

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, September 13, 2024, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

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|-----|---|--|-------------|
| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of June 7, 2024 | | Approval |
| 2.1 | Business Arising from the Minutes | | |
| 3.0 | Report of the President | | Information |
| 4.0 | Report of the Provost | | Information |
| 4.1 | Report of the Convocation Task Force | | Information |
| 5.0 | Report of the Vice-President (Research) | | Information |
| 6.0 | Report of the Operations / Agenda Committee (D. Kotsopoulos) | | |
| 6.1 | Announcement of a Vice-Chair of the Operations/Agenda Committee | | Information |
| 6.2 | Faculty of Education: Revisions to the Faculty Council Constitution | | Approval |
| 7.0 | Report of the Nominating Committee (D. Kotsopoulos) | | |
| 7.1 | Announcement of a Chair and Vice-Chair of the Senate Nominating Committee | | Information |
| 7.2 | Membership – Faculty Scholars Selection Committee | | Action |
| 7.3 | Membership – Senate Committee on University Planning (SCUP) | | Action |

- 8.0 **Report of the Senate Committee on Academic Policy (K. Yeung)**
 - 8.1 [Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy](#) Information
 - 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](#) Approval
- 9.0 **Report of the Senate Committee on Academic Curriculum and Awards (S. Roland)**
 - 9.1 [Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards](#) Information
- 10.0 **Report of the Senate Committee on University Planning (D. Laird)**
 - 10.1 [Announcement of a Chair of the Senate Committee on University Planning](#) Information
- 11.0 **Report of the University Research Board (P. Pexman) – No Report**
- 12.0 **Report of the Academic Colleague (S. Roland) – No Report**
- 13.0 **The Unanimous Consent Agenda**
 - 13.1 Items from the Operations / Agenda Committee
 - 13.1(a) [Revisions to the Terms of Reference of the Senate Committee on University Teaching Awards \(SUTA\)](#) Approval
 - 13.1(b) [Revisions to the Terms of Reference of the Operations/Agenda Committee](#) Approval
 - 13.1(c) [Speaking Rights at Senate – Chair of the Senate Committee on Academic Policy \(Policy\)](#) Information
 - 13.1(d) [Senate Membership – Vacancies Filled by Appointment](#) Information
 - 13.2 Items from the Senate Committee on Academic Policy
 - 13.2(a) [Revisions to the Policy on “Administration of Examinations”](#) Approval
 - 13.2(b) [School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Admissions”](#) Approval

13.3 Items from the Senate Committee on Academic Curriculum and Awards

- | | | |
|-------------|---|-------------|
| 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 | Approval |
| 13.3(b) | Faculty of Science, Western Integrated Science Program: Withdrawal of the Honours Specialization in Integrated Science with Computer Science | Approval |
| 13.3(c) | School of Graduate and Postdoctoral Studies: | |
| 13.3(c)(i) | Major Modification to the Doctor of Philosophy (PhD) in Music (Fields of Musicology and Music Theory) | Approval |
| 13.3(c)(ii) | Withdrawal of the Global Health Systems in Africa Collaborative Specialization | Approval |
| 13.3(d) | SUPR-U Report: 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) | Information |
| 13.3(e) | SUPR-G Report: Cyclical Reviews of the Graduate Programs in Gender, Sexuality, and Women’s Studies, History, and Social Work (King’s University College) | Information |
| 13.3(f) | Revised 2024-25 Sessional Dates – Ivey Business School, HBA Program | Information |
| 13.3(g) | Report of the Subcommittee on Undergraduate Academic Courses (SOC) (January 2024 – June 2024) | Information |
| 13.3(h) | Scholarships, Awards and Prizes: | |
| 13.3(h)(i) | New Donor-Funded Scholarships, Awards and Prizes | Information |
| 13.3(h)(ii) | New Western-Funded Scholarships, Awards and Prizes | Information |

Senate Agenda
September 13, 2024

13.4 Items from the Senate Committee on University Planning

13.4(a) [Revisions to the Supply Chain Canada Chair](#) Approval

13.4(b) [Revisions to the First and Second Wolfe-Western Fellowships At-Large for Outstanding Newly Recruited Research Scholars](#) Approval

13.5 Announcements and Communications

13.5(a) [Convocation Academic Procession Invitation](#) Information

13.6 Items from the Honorary Degrees Committee

13.6(a) [Honorary Degree Recipient - Autumn 2024](#) Information

14.0 [Items removed from Consent Agenda](#)

15.0 [Discussion and Question Period](#)

16.0 New Business

17.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: APPROVAL INFORMATION DISCUSSION

A land acknowledgement or other observance will be offered.

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

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

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

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

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

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

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the minutes of the meeting held on June 7, 2024, be approved as circulated.

ATTACHMENT(S):

[Minutes of the June 7, 2024 Meeting](#)

MINUTES OF THE MEETING OF SENATE

June 7, 2024

The meeting was held at 1:45 at the Somerville House, Great Hall

SENATORS:

M. Adler	J. Herrera	A. Shepard
G. Arku	A. Hodgson	K. Siddiqui
P. Barmby	S. Hodgson	F. Strzelczyk
M. Bassnett	J. Hutter	J. Toswell
G. Beckett	J. Jin	J. Welch
F. Beier	E. Kalaydjian	J. Yoo
J. Binoy	M. Kim	
M. Bordignon	K. Kirkwood	
N. Borradaile	D. Kotsopoulos	
A. Bryson	D. Laird	
E. Chamberlain	K. Lawless	
B. Cheadle	C. Lengyell	
M. Cleveland	J. Li	
K. Coley	D. Malloy	
D. Ferri	M. McGrath	
J. Garland	M. Modeski	
E. Gillies	K. Olson	
L. Graham	J. Plug	
M. Green-Barteet	L. Rehmman	
N. Harney	D. Robinson	
S. Hayne Beatty	B. Rubin	
L. Henderson	M. Sanita Lima	
K. Henricus	G. Santos	
	L. Shaw	

Observers: C. Bressette, L. Cho, C. Chung, J. Doerksen, R. Isard, S. Lewis, M. Machado, M. McGlynn, V. Sarkany

LAND ACKNOWLEDGEMENT

N. Borradaile offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

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

It was moved by B. Cheadle, seconded by G. Santos,

That the minutes of the meeting of May 17, 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 Senators to the final meeting of the 2023-24 academic year, expressing gratitude for their dedicated work.

A. Shepard commented on the upcoming Spring Convocation and thanked the convocation team and the volunteers who will participate in the ceremonies.

The President also reaffirmed the Western's commitment, as outlined in the Strategic Plan, to provide a significant impact locally, nationally, and internationally.

In his closing remarks, A. Shepard stated that while Western supports the right to peaceful protest, protest activities must be in compliance with the law. Additionally, the President emphasized that his official response to the encampment is publicly available.

REPORT OF THE BOARD OF CHAIR

S. Shortreed, Vice-Chair of the Board of Governors, provided a report to Senate on behalf of the Chair (Appendix A), providing an overview of the Board activities for 2023-2024, including: revisions to the governance of the McIntosh Gallery, updates on Brescia Western integration, and a number of reports and agreements approved by the Board of Governors over the year.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic), reported on the matters under her portfolio, beginning by providing an update on the successful hires for senior leadership roles. She also recognized those colleagues whose terms are near completion and thanked them for their service to Western.

F. Strzelczyk continued her report by providing an overview of the 2023-24 year, including student experience highlights, new academic programs, excellence in teaching awards winners, new and prospective partnerships, as well as updates under the portfolio of the Office of Indigenous Initiatives and Office of EDI.

F. Strzelczyk shared information on the implementation of the Global Engagement Plan, along with the impact of the international student cap. The Provost also provided information on Brescia-Western integration, completed on May 1, 2024.

F. Strzelczyk concluded her report by sharing future plans and goals.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

J. Burkell, Associate Vice-President (Research), on behalf of the Vice-President (Research), provided a verbal update on the “Horizon Europe” research and innovation program. She stated that this program is open to researchers worldwide and highlighted Canada's recent joining as an associated member. J. Burkell outlined the new opportunities for Western researchers and shared planned activities associated with participation in the program.

J. Burkell concluded her report by providing information on undergraduate research internships and other summer research opportunities.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

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

ITEM 6.1 – Amendments to the Ivey Business School Council Constitution

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

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

CARRIED

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

It was moved by M. Sanita Lima, seconded by J. Plug,

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

CARRIED

REPORT OF THE SENATE NOMINATING COMMITTEE

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

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

Nick Harney, Saverio Stranges and Ana Luisa Trejos were acclaimed as members of the Selection Committee for the Dean of the Faculty of Health Sciences.

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

Jayne Garland, Kaitlynn Mendes and Aara Suksi were acclaimed as members of the Selection Committee for the Dean of the Faculty of Information and Media Studies

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

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

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the Introduction of a Certificate in Purpose Driven Leadership.

It was moved by B. Cheadle, seconded by S. Hodgson,

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

CARRIED

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

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the Introduction of a Master of Climate Risk Assessment and Opportunity (MCR).

It was moved by K. Coley, seconded by J. Hutter,

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

CARRIED

REPORT OF THE ACADEMIC COLLEAGUE

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

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

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

It was moved by J. Hutter, seconded by J. Plug,

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

CARRIED BY UNANIMOUS CONSENT

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

It was moved by J. Hutter, seconded by J. Plug,

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

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

It was moved by J. Hutter, seconded by J. Plug,

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

CARRIED BY UNANIMOUS CONSENT

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

It was moved by J. Hutter, seconded by J. Plug,

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

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by OAC on Unanimous Consent:

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

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

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

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Adding and Dropping Courses” be revised as shown in Item 13.2(a)(i).

CARRIED BY UNANIMOUS CONSENT

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

It was moved by J. Hutter, seconded by J. Plug,

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

CARRIED BY UNANIMOUS CONSENT

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

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Definitions of Types of Examinations” be revised as shown in Item 13.2(b).

CARRIED BY UNANIMOUS CONSENT

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

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Dean’s Honour List and Graduation “With Distinction”” be revised as shown in Item 13.2(c).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.2(d) – Schulich School of Medicine & Dentistry: Revisions to the Policy on “Admission – Dentistry”

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Admission – Dentistry” be revised as shown in Item 13.2(d).

CARRIED BY UNANIMOUS CONSENT

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

It was moved by J. Hutter, seconded by J. Plug,

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

CARRIED BY UNANIMOUS CONSENT

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

ITEM 13.3(a) – Faculty of Education: Revisions to the Program Requirements of the Bachelor of Education (B.Ed.)

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the program requirements of the Bachelor of Education (B.Ed.), offered by the Faculty of Education, be revised as shown in Item 13.3(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(b) – Schulich School of Medicine & Dentistry, Department of Medical Biophysics and Faculty of Science: Withdrawal of the Honours Specialization in Medical Biophysics (Clinical Physics Concentration)

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in Medical Biophysics (Clinical Physics Concentration), offered by the Department of Medical Biophysics in the Schulich School of Medicine & Dentistry and the Faculty of Science, be discontinued,

And, that students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2028, and

That the module be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(c) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field)

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics (Epidemiology Field) be revised as shown in Item 13.3(c).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(d) – Huron University College: Revisions to the Admission and Program Requirements of the Scholar's Electives Program at Huron University College

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the admission and program requirements of the Scholar's Electives Program at Huron University College be revised as shown in Item 13.3(d).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.3(e) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Visual Arts, Psychology (Huron University College), and English (King's University College)
- ITEM 13.3(f)(i) – Faculty-Specific Sessional Dates: Revised 2024-25 Sessional Dates for the Faculty of Education

- ITEM 13.3(f)(ii) – Faculty-Specific Sessional Dates: Revised 2024-25 Sessional Dates for the Faculty of Law
- ITEM 13.3(g)(i) – New Donor-Funded Scholarships, Awards and Prizes
- ITEM 13.3(g)(ii) – New Western-Funded Scholarships, Awards and Prizes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

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

It was moved by J. Hutter, seconded by J. Plug,

That on the recommendation of the Senate Committee on University Planning, Senate approve that effective June 30, 2024, the existing Hicks Morley Professorship in International Labour Law established in 2017 at the Faculty of Law be renewed and renamed as the “Hicks Morley Professorship in Labour and Employment Law”.

CARRIED

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

- ITEM 13.4(d) – Report on Promotion, Tenure and Continuing Appointment

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

- ITEM 13.6(a) – Revisions to Terms of President’s Medal for Distinguished Service

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.7(a) – Academic Administrative Appointments

ITEMS REMOVED FROM THE CONSENT AGENDA

ITEM 13.4(a) – Dancap Private Equity Chair in Private Equity

A Senator requested this item be removed from the Consent Agenda as they had concerns regarding reputational risk, listed as low, along with the recommendation that the department concerned should be informed of the changes.

N. Harney, Dean of the Faculty of Social Science, addressed this question and advised that the Chair of the Department was informed and involved in the work.

The Chair noted the Dancap Private Equity Chair is not new.

It was moved by L. Shaw, seconded by D. Laird,

That on the recommendation of the Senate Committee on University Planning, Senate approve that effective July 1, 2024, the “Dancap Private Equity Chair in Change and Innovation” in DAN Department of Management and Organizational Studies in the Faculty of Social Science be renamed as the “Dancap Private Equity Chair in Private Equity”.

CARRIED

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

It was moved by L. Shaw, seconded by D. Laird,

That on the recommendation of the Senate Committee on University Planning, Senate approve that effective July 1, 2024, the Dancap Private Equity Fellowship in Change and Innovation in DAN Department of Management and Organizational Studies in the Faculty of Social Science be established as shown in item 13.4(b).

CARRIED

ITEM 13.4(e) – Revisions to Faculty Scholars

In response to a Senator's request, this item was removed from the Consent Agenda to highlight the significant changes to Faculty Scholars.

The Chair addressed the comment, acknowledging the dollar value for both Faculty Scholars and Distinguished University Professors was increased in the last couple of years.

ITEM 13.4(f) – Revisions to Distinguished University Professorships

The item was removed from the Consent Agenda by a Senator to express appreciation for the addition of language regarding community service to the award criteria.

ITEM 13.5(a) – Research Centres Report

J. Burkell, Associate Vice-President (Research), addressed clarification questions raised by a Senator regarding the data provided in the report, specifically regarding the list of Research Centre closures, general information regarding the work of these Centres, and their relationship with the Research Institutes.

DISCUSSION AND QUESTION PERIOD

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

1. A Senator raised a question regarding the module system at the undergraduate level, with particular concern about the increasing number of courses in the modules, which limit students' flexibility. The Senator asked if Senate could either be provided with the report from the last external review of the module system or could call a working group to conduct such a review.

S. Lewis, Vice-Provost (Academic Programs), provided a brief presentation (Appendix B) to address the concerns and highlighted the main principles of Western's module system. Additionally, S. Lewis provided a historical overview of transformations that have taken place in the undergraduate degree programs.

2. A Senator raised a question regarding the Canada Research Chairs (CRC) program, specifically about the attainment of Equity, Diversity, and Inclusion (EDI) targets. Additionally, they inquired if Senate could be provided with a report on CRCs annually, detailing filled and unfilled positions, target achievements, and distribution across research fields.

M. McGlynn, Vice-Provost (Academic Planning, Policy & Faculty), provided a summary of the hiring approaches for the CRC program, as well as challenges and strategies for achieving the targets, and advised that Western met its equity target in 2024 and is expected to meet it in 2025. Additionally, M. McGlynn commented on the number of unfilled positions and the searches that are currently underway.

3. A Senator raised concerns regarding the implications of the tuition increase for the Management and Organizational Studies (MOS) program that was approved by the Board of Governors.

S. Lewis, Vice-Provost (Academic Programs), commented on the tuition rate increase and implementation strategy. She emphasized that tuition rates are derived by programs rather than by individual courses, ensuring consistency across all institutions, including affiliates. Additionally, S. Lewis confirmed that courses within the MOS programs will be restricted to students enrolled in those programs and commented on advising support, including for students that may wish to rejoin the program.

The Senator followed up by asking about the potential workload increase for academic advisors. In response, S. Lewis acknowledged that the transition might initially result in an increased workload for advisors, but that efforts will be focused on ensuring that students have access to necessary information and resources related to their courses and programs.

4. A Senator raised a question in relation to Western's efforts with the encampment and potential divestment.

A. Shepard advised that the Western investment team is intended to be part of the negotiation meeting that has already been scheduled. He commented on the issue of electricity supply and noted that Western response has been shared with the divestment coalition.

ADJOURNMENT

The meeting adjourned at 4:12 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Provost Report: Year in Review

Presentation to Senate

June 7, 2024



1



2

Year in Review: Faculty, Librarians and Staff

- Hired 35 new faculty (50 approved)
- Hired 2 faculty librarians (Brescia)
- Tenured and/or promoted 51 faculty
- 132 new staff hires (May '23 – Apr '24)
- Concluded new CA with UWOFA-LA
- Reopened UWOFA CA re: compensation
- Negotiated with UWOFA and BFA regarding Brescia

3

Year in Review: Student Experience

- Undergraduate student experience
 - Career Fair,
 - Experiential Learning
 - GBSV Education
- Graduate student experience
- Student advocacy



4

Year in Review: Teaching and Learning

- New undergraduate and graduate programs
- LMS Brightspace
- Academic Considerations Policy update
- Outstanding teachers



Year in Review: Research and Scholarship

- Awards and distinctions, including:
 - Fellows of the Royal Society
 - Distinguished University Professors
 - Faculty Scholars
- New Western-Massey College Fellowship



Year in Review: Indigenous Initiatives and EDI

- Maatookiiying gaa-miinigoowiziying (Sharing our Gifts): Indigenous Learning Bundles project
- Allyship Guide
- Indigenous Identity Policy
- Governor General’s Innovation Award: Lisa Hodgetts and Edward Eastaugh
- Office of Equity, Diversity and Inclusion:
 - EDI Training and Certificate Programs
 - Strategic Planning Process
 - WIDE Survey



7

Year in Review: Global Engagement Plan

- Expand Western’s global range
- Champion global citizenship
- Amplify Western’s global research impact
- Enable Western’s capacity for global success



8

Year in Review: Brescia-Western integration

- 35 faculty members and 80 staff members joining Western
- ~700 current Brescia students projected to continue at Western in 2024-25
- Brescia campus and facilities become part of Western
- Creation of new Brescia School of Food and Nutritional Sciences in Faculty of Health Sciences



Year in Review: Balanced budget

- 1 Faculty and staff renewal/expansion
- 2 Enrolment growth
- 3 Advancing research profile and impact
- 4 Space/facilities/infrastructure to support growth

The year ahead:

- ➔ Western campus on Brescia site
- ➔ Budget levers / revenue generation
- ➔ Aerospace Ecosystem Partnership
- ➔ GEP implementation
- ➔ Bioconvergence
- ➔ Curriculum streamlining
- ➔ Attracting new leaders in FIMS, Law and FHS

And much more ...



Thank you

Western's Modular Degree System

Discussion at Senate
June 7, 2024

Susan Lewis
Vice-Provost (Academic Programs)



1

How Western Degrees Work

Honours Specialization	Specialization	Major	Minor
9.0 credits	9.0	6.0 – 7.0 credits	4.0 – 5.0 credits
~181 offered	~89 offered	~160 offered	~178 offered

*Combined degree (5- and 6-year) available with Ivey (12+ programs) & Law (2 programs)



2

Timeline on Senate Approvals

1998: SCAPA reform of undergraduate programs

1998-2001: consultations

March 23, 2001: Undergraduate program reform - Senate

2004-2008: Transition period

Feedback on Modular Structure

IQAP

- New program development
- Review of existing programs
- Audit of Western's IQAP Process – report summer 2024

ITEM 2.1 – Business Arising from the Minutes

ACTION: APPROVAL INFORMATION DISCUSSION

There is no business arising at this time.

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: September 6, 2024

Re: Monthly report for September 2024

Dear Senators,

As we start the new academic year, here are some noteworthy developments since my last written report to Senate of May 31, 2024.

Welcoming our incoming undergraduate students: orientation is underway in collaboration with student leaders. Programming was designed with equity, diversity, inclusion, and decolonization (EDID) principles, with the goal of fostering a sense of safety and belonging. Highlights include:

- nearly 1,000 sophs trained in gender-based and sexual violence prevention and support, mental health, EDID, emergency preparedness, harm reduction, basic first aid and CPR
- safe late-night transportation for off-campus students and sophs
- extra security to support Western Special Constable Service and residence staff
- care hubs hosted by faculty, staff, and student volunteers
- programming through September will focus on academic transition

Throughout the summer, the [Western Launch program](#) for incoming undergraduates saw 1,562 students receive individual advising, more than 960 students and 680 parents/supporters attend on-campus programs, and 3,500 students access new online modules.

International ACAC, Ontario Summer Games and other conferences: In July, Western hosted more than 1,400 professionals from 85 countries for the [International Association for College Admission Counseling Conference](#). In August, Western also hosted 10,000 athletes, families, and spectators for the [Ontario Summer Games](#). Several other academic and professional conferences were held on campus over the summer. Kudos to Conference Services, the Office of the Registrar, Sports & Recreation Services, Housing & Ancillary Services and many other campus partners for presenting Western at its best.

New Indigenous artist-in-residence: Theo Jean Cuthand, an experimental filmmaker and indie game developer, has joined Western as [Indigenous artist-in-residence](#). Cuthand uses a variety of

media to challenge traditional archetypes and themes and bring new perspectives to light, including those of the Indigiqueer and Two-Spirit community.

2024-25 writer-in-residence: Saeed Teebi, a writer and lawyer, is Western's new [writer-in-residence](#). His debut collection of short stories, *Her First Palestinian*, was a finalist for numerous awards, including the Atwood Gibson Writers' Trust Prize and the Rakuten Kobo Emerging Writer Award. His next book will be a work of non-fiction titled *You Will Not Kill Our Imagination*. He is also working on a novel.

\$10.9 million from CIHR: Western attracted 15 grants in CIHR's Spring 2024 Project Grant competition valued at more than \$10.9 million. Faculties who attracted grants include: Schulich Medicine & Dentistry (11), Health Sciences (2) and Social Science (2).

Marine Biomass Innovation Project: In July, Western researchers and staff were instrumental in signing an agreement between six Indigenous communities, five industry partners, five Canadian universities and four international institutions to develop sustainable and entrepreneurial solutions for Canada's fishing industry.

Summer research student internships: more than 300 students participated in 16-week internships across all faculties through the Undergraduate Student Research Internship program, now in its fifth year. Students shared their work at a conference on August 22.

International summer programs: Approximately 600 students participated in international learning experiences this summer, including field schools, study abroad, internships, research, and more. Western also hosted a pilot summer program for students from Korea's Kyung Hee University focused on sustainable development and human rights.

Rankings released over the summer: Immerse Education named Western among the top three Canadian universities to graduate the most CEOs. Ivey Business School ranked second in Canada and #43 in the world in the QS Executive MBA rankings.

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

- **Richard Kim** (Schulich) and **Gordon Osinski** (Science) named Fellows of the *Royal Society of Canada*.
- **Emma Duerden** (Education) appointed to the Royal Society's College of Scholars, Artists, and Scientists.
- **Ana Luisa Trejos** (Engineering) named to *Forbes 100 Most Powerful Women in Central America*.

- **David Howe** (Health Sciences) received an International Paralympic Committee Sports Science Award for research he has contributed throughout his career.
- **Florentine Strzelczyk**, Provost and Vice-President (Academic), and **Gervan Fearon** (PhD'99) received Top 25 Canadian Immigrant awards.
- **Geoff Pickering** (Schulich) awarded the 2024 Research Achievement Award by the *Canadian Cardiovascular Society*.
- **Tania Cañas** (Information and Media Studies) and **Jian Peng** (Engineering) were awarded Banting Postdoctoral Fellowships.
- Graduate students **Ella Doornaert** (Schulich), **Lauren Denusik** (Health Sciences) and **Gemma Graziosi** (Education) received Council of Ontario Universities *Autism Scholars Awards*.
- Student **Sofia España** (Health Sciences) received a SickKids Award for Indigenous Nursing Students.
- **Iman M'Hiri**, current Schulich Medicine student, and **Corey Fletcher** (BMSc'17) received *Canadian Medical Hall of Fame Awards* for Medical Students.
- Student **Alexandra Elmslie** (Social Science) received a Terry Fox Humanitarian Award.
- A water purification startup co-founded by student, **Shirley Zhong** (Ivey/Engineering), won StartupFest and is the only Canadian team competing in the Hult Prize global final.
- Schulich Dentistry student **Kristian Jamieson** won the Niagara Marathon with the race's fastest time in 10 years.
- **Stephen Poloz** (MA'79, PhD'82, LLD'19) and **Douglas Stephan** (PhD'80) appointed Officers of the *Order of Canada*; **David Ben** (LLB'87), **Stephen Randall** (BA'66), and **Don Simpson** (BA'57, MA'64, PhD'71) appointed Members of the *Order of Canada*.
- **Ahsan Habib Mansur** (PhD'82) named governor of the Bangladesh Bank.
- **Nicole MacIntyre** (MA'02, Journalism) appointed Editor-in-Chief of *The Toronto Star*.
- **Lauren Allison** (BScN'19) and **Eunice Oladejo** (BA' 21) were part of the Young Diplomats of Canada delegation at the G20 Youth Summit in Brazil in August.

- **Kate Current** (BESc'21, MEd'23), **Jill Moffat** (BHSc'16, MHIS'19), and **Cassidy Deane** (MA'22) competed at the 2024 Olympic Games in Paris, while Western basketball coach **Nate McKibbin** assisted Team Canada with video analysis, and **Iain Brambell** (BEd'98) was Team Leader for the Australian Olympic Sailing Team.
- **Andrew Busch** (BMus'22) and **Matthew Boutda** (MMus'23) named to *CBC Music's '30 Under 30'* list for classical musicians.
- **Tasman Tantasawat** (MMus'23) received the Stephen Sitarski Leadership Award from the *National Youth Orchestra of Canada*.
- **Adam Waterous** (HBA'84) named a recipient of a 2024 International Horatio Alger Award.

Leadership updates:

Alison Allan (Schulich) was appointed to a five-year term as Associate Vice-President (Research), effective October 1.

ITEM 4.0 Report of the Provost

ACTION: APPROVAL INFORMATION DISCUSSION

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

ITEM 4.1 – Report of the Convocation Task Force

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Provost and Vice-President (Academic) struck a Convocation Task Force to explore options and make recommendations regarding an alternate venue for Convocation that will address issues of accessibility, optimize the number of ceremonies and dates required, and ensure a smooth and seamless experience for the increasing number of graduates and their families and friends.

The Provost will present the final report of the Convocation Task Force.

ATTACHMENTS:

[The Future of Convocation at Western: Report of the Convocation Task Force](#)



The Future of Convocation at Western: Report of the Convocation Task Force

September 2024

Task Force Chair
Amy Bryson
University Secretary

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Executive Summary

Western's strategic plan [*Towards Western at 150*](#) lays out bold ambitions for student enrolment growth, which will result in higher volumes of graduates attending Convocation ceremonies. To explore how Western can prepare for this eventual increase in Convocation participants, while at the same time addressing challenges impacting the continued use of Alumni Hall as the venue for Convocation ceremonies, the Provost initiated a Convocation Task Force in March 2023.

