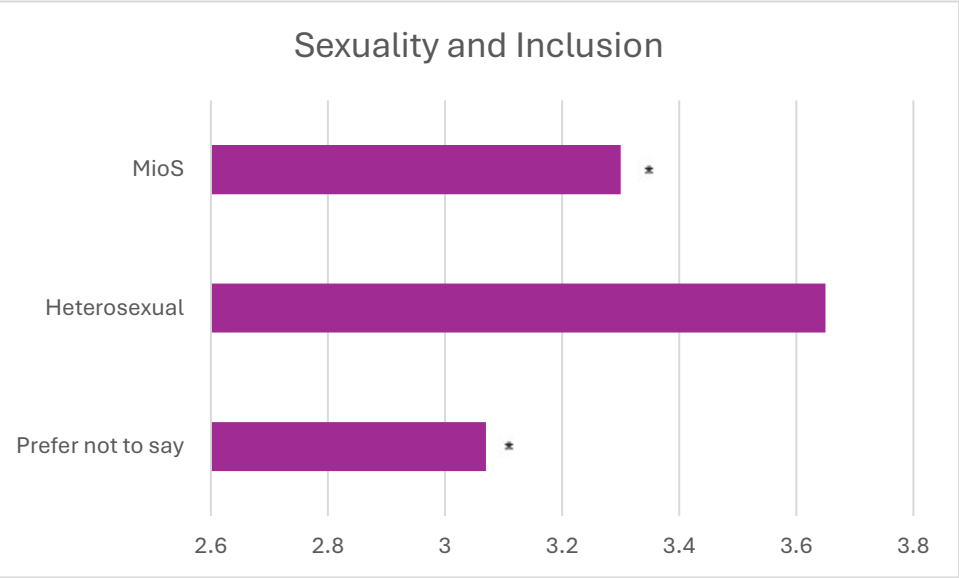
Ability (Students)

Participants responses also differed based on their abilities (Wilkes' lambda = 0.93, $p < 0.001$). This analysis also revealed that there were differences among those individuals with a disability, those without, and those who preferred not to disclose for perceptions of belonging, $F(2, 964) = 32.32$, $p < 0.001$, $\eta p^2 = 0.06$; individual community, $F(2, 964) = 19.67$, $p < 0.001$, $\eta p^2 = 0.04$; Western community, $F(2, 964) = 17.70$, $p < 0.001$, $\eta p^2 = 0.04$; inclusion, $F(2, 964) = 5.88$, $p = 0.003$, $\eta p^2 = 0.01$; perceptions of educators, $F(2, 964) = 3.84$, $p = 0.022$, $\eta p^2 = 0.01$; psychological safety, $F(2, 964) = 12.27$, $p < 0.001$, $\eta p^2 = 0.03$; and Western's commitment to EDI, $F(2, 964) = 6.40$, $p = 0.002$, $\eta p^2 = 0.01$. See the figures below for specific information regarding the differences among groups (asterisks (*) indicate a significant difference compared to individuals who do not have a disability) and Table 1 for the means and standard deviations.
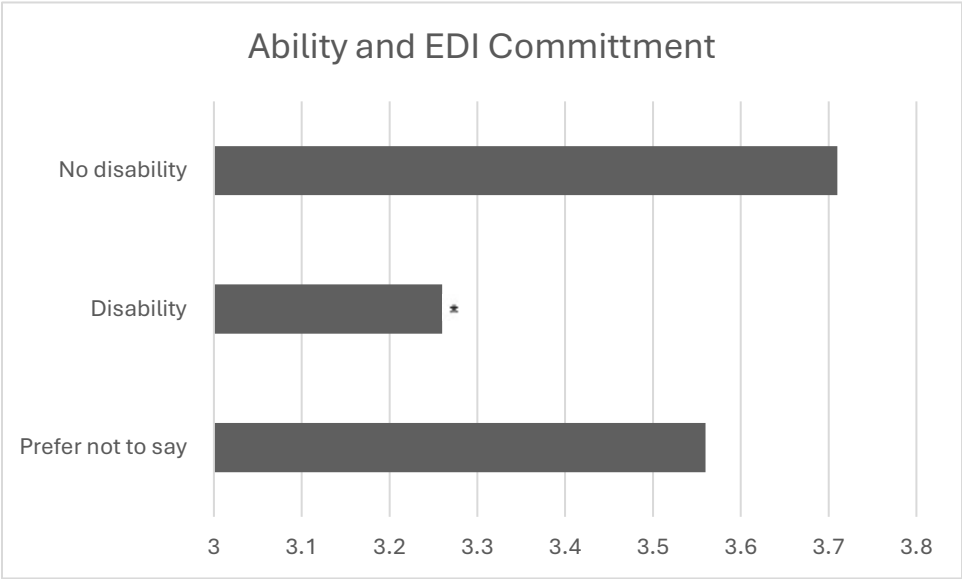
Ability and Western Community

Ability and Inclusion

Ability and Perceptions of Educators

Ability and Psychological Safety

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Ability and EDI Committment
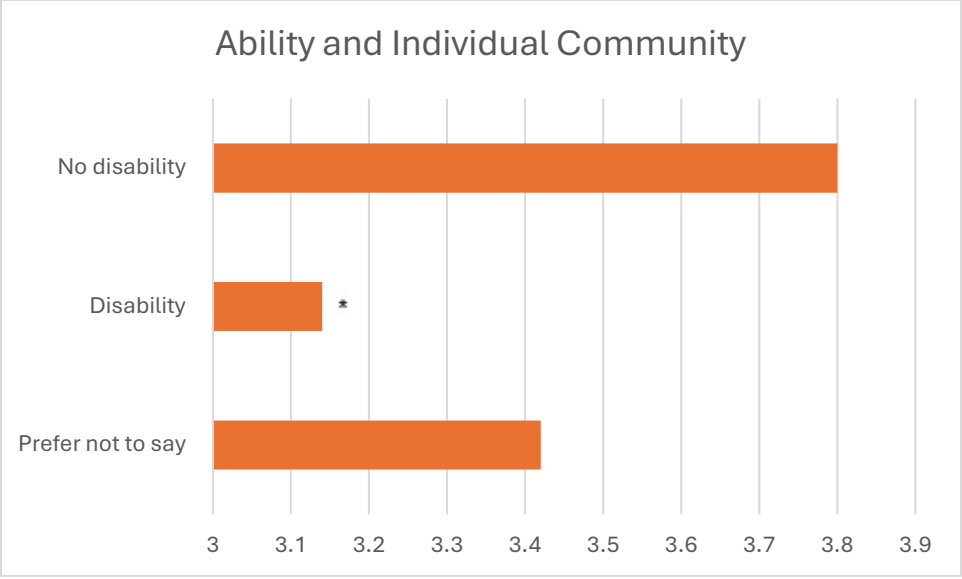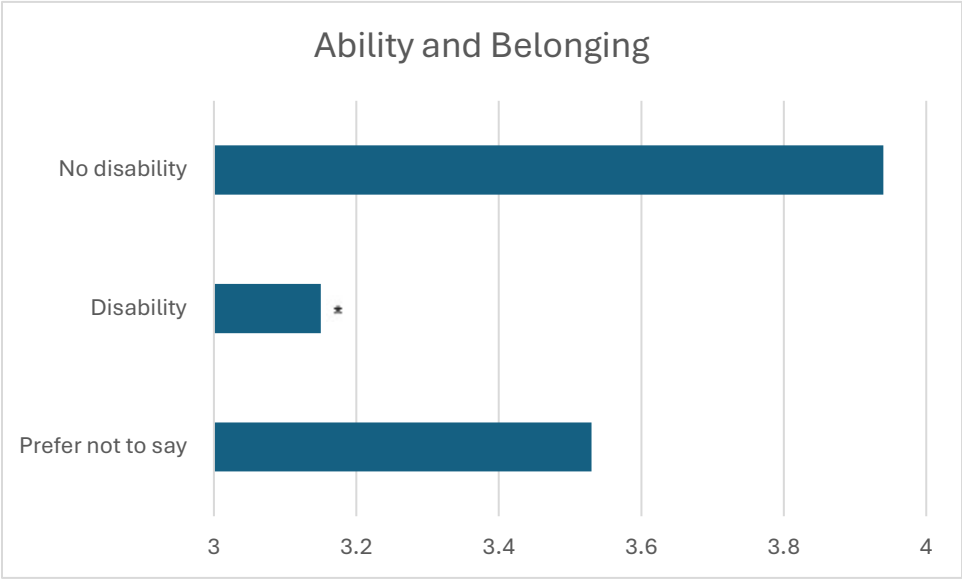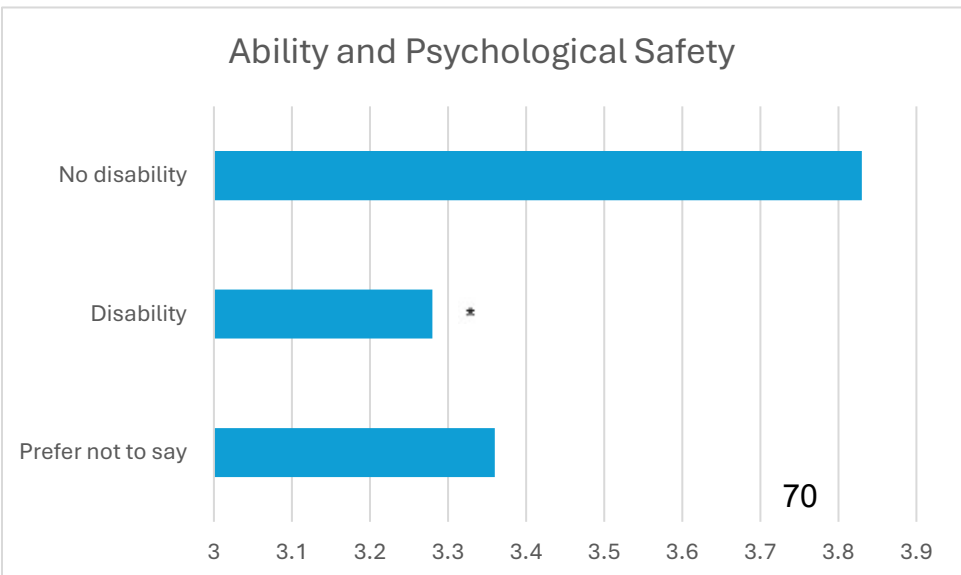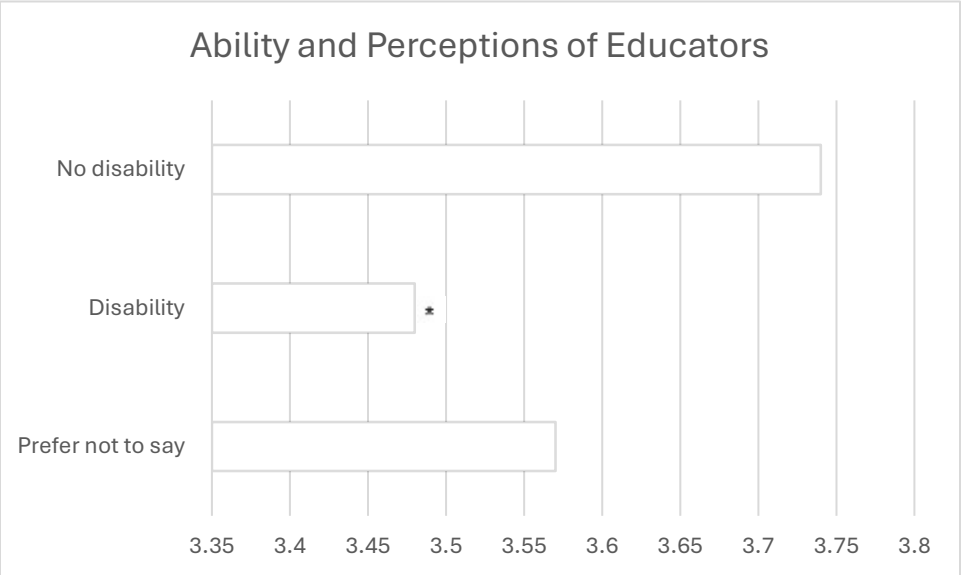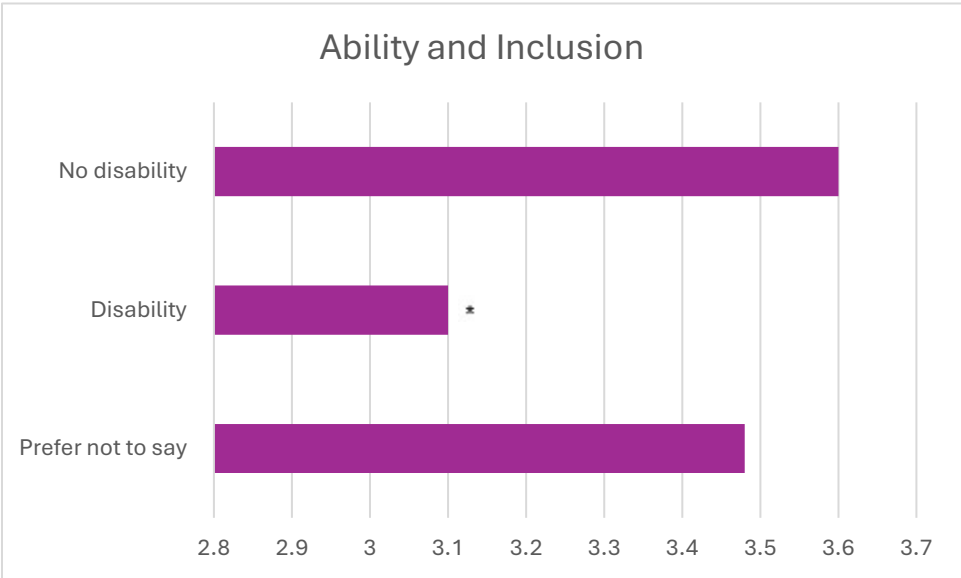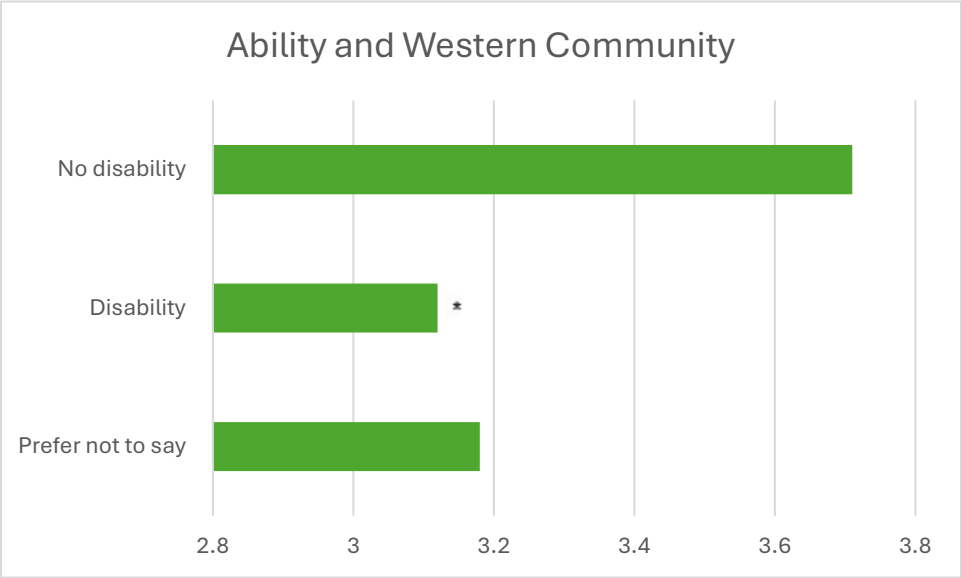
Table 1. Descriptive Statistics for Demographic Categories (Students)

Identity Characteristic	Sense of Belonging Mean (SD)	Individual Community Mean (SD)	Western Community Mean (SD)	Perceptions of Educators Mean (SD)	Inclusion Mean (SD)	Psychological Safety Mean (SD)	EDI Commitment Mean (SD)
Racial Identity							
Asian-East (n=169)	3.80 (0.78)	3.73 (0.83)	3.65 (0.85)	3.73 (0.84)	3.48 (0.91)	3.79 (0.79)	3.69 (0.83)
Asian-South (n=115)	3.87 (0.83)	3.78 (0.90)	3.69 (1.06)	3.61 (1.05)	3.50 (1.00)	3.82 (0.97)	3.73 (0.97)
Asian-South East (n=22)	3.92 (0.76)	3.84 (0.66)	3.68 (0.87)	3.73 (0.76)	3.74 (0.91)	3.89 (0.78)	3.48 (0.92)
Black (n=53)	3.72 (0.85)	3.42 (0.88)	3.44 (0.82)	3.59 (0.96)	3.40 (0.96)	3.56 (0.91)	3.53 (1.04)
White (n=438)	3.91 (0.89)	3.76 (0.90)	3.67 (0.96)	3.81 (0.90)	3.68 (1.03)	3.81 (0.93)	3.63 (0.90)
Indigenous (n=13)	3.84 (0.75)	3.94 (0.78)	3.87 (0.88)	4.02 (0.71)	3.29 (1.05)	3.80 (0.85)	3.84 (0.83)
Latino/a/x (n=33)	3.62 (1.03)	3.52 (0.89)	3.47 (1.06)	3.38 (1.09)	3.43 (1.12)	3.60 (0.89)	3.79 (0.84)
Middle Eastern (n=75)	3.56 (0.97)	3.45 (0.85)	3.36 (0.99)	3.39 (0.95)	3.09 (0.93)	3.38 (0.98)	3.55 (0.95)
Additional or Mixed (n=39)	3.43 (1.19)	3.42 (1.15)	3.33 (1.12)	3.36 (1.18)	3.13 (1.23)	3.36 (1.20)	3.37 (1.19)
Prefer not to say (n=24)	3.43 (1.04)	3.43 (1.19)	3.21 (1.27)	3.73 (1.11)	3.31 (1.22)	3.32 (1.29)	3.54 (1.05)
Gender							
Man (n=256)	3.90 (.90)	3.80 (0.90)	3.66 (1.00)	3.75 (0.96)	3.64 (1.03)	3.77 (0.96)	3.73 (0.94)
Woman (n=650)	3.83 (0.85)	3.71 (0.87)	3.63 (0.93)	3.69 (0.92)	3.54 (1.00)	3.77 (0.90)	3.65 (0.90)
MIoG (n=62)	3.12 (1.07)	3.05 (0.97)	3.16 (1.08)	3.50 (1.14)	2.86 (1.01)	3.21 (1.09)	3.11 (0.86)
Prefer not to say (n=13)	3.72 (0.98)	3.48 (0.92)	3.33 (1.29)	3.80 (0.99)	3.65 (1.02)	3.21 (1.13)	3.53 (0.93)
Sexuality							
Heterosexual (n=653)	3.93 (0.82)	3.81 (0.85)	3.68 (0.93)	3.72 (0.94)	3.65 (0.98)	3.84 (0.90)	3.74 (0.88)
MioS (n=278)	3.55 (0.98)	3.45 (0.96)	3.45 (1.03)	3.64 (0.96)	3.30 (1.03)	3.53 (1.00)	3.42 (0.97)
Prefer not to say (n=50)	3.61 (0.92)	3.50 (0.95)	3.38 (1.04)	3.69 (0.87)	3.07 (1.18)	3.41 (0.97)	3.49 (0.91)
Ability							
Disability (n=147)	3.15 (1.01)	3.14 (0.98)	3.12 (1.04)	3.48 (1.08)	3.10 (1.04)	3.28 (1.07)	3.26 (1.00)
No disability (n=801)	3.94 (0.81)	3.80 (0.83)	3.71 (0.92)	3.74 (0.91)	3.60 (0.99)	3.83 (0.88)	3.71 (0.89)
Prefer not to say (n=33)	3.53 (1.04)	3.42 (1.19)	3.18 (1.17)	3.57 (0.93)	3.48 (1.19)	3.36 (1.15)	3.56 (0.96)

Racial Identity (Employees)

Among employee participants, there were significant differences in responses across racial groups (Wilkes' lambda, 0.91, p = 0.001). These differences were evident for sense of belonging, $F(9, 925)$ = 3.99, $p < 0.001$, ηp^2 = 0.04; individual community, $F(9, 925)$ = 2.30, p = 0.015, ηp^2 = 0.02; Western community. $F(9, 925)$ = 2.31, p = 0.015, ηp^2 = 0.02; and inclusion, $F(9, 925)$ = 3.94, $p < 0.001$, ηp^2 = 0.04. Specific comparisons across groups for each dependent variable are shown in the figures below. Asterisks (*) indicate a significant difference compared to White individuals. Means and standard deviations can be found in Table 2.

Racial Identity and Western Community

Racial Identity and Inclusion
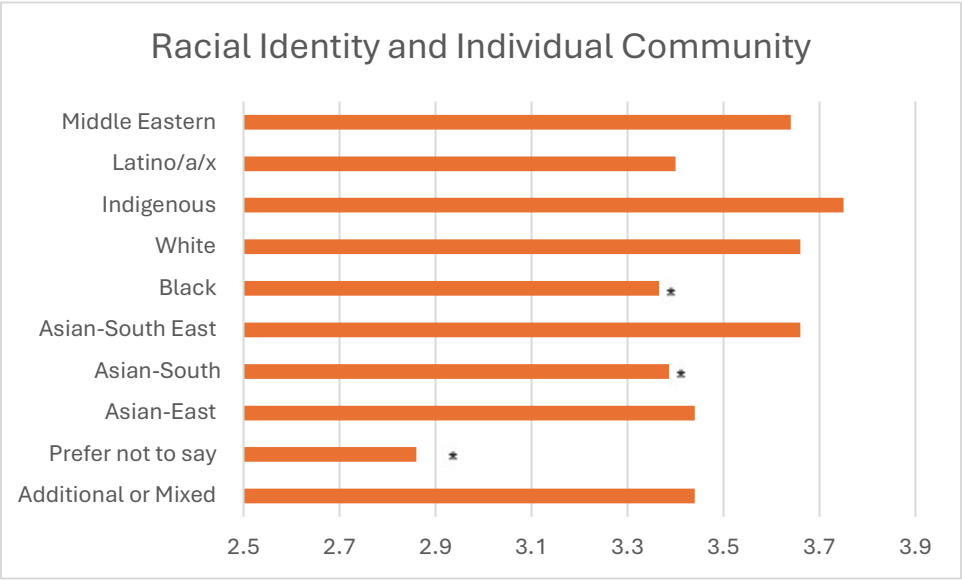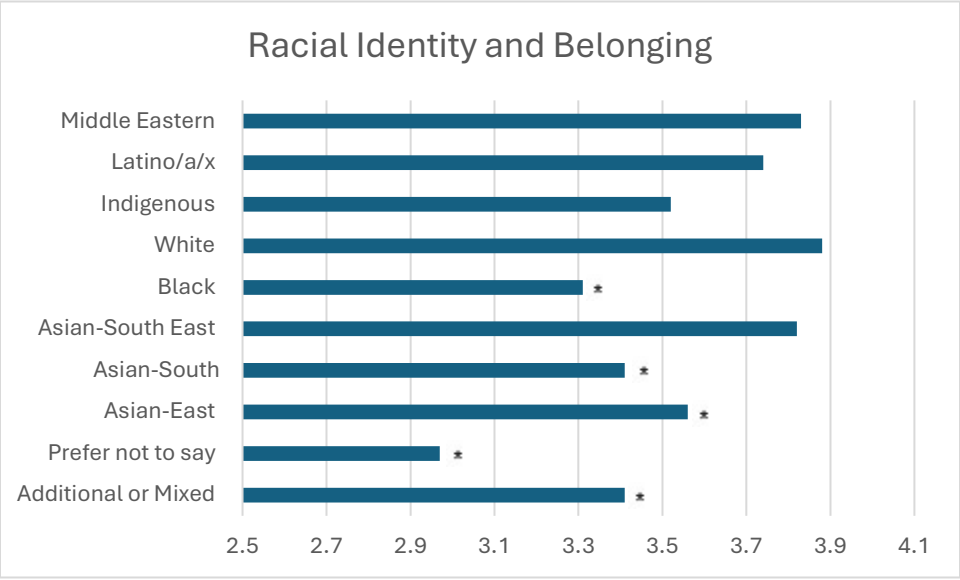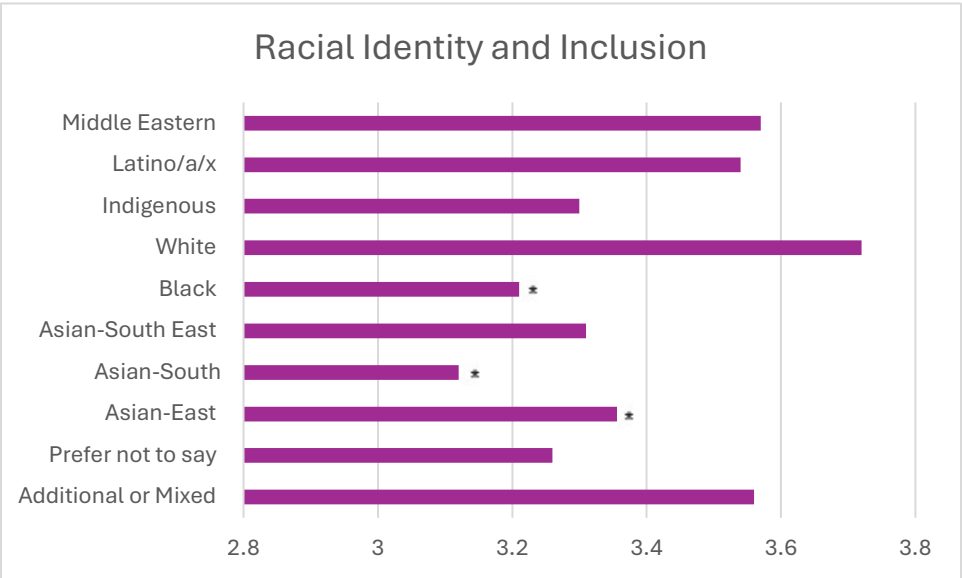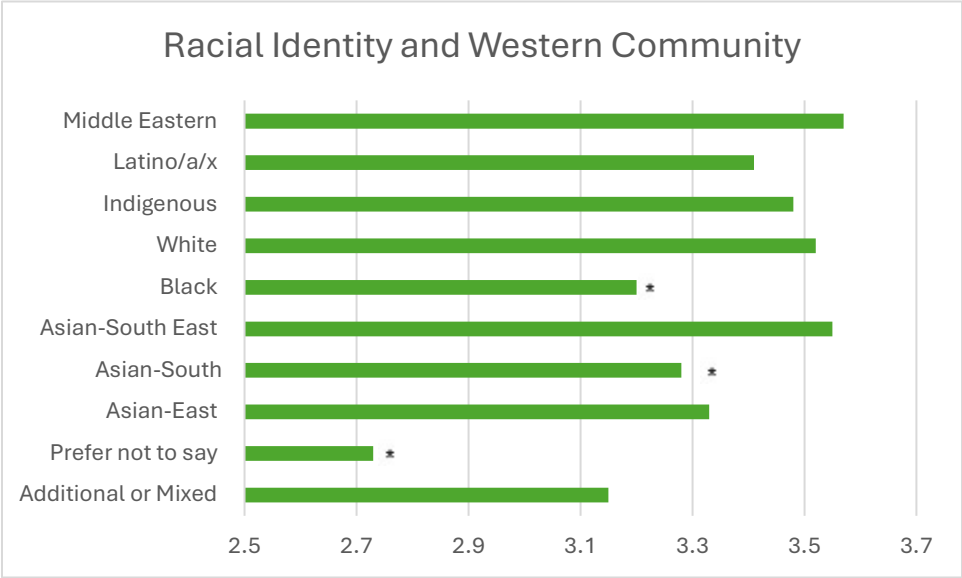
Gender Identity (Employees)

There was evidence that perceptions of the dependent variables differed by gender (Wilkes' lambda, 0.96, p = 0.003). Discrepancies were found for perceptions of inclusion, $F(3, 925)$ = 4.25, p = 0.005, ηp^2 = 0.01 and climate, $F(3, 925)$ = 2.99, p = 0.030, ηp^2 = 0.01. A summary of the comparisons across groups is provided in the figures below. Asterisks (*) indicate a significant difference compared to men. Means and standard deviations for all dependent variables across groups can be found in Table 2.
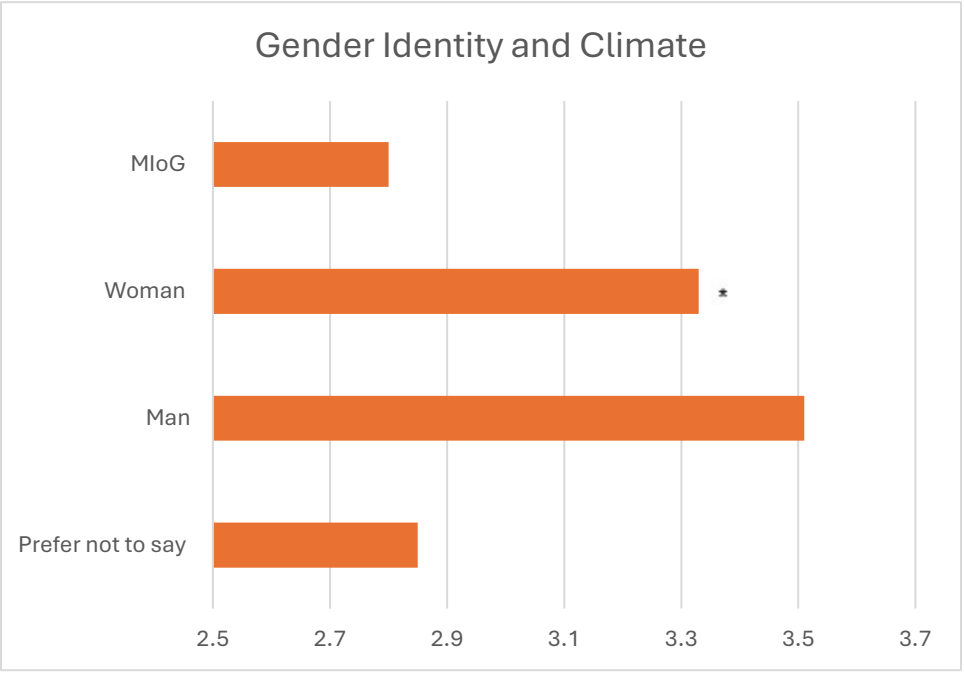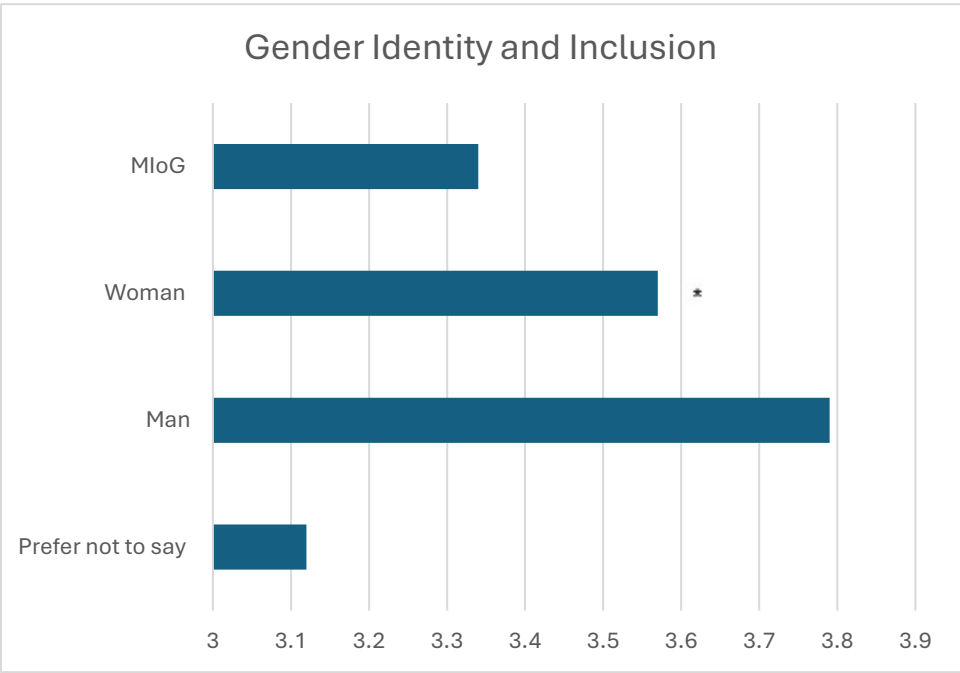
Sexuality (Employees)

The overall model indicated that there were not significant differences in the dependent variables across different sexualities (Wilkes' lambda, 0.98, p = 0.066). The means and standard deviations for the sexuality category can be found in Table 2 at the end of this section.

Ability (Employees)

There were significant differences regarding individuals' abilities (Wilkes' lambda = 0.95, $p < 0.001$). Specifically, discrepancies were found in perceptions of belonging, $F(2, 925) = 14.92$, $p < 0.001$, $\eta p^2 = 0.03$; individual community, $F(2, 925) = 12.03$, $p < 0.001$, $\eta p^2 = 0.03$; Western community, $F(2, 925) = 9.94$, $p < 0.001$, $\eta p^2 = 0.02$; inclusion, $F(2, 925) = 14.25$, $p < 0.001$, $\eta p^2 = 0.03$; climate, $F(2, 925) = 7.93$, $p < 0.001$, $\eta p^2 = 0.02$; and Western's commitment to EDI, $F(2, 925) = 6.76$, $p = 0.001$, $\eta p^2 = 0.01$. See the figures below for specific information regarding the differences among groups (Asterisks (*) indicate a significant difference compared to people with no disability) and Table 2 for all of the means and standard deviations.

Ability and Western Community

No disability	3.5
Disability	3.1 *
Prefer not to say	2.9 *

Scale: 2.5, 2.7, 2.9, 3.1, 3.3, 3.5, 3.7

Ability and Inclusion

No disability	3.7
Disability	3.2 *
Prefer not to say	3.25

Scale: 3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

Ability and Climate

No disability	3.4
Disability	3.0 *
Prefer not to say	2.8 *

Scale: 2.5, 2.7, 2.9, 3.1, 3.3, 3.5

Ability and EDI Commitment

No disability	3.76
Disability	3.47 *
Prefer not to say	3.15 *

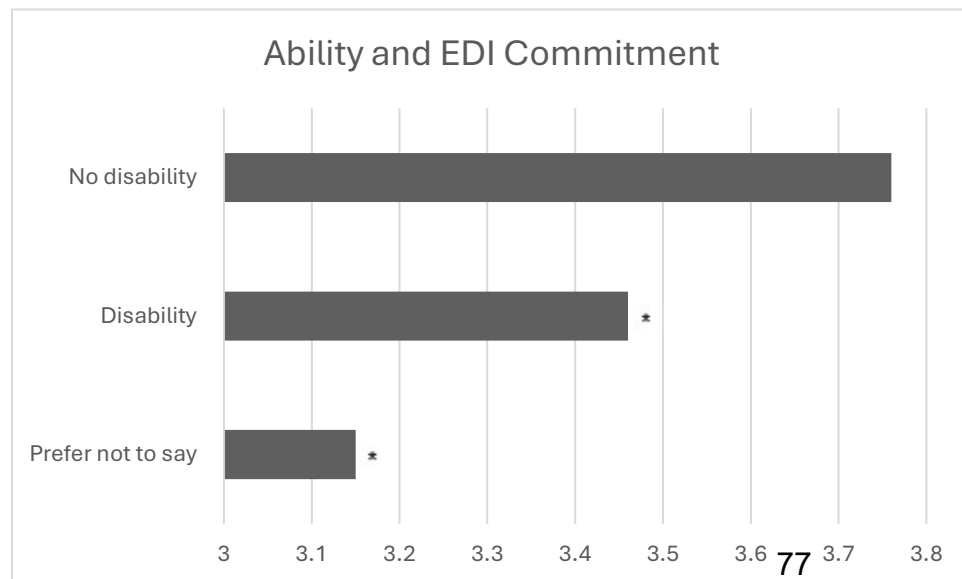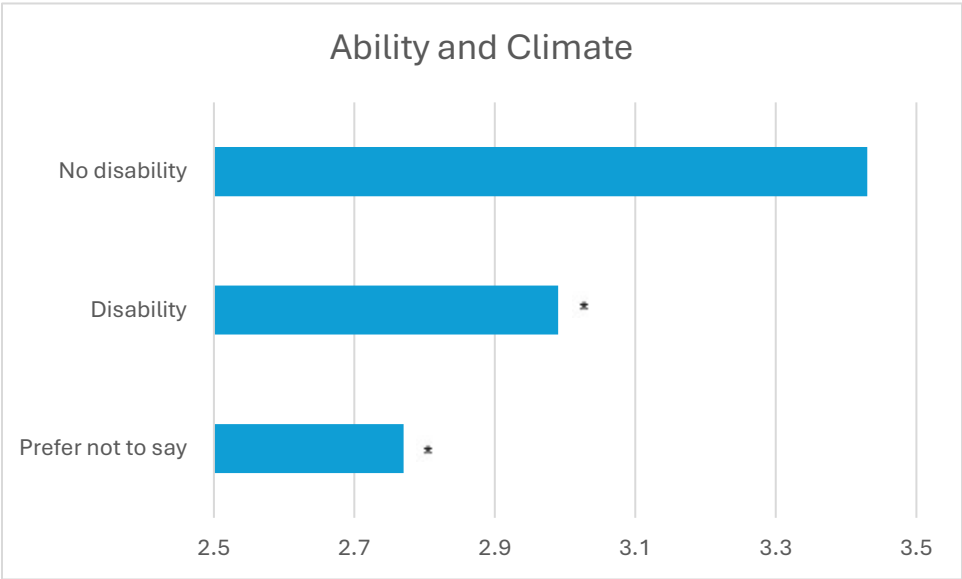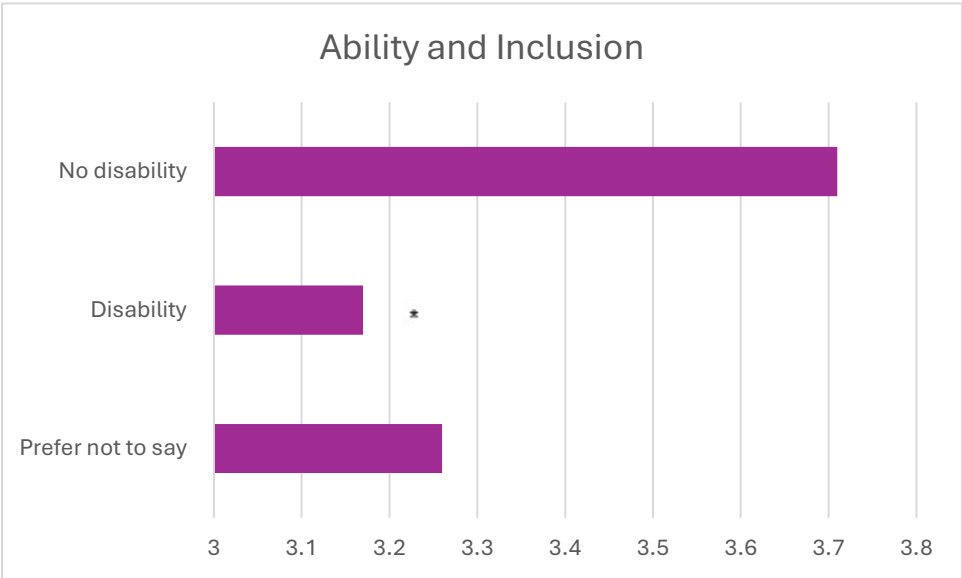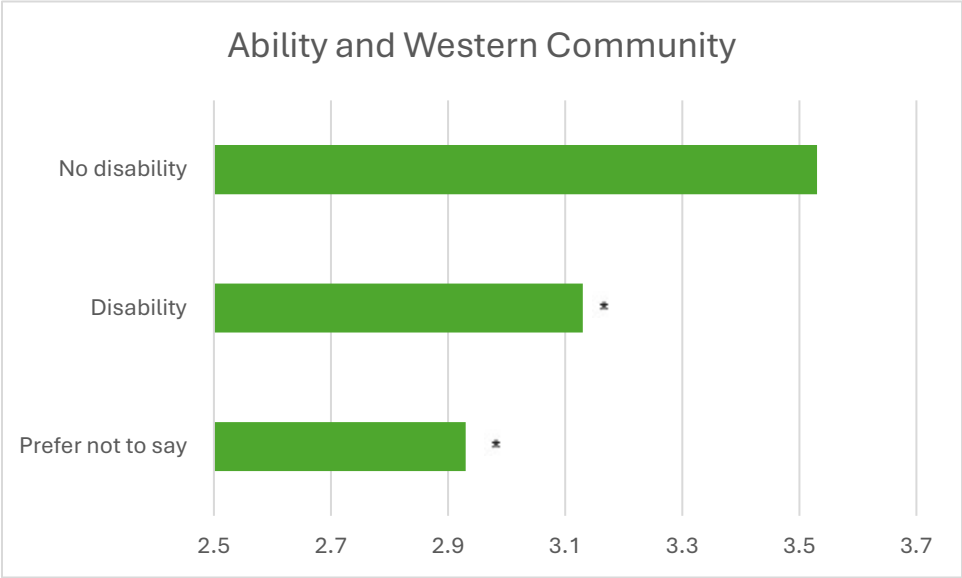Scale: 3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

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Table 2. Descriptive Statistics for Demographic Categories (Employees)

Identity Characteristic	Sense of Belonging Mean (SD)	Individual Community Mean (SD)	Western Community Mean (SD)	Climate Mean (SD)	Inclusion Mean (SD)	EDI Commitment Mean (SD)
Racial Identity						
Asian-East (n=34)	3.56 (0.86)	3.44 (0.84)	3.33 (0.90)	3.37 (0.93)	3.36 (1.03)	3.61 (0.75)
Asian-South (n=40)	3.41 (1.19)	3.39 (0.95)	3.28 (1.13)	3.19 (1.26)	3.12 (1.10)	3.42 (1.13)
Asian-South East (n=20)	3.82 (1.05)	3.66 (1.03)	3.55 (1.02)	3.53 (1.08)	3.31 (1.10)	3.74 (0.88)
Black (n=31)	3.31 (0.93)	3.37 (0.82)	3.20 (0.96)	3.02 (0.95)	3.21 (0.94)	3.56 (0.88)
White (n=692)	3.88 (0.93)	3.66 (0.87)	3.52 (0.89)	3.41 (1.03)	3.72 (0.99)	3.76 (0.91)
Indigenous (n=16)	3.52 (1.05)	3.75 (0.81)	3.48 (1.02)	2.95 (0.93)	3.30 (1.00)	3.65 (0.91)
Latino/a/x (n=31)	3.74 (0.92)	3.40 (0.96)	3.41 (1.03)	3.47 (1.10)	3.54 (1.16)	3.78 (0.90)
Middle Eastern (n=25)	3.83 (1.19)	3.64 (0.93)	3.57 (1.03)	3.63 (1.17)	3.57 (1.06)	3.65 (1.07)
Additional or Mixed (n=26)	3.41 (1.19)	3.44 (0.95)	3.15 (1.19)	3.19 (1.28)	3.56 (1.20)	3.55 (1.05)
Prefer not to say (n=27)	2.97 (1.11)	2.86 (0.83)	2.73 (0.90)	2.65 (0.92)	3.26 (1.02)	3.20 (1.00)
Gender						
Man (n=296)	3.85 (1.04)	3.61 (0.93)	3.52 (0.97)	3.51 (1.07)	3.79 (1.05)	3.71 (0.95)
Woman (n=597)	3.79 (0.94)	3.63 (0.85)	3.46 (0.90)	3.33 (1.03)	3.57 (1.01)	3.73 (0.91)
MIoG (n=28)	3.37 (1.01)	3.13 (1.06)	3.12 (1.02)	2.80 (1.01)	3.34 (0.91)	3.44 (0.97)
Prefer not to say (n=21)	3.02 (1.11)	2.95 (0.88)	2.94 (0.96)	2.85 (1.06)	3.12 (1.06)	3.29 (1.08)
Sexuality						
Heterosexual (n=762)	3.85 (0.95)	3.64 (0.88)	3.50 (0.92)	3.42 (1.04)	3.68 (1.01)	3.77 (0.91)
MioS (n=140)	3.54 (1.08)	3.45 (0.89)	3.36 (0.95)	3.15 (1.12)	3.46 (1.10)	3.52 (0.96)
Prefer not to say (n=40)	3.23 (1.04)	3.21 (0.91)	3.08 (0.97)	2.86 (0.93)	3.15 (0.99)	3.22 (0.93)
Ability						
Disability (n=121)	3.34 (1.07)	3.30 (0.93)	3.13 (0.95)	2.99 (1.06)	3.17 (1.03)	3.46 (0.90)
No disability (n=793)	3.87 (0.94)	3.66 (0.87)	3.53 (0.91)	3.43 (1.04)	3.71 (1.00)	3.76 (0.92)
Prefer not to say (n=28)	3.11 (1.09)	2.83 (0.86)	2.93 (0.91)	2.77 (0.95)	3.26 (1.09)	3.15 (0.96)

Qualitative Data

The survey (Appendix A) included multiple open-ended questions for participants to provide additional information regarding their experiences as a member of the Western community. Specifically, participants gave written responses oriented around six higher order categories: *(1) Belonging, (2) Community, (3) Climate, (4) Psychological Safety, (5) EDI Commitment, and (6) Critical Action Priorities.* Several themes and subthemes emerged in each category and the results are summarized in the sections below.

