GRADUATE EDUCATION COUNCIL AGENDA

Wednesday, September 27, 2023, 12:00 – 1:30pm
(A light lunch will be available between at/after 11:30am)

Western Interdisciplinary Research Building, Room 3000
Zoom: https://westernuniversity.zoom.us/j/94553667598 (GRAD)

1. **Land Acknowledgement** (J. Groen]

2. **Minutes of Meeting of June 20, 2023**   Approval

3. **Report of the GEC Academic Policy Committee (L. Davies)**

   3.1. Admissions   Approval

   3.2. SGPS Membership   Approval

4. **Annual Reports - for Information**

   4.1. GEC Mentorship Advisory Committee (L. Miller)

   4.2. GEC Postdoctoral Affairs Advisory Committee (M. Harmos)

   4.3. GEC Professional Development Advisory Committee (J. Jonkhans)

   4.4. Appeals Report (R. Chabot)

   4.5. Scholastic Offense Report (R. Chabot) *(also shared with Senate)*

   4.6. Western's Institutional Quality Assurance Report (C. Loosely) *(also shared with Senate)*

5. **Call for Nominations to GEC Committees**   Action

   5.1. GEC Academic Policy Committee (meets monthly September to June)
   - **Two Graduate Assistants** who are not from the same Faculty and who are members of GEC (two-year cycles, on a rotational basis) **
   - **Two Graduate Students** who represent the diversity of graduate programs (one-year cycles, on a rotational basis) ** - *do not need to be members of GEC*

   5.2. GEC Mentorship Advisory Committee
   - Pending Confirmation from Centre for Teaching and Learning

   5.3. GEC Postdoctoral Affairs Advisory Committee
   - Currently, there are no vacancies.

   5.4. GEC Professional Development Advisory Committee (meets four times a year)
   - **Three Graduate Students** (1 PhD, 1 research Master's, 1 professional program) ** - *do not need to be members of GEC*
   - **One Postdoctoral Scholar** - *does not need to be a member of GEC*
   - **One Graduate Assistant**- *does not need to be a member of GEC*
   - **Two Graduate Program Chairs** ** - *do not need to be members of GEC*
   - **Two Associate Deans-Graduate** ** - *do not need to be members of GEC*

   ** Every effort must be made to have an equitable and transparent process for identification of candidates, to ensure breadth of disciplinary representation and that the elected/appointed members reflect Western's commitment to Equity, Diversity, Inclusion, Accessibility, Decolonizing-Indigenization.

6. **New Business/Other**

7. **Adjournment**

Melissa Adler; Waliu Alaka; Liliana Alvarez Jaramillo; Emily Ansari; Godwin Arku; Safia Bagha; Whitney Barrett; Nica Borradaile; Christy Bressette; Kara Brown; Julie Byrd; Lily Cho; Chris Circelli; Thao Dang; Lorraine Davies; Juan Manuel Díaz Villasenor; Peter Donahue; Tom Drysdale; Jennifer Franco; Rory Gillis; Joseph Gilroy; Michael Godfrey; Jovan Groen; Aisha Haque; Dan Hardy; Mihaela Harmos; Courtney Harper; Kelly Hatch; Elizabeth Hayden; Nancy Inchley; Jeremy Johnston; Sylvia Kontra; Susuana Kwaning; Dan Langohr; Lise Laporte; Celeste Laube; Anna Lee LeBlanc; Marguerite Lengyell; Meira Machado; Julie Marion; Carrie Anne Marshall; Charlie McKenzie; Mary Helen McMurran; Jordyn Meaney; Jesse Mehravar; Linda Miller; Paul Minda; Marisa Modeski; Kevin Mooney; Laura Murray; Immaculate Namukasa; Mars Noorani; Ileana Paul; Penny Pexman; WG Pearson; B. Pick; Jennifer Plaskett; Hubert Pun; Lyn Purdy; Anabel Quan-Haase; Ali Rabiei; Jiandong Ren; Clare Robinson; Matheus Sanita Lima; Marina Schmidt; Jamie Seabrook; Alan Shepard; Kamran Siddiqui; Zoë Sinel; Daniel Smith; Sarah Smith; Robert Stainton; Mindy Studnicka; Ron Wagler; Heather Wakely; Liz Webb; Audrey Yardley-Jones

The meeting was held at 12:00pm, in the Western Interdisciplinary Research Building, Room 3000, and via Zoom.

COUNCILLORS:
Akis Psygkas – Law
Arzie Chant – Engineering
Ayman El Ansary – Engineering
Busra Copuroglu – SGPS/Arts
Cindi Ryde – Health Sciences
Doug Woolford – Science
Genevieve De Viveiros – French Studies
Immaculate Namukasa – Education
Jamie Baxter – Social Science
Joanna Blom – Engineering
Kamran Siddiqui – Engineering
Kelly Hatch – University Librarian
Kevin Mooney – Music

Linda Miller – SGPS (Chair)
Lisa Hodgetts – Social Science
Lisa Latif – Registrar's Office Δ
Liz Webb – Science
Lorraine Davies – SGPS
Marguerite Lengyell – Education
Matheus Sanita Lima – Science
Melanie-Anne Atkins – CTL Δ
Melissa Adler – Information & Media Studies
Michael Milde – POLICY Chair
Nandi Bhatia – Arts & Humanities
Pam McKenzie – Information & Media Studies
Peter Donahue – Kings
Ruth Martin – SGPS

Sharon Wei – Music
Shawn Whitehead – Schulich
Tom Drysdale – Schulich
Tony Adebero – SGPS/Health Sciences
Victor Chu – SGPS/Schulich
Waliu Alaka – SOGS
Yolanda Babenko-Mould – Health Sciences

OBSERVERS:
 Mark Wolfe – SGPS
 Roger Chabot – SGPS
 Ron Wagler – SGPS

	Items/Discussion (Host)	Motion(s)/Action Item(s)
1.	**Land Acknowledgement and Welcome** Jamie Baxter offered a Land Acknowledgement. Members were asked to follow the accessibility practices of stating their name before sharing a comment and concluding with "end of thought".	
2.	**Minutes of Prior Meeting** **It was moved by Michael Milde, seconded by Kamran Siddiqui,** **That the minutes of meeting of May 2, 2023, be approved as circulated.**	CARRIED
3.	**Results of E-Vote** Further to discussions held on May 2, 2023, Linda Miller, Vice-Provost (Graduate and Postdoctoral Studies), reported that an e-vote was conducted to approve an Interdisciplinary Combined PhD option. The motion was carried and went forward, via the Senate Academic Policy Committee, to Senate on June 9, 2023. Now a policy, this option can be advertised and promoted.	
4.	**New Business**	
4.1	**GEC Academic Policy Committee** Lorraine Davies, Associate Vice-Provost (Graduate and Postdoctoral Studies), presented the following recommendations from GEC Academic Policy Committee. Lorraine provided the background for each agenda item and reviewed the proposed changes.	

