

SENATE AGENDA

Friday, February 12, 2021 at 1:30 p.m.
Meeting to be held electronically via Zoom videoconference

Members of Senate may access the Zoom link through the OWL Senate site

Members of the public who wish to attend Senate are invited to
 contact the University Secretary at senate@uwo.ca

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| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of January 15, 2021 | | Approval |
| 3.0 | Business Arising from the Minutes | | |
| 4.0 | Report of the President | | Information |
| 5.0 | Consent Agenda | | Approval |
| 5.1 | Items from the Senate Committee on Academic Policy and Awards | | |
| | 5.1(a) Faculty of Engineering: Withdrawal of the Green Process Engineering Option B (Green Process/HBA) and Option C (Green Process Engineering/Law) | | Approval |
| | 5.1(b) SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in French Studies, Statistical and Actuarial Sciences, History, and Religious Studies (King's University College) | | Information |
| | 5.1(c) SUPR-G Report: Cyclical Reviews of French Studies and the Collaborative Specialization in Musculoskeletal Health Research | | Information/
Approval |
| | 5.1(d) New Scholarships and Awards | | Information |
| 6.0 | Items removed from Consent Agenda | | |

AGENDA

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| 7.0 | Report of the Operations / Agenda Committee (E. Chamberlain) |
| 8.0 | Report of the Nominating Committee (K. Yeung) |

8.1	Selection Committee for the Associate Vice-President (Equity, Diversity & Inclusion)	Approval
9.0	Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean)	
9.1	Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine: Introduction of a Major in One Health	Approval
9.2	King's University College: Introduction of a Certificate in the Study of Law and Public Policy and Introduction of Political Science 2101A	Approval
9.3	Revisions to the "Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs" Policy	Approval
9.4	Update on Remote Proctoring	Information
10.0	Report of the Senate Committee on University Planning (M. Davison)	
10.1	Subcommittee on Enrolment Planning and Policy (SUEPP) Report:	
	10.1(a) Fall 2021 Entrance Standards for Undergraduate Admissions	Approval
	10.1(b) Enrolment Projections for 2021-2022	Approval
	10.1(c) Report on Entering Averages & First Year Grades	Information
10.2	Update on Budget and Planning Process	Information
11.0	Report of the University Research Board (L. Rigg)	
11.1	Update from the Vice-President (Research)	Information
12.0	Discussion and Question Period	
13.0	New Business	
14.0	Adjournment	

ITEM 1.0 – Land Acknowledgement

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

A land acknowledgement will be offered at the start of the Senate meeting.

ITEM 2.0 – Minutes of the Meeting of January 15, 2021

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION/DISCUSSION

Recommended: That the minutes of the meeting held on January 15, 2021 be approved as circulated.

MINUTES OF THE MEETING OF SENATE

January 15, 2021

The meeting was held at 1:30 p.m. via Zoom.

SENATORS:

Z. Al-Asamil	K. Gibbons	S. Morrison
L. Archibald	T. Granadillo	A. Nelson
P. Barmby	R. Gros	C. Nolan
A. Baxter	C. Harasym	J. Nord
J. Baxter	L. Henderson	P. Peddle
G. Belfry	R. Heydon	S. Pitel
A. Borchert	V. Hocke	S. Powell
L. Briens	S. Hodgson	S. Prichard
D. Brou	D. Jeffrey	V. Radcliffe
C. Burghardt-Jesson	T. Jenkyn	G. Read
S. Burke	G. Kelly	L. Ricker
C. Burucua	R. Kennedy	L. Rigg
E. Chamberlain	J. Kitz	S. Roland
L. Cipriano	D. Kotsopoulos	A. Rozovsky
K. Coley	J. Langille	G. Santos
J. Compton	K. Lawless	E. Sapuridis
J. Corrigan	W. Lehmann	I. Savani
B. Craig	J. Li	A. Shepard
J. Cuciurean	L. Logan	V. Smye
S. Datars Bere	D. Malloy	C. Steeves
M. Davison	C. McLeod	P. Tarc
R. Dekoter	M. McMurran	G. Tigert
J. Finegan	L. Melnyk Gribble	J. Toswell
R. Flemming	K. Mequanint	Z. Train
L. Frederking	A. Meyer	T. Walters
M. Garabedian	M. Milde	S. Whitehead
J. Garland	L. Miller	K. Yeung
L. Ghattas	K. Miller	B.A. Younker
	J. Minac	

Observers: B. Baron, R. Bgeginski, C. Brunette-Debassige, R. Chelladurai, J. Doerksen, J. Massey, M. McGlynn, N. Narin, M. Reesor, k. seanor

Land Acknowledgement

P. Tarc offered a Land Acknowledgement.

S.21-01 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of December 4, 2020 were approved as circulated.

S.21-02 **BUSINESS ARISING FROM THE MINUTES**

Update on enrollment deferred to February.

A. Shepard provided a brief update on Western's enrollment, noting Western has continued to attract strong students in record numbers for this academic year. He thanked all the teams for their efforts, as a strong enrollment contributes to the vitality of the institution.

S.21-03 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: COVID-19 updates, accolades, and leadership updates.

The President additionally commented on the following items:

- Thanked members of the Western community for their continued efforts while working remotely or on campus during this extraordinary time.
- The Ontario Government has declared a second State of Emergency. Western is currently operating under all of the requirements of the declaration, as there were no changes to Post-Secondary education.
- The President applauded the Western community, noting that there have been no cases of COVID-19 transmission related to academic activities or research settings in the Fall semester.
- Western has delayed the return of in person instruction until February 21. Decisions about the summer and fall terms are being discussed, and an update will be provided at the next Senate.
- The President advised that the searches for VP Advancement and University Secretary are underway. The searches for the Provost and AVP for Equity, Diversity and Inclusion will be underway shortly. The Dean of Faculty of Music and Vice Provost for Faculty Affairs searches are continuing.

The President concluded his report by acknowledging that Western University has moved up in the QS World University ranking to 203.

The President cautioned against the increase in phishing attempts, and advised to use extra caution in opening or responding to e-mails.

Lastly, the President provided an update on the Strategic Planning process. A website will be launched, which will highlight updates on the consultations that have taken place and future steps.

A senator asked the President to announce his appointee for the Provost selection committee. He advised that Lynn Logan has been appointed.

S.21-04 **UNANIMOUS CONSENT AGENDA**

It was moved by J. Garland, seconded by P. Tarc,

That the items listed in the Consent Agenda, be approved or received for information by the Senate by unanimous consent.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.21-05 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

The following item reported by the Operations/Agenda Committee was received for information by unanimous consent:

- ITEM 5.1(a) – Review of Senate Committee Terms of Reference

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.21-06 **ITEM 5.2(a) – Faculty of Arts and Humanities, Department of English and Writing Studies: Renaming of and Revisions to the Certificate in Theatre Arts**

It was moved by J. Garland, seconded by P. Tarc,

That effective September 1, 2021, the “Certificate in Theatre Arts” be renamed as the “Certificate in Theatre Studies” and that the requirements for the Certificate be revised as shown in ITEM 5.2(a).

CARRIED

S.21-07 **ITEM 5.2(b) – Ivey Business School: Revisions to the HBA Admission Requirements and the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) Program**

It was moved by J. Garland, seconded by P. Tarc,

That the HBA admission requirements and the HBA admission requirements through the Advanced Entry Opportunity (AEO) program be revised as shown, effective January 1, 2021.

CARRIED

S.21-08 **ITEM 5.2(c)(i) – Brescia University College: Revisions to the Admission and Program Requirements of the Major and Minor in Political Science**

It was moved by J. Garland, seconded by P. Tarc,

That the admission and program requirements of the Major and Minor in Political Science at Brescia University College be revised as shown, effective September 1, 2021.

CARRIED

S.21-09 **ITEM 5.2(c)(ii) – Brescia University College: Revisions to the Admission and Program Requirements of the Major in Power in History and Politics**

It was moved by J. Garland, seconded by P. Tarc,

That the admission and program requirements of the Major in Power in History and Politics at Brescia University College be revised as shown, effective September 1, 2021.

CARRIED

S.21-10 **ITEM 5.2(c)(iii) – Brescia University College: Withdrawal of the Minor in Public Administration**

It was moved by J. Garland, seconded by P. Tarc,

That the Minor in Public Administration at Brescia University College be withdrawn, effective September 1, 2021.

CARRIED

S.21-11 **ITEM 5.2(c)(iv) – Brescia University College: Withdrawal of the Minor in Community Development**

It was moved by J. Garland, seconded by P. Tarc,

That the Minor in Community Development at Brescia University College be withdrawn, effective September 1, 2021.

CARRIED

S.21-12 **ITEM 5.2(d) – King's University College: Revisions to the Admission and Program Requirements of the Certificate in Critical Security Studies and Introduction of Sociology 2108F/G (Decolonizing Social Science)**

It was moved by J. Garland, seconded by P. Tarc,

That effective September 1, 2021, the admission and program requirements of the Certificate in Critical Security Studies at King's University College be revised as shown, and

That effective September 1, 2021, Sociology 2108F/G: Decolonizing Social Science be introduced

at King's University College.

CARRIED

S.21-13 Information Items Reported by the Senate Committee on University Planning on Unanimous Consent

The following items reported by the Senate Committee on University Planning were received for information by unanimous consent:

- ITEM 5.3(a) – Western Office of the Ombudsperson Annual Report 2019/20
- ITEM 5.3(b) – Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2020 by the Senate Committee on University Planning

ANNOUNCEMENTS AND COMMUNICATIONS

S.21-14 Information Items reported through Announcements and Communications on Unanimous Consent

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

- ITEM 5.4(a) – Election Results – Selection Committee for the Provost & Vice-President (Academic)
- ITEM 5.4(b) – Academic Administrative Appointments

ITEMS REMOVED FROM CONSENT AGENDA

No items were removed from the consent agenda.

S.21-15 REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

E. Chamberlain (OAC) provided an oral update on the work of the Operations/Agenda Committee.

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.21-16 ITEM 8.1 – Faculty of Engineering: Revisions to the Progression Requirements (Weighted Mark)

It was moved by J. Garland, seconded by P. Tarc,

That the progression requirements for the Faculty of Engineering be revised as shown, effective September 1, 2020.

CARRIED

S.21-17 **ITEM 8.2 – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Engineering Leadership and Innovation**

It was moved by J. Garland, seconded by P. Tarc,

That a Graduate Diploma (GDip) in Engineering Leadership and Innovation be introduced, effective January 1, 2021.

CARRIED

S.21-18 **ITEM 8.3 – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (Kuwait Pathway)**

It was moved by J. Garland, seconded by P. Tarc,

That the admission requirements of the Doctor of Dental Surgery (DDS) program be revised as shown, effective December 1, 2020 for the 2020-21 application cycle.

CARRIED

S.21-19 **ITEM 8.4 – Revisions to the “Academic Records and Student Transcripts” Policy**

It was moved by J. Garland, seconded by P. Tarc,

That effective January 1, 2021, the “Academic Records and Student Transcripts” policy be revised as shown in ITEM 8.4.

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.21-20 **ITEM 9.1 – Closure of the Department of Applied Mathematics in the Faculty of Science**

It was moved by J. Garland, seconded by P. Tarc,

That Senate approve that the Department of Applied Mathematics (AM) be dissolved and its members welcomed into the departments of Mathematics and Physics & Astronomy (P&A) effective July 1, 2021,

And,

That following Senate and Board approval, the Faculty of Science Constitution be amended to remove the Department of Applied Mathematics.

CARRIED

A senator raised a question about the Weighted Teaching Units (WTUs) of Applied Mathematics and Physics and Astronomy. She questioned if this process would raise the Physics and Astronomy WTUs

on its own, without the support of moving Applied Mathematics faculty.

M. Davison (Dean, Faculty of Science) responded that Physicists and Astronomers in the Physics and Astronomy Department equally share the ability to teach mathematics, since many of the members of the current Applied Math Department have Physics PhDs.

S.21-21 **ITEM 9.1(a) – Dissolution of the Department of Applied Mathematics Brief**

Information regarding the Proposal to Close the Department of Applied Mathematics was provided to Senators in ITEM 9.1(a).

S.21-22 **Strategic Plan Update**

M. Davison, Chair of SCUP, provided an oral update on the Strategic plan.

A senator requested more elaboration on the process that SCUP had engaged in with regards to the Strategic Plan.

A. Shepard advised that through some of the earlier meetings of the Steering Committee, a number of important items have been identified as common and valuable to many. They have been organized into seven themes that are important to the University community's future. The 36 members of the Steering Committee have been allocated to working groups that have been assigned to look into each one of these themes in more detail. They will consult with relevant stakeholders for their input.

S.21-23 **REPORT OF THE UNIVERSITY RESEARCH BOARD**

L. Rigg, Vice-President (Research) provided an oral update on the Associate Vice-President (Research) search committee.

S.21-24 **ITEM 11.0 – Report of the Academic Colleague**

Senate received the Academic Colleague Report on the December 2020 meeting for information.

S.21-25 **DISCUSSION AND QUESTION PERIOD**

A Senator submitted the following questions in advance:

Navitas

A year ago at this time Senate for the first time learned that a private for-profit firm was in consideration to recruit international students and deliver the university's first-year programs to those students in an on-campus facility and in some level of collaboration with the university's faculties. The students, if successful in their first-year studies, would receive automatic entrance into second-year programs at Western. The firm in question, Navitas, would be recruiting students from a broader range of countries than current recruitment of international students was reaching, and would bring students into a broader range of on-campus programs than was currently the case (international students were concentrated in two or three programs, notably BMOS, Engineering, and Science). The initial discussion at Senate was not positive, and the issue remained in contention through the first eight months of 2020, eventually resulting in votes against Navitas in the following faculties. Here, for reference, is the motion as it was put at the Faculty of Arts & Humanities Faculty Council, and the results from all the other Faculty Councils:

The Faculty of Arts and Humanities Council does not support the outsourcing of the crucial work of teaching first-year international undergraduates at Western to a private, for profit international 'pathway' college such as Navitas.

Music: 52 for, 1 against, 5 abstain
Science: 99 for, 14 against, 9 abstain
Social Science: 155 for, 6 against, 11 abstain
Arts and Humanities: 88 for, 6 against, 8 abstain
FIMS: all for - none against, none abstain
Education: approx 40 for, 1 against, a few abstain

When this question was raised at Senate in the fall, the then-provost said that progress on the initiative now involved determining which faculties would accept engagement with Navitas. Given that a majority of Western's Faculty Councils, which are decision-making bodies whose constitutions are approved by Senate and whose decisions are binding, have now rejected any connection with Navitas, can we please confirm that the university's negotiations with this firm and others with its method of approach are at an end?

A. Shepard responded that no agreement had been previously signed with Navitas, therefore, there is no agreement to cancel. The President acknowledged that increasing the number of International students at Western is a top priority and will be pursued further in the upcoming years.

Affiliated University Colleges

The relationship between Western (Main Campus) and its three affiliated colleges (Brescia, Huron, King's) is governed by the Affiliation Agreement, which was most recently approved in 2019. The previous iteration was dated 10 June 2013. These agreements are approved by Senate and recommended to the Board of Governors of Western; the signatories to the 2019 document, on 28 November 2019, were Dr. Andrew Hrymak, Provost and Vice-President (Academic) on behalf of the University of Western Ontario, Dr. Susan Mumm (Principal, Brescia University College), Dr. Barry Craig (Principal, Huron University College), and Dr David Malloy (Principal, King's University College). As many Senators will recall, it covers many issues, including academic quality and excellence since the undergraduate degrees granted to students of the Affiliated University Colleges are University of Western Ontario degrees. The affiliation agreement provides for which programs are offered only on Main Campus and which at individual affiliates, parity in quality of teaching and learning, use of facilities including various services for students, the library, technological services, and more. It enjoins the affiliates from concluding academic partnerships, or articulation agreements without permission and a signature from the University. Appendices cover entrance averages and the need to reduce the gap between entrance averages at the affiliates and Main campus over the next several years, summer course offerings, and the fee agreement, which requires an Affiliation Fee paid to Western "at a rate of 12% of the individual Affiliate's undergraduate and graduate enrolment-related grants and tuition revenues." For purposes of the Strategic Mandate Agreements with the provincial government, the affiliates are part of Western, and their enrolments are Western enrolments.

Both Brescia and King's have bylaws governing their internal functions, and they have their own boards and structures; in both cases they are also responsive to the *Ex Corde Ecclesiae*, the ordinances issued by the Canadian Conference of Catholic Bishops. Brescia was founded in 1919 as a women's college, and King's in 1954 as a men's college, both affiliated to Western from the beginning. Huron has a distinct

history, having been founded by the Anglican bishop of the Diocese of Huron as a divinity school in 1863, with its first class taught by the newly-hired Isaac Hellmuth. Hellmuth later became Bishop of Huron and asked the province for a charter to found a university in London, succeeding in 1878. Huron's degree-granting powers were placed in abeyance, except for divinity degrees (also granted by St Peter's Seminary through King's), and it also became an affiliate of Western.

The issue I would like to discuss at Senate is this: about ten months ago, the *London Free Press* carried an advertisement about a name change for Huron, and in fall 2020 the Legislative Assembly of Ontario approved Bill Pr28, "An Act respecting Huron University College." The act received royal assent on December 9, 2020. It establishes an Academic Council and Board at Huron not unlike those at Brescia and King's, although the Board proposes to have at least ten and perhaps as many as twenty-five external members along with the Bishop of Huron, one student president, four university leaders, and two faculty members (one each from Arts & Social Sciences, and from Theology). The membership on the Huron Board is not our business at Senate but two issues interest me. First, towards the end of the act occurs the following clause: "Financial Report (2) The Board shall submit an annual financial report to the Minister of Colleges and Universities in the form and containing the information that may be required by the Minister." I did not find similar clauses in the documents available on the Brescia and King's websites. Does this mean that Huron will report independently to the province, and will not be subject to the SMA? If so, does this affect Huron's involvement in the 2019 affiliation agreement. Second, the Huron website heavily advertises its links to Ivey and the business acumen of its graduates. Last week I noticed at the front of the website that a link to Harvard Business School was particularly notable. Tonight that material seems to have disappeared, but the recruitment video I watched explicitly described the "academic partnership" Huron has with the Harvard Business School (with pictures provided in the video). Was this partnership completed with the approval of the University?

To conclude, I notice that the Principal of Huron who signed the affiliation agreement in 2019 is, according to the new Act, formally a "President." In the last year or two the academic leader of Brescia was also a President for a while, but now seems to be a Principal again (though a different person). For clarity, are the leaders of the affiliates principals or presidents, or both, depending on which affiliate we are considering? The affiliated colleges acquired six members on Senate as a result of a review committee of both Senate and Board in fall 1996, so it seems appropriate twenty-five years later to ask a few questions about the relationship between Western and the affiliated university colleges.

B. Craig (President, Huron University College) responded that the changes in the new Act do not change or affect the affiliation or academic relationship with Western or the other affiliates. The title change to "President" was a marketing strategy, to avoid confusion on Huron's education level. The academic partnership with Harvard University has been approved previously, and it was brought forward to the appropriate channel, according to the affiliation agreement.

ADJOURNMENT

The meeting adjourned at 2:29 p.m.

A. Shepard
Chair

A. Bryson
Acting University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

There is no business arising at this time.



REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: February 8, 2021
Re: President's Report to Senate

Dear Senators,

This report highlights some noteworthy developments since my last report to Senate of January 15, 2021.

COVID-19 update: Western continues to operate within the restrictions of the province-wide shut-down. We anticipate in-person instruction will resume following Reading Week. Some clinical learning in health sciences and medicine and in a small number of approved non-health related programs is continuing on a limited basis. I will provide a further update on our ongoing response to the pandemic in my oral report to Senate. Please watch <https://www.uwo.ca/coronavirus/> for the latest news.

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

- Western faculty awarded SSHRC Partnership Engage grants:
 - **Abe Oudshoorn** (Nursing) and **Carrie Anne Marshall** (Occupational Therapy), in partnership with the Kingston & Frontenac Housing Corporation, to study social housing, mental illness, and substance use during the pandemic.
 - **Marc Mitchell** (Kinesiology), **Eva Pila** (Kinesiology), and **Harry Prapavessis** (Kinesiology), in partnership with Sprout Wellness Solutions Inc., to study the use of wellness apps and their impact on health outcomes.
 - **Denise Connelly** (Physical Therapy), **Anna Garnett** (Nursing), and **Tracy Smith-Carrier** (King's University College), in partnership with WeRPN, to study the resiliency of registered practical nurses working in long-term care.
 - **Angela Schneider** (Kinesiology) and **Craig Hall** (Kinesiology), in partnership with the Canadian Olympic Committee, to study the impact of the pandemic on Olympic athletes.
- PhD candidate **Payam Momeni** (Earth Sciences) named inaugural recipient of the Flight 752 Memorial Graduate Scholarship.
- **Yolanda Hedberg** (Chemistry) named Wolfe-Western Fellow-At-Large, awarded annual to a young researcher newly recruited to Western.

