SENATE AGENDA

1:30 p.m., Friday, October 18, 2019
Arts and Humanities Building, Rm 1R40

The Land Acknowledgment will be read at the beginning of the meeting.

1. **Minutes of the Meeting of September 20, 2019**

2. Business Arising from the Minutes

3. Report of the President – **EXHIBIT I** (A. Shepard)

4. Unanimous Consent Agenda – **EXHIBIT II**

5. Reports of Committees:

   Operations/Agenda – **EXHIBIT III** (M. Milde)
   Nominating Committee – **EXHIBIT IV** (K. Yeung)
   Academic Policy and Awards – **EXHIBIT V** (J. Cuciurean)

6. Announcements and Communications – **EXHIBIT VI** (A. Shepard)

7. Discussion and Question Period

8. New Business

9. Adjournment

Senate meetings are scheduled to begin at 1:30 p.m. and normally will end by 4:30 p.m. unless extended by a majority vote of those present.

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

UNANIMOUS CONSENT AGENDA

FOR ACTION

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Nominating Committee – Alternate Member

FOR INFORMATION

Senate Membership – Undergraduate Students
Senate Membership – Graduate Students
Senate Membership – Schulich School of Medicine & Dentistry (Dentistry)
Senate Membership – Huron University College
Senate Membership – Vacancies filled by Appointment

NOMINATING COMMITTEE

FOR ACTION

Selection/Review Committee for the Vice-Provost and Associate Vice-President (International)

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Education:
        Revisions to the "Progression Requirements – Bachelor of Education (B.Ed.)" Policy
School of Graduate and Postdoctoral Studies:
        Introduction of the new Collaborative Graduate Specialization in Hazard, Risk and Resilience
        Revisions to the Master of Arts (MA) in Media Studies
        Revisions to the PhD in Biology
King's University College:
        Introduction of a New Subject Area, Major and Minor in Human Rights Studies
Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program
Revisions to the Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs

FOR INFORMATION

SUPR-U Report: Cyclical Reviews of Political Science – King's University College; Social Justice and Peace Studies – King's University College
SUPR-G Report: Cyclical Reviews of Biomedical Engineering; Health Information Studies
Report of Scholastic Offences
New Scholarships and Awards

ANNOUNCEMENTS AND COMMUNICATIONS

FOR INFORMATION

Election Results – Election to the Selection/Review Committee for Dean of the Faculty of Education
Report from the Board of Governors (September 24, 2019)

MINUTES OF THE MEETING OF SENATE

SEPTEMBER 20, 2019

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

SENATORS: 77

R. Andersen	L. Ghattas	S. Mumm
M. Baker	M. Goodman	A. Nelson
S. Basu	M. Grenier	C. Nolan
J. Baxter	A. Grzyb	J. Nord
G. Belfry	L. Henderson	N. Nuimat
L. Beres	K. Hibbert	I. Paul
S. Birdi	H. Hill	P. Peddle
L. Bot	V. Hocke	S. Prichard
H. Boyi	A. Holm	V. Radcliffe
D. Brou	A. Hrymak	G. Read
K. Burghardt-Jesson	D. Jeffrey	S. Roland
S. Burke	L. Jiang	C. Roulston
E. Chamberlain	V. Joe	A. Rozovsky
A. Chant	R. Kennedy	A. Shepard
M. Cleveland	K. Kirkwood	C. Steeves
K. Cole	J. Kitz	S. Taylor
K. Coley	R. Konrad	P. Thomlinson
J. Compton	M. Koschinsky	G. Tigert
J. Corrigan	K. Kwan	J. Toswell
J. Cuciurean	L. Logan	S. Trosow
V. Dalal	D. Macpherson	G. West
S. Datars Bere	D. Malloy	J. Wilson
M. Davison	K. Mequanint	K. Yeung
C. Dick	M. Milde	B. Younker
L. Frederking	L. Miller	R. Zitikis
M. Garabedian	S. Morrison	

Observers: T. Belton, K. Campbell, R. Chelladurai, J. Ciriello, J. Doerksen, L. Gribbon, B. Jalayer, J. Massey, M. Ruddock.

Land Acknowledgement

R. Kennedy read the Land Acknowledgement.

S.19-131   **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of June 7, 2019 were approved as circulated.

S.19-132   **REPORT OF THE PRESIDENT** [Exhibit I]

The President's report distributed with the agenda contained information on the following topics:

- Welcome of first incoming class as Western's 11th President
- 3rd Annual World's Challenge Challenge
- *Times Higher Education* Teaching Excellence Summit
- International Association for College Admission Counseling
- 7th annual *See the Line* symposium on concussion research
- Congress 2020, scheduled for May 30, 2020 – June 5, 2020
- Special honours:
  - Ann Chambers, Joy MacDermid, Ravi Menon (elected fellows, Royal Society of Canada)
  - Lauren Flynn and Janice Forsyth (RSC's College of New Scholars, Artists and Scientists)
  - Neil Banerjee (Canadian Fulbright Fellowship)
  - Students Katie Brown, and Liam Israels received Schulich Leaders Scholarships
  - Alumni Selwyn Collaco and Devish Gupta named among Canada's Top 25 Immigrants
- Social Science & Humanities Research Council
- Canadian Institutes of Health Research
- Canada Foundation for Innovation
- Next round of Strategic Mandate Agreements (SMA3) for Ontario's postsecondary institutions
- Meetings with Ross Romano, Merilee Fullerton, and David Piccini
- Senior appointments:
  - Sarah Prichard, Acting Vice-President (Research)
  - Kevin Shoemaker, Acting Associate Vice-President (Research)
  - Jacquelyn Burkell, Acting Associate Vice-President (Research)
  - Ken Coley, Dean, Faculty of Engineering
  - Perry Klein, Acting Dean, Faculty of Education
  - Jim Weese, Acting Vice-Provost & Associate Vice-President (International)
  - Mark Daley, Special Advisor to the President (Data Strategy)

S.19-133   **UNANIMOUS CONSENT AGENDA** [Exhibit II]

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

That the items listed in the Unanimous Consent Agenda (Exhibit II), except item 12 be approved or received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.19-134   **Appointment of Acting Chancellor for Western's Dual Installation - October 22, 2019**

It was moved by M. Milde, seconded by A. Chant,

That Senate authorize Mr. John Thompson, Chancellor Emeritus as the Acting Chancellor at Western's Dual Installation ceremony scheduled for October 22, 2019.

CARRIED

S.19-135   **Notice of Motion regarding the proposal for a Senate *ad hoc* Committee for Honourary Degrees and Convocation**

Senate received an electronic communication dated July 2, 2019 which contained a proposal for Senate to create an *ad hoc* committee to consider several concerns related to honourary degrees and Convocation.

It was moved by J. Toswell, seconded by A. Chant,

Senate to create an *ad hoc* committee to make recommendations concerning some elements of
the honourary degree process, including nominations, selection, and the role of honorary doctorate
recipients in convocations.

In support of the motion, the following items were discussed with respect to the proposed intent of the
motion:

- Changes to Convocation volunteer levels
- Faculty participation and engagement at Convocation
- Increases in the number of Convocation ceremonies
- Thames Hall renovation and impact to Convocation marshalling areas
- Convocation expenses and budget
- Convocation Brass
- Procedural concerns relating to the execution of Convocation ceremonies
- Increases to the number of Honourary Degrees being awarded at Convocation
- Speeches being reviewed prior to the ceremonies
- Procedures created to address the possible concerns
- Convocation focus on graduates
- Convocation program changes relating to inclusivity and information relating to indigenous symbols
- The assessment of a graduating student as a security risk subsequent to receiving their degree on
  stage
- Composition of the Convocation Board

It was moved by K. Mequanint, and seconded by B. Younker,

> That the items in the Notice of Motion regarding the proposal for a Senate *ad hoc* Committee for
> Honourary Degrees and Convocation, be referred to the Convocation Board and Honourary
> Degree Committees of Senate, and that a report be provided to Senate for the November 15, 2019
> meeting.

In favour of the motion to Refer to Committee, Senators noted the following items:

- Senate already has two committees designated to deal with concerns related to the items
  presented. The creation of an *ad hoc* committee did not seem necessary in order to complete the
  review and work being addressed by the motion.
- The creation of an *ad hoc* committee could be seen as an indication of distrust in the work of the
  existing standing committees.
- The current committees structure addressed the concerns adequately.
- The existing committees could reflect on the items being put forward and subsequently decide that
  an *ad hoc* committee would be useful, but using the existing structures and referring the items to
  them meant that the current standing committees would have an opportunity to review the
  materials.

In opposition of the proposed motion to Refer to Committee, Senators noted the following items:

- The desire to strike an *ad hoc* committee comes from a procedural concern that the work would fall
  outside of the current scope of the committees' terms of reference.
- The idea of creating an *ad hoc* committee merited consideration in order to give the review of these
  items a fresh perspective.
- The original motion would demonstrate to the university community the emphasis that Senate
  would like reflected, with respect to the seriousness with the events that took place at the Spring
  and Fall Convocation.
- The original motion was seeking a method of establishing a relationship between the two
  committees of Senate which would facilitate collaboration.
- The intent of the original motion was to establish a holistic review of Convocation while the existing
  standing Senate committees continued with their regular agendas.

A Senator asked whether there was a student member on the Convocation Board.

The Secretary of Senate advised that the composition of the Convocation Board does not include a student.

A Senator requested clarification on the communication between the Honourary Degrees Committee and the Convocation Board.

The Secretary of Senate advised that the membership of the committees overlapped and that communication between the committees is exchanged via the shared participants.

The motion to Refer to Committee was called and CARRIED (37 votes in favor and 27 votes against)

S.19-136 **Information Items Reported by the Operations/Agenda Committee**

Exhibit III, Report of the Operations/Agenda Committee, contained the following items that were received for information by unanimous consent:

- Officers of Convocation
- Order of June Convocation 2020

REPORT OF THE NOMINATING COMMITTEE [Exhibit IV]

S.19-137 **Senate Committee on University Planning (SCUP)**

R. Yost (Graduate Student) was acclaimed to the Senate Committee on University Planning (SCUP) for a term to June 30, 2020.

S.19-138 **Selection/Review Committee for the Vice-President (Research)**

E. Ansari (Music), M. Davison (Sci)(Dean), A. Nelson (SS), N. Wathen (FIMS), D. Olteanu (Graduate Student), were acclaimed to the Selection/Review Committee for the Vice-President (Research).

S.19-139 **Selection/Review Committee for Dean of the Faculty of Education**

An additional nomination was received from the floor for the Selection/Review Committee for Dean of the Faculty of Education. An electronic vote will be conducted following the meeting. The results will be reported to Senate at the October 18, 2019 meeting.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [Exhibit V]

S.19-140 **Faculty of Engineering: New "2 + 2" Agreements for the International Collaborative Degree Program in Chemical Engineering**

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

> That effective September 1, 2019, an International Collaborative Degree Program in Chemical Engineering be introduced with South China University of Technology (SCUT), Nanjing Tech University (NJTECH), and Tianjin University as shown in Exhibit V, Appendix 1.

> CARRIED (Unanimous Consent)

S.19-141 **Faculty of Engineering: Revisions to the "Progression Requirements – Engineering" Policy**

It was moved by A. Chant, seconded by K. Mequanint,

> That the "Progression Requirements - Engineering" policy be revised, effective September 1, 2019, as shown in Exhibit V, Appendix 3 to permit students in the Bachelor of Engineering to enroll in Minors in other disciplines.

> CARRIED

S.19-142 **School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts in Hispanic Studies**

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

> That the Master of Arts in Hispanic Studies be revised effective September 1, 2020 as shown in Exhibit V.

> CARRIED (Unanimous Consent)

S.19-143 **School of Graduate and Postdoctoral Studies: Revisions to the PhD in Media Studies**

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

> That the PhD in Media Studies be revised effective September 1, 2019 as shown in Exhibit V.

> CARRIED (Unanimous Consent)

S.19-144 **School of Graduate and Postdoctoral Studies: Revisions to the Eligibility for Honours Designations in the Ivey Graduate Programs Policy**

It was moved by L. Miller, seconded by J. Corrigan,

> That effective September 1, 2019, beginning with the Winter 2019 cohort for the Ivey MSc in Management program, the Dean's Honour List be awarded only at the point of program completion, and that the Ivey MSc Gold Medal be awarded by field, as shown in Exhibit V, Appendix 4.

> CARRIED

S.19-145 **Faculty of Science: Revisions to the Admission and Progression Requirements of the Honours Specialization in Information Systems**

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

> That the Admission and Progression requirements of the Honours Specialization, in Information Systems be revised effective September 1, 2019 as shown in Exhibit V, Appendix 5.

> CARRIED (Unanimous Consent)

S.19-146 **Faculty of Science, Department of Computer Science: Withdrawal of the Minors in Computer Algebra, High Performance Computing, Applications of Computer Science, and Theoretical Computer Science**

S.19-146(a) Withdrawal of the Minors in Computer Algebra, High Performance Computing, and Applications of Computer Science

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

> That effective September 1, 2019, admission to the Minor in Computer Algebra, the Minor in

Applications of Computer Science, and the Minor in High Performance Computing be discontinued, and

That the modules be withdrawn and all registration discontinued.

CARRIED (Unanimous Consent)

S.19-146(b)   Withdrawal of the Minor in Theoretical Computer Science

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

That effective September 1, 2019, admission to the Minor in Theoretical Computer Science be discontinued, and

That students enrolled in the module prior to September 1, 2019 be permitted to continue with the understanding that they must complete the requirements prior to September 2023, and

That effective September 1, 2023, the module be withdrawn and all registration discontinued.

CARRIED (Unanimous Consent)

S.19-147   **Brescia University College: Revisions to the Honours Specialization in Nutrition and Dietetics and the HBA/Honours Specialization in Nutrition and Dietetics**

S.19-147a   Revisions to the Honours Specialization in Nutrition and Dietetics

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

That the Honours Specialization in Nutrition and Dietetics at Brescia University College be revised, effective September 1, 2019, as shown in Exhibit V, Appendix 6.

CARRIED (Unanimous Consent)

S.19-147b   Withdrawal of the Minor in Theoretical Computer Science

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

That the HBA/Honors Specialization in Nutrition and Dietetics, offered jointly by Brescia University College and The Richard Ivey School of Business, be revised effective September 1, 2019, as shown in Exhibit V, Appendix 7.

CARRIED (Unanimous Consent)

S.19-148   **Brescia University College: Revisions to the Specialization in Foods and Nutrition**

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

That the Specialization in Foods and Nutrition at Brescia University College be revised, effective September 1, 2019, as shown in Exhibit V, Appendix 8.

CARRIED (Unanimous Consent)

S.19-149   **Brescia University College: Revisions to the Minor in Foods and Nutrition**

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

> That the Minor in Foods and Nutrition at Brescia University College be revised, effective September 1, 2019, as shown in Exhibit V, Appendix 9.

> CARRIED (Unanimous Consent)

S.19-150   **Brescia University College: Withdrawal of the Honours Specialization in Food Science and Technology**

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

> That effective September 1, 2020 admission to the Honours Specialization in Food Science and Technology be discontinued, and

> That students currently enrolled in the module be allowed to graduate until August 31, 2024 upon fulfillment of the requirements, and

> That effective September 1, 2024, the Honours Specialization be discontinued.

> CARRIED (Unanimous Consent)

S.19-151   **Huron University College: Introduction of a Major in Japanese Studies**

It was moved by A. Chant, seconded by I. Paul,

> That a Major in Japanese Studies be introduced at Huron University College effective September 1, 2019 as shown in Exhibit V, Appendix 10, pending Quality Council Approval.

> CARRIED

Huron University College: Introduction of a New Subject Area and Major in Global Great Books

S.19-152a   Introduction of "Global Great Books (GGB)" as a New Subject Area

It was moved by L. Miller, seconded by N. Nuimat,

> That effective September 1, 2019, "Global Great Books (GGB)" be introduced as a new subject area and included in Category B for Breadth Requirements for Graduation, as shown in Exhibit V, Appendix 12.

> CARRIED

S.19-152b   Introduction of a Major in Global Great Books (GGB)

It was moved by L. Miller, seconded by N. Nuimat,

> That effective September 1, 2019, a Major in Global Great Books be introduced at Huron University College as shown in Exhibit V, Appendix 13, subject to Quality Council approval.

> CARRIED

S.19-153   **Policy Revisions: Revisions to the "Undergraduate Student Academic Appeals" Policy**

It was moved by M. Milde, seconded by G. Read,

> That effective September 1, 2019, the "Undergraduate Student Academic Appeals" Policy be revised as shown in Exhibit V, Appendix 15.

> CARRIED

S.19-154   **Policy Revisions: Revisions to the "Course Outlines (Syllabi) for Undergraduate Courses" Policy**

It was moved by A. Chant, seconded by M. Garabedian,

> That the "Course Outlines (Syllabi) for Undergraduate Courses" policy be revised effective September 1, 2019 as shown in Exhibit V, Appendix 16.

A Senator brought forward concerns with respect to the threshold for reported absences going up from 10% to 30% and requested clarification on the rationale behind the changes.

A Senator advised that the changes were a housekeeping item, intending to align this policy with the wording previously approved for the Academic Accommodation Policy.

The motion was called and CARRIED

S.19-155   **SUPR-U Report: Cyclical Reviews of Mechatronic Systems Engineering; Music; Physics and Astronomy; First Nations Studies; Geography**

A Senator requested clarification on how student engagement would be addressed during the cyclical review cycle and identified the item within the report relating to Indigenous Studies becoming a department. J. Doerksen, Vice Provost (Academic Programs) advised Senate that Indigenous Studies becoming a department was a recommendation that came forward from the external reviewers. The item falls outside of the cyclical review process and is an administrative item. He further noted that students are represented on policy committees for Senate, as well as the faculty committees.

S.19-156   **Scholarships and Awards**

SCAPA approved on behalf of the Senate the Terms of Reference for the scholarships and awards shown in Exhibit V, Appendix 18.

G. Tigert, University Registrar discussed the changes to Westerns Admission Scholarship program, including academic threshold requirement changes bringing the threshold into alignment with the current entrance average.

A Senator requested clarification on how the various entrance averages for different faculties would be factored into the allocation of scholarships. G. Tigert, advised that the entrance average for faculties would no longer be considered, instead the top 250 students would be considered based on faculty enrollment.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING [Exhibit VI]

S.19-157   **McEwen Western Integrated Science Professorship**

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

> That Senate approve that the McEwen Western Integrated Science Professorship be established and appointed within the Faculty of Science as shown in Exhibit VI, Appendix 1.

