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, October 11, 2024, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0 Land Acknowledgement

2.0 Minutes of the Meeting of September 13, 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 (M. Cleveland)**

    6.1 Revisions to SUTA Regulations — Approval

    6.2 2023-24 Annual Report of the Senate Review Board Academic — Information

7.0 **Report of the Nominating Committee (S. Schmid)**

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

8.0 **Report of the Senate Committee on Academic Policy (K. Yeung)**

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

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

    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   Approval

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

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

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

    11.1   Announcement of a Vice-Chair of the University Research Board   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)   Appointment of Officers of Convocation   Information

    13.2   Items from the Senate Nominating Committee

        13.2(a)   Temporary Replacement for the Committee Member: Subcommittee on Program Review – Undergraduate (SUPR-U)   Information

    13.3   Items from the Senate Committee on Academic Policy

        13.3(a)   Faculty of Engineering: Revisions to the Policies on "Progression Requirements – Engineering" and "Undergraduate Course Credit"   Approval

    13.4   Items from the Senate Committee on Academic Curriculum and Awards

        13.4(a)   School for Advanced Studies in the Arts and Humanities: Renaming of the Major in Arts and Humanities   Approval

        13.4(b)   Department of English and Writing Studies: Revisions to the Admission and Program Requirements of the   Approval

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Geoffrey Little 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 September 13, 2024

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on September 13,
                            2024, be approved as circulated.

ATTACHMENT(S):

Minutes of the September 13, 2024 Meeting

MINUTES OF THE MEETING OF SENATE

September 13, 2024

The meeting was held at 1:30 at the Somerville House, Great Hall

SENATORS:

A. Agyapong	C. Hall	M. Modeski
C. Alcantara	L. Henderson	I. Namukasa
S. Bahadoor	K. Henricus	D. Neufeld
M. Bassnett	J. Herrera	A. Nocilla
S.H. Beatty	J. Ijam	K. Olson
J. Beecroft	J. Jin	V. Parsa
B. Begg	I. Johnsrude	I. Paul
K. Bertrand	A. Jokhu	P. Pexman
N. Borradaile	E. Kamimura	G. Philip
A. Botterell	M. Kim	S. Powell
S. Buhrow	H. Kirk	A. Puvirajah
A. Bryson	D. Kotsopoulos	D. Robinson
J. Campbell	D. Laird	M. Sanita Lima
K. Choi	J. Lamarche	S. Schmid
A. Christie	L. Logan	A. Shepard
B. Chronik	L. Lingard	K. Siddiqui
M. Cleveland	G. Little	A. Simon
N. Coates	A. Liu	Z. Sinel
K. Coley	A. Lukawski	D. Smith
A. Cooke	T. Mantler	F. Strzelczyk
E. Da Costa	O. Matthews	S. Whitehead
L. Davis	M. McGrath	N. Zabian
M. Davison	D. Meister	A. Zecevic
M. El-Sakka	A. Meyer	
J. Garland	M. Mills	

Observers: C. Bressette, L. Cho, C. Chung, J. Doerksen, E. Kalaydjian, N. Keyghobadi, S. Lewis, E. Marshall, M. Medapati, O. Oloya, S. Roland, V. Sarkany, J. Scott, J. Weststar

LAND ACKNOWLEDGEMENT

A. Bryson offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of June 7, 2024

It was moved by D. Laird, seconded by J. Garland,

    That the minutes of the meeting of June 7, 2024, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

A. Shepard, President and Vice-Chancellor, referred to the written report distributed in advance of the meeting and welcomed new and returning Senators to the first meeting of the 2024-25 academic year.

A. Shepard began his report with an overview of the summer activities that had been successfully completed, including the organization of summer camps, hosting the Ontario Summer Games and hosting the International Education Conference for Counsellors and Admission Officers. Additionally, the President reported on the successes during OWeek.

As part of his report, A. Shepard commented on a variety of ongoing matters, including the issues with enrollment of international students, the establishment of the new Western Launch program, and the opening of the Ronald D. Schmeichel Building for Entrepreneurship and Innovation.

A. Shepard concluded his report by describing activities planned for the upcoming Homecoming.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) began her report with an overview to the provincial context for the budget considerations for the 2025-26 year.

The Provost continued her report with a Leadership update, including senior leader hires, renewals and new searches. Additionally, F. Strzelczyk announced J. Oliver, the new Chief Technology Officer, will join Western as of December 1, 2024.

ITEM 4.1 – Report of the Convocation Task Force

F. Strzelczyk, Provost & Vice-President (Academic), referred to the materials in the agenda and presented the final report of the Convocation Task Force (Appendix A).

In response to a question regarding prospective changes to the ceremonies, F. Strzelczyk noted that various strategies were already implemented to address the increased number of students.

Additionally, F. Strzelczyk responded to questions of clarification concerning future updates on the proposed capital project, a shuttle service for students and their families traveling to and from campus, and parking availability downtown.

The Provost concluded her presentation by inviting all faculty members to volunteer to participate in an academic procession during Convocation.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

P. Pexman, Vice-President (Research), provided a verbal update on the research activities conducted over the summer. She began her report by acknowledging the outstanding contributions of Western researchers who have been recognized for their exceptional work and have been honored with prestigious awards.

P. Pexman continued her report by outlining Western's high-level priorities, including interdisciplinarity, internationalization and research funding. Additionally, she announced an ongoing search for the next Director of the Western Academy for Advanced Research and the appointment of Alison Allan as the new Associate Vice-President (Research), effective October 1, 2024.

P. Pexman concluded her report by highlighting the ongoing support provided to researchers in achieving their research objectives and funding goals.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee, D. Kotsopoulos presented the report of OAC.

ITEM 6.1 – Announcement of a Vice-Chair of the Operations/Agenda Committee

D. Kotsopoulos announced the Vice-Chair of OAC (Mark Cleveland) for a term from July 1, 2024 to June 30, 2025.

ITEM 6.2 – Faculty of Education: Revisions to the Faculty Council Constitution

It was moved by D. Kotsopoulos,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that effective September 13, 2024, the Faculty of Education Faculty Council Constitution be revised as shown in Item 6.2.

CARRIED

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, D. Kotsopoulos provided the report of the Nominating Committee.

ITEM 7.1 – Announcement of a Chair and Vice-Chair of the Senate Nominating Committee

D. Kotsopoulos announced the Chair and Vice-Chair of the Nominating Committee (Donna Kotsopoulos, Susanne Schmid) for the terms from July 1, 2024 to June 30, 2025.

ITEM 7.2 – Membership – Faculty Scholar Selection Committee

Miriam Capretz was acclaimed to the Faculty Scholar Selection Committee for a term from July 1, 2024 to June 30, 2025.

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

Xianbin Wang was acclaimed to SCUP as a faculty member who is a member of Senate at the time their term on the Committee begins, for a term from July 1, 2024 to June 30, 2025.

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

K. Yeung announced the Chair and Vice-Chair (Ken Yeung, Mark Cleveland) of the Senate Committee on Academic Policy for the terms from July 1, 2024 to June 30, 2025.

ITEM 8.2 – Request for a Temporary Exemption from the Definition of Full-Time Student and Part-Time Student in the Policies on "Course Load" and "Registration and Progression in Three-Year, Four-Year and Honours Programs" Regarding the Admission of International Students

M. Modeski, University Registrar, provided a brief overview of the proposal, explaining the rationale behind the requested exemptions. She emphasized the need for these adjustments to address current challenges related to delays in obtaining study permits for international students who have already been admitted.

It was moved by I. Paul, seconded by S. Schmid,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024 to August 31, 2026, an exemption from the definition of full-time student and part-time student in the policies on "Course Load" and

"Registration and Progression in Three-Year, Four-Year and Honours Programs" be granted to solely accommodate the admission of international students with delayed study permits, enabling them to begin as full-time students in the Winter term.

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

S. Roland announced the Chair and Vice-Chair of the Senate Committee on ACA (Sophie Roland, Jose Herrera) for the terms from July 1, 2024 to June 30, 2025.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

ITEM 10.1 – Announcement of a Chair of the Senate Committee on University Planning

D. Laird announced that he was elected as the Chair of SCUP for a term from July 1, 2024 to June 30, 2025. F. Strzelczyk, the Provost & Vice-President (Academic) is ex-officio Vice-Chair of the committee.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

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

It was moved by J. Ijam, seconded by G. Little,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective September 13, 2024, the terms of reference of the Senate Committee on University Teaching Awards be revised as shown in Item 13.1(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.1(b) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Operations/Agenda Committee

It was moved by J. Ijam, seconded by G. Little,

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

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(c) – Speaking Rights at Senate – Chair of the Senate Committee on Academic Policy (Policy).
- ITEM 13.1(d) – Senate Membership – Vacancies Filled by Appointment.

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

ITEM 13.2(a) – Revisions to the Policy on "Administration of Examinations"

It was moved by J. Ijam, seconded by G. Little,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on "Administration of Examinations" be revised as shown in Item 13.2(a).

CARRIED BY UNANIMOUS CONSENT

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

ITEM 13.3(a) – Faculty of Information and Media Studies: Renaming of the "Media, Information, and Technoculture" Subject Area as the "Media and Communication Studies" Subject Area

It was moved by J. Ijam, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the "Media, Information, and Technoculture" Subject Area be renamed as the "Media and Communication Studies" Subject Area as shown in Item 13.3(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(b) – Faculty of Science, Western Integrated Science Program: Withdrawal of the Honours Specialization in Integrated Science with Computer Science

It was moved by J. Ijam, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in Integrated Science with Computer Science, offered by the Western Integrated Science Program in the Faculty of Science, be discontinued, and

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

That the module be withdrawn effective September 1, 2029.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(c)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Philosophy (PhD) in Music (Fields of Musicology and Music Theory)

It was moved by J. Ijam, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Doctor of Philosophy (PhD) in Music (fields of Musicology and Music Theory) be revised as shown in Item13.3(c)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(c)(ii) – School of Graduate and Postdoctoral Studies: Withdrawal of the Global Health Systems in Africa Collaborative Specialization

It was moved by J. Ijam, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, admission to the Global Health Systems in Africa Collaborative Specialization be discontinued, and

That students currently enrolled in the Collaborative Specialization be permitted to graduate upon fulfillment of the program requirements by August 31, 2027, and

That the Collaborative Specialization be withdrawn September 1, 2027.

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.3(d) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Integrated Science, Jewish Studies (Huron University College and King's University College), and Social Work (King's University College).
- ITEM 13.3(e) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Gender, Sexuality, and Women's Studies, History, and Social Work (King's University College).
- ITEM 13.3(f) – Revised 2024-25 Sessional Dates – Ivey Business School, HBA Program.
- ITEM 13.3(g) – Report of the Subcommittee on Undergraduate Academic Courses (SOC) (January 2024 – June 2024).
- ITEM 13.3(h)(i) – New Donor-Funded Scholarships, Awards and Prizes.

- ITEM 13.3(h)(ii) – New Western-Funded Scholarships, Awards and Prizes.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

ITEM 13.4(a) – Revisions to the Supply Chain Canada Chair

It was moved by J. Ijam, seconded by G. Little,

> That on the recommendation of the Senate Committee on University Planning, Senate approve and recommend to the Property and Finance Committee of the Board of Governors, that effective September 17, 2024, the criteria for the selection of the Supply Chain Canada Chair in the Ivey Business School be revised as shown in item 13.4(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(b) – Revisions to the First and Second Wolfe-Western Fellowships At-Large for Outstanding Newly Recruited Research Scholars

It was moved by J. Ijam, seconded by G. Little,

> That on the recommendation of the Senate Committee on University Planning, Senate approve and recommend to the Property and Finance Committee of the Board of Governors that effective September 30, 2024, the first and second Wolfe-Western Fellowships At-Large for Outstanding Newly Recruited Research, be revised as shown in Item 13.4(b).

CARRIED BY UNANIMOUS CONSENT

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.5(c) – Convocation Academic Procession Invitation.

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

- ITEM 13.6(a) – Honorary Degree Recipient - Autumn 2024.

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:

In response to the questions regarding Policy 1.1.1 (Prohibition of Camping on University Property), A. Shepard advised that the new policy and procedure were paused for further consultation. The President highlighted the main objectives of the policy and emphasized the

level of resources required in order to maintain safety for all involved.

In response to a question regarding the investment report, L. Logan, Vice-President (Operations & Finance), stated that the Western University Responsible Investing Annual Report will be presented later this year, and noted the delay is due to competing priorities, such as the Brescia-Western integration.

In response to a question regarding Western's support and resources necessary for exams for online courses, M. Modeski advised that the Office of the Registrar is responsible for scheduling the exams and providing the necessary resources. She also noted that the deadline for requesting an in-person exam for an online course for 2024 has passed. Additionally, she mentioned that some students registered for online courses, especially during the summer, as they are not physically present in London and therefore prefer to have exams online.

L. Logan addressed questions regarding the campus road closures, emphasizing that closures occur annually during OWeek. However, this year they were extended due to the ongoing labour dispute. The extended measures were implemented to enhance the safety of picketers, students and employees, as the safety of all community members is the key priority for the University. Additionally, she addressed concerns regarding public transportation and clarified that the issues with city buses are unrelated to the road closures, as London Transit buses will not enter the campus during labour disruption.

Questions of clarification were added regarding the future consultation for policy 1.1.1, accessibility issues related to traffic congestion, and the provincial mandate to ensure greater efficiencies for universities.

In response to a question regarding the strike, A. Shepard highlighted the commitment to support the right of individuals to strike in compliance with the law.

ADJOURNMENT

The meeting adjourned at 2:54 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

The Future of Convocation at Western

Report of the Convocation Task Force

Presentation to Senate
September 13, 2024

Western

Convocation Task Force

- **Amy Bryson** – University Secretary (Chair)
- **Temi Akin-Aina** – Associate Vice-President, Alumni Relations
- **Waliu Alaka** – Graduate Student
- **Chris Alleyne** – Associate Vice-President, Housing & Ancillary Services
- **Pauline Barmby** – Professor, Faculty of Science
- **Kelly Burke** – Executive Director, Office of the Provost (Provost's designate)
- **Sherif Elmagrabhy** – Undergraduate Student
- **Joan Finegan** – Director of Convocation
- **Kibret Mequanint** – Marshal of Convocation
- **Valerie Sarkany** – Deputy Registrar
- **Caroline Whippey** – Associate University Secretary/ Associate Director of Convocation

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Alumni Hall: challenges and considerations

Accessibility

Parking

Venue space constraints

Timing and resource investment

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Identified priorities from community consultations

✓ Accessibility for all Convocation venues and activities.

✓ The on-campus experience is an important element of Convocation celebrations for graduates, guests, and volunteers.

✓ Western traditions are valued by our community – we are "purple and proud."

✓ Parking and transportation must be considered regardless of venue location

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Identified priorities for alternate venues

✓ Ceremony stage and seating for graduates and guests

✓ Student line-up

✓ Academic procession gathering and line-up

✓ Distribution of regalia and diplomas

✓ Guest waiting area if they are not able to be seated upon arrival

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Proposed alternate venues

Alumni Hall
- Current challenges will soon be insurmountable
- Facility upgrades required

Thompson Arena/Rec Centre
- Currently not viable given seating and HVAC issues
- With upgrades, could meet future needs
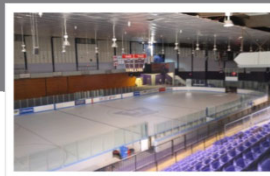
Budweiser Gardens
- Addresses all current challenges
- Fanshawe using this venue since 2022

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Accepted recommendations and next steps

Short-Term
- Temporarily re-locate Convocation off-campus for a period of at least 5 years
- Budweiser Gardens recommended
- Beginning June 2025

Ceremony size and timing
- Increase number of graduates from roughly 400 to 850
- Maintain current timing of ceremonies

Long-Term
- Convocation to return to an on-campus event
- Commence capital-planning process for construction/renovation of multi-purpose facility that meets current and future Convocation needs

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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: October 4, 2024

Re: Monthly report for October 2024

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of September 6, 2024.

Truth and Reconciliation Week and launch of allyship principles: Thank you to the Office of Indigenous Initiatives (OII) for leading a meaningful and reflective week of events and learning opportunities in recognition of the National Day for Truth and Reconciliation. As a community, we must commit to continuing learning, reflection, and action year-round in response to the 94 [Calls to Action of the Truth and Reconciliation Commission](#). To help with this work, OII has launched *[Principles for Building Allyship with Indigenous peoples at Western](#)*.

Schmeichel Building for Entrepreneurship and Innovation opening: On September 27, we welcomed alumni, donors, students, and guests for the official opening of the Ronald D. Schmeichel Building for Entrepreneurship and Innovation. It was an honour to thank Ron Schmeichel (JD'95) for his transformational gift and recognize many other supporters. Western's first net-zero building, this defining new space will bring entrepreneurial opportunities and training to students, faculty, staff, and alumni from across Western.

Western and Fields Institute launch new mathematics centre: Western and the Fields Institute for Research in Mathematical Sciences signed a new agreement to create space for workshops, conferences, international researchers, summer schools, and a new research hub called the Centre for Network Science. The Fields-Western Collaboration Centre will be housed in the Western Science Centre, under the School of Mathematical and Statistical Sciences.

Starling Centre for Just Technologies and Just Societies: the Faculty of Information & Media Studies officially opened its [new collaborative research centre](#) focused on social accountability in datafied society through "interdisciplinary investigations and solidarity-based efforts to advance greater civic participation and engagement assessing the impacts of digital data, artificial intelligence, and related technologies."

New Endowed Chair in English Literature: on September 12, we announced a $1.5 million gift from Jim and Eva Good to establish the James and Eva Good Chair in English Literature in the Faculty of Arts & Humanities. Both dedicated alumni and donors, Jim is a former Dean and Professor Emeritus while Eva is a longtime volunteer, former Board Member, and a past president of the Western Alumni Association. Matched by $1.5 million from Western, the donation will help recruit a leading scholar in the Department of English and Writing Studies.

Fall Convocation: We look forward to celebrating convocation **October 23, 24, and 25.** In addition to welcoming a new cohort of graduates, we will be conferring an honorary degree on **Maimuna Kanyamala** of Tanzania, an entrepreneur, feminist, women's advocate, and longtime partner with *Western Heads East*. Members of Faculty, Senate, the Board of Governors and Emeritus/a Professors/Librarians/Archivists are invited to [join the Academic Procession](#).

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

- **2024 Western Research Excellence Awards**:
  - Outstanding Emerging Scholars: **Emma Duerden** (Education), **Ryan Liss** (Law)
  - Outstanding Scholars: **Isha DeCoito** (Education/Science), **Arghya Paul** (Engineering)
  - Lifetime Achievement Awards: **Jing Jiang** (Engineering), **Veronica Pacini-Ketchabaw** (Education)

- **2024 Alumni Awards**:
  - Dr. Ivan Smith Award - **Rick Konrad** (BA'75)
  - Young Alumni Award - **Thomas Neumann** (BSc'11)
  - Community Service Award - **Janelle Coultes** (BSc'01)
  - Professional Achievement Award - **Nils Petersen** (BSc'72)
  - Professional Achievement Award - **Susan Haigh** (MLIS'87)

- o Music Wall of Fame - **Brian McIntosh** (BA(Mus)'79), **Jamie Hillman** (BMus'05)
  - o Science Alumni Award of Achievement - **Amanda Holden** (BSc'87)
  - o Arts & Humanities Alumni Award of Achievement - **Kadie Philp** (BA'05, MA'07)
  - o Health Sciences Lifetime Achievement Award - **Louise Taylor** (BScN'82)
  - o Health Sciences New Alumni Award - **Adam Ly** (BHSc'14, MSc(OT)'16)

- **Global Undergraduate Awards:** Western had four global winners and four regional winners (best in North America) in this annual international competition:

  - o Global winners/categories: **Christy Yi-Qing Xie**, Chemical & Pharmaceutical Sciences, **James Kenneth**, Classical Studies & Archaeology, **Hongshu Wang**, Mass Communications, and **Diana Maria Urian**, Psychology.

  - o Regional winners/categories: **Katrina Crone**, Art History and Theory, **Shan Malhi**, Law, **Gabriella Violet Scott Simonelli**, Life Sciences, and **Emma Cleland**, Literature.

- **Manuel Montero-Odasso** (Schulich) named Fellow of the Canadian Academy of Health Sciences.

- Deep Breathe, a startup founded by **Rob Arntfield** (Schulich) that develops AI-powered ultrasound diagnostic systems, won xTechInternational, a US-army-sponsored competition.

- **Caroline Nettekoven** (Postdoctoral Research Fellow) awarded The Wellcome Early Career Award.

- **Celia Carrasco Gil** (Doctoral student, Arts and Humanities) received the *Prize for the Promotion of Artistic Talent,* from the Government of Navarra.

- **Jeffrey Marder** (BA'90) appointed Canada's Ambassador to the Kingdom of Spain.

- **Jeff Toyne** (BMus'97) won an Emmy Award for composing the theme song for the TV series *Palm Royale*.

- **Stephanie Curcio** (JD'15) and **Melissa Munro** (BHSc'10, BScN'13) have been named by Women of Influence as finalists for the Ones to Watch Awards, as part of the *2024 RBC Canadian Women Entrepreneur Awards*.

- **George Dolhai** (LL.B. '87) named Director of Public Prosecutions and Deputy Attorney General of Canada.

Leadership updates:

John Yoo has been reappointed Dean, Schulich School of Medicine & Dentistry, for a second term, beginning July 1, 2025, through June 30, 2030.

Jason Oliver has been appointed as Chief Technology Officer, effective December 2, 2024.

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 6.1 – Revisions to SUTA Regulations

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Recommended: 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

EXECUTIVE SUMMARY:

The Senate Committee on University Teaching Awards (SUTA) reviewed its Regulations and the proposed revisions are summarized below:

- Including Teaching Scholars in the eligibility criteria

- Updating gender-specific references (i.e., changing "he or she" to "they")

- Adding a requirement for nominees to include a table of contents in their dossier

- Adding a requirement that Robinson nominees confirm the date of their first full-time teaching appointment

- Clarifying and re-organizing the factors to be considered by SUTA in adjudicating the awards

- Adding Indigenization and Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) criteria

ATTACHMENT(S):

Western Awards for Excellence in Teaching – SUTA Regulations

WESTERN AWARDS FOR EXCELLENCE IN TEACHING

A.   A List of the Annual Awards for Excellence in Teaching

A total of seven awards are available annually in four categories:

- Up to six awards may be distributed among the Edward G. Pleva Award for Excellence in Teaching, the Marilyn Robinson Award for Excellence in Teaching, and the Angela Armitt Award for Excellence in Teaching by Part-Time Faculty. If in any year there are no recipients of the Marilyn Robinson Award, up to five awards may be given in the Pleva and Armitt categories combined.
- One additional award may be given in the "Western Award for Innovations in Technology-Enhanced Teaching" category.

1.   The Edward G. Pleva Award for Excellence in Teaching

All continuing members of full-time* faculty who are either Limited Term**,** ~~or~~ Tenured **or Continuing** at the University and its Affiliated University Colleges are eligible for nomination**, as are physicians with a Continuing appointment**. **Probationary members who previously held a Limited Term appointment and have more than seven years of continuous service as full-time faculty are also eligible for nomination.** Previous recipients of this award are ineligible for re-nomination.

Award recipient(s) will receive a medal and commemorative scroll. In addition, award recipients' names will be inscribed on a plaque which will be displayed in a prominent location in the University.

The University Awards for Excellence in Teaching were created in 1980-81. In 1987, the awards were named in honour of Edward Gustav Pleva, Western's first geography teacher in 1938. Dr. Pleva was Head of the Department of Geography from the time it was established in 1948 until 1968. He has received a number of teaching awards for his contribution to the development of modern geographical education in Canada at all levels. His special area of interest is the Great Lakes region.

Dr. Pleva has acknowledged that, "Teaching has always been central to my career. My only claim to recognition rests in the relationship I have with the thousands of geography students in the classes I taught. I appreciate the many awards, including the Massey Medal, I have received as a teacher. In my opinion teaching is one of the highest callings."

* For the purposes of this award, Clinical Academics appointed under Conditions of Appointment for Physicians (2018) are eligible for nomination.

2.   **The Angela Armitt Award for Excellence in Teaching by Part-Time Faculty**

The award for excellence in teaching by part-time faculty was established at Western in 1989-90. It is to be awarded based on evidence of continued outstanding contributions to the academic development of students.

All part-time** members of faculty of the University and its Affiliated University Colleges are eligible for nomination for the award. Previous recipients of the award are ineligible for re-nomination.

Award recipient(s) will receive a medal and commemorative scroll.
In addition, award recipients' names will be inscribed on a plaque which will be displayed in a prominent location in the University.

In 2003, the award was renamed in honour of Angela Mary Armitt (BA'36, MA'67, LLD'87), a champion of life-long learning, and Western's first Dean of the Faculty of Part-Time and Continuing Education.
In addition to her honorary degree from Western in 1987, York University conferred a Doctor of Laws upon her in 1975 as "one of education's best ambassadors." A much-loved administrator, she was dedicated to helping others achieve their university degrees and she travelled to the many extension centres where adult students were able to work towards a university degree on a part-time basis. She described herself as, "the first travelling saleswoman extolling the virtues of a degree from Western."

** For the purposes of this award, a part-time faculty member is one who held an academic appointment to teach at least one full (1.0 or equivalent) degree-credit course offered by Western or an Affiliated University College during the fiscal year (May 1 through April 30) preceding nomination, and was not a regular full-time faculty member, visiting faculty member, or graduate teaching assistant during the fiscal year (May 1 – through April 30) preceding nomination.

3.   **The Marilyn Robinson Award for Excellence in Teaching**

In 1996-97, this award for excellence in teaching was established at Western to be awarded based on evidence of outstanding contributions in the area of classroom, laboratory, or clinical instruction.

All continuing members of full-time faculty who are either Limited Term or Probationary at the University and its Affiliated University Colleges, **including Limited Term physicians,** and who usually have seven years

or less of full-time university teaching experience at the time of their nomination are eligible for nomination for the award. Previous recipients of this award are ineligible for re-nomination.

Award recipient(s) will receive a commemorative scroll. The award recipient will also be presented with an item that is emblematic of Marilyn's love for beauty and life: a framed reproduction of an artist such as Georgia O'Keefe or Claude Monet, to be selected by the recipient in consultation with the Centre for Teaching and Learning. In addition, the award recipients' names will be inscribed on a plaque which will be displayed in a prominent location in the University.

Marilyn Robinson was an enthusiastic and inspirational lecturer who was much loved and respected by both colleagues and students. In her roles as Assistant Professor in Physiology and Coordinator of the Educational Development Office, she helped raise the profile of teaching at Western. One special gift was an ability to establish a rapport with students: she was always available for students, and each was dealt with warmly and compassionately, whether it was to discuss an academic or a personal problem. Through interaction with many colleagues she became captivated with the idea of exciting students by means of active learning and problem solving, and convinced many throughout the University of the benefits of this approach. Her expertise was recognized with many teaching awards including the 3M Teaching Fellowship and the Excellence in Teaching Award (Pleva).

4.   **Western Award for Innovations in Technology-Enhanced Teaching**

Skillfully and meaningfully integrating technology into a course in order to benefit student learning is a complex endeavour. Continuing to innovate, reflect, and improve the integration of technology across courses is a recognition of the capacity of technology to enhance student learning. The Western Award for Innovation in Technology-Enhanced Teaching is meant to recognize and reward the contributions of faculty members at Western University and its Affiliated University Colleges who have significantly improved the experience and outcomes of their students through the intentional incorporation of technology into their teaching practice.

All continuing members of faculty who are Tenured, Probationary, or Limited Term at Western or the Affiliated University Colleges are eligible for nomination. In addition, part-time*** members of faculty are also eligible for nomination. Previous recipients of this award are ineligible for re-nomination.

*** For the purposes of this award, a part-time faculty member is one who held an academic appointment to teach at least one full (1.0 or equivalent)

degree-credit course offered by Western or an Affiliated University College during the fiscal year (May 1 through April 30) preceding nomination, and was not a regular full-time faculty member, visiting faculty member, or graduate teaching assistant during the fiscal year (May 1 – through April 30) preceding nomination.

The award winner will receive a medal and commemorative scroll. The award recipients' names will be also inscribed on a plaque, displayed in a prominent location in the University. Each winner's achievement will be captured as an on-line video and profiled on the Western Award for Innovation in Technology-Enhanced Teaching microsite maintained by the Centre for Teaching and Learning.

B.   The Awards Committee (SUTA)

The Senate Committee on University Teaching Awards (SUTA) will consider the nominations. Wherever possible, SUTA seeks a consensus regarding the awards on the basis of the materials contained in dossiers submitted to the University Secretariat. The Chair of SUTA and the University Secretariat are willing to provide informal advice on the preparation of dossiers.

