

SENATE AGENDA

Friday, December 4, 2020 at 1:30 p.m.
Meeting to be held electronically via Zoom videoconference

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

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

- | | | | |
|-----|--|--|-------------|
| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of November 13, 2020 | | Approval |
| 3.0 | Business Arising from the Minutes | | |
| 4.0 | Report of the President | | Information |
| 5.0 | Consent Agenda | | Approval |
| 5.1 | Items from the Operations/Agenda Committee | | |
| | 5.1(a) Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Change of Title in Section U: Secretary of Senate | | Approval |
| | 5.1(b) 2019-2020 Annual Report of the Senate Review Board Academic | | Information |
| 5.2 | Items from the Senate Committee on Academic Policy and Awards | | |
| | 5.2(a) Faculty of Arts and Humanities and Faculty of Social Science, Department of Gender, Sexuality and Women’s Studies: | | |
| | 5.2(a)(i) Renaming of the “Women’s Studies” Subject Area | | Approval |
| | 5.2(a)(ii) Renaming of the Honours Specialization, Specialization, Major, and Minor in Women’s Studies | | Approval |
| | 5.2(b) Faculty of Engineering: Introduction of a New Subject Area in “Engineering Leadership and Innovation” (ELI) | | Approval |

Senate Agenda
December 04, 2020

5.2(c)	School of Graduate and Postdoctoral Studies: Withdrawal of the Thesis-Based Master of Music (MMus) in Literature and Performance	Approval
5.2(d)	Faculty of Social Science, Department of History: Revisions to the Admission and Program Requirements of the Honours Specialization in American Cultural Studies, the Major in American Studies, and the Minor in American Studies	Approval
5.2(e)	Brescia University College:	
5.2(e)(i)	Revisions to the Admission Requirements of the Major in Leadership Studies	Approval
5.2(e)(ii)	Revisions to the Admission Requirements of the Family Studies and Human Development Modules	Approval
5.2(f)	Report on Scholastic Offences (2019-2020)	Information
5.2(g)	Revised Sessional Dates – Schulich School of Medicine & Dentistry, MD Program (2020-21)	Information
5.2(h)	New Scholarships and Awards	Information
6.0	Items removed from Consent Agenda	
5.3(a)	Guidelines on the Use of Digital Resources	Information

AGENDA

7.0	Report of the Operations / Agenda Committee (E. Chamberlain)	
7.1	Policy Amendment: Structure of the Academic Year	Information
7.2	Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Addition of the Associate Vice-President (Equity, Diversity & Inclusion)	Approval
7.3	Revisions to the Adopted Policies and Procedures of Senate – Section 4: Discussion and Question Period	Approval
8.0	Report of the Nominating Committee (K. Yeung)	
8.1	Operations/Agenda Committee Membership	Approval
8.2	Selection Committee for the Provost & Vice-President (Academic)	Approval
9.0	Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean)	

Senate Agenda
December 04, 2020

- 10.0 **Report of the Senate Committee on University Planning (M. Davison)**
 - 10.1 [Budget Planning Guidelines](#) Information
 - 10.2 [Western Libraries Annual Report 2019/20](#) Information
- 11.0 **Report of the University Research Board (L. Rigg)**
 - 11.1 Associate Vice-President (Research) Portfolio Structure Update Deferred to
January, 2021
- 12.0 Discussion and Question Period
- 13.0 New Business
- 14.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

To begin the Senate meeting, the land acknowledgement will be offered.

ITEM 2.0 – Minutes of the Meeting of November 13, 2020

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

Recommended: That the minutes of the meeting held on November 13, 2020 be approved as circulated.

MINUTES OF THE MEETING OF SENATE

November 13, 2020

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

SENATORS:

Z. Al-Asamil
L. Archibald
P. Barmby
A. Baxter
J. Baxter
G. Belfry
A. Borchert
L. Briens
D. Brou
S. Burke
C. Burucua
E. Chamberlain
L. Cipriano
K. Coley
J. Compton
J. Corrigan
J. Cuciurean
S. Datars Bere
M. Davison
R. Dekoter
J. Finegan
R. Flemming
L. Frederking
M. Garabedian
B. Garcia
J. Garland
L. Ghattas
K. Gibbons
G. Gifford
T. Granadillo

C. Harasym
L. Henderson
R. Heydon
K. Hibbert
V. Hocke
S. Hodgson
A. Hrymak
D. Jeffrey
P. Jones
G. Kelly
R. Kennedy
J. Kitz
K. Lawless
W. Lehmann
J. Li
D. Mallory
C. McLeod
M. McMurrin
K. Mequanint
A. Meyer
M. Milde
L. Miller
K. Miller
J. Minac
A. Nelson
N. Nestico
C. Nolan
J. Nord
P. Peddle
S. Pitel

S. Powell
V. Radcliffe
G. Read
L. Ricker
S. Roland
A. Rozovsky
G. Santos
I. Savani
A. Shepard
V. Smye
C. Steeves
A. Tan
P. Tarc
P. Thomlinson
G. Tigert
J. Toswell
Z. Train
T. Walters
G. West
S. Whitehead
J. Wilson
K. Yeung
B. Younker

Observers: B. Baron, T. Belton, C. Brunette-Debassige, R. Chelladurai, J. Hutter,
B. MacDougall-Shackleton, J. Massey, M. McGlynn, k. seanor, R. Bgeginski

Land Acknowledgement

Angela Borchert offered a Land Acknowledgement.