- Young alumni named to London's Top 20 Under 40 list for 2020:
 - **Carolyn Conron**, LLM'13, Principal, Conron Law Professional Corp.
 - **Katelynn Drake**, JD'17, Lawyer, Legate Personal Injury Lawyers
 - **Rasha El-Tawil**, LLB'07, Law Associate, Siskinds LLP
 - **Zamir Khan**, MESC'07, Founder & CEO, VidHug
 - **Jennifer Miller**, BA'09, Special Project Manager, Sifton Properties Ltd.
 - **Erika Oakes**, BA'07, Owner & co-founder of Os & Oakes
 - **Divyansh Ojha**, HBA'20, Founder, FoodFund Inc.
 - **Emily Strybosch**, CERT'19, Brand Specialist, Libro Credit Union
- **Shane Wang** (Ivey) named by the Marketing Science Institute to its 2021 Class of Young Scholars.
- Alumnus **Frank Worrell**, BA'85, MA'87 (Psychology) elected president of the American Psychological Association.

Leadership update: The work of review/selection committees for the following senior leadership positions remains underway: Dean of the Don Wright Faculty of Music, Vice-Provost (Academic Planning, Policy & Faculty), University Secretary, Vice-President (University Advancement), and Provost & Vice-President (Academic).

ITEM 5.0 – UNANIMOUS CONSENT AGENDA

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 -- *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.

While approval of an omnibus motion saves time at Senate meetings, Senate members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

In consultation with Committee chairs and principal resource persons, the Secretary identifies action and information items that are routine and/or likely non-controversial. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Senate 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, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Senate 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 the 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, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

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 5.1(a) – Faculty of Engineering: Withdrawal of Green Process Engineering/HBA (Option B) and Green Process Engineering/Law (Option C)

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, admission to Green Process Engineering/HBA (Option B) and Green Process Engineering/Law (Option C) be discontinued, and

That students enrolled in the Options prior to September 1, 2021 be permitted to graduate with these Options upon completion of all requirements by August 31, 2024, and

That effective September 1, 2024, the Options be withdrawn, and all registration discontinued.

EXECUTIVE SUMMARY:

Senate approved the withdrawal of the standalone Green Process Engineering Program in April 2020. It was an oversight that the combined programs with Ivey and Law were not withdrawn at that time.

Green Process Engineering was created at Western as a standalone program offered by the Department of Chemical and Biochemical Engineering (CBE) in parallel to the regular Chemical Engineering program. In April 2019, the CBE Department Council agreed to begin the process of phasing out of the Green Process Engineering program. This was the result of almost one year of discussions among faculty members, alumni and students in the program. One key factor is the low GPE second year intake for the past 7 years. The Faculty of Engineering anticipates an opportunity for consolidation of GPE into a single, modernized, flexible Chemical Engineering program.

ATTACHMENTS:

[Revised Calendar Copy – Green Process Engineering/HBA \(Option B\)](#)

[Revised Calendar Copy – Green Process Engineering/Law \(Option C\)](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21259>

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21442>

B. Green Process Engineering/HBA

Registration in this Option is discontinued effective September 1, 2021. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2024.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21261>

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21443>

C. Green Process Engineering/Law

Registration in this Option is discontinued effective September 1, 2021. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2024.

ITEM 5.1(b) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in French Studies, Statistical and Actuarial Sciences, History, and Religious Studies (King’s University College)

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

On behalf of the Senate, SCAPA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in French Studies, Statistical and Actuarial Sciences, History, and Religious Studies (King’s University College).

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Arts and Humanities	French Studies	August 11-12, 2020	Good Quality
Science	Statistical and Actuarial Sciences	March 5-6, 2020	Good Quality
Social Science	History	March 3-4, 2020	Good Quality
King’s University College	Religious Studies	March 5-6, 2020	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – French Studies](#)
[Final Assessment Report – Statistical and Actuarial Sciences](#)
[Final Assessment Report – History](#)
[Final Assessment Report – Religious Studies, King’s University College](#)



French Studies

Final Assessment Report & Implementation Plan August 2020

Faculty / Affiliated University College	Arts & Humanities
Degrees Offered	B.A.
Modules Reviewed	<ul style="list-style-type: none"> • Honours Specialization in French Studies • Specialization in French Studies • Major in French Studies
External Consultants	Dr. Milo Sweedler, Associate Professor, Wilfrid Laurier University Dr. Wladyslaw Cichocki, Professor, University of New Brunswick
Internal Reviewer	Dr. Renée Soulodre-La France, Professor, King's University College at Western University
Date of Site Visit	August 11-12, 2020
Evaluation	Good Quality
Approval Dates	SUPR-U: January 20, 2021 SCAPA: February 3, 2021 Senate (for information only): February 12, 2021
Year of Next Review	Year of next cyclical review – 2027-28

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 undergraduate modules delivered by the **Department of French Studies. Faculty of Arts & Humanities.**

This report considers and reports on the following documents: the program’s self-study, the external consultants’ report and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required for implementation, identifies who is responsible for approving and acting on the recommendations, outlines any action or follow-up that is required, and provides the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities’ Council on Quality Assurance and is made available on a publicly accessible location on Western’s IQAP website. The Final Assessment Report with the Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary (as identified in the Self-Study Brief)¹

Overview

Approved 50 years ago in 1968, the current goals of the Department of French Studies align with the Academic Plan of the Faculty of Arts & Humanities (FAH) and focus on five pillars, including:

1. Innovation and Development
2. Increased Internationalization
3. Engaging Alumni/Engaging the Community
4. Building on Research Excellence
5. A Culture of Communication

There are 15 full-time faculty, 2 Fulltime Limited Term faculty along with many part-time instructors and graduate teaching assistants who *carry out research and teach courses in a wide range of fields, including language study, linguistics, and literature, history, culture and civilization of the French-speaking world.*

Faculty have been successful in holding external funding and winning university as well as external teaching and research awards. Faculty research supports the unit's mission of developing quality pedagogical practices. The unit *has maintained an environment and "ethos" of scholarly inquiry and curiosity-driven intellectual investigation, even in the face of increasing budgetary challenges.*

French Studies is very much an 'interfaculty' department and has links with other departments in the Faculty of Arts & Humanities (*i.e.*, Linguistics), the Faculty of Social Science, the School of Communication Sciences and Disorders and the Ivey School of Business. Many students outside of French Studies enrol in one or more courses in the Department to fulfill the breadth requirements of their degree program. In addition, several French courses are required courses for other programs such as Social Science, Business, and within other departments in Arts & Humanities.

The Department began reviewing its programs and curriculum in 2018 with the development of revised Learning Outcomes that align with both the FAH academic plan and the Western Degree Learning Outcomes. The curriculum for each course was then mapped to the Learning Outcomes, three of which provide the foundation to, and are common for all programs:

1. *Students shall be able to present their own learning outcomes effectively and with confidence, whether orally or in written form, using, as applicable, a variety of argumentative strategies and research tools.*
2. *Students will be able to use standard academic language with clarity and rigour.*

¹ Direct quotes from the review materials are noted in italics; otherwise, all comments are summarized.

3. *They shall, moreover, demonstrate intellectual integrity and ethical responsibility in their professional and personal lives in order to collaborate respectfully with their communities, exhibiting such qualities as self-direction, cooperation, civility and reliability.*

Pedagogically, faculty use an immersive French-language only teaching style in the classroom.

Going forward, the Department is focussed on increasing access to French Studies through online learning, internationalization, and new academic programs and initiatives.

Strengths/Innovations of the Program (as identified in the Self-Study brief)

- summer language programs at the French Immersion School in Trois-Pistoles
- annual Rwanda Summer experiential learning course
- annual production of the Departmental theatrical troupe, L'On Donne
- complement of Professional and Business French Courses (heavily subscribed to by students from professional programs)
- pedagogical innovations with introduction of new courses e.g., *French for Healthcare* and *French for the Media*
- development of online courses
- development of a Certificate in Business French
- multiple awards recognizing student
- Excellent library support

Challenges (as identified in the Self-Study Brief)

- Adjusting to budgetary constraints within the University and Faculty

Proposed Changes (as identified in the Self-Study Brief)

- Development of several new courses:
 - pre-university language courses (1000 level) to support student success in French Studies
 - general-interest, cultural studies course to be offered in English (1000 level) entitled *Unlocking Paris*
 - language pedagogy (2000 level) in Practical French
- Expanding experiential learning programs

Self-Study Process

The self-study of the department was a collective effort involving participation from all members of the Department of French Studies. Multiple faculty meetings were designated for the purposes of reviewing

the undergraduate program and resulted in the mapping of the curriculum to the Learning Outcomes as described above.

Data were also gathered from students through surveys and alumni to ascertain their insights into strength, challenges, and opportunities for future development for the Department. On the Student Exit Survey distributed to students at the end of 4th year, 96% indicated they would recommend studying French at Western to a friend. In the Appendices, the Department provides evidence of the satisfaction of students with the courses and instructors through the course evaluations.

Review Process

Because of the pandemic, onsite review was not possible and the external review occurred online through online (ZOOM) interviews with the following. During the external review, the review committee (comprised of the two external reviewers and one internal reviewer) were provided with Volumes I and II in advance of their visit and then met with the following over the course of the two days.

- Jeff Hutter, Vice Provost (Academic Programs)
- Margaret McGlynn, Vice Provost (Academic Planning, Policy and Faculty Relations)
- Michael Milde, Dean, Faculty of Arts and Humanities
- Jan Plug, Associate Dean (Academic)
- John Nassichuk, Undergraduate Chair, Department of French Studies
- Karin Schwerdtner, Chair (Outgoing), Department of French Studies
- Jean Leclerc, Chair (Incoming), Department of French Studies
- Mirela Parau, Administrative Officer
- Robert Glushko Associate Chief Librarian
- Faculty, Department of French Studies
- Undergraduate students, Department of French Studies

Following the review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the French Studies undergraduate programs.

Summative Assessment – External Reviewers' Report

While the review progressed as planned due to the limitations of the pandemic, in their external report, the external reviewers note frustrations with using online technology to conduct an undergraduate review with respect to unstable internet, limits of time in speaking with faculty and students, and specifically the lack of follow up one-on-one conversations. That being said, they noted their appreciation for the collegial and welcoming atmosphere they experienced during the online review

process. They note that *overall the program reflects the mission, values, and strategies of both the University and the Faculty.*

Strengths of the Program

- Learning Outcomes align with the Western's Strategic Plan and the FAH academic plan.
- Programs play a significant role in the promotion of French and official bilingualism in Canada
- Faculty make important contributions to cultural events and to the scientific literature in many areas of French Studies
- Recognized as one of the best French Departments in Canada

Challenges for the Program

- Diversify the curriculum to reflect current transformations in the field and changing student body
- Decline in budgetary context
- Declining student enrolment
- Gap in 20th Century and contemporary French Literature, specifically Québécois
- Student opportunity to practice oral French in class

Summary Statement

The program can be characterized as having an excellent culture of scholarship and research. It provides Western University students with a rich learning experience; indeed, students are studying in one of the best departments of its kind in Canada.

Reviewers' Recommendations and Department/Faculty Responses

REVIEWERS' RECOMMENDATIONS	DEPARTMENT RESPONSE
1. <i>Change the following requirements:</i> <ul style="list-style-type: none">• <i>Minor: 2.0 language courses, 1.0 core courses, 1.0 additional courses</i>• <i>Major: 2.0 language courses, 2.0 core courses, 2.0 additional courses</i>	"This amounts to a minor adjustment, a reduction of 0.5 core courses in the two modules. ...The departmental Undergraduate Program Committee shall certainly consider the merits of this suggestion."
2. <i>That the University proceed quickly to negotiate a third-year abroad program with a French or francophone university to replace the now defunct Nice exchange program.</i>	"...The Department has negotiated...a promising agreement with the Université d'Aix-en-Provence... Students may also avail themselves of the opportunities made available to them through the offices of Western International, including study-abroad possibilities at the Université de Tours, the Sciences-Po Summer School in Paris and the Ontario Rhône-Alps student exchange."

<p>3. <i>That the university administration look favourably upon requests from the Department for replacement positions and, if possible, at least one growth position.</i></p>	<p>“In a time of budgetary constraints on several fronts, the Department of French Studies looks forward to working constructively with the Faculty of Arts and Humanities.”</p> <p><u>Decanal response:</u> “Appointments are part of a larger budget and planning process at Western. ...The planning and budgeting cycle is approaching, and the Dean will be in conversation with all Department Chairs about their academic plans and the resources that will support those plans.”</p>
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Other Opportunities for Program Improvement and Enhancement

In their report, the external reviewers made a series of helpful suggestions to the Department for consideration.

REVIEWERS' SUGGESTIONS	DEPARTMENT RESPONSE
<p>1. <i>The Department should consider creating a performance course at the 4000 level.</i></p>	<p>“This interesting suggestion invites the department to consider building upon the success of FR 3906 (“Speaking Texts”) and, in so doing, enhancing the oral/communicative aspect of senior-level course offerings in French. This would also provide a useful academic complement to the extra-curricular, annual “L’On Donne” theatre activities.”</p>
<p>2. <i>While offering one or more service courses in English may achieve increased enrolments, courses in degree programs in French Studies need to be offered in the French language.</i></p>	<p>“...The importance of providing instruction in French is not in dispute in the Department of French Studies, at any level. Service courses (i.e. designed for students from other programs and other faculties i.e. not registered in a module in French Studies within Arts and Humanities) such as the new “Unlocking Paris” do provide an opportunity for non French-speaking students to fulfill a breadth requirement whilst exploring themes directly related to the research and teaching mission of the Department of French Studies...”</p>
<p>3. <i>The Department should seek out ways to give students more opportunity to express themselves orally at all levels of the curriculum, in all types of courses. This includes paying greater attention to a</i></p>	<p>“...We shall continue to integrate an oral component into core courses. Indeed, this very consideration remains top of mind at all curriculum of the Undergraduate Program Committee.”</p>

<i>communicative approach in 1000-level language courses.</i>	
<i>4. The Department should avoid cutting 4000-level courses. These courses may have lower enrolments but they are of great benefit to Honours students.</i>	"4000-level courses in the Department of French Studies are most often cross-listed with 3000-level courses and, for this reason, their lower enrolments pose less of a problem than might otherwise be the case. Instructors are careful to differentiate between the two groups of students working on a common corpus or set of problems, establishing appropriate requirements for all levels."
<i>5. In the context of opportunities for experiential learning, the Department should consider having undergraduate students participate in some of the ongoing research projects in literature and linguistics.</i>	"...Some progress has already been made on this front. A recent M.A. graduate was an <u>undergraduate</u> research hire in the Department two years ago...allowing for the engagement of undergraduate research assistants. In the last year, several contracts have been awarded to undergraduate students, a developing trend that we intend to encourage in the near future.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College Principal will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Change the following requirements: <ul style="list-style-type: none"> Minor: 2.0 language courses, 1.0 core courses, 1.0 additional courses Major: 2.0 language courses, 2.0 core courses, 2.0 additional courses 	That the departmental Undergraduate Program Committee consider these adjustments to the Minor and Major modules.	Department Undergraduate Program Committee and Chair	2022
2. That the University proceed quickly to negotiate a third-year abroad program with a French or francophone university to replace the now defunct Nice exchange program.	That the Department continue to pursue the agreement with the Université d'Aix-en-Provence so as to ensure its implementation.	Chair/Dean Arts and Humanities	Completed. Department has negotiated an agreement.
3. That the University administration look favourably upon requests from the Department for replacement positions and, if possible, at least one growth position.	That this recommendation be noted as the FAH goes through its budgetary process.	Chair/Dean Arts and Humanities	Ongoing as part of faculty planning process



Statistics & Actuarial Sciences

Final Assessment Report & Implementation Plan March 2020

Faculty / Affiliated University College	Faculty of Science
Degrees Offered	B.Sc.
Modules Reviewed	<ul style="list-style-type: none"> ▪ Honours Specialization in Actuarial Science ▪ Honours Specialization in Data Science (joint with Computer Science) ▪ Honours Specialization in Financial Modelling ▪ Honours Specialization in Statistics ▪ Major in Actuarial Science ▪ Major in Data Science (joint with Computer Science) ▪ Major in Financial Modelling ▪ Major in Applied Statistics
External Consultants	Dr. Richard Lockhart, Professor, Simon Fraser University Dr. David Landriault, Professor, University of Waterloo
Internal Reviewer	Dr. Jeff Wood, Associate Dean Undergraduate Studies, Faculty of Engineering, Western
Date of Site Visit	March 5-6, 2020
Evaluation	Good Quality
Approval Dates	SUPR-U: January 20, 2021 SCAPA: February 3, 2021 Senate (for information only): February 12, 2021
Year of Next Review	Year of next cyclical review – 2027-28

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 undergraduate modules delivered by the **Department of Statistics & Actuarial Sciences** in the **Faculty of Science**.

This report considers and reports on the following documents: the program's self-study, the external consultants' report and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required for implementation, identifies who is responsible for approving and acting on the recommendations, outlines any action or follow-up that is required, and provides the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report with the Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary (from the departmental self-study brief)

Overview

Founded in 1980, the Department of Statistical and Actuarial Sciences is located in the School of Mathematical and Statistical Sciences, along with the Departments of Mathematics and Applied Mathematics. Learning Outcomes for all modules offered have been developed according to Western's Degree Outcomes with subsequent curriculum mapping. The goals of the Department of Statistical and Actuarial Sciences are to:

- provide leading undergraduate and graduate programs in Statistics, Data Science, Financial Modeling and Actuarial Science;
- offer high-quality introductory statistical and actuarial science courses that are suitable for a wide range of disciplines;
- explore innovative teaching methods;
- advance its four areas of specialization through high quality research;
- contribute to developing innovative modeling and analytic methodologies via collaborative research conducted within and outside the university

There are currently 26 full-time faculty members, one of whom is a Faculty Scholar, one a Western Research Chair, four are CRC's, two are Fellows of the Society of Actuaries and three are Associates of the Society of Actuaries. The faculty complement is divided into two major areas: the Actuarial and Financial Modelling Group is a group of acknowledged research leaders who provide trainings in the fields of actuarial science and financial mathematics; the Statistics and Data Science Research Group is

comprised of three chaired appointments, a Western Research Chair, TD Professor in Data Analytics, and a Tier 1 CRC in Data Science. This research group also has joint appointments with Computer Science, Biology, and Oncology.

Although student enrolment has doubled in the last six years, surveys and testimonials by current students and alumni report a high satisfaction in their courses with a reported hiring rate of about 90%.

Western has a modular degree structure that allows students to combine subjects from different departments and faculties. Undergraduate students may earn an Honours Bachelor's degree by completing 20 courses (40 half or one-semester courses) including at least one Honours Specialization module or two Major modules. Students may also graduate with a 4-year general degree, which requires the completion of at least one major module. It is also possible to graduate with a 3-year general degree that includes at least one major or two minors. The Department of Statistical and Actuarial Sciences offers modules in Actuarial Science, Financial Modelling, and Statistics, as well as modules in Data Science offered jointly with the Department of Computer Science, designed to meet the needs of employers.

The undergraduate modules in Statistics, Actuarial Science, Financial Modeling and Data Science include:

- Honours Specializations
Actuarial Science
Data Science (joint with Computer Science)
Financial Modelling
Statistics
- Majors
Actuarial Science
Data Science (joint with Computer Science)
Financial Modelling
Applied Statistics
- Minors
Applied Statistics
Applied Financial Modeling
Data Science (joint with Computer Science)

The Department's strategic priorities include High Impact Learning Experiences for students, with a focus on Career Preparedness; External Community and Alumni Engagement; Development of Professional Programs and Training; Maintaining Industrial and Government Connections; Promoting Excellence in Research; and Internationalization, including expansion of undergraduate international enrolments and research connections.

Strengths/Innovations of the Program (as identified in the brief)

- Student scholarships combined with work terms
- Excellent employment statistics for graduates
- Excellent library support
- 3+1+1 agreements with four universities in China
- Accreditation by the Society of Actuaries and the Casualty Actuarial Society

Opportunities for Development

- Advance the Multi-Hazard Risk Assessment Research Group
- Rebuild links with the Schulich School of Medicine and Dentistry where there is a burgeoning field of health informatics

Changes & Enhancements

Since the last periodic review, the Department has undergone a departmental review as well as external reviews to qualify for accreditation. As a result, the Department has engaged in a number of strategic faculty hires, developed successful regional high-school outreach initiatives, enabled students to take the Introductory Business courses offered by the Ivey Business School, increased the 5-year dual degree Ivey program, supported junior faculty in pursuing their actuarial designations, maintained accreditation with the Society of Actuaries as a Center of Actuarial Excellence, modified course contents and module requirements to conform to changes in the professional actuarial curriculum, facilitated the development of strategies in connection with the Department's research agenda, and, jointly with Computer Science, developed and introduced new modules in Data Science.

Self-Study Process

The information summarized above was collected from the Department's self-study document (Volume I). The unit's self-study was a collective effort involving participation from all members of Statistics & Actuarial Sciences at Science Western. Multiple faculty meetings and retreats were designated for the purposes of reviewing the undergraduate modules and resulted in the recent mapping of the curriculum to the Learning Outcomes. In addition, feedback about the effectiveness of the curriculum was solicited from students, alumni through surveys, testimonials, and questionnaires.