	4.1.1 SGPS Membership
	
	    It was moved by Jamie Baxter, seconded by Kamran Siddiqui,
	
	        That Graduate Education Council approve the revisions to Duration and the additions, with friendly amendments, to addresses membership Implications of Retirement and Leaving Western (Regulations 10.2, 10.4, 10.5).
	
	    A 10-minute discussion ensued.
		CARRIED

Items/Discussion (Host)	Motion(s)/Action Item(s)

• **Members supported two friendly amendments:**
  ○ **10.4: Switch the order of the two sentences within the first paragraph and use bullets**
  ○ **10.5: Rename title to "Faculty Members Who Leave Western for Reasons Other Than Retirement"**
 	
It was moved by Kamran Siddiqui, seconded by Waliu Alaka,
 	
That Graduate Education Council approve the revisions to the SGPS Membership Regulations that address the Criteria and Qualifications for Master's and Doctoral Membership (Regulation 10.3).
 	
No discussion.
	CARRIED

4.1.2 Registration **It was moved by Matheus Sanita Lima, seconded by Shawn Whitehead,** **That Graduate Education Council approve and recommend the addition of the student progress and withdrawal statements to Regulation 4.07 and the deletion of the sentence that relates to the Scholastic Discipline for Graduate Students' Policy to Senate Academic Policy Committee.** No discussion.	CARRIED

4.1.3 Financial Support
 	
It was moved by Matheus Sanita Lima, seconded by Arzie Chant,
 	
That Graduate Education Council approve the revisions to the Funding for Students in Research-Based Programs that addresses band funding and the Funding Plan communication to students (Regulations 5.01).
 	
Lorraine Davies shared that Amanda Myers's and Christie Bressette have been consulted and both support this proposed change. A 20-minute discussion ensued.
 	
• It was recommended that **GEC consider a similar change for Students who win a scholarship** as this merit-based achievement should not impact a Student's base funding
  ○ Linda Miller noted that Band Funding is distinct from a scholarship as it's neither competitive nor adjudicated; As per our consultation with Indigenous colleagues, this is akin to getting money from your family
  ○ It was proposed that a sentence be added to differentiate between the two
 	
• It was recommended that instead of "Band funding received by Indigenous students…", the policy could read "Support provided by an Indigenous Student's Band…"
 	
ACTION: Lorraine to consult Christy Bressette on this revised wording and bring her recommendation back to GEC in the fall
 	
• Members agreed to proceed with approving the wording as written for the benefit of incoming students
 	
• A few members expressed concern over the removal of the phrase "but no later than the third week of their first term of study" as programs may find it difficult to predict the funding a year in advance
  ○ Members agreed that students need to know what their funding package is before they start a program (e.g., many must sign a one-year lease)
  ○ Programs are increasingly complying with this policy; Ron added that a student's promise of funding is for three terms from their admit term
	CARRIED

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The University *of* Western Ontario
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Graduate Education Council
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Items/Discussion (Host)	Motion(s)/Action Item(s)
• **A friendly amendment to the second sentence within the sixth paragraph "This Funding Plan must be updated each year hereafter <u>during the Student's fundable period</u>."**	

4.1.4 Admissions
 	
It was moved by Matheus Sanita Lima, seconded by Lisa Hodgetts,
 	
That Graduate Education Council to approve and recommend the revisions to Admissions (Regulation 2) to the Senate Committee on Academic Policy.
 	
 A 5-minute discussion ensued.
 	
• Members were reminded that university programs receive accreditation; not the institution itself
   ○ It was proposed that "recognized" could be used instead of accredited
   ○ GEC Policy had an in-depth discussion on this topic
   ○ As per Wiki, there is information on Accreditation that we may wish to explore
 	
• Ayman El Ansary shared that Engineers Canada are looking into which Engineering Programs are recognized. Ayman offered to bring more information back to this table to help with curriculum mapping for international students
 	
• Members agreed to keep the wording "from an accredited university or college" in the proposal for now
 	
ACTION: Lorraine Davies to consult with the SGPS Admissions Team and provide an update to the GEC Academic Policy Committee in the fall.
	CARRIED

4.2 **Call for Nominations** Linda Miller invited members to consider a self-nomination and/or to pass along the information to anyone who may be interested in serving on the Senate Subcommittee on Program Review – Graduate for any of the following vacant seats: • Three Graduate Student representatives (term July 1, 2023, to June 30, 2024) • One Faculty Member* representative (term July 1, 2023, to June 30, 2025) - * *a Graduate Chair or Graduate Committee Member at the time of their election*	
5. For Information	
5.1 **2023-2024 Meeting Schedules** The Graduate Education Council Meeting Schedule, circulated with the agenda, has been expanded to include the dates for GEC Academic Policy and Senate. This format helps to depict the timelines for a proposed change which requires Senate approval authority. • Graduate Education Council is scheduled for the fourth Wednesday of alternating months between September and May • GEC Academic Policy Committee is scheduled for the second Tuesday of each month from September to June	
6. Other Business	
Linda Miller thanked members for sharing their wisdom this academic year. On behalf of Graduate Education Council, Michael Milde thanked Linda Miller for her leadership on this Committee for the past 14 years!	
7. Adjourn	
The meeting adjourned at 1:16pm	Date of next meeting:

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Items/Discussion (Host)	Motion(s)/Action Item(s)
	September 27, 2023

Recorded by Ann Hoffer

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Admissions (Regulation 2)

ACTION:	Recommended:
☐ INFORMATION	Graduate Education Council approve and recommend the revisions to Admissions (Regulation 2) to Senate Academic Policy Committee.
☐ UPDATE	
☐ DISCUSSION	
☒ APPROVAL	

BACKGROUND:

Following discussion at the June 20, 2023 GEC meeting around the wording, 'accredited university or college' the regulation was brought back to GEC Policy for review, and Teri Hern (Manager, Admissions) was consulted. It is proposed that 'recognized' is more appropriate than 'accredited' when assessing the legitimacy of universities or colleges in admission decisions.

2. Admissions

Last Revised February 4, 2020

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

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

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

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

For admission to most Doctoral programs, applicants must possess a Master's degree or equivalent from a recognized university or college, and provide evidence of research potential. SGPS requires at least a 70% average in the Master's degree, as determined by SGPS. Some Western programs provide transfers from Master's to Doctoral degree status without achieving a Master's degree; see Section 4.05. Some

Western programs offer direct entry to begin a doctoral degree without having a completed Master's degree. Consult the program's regulations for details.