> CARRIED (Unanimous Consent)

REPORT OF THE HONOURARY DEGREES COMMITTEE [Exhibit VII]

S.19-158   **Information Items Reported by the Honourary Degrees Committee**

Exhibit VII, Report of the Honourary Degrees Committee, contained the following items that were received for information by unanimous consent:

- Honourary Degree Recipients – Fall 2019

S.19-159   **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit VIII]

Exhibit VIII, Report of the Academic Colleague, was received for information. The following items were included in the report:

- Labour Relations Issues
- Introduced Bill 124*, an Act to implement moderation measures in respect of compensation in Ontario's public service*
- Nursing Programs
- Intellectual Property

S.19-160   **ANNOUNCEMENTS AND COMMUNICATIONS** [Exhibit IX]

Exhibit IX, Announcements and Communications was received for information. The following items were included in the report:

- Election Results – Election to the Provost's Task Force on Open Access and Scholarly Communication
- Academic Administrative Appointments
- Report from the Board of Governors (June 27, 2019)

S.19-161   **DISCUSSIONS AND QUESTION PERIOD**

I. Paul, Senator (on behalf of a Graduate Student)

A number of graduate students are interested in extending the reach of the Discovery credit such that they are applicable not only to undergraduate students, but also to graduate students. That is, a number of graduate students are interested in learning about a new area on a pass/fail basis.

For example, graduate students may wish to take their language credit as a Discovery credit. While most language courses can be taken on a pass/fail basis by graduate students, only numeric grades are assigned for French. A number of graduate students wish for language courses, such as French, to be offered to graduate students in the summer through departmental and intradepartmental efforts and they would like for French to be offered on a pass/ fail basis.

The student also asks why special students are not eligible to take Discovery credits.

L. Miller, Vice-Provost (Graduate and Postdoctoral Studies) advised Senate that the issue had been reviewed within the school of Graduate and Postdoctoral Studies, where it was noted that there were several concerns relating to graduate students taking discovery credits. Due to the various breadth requirements for different graduate programs, professional and course based Master's programs, there would be little to no flexibility to take Discovery courses. PhD programs would permit greater flexibility but are structured to permit students to focus on research rather than course work. She further advised that undergraduate students are permitted to take Discovery credits on a pass/fail basis, but that the concern with graduate students centered around undergraduate courses not being permitted to count towards graduate level course requirements. Graduate students are permitted to audit undergraduate courses and can take courses for personal interest, but the courses would not be credited towards program completion.

I. Paul, Senator

> At the last Senate, I raised the question of the intersection of Western and Sarnia and the safety of pedestrians and cyclists. While the express buses are now running, as indicated at that Senate meeting, this change has not resulted in a safer intersection. According to the city, there will not be an environmental assessment (EA) of this intersection until there is certainty about the north leg of Rapid Transit. Without this EA, any improvements to this intersection are on hold.

> https://www.london.ca/residents/Environment/EAs/Pages/Western-Road-and-Sarnia-Road-and-Philip-Aziz-Avenue.aspx

> While roads are the responsibility of the city, I believe it's Western's responsibility to ensure that faculty, staff and students can travel to campus safely, whether they are coming by car, bus, bike or on foot. Is the administration lobbying the city to move forward with their Rapid Transit plan?

L. Logan, Vice-President (Operations & Finance) advised that changes to the Sarnia Road and Philip Aziz intersection fall under the jurisdiction of the municipality and that the University administration will continue to have ongoing discussions with the City of London to advocate for pedestrian safety in this area.

<u>ADJOURNMENT</u>

The meeting adjourned at 2:34 p.m.

_____   _____
A. Shepard   K. Kwan
Chair   Secretary

Western

President & Vice-Chancellor

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: October 8, 2019

Re: President's Report to Senate

Dear Senators,

This report summarizes some noteworthy developments since my last report to Senate of September 12, 2019.

More thoughts on September 28: I want to repeat my thanks to the many university staff, student volunteers, community partners and first responders who devoted their time and energy to protecting the safety of students who attended Purple Fest and the street party that unfolded September 28. Their collective effort helped to reduce the number of hospital visits, injuries, dangerous roof-toppings, and police charges being laid compared to past years. However, concerns emanating from the weekend continue to preoccupy our campus and surrounding community. The discouraging reports of property damage and public nuisance point to the need for continued vigilance. Very upsetting were the misogynistic banners on display at the street party that starkly illustrated why more needs to be done to counter sexist attitudes and gender-based violence. Education is the best form of prevention and we are allocating more resources to it, particularly within the Student Experience portfolio. We are also taking action to raise awareness about these issues, including a review of Western's policy on sexual violence that will invite the participation of students, staff and faculty.

New rankings released: On its list of the fastest-rising institutions in producing scientific research papers, *Nature Index* ranks Western tops in Canada and among only a small number of universities around the world. Judges noted that Western's national and international research collaborations in recent years helped drive its appearance on the list. The *Nature Index* identifies institutions' authorship and co-authorship in 82 high-quality peer-reviewed science journals. Western's 'fractional count' – a formula derived from the percentage of authors from an institution and the number of affiliated institutions/co-authorships per article – showed the highest increase among Canadian schools between 2015-18.

Meanwhile, Western has dropped from being ranked 190th last year into the 201-250 range in the 2020 *Times Higher Education* World University Rankings. As reported by *Western News*, although Western's overall score moved only from 54 to 53.2, *THE* rankings officials explained that "the Top 200 is sensitive to even seemingly small score variations." In total, nearly 1,400 universities from 92 countries were included in the latest rankings. Among Canadian universities, Western still ranked 8th out of 27 institutions.

Finally, Western has risen one spot from last year to No. 7 in the Medical Doctoral category of the 2020 *Maclean's* University rankings, released earlier this week. Among the annual survey's sub-categories, Western ranked highest in scholarship and bursaries (No. 3), student satisfaction (No. 4) and student services (No. 6). Two Western programs, Business and Psychology, were ranked in the top 5. Students ranked Western at No. 4 overall in student satisfaction, with its highest ratings coming in residence living

(No. 1), extracurricular activities (No. 2), student life staff (No. 2) mental health services (No. 5) and administrative staff (No. 5, tied).

Personal accolades: Please join me in congratulating the following faculty, students and alumni who, among others, were recognized with special honours in recent weeks:

- Professor **Jennifer Irwin** (Health Studies) named one of Ontario's four most outstanding teachers by the Ontario Confederation of University Faculty Association.
- Dean **Jayne Garland** (Health Sciences) named a fellow of the Canadian Academy of Health Sciences for her advances in the neural control of movement—particularly relevant to muscle fatigue and recovery of standing balance and mobility after stroke.
- Professors **Ilka Heinemann** (Biochemistry), **Shih (Susan) Huang** (Medicine & Medical Biophysics), **Naveen Poonai** (Paediatrics), **Martha Dagnew** (Civil & Environmental Engineering) and **Ryan Willing** (Mechanical & Materials Engineering) received Early Researcher Awards from the Ontario Research Fund.
- Professors **Brian Allman** (Anatomy & Cell Biology), **Peter Brown** (Physics & Astronomy), **Tim Bussey** (Physiology & Pharmacology), **Ali Kahn** (Medical Biophysics), **Gordon Osinski** (Earth Sciences), **Rithwik Ramachandran** (Physiology & Pharmacology) and **Ryan Stevenson** (Psychology) awarded infrastructure grants from the Ontario Research Fund.
- Alumnus **Toni Gravelle** (BA'88, PhD'96, Economics) named Deputy Governor of the Bank of Canada.
- Alumnae **Cynthia Qi** (BMSc'19) and **Madelaine Coelho** (BA'19) received gold medals for their best-of-field thesis papers at the 2019 Undergraduate Awards competition.

Senior appointment: Please join me in congratulating Professor **Kathy Hibbert** on her appointment as Acting Dean, Faculty of Education, effective October 1. Kathy has played many roles at Western since first joining the Faculty of Education as an instructor in 2000, including Associate Dean of Teacher Education and Director of the Interdisciplinary Centre for Research in Curriculum as a Social Practice. She is cross-appointed to the Department of Medical Imaging in the Schulich School of Medicine & Dentistry, and an affiliate member within the Department of Women's Studies & Feminist Research and the graduate program of Health & Rehab Sciences. For 18 years prior to joining Western, she held several teaching positions with regional school boards in southwestern Ontario. We are grateful for the leadership Interim Dean Perry Klein provided from July 1 through October 1, and wish Kathy well while the decanal selection committee undertakes its work to recruit the Faculty's next dean.

Leadership review and selection: The work of selection committees for the next Dean of the Schulich School of Medicine & Dentistry and the next Vice-Provost & Associate Vice-President (International) remain underway. Meanwhile, the work of review committees for the Vice-Provost (Academic Planning, Policy & Faculty) and the Dean of Social Science is also underway. Looking ahead, selection committees to recruit the next Vice-President (Research) and the next Dean of the Faculty of Education will begin their work in the fall.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

Any member who wishes to ask a question, discuss, or oppose an item that is listed below may have it removed from the consent agenda by contacting the Secretary of Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motion.

Recommended: That the following items be approved or received for information by the Senate by unanimous consent:

Report of the Operations/Agenda Committee – EXHIBIT III

1.	Senate Membership – Undergraduate Students	INFORMATION
2.	Senate Membership – Graduate Students	INFORMATION
3.	Senate Membership – Schulich School of Medicine & Dentistry (Dentistry)	INFORMATION
4.	Senate Membership – Huron University College	INFORMATION
5.	Senate Membership – Vacancies filled by Appointment	INFORMATION

Report of the Senate Committee on Academic Policy and Awards – EXHIBIT V

6.	School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Media Studies	ACTION
7.	School of Graduate and Postdoctoral Studies: Revisions to the PhD in Biology	ACTION
8.	Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program	ACTION
9.	SUPR-U Report: Cyclical Reviews of Political Science – King's University College; Social Justice and Peace Studies – King's University College	INFORMATION
10.	SUPR-G Report: Cyclical Reviews of Biomedical Engineering; Health Information Studies	INFORMATION
11.	New Scholarships and Awards	INFORMATION

Announcements and Communications – EXHIBIT VI

12.	Election Results – Election to the Selection/Review Committee for Dean of the Faculty of Education	INFORMATION
13.	Report of the Board of Governors (September 24, 2019)	INFORMATION

The Unanimous Consent Agenda

The Senate's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

> Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.
>
> Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved en bloc without discussion, saving the time that would be required for individual votes.

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

How it works:

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

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

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of the Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

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

REPORT OF THE OPERATIONS AGENDA COMMITTEE

Contents	Consent Agenda
Nominating Committee – Alternate Member	No
Senate Membership – Undergraduate Students	Yes
Senate Membership – Graduate Students	Yes
Senate Membership – Schulich School of Medicine & Dentistry (Dentistry)	Yes
Senate Membership – Huron University College	Yes
Senate Membership – Vacancies filled by Appointment	Yes

FOR APPROVAL

1. **Nominating Committee – Alternate Member**

[Must be members of Senate]

Workload: Meets monthly, the Friday of the week before Senate at 9:15 a.m.

Composition: Regular Members:

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

Alternate Members:

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

Current Elected Members:

Terms ending June 30, 2020:

    Regular Members: A. Borchert (AH), L. Ghattas (UDGR), A. Holm (SS), A. Myers (Grad), K. Yeung (Sci)

    Alternate Members: M. Heath (Health Sci), VACANCY

Terms continuing to June 30, 2021:

    Regular Members: S. Roland (Music), J. Toswell (AH), J. Wilson (Ivey)

    Alternate Members: S. Taylor (Ed.)

Required: One (1) alternate student Senate member (term ending June 30, 2020).

Nominees: A. Rozovsky   (Student) (SS)

<u>FOR INFORMATION</u>

2. **Senate Membership – Undergraduate Students**

An *ad hoc* Nominating Committee has appointed <u>Christopher Harasym</u> (Undergraduate Student) to Senate for the term September 1, 2019 to June 30, 2020, in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

3. **Senate Membership – Graduate Students**

An *ad hoc* Nominating Committee has appointed <u>Aren Plante</u> (Graduate Student) to Senate for the term September 1, 2019 to June 30, 2020, in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

4. **Senate Membership – Schulich School of Medicine & Dentistry (Dentistry)**

The seat held by Walter Siqueira, representative of the Schulich School of Medicine & Dentistry constituency, has been declared vacant as a result of his resignation and <u>Bertha Garcia</u> has been elected to fill this vacancy for the remainder of the term (July 1, 2019 to June 30, 2020), in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

5. **Senate Membership – Huron University College**

The seat held by Kate Lawless, representative of the Huron University College constituency, has been declared vacant as a result of a temporary leave and <u>Glen Koehn</u> has been elected to fill this vacancy for the term (July 1, 2019 to December 31, 2019), in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

6. **Senate Membership – Vacancies Filled by Appointment**

The following Senate seats have been filled for the following terms by appointment at the recommendation of the units concerned as shown below, in accordance with the Senate Election Procedures.

KING'S UNIVERSITY COLLEGE		
Laura Melnyk Gribble	King's University College Representative	July 31, 2019 – June 30, 2021

REPORT OF THE NOMINATING COMMITTEE

Contents	Consent Agenda
Selection/Review Committee for the Vice-Provost and Associate Vice-President (International)	No

FOR APPROVAL

1. **Selection/Review Committee for the Vice-Provost and Associate Vice-President (International)**

    A committee to select a Vice-Provost and Associate Vice-President (International) shall consist of:

    (a)   the Provost & Vice-President (Academic), who shall be Chair
    (b)   the Vice-President (Research)
    (c)   Three (3) faculty elected by Senate, one of whom shall be a Dean
    (d)   One (1) Student Senator elected by Senate

    Required: One (1) Student Senator elected by Senate, to replace Y. Hassan (Student Senator) who has resigned.

    Nominees: M. Garabedian   (Student Senator)

FOR INFORMATION

Future Business of the Senate Nominating Committee

Upcoming Nominating Committee agenda items are posted on the Senate website at:

http://www.uwo.ca/univsec/pdf/senate/newnoms.pdf

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

Contents	Consent Agenda
Faculty of Education: Revisions to the "Progression Requirements – Bachelor of Education (B.Ed.)" Policy	No
School of Graduate and Postdoctoral Studies:	
Introduction of the new Collaborative Graduate Specialization in Hazards, Risk and Resilience	No
Revisions to the Master of Arts (MA) in Media Studies	Yes
Revisions to the PhD in Biology	Yes
King's University College: Introduction of a New Subject Area, Major and Minor in Human Rights Studies	No
Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program	Yes
Revisions to the Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs	No
SUPR-U Report: Cyclical Reviews of Political Science – King's University College; Social Justice and Peace Studies – King's University College	Yes
SUPR-G Report: Cyclical Reviews of Biomedical Engineering; Health Information Studies	Yes
Report of Scholastic Offences	No
New Scholarships and Awards	Yes

<u>FOR APPROVAL</u>

1.   **<u>Faculty of Education: Revisions to the Progression Requirements for the Bachelor of Education</u>**
     <u>Program to include a Pass/Fail Grading Basis</u>

     Recommended: That effective September 1, 2020, the "Education – Progression Requirements"
                               Policy be revised as shown in **Appendix 1.**

     Background
     Western's two-year Bachelor of Education (BEd) program is a highly competitive program that attracts high
     achieving students with 4-year undergraduate degrees. After a comprehensive review of the program,
     current literature in teacher education and significant consultation with stakeholders in the teaching
     profession, the Faculty of Education has determined that the current numerical grading basis does not align
     with the practice of assessing teacher's professional competence. The Faculty is proposing a change to
     Western's Pass/Fail grading basis for course assessment within the BEd, with a Pass being the equivalent
     of 76%

     Additional policy amendments will subsequently be presented to SCAPA (Dean's Honour List, University
     of Western Ontario Gold Medals, and Graduation with Distinction)

     Details are provided in **Appendix 2.**

2.   **<u>School of Graduate and Postdoctoral Studies: Introduction of the new Collaborative Graduate</u>**
     <u>Specialization in Hazards, Risks and Resilience</u>

     Recommended: That the new Collaborative Graduate Specialization in Hazards, Risks and
                               Resilience be introduced effective September 1, 2020 as outlined in **Appendix 3**.

     Background
     The proposed is a multidisciplinary, collaborative specialization in Hazards, Risks, and Resilience to be
     offered within graduate (Masters and PhD level) programs from the Departments of Civil & Environmental
     Engineering (CEE), Earth Sciences (ES), Geography (GEO) and Statistical & Actuarial Sciences (SAS).
     The participating graduate degree programs, sorted alphabetically by and within each faculty, are listed in
     Appendix 4.

3.   **<u>School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts in Media Studies</u>**

     Recommended: That the Master of Arts in Media Studies be revised effective September 1, 2020
                               as shown in **Appendix 5.**

     Background
     This modification involves a shift from a 2-year (5 term) thesis-based Masters program to a 1-year (3
     term) program, which includes:

           1.   The removal of the thesis option
           2.   Replacement of the former "Major Research Paper" option with an "Independent Research
                Project" option, which allows for a traditional scholarly paper or a research-creation project
           3.   A reduction in the overall course credits (3.0 credits, as compared to 3.5 credits in the former
                MRP option)
           4.   Changes to the course descriptions of two of the required courses (MS 9101 & MS 9102)

     There will be no change to the existing areas of specialization in Media Studies (Media Cultures, Media
     Industries, Media Technologies).

     The Master of Arts in Media Studies has seen a steady decrease in the number of applications and
     enrolments. Many competitor MA programs have adopted a one-year model and many Western FIMS
     undergraduates have opted for these one-year programs, citing their duration as a major recruitment
     factor. Moving to a one-year (3-term) model will FIMS to create a complementary program to the Faculty's

other one-year professional programs (Masters of Media in Journalism & Communication (MMJC) and the Masters of Library & Information Science (MLIS).

There will be one year of overlap during which students will be finishing the second year of the two-year version of the program along with the inaugural intake of students in the one-year version of the M.A. program. For the last cohort of the two-year MA program, FIMS will offer the old version of MS9102 in the Fall term *and* run the new version of MS9102 in the Winter term for the first cohort of the one-year model.

4.   **School of Graduate and Postdoctoral Studies: Revisions to the PhD in Biology**

Recommended: That the PhD in Biology be revised effective September 1, 2019 as shown below:

Current program	Proposed Change(s)
Four half courses in Biology (or related field) at the graduate level, which can be chosen from Biology or related graduate offerings.	Three half courses in Biology (or related field) at the graduate level for students with no prior graduate course credits, and two half courses in Biology (or related field) at the graduate level for incoming PhD students who previously obtained at least one half course at the graduate level. Courses can be chosen from Biology or related graduate offerings.
A description of how the modification may affect any other programs and students in other programs (e.g., how the modification may affect students in a collaborative or a joint program)	

Background
Currently, Biology PhD students are required to complete a minimum of four (4) half credits of coursework for the degree. The proposed modification is to reduce this number to three (3) half credits for students with no prior graduate course credits, and to two (2) half credits for incoming PhD students who previously obtained at least one half credit at the MSc level.