(1) Belonging (Employees and Students)

Several themes and subthemes emerged in the broader *Belonging* category. These included higher order themes of *Barriers* and *Opportunities*, which each housed several subthemes (See Table 1 below for a summary).

Table 1.

Overview of Themes and Subthemes for Belonging

Themes	Subthemes
Barriers	Discrimination/harassment Inadequate accommodations Systemic challenges Western culture Insufficient funding Hiring and career progression Ineffective communication
Opportunities	Increase representation Leadership Student/employee support Education Optimism

Barriers

Participants highlighted several barriers to belonging that they encountered. These barriers ranged from interpersonal experiences (e.g., microaggressions, racism, sexism) to systemic issues (e.g., hiring practices, funding inequities). Themes, and associated quotes, are provided below.

a) Discrimination/harassment

Many participants highlighted that they experienced direct discrimination/harassment in the form of preferential treatment, judgement, and microaggressions, among others.

> *I feel that I have not been treated the same as the white men in my workplace. Left out and have been looked over for promotions. The women are expected to get the coffee, organize the parties, take the minutes in meetings.*

> *It is very difficult to feel belonging, inclusion etc. when all judgements are made based on your skin tone and one is judged appropriately as such. Why do I feel looked down for being brown? Why is there STILL a culture that podiums white people?*

> *There is racism, transphobia, and misogyny that seems to be systematic/not recognised because there are few people calling it out, including mangers.*

> *The current social climate at Western is conservative. I have experience significant amounts of transphobia at this university. If the university takes discrimination seriously, they must take active steps to alter the culture at the university to be intolerant of bigoted beliefs and behaviour.*

> *As a student coming from a diverse background, having English as my second language, and bringing professional experiences from a different country, I feel that I often suffer microaggressions at Western. It is present in subtle forms and I don't think people recognize when they are doing that. I have felt, many times, unsupported by instructors and colleagues.*

b) Inadequate accommodations

Although it was not direct discrimination/harassment, participants shared many perceptions/experiences that demonstrated indirect discrimination as a result of accommodations that did not meet the necessary standards and made it impossible for many to feel a sense of belonging.

> *Instructors refuse to fulfill approved accommodations, which harms my well being significantly. I am forced to chase after them for basic things instead of study. My mental*

health gets worse and worse, and my disability becomes even less manageable. As a direct result (proven), I suffer from depression and anxiety. These aren't conditions I had before coming to Western.

From my experience, the system built to support students with disabilities is ineffective, lacks transparency and a proper accountability system. Going through this system was very indignifying and made me feel unsupported and unwanted at Western

If there could be a system put in place for easier access to accommodation services, it could greatly improve equity at the university. As a student in need of accommodations, I find there are many hoops to jump through in order to receive accommodations.

An example is the difficulty in getting special accommodations for someone that has a disability (long-term or short-term). The hoops and hurdles that someone has to go through is unnecessary, which is why I have yet to ask for special accommodations. I do not have the time or energy to go through all of that.

Too many accessibility barriers as mentioned previously. Disabled students must jump through so many hidden hoops that most people do not know exist.

c) Systemic challenges

Some individuals who completed the survey also were aware of the larger systems at work that serve to create environments that do not foster a sense of belonging for the entire Western community. Specifically, participants discussed the history and patriarchy that permeates into all university activities and diminishes folks' ability to fit in/belong.

Honestly, a person could answer these questions the way I have done above without the structural reasons being a lack of diversity or attention to diversity. I certainly do still feel that patriarchal structures at Western impact my ability to thrive.

There are many historic rigid structures and practices at Western that inhibit opportunities for innovation in teaching and learning.

I do not believe I can participate fully at Western. A real question that we need to ask is: where does our budget/financials say our priorities are? No matter what our strategic plan says, the money will always be the final answer. MY role stemmed from what our strategic plan says and so far, it has become clear to me that our Faculty is more concerned with making money instead of the learning experience and bringing diverse and important perspectives into discussion and conversations.

> *Western is very set in its ways. There is little opportunity for thinking "outside the box" when the box has been set the same way for years or decades even.*

d) Western culture

There were also comments that provided further context about these systemic challenges and how they are, in fact, indicative of a broader culture that does not promote equity, diversity or inclusion.

> *"Western culture" apart from academics and support is catered towards a white, straight, cis majority. In order to feel included amongst peers, many feel that they must whitewash themselves or suppress the parts of them that make them unique, as otherwise they will feel judged.*

> *In a formal/explicit sense, all is good. The problem is with the implicit Western culture (e.g., Implicit overvaluation of alpha males and the winner-take-all culture that emerged from that).*

> *Western's culture is very wealthy and very white which I think makes others that don't fit in very uncomfortable.*

> *There is a definite culture among them of the 'Western way' that acts as a White and cliquey echo-chamber against progress and novel perspectives. Most of my peers have two or more degrees from western and are in full time salaried positions, while I have none and have only been offered limited duties*

> *I believe there are stereotypes about what a "typical Western student" acts and looks like. When I don't match up to that image, I struggle with myself and sometimes worry I need to change to feel more welcome*

> *Staff members need to be given more support in career growth.*

e) Insufficient funding

Participants recognized that an individual's sense of belonging very much relies on financial resources being allocated intentionally to support those who have been historical marginalized in the postsecondary education system.

Western needs to do better, especially concerning the funding of BIPOC students who fall under the financial need category. It is strikingly obvious that this university has a certain 'look' that it strives to upkeep, however, that may be detrimental in the future.

Lack of funding and support for Indigenous grad students.

There should be equal opportunity for all students. The funding supports differ from person to person even in the same program. This can be improved upon to enable students thrive.

Look at financial implications that impact continuing professional development and education. More funding for those with less salary.

Better funding, lower tuition, benefits, affordable housing

The least the university could do would be to put in place bridge funding for people in my position so that when grants end, there is money in place to keep people like me employed until the next grant begins.

f)   Hiring and career progression

In a similar vein, participants recognized the need to overhaul many of the systems that are relied on for hiring and career progression. There were also perceived discrepancies in opportunities for students and staff versus faculty.

There is no career path for professional staff. Western should create TIER CAREER PATHS for professional staff too.

Western's hiring and interview processes are biased towards extroverted, neurotypical individuals. People with anxiety, English as a second language, or who are neuroatypical/neurodivergent have difficulty performing as well in an interview and therefore have difficulty being hired and/or promoted.

There is a felt-sense of difference in belonging and value being a contract vs full-time employee

I feel from an HR perspective there is inequitable evaluation for similar roles across campus, which results in inequitable pay for the same work. This likely affects people of colour or other individuals from marginalized communities at a greater rate than white, straight people, but it does affect everyone. An evaluation or audit should be done across units and faculties to ensure equitable, fair pay, but also that equitable, fair policies are in place and implemented consistently regardless of where you work on campus.

We need to recruit more diverse workers and study barriers that have prevented that from happening

Staff members need to be given more support in career growth.

g) Ineffective communication

Finally, participants highlighted that, to date, many efforts to advance EDI have not been communicated effectively and, as a result, have looked performative.

I feel like Western could do better at taking action to fight the injustices on campus by having the president's office make more statements about what they are physically doing to defend victims and prosecute the bullies.

Despite all the efforts with EDI, I never hear about many of the opportunities.

I would like to see clear guidelines on how to seek support if needed. Expectations from senior admit is limited and not clearly communicated.

How can students know where to turn in these cases? Where could I have reviewed policies or procedures to handle these interactions? With such a large and diverse campus it would be beneficial to have a centralized digital space where anyone can review Westerns commitments/plans/policies/procedures.

It has also sometimes resulted in some performatives (talk but no walk). In reality in practice there are still many barriers that persist on the academic side, which impact my daily life and ability to thrive in the institution as a scholar and educator.

Opportunities

Although many barriers to belonging were highlighted, participants also provided suggestions for how Western could facilitate belonging among its community. Ideas ranged from actively recruiting and retaining students, staff, and faculty from equity deserving groups to ensuring there is education and support for the community that is already here.

a) Increase representation

Many participants mentioned the need to increase representation of equity deserving groups across the Western community so everyone could feel a sense of belonging.

> *I wish to see more representation in the staff. (eg., diff backgrounds and abilities).*

> *I also think that increasing representation of students from equity deserving groups in leadership roles on campus would help people make equitable decisions.*

> *I had ONE non-white instructor. There are land recognitions all over but where are the first nations instructors?*

> *It's hard to feel you fully belong when you rarely see other people like yourself.*

> *I feel like we need a more diverse faculty, at least for my program it is a primarily white, Christian, cisgender, heterosexual group of professors and there are so many other perspectives that need to be seen.*

> *No queer or racialized professors in my department.*

b) Leadership

Participants also mentioned existing challenges within the leadership structure and spoke to the importance of leadership in advancing EDI and creating a sense of belonging within the institution.

> *While I feel safe and supported by my immediate community at Western, I believe that upper administration does not care about me or other students.*

> *Western has a de facto class system built into its staff structures. There is an arrogance in management and executive-level staff that implies that we value some people more than others. As a person with a disability in an entry-level position, I am not treated with*

dignity and my input is not sought or respected as a result. I am often treated like I am broken despite the quality of my work that is beyond the position I was hired for.

I feel as though front-line managers and supervisors are not given the tools we need to effectively support our teams and promote accessibility, diversity, and flexibility.

I feel very fortunate to be in my position at Western and grateful for all that has been offered to me. I know that much of that has been dependent upon the leadership that I've worked with and for. This reinforces my belief that an organization needs strong supportive leadership in order for employees (and I'm sure it's true for students as well) to reach their full potential. While visual representation is important in leadership, the underlying values and philosophy of leadership is equally important.

I often don't feel like I can speak my mind due to the power hierarchy as a contract faculty member.

I still need to call in supervisors and male managers in order to have my opinions heard by certain management parties. However, those managers have stepped up and spoken up for me, which is appreciated.

c) Student/employee support

Based on participants responses, there are also immense opportunities to enhance student and employee supports. This was particularly notable as it relates to mental health and disability.

As a student, I feel as though I have no support for my mental health and academically there are no exceptions. I also have yet to see anyone with a cognitive or other disability telling me that this is a welcome space for people with cognitive or even physical disabilities.

As a person who does not belong within the binary genders of women and men, Western does not do much with supporting those who have those identities and do not have many resources for 2SLGBTQ+ peoples other than when it is applicable and can include non-2SLGBTQ bodies who self-appoint allyship (i.e., pride month etc.)

I found the mental health support available to be incredibly difficult to navigate especially in an elevated state of vulnerability.

> *As a student leader, there's been too much reliance on peer support and limited effective support from above.*

> *There isn't a lot of support for older students returning to school as older adults. I would like a space set up for older students to gather or study or a place that would help with family supports within the community.*

d) Education

There was an overwhelming response regarding the need for education across the Western community. Participants wrote about specific EDI training and how faculty should incorporate EDI into their courses.

> *I think increasing the anti-racism and EDI training that administrators, professors, student leaders, and students go through.*

> *I find that professors do not have basic accessibility training and are completely oblivious to different needs of students, a lot of it is tech support, but also just common sense like making PowerPoints read-able at a far distance, putting subtitles on a video.*

> *More training on EDI required.*

> *Some staff really need sensitivity training for how to treat LGBTQ+ people. We can't be our true selves while looking behind our backs.*

> *Little to no focus on queer topics or discussion of equity in departmental teachings.*

> *We need people to understand and be told that they are contributing to these actions and that these aggressions are wrong, even if they are micro, and don't support an inclusive workspace.*

e) Optimism

Lastly, many participants had a sense of optimism as it related to their experiences of belonging on campus. This should serve as a reminder of the progress we have made, while also inspiring us to do better in the future.

> *I have been generally impressed and appreciative of how people respect my pronouns as a genderqueer student.*

Western has been the best university I've been to for my neurodivergence and communication disorders because people are more willing to meet me where I am and not just be competitive and judgemental about it.

Mental health services and educational accommodations for disabilities are helpful.

I felt very welcomed here from the first day.

The student support case management was one of the most helpful resources that I have used at Western.

(2) Community

Both student and employee participants responded to the open-ended question about community. Several themes and a few subthemes emerged. See below for a summary of the findings (Table 2).

Table 2.

Overview of Themes for Community

Themes	Subthemes
Lack of community resources No community Recognition of privilege Western community	Cultural clubs Western's Western culture

Lack of community resources

Several participants mentioned that it was hard to find communities or resources that were relevant for them. This seemed of particular concern for some equity deserving groups such as the 2SLGBTQ+ community and people with disabilities.

I have been generally underwhelmed with community resources, support, and visibility of the LGBQT+ community at Western. It feels like it all falls on the shoulders of a handful of key advocates, with limited physical (space) or financial resources from Western central.

A lack of clubs and community at the graduate studies level (when comparing to the undergraduate offerings).

It feels as though the gen z/student population is supported, but perhaps not so much with Western operations and staff.

More events and focus on community for staff members would be wonderful to see moving forward.

Disability representation and clubs are very low or hard to find.

No community

In addition to some communities not feeling as though there were adequate resources, other individuals highlighted how they did not see any communities whatsoever for themselves.

No existing community for persons with disabilities of which I am aware.

I do not feel a sense of community at Western.

There isn't enough diversity for me to find and connect with my community at Western. I am surprised to see people of my ethnic background in staff or faculty. All people of colour notice each other. We notice each other because there are few of us.

I have never been asked by staff or faculty about my community. There are some people of colour employees who feel they are not welcome because they have an accent.

I don't even know what my community at Western is. I do not feel like I belong to any specific, identifiable community.

This is a hard question to answer because I haven't been able to find community at Western as a staff member. I have searched to see if there are any groups for staff, but most of the focus is on students or faculty. I wish I could find a group here to belong to, as I believe it would enhance my experience and involvement at Western.

Recognition of privilege

Many individuals recognized that they had no true community because they fit the Western society standard as it relates to identities. These participants also discussed the privilege they had in this regard.

> *I have almost all the privilege so of course I feel that my identities are supported. The reason I don't feel so proud of my communities is because we've benefited from historic and contemporary injustices, not because Western doesn't let an old white lady feel proud.*

> *It's a bit hard to answer this since I'm uncertain what groups/communities exist for me – i.e., a white, cis-gendered, straight woman who was raised from a place of privilege.*

> *I'm cisgender and straight. My community is the assumed baseline that is the problem.*

> *As a member of a dominant, privileged community, many of these questions are difficult to answer. Western is built around supporting people with my background, to the exclusion of others.*

> *I realize that I am in a position of privilege, sometimes to the exclusion of other groups. That's why I'm not 100% proud.*

Western community

The final theme in this category, *Western community,* had two subthemes that contained content related to individuals' perspectives of Western as a whole.

a) Cultural clubs

Many respondents described the numerous cultural clubs that exist, and how this helps to embrace the culture that is already at Western.

> *Cultural clubs are abundant at Western; many if not all of these clubs are ratified by the University Students' Council and anyone can join.*

> *Western has surprisingly done an amazing job with diversity I am so glad with the amount of cultural clubs present and opportunities for black students that are harder to get otherwise.*

Clubs such as Pangea which hopes to be ratified for the 2023-2024 school year hope to encourage students to embrace their differences in an safe environment and learn from others.

Clubs make me feel welcome.

b) Western's Western Culture

Participants perceived the general culture at Western to be very colonial in nature and that it did not welcome people bringing their whole selves to school or work.

The culture at Western is "leave who you are as a person at home". We're only there to work. No one cares about my identities, background, past, aspirations, etc.

Again, white-dominance actually reinforces community as that's where you don't feel judged or looked down upon. Although the university tries to be inclusive it is only performative. The culture, which expects you to be white conforming (else it brands you as an outlier) must change!

Western has higher values on traditional white, male success. This is somewhat due to the way institutions are measured for success regionally, nationally and internationally.

Many clubs and events in my program include going out for drinks and I cannot participate because I do not drink or should not drink.

I have been told I need to change to fit in with the norms.

Aside from the occasional microaggression, there is more of a culture of silence due to a fear to offend as opposed to a curiosity, which I would welcome. I wish more people would ask open-ended questions instead of silently letting their assumptions fester. I know these assumptions exist because of things people tell me when their guards are down.

(3) Climate (Employees)

Several themes emerged regarding the climate of the university. This question was reserved for employees only and a summary of the themes can be found in Table 3.

Table 3.

Overview of Themes for Climate

Themes
Hierarchical Performative Leadership Hiring and career progression Microclimates

Hierarchical

Survey respondents mentioned how Western appears to be very hierarchical in terms of structure, which underscores the challenges as they relate to the broader institutional climate.

> *Western is still very hierarchical in its approach to leadership and employee relations.*

> *There is a strong hierarchy at Western...staff are not made to feel valued as much as faculty.*

> *This institution is built upon hierarchy and control and is not supportive of equity.*

> *My experience at Western is that it is highly hierarchical.*

> *There is a definite hierarchy at Western. Staff often do not feel comfortable expressing concerns to those considered "higher" than them (that is, faculty and administrators). Many higher administrators at Western (but by no means all) do not seem to value or respect staff at all. I should say though, that there are also some wonderful administrators.*

Performative

Many participants highlighted the performative approach that Western employs. That is, from the perspective of the participants, Western says it does things to improve the climate as it relates to EDI, but does not take active steps to ensure positive change.

> *I feel that Western leaders repeatedly say they are all about inclusion and teams. I find that they demonstrate that by asking everybody and their brother for input but ultimately ignore it because they already have their mind set on what is going to happen. They*

might ask just for the optics but when it comes down to it that just seems like a formality for something that has already been decided so that they can say "look we included everyone in the process".

"Western consistently demonstrates the importance of cultivating and sustaining an inclusive workplace" - I certainly see this voiced a lot, but, in practice, it hasn't been my personal experience in the day to day interactions and decisions in my unit.

Western talks a lot about the importance of these things, but it is not obvious that it actually does anything it talks about.

Western pays lip service to all of this, but the reality is sadly very different.

Western isn't interested in making real change, more likely they're interested in making it look as though they are. HR is more concerned about threatening staff to stay quiet about manager misconduct, and it becoming public than about actually stopping bullying, harassment, etc. Western needs to seriously look at how they treat staff.

Much of this I see as sincere, and a lesser amount is performative and so I can imagine it may not ring completely true to those who may have felt excluded. I suspect this is common in such contexts of change, but that cannot be an excuse for not addressing it.

Leadership

Similar to other categories, leaders were highlighted as key agents of change as it relates to improving the campus climate at Western.

I don't think that leaders are doing enough to support staff. There are few opportunities to network or learn more or be included in decision making.

I do not always feel that upper administration (Deans and above) are committed to diversity and equity.

People in leadership roles at multiple levels are still not comfortable with with including people who are not like them in terms of gender, ability, race, sexual identity.

In my experience, it is not safe as an employee to raise any concerns or objections to anything put forward by supervisors or the administration. Early on in my career I tried this and came to regret it. I became perceived as a trouble-maker and someone who was holding back the unit from just doing what it was told and achieving the goals.

I have zero confidence in senior leadership at the Dean level, and vice provost levels.

Hiring and career progression

Participants also discussed how a negative climate is evident through the existing hiring and career progression processes at Western. Many of the processes described were, at best, biased and, at worst, discriminatory and racist.

I feel that the annual review process discriminates. They may know that I have a chronic illness or that I have ADHD, but I am still judged as being less at my job because of those things. The things that are unique about me - the ability to synthesize ideas, a unique viewpoint, understanding how we need to accommodate others etc. receive no value whereas the things I don't do well because of neurodiversity, such as long term planning are held against me. The intense focus on proof of your value (which boils down to the equivalent of [work] produced) means that extra benefits brought to the work by an individual are not appreciated.

Western's hiring process puts significant emphasis on interview performance, which is biased towards extroverted, neurotypical individuals. Those who are introverted, who have English as a second language, have speech impediments, and/or who are neuroatypical or neurodivergent have more difficulty performing in interviews and being hired or promoted. I have been on hiring committees where applicants were criticized for having notes prepared (for VidCruiter questions) who were ESL, and preference given to candidates who had a more extroverted manner. Those who are more sensitive to stressful situations because of who they are or how their brains work are at a disadvantage due to reliance on traditional interview processes and associated biases. Western HR also mandates extremely long interviews compared to peer institutions, and does not follow practices in the field such as sharing questions with applicants shortly before interview which would help level the playing field and remove barriers.

We don't have career progression programs for staff.

As mentioned, some leaders allow staff to pursue opportunities, training and further education. There is a cap on education for staff so they may not be able to afford post graduate work.

We need systematic practices to ensure hiring is diverse. Our systems are setup to reflect 'the best hire' based on historical systems, and doesn't necessarily account for understanding a person's background. This will require training to all hiring managers on how to account for diversity when hiring.

I hear racist comments about job applicants in my unit all the time. Jokes about foreign-sounding names and a complete disregard for the equitable hiring process that Western advocates for. I think that working units should have to report on their demographics from time to time and explain how they are working toward being more diverse and diverse should be defined broadly.

Microclimates

Importantly, many participants mentioned that an overarching Western climate is hard to pinpoint. Rather, respondents discussed the many microclimates that exist and how some are more inclusive than others.

This depends hugely on the teams you work with. Some teams are fantastic and some are awful. My department is fantastic. This message is not true across the board. Leadership makes a huge difference.

I think that there is a big difference between "Western" and my working unit. My answers would be different if these questions were asking about my department specifically where I feel very supported, as opposed to my faculty where I feel less supported.

I can speak more to what I see inside of my own portfolio, where I see a great group of leaders. It's harder to speak to Western at large – i.e., if you work in an administrative role vs an academic one.

While I feel intentions are good in most cases, I don't think staff would say that they feel all leaders, and senior leaders, are supportive of them to achieve their goals. In my personal situation, yes that is the case, but for many others, staff feel overworked and under-supported by leaders.

These are sweeping generalizations, given that inclusion is usually developed at a more granular level than "Western" and has a lot to do with your particular Department of Faculty. So I think it is variable and highly dependent on the very local level. I have only recently started to feel good in my Department, having experienced times in my career where colleagues actively sought to get me denied tenure/promotion to Associate and

also, later, Promotion to Professor. I feel now I have been around long enough that I have experienced efforts at the institutional level. But unless they "filter down" they are just words.

(4) Psychological Safety (Students)

Only student participants were asked about psychological safety. The findings from the thematic analysis are summarized below (see Table 4).

Table 4.

Overview of Themes for Psychological Safety

Themes
Fear Inadequate mental health and disability support Microclimates Building on positive experiences

Fear

Several participants highlighted that a key barrier to psychological safety for them was fear. The fears expressed were oriented around, as examples, disclosing one's identity, expressing viewpoints, and one's cultural values.

> *In social situations and amongst peers, I find myself concealing parts of my identity for my own mental and sometimes physical safety.*

> *I am honestly afraid to talk about my beliefs and values to the general student body at western. I have seen people be ostracized for their opinions and beliefs. I do stand up for what I believe in, but it is not easy and I really have to stand against the status quo and the attitudes of my classmates and professors at times.*

> *I have about the same amount of general fear of proudly showcasing aspects of my identity as I do in society at large, which I know is a privilege I have that I'm able to do so. I'm stubborn and bold, so the fear doesn't stop me from being who I am often, but it is there.*

> *As mentioned previously, I hear very negative comments towards minority groups on a daily basis primarily from Western faculty and staff, as well as some students. I feel that*

as though if I genuinely shared my viewpoints and beliefs with other members of the Western community, I would be ostracized, which would affect my productivity as a graduate student, as well as the connections and references I need to maintain in order to find a job in the future.

Some of my cultural values don't feel safe to share within this environment.

Studying and working at Western has created immense stress and anxiety in many ways.

Inadequate mental health and disability support

Respondents to this question also clearly emphasized that a lack of psychological safety experienced was directly relatable to the level of support that was received. This was particularly true for individuals with disabilities, including those who struggle with their mental health.

A lot of this is not specific to Western, but about university as an institution in general, it is not an environment where psychological/mental health is valued, deadlines are more important and I don't think that can change.

I am unsure how you would define psychological safety but as someone who has a diagnosed mental illness, I feel safe in terms of being able to communicate struggles to certain key figures in my program (i.e. peers, supervisors), but I would not say that I feel institutionally supported, which in turn impacts my safety. I have to pay for a lot of therapy out of pocket because financial support covers only about 4-8 sessions a year, which is not enough to even see a therapist once a month, not to mention folks who may need to see theirs more frequently than that.

Limit on the number of free sessions for therapy for students cerates barriers for those who can't afford it.

Academics play a large part in my mental wellbeing and due to the current restrictions on acquiring and the form of accommodations, I find being at Western to be challenging.

Western lacks mental health support. All counselors say "get rest, get sleep, be compassionate with yourself" instead of taking time to really talk to us.

Microclimates

Respondents to this question also emphasized the variability across different departments, units, or faculties as it relates to psychological safety.

> *Depends on the space and who you interact with.*

> *I feel very safe within my faculty, but less so with the rest of the university.*

> *My responses are limited to the program I am in and the courses I take, nothing beyond that.*

> *It depends on spaces, I have sometimes had a hard time expressing opinions and do not feel safe as a queer woman and other times I feel my opinions are positively revered which is the majority.*

Building on positive experiences

Finally, many participants shared positive experiences that they have had, which provides optimism for the future.

> *Like I said previously, I feel very accepted, valued and appreciated for who I am at Western and I was so beyond happy to be accepted to the university for September that I cried. I am the first person in my entire family line that has ever gone to university and I feel very blessed. There are so many great minds at Western and that's what is the best.*

> *However, the campus is generally very safe and the students are fantastic*

> *In comparison with my country situation there no fear for me to share my ideological view.*

> *Western is pretty inclusive, a true no judge zone.*

> *I don't think that many people judge you for your identity at Western.*

(5) EDI Commitment

Both employees and students were asked about their thoughts on Western's commitment to EDI. Several themes emerged and are summarized below (Table 5).

Table 5.

Overview of Themes for EDI Commitment

Themes
Performative Lack of transparency Optimism Unclear/poor reporting processes Leadership opportunities Accessibility

Performative

Many participants wrote about the seemingly performative action that Western is taking. That is, it was perceived that Western was attempting to advance EDI for its image, as opposed taking steps to create real change.

> *It feels like there is a lot of talk about EDID, but not a ton of consistent action. I'm so happy to see the new office for EDID, Western BLUE, and the Wampum Learning Lodge, but these things have taken soooooo long to happen. It's hard to know if Western is just checking boxes or is really committed to breaking down systemic barriers that it helped create and continues to uphold.*

> *I find Western mainly improves EDI for their reputation and how the media and outside world views them, not because it is the right thing to do. If we didn't have student protests with media exposure all these changes wouldn't have happened and we would still have the culture that we have.*

> *Western is, seemingly, working to address inequalities but I have no confidence that these actions are actually meaningful, intentional actions designed to drive change. I think Western is talking more about positive change than actually taking action to drive that change. These EDI efforts feel like performative moves for reputation management.*

> *Like many big organizations, it feels like Western talks a lot of talk but rarely walks in a way that is tangible and meaningful to the lives of individuals in our campus community. When you do a survey like this, share the results widely along with tangible actions that will be or have been taken in response to them. Make clear connections for people between what the community has said/felt and what actions Western has taken.*

I think Western is working hard to make it LOOK like they are working to address systemic inequities, biases, etc., but aren't actually making a difference.

Lack of transparency

In addition to perceiving Western as performative, participants raised concerns regarding the communication and transparency that exists when it comes to EDI initiatives/efforts.

I am not fully educated on all of the efforts occurring across campus. For instance, I know various committees have been struck to manage EDI, but I cannot say that I have been informed about what these committees have actually accomplished. This is not to say that the job isn't being done, but that it feels there is a lack of communication on what is being done. I hope to eventually hear about the plans to take meaningful action based on the results of this survey and other efforts being done across campus.

If Western is taking action on these fronts, it isn't always obvious to the staff, students and public. Perhaps more focused pieces on what is happening in the background would bring more transparency around Western's EDI efforts.

I think it is hard to answer these questions as I don't seem to see much talk of what is being done.

There may be work underway but if so, it's not shared widely enough.

Unclear/poor reporting processes

This poor communication extended to the process related to reporting discrimination and/or harassment. Many folks were not familiar with where to go or had heard about difficult experiences/situations in which reports were ignored.

I don't think everyone knows where to go to report things like microaggressions, and whether appropriate actions are taken when they are reported.

Remove barriers to reporting harassment. Make the process more transparent and accessible.

Make it easier to report inappropriate behavior with minimal or no risk of retaliation. This could be in the form of anonymous reports that are investigated by a objective team.

Formal complain processes need to have more support from faculty and the safety of students lodging discrimination/harassment complaints need to be more robustly attended to.

I hope that all of these values are truly at the top of mind for the university but from stories I have heard, reporting incidents is a difficult and unrewarding process that many are discouraged from

Western has policies that are hard to access and are not supportive of those who experience discrimination or harassment violence in the workplace.

There seems to be a robust reporting tool available, however, I am consistently hearing from UWOSA and PMA members that when they bring up racially-based discrimination to their supervisors, their concerns are ignored, "forgotten", or diminished (e.g., "racelighting").

Reporters of harassment/discrimination aren't always believed, and/or the perpetrators are given the benefit of the doubt, or the reports aren't taken as seriously as they should be. Action on the reports is lacking.

I had a friend who had a racist encounter with a prof. They reported it to another faculty member (also a person of colour) who laughed at them and then advised that if they wanted to report it sure - but it would take more time to go through the ombudsperson than what was left in their program (18 months left).

Leadership opportunities

Participants discussed the key roles that leaders can play regarding the advancement of EDI and culture change. They also highlighted how a lack of representation and perspectives at the top continues to be a challenge.

We need the whole culture to change and part of that is letting go of leaders who are resistant to change and make poor decisions that impact culture (many of whom are older white men). A lot of people with decision making power on campus I don't believe will truly enact change and therefore we will say we are doing something and yet we won't be making change where it needs to be made.

As mentioned earlier there is a problem when people in leadership positions are not spoken to when they treat staff poorly. The old boys club is still very prominent on campus.

The culture and heart of this university heavily resides in the Deans, Directors, Managers, and Faculty. Until there is a true revitalization or review of these positions, especially in respect to their (lack of) leadership, we will not be able to achieve our goals for EDI-D.

I believe we are missing "buy in" from the top down (generally speaking). Western as an institution may say and attempt to make these changes and advances, but without the people in charge really adopting those changes, no matter what new mandates are presented, the culture will not change.

You need to change what upper leadership across campus looks like to really address it.

Accessibility

There was a general sense that Western has a lot of work to do as it relates to improving the environment and culture for individuals with disabilities.

Western does not do a good job of supporting students with disabilities, especially non-visible disabilities. I have attended training sessions where they discuss accessibility, but they mean mobility related disabilities. Western is not an accessible campus for deaf and visually impaired students.

The staff in that department are wonderful BUT I do have a problem with having to "prove" your disability to the school via doctors notes etc. This is not accessible and I am only able to get my accommodations so easily because I am privileged enough that I live in my home town with my family doctor and psychologist in close proximity.

Western should really take into account the accessibility aspects in classrooms, especially classrooms that have the tiny tiny chairs with the pull out desks. For plus sized students, and even students who are even just a little bit bigger than stick skinny, the chairs are inaccessible and are impossible to write midterm exams in like we are forced to do.

We have a lot of work to do to address physical disabilities and make campus far more accessible for everyone.

> *We should examine access to our buildings. Often, accessibility ramps into buildings are far from the main entrance and require the person to go a much further distance than an able-bodied person.*

Optimism

Despite many areas for improvement, many participants mentioned the good work that Western is doing and were happy with its commitment to improving the culture moving forward.

> *I feel that Western is doing an excellent job currently with removing barriers for students and being proactive about handling incidents related to discrimination/ harassment*

> *There is some great policy that has come forth, putting that in place campus wide will take time.*

> *It feels very real and believable that Western is committed to this which feels good.*

> *The intent is there, and the message is clear that Western wants an inclusive and diverse environment.*

> *I feel we are poised to turn a corner on this, whereby we are more serious about meaningful change.*

> *Western has put commendable policies in place, please add more practices to change mindsets to be broadly inclusive.*

(6) Critical Action Priorities

At the end of the survey, all participants were asked to describe the most critical EDI action priorities that Western should focus on. A summary of the thematic analysis for this question is provided below (see Table 6).

Table 6.

Overview of Themes for Critical Action Priorities

Themes
Accessibility Discrimination/harassment Accountability Education Western community engagement Hiring and career progression Representation Leadership Safety and supports

Accessibility

Similar to other questions in the survey, participants highlighted the importance of improving the accessibility of Western's campus and culture.

> *Accessibility of our learning and physical spaces.*

> *Meet the accessibility needs of physically disabled individuals to the highest possible standards so they can fully participate.*

> *We need to make the campus more accessible for those with physical disabilities. When issues arise that need to be fixed, they should be fixed asap.*

> *Accessibility needs to be a focus.*

> *Disability accommodation and just overall equity. Decreasing the stress placed on students for having sick days, mental health days, etc., and making knowledge accessible for students so that they can succeed regardless of their experiences would foster a learning environment that is overall much more inclusive.*

> *I feel the most critical EDI Action Priorities are for those who have a disability. Campus parking is widely unavailable for those who can drive and need close access to their classrooms. Classrooms are quite tight and make it difficult to traverse.*

Discrimination/harassment

Many participants mentioned that addressing discrimination and harassment as well as removing barriers for equity deserving groups should be key priorities for the strategic plan.

> *Discrimination based on one's background (ethnicity, cultural, skin color, political, religious, sexual orientation, etc.)*

> *Reducing discrimination.*

> *Fighting genuine discrimination as opposed to finding discrimination in areas where it really doesn't exist or is very minimal.*

> *Accepting and acknowledging racism. Anti-Semitism, Islamophobia and actually working against those racist ideologies.*

> *Discrimination against people who identify as women in relation to sexual violence.*

Accountability

Another theme that arose in this question related to ensuring accountability in any action that comes from this data gathering exercise. Participants shared their concerns regarding a lack of accountability in the past, particularly as it relates to reports of racism, discrimination, and/or harassment.

> *Hold the university accountable for progress and take action when discrimination or bias occurs, such as setting targets, monitoring progress and implementing measures to address issues.*

> *Accountability and assessment: This includes regularly assessing the university's progress on EDI initiatives, creating systems for tracking and reporting incidents of bias and discrimination, and holding individuals and units accountable for creating an inclusive environment.*

> *Western does lots of surveys and never acts on them. I have heard this from older students as well. You could take what the survey results tell you and actually use them instead of focusing on the mostly good answers and leaving things how they are.*

Being more quick to handle matters of racism and discrimination is vital.

Ensure that issues reported are thoroughly dealt with.

Education

The importance of education in the EDI space came out loud and clear. Participants highlighted the need for more training and a system for integrating this type of learning into classes. This included calls for mandatory training for both students and employees.

Educate staff and faculty and especially those who hire to remove any biases they may have. There's scientific research showing that having more diversity in teams actually yields more productivity, efficiency and creative solutions.

Culture is an emergent property. The issues that I have disclosed happen in the hallway, or are largely behind closed doors (sometimes on purpose). Sometimes they haven't been believed because the person with the power to change things has never themselves experienced anything similar because of their privilege. I'm not sure what to recommend. I guess training? More training? Like WHIMS it's not that people don't know about bias etc., it's about being in the forefront of people's minds. Equity and privilege need to be constantly discussed. And not treated as lip service.

Educate the community about racism and discrimination on a regular basis. One mandatory course taken every few years is not enough. People need to change their attitudes in a way that improves day-to-day thinking and behaviour. I know that I don't consider the experience of BIPOC individuals enough and need to work on that.