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

CONSULTATION:
GEC Academic Policy Committee ▪ June 15, 2023
Graduate Education Council ▪ June 20, 2023
Teri Hern, Manager, Graduate Admissions ▪ July 20, 2023
GEC Academic Policy Committee ▪ September 12, 2023

SGPS Membership (Regulation 10)

ACTION:	Recommended:
☐ INFORMATION	Graduate Education Council approve the revised additions which addresses membership Implications of Retirement from Western (Regulation 10.4).
☐ UPDATE	
☐ DISCUSSION	
☒ APPROVAL	

BACKGROUND:

10.4 has been revised for accuracy. In practice, TAM membership is renewed every three years, and Associate membership is the highest membership option for retired faculty members who have been retired for more than two years.

10.4 RETIREMENT

Upon retirement:

- Faculty members with continuing students and masters or doctoral membership, who hold an adjunct appointment and emeritus status can supervise their continuing students for a maximum of two years while the student(s) complete their degree without changing their membership status of doctoral or masters.
- Faculty members without continuing students will have their current membership converted to TAM membership, which would need to be renewed every three years.

To supervise students for more than two years after retirement, the following must be in place:

- an adjunct appointment, and
- emeritus status, and
- nomination from the program for Associate Membership or higher*, and
- an additional supervisor holding the appropriate membership.

*Two years after retirement, with program nomination, emeritus faculty can only hold Associate Membership.

To be a supervisory committee member, emeritus faculty must have TAM membership or higher. TAM membership does not require an adjunct appointment.

CONSULTATION:
GEC Academic Policy Committee ▪ May 25, 2023
Graduate Education Council ▪ June 20, 2023 ▪
GEC Academic Policy Committee ▪ September 12, 2023

Report from the Postdoctoral Advisory Committee

September 27, 2023

Presentation Agenda

- Advisory Committee

- Postdocs by numbers

- Awards and Funding

- Postdoctoral Association at Western

- Other updates

- Questions?

Postdoc Advisory Committee

Postdoctoral Advisory Committee

Collaboration with main stakeholders

UNIVERSITY-WIDE POLICIES

COMPLIANCE TO THE POLICY AND REGULATIONS

ADVOCATE FOR POSTDOCS

MEET REGULARLY: POSTDOC REPRESENTATIVES, ACADEMIC AND RESEARCH LEADERS, SGPS

Postdoctoral Advisory Committee

2023-2024 Members

Nica Borradaile, Acting Associate Vice-Provost, SGPS

Jacquelyn Burkell, Associate Vice-President, Research Western

Manuel Diaz, Secretary of PAW

Thomas Drysdale, Associate Dean Grad and Postdocs, Schulich

Jessica Grahn, Acting Director, BMI

Lise Laporte, Director of Western International

Meira Machado, President of PAW

Linda Miller, Vice-Provost SGPS (*ex officio*)

Laura Murray, Associate Dean Grad and Postdocs, Health Sciences

Bryan Neff, Associate Vice-President, Research Western

Kevin Shoemaker, Associate Vice-President, Research Western

Kamran Siddiqui, Associate Dean Grad and Postdocs, Engineering

Elizabeth Webb, Associate Dean Grad and Postdocs, Faculty of Science

Postdocs by numbers

Postdoctoral Scholars at Western

- 72% international

- 43% women

- 58% externally funded

- 3 years – average length of appointment

- 66% postdoctoral associates

Postdoctoral Scholars at Western

- Represented on internal and external committees: Senate Committee for University Planning, University Research Board, CAPS, NPA, etc.

- Strong community: postdoc of the year Award

- Access to campus services

- Alumni connected through LinkedIn

Postdoctoral Association at Western (PAW)

Involve	Involve the Association (community involvement and organizational governance)
Plan	Plan social events
Support	Support them to liaise with the administration
Provide	Provide mentorship to the executive committee members
Listen	Listen to their needs and learn from their aspirations

PAW Executive Council 2023-2024

President

Meira Machado

VP-Internal

Manoj Medapati

Secretary

Juan Manuel Diaz

VP-External

Anoosha Attaran

VP-EDI

Scheila Schmidt

VP-Communications

Olateju Ajanaku

Awards and Funding

- 5 CIHR Postdoctoral Fellowships

- 3 SSHRC Postdoctoral Fellowships

- 4 NSERC Postdoctoral Fellowships

- 6 China Scholarship Council

- 1 Marie Sklodowska – Curie

- 1 DAAD Postdoctoral Fellowship

- 32 MITACS Elevate and Accelerate

Future Projects

Current and Future Projects

- Formalized teaching program – pilot in Schulich

- Increase external funding opportunities – e.g. EURAXESS

- EDID efforts for postdoctoral scholars – creation of research networks for equity-deserving groups

- Publish the results of the career outcomes

Other Updates

Updates

- Congratulations to Dr. Gail Teachman and Dr. Katherine Mah

- Collective Agreement has been ratified

- EDID initiatives – funding, training, representation

- Work permit processing times (ex. 50 weeks from Iran)

- Appreciation Week

- Banting and CIHR Postdoctoral Fellowship Competition

- National survey

Questions?

Thank You!

Own Your Future Annual Report

Fall 2022 - Summer 2023

School of Graduate and Postdoctoral Studies

Western University

London, ON, Canada

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Introduction

Own Your Future empowers PhDs to navigate new and emerging career opportunities. Participants explore how their academic skills and strengths translate to diverse career paths – allowing them to envision and plan for a variety of career opportunities upon graduation. Through our innovative career and professional development workshops, participants cultivate self-awareness and lifelong learning skills that foster lasting professional success.

Own Your Future takes a multifaceted approach to support PhD students in their career journey. We collaborate with ten units across Western University and external industry experts to create 40+ innovative career and professional development opportunities tailored to PhDs. We also host guest speakers who share insights into various career paths both within and beyond academia to provide diverse career perspectives. To facilitate self-assessment and personal growth, *Own Your Future* participants have the opportunity to complete the OYF Skills Assessment, the Clifton Strengths Assessment, the Leader Character Insight Assessment, and personalized one-on-one meetings with dedicated Career Coaches. The program is guided by our OYF Employer Advisory Committee to ensure our curriculum's ongoing relevance and alignment with industry trends.

Participants engage with our program through various formats, including in-person and virtual workshops, courses, and events such as 'lunch and learns' and writers' retreats. This diversity ensures that we cater to the unique preferences and needs of our students.

Altogether, this approach enables graduates to be confident in articulating their experience, expertise, skills, and achievements to all segments of society, showcasing the multifaceted value of the PhD.