In consultation with the University Secretariat (who are charged with coordinating Convocation ceremonies for the university), the task force identified four overarching challenges with Alumni Hall for hosting Convocation ceremonies:

1. Accessibility
2. Venue and space constraints
3. Parking
4. Timing and resource investment to support Convocation ceremonies

To explore how these challenges could be addressed by alternate venues at which to hold Convocation, the task force undertook extensive community consultations with current students, faculty, alumni and staff at Western. With more than 400 responses from in-person sessions and an online survey, feedback overwhelmingly indicated a strong preference for Convocation to remain on-campus to preserve the traditions and culture that are embodied in the Western academic journey. At the same time, responses also acknowledged the current challenges with Alumni Hall, with strong feedback indicating accessibility should be prioritized.

In exploring alternate venues for Convocation – both on-campus and off – that would address growing enrolment, current venue-specific challenges, and preservation of Western's traditions and culture, the task force proposes a two-pronged approach regarding venue in its final recommendations.

Short-Term Recommendation

Beginning June 2025, temporarily re-locate convocation off-campus for a period of at least five years. This will allow the university to optimize the number of required ceremonies, dates, and associated resources during the Convocation period while addressing the identified accessibility issues with Alumni Hall. In exploring the considerations of off-campus venue options, the task force recommends Budweiser Gardens.

Long-Term Recommendation

To reflect the clear feedback from the vast majority of participants in the consultation sessions and survey, Convocation should ultimately return as an on-campus event. This recommendation carries with it an acknowledgment of the need to commence a capital planning process to explore costing, planning and eventual construction/renovation of a multi-purpose facility with capacity to host Convocation ceremonies for at least 850

graduates plus their guests (at minimum, four per graduate), including space for the distribution of regalia and diplomas, and lining up students and the academic procession.

A note on ceremony size and timing

The task force recommendation is to increase the number of graduates per ceremony from roughly 400 to roughly 850. This is anticipated to reduce the overall number of ceremonies required and will keep the ceremony length, in most cases, to under 2.5 hours.

The recommendation is to maintain the current timing of ceremonies, being two per day at 10:00 a.m. and 3:00 p.m.

Background

The Office of the University Secretariat (the Secretariat) is charged with coordinating Convocation ceremonies for the university, and identified several challenges impacting the continued use of Alumni Hall as the venue for Convocation ceremonies:

- Accessibility, venue space constraints, parking, and timing and resource investments with the current facility (*see below for more detail*).
- The university's strategic plan, *Towards Western at 150*, includes plans for strategic enrollment growth over the next few years. While not all growth is expected to be in degree programs, it will result in additional graduates, putting further pressure on the number of ceremonies required to accommodate them.

As a result of these considerations, the Secretariat and the Office of the President identified the need to explore options for an alternate venue with the aim of addressing accessibility needs and increasing the number of students graduating at each ceremony, ultimately reducing the number of ceremonies and accommodating future enrollment growth.

As the Provost and Vice-President (Academic) is the lead for strategic enrollment planning and the university's operating budget, the President requested that the Provost initiate a Convocation task force which was established in March 2023 (see [Appendix A](#) for membership) to explore these issues, research alternate venue options, and make recommendations to the Provost and President on suggested solutions.

Identified challenges with Alumni Hall as a Convocation venue

Western University hosts Convocation ceremonies, currently held in Alumni Hall, in the spring and fall. Spring Convocation takes place over two weeks in June with 20 ceremonies (two per day for ten days at 10:00 a.m. and 3:00 p.m.) During this time, Western welcomes more than 6,000 graduates plus their friends and families to campus. In the fall, six ceremonies (two per day for three days at 10:00 a.m. and 3:00 p.m.) are held celebrating more than 2,000 graduates.

Based on survey feedback as well as lived and anecdotal feedback from past participants, the task force identified the following challenges experienced by Convocation attendees:

1. Accessibility

There are multiple accessibility challenges at Alumni Hall. While not an exhaustive list, these include:

- Only one elevator: The elevator was not functioning during the October 2022 Convocation period and graduates with mobility challenges could not join their peers in the lower-level line-up space before the ceremony.
- Graduates/participants with mobility challenges cannot enter and exit the stage with their peers. The mechanical lift to get graduates/participants with mobility challenges onto the stage is noisy and positioned immediately outside the doors to the auditorium (making it obvious when in use) and requires graduates to leave the auditorium to access it.
- Heavy doors to the building with no automatic opening make it difficult to get in and out, especially for those with mobility challenges.
- Regalia pick-up and drop-off is in the UCC, a distance from Alumni Hall.
- Elevator controls are mounted too high for someone using a wheelchair or scooter.
- Washroom faucets, accessories and dispensers are not accessible to someone using a wheelchair or scooter.

2. Venue space constraints

Graduates are lined up in the basement to prepare for the procession. Space constraints mean a maximum of 450 graduates can be accommodated per ceremony. Any other location for this purpose would necessitate a much longer distance to travel to the hall and complicate the process of ensuring graduates are lined up in the correct order.

There is no room in Alumni Hall to accommodate the distribution of regalia. As a result, regalia pick-up and drop-off is located in the Mustang Lounge in the UCC building. This requires graduates to walk 500m from UCC to Alumni Hall before the ceremony and then back after. This has been noted above as an accessibility issue and is also a concern in inclement weather.

Additionally, graduates no longer receive their degree at Alumni Hall, as the small space created too much congestion and a longer return to the hall after crossing the stage. To alleviate congestion, graduates now pick up their degrees at Mustang Lounge creating the same challenges as with regalia noted above.

3. Parking

Western welcomes between 1,200 and 2,200 graduates and their guests at each Convocation ceremony, the majority of whom travel by car to the campus. The closest lots to Alumni Hall (Huron Flats and South Valley) can generally accommodate the vehicles for each ceremony, however, if attendees at a morning ceremony do not leave before afternoon attendees arrive, this creates greater parking pressures for the incoming group.

There is further pressure on parking resources when other large-scale events (such as track and field events at the stadium) are happening at the same time as Convocation. In addition, Convocation will be impacted by the following construction projects, some beginning as early as Fall 2024:

- New Engineering Building (Alumni parking lot)
- Roadwork at Western Road, Sarnia Road, and Philip Aziz Avenue
- Replacement of University Drive Bridge

4. Timing and resource investment to support ceremonies

In total, spring Convocation relies on 500+ internal volunteers (minimum 50 people per ceremony) made up primarily of staff and faculty, as well as additional individuals to support various elements of the ceremony including conferring degrees, hosting honorary degree recipients, ushering and logistics of moving hundreds of people in and out of the student line-up space and the hall.

Each ceremony requires two hours of preparation (getting graduates robed, stage presenters seated, etc.) which restricts the ability to add a third ceremony. Expanding Convocation over more days or weeks to accommodate planned enrolment growth would prove challenging given other campus activities in June, the further demand it would place on volunteers, staff and faculty, as well as the additional expense. Similar challenges apply to the fall Convocation ceremonies.

Research and Environmental Scan

Peer universities

Members of the task force gathered information on all U15 institutions regarding their Convocation process and venue. Results demonstrated diverse approaches based on institutional need and available resources with no clear theme in approach.

While this review did not ask how many of these universities are considering changes to their Convocation in the years ahead to address projected enrolment growth, the following was noted:

- University of Toronto reviewed their process a few years ago and made the decision to continue with their current venue but with significant changes to their ceremonies.
- Queen's University opted to pivot their 2022 Convocation to an off-campus (downtown) location to accommodate a double cohort of graduates following COVID-19 lockdowns. They have continued using this location.

Consultation

The Secretariat's Convocation & Events team conducted a survey of Convocation participants (graduates and volunteers) following the Spring 2023 ceremonies. Themes identified are:

- *Cross-campus travel is frustrating and not conducive to the tight timelines given to graduates.*
- *Alumni Hall Room 15 is not well ventilated and does not provide an organized atmosphere to have to stand and wait for over an hour.*
- *General and accessible parking on campus is difficult to navigate.*
- *The current building does not allow for an inclement-weather plan for guests waiting to enter.*

In March 2024, the task force initiated a series of public community consultations with Western students, alumni, faculty and staff to explore and solicit feedback on Convocation considerations and challenges that would help the task force make a final recommendation to the Provost.

Feedback received is comprised of 288 responses to the online survey, 136 attendees at in-person consultation sessions and three dedicated focus groups with the Convocation Operations Working Group, the Office of Indigenous Initiatives and the Office of Equity, Diversity & Inclusion.

The following considerations were identified as important to our community:

- 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/improved regardless of venue location.

Additionally, consultation feedback indicated that Convocation elements including parking, access to services (i.e., distribution of regalia and diplomas), and having appropriate photo locations were rated as being very important.

Faculty/School/Affiliate celebrations

All Faculties, Schools and Affiliated University Colleges host their own celebrations, award ceremonies and/or receptions for faculty-specific graduates either immediately before or after their Convocation ceremony(ies). All are hosted on campus except for the Faculty of Law, which hosts their celebrations at RBC Place.

The Secretariat team will work with the Faculties to factor in these on-campus, Faculty-specific traditions as part of overall planning.

To note, while it is more likely that graduates who are invited to attend these Faculty-specific events (e.g., award recipients) will attend campus either before or after the Convocation ceremony, the survey responses were mixed as to whether graduates generally would be likely to visit campus if a Convocation ceremony were held off-campus.

Available alternate venues

Considerations for an alternate venue noted that it must provide accessible spaces for the following activities:

- 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

Below summarizes some key considerations for each of the proposed alternate venues:

	On-Campus		Off-Campus
	Alumni Hall <i>(for comparison)</i>	Thompson Arena/ Recreation Centre	Budweiser Gardens
Seating capacity	2,300	800 seats on floor for graduates, in addition to 1,600 purple seats + 2,000 wooden bleachers (fire capacity limit is 3,200 people).	850 seats on floor for graduates, in addition to 2,900 in lower bowl + 2,100 upper bowl
Accessibility and Space	Accessibility and space challenges are those previously outlined on pages 4-5 of this report	Use of Western Student Recreation Centre available with accessible washrooms and more space for regalia and degree pickup as well as procession space. <i>Future use is feasible if bleachers are repaired or replaced and dehumidification system is installed.</i>	Accessible seating available in designated areas of levels 100, 200 and 300. The facility includes three public elevators, accessible washrooms, including family services washrooms, and wheelchair accessible drinking fountains. Concession stands are at an accessible height.
Parking	Parking at Huron Flats, South Valley, Althouse, Ontario, Alumni/Thompson totaling 1,514 spots (to be impacted when construction underway)	Parking at Huron Flats, South Valley, Althouse, Ontario Hall, Alumni/Thompson totaling 1,514 spots (to be impacted when construction underway)	Twelve accessible parking spots are available plus additional 18 paid lots in the vicinity
Total volunteers required (per ceremony)	50	65	55
Total ceremonies required in June <i>(with current demand)</i>	20	9	9
Total ceremonies required in October <i>(with current demand)</i>	6	3	3

In addition to the venues included in the chart above, the task force considered the following two venues as part of its research but ultimately ruled them out as viable options:

On-Campus: Alumni Stadium (with tent)

Alumni Stadium could serve as a Convocation venue from the perspective of accessibility and capacity, allowing for larger ceremonies. However, the only viable configuration for this venue would be outdoors under a tent, with no ability to control for inclement weather (lightning, high winds, excessive heat) leading to increased liability risks. Additional cost considerations include rentals for a tent, flooring, washrooms and chairs. Under a tent, seating would be flat rather than raised creating challenging sightlines for guests. Given these challenges and expenses, the task force has ruled out Alumni Stadium as a viable option.

Off-Campus: RBC Place

This venue can only accommodate 2,600 people (an additional 300 from what is currently feasible at Alumni Hall) and had no sloped seating available. Given there is not a substantial increase in seating and the sightline challenges in comparison with Alumni Hall, RBC Place is not considered a viable option.

Analysis

Each venue considered by the task force has benefits and drawbacks.

Alumni Hall

The number of identified challenges with Alumni Hall as the venue for Convocation will soon become insurmountable as enrolment increases and construction impacts adjacent parking. Facility upgrades are required to meet these challenges, and that will take time and capital investment that cannot be met in the short-term.

In the longer term, while accessibility issues may be addressed, the capacity limitations will remain, requiring more ceremonies to meet the needs of a growing student population.

Thompson Arena/Recreation Centre

Currently, Thompson Arena cannot meet the needs of Convocation as over half of its seating is unusable (bleachers) and, without an HVAC system, it would be far too warm and humid in June to be a viable venue.

In the longer term however, Thompson Arena could be refurbished to meet the needs of Convocation (and potential increased uses for the benefit of Western Athletics), allowing for larger ceremonies, adjacent parking, and along with the Recreation Centre, sufficient

space for lining up students and the academic procession, as well as the distribution of regalia and degrees.

Thompson Arena would require the rental of a stage and audio-visual equipment including screens.

Budweiser Gardens

Budweiser Gardens can serve as a Convocation venue in its current state from the perspective of accessibility, capacity and access to both a student and academic procession line-up space, the distribution of regalia and diplomas within the venue, and sufficient space for guests to wait indoors before the ceremony.

Similar to Thompson Arena, Budweiser Gardens would require the rental of a stage and audio-visual (AV) equipment including screens.

Budweiser Gardens would provide security and the checking of tickets for entry, as well as ushers to guide guests to their seats, thereby reducing the number of volunteers required for those tasks. This venue also provides concession booths for access to food and beverages, space for flower vendors and the potential for a “pop-up” bookstore with Western merchandise for sale, and space for staff and volunteers to use between ceremonies.

Fanshawe College has been holding their Convocation ceremonies at Budweiser Gardens since 2022 in the third week of June. Ideally, the task force has noted the potential opportunity to work with Fanshawe College to share the cost of set-up and take-down of the stage and seating.

There is sufficient parking between downtown and Western’s campus to accommodate the graduates and their guests. Shuttles would be arranged to move graduates, guests and faculty/staff volunteers between campus and the venue.

Given the feedback received that some graduates and their guests would likely visit campus either before or after their ceremony, there may be an opportunity to share the parking between downtown and Western’s campus if shuttles are provided to take faculty and staff volunteers as well as graduates and their guests from campus to downtown and back.

As previously mentioned, an off-campus venue would require Convocation organizers to coordinate with Faculties in respect of the timing of their award ceremonies/receptions as travel time from campus to the venue and vice versa will have to be considered.

Comparison of each venue to the challenges identified:

Short-term:

Can venue address the identified challenges?

	Accessibility	Space constraints	Parking	Timing and Resource investment
Alumni Hall	X	X	X	X
Thompson Arena/Rec Centre	X	X	X	X
Budweiser Gardens**	✓	✓	✓	✓

Long-term:

Can venue address the identified challenges?

	Accessibility	Space constraints	Parking	Timing and Resource investment
Alumni Hall*	✓	X	✓	X
Thompson Arena/Rec Centre* **	✓	✓	✓	✓
Budweiser Gardens**	✓	✓	✓	✓

*with capital improvements and completion of construction impacting parking and access to campus

**with rental of some equipment

Recommendations

Venue

As noted in the Executive Summary, the task force explored alternate venues for Convocation – both on campus and off – that would address growing enrolment, current venue-specific challenges, and the preservation of traditions and culture that are embodied in the Western academic journey.

In considering the venues identified and discussed under the Research and Analysis sections of this report, the task force eliminated Alumni Stadium and RBC Place as viable venue options due to the unpredictability of June weather in the case of Alumni Stadium and the flat seating in the case of both venues.

Based on the consultation and survey responses, the task force has heard the community message of a strong preference for Convocation to be held on campus.

Given the challenges identified with the current venue and impending construction, the task force recognizes that, at least for the near term, there is no viable on-campus option.

To balance these considerations, the task force has arrived at a two-pronged approach in its final recommendation.

Short-Term Recommendation

Beginning June 2025, temporarily re-locate Convocation off-campus for a period of at least five years. This will allow the university to optimize the number of required ceremonies, dates, and associated resources during the Convocation period while addressing the need for an on-campus venue suitable for future Convocation ceremonies. In exploring the costs and considerations of off-campus venue options available, the task force recommends Budweiser Gardens.

This option will require transit arrangements to be made to facilitate the ease of travel for faculty, staff and volunteers between campus and downtown as needed, as well as for graduates and their guests who may want to visit campus.

Providing such a transit option will ease some of the parking demands of having larger ceremonies and effectively share the load between Western's parking lots and those downtown.

Long-Term Recommendation

To reflect the clear feedback from the vast majority of participants in the consultation sessions and survey, Convocation should ultimately return as an on-campus event. This recommendation carries with it an acknowledgment of the need to commence a capital planning process to explore costing, planning and eventual construction/renovation of a multi-purpose facility with capacity to host Convocation ceremonies for at least 850 graduates and their guests, including space for the distribution of regalia and diplomas, and lining up students and the academic procession.

Optimal Ceremony Size

Taking into consideration enrollment growth and the resulting need to add ceremonies unless the number of graduates per ceremony can be increased, the desire to maintain four guests per graduate where possible (as reflected in the community consultations), and a desire to preserve the tradition of each graduate being recognized as they cross the stage, the task force recommendation is to increase the number of graduates per ceremony from roughly 400 to 850.

This is anticipated to reduce the overall number of ceremonies required and will keep the ceremony length, in most cases, to under 2.5 hours.

Timing

The recommendation is to maintain the current timing of ceremonies, being two per day at 10:00 a.m. and 3:00 p.m., recognizing that the demands on staff, faculty and volunteers during the Convocation period are intense.

Increasing the number of ceremonies to three per day may increase graduate costs with the addition of an overnight stay to compensate for earlier and later ceremonies. Many graduates who live within the Greater Toronto Area currently drive to London for the day. Additionally, it would require significant changes to processes regarding the distribution of regalia and degrees, parking, student line-up, academic procession, staff and volunteer scheduling and more.

Appendix: Convocation Task Force Membership

Current Composition:

Amy Bryson (Chair)	University Secretariat
Temi Akin-Aina	Alumni Relations
Waliu Alaka	Graduate Student Representative
Chris Alleyne	Western Retail Services
Pauline Barmby	Senate-elected Faculty Representative
Kelly Burke	Office of the Provost
Sherif Elmaghraby	Undergraduate Student Representative
Joan Finegan	Director of Convocation; Faculty Member
Kibret Mequanint	Chief Marshal; Faculty Member
Valerie Sarkany	Office of the Registrar
Caroline Whippey	Associate Director of Convocation; University Secretariat

Original Composition:

Amy Bryson (Co-Chair)	University Secretariat
Temi Akin-Aina	Alumni Relations
Chris Alleyne	Western Retail Services
Pauline Barmby	Senate-elected Faculty Representative
Mark Emerick	Facilities Management
Danica Facca	Graduate Student Representative
Joan Finegan	Director of Convocation; Faculty Member
Alexis Fowler	Facilities Management
Ethan Gardner	Undergraduate Student Representative
Lauren Jarman	Undergraduate Student Representative
Lisa Latif	Office of the Registrar
Kibret Mequanint	Chief Marshal; Faculty Member
Matt Mills (Co-Chair)	Office of the Provost
George Qutby	Institutional Planning & Budgeting
Nancy Stewart	Office of the President
Marcia Steyaert	Western Communications
Caroline Whippey	Associate Director of Convocation; University Secretariat

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

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Operations/Agenda Committee elected a Vice-Chair for the July 1, 2024 to June 30, 2025 term as follows:

Vice-Chair: Mark Cleveland

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

The Faculty of Education has revised its Council Constitution and these revisions are now presented to Senate for approval. The Council has made a significant number of changes and the rationale for these revisions is provided below:

Section 2.A. (e) “The Librarian in charge of the Education Library”

Changed to: “A Librarian representative for the Education Resource Centre, selected by Western Libraries” (Motion approved in Faculty Council, January 25, 2024)

Rationale: The Education Library transitioned into the Education Resource Centre several years ago. This representative is to be selected by Western Libraries.

Section 2.B. (d) “Two representatives from the administrative staff of the Faculty of Education’s Professional and Managerial Association (PMA) selected in alternating years by and from the PMA staff on an annual basis.”

Changed to: “Two representatives from the ~~administrative staff of the~~ Professional & Managerial Association (PMA) staff of the Faculty of Education, selected in alternating years by and from the PMA staff of the Faculty of Education ~~on an annual basis~~ for two-year terms each”. (Motion approved in Faculty Council, January 25, 2024)

Rationale: To clarify that the two administrative staff (PMA) representatives shall be staff members from the Faculty of Education who will serve for two-year terms each.

Section 2.B. (e) “Two representatives from the Faculty of Education support staff (UWOSA) selected in alternating years by and from the support staff on an annual basis”.

Change to: “Two representatives (voting members) from the University of Western Ontario Staff Association (UWOSA) administrative/support staff of the Faculty of Education, selected in alternating years on an annual basis by and from the members of the UWOSA staff of the Faculty of Education for two-year terms each” (Motion approved in Faculty Council, June 20, 2024)

Rationale: To clarify that the support staff (UWOSA) will serve “for two-year terms each”

Section 2.B (a) i., 3d – Motion approved in Faculty Council, June 22, 2023:

Changes:

1. To include Continuing Status faculty as members of the council
2. Add the word “faculty” to “full-time faculty members” in the description of the role of Faculty Council Chair.
3. Change “he/she” to “they”.

Rationale: The changes reflect updates to the Collective Agreement, previous changes to the faculty’s governance, structure, stylistic edits, and edits that reflect current practice in the Faculty of Education.

Section 2.B (a) ii, 2.B (b) i., 2.B (b) ii., 2.B (b) iii., 2.B (d), 2.B (e), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g) and 6 – Motion approved in Faculty Council, Nov. 14, 2016:

Changes: Grammatical and copyedits

Rationale: Part of the cyclical review as required by the Faculty’s Organizational Handbook

Section 2.B (c) – Motion approved in Faculty Council, Oct. 22, 2020:

Changes: Section 2.B (c) Representatives of the full-time members of the Faculty of the University holding the rank of Lecturer or higher: ii) 2 from the Faculty of Health Sciences, ~~one of whom will be from the School of Kinesiology~~

Amendment: Section 2.B (c) Representatives of the full-time members of the Faculty of the University holding the rank of Lecturer or higher: ii) 1 from the Faculty of Health Sciences

Rationale: Dr. Laura Misener, Director of the School of Kinesiology, requested to amend their membership to the Education Council as it seems to be from a time when they had Physical Education and a direct entry model. The School of Kinesiology is no longer offering Physical Education and does not have any concurrent programming that would warrant a member specifically from Kinesiology.

ATTACHMENT(S):

[Faculty of Education Council Constitution \(tracked changes copy\)](#)



FACULTY OF EDUCATION

Effective Date: **TBD** ~~July 2008~~

Supersedes: **July 2008**

COMPOSITION AND RULES OF PROCEDURE

1. The Dean of Education is the chief executive officer of the Faculty and may be assisted by one or more Associate or Assistant Deans.
2. There shall be a Council of the Faculty of Education responsible to the Senate and composed of:
 - A. The following ex officio members:
 - (a) The President & Vice-Chancellor
 - (b) The Vice-Provost (or an Associate Vice-Provost) of the School of Graduate and Postdoctoral Studies
 - (c) The Dean of the Faculty of Education
 - (d) The President of the **Education** Students' Council of the Faculty of Education
 - (e) **A representative for Education Resource Centre, selected by Western Libraries.** ~~The Librarian in charge of the Education Library~~
 - B.
 - (a) **Faculty Members:**
 - i. All full-time tenured, ~~and~~ probationary **and continuing status** members of the University, who hold appointments with the Faculty of Education, including those who hold joint appointments with other Faculties;
 - ii. All full-time **limited**-term appointments whose appointments are for two or more years, or are serving a second or subsequent consecutive one year appointment;
 - iii. All full-time secondments whose appointments are for two or more years, or who are serving a second or subsequent consecutive one year appointment;
 - (b) **Students:**

Faculty of Education Council Constitution

- i. ~~Five students, t~~Three Teacher Candidates selected by and from the ~~student members of the~~ Faculty of Education Students' Council:
 - ii. ~~and two~~ **Four** graduate students selected by and from the graduate students in the Faculty of Education, **one from each of the graduate programs;**
- (c) Representatives of the full-time members of the Faculty of the University holding the rank of Lecturer or higher:
- 1 from the Faculty of Arts and Humanities
 - ~~2~~ **1** from the Faculty of Health Sciences, ~~one of whom shall be from the School of Kinesiology~~
 - 1 from the Faculty of Information and Media Studies
 - 1 from the Don Wright Faculty of Music
 - 1 from the Faculty of Science
 - 1 from the Faculty of Social Science
 - 1 from each of the Affiliated University Colleges
- (d) Two representatives from the **Professional & Managerial Association (PMA)** ~~administrative~~ staff **of the Faculty of Education (PMA)** selected **in alternating years** by and from the **PMA administrative** staff **of the Faculty of Education for two-year terms each** ~~on an annual basis;~~
- (e) Two representatives **(voting members)** from the **University of Western Ontario Staff Association (UWOSA)** ~~administrative/support staff (UWOSA)~~ **of the Faculty of Education**, selected in alternating years by and from the **members of the UWOSA staff of the Faculty of Education** ~~support staff~~ for two-year terms each.
- C. The following non-voting members:
- (a)
 - i. Any other person holding a full-time appointment in the Faculty of Education not specifically accorded the right to vote under terms set out in Section 2B(a)
 - ii. part-time or limited duties appointments;
 - iii. a visiting or similar appointment or arrangement;
 - (b) The Ontario Teachers' Federation Teacher Education Committee Liaison Representative;
 - (c) One Associate Teacher or other nominee from each of the affiliated organizations of the Ontario Teachers' Federation recommended by the Ontario Teachers' Federation representative to the Faculty and appointed by the Dean for a term of three years;

- (d) Such other non-voting members as the Senate may determine on the recommendation of the Council of the Faculty of Education.
3. (a) All members of the above categories ~~are shall be~~ entitled to speak at Any meeting of the Council; all members of categories 1.2.A. and ~~1.2.B.~~ may propose motions, vote on all questions and, unless otherwise specified, serve on Committees of the Council. Members of Faculty on full-time ~~term~~ limited- **term** appointments or full-time secondments ~~are shall be~~ eligible to stand for election to a ~~c~~**C**ommittee of the Council only if the period for which they are appointed or seconded coincides with, or includes, the period of committee membership for which they are to be elected.
- (b) The Faculty Council ~~shall elects~~ annually a Chair of the Council from among the tenured full-time members of the Faculty of Education to chair all meetings and maintain order according to the Rules of Order adopted by the Senate. The Chair ~~shall~~ prepares the agenda for Faculty Council meetings in consultation with the Dean.
- (c) The Faculty Council ~~shall~~ elects annually a Secretary to the Council from among the regular full-time **faculty** members of the Faculty of Education. The Secretary ~~shall~~ records, maintains and circulates to all members minutes of the Council's deliberations and decisions and ~~shall will~~ act as Chair of the Council in the Chair's absence, having first appointed a member of Council to record the minutes of the meeting in question.
- ~~(d) Faculty Council shall elect annually an Elections Officer who shall conduct the annual standing committee elections and any by-elections and shall prepare and circulate to all members of Faculty Council a list of the membership of all standing committees. The Elections Officer shall maintain an updated version of the Faculty Organizational Handbook and every five years shall undertake a detailed review and produce a revised version.~~
- ~~(e)~~(d) The Council ~~shall~~ meets at least four times each year and at such other times as the Council or Senate may, from time to time, prescribe.
- ~~(f)~~(e) A special meeting of the Council ~~shall is to~~ be called on the written notice to the Chair of 10% of the voting members of Council, and ~~shall is to~~ be convened within seven (7) days thereafter, to consider the matter or matters set out in the notice.
- ~~(g)~~(f) The Council ~~is shall be~~ responsible for advising Senate on all matters under the jurisdiction of Senate which are pertinent to the Faculty of

Faculty of Education Council Constitution

Education or referred to the Council by the Senate, and **for** ~~to~~ determine policy on all such matters if so delegated by the Senate.

