

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

## **SENATE AGENDA**

**Friday, December 1, 2023, 1:30 p.m. – 4:30 p.m.**  
**Arts & Humanities Building, Room 1R40**

- |      |   |             |
|------|---|-------------|
| 1.0  | Land Acknowledgement  |             |
| 2.0  | Minutes of the Meeting of November 10, 2023   | Approval    |
| 2.1  | Business Arising from the Minutes   |             |
| 3.0  | Report of the President   | Information |
| 4.0  | Report of the Provost   | Information |
| 5.0  | Report of the Vice-President (Research)   | Information |
| 6.0  | <b>Report of the Operations / Agenda Committee (E. Chamberlain)</b>                             |             |
| 6.1  | Brescia-Western Integration   | Approval    |
| 7.0  | <b>Report of the Nominating Committee (J. Toswell) – No Report</b>                              |             |
| 8.0  | <b>Report of the Senate Committee on Academic Policy (M. Cleveland)</b>                         |             |
| 8.1  | Revisions to the Policy on “Progression Requirements – Bachelor of Education (B.Ed.)”           | Approval    |
| 9.0  | <b>Report of the Senate Committee on Academic Curriculum and Awards (S. Roland) – No Report</b> |             |
| 10.0 | <b>Report of the Senate Committee on University Planning (D. Laird)</b>                         |             |
| 10.1 | Update on the Budget Planning Process and Guidelines  | Information |

Senate Agenda  
December 1, 2023

- |         |   |             |
|---------|---|-------------|
| 10.2    | <a href="#">Annual Report of the University Librarian</a>   | Information |
| 11.0    | <b>Report of the University Research Board (P. Pexman) – No Report</b>  |             |
| 12.0    | <a href="#">Report of the Academic Colleague (P. Barmby)</a>  | Information |
| 13.0    | <b>The Unanimous Consent Agenda</b>   |             |
| 13.1    | Items from the Operations / Agenda Committee  |             |
| 13.1(a) | <a href="#">Senate Membership – Vacancies Filled by Appointment</a>   | Information |
| 13.2    | Items from the Senate Committee on Academic Curriculum and Awards   |             |
| 13.2(a) | Schulich School of Medicine & Dentistry: <a href="#">Renaming of the DDS Program for Internationally Trained Dentists</a> | Approval    |
| 13.2(b) | <a href="#">2022-23 Annual Report of the Office of Academic Quality and Enhancement</a>                                   | Information |
| 13.2(c) | <a href="#">New Donor-Funded Scholarships, Awards and Prizes</a>  | Information |
| 13.3    | Announcements and Communications  |             |
| 13.3(a) | <a href="#">Academic Administrative Appointments</a>  | Information |
| 14.0    | <a href="#">Items removed from Consent Agenda</a>   |             |
| 15.0    | <a href="#">Discussion and Question Period</a>  |             |
| 16.0    | New Business  |             |
| 17.0    | 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 November 10, 2023**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**                      That the minutes of the meeting held on November 10, 2023, be approved as circulated.

**ATTACHMENT(S):**

[Minutes of the November 10, 2023 Meeting](#)

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## **MINUTES OF THE MEETING OF SENATE**

**November 10, 2023**

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The meeting was held at 1:35 p.m. in Room 1R40, Arts & Humanities Building

### **SENATORS:**

M. Adler	J. Herrera	M. Modeski
G. Arku	R. Heydon	K. Olson
S. Bahadoor	A. Hodgson	T. Orchard
M. Bassnett	J. Hutter	P. Pexman
G. Beckett	J. Jin	S. Pitel
J. Beecroft	M. Joannis	J. Plug
I. Berry	I. Johnsrude	S. Powell
J. Binoy	E. Kalaydjian	L. Rehmann
A. Bryson	Z. Kamal	D. Robinson
G. Campbell	M. Kim	B. Rubin
E. Chamberlain	H. Kirk	G. Santos
B. Cheadle	D. Kotsopoulos	A. Shepard
S. Clarke	D. Laird	Z. Sinel
M. Cleveland	J. Lamarche	F. Strzelczyk
S. Feagan	C. Lengyel	J. Toswell
D. Ferri	J. Li	R. Ventresca
L. Frederking	A. Liu	J. Welch
T. Frost	L. Logan	S. Whitehead
J. Garland	M. McGrath	J. Wild
B. Gillies	M. H. McMurran	J. Yoo
M. Green-Barteet	K. Meyer	A. Zecevic
N. Harney	L. Miller	
L. Henderson	J. Minac	
K. Henricus	K. Moore	

**Observers:** S. Ajak, C. Bressette, R. Chelladurai, K. Coulter, J. Doerksen, R. Isard, S. Lewis, L. Cho, O. Oloya, V. Sarkany, J. Weststar

### **LAND ACKNOWLEDGEMENT**

D. Kotsopoulos offered a Land Acknowledgement.

**MINUTES OF PRIOR MEETING**

S.23-176 **ITEM 2.0 – Minutes of the Meeting of October 13, 2023**

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

That the minutes of the meeting of October 13, 2023, be approved as circulated.

CARRIED

S.23-177 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: the new chair in ethics and technology, the reopening of Western's Pride Library on October 19, Western Awards for excellence in teaching, the CleanTech conference, and accolades.

In his remarks, A. Shepard, President & Vice-Chancellor additionally commented on the following items:

- The recent launch of the Selection Committee for the Vice-President (University Advancement). The search is now underway.
- Establishing a safe and tolerant environment stands as a fundamental and unwavering commitment of Western University.
- Western strongly upholds the priority of academic freedom and free expression of opinion on matters of public interest. The President shared details about the recent release of the CAUT Statement on Academic Freedom in Times of Conflict (Appendix A).
- An overview regarding the situation around the athletic investigation.
- Commented on the situation regarding the departure of the Muslim Chaplain at Western.
- Expressing gratitude to volunteers for their participation at the Ontario Universities' Fair held in Toronto on October 21-23, 2023.
- An update on the Blue-Ribbon Panel, which was convened to ensure financial sustainability for Ontario's Postsecondary Sector.

During his final remarks, the Chair noted that the proposed Brescia-Western integration will be discussed under the Report of the Provost.

S.23-178 **ITEM 3.1 – Impact Project Update**

A. Blackburn-Evans, Chief Communications Officer provided a presentation of Western's Impact Project: brand work (Appendix B).

Senators expressed support and gratitude for the update on the Impact Project, providing their feedback.

S.23-179 **REPORT OF THE PROVOST**

F. Strzelczyk, Provost and Vice-President (Academic), provided a verbal report on the updates and initiatives under her portfolio, including participation of Western at the Ontario Universities' Fair, a brief overview of current leadership search efforts and information on the budget planning process.

The Provost continued her report by providing an update on Brescia's proposed integration with Western University (Appendix C).

L. Frederking, President of Brescia University College, provided background information on the decision made by Brescia to approach Western regarding the integration and then described the main challenges that Brescia faced. Additionally, she commented on insights into the expectations and opportunities arising from the integration process.

The Provost continued her report by providing information regarding the primary stages through which the integration process will unfold, offering a comprehensive overview of the anticipated timeline for each phase. She provided an update on the work of the Provost's Advisory Committee and noted specific areas of focus and the ongoing efforts of this dedicated group.

M. Modeski, University Registrar, provided an update on current events and the work with Brescia students in terms of advising, program opportunities, and financing.

J. Doerksen, Vice-Provost (Students), commented on the principles contained in the non-binding Memorandum of Understanding (MoU) and the commitment of Western to Brescia students, listing various items such as housing, transition packages, creation of a body for student advisory services, and the traditional Brescia Convocation procession. Additionally, he commented on the main needs of students and the work of the Provost's Advisory Committee.

S. Lewis, Vice-Provost (Academic Programs), provided an update on the academic aspects of the integration process and commented on the overview of Brescia programming, noting that all Brescia academic programs have already been approved by Western's Senate. She continued her report by providing information on the process of changing the administrative home of Brescia's programs as well as Western's Institutional Quality Assurance Process (IQAP), which sets out Western's process for new program development, making changes to existing programs, and reviewing programs. The current work and future steps on the academic side were described.

In response to a question of clarification, the Provost described the role Senate and Senate committees will have in the integration process.

An Official Observer expressed concerns with respect to the integration of Brescia's programs to Western, S. Lewis advised that there are past examples of changing the administrative home for programs.

A Senator commented on the strategy adopted for the integration and expressed concerns

regarding the perceived lack of transparency in the governance procedures. J. Doerksen commented on the purview of Senate, highlighting that Western and its Affiliated University Colleges operate with independent Boards of Governors. Nevertheless, Western's Senate deals with academic matters for all campuses.

In response to a question of clarification with respect to the Brescia courses and modules, S. Lewis stated that should the integration proceed, the commitment will be that current Brescia students will be able to graduate from their current modules.

In the course of the discussion, Senators expressed concerns and posed questions about the potential implications, how this will affect Brescia faculty and staff, admission standards, and the role of Senate in the integration process.

In response to a question, the Chair informed Senate that there will be a delay in the timeline for Board approval that was announced previously.

In response to a question of clarification, the Provost advised that an announcement regarding a leadership update will be released in the next week.

#### **REPORT OF THE NOMINATING COMMITTEE**

S.23-180 **ITEM 6.1 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)**

Anton Puvirajah was acclaimed to SWAM as a faculty member for a term to June 30, 2025.

S.23-181 **ITEM 6.2 – Membership – University Research Board (URB)**

Manoj Reddy Medapati was acclaimed to URB as a postdoctoral representative for a term to June 30, 2024.

S.23-182 **REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY**

#### **ITEM 7.1 – Academic Policy Working Group – Update**

S. Lewis, Vice-Provost (Academic Programs), and M. Modeski, University Registrar, provided an update regarding the Academic Policy Working Group (Appendix D). Their presentation included the following highlights:

- In response to feedback received at the September Senate meeting, the membership of the working group was expanded to include a more robust representation of faculty and students.
- Outlined the priorities and main objectives for both the working group and the subgroups within the working group, which will focus on specific policies.
- The main goal of the entire working group is to create guiding principles to serve as the foundation for Policies.

S.23-183 **ITEM 7.2 – Revisions to the Policy on “Course Outlines”**

S. Lewis, Vice-Provost (Academic Programs), proposed a discussion on the revisions to the policy on “Course Outlines”.

S. Lewis noted that the inclusion of a required statement on Gender-Based and Sexual Violence on course outlines was a recommendation included in the final report of the Action Committee on Gender-Based and Sexual Violence.

The proposed revision was presented only for discussion and will be returned to the Policy committee with feedback provided for approval and recommendation to Senate.

A lengthy discussion ensued regarding the proposed revisions to the Policy on “Course Outlines” and the following points were raised:

- A question regarding whether this statement should be included for both the undergraduate and graduate outlines.
- Concerns were raised regarding the efficiency of the methods currently adopted for delivering important information to students. S. Lewis noted that inclusion in course outlines will help to ensure that all students have access to this information.
- A Senator raised concerns regarding the challenge of sustaining student engagement when more information is required in course outlines.
- Concerns were raised with respect to the workload for course instructors. S. Lewis noted that Brightspace provides a course outline generator that could possibly be used for this purpose.
- A suggestion from the students’ perspective, that volunteers could potentially help with the addition of this statement.
- The Student Senators expressed their support for this initiative and emphasized the importance of ensuring that all students have access to this information.
- The location for the proposed statement in the course outline.

S.23-184 **ITEM 7.3 – Revisions to the Policy on “Admission – Law”**

On behalf of the Senate Committee on Academic Policy, M. Adler presented the revision to the Policy on “Admission – Law” for approval.

A Senator raised a question of clarification regarding the discrepancy in admission requirements for applicants from different discretionary categories. E. Chamberlain, the Dean of the Faculty of Law, provided a brief rationale for this decision, noting that the “access” category remains unchanged.

It was moved by M. Adler,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Admission – Law” be revised as shown in Item 7.3.

CARRIED

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

S.23-185 **ITEM 8.1 – Huron University College: Introduction of a Major and Minor in Animal Ethics and Sustainability Leadership**

On behalf of ACA, S. Roland presented for approval the Introduction of a Major and Minor in Animal Ethics and Sustainability Leadership by Huron University College.

It was moved by A. Liu, seconded by L. Henderson,

That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2024, a Major in Animal Ethics and Sustainability Leadership be introduced by Huron University College as shown in Item 8.1, and

That on the recommendation of ACA, Senate approve that effective September 1, 2024, a Minor in Animal Ethics and Sustainability Leadership be introduced by Huron University College as shown in Item 8.1.

CARRIED

S.23-186 **CONSENT AGENDA ITEMS**

**REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)**

S.23-187 **Information Items Reported by OAC on Unanimous Consent:**

- ITEM 12.1(a) – 2021-2022 Annual Report of the Senate Review Board Academic
- ITEM 12.1(b) – Senate Election Schedule for 2024
- ITEM 12.1(c) – Order of Ceremony – Spring Convocation 2024 (#323)

**REPORT FROM THE SENATE NOMINATING COMMITTEE**

**Information Items Reported by the Nominating Committee**

- S.23-188        - ITEM 12.2(a) – Temporary Replacements for OAC Member

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

S.23-189 **ITEM 12.3(a)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering Science (MEngSc) and Doctor of Philosophy (PhD) in Civil and Environmental Engineering**

It was moved by B. Cheadle, seconded by J. Plug,



That on the recommendation of ACA, Senate approve that effective January 1, 2024, the Master of Engineering Science (MESc) and Doctor of Philosophy (PhD) in Civil and Environmental Engineering be revised as shown in Item 12.3(a)(i).

CARRIED BY UNANIMOUS CONSENT

S.23-190 **ITEM 12.3(a)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity**

It was moved by B. Cheadle, seconded by J. Plug,

That on the recommendation of ACA, Senate approve that effective January 1, 2024 the Graduate Diploma in Climate Risk Assessment and Opportunity be revised as shown in Item 12.3(a)(ii).

CARRIED BY UNANIMOUS CONSENT

S.23-191 **Information Items Reported by ACA on Unanimous Consent:**

- ITEM 12.3(b) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Visual Arts, Environment and Sustainability, and Physics and Astronomy
- ITEM 12.3(c)(i) – New Donor-Funded Scholarships, Awards and Prizes
- ITEM 12.3(c)(ii) – New Western-Funded Scholarships, Awards and Prizes

**ANNOUNCEMENTS AND COMMUNICATIONS**

S.23-192 The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 12.4(a) – Election Results

**ITEMS REMOVED FROM THE CONSENT AGENDA**

S.23-193 **ITEM 12.4(a) – Honorary Degree Recipients- Autumn 2023**

A Senator requested the removal of this item from the consent agenda to make an observation, emphasizing that this information should be shared with the Senate before the Convocation. Also, additional information about the recipients would be useful for reference.

A. Bryson, University Secretary, noted that normally this information is presented to Senate in advance of Convocation. However, this year, there was a delay in information delivery due to staffing constraints in the University Secretariat. The Secretariat will endeavor to provide brief information about the recipients as well.

S.23-194 **DISCUSSION AND QUESTION PERIOD**

The full text of questions submitted in advance of the meeting was posted in the Agenda at Item 14.0 prior to the meeting. The questions and responses are summarized below.

1. Responding to an inquiry about the recent external group demonstration on campus, the Chair noted that external group was invited by students and faculty members. L. Logan, Vice-President (Operations & Finance), advised that additional security measures were coordinated by the London Police and the University did not cover the costs associated with the extra security.
2. A Senator raised questions seeking clarification on the previous practice of soliciting comments on senior administrator through an annual request. A. Bryson noted that past practices will be review and an answer presented at the future meeting.
3. In response to a question whether the University Research Board is reviewing or planning measures to streamline processes and improve the grant submission process particularly, concerning research security issues, P. Pexman, Vice-President (Research), noted that any feedback regarding the submission process is welcomed and expressed a commitment to support Western research funding success. In addition, she provided information regarding the research security measures and the hiring of the Research Security Officer.
4. In response to a question regarding the strategic plans for faculty complement from the academic units with respect to the proposed integration of Brescia faculty members, F. Strzelczyk advised funding is currently being assessed, with the intention that it will be incorporated into the budget. Western will follow the current process for budget review. Additionally, she noted that the second year of the three-year budget cycle is currently underway.
5. In response to a question regarding the support's provided to the athletics community, J. Doerksen noted that student athletes on some teams have access to a sports psychologist, although the focus is game preparation and performance. Efforts are underway to continually address all the needs of the student athletes.

By request of a Senator two questions submitted in advance of the Senate meeting were deferred to the next Senate meeting in December.

**ADJOURNMENT**

The meeting adjourned at 4.08 p.m.

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A. Shepard  
Chair

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A. Bryson  
University Secretary

NOVEMBER 2, 2023 **NEWS ARTICLE**

# CAUT Statement on Academic Freedom in Times of Conflict

(November 2, 2023) Academic freedom, like all expressive freedoms, is particularly vulnerable during periods of war, conflict, and social unrest. The widespread dismissals of controversial professors and subsequent constraints on academic discourse during and after the two world wars of the last century serve as warning that politically motivated restrictions on academic expression must never be countenanced.

Today, the war between Israel and Hamas has become the subject of increasingly intense and acrimonious debate. The nature of this debate has prompted questions about what expression by academic staff is covered by academic freedom, what limits there may be, and what institutions should do to ensure that academic freedom rights are upheld.

CAUT's policies provide that all academic staff have the right to engage in public debate, both within and outside of their areas of disciplinary expertise. The protection, within the law, of extramural expression, including the ability to espouse highly controversial and unpopular views, fulfills an essential mission of universities and colleges. As the [CAUT Policy Statement on Academic Freedom](#) states: "Academic staff must not be hindered or impeded in exercising their civil rights as individuals including the right to contribute to social change through free expression of opinion on matters of public interest. Academic staff must not suffer any institutional penalties because of the exercise of such rights."

Academic freedom has limits. It is not a licence to break the law, such as libeling someone, engaging in harassment or discrimination, violating hate speech laws, or disregarding professional duties and responsibilities. It is not a defence against academic dishonesty or breach of ethical and disciplinary standards.

## Senate Minutes

November 10, 2023

Appendix A

However, these legal and professional limits do not preclude vigorous debate, intemperate language, or sharply negative criticism. Academic staff need not be gentle, nice, or diplomatic in their expression, so long as they do not violate the law or their professional obligations.

Academic freedom does not confer immunity from criticism. That an academic may face harsh critique or condemnation from colleagues, students, or members of the public is not in itself a violation of academic freedom. On the contrary, it is academic freedom that permits robust discussion and debate, including often pointed and heated exchanges.

However, if an academic is subject to malicious, libelous, abusive, threatening, or harassing speech, then their ability to exercise their academic freedom is compromised. In such instances, as specified in the [CAUT Policy Statement on Targeted Online Harassment of Academic Staff](#), college and university administrators have “a positive obligation to protect academic freedom” and should take decisive action to defend academic staff from such harassment. If institutions fail to defend academics from illegal harassment or true threats, they violate their obligation to uphold academic freedom.

The exercise of academic freedom further requires that universities and colleges resist external pressures to censor members of the academic community, including any attempt by governments, donors, politicians, or pressure groups to target academic staff and students for exercising their expressive rights within the law.

Politically controversial cases involving college and university teachers in part helped motivate the founding of the CAUT in 1951. The Cold War period witnessed many professors unjustly fired and blacklisted. Typically, academics were targeted and dismissed not because of what they taught in their classrooms or published in scholarly journals, but because of their political views and social activism.

This history shows that it is during times when political threats to academic freedom intensify, that the need for academic staff to contribute to public discourse becomes even more important. CAUT’s role is not to weigh in on the subjects being debated, but rather to ensure that all academic staff in Canada can exercise their right to engage in controversial discussion free from reprisal or

November 10, 2023

Appendix A

penalty by the administration.

# Western's Brand Story

## Update for Senate

November 10, 2023

Althea Blackburn-Evans, Chief Communications Officer

**The goal:** An authentic,  
differentiated and consistent  
brand story for Western





# Changing the World, Today

At Western, we passionately pursue our purpose and collaborate to drive meaningful impact in the world today.





# The Impact Project

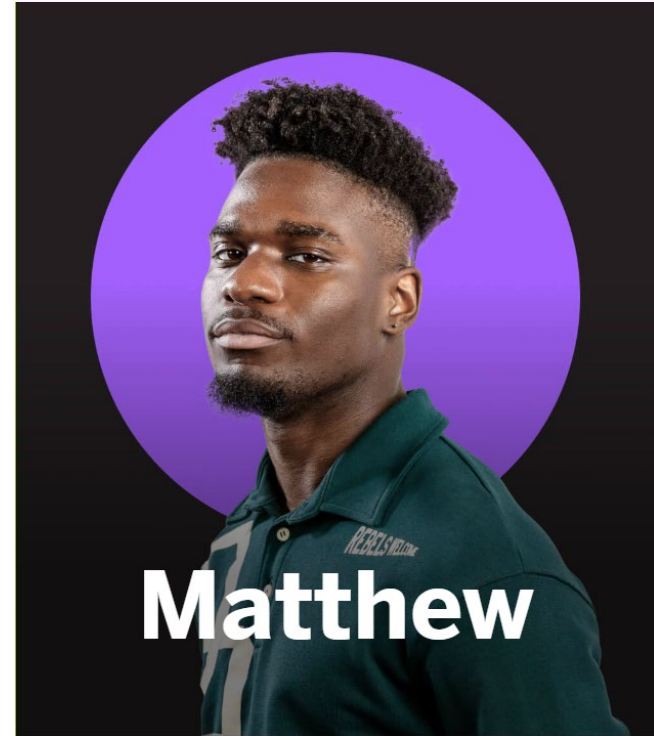
The project brings together the global Western University community to understand how we can all be more intentional about the difference we make in the world.