Further training for faculty, specifically educators, on how to promote equity, diversity, and inclusion. And increased forums for students to share their experiences and actually be heard.

Providing students with more opportunities to learn about different cultures!

Educating staff, faculty, students about their own inherent biases and racism so Western can prevent racist attitudes and actions from being expressed.

Start implementing 1 required (mandatory) course as part of the curriculum in every undergraduate/graduate program that addresses EDI (e.g., Indigenous studies, black studies etc.), not just an option as an elective.

Mandated training for faculty.

Western community engagement

Survey responses to this question also emphasized how important it is to continue to engage the Western community and to create an environment and climate that reflects our diversity. Engagement suggestions ranged from gathering data to better inform decision-making to modelling inclusive behaviour to enhance comfort within the Western community.

Celebrate diversity. Food services staff used to wear buttons stating that they spoke certain languages. That helped provide service to more people as well as normalizing the fact that staff are diverse. I would love the opportunity to wear something declaring my identities. Imagine a ND or queer student struggling and they see a staff member (older than middle-aged) proudly declaring their differences and showing that career success is possible for people who are different - and that they can count on me to support them.

Create an outreach program for marginalized groups

We need data - without knowing where our gaps are in representation it is impossible to make effective strategies to create a more diverse, representative community. The Equity Census should be mandatory for all staff, students, and faculty and aggregate data should be shared with units who want to develop EDI strategies. Working blind without knowing our specific barriers and communities will not lead to progress.

Listening to what the students want. Being there for them and not staying silent when things arise.

Provide ample opportunities for students to share their opinions in a way that is truly impactful, and act on them quickly and strongly.

Hiring and career progression

Many respondents highlighted the need for equity in the hiring process and beyond. This includes, for example, addressing bias and nepotism and creating pathways and/or mentorship opportunities to help with career development and progression.

EDI in staff/faculty recruitment - we are seeing more diversity at the student level but this is not reflected at the staff/faculty level - understanding that this can be difficult in a union environment the recruiting structure should be examined to see if we can find a way to stop putting unintentional barriers to recruiting a more diverse workforce - current structures are set up to filter out those who do not have English as a first language, are neurodivergent or who do not have the same experiences as those who grew up in North America.

In terms of practices, the university needs to develop evidence-based practices to reduce implicit bias in hiring & evaluation.

If Faculties are not able to move towards hiring a diverse workforce then their hiring activities should be centralized for a period of time so that HR can effect change on their diversity. NSERC did this for a time when women weren't being chosen for Chair positions in Sciences and it was very effective.

Focus on hiring practices - how do we limit bias in the hiring process and minimize nepotism? Need to hire less white men, while hiring/promoting more women and people from marginalized communities.

Equitable hiring and promotion... Leave less room for nepotism and recruit outside of the Western alumni dossier.

Mentoring and equitable opportunities for seeking further education and employment opportunities.

Understanding that employees may require more equitable employment practices to ensure employees feel valued and respected (i.e. supporting caregivers in having flexible work schedules to ensure childcare needs are met [which disproportionately affects women], hybrid options for working for those with disabilities who are in roles that can be accommodated).

Western has long had a statement that "we hire...." but once diverse groups get here, there is not a lot of training in regard to "now what". For example, how do we welcome and ensure we are including diverse thoughts, opinions and people in our work practices.

Representation

Participants also highlighted the need to increase representation across the many positions in our campus community. Specifically, many people felt as though increasing the diversity of faculty to better reflect the student population was extremely important.

> *Recruitment of leaders, faculty and staff who are from diverse backgrounds and representative of the communities we serve.*

> *Recruit more diverse faculty.*

> *Active recruitment of diverse students, staff and faculty at all levels within the university.*

> *Enhancing recruitment and retention efforts for underprivileged communities (i.e., establishing more scholarships for students in need on our campus).*

> *Recruiting diverse students and faculty, and actually supporting them so they can be successful - mentorships, building relationships, opportunities to connect with others.*

> *Ensure that admissions processes are reviewed for bias.*

Leadership

Leaders were once again mentioned as key players who have the power to promote and create change as it relates to EDI. Participants highlighted the need for more diversity and accountability within senior and middle-level leadership.

> *Having a culturally diverse administration should be a top priority so that moving forward, decisions are representative of the student population.*

> *Leadership buy-in for EDI practices.*

> *I made a note about leadership being over-worked. I know they get paid a lot but they are also humans with families. We might get better work and commitment from them if they could have a better work life balance.*

> *Eliminating leadership practices growing out of anything from unconscious bias to outright hostility and racism/sexism/antisemitism/ableism at dean's level and above will*

result in increased retention and success at all levels for students, faculty, and staff. What people are saying in public are sometimes not consistent with what people are doing behind closed doors and this can be measured by looking at retention and hiring rates in different units and tracking decision-making processes. There needs to be repercussions to administrators whose actions result in creating hostile environments and the quantifiable departure of students, staff, faculty. Hold administrators accountable for their incompetence and maliciousness. I do hope this is a "few bad apples" scenario and not a case of persistent systemic rot. The choices of the people with the most power will determine the future of this institution in relation to EDI issues.

If you want to start, start at the top. Who is on the board and why are they there?   What do they represent? What values do they display. Do the same for the President and the senior leadership and the deans. I think if you do this honestly you will be surprised and perhaps a little disappointed in yourselves.

Western leadership must be evaluated and assessed on the degree to which people at Western are victims of hate and discrimination. Just as a leader would be held accountable for significant budget deficits (even if these are caused by factors not entirely under their control) so too should leaders be accountable for acts of discrimination and hatred that happen within their mandate (even if these are caused by factors not entirely under their control). Concretely, this means that a leader should face the same sanctions/penalties if a student, staff member, or faculty member is subject to racism/sexism/transphobia (etc.) in an area related to their mandate as if funds had been mismanaged (ex. lack of accounting oversight, embezzlement, etc.). In this kind of incentive/evaluation context I suspect that just as much effort and just as many controls would be put in place regarding EDI as there are efforts and controls to ensure balanced and responsible budgets.

Safety and supports

The final subtheme for this question related to safety. Participants mentioned that ensuring physical and psychological safety within the Western community is overdue and necessary. This included, but was not limited to, increasing mental health supports and culturally relevant support for students, staff, and faculty.

Protecting the safety of women, and people of colour on campus.

Western needs to focus on staff and students that feel most unsafe in this environment. I think that Western is right to invest heavily in mitigating/preventing anti-black racism, colonialism and racism against Indigenous peoples, misogyny (including GBV), and hatred targeted towards LGBTQ2S+ peoples. These groups are not safe in our society or at Western.

Safe spaces for those who need them (wellness rooms in all facilities across campus).

While there are things that Western has in place for accommodating disabilities, I feel like mental illness is often overlooked. Aside from having more things in place for asking for extensions in assignments, which benefit everyone, there should be better services for that.

Increasing mental health support. Also making more in person help available.

Increased support to diverse and underrepresented students.

Appendix A: Online Survey for EDI Strategic Planning Process

Equity Diversity and Inclusion Strategic Planning Survey

HELP SHAPE A MORE INCLUSIVE AND EQUITABLE WESTERN!

In *Towards Western at 150*, Western commits to build a more equitable and inclusive community. Together, we can develop a strategic plan that will act as our roadmap for change and for the future. To ensure we achieve these goals, **WE NEED YOUR INPUT!** Please provide us with your candid and thoughtful feedback on the following survey questions. This survey will ask some demographic self-identification questions that will help us to better understand and identify barriers to EDI and opportunities for improvement at Western. We can then implement strategies that will build a more equitable and inclusive Western community. If you are uncomfortable answering any of the questions, you can skip the question or select the "prefer not to answer" option. The survey will take approximately 15 - 20 minutes to complete. Once you have finished the survey, press submit, and your **confidential and anonymous** responses will be forwarded to a **secure database operated by Qualtrics**. All data will be collected, sorted and analyzed by an independent firm and aggregated summary reports will be used to shape Western's five-year EDI strategic directions. **At the end of the survey, you will be re-directed to another survey to enter a draw for a chance to win one of three $50.00 Gift Cards (Western Eatery, Western Bookstore, VISA Gift Card) or the Grand Prize of an Apple iPad. We will destroy all contact information after the draw is complete. Please note, your contact information is not connected to the answers you provide in the EDI Strategic Plan survey.**   If you have any questions about the survey, please contact edi@uwo.ca or check out our [FAQ webpage](#). **SURVEY DEADLINE: FRIDAY, FEBRUARY 3rd, 2023**
   Let's Get Started ...

1. I am taking this survey as a / an ...

○   Undergraduate Student

○   Masters Student

○   Doctoral Student

○   Post-Doctoral Fellow

○   Staff Member

○   Faculty Member

○   Manager or Supervisor

○   Member of Western's Senior Administration

○   Additional (Please Specify)

_____

2. Please specific your employment status at Western University.

○   Full-time employment

○   Part-time employment

○   Contract employment

○   Additional (please specify)

_____

3. If you are an Undergraduate Student, please indicate what year you are in.

_____

4. Please select your academic load.

○   Full-time load

○   Part-time load

○   Prefer not to say

5. Please indicate your current age bracket.

○   Under 19 years of age

○   19 - 22 years old

○   23 - 29 years old

○   30 - 39 years old

○   40 - 49 years old

○   50 - 65 years old

○   Over 65 years old

○   Prefer not to say

6. Which best describes how you identify your gender? Select all that apply.

- [ ] Male

- [ ] Woman

- [ ] Transgender Woman

- [ ] Transgender Man

- [ ] Gender Nonconforming

- [ ] Genderqueer

- [ ] Two-spirit

- [ ] Non-binary / third gender

- [ ] Questioning

- [ ] Prefer not to say

- [ ] Additional (please specify)

_____

7. Which best describes how you identify with your sexual identity / orientation? Select all that apply.

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual or straight
- ☐ Lesbian
- ☐ Queer
- ☐ Questioning
- ☐ Pansexual
- ☐ Prefer not to say
- ☐ Additional (please specify)

_____

8. Which of the following best describes your racial or ethnic group? Check one.

○   Asian - East (e.g. Chinese, Japanese, Korean)

○   Asian - South (e.g. Indian, Pakistani, Sri Lankan)

○   Asian - South East (e.g. Malaysian, Filipino, Vietnamese)

○   Black - African, Caribbean, North American

○   White - North American, European

○   First Nations

○   Indigenous / Aboriginal

○   Inuit

○   Metis

○   Indian - Caribbean

○   LatinX

○   Black South American

○   Middle Eastern (e.g. Egyptian, Iranian)

○   Do not know

○   Prefer not to say

○   Additional or Mixed (please specify)

_____

9. Do you identify as a person with a disability?

Note: Note: The UN Convention on the Rights of Persons with Disabilities describes persons with disabilities as those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

○   Yes

○   No

○   Prefer not to say

10. Please tell us your disability / disabilities that you identify with. Select all that apply.

☐   Blind of impaired vision

☐   Deaf or impaired hearing

☐   Learning disability

☐   Chronic illness or medical conditions, such as arthritis, cancer, diabetes, etc.

☐   Mental health or psychological condition

☐   Physical or mobility impairment

☐   Speech or communication disability

☐   Neurological disability, such as epilepsy, cerebral palsy, etc.

☐   Nuerodiverse

☐   Disabling food or environmental allergies

☐   Prefer not to say

☐   Not applicable

☐   Additional (please specify)

_____

11. From your perspective, do you identify as coming from a low-income background?

○   Yes

○   No

○   I am not sure

○   Prefer not to say

If you would like to expand on your answer, please comment in the text box below.

_____

12. Is English your native language?

○   Yes

○   No

○   Prefer not to say

13. What does 'inclusion and belonging' at Western University mean to you?

_____

_____

_____

_____

_____

14. What does 'diversity' mean to you?

_____

_____

_____

_____

_____

15. What does 'equity' mean to you?

_____

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16. What does 'equality' mean to you?

_____

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17. From your perspective, describe what a more equitable, inclusive and diverse Western will look and feel like five years from now.

_____

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_____

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18. Reflecting on your experience at Western University, to what extent do you agree with the following statements.

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I feel I belong at Western.	○	○	○	○	○
I feel welcome and included in the Western community.	○	○	○	○	○
I feel I am treated fairly at Western.	○	○	○	○	○
I feel I can participate fully at Western.	○	○	○	○	○
I feel my many 'differences' are appreciated and respected at Western.	○	○	○	○	○
I feel I can be my true self at Western.	○	○	○	○	○
I feel I have what I need at Western to thrive.	○	○	○	○	○
I feel I have access to the tools and opportunities I need to enable me for success.	○	○	○	○	○

19. Please expand on your answers (if applicable). Do you have any recommendations related to your responses?

_____

_____

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20. Reflecting on your experience at Western University, to what extent do you agree with the following statements about the communities and networks of people that you may identify with. For example, your communities / networks could include a racial or ethnic community or a community that represents gender or language or sexual orientation, or intersections between multiple groups, etc.

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I can easily find and connect with my communities at Western.	◯	◯	◯	◯	◯
I feel proud of my communities at Western.	◯	◯	◯	◯	◯
I feel supported by my communities.	◯	◯	◯	◯	◯
Western students, staff and faculty seem to value and respect my communities and our contributions.	◯	◯	◯	◯	◯
Western students, staff and faculty seem interested in finding out more about my communities.	◯	◯	◯	◯	◯
Western students, staff and faculty welcome communities and cultures that are unique from their own.	◯	◯	◯	◯	◯
I feel I can successfully belong to multiple communities at Western.	◯	◯	◯	◯	◯
I feel Western creates space for my communities.	◯	◯	◯	◯	◯

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21. Please expand on your answers (if applicable). Do you have any recommendations related to your response?

_____

_____

_____

_____

_____

22. Reflecting on your experience at Western, to what extent do you feel included in the following environments and surroundings. Please describe any barriers to inclusion and recommendations for improvement in the text boxes.

	Not included at all	Somewhat included	Moderately included	Mostly included	Completely included	Not Applicable
In working environments i.e., in meetings, in discussions or debates, on project teams, etc.	○	○	○	○	○	○
In training and development environments i.e., in workshops, in mentoring or coaching sessions, etc.	○	○	○	○	○	○
In social environments i.e., in extra-curricular activities, social events, conversations with my colleagues, etc.	○	○	○	○	○	○
In academic environments i.e., Western libraries, collaboration spaces, sports and recreation facilities, etc.	○	○	○	○	○	○
In academic networks i.e., faculty or staff groups, committees, associations, clubs, etc.	○	○	○	○	○	○

In discussions and decision making i.e., I have input into issues and decisions that are important to me in my work environment and at Western.

○   ○   ○   ○   ○   ○

In Western spaces and places, including indoor and outdoor campus facilities, eateries, amenities and spaces i.e., accessible buildings and spaces; diverse identities are reflected across Western buildings and spaces; dedicated spaces to meet my unique needs, etc.

○   ○   ○   ○   ○   ○

23. Reflecting on your experience at Western, to what extent do you feel included in the following environments and surroundings. Please describe any barriers to inclusion and recommendations for improvement in the text boxes.

	Not included at all	Somewhat included	Moderately included	Mostly included	Completely included	Not Applicable
In learning environments i.e., in the classroom, team-based learning activities, labs, tutorial sessions, etc.	○	○	○	○	○	○
In social environments i.e., in extra-curricular activities, social events, etc.	○	○	○	○	○	○
In formal environments i.e., in student residences / housing, Western libraries, sports and recreation facilities, etc.	○	○	○	○	○	○
In university networks i.e., in student groups, committees and clubs, etc.	○	○	○	○	○	○
In discussions and decision making i.e., I have input into issues and decisions that are important to me at Western.	○	○	○	○	○	○
In Western spaces and places , including indoor and outdoor campus facilities, amenities and spaces i.e., accessible buildings	○	○	○	○	○	○

and spaces; diverse identities are reflected across Western buildings and spaces; dedicated spaces to meet my unique needs, etc.

24. Reflecting on your experience at Western University, to what extent do you agree with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Western cultivates working environments where I feel listened to, seen and understood.	○	○	○	○	○
Western creates space for me to freely express my ideas and viewpoints, without worry or fear.	○	○	○	○	○
Western encourages us to explore, experience and try new things, in a psychologically safe environment.	○	○	○	○	○
Western is committed to building and engaging teams, representative of a diverse range of people, inclusive of race, ethnicity, gender, mindsets and more.	○	○	○	○	○

Western ensures that people from all backgrounds and identities have equitable opportunities to advance their careers.	○	○	○	○	○
Western consistently demonstrates the importance of cultivating and sustaining an inclusive workplace.	○	○	○	○	○
Western leaders care about faculty and staff and support them to achieve their goals.	○	○	○	○	○

25. Please expand on your answers. Do you have any strategic recommendations related to your responses?

_____

_____

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26. Reflecting on your experience at Western University, to what extent do you agree with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Western educators (professors, instructors and teaching assistants) create learning environments where I feel I belong and am valued.	○	○	○	○	○
Western educators intentionally integrate topics of diversity, inclusion and equity into their teaching.	○	○	○	○	○
Western educators intentionally foster environments that invite and encourage us to challenge the status quo and talk freely about our ideas and viewpoints.	○	○	○	○	○

Western educators truly care about students and support them to be successful.	○	○	○	○	○
Western educators strive to identify and remove barriers that prevent students from reaching their full potential.	○	○	○	○	○

27. Please expand on your answers. Do you have any strategic recommendations related to your responses?

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28. When reflecting on your experience at Western, to what extent do you agree with the following statements.

	Strongly agree.	Somewhat agree.	Neither agree or disagree.	Somewhat disagree.	Strongly disagree.
I feel I can genuinely express my viewpoints.	○	○	○	○	○
I feel my contributions matters at Western.	○	○	○	○	○
I am comfortable showing my identity to other people.	○	○	○	○	○
I can really be my true self at Western, without fear of judgement.	○	○	○	○	○
I can safely live my values at Western.	○	○	○	○	○
I can stand up for what I believe.	○	○	○	○	○
I can talk openly about who I am and my communities.	○	○	○	○	○
I feel psychologically safe at Western.	○	○	○	○	○

29. Please expand on your answers (if applicable)

_____

_____

_____

_____

_____

30. To what extent do you agree with the following statements.

	Strongly Agree (1)	Somewhat agree (2)	Neither agree nor disagree	Somewhat disagree (4)	Strongly disagree (5)
Creating a more inclusive and diverse university is a top strategic priority for Western.	○	○	○	○	○
Western is working hard to address and dismantle inequities, biases and outdated practices and policies that are barriers to EDI.	○	○	○	○	○
Western is committed to expanding accessibility, services and supports to underrepresented and / or diverse student groups.	○	○	○	○	○
Western is introducing policies and practices to increase access and inclusion for underrepresented and / or diverse groups across Western.	○	○	○	○	○
Western has processes in place to report incidents of discrimination, racism and harassment.	○	○	○	○	○

Western consistently takes action and responds to reports of discrimination, racism and harassment.	○	○	○	○	○
Western will take meaningful action to improve equity, diversity and inclusion based on the results of this survey.	○	○	○	○	○

31. Please expand on your answers. Do you have any strategic recommendations related to your responses?

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32. Considering your answers to the survey questions, what do you feel are the most critical EDI Action Priorities that Western should focus on? Please describe below.

_____

_____

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_____

33. Please share any further feedback and / or suggestions related to EDI at Western University.

_____

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_____

_____

_____

EDIDA STRATEGIC PLAN LAUNCH

Western

AGENDA

- Final Presentations

- Executive Summary

- Phase One Implementation Timeline 2024-2027

- Q & A

FINAL PRESENTATIONS

- SCUP on Monday, October 28, 2024

- Senate on Friday, November 8, 2024

- Board of Governors on Thursday, November 21, 2024

EXECUTIVE SUMMARY

- Diverse Representation and Engagement
- Inclusive Excellence in Learning and Teaching
- Inclusive Excellence in Research and Innovation
- Safe, Accessible, and Inclusive Spaces, Places, and Experiences
- System-wide Capacity Building and Cultural Change

PHASE ONE IMPLEMENTATION

JANUARY 31-2025: Dept / Unit confirms EDIDA Committee to Office of EDI

APRIL 30-2025: Share Dept / Unit EDIDA Action Plan with Office of EDI

MAY 1, 2026: Dept / Unit Interim Report on Progress shared with Office of EDI

JUNE 10-2026: Interim Report on progress shared with Western community

APRIL 2027: Final Report on Phase One EDIDA Implementation

FALL 2027: Engage in consultations for Phase Two development

Feedback / Questions

ITEM 12.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The COU Academic Colleagues met on October 2 & 3, 2024. Krista Orendorff, Vice-President Public Affairs, joined the Colleagues to present on COU's multi- year escalating advocacy strategy. Presenter Orendorff highlighted that the strategy was designed to correspond with government decision making milestones, including the fall economic statement, the budget, and a potential early election. The strategy is focused on three key components: advocacy, stakeholder engagement, and communications.

The following key messages were identified and flagged as important points for the dissemination of the plan.

• Ontario's universities are essential to building the workforce and the economy of the future. They are preparing graduates with the skills and experience necessary to meet Ontario's growing labour market demands today and lay the foundation for tomorrow's prosperity.

• Ontario's universities are graduating job-ready students. In fact, the latest Graduate Survey from the Ministry of Colleges and Universities shows that 95.1% of university graduates are not only employed within two years of graduating, but they are successfully finding employment in some of Ontario's most in-demand areas, aligning with Ontario's workforce needs.

• Investing in long-term, stable funding for Ontario's universities means investing in the high-quality programs, services and resources students need to graduate job-ready while also ensuring they have the supports they need to succeed in today's rapidly changing job market.

• Government, business, community partners and universities must work together to ensure universities have the resources they need to continue support students, lead innovation and drive economic growth for the benefit of Ontario.

The discussion following the presentation focused on advocating to the public, including parents, and types of messaging that would resonate with these audiences. There was some discussion that very high-level, statistics-heavy messages would not resonate with individuals outside of academia/universities.

The Chief of Staff and Acting Corporate Secretary provided an update on key issues affecting the sector. She noted that the government is continuing the process of negotiating the SMA 4 agreements and that the government directives on the

Strengthening Accountability and Student Supports Act had been released. She further noted that the recent federal government announcement of an additional 10% cut to international student study permits, as well as the inclusion of Masters and PhD programs in the cap, would add to the continuing financial challenges that the sector is currently facing. This was noted in a public response to the government. The Chief of Staff and Acting Corporate Secretary reiterated to Colleagues that COU is continuing to advocate with the government for the full implementation of the Blue-Ribbon Panel's recommendations.

Colleagues discussed the impacts of the current financial situation, as well as the impact of government decisions on institutional autonomy.

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

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

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

without discussion. Those matters that have been struck from the consent agenda will be handled in the usual way.

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

ITEM 13.1(a)(i) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Senate Committee on Academic Policy

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective November 8, 2024, the terms of reference of the Senate Committee on Academic Policy be revised as shown in Item 13.1(a)(i).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the Senate Committee on Academic Policy reviewed its terms of reference at its meetings on January 8, February 5, April 8, May 6, September 3, and September 23, 2024,

The proposed revisions to the terms of reference include:

- Addition of a provision that the committee receives the annual Scholastic Offences report.

- Addition of a statement regarding Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA).

- Amendments to the Composition to:

  - Increase the number of committee members elected by Senate from 10 to 12, including one additional faculty member and one additional undergraduate student.

  - Include a provision that a minimum of three faculty members elected to the committee by Senate be members of Senate.

    Currently, there is no requirement for Senators to be on the committee. This could cause issues for Chair/Vice-Chair roles as the Senate By-laws require that either the Chair or the Vice-Chair be a member of Senate.

  - Include the Provosts (or equivalent) of the Affiliated University Colleges as *ex officio* members of the committee.

    The current terms state that representatives from each Affiliate are appointed by the Affiliated University College President. Generally, the Affiliate Provost (or equivalent) is appointed. Amending the composition to include the Affiliate Provosts as *ex officio* members will allow the Affiliate members to appoint a designate rather than having to seek special permission to do so.

- o Remove the provision that the representatives of the Affiliated University Colleges shall have one vote, with the voting member to be determined on a one-year rotating basis.

  The committee supports providing a voting seat to each of the two Affiliated University Colleges – Huron University College and King's University College.

- o Change the status of the University Registrar from *ex officio* (non-voting) to *ex officio* (voting).

- o Change the status of the Vice-Provost (Students) from *ex officio* (voting) to *ex officio* (non-voting).

- o Add the Chair of the Graduate Education Council Academic Policy Committee as an Observer.

ATTACHMENT(S):

Revisions to the Terms of Reference of the Senate Committee on Academic Policy

Senate Committee on Academic Policy (Policy)

Effective Date: November 8, 2024 ~~December 2, 2022~~

Supersedes: December 2, 2022; July 1, 2022

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

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<u>TERMS OF REFERENCE</u>

1.   To oversee, and periodically review existing Senate academic policies, except those matters for which responsibility is specifically assigned to another Senate committee.

2.   To propose new Senate academic policies in areas when and where there is no current policy and it is advisable, prudent and/or necessary that there be policy.

3.   To consider proposals for new, and modifications to existing, Senate academic policies that are submitted in accordance with the Policy on Establishing Senate Academic Policies and Procedures.

4.   To establish such ad hoc policy review working groups as the committee may determine necessary, to undertake a periodic review or special review of a new or existing academic policy or policies. The membership of any such working group shall include appropriate experience and expertise in the policy area.

5.   To report to Senate with a committee recommendation on all matters referred to the Senate Committee on Academic Policy by Senate or any Senate committee.

6.   To receive for information and transmittal to Senate, the annual Scholastic Offences Report.

7.   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.

COMPOSITION

~~Ten~~ Twelve members elected by Senate:

~~Eight~~ Nine faculty members, at least three of whom are members of Senate. No more than two faculty members may be from the same Faculty, School, or Affiliated University College. At least four faculty members must have membership in the School of Graduate and Postdoctoral Studies.

~~Two~~ Three students: one graduate and ~~one~~ two undergraduate.

~~One representative of each Affiliated University College, appointed by the respective Affiliated University College President for a two-year term. The representatives of the Affiliated University Colleges shall have one vote, with the voting member to be determined on a one-year rotating basis.~~

Ex officio (voting):

President & Vice-Chancellor
Provost & Vice-President (Academic)
Vice-Provost (Academic Programs)
Vice-Provost (Graduate and Postdoctoral Studies)
~~Vice-Provost (Students)~~
Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Associate Vice-President (Equity, Diversity & Inclusion)
University Registrar
USC Vice-President (University Affairs)
SOGS Vice-President (Academic)
Chair of the Senate Committee on Academic Curriculum and Awards (ACA)
The Provost (or equivalent) of Huron University College
The Provost (or equivalent) of King's University College

Ex officio (non-voting):

~~University Registrar~~
Vice-Provost (Students)
University Secretary

Observers (non-voting):

Chair, Graduate Education Council Academic Policy Committee

Appointed on a one-year rotational basis:

One Academic Advisor ~~Counsellor~~ (and an alternate) from the faculties with first entry programs

One administrative representative (and an alternate) from the pool of individuals managing second entry programs.

One Graduate Assistant (and an alternate) identified by the School of Graduate and Postdoctoral Studies

The Committee shall elect a Chair and a Vice-Chair annually from among the members elected by Senate.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Designates: Per Senate By-Law VI. 8. a), an *ex officio* member may designate two persons to act on their behalf. The designates shall occupy official positions in the same unit and be able to fully represent the *ex officio* member at the meeting. The Secretariat's Office must be notified about the names of the designates by September 1 each year.

Terms: Per Senate By-Law VI. 10. a), unless otherwise specified, the terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others.

Quorum: Per 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: ~~11~~ 12 members, including 6 elected/appointed

Quorum June to August: ~~7~~ 8 members, including 4 elected/appointed

ITEM 13.1(a)(ii) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Senate Committee on Academic Curriculum and Awards (ACA)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee (OAC), Senate approve that effective November 8, 2024, the terms of reference of the Senate Committee on Academic Curriculum and Awards (ACA) be revised as shown in Item 13.1(a)(ii).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the Senate Committee on Academic Curriculum and Awards (ACA) reviewed its terms of reference at its meetings on January 10, February 7, May 8, May 29, September 4, and October 1, 2024.

The proposed revisions to the terms of reference include:

- An amendment to the primary responsibilities of ACA stated on page 1 of the terms of reference to state that ACA's mandate includes oversight of Western Approved Micro-credentials.

- Removal of the Subcommittee for Western Approved Micro-Credentials (SWAM) from the list of subcommittees under ACA's jurisdiction. ACA approved the disbandment of SWAM effective July 1, 2024.

- A correction to clause 1 to clarify that the mandate of ACA includes revisions to programs, degrees, modules, and subject areas.

- Revision to clause 2 to state that ACA receives proposals to revise the admission requirements for existing modules and programs that involve a change to the average required for admission to the module/program. This is a clarification of current practice, not a change.

- Addition of clauses 6-7 relating to the committee's mandate with respect to Western Approved Micro-credentials.

- Removal of the provision that the committee receives reports from the Subcommittee on Western-approved Micro-credentials. That subcommittee has been disbanded.

- Removal of the provision that the committee receives the annual Scholastic Offences Report, following a recommendation from the Operations/Agenda Committee that the Senate Committee on Academic Policy receive this report.

- A revision to the reference to the Institutional Quality Assurance Report to reflect that this report now comes forward as the annual report of the Office of Academic Quality and Enhancement.

- Addition of a statement regarding Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA), as recommended by the Operations/Agenda Committee.

- Amendments to the Composition, including:

  o Inclusion of the Chair of the Senate Committee on Academic Policy as an *ex officio* member with the rationale that the Chair of ACA is an *ex officio* member of Policy.

  o An amendment to the composition to include the Provosts (or equivalent) of the Affiliated University Colleges as *ex officio* members of the committee.

    The current terms state that representatives from each Affiliate are appointed by the Affiliated University College President. Generally, the Affiliate Provost (or equivalent) is appointed. Amending the composition to include the Affiliate Provosts as *ex officio* members will allow the Affiliate members to appoint a designate rather than having to seek special permission to do so.

  o Removal of the provision that the representatives of the Affiliated University Colleges shall have one vote, with the voting member to be determined on a one-year rotating basis.

    The committee expressed support for providing a voting seat on the committee to each of the two Affiliated University Colleges – Huron University College and King's University College.

  o Updating the reference to "Academic Advisor" from "Academic Counsellor".

ATTACHMENT(S):

Revisions to the Terms of Reference of the Senate Committee on Academic Curriculum and Awards (ACA)

Senate Committee on Academic Curriculum and Awards (ACA)

Effective Date: November 8, 2024 ~~July 1, 2022~~

Supersedes: July 1, 2022; June 5, 2020; September 2018; July 2014

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

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The primary responsibilities of the Senate Committee on Academic Curriculum and Awards (ACA) are to:

- review proposals for new academic programs and changes to existing programs;
- review proposals for new undergraduate courses or changes to existing undergraduate courses;
- appraise cyclical reviews of academic programs;
- provide oversight of Western Approved Micro-credentials;
- review the academic content of agreements with external institutions, and
- approve the establishment of terms of reference for student scholarships, medals or awards, for recommendation to the Board of Governors.

The Senate Committee on Academic Curriculum and Awards (ACA) has under its jurisdiction the following subcommittees:

- Subcommittee on Program Review – Undergraduate (SUPR-U)
- Subcommittee on Program Review – Graduate (SUPR-G)
- Subcommittee on Undergraduate Academic Courses (SOC)
- ~~Subcommittee for Western Approved Micro-credentials (SWAM)~~
- Administrative Subcommittee to Review Scholarships (SRS)

TERMS OF REFERENCE

Establishment of and Revisions to Academic Programs

1.   To review, and approve for recommendation to Senate, proposals for the establishment of new programs, degrees, modules and/or subject areas and for their revision, discontinuation or renaming.

2.   To review, and approve for recommendation to Senate, proposals to revise the admission requirements for existing modules and programs that involve a change to the average required for admission to the module/program module/program admission requirements relating to course averages.

Establishment of and Revisions to Undergraduate Courses

3.   To review and consider any proposal referred to the Committee by SOC in respect of any of the following:

   (a)   the establishment, revision and discontinuation of undergraduate courses;

   (b)   revisions to the admission requirements of established undergraduate modules and programs that involve changes to the courses required for admission; and

   (c)   revisions to established undergraduate modules and programs that involve course substitution, amendment or addition/withdrawal and that do not impact the total number of courses specified for the module or program.

Cyclical Reviews of Academic Programs

4.   To receive from SUPR-U, reports of cyclical reviews of existing undergraduate programs assessing the overall quality of the programs and making appropriate recommendations in light of those reviews. To approve such cyclical review reports and to forward them to Senate for information.

5.   To receive from SUPR-G, reports of cyclical reviews of existing graduate programs assessing the overall quality of the programs and making appropriate recommendations in light of those reviews. To approve such cyclical review reports and to forward them to Senate for information.

Western Approved Micro-credentials

6. On behalf of the Senate, the Committee has delegated authority to approve Western Approved Micro-credentials and digital badges for Western Approved Micro-credentials.

7. To review on a three-year cycle Western Approved Micro-credentials through a robust and rigorous internal quality assurance process including an on-going self-assessment strategy.

Agreements with External Institutions

6 8. To examine and review, for recommendation to the Senate, the academic content of agreements with external institutions.

Student Scholarships, Medals and Awards

7 9. On behalf of the Senate, the Committee has delegated authority to approve the establishment of terms of reference for scholarships, medals or awards, for recommendation to the Board of Governors through the President & Vice-Chancellor.

Additional Responsibilities

8. To receive reports from the Subcommittee on Western-approved Micro-credentials.

9 10. To receive for information and transmittal to Senate, reports from the Subcommittee on Undergraduate Academic Courses (SOC).

10. To receive for information and transmittal to Senate, the annual Scholastic Offences Report.

11 11. To receive for information and transmittal to the Senate and the Board of Governors, the annual **report of the Office of Academic Quality and Enhancement** Institutional Quality Assurance Report from SUPR-U and SUPR-G.

12 12. To form such other subcommittees and working groups as necessary.

13. 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.

COMPOSITION

Elected:

Thirteen members elected by Senate:

- Eleven faculty members, at least seven of whom are members of Senate. No more than two faculty members may be from the same Faculty, School, or Affiliated University College. No more than one faculty member may be a Dean. At least four faculty members must have membership in the School of Graduate and Postdoctoral Studies.

- Two students: one graduate and one undergraduate.

One representative of each Affiliated University College, appointed by the respective Affiliated University College President for a two-year term. The representatives of the Affiliated University Colleges shall have one vote, with the voting member to be determined on a one-year rotating basis.

Ex officio (voting):

President & Vice-Chancellor
Provost & Vice-President (Academic)
Vice-Provost (Academic Programs)
Vice-Provost (Graduate and Postdoctoral Studies)
Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Associate Vice-President (Equity, Diversity & Inclusion)
Chair, Senate Committee on Academic Policy
USC Vice-President (University Affairs)
SOGS Vice-President (Academic)
The Provost (or equivalent) of Huron University College
The Provost (or equivalent) of King's University College

Ex officio (non-voting):

University Registrar
University Secretary

Observers (non-voting):

Appointed on a one-year rotational basis:

One Academic Advisor Counsellor (and an alternate) from the faculties with first-entry programs

One administrative representative (and an alternate) from the pool of individuals managing second-entry programs.

The Committee shall elect a Chair and a Vice-Chair annually from among the members elected by Senate.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Designates: Per Senate By-Law VI. 8. a), an *ex officio* member may designate two persons to act on their behalf. The designates shall occupy official positions in the same unit and be able to fully represent the *ex officio* member at the meeting. The Secretariat's Office must be notified about the names of the designates by September 1 each year.

Terms: Per Senate By-Law VI. 10. a), unless otherwise specified, the terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others.

Quorum: Per 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: ~~11~~ 12 members, including 7 elected/appointed

Quorum June to August: ~~7~~ 8 members, including ~~5~~ 6 elected/appointed

ITEM 13.1(a)(iii) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Subcommittee on Undergraduate Academic Courses (SOC)

ACTION:　　☐ APPROVAL　　☒ INFORMATION　　☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on October 1, 2024, the Senate Committee on Academic Curriculum and Awards (ACA) approved, on the recommendation of the Subcommittee on Undergraduate Academic Courses (SOC), that effective November 8, 2024, the terms of reference of SOC be revised as shown in Item 13.1(a)(iii).

The revisions to the terms of reference include:

- An amendment to clause 3 to indicate that SOC makes recommendations to the Senate Committee on Academic Policy relating to potential areas to address in academic policy.

- Addition of a statement regarding Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA), as recommended by the Operations/Agenda Committee (added as clause 5).

- Addition of a statement regarding interdisciplinarity (added as clause 6).

- Amendments to the Composition, including:

  - Clarification that the composition includes one representative from each Faculty, School or Affiliated University College, *excluding the School of Graduate and Postdoctoral Studies.*

  - Addition of a provision that each Dean/President may appoint an alternate to attend (with voice but no vote) only when the appointed member is unavailable. The alternate may be an administrative staff member, but must be familiar with curriculum (e.g., through work in academic advising or curriculum development). Alternates may not be counted to fulfil quorum.

  - Amendment to the requirements for the four faculty members elected by Senate to specify that one of whom must be familiar with course/module development or have served as an Undergraduate Chair (or equivalent).

  - Updating references to "Academic Advisor" from "Academic Counsellor".

  - Correction to the title of the Executive Director, Western Continuing Studies.

o   Removal of the provision that the Chair and Vice-Chair must be from among the representatives appointed by the Dean/President and addition of a statement that alternates may not serve as Chair or Vice-Chair.

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

ATTACHMENT(S):

Revisions to the Terms of Reference of the Subcommittee on Undergraduate Academic Courses (SOC)

Subcommittee on Undergraduate Academic Courses (SOC)

Effective Date: November 8, 2024 ~~July 1, 2022~~

Supersedes: July 1, 2022 *

Date of Next Review: Spring 2027 *

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The Subcommittee on Undergraduate Academic Courses (SOC) is a subcommittee of the Senate Committee on Academic Curriculum and Awards (ACA).

TERMS OF REFERENCE

1. On behalf of ACA, the Subcommittee has delegated authority to approve, on the recommendation of the Faculty, School or Affiliated University College:

    (a) the establishment, revision and discontinuation of undergraduate courses;

    (b) revisions to the admission requirements of established undergraduate modules and programs that involve changes to the courses required for admission; and

    (c) revisions to established undergraduate modules and programs that involve course substitution, amendment or addition/withdrawal and that do not impact the total number of courses specified for the module or program.

2. To refer to ACA any proposal that the Subcommittee deems may have broader implications and require curriculum or Quality Council approval.

3. To make recommendations to the Senate Committee on Academic Policy ~~ACA~~ relating to potential areas to address in academic policy.

4. To report to ACA at least twice annually.

5. 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 consideration of courses and modules/programs.

6.   Within the remit of the Subcommittee and drawing on the tools available, to foster opportunities for collegial discussion of interdisciplinary learning.

COMPOSITION

Elected/Appointed:

One representative from each Faculty, School or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies), appointed by the Dean/President, who is either an Associate Dean Academic (or equivalent) or a faculty member familiar with course/module development.*

Additionally, each Dean/President may appoint an alternate to attend (with voice but no vote) only when the appointed member is unavailable.* The alternate may be an administrative staff member, but must be familiar with curriculum (e.g., through work in academic advising or curriculum development). Alternates may not be counted to fulfill quorum.

Six members elected by Senate:

Four faculty members, who are one of whom is familiar with course/module development, elected by Senate, at least two of whom have or has served as an Undergraduate Chair (or equivalent).

Two undergraduate students.

One Academic Advisor Counsellor, appointed by the Academic Advisors Counsellors.*

Ex officio (voting):

Chair of ACA
Executive Director, Western Continuing Studies

Ex officio (non-voting):

University Registrar
University Secretary

The Committee shall elect a Chair and Vice-Chair annually from among the representatives appointed by the Dean/President of each Faculty, School or Affiliated University College. Alternates are not eligible to serve as Chair or Vice-Chair.

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GENERAL PROCESS FOR SENATE SUBCOMMITTEES

Designates: Per Senate By-Law VI. 8. a), an *ex officio* member may designate two persons to act on their behalf. The designates shall occupy official positions in the same unit and be able to fully represent the *ex officio* member at the meeting. The Secretariat's Office must be notified about the names of the designates by September 1 each year.

Terms: Per Senate By-Law VI. 10. a), unless otherwise specified, the terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others.