4. The Council may establish such Committees as the Council considers necessary. Although the Council may delegate authority to its Committees, the Committees ~~shall be~~ **are** responsible to Council.
5. The quorum for a ~~regular~~ Faculty Council meeting ~~shall consist~~ **s** of a minimum of one-third of the voting members.
6. The By-Laws and Regulations for the conduct of the Council's proceedings ~~shall be~~ **are**, in general, ~~be~~ those adopted by Senate. The Council and all committees within the Faculty ~~shall~~ follow, in general, the rules and procedures approved by Senate.
7. This constitution may be amended by the Senate on recommendation of two-thirds (2/3) of the voting members of the Council in attendance at a regularly constituted meeting prior to which there has been fourteen (14) days notice of the proposed amendment.

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

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Senate Nominating Committee elected a Chair and Vice-Chair for the July 1, 2024 to June 30, 2025 term as follows:

Chair: Donna Kotsopoulos

Vice-Chair: Susanne Schmid



ITEM 7.2 – Membership – Faculty Scholar Selection Committee

ACTION: ACTION INFORMATION DISCUSSION

Composition: Four (4) Senior Scholars at Western, elected by Senate (once renewable).

Current Senate-Appointed Member:

Terms continuing to June 30, 2025:

Wayne Martino (Edu)

Terms continuing to June 30, 2026:

Lorelei Lingard (Schulich), Jason Neyers (Law)

Required: One (1) faculty member who is a Senior Scholar for a term to June 30, 2025

Nominees: Miriam Capretz (Eng) (Senior Scholar, Faculty) Term to June 30, 2025

ITEM 8.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Senate Committee on Academic Policy elected a Chair and Vice-Chair for the July 1, 2024 to June 30, 2025 term as follows:

Chair: Ken Yeung

Vice-Chair: Mark Cleveland

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024 to August 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.

EXECUTIVE SUMMARY

In January 2024, the federal government announced a new process requiring Western (and all post-secondary institutions) to supply a Provincial Attestation Letter (PAL) for admitted applicants as part of the study permit application process.

This new requirement has led to delays in the processing of study permits.

Consequently, Western has just learned that it has highly qualified international students who have accepted admission to Western for September 2024, registered for courses, and paid their tuition fees, but have not yet received their study permits.

A temporary exemption to the policies on “Course Load” and “Registration and Progression in Three-Year, Four-Year and Honours Programs” is requested to allow Western to admit international students as Full-Time in January.

These students have proactively reached out to Western, appealing for assistance.

Western has invested considerable time, resources and expertise in establishing a strong brand and reputation in international markets and in cultivating relationships with high school students, guidance counselors, agents, and parents. This requires a long-term commitment over several years in order to build trust and confidence. It is therefore important that Western fully recognizes and prioritizes the significance of fostering these relationships, as the decision to study at Western represents a substantial commitment from international students. To maintain that trust and confidence, it is imperative that Western works to remove as many barriers as possible without compromising its principles to allow these students to attend Western.

Current Policy

To enable Western to fulfill its commitment to admitting these students, a temporary exemption to the policies on “Course Load” and “Registration and Progression in Three-Year, Four-Year and Honours Programs” is requested through August 2026.

For international admitted students, the exemption will allow full-time status to be deemed to be 2.5 courses taken from January to April in 2025 and 2026, for study permit purposes only.

This exemption will not impact their student record.

This exemption will apply in respect of the following provisions:

- a) The definition of Full-Time Student and Part-Time Student on page 23 of the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”:

Full-Time Student

A student who registers in any session for 3.5 credits or more. (Also see the Course Load and Student Financial Services sections of the academic calendar.)

Part-Time Student

A student who registers for 3.0 or fewer credits in any session.

(see:

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf)

AND

- b) From section 2 of the policy on “Course Load”:

Students enrolled in 3.5 courses or more in Fall/Winter session are considered full-time students; students enrolled in fewer than 3.5 courses in any term are considered part-time students.

(see:

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/courseload.pdf)

ITEM 9.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Senate Committee on Academic Curriculum and Awards elected a Chair and Vice-Chair for the July 1, 2024 to June 30, 2025 term as follows:

Chair:

Sophie Roland

Vice-Chair:

Jose Herrera

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

ACTION: APPROVAL INFORMATION DISCUSSION

The Senate Committee on University Planning elected a Chair for the July 1, 2024 to June 30, 2025 term as follows:

Chair: Dale Laird

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

At the request of the Operations/Agenda Committee (OAC), the Senate Committee on University Teaching Awards (SUTA) reviewed its terms of reference at its meetings on January 25, March 11, and April 15, 2024.

Through an e-vote on June 18, 2024, SUTA approved a motion to recommend to OAC for recommendation to Senate, that the terms of reference of SUTA be revised as shown in the attached.

The proposed revisions to the terms of reference include:

- An amendment to SUTA's reporting structure to allow the committee to report directly to Senate, rather than through OAC.
- Addition of a statement reflecting the committee's commitment to Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA).
- Amendments to the Composition section:
 - Clarification that the terms of the four members of faculty elected by Senate are renewable *once*.
 - Correction to the title of Conditions of Appointment for Physicians (2018).
 - Addition of a provision that each faculty member must be from a different Faculty, School, or Affiliated University College.
 - Removal of the "or designate" notation beside the President & Vice-Chancellor, as the Senate By-laws provide that "an *ex officio* member of a Senate Committee, Subcommittee, Council or Board may designate two persons to act on his/her behalf." (VI.8.a).
 - A change in the title of the USC Grants and Recognition Coordinator
- Clarification that members of SUTA may not stand for awards during their term of membership.

- Inclusion of the standardized “General Process for Senate Committees and Subcommittees” section including information regarding quorum and terms of members.

ATTACHMENT(S):

[Revisions to the Terms of Reference of the Senate Committee on University Teaching Awards](#)

Senate Committee on University Teaching Awards (SUTA)

Effective Date: **September 13, 2024** ~~July 1, 2022~~

Supersedes: **July 1, 2022** *

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

TERMS OF REFERENCE

To consider annually nominations for awards for teaching excellence submitted according to procedures established by Senate.

To consult, when requested, with Deans and Chairs (or equivalents) regarding nominations and the preparation of dossiers.

To seek additional information regarding nominees when necessary.

On behalf of Senate, to select recipients for the awards.

To recommend to **Senate** ~~the Operations/Agenda Committee~~ changes in the policies, procedures and criteria governing the teaching awards.

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

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

COMPOSITION

Four members of faculty, elected by Senate, for three-year terms (renewable **once**). To be eligible for election, faculty members must hold full-time appointments or be Academic Clinicians appointed under *Conditions of Appointment for Physicians* **(2018)** ~~(2017)~~. **Each faculty member must be from a different Faculty, School, or Affiliated University College.**

One graduate student, elected by Senate, for a one-year term.

Senate Committee on University Teaching Awards (SUTA)

Ex officio (voting):

President & Vice-Chancellor, ~~or designate~~
Vice-Provost (Academic Planning, Policy & Faculty), who shall be Chair
USC **Grants and** Recognition ~~& Awards Program~~ Coordinator

Ex officio (non-voting):

University Secretary

Members of SUTA may not, during their term of membership, **stand for the awards or** prepare dossiers or write letters of support for nominees for the awards.

GENERAL PROCESS FOR SENATE COMMITTEES

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

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

Quorum June to August: 3 members, including 2
elected/appointed

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

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

ACTION: APPROVAL INFORMATION DISCUSSION

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

EXECUTIVE SUMMARY:

At its January, February, and March 2024 meetings, the Operations/Agenda Committee (OAC) reviewed its terms of reference. At its meeting on September 5, 2024, OAC approved a motion to recommend to Senate that the terms of reference of OAC be revised as shown in the attached.

The proposed revisions to the terms of reference of OAC include:

- Removal of the reference to the Senate Committee on University Teaching Awards.
- Addition of a provision relating to Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA).
- Addition of a provision that OAC may form subcommittees and working groups as necessary.
- Clarification within the Composition section that *ex officio* members of the committee may appoint a designate, in alignment with Senate By-law VI.8.a.
- Editorial changes to language.

ATTACHMENT(S):

[Revisions to the Terms of Reference of the Operations/Agenda Committee](#)



Operations/Agenda Committee (OAC)

Effective Date: **September 13, 2024** ~~July 1, 2022~~

Supersedes: **July 1, 2022**; July 1, 2021; July 2008

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

TERMS OF REFERENCE

To supervise the operation of the Senate and make recommendations on rules of order, by-laws, changes in committee functions, establishment of new standing or ad hoc committees, and other operational matters.

To organize the business of the Senate through the preparation of the Agenda and the dissemination to members of the Senate of information pertinent to the Agenda.

To review the role and operation of Standing Committees.

To present to Senate annually nominations for membership of the Senate Nominating Committee.

To appoint the Officers of Convocation.

To report to Senate at least annually on behalf of the Convocation Board, **and** Senate Review Board (Academic), ~~and the Senate Committee on University Teaching Awards.~~

To invite to meetings of the Senate such persons who might be interested in, or who could contribute to, debate or discussion on any Senate matter to be discussed at a meeting.

To request Senate Committees, Councils, and Advisory Committees that do not report to Senate on a regular basis to do so at least once a year.

To be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities, particularly the ways in which procedural rules and decisions can either foster or hinder the advancement of these principles.

To form subcommittees and working groups as necessary.

COMPOSITION

Elected membership:

Nine members of Senate, elected by Senate, at least one of whom shall be a student. Members must be current members of Senate.

Ex officio (voting):

President & Vice-Chancellor (or designate)
Provost & Vice-President (Academic) (or designate)
Vice-President (Operations & Finance) (or designate)
Vice-Chair of Senate
Chair of the Nominating Committee (or designate)

Ex officio (non-voting):

University Secretary

The Vice-Chair of Senate shall be the ~~The Chair of the Committee shall be the Vice-Chair of Senate.~~ The Committee shall elect a Vice-Chair of the Committee annually.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

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

Quorum September to May: 7 members, including 5 elected/appointed

Quorum June to August: 5 members, including 3 elected/appointed

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

ITEM 13.1(c) – Speaking Rights at Senate – Chair of the Senate Committee on Academic Policy (Policy)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On June 26, 2024, **Ken Yeung** was acclaimed as Chair of the Senate Committee on Academic Policy (Policy) for a term from July 1, 2024 to June 30, 2025.

Ken Yeung is not a current Senator. At its September 5, 2024 meeting, the Operations/Agenda Committee provided the Chair of Policy with speaking rights to present the committee’s report at Senate meetings from September 2024 to June 2025.

ITEM 13.1(d) – Senate Membership – Vacancies Filled by Appointment

ACTION: APPROVAL INFORMATION DISCUSSION

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

IVEY BUSINESS SCHOOL	
Darren Meister	July 1, 2024 – June 30, 2026
Derrick Neufeld <i>(to complete the term of Klaus Meyer)</i>	July 1, 2024 – June 30, 2025

GENERAL COMMUNITY: Alumni Association	
Dave Ferri	July 1, 2024 – June 30, 2026

KING'S UNIVERSITY COLLEGE	
Josephine Gemson	July 1, 2024 – June 30, 2026

BOARD OF GOVERNORS	
George McAuley	July 1, 2024 – June 30, 2026

HURON UNIVERSITY COLLEGE	
Steve D'Arcy <i>(to complete the term of Kate Lawless)</i>	July 1, 2024 – June 30, 2025

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

ACTION: APPROVAL INFORMATION DISCUSSION

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

EXECUTIVE SUMMARY:

The primary revision proposed to the policy on “Administration of Examinations” is to update the “Allocation of Proctors” section to remove the requirement for both male and female gender representation in examination proctors.

Editorial updates to language are also included.

ATTACHMENT(S):

[Revisions to the Policy on “Administration of Examinations”](#)



Administration of Examinations

Policy Category:	Examinations
Subject:	Administration of Examinations
Subsections:	Administration of Examinations ; Instructions for Candidates during Examinations ; Allocation of Proctors ; Duties of Chief Proctors during Examinations ; Duties of Proctors ; Division of Responsibilities ; Submitting Examinations to Examination Services for Accommodated Examinations
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Examination Conflicts
Effective Date:	September 1, 2024 September 2014
Supersedes:	September 2014 *

ADMINISTRATION OF EXAMINATIONS

The Registrar is responsible for administering examinations scheduled (by the Registrar) within the regular examination periods designated by Senate.

NOTE: For the purposes of the following policies, references to “Associate Dean (Academic) or designate” are to be interpreted as “the Office of the Director of their respective School or Program” for students in the Faculty of Health Sciences.

Administration of Examinations

INSTRUCTIONS FOR CANDIDATES DURING EXAMINATIONS

1. Candidates are responsible for arriving at the examination room on time with adequate supplies (pens, pencils, erasers, calculators, current I.D. card) and may be admitted five minutes before the beginning of the examination. Upon entering the examination room, candidates will refrain from talking to or communicating with other candidates. Candidates will read any posted instructions concerning seating and other arrangements within the examination room. Candidates must place their I.D. card on the left corner of the desk.
2. No candidate may leave the examination room during the first ~~thirty~~ 30 minutes of the examination.
3. Candidates must sign the nominal roll which will be circulated by the proctor during the first ~~thirty~~ 30 minutes of the examination.
4. Candidates arriving later than ~~thirty~~ 30 minutes after the commencement of the examination will not be allowed to write the examination. Under such circumstances, candidates should advise the Chief Proctor of their situation and then proceed to the Associate Dean (Academic) or designate of their faculty for instructions. In the case of evening or weekend examinations, candidates must proceed to the Office of the Associate Dean (Academic) or designate for instructions the next business day.
5. Candidates prevented from writing an examination by circumstances such as illness or death in the family shall submit a written petition to the Associate Dean (Academic) or designate of their faculty. A petition made because of illness should be accompanied by a ~~medical certificate~~ completed Student Medical Certificate as set out in the *Policy on Academic Consideration – Undergraduate Students in First Entry Programs* [available on the University Secretariat website] at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. A petition for other reasons normally should be supported by evidence from a professional acquainted with the circumstances.
6. Candidates are forbidden to give information to, or receive it from, any candidate or person other than an examination proctor, during the examination.
7. Candidates will not make use of any books, notes, diagrams, communication equipment, computer programs or software or other aids unless authorized by the examiner, and such authorization being stated clearly in the examination. Candidates who bring any unauthorized notes, books, communication equipment, computer programs or software or other aids into the examination room must leave them in an area designated by the Chief Proctor or refrain from accessing them during the examination in the case of computer software or programs.

Administration of Examinations

8. Smoking is not permitted in the examination room.
9. In the case of an emergency, candidates will be permitted to leave and re-enter the examination room only if accompanied by a Proctor. Candidates may be granted permission to move to another available seat if they can provide a legitimate reason.
10. Candidates are responsible for ensuring that they receive the proper examination.
11. Candidates will use only the approved answer form (question paper, markex card, computer program or answer booklet) supplied. When answer booklets are employed, candidates will use them even for rough work and will not write on any other paper. Pages will not be removed from answer books and files generated through the use of computerized exams must not be saved for future reference. Candidates must keep all papers on their desk.
12. Candidates who require additional answer books during the examination will not leave their seat but will attract the attention of the Proctor by raising a hand.
13. Any suspected irregularities in the question paper or any unusual distractions in the vicinity of the candidates should be brought to the attention of the Proctor.
14. Upon completion of the examination, candidates will ensure that their student number, name, course number, book number and total number of books, and the name of the instructor are lettered legibly on all answer books or entered in the appropriate electronic fields. If more than one book has been used, they should be numbered consecutively and placed inside book one. No answer books or parts of answer books will be taken from the examination room.
15. Candidates will not be allowed to leave the examination room during the last 15 minutes. Under no circumstances, including late arrival, will the time beyond the designated period be extended.
16. At the conclusion of the examination, candidates will remain seated until a Proctor has collected their completed examination booklets. Candidates who leave the room and neglect to sign their name and submit their completed booklets to the Proctor or neglect to appropriately electronically submit their examination will be considered as not having written the examination.

ALLOCATION OF PROCTORS

1. At least two Proctors normally shall be required to be present in each examination area. ~~Where candidates of both sexes are writing, at least one male-~~

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~~and one female Proctor shall be present, even if the requirement makes necessary the employment of additional Proctors (e.g., graduate students).
Where candidates are of one sex only, a Proctor of that sex shall be present.~~

2. The Registrar shall advise each department (or faculty where applicable) of the number of Proctors and Chief Proctors required for each examination scheduled for the department.
3. The Department Chair in turn shall advise the Registrar of the name of the Chief Proctor for each examination. In those cases where the Chair is unable to assign a sufficient number of Proctors, the responsibility shall rest with the Dean of the faculty.
4. All information given or decisions taken that are pertinent to the conduct of an examination shall be recorded in writing on the nominal roll and reported to the Registrar by the Chief Proctor.

DUTIES OF CHIEF PROCTORS DURING EXAMINATIONS

The Chief Proctor shall be responsible for the conduct of examinations in the examination room. To this end, for the start of the examination the Chief Proctor shall:

1. Be familiar with the instructions for candidates regarding conduct.
2. Be at the examination room ~~thirty~~ 30 minutes before the start of the examination to receive the sealed examination package or have the appropriate electronic examination ready.
3. Verify the contents of the examination package (i.e., examination papers, computer files, nominal rolls, information for Proctors). Any discrepancies are to be reported immediately to the Office of the Registrar.
4. Distribute examination papers, supplies, etc., to the individual Proctors who will then be responsible for distributing them. The seating plan provided will indicate the row numbers for separate examinations.
5. Use blackboards to advise students of the row numbers for separate examinations.
6. Inform all candidates regarding any special instructions related to the examinations being written and the procedure to be followed at the end of the examination. No student may leave the examination room during the last ~~fifteen~~ 15 minutes of the examination.

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7. Collect signatures on the nominal roll and check the I.D. card of each student during the first ~~thirty~~ 30 minutes of the examination.
8. Ensure that students are monitored at all times, including during those examinations being proctored off campus. If an incident occurs, the Chief Proctor is expected to document appropriately all details relating to the incident and where possible, confiscate any unsanctioned materials.
9. Record the name and student number of any student who arrives more than 30 minutes late for an examination and forward this information to the Associate Dean (Academic) or designate.

If a student becomes ill during an examination:

1. ~~the~~ The Chief Proctor should take such actions as may be appropriate and should note the circumstances and other relevant details on the student's examination booklet.

If a student is suspected of cheating during an examination:

1. ~~the~~ The Chief Proctor should document the incident as fully as possible, including the name and seating location of students writing in the immediate vicinity, the time at which the incident occurred, and a description of the behaviour observed.
2. ~~at~~ At the conclusion of the examination, the Chief Proctor should secure any evidence bearing upon the suspected behaviour as may be available, and should report the matter to the Office of the Associate Dean (Academic) or designate.

If there is a fire alarm, loss of power or other emergency during an examination:

1. ~~if~~ If the examination has not started, the decision about whether or not to cancel the examination rests with the Chief Proctor. If there is only a short delay, it may be possible to start the examination once it is safe to re-enter the building.
2. ~~the~~ The Chief Proctor must determine how much additional time should be granted the students.
3. ~~if~~ If the delay lasts longer than one hour, it is recommended that the examination be cancelled.
4. ~~if~~ If students have seen the examination, the examination should be cancelled and students advised that they should consult the Associate Dean (Academic) or designate about the makeup examination. However, any examinations already submitted will normally be graded.

Administration of Examinations

At the conclusion of the examination, the Chief Proctor is responsible for:

1. The orderly conduct of the students during the collection of booklets.
2. The sorting and distribution of all completed examination booklets to the appropriate Proctors in the examination room. (Proctors must verify receipt of booklets by signing the nominal roll.)
3. The return of unused examination booklets to a neat stack at the front of the examination room.
4. The delivery of verified nominal rolls to the Department Chair (or for interdisciplinary courses, to the appropriate Associate Dean (Academic) or designate) following the examination.

DUTIES OF PROCTORS

The Proctors will be responsible to the Chief Proctor for:

1. Arriving at the examination room ~~thirty~~ 30 minutes before the start of the examination.
2. Performing those duties assigned by the Chief Proctor.
3. Collecting the completed examination booklets at the conclusion of the examination [Candidates will remain seated until a Proctor has collected their completed examination booklets. Candidates who leave the room and neglect to sign their name and submit their completed booklets to the Proctor will be considered as not having written the examination.]
4. Verifying receipt of completed booklets by signing the nominal roll.
5. Collecting the unused departmental supplies and returning them, and the completed examination booklets, to the department.

DIVISION OF RESPONSIBILITIES

The Registrar shall be responsible for:

1. Notifying Chairs of departments (and Deans of faculties or registrars of Affiliated University Colleges where applicable) of Senate regulations and policies (e.g., deadlines) regarding examinations.
2. Collecting and processing information submitted by department Chairs (and

Administration of Examinations

Deans of faculties or registrars of Affiliated University Colleges where applicable) regarding the scheduling of examinations.

3. Accommodating, where possible, special scheduling requests approved by Deans.
4. Preparing the examination schedules within the constraints imposed.
5. Distributing the preliminary and final examination timetables by the established Senate deadlines.
6. Assigning examination rooms for examinations scheduled by the Registrar.
7. Maintaining the confidentiality of examination papers.
8. Printing, storage and delivery of examination papers received by the established Senate deadlines.
9. Notifying department Chairs of Proctor requirements.
10. Delivery of examination answer booklets and nominal rolls.
11. Maintaining security of any answer booklets returned to the Registrar from examination rooms.
12. Administration of Conflict Rooms.
13. Reporting to Deans of faculties any deadlines that have not been met.
14. Collection of fees for Special Examinations.
15. Administration of Special Examinations to be arranged by the Registrar.

Associate Deans (Academic) or designates shall be responsible for:

1. Approving special scheduling requests.
2. Approving take-home or optional examinations.
3. Approving unusual time allotments for examinations.
4. Approving Special Examinations.
5. Resolving examination conflicts (see **policy on** Examination Conflicts **Policy**).
6. Ensuring that departments meet established Senate deadlines.

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7. Dealing with students who arrive late at an examination.
8. Notifying department Chairs of their responsibilities where Senate deadlines are not met.

Chairs of departments shall be responsible for:

1. Submitting information regarding the scheduling of examinations to the Registrar by the established Senate deadlines.
2. Assigning Proctors in accordance with the numbers specified by the Registrar.
3. Submitting examination papers for printing to the Registrar by the established Senate deadlines.
4. Delivering examination supplies (and papers where applicable) to appropriate areas.
5. Picking up examinations which have been written in the Conflict Room during the first working day following the examination date.
6. Monitoring and storage of returned nominal rolls.

Students shall be responsible for:

1. Notifying their Associate Dean (Academic) or designate of Sabbath and Holy Day commitments by the course "Add" deadline of the appropriate term, as set out in the ~~Policy~~ **policy** on Accommodations for Religious Holidays.
2. Checking the preliminary and final timetable postings.
3. Notifying the Registrar of any examination conflicts.
4. Notifying their Associate Dean (Academic) or designate of examination conflicts or personal conflicts requiring approval of a Special Examination.
5. Familiarizing themselves with the rules for conduct of examinations **as stated in the policy on Administration of Examinations**. ~~Students may obtain a copy of these regulations on the web at~~
<http://www.uwo.ca/univsec/handbook/exam/administration.pdf>

Administration of Examinations

SUBMITTING EXAMINATIONS TO EXAMINATION SERVICES FOR ACCOMMODATED EXAMINATIONS

All instructors must submit examinations to Examination Services a minimum of **two business days** prior to the scheduled accommodated examination. Where Braille text is needed, the exam^{ination} must be received a **full week** prior to the scheduled examination.

Missing the two business day submission deadline could result in one or more of the following:

1. The instructor and/or department may become responsible for administering all aspects of the student's examination accommodations. This would be possible only when extra time and a quiet space environment are identified as the student's recommended accommodation from the Student Development Centre.
2. The department may be billed for the costs associated with Examination Services administering the exam^{ination} on a last-minute basis, i.e., costs associated with staff overtime or special weekend staffing.
3. The examination may be cancelled and rescheduled for a future timeframe. The instructor would then potentially be responsible for the creation of a new examination paper. The timeline for the rescheduled exam^{ination} would incorporate the Examination Services two business day submission deadline.

ITEM 13.2(b) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Admissions”

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 13, 2024, the Graduate and Postdoctoral Studies policy on “Admissions” be revised as shown in Item 13.2(b).

EXECUTIVE SUMMARY:

Following discussion at meetings of the Graduate Education Council (GEC) and GEC Academic Policy Committee and consultation with the Manager (Graduate Admissions), the School of Graduate and Postdoctoral Studies is proposing to revise the policy on “Admissions” to include references to a “recognized” university.

It is felt that “recognized” is a more appropriate term than “accredited” when referring to the legitimacy of universities or colleges in admission decisions.

ATTACHMENT(S):

[Revisions to the Policy on “Admissions”](#)

Admissions

Policy Category:	Graduate and Postdoctoral Studies
Subject:	Admissions
Subsections:	General ; Proficiency in English
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Admission Application
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Related Policies:	*
Effective Date:	September 13, 2024 March 15, 2024
Supersedes:	March 15, 2024; September 16, 2022

1. General

The Vice-Provost (Graduate and Postdoctoral Studies) grants admission to graduate students, only on the recommendation of the program in which the applicant intends to pursue studies. Admission to graduate programs at The University of Western Ontario (Western) is competitive. Thus, applicants meeting or even exceeding minimum admission standards, as described below, are not guaranteed admission to any of Western's Graduate Programs. Admission decisions are not subject to appeal.

For purposes of admission, the School of Graduate and Postdoctoral Studies (SGPS) determines accreditation, degree, and standing equivalencies for all non-Western degrees.

For students undertaking a thesis as part of their degree requirements, the Graduate Chair must determine that an appropriate thesis Supervisor is available for the student's declared field of research before offering the student admission.

Admissions

For admission to Master's programs, applicants must possess a four-year degree from an **accredited recognized** university or college. SGPS requires at least a 70% average in senior level academic courses, as determined by SGPS taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession.

For admission to most Doctoral programs, applicants must possess a Master's degree or equivalent from a **recognized** university or college, and provide evidence of research potential. SGPS requires at least a 70% average in the Master's degree, as determined by SGPS. Some Western programs provide transfers from Master's to Doctoral degree status without achieving a Master's degree. Some Western programs offer direct entry to begin a doctoral degree without having a completed Master's degree. Consult the program's regulations for details.

Individual programs commonly have higher admission standards than the minimum. Applicants should contact their program of choice to get information on its admission requirements.