C.   Nomination Procedure (All Categories)

Nominations may be initiated by an individual or group, including students, alumni, fellow faculty members, Deans, and Department Chairs. However, all nominations should be submitted by the primary nominator(s) through the Dean of the nominee's Faculty or School, or President of the nominee's Affiliated University College. The Dean or President is ultimately responsible for the compiling of the nomination dossier and for forwarding the electronic copy as one PDF file to the University Secretariat no later than January 15. See additional information below about formatting of the electronic dossier in Section D. Regardless of who initiates the nomination, consultation with other relevant parties, including the Faculty's or Department's Awards Committee, is strongly advised.

Nominators are encouraged to view dossiers of previously successful nominees. Electronic dossiers from the previous three years can be accessed by submitting a request for access to the University Secretariat, contingent upon the contents of those files containing statements to permit public viewing.

Nominees will be given the opportunity to decline to let their names stand and should be given the opportunity to attest to the completeness of the dossier prepared for viewing by the nominator(s).

Each nomination dossier must contain a single official letter of nomination, which can be prepared by up to two co-nominators. The nominator(s) should

be familiar with the nominee and the contents of the dossier.

The Committee strongly suggests that letters of support be solicited by the nominator(s) rather than by the nominee. The nominator(s) is(are) responsible for advising those individuals who will be forwarding letters of support that their letters will be available for public viewing if permission is given by a winning nominee for general viewing through the University Secretariat. All letters of support must include a Release Statement (see Section D).

All nomination dossiers must include a consent form signed and dated by the nominee containing the following statements:

1. *I hereby agree to let my name stand for consideration by the Senate Committee on University Teaching Awards (SUTA) for the Angela Armitt/Edward G. Pleva/Marilyn Robinson/Innovations in Technology-Enhanced Teaching (select one) award.*

2. *I hereby attest to the completeness of the dossier prepared on my behalf for viewing by SUTA.*

3. *I do/do not (select one) grant permission for the release of my dossier for general viewing through the University Secretariat, should I be selected as a recipient of the award.*

D.   Format for Nominations

The nomination dossier shall be submitted electronically to the University Secretariat as a single PDF file by the deadline. **The dossier must have a Table of Contents.** Up to eight sections, as listed below, must be bookmarked in the electronic file for easy navigation. Material included in the dossier must have a font size of 12 and page margins not less than 1 inch (2.5 cm).

The material submitted to the Committee should relate directly to the current nomination. Promotion and tenure letters or news media relating to other awards or relaying unfocussed opinions are unacceptable. Letters dealing specifically with teaching in a broad context are more useful than letters relating to the nominee's standing in the profession or to other matters.

Material in excess of the page limits indicated below will be removed from the dossier.

Release Statement for Public Viewing:

The nominator(s) will determine which letters of support from peers,

colleagues and students will be included in the dossier**.**

The successful nominee may grant permission to release his/her dossier for public viewing. At the bottom of each letter – including the letters from the primary nominator(s) and from the Dean – the following statement should be included with "do" or "do not" clearly indicated:

I do/do not grant permission for my letter to be included in the dossier if the nominee agrees to release the dossier for general viewing through the University Secretariat.

The nominator(s) is(are) responsible for ensuring that this statement is clearly shown in **all letters** included in the nomination dossier (i.e., letters for items 1, 2, 5 and 6 below).

FORMAT FOR NOMINATIONS: **PLEVA, ARMITT, AND ROBINSON AWARDS**	FORMAT FOR NOMINATIONS: **INNOVATIONS IN TECHNOLOGY-ENHANCED TEACHING AWARD**
1. Letter from Primary Nominator(s): This letter will initiate the dossier. Ideally, the nominator(s) will have taken a leading role in the compiling of the dossier. The pertinent criteria listed in **Section E** must be addressed and be organized under relevant subheadings. The nominator(s) should clearly identify the nominee's contributions to the relevant activities.	**1. Letter from Primary Nominator(s):** This letter will initiate the dossier. Ideally, the nominator(s) will have taken a leading role in the compiling of the dossier. The pertinent criteria listed in **Section F** must be addressed and be organized under relevant subheadings. The nominator(s) should clearly identify the nominee's contributions to the relevant activities.
2. Letter from the Dean: If the Dean is not one of the primary nominators, **they** ~~he or she~~ may wish to endorse the nomination by way of a supporting letter.	**2. Letter from the Dean:** If the Dean is not one of the primary nominators, **they** ~~he or she~~ may wish to endorse the nomination by way of a supporting letter.
3. Curriculum Vitae of the Nominee (<u>not to exceed five pages</u>): This is essential to enable the Committee to consider the nominee properly. Teaching-related activities should be prominent in the CV. SUTA recommends that the number of published articles and/or books be summarized but the details of each publication should not be listed. Research papers and conference presentations with students as co-authors should be highlighted. **Nominees for the Robinson award should also confirm the date of their first full-time university teaching appointment.**	**3. Curriculum Vitae of the Nominee (<u>not to exceed five pages</u>):** This is essential to enable the Committee to consider the nominee properly. Teaching-related activities should be prominent in the CV. SUTA recommends that the number of published articles and/or books be summarized but the details of each publication should not be listed. Research papers and conference presentations with students as co-authors should be highlighted. Reporting the results of the technology-informed teaching practice should also be highlighted.
4. Brief Statement (<u>not to exceed 500 words</u>) of the Nominee's Teaching Philosophy This statement should outline the nominee's philosophy of the nature and purpose of teaching. The nominee should articulate how teaching activities are designed and implemented to help realize this vision.	**4. Brief Statement (<u>not to exceed 500 words</u>) of the Nominee's Teaching Philosophy** This statement should focus on the educational purpose and philosophy of incorporating technology into teaching. The connections among the nominee's innovations, approach to teaching, and the impetus for making the technology-enhanced change should be explicit.

5. Letters from Peers and Colleagues (<u>not to exceed ten pages in total</u>): Such letters can provide valuable information about the nominee's commitment to teaching, academic standards and general reputation among colleagues and students. **<u>Up to six</u>** letters may be included.	**5. Letters from Peers and Colleagues (<u>not to exceed four pages in total</u>):** Letters should deal specifically with the impact, scale and creativity of the technological innovation. Up to **<u>two</u>** letters may be included.
6. Letters from students (<u>not to exceed ten pages in total</u>): Thoughtful letters from current and former students are helpful. In particular, letters from former students who can look back on their university careers and assess the nominee in a broad context are especially valuable. Student "petitions" of the type hung up in a department office or a laboratory for everyone to sign are, at best, supporting material. **<u>Up to six</u>** letters in total from both graduate and undergraduate students may be supplied.	**6. Letters from students (<u>not to exceed ten pages in total</u>). <u>Include letters only from those students who were enrolled in courses which employed the new technology</u>:** Thoughtful letters from current and former students are helpful. In particular, letters from former students who can look back on their university careers and assess the nominee in a broad context are especially valuable. Student "petitions" of the type hung up in a department office or a laboratory for everyone to sign are, at best, supporting material. A **<u>minimum of four</u>** letters from either graduate or undergraduate students must be supplied**.**
7. Teaching evaluations (<u>not to exceed ten pages in total</u>): The Committee finds it very helpful to have the results of evaluations by students. However, raw computer output from teacher or course evaluations should not be included but rather <u>summaries</u> of results should be provided. The task of assessing teacher evaluations from across the University is difficult under the best of circumstances and the more guidance the nominators can provide the better. Clarification must be provided as to: what type of activity is being evaluated - whether it is a lecture, seminar or clinic; the number of hours for which the nominee was responsible; the class size and year. It would also be very helpful to know how the nominee's evaluations compare with those of other faculty members in the department or faculty.	**7. Teaching evaluations (<u>not to exceed ten pages in total</u>). <u>Include evaluations only for courses in which the new technology was used</u>:** The Committee finds it very helpful to have the results of evaluations by students. However, raw computer output from teacher or course evaluations should not be included but rather <u>summaries</u> of results should be provided. The task of assessing teacher evaluations from across the University is difficult under the best of circumstances and the more guidance the nominators can provide the better. Clarification must be provided as to: what type of activity is being evaluated - whether it is a lecture, seminar or clinic; the number of hours for which the nominee was responsible; the class size and year. It would also be very helpful to know how the nominee's evaluations compare with those of other faculty members in the department or faculty.

8. Teaching materials (<u>not to exceed ten pages in total</u>): Do not include copies of teaching or course materials but rather assessments of the educational materials. This could include excerpts or summaries of the teaching materials accompanied by comments or reviews of the materials that were prepared by colleagues, publishers, or others in a position to evaluate the materials' effectiveness. The impact or breadth of use of these materials should be indicated.	**8. Teaching materials (<u>not to exceed ten pages in total</u>):** Do not include copies of teaching or course materials but rather assessments of the educational materials. This could include excerpts or summaries of the teaching materials accompanied by comments or reviews of the materials that were prepared by colleagues, publishers, or others in a position to evaluate the materials' effectiveness. The impact or breadth of use of these materials should be indicated. Depending on the innovation, it may be appropriate to also provide a photograph or written description of the technological innovation.
9. Release Statement for Public Viewing: At the bottom of each letter the following statement should be included with "do" or "do not" clearly indicated: *I do/do not grant permission for my letter to be included in the dossier if the nominee agrees to release the dossier for general viewing through the University Secretariat.* The nominator(s) is(are) responsible for ensuring that this statement is clearly shown in **all letters** included in the nomination dossier (i.e., letters for items 1, 2, 5 and 6 above).	**9. Release Statement for Public Viewing:** At the bottom of each letter the following statement should be included with "do" or "do not" clearly indicated: *I do/do not grant permission for my letter to be included in the dossier if the nominee agrees to release the dossier for general viewing through the University Secretariat.* The nominator(s) is(are) responsible for ensuring that this statement is clearly shown in **all letters** included in the nomination dossier (i.e., letters for items 1, 2, 5 and 6 above).

E.   The 12 Factors to be Considered by SUTA – in Adjudicating the Pleva, Robinson and Armitt Awards

All nominations must demonstrate the candidate's strength in the required categories below. Nominators should choose 2-4 other categories which best reflect the nominee's strengths and career stage. Normally Pleva nominations will focus less on the required categories and more on leadership categories. Strengths in Indigenization and EDIDA will normally be reflected through the chosen categories.

The Committee gratefully acknowledges its indebtedness to the Ontario Confederation of University Faculty Associations and 3M for assistance provided by their Guidelines for Teaching Awards.

	Required
Teaching	
• **Course or clinical instruction**	**Yes**
• **Development of innovative teaching methods/ strategies**	
Curriculum	
• **Course design**	**Yes**
• **Program design**	
Mentorship & Supervision	
• **Academic counselling, tutoring, and mentoring of students**	**Yes**
• **Graduate student and thesis supervision**	**If applicable**
Educational Leadership	
• **Peer mentorship**	
• **Educational materials development**	
• **Research and/or publications on university teaching**	
• **Educational planning and policy-making**	
• **Educational outreach at the local, provincial, national, or global level**	
Indigenization	
Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA)	

Twelve criteria are listed below with explanatory notes that have been added by SUTA. The Committee gratefully acknowledges its indebtedness to the Ontario Confederation of University Faculty Associations and 3M for assistance provided by their Guidelines for Teaching Awards. While it is not necessary for a nominee to make equal contributions to all 12 criteria, outstanding performance in at least four criteria is desirable.

While these 12 factors will be considered for all nominees, the Committee recognizes that nominees for either the Angela Armitt or Marilyn Robinson

~~Award may not have yet made contributions to all 12 criteria.~~

1. ~~**Teaching Philosophy:**~~
   ~~This statement (maximum 500 words) should outline the nominee's philosophy of the nature and purpose of teaching. The nominee should articulate how course design and/or teaching activities help to realize this vision.~~

1. **<mark>Course or clinical i</mark>~~I~~nstruction:**
   Evidence of excellence goes beyond having high scores on the Student Questionnaire on Courses and Teaching (SQCT). The most compelling evidence comes from students' letters of support and examples of student engagement.
   a. *Classroom teaching:*
   Classroom teaching involves more than just lecturing and directing discussions. Great teachers engage students in all types of "classrooms" including undergraduate and graduate tutorials, seminars, laboratories, field courses, community engaged learning activities and on-line activities.
   b. *Clinical teaching:*
   Instruction of students in dynamic, professional practice situations where the content of the teaching-learning interaction is the client, whose physical, emotional, social and/or intellectual well-being, is directly affected by the actions of the student.

2. **Development of innovative teaching methods<mark>/strategies</mark>:**
   Teachers often adopt innovative teaching methods. This category is meant to go beyond this and capture teachers' foresight and creativity in developing or adapting new pedagogical methods for their courses. Evidence for excellence includes having other instructors employ the nominee's method in other courses.

3. **Course design:**
   Evidence for excellence goes beyond creating or modifying course content. This includes creating innovative course structures, learning activities (including community engaged learning), assessments, or on-line learning experiences to deepen student learning, provide opportunities for students to apply their newly learned skills or engage in discovery. Designing, implementing or incorporating novel course components is important, as is creativity. The number of courses taught is less important than the impact the instructor has had on course design.

4. **<mark>Program design</mark> ~~Curriculum development~~:**
   This is a longer term process than course design. It involves an ability to recognize a need (either for new subjects or for revisions of existing

subjects) and the ability to integrate its parts into a workable and acceptable sequence of courses or study units. This may include membership on curriculum, undergraduate or graduate education committees at Western, but the nominee's specific role in achieving the outcome should be made clear. It also includes de-colonizing the curriculum of a discipline or incorporating international perspectives throughout an undergraduate program. Excellence is measured by the success of the resulting academic modules or programs, both in terms of student interest and enrolment, and in career trajectories of the graduates.

5. **Academic counselling, tutoring and mentoring of students:**
This item is difficult to describe and even harder to evaluate. It is meant to reflect interactions outside the classroom. The most compelling evidence of the quality of these interactions often comes from student letters in which the impact of the instructor on students' success or academic choices, or other stories of interactions are recounted. It also involves items on questionnaires regarding availability, availability to answer questions, concern for student progress, etc.

6. **Graduate student and thesis supervision:**
If the nominee's workload includes teaching or supervising graduate students, SUTA regards evidence of excellence in mentoring as important in a nomination. The evidence often takes the form of letters from present or former graduate students or colleagues but also includes measures of student success (e.g., academic awards, publications, conference presentations, successful applications for positions related to the area of study, etc.).

7. **Peer mentorship** ~~**Educational leadership**~~**:**
This category is meant to capture the nominee's efforts to 'teach the teachers'. This includes any activities intended to facilitate the teaching development of other faculty members or graduate students. Examples include organizing teaching development sessions or workshops at an academic conference, leading workshops at the departmental or university-wide levels, participating in panel discussions, and mentoring individuals, groups or curriculum committees.

8. **Educational materials development:**
The materials should arise out of a recognized need in the nominee's own discipline(s) and might include audio-visual materials, software, textbooks, lab manuals or on-line learning objects. It is particularly compelling if the materials are subsequently used by other instructors at Western and beyond.

It is helpful if the nominator(s) or letters of support from colleagues identify what is unique and exceptional about the materials included and highlight those elements that are noteworthy. This might include excerpts of course materials along with an explanation of their value. For example, a textbook in chemistry that encourages students to be more self-directed might include a sample from the text and an explanation of the ways students would learn more effectively using this text.

9.   **Research and/or publications on university teaching:**
Items in this category typically arise from pedagogical research and contributions to the Scholarship of Teaching and Learning (SoTL). This includes publications or presentations of formal studies of various instructional or evaluation techniques as well as articles intended to share best practices in teaching.

10.   **Educational planning and policy-making:**
This category includes more than curriculum development or publications on teaching, and items here should not duplicate those presented for points **4** or 9 above. For example, this category could include the design and implementation of new programs and modules at Western, active involvement at the Board and Provincial levels, or the preparation of policy documents directed at any level of education. Excellence in this category might be demonstrated by publication of a Purple Guide or similar guide to best practices, success of new programs and modules, involvement at the national level to identify student outcomes in a particular discipline that inform accreditation, contributions to the way teaching or research on teaching are recognized in a discipline, contributing to policy documents at Western, other institutions or at the national level.

11.   **Educational outreach at the local, provincial, ~~or~~ national, or global level:**
This category encompasses the sharing of one's teaching innovations at the municipal, provincial, ~~and~~ national, **and global** levels. It may include the development of materials and activities for schools and community groups, organization and delivery of educational 'camps', and the development of educational materials that are not used in the classroom. Without duplicating items included within point ~~c~~ **2** above, this could include presenting innovative teaching practices at a national conference, or consulting with colleagues at other institutions about program development or teaching innovation. **It could also include developing and sustaining local and global partnerships through experiential learning opportunities.**

12. **Indigenization**
This category will offer an important opportunity to recognize faculty for their valuable contributions towards advancing the work of Truth and Reconciliation and/or reclamation. This includes evidence that the nominee fosters Indigenization and reconciliation through teaching and learning by:
a. Strengthening and building relationships with Indigenous communities through experiential and land-based learning opportunities to create Indigenous-led opportunities for intergenerational and community engaged learning.
b. Designing and/or redesigning curricula that values Indigenous peoples, perspectives, and ways of knowing, and actively uncovers the harmful legacies of colonialism within the discipline.
c. Creating classroom learning opportunities that enhance Indigenous students' experiences and sense of belonging.
d. Advancing Indigenous and/or decolonial policies and governance in teaching and learning through educational leadership.
e. Ethically embedding Indigenous pedagogies in the classroom, respecting Indigenous-led processes and protocols.

13. **Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA):**
This category will encourage nominees to share ways they incorporate EDIDA into their teaching and offer an important opportunity to recognize faculty for outstanding achievements in inclusive teaching. This includes evidence that the nominee:
a. Creates inclusive, equitable, and accessible learning environments for students by intentionally designing or redesigning curriculum and learning experiences to reflect the diverse needs, backgrounds, and identities of all students, particularly those from equity-deserving groups.
b. Ethically embeds EDIDA principles into the curricula by incorporating perspectives, knowledges, and pedagogies from equity-deserving groups.
c. Contributes towards creating barrier-free accessible learning environments in line with the Accessibility for Ontarians with Disabilities Act (AODA) standards and recommendations at Western.
d. Mentors students from equity-deserving groups.
e. Advances other meaningful EDIDA activities in teaching and learning.

F. **The Three Criteria to be Considered for the Western Award for Innovations in Technology- Enhanced Teaching**

Nomination dossiers will be evaluated using the following three broad criteria:

Impact, Scale and Creativity.

1. **Impact of the innovation:**
    Impact is defined by the nominee's use of technological innovation having a positive influence on student learning or the learning environment. This will be evaluated, in part, by:

    a. Evidence provided of the impact of the innovation on the student learning experience.
    b. Publications or presentations disseminating information about the innovation or evidence of the effectiveness of the practice.
    c. Published educational or instructional materials developed in support of the technology-informed teaching practice.
    d. Nominee's integration of best practices in teaching and learning in higher education into the design or use of the innovation.

2. **Scale:**
    Scale is meant to describe the size of change or degree of implementation that the nominee's technological innovation has influenced. This will be evaluated, in part, by:

    a. The degree to which the innovation has been implemented.
    b. The number of innovations incorporated to improve student learning.
    c. The degree to which other instructors have adopted the innovation across the department, Western University, other institutions or disciplines.
    d. Demonstration of a long-term and on-going commitment to integrate technological innovation(s) across a series of courses or across a program.

3. **Creativity:**
    Here, creativity is a nominee's ability to see an opportunity that aligns with students' learning needs and imagine a novel solution using a technological tool or practice to help address the opportunity (in part or in whole). This will be evaluated, in part, by:

    a. The degree to which the transformation is a novel approach or new application of the technology.
    b. Evidence that the innovation's implementation fostered new models of teaching practice.

ITEM 6.2 – 2023-2024 Annual Report of the Senate Review Board Academic

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Lina Dagnino, Chair of the Senate Review Board Academic, will present the 2023-2024 Annual Report of the Senate Review Board Academic in accordance with the SRBA Terms of Reference.

ATTACHMENT(S):

2023-2024 Annual Report of the Senate Review Board Academic

2023-2024 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

[Prepared by the University Secretariat]

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

SRBA received 72 appeals between September 1, 2023 and August 31, 2024. The origin of the appeals received, compared with data from previous years, is provided below:

	Faculty/School/ Affiliated University College	Number of Appeals Received (2023-2024)	Number of Appeals Received (2022-2023)	Number of Appeals Received (2021-2022)	Number of Appeals Received (2020-2021)	Number of Appeals Received (2019-2020)
Undergraduate Students	Arts & Humanities	3				1
	Brescia University College	1				
	Education		1		1	
	Engineering	7	1	1		1
	Information & Media Studies	1				
	Health Sciences	5	1	2	1	
	Huron University College	2	1	2		3
	Ivey Business School	2			3	
	King's University College	4	4	3	4	2
	Law	2	1	1	2	
	Music					
	Science	20	13	6	6	5
	Schulich School of Medicine & Dentistry	3	1	1	4	4
	Social Science	17	11	5	1	5
Graduate Students	School of Graduate and Postdoctoral Studies	5	1	5	1	1
	TOTAL:	**72**	**35**	**26**	**23**	**22**

SRBA issued final decisions for 18 of the 72 appeals received during this reporting period. Seven appeals were filed after the six-week deadline and the extension requests were either not submitted or denied by SRBA, and two appeals were withdrawn by the appellants. Additionally, seven appeals were resolved at the prior level, and SRBA determined that it did not have jurisdiction to review four appeals.

The remaining 34 appeals which were not decided during this reporting period, as well as one ongoing appeal from the 2021-2022 reporting period, will be included in next year's annual report.

SRBA also issued 11 final decisions for appeals that had been filed in the previous reporting period, and one final decision for an appeal from the 2021-2022 reporting period. Additionally, two appeals from the prior reporting period were resolved at the prior level, and one appeal was filed after the six-week deadline, and the extension request was denied. Furthermore, SRBA determined that it did not have jurisdiction to review two appeals from the prior reporting period.

As a result, there were 55 appeals that were decided, withdrawn, or resolved during this period. The origin of these appeals, compared with data from previous years, is provided below:

	Faculty/ School/ Affiliated University College	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
		Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Number of Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved
Undergraduate Students	Arts & Humanities	1								1	
	Brescia University College		1								
	Education			1				1			
	Engineering	4	1	1		1		1			
	Health Sciences	2	2			2		1			
	Huron University College		2		1	2		1		1	1
	Information & Media Studies		1								

	Ivey Business School	1	1				1	1	0		
	King's University College		1	4	1	2	1	3	2	1	3
	Law			1		1		1	1		1
	Music										
	Science	9	6	6	3	5		5		3	4
	Schulich School of Medicine & Dentistry	1	2			3		1		3	1
	Social Science	8	7	3	3	2	2	5		1	2
Graduate Students	School of Graduate and Postdoctoral Studies	4	1			2	1	1		2	
	TOTAL:	**30**	**25**	**16**	**16**	**8**	**20**	**5**	**21**	**3**	**12**

Of the appeals considered by SRBA during this period, SRBA denied 22 appeals without hearings, granted one discretionary hearing, and held seven mandatory hearings for matters involving scholastic offences. In the previous reporting period, a total of five hearings were held. A summary of the eight hearings decided during this period is provided below:

Hearing Number	Grounds for Appeal	Decision	Details of the Decision
1	• Against the finding that the conduct amounted to a scholastic offence • Against the penalty imposed by the Dean as a result of a scholastic offence • Failure to observe a procedural requirement at the prior level	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal in its entirety.
2	• Against the penalty imposed by the Dean as a result of a scholastic offence	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.

3	• Against the penalty imposed by the Dean as a result of a scholastic offence	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.
4	• Against the penalty imposed by the Dean as a result of a scholastic offence	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.
5	• Requirement to withdraw from a program, from the University, or from an Affiliated University College	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.
6	• Against the finding that the conduct amounted to a scholastic offence • Against the penalty imposed by the Dean as a result of a scholastic offence	Granted	SRBA found that the decision at the prior level was unreasonable/unsupportable on the basis of the evidence and concluded that the student should not be expelled from the University.
7	• Against the penalty imposed by the Dean as a result of a scholastic offence	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.
8	• Against the penalty imposed by the Dean as a result of a scholastic offence • Failure to observe a procedural requirement at the prior level	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal in its entirety.

Over the past five years, SRBA has noticed that appeals are becoming longer and more complex, specifically relating to academic consideration and accommodations. Additionally, appeals are often incomplete when filed, which leads to requests from students for timeline extensions to complete the appeals. Furthermore, there has been an increase in appeals relating to the requirement to withdraw from a program, from the University, or from an Affiliated University College.

Chair: Lina Dagnino
Vice-Chairs: Caroline Dick
              Danielle Lacasse

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

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Composition:
- the Provost & Vice-President (Academic), who shall be Chair
- the Vice-President (Research)
- 3 persons elected by Senate, one of whom shall be a Dean
- 1 faculty member nominated by the University of Western Ontario Faculty Association

Required: Three (3) persons elected by Senate, one of whom shall be a Dean.

Nominees: <u>Donna Kotsopoulos (Edu)</u>   (Dean)

                  <u>Robert Monti</u>   (Admin Staff)

                  <u>Walter Rushlow (Schulich)</u>   (Faculty)

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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.

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.

This policy has 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. This policy has 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. This policy affirms 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.

The proposed revisions to the policy on "Thesis" are presented for Senate's approval. The revisions to the related Procedures for Thesis Formats and Content are presented for information.

Revisions to the Policy on "Thesis"

A summary of the revisions proposed in each section of the policy is provided below.

The Thesis:
- This statement introduces the thesis policy.
- The term 'thesis artifact' is used to acknowledge that the thesis can involve a diverse range of formats, and to reflect the many ways of knowing, being, and doing.
- The statement that any reference to the term 'thesis' includes the term 'dissertation', is added for clarity.

Definition of a Thesis:
- The definition of a thesis has been updated to reflect current language around what a thesis can involve and to reflect variations across disciplines.
- It is noted that the thesis must not have been previously accepted for a degree.

Academic Integrity:
- A statement about the need for academic integrity is added.

The Thesis as a Degree Requirement:
- It is specified, for doctoral and master's degree programs, whether a thesis and public presentation is a required milestone.
- Previous language did not address the difference between professional and research degrees.
- 'Public presentation' is used in place of 'public lecture' to allow programs flexibility in what this involves.

Establishing a Supervisory Committee:
- The statement that a supervisory committee with at least one committee member is required is added.
- To support students whose thesis addresses Indigenous issues, it is specified that those students have the right to a supervisor(s) with culturally relevant knowledge (i.e., expertise with Indigenous research, scholarship, and/or creative activity) and the option of an Indigenous community-recognized Indigenous Knowledge Keeper as a supervisory committee member.
- Language is added to direct programs to the Office of Indigenous Initiatives, SGPS and Research Western for more information.
- The statement that membership is required for supervision (unless otherwise stated) is added.

The Thesis Format, Focus, Scope, and Proposal:
- Language specifying expectations around what should be discussed prior to proposal writing is added.
- Language is added to validate the acceptability of student engagement in a broad range of research, scholarship, and creative activities.
- A statement is added that identifies the components and expectations of a proposal and the need for supervisory committee approval.

The Thesis Examination and Oral Defense:
- It is stated that, for thesis-based programs, a student must have their thesis and oral defense assessed and approved by a Thesis Examination Board and meet the requirements of a thesis.
- It is stated that all students whose thesis addresses Indigenous issues have the right to a Thesis Examination Board that includes at least one member with culturally relevant knowledge.

Revisions to the Procedure for Thesis Formats and Content

Updates to the Procedures for Thesis Formats and Content are presented for information. A summary of the revisions is provided below.

Thesis Format Options and the Thesis Proposal:
- The language has been updated to reflect the breadth of what constitutes research, scholarship, and creative activities.
- In recognition that traditional Euro-Western formats may not support all forms of research, scholarship and creative activity, the alternative format option has been renamed diverse format and revised to better include a diverse range of thesis formats.
- A statement is added around expectations that supervisory committees and Graduate Chairs be willing to consider a range of format options.
- A statement is added suggesting diverse format proposals may benefit from consultation with SGPS and the Offices of Indigenous Initiatives and Equity Diversity and Inclusion as appropriate.
- Statements are added that specifies the need for early conversations around format in relation to the proposed thesis topic. What should be covered in these conversations is specified.
- Requirements of a thesis proposal are stated, including approval. It is specified that research, scholarship, and creative activities pertaining to Indigenous issues be informed by, and follow, Indigenous data, research, and community protocols.

Format Options:
- In recognition that traditional Euro-Western formats may not support all forms of research, scholarship and creative activity, the alternative format has been changed to diverse format with explanation.
- Monograph
  - The statement pertaining to published material has been deleted.
  - The addition of 'or focus' has been added to acknowledge that not all theses address a central problem.
  - The statement allowing published material has been deleted and it is addressed in the section below.
- Integrated Article
  - Revisions made to improve clarity.
  - The statement stating that the regulations do not specify the number of papers to be included is deleted because it was felt unnecessary.
  - Statement about needing to cite published work deleted given that it goes without saying.