All course credits obtained through collaborative programs would count towards the total required for the Biology PhD program.

The reduction in the PhD coursework requirement would be optional for students currently in the program and apply to all students September 2020.

5.   **King's University College: Introduction of a New Subject Area, Major, and Minor in Human Rights Studies**

5a.   Introduction of a New Subject Area in Human Rights Studies

Recommended: That effective September 1, 2019, "Human Rights Studies" be introduced as a new subject area at King's University College, Department of History, and included in Category A for Breadth Requirements for Graduation as shown in **Appendix 6.**

5b.   Introduction of a Major in Human Rights Studies

Recommended: That a Major in Human Rights Studies at King's University College be introduced effective September 1, 2019, as shown in **Appendix 7,** pending Quality Council approval.

5c.   Introduction of a Minor in Human Rights Studies

Recommended: That a Minor in Human Rights Studies at King's University College be introduced effective September 1, 2019, as shown in **Appendix 8.**

Background

Human Rights Studies is a new subject area not offered previously by the University. The study of Human Rights is a recognizable, coherent field of enquiry and practice in various disciplines; hence the logic of a collaborative program in which several disciplinary approaches and perspectives converge to offer students a Major/Minor to complement other discipline-specific modules. The proposed program is distinctive in its thematic focus and theoretical approach from the Global Rights Studies program at Huron.

Human Rights Studies will allow students to gain a comprehensive, critical understanding of the field of human rights; its historical origins and development, its philosophical and ethical foundations and both theoretical and practical questions around the efficacy of human rights laws and policies in practice. To provide adequate breadth and depth of coverage, a collaborative and cross-disciplinary framework for study is required. To that end, Human Rights Studies is designed to engage students in study of human rights fields through distinct disciplinary lenses in structured dialogue with one another.

This program will facilitate the exploration of Human Rights, and the violations of those rights, through various Social Science and Humanities approaches. Students who pursue the study of Human Rights will have an advantage as they practice their citizenship and recognize their place in the global arena. They will apply these skills and knowledge in the pursuit of various professional degrees and eventual careers. Their heightened consciousness of the fragility of Human Rights and of their importance, especially to vulnerable populations, will be applicable to a wide spectrum of possible career choices.

The proposed program Major in Human Rights Studies is dedicated to the interrogation of intersections between culture, conflict, citizenship and rights, placing these within the context of an evolving global citizenship. Through a collaborative disciplinary approach, the program will challenge students to think about the myriad nature of human rights and citizenship through different disciplinary and theoretical perspectives. Grounded in the Liberal Arts and King's tradition of Catholic Higher Education these perspectives and disciplinary approaches include: historical-political, philosophical-ethical and literary-cultural. It is anticipated that this program will recruit new students to King's and to the participating programs.

There are currently Human Rights programs at 7 Ontario Universities. These include: University of Toronto, University of Ottawa, Carleton University, University of Ontario Institute of Technology, York University and Wilfrid Laurier University. There are also 2 programs at universities outside of Ontario: St. Thomas University and the University of Winnipeg. Nipissing University is also proposing a program on Human Rights and State Violence, and courses in human rights are taught variously at other Canadian Universities. The proposed program differs from these in multiple ways. Some of the existing Human Rights Programs study rights within a particular framework, such as law or education. The King's program will take a collaborative disciplinary approach that combines perspectives from the Humanities and Social Sciences, allowing for a broader examination of the theory and practice of Human Rights around the globe. Consistent with King's mission of providing academic programs that are rooted in the liberal arts, this program will include courses from a broad range of disciplines. The co-disciplinary perspective that the program takes – exploring the historic development of Human Rights, considering the philosophical arguments for and against rights as a universal ideal, acknowledging the role that culture plays in how rights are understood and experienced, evaluating how effectively Human Rights have been articulated into law and enforced on-the-ground, reflecting on the relationship between Faith and Human Rights – is designed to encourage students to take a critical approach to their study of Human Rights. In order to understand rights in a global context, this program will encourage students to question their pre-existing

assumptions, challenge conventional wisdom, and be open to consider rights from different perspectives. The curriculum will require students to engage in the debates that currently occupy Human Rights scholars and practitioners: on the origins of Human Rights, the extent to which these rights are universal or culturally relative, the efficacy of the global Human Rights framework, and the fragility of Human Rights as an ideal.

Finally, the King's program will also offer the opportunity for experiential learning. Several of the disciplines that will collaborate on the Human Rights program have existing courses with experiential components, ranging from hands-on work for peace and justice, to field schools and local archival research programs. The experiential component of the program will not only help students understand human rights in practice, it will provide valuable skills that can be transferred to further education or the workplace.

The proposed program incorporates existing faculty research and teaching expertise and involves full-time faculty members of the Department of History, as well as faculty from five other programs in the Humanities and Social Sciences at King's. The proposed program allows for the inclusion of existing courses that already treat these themes, but also for the development of new and collaboratively taught Human Rights courses.

SUPR-U considered the introduction of the Major in Human Rights Studies and requested that the program be sent for external review. The results of the external review are attached as **Appendix 9.**

6. **Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program**

    Recommended: That Senate approve and recommend to the Board of Governors that the renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College regarding the transfer of credits for students in the Business-Accounting Diploma Program be approved effective September 1, 2019, as shown in **Appendix 10.**

    Background
    For the past several years, Western and Fanshawe have awarded transfer credit to graduates from the Business-Accounting program at Fanshawe College. This agreement has expired and is due to be renewed. Updates have been made to the curriculum, course titles and numbers. The renewal of this agreement supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT). In addition, this renewal provides the opportunity for Western to attract top students as well as meeting the needs of aspiring Accountants, now enrolled at Fanshawe, to complete their accounting credits and obtain a Western degree.

7. **Revisions to the "Policy on Academic Consideration for Student Absences – Undergraduate Students in first Entry Programs"**

    Recommended: That effective September 1, 2019, the "Policy on Academic Consideration for Student Absences – Undergraduate Students in first Entry Programs" be revised as shown in **Appendix 11.**

    Background
    Approval was granted during the April 3, 2019 Senate that the "Accommodation for Illness – Undergraduate Students" Policy be replaced by the "Policy on Academic Considerations for Student Absences - Undergraduate Students in First Entry Programs" for a three-year trial period effective September 1, 2019. The revisions in **Appendix 11** reflect additional details that will provide further clarification.

FOR INFORMATION

8. **Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review of Political Science – King's University College**

    The following cyclical reviews of Undergraduate programs were conducted:

Faculty / Affiliates	Program	Date of Review	SUPR-U recommendation
King's University College	Political Science	March 21-22, 2019	Good Quality
King's University College	Social Justice and Peace Studies	March 12-13, 2019	Good Quality with Report in Two Years

    The detailed Final Assessment Reports and Implementation Plans for these reviews are attached as **Appendix 12**, and **Appendix 13** respectively.

9. **Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical reviews of Graduate Programs of Health Information Science and Biomedical Engineering**

    The following cyclical reviews of Graduate programs were conducted:

Faculty / Affiliates	Program	Date of Review	SUPR-G recommendation
Faculty of Information and Media Studies (with the Faculty of Health Science)	Health Information Science	April 19-20, 2019	Good Quality with Report in 18 months (March 2021)
Faculty of Engineering (with the Faculties of Health Sciences and Science, and Schulich School of Medicine & Dentistry)	Biomedical Engineering	April 23-24, 2019	Good Quality

    The detailed Final Assessment Reports and Implementation Plans for these reviews are attached as **Appendix 14.**

10. **Report of Scholastic Offences**

    A report of scholastic offences for the period from **July 1, 2018 to June 30, 2019** is provided for information in **Appendix 15.**

11. **New Scholarships and Awards**

    SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarship and award shown in **Appendix 16.**

<u>REVISED CALENDAR COPY</u>

GENERAL REQUIREMENTS

1.   The B.Ed. program is a four-term, full-time program. It may not be completed on a part-time basis.

2.   The progress of each Teacher Candidate is subject to various forms of evaluation on a regular basis throughout each academic year. Eligibility to remain registered is contingent on maintaining a satisfactory level of performance in all courses including the practicum.

3.   A Teacher Candidate who fails to maintain a satisfactory level of performance may at any time, at the discretion of the Dean or Dean's designate, be Required To Withdraw or be placed on Conditional Status **(Conditional Status is recorded and actioned within the Faculty of Education).**

4.   At the discretion of the Dean or Dean's designate, a student may be denied a school placement for either a practicum or another purpose related to the B.Ed. program.

5.   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 YEAR ONE TO YEAR TWO AND GRADUATION

1.   All Year One courses and practica must be completed satisfactorily before a Teacher Candidate may progress to Year Two of the program. An overall ~~weighted average of 65%~~ **pass** ~~or better~~ is required in course work, with a **pass being the equivalent of** ~~grade of 65~~**76**% ~~or better~~ in ~~each of the JI or IS teachable subject areas~~ **all courses**.

2.   Teacher Candidates who do not complete all Year One requirements satisfactorily will be withdrawn from the program.

3.   Under exceptional circumstances, a Teacher Candidate may be permitted to defer enrollment in Year Two for one year in order to complete Year One requirements. Such exceptional circumstances will be adjudicated on a case by case basis by the Associate Dean, Teacher Education.

4.   All Year Two courses, practica, 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. An overall ~~average of 65% or better~~ **pass** must be maintained in course work, with a **pass being the equivalent of** ~~grade of 65~~**76**% ~~or better in each of the JI or IS teachable subject areas~~ **all courses.**

The rest of the policy remains unchanged

PROPOSAL: TO REVISE PROGRESSION REQUIREMENTS FOR THE BACHELOR OF EDUCATION PROGRAM.

1. Faculty of Education: Revision of **Progression Requirements** for Bachelor of Education, two-year professional degree.

2. Effective September 1, 2020 the Faculty of Education progression requirements for the professional degree program 'Bachelor of Education' at Western be **REVISED** to replace the numerical grading system with a pass/fail grading system.
   Note: A 'pass' will be the equivalent of 76%[1].

3. **BACKGROUND**:

   The two-year professional Teacher Education program is a highly competitive program that attracts high achieving students with 4-year undergraduate degrees. After a comprehensive review of the program, current literature in teacher education[2] and significant consultation with stakeholders in the teaching profession, it was determined that the current grading system did not align with the practice of assessing teacher's professional competence in the profession.

   To ensure that our teacher candidates make the critical transition from 'students' (focused on what grade they have received in a course) to teachers (focused on *how* and *what* they are learning will inform their future professional practice with learners) we have to revise our Progression Requirements from a numerical system to the more appropriate pass/fail system.

   The shift in process and focus will align with the professional assessment practices they will encounter in their future practice.

4. **PRIMARY CONTACT PERSON**:

   Professor Kathy Hibbert, Associate Dean of Teacher Education may be contacted for further information or to attend the SCAPA meeting at which this proposal is to be considered. (519-661-2111, x88557 or khibbert@uwo.ca)

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[1] Consultations with UBC indicate that a pass is equivalent to 76%; at UPEI, a pass is 80%. Students entering the Teacher Education program have already demonstrated high academic achievement. Our goal is to ensure that teacher candidates develop the requisite professional competencies which compels us to shift our focus to ongoing improvement, self-appraisal, risk-taking and learning to appraise others. The 76% signals high expectations will be maintained.

[2] Bibliography appended.

5. CONSULTATION AND RESULTS

Approvals have been received internally at Academic Research Cluster level, Faculty of Education Executive Committee and Faculty Council.

Prior consultation took place with an internal 'Teacher Education Design Group', Course and Program Coordinators, the **Ontario College of Teachers, a government mandated 'Teacher Education Advisory Committee', Teacher Education Liaison Committee, our local board partners' 'Rethinking Teacher Education' teams, Teacher Candidates, Open Faculty Sessions, UBC, SGPS, and Westerns' Student Experience office OTHER CONSIDERATIONS**

1. **Scholarships and Awards**: Changes to the criteria of Scholarships and Awards will have to go forward to a Subcommittee to Review Scholarships (SRS) individually for approval. We will work with Marcia Gibson (Stewardship Officer) and Rosie Triebner (Director, Community Engagement and Development) to make these changes.

2. **Dean's Honours List and Distinctions**: We will work with the Registrar's office to draft criteria that we will use to distinguish the students who excel in the program and warrant these distinctions.

   Appendices:
   Appendix A: Additional Information
   Appendix B: Letter for students explaining pass/fail program if needed in post-graduate applications for any purpose.
   Appendix C: Bibliography

APPENDIX A:
Additional Background:

6. **BACKGROUND**:

The two-year professional Teacher Education program is a highly competitive program that attracts high achieving students with 4-year undergraduate degrees. After a comprehensive review of the program, current literature in teacher education[3] and significant consultation with stakeholders in the teaching profession, it was determined that the current grading system did not align with the practice of assessing teacher's professional competence in the profession.

To ensure that our teacher candidates make the critical transition from 'students' (focused on what grade they have received in a course) to teachers (focused on *how* and *what* they are learning will inform their future professional practice with learners) we have to revise our Progression Requirements from a numerical system to the more appropriate pass/fail system.

The shift in process and focus will align with the professional assessment practices they will encounter in their future practice. Following the initial teacher education that teacher candidates receive through the Bachelor of Education, the Ontario Ministry of Education provides a *New Teacher Induction Program* (NTIP) as the "second job-embedded step along a continuum of professional learning".[4] Evaluation of their success in the NTIP program is governed by the Ontario Ministry of Education's *Teacher Performance Appraisal System[5]* (TPA) designed to provide "meaningful appraisals that encourage professional learning and growth". Upon successful completion of the NTIP program, annual *Teacher Learning Plans* are required (Ontario Regulation 98/02). These "*Annual Learning Plans*" (ALP) are designed to "provide a meaningful vehicle to support experienced teachers' professional learning and growth ... The ALP is teacher-authored and directed, and is developed in a consultative and collaborative manner with the principal".[6] It is also aligned with the 'practicum' component of the Teacher Education Program where students go into the field to develop their skills under the tutelage and supervision of an Associate Teacher in the schools, supported by a Practicum Consultant from the Faculty. Four practica totalling 80 days are completed and are evaluated as either 'satisfactory or unsatisfactory'. Four successful practica must be completed before we can recommend a teacher candidate for licensing through the OTC.

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[3] Bibliography appended.

[4] New Teacher Induction Program: http://www.edu.gov.on.ca/eng/teacher/induction.html

[5] Teacher Performance Appraisal System http://www.edu.gov.on.ca/eng/teacher/appraise.html

[6] Annual Learning Plan www.edu.gov.on.ca/eng/teacher/pdfs/AnnualLearningPlanExperiencedTeachers.doc

A pass/fail approach will enable both instructors and teacher candidates to focus their efforts on developing the professional competencies needed for a more seamless transition into practice. New teachers will develop the knowledge, skills, abilities and competencies needed to become capable professionals. Assessment as expressed through the dominant grades discourse "constructs learners as passive subjects ... students are seen to have no role other than to subject themselves to the assessment acts of others" (Boud, 2007, p. 17). Rather, we seek the "formation of a capable person who can engage in professional work and contribute to society as an informed citizen ... measurement, objectivity, standards and integrity are integral ... **but secondary to the act of becoming informed**" (p. 20). We also draw on Carins' and Stephenson's (2009) *Capability Framework* to draw links between the development of capable professionals and a capable workplace.

There is precedent for this move. Here at Western, the program standard for progression at Schulich's School of Medicine & Dentistry is a pass/fail grade for each course. In 2002, the University of Prince Edward Island adopted a P/F approach in its Bachelor of Education program (as well as the Masters in Professional Education) which the former Dean Miles Turnbull concluded after ten years as enjoying "wide support" among teacher candidates. The Teacher Education program at the University of British Columbia[7] adopted the approach in 2009. Research on programs that have adopted this approach conclude that while it does indeed mitigate the focus on individual 'grades' and achievement, it can create new challenges, such as the need to support instructors in their ability to plan and provide feedback in new ways, and to teach the students how to develop strong skills in self and peer assessment (White & Fantone, 2009; Baume & Yorke, 2002; Darling-Hammond, 2001). Knowing this, we have ensured that supports are in place to develop these competencies for both instructors and teacher candidates, and that we also institute an embedded, ongoing research plan to address any new challenges that arise.

It is important to note that numerical grades in teacher education are not counted toward entry in a post-graduate program, or for employment or salary determination in the teaching profession. However, a letter drafted with input from Western's SGPS that students can access explaining the quality and rigour of the P/F program is attached as **Appendix A**.

Assessment:

The principal function of assessment of candidates in the Teacher Education program is to model the process of assessing *for* learning, *of* learning and *as* learning

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[7] MacLeans ranks UBC 2nd in Canada (2017; 2018); Western is currently at #10

and assessment *as* scholarship. This function is critical to developing the knowledge, skills and abilities that teacher candidates must learn deeply and apply in their professional practice in order to meet the standards of the profession. All assessment will align with the *Ontario College of Teachers* (OCT) standards (and their associated competencies) at defined stages over the two-year program.

For the purposes of reporting, and consistent with other well-respected Teacher Education programs in Canada (e.g., UBC, UPEI) and other professional programs (e.g., all English-language Canadian medical school practices), the Program standard for progression is a Pass/Fail grade for each course.

Within each course, appropriate pedagogical approaches will be designed by the course instructors. A clear 'single point' rubric will define what is required to pass. In Ontario schools, assessment and evaluation is based on both the content standards and the performance standards[8] -moving from *norm-referenced* to *criterion-referenced* assessment and evaluation. Developing professionalism across all aspects of the curriculum will constitute a significant assessment outcome across the program.

Assessment across the Program curriculum will include:

1. **Formative Assessment *for* Learning**:

   Formative assessment is a process of gathering information that accurately documents how well a teacher candidate is meeting the standards for the profession. Its primary purpose is to improve the learning of the teacher candidate. Information may be gathered through a variety of means including observations, discussions, learning conversations, demonstrations, group work, inquiry projects, professional practice records, performances, peer and self-assessment, self-reflection, essays, tests and so on. A collaborative relationship between instructors, peers and mentors will provide timely and meaningful feedback to enable teacher candidates to identify strengths and weaknesses, and plan together how to improve their learning (Black & Wiliam, 1998; Black & Wiliam 2004a; Black & Wiliam 2004b). The process provides meaningful information to instructors about how they need to adjust their teaching to strengthen the new learning as it is taking place and teacher candidates are practicing developing skills. It also models the differentiated learning practices that will be needed to meet the individual needs of students in their future professional practice (Kraft & Balzar, 2018).