2. Proficiency in English

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

- The Test of English as a Foreign Language (TOEFL). iBT (internet-Based Test): The minimum acceptable score is 86, with no individual score below 20.
- The International English Language Testing Service (IELTS Academic). The minimum acceptable score is 6.5 out of 9.
- The Duolingo English Test. The minimum acceptable score is 115.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60.
- Western English Language Centre. The requirement is successful completion of the High-Advanced level.
- Fanshawe College's EAP Program. The requirement is graduation from Level 10, English for Academic Purposes, with a minimum 80% in all components.

*Programs at Western may require a higher minimum score than those listed above.

Applicants who are required to present evidence of proficiency in English must make their own arrangements to complete one of the above tests or programs and to have the official results sent directly to SGPS by the testing agency.

Admissions

Exemptions:

Applicants may request an exemption by contacting their graduate program(s) of interest.

For the French and Hispanic Studies programs only, evidence of proficiency in English is a degree requirement but not a requirement for admission.

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

Effective September 1, 2023, the Board of Governors, on the recommendation of Senate, approved that the name of the undergraduate program in the Faculty of Information and Media Studies be changed from "Media, Information and Technoculture" to "Media and Communication Studies".

This change in program name was made to better reflect the breadth of the modules offered under the auspices of the undergraduate program (including modules in Media, Information and Technoculture (MIT), Media and the Public Interest (MPI), Creative Arts and Production (CAP), and a Certificate in Digital Communications).

The current proposal will align the Subject Area with the undergraduate program name by renaming the "Media, Information and Technoculture" Subject Area as the "Media and Communication Studies" Subject Area.

This change will also reduce the confusion that students currently experience when they are taking required MPI courses that nevertheless currently are in the MIT subject area.

"MediaCom" will be used in the Academic Calendar instead of the full Subject Area name of "Media and Communications Studies."

All courses which are currently offered under the "Media, Information, and Technoculture" Subject Area in the Academic Calendar will be designated as "MediaCom" courses following this change.

ATTACHMENT(S):

[Revised Calendar Copy – Breadth Requirements for Graduation](#) (contained in the policy on Registration and Progression in Three-Year, Four-Year and Honours Programs)

REVISED CALENDAR COPY

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

The first part of the policy is unchanged

Breadth Requirements for Graduation

CATEGORY A

Social Science

Anthropology, Economics, [Gender, Sexuality, and Women's Studies], Geography, History, Indigenous Studies, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology

Interdisciplinary and Multidisciplinary

American Studies, Analytics and Decision Sciences, Animal Ethics and Sustainability Leadership, Canadian Studies, Childhood and Youth Studies, Creative Arts, Dance, Disability Studies, Education, Family Studies and Human Development, Global Studies, [Governance, Leadership, and Ethics], Health Sciences, Human Rights Studies, Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, **Media and Communication Studies** [~~Media, Information and Technoculture~~], Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics], Social Justice and Peace Studies, Social Science, Transitional Justice

Various

Business Administration, Digital Communication, Foods and Nutrition, Human Ecology, Law, Music, Social Work, Thanatology

The remainder of the policy is unchanged

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

Starting in September of 2024, Computer Science at Western will become a separate direct-entry program within the Faculty of Science. Integrated Science falls under the jurisdiction of Science. Accordingly, the Integrated Science with Computer Science module can no longer exist under Science.

Existing Year 1 Integrated Science students will not be impacted by the future discontinuation of the module because they will still be permitted to enter the module in September of 2024. The module has been promoted to them during the 2024 Intent to Register period and even before they started Year 1.

Admission to the module will be discontinued effective September 1, 2025 and students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2029.

The enrolment in the module is low (i.e., less than or equal to two students per year).

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)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

The Don Wright Faculty of Music is proposing to withdraw the requirement for proficiency in two languages other than English for the Doctor of Philosophy (PhD) in Music in the fields of Musicology and Music Theory.

Disciplinary norms relating to non-English language proficiency in these two fields have changed. Revision or removal of the language requirement was recommended in the 2023 IQAP review. Students whose research requires proficiency in a language other than English will work independently toward such proficiency with the support and guidance of their PhD Advisory Committee.

ATTACHMENT(S):

[Major Modification to the Doctor of Philosophy \(PhD\) in Music \(Fields of Musicology and Music Theory\)](#)

**Major Modification to the Doctor of Philosophy (PhD) in Music
(Fields of Musicology and Music Theory)**

This proposal is to withdraw the requirement for proficiency in two languages other than English for the Doctor of Philosophy (PhD) in Music in the fields of Musicology and Music Theory.

The rationale for the proposed modification includes the following:

- Disciplinary norms relating to non-English language proficiency in the fields of musicology and music theory have changed. Revision or removal of the PhD language requirement was recommended in the 2023 IQAP review of the graduate program.
- Fulfillment of the language requirement has been inconsistent for several years. Advisory committees have approved or waived the milestone unevenly, depending on student research interests and goals.
- Graduate “reading knowledge” language courses supporting the development of research skills and the ability to work with primary sources are not offered at Western.
- The requirement of German and French language proficiency perpetuates an excessively narrow view of music scholarship.

Current program	Proposed Change(s)
<p>Proficiency in two languages other than English is normally required for the PhD in musicology and music theory. In most cases, these will include French and German. The PhD Advisory Committee approves the fulfillment of this requirement. Normally this requirement is filled before the Comprehensive Examination.</p> <p>Students may fulfill this requirement in a number of ways, including:</p> <ul style="list-style-type: none"> • demonstrating existing proficiency. • completing a full year of language study at the undergraduate level (the requirement is waived if the student has already done this) • writing a translation examination approved by the PhD Advisory Committee Chair. 	<p>Graduate students whose research requires proficiency in a language other than English will work independently toward such proficiency with the support and guidance of their PhD Advisory Committee.</p>

The program learning outcomes will not change.

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)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on September 4, 2024, ACA approved the recommendation of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the 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).

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Science	Integrated Science	February 22-23, 2024	Good Quality
Huron University College and King’s University College	Jewish Studies	March 6-7, 2024	Good Quality
King’s University College	Social Work	March 11-13, 2024	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Integrated Science](#)

[Final Assessment Report – Jewish Studies, Huron University College and King’s University College](#)

[Final Assessment Report – Social Work, King’s University College](#)



Integrated Science (WISc)
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:	Honours Specialization in Integrated Science with any of: <i>Astrophysics, Biology, Chemistry, Computer Science, Earth Sciences, Environmental Science, Genetics, Mathematical and Statistical Sciences, Physics, or Synthetic Biology.</i>	
External Reviewers	Dr. Sarah Symons, School of Interdisciplinary Science McMaster University	Dr. Gabrielle Tompkins, Integrated Science Program, Dalhousie University
Internal Reviewer	Dr. Susan Knabe, Associate Dean, Undergrad. Faculty of Information and Media Studies	Alexandra Agyapong Bachelor of Management and Organizational Studies
Date of Site Visit	February 22 & 23, 2024	
Date Review Report Received	April 2, 2024	
Date Program/Faculty Response Received	Program: May 28, 2024 Faculty: May 28, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 26, 2024 ACA: September 4, 2024 Senate (for information): September 13, 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 Integrated Science (WISc) 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 Integrated Science Program, Faculty of Science, and SUPR-U.

Executive Summary

Western's Integrated Science (WISc) is a four-year, first-entry program with a limited enrollment of 60 students. The program is a vehicle for the delivery of an integrated curriculum through which students learn the fundamentals of various science disciplines, explore the connections between the disciplines, acquire the skills needed to tackle interdisciplinary problems, and refine their transversal skills. The curriculum combines the focused coursework of a traditional Honours Specialization module with a set of new courses under the Integrated Science subject, as well as courses in Philosophy and Project Management. Total program enrolment in 2021-2022 was 126 (across all four years).

The self-study was informed by dedicated surveys and subsequent focus groups with current students and with alumni. Feedback from Community-Engaged Learning (CEL) partners and fourth-year research thesis supervisors was equally collected. These data informed a one-day program retreat to discuss the current state of the program and future directions.

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

Strengths and Innovative Features Identified by the Program

- Faculty members have demonstrated passion for undergraduate education and have extensive experience in teaching and learning.
- Small class sizes allow for enhanced innovative teaching and assessment methods, high-impact opportunities for experiential and community-engaged learning; and strong student community.
- Students acquire interdisciplinary expertise that enables them to perform research in various areas and communicate across the sciences.
- As of their first year, students develop skills on how to prepare an oral presentation, how to use Microsoft Excel, how to write a formal lab report, and how to use advanced lab equipment.
- Student feedback indicated that the program provided: 1) unique course experiences; 2) opportunities to develop communication skills; 3) small class sizes with a strong cohort experience; 3) good marketability for the graduates.
- Lower-year students benefit from a number of mentorship activities with upper-year students.
- Teaching laboratory has state-of-the art equipment which enables students to learn modern laboratory skills and perform interdisciplinary experiments.
- Dedicated study/lounge space and a *Living Learning Community* in one of the student residences which allows first-year students in the program to live together.

- Student success in securing scholarships, and pursuing academic careers, gaining employment in science fields, and applicability of skills to work, as seen from the alumni survey.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Increased numbers of students that transfer out of the program after the first year (Approximately 20-25%).
- Difficulties achieving enrollment target of 60 students per year often due to the student dilemma of having to choose between WISc and Medical Science.
- Lack of long-term personnel is detrimental to the consistency and evolution of the program.
- Additional administrative support is required to enable the effective functioning of the program and relieve the Program Director's workload.
- Students noted: 1) areas in need of greater interdisciplinarity in both first year and upper years.; 2) inconsistencies in curriculum and instructors across the years; 3) need for research/internships outside of class; 4) inability to have a dual-degree with Ivey HBA; 5) need for greater balance between biology/ physics/ chemistry.
- Further enhance the Indigenization of 3002A by incorporating more meaningful relationships with Indigenous communities.
- Implement more formal methods for gathering regular student feedback.
- Examine alternatives to Integrated Science 1001X, which has high human resource requirements, low enrolments, and is often seen as insufficient in preparing students for year-2 discipline-specific courses.
- Explore: 1) whether WISc should continue to be a program or be converted to a Minor; 2) combining WISc with Ivey's dual-degree program, which may enhance recruitment and retention; 3) options to allow student transfers at the start of year two.

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)
- 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
- Program Director

- Program Faculty
- Administrative Staff
- 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 the Western Integrated Science Program (WISc). 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 *“WISc can be seen as a value-added honours program. In addition to developing interdisciplinary problem skills, students engage regularly in teamwork, develop their ability to communicate and critically evaluate science both within and outside the university, and consider their role in a supportive and ethically grounded scientific community while developing leadership and mentorship skills.”*

Strengths of the Program

- The program team represents a formidable amount of talent, energy, and collegiality that stands the program in excellent stead.
 - Diversity of the teaching team in terms of field and career stage, especially in 1001X, provides a unique opportunity for students to engage with content.
- Tight alignment with the “Towards Western at 150” themes, in particular working toward equity and diversity and to serving public good.
- Curriculum is strengthened by small classes, peer mentorship, a dedicated interdisciplinary teaching team, experiential learning opportunities, a variety of assessment modalities – which all create a thriving learning community.
 - The 2.0 credit course “Exploring Science INTEGSCI 1001X is organized around four central questions and ties together content from seven disciplines (Biology, Calculus, Chemistry, Physics, Earth Science, Astronomy, Computer Science). Students and instructors alike recognize it as the “heart of WISc”.
- With a focus on collaborative problem-solving, longer project management experiences, and a suite of experiential learning opportunities, the program provides a portfolio of skills that is well-suited to today’s evolving workplace or learning environment.

- Community engaged learning project opportunities allow students to communicate in interdisciplinary teams outside the university setting – reinforcing science communication skills.
- Excellent laboratory and student study space with up-to-date equipment and technology.
- Strengths highlighted by students include: 1) small class sizes; 2) opportunity to explore fields in science in first year before committing to a specialization; 3) exposure to working with other disciplines on policy issues or complex problems.

Prospective Improvements for the Program to Consider

- Protect the interdisciplinary approach of the INTEGSCI 1001X course. Consider ways of reducing teaching load. (*Embedded in Recommendation #1*)
- Overwhelming reliance on limited term instructors, and on instructors whose availability is dependent on their home department's circumstances. (*Embedded in Recommendation #2*)
- The high level of attrition after second year is concerning. (*Embedded in Recommendation #3*)
 - Lack of clarity around the approach to interdisciplinarity.
 - Need for a mechanism for reviewing the student experience longitudinally.
- Broader program promotion, clarification of program information on the WISc website, and formalization of an admission committee could enhance recruitment and enrolment. (*Embedded in Recommendation #4*)
- Unevenness in instructor's awareness of students' curricular progress through the program. (*Embedded in Recommendations #5*)
- Students noted: 1) frustrations with scheduling, especially night classes; 2) lack of flexibility in INTEGSCI course choice; 3) heavy workload in INTEGSCI. (*Embedded in Recommendation #6*)
- Visions of what the program is and could be differed among stakeholders. Reviewing program objectives with the downstream goal of better articulating the program vision may be helpful. (*Embedded in Recommendation #7*)
- Program administration is under-resourced; for instance some administrative tasks could be handled centrally rather than by faculty members. The Laboratory Supervisor position has been filled by a number of people in the past few years, so stability is low.

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
<p>Recommendation #1: Retain the 1001X course, including the interdisciplinary approaches and team teaching while addressing issues with teaching resources and coding skills.</p>	<p>Program: Integrated Science 1001X is being retained with the computer science component being removed; A SOC proposal has been submitted. It should be noted that the 0.5 FCE freed up by the potential removal of Philosophy, which is taught in another faculty, does not lead to any gains within the Faculty of Science.</p> <p>Integrated Science 2002B is being replaced with a choice of three Computer Science courses, as the program recognizes the importance of programming and data-analysis skills. The SOC proposal for this change has also been submitted.</p> <p>Faculty: The Faculty of Science supports the program’s intention to retain and refine Integrated Science 1001X by removing the computer science component and replacing it with a choice of three existing second-year Computer Science courses as proposed by the Program. Future discussion on efficiency and sustainability should focus on the WISc program as a whole rather than just the 1001X course.</p>
<p>Recommendation #2: Address stability of the teaching team.</p>	<p>Program: The stability of the teaching team cannot be addressed by the program alone. This needs to be addressed at the Faculty level, as indicated by the reviewers. The program will defer comments pertaining to this recommendation to the Faculty of Science.</p> <p>Faculty: The Faculty agrees with the comment made by the program. Since teaching is assigned by Department Chairs, the stability of the Integrated Science teaching team needs to be collectively maintained by all departments within the Faculty of Science. The Faculty will continue to foster a culture where WISc is recruiting students for the departments, not away from them. See the Faculty-level response to Recommendation #4.</p>

<p>Recommendation #3: Retention.</p> <ul style="list-style-type: none"> - Strengthen the upper year offerings to include unique and visible activities that Level 1 students look forward to. - Consider more intentional interdisciplinarity in years 3 and 4. - Monitor the student experience in the INTEGSCI courses and maintain and grow the community feeling across the program. 	<p>Program:</p> <ul style="list-style-type: none"> • It is important that students in Level 1 be able to see themselves in upper years by strengthening relationships between lower-level and upper-level students (e.g., by further enhancing mentorship activities and exposing lower-level students to research being accomplished by upper-level students). • The Program Director and the Faculty of Science are exploring the possibility of creating either new interdisciplinary courses (which could also be taken by non-WISc students) or cross-listing existing courses such as Geomicrobiology which could be “pick list” options in the various modules. • The program will consider the formation of a “student experience” committee that can monitor student interactions throughout their four years and recommend activities that further foster a community dynamic. <p>Faculty: The Dean’s Office agrees that the creation of a new second-year integrated course exclusive to WISc students is not a viable option; and encourages exploring new interdisciplinary courses that are open to all Science students.</p>
<p>Recommendation #4: Promotion, recruitment, and admissions</p> <ul style="list-style-type: none"> - Revise program website - Further Embed WISc within university recruitment work - Provide administrative support for admissions - Establish an admissions committee to review applications and establish and monitor admissions processes and targets. 	<p>Program: Three new committees were recently formed (in April 2024): a recruitment committee, a web committee, and an admissions committee. The recruitment committee will promote the program to first-year students right at the beginning of September and again in January (students who join in January can take 1000Z the following year). The web committee will focus on correcting/updating the website, keeping it updated with exciting program news, and creating a section on past alumni. The admissions committee will provide administrative support, explore ways to streamline the applications process, and discuss how to implement the suggestions recommended by the reviewers. The Program Director will be an ex-officio member of these committees.</p> <ul style="list-style-type: none"> - The program Director will discuss recruitment with the Faculty of Science’s Assistant Dean of First-Year Studies and with the Office of the Registrar. <p>Faculty: The Dean’s Office 1) will continue to engage with the University’s Communications and Recruitment teams to ensure that WISc is sufficiently promoted; 2) supports the program’s commitment to address these issues by establishing dedicated the respective committees.</p> <p>Furthermore, all departments in the Faculty of Science, particularly those with relatively low undergraduate enrolment, should engage with the WISc program’s recruitment and admission effort. With a strengthened applicant pool in both number and quality, departments can “hand-pick” applicants into their programs through WISc’s supplemental application process.</p>

<p>Recommendation #5: Formation of an instructor’s council.</p>	<p>Program: The program is highly appreciative of this recommendation. An instructor’s council, comprising of all Integrated Science course instructors, has already been formed. The council aims to meet approximately four times a year to share their accomplishments, challenges, and suggestions.</p> <p>Faculty: The Dean’s Office is pleased to learn that such an instructor council already exists in WISc.</p>
<p>Recommendation #6: Review pre-requisites and consider suggestions for other administrative changes and calendar edits. <i>(here the reviewers offer a collection of minor edits and prospective administrative changes for consideration)</i></p>	<p>Program:</p> <ul style="list-style-type: none"> • INTEGSCI 1001X is officially listed in the prerequisites for over 50 courses that require second-term Calculus, Biology, Physics, or Chemistry. Upper-level INTEGSCI courses are not needed as prerequisites for non-INTEGSCI courses. • A SOC proposal to incorporate Science 3377A/B, Business Administration 2295G, and two other Business Administration courses into a “0.5 from” list for all Integrated Science modules (except the Integrated Science with Synthetic Biology module) has been submitted. • The program Director recently double-checked with Biology (which, in turn, checked with the Office of the Registrar) to be sure that students in an Integrated Science with Biology, Genetics, or Synthetic Biology module would be part of the priority group this coming year. • The program has no issue with students doing a thesis in a department not associated with their main area of concentration, this is already a practice. Moving forward, the program will communicate to students that they can do a project in a different department, provided that they are acceptable to the supervisor/department and meet the project requirements for that department’s thesis course. • The Program Director will: 1) discuss with the Faculty of Education the possibility of incorporating a pathway to teacher education; 2) clarify the program’s vision and objectives with the recruitment and admissions committee; and 3) explore with the Department of Earth Sciences whether 1001X classes cover some course requirements for Professional Geologist designation. • INTEGSCI 1000Z has now been moved from Tuesday evening to Friday afternoon. <p>Faculty: The Dean’s Office is supportive of the program’s responses and proposed actions where applicable.</p>

<p>Recommendation #7: Identity as Western program</p>	<p>Program: The Program Director, together with the recruitment committee and the Dean's Office, will discuss how WISc can develop a unique identity.</p> <p>Faculty: With the establishment of the Schmeichel Building for Entrepreneurship and Innovation, new programming will be offered by the Morrissette Institute for Entrepreneurship to students in all faculties. It is unclear if opportunities unique to WISc can be identified at this point.</p> <p>The Faculty acknowledge the potential benefits of having WISc associated as a strong brand of Western and feels that the immediate effort should focus on strengthening the recognition of WISc within the Faculty of Science, in relationship to the response made to Recommendation #4.</p>
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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 Retain the 1001X course, making adjustments to coding, programming and data-analysis content	Monitor the impact of the changes to content related to programming and data-analysis skills. <ul style="list-style-type: none"> • Revisit as part of mid-cycle progress report. 	Program Director	By June 2027
Recommendation #2: Address stability of the teaching team	Ensure that Department Chairs have the Integrated Science teaching team top of mind when planning teaching assignments. <ul style="list-style-type: none"> • Revisit as part of mid-cycle progress report. 	Dean's Office	By June 2027
Recommendation #3: Bolster Retention	<ul style="list-style-type: none"> • Enhance mentorship activities and expose lower-level students to research being accomplished by upper-level students. • Examine the possibility of creating either new interdisciplinary courses (which could also be taken by non-WISc students) or cross-listing existing courses, such as Geomicrobiology, which could be “pick list” options in the various modules. • Explore the formation of a “student experience” committee that can monitor student interactions throughout their four years and recommend activities that foster a greater sense of community. 	Program Director Dean's Office	By Dec 2025
Recommendation #4: Promotion, recruitment, and admissions	Promotion, recruitment, and admissions will be monitored by three newly formed committees: <ul style="list-style-type: none"> ○ recruitment committee will promote the program to first-year students right at the beginning of September and again in January. ○ web committee will focus on correcting/updating the website, keeping it updated with exciting program news, and creating a section on past alumni. ○ admissions committee will provide administrative support, explore ways to streamline the applications process, and discuss how to implement the suggestions recommended by the reviewers. • Explore central and faculty-level recruitment initiatives; departments with relatively low undergraduate enrolment will be prompted to engage with WISc's supplemental application process. 	Program Director Dean's Office	By Sept 2025

<p>Recommendation #5: Formation of an instructor’s council.</p>	<p>Monitor the utility and workload of the Council, particularly in light of the other newly formed program committees.</p> <ul style="list-style-type: none"> • Revisit as part of mid-cycle progress report. 	<p>Program Director</p>	<p>By June 2027</p>
<p>Recommendation #6: Review pre-requisites and consider suggestions for other administrative changes and calendar edits</p>	<p>Pre-requisites:</p> <ul style="list-style-type: none"> ○ Incorporate Science 3377A/B, Business Administration 2295G, and two other Business Administration courses into a “0.5 from” list for all Integrated Science modules, except the Integrated Science with Synthetic Biology module. • Communicate to students the option of doing a project in a different department, provided that they secure a supervisor and meet the project requirements for that department’s thesis course. • Discuss the possible incorporation of a pathway to the teacher education program with the Faculty of Education. • Clarify the program’s vision and objectives with the recruitment and admissions committee. • Explore whether 1001X classes cover some course requirements for Professional Geologist designation. 	<p>Program Director</p>	<p>By Dec 2025</p>
<p>Recommendation #7 Identity as Western program</p>	<ul style="list-style-type: none"> • Create opportunities for WISc program members to discuss program identity. As needed, refine and promote WISc’s unique identity. • Strengthen the recognition of WISc within the Faculty of Science. 	<p>Program Director Dean’s Office</p>	<p>By Sept 2025</p>



Jewish Studies
Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	Huron University College, Faculty of Arts and Social Science King's University College, Religious Studies	
Degrees Offered	B.A.	
Date of Last Review	2015-2016	
Modules Reviewed	Major Minor	
External Reviewers	Dr. Kalman Weiser, Modern Jewish Studies York University	Dr. Naftali Cohn, Department of Religions and Cultures Concordia University
Internal Reviewer	Dr. John Mitchell, Associate Academic Dean, Brescia University College	Shaurya Singh Karky BESc, Mechanical Engineering
Date of Site Visit	March 6 & 7, 2024	
Date Review Report Received	March 28, 2024	
Date Program/Faculty Response Received	Program: April 19, 2024 Faculties: April 19, 2024 & May 23, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 26, 2024 ACA: September 4, 2024 Senate (for information): September 13, 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 Jewish Studies Program delivered by Huron University College and King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Academic Deans of Huron University College and King’s University College

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate 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 Jewish Studies Program, Faculty of Arts and Social Science at Huron, and Religious Studies at King’s and SUPR-U.

Executive Summary

The Jewish Studies Program is a joint undertaking by Western University's affiliated University Colleges, Huron University College and King's University College, and administered at Huron. The program, which came into existence in 2008, aims to provide students from across the greater Western campus with the opportunity to study Jewish culture, history, philosophy, theology, and Hebrew (both Biblical and modern). For the 2022-23 academic year, there were 4 students enrolled in the Jewish Studies Major and 4 students enrolled in the Jewish Studies Minor. At Huron alone, 102 students enrolled in courses within the Jewish Studies program, with a further 53 students enrolled in courses that count for credit toward the Jewish Studies Major or Minor. A further 178 students were enrolled in courses offered at King's University College and Western University that count for credit toward the Jewish Studies modules.

The self-study aimed to take stock of the current state of the program and serve as a foundational document in envisioning and planning the program's future. Feedback was sought from associated faculty and administration, current students and recent alumni, and community stakeholders. The Centre for Teaching and Learning supported a curriculum mapping exercise.

The external reviewers shared a positive assessment of the Jewish Studies Program. They offer seven recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Program is enriched by its interdisciplinary and inter-campus nature, small classes which heightens students' engagement, guest lecture series that attracts international scholars, student exchange opportunities with Hebrew University of Jerusalem and Ben Gurion University of the Negev, Israel, and internships and research opportunities with the local Jewish community.
- Curriculum encompasses: 1) the intersection of Jewish and Indigenous experiences, allowing for exploration of decolonization, indigenization, equity and diversity issues; 2) global engagement; and 3) interdisciplinary areas of study that aim to break down disciplinary barriers and develop agile creative thinkers.
- Faculty members are experts in their areas of study and are encouraged to apply their learning to shape the courses.
- Experiential learning is embedded in courses as part of the program's core pedagogical approach.
- Partnerships are in place (and being further developed) with the Western Faculty of Education to help train teachers for Jewish Day Schools in London and Toronto.
- Planning is underway to develop other areas of inquiry and exploration, for example, the study of genocide, the intersection of the arts and religion, society

and culture, with the aim of preparing learners to critically examine the world and their place therein.

Concerns and Areas of Improvement Identified and Discussed by the Program

- The breadth and interdisciplinary nature of this program results in a lack of oversight and coherence in the program structure which makes it difficult to accurately assess student achievement and implement program-level learning and Western Degree outcomes.
 - Lack of oversight translates into a deficiency in goal-setting across the program.
- Women in Judaism is underrepresented in the curriculum; which can be addressed by the development of a gender in Judaism course.
- The withdrawal of Western's Department of History in the program has contributed to an imbalance toward program instructors with specialization in Religious Studies and led to a relative paucity of courses in certain areas that might draw more students to the program (e.g., history, cultural studies).
- Pathways into the program which could lead to increased enrolment remain unclear; diversifying student intake is necessary for broadening the program.
- It is unclear whether the Hebrew classes are appealing to the students as they once did as enrolments in this area have decreased in recent years.
- Opportunities for the Jewish Studies program to contribute to other academic programs at Western have been underexploited.
 - It is hoped that further partnerships will be developed in the coming years, both academic and non-academic.