The individuals featured will demonstrate that there is a place in the Western story for every kind of aspiration or endeavour. The project will uncover insights from those with 'frontline experience' on how each of us can contribute to lasting, positive and collective change.

Over the next 5 years, The Impact Project will document the impact of our community through 150 unique and compelling interviews. The initiative will carry Western into the public phase of our major fundraising campaign and through to our 150th anniversary.



How  
vulnerability  
can **normalize**  
mental health  
disorders.





@westernuniversity  
#theimpactproject

Nominate Someone





# Update to Senate: Brescia-Western Proposed Integration

Florentine Strzelczyk, Provost and Vice-President Academic – Western University  
Lauretta Frederking, President – Brescia University College  
John Doerksen, Vice-Provost (Students) – Western University  
Susan Lewis, Vice-Provost (Academic Programs) – Western University  
Marisa Modeski, University Registrar – Western University



# Recap

- Why are we doing this?
- Who benefits?
- What phase are we in?
- How can Senate shape the proposed BWI?

## Today's Focus:

- Students
- Academic programs



# Provost Advisory Committee

## Senate-elected members:

### **Tracey Adams**

Professor, Department of Social Sciences

### **Rita A. Gardiner**

Assistant Professor, Faculty of Education

### **Andrew Johnson**

Associate Dean, Undergraduate Programs and  
Associate Professor, Faculty of Health Sciences

### **Karin Schwerdtner**

Acting Associate Dean (Academic),  
Faculty of Arts & Humanities

### **Ken Yeung**

Associate Dean (Academic), Faculty of Science

## Appointed members:

### **Sunday Ajak**

President, Western University Students' Council

### **Tom Belton**

Head - Archives and Special Collections,  
Western Libraries

### **John Doerksen**

Vice-Provost (Students)

### **Lauretta Frederking**

President, Brescia University College

### **Maathangi Rudranantha**

President, Brescia University College Students' Council

# Student Features and Engagement







# Provost Advisory Committee recommendations

- Clare Hall residence would remain all female-identifying residence (subject to demand).
- Dedicated Brescia Student Lounge for Brescia students to stay connected outside of the classroom.
- Transition packages for all Brescia students with information on available on- and off-campus supports.
- Brescia-specific student supports within the Student Experience portfolio to connect students to the assistance they need.
- June 2024 convocation walk for Brescia students from Ursuline Hall to Alumni Hall before the ceremony, and a reception on Brescia campus for graduates and their families afterwards.
- Brescia clubs would be accepted into USC with one-year grace period for ratification.

# Academic Programs

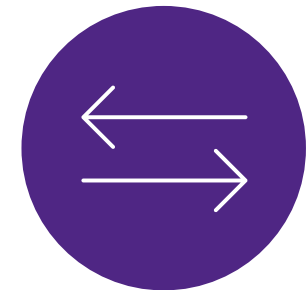
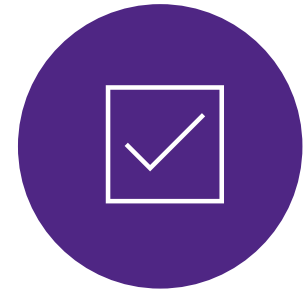
# Brescia students at Western

- 800 Brescia students registered in a Main Campus course
- Psychology, Sociology, Kinesiology, Health Sciences, Geography, History



# Brescia's academic programming

- Brescia University College currently offers one graduate program, and undergraduate programs that include Honours, Specializations, Majors, and Minors in 36 areas, along with five diplomas and two certificates.
- All of Brescia's degree programs have been reviewed and approved by Senate.
- All students at affiliates and main campus receive a Western University degree upon graduation.



# Program Relocation Process

- Program mapping and relocation through the Vice-Provost (Academic Programs), University Registrar, Deans, academic and administrative leaders
- Brescia programs will be relocated to units that most closely align with their disciplinary area, keeping all current content and program requirements. For instance:

Brescia Module or Program	Western Home Unit
Creativity & Literature	English
English for Teachers	English
English Language & Literature	English
General English	English

# Program Mapping Process

- Informed by modular enrollment by year
- Program mapping worksheet review
- Anti-Requisites are listed in the Academic Calendar

Brescia Module	Main Campus Anti-Requisites	Remarks
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- Program mapping process started late October and aim to complete by end of November
- Intent to Register – 2024



# Next steps on academic programming

- Program mapping process continues
- Develop guiding principles around course offerings
- Provost's Advisory Committee
- Work with Deans, academic and administrative leaders
- Ongoing updates through Senate

# Policy Review Framework and Timeline: Presentation to Senate

November 10, 2023



# Academic Policy Working Group

- Working Group Membership Update
- Terms of Reference
- Policy Overview, Practices and Guiding Principles

# Working Group Membership - Updated

- Susan Lewis (Co-Chair), Vice-Provost Academic Programs
- Marisa Modeski (Co-Chair), University Registrar
- Jeffrey Hutter, Acting Dean, Science
- Andrew Johnson, Associate Dean, Health Sciences
- Susan Knabe, Associate Dean, FIMS
- Vicki Sweeney, Associate Dean, Huron University College
- Valery Sarkany, Associate Registrar
- Maria Farooq, VP University Affairs, USC
- Emilie Kalaydjian, Student
- Lana Abdelellah, Student
- Maria Ferraro, Professor, DAN Management
- Anne Schuurman, Professor, Department of English and Writing
- James Noel, Professor, Science

# Policy Subgroups

- Scholarships and Awards
- Student Absences
- Undergraduate Courses

# Policy Subgroups

- Scholarships and Awards
  - Admissions and In-Course Scholarships Policy,
  - General Policy on Scholarships, Awards and Prizes

Members: Valerie Sarkany, Susan Knabe

# Policy Subgroups

- Student Absences
  - Academic Considerations Policy, Make-up Exam Policy, Accommodation for Religious Holidays, Undergraduate Leave of Absence

Members: entire working group

# Policy Subgroups

- Undergraduate Courses
  - Adding and Dropping Courses, Course Load, Course Numbering Policy, Essay Courses and Hours of Instruction

Members: Maria Farooq, Andrew Johnson, Maria Ferraro, Anne Schuurman, Vicki Sweeney

# Feedback and Questions

Email: [academicpolicy@uwo.ca](mailto:academicpolicy@uwo.ca)

**ITEM 2.1 – Business Arising from the Minutes**

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

There is no business arising at this time.

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## REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: November 24, 2023

Re: Monthly report for December 2023

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Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of November 10, 2023.

**Blue Ribbon Panel:** On November 15, the Government of Ontario released the long-awaited [Blue Ribbon Panel Report](#) on Financial Sustainability in the Post-Secondary Education Sector. Some key observations from the report for Western include:

- *Tuition:* The report recommends a multi-year tuition framework starting in 2024-25 that allows a one-time increase of 5% and subsequent annual increases equal to the increase in the consumer price index or 2%, whichever is greater; and an additional increase in tuition in 2024-25 of 3% for professional programs in universities.
- *Operating grant:* The report also acknowledges the long-term underfunding by government and recommends a one-time increase of 10% in per-student funding applied in 2024-25 to the value of the Weighted Grant Unit (WGU), with subsequent annual increases to the increase in the consumer price index or 2%, whichever is greater.
- *Financial assistance for students:* The report recommends institutions offset increased costs of tuition by increasing needs-based institutional student aid and pursuing greater efficiency and collaboration in operations and program offerings.

**Canada Excellence Research Chair:** On November 16, Western announced **Dr. Robyn Klein** as our new CERC in Neurovirology & Neuroimmunology. Made possible by an \$8M federal grant, Dr. Klein's appointment will bring her to Western from Washington University's School of Medicine in St. Louis, where she is the founder of WU's Centre for Neuroimmunology & Neuroinfectious Disease. Her unique expertise is a perfect complement to our world-class researchers and facilities, such as the Imaging Pathogens for Knowledge Translation lab (aka,

ImPaKT) and the Centre for Functional & Metabolic Mapping. We look forward to welcoming Robyn to campus and supporting the pioneering research program that she leads.

**Alumna gift supports studies on the evolution of work:** A \$3M donation from alumna **Sylvia Chrominska** (HBA'75, LLD'14) will establish a new research chair and support a postdoctoral researcher, teaching scholar, student fellowships and outreach activities focused on the future of work. Ivey professor **Rob Austin** has been named the inaugural chair holder.

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

- Inaugural recipients of the newly established *Western Research Excellence Awards*: **Susana Caxaj** (Nursing) and **Yolanda Hedberg** (Chemistry) named *Emerging Scholars*; **Jessica Grahn** (Psychology) and **Martin Petrin** (Law) named *Outstanding Scholars*; and **Laurence de Looze** (Languages & Cultures) and **Fred Longstaffe** (Earth Sciences) recognized for *Lifetime Achievement*.
- **Kibret Mequanint** (Chemical & Biochemical Engineering) elected to the *College of Fellows of the International Union of Biomaterials Science & Engineering Societies*.
- Professors **Tima Bansal** (Ivey), **Brian Feagan** (Schulich), **Greg Gloor** (Biochemistry), **Andy Sun** and **Ruying Li** (Mechanical & Materials Engineering) and **Danielle Way** (Biology), and PhD candidate Keegan Adair (Engineering) named among 2023's *Clarivate Highly Cited Researchers*.
- **Valerie Oosterveld** (Law) named *Western Research Chair* focused on gender-based issues in international criminal law and on the application and interpretation of international and Canadian law in space.
- **Tima Bansal** (Ivey) awarded an honorary degree from Vrije Universiteit in Amsterdam recognizing the impact of her scholarship in the field of business sustainability.
- Don Wright Faculty of Music students **Chia-Hsuan Chen**, **Yanet Campbell Secades**, **Tasman Tantasawat**, **Eve Thompson**, and **Ellis Yuen-Rapati** named 2023 *London Symphonia Fellows*.
- Education alumna **Paige Driscoll** (MPed'23) named recipient of the 2023 *Prime Minister's Award for Teaching Excellence* recognizing her work as a teacher at the Mangilaluk School in Tuktoyaktuk, NT.
- Economics alumnus and Board of Governors member **Stephen S. Poloz** (MA'79, PhD'82) named recipient of the *National Business Book Award* for his book, *The Next Age of Uncertainty: How the World Can Adapt to a Riskier Future*.

- Western alumnae named among *Canada's 100 Most Powerful Women* by the *Women's Executive Network*: **Danielle Barran** (HBA'98, MBA'02), **Kimberley Mason** (BA'89), **Rosa Caputo** (BSc'74), **Erin Craven** (HBA'98), **Lisa Melchior** (BA'90), **Allison Taylor** (BSc'96), **Heather Desserud** (BA'07), **Jamie Doolittle** (BMOS'07), **Mahima Poddar** (HBA'07), **Jessica Metcalfe** (BSc'10), **Inka Skinner** (EMBA'16), **Jill Schnarr** (HBA'91), and **Dr. Sondos Zayed** (Schulich medical resident).
- Western alumni appointed to the *Order of Ontario* for outstanding service and career achievements: **Jordan Bitove** (BA'87), **Lorin MacDonald** (JD'09), **Elizabeth Witmer** (BA'68), **Dr. John Smol** (DSc'17), and **Eric Lindros** (LLD'18).
- Ivey alumni **Darryl White** (HBA'94, LLD'23) and **Connor Teskey** (HBA'09) recognized by the *Globe & Mail's Report on Business Magazine* as Strategist of the Year and Corporate Citizen of the Year, respectively.

**Leadership update:** On November 15, we announced that **Kamran Siddiqui** (Mechanical & Materials Engineering) has been appointed vice-provost (graduate and postdoctoral studies) for a five-year term effective January 1, 2024. A leading expert in alternative and sustainable energy systems, Prof. Siddiqui currently serves as associate dean, graduate and postdoctoral studies in the Faculty of Engineering. We congratulate Kamran on his new role and express our deepest gratitude to Linda Miller for her outstanding service, having led SGPS since 2008.

Earlier this month we also announced **Ken Coley** has been reappointed to a second five-year term as Dean of Engineering (July 2024 through June 2029). Since arriving at Western from McMaster in 2019, Ken successfully guided the Faculty through the difficult challenges of the pandemic, provided strong support for research, and led the development and implementation plan for 'Engineering Impact' —the Faculty of Engineering's strategic plan 2022-2027. We thank and congratulate Ken and look forward to supporting his success in the years ahead.

Meanwhile, searches remain underway for our next Deans of Arts & Humanities and the Ivey Business School, as well as our next Vice-President (University Advancement). A leadership review committee is also underway for the Vice-Provost (Libraries) & Chief Librarian.

**ITEM 4.0 Report of the Provost**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

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

**ATTACHMENT(S):**

[Slides From the Senate Information Session](#)

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# Senate Information Session: Brescia-Western Proposed Integration

November 24, 2023

Florentine Strzelczyk, Provost and Vice-President (Academic)

John Doerksen, Vice-Provost (Students)

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

Susan Lewis, Vice-Provost (Academic Programs)



# Senate Information Session Objectives

1. Provide updates on the proposed Brescia-Western integration
2. Share information about the scope of the proposed integration
3. Discuss Senate matters as they relate to the proposed integration



ITEM 4.0

# Updates on proposed Brescia-Western integration

## Summary of activities to date

### Intent

September 2023 – December 2023

- MOU approval by Brescia Board of Trustees and Western's BOG (legally non-binding)
- Provost's Advisory Committee
- Information sessions
- Western and UWOFA mediation
- Senate support

### Commitment

December 2023

- Before the winter break and following Senate advice to recommend to BOG:
  - Anticipated signing of a legally binding agreement between Brescia Board of Trustees & Western's Board of Governors

### Implementation

December 2023 – May 2024  
and beyond

# Scope of proposed Brescia-Western integration

## Memorandum of Understanding

<b>Students</b>	Students transfer May 1, 2024, with Brescia students able to complete their chosen program. Students can choose to remain in Brescia's residence.
<b>Faculty</b>	Full time faculty may elect to transfer to Western or accept a voluntary separation package approved by Brescia's Board.
<b>Staff</b>	All full time and permanent part-time staff may elect to transfer to Western or accept a voluntary separation package.
<b>Financial</b>	Western will assume all assets, debts and liabilities of Brescia.
<b>Brescia future campus</b>	For a minimum five-year period and at Brescia's campus, Western will operate a preliminary year program that builds on the existing program at Brescia.
<b>Brescia legacy</b>	Western will establish: <ul style="list-style-type: none"><li>• \$25 million internal endowment to support bursaries and scholarships.</li><li>• Ursuline Museum and the Brescia and Ursuline archives at Brescia Campus.</li><li>• Naming for Brescia Foods &amp; Nutrition</li></ul>



# Scope of proposed Brescia-Western integration

## Brescia estimates

<b>Enrolment/Students</b>	<b>Predicted Fall 2024 Full-time enrollment:</b> approx 800 students
<b>Faculty &amp; Staff</b>	<b>Faculty:</b> 40 Full-Time; 4 Teaching Sessionals <b>Staff:</b> 71 Full-Time; 14 Permanent Part-Time <b>Contract faculty and temporary staff:</b> TBD
<b>Programs</b>	<ul style="list-style-type: none"><li>• One graduate program</li><li>• Undergraduate programs in 36 areas</li><li>• Five diplomas and two certificates</li></ul>
<b>Courses</b>	<b>2024/25:</b> Unit heads/Deans to finalize course offerings based on student need and overall timetable/offerings.

# Scope of proposed Brescia-Western integration

## Commitments to Brescia students

- Clare Hall residence would remain all female-identifying residence (subject to demand).
- Dedicated Brescia Student Lounge for Brescia students to stay connected outside of the classroom.
- Transition packages for all Brescia students with information on available on- and off-campus supports, as well as Brescia-specific student supports within the Student Experience portfolio to connect students to the assistance they need.
- June 2024 convocation walk for Brescia students from Ursuline Hall to Alumni Hall before the ceremony, and a reception on Brescia campus for graduates and their families afterwards.
- Brescia clubs would be accepted into USC with one-year grace period for ratification.
- Brescia student scholarships to be maintained and continuity of Brescia academic programs and modules for current cohort until their graduation.

# Scope of proposed Brescia-Western integration

## Faculty integration: Brescia Faculty Preferences

Faculty	Department	Brescia Faculty (#s subject to change)	Existing Probationary/ Tenured Western Faculty
Arts & Humanities	English	3	42
	French	2	15
	Philosophy	1	19
Education	Education	3	51
Health Sciences	Family Studies	2	n/a
	Food & Nutrition	11	n/a
Social Sciences	History	2	26
	Dan Management (MOS)	3	34
	Political Science	3	22
	Psychology	8	42
	Sociology	4	29
Schulich	Epidemiology and Biostatistics	1	24
Science	Mathematics	1	28

# Scope of proposed Brescia-Western integration

## Academic Programs: Unit approach to decision-making

- Faculties, departments, schools would offer Brescia modules for the next 4 years (if there are students in these modules)
  - Units to determine how they would meet the commitments for Brescia students to graduate
- **Note:** Foods & Nutrition program would be offered by Faculty of Health Sciences

Having fulfilled the commitment to Brescia students, Faculties, Departments and Schools would determine (through normal approval processes) whether to:

- Continue to offer Brescia courses and modules
- Modify courses or modules (including whether to integrate Brescia courses into existing modules so main campus students can take them)
- Sunset courses or modules

# Scope of proposed Brescia-Western integration

## Budgetary considerations

- A four-year Brescia Integration Ongoing/Base Budget Plan is being developed (2024-25 through 2027-28)
- This 4-year plan would be included in the University's 2024-25 Budget – in spring 2024
- Revenue coming to Western includes government grants currently flowing to Brescia and tuition fees, ancillaries
- Major expenses include compensation for Brescia employees joining Western, student scholarships and bursaries, and facilities/infrastructure costs

# Role of Senate in proposed integration

## Draft Senate recommendation (Dec. 1)

### Intent

September 2023 –  
December 2023

### Commitment

December 2023

### Implementation

December 2023 – May 2024  
and beyond

#### ***Draft Senate recommendation to the Board of Governors:***

- Senate, providing advice to the Board of Governors through the President and Vice-Chancellor, recommends that ... *(language under development)*

# Role of Senate in proposed integration

## Future Senate discussions and decisions

### Intent

September 2023 –  
December 2023

### Commitment

December 2023

### Implementation

December 2023 – May 2024  
and beyond

- Receive and discuss information on academic programs and recommendations of Provost's Advisory Committee
- Review the Brescia Integration budget plan as part of the University's 2024-25 Budget (spring 2024)

*Beyond:*

- Changes initiated by new home units requiring Senate approval (e.g. creation of a new School, modifying, merging or retiring of modules)
- Modifications to the Preliminary Year
- IQAP Cyclical Program Review (academic program reviews for continuing Brescia modules within their new Western department/ school)



**ITEM 5.0 Report of the Vice-President (Research)**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

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

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**ITEM 6.1 – Brescia-Western Integration**

**ACTION:**     ☒ APPROVAL                      ☐ INFORMATION                      ☐ DISCUSSION

Senate acknowledges Brescia University College (Brescia) as a longstanding and important affiliate and partner of The University of Western Ontario (Western) and is sensitive to the current context in which Brescia seeks to find a new future for itself through integration with Western.

Senate notes that changes to any existing academic programming at Brescia and Western following the proposed integration will be brought forward to Senate for deliberation and voting in accordance with its authority and process. Senate also notes that the overarching concern of Senate is that the quality of programs at Western should not be impacted by the integration.

Senate acknowledges the ongoing negotiations between Western and Brescia with the intent that they will enter into a binding memorandum of agreement regarding the integration in the near future.

MOTION: Senate supports and recommends the integration of Brescia University College and The University of Western Ontario as contemplated in the Memorandum of Understanding dated September 21, 2023.

**BACKGROUND:**

At the Senate meeting on November 10, 2023, the discussion regarding the proposed Brescia-Western Integration made clear that Senators would like the opportunity to consider a motion related to the integration.

The Provost & Vice-President (Academic), with input from several Senators, put forward a draft resolution to the Operations/Agenda Committee which was debated and revised with the committee's input. The draft resolution is brought forward to Senate by the committee for Senate's consideration.

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**ITEM 8.1 – Revisions to the Policy on “Progression Requirements – Bachelor of Education (B.Ed.)”**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Progression Requirements – Bachelor of Education (B.Ed.)” be revised as shown in Item 8.1.

**EXECUTIVE SUMMARY:**

The Faculty of Education is proposing updates to the progression requirements for the Bachelor of Education (B.Ed.), to be effective September 1, 2024, following Senate’s recent approval of changes to the format of the program effective September 1, 2024. See:

<https://www.uwo.ca/univsec/pdf/senate/minutes/2023/a9jun23.pdf>).

The proposed updates to the progression requirements reflect specific changes the Faculty has made to the program in order to offer the program in four consecutive terms as of September 1, 2024 rather than the current model of two terms followed by a break in the Spring/Summer and another two terms in the following Fall/Winter. The proposed revisions lay out each of the specific assessment features and include the introduction of the Capstone project. Language has been updated to refer to four terms instead of two years.

