

SENATE AGENDA

Friday, June 10, 2022, 1:30 p.m. – 4:30 p.m.
Arts & Humanities Building, Room 1R40

To assist in complying with mask and vaccination protocols, please bring your Western ONECard or proof of two vaccinations.

- 1.0 Land Acknowledgement
- 2.0 Minutes of the Meeting of May 13, 2022 Approval
- 3.0 Business Arising from the Minutes
- 4.0 Report of the President Information
- 4.1 Presentation on Western's Academy for Advanced Research (WAFAR) Information

AGENDA

- 5.0 Report of the Operations / Agenda Committee (E. Chamberlain)
 - 5.1 Nominating Committee Membership Action
- 6.0 Report of the Nominating Committee (K. Yeung)
 - 6.1 Membership – Senate Committees
 - 6.1(a) Operations / Agenda Committee (OAC) Action
 - 6.1(b) Senate Committee on University Teaching Awards (SUTA) Action
 - 6.1(c) Senate Committee on Academic Curriculum and Awards (ACA) Action
 - 6.1(d) Subcommittee on Program Review – Undergraduate (SUPR-U) Action

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| 6.1(e) | Subcommittee on Western Approved Micro-credentials (SWAM) | Action |
| 6.1(f) | Subcommittee on Undergraduate Academic Courses (SOC) | Action |
| 6.1(g) | Senate Committee on University Planning (SCUP) | Action |
| 6.1(h) | University Research Board (URB) | Action |
| 6.1(i) | Honorary Degrees Committee | Action |
| 6.1(j) | Senate Review Board Academic (SRBA) | Action |
| 6.1(k) | Distinguished University Professor Selection Committee (DUP) | Action |
| 6.2 | Membership – Selection Committee for the University Registrar | Action |
| 7.0 | Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean) – NO REPORT (see Consent Agenda) | |
| 8.0 | Report of the Senate Committee on University Planning (M. Davison) – NO REPORT (see Consent Agenda) | |
| 9.0 | Report of the University Research Board (L. Rigg) | |
| 9.1 | MAPP 7.0 – Academic Integrity in Research Activities | Approval |
| 10.0 | Report of the Academic Colleague (P. Barmby) | |
| 11.0 | The Unanimous Consent Agenda | |
| 11.1 | Items from the Operations / Agenda Committee | |
| 11.1(a) | Appointment of Officers of Convocation | Information |
| 11.2 | Items from the Senate Committee on Academic Policy and Awards | |
| 11.2(a) | Faculty of Arts and Humanities and Faculty of Social Science, Department of Gender, Sexuality, and Women’s Studies: Introduction of a Minor in Black Studies | Approval |
| 11.2(b) | Faculty of Arts and Humanities, Department of Languages and Cultures: Withdrawal of the Minor in Digital Spanish | Approval |

11.2(c)	Faculty of Engineering:	
11.2(c)(i)	Introduction of Artificial Intelligence Systems Engineering Concurrent Degree Programs	Approval
11.2(c)(ii)	Policy Revision: Registration and Progression in Three-Year, Four-Year and Honours Degrees (Concurrent Degrees)	Approval
11.2(d)	Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program” Policy	Approval
11.2(e)	King’s University College: Introduction of a Minor in Migration and Border Studies and Introduction of Interdisciplinary Studies 2277F/G	Approval
11.2(f)	School of Graduate and Postdoctoral Studies:	
11.2(f)(i)	Revisions to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies	Approval
11.2(f)(ii)	Revisions to the Course-Based Master of Health Information Science (MHIS)	Approval
11.2(g)	Policy Revisions:	
11.2(g)(i)	Academic Records and Student Transcripts	Approval
11.2(g)(ii)	Undergraduate Student Academic Appeals	Approval
11.2(g)(iii)	Admission and In-Course Scholarships	Approval
11.2(g)(iv)	Dean’s Honour List and Graduation “With Distinction”	Approval
11.2(h)	SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Theatre Studies, East Asia Studies (Huron University College, and Economics (King’s University College)	Information

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| 11.2(i) | SUPR-G Report: Cyclical Reviews of the Graduate Programs in Comparative Literature, Communication Sciences and Disorders, Health and Rehabilitation Sciences, and Kinesiology | Information |
| 11.2(j) | New Scholarships, Awards and Prizes | Information |
| 11.2(k) | New Scholarships, Awards and Prizes Funded by Operating | Information |
| 11.3 | Items from the Senate Committee on University Planning | |
| 11.3(a) | Annual Report on the Working Group on Information Security | Information |
| 11.3(b) | Reports on Promotion, Tenure and Continuing Appointment | Information |
| 11.3(c) | Distinguished University Professor and Faculty Scholars | Information |
| 11.4 | Items from the University Research Board | |
| 11.4(a) | Update on Research Centres and Groups | Information |
| 11.5 | Items from the Honorary Degrees Committee | |
| 11.5(a) | Honorary Degree Recipients – Spring 2022 | Information |
| 11.6 | Announcements and Communications | |
| 11.6(a) | Election Results – Board of Governors | Information |
| 12.0 | Items removed from Consent Agenda | |
| 13.0 | Discussion and Question Period | |
| 14.0 | New Business | |
| 15.0 | Adjournment | |

ITEM 1.0 – Land Acknowledgement

ACTION: APPROVAL INFORMATION DISCUSSION

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

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

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

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

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

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

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

ITEM 2.0 – Minutes of the Meeting of May 13, 2022

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the minutes of the meeting held on May 13, 2022,
be approved as circulated.



MINUTES OF THE MEETING OF SENATE

May 13, 2022

The meeting was held at 1:30 p.m. in Room 1R40, Arts & Humanities Building.

SENATORS:

P. Barmby	T. Joy	P. Peddle
A. Barnfield	S. Karky	D. Purcell
A. Baxter	G. Kelly	A. Pyati
J. Baxter	D. Kotsopoulos	G. Read
J. Binoy	J. Lacefield	S. Roland
D. Brou	D. Laird	H. Samson
C. Burghardt-Jesson	D. Lee	E. Sapuridis
C. Burucúa	W. Lehmann	A. Schuurman
M. Cleveland	L. Lewis	A. Shepard
K. Coley	A. Liu	C. Steeves
J. Compton	M. H. McMurrin	F. Strzelczyk
M. Davison	M. Milde	G. Tigert
L. Frederking	L. Miller	R. Ventresca
J. Garland	J. Minac	J. Watson
R. Gros	K. Mooney	S. Whitehead
N. Harney	I. Namukasa	K. Yeung
L. Henderson	A. Nelson	J. Yoo
S. Hodgson	T. Peace	

Observers: D. Facca, Z. Fakirani, J. Hutter, M. McGlynn, N. Narain

LAND ACKNOWLEDGEMENT

D. Brou offered a Land Acknowledgement.

S.22-110 **MINUTES OF PRIOR MEETING**

It was moved by S. Roland, seconded by G. Read,

That the minutes of the meeting of April 22, 2022, be approved as circulated.

CARRIED

S.22-111 **REPORT OF THE PRESIDENT**

The Report of the President, distributed with the agenda, contained information on the following topics: COVID-19 update, Times Higher Education Impact Ratings, success in recent Natural Sciences & Engineering Research Council's (NSERC) Discovery Grant program and Social Sciences & Humanities Research Council's (SSHRC) Insight Grants program, new scholarships for Black and Indigenous students, Board of Governor's approval of 2022-23 budget, update on gender-based and sexual violence reports, and recent accolades.

The President invited F. Strzelczyk, Western's new Provost and Vice-President (Academic), to introduce herself to Senate.

The President additionally commented on the following items:

- Continued plans for in-person convocation for 2022 graduates and make-up convocation for 2020 and 2021 graduates
- Honorary degree recipients and arrangements in progress
- Western's efforts to support Ukrainian refugees
- University open houses for future Western students

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.22-112 **ITEM 5.1 – Revisions to the Terms of Reference of OAC**

It was moved by M. Milde, seconded by R. Gros,

That effective July 1, 2022, the terms of reference of the Operations/Agenda Committee be revised as shown in Item 5.1.

CARRIED

S.22-113 **ITEM 5.2 – Revisions to the Terms of Reference of Convocation Board**

It was moved by D. Laird, seconded by S. Hodgson,

That effective July 1, 2022, the terms of reference of Convocation Board be revised as shown in Item 5.2.

CARRIED

S.22-114 **ITEM 5.3 – Nominating Committee Membership**

Sophie Roland, Jeff Watson, and Jane Toswell were acclaimed to the Nominating Committee as members of Senate for terms from July 1, 2022 to June 30, 2024.

Grace Kelly was nominated from the floor of Senate and was acclaimed to the Nominating Committee as an Alternate member of Senate for a term from July 1, 2022 to June 30, 2024.

REPORT OF THE NOMINATING COMMITTEE

S.22-115 **ITEM 6.1(a) – Senate Committee Membership – Operations/Agenda Committee (OAC)**

Sophie Roland and Deishin Lee were acclaimed to the Operations/Agenda Committee as members of Senate for terms from July 1, 2022 to June 30, 2024.

S.22-116 **ITEM 6.1(b) – Senate Committee Membership – Senate Committee on Academic Curriculum and Awards (ACA)**

Shawn Whitehead, Ken Kirkwood, Godwin Arku, Tisha Joy, and Anne Schuurman were acclaimed to the Senate Committee on Academic Curriculum and Awards as faculty members for terms from July 1, 2022 to June 30, 2024.

S.22-117 **ITEM 6.1(c) – Senate Committee Membership – Senate Committee on Academic Policy (Policy)**

James Lacefield, Michael Milde, Ken Yeung, and Katrina Moser, were acclaimed to the Senate Committee on Academic Policy as faculty members for terms from July 1, 2022 to June 30, 2023.

Cameron Tsujita, WG Pearson, Robert Klassen, and Melissa Adler were acclaimed to the Senate Committee on Academic Policy as faculty members for terms from July 1, 2022 to June 30, 2024.

Kevin Moore was nominated from the floor of Senate and was acclaimed to the Senate Committee on Academic Policy as a graduate student for a term from July 1, 2022 to June 30, 2023.

S.22-118 **ITEM 6.1(d) – Senate Committee Membership – Subcommittee on Program Review - Undergraduate (SUPR-U)**

No nominations were received for the Subcommittee on Program Review – Undergraduate.

S.22-119 **ITEM 6.1(e) – Senate Committee Membership – Subcommittee on Western Approved Micro-credentials (SWAM)**

No nominations were received for the Subcommittee on Western Approved Micro-credentials.

S.22-120 **ITEM 6.1(f) – Senate Committee Membership – Subcommittee on Undergraduate Academic Courses (SOC)**

Cameron Tsujita and Richard Moll were acclaimed to the Subcommittee on Undergraduate Academic Courses as faculty members for terms from July 1, 2022 to June 30, 2023.

Ken Yeung and Wolfgang Lehmann were acclaimed to the Subcommittee on Undergraduate Academic Courses as faculty members for terms from July 1, 2022 to June 30, 2024.

Eric Gair was acclaimed to the Subcommittee on Undergraduate Academic Courses as an undergraduate student for a term from July 1, 2022 to June 30, 2023.

S.22-121 **ITEM 6.1(g) – Senate Committee Membership – Senate Committee on University Planning (SCUP)**

Matt Davison and Rachel Forrester-Jones were acclaimed to the Senate Committee on University Planning as faculty members of Senate for terms from July 1, 2022 to June 30, 2024.

Grace Kelly was acclaimed to the Senate Committee on University Planning as a member of administrative staff for a term from July 1, 2022 to June 30, 2024.

Danica Facca and Kevin Moore were nominated from the floor of Senate and were acclaimed to the Senate Committee on University Planning as graduate students for terms from July 1, 2022 to June 30, 2023.

S.22-122 **ITEM 6.1(h) – Senate Committee Membership – University Research Board (URB)**

Sarah Gallagher, Cheryle Séguin, and Katina Pollock were acclaimed to the University Research Board as faculty members for terms from July 1, 2022 to June 30, 2024.

S.22-123 **ITEM 6.1(i) – Senate Committee Membership – Honorary Degrees Committee**

Darren Meister, Lisa Henderson, and Kim Solga were acclaimed to the Honorary Degrees Committee for terms from July 1, 2022 to June 30, 2024.

S.22-124 **ITEM 6.1(j) – Senate Committee Membership – Senate Review Board Academic (SRBA)**

Lina Dagnino was acclaimed as Chair of the Senate Review Board Academic for a term from July 1, 2022 to June 30, 2023.

Caroline Dick, Ruth Ann Strickland, Torin Chiles, Ken Kirkwood, and Mike Domaratzki were acclaimed to the Senate Review Board Academic as faculty members for terms from July 1, 2022 to June 30, 2024.

Eric Gair was acclaimed to the Senate Review Board Academic as an undergraduate student for a term from July 1, 2022 to June 30, 2023.

Kaitlyn Gagnon and Seth Kadish were acclaimed to the Senate Review Board Academic as graduate students for terms from July 1, 2022 to June 30, 2023.

S.22-125 **ITEM 6.1(k) – Senate Committee Membership – Distinguished University Professor Selection Committee (DUP)**

Dale Laird was acclaimed to the Distinguished University Professor Selection Committee as a faculty member who is a senior scholar for a term from July 1, 2022 to June 30, 2024.

S.22-126 **ITEM 6.1(l) – Senate Committee Membership – Faculty Scholars Selection Committee**

Zoë Sinel and Trish Tucker were acclaimed to the Faculty Scholars Selection Committee as faculty members who are senior scholars for terms from July 1, 2022 to June 30, 2024.

S.22-127 **ITEM 6.1(m) – Senate Committee Membership – Nominating Subcommittee for Members of the General Community**

Tisha Joy and Donna Kotsopoulos were acclaimed to the Nominating Subcommittee for Members of the General Community for terms from July 1, 2022 to June 30, 2024.

S.22-128 **ITEM 6.1(n) – Senate Committee Membership – McIntosh Gallery Committee**

Lindsay Bell was acclaimed to the McIntosh Gallery Committee for a term from July 1, 2022 to June 30, 2024.

S.22-129 **ITEM 6.1(o) – Senate Committee Membership – Board of Governors**

One Senator was nominated by the Nominating Committee and another was nominated from the floor of Senate. An election was held following the Senate meeting and Ken Yeung was elected for a term from July 1, 2022 to June 30, 2026.

S.22-130 **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE

S.22-131 **Information Items Reported by the Operations / Agenda Committee**

- ITEM 11.1 – Senate Membership – Vacancies Filled by Appointment

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

- S.22-132 **ITEM 11.2(a)(i) – Faculty of Health Sciences, School of Kinesiology and Ivey Business School: Withdrawal of the Honours Specialization in Kinesiology – Sport Management and the Honours Specialization in Kinesiology – Sport Management and Honours Business Administration (HBA) Combined Degree Program**

It was moved by M. Milde, seconded by S. Roland,

That effective September 1, 2022, admission to the Honours Specialization in Kinesiology – Sport Management and Honours Specialization in Kinesiology – Sport Management and Honours Business Administration (HBA) Combined Degree Program be discontinued, and

That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2026, and

That effective September 1, 2026 the modules be withdrawn.

CARRIED BY UNANIMOUS CONSENT

- S.22-133 **ITEM 11.2(b)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Science (MSc) in Astronomy**

It was moved by M. Milde, seconded by S. Roland,

That effective May 1, 2022, the Master of Science (MSc) in Astronomy be revised as shown in Item 11.2(b)(i).

CARRIED BY UNANIMOUS CONSENT

- S.22-134 **ITEM 11.2(b)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Science (MSc) in Physics**

It was moved by M. Milde, seconded by S. Roland,

That effective May 1, 2022, the Master of Science (MSc) in Physics be revised as shown in Item 11.2(b)(ii).

CARRIED BY UNANIMOUS CONSENT

- S.22-135 **ITEM 11.2(b)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the PhD in Physics**

It was moved by M. Milde, seconded by S. Roland,

That effective May 1, 2022, the PhD in Physics be revised as shown in Item 11.2(b)(iii).

CARRIED BY UNANIMOUS CONSENT

S.22-136 **ITEM 11.2(b)(iv) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Management of Applied Science (MMASc), Global Health Systems Spoke**

It was moved by M. Milde, seconded by S. Roland,

That effective September 1, 2022, the Master of Management of Applied Science (MMASc), Global Health Systems spoke be revised as shown in Item 11.2(b)(iv).

CARRIED BY UNANIMOUS CONSENT

S.22-137 **ITEM 11.2(b)(v) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Management of Applied Science (MMASc), (Withdrawal of Spokes)**

It was moved by M. Milde, seconded by S. Roland,

That effective September 1, 2022, the following spokes be withdrawn from the Master of Management of Applied Science (MMASc):

Data Management
Computer Science
Biological Science
Water Science

CARRIED BY UNANIMOUS CONSENT

S.22-138 **ITEM 11.2(c)(i) – Policy Revision: Admission - Education**

It was moved by M. Milde, seconded by S. Roland,

That effective September 1, 2022, the admission requirements for the Bachelor of Education program be revised as shown in Item 11.2(c)(i).

CARRIED BY UNANIMOUS CONSENT

S.22-139 **ITEM 11.2(c)(ii) – Policy Revision: Certificates, Diplomas and Micro-credentials (Definitions and Requirements for Graduate Diplomas)**

It was moved by M. Milde, seconded by S. Roland,

That effective May 1, 2022, the policy on Certificates, Diplomas and Micro-credentials be revised as shown in Item 11.2(c)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-140 **Information Items Reported by the Senate Committee on Academic Policy and Awards on Unanimous Consent**

The following items reported by the Senate Committee on Academic Policy and Awards were received for information by unanimous consent:

- ITEM 11.2(d) –Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in French (Brescia University College) and Sociology and Criminology (King’s University College)
- ITEM 11.2(e) – New Scholarships, Awards and Prizes
- ITEM 11.2(f) – New Scholarships, Awards and Prizes Funded by Operating

S.22-141 **DISCUSSION AND QUESTION PERIOD**

There were no questions submitted in advance of the meeting. The questions and responses received during the meeting are summarized below.

1. **Western Academy for Advanced Research (WAFAR)**

A Senator asked if the President planned to provide an update on the Western Academy for Advanced Research (WAFAR).

A. Shepard responded that an update would be provided at the June Senate meeting. He noted that he is very pleased with the progress WAFAR is making.

NEW BUSINESS

S.22-142 **ITEM 14.1 – Remote Proctoring Update**

G. Tigert, University Registrar, provided an update on remote proctoring. He advised that after several months of work, Proctorio, one of Western’s remote proctoring systems, has been unable to integrate into OWL. As such, G. Tigert advised that Proctortrack would remain as Western’s primary remote proctoring solution. He discussed Western’s agreement with Proctortrack and highlighted the security and privacy features.

ADJOURNMENT

The meeting adjourned at 2:03 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION: APPROVAL INFORMATION DISCUSSION

There is no business arising at this time.



REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: June 3, 2022
Re: Monthly report for June 2022

Dear Senators,

The following report highlights some noteworthy developments since my last report to Senate of May 13, 2022.

COVID-19 update: Masks will continue to be required indoors until at least June 30. For more details and the latest updates please see <https://www.uwo.ca/coronavirus/>.

Entrepreneurship updates: Two exciting developments are advancing Western's priorities in the area of entrepreneurship programming. On May 16, we announced a new partnership with RBC and *The Globe and Mail* to provide a free online course that guides participants through the process of launching and growing a new business venture. [The Founder's Journey—An Entrepreneurial Process](#) is an eight-module program on offer to Canadians 15 years and older this spring, with plans for additional sessions in the summer, fall and winter. And, on May 25, we announced a \$10M donation from Law alumnus (JD'95) **Ron Schmeichel** to support the construction now underway for our new centre for entrepreneurship and innovation. Situated between D.B. Weldon Library and Western Road, the 100,000-square-foot building will be named in Ron's honour and will be Western's first net-zero-energy facility. It will house a state-of-the-art active-learning classroom; maker space equipped with 3D printers, metalworking, machinery and woodworking tools; and a digital lab. Ron's gift will also establish a new biannual speaker series and several new financial awards supporting our most entrepreneurial students.

Renovations soon underway for downtown campus: Last month, we announced the 13 projects selected to occupy Western's new downtown campus location at 450 Talbot Street. Details were outlined in a [May 10 Western News article](#). With major renovations happening later this year, we expect academic and community-based activities to get underway in the new space in the second half of 2023.

Response to GBSV reports: On May 19, we announced Western's commitments in response to the two reports from the Action Committee on Gender-Based & Sexual Violence and from Nathalie Des Rosiers following the independent review she led with Sonya Nigam. Both reports are posted online, along with details of our response, at <https://president.uwo.ca/gbsv/>. Again, I want to thank everyone who provided input informing the reports. Culture change is never fast or easy. It will take time, persistence, and the active engagement of all campus members to achieve our goals.

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

- **Vladimir Hachinski** (Clinical Neurological Sciences and Epidemiology & Biostatistics) awarded the 2022 Potamkin Prize in recognition for significant contributions to Alzheimer's research over the course of a distinguished career.
- **Siobhan Schabrun** (Physical Therapy) named Western's first William & Lynne Gray Endowed Research Chair in Mobility & Activity.
- Engineering and Ivey students comprising the Agri-Edge team of **Natalie Connors, William Briggs, Edward Zurabov** and **Waleed Sawan** have advanced to compete in the Global Final of the 2022 World Challenge Challenge hosted on campus later this month.
- **Ivey's Executive Education** programs ranked first among Canadian business schools by the *Financial Times*.
- Music alumnus **Tomson Highway** (B'Mus'75, DMus'93) named recipient of the 2022 Governor General's Lifetime Artistic Achievement Award for Theatre.
- Ivey alumnus **Simu Liu** (HBA'11) named among *Time Magazine's* top 100 influential people for 2022.
- Music alumnus **Darren Hamilton** (MMus'16) awarded a Canadian Juno and named MusiCounts Teacher of the Year Award for 2022.

ITEM 5.1 – Nominating Committee Membership

ACTION: APPROVAL INFORMATION DISCUSSION

[Must be members of Senate]

Workload: Meets monthly, the Thursday of the week before Senate at 9:30 a.m.

Composition: Regular Members:

Seven (7) members of Senate, at least one (1) of whom is a graduate student and no more than two (2) members from a single unit

Alternate Members:

Three (3) members of Senate, at least one of whom is a student

Current Elected Members:

Terms ending June 30, 2022:

Regular Members: James Compton (FIMS), Victoria Jaremek (GRAD),
Mary Helen McMurrin (AH), Ken Yeung (Sci) (Chair)

Alternate Members: Elias Boussoulas (UNDG), Shauna Burke (HS)

Terms continuing to June 30, 2023:

Regular Members: Mark Cleveland (SS), Zoë Sinel (Law),
Laura Stephenson (SS)

Alternate Members: Dale Laird (Schulich)

Terms from July 1, 2022 to June 30, 2024:

Regular Members: Sophie Roland (Music) Jane Toswell (AH),
Jeff Watson (Admin)

Alternate Members: Grace Kelly (Admin)

Required: **Regular Members:** One (1) graduate student senator

Alternate Members: One (1) student senator

Nominees: _____ _____	Senator, GRAD	Term to June 30, 2023
	Alternate – Student Senator	Term to June 30, 2023

ATTACHMENT(S):

[Senate membership list effective July 1, 2022](#)

Senate Membership 2022-23

EX OFFICIO (20 voting members and 1 non-voting member)

Chancellor	Linda Hasenfratz
President & Vice-Chancellor	Alan Shepard
Provost & Vice-President (Academic)	Florentine Strzelczyk
Vice-President (Operations & Finance)	Lynn Logan
Vice-President (Research)	Lesley Rigg
Vice-President (University Advancement)	Jeff O'Hagan
Vice-Provost (School of Graduate & Postdoctoral Studies)	Linda Miller
Dean, Faculty of Arts and Humanities	Michael Milde
Dean, Ivey Business School	Sharon Hodgson
Dean, Faculty of Education	Donna Kotsopoulos
Dean, Faculty of Engineering	Ken Coley
Dean, Faculty of Health Sciences	Jayne Garland
Dean, Faculty of Information and Media Studies	Lisa Henderson
Dean, Faculty of Law	Erika Chamberlain
Dean, Schulich School of Medicine & Dentistry	John Yoo
Dean, Don Wright Faculty of Music	Michael Kim
Dean, Faculty of Science	Matt Davison
Dean, Faculty of Social Science	Nick Harney
Vice-Provost and Chief Librarian	Catherine Steeves
University Registrar	Glen Tigert
University Secretary (non-voting)	Amy Bryson

ELECTED FACULTY (46 voting members)

FACULTY OF ARTS AND HUMANITIES (5)

Term to June 30/23:	Alena Robin (Languages & Cultures) Anne Schuurman (English & Writing Studies)
Term to June 30/24:	Constanza Burucúa (Languages & Cultures) Mary Helen McMurrin (English & Writing Studies)
	Jane Toswell (English & Writing Studies)

IVEY BUSINESS SCHOOL (2)

Term to June 30/23:	Deishin Lee
Term to June 30/24:	Tony Frost

FACULTY OF EDUCATION (2)

Term to June 30/23:	Immaculate Namukasa
Term to June 30/24:	Katina Pollock

FACULTY OF ENGINEERING (2)

Term to June 30/23: Engineering)	James Lacefield (Electrical & Computer Engineering)
Term to June 30/24: Engineering)	Clare Robinson (Civil & Environmental Engineering)

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (10)

SGPS – At Large

Term to June 30/23:	Mark Cleveland (DAN Management & Organizational Studies)
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SGPS – Arts and Humanities

Term to June 30/23:	Genevieve De Viveiros (French Studies)
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SGPS – Business

Term to June 30/24:	Adam Fremeth
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SGPS – Education

Term to June 30/24: Rachel Heydon

SGPS – Engineering

Term to June 30/23: Abdallah Shami (Electrical & Computer Engineering)

SGPS – Health Sciences

Term to June 30/24: Treena Orchard (Health Studies)

SGPS – Law/FIMS/Music

Term to June 30/23: Kevin Mooney (Music Research & Composition)

SGPS – Medicine & Dentistry

Term to June 30/23: Shawn Whitehead (Anatomy & Cell Biology)

SGPS – Science

Term to June 30/24: Benjamin Rubin (Biology)

SGPS – Social Science

Term to June 30/24: Marc Joanisse (Psychology)

FACULTY OF HEALTH SCIENCES (4)

Term to June 30/23: Shauna Burke (Health Studies)
Rachel Forrester-Jones (Health Studies)

Term to June 30/24: Kenneth Kirkwood (Health Studies)
Carrie Anne Marshall (Occupational Therapy)

FACULTY OF INFORMATION AND MEDIA STUDIES (2)

Term to June 30/23: Ajit Pyati

Term to June 30/24: Melissa Adler

FACULTY OF LAW (2)

Term to June 30/23: Zoe Sinel

Term to June 30/24: Joanna Langille

SCHULICH SCHOOL OF MEDICINE & DENTISTRY (5)

Term to June 30/23: Tisha Joy (Medicine)
Dale Laird (Anatomy & Cell Biology)

Term to June 30/24: Frank Beier (Physiology & Pharmacology)
Rodney DeKoter (Microbiology & Immunology)
Gildo Santos (Dentistry)

DON WRIGHT FACULTY OF MUSIC (2)

Term to June 30/23: Sophie Roland (Music Performance Studies)

Term to June 30/24: Edmund Goehring (Music Research & Composition)

FACULTY OF SCIENCE (5)

Term to June 30/23: Stella Conostas (Chemistry)
Anwar Haque (Computer Science)

Terms to June 30/24: Pauline Barmby (Physics & Astronomy)
Beth Gillies (Chemistry)
Jan Minac (Mathematics)

FACULTY OF SOCIAL SCIENCE (5)

Term to June 30/23: Andrew Nelson (Anthropology)
Laura Stephenson (Political Science)

Term to June 30/24: Godwin Arku (Geography)
Kate Choi (Sociology)
Julie Schermer (DAN Management / Psychology)

AFFILIATED UNIVERSITY COLLEGES (9 voting members)

BRESCIA UNIVERSITY COLLEGE (3)

President: Laretta Frederking

Term to June 30/23: Sara Morrison

Term to June 30/24: Anne Barnfield

HURON UNIVERSITY COLLEGE (3)

President: Barry Craig

Term to June 30/23: Thomas Peace

Term to June 30/24: Dan Smith

KING'S UNIVERSITY COLLEGE (3)

President: David Malloy

Term to June 30/23: Robert Ventresca

Term to June 30/24: **TBD (Affiliate Appointment)**

STUDENTS (18 voting members)

UNDERGRADUATES (14)

Arts and Humanities/FIMS/Music

Term to June 30/23: *Migrated to At-Large for 2022-23*

Business/Education/Engineering/Law

Term to June 30/23: *Migrated to At-Large for 2022-23*

Health Sciences (1)

Term to June 30/23: Dante Tempesta

Medicine & Dentistry (1)

Term to June 30/23: Margi Patel

Science (2)

Term to June 30/23: Kenisha Arora
Jeff Binoy

Social Science (2)

Term to June 30/23: Hailey Arnott
Emilie Kalaydijan

Brescia, Huron and King's University Colleges

Term to June 30/23: *Migrated to At-Large for 2022-23*
Migrated to At-Large for 2022-23

At Large (8)

Term to June 30/23: Sahiba Badyal (Ivey)
Iman Berry (Ivey)
Ethan Chen (Ivey)
Maisha Fahmida (Schulich)
Angela Liu (Huron)
Lauren Stoyles (Huron)
TBD (USC Appointment)
TBD (USC Appointment)

GRADUATE STUDENTS (4)

Term to June 30/23: Mara Bordignon (Education)
Hugh Samson (Information and Media Studies)
Joel Welch (Law)
Matheus Sanita Lima (Science)

ADMINISTRATIVE STAFF (2 voting members)

Term to June 30/23: Jeff Watson (Careers and Experience)

Term to June 30/24: Grace Kelly (Research Western)

GENERAL COMMUNITY (5 voting members)

Alumni Association (3)

President designate: TBD

Term to June 30/23: Anne Baxter

Term to June 30/24: TBD

Elected by Senate (2)

Term to June 30/23: Sheila Powell

Term to June 30/24: TBD (Subcommittee Appointment)

BOARD OF GOVERNORS (2 voting members)

Term to June 30/23: Cathy Burghardt-Jesson

Term to June 30/24: TBD

OBSERVERS: (16 to 19 non-voting observers)

Pauline Barmby Academic Colleague

Jeff Hutter Acting Vice-Provost (Academic Programs)

Margaret McGlynn Vice-Provost (Academic Planning, Policy & Faculty)

TBD Vice-Provost and Associate Vice-President (International)

Christy Bressette Vice-Provost and Associate Vice-President (Indigenous Initiatives)

Ruban Chelladurai and Associate Vice-President (Planning, Budgeting, Information Technology)

Opiyo Oloya Associate Vice-President (Equity, Diversity & Inclusion)

TBD Vice-Provost (Students)

TBD Director, Undergraduate Recruitment and Admissions

Hiran Perinpanayagam President, UWO Faculty Association (UWOFA)

TBD UWOFA-Librarians/Archivists (LA)
Representative

TBD Lecturer Representative

Ethan Gardner President, University Students' Council (USC)

Danica Facca
(SOGS)

President, Society of Graduate Students

Karine Dufresne

President, PAW

Junaid Hussain

President, Master of Business Admin. Assoc.
(MBAA)

Geoff Read

Academic Dean(s) of Affiliated University
College who are not currently in elected
positions on Senate. (*Up to three, one each
from Brescia, Huron and King's*).

**TOTAL: 103 Senators (102 voting members) plus 16-19 official
observers**

Senate membership as of July 1, 2022

ITEM 6.1 – Membership – Senate Committees

ACTION: ACTION INFORMATION DISCUSSION

The Nominating Committee considered nominations for positions to be filled on each of the below committees/boards in accordance with its mandate and presents the nominations included below.

- a. Operations/Agenda Committee (OAC)
- b. Senate Committee on University Teaching Awards (SUTA)
- c. Senate Committee on Academic Curriculum and Awards (ACA)
- d. Subcommittee on Program Review – Undergraduate (SUPR-U)
- e. Subcommittee on Western Approved Micro-credentials (SWAM)
- f. Subcommittee on Undergraduate Academic Courses (SOC)
- g. Senate Committee on University Planning (SCUP)
- h. University Research Board (URB)
- i. Honorary Degrees Committee
- j. Senate Review Board Academic (SRBA)
- k. Distinguished University Professor Selection Committee (DUP)

ATTACHMENTS:

[List of Senators effective July 1, 2022](#)

ITEM 6.1(a) – Operations/Agenda Committee (OAC)

Workload: Meets monthly on Thursday at 3:00 p.m. in the week prior to Senate.

Composition: Nine (9) current members of Senate, at least one (1) of whom shall be a student. The Vice-Chair of Senate is the Chair *ex officio* of this Committee.

Current Senate-Elected Members:

Terms ending June 30, 2022:

Constanza Burucúa (AH), Jack Chazi (UNDG)

Terms continuing to June 30, 2023:

Pauline Barmby (Sci), Thomas Jenkyn (Eng), Dale Laird (Schulich),
Andrew Nelson (SS), Ajit Pyati (FIMS)

Terms from July 1, 2022 to June 30, 2024:

Deishin Lee (Ivey), Sophie Roland (Music)

Required: Two (2) members of Senate (one term from July 1, 2022 to June 20, 2023 to complete the term of Thomas Jenkyn and one term from July 1, 2022 to June 30, 2024)

Nominees: _____ (Senator) Term to June 30, 2023
 Constanza Burucúa (AH) (Senator) Term to June 30, 2024

Required: One (1) student senator (term from July 1, 2022 to June 30, 2023)

Nominees: _____ (Student, Term to June 30, 2023
 Lauren Stoyles UNDG/GRAD)

ITEM 6.1(b) – Senate Committee on University Teaching Awards (SUTA)

Workload: Meets two or three times a year between January and March.

- Composition:** Five (5) members elected by Senate, including:
- Four (4) faculty members
 - One (1) graduate student

Current Senate-Elected Members:

Terms ending June 30, 2022:

Danica Facca (GRAD), Elizabeth Greene (AH), Jose Herrera (Eng)

Terms continuing to June 30, 2023:

Randal Graham (Law)

Terms continuing to June 30, 2024:

Paul Mensink (Sci)

Required: Two (2) faculty members (terms from July 1, 2022 to June 30, 2025)

Nominees:	<u>Mark Cleveland (SS)</u>	(Faculty)	Term to June 30, 2025
	<u>José Herrera (Eng)</u>	(Faculty)	Term to June 30, 2025

Required: One (1) graduate student (term from July 1, 2022 to June 30, 2023)

Nominees: _____ (Student, GRAD) Term to June 30, 2023

ITEM 6.1(c) – Senate Committee on Academic Curriculum and Awards (ACA)

Workload: Meets monthly on Wednesday at 2:30 p.m. in the week prior to Senate.

Composition:

Thirteen (13) members elected by Senate, including:

- Eleven (11) faculty members, at least seven (7) of whom must be members of Senate. No more than two (2) may be from the same Faculty, School, or Affiliated University College. No more than one (1) may be a Dean. At least four (4) must have membership in the School of Graduate and Postdoctoral Studies.
- Two (2) students:
 - One (1) graduate student
 - One (1) undergraduate student

Current Senate-Elected Members:

Terms ending June 30, 2022:

Jamie Baxter (SS), Shauna Burke (HS), Cara Anne Davidson (GRAD),
Claudia Gallant (UNDG), Jane Toswell (AH)

Terms continuing to June 30, 2023:

John Cuciurean (Chair) (Music), Donna Kotsopoulos (Edu),
Immaculate Namukasa (Edu), Mark Workentin (Vice-Chair) (Sci),
Ken Yeung (Sci)

Terms from July 1, 2022 to June 30, 2024:

Godwin Arku (SS), Tisha Joy (Schulich), Ken Kirkwood (HS),
Anne Schuurman (AH), Shawn Whitehead (Schulich)

Required:

One faculty member who must be a member of Senate (term from July 1, 2022 to June 30, 2024):

- No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College
- No more than one (1) faculty member may be a Dean

Nominees: _____ (Faculty, Senator) Term to June 30, 2024

Required:

Two (2) students (terms from July 1, 2022 to June 30, 2023):

- One (1) graduate student
- One (1) undergraduate student

Nominees:	_____	(Student, GRAD)	Term to June 30, 2023
	<u>Kenisha Arora</u>	(Student, UNDG)	Term to June 30, 2023

ITEM 6.1(d) – Subcommittee on Program Review – Undergraduate (SUPR-U)

Workload: Meets monthly on Wednesdays at 2:00 p.m.

Composition: Three (3) undergraduate students elected by Senate

Current Senate-Elected Members:

Terms ending June 30, 2022:

Iman Berry (UNDG), Shaurya Karky (UNDG), Margi Patel (UNDG)

Required: Three (3) undergraduate students (terms from July 1, 2022 to June 30, 2023)

Nominees:	<u>Celine Tsang</u>	(Student, UNDG)	Term to June 30, 2023
	<u>Jordan Ramnarine</u>	(Student, UNDG)	Term to June 30, 2023
	<u>Siddharth Maheshwari</u>	(Student, UNDG)	Term to June 30, 2023

ITEM 6.1(e) – Subcommittee on Western Approved Micro-credentials (SWAM)

Workload: Meets monthly on Mondays at 10:00 a.m.

- Composition:** Seven (7) members elected by Senate, including:
- Five (5) faculty members, one (1) of whom shall be an Associate Dean (Undergraduate or Graduate) and one (1) of whom shall be a Department Chair (or equivalent). No two members may be from the same Faculty/School.
 - Two (2) students:
 - One (1) graduate student
 - One (1) undergraduate student

Current Senate-Elected Members:

Terms ending June 30, 2022:

Claudia Gallant (UNDG), Rajendar Singh (GRAD)

Terms continuing to June 30, 2023:

Lorraine Davies (SGPS), John Doerksen (Chair) (Music),
Miranda Green-Barteet (AH), Jeff Hutter (Vice-Chair) (Sci),
Laura Murray (HS)

- Required:** Two (2) students (terms from July 1, 2022 to June 30, 2023):
- One (1) graduate student
 - One (1) undergraduate student

Nominees: _____ (Student, UNDG) Term to June 30, 2023
 Mara De Giusti Bordignon (Student, GRAD) Term to June 30, 2023

ITEM 6.1(f) – Subcommittee on Undergraduate Academic Courses (SOC)

Workload: Meets monthly on Wednesdays (tentative)

- Composition:** Six (6) members elected by Senate, including:
- Four (4) faculty members who are familiar with course/module development, at least two (2) of whom have served as an Undergraduate Chair (or equivalent)
 - Two (2) undergraduate students

Terms from July 1, 2022 to June 30, 2023:

Eric Gair (UNDG), Richard Moll (AH), Cameron Tsujita (Sci)

Terms from July 1, 2022 to June 30, 2024:

Wolfgang Lehmann (SS), Ken Yeung (Sci)

Required: One (1) undergraduate student (term from July 1, 2022 to June 30, 2023)

Nominees: _____ Iman Berry _____ (Student, UNDG) Term to June 30, 2023

ITEM 6.1(g) – Senate Committee on University Planning (SCUP)

Workload: Meets Mondays at 3:00 p.m. as required in the week prior to Senate.

- Composition:** Twelve (12) members elected by Senate, including:
- Six (6) members of faculty who are members of Senate at the time their term on the Committee begins, only one (1) of whom may be a Dean
 - Two (2) graduate students
 - One (1) undergraduate student senator
 - Two (2) members of administrative staff
 - One (1) postdoctoral fellow

Current Senate-Elected Members:

Terms ending June 30, 2022:

Mohammed Estaiteyeh (GRAD), Riley Kennedy (UNDG),
Julie Anne Nord (GRAD), Stephen Tuffs (Post-Doc)

Terms ending June 30, 2023:

Daniel Brou (SS), Shauna Burke (HS), Danica Facca (GRAD),
Robert Gros (Schulich), Lisa Latif (Admin), Kevin Moore (GRAD),
Stephen Pitel (Law)

Terms from July 1, 2022 to June 30, 2024:

Frank Beier (Schulich), Matt Davison (Sci), Rachel Forrester-Jones (HS),
Grace Kelly (Admin),

Required: One (1) postdoctoral fellow (term from July 1, 2022 to June 30, 2024)

Nominees: Karine Dufresne (Post-Doc) Term to June 30, 2024

Required: One (1) undergraduate student senator (term from July 1, 2022 to June 30, 2023)

Nominees: Kenisha Arora (Student Senator, UNDG) Term to June 30, 2023

ITEM 6.1(h) – University Research Board (URB)

Workload: Meets Tuesdays at 1:00 p.m., approximately six times per year.

- Composition:** Seventeen (17) members elected by Senate, including:
- Eleven (11) members of faculty
 - One (1) from each Faculty/School, excluding SGPS
 - At least one (1) of whom occupies a senior position in a Research Centre or Institute
 - One (1) undergraduate student
 - Two (2) graduate students
 - Two (2) postdoctoral fellows
 - One (1) senior member of administrative staff serving in a leadership position with a research focus

Current Senate-Elected Members:

Terms ending June 30, 2022:

Emily Ansari (Music), Kenisha Arora (UNDG), Vasudeva Bhat (Post-Doc), Cara Anne Davidson (GRAD), Michael Paris (Post-Doc), Zoe Sinel (Law), Claire Keun Sun Park (GRAD)

Terms continuing to June 30, 2023:

Oana Branzei (Ivey), Caroline Calmettes (Senior Admin – Research Focus), Amanda Grzyb (FIMS), Jim Lacefield (Eng), Laura Misener (HS), John Nassichuk (AH), Andrew Nelson (SS)

Terms from July 1, 2022 to June 30, 2024:

Sarah Gallagher (Sci), Katina Pollock (Edu), Cheryle Séguin (Schulich)

Required: Two (2) members of faculty (one from each Faculty/School, excluding SGPS) (terms from July 1, 2022 to June 30, 2024)

Nominees: _____ (Faculty, Music) Term to June 30, 2024
 Margaret Martin (Faculty, Law) Term to June 30, 2024

Required: Two (2) postdoctoral fellows (one term from July 1, 2022 to June 30, 2023 and one term from July 1, 2022 to June 30, 2024)

Nominees: _____ (Post-Doc) Term to June 30, 2023
 Michael Paris (Post-Doc) Term to June 30, 2024

Required: One (1) undergraduate student (term from July 1, 2022 to June 30, 2023)

Nominees: Jordan Ramnarine (Student, UNDG) Term to June 30, 2023

Required: Two (2) graduate students (terms from July 1, 2022 to June 30, 2023)

Nominees: Matheus Sanita Lima (Student, GRAD) Term to June 30, 2023

Hugh Samson (Student, GRAD) Term to June 30, 2023

ITEM 6.1(i) – Honorary Degrees Committee

Workload: Meets two or three times a year, as required.

Composition: Nine (9) members elected by Senate, one (1) of whom must be a student senator

Current Senate-Elected Members:

Terms ending June 30, 2022:

Iman Berry (UNDG), Shawn Whitehead (Schulich)

Terms continuing to June 30, 2023:

Janis Cardy (HS), Arzie Chant (Admin), Bertha Garcia (Schulich),
Douglas Keddy (Admin)

Terms from July 1, 2022 to June 30, 2024:

Lisa Henderson (FIMS), Darren Meister (Ivey), Kim Solga (AH)

Required: One (1) member who need not be a senator (term from July 1, 2022 to June 30, 2024)

Nominees: Constanza Burucúa (AH) (Faculty/Staff/Com/Stu) Term to June 30, 2024

Required: One (1) student senator (term from July 1, 2022 to June 30, 2023)

Nominees: _____ (Student Senator, UND/GRAD) Term to June 30, 2023

Required: Two (2) graduate students (terms from July 1, 2022 to June 30, 2023)

Nominees: _____ Joel Welch _____ (Student, GRAD) Term to June 30, 2023
_____ (Student, GRAD) Term to June 30, 2023

ITEM 6.1(k) – Distinguished University Professor Selection Committee (DUP)

Composition: Four (4) senior scholars at Western, elected by Senate

Current Senate-Elected Members:

Terms ending June 30, 2022:

Cheryl Forchuk (HS)

Terms continuing to June 30, 2023:

David Bentley (AH), Jeremy McNeil (Sci)

Terms from July 1, 2022 to June 30, 2024:

Dale Laird (Schulich)

Required: One (1) faculty member who is a senior scholar (term from July 1, 2022 to June 30, 2024)

Nominees: _____ (Sr Scholar, Faculty) Term to June 30, 2024

Senate Membership 2022-23

EX OFFICIO (20 voting members and 1 non-voting member)

Chancellor	Linda Hasenfratz
President & Vice-Chancellor	Alan Shepard
Provost & Vice-President (Academic)	Florentine Strzelczyk
Vice-President (Operations & Finance)	Lynn Logan
Vice-President (Research)	Lesley Rigg
Vice-President (University Advancement)	Jeff O'Hagan
Vice-Provost (School of Graduate & Postdoctoral Studies)	Linda Miller
Dean, Faculty of Arts and Humanities	Michael Milde
Dean, Ivey Business School	Sharon Hodgson
Dean, Faculty of Education	Donna Kotsopoulos
Dean, Faculty of Engineering	Ken Coley
Dean, Faculty of Health Sciences	Jayne Garland
Dean, Faculty of Information and Media Studies	Lisa Henderson
Dean, Faculty of Law	Erika Chamberlain
Dean, Schulich School of Medicine & Dentistry	John Yoo
Dean, Don Wright Faculty of Music	Michael Kim
Dean, Faculty of Science	Matt Davison
Dean, Faculty of Social Science	Nick Harney
Vice-Provost and Chief Librarian	Catherine Steeves
University Registrar	Glen Tigert
University Secretary (non-voting)	Amy Bryson

ELECTED FACULTY (46 voting members)

FACULTY OF ARTS AND HUMANITIES (5)

Term to June 30/23:	Alena Robin (Languages & Cultures) Anne Schuurman (English & Writing Studies)
Term to June 30/24:	Constanza Burucúa (Languages & Cultures) Mary Helen McMurrin (English & Writing Studies)
	Jane Toswell (English & Writing Studies)

IVEY BUSINESS SCHOOL (2)

Term to June 30/23:	Deishin Lee
Term to June 30/24:	Tony Frost

FACULTY OF EDUCATION (2)

Term to June 30/23:	Immaculate Namukasa
Term to June 30/24:	Katina Pollock

FACULTY OF ENGINEERING (2)

Term to June 30/23: Engineering)	James Lacefield (Electrical & Computer Engineering)
Term to June 30/24: Engineering)	Clare Robinson (Civil & Environmental Engineering)

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (10)

SGPS – At Large

Term to June 30/23:	Mark Cleveland (DAN Management & Organizational Studies)
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SGPS – Arts and Humanities

Term to June 30/23:	Genevieve De Viveiros (French Studies)
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SGPS – Business

Term to June 30/24:	Adam Fremeth
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SGPS – Education

Term to June 30/24: Rachel Heydon

SGPS – Engineering

Term to June 30/23: Abdallah Shami (Electrical & Computer Engineering)

SGPS – Health Sciences

Term to June 30/24: Treena Orchard (Health Studies)

SGPS – Law/FIMS/Music

Term to June 30/23: Kevin Mooney (Music Research & Composition)

SGPS – Medicine & Dentistry

Term to June 30/23: Shawn Whitehead (Anatomy & Cell Biology)

SGPS – Science

Term to June 30/24: Benjamin Rubin (Biology)

SGPS – Social Science

Term to June 30/24: Marc Joanisse (Psychology)

FACULTY OF HEALTH SCIENCES (4)

Term to June 30/23: Shauna Burke (Health Studies)
Rachel Forrester-Jones (Health Studies)

Term to June 30/24: Kenneth Kirkwood (Health Studies)
Carrie Anne Marshall (Occupational Therapy)

FACULTY OF INFORMATION AND MEDIA STUDIES (2)

Term to June 30/23: Ajit Pyati

Term to June 30/24: Melissa Adler

FACULTY OF LAW (2)

Term to June 30/23: Zoe Sinel

Term to June 30/24: Joanna Langille

SCHULICH SCHOOL OF MEDICINE & DENTISTRY (5)

Term to June 30/23: Tisha Joy (Medicine)
Dale Laird (Anatomy & Cell Biology)

Term to June 30/24: Frank Beier (Physiology & Pharmacology)
Rodney DeKoter (Microbiology & Immunology)
Gildo Santos (Dentistry)

DON WRIGHT FACULTY OF MUSIC (2)

Term to June 30/23: Sophie Roland (Music Performance Studies)

Term to June 30/24: Edmund Goehring (Music Research & Composition)

FACULTY OF SCIENCE (5)

Term to June 30/23: Stella Conostas (Chemistry)
Anwar Haque (Computer Science)

Terms to June 30/24: Pauline Barmby (Physics & Astronomy)
Beth Gillies (Chemistry)
Jan Minac (Mathematics)

FACULTY OF SOCIAL SCIENCE (5)

Term to June 30/23: Andrew Nelson (Anthropology)
Laura Stephenson (Political Science)

Term to June 30/24: Godwin Arku (Geography)
Kate Choi (Sociology)
Julie Schermer (DAN Management / Psychology)

AFFILIATED UNIVERSITY COLLEGES (9 voting members)

BRESCIA UNIVERSITY COLLEGE (3)

President: Laretta Frederking

Term to June 30/23: Sara Morrison

Term to June 30/24: Anne Barnfield

HURON UNIVERSITY COLLEGE (3)

President: Barry Craig

Term to June 30/23: Thomas Peace

Term to June 30/24: Dan Smith

KING'S UNIVERSITY COLLEGE (3)

President: David Malloy

Term to June 30/23: Robert Ventresca

Term to June 30/24: **TBD (Affiliate Appointment)**

STUDENTS (18 voting members)

UNDERGRADUATES (14)

Arts and Humanities/FIMS/Music

Term to June 30/23: *Migrated to At-Large for 2022-23*

Business/Education/Engineering/Law

Term to June 30/23: *Migrated to At-Large for 2022-23*

Health Sciences (1)

Term to June 30/23: Dante Tempesta

Medicine & Dentistry (1)

Term to June 30/23: Margi Patel

Science (2)

Term to June 30/23: Kenisha Arora
Jeff Binoy

Social Science (2)

Term to June 30/23: Hailey Arnott
Emilie Kalaydijan

Brescia, Huron and King's University Colleges

Term to June 30/23: *Migrated to At-Large for 2022-23*
Migrated to At-Large for 2022-23

At Large (8)

Term to June 30/23: Sahiba Badyal (Ivey)
Iman Berry (Ivey)
Ethan Chen (Ivey)
Maisha Fahmida (Schulich)
Angela Liu (Huron)
Lauren Stoyles (Huron)
TBD (USC Appointment)
TBD (USC Appointment)

GRADUATE STUDENTS (4)

Term to June 30/23: Mara Bordignon (Education)
Hugh Samson (Information and Media Studies)
Joel Welch (Law)
Matheus Sanita Lima (Science)

ADMINISTRATIVE STAFF (2 voting members)

Term to June 30/23: Jeff Watson (Careers and Experience)

Term to June 30/24: Grace Kelly (Research Western)

GENERAL COMMUNITY (5 voting members)

Alumni Association (3)

President designate: TBD

Term to June 30/23: Anne Baxter

Term to June 30/24: TBD

Elected by Senate (2)

Term to June 30/23: Sheila Powell

Term to June 30/24: TBD (Subcommittee Appointment)

BOARD OF GOVERNORS (2 voting members)

Term to June 30/23: Cathy Burghardt-Jesson

Term to June 30/24: TBD

OBSERVERS: (16 to 19 non-voting observers)

Pauline Barmby Academic Colleague

Jeff Hutter Acting Vice-Provost (Academic Programs)

Margaret McGlynn Vice-Provost (Academic Planning, Policy & Faculty)

TBD Vice-Provost and Associate Vice-President (International)

Christy Bressette Vice-Provost and Associate Vice-President (Indigenous Initiatives)

Ruban Chelladurai and Associate Vice-President (Planning, Budgeting, Information Technology)

Opiyo Oloya Associate Vice-President (Equity, Diversity & Inclusion)

TBD Vice-Provost (Students)

TBD Director, Undergraduate Recruitment and Admissions

Hiran Perinpanayagam President, UWO Faculty Association (UWOFA)

TBD UWOFA-Librarians/Archivists (LA)
Representative

TBD Lecturer Representative

Ethan Gardner President, University Students' Council (USC)

Danica Facca
(SOGS)

President, Society of Graduate Students

Karine Dufresne

President, PAW

Junaid Hussain

President, Master of Business Admin. Assoc.
(MBAA)

Geoff Read

Academic Dean(s) of Affiliated University
College who are not currently in elected
positions on Senate. (*Up to three, one each
from Brescia, Huron and King's*).

**TOTAL: 103 Senators (102 voting members) plus 16-19 official
observers**

Senate membership as of July 1, 2022

ITEM 9.1 – MAPP 7.0 – Academic Integrity in Research Activities

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That Senate approve and recommend to the Board of Governors, that MAPP 7.0 - Academic Integrity in Research Activities be renamed as MAPP 7.0 - Responsible Conduct of Research, and that the policy be revised as shown in Item 9.1.