S.20-178 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of October 16, 2020 were approved as circulated.

S.20-179 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: COVID-19 update, renewal of the President's Advisory Committee on Environment & Sustainability, Western's recent successes, Strategic Planning Steering Committee update, leadership update and Accolades.

The President additionally commented on the following items:

- Fall preview day will be taking place virtually on November 15, 2020
- Strongest enrollment in history over the past summer and fall terms, without decreasing academic standards
- Five colleagues were elected to the Royal Society of Canada, earning national recognition of scholars who have made great achievements across their careers
- Applauded Betty Anne Younker, Katrina Moser and Geoff Wild on their pandemic planning presentations of how their units are handling the pandemic at the administrative and teaching levels
- Strategic planning process started last week, will provide an update on progress at every Senate meeting
- Winter break extension

A senator asked for updates on provincial and federal funding. The President responded that it is still unclear if the federal government's effort to help Canadians recover from the pandemic will be focused on research, infrastructure, rural communities or green energy. Funding may not be announced until the Spring. The provincial government recently announced new funding for Micro-Credentials, but have not announced any additional funding to post-secondary Colleges and Universities.

A senator asked how the increase in enrollment was spread across the Faculties?

R. Chelladurai responded that enrollment was very strong in the Undergraduate programs, with the highest increases in Social Science, Science, Bachelor of Medical Sciences and Engineering. There were modest increases in the faculties of Health Sciences and Arts & Humanities. Enrollment in the Faculty of Information and Media Studies was slightly lower than the plan. Master's enrollment fell short of plan. Part-time summer enrollment was higher than anticipated. Overall, there was strong growth in domestic student enrollment, and shortfalls in international enrollment.

A. Hrymak announced the new Dean of the Faculty of Education, D. Kotsopoulos, who will begin her term on January 1, 2021. He thanked K. Hibbert for all the work she has done in her role as Acting Dean of the Faculty of Education.

A. Hrymak announced the new Dean of the Faculty of Social Science, N. Harney, who will be joining Western in August 2021. He thanked J. Finegan for her time and work as Acting Dean of the Faculty of Social Science.

S.20-180 **UNANIMOUS CONSENT AGENDA**

It was moved by V. Smye, seconded by A. Borchert,

That the items listed in the Consent Agenda, except for ITEM 5.3(b), be approved or received for information by the Senate by unanimous consent.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.20-181 **ITEM 5.1(a) – Senate Membership – Graduate Student Constituency**

It was moved by V. Smye, seconded by A. Borchert,

E. Sapuridis was acclaimed to fill a graduate student constituency on Senate for the July 1, 2020 to June 30, 2021 term on the recommendation of the ad hoc Nominating Committee.

CARRIED

S.20-182 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

The following items reported by the Operations/Agenda Committee were received for information by unanimous consent:

- ITEM 5.1(b) – Senate Membership – Schulich School of Medicine & Dentistry

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.20-183 **ITEM 5.2(a)(i) – Ivey Business School: Revisions to the Progression and Graduation Requirements of the HBA Program (Research Studies)**

It was moved by V. Smye, seconded by A. Borchert,

That the Progression and Graduation Requirements of the HBA Program be revised as shown in Item 5.2(a)(i), effective September 1, 2020.

CARRIED

S.20-184 **ITEM 5.2(a)(ii) – Ivey Business School: Revisions to the Progression and Graduation Requirements of the HBA Program (Non-Business Elective)**

It was moved by V. Smye, seconded by A. Borchert,

That the Progression and Graduation Requirements of the HBA Program be revised as shown in

Item 5.2(a)(ii), effective September 1, 2020.

CARRIED

S.20-185 **ITEM 5.2(b) – School of Graduate and Postdoctoral Studies: Revisions to the MA and PhD in Women’s Studies and Feminist Research and revisions to the course code for graduate courses**

It was moved by V. Smye, seconded by A. Borchert,

That the MA in Women’s Studies and Feminist Research be renamed as the MA in Gender, Sexuality, and Women’s Studies, effective September 1, 2020, and

That the PhD in Women’s Studies and Feminist Research be renamed as the PhD in Gender, Sexuality, and Women’s Studies, effective September 1, 2020, and

That students enrolled in the programs prior to the name change be allowed to graduate with either the old or new program name until August 30, 2023, and

That the course codes for all graduate courses be changed to GSWS effective September 1, 2020.

CARRIED

S.20-186 **ITEM 5.2(c) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program and the DDS Program (Changes to GPA calculation due to COVID-19)**

It was moved by V. Smye, seconded by A. Borchert,

That the admission requirements of the MD Program and the DDS Program be revised as shown in Item 5.2(c), effective July 1, 2020 for the 2020-21 application cycle.

CARRIED

S.20-187 **ITEM 5.2(d) – Faculty of Social Science, Department of Anthropology: Revisions to the Admission and Program Requirements of the Minor in Anthropology**

It was moved by V. Smye, seconded by A. Borchert,

That the admission and program requirements of the Minor in Anthropology be revised as shown in Item 5.2(d), effective September 1, 2021.