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[8] Growing Success: Assessment, evaluation and reporting in Ontario schools.
http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

2. **Summative Assessment *of* Learning**: Summative assessments in each course must be successfully completed as delineated in the clear criterion of a single point rubric. Like the leveled assessment system in Ontario schools, success is determined by the most consistent level of success in the course. Individual course components that are identified as weaknesses may require a resubmission if further development is needed, or where necessary, candidates will be asked to redo the assignment(s). Even where a candidate has passed a course, areas that can be strengthened will be moved into the Professional Practice Record[9] (PPR) where they will form a part of the individual teacher candidate's personal growth plan to be developed, monitored and documented through the duration of the two year Program in small groups of 12 led by paid Master Teacher Mentors, and overseen by the Instructor of the Research and Assessment course. The goal is to develop a "more precise relationship between teaching and learning" in a longer term and sustainable fashion (Yeigh & Lynch, 2017, p. 124; Kennedy, 2016).

3. **Assessment *as* Learning:** Teacher Candidates engage in assessment *as* learning to help them develop the professional competencies to be independent, agentic, autonomous learners able to set individual goals, monitor their own progress, determine next steps, and reflect upon their own learning and teaching. These professional skills map directly on to the process regulated by the Ministry to assess teachers in their professional practice through the supportive mentoring environment of the *New Teacher Induction Program* and the *Annual Learning Plan.* They also map onto Western's agenda to improve student experience by aligning with the literature with the concept of thriving[10] and guided by conversations with Western's AVP Student Experience, Dr. Jennifer Massey. Placing our plan within a 'capability framework' (Comin & Alkarine, 2008) focuses our attention on the freedom and opportunities that are integral to developing teacher agency (Biesta & Priestely, 2013) situated in complex capable learning and working environments.

4. ***Assessment as Scholarship***: Assessment activities become scholarship when they become public[11]. Teacher candidates' need to understand how to critically review and evaluate each other within a professional learning community that they can then begin to use, build upon and develop the creative acts of collaborative inquiry. The purpose serves the ongoing growth of the professional, in a culture where a continuum of experiences and dialogue leads to improved professionalism and practice.

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[9] Lowenberg Ball, D., Ben-Peretz M., & Cohen, R.B. (2014). Records of practice and the development of collective professional knowledge. *British Journal of Educational Studies, 62*(3), 317-335.
[10] Schreiner, L. (2010), The "thriving quotient": A new vision for student success. *About Campus*, May/June, 2-10.
[11] Schön, 1984; Shulman, 1999.

Ensuring Rigour and Quality Across Assessment Practices

Planning, implementation and review are three key areas to attend to for quality.

Planning	Implementation	Review
• Collaborative planning across the program; • Professional Development for Instructors; • Consistent and detailed syllabus format; • Full-time faculty coordination of content, speciality and multi-section courses.	• Documentation through the electronic "*Professional Practice Record*;" • Consistent, ongoing mentoring for two years with "Master Teacher Mentors" in small groups of 12; • Ongoing monitoring by MTMs; • Professional series offered in response to needs.	• Implementation of a web-based syllabus to generate data and inform planning; • Embedded program research with MTMs, students and program design team; • Annual, individual review of PPR by external partners.

1. **Planning:**

   A process of *collaborative planning* brings new and experienced instructors together with staff and faculty in the Teacher Education program. This allows us to identify and articulate how we might distribute the multiple competencies, outcomes and skills and where we will introduce, reinforce and apply that knowledge. It also allows us to find opportunities for interdisciplinary or multidisciplinary application of knowledge and skills through inquiry projects, problem-based learning, case studies and so on.

   Like other universities in Ontario[12], Western's Teacher Education program has seen a significant increase in the number of Limited Duties instructors hired to meet our demands to the extent that they form a significant majority of our staff complement in this program. Through a series of student and instructor surveys, focus groups, and a review of the end-of-course student and course questionnaires, we collaboratively generated a series of Professional Development sessions that will be provided over the course of each year to our instructors. Examples include collaborative course planning, developing a course syllabus, sessions on university
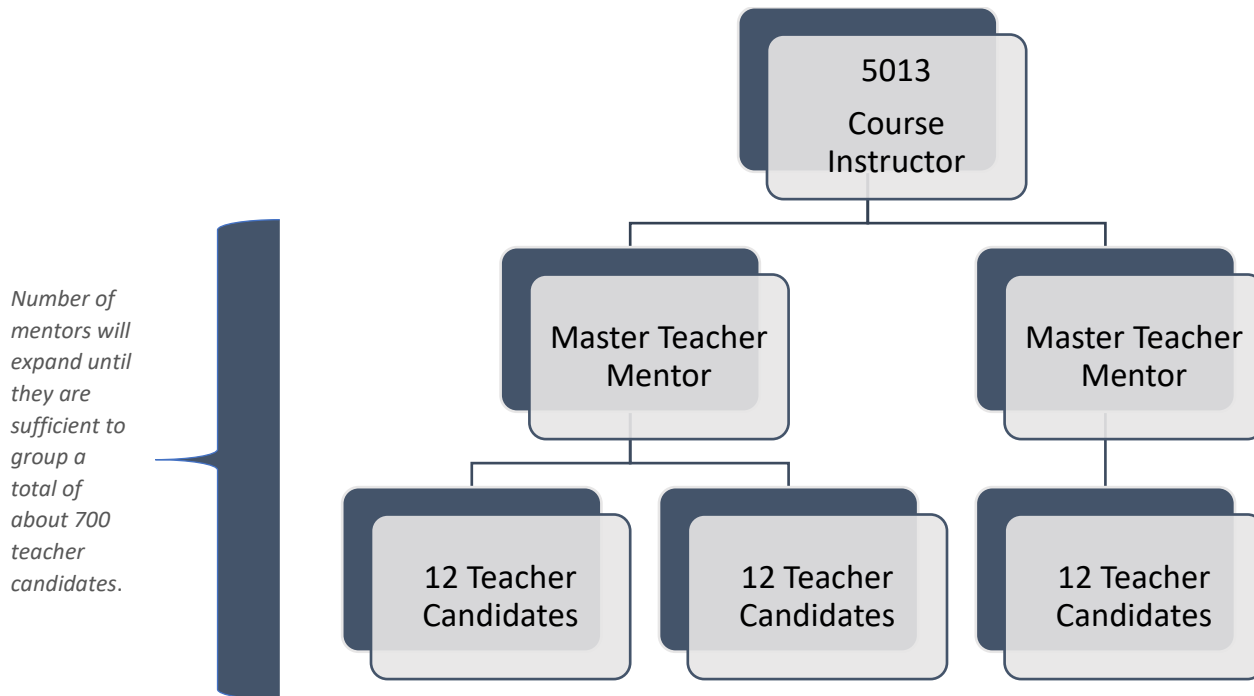
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[12]The "other" university teacher: Non-full time instructors at Ontario universities. http://www.heqco.ca/en-ca/Research/ResPub/Pages/The-Other-University-Teachers-Non-Full-Time-Instructors-at-Ontario-Universities.aspx

policies (e.g., equity, anti-racism, using inclusive language and so on) We are somewhat unique at Western in that the J.G. Althouse building houses classrooms, a gymnasium, music room, auditorium and a beautiful community room. We have included plans to build a professional culture with opportunities for contingent staff to come together to not only participate in professional development sessions, but share their own best practices. Consistency within and across the programs will be ensured as all courses are co-planned and/or reviewed by full-time faculty acting in the role of subject area or specialty coordinators.

2. **Implementation**: The existing course *Research and Assessment* (5013) will form the basis of the introduction, development and monitoring of the electronic *Professional Practice Record* (PPR). The course calendar description remains the same:

   Teacher Candidates learn how to gather information about their own students to serve in planning and assessment. They learn to use the iterative process of inquiry and data-based decision making to facilitate student learning and to use research in reflecting on their own practice. (.25 credit)

   The 18 hour course will run over the full two year program, supplemented by hours drawn from the required professional series offerings as part of the Program's Transition to Professional Practice (T2P). Course credit hours remain the same.

Number of mentors will expand until they are sufficient to group a total of about 700 teacher candidates.

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                          │   Course    │
                          │ Instructor  │
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The course will be overseen by a faculty instructor who will be supported by paid 'Master Teacher Mentors' (MTMs). The MTMs will set up the electronic PPR before the course begins. The PPR will include,

- the OCT *Professional and Ethical Standards* and competencies;
- a shared space for teacher candidates to document their learning in all of their courses;
- mirror the profession's *Annual Learning Plan* process to
    - identify areas for improvement;
    - establish goals for individual growth, with timelines;
    - collect artefacts that demonstrate progress (lesson plans, videotaped teaching, assignments, reflections) and so on.
- be accessible by course instructors, the Teacher Education office and the 5013 instructor and relevant MTMs.

MTMs will serve as liaisons between the course instructors and the students to ensure responsive and flexible teaching to ensure that the teacher candidates' needs are met. Working with the course instructors, they will ensure they understand if any aspect of the course work does not meet expectations. Teacher Candidates may be required to revise and resubmit course work or engage in supplementary experiences to demonstrate that they have met the professional standards.

This collaborative approach ensures that the Program can more nimbly plan for the additional required professional series (*Transition to Professional Practice*, or T2P) to satisfy OCT requirements.

3. **Review:** The introduction of a web-based syllabus will allow us to gather data and review in real time the ongoing course outcomes and competencies, the assessment practices and the specific course elements (e.g., the introduction, reinforcement and application of key educational practices such as 'universal design for learning', lesson planning, Individual Education Plans) in a way that will inform our planning teams annually by allowing us, and the instructors, to see the *bigger picture* more easily.

    Ongoing programmatic review is embedded in the *Research and Assessment Course,* informed by the oversight capacities of the MTMs and our education partners, and our access to the PPRs.

    In addition to this *internal oversight* provided through the Research and Assessment Course and the MTMs, an *external annual review* of the PPR with each individual student is conducted one-to-one with our educational partners (Learning Supervisors, Principals, Superintendents) from our local boards at the end of each year.

REVISED: (from original
https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_education.pdf)

PROGRESSION FROM YEAR ONE TO YEAR TWO AND GRADUATION[13]

1. All Year One courses and practica must be completed satisfactorily before a Teacher Candidate may progress to Year Two of the program. An overall ~~weighted average of 65%~~ pass ~~or better~~ is required in course work, with a pass being the equivalent of ~~grade of 65~~76% ~~or better~~ in ~~each of the JI or IS teachable subject areas~~ all courses.

2. Teacher Candidates who do not complete all Year One requirements satisfactorily will be withdrawn from the program.

3. Under exceptional circumstances, a Teacher Candidate may be permitted to defer enrollment in Year Two for one year in order to complete Year One requirements. Such exceptional circumstances will be adjudicated on a case by case basis by the Associate Dean, Teacher Education.

4. All Year Two courses, practica, 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. An overall ~~average of 65% or better~~pass must be maintained in course work, with a ~~grade of 65~~pass being the equivalent of 76% ~~or better~~ in ~~each of the JI or IS teachable subject areas~~areas all courses.

7. **CONSULTATION AND RESULTS**

   1. **Teacher Education Design Group**: This group was established in the summer of 2018 and included nominated and elected representatives from:
      a. the three Academic Research Clusters at the Faculty of Education (Curriculum Studies and Studies in Applied Linguistics, Critical Policy, Equity and Leadership Studies, and Applied Psychology;
      b. Limited Duties faculty who make up about 90% of the teaching contingent in the program;
      c. Graduate Students with Ontario classroom teaching experience.

This group engaged in retreats, collaborative planning sessions and design meetings resulting in the proposed changes.

   2. **Course and Program Coordinators**:

[13] No change is required to the Academic Calendar:
http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21581&SelectedCalendar=Live&ArchiveID=

   a. Each subject area, specialty area or courses with multiple sections has a coordinator. The coordinators were invited to review and provide input along the way, and have provided valuable input into how best to transition to these changes. For example, although the pass/fail change is proposed to take effect in 2020, we will begin using the PPR and MTMs this year so that we can learn from the experience and ensure it works well when we make the transition.

3. **Ontario College of Teachers**: We have had ongoing conversations with OCT, and they have guided us in making a submission to them to document the proposed changes since accreditation in 2017. Once we have university approvals in place, they will be able to complete their approval process.

4. **Teacher Education Advisory Committee**: The TEAC is established in accordance with the Ontario College of Teachers Act 1996 – O Reg 347/02. Members include a regional Education Officer from the Ministry of Education, Associate Teachers from the Thames Valley District School Board and the London District Catholic School Board, Principals/Learning Supervisors from the two local boards, Education Students' Council President and Vice-President and representatives from the Faculty of Education. Our annual meeting took place January 15, 2019, where the proposed changes were shared and met with a very enthusiastic response. The Education Officer from the Ministry was particularly excited, and said he would love to come and teach in this program.

5. **Teacher Education Liaison Committee**: The TELC is the primary liaison between the Ontario Teachers' Federation and each faculty of education. It includes representatives from the Ontario Teachers' Federation, the Ontario Secondary School Teachers' Federation, Elementary Teachers' Federation of Ontario, Ontario Catholic Teachers' Federation, and representatives from the faculty including the Practicum Manager and the Education Students' Council. Meetings are held monthly, and they have provided input on this proposal at each meeting. They have also been very enthusiastic about the proposed change.

6. **Rethinking Teacher Education Teams**: Two teams were formed with our local school boards. The membership on the teams includes the school board Directors and 6 additional members made up of Learning Supervisors, Principals and Superintendents. They have provided input that has been reflected in this document. They have committed to providing ongoing support as External Annual Reviewers of the PPR, and believe that the changes are very much aligned with the needs they have identified in the teacher candidates generally, and also in terms of innovations in education overall.

7. **Teacher Candidates (Planning Team and Focus Groups)**: In addition to a survey sent to all teacher candidates, an open call for those interested in participating on a student planning team or in focus groups was extended. Those sessions took place in May 2019. Again, the proposed changes were met with a great deal of enthusiasm and their input was critical to helping us think about the skills and format of the proposed PPR, changes we are making to the syllabus format and the type of professional development needed by instructors.

8. **OPEN FACULTY SESSIONS**: Two public sessions were provided in April 2019 for all Faculty and Limited Duties Instructors to come and hear about the proposal, ask questions and express any concerns. The response was overwhelmingly positive. We had one question about whether the move was 'evidence-based'. As described earlier in the document, there is some evidence that a pass/fail program solved a number of the problems we have encountered, as well as some suggestions of new problems created. The new problems identified teacher candidates' challenges to self and peer assess, and the challenges instructors have finding time for and providing quality feedback that is aligned with the outcomes/competencies, specific to the task and actionable. The inclusion of the MTMs and the PPR along with a series of professional development support for instructors will allow us to mitigate these new challenges. The literature in higher education has argued for this process, noting that a focus on future performance with goals specific to each individual, aligned with the standards, is what is needed. In the profession, teachers need to understand how to identify their weaknesses, set goals to improve, know what supports they require to achieve those goals and how to assess their progress toward meeting their goals. It is a life-long requirement in the profession.

9. **UBC**: Two individuals were consulted from UBC given their long-time experience with a pass/fail program. Dr. Wendy Carr, who participated in designing the changes for the UBC program and Dr. Jan Hare, who is the Associate Dean of Indigenous Studies. Jan came and worked with our students, faculty and instructors to help us consider Indigenous ways of knowing, and designing our program to include Indigenous perspectives. The work with Jan was instrumental in helping us rethink how to 'assess' for growth through a capability framework that includes but goes beyond measuring competencies.

10. **SGPS**: I consulted with Linda Miller to draft a letter that graduating teacher candidates could use if applying to post-graduate programs that articulates what a 'pass' in the program means. See Appendix A.

11. **Western's Student Experience Office**: I consulted with Dr. Jennifer Massey in January, 2019 so that we could align our efforts.

12. Faculty of Education **Academic Research Clusters: Approved 6/28/2019**

13. Faculty of Education: **Executive Committee**: Approved 9/10/2019

APPENDIX B:

Western ❖ Education

Date:

To Whom It May Concern,

This letter explains the assessment and evaluation practices in the professional Bachelor of Education program (B.Ed.) at Western. We assume that assistance interpreting the pass/fail designation within our program would be welcome in situations where graduate school admissions' committees or adjudicators of professional recognition need to judge the quality of an applicant's prior performance.
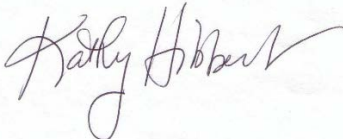
The Teacher Education program is highly competitive. This year for example, we received more than 1700 applications to fill 340 spaces. Our entrance scores are in the top 3 universities in Canada, and preference is given to students who have completed a four year undergraduate degree.

The B.Ed. program is a four term, full-time program. As a professional program, it is comprised of 27 weeks of classes and 27 weeks of field experiences (20 in schools, 7 in alternative educational settings).

The progress of Teacher Candidates are subject to various forms of assessment and evaluation throughout each academic year and documented in each Teacher Candidate's electronic Practice Record. The Practice Record is maintained by the Teacher Candidate, and accessible to all course instructors and the Practicum Manager. Practice Records are reviewed twice per month by a Master Mentor (internal) and annually by educational leaders from our partner boards. Satisfactory progress must be maintained in all courses, including the practicum, in order to progress in the program.

To prepare Teacher Candidates for the annual assessment processes and discussions used in the profession, all courses are judged as pass/fail. Our standard for achieving a pass is equivalent to at least a B+ (76%) according to the grade definitions in Western's Academic Handbook. Achieving an overall pass in Western's B.Ed. program constitutes successful completion of the degree, and meets or exceeds the B+ minimum required for entry to graduate studies.
Sincerely,

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**Western
Education**

September 13, 2019.

Senate Committee on Scholarships and Awards (SCAPA)
Attention: Lee Ann McKivor leeann.mckivor@uwo.ca

Re: Revision to Progression Requirements in the Teacher Education Program

This letter confirms my support of the proposal submitted to SCAPA to revise the progression requirements in the Teacher Education Program.

The proposal has been developed following multiple consultations over the past year within our faculty and with relevant constituents of our professional partners. It has successfully been supported at three levels internal to our Faculty: Academic Research Clusters, Executive Committee and Faculty Council.

Should you have any questions, please contact me or the Associate Dean, Teacher Education, Kathy Hibbert.