EXECUTIVE SUMMARY:

The University Research Board is recommending amendments to MAPP 7.0 – Academic Integrity in Research Activities, including a revision to the title of the policy to MAPP 7.0 - Responsible Conduct of Research.

MAPP 7.0 outlines what constitutes responsible conduct of research in line with funding requirements and processes to follow when there is a breach. The proposed revisions will increase alignment with existing funding guidelines and EDID best practices as well as provide clarification and updates around procedures followed at Western to address allegations of breaches of this policy.

The proposed amendments include:

1. Alignment with the *Tri-Agency Framework: Responsible Conduct of Research (2021)* by:
 - adding a new responsibility for researchers to foster a culture of responsible conduct of research through education (offered by the institution)
 - updating definitions and language throughout the document
2. Alignment with Equity, Diversity, Inclusion and Decolonization (EDID) best practices by ensuring, where possible, the reviewers represent a diversity of perspectives.
3. Separation of policy and procedures to allow for changes in procedures at the operational level, as needed, without requiring Board approval.
4. Updates to procedures for addressing allegations of breaches including clarification on:
 - accepting anonymous allegations;
 - where an allegation should be submitted at Western;
 - the Initial Inquiry and Investigation process including composition of reviewers, process for review, timelines, and reporting.

ATTACHMENT(S):

[Revisions to MAPP 7.0](#)
[Procedures for MAPP 7.0](#) (for information)



Policy Category: Research

Subject: ~~Academic Integrity in~~ **Responsible Conduct of** Research

Approving Authority: Board of Governors

Responsible Officers: Vice-President (Research)

Responsible Offices: Office of the Vice-President (Research)

Related Procedures: **Procedures for Addressing Policy Breach Allegations**

Related University Policies: [Scholastic Discipline Policy](#)

Effective Date: ~~September 24, 2013~~ **June 29, 2022**

Supersedes: **September 24, 2013**, July 1, 2008, March 27, 1998, June 29, 1995 (formerly known as Policy & Procedures for Conduct of Research)

I. PURPOSE

Research, **scholarship, and creative activity are** ~~is a~~ components of an intellectually vigorous university environment and ~~is~~ **are** an integral part of the mission of Western University (~~“Western” or~~ the “University”).

The University is committed to **providing an environment that supports and promotes ensuring the highest standards of ethical responsible conduct of research and that fosters researchers’ abilities to act honestly, accountably, openly, and fairly in the search for, and dissemination of, knowledge. The University does this through the establishment of every aspect of Research. This policy, procedure, and promotion of education on, and awareness of the importance of the responsible conduct of research. This Policy outlines the University’s expectations around responsible conduct of research and in this regard, defines what constitutes a Breach. misconduct in Research activities, and outlines procedures to be followed when misconduct is suspected. This Ppolicy is consistent with the Tri-Agency Framework: Responsible Conduct of Research as required under the Agreement on the Administration of Agency Grants and Awards by Research Institutions between the University and the Tri-Council Agencies (Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC), and Social Sciences and Humanities Research Council of Canada (SSHRC)). funding agencies. This Ppolicy is consistent with, and complementary to, existing University policies. addressing related Research ethics and academic integrity issues.**

II. DEFINITIONS

Administrator – a member of the University appointed by the Vice-President (Research) who organizes and supervises the resolution of an Allegation.

Agency – ~~an entity which has a funding relationship with the University or with the Respondent including, but not limited to, a Tri-Council Agency; or an entity-~~ funding agency, foundation, organization, sponsor, or other entity, public or private, international, national, provincial, or foreign, which supports the Research in whole or in part, financially or otherwise, or which has oversight of any research activities, in respect of which the Breach is alleged to have occurred, in the area of- Research misconduct including, but not limited to, the Secretariat on Responsible Conduct of Research.

Allegation – a declaration, statement, or assertion communicated in writing to the effect that there has been, or continues to be, a Breach of this Policy, the validity of which has not been established.

Breach – as defined in section 3.

Complainant – ~~a person making~~ an individual who has notified the University of ~~an Allegation of-~~ Research misconduct. A Complainant may be a member of the ~~Western-~~ University community or may be external to the ~~Western-~~ University community.

Investigating Office – ~~the office within the University to which the complaint has been referred by the Vice-President (Research), responsible for overseeing the investigation of an allegation of-~~ misconduct in Research.

Disciplinary Policy – a collective agreement, employment agreement, personnel policy, Senate or Board policy or other regulation under which a Respondent may be disciplined for a ~~b~~ Breach, ~~of this-~~ Policy.

Initial Inquiry - the process of reviewing an Allegation to determine whether the Allegation is a Responsible Allegation, the policy or policies that may have been breached, and whether an Investigation is warranted based on the information provided in the Allegation and other supporting evidence.

Investigation - a systematic process of examining an Allegation, collecting, and examining the evidence related to the Allegation, and deciding whether a Breach has occurred.

Investigator/Investigation Committee – an individual or a group of individuals appointed to investigate a Responsible Allegation.

Policy – refers to this Policy on the Responsible Conduct of Research.

Procedures – refers to the procedures associated with this Policy.

Research - is an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation done in the context of academic activity on behalf of the University. Research involves some or all ~~of-~~ the creation of new knowledge, including understanding or of ~~concepts; the creative application of existing knowledge; the organization and synthesis of existing knowledge; and/or creative expression.~~

Respondent – an individual who is identified in an Allegation as having possibly breached this Policy, ~~person against whom an allegation of Research misconduct is made.~~ A Respondent must be a member of the ~~Western~~ University community at the time the Allegation is made, and the Allegation must relate to Research conducted by or associated with the member-;

Responsible Allegation - is an Allegation ~~one-~~ made in good faith and without malice that is based on- ~~The allegation must, on its face, present a breach of this policy. The facts which have not of the allegation cannot have been the subject of a previous allegation/investigation; that falls within Sections 2 and 3 of the Tri-Agency Framework: Responsible Conduct of Research; and which would, if proven,~~

have constituted a Breach of this Policy at the time the alleged Breach occurred.

Responsible Conduct of Research - the behavior expected of anyone who conducts or supports research activities throughout the life cycle of a research project (i.e., from the formulation of the research question, through the design, conduct, collection of data, and analysis of the Research, to its reporting, publication, and dissemination, as well as the management of research funds). It involves the awareness and application of established professional norms, as well as values and ethical principles that are essential in the performance of all activities related to Research. These values include honesty, fairness, trust, accountability, and openness.

Vice-President (Research) – means the Vice-President (Research) or their designate.

III. POLICY

1. Application

This ~~p~~P Policy applies to all faculty, librarians, archivists, staff, postdoctoral scholars, and students ~~of at~~ the University. It also applies to any person (including, but not limited to, affiliated faculty, professors emeriti, visiting professors or students, adjunct professors, and postdoctoral ~~associates and fellows~~scholars) appointed or invited to engage in Research activity at, or under the auspices of, the University.

It is understood that all Research activity and ~~the~~ review of ~~an a~~ Allegations of ~~misconduct a Breach of this Policy~~ will be conducted within the framework of this ~~policy~~Policy and its Procedures, and applicable, relevant University policies, relevant collective agreements, and ~~relevant~~ laws. If there is a conflict between this ~~p~~P Policy and the provisions of a collective agreement, the collective agreement prevails. If there is a conflict between this ~~P~~P policy or a collective agreement and the law, the law prevails.

In the case of an ~~A~~ Allegation under this Policy of research misconduct against a student, the Dean or the Vice-Provost-Graduate and Postdoctoral Studies (or their designates) shall decide if the Allegation may will be dealt with in accordance with this Policy, under the relevant Scholastic Discipline Policy or the Code of Student Conduct. ~~If the Allegation will be dealt with under this Policy, it shall be referred to the Vice-President (Research), rather than the procedures under this Policy.~~

2. Expectations and Responsibilities

To support the responsible conduct of Research, the University will:

- establish and apply a responsible conduct of research policy and related procedures that meet the requirements of the Tri-Agency Framework: Responsible Conduct of Research;
- report to the Secretariat on Responsible Conduct of Research (SRCR), when applicable;
- promote education on, and awareness of, the importance of the responsible conduct of research.

The responsibilities of all members of the ~~Western~~ University community include not only fulfilling the integrity expectations of this Policy, but also reporting ~~a~~ suspected ~~misconduct~~ Breach of this Policy according to the ~~P~~procedures defined.

~~The responsibilities of the University include promoting integrity in Research, investigating allegations of misconduct, imposing appropriate sanctions if misconduct has occurred and reporting cases of misconduct as required.~~

~~Every faculty member, department, unit and laboratory has an obligation to ensure that all individuals engaged in Research activities are aware of this policy and other relevant policies concerning the conduct of academic work, and understand the expectations and requirements set out in these~~

~~policies. The University is committed to ongoing education on academic integrity.~~

The University expects all individuals engaged in academic work to conform to the highest standards of ~~ethical practice~~ integrity in Research. Individuals are personally responsible for the intellectual and ethical integrity of their work and must ensure that in Research their conduct meets University standards and best practices, professional and disciplinary standards, applicable laws and regulations, and the integrity standards of any entities sponsoring any component of Research work. Those undertaking academic work shall strive to follow the best Research, scholarship, and creative activity practices honestly, accountably, openly, and fairly in the search for, and in the dissemination of, knowledge.

At a minimum, ~~r~~Researchers are responsible for:

- a. Using a high level of rigour in proposing and performing Research; in recording, analyzing, and interpreting data; and in reporting and publishing data and findings.
- b. Keeping complete and accurate records of data, methodologies, and findings, including graphs and images, in accordance with the applicable funding agreement, institutional policies and/or laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others.
- c. Referencing and, where applicable, obtaining permission for the use of all published and unpublished work, including data, source material, methodologies, findings, graphs, and images, in accordance with copyright and other intellectual property laws.
- d. Including as authors or creators, with their consent, all those and only those who have materially or conceptually contributed to, and share responsibility for, the contents of the publication, academic presentation, document, or creation, in a manner consistent with their respective contributions, and relevant authorship policies or intellectual property rights.
- e. Acknowledging, in addition to authors and creators, all contributors and contributions to Research, including, but not limited to, writers, funders and sponsors.
- f. Appropriately managing any real, potential, or perceived conflict of interest, in accordance with ~~Western's the University's~~ policies and relevant collective agreement provisions on conflict of interest.
- g. Providing true, complete, and accurate information in their funding applications and related documents and representing themselves, their Research, and their accomplishments in a manner consistent with the norms of the relevant field.
- h. Certifying in applications that they are not currently ineligible to apply for, and/or hold, funds from any ~~R~~research or ~~R~~research funding organization world-wide for reasons of ~~B~~breach of responsible conduct of research policies such as ethics, integrity, or financial management policies.
- i. When they are principal funding applicants, ensuring that others listed on the application have agreed to be included.
- j. Using grant or award funds in accordance with the policies of the ~~A~~agencies, including the Tri-Agency Guide on Financial Administration-Guide and Agency grants and awards guides; and providing true, complete and accurate information on documentation for expenditures from grant or award accounts.
- k. Complying with all applicable funding ~~A~~agency requirements, university policy and legislation for the conduct of Research, including, but not limited to:

- Tri-Agency Guide on Financial Administration
- ~~-~~Tri-Council Policy Statement: Ethical Conduct for ~~of~~ Research Involving Humans (TCPS 2);
- Specific guidance relating to Research Involving the First Nations, Inuit and Métis Peoples of Canada (Chapter 9)
- Canadian Council on Animal Care Policies and Guidelines;
- Agency policies related to the Canadian Environmental Impact Assessment Act;
- Licenses for ~~R~~research in the field;

- [Laboratory Biosafety Guidelines](#);
- [Controlled Goods Program](#);
- [Canadian Nuclear Safety Commission \(CNSC\) Regulations](#);
- Canada's [Food and Drugs Act](#);
- ~~[Western's Biosafety Policies and Procedure](#) ; and~~
- ~~[Western's Use of Animals in Research and Teaching Policy](#).~~
- [Research Involving Human Participants](#); and
- [Animal Ethics and Care Program](#).

- Ensuring that all Research involving human [participants, animals, their data/or biological materials, or animal subjects](#) is approved by the appropriate ~~UWO-sanctioned-review~~ [research ethics review](#) board.
- ~~Ensuring persons involved in the Researcher's lab are properly trained and supervised, and are made aware of applicable governmental and institutional requirements related to the practices in the lab.~~
- [Familiarizing themselves with principles of Responsible Conduct of Research and for the application of these principles to foster a positive and constructive research-working environment.](#)
- [Providing appropriate oversight of, and guidance on responsible conduct of research, to trainees and staff, ensuring individuals engaged in research activities under their supervision are aware of this Policy, other relevant policies and associated training and education provided by the University.](#)

Integrity in Research also includes the following:

- ~~R~~ecognizing the substantive contributions of collaborators and students; using unpublished work of other ~~R~~esearchers, creators and scholars only with permission and with due acknowledgement; and using archival material in accordance with the rules of the archival source;
- ~~O~~btaining the permission of the author or creator before using new information, concepts or data originally obtained through access to confidential manuscripts or Research funding applications;
- ~~U~~sing scholarly and scientific rigour and integrity in obtaining, recording and analyzing data, and in reporting and publishing results, including correcting or providing notice of work which is misleading or inaccurate;
- ~~U~~sing published work only in accordance with copyright law, and ensuring that authorship of published work includes all those who have materially contributed to, and share responsibility for, the contents of the publication or presentation, and only those people;
- ~~R~~evealing to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decision on whether the individual should be asked to review manuscript or applications, test or use products or be permitted to undertake work sponsored from outside sources;
- ~~U~~sing appropriate referencing and citation of resources used in academic work;
- ~~E~~nsuring one does not misrepresent their academic credentials or affiliations within or outside of the academic community;
- [Making best efforts to correct material errors in publication.](#)

3. ~~Misconduct~~[Breaches](#)

~~Research misconduct is any Research practice~~ [A Breach of this Policy encompasses the following non-exhaustive list of actions](#) that deviates from the commonly accepted ethics/integrity standards or practices of the relevant research community [throughout the life cycle of a research project \(i.e., from](#)

the formulation of the research question, through the design, conduct, collection of data, and analysis of the Research, to its reporting, publication, and dissemination, as well as the management of Research funds). Research misconduct does not include honest error or differences of opinion. Definitions of Research misconduct may vary depending on the applicable funding agency rules and expectations, or by virtue of negotiated collective agreements, however, generally Research misconduct includes, but is not limited to:

- a. *Fabrication*: Making up data, source material, methodologies or findings, including graphs and images;
- b. *Falsification*: Manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without appropriate acknowledgement, such that the Research, scholarship, or creative activity record is not accurately represented; resulting in inaccurate findings or conclusions, and including, but not limited to, tampering with the work of others to misrepresent or interfere with their Research or use of the practice of “unblinding”;
- c. *Destruction of Research data or records*: The destruction of one's own or another's Research data or Research, scholarship, or creative activity records to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards. This also includes the destruction of data or Research, scholarship, or creative records to avoid the detection of wrongdoing;
- d. *Misappropriation or denial of access to Research records*: The use of data or Research, scholarship, or creative activity records in a way that results in misappropriation of the materials, or a loss of access or right of another person with a claim of access or ownership;
- e. *Plagiarism*: Presenting and using another's published or unpublished work, including theories, concepts, creations, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and, if required, without permission;
- f. *Redundant publications or self-plagiarism*: The re-publication of one's own previously published work or part thereof, or data, in the same or another language, without adequate acknowledgment of the source, or justification;
- g. *Invalid authorship*: Inaccurate attribution of authorship or creatorship, including attribution to persons other than those who have contributed sufficiently to take responsibility for the intellectual content, or agreeing to be listed as author to a publication or creator of a work for which one made little or no material contribution;
- h. *Inadequate acknowledgement*: Failure to appropriately recognize contributions of others in a manner consistent with their respective contributions and authorship policies of relevant publications, or other copyright or intellectual property laws;
- i. *Mismanagement of Conflict of Interest*: Failure to appropriately identify and address, manage any real, potential, or perceived conflict of interest, in accordance with the University's policies and relevant collective agreement provisions on conflict of interest;
- j. *Misrepresentation in an Agency Application or Related Document*: Providing incomplete, inaccurate or false information in a grant or award application or related document; applying for and/or holding an award for which one is ineligible; or listing co-applicants, collaborators or partners without their agreement;
- k. *Mismanagement of Grants or Award Funds*: Using grant or award funds for purposes inconsistent with the policies of the funding agency and/or University; misappropriating grants and award funds; contravening funder financial policies or providing incomplete, inaccurate or false information on documentation for expenditures from grant or award accounts;
- l. *Breaches of Agency Policies or Requirements for Certain Types of Research*: Failing to meet funding agency policy requirements, or to comply with relevant policies, laws, or regulations, for the conduct of certain types of Research activities; failing to obtain appropriate approvals, permits or certifications before conducting these activities.

What constitutes a Breach may vary depending on the applicable Agency rules and expectations, or by virtue of negotiated collective agreements. In determining whether a breach has occurred, it is not relevant to consider whether a breach was intentional or a result of honest error; however, intent is a consideration in deciding on the severity of the recourse that may be imposed.

9.04.0 Review

A review of this Policy shall be conducted by the Vice-President (Research) no more than After a period not to exceed three years from the date that this Policy is initially approved, a review of this Policy shall be conducted by the Vice-President (Research). Any review shall include consultation with University stakeholders who may be affected by its provisions.

4.0—Reporting Allegations

Everyone in the University community plays an important role in the process for addressing allegations of Research misconduct and in helping to ensure that allegations are addressed appropriately and in a timely manner. The following are the procedures for those making or involved in an allegation:

4.1—Anyone who has reasonable grounds to suspect misconduct in Research is expected to bring forward the allegation promptly.

4.2—Anyone making an allegation that is reckless, malicious or not in good faith may be subject to discipline or other recourse.

4.3—Complainants, Respondents or third parties involved in an inquiry or investigation under this policy must follow this policy and related procedures.

4.4—Allegations of misconduct in Research are to be submitted in writing, as follows:

- a.— In the case of a staff or faculty Respondent or a Respondent under contract to the University, to the Vice-President (Research);
- a.— In the case of a student Respondent, to the Dean of the Respondent's Home Faculty (undergraduate students) or to the Vice-Provost (Graduate and Post-doctoral Studies) (graduate students). The Dean or Vice-Provost (or their designates) shall decide if the allegation will be dealt with in accordance with the procedures under this Policy or under the relevant *Scholastic Discipline Policy*. If the allegation will be dealt with under this Policy, it shall be referred to the Vice-President (Research).
- b.— In the case of a post-doctoral fellow or post-doctoral associate, to the Vice-Provost (School of Graduate and Post-Doctoral Studies) who shall refer the allegation to the Vice-President (Research).

4.5—Any administrator or other member of the Western community who receives an allegation of Research misconduct must refer it as specified in 4.4 above.

4.6—Every allegation should include the name of the complainant and contact information for that person. The University may decline to address anonymous allegations, particularly where insufficient information has been received to permit the collection of independent corroborative evidence. Allegations should contain enough information to permit a determination of whether the alleged conduct constitutes a breach of this policy and to permit further information gathering about the alleged misconduct. The allegation should include sufficient detail about the nature of the alleged

~~misconduct, location and time of its occurrence, and the names and contact information for any witnesses.~~

~~4.7—The University may decline to address an allegation which has not been made in a timely manner or prejudices the ability of the University to collect evidence or to allow a Respondent full opportunity for defence, due to the passage of time.~~

~~4.8—Individuals who have made allegations in good faith or provided information related to an allegation will not be subject to reprisal. Anyone who engages in reprisal against such a person may be subject to discipline or other recourse.~~

~~4.9—The University may independently, or at an Agency's request, take immediate action to protect the health and safety of people or animals, property (including, but not limited to, intellectual property or reputation), or the administration of University or Agency funds.~~

5.0 Notices and Confidentiality of Allegations

~~An allegation cannot be fully confidential. Information must be given to those responsible for the investigation and review of the matter, to witnesses, and to the Respondent to permit a fair and full process of review. Allegations and information arising from the review process will not be shared with persons who are not directly involved in the review and adjudication of the allegation except as required by law, a collective agreement, or an agency agreement.~~

~~Where financial misconduct is alleged, the University's Internal Audit office shall be notified. In such cases, the Investigating Office shall advise those notified to maintain confidentiality in respect of the allegation.~~

~~Subject to any applicable laws, including privacy laws, the Vice-President (Research) shall advise any relevant Agency immediately of any allegations related to activities funded by the Agency that may involve significant financial, health and safety, or other risks, and shall provide such additional information relating to any allegations as may be required in compliance with the University's agency agreement.~~

6.0—Investigation of Allegations of Misconduct

~~6.1—Following receipt under section 4.4, allegations will be referred to the appropriate Investigating Office.~~

~~6.2—The Vice-President (Research) may direct the Investigating Office to conduct a Preliminary Review to establish whether the Respondent is subject to this Policy and whether the allegation is "responsible" or the Vice-President (Research) may direct that the matter proceed directly to a Formal Investigation. In conducting the Preliminary Review, the Investigating Office may call upon appropriately qualified individuals to assist in the determination of whether or not the allegation raises a prima facie case of Research misconduct.~~

~~6.2.1—Where the complaint is made anonymously, a Preliminary Review shall be conducted.~~

Preliminary Review

~~6.3—Within ten (10) business days of receipt of the allegations, the Investigating Office shall provide the Respondent with a summary of the allegation and written notice that the Respondent may, within ten (10) business days, make preliminary submissions in respect of the allegation. The timeline for the Respondent's submissions may be extended by the Investigating Office on request. The Investigating Office will ensure that relevant requirements of any policy or collective agreement in relation to the Respondent are met.~~

- ~~6.4 Once notified of an allegation, the Respondent shall not destroy or discard or otherwise alter any potentially relevant data or other form of information relevant to the allegation. The University may take any action necessary to maintain the integrity of the evidence relevant to the allegation.~~
- ~~6.5 Following the preliminary review, the Vice President (Research) or designate shall determine whether the University will investigate the allegation (see "Formal Investigation" below) or will decline to deal with the allegation further. The Complainant and Respondent, and where notice was given under 5.0, the Agency, will be notified of this decision in writing.~~
- ~~6.5.1 Should the Vice President (Research) or designate decline to deal with the allegation further, no materials in relation to the allegation or Preliminary Review shall be placed in the University's official records related to the employment or student record of the Respondent.~~
- ~~6.5.2 If the Vice President (Research) or designate decides that the complaint is "responsible" and there is sufficient evidence to indicate Research misconduct may have occurred, the allegation will proceed to a Formal Investigation.~~
- ~~6.6 If the Respondent admits to the alleged misconduct, a decision will be issued by the Vice President (Research) or designate with copies to the Complainant and the Respondent. The file will be referred to the offices set out in Section 6.12. Discipline will be determined in accordance with the Disciplinary Policy applicable to the Respondent. The University will issue any required reports relating to the misconduct (see sections 6.13 and 6.14 below).~~

Formal Investigation

- ~~6.7 If the alleged misconduct involves collaborative Research conducted at multiple institutions or if the alleged breach is also being investigated at another institution, the following procedures may be modified to facilitate joint or parallel investigation processes.—~~
- ~~6.8 At any point during an investigation, the Investigating Office may elect to offer the parties mediation services to enable the resolution of matters arising from the investigation. However, mediation cannot replace adjudication of a matter involving Agency funding.~~
- ~~6.9 The Investigation shall be facilitated by the Investigating Office, and shall be conducted by a single Investigator or by an Investigation Panel consisting of persons appointed by the Investigating Office who have the necessary expertise to ascertain the matter and who are without real or apparent conflict of interest. Where the misconduct involves Tri-Council Agency funds, an Investigation Panel is required and it must include at least one external member who has no current affiliation with the University.~~
- ~~6.10 The Investigator/Investigating Panel shall collect and review the evidence and interview witnesses, including the Respondent, to the degree necessary to make a decision as to whether or not a breach of this policy has occurred. The Investigator/Investigating Panel may determine its own process in conducting the investigation, providing it is consistent with relevant university policy and/or collective agreements, and the principles of natural justice.~~
- ~~6.11 The Investigator/Investigating Panel shall conduct the investigation in a timely manner. Where the Investigation cannot be completed within 30 business days of its being initiated, the Investigating Office shall notify the Vice President (Research), the Respondent and Complainant of the reasons for delay and advise them of the expected completion date. Where the Respondent has union or association representation, the union or association shall also be notified.~~

~~6.12 Investigative findings and the decision of the Investigator/Investigating Panel shall be reported by the Investigating Office to the Vice-President (Research), the Respondent and the Complainant within ten (10) business days following receipt of the report of the Investigator/Investigating Panel. Should a breach of this policy be found, the Investigating Office shall also refer the file, as follows:~~

- ~~a) for faculty, librarians and archivist Respondents to the Office of Faculty Relations;~~
- ~~b) for staff and independent contractor Respondents to Staff Relations, Human Resources;~~
- ~~c) for graduate student and post-doctoral Respondents to the Vice-Provost (School of Graduate and Post-Doctoral Studies);~~
- ~~d) for undergraduate student Respondents to the Vice-Provost (Academic Programs and Students) and to the Dean of the student's Home Faculty.~~

~~6.2 Where a policy breach is found in relation to a funding application submitted to an Agency or to an activity funded by an Agency, the Investigating Office shall provide a report to the Agency as required by the University's agency agreement.~~

~~6.3 Where the policy breach is found in relation to misuse of research funds, a report shall be made to the University's Audit Committee, through the office of Internal Audit.~~

~~6.4 If an allegation is determined to be unfounded, every effort will be made by the University to protect or restore the reputation of those wrongly subjected to an allegation.~~

7.0 Discipline

~~Any disciplinary proceedings arising from a breach of this Policy shall be conducted in accordance with the provisions of the University collective agreement, employment agreement, personnel policy, or regulation that governs the Respondent.~~

8.0 Grievance/Appeal Proceedings

~~8.1 Appeals or Grievances in relation to findings of misconduct under this Policy or disciplinary actions assessed, are to be undertaken in accordance with the appeal or grievance procedures established under the applicable Disciplinary policy.~~

~~8.2 Should the Respondent not be subject to a Disciplinary Policy containing appeal or grievance procedures, the following appeal procedure shall apply:~~

- ~~a) Within ten (10) business days of receipt of the discipline decision, the Respondent may appeal either the investigative findings or the discipline.~~
- ~~a) Any such appeal is to be made in writing to the President and is to include a clear statement of the grounds for the appeal, and any evidence being relied upon in support of the appeal. The President may appoint a designate to hear an appeal.~~
- ~~b) At the request of the Respondent, the President or designate shall convene a meeting to hear oral submissions in respect of the appeal.~~
- ~~c) The appeal normally shall be heard within thirty business days (30 days) of receipt of the appeal and a decision shall be made as expeditiously as possible. The decision shall be communicated to the Complainant, Respondent, and where required, the funding Agency~~

9.0 Review

~~After a period not to exceed three years from the date that this Policy is initially approved, a review of this Policy shall be conducted by the Vice-President (Research). Any review shall include consultation with University stakeholders who may be affected by its provisions.~~

POLICY 7.0 Related Procedures – Procedures for Addressing Policy Breach Allegations

Everyone in the University community plays an important role in the process for addressing an Allegation of a Breach of MAPP 7.0 (the Policy) and in helping to ensure that an Allegation is addressed appropriately and in a timely manner. This document outlines procedures to be followed for those making or involved in resolving an Allegation of a Breach of the Policy.

I. REPORTING AN ALLEGATION

- 1.1 Anyone who has reasonable grounds to suspect a Breach has occurred is expected to bring forward an Allegation promptly, in writing, as follows:

To the Vice-President (Research)

- for Respondents who are staff, faculty, librarians, archivist, graduate students, postdoctoral scholars, professors emeriti, visiting professors or other individual under contract to the University.

To the Dean of the Respondent's home faculty

- for Respondents who are undergraduate students.

- 1.2 Any member of the administration of the University or other member of the University community who receives an Allegation of a Breach must refer it as specified in 1.1 above.

- 1.3 Every Allegation should include:

- the name of the Complainant and their contact information;
- a summary of the nature of the alleged Breach(es);
- approximate date(s) of the alleged Breach(es);
- information about any related funding sources (if applicable);
- all available supporting documentation and information related to the alleged Breach(es);
- the name of the Respondent and their contact information, if available.

- 1.4 Anyone making an Allegation that is reckless, malicious or not in good faith maybe subject to discipline or other recourse.

- 1.5 Complainants, Respondents or third parties involved in an Initial Inquiry or Investigation under this Policy must follow the Policy and these Procedures.

- 1.6 Despite anything to the contrary herein, the Vice-President (Research) may decline to review or investigate an Allegation which has not been made in a timely manner on the grounds that such delay materially prejudices (i) the ability of the University to gather evidence relating to the Allegation; and/or (ii) the ability of the Respondent to respond to the Allegation.

- 1.7 The University may independently, or at an Agency's request, take immediate action to protect the health and safety of people or animals, property (including, but not limited to, intellectual property or reputation), or the administration of University or Agency funds.

1.8 Confidentiality

While an Allegation cannot be fully confidential, an Allegation and information arising from the review process will not be shared with persons who are not directly involved in the review and adjudication of the Allegation except as required by law, the Policy, a collective agreement, or an Agency agreement. Information must be given to those responsible for reviewing the matter and to the Respondent. Information may also be shared with the Complainant and with witnesses, as appropriate.

The Administrator will ensure the Complainant, the Respondent and any other third-party recipients of documents are informed of their responsibility to maintain strict confidentiality of all records, to honour the privacy of individuals and to protect the reputation of the parties involved in the application of the Policy.

1.9 Reprisal

Any person who has made an Allegation in good faith or provided information related to an Allegation in good faith will not be subject to reprisal. Anyone who engages in reprisal against such a person may be subject to discipline or other recourse.

1.10 Anonymous Allegations

An Allegation made anonymously will be considered only if accompanied by sufficient information or all relevant facts are publicly available to enable the assessment of the Allegation and credibility of the facts and evidence on which the Allegation is based without the need for further information from the Complainant.

If the University decides to proceed with an anonymous Allegation, the source of the Allegation will not be entitled to participate or receive information on the status of the Allegation or information concerning the outcome of any Initial Inquiry or Investigation conducted in respect of the Allegation.

1.11 Multiple Institutions

If the Allegation involves collaborative Research conducted at multiple institutions or if the Allegation is also being investigated at another institution, the procedures laid out in this document may be modified to facilitate joint or parallel review processes.

1.12 Mediation

At any point after receiving an Allegation and before completing an Investigation, the Vice-

President (Research) may elect to offer the parties mediation services to enable a resolution. Mediation cannot replace adjudication of a matter involving Agency funding.

II. RECEIVING AN ALLEGATION

2.1 Notifying the Administrator

Following the receipt of an Allegation, the Vice-President (Research) will forward the Allegation to the Administrator. Upon receipt of the Allegation, the Administrator will complete the following steps to begin the review process:

- a. Obtain additional information, as required.
- b. Determine if the Respondent is subject to the Policy.
 - If the Respondent is subject to the Policy, notify the Respondent and begin the Initial Inquiry process.
 - If the Respondent is not subject to the Policy, the Vice-President (Research) may forward the Allegation to a relevant unit of the University for review.
- b. Determine if other relevant parties are required to be involved in the process or conduct a parallel review.
- c. Begin communication with relevant parties to request the assistance or to obtain evidentiary or supporting documentation.
- d. Provide the Complainant with a copy of the Policy and explain the process for dealing with Allegations under the Policy.
- e. Ensure that relevant requirements of any policy or collective agreement in relation to the Respondent are met.

2.2 Notifying the Respondent

Within fifteen business days following the receipt of an Allegation, the Vice-President (Research) will notify the Respondent that an Allegation has been made by providing a full copy of the Allegation as received by the Vice-President (Research).

- The Respondent may submit a response to the Allegation within ten business days of this notification. The deadline for the Respondent's submissions may be extended by the Vice-President (Research) on the written request of the Respondent.
- Once notified of an Allegation, the Respondent shall not destroy, discard, or otherwise alter any potentially relevant data or other form of information relevant to the Allegation. The Respondent shall also not discuss the Allegation and matters under review with any potential witnesses. The University may take any action necessary to maintain the integrity of the evidence relevant to the Allegation.

2.3 Notifying other Relevant Parties

Subject to any applicable laws, including privacy laws, the following relevant parties shall be notified:

- Where the Respondent to the Allegation is a faculty member, librarian,

- archivist, the Office of Faculty Relations shall be notified.
- Where the Allegation involves financial misconduct, the University's Internal Audit office shall be notified.
 - Where the Allegation involves human participants or animal Research, the applicable University Research Ethics Board chair and/or the Animal Care Committee chair and Director, Research Ethics and Compliance Office shall be notified.
 - Where the Allegation involves hospital property or personnel, Lawson Health Research Institute, London Health Sciences Centre and/or St. Joseph's Health Care London shall be notified.
 - Where the Allegation is related to activities funded by Tri-Council Agency funds and may involve significant financial, health and safety, or other risks, the Secretariat on Responsible Conduct of Research shall be notified.

III. INITIAL INQUIRY

- 3.1 Within ten business days of receipt of the response, the Vice-President (Research) may appoint up to three qualified individuals to each conduct an independent, parallel Initial Inquiry. It is not the purpose of the reviewers in the Initial Inquiry process to determine whether a Breach has occurred, rather it is an opportunity to gather and review information to assess whether the Allegation is a Responsible Allegation and whether an Investigation is warranted.

The reviewers conducting the Initial Inquiry:

- a. May include the Administrator and/or other individuals qualified to assess whether the Allegation is a Responsible Allegation;
 - b. May include individuals required to provide supporting information in a specific area of expertise (e.g., Human and/or Animal Ethics, Finance, etc.);
 - c. Must be without bias or conflict of interest, whether real, potential or perceived;
 - d. Where possible, represent a diversity of perspectives;
 - e. Must sign a privacy and confidentiality agreement prior to commencing the review to respect the confidentiality of the process, unless conducting inquiries is within the normal scope of their responsibilities.
- 3.2 At the conclusion of the Initial Inquiry, each reviewer should provide a summary of their review to the Vice-President (Research) which includes:
- The reviewer's name and credentials;
 - A declaration that as a reviewer they are not in a conflict of interest in relation to either the Respondent, Complainant, and/or any Agency related to the matter, if applicable;
 - A description of the process used to conduct the Initial Inquiry, including timelines, lists of individuals interviewed (if applicable) and documents reviewed;
 - A decision as to whether they consider the Allegation to be a Responsible Allegation requiring an Investigation and the evidentiary basis or rationale for this determination.

- 3.3 An Initial Inquiry should generally be concluded within two months from the receipt of Allegation by the Vice-President (Research).
- 3.4 The Vice-President (Research) makes the final determination as to whether the Allegation is a Responsible Allegation.
- a. If the Allegation is determined not to be a Responsible Allegation, the Allegation is dismissed and:
 - (i) no materials in relation to the Allegation or Initial Inquiry shall be placed in the University's official records related to the employment or student record of the Respondent; and
 - (ii) a decision will be issued by the Vice President (Research) with copies to the Complainant and the Respondent and to those where notice was given under 2.3 as required.
 - b. If the Allegation is determined to be a Responsible Allegation and the Respondent accepts responsibility, such that a further Investigation would not uncover any new information pertinent to the matter, the matter shall be referred to the offices set out in Article V of these Procedures. Discipline will be determined in accordance with the Disciplinary Policy applicable to the Respondent. The University will issue any required follow-up to those where notice was given under 2.3, and reports relating to the Breach in accordance with Section 3.5.
 - c. If the Allegation is determined to be a Responsible Allegation and the Respondent does not accept responsibility or if any other issues were identified through the Initial Inquiry that warrant an Investigation as determined by the Vice-President (Research), the matter shall proceed to an Investigation and:
 - (i) the Complainant, Respondent and where notice was given under Section 2.3, as required, will be notified of this decision in writing within ten business days of the decision; and
 - (ii) the Respondent will be notified that they cannot participate in a Tri-Agency review process. If they are currently participating in a Tri-Agency review they must temporarily withdraw themselves until the Investigation is complete and a determination is made by the Agency whether they can resume their participation; and
 - (iii) the Administrator will begin the Investigation process.

3.5 Agency Report following Initial Inquiry

For an Initial Inquiry related to activities funded by Tri-Council Agency funds, the Vice-President (Research) shall provide a report to the Agency at the conclusion of any Initial Inquiry regardless of the finding in which the Secretariat on Responsible Conduct of Research is aware of the allegation.

IV. INVESTIGATION

- 4.1 The Investigation shall be facilitated by the Administrator.
- 4.2 Within ten business days of the determination to proceed with an Investigation under Article III, section 3.4c, the Vice-President (Research) will appoint (i) an individual as an Investigator, or (ii) at minimum, three individuals to serve on an Investigation Committee, to conduct the Investigation.
- 4.3 The Investigator/Investigation Committee conducting the Investigation:
 - Must have the necessary expertise to ascertain the matter;
 - Must be without bias or conflict of interest, whether real, potential or perceived;
 - Where possible, represent a diversity of perspectives;
 - Where the Breach involves Tri-Council Agency funds, must include at least one external member who has no current affiliation with the University;
 - Where the alleged Breach involves a faculty member, librarian or archivist Respondent, the Investigation Committee shall be composed according to the faculty collective agreement;
 - Must sign a privacy and confidentiality agreement prior to commencing the review to respect the confidentiality of the process, unless conducting the review is within the normal scope of their responsibilities.
- 4.4 The Administrator will provide all information gathered during the Initial Inquiry to the Investigator/Investigation Committee.
- 4.5 The mandate of the Investigator/Investigation Committee is to collect and review the evidence gathered and interview witnesses, including the Complainant and Respondent and other relevant parties including subject matter experts, as necessary, to collect supporting information and decide whether a Breach has occurred based on the evidence. The Investigator/Investigation Committee may determine its own process in conducting the investigation, providing it is consistent with applicable university policies and/or collective agreements, and the principles of natural justice.
- 4.6 The Investigator/Investigation Committee shall conduct the Investigation in a timely manner. Where the Investigation cannot be completed within 30 business days of its being initiated, the Investigator/Investigation Committee shall notify the Vice-President (Research) and advise them of the reasons for delay and the expected completion date. The Vice-President (Research) shall notify the Respondent and Complainant of the delay and advise them of the expected completion date. Where the Respondent has union or association representation, the union or association shall also be notified.
- 4.7 At the conclusion of the Investigation, the Investigator/Investigation Committee should provide their investigative findings to the Vice-President (Research) as a report including:
 - (i) the name of the Investigator (or the names of those serving on the Investigating

- Committee) and their credentials;
- (ii) a statement declaring that the Investigator or members of the Investigating Committee members are not in a conflict of interest in relation to either the Respondent, Complainant, and/or any Agency related to the matter, if applicable;
 - (iii) a summary of the finding(s) and reason(s) supporting the finding(s);
 - (iv) a description of the process used to conduct the Investigation, including timelines;
 - (v) a list of individuals who contributed evidentiary material to the Investigation or were interviewed as witnesses and a summary of relevant documents reviewed;
 - (vi) a decision as to whether a Breach occurred and the rationale for this determination; and
 - (vii) if a Breach has occurred,
 - an assessment of its extent and seriousness; and
 - recommendations on any remedial action to be taken to correct the scientific or scholarly record in the matter in question and/or recommendations of changes to procedures or practices to avoid similar situations in the future, provided however such recommendations should not be in respect to disciplinary actions.
- 4.8 Investigative findings, the decision and rationale for the decision, of the Investigator/Investigation Committee shall be reported by the Vice-President (Research) to the Respondent and the Complainant within twenty business days following receipt of the report of the Investigator/Investigation Committee. Should a Breach be found, the Vice-President (Research) shall also refer the matter for discipline under Article V, as follows:
- for faculty appointments, librarians and archivist Respondents to the Office of Faculty Relations;
 - for staff and independent contractor Respondents to Staff Relations, Human Resources;
 - for graduate student and postdoctoral scholar Respondents to the Vice-Provost (School of Graduate and Postdoctoral Services);
 - for undergraduate student Respondents to the Vice-Provost (Academic Programs and Students) and to the Dean of the student's home faculty.
- 4.9 Should the Breach found be in relation to misuse of research funds, a notification shall be sent to the University's Internal Audit office.
- 4.10 Should the Breach found be in relation to human or animal ethics, a notification shall be sent to the applicable University Research Ethics Board chair and/or the Animal Care Committee chair and Director, Research Ethics and Compliance Office.
- 4.11 Should the Breach found be in relation to an affiliated hospital personnel or property, a notification shall be sent to Lawson Health Research Institute, London Health Sciences Centre and/or St. Joseph's Health Care London.
- 4.12 If an Allegation is determined to be unfounded, every effort will be made by the University to protect or restore the reputation of those wrongly subjected to an Allegation.

4.13 Agency Report following Investigation

For an investigation related to activities funded by Tri-Council Agency funds, the Vice-President (Research) shall provide a report to the Secretariat on Responsible Conduct of Research at the conclusion of any Investigation regardless of the finding.

V. DISCIPLINE

Any disciplinary proceedings arising from a Breach shall be conducted in accordance with the applicable provisions of the University collective agreement, employment agreement, personnel policy, or Disciplinary Policy applicable to the Respondent.

VI. GRIEVANCE/APPEAL PROCEEDINGS

- 6.1 Appeals or grievances in relation to findings of a Breach or disciplinary actions assessed, are to be undertaken in accordance with the appeal or grievance procedures established under the applicable Disciplinary Policy.
- 6.2 Should the Respondent not be subject to a Disciplinary Policy containing appeal or grievance procedures, the following appeal procedure shall apply:
 - Within ten business days of receipt of the discipline decision, the Respondent may appeal either the investigative findings or the discipline.
 - Any such appeal is to be made in writing to the University President and is to include a clear statement of the grounds for the appeal, and any evidence being relied upon in support of the appeal. The President may appoint a designate to hear an appeal.
 - At the request of the Respondent, the President or designate shall convene a meeting to hear oral submissions in respect of the appeal.
 - The appeal normally shall be heard within thirty business days of receipt of the appeal and a decision shall be made as expeditiously as possible. The decision shall be communicated to the Complainant, Respondent, and where required, the funding Agency.

VII. EDUCATION

To promote education on, and awareness of, the importance of the Responsible Conduct of Research, the University will:

- Include a reference to the Responsible Conduct of Research Policy (MAPP 7.0) and these Procedures on the University Secretariat web page.
- Promote awareness and appreciation of the principles of research and scholarly integrity prescribed by the Policy through information sessions, training, or other suitable means.

ITEM 10.0 - Report of the Academic Colleague

ACTION: APPROVAL INFORMATION DISCUSSION

The COU Academic Colleagues met on May 10 and 11, 2022. The meeting included a presentation on “decolonizing academia” by Western’s Prof. Candace Brunette-Debassige, in which it was emphasized that everyone at universities can participate in decolonization and changing colonial structures. Decolonization is related to but distinct from Indigenization, which involves incorporating Indigenous knowledge in addition to, not necessarily in place of, other knowledges.

The following additional items may be of interest to Senators:

College Degree-Granting Expansion

- On April 11, MCU announced a government decision on expansion of publicly assisted colleges' mandates to offer three-year applied bachelor degrees.
 - This means Humber, Seneca, Sheridan, and Conestoga now have a 20% cap on all degree-level program activity and all other colleges have a 10% degree cap limit (calculated as a proportion of programs).
 - Each proposed three-year degree, including conversions of advanced diplomas to degrees, must meet the Ontario Qualifications Framework, must undergo a PEQAB review, and be approved by the Minister.
 - Three-year degrees must be in an applied area of study, career-oriented, and distinct from university degrees.
 - There will be no additional funded spaces provided to colleges within existing funding corridors and no additional operating grant funding to support this expansion.
- The Minister’s memo did not grant colleges the authority to grant applied master's degrees.
- The university sector currently has the opportunity to comment on new college degree applications that are submitted to PEQAB.

Teacher Spaces Advocacy

- The government has announced that it will be funding expansion of Wilfrid Laurier University's Bachelor of Education program at its Brantford campus (60 students this year, and another 60 in 2023-2024) and continues to examine the broader issue of teacher supply and enrolment caps.

Postsecondary announcements in the April 28 budget:

- **Tuition Framework:** The Budget re-announced the tuition freeze for 2022-23, originally announced in March 2022, for domestic student residents of Ontario. The tuition framework contains an allowable five per cent increase to tuition for domestic out-of-province students.
- **Research Investments:** announced \$55 million over three years to invest more in research and innovation to support productivity, economic growth, and address current and future pandemic preparedness, including additional funding to support Phase 1 of the Biosciences Research Infrastructure Fund.
 - The budget also included an announced investment of \$2 million in 2022–23 and \$3 million in 2023–24 to create a Critical Minerals Innovation Fund to support the mining industry, academia, startups and research and development firms to find innovative solutions for extraction and processing of critical minerals.
- **Health Care:** The previously-announced \$41.4 million to support clinical education for nurses will be for three years, for a total of \$124.2 million starting in 2022–23. This commitment of two additional years of funding is new in Budget 2022. Items previously announced:
 - Making it easier for foreign-credentialed health workers to begin practicing in Ontario by reducing barriers to registering with and being recognized by health regulatory colleges.
 - \$142 million for a new “Learn and Stay” grant to encourage workers to remain in underserved communities.
 - \$42.5 million over two years beginning 2023-24 to support expansion of undergraduate and postgraduate medical education training in the province.
- **Facilities Renewal:** The Budget reiterated Budget 2020 government commitments of \$1.3 billion over ten years to help “modernize classrooms by upgrading technology, carrying out critical repairs and improving environmental sustainability.” This includes the confirmed \$135 million in capital investments in 2022-23.
- **Intellectual Property:** The budget re-announced the creation of Intellectual Property Ontario, with investment of approximately \$58 million over three years.

ITEM 11.0 – The Unanimous Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

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

The Senate's parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *Sturgis Standard Code of Parliamentary Procedure*) - explains the consent agenda:

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works for Senate:

In consultation with Committee chairs and principal resource persons, the University Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

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

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

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

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

ITEM 11.1(a) – Appointment of Officers of Convocation

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Operations/Agenda Committee, on behalf of Senate, approved the appointment of the Officers of Convocation listed below, with roles and terms as indicated:

OFFICERS OF CONVOCATION

Joan Finegan	<i>Director of Convocation</i>	July 1, 2022 – June 30, 2024
Janis Cardy	<i>Associate Chief Public Orator</i>	July 1, 2022 – June 30, 2024

Director of Convocation

- Serves as the Convocation Board Chair and a member of the Honorary Degrees Committee
- Key member of the Convocation Operations Working Group
- Ensures that Western’s convocations honour tradition while also providing a vibrant, celebratory and inclusive event for the graduating class
- Consults on stage seating plans for each ceremony including appropriate placement of the academic party, guests, award recipients and speakers
- Liaises with Honorary Degree recipients regarding where to stand and what to do on stage during the ceremony
- Liaises with all Officers of Convocation to ensure that they and others are aware of their roles
- General oversight and troubleshooting before and during the ceremony in Alumni Hall

Chief Public Orator (and Associate Chief Public Orators)

- Manage the oral components of ceremony including reading the names of candidates as they cross the stage
 - Provide guidance regarding applause/celebrations to audience throughout the ceremony
 - Assist (if needed) with the management of the students prior to entering convocation – line them up in proper order, demo of ceremony/instructions
 - Assist Officers of Convocation as needed
-

**ITEM 11.2(a) – Faculty of Arts and Humanities and Faculty of Social Science,
Department of Gender, Sexuality, and Women’s Studies: Introduction of a
Minor in Black Studies**

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, a Minor in Black Studies be introduced as shown in Item 11.2(a).

EXECUTIVE SUMMARY:

The Department of Gender, Sexuality, and Women’s Studies (GSWS) is proposing to introduce a Minor in Black Studies. The proposed Minor will work within the long-standing intellectual traditions of Black Studies, particularly within the Canadian context, and will introduce students to the broad interdisciplinarity of the field, including, but far from limited to, the intersections of Blackness, gender, and sexuality.

The module has been designed by the Black Studies Organizing Committee, which consists of faculty from Arts and Humanities and Social Science, representatives of the Dean’s offices of Arts and Humanities, Social Science, and FIMS, undergraduate and graduate students, and the AVP EDI, Opiyo Oloya. The process has involved extensive consultation particularly in curricular terms with the Chairs and Undergraduate Chairs of departments in the two primary Faculties, as well as with the Associate Dean (Undergraduate) in FIMS.

Based on the Black Studies Organizing Committee’s consultations with Black students and faculty at Western, as well as with the larger Black community in London, GSWS believes there is both a need and an appetite for Black Studies at Western. Housing the modules within GSWS, which is itself located in two Faculties, Arts and Humanities and Social Science, guarantees that the focus of the module will be deeply interdisciplinary, while also keeping it sufficiently flexible to allow students to pursue specific interests within Black Studies (e.g., Black history, Black cultural production, and popular culture, etc.). Students will also have the option to take courses from multiple departments and Faculties across the university, including FIMS.

ATTACHMENT(S):

[New Calendar Copy – Minor in Black Studies](#)

NEW CALENDAR COPY

MINOR IN BLACK STUDIES

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

Admission Requirements

Completion of GSWS 1030F/G and any 0.5 or 1.0 first-year essay course in Arts and Humanities, Social Science, or Media, Information, and Technoculture.

To qualify for admission to the Minor in Black Studies, students must complete first year requirements with an average of 60% in 3.0 courses.

Module

4.0 courses:

0.5 course: GSWS 2301F/G

0.5 course from the following 2000-level courses: GSWS 2320F/G, GSWS 2321F/G, History 2135A/B, Political Science 2533F/G.

0.5 course from the following 3000-level courses: English 3204F/G, English 3573F/G, GSWS 3324F/G, GSWS 3401F/G, GSWS 3420F/G, History 3265F/G, History 3702F/G.

2.5 courses from: Anthropology 2278A/B, Anthropology 3378F/G, English 3344F/G, English 3471F/G, English 3478F/G, Media, Information and Technoculture 3931F/G, Media, Information and Technoculture 3935F/G, French 2141A/B, French 2407A/B, French 3140B, GSWS 2263F/G, GSWS 2361A/B, GSWS 3402F/G, GSWS 3430F/G, GSWS 3461A/B, GSWS 4607F/G, Geography 2030A/B, History 2135A/B, History 2310F/G, History 3814F/G, History 4315F/G, History 4351F/G, History 4607F/G, Philosophy 4107F/G, Philosophy 4751F/G, Political Science 3205F/G, Political Science 4204F/G, Visual Arts History 3620F/G.

Students may include among their 2.5 courses any courses from the two lists of 2000-level and 3000-level courses that are not specifically being used to meet those requirements. E.g., a student who counts GSWS 2320F toward the 2000-level requirement may take any or all of GSWS 2321F/G, History 2135A/B or Political Science 2533F/G toward the final requirement for 2.5 courses.

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

ITEM 11.2(b) – Faculty of Arts and Humanities, Department of Languages and Cultures: Withdrawal of the Minor in Digital Spanish

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Minor in Digital Spanish be withdrawn.

EXECUTIVE SUMMARY:

The Department of Languages and Cultures wishes to withdraw the Minor in Digital Spanish. There are no enrolments in this module. After a full undergraduate program review, the Department has decided to offer select minors that have proven successful.

ITEM 11.2(c)(i) – Faculty of Engineering: Introduction of Artificial Intelligence Systems Engineering Concurrent Degree Programs

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the following Artificial Intelligence Systems Engineering concurrent degree programs be introduced in the Faculty of Engineering as shown in Item 11.2(c)(i).

Chemical Engineering and Artificial Intelligence Systems Engineering (Option G)

Civil Engineering and Artificial Intelligence Systems Engineering, Smart Cities and Structural Engineering (Option H)

Civil Engineering and Artificial Intelligence Systems Engineering, Smart Cities and Environmental Engineering (Option I)

Electrical Engineering and Artificial Intelligence Systems Engineering (Option M)

Mechanical Engineering and Artificial Intelligence Systems Engineering (Option H)

Mechatronic Systems Engineering and Artificial Intelligence Systems Engineering (Option E)

EXECUTIVE SUMMARY:

The Faculty of Engineering is introducing a 5-year concurrent degree in Artificial Intelligence Systems Engineering (AISE) in combination with the various engineering disciplines. The new concurrent degree programs in AISE will offer two separate Bachelor of Engineering Science (BESc) degrees – one for professional accreditation and one in AISE.

Artificial Intelligence (AI) approaches have proven to be effective tools for the efficient analysis of massive amounts of data, and the advent of cloud computing has increased the availability of the CPU, memory, and storage required for these analyses. Recent breakthroughs in AI approaches have provided data-based insights that have fuelled significant savings in energy costs, improved network security, improved manufacturing processes, and ensured better traffic flow and routing. This is a growth industry. In the US, Machine Learning (ML) patents grew at a compound annual growth rate of 34% between 2013 and 2017, and the International Data Corporation (IDC) projects that the spending on AI and ML technologies will reach \$57.6 billion by the year 2021.

AI is finding relevance in all disciplines of engineering. For example, as chemical engineering advances in the digital age, the modern chemical engineering graduate will require skills to understand the interfacing of remote sensing technologies, large and distributed data communication and autonomous operations with chemical engineering unit operations. Examples include developing ML models to predict plant performance, designing drones for chemical, biochemical and environmental sensing for safety, running autonomous chemical engineering equipment and designing optimized processes and chemical and biochemical and biopharmaceutical manufacturing systems. The broad nature of the chemical engineering discipline with its reach from nanoscale to the large scale, from traditional areas to addressing biotechnology and the environment requires designing process control systems based on machine learning and AI. The proposed concurrent degrees will train today's engineers in the required modern tools option. There is an increasing demand for graduates with these skills and the introduction of these concurrent degrees maximizes employment opportunities for graduates.