Report Summary

Offerings
- 44 Workshops
- 6 Scholars to Leaders speaker events
- 3 Courses (Writing in Graduate School & Beyond I, Writing in Graduate School & Beyond II, Developing Leader Character)
- 3 Dissertation Writers' Retreats
- 1 PhD Career Series of 3 workshops

Participation
- 720 PhD participants representing 50 of 51 PhD programs
- 556 Western community participants (Master's students, Postdoctoral scholars, Faculty, Staff)
- 98 Self-Assessments completed

Participation Data

1. Participation by Faculty

Table 1. PhD Student Participation in at least 1 OYF component per Faculty

Faculty	Unique PhD Students	Total PhDs (As of 1228)	Participation Rate (%)
FIMS	23	58	40
Law	6	17	35
Health Science	80	280	29
Ivey	13	54	24
Music	10	46	22
Arts & Humanities	67	323	21
Education	32	149	21
Social Science	50	287	17
Engineering	55	345	16
Science	51	349	15
Schulich	37	328	11
Professional Education	10	228	4
Total	434	2464	18

2. Workshops

Table 2. Comparison of Workshop Characteristics, Registrants, and Participants by Year

	2020-2021		2021-2022		2022-2023	
Workshops offered	36		48		44	
Number of Partners	14		12		14	
	Registered	Attended	Registered	Attended	Registered	Attended
PhDs	1,889	391	1,146	601	1,016	419
Other*	511	90	399	136	304	109
Total	2,400	481	1,545	737	1,320	528

*Master's students, Postdocs, undergraduate students

See Appendix I for 2022-2023 individual workshop attendance.

3. Courses

Table 3. Comparison of Course Participants by Year: SGPS 9103

SGPS 9103: Writing in Graduate School & Beyond (Capacity = 35) Dr. Aaron Schneider, Department of English			
	2020-2021	2021-2022	2022-2023
PhD	24	17	12
Other*	9	8	11
Total	33	25	23

*Master's students

Table 4. Comparison of Course Participants by Year: SGPS 9104

SGPS 9104: Writing in Graduate School & Beyond (Capacity = 15) Dr. Aaron Schneider, Department of English			
	2020-2021	2021-2022	2022-2023
PhD	8	7	5
Other*	5	3	4
Total	13	10	9

*Master's students

Table 5. Comparison of Course Participants by Year: SGPS 9201

SGPS 9201: Developing Leader Character (Capacity = 30) Dr. Cassie Ellis, Ian O. Ihnatowycz Institute for Leadership			
	2020-2021	2021-2022	2022-2023
PhD	14	9	12
Other*	9	9	3
Total	23	18	15

*Master's students

4. Scholars to Leaders Speaker Series

Table 6. Comparison of Scholars to Leaders Characteristics, Registrants, and Participants by Year

	2021-2022		2022-2023	
Number of Events	6		6	
	Registered	Attended	Registered	Attended
PhDs	405	270	309	149
Other*	277	106	298	132
Total	682	376	607	281

*Master's students, Postdocs, Faculty, Staff

See Appendix II for 2022-2023 individual event attendance.

5. Self-Assessment

Table 7. Total Self-Assessments Completed per Year

	2020-2021	2021-2022	2022-2023
Year 1 PhDs	70	60	52
Year 2+ PhDs	47	56	46
Other*	64	72	66
Total	181	188	164

*Master's students, Postdocs, Faculty, Staff

Appendices

Appendix I Doctoral Student Registrants for Individual *OYF* Workshops by Year

COMMUNICATION & RELATIONSHIP BUILDING	2020-2021	2021-2022	2022-2023
Ombudsperson			
Conflict Management I: Don't let conflict get in your way	60	15 / 15	20
Don't Let Conflict Get in Your Way: Case Studies. Part II: Arts & Humanities		7	5
Don't Let Conflict Get in Your Way: Case Studies. Part III: Laboratory settings		9	6
Writing Support Centre			
Dissertation Writers' Retreats (3)	189	172	130
Writing Research Proposals	86	39	38
Making the Most of the Writing Process	25	32	
Writing Your Dissertation	58	50	52
Preparing Oral Presentations	21	46 / 27	30
Western Libraries			
Cultivating Your Scholarly Identity	21	32 / 24	
Finding Scholarly Information After You Graduate		15	12
What's your (Research) Story?	94		
External Partner			
Dr. Shalini Nag (External): Feeling Socially Rusty? Polish Your Interpersonal Skills	26		
Conversation Canada/Research Western			
How to Write an Effective Pitch Workshop			34
Working with the News Media to Get your Story Told			25
LEADERSHIP	2020-2021	2021-2022	2022-2023
Western Libraries			
Copy That! Grappling with Copyright at Western and Beyond	26		12
Preparing to Publish	74	15 / 25	15
Understanding Research Impact	32		28

	2020-2021	2021-2022	2021-2022	2022-2023
Propel				
Entrepreneurship for PhDs	74			5
Exploring Entrepreneurship & Design Thinking				15
Ian O. Ihnatowycz Institute for Leadership				
Developing Leader Character - Laying the Foundation (Part 1)*		14	15	16
		13		
Developing Leader Character - Exercising Leader Character (Part 2)		14		13
		19		
Developing Leader Character - Leader Character Contagion (Part 3)		13		13
Developing Leader Character - Embedding Leader Character (Part 4)		14		10
Research Ethics				
Between the lines: how to successfully navigate ethics and compliance at Western		16		11
Centre for Teaching & Learning				
"Being Yourself" on Campus and in the Workplace		7		4
Responding to Microaggressions		14		2
Design Studio: Workshops for Racialized Students		6		
External Partner				
Project Management: Essential Elements Part I	22	26		29
Project Management: Essential Elements Part II		18		
THRIVING	2020-2021	2021-2022		
Learning Development & Success				
Time Management	117	48		70
	34	32		
Sustaining Motivation in Graduate School	24	25		34
Mindful Preparation for Comprehensive Exams	39	42		47
Wellness Education				
Stress Management	34	21		13
Developing Culturally Affirming Wellness Practices		5		
Centre for Teaching & Learning				
Balancing Your Life from a Wellness Perspective				7
Challenging Imposter Syndrome				13
Overcoming Procrastination				29
Western Law				
Mindfulness for Graduate Students		21		19
CAREER ENGAGEMENT	2020-2021	2021-2022		
Career Education				

	2020-2021	2021-2022	
Designing Your Career: Connecting Your Passions and PhD to Multiple Career Opportunities	52	29	20
Graduate Student Internship Program		15	29
LinkedIn: I've Signed up - Now What?		16	35
			50
Cultivating Career-Enhancing Connections	59		14
Career Preparation Series		30	18
Transition, Leadership & Enrichment			
Leading with Your Strengths in Your PhD	61	58	23
			19
External Partner			
Converting Your CV to a Resume	46		
Preparing for the Tenure-Track Job Search I	38		
Negotiating Your Salary	28		
SGPS			
Transitioning from PhD to Postdoc	29		20
Preparing for the Job Search Beyond the Tenure-track	44		
Articulating Your Skills Outside of Academia	20	22	
	69		
INTERCULTURAL & SOCIAL FLUENCY	**2020-2021**	**2021-2022**	
Centre for Teaching & Learning			
Navigating Intercultural Relationships Part I: From Supervisee to Peer	12	9	8
Navigating Intercultural Relationships Part II: Conflict Resolution	11	10	6
Talking About Race Part I	18		
Talking About Race Part II	15		
EDI Special Adviser			
Equity, Diversity & Inclusion in Higher Education	24		
SELF-ASSESSMENT	**2020-2021**	**2021-2022**	
SGPS			
Using the Power Skills Assessment to Prepare for Future Success	61	23	