The proposed progression requirements will replace the existing progression requirements posted here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/pr\\_ofprog\\_education.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/pr_ofprog_education.pdf).

**ATTACHMENT(S):**

[Proposed Progression Requirements – Bachelor of Education \(B.Ed.\)](#)

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### **Progression Requirements – Bachelor of Education (B.Ed.)**

<b>Policy Category:</b>	Registration, Progression, Graduation
<b>Subject:</b>	Progression Requirements – Bachelor of Education (B.Ed.)
<b>Subsections:</b>	Progression Requirements; Progression from Term to Term and Graduation; Requirements for Participation in Practicum; Initial Practicum Placement; Practicum Progression; Appeal Process
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	*
<b>Officer(s) Responsible for Procedure:</b>	*
<b>Related Policies:</b>	*
<b>Effective Date:</b>	September 1, 2024
<b>Supersedes:</b>	September 2020

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### **Progression Requirements**

1. The progress of each Teacher Candidate is subject to formal and informal assessment and evaluation in each of the four academic terms, at every stage of the professional program to determine attainment of experience specific objectives, learning outcomes and professional competencies.

All candidates registered in the program are expected to be in compliance with Western University's Degree Level Expectations, and all other applicable policies or statements governed by Western University, including the Code of Student Conduct, MAPP 1.35 – Non-Discrimination/Harassment/Sexual Misconduct Policy, and MAPP 1.46 – Safe Campus Community. In addition, Teacher Candidates must develop and demonstrate the attributes of a professional educator as outlined and regulated in the Ontario College of Teachers' (OCT) Accreditation standards, the Standards of

### **Progression Requirements – Bachelor of Education (B.Ed.)**

Professional Practice and Ethical Standards for the Profession, and as administered and assessed in the Bachelor of Education (B.Ed.) program. To remain registered is contingent on maintaining a satisfactory level of performance in all courses and requirements.

Grade reports are tracked and monitored as per Western policy.

Student progress toward meeting the OCT competencies is documented, monitored and assessed in all components of the program. Candidates document their growth through their Professional Practice Record in their Master Teacher Mentoring groups, under the supervision of a Master Teacher Mentor. Professional Practice Records are reviewed annually by senior leaders in local school boards.

Progress in the Practicum is documented using an approved Practicum report which must be submitted to the Ontario College of Teachers. If students struggle during practicum, either they or their Associate Teacher will reach out to the Practicum Office, and a Practicum Consultant will be engaged to work with the student and the Associate Teacher. A practicum that is deemed unsuccessful by an Associate Teacher in consultation with a Practicum Consultant will be reported to the Associate Dean, Teacher Education and the student will be placed on Conditional Status. An unsuccessful practicum automatically results in ONE makeup practicum.

Progress in the Alternative Field Experience is monitored and tracked by the Program Coordinator in the Teacher Education office and supervised by the Alternative Field Experience placement supervisor. An unsuccessful Alternative Field Experience is a decision made between the Supervisor and the Program Coordinator, resulting in a 'fail' and will be reported to the Associate Dean, Teacher Education. A student who is unsuccessful in the Alternative Field Experience will be placed on Conditional Status, with ONE opportunity to make up an Alternative Field Experience.

Progress in the Transition to Professional Practice Professional Development series is tracked by the Program Coordinator. A student who does not attend the requisite sessions is reported to the Associate Dean, Teacher Education, and will be placed on Conditional Status.

Progress in the Capstone Project is supervised by the Specialty area Faculty member in the course. Like all courses, students who fail to meet the expectations of the course will fail the course, and thus, fail to progress in the program.

2. A Teacher Candidate who fails to maintain a satisfactory level of performance may at any time be Required to Withdraw or be placed on Conditional Status. This decision will be made following a recommendation to the Dean (or Associate Dean) by the Teacher Education Advisory Board.

### **Progression Requirements – Bachelor of Education (B.Ed.)**

3. Upon the recommendation of the Teacher Education Advisory Board to the Dean (Associate Dean) a student may be denied a school placement for either a practicum or another purpose related to the B.Ed. program.
4. Reasons for Withdrawal, Conditional Status, or denial of school placements will be provided to the student in writing:
  - a. Teacher Candidates who are placed on Conditional Status or denied school placements will be provided with a set of conditions to be met for successful completion of their program.
  - b. Teacher Candidates who are required to withdraw will not be considered for readmission until after a hiatus of one full academic year.
  - c. Teacher Candidates who withdraw from the program or who are required to withdraw will not retain credit for courses or practica that may have been completed at the time of withdrawal.

### **Progression from Term to Term and Graduation**

1. All courses and practica in each term must be completed satisfactorily before a Teacher Candidate may progress to each subsequent term of the program. An overall pass is required in course work, with a pass being the equivalent of 76% in all courses.
2. Teacher Candidates who do not complete all requirements in the first two terms satisfactorily, (including the Practicum, Alternative Field Experience (AFE), Transition to Practice (T2P) and in demonstrations of professional suitability) will be withdrawn from the program.
3. Under exceptional circumstances, a Teacher Candidate may be permitted to defer enrollment for the second two terms for one year in order to complete requirements of terms one and two. Such exceptional circumstances will be adjudicated on a case-by-case basis by the Dean (Associate Dean, Teacher Education).
4. All term three and four components of the program (courses, practica, T2P and alternative field experiences) must be completed satisfactorily before a Teacher Candidate can qualify for the B.Ed., and be recommended for certification by the Ontario College of Teachers.

## Progression Requirements – Bachelor of Education (B.Ed.)

### Requirements for Participation in Practicum

Admission to the B.Ed. program entails admission to the practicum program, provided the following requirements are met:

1. Essential Skills & Abilities Requirement: Teacher Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational well-being of students in schools.
2. Ethical Requirement: Teacher Candidates in Ontario Faculties of Education are Associate Members of the Ontario Teachers Federation and are thereby subject to *Ethical Standards for the Teaching Profession of the Ontario College of Teachers*<sup>1</sup>. Teacher Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.
3. Police Record Check Requirement: A Police Record Check which includes Vulnerable Position Screening and which is acceptable to the school boards with whom the Faculty of Education works is required before a Teacher Candidate can be placed in a school for a practicum. If information that is unacceptable to school boards appears on a Teacher Candidate's police record check, that Teacher Candidate will not be able to be placed for a practicum and will be required to withdraw from the program.
4. Attendance and meeting program component requirements: Teacher Candidates must maintain a satisfactory record of attendance, satisfactory standing in all program requirements. Unexcused absences, non-participation in classes, AFE, T2P, incomplete or unsatisfactory assignments and not demonstrating professional suitability as outlined by the OCT Standards and Ethical Standards of the profession, are all grounds for denying a practicum placement.

### Initial Practicum Placement

Teacher Candidates who meet the requirements outlined above will be assigned an initial practicum placement.

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<sup>1</sup> Ontario College of Teachers Professional Standards



## **Progression Requirements – Bachelor of Education (B.Ed.)**

### **Practicum Progression**

- A minimum of 80 days of successful practicum is required. Experience at each of the two levels in which a Teacher Candidate seeks certification (primary, junior, intermediate, or senior) is required.
- A Teacher Candidate who receives an unsatisfactory practicum evaluation will be allowed to complete ONE makeup practicum.
- A second unsatisfactory practicum evaluation at any point in the program will result in the Teacher Candidate being withdrawn from the program.
- A fee will be charged for practicum placements beyond 100 days.

### **Appeal Process**

For more information about the appeal process, consult the Undergraduate Student Academic Appeals policy.

**ITEM 10.1 – Update on the Budget Planning Process and Guidelines**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

F. Strzelczyk, Provost & Vice-President (Academic) will present an update on the budget planning process and associated guidelines.

**ATTACHMENT(S):**

[Planning for 2024-25 and 2025-26: Year 2 of Three-Year Planning Process Guidelines for the Faculties](#)

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*Western University*

**Planning for 2024-25 and 2025-26: Year 2 of Three-Year Planning Process  
Guidelines for the Faculties**

September 29, 2023

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**A. Introduction**

A year ago, we launched a 3-year budget/plan (for 2023-24 through 2025-26) following the development of Faculty Academic Plans and Support Unit Operational Plans in June 2022, and in alignment with our Strategic Plan, *Towards Western at 150*. The guidelines in this document move us forward to year two of the 3-year cycle.

The general parameters continue with the approach from last year, as follows:

1. Faculties are initially provided budget forecasts for the remaining two years – including base budgets, enrolment-related revenue-sharing allocations, and known one-time funding.
2. Each Faculty's planning submission will include a brief confirmation (or update) of its Academic Plan – highlighting the Faculty's academic priorities and the links to the University's Strategic Plan, including metrics to track progress towards objectives.
3. Based on the budget forecasts, each Faculty's planning submission will include 2-year faculty and staff complement plans, enrolment plan updates, and space/capital requirements.
4. As part of their planning submissions, Faculties will be invited to make proposals for priority initiatives (and associated resource requirements) for the remaining two years of the 3-year planning period.
5. The outcome of the current planning process will include two-year recommendations for the Faculties – including budgets, enrolments, faculty/staff complements, and space/capital.
6. In the final year of the 3-year planning period, the process described in 1 through 5 above will be repeated – i.e. the Faculties will have the opportunity to bring forward new proposals that involve incremental resources and reflect new and existing priorities in their evolving Academic Plans.

We aspire to continue with the investments (of the last three planning cycles) aimed at achieving our Strategic Plan priorities – and therefore, a key objective of our planning will be to secure the necessary resources through strategic enrolment growth.

We are launching this planning cycle, with the following general (currently known) assumptions regarding revenues:

- Under the Provincial Government's corridor-based block-grant funding system, our overall core provincial grants will remain frozen at the 2016-17 level.
- The Province's tuition framework rolled back domestic tuition rates by 10% in 2019-20 and these rates have been kept constant (at the reduced levels) up to and including 2023-24. We are hopeful that the Ontario Post-Secondary Education Blue Ribbon Panel process will result in positive outcomes for universities – and we are modelling varying levels of domestic tuition rate increases.
- Enrolments are the primary driver of operating revenues. At present, we are incorporating the enrolment plans developed last year – which will be reviewed and updated as an outcome of this planning cycle.

Western's Board of Governors approved the University to enter into a non-binding memorandum of understanding that will integrate Brescia University College with Western. The details of this integration will unfold in the coming months – and the impact/implications of this integration will be reviewed throughout this planning cycle and it is expected that the budget and planning parameters will be incorporated into our overall plan as part of the final recommendations in the spring of 2024.

## **B. Resources Available to each Faculty and the Budget Planning Exercise for 2024-26**

A set of revenue projections for the Faculty for the remaining two years of the 3-year planning period has been provided in Appendix A – and includes the following components:

- **Base Budgets** – the net result of the starting base budgets adjusted (by the inflationary budget adjustment – IBA) to provide for University-level cost increases, program expansion funding, and self-funded program revenues.
- Funding associated with **Canada Research Chairs (CRCs)** and **Western Research Chairs (WRCs)**.
- Estimated allocations from **the Enrolment-related Revenue Sharing Mechanism** – based on each Faculty's projected undergraduate and graduate enrolments as well as undergraduate teaching responsibilities.
- Funding from the program (implemented two years ago) aimed at supporting Faculties with **PhD enrolment growth**.
- One-time funding in support of the Black and Indigenous faculty hired through the **Provost's Academic Renewal Fund (PARF)**.
- Any **previously-approved base and one-time allocations** from the Academic Priorities Fund (APF).

The revenue projections for the Faculty shown in Appendix A do not include possible additional resources which may be allocated as an outcome of this planning cycle or during the final year of the 3-year planning period.

Appendix A shows historical operating revenue information for the Faculty and the 2024-26 revenues to be used for modelling purposes. Note that the historical revenue figures include centrally-funded salary and benefit increases, but some/all of these central allocations are not yet included in the revenues for 2023-24 and beyond.

As has been the case in recent planning cycles, this budget planning process is a modelling exercise only. The actual final revenues – to be recommended in the spring of 2024 – will be a function of: (1) the base budget recommendation after consideration of the actual values of a number of university-level revenue and expenditure variables (e.g. actual enrolments and related funding, and negotiated salary settlements), (2) differential budget decisions, (3) updates to enrolment/teaching projections that will result in updated estimates of enrolment-related revenue sharing allocations, and (4) refinement to other revenue lines. In addition, funding associated with negotiated salary and benefit increases will be added to Faculty budgets at the appropriate times during the remaining two years of the 3-year planning period.

### **C. Elements of the Planning Submission**

#### **1. Summary of the Faculty Academic Plan**

Deans are asked to include an update on the Faculty's Academic Plan including metrics/data. Discussions at the planning meetings will focus on the Academic Plan priorities, expected outcomes and timelines, measuring progress annually, and aligning resources to outcomes.

#### **2. Enrolment Planning**

To support overall University planning and budgeting, Deans are asked to:

- a. In the case of Faculties with direct-entry programs, complete Appendix D to provide the preferred first-year class size broken out by domestic and international. *It should be noted that the final actual first-year intake plans will be formalized in consultation with the Registrar's Office and based on the application patterns and program-specific entrance standard requirements.*
- b. Update/confirm the graduate enrolments provided by the Faculties as an outcome of last year's planning process (shown in Appendix E).

#### **3. Enrolment-related Revenue Sharing**

In order to support the growth aspirations of the University and the Faculties, we will continue with the sharing of incremental enrolment-related revenues with the Faculties. Appendix C summarizes the preliminary overall enrolment forecasts underlying the revenue-sharing calculations and Appendix F describes the current revenue-sharing mechanism for the remaining two years of the 3-year planning cycle. *In recent years, the Faculties of Arts & Humanities,*

*Information & Media Studies, and Music have experienced declines in undergraduate enrolments. To support these Faculties with renewal initiatives, the undergraduate enrolment baselines for these three Faculties (over which growth will be funded through the revenue-sharing system) were lowered by 10% in 2022-23.*

At present, our revenue sharing calculations are based on modest increases in tuition rates and the continuation of government operating grants being frozen. As noted in section A, we are hopeful that the Province's Blue Ribbon Panel process will result in positive outcomes – and we will adjust our revenue assumptions as an outcome of the planning process.

As part of last year's planning process, additional revenue-sharing related considerations were raised by some Deans.

- a. The current mechanism shares 50% of incremental undergraduate revenue with the Faculties – and, in the case of direct-entry programs, this 50% breaks down as 30% based on the students' Faculty of registration and the remaining 20% based on teaching levels (measured as full-course-equivalent course registrations). It was suggested that this 30/20 split be reviewed.
- b. As noted above, on the direct-entry undergraduate revenue sharing, 30% is based on the students' Faculty of registration. Given our modular structure for undergraduate students, a student registered in a particular Faculty could potentially be pursuing up to three modules that extend across three different Faculties. It was suggested that the 30% sharing component be based on "modules" as opposed to just the students' Faculty of registration.

Deans are asked to provide commentary/advice on these two suggestions.

#### **4. Faculty/Staff Complement Plan**

Deans are asked to provide a faculty and staff complement plan that supports the priorities identified by completing Appendix B. The Faculty complement plan should include approved/pending Canada Research Chairs (CRCs) and Western Research Chairs (WRCs), describe the contract years for limited-term appointments and renewals (e.g. years 1-3; 9-12), and clearly indicate the Department and academic area of any proposed new hire (not "replacement for X").

#### **5. Resources to Support New University-wide Academic Initiatives: The Academic Priorities Fund (APF)**

The University will continue its approach of retaining central funds (base and one-time) in order to support Academic Priorities that are in direct support of the University's Strategic Plan.

Deans may bring forward proposals for the Academic Priorities Fund (APF) – which will be available in each of the remaining two years of the 3-year planning period. Proposals should include only academic initiatives and should be directly linked to the University's strategic priorities. Proposals that involve multi-Faculty initiatives and are reinforced by Faculty resources will be viewed favourably. Deans should also include measurable indicators of progress towards the goals associated with each proposal. Deans are asked to complete the template in Appendix I

for each proposal. Please note that APF proposals are capped at the higher of 0.5% of the Faculty's 2023-24 base budget or \$150,000 – in each of the remaining two years and for both base and one-time requests.

## **6. Capital Projects and Space/Facilities**

Deans can submit requests for capital funding – to support minor capital projects – up to a maximum of \$300,000 in each of the two years. Prior to submission of capital funding requests, units must consult with Facilities Management to obtain a cost estimate and to ensure that all building, safety, and structure-bearing codes receive proper attention. Requests for incremental space should include a clear description of the need and alignment with the Faculty's academic priorities and the University's Strategic Plan. Please use the templates in Appendix J and K for capital and space requests respectively.

Larger space/facilities proposals (e.g. major renovations, building expansion, new facilities) to support the Faculty's academic priorities – in particular “growth” – should be included in the Academic Plans section (C.1).

## **7. Budget Planning Template**

Appendix A provides the budget planning template for the remaining two years of the 3-year planning period. Enrolment-related revenue sharing estimates have been completed by IPB using the most recent enrolment projections and historical patterns in teaching activity. Deans are asked to review these figures in consultation with IPB and adjust the revenue lines (excluding the base budget line) as necessary. ***Particular attention should be paid to the revenue-sharing estimates, which should be updated to reflect any major changes in enrolments/teaching in the current year (i.e. 2023-24). Any deviations in the current year (i.e. 2023-24) may also impact future enrolments. Therefore, Deans are asked to review the enrolment plans and provide updates to IPB if/as necessary – with a focus on graduate enrolments.*** As we get closer to the official November 1 enrolment count date, IPB will update the revenue-sharing estimates. If there are major changes, Deans will be notified of the changes to include in their budget plan.

The total budget must be balanced at the end of the 3-year planning period (i.e. cumulative surplus/deficit must be greater than or equal to zero), and the in-year deficit in the final year (2025-26) must be within 1% of the Faculty's base budget plus revenue sharing for that year.

***Important note:*** *In assessing the in-year deficit level (to meet the 1% threshold), major one-time expenses will be excluded from the calculations. Please consult with your Financial Advisor in IPB.*

## **8. Data, Indicators, Metrics**

At the Provost's Retreat (in August 2023), the need to formally incorporate data/indicators/metrics into our planning process and decision making was raised by all Deans. It was agreed that consideration in the planning process of a variety of performance and activity indicators – both



common and unit-specific – is an important aspect of linking resource allocations and academic priorities.

A number of already-available data/metrics are being provided through a collection of dashboards available at: [https://www.ipb.uwo.ca/planning\\_support\\_data/](https://www.ipb.uwo.ca/planning_support_data/)

Deans are asked to comment on these indicators and on future plans/directions. Each Faculty is also invited to identify and provide data reflecting up to five additional indicators which the Faculties themselves view as appropriate for their disciplines. Deans could also provide a description of other activities/initiatives within their Faculties (not captured through empirical indicators) that contribute in a significant manner to the University's overall mission and strategic plan.

#### **D. University-wide Planning Policies/Considerations**

In preparing their planning submissions, Deans should consider the following University-wide planning and budgeting policies/considerations:

- The policy of ***guaranteeing courses to first-year students*** has made a tremendous contribution to Western's recruitment efforts and to the early academic experience of our students. The commitment of the Faculties to this policy has been outstanding. It is our intention to continue this guarantee as a central feature of Western's first year programs.
- The ***Faculty Turnover Recovery Policy*** will remain suspended during this 3-year planning period. The policy and the parameters will be reviewed at the end of the three years.
- Faculties will continue to receive funding (to support ***spousal hiring***) equal to one third of the annual salary plus benefits – to a maximum of three years – in cases where the spouse of a probationary or tenured faculty recruit is being hired into a full-time faculty position created as part of the recruitment process. The Faculty hiring the spouse and the Faculty hiring the tenured or probationary recruit each contribute one-third of the salary plus benefits of the spouse. Deans are reminded that, in keeping with the collective agreement, spousal positions created in this manner are for a limited term appointment. In exceptional cases, where evidence is presented that the spouse fits the Academic Plan and priorities of the Faculty hiring the spouse, a request for consideration for an off-cycle tenured/probationary hiring approval may be submitted to the Provost. All provisions of the UWOFA Collective Agreement must be observed. It should be understood that such a request may replace other tenured/probationary positions currently in the plan.
- ***Supplementary Fees*** provide resources to offset specific program-related costs and are approved formally by our Board of Governors. Changes to existing fees and new fee proposals **must** be brought forward through the annual planning process. Please use Appendices G and H for supplementary fee related proposals, in consultation with IPB. *Please note that new fees and changes to existing fees must be brought forward through the planning submissions in order to receive approval by the Board of Governors.*

## **E. Conclusion**

Western's planning process, both at the University-level and the Faculty-level, allows for systematic investment in areas of strength and priority. Our planning approach is the vehicle by which the University Strategic Plan, Faculty Academic Plans, and Support Unit Operational Plans are implemented within the resources available in a competitive environment. Through this process, we also fulfill our ongoing obligation to plan for our University's future in a selective, transparent, and accountable fashion.

Our thanks to you and all your colleagues for your support and commitment to Western – and your contributions to our planning process.