'Smart cities' are only one of the sources, in our digitized and interconnected world, of vast amounts of potentially meaningful data about people, places, and things. Recent years have seen a rapid evolution of technology and an explosion of new applications and devices that are seamlessly integrated into everyday activities, producing, collecting, and communicating data about people, places, and things. Smartphones are used for a myriad of purposes including communicating, planning transportation, shopping, and health monitoring - and every activity carried out on these devices leaves a data trace. Homes are equipped with online security systems, environmental control systems, and devices that monitor energy consumption. 'Black boxes' in our vehicles record driving behaviour; remote sensors record and communicate weather conditions and seismic events; buildings and bridges are equipped with devices that help monitor structural integrity. Thousands of images and many hours of video footage are uploaded every second to online repositories; millions of searches are conducted by equally large numbers of internet users; hundreds of thousands of tweets are sent every minute. And then there are the massive assemblages of existing data: health records, police records, tax records, banking records, stock prices, news stories... the list is endless. We are awash in data, faced with the dual challenges of leveraging these data to gain valuable insight while at the same time recognizing and addressing the consequences of doing so.

There is enormous industry demand for engineers with AI/ML skills. Machine learning and data science have the highest growth in demand in the software industry, with an estimated 650% growth since 2012 and demand for these skills is yet to peak.

Western possesses the resources and expertise to offer a unique AISE undergraduate program that will effectively balance traditional technical engineering subjects, fundamental AI, applications of AI to address engineering problems, and participation in internationally leading AI research to produce graduates who are well prepared for both employment in the industry and for further graduate or professional studies.

Western engineering graduates equipped with Artificial Intelligence skills in addition to depth of understanding of the engineering disciplines will be very attractive to potential employers. Engineering domain knowledge enables Western Engineering graduates to build precise and accurate predictive engineering AI models as well as building models that generalize better into real-world situations. This will be even more attractive to potential employers if these strengths are applied in an interdisciplinary approach, which is also integrated into the final year of the proposed program through an interdisciplinary Capstone project.

ATTACHMENT(S):

[New Calendar Copy – Chemical Engineering – Chemical Engineering and Artificial Intelligence Option \(Option G\)](#)

[New Calendar Copy – Civil Engineering and Artificial Intelligence Systems Engineering, Smart Cities and Structural Engineering \(Option H\)](#)

[New Calendar Copy – Civil Engineering and Artificial Intelligence Systems Engineering, Smart Cities and Environmental Engineering \(Option I\)](#)

[New Calendar Copy – Electrical Engineering and Artificial Intelligence Systems Engineering \(Option M\)](#)

[New Calendar Copy – Mechanical Engineering and Artificial Intelligence Systems Engineering \(Option H\)](#)

[New Calendar Copy – Mechatronic Systems Engineering and Artificial Intelligence Systems Engineering \(Option E\)](#)

NEW CALENDAR COPY

CHEMICAL ENGINEERING – CHEMICAL ENGINEERING AND ARTIFICIAL INTELLIGENCE OPTION (OPTION G):

Admission Requirements

The *Chemical Engineering and Artificial Intelligence Systems Engineering (option G)* is a limited-enrollment program. Upon completion, students will receive two degrees: a BESC in Chemical Engineering and a BESC in Artificial Intelligence Systems Engineering (non-accredited). Admission to Option G is competitive; meeting the minimum requirements does not guarantee admission. Students apply to Option G while in first-year through the Intent-to-Register process. To be eligible for Option G, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 75%.

Engineering Common First Year Program

Full-year courses: Engineering Science 1050, Business Administration 1299E.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled.)

Second Year Program

Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, CBE 2206A/B, CBE 2214A/B, CBE 2220A/B, CBE 2221A/B, CBE 2224A/B, CBE 2291A/B, Statistical Sciences 2141A/B, SE 2205A/B, SE 2251A/B, Writing 2130F/G.

Third Year Program

CBE 2290A/B, CBE 3307A/B, CBE 3315A/B, CBE 2207A/B, CBE 3324A/B, CBE 3322A/B, CBE 3323A/B, ECE 3350A/B, ECE 3351A/B, DS 3000A/B, AISE 3010A/B, SE 3309A/B.

Fourth Year Program

CBE 3318A/B, CBE 331A/B, CBE 3395A/B, CBE 3319A/B, AISE 3020A/B, SE 4430A/B, AISE 4010A/B, AISE 4020A/B, 0.5 AISE technical elective**, 0.5 non-technical elective.

Fifth Year Program

CBE 3310A/B, AISE 4050, ECE 4450A/B, ELI 4110F, 1.0 CBE technical electives, 0.5 AISE technical elective, 1.0 non-technical electives*.

Technical Electives:

CBE 4404A/B, CBE 4405A/B, CBE 4407A/B, CBE 4409A/B, CBE 4411A/B, CBE 4413A/B, CBE 4416A/B, CBE 4417A/B, CBE 4420A/B, CBE 4421A/B, CBE

4422A/B, CBE 4423A/B, CBE 4428A/B, CBE 4432A/B, CBE 4463A/B, CBE 4485A/B, CBE 4493A/B, GPE 4484A/B.

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

AISE Technical Electives:

CS 4417A/B, SS 4861A/B

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

NEW CALENDAR COPY

**CIVIL ENGINEERING AND ARTIFICIAL INTELLIGENCE SYSTEMS
ENGINEERING, SMART CITIES AND STRUCTURAL ENGINEERING (OPTION H)**

Admission Requirements

The *Civil Engineering and Artificial Intelligence Systems Engineering (AISE), Smart Cities and Structural Engineering (Option H)* is a limited-enrollment program. Upon completion, students will receive two degrees: a BEng in Civil Engineering and a BEng in Artificial Intelligence Systems Engineering (non-accredited). Admission to Option H is competitive; meeting the minimum requirements does not guarantee admission. Students apply to Option H while in first-year through the Intent-to-Register process. To be eligible for Option H, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 75%.

Engineering Common First Year Program

Full-year courses: Engineering Science 1050, Business Administration 1299E.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled.)

Second Year Program

CEE 2202A/B, CEE 2217A/B, CEE 2219A/B, Earth Sciences 2281A/B, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Statistical Sciences 2141A/B, SE 2205A/B, SE 2251A/B, Writing 2130F/G, 1.0 non-technical electives.

Third Year Program

CEE 2220A/B, CEE 2224, CEE 2221A/B, CEE 3369A/B, CEE 4401A/B, DS 3000A/B, AISE 3010A/B, ECE 3350A/B, ECE 3351A/B, SE 3309A/B, SE 4430A/B.

Note: CEE 3324a (Surveying). This course is available each summer (10 days) and must be completed before a student may graduate from a Civil Engineering program.

Fourth Year Program

CEE 3321A/B, CEE 3322A/B, CEE 3340A/B, CEE 3343A/B, CEE 3344A/B, CEE 3346A/B, CEE 3347A/B, CEE 3348A/B, CEE 3358A/B, AISE 3020A/B, AISE 4010A/B, 0.5 non-technical elective.

Fifth Year Program

AISE 4020A/B or CEE 4412A/B, AISE 4050, CEE 4426A/B, CEE 4478A/B, CEE 4491A/B, CEE 4413A/B, CEE 4415A/B, CEE 4420A/B, ECE 4450A/B, ELI 4110F/G, 0.5 technical elective.

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

Technical electives: Structural Engineering Option

CEE 3355A/B, CEE 4418A/B, CEE 4428A/B, CEE 4429A/B, CEE 4438A/B, CEE 4440, CEE 4458A/B, CEE 4459A/B, CEE 4465A/B, CEE 4476A/B, CEE 4480A/B, CEE 4485A/B, Earth Sciences 3340A/B, Earth Sciences 4440A/B.

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

AISE Technical Electives:

CEE 4417A/B

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

NEW CALENDAR COPY

**CIVIL ENGINEERING AND ARTIFICIAL INTELLIGENCE SYSTEMS
ENGINEERING, SMART CITIES AND ENVIRONMENTAL ENGINEERING
(OPTION I)**

Admission Requirements

The *Civil Engineering and Artificial Intelligence Systems Engineering (AISE), Smart Cities and Environmental Engineering (Option I)* is a limited-enrollment program. Upon completion, students will receive two degrees: a BESC in Civil Engineering and a BESC in Artificial Intelligence Systems Engineering (non-accredited). Admission to Option I is competitive; meeting the minimum requirements does not guarantee admission. Students apply to Option I while in first-year through the Intent-to-Register process. To be eligible for Option I, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 75%.

Engineering Common First Year Program

Full-year courses: Engineering Science 1050, Business Administration 1299E.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled.)

Second Year Program

CEE 2202A/B, CEE 2217A/B, CEE 2219A/B, Earth Sciences 2281A/B, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Statistical Sciences 2141A/B, SE 2205A/B, SE 2251A/B, Writing 2130F/G, 1.0 non-technical electives.

Third Year Program

CEE 2220A/B, CEE 2224, CEE 2221A/B, CEE 3369A/B, CEE 4401A/B, DS 3000A/B, AISE 3010A/B, ECE 3350A/B, ECE 3351A/B, SE 3309A/B, SE 4430A/B.

Note: CEE 3324a (Surveying). This course is available each summer (10 days) and must be completed before a student may graduate from a Civil Engineering program.

Fourth Year Program

CEE 3321A/B, CEE 3322A/B, CEE 3348A/B, CEE 3355A/B, CEE 3362A/B, CEE 3386A/B, CEE 4476A/B, CBE 4409A/B, AISE 3020A/B, AISE 4010A/B, Earth Sciences 3340A/B, 0.5 non-technical elective.

Fifth Year Program

AISE 4020A/B or CEE 4412A/B, AISE 4050, CEE 4426A/B, CEE 4463A/B, CEE 4465A/B, CEE 4478A/B, CEE 4416A/B, CEE 4418A/B, ECE 4450A/B, ELI 4110F/G, 0.5 technical elective.

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

Environmental Engineering Technical Electives:

CEE 4418A/B, CEE 4428A/B, CEE 4429A/B, CEE 4438A/B, CEE 4440, CEE 4458A/B, CEE 4479A/B, CEE 4480A/B, CEE 4485A/B, CBE 4405A/B, CBE 4463A/B.

AISE Technical Electives:

CEE 4420A/B, CS 4417A/B, SS 4861A/B

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

NEW CALENDAR COPY

**ELECTRICAL ENGINEERING AND ARTIFICIAL INTELLIGENCE SYSTEMS
ENGINEERING (OPTION M)**

Admission Requirements

The *Electrical Engineering and Artificial Intelligence Systems Engineering (option M)* is a limited-enrollment program. Upon completion, students will receive two degrees: a BESC in Electrical Engineering and a BESC in Artificial Intelligence Systems Engineering (non-accredited). Admission to Option M is competitive; meeting the minimum requirements does not guarantee admission. Students apply to Option M while in first-year through the Intent-to-Register process. To be eligible for Option M, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 75%.

Engineering Common First Year Program

Full-year courses: Engineering Science 1050, Business Administration 1299E

Full-year half course: Engineering Science 1022A/B/Y

Half-year courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Physics 1401A/B and Physics 1402A/B

Second Year Program

Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, ECE 2205A/B, ECE 2233A/B, ECE 2236A/B, ECE 2240A/B, ECE 2277A/B, SE 2205A/B, SE 2251A/B, Statistical Sciences 2141A/B, Writing 2130F/G.

Third Year Program

AISE 3010A/B, ECE 2231A/B, ECE 2242A/B, ECE 3330A/B, ECE 3332A/B, ECE 3333A/B, ECE 3350A/B, ECE 3351A/B, ECE 3375A/B, SE 3309A/B, DS 3000A/B, Numerical and Mathematical Methods 3415A/B.

Fourth Year Program:

AISE 3020A/B, AISE 4010A/B, AISE 4020A/B, ECE 3336A/B, ECE 3337A/B, ECE 3370A/B, ECE 3399A/B, MME 2234A/B, SE 4430A/B, 0.5 non-technical elective, 0.5 AISE technical elective, 0.5 technical elective.

Fifth Year Program

AISE 4050, ELI 4110F/G, ECE 4437A/B, ECE 4450A/B, Four 0.5 technical electives, 1.0 non-technical electives, 0.5 AISE technical elective.

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

Technical Electives:

ECE 3349A/B, ECE 3380A/B, ECE 4430A/B, ECE 4431A/B, ECE 4432A/B, ECE 4433A/B, ECE 4436A/B, ECE 4438A/B, ECE 4439A/B, ECE 4445A/B, ECE 4451A/B, ECE 4455A/B, ECE 4456A/B, ECE 4457A/B, ECE 4460A/B, ECE 4464A/B, ECE 4468A/B, ECE 4469A/B, MME 4452A/B, MME 4473A/B, MME 4482A/B, MME 4487A/B, the former ECE 4470A/B, the former ECE 4489A/B.

AISE Technical Electives:

CS 4417A/B, SS 4861A/B

*Up to two MME half courses from the approved list may be used as technical electives

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

NEW CALENDAR COPY

MECHANICAL ENGINEERING – MECHANICAL ENGINEERING AND ARTIFICIAL INTELLIGENCE SYSTEMS ENGINEERING OPTION (OPTION H)

Admission Requirements

The *Mechanical Engineering and Artificial Intelligence Systems Engineering (option H)* is a limited-enrollment program. Upon completion, students will receive two degrees: a BESC in Mechanical Engineering and a BESC in Artificial Intelligence Systems Engineering (non-accredited). Admission to Option H is competitive; meeting the minimum requirements does not guarantee admission. Students apply to Option H while in first-year through the Intent-to-Register process. To be eligible for Option H, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 75%.

Engineering Common First Year Program

Full-year courses: Engineering Science 1050, Business Administration 1299E.

Full-year half course: Engineering Science 1022A/B/Y.

Half-year courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Physics 1401A/B and Physics 1402A/B.

(Three of the half courses are taken in each term as scheduled.)

Second Year Program

Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, MME 2200 Q/R/S/T, MME 2202A/B, MME 2204A/B, MME 2259A/B, MME 2260A/B, MME 2273A/B, MME 2285A/B, Statistical Sciences 2143A/B, SE 2205A/B, SE 2251A/B.

Third Year Program

Writing 2130F/G, MME 2221A/B, MME 2213A/B, MME 3379A/B, ECE 3350A/B, ECE 3351A/B, ECE 3374A/B, DS 3000A/B, AISE 3010A/B, SE 3309A/B, SE 4430A/B, 0.5 nontechnical elective.

Fourth Year Program

MME 3325A/B, MME 3381A/B, MME 3303A/B, MME 3334A/B, MME 3350A/B, MME 3307A/B, MME 3360A/B, MME 3380A/B, AISE 3020A/B, AISE 4010A/B, AISE 4020A/B, 0.5 AISE technical elective.

Fifth Year Program

AISE 4050, ECE 4450A/B, ELI 4110F, 1.5 MME technical electives, 0.5 AISE technical elective, 1.0 non-technical electives*.

*Selection of the non-technical elective must be approved by the department to satisfy the CEAB requirements of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. More

information about approved non-technical electives can be found on the Engineering website.

Technical Electives:

MME 4410, MME 4423A/B, MME 4424A/B, MME 4427A/B, MME 4428A/B, MME 4429A/B, MME 4435A/B, MME 4437A/B, MME 4450A/B, MME 4452A/B, MME 4453A/B, MME 4459A/B, MME 4460A/B, MME 4469A/B, MME 4470A/B, MME 4473A/B, MME 4474A/B, MME 4475A/B, MME 4480A/B, MME 4482A/B, MME 4483A/B, MME 4485A/B, MME 4487A/B, MME 4490A/B, MME 4492A/B.

AISE Technical Electives:

CS 4417A/B, SS 4861A/B

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

NEW CALENDAR COPY

MECHATRONIC SYSTEMS ENGINEERING AND ARTIFICIAL INTELLIGENCE SYSTEMS ENGINEERING (OPTION E)

Admission Requirements

The *Mechatronic Systems Engineering and Artificial Intelligence Systems Engineering (option E)* is a limited-enrollment program. Upon completion, students will receive two degrees: a BESC in Mechatronic Systems Engineering and a BESC in Artificial Intelligence Systems Engineering (non-accredited). Admission to Option E is competitive; meeting the minimum requirements does not guarantee admission. Students apply to Option E while in first-year through the Intent-to-Register process. To be eligible for Option E, all of the requirements of the first-year curriculum in the Faculty of Engineering must be completed with a minimum year-weighted average (YWA) of 75%.

Engineering Common First Year Program

Full-year courses: Engineering Science 1050, Business Administration 1299E

Full-year half course: Engineering Science 1022A/B/Y

Half-year courses: Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, Chemistry 1302A/B, Engineering Science 1021A/B, Engineering Science 1036A/B, Physics 1401A/B and Physics 1402A/B

Second Year Program

Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, MSE 2212A/B, MSE 2213A/B, MSE 2214A/B, MSE 2273A/B, MSE 2200Q/R, SE 2205A/B, SE 2251A/B, Statistical Sciences 2141A/B, Writing 2130F/G., two 0.5 non-technical electives

Third Year Program

AISE 3010A/B, ECE 2205A/B, ECE 3350A/B, ECE 3351A/B, MSE2201A/B, MSE2202A/B, MSE 2233A/B, MSE 3360A/B, MSE 3380A/B, SE 3309A/B, DS 3000A/B, Numerical and Mathematical Methods 3415A/B.

Fourth Year Program:

AISE 4010A/B, AISE 4020A/B, ECE 2277A/B, ECE 3330A/B, ECE 3375A/B, ECE 4469A/B, MSE 3302A/B, MSE 3310A/B, MSE 3381A/B, SE 4430A/B, 0.5 non-technical elective, 0.5 AISE technical elective.

Fifth Year Program

AISE 3020A/B, AISE 4050, ELI 4110F/G, ECE 4450A/B, ECE 4460A/B, MSE 3301A/B, MSE 4401A/B, Three 0.5 technical electives, 0.5 AISE technical elective.

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

Technical Electives:

ECE 3380A/B, ECE 4429A/B, ECE 4438A/B, ECE 4445A/B, ECE 4455A/B, ECE 4468A/B, MME 4424A/B, MME 4425A/B, MME 4459A/B, MME 4469A/B, MME 4470A/B, MME 4473A/B, MME 4480A/B, MME 4482A/B, MME 4492A/B

AISE Technical Electives:

CS 4417A/B, SS 4861A/B

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

ITEM 11.2(c)(ii) – Faculty of Engineering: Policy Revision: Registration and Progression in Three-Year, Four-Year and Honours Degrees (Concurrent Degrees)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the policy on Registration and Progression in Three-Year, Four-Year and Honours Degrees (Concurrent Degrees) be revised as shown in Item 11.2(c)(ii).

EXECUTIVE SUMMARY:

The new concurrent degree programs in Artificial Intelligence Systems Engineering will offer two separate Bachelor of Engineering Science (BESc) degrees – one for professional accreditation and one in Artificial Intelligence Systems Engineering, which is not accredited (see [Item 11.2\(c\)\(i\)](#)). The policy on Registration and Progression in Three-Year, Four-Year and Honours Degrees will be amended to accommodate this and enable the recording of the two-degree structure in the student system by the Office of the Registrar.

ATTACHMENT(S):

[Revised policy on Registration and Progression in Three-Year, Four-Year and Honours Degrees](#)

Registration and Progression in Three-Year, Four-Year and Honours Programs

Policy Category:	Registration, Progression, Graduation
Subject:	Registration and Progression in Three Year, Four-Year and Honours Programs
Subsections:	<u>Structure of the Degree</u> <u>Breadth Requirements for Bachelor Degrees</u> <u>Faculty of Registration</u> <u>The Degree Structure</u> <u>The Honours Bachelor Degree</u> <u>The Bachelor Degree (Four-Year)</u> <u>The Bachelor Degree (Three-Year)</u> <u>Admission, Progression and Graduation Chart</u> <u>Additional Modules</u> <u>Post-Degree Modules</u> <u>Second Degree</u> <u>Student Responsibility for Course Selection</u> <u>Registration/Course Selection</u> <u>Intramural Transfers to BA, BSc and BHSc</u> <u>Progression Requirements</u> <u>Elective Course Credit for all Music Courses</u> <u>Guaranteed Admission of Music Education Graduates to Faculty of Education</u> <u>Brescia University College Eligibility for Modules in Health Sciences (BHSc) and Kinesiology</u> <u>Brescia University College - Graduation Requirements</u> <u>Honours Program in French – Besançon</u>
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*
Effective Date:	September 1, 2022

Registration and Progression

Supersedes: *

The first part of the policy is unchanged

Second Degree (When One Degree is a Professional Degree)

Professional Degrees:

BA Honours Business Administration, BEd, BEdH, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW (Hons), DDS, LLB, MD, MDiv, MTS

1. Sequential Degree

- **Students who have completed a professional degree and are seeking a Three or Four-Year or Honours Bachelor Degree**
Students who have been awarded a professional degree by this or another accredited university may be granted advanced standing for a maximum of 10.0 courses toward fulfillment of graduation requirements for a Three or Four-Year Bachelor Degree or a four-year Honours Bachelor Degree. Students must consult the Faculty offering the second degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.
- **Students who have completed a Three or Four-Year or Honours Bachelor Degree and are seeking a professional degree**
Students who have received a Three or Four-Year or Honours Bachelor Degree from this or another accredited university may be granted advanced standing toward a professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.
- **Students who have already completed a professional degree and are seeking a second professional degree**
Students who have already received a professional degree from this or another accredited university may be granted advanced standing towards the fulfillment of graduation requirements of a second professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.

Registration and Progression

2. Concurrent Degrees - One Professional and One Bachelor Degree Taken at the Same Time

Students who are currently registered in a professional degree may apply for permission to register concurrently in a Bachelor degree. Tuition fees applicable to the professional degree will be assessed and primary registration will reflect the Faculty offering the professional degree.

Students must consult the Dean's office of both Faculties for permission to register in, progress in and graduate with a second undergraduate degree with an Honours Specialization, Specialization or Major module.

A complete statement by the Dean of the Faculty offering the Three or Four-Year or Honours Bachelor Degree must be forwarded to the student, with a copy to the Office of the Registrar specifying:

- a) The courses that may be credited towards both degrees to a maximum of 10.0, with no more than 5.0 courses from faculties other than Arts and Humanities, Health Sciences (excluding Nursing), Information and Media Studies, Science and Social Science.
- b) The number and kind of courses required to complete graduation requirements for the second degree including all senior courses for the Honours Specialization, Specialization or Major.
- c) These Concurrent Degree regulations do not apply to Senate-approved Combined or Joint degrees.

The Faculty of Engineering is permitted to offer Concurrent Degree Programs where graduating students receive two Bachelor of Engineering Science (BESc) degrees:

- **one BESc degree for professional accreditation purposes in either Chemical Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Biomedical Engineering**
- **one BESc degree for professional accreditation purposes in either Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Artificial Intelligence Systems Engineering**

~~The Faculty of Engineering is allowed to offer a Concurrent Degree Program where graduating students will receive two Bachelor of Engineering Science (BESc) degrees: one degree for professional accreditation purposes in either Chemical Engineering, Electrical Engineering, Mechanical Engineering, or~~

Registration and Progression

~~Mechatronic Systems Engineering, and one in Biomedical Engineering.~~

NOTE: In the case of professional degrees for which normal admission requires one or two years of study in a Bachelor degree, the courses taken as part of such a degree must be included among the 10.0 courses Double credited towards both degrees.

Students are encouraged to obtain academic counselling from the Dean of each Faculty during the course of their concurrent degree. Students who fail to meet the progression requirements of either degree will be required to withdraw from the concurrent degree.

3. Combined / Joint Degrees

- **Students who wish to complete Combined or Joint Degrees**
Combined or Joint Degrees are Senate-approved degrees created by two Faculties where one or both degrees are professional degrees. Normally, these academic options are listed within departmental or Faculty degree availability sections. Some examples are as follows:

Bachelor of Engineering Science and Bachelor of Laws (BESc/JD) Doctor of Medicine and Doctor of Philosophy (MD/PhD)

The remainder of the policy is unchanged

ITEM 11.2(d) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program” Policy

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program” policy be revised as shown in Item 11.2(d).

EXECUTIVE SUMMARY:

The Weighted Average Chart indicates the courses that must be completed prior to Year 4 for the Honours Specialization modules that lead to a Bachelor of Medical Science (BMSc) degree. Amendments are being made to the Weighted Average Chart due to recent and proposed revisions to modules.

The Honours Specialization in Medical Bioinformatics has recently been revised to allow Data Science 2000A/B as an alternative to Statistics 2857A/B. The column of Modular courses responsible for 1/3 of the Weighted Average is being revised to include this alternative modular course. The Department of Computer Science is in the process of revising the prerequisite for Computer Science 2121A/B to include “Computer Science 1026A/B with a mark of at least 60% and registration in Medical Sciences First Entry” as an alternative to Computer Science 2120A/B as a prerequisite. Since Computer Science 1026A/B cannot be used as both a 1000-level Admission Requirement and as a modular requirement, the decision has been made to remove Computer Science 2120A/B from the Weighted Average Chart.

The Department of Physiology and Pharmacology has proposed a new course to be introduced for September 2022 – Physiology and Pharmacology 2000 – and this course will be allowed as an alternative for (Physics 2101A/B and 2102A/B) or Physiology 2130 or Physiology 3120 for the Honours Specialization in Medical Biophysics (Medical Science Concentration). The column of Modular courses responsible for 1/3 of the Weighted Average is being revised to include this alternative modular course.

Anatomy and Cell Biology 3700F/G is being added as an alternative modular course to both the Honours Specialization in Biochemistry and Cell Biology and the Honours Specialization in Biochemistry of Infection and Immunity. The column of Modular courses responsible for 2/3 of the Weighted Average is being revised to include this alternative modular course.

The modular requirements for the Honours Specialization in Biochemistry and Pathology of Human Disease were previously modified to include Biochemistry 3390B as a course from a picklist of 2000-level courses. Biochemistry 3390B is now being added to the list of these courses from which 0.5 must be taken in the Weighted Average Chart. The modular requirements are currently being modified such that students will not be required to take Biochemistry 3385B and/or 3386B. These courses are being removed from the column of Modular courses responsible

for 2/3 of the Weighted Average, reducing the number of courses in this column from 3.5 to 2.5 for this module.

Computer Science 1026A/B is being removed from modular requirements for the Honours Specialization in Computational Biochemistry. It is being removed from the list of Admission Requirements that includes 2000-level courses and shifted to the list of 1000-level Admission Requirements and it will no longer be included in the Weighted Average Chart.

ATTACHMENT(S):

[Revisions to the Admission to the Bachelor of Medical Sciences \(BMSc\) Program policy \(Weighted Average Chart\)](#)



Admission to the Bachelor of Medical Sciences (BMSc) Program

Policy Category:	Registration, Progression, Graduation
Subject:	Admission to the Bachelor of Medical Sciences (BMSc) Program
Subsections:	Modules Offered in the BMSc Program; Weighted Average Chart
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy and Awards (SCAPA)
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	Medical Sciences First Entry
Effective Date:	September 1, 2022
Supersedes:	September 1, 2021

This section of the policy is unchanged

Admission to the BSc Program

WEIGHTED AVERAGE CHART

Honours Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Biochemistry and Cell Biology	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	4.0 courses: Biochemistry 3380G, Biochemistry 3381A and Biochemistry 3382A; Biology 3316A/B or Physiology 3140A; one of Anatomy and Cell Biology 3700F/G , Biochemistry 3390B or Biology 3326F/G; Anatomy and Cell Biology 3309; Anatomy and Cell Biology 3329A/B.
Biochemistry and Pathology of Human Disease	3.5 courses: Biochemistry 2280A; Biology 2382A/B; Biology 2581A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; 0.5 course from Biochemistry 3390B , Biology 2290F/G, Chemistry 2211A/B, Chemistry 2214A/B, Chemistry 2374A, Chemistry 2384B, Microbiology and Immunology 2500A/B.	2.5 3.5 courses: Biochemistry 3381A, Biochemistry 3382A, Biochemistry 3385A, Biochemistry 3386B, Biochemistry 3380G; Pathology 3500 or the former Pathology 3240A and the former Pathology 3245B
Biochemistry of Infection and Immunity	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	3.5 courses: One of Biochemistry 3380G, Microbiology and Immunology 3610F or Microbiology and Immunology 3620G; Biochemistry 3381A and Biochemistry 3382A; one of Anatomy and Cell Biology 3700F/G or Biochemistry 3390B; Microbiology and

Admission to the BMSc Program

		Immunology 2500A/B, Microbiology and Immunology 3100A, Microbiology and Immunology 3300B
Computational Biochemistry	3.0 3.5 courses: Biochemistry 2280A; Biology 2581A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; Biology 2244A/B or Statistical Sciences 2244A/B; Computer Science 1025A/B or Computer Science 1026A/B ; Computer Science 1027A/B.	3.0 courses: Biochemistry 3381A and Biochemistry 3382A, Biochemistry 3383F/G, Biochemistry 3390B; Computer Science 2210A/B and Computer Science 2211A/B.
Medical Bioinformatics	4.0 courses: Biochemistry 2280A; Biology 2382A/B; Biology 2581A/B; one of Data Science 2000A/B or Statistical Sciences 2857A/B; one of Biology 2244A/B, Statistical Sciences 2244A/B or Statistical Sciences 2858A/B; Computer Science 2120A/B ; Computer Science 2121A/B; Mathematics 1229A/B or Mathematics 1600A/B.	3.0 courses: Computer Science 3120A/B or 3121A/B; Medical Bioinformatics 3100A/B; Pathology 3500 or the former Pathology 3240A and 3245B; Physiology 3120.
Medical Biophysics (Medical Sciences Concentration)	3.0 courses: Biochemistry 2280A; Chemistry 2213A/B; Physics 2101A/B and Physics 2102A/B, or Physiology 2130 or Physiology 3120 or Physiology and Pharmacology 2000 ; Biology 2244A/B or Statistical Sciences 2244A/B; Computer Science 2035A/B.	3.5 courses: Medical Biophysics 3330F/G, Medical Biophysics 3501A, Medical Biophysics 3503G, Medical Biophysics 3505F, Medical Biophysics 3507G, Medical Biophysics 3645A/B and Medical Biophysics 3970Z.

This remainder of the policy is unchanged

ITEM 11.2(e) – King’s University College: Introduction of a Minor in Migration and Border Studies and Introduction of Interdisciplinary Studies 2277F/G

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, a Minor in Migration and Border Studies be introduced by King’s University College as shown in Item 11.2(e), and

 That effective September 1, 2022, Interdisciplinary Studies 2277F/G: Borders, Bodies and Boundaries be introduced by King’s University College as shown in Item 11.2(e).

EXECUTIVE SUMMARY:

The introduction of the Minor in Migration and Border Studies addresses a need to tackle current global challenges that have longstanding and coinciding research interests at King’s University College. Student engagement and advocacy have a consistent history at King’s through various experiential learning opportunities, refugee sponsorship through King’s Campus Ministry’s association with the Syrian refugee crisis, and with advocacy and activism built into curriculums of many programs, all of which is central to the mission of Catholic liberal arts. Further, an increasing number of students enrolled at King’s are migrants and have an interest in enhancing understanding and engaging with their personal experiences.

The Minor will prepare students to meet the growing imposition of frontiers and borders locally, globally, aesthetically and intellectually, and their impact on nation states, cultures, Indigenous Peoples, languages, gender, the class system, and growing digital divides. The Minor aims to integrate both experiential learning and research for undergraduate students to engage with the material at both international and local levels and provide opportunities for collaboration on faculty research projects.

Interdisciplinary Studies 2277F/G will be introduced to serve as a core requirement for the Minor in Migration and Border Studies. The course will draw on a range of interdisciplinary perspectives and will examine the causes, consequences and experiences of borders and the people who cross them. The course will investigate geographically diverse examples, and students will read widely across anthropology, geography, sociology, history, and political theory, as well as journalism and fiction, to examine the ways in which borders have emerged and how related forms of circulation and suppression are lived and shape our world today.

ATTACHMENT(S):

[New Calendar Copy – Minor in Migration and Border Studies](#)

[New Calendar Copy – Interdisciplinary Studies 2277F/G](#)

NEW CALENDAR COPY

MINOR IN MIGRATION AND BORDER STUDIES

Admission Requirements

Completion of first year requirements including 1.0 course numbered 1000-1999 from Group A and 1.0 course numbered 1000-1999 from Group B with a minimum grade of 60% in each course.

Module

4.0 courses:

0.5 course: Interdisciplinary Studies 2277F/G

1.5 course numbered 2000 and above from Group A

2.0 courses numbered 2000 and above from Group B

GROUP A

English 1027F/G

English 1028F/G

Philosophy 1050F/G

Philosophy 1120F/G

Social Justice and Peace Studies 1025F/G

Social Justice and Peace Studies 1026F/G

Other courses may be considered by the Department

Childhood and Youth Studies 2221A/B

English 2071F/G

English 2072F/G

English 2262F/G

English 3679F/G

English 3680F/G

English 3698F/G

English 2699F/G

History 4502F/G

Political Science 2218F/G

Political Science 3311F/G

Political Science 4407F/G

Social Justice and Peace Studies 2303A/B

Social Justice and Peace Studies 2304F/G

Social Justice and Peace Studies 3211F/G

Sociology 2270A/B

Sociology 2271A/B

Sociology 2281F/G

Sociology 3341F/G

Sociology 3344F/G

Sociology 3382F/G

Sociology 3371F/G

Sociology 3378F/G
Sociology 3387F/G
Sociology 4441A/B

GROUP B

Political Science 1021F/G
Political Science 1022F/G
Sociology 1020E/W/X or Sociology 1021E
Other courses may be considered by the Department

Childhood and Youth Studies 3366F/G
Childhood and Youth Studies 3367F/G
Political Science 3301F/G
Political Science 3307F/G
Political Science 3302F/G
Social Justice and Peace Studies 2290F/G
Social Justice and Peace Studies 2302A/B
Social Justice and Peace Studies 3210F/G
Social Justice and Peace Studies 3367F/G
Social Justice and Peace Studies 3375F/G
Sociology 2281A/B
Sociology 3318F/G
Sociology 3342F/G
Sociology 3354F/G
Sociology 3351F/G
Sociology 4416F/G
Other courses may be considered by the Department

NEW CALENDAR COPY

Interdisciplinary Studies 2277F/G: Borders, Bodies and Boundaries

Students explore causes, consequences and experiences of borders and the bodies that cross them. Examining geographically diverse examples, across academic disciplines (i.e., anthropology, geography, sociology, history, politics, journalism, fiction), we investigate how borders and boundaries emerge and how related forms of circulation and suppression are lived and shape our world.

Antirequisites: None
Prerequisites: Second year standing
Extra Information: 3 hours
Course Weight: 0.5 course.
(King's)

ITEM 11.2(f)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies be revised as shown in Item 11.2(f)(i).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing to change the requirements of the existing 1-year Master of Arts (MA) in Hispanic Studies (Project-based) to add an additional required 0.5 credit course in Principles of Language Teaching and Acquisition, add two new milestones (Program Colloquium; Second Language Proficiency & Professionalization), and reduce the elective course requirements from 2.5 credits to 1.0 credits. The School is also proposing to introduce a new 2-year thesis-based curriculum option for the MA in Hispanic Studies.

Further, the School is proposing to change the requirements of the existing PhD in Hispanic Studies to add an additional required 0.5 credit course in Principles of Language Teaching and Acquisition, remove a current required 0.5 credit course, and add two new milestones (Program Colloquium; Second Language Proficiency & Professionalization).

ATTACHMENT(S):

[Proposal to Revise the Master of Arts \(MA\) and Doctor of Philosophy \(PhD\) in Hispanic Studies](#)

Proposal to Revise the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies

The School of Graduate and Postdoctoral Studies is proposing the following changes to the graduate program in Hispanic Studies:

- 1. Revisions to the requirements of the existing 1-year Master of Arts (MA) in Hispanic Studies (Project-based)**
 - Add an additional required course: Spanish 9613A – Principles of Language Teaching and Acquisition (0.5 Credits). In this course, students will broaden their knowledge about the processes involved in the teaching and learning of a language; it is expected that this will strengthen their performance as TAs in undergraduate courses, while contributing to their professionalization.
 - Add two new milestones: Interdisciplinary Approaches to Hispanic Studies – Program Colloquium; Second Language Proficiency & Professionalization.
 - Reduce elective course requirements from 2.5 credits to 1.0 credits
- 2. Introduce a new 2-year thesis-based curriculum option for the MA in Hispanic Studies.**
- 3. Revisions to the requirements of the existing PhD in Hispanic Studies**
 - Add an additional required course: Spanish 9613A – Principles of Language Teaching and Acquisition (0.5 Credits). In this course, students will broaden their knowledge about the processes involved in the teaching and learning of a language; it is expected that this will strengthen their performance as TAs in undergraduate courses, while contributing to their professionalization. This course requirement will be waived for students who completed it as MA students in our program.
 - Remove a current required course: Spanish 9785A - Interdisciplinary Approaches to Hispanic Studies (0.5 Credits).
 - Add two new milestones: Interdisciplinary Approaches to Hispanic Studies – Program Colloquium; Second Language Proficiency & Professionalization (Spanish or English, depending on whether the students are domestic or international)

Interdisciplinary Approaches to Hispanic Studies – Program Colloquium

To complete the Colloquium milestone, students in their first year in the program must attend all sessions (around 13 x year) and, after that, they need to attend 75% of sessions (or no less than 9 x year).

Second Language Proficiency & Professionalization

During the past few years, the program has observed that international students struggle to complete the English proficiency requirement. Equally, domestic students' fluency and

writing skills in Spanish could be improved. The introduction of this new milestone will contribute to balance the field in terms of the bi-lingual fluency of all students (domestic and international). The aim of the milestone is to provide students with a set of skills to properly conduct research in two languages: domestic students will improve their Spanish, and international students their English. In consultation with supervisors and with the Graduate Chair and/or Committee, the instructor of each course in the program will assign students a set of readings in either Spanish or English (depending on which is the language that they need to improve) related to their research topic or interests. Student will have to write a review of an article in the language in which the article is written. Throughout their studies, students will be asked to do brief presentations on their own research and its progress in that second language. To complete this milestone, students will have to read and review in writing a minimum of 4 articles and a maximum of 6, and will have to do a minimum of 2 and a maximum of 4 oral presentations. This milestone may be waived for fully bilingual students, who can demonstrate that they have previous formal education in both languages.

Rationale

The program has received mixed feedback about the 1-year format from students: while for some of them it seems to work out fine, for others it feels ‘rushed’, and insufficient to properly settle into a study routine at the graduate level. These perceptions transcend the domestic / international student divide.

The proposed new model would bring dynamism to the program and a competitive edge, while also providing students with the option to choose between a 1-year or a 2-year MA, depending on their professional interests and needs.

By reducing the number of courses and changing the requirements of the 1-year MA, the program believes that students will be able to better concentrate on their research interests and skills, while also improving their teaching abilities. Equally, this would facilitate the option of pursuing a collaborative program.

Current program	Proposed Program
<p>MA, Hispanic Studies (Project-based)</p> <p>Duration: 3 terms</p> <p><u>Courses</u> (3.0 Total Credits) Required Courses (0.5 Credits)</p> <ul style="list-style-type: none"> • SPANISH 9505A - RESEARCH METHODS & PROFESSIONALIZATION (0.5) 	<p>MA, Hispanic Studies (Project-based)</p> <p>Duration: 3 terms</p> <p><u>Courses</u> (2.0 Total Credits) Required Courses (1.0 Credits)</p> <ul style="list-style-type: none"> • SPANISH 9505A - RESEARCH METHODS & PROFESSIONALIZATION (0.5) • SPANISH 9613A – PRINCIPLES OF LEARNING AND TEACHING A SECOND LANGUAGE (0.5)

<p>Elective Courses (2.5 Credits) Any course offered and/or approved by the program</p> <p><u>Milestones (3)</u></p> <ul style="list-style-type: none"> • Academic Integrity Module • English Language Proficiency • Major Research Paper <p>MA, Hispanic Studies (Thesis-based)</p> <p>Doesn't currently exist</p>	<p>Elective Courses (1.0 Credits) Any course offered and/or approved by the program</p> <p><u>Milestones (5)</u></p> <ul style="list-style-type: none"> • Academic Integrity Module • Interdisciplinary Approaches to Hispanic Studies – Colloquium • Second Language Proficiency & Professionalization • English Language Proficiency • Major Research Paper <p>MA, Hispanic Studies (Thesis-based)</p> <p>Expected Duration: 6 terms</p> <p><u>Courses (3.0 Total Credits)</u> Required Courses (1.0 Credits)</p> <ul style="list-style-type: none"> • SPANISH 9505A - RESEARCH METHODS & PROFESSIONALIZATION (0.5) • SPANISH 9613A – PRINCIPLES OF LEARNING AND TEACHING A SECOND LANGUAGE (0.5) <p>Elective Courses (2.0 Credits) Any course offered and/or approved by the program</p> <p><u>Milestones (5)</u></p> <ul style="list-style-type: none"> • Academic Integrity Module • Interdisciplinary Approaches to Hispanic Studies – Colloquium • Second Language Proficiency & Professionalization • English Language Proficiency • Thesis
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<p>PhD, Hispanic Studies</p> <p>Duration: 12 terms</p> <p><u>Courses</u> (3.0 Total Credits) Required Courses (1.0 Credits)</p> <ul style="list-style-type: none">• SPANISH 9605A - RESEARCH METHODS & PROFESSIONALIZATION (0.5)• SPANISH 9785A - INTERDISCIPLINARY APPROACHES TO HISPANIC STUDIES (0.5) <p>Elective Courses (2.0 Credits) Any course offered and/or approved by the program</p> <p><u>Milestones</u> (8)</p> <ul style="list-style-type: none">• Academic Integrity Module• Course Design #1• Thesis Proposal• Course Design #2• Third Language• Publication• English Language Proficiency• Thesis	<p>PhD, Hispanic Studies</p> <p>Duration: 12 terms</p> <p><u>Courses</u> (3.0 Total Credits) Required Courses (1.0 Credits)</p> <ul style="list-style-type: none">• SPANISH 9605A - RESEARCH METHODS & PROFESSIONALIZATION (0.5)• SPANISH 9613A – PRINCIPLES OF LEARNING AND TEACHING A SECOND LANGUAGE (0.5) <p>*If 9613A was completed previously the requirement will be waived</p> <p>Elective Courses (2.0 Credits) Any course offered and/or approved by the program</p> <p><u>Milestones</u> (10)</p> <ul style="list-style-type: none">• Academic Integrity Module• Course Design #1• Thesis Proposal• Course Design #2• Third Language• Publication• English Language Proficiency• Interdisciplinary Approaches to Hispanic Studies – Colloquium• Second Language Proficiency & Professionalization• Thesis <p>*Second Language Proficiency & Professionalization milestone waived if student completed the requirement as an MA student at Western, or if the student is fluent in English and Spanish</p>
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ITEM 11.2(f)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Course-Based Master of Health Information Science (MHIS)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2023, the Course-based Master of Health and Information Science (MHIS) be revised as shown in Item 11.2(f)(ii).

EXECUTIVE SUMMARY:

Currently, the Health Information Science program offers two Master of Health and Information Science (MHIS) options: (1) thesis-based; and (2) course-based with a Major Research Project (MRP). Both options are 2 years (6 terms) in length. The Faculty of Information and Media Studies and the Faculty of Health Sciences are proposing to transition the MHIS course-based option to a 1-year program (3 terms). This change will involve (1) replacing the MRP milestone with a related, yet broader Knowledge Synthesis course which allows for a knowledge-generating activity; and (2) reducing the elective requirements from 1.5 credits (3 courses) to 1.0 credits (2 courses). The proposed modifications will allow for the expansion, growth, and long-term sustainability of this already successful program.

ATTACHMENT(S):

[Proposal to Revise the Course-Based Master of Health Information Science \(MHIS\)](#)

Proposal to Revise the Course-Based Master of Health Information Science (MHIS)

Currently, the Health Information Science program offers two Master of Health and Information Science (MHIS) options: (1) thesis-based; and (2) course-based with a Major Research Project (MRP). Both options are 2 years (6 terms) in length. The School of Graduate and Postdoctoral Studies is proposing to transition the MHIS course-based option to a 1-year program (3 terms). This change will involve:

- (1) replacing the MRP milestone with a related, yet broader Knowledge Synthesis course which allows for a knowledge-generating activity; and
- (2) reducing the elective requirements from 1.5 credits (3 courses) to 1.0 credits (2 courses).

The proposed 1-year course-based MHIS option will keep the existing set of core courses required in the current 2-year course-based option: a focus on fundamental principles in Health Information Science, Health Informatics, Research Methods, and Knowledge Translation. Existing and new specialty courses (electives) will provide additional competencies in specific areas of interest to Health Information Science (e.g., health equity, artificial intelligence, Indigenous health, health systems, etc.). Course-based learning (Sept – April) will be complemented by an experiential learning opportunity (i.e., Knowledge Synthesis course) (May – Aug) to provide a comprehensive education, generating well-rounded students who can meet employers' needs.

The proposed modification re-orientes the course-based option away from creating research knowledge and toward translating and applying research knowledge in real-life health information settings. This change will therefore offer a strong graduate-level experiential learning option for students not interested in doing an independent research project and will more clearly distinguish the thesis-based from the course-based option. Further, the one-year option will allow the bridging of theory and hands on practice, enabling students to contribute to and solve real world, grounded important problems.

Both FIMS and FHS have recently adopted one-year course-based options in existing Master's programs (e.g., FIMS MA in Media Studies; FHS MCISc in Advanced Health Care Practice; Master of Applied Health Science; Master of Nursing – Leadership in Professional Nursing Practice). These changes have been successful in refreshing Master's level education and providing students with new opportunities to create and disseminate research-based knowledge.

Current program	Proposed Change(s)
<p>The current MHIS course- based option with MRP is 6 terms (2 years) and includes 4 required courses, 3 elective courses, and the completion of a MRP</p>	<p>The proposed course-based option will be 3 terms (1 year) and includes 4 pre-existing required courses; 2 elective courses; and the completion of a new Knowledge Synthesis course.</p>
<p>Required courses: 1) HIS 9241 Interdisciplinary Issues in Health Information Science; 2) FIMS 9325 Introduction to Health Informatics; 3) HEALTSCI 9623 Perspectives in Knowledge Translation; 4) HEALTSCI 9601 Qualitative/Quantitative Methods in Health Sciences</p>	<p>Required courses: 1) HIS 9241 Interdisciplinary Issues in Health Information Science; 2) FIMS 9325 Introduction to Health Informatics; 3) HEALTSCI 9623 Perspectives in Knowledge Translation; 4) HEALTSCI 9601 Qualitative/Quantitative Methods in Health Sciences 5) HIS 9XXXL Knowledge Synthesis (0.5 Credits)</p>
<p>Elective courses In the current MHIS 2-year course based option, students take 3 elective courses.</p>	<p>Elective courses In the proposed option students take 2 elective courses and will have the opportunity to take advantage of courses from within FIMS and FHS. Additionally, students can take electives from outside the program.</p>
<p>Timeline Term 1 – 3 required courses Term 2 - 1 required course, elective(s) Term 3 - MRP Preparation Term 4, 5, 6- Remaining elective(s); MRP</p>	<p>Timeline Term 1 – 2 required courses, 1 elective Term 2 - 2 required course, 1 elective Term 3 - Knowledge Synthesis course</p>
<p>MRP Students completing the MRP require an academic supervisor (faculty member) for the project. The MRP product, usually 25-30 pages double-spaced (plus bibliography), is to be completed by Term 6, and evaluated by both the superior and an external faculty member reader. The MRP is then deemed to be acceptable, acceptable with revisions, or not acceptable. The MRP can take different forms but is commonly a report</p>	<p>Knowledge Synthesis Course Students in the 1-year MHIS option will complete a new knowledge synthesis course that will replace the legacy MRP activity. The course is intended to provide students the opportunity to critically examine the application of research and theory in practice, with the guidance of the course professor and a <i>Mentor</i>. Students will undertake field work in a specific area of interest to meet their learning goals as negotiated with their course supervisor and a</p>

in the form of a secondary analysis of previously collected data; a comprehensive literature review; or some other scholarly work/report that displays substantial new knowledge presentation.	<i>Mentor</i> in research or practice (e.g., academia, public sector, industry, policy, etc.). Course content will be individualized to meet each student's needs and professional goals.
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Knowledge Synthesis Course – Description

This course serves to support students to integrate, through experiential learning, theoretical aspects of research that have been introduced and explored in other core Master of Health Information Science courses. This course is based on the understanding that knowledge synthesis occurs through direct and vicarious experiences, reflection, critical analysis, consultation of the literature, and the sharing and critiquing of ideas. In this course, each student works with a *Mentor* of their choice in an established program of research or practice (e.g., academia, public sector, industry, policy, etc.) to gain practical experience in the application of knowledge within the context of Health Information Science. Students may partner with another classmate or work individually. Whether this is face-to-face or at a distance will depend on the needs of the project and the student and will be negotiated with the *Mentor* as part of the project plan. Outcomes of this experience may include completion of participation in the following activities/projects (but not limited to): literature review development, program or product evaluation, quality improvement, primary or secondary data collection and/or analysis, development of proposals/requests for proposal, and other aspects of the process that are tailored for the individual student experience, sensitive to areas where HIS graduates commonly seek employment (e.g., academia, public sector, industry, policy, etc.).

To facilitate the delivery of this Knowledge Synthesis course, *Mentors* currently working in various domains (e.g., academia, industry, policy, etc.) will be matched with students early in the Winter term, based on their respective interests and skill background. The course supervisor (likely the HIS Chair or faculty delegate) will be responsible for overall student assessment in this course (i.e., pass/fail), in collaboration with insight from project *Mentors*. The HIS program coordinator will assist in the larger coordination and alignment of students with suitable *Mentors*, and basic liaison to ensure fidelity of the learning experience over the semester.

It is expected that each student will devote a minimum of 100 hours of time to work on the course and this includes class time as well as the preparation time required to complete projects/activities led by the *Mentor* (this hour minimum is comparable to other Knowledge Synthesis courses, APPLHSC9099 and Nursing 9693). A final presentation of all students' work will also be held at the end of the semester for students to showcase their projects/activities and learnings over the duration of the Knowledge Synthesis course.

ITEM 11.2(g)(i) – Policy Revision: Academic Records and Student Transcripts

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the policy on Academic Records and Student Transcripts be revised as shown in Item 11.2(g)(i).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing to amend the policy on Academic Records and Student Transcripts to address the recording of milestones.

ATTACHMENT(S):

[Revisions to the Academic Records and Student Transcripts policy](#)



Academic Records and Student Transcripts

Policy Category:	General
Subject:	Academic Records and Student Transcripts
Subsections:	Personal Information Collection Notice ; Academic Records and Student Transcripts ; Grade Reports ; Co-Curricular Records ; Academic Transcripts ; Class Average, Class Size on Transcripts ; Transcript Notations ; Areas of Concentration in Law ; Recording Students' Names
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2022
Supersedes:	April 22, 2022; January 2021

PERSONAL INFORMATION COLLECTION NOTICE

This section of the policy is unchanged

ACADEMIC RECORDS AND STUDENT TRANSCRIPTS

The University maintains a record of a student's academic progress throughout his or her career at Western. This record provides information for academic counselling purposes and serves as the basis for producing grade reports and student transcripts. The following is a description of the kinds of information held by the University and the information that is provided on grade reports and transcripts.

Academic Records and Student Transcripts

Academic Files

The Registrar's Office keeps an electronic file of all information relating to a student's academic progress. This includes a student's:

- basis of admission
- address
- some biographic information (e.g., date of birth) that is collected and reported for Statistics Canada
- for students admitted directly from secondary school, the record of the Grade 12 courses, as well as marks submitted in support of their application for admission
- registration history and status
- courses attempted and grades achieved
- **milestones**
- Special Permissions granted
- all information relating to Advanced Standing and courses taken on Letters of Permission
- information on seals on academic records because of non-payment of fees, library fines, etc.

The academic file is a confidential internal document that is available only to individuals authorised to view the files. ~~These include members of the Registrar's Office, Academic Counselling Offices and Dean's Offices, Department Chairs, Undergraduate Coordinators, and counselling assistants.~~

There are other electronic files/databases on students, including:

- scholarship/bursary data
- fee payment information
- the Alumni database which includes information on degrees attained as well as the address of parents.

In addition to these electronic records, the Academic Counselling Office of a student's Faculty may keep a file containing written documents relating to a student's academic progress. These may include:

- Special Permission forms
- Special Examination Forms
- medical documents
- correspondence
- notes of interviews that students may have had with Academic Counsellors.

These files are also confidential internal documents that are available only to the student's Dean and Academic Counselling Office.

Academic Records and Student Transcripts

A student who has been found guilty of a scholastic offence may also have an offence record that is kept separate from the academic file. (See section on Scholastic Offences.)