Appendix II Attendance totals for each Scholars to Leaders Event in 2022-2023

Title & Speaker	PhD	Other*	Total
"Queer @ Western" – Dr. WG Pearson	9	21	30
"Carving a Career When Life Intervenes" - Dr. Opiyo Oloya	21	25	46
"Social Media for Academics: Digital Well-Being Matters!" - Dr. Christa Sathish	15	22	37
"Bridging Gaps: Curating Your Graduate Degree to Work for You" – Sharon Engbrecht	21	7	28
"Behind the Story: Landing an Academic Career" - Dr. Nichole Scheerer	33	25	58
"Careers Beyond the Tenure Track" - Dr. Anita Taylor; Dr. Yann Benetreau, Dr. Blair Fraser, Dr. Alexandra Merkx-Jacques	50	32	82
Total	149	132	281

*Master's students, postdoctoral scholars, faculty, staff

Report to the Graduate Education Council: Graduate Appeals
July 1/22-June 30/23
Prepared by: Roger Chabot (Education Developer, SGPS)

Faculty	Program-Level Appeals		Appeals to SGPS*		Appeals to SRBA	
	Submitted	Granted/Denied	Submitted	Granted/Denied	Submitted	Granted/Denied
FAH	1	0/1	1	1/0	0	0/0
FHS	9	5/4	1	0/1	0	0/0
FSS	0	0/0	1	0/1	0	0/0
DWFOM	0	0/0	0	0/0	0	0/0
FIMS	2	1/1	1	1/0	0	0/0
Education	2	2/0	1	1/0	0	0/0
Science	3	1/2	2	1/1	1	0/1
Schulich	4	1/3	2	1/1	0	0/0
Ivey	2	0/2	4 + 1**	3/1	0	0/0
TOTALS	23	10/13	13	8/5	1	0/1

*Numbers on appeals to SGPS include appeals related to findings of scholastic misconduct which are not appealed to the program, but directly to SGPS (in addition to numbers for requests for academic relief).

**Based on the outcome of another appeal, the Associate Vice-Provost reviewed a related case and altered the original program decision.

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENCE TYPE	TOTAL OFFENCES BY TYPE	SANCTIONS IMPOSED
School of Graduate and Postdoctoral Studies	*Plagiarism*	Health Sciences (1) Ivey (8) Schulich (2) Science (1) FIMS (2) Arts & Humanities (5) TOTAL: 19	Grade of zero on assignment 10% penalty on assignment 25% penalty on project Formal reprimand Re-take SGPS Academic Integrity Module Write essay on academic integrity Grade of zero in course (2nd offence) Withdrawal (2nd offence)
	Unauthorized collaboration on assignment or examination	Ivey (3)	Formal reprimand
	Cheating on an examination		
	Contract cheating or use of contract cheating website during assessment		
	Submitting false or fraudulent assignments or credentials		
	Falsifying records, transcripts or other academic documents	Education (1)	Expulsion from the university
	Submitting a false medical or other such certificate		

	Improperly obtaining through theft, bribery, collusion or otherwise, or unauthorized possession of an examination paper prior to the date/time for writing such an examination		
	Impersonating a candidate at an examination or availing oneself of the results of such an impersonation		
	Intentionally interfering in any way with any person's scholastic work		
	Submitting for credit in any course or program of study, any academic work for which credit has previously been obtained or is being sought elsewhere		
	Aiding or abetting any offence		
	Undefined (please provide description)	Social Science (1): Falsifying study data for thesis	Expulsion from the university

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	TOTAL OFFENCES 2022-23
School of Graduate and Postdoctoral Studies	24

Western's Institutional Quality Assurance Process (IQAP) Report

[Western's IQAP](#) requires that a report be provided to the GEC yearly on the outcomes of the Quality Assurance at Western.

SGPS works with the Office of Academic Quality and Enhancement (OAQE), the Centre for Teaching and Learning (CTL) and other partners to facilitate the cyclical reviews of existing graduate programs, the development and approval of new graduate programs, and promote continuous improvement to existing programs through the major modification process.

Cyclical Reviews
The cyclical review Final Assessment Reports are posted, by academic year, to the OAQE website and linked below for your reference.

If there is no link, the results of the review have not been finalized as of the posting of this report.

2020-2021 Cyclical Reviews (complete late due to COVID delays)
[Advanced Health Care Practice   MClSc](#)
[Family Medicine   MClSc Ph.D.](#)
[Business Administration   M.B.A., Ph.D.](#)
[Civil and Environmental Engineering   M.E.Sc., M.Eng., Ph.D.](#)
[Electrical and Computer Engineering   M.E.Sc., M.Eng., Ph.D.](#)
[Chemical and Biochemical Engineering   M.E.Sc., M.Eng., Ph.D.](#)
[NeuroscienceM.Sc., Ph.D.](#)
[Orthodontics   M.Cl.D.](#)
[Computer Science   M.Sc.,Ph.D.](#)

2022-2023 Cyclical Reviews
[Foods and Nutrition M.Sc.F.N (Brescia University College)   M.Sc.F.N.](#)
[Management of Applied Science (MMASc) (interdisciplinary)](#)
[Master of Media in Journalism and Communication (MMJC)](#)
[Nursing   M.N., M.Sc.N., Ph.D.](#)
Astronomy (combined with Physics)   M.Sc., Ph.D. (results pending committee)
Environment and Sustainability   M.E.S. (results pending committee)
ManagementM.Sc. (results pending committee)
Music   D.M.A., M.A. Music Theory, M.A. Musicology, M.Mus., Ph.D. (results pending committee)
Physics (combined with Astronomy)   M.Sc., Ph.D. (results pending committee)

Public Administration   M.P.A., G.Dip (results pending committee)
Sociology M.A., PhD (results pending committee)
Visual Arts   M.A., M.F.A., Ph.D. (results pending committee)

2022-2023 New Programs Approved to Commence
Drug Safety and Pharmacovigilance   MSc
Global Health Systems   MHSc
Business and Sustainability G.Dip
Climate Risk Assessment and Opportunity   G.Dip

Major Modifications to existing Graduate Programs: The results of approved major modifications are presentd below for the period September 2022-June 2023.