Review Process

During the onsite external review, the review committee (comprised of the two external reviewers and one internal reviewer) were provided with Volumes I and II in advance of their visit and then met over two days with:

- John Doerksen, Vice Provost (Academic Programs)
- Karen Campbell, Vice Provost (Academic Planning, Policy and Faculty Relations)
- Jeff Hutter, Associate Dean (Academic), Faculty of Science
- Kristina Sendova, Chair, Department of Statistics & Actuarial Science
- Serge Provost, Undergraduate Chair, Department of Statistics & Actuarial Science
- Undergraduate Faculty, Stats/Data Science, Department of Statistics & Actuarial Science
- Undergraduate Faculty, Actuarial Science/Financial Modeling, Department of Statistics & Actuarial Science
- Undergraduate Students, Department of Statistics & Actuarial Science
- Associate Chief University Librarian & Associate Librarian, Collections & Content Strategies
- 7 members of Administrative Staff, Faculty of Science

The reviewers also engaged in a guided tour of the of the department's teaching and research facilities.

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the Statistics & Actuarial Science undergraduate programs.

Summative Assessment by the External Reviewers¹

... From our assessment, DSAS has demonstrated a strong commitment to keep their undergraduate programs relevant to serve the public good and to produce graduate students who are well equipped to make meaningful contributions in their area of specialization upon graduation.

Strengths of the Program

- Clear and appropriate learning requirements and Learning Outcomes
- Curriculum mappings relate to Program Learning Outcomes and the Western Degree Outcomes.
- *Faculty qualifications are highly appropriate. We see very good to outstanding research records almost all of which are in areas relevant to these programs. We do not see any major research areas which are needed but not covered. We were impressed by the numbers of awards and prizes receive by faculty in this unit; there are far too many to list. In terms of the programs we are impressed to see quite a few teaching awards going to quite a few department members. On the research side there is excellent grant support, an impressive array of best-paper awards, numerous society awards, and some quite high prestige awards like the CRM-SSC prize.*
- Strong student evaluations of teaching.
- Internship program

Challenges for the Program

- Revamping the curriculum: *It is...our perception that the process...has been one of matching up existing curriculum with the PLLOs and with the Western Degree Outcomes but that the process has not so far been used to drive curricular change. We think this is a longer-term process and that the process so far is a good and meaningful start.*
- Faculty complement in Actuarial Science: *The actuarial group is small with just 5 faculty members (including the current department chair who is on a reduced teaching load). This can be viewed as an area of concern given that a rather large portion of the undergraduate students in the department (and of the department's activities as a matter of fact) are in Actuarial Science. Also, it is essential for accreditation and maintenance of the Center of Excellence designation that there be a Fellow of the Society of Actuaries among this group.*

¹ This section summarizes information in the External Reviewers' Report. Direct quotes from the report are noted in italics.

Summary Statement

It is our perspective that this unit is delivering excellent teaching built on a foundation of strong research and scholarship. This has been the case for quite some time and we are confident the Department of Statistical and Actuarial Sciences (DSAS) is well positioned to maintain their leading position in the years to come.

Summary of the Reviewers' Key Recommendations and Department/Faculty Responses

Reviewers' Recommendations	Departmental/Decanal Response
1. <i>We recommend that the university gather more information on the actual experience of individual graduating students in order to determine which PLLOs are being met to what level within each module.</i>	Rather than commenting on the individual recommendations made by the reviewers, the Department response to the recommendations was expressed as: <i>To be sure, we shall in time give heed to the consultants' insightful comments and constructive recommendations with a view to bolstering up our undertakings and further enhancing our undergraduate offerings.</i>
2. <i>We recommend that the department continue to review and update these maps and develop processes by which the maps are used to influence program and course curriculum design.</i>	The decanal response notes that attention will be paid to:
3. <i>We recommend that the department be careful to make certain that its modules do an adequate job of ensuring that Western graduates of these modules have strong communication skills.</i>	1. Reviewing curriculum mapping to ensure that it is used to inform curriculum design and course content. 2. Review will be made of the new Data Science modules, which are offered jointly with the Department of Computer Science to ensure some course requirements in Computing Science.
4. <i>DSAS may want to review the computing requirements in all modules to ensure that students get enough exposure (and coherently thought through exposure) over the course of their undergraduate degrees.</i>	3. Examining and balancing theory and application (data) in the Statistical Science modules. 4. Ensuring the presence of a Fellow of the Society of Actuaries in the Department in case of upcoming retirements.
5. <i>We recommend that the departmental leadership engage in a forward-looking planning exercise, identifying potential initiatives both in and beyond data science, which will help improve the quality over the long term.</i>	5. Reviewing student enrolment, given the high proportion of international students and potential concerns.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College Principal will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Ensure strong communication skills across all programs	Review program curricula; assess student performance and suggest curriculum revisions as appropriate	Department Chair	July 2022
2. Computer skills: ensuring sufficient and coherent exposure throughout the degree program			
3. Gather information from graduates to assess the success in meeting PLLOs	Establish a formal annual review process to collect, analyze and review student performance data in order to inform curriculum changes	Department Chair	Ongoing
4. Review and update curriculum maps to inform program and course design			
5. Conduct a planning exercise to identify potential initiatives within and external to Data Science to maintain quality of the program			



History

Final Assessment Report & Implementation Plan March 2020

Faculty / Affiliated University College	Faculty of Social Science
Degrees Offered	BA
Modules Reviewed	Honours Specialization in History, Honours Specialization in American Cultural Studies, Honours Specialization in International Relations, Specialization in History, Major in History, Major in American Studies, Major in Middle East Studies
External Consultants	Dr. Catherine Carstairs, Professor, University of Guelph Dr. Stephen Heathorn, Chair & Professor, McMaster University
Internal Reviewer	Dr. Jan Plug, Acting Associate Dean (Academic), Faculty of Arts and Humanities, Western University
Date of Site Visit	March 3-4, 2020
Evaluation	Good Quality
Approval Dates	SUPR-U: January 20, 2021 SCAPA: February 3, 2021 Senate (for information only): February 12, 2021
Year of Next Review	Year of next cyclical review – 2027-28

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 undergraduate modules delivered by the Department of History in the Faculty of Social Science.

This report considers and reports on the following documents: the program's self-study, the external consultants' report and the responses from the Department and the Dean of Social Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required for implementation, identifies who is responsible for approving and acting on the recommendations, outlines any action or follow-up that is required, and provides the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report with the Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

Overview

Western's History Department is one of the largest in Canada, offering about 70 diverse courses in any given year that cover Canada, the United States, Europe, Latin America, the Near East and the Far East. Its undergraduate teaching mission purposefully aligns with Western's strategic goals and those of the Faculty of Social Science. The Department recognizes the importance of teaching excellence and cross-disciplinary contributions. The Department's course offerings are known for their clustering of study in culture, society, international relations, war, business, and the environment.

As well as Majors and Minors in History, the Department offers an Honours Specialization in History, an Honours Specialization in American Cultural Studies, and an Honours Specialization in International Relations. The Department also offers or participates in Majors and Minors in American Studies, Middle East Studies, and Jewish Studies, as well as a Minor in Public History. In addition, History faculty members are involved in program modules offered by Medieval Studies and the Centre for Transitional Justice and Post-Conflict Reconstruction.

Experiential learning is an important component of the undergraduate program, either as full courses or assignments in existing courses.

Self-Study Process

The process used in creating the self-study brief was extensive and involved a number of face-to-face faculty retreats and roundtables with students to investigate and question all aspects of undergraduate programming. In addition, members of the History Undergraduate Committee met with individual faculty members, and a survey was sent out to alumni for their responses concerning the efficacy of the program after graduation.

Review Process

During the external review, the review committee (comprised of the two external reviewers and one internal reviewer, the Acting Associate Dean (Academic), Faculty of Arts & Humanities) was provided with Volumes I and II in advance of its visit and then met over two days with:

- John Doerksen, Vice Provost (Academic Programs)
- Karen Campbell, Vice Provost (Academic Planning, Policy and Faculty Relations)
- Joan Finegan, Acting Dean, Faculty of Social Science
- Dan Shrubsole, Associate Dean (Undergraduate Studies), Faculty of Social Science
- Francine McKenzie, Chair, History
- Jonathan Vance, Undergraduate Chair, History
- Faculty, Department of History
- Undergraduate Students, Department of History
- Associate Chief Librarian
- Administrative Staff, Faculty of Social Science

The reviewers also took in a tour of the Faculty and Department, observing the facilities that support teaching, learning, and research.

Following the onsite review, the external reviewers submitted a comprehensive report of their findings, which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the History undergraduate programs.

Summative Assessment – External Reviewers’ Report

Significant Strengths of the Program

Faculty

- Collegiality within the Department
- Excellent faculty in both teaching and research
- Highly respected by students
- Development of innovative courses that push boundaries of traditional history courses
- Teaching awards for faculty
- Positive response to previous reviews with action taken
- Thoughtfully designed new and improved space for Department that supports faculty growth, student learning and interaction

Courses

- Strong evidence of carefully designed Learning Outcomes and curriculum mapping, specifically focusing on “providing Canada’s best education for tomorrow’s global leaders”
- Creative and diverse assessments across courses, emphasizing creative thinking and writing development; “innovative and demanding”; “hands-on experience developing museum exhibits; they write code to help their research”
- Students graduate with “a subtle understanding of what a primary document can and can’t tell them, and...they comprehend historical disagreements”
- Constant review and renewal of old courses and development of new courses
- Small classes at the 3rd and 4th year levels
- Experiential learning, especially in internships within new Public History module which is known and respected across Canada
- Innovative course titles to attract students to History given that History enrolments are dropping nationally
- Students expressed strong satisfaction with their teaching/learning experience; would recommend Western to a friend.
- Department has revised most courses to one term rather than full year to facilitate student enrolment

Student Support

- Impressively large number of financial supports and awards for students
- Active and faculty-supported undergraduate society
- Successful undergraduate academic journal
- Excellent faculty and staff support students in all areas, including advising, meeting, setting up special events, accessibility and mental health
- Excellent library facilities and support
- Employment opportunities are rich and varied for graduates

Opportunities for Growth

Faculty

- Large faculty complement but lack of diversity – more than half focus on the US and Canada with no dedicated expertise in South or Central America, Africa, or South and Southeast Asia; and only two scholars whose training covers time periods before 1800 – such that lack of departmental expertise is a significant obstacle.
- Lack of scholar(s) in Indigenous methodologies, but note made of cross-listing of courses in Indigenous Studies and Women's Studies; however, current program structure currently inhibits student registration
- Lack of faculty in Jewish Studies
- Currently no probationary faculty; requires leadership to look to the future of Department
- Concern raised by students that History faculty (at Western and elsewhere) give lower grades than in other disciplines, which disadvantages the best students and may impede student recruitment

Courses

- Learning Outcomes are detailed for each course, but specializations and modules would be improved with programmatic outcomes
- Breadth requirements for students seem unwieldy and are not required in Learning Outcomes
- Course structure has little flexibility

Summary Statement

In summary, the external reviewers commended the Department of History on its faculty complement, referring to them as devoted pedagogues, outstanding scholars, and as impressively collegial Department members who hold an impressive array of teaching awards and are highly respected by their students. Faculty members were complimented on their program streams and the course curricula, with the note that the Public History program is renowned across the country. Through this review, it was readily apparent that the Department is dedicated to student learning and success. Recommendations for enhancing the Department's programs offerings are described below.

Summary of the Reviewers' Key Recommendations and Department/Faculty Responses

The Reviewers' recommendations were divided into two categories, one dealing with program administration and the other related to faculty.

REVIEWERS' RECOMMENDATION	PROGRAM & DECANAL RESPONSES
The Department should:	
<u>Program Administration</u> Review and develop more flexible program requirements to ensure timely completion for students.	The Undergraduate Committee is currently in deliberations about revising the requirements of History modules and examining what a revised program might look like. The Dean has confidence that the Department is working on this at this point.
Work with the Political Science Department to review courses at the 3000 and 4000 levels to ensure that students in International Relations are able to enroll in the required courses.	This is a highly popular program with students. Priority enrolment already gives them some advantage but reserving the specific number of required spots might help.
Ensure that Learning Outcomes are clearly articulated for all modules at each level to ensure that goals are met.	The re-visioning of learning outcomes goes hand-in-hand with our annual review process and as we review the History degree, expectations will be updated and implemented.
Review grading practices to ensure that students are not being discouraged from majoring in history.	Faculty are in discussion about grading and attending to this issue while being conscious of grade inflation.
<u>Faculty Resources</u> Re-examine current faculty complement and anticipated retirements. The Department should, in future, hire faculty to broaden expertise across the department, specifically pre-1800.	The Department agrees that there is an issue with the 'greying out' of the department and looks forward to hiring of a new assistant professor in 2021. Hiring will be "by theme (e.g., gender) and methodology (e.g., transnational, global) rather than the long-standing practice of categorizing expertise by nation and period." The Dean is cognizant of this issue and notes that a new hire is in process.
Ensure that the Director of Public History has a permanent position in the History Department.	Currently under discussion
Consider deleting Jewish Studies and Middle East Studies until there are faculty resources to support the programs.	The brief notes that History can continue to participate in Jewish Studies but the Department's ability to offer courses in the area will be limited. The issue is not addressed in the responses.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College Principal will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Review program requirements with an eye to flexibility and ensuring that students can complete requirements in a timely fashion	Program review, whether through regular meetings and consultation or a (series of) department retreat(s).	Chair/Undergraduate Chair in consultation with Department.	The review could be complete by the end of the summer of 2021, with potential changes to go through the approval process in 2021-22.
Clearly articulate learning outcomes for modules.	Part of the program review (above).	Chair/Undergraduate Chair, in consultation with Department.	As above—part of the program review process.
Ensure that students in International Relations have adequate access the upper-level courses they require.	Meetings with Chair/Undergraduate Chair of Political Science.	Chair/Undergraduate Chair.	Immediate and ongoing.
Because Jewish Studies is a collaborative program whose home is not in the Dept. of History, this report will recommend that the Department continue to monitor its participation in Jewish Studies.	Part of program review (above).	Chair/Undergraduate Chair in consultation with Department.	As above—part of the program review process.
Consider discontinuing the Major in Middle East Studies.	Part of program review (above).	Chair/Undergraduate Chair in consultation with Department.	As above—part of the program review process.
Review grading practices to ensure that History students aren't disadvantaged, especially when applying to professional and other programs.	Regular review of grading practices.	Undergraduate Chair and Committee on Undergraduate Studies.	Ongoing



Religious Studies

Final Assessment Report & Implementation Plan March 2020

Faculty / Affiliated University College	King's University College
Degrees Offered	B.A.
Modules Reviewed	<ul style="list-style-type: none"> • Religion & Society (formerly Religious Studies) Honours Specialization, Specialization, Major • World Religions & Cultures Honours Specialization, Specialization, Major • Catholic Studies for Teachers (CST) Honours Specialization, Major • Catholic Studies Honours Specialization, Specialization, Major
External Consultants	<p>Dr. Eileen Schuller, Professor Emerita, Department of Religious Studies, McMaster University</p> <p>Dr. Stephen Scharper, Associate Professor, Department of Anthropology, University of Toronto Mississauga</p>
Internal Reviewer	Dr. Geoff Read, Provost and Dean of Arts and Social Science, Huron University College
Date of Site Visit	March 5-6, 2020
Evaluation	Good Quality
Approval Dates	<p>SUPR-U: January 20, 2021</p> <p>SCAPA: February 3, 2021</p> <p>Senate (for information only): February 12, 2021</p>
Year of Next Review	Year of next cyclical review – 2027-28

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 undergraduate modules delivered by the **Department of Religious Studies, King's University College.**

This report considers and reports on the following documents: the program's self-study, the external consultants' report and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required for implementation, identifies who is responsible for approving and acting on the recommendations, outlines any action or follow-up that is required, and provides the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report with the Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary (as identified in the Self-Study Brief)¹

Overview

King's University College, a Catholic co-educational institution, is one of three University Colleges academically affiliated with The University of Western Ontario.

Originally linked with Philosophy, the Department of Religious Studies at King's became a separate department in 2017. There are seven full-time faculty as well as five part-time faculty with about 70 to 80 students enrolled in years two through four. According to the Self-Study brief, the mission of the department is

to foster intercultural and interreligious understanding and dialogue not only among students in our programs, but more broadly across the student body through elective courses, aligning with King's strategic plan "as the centre of Catholic higher education in the Diocese of London and in the Church in Canada, as well as a resource on the Catholic intellectual tradition for the Catholic and non-Catholic community."

The Religious Studies Department offers several modules:

1. Catholic Studies for Teachers
2. Catholic Studies
3. Religion & Society (formerly Religious Studies)
4. World Religions & Cultures
5. Jewish Studies
6. Islamic Studies

As well several non-modular courses (first-year level) are offered as electives to the general student population who are not specializing in Religious Studies.

The faculty note that

Although the relationship of religious studies and theology as disciplines can be highly controversial, within the department at King's we find this diversity of approaches to be a source of enrichment. And whether engaged in more descriptive or more normative discourses in the study of religion, our faculty bring deep, lived connections to the traditions we study and teach.

Learning Outcomes for each module align with Western's Learning Outcomes and focus on Historical-Mindedness, Critical questioning of methodological categories, and Interdisciplinarity. The faculty have

¹ Direct quotes from the review materials are noted in italics; otherwise all comments are summarized. s

been involved in intensive curriculum mapping exercises to ensure that content in each course has been tied directly to meeting the Learning Outcomes. Assessment of students is diverse, drawing on open-ended/long-answer test questions; closed or short-answer test questions; critical analysis; essays; research proposal/report; assessment of discussion, and participation with an emphasis on critical and creative writing.

The student body is diverse in background and beliefs with an increasing presence of international students. Teaching faculty report high student ratings on teaching effectiveness.

Strengths/Innovations of the Program (as identified in the brief)

- quality of instruction
- small class sizes
- accessibility to faculty and staff for students
- respectful and supportive community atmosphere
- experiential learning opportunities
- students of diverse cultural backgrounds and religious traditions
- development of interreligious and thematic rather than tradition-specific courses
- dynamic Library support and resources

Challenges for the Department: (as identified in the brief)

- recruiting students and increasing enrolment

Self-Study Process

The self-study document was a collective effort involving participation from all members of the Department of Religious Studies at King's University, College. Multiple faculty meetings were designated for the purposes of reviewing the undergraduate modules and resulted in the recent mapping of the curriculum to the Learning Outcomes as described in the brief. Through recent and ongoing curriculum revision all program offerings have been reviewed. In addition, feedback about the effectiveness of the curriculum was solicited from students, and alumni. The Self-Study brief notes that irrespective of the cyclical review process,

Members of the Department are in a continual mode of reflection on what we aspire to offer our students, how best to deliver on these aspirations, and how to build on the strengths of our department.

Review Process

During the external review, the review committee (comprised of the two external reviewers and one internal reviewer) were provided with Volumes I and II in advance of their visit and then met over two days with:

- John Doerksen, Vice Provost (Academic Programs)
- Karen Campbell, Vice Provost (Academic Planning, Policy and Faculty Relations)
- David Malloy, Principal, King's University College
- Sauro Camiletti, Vice-Principal and Academic Dean,
- Mark Yenson, Chair, Department of Religious Studies
- Simone Shepherd, Academic Program Advisor for Religious Studies
- Faculty, Department of Religious Studies
- Students, Department of Religious Studies
- Adrienne Co-Dyre, Director of Libraries (Subject Librarian for Religious Studies)
- Administrative Staff, Department of Religious Studies

The reviewers also engaged in a tour of the campus building, observing the facilities that support teaching, learning, and research.

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the Religious Studies undergraduate program.

Summative Assessment – External Reviewers' Report

Overall, the Religious Studies department strikes us as a well-run, collegial, and professional environment. This speaks to the fine leadership of the departmental chair, Dr. Mark Yenson, the hiring acumen of previous departmental leadership, as well as the congenial spirit of the faculty and professionalism of the administrative and library staff. King's is to be commended for fostering such a welcome spirit of fruitful cooperation.

It was a pleasure to encounter such a positive work environment, which makes the prospect of effectively implementing any proposed changes all the more sanguine.

Strengths of the Program

- Program quality
- A well-run, collegial, and professional environment
- Experiential learning opportunities

- *Among the strengths we noticed in the department were the excellence and creativity of the faculty, their dedication to teaching, and their authentic concern for the students. In our lively meeting with the students, for example, many commented on how much they enjoy the professors and how interesting they find their courses. There seemed to be general agreement that the pedagogy in the department was both engaging and enlightening.*

Challenges for the Program

- Recruitment and increased enrolment of students

Summary Statement

We recognize that the Catholic Studies for Teachers program is a unique one and has been a distinguishing feature of King's. It serves to integrate the university with the local and regional separate schools and parishes. Moreover, it provides a successful, proven model of the experiential education currently being advocated by Western University and the Ontario government. In this, King's has been a pioneer within an important educational horizon.