- Diverse Formats
  - A statement introducing this format option has been revised to acknowledge the need for a format that does not reflect traditional Euro-Western formats.
  - Consultation with relevant offices is encouraged as appropriate.
  - Recommended supplemental material is specified.
  - Previous regulations overseeing what is involved when a thesis is not a monograph or an integrated article format has been deleted. The rationale is such oversite is no longer necessary. The diverse format stands on its own rather than in relation to the other two format options.

Format Requirements for Monograph and Integrated Article Thesis Artifacts:
- This section has been edited for accuracy and now only refers to the Monograph and Integrated Article formats. All reference to alternative format has been deleted.
- Information about co-authorship statement has been updated and moved below to 4.5.
- The list of front matter has no change.
- The Body of the Thesis: Reference to alternative thesis deleted.

Copyrighted Material and Permissions:
- Clarification is added to note that the student must ensure that the material complies with the Copyright Act.
- Language on copyright is added in consultation with Western Libraries (Copyright Officer).

Confidentiality Agreement:
- Moved to thesis examination section of procedures.

Contents
- 4.1: The statement about library catalogues has been deleted as it is no longer needed.
- 4.2: Wording has been changed for accuracy.
- 4.3: Wording has been changed to reflect current practices.
- 4:4: Statement about when the introduction of the summary was added has been deleted. Description of Summary for Lay Audience has been updated.
- 4.5: The order of the statements has been changed.
- 4.6: Language has been updated to recognize that, for some theses, communities should be recognized.
- 4.7: Language referring to a multiple volume thesis has been deleted since it is no longer relevant.
- 4.8: Language has been updated for accuracy.
- 4.9: The first sentence is edited for accuracy. It is stated that appendices cannot include contact information and signatures.

Electronic Thesis and Dissertation (ETD)
- 5.1: The title has been revised to reflect today's terminology.
- 5.2: Language to support this content has been added.

Style:
- 6.1: Section has been revised for accuracy.
- 6.4: Language about binding and microfiche has been deleted.
- 6.5: Language about microfiche has been deleted. Language about the need to have good resolution is added.
- 6.6: First sentence edited for clarity.

All references to "candidate" have been replaced with "student" throughout.

ATTACHMENT(S):

Revisions to the policy on "Thesis"

Revisions to the Procedure for Thesis Formats and Content (for information)

Western
UNIVERSITY · CANADA

	Thesis

Policy Category: Graduate and Postdoctoral Studies

Subject: Thesis

Subsections: [Definitions](#); [Policy](#)

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: [Procedure for Thesis Formats and Content](#)
[Procedure for Thesis Examinations and Final Submission](#)

Officer(s) Responsible for Procedures: Vice-Provost (Graduate & Postdoctoral Studies)

Related Policies: *

Related Regulations: [SGPS Membership](#)

Effective Date: <mark>October 11, 2024</mark> ~~September 16, 2022~~

Supersedes: <mark>September 16, 2022</mark> *

DEFINITIONS

<mark>The Thesis</mark>

<mark>Thesis artifacts reflect a multitude of ways of knowing, being, and doing. Throughout this, and other Graduate and Postdoctoral Studies Senate Academic policies, procedures, and School of Graduate and Postdoctoral Studies (SGPS) regulations, reference to 'thesis' includes 'dissertation'. The following details the policy surrounding the process of producing, submitting, examining, and publishing graduate theses at Western. For the thesis guide that supports these processes, please see the SGPS' website.</mark>

Definition of a Thesis

A thesis is an artifact that represents the culmination of a student's research, scholarship, and/or creative activity.

A thesis contributes to the fulfillment of the Ontario Council of Academic Vice-Presidents' Graduate Degree Level Expectations and program learning outcomes. It must make an original contribution to the discipline(s), through contributing new knowledge or new applications of knowledge.

A student may not submit a thesis that has been previously accepted for a degree, but may, with the permission of the graduate program, incorporate material included in a previous thesis.

Academic Integrity

All aspects of graduate education, including the thesis, are held to the highest standard of academic integrity.

The Thesis as a Degree Requirement

* For complete definitions see the policy on Program Design – Courses, Milestones and Course Outlines.

PhD Degree
PhD programs require completion of a thesis. PhD students must present a public presentation of their thesis in an open forum.

Professional Doctorate Degree
Professional doctorate programs do not require a thesis. A culminating milestone that has been approved through the Quality Assurance process is required. Programs must clearly explain the supervision and evaluation process for the culminating milestone. Professional doctorate programs may require a public presentation of their milestone in an open forum.

Master's Degree
Research master's programs may require a thesis or make a thesis optional, depending upon how the learning outcomes are met through milestones and/or courses. Master's programs may require a public presentation of their thesis or milestone in an open forum.

Professional Master's Degree
Professional master's programs do not require a thesis.

Evaluation of all theses must adhere to the policy as outlined in this section.

~~**Thesis (or dissertation)**~~
~~A thesis (or dissertation) is a formal statement of the theory, source materials, methodology, and findings of a student's major research project. It must be a complete and sufficient document that does not require subsidiary information to substantiate its findings. The examination of the thesis exposes the student's work to scholarly criticism.~~

POLICY

Establishing a Supervisory Committee

For each student completing a thesis, programs are required to establish a supervisory committee consisting of a supervisor(s) and at least one committee member.

All students whose thesis addresses Indigenous issues have the right to a supervisor(s) with culturally relevant knowledge (i.e., expertise with Indigenous research, scholarship, and/or creative activity) and the option of an Indigenous community-recognized Indigenous Knowledge Keeper as a supervisory committee member. Programs are required to connect with the Office of Indigenous Initiatives about an appropriate Knowledge Keeper and remuneration. Programs also are required to connect with SGPS and the Indigenous Research Specialist at Western Research for more information on Indigenous research, scholarship, and/or creative activity.

Unless otherwise stated, only members of the SGPS can be involved in graduate student supervision. For more information on membership and supervision, see SGPS Membership Regulations on the SGPS website.

The Thesis Format, Focus, Scope, and Proposal

Normally, prior to undertaking the thesis proposal, the student discusses with their supervisory committee and Graduate Chair (or equivalent) their intentions regarding how the proposed format (see Procedure for Thesis Formats and Content) is appropriate to the scholarly goals of the thesis, and a realistic timeline for completing the thesis within the approved program timeframe. In this discussion, it is important to consider the student's long-term goals and career trajectories. This process is intended to encourage openness to various formats and to aid in the development of innovative research, scholarship, and creative activity while providing appropriate supervisory support and maintaining scholarly standards.

As part of the thesis process, students must complete a proposal that identifies the focus, scope, and format of the research, scholarship, or creative activity and have it approved by their supervisory committee.

<u>The Thesis Examination and Oral Defense</u>

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 SGPS requirements for the thesis.

All students whose thesis addresses Indigenous issues have the right to a Thesis Examination Board that includes at least one member with culturally relevant knowledge (i.e., expertise with Indigenous research, scholarship, and/or creative activity). Normally, the thesis examination Chair should have relevant Indigenous or cultural safety training or expertise (e.g., 4 Seasons of Reconciliation online module).

1. ~~General~~
   - ~~To fulfill the degree requirement, the thesis and the candidate's oral examination must be assessed and approved by a Thesis Examination Board and meet School of Graduate and Postdoctoral Studies (SGPS) requirements for thesis content.~~
   - ~~For each student writing a thesis, programs are required to establish a formal Thesis Supervisory Committee for all thesis-based Masters and PhD students consisting of a supervisor and at least one other person.~~
   - ~~For information on SGPS Membership, please consult the Regulation on School of Graduate and Postdoctoral Studies (SGPS) Membership.~~

2. ~~Doctoral Programs~~
   - ~~Every candidate for the Doctoral degree must complete a thesis.~~
   - ~~The thesis must indicate in what respects the investigation has increased knowledge of the subject.~~
   - ~~A candidate may not submit a thesis that has been previously accepted for a degree, but may, with the permission of the Graduate Program, incorporate material included in a previous thesis.~~
   - ~~Doctoral candidates must present a Public Lecture on their thesis research. The Public Lecture allows the candidate to present their research projects to a Western University community of scholars in an open forum.~~

3. ~~Master's Programs~~
   - ~~Programs may require a thesis or make a thesis optional.~~

4. ~~Completion of All Non-Thesis Degree Requirements~~
   - ~~Each Graduate Program specifies student milestones for satisfactory progress towards the completion of all degree requirements.~~
   - ~~All non-thesis degree requirements must be completed before the student and/or Graduate Chair can submit a proposal for the Thesis Examination Board to SGPS.~~

Procedure for Thesis Formats and Content

**Officer(s) Responsible
for Procedures:**   Vice-Provost (Graduate & Postdoctoral Studies)

Last Revised: October 11, 2024

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1. **Thesis Format Options and the Thesis Proposal**

- The thesis format ~~work~~ must enable ~~comprise~~ a coherent account of a unified research, scholarship, and/or creative activity. All theses, regardless of format, must display a thorough knowledge and scholarly understanding of the subject. ~~project rather than a collection of loosely connected studies.~~
- It is expected that supervisors are open to considering a variety of format options, including culturally relevant approaches, as they support the development of a student's innovative research, scholarship, and/or creative activity.
- ~~It must have an acceptable form for its discipline and display a thorough knowledge of and scholarly approach to the subject.~~
- Before undertaking their research, scholarship, and/or creative activity, ~~beginning to write,~~ each student, in consultation with their ~~Supervisory Committee~~ supervisory committee and Graduate Chair (or equivalent) ~~Graduate Program~~, should decide which ~~on the best~~ format option is appropriate ~~in which~~ to present the work. This should include consideration of the following:

  o how the proposed format best accomplishes the scholarly goals of the thesis
  o how and if the proposed format can be achieved within the program duration
  o availability of appropriate examiners
  o how the work will be disseminated
  o any issues of long-term storage and public availability, and any other considerations relevant for the discipline and/or format
  o issues relating to shared authorship and/or intellectual property

- The proposed format option (monograph, integrated article, and diverse) shall not be rejected without due consideration of the proposed format in relation to the proposed content.

- The thesis proposal must describe the proposed format, focus, and scope. Normally, the thesis proposal is approved by the supervisory committee with the approval recorded by the program. For research, scholarship, and creative activities pertaining to Indigenous Peoples, it is imperative that the supervisory committee be informed of, and follow, Indigenous data, research, and community protocols.
- ~~Respecting the variety of cultures both academic and social, the School of Graduate and Postdoctoral Studies (SGPS) accepts theses in monograph format, integrated-article format, and alternative formats, as will be further described in sections 6-8 below.~~
- ~~SGPS respects Indigenous cultures and encourages the submission of theses that represent Indigenous research in a relevant format.~~

Format Options

The following are three formats that guide the presentation of the research, scholarship, and/or creative activity. Optional elements may be included at the discretion of the student and supervisory committee as appropriate.

1.1 Monograph ~~Format~~

- The monograph format organizes chapters around a central problem or focus.
- ~~A monograph thesis may include published material, in which case full citations must be provided.~~

1.2 Integrated Article ~~Format~~

- In the integrated-article format, the chapters address ~~treat~~ discrete but related problems or topics.
- The work must include connecting materials to provide logical bridges between the different chapters, thereby achieving an integration of information.
- Chapters may include content from, or entire, published articles, submitted articles, and unpublished work for which the student was the principal contributor. The number of chapters or papers to be included is not specified. ~~Full citations must be provided.~~
- Publication or acceptance for publication of research results before presentation of the thesis in no way supersedes the University's evaluation and judgment of the work during the thesis examination process. The criteria that determine whether an article is suitable for publication are not identical to the academic requirements for a thesis.
- ~~The number of papers to be included is not specified. The substance of the thesis should be consistent with the quantity and quality of original work expected in a monograph thesis.~~

1.3 ~~Alternative~~ **Diverse** Formats

- The ~~traditional~~ monograph and/or integrated-article thesis ~~will not in every case be the best way to communicate scholarly work.~~ are the traditional Euro-Western formats in many disciplines and therefore are not inclusive of all ways of knowing, being and doing, and all forms of research, scholarship, and/or creative activity. Diverse formats are encouraged to support the multitude of ways of knowing, being, and doing. A diverse format shall be approved by the supervisory committee in consultation with the student, the Graduate Chair (or equivalent), the School of Graduate and Postdoctoral Studies (SGPS), and the Offices of Indigenous Initiatives and Equity, Diversity and Inclusion, as appropriate. It is recommended that diverse format artifacts include the following supplemental material: Titling, Title Page, Abstract and Keywords, Summary for Lay Audience, (maximum 350 words) CV, or resume, and as appropriate, authorship statement, and ethics approval.

- ~~In some disciplines scholarly output takes other forms, including, but not limited to, musical scores, artistic performances or exhibitions, digital recordings, catalogues, policy documents, software, new materials or composites etc. Such forms of scholarly output may be incorporated into an alternative-format thesis.~~

- ~~The substance of the thesis should be consistent with the quantity and quality of original work expected in a monograph thesis.~~

- ~~The choice of thesis format should be considered on a case by case basis early in the development of the thesis, as part of a process where both the format and the content of the proposed thesis are examined.~~

- ~~A student wishing to pursue an alternative format thesis must justify to their proposal committee (or equivalent) how the proposed format best accomplishes the scholarly goals of the thesis; how the proposed format can be achieved within the standard time-frame for the program; how appropriate examiners will be secured; how the work will be disseminated; any issues of long-term storage and public availability, and any other considerations relevant for the discipline and/or format.~~

- ~~Though the thesis proposal may be rejected on the grounds of the proposed format and/or content, it may not be rejected without due consideration of both elements.~~

- ~~If a proposed alternative format is accepted, the proposal document (modified as necessary) must be signed by the supervisor and the graduate chair and retained by the relevant department/program.~~

- ~~This process is intended to encourage openness to consider alternative formats and to aid in the development of innovative scholarly work while providing appropriate supervisory support and maintaining scholarly standards.~~

- ~~Because this is an area of evolving academic practice, communication between the student, supervisor, program, and SGPS is strongly encouraged.~~

1.4 <mark>**Format Requirements for Monograph and Integrated Article Thesis Artifacts**</mark> ~~Elements of the Thesis~~

~~Regardless of the format chosen, all theses must fulfill certain core expectations of scholarly presentation and content. The following are the elements of the thesis in the order in which they should normally appear. Optional elements may be included at the discretion of the student.~~
Front Matter:
- Title Page (provided by Scholarship@Western upon upload)
- Abstract and Keywords
- Summary for lay audience (maximum 350 words) ~~*effective July 1, 2019~~
- Co-Authorship statement (where applicable)
    - ~~In the case of co-authored papers (chapters), the student must include a **statement of co-authorship** for each paper included in the thesis, describing the nature and extent of contributions by the student and by others. This must include a detailed description of the work (in conducting the research and preparing the manuscript) for which the student was solely responsible. An estimate of the percentage of the work conducted solely by the student must be included. The goal is to make clear to the examiners the student's contribution to the work. The publication status of each paper must be indicated (i.e. not submitted for publication; submitted (where and when?); published (with full citation)). For further guidelines on authorship, see MAPP 7.0.~~
  - ~~At the time of approving the submission of the thesis, the supervisor will be asked to confirm the accuracy of the statement of co-authorship.~~
- Epigraph (optional)
- Dedication (optional)
- Acknowledgments (optional)
- Table of Contents
- List of Tables (where applicable)
- List of Figures and/or Illustrations (where applicable)
- List of Appendices (where applicable)
- List of Abbreviations, Symbols, Nomenclature (where applicable)
- Preface (optional)

The Body of the Thesis:
- Introductory chapter to the entire thesis

- This must address the objectives of the work.
- For an integrated-article or alternative-format thesis this may explain how the work forms a coherent thesis.
  - Literature review and/or research methods
    - This may take the form of a stand-alone chapter or may be integrated into the introductory or middle chapters as appropriate for the discipline and the format of the thesis.
  - Middle chapters
    - For an integrated-article thesis each article is presented without an abstract. Each chapter should contain connecting materials to provide logical bridges between the articles. A thesis consisting solely of published articles without connecting elements is not acceptable.
    - ~~For an alternative format thesis, middle chapter(s) may be replaced by other relevant text, images or artefacts.~~
  - Conclusion
    - For an integrated-article thesis this may relate the separate studies to each other and to a relevant discipline or field of study.
    - ~~For an alternative format thesis this may relate the introduction, literature review/methodology, middle chapter(s) and/or other text(s)/object(s) to each other and to the relevant discipline(s) or field(s) of study.~~

Bibliography:
- There may be a single bibliography for the entire thesis, or each chapter may have its own individual bibliography, depending on the norms of the discipline.

Appendices:
- Details of methodology, tabulated data, and other pertinent data not provided in detail in previous chapters (where applicable).
- Ethics Approval (where applicable).
- Copyright releases from publications (where applicable).

Curriculum Vitae (optional)
- Appendices: As appropriate (see thesis guide)

2. Length

- Programs may have regulations that limit length. Students should contact their program for these regulations.

3. Copyrighted Material and Permissions

- The student ~~candidate~~ must ensure that the work does not contain a substantial amount of copyrighted material that is not their own and ensure this material

compiles with the Copyright Act.
- For extensive quotation/images/diagrams, students should reach out to copyright@uwo.ca.
- If the student wishes the work to include text that they have already published as a journal article or book chapter, they may need to obtain permission from the publisher and include this permission in the appendices (contact copyright@uwo.ca). Seeking advice is of utmost importance.
- Under the Copyright Act, the "fair use" provision allows the quotation of a reasonable extract of someone else's work, if properly cited.
- For more extensive quotation, the candidate must obtain written permission from the copyright holder(s) and include this permission in the thesis.
- If the candidate wishes the work to include text that they have already published as a journal article or book chapter, they must obtain permission from the publisher and include this permission in the appendices. This is of utmost importance if the integrated-article format is used.
- Any chapters that have been published, accepted for publication, or submitted for publication must carry the following footnote: A version of this chapter has been published/accepted for publication/submitted for publication (Cite the reference).

4. Confidentiality Agreement

- If the candidate feels that the nature of the information contained in the work must remain confidential (e.g., concerns pending patents etc.) for a specified period of time, a confidentiality agreement is required.

5 4. Contents

5.1 4.1 Titling

- An effective title makes the thesis accessible to other scholars. The title must provide an accurate description of the thesis content. Library catalogues and online bibliographic databases use words in the title as a way to retrieve a thesis. Thus, if possible, the title should include key words that link the thesis to literature on its topic. Use word substitutes for formulas, symbols, superscripts, subscripts, Greek letters, and so on.

5.2 4.2 Title Page

- The title page contains the copyright notice and information to identify the thesis in catalogues and bibliographies. A title page is generated and attached to the front of a thesis after it is uploaded to Scholarship@Western. It contains the copyright notice and information to identify the thesis.

~~5.3~~ **4.3** Abstracts and Keywords

- The abstract ~~(page-numbered ii)~~ provides a succinct summary of the work. ~~To satisfy the requirements of the National Library and University Microfilms International, the~~ The abstract must be no longer than 350 words for a ~~Doctoral~~ doctoral thesis and 150 words for a ~~Master's~~ master's thesis.
- The abstract must give enough information about the thesis to allow a potential reader to decide whether or not to consult the complete work. The student ~~candidate~~ must ensure that the abstract refers to all the elements that would make the thesis worth consulting. The abstract should include important place names and proper nouns because these can be significant key words for electronic retrieval. It should not include graphs, charts, illustrations, or tables. The expected content of an abstract varies among disciplines, but all abstracts can be expected to include the following:
    - a statement of the research problem or question
    - an indication of the research method(s) used or theoretical orientation taken
    - findings or major discoveries made
    - conclusions and significance.
- The abstract should have the same line spacing as the text of the body of the thesis.
    - ~~Keywords:~~ At the end of the Abstract should appear a list of keywords. ~~Librarians use these keywords when assigning subject headings and index terms as part of the Cataloguing Record.~~ The student ~~candidate~~, as the person most familiar with the research and its significance, selects the terms that help other scholars get access to their ~~his/her~~ work, for example, via Google and Google Scholar. ~~For~~ As an example, the following keywords could be used for a thesis studying fuzzy relational modeling: ~~Keywords:~~ fuzzy relational modeling, fuzzy simulation, fuzzy c-Means, Centre of Gravity, Centre of Area, Weighted Average of Cluster Centres, Polyline algorithm.
- ~~The following could be used to describe a thesis entitled "The Other of Grammatology: Lacan, Derrida, Kristeva," which studies the relationship between psychoanalysis, deconstruction, and feminism as they relate to linguistic representations:~~
    - ~~Keywords: Psychoanalysis, Deconstruction, Freud, Derrida, Kristeva, Lacan, Feminism, Reference.~~

~~5.4~~ **4.4** Summary for Lay Audience

- ~~Effective July 1, 2019, theses submitted for examination must include a Summary for Lay Audience.~~
- The summary for lay audience is a brief (maximum 350 words) and accessible summary of a research project that is used to explain complex ideas, technical writing, and scientific terms to people who do not have prior knowledge of the subject. While the ~~your~~ abstract is designed with ~~your~~ subject peers in mind, the

Summary for Lay Audience is an opportunity to translate ~~communicates~~ the importance, impact, and content of the work ~~your thesis~~ to a broader audience.

~~5.5~~ **4.5 The Co-Authorship Statement (where applicable)**

- ~~Although SGPS allows co-authorship of chapter materials, the candidate must be the principal contributor to the work and to the manuscript. Authorship conventions vary by discipline, and so order of authors cannot be taken as an indicator of the significance of an author's contribution to the work.~~
- In the case of co-authored papers (chapters), the student must include a **statement of co-authorship** for each paper included in the thesis, describing the nature and extent of contributions by the student and by others. This must include a detailed description of the work (in conducting the research and preparing the manuscript) for which the student was solely responsible. An estimate of the percentage of the work conducted solely by the student must be included. The goal is to make clear to the examiners the student's contribution to the work. The publication status of each paper must be indicated (i.e., not submitted for publication, submitted (where and when), published (with full citation).
- Although SGPS allows co-authorship of chapter materials, the student must be the principal contributor to the work and to the manuscript. Authorship conventions vary by discipline, and so the order of authors cannot be taken as an indicator of the significance of an author's contribution to the work.
- At the time of approving the preliminary submission of the thesis, the supervisor(s) will be asked to confirm the accuracy of the statement of co-authorship.
- For further guidelines on authorship, see MAPP 7.0.

~~5.6~~ **4.6 Acknowledgement (where applicable)**

- The acknowledgments recognize ~~note~~ help received from the supervisor(s) ~~Supervisor(s)~~, staff, co-authors and co-researchers, fellow students, technicians, relevant communities, and/or others throughout the thesis process ~~in the collection of materials or data, the design and construction of apparatus, the analysis of data, and the writing of the thesis~~.

~~5.7~~ **4.7 Table of Contents**

- The table of contents provides a listing of the main elements in the thesis. ~~In the rare case where the thesis requires more than one volume, each volume must have its own table of contents.~~

~~584~~ **4.8 Ethics Approval** ~~(where applicable)~~

- If the thesis has involved the use of animal or human subjects, the student ~~candidate~~ must provide evidence of the necessary ethics approval from the

appropriate committee, such as a copy of the Office of Research Ethics Western ethics approval form in an appendix.

- For more information on research involving humans consult Western Research Human Research Ethics website https://www.uwo.ca/research/ethics/human/index.html). For information on the use of animals consult the Western Research Animal Ethics website (https://www.uwo.ca/research/ethics/animal/index.html). the Office of Research Ethics website. For information on the use of animals consult the Animal Care and Veterinary Service website.

5.9 4.9 Appendices (where applicable)

- The purpose of an appendix is to include in the thesis supporting material within the thesis that is not an essential part of the text itself. For example, in a thesis that involves a survey, letters of information to subjects, questionnaires, or other research instruments may appear in an appendix. In a thesis that analyzes a rare or inaccessible text, that text may be included in an appendix. An appendix also may include raw data on which analysis has been performed, either in print or disk format. Contact information and signatures are not permitted in the Appendices.

5.10 4.10 Curriculum Vitae

- The vita should be a brief document and include only public information: name, post-secondary education and degrees, awards, related work experience, and relevant publications. It is not intended to be a job resumé. The Vita is the last page(s) of the thesis.

6. 5. Electronic Thesis and Dissertation (ETD)

6.1 5.1 Digital File Formats

- Candidates Students must present their work in an acceptable file format type. These acceptable types are:
    - Portable Document Format (.pdf)
    - Word Document (.doc)
    - Rich Text Format (.rtf)
- Note: candidates students are encouraged to use the Portable Document Format (.pdf) as all documents received through the Scholarship@Western Electronic Thesis and Dissertation repository are automatically converted to .pdf. Using the .pdf format allows the candidate student to verify the appearance and organization of the document as it will be presented to the examiners.

6.2 **5.2 Supplementary Content on EDT**

- ~~Candidates~~ Students who would like to include supplementary multimedia to accompany their work may do so in the Supplementary Content section of the submission process. These files may have any file format. ~~type, however,~~ ~~candidates~~ Students should be aware that the content should be in a universally accessible format – this is required in order to ensure that examiners will be able to access the content ~~material~~.

~~7.~~ **6. Style**

~~7.1~~ **6.1 Style for headings, subheadings, references, figures, tables, spelling, punctuation, and bibliographic citations**

- The ~~candidate must follow a standard style manual that has the approval of their Graduate Program, so that the~~ form and location of notes and the presentation of references/bibliographies ~~is~~ must be consistent throughout the thesis and conforms to a style appropriate to the ~~discipline~~ research, scholarship, and/or creative activity.

~~7.2~~ **6.2   Typescript and point size**

- The style of font, font size, footnote/reference method, pagination, margins, and any other aspects of production are to be consistent throughout the thesis. For the text, type smaller than 12 point must not be used, but a smaller point size, not less than 9, is acceptable for footnotes, graphs, formulas, and appendices.

~~7.3~~ **6.3 Line spacing**

- All textual material (including the abstract, acknowledgments, and other preliminary material) must have 1.5 - 2 spaces between lines. The only exceptions to this requirement are references, bibliographies, and indented long quotations, which may be single-spaced.

~~7.4~~ **6.4 Margins**

- ~~Due to the requirements of binding and microfiching, the candidate~~ The student must observe the following specifications for margins on all copies. Leave a margin of at least 38 mm (1.5 inches) from the left-hand edge of the paper. Leave a margin of at least 25 mm (1 inch) from the top, bottom, and right edges. These margins apply equally to all illustrative material: diagrams, maps, photographs, charts, tables etc. (except as noted in section Diverse Formats).

~~7.5~~ **6.5** Illustrative material

- Illustrative material must appear in the text, not at the end of chapters. All illustrative material, from ink drawings to printed maps, charts and graphs to photographs must be readable. Annotate appropriately coloured charts, figures, graphs or maps~~, since the colours will reproduce in indistinguishable shades of grey on microfiche~~. When photographs are incorporated into the thesis, they should be high-contrast colour or black-and-white prints. Explanations or captions of figures and tables may appear beneath the figures and tables to which they refer or they may face them.

~~7.6~~ **6.6** Page Numbering

- ~~With the exception of~~ Except for the title page (provided by Scholarship@Western after upload), each page in the work must be numbered. The following system is to be used:
  - The pages of preliminary material (acknowledgment, table of contents, etc.) must be numbered with small Roman numerals (i, ii, iii) placed in the centre of the page, not less than 12.5 mm (.5 inch) from the bottom edge.
  - The body of the thesis, starting with the first page of the Introduction or Chapter One as page 1, must be numbered with Arabic numerals (1, 2, 3) placed in the upper right-hand corner, not less than 12.5 mm (.5 inch) from each edge to avoid being cut off during the binding of paper copies.
  - For page numbering of illustrative material see Illustrative Material section.

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommendation: That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 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.

EXECUTIVE SUMMARY:

The proposed Major in Black Studies is an interdisciplinary module to be offered by the Department of Gender, Sexuality, and Women's Studies with a focus on sociocultural aspects of Black lives and history as well as on Black culture(s) and creativity. It builds on the existing Minor in Black Studies and draws from courses across a variety of disciplines to provide students with a module that is both broad and flexible. The module, like the Minor in Black Studies, has been designed to allow students to acquire a wide- ranging background in and understanding of Black Studies, particularly in the Canadian context. As a result, courses for the module range over disciplines as widespread as Visual Arts, Political Science, Gender Studies, and History.

The Subcommittee on Program Review – Undergraduate (SUPR-U) requested an external review of the proposed Major in Black Studies per Western's Institutional Quality Assurance Process (IQAP) for the introduction of new programs. The Final Assessment Report from the external review is attached.

ATTACHMENT(S):

New Calendar Copy – Major in Black Studies

Extracted from the New Undergraduate Program Proposal – Major in Black Studies

Final Assessment Report

NEW CALENDAR COPY

MAJOR IN BLACK STUDIES

Open to all students in the university, the Major in Black Studies aims to develop students' knowledge of the issues facing people from the Black diaspora. The Major will encompass historical, theoretical, and socio-cultural topics, varying from Black Feminist Thought to contemporary Black cultural practices in Canada and elsewhere. Any undergraduate student may apply for admission, subject to prerequisites and general university entrance requirements.