Sincerely,

Perry Klein

Dr. Perry Klein,
Acting Dean, Faculty of Education
Associate Dean, Research

cc: Kathy Hibbert, Teacher Education

Collaborative Graduate Specialization in Hazards, Risks and Resilience
*(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies. The full
Brief is available upon request)*

The Collaborative Specialization in Hazards, Risks, and Resilience responds to the critical needs of
policy makers as well as the public and private sectors by producing the next generation of engineers,
scientists, risk modelers, and emergency planners who have multidisciplinary team experiences and the
skills to develop quantitative models to support data-driven decision making in natural hazards, risks,
and resilience. Students will graduate with knowledge of methodologies for assessing hazards and risks,
and be able to offer insight into physical processes, risk evaluation methods, and risk reduction or
resilience actions for individual or multiple hazards. The collaborative specialization is supported by the
participating programs and their host departments/faculties.

Graduate Collaborative Specialization Structure
The proposed collaborative specialization will be overseen by a Steering Committee, headed by a
Director.

The Director will be responsible for the day-to-day management and oversight of the collaborative
specialization. Examples of responsibilities include:
- Maintaining its mission statement and values.
- Being responsible for ensuring that the training of students meets level learning outcomes and
  prepares them to meet future employer needs.
- Tracking the progress of students enrolled in the program and following up with alumni.
- Setting enrolment targets, monitoring admissions and communicating such targets and
  progress on targets to stakeholders.
- Reviewing admission standards, adjusting when necessary.
- Facilitating the coordination of teaching across involved units.
- Ensuring that adequate communication flows to relevant parties, including:
    • Students
    • Teaching and supervisory faculty
    • Other administrators and staff, such as:
        ▪ The School of Graduate and Postgraduate Studies
        ▪ The Dean's Office from each participating faculty
        ▪ The Director of the School of Mathematical and Statistical Sciences
        ▪ Department Chairs and staff from units providing teaching support
        ▪ Graduate Chairs of each participating graduate degree program

The Director will be assisted by a Steering Committee, made up of faculty members associated with
the collaborative specialization, with representation from each participating department. These
steering committee members will act as a liaison between the collaborative specialization and their
respective department, including consulting with the Graduate Chairs from the participating
graduate degree programs.

Collaborative Specialization Admission Requirements
- Applicants must possess a four-year degree from an accredited university with a minimum
  average of at least 78% in the last two years of full-time undergraduate study.
- Applicants must apply to a participating graduate program (see Table A) at Western,
  expressing interest in the collaborative specialization and be admitted to a home program.
- Applicants must have the permission of the supervisor(s) and home department's Graduate
  Chair to participate in the collaborative specialization.
- The supervisor(s) must be associated with the collaborative specialization or be willing to
  become associated with the specialization. In the case of co-supervision at least one

supervisor must meet this criterion and that supervisor must be a full-time faculty member at Western.

Admission to the collaborative specialization will be coordinated between the Graduate Programs Committees of each participating home program and the collaborative specialization's Steering Committee/Director. Applicants will be able to indicate their interest in the collaborative specialization when they are applying to their home program using the online application system (similar to what is done for the collaborative specialization in Biostatistics, for example).

TIMELINE AND PROGRESSION

Degree Timeline
What appears in the table below is the typical timeline assuming that students begin the collaborative specialization in the first term of their home program and that they begin such a program in a fall term. Note that doctoral candidates may be permitted to start the collaborative specialization in year 2 of their degree, subject to the approval of their supervisor(s), home program Graduate Chair, and the Director.

Year	Degree Term	Masters (1 yr)	Masters (2 yr thesis)	Doctoral
1	1 (Fall)	Core course: Natural Catastrophes Seminar Series: Part 1 Elective course		
	2 (Winter)	Seminar Series: Part 2 Elective course (if not taken previously)		
	3 (Summer)	Elective (if not taken previously)	Core short course: Field-based Experiential Learning	
		Major research project submission	Year 1 annual report submission	Year 1 annual report submission
2	4 (Fall)	N/A	Elective course (if not taken previously)	
	5 (Winter)	N/A	Elective course (if not taken previously)	
	6 (Summer)	N/A	Core short course: Field-based Experiential Learning (if not offered year 1 of their degree)	
			Thesis submission	Year 2 annual report submission
3	7 - 9	N/A	N/A	Research presentation; Year 3 annual report (summer)
4	10 - 12	N/A	N/A	Thesis submission

Progression Requirements
Students must meet all progression requirements of their home graduate degree program, maintaining a "good academic standing".

Students must maintain a cumulative average of at least 70% calculated each term over all collaborative specialization courses, with no grade in any such course less than 60%.

Students must attend at least 80% of the collaborative specialization's seminar series each year while enrolled as a full-time student.

A student's research project/thesis must be related to hazards, risks or resilience.

Doctoral students are required to present their research in the third year of their degree program. This presentation could be delivered as part of the collaborative specialization's seminar series, in a departmental seminar/colloquium series, or at a national/international research workshop or conference.

Graduate Courses Offered in the Program
The courses in the collaborative specialization's curriculum consist of the following:
- A required core course to be offered in the fall term.
- A required seminar series milestone (pass/fail) offered over the fall and winter terms.
- A team-based experiential learning short course that will be offered bi-annually, over a 3 week period within the Spring & Summer term periods. Due to the bi- annual frequency of this offering, this short-course is required for students enrolled in thesis-based graduate programs of that are 2 years in length or longer (e.g., thesis-based masters or doctoral student) and is an elective for students in 1 year masters programs to be offered bi-annually.
- A set of elective courses that are already offered on a regular basis by the participating home program units; students are required to complete one 0.5 credit elective from outside of their home department chosen from this list.

Items 1 -3 above are new courses that will be created (see Table 2 and descriptions below). Item 4, the list of electives, consists of courses that are already regularly offered by the Departments of Earth Sciences, Civil & Environmental Engineering, Geography, and Statistical & Actuarial Sciences that have home degree programs participating in this proposed collaborative specialization. This list may evolve over time as course offerings change across these units. This list will be maintained by the Director of the collaborative specialization.

**Table A: Programs participating in the collaborative specialization,
stratified by faculty and department.**

Faculty	Department	Program
Engineering	Civil and Environmental Engineering	MESc Civil and Environmental Engineering PhD Civil and Environmental Engineering
Science	Earth Sciences	MSc Geophysics PhD Geophysics
	Statistical & Actuarial Sciences	MSc Statistics PhD Statistics
Social Science	Geography	MA Geography MSc Geography PhD Geography

This collaborative specialization will enhance the education and research of graduate students interested in natural hazards, risk and resilience by providing students the opportunities to 1) learn about the engineering, physical and quantitative science, and social science aspects of hazards, risk and resilience as well as their interconnectivity; 2) conduct quantitative research in hazard, risk and/or resilience; 3) learn from a diverse, multidisciplinary group of faculty (Table 1) working in these areas here at Western; 4) develop their own multidisciplinary network of colleagues by interacting with other students from several distinct subject areas participating in the collaborative specialization.

The proposed collaborative specialization has multidisciplinary and collaborative aspects. For example, depending on their degree program and supervisor(s), students will have opportunities to learn about one or more hazard, such as natural hazards (e.g., wind, hail, flood, earthquake, geo-hazard, tsunami, wildland fire, harmful algal bloom, and heatwave) or human-caused hazards (e.g., pollution), or how society as well as insurance and/or financial markets can be impacted by these or other events.
A hallmark of our collaborative specialization is that training will occur within and across these areas. For example, common themes within each hazard include:
- Hazard modelling & assessment,
- Vulnerability & risk assessment, and
- Risk reduction & management.

Common cross-hazard themes include:
- Systems & resilience;
- Remote sensing and Geographic Information Systems (GIS);
- Risk financing and risk reduction policy; and
- Multi-hazard modelling/compounding of hazard events.

This training will be enhanced through co-supervision of students, where appropriate.

Competitive research grants that will be used to recruit and support graduate students participating in the proposed collaborative specialization are available through a Western Interdisciplinary Development Initiatives (IDI) grant on "Multi-Hazard Risk and Resilience" that was recently (April 2019) awarded to a group of researchers involved in the development of this proposal. The IDI funds are available for 3 years.

Additional funding will be pursued for continued support of students and highly qualified personnel beyond the life of the IDI. Examples include programs through NSERC (Alliance, CREATE, New Frontier) and through Mitacs (Globalink, Accelerate, Elevate).

Securing larger research-focused funding with non-academic partners is a longer-term goal. By creating an active interdisciplinary hub of multi-hazard risk and resilience research and education we will

strengthen existing and develop new partnerships with industry and government partners and pursue larger funding opportunities that leverage
these linkages and support from partners (e.g., NSERC Alliance).

Current program	Proposed Change(s)
5 terms (20 month) program with 2 streams: 1) thesis stream = 5 half courses + a thesis (approx. 100 pages); or 2) Major Research Paper stream = 7 courses + Major Research paper (approx. 40 pages). In both streams there are 3 required courses: 1) MS 9100: Interdisciplinary Foundations of Media Theory; 2) MS 9101: Research Methods; 3) MS 9102: Research Colloquium	3 terms (one calendar year) of full- time registration. Students are required to complete six half courses: three required courses and three elective courses (up to two of which may be taken outside of the program). Students are also required to complete and submit an Independent Research Project (IRP), which will be developed in close consultation with a faculty supervisor. The Independent Research Project (IRP) is an in-depth inquiry into a particular problem or topic situated in relation to current scholarly literature. The project may emerge from a course paper, but it should encompass a new research avenue or substantively develop an existing area of scholarship. The IRP should be approximately 40 pages in length. Students who are cultural producers with an active and professionally recognized practice and/or academic qualifications in relevant disciplines (music, theatre, creative writing, visual arts, etc.) may opt to complete an Independent Research-Creation Project (IRCP). Research-creation projects typically combine scholarly investigation with a creative process or experimental format, such as a work of art, performance, film, website, play, or experimental text. Students undertaking the IRCP option are also required to provide a short report or essay (approx. 8-10 pp.) related to their project, discussing its conditions of production and its implications for academic scholarship. All students (whether doing an IRP or an IRCP as their capstone project) will take the same three required courses: 1) MS 9100: Interdisciplinary Foundations of Media Theory; 2) MS 9101: Research I: Overview of Research Methods; 3) MS 9102: Research II: Project Design and Scholarly Writing.
S 9101: Research Methods This course is designed to prepare students to undertake their own independent research. Topics covered include the role of theory in research; the choice of a research problem; and the design of research projects. Students will become familiar with a range of research tools and approaches including experimental design; survey research and questionnaire design; interviewing; participant observation and ethnography; discourse analysis.	MS 9101: Research I: Overview of Research Methods This course offers an overview of the different approaches, challenges, and limits involved in research. Students will develop skills to understand research language, assess research sources, identify the types of methods best suited for investigating different types of problems, and develop solid research questions that build upon a critical appraisal of existing research. In addition to developing and presenting their IRP or IRCP proposals, students will learn to: conduct multi-disciplinary literature searches, identify and locate relevant primary sources, and develop project management skills.
MS 9102: Research Colloquium	MS 9102: Research II: Project Design and Scholarly Writing

All second-year Media Studies MA students must present their first completed thesis chapter at the mandatory, non-credit, fall term Media Studies colloquium series on writing. Students undertaking the Major Research Paper option must likewise present a meaningful portion of their summer writing efforts.	Students in this course will present drafts (rough and revised) of a sizeable piece of academic writing related to their IRP or IRCP, incorporating feedback from students and instructor. The course will explore topics related to scholarly writing, including author's voice, structure and organization, argumentation, effective sentences and paragraphs, abstracts and summaries, and re-writing and copy editing.

<u>REVISED CALENDAR COPY</u>
http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

Breadth Requirements for First Year

The first part of the policy is unchanged

CATEGORY A

Social Science

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

Interdisciplinary and Multidisciplinary

American Studies, Canadian Studies, Childhood and Social Institutions, Dance, Disability Studies, Education, Family Studies and Human Development, Global Studies, Governance, Leadership, and Ethics (GLE), Health Sciences, **Human Rights Studies,** Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, Media, Information and Technoculture, Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics (PPE)], Social Justice and Peace Studies, Social Science, Transitional Justice

Various

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

The rest of the policy is unchanged

<u>NEW CALENDAR COPY</u>

Major in Human Rights Studies

Admission to the Module
Completion of first-year requirements with no failures. Students must have an average of at least 60% in 3.0 principal courses, including a minimum grade of 60% in 0.5 course in one of the participating disciplines or a 0.5 credit in a 1000-level essay course, and no mark in any other principal course below 60%.

Module
6.0 courses

1.0 course: Human Rights Studies 2800E

0.5 course from: Human Rights Studies 2900F/G, Human Rights Studies 2908F/G - 2909F/G, Human Rights Studies 3908F/G - 3909F/G

1.0 course from: Philosophy 2208E, Philosophy 3560F/G-3562F/G

0.5 course from: English 2100F/G, English 2164E, English 3261F/G, English 2262F/G, English 2601E, English 3201F/G, English 3799E, English 4060F/G

0.5 course from: Religious Studies 3451F/G Religion and Conflict Resolution **or** Social Justice and Peace Studies 3451F/G, Religious Studies 3452F/G, Religious Studies 3360F/G **or** Social Justice and Peace Studies 3600F/G

1.0 course from: History 3218E, History 3711F/G, History 3809F/G, History 3860E, History 4220E, History 4502F/G, History 4503F/G, History 4504F/G, History 4860F/G, History 4861F/G

0.5 course from: Applied or Experiential: History 3901-3903F/G, History 3809F/G, History 4896G, History 3710F/G / 4710F/G, Religious Studies 3251G, Social Justice and Peace Studies 3211F/G

Note: Students who have completed credits in a second-language may count 0.5 credits from those courses towards completion of these requirements

0.5 course from:

Social Justice and Peace Studies 2301A/B, Social Justice and Peace Studies 2302A/B, Social Justice and Peace Studies 2303A/B, Social Justice and Peace Studies 3210F/G, Social Justice and Peace Studies 3211F/G, Social Justice and Peace Studies 3361F/G, Social Justice and Peace Studies 3365F/G, Social Justice and Peace Studies 3367F/G,

Sociology 3371F/G

Political Science 3301F/G, Political Science 3361F/G, Political Science 4407F/G, Political Science 4480E, Political Science 3345E

Women's Studies and Feminist Research 2260 (2270A/B), Women's Studies and Feminist Research 2274F/G, Women's Studies and Feminist Research 3163F/G, Women's Studies and Feminist Research 3312F/G

0.5 course: Human Rights 4900F/G Capstone Seminar

Note: Other courses as approved by the Department may be substituted. Please consult the Department for more information.

<u>NEW CALENDAR COPY</u>

Minor in Human Rights Studies

Admission to the Module
Completion of first-year requirements. Students must have an average of at least 60% in 3.0 principal courses, including a minimum grade of 60% in 0.5 course in one of the participating disciplines or a 0.5 credit in a 1000-level essay course, and no mark in any other principal course below 60%.

Module
4.0 courses

1.0 course: Human Rights 2800E

0.5 courses from: Human Rights Studies 2900F/G, Human Rights Studies 2908F/G - 2909F/G, Human Rights Studies 3908F/G - 3909F/G

2.5 courses from:

Philosophy 2208E, Philosophy 3560F/G-3562F/G

Religious Studies 3451F/G **or** Social Justice and Peace Studies 3451F/G, Religious Studies 3452F/G, Religious Studies 3360F/G **or** Social Justice and Peace Studies 3600F/G

Social Justice and Peace Studies 2301A/B, Social Justice and Peace Studies 2302A/B, Social Justice and Peace Studies 2303A/B, Social Justice and Peace Studies 3210F/G, Social Justice and Peace Studies 3211F/G, Social Justice and Peace Studies 3361F/G, Social Justice and Peace Studies 3365F/G, Social Justice and Peace Studies 3367F/G

English 2100F/G, English 2164E, English 3261F/G, English 2262F/G, English 2601E, English 3201F/G, English 3799E, English 4060F/G

History 3218E, History 3809F/G, History 3860E, History 3901-3903F/G, History 4220E, History 4502F/G, History 4503F/G, History 4504F/G, History 4861F/G, History 4860F/G, History 4896G

Sociology 3371F/G

Political Science 3301F/G, Political Science 3361F/G, Political Science 4407F/G, Political Science 4480E, Political Science 3345E

Women's Studies and Feminist Research 2260 (2270A/B), Women's Studies and Feminist Research 2274F/G, Women's Studies and Feminist Research 3163F/G, Women's Studies and Feminist Research 3312F/G

Note: Other courses as approved by the Department may be substituted. Please consult the Department for more information.

Note: Students who have completed credits in a second-language may count 0.5 credits from those courses towards completion of these requirements.

Proposed Major in Human Rights Studies
King's University College
Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	King's University College
Degrees Offered	BA
Modules Reviewed	Major in Human Rights Studies
External Consultants	Bonny Ibhawoh, Professor (cross-appointed), Department of History and the Centre for Peace Studies, McMaster University; David Webster, Professor of History, Bishop's University
Internal Reviewer	Geoff Read, Vice-President, Academic and Dean of Arts and Social Sciences, Huron University College
Date of Site Visit	April 15, 2019
Evaluation	**Approved to Commence**
Approval Dates	SUPR-U: June 10, 2019 SCAPA: October 2, 2019 Senate:
Year of Next Review	2026-27

Executive Summary

The external consultants, Dr. Bonny Ibhawoh of McMaster University, and Dr. David Webster of Bishop's University, visited King's University College's campus on 15 April 2019. They had a very full agenda and met with stakeholders from the many departments providing teaching support to the new program. These included colleagues from the following departments and programs at King's: English, French and Writing; History; Philosophy; Political Science; Religious Studies; Social Justice and Peace Studies; and Sociology. The consultants also met with colleagues from Western's Department of Women's Studies and Feminist Research as well as the Vice-Principal and Academic Dean of King's and King's staff from several units including academic advising and the library. Further, the consultants lunched with students from several different departments associated with the proposal. This agenda made for a very busy day but certainly provided the consultants with all the information they needed to conduct a thorough review of the proposed program.

The external consultants' reception of the proposed program is quite enthusiastic. As they note, the faculty who will teach in the program are of a high quality, the program will offer a unique "Humanities" focus on Human Rights, the multi-disciplinary nature of the program will provide students with a depth and breadth of knowledge of the subject, and "Human Rights" is a natural fit for King's, consistent as it is with the institution's historical and present combination of higher education in the Humanities with its Catholic mission of social justice. In sum, they offer unequivocal support to the proposed program.

The consultants offer seven recommendations on how the proposed program might be improved. The key one is clearly that students in the program should have substantial exposure to Indigenous content. As they note, particularly for a program in Human Rights this seems like an obvious inclusion; while recognizing that the expertise of the core faculty in the program may make covering such material challenging, they suggest two ways in which the program might bridge this gap. They also make several other less critical recommendations detailed below.