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***Please submit an Electronic Version (single PDF file) to Ruban Chelladurai 10 days prior to your Planning Meeting Date. This timeline is required in order to complete the final review of the plans.***

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# Senate Agenda

## December 1, 2023

Planning for 2024-25 to 2025-26 (Fall 2023) -- Year 2 of 3-Year Plan

## ITEM 10.1

Appendix A -- Page 1 of 3

Western University  
Faculty of XXX  
Budget Plan, 2024-2025 through 2025-2026

	<a>	<b>	<c>	<d>	<e>	<f>	<g>
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
	Year-End Actual	Year-End Actual	Year-End Actual	Year-End Actual	Projected Year-End	Budget Plan	Budget Plan
1 <b>Funds Available</b>							
2 <b>Base Operating Budget (excluding CRCs)</b>							
3 Canada Research Chairs							
4 Other Approved Base Budget Adjustments							
5 Revenue Sharing on Incremental Enrolments							
6 ECF, GEF, and GEF+							
7 One-Time Funding							
8 Operating Revenues/Transfers In							
9 Recoveries							
10 <b>Funds Available excluding Carryforward</b>							
11 Carryforward from Previous Year							
12 <b>Total Funds Available</b>							
13 <b>Expenditures</b>							
14 Full-Time Faculty Salaries							
15 Part-Time Faculty Salaries							
16 Faculty: Contracted Service							
17 Full-Time Staff Salaries							
18 Part-Time Staff Salaries							
19 Staff: Contracted Service							
20 GTA Salaries							
21 Other Graduate Student Salaries							
22 <b>Total Salaries</b>							
23 Employee Benefits: Full-Time Faculty							
24 Employee Benefits: Full-Time Staff							
25 Employee Benefits: Other							
26 <b>Sub-Total Employee Benefits</b>							
27 <b>Total Salaries and Benefits</b>							
28 <b>Non-Salary Expenses</b>							
29 Graduate Student Awards / Scholarships							
30 Provision for Equipment / Computers							
31 Computing Equipment, Software and Maintenance							
32 Travel							
33 Canada Research Chairs Expense							
34 All Other Expenses							
35 <b>Total Non-Salary Expenses</b>							
36 <b>Total Expenditures</b>							
37 <b>Cumulative Surplus/(Deficit)</b>							
38 <b>Less: Carryforward (from line 11)</b>							
39 <b>In-Year Surplus/(Deficit)</b>							
40 Funding Available for Endowed Chairs, Professorships and Fellows (Not included above)							

Western University

Faculty of XXX

Base Budget Calculations, 2024-2025 through 2025-2026

Calculation of Base Budget		2024/2025	2025/2026
<a>	Beginning Base Budget		
<b>	Adjustment: UWOFA Salary Increases		
<c>	Beginning Base Budget, Adjusted		
<d>	Salary Based IBA		
<e>	Base Budget for CRCs, Prior Year		
<f>	Base Budget for CRCs, Current Year		
<g>	APF:		
<h= sum(c:g)>	<b>Base Budget</b>	<b>0</b>	<b>0</b>

Appendix A Base Budget Presentation Amounts		2024/2025	2025/2026
<i>	Appendix A, Page 1 - Line 2 (Base excluding CRCs)	0	0
<j>	Appendix A, Page 1 - Line 3 (CRCs)	0	0
<k>	<b>Base Budget</b>	<b>0</b>	<b>0</b>

*Western University*

**Faculty of XXX**

**Operating Revenues and Transfers In, 2022/2023**  
(Line 8, Column <d> on Page 1 -- For Illustration Only)

<b>Account No.</b>	<b>Description</b>	<b>Amount</b>
517000	Rev. - Gifts & Donations	
517300	Rev. - Gifts/Don. - Corp.	
517700	Rev. - Gifts/Don. - FW, Inc.	
517800	Rev. - Gifts/Don. - Individual	
526120	Rev. - App.Fee-Graduate	
535800	Rev. - Class Related	
536800	Rev. - Fees	
536850	Rev. - Confer. Registration	
540500	Rev - Services	
550050	Sales - External	
551350	Sales - Supplies	
590400	Transfer From Other/Expendable	
590450	Transfers In - Donations	
<b>Total Revenues and Transfers In</b>		<b>0</b>

Senate Agenda  
December 1, 2023

ITEM 10.1

Planning for 2024-25 to 2025-26 (Fall 2023) -- Year 2 of 3-Year Plan

Appendix B -- Page 1 of 5

Western University

Faculty of XXX

Full-Time Faculty/Staff Complement Planning, 2024-2025 to 2025-26

	2019-20	2020-21	2021-2022	2022-2023	2023-2024 at Aug 31, 2023	2023-2024 Proj. Year-End	2024-2025 Plan	2025-2026 Plan
Faculty								
Tenured/Probationary								
Canada Research Chairs: Tier 1								
Canada Research Chairs: Tier 2								
Continuing/Probationary Teaching Scholars								
Limited-Term / Permanent								
Other								
Sub-Total Faculty								
Partially Non-Operating Funded Included Above (Excluding CRCs)								
Fully Non-Operating Funded Included Above (Excluding CRCs)								
Joint Appointments (Included Above)								
Joint Appointments (Not Included Above)								
Staff								

Notes:

All data are as of April 30th, except for 2023-24, which are as of August 31, 2023

Data includes all regular full-time appointments, regardless of funding source, and excludes employees on LTD.

Western University  
Faculty of XXX

**Full-Time Faculty Complement Planning, 2024-2025 to 2025-2026**

	2023-2024 31/23)	2023-2024 Projected Year-End	2024-2025 Plan	2025-2026 Plan
Faculty				
Tenured/Probationary				
Canada Research Chairs: Tier 1				
Canada Research Chairs: Tier 2				
Continuing/Probationary Teaching Scholars				
Limited Term / Permanent				
Other				
<b>Sub-Total Faculty</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Joint Appointments (Included Above)				
Joint Appointments (Not Included Above)				

<b>Departees</b> Please indicate if CRC, APF-funded, or non-operating-funded		Provide name and contract status of anticipated departees September 2023 to April 2024	Provide name and contract status of anticipated departees in 2024-2025	Provide name and contract status of anticipated departees in 2025-2026
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			

<b>Additions: Previously Approved</b> Please indicate if an offer has been made.		Provide name and contract status of anticipated additions September 2023 to April 2024	Provide name and contract status of anticipated additions in 2024-2025	Provide name and contract status of anticipated additions in 2025-2026
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			

<b>Proposed New Additions</b> Funding must be already in place and should be included in Budget plan		Provide name and contract status of anticipated additions September 2023 to April 2024	Provide name and contract status of anticipated additions in 2024-2025	Provide name and contract status of anticipated additions in 2025-2026
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			



**Full-Time Staff Complement Planning, 2024-2025 to 2025-2026**

	2023-2024 (as of Aug. 31/23)	2023-2024 Projected Year-End	2024-2025 Plan	2025-2026 Plan
Staff				
100% Operating Funded - OF				
Partially Operating Funded - PF				
Non-Operating Funded - NOF				
<b>Sub-Total Staff</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Departees</b> Indicate funding status. If Partially Funded please indicate indicate percent funded from operating <i>Fully op Funded = OF</i> <i>Non op funded = NOF</i> <i>Partial Fund - PF xx%</i>		Provide name and position of anticipated departees September 2023 to April 2024	Provide name and position of anticipated departees in 2024-2025	Provide name and position of anticipated departees in 2025-2026
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			

<b>Additions</b> Indicate funding status. If Partially Funded please indicate indicate percent funded from operating <i>Fully op Funded = OF</i> <i>Non op funded = NOF</i> <i>Partial Fund - PF xx%</i>		Provide name and position of anticipated additions September 2023 to April 2024	Provide name and position of anticipated additions in 2024-2025	Provide name and position of anticipated additions in 2025-2026
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			

Senate Agenda  
December 1, 2023

Planning for 2024-25 to 2025-26 (Fall 2023) - Year 2 of 3-Year Plan

ITEM 10.1

Appendix B - Page 4 of 5

Western University

Faculty of XXX

Limited-Term Complement Planning: 2024-2025 to 2025-26

Limited-Term Faculty		2023-2024	2024-2025	2025-2026
		Names of LT Faculty with contracts ending 2023-24	Names of LT Faculty with contracts ending 2024-25	Names of LT Faculty with contracts ending 2025-26
Listing of Limited-Term Faculty with contract end dates falling in the planning period  <i>Please note:</i> <i>All LT positions with an end date falling in the planning cycle must appear on Appendix B Page 2 as a departee</i>  <i>LT positions that are being renewed must be shown on Appendix B Page 2 as a departee and an addition with "renewal" denoted next to the addition</i>	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			

Western University

Faculty of XXX

**Planning for CRCs and WRCs: 2024-2025 to 2025-2026**

Canada Research Chairs		Name	2023-2024 Position and end dates falling September 2023 to April 2024	2024-2025 Position and end dates falling in 2024-2025	2025-2026 Position and end dates falling in 2025-2026
Tier 1	1			2025-03-31	
	2				
	3				
	4				
	5				
	6				
Tier 2	1				
	2				
	3				
	4				
	5				
	6				

Western Research Chairs		Name	2023-2024 Provide name and position of funding end dates falling September 2023 to April 2024	2024-2025 Provide name and position of funding end dates falling in 2024-2025	2025-2026 Provide name and position of funding end dates falling in 2025-2026
Listing of Western Research Chairs					
Includes only WRCs for which funding is allocated to the faculty's operating budget	1				
	2				
	3				
	4				
	5				
	6				

**SUMMARY OF ENROLMENT FORECAST -- Preliminary Projections as of September 21, 2023**

		Actual				Forecast					
		2019-20	2020-21	2021-22	2022-23	2023-24e	2024-25	2025-26	2026-27	2027-28	2028-29
1	<b>Constituent University</b>										
2	<b>Full-Time Undergraduates</b>										
3	Arts & Humanities	882	877	853	864	919	997	999	1,062	1,064	1,063
4	Business (HBA)	1,090	1,057	1,072	1,210	1,314	1,317	1,317	1,317	1,317	1,317
5	Dentistry	262	263	264	281	281	284	284	284	284	284
6	Education	697	677	697	703	780	800	700	700	700	700
7	Engineering	2,008	2,151	2,293	2,497	2,598	2,682	2,718	2,639	2,639	2,634
8	Health Sciences										
9	BHSc Program	1,251	1,339	1,424	1,437	1,539	1,621	1,651	1,747	1,755	1,751
10	Kinesiology	1,241	1,285	1,283	1,311	1,287	1,298	1,277	1,309	1,315	1,314
11	Nursing	974	989	1,028	1,180	1,316	1,300	1,300	1,300	1,300	1,300
12	Sub-Total	3,466	3,613	3,735	3,928	4,142	4,219	4,228	4,356	4,370	4,365
13	Law	485	490	482	496	507	530	550	550	550	550
14	MIT (Media, Information, & Technoculture)	895	871	899	880	909	916	906	914	919	927
15	Medicine										
16	MD Program	683	686	688	689	702	717	740	756	756	759
17	BMedSci Program	1,036	1,161	1,252	1,305	1,199	1,050	1,150	1,250	1,350	1,450
18	Music	449	443	434	410	375	352	359	363	368	368
19	Science - Medical Sciences	1,457	1,731	1,905	1,546	1,503	1,519	1,522	1,521	1,516	1,512
20	Science- Other	3,869	3,804	3,904	4,416	4,767	5,153	5,209	4,851	4,352	4,350
21	Science - Computer Science						300	570	827	1,070	1,070
22	Social Science - MOS	2,689	3,056	3,315	3,397	3,456	3,445	3,527	3,646	3,636	3,634
23	Social Science - Other	3,814	3,826	4,033	4,280	4,482	4,595	4,514	4,517	4,542	4,564
24	<b>Total Full-Time Undergraduates</b>	<b>23,782</b>	<b>24,706</b>	<b>25,826</b>	<b>26,902</b>	<b>27,934</b>	<b>28,876</b>	<b>29,293</b>	<b>29,553</b>	<b>29,433</b>	<b>29,547</b>
25	Concurrent Programs	288	345	380	370	380	380	380	380	380	380
26	Medical Residents	936	940	968	999	1,028	1,025	1,025	1,025	1,025	1,025
27	<b>Full-Time Graduates</b>										
28	Masters	3,946	3,869	4,360	4,231	4,408	5,069	5,259	5,296	5,296	5,296
29	Doctoral	2,219	2,231	2,345	2,415	2,493	2,496	2,578	2,597	2,597	2,597
30	<b>Total Full-Time Graduates</b>	<b>6,165</b>	<b>6,100</b>	<b>6,705</b>	<b>6,646</b>	<b>6,901</b>	<b>7,565</b>	<b>7,837</b>	<b>7,893</b>	<b>7,893</b>	<b>7,893</b>
31	<b>Total Full-Time Enrolment</b>	<b>31,171</b>	<b>32,091</b>	<b>33,879</b>	<b>34,917</b>	<b>36,243</b>	<b>37,846</b>	<b>38,535</b>	<b>38,851</b>	<b>38,731</b>	<b>38,845</b>
32	<b>Part-Time FTEs</b>										
33	Undergraduate	1,988	2,563	2,408	2,537	2,600	2,600	2,600	2,600	2,600	2,600
34	Education (AQs)	435	447	460	416	500	475	480	490	490	490
35	Masters	110	122	128	111	91	110	110	110	110	110
36	Doctoral	32	35	29	32	32	30	30	30	30	30
37	<b>Total Part-Time FTEs</b>	<b>2,566</b>	<b>3,167</b>	<b>3,025</b>	<b>3,096</b>	<b>3,223</b>	<b>3,215</b>	<b>3,220</b>	<b>3,230</b>	<b>3,230</b>	<b>3,230</b>
38	<b>Total Constituent FTEs</b>	<b>33,737</b>	<b>35,258</b>	<b>36,904</b>	<b>38,013</b>	<b>39,466</b>	<b>41,061</b>	<b>41,755</b>	<b>42,081</b>	<b>41,961</b>	<b>42,075</b>
39	<b>Rows 39 to 66 Included above</b>										
40	<b>International Students</b>										
41	Constituent Full-Time										
42	Undergraduates	2,763	2,822	2,761	2,593	2,412	2,519	2,724	2,951	3,228	3,630
43	Medical Residents	130	130	173	189	223	185	185	185	185	185
44	Masters (excluding Ivey)	925	695	826	818	910	1,102	1,171	1,185	1,203	1,203
45	MBA (Regular), Ivey MSc	81	159	199	222	234	235	235	235	222	222
46	Executive MBA	4	1	2	1	0	0	0	0	0	0
47	Doctoral	665	686	798	875	952	834	846	842	842	842
48	<b>Year 1 Only</b>										
49	<b>Constituent</b>										
50	Arts & Humanities	209	221	248	202	262	260	260	260	260	260
51	Engineering	586	704	774	893	847	850	850	850	850	850
52	Health Sciences										
53	BHSc Program	385	407	421	387	475	485	485	485	485	485
54	Kinesiology	339	335	351	351	343	350	350	350	350	350
55	Nursing	144	159	142	142	174	144	144	144	144	144
56	Media, Information, & Tech	252	226	270	212	239	240	240	240	240	240
57	MOS Program	768	1,072	1,052	1,151	1,221	1,200	1,200	1,200	1,200	1,200
58	Music	123	117	94	88	95	100	100	100	100	100
59	Science - Medical Sciences	797	1,092	1,049	1,000	987	1,000	1,000	1,000	1,000	1,000
60	Science- Other	879	709	967	1,033	1,078	770	770	770	770	770
61	Science - Computer Science						300	300	300	300	300
62	Social Science	840	965	1,054	1,009	995	1,000	1,000	1,000	1,000	1,000
63	<b>Total Year 1 - Constituent</b>	<b>5,322</b>	<b>6,007</b>	<b>6,422</b>	<b>6,468</b>	<b>6,716</b>	<b>6,699</b>	<b>6,699</b>	<b>6,699</b>	<b>6,699</b>	<b>6,699</b>
64	<b>Masters</b>										
65	All Programs (excluding MBAs)	3,491	3,301	3,545	3,429	3,546	4,099	4,234	4,271	4,271	4,271
66	Ivey (excl EMBA)	285	466	665	631	659	796	851	851	851	851
67	Executive MBA	170	102	150	171	203	174	174	174	174	174

For Information

67	Year 1 Constituent International Students	639	592	610	684	631	650	750	850	950	1,050
----	---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-------

Fall 2024 Enrolment Planning -- First Year Intake -- Input from Deans

Appendix D

September 29, 2023

XXX											
	Fall 2018 actual	Fall 2019 actual	Fall 2020 actual	Fall 2021 actual	Fall 2022 actual	Fall 2023 est (as of Sep 29, 2023)	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
Total Full-Time First Enrolment History <a>											
Domestic											
International											
Total	0	0	0	0	0	0	0	0	0	0	0
% International	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Input from Deans											
Preferred Total First-Year Class Size											
Max Total First-Year Class Size											
Maximum % International											
or . . . Maximum # of International											

<a> All enrolment counts are as of November 1st of each year.

Deans are asked to fill in the blue-shaded cells

Table 1

Western University

**Graduate Enrolment Summary: Faculty "XXX"**

--- To be Updated by Faculty ---

	2020-21 Actual				2021-22 Actual				2022-23 Actual				2023-24 Plan	2023-24 Estimated	2024-25p	2025-26p	2026-27p	2027-28p	2028-29p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT
<b>Masters</b>																			
Domestic	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
International	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Total Masters	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
<b>Ph.D</b>																			
Domestic	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
International	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Total Ph.D	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
<b>Total</b>																			
Domestic	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
International	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
<b>Total Graduate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

# Senate Agenda December 1, 2023

Planning for 2024-25 to 2025-26 (Fall 2023) -- Year 2 of 3-Year Plan

## ITEM 10.1

Appendix E

Table 2

Western University

### Masters Enrolment: Faculty "XXX"

--- To be Updated by Faculty ---

	2020-21 Actual				2021-22 Actual				2022-23 Actual				2023-24 Plan	2023-24 Estimated	2024-25p	2025-26p	2026-27p	2027-28p	2028-29p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT
Domestic																			
Program A																			
Program B																			
Total	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
International																			
Program A																			
Program B																			
Total			0				0				0		0	0	0	0	0	0	0
Total																			
Program A	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Program B	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Total	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0

<1> All figures are as of November 1st of each year.

# Senate Agenda December 1, 2023

Planning for 2024-25 to 2025-26 (Fall 2023) -- Year2 of 3-Year Plan

ITEM 10.1

Table 3

Appendix E

Western University

## Ph.D Enrolment: Faculty "XXX"

--- To be Updated by Faculty ---

	2020-21 Actual				2021-22 Actual				2022-23 Actual				2023-24 Plan	2023-24 Estimated	2024-25p	2025-26p	2026-27p	2027-28p	2028-29p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT
Domestic																			
Program A																			
Program B																			
Total	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
International																			
Program A																			
Program B																			
Total			0				0				0		0	0	0	0	0	0	0
Total																			
Program A	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Program B	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0
Total	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0	0

<1> All figures are as of November 1st of each year.



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## Appendix F

### Enrolment-related Revenue Sharing for 2024-25 through 2025-26

#### A. Previous Revenue Sharing System and Allocations

1. The previous revenue sharing system ended with the 2022-23 Allocations – which were based on 2021-22 enrolments/teaching.
2. The 2022-23 allocations were rolled into Faculty base budgets in early fall 2022 – and became part of the Faculties' 2022-23 base budgets, which were used to launch the current 3-year budget cycle (i.e. for 2023-24 to 2025-26). Interdisciplinary programs are included in the overall Faculty budgets.
3. Faculties now have new enrolment baselines – which are the 2021-22 enrolments/teaching. This includes program enrolments, undergraduate direct-entry course registrations, and weighted teaching units (WTUs). A budget per WTU has been calculated for each Faculty using the estimated 2023-24 base budgets and the 2021-22 baseline WTUs (i.e. 2023-24 base budget divided by the 2021-22 WTUs). The 2023-24 base budgets used as part of the planning guidelines are preliminary figures – and the calculations will be adjusted when the final base budgets are available early in 2024.

***Note: “Weighted Teaching Units (WTUs)” is a composite measure that captures overall teaching activity in the Faculty – including domestic and international students in all undergraduate and graduate programs. Using the WTUs in measuring the baseline gives the Faculties maximum flexibility in planning/managing enrolments in order to achieve the baseline enrolment level.***

4. Falling below the WTU baseline will result in annual one-time budget reductions – on a slip-year basis, as follows:
  - a. For declines down to 97% of the WTU baseline, the reduction will be at a rate of 60% of the Faculty-specific budget per WTU noted in #3 above.
  - b. For declines below the 97% threshold, the reduction will be at a rate of 100% of the Faculty-specific budget per WTU figure.
  - c. This approach keeps our mechanism somewhat consistent with the government corridor funding system.
5. Faculties must maintain overall enrolment/teaching levels such that their annual WTUs are at least 97% of the WTU baseline. ***This condition must be met, in order for Faculties to be eligible for future revenue sharing.***

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**B. Revenue Sharing in the remaining two years of the 3-Year Cycle**

6. There are two separate revenue-sharing systems – one for undergraduate enrolments/teaching and one for graduate enrolments.
7. In order to receive funding from one/both of the two systems, Faculties must meet the criteria set out in A.5. above.
8. If the criteria in A.5. is met, funding will be allocated – on a **slip-year basis** – as follows:
  - a. **Undergraduate:** In the undergraduate component, revenue sharing will recognize both the students' Faculty of registration as well as the teaching of the direct-entry program students by all Faculties. ***The overall level of undergraduate revenue sharing is 50% of incremental revenues.***

For direct-entry undergraduate programs/teaching, revenue sharing will be as follows:

- 30% of incremental tuition will be provided to the Faculties where the students are registered.
- In addition, the equivalent of 20% of incremental undergraduate direct-entry tuition (in total) will be distributed based on incremental full-course-equivalent (FCE) course registrations over the baseline year.
  - i.e. funds will be distributed using an “average rate” per incremental FCE – which shall be calculated by dividing the incremental tuition revenue by the incremental full-year FTE enrolment, which will further be divided by the normal full-time student load of 5 FCEs.
  - The average rate per incremental FCE will be set at a minimum (i.e. floor) of \$218 FCE course registration which is based on the current domestic direct-entry undergraduate tuition net of 10% government-required set-aside for student aid. The specifics of the calculation are as follows:

▪ Current (2023-24) tuition rate	\$6,050
▪ Net of 10% set-aside for student aid	\$5,445
▪ Per course registrant (based on normal load of 5)	\$1,089
▪ 20% based on teaching activity	\$ 218

If the actual rate is higher than the \$218, then the actual rate will be used.