CARRIED

S.20-188 **Information Items Reported by the Senate Committee on Academic Policy and Awards on Unanimous Consent**

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

- ITEM 5.2(e) SUPR-U Report: Cyclical Review of the School for Advanced Studies in the Arts and Humanities (SASAH)
- ITEM 5.2(f) SUPR-G Report: Cyclical Review of Geology and Geophysics
- ITEM 5.2(g) New Scholarships and Awards

ANNOUNCEMENTS AND COMMUNICATIONS

S.20-189 Information Items reported through Announcements and Communications on Unanimous Consent

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

- ITEM 5.3(a) Election Results – Strategic Planning Steering Committee – Staff Representation
- ITEM 5.3(b) Academic Administrative Appointments

ITEMS REMOVED FROM CONSENT AGENDA

Item 5.3(b) was removed from the consent agenda due to questions about the structure of Schulich leadership. Dr. Yoo, Dean of the Schulich School of Medicine & Dentistry, attended to answer questions about the new roles. The previous role of Vice Dean of Education was very expansive and became difficult to manage. Dr. Yoo modified leadership to distribute the large portfolio into more than one role. The new role of Vice Dean of Undergraduate Medical Education was created to oversee the credentialing process, internationalization strategy and the undergraduate medical education at Schulich's various sites. Dr. Tithecott has been appointed as Acting Vice Dean of Undergraduate Medical Education while a search is underway.

The new role of Vice Dean, Education Scholarship and Strategy, was created to focus on faculty development, scholarships, and research. The Vice Dean will also oversee the Centre for Education Research & Innovation. Dr. Watling has been appointed as Acting Vice Dean, Education Scholarship and Strategy. The search will begin after the Vice Dean of Undergraduate Medical Education search has concluded.

Dr. Stein has been re-appointed as the Assistant Dean of Undergraduate Medical Education, Learner Wellness.

Dr. Foxcroft was appointed as Assistant Dean, Faculty Wellbeing. The new role was created to address the overall physical, psychological and professional wellness of clinical faculty.

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.20-190 ITEM 7.1 – Revisions to the Senate Election Procedures

It was moved by V. Smye, seconded by A. Borchert,

That the Senate Election Procedures be revised as shown in Item 7.1, effective November 13, 2020.

CARRIED

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.20-191 **ITEM 8.1 – School of Graduate and Postdoctoral Studies: Introduction of a part-time registration option for the PhD in Epidemiology and Biostatistics**

It was moved by V. Smye, seconded by A. Borchert

That a part-time registration option be introduced for the PhD in Epidemiology and Biostatistics, effective January 2021, as shown in Item 8.1.

CARRIED

S.20-192 **ITEM 9.0 Report of the Academic Colleague**

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

S.20-193 **DISCUSSION AND QUESTION PERIOD**

Strategic Planning Process

A. Shepard asked for suggestions on how to engage Senate on the Strategic Planning Process.

A senator advised that due to time constraints, it may be difficult to engage and consult Senate on the Strategic Planning Process during meetings. He suggested using methods that other consultative projects have done previously, such as engaging Senate and other community members outside of the formal period of Senate through virtual town hall sessions.

A senator commented that December is too early to engage Senate on the Strategic Planning Process. They suggest that a timeline is circulated in December, followed by a detailed layout of the plan in February or March. The plan details will provide a better understanding of where Senate fits in the process.

Proctor Track

A senator asked why alternative measures to Proctor Track have not been implemented? When alternate measures are considered, will they be brought forward to Senate for approval? Will there be a formal review process for students who have exceptional circumstances or privacy concern?

A. Hrymak, Provost & Vice-President (Academic), advised that in person proctoring is available as an accommodation under very specific circumstances, through Exam Central. A. Hrymak noted that the current alternatives for in person proctoring are to request an incomplete standing and to write the assessment in person next time the class is offered, or students can withdraw and replace the course if the program allows it. Western has been actively seeking an alternative to Proctor Track since the summer. An in-house solution is not an option, as it would be too complicated to build, test and ensure it meets our privacy and data security standards.

J. Hutter, Acting Vice-Provost (Academic Programs), indicated that students will be involved in the process of seeking alternative solutions to Proctor Track. If students are seeking an alternative to Proctor Track due to privacy concerns, the procedure would be to go through Exam Central.

COVID-19

L. Henderson asked about the relationship between rising cases in the province and opening of facilities on campus.

A. Shepard advised that Western is currently operating under a modified phase 3 plan. The President noted that significant calls were received from students with concerns about their mental health and wellness, and requested the opening of the Recreation Center. The President assured that the Recreation Center is following strict controls of hygiene measures. He also noted that the Middlesex-London Health Unit was consulted on the decision of opening the Recreation Center, and they agreed that it was reasonable to remain open under the current conditions.

Readiness Plan

A senator asked if a readiness plan is in place for international students to go home over the holidays?

The President advised the plan is expected to be approved next week. B. Baron, Vice-Provost and Associate Vice-President (International), recommended that students stay in Canada during the holidays as a safer alternative.

ADJOURNMENT

The meeting adjourned at 2:32 p.m.

A. Shepard
Chair

A. Bryson
Acting University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

There is no business arising at this time.



REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: November 27, 2020
Re: President's Report to Senate

Dear Senators,

This report highlights some noteworthy developments since my last report to Senate of November 13, 2020.

COVID-19 update: As of November 21, about 7,800 COVID tests had been completed at Western's COVID testing centre. Located in the Western Student Recreation Centre, the testing centre is open to students and employees Monday through Friday, 9:30 a.m. to 4 p.m. I will provide a further update on our ongoing response to the pandemic in my oral report to Senate. Please watch <https://www.uwo.ca/coronavirus/> for the latest news.

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

- Professors **Xueliang** (Andy) Sun (Mechanical & Materials Engineering), **Brian Feagan** (Medicine and Epidemiology & Biostatistics), **Danielle Way** (Biology), and **Klaus Meyer** (International Business) have each been recognized as Highly Cited Researchers for 2020 by Clarivate. The annual list identifies researchers who have demonstrated significant influence in their chosen field or fields through the publication of multiple highly cited papers during the last decade.
- Six Ivey alumni named among recipients of BNN Bloomberg's Top 40 Under 40 list, celebrating Canada's up-and-coming leaders:
 - **Michael Block (HBA'07)**
 - **Joelle Faulkner (BESc'05 / HBA'05)**
 - **Jason Mullins (EMBA'13)**
 - **Melissa Sariffodeen (HBA'10)**
 - **James Scongack (EMBA'17)**
 - **Shamez Virani (HBA'06)**

Leadership update: Effective January 1, Provost **Andy Hrymak** will transition to an important new role as Special Advisor on Industry Partnership, the Green Economy, and Sustainability. The new role will strengthen our institutional partnerships in the area of advanced manufacturing and reinvigorate our commitment to academic and operational initiatives focused on climate change and reducing Western's

carbon footprint. As Provost, Andy has made heroic efforts to help the university successfully pivot our academic operations during an incredibly challenging time for our sector. In his new role, he will continue helping Western by building partnerships in areas that are critical not only for Western but for our regional and national economy in the post-COVID environment. Andy is a true citizen of the Western community and I am grateful for his ongoing leadership and commitments in his new role.

Also effective January 1, **Sarah Prichard** will become Acting Provost & Vice-President (Academic) for up to a one-year term. In her prior role as Acting Vice-President (Research), Sarah helped Western reinvigorate our research culture and set the stage for our researchers to be bold in tackling big ideas in new ways. I know she will apply that same thinking to how Western approaches teaching, learning and the overall student experience.

Professor **Donna Kotsopoulos** has been appointed Western's next Dean of the Faculty of Education, beginning January 21, 2021. Donna is currently a professor of management and organizational studies at Huron University College and holds adjunct research faculty appointments in Western's departments of psychology and statistical and actuarial sciences. Prior to joining Huron, she was a professor of education at Wilfrid Laurier University with a cross-appointment to the department of mathematics. Donna held various leadership roles during her career at Laurier, including associate dean (education), graduate coordinator (education), acting dean (education), acting associate vice-president research, and vice-chair of Senate. After completing her undergraduate education in mathematics and education at York University, Donna earned her MEd and PhD in educational studies from Western. We look forward to welcoming Donna to Western and extend our sincerest thanks to Acting Dean of Education **Kathy Hibbert** for her ongoing service until Donna's arrival in the new year.

Professor **Nicholas (Nick) Harney** has been appointed Western's next Dean of the Faculty of Social Science beginning August 1, 2021. Nick is currently head of the department of sociology, anthropology and criminology at the University of Windsor. Prior to his appointment at the University of Windsor in 2016, he held several academic appointments at The University of Western Australia (UWA), including chair of anthropology and sociology, and associate dean (international) for the Faculty of Arts. Between appointments at UWA and Windsor, he served a term as secretary of the examining commission at Italy's top-ranked Università degli Studi di Trento where he has held a continuous appointment as visiting professor with the Centre of Migration Studies & Social Cohesion since 2012. Graduating *magna cum laude* in social anthropology from Harvard University, Nick earned his MA and PhD in social/cultural anthropology from the University of Toronto. He pursued postdoctoral studies as the Mariano A. Elia Chair in Italian Canadian Studies at York University. We look forward to welcoming Nick to Western and extend our sincerest thanks to Acting Dean of Social Science **Joan Finegan** for her ongoing service until Nick's arrival next summer.

Dana James has been appointed Acting Vice-President (University Advancement), effective November 16, following Kelly Cole's transition to her new role as President & CEO of Sunnybrook Health Sciences Centre Foundation. In her current role as Associate Vice-President (Principal Gifts), Dana leads Western's portfolio of philanthropic investments of \$1 million or more. In her 18 years working in development, Dana has held positions at the Ivey Business School, Mount Sinai Hospital Foundation, and Robarts Research Institute. She has contributed to two highly successful fundraising campaigns at Western, including Ivey's Campaign for Leadership and Western's Be Extraordinary Campaign. She is also a proud Western alumna, graduating with a Master's of Library & Information Science from the Faculty of Information & Media Studies in 2001.