GRADE REPORTS

Students are able to access their grades at the end of each academic term through their Student Center (student.uwo.ca). **Where appropriate,** courses attempted, **milestones recorded,** the grades achieved, comments concerning a student's eligibility for a requested program, progression and graduation eligibility, and averages ~~where appropriate,~~ are reported to the student. This information is confidential and may only be accessed by entering their Western user ID and password.

CO-CURRICULAR RECORD

This section of the policy is unchanged

ACADEMIC TRANSCRIPTS

A transcript is a copy of a student's permanent academic record at this University, duly certified by the Registrar. If in paper format, the transcript will bear the embossed seal of the University. If in electronic format, the transcript will be certified with a cryptographic signature. A transcript is privileged information and is available only upon the written or online request and payment of the fee by the student. (For current fees and processing time check the **website** ~~Web site~~ of the Office of the Registrar: <http://www.registrar.uwo.ca/>).

A transcript is required as one of the supporting documents for application to another university, graduate school, fellowship and scholarship applications, and is commonly required by prospective employers.

The transcript is a record of a student's academic progress. It contains the following information:

1. A listing of all courses attempted and the grades achieved, including courses from which a student has withdrawn without academic penalty.
2. **A listing of milestones that a student must complete to satisfy their academic requirements.**
3. A statement of the degree attained, including the area of concentration or Honours discipline and date of graduation.
4. Comments relating to a student's academic progress. These may include statements about a student's standing in a program, or that the student was

Academic Records and Student Transcripts

required to withdraw from the University or was placed on academic probation (e.g. for failing to meet progression requirements).

5. A listing of all undergraduate scholarships, awards, prizes, fellowships and medals awarded by the University to the student during the student's academic career at the University. [Note: This information is only available from May 1, 2000.]
6. A listing of selected National and Provincial graduate scholarships awarded to the student during the student's graduate career at the University. The listing of scholarships that are eligible to appear on transcripts is determined by the School of Graduate and Postdoctoral Studies.
[Note: This scholarship information is available only for graduate students from September 1, 2008.]
7. A listing of selected honours (i.e. Dean's Honour List, Global and Intercultural Engagement Honour - see <http://international.uwo.ca/>).

Note that a transcript reflects the current status of a student's record at the time it is issued. Students should ensure that any changes to the transcript (e.g., from an INC to a final grade) are recorded before ordering a transcript.

Students who have pursued more than one academic career (e.g., Graduate, Undergraduate, Professional, Education) at Western may request, in writing, a partial transcript. The partial transcript will display only those grades obtained during the specified academic career and will be identified as the transcript for that academic career (e.g., Graduate Transcript).

Transcripts can be ordered online through the Student **Center Centre** (student.uwo.ca) or by using the order form available from Student Central, RM 1120 Western Student Services building or from <https://registrar.uwo.ca/services/transcripts.html>
http://www.registrar.uwo.ca/student_records/transcripts/ordering_options.html.

Official transcripts are **sent mailed** by the Registrar's Office **as to institutions** designated by the student. The cost for transcripts can be found at <https://registrar.uwo.ca/services/transcripts.html>
www.registrar.uwo.ca/student_records/transcripts/index.html

* All transcript transactions in Student Central require valid identification.

The rest of the policy is unchanged

ITEM 11.2(g)(ii) – Policy Revision: Undergraduate Student Academic Appeals

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the policy on Undergraduate Student Academic Appeals be revised as shown in Item 11.2(g)(ii).

EXECUTIVE SUMMARY:

There are different pathways within the University to address specific types of grievances. However, the Senate Review Board Academic (SRBA) and the Secretariat have observed with increasing frequency that students are conflating the pathways (e.g., embedding a claim of race or disability discrimination within an academic appeal) and/or misapprehending the types of academic appeals that fall within the SRBA's jurisdiction. Therefore, clarification regarding the pathways will improve the efficiency of appeals below and at the SRBA level and establish realistic expectations regarding the relief available from the SRBA.

During the past year, the SRBA and the Secretariat have also observed a significant increase in the complexity of appeals, including voluminous submissions (e.g., 500+ pages) and more cases where a student is represented by an advocate or legal counsel. It would benefit students, faculty and the SRBA to set out specific structure to appeal submissions to facilitate efficient, focused review of the appeals.

Note: A future review of the Undergraduate Student Academic Appeals policy will be undertaken to separate Policy and Procedure, per the Policy on Establishing Senate Academic Policies and Procedures.

ATTACHMENT(S):

[Revisions to the Undergraduate Student Academic Appeals policy](#)



Undergraduate Student Academic Appeals

Policy Category:	Rights and Responsibilities
Subject:	Undergraduate Student Academic Appeals
Subsections:	Types of Academic Appeals ; Requests to Instructor, Department Chair, and Faculty Dean ; Procedure Below SRBA ; Appeals to SRBA ; SRBA Jurisdiction under MAPP Policy 7.0 – Academic Integrity in Research Activities
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Scholastic Discipline – Undergraduate Students ; Academic Integrity in Research Activities ; Academic Accommodation for Students with Disabilities
Effective Date:	September 1, 2022
Supersedes:	September 2019

The University Senate has delegated to Deans the right to waive any academic regulation. The Deans' rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA). SRBA is the final body to which students may appeal certain rulings of Deans in academic matters, and its decisions are final.

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TYPES OF ACADEMIC APPEALS

Student appeals generally fall into one of the following:

Category 1: Requests for relief relating to a specific course (e.g., with respect to a mark, grade, appropriateness of assignments or examinations, or grading practices).

Category 2: Requests for exemption from a Senate academic regulation (e.g., progression requirements, program eligibility, graduation requirements).

Category 3: Appeals against a decision by the Academic Counselling unit or Dean's Office of the student's Home Faculty (e.g., regarding academic considerations or academic regulations).

Category 4: Appeal of the finding of a scholastic offence or relief from a penalty resulting from a scholastic offence.

In general, Category 1 includes appeals intrinsic to a specific course, while all other categories involve appeals related to a particular student and difficulties they may have encountered.

The category of appeal determines the route followed. As a general principle, an appeal may only proceed via one pathway. Students in doubt as to the appropriate path for their requests should consult their Dean.

Note: Appeals relating to academic accommodations do not fall within the limited jurisdiction of the SRBA. The Appeal Procedures set out in the Policy on Academic Accommodation for Students with Disabilities deals with issues regarding the receipt and/or implementation of academic accommodations.

Note: Appeals relating to alleged discrimination do not fall within the limited jurisdiction of the SRBA.

The SRBA has jurisdiction to hear appeals of certain academic decisions of Deans. The Secretariat shall not accept, and the SRBA shall not consider, allegations set out in an Application for Hearing that fall outside of the SRBA's limited jurisdiction (see APPEALS TO SRBA, below).

Undergraduate Student Academic Appeals

REQUESTS TO INSTRUCTOR, DEPARTMENT CHAIR, AND FACULTY DEAN

Note: Throughout this document, reference to "Dean" is to be interpreted "Dean or ~~his/her~~ **their** designate or equivalent", and reference to "Department Chair" is to be interpreted "Department Chair or ~~his/her~~ **their** designate or equivalent."

Requests for relief should be initiated in the office having immediate jurisdiction for the particular requirement or regulation in question.

In the case of a request for relief regarding a specific course (i.e., Category 1 above) not involving medical or compassionate circumstances (see "Grounds" below), the request must be initiated with the course instructor and will proceed in the order:

~~Requests for relief for undergraduate students ordinarily proceed in this order:~~

- a) Course instructor (informal consultation)*
- b) Department Chair (submission of written request)
- c) Faculty Dean (submission of written request)

* A request for relief relating to a specific course (e.g., with respect to a mark, grade, appropriateness of assignments or examinations, or grading practices) must be initiated with the appropriate course instructor. ~~Requests for relief on other matters should be initiated in the office having immediate jurisdiction for the particular requirement or regulation in question. Students in doubt as to the appropriate level at which to initiate such requests should consult their Dean. Scholastic offences will be handled in accordance with the Policy on Scholastic Discipline.~~

Normally, a request for relief in a **Certificate-credit or Diploma-credit course** will proceed as set out above. Except as otherwise noted, in cases where a certificate-credit or diploma-credit course is offered by a Faculty with department structure, but is not offered by a particular department, a request for relief will proceed directly from the instructor to the Dean of the Faculty.

In a course offered by **Continuing Studies at Western**, "Department Chair" shall be interpreted as "Director of Continuing Studies at Western" and "Faculty Dean" shall be interpreted as "Dean of the partnering Faculty."

Requests for exemption from a Senate academic regulation (Category 2) normally begin with the student's Home Faculty Academic Advisors and proceed to the Faculty Dean if no resolution is reached.

An appeal against a decision made by a student's Faculty Academic Counselling unit (Category 3) should be made to the party with direct oversight of that unit, typically the Dean of the student's Home Faculty.

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Note that Category 4 is handled in accordance with the Policy on Scholastic Discipline.

Requests for Relief

A student may request that a grade on a particular piece of work, or a final standing in a course or program, be changed; OR a student may request an exemption from a Senate academic regulation. The subject of a request for relief can range from waiver of progression requirements, to accuracy of grades on examinations or assignments, to appropriateness of sanctions imposed for scholastic offences. Such a request can include questions of fairness or appropriateness of general grading practices, and can be launched regardless of whether a record of the student's work exists.

Examples of relief that can be considered by a Dean:

1. Waiver of a Senate regulation or requirement.
2. Allowing the opportunity for re-examination or reassessment.
3. Directing the adjustment of a grade on a particular piece of work, e.g., following the report of an independent assessor. [It is possible that a grade may be lowered as a result of reassessment.]
4. Directing the adjustment of grades in the case of a request for relief against general marking or grading practices. [This form of relief does not extend to the re-evaluation of the work submitted.]
5. Setting aside or adjusting a ruling at a previous level that a scholastic offence occurred, or adjusting the severity of a sanction imposed for a scholastic offence.

Not all types of relief are suitable for any given request. For example, in the absence of an adequate permanent record of the student's work, the only form of relief that might be appropriate would be allowing the opportunity for reassessment.

Grounds

The grounds for a request for relief may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the appellant's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Note that requests for relief based on medical or compassionate circumstances should in most cases have been made to the student's Dean's Office/Academic Counselling unit at the time of the circumstances. Requests

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for retroactive relief based on such circumstances and which do not involve the fairness of the course itself should be initiated with the Dean's Office/Academic Counselling unit of the student's Home Faculty and include a clear explanation of why academic considerations were not requested in a timely manner.

Ignorance of Senate regulations and policies, and particular program requirements and policies, as set out in the Academic Calendar, does not constitute grounds for a request for relief.

PROCEDURE BELOW SRBA

Deadlines for Requests for Relief

Marks: A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the department within three weeks from the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by the following dates:

January Marks:	January 31
April/May Marks:	June 30
Intersession:	July 31
May/June Dentistry Marks:	July 31
Summer Evening:	August 31
Summer Day:	September 15
Spring/Summer Distance Studies Courses:	October 15

A request for relief against a decision of the Chair must be made to the Dean in writing not later than three weeks after the Chair's decision is issued. All relevant information and documentation must be provided to the Dean with the request for relief.

Program eligibility and progression: A request for relief against a decision concerning program eligibility must be made to the Chair of the department in writing by June 30. A request against a decision of the Chair must be made to the Dean in writing within three weeks of the Chair's decision being issued. Students requesting a Dean's Waiver of Progression Requirements must do so in writing to the Dean of their Faculty by June 30 (if required to withdraw at the end of April), or within 30 days of the grades becoming available through their Student Center, as posted by the Office of the Registrar (if required to withdraw following any other session).

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Other requests for relief: Requests for relief regarding Scholastic Offences and other matters not related to the normal completion of a course during a regular academic session (including requests for relief against grades in a Special Examination, satisfaction of "Incomplete" requirements, etc.), must be made in writing within three weeks of the date of a decision being issued. **In the case of a scholastic offence, the procedures for a request for relief are set out in the Policy on Scholastic Discipline.**

Notes:

1. In the **Medical Program**, a request for relief against a mark must be initiated with the instructor within four weeks of the mark being approved by the appropriate administrative committee. All other requests for relief must be made within four weeks of the date of the decision giving rise to the request for relief. A request for relief to each successive level of appeal must be made within four weeks of the date of the decision at the prior level.
2. In the **Faculty of Law**, a request for relief against a final grade in a course must be submitted to the Dean by March 1 for First Term Marks; by April 1 for January-**intensive** Term Marks; and, by June 30 for Spring Term Marks. All other applicable deadlines are as set out above.
3. In the **Richard Ivey School of Business School**, a request for relief against a mark must be initiated with the instructor within six weeks of the mark being issued. All other requests for relief must be made within six weeks of the date of the decision giving rise to the request for relief. A request for relief to each successive level of appeal must be made within six weeks of the date of the decision at the prior level.
4. The deadline for an appeal to SRBA remains at six weeks after a decision has been issued by a student's Dean.

Procedure

It is incumbent on the student to initiate each step at the earliest opportunity, and on the University officer concerned to act upon that request as expeditiously as possible. In the case of a request for relief relating to a specific course, a resolution of the problem should first be attempted through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor, or if the instructor fails to act, or cannot or will not be physically available within a reasonable time period, a written request for relief may be submitted directly to the department Chair or to the Dean in faculties without departmental structure.

Following a request for relief by an undergraduate student to a department Chair, the student, if not satisfied with the decision of the Chair, may then submit a written request to the Dean of the Faculty in which the course or program was taken. In the

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case of requests for relief relating to: (a) the grade on a piece of work or final standing in a course or a regulation relating to a specific course, the relevant Dean will be the Dean of the Faculty offering that course; and, (b) enrolment in a specific program, the relevant Dean will be the Dean of the Faculty offering that program.

A written request need not be lengthy, but should indicate clearly the detailed reasons for the request and the relief requested. All relevant supporting documentation must be attached.

~~In the case of a scholastic offence, the procedures for a request for relief are set out in the Policy on Scholastic Discipline.~~

A student may appeal the decision of a Dean to the Senate Review Board Academic only if the decision falls within the jurisdiction of SRBA as set out below under **APPEALS TO SRBA**. A Dean's decision which is appealed to SRBA remains in full force and effect unless overturned or modified by SRBA.

APPEALS TO SRBA

Jurisdiction

In addition to jurisdiction conferred upon SRBA by any other Senate regulation or policy, SRBA has jurisdiction to hear appeals from certain academic decisions of Deans, other than those relating to admission and advanced standing, provided that the appellant has followed the procedures set out above for requesting relief at the earlier levels, and provided that SRBA otherwise has jurisdiction to consider the appeal as set out below.

1. For **scholastic offence appeals**, a student has the right to an oral hearing before SRBA if the appeal is against a finding that the student's conduct amounted to a "scholastic offence" and/or for relief against the penalty imposed by the Dean as a result of a "scholastic offence."
2. For **other appeals**, a student may apply for an oral hearing before SRBA in the following circumstances:
 - A. The student alleges that there has been a failure to follow, or to properly apply, a Senate regulation; or
 - B. The Dean's decision requires the student to withdraw from a program, from the University, or from an Affiliated University College; or
 - C. The appeal is against general marking or grading practices.

A panel of SRBA, upon considering only the written application of the student (see **Application for Hearing**, below), may in its discretion order that an oral hearing be scheduled, or deny the appeal. In making its decision, SRBA will

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consider the grounds and evidence provided in the Application for Hearing. In the case of 2.a, the student must set out in the Details of the Appeal both the Senate regulation and the alleged error, as well as explain how this error affected the student's academic performance.

3. In exceptional circumstances, SRBA may agree to an oral hearing of an appeal against a Dean's decision that does not fall within item 1 or 2 above, if a student alleges in the Application for Hearing that there was a failure to observe a procedural requirement at the decanal level, or bias at the decanal level. Such allegations must be supported by evidence. A detailed description of the evidence supporting the allegation (including any supporting documentation) must be presented, in writing, as part of the Application for Hearing. SRBA will request a written response from the Dean before making a decision. The student will be provided with a copy of the Dean's response and will be given the opportunity to reply to it in writing. If SRBA is satisfied on the basis of the written documentation that there was a failure to observe a procedural requirement at the decanal level, it may instruct the Dean to reconsider the matter. If the SRBA panel agrees to an oral hearing of an appeal alleging a failure to observe a procedural requirement at the decanal level or bias at the decanal level, the standard onus requirements set out below will apply.

Note: A denial of transfer into a Faculty, School, Affiliated University College or program, following a requirement to withdraw from another Faculty, School, Affiliated University College or program at the University, may not be appealed to SRBA. The denial of transfer is an admission decision and, therefore, is outside SRBA's jurisdiction.

If a party wishes to challenge the jurisdiction of SRBA to hear a particular matter, the party must give written notice with reasons to the Chair of SRBA prior to the date of the hearing. The Chair, upon receipt of such notice, or in any other circumstances where it appears to the Chair that there is a question as to whether the SRBA has jurisdiction to hear a matter, may in his/her discretion convene a panel to consider such written arguments as it deems appropriate and decide the issue of jurisdiction. The decision of any such panel shall be binding on any subsequent panel hearing the merits of the appeal.

Onus

1. The onus is on the student to satisfy SRBA that the ruling of the Dean was unreasonable or unsupportable on the evidence before the Dean; or, with respect to a sanction imposed for a "scholastic offence," that the penalty was unreasonable.
2. Notwithstanding #1 above, in cases where a Dean made a finding that a student's conduct amounted to a "scholastic offence," and where the student denies either that the acts were committed or that the acts amounted to a

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"scholastic offence," the onus is on the Dean to satisfy SRBA that the student committed the alleged acts and that the acts amounted to a "scholastic offence."

3. The onus requirements set out in #1 and #2, for an appeal against a finding that a student's conduct amounted to a "scholastic offence" or against the sanction imposed for a scholastic offence, apply mutatis mutandis to an appeal against a finding that there has been a breach of other University policies, such as the Policy and Procedures for the Conduct of Research, or an appeal against the sanction imposed for such breach.

Evidence

SRBA will consider only that evidence that was before the Dean whose decision is being appealed. Evidence that was not before the Dean will not be considered unless SRBA determines that it is relevant, significant and could not have been available at an earlier stage through reasonable efforts. If additional documentary evidence is submitted, it must be accompanied by a written explanation as to why the evidence is relevant and significant and why it was not previously available. Similarly, if either party intends to call a witness whose evidence was not before the Dean, the party must file with the University Secretariat prior to the hearing a written explanation as to why such evidence is relevant and significant and why it was not previously available.

Copies of all documentation that the parties intend to present at the hearing, together with a copy of the appellant's official transcript of academic record (obtained by the University Secretariat from the Office of the Registrar), will be distributed to both parties (appellant and Dean) and to the members of SRBA serving on the hearing panel, by the University Secretariat prior to the date of the hearing.

Relief

In granting an appeal, SRBA will grant such relief as it deems appropriate.

Application for Hearing

Appeals to the SRBA must be made on an Application for Hearing which must be filed with the University Secretariat within six weeks* of the date of the Dean's decision. Exceptions to the six-week time limit for filing an appeal with the SRBA are at the discretion of the Chair of SRBA upon written application by the student (**see below**).

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Complete Application

An Application for Hearing will not be accepted by the University Secretariat unless the application is complete. A complete application will include the following: details of the appeal, including a description of the matter under appeal and the reasons for challenging the Dean's decision; the requested relief; a copy of the Dean's decision; a copy of the student's letter to the Dean requesting relief, if applicable; and, all relevant supporting documentation. **The Secretariat strongly encourages parties to electronically file their submissions.** ~~Applications for a hearing by the SRBA and further details on hearing procedures may be obtained from the University Secretariat, Room 4101, Stevenson Hall.~~

Details of the Appeal

The Details of the Appeal shall be concise and comply with the following requirements: (1) the length shall be no more than ten pages (letter size); (2) the spacing shall be at least one and one-half lines apart; (3) the font shall be 12-point size; and (4) the margins shall not be less than 2.5 cm.

The Details of the Appeal shall be organized as follows for each ground for appeal: (1) identify the ground for appeal; (2) state the argument(s) for each ground; (3) describe the relevant evidence to support each argument, including references to consecutively numbered exhibits, if any, that are attached to the Details of the Appeal (e.g., Exhibits 1 – 5). An Application shall not include any duplicative materials. The Secretariat shall inform a student if their Application for Hearing does not conform with these requirements and will provide an opportunity for a student to amend their submissions (e.g., remove duplicate materials, reorganize materials).

Reconsideration by the Dean

After a student has submitted a complete Application for Hearing, including all supporting documentation, the Secretariat shall notify the Dean of the appeal. The Dean shall be provided an opportunity to reconsider their decision, typically within 7 business days of the notification.

Requests to the Chair of the SRBA

Request to Exceed Page Limit for the Details of Appeal

A student may submit a written request to extend the ten-page limit for the Details of the Appeal to a maximum of 15 pages prior to the expiration of the six-week timeline to file a complete Application for Hearing. The request must be submitted to the Secretariat in the form of a letter addressed to the Chair of the SRBA, setting out the reasons for the request. The request will be submitted to the Respondent for a written response. The request and

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response will then be submitted to the Chair for a ruling. If the request is granted, a student may timely submit a complete Application for Hearing, including no more than 15 pages for the Details of Appeal. If the request is denied, a student may timely submit a complete Application for Hearing, including no more than 10 pages for the Details of Appeal.

Request for a Timeline Extension to File an Application for Hearing

A student may submit a written request to extend the six-week timeline to file an Application for Hearing. The request must be submitted to the Secretariat in the form of a letter addressed to the Chair of the SRBA, setting out the reasons for the request. The request must attach a complete Application for Hearing, including all supporting documentation. The request will be submitted to the Respondent for a written response. The Appellant's request and the Respondent's response will then be submitted to the Chair for a ruling. If the request is granted, the Application for Hearing will be accepted. If the request is denied, the Application will not be accepted.

Request to Postpone a Scheduled Hearing or Delay the Scheduling of a Hearing

A request from a party to postpone a scheduled hearing, or to delay scheduling a hearing after an Application has been filed, will be at the discretion of the Chair of SRBA, and will be granted only in exceptional circumstances. Such postponement or delay shall not exceed six months. The parties then will be contacted to arrange a hearing date. (If the Appellant cannot be contacted to arrange a hearing date, he/she they will be notified of the hearing date by registered mail at the address set out in the Application.) SRBA will proceed in the absence of one or more parties if it is satisfied that the parties were notified of the hearing date.

Request for Accommodations

If a student with a disability requires reasonable accommodations to participate in any aspect of the appeal procedures, the student shall timely submit written notice to the Secretariat in the form of a letter addressed to the Chair of the SRBA. The Secretariat shall notify Accessible Education and the student of its receipt of the request and offer to share information on hearing procedures, if needed, to assist in Accessible Education's determination of reasonable accommodations for the student. Accessible Education shall provide written notice to the Chair of the SRBA and the student regarding its determination. If a student disagrees with the decision of Accessible Education, they shall follow the appeal procedures set out in the Policy on Academic Accommodation for Students with Disabilities and provide written notice to the Chair of the SRBA that they have initiated the appeal procedures.

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Further Information

Applications for a hearing by the SRBA and further details on hearing procedures may be obtained from the University Secretariat, Room 4101, Stevenson Hall.

If, following receipt of an Application for Hearing, the University Secretariat is unable to contact the appellant within a reasonable time to schedule a hearing, the appellant will be notified by registered mail at the address on the Application for Hearing of the deadline (six months from the date the Application for Hearing was filed) by which he/she must contact the University Secretariat to arrange a hearing. If the appellant has not contacted the University Secretariat by the specified deadline, the Application and documentation will be returned to the appellant and may not be resubmitted.

The Application for Hearing can be printed from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/SRBA_Application.pdf

Further Appeals

SRBA is the final level of academic appeal in the University; its decisions in substantive matters, and decisions as to jurisdiction and whether it will hear an appeal, are final. The Chair of Senate (i.e., the President & Vice-Chancellor) will entertain appeals against decisions of SRBA only when a party alleges a serious procedural error by SRBA. An appeal to the Chair of Senate must be filed in writing within two weeks of the date of the Notice of Decision of SRBA. After inviting written arguments from the parties, the Chair of Senate may order that the matter be re-heard by SRBA if the Chair of Senate is satisfied that, as a result of a serious procedural error by SRBA, the parties did not have an opportunity to present their case in accordance with the **Procedure at Hearings** (below) and it could not be said that the parties had been accorded a fair hearing.

Decisions which are appealed to the Chair of Senate remain in full force and effect until the appeal is disposed of by the Chair of Senate.

Procedure at Hearings

SRBA will review its jurisdiction to hear the appeal in closed session prior to the commencement of the hearing.

Note: If a party disputes the jurisdiction of SRBA to hear the appeal, the Chair must receive written notice and reasons prior to the date of the hearing. See **Jurisdiction** above.

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A. ORDER OF PROCEEDINGS

1. Introduction of SRBA members and review of documentation.
2. Opening Statement by appellant (brief description of the grounds for the appeal and the relief requested).
3. Presentation of evidence by appellant.
4. Cross-examination of appellant by Faculty representative, followed by questions from SRBA members.
5. Re-examination of appellant, if desired, on any new matters brought out in cross-examination. (The procedure in 3, 4 and 5 is followed for the appellant and witnesses. The order of presentation is at the appellant's discretion.)
6. Opening statement by Faculty representative.
7. Presentation of evidence by Faculty representative.
8. Cross-examination of Faculty representative by appellant, followed by questions from SRBA members.
9. Re-examination of Faculty representative, if desired, on any new matters brought out in cross-examination. (The procedure in 7, 8 and 9 is followed for the Faculty representative and witnesses. The order of presentation is at the Faculty's discretion.)
10. Reply evidence by appellant, if desired, on any new matters raised by the Faculty.
11. Cross-examination of reply witness, followed by questions from SRBA members.
12. Summary remarks by Faculty representative.
13. Summary remarks by appellant.

B. ORDER OF PROCEEDINGS - Scholastic Offence Appeals*

Where the appeal concerns allegations of a scholastic offence which are contested by the appellant, the order of proceedings shall be:

1. Introduction of SRBA members and review of documentation.
2. Opening statement by Faculty representative.
3. Presentation of evidence by Faculty representative.
4. Cross-examination of Faculty representative by appellant, followed by questions from SRBA members.
5. Re-examination of Faculty representative, if desired, on any new matters brought out in cross-examination. (The procedure in 3, 4 and 5 is followed for the Faculty representative and witnesses. The order of presentation is at the Faculty's discretion.)
6. Opening Statement by appellant.
7. Presentation of evidence by appellant.
8. Cross-examination of appellant by Faculty representative, followed by questions from SRBA members.

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9. Re-examination of appellant, if desired, on any new matters brought out in cross-examination. (The procedure in 7, 8 and 9 is followed for the appellant and witnesses. The order of presentation is at the appellant's discretion.)
10. Reply evidence by Faculty, if desired, on any new matters raised by the appellant.
11. Cross-examination of reply witness, followed by questions from SRBA members.
12. Summary remarks by appellant.
13. Summary remarks by Faculty representative.

- * Where the student does not contest the allegations of a scholastic offence, but appeals against the sanction(s) imposed, the order of proceedings will be those set out in section "A" above.

Scholastic offences are set out in Senate policy (see Scholastic Discipline in the "Academic Rights and Responsibilities" section of the Calendar). The Faculty is required, in cases of this type, to present its case first, in order to ensure that SRBA has a full understanding of the nature and extent of the allegations against the student prior to the student presenting his or her case.

C. ADJOURNMENTS

An adjournment of the hearing may be ordered by the Chair when necessary. Convenience to the parties and to the members of SRBA will be considered by the Chair in ordering an adjournment or setting a date for resumption of the hearing, but the paramount consideration will be the provision of a fair hearing. In successive sessions, the original SRBA members must constitute a quorum.

D. EXPEDIENCE

An effort should be made to limit the presentation of non-contentious facts and arguments to the SRBA. Time will be saved if the parties are able to agree in advance on as many as possible of the facts relevant to the case. The appellant is encouraged to contact the Dean in this regard prior to the hearing to determine what facts can be agreed upon.

E. RETENTION OF LEGAL COUNSEL

In matters of academic appeal, the right to be represented by legal counsel will be accorded only at the level of SRBA. The Senate Review Board Academic also reserves the right to retain counsel.

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F. WITNESSES

The parties may call witnesses to support their case. Witnesses will be invited into the hearing room when called upon to give evidence. (See also the section on **Evidence** above.)

G. COSTS

The parties must bear all their own legal expenses, if any. SRBA will not order the Faculty to pay all or part of the appellant's costs, nor will it order the appellant to pay all or part of the Faculty's costs.

H. PREVIOUS DECISIONS

Each appeal is decided on its merits. A decision of SRBA does not set a precedent.

I. NOTICE OF DECISION

At the conclusion of the hearing, SRBA will deliberate in closed session for the purpose of arriving at a decision. The Notice of Decision will be sent to the parties as soon as possible after a decision is made. A brief written statement of reasons will follow within a reasonable time.

J. OFFICIAL RECORD OF THE APPEAL

The official record of the appeal hearing will consist of all documentation submitted by the parties, the Notice of Decision, and the statement of reasons of SRBA. This record will be retained by the University Secretariat for at least one year following the hearing.

SRBA JURISDICTION UNDER MAPP POLICY 7.0 – ACADEMIC INTEGRITY IN RESEARCH ACTIVITIES

For appeals under MAPP Policy 7.0 – Academic Integrity in Research Activities, SRBA regulations are as follows:

- (a) **Jurisdiction:** In matters pertaining to the Academic Integrity in Research Activities, SRBA has jurisdiction to hear appeals of decanal rulings regarding allegations made against student respondents when the Dean has decided the allegation will be dealt with under a Scholastic Discipline Policy.
- (b) **Confidentiality:** Any proceedings pertaining to the Academic Integrity in Research Activities shall be confidential unless one of the parties to the proceedings requests that the proceeding be open to the public. If such a request is made, the proceeding shall be open to the public unless there are

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compelling reasons that the proceeding remain closed for reasons of public safety, privacy of personal information, confidential third party information, or undue prejudice to the proceeding, some other proceeding or a party or member of the public.

- (c) Procedure: Any proceedings pertaining to the Academic Integrity in Research Activities under the jurisdiction of SRBA shall proceed in accordance with this Undergraduate Student Academic Appeals policy.

Notes:

Ombudsperson:

<http://www.uwo.ca/ombuds/>

SRBA Appeal Application form:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/SRBA_Application.pdf

ITEM 11.2(g)(iii) – Policy Revision: Admission and In-Course Scholarships

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the policy on Admission and In-Course Scholarships be revised as shown in Item 11.2(g)(iii).

EXECUTIVE SUMMARY:

The Admission and In-Course Scholarships policy is being amended to include criteria for retaining a Continuing In-Course Scholarship.

ATTACHMENT(S):

[Revisions to the Admission and In-Course Scholarships policy](#)



Admission and In-Course Scholarships

Policy Category:	Scholarships
Subject:	Admission and In-Course Scholarships
Subsections:	Undergraduate Admission Scholarships ; In-Course Scholarships for Part-Time Students ; Retention of Continuing Scholarships ; Retention of Scholarships for Students Transferring between Faculties
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*
Effective Date:	September 1, 2022
Supersedes:	October 2015

UNDERGRADUATE ADMISSION SCHOLARSHIPS

This section of the policy is unchanged

IN-COURSE SCHOLARSHIPS FOR PART-TIME STUDENTS

This section of the policy is unchanged

Admission and In-Course Scholarships

RETENTION OF CONTINUING SCHOLARSHIPS (ADMISSION AND IN-COURSE)

(For Athletic Financial Awards please refer to the Athletic Financial Awards section of the Academic Handbook)

To retain a Continuing **Admission** Scholarship, a student must, during the fall/winter academic year (September to April) fulfill the following requirements:

- a) complete a prescribed academic program requiring 5.0 or more courses as required by the respective program;
- b) take the full complement of the prescribed courses of the academic program (both principal and elective courses) within the academic year; and,
- c) achieve an overall average of at least 80% (A).

To retain a Continuing In-Course Scholarship, a student must, during the previous fall/winter academic year (September to April) fulfill the following requirements:

- a) remain registered in an eligible module/program for the scholarship;**
- b) maintain full-time status (at least 3.5 courses), including prescribed courses of their academic program; and**
- c) achieve an overall average of at least 80% (A).**

Note that some externally-endowed scholarships may have additional requirements, such as a full course load.

Students holding a Continuing Scholarship, **Admission or In-Course**, in a Professional School or Faculty whose average falls below 80%_F will be required to stand in the top 25% of the class and achieve an average of 75% or better to maintain that Continuing Scholarship.

Notes:

- i) The BHSc or the BSc or BA in Kinesiology will not be considered professional programs for the purpose of retaining a Continuing Scholarship.
- ii) After Completion of Three-Year Program: Students holding a University of Western Ontario Continuing Scholarship may continue with the scholarship after taking a three-year degree provided that the student continues in a full-time undergraduate program in the fourth year. Academic work over the four years must be consecutive.
- iii) Formal exchanges: Continuing scholarships can be retained by students who participate in formal exchange programs.
- iv) Letters of Permission: Students on letters of permission who have been granted awards for past academic achievements will not be allowed to retain their scholarship.

The remainder of the policy is unchanged

ITEM 11.2(g)(iv) – Policy Revision: Dean’s Honour List and Graduation “With Distinction”

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Dean’s Honour List and Graduation “With Distinction” policy be revised as shown in Item 11.2(g)(iv).

EXECUTIVE SUMMARY:

The Dean’s Honour List and Graduation “With Distinction” policy is being amended to stipulate that students enrolled in fewer than 4.0 courses will qualify for the Dean’s Honour List in May or August each time they accumulate a new set of at least 4.0 consecutive courses and earn an 80% average with no failed courses within that set.

ATTACHMENT(S):

[Revisions to the Dean Honour List and Graduation “With Distinction” policy](#)

Dean's Honour List and Graduation "With Distinction"

Policy Category:	Registration, Progression, Graduation
Subject:	Dean's Honour List and Graduation "With Distinction"
Subsections:	Dean's Honours List – Undergraduate Students; Graduation "With Distinction" – Undergraduate Students; Honours Designations in the Ivey Graduate Programs
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*
Effective Date:	September 1, 2022
Supersedes:	January 2022

DEAN'S HONOUR LIST – UNDERGRADUATE STUDENTS

The following statements apply to undergraduate students in the Faculties of Arts and Humanities, Health Sciences, Information and Media Studies, Music, Science and Social Science, and at Brescia University College, Huron University College and King's University College.

Undergraduate students with outstanding academic records are adjudicated for inclusion in the Dean's Honour List in May and August of each year.

1. In May of each year the Dean of each Faculty establishes an Honour List containing the names of all full-time students registered in that Faculty who completed a minimum of 4.0 courses during the previous Fall/Winter Session (September-April) and earned an average of 80% or more with no failed courses.

Dean's Honour List and Graduation "With Distinction"

2. Students enrolled in fewer than 4.0 courses ~~may~~ **will** qualify for the list in May or August each time they accumulate a new set of at least ~~5.0~~ **4.0** consecutive courses and earn an 80% average with no failed courses within that set.
3. Graduating students who attained Dean's Honour List standing at their last checkpoint and maintained a cumulative average of 80% with no failures on any courses taken from then until graduation will be named to the Dean's Honour List upon graduation.
4. Grades received on a Letter of Permission will be included in the average.

The remainder of the policy is unchanged

ITEM 11.2(h) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Theatre Studies, East Asia Studies (Huron University College) and Economics (King’s University College)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on May 25, 2022, SCAPA approved, on behalf of the Senate, the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Theatre Studies, East Asia Studies (Huron University College) and Economics (King’s University College).

Faculty/Affiliate	Program	Date of Review	SUPR-U recommendation
Arts and Humanities	Theatre Studies	February 3-4, 2022	Good Quality
Huron University College	East Asia Studies	February 28-March 1, 2022	Good Quality with Report in Two Years
King’s University College	Economics	January 27-28, 2022	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Theatre Studies](#)

[Final Assessment Report – East Asia Studies, Huron University College](#)

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



Theatre Studies
Final Assessment Report &
Implementation Plan

Faculty / Affiliated University College	Faculty of Arts and Humanities
Degrees Offered	BA
Modules Reviewed	Major in Theatre Studies
External Reviewers	Dr. Jenn Stephenson Associate Dean, Faculty of Arts and Science Queen’s University Dr. Barry Freeman Chair, Department of Arts, Culture & Media University of Toronto Scarborough
Internal Reviewer	Dr. Andrew Johnson Associate Dean (Undergraduate), Faculty of Health Sciences (member of SUPR-U committee)
Date of Site Visit	Feb 3-4, 2022
Evaluation	Good Quality
Approval Dates	SUPR-U: May 18, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022
Year of Next Review	Year of next cyclical review: 2029-2030

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 Theatre Studies Program at the Faculty of Arts and Humanities.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the program; and
- the response from the Dean’s Office.

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

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

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

Executive Summary

Western’s Theatre Studies program, an interdisciplinary program housed in the Faculty of Arts and Humanities, was developed in 2013-14 by a group of faculty members committed to honouring the legacy of the Drama Workshop (a previous iteration of Theatre at Western). Contributing faculty at the developmental stage came from English Studies, French Studies, Modern Languages, and Classical Studies, with input from others in Visual Arts and Philosophy. Offering a Major (6.0 credits), a Minor (4.0 credits), and a Certificate (3.5 credits), Theatre Studies is a second-year entry program.

Module enrolments have increased from the first official cohort, from 5 (3 minors, 2 majors) in 2014-15 to 28 (10 majors, 18 minors) in 2020-21. The number of students taking Theatre Studies courses has also increased from 45 students in 2015-16 to a high of 122 in 2019-20.

To inform the self-study for this program review, input was collected from students via a dedicated survey and focus groups with undergraduate students. A survey and interviews equally took place with recent alumni with the support of a graduate research assistant. In 2020, the program reviewed existing program outcomes and mapped these across the curriculum as well as assessment and instructional practices across courses.

The external reviewers shared a positive assessment of the Theatre Studies program, indicating that given the fiscal, physical and human constraints, faculty members “*have done a lot with little, this in a wider field of practice and education that often positions 'resourcefulness' as a pedagogical virtue.*” The reviewers offer constructive considerations for program enhancement and conclude their report with five recommendations.

Strengths and Innovative Features Identified by the Program

- Theatre Studies students enjoy one of the most interdisciplinary experiences in the Faculty of Arts and Humanities.
 - o The program is intentionally nimble and actively encourages students to pursue double majors or major-minor combinations that will allow them to widen the scope of their undergraduate education.
- The program offers a 0.5 or 1.0 internship credit at arts organizations on campus (e.g., Theatre Western), in the community (e.g., the Grand Theatre or TAP Centre for Creativity) or beyond (e.g., the Stratford Festival).
- The Destination Theatre, a study abroad class, is open to students both in Theatre Studies streams and from around the university.
- The Fall Production and Summer Shakespeare are collaborative faculty-student endeavors, and frequently draw participants from across the Faculty of Arts and Humanities and the wider campus community.
- A strong range of assessments and pedagogical methods from written/research work to performance/practice-based work.
- Strengths listed by current and recent students include:
 - o Nearly all courses focus on experiential learning
 - o Engaging flipped classroom teaching techniques, small-group work and in-class analysis activities
 - o Strong sense of community created by the small cohort

Concerns and Areas of Improvement Identified by the Program

- Reliance on the teaching support of only a handful of professors based in English and Writing Studies.
- Limited number of courses in which students can develop proficiency in community- engaged contexts and professional development.

- Experiential Learning (EL) and Community Engaged Learning (CEL) components that may not be accessible to all students (for reasons of time/availability, and/or cost).
- Small number and variety of courses in Theatre Studies can be a barrier to timely program completion.
- Students shared an interest for more opportunities for performance and more instruction in theatre production skills as part of the curriculum.
- Need for a modular room to rehearse and perform – not only for students, but also for guest speakers and workshop leaders.

Review Process

The review committee (comprised of the two external reviewers and one internal reviewer) was provided with Volumes I and II in advance of their visit and then (due to pandemic restrictions) met virtually with the following over the course of the two days.

- Acting Vice-Provost of Academic Programs
- Director of Academic Quality and Enhancement
- Vice-Provost (Academic Planning, Policy and Faculty)
- Dean of the Faculty
- Associate Academic Dean of the Faculty
- Chair of the English and Writing Studies Department
- Current and Past Program Directors
- Research and Instructional Librarian
- Undergraduate and Outreach Coordinator
- Program Faculty
- Program Students

Following the formal review, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Faculty Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this final assessment report of the Theatre Studies program.

Summative Assessment – External Reviewers’ Report

The external reviewers’ shared the following remarks as part of their review summary: *“The quality of the program has been excellent on the strength of an outstanding faculty complement who have been winning teaching awards and doing research, even, about innovative pedagogy in the field. Nearly a decade after its introduction, student satisfaction is very high, with students reporting great learning experiences in their courses, a great ability to connect with their professors and special experiential opportunities. The program is a gem.”*

Strengths of the Program

- Faculty members can boast a record of innovative collaborations, and ongoing community-engaged and study abroad experiences that students report are transformative.
- The program leverages close ties to the London and Stratford performing arts communities to situate EL and CEL courses in these rich local contexts.
 - o *“This is a hallmark of the program and quite substantial in both quality and quantity in relation to other theatre programs.”* (p.9)
- The program actions the University’s commitment to reconciliation with Indigenous communities and the goal of creating a more equitable and inclusive university. For example, the core offerings of the program include both a course in Indigenous Theatre and Performance (Theatre 3209) and a Shakespeare course that destabilizes European paradigms, confronting one of Western cultures most-revered cultural icons (Remediated Shakespeare Theatre 3327). Classes equally provide a strong exposure to critical discussions of class, race and sexuality.
- Smart and efficacious curriculum in which theatre is understood in relation to broader social and political concerns.
- The relatively small class sizes often lead to easier implementation of active learning strategies.
- Many courses embrace the "flipped" classroom model which places priority on meaningful use of co-presence and opportunities for collaborative and embodied learning.

Areas of Concern or Prospective Improvement

- The paucity of course offerings to Theatre Studies major/minor students (or timetable conflicts), often requires registration in “out of program” courses to fulfill degree requirements.
 - o Too much cross-listing (film, visual art, music, classics) can "water down" the experience for students, introducing too many disparate critical frames and methodologies to reconcile.
- Lack of a purpose-built or renovated space for theatre instruction. The current space in UC3220 limits movement and collaborative group work.
- A tradition of “travel” courses can be quite labour-intensive for faculty and staff, and they also present access challenges for certain students.
- Any further investment in community-engaged praxis, or in outreach of any variety, will increase the administrative load, necessitating additional support.
- Overall program and course enrolments numbers are low.

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

Recommendations requiring implementation have been marked with an asterisk (*)

Reviewers’ Recommendations	Program / Faculty Response
<p>1. The development of an annual offering of a "first-year" 1000-level course in Theatre Studies. *</p>	<p>Program: The program welcomes this recommendation and agrees that it might help attract more students. As a provisional plan, the program proposes reorganizing the REQUIRED program as follows:</p> <ul style="list-style-type: none"> - Move 2201F/G (Understanding Performance) and 2202F/G (Performance Beyond Theatres) into first year. - 2204F/G and 2205F/G (genre courses) remain at the Year 2 level (offered in alternating years). - Redesign 3205F/G (History of Performance Theory) and 4XXX (Contemporary Issues in Performance Theory) as Year 2 courses and require students to take ONE of them. <p>These courses are already among the program’s regular offerings so this proposed program redesign will not involve new staffing needs for a Year 1 course.</p>
<p>2. Consider the use of some number of adjunct ("limited duties") instructors as part of the instructional cohort. *</p>	<p>Program: The program agrees with this suggestion. The department currently gets 28 Limited Duty appointments (LDs) from the Dean’s Office. The program would welcome the opportunity to liaise with the Department Head to find strategies that might release 0.5 LD per year to Theatre Studies (TS) or even 1.0 LDs over three years.</p> <p>In terms of the larger picture, the new Page/Stage/Screen course (2XXXF/G), which will be taught by a faculty member from another program within the department and cross-listed as a Theatre Studies course will help to diversify course offerings. In that spirit, the program seeks opportunities to collaborate more robustly and creatively with the other programs within the department to see if there are opportunities to run LD courses that could benefit multiple programs.</p> <p>Faculty: LDs are assigned to Departments as numbers warrant, and then allocated according to the Department’s internal decision procedures. The Program response contains some great ideas about maximizing these scarce resources through collaboration with other programs, such as cross-listing playwrighting with Writing Studies and contributing a course to the Page, Stage, Screen program.</p>
<p>3. Provide a single, flexible, permeable "lab" space that better enables the kind of dynamic performance and community-engaged pedagogy</p>	<p>Program: Creating this kind of modular lab space on campus has been a high priority for TS. The program welcome’s the reviewers’ emphasis that the availability and use of a flexible rehearsal and performance space would be beneficial. There is equal agreement that this space could be created on a modest budget. The room in the UC basement, for example, that is currently turned over to storing furniture (UC1105), could easily be converted as a rehearsal space and small studio theatre and be fitted out for a few thousand dollars.</p>

<p>that is the program's strengths. *</p>	<p>With respect to the upcoming renovation of a space at 450 Talbot, the Faculty of Information and Media Studies have expressed willingness to collaborate with TS to see if there are opportunities there for a functional interdisciplinary lab that might be shared.</p> <p>Faculty: The Faculty is working with the Faculty of Information and Media Studies (FIMS) to develop flexible performance space at 450 Talbot.</p>
<p>4. Embed Theatre Studies more strongly in the mandate and stewardship of the Department of English and Creative Writing. *</p>	<p>Program: The program is in agreement and suggests acting on the reviewers' recommendation by encouraging the Department to take the opportunity to reflect on its administrative structure as a whole, not just as it bears on TS. Specifically, the structure and mandate of the undergrad committee (CUS) could be rethought. There are opportunities for this committee to facilitate better collaboration, integration, and nimbleness among the programs now housed under the departmental umbrella. In particular, a restructured CUS could bring the five program directors together for regularly scheduled conversations where they could collaboratively discuss issues and policies that affect the undergraduate experience across the programs. A reconceptualized CUS would support a shift in departmental culture towards acknowledging that this central committee is responsible for holding space for all of the programs.</p> <p>As an extension, the program would equally welcome additional administrative support for EL and CEL coordination. This work is currently being done on an ad hoc basis, and with admin support, as available.</p> <p>Faculty: The Dean's Office agrees that more scheduled discussions among the directors of the five programs could yield fruitful opportunities for collaboration.</p> <p>The program indicates a desire to see more administrative support to coordinate from the Faculty Experiential Learning coordination. The Faculty recognizes that this is a resource-intensive undertaking that requires support to grow and thrive. The Faculty is currently developing the role of an Internships and Experiential Learning Coordinator to support students and programs in developing these kinds of learning opportunities.</p>
<p>5. In support of Recommendation #4, conduct a retreat to better articulate a stronger place for Theatre Studies within the Department. *</p>	<p>Program: The program feels that a visioning exercise in 2022-2023 would be timely, particularly given the planned appointment of a new Dean in 2023. A retreat would permit reflection on how the administrative structure could be better attuned to the needs of the program as well as allow the Department to take stock of current context and determine a vision for future – being proactive rather than reactive as a new administration sets up.</p> <p>Faculty: The Dean's Office agrees with the program's response that, with five distinct programs, the Department would benefit from an in-house review of its structure and mandate with respect to undergraduate studies in relation to all five programs.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Program Director, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. Recommendations, or components thereof, that have or are already being actioned have not been included in the table below.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1 Consider the development of an annual offering of a "first-year" 1000-level course in Theatre Studies.</p>	<p>Discuss the merits and feasibility of a first-year course offering in TS and determine the viability of the provisional course reorganization plan.</p>	<p>Program Director Program faculty members Department Head</p>	<p>Plan to be determined by December 2022 Prospective change for September 2023</p>
<p>Recommendations #2 Consider the use of some number of adjunct ("limited duties") instructors as part of the instructional cohort.</p>	<p>Determine the possibility of obtaining limited duty appointments to support and diversify course offerings. Discuss additional cross-listed course opportunities.</p>	<p>Program Director Department Head</p>	<p>By December 2022</p>
<p>Recommendation #3 Determine options for the development and use of a "lab" space that better enables dynamic performance and community-engaged pedagogy.</p>	<p>Investigate the repurposing of UC1105 and the possibility of using the McIntosh Gallery. Support the Faculty in consultations with FIMS about the development of a flexible performance space at 450 Talbot.</p>	<p>Program Director Department Head Dean's Office</p>	<p>By December 2022</p>
<p>Recommendation #4 and #5 Embed Theatre Studies more strongly in the mandate and stewardship of the Department and conduct a retreat to better articulate a stronger place for Theatre Studies within the Department.</p>	<p>Together with the Departmental Head, discuss opportunities to foster further collaboration between departmental programs (e.g. restructuring the CUS committee and determine). Determine a mechanism to review the structure and mandate of the department, with respect to undergraduate studies (e.g. via a planned retreat).</p>	<p>Program Director Department Head</p>	<p>By December 2022</p>



East Asia Studies
Final Assessment Report &
Implementation Plan

Faculty / Affiliated University College	Huron University College
Degrees Offered	BA
Modules Reviewed	Major in East Asia Studies
External Reviewers	Dr. Wako Tawa Director of Language Study Amherst College, Amherst, MA Dr. Carrie (Reed) Wiebe CV Starr Professor of Chinese Middlebury College, Middlebury, VT
Internal Reviewers	Dr. Anne Barnfield, Interim Academic Dean Brescia University College
Date of Site Visit	February 28 and March 1, 2022
Evaluation	Good Quality with Report in Two Years
Approval Dates	SUPR-U: May 18, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022
Year of Next Review	Year of next cyclical review: 2029-2030

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 East Asia Studies Program at Huron University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the program; and
- the response from the Dean.

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

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

The FAR (including Implementation Plan) is sent for approval through SUPR-U and SCAPA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document 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

East Asia Studies (EAS) is housed within the Department of French and Asian Studies (DFAS) and is a major module jointly offered at Huron University College by the Chinese and Japanese Programs which offer the majority of the required module courses. EAS began in 1990 as a part of the new Modern Eastern Civilization program. Following several restructuring changes, in 2010 the prefixes of EAS-related *Taught in English* (TIE) courses that were offered by the Chinese and Japanese Programs were transferred from the Centre of Global Studies to the DFAS. Since 2016, EAS modular enrolments have ranged from 13 to 28 students.

The language requirement of EAS is less rigorous than the language modules of the Chinese and Japanese Programs. It thus allows the students to focus more on TIE courses and provides an advantage to those students who are less inclined to take language courses at an advanced level.

To inform the self-study for this program review, input and insight from the Chinese Program, Japanese Program, and East Asia Studies instructors, students, and alumni were collected in 2020 and 2021. EAS held its retreat in June 2021, which served as a catalyst for the analysis of student surveys, review of the curriculum, and the gathering of information on support services, research, enrolment, and teaching evaluations.

The external reviewers shared a positive assessment of the Huron East Asia Studies Program. They offer constructive considerations for further program enhancement and conclude their report with three core recommendations.

Strengths and Innovative Features Identified by the Program

- The programmatic commitment to experiential learning, to the development of creative thinking skills, and to providing opportunities for global engagement in undergraduate research learning.
 - o CHN 2240F Understanding Chinese Business Culture course incorporates an experiential learning component through partnership with local Chinese owned or operated companies in London.
 - o Partnership with the Momiji Health Care Society on a project that examines intergenerational virtual visiting to reduce isolation of residents at a Japanese retirement home in Ontario.
- A range of study-abroad opportunities through summer-courses and exchange programs with partner institutions such as the Beijing Language and Culture University (BLCU) and Waseda University in Tokyo Japan.
- Student engagement in original research through community-based, hands-on history projects that are fully integrated with course material, course and program learning objectives and course assessments.
- An undergraduate student conference, initiated in 2015-2016, is organized every two years to bring together students across campuses to present their course work or research work related to the study of China.
- Writing Services provides ongoing opportunities for one-on-one and group-based tutoring for students in Chinese, Japanese, and East Asia Studies courses.

Concerns and Areas of Improvement Identified by the Program

- Significant dependency on the Chinese and Japanese Programs.
 - o East Asia Studies lacks its own physical basis as it is without designated teaching staff, a program coordinator, courses with its own EAS prefix, or its own budget.
 - o Recent retirements were not replaced with East Asia specialists.

Review Process

The review committee (comprised of the two external reviewers and one internal reviewer) was provided with Volumes I and II in advance of their visit and then (due to pandemic restrictions) met virtually with the following over the course of the two days.

- Acting Vice-Provost of Academic Programs
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- Provost and Dean, Faculty of Arts and Social Science (FASS)
- President, Huron University College
- Chair, French and Asian Studies
- Coordinator, Chinese Program
- Coordinator, Teaching and Research
- Program Assistants, FASS
- Registrar
- Director, Library and Learning Services
- Program Faculty
- Program Students

Following the formal review, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this final assessment report of Huron's East Asia Studies Program.

Summative Assessment – External Reviewers' Report

The external reviewers' shared enthusiasm for the East Asia Studies program – "*Owing to the creativity and hard work of the faculty members [...], the present seems to be an excellent time to move forward with the enrichment of both the Chinese and the Japanese programs as well as the rethinking of the East Asia Studies module*".