Review Process

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

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President, Huron University College
- Provost and Dean, Faculty of Arts and Social Science, Huron
- Registrar, Huron University College
- Director, Library and Learning Services, Huron
- Associate Academic Dean, King's
- Coordinator, Jewish Studies, Huron
- Chair, Religious Studies, King's
- Administrative Staff, Huron and King's

- Program Faculty, Huron and King's
- Program Students

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

Summative Assessment – External Reviewers' Report

External reviewers shared that the *“program makes a very favorable impression thanks to the strength and commitment of its faculty, the diversity and small size of courses it currently offered, the extensive library collections and rich research and learning resources available to students, the program’s positive reception by current students, and the overall support it receives from Huron College.”*

Strengths of the Program

- The overall quality of course content and delivery, which comes in a variety of conventional and more innovative formats, for instance courses not only use texts as primary sources for analysis but also much use of television, film, and new media.
- Funding is provided to ensure that all students have access to experiential elements of the curriculum, for instance, students who cannot afford the trip to Bosnia can receive funding.
- Methods of delivery and assessment are varied and expose learners to experiential and engaged learning opportunities which are invaluable for taking learning beyond the classroom and into the community.
 - The Hebrew Café and Israeli folk dancing offer outstanding value-added extracurricular components to the Hebrew classes.
 - Initiative that brings Jewish films and film makers to campus for students to view and discuss in coordination with the London Jewish community.
- Curriculum addresses critical issues, for instance the course on antisemitism, complemented by small classes and guidance from seasoned instructors, create an atmosphere that fosters the exchange of ideas, including divergent and contentious ones.
- Recent speaker series that included talks on Haudenosaunee and Indigenous subjects as well as courses focusing specifically on the Bible and decolonization.
- The Program Coordinator’s significant contributions to the enhancement of the program’s structure, content and overall management has led to a high degree of

student satisfaction, overall quality of syllabi, stability and increased interest in the program.

Prospective Improvements for the Program to Consider

- Continued efforts should be made to draw Western faculty teaching Jewish Studies classes into more active participation in the program. (*Embedded in Recommendation 1*)
- Given the diverse nature of the program: 1) students in the major and minor need to have a clear sense of the progression of Jewish history and thinking from antiquity to the present and background knowledge of the program; 2) students may need greater background knowledge; 3) structural barriers and feelings of dissatisfaction hinder faculty members from working more effectively as a team. (*Partially Embedded in Recommendations 1 & 3*)
- Expand course offerings to include areas of contemporary interest such as gender, ecology and sustainability, racial and sexual diversity, a full year of Jewish History which could encompass Jewish Culture, and an introductory Hebrew class for students with no prior background to boost enrollment. (*Embedded in Recommendations 2 & 4*)
- The program is currently missing a logic and rationale for the overall structure of the curriculum and the program. (*Embedded in Recommendation in 3*)
- Clarify program learning outcomes especially for Literacies and Interdisciplinarity, Communication, Resilience and Global and Community Engagement, Critical Thinking and Creative Thinking, Professionalism and Ethical Conduct. (*Embedded in Recommendation in 3*)
- Strengthen relationships with alumni across Canada to assist in recruiting students, especially module-takers. (*Embedded in Recommendations 4, 5 & 6*)
- Excellent attributes of the program seem not to be sufficiently advertised. There is therefore potential for increasing enrollments in the program through better advertising of its strengths. (*Partially Embedded in Recommendation in 6*)
- Members of the London Jewish community typically feel little invested in the program given changes over the past decade and that Jewish students are not likely to settle in London after graduation. (*Embedded in Recommendation in 7*)
- Link King's Jewish Studies website to Huron's website which is more easily navigated; one clear program website is likely to improve enrollment.
 - It would be beneficial to include on the website a schema or brief description of the scaffolding of the program to make clear how courses build upon one another and reflect different eras or themes in the Jewish experience.

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
<p>Recommendation #1 Building Community Undertake steps to “bring in” and more fully engage faculty across the three relevant institutions.</p>	<p>Program (Huron): The program director has struggled to implement community building initiatives due to the decentralized structure of the program. A concerted effort towards community building will be undertaken by both faculty and students. Beginning in Fall 2024, the program will address this shortcoming by:</p> <ul style="list-style-type: none"> A. supporting a student-led Jewish Studies club, which will host a pub or trivia night for students and faculty; B. convening faculty meetings at least 1x/term to discuss emerging and ongoing opportunities, issues, and concerns; C. hosting extracurricular social events (with faculty and students) at the beginning and end of each school year; D. inaugurating an annual Jewish Studies lecture; E. inviting faculty to participate in the suite of Jewish Studies extracurricular activities. <p>Faculty (Huron): The Dean’s Office is enthusiastic and supportive of the program’s plans to build and bolster community.</p> <p>Faculty (King’s): While recognizing that the programmatic and enrolment centre of gravity for Jewish Studies is at Huron, King’s welcomes 1) continued cooperation, particularly via King’s faculty teaching in Jewish Studies; and 2) opportunities to collaborate and co-sponsor events such as an annual Jewish Studies lecture, involving the Department of Religious Studies and/or one of our research centres as appropriate (for instance, the Centre for Philosophy and Culture, Centre for Interreligious Learning and Dialogue).</p>
<p>Recommendation #2 Offering more Diverse Courses Broaden course offering by exploring the possibility of including existing courses and establishing a criterion for inclusion.</p>	<p>Program (Huron): The program plans to introduce more interesting courses for students. In the first two years of his appointment, the program director has created a new course (JS Jewish Studies 2145 JEWISH HUMOR: FROM BIBLE TO BORAT) and intends to develop further courses focusing on the modern and contemporary period (e.g., Jewish movies, Jewish books, Yiddish art and culture, Zionism) as well as develop course “suites” focusing on select areas (e.g., the Holocaust, Gender, Nature and Animals, Sephardic Jewry).</p> <p>Faculty (Huron): Dean’s Office is happy to support the program in its efforts.</p> <p>Faculty (King’s): King’s supports a review of current course offerings connected with Jewish Studies and looks forward to conversations about course diversification.</p>

<p>Recommendation #3 Enhancing the ways in which the program structure and curriculum are described Clarify the program’s learning objectives and curricular logic to convey a more thorough understanding of the skills it imparts to students.</p>	<p>Program (Huron): Indeed, the program should be rendered more clearly and its course offerings easier to find for students. As such the program will review which program offerings can be removed to render its structure, pedagogical and curricular aims more comprehensible and logical. Ongoing program rationalization will enable students to track their progression and development from first to fourth year.</p> <p>Recent revisions of the program structure resulted in three courses at King’s (JS2345, JS2346, JS2347) that are required for the Major and Minor, but irregularly offered, to be moved to the pick lists of optional courses. In their place, Religious Studies 2286 has been added to the suite of required courses.</p> <p>In 2025-2026 it is envisioned that JS1250 will be moved to the second- or third-year level to allow for a more sophisticated treatment of the subject. The first year slot thereby opened up may be granted to a new introductory course that will help introduce Jewish Studies to potential students (projected title: The Jewish Experience).</p> <p>Faculty (Huron): This is an excellent recommendation and the program has an equally strong plan to address it, which is endorsed by the Dean’s Office.</p> <p>Faculty (King’s): King’s supports clarification of program structure. Revisions of modules involving King’s Religious Studies courses is currently under review at King’s, in the hope that modular revisions will be submitted jointly.</p>
<p>Recommendation #4 “Selling” the Program Explore ways of enhancing recruitment by promoting synergies with other programs to show the transferability of knowledge and critical skills to other areas of endeavor, including work and graduate studies.</p>	<p>Program (Huron): This recommendation is timely and helpful as the program considers ways to increase enrollment in courses and, in particular, in modules.</p> <ol style="list-style-type: none"> 1. Recruitment initiatives include regular outreach to current Western students and at all Huron Open Houses. The program director will reach out to King’s to enhance faculty engagement in program advertising in 2024-2025. 2. Continue cultivating relationships with other departments at Huron University College; explore options of “packaging” Jewish Studies major or minor with other majors in ways that promote synergies that can be readily explained to students as useful for intellectual growth and employment. Numerous pathways will be explored, including pairing Jewish Studies with MOS and with Human Rights studies (King’s). <p>As a consequence, Jewish Studies will host a career guidance event, bringing professionals working in areas where a background in Jewish Studies has proven beneficial.</p> <p>Faculty (Huron): The Dean’s Office is supportive.</p> <p>Faculty (King’s): King’s supports these efforts to enhance the profile of the program. The Academic Dean’s Office supports King’s faculty engagement as appropriate.</p>

<p>Recommendation #5 Alumni Outreach Explore ways of creating closer ties with alumni, especially those in Toronto, with the aim of advertising the program more widely.</p>	<p>Program (Huron):</p> <ul style="list-style-type: none"> Huron’s advancement and recruitment teams continue to work towards establishing and strengthening connections to enhance program stability. In 2024, the London Jewish Community Foundation signed an agreement to support the program. The creation of an endowed Chair in Jewish Studies (funded at least in part by Huron) would signal to community and alumni that the program is internally supported and worthy of financial support. <p>Faculty (Huron): Contacting alumni is challenging for this program, as the majority of alumni are Western graduates. Western was until recently a partner in the program, now the program is housed exclusively at Huron and King’s. Like everything else about a program housed in three and then two institutions, producing an alumni list is more complicated than it would usually be. To address this problem, Huron will reach out to colleagues at Western and King’s to explore producing a consolidated list.</p> <p>Faculty (King’s): King’s will work with Huron on outreach to the alumni and the wider community.</p>
<p>Recommendation #6 Recruitment Consider sending a representative on a recruitment drive to select high schools in the GTA that have traditionally been feeder schools for Huron.</p>	<p>Program (Huron): Huron’s recruitment team and the Jewish Studies Program have been in regular discussions as to recruitment. In 2022-2023, the program director personally visited CHAT and as of spring 2024 plans to visit King David High School (Vancouver) to deliver a lecture and spread awareness of the program. Recruitment outreach to other high schools in major urban centers across Canada (Vancouver, Winnipeg, Toronto, Montreal) is ongoing and should be strengthened and coordinated.</p> <p>Faculty (Huron): The Dean’s office echoes the Program’s comments.</p> <p>Faculty (King’s): This recommendation appears to be specific to Huron.</p>
<p>Recommendation #7 Community Relations Enhance the relationship with the London Jewish community by focusing the messaging around the notion that investing in the Jewish Studies program is an investment in Jewish life everywhere.</p>	<p>Program (Huron): Much work has recently been put in to bolstering the program as a provider of invaluable cultural opportunities for the London Jewish community. The Jewish Studies program intends to continue to co-host events and share projects with community. Students will be encouraged to fully participate in the Jewish London’s recently launched young leader’s program. The idea of an experiential course wherein students will work with Jewish London (e.g., to develop the London Yizkor Project) is also being considered.</p> <p>Faculty (Huron): The Dean’s Office applauds these efforts, which have truly been superlative and will continue to support work in this area.</p> <p>Faculty (King’s): King’s is grateful for the leadership of the Jewish Studies Program Director, and looks forward to further collaborative initiatives.</p>

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1 Building program community</p>	<ul style="list-style-type: none"> • Support and facilitate a student-led Jewish Studies club which will host a pub or trivia night for students and faculty. • Convene faculty (f/t and p/t) meetings at least 1x/term to discuss emerging and ongoing opportunities, issues, and concerns. • Host extracurricular social events (with faculty and students) at the beginning and end of each school year. • Initiate an annual Jewish Studies lecture. • Invite faculty to participate in the suite of Jewish Studies extracurricular activities (e.g., movie nights, Café Ivrit). 	<p>Program Coordinator</p>	<p>By April 2025</p>
<p>Recommendation #2 Offering more diverse courses</p>	<ul style="list-style-type: none"> • Develop additional courses on the modern and contemporary period (e.g., Jewish movies, Jewish books, Yiddish art and culture, Zionism). • Develop course “suites” focusing on select areas. (e.g., the Holocaust, Gender, Nature and Animals, Sephardic Jewry). 	<p>Program Coordinator</p>	<p>Courses to be phased by 2026-2027</p>
<p>Recommendation #3 Enhancing the ways in which the program structure and curriculum are described</p>	<ul style="list-style-type: none"> • Review program offerings to render program structure, pedagogical and curricular aims more comprehensible and logical. • Enable students to better understand and track their progression and development from first to fourth year. • Consider a focused web presence for the program where program structure can be outlined. 	<p>Program Coordinator</p>	<p>By Sept 2025</p>

<p>Recommendations #4, 5, 6 & 7 Enhancing recruitment and community relations</p>	<p>Recruitment</p> <ul style="list-style-type: none"> • Engage King’s faculty and leadership to collaborate on recruitment initiatives and program advertising. • Work with other departments within Huron and King’s to develop synergies that could result in including Jewish Studies major or minor with other majors, for instance, pairing Jewish Studies with Management and Organizational Studies (MOS) and with Human Rights studies (King’s). • Host a career guidance event, inviting professionals working in areas where a background in Jewish Studies has proven beneficial. • Huron will reach out this summer to colleagues at Western and King’s to explore producing a consolidated list of Jewish Studies alumni. • Strengthen and further coordinate ongoing recruitment outreach to high schools in major urban centers across Canada - Vancouver, Winnipeg, Toronto, Montreal. <p>Community Relations Continue to co-host events and share projects with the London Jewish Community, for instance:</p> <ul style="list-style-type: none"> • Invite the community to share in film screenings on campus. • Encourage students to participate in the young leaders’ program launched by Jewish London. • Explore developing an experiential course that will allow students to work with Jewish London. 	<p>Program Coordinator</p>	<p>By Sept 2025</p>
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Bachelor of Social Work
Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	King's University College	
Degrees Offered	Bachelor of Social Work (BSW)	
Date of Last Review	2015-2016	
Modules Reviewed	Honours Specialization (HSP) in Social Work	
External Reviewers	Dr. Louise Stern, Social Work Vancouver Island University	Dr. Diana Coholic, Social Work Laurentian University
Internal Reviewer	Dr. John Mitchell, Associate Academic Dean, Brescia University College	Jenna Beecroft Psychology and Political Science, Brescia
Date of Site Visit	March 11-13, 2024	
Date Review Report Received	April 2, 2024	
Date Program/Faculty Response Received	Program: May 7, 2024 Faculty: May 7, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 26, 2024 ACA: September 4, 2024 Senate (for information): September 13, 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 Bachelor of Social Work Program delivered by the School of Social Work, King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Academic Dean, King’s University College

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Subcommittee for 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 School of Social Work, King’s University College and SUPR-U.

Executive Summary

Established as the Department of Social Welfare at King's College in 1969, a full-time program leading to a Bachelor of Arts in Social Welfare was offered and received accreditation in 1979. Presently known as the Bachelor of Social Work, the program is accredited by the Canadian Association for Social Work Education. Students in the third and fourth years of the program are eligible for student membership in the Ontario Association of Social Workers (OASW) which is a member of the Canadian Association of Social Workers (CASW). These associations are part of the international community of social work practitioners. With a total enrolment of 101 students in 2023-2024, the professional Social Work program is mainly offered on a full-time basis; however, there are a limited number of spaces for extended study students (part-time).

The self-study included a full review and mapping of the Western Degree Outcomes and Program-Level Learning Outcomes. All faculty (full and part-time) outlined where and how outcomes were captured in their courses. Analysis of these data was supported by a team of graduate students. Additionally, a program exit survey and alumni survey informed the development of the self-study.

The external reviewers shared a positive assessment of the King's Social Work Program. They offer three recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Strong scholarship, student supervision, and service to the broader community among faculty members strengthen the program's relationship with local and regional community partners and with various social work organizations and regulatory bodies across Canada.
- Curriculum is enhanced by initiatives such as: 1) undergraduate research and publishing opportunities, conference presentations, and strong community partnerships; and 2) paid internal practicum opportunities – Support and Aid to Families Electronically (SAFE) and King's Community Support Centre (KCSC).
- Accessibility practices are built into the admission pathways – seats are reserved for part-time applicants, and applicants from marginalized groups; the Extended Study Plan, provides an alternative route to completion of the BSW program.
- Degree is recognized by the Ontario College of Social Workers and Social Service Workers (OCSWSSW) as well as equivalent bodies in the United States and other countries, which allows graduates to be accredited as Social Workers.
- MOU with the University of Winchester in the United Kingdom promotes varied academic exchanges between students from Canada and the UK.
- Student feedback has enabled new initiatives such as the: 1) development of workshops to enhance practical skills; 2) provision of informal opportunities for students to interact with faculty members and better understand faculty member research programs (with possible RA opportunities); 3) development of a

Wellness and Self-Care website to prepare graduates for complex and stressful practice.

- Alumni feedback indicates that: 1) 93% percent of graduates gain employment; and 2) there is strong satisfaction with the learning environment, the quality of teaching, the accessibility of information and resources, and the interactions with faculty members.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Prioritizing lens of equity, diversity, inclusion, and decolonization as part of hiring plans.
- Incorporate more international and transnational experiences into the undergraduate curriculum.
- From an accessibility perspective, there may be merit in offering online programming within the BSW program – further possibilities to be explored.
- Consideration of including more content and initiatives in the area of Environmental Sustainability and Ecological Practice, for instance by launching a new elective on Eco Social Work.
- Continue expanding commitment to Truth and Reconciliation.

Review Process

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

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President, King’s University College
- Vice-President & Academic Dean (Interim)
- Associate Academic Dean
- Associate Dean of Research and Research Facilitators
- Director, School of Social Work
- Dean of Students
- Director of Libraries
- Head, Research & Information Services
- Field Education Team
- Administrative Staff
- Program Faculty
- Program Students
- BSW Students’ Association

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

Summative Assessment – External Reviewers’ Report

External reviewers shared that overall *“the BSW program at King’s University College is a strong, well-resourced and managed professional program, with a cohesive and committed faculty team and an engaged student body.”*

Strengths of the Program

- Nationally and internationally recognized faculty members, some holding key positions with provincial and national social work associations and organizations – which deepens relationships with affiliated agencies.

- Strong program requirements ensure accreditation standards are maintained.
- Curriculum enhanced by: 1) a writing course aimed at developing academic and professional skills; 2) small class sizes resulting in high levels of engagement and participation; 3) a mandatory Indigenous social work course and diversity of case studies; 4) an MOU with University of Winchester in the UK, which will facilitate faculty collaborations and international learning opportunities for students.
- Effective resource allocation supports the implementation of EDI initiatives, e.g. hiring a Director of EDI and Decolonization, an Indigenous faculty member, and an Equity Integration Facilitator; support groups for 2SLGBTQIA+ and BIPOC/Indigenous students.
 - Students indicated that they are very supportive of these initiatives.
- Initiatives in support of field placements for students: (1) the King's Community Support Centre (KCSC), a unique service for the city amongst the 25 agencies involved in the homelessness network; and (2) the SAFE practicum project that started during the pandemic due to young people's mental health challenges.
- Extended study plan for some students to pursue part-time study.
- Students indicated particular appreciation for: 1) the tight knit nature of the campus; and 2) Accessibility, Counseling, and Career Planning supports and services.

Prospective Improvements for the Program to Consider

- Budgetary issues could impact the management of SAFE and KCFC field placement programs, including clinical supervision. (*Embedded in Recommendation #1*)
- Students indicated that 1) evaluations could be more evenly distributed, designed to test high-level skills and suited to various types of learners; 2) a flexible attendance policy would support better work-life balance; 2) classrooms are not conducive to the pedagogical needs (movable furniture for better interaction); 3) a perception that placements are not always equitably allocated; 4) challenges in linking theoretical and practical learning heightens anxiety in entering field education settings; 5) greater student engagement in program decision making is needed. (*Embedded in Recommendation #2*)
- Continue efforts to diversity in curriculum, learning resources, and academic experiences. (*Embedded in Recommendation #3*)
- Responsibility of implementing EDID initiatives should be equitably distributed across faculty members to protect those from equity seeking groups from burn-out. (*Embedded in Recommendation #3*)
- Burnout among community social service members and an increasing number of student accommodations create challenges for many stakeholders. (*Embedded in Recommendation #3*)

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
<p>Recommendation #1 Support the King’s Community Service Centre (KCSC) and the SAFE practicum projects and/or work with community partners/stakeholders who can support these projects with human resources – specifically, social work supervisory positions that will manage and supervise students in field placements in these programs.</p>	<p>Program: The Clinical Supervisor’s contract for the KCSC has been renewed and is supported in the 2024-2025 operating budget. For the next fiscal year, the plan is to advocate for this position to be made permanent.</p> <p>The King’s Campus and Community Social Worker is a permanent position shared with the Dean of Students’ Office. The School is allocated 0.5 FTE of this position to offer clinical supervision to students placed with our SAFE program. This role is now vacant and is being redefined; the School is advocating for it to be converted to a 1.0 FTE from the 2025-2026 fiscal year, which will enable the expansion of SAFE and other new School of Social Work-based practicum initiatives.</p> <p>Faculty: The Faculty is supporting the renewal of the KCSC Clinical Supervisor contract for 2024–25, and supports collaboration between Social Work and the Office of the Dean of Students. Future requests within budgetary parameters and institutional priorities will be considered seriously.</p>
<p>Recommendation #2 Work toward enhancing how the School decisions, processes and changes are communicated to students so that any perceptions related to lack of transparency and inconsistency can be addressed and reduced. Consider including student representation and voting rights on the Student Council.</p>	<p>Program: The School is exploring ways to better communicate decisions and decision making processes to the student body. In the new academic year, a monthly newsletter will be implemented and a Q&A section that addresses questions raised by students during the academic year will be added to the web page.</p> <p>The students currently have both voice and vote through their representatives on all of the School committees. All motions that come forward to School Council for final vote that are not supported/asked for revisions are sent back to the respective committees to review and resubmit, ensuring that students have full input into any final decisions made by the School. To address those rare issues requiring a vote that don’t fall within the purview of any of the existing School Committees, a new Policy Committee has been added where students will have both voice and vote. Therefore, there will be no decisions taken by the School that require a vote where students haven’t had both input and vote.</p> <p>Faculty: The Faculty supports the School’s response.</p>

Recommendation #3

Continue addressing issues of diversity, representation, and inclusion within the broader program context. Specifically, we recommend that:

1. curriculum be reviewed so that EDID content, theory, and applied practice can be integrated into all courses, and not just stand-alone courses/lectures/modules that are specific to EDID content (with input from students and faculty).
2. Learning (pedagogy) and evaluation processes should take into account contemporary diversity and the inclusion of all learners and learning styles, including universal design of curriculum. This includes supporting students with academic disability accommodations while continuing to meet program requirements and competencies.
3. Continue to address and support representation in admissions, hiring practices, and curriculum development.
4. Due to the large number of accommodation requests, current supports and services/positions should be kept in place, and strategies should be developed to address these issues in the future.
5. Support the Director of EDID to work with (if possible) field placement supervisors and agencies/organizations to assist BIPOC students in the field.

Program:

1. The curriculum currently integrates EDID content, theory, and applied practice in addition to courses specifically designated for these purposes (i.e., required course on Social Work Practice with Indigenous Peoples), to ensure there is core content delivered to every graduate of the program. The School initiated a student review of the curriculum for EDID content and the faculty members will be reviewing this at an upcoming Fall retreat.
2. The School plans to invite Western's Centre for Teaching and Learning to facilitate a workshop on universal design at a spring retreat, which includes full-time and part-time faculty member.
3. Continue adhering to the practices outlined in the IQAP self-study that support representation in admissions, hiring practices, and curriculum development.
4. Maintain current support/services/positions that facilitate accommodation requests. The School has tasked the Equity and Diversity Committee with exploring ways to better support these issues in the future through the annual diversity and equity survey.
5. The Director of EDID currently supports all of King's, including the School of Social Work. Therefore, expanding their current role within the School of Social Work is not feasible regarding placement supervisors and agencies. In their role, they currently support BIPOC students by attending Educational Reviews to bring an EDID lens to the process, offers practicums to SW students, and advises the School on a case-by case basis.

Faculty: The Faculty supports the School's responses, especially the utilization of resources and connections with the Western Centre for Teaching and Learning regarding universal design in learning. The Faculty is looking at ways of promoting the Certificate in Universal Design newly developed by the CTL.

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
<p>Recommendation #1 Support the King’s Community Service Centre (KCSC) and the SAFE practicum projects and/or work with community partners/stakeholders who can support these projects with human resources - specifically, social work supervisory positions that will manage and supervise students in field placements in these programs.</p>	<ul style="list-style-type: none"> Advocate for KCSC Clinical Supervisor’s role to be made permanent. Redefine the role of King’s Campus and Community Social Worker and advocate for it to be converted to a 1.0 FTE from the 2025-2026 fiscal year. 	Director	By May 2025
<p>Recommendation #2: Work toward enhancing how School decisions, processes and changes are communicated to students so that any perceptions related to lack of transparency and inconsistency can be addressed and reduced. Consider including student representation and voting rights on the Student Council.</p>	<p>Explore ways to better communicate decisions and decision-making processes to the student body, such as:</p> <ul style="list-style-type: none"> Implement a monthly newsletter Add a Q&A section to the website that addresses questions raised by student during the academic year. Ensuring student voice and vote on a new Policy Committee. 	Director	By September 2024
<p>Recommendation #3 Continue addressing issues of diversity, representation, and inclusion within the broader program context.</p>	<ul style="list-style-type: none"> Review the curriculum for EDID content with a contracted group of students and follow-up with faculty members at an upcoming retreat. Invite Western’s Centre for Teaching and Learning to facilitate a workshop on universal design. Maintain current supports that facilitate accommodation requests; and work with the Equity and Diversity Committee to explore ways to better support these issues in the future through the annual diversity and equity survey. 	Director	<p>By December 2024</p> <p>By May 2025</p> <p>By April 2025</p>

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)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on September 4, 2024, ACA approved the recommendation of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate programs in Gender, Sexuality, and Women’s Studies, History and Social Work.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Arts and Humanities and Social Science	Gender, Sexuality, and Women’s Studies	February 1-2, 2024	Good Quality
Social Science	History	January 15-16, 2024	Good Quality
King’s University College	Social Work	March 11-13, 2024	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Gender, Sexuality, and Women’s Studies](#)

[Final Assessment Report – History](#)

[Final Assessment Report – Social Work, King’s University College](#)



Gender, Sexuality & Women's Studies
Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	Arts and Humanities / Social Science	
Degrees Offered	MA, PhD	
Date of Last Review	2014-2015	
Approved Fields	Feminist Theory Health and Embodiment Representation and Cultural Production Globalization, Equity and Social Structures Sexuality	
External Reviewers	Dr. Leila Harris, Institute for Gender, Race, Sexuality and Social Justice University of British Columbia	Dr. Sailaja Krishnamurti, Department Head of Gender Studies Queen's University
Internal Reviewers	Dr. Kevin Mooney, Associate Dean (Graduate) Don Wright Faculty of Music	Adira Daniel, Ph.D. Candidate, Psychology Faculty of Social Science
Date of Site Visit	February 1 & 2, 2024	
Date Review Report Received	May 17, 2024	
Date Program/Faculty Response Received	Program – May 9, 2024 Faculty – May 10, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 24, 2024 ACA: September 4, 2024 Senate (for information): September 13, 2024	
Year of Next Review	Year of next cyclical 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 Gender, Sexuality & Women's Studies Graduate Programs delivered by the Faculty of Arts and Humanities.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Dean, Faculty of Arts and Humanities.

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

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

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

Executive Summary

The graduate program in the Department of Gender, Sexuality and Women's Studies (GSWS) started in 2007 with an MA degree, followed by the PhD degree in 2009. GSWS is an interdisciplinary department that is located within both the Faculties of Arts and Humanities and Social Science. The MA is a one-year, non-thesis degree that runs from September to August. Two curriculum options are offered: a course-based MA and a project-based option. The PhD is a four-year program (12 terms). As of May 2023, there were 7 students enrolled in the MA program and 32 students enrolled in the PhD program.

To inform the program's self-study, dedicated consultation – either through retreats, meetings, focus groups or surveys – took place with core, affiliate and part-time faculty members, departmental staff, current students and alumni.