Admission Requirements

Completion of first-year requirements with an average of at least 60% in 3.0 courses including GSWS 1030F/G with a minimum mark of 60% and any 0.5 or 1.0 1000-level essay course in Arts and Humanities, Social Science, or Media and Communication Studies.

Module
6.0 courses:

0.5 course: GSWS 2230F/G.
0.5 course from the following 2000-level courses: Anthropology 2278A/B, GSWS 2231F/G, History 2135A/B, Political Science 2533F/G.
0.5 course: GSWS 3420F/G.
0.5 course from the following 3000-level courses: English 3204F/G, English 3573F/G, GSWS 3324F/G, GSWS 3340F/G, GSWS 3401F/G, GSWS 3420F/G, History 3265F/G, History 3340F/G.
2.5 courses* from: Anthropology 2254A/B, French 2141A/B, French 2407A/B, French 3140B, GSWS 2170A/B, GSWS 2263F/G, GSWS 2410F/G, GSWS 2411F/G, GSWS 2412F/G, GSWS 2413F/G, GSWS 2414A/B, GSWS 2415A/B, Geography 2030A/B, History 2135A/B, History 2310F/G, Sociology 2107A/B, Sociology 2190F/G.
1.5 courses* from: Anthropology 3378F/G, Art History 3620F/G, English 3344F/G, English 3471F/G, English 3478F/G, GSWS 3402F/G, GSWS 3430F/G, GSWS 3450F/G, GSWS 3451F/G, GSWS 3452F/G, GSWS 3453F/G, GSWS 3455E, GSWS 3456E, GSWS 3460F/G, GSWS 4430F/G, GSWS 4431F/G, GSWS 4432F/G, GSWS 4607F/G, History 3814F/G, History 3870F/G, History 4315F/G, History 4351F/G, History 4607F/G, History 4645F/G, MediaCom 3931F/G, MediaCom 3935F/G, Philosophy 4107F/G, Philosophy 4751F/G, Political Science 3205F/G, Political Science 4204F/G, Sociology 4420F/G, Sociology 4472F/G.

* Students may include among their courses for these requirements any courses from the two lists of required 2000-level and 3000-level courses that are not specifically being used to meet those requirements. E.g., a student who counts Anthropology 2278A/B toward the 2000-level requirement may take any or all of GSWS 2231F/G, History 2135A/B or Political 2533F/G toward the final two requirements.

Students should note that some courses may have department-specific prerequisites. Where these exist, the student must either attain the prerequisite or request special permission to take the course without the prerequisite.

**Extracted from the New Undergraduate Module Proposal Form –
Major in Black Studies**

Description and Rationale

The Major in Black Studies is an interdisciplinary module within the Department of Gender, Sexuality, and Women's Studies with a focus on sociocultural aspects of Black lives and history as well as on Black culture(s) and creativity. It builds on the existing Minor in Black Studies, which came into effect September 1, 2022, and draws from courses across a variety of disciplines to provide students with a degree program that is both broad and flexible. The module, like the Minor in Black Studies, has been designed to allow students to acquire a wide-ranging background in and understanding of Black Studies, particularly in the Canadian context. As a result, courses for the module range over disciplines as widespread as Visual Arts, Political Science, Gender Studies, and History.

Students who wish to do so will be able to focus on a specific area after second year. Up to that point, the focus is on providing an excellent overview of Black Studies as a discipline. In third and fourth year, in particular, students will have the option to pursue a particular focus, so long as there are courses in the area. Two examples are Black history and Black cultural production, but there are also multiple courses looking at the ways in which the experience of Blackness is inherently intersectional and focusing on the ways in which gender and sexuality are experienced and understood within Black communities, as well as being foci for political and social activism.

Building on the existing structure and list of courses available for the Minor, the Major is a broadly interdisciplinary module that speaks to the lived experiences of Black Canadians, in particular, but is also informative about and relevant to all aspects of the Black Diaspora. Topics for both modules include questions about the nature of race as a concept, the ways in which structural racism affects people's ability to live and thrive, the historical encounters between Black peoples and other races, the very long history of Africa and the more recent histories of the diaspora, the fraught issues of colonialism and neo-colonialism, the structural social factors that Black people often have to resist and/or overcome, but also the historical and current creative practices that have evolved in and from Black cultures, Black achievements in all fields, and the long Black intellectual tradition. Black Joy is every bit as important as other aspects of Black life.

The admission requirements for the Major include completion of Gender, Sexuality, and Women's Studies (GSWS) 1030F/G: *Introduction to Black Studies*. In second year, both in order to provide a broad intellectual background and to assist students to build a cohort, students will be required to take GSWS 2230F/G: *Introduction to the Black/African Diaspora* and to choose 0.5 course from a list of four courses, including courses from Anthropology, GSWS, History, and Political Science. In third year, students are asked to take GSWS 3420F/G: *Black Intellectual Traditions* and to choose 0.5 courses from a list of eight, which includes courses in English, GSWS, and History. For the remaining 4.0 courses, students can choose from two picklists any course listed

in the module that they have not already taken.

As an intellectual institution, we need the changes we make to be informed not only by history but also by current research and consultations with those who have lived experience of Blackness in Canada. We are currently living at a moment when race and other identity issues are being mobilized to attack people and groups seen as minoritized, despite some 60 years of movement in terms of things like recognizing basic human rights. At this moment of backlash, it is crucially important that we be able to analyze and understand the changes that are happening around us, see them in the context of racial social and political history, and provide students and others with the tools to fight for equity and social justice. GSWS also believes that the creation of the Major will demonstrate the sincerity of Western's commitment to equity, diversity, inclusion, and decolonization (EDID) and will help promote teaching and learning for the future while enriching the student experience for all students, but particularly for our Black student population.

The proposal was developed following student requests for more courses on race and, especially, for courses with a focus on Blackness. There is very little on offer right now that is designed specifically for Black women students, for queer and trans Black students, for disabled Black students, or even just for students interested in understanding the impacts of those intersectional experiences. The proposal was also developed in response to a spate of anti-Black incidents that have effectively raised awareness of these problems. At the same time, Black Studies is a significant academic discipline in its own right, with a strong intellectual tradition dating back at least to W.E.B. DuBois. Its omission from the curriculum is a gap that this module will fill.

Objectives

- To build students' understanding of the ontological and epistemological issues surrounding Blackness in contemporary culture(s) with due attention to the historical, sociocultural, and political factors that have come to shape Black lives.
- To allow students to interrogate and theorize the construction of race while retaining a focus on the lived experience of Blackness.
- To deepen students' knowledge of what it means to be Black, what sorts of oppressions Black people have faced, particularly in the diaspora, and what types of resistance Black people have been able to engage in.
- To understand the Black intellectual tradition and its historical and contemporary importance, particularly in understanding Black Studies as a discipline.
- To equip students with knowledge and skills that will allow them to engage in cultural and political advocacy, including new forms of leadership and entrepreneurship, and in the inestimably important task of building a better, more inclusive future.

Learning Outcomes

Skills and knowledge
- Knowledge of Black Studies as a discipline, including its disciplinary history, foundation, and crucial debates and contestations.
- Understand the tensions between Black Studies, African Studies, African American Studies, Caribbean Studies, and Africana Studies.
- Knowledge of the Black diaspora, both globally and in Canada.
- Knowledge of Black geographies.
- Knowledge of Black histories, both globally and in Canada.
- Knowledge of specific Black historical experiences, notably the history of slavery. and the resilience of Black people and communities.
- Learn about prominent Black thinkers, theorists, and activists.
- Knowledge of contemporary conditions for Black Canadians.
- Learn about the history and contemporary practices of gender and sexuality in the Black community(s).
- Understand the influence of African American perspective.
- Knowledge of Black cultures and cultural production, including literature, media, art, and music.
- Training in Black theoretical perspectives, including feminist, queer, and trans.
- Knowledge of the ways in which intersectional issues affect Black people's lived experiences.
- Knowledge of EDID and its limitations.
- Know the limitations of their own knowledge.

Black Studies and intersectional approaches
- Understand the importance of approaching Black Studies from its own disciplinary perspectives.
- Know the importance of intersectional issues, such as class, ability, gender, and sexuality, in relation to Black people's lived experience.
- Able to produce strong intersectional analyses of specific texts and/or histories.
- Understand how intersectional issues affect activism in both past and present.
- Approach academic subjects from a Black perspective, e.g., Afrofuturism.

Communication and literacy
- Ability to communicate what the student has learned with cogency and clarity both orally and in writing.
- Understand and communicate clearly information from a variety of academic and cultural texts.
- Ability to critically analyze information and to convey that analysis to an appropriate audience.
- Develop good skills in argumentation and formal essay writing.
- Ability to present clearly and cogently in a classroom setting.
- Experience working with and clearly communicating to local communities.
- Good intercultural communication skills.

Research
- Know how to find material in the library, in archives, and online.
- Good critical skills in determining the quality and reliability of a variety of sources.
- Know how to properly cite a variety of different sources.
- Understand the ethics of doing research with communities and individuals (as appropriate).

Critical inquiry and creative thinking
- Develop strong critical thinking skills and the ability to analyze information.
- Understanding of how creativity informs both academic work and popular culture.
- Disrupt liberal reading of race (and other intersectional factors).
- Critically assess how structural factors affect questions of race and specifically Blackness.
- Understand and articulate the connections between theory and practice and to apply theoretical perspective to lived experience.
- Develop strong analytical skills and the ability to synthesize material.
- Disrupt the American-centrism of some approaches to Black Studies.

Local/Global community engagement
- Understand how local conditions reflect or differ from other geographical/cultural spaces.
- Understand how the global affects the local, particularly in relation to diasporic issues.
- Engage with local community on a variety of projects, such as the work to preserve London's Black history (e.g., the preservation and relocation of the African Methodist Episcopal Chapel, which is often referred to as the Fugitive Slave Chapel).
- Understand how race and especially Blackness plays out in the local political scene.
- Engage with issue of race and intersectionality at the university itself.
- Understand the limitations of local knowledges and histories in a global context.

Characteristics and values
- Ability to analyze topics and issues from a social justice perspective.
- Knowledge of EDID and its limitations.
- Understand how social policy affects the lived experiences of Black people.
- Engage in anti-racist and other anti-oppressive practices, as needed.
- Avoid ethnocentrism and promote a multi-cultural and intersectional understanding of others.
- Can connect Black Studies materials to large social issues, such as climate change, migration, and sustainability.

Major in Black Studies
Final Assessment Report & Implementation Plan
June 2024

Faculty / Affiliated University College	Faculty of Arts and Humanities and Faculty of Social Science	
Degrees Offered	B.A.	
Date of Introduction	September 1, 2025	
New Module	Major in Black Studies	
External Reviewers	Dr. Carl James, Faculty of Education York University	Dr. Philip Howard, Department of Integrated Studies in Education, McGill University
Internal Reviewer	Dr. Remus Tutunea-Fatan, Associate Dean (Academic) Faculty of Engineering	Alexandra Agyapong Undergraduate Student Management and Organizational Studies
Date of Site Visit	March 7 & 8, 2024	
Date Review Report Received	April 30, 2024	
Date Program/Faculty Response Received	Program: June 14, 2024 Faculty: June 13, 2024	
Evaluation	Approved to Commence	
Approval Dates	SUPR-U: September 18, 2024 ACA: October 1, 2024 Senate:	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

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

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

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

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

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

Executive Summary

The Major in Black Studies is an interdisciplinary module within the Department of Gender, Sexuality, and Women's Studies (GSWS) with a focus on sociocultural aspects of Black lives and history as well as on Black culture(s) and creativity. It builds on the existing Minor in Black Studies, which came into effect September 1, 2023, and draws from courses across a variety of disciplines to provide students with a degree program that is both broad and flexible. The module, like the Minor in Black Studies, has been designed to allow students to acquire a wide- ranging background in and understanding of Black Studies, particularly in the Canadian context. As a result, courses for the module range over disciplines as widespread as Visual Arts, Political Science, Gender Studies, and History. Topics in the program offering include questions about the nature of race as a concept, the ways in which structural racism affects people's ability to live and thrive, the historical encounters between Black peoples and other races, the very long history of Africa and the more recent histories of the diaspora, the fraught issues of colonialism and neo-colonialism, the structural social factors that Black people often have to resist and/or overcome, but also the historical and current creative practices that have evolved in and from Black cultures, Black achievements in all fields, and the long Black intellectual tradition. Black Joy (which is a special topics course offered by the Department of Gender, Sexuality, and Women's Studies in winter 2024) is every bit as important as other aspects of Black life. The proposed Major in Black Studies aims to graduate 15 students by the end of the first four years of the program.

The external reviewers shared a positive assessment of the Black Studies Program Proposal. They offer three overarching recommendations (each with three sub-recommendations) for consideration as the program evolves.

Strengths and Innovative Features Identified by the Program

- An avenue for discourse that would challenge stereotypical narratives, experience of Blackness and intersections of Blackness, and gender and sexuality. Mindful alignment with Western's strategic mission to create "a more equitable and inclusive Western".
- Positions Western at the cutting edge of social justice issues in Canada, and to take a leadership role in promoting Black Studies.
- Interdisciplinary and flexible program that allows students to pursue specific interests within Black Studies. Also allows students studying in other programs the ability to incorporate this modular offering into their degree.
- Experiential and community-engaged learning opportunities such as a collaboration with the Western Black Leadership University Experience program (BLUE) and engagement with the Black Londoners project.
- Exploration in cultural, social and political advocacy, including new forms of leadership and entrepreneurship, with the aim to build a more inclusive future;

connecting Black Studies materials to large social issues, such as climate change, migration, and sustainability.
- Potential to stimulate research and scholarship at every level and in all the interdisciplinary aspects of Black Studies.

Proposal Preparation and Review Process

Following preliminary research on Black Studies programs in Canada and the United States, an organizing committee was put together. The Black Studies Organizing Committee (BSOC), which included representation from Dean's Offices, faculty members and students, subsequently carried out consultations with Deans, Chairs, Undergraduate Chairs, graduate/undergraduate students and representative student groups, and the larger London community. A curriculum sub-committee met with Undergraduate Chairs, collected course outlines, created program level learning objectives, and began the process of curriculum mapping. More specifically, those consulted included:

- Dean, Faculty of Arts and Humanities
- Dean, Faculty of Social Science
- Faculty of Arts and Humanities Department Chairs
- Faculty of Social Science Department Chairs
- Faculty of Arts and Humanities Educational Policy Committee (EPC)
- Faculty of Social Science Educational Policy Committee (EPC)
- Associate Dean Academic, King's University College
- Academic Dean, Huron University College
- Associate Academic Dean, Brescia University College
- Associate Dean, Undergraduate, Faculty of Information & Media Studies
- Consultations with the University and the London Communities:
  - African Students Association (ASA)
  - Black Future Lawyers (BFL)
  - Society of Graduate Studies (SOGS)
  - University Students' Council (USC)
  - Members of the London Community

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

- Associate Vice-President of Equity, Diversity and Inclusion
- Vice-Provost (Academic Programs)
- Vice-Provost (Academic Planning, Policy and Faculty Relations)

- Director of Academic Quality and Enhancement
- Dean, Faculty of Social Science
- Dean, Faculty of Arts and Humanities
- Undergraduate Chair
- Black Studies Organizing Committee
- Associate Chief Librarian
- Program Faculty
- Administrative Staff

Following the site visit, the external reviews produced a comprehensive review report with recommendations which was sent to the academic unit and the Dean, Faculty of Arts and Humanities for review and response. These formative documents, including the new major proposal document, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Major in Black Studies.

Summative Assessment – External Reviewers' Report

The external reviewers shared that find *"the proposed Black Studies program to be solid and well-conceived, with a strong emphasis on community engagement, interdisciplinary collaboration, and experiential learning. The program is poised to meet the needs and interests of the university, the local community, and the student body, equipping students with the necessary skills and knowledge for academic and professional success."*

Strengths and/or Unique Aspects of the Program

- Faculty associated with the Major in Black Studies are highly qualified, with a track record of scholarly achievements, awards, and research grants.
- Curriculum incorporates 1) interdisciplinary approaches; 2) experiential and community-engaged learning; 3) black scholars and students' ideas; 4) varied assessment methods; 5) flexible and adaptable; which foster a learning culture that is both mindful of values and responsive to new challenges and opportunities.
  - o Interdisciplinarity allows students to explore the complexities and intersections of race, gender, class, and other social categories, providing a comprehensive understanding of the Black experience.
  - o Emphasis on community engagement and experiential learning aligns with the current trends in the field and helps students gain an appreciation of research and resulting data to be used as evidence for community action or to inform needed changes in community.

- Effective prerequisites prepare students to succeed in this interdisciplinary area of study that requires critical analysis and promotes accessibility; structure and regulations effectively support student progression.
- Flexible admission requirements accommodate students from different academic backgrounds.

Opportunities for Program Improvement Mentioned by Reviewers

- Consider curriculum concerns, including: 1) of the 55 courses in the Major, only 15 courses have 85-100% Black Studies content; 2) potential issues regarding flexibility and options for students to pursue specific focuses within the program in their 3rd and 4th year; 3) ensure the Major remains anchored in Black Studies. (*Associated with Recommendation #1)*
- Greater focus on the Canadian context would help to strengthen the program and in doing so, the history, lives, and experiences of African/Indigenous Canadian should be incorporated into, and appropriately positioned within, the curriculum. (*Associated with Recommendation #1)*
- Ensure that all instructors have a comprehensive understanding of Black studies, its disciplinary foundations, and Black identity. (*Associated with Recommendation #1)*
- Further emphasize strategies for recruiting and supporting a diverse student body and faculty. Initiatives such as scholarships, mentorship programs, and targeted recruitment efforts could enhance the program's measured impact. (*Associated with Recommendation #2)*
- Develop a comprehensive plan for public engagement and visibility. (*Associated with Recommendation #2)*
- Establish formal collaborations with local organizations, cultural agencies, and educational institutions. (*Associated with Recommendation #2*)
- Monitor resource allocation. For instance:1) maintain balanced workloads for existing faculty members and administrative staff; 2) increase workspaces as required by a growing program as this could hinder program growth and sustainability. (*Associated with Recommendation #3*)
- Implement mechanism to monitor and assess the long-term impact of the program on students' careers and contributions to the field of Black Studies. (*Associated with Recommendation #3*)
- Careful assessment of the program's viability based on evolving student demand.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendations	Program/Faculty Response
Recommendation #1 Strengthen Program Structure and Academic Rigour **Theme a.** Content and Curriculum Development i. Increase the minimum threshold for Black studies content in courses. ii. Integrate a more robust focus on the Canadian context and global perspectives within Black studies. iii. Expand the disciplines that might be included in the program.	**Program:** i. The Program will work with other departments to produce more courses wholly dedicated to Black Studies, while retaining commitment to produce GSWS courses for the Major and Minor modules (note that the Minor was approved in 2022). The Program will also make efforts to increase Black Studies content in courses that are not wholly dedicated. ii. The Program agrees wholeheartedly with this recommendation and intends to strengthen both global and Canadian content, while acknowledging dependence on what other departments are willing to offer. iii. The Program agrees with this recommendation but acknowledges present limitations. Including courses in the Sciences, among other disciplines would be ideal; the Department will explore including Music, which seems a potentially important area for students, many of whom are interested in a variety of forms of creativity and cultural production. **Faculty:** i. Minimum threshold for Black Studies content is expected to be increased as the program gains traction with students, develops more courses that are specific to the program, and gains in enrolments. ii. More Canadian context and global perspectives are desirable; the program is encouraged to seek these out. iii. Reaching out to Music seems an especially fruitful possibility. More generally, the program is open to contributions from across the University to further diversify its offerings.
Recommendation #1 Strengthen Program Structure and Academic Rigour **Theme b.** Faculty Development and Hiring i. Implement targeted hiring practices to increase Black faculty representation within and beyond GSWS. ii. Continuous program review to ensure interests, expectations and aspirations	**Program:** i. The Program hopes that the Faculties and the university as a whole will be supportive of the growth of the Major. ii. Plans are in place to create an advisory board that would, in part, function as a subcommittee of the Undergraduate Curriculum Committee; this would enable continuous review of undergraduate modules regularly, over and beyond meeting the cyclical review requirements. **Faculty:** i. Hiring requests are part of the budget process and depend on numerous factors. Within those constraints, the Dean's Office supports hiring as the program grows. ii. The program's plan for an advisory board would allow it to meet this recommendation, and regular curricular review is part of the mandate of all Departments and programs.

of the students, faculty members, and community are met.	
Recommendation #1: Strengthen Program Structure and Academic Rigour **Theme c.** Student Engagement and Success i. Ensure prerequisites and course requirements enhance learning and engagement. ii. Develop marketing strategies emphasizing the program's critical thinking and problem-solving focus.	**Program:** i. This is already being done with existing modules, including the Minor in Black Studies. ii. GSWS has an excellent track record with marketing courses and programs. This is clearly supported by the history of the department, which increased overall enrolments from 645.5 FCEs in 2011 to 2,400 FCEs in 2023. In addition, through students, faculty, and the Equity Office, the Program has excellent connections with the London community and are committed to engaging with them to keep the program relevant locally, as well as nationally and globally. **Faculty:** i. These elements have been at the forefront of the Department's development of the program and will continue to guide it as it reviews the program. ii. Dean's Office prioritizes effective communication regarding all programs and will continue to work with the program to ensure that its strengths are advertised widely. The Minor has featured prominently in recent recruitment efforts, and the Major will be similarly highlighted.
Recommendation #2: Enhance Community Engagement and Program Relevance **Theme a.** Local and Global Community Ties i. Strengthen partnerships with local Black communities and organizations. ii. Establish collaborative networks with other institutions offering Black Studies.	**Program:** i. The Program will be working intensively with the Equity Office and with student groups to ensure the development of strong partnerships. Students in the Minor are already engaging, among other things, with the Black Londoners Project, an important oral history of the Black community in London. In addition, one faculty member has created several community engagement exercises within courses, it is expected that more faculty will follow this lead. ii. The Program has been networking informally at talks, conferences, and other events. However, the importance of establishing more formal collaborative networks is recognized and will be undertaken. **Faculty:** i. Faculty members teaching in the program have begun to make strong community connections and plan to continue to deepen those. ii. More initiatives, similar to those identified above (i), will be explored and expanded upon as the program develops.

Recommendation #2:	**Program:**
Enhance Community Engagement and Program Relevance **Theme b**. Student and Community Involvement i. Engage potential students and community members in program development. ii. Promote the program's relevance to contemporary Black experiences and challenges.	i. The Black Studies Subcommittee of the GSWS Undergraduate Studies Committee is considering developing an advisory board for the Black Studies program. An advisory board would include students (both current and potential) and community members. ii. The Black Studies program will be reviewed annually to ensure that the program offerings are current and relevant to Black experiences and challenges. The Program will also work on promoting courses (and individual events, such as talks and conferences) that are relevant to the experiences of Black students (and faculty, staff, and community members). **Faculty:** i. The Dean's Office fully endorses the program's thoughtful response, considering the possibility of an advisory committee that would allow students and community members to be active participants. ii. The regular review of the program (at Departmental meetings and retreats and through a possible advisory committee – see above) will ensure its continued relevance.
Recommendation #2:	**Program:**
Enhance Community Engagement and Program Relevance **Theme c.** Visibility and Outreach i. Increase the program's visibility through targeted outreach and engagement initiatives. ii. Highlight the program's unique contributions to Black studies and its relevance to societal needs.	i. GSWS is working with the Communications Specialist in the Faculty of Arts and Humanities to develop an outreach strategy to increase awareness of the program. Black Studies faculty and students attended various open house events to speak with potential students about the modules. Individual faculty members have also given public facing talks about their research; at such talks, they have also discussed the program. For 2024-25, the Program plans to reach out to the Thames Valley District School Board to discuss ways of engaging with the students. ii. Promotional materials will highlight the program's uniqueness and the ways in which the program specifically responds to the needs and interests of Black students. These materials will also highlight that this is the first major in Black Studies at a Canadian university. They will also highlight the deeply interdisciplinary nature of the Major and its flexibility in allowing students to tailor the degree to their own interests. **Faculty:** i. The Black Studies Minor has been promoted by the Faculty and the Department at outreach events since its inception, and the Major will be similarly supported. The Dean's Office will work with the communications and outreach team to ensure that this program highly visible. ii. The program's relevance to societal needs is one of its most distinctive features and will figure prominently in all promotional events and materials.

Recommendation #3:	Program:
Secure Institutional Support and Ensure Sustainability **Theme a.** Resource Allocation and Support i. Secure administrative commitment for necessary resources, including faculty positions and library support. ii. Promote the program's alignment with university priorities, emphasizing its role in addressing historical relations with Black and racialized communities.	i. GSWS has secured administrative commitment to develop the major and will continue to advocate for support to maintain and further develop the module. The department's ability to request faculty positions is limited but will continue to request new hires to support this module. Thus far, the library has been very helpful in terms of securing new materials, and the Program is confident of its continued support. ii. GSWS saw developing the Black Studies major and minor as integral to the university's priorities. The Program 1) has communicated with members of London's Black community about the modules and will continue to do so; 2) is developing partnerships with community organizations to ensure students have community engaged learning opportunities and to continue strengthening the present connections. **Faculty:** i. The Western libraries have always been extremely responsive to requests for materials from the Faculty; this strong relationship will help the Black Studies Major. While faculty positions must go through the regular budget process, with final approval from the Provost, the Dean's Office is committed to supporting the program as it grows. ii. The Major responds directly to the University's plans to diversify the curriculum and to engage with communities.
Recommendation #3: Secure Institutional Support and Ensure Sustainability **Theme b.** Program Review and Adaptation i. Establish a regular review process to assess the program's structure, content, and outcomes. ii. Adapt the program based on evolving field developments, student feedback, and community needs.	**Program:** i. As discussed in response to Recommendation #2, GSWS has an Undergraduate Curriculum committee, and to maintain the integrity of the program, this committee will develop a subcommittee focused on Black Studies. Working with the Undergraduate Chair of GSWS, this subcommittee will assess the program's current structure and make changes as needed. ii. GSWS has an active student led organization known as the Gender Studies Student Collective. In the GSSC, there are student elected representatives for each module offered by GSWS. The Undergraduate Chair of GSWS will work with the GSSC to ensure that such a representative for Black Studies is elected. This representative may be a member of the Black Studies subcommittee. The GSSC periodically surveys GSWS students about their interests, and the Undergraduate Curriculum Committee takes these responses into consideration during curriculum revision. **Faculty:** i. GSWS's plans to establish a Black Studies subcommittee (of the Undergraduate Curriculum committee) will ensure that the program is reviewed regularly. ii. With the above subcommittee and regular input from students (gathered from undergraduate student collective members and from surveys) and the community (see above), the program will be able to respond to changes in the field and in student and community interests.

Recommendation #3: Secure Institutional Support and Ensure Sustainability	Program:
Theme c. Infrastructure and Recognition	i. GSWS plans to work with faculty teaching in Black Studies and administration to develop a stand-alone program or unit in time. GSWS began as a program, so the department has experience and the institutional knowledge to aid in such development.
i. Work towards the program's recognition as a stand-alone department or unit.	ii. As the modules grow, GSWS will assess the administrative needs of Black Studies and request additional administrative support. GSWS will request that the module have its own undergraduate assistant to alleviate the workload on the GSWS undergraduate assistant and to dedicate time to the module.
ii. Develop infrastructure to support the program's long-term vision and sustainability.	**Faculty:** i. The Dean's Office supports efforts to enhance the program's recognition which should enhance its viability as a stand-alone unit. This would require, not least, significant growth in both course and program enrolment. ii. The program might, in time, require more administrative oversight – a dedicated Director, for example.