Strengths of the Program

- Faculty members that teach in the program are very active in their research and conference presentations as well as in service areas, especially in outreach programs.
- Students are very dedicated and satisfied with their program experience.
- Students of East Asia Studies can also use courses from other departments (such as philosophy, history, and film studies) toward their major.

- Support for student research via the department and the Centre for Undergraduate Research Learning (CURL).

Areas of Concern or Prospective Improvement

- Students mentioned an interest in a greater variety of non-language courses in East Asia Studies.
- The addition of tenure-track positions to both the Chinese and the Japanese programs will likely mean that, as of Fall 2022, the East Asia Studies module will not have to cover for Chinese/China Studies and Japan Studies (non-language courses).

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

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Reorganize the components of the department and rename it.</p>	<p>Program: The program agrees to further examine this recommendation and commits to establishing a Major in China Studies as per a program proposal currently going through the approval process. Equally, the program agrees to review and revise the Department name during the year ahead.</p> <p>Faculty: The recommendation makes sense for the reasons that the reviewers advance; however, equally, it might make sense to move in the opposite direction and incorporate offerings in Arabic and Hebrew into the department and create a department of Modern Languages and Area Studies. In either case, this is a decision with broad implications which are somewhat beyond the purview of this review, allowing the reviewers’ point that a less nebulous departmental structure might help to foster a more cohesive East Asian Studies program. While such reorganization could undoubtedly help create the desired cohesion, the Dean’s Office believes this goal can be reached without restructuring if necessary.</p>
<p>2. Enrich both Chinese/China and Japanese/Japan Studies by increasing the number of language level requirements, which can be used to establish the HSP and Specialization modules.</p>	<p>Program: The program largely agrees and seeks to form a Language Course Delivery Format Review Committee, consisting of all the tenured/tenure-track members of the Chinese and Japanese program to conduct a student- and instructor-survey on this matter. Specifically, for the Japanese Program, the committee would craft a proposal for introducing the language- and culture-stream to the Japanese Studies Major module by strengthening the language requirement in the former stream and would study the option of developing a specialization and honours specialization modules for Japanese Studies.</p> <p>Faculty: The Dean’s Office is supportive of the program’s plans to form a Language Course Delivery Format Review Committee to study, among other things, the idea of streams within the module allowing for a greater or lesser focus on language.</p>
<p>3. Reconsider the identity of the East Asia Studies module.</p>	<p>Program: To respond to the spirit of this recommendation, the program plans to: Form an EAS Steering Committee consisting of tenured or tenure-track members of the Chinese and Japanese program; Create a distinct EAS Student Advising Procedure; Create a list of pre-approved EAS courses for students; and Establish a comprehensive and informative EAS website.</p> <p>Faculty: The Dean’s Office is supportive of the program’s plans.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Dean of the Faculty/Affiliated University College will be responsible for monitoring the Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1 Consider the reorganization of departmental components and renaming the department.</p>	<p>In consultation with the members of the department, review possible models and options for departmental reorganization. Once determined, decide on a suitable name.</p>	<p>Program Coordinators Provost and Dean</p>	<p>Decision by December 2022</p>
<p>Recommendation #2 Study the merits and possibility of increasing the number of language level requirements in the programs.</p>	<p>Form the Language Course Delivery Format Review Committee to examine the implications of increasing the number of language level requirements.</p> <p>Determine a plan of action and timeline for implementation (e.g., possible submission of a DAP proposal for language and culture streams).</p>	<p>Program Coordinators</p>	<p>By December 2024</p>
<p>Recommendation #3 Reconsider the identity of the East Asia Studies module.</p>	<p>Form an EAS Steering Committee to determine the focus and scope of the program.</p> <p>Create a distinct EAS Student Advising Procedure.</p> <p>Create a list of pre-approved EAS courses for students.</p> <p>Create a comprehensive and informative EAS website.</p>	<p>Program Coordinators</p>	<p>By April 2024</p>

Other Opportunities for Program Enhancement

- The external reviewers “strongly suggest that improving the department's homepage is necessary. Having an attractive and clear homepage for the department/programs introduces it to the outside world” (review, p. 4).



Economics
**Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	King's University College
Degrees Offered	BA
Modules Reviewed	Honours Specialization in Economics Specialization in Economics Specialization in Financial Economics Major in Economics Major in Finance
External Reviewers	Dr. Duane Rockerbie Department of Economics University of Lethbridge Dr. Steffen Ziss Department of Economics Wilfrid Laurier University
Internal Reviewers	Dr. Geoff Read, Provost and Dean Faculty of Arts and Social Science Huron University College (member of SUPR-U committee)
Date of Site Visit	January 27-28, 2022
Evaluation	Good Quality
Approval Dates	SUPR-U: May 18, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022
Year of Next Review	Year of next cyclical review: 2029-2030

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 Economics Program at King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the program; and
- the response from the Academic Dean.

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

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

The FAR (including Implementation Plan) is sent for approval through SUPR-U and SCAPA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document 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

The King’s University College Economics Program is housed in the School of Management, Economics and Mathematics (MEM). The Economics and Finance modules are generally divided in three groups. 1) The Honours Specialization in Economics, the Major in Economics, and the Major in Finance are modules designed to be part of an Honours degree. A distinctive purpose of an Honours degree in Economics or Finance is to prepare students for Graduate studies in Economics and Finance. 2) The Specialization in Economics and the Specialization in Financial Economics are modules designed to be the foundation for terminal four-year degree programs. They are not designed to prepare students for graduate studies. 3) The Minor in Economics and the Minor in Finance.

Course enrollments and program registrations have continued to grow strongly since the last program review (total program enrollment in 2020-21 was 268). The

average rate of growth in course enrollments has been 3.7% over the last 18 years, with even higher rates of enrollment growth in upper year courses.

To inform the self-study for this program review, faculty, staff and students participated in retreats to develop program-level learning outcomes and undertake a SOAR analysis. Following the revision and refinement of the program's outcomes, a curriculum mapping activity took place in 2021. As part of the program's reflection on varied challenges, the self-study highlights numerous ideas for prospective improvements offered for consideration by the external reviewers.

The external reviewers shared a positive assessment of the King's Economics and Finance Programs indicating that the "*programs are state of the art and in strong demand.*" They offer constructive considerations for further program enhancement and conclude their report with 12 recommendations.

Strengths and Innovative Features Identified by the Program

- Focus on applied Economics research in the Honours stream.
- Honours Specialization in Economics requires students to complete a full year essay-designated research methods course in their third year.
- Capstone thesis course for the Honours program that pairs each student with a faculty advisor to produce original research. Theses are bound into a book which becomes a catalogued part of the University library collection.
- Finance & Wealth Management program is a 4-year collaborative program offered by King's and Fanshawe College.
- 2+2 partnered programs and faculty exchanges with Dongbei University of Finance and Economics (DUFE), Chongqing Technology and Business University (CTBU), and China and East China University of Science and Technology (ECUST).
- "Career Day" – a half-day session where graduates return to provide advice to Economics students.
 - o The program has now been expanded to provide co-curricular micro-credentials.
- A high proportion of program students who apply to graduate school are successful in their applications.

Concerns and Areas of Improvement Identified by the Program

- Dependence on part-time contract academic staff.
- Large 60+ student classes in the Specialization in Economics and the Specialization in Financial Economics.

- Insufficient choice for upper year courses in the Specialization in Economics and the Specialization in Financial Economics.
- Growth in the Honours level programs (Honours Specialization in Economics, Major in Economics, Major in Finance) has slowed.
 - o Enrollments in the 3000 level (Honours) courses are low and seem to be declining.
- Need for further consideration about how the curriculum provides students with sufficient exposure to the development of writing skills.

Review Process

The review committee (comprised of the two external reviewers and two internal reviewers) was provided with Volumes I and II in advance of their visit and then (due to pandemic restrictions) met virtually with the following over the course of the two days.

- Acting Vice-Provost of Academic Programs
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- Academic Dean
- Associate Academic Dean
- President, King's University College
- Program Director
- Assistant Coordinator (Economics)
- Director of Enrolment Services & Registrar
- Manager, Academic Planning and Analysis
- Associate Librarian, Cardinal Carter Library
- Administrative Staff
- Program Faculty
- Program Students

Following the formal review, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Academic Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this final assessment report of the King's Economics Program.

Summative Assessment – External Reviewers' Report

The reviewers shared that the modules provided “*a state-of-the-art economics and finance education which allows for interdisciplinarity, experiential learning and student research mentorship and which is taught by a faculty that are engaged in research and popular media commentary.*”

Strengths of the Program

- The extent of program growth is a strong indicator of the quality of the program taught by the faculty and the significant efforts to recruit students internationally.
- University partners around the world that support 2+2 programs which are formal pathways that provide language and cultural supports.
- Combined degree/diploma collaboration with Fanshawe College in Finance and Wealth Management.
- The year-long research methods course followed up with a year-long supervised thesis course is very unique amongst most Economics programs.
- The reputation of the program is enhanced by engaging the broader community via Open houses, high school outreach and the publication of an annual newsletter which highlights the many innovations in teaching and scholarship and the many successes of students and faculty.
- The research profile of the department has been enhanced by recent hires.

Areas of Concern or Prospective Improvement

- Faculty resources are inadequate for teaching and research with too great a reliance on part-time instructors.
- Minimal number of electives offered.
 - o Certain electives are on the books but are not regularly offered.
- Duplication of electives for honours and non-honours students.
- A designated essay writing course would be a worthwhile endeavor to further support struggling students.
- Low enrollments in the Honours-only courses.
- Gaps in the economics course calendar. Need for new 2000 and 3000 levels courses on topics such as Environmental economics, development economics, public policy, health economics, economics of gender.

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

Recommendations requiring implementation have been marked with an asterisk (*)

Reviewers’ Recommendations	Program / Faculty Response	
<p>1. The Economics program develop a set of tenure guidelines.</p>	<p>Program: After consultation with the Faculty Members in the Economics group, the program agrees that this is an important problem that should be addressed. There was a consensus that the program should review tenure expectation guidelines for Economics Departments at peer institutions and use these to develop program guidelines. These new guidelines could be introduced as a Policy of the School of MEM or as part of the Constitution of the School of MEM.</p> <p>Faculty: The Dean’s office is in full agreement with this recommendation and will seek to establish the guidelines through the governance process and collective bargaining.</p>	
<p>2. Consider introducing new electives with broad appeal. *</p>	<p>Program: The program has long recognized that the lack of accessible upper year economics courses is a long-standing problem. Beyond ensuring that the current 17 field courses be offered more frequently, the program believes that a strong strategy is to introduce new courses in exciting new areas that would be interesting to students from outside economics. For example, Income Distribution and Poverty, Environmental Economics, Business and Government Policy, Health Economics, Environmental Economics, and Economics of War. These should attract considerable interest and could be offered with minimal pre-requisites. The program could add these courses to the calendar and make them part of the regular course offerings. This is, of course, contingent on having the faculty resource to develop and offer them more regularly.</p> <p>Faculty: The Dean fully agrees with the reviewers and the program that new courses such as Environmental Economics should be developed. It is recognized that new courses require instructional capacity. Broadening of course offerings could be alleviated by reducing pre-requisites, however this is dependent on the consultations with Western’s Economics department.</p>	
<p>3. Develop a regular course in Environmental Economics and offer it frequently as opposed to a special topics course that is taught occasionally. *</p>	<p>Program: The consensus of the Economics faculty is that this recommendation can be acted on quickly.</p> <p>Faculty: King’s will consider if this course will align with cross disciplinary initiatives in the area of environmental studies (in areas such as Philosophy, English, Social Justice and Peace Studies).</p>	

<p>4. Offer more electives. Eliminate the duplication of electives for honours and non-honours students and offer one set of electives for students in any economics and finance program. *</p>	<p>Program: This proposal to de-stream the field electives was a surprise and led to significant discussion among Economics faculty at King's. One outcome was a concern that the proposal would require huge changes to course descriptions in the undergraduate calendar and huge changes to modules. The large number of course and program changes that would be required under this recommendation would quickly become unmanageable given internal approval requirements.</p> <p>While the proposed solution offered by the external reviewers is problematic, the program suggests an alternative set of reforms that is considerably simpler to implement. It is believed that this alternative path will achieve much of what the External Reviewers have proposed in terms of increased choice, while increasing the chance that other Economics units within Western University will support our proposed changes. The solution is to adapt key elements of Huron's program design to the King's non-Honours modules (Specialization in Economics and Specialization in Financial Economics). In essence, de-stream intermediate Micro, Macro, and Econometrics, by following the Huron model of only offering the 2200-level intermediate theory courses. The Specialization in Economics and the Specialization in Financial Economics modules would be revised to include the 2200-level intermediate theory courses as alternatives for meeting modular requirements. De-stream 3rd and 4th year field and special topics courses by eliminating 2100-level field courses if there is an equivalent 3300-level field course. This should allow us to offer a greater variety of field and special topics courses each year and will create room to develop new courses.</p> <p>Faculty: As the Program outlines in their response, de-streaming of courses to allow for more flexibility for students is possible but will require major modifications to 7 modules in consultation with Western. The Dean strongly supports the Department engaging in this multiyear process.</p>
<p>5. Eliminate the honours intermediate courses. *</p>	<p>Program: It was the consensus of the Economics faculty that dropping the 2200 level intermediate theory courses would force the program to make significant changes to modules and upper year field courses. Specifically, Senate approval would be needed to change the course pre-requisites for every 3300 level course. Such a major change to all our programs and critical courses would be unmanageable for the same reasons discussed for recommendation 4.</p> <p>To de-stream the courses and programs and get rid of duplication, it is necessary to get rid of the duplicate honours and non-honours intermediate theory courses. A solution could be to eliminate the 2100 level intermediate theory courses and only offer the 2200 level intermediate theory courses.</p> <p>Faculty: The program has provided a well-honed alternative response and plan to meet this requirement through the elimination of the 2100 level intermediate theory course. This will address the problem of duplication of courses for various honours programs, without a significant and drawn-out program change process.</p>

<p>6. Establish the honours Specialization in Financial Economics. *</p>	<p>Program: This recommendation was the result of a strong consensus that this should be straightforward to implement as it builds on existing program modules (Major in Finance, and Specialization in Financial Economics). It also reflects a strong consensus that this program should help recruit and retain top students. There are several reasons for believing this. First, there is strong growth in employment demand in the Finance industry. Second, there are a growing number of graduate programs in Finance and Financial Economics, and an Honours Specialization in Financial Economics would provide excellent preparation for these programs.</p> <p>Faculty: While the Dean supports this recommendation, this is a new program proposal that may require a full external review as per Western Senate policy. This recommendation is to be implemented in concert with the other recommendations to address issues of duplication of courses and maximize flexibility. The Dean requests that the introduction of this new module be phased to ensure adequate student demand is cultivated along with the appropriate resource allocations.</p>
<p>7. Consider developing a required writing course. *</p>	<p>Program: Current programs have employed three strategies for developing writing skills. The first is a requirement that international students take a course in writing in their first year at King’s. The second strategy is that all degrees have essay course requirements. The final strategy is specific to the Honours and Major modules in Economics. Both modules require students to complete a full year research methods course in their third year that requires that students complete two projects and submit two research papers on these projects.</p> <p>An additional way to improve writing would be to introduce a course that builds writing skills earlier in their program of study. This can be done through an economics course (with no pre-requisites), or it could be done by engaging with the Writing program at King’s.</p> <p>Faculty: There are ample writing courses available and dedicated writing courses for international students. There is no need to develop a new writing course, rather students should be advised to take a writing course from the variety of those that are currently offered.</p>
<p>8. Continue to seek alternate ways of getting feedback on teaching and program effectiveness via peer reviews of teaching effectiveness and surveys of graduating students and alumni. *</p>	<p>Program: The consensus of the Economics faculty is that this recommendation is of immense practical value and that the program should act on this through consultation with Economics programs in peer institutions.</p> <p>Faculty: This is an excellent recommendation that will require the involvement of our Alumni Office. The Dean’s Office will engage with the Program to establish resource investments for the development of teaching and program effectiveness tools. These assessments would be beneficial at the midpoint of the IQAP implementation to assess value of new courses, and other changes to pre-requisites on student success.</p>

<p>9. A new full-time position is necessary to support the new expanded Financial Economics program and to enhance existing course offerings.</p>	<p>Program: This was a key finding that emerged from the program self-study, as such the program is very supportive of this recommendation.</p> <p>Faculty: The institution is constrained by our collective agreement, with regards to market supplements for hiring of new faculty. However, the program did receive 2 replacement hires this past academic year (for 2022-2023), as well as two additional hires in 2020-2021.</p>
<p>10. An Associate Director is necessary in the Economics program to coordinate regular business and new initiatives with the Director in the School of MEM and to represent the Economics program to the broader administration.</p>	<p>Program: This was a key finding that emerged from the program self-study, as such the program is very supportive of this recommendation.</p> <p>Faculty: This has been supported by the Dean in the 2022-2023 budget.</p>
<p>11. A minimum of one new administrative support position is necessary to support the initiatives to expand international partnerships and to provide support for advising international students.</p>	<p>Program: This was a key finding that emerged from the program self-study, as such the program is very supportive of this recommendation.</p> <p>Faculty: This has been supported by the Dean in the 2022-2023 budget to allow for more dedicated academic counselling for Economic Program along with the School MEM, to support international students.</p>
<p>12. Establish a better working relationship with the main campus Economics Program.</p>	<p>Program: There is very little interaction between King’s Economics faculty and the Economics faculties at Main Campus and Huron. Changing this would not be difficult if made a priority. The program has already begun to act on this recommendation, having held a meeting with colleagues at Huron (March 21st) to discuss the recommendations in the External Reviewers’ Report.</p> <p>Faculty: King’s governance structure set out that Directors and Chairs are expected to meet with their counterparts at Western and the affiliates. The Dean encourages the Associate Director of Economics to ensure those meetings are held throughout the academic year to coordinate planning discussions.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Dean of the Faculty/Affiliated University College will be responsible for monitoring the Implementation Plan.

Reviewers' recommendations related to faculty hiring are not typically prioritized in the implementation plan as they are outside the scope of the IQAP driven review. As such, recommendation #9 and responses related to faculty hiring have not been added to the table below. Equally, recommendations #10-12 have not been added to the implementation table as they are already being actioned, as described in the program and faculty responses above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendations #2 and #3 Consider introducing new electives with broader appeal.</p> <p>Develop a course in Environmental Economics and offer it regularly.</p>	<p>Following the additional hire in Economics in the summer of 2022, determine viable options for the broadening of course offerings (e.g., reducing pre-requisites).</p>	<p>Assistant Coordinator (Economics) Program Director, School of MEM Academic Dean's Office</p>	<p>By July 2023</p>
<p>Recommendations #4 and #5 Eliminate the duplication of electives for honours and non-honours modules.</p>	<p>As part of a multi-year process, de-stream program courses to allow for more flexibility for students and consider eliminating 2100 level intermediate theory courses to avoid duplication of honours and non-honours intermediate theory courses.</p>	<p>Assistant Coordinator (Economics) Program Director, School of MEM Academic Dean's Office</p>	<p>By December 2024</p>
<p>Recommendation #6 Establish the honours Specialization in Financial Economics.</p>	<p>Develop and submit a program proposal for this new module.</p>	<p>Assistant Coordinator (Economics) Program Director, School of MEM</p>	<p>By June 2024</p>
<p>Recommendation #7 Consider developing a required writing course.</p>	<p>Set a meeting with a representative from the Writing Program at King's to examine the possibility of a writing module/course to be embedded in the program and/or other feasible solutions.</p>	<p>Curriculum committee IQAP committee King's Writing Program</p>	<p>By December 2022</p>

<p>Recommendation #8 Seek alternate ways of getting feedback on teaching and program effectiveness.</p>	<p>Consider the establishment of a task force to search for and examine teaching and program effectiveness tolls (including peer review of teaching practices) for Economics Departments at peer institutions.</p> <p>Work with the Alumni Office to administer a regular feedback survey to recent graduates.</p>	<p>Assistant Coordinator (Economics) Alumni Office</p>	<p>By July 2023 (for task force). Piloting new tools by April 2024.</p> <p>By April 2023 (for alumni survey)</p>
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Other Opportunities for Program Enhancement

- Consider “housing” Economics program faculty members in close proximity to each other. Currently instructors of Economics courses are housed rather haphazardly around the campus, working in isolation from other economists. This is not conducive for research collaborations, socialization and for students to find their instructors.

ITEM 11.2(i) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Comparative Literature, Communication Sciences and Disorders; Health and Rehabilitation Sciences, and Kinesiology

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on May 25, 2022, SCAPA approved, on behalf of the Senate, the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in Comparative Literature, Communication Sciences and Disorders, Health and Rehabilitation Sciences, and Kinesiology.

Faculty/Affiliate	Program	Date of Review	SUPR-G recommendation
Arts and Humanities	Comparative Literature	June 7-8, 2021	Good Quality with Report in May 2023
Health Sciences	Communication Sciences and Disorders	February 1-2, 2022	Good Quality
Health Sciences	Health and Rehabilitation Sciences	November 8-9, 2021	Good Quality
Health Sciences	Kinesiology	November 30-December 1, 2021	Good Quality with Report in April 2023

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

ATTACHMENT(S):

[Final Assessment Report – Comparative Literature](#)

[Final Assessment Report – Communication Sciences and Disorders](#)

[Final Assessment Report – Health and Rehabilitation Sciences](#)

[Final Assessment Report – Kinesiology](#)



**Comparative Literature
Final Assessment Report &
Implementation Plan
March 2022**

Faculty / Affiliated University College	Arts and Humanities	
Degrees Offered	MA, PhD	
Date of Last Review	2012-2013	
Approved Fields	None	
External Reviewers	Professor Eva-Lynn Jagoe Comparative Literature University of Toronto	Professor Salah D. Hassan Global Studies in the Arts and Humanities Michigan State University
Internal Reviewers	Professor Grant Campbell, Associate Dean – Information & Media Studies, Member of SUPR-G	Christina Ziebart, MPT/PhD student Faculty of Health Sciences
Date of Site Visit	June 7-8, 2021	
Date Review Report Received	July 17, 2021	
Date Program/Faculty Response Received	Program response received Dec 8, 2021 Faculty response received Feb 7, 2022	
Evaluation	Good Quality with Report in May 2023	
Approval Dates	SUPR-G: May 16, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022	
Year of Next Review	Year of next cyclical review 2028-2029	

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 Comparative Literature Graduate Program delivered by the Faculty of Arts and Humanities.

This Final Assessment Report (FAR) report considers the following documents:

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

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external consultants, noting those recommendations that require attention.

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

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

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western’s Faculty of Arts and Humanities, the Comparative Literature Graduate Program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

The MA and PhD in Comparative Literature are interdisciplinary programs housed in the Department of Languages and Cultures that study literature and other cultural expressions across linguistic, medial, ethnic, or cultural boundaries. The one-year MA program has been offered since 2019. It culminates in the writing of a major research paper, roughly 40 pages in length. Previously, the MA program took a minimum of two years to complete and required the writing of a Master's thesis, typically 100 pages in length. It was first offered in 1995. The PhD program has been offered since 2002. It takes a minimum of four years to complete and requires the writing of a doctoral thesis, which typically runs to around 200 pages.

To inform the self-study for this program review, input was collected from current graduate students via two consultation lunches to discuss program objectives, along with an online survey (achieving a 93% response rate). Similarly, a suite of online consultations took place with program faculty – a dedicated faculty survey achieved a 81% response rate.

The external reviewers shared a positive assessment of the Comparative Literature Graduate Programs, recognizing the work and change that has gone into the programs over the last 5 years. They offer a suite of constructive considerations and recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The only doctoral program in Comparative Literature in southwestern Ontario.
- Several faculty members in Comparative Literature are closely associated with innovative interdisciplinary initiatives at Western.
- Travel grants from the Graduate Chair's budget permit students at both levels of the program to pursue research in distant parts of the globe.
- Doctoral students are now required to design a new course for upper-level undergraduates and to present it at the Graduate Research Forum.
- Students consistently share that supervisors are accessible and generous in providing feedback on their theses.
- The annual Graduate Student Conference engages students from Comparative Literature, Hispanic Studies, and Theory and Criticism in the organization of panels, the presentation of papers, and the publication of proceedings in the student-run periodical *The Scattered Pelican*.

Concerns and Areas of Improvement Identified by the Program

- Students mention dissatisfaction with a decreasing variety of course subjects.
- The range of research areas (major fields) for the first milestone examination in the doctoral program is too broad.
- Outdated reading lists for the major fields in the doctoral program.
- Group cohesion lacking at the doctoral level.
- Reduced time for exploration/preparation at MA level.
- Persistent shrinkage of faculty complement.
- Mismatch of faculty expertise and student interests.
- Decline in domestic applicants at both levels.

Review Process

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

- Vice Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Dean of the Faculty of Arts & Humanities
- Associate Dean, Research, Faculty of Arts & Humanities
- Chair, Department of Languages & Cultures
- Graduate Program Chair
- Comparative Literature Graduate Committee
- Graduate Affairs Assistant
- Program faculty members
- Graduate students
- Associate Chief Librarian

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 of the Comparative Literature Graduate Program, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

The program community was characterized by the external reviewers as a *“vibrant and engaged group of faculty and students, all of whom are committed to the Comparative Literature program and who are invested in its future continuance”*. They equally shared that overall, *“the Comparative Literature graduate program at Western has been moving in a very positive direction over the last several years”*.

Strengths of the Program

- The impressive record of scholarship and the valuable graduate teaching of the Comparative Literature faculty.
 - o Scholarly achievements are testimony to the national recognition of the Comparative Literature faculty, who have significantly advanced the production of knowledge in the arts and humanities.
- Comparative Literature core faculty morale is generally quite high.
- Large number of exceptional international graduate students from a wide range of countries.
- Students are particularly content with the supervision, committee membership, and the support that they were receiving from their professors.
- The fact that so many students complete a thesis in a timely fashion is evidence of a high degree of checking in and support given by the faculty and staff.
- General flexibility of the curriculum.
- Creative third Milestone in the doctoral program – New Course Design that is presented in a public research forum to peer students and faculty.
- The students are prolific. Even though there is not a requirement that they publish before completion, many of them do, in a multitude of languages and disciplines, both creatively and academically. These publications contribute to the stature of the program worldwide.
- Energy, optimism, commitment of the current Graduate Chair.
- Strong potential in expanding upon the interdisciplinary nature of the program, in order to make it a hallmark interdisciplinary program in the Faculty of Arts and Humanities.

Areas of Concern or Prospective Improvement

- The research and teaching areas of the core comparative literature faculty do not match the areas of interest of most of the current graduate students.
- The program does not have adequate financial support to release additional faculty to teach courses.
- Many of the core faculty are approaching retirement, and there are few assistant professors among the core faculty.
- Heavier workload tends to fall upon female-identified faculty and minority groups who are in positions of administration as well as being particularly popular amongst graduate students because of their areas of research and attentive support.
- The language requirements for admission and completion of the degree are increasingly difficult to meet for domestic students and for some international students, who are required to have proficiency in a third language.
- The number of course requirements seems inadequate to cultivate a sense of scholarly culture, to achieve expertise in the general field of comparative literary studies, and to gain mastery over a specific research area.
- The comprehensive exam is in need of an overhaul.

- The reduced financial support for international MA students is a great loss to the PhD program which had previously considered the Masters program as the gateway to the PhD, and for a university that seeks to highlight its internationalization and international student body.
- Many students are unaware of active collaborations with the programs in Migration and Ethnic Relations (MER) and Environmentalism and Sustainability (EnvrSust) that offer an attractive opportunity to gain training in vital and timely research questions that will give them enhanced hireability.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

Reviewers’ Recommendation Recommendations requiring implementation have been marked with an asterisk (*).	Program/Faculty Response
<p>1. Hold faculty meetings every semester to provide more effective channels for consultation, participation, and decision-making for faculty who are not members of the Graduate Committee.*</p>	<p>Program: While in agreement, the graduate program chair recommends that the series of solidarity-building faculty meetings be launched next term on Zoom. At the first meeting, the Graduate Chair shall recommend that the proposed meetings not take place “every semester,” as the External Consultants suggest, but biannually, once in the Fall term and once in the Winter term. Open discussion will be encouraged, of course, but each meeting in the series will be focused on a specific project or issue of concern to all the CL faculty members. The first meeting, for instance, could address the urgent need to update and reorganize the reading lists for the Major Field Examination. The second meeting could be devoted to a serious discussion of the feasibility of a new Collaborative Specialization in Comparative Canadian Cultural Studies.</p>
<p>2. Organize an annual or bi-annual faculty and student retreat to discuss major curricular changes, program vision, public events, and future steps.*</p>	<p>Program: The Graduate Chair is strongly in favour, however, feels that the forum that works best for both students and faculty in Comparative Literature is a lunch-time symposium. The Graduate Chair recommends biannual scheduling of lunch-time symposia. The next one could focus on the reform of the Major Field examination: a topic of pressing concern to both students and faculty. A future symposium, could perhaps discuss a more visionary issue such as the postcolonial future of Comparative Literature in Canada.</p>
<p>3. Establish an Associate Graduate Chair position: expand the administrative team and provide a pathway to leadership in the program. The Associate Graduate Chair could serve as Chair of the Graduate Committee and provide support to the Graduate Chair and the Graduate Administrative Assistant in advising students on</p>	<p>Program: The Graduate Chair strongly welcomes such an expansion of the CL administrative team. The new position would immediately put someone in place to serve as (a) Acting Graduate Chair whenever the Graduate Chair went on leave; and (b) Private Graduate Chair if a serious administrative conflict should arise between a contentious student and the Graduate Chair. The Associate Graduate Chair could be appointed with the clear understanding that he or she would be the first in line to succeed the Graduate Chair. The period spent as the Associate Graduate Chair could be regarded as an apprenticeship for the lead position on the administrative team. The Graduate Chair would have at least a year or two to train the Associate Graduate Chair in all the duties and responsibilities of the leader so that succession could be smooth and efficient.</p> <p>The Associate Graduate Chair could be placed in charge of the Graduate Research Forum to oversee the assessment teams for the New Course Design presentations (Milestone #3). Also, that the Associate Graduate Chair assist the Graduate Chair with the organization of examination committees for the Major Field Exam (Milestone #1) and the Thesis Prospectus Defense (Milestone #2). The organization of Thesis Defense Committees, however, should remain the primary responsibility of the Graduate Chair.</p>

<p>academic and personal issues.*</p>	
<p>4. Add a graduate student position to the Graduate Committee.</p>	<p>Program: The CL Graduate Committee already has two positions for graduate students: one for the Master's stream and the other for the doctoral stream.</p>
<p>5. Create at least two Graduate Assistantships to support program development, especially in terms of student services, webpage development, social media, with the goal of aligning the skills /interests of some of the students with professional development and with program needs.*</p>	<p>Program: The Graduate Chair is not opposed to this recommendation. In September 2021, the Graduate Chair approved an assistantship for a doctoral student to assist with the organization of the speaker series for the Graduate Research Forum and to create an online archival inventory of documents relating to the history of the CL program from 1992 to the present. The Graduate Chair could easily approve a second assistantship (now and then) to help the Graduate Assistant with webpage updates, social media posting, and journal editing if there happens to be a fundable student for whom no GTA or WGRS is available.</p>
<p>6. Establish a transparent process for course assignments and explore opportunities to assign a maximum number of different faculty to teach the CL courses. Only exceptionally, in an emergency situation, should a faculty member be assigned to teach 2 graduate courses in the same year, and it is not recommended under any circumstances that a faculty member be assigned to teach 3 graduate courses in the same year. Faculty should not be expected to teach graduate courses as an overload without compensation.*</p>	<p>Program: The Graduate Chair is more than willing to explore opportunities to limit the number of courses assigned to CL faculty members. It should be noted that the Graduate Chair does not make the actual course assignments – the Department Chair does. The Department Chair likely cannot commit faculty to the CL graduate program until all the undergraduate courses in Languages and Cultures have been supplied with teaching staff.</p>
<p>7. Explore opportunities to assign faculty that can teach courses that align with graduate student research interests.*</p>	<p>Program: To make significant progress towards the goal of matching course topics with student research interests will be difficult during the current hiring freeze. Most of the active teaching faculty remain linguistically oriented towards the literatures of Western Europe, Latin America, the United States, and Canada. Most of the students recently admitted to the program are from the Middle East, South Asia, and China. Though the program website makes it clear to all prospective applicants that research projects requiring linguistic proficiency in Arabic or Farsi or Hindi or Mandarin regrettably cannot be supported by the expertise of the current faculty, many of our international students nevertheless hope to take courses in the exceedingly polyglot field of Postcolonial Studies and to find supervisors qualified to direct research on emergent literatures remote from the traditional stomping grounds of Eurocentric comparatists.</p>

	<p>There are perhaps two ways to expand the pool of professorial expertise. The first is to recruit new CL faculty members from other graduate programs. Something that has been actively explored by the program since 2016. The second way to address the problem would be for the Graduate Chair to persuade the existing faculty to come up with course topics closer to what the new students might consider relevant to their future theses or research papers.</p> <p>Faculty: The Faculty recognizes the challenge that the research and teaching interests of current faculty are not fully aligned with the research of most students and the Dean will work to address this issue in consultation with the Department Chair and through the University’s (and Faculty’s) planning process.</p>
<p>8. Revisit degree requirements and learning outcomes as a consequence of institutional changes, reflected in the limited opportunities for faculty to teach graduate courses and shifts in student interests linked to the growing dependency of the program on an international student applicant pool.</p>	<p>Program: Over the last five years the Graduate Committee has worked at the project of reconceptualizing Comparative Literature at Western. As such, the program has visited and revisited the degree requirements (with concomitant assessments and reassessments of their learning outcomes) for both streams of the graduate program. Recommendation #8 is interpreted as encouragement to continue the hard work of reshaping degree requirements and revising learning outcomes to keep up with the current realities of the field. This includes modification of three degree requirements: (1) courses; (2) major field examination; and (3) third language proficiency. The first of these pertains to both streams of the program; the latter two only to the doctoral stream.</p> <p>Overall, a thorough curricular reorientation of the CL program towards Postcolonial Literature and Theory would take at least five years. It would entail a gradual de-emphasis (rather than an abrupt phasing-out) of Literary Theory in course offerings, field exam reading lists, and thesis topic approvals. From the founding of the CL program in the early 1990s to the tumultuous start of the pandemic in 2020, Theory and Criticism has been viewed as a close ally of Comparative Literature. The long-standing ties between the two programs would not be severed after 2022, of course, but they would have to be decisively adjusted for the postcolonial reorientation to succeed both academically and administratively.</p>
<p>9. Eliminate the Major Field Exam lists and replace them with student prepared lists that correspond with their areas of interests.*</p>	<p>Program: Over the last 5 years the Major Fields – a set of 15 (or so) bibliographies -- have been loosening up and evolving in the very direction recommended by the External Consultants. The contents of a selected reading list are routinely negotiated during a series of lively conversations or email exchanges between the student and the Graduate Chair, sometimes with input from the student’s prospective supervisor, before the list is finalized and approved. Students who select Literary Theory as their major field, for instance, have the option of constructing one of their four modules on a specialized topic pertinent to their interests. New modules for Queer Theory and Intermediality have recently been added to the range of choices. With an approval for a modification of the Major Field lists along the lines proposed in the Self-Study, it would be quite easy to incorporate the External Consultants’ recommendation about individualized lists into the modular structure of the four newly defined Major Fields.</p>

<p>10. Revise the third-language “exit” requirement to make it more flexible, less restrictive, and more useful for students. The third language could be an additional technical or theoretical area of expertise (such as sustainability studies, human rights law, migration studies, indigenous studies, area studies, futures studies, digital humanities, popular culture studies, global studies, etc) that has immediate value for research purposes and is a potential asset for future employment.</p>	<p>Program: The Graduate Chair agrees that the attainment of near-native fluency through “an immersive experience” in a new third language would take up too much time in a four-year program and would regrettably distract students from their primary activity of thesis research and writing. However, it should be pointed out that the External Consultants may have misunderstood that such a high degree of proficiency is not the expected learning outcome of this exit requirement. Students are already encouraged to choose a (new) third language relevant to the research angles and bibliographical materials for their prospective thesis topic. They are formally instructed to justify their choice of a third language in a section of their thesis prospectus in the Milestone #2 phase of the program. To satisfy the exit requirement, they only have to demonstrate an intermediate-level reading knowledge of their third language by translating an excerpt from a scholarly article with the aid of a dictionary. The Graduate Chair indicates that “that’s not too much to ask of them after four (or more) years of doctoral study. They are comparatists, after all. They’re supposed to love languages. They’re supposed to uphold the principle of polyglotism”. The specialized discourse of a “theoretical area of expertise” such as environmentalism or human rights law is a lingo – not a language. Familiarity with the technical terminologies and epistemic typologies of a field adjacent to Comparative Literature is an expected outcome of the interdisciplinary methodology of comparatist doctoral research. Fluency in the lexis of ecology or immigration policy or transitional justice can certainly be fostered within the CL program, but is an exit requirement the best stimulus for encouraging critical or professional competence in a discourse?</p>
<p>11. Provide curricular support for the New Course Design Presentation requirement in the form of a series of required workshops on teaching methods, possibly in parallel with the new methods course, Propaedeutics for Comparatists (Comparative Literature 9503).</p>	<p>Program: Given that the CTL already offers a variety of workshops on teaching methods (including the “Future Prof Series” listed on the “Engaging Learning Experiences” section of the SGPS website), there is little need to duplicate the professionalization programs already offered to CL graduate students or to make teaching workshops “required” in a formal curricular sense. CL students are well informed about these workshops and also strongly encouraged to take advantage of the opportunities available to them for enhancing their pedagogical skills.</p> <p>With respect to CL 9503 (“Propaedeutics for Comparatists”) a workshop on the New Course Design Presentation can be incorporated into the existing curriculum for this course. This modification can be made now so that it is included in the Propaedeutics syllabus for Winter 2022. Doctoral students who are working on their Milestone #3 presentations but are not already enrolled as auditors in Propaedeutics will be invited to attend this particular session of the methods course. Also invited to the session will be a senior doctoral student who has recently passed the Milestone #3 requirement and has modified the original draft of the new course syllabus in accordance with the constructive feedback provided by the assessment team after the presentation. The successful experience of the senior doctoral student will provide a case study for the MA students contemplating admission to the doctoral program as well as for the doctoral students aiming to present their new course designs to the Graduate Research Forum in 2022-2023.</p>

<p>12. Convene students for regularly scheduled professional development workshops aimed at preparing advanced graduate students for academic or alternative academic careers.</p>	<p>Program: As noted in the response to Recommendation #11, the SGPS already offers a variety of teaching workshops and self-assessment tools (most notably “Own Your Future”) to prepare graduate students to seek future employment along academic or para-academic career paths. Consequently, there is little need to duplicate the professionalization programs already offered to CL graduate students or to make teaching workshops “required” in a formal curricular sense. Students are strongly encouraged to take advantage of the opportunities available to them for launching their postgraduate careers. Moving ahead the Graduate Chair and the Graduate Assistant will continue to advertise the SGPS professionalization workshops to all CL students and to encourage voluntary participation in “Own Your Future.”</p>
<p>13. Organize each semester a public presentation that focuses on the state of the profession, to supplement the faculty’s efforts to provide guidance in current academic expectations.</p>	<p>Program: Due to the lack of funds and since the SGPS already runs a wide variety of professionalization workshops and presentations offered to graduate students at Western, the program is disinclined to act on Recommendation #13. Perhaps a speaker could be invited every so often at the Graduate Research Forum to speak about the academic horizons of Comparative Literature or the possibility of employment in related para-academic fields. In the summer of 2021, for instance, a CL doctoral student organized a successful Zoom webinar (in the form of an interview) with a Scottish publisher of English translations of Spanish novels. The Graduate Chair’s budget was tapped to provide the speaker with a modest honorarium. The event drew an audience of about 18 students from across the Faculty of Arts and Humanities. As for broad academic issues concerning the interdisciplinary definition or future research horizons of Comparative Literature, these topics might best be reserved for discussion in the lunch-time symposium series outlined in the response to Recommendation #2.</p> <p>If an occasional CL-specific presentation on “the state of the profession” were to be organized by students in the program for their peers, the Graduate Chair could certainly support the initiative with funds from the annual CL budget. A trial run of one presentation per year is recommended for at least the next two years. If the online presentations for 2022-2023 are well attended and are deemed to be professionally useful to CL students (in particular), then the number of presentations per year could be increased thereafter to two or even three.</p>
<p>14. Update and improve the webpage and explore possible recruitment and outreach through social media.*</p>	<p>Program: The program strongly supports this recommendation and as of winter 2022 has hired a doctoral student to upgrade and improve the website as guided by the modifications suggested in the program self-study brief. Namely:</p> <ul style="list-style-type: none"> (a) Add engaging contemporary visuals (not dull archival class portraits or static architectural shots) to enliven the scroll of dense text on the Comparative Literature web pages. (b) Have a program icon designed, or better yet encourage the students themselves to design one, to represent Comparative Literature at Western. It should be eye-catching, geometrically simple, immediately readable, and carefully designed not to clash with the Western crest repeated at the top of every page. (c) Upload the current version of the “Program Objectives” in the Self-Study as two PDFs, one linked to the MA page and the other to the PhD page, as recommended by the graduate students who participated in the

	<p>consultation lunch on February 11, 2020. The students declared that the twelve objectives could be viewed as the “Constitution of the Comparative Literature Program.”</p> <ul style="list-style-type: none"> (d) Construct an online archive of the first three decades of the Comparative Literature program at Western. (e) Monitor the academic and social life of the program on various social media platforms. (f) Set up a “best practices” exchange with other programs, from which a report can generated with a set of guidelines for enhancing the presence of the program on various social media platforms. <p>Faculty: In relation to a greater online presence, outreach and publicity for the program. The Dean’s Office will continue its communication with the Department to enhance its publicity strategies.</p>
<p>15. Purchase a program laptop.</p>	<p>Program: An initial request for approval of the purchase of a laptop from the program account was denied in 2021. Stemming from this recommendation, the Graduate Chair and the Graduate Assistant will resubmit the original request to the Dean’s office for consideration. If approved, the MacBook Pro would be ordered through Tech Services.</p>
<p>16. Prepare a 5-year plan that takes into account institutional changes, including reduction in students taking languages, retirements, Comparative Literature’s place within the Dept of Languages and Cultures. Take these questions into account: What is the future of Comparative Literature Western? How can the program renew itself.</p>	<p>Program: The Graduate Chair questions the feasibility of a new 5-year plan for the program when the Graduate Chair has (a) no involvement in the decision-making processes effecting the “institutional changes” listed in Recommendation #16; (b) no supply of reliable information about potential new hires in the Faculty; and (c) no assurance that the funding of international doctoral students will continue from one year to the next. Working from the suite of reflections and ideas outlined in the self-study brief, the Graduate Chair suggests that the formal drafting of a 5-year plan ought to be drawn up to the next Graduate Chair, whose 3-year term would start in July 2023 with the possibility of continuing for another 3 years starting in July 2026. Should the next Graduate Chair draft a 5-year plan during year one, there would be a good five years after that to implement it.</p> <p>Faculty: The Faculty recognizes the challenge that the department faces the possibility of retirements, and the Dean will work to address this issue in consultation with the Department Chair and through the University’s (and Faculty’s) planning process. Also, regarding greater support from the Faculty for recruitment of and stable funding for MA international students. The Dean has been attentive to recruitment of MA international students and remains committed to funding them in the foreseeable future.</p>

<p>17. Provide institutional support and incentive for professors who apply for grants to fund graduate students. This is an added dimension to faculty workload and could be incentivized through a teaching release upon successful grant application.</p>	<p>Program: It was noted that the Graduate Chair has limited administrative powers regarding this recommendation. Nevertheless, the Graduate Chair will urge colleagues in the CL faculty to apply for grants with budgets large enough to fund graduate assistants--especially if the assistants are year-X students who are struggling to support themselves financially while facing the challenge of writing a thesis. Equally, the Department Chair could be advised to grant teaching releases for successful grant applicants, however, there is some reluctance to do so because it would further diminish the shrinking pool of pedagogically active CL faculty.</p> <p>Faculty: Regarding incentives for successful grant applicants through teaching release. The Dean has already put this into practice by offering a one-time half course release for the duration of the grant to successful applicants.</p>
<p>18. The imbalance of workload in terms of supervisory load and administration should be addressed at an institutional level. We see this as an Equity and Diversity issue.*</p>	<p>Program: The Graduate Chair was puzzled by the External Consultants' insistence that the workload imbalance is "an Equity and Diversity issue" in the program specifically. However, there is agreement that the workload imbalance "needs to be addressed at an institutional level," starting with a serious reckoning of the deleterious impact of the faculty-wide hiring freeze.</p> <p>At the program level, the Graduate Chair commits to continuing to do all that can be done to distribute supervisory and administrative labour fairly among the CL faculty. New faculty will continue to be recruited from adjacent graduate programs. New modifications will continue to be made to the structure of the program. And new amendments to the 2017 reform of the supervisory limits will be proposed and discussed for approval at an upcoming Graduate Committee meeting.</p> <p>Faculty: An unintended effect of the hiring freeze has been issues with equitable distribution of workload. As noted by Dr. Miller, the program's dependence on international students, whose interests are often in areas of non-western literary theories, literatures and cultures, and the paucity of Faculty working in these areas results in a heavier supervisory load on those whose scholarship falls in these areas of research. Despite the department's efforts towards equitable distribution of work, the outcome is an imbalance in the workload. Dr. Miller's agreement with the External Consultants' observation that the issue of Workload imbalance be located within the context of the hiring freeze and "addressed at the institutional level" is, therefore, valid. In view of the University's commitment to EDID and the concerns raised by the reviewers, the need for new hires in these areas is, indeed, urgent. The Dean is aware of the workload inconsistencies and will address the hiring needs of the program in consultation with the Department Chair and through the University's (and Faculty's) planning process.</p>

Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some have been deemed not to move ahead or are already being actioned, as described in the program and faculty responses above. As a result, the recommendations not appearing in the implementation table are recommendations #4, 8, 10-13, & 15-17.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Hold faculty meetings every semester to provide more effective channels for consultation, participation, and decision-making for faculty who are not members of the Graduate Committee.</p>	<p>Setup regular meetings with program faculty members. At least one in the fall and one in the winter term.</p>	<p>Graduate Chair</p>	<p>By December 2022 and By April 2023</p>
<p>Recommendation #2: Organize an annual or bi-annual faculty and student retreat to discuss major curricular changes, program vision, public events, and future steps.</p>	<p>Schedule a lunch-time symposium for students and faculty. Consider the theme of reforms to the Major Field examination for the first event.</p>	<p>Graduate Chair Graduate Assistant</p>	<p>By December 2022</p>
<p>Recommendation #3: Review the workload of the Graduate Chair and develop a plan for succession of program leadership.</p>	<p>Set a meeting to discuss the Graduate Chair's workload and feasible approaches to supporting the sustainability of program leadership (e.g., the feasibility of establishing an Associate Graduate Chair position as a support and pathway to leadership).</p>	<p>Graduate Chair Department Chair Associate Dean</p>	<p>By December 2022</p>

<p>Recommendation #5: Examine additional funding opportunities for graduate students in the program, especially those affected by the reduced funding support packages.</p>	<p>Set a meeting to discuss additional Faculty funding support for students with the Department Chair and Dean’s Office.</p> <p>Continue offering graduate assistantships to support program development work where possible.</p>	<p>Graduate Chair Department Chair Associate Dean</p>	<p>By December 2022</p>
<p>Recommendation #6: Establish a transparent process for course assignments and explore opportunities to assign a maximum number of different faculty to teach the CL courses.</p>	<p>Begin drafting a formal process for drawing up CL graduate courses and their assignments, to be piloted in the fall of 2022 for the 2023-2024 academic year.</p>	<p>Graduate Chair Department Chair</p>	<p>By December 2022</p>
<p>Recommendation #7: Explore opportunities to assign faculty that can teach courses that align with graduate student research interests.</p>	<p>Invite faculty with comparatist expertise in other programs to join the CL faculty.</p> <p>Discuss prospective opportunities to develop new courses that more closely align with student research interests at an upcoming program Faculty member meeting.</p> <p>Setup a meeting with the Department Chair and Dean’s Office to discuss how this issue can be tampered via faculty planning mechanisms.</p>	<p>Graduate Chair Department Chair Associate Dean</p>	<p>By December 2022</p>
<p>Recommendation #9: Move away from the Major Field Exam lists and replace them with student prepared lists that correspond with their areas of interests.</p>	<p>Work with the SGPS to draft and submit this modification.</p> <p>Once approved, update and restructure the reading lists.</p>	<p>Graduate Chair Graduate Committee Student Reps</p>	<p>By June 2023</p>

<p>Recommendation #14: Update and improve the webpage and explore possible recruitment and outreach through social media.</p>	<p>Complete work already underway on the graduate program website (as listed in the program response) Setup a meeting with the Dean’s Office to outline a plan regarding support with enhancing the program’s online presence, outreach and publicity.</p>	<p>Graduate Chair Department Chair Associate Dean</p>	<p>By December 2022</p>
<p>Recommendation #18: Address the imbalance of workload in terms of supervisory load and administration.</p>	<p>1) New faculty to be recruited from adjacent graduate programs to reduce supervisory load. 2) Amendments to policies regarding supervisory limits will be proposed and discussed for approval at an upcoming Graduate Committee meeting. 3) The Dean will consult with the Department Chair to address the hiring needs of the program as part of the University’s (and Faculty’s) planning process.</p>	<p>1 & 2) Graduate Chair, Graduate Committee 3) Department Chair, Associate Dean, Dean</p>	<p>By December 2022</p>

Other Opportunities for Program Improvement and Enhancement

- More opportunities for cross-listing topic courses should perhaps be explored as a way to meet student demand for a diversity in course content. It seems that cross-listing an upper 4th year class with a graduate seminar is not routinely done, but it is a successful model that has been implemented at other universities where there is need.
- Recruit student representatives to setup a program-wide presentation on “the state of the profession” with the support of the Graduate Office. Should a trial event be well attended, make provisions for this to become a regular event.



**Communication Sciences and Disorders
(CSD)**

**Final Assessment Report &
Implementation Plan
March 2022**

Faculty / Affiliated University College	Health Sciences	
Degrees Offered	MCISc	
Date of Last Review	2013	
Approved Fields	Audiology Speech Language Pathology	
External Reviewers	Karen Pollock Professor Department of CSD, University of Alberta	Navid Shahnaz Associate Professor, School of Audiology & Speech Sciences, University of British Columbia
Internal Reviewers	Immaculate Namukasa Associate Dean, Faculty of Education and Member of SUPR-G	Ryan Chan PhD Student, Nursing
Date of Site Visit	February 1-2, 2022	
Date Review Report Received	February 16, 2022	
Date Program/Faculty Response Received	Program Response March 16, 2022 Faculty Response March 21, 2022	
Evaluation	Good Quality	
Approval Dates	SUPR-G: May 16, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022	
Year of Next Review	Year of next cyclical review: 2028-2029	

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 Communication Sciences and Disorders Graduate Program delivered by the Faculty of Health Sciences.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Communication Sciences and Disorders Graduate Program Chair; and
- the response from the Dean, Faculty of Health Sciences.

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

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

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

Executive Summary

The CSD graduate program at Western University offers only the professional, non-thesis-based, Master of Clinical Science (MCISc) degree in the Fields of Audiology and Speech-Language Pathology (SLP). Students are enrolled full-time in the program for six terms, including at least two full-time summer practicum placements. The MCISc Program currently provides training to approximately 32 Audiology students and 50 Speech-Language Pathology students in each intake cohort for a total MCISc enrollment of approximately 164 in the two-year program.

The program is designed to provide the full academic and clinical preparations required to meet the licensing requirements of the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO) and other Canadian regulators.

The program's self-study involved the examination of existing sources of information and records of reflection as well as new data collection via surveys (with students and practicum preceptors) and collaborative faculty reflection on program learning outcomes and curriculum via several retreats.

The external reviewers shared a positive assessment of the CSD Graduate Program. In addition to constructive considerations for further enhancement, the reviewers offer three overarching recommendations for the program.

Summary of the Self-Study

Strengths and Innovative Features Identified by the Program

- Home of the largest audiology training program in North America (as of 2019).
- Houses the H.A. Leeper Speech and Hearing Clinic, which provides clinical services to the community and clinical training in speech-language pathology and audiology.
- Facilities located within the National Centre for Audiology (NCA) which has state-of-the-art laboratories for the study of hearing.
- MCISc program provides the clinical training for MCISc/PhD students registered in the Health and Rehabilitation Sciences Combined Programs in Audiology/Hearing Science and SLP/Speech-Language Science.
- CSD foundational courses are open as field-specific and elective courses to thesis-based MSc and PhD students registered in Hearing Science and Speech-Language Science fields of the HRS program and to students in Engineering and Neuroscience graduate programs.
- Experiential learning enhanced by the development and deployment of the CARL manikin for simulation in audiology teaching, which originated as a student project here at Western in collaboration with Engineering.
- Students frequently comment positively about:
 - o Experience in the in-house clinic
 - o Quality of clinical feedback

- Clinical application courses, labs, and use of case studies
- Professors' approachability

Concerns and Areas of Improvement Identified and Discussed by the Program

- Preceptor concerns with occasional lack of professionalism, organization, or preparation for the demands of full-time work among first-year students in external practica placements.
- Student concerns related to:
 - Redundancy in Professional Practice courses
 - Lack of a course on vestibular disorders and assessment
 - Lack of clarity about the Faculty Advisor system
 - Academic load in the second term (Year 1 Winter) of the SLP program
 - Classroom size
 - Limited quiet study space

Review Process

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

- Vice-Provost, School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, School of Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Associate Vice Provost, Academic Planning, Policy and Faculty
- Associate Chief Librarian
- Acting Dean of the Faculty of Health Sciences
- Associate Dean – Graduate, Faculty of Health Sciences
- Acting Director, School of CSD
- Graduate Program Chair and former Graduate Chair
- Graduate Program Committee Members
- Graduate Program and Department Staff
- Program faculty members
- Graduate students

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 of the Communication Sciences and Disorders Graduate Program, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

Strengths of the Program

- Faculty members are highly regarded for their expertise and cover both breadth and depth of knowledge in the professions.
- The Audiology and SLP programs at Western are in high demand, with 5 to 10 times more applicants than spaces available.
- Western's MCISc programs were reviewed by the CACUP-ASLP in 2021 and were re-accredited for a full seven years, demonstrating that they have met or exceeded all of the standards for the professions.
- Inclusion of clinical application courses, often taught by clinical faculty, which help bridge the gap between academic content and clinical practice.
- Inclusion of inter-professional courses (introduction to professional practice and critical appraisal) that include students from Audiology, SLP, Occupational Therapy, and Physical Therapy.