Quorum: Per Senate By-Law VI. 11. b), the 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: 11 members

Quorum June to August: 8 members

ITEM 13.1(a)(iv) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Administrative Subcommittee to Review Scholarships (SRS)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on October 1, 2024, the Senate Committee on Academic Curriculum and Awards (ACA) approved, on the recommendation of the Administrative Subcommittee to Review Scholarships (SRS), that effective November 8, 2024, the terms of reference of SRS be revised as shown in Item 13.1(a)(iv).

The revisions to the terms of reference include:

- Clarification that SRS recommends provisions for new graduate and undergraduate awards to the Senate Committee on Academic Curriculum and Awards (ACA) for recommendation to the Property and Finance Committee of the Board of Governors.

- Amended language to clarify that SRS has delegated authority to approve revisions to the terms of graduate and undergraduate awards on behalf of ACA.

- Addition of a statement regarding Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA), as recommended by the Operations/Agenda Committee.

- Clarification that SRS makes recommendations to ACA with respect to policy concerning student awards (as opposed to formulating policy).

- Amendment to the Composition to change one representative from "Donor Relations & Stewardship" to one representative from "University Advancement".

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

ATTACHMENT(S):

Revisions to the Terms of Reference of the Administrative Subcommittee to Review Scholarships (SRS)

Administrative Subcommittee to Review Scholarships (SRS)

Effective Date: November 8, 2024 ~~July 1, 2021~~

Supersedes: July 1, 2021; December 2001

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

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TERMS OF REFERENCE

~~To formulate policy concerning student awards (including scholarships, awards, bursaries, prizes and medals) for recommendation to the Senate Committee on Academic Curriculum and Awards (ACA).~~

To review provisions for new graduate and undergraduate awards for recommendation to the Senate Committee on Academic Curriculum and Awards (ACA) ~~and~~ for recommendation to the Property and Finance Committee of the Board of Governors.

On behalf of ACA, the Subcommittee has delegated authority to approve ~~To review~~ revisions to the terms of graduate and undergraduate awards.

To make recommendations to ACA with respect to policy concerning student awards (including scholarships, awards, bursaries, prizes and medals).

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 the ways in which award provisions can promote or impede the advancement of EDIDA principles.

COMPOSITION

One representative from:

- University Advancement ~~Donor Relations & Stewardship~~
- School of Graduate and Postdoctoral Studies
- Financial Services
- Office of the Registrar
- University Secretariat

ITEM 13.1(a)(v) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Subcommittee on Program Review – Graduate (SUPR-G)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on October 1, 2024, the Senate Committee on Academic Curriculum and Awards (ACA) approved, on the recommendation of the Subcommittee on Program Review – Graduate (SUPR-G), that effective November 8, 2024, the terms of reference of SUPR-G be revised as shown in Item 13.1(a)(v).

The revisions to the terms of reference include:

- Correction to the hyperlink to Western's Institutional Quality Assurance Process.

- Amendment to the reference to the "Institutional Quality Assurance Report" to reflect that this report now comes forward under the title of "Annual Report of the Office of Academic Quality and Enhancement".

- Addition of a statement regarding Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA), as recommended by the Operations/Agenda Committee.

- A reorganization of the Composition section to reflect that the Associate Deans (Graduate Studies) (or equivalent) are *ex officio* members of SUPR-G.

- An update to language in the Composition section to clarify that representatives of the Affiliated University Colleges are appointed in consultation with the President concerned.

- An amendment to the Composition to clarify that the Associate Vice-Provosts (Graduate and Postdoctoral Studies) shall be Co-Chairs and one of whom shall cast one vote.

- Removal of the provision that an Associate Dean (Graduate Studies) (or equivalent) may appoint a designate. The Senate By-Laws provide an allowance for *ex officio* members of Senate Subcommittees to appoint up to two designates.

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

ATTACHMENT(S):

Revisions to the Terms of Reference of the Subcommittee on Program Review – Graduate (SUPR-G)

Western UNIVERSITY · CANADA

Subcommittee on Program Review – Graduate (SUPR-G)

Effective Date: November 8, 2024 ~~July 1, 2021~~

Supersedes: July 1, 2021; September 2018; July 2014

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

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TERMS OF REFERENCE

To coordinate and assume responsibility for reviewing proposals for new graduate programs and to recommend approved proposals to the Senate Committee on Academic Curriculum and Awards (ACA) for consideration by Senate.

To coordinate and assume responsibility for reviewing proposals for major modifications to existing graduate programs and to recommend approved proposals to ACA for consideration by Senate.

To coordinate and assume responsibility for periodic reviews of existing graduate programs with a view to assessing their overall quality and making appropriate recommendations in light of these reviews to ACA and Senate.

To carry out all such reviews and appraisals, for Western University and the Affiliated University Colleges, in accordance with University Guidelines (https://www.uwo.ca/pvp/vpacademic/iqap//quicklinks/iqap.html ~~http://www.uwo.ca/pvp/vpacademic/iqap/doc/western_iqap.pdf)~~ and the Quality Assurance Framework adopted by the Council of Ontario Universities (http://oucqa.ca/resources-publications/quality-assurance-framework/).

To provide annually, for information, ~~Western's Graduate Institutional Quality Assurance Report~~ the Annual Report of the Office of Academic Quality and Enhancement through ACA to the Senate and the Board of Governors.

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 the ways that approaches to decision-making can promote or impede the advancement of EDIDA principles.

COMPOSITION

~~The Associate Dean (Graduate Studies) (or equivalent) for each Faculty/School* (the School of Graduate and Postdoctoral Studies is not considered a School in this context)~~

Elected/Appointed:

> One faculty member with experience in interdisciplinary graduate education, appointed by the Vice-Provost (School of Graduate and Postdoctoral Studies) for a two-year term
>
> One representative of the Affiliated University Colleges who is responsible for graduate studies, appointed in consultation with the ~~Principal/~~President concerned, on a two-year rotational basis*
>
> Three graduate students elected by the Graduate Education Council (GEC)
>
> Two faculty members, elected by GEC, who are Graduate Chairs or Graduate Committee members at the time of their election

Ex officio (voting):

> The Associate Vice-Provosts (School of Graduate and Postdoctoral Studies), who shall be Co-Chairs and one of whom shall ~~who shall together~~ cast one vote
> The Associate Dean (Graduate Studies) (or equivalent) for each Faculty/School (the School of Graduate and Postdoctoral Studies is not considered a School in this context)
> Vice-Provost (School of Graduate and Postdoctoral Studies)
> Vice-Provost and Associate Vice-President (Indigenous Initiatives)
> Associate Vice-President (Equity, Diversity & Inclusion)
> Chair of ACA (or designate)**

Ex officio (non-voting):

> Vice-Provost and Chief Librarian
> Director, Academic Quality & Enhancement
> Director, Centre for Teaching and Learning
> Vice-President Academic, Society of Graduate Students
> University Secretary

* ~~Associate Dean (Graduate Studies) (or equivalent)~~ The representative of the Affiliated University Colleges may appoint a designate. The designate must be appointed for one year (July 1 to June 30 ~~June 1 to July 30~~) and must be knowledgeable about graduate studies at the ~~Faculty, School or~~ Affiliated University

College.

** the designate must be a member of ACA

GENERAL PROCESS FOR SENATE SUBCOMMITTEES

Designates: Per Senate By-Law VI. 8. a), an *ex officio* member may designate two persons to act on their behalf. The designates shall occupy official positions in the same unit and be able to fully represent the *ex officio* member at the meeting. The Secretariat's Office must be notified about the names of the designates by September 1 each year.

Terms: Per Senate By-Law VI. 10. a), unless otherwise specified, the terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others.

Quorum: Per Senate By-Law VI. 11. b), the 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: 12 members

Quorum June to August: 8 members

ITEM 13.1(a)(vi) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Subcommittee on Program Review – Undergraduate (SUPR-U)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on October 1, 2024, the Senate Committee on Academic Curriculum and Awards (ACA) approved, on the recommendation of the Subcommittee on Program Review – Undergraduate (SUPR-U), that effective November 8, 2024, the terms of reference of SUPR-U be revised as shown in Item 13.1(a)(vi).

The revisions to the terms of reference include:

- Correction to the hyperlink to Western's Institutional Quality Assurance Process.

- Amendment to the reference to the "Institutional Quality Assurance Report" to reflect that this report now comes forward under the title of "Annual Report of the Office of Academic Quality and Enhancement".

- Addition of a statement regarding Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA), as recommended by the Operations/Agenda Committee.

- A reorganization of the Composition section to reflect that the Associate Deans (Academic) (or equivalent) are *ex officio* members of SUPR-U.

- Removal of the statement that an Associate Dean (Academic) (or equivalent) may appoint a designate. The Senate By-Laws provide an allowance for *ex officio* members of Senate Subcommittees to appoint up to two designates.

- Addition of a statement in the Composition section relating to EDIDA training for committee members.

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

ATTACHMENT(S):

Revisions to the Terms of Reference of the Subcommittee on Program Review – Undergraduate (SUPR-U)

Subcommittee on Program Review – Undergraduate (SUPR-U)

Effective Date: November 8, 2024 ~~July 1, 2021~~

Supersedes: July 1, 2021; July 2014

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

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TERMS OF REFERENCE

To coordinate and assume responsibility for reviewing proposals for new undergraduate programs and to recommend approved proposals to the Senate Committee on Academic Curriculum and Awards (ACA) for consideration by Senate.

To coordinate and assume responsibility for reviewing proposals for major modifications to existing undergraduate programs and to recommend approved proposals to ACA for consideration by Senate.

To coordinate and assume responsibility for periodic reviews of existing undergraduate programs with a view to assessing their overall quality and making appropriate recommendations in light of these reviews to ACA and Senate.

To carry out all such reviews and appraisals, for Western University and the Affiliated University Colleges, in accordance with University Guidelines (https://www.uwo.ca/pvp/vpacademic/iqap//quicklinks/iqap.html ~~http://www.uwo.ca/pvp/vpacademic/iqap/doc/western_iqap.pdf)~~ and the Quality Assurance Framework adopted by the Council of Ontario Universities (http://oucqa.ca/resources-publications/quality-assurance-framework/).

To provide annually, for information, ~~Western's Undergraduate Institutional Quality Assurance Report~~ the Annual Report of the Office of Academic Quality and Enhancement through ACA to Senate and the Board of Governors.

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 the ways that approaches to decision-making can promote or impede the advancement of EDIDA principles.

COMPOSITION

~~The Associate Dean (Academic) (or equivalent) for each Faculty, School and Affiliated University College (excluding the School of Graduate and Postdoctoral Studies)*~~

Elected/Appointed:

One faculty member with experience in interdisciplinary undergraduate education, appointed by the Vice-Provost (Academic Programs) for a two-year term

Three undergraduate students elected by Senate

Ex officio (voting):

Vice-Provost (Academic Programs), who shall be Chair
The Associate Dean (Academic) (or equivalent) for each Faculty, School and Affiliated University College (excluding the School of Graduate and Postdoctoral Studies)
Chair of ACA (or designate)**
Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Associate Vice-President (Equity, Diversity & Inclusion)

Ex officio (non-voting):

University Registrar
Vice-Provost and Chief Librarian
Director, Academic Quality & Enhancement
Director, Centre for Teaching and Learning
Vice-President (University Affairs), University Students' Council
University Secretary

~~*an Associate Dean (Academic) (or equivalent) may appoint a designate. The designate must be appointed for one year (June 1 to July 30) and must be knowledgeable about undergraduate studies at the Faculty, School or Affiliated University College.~~

** the designate must be a member of ACA

Committee members receive learning resources to orient their work on EDIDA principles. The September meeting of SUPR-U will normally include EDIDA training for the committee so that it can carry out its role in supporting program design and renewal that address the diverse needs, backgrounds, and identities of all students, especially those from EDIDA groups.

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GENERAL PROCESS FOR SENATE SUBCOMMITTEES

Designates: Per Senate By-Law VI. 8. a), an *ex officio* member may designate two persons to act on their behalf. The designates shall occupy official positions in the same unit and be able to fully represent the *ex officio* member at the meeting. The Secretariat's Office must be notified about the names of the designates by September 1 each year.

Terms: Per Senate By-Law VI. 10. a), unless otherwise specified, the terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others.

Quorum: Per Senate By-Law VI. 11. b), the 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: 11 members

Quorum June to August: 8 members

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective November 8, 2024, the terms of reference of the Senate Review Board Academic (SRBA) be revised as shown in Item 13.1(a)(vii).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the Senate Review Board Academic (SRBA) reviewed its terms of reference in September 2024.

The proposed revisions to the terms of reference include:

- Addition of "Senate" to the committee name.

- Clarification that SRBA will report annually to Senate through OAC.

- Addition of seven members of faculty, four undergraduate students, and three graduate students to assist in forming appeal panels.

- Restriction on the number of members in each constituency from each Faculty, School, or Affiliated University College to assist in forming appeal panels.

- Change in wording from "Secretary of Senate" to "University Secretary".

- Additional wording to allow for the appointment of more than two Vice-Chairs.

- Clarification around quorum for SRBA and for appeal panels.

SRBA has received an increasingly high number of appeals over the past two years. The committee has determined that additional members are required to form appeal panels and review appeals in a timely manner.

Please note that SRBA would not like to remove any of its current members to fit into the restrictions for the number of members from each Faculty, School, or Affiliated University College. This clause will come into effect as these terms end and are reelected by Senate.

ATTACHMENT(S):

Revisions to the Terms of Reference of the Senate Review Board Academic

Senate Review Board Academic (SRBA)

Effective Date: November 8, 2024 ~~July 2008~~

Supersedes: July 2008 *

Date of Next Review: Spring 2027

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TERMS OF REFERENCE

The Senate Review Board Academic (SRBA) is the final body to which students may appeal rulings of Deans in such matters as Senate shall determine from time to time. The decisions of SRBA in substantive matters are final.

Specifically, SRBA can:

1. Hear student appeals against those prior rulings by Deans that Senate has determined to be within SRBA's jurisdiction.

2. At its discretion, make recommendations to appellants and/or Deans on matters related to the appeal.

3. On behalf of Senate, offer such relief as is appropriate including:
   - waiver of a Senate regulation or requirement**;**
   - directing the adjustment of grades in the case of an appeal against general marking or grading practices**; and**
   - setting aside a Dean's ruling that a scholastic offence occurred or reducing the severity of a sanction imposed for a scholastic offence.

SRBA shall report ~~at least~~ annually to Senate through the Operations/Agenda Committee.

COMPOSITION

Elected membership:

A Chair and ~~twenty-three~~ 37 voting members, elected by Senate:

thirteen Twenty members of faculty**.** No more than two faculty members may be from the same Faculty, School, or Affiliated

University College (excluding the School of Graduate and Postdoctoral Studies).

~~and ten~~ Seventeen students: ~~(six~~ 10 undergraduates and ~~four~~ seven graduates~~, no more than four of whom shall participate in a hearing)~~. No more than two students may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies).

~~All shall be named by Senate and shall have the authority of Senate.~~

Ex Officio (non-voting):

Vice-Provost (Academic Programs)
University Secretary ~~Secretary of Senate~~

The Chair shall be appointed by Senate annually.

~~The term of office of the other elected members shall be: faculty, two years; students, one year.~~

~~Two~~ At least two Vice-Chairs shall be appointed annually by the Chair of SRBA from among the elected members. In instances where the Chair is unable to act, a Vice-Chair shall exercise the same functions.

PROCEDURES

No more than four SRBA members shall participate in a hearing.

Quorum for appeal panels shall consist of three ~~Three~~ voting members (including at least one student and at least one member of faculty), plus the Chair.

The presiding Chair shall have voting rights only in the event of a deadlock.

When a duly constituted quorum of the SRBA commences to hear an appeal, the membership terms of those members present at the commencement of the hearing are automatically extended under the authority of Senate until the SRBA renders a final decision in the case in question. Such extension of membership terms shall not preclude the appointment by Senate of new members to SRBA at the normal time.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Designates: Per Senate By-Law VI. 8. a), an *ex officio* member may designate two persons to act on their behalf. The designates shall occupy official positions in the same unit and be able to fully represent the *ex officio* member at the meeting. The Secretariat's Office must be notified about the names of the designates by September 1 each year.

Terms: Per Senate By-Law VI. 10. a), unless otherwise specified, the terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others.

Quorum: Per Senate By-Law VI. 11. b), the 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: 19 members

Quorum June to August: 13 members

* Does not include quorum for appeal panels (outlined in the "Procedures" section above).

ITEM 13.1(b) – Order of Ceremony – Spring Convocation 2025

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The schedule of Convocation ceremonies for Spring 2025 has been prepared by the University Secretariat in consultation with the Registrar's Office and it is provided to Senate for information.

ATTACHMENT(S):

Order of Ceremony – Spring Convocation 2025

Order of Ceremony – Spring Convocation 2025 (#325)

SPRING 2025	10:00 a.m.	3:00 p.m.
Monday, June 9		School of Graduate & Postdoctoral Studies * Faculty of Science (All degrees)
Tuesday, June 10	School of Graduate & Postdoctoral Studies * Faculty of Engineering (All degrees) Faculty of Law (All degrees) Schulich School of Medicine & Dentistry (Graduate programs)	Schulich School of Medicine & Dentistry (DDS & MD) Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honours and 4 yr BMSc, BSc Neuroscience)
Wednesday, June 11	School of Graduate & Postdoctoral Studies * Faculty of Arts & Humanities (All degrees) Huron University College (All degrees) Richard Ivey School of Business (Graduate programs)	School of Graduate & Postdoctoral Studies * Faculty of Information and Media Studies (All degrees) Richard Ivey School of Business (BA Honours)
Thursday, June 12	Faculty of Social Science (4 yr BA, 3 yr BA, BMOS Honours and BMOS)	School of Graduate & Postdoctoral Studies * King's University College (All degrees) Faculty of Social Science (Graduate programs, BA Honours, BSc Honours, Diplomas and Certificates)
Friday, June 13	School of Graduate & Postdoctoral Studies * Faculty of Education (All degrees) Faculty of Health Sciences (Graduate programs, Honours, 3 yr and 4 yr BA/BSc, Diplomas and Certificates) Faculty of Music (All degrees)	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing, Kinesiology)

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

May 15, 2025 – Huron Theology Convocation

ITEM 13.2(a) – Correction to the Policy on "Adding and Dropping Courses"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

On the recommendation of the Senate Committee on Academic Policy, Senate approved revisions to the policy on "Adding and Dropping Courses", effective September 1, 2024.

In the table of "Add / Drop Information" the last date or day to drop a Fall 6-week course was incorrectly stated as November 12, which is after the course ends.

The last date or day to drop a Fall 6-week course should be 10 business days from and including the start date of the session, consistent with the last date or day to drop a Winter 6-week course.

Records from the May 27, 2024 meeting of the Senate Committee on Academic Policy confirm that the drop date for Fall 6-week courses and Winter 6-week courses should be aligned.

The policy on "Adding and Dropping Courses" has been corrected to state that the last date or day to drop a Fall 6-week course is 10 business days from and including the start date of the session.

ATTACHMENT(S):

Correction to the Policy on "Adding and Dropping Courses"

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:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2024
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.

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	10 ~~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 "Convocation; Graduation Diplomas and Certificates"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective November 8, 2024, the policy on "Convocation; Graduation Diplomas and Certificates" be revised as shown in Item 13.2(b).

EXECUTIVE SUMMARY:

The implementation of the Convocation Task Force's recommendation to move Convocation off-campus beginning in Spring 2025 will mean Convocation dates no longer fall within the dates specified in the "Convocation; Graduation Diplomas and Certificates" policy. The Schulich School of Medicine & Dentistry (MD) program has also requested to integrate the MD ceremony. Revisions to the policy are proposed to reflect these changes.

Additionally, information regarding Diploma and Certificate graduation requirements has been added. This information is currently in the "Certificates, Diplomas and Micro-credentials" policy. It is proposed that Convocation-related items from that policy be moved to the "Convocation; Graduation Diplomas and Certificates" policy.

The section on degree diploma wording for Earth Sciences Programs for Professional Registration is removed. This section is no longer necessary as the names of the relevant Earth Sciences modules now include the "For Professional Registration" designation and the degree diploma includes the module name.

Editorial amendments to language are also included.

ATTACHEMENT(S):

Revisions to the Policy on "Convocation; Graduation Diplomas and Certificates"

Convocation; Graduation Diplomas and Certificates

Policy Category:	General
Subject:	Convocation; Graduation Diplomas and Certificates
Subsections:	Convocation Ceremonies; Graduation Diplomas and Certificates; Degree Diploma Wording
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Academic Records and Student Transcripts
Effective Date:	November 8, 2024 September 1, 2022
Supersedes:	September 2022; February 2020

CONVOCATION CEREMONIES

Scheduling Convocation Ceremonies
- The in absentia February Convocation will normally be scheduled for the last Friday in February.
- June Convocation ceremonies will normally be scheduled from Monday to Friday in the second or and third full week in June.
- The Schulich School of Medicine & Dentistry (MD) and Huron University College (Theology) Convocation ceremonies will be scheduled in consultation with the School/Faculty/Affiliated University College.
- October Convocation ceremonies will normally be scheduled on the Wednesday, Thursday and Friday on in the first full week following Thanksgiving.

Recipients of Certificates and Diplomas will be listed in the Convocation Program, and will be permitted to participate in the graduation ceremonies.

Recipients of Two Degrees, Diplomas or Certificates
When a candidate is to be awarded two degrees, diplomas or certificates (or any combination of these) during one convocation period, the Registrar will be permitted to release both diplomas to the graduand at the convocation ceremony of the first degree program scheduled in the convocation period.

Awarding Double Degrees at Convocation
For students who are eligible to receive two degrees at convocation:
1. If both degrees are to be awarded at the same convocation ceremony, the student may cross the stage only once, and must make a choice as to the degree grouping with which they ~~he or she~~ will process.
2. If the two degrees are to be awarded at different convocation ceremonies, the student may cross the stage in one or both ceremonies. Both diplomas will normally be given to the graduate at the first of the ceremonies in which they ~~he or she~~ participate~~s~~.

Degrees, Diplomas and Certificates [to be conferred officially at convocation ceremonies]
Degrees, diplomas and certificates will be officially conferred or awarded at the appropriate convocation ceremony following successful completion of the program requirements and an application to graduate if required, or will be available for pickup by the graduate within ~~3~~ three business days subsequent to the ceremony. Degrees, diplomas and certificates are retained in ~~The~~ the Office of the Registrar for two years after Convocation.

Candidates who meet the requirements for graduation in diploma and certificate programs will be issued a Notification of Eligibility to Graduate (rather than an application to graduate, required of potential degree recipients).

Degrees, diplomas and certificates normally will not be awarded in advance of convocation ceremonies. A degree, diploma, or certificate <u>may</u> be released early at the discretion of the Office of the Registrar if the student demonstrates that the document is required by an employer or for a work visa, and if it is determined that the student is eligible and has applied to graduate. Students presenting an official offer of employment or deadline relating to an application for a visa may, by application and payment of the appropriate fee to the Office of the Registrar, request release of their document no sooner than four weeks prior to their scheduled convocation. The document released will bear the date of the appropriate scheduled convocation ceremony.

All other students who require notice of confirmation that their program has been completed (in addition to an official transcript) may apply to the Office of the Registrar with a request for a letter attesting to the fact that they have completed the requirements of their program.

If a student's degree, diploma or certificate has been lost, stolen or destroyed OR the student requires a duplicate or duplicates, subsequent diplomas can be produced by application and payment of the appropriate fee to the Office of the Registrar. All subsequent degrees, diplomas and certificates will be issued:

- using the current Western diploma printing standards and Officers
- with the words "Duplicate Copy" affixed to the parchment

Degree Diplomas for DDS Graduates (Exception for DDS graduates who satisfy requirements between June and October)
In order to practice dentistry, graduates of the DDS program must present a copy of their diploma to the Royal College of Dental Surgeons and thus obtain a certificate of registration. In April 1994, Senate approved that the degree of Doctor of Dental Surgery (DDS) be granted retroactively to June for students who satisfy all of the requirements for graduation after the June convocation date for Dentistry but before the October convocation. Based on this precedent, Senate approved procedures for granting a DDS degree to a student in the program who completes the degree requirements after Autumn Convocation in October. The date that will appear on the degree is the date on which all degree requirements were completed. The graduate's name and the date of the degree will appear in the Program of the Spring Convocation ~~Program~~ that next follows, and the graduate may request the opportunity to participate in the Spring Convocation next following.

***In Absentia* Convocation in February**
Senate approved the establishment of an *in absentia* convocation to be held in mid-February for students who complete their degree requirements by the end of the preceding fall term ~~semester~~. Students who have their degrees conferred in February will be given the opportunity to participate in the appropriate June convocation ceremony.

Statement re Posthumous Degrees
Contingent on approval by the Dean or Vice-Provost (Graduate and Postdoctoral Studies), in consultation with the Provost, a posthumous degree may be granted at a Convocation ceremony.

GRADUATION DIPLOMAS AND CERTIFICATES
1. The designation of "Bachelor" will be used on diplomas with the designation of "Baccalaureate" approved for use on diplomas upon request by individual students. For diplomas of Masters and Doctoral degrees the designation "Master" or "Doctor" will be used.
2. Undergraduate students who qualify for Graduation "With Distinction" will receive the designation on diplomas.
3. All diplomas (for degree programs and diploma programs) and certificates (for certificate programs) will be in English.
4. All and only Honorary Degree diplomas will be in Latin.

5. Programs approved by Senate for diplomas/certificates not in English, e.g., the Certificat de Français Pratique, will be exceptions to this policy.

For graduation diplomas, the wording of the program taken will follow this format:

Honours Degree	BACHELOR OF ARTS *Honours Philosophy*
Combined Honours Degree	BACHELOR OF ARTS *Honours Anthropology and English*
Honours Degree with an Area of Concentration in another Subject	BACHELOR OF SCIENCE *Honours Mathematics with French*
Three-Year Degree	BACHELOR OF ARTS *English*
Four-Year Degree	BACHELOR OF ARTS Four Year Program *Computer Science*
Four-Year Degree with an Area of Concentration in another Subject	BACHELOR OF ARTS Four Year Program *French with Philosophy*

When appropriate, all Bachelor/Baccalaureate degree diplomas will have the name of the degree with Honours Specialization, Major(s), or Specialization module(s) earned by the student and "With Distinction", if appropriate. For example,
BACHELOR OF SCIENCE
Honours Specialization in Geology and Biology
BACHELOR OF ARTS
Major in English Language and Literature
Major in Film Studies
BACHELOR OF SCIENCE
Specialization in Environmental Science

If Minor modules have been successfully completed, this will show on students' transcripts and academic records only. They will not appear on the diploma. Students who have successfully completed the Dentistry Qualifying Program from 1999 to 2005 may return their Qualifying Program certificates and, following payment of a diploma replacement fee, receive a DDS degree diploma.

Students who have successfully completed the LLB program prior to 2009 be permitted to exchange their LLB diploma for a JD diploma, upon payment of an administrative fee for the replacement diploma.

DEGREE DIPLOMA WORDING

Degree diplomas will have the following wording:
> "The Senate on the recommendation of the (Faculty/School/College) has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations.
> Given at London, Canada, on the (date) day of (month), (year), in the (appropriate year, e.g., 2021 will be the one hundred and forty-third year) of the University."

The University of Western Ontario will be the only institution cited on the degree diploma unless specific approval is granted by Senate.

Degree Diploma Wording for Graduate Student Diplomas
Degree diplomas for graduate students will state that "Senate on recommendation of the School of Graduate and Postdoctoral Studies has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations." Any student who graduated prior to June 30, 2008, will have the Faculty of Graduate Studies cited on ==their== ~~his/her~~ diploma.

Exception for Programs offered in Collaboration with Fanshawe College:
Collaborative programs offered with Fanshawe College recognize both Western and Fanshawe on Western's graduation diplomas, e.g., "The Senate on the recommendation of the Faculty of Health Sciences in collaboration with the Faculty of Health Sciences and Human Services, Fanshawe College, has conferred upon (graduate's name) the degree of Bachelor of Science in Nursing."

Exceptions for the Bachelor of Medical Sciences Program
The Bachelor of Medical Sciences program is offered jointly by the Schulich School of Medicine & Dentistry and the Faculty of Science and as such, both names will appear on BMSc diplomas.
> i.e., "The Senate on the recommendation of the Schulich School of Medicine & Dentistry and the Faculty of Science has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations...."

~~**Faculty of Science: Earth Sciences Programs for Professional Registration**~~
~~Degrees for students in the Earth Sciences Programs for Professional Registration will be issued as:~~
> ~~BSc Honours Geology for Professional Registration~~
> ~~BSc Honours Environmental Geoscience for Professional Registration~~
> ~~BSc Honours Geophysics for Professional Registration~~

Approvals and Signatures:
On behalf of the Senate, the Provost approves the list of Candidates for Degrees upon the recommendation of the Registrar. The list of Candidates approved by the

Provost is deemed to be those names identified electronically within the student records system. The list of Candidates for Degrees will be archived as appropriate.

Signatures required for degree and diploma program diplomas and for certificate program certificates are those of the Registrar, Dean of the relevant ~~faculty~~ Faculty/School/Affiliated University College and President of the University.

Format:
The parchment used for degrees, diplomas and certificates will be of a format and quality commensurate with the stature of ~~the University of~~ Western University ~~Ontario~~.

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on
                                    Academic Policy, Senate approve that effective
                                    November 8, 2024, the Graduate and Postdoctoral
                                    Studies policy on "Registration" be revised as shown in
                                    Item 13.2(c).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies (SGPS) is proposing revisions to the policy on "Registration" with respect to (i) registration deferral and (ii) the listing of part-time programs.

Registration Deferral

While the current policy provides for graduate program registration deferral for one term in exceptional circumstances, recent experience has shown a need for graduate programs to provide registration deferrals for more than one term in exceptional circumstances. In context of the COVID-19 pandemic, international graduate students have faced substantial delays in obtaining study permits, necessitating multiple deferrals of registration. Although study permit processing times have decreased more recently, students from some countries continue to experience extended study permit wait times.

An additional consideration is that, while many graduate programs admit new students on a term-by-term basis, other programs are structured in a cohort manner or admit students in a particular term, typically the Fall term. For such programs, limiting deferrals to one term can disadvantage graduate students by requiring them to begin their program at a less than optimal time.

As such, SGPS proposes to remove the language in the policy that limits deferrals to one term.

Listing of Part-Time Programs

The current policy requires revision each time a program adds or removes a part-time option or when a new program with a part-time option is created. Currently, programs offering part-time options are listed on the Program's page section of the SGPS website. Any changes to a program's part-time registration status must undergo a "major modification" process as defined by the Institutional Quality Assurance Process (IQAP), which necessitates approvals from the Subcommittee on Program Review – Graduate (SUPR-G), the Senate Committee on Academic Curriculum and Awards (ACA), and the Senate.

Listing part-time programs within the policy itself is redundant and poses a risk of error and confusion for students if updates are not made promptly. To ensure

accuracy and reduce administrative burden, SGPS recommends removing the specific listing of part-time programs from the policy. Instead, part-time program offerings should be maintained and regularly updated on the SGPS website. This change will streamline the process, minimize the potential for outdated information, and improve clarity for students.

ATTACHMENT(S):

Revisions to the Policy on "Registration"

![Western University Canada logo]

Registration

Policy Category:	Graduate and Postdoctoral Studies
Subject:	Registration
Subsections:	Initial Registration; Registration Requirements; Categories of Registration; Transfer from Master's to Doctoral Degree Status in a Program; Leave of Absence; Student Progress and Withdrawal; Admission After Withdrawal
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Registration
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Related Policies:	*
Effective Date:	November 8, 2024 May 17, 2024
Supersedes:	May 17, 2024; March 15, 2024; September 16, 2022

1. Initial Registration

A candidate whose application for admission has been approved by the School of Graduate and Postdoctoral Studies (SGPS) must register in the term indicated on the "Offer of Admission". In exceptional circumstances, registration may be deferred for one term, with approval of the program and SGPS. The candidate should consult the appropriate program for details about registration.

2.   **Registration Requirements**

a)   **Continuous Registration**
        Graduate students must maintain continuous registration in the SGPS in each successive term from initial registration until all requirements for the degree are completed.

b)   **Maximum Registration Period**
        The maximum registration period for completing a Master's degree is three calendar years from initial registration and, in the case of a Doctoral degree, six calendar years from initial registration. For students who transfer from a Master's program to a Doctoral program without completing the Master's program or Direct-Entry to a Doctoral program, a maximum of seven calendar years from the initial registration in the Master's program or Doctoral program (Direct Entry) will be given to complete the Doctoral degree. For students admitted part-time to an approved part-time Master's program, the maximum registration period is four years.

        The student will be withdrawn at the end of their maximum registration time limit unless the Vice-Provost (Graduate and Postdoctoral Studies) has approved an extension.

3.   **Categories of Registration**

a)   **Full-Time Student**
        To be registered as a full-time student, a student must meet the following criteria:
        • Make satisfactory progress toward degree completion in alignment with full-time program expectations and requirements. Failure to meet progression requirements may result in being required to withdraw from the program.
        • Be present on campus as required by their program.
        • Have paid, or make arrangements to pay, full-time tuition fees.

b)   **Part-Time Student in Approved Part-Time Program**
        Students may be admitted as part-time students in approved part-time programs (listed below) as stipulated in the program's regulations. During the course of study, and with the approval of the program and SGPS, such a part-time registrant may be approved to register as a full-time student; they may then register as a part-time student at a later date by meeting the requirements as stipulated in (c) below. Students who begin as full-time students in programs that have an approved part-time course of study may only change to part-time registration as stipulated in (c) below.

        Students registered part-time may take no more than two courses in a term. Undergraduate courses taken as extra courses or as degree requirements are to be included in the totals above.

~~Students can enroll part-time in the following established part-time programs:~~
- ~~Computer Science MSc~~
- ~~Education MEd~~
- ~~Engineering Sciences MEng~~
- ~~Epidemiology and Biostatistics MSc~~
- ~~Family Medicine MCISc & PhD~~
- ~~Foods and Nutrition MScFN - Thesis Stream~~
- ~~Law LLM~~
- ~~Library and Information Science MLIS~~
- ~~Media Studies MA~~
- ~~Music MMus (Music Education)~~
- ~~Nursing MScN~~
- ~~Master of Nursing~~
- ~~Pathology and Laboratory Medicine MSc & PhD~~
- ~~Public Administration MPA~~
- ~~Theology MA (Huron University College)~~

c) **Part-Time Students in Full-Time Programs**

Part-time registration in full-time programs may be granted in exceptional circumstances and only with the approval of both the Graduate Program and the Vice-Provost (Graduate and Postdoctoral Studies). Examples of such circumstances are: admission to another full-time university program or medical or compassionate circumstances that make it impossible for the student to continue to devote full-time attention to their program of study. Supporting documentation must be submitted with the request for part-time status.

Part-time status is not to be used as a means for reducing or avoiding tuition fees. Being beyond the funding eligibility period will not, by itself, constitute grounds for a change from full-time to part-time status. Part-time status may be granted for up to a cumulative total of three terms.

Students registered part-time may take no more than two courses in a term. Undergraduate courses taken as extra courses or as degree requirements are to be included in the totals above.

d) **Thesis Defense Only Student**

The purpose of this status is to allow a student who: a) has completed all program requirements (including thesis submission), but b) has not been able to defend their thesis before the end of term, to register at the University in the subsequent term without paying tuition fees. Thesis Defense Only registration (TDO) can be held for only one term.
- This registration category will not require payment of tuition fees; however, students will be required to pay part-time ancillary fees.
- In order to be considered for TDO status students must upload their thesis electronically.

- TDO status will be granted to those students who have submitted a thesis by the final official day of term but have not been able to secure an examination board and/or examination date that falls before the end of the term.
- Programs are required to inform SGPS as soon as possible (and in any case no less than 10 working days before the last working day of the term) when a thesis examination will need to be scheduled into the subsequent term.
- The thesis examination must be successfully completed, all required revisions done, and the final thesis submitted to SGPS prior to the end of the TDO term. A student who does not meet these conditions will be required to pay part-time tuition for the TDO term and will continue to be registered until the final thesis is submitted.
- TDO applies only to students in programs that have a thesis requirement.
- A student will be given TDO status for no more than one term.
- When the thesis examination is unsuccessful at either the preliminary or examination stages, the student will not have met the TDO conditions and will be required to pay part-time tuition and fees for the TDO term.

e)   **Non-degree Part-time Student**

Non-degree part-time students must meet normal admission requirements. If a student in this category is subsequently admitted to a degree program, no more than 20% of the course requirements for the degree may be credited from courses taken while a non-degree student. Non-degree part-time students are not required to maintain continuous registration. For each term in which they are registered, however, they must inform their Graduate Chair before the start of the next term whether they plan to take courses during that term or whether they plan to withdraw. Without withdrawal, they will receive a tuition bill for the following term, as if they were in a degree program. Once withdrawn, they must apply for readmission to resume their non-degree part-time studies. In such cases, SGPS waives the readmission fee.

f)   **Concurrent Degree Student**

Students in the following programs will be registered in both programs and are eligible to receive degrees in each:
- MD-PhD
- MBA-LLB in Business and Law

g)   **Doctoral Flex-time Registration**

Students must select flex-time registration prior to commencing their program of study and cannot alter their registration status once selected.* Students enrolled in flex-time studies pay full-time tuition fees for the first four years of their registration, and part-time fees until they complete their program. As the flex-time option is intended for working professionals, Western's doctoral funding guarantee does not apply to students in flex-time studies. Flex-time enrolment will normally require two additional years of study for students to complete the

program, in comparison to students in a regular full-time enrolment status. Completion within six to eight years while in flex-time enrolment is expected.

*Please note that the flex-time registration option is available only for doctoral programs with an approved flex-time option.

h) **Interdisciplinary Combined PhD**
A Western Interdisciplinary Combined PhD entails the completion of the combined degree requirements of two Western doctoral programs simultaneously under the supervision of a faculty member from each program.

DEFINITIONS
Home Program: For the purposes of the Interdisciplinary Combined PhD Degree Agreement Form, "Home Program" will refer to the graduate program that has administrative responsibility for the student, including providing work/office space, assignment of GTAships, completion of annual progress reports, etc. The Home Program is also the "fall-back" program in the event that the student wishes to discontinue in the combined option.

Partnering Program: For the purposes of the Interdisciplinary Combined PhD Degree Agreement Form, "Partnering Program" will refer to the second graduate program.

i. **Program Structure**
- The student shall have two supervisors – one supervisor with doctoral membership in each graduate program. In exceptional circumstances, a single supervisor, with doctoral membership in both programs may be approved by SGPS, conditional upon the supervisory committee representing both programs.
- One of the two programs will be identified as the "Home Program" for the purpose of registration and administration.
- Programs are encouraged to "share" or "merge" some of their usual requirements. For example, a required course in one program can also be counted as an optional or elective course in the second program.
- One thesis is to be completed; the thesis must meet the expectations of both programs, the content of the thesis should represent a blending of the disciplines.
- The composition of the examining board for the dissertation will include representation of both participating programs and disciplines. Some variation from the usual PhD Examination Board structure may be needed to achieve this; such variation must be approved by SGPS.
- The student's individual program (structured to support completion in 4 years) must be determined and agreed upon by the two programs normally no later than by the second term, including:
  - All courses to be completed to meet the learning outcomes of both programs

- o The nature and timing of comprehensive(s) to satisfy both programs (if feasible, the comprehensive exam requirements of the two programs can be merged into one exam)
- o Any additional milestones required to meet the learning outcomes of both programs
- o The topic of the dissertation/research

ii. **Inclusion on Transcripts and Degrees**
- One degree/parchment will be awarded; it will list both graduate programs.
- The student's transcript will note registration in both graduate programs, with one degree awarded upon completion of all requirements.
- The student's transcript will read under "Academic Program History":
- Program: Home Program
  Plan: Interdisciplinary Combined Doctor of Philosophy
  Home Program and Partnering Program
  Status: Active in Program (or later, "Completed Program")
- The final degree awarded will appear on the parchment as: DOCTOR OF PHILOSOPHY, Home Program and Partnering Program

4. Transferring between Graduate Degree Levels

Transferring refers to a situation where a student leaves an unfinished degree program and registers in a different degree-level in the same graduate program. Students are normally given recognition for prior work in these instances. Transferring can occur from a lower-level degree program to a higher-level degree program (e.g., Graduate Diploma (GDip) to Master's or Master's to Doctoral) or from a higher-level degree program to a lower-level degree program (Doctoral to Master's). When transferring, the credential from the former degree program is not granted to the student, as they have not completed all requirements of the former degree program. Transfers must be approved by the graduate program and SGPS.