Summary of the Reviewers’ Key Recommendations and Department/Faculty Responses

REVIEWERS’ RECOMMENDATIONS	DEPARTMENT/DECANAL RESPONSE
<p>Recruiting students and increasing student enrolment in Religious Studies is an extant issue across Canada.</p> <p><i>The future of these programs, we suggest, rests in the extent they can generate greater student interest, receive strategic structural support from the highest levels of the college and university, and mount courses that speak not only to the backgrounds of the changing student body but also the key social, economic, cultural, ethical, ecological, ontological, and spiritual concerns of the present</i></p>	<p>“Given the broader situation of the Humanities, we also concur wholeheartedly with the observation that “any strategies for enhancing enrolment in such programs must also ... involve university-wide structural and systemic alterations as well as changes at the departmental level.”</p>
<p><i>The advertisement of courses. Although much good work has been done in the past, there may be new avenues to explore, especially in terms of the new online realities. The establishment of a specific Publicity Committee within the departmental structure may give this a priority and enable the work of faculty in this area to be appropriately recognized.</i></p>	<p>Open to consideration</p>
<p><i>As plans develop for an increasing attention to Indigenous Studies – including drawing upon whatever resources may be provided through Western’s initiatives in this area – it will be important to ensure that this component is incorporated into the Catholic Studies for Teachers module.</i></p>	<p>“The revised curriculum for Catholic education in Ontario includes increased emphasis on Indigenous Studies, and inclusion of Indigenous content and perspectives in the Catholic Studies for Teachers modules makes our program more responsive to the needs of future Catholic educators. We see possibilities for integrating Indigenous perspectives and resources connected to educational curricula into the Catholic Studies for Teachers practicum seminars.”</p>
<p><i>In our discussion with the students, it became clear that there are very divergent reactions to online courses, some students asking for more, some asking for less. Especially in light of the current pandemic situation and the move to more online courses it will be essential to monitor closely the reaction and needs of all students in adapting to this new reality.</i></p>	<p>“In the present situation, we will continue to monitor student engagement and accessibility, while recognizing that the signature pedagogy at King’s emphasizes personal contact and community.”</p>
<p><i>A major concern voiced by students was in the area of academic advising. While they were very satisfied with the advice and direction that they received from individual professors when these are approached, there is concern about the accuracy and completeness of the information</i></p>	<p>“Within the department, the chair has increased his level of involvement and communication with the Academic Dean’s Office and specifically with the Academic Program Advisor (for example, through regular check-ins and enhanced</p>

<p><i>that is being given to them from other administrators. Given the way that advising is handled at King's and the need for advisors to be acquainted with the details of a number of different departments, this seems an area that needs attention at a level beyond the department.</i></p>	<p>collaboration on the communications sent out to students)."</p>
<p><i>If suggestions are followed through for the development of new courses that are more interdisciplinary and involve other professors from King's and even Western in co-teaching, there are issues that will need attention around adequate credit given for co-teaching and new course development.</i></p>	<p>"We have already adapted several courses that fit well into the Religion & Society modules and address important societal issues; the relevance of these courses has become even more apparent in the last months, given the worldwide pandemic and the socio-economic inequalities it has exposed, and given heightened attention to issues of racism and xenophobia. Courses such as RS/SJPS 3360F/G, <i>Islam, Peace and Justice</i>; RS 3452F/G, <i>Globalization, Justice, and Spirituality</i>, and RS 3453F/G: <i>Suffering, Grief, and Injustice</i> (among others) speak to these urgent questions." ...Others of the reviewers' recommended course topics, of course, would necessitate drawing on expertise from other fields, not only in the social sciences but in the "hard" sciences. While we see the value in these general-interest interdisciplinary courses and the contribution they might make to increasing enrolment among international and STEM-oriented students, we want to be careful that we are playing to our strengths as teacher-scholars and as a department.</p>
<p><i>In general, we were hearing a favourable response to expending the Catholic Studies for Teachers to include the Primary-Junior levels.</i></p>	<p>"We have explored this possibility in dialogue with the Faculty of Education, but the Faculty of Education is unable to accommodate this proposal. The department therefore will continue to consider other means of supporting students who seek to enter the Primary-Junior stream in Education, since several area Catholic school boards have reaffirmed the need for well-formed Catholic primary-junior teachers and look to King's as an important partner. One possibility would be the introduction of a certificate in Catholic Studies for students interested in primary-junior education in the Catholic system."</p>

Other Opportunities for Program Improvement and Enhancement

In addition to the recommendations, the review process identified other considerations to enhance or enrich the program.

- Consideration of courses in environment and sustainability *to explore the deep interconnection of human and nonhuman reality*
- Presentations at conferences to highlight the faculty nationally and internationally
- Development of annual lecture focusing on world religions.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College Principal will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Include Indigenous content, particularly in the Catholic Studies for Teachers modules	Respond to need created by revised Catholic education curriculum; integrate content into senior seminars in particular	Chair of the program	September 2022
2. Ensure students are receiving good information and guidance from academic advising	Chair to communicate program requirements and needs clearly with academic advising	Chair of the program	Immediately and ongoing
3. Consider diverse recommendations for increasing student enrolment (e.g., more interdisciplinary modules/courses)	Discussion within the department, follow up to be determined thereafter	Chair of the program; academic dean.	Ongoing
4. Consider development of more programming around the theme of religion and the environment	Discussion within the department, follow up to be determined thereafter	Chair of the program	Ongoing

ITEM 5.1(c) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Program Reviews of the Graduate Programs in French Studies and the Collaborative Specialization in Musculoskeletal Health Research

(i) **ACTION REQUIRED:** ☐ FOR APPROVAL ☒ FOR INFORMATION

On behalf of the Senate, SCAPA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in French Studies, and the Collaborative Specialization in Musculoskeletal Health Research.

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Arts and Humanities	French Studies	July 16-17, 2020	Good Quality
Schulich School of Medicine & Dentistry	Collaborative Specialization in Musculoskeletal Health Research	September 24-25, 2019	Good Quality

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

(ii) **ACTION REQUIRED:** ☒ FOR APPROVAL ☐ FOR INFORMATION

The Department of French Studies identified areas for program changes as part of the cyclical review process and is seeking approval of those changes below.

Recommended: That the course-based option for the MA in French Studies be eliminated, and

That the five existing fields for the MA in French Studies be withdrawn (Linguistique théorique et appliquée, Littérature et culture françaises modernes, Littérature et culture françaises prémodernes, Littératures et cultures québécoises et francophones, Théorie littéraire et culturelle et l'histoire des idées), and

That the two new fields of Literature and Linguistics be introduced.

ATTACHMENT(S):

[Final Assessment Report – French Studies](#)

[Final Assessment Report – Collaborative Specialization in Musculoskeletal Health Research](#)



**French Studies
Final Assessment Report &
Implementation Plan
October 2020**

Faculty / Affiliated University College	Faculty of Arts and Humanities	
Degrees Offered	MA (3 options - course-based program, courses plus a memoire, thesis-based) - Course-based option is being proposed for elimination as part of this review PhD	
Date of Last Review	2011-2012	
Approved Fields	Fields to be withdrawn as part of this review: <ul style="list-style-type: none"> - Linguistique théorique et appliquée - Littérature et culture françaises modernes - Littérature et culture françaises prémodernes - Littératures et cultures québécoises et francophones - Théorie littéraire et culturelle et l'histoire des idées New Fields as part of this review: <ul style="list-style-type: none"> - Literature - Linguistics 	
External Consultants	Randell Gess	Professor, Carleton University
	Vincent Masse	Associate Professor, Dalhousie University
Internal Reviewer	Sharon Sliwinski	Associate Dean, Faculty of Information and Media Studies
Date of Virtual Site Visit	July 16 – July 17, 2020	
Date Review Report Received	August 8, 2020	
Date Program/Faculty Response Received	Program response Sept 11, 2020 Deans response - October 19, 2020	
Evaluation	Good Quality	
Approval Dates	SUPR-G: January 18, 2021 SCAPA (rating approval, and academic program change recommendation): February 3, 2021 Senate (FYI for program recommendation, approval for academic program changes): February 12, 2021	
Year of Next Review	Year of next cyclical review – 2027-2028	

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the **French Studies** Graduate Program delivered by the **Faculty of Arts & Humanities**.

This report considers the following documents:

- the program's self-study – Volume 1 (plus supplemental proposal to eliminate course-based MA option)
- the external consultants' report
- responses to the consultants' report by the Departments and Faculty.

This Final Assessment Report identifies the strengths of the program, opportunities for program enhancement, and prioritizes the recommendations of the external consultants. The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required, and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website.

The Final Assessment Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

Executive Summary

Western's graduate programs in French Studies began at the master's level in 1950 with 276 degrees now conferred. The MA focuses on literature and linguistics and currently offers five approved fields. The Department plans to move to two fields that reflect faculty expertise and current research in the area. The new fields would be called: Literature and Linguistics. The master's program has three streams, including a course-based program, courses plus a memoire, and a thesis-based program. The course-based option is being eliminated as part of this review

The French Department was approved to offer Ph.D. program in 1968 and more than 100 degrees have been conferred. The Department indicates that it prepares its doctoral graduates primarily for academic positions and graduates of French Studies now hold academic positions in most universities across Canada and around the world.

The curriculum for graduate study focusses on interdisciplinary learning in literature and linguistics. The graduate programs are enhanced with the inclusion of graduate faculty from the departments of Comparative Literature, Hispanic Studies, Visual Arts, Women's Studies and Feminist Research, and Classics.

Courses are cross-listed to combine master's and doctoral students so that the doctoral students have opportunity to mentor the master's students which helps both groups develop critical thinking and communication skills.

As a critical component of this cyclical review, the Graduate Faculty took the opportunity to review and consider renewal of their program. To inform the self-study, the Graduate Studies Chair involved faculty in retreats and meetings to discuss both the *status quo* and opportunities going forward in light of declining faculty numbers. Current students and alumni were included in questionnaires for feedback that informed the self-study process.

Strengths/Innovative Features of the Program (as identified in the Program Brief)

- Formal co-tutelle and dual-degree agreements with prestigious French universities that allow students to study in both institutions and receive two doctoral degrees simultaneously
- A member of the Transitional Justice and Post-Conflict Reconstruction Collaborative Program that provides exceptional diverse and experiential learning for students.
- Strong connection with Linguistics graduate program.
- Interdisciplinary connections that allow students to gain unique educational exposure and valuable academic experiences through collaborative links with other programs within the Faculty of Arts and Humanities as well as elsewhere on campus.
- Students language and arts skills that have been strengthened through their involvement with theatre. In 2002-2003, students in French Studies created the troupe

Théâtre L'On Donne that hosts an annual production that played on the McManus stage at the Grand Theatre in London.

- Hours of pedagogical workshops to support TAs.
- Clearly delineated and focussed Learning Outcomes that foster student learning
- Internal and external graduate student travel awards for research purposes and to present work at conferences.

Areas of Concern Identified (identified in the program brief)

- Concern for attrition of faculty numbers

Review Process

During the external review, the committee, comprised of the two external reviewers, one internal reviewer and a doctoral student, were provided with Volume I (plus supplemental proposal) and II in advance of their visit and then met over two days with the

- Vice Provost and Associate Vice Provost, School of Graduate & Postdoctoral Studies
- Vice Provost, Academic Planning, Policy and Faculty
- Dean and Associate Dean of the Faculty of Arts and Humanities
- Graduate Chairs – both outgoing and incoming
- Department Chair – both outgoing and incoming
- Graduate Faculty
- Graduate Students
- Graduate Program Assistants
- Associate Chief Librarian

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Graduate Chair and the Dean for review and response.

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer.

Summative Assessment – External Reviewers' Report

The reviewers' comment that the program continues to be highly successful and note:

The Department has much to be commended and is of high quality.

The French graduate programs at Western... are impressively large for a non-Francophone environment, and doing quite well – better, in fact, than many comparable programs in other Canadian institutions.

Strengths of the Program

- Clearly delineated Learning Outcomes across master's and doctoral programs
 - Structure of the program aligns with Learning Outcomes
- “Highly competent” faculty
 - with research specializations that attract students to Western
 - active and respected researchers
 - excellent supervision practices
 - *Faculty members are active and productive researchers, who promote innovation and foster an appropriate intellectual climate.*
- Excellent students
- Co-tutelle arrangements

Areas of Concern Identified

- Realigning the first two years of the doctoral program to support timely program completion and communication
- Create individual and appropriate structures for linguistics and language streams to accommodate difference
- Faculty gaps in applied linguistic specialist, Quebec literature, Indigenous writers

Program Changes to be approved as part of the cyclical review program

1. Course-based MA being eliminated- approved as part of this review

The French Graduate Program wishes to eliminate the course-only MA option comprised of eight (0.5-credit) courses. Since 2014, only a single student was admitted to the course-only MA. No student is currently enrolled in a course-only MA in French Studies, the proposed elimination of this option will not negatively affect any students.

2. Fields being revised from 5 fields to 2 two fields

Previous

1. Linguistique théorique et appliquée
2. Littérature et culture françaises modernes
3. Littérature et culture françaises prémodernes
4. Littératures et cultures québécoises et francophones
5. Théorie littéraire et culturelle et l'histoire des idées

NEW (approved as part of this review)

1. Literature
2. Linguistics
- 3.

Recommendations from Program Review

The following recommendations were received:

Reviewers' Recommendation	Program/Faculty Response
1. The Department should carry on its current structural modifications to the first two years of the PhD program, including crucially its reform of the <i>examens de synthèse</i> , which would likely benefit from being divided into Literature and Linguistics.	In process with completion in Fall 2021 A solid action plan has been established by the Graduate Chair to ensure the continuity of the ongoing work. The Graduate Studies Committee will also give separate examinations for its two programs.
2. The Department should extend its current structural modifications regarding PhD milestones to years 3 and 4 of the program, with an emphasis on communication with continuing students.	In Process with completion in 2021 The full implementation in the upcoming months of SGPS' student online platform <i>Pathfinder</i> will assist supervising committee members in monitoring students' progress and by making administrative procedures more transparent to students.
3. The Department should modify its <i>Research Methods and Professionalization</i> seminar, as an important feature of the program, whose objectives should include the imparting of practical tips and knowledge, as well as supporting the cohort experience.	Agreed
4. Recognize that the above-average completion time for PhD students is neither a straightforward "problem", nor is its solution "straightforward".	In Process and ongoing The Department acknowledges that the four-year completion time set for a PhD program in Arts and Humanities is challenging and will continue to be attentive to student's financial needs through funding alternatives past the fifth year such as internal bursary programs and various research assistantships.
5. Better communication on the matter of recruitment should be pursued, to take advantage of proper support at all levels (Departmental, Faculty, School), and to better express needs so that recruitment	In Process and ongoing The Graduate Chair and the Dean's office will be in regular contact to maintain good communication and develop an effective recruitment plan.

is not impeded by policies that can be tweaked.	
6. Explore ways to better collaborate with the Faculty of Education, specifically regarding the training of FSL teachers at the MA/MEd level, with negotiation support at the levels of the Faculty of Arts and Humanities and the School of Graduate and Postdoctoral Studies.	Discussions about the relationship between the two faculties for French language are regular and ongoing. As an example, the recent creation of the <i>Centre d'aide en Français</i> at the French Department (Summer 2020) will help create new collaborative opportunities through research assistantships and work-study contracts open for nominations from the Faculty of Education students.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Graduate Program Chair and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
List recommendations requiring implementation	Describe the action and/or follow-up required to implement the recommendation	Identify those responsible for implementation	Required date of completion
Add years 3 and 4 of the PhD to the streamlining process	-roadmap after proposal, -help forming supervisory committees, -clarify around milestones, -refresh and update web page	Graduate Chair, Graduate Committee	September 2021
Modify the Research Methods and Professionalization seminar	-identify seminar as an important feature of the program, -modify objectives to include the imparting of practical tips and knowledge, as well as supporting the cohort experience.	Graduate Chair, Graduate Committee	September 2021

Other Opportunities for Program Improvement and Enhancement

None

Personnel Issues (Confidential and If Applicable)

None



**Collaborative Specialization in Musculoskeletal
Health Research
Final Assessment Report &
Implementation Plan
October 2020**

Faculty / Affiliated University College	Schulich School of Medicine and Dentistry
Participating Programs	Biomedical Engineering Chemical and Biochemical Engineering Electrical and Computer Engineering Mechanical and Materials Engineering Health and Rehabilitation Sciences Kinesiology Chemistry Anatomy and Cell Biology Biochemistry Epidemiology and Biostatistics Medical Biophysics Microbiology & Immunology Pathology & Laboratory Medicine Physiology and Pharmacology Anthropology
Date of Last Review	First review since inception
External Consultants	None –desk audit
Internal Reviewer	David Litchfield, Vice-Dean, Research & Innovation, Schulich School of Medicine & Dentistry
Date of Site Visit	September 24-25, 2019
Date Review Report Received	3/7/2020
Date Specialization/ Faculty Response Received	6/12/2020
Evaluation	Good Quality
Approval Dates	SUPR-G: January 18, 2021 SCAPA: February 3, 2021 Senate (for information only): February 12, 2021
Year of Next Review	Year of next cyclical review – 2026-2027

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the **Collaborative**

Specialization in Musculoskeletal Health Research (CMHR).

This report considers the following documents:

- the program’s self-study – Volume 1
- the internal reviewer’s report
- responses to the reviewer’s report by the Department and Faculty Dean’s Office.

This Final Assessment Report identifies the strengths of the program, opportunities for program enhancement, and prioritizes the recommendations of the external consultants. The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required, and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities’ Council on Quality Assurance and is made available on a publicly accessible location on Western’s IQAP website.

The Final Assessment Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-G.

Defining a Collaborative Specialization at Western¹

A Collaborative Specialization is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved masters and/or PhD programs. Students meet the admission requirements of and register in the participating (or “home”) program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home

¹ Description retrieved from <http://oucqa.ca/framework/1-6-definitions/>.

program, and the completion of the collaborative program is indicated by a transcript notation and/or adjunct qualifications to the degree.

Students are registered in the participating degree program, meeting the requirements of the participating program as well as those of the collaborative program.

A Collaborative Specialization must have:

- At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs.

This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.

- Clear and explicit requirements for each Collaborative Specialization.

In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.

- core faculty who are the faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit).
- appropriate administrative and academic oversight/governance in place to ensure requirements associated with the specialization are being met.

Executive Summary

The Collaborative Specialization in Musculoskeletal Health Research (CMHR) was approved to commence in 2012 and has multiple participating Departments and Schools at Western including the Faculties of **Engineering** (Biomedical Engineering, Chemical and Biochemical Engineering, Electrical and Computer Engineering, Mechanical and Materials Engineering; **Health Sciences** (Health and Rehabilitation Sciences and Kinesiology); **Science** (Chemistry); the **Schulich School of Medicine & Dentistry** (Anatomy and Cell Biology, Biochemistry,

Epidemiology and Biostatistics, Medical Biophysics, Microbiology & Immunology, Pathology & Laboratory Medicine, Physiology and Pharmacology); and **Social Sciences** (Anthropology). The CMHR is affiliated with Western's *Bone and Joint Institute* and is recognized as one of Western's four *Clusters of Research Excellence*.

This multi-Faculty training program is unique in Canada and has been developed to provide trainees in undergraduate, master's, doctoral, and postdoctoral studies with the research and leadership skills necessary to develop transdisciplinary projects focused on bone and joint disorders. The long-term goal is to enable discoveries in musculoskeletal (MSK) research and to translate this new knowledge into improvements in disease prevention, health care, policy and commercialization.

The program's key objectives are:

- i) to foster the development of future leaders in MSK health research;
- ii) to enhance the number of trainees involved in transdisciplinary MSK health research; and,
- iii) to support the career advancement of trainees in master's and doctoral programs.

CMHR provides its graduate students, referred to as trainees, with the scientific and leadership skills necessary to build transdisciplinary teams focusing on integrated approaches for the management of MSK conditions.

CMHR has been involved in regular, ongoing review of its programming since its inception that includes hosting workshops, town halls and open forums for feedback from trainees and faculty members. When developing the self-study brief, the CMHR utilized findings from these ongoing reviews and identified that its top priority would be to secure long-term sustainable funding.

Strengths/Innovative Features of the Program (as identified in the Program Brief)

- only program of its kind in Canada
- Recognized as one of Western's four *Clusters of Research Excellence*
- a comprehensive program that supports the training of MSK researchers at multiple levels from undergraduate through to postdoctoral studies
- students receive an annual stipend of ~\$500 for professional development on top of other funding
- maintains ongoing evaluation of program content with students and faculty that has developed into continuous innovations including the development of a partnership with

the Ivey International Centre for Health Innovation to implement case-based workshops and learning modules.

- Hosts regular seminar series, retreats, conferences, trainee-led workshops, Ivey training modules
- Encourages professional development activities for trainees which are embedded as milestones and program requirements

Opportunities for development of the Program (as identified in the Program Brief)

- Secure sustainable funding vital to continued programming that will catalyze new research interactions and transdisciplinary research initiatives on campus.