Areas of Concern or Prospective Improvement

- Program members have expressed some concerns about teaching technology and inadequate IT support in Elborn College classrooms.
- Limited quiet study space and eating space for students.
- Need for additional and readily accessible counseling support, ideally within the Faculty.
- As new faculty positions become available, a commitment to increasing diversity is strongly encouraged and consistent with the university's strategic plan for a more equitable and inclusive environment institution.
- Audiology students expressed that further opportunity remains for an increased representation of the Audiology profession within case studies and content.
- Removing the barriers to increased enrollment in the combined MCISc/Ph.D programs would provide more TAs to support MCISc courses and provide valuable teaching experience for the combined program students.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

<p>Reviewers’ Recommendation Recommendations requiring implementation have been marked with an asterisk (*).</p>	<p>Program/Faculty Response</p>
<p>1. Credit/support for clinical training for combined MCISc/PhD students*</p> <p>Although the School provides clinical training for MCISc/Ph.D. students, because these students are registered in the Health and Rehabilitation Sciences, the School of CSD is not receiving any form of credits toward their intake cohort in the professional degree programs or any financial remuneration to their operating budget. The School of CSD allocates similar resources and training to other students in the professional cohort to provide the quality clinical training required for professional competency in the field for these students in the combined program; however, they are not included in their intake cohort quota. This results in a limit on how many students can be admitted to the program, despite strong interest from applicants and supervisors. There should be a mechanism to credit the School either by counting the combined MCISc/Ph.D. degree into their professional degree intake cohort quota on a yearly basis or other means in the form of an additional budget to support the School. In addition, this may allow the Faculty of Health and Rehabilitation Sciences and the School of CSD to expand this unique program.</p>	<p>Program: Admission into the Master of Clinical Science (MCISc) degree(s) in audiology and speech-language pathology (SLP) within the School of CSD occurs via 2 pathways: (1) student applicants apply directly to the professional graduate MCISc degree program for either profession, or (2) student applicants apply via the Health & Rehabilitation Sciences (HRS) program into the combined PhD/MCISc - audiology or speech-language pathology degree program. The HRS pathway is highly desirable to student applicants because of the 5-yr combined degree option. The School currently has 15 speech-language sciences PhD students with 6 being HRS combined PhD/MCISc students. In Hearing Science, there are 14 PhD students with 5 being combined PhD/MCISc students. Currently, there are limitations in the number of students that can be admitted into the combined program each year in part because each year the School must also balance the number of PhD/MCISc students moving into the clinical program with the number of new CSD MCISc admissions. There are admission targets of 32 audiology students and 50 SLP students each year. These target limits are due primarily to instructor and clinical placement resource limitations. The School of CSD would benefit from leeway in either counting the HRS MCISc/PhD students towards our CSD MCISc student targets and/or being able to reduce the target number of MCISc students admitted in a given year, enabling higher numbers of MCISc/PhD students in a given year if academically eligible students apply.</p> <p>The faculty and administrators in the School of CSD are aware that there are at least two important factors to consider in addressing this recommendation. Firstly, PhD/MCISc students benefit from the funding package received from Western’s graduate program in HRS. Secondly, alterations to enrolment streams can affect government funding received by Western University and the School of CSD for clinical student (MCISc) education.</p> <p>Faculty: The Program response provided a detailed response to this query. A review of prior application and enrolment data for the MCISc programs and Health and Rehabilitation Sciences combined PhD/MCISc programs may assist in identifying enrolment options, and the Faculty is happy to work with the Program in both identifying and appraising options.</p>

<p>2. Indigenous Engagement*</p> <p>An important program-wide objective to ensure that students in the clinical programs acquire knowledge, skills, and attitudes commensurate with culturally safe and competent service delivery for people of First Nations, Métis, and Inuit heritage in Canada needs to be established. A significant initiative could also include assigning a seat or two for the indigenous people and providing community outreach efforts for the students, including clinical placements of students in Indigenous communities.</p>	<p>Program: In 2020, the FHS formalized a commitment to support, educate, and bring members of FHS together to facilitate understanding, address discrimination and harm, influence and advance systemic changes towards making the FHS a more equitable and safer place. The School of CSD continues to be guided by these ongoing and collaborative efforts within our FHS and the University at large that are intended to coordinate actions/efforts across and within Schools and Departments with regard to Equity, Diversity, Inclusivity, Indigeneity, and Accessibility (EDIIA) policies. The School of CSD recognizes the ongoing efforts of the FHS to assist Schools in this regard. The FHS has hired an Assistant Dean EDI. This person will provide additional support to the recent hiring of Dr. Alex Levine as Equity, Diversity and Inclusion Coordinator in the FHS. In addition, the FHS Anti-Racism Task Force led by Dr. Carla Da Silva is assisting the FHS and the School of CSD in learning to better address and actively work to prevent racism and to respond to racism in meaningful ways. The School of CSD is equally working with the leaders of the other programs within the FHS to develop guidelines to help advance access to CSD programs for eligible applicants who self-identify as First Nations, Métis, Inuit, or Indigenous.</p> <p>Faculty: As the Program has noted in their response, Equity, Diversity, Inclusion, Indigeneity and Accessibility (EDIIA) are of paramount importance in the Faculty of Health Sciences and its constituent Schools. The Faculty supports the School of CSD’s plans to formalize both admissions and recruitment procedures that will enhance Indigenous applicants’ access to its programs. Additional Western- and Faculty-wide supports may further assist in addressing this recommendation. First, an admissions reflection exercise has been developed by the School of Graduate and Postdoctoral Studies (SGPS) to help programs reflect on and assess their admission processes to determine if there are opportunities to increase EDIIA when reviewing applications and making admission decisions. The Program has already agreed to participate in this reflection exercise. The FHS Associate Dean of Graduate and Postdoctoral Studies will be collating reflection responses from all FHS graduate programs and following participation in a SPGS/Graduate Associate Deans retreat, share FHS and Western-wide findings at subsequent FHS graduate program committee meetings. Second, there is a FHS Indigenous Committee currently working on identifying opportunities to attract and retain Indigenous students in the Faculty, as well as to build relationships and foster connections with Western Indigenous Initiatives and local and surrounding Indigenous communities. Third, both Western (within the People, Community, and Culture theme of the new strategic plan) and the Faculty of Health Sciences aim to bolster bursary and scholarship opportunities for Indigenous students as well as those from other equity-deserving groups.</p>
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3. Student Experience

It is not clear how Western's Accessible Education collaborates with the CSD academic and clinical team to provide CSD students with accommodations that are appropriate to their varied learning contexts and requirements, including clinical placements. Individuals within the Centre for Accessibility who have specialized expertise and experience within students in health-professional, practicum-based programs would be a vital asset and support for the School of CSD.

Another issue raised during our conversation with the students was that the orientation in its current format, which is arranged and conducted by the student council, does not provide adequate support and program information for the incoming students. The student support committee within CSD can collaborate actively with the student council to arrange the orientation sessions, preferably in a few meetings at the beginning of the school year to connect with other students, meet the professors, staff, and get to know their way around the School and campus. Orientation is also a chance for the School to start getting to know their students and to provide an overview

Program: Improving accessible education: The School of CSD Clinical Education Coordinators (CEC's) and the Graduate Program Chair met with representatives of AE at Western in the fall term 2021 to inform them about the clinical practice settings and competencies expected of registrants wanting to practice as Audiologists and SLP's within Canada (as regulated healthcare professionals). The School has discussed the various areas of practice for SLPs in addition to providing an overview of practice settings (e.g., hospitals, private practice, children treatment centres). An overview of services within Western's in-house H.A. Leeper Speech & Hearing Clinic has also been provided that outlines a first and often second or third placement opportunity preparing students for their subsequent placements in the community. This conversation was initiated following several requests for clinical practicum accommodations. Together with staff from AE the School is trying to determine how best to support the students and determine a process of finding appropriate accommodations that are implementable in the context of each student's unique learning needs and which will ensure that they develop the knowledge, skills and competencies expected for the profession. The School has worked closely and iteratively with staff, students, and the acting manager in AE to develop accommodations for students within current clinical placements.

Effective Jan 1, 2022, the School has informed CSD students of the need to receive their written AE requests for clinical placements well in advance so that the CEC's can coordinate with placements to implement AE accommodations that facilitate the development of the skills required of SLPs and audiologists in clinical practice. Deadlines have been specified for each term and would typically be 3 months in advance of the placement start date. The School has updated the student handbook providing relevant information on processes to acquire AE. The School's OWL site (Homeroom) has been updated so that information is better organized, updated and outlines processes. Written guidance to students through our recently hired Academic Program Coordinator who is developing knowledge and skills in processes associated with AE has also been provided.

The School aim's to meet again with the AE Manager and staff to continue discussions on effective and efficient pathways which will reduce the time spent developing accommodation plans. The School also continues to seek successful and satisfactory clinical training experiences and optimal learning outcomes for students in conjunction with plans developed with our colleagues in the AE office.

CSD Orientation: The desire from students for changes to the fall orientation that precedes entry into the program has been noted. Alterations to the CSD student handbook are being made to ensure updated and more complete School and program-based knowledge is provided. The CSD acceptance letter for students entering the School in the fall of 2022 has been revised to provide more information to inform acceptance decision-making. The School will develop the fall 2022 orientation day(s) keeping in mind students' request

<p>of the program structure, expectations, and where to access resources and supports.</p>	<p>for more information about the program, the timelines, the city, services at Western, and the student support committee role so that overall program expectations are clear.</p> <p>Faculty: The Program provided a detailed response to this recommendation and the Faculty is supportive of its plans. Graduate programs, and professional graduate programs such as those in CSD, would benefit from more central involvement in terms of accessible education/ academic accommodation to ensure a high-quality student experience.</p>
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Chair of the Graduate Program, in consultation with the SGPS and the Dean of the Faculty of Health Sciences is responsible for enacting and monitoring the actions noted in Implementation Plan. The number of recommendations prioritized for implementation has been reduced as they are already being actioned as explained in the program and faculty responses.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Credit for clinical training for combined MCISc/PhD students.</p>	<p>Discussion of options and determination of a plan, informed by review of prior application and enrolment data, for enrolment consideration that can be implemented in time for the Fall 2023 admissions cycle.</p>	<p>Acting Director – School of CSD Graduate Program Chair FHS Associate Dean (Graduate and Postdoctoral Programs) FHS Assistant Dean (Graduate Programs)</p>	<p>By September 2022</p>
<p>Recommendation #2: Admission of Students identifying as Indigenous as well as those from other equity-deserving groups</p>	<ol style="list-style-type: none"> 1. Remind reviewers at admission consideration meetings of eligible applications from self-identified First Nations, Métis, Inuit, and Indigenous students who are ranked within the pool of applicants being considered for offers of admission. 2. Formalize a School-based policy to assign a seat or two for eligible applicant(s) who self-identifies as Indigenous. 3. Continue to work with the Dean’s Office of FHS and the SGPS to develop a formalized plan of action regarding strategies for recruitment, including making future and current students aware of the considerations, admission scholarships, bursaries and internal and Western-wide supports available for Indigenous students as well as those from other equity-deserving groups. 	<ol style="list-style-type: none"> 1. Graduate Program Chair 2. Graduate Program Chair School of CSD Council 3. Acting Director – School of CSD 	<p>By March 2023</p>



Health and Rehabilitation Sciences
Final Assessment Report &
Implementation Plan
March 2022

Faculty / Affiliated University College	Health Sciences	
Degrees Offered	MSc, PhD	
Date of Last Review	2012-2013	
Approved Fields	Health and Aging Health Professional Education Health Promotion Hearing Science Measurement and Methods Physical Therapy Speech and Language Science Occupational Science	MSc, PhD MSc, PhD MSc, PhD MSc, PhD, MCISc/PhD combined MSc, PhD MSc, PhD, MPT/PhD combined MSc, PhD, MCISc/PhD combined MSc, PhD, MScOT/PhD combined
External Reviewers	Marcia Finlayson Director, School of Rehabilitation Therapy Queen's University	Patricia Manns Associate Dean, Faculty of Rehabilitation Medicine University of Alberta
Internal Reviewers	Tom Drysdale, Associate Dean, Schulich School of Medicine and Dentistry and Member of SUPR-G	Maksim Faronov, PhD Candidate Electrical and Computer Engineering
Date of Site Visit	November 8-9, 2021	
Date Review Report Received	November 22, 2021	
Date Program/Faculty Response Received	Program response February 28, 2022 Dean response March 3, 2022	
Evaluation	Good Quality	
Approval Dates	SUPR-G: May 16, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022	
Year of Next Review	Year of next cyclical review: 2028-2029	

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 Health and Rehabilitation Sciences Graduate Program delivered by the Faculty of Health Sciences.

This Final Assessment Report (FAR) report considers the following documents:

- the program’s self-study,
- the external consultants’ report,
- the response from the Health and Rehabilitation Sciences Graduate Program Chair, and
- the response from the Dean, Faculty of Health Sciences.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external consultants, noting those recommendations that require attention.

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

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

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western’s Faculty of Health Sciences, the Health and Rehabilitation Sciences Graduate Program, the School of Graduate and Postdoctoral Studies, and SUPR-G.

Executive Summary

The Graduate Program in Health and Rehabilitation Sciences (HRS) offers both an MSc and a PhD degree, wherein students may select from amongst nine Fields: Health and Aging; Health Professional Education; Health Promotion; Rehabilitation Sciences, Hearing Science; Measurement and Methods; Occupational Science; Physical Therapy; and Speech and Language Science. These Fields are distinguished from each other, in terms of course requirements, by both a Field-specific course, and a Field-specific seminar. The Fields are also distinguished by the nature of their thesis content, and the content of their comprehensive examinations (at the PhD-level only). The formation of HRS in 2006 was a direct outcome of an earlier strategic direction to enhance interdisciplinary graduate education in the Faculty of Health Sciences.

To inform the self-study for this program review, input was collected from program faculty members via a survey (response rate of 67% at $n=34$) regarding the strengths, weaknesses and opportunities of the program. Dedicated surveys to current students (response rate of 45% at $n=99$) and to recent graduates (response rate of 28% at $n=78$) collected feedback on areas such as the quality of courses, facilities, student supports, program communications, clarity of program requirements, workload, supervision, funding, and professional development opportunities.

The external reviewers shared a positive assessment of the Health and Rehabilitation Sciences Graduate Program, indicating that “*our recommendations are intended to help strengthen an already very good program.*” In addition to four overarching recommendations, they offer constructive considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Combined degrees with the Rehabilitation Schools, whereby the HRS PhD is offered concurrently with the MSc(PT) as of 2007, MSc(OT) as of 2011, MCISc (SLP) as of 2012, and the MCISc (AUD) as of 2012.
- Affiliations with three Collaborative Specializations in Musculoskeletal Health Research, Music Cognition, and Global Health Systems in Africa.
- Breadth of expertise available within the HRS program creating opportunities for exposure to complementary perspectives to research questions and access to the research networks of their mentors.
- Research facilities and strong links to research institutes and community partners, and alliances with hospitals and clinics facilitating patient-centred research.
- The annual HRS Graduate Student Conference and the Faculty’s Research Day to provide students opportunity to present their research in a professional setting.
- New exit interview between the Program Chair and students will take place after a student has completed the program or when leaving the program (whenever possible).
- Implementation of Pathfinder – a degree planning portfolio that enables students to record their accomplishments and plan towards the completion of their degree.

Concerns and Areas of Improvement Identified by the Program

- Faculty members advocate for more advanced quantitative (statistics, mixed methods, scoping/systematic reviews, measurement) courses.
- Opportunities to form a sense of community among students pursuing combined degrees. Consideration of a handbook specific to combined degree students.
- Students mentioned that areas of program priority should be:
 - o Increasing student funding (funding package, internal scholarships, jobs, additional GTAs).
 - o Expanding/renovating the physical space at Elborn to create a sense of cohesion/culture.
 - o Offering greater professional development opportunities (writing workshops, promotion of student research, exploring employment options).
 - o Expanding course offerings and greater integration with clinical programs.

Review Process

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

- Associate Vice-Provost of the School of Graduate and Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Dean of the Faculty of Health Sciences
- Current and Former Associate Deans, Faculty of Health Sciences
- Department Chair
- Graduate Program Chair
- Admission Committee, Scholarship Committee and Graduate Committee Members
- Graduate Program and Department Staff
- Program faculty members
- Graduate students

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 of the Health and Rehabilitation Sciences Graduate Program, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

Strengths of the Program

- Time-to-completion data provided in the submission are very good.
- Major research requirements for degree completion are reasonable and leading to high quality products.
- Collaborative specialization options.
- Combined programs are innovative and are offered in four disciplines which sets them apart from other combined program offerings at other Universities.
- strong and well-resourced administration, and also receives excellent support through SGPS.
- Despite student concerns, there is an exceptional level of financial commitment to students through the Faculty base budget.
- Engagement with research centres and labs off campus is strong and provides students with unique and valuable learning experiences.

Areas of Concern or Prospective Improvement

- Lack of discussion about EDI issues throughout admission processes, and attention to diverse ways of knowing and strategies to decolonize curriculum.
- Consideration needs to be given to the number and naming of the fields in the HRS program.
- Inconsistencies across combined programs in the ability to become licensed after completion of the clinical components of the degree (but before completion of all degree components).
- The common seminar learning outcomes and their evaluation are unclear.
- Given the inherent interdisciplinary nature of the research in health and rehabilitation sciences, and the value of ensuring that all students have a common and critical understanding of these key constructs. As such there is some concern that the focus on fields tends to create silos that could be a barrier to interdisciplinary thinking. It seems that the program’s *Common Seminar* represents untapped potential to drive interdisciplinarity.

Upcoming Program Changes Proposed During this Cyclical Program Review

(to be submitted for approval at a future date as per Western’s internal governance process)

- Change in the format of the Common Seminar series (a program milestone) from a within-program offering to requiring students to complete at least six offerings from centrally run groups.
- Removal of the Rehabilitation Sciences Field
- Removal of HS 9679 Research Topics in Hearing, Speech, and Language Science, which was attend by MSc, PhD and Combined degree students in the Hearing Science and Speech & Language Science fields in the HRS Program. Replacing this course with CSD 9512a Acoustics, Perception, and the Auditory System or CSD 9516b Auditory Evoked Potentials and Emissions for students in the Hearing Science field, and CSD 9613a Language Acquisition: Foundations and Critical Applications or CSD 9615a Speech Science for students in the Speech and Language Science field.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

<p>Reviewers’ Recommendation Recommendations requiring implementation have been marked with an asterisk (*).</p>	<p>Program/Faculty Response</p>
<p>1. Fields. Critically examine the size and naming of the fields and ask whether there are opportunities to collapse fields, make their labels more inclusive, and support more explicit interdisciplinary work.*</p>	<p>Program: The program has explored the possibility of reducing the number of fields a few times since the inception of the program. This resulted in the removal of the Child and Youth Health field (2016) and the Rehabilitation Sciences field (2020). In the last HRS Program Committee meeting where this recommendation was reviewed, faculty did not support the removal of additional fields, though there was some support for re-naming fields to improve inclusivity.</p> <p>Just recently, the School of Health Studies (SHS) has defined three primary research priorities: health promotion, systems analysis and policy, and knowledge mobilization. The SHS has also, in this budget cycle, been awarded resources to launch a new course-based graduate program around health equity and sustainability, which will provide additional faculty through new tenure-track and renewable contract positions which will provide additional workload to launch new graduate courses. Given these additional resources and the practice of FHS to share courses between graduate programs, it makes sense to revisit the discussion around collapsing, renaming, or adding fields once that program has been approved by the University.</p> <p>Faculty: As noted in the Program response, there has been continued evaluation of both the size and names of the fields of study within the HRS program, with discussions currently underway to examine inclusivity. Whereas interdisciplinary representation is currently widespread among supervisors within the HRS fields (e.g., supervisors from each Faculty of Health Sciences [FHS] School contribute to the Health Promotion field), fostering interdisciplinarity in both graduate coursework and graduate research training has been identified as an area of strategic importance in academic planning by Western and FHS; accordingly any changes to HRS fields which enhance interdisciplinarity will be supported by the Faculty.</p>

2. EDI. Review and critically examine the HRS program from an EDI lens. In particular, curriculum and admission processes should be reviewed and at minimum more explicitly align with University EDI initiatives.*

Program: The program’s current admissions process is a review of the application file against SGPS and Program eligibility criteria. As there is very little descriptive information on the application, decisions pertaining to eligibility at SGPS and within the Program, are not influenced by sex, gender, disability status, ethnicity or culture. To be eligible for admission, students are required to secure a thesis supervisor. Where the program may be vulnerable to EDI-related biases may be at the level of the individual faculty member when deciding whether to commit to mentoring a student or students. With respect to curriculum, faculty have been decolonizing curriculum over the past two years as this has been a university-wide and faculty-wide initiative.

As part of its commitment to EDI, the Program will investigate the possibility of the following: 1) A campaign led by the Dean of FHS to advertise and strongly encourage faculty/staff completion of EDI workshops offered through the university. 2) Investigate whether completion of University-led workshops by faculty and staff can be or are tracked through myHR and can be exported as an aggregated report as this would provide supporting evidence of faculty/staff awareness of EDI issues.

Faculty: Equity, Diversity and Inclusion - Decolonization is of paramount importance in Western’s new Strategic Plan and, also, for the Faculty of Health Sciences and its constituent Schools and programs, including HRS. The School of Graduate and Postdoctoral Studies at Western is exploring mechanisms to garner data related to the diversity of graduate students on Western campus and to foster holistic admissions processes and accordingly, expansion of the diversity of graduate students at Western. This will be a welcome process to assist the Faculty of Health Sciences and HRS in understanding the current diversity of students in the HRS programs, in reviewing and enhancing its admissions procedures, and in developing and monitoring EDI-D activities. Western’s Office of Indigenous Initiatives plays a leading role in championing Indigenous strategic directions, building collaborative and community-engaged partnerships, and supporting campus partners in implementing Western’s Indigenous Strategic Plan. Additionally, the Faculty has appointed an EDI-D coordinator to support its Schools and programs in this important work, and several faculty members from Health Sciences are leading or are members of university-level committees addressing decolonization of curriculum, anti-bias, anti-racism and anti-oppression, equity, diversity and inclusion, and accessible education. The Faculty is also currently completing a search for a new leadership position, an Assistant Dean of Equity, Diversity, Inclusion, Indigeneity and Accessibility, to spearhead this portfolio, aiming to have this new Assistant Dean start July 1, 2022. Both the Faculty of Health Sciences and HRS are deeply committed to EDI-D and will avail themselves of the growing number of supports offered by Western.

3. Core RS and Health components of the HRS program. Identify core Health and Rehabilitation Science knowledge with which every HRS student should leave the program and then develop a mechanism to address that core knowledge in a collaborative way.

Program: In a recent meeting of the HRS Program Committee (Feb 2022), the program again ‘took the temperature’ for further reduction in fields and the introduction of a core program-wide course offering. As in 2018 (from a past town hall discussion), the response by faculty was lukewarm or opposed. First, addition of a common core course would necessitate increasing the number of degree course requirements. Second, given the size of the incoming class each year (nearly 100 students), opportunities for meaningful student interactions with peers and instructors and for deep discussion may be limited. Third, Faculty identify strongly with the theories and frameworks associated with their field and were only mildly receptive to the idea of a program-wide core course. Very few students expressed a desire for a core course beyond the research methods courses already required (see below for a more detailed description of survey results).

After reviewing the external reviewers’ report, the program sent a survey to our 242 active students seeking their opinion on 1) the removal of fields, their perceived value of fields while in program and post-graduation, 2) ideas for new fields to improve inclusivity, and 3) the addition of program-wide core course requirements. The survey was open from December 2021 to February 2022 and data was anonymous. Ninety-seven (40%) of students completed the survey. With respect to removing fields, students were split (54% for and 46% against). Student reflections regarding each perspective are detailed in the program response. Regarding the core knowledge that every student in the HRS program should acquire, most students listed research methods (already a degree requirement) or professional development opportunities (already provided through the new Common Seminar format). Several students stated that a common course should not be required.

As a result of these findings, the program will aim to improve communication to students and supervisors about available elective courses, professional development opportunities, and collaborative programs. Method to implement improvements: add links to program website for collaborative programs (done) and elective courses (done); continue to add professional development opportunities to the course outline for the Common Seminar (ongoing, updated regularly); advertise professional development opportunities in the weekly HRS Program Newsletter that is circulated to faculty and students; at student orientation each fall, provide students a more detailed description of elective courses and Collaborative Specializations.

Faculty: The Program has provided detailed responses to these recommendations. The Faculty supports the Program’s ongoing engagement with students, faculty and field leaders, the Assistant Dean of Interprofessional Education, and other stakeholders to (a) increase awareness of current and future opportunities regarding coursework, collaborative programs, and professional development.

4. Combined programs.
Review combined programs for consistency across disciplines and explore opportunities to enhance student interaction and collaboration across these programs. Leverage the strength of having 4 combined programs to develop and train a cohort of clinician scientists across disciplines who are ready to collaborate upon graduation.*

Program: While all combined programs contain simultaneous participation in components of PhD training during years of professional degree training and vice versa, indeed, a few inconsistencies between programs exist. First, students in the combined MScOT/PhD and MPT/PhD degrees can graduate with their professional degree in Year 4 of their combined degree, whereas the CSD combined students (MCISc/PhD) are completing their final placement toward their professional degree during Year 5. This can create feelings of inequity between students in different combined programs when OT/PT students have the option to begin working (at least part time) while they complete Year 5 of their training. Secondly, the program has had instances where students from the combined CSD degrees have completed their first two years of professional training and then elected to withdraw from the combined program, thus only earning their professional degree. Students in a combined degree receive doctoral-level funding from the faculty for all 5 years of their training, while students who are enrolled in the professional degree only do not receive funding support. In this case, the inequity is between combined degree and professional degree students.

In terms of collaboration across programs, interprofessional activities for students in the combined programs have recently been put in place such as three course courses that students from all four programs take together. In addition to these formal IPE courses, each professional degree requires students to participate in specified hours of interprofessional activities including faculty-wide interprofessional initiatives <https://uwo.ca/fhs/education/ipe/index.html>.

Faculty: The Program has provided detailed responses to these recommendations. The Faculty supports the Program's ongoing engagement with students, faculty and field leaders, the Assistant Dean of Interprofessional Education, and other stakeholders to enrich consistencies and collaboration across the combined program fields.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Chair of the Graduate Program, in consultation with the SGPS and the Dean of the Faculty of Health Sciences is responsible for enacting and monitoring the actions noted in Implementation Plan. The number of recommendations prioritized for implementation has been reduced as they are already being actioned as explained in the program and faculty responses.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Critically examine the size and naming of the fields and any opportunities to collapse fields, make their labels more inclusive, and support more explicit interdisciplinary work.</p>	<ol style="list-style-type: none"> 1. Initiate a dedicated discussion at upcoming HRS Graduate Committee meetings. Discussion with the Dean and FHS faculty would follow. 2. Investigate how the <i>Common Seminar</i> can be used to break down barriers between fields and serve as a driver for interdisciplinary thinking. 	<ol style="list-style-type: none"> 1. HRS Graduate Committee, Assistant Dean of Graduate Programs FHS, Associate Dean of Graduate Programs FHS. 2. HRS Graduate Committee 	<ol style="list-style-type: none"> 1. Decision by December 2022 If applicable, submission for major modifications by September 2023 2. By December 2022
<p>Recommendation #2: Review and critically examine the HRS program from an EDI lens, in particular the HRS curriculum and admission processes.</p>	<ol style="list-style-type: none"> 1. With the support of the new Assistant Dean EDIIA and the Faculty’s EDI-D coordinator, initiate a dedicated discussion at upcoming HRS Graduate Committee meetings and outline an actionable EDI strategy. <ul style="list-style-type: none"> - Consider adding this topic as a standing item at each HRS Graduate Committee meeting. 2. Share and co-develop EDI best practices with other graduate programs. 3. Promote and strongly encourage faculty/staff completion of EDI workshops. In particular, target prospective supervisors who commonly serve as first contacts for students being admitted into the program. Workshops would support greater consideration of possible biases related to admission. 	Assistant Dean EDIIA HRS EDI-D coordinator The HRS Program Committee Assistant Dean Graduate Programs FHS	By April 2023

<p>Recommendation #4: Review combined programs for consistency across disciplines and explore opportunities to enhance student interaction and collaboration across these programs.</p>	<ol style="list-style-type: none"> 1. Investigate the possibility for students in the MCISc/PhD combined degree to complete their final placement in Year 4. 2. Invite combined students to participate in a regularly occurring meeting of combined degree students. 	<p>Field leaders for Hearing Science and Speech and Language Sciences Assistant Dean Graduate Programs FHS</p>	<p>By December 2022</p>
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Other Opportunities for Program Improvement and Enhancement

- The external reviewers recommend that the learning outcomes be made available to students on the website or in a student handbook.
- It will be important to continue to have an openness to embrace change in terms of online education which may increase opportunities for more diverse student representation including international, non-traditional, and students from equity seeking groups.



Kinesiology
Final Assessment Report &
Implementation Plan
February 2022

Faculty / Affiliated University College	Health Sciences	
Degrees Offered	MA, MSc, PhD	
Date of Last Review	2012-2013	
Approved Fields	Integrative Biosciences in Kinesiology Management and Leadership in Kinesiology Psychological Basis of Kinesiology Sociocultural Studies of Kinesiology	MSc, PhD MA, PhD MA, PhD MA, PhD
External Reviewers	Marijke Taks Professor and Vice-Dean Faculty of Health Sciences University of Ottawa	Patricia Vertinsky Professor and Distinguished University Scholar School of Kinesiology University of British Columbia
Internal Reviewers	Grant Campbell, Associate Dean – Information & Media Studies, Member of SUPR-G	Danielle Spice, PhD Candidate, Developmental Biology
Date of Site Visit	November 30, December 1, 2021	
Date Review Report Received	December 21, 2021	
Date Program/Faculty Response Received	Program Response received January 24, 2022 Dean's Response received February 1, 2022	
Evaluation	Good Quality with Report in April 2023	
Approval Dates	SUPR-G: May 16, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022	
Year of Next Review	Year of next cyclical review 2028-2029	

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 Kinesiology Graduate program delivered by the Faculty of Health Sciences.

This Final Assessment Report (FAR) report considers the following documents:

- the program’s self-study,
- the external consultants’ report,
- the response from the Kinesiology Graduate Program Chair, and
- the response from the Dean’s Office, Faculty of Health Sciences.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external consultants, noting those recommendations that require attention.

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

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

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western’s Faculty of Health Sciences, the Kinesiology Graduate program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

Western's School of Kinesiology advocates the benefits of physical activity to society by providing a multidisciplinary approach to discovery, dissemination, and application of knowledge about human movement and its effects. Graduate programs in Kinesiology (formerly named Physical Education) were established in 1981, offering master's and doctoral degrees in Bio-science and Sociocultural fields. Presently, the Graduate Program in Kinesiology offers thesis-based Master of Arts (MA), Master of Science and doctoral (PhD) degrees in four fields: MA and PhD in **Management & Leadership in Kinesiology**, MA and PhD in **Sociocultural Studies in Kinesiology**, MA and PhD in **Psychological Basis in Kinesiology**, and MSc and PhD in **Integrative Biosciences in Kinesiology**. As of September 2020, enrollment included 127 full-time (81 masters and 46 doctoral) and three part-time (1 master's and 2 doctoral) students.

To inform the self-study for this program review, input was collected from current graduate students and alumni via surveys in spring 2020. Additionally, a suite of focus group sessions was held with current graduate students, graduate faculty, and graduate office administrative staff.

The external reviewers shared a positive assessment of the Kinesiology graduate programs. They offer some considerations and several recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Mandatory Research Methods and/or Statistics Courses for the thesis-based Master's degree
- Mandatory school-wide seminar course (fall and winter)
- Internship Program in Management & Leadership
- Option to participate in collaborative programs and specializations such as: Musculoskeletal Health Research and Global Health Systems in Africa
- Research Centers and Groups designed to facilitate the research efforts of graduate students and their supervisors, such as: Canadian Centre for Activity and Aging (CCAA); Fowler Kennedy Sport Medicine Clinic; International Centre for Olympic Studies (ICOS); Sport and Social Impact Group (SSIRG)
- Professional Development opportunities such as: semi-annual seminar series with the Department of Physiology & Pharmacology; Kinesiology Graduate Students Association (KGSA) Research Day; Faculty of Health Sciences (FHS) Research Day; and the Three Minute Thesis (3MT)
- The "WriteClub" which seeks to gather students (and interested faculty) to support each other's scientific writing skills
- The Thames Hall renovations

Concerns and Areas of Improvement Identified by the Program

- Course offerings for the course-based Master's program require attention. In particular, it was noted that there are not enough courses, and not enough of a range of courses to meet the needs of the diverse range of graduate students in the Program
- Program requirements could be made clearer (as identified by a focus group)
- Remaining concerns about modernizing lab facilities and improving graduate student access to lab and office space (which should be resolved following a move to Thames Hall)

A suite of minor changes (short and long-term) is highlighted in the brief (p.41). These proposed changes result from the reflections and deliberations of program members and relevant stakeholders during the self-study process. These program adjustments have been shared with faculty members as part of the KSAC meetings and largely include updates to program guidelines, tracking graduate student recruitment, and planning for upcoming graduate program retreats.

Review Process

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

- Vice Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Health Sciences
- Associate Dean, Graduate & Postdoctoral Programs, Faculty of Health Sciences
- Director of the School of Kinesiology
- Graduate Program Chair
- Kinesiology Graduate Affairs Committee (KGAC)
- Research Officer, Faculty of Health Sciences
- Graduate Program Staff
- Program faculty members
- Graduate students
- Associate Chief Librarian

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 of the Kinesiology Graduate program, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

As part of their report summary, the external reviewers’ indicated that they were *“impressed with the quality and commitment of the faculty of the School of Kinesiology and the efforts of its Director, the Graduate chair, and a variety of other supports for the program.”*

Strengths of the Program

- The quality and level of competence of the faculty members (via their CVs and site visit discussions);
- High-level quality of student research observed via the completed theses, student presentations at national and international conferences, and publications in high-level domain journals; and
- While some overall challenges were noted, there are excellent examples of blended courses that have been specifically and carefully organized to benefit both course-based and research focused students.

Areas of Concern or Prospective Improvement

- The breath of courses offered per semester appears insufficient, hindering some course-based masters students to finish their program in an appropriate time;
- Understaffing of graduate programs may be hindering the delivery of courses at their full potential;
- Thesis-based graduate students and faculty indicated that blended courses did not deliver the intellectual stimulus that was expected;
- The current format of the seminar course seems to be smorgasbord of visiting speakers or lectures with no shared discussion or attempt to focus on particular topics or research questions;
- There appeared to be an unequal distribution of faculty workload related to major research papers and supervision of course-based students; and
- Graduate students expressed that they would welcome the inclusion of a formal “proposal stage” (e.g., proposal defense).

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

Reviewers’ Recommendation	Program/Faculty Response
<p>1. Clearly the graduate programs are under resourced: new faculty (or faculty assigned from other related parts of the University) will be needed to sustain the ongoing quality of graduate programs, and guarantee their continuous enrolment uptake.</p>	<p>Program: The Kinesiology Graduate Program (KGP) appreciated the review team’s recognition of the engagement of Primary KGP members in supporting a high-level training environment. Accordingly, in meeting the above recommendation, the School of Kinesiology looks forward to discussions with the Faculty of Health Sciences (FHS) Dean’s Office in developing new faculty lines to sustain – and grow – the KGP. To facilitate this process, the Kinesiology Graduate Affairs Committee (KGAC) will identify areas within the KGP requiring increased resources (e.g., new faculty lines in Health and Exercise Psychology, Exercise Physiology, Motor Control, Biomechanics, Sociocultural Studies, and Management & Leadership) and present that report to the Kinesiology School Affairs Committee (KSAC) and the School of Kinesiology Selections Committee for approval and recommendation to the FHS Dean’s Office. FHS is required to submit a 3- year budget plan in May 2022. Thus, the School of Kinesiology will submit requests for faculty lines to be included in this budget submission.</p> <p>Faculty: Many considerations need to be taken into account in making faculty complement decisions given the resource/financial implications for all Schools and programs in the Faculty of Health Sciences (FHS). FHS remains committed to replacing faculty lines within its Schools when a faculty member leaves or retires. Indeed, in 2017, the Kinesiology faculty complement was 26 FTE and, on July 1, 2022, the faculty complement will be 27.5, with the addition of 3 Assistant Professors outside the window of the IQAP review. FHS has been able to maintain its faculty complement over the last few years through strategic enrolment growth in the Faculty. The Faculty is committed to supporting past and future growth through incremental resources when approved through the budget process.</p>
<p>2. We encourage the School to restructure/ develop the course-based master’s program to be completed within 1 yr. (12 months), including rethinking a capstone project that can be successfully</p>	<p>Program: The course-based master’s program requires eight half-credit graduate-level courses and a major research paper (MRP) with associated oral presentation. At present, the KGP strives to offer six graduate courses (not including graduate seminar) in each of the fall and winter terms and attempts to provide two courses in each of the KGP content areas. There is therefore a sufficient absolute number of courses to permit degree completion (including MRP) within a one-year period and several students have completed within this time. That said, the KGP recognizes that course offerings across each semester do not always align with individual students’ graduate-level goals. For example, for a course-based MSc student to complete their degree within 12-months it would be necessary for them to take kinesiology graduate courses designed for students in the course-based MA stream (and vice versa). A direct method to address this challenge is to provide graduate courses in the spring and/or summer semester(s) – something the KGP does not currently offer. Accordingly, it is proposed that the</p>

<p>managed within this year.</p>	<p>KGP provide spring and/or summer graduate offerings, and to ensure that the breadth of courses is sufficient for students in both the MSc and MA streams. Contingent on resources being allocated (see response to Recommendation 1) for spring and/or summer courses, the KGP would move forward with a 12-month course-based master's degree. Offering spring/summer graduate courses in each stream would ensure a sufficient corpus of classes in each stream and an equitable distribution of course-load (including completion of the MRP) to permit degree completion within 12-months.</p> <p>The external reviewers equally recommended 'rethinking' the milestone major research paper (MRP) – and associated oral presentation – in the course-based master's degree. We propose that the MRP continue to serve as a milestone for this program. Given that asynchronous delivery has proven to be an efficient method for the presentation in that it does not require the scheduling of a seminar room or coordinating the schedule of the primary and secondary readers to be concurrently available for evaluation, the KGP proposes to move forward with an asynchronous MRP presentation plan as an efficient means supporting 12-month degree completion without sacrificing this important milestone.</p> <p>Faculty: Regarding resources within FHS, there is a Design Ed team and Program Manager (Academic) who are available to support curriculum mapping, curriculum change and course development across FHS graduate programs; the School of Kinesiology graduate programs will be encouraged to utilize these resources when developing their implementation plan and when developing additional course-based offerings, should those be identified as a need in their plan. We support the School of Kinesiology offering courses in the spring and/or summer semester(s), noting that other FHS course-based graduate programs are already doing so (e.g., Applied Health Sciences). Completing an FHS graduate curriculum mapping is anticipated to promote increased awareness not only of graduate courses already offered in the spring and summer, but also of how milestone, knowledge synthesis projects are structured and managed across FHS graduate programs; accordingly, this mapping may additionally assist in identifying ways to efficiently utilize the School of Kinesiology faculty workload.</p>
<p>3. There needs to be more flexibility with graduate funding, especially for thesis students. One avenue to pursue this could be to reclassify all course-based master students as Category 2 and reassign more TA</p>	<p>Program: The KGP believes a more important response to this recommendation is a mechanism to increase funding, or enhance students' funding knowledge, for thesis-based master's students. A solution could be to offer thesis-based (and doctoral) trainees with financial support letters that specify support from the thesis supervisors research grant(s). At present, Mercury Financial Support letters (for students without an external scholarship) specify base financial support (i.e., 2 terms of GTA and/or graduate fellowship = \$6806.80) and do not provide information related to yearly funding from a supervisor's research grant. Of course, for some students the dollar amount from the supervisor would be nil, whereas for others the amount would be substantial. Certainly, we recognize that while this approach does not increase funding for our thesis-based master's trainees it does support transparency and consumer-knowledge of the financial commitment of master's-level training. In moving forward with increasing financial support for master's thesis students, the KGP believes that faculty must</p>

<p>hours to the thesis-based master students.</p>	<p>recognize the importance of securing – and using – external grants to support the training of highly qualified personnel.</p> <p>Faculty: The Program provided a detailed response to this recommendation. The Faculty is happy to work with the Program to continue to explore options that may further enhance the funding of its thesis students.</p>
<p>4. Greater support from the Faculty of Health Sciences and the Schools within it, as well as the rest of the University.</p>	<p>Program: The external reviewer report queried why, “[...] <i>there was not more substantial support for kinesiology graduate programs and courses from faculty in the other 5 Schools of the Faculty of Health Sciences</i>” (p. 4). We believe this issue could be addressed via the Office of the FHS Associate Dean (Research: AD-R), FHS Graduate and Postdoctoral Studies (GPSC), and Academic Studies Review (GASR) Committees. GPSC and GASR are chaired by the AD-R and include attendance by the graduate chair from each school. An immediate KGP goal would be to request that GASR undertake a pan-faculty review and curriculum mapping of relevant (i.e., nonprofessional) graduate courses. This exercise would inform graduate chairs of synergies between graduate courses in the different schools; information would then be presented at FHS Faculty Council. At present very few, if any, graduate students from the School of Nursing or Health and Rehabilitation Sciences program enrol in kinesiology graduate courses and this may– in part – relate to lack of awareness of the range and type of courses offered in the KGP (and <i>vice versa</i>). A greater understanding of the diversity of courses offered across FHS may increase enrolments and serve to support temporal sequencing required to implement a 12-month course-based master’s program (see Recommendation 2 above).</p> <p>Faculty: The Faculty of Health Sciences is perplexed by this rather broad-reaching recommendation. Of course, greater support (aka resources) would always be welcomed. However, the implication of this recommendation is that there is insufficient support from FHS and the rest of the University for graduate education. FHS is fully committed to supporting all of its Schools and programs, within its allocated budget. Next to salaries and benefits, financial support for graduate students represents the largest expenditure in the FHS budget. The Dean’s Office agrees with the overall Kinesiology response of encouraging the acquisition of external funding that provides for graduate student support; FHS and Research Western provide numerous supports through to faculty members seeking external grants. In the current financial context in which base operating funding is constrained by provincial policy, FHS takes the approach of using creativity and collaboration to ensure high quality education within our budget allocation.</p> <p>The leadership structure of FHS fosters collaboration across Schools via regular meetings of School Directors and senior FHS administration (i.e., FHS Leadership Team Meetings). Collaboration across FHS graduate programs and Graduate Program Chairs is further supported by two committees chaired by the FHS Associate Dean of Graduate and Postdoctoral Studies (GPS). As noted in item 2 above, we support the Program’s proposal to</p>

	<p>conduct a mapping of FHS-wide, relevant graduate curriculum to increase awareness of the number and range of courses offered as well as to identify an effectual timetable for these courses (e.g., which semester(s) would work best across programs). Indeed, the Program Manager (Academic) has already begun mapping graduate curriculum in terms of the inventory of courses; the Associate Dean (GPS) will work in concert with the Program Manager (Academic) and the GPS and GASR committees to complete this curriculum mapping by spring 2022.</p>
<p>5. To sustain a fine graduate program, we think it is important to facilitate a greater sense of community among graduate students and professors, including more involvement in KGSA from both students and faculty members and greater support at the level of the Faculty of Health Sciences.</p>	<p>Program: The KGP agrees entirely. For all students interviewed as part of the external review, COVID contributed to a real, and in some cases complete, loss (or development) of community. The normal social events delivered by the Kinesiology Graduate Student Association (KGSA) have been significantly curtailed in spite of some earlier pandemic-related initiatives (i.e., a Zoom board-game and social writing club had early high attendance; however, the success of these events decreased as the pandemic continued). It is, however, important to note that pre-COVID, the KGSA served as an important resource in scheduling social events and fostering community among graduate students. The KGP is confident that in an optimistically endemic COVID environment the KGSA will once again serve as an important community building resource.</p> <p>Without a doubt, the KGP community is equally aware that the campus-wide distribution of student, staff and faculty offices and research laboratories has represented a barrier for community development and note this existed long before onset of the Thames Hall renovation. Moreover, all the different buildings housing the School of Kinesiology have not provided purpose-designed space facilitating social interaction and community building. As the KGP moves into the renovated Thames Hall (winter/spring 2022) there is optimism that the physical space will promote a greater sense of community. In the renovated Thames Hall, KGP seminars will host après social events (e.g., coffee and cookies) – something the program has not been able to previously offer because the School of Kinesiology did not control the presentation/social space. As well, the renovated Thames Hall contains numerous break out and open spaces to promote community building. An invigorated Thames Hall will provide a first and important catalyst in (re)developing belonging and ownership for all participants in the KGP.</p> <p>Faculty: Since the onset of the pandemic, instilling a sense of community among graduate students and faculty has been particularly challenging as many COVID safety measures unfortunately impede offering the number and types of social and group activities typically available to members of the School of Kinesiology and more broadly, the Faculty of Health Sciences. FHS has invested in some innovative approaches to support the student experience and student connections during the pandemic. For example, the Engage FHS app was designed to help students interact with their FHS peers; whereas there has been more utilization of this app by undergraduate students, graduate students have been made aware of the app.</p>

Implementation Plan

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

Reviewers’ recommendations related to staffing are not typically prioritized in the implementation plan as they are outside the scope of the review. As such, the number of recommendations prioritized for implementation has been reduced. Others are not included below as they are already being actioned as explained in the program and faculty responses.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #2: Part 1: Restructure/ develop the course-based master’s program to be completed within 12 months.</p> <p>Part 2: Rethink the capstone project in light of 12-month program.</p>	<p>Ensure that the curriculum supports offering the course-based master’s program over a 12-month registration period. As part of this curricular development, determine the required resources to support the development and facilitation of spring/summer courses. Begin offering courses in the spring/summer term for MA and MSc streams. As needed, utilize the FHS’ curriculum mapping resource to support the development of additional courses.</p> <p>Develop an asynchronous MRP presentation plan.</p>	<p>KGP Office with approval from KGAC and KSAC. FHS Dean’s office</p> <p>KGAC with approval from KSAC</p>	<p>Offer one course in 2022 spring/summer term. Offer at least one MA and one MSc stream-specific courses in spring/summer 2023.</p> <p>By April 2022</p>
<p>Recommendation #3: Greater flexibility with graduate funding, especially for thesis students.</p>	<p>Enhance students’ funding knowledge by offering thesis-based program students with financial support letters that specify support from the thesis supervisors research grant(s). Explore options that may further enhance the funding of its thesis students.</p>	<p>KGP Office administration with input from individual faculty supervisors</p>	<p>By Dec 2022</p>

<p>Recommendation # 5 Enhance a sense of community among students and faculty members</p>	<p>Invigorate existing community-building opportunities and develop new opportunities to promote a sense of community among students and faculty within the Kinesiology graduate program, optimizing use of the new Thames Hall space to support this initiative. Develop a calendar of these community-building opportunities.</p>		<p>By April 2023</p>
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Other Opportunities for Program Improvement and Enhancement

- For the course-based graduate programs, consider the many good examples of online graduate programs, that may or may not include in-person meetings, as viable options to accommodate student schedules and geographies (p.6 external reviewer report).
- Given the shared knowledge base of the various Schools in the Faculty regarding varied career and research options, the external reviewers felt it was perhaps an opportunity to collaborate beyond the boundaries of each of the schools.

ITEM 11.2(j) – New Scholarships, Awards and Prizes

ACTION: APPROVAL INFORMATION DISCUSSION

At its meeting on May 25, 2022, SCAPA approved, on behalf of the Senate, the establishment of the terms of reference for the new scholarships, awards and prizes shown in Item 11.2(j), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Scholarships, Awards and Prizes](#)

New Scholarships, Awards and Prizes

Hazelview HBA Award in Sustainability (Ivey)

Awarded to full-time undergraduate students in HBA2 enrolled in the HBA Sustainability Certificate at the Ivey Business School based on academic achievement. The HBA Scholarship Committee will select the recipients.

Value: 1 at \$8,000, awarded annually

Effective Date: 2022-2023 to 2026-2027 academic years inclusive

This award is made possible by Hazelview Investments - active investors, owners and managers of real estate investments since 1999. Hazelview is committed to fostering the sustainable growth of the communities in which they operate and supports learning and innovation in Environmental, Social, and Governance practices.

Hazelview Urban Development Bursary (Social Science)

Awarded to full-time undergraduate students in the Faculty of Social Science based on financial need. Preference will be given to candidates in the Urban Development program in the Department of Geography and Environment. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$3,000, awarded annually

Effective Date: 2022-2023 to 2026-2027 academic years inclusive

This award is made possible by Hazelview Investments - active investors, owners and managers of real estate investments since 1999. Hazelview is committed to fostering the sustainable growth of the communities in which they operate and supports learning and innovation in Environmental, Social, and Governance practices.

Hazelview Urban Development Award (Social Science)

Awarded to full-time undergraduate students in the Faculty of Social Science based on academic achievement. Preference will be given to candidates in the Urban Development program in the Department of Geography and Environment. The Faculty of Social Science will select the recipients.

1 at \$3,000, awarded annually

Effective Date: 2022-2023 to 2026-2027 academic years inclusive

This award is made possible by Hazelview Investments - active investors, owners and managers of real estate investments since 1999. Hazelview is committed to fostering the sustainable growth of the communities in which they operate and supports learning and innovation in Environmental, Social, and Governance practices.

Hazelview Engineering Award in Sustainability (Engineering)

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates in the Department of Civil and Environmental Engineering, Environmental Engineering option. The Faculty of Engineering will select the recipients.

Value: 1 at \$6,000, awarded annually

Effective Date: 2022-2023 to 2026-2027 academic years inclusive

This award is made possible by Hazelview Investments - active investors, owners and managers of real estate investments since 1999. Hazelview is committed to fostering the sustainable growth of the communities in which they operate and supports learning and innovation in Environmental, Social, and Governance practices.

J.C.S. Bursary in Medicine (Schulich School of Medicine & Dentistry)

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

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

Effective Date: 2022-2023 academic year

This bursary was established in honour of a remarkable physician whose humanity, knowledge and quiet generosity, benefited everyone who knew him. He continues to inspire us all to be better than we think we can be - to be curious, to share in what we have and above all, to show compassion.

Ronald D. Schmeichel Founders Award (Any Undergraduate Program)

Awarded to full-time undergraduate students in Year 2 of any degree program based on demonstrated engagement with entrepreneurship activities at Western and academic achievement. Applications can be obtained online through the Morrissette Institute for Entrepreneurship's website and must be submitted with a one-page statement that describes the applicant's entrepreneurship activities. Applications will be open to students at the end of Year 1, with an application deadline of April 30. Recipients will be confirmed in the fall once they register in Year 2. A committee in the Morrissette Institute for Entrepreneurship will select the recipients. The award will continue in Years 3 and 4, provided that the recipient maintains full-time status and continues engagement with entrepreneurship activities at Western, as determined by the Morrissette Institute for Entrepreneurship. The award value will increase to \$10,000 in Year 4, as long the recipient progresses to leadership of entrepreneurship activities, as determined by the Morrissette Institute for Entrepreneurship. If a recipient does not maintain the award, a replacement student will be selected from the same cohort. This award was established with a generous gift from Ronald D. Schmeichel.

Value: 1 at \$20,000 (\$5,000 in years 2 and 3, and \$10,000 in year 4), awarded annually

Effective Date: 2022-2023 academic year

Roy Young Chemistry Graduate Scholarship (Science)

Awarded to full-time graduate students in the Department of Chemistry based on academic achievement. A committee in the Department of Chemistry will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This bursary is made possible by a generous gift from Roy Young (BSc 1947).

Value: 2 at \$2,000, awarded annually
Effective Date: May 2022

Thakur/Jayaraman Family Bursary in Medicine (Schulich School of Medicine & Dentistry)

Awarded to full-time undergraduate students in the Schulich School of Medicine & Dentistry based on financial need. Preference will be given to candidates in the Doctor of Medicine (MD) program who also self-identify as a member of any equity-deserving group. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. This bursary was established with a generous gift from Dr. Shiva Jayaraman (MD '02, MEd '09) and Dr. Varsha Thakur (MD '03), to support equity-deserving students attending medical school.