5. Laddering to another Graduate Degree

Laddering refers to an established process where a student completes a program and is given recognition for this prior work towards a subsequent degree program via this approved pathway. In the case of laddering, a student has completed the lower-level program and has been awarded the credential (e.g., a student completes a GDip program and is provided credit for prior work in a specific Master's program with an approved laddering process). The remaining requirements for the higher-level degree in these cases are also pre-determined. Students must apply for admission to the laddering degree program; admission is not guaranteed.

6.   Leave of Absence

The Vice-Provost (Graduate and Postdoctoral Studies) may grant a leave of absence on pregnancy/parental, medical or compassionate grounds normally to a maximum of three terms or 12 months, on the recommendation of the program.

When recommending a leave of absence to the Vice-Provost (Graduate and Postdoctoral Studies), programs should contact SGPS about any academic considerations for outstanding coursework.

While on leave, students are expected to be away from normal activities as graduate students (e.g., attending classes, conducting research). However, students and supervisors may negotiate ongoing communication during this period. Before the end of the approved leave of absence, students notify the Graduate Chair/Director, the Graduate Assistant and, where relevant, the Supervisor(s), to discuss the transition back to their studies. If students are applying for an additional leave of absence, it is important that the program and SGPS be notified as soon as possible.

To ensure that they are optimally supported throughout their degree, students requiring leaves of absence that extend beyond three terms are encouraged to communicate with programs about potential professional, academic or research implications of the extended period away from their studies.

The start and finish of the leave may begin or end at any point in the term; normally the leave will coincide with the start and end of terms. Students are advised to consult with their graduate program to make special arrangements especially if taking courses during this period.

The date for degree completion and funding of the degree program will be extended by the duration of the time taken on leave, i.e., one, two or three terms as appropriate.

a)   Pregnancy and/or Parental
Pregnancy/Parental Leave is intended to recognize the need for leave at the time of pregnancy, birth or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child. Either parent may request up to three terms of leave, which must be started within twelve months of the date of birth or custody.

Provided the student has been a registered full-time graduate student for at least one term and is not receiving additional Tri-Agency benefits, they are entitled to a $1,500 pregnancy and parental bursary per leave.

During a Pregnancy/Parental leave international students can opt into UHIP for up to 12 months.

b) **Medical**
Graduate students may apply for a medical leave by providing a Medical Certificate completed by a health care practitioner. During a Medical leave, international students can opt into UHIP for four months in a 12-month leave period. It is possible to extend UHIP for another four months subject to the approval of the insurance provider.

c) **Compassionate**
Graduate students may apply for a compassionate leave for care and support of a seriously ill family member. This leave is not intended to cover circumstances related to travel, employment or other financial concerns.

d) **Internship**
Graduate students in programs without an internship requirement who secure an internship through Western's Internship Program may apply for an internship leave.

Students may apply for a leave of absence by completing an online request via the Graduate Student Web Services Portal. The request is then reviewed by the graduate program. If approved by the program, it is reviewed by SGPS.

Once on leave, students are not registered with the University nor will they be required to pay tuition and ancillary fees for this period; however, they are entitled to receive/maintain certain benefits as described in the related Procedures.

7. **Withdrawal**

The Graduate Chair of a program:
- Must approve the student's plan of study.
- Must ensure the preparation and filing of an annual progress report for each student.

Graduate faculty must provide students with timely feedback on courses, examinations, or other requirements.

The program may require students to withdraw if they fail to meet the following standards:
- Students must maintain a cumulative average of at least 70% calculated each term over all courses taken for credit, with no grade less than 60%.
- Students must make satisfactory progress towards the degree according to milestones set by the program.

Withdrawal from a program can occur in two ways. A student can voluntarily withdraw, following formal notification to the program. Alternatively, the program or SGPS can withdraw a student for failure to meet admission conditions, progression requirements,

specified deadlines for completion, or failure to pay fees. Once withdrawn from a program (and SGPS), the person withdrawn is no longer a student and may not attend classes, receive supervision, or have access to any resources of the University.

8. **Admission After Withdrawal**

Students who have voluntarily withdrawn or who have been withdrawn and wish to complete their program must formally re-apply for admission. Credit for previous work completed must be approved by the program and SGPS.

Students who are withdrawn for non-payment of fees will be considered for admission under the following payment conditions:
- Any student who has withdrawn or has been withdrawn may be required to pay fees for the terms in which registration has lapsed if admitted.
- Payment of all fees owing at the time of withdrawal including all penalty fees incurred as a result of the default.
- Prepayment of full fees for the term in which admission is sought.
- These payments must be money order, cash, direct debit, or certified cheque.

9. **Time Away From Studies and Vacation Time**

Full-time graduate students in research-based programs are expected to be active in their program for all three terms of the university year, as specified in Section 2. While engaging in their program, we recognize that personal time (i.e., time away from studies) is beneficial for student health, well-being and academic achievement. It is acceptable and expected that Supervisors, Supervisory Committee Members and Graduate Chairs will discuss expectations around students' study and research schedules; they will mentor students and support their need for time off and their pursuit of work/life balance. Time away from studies must take into account the impact on timely progression and the impact on research and other responsibilities.

It is expected that students devote a reasonable number of hours each weekday to study and to research. It is acceptable for students to take days off. In making these time management decisions, it is expected that students will learn to discern when time away from studies supports academic productivity, and when it undermines timely progression.

Graduate Chairs are encouraged to ensure that both student and supervisor needs and expectations are met. See SGPS Regulation regarding supervisor expectations**.**

In addition to the above, students are entitled to be away from their studies and research responsibilities during:
- the closing of the University from late December until early January
- statutory holidays when the University is closed
- religious holidays in accordance with University policy

Graduate students are also entitled to at least two weeks of vacation time from their studies per year.

ITEM 13.2(d) – School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Examinations and Final Submission

ACTION:　　☐ APPROVAL　　☒ INFORMATION　　☐ DISCUSSION

EXECUTIVE SUMMARY:

In 2020 the School of Graduate and Postdoctoral Studies (SGPS) began a review of the thesis policy to determine what constituted policy and what constituted procedures.

This review involved updating language, revising policy to capture current best practices, and revising and adding language to reflect the principles of equity, diversity, inclusion, accessibility, decolonization, reconciliation, and indigenization.

Proposed revisions involved extensive consultation with the Graduate Education Council (GEC) Academic Policy Committee, which includes students, staff, and faculty, as well as with the Offices of Indigenous Initiatives, and Equity, Diversity and Inclusion and the Indigenous Student Centre.

The Procedures for Thesis Examinations and Final Submission have been revised within the spirit of 'Truth and Reconciliation' at Western University with a goal to decolonize and indigenize the processes and procedures guiding thesis research, scholarship, and creative activity. This includes acknowledging and addressing the hierarchies and the limitations of Euro-Western knowledges and cultures that currently govern Western's university policies and regulations. SGPS will create space and recognize the value of research, scholarship, and creative activity from a broad range and variety of perspectives.

Indigenous Peoples comprise many Nations within Canada and possess intellectual, research, and academic sovereignty. These Procedures have been revised with the goal of expanding beyond and interrogating their Euro-Western focus (an on-going process) to respect and make explicit the rights of Indigenous Peoples to self-determination. These Procedures affirm the rights of graduate students to produce research, scholarship, and creative activity based on Indigenous knowledges, languages, and methodologies. In this regard, SGPS recognizes that the goals of Indigeneity extend beyond the borders of Canada.

A summary of the revisions to the Procedures for Thesis Examinations and Final Submission is provided below.

Preparing for the Thesis Examination

This section has been revised, reorganized, expanded, and updated for accuracy. It is organized around the steps needed before submitting the thesis for examination. Redundant information has been deleted.

Language has been added that the 'examination of the thesis exposes a student's work to scholarly *and expert criticism'* to recognize the role of subject and topic

experts who serve in the role of Specialized Knowledge Examiner and Indigenous Knowledge Keeper Examiner.

The statement that "Thesis examinations will not be held on the National Day for Truth and Reconciliation observed at Western" has been added.

<u>Request to SGPS for a Thesis Examination</u>

Information from the previous 8.4 'Doctoral Candidate Completion of the Thesis Degree Requirement' and the previous 8.5 'Master's Candidate Completion of the Thesis Degree Requirement' has been revised and combined and placed here.

<u>In-Person and Remote Examinations</u>

This information has been updated to integrate remote examinations into thesis examination options. The difference between in-person and remote examinations is explained.

<u>Public Presentations</u>

Public lectures have been renamed public presentations to recognize variation in program practices. The revisions add that the format of public presentation (formerly lecture) normally matches the examination format (in-person or remote).

<u>Open versus Closed Thesis Examination</u>

Closed examinations may now include the presence of Indigenous Knowledge Keepers for Indigenous candidates.

<u>Confidentiality Agreement</u>

Updated language to acknowledge that Indigenous data sovereignty may be a reason for a confidentiality agreement.

<u>Delay of Publication</u>

Update language to include Indigenous data sovereignty and community needs.

<u>Supervisor Approval to go to Examination</u>

'Written thesis' is now 'thesis'.

<u>The Thesis Examination Board</u>

New section called 'Tasks of the Thesis Examination Board Examiners" with four new or revised tasks.

Arms-Length Requirement for the Examination Board

Revised section to describe more appropriately what constitutes arms-length (consulted with University Secretariat, Faculty Relations, and Research Western as well as GEC Policy Committee).

The PhD Thesis Examination Board

Examiners include Specialized Knowledge Examiner and Indigenous Knowledge Keeper Examiner. Statement that 'every effort must be made to ensure that the examination board members reflect Western's commitment to Equity, Diversity, Inclusion, Decolonization, and Indigenization and the positionality of the student' is added.

The Master's Thesis Examination Board

Now includes Specialized Knowledge Examiner and Indigenous Knowledge Keeper Examiner. Statement that 'every effort must be made to ensure that the examination board members reflect Western's commitment to Equity, Diversity, Inclusion, Decolonization and Indigenization and the positionality of the student' is added.

Thesis Examination Board Roles

Now addresses both master's and PhD examination board composition and roles. Note that it now says that the Chair cannot comment on the merits of the thesis. Notes that the Chair for examinations that address Indigenous issues should have relevant training.

University Examiner

Makes explicit that this examiner is normally a Western University faculty member.

The Preliminary Evaluation of the Thesis

'Written thesis' replaced with 'thesis'. 'Deemed' used instead of 'judged'. Section on resubmission hearing edited for clarity.

Allegation of Academic Misconduct During the Examination

New sentence begins section "It is expected that evidence supporting an allegation of academic misconduct would be identified at the preliminary stage and conveyed to SGPS at that time".

The Thesis Examination is Unsuccessful

Language around re-examination hearings and the responsibilities of participants revised or added for clarity and accuracy. Added section to address when the oral examination alone is deemed unacceptable.

<u>Following the Examination</u>

The following sentence is added: "When an examination is successful, SGPS will share the content of the thesis evaluations with the Candidate and the Supervisor".

ATTACHMENT(S):

Revisions to the Procedures for Thesis Examinations and Final Submission

Procedure for Thesis Examinations and Final Submission

1. Preparing for the Thesis Examination

To fulfill the degree requirement of a thesis-based program, the thesis and the student's oral defense of the thesis must be assessed and approved by a Thesis Examination Board and must meet the School of Graduate and Postdoctoral Studies (SGPS) requirements for the thesis. The examination of the thesis exposes a student's work to scholarly and expert criticism.

For the thesis timeline and an overview of submission dates, please visit Thesis Timelines.

Thesis examinations will not be held on the National Day for Truth and Reconciliation observed at Western.

Unless otherwise approved as part of program requirements, all non-thesis degree requirements must be completed before the student can submit the thesis for examination.

1.1 Request to SGPS for a Thesis Examination

When the supervisor(s) advises that the thesis is ready for examination, the Graduate Chair (or equivalent) is responsible for submitting the completed doctoral or master's thesis examination request form to SGPS for approval at least six working weeks for PhD, four working weeks for master's, before the proposed examination date.

Students with accessibility needs must ensure that Accessible Education is aware of the upcoming examination so that any accommodations are communicated to the program in advance of the examination. The Graduate Chair (or equivalent) is responsible for ensuring that accessibility is provided to everyone attending the examination (i.e., equipment, furniture, space, must be accessible to those with visible and invisible disabilities).

In addition to identifying the thesis examination board members, the form must confirm whether the examination will be in-person or remote, provide details about the public presentation, indicate if the examination is open or closed, and indicate whether there is a confidentiality agreement to be signed, and/or if a delay of publication is requested. The form identifies whether the supervisor(s) has approved the thesis to go to examination.

SGPS approves the thesis examination board and the date of the examination. The date and time of the examination are confirmed via the formal invitation from SGPS.

1.2   In-Person and Remote Examinations

The thesis examination can be held either in-person or remotely.

At the time when a thesis examination is arranged, the Graduate Chair (or equivalent) determines with the supervisor(s) and the student whether the exam will be held in-person or remotely. All examinations must follow the procedures outlined in the Thesis Examination Guide.

In-Person Examinations
The student and supervisor(s) attend in-person. Normally, all thesis examiners participate in-person. With approval of the student and Graduate Chair (or equivalent), one examiner can participate remotely. Flexibility will be exercised for any Indigenous Elder and/or Knowledge Keeper who expresses an interest to join virtually. Please contact SGPS and Indigenous Student Services in these situations.

Remote Examinations
The student and supervisor(s) attend remotely. All thesis examiners participate remotely.

1.3   Public Presentations

PhD students are required to provide a public presentation on their thesis research, scholarship, and/or creative activity, normally within twenty-four hours before the thesis examination. Public presentations are optional for research Master's examinations. The graduate program sets the time and place for the presentations. SGPS announces the public presentation on its website. The presentation occurs in an open forum. The examiners normally attend the public presentation.

The type of public presentation (in-person or remote) will normally match the type of examination (in-person or remote).

In-person public presentations can include remote attendance.

1.4   Open versus Closed Thesis Examination

The thesis examination is normally a closed event unless the student and program, by mutual agreement, request that the examination is open to the university community (e.g., faculty, academic colleagues, students). An exception will be granted for Indigenous students who may benefit from the physical presence and support of Indigenous Knowledge Keepers.

1.5 Confidentiality Agreement

If the student feels that the nature of the information contained in the work must remain confidential (e.g., concerns pending patents, community needs, Indigenous data sovereignty, etc.) for a specified period, a confidentiality agreement is required.

1.6 Delay of Publication

Note: please see Publication of the Thesis regarding the electronic publication of theses.

If a student needs to delay publication of their thesis (e.g., due to a pending patent, commercial application, community needs, or Indigenous data sovereignty) this must be identified on the thesis examination request form by indicating an automatic "delay of publication" for up to two years. This option will block the thesis from public access after successful examination and final submission. This process is available as part of the Scholarship@Western Electronic Thesis and Dissertation submission process. When the "delay of publication" expires, the student can be granted a one-year extension through a written request to the Thesis Coordinator.

Exceptionally, a student may request a six-year delay of publication by contacting an Associate Vice-Provost within SGPS. This request requires the approval of the Graduate Education Council Academic Policy Committee.

1.7 Supervisor Approval to go to Examination

Normally, the supervisor(s) confirms via the thesis examination request form that the thesis meets the scholarly standards of the degree and is ready to go to examination.

In those cases where the student chooses to submit a thesis for examination without the approval of the supervisor(s), the following processes are followed:

The student notifies the Graduate Chair (or equivalent) who then discusses the reasons with the student. The Graduate Chair (or equivalent) discusses with the supervisor(s) their reasons for not approving submission of the thesis. The Graduate Chair (or equivalent) ensures that the supervisory committee member(s) have also been consulted.

If the reason concerns an allegation of scholastic offence, then the appropriate procedures are followed according to the policy on Scholastic Discipline for Graduate Students (https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf).

If the reason concerns intellectual property, then the appropriate procedures are followed according to MAPP Policy 7.16 – Intellectual Property (https://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp716.pdf).

If the reason concerns quality, the supervisor(s) must articulate to the student and Graduate Chair (or equivalent) the quality concerns. The Graduate Chair (or equivalent) discusses with the student their reasons for wanting to go forward without supervisor approval and apprises the student of other options. They clarify with the student (and the supervisor(s)) that going to examination without supervisor approval means that the supervisor(s) does not view the thesis as ready for examination. It is explained that the examiners will know that the supervisor(s) has not approved the thesis to go to examination. The student is then informed of the elevated risk of failure that is introduced when a student goes to examination without supervisor approval.

If the student still chooses to submit without supervisor approval:

The Graduate Chair (or equivalent) takes on the role of the supervisor in this process. This includes making the necessary arrangements for the examination, inviting the examiners, completing the Thesis Examination Request form, overseeing the student's progress and attending the exam in place of the supervisor.

The supervisor(s) does not attend the thesis examination or the public presentation. The integrity of the process requires that a strict arms-length relationship between the student, the supervisor(s) and the members of the examination board be maintained throughout the pre-examination period. The content or quality of the work must not be discussed among these people until the oral examination itself is underway.

Upon completion of the oral defense, and after the student has left the room, the thesis examination board is reminded by the examination Chair that the student has submitted without the approval of the supervisor(s). The Chair also reminds the committee to assess the oral examination and written thesis based on academic merit.

The supervisor(s) has the right to not be recognized as the supervisor on the published thesis.

1.8 The Thesis Examination Board

Tasks of the Thesis Examination Board Examiners are to:
- Determine if the thesis and the student meet the expectations for research, scholarship, and / or creative activity.
- Appraise the thesis for content - its underlying assumptions, methodology, findings, and scholarly significance of the findings. This should include evaluation of the thesis in terms of its organization and presentation.
- Evaluate the student's skill and knowledge in responding to questions and defending the thesis.
- Ensure authenticity of authorship.

1.9   Arm's-Length Requirement for the Examination Board

Arms-Length refers to choosing examiners who are sufficiently distant from the student and the supervisor(s) to impartially assess the thesis artifact, which includes being free from bias and from conflicts of interest in respect of the student, supervisor(s), and thesis artifact.

An examiner must not have been connected with the thesis research, scholarship, and/ or creative activity in a significant way. The examiners should not have been associated with the student, outside of the usual contact in courses or other non-thesis activities within the University, nor be related to the student or supervisor(s).

The external examiner cannot be a co-author or co-investigator in the past six years with the supervisor(s) or student.

Faculty members who have served on a student's comprehensive/candidacy examination committee are eligible to serve as examiners on the student's thesis examination if the other conditions of being arm's length remain unchanged.

Other relationships that are not arms-length include:
- A sexual or otherwise intimate relationship (past or current).
- A spouse or partner (past or current).
- A close family member. (Some examples of close family members may extend beyond blood or marriage for example clan relationships in the Midewiwin Lodge or Long House). Such relationships should preclude involvement on the examination board.
- The involvement of an examiner with the student or supervisor in a professional capacity, such as:
  o a current or former or prospective business partner; or
  o having previous, current, or an agreement for future negotiations relating to employment or publications relating to the thesis.

This list, while not exhaustive, illustrates the nature of potential conflicts to be avoided.

The supervisor(s) and Graduate Chair (or equivalent) must take reasonable steps to avoid recommending an examiner whose relationship with the student or supervisor is not arms-length. Best practices include reviewing the potential examiner's CV, having the graduate committee members review the list of names nominated as examiners, conducting a literature search on potential examiner's publications. It is recommended that supervisors and programs avoid multiple use of the same examiners.

Individuals asked to examine a thesis artifact must reveal any relationship with the supervisor(s) or student that could undermine their impartiality.

1.10   The PhD Thesis Examination Board

Examiners:
- Every PhD examination board must have exactly four examiners. Every board must have:
    - One External Examiner
    - One University Examiner
    - Two Program Examiners
        - In lieu of one of the program examiners, one specialized knowledge examiner, or one Indigenous Knowledge Keeper examiner
- Every effort must be made to ensure that the examination board members reflect Western's commitment to equity, diversity inclusion, decolonization, and indigenization, and the positionality of the student.

1.11   The Master's Thesis Examination Board

Examiners:
- Every master's examination board must have exactly three examiners. Every board must have:
    - One University Examiner
    - Two Program Examiners
        - In lieu of one of the program examiners, one specialized knowledge examiner, or one Indigenous Knowledge Keeper examiner
- Every effort must be made to ensure that the examination board members reflect Western's commitment to equity, diversity, inclusion, decolonization, and indigenization, and the positionality of the student.

1.12   Thesis Examination Board Roles

Chair	The Chair is a non-voting member of the Thesis Examination Board.
	As the Vice-Provost's (Graduate and Postdoctoral Studies) representative, the Chair presides over the thesis examination and provides leadership to ensure that the established procedures are followed. It is not appropriate for the Chair to ask the student thesis-related questions during the examination period or comment on the merits of the thesis.
	Chair Duties:
	- See Thesis Examination Guide.
	- Determines when a quorum exists.
	- Opens and closes the examination proceedings.
	- Sets the order of questioners and the length of the question periods.

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- Monitors the length and conduct of the student's presentation (if appropriate).
- If the external examiner is not present, determines which examiner will put the questions raised in the external examiner's report to the student (for PhD examinations only).
- If requested by the Vice-Provost (Graduate and Postdoctoral Studies), where the external examiner has submitted a negative report but is not present, provides copies of the external examiner's report to the examiners to assist in their deliberations (for PhD examinations only).
- Deals with behaviour and/or discussion that interferes with the proper conduct of the examination.
- Moderates in camera discussion on the merits of the thesis, the student's oral presentation and responses to questions, the external examiner's report (if applicable), and other relevant matters.
- Calls for a vote and recommendation.
- Recalls the student and advises them of the recommendations that are to be made to the Vice-Provost (Graduate and Postdoctoral Studies).
- Prepares a report to the Vice-Provost (Graduate and Postdoctoral Studies) of the examiners' assessment of the thesis and the student's oral performance.

Chair Qualifications:
- Must have SGPS membership.
- The Chair for a doctoral examination must not be a member of the student's program or the supervisor's home program.
- Where possible students whose thesis focuses on Indigenous issues should *have a thesis examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module)*.*

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Program Examiner

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This academic examiner is an expert in the thesis area, upholds the standards of the discipline and ensures the graduate degree level expectations and the learning outcomes for the thesis are met.

No more than one program examiner may be from the student's supervisory committee.

The student's supervisor cannot be a program examiner.

Criteria:
- The program examiner must have Teaching/Advisory, Associate, Master's or Doctoral SGPS membership in the student's program.

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	Responsibilities: ▪ See Thesis Examination Guide. ▪ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. ▪ Attends the public presentation. ▪ Attends the thesis examination and participates in questioning the student, evaluating the thesis and the student's defense of the thesis. ▪ Contributes their decision in the final determination of the acceptability of the thesis and oral defense. ▪ If the final determination is a pass conditional upon revisions, be willing to review and approve the revisions. ▪ If needed, participates in a re-submission and/or a re-examination hearing.
University Examiner	This academic examiner provides an interdisciplinary or other discipline perspective on the student's research, scholarship and/or creative activity. The university examiner is normally a faculty member of Western University or its Affiliated University Colleges whose primary appointment is not in the same department as the student's program. **Criteria:** ▪ The university examiner must have Teaching/Advisory, Associate, Master's or Doctoral SGPS membership and must be able to bring an interdisciplinary or other disciplinary perspective. ▪ Must not have had any involvement in the development of the thesis nor interest in the outcome. **Responsibilities:** ▪ See Thesis Examination Guide. ▪ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. ▪ Attends the public presentation. ▪ Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis. ▪ Contributes their decision in the final determination of the acceptability of the thesis and oral defense. ▪ If the final determination is a pass conditional upon revisions, be willing to review and approve the revisions. ▪ If needed, participates in a re-submission and/or a re-examination hearing.

Specialized Knowledge Examiner	This non-academic examiner has knowledge, experience and expertise related to the research, scholarship, and/or creative activity and provides a community, industry, cultural, career, and/or applied perspective. **Criteria:** ▪ This examiner does not need to hold membership in SGPS. ▪ Must not have been involved in the development of the thesis nor have a material or financial interest in the outcome. **Responsibilities:** ▪ See Thesis Examination Guide. ▪ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. ▪ Attends the public presentation. ▪ Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis. ▪ Contributes their decision in the final determination of the acceptability of the thesis and oral defense. ▪ If needed, participate in a re-submission and/or a re-examination hearing.
Indigenous Knowledge Keeper Examiner	The Indigenous Knowledge Keeper Examiner is a member of a recognized Indigenous community or organization with knowledge, experience, and expertise related to the research, scholarship, and/or creative activity. **Criteria:** • This Indigenous Knowledge Keeper Examiner does not need to hold membership in SGPS. **Responsibilities:** • See Thesis Examination Guide. • Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. • Attends the public presentation. • Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis. • Contributes their decision in the final determination of the acceptability of the thesis and oral defense. • If needed, participates in a re-submission and/or a re-examination hearing.

External Examiner (for PhD thesis examinations only)	This academic examiner is a faculty member at another University and has an established reputation in the field of the thesis. **Criteria:** • This examiner does not need to hold membership in SGPS. **Responsibilities:** • See Thesis Examination Guide • Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. • Attends the public presentation. • Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis. • Contributes their decision in the final determination of the acceptability of the thesis and oral defense. • If needed, participates in a re-submission and/or a re-examination hearing.

1.13 The Student Submits the Thesis for Examination

Doctoral students must submit the thesis at least five working weeks before the approved date for the Thesis Examination. Master's students must submit the thesis at least three working weeks before the approved thesis examination date. This ensures adequate time for examiners to:

- Access the thesis via the Electronic Thesis and Dissertation (ETD) Repository.
- Read the thesis and prepare their reports.
- Submit reports to SGPS through the ETD repository.

Once the thesis has been officially submitted for examination, it cannot be withdrawn except with the permission of the Vice-Provost (Graduate and Postdoctoral Studies). The version which has been submitted to and circulated from the repository is the only version that the committee can examine. No other copies are to be circulated or examined.

2. The Examination of the Thesis and the Student

SGPS distributes to the examiners an electronic package via e-mail consisting of:
- A formal electronic invitation to examine the thesis and the student.
- The date, time, and location of the examination.
- Instructions on how to access the Scholarship@Western ETD repository.
- The thesis, in PDF format available through the Scholarship@Western ETD repository. Only this official version of the thesis may be examined.
- If appropriate, the option to request the thesis in a paper format through Graphic Services.
- Pertinent excerpts from the Thesis Examination Guide.
- The secure Thesis Examiner Report available through the Scholarship@Western ETD repository.
- For PhD exams, please visit the external examiners page for appropriate forms and information.

The examiners do their work in a two-stage process – Stage One: The Preliminary Evaluation of the thesis and Stage Two: The Thesis Examination.

The Thesis Examination may be postponed or cancelled if any step in the examination process is not completed on schedule (e.g., the student fails to submit the thesis for examination on schedule, or the examiners fail to submit preliminary evaluations on time) or if there is a credible allegation of a possible scholastic offence.

2.1 Stage 1: The Preliminary Evaluation of the Thesis

Each examiner must independently and without consultation complete the examiner's report and decide whether the thesis meets the scholarly standards for the discipline and degree.

There are two outcomes that the examiners may consider:

- **Acceptable with Revisions:** A work that requires some revisions may be deemed acceptable. Revisions include limited typographical or grammatical errors; errors in calculation, labels for tables, nomenclature, and bibliographic form; and the need for clarification of content.

- **Unacceptable:** A thesis deemed unacceptable may contain, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context.

The completed examiner reports are confidential to the Vice-Provost (Graduate and Postdoctoral Studies). SGPS must receive the completed forms from all the examiners at least five working days before the date scheduled for the student's thesis

examination. If the preliminary evaluation is deemed acceptable, the examiner reports are shared with the supervisor(s) and student after the thesis examination.

If the Thesis is Deemed Acceptable
A majority of the examiners must deem that the thesis is acceptable to allow the thesis examination to proceed. In the case of a tie, the external examiner's vote will break the tie. An examiner's preliminary judgment of acceptability is provisional. It does not preclude the examiner changing their judgment and finding the thesis unacceptable at the thesis examination.

If the Thesis Content is Deemed Unacceptable
A thesis deemed unacceptable by a majority of the examiners at the preliminary evaluation stage of the thesis examination process is referred to a Re-submission Hearing.

SGPS cancels the thesis examination. The Vice-Provost (Graduate and Postdoctoral Studies) (for PhD exams) or Graduate Chair or equivalent (for Master's exams) appoints a Re-submission Hearing committee. The examiner reports are not shared with the supervisor(s) and student.

Composition of the Doctoral Re-submission Hearing Committee
Chair: Associate Vice-Provost (or designate)
> Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module).

Graduate Chair (or equivalent)
Examiners (external examiner is optional)
In attendance: Supervisor(s)

Composition of the Master's Re-submission Hearing Committee
Chair: Graduate Chair (or equivalent)
> Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module).

Examiners
In attendance: Supervisor(s)

Role and Responsibilities of the Chair
The Chair is a non-voting member of the re-submission hearing committee with the following responsibilities:
- Ensures that the responsibilities of the re-submission hearing committee are met.
- Moderates the in-camera discussion.
- Provides the Graduate Chair (or equivalent), student and supervisor(s) written notification of the committee's decisions and list of recommended revisions.
- Chairs the subsequent thesis examination.

Responsibilities of the Examiners:
- Determine whether the student should be provided the opportunity to revise the thesis to bring it to the acceptable scholarly standard for examination.

If the student is provided another opportunity to revise the thesis, the examiners:
- Establish a date by which the revisions should be completed, normally no earlier than 12 weeks for PhD and six weeks for master's, after the date of the originally scheduled examination.
- Participate in committee discussion that results in agreed upon revisions to strengthen the thesis.
- Serve on the re-examination board, and in this capacity, assess the re-submitted thesis.

If the student is not provided the opportunity to revise the thesis:
- The outcome of the examination is a failure.
- The student has the opportunity to appeal the decision (Graduate Student Academic Appeals)

Normally the same examiners continue to serve on the examination board, and in this capacity, assess the resubmitted thesis.

Role and Responsibilities of the Supervisor(s):
The supervisor(s) attends the Re-submission hearing as a resource to the committee to assist their deliberations. They do not actively participate in the deliberations.

Responsibilities of the Student:
If determined by the examiners, the student shall revise the thesis based on the re-submission hearing committee's feedback and resubmit the thesis for examination.

Whether or not the re-submitted thesis is found acceptable by the examination board, the student proceeds to the thesis examination.

2.2   Stage Two: The Thesis Examination

The Chair presides over the thesis examination:

To open proceedings, the Chair introduces all present.
- The student, the supervisor(s), the thesis examination board members must attend the thesis examination.

- For PhD examinations, SGPS normally requires that the external examiner attend either in-person or remotely; however, the Vice-Provost (Graduate and Postdoctoral Studies) may waive the presence of the external examiner for extenuating circumstances. If unable to attend, the external examiner must submit questions to be put to the student by the other examiners.

- Any member of SGPS may attend as a visitor by having a written request to attend approved by the Vice-Provost (Graduate and Postdoctoral Studies). The Chair will refuse attendance to all others.

During the examination, the supervisor(s), examiners and the student are asked to refrain from using electronic devices (cell phones, smart watches) for purposes other than the examination (with the exception of emergencies or for medical use).

The Chair then asks the student (and visitors) to leave the room so that the examiners can decide on the following:

- the order in which examiners are to question the student;
- the number of rounds of questioning desired (usually two);
- the time limit for each of the examiners' questioning periods (typically 15-20 minutes in the first round and 5-10 minutes in the second round); and
- for PhD examinations, who will ask the questions submitted by the external examiner if they are not present.

The examination board members each have a link to an electronic Thesis Examination Evaluation form. The Chair advises the examiners that their evaluations on the acceptability of the thesis should be made independent of the assessment made in the preliminary evaluation of the thesis.

The Chair invites the student (and visitors) back into the room.

The Examination Begins
The Chair explains to the student the sequence of events (e.g., two rounds of questioning, the order of questioning).

For master's examinations, the student may briefly present the thesis (10-15 minutes is appropriate).

The examiners question the student in the agreed-upon order, with the Chair holding them to the agreed-upon time limit. The supervisor(s) may not question the student and may not interject during questioning.

When the questioning has finished, the Chair asks the student and visitors, but not the supervisor(s), to leave the room.

Allegation of Academic Misconduct During the Examination
It is expected that evidence supporting an allegation of academic misconduct would be identified at the preliminary evaluation stage and conveyed to SGPS at that time. However, if during, or at the conclusion of the examination, the student's supervisor, the Chair or any member of the examining committee expresses the view that there is a prima facie case for alleging that a material portion of the thesis has been plagiarized, or that there is other evidence of academic misconduct, the Chair shall submit the

matter (together with any supporting materials) to SGPS for investigation. Where this occurs, the Chair shall, without informing the student of the identity of the person making the relevant allegation, inform the student that an allegation of academic misconduct has been made. The Chair shall also inform the student that an investigation into the matter will be conducted. The evaluation of the thesis is paused pending the results of the investigation.

The Thesis Examination Board Deliberates and Renders a Decision
The Chair invites the supervisor(s) to comment on the thesis and aspects of the oral defense.

In rare cases where the thesis has been submitted without the supervisor(s)'s approval, the examiners are reminded that the student has submitted without the approval of the supervisor. The Chair reminds the committee to assess the oral defence and the thesis on academic merit.

At the Chair's invitation, the examiners alone discuss the thesis and the oral defense.

The Chair instructs the examiners that there are three outcomes available to them:

- **Pass** - This indicates that the thesis is acceptable as it stands. Minor changes may be made before final submission.

  Examples of such changes might include minor typographical, grammatical, or formatting errors. Normally such changes should be completed within 1-2 weeks.

- **Pass conditional upon revisions to thesis** - This indicates that required revisions must be reviewed and approved by a member(s) of the examining committee prior to publication.

  Examples of required revisions may include extensive typographical or grammatical errors; errors in calculation; the need for clarification or addition of content in order to meet requisite scholarly standards; some additions, deletions, or editing of text; further analysis, or discussion of some data. Normally such revisions should be completed within six weeks after the examination.

- **Unacceptable** - This indicates that the thesis cannot be submitted as it stands and would require extensive revision to reach the acceptable standard. A thesis found unacceptable proceeds to the re-submission hearing process.

  A thesis judged unacceptable may contain, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, or failure to engage the scholarly context.

The Chair instructs the examiners that there are two outcomes for the oral defense that the examiners may consider:

- **Acceptable**
- **Unacceptable**

For the oral defense, the examiners must determine if the student's responses to questions and general level of scholarly knowledge meet the standard for the doctoral or master's degree and are consistent with the contents of the thesis.

The examiners vote on the acceptability of the thesis and the oral defense by completing their electronic Thesis Examination Evaluation form.

These forms are confidential, only to be seen and recorded at the examination by the Chair.

The Chair reviews the completed forms and tallies the results.

The Chair announces the results of the vote on the acceptability of the thesis and of the oral defense and asks if further discussion is needed. In rare instances, the Chair may allow examiners to change their votes.

If a majority of the examiners find that the thesis content is a pass and the oral defense is acceptable, the student passes the thesis examination.

If a majority of the examiners find that the thesis content is pass conditional upon revision and the oral defense is pass, the student has not yet passed the thesis examination. Upon successful acceptance of the required revisions by a designated examiner(s), the student passes the thesis examination.

For doctoral thesis examinations, if the examiners' decisions are equally split (2/2) between acceptable and unacceptable on any one of the thesis content and/or the oral defense, then the vote is weighted in favour of the external examiner's decision.

Once the results are tallied and any required discussion has concluded, the Chair pronounces the Thesis Examination Board's decision.

The Thesis Examination is Successful
On the "Thesis Examination - Chair Report," the Chair reports the thesis examination board's decision for the thesis examination.

Though revisions are not required following a pass, examiners may suggest minor changes that would be beneficial, and the student is encouraged to complete such changes before final submission. The Chair is encouraged to list such changes on the Chair Report.

The Chair communicates the positive decision to the student. (See Communicating the Decision of the Thesis Examination to the Student.)

The Thesis Examination is Conditionally Successful
On the "Thesis Examination - Chair Report," the Chair:

- With the assistance of the examiners, provides a detailed list of the specific revisions as agreed upon by a majority of the examiners. The Chair's Report will be made available to the designated examiner(s), the student, and the supervisor(s), who will normally continue to support the student through the revision process.
- With the help of the examining committee, determines which examiner(s) will review the revised thesis. The designated examiner(s) withhold their approval until the required revisions have been made. All the examiners may receive a copy of the revised thesis to review.

After the examination, the supervisor(s) must meet with the student to ensure that they understand the revisions required by the thesis examination board and oversee the required revisions.

The Thesis Examination is Unsuccessful
The Chair completes the "Thesis Examination - Chair Report." In consultation with the examiners, the Chair states (on the Chair report) why the thesis and/or the oral defense was unacceptable.

Unless a previous re-examination hearing has occurred, a thesis deemed unacceptable by a majority of examiners (regardless of whether the oral defense is deemed acceptable) is referred to a Re-examination Hearing. The Chair of the previous examination is excused from further involvement.

When this occurs, the Vice-Provost (Graduate and Postdoctoral Studies) (for PhD exams) or the Graduate Chair (for master's exams) appoints a Re-examination Hearing Committee.

Composition of the Doctoral Re-examination Hearing Committee
Chair: Associate Vice-Provost (or designate)
     Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g., 4 Seasons of Reconciliation online module).
Graduate Chair (or equivalent)
Examiners (external examiner is optional)
In attendance: Supervisor(s)

Composition of the Master's Re-examination Hearing Committee
Chair: Graduate Chair (or equivalent)
>   Where possible students whose thesis focuses on Indigenous issues should
>   *have a Thesis Examination Chair who has relevant Indigenous or cultural safety*
>   *training or expertise* (e.g.,4 Seasons of Reconciliation online module)*.*

Examiners (external examiner is optional)
In attendance: Supervisor(s)

Role and Responsibilities of Chair:
The Chair is a non-voting member of the Re-examination Hearing committee with the
following responsibilities:
- Ensures that the responsibilities of the committee are met.
- Moderates the in-camera discussion.
- Provides the Graduate Chair (or equivalent), supervisor(s), and the student
  written notification of the committee's decisions and a list of recommended
  revisions.
- Chairs the subsequent thesis examination.

Responsibilities of the Examiners:
- Determine whether the student should be provided the opportunity to revise the
  thesis to bring it to the acceptable scholarly standard for re-examination.
- Establish a date by which the revisions should be completed, normally no earlier
  than 12 weeks for PhD and six weeks for master's, after the date of the originally
  scheduled examination.
- Participate in committee discussion that results in agreed upon revisions to
  strengthen the thesis.
- Serve on the re-examination board, and in this capacity, assess the re-submitted
  thesis.

If the student is not provided the opportunity to revise the thesis:
- The outcome of the examination is a failure.
- The student has the opportunity to appeal the decision ([Graduate Student
  Academic Appeals](#)).

Normally the same examiners assess the resubmitted thesis.

Role and Responsibilities of the Supervisor(s):
The supervisor(s) attends the Re-examination Hearing as a resource to the committee
to assist their deliberations. They do not actively participate in the deliberations of the
committee.

Responsibilities of the Student
If determined by the examiners, the student shall revise the thesis based on the
examiners' feedback and re-submit the thesis for re-examination.

Whether or not the re-submitted thesis is found acceptable by the examination board, the student proceeds to the final thesis examination.

Where only the oral defense is Unsuccessful:
The Chair completes the "Thesis Examination - Chair Report." In consultation with the examiners, the Chair states why the oral defense was unacceptable.

A thesis examination deemed unacceptable by the examination board on the oral defense alone is referred to a Re-examination Hearing Committee. The Chair of the previous examination is excused from further involvement.

The Vice-Provost (Graduate and Postdoctoral Studies) (for PhD exams) or the Graduate Chair (for master's exams) appoints a Re-examination Hearing Committee.

Composition of the Doctoral Re-examination Hearing Committee
Chair: Associate Vice-Provost (or designate)
> Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module)*.*
Graduate Chair (or equivalent)
Examiners (external examiner is optional)
In attendance: Supervisor(s)

Composition of the Master's Re-examination Hearing Committee
Chair: Graduate Chair (or equivalent)
> Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module)*.*
Graduate Chair (or equivalent)
Examiners (external examiner is optional)
In attendance: Supervisor(s)

Role and Responsibilities of Chair:
The Chair is a non-voting member of the Re-examination Hearing committee with the following responsibilities:
- Ensures that the responsibilities of the committee are met.
- Moderates the in-camera discussion.
- Provides the Graduate Chair (or designate), supervisor(s), and the student written notification of the committee's decisions and suggested revisions.
- Chairs the subsequent thesis examination.
- Explains at the outset of the second oral defense that the student is defending their original thesis.