Implementation Plan

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

Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1a **Content and Curriculum Development** i. Increase the minimum threshold for Black studies content in courses. ii. Integrate a more robust focus on the Canadian context and global perspectives within Black studies. iii. Expand the disciplines that might be included.	• Collaborate with other departments to develop more courses wholly dedicated to Black Studies as well as to increase Black Studies content in courses that are not wholly dedicated, with a focus on both global and Canadian content. • Explore the possibility of including Music into program offering.	Department Chair	By June 2028
Recommendation #1b **Faculty Development and Hiring** i. Implement targeted hiring practices to increase Black faculty representation within/beyond GSWS. ii. Continuous program review to ensure interests, expectations and aspirations of the students, faculty members, and community are met.	• Monitor faculty resources to ensure program's sustainability and growth. • Create an advisory board that would function as a subcommittee of the Undergraduate Curriculum Committee. ○ Consider consultation with the Offices of Faculty Relations and Office of EDI • Craft a plan to regularly review the program modules.	Department Chair Advisory board	By June 2026
Recommendation #1c **Student Engagement and Success** i. Ensure prerequisites and course requirements enhance learning and engagement. ii. Develop marketing strategies emphasizing the program's critical thinking and problem-solving focus.	• Continue the ongoing evaluation of pre-requisites and course requirements. • Leverage community connections to market courses and programs.	Department Chair	By June 2028

Recommendation #2a
Local and Global Community Ties
   i. Strengthen partnerships with local Black communities and organizations.
   ii. Establish collaborative networks with other institutions offering Black Studies.
	• Continue collaborating with the Office of EDI, student groups and present community connections with the aim of strengthening relationships.
	• Establish more formal collaborative networks.
		Department Chair	By June 2028

Recommendation #2b
Student and Community Involvement
   i. Engage potential students and community members in program development.
   ii. Promote the program's relevance to contemporary Black experiences and challenges.
	• Ensure engagement of students and community members in the eventual program advisory board.
	• Conduct review annually to ensure that the program offerings are current and relevant to Black experiences and challenges.
		Department Chair	By June 2026

Recommendation #2c
Visibility and Outreach
   i. Increase the program's visibility through targeted outreach and engagement initiatives.
   ii. Highlight the program's unique contributions to Black studies and its relevance to societal needs.
	• Continue working with the Communications Specialist in the Faculty to develop an outreach strategy to increase awareness of the program.
	• Highlight the program's uniqueness and the ways in which it responds to the needs and interests of Black students in promotional materials.
		Department Chair
		
		Dean's Office
			By June 2026

Recommendation #3a
Resource Allocation and Support
   i. Secure administrative commitment for necessary resources, including faculty positions & library support
   ii. Promote the program's alignment with university priorities, emphasizing its role in addressing historical relations with Black and racialized communities.
	• Advocate for support to ensure program's sustainability and growth.
	• Promote the modules with members of London's Black community.
	• Strengthen partnerships with community organizations to ensure students have community engaged learning opportunities.
		Department Chair	By June 2028

Recommendation #3b
Program Review and Adaptation
   i. Establish a regular review process to assess the program's structure, content, and outcomes.
   ii. Adapt the program based on evolving field developments, student feedback, and community needs.
	• Explore the development of an advisory committee.
	• Continuously assess the program's current structure and make changes as needed.
	• Ensure that a representative of Black Studies is elected on the GSSC.
	• Revise curriculum based on feedback obtained by the GSSC regarding students' interests, field developments and community needs and input.
		Department Chair
		
		Advisory board
			By June 2028

Recommendation #3c
Infrastructure and Recognition
  i. Work towards the program's recognition as a stand-alone department or unit.
  ii. Develop infrastructure to support the program's long-term vision and sustainability.
	• Work with administration and faculty to develop a plan for a stand-alone program or unit.
	• Monitor program growth to assess infrastructure needs.
		Department Chair	By June 2028

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

The Arthur Labatt Family School of Nursing (the School) in the Faculty of Health Sciences is proposing revisions to the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) program and the Compressed Time Frame BScN program.

The primary revision proposed to the Western-Fanshawe Collaborative BScN program is:

- A revision to the program requirements to require Nursing 1140A/B: *Introduction to Health Informatics within Nursing* (recently approved by the Subcommittee on Undergraduate Academic Courses) in place of the recently withdrawn Nursing 2240F/G: *Introduction to Health Informatics within Nursing*.

The primary revisions proposed to the Compressed Time Frame (CTF) BScN program include:

- The removal of CASPer from the admission requirements.

- Addition of admission requirements for the CTF BScN (RPN Stream A). The School began admitting students to the CTF BScN (RPN Stream A) in September of 2022 following Senate's approval of an Articulation Agreement for the admission of graduates of the Practical Nursing Diploma at Fanshawe College into the CTF BScN program. The admission requirements for this stream were not added to the policy on "Nursing Applicants" at the time the Articulation Agreement was approved.

- Addition of a new stream in the CTF program – RPN Stream B – beginning in September 2025. These students would have similar qualifications to RPN students admitted through the existing RPN Stream A but would not have 5.0 University credits prior to admission.

- A revision to the program requirements for the existing Regular Stream and RPN Stream A to require Nursing 1140A/B: *Introduction to Health Informatics within Nursing* in place of the former Nursing 2240F/G: *Introduction to Health Informatics within Nursing*.

The admission and program requirements for the Western-Fanshawe Collaborative BScN and the Compressed Time Frame BScN programs are contained in the

Senate Academic policies on "Nursing Applicants" and "Progression Requirements –
Nursing".

The proposed revisions to these policies are outlined below.

Revisions to the Policy on "Nursing Applicants"

- Removal of references to rescinded Senate Academic policies. The
  appropriate current Senate Academic policies are now hyperlinked in the
  "Related Policies" section of template.

- Within the Western-Fanshawe Collaborative Nursing Program section:

  o Removal of the Admissions Appeals Procedure. An Admissions
    Appeals Procedure applying to all undergraduate Nursing programs is
    added later in the policy.

- Within the Compressed Time Frame BScN Program (Regular Stream):

  o Removal of the CASPer requirement for admission.

    CASPer is an online test designed to evaluate key non-cognitive skills
    including interpersonal and professional characteristics. CASPer was
    introduced into the admission requirements for Nursing in 2019. The
    intent in doing so was to help ensure that admission into the School
    was equitable, and that the School attracted qualified applicants into
    the profession based on factors other than GPA alone.

    The School's experience with CASPer within the admissions process
    has, however, been problematic in some domains. The School has
    implemented a new recruitment strategy that allows students to select
    Nursing during the Intent to Register process, and this pathway
    bypasses CASPer. This creates an inequity within the School's
    admissions, both in terms of cost, and in terms of equivalence across
    admission pathways. Further, the timing of CASPer test taking has
    negatively impacted the School's ability to send out admission offers in
    a timely manner, in comparison to other Nursing Schools in Ontario.
    This may impact on the School's ability to sustain admission numbers.

    The proposed change has been discussed with the University's Legal
    Counsel in relation to the contract with Altus Suites, and at appropriate
    Nursing Committees within the School.

  o Removal of the Admissions Appeals Procedure. An Admissions
    Appeals Procedure applying to all undergraduate Nursing programs is
    added later in the policy.

- Addition of admission requirements for the CTF BScN (RPN Stream A).

  o The School began admitting students to the CTF BScN (RPN Stream
    A) in September of 2022 following Senate's approval of an Articulation
    Agreement for the admission of graduates of the Practical Nursing

Diploma at Fanshawe College into the CTF BScN program. The admission requirements for this stream were not added to the policy on "Nursing Applicants" at the time the Articulation Agreement was approved.

- Addition of admission requirements for the new RPN Stream B.

    o The School is proposing to admit students to a separate RPN stream, beginning in September of 2025. These students would have similar qualifications to RPN students admitted through Stream A but would not have 5.0 University credits prior to admission.

- Addition of an Admission Appeals Procedure section that applies to all undergraduate Nursing programs offered by the School.

- Editorial amendments to language.

Revisions to the Policy on "Progression Requirements – Nursing"

- References to "professional practice" courses are updated to "clinical application" courses.

- Clarification within the Progression Requirements regarding the 60% threshold in Science requirements of the degree. Note that the revision is not *changing* the threshold for Science requirements – merely clarifying the language.

- Amendment to the Courses Required for the Western-Fanshawe BScN program, the Courses Required for the Compressed Time Frame BScN Program (Regular Stream), and the Courses Required for the Compressed Time Frame Program (RPN Stream A) to require Nursing 1140A/B: *Introduction to Health Informatics within Nursing* in place of the former Nursing 2240F/G: *Introduction to Health Informatics within Nursing.*

- Pathology 2420A/B was recently withdrawn by the Schulich School of Medicine & Dentistry. Updated throughout to reference Pathology 2420A/B as "a former" course.

- Addition of the Courses Required for the Compressed Time Frame Program (RPN Stream B) for the proposed new stream.

- Editorial amendments to language.

ATTACHMENT(S):

Revisions to the Policy on "Nursing Applicants"

Revisions to the Policy on "Progression Requirements – Nursing"

Nursing Applicants

Policy Category: Admission

Subject: Nursing Applicants

Subsections: <u>Western-Fanshawe Collaborative Nursing Program</u>; <u>Compressed Time Frame BScN Program (Regular Stream</u>; <u>Compressed Time Frame BScN Program (RPN Stream A)</u>; <u>Compressed Time Frame BScN Program (RPN Stream B)</u>; <u>Academic Policies</u>; <u>Admission Appeals Procedure</u>

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures:

Officer(s) Responsible for Procedure: *

Related Policies: <u>Progression Requirements – Nursing</u>
<u>Potential Health Risks/Immunization Requirements</u>
<u>Undergraduate Degree Admissions</u>

Effective Date: September 1, 2024 ~~March 2019~~

Supersedes: March 2019 *

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~~**NURSING APPLICANTS**~~

~~Full statements of some policies are not included below but are in the Academic Calendar:~~

1) ~~Ontario high school applicants should refer to Ontario Applicants: General Admission Requirements to Programs at http://www.uwo.ca/univsec/pdf/academic_policies/admission/ontario.pdf for specific admission requirements to Western University and the Western-Fanshawe Collaborative BScN Program.~~

2) See also English Language Proficiency Requirements for Admission to Undergraduate Nursing Programs at http://www.uwo.ca/univsec/pdf/academic_policies/admission/englishadm.pdf

3) The policy Statement on Potential Health Risks/Immunization Requirements applies to Nursing students. Please refer to: http://www.uwo.ca/univsec/pdf/academic_policies/admission/healthrisks.pdf

4) Students admitted are advised to refer to the program registration requirements in the Academic Calendar at http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_nursing.pdf

WESTERN-FANSHAWE COLLABORATIVE NURSING PROGRAM

Admission Requirements – For Admission, September 2020 and beyond

Enrolment in first year is limited and admission is competitive. The minimum admission average is determined each year and is dependent on the number and quality of applicants, and number of available places in the program. Meeting the minimum requirements listed does not guarantee admission.

Note: All students applying to the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) program do so through the Ontario Universities' Application Centre (www.ouac.on.ca), choosing program code 'ENW' for Western and 'ENF' for Fanshawe College. Students are encouraged to apply to both Western and Fanshawe where applicable.

Note: Priority consideration shall be given, all other things being equal, first to Canadian citizens and permanent residents from Ontario, and second to Canadian citizens and permanent residents from other Canadian provinces. Special consideration may be given to a student supported by the Canadian International Development Agency or a similar agency.

1. ~~Pre-requisite~~ Prerequisite requirements:

All applicants must also have completed the following or equivalent Ontario secondary school courses with a minimum grade of 65% in each:
- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
  - Functions MCR3U
  - Functions and Applications MCF3M

Note: If an applicant does not meet the minimum Math requirement in one of the Grade 11 <mark>prerequisites</mark> ~~pre-requisites~~, Western will check for a minimum of 65% in one of Advanced Functions MHF4U, Calculus and Vectors MCV4U, or Math of Data Management MDM4U

<u>Applicants may be required to submit official detailed course syllabus information to determine if courses other than the above are deemed equivalent to the prerequisite requirements.</u>

2.   **CASPer requirements (for Admission, September 2020 and beyond):**

~~All applicants to undergraduate programs in the School of Nursing at Western~~ <mark>Applicants to the Western-Fanshawe Collaborative Nursing Program</mark> will be required to complete CASPer (Computer-Based Assessment for Sampling Personal Characteristics), a mandatory online 90-minute computer-based assessment as a component of the admission process. Applicants who do not complete the CASPer test will not be considered for admission. CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.

CASPer is an online test designed to evaluate key non-cognitive skills, as well as interpersonal and professional characteristics essential for students to be successful in nursing programs and ultimately, as practicing nurses. Since CASPer assesses non-cognitive and interpersonal characteristics, studying is not required.

3.   **Academic Requirements:**

Applicants Presenting an Ontario Secondary School Diploma

Applicants must complete an Ontario Secondary School Diploma (OSSD) and have a minimum of six Grade 12 U and/or M-level courses (excluding co-op courses), including the prerequisite courses with a minimum grade of 65% in each.

Applicants with High School Standing from other Canadian Provinces

Applicants from other provinces in Canada are eligible to apply for admission on the basis of senior matriculation if their academic records meet, in subject matter and standing obtained, both the requirements of admission to this School and to a recognized university in their own province. This must include the successful completion of (Grade 12 university preparation) courses in English, Biology, Chemistry and Mathematics with a minimum grade of 65% in each.

~~Please refer to Admission of Students From Canadian Provinces Other Than Ontario at http://www.uwo.ca/univsec/pdf/academic_policies/admission/otherprovinces.pdf~~

Applicants Currently Enrolled in a University, or who have Previously Attended University or other Post-Secondary Institutions

Applicants applying to enter the nursing program from Post-Secondary studies are considered on the basis of their high school ~~pre-requisite~~ <mark>prerequisite</mark> coursework and university, college or other post-secondary standing. Specifically,

- students applying with one year of full-time university study must have achieved a minimum 70% overall average;
- students having completed two or more full-time years of university study must have achieved a minimum 70% average in the final two years (10.0 credits) of study. If courses are repeated within the last 10.0 credits completed, both attempts are utilized in the admission average.
- students applying from a College of Applied Arts and Technology (CAAT) must have achieved a cumulative average of "B" (GPA of 3.0) in a completed program.

All applicants must also have completed the equivalent of the following Ontario secondary school courses with a minimum grade of 65% in each:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
    - Functions MCR3U
    - Functions and Applications MCF3M

Applicants may be required to submit official detailed course syllabus information to determine if courses meet the pre-requisite requirements.

Mature Applicants

Applicants will be considered for admission who:

- meet Western's definition of mature applicant, and
- are able to demonstrate academic success within the last four (4) years by achieving a credit equivalent to the following Ontario secondary school courses, according to the general criteria at Western, with a minimum mark of 65% in each:
- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
    - Functions MCR3U
    - Functions and Applications MCF3M

Indigenous Applicants

The <mark>Arthur Labatt Family</mark> School of Nursing recognizes that Indigenous Peoples are not represented adequately in the nursing profession and therefore welcomes their applications.

Eligible Indigenous applicants may be admitted to the nursing program from one of two paths:

1.   Indigenous applicants who have successfully completed the program's admission requirements, and whose admission average has met the annual program admission average as determined by the <mark>Arthur Labatt Family</mark> School of Nursing and the University's Admissions Office, will be considered for admission along with all other program applicants.

2.   Indigenous applicants who have successfully completed the program's admission requirements, but whose overall average has NOT met the annual program admission average as determined by the <mark>Arthur Labatt Family</mark> School of Nursing and the University's Admissions Office, will be considered on a discretionary basis to fill four seats (two seats at the Western site and two seats at the Fanshawe College site) set aside for applicants in this latter category.

Applicants from Degree Nursing Programs

Applicants in this category must have completed the requirements as outlined below to receive admission consideration:

1. Meet admission requirements as stated in <mark>this policy</mark> ~~the current Academic Calendar~~;
2. Submit, in writing, the reason for leaving the previous or current program and for applying to a nursing program at Western University.

The applicant must provide written permission to the <mark>Arthur Labatt Family</mark> School of Nursing to contact the Dean, Director, Coordinator, or Head of the Nursing program in which the student was previously or is currently registered for release of information about the student's status in the previous or current nursing program (including matters pending) with regard to failures, probation, suspensions, determination of professional unsuitability, disciplinary action, or other related matters.

Applicants are not admitted into upper year studies. All core Nursing courses must be completed at Western University and/or Fanshawe College.

Submission of Applications for Admission

Applications for admission to the Western-Fanshawe Collaborative BScN Program must be submitted by February 15. It is recommended that the application be made early to ensure all required documentation arrive in a timely manner. The enrolment in this program is limited.

~~Admissions Appeals Procedure~~

~~Following the final date for application, applicants may file any supplementary information relevant to their application with the Registrar's Office no later than May 1.~~

~~Decisions of the Admissions Committee are final.~~

~~Applicants may request a review of the decision by the Admissions Committee, provided that such a request is based upon significant new information, pertinent to the application and not available to the applicant prior to May 1. This request must be filed with the Registrar's Office no later than 2 weeks after the issuance of the original decision.~~

COMPRESSED TIME FRAME BScN PROGRAM (REGULAR STREAM)

Admission Requirements (for Admission, September 2025 ~~2020~~ and beyond)

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

1. ~~Pre-requisite~~ **Prerequisite requirements:**

All applicants must also have completed the following courses at an accredited University with a minimum grade of 60% in each of physiology, anatomy and statistics (see below):

1. 1.0 course in human physiology, or equivalent
2. 0.5 course in human anatomy
3. 0.5 course in introductory statistics

Prerequisite courses must be taken within 10 years of the year seeking admission ~~(for Admission, September 2020 and beyond)~~.

Applicants may be required to submit official detailed course syllabus information to determine if courses meet the prerequisite requirements.

~~2.　CASPer requirements (for Admission, September 2020 and beyond):~~

~~All applicants to undergraduate programs in the School of Nursing at Western will be required to complete CASPer (Computer-Based Assessment for Sampling Personal Characteristics), a mandatory online 90-minute computer-based assessment as a component of the admission process. Applicants who do not complete the CASPer test will not be considered for admission. CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.~~

~~CASPer is an online test designed to evaluate key non-cognitive skills, as well as interpersonal and professional characteristics essential for students to be successful in nursing programs and ultimately, as practicing nurses. Since CASPer assesses non-cognitive and interpersonal characteristics, studying is not required.~~

~~3~~ **2.　Academic requirements:**

To be eligible to apply to the Compressed Time Frame Bachelor of Science in Nursing (BScN) program (Regular Stream), applicants:
- Must have completed at least ten (10.0) university-level full-course equivalents with a minimum 75% (3.0 GPA), and
- Have no more than 5.0 courses at the introductory level (equivalent to courses numbered 1000 to 1999 at Western University).

If courses are repeated within the last 10.0 credits completed, both attempts are utilized in the admission average.

Students with university preparation outside of North America must submit documentation from the World Education Services (WES) ~~www.wes.org~~.

Submission of Application for Admission
All applicants must apply through the Ontario Universities Application Centre. The application deadline is February 15. It is recommended that the application be made early. The enrolment in this program is limited.

~~Admission Appeals Procedure~~
~~Applicants wishing to appeal an admission decision must do so following the procedure outlined in Admission Appeals Procedure specified for Western-Fanshawe Collaborative BScN Program.~~

COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM A)

Admission Requirements (for Admission, September 2025 and beyond)

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

1. **Academic requirements:**

   • **Completion of a Practical Nursing program from an accredited College of Applied Arts and Technology in Ontario** with a minimum GPA of 75%, or 3.5.
   • A **minimum average of 65% in 5.0 degree-credit courses** (equivalent to one full year) at a recognized university. For applicants with more than 5.0 credits, the top 5.0 course grades will be used.
   • Applicants must complete the Practical Nursing diploma by the end of May in the year they are applying.

Applicants with university preparation outside of North America must submit a course-by-course evaluation through the World Education Services (WES).

2. **Experiential and Registration Requirements:**

   A) **For applicants who completed the Practical Nursing Diploma within five years prior to applying:**
      • Have RPN registration in good standing with the College of Nurses of Ontario
      • Be entitled to practice with no restrictions

   B) **For applicants who completed the Practical Nursing Diploma more than five years prior to applying:**
      • Completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada)
      • Applicants must provide a complete Verification of Employment Hours form
      • Have RPN registration in good standing with the College of Nurses of Ontario
      • Be entitled to practice with no restrictions

Submission of Application for Admission
All applicants must apply through the Ontario Universities Application Centre. The application deadline is February 15. It is recommended that the application be made early. The enrolment in this program is limited.

COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM B)

Admission Requirements (for Admission, September 2025 and beyond)

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

1.   Academic requirements:

- **Completion of an accredited Canadian two-year Practical Nursing Diploma program** with a minimum GPA of 75%, or 3.5, and a competitive overall admission average.

2.   Experiential and Registration Requirements:

- Completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada)
- Applicants must provide a complete Verification of Employment Hours form
- Have RPN registration in good standing with the College of Nurses of Ontario
- Be entitled to practice with no restrictions

Submission of Application for Admission
All applicants must apply through the Ontario Universities Application Centre. The application deadline is January 15. It is recommended that the application be made early. The enrolment in this program is limited.

ACADEMIC POLICIES ~~WESTERN-FANSHAWE COLLABORATIVE BScN PROGRAM~~

The following applies to all undergraduate Nursing programs offered by the Arthur Labatt Family School of Nursing.

Advanced Standing and Transfer of Credit
Decisions regarding advanced standing and transfer of credit are governed by the policy of this University.

1. In exceptional circumstances, a student registered in a BScN program in another university may be able to transfer into a program offered by this University. Permission must be granted by the Admissions Committee, Arthur Labatt Family School of Nursing.
2. An applicant may request transfer of credit toward a degree at this University for courses taken prior to admission to the BScN program at this University.

The Arthur Labatt Family School of Nursing reserves the right to determine what transfer of credit will be granted.

3. After admission to the ==Arthur Labatt Family== School of Nursing, students intending to take courses at another university are required to obtain a Letter of Permission from Program Office for credit in their BScN program.

==ADMISSION APPEALS PROCEDURE==

==The following admission appeals procedure applies to all undergraduate Nursing programs offered by the Arthur Labatt Family School of Nursing.==

==Decisions of the Admissions Committee are final.==

==Applicants may request a review of the decision by the Admissions Committee, provided that such a request is based upon significant new information, pertinent to the application and not available to the applicant prior to the complete submission of application material. This request must be filed with the Office of the Registrar's Office no later than 2 two weeks after the issuance of the original decision.==

~~Notes:~~

~~There is archival information at:~~
~~http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/old-nursing.pdf~~

	Progression Requirements – Nursing

Policy Category: Registration, Progression, Graduation

Subject: Progression Requirements – Nursing

Subsections: [Program](); [Progression Requirements](); [Courses Required for the Western-Fanshawe BScN Program](); [Courses Required for the Compressed Time Frame BScN Program (Regular Stream)](); [Courses Required for the Compressed Time Frame Program (RPN Stream A)](); [Courses Required for the Compressed Time Frame Program (RPN Stream B)](); [Progression: Clinical Application Collaborative Evaluation](); [Unacceptable Clinical Application](); [Failure to Meet Progression Requirements]()

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, 2023, January 1, 2023

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WESTERN-FANSHAWE COLLABORATIVE BScN PROGRAM/ AND COMPRESSED TIME FRAME BScN PROGRAM

Program
Enrolment in non-Nursing courses is limited and in some cases demand exceeds that limit. The University is unable to guarantee registration in any particular course and reserves the right to withdraw course offerings.

The Western-Fanshawe Collaborative and Compressed Time Frame Programs offer Bachelor of Science in Nursing (BScN) programs that qualify graduates to apply to write the NCLEX-RN and subsequently register as a professional nurse with the College of Nurses of Ontario.

The Western-Fanshawe Collaborative BScN program is offered collaboratively by the ~~University of~~ Western University ~~Ontario~~ and Fanshawe College of Applied Arts and Technology. The first two years of the program are offered at both institutions. All students complete years 3 and 4 at the Western site. Program requirements are the same at both sites.

The Compressed Time Frame (CTF) Nursing Program allows students to complete a ~~Bachelor of Science in Nursing~~ BScN degree in five consecutive terms if enrolled in the CTF Regular Stream or the RPN Stream A, otherwise if enrolled in the RPN Stream B the program is completed in six consecutive terms. ~~The program is designed for students who already possess a university degree or those who have completed a minimum of two years of university study (certain restrictions apply).~~

Progression Requirements

Students may proceed to the next year of their program if the following conditions are met:
- A PASS is required in ~~professional practice~~ clinical application courses
- A passing grade of at least 65% in Nursing theory courses
- A passing grade of at least 60% in the following courses: Physiology 1020, Nursing 1330A/B, Nursing 2440A/B, Nursing 3820A/B, Pharmacology 2060A/B ~~in non-Nursing required courses~~
- A passing grade of at least 50% in all elective courses.

A student whose year average is below 65% may not proceed to the next year/level of the program until the average has been raised to 65% or above.

A maximum of 2.0 full course equivalent credit (FCE) failures are permitted throughout the program.

Failed ~~nursing~~ Nursing courses may be repeated only once. Students who fail a theory or ~~professional practice~~ clinical application course will be required to repeat the corequisite theory/~~practice~~ clinical application course.

Courses Required for the Western/-Fanshawe BScN Program

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

Theory Course – Western	Theory Course – Fanshawe	Clinical Application Course - Western	Clinical Application Course - Fanshawe
Nursing 1040A/B	NRSG 7065 / NRSG 7066		
Nursing 1050A/B			
Nursing 1190A/B	NRSG 7067 / NRSG 7068		
Nursing 1080A/B / Nursing 1180A/B	NRSG 7069 / NRSG 7070		
Nursing 1120A/B	NRSG 7058		
Nursing 2630A/B			
		Nursing 2231A/B	NRSG 7061
Nursing 2270A/B			
		Nursing 2271A/B	
Nursing 1140A/B 2240F/G	NRSG 7064		
Nursing 2250A/B	NRSG 7063		
Nursing 3630A/B			
		Nursing 3911A/B	
Nursing 3920A/B			
		Nursing 3921A/B	
Nursing 3310A/B			
Nursing 3340A/B			
Nursing 3500A/B			
Nursing 3456A/B			
Nursing 4320A/B			
Nursing 4401W/X			
		Nursing 4410A/B	
Nursing 4440A/B			
		Nursing 4461W/X or Nursing 4451W/X	

Science and Writing Requirements
(must achieve 60%)

Western course number	Fanshawe Course Number
Nursing 1330A/B	ANAT 7002
Physiology 1020~~W/X~~	NRSG 7039
Pharmacology 2060A/B	PHRM 7004
Nursing 2240A/B or the former Pathology 2420A/B[1] ~~or Nursing 2240A/B~~	NRSG 7043
Nursing 3820A/B	

[1] if taken prior to 2024-25

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

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

Courses Required for the Compressed Time Frame BScN Program (Regular Stream)

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

Theory Course	Clinical Application Course
Nursing 1201A/B	
	Nursing 1335A/B
Nursing 1120A/B	
Nursing 1140A/B ~~2240F/G~~	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
	Nursing 3700Q/R/S/T
	Nursing 3800Q/R/S/T
Nursing 3310A/B	
Nursing 3456A/B	

Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

Science Requirements
(must achieve 60%)

WESTERN course number
Nursing 3820A/B
Pharmacology 2060A/B
<mark>Nursing 2240A/B or the former</mark> Pathology 2420A/B[1] ~~or Nursing 2440A/B~~

[1] if taken prior to 2024-25

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

Courses Required for the ~~RPN to BScN Pathway~~ Compressed Time Frame Program <mark>(RPN Stream A)</mark>

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

Theory Course	Clinical Application Course
Nursing 1201A/B	
Nursing 1120A/B	
Nursing <mark>1140A/B</mark> ~~2240F/G~~	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	

Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3800Q/R/S/T
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

Science Requirements
(must achieve 60%)

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

[1] if taken prior to 2024-25

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

Courses Required for the Compressed Time Frame Program (RPN Stream B)

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

Theory Course	Clinical Application Course
Nursing 1050A/B	
Health Sciences 1001A/B	
Health Sciences 1002A/B	
Nursing 1101A/B	
Nursing 1102Q/R/S/T	
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	

	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
	Nursing 3800Q/R/S/T
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

Science Requirements
(must achieve 60%)

WESTERN course number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2440A/B

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

Progression: ~~Professional Practice~~ **Clinical Application Collaborative Evaluation**
Components of a ~~professional practice~~ clinical application course include practice, laboratory and/or simulated professional practice and written work. Professional practice courses are graded as:

Satisfactory (S) - Satisfactory performance in relation to the course goals

Unsatisfactory (U) - Unsatisfactory performance in any of the course goals

Needs Development (ND) - Used at midterm evaluation to identify performance in any of the course goals requiring focused attention

In order for students to achieve satisfactory ~~professional practice~~ clinical application performance, they are required to:
- Complete the Pre-Placement Requirements for ~~professional practice~~ clinical application agencies by date specified prior to course start;

- Meet all course goals;
- Keep appointments with assigned clients, families and faculty;
- Advise appropriate people of inability to keep appointments in a timely manner;
- Attend classes, seminars, ~~professional practice~~ clinical application experiences, tutorials, simulation and laboratories;
- Notify the Academic Advisor ~~Counsellor~~ (Western), Year 1 or 2 coordinator (Fanshawe), clinical instructor and ~~professional practice~~ clinical application agency/unit prior to any absence or late arrival;
- Be prepared for all ~~professional practice~~ clinical application assignments;
- Adhere to/comply with all professional Guidelines and Standards of Practice of the College of Nurses of Ontario;
- Successfully meet all requirements of the Collaborative Success Plan (CSP) if applicable.

Unacceptable Clinical Application ~~Professional Practice~~
Behaviors leading to unacceptable ~~professional practice~~ clinical application place students, the institution and/or its clients at risk. Examples include but are not limited to:

- Lack of judgment, knowledge or skill;
- Unprofessional comments or conduct;
- Inadequate preparation;
- Abuse of the position of trust;
- Unsafe practice;
- Violation of confidentiality and/or privacy.