(approved from Sept 2022-June 2023)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Advanced Health Care Practice	MCISc	Change in degree designation	The Advanced Health Care Practice (AHCP) program offers an opportunity for experienced health care professionals to obtain graduate-level education in a clinical specialty. A Master of Clinical Science (MClSc) degree is awarded upon successful completion of the program. As the program has grown, it has received numerous high-quality applications to the Applied Health Sciences (AHS) field from students who have a non-clinical background. In conversations with students & potential employers, an MClSc degree, which includes the word 'clinical', is misleading for employers who may interpret the degree to mean that the student has clinical training & for students who do not feel that the degree-type reflects their intended career choice. The program would like to replace the MClSc degree designation with a Master of Health Sciences . The goals for students in the AHS field include complete graduate-level training in one of the AHS field's areas of concentration (Determinants of Health and Health Equity, Health Across the Lifespan, or Health Leadership). A new degree type will better align with the field's learning outcomes & with stakeholders' feedback. This new degree type may also support growth in the AHS field. Different degree types for the AHS field vs. the other AHCP fields will also align with existing differences between the AHS field vs. the other AHCP fields (i.e., AHS does not include a clinical mentorship course or clinical skills training courses whereas the other fields do). In addition, for other fields in the AHCP Program, students must be a clinician, which is not the case in the AHS field.	a16sept22.pdf (uwo.ca)
Nursing	MScN PhD	Change to program-level learning outcomes	Revision of the Program Learning Outcomes - A review of the Program Learning Outcomes for the MScN and PhD programs was completed by graduate faculty in the School of Nursing in the Fall of 2022.	a16sept22.pdf (uwo.ca)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Nursing	MScN	Change course/program requirements	Review of the Program Plan for the MScN - The curriculum change for the thesis-based MScN program includes a reduction in the number of courses from 8 courses to 5 courses. The research focused required core courses & the thesis requirements will not change. The elective requirements will be reduced from 3 courses to 1 course. In the analysis of student learning needs & progress through the program, faculty & students found the number of electives required in addition to the thesis was an impediment to the research aspects of the degree by interfering with time students spend developing their proposal & completing required courses, the research, and thesis. Reducing the number of electives concurrently with the removal of the fields will allow students to focus more on proposal development and research completion for the thesis. It enables the thesis committee individualize the program of study related to the needs of the student. Students who wish to take additional elective courses are still free to do so & supervisor to make recommendations to.	a16sept22.pdf (uwo.ca)
Nursing	MScN PhD	Closure of a field	Removal of Fields The movement from specific areas of study (fields) aligns with the new strategic plan in the School of Nursing while considering future changes in healthcare research & delivery. The removal of specific fields of study is consistent with the faculty research profile which encompasses a broad range of theoretical, policy, health systems, and practice oriented areas of research.	
Nursing	PhD	Change course/program requirements	Review of the Program Plan for the PhD Program In a review of the PhD program, faculty and students determined that increasingly complex research methodologies have resulted in a need for students to be well-versed across a range of research & evaluation strategies. The proposed curriculum change will increase the number of PhD course requirements from 2 courses to 3 courses. This addition reflects the requirement for students in the PhD program to complete 2 research methodology courses from the current requirement of 1 research methodology course. Requirements of the thesis and doctoral seminar will not change	a16sept22.pdf (uwo.ca)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Health and Rehabilitation Sciences	PhD	Add part-time/full-time option

change in registration | The program introduce a flex-time registration option for the PhD in Health and Rehabilitation Sciences. The Health and Rehabilitation Sciences program welcomes practicing clinicians to its doctoral program each year. These students are often working full-time in practice or a related industry (e.g., an audiologist working at a hearing aid manufacturer in research and development). Because they are working full-time, they do not require funding from the program or their supervisor and may even have funding or support from their employer to carry out research at their place of work. This may create opportunities for students to secure a supervisor who otherwise may not have funding to supplement the funding package and may have otherwise limited their supervision to students who could support their own research programs | a16sept22.pdf (uwo.ca) |
| Electrical and Computer Engineering | MESc, Phd | Closure of a field, option | Engineering is eliminating the "Applied Electrostatics" field of the MESc and PhD in Electrical and Engineering programs. This research field is no longer an area of research undertaken by any full-time faculty and is not anticipated to be undertaken in the future | a14oct22.pdf (uwo.ca) |
| Master of Environment and Sustainablity | MES | Add work-integrated learning option (i.e, co-op, practicum, internship) | Master of Environment and Sustainability (MES) is formalizing the nature of the classroom vs. employment activities and stages of the co-op work experience offering. The existing 2.5 credit co-op course will be replaced with a new 1.0 credit course and a new co-op milestone. Additional proposed revisions to the MES program include the addition of a Community Engagement milestone and reducing the required number of professional development courses from 2.0 to 1.5. 1. The ENVRSUST 9300 CO-OP EDUCATION EXPERIENCE (2.5 Credits) is currently completed over the fall, winter and summer terms and includes both a classroom component (bi-weekly classes) that focuses on co-op preparation and a 500-hour co-op. This course will be replaced with a new course ENVRSUST 9250 CO-OPERATIVE EDUCATION EXPERIENCE (1.0 Credits), to be completed over the fall and winter terms, and a new milestone titled "MES Co-op" to be completed over the summer term. 2. A milestone titled Community Engagement will be added to the program requirements 3. Reducing the required number of professional development courses (0.25 credits each) from 2.0 to 1.5. Students will be allowed to choose those 1.5 credits from a larger list of possible of professional development courses. | a14oct22.pdf (uwo.ca) |