Role and Responsibilities of the Examiners:
- Determine whether the student should be given the opportunity to orally defend the thesis a final time.

- If a student is provided the opportunity to orally defend the thesis a final time, the examiners:
    - Establish a date for the oral defense, normally within six weeks of the date of examination (PhD and master's).
    - Participate in committee discussion that results in feedback to improve the oral defense.
- If the student is not provided the opportunity to orally defend the thesis a final time:
    - The outcome of the examination is a failure.
    - The student has the opportunity to appeal the decision (Graduate Student Academic Appeals).

Normally the same examiners re-assess the oral defense of the thesis.

Role and Responsibilities of the Supervisor(s):
The supervisor(s) attends the Re-examination Hearing as a resource to the committee to assist their deliberations. They do not actively participate in the deliberations of the committee.

Responsibility of the Student:
If determined by the examiners, the student shall take into account the Re-examination Hearing committee's feedback as they prepare for the oral defense.

The student proceeds to the thesis examination, where the oral defense is assessed a final time. The student defends their original thesis.

The Thesis Examination Board's decision is final.

If the oral defense is acceptable, within six weeks of the second oral defense, the student shall revise the thesis based on the examiners' feedback (as part of their pass, or conditional pass decision on content), and then resubmit the thesis.

To meet the thesis requirement of the PhD or master's degree, both the thesis and the oral defense must be deemed acceptable by a majority of examiners.

Communicating the Decision of the Thesis Examination to the Student
When the Chair and the examiners have completed the documentation, the Chair invites only the student back into the room and informs them of the result, including whether a re-examination hearing will occur.

Following the Thesis Examination
The Chair of the examination submits all forms to SGPS. When an examination is successful, SGPS will share the content of the thesis evaluations with the student and the supervisor.

Final Submission of the Thesis

When the student has completed any changes recommended by the examiners, the student must submit the final copy of their work via digital submission through the Scholarship@Western Electronic Thesis and Dissertation Repository.

The student accesses their original submission within the repository and submits a revised copy of their work.

Once the thesis is published, the student has officially completed the thesis requirement for their degree. Subject to approval by the University Senate, the student's name is placed on the convocation list.

Doctoral Candidate – Completion of the Thesis Degree Requirement

Normally the entire process, from the Graduate Chair's request for a Thesis Examination to the placement of the candidate's name on the convocation list, requires approximately eight weeks. For an overview of submission dates, please visit Thesis Timelines.

1.1. The Program Requests a Thesis Examination
When the thesis is thought to meet recognized scholarly standards for the discipline and degree and is ready for examination, the Graduate Chair arranges a Thesis Examination by setting a proposed date, and obtaining provisional consent from the potential members of the Thesis Examination Board. (The thesis Supervisor(s), Supervisory committee or the candidate alone may also initiate this process.) They must then submit for approval the Examination Board to the School of Graduate and Postdoctoral Studies (SGPS), using the Doctoral Thesis Examination Request Form at least seven working weeks before the proposed date, and, where applicable, set a date and time for the Public Lecture.

1.2. In-Person and Remote Examinations and Public Lectures
The thesis examination can be held either in-person or remotely. Both In-Person Examinations, and Remote Examinations, must follow the procedures outlined in the Thesis Examination Guide.

At the time when a thesis examination is arranged, the Graduate Chair (or equivalent) determines with the Supervisor and the Candidate whether the exam will be held in-person or remotely.

In-Person Examinations
The Candidate and a Supervisor attend in-person. Normally, all thesis examiners participate in-person. Upon approval of the Candidate and Graduate Chair, one examiner may participate remotely.

Remote Examinations

The Candidate and a Supervisor attend remotely. All thesis examiners participate remotely.

Public Lectures

Public Lectures are required for PhD Examinations and optional for Master's examinations. The location of the public lecture (in-person or via zoom) will normally match the location of the examination. In-person public lectures can include a remote component, allowing remote attendance.

Programs that choose to host a remote examination assume the following responsibilities:
- Ensuring that requests and approvals for remote examination are made in a timely manner
- Ensuring remote attendance at public lectures (wherever possible)
- Hosting a conferencing solution in an appropriate environment that adequately supports the needs of the candidate and examiners. This includes:
    - Providing a dedicated support resource to the conference to ensure the best possible experience for all participants during the examination
    - Ensuring that a backup technology exists in the event that the primary solution fails
    - Ensuring that a list of questions from the remote examiner has been obtained in advance of the examination date and are available to the Chair of the examination (this serves as back-up in cases where the connection to the remote examiner is lost)
- Testing the remote connection with the examiner in advance of the examination

Examiners that wish to attend the examination remotely assume the following responsibilities:
- Submitting intention to attend exam remotely prior to agreeing to serve as examiner
- Testing the remote connection (all equipment and backups) with the host in advance of the examination
- Submitting questions to the program and SGPS at least 48 hours in advance of the examination

During the thesis exam, the Chair of the examination is responsible for assuring the following requirements and procedures are satisfied:
- All participants must be able to communicate effectively with each other at all times
- If the primary method of communication is unable to function effectively the examination Chair must determine when it is appropriate to use the pre-arranged backup technology or the submitted questions
- At the beginning the of the examination, the Chair must inform the candidate and all members of the committee of the potential for suspending the exam should technical problems interfere with the integrity of the examination (until the technical problems have been resolved)

- The Chair of the examination must suspend the examination if technical problems interfere with the integrity of the examination and backup options are unavailable
- The Chair of the examination must guarantee the standards of the examination have been met and the requirements have been satisfied

1.3.   Examinations for alternative format theses [Doctoral]
The location of examinations for alternative format theses must be discussed with SGPS to ensure that any technical needs for displaying, demonstrating, or otherwise examining such theses are accommodated.

1.4.   SGPS Approves the Thesis Examination Board and Thesis Examination (and Public Lecture, If Applicable)
SGPS approves the Thesis Examination Board provided by the candidate's program. Doctoral candidates must submit the thesis six weeks before the approved date for the Thesis Examination. This ensures adequate time for:
- Providing access to the thesis for the Examiners
- Examiners to read the thesis and prepare their reports
- Examiners to submit reports to SGPS

Candidates are required to present a Public Lecture on their thesis research, normally within twenty-four hours before the Thesis Examination. The Graduate program sets the time and place for the lecture. SGPS announces the public lecture on its website.   The lecture is open to all members of the community. The Examiners should normally attend the Public Lecture and Thesis Examination. Doctoral Only - Effective May 2012, public lectures are mandatory for all programs. The Thesis Examination and Public Lecture may be postponed or cancelled if any step in the examination process is not completed on schedule (e.g. the candidate fails to submit the Thesis for Examination on schedule, or the Examiners fail to submit evaluations on time) or if there is a credible allegation of a possible scholastic offence.

Note: The thesis defense is normally a closed event unless the student and program, by mutual agreement, request that the defense is open to the university community (e.g. faculty, academic colleagues, students).

1.4.1. The Thesis Examination Board
Examiners:
- Every PhD exam must include at least one (but no more than 2) program examiners and one external examiner. A total of four examiners are to be identified from the categories below. (Exceptions will be considered for programs in non-departmentalized faculties)
- Every effort must be made to ensure that the examination board members reflect Western's commitment to Equity, Diversity and Inclusion.

Tasks of the examiners are to:

- Determine if the thesis and the candidate meet recognized scholarly standards for the degree and, where relevant, the collaborative specialization
- Appraise the thesis for content - its underlying assumptions, methodology, findings, and scholarly significance of the findings. This should include evaluation of the thesis in terms of its organization, presentation of graphs, tables, and illustrative materials, and its use of accepted conventions for addressing the scholarly literature
- Evaluate the candidate's skill and knowledge in responding to questions and defending the thesis
- Ensure authenticity of authorship

1.4.2. Arm's-Length Examiners

Examiners must be seen to be able to examine the student and the thesis at arm's-length, free of substantial conflict of interest from any source. The test of whether or not a conflict of interest might exist is whether a reasonable outside person could consider a situation to exist that could give rise to an apprehension of bias. Co-authors or collaborators of any component of the thesis may not serve as Examiners.

Relationships that might appear to have a conflict of interest include:

- The involvement of an Examiner with the candidate or Supervisor in a personal capacity, such as:
  - A spouse or partner
  - A close family member
  - A business partner
  - Having previous, current, or future negotiations relating to employment

This list, while not exhaustive, illustrates the nature of potential conflicts to be avoided. The candidate's program must take reasonable steps to avoid recommending an Examiner whose relationship with the candidate or Supervisor could be seen as jeopardizing an impartial judgment on the thesis. Best practices include reviewing the potential examiner's CV; having the grad committee members review the list of names nominated as examiners; conducting a literature search on potential examiner's publications. It is recommended that supervisors and programs avoid multiple use of the same examiners.

A faculty member asked to examine a thesis should declare possible sources of conflict.

1.4.3. Doctoral Thesis Examination Board Roles
1.4.3.1. Chair

The Chair is a non-voting member of the Thesis Examination Board. As the Vice-Provosts' (Graduate and Postdoctoral Studies) representative, the Chair presides over the thesis examination and provides leadership to ensure that the established procedures are followed. It is not appropriate for the Chair to ask the Candidate thesis related questions during the examination period.

Chair Duties:

- Determines when a quorum exists
- Opens and closes the examination proceedings
- Sets the order of questioners and the length of their question periods
- Monitors the length and conduct of the candidate's presentation
- If the External Examiner is not present, ensures that questions raised in the External Examiner's report are put to the candidate
- If requested by the Vice-Provost (Graduate and Postdoctoral Studies), where the External Examiner has submitted a negative report but is not present, provides copies of the External Examiner's report to the Examiners to assist in their deliberations
- Intervenes if questioning becomes inappropriate
- Deals with behaviour that interferes with the proper conduct of the examination
- Moderates in camera discussion on the merits of the thesis, the candidate's oral presentation and responses to questions, the External Examiner's report, and other relevant matters
- Calls for a vote and recommendation
- Recalls the candidate and advises them of the recommendations that are to be made to the Vice-Provost (Graduate and Postdoctoral Studies)
- Prepares a report to the Vice-Provost (Graduate and Postdoctoral Studies) of the Examiners' assessment of the thesis and the candidate's oral performance

Chair Qualifications:
- Must have appropriate SGPS membership
- The Chair must not be a member of the candidate's program or the Supervisor's home program

Note: If, at the conclusion of the defense, the candidate's supervisor, the Chair or any member of the examining committee expresses the view that there is a prima facie case for alleging that a material portion of the thesis has been plagiarized, or that there is other evidence of academic misconduct, the Chair shall withhold his/her signature from the examination certificate and submit the matter (together with any supporting materials) to SGPS for investigation. Where this occurs, the Chair shall, without informing the candidate of the identity of the person making the relevant allegation, inform the candidate that an allegation of academic misconduct has been made. The Chair shall also inform the candidate that an investigation into the matter will be conducted

1.4.3.2. Program Examiner
This examiner is an expert in the thesis area, upholds the standards of the discipline and ensures the graduate degree level expectations and the learning outcomes for the thesis are met.
Criteria:
- The program examiner must have Teaching/Advisory, Associate, Masters or Doctoral SGPS membership in the student's program.

- No more than one Program Examiner may be from the candidate's Thesis Supervisory Committee

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis
- Contribute your decision in the final determination of the acceptability of the thesis and oral defense
- If the final determination is a pass conditional upon revisions be willing to review and approve the revisions
- If needed, participate in a re-submission and/or a re-examination hearing

1.4.3.3.   University Examiner

This academic examiner provides an interdisciplinary/other discipline perspective on the student's research. The University examiner is normally a faculty member whose primary appointment is not in the same department as the student's program.

Criteria:

- The University examiner must have Teaching/Advisory, Associate, Masters or Doctoral SGPS membership and must be able to bring an interdisciplinary or other disciplinary perspective
- Must not have had any involvement in the development of the thesis nor interest in the outcome

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis
- Contribute your decision in the final determination of the acceptability of the thesis and oral defense
- If the final determination is a pass conditional upon revisions be willing to review and approve the revisions
- If needed, participate in a re-submission and/or a re-examination hearing

1.4.3.4.   Specialized Knowledge Examiner

This non-academic examiner has knowledge, experience and expertise related to the research and provides a community, industry, cultural, career and/or applied perspective.

Criteria:

- This examiner does not need to hold membership in SGPS.
- Must not have had involvement in the development of the thesis nor have a material or financial interest in the outcome

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis
- Contribute their decision in the final determination of the acceptability of the thesis and oral defense. If needed, participate in a re-submission and/or a re-examination hearing

1.4.3.5.   Indigenous Knowledge Examiner

This examiner is a member of the Indigenous community with knowledge, experience and expertise related to the research.

Criteria:

- This examiner does not need to hold membership in SGPS.

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis
- Contribute their decision in the final determination of the acceptability of the thesis and oral defense
- If needed, participate in a re-submission and/or a re-examination hearing

1.4.3.6.   External Examiner

This academic examiner is a faculty member at another University and has an established reputation in the field of the thesis.

Criteria:

- This examiner does not need to hold membership in SGPS.

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations

- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis
- Contribute their decision in the final determination of the acceptability of the thesis and oral defense
- If needed, participate in a re-submission and/or a re-examination hearing (this may be waived)

1.5. The Candidate Submits the Thesis for Examination

No later than six weeks before the date of the Thesis Examination, the Doctoral candidate submits a copy of their work for preliminary examination. This is done through digital submission via the Scholarship@Western Electronic Thesis and Dissertation Repository.

In those cases where the student chooses to submit a Thesis for Examination without the approval of the Supervisor(s), the Supervisor(s) must state on the Doctoral Thesis Examination Request Form why their approval is withheld. The Graduate Chair signs the form and provides the candidate with a copy of the Supervisor's stated reasons for withholding approval.

Once the thesis has been officially submitted for examination, it cannot be withdrawn except with the permission of the Vice-Provost (Graduate and Postdoctoral Studies). The version which has been submitted to and circulated from the SGPS repository is the only version that the committee can examine. No other copies are to be circulated or examined.

1.5.1. The Candidate Submits the Thesis for Examination without the Approval of the Supervisor

In those cases where the student chooses to submit a thesis for examination without the approval of the Supervisor(s), the following processes are followed:

- The student notifies the Graduate Chair and the Supervisor. The Graduate Chair discusses with the Supervisor their reasons for not approving submission of the thesis.
- If the reason concerns academic integrity, then the appropriate procedures are followed according to the Academic Policy Scholastic Discipline for Graduate Students
- If the reason concerns intellectual property, then the appropriate procedures are followed according to MAPP 7.0 Responsible Conduct of Research
- If the reason concerns quality, the supervisor must articulate to the student and Graduate Chair (or designate) the quality concerns and the Graduate Chair discusses with the student their easons for wanting to go forward without Supervisor approval and apprises the student of other options. They

clarify with the student (and the Supervisor) that going to defense without supervisor signature means that the Supervisor does not view the thesis as ready for examination. It is explained that the examiners will know that the Supervisor has not signed off. The student is then informed of the elevated risk of failure that is introduced when a student goes to defense without Supervisor approval. The Graduate Chair (or designate) ensures that the supervisory committee member(s) have also been consulted.

- If the student still chooses to submit without supervisor approval:
  - The Graduate Chair (or designate) takes on the role of the Supervisor in this process, oversees the student's progression, and attends the exam in place of the supervisor.

This involves making the necessary arrangements for the defense to occur, inviting the examiners, and completing the Doctoral Thesis Examination Request Form.

  - No later than six weeks before the date of the Thesis Examination, the Doctoral candidate submits a copy of their work for preliminary examination. This is done through digital submission via the Scholarship@Western Electronic Thesis and Dissertation Repository.
  - The Graduate Chair (or designate) attends the thesis examination and oversees the process (including all supervisory responsibilities).
  - The Supervisor does not attend the thesis examination or the public lecture. The integrity of the process requires that a strict arms-length relationship between the External Examiner, the candidate, the Supervisor and the other members of the Examining Committee be maintained throughout the pre-exam period. The content or quality of the work must not be discussed among these people until the oral examination itself is underway.
  - Upon completion of the oral defense, and after the student has left the room, the Thesis Examination Board is reminded that the student has submitted without the approval of the Supervisor. The Examination Chair reminds the committee to assess the oral examination and written thesis based on academic merit.
  - The Supervisor has the right to not be recognized as the Supervisor on the published thesis.

1.5.2. Confidentiality Agreement

If the candidate feels a confidentiality agreement is required, the candidate must ensure that each Examiner's signed agreement is delivered to SGPS along with the Doctoral Thesis Examination Request Form. SGPS will ensure the Chair of the Thesis Examination has signed an agreement prior to the Thesis Examination. A thesis confidentiality agreement form can be found in the SGPS thesis guide.

1.5.3. Delay of Publication

Note: please see section regarding the electronic publication of theses for important information.

If a student needs to delay publication of their thesis or dissertation, they can indicate an automatic "delay of publication", for up to two years, on their work. This option will block the work from public access after successful examination and final submission. This process is available as part of the Scholarship@Western Electronic Thesis and Dissertation submission process. When the "delay of publication" expires, the author can be granted a one-year extension through a written request to the Thesis Coordinator. Exceptionally, a candidate may request a six-year delay of publication by contacting an Associate Vice-Provost within SGPS.. This request requires the approval of the Policy, Regulations and Graduate Program Membership Committee of the Graduate Education Council.

1.6. The Examination of the Thesis and the Candidate
The Tasks of the Examiners are to:
- Determine if the thesis and the candidate meet recognized scholarly standards for the degree
- Appraise the thesis for content - its underlying assumptions, methodology, findings, and scholarly significance of the findings. This should include evaluation of the thesis in terms of its organization, presentation of graphs, tables, and illustrative materials, and its use of accepted conventions for addressing the scholarly literature
- Evaluate the candidate's skill and knowledge in responding to questions and defending the thesis
- Ensure authenticity of authorship
- SGPS distributes to the Examiners an electronic package via e-mail consisting of:
  - A formal electronic invitation to examine the thesis and the candidate
  - The date, time and location of the examination
  - Instructions on how to access the Scholarship@Western Electronic Thesis and Dissertation (ETD) repository
  - The Thesis, in PDF format available through the Scholarship@Western ETD repository. Only this official version of the thesis may be examined.
  - The option to request the thesis in a paper format through Graphic Services. Only this official version of the thesis may be examined.
  - Pertinent excerpts from the Thesis Regulation Guide
  - The secure Thesis Examiner Report available through the Scholarship@Western ETD repository
  - Please visit the External Examiners page for appropriate forms and information.

The Examiners do their work in a two-stage process.

~~1.6.1. Stage One: The Preliminary (or Pre-Examination) Evaluation of the Thesis~~

~~Each Examiner must independently and without consultation complete the examiner's report and decide whether the thesis meets the scholarly standards for the discipline and degree.~~

~~There are two possible outcomes that the examiners may consider:~~

~~1. Acceptable to go to defense with revisions~~
   - ~~**Acceptable with Revisions:** A work that requires some revisions may be judged acceptable. Revisions include limited typographical or grammatical errors; errors in calculation, labels for tables, nomenclature, and bibliographic form; and the need for clarification of content.~~
~~2. Unacceptable to go forward to defense~~
   - ~~**Unacceptable:** A thesis judged unacceptable may contain, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context.~~

~~The completed examiner reports are confidential to the Vice-Provost (Graduate and Postdoctoral Studies) until the examination is completed. SGPS must receive the completed forms from all the Examiners at least five working days before the date scheduled for the candidate's Thesis Examination. The reports will be included in the chair's package and all examiner reports are shared with the Supervisor and candidate after the examination.~~

~~**If the Written Thesis is Judged Acceptable**~~

~~A majority of the Examiners must judge that the thesis is acceptable to allow Stage Two: The Thesis Examination to proceed. An Examiner's preliminary judgment of acceptability is provisional. It does not preclude the Examiner changing their judgment to finding the thesis unacceptable at the Thesis Examination.~~

~~**If the Thesis Content and Thesis Form is Judged Unacceptable**~~

~~If there is not a majority of Examiners who judge the written thesis to be acceptable, SGPS cancels the Thesis Examination, and the Vice-Provost (Graduate and Postdoctoral Studies) appoints a Re-Submission Hearing Committee which reviews the case, including the examiners' reports, and decides whether or not to allow the candidate to prepare a revised version of the thesis for examination and, if so, the time limit for doing so.~~

   - ~~Where the Re-Submission Hearing Committee* agrees that the candidate should be given the opportunity to revise the thesis to bring it to the acceptable scholarly standard for examination, the committee first establishes a new Thesis Examination date, no earlier than 12 weeks after the date of the originally scheduled examination. Normally the same Examiners assess the re-submitted thesis. The Chair of the committee provides the Graduate Chair, Supervisor(s), and student written~~

notification of the decision and the changes suggested by the committee.

*The Re-Submission Hearing Committee is chaired by an Associate Vice-Provost (Graduate and Postdoctoral Studies) and includes the two Program Examiners, University Examiner (the External Examiner's presence is waived), the Supervisor, the Graduate Chair of the program concerned. Note: The candidate does not attend the committee meeting.

- The Examination must then proceed as per the resubmission process. The Program Requests a Thesis Examination above for the re-submitted thesis.
- Whether or not the re-submitted thesis is found acceptable, the candidate proceeds to Stage Two: The Thesis Examination. All examinations for re-submitted theses should be held in an SGPS examination room during working hours.

1.6.2. Stage Two: The Thesis Examination

The Chair presides over the Thesis Examination:

- To open proceedings, the Chair introduces all present.
  - The candidate, the Supervisor(s), the Program Examiners, and the University Examiner must attend the Thesis Examination
  - SGPS prefers that the External Examiner attend, however, the Vice-Provost (Graduate and Postdoctoral Studies) may waive the presence of the External Examiner. If unable to attend, the External Examiner must submit questions to be put to the candidate by the other Examiners. Alternatively, the External Examiner may allow the other Examiners access to their report immediately before the Thesis Examination so that they can question the candidate on the issues it raises.
  - Any member of SGPS may attend as a visitor by having a written request to attend approved by the Vice-Provost (Graduate and Postdoctoral Studies)
  - The Chair will refuse attendance to all others
- Examiners are asked to refrain from using electronic devices (cell phones) during the examination (unless in emergencies)
- The Chair then asks the candidate (and visitors) to leave the room so that the Examiners can decide on the following points:
  - The order in which Examiners are to question the candidate;
  - The number of rounds of questioning desired (usually two);
  - The time limit for each of the Examiners' questioning periods (typically 15-20 minutes in the first round and 5-10 minutes in the second round);
  - Who is to ask the questions submitted by the External Examiner if they is not present;
- The Chair gives to each Examiner a Doctoral Thesis Examination Evaluation form (to be completed when the questioning of the candidate is over and the candidate has left the room). The Chair advises the

~~Examiners that their evaluations on the acceptability of the written thesis should be made independent of the assessment made in Stage One: The Preliminary Evaluation of the Thesis.~~
- ~~The Chair invites the candidate (and visitors) back into the room.~~

~~The Examination Begins~~
- ~~The Chair explains to the candidate the sequence of events (e.g. two rounds of questioning, the order of questioning).~~
- ~~Where the candidate's program does not provide for a public lecture, the candidate may briefly discuss the thesis (10-15 minutes is appropriate).~~
- ~~The Examiners question the candidate in the agreed-upon order, with the Chair holding them to the agreed-upon time limit. The Supervisor(s) may not question the candidate.~~
- ~~When the questioning has finished, the Chair asks the candidate and visitors, but not the Supervisor(s), to leave the room.~~

~~The Thesis Examination Board Deliberates and Renders a Decision~~
- ~~The Chair invites the Supervisor(s) to comment on the candidate, the thesis, and aspects of the oral defense.~~
  - ~~In rare cases where the thesis has been submitted without the Supervisor(s)'s approval, the Chair informs the Examiners of the Supervisor(s)'s written reasons for withholding approval, before inviting the Supervisor(s) to speak.~~
- ~~At the Chair's invitation, the Examiners alone discuss the thesis and the oral defense.~~
- ~~The Chair instructs the Examiners of the decisions available to them:~~
  - ~~There are 3 possible outcomes for the thesis that the examiners may consider:~~
    - ~~**Pass** - This indicates that the thesis is acceptable as it stands. Minor changes may be made before final submission.~~
      - ~~Examples of such changes might include minor typographical, grammatical or formatting errors. Normally such changes should be completed within one to two weeks.~~
    - ~~**Pass conditional upon revisions to thesis** - This indicates that required revisions must be reviewed and approved by a member of the examining committee prior to submission.~~
      - ~~Examples of required revisions may include extensive typographical or grammatical errors; errors in calculation; the need for clarification or addition of content in order to meet requisite scholarly standards; some additions, deletions or editing of text; further analysis, or discussion of some data. Normally such revisions should be completed within six weeks after the examination.~~

- ~~**Unacceptable** - This indicates that the thesis cannot be submitted as it stands and would require extensive revision to reach the acceptable standard. A thesis found unacceptable proceeds to the re-submission process.~~
  - ~~A thesis judged unacceptable may contain, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context.~~
- ~~There are 2 possible outcomes for the oral defense that the examiners may consider:~~
  - ~~**Acceptable**~~
  - ~~**Unacceptable**~~
- ~~The Examiners vote on the acceptability of the thesis and the oral defense by completing their Doctoral Thesis Examination Evaluation form. In cases where the External Examiner is not physically present, the Chair speaks to them privately and fills out the Evaluation form as directed.~~
- ~~These forms are confidential, only to be seen and recorded by the Chair. For the oral defense, the Examiners must determine if the candidate's responses to questions and general level of scholarly knowledge meet the standard for the Doctoral degree and are consistent with the contents of the thesis. The Examiners must decide whether the written thesis and oral defense were acceptable or unacceptable.~~
- ~~The Chair collects the completed forms and tallies the results.~~
- ~~The Chair announces the results of the vote on the acceptability of the written thesis and of the oral defense and asks if further discussion is needed. In rare instances, the Chair may allow Examiners to change their votes.~~
- ~~If a majority of the Examiners find that the thesis content is a pass and the oral defense is acceptable, the candidate passes the Thesis Examination.~~
- ~~If a majority of the Examiners find that the thesis content and the oral defense will pass conditional upon revision, the candidate has not yet passed the Thesis Examination. Upon successful acceptance of the required revisions by a designated Examiner the candidate passes the Thesis Examination.~~
- ~~If the examiners' decisions are equally split (2/2) between acceptable and unacceptable on any one of the thesis content and/or the oral defense, then the vote is weighted in favour of the external examiner's decision.~~
- ~~The Chair pronounces the Thesis Examination Board's decision.~~

~~When the Thesis Examination is Successful~~

- ~~On the "Doctoral Thesis Examination - Chair Report," the Chair:~~

- Reports the Thesis Examination Board's decision for the Thesis Examination.
- Dates and signs the Chair's Report.
- Though revisions are not required following a pass, examiners may suggest minor changes that would be beneficial, and the student is encouraged to complete such changes before final submission. The Chair is encouraged to list such changes on the Chair Report form and the Supervisor(s) may withhold signature until the changes are complete.
- The Chair communicates the positive decision to the candidate. (See Communicating the Decision to the Candidate.)

When the Thesis Examination is Conditionally Successful
- On the "Doctoral Thesis Examination - Chair Report," the Chair:
  - With the assistance of the Examiners, provides a detailed list of the specific revisions as agreed upon by a majority of the Examiners. The Chair's Report will be made available to the designated Examiner, the candidate, and the Supervisor, who will normally continue to support the candidate through the revision process.
  - With the help of the examining committee, determines which Examiner(s) will review the revised thesis. The designated Examiner(s) withhold their signature(s) until the required revisions have been made. All the Examiners may receive a copy of the revised thesis to review.
  - Dates and signs the Chair's Report.

When the Thesis Examination is Unsuccessful
The Chair completes the "Doctoral Thesis Examination - Chair Report." In consultation with the Examiners, the Chair states (on the Chair report) why the thesis and/or the oral defense was unacceptable.

If the Thesis Examination failed because the thesis content was unacceptable, the Vice Provost (Graduate and Postdoctoral Studies) refers the case to a Re-Submission Hearing Committee.
- The Re-Submission Hearing Committee reviews the case, including the examiners' reports, and decides whether or not to allow the candidate to prepare a revised version of the thesis for examination and, if so, the time limit for doing so. The committee establishes a new Thesis Examination date, no earlier than 12 weeks after the date of the originally scheduled examination. Normally the same Examiners assess the re-submitted thesis. The Chair of the committee provides the Graduate Chair, Supervisor(s), and student written notification of the decision and the changes suggested by the committee.
- The Examination must then proceed as listed in the resubmission process. The Program Requests a Thesis Examination for the re-submitted thesis.

- Whether or not the re-submitted thesis is found acceptable, the candidate proceeds to Stage Two: The Thesis Examination. All examinations for re-submitted theses should be held in an SGPS examination room during working hours.

If the Thesis Examination failed solely because of an unacceptable oral defense, the Vice-Provost (Graduate and Postdoctoral Studies) refers the case to a Re-Examination Hearing Committee.

- Where the Re-Examination Hearing Committee* decides that a second Thesis Examination is appropriate, it should be held, preferably with the same Thesis Examination Board, within a time period determined by the committee. The Chair of the committee provides the Graduate Chair, Supervisor(s), and student written notification of the decision. All examinations for re-submitted theses should be held in an SGPS examination room during working hours.
   * The Re-Examination Hearing Committee is chaired by an Associate Vice-Provost (Graduate and Postdoctoral Studies) and includes the two Program Examiners, University Examiner (the External Examiner's presence is waived), the Supervisor, and the Graduate Chair of the program concerned. Note: The candidate does not attend the committee meeting.

If the candidate has already been through a Re-Submission Hearing Committee or a Re-Examination Hearing Committee (following Stage Two: The Thesis Examination), then the Thesis Examination Board's decision is final. The candidate has no further opportunity for resubmission and/or re-examination. However, if a candidate has been through a Re-Submission Hearing Committee following Stage One: The Preliminary (or Pre-Examination) Evaluation of the Thesis, then the Vice-Provost (Graduate and Postdoctoral Studies) refers the case to a second and final Re-Submission Hearing Committee.

Communicating the Decision to the Candidate
When the Chair and the Examiners have completed the documentation, the Chair invites only the candidate back into the room and informs them of the result.

- If the thesis is passed conditional upon revision the Supervisor(s) must meet with the candidate, to ensure that he/she understands the revisions required by the Thesis Examination Board.

Following the Examination
The Chair of the examination returns all forms to SGPS .

1.7.   Final Submission of the Thesis
When the candidate has completed any changes recommended by the Thesis Examination Board the candidate must submit the final copy of their work via digital submission through the Scholarship@Western Electronic Thesis and Dissertation Repository.

The candidate accesses their original submission within the repository and submits a revised copy of their work.

Once the thesis is published, the candidate has officially completed the thesis requirement for their degree. The candidate's name is placed on the Convocation list.

1.8. Publishing the Thesis

A thesis is a research document. It is a record of the research that the student conducted while completing a graduate degree. Given the research and education mandate of Canada's publicly funded universities, it is expected that the results of this research will be made publicly available.

For those theses that are submitted through the Scholarship@Western ETD Repository, the University requires that successful graduate theses be made available through the Western Library's Scholarship@Western program. The thesis will be published electronically at the conclusion of the degree process and will be available online globally.

At the same time, the University recognizes that the student is the author of the thesis, and retains copyright and control interests in the material.

Note: Students should be conscious of the implications of electronic publication in the digital context: material is accessible to any interested party, academic and non-academic. The thesis should also be understood to be permanently available – once published electronically, it can be withdrawn from Scholarship@Western, but digital copies will inevitably persist. Students engaging in thesis preparation and research should be mindful of electronic publication and availability as an endpoint of their research. Supervisors, equally, have a responsibility to be acquainted with the implications of electronic publication and advise their students accordingly.

In certain cases, a "delay of publication" may be appropriate.

The candidate is asked to permit the release of the thesis to be used for research by signing the "National Library Non-Exclusive License" to allow the non-exclusive right to reproduce or loan copies of the thesis in microform, paper, or electronic formats. The term "non-exclusive license" means that the author retains the copyright of the thesis and can seek other forms of publication.

Upon final approved submission, the work is published to the Scholarship@Western ETD repository, pending any requests for a delay of publication. This repository is publicly accessible, permitting free access to the work. The repository transmits regular reports via e-mail to the author on how often the work is accessed.

1.9. Archiving of the Thesis

Western preserves all doctoral theses in microform images within microfiche flat sheets formatting. These archival copies are stored within Western Libraries. Other format versions of the thesis (e.g. paper, digital) may also be retained.

2. Master's Candidate - Completion of the Thesis Degree Requirement

Normally the entire process, from the Graduate Chair's request for a Thesis Examination to the placement of the candidate's name on the convocation list, requires approximately five weeks. For an overview of submission dates, please visit Thesis Timelines.

2.1.   The Program Requests a Thesis Examination

When the thesis is thought to meet recognized scholarly standards for the discipline and degree and is ready for examination, the Graduate Chair arranges a Thesis Examination by setting a proposed date and obtaining provisional consent from the potential members of the Thesis Examination Board. (The thesis Supervisor(s), Supervisory committee or the candidate alone may also initiate this process.) He/she must then submit for approval the Examination Board to SGPS, using the Master's Thesis Examination Request Form at least four working weeks before the proposed date.

2.2.   In-Person and Remote Examinations and Public Lectures

The thesis examination can be held either in-person or remotely. Both In-Person Examinations, and Remote Examinations, must follow the procedures outlined in the Thesis Examination Guide.
At the time when a thesis examination is arranged, the Graduate Chair (or equivalent) determines with the Supervisor and the Candidate whether the exam will be held in-person or remotely.

In-Person Examinations

The Candidate and a Supervisor attend in-person. Normally, all thesis examiners participate in-person. Upon approval of the Candidate and Graduate Chair, one examiner may participate remotely.

Remote Examinations

The Candidate and a Supervisor attend remotely. All thesis examiners participate remotely.

Public Lectures

Public Lectures are required for PhD Examinations and optional for Master's examinations. The location of the public lecture (in-person or via zoom) will normally match the location of the examination (in-person or via zoom). In-person public lectures can include a remote component, allowing remote attendance.

Programs that choose to host a remote examination assume the following responsibilities:

- Ensuring that requests and approvals for remote examination are made in a timely manner

- Ensuring remote attendance at public lectures (wherever possible)
- Hosting a conferencing solution in an appropriate environment that adequately supports the needs of the candidate and examiners. This includes:
    - Providing a dedicated support resource to the conference to ensure the best possible experience for all participants during the examination
    - Ensuring that a backup technology exists in the event that the primary solution fails
    - Ensuring that a list of questions from the remote examiner has been obtained in advance of the examination date and are available to the Chair of the examination (this serves as back-up in cases where the connection to the remote examiner is lost)
- Testing the remote connection with the examiner in advance of the examination

Examiners that wish to attend the examination remotely assume the following responsibilities:
- Submitting intention to attend exam remotely prior to agreeing to serve as examiner
- Testing the remote connection (all equipment and backups) with the host in advance of the examination
- Submitting questions to the program and SGPS at least 48 hours in advance of the examination

During the thesis exam, the Chair of the examination is responsible for assuring the following requirements and procedures are satisfied:
- All participants must be able to communicate effectively with each other at all times
- If the primary method of communication is unable to function effectively the examination Chair must determine when it is appropriate to use the pre-arranged backup technology or the submitted questions
- At the beginning the of the examination, the Chair must inform the candidate and all members of the committee of the potential for suspending the exam should technical problems interfere with the integrity of the examination (until the technical problems have been resolved)
- The Chair of the examination must suspend the examination if technical problems interfere with the integrity of the examination and backup options are unavailable
- The Chair of the examination must guarantee the standards of the examination have been met and the requirements have been satisfied

2.3.   SGPS Approves the Thesis Examination Board and the Graduate Program Arranges for the Thesis Examination

SGPS approves the Thesis Examination Board and the date of the examination. The date and time of the examination will be confirmed within the formal invitation from SGPS. Master's candidates must submit the thesis three working weeks before the approved date for the Thesis Examination. This ensures adequate time for:
- Providing access to the thesis for the Examiners

- Examiners to read the thesis and prepare their reports
- Examiners to submit reports to SGPS

The Thesis Examination may be postponed or cancelled if any step in the examination process is not completed on schedule (e.g. the candidate fails to submit the Thesis for Examination on schedule, or the Examiners fail to submit evaluations on time) or if there is a credible allegation of a possible scholastic offence.

Note: The thesis defense is normally a closed event unless the student and program, by mutual agreement, request that the defense is open to the university community (e.g. faculty, academic colleagues, students).

2.3.1. The Thesis Examination Board

2.3.1.1. Chair

The Chair is a non-voting member of the Thesis Examination Board. As the Vice-Provosts' (Graduate and Postdoctoral Studies) representative, the Chair presides over the thesis examination and provides leadership to ensure that the established procedures are followed. It is not appropriate for the Chair to ask the Candidate Thesis related questions during the examination period.

Chair Duties:

- Determines when a quorum exists
- Opens and closes the examination proceedings
- Sets the order of questioners and the length of their question periods
- Monitors the length and conduct of the candidate's presentation
- Intervenes if questioning becomes inappropriate
- Deals with behaviour that interferes with the proper conduct of the examination
- Moderates in-camera discussion on the merits of the thesis, the candidate's oral presentation and responses to questions, and other relevant matters
- Calls for a vote and recommendation
- Recalls the candidate and advises him/her of the recommendations that are to be made to the Vice-Provost (Graduate and Postdoctoral Studies)
- Prepares a report to the Vice-Provost (Graduate and Postdoctoral Studies) of the Examiners' assessment of the thesis and the candidate's oral performance

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Chair Qualifications:

- Must have appropriate SGPS membership

Note: If, at the conclusion of the defense, the candidate's supervisor, the Chair or any member of the examining committee expresses the view that there is a prima facie case for alleging that a material portion of the thesis has been plagiarized, or that there is other evidence of academic misconduct, the Chair shall withhold their signature from the examination certificate and submit the matter (together with any supporting materials) to SGPS for investigation. Where this occurs, the Chair shall, without informing

the candidate of the identity of the person making the relevant allegation, inform the candidate that an allegation of academic misconduct has been made. The Chair shall also inform the candidate that an investigation into the matter will be conducted.

2.3.1.2. Two Program Examiners
Role:
- Attend the Thesis Examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's responses at the oral defense
- Cast a vote in the final determination of the acceptability of the thesis and oral defense

Regulations:
- Must have appropriate SGPS membership
- No more than one Program Examiner may be from the candidate's Thesis Supervisory Committee
- Must not have had significant involvement in the development of the thesis nor interest in the outcome

2.3.1.3. University Examiner
Role:
- The University Examiner brings to the thesis examination insights from outside the candidate's discipline
- They must have knowledge in the general field of the thesis, but need not be an expert on the thesis topic
- Attend the Thesis Examination and participate in the questioning of the candidate, evaluating both the thesis and the candidate's responses at the oral defense
- Cast a vote in the final determination of the acceptability of the thesis and oral defense

Regulations:
- Must have appropriate SGPS membership
- They must not be a member of the candidate's Thesis Supervisory Committee, or a member of the Supervisor's home program
- Where the program unit is a Faculty, the University Examiner must not be from the candidate's or Supervisor's home Department

Where the University Examiner is from a unit that does not have a Graduate program, or from outside the University, the Graduate Chair of the candidate's program must nominate them for Teaching/Advisory membership in SGPS

2.3.2. Arm's-Length Examiners
Examiners must be seen to be able to examine the student and the thesis at arm's-length, free of substantial conflict of interest from any source. The test of

~~whether or not a conflict of interest might exist is whether a reasonable outside person could consider a situation to exist that could give rise to an apprehension of bias. Co-authors or collaborators of any component of the thesis may not serve as Examiners.~~

~~Relationships that might appear to have a conflict of interest include:~~

- ~~The involvement of an Examiner with the candidate or Supervisor in a personal capacity, such as:~~
  - ~~A spouse or partner~~
  - ~~A close family member~~
  - ~~A business partner~~
  - ~~Having previous, current, or future negotiations relating to employment~~

~~This list, while not exhaustive, illustrates the nature of potential conflicts to be avoided. The candidate's program must take reasonable steps to avoid recommending an Examiner whose relationship with the candidate or Supervisor could be seen as jeopardizing an impartial judgment on the thesis. Best practices include reviewing the potential examiner's CV; having the graduate committee members review the list of names nominated as examiners; and conducting a literature search on potential examiner's publications. It is recommended that supervisors and programs avoid multiple use of the same examiners.~~

~~A faculty member asked to examine a thesis should declare possible sources of conflict.~~

~~2.4. The Candidate Submits the Thesis for Examination~~

~~No later than three weeks before the date of the Thesis Examination, the Master's candidate submits a final draft of the thesis for preliminary examination. This is done through digital submission via the Scholarship@Western Electronic Thesis and Dissertation Repository:~~

- ~~In addition to the thesis, the candidate must ensure the Master's Thesis Examination Request Form is forwarded to the School of Graduate and Postdoctoral Studies:~~

~~In those rare cases when the student chooses to submit a Thesis for Examination without the approval of the Supervisor(s), the Supervisor(s) must state on the Master's Thesis Examination Request Form why their approval is withheld. The Graduate Chair signs the form and provides the candidate with a copy of the Supervisor(s)'s stated reasons for withholding approval.~~

~~Once the thesis has been officially submitted for examination, it cannot be withdrawn except with the permission of the Vice-Provost (Graduate and Postdoctoral Studies). The version which has been submitted to and circulated from the SGPS repository is the only version that the committee can examine. No other copies are to be circulated or examined.~~

~~2.4.1. The Candidate Submits the Thesis for Examination without the Approval of the Supervisor~~

~~In those cases where the student chooses to submit a Thesis for Examination without the approval of the Supervisor(s), the following processes are followed:~~

Procedure for Thesis Examinations and Final Submission

The student notifies the Graduate Chair and the Supervisor. The Graduate Chair discusses with the Supervisor their reasons for not approving submission of the thesis.