The external reviewers shared a positive assessment of the Gender, Sexuality and Women's Studies Programs. They offer nine recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- A particular depth of expertise in feminist theory, which makes the program unique in Canada.
- In addition to core faculty members, the program features a network of 60 affiliate faculty members situated across six Faculties at Western University.
- The traditional PhD comprehensive examination structure has been replaced with *either* the design of two undergraduate courses, one second year (breadth) course and one fourth year course (depth) *or* the design of one second year course (breadth) and a research paper (depth).
- An annual conference in the spring enables MA students to present their research projects to an audience comprised of the GSWS community.
- Participation in collaborative specializations *Migration and Ethnic Relations* and *Transitional Justice and Post-Conflict Reconstruction* enables students to explore their interest in pursuing feminist/intersectional research.
- The Scholarly Practicum course option enables MA and PhD students to obtain experiential learning for up to 1.0 course credit. The practicum involves students conducting research for a community-based organization under the supervision of a community and academic supervisor.
- Sense of community and supportive culture result in strong cohort experience which has led to collaborative research experiences.
- Student success during and after the program, as exemplified by: 1) strong track record of publication and success in securing funding for doctoral studies from varied sources - Vanier Scholarships, OGS, SSHRC, Trillium; 2) alumni succeeding in academic positions - obtaining prestigious postdoctoral fellowships, work in organizations in their fields of expertise; 3) alumni noting that the skills they developed in critical analysis, teaching, communication,

presentation, research design and implementation have been extremely helpful in securing employment and achieving their career goals.

- Dedicated PD opportunities for: 1) teaching; 2) research; and 3) conference organization, planning, and presenting
- Students consistently highlight the program's interdisciplinarity as a strength and the rewards that come from learning about topics from different disciplinary points of view.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Applications have been decreasing and top applicants do not always accept admission offers as this program cannot compete with other universities that offer 5 years of funding.
- For both MA and PhD students, the amount of funding per student has remained relatively stable despite significant increases in the cost of living.
 - o International students are restricted from applying for many external scholarships (e.g., SSHRC) and international OGS awards are few.
- Increasingly, it is recognized that faculty who belong to one (or more) minoritized groups bear an exceptionally high demand for both student and peer mentoring.
- Students and faculty identified the need for professional development (PD) workshops to continue after coursework.
- Managing workload for joint appointments across units (within and across faculties) continues to be an issue.
- Continued concern about the number of PhD students who are unable to complete their degrees in four years.
- Revisiting the possibility of concentrating faculty expertise to further build on research and teaching in critical health humanities with a view to revisiting an earlier proposal to introduce an Interdisciplinary Development Initiative in this area.

Review Process

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

- Vice Provost, School of Graduate & Postdoctoral Studies
- Associate Vice-Provosts, School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Dean, Faculty of Arts and Humanities
- Associate Dean, Faculty of Arts and Humanities
- Department Chair
- Graduate Chair

- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students
- Program Alumni

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 Gender, Sexuality and Women's Studies Program and Decanal responses form the basis of this Final Assessment Report (FAR). The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that they *“were impressed with the GSWS program, the training it is providing, and the quality of the research and graduate students. The program has a strong faculty contingent, is contributing to the curriculum and strategic directions of the university in important ways, has dedicated staff, faculty are clearly committed to student learning and success [...]. This is clearly a valuable program for the university and the community.”*

Strengths of the Program

- GSWS faculty are well trained and well-respected regarding research and teaching. There is significant breadth and depth of expertise across both the core and affiliate faculty members.
- Pool of affiliates associated with the GSWS program is extensive. As such, there is strong coverage across a range of issues, concerns, and thematic expertise.
- Exemplify commitment to interdisciplinary scholarship and teaching, and serves as a key example of academic programs that bridge to community and societal concerns.
- Diverse staff and faculty as well as thematic and intellectual leadership on concerns related to EDI significantly contributes to achieving the University's EDI objectives.
- The program attracts students with diverse backgrounds and interests, which is of benefit to the university as a whole.
- Cross-appointed faculty between GSWS and Indigenous studies strengthen the linkages with other areas of study.
- Alternate admission pathways for non-traditional students, especially practitioners.

- One-year MA program is well suited to the needs of diverse student learners.
- Students have expressed satisfaction with the training and credited this program for their success in academic careers.

Prospective Improvements for the Program to Consider

- Faculty support and mentorship for pre-tenure Black faculty to ensure career development and program sustainability. (*Embedded in Recommendation #1*)
- Review formal communications channels and approaches across the unit and their role in fostering and maintaining program community. (*Embedded in Recommendation #2*)
- Strengthen the connection between gender, race, sexuality, Indigeneity and decolonization. For instance via increased linkages with Indigenous Studies. (*Embedded in Recommendation #3*)
- Clarify structure and objectives of the practicum component. (*Embedded in Recommendation #4*)
- For PhD students: 1) clarify the candidacy requirements; 2) ensure applicability of methods course taught to students; 3) review the professional development course with respect to relevance and timing; 4) review timelines for completion and support given to PhD students who are required to continue paying tuition fees while not progressing towards completion. (*Embedded in Recommendations #5 & #6*)
- Issues impacting the one-year MA are 1) communication of the expectations regarding the scope of research for the one-year MA from application to completion stages; 2) increased coursework, and limited one-year timeline make it challenging for students to conduct primary research with human participants and archival research. (*Embedded in Recommendation #6*)
- Reconsider the goals, focus and timeline of the program, create a more flexible format where students select between a course-based IRP and a thesis-based MA program. (*Embedded in Recommendation #6*)
- It is worrisome that international students are not afforded any TA opportunities, even with suitable training and background. (*Embedded in Recommendation #7*)
- Explore creative recruitment strategies as a response to a decline in domestic applications and examine funding options for international students. (*Embedded in Recommendation #7*)
- Clarification regarding inter-faculty funding would reduce complexities around TA funding, teaching releases or assignments, more complex. (*Embedded in Recommendation #8*)
- Minoritized faculty bear an exceptionally high demand for both student and peer mentoring. (*Embedded in Recommendation #9*)

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
<p>Recommendation 1: Faculty Resources</p> <p>a) Sessional faculty who are already working with graduate students should be allowed to supervise them.</p> <p>b) Recent faculty hires affiliated with Black Studies and Indigenous Studies be offered appropriate mentorship and career development support.</p> <p>c) Reflect on a mentorship and succession plan for leadership /administrative roles, and also create a plan for strategic hiring needs going forward.</p>	<p>Program:</p> <p>a) Discuss at a department meeting how limited duties appointments could be involved in the (co)supervision or other mentoring of Master’s students. Explore the possibility of LD faculty members co-supervising MA Independent Research Projects (IRPs), as they cannot receive Masters-level SGPS membership. Consult with the Dean on how LD faculty members could be compensated for supervisory labour.</p> <p>b) Consult with newer faculty members affiliated with Black Studies and Indigenous Studies programs to explore the kinds of mentorship and support they need to participate in GSWS’ graduate programs. Discuss career development support for faculty members associated with Black Studies and Indigenous Studies with the Office of Equity, Diversity and Inclusion and the Deans of the Faculties of Social Science and Arts & Humanities.</p> <p>c) Two strategic planning sessions will be planned for the fall of 2024; the first session will focus on developing mentorship and succession plans for leadership/administrative roles and identifying strategic hires. This discussion should also consider workload equity for EDIDIA faculty members.</p> <p>Faculty: The Dean’s Office:</p> <p>a) agrees with the program’s response: those with LD appointments cannot hold Masters or Doctoral SGPS membership and as a result cannot supervise students. In addition, given that their employment is for a single semester, it is not feasible to ask them to take on supervisory duties.</p> <p>b) fully supports that faculty members associated with the Black Studies and Indigenous Studies programs are made aware of the mentorship opportunities at Western, as well as other supports.</p> <p>c) will support any discussion of strategic hiring, mentorship and succession plans for leadership in the department.</p>

<p>Recommendation 2: Community and Communication Program and unit leadership should explore: a) strategies to foster and maintain a culture of respect and transparency. b) creative strategies for rebuilding the sense of community, especially among newer members.</p>	<p>Program: a) At the May 2024 department meeting, discussion will be aimed at developing specific strategies to assist in rebuilding community and strengthening departmental culture in 2024-25. The reviewers' recommendations and issues explored in the self-study will be discussed. b) The Graduate Chair will consult with students to elicit feedback on how they would like to participate in (re)building community and the barriers they experience that curtail their participation in departmental activities.</p> <p>Faculty: The Dean's Office is confident that the department will identify strategies to bolster a culture of respect and transparency.</p>
<p>Recommendation 3: Internal interdisciplinarity Greater support for interdisciplinarity, which could include cross-listing courses, collaborative teaching, and cross-curriculum course development.</p>	<p>Program: The Department Chair and Graduate Chair will lead a discussion on supporting interdisciplinarity within GSWS graduate programming. The self-study will be consulted where affiliate members suggested a number of strategies for faculty-student engagement across disciplines. This session will consider how and where ties could be strengthened with the Faculty of Social Science, as identified in the reviewers' report.</p> <p>Faculty: The Faculty of Arts and Humanities fully supports interdisciplinary research and will consider all suggestions from the department.</p>
<p>Recommendation 4: Practicum Greater support, including funding, is needed to show students how it could be integrated into their programs at the PhD and the MA levels.</p>	<p>Program: In the Fall 2024, the Graduate Program Committee will consult faculty and students who have participated in the scholarly practicum to get feedback on the strengths and limitations of its current structure and should consider the development of practica with existing community-based organizations, including those that are led by GSWS alumni, which were identified during the self-study. This discussion should also involve community-engaged learning resources at Western who can provide guidance on these issues.</p> <p>Faculty: The department has a clear plan for assessing the practicum component.</p>

<p>Recommendation 5: Professional development across career goals Consider breaking the pro-seminar professional development into modules or workshops that can be taken according to needs and interest through the programs.</p>	<p>Program:</p> <ul style="list-style-type: none"> • A sub-committee on Professional Development (PD) will be established by the Graduate Program Committee and will involve faculty and students. This committee will explore alternative structures (e.g., modules) for PD in addition to, or in replacement of, the required course. This sub-committee should compile PD opportunities that already exist for students at Western, at other universities, and online and consult with students and faculty about strengths and gaps in PD in the graduate program. • Consider establishing a sub-committee on Methods. This committee should consult with students to gather information about the kinds of training they would like; compile a list of methods courses and resources currently available to students at Western, at other universities, and online; and consider how methods seminars could be delivered informally by faculty, affiliates, and upper-year graduate students, and additionally serve as sites of community building and professional development. <p>Faculty: The program’s proposal to create sub-committees on professional development and methods will address this concern. Note that Western already offers a broad suite of professional development opportunities with the Own Your Future program.</p>
<p>Recommendation 6: REB and 1 year MA: a) Explore strategies that would allow REB clearance to be more streamlined for MA students. b) Offer training and prepare proposals and REB protocols in Term 1 for MA students interested in human subjects’ research. c) Supervisors should guide incoming students in choosing projects that are appropriate in scale and timeline for the MA level. d) Options for students seeking training in human subjects research could include part of a project in the methods course, or a course-based practicum. e) Offer an additional term (16 months) program to students seeking to do research with human participants or more intensive publication-oriented research.</p>	<p>Program:</p> <ol style="list-style-type: none"> a) The Graduate Chair will consult with REB about whether an expedited process is possible for MA students working within a 1-year timeline. b) The feasibility of this strategy will be explored by the Graduate Program Committee as part of a broader discussion on how to potentially modify the MA program (see e, below). A review of the degree structures of other gender/sexuality/women’s studies programs in Canada would be helpful in undertaking this discussion to explore the merits and limitations of the different structures and to ascertain what faculty resources are necessary to support the desired degree structures. c) In keeping with the current IRP structure and guidelines, supervisors actively provide mentorship to students to help them undertake projects that are feasible within the 1-year time limit. d) This has been included in the required Feminist Methodologies course in the past. The Graduate Program Committee will consider how this could be integrated into the graduate curriculum at the MA level. e) The Graduate Program committee will discuss a possible expansion of the MA program to include a 16- or 24-month thesis option. <p>Faculty: The Dean’s Office agrees with the program that completing ethics review within a one-year MA is not feasible. Any modifications to the length of the MA program will be reviewed by the Associate Dean (Graduate) before being sent to SUPR-G as a major modification.</p>

<p>Recommendation 7 Funding for International MA students: Explore ways of enhancing funding and lifting the present restriction that does not permit international students to serve as TAs.</p>	<p>Program: This has been an ongoing discussion at the Arts & Humanities Graduate Chairs meetings. The Program anticipates that this discussion will continue and hopes that providing TA funding for international MA students will gain further traction and effect a positive outcome in response to these recommendations.</p> <p>Faculty: Funding of graduate students is re-considered each year.</p>
<p>Recommendation 8: University governance and interdisciplinarity: Collaborate at the unit, faculty, and university-wide levels to overcome financial and governance obstacles that at times restrict interdisciplinary engagement.</p>	<p>Program: During a strategic planning session, the Department Chair will lead a discussion for faculty and students to reflect on barriers to and supports for interdisciplinary engagement that will support the graduate curriculum and graduate student experience.</p> <p>Faculty: As noted in point 3 above, the Faculty of Arts and Humanities fully supports interdisciplinary research and will consider all suggestions from the department. Given that no specific barriers were mentioned in the recommendation, we await feedback from the department.</p>
<p>Recommendation 9: Contributions to institutional EDI: a) Proactively support the work of the unit on EDI, given the leadership that is being provided across campus by faculty, staff, and students. b) Provide appropriate resources and support for GSWS (graduate programs, affiliated programs, and the department) to recognize that a perennial challenge relates to the high demands that many of the faculty and students in this program face.</p>	<p>Program: The Program agrees that it is crucial for the Faculty and the University to acknowledge the contributions of GSWS to the strategic directions of the university that pertain to interdisciplinarity, community-engaged research, and EDIDI; but, are unclear as to how the university could better recognize and “proactively support” the work of faculty and students in this regard. The Program will explore what resources and supports are required to offset the challenges associated with the demands imposed by taking on this labour in addition to normal workload associated with research, teaching, and service. This discussion will be led by the Department Chair during Department meetings in the fall of 2024. The results of these discussions will be communicated with the Dean and Office of Equity, Diversity and Inclusion as appropriate.</p> <p>Faculty: The Faculty and the University do recognize the important work that GSWS does for EDI.</p>

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation 1: Faculty Resources b) Recent faculty hires affiliated with Black Studies and Indigenous Studies be offered appropriate mentorship and career development support. c) Reflect on a mentorship and succession plan for leadership /administrative roles, and also create a plan for strategic hiring needs going forward.</p>	<ul style="list-style-type: none"> Meet with newer faculty members in Black Studies and Indigenous Studies, to identify the kinds of mentorship and support needed for their participation in GSWS’ graduate programs. Discuss career development support for Black Studies and Indigenous Studies faculty members with the Office of Equity, Diversity and Inclusion and the Deans of the Faculties of Social Science and Arts & Humanities. Plan and host two strategic planning sessions in fall 2024 to focus on: 1) developing mentorship and succession plans for leadership/administrative roles and identifying strategic hires; 2) workload equity for EDIDIA faculty members; and 3) barriers to and supports for interdisciplinary engagement. 	Graduate Chair Department Chair	By December 2024
<p>Recommendation 2: Community and Communication Program and unit leadership should explore: a) strategies to foster and maintain a culture of respect and transparency. b) creative strategies for rebuilding the sense of community, especially among newer members.</p>	<ul style="list-style-type: none"> Discuss specific strategies needed to rebuild community and strengthen departmental culture at an upcoming departmental meeting/retreat and develop an actionable plan. Meet with students to discuss how they would like to participate in (re)building community and identifying barriers and facilitators to their participation in departmental activities. Discuss community building approaches well suited to cohorts of students who have limited ability to attend campus in person. 	Graduate Chair Department Chair	By December 2024

<p>Recommendations 3 and 8: Interdisciplinarity Greater support for interdisciplinarity, which could include cross-listing courses, collaborative teaching, cross-curriculum course development and identifying governance obstacles that at times restrict interdisciplinary engagement.</p>	<p>Focus discussion at a dedicated strategic planning session on:</p> <ul style="list-style-type: none"> • supporting interdisciplinarity within GSWS graduate programming; • reviewing strategies for faculty-student engagement across disciplines that were proposed by affiliate members in the Self-Study; • considering areas for strengthening collaboration with the Faculty of Social Science; and • barriers to, and supports for, interdisciplinary engagement. 	<p>Graduate Chair Department Chair</p>	<p>By December 2024</p>
<p>Recommendation 4: Practicum Greater support, including funding, is needed to show students how it could be integrated into their programs at the PhD and the MA levels.</p>	<ul style="list-style-type: none"> • Consult faculty and students who have participated in the scholarly practicum to get feedback on the strengths and limitations of its current structure. • Consider the development of practica with existing community-based organizations, including those that are led by GSWS alumni. • Involve community-engaged learning support teams at Western who can provide guidance on these issues. 	<p>Graduate Program Committee</p>	<p>By December 2024</p>
<p>Recommendation 5: Professional development across career goals Consider breaking the pro-seminar professional development into modules or workshops that can be taken according to needs and interest through the programs.</p>	<ul style="list-style-type: none"> • Establish a sub-committee on Professional Development (PD) which will involve faculty and students and will 1) explore alternative structures for PD in addition to, or in replacement of, the required course; 2) compile PD opportunities that already exist for students at Western, at other universities, and online; and 3) consult with students and faculty about strengths and gaps in PD in the graduate program. • Establish a sub-committee on Methods which consult with students 1) to ascertain the kinds of training they would like; 2) compile a list of methods courses and resources currently available to students at Western, other universities, and 	<p>Graduate Program Committee</p>	<p>By June 2025</p>

	<p>online; and 3) explore varying ways of delivering methods seminars.</p>		
<p>Recommendation 6: REB and 1 year MA: a) Explore strategies that would allow REB clearance to be more streamlined for MA students. b) Offer training and prepare proposals and REB protocols in Term 1 for MA students interested in human subjects' research. c) Supervisors should guide incoming students in choosing projects that are appropriate in scale and timeline for the MA level. d) Options for students seeking training in human subjects research could include part of a project in the methods course, or a course-based practicum. e) Offer an additional term (16 months) program to students seeking to do research with human participants or more intensive publication-oriented research.</p>	<ul style="list-style-type: none"> • Explore whether an expedited REB process is possible for MA students working within a 1-year timeline. • Explore degree structures of other gender/sexuality/ women's studies programs in Canada to examine the merits and limitations of the different structures and to ascertain what faculty resources are necessary to support the desired degree structures. • Consider how training in human subjects research could be integrated into the graduate curriculum at the MA level. • Discuss a possible expansion of the MA program to include a 16-, 20- or 24-month thesis option. 	<p>Graduate Chair Graduate Program Committee Dean's Office</p>	<p>By January 2025</p>
<p>Recommendation 7 Funding for International MA students: Explore ways of enhancing funding and lifting the present restriction that does not permit international students to serve as TAs.</p>	<ul style="list-style-type: none"> • Continue examining options to enhance funding for international MA students, as well as mechanisms that would allow for these students to serve as TAs (or similar roles). • Re-examine program learning outcomes to ensure that none are directly associated with TAs experiences, which might imply an inequity between domestic and international students and their ability to serve as TAs. 	<p>Graduate Chair</p>	<p>Ongoing</p>

<p>Recommendation 9: Contributions to institutional EDI: a) Proactively support the work of the unit on EDI, given the leadership that is being provided across campus by faculty, staff, and students. b) Provide appropriate resources and support for GSWS (graduate programs, affiliated programs, and the department) to recognize that a perennial challenge relates to the high demands that many of the faculty and students in this program face.</p>	<p>Explore what resources and supports would be required to offset the challenges associated with the demands imposed by taking on this labour in addition to normal workload associated with research, teaching, and service.</p> <ul style="list-style-type: none">- Communicate the results of these discussions with the Dean’s Office and the Office of Equity, Diversity and Inclusion as appropriate.	<p>Department Chair</p>	<p>By December 2024</p>
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History
**Final Assessment Report &
Implementation Plan**
May 2024

Faculty / Affiliated University College	Social Science	
Degrees Offered	MA, PhD	
Date of Last Review	2015-2016	
Approved Fields	Public History	
External Reviewers	Dr. Catherine Carstairs, Department of History University of Guelph	Dr. Allison Marsh, Department of History University of South Carolina
Internal Reviewers	Dr. Tom Drysdale, Associate Dean Schulich School of Medicine & Dentistry	Nathan Pagliaroli, Ph.D. Candidate, Mathematics
Date of Site Visit	January 15 & 16, 2024	
Date Review Report Received	February 5, 2024	
Date Program/Faculty Response Received	Program – May 15, 2024 Faculty – May 17, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 24, 2024 ACA: September 4, 2024 Senate (for information): September 13, 2024	
Year of Next Review	2031-2032	
Progress Report	June 2027	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Graduate History Program delivered by the Faculty of Social Science.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Science.

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

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

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

Executive Summary

History was first taught as a separate discipline at Western in 1895. The first Master's thesis in History was defended in 1903 and the Ph.D. degree introduced in 1964.

The Graduate History Program has deep strengths in the histories of Canada and the United States, and the history of international relations and conflict. The regular MA program has two curriculum options: 1) The project-based option is a 3 term (12 month) program that requires the completion of six one-term courses and a research essay; 2) The thesis option is a 6 term (two year) program that also requires six one-term courses and a thesis based on original scholarship. Total enrolment in the MA in 2021-22 was 41. The PhD program requires completion of four one-term courses, a one-term course in Professional Development, a working knowledge of a second language as tested by a translation exercise, the completion of comprehensive exams in three fields, a dissertation proposal and proposal defense, and the dissertation and its defense. Total enrolment in the PhD in 2021-22 was 33.

The self-study was informed by separate surveys to the MA and PhD programs in May 2023, as well as by data collected as part of changes to the graduate program in 2021.

The external reviewers shared a positive assessment of the graduate History Program. They offer seven recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The Public History MA field is among the first of its kind in Canada, and has achieved significant recognition both in Canada and internationally.
 - o Since 2008, 93% of graduates have secured employment in the public history field upon graduation.
- Two endowed lecture series widely recognized as being among the most important history lecture series in Canada.
- Strong community partnerships and relationships with a range of institutions including Culture; Heritage; Tourism; Government; Education; and Media; which enable students to access intensive internships with local, provincial, national, international heritage and cultural institutions.
- The program hosts dedicated professional development workshops. PhD students take professional development courses in the winter term of their second year and the Public History Professional Development Series provide networking opportunities.
- Students have opportunities to pursue collaborative graduate programs - Environment and Sustainability, Migration and Ethnic Relations, and Transitional Justice and Post-Conflict Reconstruction.
- Robust mechanism to engage students and elicit their feedback which is used in program planning – for instance, enhanced promotion of wellness, offering

greater variety of courses, providing more training to graduate students in leading tutorials and marking papers.

- MA student comments stressed the approachability of the faculty and staff, the strong quality of the courses and the rigor of the classes.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Even though gender balance has been achieved, other forms of faculty diversity require further effort.
- Ongoing need to explore additional funding opportunities for students, including funding a fifth year.
- Enrolment declining for the MA thesis option.
- MA and PhD students indicated a need for more attention to preparing students for their teaching responsibilities by the graduate program.
 - o Students desire more extensive guidance in leading tutorials and in commenting on and marking essays and exams.
- A third of the PhD student respondents thought more had to be done to build a sense of community in the program.

Review Process

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

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Dean of the Faculty of Social Science
- Associate Graduate Dean, Social Science
- Department Chair
- Graduate Chair
- Associate University Librarian
- Department Staff
- Program Faculty Members
- Graduate Students

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

to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers shared that *“this is a very good program with well-qualified faculty, a healthy number of graduate students, attentive supervision, and an excellent array of supports and resources for their graduate students, including a wide array of professional development opportunities and seminar series.”*

Strengths of the Program

- The faculty are very strong in international relations and have global networks for presenting and disseminating their research work.
- Faculty are clearly passionate about their teaching and care deeply about student success.
- Substantial internship opportunities, some of which are funded by the department and others funded by outside organizations.
- Students participate in a wide variety of local, regional, national, and international conferences.
- BIPOC students expressed that faculty and program are supportive and scholarships are available to underrepresented groups.
- The program’s collaboration with King’s, Huron and practicing professionals expand intellectual and practical opportunities for students.
- The public history program at the MA level is particularly innovative. It is one of very few public history programs across the country and the students are involved in in-depth group projects over the course of their degree.
 - o The public history program has strong links with local institutions.

Prospective Improvements for the Program to Consider

- Revisit and recalibrate evidence of student achievement of program learning outcomes. *(Embedded in Recommendation # 1)*
- Factor in anticipated retirements and consider succession planning – which is necessary for program sustainability. *(Embedded in Recommendation # 2)*
- The concentration of supervision among three faculty members, both currently and historically, is concerning. *(Embedded in Recommendation # 2)*
- Consider ways of sustaining cooperative arrangements with Huron, King’s and practicing professionals which are presently maintained by goodwill and personal relations. *(Embedded in Recommendation # 2)*
- Review the workload expectations of the MA and PhD students and explore options of aiding with program completion within the funding period; as this

contributes to notable levels of stress and anxiety expressed by students.
(*Embedded in Recommendation # 3*)

- Funding packages could be improved if faculty members had more access to Tri-Council funding, SSHRC and other sources of external funding. (*Embedded in Recommendation # 4*)
- Review the curriculum to ensure that the history of colonization, global racism, gender history and the history of disability are being covered across the program. (*Embedded in Recommendation # 5*)
- Students and faculty are largely unaware of the joint MA/JD option. (*Embedded in Recommendation # 6*)
- Examine prospects for broader faculty involvement and responsibility for the experiential learning projects in the public history program. (*Embedded in Recommendation # 7*)
- Enhance student participation in the workshop and lecture series.