Significant Strengths of the Program

The following program strengths are identified in both the program proposal and the External Consultants' Report

- Consistency with King's social justice tradition and mission.
- Multidisciplinary approach.
- Humanities focus.
- Introductory and capstone courses will provide coherence.
- Outstanding faculty with expertise in the area of Human Rights across disciplinary divides.
- Student interest appears to be high.
- Inclusion of experiential learning.

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

1. Consult with First Nations Studies at Western and with SJPS at King's about adding Indigenous rights content and perspectives.

The King's History Department (from which this proposal emanates) undertakes to work collaboratively with First Nations Studies at Western and Social Justice and Peace Studies at King's to ensure that Indigenous rights content and Indigenous perspectives will be adequately covered within the program. The external consultants' recommendations do not suggest that a course dedicated to Indigenous rights is necessarily required; rather, it seems feasible that such content could be integrated into the proposed architecture of the program.

2. Use, where possible, an interdisciplinary team-teaching approach in HRS core courses.

The King's History Department affirms its commitment to doing exactly this in both the introductory and capstone courses.

3. Consider questions of governance. A coordinator and an interdisciplinary advisory committee is one possible structure, but others could also be considered.

The Department commits to appointing a coordinator from among the History Department full-time faculty. The possibility of an interdisciplinary advisory committee will also be considered going forward.

4. Consider adding one or more electives from Disability Studies and First Nations Studies.

The Department commits to working collaboratively with these potential partners and references the possibility of courses being cross-listed with Disability Studies while noting that likely some students will do double majors in Human Rights and Disability Studies. The Department also raises the prospect of collaboration with Migration Studies at Western.

5. When resources permit, consider adding a third foundations course on international human rights, but otherwise retain the existing focus on interdisciplinary, interdepartmental cooperation with any new courses created by existing departments, rather than moving to create a large number of new HRS courses.

The Departmental is non-committal, emphasizing that precisely because they wish to maintain the co-disciplinary and collaborative nature of the program they would hesitate to offer a third required Human Rights course. They do commit to considering this idea.

6. As HRS grows, consider additional resources (such as a staff person) to support experiential learning.

The Department notes that the King's administration has committed to increasing support for the program as warranted by its enrolment numbers.

7. As HRS grows, consider hiring a faculty member either in HRS or in an allied department such as History, able to coordinate the program and teach theoretical and practical approaches to human rights in Canada and connect Canada to broader themes of global human rights.

The Department responds that this would be highly desirable if the program's success warrants it and King's chooses to prioritize Human Rights in this way.

Other Opportunities for Program Improvement and Enhancement

- The consultants mention that the program may wish to emphasize its connections to Catholic human rights discourses and traditions more strongly. The History Department responded with enthusiasm and some concrete ideas to this idea.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Affiliated University College Principal will be responsible for monitoring the Implementation Plan.

Recommendation	Responsibility
1. Incorporate coverage of Indigenous rights and Indigenous perspectives into the program.	The Chair of the King's History Department; the Coordinator of Human Rights (once appointed)
2. Consider the governance structure of the new program	The Chair of the King's History Department; the Academic Dean

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

and

HURON UNIVERSITY COLLEGE
(hereinafter called "Huron")

and

KING'S UNIVERSITY COLLEGE
(hereinafter called "King's")

and

FANSHAWE COLLEGE
(hereinafter called "Fanshawe")

WHEREAS Western, Huron, King's and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS Fanshawe offers a two year Business-Accounting Diploma program;

AND WHEREAS Western and Huron each offers a 4-year Bachelor of Management and Organizational Studies ("BMOS") Degree program with a specialization in accounting;

AND WHEREAS King's offers a 4-year BMOS Degree program with a specialization in either accounting or in finance and administration;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Business-Accounting Diploma program at Fanshawe to Year 3 of the 4-year BMOS program in the Faculties of Social Science at each of Western, Huron and King's, by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Fanshawe and Western, Fanshawe and Huron or Fanshawe and King's;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Each of Western, Huron, and King's (individually and hereinafter the "receiving institution") agree to consider for admission to full-time study in Year 3 of the BMOS degree program, Specialization in Accounting or the BMOS degree program, Specialization in Finance and Administration (King's only), and grant block transfer credit to graduates of the Business-Accounting Diploma program at Fanshawe who meet the following requirements:

a) completion of the two-year Business-Accounting Diploma program with a competitive overall admission average as determined by the receiving institution for the year in which they apply, and with no grade less than "C" or 2.0 GPA;

b) completion of the prescribed set of courses within the Business-Accounting Diploma program (see list in section 5 below) within the two years immediately prior to applying to the receiving institution;

c) completion of Fanshawe Mathematics 3079 (Calculus & Vectors); MCV4U (Calculus & Vectors) or an equivalent as approved by the receiving institution; and

d) the written endorsement of the Associate Dean of the Lawrence Kinlin School of Business at Fanshawe.

2. In order to be considered for admission to a receiving institution under this agreement, Fanshawe students must notify the Undergraduate Admissions Office at the applicable receiving institution by March 1st of the year in which they are seeking admission of their intention to apply, and provide the applicable Admissions Office with their academic transcripts by June 1st of that year.

3. The receiving institution may each accept up to 15 Fanshawe graduates annually under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year and it may differ between the receiving institutions.

Admissions decisions are within the sole discretion of the receiving institution and cannot be appealed. Applicants who meet the requirements set out in paragraphs 1 and 2 above are not guaranteed admission under this Agreement. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western, Huron and King's.

BLOCK TRANSFER CREDIT

4. Successful applicants shall receive block transfer credit at the receiving institution for the following courses equivalent to the first two years of full-time study (10.0 credits) in the Specialization in Accounting at Western, Huron, and King's or Specialization in Finance and Administration at King's modules of the Bachelor of Management and Organizational Studies. This credit is not transferrable to other Faculties or Programs.

Fanshawe Course Number	Fanshawe Course Name	Fanshawe Credit Weight
ACCT 1100	Principles of Accounting 1	3.0
MKTG 1012	Principles of Marketing 1	3.0
MATH 1052	Business Math	3.0
BUSI 1005	Introduction to Business Processes	3.0
BUSI 1060 or	Strategies for Success	1.0
BUSI 1088	Strategies for Success International	2.0
WRIT 1032 or	Reason & Writing-Business 1	3.0
WRIT 1034	Reason and Writing – EAP	3.0
ACCT 1011	Principles of Accounting 2	5.0
ACCT 1097	Applied Computer Applications for Accounting 1	3.0
ACCT 1098	Applied Computer Applications for Accounting 2	3.0
COMM 3020	Professional Communication	3.0
MATH 1175	Financial Math	3.0
ECON 1002	Economics 1	3.0
ECON 1005	Economics 2	3.0

MGMT 3041	Organizational Behaviour	3.0
MATH 1045	Statistics	3.0
FINA 3043	Taxation 1 – Personal Tax	5.0
ACCT 3036	Accounting 1 – Intermediate	5.0
ACCT 3022	Cost Accounting 1	3.0
ACCT 3050	Accounting 2 – Intermediate	5.0
FINA 3042 replaced with MGMT 3011	Corporate Finance 1 replaced with Project Management	3.0 3.0
FINA 3044	Taxation 2 – Personal Tax	3.0
LAWS 3041	Business Law	3.0
SYST 3002	Business Information Systems	3.0
	General Education Elective	3.0

5. The course names and numbers set out in section 5 may be revised from time to time and Fanshawe will notify each of Western, Huron and King's of any revisions in a timely manner. Failure of Fanshawe to provide timely notification to Western, Huron and King's of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.

6. The parties acknowledge that the granting of block transfer credit is based on an assessment of the Business-Accounting Diploma program and courses at Fanshawe as of the date of this Agreement. It is the responsibility of Fanshawe to notify each of Western, Huron and King's of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable the receiving institutions to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted to a receiving institution under this Agreement must complete the courses set out in the Appendices and maintain a cumulative and graduating average of at least 65% to graduate from the Bachelor of Management and Organizational Studies (Specialization in Accounting or Specialization in Finance and Administration) program. These progression and degree requirements are subject to change during the term of this Agreement and the receiving institutions will give Fanshawe written notice of any changes.

8. Students who subsequently fail to meet progression or degree requirements for the Bachelor of Management and Organizational Studies (Specialization in Accounting or Specialization in Finance and Administration) program but who do meet requirements for another program at the receiving institution may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record. Credit for Fanshawe courses will be assessed on a course-by-course basis.

    The parties agree to provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.

9. Each party to this Agreement shall designate a Program Representative to assist with the implementation and operation of this Agreement. All Program Representatives and other relevant staff from each institution shall meet at least once every two calendar years to review their processes and determine if changes are needed to meet the objectives of the parties.

10. The parties' rights under this Agreement are several and not joint or joint and several.

TERM

11. This Agreement is effective as of September 1, 2019 and shall continue in force unless terminated as set out below.

   a. Any party may terminate this Agreement upon ninety days' written notice of termination to the other parties. Unless the party terminating the Agreement is Fanshawe, then the Agreement will remain in force as between Fanshawe and the receiving institutions who did not terminate the agreement. No applicants will be considered for admission by that receiving institution giving notice of termination after the date of such notice.

   b. Notwithstanding paragraph 11(a), if a receiving institution decides to terminate this Agreement due to changes to the Fanshawe Program's curriculum or course content, this Agreement shall terminate as between Fanshawe and the receiving institution seeking to terminate on a date that is the earlier of ninety days after written notice of termination is given to Fanshawe, or the date that the changes were made by Fanshawe.

   c. Regardless of any notice of termination, students accepted into the Bachelor of Management and Organizational Studies (Specialization in Accounting or Specialization in Finance and Administration) program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

* _____   _____
Gary Lima
Senior Vice-President Academic   Date

_____   _____
Mary Pierce
Dean, Faculty of Business, Information   Date
Technology and Part Time Studies

HURON UNIVERSITY COLLEGE

* _____   _____
Barry Craig   Date
Principal, Huron University College

KING'S UNIVERSITY COLLEGE

* _____   _____
Dr. David Sylvester   Date
Principal, King's University College

THE UNIVERSITY OF WESTERN ONTARIO

* _____   _____
Dr. John Doerksen   Date
Vice-Provost (Academic Programs)

_____   _____
Dr. Robert Anderson   Date
Dean, Faculty of Social Science

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College and
Fanshawe College, *October 1 2018*

Course Requirements for Degree Completion
Western University, Bachelor of Management and Organizational Studies
Specialization in Accounting

To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at Western University, students must successfully complete the 10.0 courses listed below. Western will provide Fanshawe with written notice of any changes to these course requirements.

Western Credit Weight	Western Course Number	Western Course Name
0.5	MOS 2242A/B*	Statistics
0.5	MOS 2310A/B	Finance
0.5	MOS 2277A/B or MOS 3367A/B	Personal Financial Planning Introduction to Fraud Examination
0.5	MOS 3360A/B	Intermediate Accounting I
0.5	MOS 3361A/B	Intermediate Accounting II
0.5	MOS 3370A/B	Management Accounting
0.5	MOS 4471A/B	Management Control Systems
0.5	MOS 3362A/B	Introduction to Taxation in Canada
0.5	MOS 3363A/B	Introduction to Auditing
0.5	MOS 4410A/B	Strategic Management
0.5	MOS 4465A/B	Advanced Accounting
0.5	MOS 3311A/B	Advanced Finance
0.5	MOS 4462A/B	Advanced Issues in Canadian Taxation
0.5	MOS 4467A/B	Professionalism and Ethics
1.0 full-course or equivalent from:	ANTHRO 2262F/G, ANTHRO 2272F/G, ANTHRO 2280F/G, ECON 2124A/B, ECON 2128A/B, ECON 2129A/B, ECON 2150A/B, ECON 2152A/B, ECON 2154A/B, ECON 2155A/B, ECON 2156A/B, ECON 2159A/B, ECON 2160A/B, ECON 2162A/B, ECON 2167A/B, ECON 2181A/B, ECON 2191A/B, ENGL 2018A/B, ENGL 2019A/B, GEOGRAPH 2143A/B, GEOGRAPH 2144F/G, GEOGRAPH 3422A/B, HISTORY 2120A/B, HISTORY 2171A/B, HISTORY 2183A/B, HISTORY 2807F/G, PHILOS 2074F/G, PHILOS 2730F/G, POLISCI 2102A/B, POLISCI 2140A/B, POLISCI 2211E, POLISCI 2246E, PSYCH 2030A/B, PSYCH 2035A/B, PSYCH 2070A/B, SOCIOL 2166A/B, SOCIOL 2172A/B, SOCIOL 3308F/G	
1.0 full-course or equivalent designated Essay course(s) numbered 2000 or above (which must be designated Essay course(s) unless taken above)		
1.0 full-course or equivalent from Category B (Arts & Humanities unless taken above)		

*Students may choose to take STATS 2035 in lieu of MOS 2242A/B but must ensure they meet the Category B and designated Essay requirements.

APPENDIX 2

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College and
Fanshawe College, *October 1 2018*

Course Requirements for Degree Completion Huron University College, Bachelor of Management and Organizational Studies Specialization in Accounting		
To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at Huron University College, students must successfully complete the 10.0 courses listed below. Huron will provide Fanshawe with written notice of any changes to these course requirements.		
Western Credit Weight	**Western Course Number**	**Western Course Name**
Year 3 Requirements		
0.5	MOS 2275A/B	Business Law I
0.5	MOS 3310A/B	Finance for Management and Organizational Studies
0.5	MOS 3360A/B	Intermediate Accounting I
0.5	MOS 3361A/B	Intermediate Accounting II
0.5	MOS 3362A/B	Introduction to Taxation in Canada
0.5	MOS 3363A/B	Introduction to Auditing
1.0 from:	MOS 2181A/B MOS 3320A/B MOS 3330A/B MOS 3388A/B	Organizational Behaviour Marketing for Management and Organizational Studies Operations Management Organizational Governance
0.5	PHILOS 2074F/G	Business Ethics
0.5	Any PHILOS, ECON, POLISCI, GLE at the 2000 level and above	
Year 4 Requirements		
0.5	MOS 3370A/B	Management Accounting
0.5	MOS 4471A/B	Management Control Systems
0.5	MOS 4410A/B	Strategic Management
0.5	MOS 4462A/B	Advanced Issues in Canadian Taxation
0.5	MOS 4465A/B	Advanced Accounting
0.5 from:	MOS 4310A/B MOS 4489A/B	Advanced Corporate Finance Strategic Foresight and Futuring
1.0 full-course or equivalent MOS course numbered 3000 or above		
1.0 full-course or equivalent designated essay course numbered 2000 or above from Category B		

APPENDIX 3

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College and
Fanshawe College, *October 1 2018*

Course Requirements for Degree Completion
King's University College, Bachelor of Management and Organizational Studies
Specialization in Accounting

To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at King's University College, students must successfully complete the 10.0 courses listed below. King's will provide Fanshawe with written notice of any changes to these course requirements.

Western Credit Weight	Western Course Number	Western Course Name
Year 3 Requirements		
0.5	MOS 3310A/B	Finance for Management and Organizational Studies
0.5	MOS 3320A/B	Marketing for Management and Organizational Studies
0.5	MOS 3360A/B	Intermediate Accounting I
0.5	MOS 3361A/B	Intermediate Accounting II
0.5	MOS 3370A/B	Management Accounting
0.5	MOS 3330A/B	Operations Management
0.5	MOS 4467A/B	Professionalism and Ethics
0.5	MOS 2285A/B	Global Business Environment
1.0 from:	STATS 2035 or ECON 2122A/B + ECON 2123A/B	Statistics for Business and Social Sciences Econometrics I Econometrics II
Year 4 Requirements		
0.5	MOS 4410A/B	Strategic Management
0.5	MOS 4465A/B	Advanced Accounting
0.5	MOS 4471A/B	Management Control Systems
0.5	MOS 3362A/B	Introduction to Taxation in Canada
0.5	MOS 3363A/B	Introduction to Auditing
0.5	MOS 3367A/B	Introduction to Fraud Examination
0.5	MOS 4422F/G	Corporate Governance
0.5	MOS 4462A/B	Advanced Issues in Canadian Taxation
1.0 designated Essay course numbered 2000 or higher; must be Category B		

APPENDIX 4

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College and
Fanshawe College, *October 1 2018*

<table>
<tr>
<td colspan="3" align="center">Course Requirements for Degree Completion
King's University College, Bachelor of Management and Organizational Studies
Specialization Finance and Administration</td>
</tr>
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<td colspan="3">To graduate with the Bachelor of Management and Organizational Studies (Specialization in Finance and Administration) at King's University College, students must successfully complete the 10.0 courses listed below. King's will provide Fanshawe with written notice of any changes to these course requirements.</td>
</tr>
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<td>Western Course Number</td>
<td>Western Course Name</td>
</tr>
<tr>
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<td>Finance for Management and Organizational Studies</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3320A/B</td>
<td>Marketing for Management and Organizational Studies</td>
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<tr>
<td>0.5</td>
<td>MOS 3360A/B</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3361A/B</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3370A/B</td>
<td>Management Accounting</td>
</tr>
<tr>
<td>0.5</td>
<td>ECON 2150A/B</td>
<td>Intermediate Microeconomic Theory I</td>
</tr>
<tr>
<td>0.5</td>
<td>ECON 2152A/B</td>
<td>Intermediate Macroeconomic Theory and Policy I</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 2285A/B</td>
<td>Global Business Environment</td>
</tr>
<tr>
<td>1.0 from:</td>
<td>STATS 2035 or ECON 2122A/B + ECON 2123A/B</td>
<td>Statistics for Business and Social Sciences Econometrics I

Econometrics II</td>
</tr>
<tr>
<td colspan="3">Year 4 Requirements</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3330A/B</td>
<td>Operations Management</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4410A/B</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4465A/B</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4471A/B</td>
<td>Management Control Systems</td>
</tr>
<tr>
<td>1.0 or equivalent from:</td>
<td colspan="2">MOS 3410F/G, PHIL 2700F/G, PHIL 2074F/G, PHIL 2075F/G</td>
</tr>
<tr>
<td>1.0 or equivalent from:</td>
<td colspan="2">AS 2053, ECON 2154, ECON 2156, ECON 2159, ECON 2160, ECON 2184</td>
</tr>
<tr>
<td>0.5</td>
<td colspan="2">ECON 2162, ECON 2163, ECON 2164, MOS 3332</td>
</tr>
<tr>
<td>0.5</td>
<td>Elective</td>
<td>Must be Category B course at the 2000 level or above if only 0.5 Philosophy course taken above.</td>
</tr>
</table>

<u>REVISED CALENDAR COPY</u>
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

The beginning of the policy remains unchanged.