If the reason concerns academic integrity, then the appropriate procedures are followed according to the Academic Policy on Scholastic Discipline for Graduate Students.

If the reason concerns intellectual property, then the appropriate procedures are followed according to MAPP 7.0 Responsible Conduct of Research.

If the reason concerns quality, the supervisor must articulate to the student and Graduate Chair (or designate) the quality concerns and the Graduate Chair discusses with the student her/his reasons for wanting to go forward without Supervisor approval and apprises the student of other options. She/he clarifies with the student (and the Supervisor) that going to defense without supervisor signature means that the Supervisor does not view the thesis as ready for examination. It is explained that the examiners will know that the Supervisor has not signed off. The student is then informed of the elevated risk of failure that is introduced when a student goes to defense without Supervisor approval. The Graduate Chair (or designate) ensures that the supervisory committee member(s) have also been consulted.

If the student still chooses to submit without supervisor approval:
- The Graduate Chair (or designate) takes on the role of the Supervisor in this process and oversees the student's progression.
This involves making the necessary arrangements for the defense to occur, completing the Master's Thesis Examination Request Form, inviting the examiners, and completing the Thesis Examining Board Form.
- No later than six weeks before the date of the Thesis Examination, the candidate submits a copy of their work for preliminary examination. This is done through digital submission via the Scholarship@Western Electronic Thesis and Dissertation Repository.
- The Graduate Chair (or designate) attends the thesis examination and oversees the process (including all supervisor responsibilities).
- The Supervisor does not attend the thesis examination or the public lecture. The integrity of the process requires that a strict arms-length relationship between the candidate, the Supervisor and the other members of the Examining Committee be maintained throughout the pre-exam period. The content or quality of the work must not be discussed among these people until the oral examination itself is underway.
- Upon completion of the oral defense, and after the student has left the room, the Thesis Examination Board is reminded that the student has submitted without the approval of the Supervisor. The Examination Chair reminds the committee to assess the oral examination and written thesis based on academic merit.

~~The Supervisor has the right to not be recognized as the Supervisor on the published thesis.~~

~~**2.4.2. Confidentiality Agreement**~~
~~If the candidate feels a confidentiality agreement is required, the candidate must ensure that each Examiner's signed agreement is delivered to SGPS along with the Master's Thesis Examination Request Form. The Graduate Program will ensure the Chair of the Thesis Examination has signed an agreement prior to the Thesis Examination. A thesis confidentiality agreement form can be found in the SGPS thesis guide.~~

~~**2.4.3. Delay of Publication**~~
~~Note: please see section regarding the electronic publication of theses for important information.~~

~~If a student needs to delay publication of their thesis or dissertation, they can indicate an automatic "delay of publication", for up to two years, on their work. This option will block the work from public access after successful examination and final submission. This process is available as part of the Scholarship@Western~~
~~Electronic Thesis and Dissertation submission process. When the "delay of publication" expires, the author can be granted a one-year extension through a written request to the Thesis Coordinator.~~

~~Exceptionally, a candidate may request a six-year delay of publication by contacting an Associate Vice-Provost within SGPS . This request requires the approval of the Policy, Regulations and Graduate Program Membership Committee of the Graduate Education Council.~~

~~**2.5. The Examination of the Thesis and the Candidate**~~
~~The Tasks of the Examiners are to:~~
- ~~Determine if the thesis and the candidate meet recognized scholarly standards for the degree~~
- ~~Appraise the thesis for content - its underlying assumptions, methodology, findings, and scholarly significance of the findings. This should include evaluation of the thesis in terms of its organization, presentation of graphs, tables, and illustrative materials, and its use of accepted conventions for addressing the scholarly literature~~
- ~~Evaluate the candidate's skill and knowledge in responding to questions and defending the thesis~~
- ~~Ensure authenticity of authorship~~

~~SGPS distributes to the Examiners an electronic package via e-mail consisting of:~~
- ~~A formal invitation to examine the thesis and the candidate~~
- ~~The date, time and location of the examination~~
- ~~Instructions on how to access the Scholarship@Western ETD repository~~

- The thesis, in PDF format available through the Scholarship@Western ETD repository. Only this official version of the thesis may be examined.
- The option to request the thesis in a paper format through Graphic Services. Only this official version of the thesis may be examined.
- Pertinent excerpts from the Thesis Regulation Guide
- The secure Thesis Examiner Report available through the Scholarship@Western ETD repository

The Examiners do their work in a two-stage process.

2.5.1. Stage One: The Preliminary (or Pre-Examination) Evaluation of the Thesis

Each Examiner must independently and without consultation complete the examiner's report and decide whether the thesis meets the scholarly standards for the discipline and degree.

There are two possible outcomes that the examiners may consider:

1. Acceptable to go to defense with revisions
   - A work that requires some revisions may be judged acceptable. Revisions include limited typographical or grammatical errors; errors in calculation, labels for tables, nomenclature, and bibliographic form; and the need for clarification of content.
2. Unacceptable to go forward to defense
   - A thesis judged unacceptable may contain, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context.

The completed examiner reports are confidential to the Vice-Provost (Graduate and Postdoctoral Studies) until the examination is completed. SGPS must receive the completed forms from all the Examiners at least five working days before the date scheduled for the candidate's Thesis Examination. The reports will be included in the chair's package and all examiner reports are shared with the Supervisor and candidate after the examination.

If the Written Thesis is Judged Acceptable

A majority of the Examiners must judge that thesis content is acceptable to allow Stage Two: The Thesis Examination to proceed. An examiner's preliminary judgment of acceptability is provisional. It does not preclude the examiner changing their judgment to finding the thesis unacceptable at the Thesis Examination.

- For those reports collected via the ETD repository, SGPS will forward the preliminary decision to the candidate, examiners, supervisor(s), graduate chair and graduate assistant.

If the Written Thesis is Judged Unacceptable

If there is not a majority of Examiners who judge the written thesis to be acceptable, the Program cancels the Thesis Examination, and the Graduate Chair of the Program concerned appoints a Re-Submission Hearing Committee* which reviews the case including the examiners' reports, and decides whether or not to allow the candidate to prepare a revised version of the thesis for examination and, if so, the time limit for doing so.

* The Re-Submission Hearing Committee is chaired by the Graduate Chair of the program concerned and includes the three Examiners, the Supervisor, and others specified in the procedures of the program concerned. Note: The candidate does not attend the committee meeting.

- The Re-Submission Hearing Committee reviews the case, including the examiners' reports, and decides whether or not to allow the candidate to prepare a revised version of the thesis for examination and, if so, the time limit for doing so. The committee establishes a new Thesis Examination date, no earlier than six weeks after the date of the originally scheduled examination. Normally the same Examiners assess the re-submitted thesis. The Chair of the committee provides the Supervisor(s) and student written notification of the decision and the changes suggested by the committee.
- The Examination must then proceed as listed in the resubmission process - The Program Requests a Thesis Examination for the re-submitted thesis.
- Whether or not the re-submitted thesis is found acceptable, the candidate proceeds to Stage Two: The Thesis Examination.

2.5.2. Stage Two: The Thesis Examination
Who attends the Master's Thesis Examination
- The candidate, the Supervisor(s), the Program Examiners, and the University Examiner must attend the Thesis Examination
- Any member of SGPS may attend as a visitor by having a written request approved by the Vice-Provost (Graduate and Postdoctoral Studies) seven days before the examination date
- The chair will refuse attendance to all others

The Chair presides over the Thesis Examination
- To open proceedings, the Chair introduces all present.
- Examiners are asked to refrain from using electronic devices (cell phones) during the examination (unless in emergencies)
- The Chair then asks the candidate and visitors to leave the room so that the Examiners can decide on the following points:
  - the order in which Examiners are to question the candidate
  - the number of rounds of questioning desired (usually two)
  - the time limit for each of the Examiners' questioning periods (typically 15-20 minutes in the first round and 5-10 minutes in the second round);

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- The Chair gives to each examiner a "Master's Thesis Examination Evaluation Form" (to be completed when the questioning of the candidate is over and the candidate has left the room). The Chair advises the Examiners that their evaluations on the acceptability of the thesis content should be made independent of the assessment made in Stage One: The Preliminary Evaluation of the Thesis.
- The Chair invites the candidate and visitors back into the room.

The Examination Begins

- The Chair explains to the candidate the sequence of events (e.g. two rounds of questioning, the order of questioning).
- The Examiners question the candidate in the agreed-upon order, with the Chair holding them to the agreed-upon time limit. The Supervisor(s) may not question the candidate.
- When the questioning has finished, the Chair asks the candidate and visitors, but not the Supervisor(s), to leave the room.

The Thesis Examination Board Deliberates and Renders a Decision

- The Chair invites the Supervisor(s) to comment on the candidate, the thesis, and aspects of the oral defense.
    - In rare cases where the thesis has been submitted without the Supervisor(s)'s approval, the Chair informs the Examiners of the Supervisor(s)'s written reasons for withholding approval, before inviting the Supervisor(s) to speak.
- At the Chair's invitation, the Examiners alone discuss the thesis and the oral defense.
- The Chair instructs the Examiners once again about the difference between acceptable, acceptable with revisions and unacceptable and answers any questions about the difference between the recommendation. (See Section Stage One: The Preliminary Evaluation of the Thesis)
- The Examiners vote on the acceptability of the thesis and the oral defense by completing their "Master's Thesis Examination Evaluation Form." These forms are confidential, only to be seen and recorded by the Chair.

The Examiners must render a decision on the thesis content and oral defense. For thesis content there are three possible outcomes to the Examination that the examiners may consider:

- **Pass** - This indicates that the thesis is acceptable as it stands. Minor changes may be made before final submission.
    - Examples of such changes might include minor typographical, grammatical or formatting errors. Normally such changes should be completed within 1-2 weeks.

- ~~**Pass conditional upon revisions to thesis** - This indicates that required revisions must be reviewed and approved by a member of the examining committee prior to submission.~~
  - ~~Examples of required revisions may include extensive typographical or grammatical errors; errors in calculation; the need for clarification or addition of content in order to meet requisite scholarly standards; some additions, deletions or editing of text; further analysis, or discussion of some data. Normally such revisions should be completed within six weeks after the examination.~~
- ~~**Unacceptable** - This indicates that the thesis cannot be submitted as it stands and would require extensive revision to reach the acceptable standard. A thesis found unacceptable proceeds to the re-submission process.~~
  - ~~A thesis judged unacceptable may contain, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context.~~

~~For the oral defense, the Examiners must determine if the candidate's responses to questions and general level of scholarly knowledge meet the standard for the Master's degree and are consistent with the contents of the thesis.~~

- ~~The Chair collects the completed forms and tallies the results.~~
- ~~The Chair announces the results of the vote on the acceptability of the content of the thesis and of the oral defense and asks if further discussion is needed. In rare instances, the Chair may allow Examiners to change their votes.~~
- ~~The Chair pronounces the Thesis Examination Board's decision.~~
- ~~If a majority of the Examiners find that the thesis content is a pass and the oral defense is acceptable, the candidate passes the Thesis Examination.~~
- ~~If a majority of the Examiners find that the thesis content and the oral defense will pass conditional upon revision, the candidate has not yet passed the Thesis Examination. Upon successful acceptance of the required revisions by a designated Examiner the candidate passes the Thesis Examination.~~

~~**When the Thesis Examination is Successful**~~

- ~~On the "Master's Thesis Examination - Chair Report" the Chair:~~
  - ~~Reports the Thesis Examination Board's decision for the Thesis Examination.~~
  - ~~Dates and signs both pages of the Chair's Report.~~
- ~~Though revisions are not required following a successful defense, examiners may suggest minor changes that would be beneficial, and the student is encouraged to complete such changes before final~~

submission. The Chair is encouraged to list such changes on the Chair report form and the Supervisor(s) may withhold signature until the changes are complete.
- The Chair communicates the positive decision to the candidate. (See Communicating the Decision to the Candidate.)

When the Thesis Examination is Conditionally Successful

- On the "Master's Thesis Examination - Chair Report," the Chair:
  - With the assistance of the Examiners, provides a detailed list of the specific revisions as agreed upon by a majority of the Examiners. The Chair's Report will be made available to the designated Examiner, the candidate, and the Supervisor, who will normally continue to support the candidate through the revision process.
  - With the help of the examining committee, determines which Examiner(s) will review the revised thesis. The designated Examiner(s) withhold their signature(s) until the required revisions have been made. All the Examiners may receive a copy of the revised thesis to review.
  - Dates and signs the Chair's Report.

When the Thesis Examination is Unsuccessful

- The Chair completes the "Master's Thesis Examination - Chair Report." In consultation with the Examiners, the Chair (on the Chair report) states why the thesis and/or the oral defense was unacceptable
- If the Thesis Examination failed because the thesis content was unacceptable, the Vice-Provost (Graduate and Postdoctoral Studies) refers the case to a Re-Submission Hearing Committee.
- Where the Re-Submission Hearing Committee agrees that the candidate should be given the opportunity to revise the thesis to bring it to the acceptable scholarly standard for examination, the committee first establishes a new Thesis Examination date, no earlier than six weeks after the date of the originally scheduled examination. Normally the same Examiners assess the re-submitted thesis. The Chair of the committee provides the Graduate Chair, Supervisor(s), and candidate written notification of the decision and the changes suggested by the committee
- The Examination must then proceed as listed in Section 5.1 The Program Requests a Thesis Examination for the re-submitted thesis
- Whether or not the re-submitted thesis is found acceptable, the candidate proceeds to Stage Two: The Thesis Examination

If the Thesis Examination failed solely because of an unacceptable oral defense, the Vice-Provost (Graduate and Postdoctoral Studies) refers the case to a Re-Examination Hearing Committee:

- Where the Re-Examination Hearing Committee* decides that a second Thesis Examination is appropriate, it should be held, preferably with the same Thesis Examination Board, within a time period determined by the committee. The Chair of the committee provides the Graduate Chair, Supervisor(s), and candidate written notification of the decision. All examinations for re-submitted theses should be held in an SGPS examination room during working hours.
- *Re-Examination Hearing Committee is chaired by the Graduate Chair of the program concerned and includes the three Examiners, the Supervisor(s), and others specified in the procedures of the program concerned. Note: The candidate does not attend the committee meeting

If the candidate has already been through a Re-Submission Hearing Committee or a Re-Examination Hearing Committee (following Stage Two: The Thesis Examination), then the Thesis Examination Board's decision is final. The candidate has no further opportunity for resubmission and/or re-examination. However, if a candidate has been through a Re-Submission Hearing Committee following Stage One: The Preliminary (or Pre-Examination) Evaluation of the Thesis, then the Vice-Provost (Graduate and Postdoctoral Studies) refers the case to a second and final Re-Submission Hearing Committee.

Communicating the Decision to the Candidate
When the Chair and the Examiners have completed the documentation, the Chair invites only the candidate back into the room and informs him/her of the result.
- If the thesis is passed conditional upon revision, the Supervisor(s) must meet with the candidate, to ensure that their understands the revisions required by the Thesis Examination Board

Following the Examination
The Chair of the Examination returns all forms to the graduate program office.

2.6.   Final Submission of the Thesis
When the candidate has completed any changes recommended by the Thesis Examination Board the candidate must submit the final copy of their work via digital submission through the Scholarship@Western Electronic Thesis and Dissertation Repository:
The candidate accesses their original submission within the repository and submits a revised copy of their work.
Once the thesis is published, the candidate has officially completed the thesis requirement for their degree. The candidate's name is placed on the convocation list.

2.7.   Publication of the Thesis
Publication of the Thesis
A thesis is a research document. It is a record of the research that the student conducted while completing a graduate degree. Given the research and education

mandate of Canada's publicly funded universities, it is expected that the results of this research will be made publicly available.

~~For those theses that are submitted through the Scholarship@Western ETD Repository, the~~ The University requires that successful graduate theses be made available through the Western Library's Scholarship@Western portal ~~program~~. The thesis will be published electronically at the conclusion of the degree process~~,~~ and will be available ~~online~~ globally via the internet.

At the same time, the University recognizes that the student is the author of the thesis~~,~~ and retains copyright and control interests in the material.

~~Note:~~ Students should be conscious of the implications of electronic publication in the digital context: material is accessible to any interested party, academic and non-academic. The thesis ~~record~~ should also be understood to be permanently available – once published electronically, it can be withdrawn from Scholarship@Western, but digital copies will inevitably persist. Students engaging in thesis preparation and research should be mindful of electronic publication and availability as an endpoint of their work ~~research~~. Supervisors, equally, have a responsibility to be acquainted with the implications of electronic publication, and advise their students accordingly.

In certain cases, a "delay of publication" may be appropriate. See Section 1.6 above. ~~The candidate is asked to permit the release of the thesis to be used for research and also to agree to allow the non-exclusive right to reproduce or loan copies of the thesis in micro-form, paper, or electronic formats. The term "non-exclusive license" means that the author retains the copyright of the thesis and can seek other forms of publication.~~

Upon final approved submission, the work is published to the Scholarship@Western ETD repository, pending any requests for a delay of publication. This repository is publicly accessible, permitting free access to the work. The repository transmits regular reports via e-mail to the author on how often the work is accessed.

ITEM 13.3(a) – Faculty of Social Science, Department of History: Withdrawal of the Honours Specialization in History (Brescia), Specialization in History (Brescia), Major in History (Brescia), and Minor in History (Brescia)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended:	That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in History (Brescia), Specialization in History (Brescia), Major in History (Brescia), and Minor in History (Brescia), offered by the Department of History in the Faculty of Social Science, be discontinued, and
	That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2028, and
	That the modules be withdrawn effective September 1, 2028.

EXECUTIVE SUMMARY:

As part of the Brescia-Western integration, the Department of History in the Faculty of Social Science is closing Brescia modules that duplicate modules already offered on Main Campus.

Enrolments in the modules as of 2023-2024 were as follows:

Module	2023-2024 Enrolment
Honours Specialization in History (Brescia)	3
Specialization in History (Brescia)	0
Major in History (Brescia)	11
Minor in History (Brescia)	2

Students currently enrolled in the modules will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028.

ITEM 13.3(b) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Civil and Environmental Engineering

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2025, the Master of Engineering (MEng) in Civil and Environmental Engineering be revised as shown in Item 13.3(b).

EXECUTIVE SUMMARY:

The Civil and Environmental Engineering program currently offers a "Smart Cities" field in its Doctor of Philosophy (PhD) and Master of Engineering Science (MESc) programs. The program is now proposing to add a "Smart Cities" field in the Master of Engineering (MEng) in Civil and Environmental Engineering.

The proposed MEng in Civil and Environmental Engineering "Smart Cities" field will follow the current structure of the other fields in the MEng Civil and Environmental Engineering program.

This major modification is proposed in response to the increase in global urbanization and growth of enabling technologies which drives the need for Smart Cities. As cities grow, there is a pressing demand for innovative solutions to enhance urban infrastructure, improve residents' quality of life, and ensure sustainable economic development. Rapid technological advancements, such as computing, sensing, transportation, and data analytics, offer significant opportunities to address these urban challenges. Consequently, there is a rising demand for engineering professionals with specialized knowledge and skills in smart city technologies and solutions.

ATTACHMENT(S):

Major Modification to the Master of Engineering (MEng) in Civil and Environmental Engineering

**Major Modifications to the Master of Engineering (MEng) in
Civil and Environmental Engineering**

The Civil and Environmental Engineering program currently offers a "Smart Cities" field in its Doctor of Philosophy (PhD) and Master of Engineering Science (MESc) programs. The program is now proposing to add a "Smart Cities" field in the Master of Engineering (MEng) in Civil and Environmental Engineering.

The proposed MEng in Civil and Environmental Engineering "Smart Cities" field will follow the current structure of the other fields in the MEng Civil and Environmental Engineering program. For the course-based curriculum option there will be 4.0 required technical courses and 1.0 required professional course. For the project-based curriculum option, 1.0 technical course is substituted by the MEng project which is considered a program milestone. The admission requirements will be similar to all other fields except that applications for the proposed field will only be accepted in the summer term (May intake).

The proposed modification is introduced in response to the increase in global urbanization and growth of enabling technologies which drives the need for Smart Cities. By 2050, 70 percent of the world's population is projected to reside in urban areas. As cities grow, there is a pressing demand for innovative solutions to enhance urban infrastructure, improve residents' quality of life, and ensure sustainable economic development. Rapid technological advancements, such as computing, sensing, transportation, and data analytics, offer significant opportunities to address these urban challenges.

Consequently, there is a rising demand for engineering professionals with specialized knowledge and skills in smart city technologies and solutions. A professional MEng program focusing specifically on smart cities education is vital to meet these demands and cultivate a workforce capable of planning, implementing, and overseeing smart city projects.

The proposed MEng "Smart Cities" field will offer interdisciplinary courses and integrate expertise from diverse fields such as infrastructure, transportation, and structural engineering with artificial intelligence (AI), Internet of Things (IoT), data analytics, and advanced computing. Through integrating expertise from civil engineering, AI, and other relevant fields, the program will equip students with the technical skills and knowledge needed to address the challenges of smart cities such as smart infrastructure operation, efficient resource management, and data-driven decision-making.

The "Smart Cities" field will also focus on practical applications and real-world projects to provide students with hands-on experience designing and implementing smart solutions for urban environments. Courses on sensors for connected infrastructure, smart water infrastructure, and connected and automated vehicles will equip students with the skills needed to address the challenges of modern cities. Furthermore, collaboration with industry partners, local government agencies, and research

institutions will provide students with valuable internships, research projects, and networking opportunities.

MEng in Civil and Environmental Engineering Program Requirements

The existing MEng in Civil and Environmental Engineering program requirements detailed below will apply to the proposed "Smart Cities" field.

Course-based (5.0 Total Credits)

4.0 Technical course credits and 1.0 Professional course credits (Students select Technical courses upon consultation with the CEE program and the MEng Chair)

**A maximum of 1.0 credits outside the CEE subject area can be approved upon consultation with the MEng Chair.

Milestones (3)

SGPS Academic Integrity Module
MEng Proposed Program Form
MEng Seminar

Project-based (4.0 Total Credits)

3.0 Technical course credits, 1.0 Professional course credits, and MEng project.

Enrolment in the MEng project requires the completion of a full-time course load during the first term of study with an overall average of at least 75% and the approval of the MEng Chair or their representative.

**A maximum of 1.0 credits outside the CEE subject area can be approved upon consultation with the MEng Chair.

Milestones (4)

SGPS Academic Integrity Module
MEng Proposed Program Form
MEng Seminar
MEng Project

MEng with Co-op Option

MEng students in either the course-based or the project-based program can apply to join the MEng with Co-op option. Students enrolled in the MEng with Co-op option complete a co-op term after all of the academic requirements for their course-based or project-based MEng program (listed above) are complete.

To be eligible for the Co-op option, MEng students must be registered full-time and must maintain a cumulative average of 75% or higher (calculated in the term prior to starting their co-op term). Students must secure a co-op position, and international students must also have a Co-op Work Permit.

Milestones – Course-Based MEng students with Co-op Option (4)

SGPS Academic Integrity Module
MEng Proposed Program Form
MEng Seminar
MEng Co-op

Milestones – Project-Based MEng students with Co-op Option (5)

SGPS Academic Integrity Module
MEng Proposed Program Form
MEng Seminar
MEng Project
MEng Co-op

Proposed Course Requirements for "Smart Cities" Field

Summer Term:

Two required technical courses (1.0-course credit) and 2 non-technical professional ELI courses (1.0-course credit) from the list of courses offered by the Thompson Centre for Leadership and Innovation.

CEE 9xxx – Introduction to Smart Cities
CEE 9xxx - Data Management and Applications in Smart Cities

List of Professional ELI courses: https://www.eng.uwo.ca/tc/graduate/Grad-courses.html

Fall Term:

3 technical courses (1.5 course credits) to be chosen from the following list:

CEE 9730 – Introduction to Machine Learning for Civil Engineers
CEE 9413 – Urban Transportation Networks and Emerging Technologies
CEE 9535 – Advanced Methods in Hydroscience: Applications & Design
CEE 9xxx – Application of Optimization Techniques in Civil Engineering

Winter Term:

3 technical courses (1.5 course credits) to be chosen from the following list:

CEE 9412 – Intelligent Transportation Systems
CEE 9xxx – Structural Health Monitoring
CEE 9xxx – Building Information Modelling (BIM)
CEE 9xxx – Digital Water Infrastructure
CEE 9xxx – Machine Learning for Water Resources

The program-level learning outcomes will not change.

Current MEng students will not be affected by this modification. The new proposed MEng field will be launched in May 2025 where the first cohort of MEng students will be admitted to this field.

**ITEM 13.3(c) – Report of the Subcommittee on Program Review – Graduate
(SUPR-G): Cyclical Review of the Graduate Program in Economics**

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on October 29, 2024, ACA approved the recommendations of the
Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical
reviews of the graduate programs in Economics.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Social Science	Economics	May 16-17, 2024	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Economics

Economics
Final Assessment Report &
Implementation Plan
September 2024

Faculty / Affiliated University College	Social Science
Degrees Offered	MA, PhD
Date of Last Review	2015-2016
Approved Fields	Development Economics, Econometrics, Industrial Organization, International Economics, Labour Economics, Macroeconomics/Monetary Economics, Microeconomic Theory, and Public Economics
External Reviewers	Dr. Huw Lloyd-Ellis, Department of Economics Queen's University	Dr. Scott Imberman, Department of Economics Michigan State University
Internal Reviewers	Dr. Laura Murray, Associate Dean Faculty of Health Sciences	Adam Greasley, Ph.D. Candidate, Pathology and Laboratory Medicine
Date of Site Visit	May 16 & 17, 2024
Date Review Report Received	June 6, 2024
Date Program/Faculty Response Received	Program – August 20, 2024 Faculty – August 19, 2024
Evaluation	Good Quality
Approval Dates	SUPR-G: October 7, 2024 ACA: October 29, 2024 Senate (for information): November 8, 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 Graduate Economics Program delivered by the Faculty of Social Science.

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

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

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

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

Executive Summary

Western Economics has been in existence since 1966, graduating students in both MA and PhD degrees. Three MA students were admitted to the program from 2017 to 2021 and successfully completed the program. The 2023 projected entering class is 6 MA students. In the near future, the class size is expected to increase to approximately 9 students. Class sizes of the last two incoming PhD cohorts were seven and six students; this could in part be due to the global pandemic. The projected entering class in 2023 has 8 PhD students; the program expects that the PhD class sizes would increase to about 10 students in the near future.

The self-study process was informed by various discussions with faculty members and staff, a survey of current graduate students, and a survey of program alumni. These discussions were aimed at enabling the program to evaluate the effectiveness of its structure, aims, processes in light of developments in the field, changes to faculty complement, and other forces impacting graduate education.

The external reviewers shared a positive assessment of the Graduate Economics program. They offered four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

-   Strong research profile, increased Tri-Council funding and grants from industry.
-   Data from Western Alumni shows that from 2016 to 2022:
    -   MA alumni gained entry into prestigious PhD programs;
    -   25 of 39 PhD graduates gained academic jobs in leading institutions within Canada and overseas;
    -   alumni succeed in publishing research in top field journals;
    -   alumni seeking non-academic careers were hired by the government or private sector.
-   Interactive and informative summer orientation session fosters strong relationships between students and faculty, which is sustained throughout the program.
-   The book club and First-year research seminar course provide early exposure to economic research; this is complemented by the short-term visitor series which enables students at all stages to obtain a broad picture of the types of research questions that are currently being viewed as important in the discipline.
-   Diversity of faculty and students' backgrounds promote a wide variety of perspectives which strengths this program.
-   Student survey indicates high level of satisfaction with the thesis supervision and advising.
-   Communication and Professional Development course prepares students to successfully complete milestones and for the job market.
-   Availability of funding enables students to participate in conferences and explore the job market.

- Graduate Program benefits from exceptional administrative support and feedback from a diversity of perspectives.
- MA program has consistently maintained high graduation rates.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Recruitment can be enhanced by
  o increasing the number of funded positions for international students at both the MA and PhD levels;
  o exploring innovative ways of attracting domestic applicants to both the MA and PhD programs; with a focus on recruiting female students.
- Enhance communication aimed at reducing students' uncertainty regarding the prospectus milestone.
- Explore ways to reduce the attrition rates in the PhD program; few MA students remain to complete the PhD program.

Review Process

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

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

Following the 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 Graduate Economics Program. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that "*Western University's Department of Economics consists of highly qualified and productive faculty and staff who work in a collegial environment to produce excellent research and provide graduate students in Economics with an outstanding learning experience. Both undergraduate and graduate Economics programs at Western have excellent reputations in Canada and internationally.*"

Strengths of the Program

- Western Economics is ranked as the fourth most research-productive institution in Canada and consistently ranks highly in comparison with economics departments globally. Faculty have active and high-quality research agendas with recent publications in "top-5" general interest and top field journals - a mark of excellent research productivity in economics.
- Program contains several unique features which enables students to excel in the following areas:
    - students obtain impactful employment, either as academics or as professional economists in the public or private sectors.
    - students research skills are strengthened through a strong curriculum and effective collaboration with faculty, this in turn, enhances undergraduate education, as TAs are well-trained.
    - graduates succeed in attaining high-quality national and international placements in academia and the public and private sectors; thereby influencing research, policy-analysis and decision-making throughout the world.
- Collegial and productive climate that promotes inclusiveness and research synergies amongst faculty and graduate students.
- Curriculum offers a wide variety of field courses that can be taken in addition to core courses; this contributes to the department's success in recruiting.
- Well-defined post-coursework milestones effectively track student progress and incentivize them to complete the key stages of their dissertation research.
- Department's efforts in terms of professional development for graduate students are commendable.

Prospective Improvements for the Program to Consider

- Lack of sufficient financial support threatens the viability of the graduate program.
    - Funding model leaves fifth year students without funding; this results in extending the timeline to completion. Financial support for students is low relative to economics programs in peer Canadian institutions. The low stipends may be contributing to mental health issues among the students. (*Associated with Recommendation #1*)

- o Program is unable to offer the full suite of course offerings every year; this constrains students' ability to spread elective/topics courses across the second and third years of the program. (*Associated with Recommendation #4*)
  - o Additional TA hours are needed to support undergraduate needs. (*Associated with Recommendation #1*)
  - o Need to hire more microeconomic theory faculty members to be able to cover instructional needs.
- Incorporate elements of EDI instruction into the program's professional development courses (Economics 9770, 9771, 9880, 9881), program activities and update learning outcomes to include EDI. (*Associated with Recommendation #7*)
  - o Continue efforts to recruit female students.
- Establish mechanisms to facilitate formal lines of communication to avoid misunderstanding – students can elect an individual/committee to represent their interests to the department via regular communications with the Graduate Program Chair. (*Associated with Recommendation #2*)
- Clarify the prospectus expectations of the faculty by establishing a committee comprising of faculty and student leaders. (*Associated with Recommendation #3*)
- Revise the Graduate Handbook to ensure it reflects current departmental policies, correcting any confusing language or discrepancies. (*Associated with Recommendation #6*)

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: Increase TA hours or stipends to help the program remain competitive and maintain enrollment.	**Program:** Additional financial support for students would be valuable both for students and for the department from the perspective of recruiting. The department does not have the ability on its own to increase overall funding. Additional funding from the administration would be necessary to address this concern. **Faculty:** Unfortunately, current financial circumstances, and the needs of other programs within the Faculty, negate the increase of stipends to this program beyond those dictated by the terms of the GTA collective agreement, which mandates a small annual increase in GTA salaries. It may be possible for the program to admit fewer students with larger stipends; the program may wish to consider this possibility.
Recommendation 2: Create formal communication lines through elected graduate student representatives.	**Program:** The program decided to have the students elect a representative to provide a formal channel of communication between graduate students and faculty (that would go beyond the existing informal channels that are frequently used). This representative will have regular meetings (at least once per term) with the Graduate Director to discuss any issues. **Faculty:** The Dean's office supports the program's plan to develop a position for a graduate student representative.
Recommendation 3: Consider reducing the number of faculty who vote on individual student oral prospectus and make those faculty known to the student ahead of time.	**Program:** One of the main goals of the prospectus is for the entire faculty to evaluate the research proposals of the students. This process actually helps to ensure a more consistent evaluation across students in different years and those working with different faculty committees. Moreover, when evaluating the prospectus, the program aims for (and almost always achieves) a consensus on each student, and therefore any small variation in the set of faculty present should not have much impact on the outcome. There is a strong culture of full attendance which results in minimal variation in attendance across meetings. Nearly 100% of non-sabbatical, research active faculty attend. In the last four Fall term meetings, there were 17,18,21, and 18 faculty members present.

	Related to this, the program has also recently made several changes to the prospectus procedure. One of the main objectives was to reduce uncertainty regarding the prospectus process. These changes included clarifying the criteria for passing the prospectus. **Faculty:** The program has articulated how the oral prospectus process ensures fairness in the evaluation of its students and has also taken steps to increase transparency around the process to its students.
Recommendation 4: Consider allowing students to take seven courses in second year and one course in third year for credit if a course they wish to take is not offered in their second year.	**Program:** The program agrees that this is a good option to make available to students; and, it is an option that was previously available to students upon request. The program will make sure that students are more aware of the availability of this option. **Faculty:** The Dean's Office supports the program's plan to highlight the extant flexible timing of courses to its graduate students.
Recommendation 5: Better align the number of TA positions available to teaching needs in the undergraduate program.	**Program:** This is something that the department cannot directly control; but, were the administration to make more TA spots available to students (in particular upper-year students without funding, who would be very willing to take on these roles), the program would happily increase the number of TA positions. **Faculty:** It is challenging to align GTA needs with available graduate students, since the latter is contingent on graduate student enrollments, which fluctuate for many factors outside the faculty's control. Unfortunately, given financial constraints, FSS departments, including Economics, may need to adjust GTA allocations based on the GTAs they have available.
Recommendation 6: Ensure that the Graduate Handbook is up to date and students are informed of any changes made.	**Program**: The program has recently undergone a thorough update to this document. The new document has been posted on the department webpage, and key elements of the new document will be reviewed with students (by the Graduate Director) in the fall when the next semester begins. **Faculty**: The Dean's Office supports the program's ongoing efforts to clarify program procedures to their graduate students.

Recommendation 7: Incorporate EDI professional development into course sequence on Communication and Professional Development or add non-credit professional development in EDI to program activities and update learning outcomes to include EDI.	**Program:** The program agrees with the reviewers that it is important to include EDI training in the context of the course on Communication and Professional Development. This class has a week dedicated to a discussion of relevant scholarship within economics (largely related to the experience of women in the profession) and class discussions. EDI issues are discussed in other contexts in additional components of this course.
	In a less formal professional development vein, the program has started department sponsored gatherings for women PhD students, like lunches or dinners, hosted by women faculty. The goal of these events is to foster community among women economists at Western. The program anticipates that this will provide additional resources and help if students need help navigating the economics PhD program and/or the economics profession.
	Finally, the program will start offering a PhD elective course in Gender Economics in 2024-25 and anticipates that it will be a regularly offered course.
	Faculty: The Dean's Office supports the program's plans to enhance student professional development experiences related to EDI concerns through relevant extant course content, new coursework, and additional informal initiatives.

Implementation Plan

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

The recommendations not appearing in this implementation table are #1 & #5 as these are hinged upon the provision of additional financial resources which are beyond the Faculty's control; and #6 which has been completed. As articulated in the summary table above, these recommendations will not be prioritized for implementation in the table below.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #2: Create formal communication lines through elected graduate student representatives.	Students will elect a representative to provide a formal channel of communication between graduate students and faculty. o This representative will meet regularly with the Graduate Director to discuss any issues.	Graduate Director	Fall 2024
Recommendation #3 Consider reducing the number of faculty who vote on individual student oral prospectus and make those faculty known to the student ahead of time.	Improved communication and support will be provided to students to ensure that the procedures and expectations for the Oral Prospectus are clear.	Graduate Director	Fall 2024
Recommendation #4: Consider allowing students to take seven courses in second year and one course in third year for credit if a course they wish to take is not offered in their second year.	Improve communication regarding the existing flexible timing of courses to graduate students.	Graduate Director	Fall 2024

Recommendation #7: Incorporate EDI professional development into course sequence on Communication and Professional Development or add non-credit professional development in EDI to program activities and update learning outcomes to include EDI.	Work with the Centre for Teaching and Learning (CTL) to: o Review Program Learning Outcomes (PLOs) through an Equity, Diversity, and Inclusion (EDI) lens. o Revise or update PLOs as necessary to reflect EDI principles. Enhance student professional development experiences related to EDI through course content, class discussions and additional informal initiatives. Planned introduction of PhD elective course in Gender Economics.	Graduate Director	2024 - 2025

ITEM 13.3(d) – Undergraduate Sessional Dates (2025-26)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the Undergraduate Sessional Dates for 2025-26, as shown in Item 13.3(d).

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, compiles all applicable sessional dates for the academic year and recommends them to ACA for approval. ACA provides the approved sessional dates to Senate for information.

ATTACHMENT(S):

Undergraduate Sessional Dates – 2025-26

Fall/Winter Undergraduate Sessional Dates (Fall 2025)

September 2025

S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1: Labour Day.

4: Fall/Winter classes begin.

12: Last day to add or drop a Fall/Winter 24-week course or a Fall 12-week course. Courses dropped by this date will not appear on a transcript; no fee penalty. Courses dropped after this date will appear on a transcript with a grade of 'WDN' (withdrawn, without academic penalty).

23: Rosh Hashanah (for reference).

30: National Day for Truth and Reconciliation (non-instructional day).

October 2025

S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	28	30	31	

11-13: Thanksgiving weekend.

November 2025

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3-9: Fall Reading Week.

12: Last day to withdraw from a Fall 12-week course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.'

December 2025

S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1: Last day to withdraw from a Fall/Winter 24-week course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.' [*Note: deadline extended from Sunday, November 30, 2025]

9: Fall/Winter classes end.

10: Study Day.

11-22: Mid-year examination period.

23-31: Holiday break.

Legend

Color	Meaning
Pink	Start/end date
Blue	Add/drop deadline
Orange	No classes
Purple	Examinations
Gray	Official Holiday (no classes)

Fall/Winter Undergraduate Sessional Dates (Winter 2026)

January 2026

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1-4: Holiday break (cont'd).

5: Classes resume.

13: Last day to add or drop a Winter 12-week course. Courses dropped by this date will not appear on a transcript. Courses dropped after this date will appear on a transcript with a grade of 'WDN' (withdrawn, without academic penalty).

14-22: Spring Reading Week.

16: Family Day.

18: Ramadan (for reference) (tentative).

9: Last day to withdraw from a Winter 12-week course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.' [*Note: deadline extended from Saturday, March 7, 2026]

20: Eid al-Fitr (for reference).

2-9: Passover (for reference).

3: Good Friday.

5: Easter Sunday.

9: Fall/Winter classes end.

10-11: Study Days.

12-30: Final examination period.