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
<p>Recommendation 1: Re-examine the learning outcomes to ensure that they are achievable in the funding period, most particularly the demand that the cognate paper be similar to a peer-reviewed article and that the dissertation be similar to a scholarly monograph. The department also needs to be more deliberative in how the learning outcomes will be achieved by students.</p>	<p>Program: The language in the Department’s Graduate Program Handbook has now been revised to make clear that MA cognate essays and theses and doctoral dissertations are meant to provide a foundation for a publication, not to be immediately publishable.</p> <p>The department believes that its courses do achieve these Learning Outcomes; they are the heart of all academic endeavors. The Department Chair will continue to prioritize these outcomes in selecting graduate courses and in asking members of the faculty to develop new courses. For example, in 2024-25 the Department will for the first time offer a graduate course on Indigenous history, taught by a new History faculty member who is an expert in the field. Efforts to achieve these Learning Outcomes are ongoing.</p> <p>Faculty: The Dean’s Office supports the response of the program to date and appreciate the plan for ongoing deliberation on how learning outcomes are achieved among History faculty, graduate students, and staff.</p>
<p>Recommendation 2: Conduct an impact study and devise a succession plan to ensure the long-term success of the graduate program in the face of pending retirements or unexpected illness. Consider how losing key individuals will directly affect course offerings (geographically, temporally, and thematically) and supervision of graduate students. Consider how losing multiple faculty will shape the future of the program. This impact study should also include the effects of losing faculty at King’s and Huron who supervise significant numbers of graduate students.</p>	<p>Program: This is an extremely serious issue, but it is not a problem that the department can solve, or at least not on its own. The greying of the faculty has not been accompanied by many new appointments. There are no retirements of PhD supervisors currently announced. Most importantly, the department cannot know when faculty will retire. If a PhD supervisor retires, all efforts will be made to find the most suitable replacement possible at that time. The department has no jurisdiction concerning faculty at affiliate colleges.</p> <p>Faculty: The program is correct in noting that some aspects of this recommendation are not entirely under its control. The Dean’s Office is committed to supporting this program, given multiple demands on the Faculty’s budget at present and in the near future.</p>

<p>Recommendation 3: Reduce the number of required courses for the PhD program and the MA thesis option and consider reducing the number of required courses for the MA cognate option.</p>	<p>Program: Both the Graduate Committee and the department faculty have discussed this recommendation. There was little support for the recommendation that the number of courses required for the MA thesis and cognate essay be reduced. The program believes that MA students benefit from the rigorous study of current historical scholarship on the range of subjects examined in our courses; and, the number of courses required is not atypical when compared with other Ontario universities, and considering that the MA thesis is funded for two years. Opinions were divided with respect to the recommendation that the number of courses required of doctoral students be reduced.</p> <p>Faculty: The Dean’s Office notes History faculty members’ mixed viewpoints regarding this suggestion and support their plans for ongoing discussion regarding whether reducing the number of courses is consistent with the vision for the program.</p>
<p>Recommendation 4: Faculty members should be applying for Tri-Council funding to provide more funding for their PhD students.</p>	<p>Program: The program agrees with this recommendation. The Associate Dean (Research) gave an invited presentation on the support his office provides for funding applications at the April 2024 Department meeting.</p> <p>Faculty: Dean’s Office strongly agrees with this suggestion and have asked History program leadership to consider ways to motivate program faculty to seek Tri-council funding at increased rates, relative to the past.</p>
<p>Recommendation 5: Review all current syllabi and field reading lists noting the diverse perspectives in topics and authors, as a benchmark exercise. Revisit this in three years and at the next formal review to see if there is a trend towards more inclusivity.</p>	<p>Program: The program disagrees with this recommendation and does intend to continue department discussions aimed at encouraging the inclusion of diverse perspectives in the syllabi. Preference is for a more collaborative process that respects faculty expertise, rather than a top-down check-box process.</p> <p>Faculty: The program has argued that this recommendation need not be implemented as the current syllabi emphasize diverse perspectives. Program leaders note various initiatives already in place to maintain student exposure to diverse vantage points.</p>
<p>Recommendation 6: Either eliminate the JD/MA program or promote it. Advertise Western’s three collaborative graduate programs more effectively.</p>	<p>Program: The Department has voted to eliminate the JD/MA program; and will promote the three collaborative graduate programs more effectively.</p> <p>Faculty: The department has decided to proceed with eliminating the JD/MA program and has articulated plans for enhancing the visibility of its three collaborative programs as well.</p>

<p>Recommendation 7: Find ways of involving more faculty in their impressive public history program to ensure its stability and prevent burnout among faculty.</p>	<p>Program: The History Department Chair and Graduate Chair met with the leaders of the Public History field to discuss how more members of the History Department, and faculty from other Western departments, might teach Public History courses. This possibility will be pursued in the coming year.</p> <p>Faculty: The program is engaging in ongoing discussion with its faculty members concerning ways to support the public history field.</p>
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Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Be more deliberative in how the learning outcomes will be achieved by students.</p>	<ul style="list-style-type: none"> Continue to prioritize outcomes in selecting graduate and in the development of new courses. Consider undertaking a dedicated curriculum mapping exercise that would aid in better articulating how outcomes align with courses and milestones and where any gaps or redundancies may exist. 	Graduate Chair	Ongoing
<p>Recommendation #2: Conduct an impact study and devise a succession plan to ensure the long-term success of the graduate program in the face of pending retirements.</p>	<ul style="list-style-type: none"> Discuss faculty renewal needs and options with the Dean’s Office. Develop a succession plan for the next two Graduate Chairs. Assist with any challenges involving the need to replace supervisors, should circumstances require it. 	Department Chair Associate Dean (Graduate) and Graduate Chair	By Dec 2024

<p>Recommendation #3: Reduce the number of required courses for the PhD program and the MA thesis option and consider reducing the number of required courses for the MA cognate option.</p>	<ul style="list-style-type: none"> ○ Dedicate discussion at the fall Department meetings, and at a possible fall retreat, to the appropriate number and ideal types of graduate courses for PhD students. 	<p>Graduate Chair</p>	<p>By Dec 2025</p>
<p>Recommendation #4: Faculty members should be applying for Tri-Council funding to provide more funding for their PhD students.</p>	<ul style="list-style-type: none"> ● Work with the Office of the Associate Dean Research in support of funding applications. 	<p>Department Chair</p>	<p>Ongoing</p>
<p>Recommendation #5: Review all current syllabi and field reading lists noting the diverse perspectives in topics and authors. Revisit this in three years and at the next formal review to see if there is a trend towards more inclusivity.</p>	<ul style="list-style-type: none"> ● Continue department discussions aimed at encouraging the inclusion of diverse perspectives in the syllabi. <ul style="list-style-type: none"> ○ Evaluate outcomes of these discussions in three years (in the standard progress report). 	<p>Graduate Chair</p>	<p>By June 2027</p>
<p>Recommendation #6: Either eliminate the JD/MA program or promote it. Advertise Western’s three collaborative graduate programs more effectively.</p>	<ul style="list-style-type: none"> ● Prepare a submission for the closure of the JD/MA program. ● Promote the three collaborative graduate programs at the: <ul style="list-style-type: none"> ○ orientation for new graduate students ○ summer meetings with in-coming students ○ any other information session ○ and among faculty members 	<p>Graduate Chair</p>	<p>By Dec 2024</p>
<p>Recommendation 7: Find ways of involving more faculty in their impressive public history program to ensure its stability and prevent burnout among faculty.</p>	<ul style="list-style-type: none"> ● Liaise with faculty members in the History Department to determine interest and availability to teach Public History courses. ● Consider possible changes to the 2025-26 timetable to incorporate additional faculty into the teaching of a required Public History course. 	<p>Graduate Chair</p>	<p>By Dec 2024</p>



Master of Social Work
Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	King’s University College	
Degrees Offered	Master of Social Work (MSW)	
Date of Last Review	2015-2016	
Approved Fields	None	
External Reviewers	Dr. Louise Stern, School of Social Work Vancouver Island University	Dr. Diana Coholic, School of Social Work Laurentian University
Internal Reviewer	Dr. Elizabeth Hayden, Associate Dean Graduate Faculty of Social Science	Daniel Amoak PhD Student Geography and Environment
Date of Site Visit	March 11-13, 2024	
Date Review Report Received	April 4, 2024	
Date Program/Faculty Response Received	Program: May 7, 2024 Faculty: May 7, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 24, 2024 ACA: September 4, 2024 Senate (for information): September 13, 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 Master of Social Work Program delivered by the School of Social Work, King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Academic Dean, King’s University College.

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

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

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

Executive Summary

The Master of Social Work (MSW) was initially offered as a part-time option in September 2003 allowing students to complete their degree over nine terms (three years). In September 2007 a full-time option was introduced allowing students to complete their degree over three terms (one year). Admission of a separate part-time cohort has since been discontinued. In its current form, the MSW is a direct practice (non-thesis) program designed to develop and enhance the knowledge and practice skills of social work professionals. The program is course-based with a practicum. The School offers two curriculum options: a one-year advanced program for students that have previously completed a Bachelor of Social Work and work experience in the field and a two-year option for students who hold an undergraduate degree in another discipline. Total enrolment in the two-year option in 2021-22 was 43, with total enrolment in the one-year option at 20 in the same academic year.

The self-study included a full review and mapping of the Graduate Degree Level Expectations and Program-Level Learning Outcomes. All faculty (full- and part-time) outlined where and how outcomes were captured in their courses. Analysis of these data was supported by a team of graduate students. Additionally, a program exit survey and alumni survey informed the development of the self-study.

The external reviewers shared a positive assessment of the King's Master of Social Work Program. They offer six recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Professionally accredited by the Canadian Association for Social Work Education (CASWE).
- Significant efforts to embed and action principles of EDID, including: 1) recruitment efforts and admission policies aimed to attract diverse candidates; 2) relationship building and partnerships with Indigenous Services; 3) increasing Indigenous content in an effort to decolonize the curriculum; 4) review of governance policies and procedures with the aim of filling EDID gaps; 5) recruitment initiatives resulting in the hiring of a Cree scholar, an Equity Integration Facilitator, and a Director of Equity, Diversity, Inclusion and Decolonization; complemented by an ongoing plan to enhance the employment of people from equity-deserving groups.
- Strong field education component with inclusion of mandatory training required by Social Work agencies.
- In-house practicum opportunities for students (e.g., SAFE and KCSC), to ensure that students are exposed to relevant experiential learning opportunities.
- Response to the needs of the job market for “job ready” social workers via initiatives such as the: Professional Development Series, Reflective Practice

Project, Think Tank Thursdays, Wellness and Self-Care website, and the incorporation of learning interventions that develop non-traditional abilities and a global mindset.

- Strong engagement of faculty, staff, students, and community partners in the operations of the program (e.g., via retreats, surveys and committees).

Concerns and Areas of Improvement Identified and Discussed by the Program

- Accessing suitable placements for graduate students continues to be challenging.
- Ongoing clarification of all program messaging (e.g., website, admission guide, promotional materials) to clearly communicate what “direct practice” entails to alleviate any student misconceptions.
- In response to student and community partner requests for students to have more robust skills upon commencing their placements, the program is adding multiple course sections within relevant mental health courses to support demand for on this theme for all MSW students.

Opportunities for enhancement include:

- Exploring the expansion of international programming with a focus on India.
- Possibility of offering the MSW program in an online format.

Review Process

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

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice-Provost (Academic Programs)
- Associate Vice-Provosts of the School of Graduate & Postdoctoral Studies
- Director, Office of Academic Quality and Enhancement
- President, King’s University College
- Vice-President & Academic Dean (Interim)
- Associate Academic Dean
- Associate Dean of Research and Research Facilitators
- Dean of Students
- Director of Libraries
- Head, Research & Information Services
- Director, School of Social Work

- Program and Department Staff
- Program Faculty Members
- Graduate Students

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

Summative Assessment – External Reviewers’ Report

External reviewers noted that overall: *“the MSW program at King’s University College is a strong, well-resourced and managed professional program, with a cohesive and committed faculty team and an engaged study body.”*

Strengths of the Program

- MSW’s two streams of study create a highly engaging environment for students, who noted that this model, with its small class sizes, strengthens collaboration among peers and with faculty members.
- Many faculty members are nationally and internationally recognized scholars in their respective areas of expertise; and students are offered opportunities to research and publish with faculty.
 - High level of scholarship with several members obtaining tri-council funding including a recent CFI grant to establish shared research infrastructure at King’s/Western.
- SAFE and KCSC provide students with much needed field placements and fill a gap in the provision of mental health support.
- Commitment to implementing EDID includes initiatives such as: 1) reserving spots for BIPOC students, 2) considering holistic assessment processes to make room for applicants from equity-seeking groups, 3) curriculum and policy review, 4) increasing the diversity of case studies used in teaching, and 5) creating support groups for 2SLGBTQIA+ and BIPOC/Indigenous students.
- Students expressed appreciation for faculty members’ expertise and approaches; and for the opportunity to participate in leadership roles and student associations.
- Varied funding opportunities are available to students.
- Strong quality of admitted students – exemplified in part by the competitiveness of admission.
- Very high completion rate for both degree options, which is supported by a dedicated academic advisor who monitors students and provides timely interventions.

Prospective Improvements for the Program to Consider

- Some students identified a perceived lack of flexibility with the assessment of student learning, especially in the context of (diverse)abilities and universal design. (*Embedded in Recommendation #1*)
- Challenges related to budgetary issues may impact the SAFE and KCSC field placement programs, and the clinical supervision provided to the social work students who completed their practicums in the two program options. (*Embedded in Recommendation #2*)
- Clarify the field placement process to alleviate student concerns. (*Embedded in Recommendation #2*)
- Add sections to in-demand elective courses so that students can access the content they need and want. (*Embedded in Recommendation #3*)
- Explore pathways that facilitate better work-life balance for students, including examining attendance policies that students feel are rigid and not accommodating, as well as considering provisions for part-time study. (*Embedded in Recommendation #4*)
- Consider how the high number of academic and practicum-based accessibility accommodations (short and long-term) impact teaching and learning outcomes for students. (*Embedded in Recommendation #1 and #4*)
- Consider whether some Western services for graduate students could be offered at King’s College on certain days/times rather than having service accessibility only on the Western main campus. (*Embedded in Recommendation #5*)
- Students indicated: 1) that “heavy” learning loads result in them feeling “overloaded and burned out”; 2) feeling inadequately prepared to enter practice, which results in reticence and anxiety when entering into field education settings; 3) a need for more EDID content and representation in the curriculum and the classroom setting; 4) limited interaction with SOGS and feeling that their concerns are not always being addressed; 5) a need for better communication and inclusion in decisions around program governance (*Embedded in Recommendations #1 #4, #5 and #6*)
- Examine allocation of office space to ensure that part-time faculty members can meet individually and privately with students.

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
<p>Recommendation #1 Continue addressing issues of diversity, representation, and inclusion within a broader context. Specifically, we recommend that:</p> <ol style="list-style-type: none"> 1. Curriculum be reviewed so that EDID content, theory, and applied practice can be integrated into all courses, and not just stand-alone courses/lectures/modules that are specific to EDID content (with input from students and faculty). 2. Learning (pedagogy) and evaluation processes should take into account contemporary diversity and the inclusion of all learners and learning styles, including universal design of curriculum. This includes supporting students with academic disability accommodations while continuing to meet program requirements and competencies. 3. Continue to address and support representation in admissions, hiring practices, and curriculum development. 4. Due to the large number of accommodation requests, current supports and services/positions should be kept in place, and strategies should be developed to address these issues in the future. 5. Support the Director of EDID to work with (if possible) field placement supervisors and agencies/organizations to assist BIPOC students in the field. 	<p>Program:</p> <ol style="list-style-type: none"> 1. The curriculum integrates content, theory, and applied practice across all appropriate courses in addition to specifically designed EDID courses to ensure there is core content delivered to every graduate of the program. Students are reviewing the curriculum for EDID content and the faculty members will be reviewing this at the Fall retreat. 2. Plans are in place to invite Western’s Centre for Teaching and Learning to facilitate a workshop at the spring retreat on universal design with our faculty members (both full and part-time). 3. Continue adhering to the practices outlined in the IQAP self-study that support representation in admissions, hiring practices, and curriculum development. 4. The School will maintain current support that facilitates accommodation requests. The School is working with the Equity and Diversity Committee to explore ways of providing better support to these issues in the future through the annual diversity and equity survey. 5. The Director of EDID currently supports all of King’s; therefore, expanding their current role within the School is not feasible in regards to placement supervisors and agencies. The Director currently supports BIPOC students by attending Educational Reviews to bring an EDID lens to the process, offers practicums to our students, and advises the School on a case-by case basis. <p>Faculty: The Faculty supports the School’s responses to this recommendation, especially use of resources and connections with the Western Centre for Teaching and Learning regarding universal design in learning, and is also looking at ways of promoting the newly developed Certificate in Universal Design.</p>

<p>Recommendation #2 Support the King’s Community Service Centre (KCSC) and the SAFE practicum projects and/or work with community partners/stakeholders who can support these projects with human resources – specifically, social work supervisory positions that will manage and supervise students in field placements in these programs.</p>	<p>Program: The Clinical Supervisor’s contract for the KCSC has been renewed and is supported in the 2024-2025 operating budget. For the next fiscal year, the plan is to advocate for this position to be made permanent.</p> <p>The King’s Campus and Community Social Worker is a permanent position shared with the Dean of Students’ Office. The School is allocated 0.5 FTE of this position to offer clinical supervision to students placed with our SAFE program. This role is currently vacant and is being redefined. The School is advocating for it to be converted to a 1.0 FTE from the 2025-2026 fiscal year, which will enable the expansion of SAFE and other new School of Social Work-based practicum initiatives.</p> <p>Faculty: The Faculty supports the renewal of the KCSC Clinical Supervisor contract for 2024–25, and supports collaboration between Social Work and the Office of the Dean of Students. The School’s future requests will be seriously considered within budgetary parameters and institutional priorities.</p>
<p>Recommendation #3 Consider making courses focused on mental health, substance use/addiction, and trauma-informed methods required courses, and/or add sections to elective courses that are strongly in demand.</p>	<p>Program: The School currently offers four electives each year in the MSW program. Consistently, Mental Health and Trauma-Informed methods are the top two selections. Beginning in 2025, the School plans to offer two sections of each of these courses to ensure every student has the option to take them. In lieu of one or these courses, students will be permitted to take a graduate elective outside of the School of Social Work or pursue an Independent Study with a full-time faculty member in an area of their interest.</p> <p>Faculty: The Faculty supports the School’s response.</p>
<p>Recommendation #4 Consider bringing back a part-time MSW stream to address challenges (e.g., juggling multiple responsibilities, financial burdens), and to provide a buffer for those full-time students who may have difficulty completing their studies because of changing responsibilities.</p>	<p>Program: The School currently doesn’t have the resources required (financial or human), to mount a part-time MSW stream at this time. Students are allowed to complete the MSW program in either stream on a part-time basis should it be a recommended accommodation. A Block Placement option was introduced in the program to allow students to complete their practicum after having completed their coursework for those who find pursuing both at the same time too difficult.</p> <p>Faculty: The Faculty supports the School’s response, and notes the mechanisms of accommodation already in place for students.</p>

<p>Recommendation #5 Identify and clarify the role of MSW students within the context of School governance and decision-making; explore the option of an internal GSWAS group; and to regularize meetings with SOGS on the King’s campus for MSW students during the academic year to address the felt disconnect between the social work students and other graduate students at Western.</p>	<p>Program: Elected MSW representatives were informed that they are already part of an MSW student association within the School of Social Work, for which a constitution was developed by a past cohort of MSW students. Each year between 5 and 6 students are elected by their peers from each cohort of the program, with one MSW Executive representative from each cohort for a total of fifteen MSW student representatives in their association each year. The three MSW executives meet with the MSW Program Coordinator a minimum of once each term. They organize monthly meetings among themselves and have representatives on such committees as the School Curriculum Committee, Field Education Committee, the Equity and Diversity Committee, and King’s Library Committee. They also have two elected representatives to SOGS and they receive funding based upon the number of SOGS meetings they attend on main campus. This money is paid out to the next year’s cohort as a budget they can control and use as they wish.</p> <p>In the last term of each year, all the MSW representatives also meet with the MSW program coordinator, Director of the School of Social Work and the Field Education Coordinator to provide feedback based on their experience in the MSW program. This has resulted in changes in the curriculum and extracurricular activities offered. Notes from these meetings are completed and forwarded to the MSW students each year.</p> <p>This year the MSW representatives/association decided to add an Environmental Representative within their constitution and are going to recommend that the terms for Foundation year representatives can be renewable for a second term in order to provide continuity within their association.</p> <p>Faculty: The Faculty supports the School’s response.</p>
<p>Recommendation #6 Continue working toward enhancing how program decisions, processes and changes are communicated to students so that so that any perceptions related to lack of transparency and inconsistency can be addressed and reduced.</p>	<p>Program: The School is looking at mechanisms for better sharing the decisions made and how they were made with the student body. A monthly newsletter will be implemented at the beginning of the new academic year for these purposes; and a Q&A section will be added to the web page to address questions raised by students during the academic year.</p> <p>The students currently have both voice and vote through their representatives to all of the School committees. All motions that come forward to School Council for final vote that are not supported/asked for revisions are sent back to the respective committee to review and resubmission, ensuring that students have full input into any final decisions made by the School. To address those rare issues requiring a vote that don’t fall within the purview of any of the existing School Committees, a new Policy Committee has been added where students will have both voice and vote. Therefore, there will be no decisions taken by the School that require a vote where students haven’t had both input and vote.</p> <p>Faculty: The Faculty supports the School’s response.</p>

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. Of note, recommendation #4 has not been included below as the program has indicated in its response in the summary table above that it is unable to action it and highlights existing accommodations.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1 Continue addressing issues of diversity, representation, and inclusion within a broader context.</p>	<ul style="list-style-type: none"> • Review the curriculum for EDID content with a contracted group of students and follow-up with faculty members at an upcoming retreat. • Invite Western’s Centre for Teaching and Learning to facilitate a workshop on universal design. • Maintain current supports that facilitate accommodation requests; and work with the Equity and Diversity Committee to explore ways to better support these issues in the future through the annual diversity and equity survey. 	Director	<p>By December 2024</p> <p>By May 2025</p> <p>By April 2025</p>
<p>Recommendation #2 Support the King’s Community Service Centre (KCSC) and the SAFE practicum projects and/or work with community partners/stakeholders who can support these projects with human resources – specifically, social work supervisory positions that will manage and supervise students in field placements in these programs.</p>	<ul style="list-style-type: none"> • Advocate for KCSC Clinical Supervisor’s role to be made permanent. • Redefine the role of King’s Campus and Community Social Worker and advocate for it to be converted to a 1.0 FTE from the 2025-2026 fiscal year. 	Director	By May 2025
<p>Recommendation #3 Consider making courses focused on mental health, substance use/addiction, and trauma-informed methods required</p>	<ul style="list-style-type: none"> • Offer two sections of Mental Health and Trauma-Informed methods. <ul style="list-style-type: none"> - Students will be permitted to take a graduate elective outside of the School of Social Work or pursue an Independent Study 	Director	By September 2025

<p>courses, and/or add sections to elective courses that are strongly in demand.</p>	<p>with a full-time faculty member in an area of their interest, in lieu of one of these courses.</p>		
<p>Recommendation #5 Identify and clarify the role of MSW students within the context of School governance and decision-making; explore the option of an internal GSWAS group; and to regularize meetings with SOGS on the King's campus for MSW students during the academic year to address the felt disconnect between the social work students and other graduate students at Western.</p>	<p>Continue supporting and meeting regularly with MSW student association representatives.</p> <ul style="list-style-type: none"> - Encourage ongoing communication with SOGS, and attendance at SOGS meetings. 	<p>Director</p>	<p>Ongoing</p>
<p>Recommendation #6 Continue working toward enhancing how program decisions, processes and changes are communicated to students so that so that any perceptions related to lack of transparency and inconsistency can be addressed and reduced.</p>	<p>Explore ways to better communicate decisions and decision-making processes to the student body, such as:</p> <ul style="list-style-type: none"> • Implement a monthly newsletter. • Add a Q&A section to the website that addresses questions raised by students during the academic year. • Ensure student voice and vote on a new Policy Committee. 	<p>Director</p>	<p>By September 2024</p>

ITEM 13.3(f) – Revised 2024-25 Sessional Dates – Ivey Business School, HBA Program

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Ivey Business School has revised the 2024-25 sessional dates for the HBA program to move its Fall Reading Week from October 28-November 1 to October 15-19.

ATTACHMENT(S):

[Revised 2024-25 Sessional Dates – Ivey Business School, HBA Program](#)

2024-2025 HBA SESSIONAL DATES – IVEY BUSINESS SCHOOL

*Please note that dates are tentative and subject to change

2024	
August 8 – September 13	Add/Drop (A/B Courses)
August 29	HBA1 Transfer Orientation Program
August 30	HBA1 Program Begins (Mandatory)
September 3	HBA1 Classes Begin (Mandatory)
September 3-6	HBA2 IFP Classes (Mandatory)
September 9	HBA2 Elective Classes Begin
September 30	National Day for Truth and Reconciliation – No Classes
October 14	Thanksgiving – No Classes
October 15-19	Fall Break Week
October 21-28	HBA1 and HBA2 Exam Week
October 31	IFP Working Day (Mandatory)
November 1	IFP Working Day (Mandatory)
November 11	Last Day to drop A (Ivey half course) without penalty
November 11-12	IFP Client Meetings (Evenings)
November 15	IFP Client Meetings (All Day)
November 19, 20, 22	IFP Working Days
November 29	IFP NVP Presentations (Mandatory)
December 5	HBA1 and HBA2 Classes End
December 7-13	HBA1 Exam Period (Including Snow Days)
December 9-15	HBA2 Exam Period (Including Snow Days)
2025	
January 6	HBA1 Classes Resume
January 6	HBA2 Classes Resume
January 6-10	Add/Drop B (Ivey half courses)
February 1-8	HBA1 Exam Week
February 7-14	HBA2 Exam Week
February 19-23	Spring Break Week
March 7	Last Day to drop B half course without penalty
March 27	HBA2 Classes End
March 29-April 4	HBA2 Exams (including Saturday)
April 2	HBA1 Classes End
April 4-11	HBA1 Exams
April 14-26	HBA Intersession (including Saturday)

ITEM 13.3(g) – Report of the Subcommittee on Undergraduate Academic Courses (SOC) (January 2024 – June 2024)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

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

Attached is a Report to ACA detailing the work of the committee from January 2024 to June 2024. The report is presented to Senate for information.

ATTACHMENT(S):

[Report of the Subcommittee on Undergraduate Academic Courses \(January 2024 – June 2024\)](#)

**Report of the Subcommittee on Undergraduate Academic Courses (SOC)
January 2024 – June 2024**

This report details the work of the Subcommittee on Undergraduate Academic Courses (SOC) between January and June 2024.

SOC met eight times between January and June 2024. The table below summarizes the proposals submitted to SOC during that period.

	Course Introduction	Course Revision	Course Withdrawal	Module/Program Revision	Total
Jan. 2024	46	28	5	23	102
Feb. 2024	41	28	11	31	111
Mar. 2024	32	52	15	34	133
Apr. 2024	34	46	13	63	156
May 2024	44	120	38	52	254
June 2024	16	52	9	42	119
Total	213	326	91	245	875

Proposals approved by SOC are posted on the University Secretariat here:

https://www.uwo.ca/univsec/senate/committees/soc_approvals.html

At the request of the Senate Committee on Academic Curriculum and Awards (ACA), SOC reviewed its term of reference in the Spring of 2024 and submitted its recommendations to ACA for consideration in May 2024.

ITEM 13.3(h)(i) – New Donor-Funded Scholarships, Awards and Prizes

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the establishment of the terms of reference for the new scholarships, awards and prizes shown in Item 13.3(h)(i), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Donor-Funded Scholarships, Awards and Prizes](#)

New Donor-Funded Scholarships, Awards and Prizes

Any Undergraduate Program

Carolyn & Clifford Bastla Scholarship

Awarded to full-time undergraduate students in any faculty based on academic achievement. The Office of the Registrar will select the recipients. This scholarship was established by the Estate of Clifford A. Bastla.

Value: 3 at \$10,500 awarded annually (not to exceed more than 3 scholarships per year)

Effective Date: 2024-2025 academic year

Huron County Western Alumni Bursary

Awarded to full-time undergraduate students in any faculty based on financial need. Preference will be given to candidates from Huron County. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient.

Value: 1 at \$1,000 awarded annually

Effective: 2024-2025 academic year

This bursary was established with generous support from Huron County alumni and friends.