NOTE: It is strictly forbidden that any audio/video/photographic images be taken in any ~~professional practice~~ clinical application setting, including lab and simulation for any reason.

Any student who exhibits signs or behaviours that jeopardize the welfare of the client or agency will be asked to leave the agency. Any instance of unacceptable practice will be reported to the Associate Director, Undergraduate Programs (Western) or the Chair of the Collaborative BScN program (Fanshawe College). Removal from any ~~professional practice~~ clinical application course may result in a course failure and/or withdrawal from the program.

Failure to Meet Progression Requirements
Students who fail to meet progression requirements are advised to contact the following individuals regarding continuation in the program:
Western collaborative students and Western CTF students: Academic Advisors ~~Counsellor(s)~~, Arthur Labatt Family School of Nursing
Fanshawe site students: Year Coordinator

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

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The University Research Board elected a Vice-Chair for a term ending June 30, 2025.

Vice-Chair: Geoffrey Little

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ITEM 12.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Academic Colleagues Report – Sophie Louise Chantal Roland

The COU Academic Colleagues met on August 13 and 14, 2024. The August 13 meeting included a presentation on the future of higher education in Ontario with Glen Jones, Professor of Higher Education at the University of Toronto where he provided updates on his article published in University Affairs (2019). (https://universityaffairs.ca/features/feature-article/7-university-leaders-contemplate-the-future-of-higher-education-in-canada/).

Six key themes were introduced and presented by Prof. Jones as relevant to the future of higher education in Ontario: (1) responding to the truth and reconciliation commission; (2) international engagement; (3) expanding credentials; (4) leadership and stability; (5) increasing politicization; and (6) comparatively general positive views of postsecondary education in Ontario.

Following the presentation, Colleagues discussed and engaged on several points: communicating the value of universities; leadership and governance; and advancing both the
recommendations of the TRC, but also EDI more broadly; internationalization; differentiation within the sector, and the foundations that make Canadian universities desirable.

On August 14, the COU president, Steve Orsini, opened the session by presenting an update on key issues affecting the post-secondary institutions. Colleagues were told that the provincial government has begun the process of negotiating the SMA 4 agreements. He also reminded Colleagues of the ongoing financial issues on the sector and stated that because of the 10% tuition cite and freeze, universities are expected to report more than $300 million in operating deficits in 2023-2024. (https://cou.ca/about/mission/).

Colleagues discussed the needs to increased advocacy for our sector to the government to increase funding as outlined in the Blue-Ribbon Panel's recommendations. The President reminded Colleagues that the February 26, 2024, announcement from the government fell far short of the sector needs.

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) – Appointment of Officers of Convocation

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Operations/Agenda Committee, on behalf of the Senate, approved the appointment of the Officers of Convocation listed below.

OFFICERS OF CONVOCATION		
Mackenzie White	*Associate Marshal*	Term ending June 30, 2026
Terry Rice	*Associate Chief Public Orator*	Term ending June 30, 2026

ATTACHEMENT:

Candidate Bios

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OFFICER OF CONVOCATION BIOS

Mackenzie White Associate Marshal	*Liaison Officer* *National Undergraduate Recruitment*
In her role as a Liaison Officer, Mackenzie is a physical representation and resource connector to communities across Canada about what Western offers as an institution. She is dedicated to continual learning and showcased the importance of volunteering for Convocation this past year in a variety of roles, including Associate Marshal (understudy), carrying a Gonfalon in the Academic Procession, Usher, and hooding hundreds of students. As a pandemic graduate, she sees the value in upholding the traditions associated with higher learning at Western, and appreciates the consideration for a permanent role in Convocation ceremonies as Associate Marshal.	

Terry Rice Associate Chief Public Orator	*Senior Advisor, Communications and Marketing* *Human Resources*
As Senior Advisor, Communications and Marketing, Terry leads strategic communications and marketing in support of talent acquisition, employee relations, health, safety, and well-being, and learning and engagement. Terry previously served in a variety of leadership roles within Western Communications, and served as Executive Lead in supporting the President and the 37-member Strategic Plan Steering Committee in developing and launching *Towards Western at 150*, Western's current strategic plan. He has a deep appreciation for how special Convocation is to the life of the University, himself a two-time Western graduate. Terry served as Associate Chief Public Orator during Spring 2024 Convocation ceremonies.	

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

ACTION: ☐ ACTION   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

In accordance with Senate By-law: VI.13(a), a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply for a Leave of Absence from two or more consecutive regular meetings of the body to which they were elected. For a Leave of Absence of less than six months, the application is made to the body to which they were elected, and on the granting of the Leave of Absence, that body may request that the Nominating Committee appoint a temporary replacement and so report to the Senate.

At its September 18, 2024 meeting, the Subcommittee on Program Review – Undergraduate (SUPR-U) decided to grant **Sydney Burrow** a Leave of Absence for a term from September 11, 2024 to December 31, 2024 due to a class conflict and requested that the Nominating Committee appoint a temporary replacement.

The Nominating Committee met on October 2, 2024, and elected **Chad Dickson** to serve on SUPR-U for a term ending December 31, 2024.

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

Due to concerns raised during the 2023-24 academic year with undergraduate student academic appeals, the Faculty of Engineering is proposing revisions to the policy on "Progression Requirements – Engineering" to enhance clarity and ensure students' comprehensive understanding. The primary revisions concern progression to second year, exam deferrals, failed years.

The emphasis on exam deferrals has been intensified to prevent students from advancing to year four without writing their deferred exams. This ensures that students fulfill all academic obligations before progressing further, promoting academic integrity and accountability.

The revisions also address guidelines regarding the implications of a failed academic year. By outlining the consequences and steps for remediation, students will be better equipped to navigate challenges and make informed decisions about their academic pursuits.

By elucidating these key areas within the policy on "Progression Requirements – Engineering", students will be equipped with the necessary information to navigate their academic progression effectively. These revisions aim to foster a culture of academic responsibility, support student success, and uphold the standards of academic excellence within the Engineering program.

A duplicate statement regarding failed courses specific to the Faculty of Engineering currently exists in both the policy on "Progression Requirements – Engineering" and the policy on "Undergraduate Course Credit". Duplicate statements across policies can create complications with revisions. The Faculty of Engineering proposes to revise the policy on "Undergraduate Course Credit" to remove the duplicate statement. The statement is more appropriately placed within the policy on "Progression Requirements – Engineering".

Editorial amendments to the policy on "Undergraduate Course Credit" are also included to remove gendered-language and hyperlinks.

ATTACHMENT(S):

Revisions to the Policy on "Progression Requirements – Engineering"

Revisions to the Policy on "Undergraduate Course Credit"

Progression Requirements – Engineering

Policy Category: Registration, Progression, Graduation

Subject: Progression Requirements – Engineering

Subsections: *

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedure: *

Related Policies: Dean's Honour List and Graduation "With Distinction" Undergraduate Student Academic Appeals

Effective Date: September 1, 2024 ~~September 2020~~

Supersedes: September 2020 *

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ENGINEERING

Academic Counselling
Each student in the Engineering program is assigned a faculty member for academic advice and planning. For students in the first year of the program, the counsellors shall be appointed by the Associate Dean – Undergraduate Studies; for students in subsequent years, the counsellor shall be the Chair (or designate) of the appropriate Department.

Residence Requirements
At least ~~twelve~~ 12.0 full courses must be completed from those offered by ~~The University of~~ Western University ~~Ontario~~.

Enrolment Limitations in Each Program
All students registered in the first-year program must, during program planning in February, rank in order of preference their choices of program for second year.

The selection process is based on the student carrying a full course load and the year-weighted average (YWA) obtained at the end of the academic year.

Students with no failures in any of the 6.5 courses required in the Engineering Common First Year Program, ~~and~~ a YWA of at least ~~75%~~ 80%, and who have met the individual program requirements will be given first priority into the program of their choice.

Students with no failures and a YWA ~~between 60% and 74%~~ in the range of 60-79% will be given second priority and will be ranked for the program of their choice according to YWA and individual program requirements. The program enrolment will be filled to the limit.

Students with a YWA of at least 60% and one or more failures in any of the courses required for the Engineering Common First Year Program ~~in the courses listed above for the program of their first choice~~ may be allowed to proceed in the program of their first choice, provided there are spaces and by permission of the Dean, in consultation with the appropriate Department Chair.

The Dean, in consultation with the appropriate Department Chair, may allow students not included above to proceed in the program of their choice.

If students are not admitted to their first choice of program, they will be ranked for the other programs in the order of preference indicated.

Transfer
Transfer from one program to another can be done only in consultation with the appropriate Department Chair. Students will be informed about the program in which they are allowed to register in second year when they access their marks when academic year marks are available.

Progression Requirements
The progress of students shall be evaluated at the end of the academic year. Eligibility to progress shall be based on the performance of the student during the evaluation period as indicated by the weighted average obtained for that period.

The progression requirements for Engineering students registered in an approved concurrent/combined degree program will be based only on those courses being counted toward the Bachelor of Engineering Science (BESc) degree.

To be eligible for the concurrent degree, students must meet the progression requirements of each Faculty.

Progression Requirements for Part-Time Students
A part-time student will be adjudicated once the student has completed 3.0 or more courses since the last adjudication. The weighted average will be calculated on all

courses completed since the last adjudication. The progression adjudication will be effective over all the courses used in the adjudication.

BESc Degree and Minor Modules
Prior to registering for courses to be used toward a Minor, students registered in the Faculty of Engineering, BESc degree, must obtain approval from their Academic Advisor Counsellor. Not all combinations between the BESc discipline and the choice of Minor may be approved. If the courses selected toward a Minor qualify as non-technical electives, they may also be used toward the student's non-technical electives for the BESc degree**.**

Students registered in Combined Degree programs within the Faculty of Engineering are not eligible to add a Minor module Module to their BESc degree.

Time Limit for Completion of BESc Degree
The Faculty of Engineering requires that all undergraduate students complete the program of study within ten 10 years from the start of their first registration in Western Engineering. The time limit for completion ensures that all graduates have demonstrated sufficient knowledge of up-to-date technology, engineering concepts, and professional practice.

Definition of Terms

Course Weight: Each course has been assigned a weight of 0.5 (half-course) or 1.0 (full course). All A, B, F, G, and Y courses are half-courses. Courses with the suffix E or without a suffix are full courses. The weights for courses offered by other faculties are usually either 1.0 (full course) or 0.5 (half-course).

Weighted Mark: The weighted mark for a course is the product of the weight for the course and the mark obtained by the student.

For the purpose of calculating weighted average marks the following applies: grades below 40% will be included in average calculations as 40%; grades from 40% to 100% will be included as the actual grade reported.

Weighted Average: The weighted average for an evaluation period is the total of the weighted marks obtained by the student during the evaluation period divided by the sum of the weights for the corresponding courses.

Dean's Honour List and Graduation "With Distinction"
See the The "Dean's Honour List and Graduation "With Distinction"" Policy can be found here.

Progression in Good Standing
A student who, at the end of an academic year, has achieved a weighted average of at least 60% and has achieved a passing grade in each course of his/her their

approved program shall proceed to the next year in Good Standing.

Conditional Progression
A student who, at the end of an academic year, has achieved a weighted average of at least 60% but has failed to pass one or more courses, may proceed to the next year on condition that the failed course(s) are repeated or approved substitutions are taken during the next Fall/Winter Session.

Exam Deferrals
If a student fails to write a scheduled examination, permission for a special examination will be granted only by the Dean (or designate) in exceptional circumstances and with appropriate supporting documents. If the student needs to defer the special examination, permission will be granted again only by the Dean (or designate) and with appropriate supporting documents. In this case, the examination can be written at its next regular sitting and the maximum course load for that term will be reduced by the number of credits of the course(s) for which the final examination has been deferred. Final examinations for any course cannot be deferred more than three times and the last attempt must be within 13 months of the date of the original scheduled final examination. After missing the original final examination and the three deferred special examinations, the student will either receive a grade of zero for the final examination or, if documentation justifies the absences, may be granted a retroactive withdrawal (WDN) from the course. The course needs to be retaken after three consecutive examination deferrals.

Failed Year for Upper Year Students
A student who is in second, third or fourth year and who for the first time obtains a weighted average at the end of the academic year in the range of 50-59% shall be considered to have failed the year. Credit shall be retained in the Faculty of Engineering for courses in which the student obtains a mark of 60% or better in that year. This requirement ~~adjudication comment~~ will apply to any courses taken during the subsequent summer term.

Students with an average in the range of 50-59% will be considered on probation. Students on probation are required to satisfy the requirements of the Conditions of Probation as follows:

- The student must seek the advice of the Academic Advisor(s).

- The student will be permitted to take a maximum of 2.0 courses during the Spring/Summer session and a maximum of 4.0 during the Fall/Winter session, and may be required to take fewer courses by their Dean (or designate) as part of the academic probation.

Academic probation will begin immediately upon official notification from the Office of the Registrar and will not end prior to the first adjudication period at which a minimum of 3.0 course credits have been attempted.

Notification is defined as one or more of:

1) a letter mailed to the student's home address;
2) an email sent to the student's official Western email account;
3) a notice posted to the Student Center where student grades are posted.

A student on academic probation must achieve a YWA average of at least 60% with no failures on all courses taken during the probation period.

If a minimum of 3.0 course credits have not been attempted at the first adjudication period following the start of the probation, this period will be extended automatically until the student will attempt 3.0 course credits.

A student who fails a course during probation or its extension will be required to withdraw at the next adjudication period regardless of the number of courses attempted since the last adjudication.

A student will be allowed only one period of probation and only one probation extension during the course of their degree. A student will be required to withdraw if either the cumulative average or probation conditions are not met during this extended probation period.

A student who fails to meet the Conditions of Probation will be required to withdraw from the Faculty of Engineering for a minimum of 12 months.

Failed Courses

Students who are required to repeat an Engineering course must repeat all components of that course. No special permissions will be granted enabling the student to retain laboratory, assignment or test marks from prior years. Previously completed assignments and laboratories cannot be re-submitted for grading by the student in subsequent years.

A student registered in the Faculty Engineering who has failed a ~~first-term~~ Fall term half course (September to December) may not repeat the course in the ~~second~~ Winter term (January to April) of the same academic year.

Withdrawal for Unsatisfactory Standing

A student shall be required to withdraw from the Faculty of Engineering and (unless admitted to another Faculty) shall be required to withdraw from the University, if that student:

a) ~~Is~~ is in the first year of the program and fails to obtain a weighted average of at least 60%~~;~~ or
b) ~~Is~~ is in a year of the program subsequent to the first year and fails to obtain a weighted average of at least 50% at the end of the academic year~~;~~ or

c) ~~Has~~ has failed for a second time to obtain a weighted average of at least 60% at the end of the academic year~~;~~, or

d) ~~Has~~ has been re-admitted after withdrawal for unsatisfactory standing and obtains a weighted average of less than 60% at the end of the academic year, in any year.

Appeals

A student who has been withdrawn for unsatisfactory standing may appeal. See the policy on "Undergraduate Student Academic Appeals". ~~See STUDENT ACADEMIC APPEALS in the ACADEMIC RIGHTS AND RESPONSIBILITIES SECTION~~

Note: Students may appeal decisions **in writing** to the Dean of the Faculty (or designate) by June 30 of the year of application.

Students of any year who are granted a Dean's Waiver to be re-admitted into the Faculty of Engineering will be subjected to the conditions listed in the Failed Year for Upper Students.

Readmission Following Withdrawal for Unsatisfactory Standing

A student who has been required to withdraw because of unsatisfactory standing, who did not apply for or who was not granted a Dean's Waiver, may apply for readmission through the Admissions Office following a period of at least one year outside the University.

Transfer to Another Faculty

1. A student who is eligible to continue in the Engineering program yet wishes to transfer to another Faculty may do so provided the approval of the Dean of the Faculty to which the transfer is desired has been obtained.
2. A student who has been required to withdraw from the University by the Faculty of Engineering may apply for readmission to the University in another Faculty through the Dean's Office of the desired Faculty by June 30.

Supplemental Examinations

A student in the final year ~~of the BESc program~~ who has applied to graduate at Spring Convocation may be granted supplemental examination privileges provided that the student has earned:

1. ~~A~~ a failing grade in not more than one full or two half-courses~~;~~,
2. ~~A~~ a mark of at least 40% in the failed course(s)~~;~~,
3. ~~A~~ a weighted average of at least 60% in the courses that make up the fourth-year program (including the failed courses~~); and~~,
4. ~~An~~ an overall average of at least 60% in all the courses that are required for the BESc degree.

Permission to write supplemental examinations will be granted only after the academic results for the students in their final year have been reviewed by the Faculty at a meeting held during the month of May.

These examinations will be scheduled during the examination period for Intersession.*

Supplemental examination privileges apply only to courses offered by the Faculty of Engineering.

*Note: The original grade obtained by the student will not be changed; rather, a Summer Line of Registration with the course and a grade of PAS or FAI will be added to the Academic Record upon the completion of the Supplemental Examination.

Graduation Requirements
A candidate for the BESc degree shall pass all courses in the candidate's approved program of studies and obtain a weighted average of at least 60% in the courses that make up the fourth-year program together with a weighted average of at least 60% in all the courses in all years which are counted for graduation.

Graduate Courses
Students in the final year of the Engineering program who have achieved a cumulative weighted average of at least 80% as well as a year weighted average of 80% in the penultimate year may, with the permission of their Academic Advisor Counsellor, the course instructor, and the Vice-Provost (Graduate and Postdoctoral Studies), include in the program of the final year up to one full graduate course that will count towards the undergraduate degree.

Related Policies and **Note**s:
For the current calendar copy of requirements for these Engineering programs (revised from time to time through DAP) please refer to the current Academic Calendar academic calendar.

	Undergraduate Course Credit

Policy Category:	Registration, Progression, Graduation
Subject:	Undergraduate Course Credit
Subsections:	Discovery Credits; Additional Courses without Degree Credit; ~~Faculty of Engineering – Failed Courses: Policy on Repeating All Components of a Course~~; Policy on Undergraduate Students taking Graduate Courses
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedures for the Policy on Undergraduate Course Credit
Officer(s) Responsible for Procedure:	Vice-Provost (Academic Programs); University Registrar
Related Policies:	Exchange Courses *
Effective Date:	September 1, 2024 ~~September 1, 2022~~
Supersedes:	September 1, 2022; September 2021

DISCOVERY CREDITS

Students are advised to carefully consider the impact of including Discovery Credits on their program of study at Western:

- Grades are used within Western to determine eligibility for specified programs of study such as the Ivey Advanced Entry Opportunity (AEO). Discovery Credits will not count towards the 10.0 credits required to apply for the Honours Business Administration program;
- Admission to graduate programs and to professional schools, in addition to certain funding options, may not be in line with the Discovery Credits framework;

- Grades are used by many organizations outside the University to evaluate students.

Students are permitted to designate up to 1.0 Discovery Credit course (or equivalent) for pass/fail grading that can be counted toward the overall course credits required for their degree program (Honours and Four Year = 20 credits, Three Year = 15 credits). Course(s) selected as Discovery Credit(s) may not be counted towards the completion of an Honours Specialization, Specialization, Major, Minor modules, or Certificates and Diplomas. Discovery Credits may be used to satisfy course pre-requisite requirements.

Discovery Credits will have the following considerations:

1. **Pass/Fail Graded:** Such registration is subject to all the rules and regulations that apply to courses taken for credit, except that the grade recorded by the Office of the Registrar will be either pass (PAS) or fail (FAI).

   Deadline: The deadline to declare a Discovery Credit course is specific to the term and session in which the student is enrolled in the course. No courses may be changed from pass/fail to number graded or from number graded to pass/fail after the deadline.

2. **Conversion of numerical grades to Discovery Credits**
   Pass: 50 - 100%
   Fail: 0 – 49%

3. **Student Eligibility**:
   a) Only students identified as Undergraduate Students registered in a first entry undergraduate degree program at Western are eligible.
   b) The following are NOT eligible to select Discovery Credit courses: First-year students, Visiting Students, Special Students, students in Undeclared Status, and Graduate Students
   c) Undergraduate students placed on academic probation may be eligible to participate with permission of the Dean.

4. **Program and Course Eligibility**:
   a) A student looking to enter a module or program of study may use a Discovery Credit course as a required course credit in that module or program of study only with the permission of the Dean or designate.
   b) Registration in a course must meet existing course entrance requirements.
   c) A student may not declare a Discovery Credit for a course in a subject area in which they have previously received credit for a senior-level undergraduate course (courses numbered 2000-4999) in the same subject area.

d) Students cannot use Discovery Credit for courses in which they have been charged with academic dishonesty.

e) The Discovery Credit course counts towards the normal course load.

f) The following programs are excluded from this policy: Engineering, Nursing, Bachelor of Music, Law, Bachelor of Education, Ivey Business and Medicine and Dentistry.

5. **Impact on Averages and Awards**: Discovery Credit courses will be excluded from term, cumulative and graduation averages. A Discovery Credit failure will be counted towards the number of failed courses. Eligibility for Dean's Honour Listing, Graduation With Distinction, University Gold Medals, and Scholarships and Awards will not be adversely impacted. Calculations will be made using remaining graded courses.

6. **Academic Record and Student Transcript**: Discovery Credit courses will be identified on the academic record and on student transcripts. Discovery Credit courses will not display a number grade on the academic record or on student transcripts. The Office of the Registrar will retain the number grade information submitted by the department, but it will not normally be available for students.

7. **Breadth and Essay Requirements**: Discovery Credit courses may be counted toward breadth requirements; however, may not be counted toward essay requirements.

8. **Student Responsibility**: It is the student's responsibility to carefully review any graduate or professional school, award programs, government (e.g., OSAP) and University aid and award eligibility rules which may be affected by the use of Discovery Credit courses.

ADDITIONAL COURSES WITHOUT DEGREE CREDIT

A student, with the permission of ~~his/her~~ their dean, may register in additional courses without degree credit in the following ways:

1. **Pass/Fail Graded:** Such registration is subject to all the rules and regulations that apply to courses taken for credit toward a degree except that the number/letter grade reported to the Registrar shall be recorded by the Registrar as either pass (P) or fail (F). No courses may be changed from pass/fail to number/letter graded or from number/letter graded to pass/fail after the last date for dropping a course.

2. **Audit:** Such registration entitles the student to attend classes but does not entitle the student to have assignments evaluated or otherwise make demands on the course instructor. A grade of audit, which implies no credit,

shall be recorded by the Registrar on the recommendation of the course instructor. No course may be changed from audit to number/letter graded or pass/fail graded after the last date for adding a course, or from number/letter graded or pass/fail to audit after the last date for dropping a course.

Note: Students who register as Audit shall be so designated on the class lists prepared by the Registrar, but no distinction shall be made between students registered for credit, either as number/letter graded or pass/fail.

Non-Credit Registration: A student who wishes to sit in on a class in a degree-credit course for interest only, may do so with written permission. For on-campus courses, a non-credit registration form is available from Continuing Studies at Western. The form must be signed by the course instructor or appropriate Department.

Non-credit registrants do not require admission to the University, no records are kept, and no credit will be granted. There is a fee incurred.

~~**FACULTY OF ENGINEERING – FAILED COURSES: POLICY ON REPEATING ALL COMPONENTS OF THE COURSE**~~

~~Students who are required to repeat an Engineering course must repeat *all* components of that course. No special permissions will be granted enabling the student to retain laboratory, assignment or test marks from prior years. Previously completed assignments and laboratories cannot be resubmitted for grading by the student in subsequent years.~~

POLICY ON UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

Undergraduate students who wish to take graduate courses as part of their undergraduate programs must get approval.

Procedure for applying to take a graduate course:
The undergraduate student completes and signs a Special Permission Form and requests approval and signatures from the course instructor and the Dean of the undergraduate student's home Faculty. The request is next considered by the Vice-Provost, School of Graduate and Postdoctoral Studies. If approved, the Registrar's Office will enter the course on the student record.

Principles in operation to consider these requests:
The undergraduate student must have a strong academic record, preferably with an "A" average in the last 10 full academic courses. Students accepted to take a graduate course must be made aware that the requirements in a graduate course and the standards expected are significantly higher than those in an undergraduate course. Normally, no more than one full graduate course (or its equivalent) will be

permitted during the undergraduate program. Each request will be assessed on an individual basis.

The graduate course cannot be used as a credit for a program in which the student is not registered, i.e., the course credit is not transferrable if the student subsequently is admitted to a graduate program.

NOTE:

Courses taken on Exchange are Pass/Fail graded – see the policy on "Exchange Courses".
http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/exchange.pdf

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

At its February 15, 2024 meeting, Senate approved that "School for Advanced Studies in Arts and Humanities" (short form: SASAH), be introduced effective September 1, 2024. That proposal was formulated and submitted with the full support of the School for Advanced Studies in the Arts and Humanities itself – and with the support of the Arts and Humanities EPC members and of students, staff and faculty members who were consulted at an early stage in this process. Its objective was to alleviate confusion for both students and faculty who commonly refer to SASAH's courses not as "Arts and Humanities courses" (as they previously appeared in the Academic Calendar) but rather as "SASAH courses".

To integrate this new subject area, the Faculty has (1) withdrawn most "Arts and Humanities" courses and reintroduced these courses as "SASAH" courses, and (2) revised the requirements for the Major in Arts and Humanities" and the "Honours Double Major with SASAH/HBA" combined degree program to reflect these course withdrawals/introductions. These changes, which will be effective September 1, 2025, were recently approved by the Subcommittee on Undergraduate Academic Courses (SOC) at its meeting on September 11, 2024.

With this final proposal (the last step in the process), the Faculty of Arts and Humanities proposes to rename the "Major in Arts and Humanities" as the "Major in SASAH". This proposed new name aligns well with the name given to the existing "Honours Double Major in SASAH/HBA" program, with its reference to "SASAH". As suggested above, the proposed name change will reduce the confusion that SASAH students currently experience in relation to the name of this Major as it exists now.

The School for Advanced Studies in the Arts and Humanities fully supports this proposal, as do those faculty, staff, and students consulted initially.

ATTACHMENT(S):

Revised Calendar Copy – Major in Arts and Humanities

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20811

MAJOR IN SASAH ~~MAJOR IN ARTS AND HUMANITIES~~

Admission Requirements
Acceptance into the School for Advanced Studies in the Arts and Humanities **(SASAH)** and completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses including SASAH 1020E or the former Arts and Humanities 1020E with a minimum grade of 75%, plus 2.0 additional courses, with no mark in these principal courses below 60%.

Module
6.0 courses:

1.0 course: SASAH 2200E (or the former Arts and Humanities 2200E).
1.0 course from: SASAH 2220F/G (or the former Arts and Humanities 2220F/G), SASAH 2230F/G (or the former Arts and Humanities 2230F/G), SASAH 2240F/G (or the former Arts and Humanities 2240F/G).
0.5 course: SASAH 3380Y (or the former Arts and Humanities 3380Y).
1.5 courses from: SASAH 3390F/G (or the former Arts and Humanities 3390F/G), SASAH 3391F/G (or the former Arts and Humanities 3391F/G), SASAH 3392F/G (or the former Arts and Humanities 3392F/G), SASAH 3393F/G (or the former Arts and Humanities 3393F/G).
2.0 courses from: SASAH 4410E (or the former Arts and Humanities 4410E), SASAH 4490F/G (or the former Arts and Humanities 4490F/G), SASAH 4491F/G (or the former Arts and Humanities 4491F/G), SASAH 4492F/G (or the former Arts and Humanities 4492F/G), SASAH 4493F/G (or the former Arts and Humanities 4493F/G), SASAH 4494W/X (or the former Arts and Humanities 4494W/X).

Notes

1. 1.0 non-SASAH course may, with permission of the Director of the School for Advanced Studies in the Arts and Humanities, be substituted for 1.0 of the 6.0 courses listed above.
2. Students considering this Major should be advised to take a 1000-level language course in their first year if they do not already have a Grade 12U level non-English language.
3. This module cannot be taken on its own. It must be completed in conjunction with another Major or Honours Specialization module in an Honours Business Administration degree in the Faculty of Arts and Humanities.

Progression requirements
A minimum cumulative modular average of 75% with no mark less than 60% in the courses of the module and a passing grade in each option.

[Administrative Note: With the exception of the proposed editorial amendment to the admission requirements, the above admission and program requirements were approved by SOC on September 11, 2024, to be effective September 1, 2025.]

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Certificate in Writing and Certificate in Professional Communication need to be revised to reflect changes in course offerings. The revisions also reduce the course requirements from 3.5 to 3.0, which will make the Certificates more accessible to students.

ATTACHMENT(S):

Revised Calendar Copy – Certificate in Writing

Revised Calendar Copy – Certificate in Professional Communication

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20918

CERTIFICATE IN WRITING

Open to all students in the University, the Certificate Program in Writing aims to develop the general writing ability of students. All program courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general University entrance requirements.