- The combination of these two components equates to 50% of the incremental tuition revenue flowing to the Faculties.
- Both domestic and international students will be captured in the calculations. Therefore, it should be noted that, if there is growth in one category and decline in the other, there will be a “netting” impact.

For second-entry programs (i.e. JD, MD, DDS, B.Ed.), 50% of incremental tuition will flow to the Faculties – both domestic and international.

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***Note: "New direct-entry undergraduate courses" must receive explicit Provostial approval – in order to be eligible for revenue sharing funding. Such approval must be received prior to taking the course forward through the Senate committee approval process.***

- b. **Graduate – Tuition:** For each incremental student above the 2021-22 enrolment level, 50% of the tuition rate (domestic or international) will flow to the Faculties. For programs with domestic tuition higher than \$10,000 or international tuition higher than \$27,000, 60% of the tuition will flow to the Faculties. The \$10,000/\$27,000 thresholds apply to the 2024-25 allocations – and will be adjusted in subsequent years by the rate of increase/decrease applied to category 2 graduate tuition fees.

### **C. Other General Parameters**

9. Enrolments will be measured as full-year FTE counts (i.e. capturing all 3 terms) – in the undergraduate and graduate revenue sharing calculations.
10. The tuition rates to be used in the undergraduate revenue sharing calculations will be net of the following two central costs:
- a. To account for the costs associated with international recruitment activities, the rates will be reduced by 2.5%.
  - b. The University will set aside 10% of incremental domestic tuition revenue and 5% of incremental international tuition revenue to augment centrally-funded undergraduate student aid programs. Therefore, the tuition rates will be adjusted downwards accordingly – 10% for domestic rates and 5% for international rates.
11. Based on government regulations, some international students are exempt from paying the higher international tuition rates (e.g. refugees, children of diplomats). In revenue sharing, these students will be counted as domestic students.
12. The province now allows for increases (up to 5%) for domestic out-of-province students. Western implemented these increases starting with the 2023-24 budget year. For revenue sharing in this 3-year planning period, domestic out-of-province students will be counted as domestic Ontario students.

### **D. Glossary**

#### **Full-Course Equivalent Course Registrations (FCEs)**

At Western, undergraduate courses are offered primarily as half courses or full courses – but also include a small number of quarter courses and three-quarter courses. FCE course registrations in a particular class

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(i.e. a section of a course) are calculated by multiplying the number of students registered in that class by the following weights:

Quarter Courses	0.25
Half Courses	0.50
Three-Quarter Courses	0.75
Full Courses	1.00

The above calculation provides the FCE course registration for that course. The sum of the FCE course registrations in all course sections taught by a Faculty results in the total FCE course registrations (FCEs) for that Faculty. This approach is consistent with the approach used by the provincial government in calculating FTEs which are used in government operating grant calculations.

### **Full-Year Full-Time Equivalent Enrolments (FTEs)**

#### **Undergraduate**

Undergraduate direct-entry program FTE enrolment in a Faculty is the sum of FTEs in each of the three terms – summer, fall, winter.

- Summer term FTEs are calculated – on a student-by-student basis – by dividing the FCE courses taken by each student divided by the expected normal full-time course load for the student's program of registration. For example, if a student registered in English in the Faculty of Arts & Humanities takes 3 half courses (which equates to 1.5 FCEs), this student equates to 0.3 FTEs.
- The same approach is taken in the fall and winter terms combined. For example, if a similar student in Arts & Humanities takes 4 half courses in the fall term (which equates to 2.0 FCEs), 5 half courses in the winter term (which equates to 2.5 FCEs), and 1 full course that spans both terms (which equates to 1.0 FCE) – resulting in 5.5 FCEs for that student – then the student equates to 1.1 FTEs.

For undergraduate professional/2<sup>nd</sup>-entry programs, the fall term FTEs are used as a rough-justice measure of full-year FTEs – with full-time students counted as 1 FTE and part-time students counted as 0.3 FTE.

#### **Graduate**

Graduate FTE enrolment in a Faculty is also the sum of FTEs in each of the three terms – summer, fall, winter. In each term, each full-time student is counted as 1.0 FTE and each part-time student is counted as 0.3 FTE – consistent with the approach used by the provincial government. The sum of FTEs in each term are then divided by 3 because each term is 1/3<sup>rd</sup> of the full academic year – giving a per-term total graduate FTE for that Faculty. The sum of the per-term FTEs for all three terms gives the total graduate FTE for that Faculty. Graduate FTE calculations are done separately for masters and doctoral programs.

### **Weighted Teaching Units (WTUs)**

Weighted Teaching Units capture overall teaching activity within the Faculties. WTUs incorporate graduate enrolments from programs housed within each Faculty, undergraduate enrolments in professional/2<sup>nd</sup>-entry Faculties, and undergraduate teaching – which is measured by full-course-equivalent (FCE) course registrations, irrespective of the students' Faculty/program of registration. WTU calculations

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include domestic and international students in an equal manner. The specific weights assigned to the various categories are:

Undergraduate Course Registrations (3 terms)	0.4	(equates to 2.0 per FTE student)
Education, Law FTEs (fall term)	2.0	
Medicine (M.D.) FTEs (fall term)	4.0	
Medical Residents (fall term)	1.0	
Dentistry (D.D.S.) FTEs (fall term)	4.0	
Graduate Diplomas	2.5	
Master's FTEs (fall term)	3.5	
Ph.D. FTEs (fall term)	7.0	

The following self-funded programs are excluded from WTU calculations: International Medical Residents, International Dentistry (DDS) Students, Additional Qualification (AQ) enrolments in the Faculty of Education, and all non-credit programs/courses.

**Proposed 2024-2025 PROGRAM-SPECIFIC TUITION FEES**

			2023-24 Amount	Proposed 2024-25	
				Amount	% change
1	Faculty of XXX	Notes			
2					
3					
4					
5					

**Proposed 2024-2025 PROGRAM-RELATED FEES**

			2023-24 Amount	Proposed 2024-25 Amount
1	Faculty of XXX	Notes		
2				
3				
4				
5				

**Proposed 2024-2025 APPLICATION FEES**

			2023-24 Amount	Proposed 2024-25 Amount
1	Faculty of XXX	Notes		
2				
3				
4				



**Proposed 2024-2025 SUPPLEMENTAL FEES AND OTHER CHARGES**

			2023-24 Amount	Proposed 2024-25 Amount
1	Faculty of XXX	Notes		
2				
3				
4				
5				

*Western University*

**Supplementary Fee Proposal: New Fee or Change to Existing Fee**

Faculty:

Title of Proposal:

Is this a new fee?

Yes

☐

No

☐

Summary of Proposal

Background and Rationale

Contact Person – Name, Phone, email

*Western University*  
**Academic Priorities Fund (APF) Request**

<b>Faculty:</b>	<input type="text"/>
<b>Title of Proposal:</b>	<input type="text"/>
<b>Rank:</b>	<input type="text"/>

**Base Funding**

	2024-25	2025-26	Total
<b>Total Cost</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>APF Request</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Balance from Faculty</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**One-Time Funding**

	2024-25	2025-26	Total
<b>Total Cost</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>APF Request</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Balance from Faculty</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Description/Summary of Proposal – including Relationship to Academic Plan:**

*Western University*  
**Capital Project Request**

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**Faculty:**

**Title of Proposal:**

**Rank:**

**Budget Request**

	<b>2024-25</b>	<b>2025-26</b>	<b>Total</b>
<b>Total Cost</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Capital Request</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Balance from Faculty</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Description/Summary of Proposal – including Relationship to Academic Plan:**

*Western University*  
**Additional Space Request**

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<b>Faculty:</b>	<input type="text"/>
<b>Description of Space:</b>	<input type="text"/>
<b>Rank:</b>	<input type="text"/>

Type of Space	2024-25 Space Request (s.f.)	2025-26 Space Request (s.f.)
Office	<input type="text"/>	<input type="text"/>
Research	<input type="text"/>	<input type="text"/>
Office/Research (Hybrid)	<input type="text"/>	<input type="text"/>

**Description/Summary of Proposal – including relationship to Academic Plan:**

**Faculty Proposal To Fund 50% of Additional Operating Costs (Estimated at \$20/sf; 50% = 10/sf):**

**ITEM 10.2 – Annual Report of the University Librarian**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

C. Steeves, Vice-Provost & Chief Librarian, will present the Annual Report of the University Librarian.

**ATTACHMENT(S):**

[Western Libraries Annual Report](#)

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# A Message from Catherine

The 2022/23 academic year was the first year of Western Libraries' new strategic plan, [Forward Together](#). This plan is ambitious, and I am pleased to share with you this snapshot of what has been accomplished so far

by the librarians, archivists and expert staff of Western Libraries.

The LibQUAL+ survey provides Western Libraries with informative feedback from students, faculty and staff regarding how well library collections, services and spaces are meeting expectations. The results will directly impact how we work together and evolve services to advance research and student success.

Another new program, the Library Student Ambassadors, enhances the student experience in many ways. The ambassadors highlight for other students how the library supports academic success and engages with students to partner in the creation of programming and services that reflect students' diverse needs.

The new library curriculum has been put into practice by librarians in partnership with faculty. It fosters the development of library research skills and new knowledge that is informed by values that advance equity, diversity, and inclusion. The open educational resources grant and support program provides instructors with the resources they need to create or modify OERs for their courses and improve the accessibility of higher education for students.

Plans for the next phase of the Weldon Library revitalization project showcase how

library facilities are evolving to enhance the student experience and support Western's strategic growth.

The efforts of the Archives to repatriate records to the Six Nations of the Grand River exemplifies Western Libraries' commitment to create an inclusive library that values Indigenous peoples, perspectives, and ways of knowing.

A team of researchers at Western Libraries are advancing the library's commitment to environmental stewardship and sustainability by encouraging eco-friendly practices. The mapping project in El Salvador and an expedition across the Sierra Nevada mountains illustrate how library expertise and information technologies such as GIS expand traditional notions of the contribution to research Western Libraries can make.

This impressive start to *Forward Together* all comes down to the dedicated librarians, archivists, staff and student employees of Western Libraries, some of whom are introduced throughout this report.

On a personal note, I would like to acknowledge this is my last annual report. My second five-year term as Vice-Provost & Chief Librarian ends on June 30, 2024. It has been an honour and privilege to lead this organization and work with so many talented and passionate colleagues. I am proud of all the important work we have achieved together and wish great success to the next Vice-Provost & Chief Librarian.

Catherine Steeves  
Vice-Provost & Chief Librarian



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# We Asked, You Shared: Survey Results

How does Western Libraries know what a community of nearly 35,000 students, faculty and staff need from their library? We ask!

For almost 20 years, we have joined libraries from around the world in using a survey called [LibQUAL+](#) to understand user priorities for the library and their experiences with library services. The survey is one way Western Libraries uses data to continuously improve services. Past survey results have informed everything from strategic planning to the ongoing renovation of The D.B. Weldon Library.

In March, we heard from more than 2,700 Western community members in response to the most recent survey.

## What we heard

The [2023 LibQUAL+ results](#) were consistent with what we have heard in previous surveys. Users indicated a high level of overall satisfaction with

the collections, spaces, and services Western Libraries provides. Quantitative data shows users feel that library collections, spaces, and services help them complete their research more efficiently and advance in their respective fields.

## Collections

Commenters were clear they value the collections available to them, both online and in print. The survey stated users are satisfied with their ability to access library materials, and especially, borrow

## Strategic Plan Spotlight

This story illustrates how we catalyze research, scholarship, and creative activity, and build and steward our diverse collections to enable discoveries that address the grand challenges of our time.

It also shows how we create services and learning environments that enable student success.

from many different university library collections in Ontario. However, some commenters reported issues when using the new Omni search tool and other online library services. The usability of our online platforms will continue to be a focus for us in coming years.

“Being a distant learner, the availability of resources online greatly supported my learning while completing a Master's program,” said a graduate student from the Faculty of Education.

### Spaces

Nearly 70 percent of open comments on the 2023 survey had to do with physical library spaces, confirming that space for work and study continues to be essential to our users. Satisfaction with library spaces was significantly higher in 2023 than in 2019, with commenters stating that our study spaces were comfortable, welcoming and inspired focus.

“We’re thrilled to see that bump in space satisfaction. It’s great confirmation that the changes we’ve been making in response to the 2019 survey feedback, including the Weldon Revitalization Project, are a step in the right direction,” said Kristin Kerbavaz, assessment librarian and LibQUAL+ project lead.

Ratings and open comments show noise levels are a significant concern for library users and confirm study space is at a premium, particularly during exams. Creating and maintaining quiet study space will be a focus for us in the coming years.



“The library in Weldon provides a very spacious place for students to find information they need, and study space to get work done,” said an undergraduate student from the Faculty of Information and Media Studies. “The only problem that I have is that it is often full and difficult to find a spot because of how full the library can be.”

### Services

Satisfaction with staff and the service they provide has consistently been our highest scoring section of the survey. Commenters told us they find staff to be both friendly and helpful. They also shared how important research support, workshops, and class sessions are to their academic success. Comments suggest library users, particularly students, value the online research help services that expanded during COVID-19 library closures. Finding ways to sustainably balance online and in-person services will be a focus for us in the coming years.







“The staff are excellent! They are courteous, efficient, and helpful,” said a faculty member from the Faculty of Science.

### What's next

We have shared the results with library staff and are working with service teams to identify ways we can take action.

The results will also be brought to a new library Student Advisory Council that will help us set priorities and provide a student perspective on our findings.

Finally, we are pursuing further research to dig into the survey findings more deeply. If you are interested in sharing your feedback to help shape future library spaces and services, consider signing up for the [User Participation Lab](#). As a member of the lab, you will be contacted with opportunities to participate in the user research projects we do throughout the year.

Every day we strive to build the collections, spaces, services, and support your need to thrive at Western. It is the valuable feedback received from the community that helps us grow alongside our students, faculty and researchers.



**Meet Claire Hong**, library assistant at Weldon Library since 2021. As a member of the User Services team, Claire plays a vital role connecting students, faculty and researchers to information, research and services. She provides research support via our chat service, email and individual consultation. She also supports library outreach and events and manages various library spaces such as grad study rooms.

Claire works with our Interlibrary Loan team to facilitate access to books, articles and other materials from all over the world.

“Library work is all about the team and not the individual. I am so thankful to have such hardworking and helpful colleagues among the library assistants in the User Services team,” said Claire.





# Inspiring Knowledge Justice in Nursing

All we need is one person, or one moment, to change our view of the world. For Ashley McKeown, lecturer with the Arthur Labatt Family School of Nursing, one such spark was attending a presentation by curriculum librarian Heather Campbell at the 2022 Fall Perspectives on Teaching conference.

## Strategic Plan Spotlight

This story demonstrates how we foster the development of library research skills, knowledge and values.

It's also an example of how we collaborate to advance equity, diversity, inclusion, and foster belonging and community.

"Hearing about the [library curriculum](#) blew my mind. Despite focusing on international and social justice work in my nursing practice, the literature I was using to inform my work all came from westernized, privileged perspectives. The concept of knowledge justice was language that I didn't know I was missing. I went straight home from the conference to re-write my course assignments," McKeown said.

Western Libraries has a long history of partnering with faculty to teach students about research. Our new learning outcomes also ask students to reflect on how much they see, read or hear comes from one perspective or worldview.





“I had to undo my thinking about research after starting to use the library curriculum,” McKeown said, “and reconsider what we mean in nursing when we say, ‘best evidence.’”

Over the past year, McKeown explored these ideas alongside Campbell and Master of Library and Information Science co-op student Lea Sansom. The group revised McKeown’s introductory nursing course to incorporate positionality work and a new knowledge justice assignment.

“We need to acknowledge knowledge injustices right up front, in first year,” McKeown said. “Students know that racism exists, that decolonization is necessary – this is a reality they live every day. Avoiding these only does them a disservice.”

McKeown brought her newfound commitment to knowledge justice to the Canadian Association for the School of Nursing’s (CASN) national education

conference, where she presented with Campbell and doctoral student V. Logan Kennedy on the library curriculum in May.

“Equity is foundational to the nursing profession,” McKeown said, “and what we define as best evidence is informed by our college. As we reconsider what that concept means we need to bring these discussions to accrediting bodies like CASN.”

McKeown and Campbell also partnered with students while supervising two master of nursing students this summer, part of the program’s knowledge synthesis course. “Vanessa and Keely created teaching cases that apply the library curriculum to their lived experiences as nurses,” Campbell said.

Student Keely Trudgeon describes her learning experience as memorable, but complex.

"This placement asked me to be open, and to embrace vulnerability and uncertainty. I view knowledge differently now. As a public health nurse, I need to bring a critical lens to the knowledge sources that shape nursing policies, protocols, and guidelines. I will leverage my placement to challenge the status quo and advocate for change," said Trudgeon.

McKeown and Campbell plan to continue their decolonization work next year with professional development for the entire nursing school community focused on the library curriculum.

"Partnering with Ashley is a gift," Campbell said, "I'm so grateful for her willingness to experiment."

I'm not sure she realizes how much impact her commitments to justice and decolonization have on others."

McKeown herself remains focused on tomorrow's nurses. "I am deeply hopeful at how much things have changed in a short time," McKeown said, "but we still have so much to learn. We need to make sure the future is better for our students, for their kids and for their kids' kids."



**Meet Heather Campbell**, curriculum librarian since 2020. A member of both the Western Libraries Teaching and Learning team and the Centre for Teaching and Learning, Heather supports the University's strategic curricular initiatives. She often describes her position as a "unicorn job," or the perfect blend of her teaching, library, and educational development backgrounds. Heather's love of curriculum work stems from its ability to bring colleagues together. "Teaching often happens in isolation. Curriculum conversations encourage teams to build programs with intentionality and in community," said Heather.

Heather's current priority is supporting programs with decolonizing curricula, speaking on the topic as keynote for the *Spring Perspectives on Teaching Conference* this year. She is also busy developing lessons in support of Western Libraries' new knowledge justice curriculum. "The library has a role to play in demonstrating the vulnerability and unlearning required of decolonization work. I hope my work can contribute even in a small way," said Heather.





# Weldon Revitalization: Phase 2

Spectacular! State-of-the-art! Beautiful! These are just some of the words students, faculty and staff have used in survey responses to describe the new two-storey student Learning Commons in The D.B. Weldon Library (Weldon). Since we wrapped up the first phase of the Weldon revitalization, we have welcomed thousands of students, faculty and researchers to the refreshed spaces. The renovation has been such an overwhelming success, everyone is anxious to see what's next.

In April 2022, Western University allocated an additional \$15 million to fund the next phase of the Weldon revitalization. Armed with lots of valuable stakeholder feedback and a vision outlined in the 2017 [Western Libraries Space Master Plan](#), the project oversight team (POT) was ready to pick up right where they left off at Phase 1.

After revisiting the Space Master Plan, a Phase 2 program validation of Weldon was completed with

a focus on avoiding reduction of onsite collections. Then a new need emerged.

To bring the library team together on main campus and make way for other University programs to expand in Elborn College, the Content Management, Discovery and Access staff will join their colleagues on the 5th floor.

Given the specialized needs of this group, the relocation kickstarted a complicated game of musical chairs that has kept architects

## Strategic Plan Spotlight

This story highlights how we support Western's strategic growth by advancing the Space Master Plan to create facilities, information technology, and infrastructure that inspire discovery, learning, research and scholarship.





⤴ Rendering of the new silent study space.

Perkins+Will and the rest of the POT team busy. After a lot of discussion, consultation and design, the team has come up with a revised plan that accounts for the staff move from Elborn and allows for the most anticipated Weldon upgrades.

### **Silent study**

The recent library survey shows us students like the refreshed spaces. Students also made it loud and clear that noise levels in the spaces are too, well, loud.

"Weldon is way too noisy especially in the quiet areas, there is never silence," said an undergraduate student from the Faculty of Social Science.

Based on this feedback, a new silent study space in the Learning Commons, located at the base of the grand stairwell in what is now the Centre for Teaching and Learning (CTL), will be created. The space will be an enclosed area

like the Community Room to eliminate noise from the outside. Acoustic panels will also be in place to help absorb sound. Large windows will allow natural light to filter through, and we will offer a variety of seating options including study carrels for solo studying.

The CTL will move to a new office on the 2nd floor, complete with two refreshed classrooms for their







⌘ Rendering of the Digital Scholarship Centre and Graduate Commons.

programming, as well as library and other campus partner events.