In conjunction with Dana's appointment, **Abbey Baran** has been appointed Acting Associate Vice-President (Principal Gifts, also effective November 16. In her current role as Director (Principal Gifts), Abbey collaborates with administrative and academic leaders, faculty fundraising professionals, and philanthropists in support of strategic priorities across Western. She is also part of a cross-functional team leading a \$45-million project to advance Western's Entrepreneurship Ecosystem. During her 12 years at Western, Abbey has served in other roles including Associate Director of Corporate Relations at Ivey—a portfolio that doubled in size during her tenure. She also worked as an Alumni & Development Officer at the Schulich School of Medicine & Dentistry. Prior to Western, Abbey was a fundraiser for the United Way of London & Middlesex.

The work of review/selection committees for the following senior leadership positions remains underway: the Deans of Music and Health Sciences, as well as the Vice-Provost (Academic Planning, Policy & Faculty), Vice-Provost & Associate Vice-President (Indigenous Initiatives), University Secretary, and Vice-President (University Advancement).

ITEM 5.0 – UNANIMOUS CONSENT AGENDA

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

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

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

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

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

How it works:

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

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

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

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

ITEM 5.1(a) – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Change of Title in Section U: Secretary of Senate

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That Senate approve, and recommend to the Board of Governors, that the title of “Secretary of Senate” in the *Appointment Procedures for Senior Academic and Administrative Officers of the University (Section U)* be changed to “University Secretary”.

EXECUTIVE SUMMARY:

The title of “Secretary of Senate” in the *Appointment Procedures for Senior Academic and Administrative Officers of the University* is being amended to “University Secretary” to more accurately reflect the scope of this role.

ATTACHMENT(S):

[Revised Appointment Procedures for Senior Academic and Administrative Officers of the University](#)

**APPOINTMENT PROCEDURES
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**

https://www.uwo.ca/univsec/board/appointment_procedures.html

The first part of this policy is unchanged

U. UNIVERSITY SECRETARY ~~SECRETARY OF SENATE~~

Composition of Selection Committee

A committee to select a **University Secretary** ~~Secretary of Senate~~ shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) the Provost & Vice-President (Academic)
- (c) the Vice-President (Operations & Finance)
- (d) 4 members of Senate elected by Senate
- (e) 2 members of the Board elected by the Board

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

ITEM 5.1(b) – 2019-2020 Annual Report of the Senate Review Board Academic

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

EXECUTIVE SUMMARY:

The 2019-2020 Annual Report of the Senate Review Board Academic is provided to Senate for information in accordance with the Senate Review Board Academic’s Terms of Reference.

ATTACHMENT(S):

[2019-2020 Annual Report of the Senate Review Board Academic](#)

2019-2020 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

[Prepared by the University Secretariat]

The Senate Review Board Academic (SRBA) received 22 appeal applications between September 1, 2019 and August 31, 2020.

The Board issued final decisions for nine of the 22 appeals received during this reporting period. Two appeal applications were withdrawn and four appeals were resolved at the prior level. Further, one appeal was incomplete and the student failed to file the required documents to proceed with the appeal. The remaining six appeals, which were not decided during this reporting period, will be included in next year’s annual report.

The Board further issued three final decisions for appeals that had been filed in the previous reporting period. Further, there were three appeals from the previous reporting period that were withdrawn and two appeals which were resolved at the prior level during this reporting period. As a result, there were 24 appeals that were either decided, withdrawn or resolved during this period. The origin of these appeals is provided below:

	Faculty / School / Associated College	Number of Appeals	Withdrawn or Resolved at the Prior Level
Undergraduate Students	Arts & Humanities	1	0
	Law	1	1
	Science	7	4
	Social Science	3	2
	Schulich School of Medicine & Dentistry	4	1
	King’s University College	4	3
	Huron University College	2	1
Graduate Students	School of Graduate and Postdoctoral Studies	2	0
TOTAL:		24	12

Of the 12 appeals considered by SRBA during this period, SRBA denied seven of the appeals without hearings, granted two oral hearings and held three mandatory hearings for matters involving scholastic offences. A summary of the oral hearings decided during this period is provided below:

Hearing No.	Grounds	Decision	Details
1	<ul style="list-style-type: none"> • General marking or grading practices • Failure to observe a procedural requirement at the prior level • Bias at the prior level 	<p>Granted</p> <p>Denied</p> <p>Denied</p>	<p>SRBA found that the decision to deny the appeal on general marking or grading practices at the prior level was unreasonable and unsupportable on the basis of the evidence and concluded that the student’s mark should be adjusted accordingly.</p> <p>SRBA found no evidence to support the claim of bias or that</p>

			there was a failure to observe a procedural requirement at the prior level and the appeal was denied on these grounds.
2	<ul style="list-style-type: none"> • Failure to follow or properly apply a Senate regulation 	Granted	SRBA concluded that the concerns from the prior level were reasonable, but did not find the decision at the prior level to be supportable on the basis of the evidence. SRBA decided that the student should receive a numbered grade rather than a WDN on their transcript.
3	<ul style="list-style-type: none"> • Relief against the finding that the conduct amounted to a scholastic offence • Relief against the penalty imposed as a result of a scholastic offence 	Denied Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal in its entirety.
4	<ul style="list-style-type: none"> • Relief against the penalty imposed as a result of a scholastic offence 	Granted	SRBA found the decision at the prior level to be unreasonable and unsupportable on the basis of the evidence. SRBA decided that the student should receive a failing grade in the course but should not be withdrawn from the program.
5	<ul style="list-style-type: none"> • Relief against the finding that the conduct amounted to a scholastic offence • Relief against the penalty imposed as a result of a scholastic offence 	Denied Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal in its entirety.