James E. Miles and Annie R. Miles Memorial Bursary

Awarded to full-time undergraduate students in any faculty based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 2 at \$6,500 awarded annually

Effective Date: 2024-2025 to 2028-2029 academic year

This bursary was established by the Estate of James Franklin Miles in memory of James E. Miles and Annie R. Miles.

Maya El-Timany Bursary

Awarded to undergraduate students in any faculty based on financial need. Preference will be given to candidates with a disability, who are studying part-time. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient.

Value: 1 at \$2,000 awarded annually

Effective Date: 2024-2025 to 2028-2029 academic year

This bursary was established by Maya's parents to honour her memory as a strong, beautiful and brave young woman. She was a second-year student at Western University when she was diagnosed with leukemia. Maya refused to give up on schoolwork and always insisted on doing her best, regardless of how she felt during treatments. Her last letter was from the ICU asking for an extension on an exam, but she never made it. It is our hope that this bursary will help students continue to study and push through challenges while balancing health struggles. When a deserving student receives this bursary, Maya will be smiling from up above.

Athletics

Burey Family Award

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Football team. Preference will be given to candidates who self-identify as Black, as a racialized person of colour, and/or Indigenous (First Nations, Inuit or Métis) students. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$2,000 awarded annually

Effective Date: 2024-2025 to 2028-2029 academic year

This award was established by Richard B. Burey (BA'90).

Dr. Donald Galbraith Award in Rowing

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the rowing team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: Number and value to be determined annually based on funds available

Effective Date: 2024-2025 academic year

This award was established by Dr. Donald Galbraith (MD '61; FRCP(C) '66) who was a member of the Rowing Team while completing medical school at Western. Dr. Galbraith was a faculty member at Western for over 35 years with strong purple roots and a lasting impact on the community. He genuinely valued the fond memories, camaraderie and lifelong friendships he developed through his school years. Don hopes to inspire other rowing athletes to foster both academic excellence and athletic achievement while at Western, and to pursue a path they love.

Helene Puskas Mayo Athletic Award

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of any team. Preference will be given to candidates who are self-identified women. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: Number and value to be determined annually based on funds available and USPORT regulations

Effective Date: 2024-2025 academic year

Dr. Barry Mayo established this award in honour of his wife, Helene Puskas Mayo. Helene spent her career as an elementary school teacher and was a gifted violinist. She participated in many symphony orchestras throughout her life.

Ivey Business School

The Devine Surcharda Family HBA Scholarship

Awarded to a full-time student entering HBA1 at the Ivey Business School, based on academic achievement and a demonstrated interest in community leadership. This scholarship will be renewed for HBA2 provided the candidates maintain a minimum 80% average. The HBA Scholarship Committee will make the final selection of the recipient. Only one recipient can hold this award in any given year.

Value: 1 at \$5,000

Effective Date: 2024-2025 academic year

London So Family Award

Awarded to a full-time student in HBA2 in the Ivey Business School based on academic achievement and financial need, and who is actively pursuing a dual degree in HBA/MIT. This award will continue for an additional year provided that the candidate

remains in the combined program, maintains a 70% average and continues to demonstrate financial need. In the event there is no eligible candidate in the HBA/MIT program, consideration will extend to students pursuing any dual degree program. Only one student may hold this award in any given year. If the student does not retain the award, another student in the same year meeting the criteria will be selected. Online financial need assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at \$5,000, continuing
Effective Date: 2024-2025 to 2029-2030 academic years inclusive

Maija Nenonen Memorial Award

Awarded to full-time students entering HBA1 at the Ivey Business School based on a minimum 70% average, community leadership and originating from Northern Ontario. Preference will be given to a student that is interested in Operations and Data Analytics. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at \$5,000
Effective Date: 2024-2025 to 2029-2030 academic years inclusive

Faculty of Law

Chau Sau Lan Memorial Bursary

Awarded to full-time undergraduate students in the Faculty of Law based on financial need. Preference will be given to candidates in Year 2 and Year 3, with an additional preference for candidates that identify as Indigenous (First Nations, Inuit or Métis) students, or students who self-identify as Black or as a racialized person of colour. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$2,000 awarded annually
Effective Date: 2024-2025 to 2028-2029 academic year

This bursary is made in memory of Chan Sau Lan, who strongly believed in the power of education and supporting those in need, and is established in her memory by her granddaughter Stephanie Leung (LLB '09).

Dr. Karen Townsend PhD, LLB ('06) Memorial Law Scholarship

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates with the highest standing in the Intellectual Property Law Course (offered to Year 2 and Year 3). No application is required. The Faculty of Law will select the recipients.

Value: 1 at \$1,500 awarded annually

Effective Date: 2024-2025 to 2033-2034 academic year

Dr. Townsend joined the law firm Torys LLP as a student, where she practiced intellectual property law as an associate and then Counsel at Torys LLP for almost 20 years. In addition to being a lawyer, Dr. Townsend was a registered patent agent in the US and Canada. Dr. Townsend advised on intellectual property law for many leading Canadian and worldwide entrepreneurs and companies, drawing on her pre-law PhD (Pharmacology and Toxicology) and her post-doctoral work at MIT, and rising to the top of the legal profession.

Don Wright Faculty of Music

Dr. Emilie Novak Newell Award

Awarded to full-time undergraduate students in the BMus program in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates who demonstrate performance excellence in a strings instrument (violin, viola, cello, or double bass), with a preference for violin. No application is required. The Don Wright Faculty of Music will select the recipients.

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

Dr. Emilie Novak Newell established this award to commemorate her sister, Sylvia Novak (daughter of Vinko and Ella Novak). Sylvia was a violinist who graduated in 1971 from the Don Wright Faculty of Music. In the final year of her program, she developed rheumatoid arthritis (RA), particularly affecting her fingers with pain and deformities that did not respond to medical treatment. Two years after she graduated, this horrible disease forced her to cease her violin-playing career.

Gowan Bateman McQuarrie Memorial Award

Awarded to full-time graduate students in Year 1 of the Master of Music in Performance, Don Wright Faculty of Music, based on academic and musical achievement. Preference will be given to candidates with a disability. A committee in the Don Wright Faculty of Music will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: at \$2,000, awarded annually
Effective: May 2024 to April 2029 inclusive

Gowan was musically gifted. He received his early training in the Suzuki piano program at the Vancouver Academy of Music under the able guidance of Laurel Nichol, the first of several outstanding educators who would later play a pivotal role in Gowan's musical progress; specifically, Barbara Siemens, John Glofcheskie and Carl Petersson. After completing the University Transfer program at Douglas College, Gowan transferred to UBC where he received his BA (Music) followed by his BMus from the University of Victoria. After graduation, Gowan was accepted at the University of Western Ontario where he was working on a Master of Music in piano performance.

Wind, Brass and Percussion Continuing Award

Awarded to full-time undergraduate students in Year 1 of the BMus program in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates who demonstrate performance excellence in a wind, brass or percussion instrument and in one of Symphonic Band, Orchestra, Wind Ensemble or Jazz Ensemble in every year of their education. The award will continue in Year 2, 3, and 4 provided that the recipient maintains full-time status in Music and a minimum 70% academic average. The Don Wright Faculty of Music will select the recipients and also choose replacement recipients from the same cohort if a student no longer qualifies to retain their award. This award was established through a generous gift from Dr. Colleen Richardson.

Value: 1 at \$2,500, awarded annually, continuing for 4 years
Effective Date: 2024-2025 academic year to 2031-2032 academic year (final new recipients in 2028-2029)

Schulich School of Medicine & Dentistry

Dr. Jocelyn and Michael Charles Award in Medicine

Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry based on academic achievement. Preference will be given to candidates who self-identify as Black. If a student who self-identifies as Black does not qualify, then students from any equity deserving group will be eligible. The Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at \$4,000, awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive

This award was established with a generous gift from Dr. Jocelyn (MD '87) and Michael Charles (LLB '87).

Drs. Jim Macintyre and Elizabeth Joy Medicine Bursary

Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

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

This bursary was established with a generous gift from Dr. Jim Macintyre (MD 1978) and Dr. Elizabeth Joy.

International Health Equity Learning (IHEL) Award

Awarded to full-time students in their first, second or fourth year of the Doctor of Medicine (MD) program who will be pursuing an international health equity learning

experience. Applications are available through the Schulich Internationalization Office. Applications will be reviewed by a committee from the Internationalization Office from the Schulich School of Medicine & Dentistry and recipients will be selected with the approval of the Undergraduate Medical Education Awards Committee. This award was established by the Schulich School of Medicine & Dentistry, in recognition of the inherent value of international education.

Value: Number of awards will vary. Value of each award will be \$1,000.
Effective: 2024-2025 academic year

Faculty of Science

Betty Schechter Memorial Scholarship in Computer Science

Awarded to full-time undergraduate students who are self-identified women and in Year 1 of a degree in Computer Science, Faculty of Science. Candidates must exhibit strong leadership qualities, an ongoing commitment to community service and involvement in extra-curricular activities, as well as academic achievement. An application must be submitted to the Department of Computer Science by September 30. The Department of Computer Science will interview a short-list of candidates and select the recipients.

Value: 1 at \$5,000.42
Effective Date: 2024-2025 academic year

This award was established with a generous gift from Larry Schechter (Honours BSc '85) in appreciation of his Western University experience. These years were formative and life-changing; a time to develop a solid work ethic, effective time management skills, and lifelong friendships and relationships. A key objective of this award is to identify and nurture the leaders of tomorrow who will evolve into an ongoing community of like-minded achievers who support their peers and mentor future recipients.

[Administrative note: The award amount of \$5,000.42 was requested by Larry Schechter, as the number 42 is meaningful for him.]

Chris Binns-Smith Memorial Scholarship in Computer Science

Awarded to full-time undergraduate students in Year 1 of a degree in Computer Science, Faculty of Science. Candidates must exhibit strong leadership qualities, an ongoing commitment to community service and involvement in extra-curricular activities, as well as academic achievement. An application must be submitted to the Department of Computer Science by September 30. The Department of Computer Science will interview a short-list of candidates and select the recipients.

Value: 1 at \$5,000.42
Effective Date: 2024-2025 academic year

This award was established with a generous gift from Larry Schecter (Honours BSc '85) in appreciation of his Western University experience. These years were formative and life-changing; a time to develop a solid work ethic, effective time management skills, and lifelong friendships and relationships. A key objective of this award is to identify and nurture the leaders of tomorrow who will evolve into an ongoing community of like-minded achievers who support their peers and mentor future recipients.

[Administrative note: The award amount of \$5,000.42 was requested by Larry Schecter, as the number 42 is meaningful for him.]

John Schecter Memorial Scholarship in Computer Science

Awarded to full-time undergraduate students in Year 1 of a degree in Computer Science, Faculty of Science. Candidates must exhibit strong leadership qualities, an ongoing commitment to community service and involvement in extra-curricular activities, as well as academic achievement. An application must be submitted to the Department of Computer Science by September 30. The Department of Computer Science will interview a short-list of candidates and select the recipients.

Value: 1 at \$5,000.42

Effective Date: 2024-2025 academic year

This award was established with a generous gift from Larry Schecter (Honours BSc '85) in appreciation of his Western University experience. These years were formative and life-changing; a time to develop a solid work ethic, effective time management skills, and lifelong friendships and relationships. A key objective of this award is to identify and nurture the leaders of tomorrow who will evolve into an ongoing community of like-minded achievers who support their peers and mentor future recipients.

[Administrative note: The award amount of \$5,000.42 was requested by Larry Schecter, as the number 42 is meaningful for him.]

Larry Schechter Computer Science Continuing Scholarship

Awarded to full-time undergraduate students in Year 3 of an honours degree in Computer Science, Faculty of Science who exhibit strong leadership qualities, an ongoing commitment to community service and involvement in extra-curricular activities, as well as academic achievement. Students in a combined BSc/HBA degree are not eligible. Recipients will continue to receive the award in Year 4, if they maintain full-time status in Computer Science and a minimum academic average of 80%. An application must be submitted to the Department of Computer Science by September 30. The Department of Computer Science will interview a short-list of candidates and select the recipients. A replacement recipient will be selected from the same cohort if a student no longer qualifies to retain their scholarship.

Value: 1 at \$12,500.42

Effective Date: 2024-2025 academic year

This award was established with a generous gift from Larry Schechter (Honours BSc '85) in appreciation of his Western University experience. These years were formative and life-changing; a time to develop a solid work ethic, effective time management skills, and lifelong friendships and relationships. A key objective of this award is to identify and nurture the leaders of tomorrow who will evolve into an ongoing community of like-minded achievers who support their peers and mentor future recipients.

[Administrative note: The award amount of \$12,000.42 was requested by Larry Schechter, as the number 42 is meaningful for him.]

Mathematical and Statistical Sciences Fostering Achievement Award

Awarded to full-time undergraduate students in Year 2 or Year 3 of the Departments of Mathematics or Statistical and Actuarial Sciences, Faculty of Science based on academic achievement. Preference will be given to candidates who demonstrate community involvement. Students must submit an application for this award to the Faculty of Science by September 30. The Faculty of Science will select the recipients on the recommendation of the School of Mathematical and Statistical Sciences.

Value: 1 at \$1,000 awarded annually

Effective Date: 2024-2025 academic year

This award was established by Jennifer Van Nest (B.A. Mathematics '03; Ivey H.B.A '02) to encourage students to keep going and to keep growing. The Mathematical and Statistical Sciences Fostering Achievement Award recognizes students who achieve academic success and also give back to their communities at the same time, actions to be applauded and emulated.

Tripp/Smith Family Foundation Continuing Award in Science

Awarded to full-time undergraduate students in Year 1 in the Faculty of Science based on academic achievement and financial need. Recipients will continue to receive the award for up to four years if they maintain full-time status in Science, a minimum 70% average, and demonstrate financial need annually. Should a student not retain the award a student in the same year will be chosen to replace them. Online financial assistance applications are available through Student Center and must be submitted by September 30. Continuing recipients must re-apply annually to be eligible. The Office of the Registrar will select the recipients.

Value: 1 at \$5,000 annually, continuing for 4 years
Effective: 2024-2025 academic year

This award was established with a generous donation from the Tripp/Smith Family Foundation, Eric Tripp MBA '83 and Maria Smith.

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

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the terms of reference for the new Western-funded scholarships, awards and prizes shown in Item 13.3(h)(ii).

ATTACHMENT(S):

[New Western-Funded Scholarships, Awards and Prizes](#)

New Western-Funded Scholarships, Awards and Prizes

Any Undergraduate Program

Keith E. Gibbons Award

Awarded to full-time undergraduate students in any year of any program based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$2,000, awarded annually

Effective Date: 2024-2025 to 2033-2034 academic years inclusive

The University established this award in recognition of Keith Gibbons' service as chair of Western's Board of Governors from July 2022 to June 2024.

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

Approval Process

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

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

Background

An endowment of \$1,250,000 established the Purchasing Management Association of Canada Chair in Purchasing in 1993. In 2002, the name of the Chair was changed to the Leenders Purchasing Management Association of Canada Chair and in 2019, the name was changed to the Supply Chain Canada Chair following a change of name to the original organization. All changes were approved by the University through its approval process.

We are now seeking to update (a) in the criteria below to allow for the incumbent to teach a course in supply chain management (as opposed to develop a course as per the original submission) and add (c) to manage the world-renowned Ivey Purchasing Managers Index (PMI) which was also not part of the original submission.

Effective Date

September 17, 2024

Purpose

The Supply Chain Canada Chair in the Ivey Business School enables the University to continue to be a leader in the field of purchasing.

It is expected that the Chair will have the credentials to apply for and secure tri-council funding/grants. The success with tri-council funding will form one of the criteria for renewal of the chair.

Criteria

The appointee, at the time of the appointment, will be a member of the faculty of the Ivey Business School and will have demonstrated specific expertise in the field of purchasing. The responsibilities of the appointee shall be (a) to teach at least one course in supply chain management, (b) to further research into issues facing the supply chain and purchasing profession in Canada and globally, (c) manage the world-renowned Ivey Purchasing Managers Index (PMI) and (d) to disseminate the results of such research to the business, government and academic communities through teaching, publications, seminars, and conferences.

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

Appointments will normally be for a period of five years, renewable.

Allowable Expenses

Funds available will be used to support salary and benefits and/or research expenditures that directly support the work of the Chair.

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

Reporting

The University will continue to report annually to the donor regarding the activities of the Fellow.

Donor Background

Supply Chain Canada is a nationwide association for supply chain training, education and professional development that dates back to 1919. Operating 10 Provincial and Territorial Institutes, Supply Chain Canada grants the Supply Chain Management Professional (SCMP) designation, the highest achievement in the field. In 1993, the Supply Chain Canada Chair (formerly Leenders Purchasing Management Association of Canada Chair) was established. They previously established the Supply Chain Management Association MBA Award (expendable) that was effective between May 2014 – April 2019.

Reputational Risk

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

Risk Assessment: Low

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: 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).

EXECUTIVE SUMMARY:

Approval Process

MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of academic positions. University Advancement is utilizing the open process in respect of this Chair/Professorship/Fellowship.

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

Background

The first Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars was established in 2018 through a contribution of \$937,500 from an anonymous donor and a contribution of \$937,500 from Western’s Matching Chair Program to establish an endowment of \$1,875,000 to support the Fellowship.

The second Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars was established in 2020 through a contribution of \$937,500 from an anonymous donor and a contribution of \$937,500 from Western’s Matching Chair Program to establish an endowment of \$1,875,000 to support the Fellowship.

The criteria for the first and second Wolfe-Western Fellowships required candidates to be selected in their first year at the University. At the recommendation of Western the third, fourth and fifth Wolfe-Western Fellowships (established in 2021, 2022, and 2023 respectively) allowed candidates to be selected in their first *or second* year at the University. The proposed amendment to the first and second Wolfe-Western Fellowships will allow candidates to be selected in their first or second year at the University, consistent with the other Wolfe-Western Fellowships. No other amendments to the criteria are proposed.

Effective Date

September 30, 2024

Purpose

Both the first and second Wolfe-Western Fellowships will provide support for someone who has contributed to research excellence and innovation in their chosen field in Canada and internationally relative to their career stage.

Criteria

The revised criteria for both the first and second Wolfe-Western Fellowships below.

The appointment of the Fellowship will be in the appointee's first or second year at the University, whether the appointee is an Assistant, Associate or full Professor and is open to any Faculty / Department across the University campus. Appointees must demonstrate leadership and exceptional future potential within their areas of research. It is expected that the Fellowship holder will spend at least 75% of her/his academic time on research or research-related activities.

Selection of the Wolfe-Western Fellow will be based on the quality of the nominee's research and record of accomplishments, as well as, the extent to which the nominee has contributed to research excellence and innovation in their chosen field in Canada and internationally relative to their career stage. It will also be based on the candidate's leadership potential in their chosen field in Canada and internationally.

Candidates must be nominated by their Dean to be considered for the Wolfe-Western Fellowship. A selection committee, chaired by the Vice-President (Research) or designate, will choose the recipient of the Wolfe-Western Fellowship. Membership of the selection committee will include an appropriate balance across Faculties to enable adjudication of a broad range of research disciplines.

Appointments to the position will be conducted according to the University's relevant Policies and Procedures and according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships of the University.

(https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf)

Appointment to the Fellowship will continue to be for five years, subject to an annual review of continued eligibility based on the quality of the incumbent's research program and overall performance. The Fellowship may be held only once by a faculty member.

Allowable Expenses

Funds available will be used exclusively to support salary and benefits of the holder.

The administration of the spending of resources for the Fellowship will be in accordance with the University's policies and procedures.

Reporting

The University will continue to report annually to the donor regarding the activities of the first and second Wolfe-Western Fellowships.

Donor Background

This position has been funded by an anonymous donor. Information about the donor was shared with the Provost & Vice-President (Academic), Vice-President (Research) and Vice-President (University Advancement).

Reputational Risk

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

Risk Assessment: Low

ITEM 13.5(c) – Convocation Academic Procession Invitation

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Autumn 2024 Convocation ceremonies will take place from October 23 – 25, 2024 in Alumni Hall. The [Order of Ceremony](#) is available on the Secretariat website.

Senators, Members of Faculty, the Board of Governors and Emeritus/a Professors/Librarians/Archivists are invited to join the Academic Procession and be present on-stage.

If you are interested in participating, please [RSVP through the online form](#) by **Wednesday, October 16, 2024**. Please note that available seats will be filled on a first-come, first-served basis.

Please contact the Secretariat Convocation Team at convosec@uwo.ca with any questions.

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

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The recipient of an Honorary Degree and the Autumn 2024 Convocation ceremony at which they will be awarded is included for information.

ATTACHMENT(S):

[Honorary Degree Recipient – Autumn 2024](#)

Autumn 2024 Honorary Degree Recipients

Maimuna Kanyamala (October 23, 2024 – 3:00 p.m.)

Maimuna Kanyamala is a dedicated Tanzanian activist, entrepreneur, environmentalist, and feminist with more than 30 years of commitment to advancing the rights of women, girls, children, and marginalized communities. Co-founder of the Kivulini Women's Rights Organization, and founder of MikonoYetu in Mwanza, Tanzania, Maimuna was instrumental in developing Western Heads East, a Western University initiative bringing probiotic social enterprise to thousands of women to improve community health, and lift women and girls out of poverty. A passionate advocate for environmental stewardship, she also helped found GreenMinds, a youth-led project that empowers young people to become champions of sustainable, green thinking and leadership. She has partnered with feminist groups in Canada and Ireland to build global solidarity on issues such as violence against women, HIV/AIDS, and poverty.

ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The following items have been removed from the Consent Agenda by request:

ITEM 15.0 – Discussion and Question Period

Johanna Weststar, Official Observer:

A message to the community was released on Monday, Sept 9 putting 'a pause' on the newly introduced MAPP 1.1.1 and the new procedures to MAPP 1.1. Could you explain how these documents came to be in the first place and why a pause has been instated? Could you explain the appropriate process for the introduction or revision of university administrative policies and comment on what process was followed in this case and why? Could you explain what kind of consultation you now envision - who, what, when, how? Could you explain why the initially proposed procedure to MAPP 1.1 is so broad and restrictive as to the rights to expression and assembly on campus given the widely heralded MAPP 1.54 Freedom of Expression Policy?

Madeline Bassnett, Senator:

On behalf of one of our A&H faculty members, I'd also like to ask the following: I appreciate and commend the university's leadership for enacting a pause on the recently announced *Prohibition of Camping* policy. However, I'd like to know if the leadership team has considered the implications of making decisions and announcements without proper consultation with the university community. The two examples that come to mind include the announcement-then-pause to the Prohibition of Camping policy and the announcement of the Western-Brescia merger which was later followed by a public apology. Despite a declared commitment to "collegial governance," the university leadership's actions suggest it's not a priority. Furthermore (and with sincere respect), announcing plans that have to be later retracted/edited risks undermining the image of strong and clear-headed leadership the university seeks to project. In the most recent instance, for example, could there have been further consultation in advance of the announced Prohibition of Camping policy, rather than afterwards?

Christopher Alcantara, Senator:

With respect to the Policy on prohibiting camping on university property, why didn't senior administration leadership engage in consultations prior to issuing that policy? How will senior administration ensure that consultations and collaborative governance with the Senate and the wider university community occur prior to issuing new policies in the future?

Jacques Lamarche, Senator:

Many of us would like to know why the new Procedure was proposed at all? What are the specific needs that is not already addressed by MAPP 1.5 (Picketing, Distribution of Literature and Related Activities?). And how will the guarantees of Policy 1.54 (Freedom of Expression) be protected under any new policy / procedure in these areas? Also: will the announced "community consultation" be broad and inclusive, like the 2018 process that led to MAPP 1.54 Freedom of Expression.

Noah Zabian, Senator:

In 2022, Western's Investment Committee released its inaugural (2021) responsible investing annual report. In an important step forward in disclosure, transparency and accountability, this report highlighted Western's commitments and actions toward implementing Environmental, Social & Governance (ESG) considerations, as well as United Nations Sustainable Development Goals (SDGs) into its investment policy. The second annual report (2022), released in December 2022 continued down the same vein. It went into even more detail about the specific activities Western's Investment Committee is undertaking regarding meeting responsible investing goals, and confirming how responsible investing is an integral part of the long-term fiduciary health of our Investment portfolio.

As we all know, this past academic year saw a sharp increase in attention toward Western's investment policies. Community members voiced concerns over where our institution chooses to invest their tuition dollars, with a particular spotlight on Environmental, Sustainability and Human Rights concerns. Western also became a signatory on the United Nations Principles for Responsible Investing (UNPRI) on December 19th, 2023, and many community members are confused about how Western is implementing those principles, and what changes have been made to adapt our investments to them.

Given this, why does it seem that the responsible investing annual report for 2023 was skipped, and when can we expect the 2024 report? Due to the tense nature of this issue, I believe that all parties would benefit from more transparency and communication regarding Western's responsible investing strategy. Releasing responsible investing reports in a timely manner, and addressing specific concerns around human rights would be a step in the right direction.

Christopher Alcantara, Senator:

Is the university committed to providing the support and resources necessary for course instructors of online courses, especially those with large enrollments of anywhere between 500 and 1800 students, to hold in-person exams during the December and April final exam periods?

Jacques Lamarche, Senator:

I am wondering what is the rationale for keeping most of the campus roads blocked in the last couple weeks. I first believe that it was for student safety during orientation week. But since it is still impossible to cross the campus as of today (Wednesday), that cannot be the case. If this is related to the current strike, I would like to point out that picketers have a right to form picket lines, and that the disturbance they might cause is usually relatively innocuous: we've had picket lines on this campus in the past, and these would generally slow down the entry of vehicles. The current situation is not just causing a slowing down of campus entry, it is basically turning half of the city (University included) into a gridlock. The whole operation also raises other questions.

How much money is the University spending on this operation? There is an astonishing number of Facility management vehicles with numerous people at many spots all over campus.

Time lost: I needed to take the bus a couple of times in the last week (I never drive here, trying to cycle as much as I can) and I can report that trips from and to Old South that would normally take between 20 to 40 minutes on the bus have been taking 45 minutes to 1 hour and 15 minutes. Given the number of people who rely on buses to come to campus, this is a colossal waste of time for them.

Final, and not the least, how about climate change? There are thousands of vehicles idling in London these days: not very environmentally friendly.

If the rationale for the current situation is the current strike, it would seem that it has serious shortcomings.

Madeline Bassnett, Senator:

CBC reported Tuesday evening on City Councillor Sam Trosow's inquiries about the progress of administration talks with CUPE, and about the apparently related closure of campus roads. I'd like to follow up on his questions here. Could you explain why campus roads continue to be closed when they were not closed during other strikes, e.g. the TA strike in the spring. Although it's pleasant for cyclists and walkers not to have to compete with cars, the added stress on staff, faculty, and students (not to mention London drivers more broadly) many of whom are dependent on driving (and for whom driving may be an accessibility issue), is considerable.

Johanna Weststar, Official Observer:

The closure of the roads on campus is hampering the ability of some to participate in their academic activities on campus and is therefore of interest to Senate. Earlier this week it was noticed that Sunset Street was blocked off at Huron, which would seem to be off university property, and also blocked at University Drive, making access to the Medway lot impossible. This was not indicated on the campus road closure notices which said that all parking lots remain open. Could there be some comment on the road closures and why they are necessary? There were no such closures during the PSAC 610 strike. Not to mention, the cost of setting them up and maintaining security at them would seem to be an imprudent use of our limited financial resources.

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.
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