### Digital scholarship and graduate commons

Dating back to the drafting of the Space Master Plan in 2017, and again in our 2023 library survey, we heard from students, faculty and researchers that Weldon would benefit from two key spaces: a digital scholarship centre and graduate commons. We are excited to finally make these spaces a reality in Phase 2.

Co-located on the ground floor will be the home of a new hub for digital scholarship and graduate commons that includes:

- A creation suite
- A media suite
- Presentation and digital display facilities
- A podcast room
- A primary source classroom
- Bookable meeting rooms
- Study spaces
- Exclusive spaces for graduate study and project work

### What's next?

This fall, we'll focus on additional stakeholder consultation and finalize decisions around design, furnishes and finishings.

We hope to start construction on the 5th floor as early as November 2023 and turn our attention to the ground, main and 2nd floor in January 2024.

We look forward to sharing this next chapter in Weldon's transformation with you.





# Indigenous Records Return Home

## Strategic Plan Spotlight

This story shows our commitment to partnering to create an inclusive library that values Indigenous peoples, perspectives and ways of knowing. It's also one example of how we seek to build reciprocal relationships with Indigenous communities.

A letter book kept by Mohawk leader [John Brant](#) during his term as resident superintendent of the Six Nations of the Grand River has been returned to its rightful owners.

The book, along with four letters dating back to Brant's death in 1832, were previously held by Western Libraries Archives and Special Collections (ASC) before being repatriated to the [Six Nations Lands and Resources](#) Office.

The letter book came to Western Libraries in October 1979 as a \$100 purchase from what was then the London Public Libraries and Museum board. The process to return it to Six Nations was spearheaded by Western Libraries archivist Leslie Thomas.

"For the longest time, it was listed in our catalogue as the John Brant fonds, as the letters were believed to be his personal records," she said.

However, through the assistance of an intern five years ago, Thomas discovered that was not the case. Instead, the book contained governance records of outgoing correspondence and proceedings of Six Nations general councils from 1828 to 1834, as well as those from 1837, 1843 and 1873. Topics include the survey of drowned lands, the navigation of the Grand River and the settlement of land claims in Brantford, Ont.

« Western Archivist Leslie Thomas (left) and Constance Bomberry of the Six Nations Lands and Resources Office with the repatriated letter book kept by John Brant.

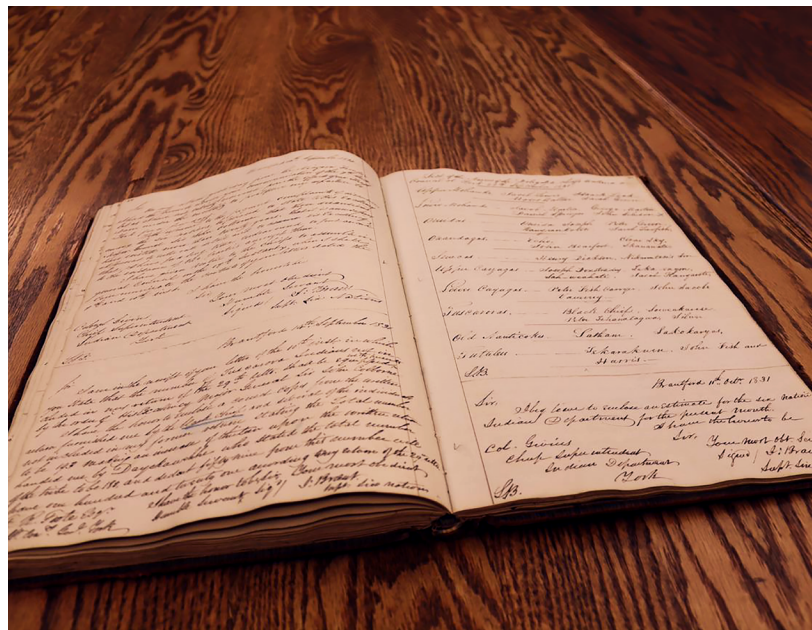




"It contains land ownership and treaty information, documenting any decisions made in that time period," Thomas said. "That's quite significant. I saw it as property we had no rights to." Thomas created an internal document, arguing for deaccession, which was reviewed and subsequently approved by all the archivists and librarians within the ASC.

She then contacted Marcie Sandy, land research unit supervisor at the Six Nations Lands and Resources Office, who was surprised and happy to hear the news.

"There are some letter books here in the office," Sandy said. "But we don't know what ones are missing. We really appreciate Leslie reaching out and returning the book to us, because that doesn't always happen."



For Thomas, returning the items was "just doing the right thing." And after the pandemic slowed the repatriation process, she was pleased to finally see Constance Bomberly of the Six Nations Lands and Resources Office retrieve the documents in August.

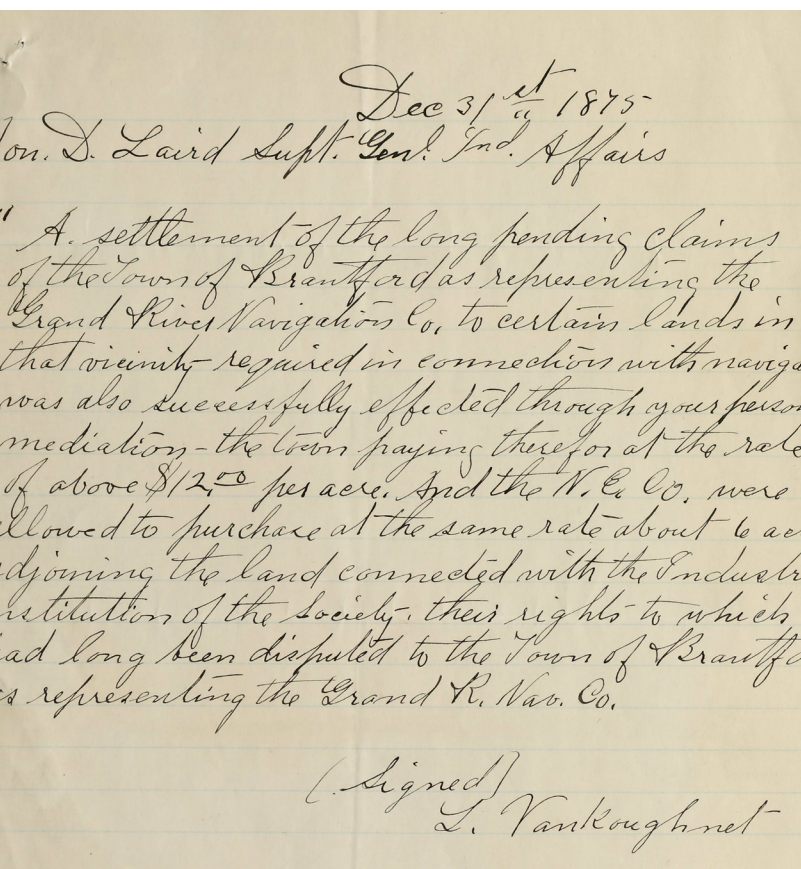
### Digital access

Before the documents were repatriated, the land office agreed to allow the ASC to create high-quality, digitized files of the materials, now renamed as the [Six Nations of the Grand River fonds](#).

"I'm really grateful they let us digitize them," Thomas said. "They are allowing us to continue to provide access to our researchers and to put it online so anyone can look at it. That was very generous of them."

### Supporting decolonization

Although there isn't a significant amount of Indigenous material in the ASC, the unit has been working to support decolonization for close to a decade.



✧ A letter found in the book regarding the settlement claims of Brantford.

A current legacy description review project aims to address the use of inappropriate language in past descriptions of archival material in the archives catalogue and finding aids.

“This is something a lot of archives have worked on over the last couple of years,” she said. “Creating a finding aid historically is hierarchical and the file titles often come from donors. Materials that come from 1901 or even more recently can contain commonly used terms that are no longer considered appropriate. The challenge is finding it all.”

Where the original language is retained, Thomas said warnings will be added, noting offensive words or images.

Thomas is also working on a project to identify 21 undated photographs from the [Muncey Photograph Collection](#) featuring both non-Indigenous and unidentified Indigenous children and adults from Muncey, Ont. They may include members of the Munsee-Delaware Nation, Chippewas of the Thames First Nation and Oneida Nation of the Thames. By posting the images online using social media, she’s hoping the people in the photos will be recognized.

“I think it is really important that people be named,” Thomas said. “We have a poor history in Canada of not naming Indigenous people. I think not being represented, not seeing yourself in the past, actually does harm, because it’s taking you out of the picture, saying, ‘you’re not part of the story.’”

### Active role in reconciliation

Through decolonization and repatriation, Thomas said libraries, museums and universities across Canada have an important role to play in reconciliation.



⌘ Letter book kept by John Brant.

“Our profession is talking a lot about these issues,” she said. “We have so much responsibility in terms of collecting materials and making things available.”

She also believes libraries have a role in addressing equity, diversity and inclusion.

“People in the past collected from people who were like them, and archivists tend to be part of an overwhelmingly white profession. We need to redress these things and to recreate relationships.”

— *This story was adapted from a Western News story.*





⌘ Gunancora Massacre site memorial in El Salvador.

# Maps of a War and Its Aftermath

Experts from Western Libraries are lending their skills to a powerful project to document stories, memories and crucial locations from the Salvadoran Civil War.

It's all part of [Surviving Memory in Postwar El Salvador](#), run by Information and Media Studies professor Amanda Grzyb. It's a collaborative project with international contributors, from survivors, scholars, artists and community organizers, among many others.

Geographic information systems (GIS) specialist Liz Sutherland and map librarian Zack MacDonald trekked to remote areas through the jungles of the

Central American country this spring to pinpoint important historical sites of the war.

They climbed. They battled overgrowth. And as they hiked alongside survivors, they gathered personal reflections on the horrors of the war.

"Working with community members and seeing the devastation on the ground – standing in this ruined flour mill where four children were killed from a rocket attack, hearing the story from one of the victims' mothers – there are no words," MacDonald said.

"You're caught between the rigorous academic process but also dealing with something so emotional."

## Strategic Plan Spotlight

This story demonstrates how we are expanding our services and outreach to local and global communities, and how we promote open scholarship and open science for the benefit of the global research community.

MacDonald's pouring over field maps from the United Nations, U.S. Central Intelligence Agency and organizations like the Red Cross that tracked El Salvador during the brutal war, spanning 1980 to 1992. He also uses air photos to better pinpoint sites now rebuilt or overgrown. Even in just 40



years, some locations have been reclaimed by the jungle, MacDonald said.

### **The goal is to uncover and remember.**

“The library isn’t just books,” Sutherland said. “This project illustrates the new ways libraries help gather, share and preserve information.”

MacDonald and Sutherland are putting a high-tech spin on the work, using specialty photography, GPS data and satellite imagery to piece together 3D landscapes, stitch together air photos, and preserve the locations of these historical sites for the future.

### **It makes a difference.**

Sutherland mapped the site of a violent massacre already located three years prior. Thanks to the data from her commercial-grade GPS, the Arrow Gold unit, mounted on a long pole, it became clear the area was actually kilometres away from the point on the map.

“That’s the difference of a three-hour hike down a steep terrain into a valley,” she said. “This kind of information could be used by the family members of survivors who want to hike the route in a

commemoration event. If they had the (originally mapped) point, they would have hiked to the completely wrong location.”

She captured 98 sites during the spring trip.

It will take multiple journeys to complete the work and build up a digital map featuring locations, data and details shared by survivors.

“It’s not just one conversation, one hike, it’s hikes all over the entire country with many different people who all have different memories and remember things differently as they’re walking through the space,” Sutherland said.

“It’s almost jogging your memory as you’re seeing the landmarks. It is so interesting. As soon as you’re in the place, you remember more than you would compared to recounting it by memory.”

A key tenet of the project is creating a community-driven archive, providing survivors and other Salvadorans skills and equipment to maintain and update the map after Western researchers leave. Eventually, the unit Sutherland is using will remain

✧ The GIS team recording a death march trail in, Cerro Vivo, Chalatenango, El Salvador.





in the community so they can continue capturing locations.

Sutherland said merging emotional conversations with ultra-accurate data – her equipment is precise down to the millimetre – “puts the human into the data.”

“A lot of these massacre stories and sites of violence weren’t captured in UN reports,” MacDonald said.

“These stories that have been buried and we’re bringing them to the fore, it’s really important to



Project collaborator and survivor Genaro Guardado describes a massacre site in La Laguna, Chalatenango, El Salvador.

change people’s understanding of what happened in El Salvador or allow people to hear it for the first time.”

— This story was adapted from a Western News story.

**Meet Zack MacDonald**, map librarian. As a member of the Archives and Special Collections team, Zack is responsible for Western’s Cartographic collections which range from late medieval *mappa mundi* and navigational charts, to aerial photos and satellite imagery, and atlases and globes. In addition to acquiring new materials and donations, he regularly teaches workshops about the map collection, historic geographic information systems and spatial humanities. Zack is an active member of the cartographic community and is the vice president, professional development for the Association of Canadian Map Libraries and Archives.

Zack has an active research portfolio where he works at the intersections of HGIS, BIM, immersive technologies and discovery layers. As a co-investigator on two SSHRC Partnership Grants: [Environments of Change](#) and [Surviving Memory in Postwar El Salvador](#), he explores the use of 3D reconstructions and immersive historical environments for education and data discovery.





# THIS IS US

We are your information experts, when and where you need us. [Western Libraries teams](#) take your work to the next level.



## **Archives and Special Collections**

We acquire, preserve and provide access to special collections and archives, including rare and unique materials in all formats, to support the teaching and research missions of the University. We also engage with and welcome use of the archives and special collections by members of the broader community.



## **Collections Management, Discovery and Access**

We are committed to providing seamless and convenient access to information to support research, scholarship and teaching. We work with users to select and acquire materials to meet their changing needs and ensure thoughtful management and preservation of resources for future scholars.



## **Research and Scholarly Communication**

We collaborate with researchers across campus to advance the creation, management, dissemination, and preservation of research and scholarship. We assist with open access publishing, GIS and statistical data, data management, researcher identifiers, research impact and copyright.



## **Teaching and Learning**

We collaborate with faculty on curriculum design and create and deliver a variety of information literacy learning experiences. Our instruction on research strategies, misinformation and disinformation, and knowledge justice, among other topics, empowers students to become successful, information literate graduates able to achieve their full potential as global citizens and leaders.



## **User Experience**

We support evidence-based decisions about the library, keeping user perspectives and observed behaviours at the forefront when it comes to the design and development of library spaces and services.



## **User Services**

We design and deliver a suite of virtual and in-person front-line library services that support the teaching, learning and research goals of the Western community including Information and Public Service, Document Delivery, Collections Maintenance and Outreach and Events Services.

All Western Libraries units are supported by Administration and Operations and Library Information Technology Services. These teams provide critical support for staffing, human resources, facilities management, records services, communications and IT services. Information technology support includes staff computing, public website development, library service platform support, public printing, application development and domain management.

# BY THE NUMBERS

## COLLECTIONS AND USE

- **5,782,231** total items – digital and physical books, journals and other materials.
- **281,135** active serial subscriptions – digital and physical journal, newspaper and magazine subscriptions, representing over **300 million** articles.
- **792,780** other materials – scores, audio, video, maps, special collections, theses and dissertations.
- **4,453,684** e-journal views.
- **1,161,624** database searches.
- **403,827** e-book views.
- **43,504** multimedia streams.
- **1,337,078** catalogue searches.
- **49,889** physical items checked out.



## INTERLIBRARY LOANS

- **11,757** requests fulfilled by partner libraries for Western researchers.
- **13,308** requests fulfilled for partner libraries.

## RESEARCH SUPPORT AND INSTRUCTION

- **372** instruction sessions and workshops for **14,291** students, faculty and staff.
- **9,311** questions answered by chat and email.
- **2,538** in-depth consultations.



## WEBSITE

- **1,107,623** unique visits to the library website.



## COURSE READINGS

- **22,928** items available through Course Readings.
- **397,199** uses of digital Course Readings materials.

# A Rubric for Sustainable Collecting



It's not difficult to raise alarm about the climate emergency; Canadians only needed to look outside this summer to see the catastrophic effects of wildfires raging since spring. What's more challenging is changing how we live and work to slow the devastating effects of climate change. Western University has committed to "discover, develop and advocate for approaches to make our world more sustainable." Researchers from Western Libraries are answering the call with the [Green Audit Project](#) – a first-of-its-kind investigation into the broad economic, environmental and social impacts of library collection management.

Academic libraries everywhere strive to grow collections and expand access to information, but all that growth comes at a cost. Acquiring print materials often involves wasteful packaging and inefficiencies in shipping and delivery. And, of course, between deforestation, water consumption, and petroleum-based inks and glues the carbon footprint of print production is less than ideal. Taking all these factors into account, it's hard to justify a revolving door of textbook

editions with minor changes published yearly while the previous editions are kicked to the curb.

Electronic collections come with their own environmental price. Facilities housing servers that store electronic information require an astounding amount of energy to build and maintain. Accessing e-resources also means a reliance on finite materials to produce everything from the batteries powering servers to the laptops and tablets we use to access collections.

The good news is there are greener alternatives to producing and distributing academic materials, and with the help of the Green Audit Project, libraries and other institutions can evaluate the

## Strategic Plan Spotlight

This story is an example of how we foster environmental stewardship and support a culture of sustainability by encouraging eco-friendly practices.



green practices of publishers to help inform collection practices, increase transparency and better align with the [United Nations Sustainable Development Goals](#) (SDGs).

The research team has developed a rubric for assessing everything from materials to transportation to infrastructure. They've also added fields for evaluating how transparent publishers are about their sustainability efforts, as well as what commitments and compliance they've pledged. With the rubric, libraries or other institutions can reflect on their own unique collection practices and relationships.

For Paige Roman, graduate research assistant at Western Libraries and Green Audit Project member, sustainable collecting can't be one size fits all.

and what changes could have the biggest impact," Roman said.

At Western, the team is currently focused on connecting with publishing partners to request progress updates on their commitments to be carbon free by a future date. So far, they've audited 18 of Western Libraries' publishing partners. The team knows that for change to happen, publishers need to get on board.

"We need them, and they need us. It's not about tearing down publishers and pointing out their flaws because we're still purchasing their materials. This project opens up a conversation," Roman said.

One of the world's leading academic publishers, Taylor & Francis Group Ltd, is eager to find ways to reduce their environmental impact.

## The Green Audit Project Team

**David McCord**, librarian and principal investigator, Collections and Content Strategies

**Samuel Cassady**, librarian and head, Collections and Content Strategies

**Jax Cato**, librarian, Collections and Content Strategies

**Liz Mantz**, librarian, Collections and Content Strategies

**Paige Roman**, graduate research assistant, librarian, Collections and Content Strategies

"It depends on each institution's priorities. For some, shipping practices might not be as important because they're located really close to a warehouse, or maybe they have a system in place for recycling and aren't as worried about extra plastic packaging. It's about looking at steps in the lifecycle of a product so that they can consider their own publishing partners practices

"Taylor & Francis has welcomed participation and collaboration with Western University on their proposed Green Audit Project," said Catherine Hodgson, sustainability manager, Taylor & Francis Group Ltd. "Part of driving sustainable change across the publishing ecosystem and wider supply chain is increasing the availability and transparency of information. As publishers we expect our vendors to

be forthcoming with information about the sustainability of their operations, so it is a natural progression for our customers and consumers to expect the same of us."

Recognizing that major publishers have more resources to dedicate towards sustainability, the Green Audit Project team is hoping to partner





with a smaller publisher to share their research and offer guidance on developing a sustainability program that's achievable at a smaller scale.

In the meantime, the team is focused on sharing their research more widely with other library professionals. They presented their research at the Ontario Library Association Super Conference 2023 with strong interest from publishers and librarians alike. They are also working on an Open Access publication for spring 2024.

Roman has her sights set on a much bigger impact.

"I would like to see this project or something similar brought up to OCUL [Ontario Council of University Libraries] or one of the other bigger library consortias, so there can be more collective pressure to see the changes that institutions – and a lot of students – value."

**Meet David McCord**, collections and content strategies librarian supporting the Faculty of Arts & Humanities since 2020. David assists with purchase requests, evidence-based acquisitions and collection displays. His research focuses on collection assessment, demand-driven book programs, collaborative collecting and resource sharing. David is passionate about building community-led collections focused on equity, diversity, inclusion and decolonization.

David is dedicated to sustainability and is a member of the Green Audit Project research team. "It's time that libraries take a closer look at the impact book purchasing has on the environment, and the ways in which our choices can help to encourage sustainable practices across the globe," said David. The team was awarded a SSHRC Explore Grant for this project in 2023.



# Library Ambassadors Build Community

## Strategic Plan Spotlight

This story highlights one way we enhance the student experience and partner with students to build programming and services that reflect their diverse needs.

Imagine you are Western Libraries, determined to help students make the most of their time on campus and take full advantage of the collections, services and expertise we have to offer. You want them to feel confident navigating academic resources and library spaces and you're striving to give them something so much more essential and elusive – a sense of belonging.

Now imagine you are a new student at Western, living away from home for the first time, in a new city filled with strangers. Your inbox is overflowing, your calendar is chock full and you just received five course outlines each with a laundry list of expectations and assignments. Are you feeling overwhelmed yet?