Review Process

For a Graduate Collaborative Specialization, an internal review is required consisting of a knowledgeable arm's-length reviewer from within the University. The reviewer reads Volume I (the Program's Self-Study) and Volume II, and then engages in an onsite review.

Prior to his review, the internal consultant met with the Associate Vice Provost of the School of Graduate & Postdoctoral Studies to review the parameters of the review process for Collaborative Graduate Programs. He then received the self-study brief prepared by the program's co-directors in advance of his onsite visit.

During the visit, interviews were held with:

- CMHR program co-directors
- Faculty Mentors from the Training and Education Committee encompassing various departments
- Graduate Faculty and Chairs in affiliated departments
- MA and PhD students/trainees in the program
- Associate Dean of the Schulich School of Medicine and Dentistry

The reviewer also toured facilities used by the program, including the Skeletal Biology Laboratory, the Dental Sciences Building, the Biomedical Imaging Research Facilities, the Robarts Research Institute; the Wolf Orthopedic Biomechanics Laboratory, the Fowler Kennedy Sports Medicine Clinic at the 3M Centre; ADEISS (industry partner of the BJI), National Research Council Building, Western University Research Park; and the 3rd Floor Laboratories, Amit Chakma Engineering Building.

The internal reviewer then submitted a comprehensive report of his findings which was sent to the Graduate Chair and the Dean for review and response.

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer.

Summative Assessment – Reviewer's Report

The Collaborative Specialization in Musculoskeletal Health Research is a strong program that offers unique inter-disciplinary training opportunities to a diverse spectrum of graduate students. The CMHR capitalizes on research strengths across the areas of Basic biological and biomedical sciences, Physical sciences and engineering, Clinical investigation, as well as Health services and social, cultural, environmental and population health that represent the research themes of the BJI. The program offers a number of enrichment opportunities for trainees both related to interdisciplinary research in musculoskeletal health and in terms of professional development. Based on the quality of the training program, it can be envisaged that the CMHR prepares students for future careers in areas such as academia, industry (including the areas of biomedical imaging and medical devices), clinical investigation, health care delivery, rehabilitation, and health policy.

The [Collaborative Specialization in Musculoskeletal Health Research] CMHR represents a vibrant inter-disciplinary training program that offers rich training opportunities for graduate students.

Strengths of the Program

- Learning Outcomes that align with Western's Strategic Plan and the Western Doctoral Learning Outcomes
- Diverse expertise of highly capable faculty researchers across five Faculties with common focus in MSK; specifically, about 70 faculty members from five participating Faculties have supervisory privileges for trainees within the CMHR with expertise across each of the research themes
- Strong and stable enrolment of students
- Additional funding support to students
- Competent administrative team overseeing and constantly reviewing the program
- Inclusion of excellent professional development requirements for students

Areas of Concern Identified

- Thorough consideration of measures for assessment would further illustrate that Learning Outcomes are achieved by all trainees in the CMHR.

- Wide variety of faculty expertise but supervision currently is covered by only a few of the 70 members. Wider distribution could capitalize on the strengths and breadth of the interdisciplinary connections that are available.
- Encourage students to participate in the University's Own Your Future program
- Long-term funding of the program

Reviewer's Recommendations

The following are recommendations for consideration by the internal reviewer with the program's response in the right column.

Reviewers' Recommendations	Faculty Response
1. Ensure that the CHMR has adequate resources to sustain the role of Program Administrator.	Agreed – There is a plan to have funds committed and in place by January 2021.
2. Strengthen (and ideally expand) the group of faculty supervisors and mentors that are engaged in program delivery and oversight to ensure that the demands of sustaining the program extend beyond a small core of heavily invested individuals.	Agreed - Currently 20 of the 70 affiliated faculty members are teaching in the program providing breadth. The program course structures continue to evolve to include additional faculty involved in teaching and supervision.
3. Continue to develop and implement the communications plan as described in the appraisal brief to continue to raise the profile of the CMHR particularly to enhance recruitment from students outside Western.	Ongoing Focus - Over the last 4 years, an average of 48% of CMHR trainees completed their previous training from institutions other than Western. During the same period, recruitment of international trainees grew from 11 to 22%. The program continues to seek the best recruits locally, nationally and internationally through various means such as conferences and research institutes. Recently 125 trainees from across Canada attended a forum hosted by CMHR which enhances the program's visibility nationally.

Reviewers' Recommendations	Faculty Response
<p>4. Align activities with other initiatives that are emerging related to career development (such as Own Your Future - OYF) within the community.</p>	<p>Ongoing Focus - All CMHR trainees are required to participate in additional programming through the Ivey Centre for Health Leadership (at least 2 of 4 workshops offered each year). Most trainees also participate in outreach activities organized by the Trainee Leadership Committee (TLC) and/or assist in undergraduate research trainee workshops. The program will work with supervisors and the TLC to encourage the development of individualized plans that balance CMHR requirements with the trainee's career goals.</p>
<p>5. Given the inter-disciplinary nature of the program, it is envisaged that the program could be very well positioned for funding from training programs such as NSERC – CREATE and/or programs that could emerge through the CIHR Strategic Planning Process.</p>	<p>The program co-Directors, with support from the Training and Education Committee will continue to pursue all opportunities available through the tri-council or otherwise to sustain the CMHR and partner to create opportunities for our trainees. For example, several CMHR trainees are also members of NSERC CREATE programs (i.e. CONNECT! NSERC CREATE Program in Soft Connective Tissue Regeneration/Therapy) or the CIHR funded Canadian MSK Rehab Research Network (hosted at Western). CMHR co-Directors will continue to monitor all funding opportunities to take advantage of any opportunities suited for large transdisciplinary training programs. Through the Bone and Joint Institute, CMHR co-Directors have also been working with Western's External Relations team (as detailed above) to secure ongoing support for the program.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Collaborative Graduate Specialization Chair/Director and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Ensure that the CHMR has adequate resources to sustain the role of Program Administrator.	Provide confirmation that this has occurred	<ul style="list-style-type: none"> • CMHR Co-Chairs • Deans of participating faculties • SGPS 	January 2021
2. Strengthen (and ideally expand) the group of faculty supervisors and mentors that are engaged in program delivery and oversight to ensure that the demands of sustaining the program extend beyond a small core of heavily invested individuals.	Refine program oversight and delivery structures/mechanisms with a focus on strengthening and expanding the number of faculty who are <i>actively engaged</i> in the program (e.g. through teaching and supervision)	<ul style="list-style-type: none"> • CMHR Co-Chairs • Training & Education Committee 	January 2023
3. Given the inter-disciplinary nature of the program, it is envisaged that the program could be very well positioned for funding from training programs such as NSERC – CREATE and/or programs that could emerge through the	Ensuring sustainable funding for such a successful program is critical to its longevity and health. Assurance of funding will be vital to catalyze new research interactions and transdisciplinary research initiatives on campus. Parties need to	<ul style="list-style-type: none"> • CMHR Co-Chairs • Training & Education Committee • CMHR faculty • SGPS • Deans of participating Faculties 	January 2023

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
CIHR Strategic Planning Process.	meet to develop an appropriate funding model including internal institutional resources and through external awards.		

Other Opportunities for Specialization Improvement and Enhancement

None

Personnel Issues (Confidential and If Applicable)

None

ITEM 5.1(d) – New Scholarships and Awards

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

On behalf of Senate, SCAPA approved the terms of reference for the following new scholarships and awards, for recommendation to the Board of Governors through the Vice-Chancellor.

Gary Manning Memorial Scholarship in Journalism (Journalism)

Awarded annually to a full-time graduate student entering the Master of Media in Journalism and Communications program based on outstanding academic achievement and an interest in pursuing a career in the Arts or Public Relations. The recipient will be selected in accordance with the FIMS Awards and Scholarships Policy. This scholarship was made possible by a generous gift from Mrs. Joanna Manning in memory of her late husband Gary Manning (BA Honours Journalism 1971).

Value: 1 at \$1,000

Effective Date: May 2021

Gary Manning knew from the age of 15 that he wanted to be a journalist. He believed that giving people the best information could help them make good personal decisions. His first job after graduation was in Corner Brook, Newfoundland, during the Smallwood premiership; a great introduction to journalism. Following that he became City Editor in Sarnia and a respected Managing Editor in Cornwall, Guelph, Woodstock and Welland, Ontario. His staff appreciated his patience, commitment and enthusiasm; always receptive to new ideas for columns, features and reviews. Journalism was Gary's life, one he loved unreservedly. A gentleman in the newsroom and beyond he was rarely seen without a smile. In the arts world Gary's first love was theatre, followed by music, from classical to a wide range of genres. Gary died in 2020 at the age of 74.

Susan L. Mark Bursary in Engineering (Engineering)

Awarded annually to an undergraduate student in any year in the Faculty of Engineering who has demonstrated financial need. Preference will be given to a student enrolled in Mechanical Engineering. Online financial assistance applications are available through Student Center and must be completed by October 31st. The Office of the Registrar will select the recipient.

This bursary was established through a generous gift from Susan L. Mark (BESc 1987).

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Dr. P.H. Brooke International Travel Award in Medicine (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time student entering fourth year of the Doctor of Medicine (MD) program who will be pursuing a medical overseas experience in an African country. This award is intended to assist with the travel or program expenses directly related to a medical overseas elective experience. Interested students are asked to submit an online application to the Undergraduate Medical Education Office by August 31st. The recipient will be selected by a committee from the Internationalization Office from the Schulich School of Medicine & Dentistry with the approval of the Undergraduate Medical Education Awards Committee. This award was established by Dr. Priscilla Brooke (MD 1969). Dr. Brooke's time spent as a medical doctor in several African countries was a life-altering experience.

Value: 1 at \$3,000

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Douglas and Vivian Bocking Medical Award (Schulich School of Medicine & Dentistry)

Awarded annually to a student in any year of the Doctor of Medicine (MD) program who has exhibited outstanding leadership skills and is actively involved in community-based projects either within the Schulich School of Medicine & Dentistry community and/or outside of the community. Students must also demonstrate financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30. Students must also submit an online application, detailing their activities and contributions, to the Undergraduate Medical Education Office by October 31st. Once financial need has been determined by the Office of the Registrar, the Undergraduate Medical Education Awards Committee will select the recipient. This award was established by the Bocking family, friends and Alumni, in memory of Dr. Douglas Bocking (MD 1943 and former Dean of Medicine) and his wife Mrs. Vivian Bocking (BA '82).

Value: 1 at \$2,700

Effective Date: 2021-2022 academic year

Dr. Douglas (Doug) Bocking served as Dean of the Faculty of Medicine at Western from 1965 to 1978, Vice-President of Health Sciences until 1984, and Vice-Provost of Health Sciences until 1987. Doug and Vivian raised 6 children, all of whom attended Western. Vivian served as President of both the YM-YWCA Board of Directors and the Women's Christian Association Board. She followed her children in attending Western, graduating in 1982 with a Bachelor of Arts Degree. Doug was the Founding Chair of the Board of the London Intercommunity Health Centre. In 1999, he was appointed a Member of the Order of Canada for his contributions to Health Care and Community Service. Doug died in 2020 at the age of 99, predeceased by Vivian, aged 91, in 2011.

Hadis Hayatdavoudi Graduate Scholarship in Chemistry (Chemistry)

Awarded annually to a full-time graduate student enrolled in a Master's or Doctoral program in Chemistry, based on academic achievement and research merit. The recipient will be selected by a committee in the Graduate Department of Chemistry. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established by Dr. Nasim Hadj-Bagheri in honour of Hadis Hayatdavoudi who was a PhD student in Chemistry.

Value: 1 at \$3,000

Effective Date: May 2020 to April 2030 inclusive

Hadis Hayatdavoudi came to Western from the city of Shiraz, south of Tehran. She was devoted to her family, science and her community. During her time at Western, she volunteered weekly as a tutor for people with disabilities at Hutton House in London. Hadis was considered a brilliant researcher. She was working on researching corrosion in metal, specifically the interaction of hydrogen within copper/steel canisters planned to safeguard Canada's supply of used nuclear fuel. Hadis was killed in January of 2020 when the Ukraine International Airlines Flight PS752 was shot down near Tehran by an Iranian surface-to-air missile.

Lloyd and Myrna Baetz Undergraduate Engineering Research Fellowship (Engineering)

Awarded annually to a full-time undergraduate student in Year 2 or above of a Software Engineering program based on academic achievement and a desire to complete a 16-week summer research experience prior to completing their final year of study under the supervision of a faculty member in the Department of Electrical and Computer Engineering. Candidates will have a minimum 80% average. Candidates must submit an NSERC USRA application, along with a statement describing their research focus relevant to this fellowship and why they would like to pursue a summer research position to the Faculty of Engineering by January 31. Candidates must be eligible to work in Canada. Recipients will be selected by a faculty committee appointed by the Dean of Engineering. The Committee will include a faculty member from the Department of Electrical and Computer Engineering. Selection will take place annually at the end of February. Engineering will ask fellowship recipients to submit a report at the end of the summer describing the research conducted and how the experience advanced their personal growth and career aspirations. This fellowship is made possible through a generous donation from Lloyd Baetz (BESc '70) and Myrna Baetz.

Value: 1 at \$7,980

Effective Date: 2020-2021 to 2029-2030 academic years inclusive

David Jon Thomson Memorial Scholarship (Ivey Business School)

Awarded annually to full-time students from Alberta, Canada entering the Master of Business Administration program at the Ivey Business School, based on financial need and academic achievement. Final selection of the recipients will be made by the MBA Scholarship Review Committee, with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. This Memorial Scholarship has been established to honour the memory of Ivey alumnus, David Jon Thomson.

Value: 1 at \$24,000

Effective Date: May 2021

From humble roots in southern Alberta, David was the first in his family to go to university. Ever striving, he earned a scholarship to join the MBA Class of 1963 at Ivey. Much of the success in his professional life and many of his closest friendships grew out of his time at Ivey. David obsessively planned the Ivey MBA Class of '63 reunions, thrilled to maintain ties among valued classmates.

ITEM 7.0 – Report of the Operations / Agenda Committee

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

E. Chamberlain (OAC) will provide an oral update on the work of the Operations/Agenda Committee.

ITEM 8.1 - Selection Committee for Associate Vice-President (Equity, Diversity & Inclusion)

ACTION REQUIRED: ☒ FOR ACTION ☐ FOR INFORMATION

Composition of Selection Committee

A committee to select an Associate Vice-President (Equity, Diversity & Inclusion) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President selected by the President & Vice-Chancellor
- (c) the Associate Vice-President (Student Experience)
- (d) the Associate Vice-President (Human Resources)
- (e) 2 faculty members elected by Senate, one of whom shall be a Dean
- (f) 1 staff member elected by Senate
- (g) 1 undergraduate student elected by Senate
- (h) 1 graduate student elected by Senate

Required: 5 persons elected by the Senate

Nominees:

Janaki (Jana) Seijts	Faculty
John Yoo	Faculty, Dean
Terry McQuaid	Staff
Riley Kennedy	Undergraduate Student
Effie Sapuridis	Graduate Student

ITEM 9.1 – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine: Introduction of a Major in One Health

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, a Major in One Health be introduced in the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry.

EXECUTIVE SUMMARY:

One Health is a collaborative, multi-sectorial and trans-disciplinary approach to achieve optimal health outcomes and well-being by recognizing the interconnections between people, animals, plants and their shared environment. Since the inception of the Honours Specialization in One Health in 2017, there has been growing interest both within the BMSc Program and in other faculties across campus. The Department would like to expand the offerings in One Health by introducing a Major. In the spirit of the interdisciplinary approach of One Health, the Major in One Health will require registration in Double Majors in an Honours degree, which will ensure that students gain a breadth of knowledge in at least two disciplines while maintaining the Honours Degree designation.

ATTACHMENT(S):

[New Calendar Copy – Major in One Health Background](#)

NEW CALENDAR COPY

MAJOR IN ONE HEALTH

This Major can be completed only in combination with another Major (Double Majors) in an Honours Bachelor Degree. Enrollment in the Major in One Health is limited and meeting the minimum requirements does not guarantee admission.

A degree containing this module normally requires 4 years for completion. When combined with one of the following Majors, this module leads to a Bachelor of Medical Sciences (BMSc) degree: Biochemistry, Epidemiology and Biostatistics, Interdisciplinary Medical Sciences (IMS), Medical Biophysics, Medical Cell Biology, Microbiology and Immunology, Pathology, Pharmacology or Physiology. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

ADMISSION REQUIREMENTS

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in One Health in BMSc degrees, since admission to the BMSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BMSc degrees. The Module requirements (below) are the same for all students completing the Major.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN AN HONOURS BACHELOR OF MEDICAL SCIENCES (BMSc) DEGREE (DOUBLE MAJORS):

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to a BMSc degree.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: Physics 1028A/B, Physics 1301A/B, Physics 1501A/B.

0.5 course from: Physics 1029A/B, Physics 1302A/B, Physics 1502A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A
0.5 course: Biology 2382A/B
0.5 course: Chemistry 2213A/B
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN AN HONOURS DEGREE (DOUBLE MAJORS) OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Completion of first year requirements with no failures. Students must have an average of at least 70% in the 3.0 principal courses, listed below, with no mark in these principal courses below 60%

1.0 course: Biology 1001A* and Biology 1002B*.
1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
0.5 course from: Calculus 1000A/B, Calculus 1500A/B.
0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

The following must be completed by the end of second year, with a mark of at least 60% in each half course:

0.5 course from: Physics 1028A/B, Physics 1301A/B, Physics 1501A/B.
0.5 course from: Physics 1029A/B, Physics 1302A/B, Physics 1502A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

Module/Program Information

Module

6.0 courses:
0.5 course: Biochemistry 2280A
0.5 course: Biology 2382A/B
0.5 course: Chemistry 2213A/B
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.
0.5 course: Chemistry 2210A/B
0.5 course from: Biology 2483A/B, Environmental Science 3300F/G, Geography 2133A/B, Geography 2153A/B, Geography 3431A/B, Geography 3432A/B, Geography 3445F/G, Sociology 2179A/B, Sociology 2180A/B, Sociology 2246A/B, Sociology 2247A/B, Sociology 2281A/B, Sociology 3308F/G.
1.0 course: Pathology 3500 with a minimum mark of 70%
0.5 course: One Health 3300A/B with a minimum mark of 70%.
1.0 course: One Health 3600A/B, One Health 4100F/G
0.5 course: Pathology 4400B

Background:

One Health is a collaborative, multi-sectorial and trans-disciplinary approach - working at local, regional, national and global levels - to achieve optimal health outcomes and well-being by recognizing the interconnections between people, animals, plants and their shared environment. Since the inception of the Honours Specialization in One Health in 2017, there has been growing interest both within the BMSc Program and in other faculties across campus. In keeping with the ethos of the One Health approach, the department would like to expand the offerings in One Health by introducing a Major.

A Major in One Health will serve two purposes. Firstly, a Major in One Health, in combination with another basic medical science Major, will provide students with a viable path to completion of a BMSc degree should they either choose to complete Double Majors or are not able to progress into Year 4 of the Honours Specialization in One Health.

The second, and perhaps more visionary reason, is that introducing a Major in One Health will provide another mechanism by which students can gain access and exposure to the One Health approach. Currently, the only route is through taking the Honours Specialization in One Health which is offered only within the BMSc Program and enrolment is limited to approximately 10 students. Offering a Major in One Health will provide more flexibility for students to experience One Health either within the BMSc Program or with a Major from another faculty.

In the spirit of the interdisciplinary approach of One Health, the Major in One Health will require registration in Double Majors in an Honours degree, which will ensure that students gain a breadth of knowledge in at least two disciplines while maintaining the Honours Degree designation. The anticipated maximum enrolment capacity for the Major in One Health is approximately 30 students. Should demand exceed this capacity, the department will consider expansion of the One Health courses to allow more students to register in the Major in One Health. Otherwise, students will be ranked based on the cumulative averages achieved in their modular courses. Adjudication will be carried out by the BMSUE Coordinator to ensure that students are registered in Honours Degrees with Double Majors and that the capacity of the module is monitored closely.

Program Outcomes: upon successful completion of the Major in One Health students will:

1. be able to explain normal biological systems at the molecular, cellular, tissue and organ level through the study of cell biology and basic medical sciences
2. have developed a basic understanding of disease, its presentation (clinical signs and symptoms), pathogenesis, diagnosis and treatment
3. have the background knowledge in mathematics, mathematical literacy/numeracy, physics and chemistry necessary to understand biological phenomena
4. understand human health from an interdisciplinary perspective involving both physical and social environments
5. able to recognize human impact on the environment and its consequences
6. be able to find and evaluate current information in medical and scientific literature
7. be able to communicate scientific information clearly and concisely, both in writing and in oral presentations to a variety of audiences
8. be able to produce written scientific works at a level appropriate to the understanding and knowledge of technical and lay audiences
9. demonstrate curiosity and critical thinking, and be able to build arguments to effectively defend and critique scientific knowledge

10. recognize the need for continually updating knowledge and staying current with literature
11. be able to work independently and in a team to learn and solve problems
12. synthesize and integrate new biomedical and human health related data with established ideas
13. understand current and emerging information and communication technologies, and display computer knowledge and skills at a level appropriate for the field
14. able to use elements of information environments, including those associated with data curation, information visualization, and databases
15. demonstrate a professional approach and attitude in class
16. display initiative, responsibility and accountability, organization, and proper time management.