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

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

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

   a.   students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
   b.   any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
   c.   The duration of the excused absence will be for a maximum of 48 hours. **Students will select the allowable 48 hour period via an online portal. Students can request that the period covered include Yesterday and Today, or Today and Tomorrow. Absences are deemed to start at midnight (12:00 am) on the first requested day and end on 11:59 pm the following day.** ~~from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;~~
   d.   The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
   e.   The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
   f.   Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
   g.   Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
   h.   ~~s~~**S**tudents must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil**l** the academic expectations they may have missed during the absence **unless other instructions are indicated on the course syllabus**.

4.   Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

The following conditions are in place for students seeking academic consideration for a medical absence:

a. Students must submit their documentation along with a request for academic consideration specifying the nature of the relief being requested. This documentation, in the form of a Student Medical Certificate (SMC), shall be submitted to the Academic Counselling or Undergraduate Office of the student's Faculty of registration indicating the period of illness, severity, and when the student should be able to resume academic responsibilities. **Forms must be submitted no later than two business days after the date specified for resuming responsibilities.**

b. Students who require academic consideration must, where possible, seek medical attention in advance of due dates, examinations, etc.

c. If the Academic Counselling/Dean's Office determines that academic consideration is warranted, the period of academic consideration will normally be that specified on the medical documentation. Once the request for academic consideration and supporting documents have been received and approved, the student's instructors will be notified of this by the Academic Counselling or Undergraduate Office in the student's home faculty. **Absences are deemed to start at midnight (12:00 am) on the first approved day and end on 11:59 pm the final day of approval**.

d. Academic consideration shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities, and only when the licensed practitioner providing the documentation is able to make a reasonable assessment of the student's physical or mental state during the period for which relief is sought. The expectation is that the practitioner's assessment of the student's condition will be made in person.

e. The duration of the excused absence will terminate prior to the end of the period indicated on the SMC should the student undertake significant academic responsibilities (write a test, submit a paper) during that time.

i. Students must communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC, to clarify how they will be expected to fulfil**l** the academic expectations they may have missed during the absence **unless other instructions are indicated on the course syllabus**.

f. In cases where a student may be experiencing long-term or recurring absences, students should consult their Academic Counsellors for advice about which of the options available to them (academic consideration, pursuing Academic Accommodation, withdrawal from the course) are most appropriate.

5.   Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

The following conditions are in place for students seeking academic consideration for a non-medical absence:

a. Students must submit the appropriate documentation[1] along with a request for academic consideration specifying the reason for the absence and the nature of the relief being requested. This documentation shall be submitted to the Academic Counselling or Undergraduate Office in the student's Faculty of registration. Documentation must be submitted no later than two business days after the student resumes academic responsibilities.

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[1] Students are strongly urged to consult with the Academic Counselling or Undergraduate Office in their Faculty to determine what documentation would be appropriate.

b. Academic consideration shall be granted only where the documentation indicates that the student could not reasonably be expected to complete their academic responsibilities as a result of an extenuating circumstance.
c. Students must communicate with their instructors **no later than 24 hours** after the end of the period covered by the documentation, to clarify how they will be expected to fulfill the academic expectations they may have missed during the absence **unless other instructions are indicated on the course outline**.
d. In cases where a student might be absent for periods greater than 3 weeks, students should consult their Academic Counsellors for advice about which of the options available to them (academic consideration, pursuing Academic Accommodation, withdrawal from the course) are most appropriate.

6.   Appeal

A student who has been denied academic consideration by an Academic Counseling Unit may appeal the decision to the Dean of their Faculty of registration (or the Dean's designate).

Political Science
King's University College
Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	King's University College
Degrees Offered	BA
Modules Reviewed	Honors Specialization in Political Science Major in Political Science
External Consultants	Hevina S. Dashwood, Professor, Department of Political Science, Brock University Elizabeth Goodyear-Grant, Associate Professor, Department of Political Studies, Queen's University
Internal Reviewer	Geoff Read, Vice-President, Academic and Dean of Arts and Social Sciences, Huron University College
Date of Site Visit	March 21-22, 2019
Evaluation	**Good Quality**
Approval Dates	SUPR-U: September 18, 2019 SCAPA: October 2, 2019 Senate:
Year of Next Review	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the Department of Political Science, King's University College. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and Affiliated University College. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

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

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical

review process that is made public, all other documents are confidential to the Program, Affiliated University College and SUPR-U.

Executive Summary

The external consultants, Dr. Hevina Dashwood of Brock University and Dr. Elizabeth Goodyear-Grant of Queen's University, visited King's University College's campus on 21-22 March 2019. They had a very full agenda and met with various stakeholders including individual meetings with the tenure-stream members of the department, a group meeting with the part-time instructors who teach in the department, a meeting with the tenure-stream members of the department as a group, a meeting with Political Science students, a meeting with support staff, another with staff from the King's library, a tête-à-tête with the Associate Dean, and a meeting with the Vice-Principal and Academic Dean of King's. In short, the reviewers were very busy but certainly had access to the information they needed to author a fully-informed review of the Political Science Department's programs.

The external reviewers' report can be fairly characterized as strongly enthusiastic. They praise the Department and its offerings on many grounds, including the dedication and quality of its tenure-stream and part-time faculty, the depth of its experiential learning opportunities for students, and the breadth, particularly considering its relatively small size, of its offerings. The reviewers pointedly remark that given the high quality of Political Science's current programs, no significant alterations or innovations are required. They identify just one gap in the Department's breadth, which they believe should be filled by an additional tenure-stream appointment in the area of Indigenous politics.

Significant Strengths of the Program

The following program strengths are identified in both the self-study and the External Consultants' Report

- Consistency with King's and Western's missions.
- The high caliber of faculty and teaching.
- The breadth of experiential learning opportunities.
- Small class sizes, liberal arts college environment, first-year tutorials
- The breadth in both content and theoretical approaches to which students are introduced
- Coherence of program design with Program Learning Outcomes

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

1. Offer coverage of Indigenous Politics

The reviewers identify a gap in the department's offerings in that there is not significant coverage of Indigenous politics. They strongly suggest a tenure-stream hire specializing in this area would go a long way towards addressing this need.

The Department concurs with the reviewers' assessment in their response. Dr. Sauro Camiletti, Vice-Principal and Academic Dean at King's University College, responds by agreeing that this programmatic need exists but noting both the present competition for resources internally and the high demand in the marketplace for scholars with this expertise.

2. Offer more support to faculty members engaging in experiential learning

The reviewers indicate their sense that the members of the Political Science Department are, at least at times, overworked and suggest that one way to alleviate the pressure on faculty members' time would be to provide them with more support for their design and running of experiential learning opportunities. At present, just one part-time staff position exists to support all King's faculty in this manner.

In their response, the Department agrees strongly with this recommendation. Dr. Camiletti notes that King's is "in the process of remediating" this concern and others, presumably through the hiring of additional support staff.

3. Reduce reliance on part-time faculty

While the reviewers laud the quality of the part-time instructors in Political Science, they note that roughly 50% of the Department's courses are taught by part-timers and suggest that this represents an over-reliance on such faculty. They feel that the creation of a new tenure-line in the area of Indigenous Politics could help begin to ensure that a greater percentage of courses are taught by tenure-stream faculty.

The department does not respond to this concern directly, but one can infer from their strong support for adding a tenure-stream position that they agree this should be a priority. Likewise, Dr. Camiletti too covers this only in his broad comment that King's is in the process of remediating this and other concerns.

4. Reduce the size of first-year tutorials further

The reviewers recommend running more first-year tutorial sections to reduce their size and improve the student experience yet further.

The Department responds by noting the difficulty in recruiting TAs, principally MA students from main campus, and alluding to some structural obstacles that prevent graduate students from taking work at King's, which they hope to work with the main campus Political Science department to remove. Dr. Camiletti does not respond to this particular observation by the reviewers.

5. Offer more financial support to students for experiential learning

The consultants point out that the many class trips and so forth that the Department offers are costly for students and suggest that any additional financial aid to students to help them with these expenses would be welcome.

The Department concurs that this would be desirable. Dr. Camiletti does not respond specifically to this recommendation.

Other Opportunities for Program Improvement and Enhancement

- No additional considerations to enhance or enrich the program were identified by the reviewers. The report is overwhelmingly positive.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Affiliated University College Principal will be responsible for monitoring the Implementation Plan.

Recommendation	Responsibility
1. Incorporate further coverage of Indigenous Politics into the programs.	The Chair of the King's Political Science Department; the Dean and Associate Dean

Social Justice and Peace Studies Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	King's University College
Degrees Offered	BA
Modules Reviewed	Major in Social Justice and Peace Studies
External Consultants	Dr. Heather Eaton, Professor, Saint Paul University (University of Ottawa) Dr. Lowell Ewert, JD. LL.M. Associate Professor, Conrad Grebel University College (University of Waterloo)
Internal Reviewer	Dr. Lauretta Frederking, Vice-Principal and Academic Dean, Brescia University College
Date of Site Visit	March 12-13, 2019
Evaluation	**Good Quality with Report in Two Years**
Approval Dates	SUPR-U: June 10, 2019 SCAPA: October 2, 2019 Senate:
Year of Next Review	2026-27

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules in Social Justice and Peace Studies Program delivered by the Department of Interdisciplinary Programs. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and Affiliated University College. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

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

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made

available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public, all other documents are confidential to the Program/Affiliated University College and SUPR-U.

Executive Summary

The site visit for the Social Justice and Peace Program (SJPS) took place on March 12-13, 2019 and consisted of meetings with the Vice-Provost of Academic Programs, Academic Dean, Chair, and other administrative support staff. The visit included sessions with current undergraduate students, faculty (both full-time and contract), and a visit of the library to understand the campus context.

The external consultants' report highly affirms the SJPS program and "commend it for its program structure, delivery, quality of students and instruction, and the level of support it has received from King's University College". They did not identify any critical issues to raise concerns about the quality of the academic program and praised that it contributes to the mission of both King's campus as well as Western.

They recognized that the program has matured since its creation in 2002 and its evolution maintains an activist orientation but within a stronger, more robust academic program with significant academic rigour and accomplishment. The reviewers commended its multidisciplinary approach and suggested that its success could be measured by the ways others programs incorporate social justice themes into their own specialized areas.

The review included an extensive self-study report that identified more tensions and resource challenges than acknowledged by the external reviewers' report. As the department response to the external report reiterated, "in lieu of any overall strategy, a culture of (interdepartmental/program) competition is fostered". While accepting this feedback during the site visit particularly about concerns that other departments may be encroaching in terms of subject matter and courses, the external reviewers maintained that this was an opportunity for deeper collaboration rather than perceived competition or program encroachment.

The SJPS program external reviewers' report also acknowledged the stress on faculty to provide the excellent experiential learning components which are a core part of the program. The department response stated that they had secured funding for a 3-year Community Based Learning coordinator for $20,000 per year which should alleviate some of the stress identified by the external reviewers.

Significant Strengths of the Program

1. The SJPS Program aligns clearly with Western University's Mission and International Plan that graduates become *global citizens whose education and leadership will serve the public good* and also that students become *globally aware and internationally relevant.*
2. The SJPS Program also aligns with the mission of King's to promote social justice.
3. The SJPS Program has strong support from students who praise the faculty, curriculum, integration of theory and practice, and unique opportunities for experiential learning.

4. The SJPS Program has strong experiential learning opportunities that are both local and global with financial support for students.
5. The SJPS Program is very multi-disciplinary and draws from faculty expertise in political science, philosophy, international studies, religion, critical race theory, peace and gender studies.
6. The SJPS aligns with Western learning outcomes and provides students with skills that enhance many occupations. In this way, the Program is well situated for students interested in SJPS as part of a double major concentration.

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

1. Limit the number of changes in the program at least for the next few years.

The department concurred that the program has reached a level of curriculum development, faculty resources, and support for students so that no new changes are expected for the next few years.

2. Situate and market the SJPS program more intentionally as a double academic concentration.

The SJPS confirms that it is appealing for students to double major and this multi-disciplinary program supports this type of planning. At the same time, they affirm the importance of "remaining a distinct, independent program" especially "since the SJPS program is unique in that it is one of the only ones in Canada and it is a field of study, itself".

3. Enhance the staffing for the experiential learning part of the program, as it is so core to the success of the student experience and achievement of program objectives.

SJPS reiterated the importance of increased staffing to support the excellent quality and choice of international opportunities for students. Short term funding has come from the Dean of Students and recently, $20,000 was secured for the 3-year Community Based Learning Coordinator, but they request even more reliable, robust funding in the future. Further, sessional instructors have guided some of these sessions over full-time faculty which may not be ideal for long-run stability of this experiential programming.

4. Initiate a strategic planning process to better position SJPS to grow and expand once the current economic and political climate may change.

The SJPS response agrees fully with this recommendation. After years of significant change and disrupted programming, they welcome the new Principal as an opportunity to involve community stakeholders and relevant departments in a "fruitful planning process". They commit to a strategic planning process in Fall of 2019 with a strategic plan report by Spring 2020.

5. Celebrate the successes of the SJPS and continue to affirm the mission and purpose of the program in terms of how it fits within the ethos of King's and Western.

The department response affirmed the strategic plan as an opportunity to inform the broader campus community about the uniqueness of the program. A strategic plan may reinforce its relevance both in terms of King's Catholic identity but also as a program for centralized engagement of "unique, creative and cutting edge application of peace and justice theory to other disciplines within the academy (department response quoting the external reviewers' report)".

Other Opportunities for Program Improvement and Enhancement

Curriculum development

The reviewers noted that the program was an obvious department to expand opportunities for Indigenous Studies. They also observed the absence of courses in the area of gender studies and also in the area of the environment, climate change in particular, and recommended a consideration of these areas as a regular part of the curriculum.

Faculty research

The reviewers noted and celebrated the "fundamental change from an activist oriented and perhaps ideologically narrow program to one that has a greater emphasis on academic accomplishment". They reinforced that enhanced resources could allow faculty to engage in even more cutting-edge research to support its program as a leading program across Canada.

Implementation Plan

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

Recommendation	Responsibility
Initiate a strategic planning process to better position SJPS to grow and expand	Department

Western UNIVERSITY · CANADA

Health Information Science
**Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	Faculty of Information and Media Studies (with the Faculty of Health Science)	
Degrees Offered	MHIS PhD	
Approved Fields	None	
External Consultants	Erna Snelgrove-Clarke, Associate Professor, Associate Dean, Faculty of Health Associate Professor, School of Nursing, Dalhousie University	Marina Morrow, Professor & Chair School of Health Policy and Management. York University
Internal Reviewer	Jamie Baxter, Professor, Associate Dean Graduate and Postdoctoral Studies, Social Science, UWO	Aaron Lee, PhD Candidate, Faculty of Music
Date of Site Visit	April 29/30, 2019	
Evaluation	Good Quality with Report in 18 months Due March 2021	
Approval Dates	SUPR-G: September 16, 2019 SCAPA: October 2, 2019 Senate (FYI only): This section will be completed by SGPS or Associate University Secretary	
Date of Next Review	Year of next cyclical review 2026-2027	

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Faculty of Information and Media Studies and the Faculty of Health Science. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Program and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

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

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

Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

Executive Summary
The graduate program in Health Information Science offers Master's and Ph.D. degrees. It is offered jointly by the Faculties of Information and Media Studies (FIMS), which administers the program, and the Faculty of Health Sciences (FHS). The Program provided the External Consultants a brief outlining the Program's self-study. This is the Program's first cyclical review. The External Consultants met with both Deans, both Associate Deans Graduate, several faculty and students (both MA and PhD) involved in the program, as well as administrative staff from both Faculties. The Consultants toured student spaces and libraries. The External Consultant report provides an analysis and evaluation of the Health Information Science Program summarized below. The program responded to the core recommendations as outlined below.

Significant Strengths of the Program
The following program strengths are identified in the self-study and the External Consultants' Report

The External Consultants agree with the Program that the following are key strengths of the Health Information Science program:
- Interdisciplinary – core involvement of two faculties (FIMS, FHS) and expertise from a wide array of departments including Law, Women's Studies and Computer Science outside of the core Faculties;
- Highly engaged faculty representing wide breadth and depth of knowledge
- Flexible student-focused program design
- The learning outcomes emphasize a critical approach to health information
- The value added over similar programs at other institutions is the focus on knowledge translation; positioning the program competitively;
- The program trains people much needed in the community of health and health care providers;
- The program blends academic and professional expertise;
- The students benefit from excellent library resources including a FIMS Graduate Library.

Overall, the reviewers were very positive about the program, yet were somewhat concerned that that some of its strengths (e.g., flexibility, interdisciplinarity) also present challenges.

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

Although the Consultants have recommendations for the Program (see below), none represents a serious flaw in the Program or its administrative structure. One of the key recommendations though is to review course release for the Director, with the Program response being to keep the Associate Dean Graduate and Postdoctoral Studies from FIMS in the role of Director until at least 2020. This seems prudent given that there are three relatively new senior leaders. The Faculty of Information and Media Studies has a new incoming Dean and new Associate Dean Graduate and Postdoctoral Studies, while the Faculty of Health Sciences has a new Associate Dean Graduate and Postdoctoral Studies. All of the people in these new roles met with the External Consultants. As the brief refers to various roles involved in the administration of the Program over the years (e.g., Assistant Dean, Associate Dean, Program Coordinator, Graduate Chair, Director) the one-year review should very clearly lay out the roles and responsibilities for administering the program – see Table 1 item 1, Table 1 item 1.

TABLE 1		
	Reviewers' Recommendation	**Program/Faculty Response**
1. Recommendations requiring implementation	1. Increase course release for Director to reflect workload	Associate Dean Graduate FIMS is Director, review in spring 2020
	2. Require learning outcomes in syllabi	Though a good idea, Senate through GEC should require these campus-wide to ensure compliance
	3. Clarify how comps differs from proposal when proposal-option comps is chosen	Director will monitor over next two years.
	4. Offer a course on research design to the MHIS students (re: qualitative methods in particular)	Allow MHIS students into existing FIMS research design course
	5. Require the Knowledge Translation course 9623 as core to the PhD	Director will take up with the Program Committee for consideration
	6. Focus on recruitment	Measures already underway for 2020-21 intake
2. Supplementary recommendations for program improvement	7. Require Accessibility for Ontarians with Disabilities Act compliance of syllabi	Senate through GEC should require campus-wide
	8. Track MHIS major research project (MRP) supervisions and completion rates	Already being done.
	9. Form an Advisory Board	Unclear
	10. If any key faculty leave, they should be replaced quickly	Dean's discretion
	11. Consider program expansion to meet community needs	Monitor community needs
	12. Better prepare the HIS students for TAing in FIMS	Training in place is sufficient (GTA workshops from FIMS, GTA workshops from CTL, extensive GTA guidebook for course in question.