Enter library ambassadors. They are students too, navigating the same challenges and experiences as their peers. They understand what students need to thrive and how Western Libraries can help. They are familiar faces, ready to welcome students to our community with open arms.

Western Libraries' student ambassadors made their debut this past year and the role and its impact has well exceeded our expectations. Recently, we sat down with student ambassadors Jake and Milena, to reflect on the experience.

**What role does Western Libraries play in the student experience at Western?**

**Jake:** The library is a vital part of a student's everyday routine, really – whether you stop by between classes or utilize the amazing research support, Western's libraries are always a great place to spend time and get help.

**Milena:** The library is one of the most important parts of a healthy university experience. The services the library offers, whether it's research support, course readings or access to a printer, relieve so much stress from the overworked student.

Not only are the services at the library so helpful, but the library also serves as a common space to collaborate with peers and find academic and social motivation at Western.

Jake »





**Can you talk about the role students can play in raising awareness about our services, resources, and expertise?**

**Jake:** Students' voices are essential to the library's ability to support and connect with students on campus.

**Milena:** Students will always trust their peers more than any figure of authority. I think that's why the ambassador position is so interesting because it brings the student voice right to the students, makes them aware of services and resources and encourages them to participate in the word-of-mouth process.

**What are you most proud of when you think back on your tenure as a library ambassador?**

**Milena:** I'm proud to have flexed my creative muscles and created something completely new for the Western community and to bring student engagement to the library in a way that we had never seen before.

**Jake:** It's so rewarding to look back and see the amazing progress we made! I would say a big highlight is whenever we got recognized on campus – students would swarm us saying

they know us from Instagram, which was a very surreal moment!

**What are you up to now? How does your experience as an ambassador help you in your current role?**

**Jake:** I'm currently working as a marketing coordinator for a teen travel company. I love applying my knowledge from my time at Western Libraries to new social media projects. Being the library ambassador gave me tons of confidence in myself when it comes to marketing and working with a team, and that experience is a huge reason I love what I do.

**Milena:** I'm a marketing and development assistant at Next Generation Arts, which is a not-for-profit organization that provides youth who have experienced violence or trauma access to free arts and wellness programs in Scarborough and York Region.

My experience as an ambassador helps inform my decision-making when it comes to creating and posting innovative social media content for younger audiences. I learned how to effectively communicate both professionally as well as more casually with youth. It also built my confidence, which has helped me immeasurably in my new role.

Thank you to the team at Western Libraries for coming along with us on the first ever adventures of the library ambassadors! Good luck to the 2023/24 ambassadors!

**Jake:** Good luck to the 2023/24 ambassadors! We can't wait to see what they share!

« Milena



# Accessible Education With Open Resource Grants

Five Western faculty members are embracing open education resource course materials thanks to a pilot initiative spearheaded by Western Libraries.

The [open education resources \(OER\) grant](#) and support program offers instructor funding and in-kind support to integrate OER into teaching. The program is a partnership between Western Libraries, the Instructional Technology Resource Centre, the Centre for Teaching and Learning and Western Research's knowledge exchange and impact team.

OER course materials are openly licensed and freely available for anyone to use, which saves

students money on course materials, making learning more equitable.

"We are responding directly to students through this program," said research and scholarly communication librarian Emily Carlisle-Johnston, noting a 2016 University Student Council policy recommending Western facilitate an open educational resources pilot.

"Cost is definitely one of the driving factors and is largely tied to equity and ensuring everyone has access to the material that will help them succeed in a course," she said.

Open access to information is a strategic priority for Western Libraries. The program also aligns with a key pillar in Western's strategic plan, Towards Western at 150, aspiring to make the future of learning more equitable and inclusive.

There are many benefits for instructors who embrace OER, including Creative Commons licensing, which allows the option to adopt and customize OER to the unique structure

## Strategic Plan Spotlight

This story illustrates how we catalyze research, scholarship and creative activity by championing and enabling a campus culture of open access for publishing, educational resources and data.



and context of their courses. “They don’t have to reinvent the wheel, but can build upon the work of their peers, swapping in more local and meaningful examples, and updating content when there are significant developments,” Carlisle-Johnston said.

### Engaging course materials

OER grant recipient Alexis Smith, clinical practice faculty lead and lecturer in the Arthur Labatt School of Nursing in the Faculty of Health Sciences, appreciates the ability to keep her content current.

“My course is mainly focused on mental health, which is such an evolving subject area,” she said. “Although the textbook was published in 2019, much of the content is already dated because knowledge moves so quickly now.”

Smith, BScN’16, MScN’18, is also mindful of the costs incurred to students, and worried that only a few of the chapters in the \$155 textbook were relevant to her course material.

“I felt obligated to include readings every week because they had purchased this textbook,” she said. “I think we all have a responsibility to think about students’ financial obligations.”

Through the OER program, Smith can replace the textbook with diverse course materials, including videos and virtual simulations. “That was a primary motivator for me,” she said. “In nursing or other practice-based concepts, students often learn best with visuals where the content comes to life.”

She also appreciates the support and expertise of the program partners.

“I’m a novice educator,” she said. “Choosing course materials and being able to modify course



goals and meet learning outcomes is challenging when you’re new to teaching. This program gives you the support of library staff who have the specialized skills to help you find materials and the support of the CTL (Centre for Teaching and Learning) to help you embed those changes in the course in a way that’s purposeful. It allows you to transform your entire course. You’re helping the students save money, but hopefully also offering them a better learning experience through the whole process.”

### Community of learners

An unexpected but welcome benefit for Smith has been the opportunity to connect with other grant recipients on formal cohort calls and follow-up discussions.

“I’ve now met people from other faculties who are really passionate, more experienced and further along in their OER journey,” she said. “I’m able to draw upon that and learn so much from them. I never would have made those contacts without this program. With new concepts like OER, you need that community of learners, and then hopefully you can be part of bringing someone else in your circle into that community and create that spread of knowledge.”

## 2022-23 OER Grant Recipients and Projects

**Candace Brunette-Debassige, assistant professor, Faculty of Education**

*Indigenous teaching and learning series module: Working with Indigenous students*

**Donna Kotsopoulos, dean, Faculty of Education**

*Project open and accessible: Instructor tool for evaluating OERs for course inclusion*

**Vera Sarina, lecturer, Faculty of Education**

*The living tree of mathematics: Word problems through world history and cultures*

**Alexis Smith, clinical practice faculty lead and lecturer, Arthur Labatt School of Nursing**

*Adopting OER in nursing to further student learning in mental health*

**Courtney Casserly, assistant professor, clinical neurological sciences, Schulich School of Medicine & Dentistry**

*A STROKE of genius: Teamwork makes dreamwork*

— This story was adapted from a Western News story.



**Meet Emily Carlisle-Johnston**, research and scholarly communications librarian since 2020. Emily works with researchers, instructors and editors to facilitate open publishing. She educates authors who are exploring options to publish their work Open Access (OA), provides technical training and advice on editorial guidelines to editors who manage OA journals, and advises instructors who are seeking to find or create open education resources (OER) for their teaching.

Emily recently launched the second round of the open educational resources grant and support program — a program she established, in partnership with the Centre for Teaching and Learning and the Instructional Technology Resource Centre, to support integration of OER into teaching.

“My vision for the future of academic publishing is scholar-led and community-driven, rather than controlled by commercial publishers that profit off of academics’ labour. I hope that my current and future work will play a role in fulfillment of this vision.”



# Reflections on Experiential Learning



## **Paige Roman – Collections and Content Strategies co-op student**

I had the opportunity to work on numerous projects and collaborate with amazing colleagues across the Content Management, Discovery and Access team. My major project was a retrospective monograph assessment project where I analyzed usage and subject trends to inform future purchasing. I also developed a research project on sustainability in collections, assisted in the development of an approval plan, interpreted licenses, and engaged in outreach such as hosting a monthly library-wide journal club. These projects allowed me to hone my data analysis skills and understand the intricacies of managing and developing collections.

My supervisors always encouraged me to seek out new opportunities and make the most of my co-op experience. My placement was by far the highlight of my degree and I couldn't have asked for better people to work with. I'm excited to channel everything I learned during my time at Western Libraries into a career in collections!



## **Amber Carroll – Communication and Marketing intern**

As a Communication and Marketing intern, I had the privilege of contributing to the social media strategy of Western Libraries. This role provided me with invaluable exposure to copywriting, collaboration across the organization and the work it takes to make various initiatives and events successful. One of my favourite aspects of the role was the value of creativity. I got to see my ideas integrated into compelling content.

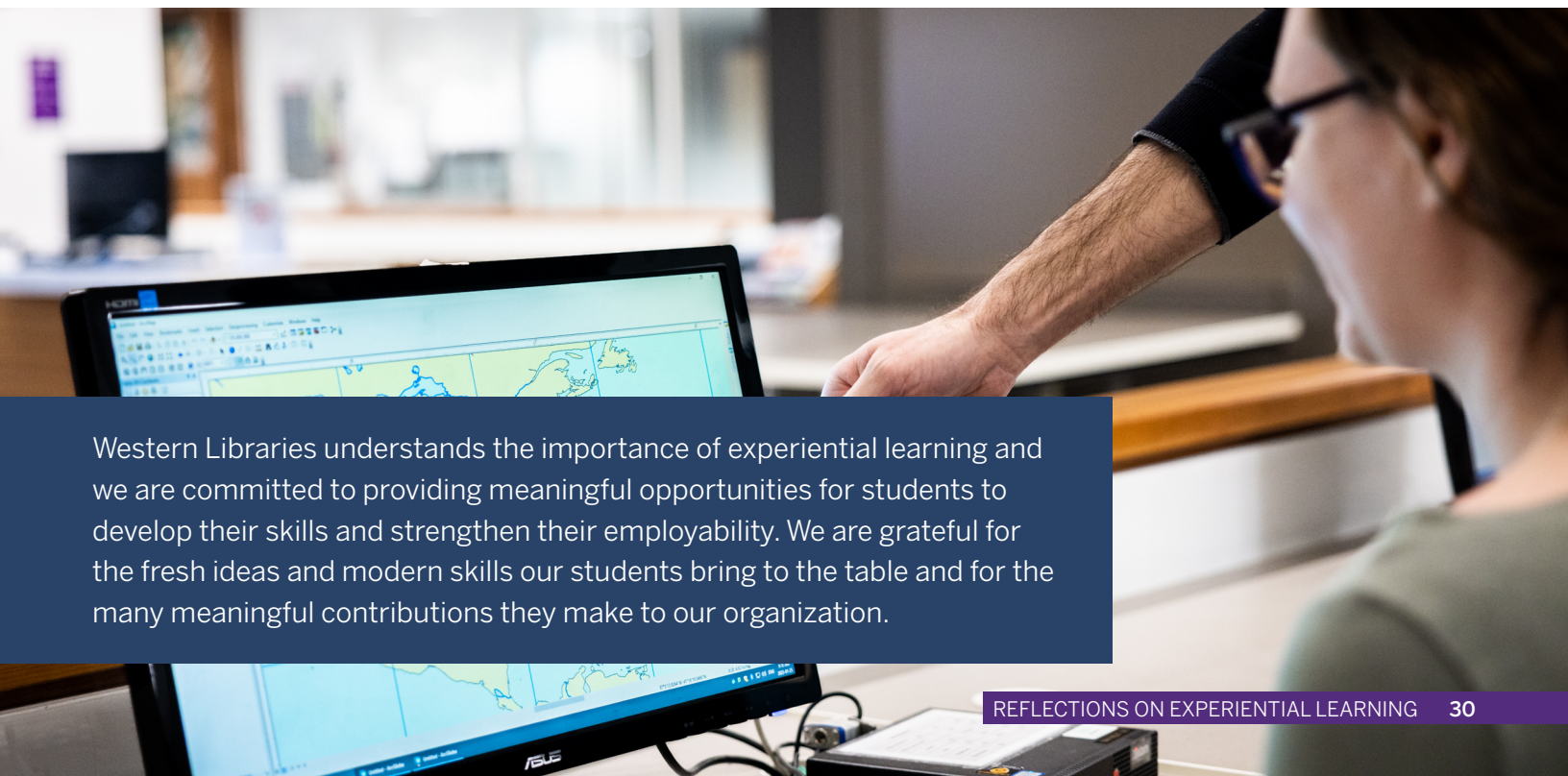
The skills I cultivated during my internship have helped me succeed in other work experiences, such as writing for *The Health Insider* and completing a co-op term with Technology at RBC. The lessons I have learned at Western Libraries have also undoubtedly assisted me in receiving a proactive offer to return to RBC full-time. The groundwork laid during my internship was not only an opportunity to truly make an impact but also secured my pathway to a thriving future.



### Noah Churchill-Baird – Research and Scholarly Communication co-op student

Throughout my co-op with the Research and Scholarly Communication team, I developed hands-on experience and practical skills as a librarian in training. From the first day onwards, my coworkers encouraged me to pursue opportunities across Western Libraries and to dive into projects that interested me.

My major project included the development of a digital presence for the Hume Cronyn Memorial Observatory on campus through the digitization of the autobiographical scrapbook of the Cronyn's earliest curator, W.G. Colgrove. Over the course of my co-op, I worked closely with Dr. Mark Tovey to bring this valuable manuscript to a wider audience through an e-book shared openly on Scholarship@Western, along with a digital flipbook version of the manuscript, and an accompanying ArcGIS StoryMap of Colgrove's life and connection to Western University. I am grateful for this project and the support of my colleagues in honing my skills in supporting library users and developing collaborative projects with campus partners, skills that I will be bringing to the Library of Parliament in Fall 2023 as a recently graduated librarian.



Western Libraries understands the importance of experiential learning and we are committed to providing meaningful opportunities for students to develop their skills and strengthen their employability. We are grateful for the fresh ideas and modern skills our students bring to the table and for the many meaningful contributions they make to our organization.





# Archival Collections Guide

## Californian Adventure Trek

Long before becoming a prominent Canadian psychiatrist, author and co-founder of Western's medical school, Dr. Richard Maurice Bucke achieved another feat – as sole survivor of a harrowing gold-seeking expedition through the Sierra Nevada mountains in 1857.

Bucke set out on the trek with [Hosea and Allen Grosh](#), who believed they had found the [Comstock Lode](#). However, both brothers died before they could claim it at the assayer's office in San Francisco. Hosea, the youngest, struck his foot with a pickaxe early on and died of blood poisoning. Allen, distraught with grief, vowed to continue, with Bucke by his side – and many of his papers and maps left behind in his cabin, entrusted to the care of Henry Comstock.

More than 150 years later, a [team of five endurance athletes](#) retraced [Bucke and Allen Grosh's 100-mile route](#) across the Sierras. Driven by an appreciation of the character and motivation

of these hopeful pioneers, they also wish to share important new historical information and maps, gleaned with help from Western's Archives and Special Collections (ASC) team.

Team spokesperson Bob Crowley said material obtained through the ASC aided their mission significantly.

"We rely on primary sources to discover our trails and solve mysteries of history about our protagonists," he said. "For the Grosh brothers' expedition, we hit our very own mother lode of

### Strategic Plan Spotlight

This story demonstrates how we are expanding our services and outreach to local and global communities, and enhancing services and support for faculty, students, and researchers working across Ontario, Canada and abroad.



resources at Western. The archives provided us with diaries, detailed maps, newspaper accounts and leads to a plethora of other sources, which accelerated our research.”

The team departed from Gold Canyon, Nevada on Monday, Feb. 27 and in a fitting twist of fate were forced to stop a day into their journey due to extreme weather. They ultimately completed their five-day trek to Last Chance, California in April, tracing their steps with a GPS tracking system.

Western’s health, medicine and science archivist Anne Quirk watched their journey with interest, having worked with Crowley’s teammate Hal Hall since last August, providing prudent information accessed through the [Dr. Richard Maurice Bucke and Family fonds](#) and those of Bucke’s son-in-law, [Dr. Edwin Seaborn](#). With the help of archives assistant Theresa Regnier, Quirk saw more than 600 documents scanned and sent to the expedition team within a fairly tight timeline.

“Requests for scans of archival records are not uncommon, but this request was unusual, because of the intended use of the information,” Quirk said. “Most people who contact us are conducting academic research or writing a book. In this case, the team from California were using the information to recreate this expedition as closely as possible to the original one from 1857, and they came to us because Bucke was the only survivor.”

Crowley credits Quirk and the archives team “for assisting us in providing convincing evidence that we used in writing an article that changes the historical narrative 175 years later,” he said

On supporting the team’s mission, Quirk says, “We’re very happy to be involved and to help them as much as we could,” noting Bucke’s key role in

this important piece of history. “He was the only survivor, a fighter, and he lived to tell the tale.”

### Local collections, global impact

Having the world come knocking on the archive’s door is nothing new for the ASC team. Time and again they see how local collections like the Bucke family fonds have global significance. Just this summer, the team welcomed a researcher from Vienna, Austria to work with Western’s Gustav Mahler-Alfred Rosé Collection. In May, ASC helped an academic from King’s College London (United Kingdom) with research on marginalia in first editions of *Moby Dick* by providing access to our copy.

Advances in technology continue to expand horizons. The more archival descriptions the ASC team share online, the more researchers around the world can discover Western’s collections. Scanning and digitization services mean Western Libraries can connect researchers to materials remotely.

“Our archives and special collections are more accessible than ever and we’re constantly striving to make them more so,” Quirk said. “As the world is shifting to more remote work, we’re adapting to meet the needs of our researchers the world over.”

— *This story was adapted from a Western News story.*

≈ The Grosh Brothers Expedition team. From left, Elke Reimer, Hal Hall, Tim Twietmeyer, Bob Crowley and Jennifer Hemmen.



# Creating Connections, Building Community

There were over 320 events across Western's five libraries in 2022/23.

The Community Room in The D.B. Weldon Library (Weldon) was well used by our campus and community partners including the Office of Equity, Diversity & Inclusion, Morrisette Entrepreneurship, Student Experience, the Centre for Teaching and Learning, the Office of Indigenous Initiatives, USC clubs, London Public Library and many more.



## Indigenous Collections Pop-Up

In September, we teamed up with London Public Library (LPL) to share recent publications on Indigenous topics in book and digital format, from leisure reads to Indigenous law and learning modules. LPL gave out Every Child Matters buttons and Indigenous Culture Cards with information about local communities. Visitors also had the chance to sign up for or renew their public library cards.



## Black Print Culture and Western University's Special Collections

In September, our Archives and Special Collections team participated in the Black Press in Canada Community conference hosted by Professor Nina Reid-Maroney and Huron College. We invited researchers into our Reading Room to explore black print culture through items in Western's special collections. Professors Scott Schofield from Huron University College and Alyssa MacLean and Mary Helen McMurran from the English and Writing Studies department at Western shared presentations about key items in the collections.



## Weldon Grand Reopening

In January, we celebrated the grand reopening of Weldon with a reception featuring remarks from the Provost and Vice-President (Academic), Florentine Strzelczyk, and readings from Western's Writers-in-Residence, January Rogers and Matthew Dawkins, and former library staff and published poet, John Tyndall.

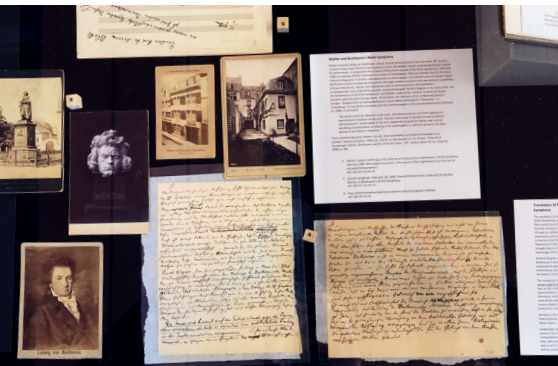
After the reception, guests enjoyed guided tours of the new two-storey student Learning Commons and perused an archival exhibit exploring Weldon's history, The D.B. Weldon Library: A Look Back.





### Writer-in-Residence Program: Celebrating 50 Years

In September, in collaboration with the Department of English and Writing Studies, Archives and Special Collections (ASC) celebrated the 50th anniversary of the Writer-In-Residence program with an exhibition in Weldon. It featured archival records presenting the history of the program. The material was selected from various collections from ASC's unique archival holdings and records maintained by the Office of the Dean of Arts and Humanities.



### Celebrating Mahler: The Gustav Mahler-Alfred Rosé Collection

In March, the Music Library curated an exhibition of artifacts from the Gustav Mahler-Alfred Rosé Collection, North America's largest collection of Mahler memorabilia, for a Western University Symphony Orchestra concert celebrating Mahler. Through photographs, letters, postcards, manuscripts, concert programs, newspaper articles, and Mahler's own baton, the display highlighted the deep reverence Mahler felt for Beethoven and the surprising connections of Mahler's Symphony No. 4 to London and Western University.



### Unissued Diplomas Exhibit

In April, we hosted the Ukrainian Canadian Students' Union's Unissued Diplomas Exhibit in the front entrance of Weldon. The exhibit honoured students who lost their lives in Ukraine due to the on-going conflict, and featured diplomas for 36 students who died during the war and will never get the chance to graduate. It originally began in Ukraine and has now been featured at over 45 universities across the world.







## Contributions

Articles written by, or adapted from, Heather Campbell, Kristin Kerbavaz, Western News. Photographs by Rayanne Tipert, Shawn Robertson. Design by Jarett Solomon.