ITEM 9.2 – King’s University College: Introduction of a Certificate in the Study of Law and Public Policy and Introduction of Political Science 2101A/B

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, a Certificate in the Study of Law and Public Policy be introduced at King’s University College, and

That Political Science 2101A/B: Introduction to Law and Public Policy be introduced at King’s University College.

EXECUTIVE SUMMARY:

The Certificate in the Study of Law and Public Policy is intended to provide students with a foundation in legal institutions and issues, as well as an understanding of the policy process in Canada and internationally. This certificate is designed to attract students from across multiple disciplines and encourages them to apply the study of law and policy to the unique debates in their primary field of study.

Senate is being asked to approve the introduction of Political Science 2101A/B, rather than the typical DAP approval process, as Political Science 2101A/B is being introduced to serve as the core course in the proposed Certificate.

ATTACHMENT(S):

[New Calendar Copy – Certificate in the Study of Law and Public Policy](#)

[New Calendar Copy – Political Science 2101A/B – Introduction to Law and Public Policy](#)

[Background](#)

[Provisional Course List](#)

NEW CALENDAR COPY

Certificate in the Study of Law and Public Policy

The Certificate in the Study of Law and Public Policy at King's University College will permit students to engage with the study of law and policy development with a focus on the application of core legal concepts such as the rule of law, civil liberties and rights as they are practiced in Canada and internationally, as well as the application of legal principles to the study of public policy. The program gives students a critical foundation in the institutional and social development of the law in a multidisciplinary and interdisciplinary manner by addressing the various political, economic, historical and cultural perspectives that have produced contemporary legal and policy outcomes. In selecting the Certificate, students will be exposed to the institutional and societal foundations of law, both in Canada and internationally. All degree courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general admission requirements.

Admission Requirements

Completion of first year requirements with a minimum cumulative average of 65%.

Program Requirements

To qualify for the Certificate in the Study of Law and Public Policy, students must achieve an overall average of 65% in the following 4.0 courses:

0.5 course: Political Science 2101A/B

1.0 courses selected from List A

2.5 courses selected from List A or B, if not already taken as part of the 1.0 course requirement from List A

List A: Childhood and Social Institutions 2212F/G, Childhood and Social Institutions 2231A/B, Disability Studies 3326F/G, Economics 2138F/G, Economics 2155A/B, Economics 3319F/G, History 1814F/G, History 3809F/G, Human Rights Studies 2900F/G, Management and Organizational Studies 2275A/B, Philosophy 2080, Political Science 2218F/G, Political Science 3302F/G, Political Science 3303F/G, Political Science 3305F/G, Political Science 3307F/G, Political Science 3345E, Political Science 3369F/G, Religious Studies 2134A/B, Religious Studies 2163A/B, Psychology 2031A/B, Social Justice and Peace Studies 3365F/G, Sociology 2260A/B, Writing 3700F/G

List B: Childhood and Social Institutions 2214F/G, Childhood and Social Institutions 2221A/B, Childhood and Social Institutions 2251F/G, Childhood and Social Institutions 3320F/G, Childhood and Social Institutions 3335F/G, Childhood and Social Institutions 3340F/G, Childhood and Social Institutions 3346F/G, Childhood and Social Institutions 3351F/G, Childhood and Social Institutions 3352F/G, Childhood and Social Institutions 3353F/G, Childhood and Social Institutions 3364F/G, Childhood and Social Institutions 3365F/G, Disability Studies 3311F/G, Disability Studies 3320F/G, Economics 2124A/B, Economics 2125A/B, Economics 2156A/B, Economics 2161F/G, Economics 2221A/B, Economics 2261A/B, Economics 3328A/B, Economics 3329A/B, Economics 3344A/B, Economics 3345A/B, Economics 3371A/B, English 2100F/G, English 2262F/G, English 3340F/G, History 1404E, History 2187, History 2190A/B, History 2195A/B, History 3285E, History 3851F/G, History 4204F/G, History 4220E,

Human Rights Studies 2800E, Management and Organizational Studies 3362A/B, Philosophy 1120 F/G, Philosophy 2268F/G, Philosophy 2242F/G, Philosophy 2270, Philosophy 3560F/G, Philosophy 3561F/G, Philosophy 3562F/G, Political Science 2211E, Political Science 2230E, Political Science 2276F/G, Political Science 3319F/G, Political Science 3387F/G, Political Science 4418F/G, Political Science 4421F/G, Political Science 4435F/G, Psychology 3313A/B, Psychology 3330F/G, Religious Studies 2241F/G, Religious Studies 3451F/G, Sociology 2222A/B, Sociology 2223A/B, Sociology 2256A/B , Sociology 2267A/B, Sociology 4438F/G, Thanatology 4331F/G

Students must complete a minimum of three subject areas within the Certificate.

NEW CALENDAR COPY

Political Science 2101A/B– Introduction to Law and Public Policy

Short Title: Intro to Law and Public Policy

This course is designed to address a series of overarching questions about law, governance and public policy. Students will learn a variety of theoretical and methodological approaches to study law and public policy, with a focus on the application of these debates to contemporary social and political issues.

Extra Information: 3 hours.

Course Weight: 0.50

(King's)

Background:

The Certificate in the Study of Law and Public Policy is intended to provide students with a foundation in legal institutions and issues, as well as an understanding of the policy process in Canada and internationally. This certificate is designed to attract students from across multiple disciplines and encourages them to apply the study of law and policy to the unique debates in their primary field of study. The goals of the certificate include: (1) promotion of an interdisciplinary and multidisciplinary way for students to think about the study of law and policy, (2) promoting students to take a breadth of courses from outside their department to strengthen their analytical abilities and to expose them to a greater number of disciplines at the College, and (3) in line with King's' academic mission, to promote an understanding of the historical, culture, political and economic aspects of law and governance that are core to the liberal arts. Areas that are covered include (but are not limited to): Canadian domestic and international law, social policy (health, education, labour), fiscal policy (economic and labour market policies) and rights-based policy (human security, migration). As a certificate, all degree courses may be credited toward other undergraduate programs.

The Certificate in the Study of Law and Public Policy draws on the existing strengths in the field of law and policy in the Department of Political Science, but also draws together faculty from around King's University College with expertise in law and public policy to offer subject-matter perspectives to these shared themes. The certificate is both interdisciplinary and multidisciplinary, as it brings to bear a variety of methodological and theoretical lenses through which students will be exposed to the study of law and policy. The mandatory course, Political Science 2101A/B is a foundational course that will equip students with the theoretical and methodological knowledge to engage in legal and policy-based analyses for subsequent courses. Students must also complete a 1.0 course from a short list of core courses with a specific focus on the study of law and/or policy as it relates to one discipline. Students are then encouraged to take a wide variety of courses across multiple disciplines (a minimum of three disciplines are required to complete the certificate) to ensure they are equipped with a variety of perspectives, as well as theoretical and methodological understandings in the areas of law and policy. The courses included in the certificate are drawn from the disciplines Childhood and Social Institutions, Disability Studies, Economics, English, History, Human Rights Studies, Management and Organizational Studies, Philosophy, Political Science, Psychology, Religious Studies, Social Justice and Peace Studies, Sociology, Thanatology, and Writing.

Provisional Course List

The course listing allows for students to have options in several disciplines available during our usual course rotation schedule.

0.5 course: Political Science 2101A/B Introduction to Law and Public Policy

1.0 courses selected from List A

2.5 courses selected from List A or B, if not already taken as part of the 1.0 course requirement from List A

List A:

Childhood and Social Institutions 2212F/G Childhood and the Law
Childhood and Social Institutions 2231A/B Childhood, Poverty Policy and Law
Disability Studies 3326F/G Disability Rights and Law
Economics 2138F/G Microeconomic Policy
Economics 2155A/B Labour Economics
Economics 3319F/G Canadian Economic Policy
History 1814F/G History, Law and Society
History 3809F/G History, Ethics and Public Policy
Human Rights Studies 2900F/G Rights in Canada
Management and Organizational Studies 2275A/B Business Law I
Philosophy 2080 Philosophy of Law
Political Science 2218F/G Social Policy and the Public Good
Political Science 3302F/G Immigration and Multiculturalism
Political Science 3303F/G Introduction to Canadian Law
Political Science 3305F/G Canadian Foreign Policy
Political Science 3307F/G Politics and Contemporary Social Policy
Political Science 3345E International Law and Organization
Political Science 3369F/G International Law and Organization
Religious Studies 2134A/B Modern Moral Dilemmas
Religious Studies 2163A/B "An Eye for an Eye": Biblical Foundations of Crime and Punishment
Psychology 2031A/B Psychology and Law
Social Justice and Peace Studies 3365F/G Alternative Dispute Resolution
Sociology 2260A/B Sociology of Law
Writing 3700F/G Special Topic in Writing: Writing, Advocacy, and Justice

List B

Childhood and Social Institutions 2214F/G Introduction to Advocacy
Childhood and Social Institutions 2221A/B International Children's Rights in Practice
Childhood and Social Institutions 2251F/G Children's Rights in Schools
Childhood and Social Institutions 3320F/G Children in The Justice System: Youth Criminal Justice and Child Welfare
Childhood and Social Institutions 3335F/G Human Rights & Child Advocacy
Childhood and Social Institutions 3340F/G Children in Separation and Divorce
Childhood and Social Institutions 3346F/G Child Participation in The Criminal Justice System
Childhood and Social Institutions 3351F/G Facilitating Child Advocacy
Childhood and Social Institutions 3352F/G Advocacy with Children
Childhood and Social Institutions 3353F/G Advocacy with Children (International)

Childhood and Social Institutions 3364F/G Childhood and Governmentality
Childhood and Social Institutions 3365F/G Childhood, Education Policy and Law
Disability Studies 3311F/G Changing Contexts & Practices
Disability Studies 3320F/G Disability and Care
Economics 2124A/B Economic Development I
Economics 2125A/B Economic Development II
Economics 2156A/B Economics of Trade Unions and Labour
Economics 2161F/G Income Distribution and Poverty
Economics 2221A/B Intermediate Macroeconomics II
Economics 2261A/B Intermediate Microeconomics II
Economics 3328A/B Public Finance - Expenditure
Economics 3329A/B Public Finance - Taxation
Economics 3344A/B Labour Economics I
Economics 3345A/B Labour Economics II
Economics 3371A/B Monetary Economics
English 2100F/G Crime Writing Since the 18th Century
English 2262F/G Water and Civilization: Literature, Ecology, Activism
English 3340F/G Eighteenth-Century Narratives of Empire
History 1404E Hitler, Stalin And Mussolini: The Totalitarian Age
History 2187 Power to the Peoples: A History of Rights in North America
History 2190A/B Crime in North American Society
History 2195A/B Epidemics in North America
History 3285E Canada in the World – Studies in Foreign Policy
History 3851F/G Capitalism and The Law
History 4204F/G Righting Wrongs: Human Rights in Canada
History 4220E Canadian Immigration History: The Politics, the Policies and the People
Human Rights Studies 2800E Introduction to Human Rights
Management and Organizational Studies 3362A/B Introduction to Taxation in Canada
Philosophy 1120 F/G Power, Social Politics and Culture
Philosophy 2268F/G Cyberethics In Cyberspace
Philosophy 2242F/G Environmental Ethics and Justice
Philosophy 2270 Canadian Judicial Thinking
Philosophy 3560F/G, Human Rights in Social Political Thought
Philosophy 3561F/G, Human Rights in Social Political Thought
Philosophy 3562F/G, Human Rights in Social Political Thought
Political Science 2211E Business and Government
Political Science 2230E Canadian Government and Politics
Political Science 2276F/G The Politics of Health Care
Political Science 3319F/G Freedom, Order and Control
Political Science 3387F/G Surveillance, Security and Society
Political Science 4418F/G The Politics Of International Trade Law And Negotiation
Political Science 4421F/G Negotiating Peace
Political Science 4435F/G Canadian Law and Public Policy
Psychology 3313A/B Fundamentals of Forensic Psychology
Psychology 3330F/G Heath Psychology
Religious Studies 2241F/G Faith and Culture
Religious Studies 3451F/G Religion and Conflict Resolution
Sociology 2222A/B Drugs and Society

Sociology 2223A/B Police and Security
Sociology 2256A/B Sociology of Corrections
Sociology 2267A/B Youth in Conflict with The Law
Sociology 4438F/G Advanced Criminal Justice Policy
Thanatology 4331F/G Social and Political Discourse in Thanatology

ITEM 9.3 – Revisions to the “Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs” Policy

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective February 13, 2021 until April 12, 2021, the “Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs” policy be temporarily amended as shown in Item 9.3 in recognition of the extenuating circumstances caused by the COVID-19 world pandemic, and,

That effective April 13, 2021 the previous version of the policy, “Last Revised 2019 10” be reinstated.

EXECUTIVE SUMMARY:

Beginning February 13, 2021 and extending for the remainder of the Winter 2021 term (excluding the final exam period), this request is being made for undergraduate students in first entry programs who require academic consideration for missed work because of extenuating circumstances to be able access two (2) additional Self-Reported Absence reports, provided they meet the other conditions for use of an SRA.

Students are urged to carefully consider the implications of using an SRA to delay fulfilling an academic requirement. In particular, students should consider how work missed will be made up, and how that may affect other academic requirements throughout the term.

Students who require academic consideration for longer than 48 hours or for work exceeding 30% will need to seek academic consideration through the academic counselling office in their faculty of registration. Students should expect to provide some form of documentation to support their request for academic consideration.

This emergency measure is being requested to help address challenges students are facing in obtaining medical and other documentation during the lockdown. It is in place only for the remainder of the Winter 2021 term.

ATTACHMENT(S):

[Revised Calendar Copy – Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs](#)

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

POLICY ON ACADEMIC CONSIDERATION FOR STUDENT ABSENCES -- UNDERGRADUATE STUDENTS IN FIRST ENTRY PROGRAMS

The first part of the policy is unchanged

PROCEDURES FOR STUDENT ABSENCES – UNDERGRADUATE STUDENTS IN FIRST ENTRY PROGRAMS

1. Purpose of Academic Consideration Procedures

The purpose of the Academic Consideration Procedures is to set out the process by which students may request reasonable academic consideration for extenuating circumstances resulting in missed academic requirements and to establish the responsibilities of all participants in the consideration process.

All interested persons – students, academic staff and the University – have vital roles to play in the process.

2. Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

- **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on [Academic Accommodation for Students with Disability](#). Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through [Student Health and Wellness](#) and [Learning Skills Services](#) in order to deal with this stress in a proactive and constructive manner.

3. Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed **a maximum of two self-reported absences** between September and April, **with two additional self-reported absences to be used between February 13, 2021 to April 12, 2021, inclusive** and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours. Students will select the allowable 48 hour period via an online portal. Students can request that the period covered include Yesterday and Today, or Today and Tomorrow. Absences are deemed to start at midnight (12:00 am) on the first requested day and end on 11:59 pm the following day.
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfill the academic expectations they may have missed during the absence unless other instructions are indicated on the course syllabus.

The remainder of the policy is unchanged

ITEM 9.4 – Update on Remote Proctoring

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

S. Prichard, Acting Provost & Vice-President (Academic), J. Doerksen, Vice-Provost (Academic Programs), and G. Tigert, University Registrar will provide an update on remote proctoring.

ITEM 10.1 – Subcommittee on Enrolment Planning and Policy (SUEPP) Report

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That Senate approve the plans and processes for first-year first-entry undergraduate enrolment for the University and Affiliated University Colleges as outlined in [ITEM 10.1\(a\)](#),

And,

That Senate approve the 2021-22 enrolment projections/plans as shown in [ITEM 10.1\(b\)](#) be used for University budget planning purposes.

EXECUTIVE SUMMARY:

The SUEPP report is provided annually to SCUP and Senate for approval. The report recommends targets and processes for first-year undergraduate enrolment and provides overall enrolment projections for Western and its Affiliated University Colleges in alignment with the University's strategic plan priorities and objectives.

ATTACHMENTS:

- 10.1(a) [Fall 2021 Entrance Standards for Undergraduate Admissions](#)
- 10.1(b) [Enrolment Projections for 2021-22](#)
- 10.1(c) [Report on Entering Averages & First Year Grades Presentation](#)

Western University

SUEPP Report to Senate

Fall 2021 First-Year Undergraduate Admissions

A. Background/Context

History

Over the past twenty years, Western's enrolment planning has placed the highest priority in increasing the quality of our incoming first-year class – which has moved the overall average grade of our first-year class from a position of “below the Ontario average” in 1993 to the top among Ontario universities. Our approach to first-year admissions – approved by Senate in November 2010 <* see note below> – included the following high-level priorities:

1. Our objective should be to continue to increase the quality of our incoming class – and we should continue to maintain and increase entrance standards.
2. The approach of using the common minimum entrance requirement for the large direct-entry programs should be continued. For limited-enrolment programs – based on annual reviews by the Provost and the Deans – the entrance requirements could be higher. The result of this approach is that student demand/choice drives program-specific enrolments.
3. We should work to increasing our first-year international enrolments.
4. We should continue to monitor the gap in entrance requirements between Western and the Ontario average – with the objective of maintaining/increasing the gap.

In 2010, in order to be aligned with the Constituent University's strategy on enrolment planning, the Affiliated University Colleges committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University. This commitment was met for Fall 2018 admissions. As part the current Affiliation Agreement (renewed in May 2019), the Colleges agreed to a further “narrowing of the gap” by increasing minimum entrance requirements as follows: 78.5% for Fall 2019, 79.0% for Fall 2020, 79.5% for Fall 2021, and 80.0% for Fall 2022.

Current Strategic Plan Priorities

Our current Strategic Plan – *Achieving Excellence on the World Stage* – includes the following enrolment-planning related objectives:

- a. Attract the brightest students as demonstrated through the highest entering grade average.
- b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c. Increase international undergraduate enrolment to at least 15% and domestic out-of-province student enrolment to at least 10% of the undergraduate student body.
- d. Increase graduate student enrolment to at least 20% of the total student body.

*** Note: The University Strategic Planning Process currently underway will guide our enrolment planning in future years, starting with the fall 2022 admissions cycle.**

B. Update on the Fall 2020 Entering Class and Entrance Standards

Constituent University

1. The Constituent University's full-time first-year enrolment was 6,007. Of this, 592 (or 9.9%) were international students.
2. The common minimum entrance requirement was a mid-year offer grade of 83.5% (for Arts & Humanities, Engineering, FIMS, Music, Science, MOS, and Social Science). For all other programs, the mid-year offer grades were higher – ranging from 86.0% to 92.0%. At offer time, the condition for the final grade was a minimum of 83.5% for all programs.
3. For information, full-time graduate enrolment was 6,100 – which equates to 19.0% of total full- time enrolment.

Affiliated University Colleges

4. Full-time first-year enrolment at the Colleges were as follows:
 - Brescia 270
 - Huron 489
 - King's 968
5. The final grade requirement at each of the Colleges was 79.0% (i.e. compared to the 83.5% at the Constituent University).

C. Fall 2021 Admissions Plans

Constituent University

1. The admissions strategy of the recent years will continue for the fall 2021 admissions cycle – and it is expected that our mid-year offer grade (for all programs) will be no less than 83.5%, with a final grade requirement of at least 83.5%.
2. Based on the current applications data, we are estimating a first-year class in the range of 5,600 – which (in the context of the current global pandemic) includes 670 international students. We will make every effort to increase enrolments in programs with capacity. Our goal is also to have higher international enrolments – in the context of diversifying country of origin and destination program.