Implementation Plan

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

TABLE 2 (in the order they appear in Consultant's Report)

Recommendation	Responsibility
1. Provide appropriate workload relief for director	Deans FHS, FIMS
2. Require learning outcomes in syllabi	Director, Program Committee, course instructors
3. Clarify how comps differs from proposal when proposal-option comps is chosen	Director, Program Committee
5. Offer a course on research design to the MHIS students	Director, course instructors
6. Require the Knowledge Translation course 9623 as core to the PhD	Director, Program Committee
7. Focus on recruitment	Director

Other Opportunities for Program Improvement and Enhancement
In addition to the recommendations noted above, the review process may have identified other considerations to enhance or enrich the program. List any such considerations.

The suggestion to track MHIS MRP students (Table 1 item 8) comes from a broader suggestion to pay close attention to the distribution of supervision. Some faculty listed as participants in the program wondered why they were not being asked to be involved on student committees.

[Biomedical Engineering or BME] Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Engineering (with Health Sciences, Science, Schulich)
Degrees Offered	MESc, PhD
Approved Fields	Current: - Biomaterials - Biomechanics, - Imaging and Robotics Proposed: - Biomaterials, - Biomechanics, - Imaging - Mechatronics
External Consultants	Dr. Zarah Moussavi Director, Biomedical Engineering Program University of Manitoba CRC, Professor of Electrical and Computer Engineering	Dr. Michael Noseworthy Co-Director, School of Biomedical Engineering McMaster University Professor of Electrical and Computer Engineering
Internal Reviewer	Dr. Catherine Nolan Associate Dean (Faculty of Music) Professor of Music Theory	N/A
Date of Site Visit	April 23-24, 2019
Evaluation	Good Quality
Approval Dates	SUPR-G: September 16,2019 SCAPA: October 2, 2019 Senate (FYI only): This section will be completed by SGPS or Associate University Secretary
Date of Next Review	Year of next cyclical review 2026-2027

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the School of Biomedical Engineering (as of Fall 2019). This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department/School and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

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

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

Executive Summary

The site visit took place on April 23-24, 2019, and was well designed to expose the reviewers to the myriad components of this interdisciplinary program that crosses boundaries of four Faculties: Engineering, Health Sciences, Science, and Schulich School of Medicine & Dentistry. The reviewers were delighted by the tours of representative labs of BME faculty members in the Spencer Engineering Building and the Robarts Research Institute. They commented on the impressive array of research areas, all with direct implications to patients. The reviewers also commented on the high quality of the BME graduate seminar they attended, at which two BME students gave research presentations.

The meetings with faculty were well attended and engaging, and reflected the strong interest in the interdisciplinarity of BME. One broad concern came out of the meetings: membership of faculty in the BME program and the challenge of monitoring workload issues with faculty who have a wide variety of academic home departments, and monitoring the varying degrees of their involvement with BME. (This is reflected in the recommendations below.)

The meetings with students were also engaging. The students were in general happy to be in the program, but they expressed concern about consistency in requirements for core BME courses and the timeline for comprehensive exams. Students expressed some concern about redundancy between the material of "Communications I" (BIOMED 9550A/B) and the BME Seminars and about the use of examinations as assessments in Foundations of Biomedical Engineering, BIOMED 9508A. (These concerns are also reflected in the recommendations below.)

The program's self-study was meticulously prepared. The reviewers commented in particular on the excellent organization of the program learning outcomes. The self-study includes a proposal to redefine the current three fields of study (biomaterials, biomechanics, and imaging & robotics) to become four: biomaterials, biomechanics, imaging, and mechatronics, separating the former fields of imaging and robotics and renaming "robotics" to "mechatronics." When the original "imaging and robotics" field was named, the name expressed the linkage between the fields. More recently, with the increase in number of BME researchers at Western, the increased range of research studies justifies separating the two fields. The term "mechatronics" is more inclusive of research in assistative and rehabilitative devices and surgical simulators. The redefinition of fields in the program reflects the internal thinking of the program and is expected to improve BME's ability to recruit.

Data on student publication and activities of graduates after completing their degrees were exceptionally well presented, showing that MESc graduates went on to work as industry engineers (29%), research assistants in labs (29%), and that the remainder went on to dental, medical, or law school, or to work in non-profit organizations. PhD graduates went on to postdoctoral training (71%). The reviewers were surprised that publication outputs by students were not higher.

The program response to the review, like the brief, was meticulously prepared. The program addressed every recommendation expressed in the review, and prepared a table showing all proposed actions.

The review took place shortly before the inauguration of the School of Biomedical Engineering This structural change, in tandem with the introduction of a new five-year undergraduate concurrent degree program (two BESc degrees, a BESc in Chemical, Mechanical, or Mechatronic Engineering and a BESc in Biomedical Engineering) will bring new attention to biomedical engineering at Western. During their site visit and in their report, the external reviewers commented on the energy and strength of the BME graduate program. Anticipation of the inauguration of the new School of Biomedical Engineering undoubtedly added to the excitement about BME that was experienced by all during the review.

To conclude this executive summary, I will quote the following statement from the reviewers' report that effectively (and poetically) summarizes their positive view of the program: "Biomedical engineering *should* be the application of engineering to the human condition, be it normal or diseased. The faculty and their students unquestionably strive for such work."

Significant Strengths of the Program
The following program strengths are identified in the self-study and the External Consultants' Report
- High priority placed on interdisciplinary knowledge and oral and written communication skills
- Faculty research excellence
- Outstanding, state-of-the-art lab facilities
- Clarity of program learning outcomes
- Energy for patient outcomes in various fields of BME research

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

	Reviewers' Recommendation	Program/Faculty Response
1. Recommendations requiring implementation	Review faculty membership in BME program on a regular basis.	Establish an Appointments Committee and procedures for reviewing graduate program membership.
	Review content and assessments for core BME courses.	Review policies for courses required to fill gaps in BME knowledge.
	Make comprehensive exam timelines transparent and consistent.	Review communication of timeline for comprehensive exams.
	Students should complete TCPS-2 research ethics training.	TCPS-2 or similar training will become a required program milestone.
2. Supplementary recommendations for program improvement	Create new faculty positions in BME.	Director of BME works closely with the Dean of Engineering to cultivate possible funding sources to accelerate the

		growth of the School of BME.
	Add learning outcomes to website and student handbook.	Learning Outcomes will be added to graduate program updates on the new School of BME website.
	Faculty member websites should consistently include links to publications.	Encourage faculty members to include a link to a publication database on their personal web pages.
	Increase administrative assistance by hiring a second, part-time, graduate program coordinator	Recruit and hire the already approved part-time program coordinator.

Implementation Plan

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

Recommendation	Responsibility
Review faculty membership in BME program on a regular basis.	Director and School Operations Committee
Review content and assessments for core BME courses.	Associate Director, Graduate and Curriculum Committee
Make comprehensive exam timelines transparent and consistent.	Associate Director, Graduate and Program Coordinator
Students should complete TCPS-2 research ethics training.	Associate Director, Graduate and Curriculum Committee

Other Opportunities for Program Improvement and Enhancement
In addition to the recommendations noted above, the review process may have identified other considerations to enhance or enrich the program. List any such considerations.

- The review process also brought out some concern about faculty attendance at the BME seminars. This is a challenge because of the proliferation of biomedically themed research centres and institutes across Western. The program plans to ensure that each student presenter has one or more supervisors or advisory committee members in attendance, and to enhance email promotion of the events.

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENCE	SANCTION
Arts and Humanities	Submitting a False Medical or Other Such Certificate Under False Pretences (2)	• Two students were reprimanded.
Education	Plagiarism (2)	• Two students required to resubmit the assignment.
	Unauthorized Collaboration on Assignment (4)	• Two students required to resubmit the assignment. • No sanction issued to one student due to compassionate circumstances. • One student required to submit an essay.
Engineering	Unauthorized Collaboration on Assignment (11)	• Five students received a grade of "0" on the assignment. • One student received a grade of 0% on three lab reports. • Five students received a grade of 0% on the position paper.
	Cheating & Possession of Unauthorized Materials or Aids During Exam (5)	• Three students received a grade of "0" on the final examination. • One student received a grade of "0" on the test. • One student received a grade of 50% on the final examination.
	Cheating (3)	• Three students received a grade of "0" on the final examination. •
Health Sciences	Submitting False or Fraudulent Assignments, Credentials; Falsifying Records, Transcripts or Academic Documents (2)	• One student received a failure in the course and removal from placement site. • One student received a grade of '0' on the quiz.
	Cheating (8)	• Four students received a formal reprimand; letter to be retained on file for two years and then destroyed. • One student received a 10% grade deduction on the final examination. • One student received a grade of "0" on the examination and a grade of 40% for the course.

		• One student received a grade of "0" on the test. • One student received a grade of 0% on the examination.
	Plagiarism (8)	• Two students received a grade of 0% on the assignment. • One student received a grade of 0% on the assignment; re-submitted for re-evaluation. • One student re-submitted the assignment and a 1,500 word essay on self-plagiarism. • Three students received a grade of 35% on the assignment. • One student received a grade of 0% on the report; resubmitted for re-evaluation.
Information and Media Studies	Plagiarism (1)	• One student's take-home mid-term exam graded out of maximum of 60%.
Ivey School of Business HBA Program	Plagiarism (2)	• One student received grade of 0% on the assignment and not eligible for Dean's Honor List, Ivey Scholar or HBA Gold Medal. • One student received a grade of 0% on the assignment.
	Cheating on an Examination or Falsifying Material Subject to Academic Evaluation (4)	• One student received a grade of 0% on the examination and not eligible for Dean's Honor List, Ivey Scholar or HBA Gold Medal. • One student received a 20% grade deduction on the examination. • Two students received a grade of 0% on the examination.
	Unauthorized Possession of an Examination Paper Prior to the Date and Time for Writing Such an Examination (1)	• One student received a grade of 50% on the final examination and not eligible for Dean's Honor List, Ivey Scholar or the HBA Gold Medal. Student not eligible to participate in the Ivey Pledge Ceremony.
	Unauthorized use of Materials or Aids During an Assignment (1)	• One student received a warning.
Law	Plagiarism (3)	• One student received a failure on the assignment resulting in a failure in the course, student provided opportunity to write a supplemental assessment. • One student received a failure in one course and a reduction of the final grade in another course from an A- to B-. • One student received a reduction of the final grade from a B- to D.

Medicine and Dentistry	Plagiarism (1)	• One student received a grade of 0% on the assignment.
Music	Plagiarism (3)	• One student received a warning for two separate instances and given opportunity to correct and resubmit essay. • One student received a grade of 0% on the essay.
	Unauthorized Collaboration on Assignment (11)	• Two students received a 10% grade deduction on the assignment • Two students received a grade of 0% on the assignment • Two students received a warning. • Five students received 0 points for the relevant assignment questions
	Falsifying Records, Transcripts or Other Academic Documents (1)	• One student received a grade of F in the course. The course was graded Pass/Fail.
Science	Plagiarism (15)	• One student received a grade of 0% on a portion of an assignment worth 1.5% of the final course grade. • One student received a grade of 0% on the assignment. • One student received a grade of 0% on annotation worth 5% of final grade. • One student received a grade of 0% on a research proposal worth 30% of grade. • Two students received a grade of 0% on the assignment. • One student received a grade of 0% for two annotations worth 4% of final grade. • Four students received a grade of 0% for Lab 1 worth 5% of the final grade. • Two students received a grade of 0% for Lab 2 worth 10% of the final grade. • One student received a grade of 0% for Lab 3 worth 20% of the final grade. • One student received a grade of 0% for the course.
	Cheating (9)	• Three students received a grade of 0% on the quiz and a 10% reduction on total in-class test average worth 15% of the final course grade. • One student received a grade of 0% on the quiz. • One student received a grade of 0% on the test worth 20% of the final grade. • Four students received a grade of 0% on the exam.

	Possession of Unauthorized Materials or Aids During Exam (4)	• Two students received a grade of 0% on the midterm exam. • One student received a grade of 0% on the exam. • One student received a letter of reprimand that will stay on file for a period of two years.
	Unauthorized Collaboration on Assignment (9)	• Eight students received a grade of 0% on the assignment. • One student received a grade of 0% on three assignments.
	Falsifying Material Subject to Academic Evaluation (1)	• One student had 15% deducted from the final grade in the course.
Social Science	Possession of Unauthorized Materials or Aids During Exam (11)	• Ten students received a grade of 0% on the exam. • One student received a 10% grade deduction on the exam.
	Cheating (10)	• One student received a grade of 48% for the course. • One student received a 10% grade deduction on the exam. • Three students received a reprimand. • Two students received a grade of 0% on the exam. • Two students received a grade of 0% on two exams. • One student received a grade of 0% on tests.
	Plagiarism (16)	• Nine students received a grade of 0% on the assignment. • Four students were permitted to re-submit the assignment; received a 25% grade deduction on the assignment. • One student permitted to re-submit the assignment; received a 15% grade deduction on the assignment. • One student permitted to re-submit the assignment with a 2/3 multiplier. • One student received a grade of 45% on the assignment.
	Falsifying Material Subject to Academic Evaluation (1)	• One student received a grade of 'F' in the course.
School of Graduate and Postdoctoral Studies	Plagiarism (44)	• One student permitted to re-write the exam with a maximum grade of 60%. • Two students received a grade of 'F' on the assignment

		• One student received a grade of 'F' for the course, student permitted to remain in the program and make-up the 'F' with another course. • Seven students received a grade of 0% on the assignment. • One student permitted to resubmit the assignment with a maximum grade of 60%. • Two students permitted to resubmit the assignment with a maximum grade of 50%. • One student received a grade of 'F' on the first submission of their thesis. • 29 students in one course received a grade of 'F' on the assignment. All students in the course received a verbal reminder about plagiarism.
	Cheating on an Examination (2)	• One student received a grade of 'F' on the mid-term test. • One student received a grade of 'F' on the final examination.
	Professional Misrepresentation (1)	• One student received a grade of 'F' for the course and was withdrawn from the program.
	Research Misconduct (2)	• One student was withdrawn from the program. • One student was not permitted to conduct primary research.
	Contract Cheating (1)	• One student received a grade of 'F' and was withdrawn from the program.
Brescia University College	Plagiarism (1)	• One student received a grade of 40% on the assignment.
	Cheating on an Examination (5)	• Three students received a grade of 0% on the examination. • One student received a grade of 0% on a portion of the examination. • One student received a grade of 0% on the test.
Huron University College	Plagiarism (4)	• One student received a grade of 0% on two assignments in the same course. • Two students received a grade of 0% on the assignment.
	Cheating on an Examination (1)	• One student received a grade of 0% on the examination and failed the course.
King's University College	Plagiarism (12)	• 11 students received a grade of 0% on the assignment. • One student received a grade of 48% on the assignment.
	Cheating on an Examination (6)	• Four students received a grade of 0% on the examination. • Two students received a grade of 0% on the test.

<u>Folan Family Bursary</u> (Engineering or Business)

Awarded annually to either a full-time or part-time undergraduate student, in any year, in the Faculty of Engineering, the Richard Ivey School of Business, or an Engineering and Business dual-degree program, based on demonstrated financial need. Preference will be given to a student registered with Student Accessibility Services who has an identified learning difficulty due to a severe concussion. Online financial assistance applications can be accessed through Student Center and must be submitted by October 31st. The recipient will be selected by the Registrar's Office. This bursary was established with a generous contribution from Carmen Lopez Folan (BA '91) and Christopher Folan.

Value: 1 at $2,000
Effective Date: 2019-2020 to 2023-2024 academic years inclusive

ANNOUNCEMENTS AND COMMUNICATIONS

Contents	Consent Agenda
Election Results – Election to the Selection/Review Committee for Dean of the Faculty of Education	Yes
Report from the Board of Governors (September 24, 2019)	Yes

FOR INFORMATION

1. **Election Results – Selection/Review Committee for Dean of the Faculty of Education**

   The election results for the members elected to the Selection/Review Committee for Dean of the Faculty of Education, are as follows: Scott MacDougall-Shackleton (SS), Michael Milde (AH), and Catherine Nolan (Music). The results certified by Simply Voting are attached as **Appendix 1**.

2. **Report from the Board of Governors (September 24, 2019)**

   The Board of Governors met on September 24, 2019. **Appendix 2** contains a full list of items received for approval or information from the Board's standing committees and from Senate. Documentation for these items can be found at:

   https://www.uwo.ca/univsec/board/meetings/a19sept24bg_Public.pdf

   The reports and proposals received were standard items of business.

SimplyVoting

October 2, 2019

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - 2019/20 Selection/Review Committee for the Dean of the Faculty of Education

Start: 2019-09-26 08:00:00 Canada/Eastern
End: 2019-09-27 20:00:00 Canada/Eastern
Turnout: 61 (62.2%) of 98 electors voted in this ballot.

Selection/Review Committee for the Dean of the Faculty of Education

Option	Votes
Scott MacDougall-Shackleton (Social Science)	49 (28.7%)
Catherine Nolan (Music)	45 (26.3%)
Michael Milde (Dean, Arts and Humanities)	41 (24.0%)
Amanda Grzyb (Information and Media Studies)	36 (21.1%)

VOTER SUMMARY

Total	61
Abstain	0 (0.0%)

SUMMARY OF AGENDA ITEMS – SEPTEMBER 24, 2019

Adoption of Agenda	ACTION

Report of the President	INFORMATION

Unanimous Consent Agenda – **Appendix I**	ACTION

Minutes of the Meeting of June 27, 2019 – Open Session	ACTION

Report of the Property & Finance Committee – **Appendix II**

Scholarships, Awards, and Prizes	INFORMATION
McEwen Western Integrated Science Professorship	INFORMATION

Report of the Senior Policy & Operations Committee – **Appendix III**

Committee Appointments	INFORMATION

Report of the Governance & By-Laws Committee – **Appendix IV**

Principles of Engagement for Board Committee Chairs	ACTION
Board of Governors By-Election Schedule – Fall 2019	INFORMATION

Report of the Audit Committee – **Appendix V**

Financial Statements – Related Companies	INFORMATION
Annual Report on Non-Discrimination/Harassment Policy	INFORMATION
Western Retirement Plans Report September 2019	INFORMATION

Fund Raising and Donor Relations – **Appendix VI**

Fund Raising Activity Quarterly Report to July 31, 2019	INFORMATION

Report of the McIntosh Gallery – **Appendix VII**

McIntosh Gallery Report to the Board of Governors – September 2019	INFORMATION

Items Referred by Senate – **Appendix VIII**

Report of the Honorary Degrees Committee	INFORMATION
Institutional Quality Assurance Report (IQAP) – June 2019	INFORMATION
Report of the Academic Colleague	INFORMATION
Academic Administrative Appointments	INFORMATION

| Questions from Members | |