## Western Libraries

Office of the Vice-Provost & Chief Librarian  
Western University, London, Ontario N6A 3K7  
2022 - 2023  
Produced 2023



**ITEM 12.0 – Report of the Academic Colleague**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

The COU Academic Colleagues met on October 16 and 17, 2023. The October 16 meeting included a presentation from Jen McMillen, Vice-Provost Students, Toronto Metropolitan University, and Chair of the Ontario Committee on Student Affairs (OCSA), who shared observations and reflections on strategies for mitigating anti-LGBTQ2S+ movements and navigating diversity with a view to making university campuses safer for all students.

The full Council (Executive Heads and Academic Colleagues) met on October 17, 2023. The academic colleagues continued the discussion with executive heads on “Mitigating Anti-LGBTQ2S+ Movements and Promoting Safe Spaces on Campus,” presenting ideas relating to civil discourse, campus free speech, and preparing students for the workforce, including upholding workplace anti-harassment requirements under the Ontario Human Rights Code. COU President Steve Orsini delivered an update on COU’s activities in government advocacy.

Since that meeting, the Ontario government’s blue ribbon panel report on [Ensuring financial sustainability for Ontario’s postsecondary sector](#) was released on November 15. Key recommendations from the report include:

- **Tuition Framework:** The panel recommended that the province approve an increase of up to 5% in domestic tuition, beginning in September 2024. Thereafter, tuition rates increase by the greater of 2% or the cost of living. The panel further recommended flexibility to increase tuition by an additional 3% starting in September 2024 in professional universities programs and high-demand colleges programs, where graduate earnings are demonstrably higher.
- **Operating Funding:** The panel recommended that the province increase the value of Weighted Grant Units for universities and Weighted Funding Units for colleges by 10%. Thereafter, the panel recommended that these rates increase by the greater of 2% or the cost of living.
- **Efficiencies/Savings:** The panel agreed with Nous Group that administrative savings up to 10% administrative savings would be possible, leveraging automation and space modernization initiatives, among others.

The report also included recommendations on French language universities in Ontario, international students research, data, Indigenous institutes, student supports, and northern institutions. It was released with a statement from the Minister of Colleges and Universities that committed to reviewing the recommendations and “[working] with

postsecondary institutions to create greater efficiencies in operations, program offerings and sustainability of the sector.”

### **ITEM 13.0 – The Unanimous Consent Agenda**

**ACTION:**    ☒ APPROVAL        ☐ INFORMATION        ☐ DISCUSSION

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

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

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

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

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

#### **How it works for Senate:**

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

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

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

should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion. Those matters that have been struck from the consent agenda will be handled in the usual way.

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



**ITEM 13.1(a) – Senate Membership – Vacancies Filled by Appointment**

**ACTION:**    ☐ APPROVAL       ☒ INFORMATION       ☐ DISCUSSION

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

<b>Faculty of Social Science</b>	
Ingrid Johnsrude ( <i>To complete the term of Julie Schermer</i> )	July 1, 2023 – June 30, 2024

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**ITEM 13.2(a) – Schulich School of Medicine & Dentistry: Renaming of the DDS Program for Internationally Trained Dentists**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, the “DDS Program for Internationally Trained Dentists” be renamed as the Advanced Standing Program for International Dental Graduates”.

**EXECUTIVE SUMMARY:**

The rationale for changing the name of the “DDS Program for Internationally Trained Dentists (ITD)” to the “Advanced Standing Program for International Dental Graduates” is twofold:

- The “ITD” and other such programs in Canadian dental schools are described by Commission on Dental Accreditation of Canada (CDAC) requirements documentation as an “Advanced Standing” program, and it is important to align with CDAC requirements, especially given the School’s upcoming accreditation in Spring 2024.
  - Historically, the term “ITD” has taken on a potentially derogatory meaning at the School and has been described as such by international dental graduates, faculty, and staff. Specifically, it was said that the term “ITD” was used to other this student cohort, specifically based on their status as international dental graduates and their separation from DDS program educational activities. The culture of the School has much improved in recent times, partially because of an acknowledgment of the inappropriate use of the term “ITD”, and due to the fact that international dental graduates are now fully integrated into all DDS program educational activities, beginning with their entry into Year 2 of the DDS program as advanced standing students.
-

**ITEM 13.2(b) – 2022-23 Annual Report of the Office of Academic Quality and Enhancement**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

Attached is the 2022-23 Annual Report of the Office of Academic Quality and Enhancement.

**ATTACHMENT(S):**

[2022-23 Annual Report of the Office of Academic Quality and Enhancement](#)

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**2022-2023**



# Annual Report

**Office of Academic Quality and Enhancement (OAQE)**

*Supporting Academic Excellence and Innovation  
Through Continuous Program Enhancement*



Now in its second year, the OAQE continues to support Western’s academic programs through cyclical review as well as program proposal and approval processes. Building off a newly ratified IQAP in August 2022, renewed templates and forms, and constant collaborations with colleagues at the School of Graduate and Postdoctoral Studies (SGPS), the Centre for Teaching and Learning (CTL) and the University Secretariat (to name but a few...), the OAQE aims to make academic quality assurance ever more seamless and meaningful.

Rooted in an enhancement-oriented ethos, the work associated with program reviews is increasingly about uncovering and reflecting on questions most important to programs, so that programs can collect feedback, renew their vision and craft a plan for the years ahead. Cyclical review is an opportunity to focus on the intended, experienced and ideal outcomes of the program and to examine if components such as curriculum, policy, operations and student supports continue to align optimally in helping students achieve the outcomes.

A few examples of new initiatives to help scaffold programs in their reflections include: 1) [a short support resource](#) that aims to outline common examples of how academic programs can embed the principles of Equity, Diversity, Inclusion – Decolonization, Indigenization & Accessibility (EDI-DIA) into their design, learning outcomes, procedures, and operations; and 2) the evolving [QA Academy training program](#) that has elevated and enriched the role of student reviewers as members of site visit reviewer panels – integral in helping address gaps between intended and experienced outcomes.

Practicing what is preached, the OAQE began a process to audit Western’s quality assurance processes and practices in winter 2023. Led by the province’s Quality Council, this process has involved the completion of an institutional self-study, a review of institutional documentation and of six case examples of recent program reviews and new program proposals. In November 2023, an audit team composed of scholars from across the province will visit Western for a three-day collection of meetings before submitting a report with general findings and recommendations.

With preparations for, and follow-up from, this audit process as a focal point, the 2023-2024 academic year will very much be centered around enhancement – taking stock of current and evolving quality assurance processes and practices and crafting short, medium and long-term plans to implement and further strengthen the core mission of the OAQE, as articulated in [its strategy map](#).

Programmatic excellence is a collective effort that is best done in a collaborative and participatory way. With this as a standard, we have much to celebrate this year. The palpable energy and crosspollination of creative ideas around continued program enhancement – across programs, Faculties and institutional support units – is inspiring and positions Western well in our mission to “educate, support, and encourage leaders who think and act boldly in response to the grand challenges of our time.”

**Jovan Groen, Ph.D.**  
Director of Academic Quality and Enhancement





## New Programs

### Undergraduate

### CONSENT AGENDA – ITEM 13.2(b)

Combined Degree Program in Arts and Humanities and Business Administration  
Combined Degree Program in Chemical Engineering and Foods and Nutrition  
Honours Specialization in Applied Psychology (King's)  
Major in Nutrition Management (Brescia)

### Graduate

Drug Safety and Pharmacovigilance MSc  
Global Health Systems MHSc  
Business and Sustainability G.Dip  
Climate Risk Assessment and Opportunity G.Dip

### 14 Undergraduate Programs

(10 completed | 4 in progress)

1 @ 

3 @ 

2 @ 

8 @   
Western

## Cyclical Program Reviews



### 21 Graduate Programs

(11 completed | 10 in progress)

### 51 Across All Programs

35% (18) Changes to Program Requirements or Learning Outcomes

24% (12) Addition of a New Field, Minor Module or Certificate

24% (12) Program, Field or Module Closure

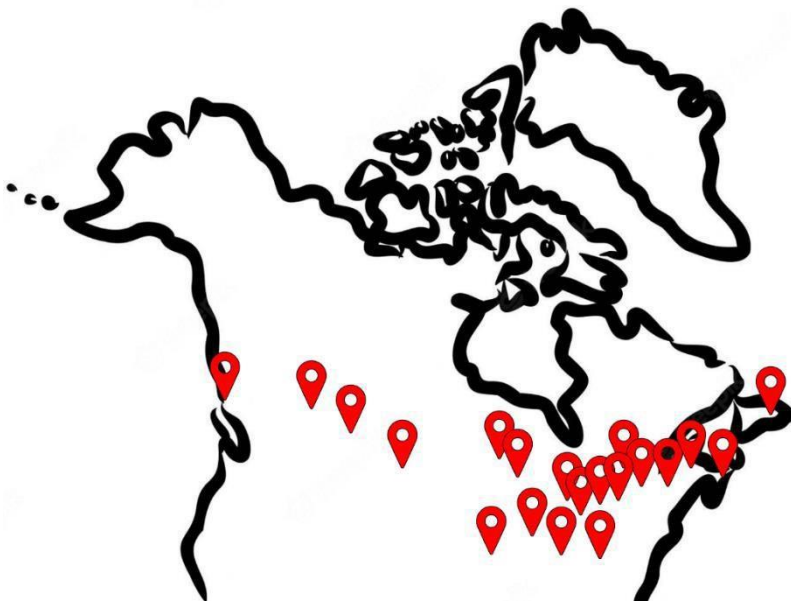
11% (6) Program Name Changes

6% (4) Integration of a Work-Integrated Learning Option

2% (1) Change in Degree Designation



## Major Modifications



## Institutional Origin of This Year's 52 External Reviewers

# Western's Academic Quality & Enhancement Team

Artie Harricharran | Administrative Coordinator | Office of Academic Quality and Enhancement



[aharric3@uwo.ca](mailto:aharric3@uwo.ca)



Ext. 84944

Alicia Kemp | Administrative Specialist | Office of the Vice-Provost Academic Programs



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Candace Loosley | Administrative Coordinator | School of Graduate and Postdoctoral Studies



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Ext. 85257

Jovan Groen | Director | Office of Academic Quality and Enhancement



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Ext. 84327

Visit the OAQE website @ <https://oage.uwo.ca/>

## Key Partners

- School of Graduate and Postdoctoral Studies
- Office of the Vice-Provost Academic Programs
- Centre for Teaching and Learning
- University Secretariat
- Office of Institutional Planning and Budgeting
- Office of the Registrar
- Western Libraries
- Office of the Vice Provost, Academic Planning, Policy & Faculty
- Office of Equity, Diversity & Inclusion
- Office of Indigenous Initiatives
- Western Alumni



***Western's OAQE works to ensure the quality of the University's undergraduate and graduate academic programs by leading quality assurance and enhancement processes in partnership with academic leaders and administrators across all departments, faculties, schools, and support units.***

With a second year behind us, we have the advantage of starting to see trends across dozens of reviews from all Faculties and levels of study. For instance, program self-studies are becoming ever more iterative, adaptive and dialectical – instead of merely describing the current state of a program, self-studies have increasingly showcased an analysis of feedback and program data to look forward, vision and plan more explicitly. A particular trend of note includes more concerted reflections on Equity Diversity, Inclusion, Decolonization and Indigenization in the work of programs, and their connection with their disciplines, the student body, the campus and the community at large. Examples include forming dedicated committees to assess and implement EDID initiatives, incorporation of EDID as a standing agenda item in program committee meetings, a survey of EDID content across program curricula, integration of external EDID expertise via workshops and guest speakers, and revisiting program admission and progression policy and practice with an EDID lens.

To that end, as briefly mentioned earlier in this report, the OAQE in partnership with Western Libraries, the Office of Equity Diversity and Inclusion, the Office of Indigenous Initiatives and the Centre for Teaching and Learning has worked to develop [a support resource](#) to leverage program review as a strategic opportunity to bolster equitable, inclusive, and accessible policy and practice, to decolonize curriculum and pedagogy, and to integrate Indigenous perspectives, scholarship, and ways of knowing into our programs. We hope that more focused prompts in the self-study templates and this resource, among others, will help usher in more robust and meaningful reflections and planning.

The following programs were reviewed during this academic year. The full versions of each of the Final Assessment Reports (FARs) can be found on [the OAQE website](#), by using the hyperlinks embedded in the program names below.

## **Cyclical Program Reviews**

### **Don Wright Faculty of Music**

- I. Music, DMA, MA; Music Theory, MA; Musicology, MMus, PhD (Pending final approval)

### **Faculty of Arts & Humanities**

- I. [Medieval Studies, BA](#)
- II. Visual Arts, MA, MFA, PhD (Pending final approval)

### **Faculty of Engineering**

- I. [Electrical and Computer Engineering, MEng, MEng, MSc, PhD](#) (Approved in fall 2022)
- II. [Civil and Environmental Engineering, MEng, MEng, MSc, PhD](#) (Approved in fall 2022)
- III. [Chemical and Biochemical Engineering, MEng, MEng, MSc, PhD](#) (Approved in fall 2022)

### **Faculty of Health Sciences**

- I. [Nursing \(Collaborative Western/Fanshawe\), BScN](#)
- II. [Nursing, MN, MScN, PhD](#)

**Faculty of Information and Media Studies**

- I. [Master of Media in Journalism & Communication, MMJC](#)

**Faculty of Science**

- I. [Computer Science, MSc, PhD](#) (Approved in fall 2022)
- II. Astronomy & Physics, MSc, PhD (Pending final approval)
- III. Environment and Sustainability, MES (Pending final approval)

**Faculty of Social Science**

- I. [Sociology, BA](#)
- II. [DAN Management & Organizational Studies, BMOS](#)
- III. [Management of Applied Science, MMASc \(Interdisciplinary\)](#)
- IV. [Public Administration, MPA. GDiP](#)
- V. [Sociology, MA, PhD](#)

**Schulich School of Medicine and Dentistry**

- I. [Neuroscience, MSc, PhD](#) (Approved in fall 2022)
- II. [Orthodontics, MCID](#) (Approved in fall 2022)

**Richard Ivey Business School**

- I. [Business, MBA, PhD](#) (Approved in fall 2022)
- II. [Management MSc](#)

**Brescia University College**

- I. [Foods and Nutrition, MScFN](#)

**Huron University College**

- I. [French, BA](#) (Approved in Fall 2022)
- II. [Philosophy, BA](#)

**King's University College**

- I. [Childhood & Youth Studies, BA](#)
- II. [Psychology, BA](#)

**Newly Approved Programs (July 1, 2022 – June 30, 2023)**

Drug Safety and Pharmacovigilance, MSc

Global Health Systems, MHSc

Business and Sustainability, G.Dip

Climate Risk Assessment and Opportunity, G.Dip

**New Undergraduate Program Combinations and Modules:**

- Combined Degree Program in Arts and Humanities and Business Administration
- Combined Degree Program in Chemical Engineering and Foods and Nutrition
- Honours Specialization in Applied Psychology (King's)
- Major in Nutrition Management (Brescia)

**ITEM 13.2(c) – New Donor-Funded Scholarships, Awards and Prizes**

**ACTION:**    ☐ APPROVAL      ☒ INFORMATION      ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

On behalf of the Senate, ACA approved the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item 13.2(c), for recommendation to the Board of Governors through the President & Vice-Chancellor.

**ATTACHMENT(S):**

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

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**New Donor-Funded Scholarships, Awards and Prizes**

***Schulich School of Medicine & Dentistry***

**Dr. Brian Burke Resident Award in Psychiatry**

Awarded to post-graduate trainees who are completing their residency in Psychiatry in the Schulich School of Medicine & Dentistry-Windsor Campus, based on academic achievement. Candidates will have demonstrated a proficiency and dedication to the field of Psychiatry and have also demonstrated leadership during their training. The Schulich School of Medicine & Dentistry, Department of Psychiatry-Windsor Campus will select the recipients.

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

Effective Date: 2023-2024 to 2027-2028 academic years inclusive

*In honour of Dr. Burke's extraordinary contribution to our hospital and community, Hôtel-Dieu Grace Healthcare is proud to offer an annual award in his name recognizing a student completing their residency in Psychiatry at the Schulich School of Medicine & Dentistry–Windsor campus. The donors hope that residents receiving this award will exhibit one or more of the characteristics that embody the legacy of Dr. Brian Burke. He was dedicated to love, compassion, patient advocacy, creativity, curiosity, connection, music and fun.*

**ITEM 13.3(a) – Academic Administrative Appointments**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

Faculty Relations advised of the following academic administrative appointments as of December 1, 2023.

**ATTACHMENT(S):**

[Academic Administrative Appointments](#)

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Information for Senate - November 2023				
Start Date	End Date	Name	Department	Admin Appointment
10/15/2023	1/14/2024	Hall,Patricia	Psychiatry	Interim - Clinical Department Chair
11/1/2023	12/31/2026	Klassen,Robert	Ivey - Associate Dean	Associate Dean (Research)

**ITEM 14.0 - Items Removed from the Consent Agenda**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

This is a placeholder for any items removed from consent.

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## **ITEM 15.0 – Discussion and Question Period**

### **Jane Toswell, Senator**

1. Last year at about this time, Senate received information about a dashboard on which the student numbers for 2022-2023 were posted and could be found. I never, after that Senate meeting, managed to find this dashboard anywhere on the university website. As a result, I find myself again asking how many students Western welcomed in September 2023. The advertised number was 6600, but my recollection is that this was actually the number in 2022, and presumably the number in 2023 might be different? Perhaps higher?

Also, since the numbers solidified at November 1 and I believe have been made available to senior leaders at Western, could Senate know (since enrolment falls in Senate's purview) a breakdown of domestic (Ontario and other provinces) and international, and perhaps undergraduate and graduate (separating M.A. from Ph.D. if possible, since the enrolments seem to be differentiating between those programs; and perhaps even professional M.A.s from funded M.A.s).

[*Secretariat Note:* A link to the dashboard can be found within the [Minutes of the December 2, 2022 Senate Meeting](#). Enrolment data are presented at: <http://www.ipb.uwo.ca/facts.php>]

The questions listed below were deferred at the November meeting of Senate:

### **Jane Toswell, Senator:**

1. Back when the bison still roamed the plains, and the horse chestnut tree at the top of University Hill still looked vital and served as the home for a Shakespeare play (instead of chopped down unceremoniously at some point this fall), Western enrolled in the National Survey of Student Engagement (NESSE, pronounced "Nessie") run out of Indiana University. The first couple of times the survey ran, at three-year intervals, we received detailed reports at Senate concerning our student engagement. If I can summarize, Canadian universities as a group (several joined all at once) did better than American ones on retention rates and graduation rates, and on rankings of student satisfaction with their educational experiences. There were points on which we could improve, but having these data was helpful, and even encouraging. Then, reports disappeared, despite my occasionally asking for them. Now, I can find clues on the Western website here and there. The NSSE data form part of a performance indicator, for example. In the 2020 NSSE survey, it would appear that 12 of the U15 universities in Canada participated, and Western placed 8th, just below the average of 79.8% at 79% for "evaluation of entire educational experience," a rating which earned us a "good" in the rankings. I note that the NSSE surveys were done in 2014, 2017, and 2020, so I am extrapolating to assume that they were done in 2023 for our graduating students. Even if we at Senate are not permitted any glimpse of the NSSE results (which I would find a problem, since student engagement is something that Senate should concern itself with), I am interested more generally in our student retention rates and graduation rates. Did the pandemic affect these at all, or are larger societal upheavals affecting these results, or indeed issues specific to Western. That is, are our retention rates as high as they once were from first year to second year, and from second year to the two



senior years? Do we have these rates with an EDI lens and are they the same across the faculties?

2. At the meeting of Senate on 4 December 2015, the then-vice-president (External), Kelly Cole, presented on how gifts and naming happened at Western, working through the relevant policies. She used as her specific example a recent situation that had given rise to many questions at Senate. She concluded her remarks (though this is not in the minutes, and comes from my private minutes) with a statement that the relevant naming and gift policies were due for review by the Board of Governors soon. In response, Senator Amanda Grzyb from FIMS commented, and I quote the minutes: In response, Senator Grzyb noted that although all had been done according to policy in this case, the policies themselves do not provide opportunities for discussion of such partnerships at Senate or Board before they are approved. The outcome of a discussion with respect to the Yamana Centre might or might not have been different, but it would have been more democratic to have it discussed openly in Senate. She believed that the process and policies needed to be revisited and suggested that a discussion be held at the January meeting of Senate. Other members suggested that any such discussion needed to be an informed discussion and recommended that a debate be deferred until members could be educated on the issues. It was agreed that the matter should be referred to the Senate Committee on University Planning for review. To the best of my knowledge (but I might have missed something as I slogged through Senate meeting after meeting), the matter never returned from SCUP, there was no education provided to Senators, and nothing further happened on this matter. I will note that I have checked the relevant policies in the Secretariat website, and although it was my understanding that there was a schedule for review and updating of Board-approved policies, these have not been updated in the last fifteen or so years. My questions are many, since we are about to move into a fund-raising campaign. Are these policies going to be updated? Will the updates involve an opportunity for Senate to learn something about donors in a relevant way (perhaps in camera)? What are the current processes that surround approval of a particular donation, and do they involve any reputational study of the donor? I will also repeat a question from last year whose answer (very well reported in the Minutes, though my question was rather skewed in the version in the Minutes) was somewhat odd: what sort of guidelines do we have for sums of money that allow names to be placed on buildings or institutes or faculties? Do we have any guidelines at all or depend on ad hocery?

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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.
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