Affiliated University Colleges

3. The final grade requirement at each of the Colleges will be no less than 79.5% – as per the commitment in the current Affiliation Agreement.
4. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum final grade requirement (down to only 2.5% points below the minimum requirement). The proportion with final grades below the minimum requirement (i.e. down to 77.0% which is 2.5% points below the 79.5% minimum requirement) shall not exceed 5% of the new students in the entering class.
5. Where applicable, the Colleges will be bound to the minimum entrance standards established by the Constituent University for limited-enrolment programs – including B.H.Sc. and Kinesiology.
6. The planned first-year class sizes are as follows:
 - Brescia 283 (250 domestic and 33 international)
 - Huron 457 (327 domestic and 130 international)
 - King's 890 (650 domestic and 240 international)

2021-22 ENROLMENT PROJECTIONS

Senate Meeting -- February 12, 2021

		Actual					2020-21			2021-22
		2015-16	2016-17	2017-18	2018-19	2019-20	Plan	Actual	Difference	Projected
1	Constituent University									
2	Full-Time Undergraduates									
3	Arts & Humanities	1,027	979	985	938	882	857	877	20	869
4	Business (HBA)	1,093	1,120	1,109	1,085	1,090	1,100	1,057	-43	1,046
5	Dentistry	265	265	263	262	262	264	263	-1	264
6	Education	286	653	747	716	697	697	677	-20	668
7	Engineering	1,761	1,951	1,981	2,032	2,008	2,042	2,151	109	2,262
8	Health Sciences									
9	BHSc Program	1,179	1,199	1,189	1,227	1,251	1,309	1,339	30	1,306
10	Kinesiology	1,204	1,247	1,231	1,215	1,241	1,238	1,285	47	1,300
11	Nursing	868	903	960	969	974	969	989	20	974
13	Sub-Total	3,251	3,349	3,380	3,411	3,466	3,515	3,613	98	3,580
14	Law	474	482	478	480	485	487	490	3	490
15	Media, Information, & Tech	983	966	898	916	895	904	871	-33	867
16	Medicine									
17	MD Program	684	682	699	685	683	684	686	2	684
18	BMedSci Program	881	928	1,021	1,000	1,036	1,000	1,161	161	1,100
19	Music	432	417	412	414	449	457	443	-14	450
20	Science	4,679	4,826	4,948	5,143	5,326	5,420	5,535	115	5,733
21	Social Science	6,482	6,520	6,501	6,497	6,503	6,437	6,882	445	6,910
22	Total Full-Time Undergraduates	22,298	23,138	23,422	23,579	23,782	23,865	24,706	841	24,923
23	Concurrent Programs	255	233	231	247	288	250	345	95	345
24	Medical Residents	923	942	934	956	936	955	940	-15	940
25	Full-Time Graduates									
26	Masters	3,276	3,431	3,750	3,734	3,946	4,181	3,869	-312	4,300
27	Ph.D.	2,088	2,083	2,185	2,177	2,219	2,243	2,231	-12	2,274
28	Total Full-Time Graduates	5,364	5,514	5,935	5,911	6,165	6,424	6,100	-324	6,574
29	Total Full-Time Enrolment	28,840	29,827	30,522	30,693	31,171	31,494	32,091	597	32,782
30	Part-Time FTEs									
31	Undergraduate <1>	2,226	2,084	2,012	2,061	1,988	1,980	2,562	582	2,100
32	Education (AQs) <1>	595	499	401	456	435	460	412	-48	420
33	Masters	79	89	95	114	110	110	122	12	120
34	Ph.D.	32	29	29	32	32	32	35	3	35
35	Total Part-Time FTEs	2,932	2,701	2,537	2,663	2,566	2,582	3,131	549	2,675
36	Total Constituent FTEs	31,772	32,528	33,059	33,356	33,737	34,076	35,222	1,146	35,457
37	Affiliated University Colleges									
38	Full-Time Undergraduates									
39	Brescia	1,327	1,329	1,306	1,392	1,421	1,469	1,301	-168	1,184
40	Huron	1,062	979	882	1,038	1,266	1,276	1,431	155	1,443
41	King's	3,004	3,070	3,034	3,162	3,267	3,368	3,415	47	3,310
42	Total Full-Time Undergraduates	5,393	5,378	5,222	5,592	5,954	6,113	6,147	34	5,937
43	Part-Time Undergraduate FTEs									
44	Brescia	80	69	84	76	73	80	68	-12	70
45	Huron	58	42	65	64	48	30	76	46	75
46	King's	260	232	234	254	265	258	309	51	300
47	Total Part-Time FTEs <1>	398	343	383	394	386	368	453	85	445
48	Graduate FTEs									
49	Brescia	33	35	35	38	40	43	35	-8	30
50	Huron	9	9	7	5	11	7	13	6	13
51	King's	29	41	48	50	61	60	60	0	60
52	Total Graduate FTEs	71	85	90	93	112	110	108	-2	103
53	Total Affiliate FTEs	5,862	5,806	5,695	6,079	6,452	6,591	6,708	117	6,485
54	Total UWO FTEs	37,634	38,334	38,754	39,435	40,189	40,667	41,930	1,263	41,942

2021-22 ENROLMENT PROJECTIONS

Senate Meeting -- February 12, 2021

		Actual					2020-21			2021-22
		2015-16	2016-17	2017-18	2018-19	2019-20	Plan	Actual	Difference	Projected
	<i>Rows 55 to 85 Included above</i>									
55	International Students									
56	Constituent Full-Time									
57	Undergraduates	1,990	2,217	2,342	2,692	2,763	2,945	2,822	-123	2,865
58	Medical Residents	136	134	123	142	130	140	130	-10	140
59	Masters (excluding Ivey)	576	596	715	717	925	878	695	-183	854
60	MBA (Regular), Ivey MSc	56	68	75	63	81	174	159	-15	201
61	Executive MBA	24	2	1	4	4	0	1	1	0
62	Ph.D.	562	562	581	607	665	681	686	5	690
63	Affiliates									
64	Undergraduates	661	718	732	991	1,256	1,351	1,390	39	1,278
65	Masters	0	2	0	0	2	2	4	2	1
66	Year 1 Only									
67	Constituent									
68	Arts & Humanities	217	240	229	233	209	215	221	6	230
69	Engineering	637	598	571	588	586	625	704	79	725
70	Health Sciences									
71	BHSc Program	336	320	335	393	385	350	407	57	350
72	Kinesiology	335	350	318	304	339	330	335	5	335
73	Nursing	143	162	144	142	144	145	159	14	145
74	Media, Information, & Tech	350	304	245	263	252	260	226	-34	250
75	MOS Program	794	861	769	819	768	825	1,072	247	850
76	Music	100	102	112	121	123	125	117	-8	125
77	Science	1,445	1,599	1,551	1,680	1,676	1,720	1,801	81	1,775
78	Social Science	796	817	815	835	840	835	965	130	815
79	Total Year 1 - Constituent	5,153	5,353	5,089	5,378	5,322	5,430	6,007	577	5,600
80	Affiliated University Colleges									
81	Brescia	350	321	313	320	332	349	270	-79	283
82	Huron	290	253	250	415	454	502	489	-13	457
83	King's	774	777	788	834	895	915	968	53	890
84	Total Year 1 - Affiliates	1,414	1,351	1,351	1,569	1,681	1,766	1,727	-39	1,630
85	Total UWO Year 1	6,567	6,704	6,440	6,947	7,003	7,196	7,734	538	7,230
86	Masters									
87	All Programs (excluding MBAs)	2,877	3,004	3,280	3,319	3,491	3,543	3,301	-242	3,520
88	Ivey (excl EMBA)	208	255	265	241	285	465	466	1	632
89	Executive MBA	191	172	205	174	170	173	102	-71	148

For Information

90	Year 1 Constituent International Students	508	618	638	855	639	830	592	-238	670
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<1> 2020-21 part-time undergraduate FTEs are preliminary estimates. Final numbers will be available at the end of February 2021.

Report on Fall 2020 First-Year Class and Associated Metrics

Senate

February 12, 2021



Institutional Planning & Budgeting

Context

- Western continues Approach using “Standard Minimum Entrance Requirement”

–	Fall 2020	83.5%	(final = 83.5%)
–	Fall 2019	83.5%	(final = 83.5%)
–	Fall 2018	83.5%	(final = 83.5%)
–	Fall 2017	83.5%	(final = 83.5%)
–	Fall 2016	83.5%	(final = 83.5%)
–	Fall 2015	83.5%	(final = 83.5%)
–	Fall 2014	84.0%	(final = 83.0%)
–	Fall 2013	84.0%	(final = 83.0%)
–	Fall 2012	83.0%	(final = 82.5%)
–	Fall 2011	83.0%	(final = 82.0%)
–	Fall 2010	83.0%	(final = 81.0%)
–	Fall 2009	83.0%	(final = 80.0%)
–	Fall 2008	82.5%	(final = 79.0%)
–	Fall 2007	82.0%	(final = 78.0%)
–	Fall 2006	81.0%	(final = 78.0%)
–	Fall 2005	80.5%	(final = 77.0%)
–	Fall 2004	80.5%	(final = 78.0%)
–	Fall 2003	83.0%	(final = 78.0%)
–	Fall 2002	79.5%	(final = 74.0%)
–	Fall 2001	77.0%	(final = 73.0%)



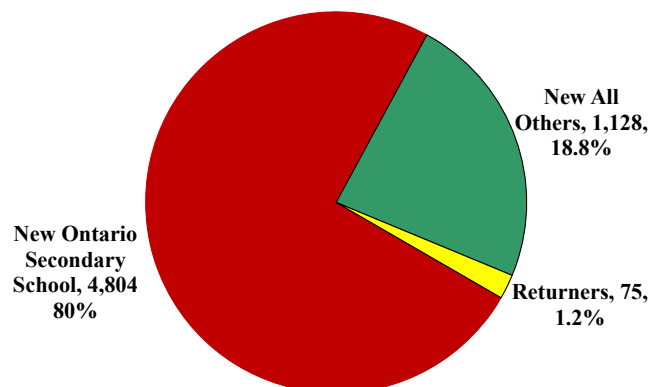
Student Profile: Applicant Type & Geographical Origin

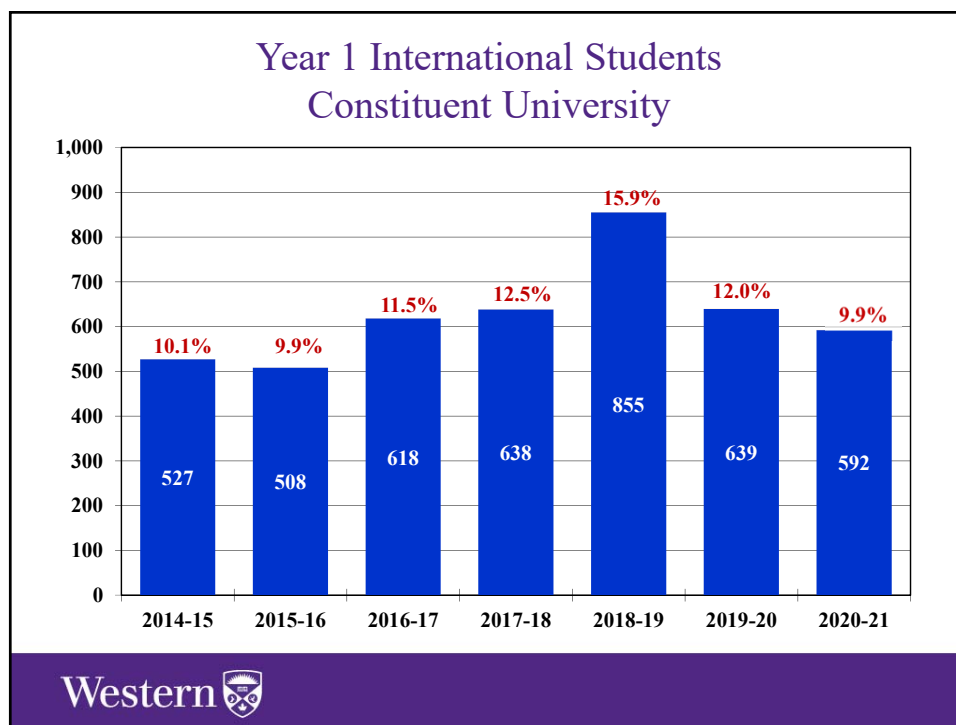
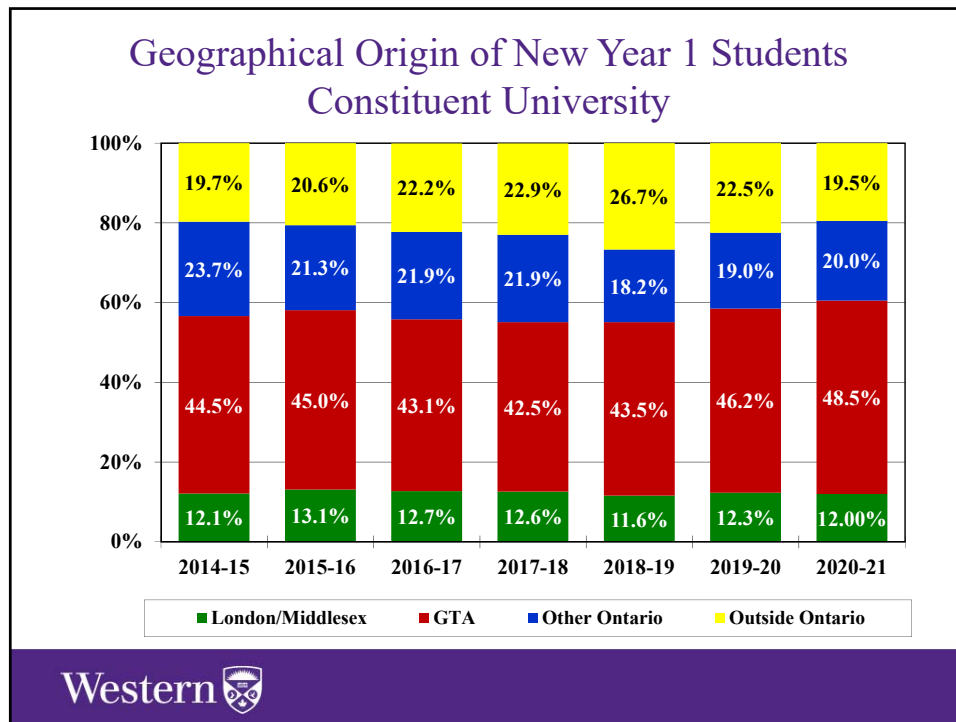
Constituent University

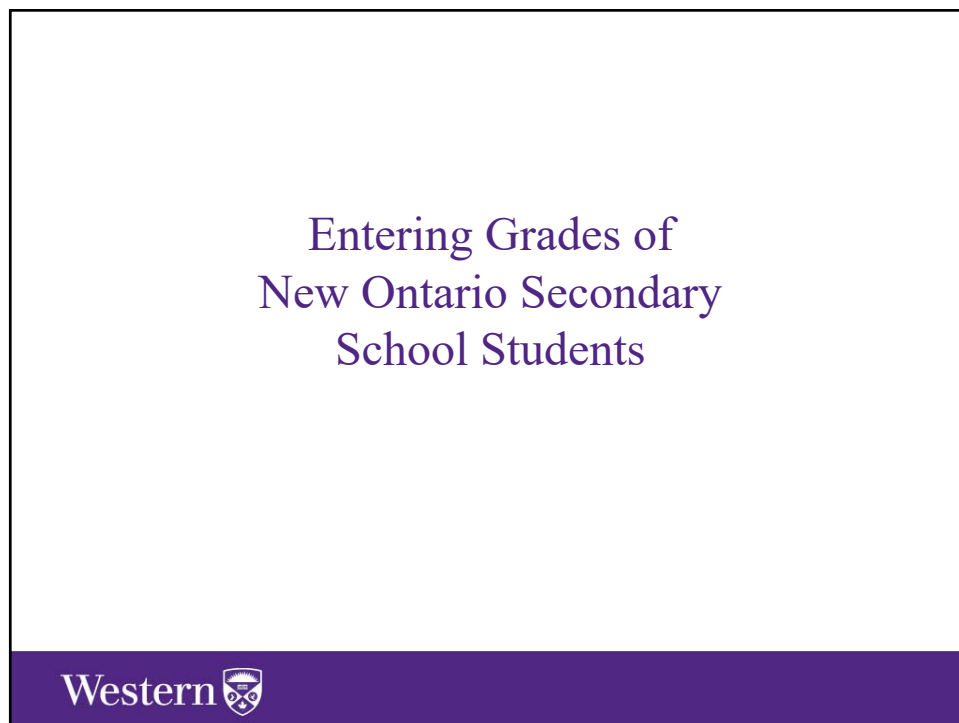
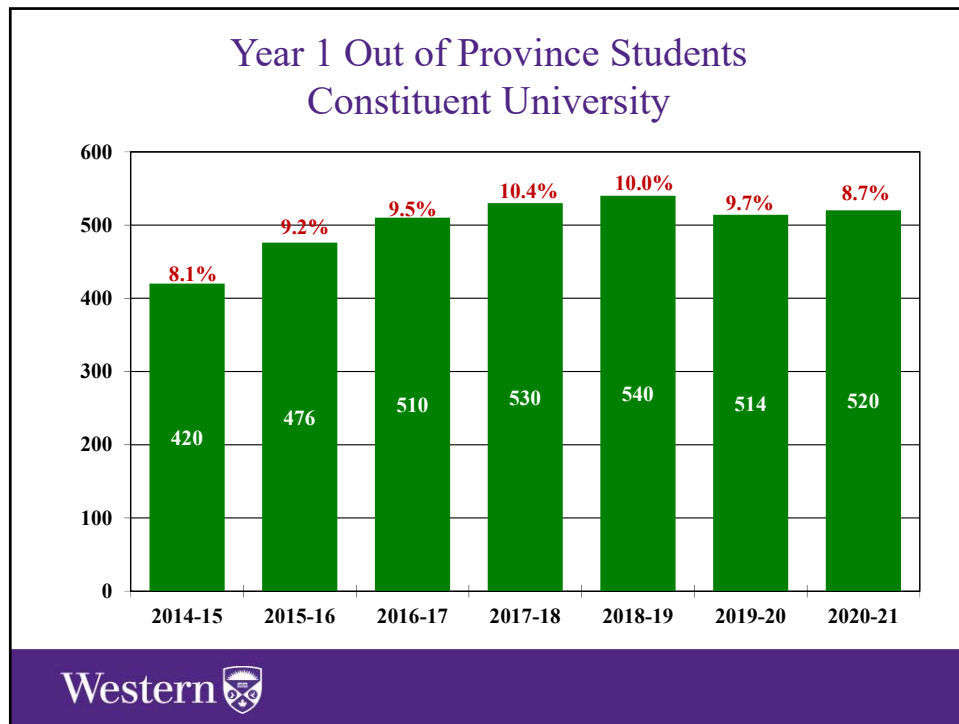


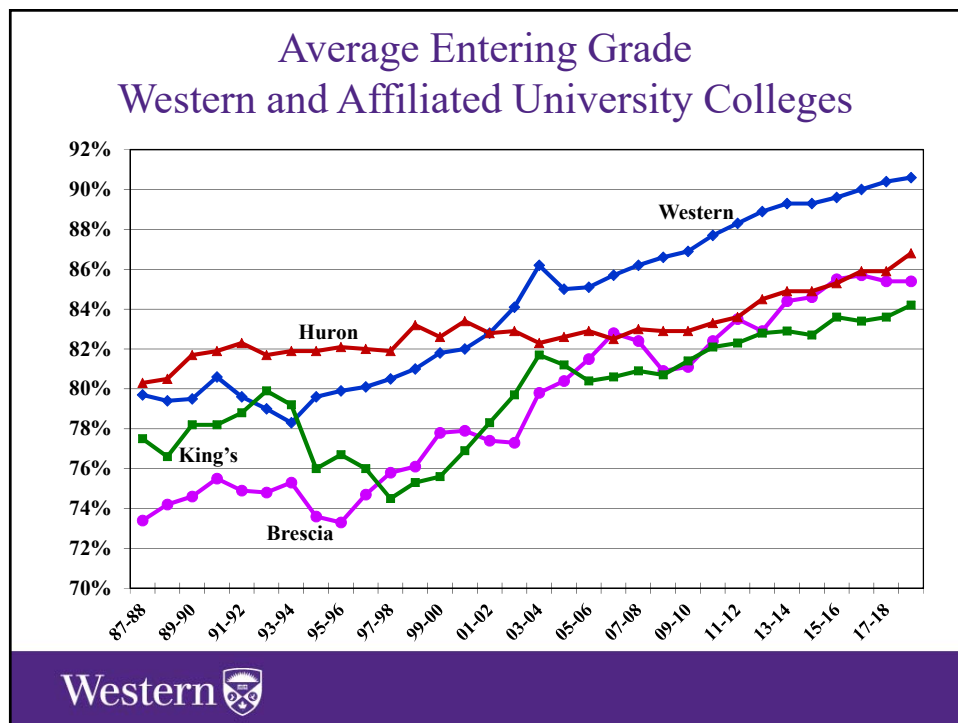
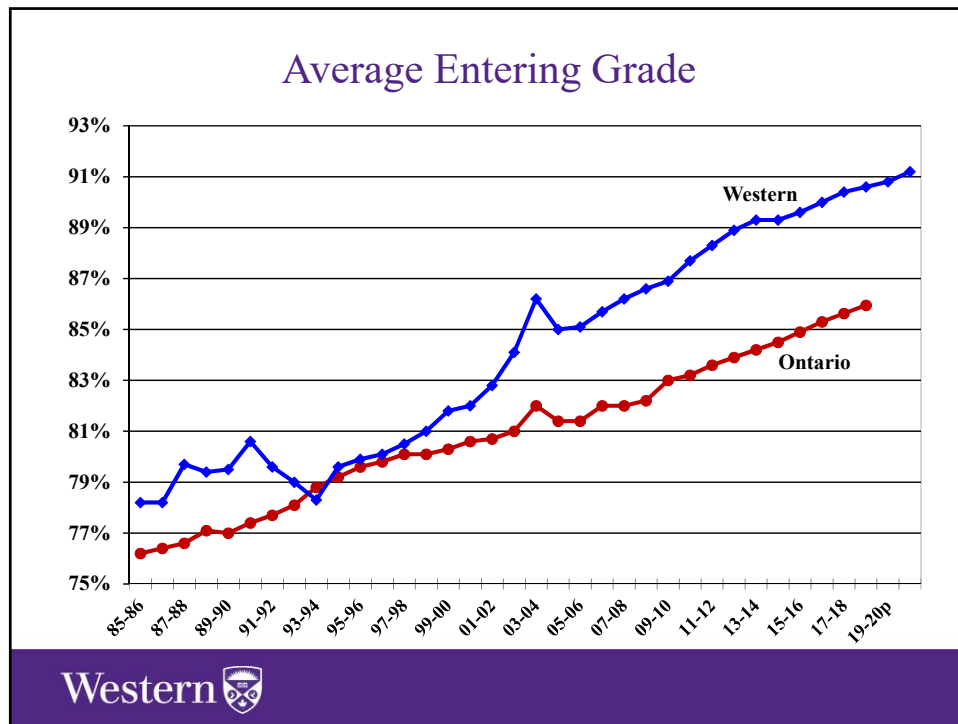
2020-21 Year 1 Students by Applicant Type Constituent University