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Ancient Philosophy	MA	Closure of a program	The Faculty of Arts and Humanities offered a five-term Master of Arts (MA) in Ancient Philosophy, run jointly by the Departments of Philosophy and Classical Studies. The Faculty of Arts and Humanities wishes to discontinue this MA program. Since the inception of the MA in Ancient Philosophy, two Professors have left Western University and two have retired. While the academic merits of the program are great, the pragmatic obstacles to its continuance are greater. The continuation of the program would require the hiring of at least two more Ancient Philosophers, which is not viable at this time. Moreover, several applications were from international students. The severance of funding for international MA students in the faculty makes it difficult to adequately support such students. The program suspended admissions two years ago. Currently, there are no students enrolled in the program.	a11nov22.pdf (uwo.ca)
Anthropology	MA, PhD	Change field name	The Department of Anthropology is proposing to change the name of two fields of study in the MA and PhD in Anthropology: Archaeology and Bioarchaeology change to **Archaeology and Biological;** Anthropology Sociocultural Anthropology change to **Sociocultural and Linguistic Anthropology.** The proposed changes to the fields of study more accurately capture the diversity of research being carried out by faculty and students in the program.	a11nov22.pdf (uwo.ca)
Sociology	MA	Change course/program requirements	Since 2018, students were counseled to take the following courses, and our Graduate Handbook also shows the same: 1) SOCIOLOG 9003A (Research Design) 2) Either SOCIOLOG 9001 (Multivariate Analysis) OR 9021 (Qualitative Methods), whichever is most consistent with the methodology planned for the thesis or MRP Prior to 2018, students were given the option to select one of three courses (9003, 9001 and 9007). In 2018, the Sociology Department approved a change requiring students to take 9003, and either 9001 or 9021. This change better reflects the program Learning Outcomes	a11nov22.pdf (uwo.ca)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Music	Mmus	Change field name	1. Change of field name: The inconsistency in field names across the MMus and the DMA, specifically that the field for the MMus is called Literature and Performance, and DMA field is called Performance degrees is a vestige of the MMus degree having been introduced in 1969 and the DMA degree in 2011. Students and faculty understand these to be the field of Performance—consisting of identical areas of study. The two fields are distinct in name only and the proposed modification will correct this anomaly. 2. The MMus in the Composition field (thesis-based) has operated as a 5-term stream since 2015. It was listed as a 6-term stream in the 2014 brief, as were the MMus in Music Education, the MA in Music Theory, and the MA in Musicology. The latter three were reduced to 5 terms (major modification), but there is no record of this change for the MMus in Composition. A modification to 5 terms will codify the practice of the last several years and align the program duration with that of the other MMus and MA degrees. 3. The MMus in Composition field course-based curriculum option has never been offered, as no student has elected this option since its introduction in 1969. It is a disciplinary norm in MMus composition programs to write a thesis, hence the decision to eliminate the course-based option.	a2dec22.pdf (uwo.ca)
All Engineering programs	PhD	Add part-time/full-time option

change in registration | Introduction of a Flex-time Registration Option for the PhD programs in the Faculty of Engineering   -The Faculty of Engineering is proposing the introduction of a Flex-Time registration option for the Doctor of Philosophy (PhD) programs in the Faculty of Engineering. This includes the PhD in Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering. Flex-time enrolment is a modified delivery option that enables practicing professionals to undertake doctoral studies by offering flexibility in the completion timeline | a23feb16.pdf (uwo.ca) |
| Advanced Health Care Pracrice | | Add new field, concentration, stream | Adding a new field of study to the AHCP program – Clinical Epidemiology & Research Management that will be delivered full-time. This field will recruit a wide variety of health professionals from multiple areas (e.g., medicine, nursing, physiotherapy, kinesiology, optometry, dentistry, etc.) and facilitate advanced level, evidence-based practice and enable attendees to lead clinical research and clinical research teams. This field is designed to prepare health care providers and those working within a health-related institution, with the skills to apply evidence to practice, to design and implement clinical research as well as lead clinical research teams. Through an inter-professional Master's level educational experience, students will develop evidence-based practice skills, applied clinical research methods, depth of knowledge, and the professional behaviors to become leaders in clinical epidemiology and research management in their respective fields and to advance the knowledge in their fields of health care/health science. | a23feb16.pdf (uwo.ca) |