As indicated in the table above, two of the appeals that proceeded to a hearing were granted and two were denied. Further, one of the appeals was granted on the grounds of general marking or grading practices and denied on the other two grounds selected.

Chair: Keith Fleming
Vice Chairs: Lina Dagnino and George Knopf

ITEM 5.2(a)(i) – Faculty of Arts and Humanities and Faculty of Social Science, Department of Gender, Sexuality, and Women’s Studies: Renaming of the “Women’s Studies” Subject Area

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the subject area of “Women’s Studies” be renamed as the subject area of “Gender, Sexuality, and Women’s Studies”, effective September 1, 2021.

EXECUTIVE SUMMARY:

The Department of Women’s Studies and Feminist Research was renamed the Department of Gender, Sexuality, and Women’s Studies, effective July 1, 2020. This proposal renames the subject area in line with the new Department name. The Department is seeking to better reflect that it is not limited to Women’s Studies, but offers courses in Gender Studies and Sexuality Studies.

ATTACHMENT(S):

[Revised Calendar Copy – Registration and Progression in Three-Year, Four-Year and Honours Programs \(Breadth Requirements for Graduation\)](#)

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

REGISTRATION AND PROGRESSION IN THREE-YEAR, FOUR-YEAR AND HONOURS PROGRAMS

The first part of this policy is unchanged

Breadth Requirements for Graduation

CATEGORY A

Social Science

Anthropology, Economics, **[Gender, Sexuality and Women's Studies]**, 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, Analytics and Decision Sciences, Canadian Studies, Childhood and Social Institutions, Creative Arts, 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

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, English, Film Studies, French Studies, **[Gender, Sexuality, and Women's Studies]**, Global Great Books (GGB), Intercultural Communications, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, Speech, Studio Art, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, Western Thought and Civilization, ~~Women's Studies~~, World Literatures and Cultures, Writing

Languages

Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

The remainder of the policy is unchanged

ITEM 5.2(a)(ii) – Faculty of Arts and Humanities and Faculty of Social Science, Department of Gender, Sexuality, and Women’s Studies: Renaming of the Honours Specialization, Specialization, Major, and Minor in Women’s Studies

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, the Honours Specialization, Specialization, Major and Minor in Women’s Studies be renamed as the Honours Specialization, Specialization, Major, and Minor in Gender and Women’s Studies.

EXECUTIVE SUMMARY:

The Department of Gender, Sexuality, and Women’s Studies is seeking to better reflect that the Department is not limited to Women’s Studies, but offers modules and courses in Gender Studies and Sexuality Studies. Students graduating prior to September 1, 2021 will graduate with the current module names. All students graduating after September 1, 2021 will graduate with the new module names.

[Note: The Department has elected to rename all modules in “Women’s Studies” to “Gender and Women’s Studies” to avoid confusion with the existing Major and Minor in Sexuality Studies.]

ATTACHMENT(S):

[Revised Calendar Copy – Honours Specialization, Specialization, Major, and Minor in Women’s Studies](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21143&Keywords=honours%20specialization%20in%20women&SelectedCalendar=Live&ArchiveID=>

HONOURS SPECIALIZATION IN GENDER AND WOMEN'S STUDIES

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21149&SelectedCalendar=Live&ArchiveID=>

SPECIALIZATION IN GENDER AND WOMEN'S STUDIES

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21145&SelectedCalendar=Live&ArchiveID=>

MAJOR IN GENDER AND WOMEN'S STUDIES

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21148&SelectedCalendar=Live&ArchiveID=>

MINOR IN GENDER AND WOMEN'S STUDIES

ITEM 5.2(b) – Faculty of Engineering: Introduction of a New Subject Area in “Engineering Leadership and Innovation” (ELI)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, “Engineering Leadership and Innovation” be introduced as a new subject area and included in Category C for Breadth Requirements for Graduation.

EXECUTIVE SUMMARY:

The Faculty of Engineering is proposing to introduce a new subject area in “Engineering Leadership and Innovation”. This new subject area will help to clarify the different offerings of the John M. Thompson Centre for Engineering Leadership and Innovation.

In 2018, the John M. Thompson Centre for Engineering Leadership and Innovation was established as an academic unit with responsibility for several courses and is the unit responsible for the Integrated Engineering program. Senate approved a subject area for Integrated Engineering, effective September 1, 2018. In order to clarify the different offerings of the Centre, it would be useful to have a subject area that designates the courses with an Engineering Leadership and Innovation-focus. These courses focus on the non-technical aspects of engineering practice.

It is proposed that the Engineering Leadership and Innovation subject area be placed in Category C for breadth requirements (engineering sub-category) as these courses will focus on leadership and innovation within the context of engineering organizations and are not general business courses.