■	Start/end date
■	Add/drop deadline
■	No classes
■	Examinations
■	Official Holiday (no classes)

Other Fall/Winter Sessional Dates

Quarter Sessions (Q/R/S/T)	
September 8, 2025	First day of Fall 6-week first quarter ('Q') courses.
September 12, 2025	Last day to add a Fall 6-week first quarter ('Q') course.
September 19, 2025	Last day to drop a Fall 6-week first quarter ('Q') course without academic penalty.
October 17, 2025	Fall 6-week first quarter ('Q') courses end.
October 20, 2025	First day of Fall 6-week second quarter ('R') courses.
October 24, 2025	Last day to add a Fall 6-week second quarter ('R') course.
October 31, 2025	Last day to drop a Fall 6-week second quarter ('R') course without academic penalty.
December 5, 2025	Fall 6-week second quarter ('R') courses end.
January 5, 2026	First day of Winter 6-week first quarter ('S') courses.
January 9, 2026	Last day to add a Winter 6-week first quarter ('S') course.
January 16, 2026	Last day to drop a Winter 6-week first quarter ('S') course without academic penalty.
February 13, 2026	Winter 6-week first quarter ('S') courses end.
February 23, 2026	First day of Winter 6-week second quarter ('T') courses.
February 27, 2026	Last day to add a Winter 6-week second quarter ('T') course.
March 6, 2026	Last day to drop a Winter 6-week second quarter ('T') course without academic penalty.
April 3, 2026	Winter 6-week second quarter ('T') courses end.

Academic Deadline Dates per Academic Policies (for reference)

Discovery Credit Deadlines	
January 15, 2026	Deadline to declare a Discovery Credit for a Fall 12-week course.
May 15, 2026	Deadline to declare a Discovery Credit for Winter 12-week course or Fall/Winter 24-week course.
Appeal Deadlines	
January 31, 2026	Deadline to apply for relief against a final grade in a Fall 12-week course.
June 30, 2026	Deadline to apply for relief against a program eligibility decision.
June 30, 2026	Deadline to apply for relief against a final grade in a Winter 12-week course or a Fall/Winter 24-week course.
June 30, 2026	Deadline to request a waiver of the progression requirements.

ITEM 13.4(a) – McIntosh Gallery Annual Report

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The McIntosh Gallery Committee of the Board of Governors was dissolved in April 2024 with the understanding that the governance of the McIntosh Gallery would be overseen by the Provost along with an advisory committee.

With this change in governance, the McIntosh Gallery Annual Report was provided, for information, to the Senate Committee on University Planning (SCUP) for transmittal to Senate and the Board of Governors.

ATTACHMENT(S):

McIntosh Gallery 2023-2024 Annual Report
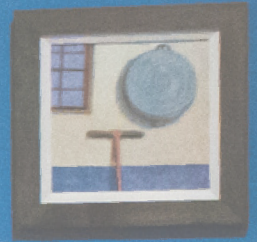
McIntosh Gallery
Annual Report
2023-24

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Cover: Meryl McMaster, *When The Storm Ends I Will Finish My Work*, 2021. Circular Chromogenic print flush mounted to Aluminum Composite Panel Framed, custom-stained hardwood, with Optium Plexi. McIntosh Gallery Collection, Western University. Purchased in part through the support of the Elizabeth L. Gordon Art Program, a program of the Gordon Foundation and administered by the Ontario Arts Foundation.
Inner: Visitors at the opening reception of *The View From Here.*

Above: Paul Walde: *Glacial Resonance*, installation view.
Below: Matt Bahen: *Coming Down the Mountain*, installation view.

DIRECTOR'S REPORT

Through 2023/2024, while the McIntosh continued to contend with gaps in staffing, the gallery team performed admirably. Working together, they presented a roster of exciting exhibitions and ancillary programs, fulfilling our mandate as a resource for academic research while providing opportunities for student experiential learning.

The View From Here, guest curated by Jennie Kraehling (Michael Gibson Gallery), celebrated the breadth and richness of the McIntosh's permanent collection while highlighting its strong regional focus. Another exhibition of note, *The Life Cycle of Celestial Objects Pts. 1 & 2* was co-curated by Helen Gregory (McIntosh Gallery) and Joel Ong (Sensorium, York University) and brought together a diverse group of fifteen contemporary artists from across Canada, each presenting a different narrative on space exploration. The exhibition featured multi-media contemporary artworks, scientific models, interactive projects, and a broader series of science engagement events.

McIntosh's volunteer-run Art & Travel Committee organized several lectures and day trips to museums and galleries. 2023 highlights included a visit to the AGO to see the Cassatt-McNicoll: *Impressionists Between Worlds* and Wolfgang Tillmans: *To Look Without Fear* exhibitions, as well as visits to the McMichael Canadian Art Collection and the AKG Art Museum in Buffalo, NY.

The opening celebration of the Susan Day community ceramic mural project was held on August 31, 2023. The project was a collaborative partnership with Carepoint, a consumption and treatment service site administered by the London HIV/AIDS Connection. Under Day's mentorship, numerous community tile-making workshops were held throughout 2022 and 2023, generating over 10,000 unique tiles, each bearing the distinct imprint of its creator. These tiles, adorned with fingerprints, patterns, and symbols, collectively illustrate the expansive impact of the ongoing opioid crisis, both locally and nationally.

At the end of March 2024, we said farewell to Catherine Elliot-Shaw (a second time) and thanked her for her continued commitment to the McIntosh. Elliot-Shaw had returned from her retirement to take on the role of Acting Director while the search for the new Director took place. With the hiring of McIntosh's new Director, Lisa Daniels, on March 4, 2024, we look forward with anticipation to an exciting future for the Gallery.

This fall, the McIntosh will embark on a multi-phased strategic planning process that will chart the gallery's direction for the next five years. Phase One will include an environmental scan, identification of the needs and expectations of the communities we serve, and an assessment of the future direction of university galleries in general.

Phase Two will consist of a needs assessment and feasibility study that will consider possible configurations and locations for a new gallery site. This new site must be and large enough to meet the identified future priorities and needs of the communities we will serve. Based on the results of Phase One and Two, a business plan will be developed that reflects the identified strategic priorities of McIntosh and Western University, and the physical sites that score the highest.

Many thanks to our friends, donors, funders, exhibiting artists, guest curators, volunteers, and staff who contributed to another memorable year. It is an exciting time for the McIntosh as we build on our past accomplishments and emerge from this period of change and reflection with focused energy and a new sense of purpose. We hope you will join us as we embrace this opportunity to actively shape our future and work together to create space for diverse narratives in a way that values and empowers different worldviews and forms of knowledge through art.

Lisa Daniels
Director

COLLECTIONS REPORT

Over the course of the year, a number of works were accepted into the permanent collection through donations and purchases. We are grateful to the artists and other donors who acknowledge the importance of McIntosh's permanent collection through their generous gifts. Working within the limitations of space, eighteen, two-dimensional works were brought into the collection in 2023/2024.

Continuing our focus on representing regional artists and improving representation of women artists, nine textile pieces were acquired through a donation by London based artist, Kirtley Jarvis. Focussing on everyday domestic life, Jarvis challenges the notion that such art can be dismissed as women's work or craft.

Through a generous donation by McIntosh's Art and Travel Committee, five works by Amanda White were purchased in memory of James Patten. White is a Toronto based artist who is a postdoctoral Fellow at the Centre for Sustainable Curating in the Department of Visual Art at Western University. Additionally, through this donation we were able to acquire Jennifer Murphy's *Scarab Butterfly* which was included in the exhibition Insect as Idea mounted at the McIntosh in 2022.

Above: Amanda White, *Dandelion (welcome mat)* 2019. Wool yarn and plant-based yarn on cotton cloth. McIntosh Gallery Collection, Western University. Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten.

Thanks to a successful application to the Elizabeth L. Gordon Art Program Art Acquisition Grant through the Ontario Arts Foundation, we were able to purchase *When The Storm Ends I Will Finish My Work* (2021) a photograph by Meryl McMaster which was featured in the 2022 exhibition, Hunter Gatherer. McMaster, a significant Canadian artist with néhiyaw (Plains Cree), Métis, British and Dutch ancestry, furthered our commitment to building a representation of Indigenous artists, helping us to achieve our goal in developing a more inclusive and representational collection.

Looking to the future, and with the recent hiring of a Curator of Collections and Special Projects, we will embark on a comprehensive collection audit to identify gaps, strengths, challenges, and opportunities for change and growth. The audit will inform the thinking and realignment of McIntosh's collection focus, research, exhibitions, policies and procedures. Simultaneously, this position will lead the research, planning, and implementation of a de-colonizing strategy for the gallery, and work to broaden the inclusion of Indigenous Peoples, BIPOC, 2SLGBTQ+, global minorities and other equity-deserving groups and individuals. In addition to forging a path forward for the McIntosh, this future oriented collection work will help advance relevant priorities identified in Western's strategic plan.

DONATIONS

Gift of Kirtley Jarvis

Kirtley Jarvis (Canadian, b.1953)
Please Help 2008
3 printed voile banners, wooden dowels, each 259 cm x 35.6 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023, In memory of Darlene Evelyn Scott née Gunderson (1951-2012)
who showed me where the homeless live.

Kirtley Jarvis (Canadian, b.1953)
Portrait of Alzheimer's 2002
 hand-embroidered hospital gown, 111.8 x 162.6 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023, In memory of Verna Geraldine Goodden née McQuiggan (1920-2009)

Kirtley Jarvis (Canadian, b.1953)
The Last Supper 2007
hand-embroidered hospital gown, 111.8 x 81.3 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023, In memory of David John Goodden (1914-2003)

Kirtley Jarvis (Canadian, b.1953)
Saw Edge Roadway Patent 2008
embroidered linen, 53.3 x 43.2 x 3.8 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
Saw Edge Roadway Site Map 2008
embroidered linen, 53.3 x 43.2 x 3.8 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
Glacier Retreat 2008
embroidered linen, 43.2 x 53.3 x 3.8 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
Springbank Pump House 2008
hand-embroidered linen, 43.2 x 53.3 x 3.8 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
Industrial Footprint #1 2008
ink on handmade flax and hemp paper casts, wire, buttons, 68.6 x 45.7 x 6.4 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
A Spoonful of Sugar 2012
hand-embroidered linen, aluminum rod 88.9 x 43.2 cm with audio component by Dr. David
Harris and Rob Green
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Gift of Jason McLean

Jason McLean (Canadian, b.1971)
The Day the World Blew Away n.d.
mixed media, rubber diving flippers, and paint
59.0 x 22.0 x 7.3 cm.
McIntosh Gallery Collection, Western University
Gift of Jason McLean, 2023

PURCHASES

Angie Quick (Canadian, b.1989)
life before the camera (slurp, slurp) 2022
acrylic on canvas, 121.8 x 121.8 cm
McIntosh Gallery Collection, Western University
Purchase from the artist, 2023

Amanda White (Canadian, b.1979)
Dandelion (welcome mat) 2019
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in
memory of James Patten

Amanda White (Canadian, b.1979)
Goldenrod (welcome mat) 2020
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Amanda White (Canadian, b.1979)
Thistle (welcome mat) 2020
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Amanda White (Canadian, b.1979)
Plantain (welcome mat) 2021
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Amanda White (Canadian, b.1979)
Knotweed (welcome mat) 2021
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Jennifer Murphy (Canadian, b.1975)
Scarab Butterfly 2020
collage of cut images from second-hand books sewn together with thread
84.0 x 81.0 x 5.0 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Meryl McMaster (Canadian, b. 1988)
When The Storm Ends I Will Finish My Work 2021
digital C-print, 147.32 cm diameter
McIntosh Gallery Collection, Western University
Purchased with the assistance of the Elizabeth L. Gordon Art Program, the Ontario Arts Foundation, 2023

ARTSHARE REPORT

The ArtShare program places works from the McIntosh Gallery Collection into public spaces across campus for the enjoyment and education of students, staff, faculty, and visitors. There are approximately 800 works currently on display across campus as part of this program.

Throughout the 2023-24 year, the team undertook the early stages of recruitment for the position responsible for managing ArtShare while outgoing staff person Brian Lambert worked limited hours prioritizing the installation of exhibitions and essential collections care.

Throughout Summer 2024, the gallery will conduct a full inventory of the ArtShare program with an eye to addressing the growing ArtShare waitlist by next year.

ArtShare clients in the Office of the Dean, Faculty of Arts & Humanities, Western University.

CURATOR'S REPORT

This year, McIntosh Gallery presented a dynamic program of exhibitions that featured emerging and established artists, London and regionally-based artists, and artists from across Canada, some of whom maintain strong connections to London. We forged new interdisciplinary connections with academic departments at Western and beyond. There was a strong curatorial focus on psychogeography, environments, and ecosystems.

The fiscal year began with *The View from Here*, curated by Jennie Kraehling, an exhibition that was generously funded by the Flora J. Tripp Memorial Fund in memory of Maurice Stubbs. The exhibition brought together artworks from the permanent collection that evoke a particular perspective, moment in time, landscape, or space, with each artwork providing a window through which the artist transports the viewer to a physical place or a psychological state of mind. The diverse artworks included in the exhibition offered intimate views of home, illusions of space, snapshots of daily life, and observations on the passage of time. The exhibition included work by Shuvinai Ashoona, Barbara Astman, Florence Carlyle, Jack Chambers, Greg Curnoe, Murray Favro, Roly Fenwick, William Kurelek, Kim Ondaatje, Gillian Saward, Michael Snow, Tony Urquhart, Bernice Vincent, and Jeff Wall.

The View From Here, installation view. Guest curated by Jennie Kraehling. March 30 - June 13, 2023.

During the summer, we hosted Alyssa Sweeney's MFA thesis exhibition, *Confined by Darkness* from August 3 - September 8, 2023. This atmospheric exhibition employed night photography to explore themes of place attachment and psychogeography in the nearby environment. By venturing out alone while most are fast asleep, Sweeney captured images in a way that most people rarely see. She explored the emotional and mental connection formed when physically present within silent, unpopulated spaces, encouraging individuals to meditate on their own experiences and memories in response.

From September 21 to December 9 we presented our major fall exhibition. Co-curated by Dr. Joel Ong (Sensorium Lab, York University) and myself, *The Life Cycle of Celestial Objects Pts. 1 & 2* was an ambitious interdisciplinary experimental curatorial project that featured the work of Shuvinai Ashoona, BUSH Gallery (Gabrielle L'Hirondelle Hill, Peter Morin, Tania Willard), Bettina Forget, Nurielle Stern and Nancy Jo Cullen, Janet Jones, Jesse Tungilik, Camille Turner, Brandon Vickerd, Luca Cherpillod, Michael Miroshnik, Grace Grothaus, Kieran Maraj, and York University Nanosatellite Lab (led by Dr. Regina Lee). The exhibition considered the social, ethical and environmental implications of space exploration. Joel Ong's collaborations with the York University Nanosatellite Lab, focused on the material artefacts and social engagement of satellites and satellite engineers engaged in the burgeoning field of Space Situational Awareness and RSO (resident space object) observation/recognition.

Visitors at the opening reception of *The Life Cycle of Celestial Objects Pts. 1 & 2.* Curated by Helen Gregory and Joel Ong.

The exhibition employed artistic practices, community science, citizen engagement, and education to critique the notion of wonder as an unbiased ideology for space exploration. Through multi-media artworks, scientific models, interactive projects, and a broader series of science engagement events, the exhibition located decentered, diverse narratives of space exploration that propose forms of collaborative cosmic exploration. The exhibition provided rich opportunities to collaborate with the Nanosatellite Lab at York University and Western University's Engineering Department who installed Brandon Vickerd's eye-catching outdoor installation. Western's Institute for Earth and Space Exploration also collaborated with the gallery on a public lecture that brought together scholars in poetry and space exploration.

From January 19 - March 16, 2024, we presented former Londoner, Paul Walde's *Glacial Resonance* in partnership with the Kamloops Art Gallery. The exhibition brought together Paul Walde's iconic 2013 project *Requiem for a Glacier* with his new video and sound installation *Glacial*. Created ten years apart, both works address concerns about land use and the impacts of the climate crisis, with glaciers as the primary focus and an urgent indicator of the Earth's tipping point to an irrevocably changed climate. *Requiem for a Glacier* features a fifty-five-piece choir and orchestra performed on the Farnham Glacier, in the Qat'muk area of the Purcell Mountains in southeastern BC. The sweeping operatic work converted climate data, including temperature records for the area, into music notation and featured a Latin translation of the BC government's media release announcing the initial approval of a year-round resort community at the site that borders a nature conservancy. Walde's epic video *Glacial* is a meditative durational experience, sharing distant vistas and extreme details of the Coleman Glacier at Mount Baker (Kulshan), in Washington State, along with the sounds of the glacier melting, modified through musical instruments used as speakers. Over the course of five hours violin, viola, cello, double bass, bass drum, and a cymbal fitted with sonic transducers transformed field recordings into tones which form the basis of the composition and act as conduits for the glacier to communicate resonant frequencies.

Walde's extraordinary installation was followed by pair of exhibitions that presented thoughtful perspectives on our fragile environment, from April 1 to June 1. Guest curated by Matthew Ryan Smith, *Coming Down the Mountain* was a moody, almost apocalyptic series of large-scale paintings by Toronto based artist Matt Bahen. These paintings implemented themes and devices found in literature and film to highlight our negative impact on the land. *In Coming Down the Mountain*, Bahen speculated on the narrative device of Chekhov's Gun. Conceptualised by Russian storyteller Anton Chekhov, the notion stipulates that if a gun is written into a story then it must be fired at some point in the plot. In other words, past activities hold significant meaning for future events. Applying this notion to the paintings included in the exhibition, cascading water served as a potent metaphor for how (in)actions, left unchecked or ignored, can fester over time into environmental catastrophe.

Bahen's cautionary tale was paired with The Coves Collective's exhibition *unclaim. unsettle. belong.* The Coves Collective is a group of artists, educators, and activists who are united in their shared desire to develop a thoughtful approach to their responsibilities and relationships to and with the land, specifically within the context of the Coves ecosystem, located on a meander of Dehskaan Ziibi or Antler River (also known as the Thames River) in central London. The Collective disrupts and challenges the Coves' colonialist history by engaging in a practice of environmentally-focused, land-based projects situated in the Coves. Their work is informed by Indigenous pedagogy and epistemology and is grounded in a philosophy of reciprocity, kinship, and care. They make use of the gifts that the land has given them, and offer acts of gratitude in return, inviting community members of all ages to participate in land-based workshops. Much of the Collective's work involves ecological interventions in an attempt to remediate the ecological damage caused to the land by the former Almatex Paint Factory. *unclaim. unsettle. belong* brought together works by The Coves Collective members Kristin Bennett, Paul Chartrand, Reilly Knowles, Sheri Osden Nault, and Michelle Wilson.

This year, I successfully applied for an Elizabeth L. Gordon Art Program Art Acquisition Grant though the Ontario Arts Foundation. This competitive award allowed McIntosh Gallery to purchase Meryl McMaster's major photographic work, *When The Storm Ends I Will Finish My Work* (2021). Many will remember this stunning fictionalized self-portrait from our exhibition *Hunter Gatherer* (2022).

Paul Chartrand, Living Text Sculpture (Unsettle), installation view as part of The Coves Collective: *unclaim, unsettle. belong.*

EXHIBITIONS

Title: *The View From Here*
Dates: March 30 to June 13, 2023
Curator: Jennie Kraehling
Artists: Shuvinai Ashoona, Barbara Astman, Florence Carlyle, Jack Chambers, Greg Curnoe, Murray Favro, Roly Fenwick, William Kurelek, Kim Ondaatje, Gillian Saward, Michael Snow, Tony Urquhart, Bernice Vincent, and Jeff Wall

Title: *Confined by Darkness*
Dates: August 3 to September 8, 2023
Curator: Graduate student exhibition
Artist: Alyssa Sweeney

Title: *The Life Cycle of Celestial Objects Pts. 1 & 2*
Dates: September 21 to December 9, 2023
Curators: Helen Gregory & Joel Ong
Artist(s): Shuvinai Ashoona, BUSH Gallery (Gabrielle L'Hirondelle Hill, Peter Morin, Tania Willard), Bettina Forget, Nurielle Stern and Nancy Jo Cullen, Janet Jones, Jesse Tungilik, Camille Turner, Brandon Vickerd, Luca Cherpillod, Michael Miroshnik, Grace Grothaus, Kieran Maraj, York University Nanosatellite Lab (led by Regina Lee)

Title: *Glacial Resonance*
Dates: January 19 to March 16, 2024
Curator: Charo Neville, Kamloops Art Gallery
Artist: Paul Walde

Title: *Coming Down the Mountain*
Dates: April 1 to June 1, 2024
Curator: Matthew Ryan Smith
Artist: Matt Bahen

Title: *unclaim. unsettle. belong*
Dates: April 1 to June 1, 2024
Curator: Helen Gregory
Artists: Kristin Bennett, Paul Chartrand, Reilly Knowles, Sheri Osden Nault, and Michelle Wilson

PUBLICATIONS:

Coming Down the Mountain
Essay by: Matthew Ryan Smith
Exhibition Dates: April 1 to June 1, 2023
ISBN: 978-0-7714-3197-5

COMMUNITY ENGAGEMENT REPORT

In support of our ongoing exhibitions and in response to the success of virtual and hybrid events hosted in recent years, many ancillary and outreach programs such as artist talks and panels continued to be broadcast live on Zoom throughout 2022-23. Over the course of the year, several events presented in collaboration with the Department of Visual Art's Art Now! Speakers' Series were additionally recorded for accessible and asynchronous viewing online. As was reported in 2022-23, the gallery continued to rebuild a robust program of staff-led exhibition tours, each continuing to garner interest from community groups and campus partners alike.

The McIntosh Gallery Art and Travel Committee, a volunteer group who organizes excursions to museums, galleries, and cultural sites worldwide, resuming their full operations throughout 2023-24, which included an extensive program of exciting day trips throughout Ontario and further afield.

After several years of development and ongoing workshops, McIntosh Gallery unveiled the completed community mosaic mural led by local artist Susan Day and presented in partnership with the Regional HIV/AIDS Connection at Carepoint in late summer 2024. Leading up to the formal unveiling, community members were encouraged to engage with themes related to the project through targeted workshops and a free public film screening at Hyland Cinema. The award-winning film by Luara Poitras, *All the Beauty and the Bloodsheed*, was selected to be screened. The film chronicles the story of artist and activist Nan Goldin's career with a focus on her advocacy work during the HIV/AIDS crisis in the 80's, and her fight against the Sackler family for their role in the current opioid epidemic across North America, and perfectly captured the essence of the project.

L-R: Workshop attendees creating hand-pinched tiles for *In Our Midst*, a community mosaic mural led by artist Susan Day.
Visitors taking a closer look at *In Our Midst* at the formal unveiling, August 31, 2023.

Susan Day, *In Our Midst,* 2023. Commissioned community mosaic mural installed at Carepoint, 460 York St., London, ON. Presented in partnership with the Regional HIV/AIDS Connection with project funding provided by The Good Foundation Inc. and materials sponsored by Tucker's Pottery Supplies and Pottery Supply House.

In Fall 2023, we opened the collaborative exhibition *The Life Cycle of Celestial Objects Pts. 1 & 2*, which featured a number of ancillary programs open to the public for diverse audiences. Visitors of all ages were invited to participate in public artist talks, panel discussions and guided drawing workshops to expand their understanding of the works exhibited and the broader related field of space exploration. Winter 2024 began with a highly anticipated exhibition of recent works by former Londoner Paul Walde, each considering themes related to contested land use and Indigenous stewardship through robust multimedia and sound installation. Throughout the exhibition's run, Paul hosted an in-person guided exhibition tour of *Glacial Resonance*, in addition to a virtual panel discussion with a geologist who specializes in studying glaciers and glacial melt across North America.

The programming year closed out with the launch of concurrent exhibitions Matt Bahen: *Coming Down the Mountain* and The Coves Collective: *unclaim. unsettle. belong*, each of which featuring a significant program of community events and extended opportuniies for visitor engagement into the 2024-25 programming year.

PUBLIC PROGRAMS

Date: July 17, 2023
Activity: All the Beauty and the Bloodshed Screening
Partner: Hyland Cinema
Description: In anticipation of Susan Day's community mosaic mural coming to Carepoint in the coming months, McIntosh Gallery presented a free screening of the highly acclaimed documentary *All the Beauty and the Bloodshed* on July 17 at Hyland Cinema. The film tells the story of artist and activist Nan Goldin told through her slideshows, intimate interviews, ground-breaking photography, and rare footage of her personal fight to hold the Sackler family accountable for the overdose crisis.

Date: August 31, 2023
Activity: *In Our Midst* Community Mosaic Mural Unveiling
Partner: Carepoint
Description: More than a mosaic mural, this collaborative public artwork offers a profound expression of solidarity with those affected by the ongoing opioid crisis. Led by local artists Susan Day, this work comprises thousands of handmade tiles and marks a community commitment to the lives and wellbeing of people who use substances in our city while honouring those lost to overdose and drug poisoning.

Date: September 21, 2023
Activity: McIntosh Gallery & Art Now! Present: Brandon Vickerd
Partner: Department of Visual Arts, Western University
Description: Exhibiting artist Brandon Vickerd (Hamilton, ON) presented a public lecture on his studio practice with a focussing on his large-scale public sculpture works. Attendees were encouraged to engage with the artist by asking questions before attending the opening reception of *The Life Cycle of Celestial Objects* at McIntosh Gallery.

Date: September 28, 2023
Activity: Decolonizing Space Panel Discussion
Partner: Department of Visual Arts, Western University
Description: Hosted live on Zoom, select artists presented short lectures on their studio practices with a focus on works featured in *The Life Cycle of Celestial Objects* at McIntosh Gallery.

Date: October 21, 2023
Activity: (Re)Naming The Moon Workshop #1
Partner: Cronyn Observatory, Western University
Description: Attendees were taught about and how to sketch craters on the moon with exhibiting artist Bettina Forget. Together with staff, Forget led a moon crater drawing workshop at the Hume Cronyn Memorial Observatory, coinciding with International Observe the Moon Day.

Date: October 21, 2023
Activity: (Re)Naming The Moon Workshop #2
Partner: Cronyn Observatory, Western University
Description: Attendees were taught about and how to sketch craters on the moon with exhibiting artist Bettina Forget. Together with staff, Forget led a moon crater drawing workshop at the Hume Cronyn Memorial Observatory, coinciding with International Observe the Moon Day.

Date: November 9, 2023
Activity: Western Voices in Canadian Art
Partners: Woodstock Art Gallery, Fanshawe College
Description: Co-presented with the Woodsock Art Gallery and Fanshawe College, McIntosh Gallery supported the public lecture by art historian, museologist, author and professor Patricia Bovey, member of the Senate of Canada (2016-2023) and the Winnipeg Art Gallery's Director Emerita at Fanshawe College main campus.

Date: November 23, 2023
Activity: Bringing Space Back to Earth Panel Discussion
Partners: Institute for Earth and Space, Western University, York University
Description: Co-presented with Western Space, this hybrid panel discussion considered the impact of collecting material in space in order to analyze it back on earth. Panelists presented on their work and research, informed by the following: What does it mean to enter celestial matter into earthly collections of material culture? Does space exploration cause us to rethink or reconsider our place in the universe? How might a future discovery of extra-terrestrial life forms impact our perception of humanity?

Date: January 19, 2024
Activity: Artist-led Exhibition Tour
Partners: N/A
Description: Exhibiting artist Paul Walde (Victoria, BC) led attendees through an intimate, guided exhibition tour of *Glacial Resonance* at McIntosh Gallery. Attendees were encouraged to discuss the work with the artist before attending the public opening reception to follow.

Date: March 12, 2024
Activity: On Glaciers Panel Discussion
Partners: N/A
Description: Hosted live on Zoom, media artist Paul Walde (University of Victoria) conversed with professor of glacial geology Emmanuelle Arnaud (University of Guelph) with a focus on themes related to the exhibition Paul Walde: *Glacial Resonance*.

COMMUNICATIONS REPORT

With full operations restored after several years of pandemic closures and access modifications, the 2023-24 year saw the gallery's web and social media presence grow to further communicate our new and upcoming exhibition and public programming. Overall, virtual content in support of our operations and exhibitions garnered over 68,800 impressions over the course of the year.

Many of McIntosh Gallery's exhibitions and programs garnered media attention over the course of the year. Of note was the formal unveiling of Susan Day's community mosaic mural *In Our Midst* on International Overdose Awareness Day, which was featured in print, web and radio by such outlets as CTV London, CBC News and the London Free Press, to name a few.

In Fall of 2023, the gallery launched the expansive two-part exhibition *The Life Cycle of Celestial Objects* to much local interest and curiosity, with user-generated content being published across social media and on Reddit about Brandon Vickerd's public art installation *Alouette*. 2024 began with the launch of Paul Walde's solo exhibition *Glacial Resonance* at McIntosh Gallery, which generated significant media attention for its poetic response to climate data and Indigenous land sovereignty. The London Free Press, as well as the Gazette, Western News and CHRW Radio each ran stories about the exhibition featuring interviews with the artist.

Brandon Vickerd, *Alouette*, installation view as part of *The Life Cycle of Celestial Objects Pts. 1 & 2*. Curated by Helen Gregory and Joel Ong.

DONOR REPORT

Throughout 2023-2024 the McIntosh Gallery and its Annual Campaign generated $158,339.69 in individual donations to support our exhibitions, programs, and publications. We are grateful to all our donors for their generous contributions.

Fundraising Campaign Donors:

Mrs. Joy Abbott
Mr. Kevin Bice and Mrs. Daphne Bice
Mrs. Perry Clouston and Dr. John Clouston
Mr. Robert Collins and Mrs. Mary Lake Collins
Mrs. Marilyn Conklin and Dr. David Conklin
Ms. Roberta Cory
Mrs. Judy Davidson
Mr. Duncan de Kergommeaux
Professor Joel Faflak
Ms. Joyce Garnett
Ms. Margaret Glover
Ms. Connie Greger
Mr. Joseph Hubbard
Mr. Kirtley Jarvis
Ms. Shelley Kopp
Dr. David Laidler and Mrs. Antje Laidler
Mrs. Helen Luckman and Dr. Brian Luckman

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Professor Jan Shepherd McKee and Reverend Keith McKee
Ms. Rosemary Sloot
Dr. Florentine Strzelczyk
Ms. Wilda Thomas
Mr. Ian Tripp
Mrs. Viola Weil
Anonymous

L-R: Visitors at the opening reception of The Coves Collective: *unclaim. unsettle. belong.*
Workshop attendee stands with memorial tile for her late daughter at *In Our Midst* at the formal unveiling, August 31, 2023.

McINTOSH GALLERY TEAM

McIntosh Gallery Committee of the Board of Governors

Dr. Lindsay Bell

Henri Boyi

Dr. Spy Dénommé-Welch

Dr. Joel Faflak

Beth MacDougall-Shackleton

Marlene McGrath

Dr. Linda Miller

Dr. Alena Robin

Dr. Christine Sprengler

Syna Thakur

Dr. Sam Trosow

Full-time Staff

Lisa Daniels, Director (as of March 4, 2024)

Catherine Elliot Shaw, Acting Director (through to March 4, 2024)

Helen Gregory, Curator

Abby Vincent, Operations & Communications Coordinator

Part-time Staff

Dickson Bou, Preparator

Reilly Knowles, Community Engagement Coordinator

Brian Lambert, Collections Manager

Luvneet Rana, Registrar

McIntosh Gallery Art & Travel Committee

Joy Abbott

Stefan Andrejicka

Lorena Brown

Kathleen Brown

Mary Lake Collins

Susan Henderson

Catherine Littlejohn

Mary Redekop

Louise Sabourin

Sophie Skaith

Gabriella Sterescu

Wilda Thomas

Viola Weil

Nancy Wright

Student Volunteers

Kylie Copeland

Leena Mohamed Faleel

Work Study Staff

Vasu Kansra

Shayma Masaud-Wahaishi

Jessie Wang

MISSION & VISION

Mission:

McIntosh Gallery is a centre for the presentation and dissemination of advanced practices and research in the fields of art history and contemporary visual art. McIntosh serves the students, faculty and staff of Western University and the broader community of the City of London as a teaching and research resource. Ongoing programs and services actively promote innovative projects in the production, exhibition, interpretation, and collection of visual culture.

Vision:

To be nationally recognized as a leader among university-based public art galleries for creative interpretation and scholarly research in art and visual culture. McIntosh Gallery acknowledges the support of the Canada Council for the Arts, the Ontario Arts Council, Western University, Foundation Western, and our donors.

Land Acknowledgement:

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

Contemporary art, visual culture, and art history have long played an important role in facilitating constructive social, political, and diverse cultural conversations. As such, McIntosh Gallery stands by its responsibility to support the artistic freedom of all exhibiting artists by providing a safe and respectful space for them to express themselves and showcase their work and research. The works in this exhibition express the views of their creators and do not reflect the position of McIntosh Gallery or Western University.

We gratefully acknowledge the financial support of the Ontario Arts Council, the Canada Council for the Arts, Western University, Foundation Western, and our generous donors.

OUR SUPPORTERS AND PARTNERS

Outer cover: Visitors at the opening reception of *The Life Cycle of Celestial Objects Pts. 1 & 2.*

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ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

ITEM 15.0 – Discussion and Question Period

Christopher Alcantara, Senator:

Could senior leadership please clarify the university's policy regarding the interview and hiring process for Canadian and non-Canadian candidates for tenure-track positions at the shortlist stage? Recently, it was communicated that if a departmental shortlist includes one Canadian and two international candidates, the Canadian candidate must be interviewed first and, unless they are deemed to be unqualified, offered the position before international candidates are invited for interviews. Is this interpretation consistent with university policy and practice?

Miranda Green-Barteet, Senator:

Why was the undergraduate curriculum planning framework which sets minimum course enrolment guidelines not brought to Senate for broader consultation as a core element of academic planning and policy?

Madeline Bassnett, Senator:

Regarding the guidelines for undergraduate minimum course enrollment, the language in the Undergraduate Planning Framework document seems to veer towards using these minimum course enrollment numbers in prescriptive ways, rather than putting them forward as best practices guidelines. These minimum enrollments potentially create situations in which classes can be cut, LD appointments can be reduced, and/or class sizes can be increased. Deans are given the ability to make exceptions to the enrollment guidelines, but this power also takes decisions out of the hands of the Departments and Department Chairs. Could you provide insight into the financial and pedagogical criteria used in considering these minima, whether alternative metrics were considered, and how faculty input will be integrated as the guidelines are rolled out?

Jack Scott, Official Observer:

Members of the senior administration routinely speak publicly about the financial health of Western. What is prompting the pressure being placed on Units to reduce course offerings, cut LD/Part-time Appointments, reduce graduate funding and/or increase class sizes? Could the Senate please see the detailed financial case?

Mark Cleveland, Senator:

There is a wide gap in the learning objectives and pedagogy between first year courses (which are introductory in nature, providing students with an overview of topics and/or technical skills) and upper year, especially fourth-year classes. Whereas large class sizes are often appropriate for first and second-year core courses, the specialization topics that are found in the third and fourth years often are best delivered with a seminar-style format. In these classes, students will often take the lead discussing the materials. It is not feasible to have more than 20 students enrolled in a seminar-style course section. Elimination of seminar-style courses will have serious repercussions for student engagement and learning,

particularly for specialized/advanced topics, and will also mean that professors will have to embark on radical redesigns of many upper-level courses.

Anne Simon, Senator:

What was the rationale for establishing 35 students as the minimum threshold for course viability? Could those calculations please be shared with the Senate? Many Units have classes well above these minimums. Should that not balance out to allow courses with smaller class sizes to exist where deemed appropriate by those Units (e.g., for reasons of pedagogy, disciplinary requirements and norms, course accessibility for students, breadth of curriculum, etc.)?

Courtney Waugh, designate for an Official Observer UWOFA-Librarians/Archivists (LA) Representative:

What is motivating the decision-making around the proposed Microsoft storage reduction? Who is involved in this decision and who is making the decision? Given the cost implications of the new paid quota service for Microsoft, how will Western ensure that its faculty, librarians and archivists, staff and students are not financially burdened by this storage reduction? With the original move to Office 365 aimed at enhancing access and collaboration, how does introducing a fee-based model align with the university commitment to equitable support across all disciplines?

Johanna Weststar, Official Observer:

The elimination of the functionality of OWL Sakai for managing and sharing data and the proposed reduction in Microsoft storage space have serious implications for researchers who have been relying on these softwares for their research and codified them as verified technologies with their research ethics protocols. Over the years we have been explicitly instructed by the REBs to use OWL and One Drive/Sharepoint as secure and TRAC-approved ways to manage data sharing and storage. What alternatives is the administration providing to researchers with the loss of these? How is this being managed with the REB and protocols that might be out of compliance or require major amendments and work by researchers to find new solutions?

Mark Cleveland, Senator:

In light of the previous push for faculty and units to transition to Office 365 during COVID-19 as a way to minimize reliance on Roams access and support remote work, how does the proposed reduction in Microsoft storage align with the initial goals of adopting Office 365 for enhanced flexibility and accessibility? Considering that many faculty, librarians, archivists and research units shifted essential research and administrative files to this platform, what steps will be taken to ensure continuity and prevent disruptions to these workflows?

Mahmoud El-Sakka, Senator:

In OWL Sakai, students were identified by their ID number, which is also printed on their student ID card. However, in OWL Brightspace, students are identified by their email address, which is not printed on their student ID card. Note that, the student ID number has been completely eliminated from OWL Brightspace.
This discrepancy creates challenges, especially when multiple students have the same name. Proctors are unable to distinguish between students during exams because the email address is not on the student ID card, and the student ID number is missing from OWL Brightspace.
Would it be possible to integrate the student ID number as the primary identifier in OWL Brightspace? This adjustment would streamline the identification process and minimize confusion.

Kathleena Henricus, Senator:

In the 2023 integration of Brescia and Western, the library on Brescia's campus (The Beryl Ivey Library) was shut down as of May 1, 2024.
Many former Brescia students were upset by this decision, citing the physical accessibility of the space, the proximity to Clare Hall (which is still operational), the availability of accommodated student employment, and the community offered by the library as some of the many reasons for their disappointment.
According to the Brescia Library Integration FAQ, the 48.8K items from The Beryl Ivey Library are temporarily out of circulation but it has not been made clear when students will again have access to these materials. Many of these materials are relevant to students in former Brescia programs, like the Food & Nutrition program which now runs on the main campus. Students have expressed that requesting materials from other libraries does not adequately fill the gaps left by the non-circulation of Beryl Ivey materials.
Another concern is that students feel there are an inadequate number of study spaces & libraries accessible on campus, citing consistent overcrowding and the unavailability of study rooms. And yet, Western's Strategic Report (Towards 150 at Western) highlights the university's desire to expand student enrollment to 50,000 students in the future, which is an addition of close to 14,000 students, without an explicit commitment to increasing the number of libraries or study spaces.
The Strategic Report does promise to invest in libraries to support scholarship and research, but the closure of The Beryl Ivey Library seems inconsistent with this commitment.
With former Brescia students speaking to the value The Beryl Ivey Library provided them throughout their studies and with students across campus struggling to find adequate space to study, we are wondering what Western's intentions are for the now de-operationalized Beryl Ivey Library as well as the space the Library currently occupies. Moreover, when students will have access to, at minimum, the library materials again.

Matheus Sanita Lima, Alexandra Lukawski, George Philip, and Christopher Alcantara Senators:

> At the October Senate meeting, President Shepard addressed concerns about possible changes to graduate funding levels, assuring Senate members that the university's funding model remained unchanged. These assurances were very much appreciated and aligned closely with the President's arguments in the Toronto Star about "what we all stand to lose if we keep cutting off international students." However, just last week, departments within the Faculty of Social Science were informed that their graduate funding allocations for the upcoming year would be reduced to 50% of last year's levels. This reduction poses serious risks—not only for graduate students but also for undergraduate education, which relies on TAs for tutorials and grading, and for the university's overall research productivity and innovation. What steps will senior leadership take to ensure that Western protects what we all stand to lose if we cut off graduate funding and the flow of graduate students into Western next year and beyond?

Greg Beckett, Senator:

> The Faculty of Social Science has been informed that graduate funding will be reduced by 50% next year, leaving departments with only half the TAs they typically rely on. Every TA lost is 280 hours of work that will need to be done by a faculty member. This is thousands of new hours of work being piled onto every department. Given that Social Science is a key provider of required essay courses at Western, what is the Provost's plan to address this substantial increase in workload across campus? For example, is the Provost's office developing a framework to set and enforce maximum course enrolments to mitigate this strain?

Matheus Sanita Lima, Senator:

> How does the Western Administration plan on addressing concerns recently brought forth by the master students (cohort 2024/25) of the Global Health Systems program related to the MAP 1.1 policy's implications on not only academic freedom but also current and future career opportunities within their field?

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.