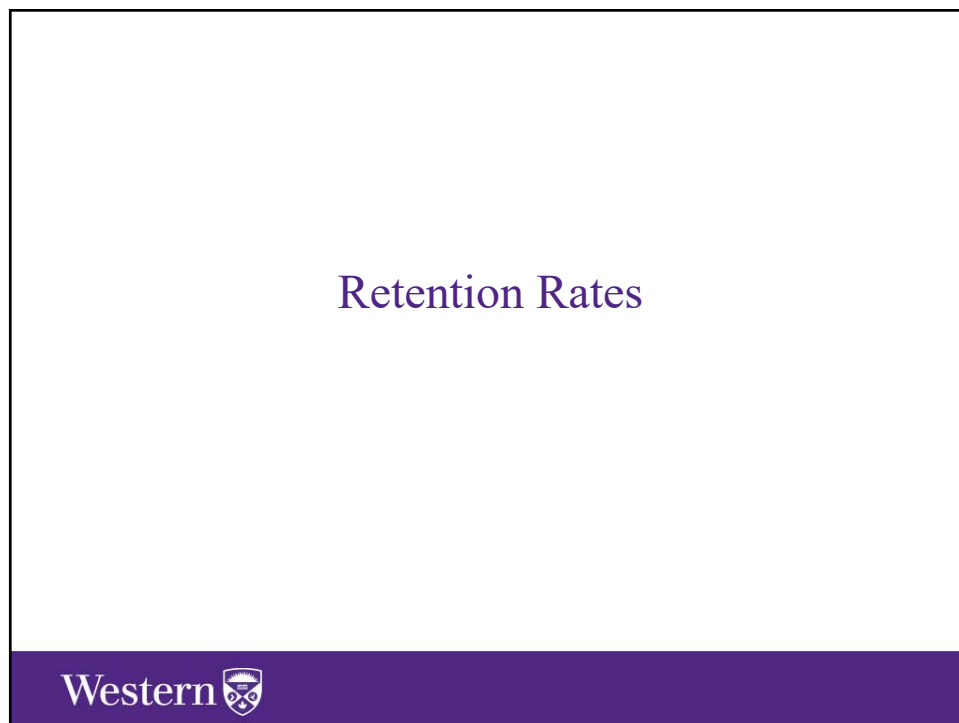
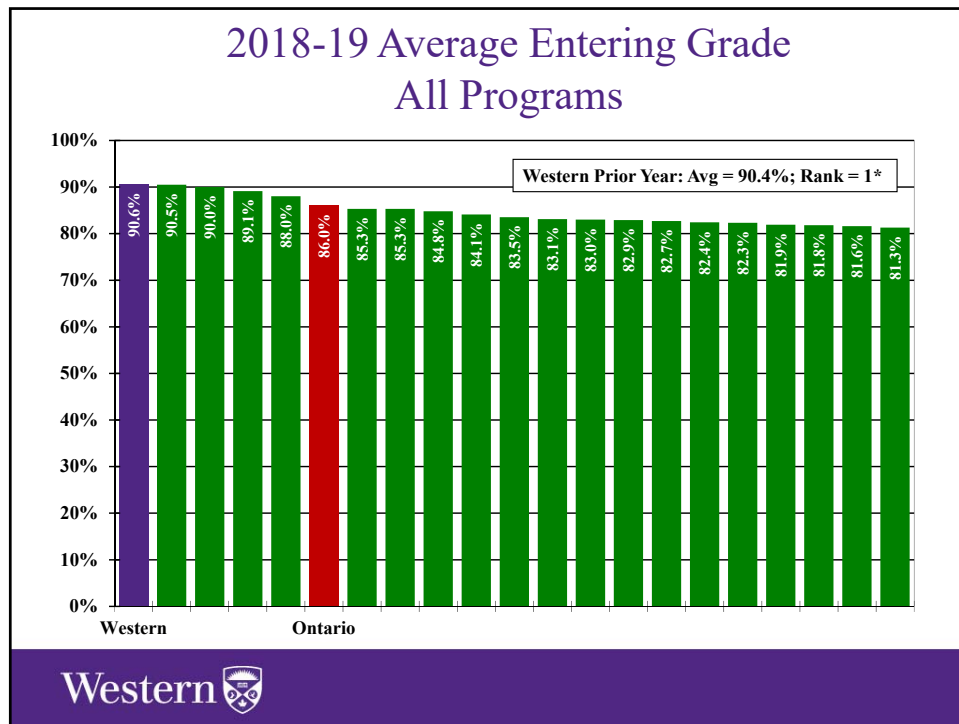
Total Year 1 = 6,007

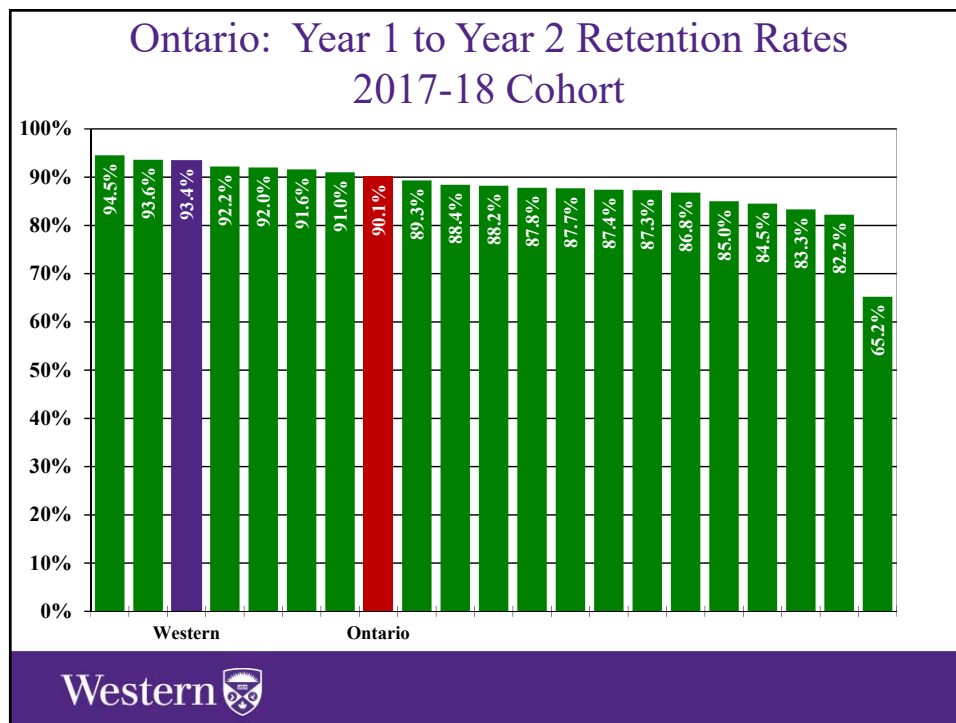
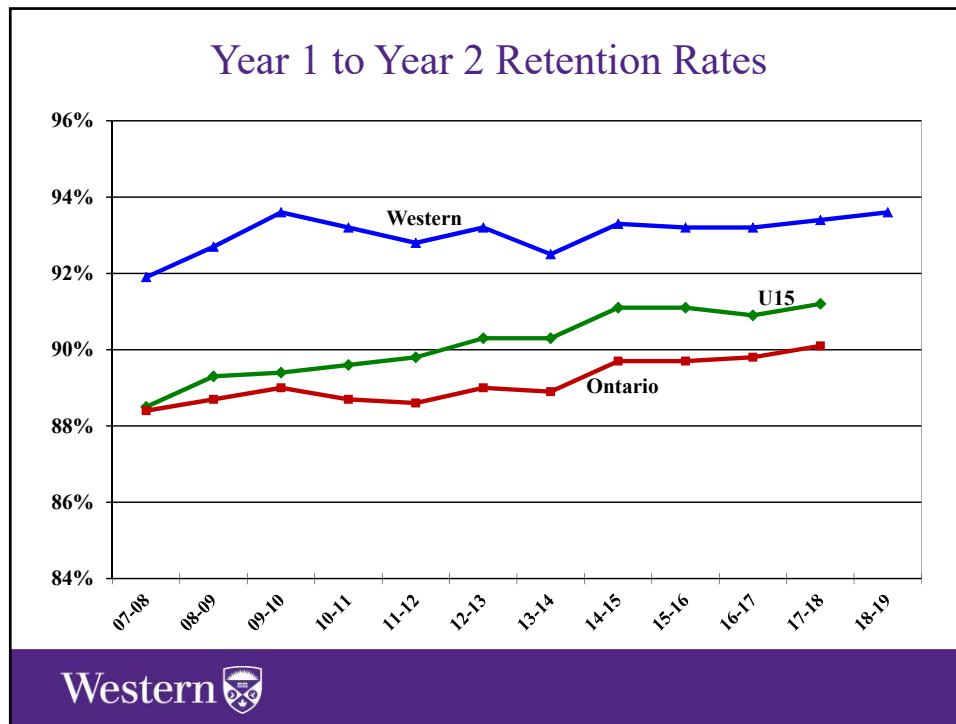


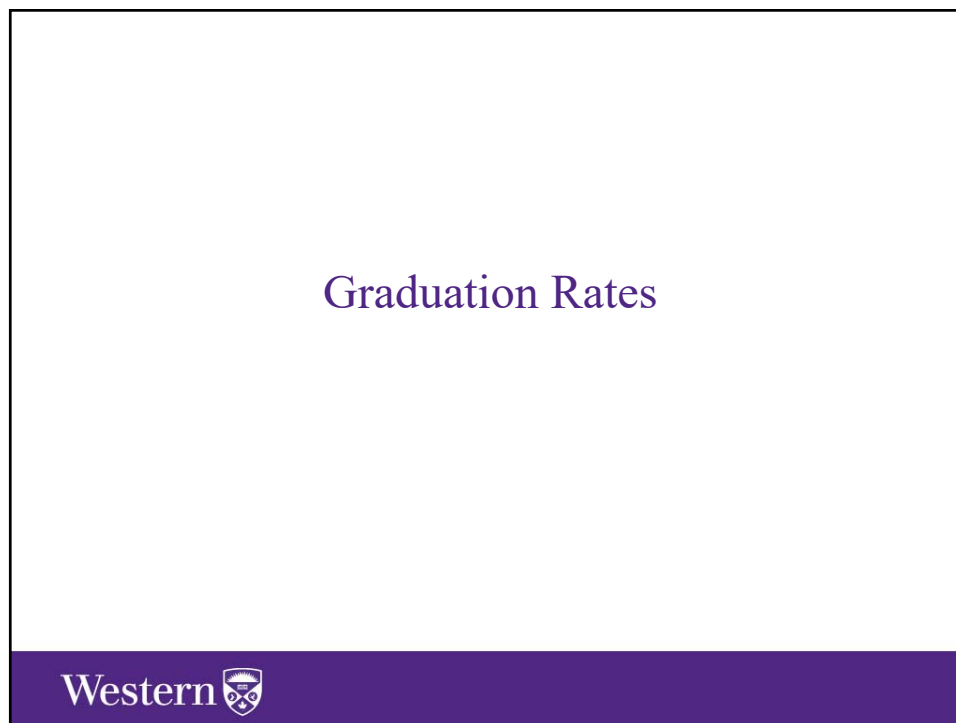
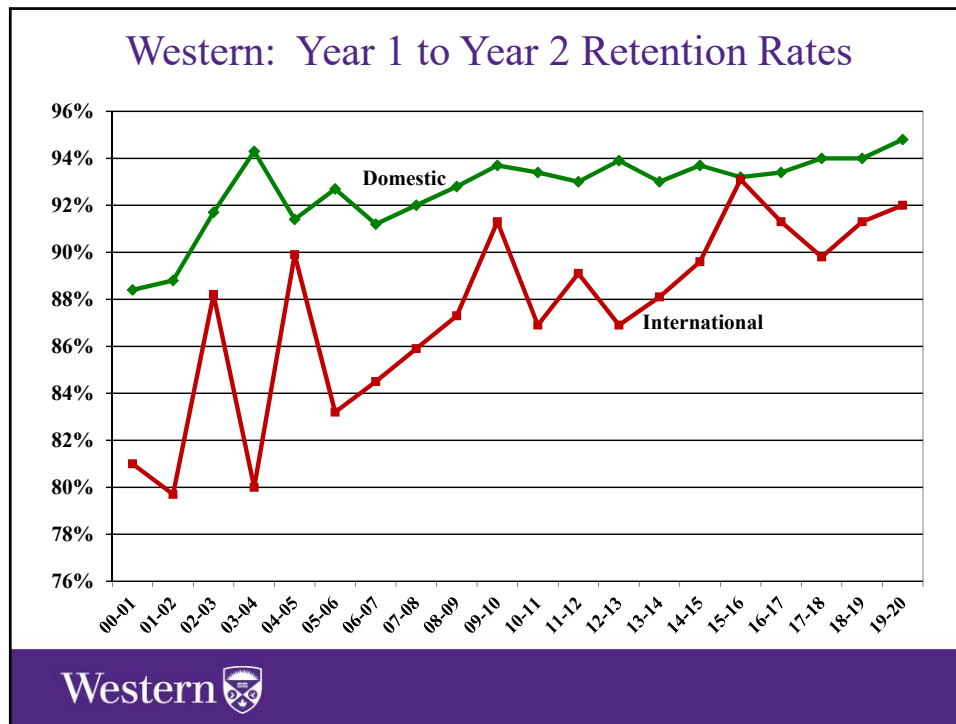


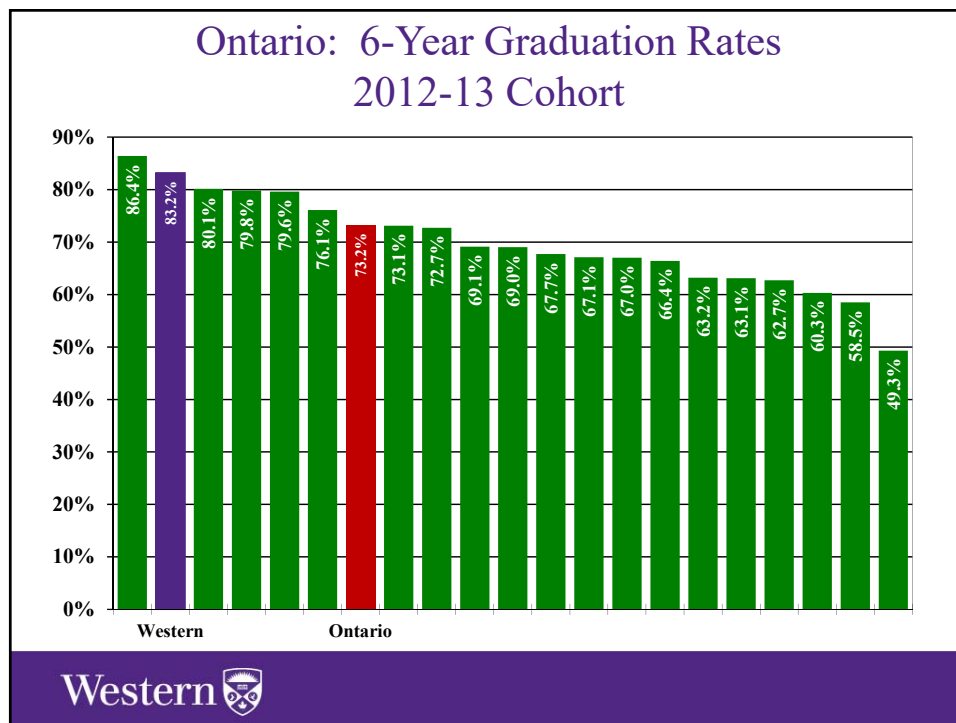
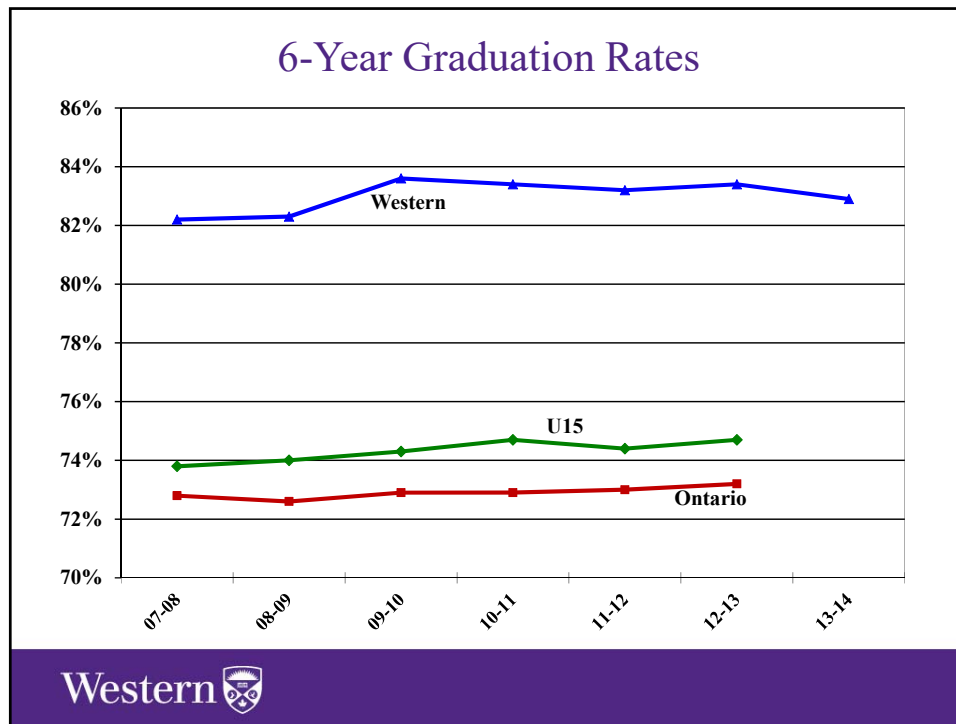














ITEM 10.2 - Update on Budget and Planning

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

S. Prichard, Provost & Vice-President (Academic) and R. Chelladurai, Associate Vice-President (Planning, Budgeting and Information Technology) will provide a verbal update on the budget and planning cycle process.

ITEM 11.1 – Report of the University Research Board

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

L. Rigg, Vice-President (Research) will provide an oral report on the work of the University Research Board committee.

ITEM 12.0 – Discussion and Question Period

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

Convocation

B. MacDougall-Shackleton, Observer

As we contemplate a return to in-person campus activities, one of the most anticipated events will be our next Convocation. This ritual traditionally unites the Western community. How can Convocation be successful when the current Chancellor remains an object of division for many faculty, staff, and students following her flouting of COVID-19 public health guidelines?

Senate Elections

B. MacDougall-Shackleton, Observer

Under the UWO Act, “The election of a member of the Senate under clause 24(1)(b) or (d) shall be by secret ballot of the members of the academic unit or affiliated college to be represented who hold the rank of assistant professor or higher, but in all other respects such an election shall be in accordance with the manner and procedures established and determined by the Senate.”

This week, many faculty members holding the rank of Lecturer were disheartened to be reminded that this language prevents them from participating in elections to select their representative in Senate. Undergraduate students, graduate students and full-time staff are all eligible to vote for their Senator, but full-time faculty with the rank of Lecturer - many of them long-serving - are not.

Will Western commit to attempting to fix this disenfranchisement, in the interest of collegial governance?

Online Course Delivery

R. Kennedy, Senator

The Western Student Senators have received a lot of really positive comments from students, thanking their professors for taking their feedback from last semester and applying it to courses this term to create the best learning environment for students. However, one concern that still exists is accessibility for students requiring accommodation. With this shift to online learning, many students receiving accommodations struggle to learn content without lectures being closed captioned. Are there support systems currently in place to aid professors and lecturers so that they can add closed captioning as an accessibility feature to their lectures?