Value: 1 at \$2,000, awarded annually
Effective Date: 2022-2023 academic year

Callidus Engineering Award (Engineering)

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates in the Department of Electrical and Computer Engineering or the Department of Mechanical and Materials Engineering. The Office of the Registrar will select the recipients. This award was established with a generous gift from Callidus Engineering.

Value: 1 at \$1,000, awarded annually
Effective Date: 2022-2023 academic year

Graduate Diploma in Accounting Case Competition Prize (Social Science)

Awarded to graduate students in the Graduate Diploma in Accounting based on academic achievement in the Graduate Diploma in Accounting Case Competition. A judging panel organized by the DAN Department of Management and Organizational Studies, including guest judges from CPA Ontario, will select the recipients. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This prize is made possible by a contribution from CPA Ontario.

Value: \$1,000 is available to be shared among members of the 1st place team and \$500 is available to be shared among members of the 2nd place team
Effective Date: May 2022 to April 2023 inclusive

Catherine Louise Ross Masters Recruitment Scholarship (FIMS)

Awarded to full-time graduate students entering the Master of Library and Information Science (MLIS) based on academic achievement. Preference will be given to candidates who demonstrate leadership through community service and/or who face disadvantage. A committee in the Faculty of Information and Media Studies will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established by a generous bequest from Catherine Louise Ross.

Value: 3 (1 in May, Jan, and Sept) at 7,500, awarded annually
Effective Date: May 2022 to April 2027 inclusive

Catherine Louise Ross Doctoral Recruitment Scholarship (FIMS)

Awarded to full-time graduate students entering the Library and Information Science (PhD) or Media Studies (PhD), based on academic achievement. A committee in the Faculty of Information and Media Studies will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established by a generous bequest from Catherine Louise Ross.

Value: 4 at \$5,000, awarded annually
Effective Date: May 2022 to April 2027 inclusive

Catherine Louise Ross Graduate Recruitment Scholarship (FIMS)

Awarded to full-time graduate students entering the Library and Information Science (PhD), Media Studies (PhD), or Master of Library and Information Science (MLIS) degree program, based on academic achievement. Preference will be given to international students, with a goal of rotating selection between these three programs. A committee in the Faculty of Information and Media Studies will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established by a generous bequest from Catherine Louise Ross.

Value: 1 at \$8,000, awarded annually
Effective Date: May 2022

Joyce Thomas Memorial Award (Law)

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to students who self-identify as Black or are Indigenous (First Nations, Inuit or Métis). The Faculty of Law will select the recipients. This award was established by the friends and family of Joyce Thomas (JD '09).

Value: 1 at \$1,000, awarded annually
Effective Date: 2022-2023 academic year

ITEM 11.2(k) – New Scholarships, Awards and Prizes Funded by Operating

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on May 25, 2022, SCAPA approved, on behalf of the Senate, the establishment of the terms of reference for the new scholarships, awards and prizes funded by operating, as shown in Item 11.2(k).

ATTACHMENT(S):

[New Scholarships, Awards and Prizes Funded by Operating](#)

New Scholarships, Awards and Prizes Funded by Operating

Global Students at Risk Scholarships (Any Undergraduate Program)

Awarded to undergraduate students entering full-time studies in any first entry undergraduate program in the Faculty of Arts and Humanities, Engineering, Music, Health Sciences, FIMS, Social Science, Science at Western's main campus facing disruption and displacement due to conflict or war in their home countries.

Value: Number and value will vary

Effective Date: 2022-2023 academic year

ITEM 11.3(a) – Annual Report of the Working Group on Information Security

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The report of the Working Group on Information Security (WGIS) is provided annually to SCUP for information and transmittal to Senate for information in accordance with the SCUP Terms of Reference.

ATTACHMENTS:

[The Working Group on Information Security \(WGIS\): Annual Report 2021](#)



The Working Group on Information Security (WGIS)

Annual Report 2021

The Working Group on Information Security (WGIS) is a multi-disciplinary team representing a broad cross-section of the University community. The primary role of WGIS is to pursue proactive strategies designed to manage security risk within our information systems and the technologies that safeguard them. Further, WGIS has provided valuable advice and access to distributed resources to Western Technology Services (WTS) on implementing cyber security initiatives within the organization.

WGIS provides guidance and oversight on a number of information security-related initiatives, including increasing general awareness, coordination of activities during Cyber-Awareness month in October, assistance of technical risk assessments within Faculties/Departments/Support Units, raising awareness about Western's Data Classification policy, and providing a review function for ongoing cyber security incidents.

Executive Summary

Once again, the COVID-19 global pandemic continued to impact myriad processes and procedures at Western University. Remote working, teaching, learning, and researching modalities were the mainstay of much of the 2021 calendar year and each represented both unique and common challenges associated with Cyber Security.

Much of the technology-oriented pressure rested on institutional platforms, including OWL (the institutional LMS), Office 365 (Teams, OneDrive), and PeopleSoft (Student Center, HR, Finance). Moreover, the ability to remotely access these platforms (and other solutions across the institution) in a secure fashion was a paramount factor in Western's support footprint.

The Higher Education sector is constantly targeted by various threat actors and over the course of 2021, there have been multiple instances across the Canadian landscape of cyber attacks. While the broad number of attacks vary in nature, the most common threat has been associated with ransomware. Ransomware is typically linked with a particular methodology that has included infiltration, identification of data assets, and a subsequent encryption of data by the attacker that the user can no longer access unless a ransom has been paid (usually via crypto-currency). In recent years, the ransomware attack surface has mutated to include a data exfiltration step, which can then be used to further extort the organization under threat of the stolen data being used against the organization or shared over the dark web. The aftermath of a successful ransomware attack is one of disruption, financial and reputational harm, and, in many cases, an inability to recover data (even if a ransom is paid, the successful recovery of data remains problematic).

While ransomware remains the most worrisome threat surface, there are other disruption-oriented attack vectors that continue to be used against organizations such as Western, including denial of service attacks (designed to degrade access to resource performance), phishing campaigns (designed to harvest user credentials), and malefactor incursion (designed to perform espionage in some form or fashion).

The cyber security file is an important one for institutions to remain focused on. The world we find ourselves in today is one of an interconnected nature and the past year has brought into stark relief how much our sector relies upon technology to function both well and within a secure disposition.

It is important for us to note why institutions are targeted by threat actors (which could include any number of malefactors, ranging from individuals seeking to inflict malice to nation-state resources seeking to frustrate infrastructure or to exfiltrate intellectual property). The vast array of research resources within our repositories, the sheer number of (annually renewed) constituents, as well as the relatively open posture universities have purposely supported in the past, all contribute to a set of systems that appeal to the malefactor marketplace.

Western has invested in a defence-in-depth strategy to mitigate the wide variety of threat surfaces that exist. Given the overall threat spam and phishing campaigns represent to the institution, several initiatives have been launched to counter-act or mitigate these threat surfaces.

- Multi-Factor Authentication (MFA)
- CyberSmart (Cyber Security Awareness Training)
- Cyber Security Incident Response Plan
- Technology Risk Assessment Committee (TRAC)
- Network monitoring technologies (perimeter protection)
- Extended Detection and Response (XDR)

Along with the various known threats that Western and the broader higher education community deals with, there are a number of emerging topics that we need to monitor on an ongoing basis as there will be downstream impact on cyber security planning. While these items may seem largely disconnected from current day-to-day situations, they are all progressing quickly and remain under-scrutinized in terms of the influences these technologies will have on threats, processes, and structures moving forward:

- The use of non-fungible tokens (NFT) and crypto-currencies (under the broad category of blockchain technologies);
- The proliferation and maturation of the “metaverse”;
- Quantum computing and Artificial Intelligence.

With these threats in mind, it is important that we continue to work together to achieve a secure posture across the institution. **Cyber security is a responsibility we all share.**

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Summary of Activities

Office of Cyber Security and Business Services

As has been noted in previous WGIS reports, Western University has invested significantly into various cyber security resources. Notably, the office of Cyber Security and Business Services continues to serve as the central coordinating resource for the various activities in play across the institution. While it must be stated that there is a broader team within WTS and across the technical support community at Western that all contribute considerable expertise towards various cyber security-related activities, the primary Security Operations group is comprised of a Manager, a Senior Security Analyst, and three Security Analysts.

1. Policies, Procedures, and Best Practices

A comprehensive review of information-related policies will ensue over the coming year. This review will be conducted in concert with the objectives of Western's Data Strategy and with the office of the Chief Data Officer. There are a number of elements that will be reflected within the policy documents, including account management, data governance, and information risk management processes (Technology Risk Assessments).

In addition, a registry of line-of-business applications and data repositories that are in use across the institution will be established, including details such as ownership, custodianship, and core use. Core assets have already been identified and the goal is to work in concert with the forthcoming Data Strategy plan to discover and document various aspects related to faculty-specific, departmental, and unit-oriented solutions.

2. Cyber Protection

A. CyberSmart

Information Security Awareness (ISA) Training

A series of modules have been developed and made available for Western users over the past 20 months (<https://cybersmart.uwo.ca>):

1. **Cyber Security Essentials at Western**
 - a. Main training course, tailored for Western
2. **Other Modules** (Optional)

- a. Online Safety
- b. Travelling Securely
- c. Working Remotely

The engagement related to these modules has been quite positive and WTS and WGIS are working with HR to better provide opportunities across campus for our constituents to undertake this important aspect of Health and Safety training.

The modules have been designated as mandatory for the institution and a communication plan is being developed to convey the benefits of the tool to Western's various groups in early 2022.

Other Update Items from CyberSmart:

WGIS continued the communications campaign entitled "One Click Cost Me...", which has gained positive traction within social media.

Select social media ads:



Website banner images:



In addition, and to amplify message reach, CyberSmart created specific social media accounts within LinkedIn, Facebook, and Twitter and the committee has been using these channels to great effect:

- Initiated a campaign of posting ads to our social media channels twice weekly, in keeping with our monthly themes and tagline.
- Ads in October were geared to pushing traffic to our CyberSmart awareness training material.
- Cross posting of content with other main campus social media accounts.
- Initiated creating monthly (examples above) themed website banner to coincide with the biweekly social media ads:
 - Banners were successfully published each month to the CyberSmart site, the WTS main site, and the Staff & Faculty main site.

- Banners were linked back to the appropriate location on the CyberSmart site.

Security Operations

In addition to the hiring of a further Security Analyst, the Security Operations Centre (SOC) continued work on developing a service catalogue that is being used to inform activities. One of these services includes the implementation of Penetration testing (a method to determine the security efficacy of an application or environment) which can be requested by departments/groups across campus to understand where gaps may still exist within solutions. Another process that has reaped tremendous benefit to the organization is the way in which threat intelligence is ingested and communicated to key stakeholders within the institution. With this process, the SOC is able to get actionable threat information in the hands of service owners in quick fashion.

In partnership with CANARIE, ORION/Ontario Cyber Security Higher Education Consortium (ON-CHEC), and the Canadian Shared Security Operations Centre (CANSSOC), Western has added several layers to the threat intelligence part of our overall strategy, including adding automated threat lists to the institution's firewalls (thereby allowing our systems to repel the constant stream of common external attacks).

WTS also maintained specific firewalls for ecommerce traffic at Western to better protect our business services, but also to better equip our ongoing PCI audit efforts.

Western continues to participate in security initiatives offered through CANARIE (the Joint Security Project (JSP) and Cybersecurity Initiatives Program (CIP)), Research & Education Networks Information Sharing & Analysis Center (REN-ISAC), and as a key member of the Canadian University Council of Chief Information Officers (CUCCIO) Security Special Interest Group (SSIG).

In 2021, WTS SOC continued to engage in the practice of involving interns from FIMS to help with various communications related CyberSmart initiatives, a process that has greatly enhanced the communications coming out of the groups.

In addition, 2021 marks the third year that WTS has hired co-op students from the Fanshawe College Cyber Security Program which has been a great success for the unit.

B. Security Incident Event Management Tool (SIEM)

For the last few years, Western has employed a SIEM tool which combines real-time analysis of security alerts generated by network hardware and applications with security event management. Additional investment in infrastructure was made in 2021 to accommodate an increase in capacity and performance.

The SIEM has proven to be a core technology that has allowed Western to better understand events and incidents fairly close to real-time. The SIEM can be used for many things, but its use as a forensics tool has been exemplary.

C. Multi-Factor Authentication (MFA)

MFA, one of the most impactful tactics within Western's cyber security approach, realized a major milestone in its deployment in 2021. As most are aware, MFA is now required to log into several core Western platforms (PeopleSoft, Microsoft 365, VPN, Qualtrics, MyVLab). This project was launched in late 2019 and culminated in Summer 2021, at which time all user accounts were required to use MFA to access the above-mentioned resources.

In large measure, the use of MFA is designed to protect a user's login from unauthorized access (a login requires both the username and password as well as a second factor, such as a mobile device or token, to gain access). A username and password is something one would "know", where a device is something one would "have". Office 365 access was the central platform for the MFA rollout and through the implementation, Western's goals were aligned to the following objectives:

- **Reduce the volume of spam sent from a Western-hosted email account (both to external-to-Western destinations as well as from internal-to-internal accounts)**

Success – Western has basically reduced this risk to almost 0%. Comparing June 2020 with June 2021, we have seen a decrease of 95% and through the period from June 2021 to now, we have experienced very few situations of this sort. In short, because each user account requires a second factor to log in, a malefactor cannot effectively use our accounts.

- **Reduce the number of known compromised accounts:**

Success – Comparing June 2020 with June 2021, we have reduced the number of Western accounts that are compromised via phishing campaigns by >97%. This number is largely due to the fact that most phishing campaigns in the past were executed via the use of a compromised internal account. Without this avenue of pursuit, malefactors are forced to attack Western from external accounts only (still possible to successfully phish an account, but the compromise is rendered moot due to MFA).

Our MFA journey continues and the next steps associated with the MFA project will include implementation with other applications/platforms (Service Identities, OWL as examples).

D. Email and SPAM Management

Activities to assist in the modernization of our email and spam management tooling continued in 2021 with the following information provided as context:

- 3-4 million messages are identified as SPAM and quarantined each month.
- Most of these messages are commercial in nature, but many are associated with phishing campaigns (some of which are becoming quite sophisticated).
- Replace List Guardian (distribution list management) to use Microsoft Groups (Complete)
- Replace CanIT (email filtering)
- Re-architecting email flow – in addition to replacing the List Guardian and CanIT applications, some legacy components within our email management infrastructure restrict our ability to distinguish between various sources of mail (internal vs. external) as well as making a more complete use of Microsoft mail security tools, which could:
 - Allow Western to consider more complex mail management and scanning processes
 - Place banners on incoming email from outside the organization
 - Create a better user experience – Microsoft tools will allow for better integration with both our identity systems and our suite of collaboration tools for a better customer experience.

E. Financial Information Protection: Payment Card Industry (PCI) Compliance

As an institution that conducts substantive commercial activities, both at the point of sale (POS) as well as through ecommerce, Western has obligations to be compliant under the industry Payment Card Industry Data Security Standard (PCI DSS). Several WTS and WGIS members are actively involved with ensuring Western University remains PCI compliant through activities orchestrated through the Bank Card Committee. Emerging payment technologies, new e-commerce solutions on campus, and a changing payment card security standard require that Western's payment card environment be reviewed regularly to determine the implications to Western's PCI status.

In December 2021, Western once again achieved compliance under the current version of the PCI standard. Western is one of very few Canadian universities to attest compliance with these stringent standards.

In 2022, the Bank Card Committee will continue to ensure Western remains PCI compliant, review all payment-related processes associated with the Western ONECard, and review the Bank Card Policy.

F. TRAC: Technology Risk Assessment Committee

Over the course of the past few years, a process has been introduced at Western known as Technology Risk Assessment (https://cybersmart.uwo.ca/for_it_support_providers/technology_risk_assessments/index.html).

It is important to understand TRAC as an augmentation to technology implementations within the institution. TRAC is a means to appropriately examine risks associated with technologies and to ensure the correct agent in the university is accepting the risks on behalf of the institution.

This group responsible for providing this due diligence is the Technology Risk Assessment Committee (TRAC) and is largely concerned with technologies being introduced into the organization for the purposes of operations, administration, and research goals. It is also a process concerned with the renewing of technology use as contracts come to maturity. At a high level, the TRAC breaks solutions down into the following areas of interest:

TIER 1	Institutional or extra-institutional
TIER 2	Intra-institutional
TIER 3	Departmental, Unit, or Work Team
TIER 4	Single Use

From there, it is determined what functionality is required for review and the relevant TRAC function is engaged.

Legal (Contracts)
Data (Privacy)
Data (Provisioning)
Technology (Security and Functionality)
Financial (eCommerce)
Financial (Procurement)

While the approach is geared towards technological initiatives, there is great variability in the types of solutions that come into play. Some projects might require a formal Request for Proposal (RFP) based on the costs involved and others might be cloud-based solutions that have no fees at all. Some solutions may require ecommerce transactions and others may not be geared as such. And others may deal with Personally Identifiable Information (PII), while many may not. In each scenario, (significant) risk may exist and this process is meant to help our partners across the organization understand these components and to assist in mitigating and/or accepting the understood risks. Below is a representation of how risks can be viewed through TRAC (at a high level):

Initial Ratings	LOW	Single-Use Client Solution	Western Solution Hosted by Western	Vendor Solution Hosted by Western	Vendor Solution Hosted by Vendor	Western Solution Hosted by 3 rd Party	Vendor Solution Hosted by 3 rd Party
	MEDIUM						
	VARIABLE						
	HIGH						
	NO						
	A	B	C	D	E	F	
No data, no e-commerce	N/A	N/A	0	0	0	0	Contract Influenced
Minor data, no e-commerce	1	1	1	1	1	1	Contract Influenced
Medium data, some e-commerce	2	2	2	2	2	2	Contract Dependent
Major data, heavy e-commerce	3	3	3	3	3	3	Contract Dependent
Major data, heavy e-commerce	4	4	4	4	4	4	Contract Dependent

Western University has a legal obligation and an ethical responsibility to protect the information and processes related to our operational, academic, and research portfolios.

The advent of web-based, cloud-oriented applications, along with traditional client/server applications, has grown tremendously and there has been an acute increase in how these technologies use data (Western's or others'), interact with other systems, and transmit information. Each process may be vulnerable, and TRAC is Western's due diligence in understanding the risks.

Primarily, the TRAC is comprised of the following functions at Western:

- Legal Counsel
- Privacy Office
- Financial Services (if commerce is involved)
- Procurement Services
- Western Technology Services (WTS)
- Office of the Registrar
- Western Research
- Western's Internal Audit Group

3. Incident Response & Investigations

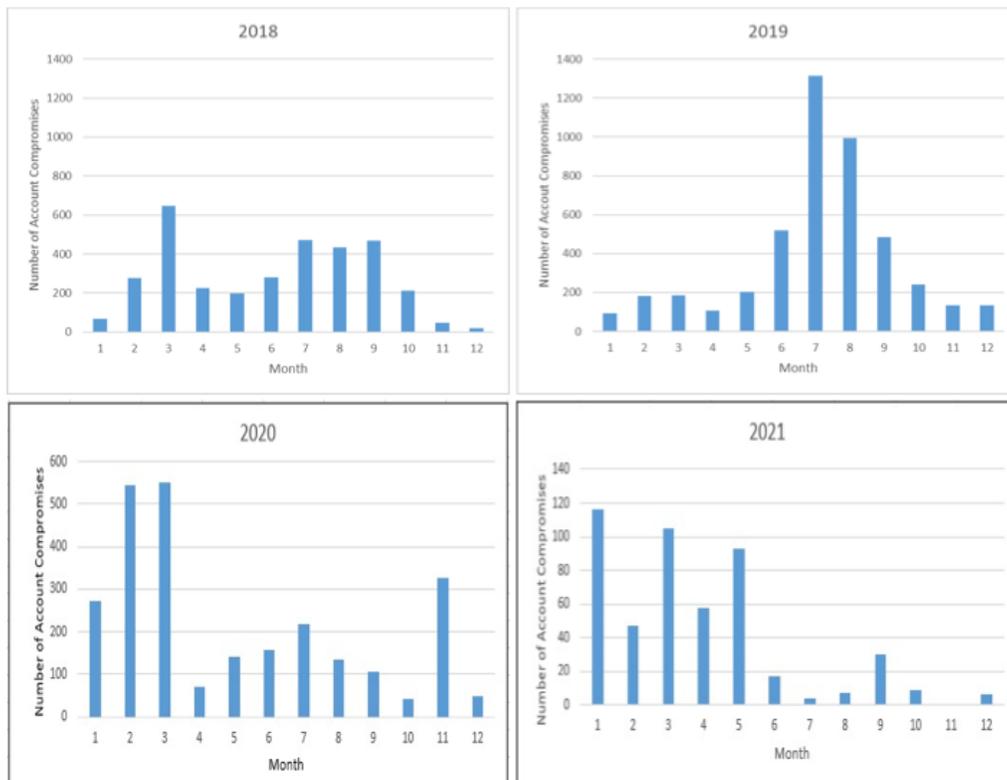
A Cyber Security Incident Response Plan (CSIRP) has been documented and in use at Western for the past 3-4 years. The CSIRP is primarily informed by the following high-level model, where the institution is balanced by both Resiliency (culture and practices) and Deterrence (technology):





Over the course of 2021, Western continued to be attacked daily by threat actors seeking to gain access through port scanning. Sometimes, these scans can number in the millions on a daily basis and our firewalls have been highly effective in repelling these attempts. While this number appears high, these are largely automated bots scanning multiple organizations using high numbers of devices across the globe.

The graphs below reflect the amount of compromised accounts the WTS SOC has dealt with over the past number of years.



As planned, the amount of compromised accounts reduced significantly after June 2021 (MFA then required for Office 365).

4. Future Plans

WGIS (and WTS) will focus on the following initiatives in 2022 and beyond:

- WTS and WGIS are working with HR to better provide opportunities across campus for our constituents to undertake the Information Security Awareness training.
- A comprehensive review of policies and procedures (MAPP and AUP) associated with technology and security, revise where necessary and add new policies where appropriate (aligned with the Western Data Strategy).
- Communications campaign about Cyber Security Awareness will continue with social media and web-based content.
- Tabletop Exercise with an external partner.
- Continued improvement of response plans and support documentation and expansion of key initiatives such as MFA.

Appendix A – Current WGIS Members

Glen Tigert (Chair)

University Registrar

Erika Basile

Research Ethics

Ross Beatty

Housing and Ancillary Services

Rob Brennan

Western Technology Services

Colin Couchman

Western Technology Services

Paul Eluchok

General Counsel

Aleksander Essex

Faculty of Engineering

Brent Fowles

Western Technology Services

David Ghantous

Western Technology Services

Ed Gibson

Western Technology Services

Lisa Latif

Office of Registrar

Jim Loupos

Internal Audit

Dominique Perreault

Western Technology Services

Geoff Pimlatt

University Students' Council

Chris Wedlake

Robarts Research Institute

Ed Zuidema (Scribe)

Western Technology Services

ITEM 11.3(b) – Reports on Promotion, Tenure and Continuing Appointment

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Vice-Provost (Academic Planning, Policy & Faculty) provides an annual report on promotion and tenure to SCUP for transmittal to Senate in accordance with the SCUP Terms of Reference.

ATTACHMENTS:

[Memo to SCUP from the Office of Faculty Relations re: Reports on Promotion, Tenure and Continuing Appointment](#)

[2021-2022 Report on Promotion and/or Tenure or Continuing Status Cases Considered Under the Faculty Collective Agreement](#)

[2008- 2022 Report on Promotion and/or Tenure Cases Considered Under the Librarian and Archivist Collective Agreement](#)



TO: SCUP
FROM: The Office of Faculty Relations
DATE: May 16, 2022
SUBJECT: *Reports on Promotion, Tenure and Continuing Appointment*

Attached are reports summarizing the information requested on the designated group status of those individuals considered for Promotion, Tenure and/or Continuing Appointment under the UWOFA and UWOFA-LA Collective Agreements for 2021-2022.

As in previous years, these reports are provided with the following notes:

- The information related to the designated groups was provided by the Office of Faculty Relations.
- The information provided is in aggregate form only and was drawn from the employment equity census database.
- All information in the database, with the exception of gender, is obtained through the self-identification Western Equity Census sent to employees; therefore, information is only available for those individuals who have completed the Census.
- Where the information is unknown, it is considered to be a “no “response (i.e. not a member of a designated group).
- For reasons of confidentiality, the information provided in these reports is suppressed in cases where there are fewer than 15 individuals in the group considered for Promotion, Tenure and/or Continuing Appointment. Data may also be suppressed where deemed necessary by the Office of Faculty Relations.

June 10, 2022

CONSENT AGENDA - ITEM 11.3(b)

Clause 22 (a) - Total cases considered for Promotion and/or Tenure or Continuing status (Clause 16)									
Men	26								
Women	34								
Indigenous peoples	0								
Members of racialized groups	7								
Persons with Disabilities	6								

Clause 22 (b) & (d) - Probationary Assistant Professors or Probationary Assistant Professors, TS considered for Promotion and/or Tenure or Continuing Status									
	Process initiated by Dean in the last year - Clause 16.1	Process initiated by Dean in any year before the last year - Clause 16.3	Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 16.4	Process initiated by Member by March 1 in the last year notwithstanding leave extensions - Clause 16.7.1	Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 18	Positive Provost decision - Clause 19	Negative Provost decision - Clause 19	
Men	s	s	s	s	8	0	8	0	
Women	s	s	s	s	9	0	9	0	
Indigenous peoples	s	s	s	s	0	0	0	0	
Members of racialized groups	s	s	s	s	3	0	3	0	
Persons with Disabilities	s	s	s	s	0	0	0	0	

Clause 22 (c) - Probationary Associate Professors or Probationary Associate Professors, TS considered for Promotion and/or Granting of Tenure or Continuing Status									
	Process initiated by the Dean in the last year of the appointment - Clause 16.2	Process initiated by Dean in any year before the last year - Clause 16.3			Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 18	Positive Provost decision - Clause 19	Negative Provost decision - Clause 19	
Men	s				s	0	s	0	
Women	s				s	0	s	0	
Indigenous peoples	s				s	0	s	0	
Members of racialized groups	s				s	0	s	0	
Persons with Disabilities	s				s	0	s	0	

Clause 22 (d) & (e) - Tenured Associate Professors or Tenured Associate Professors, TS with Continuing Status considered for Promotion									
	Process initiated by Dean - Clause 16.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 16.6			Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 18	Positive Provost decision - Clause 19	Negative Provost decision - Clause 19	
Men	13	s			13	0	13	0	
Women	22	s			22	0	22	0	
Indigenous peoples	0	s			0	0	0	0	
Members of racialized groups	3	s			3	0	3	0	
Persons with Disabilities	4	s			4	0	4	0	

Clause 22 (g) - Limited-Term Assistant and Associate Professors Considered for Promotion									
	Process initiated by Dean - Clause 16.5.1	Process initiated by Member - Clause 16.4.2	Process initiated by Member - Clause 16.6.1		Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 18	Positive Provost decision - Clause 19	Negative Provost decision - Clause 19	
Men	s	s			s	0	s	0	
Women	s	s			s	0	s	0	
Indigenous peoples	s	s			s	0	s	0	
Members of racialized groups	s	s			s	0	s	0	
Persons with Disabilities	s	s			s	0	s	0	

Total cases considered for Promotion and/or Tenure 60

The information related to the designated groups was provided by the Office of Faculty relations. This information was provided, in aggregate form only, from the Employment Equity database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality, equity data is suppressed (s) in cases where there were fewer than 15 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.

2008-2022 REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE LIBRARIAN AND ARCHIVIST COLLECTIVE AGREEMENT

(as required under Clause 26 in the Article *Promotion and Continuing Appointment*)

Total cases considered for Promotion and/or Continuing Appointment								
Men	8							
Women	22							
Indigenous peoples	0							
Members of racialized groups	3							
Persons with Disabilities	1							
Probationary General Rank considered for Promotion to Assistant and Member at Associate Rank considered for Promotion to Senior Rank (Clauses 7.0 and 7.2)								
	Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of probationary period	Process initiated by the Chief Librarian or Dean or Designate	Process initiated by the Member	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 22.4	Negative Provost decision - Clause 22.4	
Men	s	s	s	s	0	s	0	
Women	s	s	s	s	0	s	0	
Indigenous peoples	s	s	s	s	0	s	0	
Members of racialized groups	s	s	s	s	0	s	0	
Persons with Disabilities	s	s	s	s	0	s	0	
Probationary Appointees considered for Continuing Appointment								
	Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of the Member's probationary period at the General Rank	Process initiated by Chief Librarian or Dean within the first month of the last year of the probationary period combined with process initiated by Member	Process initiated by the Chief Librarian or Dean at any time prior to final six months of probationary period	Positive Committee recommendation - Clause 19	Negative Committee recommendation - Clause 19	Positive Provost decision - Clause 22.4	Negative Provost decision - Clause 22.4	
Men	s	5	s	5	0	5	0	
Women	s	12	s	12	0	15	0	
Indigenous peoples	s	0	s	0	0	0	0	
Members of racialized groups	s	2	s	2	0	2	0	
Persons with Disabilities	s	1	s	1	0	1	0	
Total cases considered for Promotion and/or Continuing Appointment								
								30

The information related to the designated groups was provided by the Office of Faculty relations. This information was provided, in aggregate form only, from the Employment Equity database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality, equity data is suppressed (s) in cases where there were fewer than 15 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.

ITEM 11.3(c) – Distinguished University Professor and Faculty Scholars

ACTION: APPROVAL INFORMATION DISCUSSION

The Senate Committee on University Planning, on behalf of Senate, approved and recommend to the Property and Finance Committee the amendments to the details relating to Distinguished University Professors and Faculty Scholars as shown in item 8.0.

EXECUTIVE SUMMARY:

Financial award details relating to Western’s Distinguished University Professors and Faculty Scholars have not been amended since 2004. To continue to honour and celebrate outstanding scholarly careers and academic achievement at Western, the recommendation of increased funding commencing in 2022 is proposed.

ATTACHMENT(S):

[Revised copy – Distinguished University Professor](#)
[Revised copy – Faculty Scholars](#)

The University of Western Ontario

Distinguished University Professorships

Objective: To honour and celebrate outstanding scholarly careers at Western by conferring on a select group of the best scholars the title of “Distinguished University Professor”.

Program: Award includes

- Honorary title of “Distinguished University Professor” while employed at Western, but will change to “Distinguished University Professor Emeritus” at retirement from Western.
- A one-time award of ~~\$10,000~~ **\$20,000** to be used for scholarly activities at any time.
- A citation presented at an appropriate occasion
- The Distinguished University Professor will be asked to use the title in official documents, including papers, business cards and similar venues
- The total number of ‘active’ Distinguished University Professorships at any given time is capped at 3% of the full-time, tenured or probationary faculty members at Western.

Rationale: The University is served well by recognizing the most outstanding members of their community. This award will recognize sustained excellence in scholarship over a substantial career at Western. Scholarship is broadly defined to include research and teaching, but cannot exclude either, as well as contributions to service to the community. Thus, this is not a recognition solely of research excellence, which is the purpose of the Hellmuth Prize, nor is it a recognition solely of teaching excellence, which is the purpose of the Pleva Award. The Distinguished University Professorship will recognize sustained excellence as a complete scholar, and will fulfill the commitment in *Making Choices* to develop a program of recognition for Faculty (Section 2.10).

Process:

- There will be an annual nomination and selection cycle.
- A Distinguished University Professor Selection Committee will be created. This committee will consist of the following members:
 - The Provost or designate
 - The Vice-President (Research) or designate
 - One senior scholar from another research-intensive university or institution, appointed by the Provost
 - Four senior scholars at Western, elected by SenateThe Selection Committee will be chaired by the Provost or designate. Members will be appointed for two-year terms (once renewable) commencing July 1.
- The Selection Committee will make recommendations to the President based on the criteria:
 - Outstanding and sustained research record that have had international impact in the field of research and that identifies the individual as a leader
 - and**
 - A sustained record of excellence in teaching of undergraduates and/or supervision of graduate students and training of highly qualified personnel
 - and**

- A demonstrated history of service to the University and the research community in general through serving on committees, participating in governance and contributing to peer review at the local, provincial, national or international level

Restrictions: To ensure excellence in these select awards

- The selection criteria must be strict
- All nominations may be rejected in any given year
- The total number of active Distinguished University Professors may be less than 3%
- Awards can be made to other award holders – including CRC's, Hellmuth Prize Winners, Pleva Award Winners, Industrial Chairs, Endowed Chairs and named Professors.
- ~~Initially awards will be given at a rate of no more than 6 per year.~~
- Decisions will be made without consideration of the relative distribution of the Distinguished University Professors across the disciplinary units of the University.

Cost:

- ~~Cost to implement – \$60,000 per year for five years for a total of \$300,000~~
- ~~About \$30,000 per year following that~~
- ~~A new allocation of funds will have to be approved for this purpose.~~
- ~~The President will determine the value of the award from time to time.~~

Impact:

Awards of Distinguished University Professors will

- Reinforce a culture of recognizing and celebrating excellence
- Celebrate the achievements of individuals who balance their scholarly activities while managing to be excellent at each activity
- Promote the spirit of participation in all activities of importance to the function of a healthy, research intensive University
- Provide a vehicle for demonstrating the success of Western's faculty internally and externally.

Approved by Senate February 20, 2004

Approved by the Board of Governors May 6, 2004

Revised by Senate XX, 2022

Revised by Board XX, 2022

Note: These awards are available for Constituent University Faculty.

The University of Western Ontario

Faculty Scholars

Objective: To honour and celebrate outstanding scholarly achievements at a critical point in the career of a Faculty Member at Western

Program: The Award includes:

- The title of “Faculty Scholar” for two years
- A stipend of ~~\$7,000~~ \$15,000 each year to be used for scholarly activities
- A citation to be presented at an appropriate occasion
- The total distribution of Faculty Scholars will be about 2-3% of full-time or probationary faculty, i.e.:
 - Arts and Humanities 3
 - Business 2
 - Education 1
 - Engineering 2
 - Health Sciences 3
 - Information and Media Studies 1
 - Law 1
 - Medicine & Dentistry 5
 - Music 1
 - Science 5
 - Social Science 5
 - Total* 29

The total allocation to Medicine & Dentistry will reflect discussions about the eligibility of clinical faculty for this award and whether a specific allocation should be made for that group.

Rationale: The University is served well by recognizing scholarly achievements at critical points of a Faculty member’s career. This award will recognize outstanding contributions in research, teaching or service reflecting sustained excellence in all scholarly activities. This award recognizes the complete scholar who has recently achieved prominence in a select domain.

Process:

- There will be an annual nomination and selection cycle.
- Each Faculty will establish internal processes for nomination and selection of preferred candidates that will use a Faculty Selection Committee
- The Faculty Selection committee will make recommendations to the Faculty Scholar Selection Committee based on the criteria:
 - A recent, outstanding research achievement that has had international impact in the field of research and that identifies the individual as a leading member of that research community
and/or
 - A considerable record of excellence in teaching of undergraduates and/or supervision of graduate students and training of highly qualified personnel
and/or
 - A marked contribution of service to the University and the research community in general through serving on committees, participating in governance and contributing to peer review at the local, provincial, national or international level
while
 - Maintaining an excellent record in teaching and research.

- A Faculty Scholar Selection Committee will be created, consisting of the following members:
 - The Provost or designate
 - The Vice-President (Research) or designate
 - One senior scholar from another research-intensive university or institution, appointed by the Provost
 - Four senior scholars at Western, elected by Senate.The Selection Committee will be chaired by the Provost or designate. Members will be appointed for two-year terms (once renewable) commencing July 1.
- This committee will review the Faculty nominations to ensure consistency of quality in all nominations and make final recommendations to the President.

Restrictions: To ensure excellence in these select awards

- The selection criteria must be strict
- Any or all nominations may be rejected in any given year
- The total number of active Faculty Scholars may be less than the quota assigned and cannot exceed the quota
- Awards can be made to other award holders – including CRC’s, Hellmuth Prize Winners, Pleva Award Winners, Industrial Chairs, Endowed Chairs and named Professors
- The award is not renewable and may only be held once in a career.

Cost:

- ~~First year as much as \$7,000 x 19 for a total of \$133,000~~
- ~~Second year as much as \$7,000 x 11 for a total of \$77,000~~
- ~~Annually on average about \$105,000 (for a total biennial cost of \$210,000)~~
- ~~A new allocation of funds will have to be approved for this purpose.~~
- ~~The President will determine the value of the award from time to time.~~

Impact: The ongoing awarding of Faculty Scholars will:

- Recognize outstanding scholarly achievements when they occur
- Contribute to an attractive scholarly environment at Western, which will assist recruiting and retention efforts at all levels
- Provide a program that is managed at the Faculty level but held to Institutional Standards
- Contribute to Faculty morale
- Provide an opportunity to celebrate scholarly achievement at the mid-career stage of individuals who will be the leaders in their field
- Provide a vehicle for demonstrating the success of Western’s faculty internally and externally

Approved by the Senate, February 20, 2004
Approved by the Board of Governors May 6, 2004
Revised by Senate XX, 2022
Revised by Board XX, 2022

ITEM 11.4(a) – Update on Research Centres and Groups

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Per the terms of reference for the University Research Board, the attached annual reports were provided for information to the Board at its May 24, 2022, meeting and are provided to Senate for information.

ATTACHMENT(S):

[Western Research Centres Report and Summary](#)

[Reported Research Groups at Western University](#)

Western Research Centres Report and Summary

May 2022

As required per [C.1.03 within MAPP 7.9](#), Western Research is reporting all active research centres.

Below is an inventory of all current research centres, along with relevant information regarding current directors, approval, and renewal dates as well as centre descriptions.

...

FACULTY & CENTRE NAME	CENTRE DIRECTOR	START DATE	RENEWAL DATE
Arts and Humanities			
N/A			
Don Wright Faculty of Music			
N/A			
Education			
Canadian Research Centre on Inclusive Education	Jacqueline Specht	02/15/2013	10/31/2022
Centre for Research and Education on Violence Against Women & Children	Katreena Scott	02/10/1992	07/01/2026
Centre for School Mental Health	Claire Crooks	07/03/2015	07/01/2026
Centre for the Science of Learning	Daniel Ansari	12/17/2018	12/15/2023
Interdisciplinary Centre for Research in Curriculum as Social Practice	Rachel Heydon (Acting)	06/01/2016	10/31/2022
Engineering			
Geotechnical Research Centre	Timothy Newson	05/25/1985	10/01/2022
Innovation Centre for Information Engineering	Xianbin Wang	02/06/2013	09/30/2022
Institute for Chemicals and Fuels from Alternative Resources	Franco Berruti	01/01/2008	09/30/2026
WesternWater Centre	Mita Ray	06/27/2019	06/26/2024
Wind Engineering, Energy and Environment (WindEEE) Research Institute	Girma Bitsuamlak	07/01/2011	06/30/2022
Health Sciences			
Canadian Centre for Activity and Aging	J.B. Orange	06/23/2000	06/30/2022
Centre for Research on Health Equity and Social Inclusion	Nadine Wathen	05/15/2015	05/31/2026
International Centre for Olympic Studies	Angela Schneider	03/23/1989	03/22/2024
National Centre for Audiology	Susan Scollie	09/01/2004	03/31/2024

FACULTY & CENTRE NAME	CENTRE DIRECTOR	START DATE	RENEWAL DATE
Information & Media Studies			
N/A			
Ivey School of Business			
Centre for Building Sustainable Value	Robert Klassen	04/01/2009	06/30/2023
CPA Ontario Centre for Accounting and the Public Interest	Mitchell Stein	02/01/2011	03/31/2023
Ian O. Ihnatowycz Institute for Leadership	Director search being conducted	09/01/2010	06/30/2023
Ivey Energy Policy and Management Centre	Brandon Schaufele	06/01/2012	06/30/2023
Lawrence National Centre for Policy and Management	Director search being conducted	11/30/2000	06/30/2023
Morrisette Institute for Entrepreneurship	Eric Morse	11/01/2006	03/31/2023
Law			
N/A			
Schulich School of Medicine & Dentistry			
Biomedical Imaging Research Centre	Jean Th��berge	06/01/2010	12/31/2022
Centre for Education Research and Innovation	Chris Watling	06/01/2009	12/31/2024
Centre for Quality, Innovation and Safety	James Calvin	05/11/2020	04/30/2025
Centre for Studies in Family Medicine	Amanda Terry	09/26/1985	01/01/2023
Centre for Translational Cancer Research	Glenn Bauman	10/01/2010	09/30/2022
The Western Infection, Immunity and Inflammation Centre	Greg Dekaban (Acting)	10/01/2010	01/01/2023
The Africa Institute	Saverio Stranges	02/01/2011	12/31/2022
Science			
Centre for Advanced Materials and Biomaterials Research	Elizabeth Gillies	01/01/2010	06/30/2023
Centre for Animals on the Move	Chris Guglielmo	05/10/2022	05/31/2027
Soochow-Western Synchrotron Radiation Research Centre	T.K. Sham	11/12/2012	08/01/2023
Social Science			
Centre for Computational and Quantitative Social Science	David Armstrong	09/16/2018	09/15/2023
Centre for Research in Social Inequality	Kate Choi	09/01/1981	06/30/2024
Centre for Research on Migration and Ethnic Relations	Victoria Esses	10/01/2008	12/31/2024
Centre for the Study of Political Behaviour	Laura Stephenson	05/19/2020	05/15/2025
Centre for Transitional Justice and Post-Conflict Reconstruction	Valerie Oosterveld, Joanna Quinn	07/01/2009	06/30/2026
Centre for Urban Policy and Local Governance	Michael Buzzelli	09/30/2016	09/30/2026
Centre for Human Capital and Productivity	Lance Lochner	10/15/2004	06/30/2026
Western Centre for Climate Change, Sustainable Livelihoods and Health	Isaac Luginaah	07/01/2021	06/30/2026
Western Research Data Centre	Michael Haan	10/01/2004	03/31/2027

Western Research Centres

Summary Appendix

ARTS & HUMANITIES (N/A)

DON WRIGHT FACULTY OF MUSIC (N/A)

EDUCATION

Canadian Research Centre on Inclusive Education

Start Date: 02/15/2013
Renewal Date: 10/31/2022
Centre Director: Jacqueline Specht

We are a group of renowned researchers in inclusive education at universities across Canada. By researching and sharing our findings with educators, relevant organizations and agencies across Canada and around the world, collectively we continue to empower teachers and others with the knowledge they need to be effective with all students.

Centre for Research and Education on Violence Against Women & Children

Start Date: 02/10/1992
Renewal Date: 07/01/2026
Centre Director: Katreena Scott

The Centre for Research & Education on Violence Against Women & Children (CREVAWC) is committed to the development and application of knowledge for the prevention of violence against women and children through promoting innovation, collaboration and equality. The centre was founded in 1992 as a collaborative venture between The University of Western Ontario, Fanshawe College and the London Coordinating Committee to End Women Abuse. The Centre was established in response to a federal study on the problem of violence against women, triggered by the 1989 murder of 14 women at École Polytechnique in Montreal. CREVAWC joined the Faculty of Education at the University of Western Ontario in 2001.

Centre for School Mental Health

Start Date: 07/03/2015
Renewal Date: 07/01/2026
Centre Director: Claire Crooks

The Centre for School Mental Health exists to address the need for improved school-based services for youth from kindergarten to grade 12 who may be at risk for, or who present with, mental health challenges. Our vision is a system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth. These are evidence-based services expanded through school-community partnerships.

Centre for the Science of Learning

Start Date: 12/17/2018

Renewal Date: 12/15/2023

Centre Director: Daniel Ansari

Over the past three decades, a new interdisciplinary field referred to as the 'Science of Learning' has gained increasing traction across the globe. Given the existing strengths in educational research, cognitive psychology and cognitive neuroscience, Western is uniquely poised to spearhead the growth of interdisciplinary research to deepen our understanding of how we learn. Western University's Centre for the Science of Learning serves as a vehicle to foster collaboration not only between researchers at Western but also between educators in K-12 educational settings and researchers. By providing a forum for multidisciplinary exchanges, the Science of Learning Centre members will further knowledge of how children learn and how such knowledge can transform educational practice and policy. The Science of Learning Centre will be closely linked with the extant Centre for School Mental Health (CSMH), the Mary J. Wright Centre at Merrymount as well as the new Child & Youth Development Clinic. In this way, the Centre for the Science of Learning intersects with existing research groups within the Faculty of Education—this leads to effective cross-fertilization of research and translation efforts across different groups within the Faculty of Education.

Interdisciplinary Centre for Research in Curriculum as Social Practice

Start Date: 06/01/2016

Renewal Date: 10/31/2022

Centre Director: Rachel Heydon (Acting)

The Interdisciplinary Centre for Research in Curriculum as a Social Practice is a strong community-university network that supports collaborative scholarship on unique and complex curricular issues to inform public policy and pedagogy in the 21st century.

ENGINEERING

Geotechnical Research Centre

Start Date: 05/25/1985

Renewal Date: 10/01/2022

Centre Director: Timothy Newson

The Geotechnical Research Centre was established for the purpose of conducting geotechnical and related interdisciplinary research with emphasis on interacting with industry. The Centre continues to operate within the Department of Civil and Environmental Engineering, although as a separate entity. Executive Members are faculty members in the geotechnical and geoenvironmental discipline of the Department of Civil & Environmental Engineering. Eight faculty members form the Geotechnical Research Centre, together with ten associate members, are investigating a range of challenging geotechnical and geoenvironmental problems.

Innovation Centre for Information Engineering

Start Date: 02/06/2013

End Date: 09/30/2022

Centre Director: Xianbin Wang

Information and communications technologies have the potential for transforming the networked society and digital economy. The Innovation Centre for Information Engineering (ICIE) was established in 2012 by renaming the existing centre “Bell Center for Information Engineering”. In addition to the Bell Canada endowment of \$500,000, members of ICIE have secured various financial supports over \$20M from government granting agencies and industrial partners. The ICIE members have been working closely through the co-supervision of graduate students, joint publications, co-application of grants, the organization of communications systems and data networking research seminar series. Researchers at Western have established an international reputation for research excellence in the area of Information Engineering. Specifically, ICIE members at the Department of Electrical and Computer Engineering at Western have made notable contribution to the areas of communications systems and data networking research areas, as evident with an outstanding history with research publications (1,000+, citations 20,000+), research training (300+), international conferences organizations (General Chair for CCECE 2020/2021), journal editorial board involvement (20+, including Editor-in-Chief), research funding (20M+), and industrial collaborations (50+ companies). Currently, the members of the center supervise more than fifty graduate students. The total number of publications from the group members and their students since last renewal in 2017 exceeds 300. Among these publications, over 50 involves at least two ICIE members as collaborative research efforts.

Institute for Chemicals and Fuels from Alternative Resources

Start Date: 01/01/2008

Renewal Date: 09/30/2026

Centre Director: Franco Berruti

The Institute for Chemicals and Fuels from Alternative Resources, ICFAR (pron. I See Far) is an internationally recognized research centre developing, in partnership with industry, innovative technologies and processes for the production of chemicals and fuels from alternative resources, with an emphasis on green engineering, environmental sustainability, and circular economy.

WesternWater Centre

Start Date: 06/27/2019

Renewal Date: 06/26/2024

Centre Director: Mita Ray

WesternWater Centre (WWC) concentrates on the research leading to innovative solutions addressing all aspects related to clean water supply and water-environment issues including the protection and management of water resources, resource recovery, and treatment technologies. Being a multi-departmental network, WWC promotes the development of multi-disciplinary collaborative research by bringing together engineering technology and water-science to work on a broad spectrum of real-world water quality and sustainability challenges. Currently there are 18 faculty members and about 100 graduate students attached to the centre.

The faculty members partner with government agencies such as Environment Canada, Ontario Ministry of Agriculture, Food and Rural Affairs, Ontario Ministry of Energy, Ontario Ministry of Environment, Conservation and Parks, Upper Thames Region Conservation Authority, Municipalities and Industrial Partners including Arclin; BIC, BioFuelNet, Brown and Caldwell; CanmetENERGY, CanmetMATERIALS, Core Geoscience Services Inc. (Coregeo); Crozier & Associates Consulting Engineers; Deep Logic Solutions Inc; FedNor; FPInnovations; Geosyntec Consultants Ltd; Greenfield Global Inc.; Imperial Oil; InSinkErator; Lystek International; NRCan; Ontario Power Generation (OPG); Savron Smouldering Solutions; Stantec Consulting; Trojan Technologies; US Peroxide; Western Maple Bio Resources Inc. Academic partners include Aristotle University of Thessaloniki; China University of Petroleum; IIT Kharagpur, Ropar, India; Northwest University of Forestry and Agriculture, China; Texas A& M University; University College London; University of New South Wales; University of Petroleum and Energy Studies, India; University of Queensland; University of Strathclyde.

WWC provides researchers and industry with the opportunity to use advanced analytical instruments, special facilities and equipment and computers for data acquisition, process control and simulation in the following laboratories:

- Advanced Groundwater-surface Water Interactions Laboratory
- Advanced Oxidation Laboratory
- Hydraulics Open Channel Flume
- Industrial BioProduct Laboratory
- RESTORE facilities have leading experimental facilities with five state-of-the-art laboratories
- Trojan Technologies Laboratory
- Bioprocessing Laboratory
- Other than conducting research WWC provides all forums of education and training including hosting workshop, conferences, invited talks and hosting foreign research students.

Wind Engineering, Energy and Environment (WindEEE) Research Institute

Start Date: 07/01/2011

Renewal Date: 06/30/2022

Centre Director: Girma Bitsuamlak

The Wind Engineering, Energy and Environment Research Institute (WindEEE RI) is a globally leading and unique research centre in wind and climate research, innovation, and highly qualified personnel (HQP) training. WindEEE's vision is to enable climate-resilient and sustainable communities through innovation in wind engineering. WindEEE has access to WindEEE Research Facility (WindEEE RF), a distributed facility located at the University of Western Ontario (UWO) with three highly specialized suites of infrastructure: WindEEE Dome (the Dome), Boundary Layer Wind Tunnel Laboratory (BLWTL) and Three Little Pigs (3LP). It is home to very experienced researchers and technicians to support state-of-the-art wind and climate engineering research. WindEEE RF was established through an investment of more than \$50M from the Canada Foundation for Innovation, Ontario Research Fund, and UWO.

HEALTH SCIENCES

Canadian Centre for Activity and Aging

Start Date: 06/23/2000

Renewal Date: 06/30/2022

Centre Director: J.B. Orange

The Centre for Activity and Ageing, a Type 3 Research Centre, was created by an act in the Senate in 1989 and was changed to the Canadian Centre for Activity and Aging (CCAA), a Type 4 Research Centre, by an act in the Senate on the 23rd June 2000. The following is an extract from the minutes of Senate, dated the 23rd June 2000.

S.00-152 Canadian Centre for Activity and Aging (S.89-64)

It was moved by K. McQuillan, seconded by J. MacKinnon, That Senate approve and recommend to the Board of Governors, through the Vice-Chancellor, that the Type 3 Research Centre designation of the Centre for Activity and Ageing be rescinded and that the Canadian Centre for Activity and Aging be established as a Type 4 Research organization.

The CCAA is a locally, regionally, provincially, nationally and internationally recognized Type 4 Research Centre in which its active research faculty (i.e., Research Associates) engage in leading-edge investigations related to physical activity and aging, with longstanding expertise in physiological and exercise science of activity and aging. The mandate of the CCAA is to investigate interrelationships among activity (e.g., physical, social), health, well-being and aging, and to study evidence-informed activity-based interventions designed to promote optimal health and well-being of older adults. Its mission is to develop, encourage and promote the benefits of a physically active, healthy lifestyle for Canadian adults and older adults. The mission is accomplished through collaborative research initiatives, effective and accessible knowledge translation activities and implementing practical application opportunities all designed to enhance the health and well-being of adults and older adults.

Centre for Research on Health Equity and Social Inclusion

Start Date: 05/15/2015

Renewal Date: 05/31/2026

Centre Director: Nadine Wathen

CRHESI's objectives are to:

1. Provide support for Western University professors, students and community partners to conduct innovative research related to health equity and social inclusion that optimizes participation of, and outcomes for, people who experience vulnerability or marginalization.
2. Facilitate a research context that optimizes engagement with community partners and individuals with lived experience who both participate in and utilize research related to health equity and social inclusion.
3. Enhance the mobilization and utilization of research related to health equity and social inclusion for evidence-based decision making in health and public policy, as well as service delivery.

4. Create relationships of trust between and among funders, policy makers, service providers, service users, individuals with lived experience and researchers to address emergent needs in our community related to health equity and social inclusion, creating pathways for effecting positive, evidence-informed change in our communities.
5. Enhance the profile of Western University faculty, students, and community partners as leaders in research related to health equity and social inclusion in Ontario and Canada, which will not only contribute to the university's social responsibility mandate, but will also optimize outcomes on obtaining research funding.