Admission Requirements

~~Either a~~ **A** grade of at least 65% in one of Writing 2101F/G, ~~Writing 2125F/G (or the former Writing 2121F/G),~~ Writing 2111F/G**, Writing 2130F/G,** or Writing 2131F/G, or a grade of at least 70% in one of Writing 1000F/G~~, Writing 1030F/G,~~ or Writing 1031F/G is required for entrance to the program.

Program Requirements

To qualify for the Certificate in Writing, students must achieve an overall average of 70% in **3.0** ~~3.5~~ courses:

0.5 course: Writing 2550A/B.
0.5 course: Writing 4998F/G ~~(or the former Writing 2299F/G)~~.
~~3.0~~ **2.0 Writing courses** numbered 2200 and above.

~~Students may substitute a maximum 1.0 approved non-Writing course toward this requirement, and should contact the Undergraduate Program Director, Writing (Department of English and Writing Studies) for further information and specific course approvals.~~

Note: **Other courses may be substituted with permission of the Undergraduate Program Director (Writing).**

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20916

CERTIFICATE IN PROFESSIONAL COMMUNICATION

Open to all students in the University, the Certificate in Professional Communication aims to develop students' writing abilities in workplace writing genres. All program courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general University entrance requirements.

Admission Requirements

A grade of at least 65% in **one of** Writing 2111F/G, **Writing 2130F/G, or Writing 2131F/G** or a grade of at least 70% in one of Writing 1030F/G or Writing 1031F/G is required for entrance to the program.

Program Requirements

To qualify for the Certificate in Professional Communication, students must achieve an overall average of 70% in these 3.5 **3.0** courses:

0.5 course: Writing 2550A/B.
0.5 required **course:** Writing 4998F/G (or the former Writing 2299F/G).
3.0 **2.0 Writing courses from:** Writing 2202F/G, Writing 2203F/G, Writing 2209F/G, Writing 2210F/G, Writing 2215F/G, Writing 3220F/G, Writing 3221F/G, Writing 3222F/G, Writing 3223F/G (or the former Writing 2205F/G), Writing 3224F/G (or the former Writing 2206F/G), Writing 3225F/G (or the former Writing 2207F/G), Writing 3226F/G (or the former Writing 2212F/G), Writing 3227F/G (or the former Writing 2216F/G), Writing 3228F/G (or the former Writing 2217F/G), Writing 3229F/G (or the former Writing 2221F/G), Writing 3300F/G. Speech 2001 may be counted toward this requirement. In certain instances Special Topics courses in Writing, and a maximum 1.0 approved course from outside the Department of English and Writing Studies may be counted toward this requirement. Students should contact the Undergraduate Program Director/Writing Studies for further information and specific course approvals.

Note: Other courses may be substituted with permission of the Undergraduate Program Director (Writing).

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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)*

EXECUTIVE SUMMARY:

The Faculty of Engineering proposes to remove Electrical and Computer Engineering (ECE) 2238A/B: *Introduction to Electrical Engineering* as a required course in the Software Engineering Program. The removal of this course will result in the total number of courses required for the Software Engineering Options to be decreased by 0.50.

ECE 2238A/B introduces basic concepts of electrical engineering, such as resistor, capacitor, inductors, diodes and transistors; material which is less relevant for software engineering nowadays. The course is offered to Software Engineering students only. Software engineering students who are interested in embedded systems still take ECE 2277A/B: *Digital Logic Systems* and ECE 3375A/B: *Microprocessors and Microcomputers*.

Moreover, the Canadian Engineering Accreditation Board (CEAB) Academic Units for Engineering Science counted in ECE 2238A/B will be counted in Physics 2300A/B: *Quantum Computation and Information*, recently added to the Software Engineering Program.

Following approval of these proposed changes to the Software Engineering Options, a proposal will be submitted to the Subcommittee on Undergraduate Academic Courses (SOC) to withdraw ECE 2238A/B.

ATTACHMENT(S):

Revised Calendar Copy – Software Engineering Program

Revised Calendar Copy – B. Software Engineering/HBA

Revised Calendar Copy – C. Software Engineering/Law

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21282

SOFTWARE ENGINEERING PROGRAM

Module/Program Information

Second Year Program

Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, ECE 2277A/B, ~~ECE 2238A/B,~~ SE 2202A/B, SE 2203A/B, SE 2205A/B, SE 2250A/B, Mathematics 2151A/B, Statistical Sciences 2141A/B, Writing 2130F/G, one 0.5 non-technical elective from the approved list.

Third Year Program

ECE 3375A/B, ECE 4436A/B, SE 3309A/B, SE 3310A/B, SE 3313A/B, SE 3314A/B, SE 3316A/B, SE 3350A/B, SE 3351A/B, SE 3352A/B, SE 3353A/B, Physics 2300A/B.

Fourth Year Program

SE 4450, SE 4452A/B, SE 4455A/B, SE 4472A/B, ELI 4110F/G or the former ES 4498F/G, four 0.5 technical electives from the list below, 1.0 non-technical elective*.

*Selection of the non-technical elective must be approved by the Department Counsellor to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies, and thought processes of the humanities and social sciences. An approved list can be found on the Engineering website.

Technical Electives: Software Engineering

Data Science 3000A/B, Electrical and Computer Engineering 3389A/B, Electrical and Computer Engineering 3390A/B, Electrical and Computer Engineering 4460A/B, Software Engineering 4470A/B, Software Engineering 4471A/B, Computer Science 3342A/B, Computer Science 3346A/B, Computer Science 3388A/B, Computer Science 4442A/B, Computer Science 4482A/B, Computer Science 4483A/B.

Some technical electives may not be offered in a given academic year.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21279
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21449

B. SOFTWARE ENGINEERING/HBA

Module/Program Information

Engineering Common First Year Program

Full-year courses: Engineering Science 1050, Business Administration 1299E.
Full-year half course: Engineering Science 1022A/B/Y.
Half-year courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Physics 1401A/B and Physics 1402A/B.
(Three of the half courses are taken in each term as scheduled)

Second Year Program

Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, ECE 2277A/B, ~~ECE 2238A/B,~~ SE 2202A/B, SE 2203A/B, SE 2205A/B, SE 2250A/B, Mathematics 2151A/B, Statistical Sciences 2141A/B, One 0.5 non-technical elective from the approved list. Business Administration 2257.

Third Year Program

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

Fourth Year Program

ECE 3375A/B, ECE 4436A/B, SE 3309A/B, SE 3310A/B, SE 3313A/B, SE 3314A/B, SE 3316A/B, SE 3350A/B, SE 3351A/B, SE 3352A/B, SE 3353A/B, Physics 2300A/B.

Applied Project Requirement: At least one of the former Business Administration 4430 (1.0 course) or the former Business Administration 4410 (1.0 course).

Fifth Year Program

SE 4450, SE 4452A/B, SE 4455A/B, SE 4472A/B, ELI 4110F/G or the former ES 4498F/G.

3.0 Business Administration courses:
- **0.5 course**: International Perspective Requirement: Business Administration 4505A/B.
- **0.5 course**: Corporations and Society Perspective Requirement: At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- **0.5 course:** Managerial Accounting Requirement: Business Administration 4624A/B.
- **1.5 elective courses** chosen from 4000 level Business courses.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21280
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21450

C. SOFTWARE ENGINEERING/LAW

Module/Program Information

Engineering Common First Year Program

Full-year courses: Engineering Science 1050, Business Administration 1299E.
Full-year half course: Engineering Science 1022A/B/Y.
Half-year courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Physics 1401A/B and Physics 1402A/B.
(Three of the half courses are taken in each term as scheduled)

Second Year Program

Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, ECE 2277A/B, ~~ECE 2238A/B,~~ SE 2202A/B, SE 2203A/B, SE 2205A/B, SE 2250A/B, Mathematics 2151A/B, Statistical Sciences 2141A/B, Writing 2130F/G, one 0.5 non-technical elective from the approved list.

Third Year Program

ECE 3375A/B, ECE 4436A/B, SE 3309A/B, SE 3310A/B, SE 3313A/B, SE 3314A/B, SE 3316A/B, SE 3350A/B, SE 3351A/B, SE 3352A/B, SE 3353A/B, Physics 2300A/B.

Fourth Year Program

First year Law curriculum. No courses outside Law may be taken during this year.

Fifth and Sixth Year Programs

SE 4450, SE 4452A/B, SE 4455A/B, SE 4472A/B.

In years five and six, students must take courses in Law totaling 45 credit hours. These courses must include the four compulsory upper-year courses and courses that satisfy the Faculty of Law writing requirements. They must also include one of the courses listed below under "Economics" and one listed under "Impact of Technology on Society".

Notes: Fulfillment of the Faculty of Engineering requirement of courses that expose students to economics, ethical issues, the impact of technology on society, and the thought processes in the Humanities and Social Sciences must be taken as follows:

Economics: One of Law 5220 Income Taxation, Law 5550 Competition Law, Law 5555 Corporate Finance, or another Law course approved by the Associate Dean (Academic).

Impact of Technology on Society: One of Law 5814 Disruptive technologies and the Law, Law 5615 Biotechnology Law, Law 5605 Advanced Issues in Technology Law, Law 5350 Media Law, Law 5600 Advanced Intellectual Property, Law 5620 Information Law, Law 5625 Intellectual Property, Law 5630 International Protection of Intellectual Property, Law 5610 Advanced Patent Law, or another Law course approved by the Associate Dean (Academic).

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The introduction of three courses – Microbiology and Immunology 3200B, 3400A and 4310A – and the withdrawal of two courses – Microbiology and Immunology 3100A and 4300A – have recently been approved by the Subcommittee on Undergraduate Academic Courses (SOC).

The Honours Specialization in Microbiology and Immunology is now being revised to include the new courses and refer to the withdrawn courses as "former" courses.

The Department of Microbiology and Immunology is proposing to incorporate Microbiology and Immunology 3200B and 3400A into the Honours Specialization module to expand the bacteriology and virology curriculum, providing students with greater breadth and depth of study to better prepare them for their fourth-year courses and future career endeavours in these fields of study.

The module will increase from 9.5 to 10.0 courses for students who have not yet taken the former Microbiology and Immunology 3100A.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Microbiology and Immunology

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21205

HONOURS SPECIALIZATION IN MICROBIOLOGY AND IMMUNOLOGY

Module
9.5*** or 10.0** courses:

0.5 course: Biochemistry 2280A with a mark of at least 65%.
1.0 course: Chemistry 2213A/B, Chemistry 2223B.
1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.
0.5 course from: Biology 2244A/B**,** ~~or~~ Statistical Sciences 2244A/B.
0.5 course: Biochemistry 3381A with a mark of at least 70%.
~~2.5~~ **2.0 courses**: Microbiology and Immunology 2500A/B, ~~Microbiology and Immunology 3100A,~~ Microbiology and Immunology 3300B, Microbiology and Immunology 3610F, Microbiology and Immunology 3620G, with marks of at least 70% in each.
0.5 or 1.0 course from: (Microbiology and Immunology 3200B and Microbiology and Immunology 3400A with marks of at least 70% in each) or the former Microbiology and Immunology 3100A with a mark of at least 70%.
~~1.5~~ **1.0 course**~~s~~: Microbiology and Immunology 4100A, Microbiology and Immunology 4200B~~, Microbiology and Immunology 4300A~~.
0.5 course from: Microbiology and Immunology 4310A, the former Microbiology and Immunology 4300A.
1.5 courses: Microbiology and Immunology 4970E (Research Project = 1.5 courses).

*9.5 courses if the former Microbiology and Immunology 3100A was completed.

For the specific courses that must be completed before Year 4, see the Weighted Average Chart (MODULES OFFERED IN THE BMSc PROGRAM).

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

Consideration of this proposal is contingent on approval of a concurrent proposal to revise the program requirements of the Honours Specialization in Microbiology and Immunology.

The Weighted Average Chart indicates the courses that must be completed prior to Year 4 for the Honours Specialization modules within the BMSc Program.

Revisions to the 3000-level course offerings in Microbiology and Immunology were made effective September 2024, resulting in changes to the modular requirements for the Honours Specialization modules in Biochemistry of Infection and Immunity, Microbiology and Immunology (see concurrent ACA proposal), and Microbiology and Immunology with Pathology. The Weighted Average Chart is being revised for these modules to reflect the new courses and modular updates.

ATTACHMENT(S):

Revised Calendar Copy – Admission to the Bachelor of Medical Sciences (BMSc) Program (Weighted Average Chart)

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

Admission to the Bachelor of Medical Science (BMSc) Program

The first part of this policy is unchanged

Honours Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Biochemistry of Infection and Immunity	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	3.5 courses: Biochemistry 3380G or Microbiology and Immunology 3610F ~~or Microbiology~~; Biochemistry 3381A and Biochemistry 3382A; one of Anatomy and Cell Biology 3700F/G or Biochemistry 3390B; Microbiology and Immunology 2500A/B, **Microbiology and Immunology 3400A or the former** Microbiology and Immunology 3100A, Microbiology and Immunology 3300B.
Microbiology and Immunology	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B and Chemistry 2223B; Biology 2244A/B or Statistical Sciences 2244A/B.	3.0 **or 3.5** courses: Biochemistry 3381A; Microbiology and Immunology 2500A/B, **(Microbiology and Immunology 3200B and Microbiology and Immunology 3400A, or the former** Microbiology and Immunology 3100A), Microbiology and Immunology 3300B, Microbiology and Immunology 3610F and Microbiology and Immunology 3620G.
Microbiology and Immunology with Pathology	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B and Chemistry 2223B; Biology 2244A/B or Statistical Sciences 2244A/B.	4.0 courses: Biochemistry 3381A; Microbiology and Immunology 2500A/B, **(Microbiology and Immunology 3400A or the former** Microbiology and Immunology 3100A), Microbiology and Immunology 3300B, Microbiology and Immunology 3610F, Microbiology and Immunology 3620G; Pathology 3500.

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Science Internship Program is housed in the Faculty of Science and pertains to undergraduate students in Science and in Basic Medical Sciences.

Currently, students enrolled in the third year of a four-year undergraduate Science or Bachelor of Medical Sciences degree program including an Honours Specialization, Specialization, four-year Major or Double Major from the Faculty of Science or the Basic Medical Sciences are eligible to apply for the Science Internship program. The Faculty of Science is proposing changes to the current program that will 1) allow second-year students to apply to the program and have the option of completing a first, four-month Summer Co-op work term between second and third year and 2) revise the minimum requirement of co-op work experience for program completion from eight months to twelve months.

The changes will allow for students to work in degree-related positions a year earlier in their academic studies, especially for disciplines where the job market supports this. The proposal will also bring the minimum amount of co-op work experience required for program completion in line with the co-op program in the Faculty of Engineering. Finally, the proposed change in terminology from "internship" to "co-op" better reflects the nature of the program – it features paid, work integrated learning experience that is eligible for Ontario's Cooperative Education Tax Credit. This terminology is also in line with the program in the Faculty of Engineering.

Students may enter the 'Science Co-op Program' in the fall of second year or the fall of third year with the understanding that all co-op work experience must be completed prior to beginning the final full-time academic term of the Bachelor's degree. Admission will be limited entry based on capacity.

Students enrolled in the "Science Co-op Program" will be required to complete a minimum of 12 months up to a maximum of 20 months of co-op/practical experience prior to graduation.

Students may gain co-op work experience in the summer term after second year and during a 16-month window (May n – September n+1) between the penultimate year and the final, full-time term of study. During the 16-month window students may choose to complete 12-16 months with a single employer or they may choose to complete multiple four-eight-month work terms with different employers. The

required 12+ months of experience may be acquired through any combination of the terms completed after second and/or third year.

First Year Entry – Special Case
A first-year student who has secured a summer co-op position independently that requires their participation in a formal work-integrated learning program, may be permitted to enrol in the Science Co-op Program at the discretion of the Faculty. The student will fulfill the same assessments as will be required of the second-year summer work term. This 4-month summer co-op experience will be counted towards program completion.

Each experience term will be recorded on the Academic Transcript with a course notation:

> Summer after second year – Science 2250
> Summer after third year – Science 3351
> Fall term after third year – Science 3352
> Winter term after third year – Science 3353
> Second summer term after third year – Science 3354
> Summer after first year – Science 1150 (applied in special cases)
>
> Note: The above courses were approved by the Subcommittee on Undergraduate Academic Courses (SOC) at its meeting on July 10, 2024.

A co-op tuition will be charged for each four-month experience term.

Students will be required to attend all preparatory workshops and meet other preparatory requirements included in Science 3391: *Co-op Preparation, Experience and Reflection* according to specified timelines. Students who complete preparatory requirements, are successful in securing and completing a total of at least 12-months of workplace experience and who complete all subsequent final reporting requirements will receive a 1.0 credit for the course and will graduate with a Bachelor of Science or Basic Medical Sciences degree, with the themed program, 'Science Co-op Program'. Students who are unsuccessful in securing the required level of work experience will not graduate with the themed program and will be withdrawn from Science 3391, without penalty.

ATTACHMENT(S):

Revised Calendar Copy – Science Internship Program

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21569

SCIENCE ~~INTERNSHIP~~ CO-OP PROGRAM

For requirements for students entering the themed program in September 2023 or prior see the 2023 Academic Calendar.

Requirements for Students entering the themed program in September 2024:

~~Admission~~ **Requirements**

The themed program, Science ~~Internship~~ **Co-op** Program ~~(SIP)~~, aims to provide ~~an 8 – 16~~ **12-20** month**s of** practical science-related experience in an employment setting. All students enrolled in **Year 2 or Year 3** ~~the third year~~ of a four-year undergraduate Science or Bachelor of Medical Sciences degree program including an Honours Specialization, Major or Specialization from the Faculty of Science or the Basic Medical Sciences are eligible to ~~enrol in~~ **apply for** the Science ~~Internship~~ **Co-op** Program.

Students must also satisfy the eligibility requirements which are: be enrolled in full-time* undergraduate studies at Western University; **be in good academic standing;** ~~have at least a 70% average and/or the recommendation of their Department~~; ~~have successfully completed the second-year courses required for their module(s); have completed at least 5.0 credits at Western University;~~ be in good standing **within the Faculty** (students with a prior scholastic offence will require Dean's permission); be returning to full-time* studies at Western University **following the work term** ~~to complete the final year of their studies~~. **International students are eligible to apply for the program.**

Students interested in the program should apply through the **Science** Career**s** ~~Services~~ Office in the Faculty of Science (connect.uwo.ca) in **either** the fall of their **second or** third academic year. Additional opportunities may include ~~an Internship~~ **up to 16 months of co-op** ~~work term~~ **experience** between ~~years four and five~~ **Years 4 and 5** of an eligible academic program, or between **Years 1 and 2** ~~years one and year two~~ of a second degree.

Students will be required to attend all **specified** preparatory workshops and meet other preparatory requirements included in Science 3391: ***Co-op Preparation, Experience and Reflection*** ~~Internship: Planning, Practicum and Prospects, during the year~~ prior to their work term**s**. ~~Students who are successful in securing a placement will pay an administrative fee and will receive 1.0 credit for the course once the themed program is complete. Students who are unsuccessful in securing a placement will be withdrawn from Science 3391 without penalty, and will not be liable for the administrative fee.~~

Students will have the opportunity to gain co-op work experience in the Summer Term of Year 2 and during a 16-month window between May of the penultimate (Year 3) year and September of the final year of the full-time term of study (Year 5).

First Year Entry – Special Case
A first-year student who has secured a summer co-op position independently that requires their participation in a formal work-integrated learning program, may be permitted to enrol in the Science Co-op Program at the discretion of the Faculty. The student will fulfill the same assessments as will be required of the second-year summer work term. This 4-month summer co-op experience will be counted towards program completion.

Each term will be recorded on the Academic Transcript with a course notation:

> **Summer after Year 2 – Science 2250,**
> **Summer after Year 3 – Science 3351,**
> **Fall term after Year 3 – Science 3352,**
> **Winter term after Year 3 – Science 3353,**
> **Second summer term after Year 3 – Science 3354.**
> **Summer after Year 1 – Science 1150 (applied in special cases)**

All co-op work experience must be completed prior to beginning the final full-time academic term of the Bachelor's degree.

A co-op tuition will be charged for each 4-month experience term.

Students who complete preparatory requirements, are successful in securing and completing a total of at least 12 months of workplace experience and complete all subsequent final reporting requirements will receive a 1.0 credit for Science 3391 and will graduate with a Bachelor of Science or Basic Medical Sciences degree with the themed program, "Science Co-op Program". Students who are unsuccessful in securing the 12 months of co-op work experience will be withdrawn from Science 3391 without penalty and will not graduate with the themed program.

~~During their work term, students will be registered in one of three courses depending on the length of time of the practical experience component: Science 3393: Internship Work Term (8 month option), Science 3394: Internship Work Term (9–12 month option), or Science 3395: Internship Work Term (13-16 month option). Students who complete a second Internship Work Term with a second company will also be registered in Science 3396: Internship Work Term (second 8 month option). Following the work term, students will complete a report and oral presentation. A grade of pass/fail will be assigned to each of the course components completed as part of the themed program.~~

Students who qualify to receive a continuing scholarship in the academic year in which they participate in the Science ~~Internship~~ **Co-op** Program are permitted to defer receipt of the scholarship for one year.

Participating students will continue to have access to the student health plan while on work term.

*Students registered with Accessible Education are considered full-time if enrolled in 40% of a full course load. Students are asked to advise the Co-op Program Coordinator if they are registered with Accessible Education.

For additional information, please visit https://www.uwo.ca/sci/undergraduate/careers_and_internships/science_internship_program/

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

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

The Minor in Advanced Chemistry consists of 4.0 optional courses in Chemistry. It was introduced two decades ago when the Specialization modules were capped at 9.0 credits. Its purpose was to enable Chemistry Specialization and Honours Specialization students to take 4.0 additional credits in Chemistry, to a total of 13.0 credits. Now that Specialization modules may include 10+ credits and students may take electives outside of their primary program, the module no longer serves its purpose. The proposed closure aligns with the unit's academic plan to restructure its offerings and to make them more attractive from the interdisciplinary perspective.

At the time this proposal was prepared there were two students enrolled in the module who were on track to graduate in May 2024.

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

At its meeting on May 17, 2024, Senate approved the withdrawal of the Major in Criminology offered by the Department of Sociology in the Faculty of Social Science.

Senate's approval was to discontinue admission to the Major in Criminology effective September 1, 2025. Students currently enrolled in the module were permitted to graduate, upon fulfilment of the module requirements by August 31, 2029. The module was to be withdrawn effective September 1, 2029.

Unfortunately, these dates were one year premature.

Incoming 2024-25 Year 1 students had been advised during recruitment that additional Major in Criminology enrolments would be permitted up to and including September 2025.

For this reason, the Faculty of Social Science seeks to have the dates previously approved by Senate extended by one year.

ITEM 13.4(i) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Computer Science and Political Science

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on October 1, 2024, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Computer Science and Political Science.

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Science	Computer Science	February 26-27, 2024	Good Quality
Social Science	Political Science	January 22-23, 2024	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Computer Science

Final Assessment Report – Political Science

Computer Science
Final Assessment Report & Implementation Plan
June 2024

Faculty / Affiliated University College	Faculty of Science	
Degrees Offered	B.Sc.	
Date of Last Review	2015-2016	
Modules Reviewed	Honours Specialization in Computer Science Honours Specialization in Bioinformatics Specialization in Computer Science Major in Computer Science Minor in Computer Science Minor in Software Engineering Minor in Game Development	
External Reviewers	Dr. Kelly Lyons, Faculty of Information University of Toronto	Dr. Nur Zincir-Heywood, Faculty of Computer Science, Dalhousie University
Internal Reviewer	Dr. Brad Urquhart, Associate Dean, Basic Medical Sciences Undergraduate Education	Adira Daniel, PhD. Candidate, Psychology
Date of Site Visit	February 26 & 27, 2024	
Date Review Report Received	April 18, 2024	
Date Program/Faculty Response Received	Program: June 5, 2024 Faculty: June 5, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 18, 2024 ACA: October 1, 2024 Senate (for information): October 11, 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 Computer Science Program delivered by the Faculty of Science.

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

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

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

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

Executive Summary

The Department of Computer Science at Western University is one of the oldest departments associated with the discipline in the country, founded in 1969. The department now offers seven undergraduate modules. Like many computer science programs across Canada, the program in computer science at Western has been growing consistently for the past ten or more years. In 2012, the department had approximately 100 students across all undergraduate offerings. The number of undergraduate students enrolled in computer science is now over 800.

The self-study was informed by dedicated town hall sessions held with students in spring 2023, which subsequently informed the development of surveys distributed to current students and alumni. Later in the spring, a departmental retreat was held to discuss existing strengths, existing and possible future program offerings and Equity Diversity Inclusion and Decolonization (EDI-D) goals. In the summer, revisions were made to the program learning outcomes and a curriculum mapping exercise was completed.

The external reviewers shared a positive assessment of the Computer Science Program. They offer three recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Ranked in the top 9 programs nationally by Macleans, and in the top 250 globally by Times Higher Education.
- Offerings are particularly strong in Artificial Intelligence, Data Science and Computer Systems and Networks.
- Curriculum: 1) flexibility enables students to take a variety of pathways. For instance, combining Computer Science with Business, Statistics and Actuarial Science, Mathematics, Management and Medical Sciences; 2) experiential learning components provide opportunities for students to incorporate real-world learning, including paid internships; and 3) is constantly updated to reflect current industry trends.
- Minor in Game Development is the first of its kind in Canada and is internationally recognized.
- Student feedback notes particular satisfaction with extent of theoretical focus and the development of teamwork skills.
- Long-standing articulation agreement with Fanshawe College defines a pathway program that allows graduates of Fanshawe's three-year Computer Programmer Analyst program to obtain a block transfer credit of the equivalent of 16 courses towards Computer Science modules.

- Institutional appointment of a Chief AI Officer, a faculty member from Computer Science, reflects the importance of the use of AI technology in teaching and learning.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Growth in faculty complement is necessary for further enrolment growth.
- Heavy workload is cited by faculty members as a limiting factor in the development of new course and modules.
- Need for better alignment of pathway courses between Computer Science and Fanshawe College to ensure limited overlap in content.
- International exchange students experience significant difficulties in registering for courses as they arrive later in the registration period.
- Student feedback indicated areas for improvement in large-scale software systems and industry standard tools, and sensitivity, privacy and security.
- Enhance EDID components in the program learning outcomes and in courses that cover human impacts of software design and use.
- Advance the concepts of Universal Instructional Design and provide a central touchpoint for course design within Computer Science.
- Large class sizes at all levels prevent significant interaction between faculty members and students. The sizes can impose barriers on faculty members from developing innovative teaching approaches.
- The configuration of Middlesex College, the building housing the program, presents challenges to the Department. The accessibility of the building is not appropriate.
- TA funding has placed significant constraints on the Department. To manage TA expenses, the Department has had to maintain a 60:1 student to TA ratio.

Review Process

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

- Vice-Provost (Academic Programs)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Dean, Faculty of Science
- Associate Dean, Faculty of Science
- Associate University Librarian
- Chair, Department of Computer Science
- Undergraduate Chair, Department of Computer Science

- Manager, Integrated and Experiential Learning
- Administrative Staff
- Program Faculty
- Program 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 Computer Science Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that the "*program is well positioned to contribute to the strategic objectives of Western University and the Faculty of Science and has solid support from the Dean's office in the Faculty of Science. The department is fortunate to have a strong faculty complement, significant research strengths, dedicated department leadership, outstanding staff, and warm collegiality among staff and faculty.*"

Strengths of the Program

- Implementing the direct entry structure for 2024-2025 would elevate the visibility of the program to potential applicants and attract more domestic and international students.
- Faculty member: 1) collaborations with industry enable them to continuously update the curriculum to keep abreast of disciplinary and technological changes; 2) significant research strength, substantial funding, high-impact publications, high numbers of patents is reflected in the department being ranked in the top 250 of Times Higher Education global rankings.
- Collegiality of the staff, faculty members and the senior management continues to create an enabling environment for student success.
- Western's goal of more hands-on applications, more work-integrated learning, and additional research opportunities for undergraduate students are well supported by the undergraduate program which provides diverse experiential learning opportunities for students.
- Program structure that enables computer science offerings to be combined with modules in other units such as business, statistics and actuarial science, mathematics, business, and medical sciences.

Prospective Improvements for the Program to Consider

- With the growth in student enrollment, class sizes have increased which is impacting faculty workload and the ability to innovate and invest in new courses. Consequently, this may be negatively impacting student learning and the overall student experience. (*Associated with Recommendation #1*)
    - Staff expressed concern regarding increased workload resulting from complex program requirements and increasing enrollments. (*Associated with Recommendation #1*)
- Improve diversity pool of program applicants. (*Associated with Recommendation #2*)
- Invest in enhanced incorporations of EDI-DI across the program and Universal instructional design throughout the curriculum. (*Associated with Recommendation #2 and #3*)
- Explore ways to more systematically monitor student success post-graduation.
- Students and some faculty members noted the need to include more topics that will prepare students for the workforce, and more opportunities for group projects and work-integrated learning.