On the successful introduction of this subject area, DAPs will be submitted to modify the following course numbers:

ES 3330a/b Engineering Innovation I: New Venture Creation,
ES 3331a/b Engineering Innovation II: Managing the Innovation Process,
ES 4480a/b Engineering Innovation III: Engineering Leadership,
ES 4481a/b Engineering Innovation IV: The Entrepreneurial Environment
ES 4498f/g Engineering Ethics, Sustainable Development and the Law

ATTACHMENT(S):

[Revised Calendar Copy – Registration and Progression in Three-Year, Four-Year and Honours Programs \(Breadth Requirements for Graduation\)](#)

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

Breadth Requirements for Graduation

The first part of the policy is unchanged

CATEGORY C

Engineering

Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, **Engineering Leadership and Innovation**, Engineering Science, Green Process Engineering, Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

The rest of the policy is unchanged

ITEM 5.2(c) – School of Graduate and Postdoctoral Studies: Withdrawal of the Thesis-Based Master of Music (MMus) in Literature and Performance

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the thesis-based Master of Music (MMus) in Literature and Performance be withdrawn, effective September 1, 2021.

EXECUTIVE SUMMARY:

The Master of Music (MMus) in Literature and Performance currently includes two curricular options: course-based (two recitals) and thesis-based (one recital and one thesis). The course-based option is pursued by the vast majority of students. The thesis option has been completed by a very small number of students: 7 since 1990 and only 1 since 2009.

Faculty members in the Department of Music Performance Studies believe that a degree in musical performance must include two performance recitals and that the thesis-based option obscures this objective. The withdrawal of the thesis-based option will make the program’s objective of excellence in musical performance transparent.

ATTACHMENT(S):

[Proposal to Withdraw the Thesis-Based Master of Music \(MMus\) in Literature and Performance](#)

Proposal to Withdraw the Thesis-Based Master of Music (MMus) in Literature and Performance

The Master of Music (MMus) in Literature and Performance currently has two program options: the course-based (2-recital) option and the thesis (1-recital + thesis) option. The course-based (2-recital) option is pursued by the vast majority of students. The thesis option has been completed by a very small number of students: 7 since 1990 and only 1 since 2009.

Thesis supervision was mainly done by faculty members in musicology at a time when there was no PhD program and when the Master’s degree was a terminal degree. With the inauguration and expansion of the PhD program in the past 30 years and the heavy supervision commitments of faculty members in musicology (and the other fields in the PhD program) to the PhD, along with the loss of full-time faculty members, it is no longer sustainable to offer a thesis option for the MMus in Literature and Performance.

Faculty members in the Department of Music Performance Studies believe that a degree in musical performance must include two performance recitals and that the thesis option obscures this objective.

The program will benefit from this modification because the program objective of excellence in musical performance will be transparent. Students already have and will continue to have the opportunity to pursue smaller-scale research interests in their academic course requirements.

Current program	Proposed Change(s)
<p>The current course-based (2 recital) program requires 4 half courses of studio lessons, 3 half courses in performance research, ensemble participation (non-credit), and 3 elective half courses, plus 2 recitals.</p> <p>The thesis option (1 recital + thesis) requires 2 half courses of studio lessons, 3 half courses in performance research, ensemble participation (non-credit), 2 half courses in musicology or music theory, and 2 elective half courses, plus 1 recital and a thesis.</p>	<p>The proposed change would simply eliminate the thesis option and keep the requirements of the course-based (2-recital) program as the only option.</p> <ul style="list-style-type: none"> • 4 half courses of studio lessons (9509a, 9584b, 9585a, 9786b) • 3 half courses in performance research (9593a, 9594b, 9595a) • Ensemble (9528) • 3 other half courses (specific to concentration) • Language requirement for students in voice: proficiency normally in French, German, or Italian • 2 recitals (milestones)

This modification does not change the learning outcomes of the program.

Current students will not be affected by this modification. The Department will give due consideration to any request for the thesis option that comes up in the current year.

ITEM 5.2(d) – Faculty of Social Science, Department of History: Revisions to the Admission and Program Requirements of the Honours Specialization in American Cultural Studies, the Major in American Studies, and the Minor in American Studies

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2020 the admission and program requirements of the Honours Specialization in American Cultural Studies, the Major in American Studies, and the Minor in American Studies be revised as shown in Item 5.2(d).

EXECUTIVE SUMMARY:

The American Studies program has recently been restructured, as have a number of the courses that were eligible for the module degree requirements. This proposal tidies up the requirements language, adds new courses, deletes courses that are no longer available, and streamlines the modules.

ATTACHMENT(S):

[Revised Calendar Copy: Honours Specialization in American Cultural Studies, Major in American Studies, Minor in American Studies](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21014&Keywords=american%20studies&SelectedCalendar=Live&ArchiveID>

HONOURS SPECIALIZATION IN AMERICAN CULTURAL STUDIES

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including **1.0 course in 1000-level History, 1.0 course in 1000-level English, and 1.0 course at the 1000-level in any other discipline**, American Studies 1020, plus 2.0 additional courses from Political Science 1020E, a first-year History, or a first-year English, with no mark in these principal courses below 60%.

Students are advised that some of the 2000-4000 level courses in the module may have prerequisites that are not in the module. You may need to plan ahead or request special permission to enroll.