International Centre for Olympic Studies

Start Date: 03/23/1989

Renewal Date: 03/22/2024

Centre Director: Angela Schneider

The International Centre for Olympic Studies, founded in 1989, is a research, resource, and service facility located in the 3M Centre Building, at Western University, London, Canada. The Centre's purpose is to encourage, generate, and disseminate scholarship on a broad range of social and cultural themes related to the Olympic Games, the Paralympic Games, and the Olympic Movement. It seeks to do this through: i) annual publication the scholarly journal, *Olympika: The International Journal of Olympic Studies*; ii) organization, in every Olympic year (biennially) of an international symposium for Olympic Research, the Proceedings of which are published; iii) hosting guest lectures on Olympic themes, the most important of which are the annual Crocker, Zeigler, and Ioannides Lectures; vi) maintaining, in the 3M Centre Building Research Facility, resources and facilities for the use of visiting scholars worldwide, as well as for researchers and students at Western University; and v) maintaining a very active schedule of international and national public media interventions related to topical Olympic issues.

National Centre for Audiology

Start Date: 09/01/2004

Renewal Date: 03/31/2024

Centre Director: Susan Scollie

The NCA is a thriving interdisciplinary research centre with a proven track record of success in obtaining research support from CFI, CIHR, NSERC, ORF, Mitacs, contract research, and policy collaborations with government and our not-for-profit centre. We are recognized worldwide as one of the leading research centres in our hearing assessment and intervention, and we interact with our peers globally through collaborations, visiting scholars, conferences, and professional/learned societies. The NCA's primary objective is to provide an enhanced collaborative, interdisciplinary research environment for scholars in the area of hearing, particularly those who are interested in hearing disorders and hearing health care procedures and services. We enhance this research community by gathering as an interdisciplinary consortium that builds connections among those who are here at Western, connects us to external collaborators in academia, clinical practice, government, and industry, and provides access to world-class facilities for hearing research. We support the students of our investigators through this environment through mentorship, facility access, and community, thereby strengthening graduate programs such as Hearing Science and Engineering.

INFORMATION & MEDIA STUDIES (N/A)

IVEY SCHOOL OF BUSINESS

Centre for Building Sustainable Value

Start Date: 04/01/2009
Renewal Date: 06/30/2023
Centre Director: Robert Klassen

The Centre empowers leaders to transform business in a world where sustainability is fundamental to organizational success and societal prosperity.

CPA Ontario Centre for Accounting and the Public Interest

Start Date: 02/01/2011
Renewal Date: 03/31/2023
Centre Director: Mitchell Stein

The Centre will focus on the role accounting plays in informing policy decisions, including the ethical and social responsibilities of accounting in both the public and private sectors (that is, a focus on stakeholders, including not only shareholders but also taxpayers, electorates, employees and consumers). The Centre will place emphasis in three key areas of public interest study: 1) Environmental, Social, and Governance (ESG)/Sustainability issues; 2) Public Sector/Government; and, 3) Behavioural Aspects of Organizations and Society.

Ian O. Ihnatowycz Institute for Leadership

Start Date: 09/01/2010
Renewal Date: 06/30/2023
Centre Director: director search being conducted

The world craves better leadership, and there is no shortage of books, sound bites and so-called experts on the topic. Yet ongoing issues in business and other sectors around the world indicate that the problem of leadership has not been solved. Somehow, the world seems to have forgotten what good leadership looks like.

Since the inception of the Ian O. Ihnatowycz Institute for Leadership in September 2010, we have been at the centre of leadership thought, inquiry and education into what makes a better leader. Beginning with our multi-disciplinary examination of the leadership failures and successes relating to the global financial crisis of 2008-2009, we have made research, teaching and outreach on leader character our distinct differentiator in the vast leadership space. The Institute is an integral part of Ivey, and as such, is able to amplify Ivey's mission "To develop business leaders who think globally, act strategically, and contribute to the societies within which they operate." Through our focus on three pillars— research, teaching and outreach — we contribute to the cultivation of business leaders for the 21st century through the development of leader character.

Ivey Energy Policy and Management Centre

Start Date: 06/01/2012
Renewal Date: 06/30/2023
Centre Director: Brandon Schaufele

The Ivey Energy Policy and Management Centre is a trusted, independent, expert voice on Canadian energy policy issues. We contribute to a thriving Canadian economy through research, outreach and education. Our research offers thought-leadership by conducting and disseminating evidence-based analysis on major issues affecting the electricity, gas, oil, pipeline and petrochemical sectors. The Ivey Energy Policy and Management Centre similarly convenes energy sector stakeholders to openly discuss and exchange ideas via non-partisan events. Finally, we seek to strengthen literacy on the Canadian and global energy industries through educational courses, programs, and materials. Additional information can be found at: <https://www.ivey.uwo.ca/energycentre/>.

Lawrence National Centre for Policy and Management

Start Date: 11/30/2000
Renewal Date: 06/30/2023
Centre Director: director search being conducted

Established in 2001, the Lawrence National Centre has been at the forefront of national policy dialogue in Canada, bridging the gap between academia, business and government to enhance Canada's socio-economic development and global competitiveness. It is an independent public policy centre that contributes to policy formulation and development by producing evidence-based research, providing a convening platform to engage and inform businesses and policymakers, and leading educational programs in policy and strategy. The Centre has recently revitalized its mission and strategy to develop and advocate for sound policy towards addressing the significant challenges Canada faces around digital, trade and social infrastructures, with an overarching goal of enhancing its national competitiveness and ensuring future prosperity for all Canadians. The Centre is guided by a distinguished Advisory Council and under the direction of the Centre's Director.

Morrisette Institute for Entrepreneurship

Start Date: 11/01/2006
Renewal Date: 03/31/2023
Centre Director: Eric Morse

The Morrisette Institute for Entrepreneurship Powered by Ivey Business School is the home of entrepreneurship at Western University. From ideation and startup, to high-growth and transition, Morrisette Entrepreneurship is committed to equipping our students, faculty, alumni, staff, and entrepreneurs with the tools and resources they need to explore their entrepreneurial potential. In addition, we support one of the largest research groups in the field with established and aspiring scholars. With our wide range of programming, expertise in executive education, and a legacy of research and thought-leadership, Morrisette Entrepreneurship remains one of the largest, most comprehensive entrepreneurship-focused institutes in the world.

LAW (N/A)

SCHULICH SCHOOL OF MEDICINE & DENTISTRY

Biomedical Imaging Research Centre

Start Date: 06/01/2010
Renewal Date: 12/31/2022
Centre Director: Jean Théberge

BIRC is a virtual research center focused on the discovery and development of innovative imaging techniques and instrumentation to improve the understanding, diagnosis, and treatment of human diseases. By integrating efforts across multiple Faculties, University Departments and Institutes, the Centre has the potential become the most successful integrated Biomedical Imaging Research Program in Canada, and to rank among the top 5 such programs in the world.

Under the umbrella of BIRC, biomedical imaging research in London is now a highly integrated program covering all major imaging modalities and biomedical applications, which include: Cardiovascular Imaging, Imaging in Neurosciences & Mental Health, Neonatology & Pediatric Imaging, Musculoskeletal Imaging, Imaging in Oncology, Respiratory Imaging, Image-guided Interventions, and Basic Imaging Science & Engineering.

BIRC integrates biomedical imaging research across five key partners including two research institutes (Robarts Research Institute and Lawson Health Research Institute), two university departments (Department of Medical Imaging and School of Biomedical Engineering) and the Schulich School of Medicine & Dentistry.

Centre for Education Research and Innovation

Start Date: 06/01/2009
Renewal Date: 12/31/2024
Centre Director: Chris Watling

The Centre for Education Research and Innovation (CERI) is a Senate-approved research centre where scientists, clinicians, and educators ask questions that matter and produce answers that impact the field of health professions education. In its 12 years of existence, CERI has become one of Canada's top medical education research units. It enjoys a growing international reputation for its foundational research on education in the clinical workplace, its qualitative methodological know-how, and its expertise in teaching and coaching scientific writing. CERI provides a community and an academic home for a multidisciplinary group of scientists, clinician researchers, and educators, as well as a high-quality training ground for research trainees, ranging from medical students to postdoctoral fellows.

CERI's mission is threefold:

- To develop high-calibre, programmatic research in health professions education that contributes to the advancement of knowledge
- To foster the growth of clinical and basic science faculty through consultation, collaboration, training, and mentorship
- To promote interdisciplinary inquiry through collaborations both within and outside of Schulich and Western.

Centre for Quality, Innovation and Safety

Start Date: 05/11/2020

Renewal Date: 04/30/2025

Centre Director: James Calvin

Our Vision: To become a national leader in health care quality through the continuous pursuit of excellence in all we do for our patients.

Our Mission: To empower and support our healthcare faculty as they continually improve the standards of the quality of the patient-focused care they provide based on the highest proficiency of collaboration and innovation.

Our Objectives:

- To create an effective and collaborative research community in the field of Healthcare Quality Improvement and Patient Safety with the aim of improving the quality and safety of care provided to the public
- To demonstrate greater academic productivity in clinical science and to disseminate, share, and implement new knowledge acquired, judged by grants awarded, publications, national and international influence and development of staff
- To provide accessible and high-quality education to clinicians in quality improvement, safety, and best practices
- To collaborate with hospital Strategic Improvement Initiatives (e.g. the LHSC Continuous Improvement of Care and the Complex Chronic Health Integrated Program at SJHC) to improve care for our patients
- To promote QI/PS as a career pathway for clinicians by providing strong advocacy for recognition and academic promotion

Centre for Studies in Family Medicine

Start Date: 09/26/1985

Renewal Date: 01/01/2023

Centre Director: Amanda Terry

The Centre for Studies in Family Medicine (CSFM) is a Senate-approved centre at Western University that conducts, fosters, disseminates, implements and develops capacity for excellent interdisciplinary research in family medicine, primary care, health systems and community health. It is the research arm of the Department of Family Medicine, Schulich School of Medicine and Dentistry.

The Centre comprises an interdisciplinary team of investigators, research and administrative staff. CSFM research responds to current and emerging health and care needs of patients, providers, the community, and the population. The CSFM's focus is on the enhancement of family medicine and primary health care practice which will reflect a partnership of the community & interdisciplinary teams committed to proactive patient-centred care.

Centre for Translational Cancer Research

Start Date: 10/01/2010
Renewal Date: 09/30/2022
Centre Director: Glenn Bauman

Today, there are over 200 clinicians, scientists and trainees in London, Ontario providing cancer care and conducting innovative cancer research.

The Centre for Translational Cancer Research was established in October 2010 to engage and support citywide translational cancer research by linking researchers from multiple disciplines with academic clinicians as an important first step to address the complexity of cancer as a disease.

The partnership of Western University, London Health Sciences Centre's London Regional Cancer Program, Lawson Health Research Institute and Schulich School of Medicine & Dentistry Department of Oncology is intended to accelerate the translation of knowledge to clinical practice by providing an academic framework that spans existing academic units and institutions. The goal of the Centre for Translational Cancer Research (CTCR) is to support bi-directional interdisciplinary translational cancer research.

The Africa Institute

Start Date: 02/01/2011
Renewal Date: 12/31/2022
Centre Director: Saverio Stranges

The Africa Institute at Western University was created to advance scholarship related to African societies. The Institute is an interdisciplinary entity with the participation of faculty members, staff and students from across campus. Its members are building sustainable collaborations and partnerships with Africans to foster initiatives that address some of the most pressing issues facing the African continent and encourage knowledge exchange between partners.

Vision and Mission:

- **Community:** Create a community that is a voice, a connector, a champion of common issues, interests and goals pertaining to Africa
- **Collaboration:** Address major societal concerns through an approach that is rooted in respectful and reciprocal partnerships, synergy, collaborative and intersectional research. Create intentional and impactful change by fostering an environment that facilitates engagement, strategic communication and alignment of mutual strengths and goals.
- **Capacity Building:** Offer bi-directional opportunities for capacity building to the Africa Institute members and African partners. Build the capacity of students by preparing them to work in careers in Africa and/or with organizations that operate in or impact Africa.

The Africa Institute is currently managed by the Director, Dr. Saverio Stranges, in partnership with the Associate Director, Dr. Melanie Katsivo.

The Western Infection, Immunity and Inflammation Centre

Start Date: 10/01/2010

Renewal Date: 01/01/2023

Centre Director: Greg Dekaban (Acting)

The Western Infection, Immunity and Inflammation Centre, previously known as the Centre for Human Immunology, provides research innovation by fostering/nurturing multidisciplinary research collaborations by engaging all immunology related investigators. The Centre facilitates recruitment of new faculty in immunology across Western. It supports trainees by fostering exchange of information and identification of opportunities in basic, translational and human immunology. The immune system is essential to protect us from infections and tumours, but also causes diseases such as autoimmunity, allergy, and graft rejection. Inflammation is driven by the immune system and is the cause of many human diseases including graft rejection, neurological and cardiovascular diseases and complications arising from infections. On the other hand the immune system is essential for immunotherapy, vaccination and regulation of the body's defense against infections.

Since 2010 the Centre primarily functions by promoting research in basic and clinical immunology and interaction between researchers in the area of immunology with infectious diseases, microbiology and its application to human diseases. It fosters national and international collaborations by Western researchers in human and translational immunology. Successful future research in translational immunology will require an integrative approach that bridges the traditional disciplines of immunology with microbiology and infectious diseases and linking these to public health related areas. The overarching purpose of this centre is to share information and facilitate joint research and training programs. It continues to represent Western and Schulich School of Medicine and Dentistry at national and international level. The Centre represents Western at the Federation of Clinical Immunology Societies (FOCIS) and at the International Human Microbiome Consortium (IHMC). In the past, the Western Infection, Immunity and Inflammation Centre hosted the CIHR Human Immunology Network (CHIN) and held European Union funding for Human Microbiome Standards (IHMS).

SCIENCE

Centre for Advanced Materials and Biomaterials Research

Start Date: 01/01/2010

Renewal Date: 06/30/2023

Centre Director: Elizabeth Gillies

The Centre for Advanced Materials and Biomaterials Research (CAMBR) brings together more than 50 research groups to tackle key materials challenges. From determining how to provide energy to a growing global population in an environmentally sustainable manner to ways to enhance health and quality of life using materials-based approaches to medicine, CAMBR research teams engage in cutting-edge and multidisciplinary research with colleagues across the institution and in collaboration with external partners to move the bar forward in the development of new devices and products with novel materials.

Centre for Animals on the Move

Start Date: 05/10/2022
Renewal Date: 05/31/2027
Centre Director: Chris Guglielmo

Canada has a very large representation of migratory animals, and the Centre for Animals on the Move will foster understanding of how and why they move, and how these movements influence the environment and society. Canada cannot be resilient to the effects of changing climate and anthropogenic activities without the health and mobility of its migratory species.

Soochow-Western Synchrotron Radiation Research Centre

Start Date: 11/12/2012
Renewal Date: 08/01/2023
Centre Director: T.K. Sham

SWC was inaugurated in Nov. 12, 2012 in Soochow University, China resulting from a collaborative effort headed by then President Zulin Zhu of Soochow University and the Provost, Vice President (Academic) and Acting Vice President (Research) Janice Deakin following a visit of President Zhu to Western in the fall of 2011. I was delegated to write the proposal which was widely consulted campus wide, then was accepted by both universities. I was appointed by the President of Soochow University as the SWC Director with the headquarter in Soochow and a hub at Western. My appointment was also approved by Western's Provost/ Acting Vice President (Research) as the first term director and it was renewed in 2018 for another five year term which ends July 31, 2023. The mission of the centre is to promote international collaboration in synchrotron radiation research and education.

Over the years, SWC has made great progress in all fronts as intended and we are preparing for the renewal in 2023.

SOCIAL SCIENCE

Centre for Computational and Quantitative Social Science

Start Date: 09/16/2018
Renewal Date: 09/15/2023
Centre Director: David Armstrong

The Centre for Computational and Quantitative Social Science brings together scholars from across the social sciences who use computational and statistical methods to study socio-political phenomena. While the questions social scientists ask differ widely, the tools they use to answer those questions can be quite similar. The centre helps identify areas of expertise across the faculty to highlight both areas of overlap and areas of unique expertise that could foster collaboration.

Centre for Research in Social Inequality

Start Date: 09/01/1981
Renewal Date: 06/30/2024
Centre Director: Kate Choi

The Centre for Research on Social Inequality (CRSI) is one of the eight governing research centres that encompass the Network for Economic and Social Trends (NEST), which brings together the research centres in the Faculty of Social Science.

The Centre for Research on Social Inequality promotes and supports innovative social science research in social inequality. The centre's primary goals are (1) to promote and support multidisciplinary research in social inequality through collaboration on research projects and grants and dissemination of our findings to academics, policymakers, and the general public and (b) to provide mentoring and training to undergraduate and graduate students interested in social inequality.

Centre for Research on Migration and Ethnic Relations

Start Date: 10/01/2008
Renewal Date: 12/31/2024
Centre Director: Victoria Esses

The Western Centre for Research on Migration and Ethnic Relations facilitates research that draws on academic knowledge to inform public policy and practice on migration and ethnic relations in Canada and internationally.

The goals of the Centre are to foster interdisciplinary research among faculty and students on questions of direct relevance to migration and ethnic relations, provide training opportunities for students beyond the borders of their own discipline and Western, and forge links with policy makers, the academic community in Canada and internationally, and the community at large.

Centre for the Study of Political Behaviour

Start Date: 05/19/2020
Renewal Date: 05/15/2025
Centre Director: Laura Stephenson

We are a group of individuals who study political behaviour from different disciplinary perspectives. We have organized speakers and reading groups over the life of the Centre, as we have only been operating during the pandemic. We look forward to many more activities in the next academic year if in-person activities are allowed.

Centre for Transitional Justice and Post-Conflict Reconstruction

Start Date: 07/01/2009
Renewal Date: 06/30/2026
Centre Director: Valerie Oosterveld & Joanna Quinn

The TJ Centre is a world-wide centre of excellence in scholarship on Transitional Justice and Post-Conflict Reconstruction through collaborative, interdisciplinary and international research amongst faculty, undergraduate, graduate, and professional students and postdoctoral fellows.

Centre for Urban Policy and Local Governance

Start Date: 09/30/2016
Renewal Date: 09/30/2026
Centre Director: Michael Buzzelli

As Western's hub for urban research, policy and community impact, the Centre for Urban Policy and Local Governance (CUP-LG) is a national centre of excellence on Canadian urban policy and local governance in comparative perspective. We bring together academic researchers and students from across Western and beyond to facilitate new interdisciplinary collaborations on pressing questions, to foster dialogue between academics and policy practitioners, and to communicate the results of research to policy professionals and the broader public.

Centre for Human Capital and Productivity

Start Date: 10/15/2004
Renewal Date: 06/30/2026
Centre Director: Lance Lochner

As Western's hub for urban research, policy and community impact, the Centre for Urban Policy and Local Governance (CUP-LG) is a national centre of excellence on Canadian urban policy and local governance in comparative perspective. We bring together academic researchers and students from across Western and beyond to facilitate new interdisciplinary collaborations on pressing questions, to foster dialogue between academics and policy practitioners, and to communicate the results of research to policy professionals and the broader public.

Western Centre for Climate Change, Sustainable Livelihoods and Health

Start Date: 07/01/2021
Renewal Date: 06/30/2026
Centre Director: Isaac Luginaah

WeCLISH's goal is to leverage existing resources, infrastructure and personnel across multiple disciplines and departments in Western University and globally for consolidating and leading research aimed at i) generating climate change knowledge to improve resource governance; ii) working with local partners on climate change impacts and responses; and iii) generating research for large scale projects relating to climate change, sustainable food systems, and health. The Centre adopts a collaborative interdisciplinary approach to allow researchers, policymakers, development practitioners, civil society organizations, local communities, and students to co-produce relevant knowledge for addressing global environmental issues.

Western Research Data Centre

Start Date: 10/01/2004
Renewal Date: 03/31/2027
Centre Director: Michael Haan

Western RDC is part of an initiative by Statistics Canada, the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes of Health Research (CIHR), and university consortia to help strengthen Canada's social research capacity and to support the policy research community. RDCs provide researchers with access, in a secure university setting, to microdata from population and household surveys and administrative databases. All RDCs are

staffed with Statistics Canada employees. Western RDC provides access to detailed data for research, promotes the use of data through associated training, and assists in the dissemination of research results. Its mission is organized around three related goals: (1) Improving Data Access to Statistics Canada Microdata, (2) Train Researchers, and (3) Make Research Count.



Reported Research Groups at Western University
May 2022

Background: Research Groups are defined in the [Manual of Administrative Policy and Procedures \(MAPP\) 7.9, Section C 5.0: Establishment of Research Groups](#), as consisting of several investigators informally organized within- and recognized by- a department, school and/or faculty (or in two or more departments, schools or faculties) with shared research objectives, and possibly shared facilities and funds. Research Groups at Western are required to submit a written letter of approval from the Faculty Dean, accompanied by a brief description of the group and a list of members, to the Office of the Vice-President of Research for information.

Objective: Research group records at Western University required updating to align with guidelines set out by MAPP 7.9. As such, Western Research with the assistance of the Associate Deans of Research have collected and compiled information on current *active and approved* research groups at the university to report to the University Research Board and Senate.

Summary of Research Groups reported to the Office of the Vice-President of Research as of May 2022.

Name of Research Group(s)	Research Group Director(s)/Chair(s)
Arts & Humanities	
Animal Studies and Literature Research Group	Matthew Rowlinson
Feminist Research Group	Carolyn McLeod
Medieval Seminar	Jane Toswell & Anne Schuurman
Performance Studies Research Group	Kim Solga
Kant Research Group	Corey Dyck
Theoretical and Applied Linguistics Lab	Ileana Paul
Second Language Speech Learning Research Group	Yasaman Rafat
Language Teaching and Learning Research Group	Ana García-Allén
Western Early Modern Society	M.J. Kidnie
Americanist Research Group	Kate Stanley Co-chairs: Joshua Schuster & Alyssa MacLean
Postcolonial and Decolonization Studies Research Group	Nandi Bhatia
Don Wright Faculty of Music	
Music, Cognition and the Brain	Jonathan De Souza
Education	
None to report	-
Engineering	
Fraunhofer Innovation Platform for Composites Research	Frank Henning & Andrew N. Hrymak
Optimized Computing and Communications (OC2) Lab	Abdallah Shami
Mechanics of Active Fluids and Bacterial Physics Lab	Hassan Peerhossaini

Canadian Surgical Technologies and Advanced Robotics (CSTAR)	Rajni Patel & Christopher M. Schlachta
Communication Systems and Data Networking	Xianbin Wang
Health Sciences	
Practice-Based Research Collaborative in Speech-Language Pathology (PRECISE)	Julie Theurer
Sport and Social Impact Research Group (SSIRG)	Alison Doherty
Information & Media Studies	
None to report.	-
Ivey Business School	
None to report	-
Law	
Legal Philosophy Research Group	Andrew Botterell & Joanna Langille
Law & Economics Research Group	Alan Miller
Law & Feminism Research Group	Melanie Randall
Legal History Research Initiative	Rande Kostal
Tort Law Research Group	Jason Neyers, Erika Chamberlain & Zoë Sinel
Public & Private International Law Research Group	Valerie Oosterveld
Public Law Research Group	Wade Wright & Akis Psygkas
Schulich Medicine & Dentistry	
Western Epilepsy Group	Ingrid Johnsrude & Ana Suller Marti
Science	
The Financial Wellness Lab	Matthew Davison
Math-Analysis	Rasul Shafikov
Multi-hazard Risk and Resilience Group	Katsu Goda
Math-Algebra	Nicole Lemire
Mathematics - Geometry and Topology	Dan Christensen
Mathematical Biology	Lindi Wahl
Social Science	
Optical Neuroimaging Research Group	Jody Culham
Middle East and North Africa Research Group (MENARG)	Maya Shatzmille & Zheger Hassan
Network in Canadian History & Environment / Nouvelle initiative canadienne en histoire de l'environnement	Sean Kheraj
The Electro-Governance Group (EGG)	Nandita Biswas Mellamphy

Research Groups reported to the Office of the Vice-President of Research as of May 2022.

Research Groups in the Faculty of Arts & Humanities:

1. **Group Name:** Animal Studies and Literature Research Group
Description: The Animal Studies reading group is a Western University research group focused on current issues relevant to Animal Studies and its intersections with other fields in literature, culture, ethics, and theory. The group comprises interested graduate students and faculty from multiple departments, who meet monthly to engage with some previously determined text, idea, or issue. Our aim is to facilitate interdisciplinary engagement with the burgeoning field of animal studies and to provide a forum for our members to present their research to a group of peers working in shared, and diverse, philosophical and theoretical fields.
Director/Chair: Matthew Rowlinson, mrowlins@uwo.ca
URL: N/A
2. **Group Name:** Feminist Research Group
Description: Western Philosophy has a longstanding international reputation in feminist philosophy. It has been ranked in the top 20 philosophy departments worldwide in this area (The Philosophical Gourmet Report). We have particularly strong expertise in feminist ethics, feminist applied ethics, feminist/critical phenomenology, and feminist epistemology. Research topics that we have explored include moral responsibility in collective contexts, trust, autonomy, and intersectionality in feminist ethics; reproductive injustice and fitness in feminist applied ethics; perception and art in feminist/critical phenomenology; and epistemic injustice and standpoint theory in feminist epistemology. The members in this field have strong ties to the Department of Gender, Sexuality and Women's Studies and to faculty members from other units at Western who do feminist research. We also benefit from the overlap between our research and that of other research areas in our department, especially the History of Philosophy and the Philosophy of Science, and of the Rotman Institute of Philosophy.
Director/Chair: Carolyn McLeod, cmcleod2@uwo.ca
URL: N/A
3. **Group Name:** Medieval Seminar
Description: The Medieval Seminar is nearly fifty years old at Western, sponsoring talks on the Middle Ages (and sometimes on its reception, and sometimes slipping into the early years of the sixteenth century because the definition of the Middle Ages varies according to where one might be in the world).
Director/Chair: Jane Toswell, mjtoswel@uwo.ca; Anne Schuurman, anne.schuurman@uwo.ca
URL: N/A
4. **Group Name:** Performance Studies Research Group
Description: The PSRG is Western's cross-disciplinary home for researchers and teachers interested in performance, broadly construed. Our definition of performance includes theatre as well as performance art, protest and political action, sport as performance, religious or cultural ceremony as performance, and much more. We regularly host guest artists from across Turtle Island and further afield, with a special focus on Indigenous, trans, Black, queer, and disability work.
Director/Chair: Kim Solga (ksolga@uwo.ca)
URL: https://www.uwo.ca/english/research/reading_groups/performstud.html
5. **Group Name:** Kant Research Group
Description: The Kant Research Group at Western is a community of scholars based at the University of Western Ontario (in London ON, Canada) with primary research interests in the philosophy of Immanuel Kant (1724-1804). The members of the KRG have expertise ranging over all aspects of Kant's philosophy, but also are actively interested in issues pertaining to the

historical context and reception of Kant's thought. In addition to holding regular meetings in which members present their latest research, the KRG supports local conferences and workshops on Kantian topics. It also maintains an archive of digitized texts from the 18th century.

Director/Chair: Corey Dyck (cdyck5@uwo.ca)

URL: <https://publish.uwo.ca/~cdyck5/UWOKRG/index.html>

6. Group Name: Theoretical and Applied Linguistics Lab
Description: Linguistics is perhaps unique among the humanities in its numerous substantive links with disciplines in other Faculties: with the Social Sciences: Anthropology, where the rest of the undergraduate linguistics program is, and Psychology, where there is growing interest in psycholinguistics, with Applied Health Science: Communicative Disorders and Speech Pathology, with Science: Computer Science, and in particular with Artificial Intelligence, with the Faculty of Education, with the Centre for Cognitive Science: in particular, the nexus between Engineering and Psychology, and with the Faculty of Information and Media Studies. The linguistics researchers of UWO (faculty members and graduate students alike) are active in a number of innovative disciplinary initiatives and interdisciplinary projects, which they have brought together at the Theoretical and Applied Linguistics Laboratory (TALL).
Director/Chair: Ileana Paul (ileana@uwo.ca)
URL: <https://www.uwo.ca/linguistics/research/tall/index.html>
7. Group Name: Second Language Speech Learning Research Group
Description: This is a platform for researchers within and outside Western University to present their work in person or virtually on second language speech learning, bilingualism and phonological attrition. Anyone interested can also attend the talks in person or virtually.
Director/Chair: Yasaman Rafat (yrafat@uwo.ca)
URL: N/A
8. Group Name: Language Teaching and Learning Research Group
Description: This Working Group focuses on language education aiming to promote ongoing research collaboration and innovation. The main goals are to share teaching practices, learn from one another, and to build a language-and-culture teaching community. We are devoted to present and discuss new research papers relating to the area of second or foreign language teaching, and report findings that have clear pedagogical implications. This group also aims to promote ongoing research collaboration and innovation in all areas of language teaching and learning, paying special attention into the impact of teaching innovations on student learning processes and outcomes. Anyone interested in discussing topics related to teaching and learning are welcome to participate.
Director/Chair: Ana García-Allén (agarcia@uwo.ca)
URL: N/A
9. Group Name: Western Early Modern Society
Description: Brings together scholars, graduate students, and undergraduate student with research interests in early modern literature (1500-1800). We meet about twice a term when we listen to a delivered paper followed by a Q&A.
Director/Chair: M.J. Kidnie (mjkidnie@uwo.ca)
URL: N/A
10. Group Name: Americanist Research Group
Description: The ARG is a working group of faculty and grad students in literary studies and American Studies working on topics in US cultural and literary history. We meet several times a semester for talks and discussions with leading scholars in the field and to workshop members' work-in-process.
Director/Chair: Kate Stanley (kstanle4@uwo.ca); Co-chairs: Joshua Schuster (jschust@uwo.ca) & Alyssa MacLean (amacle63@uwo.ca)

URL: N/A

11. Group Name: Postcolonial and Decolonization Studies Research Group
Description: i) create space for interdisciplinary and inter-Faculty dialogue on past and ongoing colonialisms; ii) examine how historical events persist and shape current relations of power in previously colonized countries and in Canada iii) research how writers, artists, cultural productions, and languages participate in the decolonial process; iv) encourage diverse approaches to curriculum, pedagogy, and practices that are transformative.
Director/Chair: Nandi Bhatia (nbhatia2@uwo.ca)
URL: N/A

Research Group in the Don Wright Faculty of Music:

1. Group Name: Music, Cognition and the Brain
Description: The Music, Cognition, and the Brain Research Group includes faculty members from the Don Wright Faculty of Music, the Brain and Mind Institute, and the National Centre for Audiology. We approach musical activity from both scientific and humanistic perspectives. The group worked together on an Interdisciplinary Development Initiative (2017) and meets regularly at Western's Music Cognition Workshop. In addition to collaborative research, we co-supervise trainees across fields, including graduate students in Western's Collaborative Specialization in Music Cognition.
Director/Chair: Jonathan De Souza, jdesou22@uwo.ca
URL: <https://music.uwo.ca/research/research-groups/mlal/index.html>

Research Groups in the Faculty of Engineering:

1. Group Name: Fraunhofer Innovation Platform for Composites Research
Description: The Fraunhofer Innovation Platform for Composites Research is a joint venture between Western University and the Fraunhofer Institute of Chemical Technology (ICT) in Pfinztal, Germany. The FIP-Composites at Western develops, tests, validates and characterizes new lightweight materials and advanced manufacturing processes at industrial scale. By combining Fraunhofer's latest global technologies and Western's strengths in materials engineering, the FIP-Composites at Western proactively addresses the needs of its industry partners.
Director/Chair: Frank Henning, fhenning@uwo.ca; Andrew N. Hrymak, ahrymak@uwo.ca
URL: <https://www.eng.uwo.ca/fraunhofer/>
2. Group Name: Optimized Computing and Communications (OC2) Lab
Description: The group's research focus is at the intersection of networking and software engineering. Group members use various tools such as optimization, machine learning, and data analysis to solve problems related to next generation networks and smart/intelligent networked systems. Accordingly, the lab's current research is focused on the areas of Network Virtualization, Network Security, and Big Data challenges, while working in parallel on problems related to 5G/6G Networks, Internet of Things, Smart Manufacturing, and Smart Infrastructure/Digital Services.
Director/Chair: Abdallah Shami, abdallah.shami@uwo.ca
URL: <https://www.eng.uwo.ca/oc2/>
3. Group Name: Mechanics of Active Fluids and Bacterial Physics Lab
Description: In many industrial applications and in environmental conditions, photosynthetic self-propelled microorganisms such as bacteria and algae are suspended in a medium fluid; the suspension is called « active fluid ». In active fluids, cells act as microstructural elements of the fluid and convert the chemical energy of nutrients into mechanical energy for driving the flow. Therefore, active fluids can develop complex spontaneous motions in the absence of external pressure or velocity gradients, which is fundamentally different from the conventional fluids. This

field of engineering science finds its applications in biomedical engineering, biofuel production, bio-resourced food and drug production, bio-solar-energy, bio-assisted soil remediation and concrete crack self-healing, CO2 bio-fixation, just to name a few.

Director/Chair: Hassan Peerhossaini, hpeerhpos@uwo.ca

URL: N/A

4. Group Name: Canadian Surgical Technologies and Advanced Robotics (CSTAR)
Description: CSTAR was established in 2001 with funding of \$20.4 million from CFI, ORF, and the private sector. It was the first centre in Canada for research in surgical robotics. CSTAR is part of the Lawson Health Research Institute, the research institute of the London Health Sciences Centre and St. Joseph's Health Care, and is located on 3 floors of University Hospital. CSTAR's work focuses on three complementary areas: (a) Research, both engineering and clinical, primarily involving robotics-assisted surgery and therapy, and involving researchers from the Faculty of Engineering and the Schulich School of Medicine & Dentistry; (b) clinical education, in collaboration with faculty members at Schulich and clinicians at LHSC; (c) simulation based training for minimally invasive interventions, both for laparoscopic and robotics-assisted procedures.
Director/Chair: Rajni Patel, rvpatel@uwo.ca; Christopher M. Schlachta, Christopher.Schlachta@lhsc.on.ca
URL: <https://www.eng.uwo.ca/cstar/>
5. Group Name: Communication Systems and Data Networking
Description: Members of the Communication Systems and Data Networking group are working on technical activities that pertain to the innovation, development and application of devices, algorithms, systems and protocols for generation, exchange, recovery, analysis and utilization of different signals and data. The Innovation Centre for Information Engineering (ICIE) was established in 2012 to coordinate and enhance the group's research activities. In addition to Bell Canada endowment, members of ICIE have secured various financial supports of over \$20M from government granting agencies and industrial partners. The group members have been working closely through the co-supervision of graduate students, joint publications, co-application of grants, the organization of conferences and seminars.
Director/Chair: Xianbin Wang, xianbin.wang@uwo.ca
URL: <https://www.eng.uwo.ca/electrical/research/areas/communications.html>

Research Groups in the Faculty of Health Sciences:

1. Group Name: Sport and Social Impact Research Group (SSIRG)
Description: The SSIRG is a collection of scholars whose research focuses around sport and physical activity. Sport, in all its manifestations, is a significant social phenomenon and a potentially vital factor in the wellbeing of individuals and communities. Ranging from "physical literacy" (the mastery of fundamental movement) to elite performance, as a participation or entertainment activity, engagement in sport and physical activity is an important determinant of physical, social, emotional, psychological, and economic health. It is part of the 'fabric' of local communities and often a rallying point of national pride. Importantly, sport and physical activity is linked to many of the critical issues and questions facing Canadian society, including Indigenous and rural communities, aging, obesity, mental health, disability and mobility, equity and social inclusion, social justice, reconciliation, human enhancement, social media and marketing, volunteerism, youth development, social capital, and concussion. Sport is both a viable and valuable context for examining these critical and complex issues leading to knowledge that informs policy and practice for social change and better quality of life.
Director/Chair: Alison Doherty, adoherty@uwo.ca
URL: <https://www.uwo.ca/fhs/kin/ssirg/index.html>

2. Group Name: Practice-Based Research Collaborative in Speech-Language Pathology (PRECISe)
Description: The pursuit of evidence-informed practice in the field of speech-language pathology should not rest on an expectation that clinicians evaluate the research literature, apply efficacious treatments appropriately, and collect local effectiveness data in a vacuum. Rather, the vitality of the profession of speech-language pathology relies on high quality research that holds direct applicability to the clinical context. PRECISe brings together researchers committed to engaging in practice-based research in partnership with community speech-language pathologists. Together, we aim to 1) capture practice, by investigating the current state of science relative to the application of knowledge (knowing what) and to disciplinary knowledge (knowing how) in real-world practice, 2) change practice, by investigating the application of different knowledge from what has previously been applied in real-world practice, and 3) create practice, by investigating new and novel intervention techniques or theories in the context of real-world practice.
Director/Chair: Julie Theurer, jtheurer@uwo.ca
URL: N/A

Research Groups in the Faculty of Law:

1. Group Name: Legal Philosophy Research Group
Description: Legal philosophy asks basic questions about the nature of law. Established in 2021 the Legal Philosophy Research Group is dedicated to encouraging collaboration among our colleagues through reading groups and workshops, connecting our faculty and our colleagues to leading legal philosophers from around the world through talks, workshops, and conferences, and supporting JD and graduate students who have interests in this area through public events, specialized courses, curricular development, and mentoring.
Director/Chair: Andrew Botterell, abottere@uwo.ca; Joanna Langille, jlangi3@uwo.ca
URL: N/A
2. Group Name: Law & Economics Research Group
Description: The Law & Economics Research Group is a research group that focuses on the intersection of law & economics.
Director/Chair: Alan Miller, Alan.miller@uwo.ca
URL: N/A
3. Group Name: Law & Feminism Research Group
Description: This research group brings together and highlights the research strengths and expertise of Western Law faculty and graduate students working on and interested in feminist perspectives on law and equality issues, nationally and internationally. This includes feminist legal theory, policy, advocacy, and social justice issues, broadly conceived. Feminism recognizes connections between diverse women's issues and other social relations of inequality organized around race, Indigeneity, ethnicity, gender and sexuality and ability differences, class, religion, and age. Established in 2019, the purpose and short and longer term goals of the group are to make more visible the energetic, dynamic and palpable feminist presence in the law school by highlighting our contributions to legal scholarship, law reform and education. This will include establishing a Feminism in Law Speakers Series, Working Paper Series, reading and discussion group, and annual feminist research workshop.
Director/Chair: Melanie Randall, randallm@uwo.ca
URL: https://law.uwo.ca/research/research_groups/law_and_feminism_research_group/index.html
4. Group Name: Legal History Research Initiative
Description: Established in 2019, the central purpose of this group is to promote legal-historical investigation, methodology and knowledge creation among Western's law faculty and graduate

students. The group provides a forum for discussion and development of historical studies of law, legal ideas and institutions, enhancing interest and competency in legal-historical methodologies and research approaches. The group fosters and supports grant applications involving legal historical subjects. It also provides a forum for visiting scholars of law and history.

Director/Chair: Rande Kostal, rwk@uwo.ca

URL: https://law.uwo.ca/research/research_groups/legal_history_research_initiative/index.html

5. Group Name: Tort Law Research Group

Description: The Tort Law Research Group was founded in 2010 to consolidate Western's reputation as a leader in the study of tort law. Western has a long tradition of tort law scholarship: Professor Emeritus GHL Fridman was a pioneer in the study of Canadian tort law, with a career extending back 40 years and with his scholarship serving as a continuing resource for judges, lawyers, and legal academics. Currently, one-quarter of all Western Law faculty teach and publish in the area of tort law, including a leading treatise, *The Law of Torts in Canada*, and a leading casebook, *Cases and Materials on the Law of Torts*. Western Law hosted an international conference in 2006 that led to the publication of *Emerging Issues in Tort Law*, and hosted the Sixth Biennial Conference on the Law of Obligations in July 2012. During the academic year, the Tort Law Research Group hosts a series of public lectures as well as more informal lunchtime research seminars. Group members publish in diverse areas, including economic torts, public authority liability, tort law theory, tort law and health care, and tort liability for climate change.

Director/Chair: Jason Neyers, jneyers@uwo.ca; Erika Chamberlain, echambe@uwo.ca; Zoë Sinel, zsinel@uwo.ca

URL: https://law.uwo.ca/research/research_groups/tort_law_research_group/index.html

6. Group Name: Public & Private International Law Research Group

Description: The Public and Private International Law (PPIL) Research Group was founded in 2018 to foster collaboration, debate, and engagement on international law at Western Law. The Research Group draws on Western Law's faculty strength in international law, including members with expertise across both Public International Law and Private International Law. In doing so, it provides a unique platform for scholarly engagement both within these areas of law as well as between them. The PPIL Research Group will serve as the hub for international law events and international law scholarship at Western Law. The Group's members work on a wide range of issues, spanning international human rights law, international trade law, private international law, international labour law, international criminal law, the history and theory of international law, and beyond.

Director/Chair: Valerie Oosterveld, vooster@uwo.ca

URL: https://law.uwo.ca/research/research_groups/public_and_private_international_law_research_group/index.html

7. Group Name: Public Law Research Group

Description: The Public Law Research Group (PLRG) strives to advance our understanding of the nature, issues, challenges, and insights of public law. As an interdisciplinary initiative with a broad conception of public law, the PLRG aims to facilitate collaboration between Western University's public law scholars, as well as between Western's scholars and leading thinkers from across Canada and throughout the world.

Director/Chair: Wade Wright, wwright8@uwo.ca; Akis Psygkas, apsygkas@uwo.ca

URL: https://law.uwo.ca/research/research_groups/public_law_research_group/index.html

Research Group in the Faculty of Schulich Medicine & Dentistry:

1. Group Name: Western Epilepsy (WE)

Description: The Western Epilepsy (WE) Research Group brings talented scientists and community organizations together more formally to take epilepsy research in London to the next level. The large and multidisciplinary WE Research Group has coalesced around four key

strengths that characterize and fuel the epilepsy research conducted here in London: We have the largest volume of patients with epilepsy as well as the largest epilepsy program in Canada; a strong tradition of community engagement; we house the first Canadian provincial clinical program for genetic testing in epilepsy (which covers the entire province); and possess formidable strength in cognitive neuroscience, including state-of-art imaging facilities and a burgeoning computational neuroscience research group. The WE Research Group takes a lifespan approach, tackling problems faced by both children and adults living with epilepsy. It is a highly collaborative and inter-sectoral team aimed at reducing the health, social, and economic burdens of epilepsy. Our activities foster collaborative research and enable joint applications for funding. Working together makes our research stronger and more diverse.

Director/Chair: Ingrid Johnsrude, ijohnsru@uwo.ca; Ana Suller Marti, asullerm@uwo.ca

URL: N/A

Research Groups in the Faculty of Science:

1. Group Name: The Financial Wellness Lab
Description: The goal of this research group is to develop quantitative finance and data analytics solutions that will enable Canadian households to enhance their financial resilience. Combining state of the art actuarial and financial models and comprehensive proprietary datasets provided by our corporate partners, this partnership will provide insights and solutions for Canadians to help facilitate data driven financial decision making. Our group (which also includes members from Wilfrid Laurier University who are adjunct in one or more Western Science departments) has been financially supported by the Fields Institute for Research in the Mathematical Sciences and two Industrial partners since 2018. It is currently also supported by a > \$1MM NSERC Alliance grant, matched by a diverse group of industrial partners. We, and our industrial partners, are committed to making these insights and solutions available at the workplace or in the home.
Director/Chair: Matthew Davison, mdavison@uwo.ca
URL: N/A
2. Group Name: Math-Analysis
Description: Generally, the Analysis Group at Western studies topics including analytic techniques in noncommutative geometry, symplectic geometry, and mathematical physics; operator algebras; geometric analysis; harmonic analysis; complex analysis and geometry; several complex variables; CR geometry; analytic geometry; singularity theory and PDE. All of these topics evolved to model the physical universe, but their applications extend beyond it. Khalkhali's group of postdocs and graduate students makes Western one of the world's best-known centres for noncommutative geometry.
Director/Chair: Rasul Shafikov, shafikov@uwo.ca
URL: N/A
3. Group Name: Multi-hazard Risk and Resilience Group
Description: The Multi-Hazard, Risk and Resilience Group gathers researchers from the Departments of Earth Sciences, Statistical and Actuarial Sciences, Civil and Environmental Engineering, and Geography at Western. A multi- and interdisciplinary research-driven group that aims to address national and global challenges related to disaster risk reduction against natural catastrophe. The group works closely with At the Institute for Catastrophic Loss Reduction which has a long-standing reputation for creating the bridge between curiosity-driven discovery-focused research at Western and the insurance and homebuilding industries, government and local municipalities, and the public.
Director/Chair: Katsu Goda, kgoda2@uwo.ca
URL: https://www.uwo.ca/multihazard_risk_resilience/index.html
4. Group Name: Math-Algebra

Description: The Algebra Group at Western studies a variety of topics that connect to many areas of mathematics. These topics include algebraic groups and monoids, invariant theory, torsors and stacks, Galois cohomology, quadratic forms, algebraic geometry, combinatorial algebra, computer algebra, derived categories, homotopy theory, formal languages (including homotopy type theory), and representation theory. Research in the Mathematics Department is characterized by the interplay between its research groups in multiple subject areas, and is a source of strength in the development of applications both within mathematics and beyond, to the physical sciences, information security, and computation.

Director/Chair: Nicole Lemire, nlemire@uwo.ca

URL: N/A

5. Group Name: Mathematics - Geometry and Topology

Description: The members of the Geometry and Topology Group study topics with connections to many areas of mathematics as well as to physics, computation and logic. Specific areas covered include algebraic topology, homotopy theory, algebraic geometry, noncommutative geometry, differential geometry, symplectic geometry and topology, toric varieties, higher categories, homotopy type theory, parallel processing, data structures, and mathematical physics.

Director/Chair: Dan Christensen, jdc@uwo.ca

URL: N/A

6. Group Name: Mathematical Biology

Description: Mathematical biology tackles problems motivated by biology using the tools of mathematics. The biological problems tackled by the Mathematical Biology Group in the Department of Mathematics span a wide range, which includes (but is not limited to) neuroscience and neural networks, blood flow and cardiac dynamics, predator-prey systems, metapopulation dynamics, population genetics, and even animal behaviour. The Group also investigates the mathematical problems that arise from the dynamics of biological systems themselves and makes predictions about how structural changes to these systems affect their stability.

Director/Chair: Lindi Wahl, lwahl@uwo.ca

URL: <https://www.uwo.ca/smss/research/mathematical-biology.html>

Research Group in the Faculty of Social Science:

1. Group Name: Optical Neuroimaging Research Group

Description: The Optical Neuroimaging Research Group (ONRG, pronounced “on-ergy”, like “energy”) is a collaborative and interdisciplinary team of researchers that seeks to develop ON for basic research and applications in human cognitive neuroscience. The interests of the group include engineering and hardware development, optimization of data collection and analysis for rigorous neuroscientific studies, the pursuit of foundational questions about brain function (particularly in naturalistic settings), the development of applications for clinical diagnosis and treatment, and applications in developmental and educational neuroscience. Building upon the university’s strong reputation for neuroimaging (particularly fMRI), the group aims to establish Western as a leading centre for Optical Neuroimaging in Canada and worldwide.

Director/Chair: Jody Culham, jculham@uwo.ca

URL: N/A

2. Group Name: Middle East and North Africa Research Group (MENARG)

Description: The group consists of scholars across Western University and the affiliates researching, writing or being active in other ways in academic capacity in the Middle East.

Director/Chair: Maya Shatzmiller, maya@uwo.ca; Zheger Hassan, zhassan@uwo.ca

URL: <https://menarg.uwo.ca/events/index.html>

3. Group Name: NiCHE: Network in Canadian History & Environment / Nouvelle initiative canadienne en histoire de l'environnement
Description: NiCHE is a Canadian-based confederation of researchers and educators who work at the intersection of nature and history. It explores the historical context of environmental matters and communicate our findings to researchers, policymakers, and the public.
Director/Chair: Founding director, Alan MacEachern (WesternU); Current director, Sean Kheraj (YorkU)
URL: <http://niche-canada.org/>
4. Group Name: The Electro-Governance Group (EGG)
Description: The EGG seeks to connect scholars on- and off- campus who are committed to promoting interdisciplinary dialogue regarding a wide but select range of topics related to the electronic/digital governance of information, information and algorithmic regulation, and machine intellection, with an explicit focus on social, political, economic, and cultural implications and impacts.
Director/Chair: Nandita Biswas Mellamphy, nbiswasm@uwo.ca
URL: <https://egg.uwo.ca/>

No Research Groups to be reported from the following Faculties:

- Education
- Ivey Business School
- Information & Media Studies

ITEM 11.5(a) – Honorary Degree Recipients- Spring 2022

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The list of recipients of Honorary Degrees and the Spring 2022 Convocation ceremonies at which they will be awarded was announced to Senate on May 26. It is included for information.

ATTACHMENT(S):

[Honorary Degree Recipients – Spring 2022](#)

SPRING 2022	10:00 a.m.	3:00 p.m.
Friday, June 3, 2022	Schulich School of Medicine & Dentistry, Medicine Dr. Jeffrey Turnbull, LL.D	No ceremony
Monday, June 13, 2022	No ceremony	School of Graduate and Post Doctoral Studies; Faculty of Education Madeleine Dion-Stout, LL.D
Tuesday, June 14, 2022	BA Honours, BSc Honors programs, Diplomas and Certificates, Faculty of Social Science Sally Armstrong, LL.D	3 & 4yr non-hons, Faculty of Science Dr. David Saint-Jacques, LL.D
Wednesday, June 15, 2022	3yr & BMOS, Faculty of Social Science No recipient	4yr & BMOS, Faculty of Social Science Subir Chowdhury, LL.D
Thursday, June 16, 2022	Schulich School of Medicine & Dentistry, and Faculty of Science Dr. Robin Poole, D.Sc	Honours Undergraduate, Faculty of Science Dr. Raymond Carroll, D.Sc
Friday, June 17, 2022	Graduate, Faculty of Engineering, Schulich School of Medicine and Dentistry, Faculty of Science Dr. Patrick Gullane, D.Sc	Undergraduate, Faculty of Engineering Arun Mujumdar, D.Sc
Monday, June 20, 2022	Faculty of Arts and Humanities, and Faculty of Music Shelley Ambrose, LL.D	Brescia and Huron Regna Darnell, LL.D
Tuesday, June 21, 2022	BA Honours, Ivey Business School Connie Clerici, LL.D	Kinesiology, Faculty of Health Sciences Alwyn Morris, LL.D
Wednesday, June 22, 2022	Graduates, Ivey Business School Dr. Gillian Kernaghan, LL.D	Kings No recipient

Thursday, June 23, 2022	Nursing and DDS, Schulich School of Medicine & Dentistry, Faculty of Health Sciences Dr. Danielle Martin, D.Sc	Faculty of Information, Media, Studies John Davidson, LL.D
Friday, June 24, 2022	Faculty of Health Sciences, and Faculty of Law Tony Dagnone, LL.D	BMOS, BMOS Hons, Social Work, Dips & Certs, Kings Perry Dellelce, LL.D

ITEM 11.6(a) – Election Results – Board of Governors

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At the May 13, 2022 Senate meeting, one additional nomination was received for Senate membership on the Board of Governors.

An electronic vote was subsequently held on May 16-17, 2022.

The following faculty member has been elected to the **Board of Governors**:

- Ken Yeung

The certified Simply Voting election results are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

May 18, 2022

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Board of Governors - Member elected by Senate

Start: 2022-05-16 10:00:00 America/Toronto
End: 2022-05-17 16:00:00 America/Toronto
Turnout: 59 (62.8%) of 94 electors voted in this ballot.

Board of Governors - Member elected by Senate

Option	Votes
YEUNG, Ken	37 (62.7%)
CLEVELAND, Mark	22 (37.3%)

VOTER SUMMARY

Total	59
Abstain	0 (0.0%)



ITEM 12.0 - Items Removed from the Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

1. Zoë Sinel, Senator

On May 18, an image posted on Western's Instagram account on May 17 to mark the International Day Against Homophobia, Transphobia, and Biphobia was removed after it was met with criticism from people who found it offensive as it depicted two women in headscarves moving toward one another to embrace or kiss.

I have two related questions about how the decision to remove the image was made:

- Was Western's [Freedom of Expression Policy](#) considered? The Policy acknowledges that "the legitimate exercise of free expression has the potential to shock, anger, intimidate, exclude and contribute to the marginalization of University community members." Further, it restricts curtailing the exercise of free expression to situations that are "prohibited by Canada's criminal law, such as hate speech or incitement to violence; or which constitute[] harassment or discrimination; or violate[] protected confidentiality interests." Was it the opinion of those who made the decision to pull the image that the posting of the image was not a legitimate exercise of free expression, contravened Canada's criminal law, constituted harassment or discrimination, or violated a protected confidentiality interest?
- Which groups were consulted in the decision to remove the image? Was the group that originally approved the image consulted?

Excerpt from Senate's Adopted Policies and Procedures:

4.1 Purpose

The Discussion Question Period has two functions:

- 4.1.1 To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.
- 4.1.2 To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2 General Regulations

- 4.2.1 No motions may be put or considered during this period on the agenda.
- 4.2.2 The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.

- 4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- 4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.
- 4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- 4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.
- 4.2.7 If there are issues or questions that have not been put at the end of the 30 minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

4.3 Process

4.3.1 Questions

- (a) It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.
- (b) The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.
- (c) Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.
- (d) If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
- (e) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

4.3.2 Issues for Discussion

- (a) It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.
 - (b) Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.
 - (c) If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.
 - (d) If after discussion of an issue is concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
-