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 Develop and Implement Mechanisms to Navigate Program Growth.	**Program:** The Department: • will recruit already-allocated positions (2 tenure-track, 1 CRC and 1 Teaching Scholar) within the remaining two years of the current budget cycle. Further positions are warranted by existing growth. • has developed a long-term strategy of increasing course sections at the 2nd and 3rd year levels to handle program growth. This is supported in part by increased faculty complement, but also through increased limited duties appointments. The plan includes a minimum of two offerings of most third-year courses and three offerings of all required second-year courses. Progress has been made already in increasing offerings. • plans to add new 4th year course offerings to increase innovation in the program. Planned new courses are in Deep Learning, Reinforcement Learning, and Security. **Faculty:** The Dean's Office fully supports the Program's proactive response to address the challenges posed by rapid enrollment growth; and, endorses the planned recruitment of the already-allocated positions. This strategic hiring plan is essential for sustaining the department's growth and advancing its commitment to innovation.
Recommendation #2 Identify ways to Align with Western's Commitment to Equity, Diversity, Inclusion, Decolonization and Indigenization.	**Program:** The Department will: 1) review the establishment of a committee which has a mandate to consider EDI-DI issues; 2) work with the Faculty of Science to develop a plan for ongoing data collection in the areas related to EDI-DI. In particular, student and program success data will require additional staff resources; and 3) identify existing Universal Design for Learning (UDL) approaches in the program and catalogue these efforts, in conjunction with encouraging faculty participation in new Centre for Teaching and Learning (CTL) programs on UDL. **Faculty:** The Dean's Office fully supports the Program's commitment to enhancing EDI-DI within its offerings in an attempt to attract a more diverse pool of applicants, thereby strengthening the program and responding to the evolving needs of society. Given the growth in undergraduate enrollments, the workload of the current staff, including the undergraduate assistant and the program coordinator, has become unreasonably high. While additional staff may eventually become necessary to manage increased responsibilities and to ensure the department can undertake new initiatives such as student and alumni opinion recording and

	tracking, this request should be carefully considered in future budget submissions. This enhancement in staffing will be evaluated as part of the ongoing commitment to support the long-term success and sustainability of the program's EDI-DI efforts.
Recommendation #3 Work with Western's Centre for Teaching and Learning (CTL) to Embark on a Curriculum Review.	**Program:** The Department will: 1) consult with the CTL on curriculum review; 2) review the HSP in Bioinformatics to determine whether enrolment can be increased, or whether the HSP should be closed; and 3) identify opportunities for additional EDI-DI principles to be embedded into course content. **Faculty:** The Dean's Office fully supports the department's intention to consult with Western's CTL on a comprehensive curriculum review. This initiative is crucial as the department transitions to a direct-entry structure. The Dean's Office commends the department's commitment to evaluating the balance of theoretical versus applied courses, enhancing community and inclusiveness, and incorporating EDI-DI principles into the curriculum. Additionally, the department's proactive approach to reviewing the Honours Specialization in Bioinformatics and considering potential changes demonstrates a strong commitment to optimizing program offerings and resources.

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Develop and Implement Mechanisms to Navigate Program Growth.	• Recruit allocated program hires (2 tenure-track, 1 CRC and 1 Teaching Scholar) within the remaining budget cycle. • Continue increasing course sections at the 2nd and 3rd year - a minimum of two offerings of most third-year courses and three offerings of all required second-year courses. • Add a new 4th year course offerings in Deep Learning, Reinforcement Learning, and Security to increase innovation in the program.	• Department Chair • Undergraduate Chair	By June 2027
Recommendation #2 Identify ways to Align with Western's Commitment to Equity, Diversity, Inclusion, Decolonization and Indigenization.	• Explore establishing a committee which has a mandate to consider EDI-DI issues. • Work with the Faculty to develop a plan for ongoing data collection in the areas related to EDI-DI. • Identify existing UDL approaches in the program and catalogue these efforts. • Encourage faculty participation in CTL programs on UDL. • Evaluate staffing needs as part of the ongoing commitment to support the long-term success and sustainability of the program's EDI-DI efforts.	• Department Chair • Undergraduate Chair	By July 2025

Recommendation #3 Work with Western's Centre for Teaching and Learning (CTL) to Embark on a Curriculum Review.	• Consult with the CTL to plan and implement a curriculum review.
	     o Examine gaps and redundancies in the curriculum via a mapping exercise.
	     o Identify opportunities to further incorporate EDI-DI principles into course content.
	 • Review the Honours Specialization in Bioinformatics to determine whether enrolment can be increased, or whether the Honours Specialization should be closed.
		• Department Chair
		 • Undergraduate Chair
			By July 2026

Western UNIVERSITY · CANADA

Political Science
Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	Social Science
Degrees Offered	B.A.
Date of Last Review	2015-2016
Modules Reviewed	Honours Specialization in Political Science Major in Political Science Minor in Political Science Honours Specialization in Global Justice Major in Global Justice
External Reviewers	Dr. Tamara Small, Department of Political Science Guelph University	Dr. Royce Koop, Department of Political Science University of Manitoba
Internal Reviewer	Dr. Andrew M. Johnson, Associate Dean, Undergraduate Programs Faculty of Health Sciences	Evan Abbey Honours Specialization in English Language & Literature SUPR-U member
Date of Site Visit	January 22 & 23, 2024	
Date Review Report Received	March 5, 2024	
Date Program/Faculty Response Received	Program: May 6, 2024 Faculty: May 24, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 18, 2024 ACA: October 1, 2024 Senate (for information): October 11, 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 Political Science 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, 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 on Program Review – Undergraduate (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Political Science Department, Faculty of Social Science, and SUPR-U.

Executive Summary

The Department of Political Science teaches students about the political world, the ways in which institutions and behaviours come together, and about the methodological skills required for research in the social sciences. Courses and research opportunities are offered in all the traditional subfields of political science, including Canadian politics, comparative politics, international relations, local government, political theory, public administration and political methodology. Over the last five years, the program has made a suite of modifications to make offerings easier to navigate, increase enrollments, and improve EDI-D content by creating new courses on decolonization, racial injustice, and gender politics, and transgender policy.

The self-study was largely informed by a student survey administered in spring 2023 with over 150 responses, as well as a dedicated retreat with program faculty members

and student representatives to discuss departmental priorities, student perspectives and EDID goals. As part of the retreat, members of Western's Centre for Teaching and Learning facilitated a SOAR analysis and subsequently supported a curriculum mapping exercise. Lastly, the program undertook a Literature Review on Student Employability to better understand the prospects for graduates of the program.

The external reviewers shared a positive assessment of the Political Science Program. They offer three recommendations specific to political science offerings with considerations for further enhancement.

In addition to feedback about the offerings in political science, the review surfaced issues regarding the International Relations Program held jointly between history and political science. Given the nature of the feedback, but from the perspective of only one joint program partner, a dedicated review of the joint International Relations Program has been initiated.

Strengths and Innovative Features Identified by the Program

- High proportion of award-winning professors, outstanding researchers, and faculty members who serve in leadership roles in the Canadian Political Science Association. The flagship journal, *The Canadian Journal of Political Science*, has been edited both in the past and recently (2020-2023) in the Department. Other departmental highlights include:
    - a Canada Research Chair in Political Methodology;
    - creating and hosting the annual MapleMeth meeting, one of four international conferences of the Society of Political Methodology;
    - home of the Consortium on Electoral Democracy, a SSHRC Partnership Grant project ($2.5M) including the long-running Canadian Election Study series; and
    - global leader in computational social science and political methodology.
- Formally involved in teaching and research in interdisciplinary programs or centres at Western University including the Network for Economic and Social Trends (NEST), the Centre for Computational and Quantitative Social Science, The Centre for the Study of Political Behaviour, The Centre for Transitional Justice and Post-Conflict Reconstruction, the Centre for Urban Affairs and Local Governance, and the Centre for the Study of Theory and Criticism.
- Significant increase in course enrolment: +156% since 2019-20.
- Strengths of the program, as identified in the student survey, include: 1) strong preparation for careers in law, politics, and government; 2) classroom environments are inclusive, equitable, and respected diversity; 3) excellent training in Indigenous or non-Western ways of knowing; decolonization; anti-oppression; critical theories; post-colonial theories; queer and trans- theory; and 4) faculty support for student research activities and writing.
- Recently re-structured and re-organized classes and degree requirements to create more options and a better experience for students, including: maintaining

smaller upper-level classes, fostering a culture of mentorship and co-authorship, and integrating EDID content across the curriculum.
- Labs and Field Trip Opportunities such as: the *Leadership and Democracy Lab; the Body Politics Lab, and the Power in the City Walking Tour.*
- *Student Associations and Undergraduate Journal*: Faculty are involved in the three main student extra-curricular activities: the student-run Political Science Association (PSA), Model NATO, and the undergraduate student journal *The Social Contract.*

Concerns and Areas of Improvement Identified and Discussed by the Program

- Amidst growth in course enrolments, the number of tenure-stream faculty has declined from 20 to 16 over the last seven years.
- While course enrollments have increased significantly, program enrollments have not. Program enrolment in political science was 511 in 2014-15, declining to 451 in 2022-23.
- Average class sizes in political science have more than doubled since the last review.
    - Large classes result in heavy workload and reduced research opportunities for faculty.
- Most frequently emerging areas of improvement, as identified in the student surveys, were: 1) Honours program needs a more developed structure for writing a thesis; 2) better access to social science academic counsellors; 3) communicate program expectations more explicitly to social science academic counsellors; 4) improve classroom management training for TAs; 5) need for more information on career options for political science graduates; 6) more opportunities for political science students and faculty to interact outside the classroom setting; 7) offer more tutorial sessions for the course 1020E; 8) offer more entry-level training in quantitative methods in 1st/2nd year; 9) offer a wider variety of course options; and 10) provide more opportunity for paid and/or volunteer research.

Review Process

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

- Vice-Provost (Academic Programs)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Dean, Faculty of Social Science

- Associate Dean, Undergraduate (Academic), Faculty Social Science
- Department Chair
- Undergraduate Chair
- University Librarians
- Administrative Staff
- Program Faculty
- Program 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 Political Science Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that "w*hile the department has strengths in many fields of political science, over the past five years it has become a leader in Canada in political methodology and computational social science both in terms of research and teaching capacity.*"

Strengths of the Program

- Faculty maintains high levels of research productivity and hold national and international recognition for their scholarship through various publication prizes, awards and research Chairships while teaching in numerous interdisciplinary programs.
- Notable departmental achievements are: 1) the creation and hosting of annual international MapleMeth meetings; 2) the flagship journal, *Canadian Journal of Political Science*, was recently edited at Western; 3) commitment to small fourth-year seminars which allow for rigorous and in-depth class discussion and extensive writing opportunities.
- Innovative aspects of the curriculum that distinguish the program as a leader in political methods include: 1) the Introduction to Data Science in the Honours Specialization (Political Science 3325F/G) in addition to the traditional two methods courses; and 2) 2100 series of courses (e.g., Global Violence and Injustice, Politico-tainment, and Politics and Pop Culture) and a Beginner's Guide to Canada (1030A/B).
- The program is effectively utilizing all available resources and has excellent administrative support.

Prospective Improvements for the Program to Consider

- The structure of the first-year introductory course (1020E) should to be revised as either a half course or two half courses. *Embedded in recommendation #1*
- Limit the 2100 course series offerings to ensure that these are taught by experienced faculty. *Embedded in recommendation #2*
- While the department has seen substantially increased course enrolments, this has unfortunately not yet led to the hoped-for outcome in program enrolments. Might the 2100 series courses serve as pathway into program modules? *Embedded in recommendation #2*
- Changes at the graduate level has meant more core faculty have been drawn into teaching at the graduate level. This is a concern from a teaching equity perspective. *Embedded in recommendation #3*
- The overall faculty complement is small given a) the size of Western compared to other universities with much larger Political Science Departments, b) the stated strategic priority of the university to expand its student base, and c) the number of programs at both the undergraduate and graduate levels that political science offers.
- Greater clarity regarding achievement of the learning outcome about *Working effectively with others, demonstrating the skills of giving feedback to peers, responding to feedback, and resolving conflict* (LO19).
- Need for greater data collection on the career paths of recent and previous graduates.
  - Students are concerned about career prospects and preparation. Perhaps data collection could help inform more support in this area.
- In addition to end of year feedback, the program could think about having focus groups or a yearly town hall with students to get feedback on the functioning of the program more broadly.

While the areas of improvement noted in the last several bullet points were not explicitly mentioned as part of the formal recommendations made by the external reviewers, they remain suggestions for consideration by the program.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendations	Program/Faculty Response
Recommendation #1 Rethink Political Science 1020E as a full-year course. Strengthen writing requirement. Rethink 1000 level tutorials.	**Program:** The department agrees that 1020E should not exist as a full year course (beginning in Fall 2025) and intends to offer 1.0 worth of essay courses at the first-year level. Further examination of various models is needed to decide the format of 1020E. For instance, whether: • it will be two halves, condensed into a 0.5 course with another 0.5 course to be created; • first-year essay entrance requirements for the minor, major, and honours program will be the same; and • this change impacts 1030A/B and assess if it should be kept or should a non-essay 0.5 course need to be added. The program will rethink the use of tutorials at the first-year level, consider innovative ways of dealing with limited resources and increasing enrollments, and ensure the loss of tutorials does not detract from the student experience. Smaller tutorials offered every week were not deemed optimal; students benefitted more from extra time with the course instructors in some other format. Tutorials in the second year will continue. The success of the PhD program has led to increased high-quality applications and larger PhD cohorts; this creates a bigger pool of TAs for undergraduate classes. The growth in the intro class – doubling over 5 years – puts too much pressure on tutorials. **Faculty:** This is an important question that the department indicates it will be considering and taking action on in Fall 2025. Subsequent modifications submitted to the Faculty's EPC in 2024-2025, and then onto to Senate level decision making, are expected.
Recommendation #2 Reduce the number of 2100 series courses per year and reflect on whether there is any pathway from a 2100 series course into the Minor (or beyond) in Political Science.	**Program:** Departmental discussions have begun to explore options of creating pathways from these courses into program enrollments in the minor and major. In terms of the size of the classes, the Program is awaiting the Faculty's response regarding the provision of additional TA support that makes these huge sections possible; the schedule for 2024-25 has fewer of these courses. The program continues to consider options like modifying the current minor and/or major programs and creating a new minor program. **Faculty:** The Dean's office supports this recommendation. Reducing barriers that students must overcome while ensuring an appropriate level of learning can lead to increased enrollments and efficiencies of scale.

Recommendation #3 Consider and address the consequences of the department's specialization in research methods (particular at the graduate level) for undergraduate teaching and programming.	**Program:** The program's ability to teach undergraduates data science is a huge benefit. The reviewers encouraged the program to think of ways to further extend this into the undergraduate offerings, carefully monitoring whether data science scares away any students. Consideration will be given to whether: 1) the HSP, Major and Minor have different expectations; 2) students in the minors need to take the 1020E course; 3) there are possible pathways for capturing students who take 2100s; and 4) it is worth developing the minor program. The reviewers noted some tension in terms of what courses the program wants to offer, and which should be required were noted. Perhaps making 3325F/G Data Science required for HSPs and not the Majors could explain program enrollment shift from the former to the latter; however, this needs further investigation. When the program changed the PhD program from one to two years of coursework it meant only adding about two new classes per year to the overall graduate schedule. The new PhD program format is not putting resource constraints on the undergraduate program, it is the loss of tenure-stream faculty without reinvestment in new tenure-stream faculty members. In addition, three full-time faculty members contribute to the MPA and GDPA programs and this draws from the undergraduate pool of instructors. Being able to hire new faculty would increase the program's ability to offer new undergraduate classes and spread-out graduate courses more. **Faculty:** Considering the use of instructional resources within and between graduate and undergraduate programs is becoming increasingly important in the face of Provincial Budget constraints, changing budget models within Western, and increasing pressures to rebalance effectiveness of student learning with efficiencies of delivery. This is a fundamental aspect of the budgeting process and the Dean's Office will continue to work with all Departments within the Faculty to acquire resources provided by senior administration. The department's consideration of the current requirement of Data Science in its HSP module and the introduction of additional undergraduate courses is a first step in that process.

* It should be noted that one recommendation concerning the joint International Relations Program has not been included in the table above as a dedicated review of the joint International Relations, with all associated members and partners, is forthcoming.

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Rethink Political Science 1020E as a full-year course. Strengthen writing requirement. Rethink 1000 level tutorials.	Examine various models to decide on a revised format for 1020E. Consider if: • the course will be two halves, or condensed into a 0.5 course with another 0.5 course to be created; • first-year essay entrance requirements for the minor, major, and honours program will be the same; and • this change impacts 1030A/B and assess if it should be kept or should a non-essay 0.5 course need to be added. Devise optimal approaches for tutorial sessions in first-year courses.	Undergraduate Chair Department Chair Undergraduate Committee	By December 2025
Recommendation #2 Reduce the number of 2100 series courses per year and reflect on whether there is any pathway from a 2100 series course into the Minor (or beyond) in Political Science.	Explore options for the creation of pathways from 2100 series courses into program enrolments in the minor and major. • Consider possible modifications to the current minor and/or major modules and creating a new minor program.	Undergraduate Chair Department Chair Undergraduate Committee	By December 2025
Recommendation #3 Consider and address the consequences of the department's specialization in research methods (particular at the graduate level) for undergraduate teaching and programming.	Monitor whether data science requirements impact program enrolments. Consider whether: • the HSP, Major and Minor have different expectations; • students enrolled in the minor modules need to take 1020E • there are possible pathways for capturing students who take 2100s • it is worth developing the minor program Continue to monitor the use of instructional resources within and between graduate and undergraduate programs.	Undergraduate Chair Department Chair Undergraduate Committee	By December 2025

ITEM 13.5(a) – Academic Administrative Appointments

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of October 11, 2024.

Start Date	End Date	Name	Department	Admin. Appointment
7/1/2024	7/31/2028	Steele, Shawn	Schulich - Office of the Dean	Assistant Dean
7/1/2024	12/31/2024	Hatch, Kelly	Office of the Chief Librarian	Acting Associate Chief Librarian
7/1/2024	8/31/2025	Plug, Jan	Arts - Office of the Dean	Associate Dean (Acad Programs)
7/1/2024	6/30/2025	Sherrin, Christopher	Law - Office of the Dean	Associate Dean (Acad Programs)
7/1/2024	6/30/2025	Oudshoorn, Abram	Health Science - Dean's Office	Acting Associate Dean (Research)
7/1/2024	12/31/2024	Smeenk, Christopher	Arts - Office of the Dean	Associate Dean (Research,Grad)
7/1/2024	6/30/2029	Puvirajah, Anton	Education - Office of the Dean	Associate Dean (Ugrd Program)
7/1/2024	6/30/2029	Wood, Jeffrey	Engineering - Office of Dean	Associate Dean (Ugrd Program)
7/1/2024	6/30/2025	Wild, Geoff	Science - Office of the Dean	Acting Associate Dean(Administration)
7/1/2024	6/30/2025	Borradaile, Nica	Grad & Postdoc Studies(SGPS)	Associate Vice Provost
7/1/2024	12/31/2024	Fuller, John	Anesthesia-Perioperative Med	Interim Clinical Department Chair
7/1/2024	6/30/2025	Botterell, Andrew	Law - Office of the Dean	Acting Dean
7/1/2024	6/30/2029	Coley, Kenneth	Engineering - Office of Dean	Dean
7/1/2024	6/30/2025	Henderson, Lisa	Info & Media Studies - General	Dean
7/1/2024	6/30/2026	Paul, Ileana	Arts - Office of the Dean	Acting Dean
7/1/2024	6/30/2029	Beier, Frank	Physiology and Pharmacology	Department Chair
7/1/2024	6/30/2025	Brou, Daniel	DAN Management	Acting Department Chair
7/1/2024	6/30/2027	Denham, Graham	Mathematics	Department Chair
7/1/2024	6/30/2029	Dyck, Corey	Philosophy	Department Chair
7/1/2024	6/30/2025	El Ansary, Ayman	Civil & Environmental	Acting Department Chair

7/1/2024	6/30/2025	Franck, Peter	Music - Research & Composition	Acting Department Chair
7/1/2024	6/30/2029	Gloor, Gregory	Biochemistry	Department Chair
7/1/2024	6/30/2025	Holm, Anders	Sociology	Acting Department Chair
7/1/2024	6/30/2029	Pogorzelski, Randall	Classical Studies	Department Chair
7/1/2024	12/31/2024	Samani, Abbas	Electrical & Computer	Acting Department Chair
7/1/2024	6/30/2025	Sendova, Kristina	Statistics & Actuarial Science	Acting Department Chair
7/1/2024	6/30/2029	Stephenson, Laura	Political Science	Department Chair
7/1/2024	12/31/2024	Belton, Tom	WL-Archives / Special Collect	Library Head
7/2/2024	6/30/2025	Keyghobadi, Nusha	Vice-Provost Acad Plan,Policy	Acting Vice-Provost (Policy, Faculty)
7/10/2024	5/15/2025	Bourgard, Erin	Info & Media Studies - General	Acting Library Director
7/22/2024	6/30/2029	Little, Geoffrey	Office of the Chief Librarian	Vice-Provost & Chief Librarian
8/1/2024	6/30/2026	Mackin, Robin	Schulich - Office of the Dean	Assistant Dean
8/1/2024	6/30/2027	Meister, Darren	Ivey - Associate Dean	Associate Dean Programs)
8/1/2024	6/30/2029	Birkinshaw, Julian	Ivey - Deans Office	Dean
9/1/2024	6/30/2027	Laird,Dale	Schulich - Office of the Dean	Assistant Dean
9/1/2024	8/31/2028	Jacobs, Lawrence	Schulich - Windsor Campus	Associate Dean
9/1/2024	8/31/2025	Rushlow, Walter	Schulich - Office of the Dean	Acting Associate Dean
9/1/2024	8/31/2029	McMillan, Brian	WL-User Experience Student Eng	Library Director

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

1. Christopher Alcantara, Mark Cleveland, and Greg Beckett, Senators:

Last month, President Shephard wrote in the Toronto Star that "Graduate students … are the next generation of thinkers who will drive new technologies and health treatments, develop innovative business solutions, and serve as the backbone of industry collaborations here at home and across the globe. All of this helps boost Canada's economy, and our global brand, every day. And these highly qualified students are still a relatively scarce resource. If we inch our doors closed or misuse the spots we have open for them, we miss the opportunity to harness the potential of some of the best talent the world has to offer."

These are welcome words given the federal government's recent move to limit the number of international students and we applaud his public-facing leadership on this issue. At the same time, his words are not being implemented internally given the recent push to cut graduate funding, especially in the Faculty of Social Science. SSHRC grants are smaller in size than CIHR and NSERC Alliance grants. Thus, if we add up the amount of money available to SSHRC vs. NSERC and CIHR researchers, the difference is almost $2 billion. This difference partially explains why some Faculties in the university can rely more on external funding to support their graduate student and why others simply cannot.

Is the university committed to supporting the very best graduate education in Canada by ensuring that all departments, and especially those whose research and funding are not lab-based and supported by NSERC and CIHR, have the resources to support the very best students? What will the university do to make sure that the sentiments in President Shephard's recent op-ed are implemented at the faculty and department levels?

2. Johanna Weststar, Official Observer:

With the integration of Brescia into Western, the Family Studies Program was situated in the Faculty of Health Sciences. This does not seem to have been an optimal placement and I am not aware of how that decision was made because it did not come to Senate. However, the decision was made to place Family Studies with the new School of Food and Nutritional Sciences as the program provided 3 additional faculty members and half of the revenue for the whole of undergraduate programs in the new School of Food and Nutritional Sciences. In meetings that the senior administration had with the faculty at Brescia before the integration they were led to believe that they would be welcomed with open arms and supported thoroughly. However, there have been some decisions made regarding the Family Studies Program that are of an existential nature and, as far as I can tell, have not come up for discussion at Senate. My questions are as follows:

When at Brescia, the Family Studies Program had a direct pathway for students to subsequently enrol in the Faculty of Education's Teacher Education program. This direct pathway is an important attraction to students and benefited both programs. Apparently, the Dean of Health Sciences has unilaterally cancelled this direct pathway for the Sept 2025 cohort and beyond. Faculty in Family Studies have

provided ample data and evidence from Family Studies student surveys, communication from recruitment teams, and enrolment statistics for the program over the past 8 years in order to highlight the importance of this direct pathway, but the Dean refuses to change her mind. Did this come to the Senate Committee on Academic Curriculum and Awards? Could the Senate please be apprised of the decision-making process, rationale and implications?

The entrance averages for the Family Studies Program were increased seemingly without appropriate consultation. The rationale given to faculty in the program was that the averages needed to be the same as the School of Food and Nutritional Sciences where Family Studies is housed; however, this does not seem to be a sufficient explanation. For instance, Family Studies is a BA program and not a BSc program. When the program faculty inquired with the Dean of Health Sciences, they were told that the determined entrance average into programs is not set at the program level. Again, did this come before   the Senate ACA Committee? This change in entrance requirement has already resulted in a negative impact on enrolment for the 2024 cohort, which has only 15 new students. This will have a drastic impact on program sustainability for the next 4 years.

And related, there seems to have been a major error at the Registrar's office such that the Family Studies Program sent 103 offers of admission, but only 15 students were admitted for this year. The Registrar did not use any criteria beyond the academic averages for admission, but there is speculation that many of the offer letters were sent at a later time of the year, when most of the students have already accepted offers at other universities. No explanation is being   provided. Could there be one here please?

A proposal for a joint new Module in Child Youth and Family Health with the Faculty of Education seems to have been stopped by the Dean of Health Sciences, even though it received interest from the Dean of Education and has a good potential for increasing program enrolment. Planning for launching this new module independently by the Program seems to be stalled. As such, the Family Studies program is sidelined in the new School of Food and Nutritional Sciences and there seems to be no vision as to how the program is aligned with the new School or with the Faculty of Health Sciences. No plans or resources were offered by the Dean of Health Sciences for program sustainability. Could the Senate please be apprised of these issues?

These seem like major programmatic changes that should have greater oversight than the Dean of Health Sciences. They also seem like changes of an existential nature for the Family Studies Program here at Western. Could there please be a fulsome review of these decisions and their implications?

3. Madeline Bassnett, Senator:

I'm concerned about the continuing expenditures on security to block campus roads 24 hours a day, as well as on hiring a private security firm to video picketers. This decision is being taken at the same time as departments are being given minimum course enrollment guidelines, based on finding "efficiencies." While I realize these two decisions aren't directly related, I am concerned about expenditures that could

negatively affect academic priorities (namely teaching) at the university and would be interested in having these expenditures addressed in Senate.

4. *Johanna Weststar, Official Observer:*

There has been a major increase in the use of private security on campus with continuous filming at all entrances without consent and without notice. There is a reasonable expectation of being filmed when out in public given the greater use of surveillance generally, however, we seem to be overstepping the bounds here. In most cases people do not even know that they are being filmed as the security guards are in their trucks pointing cameras out the windows. Who has access to these videos, what are they being used for, how long is the footage being kept?

5. *Miranda Green-Barteet, Senator:*

On Oct. 4th, faculty in Arts and Humanities received an email with an attachment titled "Campus Events Notification for Fall 2024." Some of the linked "Guidelines" from Housing & Ancillary Services (Campus Events Notification for Fall 2024) run contrary to our UWOFA collective agreement (and possibly others). Are all faculty members being encouraged to postpone "non mission critical" in person events this fall? At what point will we be able to hold "non mission critical" events?

6. *Johanna Weststar, Official Observer:*

Recently a notice was sent to listservs in Arts and Humanities about a Campus Events Notification online form issues by Housing & Ancillary Services. It says that Housing & Ancillary Services will be "tracking and reviewing all campus events to assist both Campus Safety & Emergency Services (CSES) with an initial risk assessment, and Facilities Management in the coordination of setup/takedown/waste removal logistics." In a more fulsome set of attached "Guidelines for Campus Events" which is entitled "Campus Events Notification for Fall 2024". There are a number of questions related to this: 1) Is this in effect across the campus or just within A&H?; 2) What is the process for the risk assessment and is it contemplated that events could be denied? How does this relate to the paused procedure on demonstrations?; 3) the guidelines say that we should be prioritizing "mission critical" events and recommends that some events be pushed to later in the fall term or conducted virtually. This seems clearly related to the ongoing CUPE strike and it is very concerning that we would be contemplating reductions to events which are the fabric of the university community and which fulfill the academic mission of the university because that remains unresolved. There has been much damage to the university's reputation already, when will this be resolved?; 4) the guidelines document also says that people will need to set up and clean up their own events and that gloves, garbage bags will be provided and that waste should be dropped off at designated places in buildings. This is the work of CUPE 2361 and faculty members will not be performing that work.

7. Miranda Green-Barteet, Senator:

Following up on questions that were raised at September's meeting, why do so many entrances onto campus remain closed? What is the specific purpose of the road closures? Has that specific purpose been communicated to the public? When can we expect all roads to be open at all times?

8. Miranda Green-Barteet, Senator:

Could we be updated on the CUPE Strike?

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.