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Advanced Health Care Pracrice		Add new field, concentration, stream	Adding a new field of study to the AHCP program, Health Equity and Sustainability, which will be delivered full-time and online. This field will recruit decision-makers, practitioners (e.g., senior physicians and clinicians, allied health professionals, and administrators), those from civil society sectors, non-governmental and intergovernmental agencies, and students with a background in medical, health, or social sciences. It will facilitate advanced level thinking around current impacts and threats to health, equipping students with knowledge and skills to enable equitable and sustainable solutions to health problems across the world.	a23feb16.pdf (uwo.ca)
Applied Mathematics	MSc, PhD	Closure of a program	The Department of Mathematics currently offers two graduate programs: (i) Mathematics and (ii) Applied Mathematics. The latter has been offered by the department only since July 2021, following the dissolution of the Department of Applied Mathematics that offered this program until June 2021. Through broad consultation with faculty members and students, we decided that all degrees (both Mathematics and Applied Mathematics, both M.Sc. and Ph.D.) should be offered within a single program with one harmonized set of requirements. The lines between (pure) mathematics and applied mathematics become more blurry with a number of faculty interested in supervising students who do not necessarily fit into either category; and likewise there are a number of applicants interested in the work at the intersection of these fields. As a result, we are creating a single harmonized Mathematics program, combining different aspects of the two current programs; and, with its creation, the existence of a separate program in Applied Mathematics becomes unnecessary.	a23feb16.pdf (uwo.ca)
Mathematics	MSc, PhD	Add new field, Closure of a field	Delete three existing fields of research(Algebra/Number Theory, Analysis, Geometry/Topology) and add a new field of research (Applied Mathematics) in the Mathematics program	a23feb16.pdf (uwo.ca)
Mathematics	MSc, PhD	Change course requirements Change program-level learning outcomes	Revise the learning outcomes for the Mathematics program. 3. Revise the requirements for the M.Sc. and Ph.D. degrees in Mathematics: a. Change course requirement for the Ph.D. degree in Mathematics from 3.0 credits to 2.5 credits. b. Change the duration of the thesis-based M.Sc. degree from 3 terms to 6 terms. c. Add a Departmental Presentation milestone to the Ph.D. requirements and change the names of the Comprehensive Exam milestones. d. Define the requirements of the Applied Mathematics field for both the M.Sc. and Ph.D. degrees.	a23feb16.pdf (uwo.ca)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Visual Arts	MA, PhD	Change course/program requirements	Remove the second language requirement for students enrolled in the MA in Art History and Curatorial Studies and PhD in Art and Visual Culture. Requiring a second language for the MA and PhD degrees does not reflect the necessity of our students, and the reality of the job market. The requirement became an accessibility issue for the students who did not possess a second language since they had limited options to meet the requirement, on top of their other program requirements, so it became detrimental to their learning in their degree. There are limited options that are offered regularly with sufficient enrolment capacity for graduate students to learn a second language at Western. Because of the limited availability of language courses at Western, graduate students would need to go elsewhere and thereby incur additional cost to meet the requirement. Students should not need to incur additional costs to fulfill program requirements. In cases where a second language is directly connected to the student's research, the supervisor will continue to advise the student to acquire the necessary language skills in order to complete the research. This does not prevent students from enrolling in such courses if they wish to and we will continue to support students who decide this is of benefit to their research. In other words, second language acquisition will certainly be supported where necessary, just not tested or required as a program milestone.	a17mar23.pdf (uwo.ca)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Social Work	MSW	Change course/program requirements	Program adding course "Advanced Practice with Indigenous Peoples" to the required curriculum of two-year option & remove the course SW 9708: Introduction to Social Policy from the required curriculum. In 2021, the Canadian Association for Social Work Education (CASWE), which is the accrediting body for all Social Work programs in Canada, introduced a new set of educational policies and accreditation standards. Under the new standards, the following key learning objectives are required to be incorporated in curriculum for both BSW and MSW programs: 5. Indigenous Peoples and Communities Social work students have opportunities to… a) incorporate The Royal Commission on Aboriginal Peoples, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Calls to Action of the Truth and Reconciliation Commission, Reclaiming Power & Place: The Final Report of the National Inquiry into Missing & Murdered Indigenous Women & Girls, and the Viens Report from the Commission of inquiry into Aboriginal Relations & certain public services in Quebec: listening, reconciliation and progress in the development of their professional practice; b) demonstrate relational solidarity with the self-determination of Indigenous Peoples; c) affirm the distinct nature of Indigenous social work and Indigenous healing practices; d) understand the role & importance of Indigenous languages in decolonizing; & e) affirm the resilience, resistance, & resurgence of Indigenous Peoples, communities, & languages. The Program meet with MSW student representatives in the winter term of every year to solicit feedback on the program. Students indicated a desire for a required course on working with Indigenous peoples.	a21apr23.pdf (uwo.ca)
Professional Education	EdD	Change admission requirements, Change program objectives, Change method(s) of assessment	The Faculty of Education is proposing the following revisions to the Doctor of Education (EdD): 1. Revision to the name of the culminating milestone from Organizational Improvement Plan (OIP) to Dissertation-in-Practice (DiP) 2. Addition of one new course – GRADEDUC 9714: DiP Assessment and Evaluation 3. Introduction of an evaluation process for the DiP 4. Revision the Graduate Degree Level Expectations (GDLES) 5. Change in the admission criteria in response to the 2021 program review 6. Introduction of a DiP Resubmission Hearing Process	a21apr23.pdf (uwo.ca)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Professional Education	EdD	Add new field,	The Faculty of Education proposes to introduce a new field in Equity, Diversity, and Social Justice in the Doctor of Education (EdD). This field is designed to enhance both professional knowledge & expertise in equity, diversity, & social justice education. It builds on the successful Master of Professional Education (MPEd) field in Equity, Diversity, and Social Justice. The new field will be composed of 11 sequential, fully online half courses culminating in a final Dissertation-in-Practice. This field values the professional knowledge that students bring to the field, & actively encourages students to apply what they learn to their professional practice & to embrace an ethic of critical self-reflectivity. The field of study is organized as a cohort model. The cohort structure provides ongoing support in the course work, enabling students to develop a professional community of practice that is action oriented in its focus. To ensure the integrity of the cohort model, continuous enrollment is normally required. This 9-term, year-round field is course-based. The program of study is one course at a time during the three years. Typically, students maintain continuous enrollment throughout that period. As a fully online degree, this program may be taken from any location in the world. Time commitments for each course will likely range from approximately 15-20 hours per week.	a21apr23.pdf (uwo.ca)
Orthodontics	MCID	Change course/program requirements	The program is adding three practicum courses to the Master of Clinical Dentistry (MClD) in Orthodontics curriculum to more accurately reflect the clinical training that is conducted in the program. These practicum courses have been delivered in practice for many years but have been poorly catalogued during this time as the program course progression has evolved. The Department of Orthodontics has recently streamlined the delivery of the program, including the adoption of a September admit term and the delivery of courses within traditional term schedules. This modification will continue this progress by ensuring that students are enrolled in both a Diagnosis and Treatment Planning course and a Clinical Experience course in each term.	a19may23.pdf (uwo.ca)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Musical Arts	DMA	Change course/program requirements	The Doctor of Musical Arts (DMA) in Performance was reorganized in 2021 into project-based and thesis-based curriculum options. Both curriculum options have as their major milestone a Research-Creation Portfolio (RCP) that integrates performance events and a written document. The project-based RCP consists of four performance events and a DMA research paper. The thesis-based RCP consists of three performance events and a DMA thesis. Currently, DMA students receive three years of studio lessons whether they are completing the project-based or the thesis-based RCP. The proposed modification will add a fourth year of studio lessons (two 0.5 credit courses) in support of the fourth performance event for students in the project-based curriculum option. This addition for project-based students will provide necessary support for the completion of their RCP. DMA students in the thesis-based curriculum option do not have a performance event in Year 4, so do not need this support to complete their RCP. Instead, they receive guidance from a thesis supervisor.	a19may23.pdf (uwo.ca)
Mircobiology and Immunology	MSc, PhD	Change course/program requirements	The Program seeks to revise the Master of Science (MSc) (thesis-based) and Doctor of Philosophy (PhD) in Microbiology and Immunology programs by removing the Journal Club requirement and adding a requirement that students enroll in one of four "current research" courses in each year they are an active student. MSc (thesis-based) students will be required to complete a minimum of 1.0 credits (two courses) and PhD students will be required to complete a minimum of 2.0 credits (four courses).	a19may23.pdf (uwo.ca)
Theology	MA	Change mode of delivery	The Program seeks to introduce an online delivery curriculum option for the Master of Arts (MA) in Theology. The course requirements and content will remain the same, but the delivery mode will be hybrid, with some students participating in person in the classroom and some participating synchronously over video conferencing. The proposal also seeks to revise the admission requirements to remove the requirement that students must have an Honours Bachelor's degree in Theology or Religious Studies	a19may23.pdf (uwo.ca)
Electrical and Computer Engineering	MEng	Change course/program requirements	Modifications to the Master of Engineering (MEng) in Electrical and Computer Engineering are proposed in response to a recommendation provided through the recent IQAP review of the program to emphasize depth rather than breadth in the course requirements. For the course-based program, this modification includes setting 2.5 required core course credits in each field of specialization (selected from the former list of technical courses) in addition to a menu of technical elective courses, peripheral to the field of specialization, where students in the field are required to select 1.5 course credits. For the project-based program, 1.0 elective course credit substitutes for the project.	a9jun23.pdf (uwo.ca)

Name of Program Being Modified	Degree	Type of Major Modification	Brief Description of the Major Modification	Senate Agenda
Economics	MA, PhD	Change course/program requirements	Currently the requirements for the Master of Arts (MA) in Economics (3 term option) state "students must sit for the comprehensive exams in the summer term immediately following the MA program." In practice, MA students complete the three comprehensive exams while enrolled in the three term MA program, not upon completion of the two term MA in Economics program. This proposal will add three milestones to the MA in Economics (3 term option) curriculum: Comprehensive Exam – Microeconomics; Comprehensive Exam – Macroeconomics; Comprehensive Exam – Econometrics. This change will clarify requirements and expectations for all students in both the two term (terminal) and three term MA in Economics curriculum options. The proposal also adds one course to the MA (3 term option) and Doctor of Philosophy (PhD) in Economics curriculum: ECONOMIC 9692 – RESEARCH WORKSHOP II. Previously, only external scholarship holders were required to enroll in a version of this course. The reason for adding this course is to continue developing and building upon the research skills initially learned in ECONOMIC 9691.	a9jun23.pdf (uwo.ca)