Module

9.0 courses:

0.5 course: American Studies 2310F/G

0.5 course: American Studies 3310F/G

1.0 course from: English 2017 **or English 2401E**, ~~the former English 2308E.~~

1.0 course: History 2301E, **or History 2311F/G and History 2312F/G**

0.5 course: Political Science 2217F/G, Political Science 2239F/G, Political Science 2244E (the module becomes 9.5 courses if Political Science 2244E is taken)

Any 3.0 courses at the 2000- or 3000-level that contain a significant amount of American content from the following disciplines: Anthropology, Indigenous Studies, English, Film Studies, Geography, History, Music, Political Science, Women's Studies. A list of such courses is available upon request from the Undergraduate Coordinator for American Studies and History.

1.0 course at the 3000- or 4000-level in US History; or relevant Special Topics courses in History with permission of the Director of the Program in American Studies.

0.5 course at the 2000- or 3000-level that contains significant American content from the following disciplines: Anthropology or Indigenous Studies. A list of such courses is available upon request from the Undergraduate Coordinator for American Studies and History.

1.0 course at the 4000-level that contains significant American content from the following disciplines: American Studies, English, History, or Political Science. A list of such courses is available upon request from the Undergraduate Coordinator for American Studies and History.

3.0 courses from: American Studies 2230F/G, American Studies 2231F/G, American Studies 3330F/G, American Studies 3340F/G, English 2201F/G (or the former English 2210F/G), English 3201F/G (or the former English 2250F/G), English 3479F/G (or the former English 3667F/G), English 3490F/G (or the former English 3666F/G), English 4470F/G (or the former English 4620F/G), Film Studies 3357F/G, History 2817F/G, History 3807E, Women's Studies 2817F/G, the former Film Studies 2253E, the former Film Studies 2255E, the former History 2303F/G.

1.0 course from: History 3301E, History 3305E, History 3307E, History 3309E, History 3311F/G, History 3313F/G, History 3326F/G, History 3391E-3395E, History 3396F/G-3399F/G, History 4301E, History 4803E, the former History 4707E, or relevant Special Topics courses in History with permission of the Director of the Program in American Studies.

1.0 course from: Anthropology 2211F/G, Anthropology 2216F/G, First Nations Studies 2211F/G, First Nations Studies 2216F/G, the former Anthropology 2231F/G, the former First Nations Studies 2132F/G, the former First Nations Studies 2231F/G.

1.0 course from: American Studies 4420E, American Studies 4430F/G, the former American Studies 4400E.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21006&Keywords=american%20studies&SelectedCalendar=Live&ArchiveID=>

MAJOR IN AMERICAN STUDIES

Admission Requirements

Completion of first-year requirements, including **2.0 courses from any 1000-level course(s) in Social Science, Arts and Humanities, Information and Media Studies, or Music**, American Studies 1020 and 1.0 course from any first year course(s) in Social Science, Arts and Humanities, Information and Media Studies, or Music; **OR any 2.0 first year courses in Social Science, Arts and Humanities, Information and Media Studies, or Music** with a minimum mark of 60%.

Students are advised that some of the **upper-level 2000-4000 level** courses in the module may have prerequisites that are not in the module. You may need to plan ahead or request special permission to enroll.

Module

6.0 courses:

0.5 course: American Studies 2310

0.5 course: American Studies 3310

1.0 course: History 2301E **OR History 2311F/G and History 2312F/G**

1.0 course: Political Science 2244E.

1.0 course **from**: English 2017, **OR** English 2401E, the **former English 2308E**.

1.0 course at the 2000- or 3000-level that contains significant American content from the following disciplines: American Studies, Anthropology, Film Studies, Geography, History, Indigenous Studies, Music, Political Science, Women’s Studies. A list of such courses is available upon request from the Undergraduate Coordinator for American Studies and History.

1.5 courses at the 3000 level that contain significant American content (with no more than 1.0 from any one discipline) from the following disciplines: Anthropology, English, Film Studies, Geography, History, Indigenous Studies, Political Science, Women’s Studies. A list of such courses is available upon request from the Undergraduate Coordinator for American Studies and History.

0.5 course at the 4000 level that contains significant American content from the following disciplines: American Studies, English, History, Political Science. A list of such courses is available upon request from the Undergraduate Coordinator for American Studies and History.

Note: A minimum of 0.5 course that contains significant American content must be taken in Anthropology or Indigenous Studies. A list of such courses is available upon request from the Undergraduate Coordinator for American Studies and History.

1.0 course(s) from: Anthropology 2203F/G; Film Studies 2159A/B, Film Studies 2242F/G Film Studies 2254F/G, Film Studies 3342F/G, Film Studies 3352F/G, Film Studies 3355F/G, Film Studies 3357F/G, Film Studies 3360F/G, Film Studies 3362F/G, Film Studies 3397F/G; Geography 2142A/B, Geography 2410A/B, Geography 2411F/G; History 2131A/B, History 2132A/B, History 2134A/B, History 2135A/B, History 2137A/B, History 2138A/B, History 2171A/B, History 2703F/G, History 2807F/G, History 2817F/G; Indigenous Studies 2203F/G; Music 2700A/B, Music 2701A/B, Music 2702A/B; Political Science 2211E; Women's Studies 2160A/B, Women's Studies 2161A/B, Women's Studies 2817F/G, the former Film Studies 2255E, the former Film Studies 2257F/G, the former Film Studies 2259F/G, the former Film Studies 2260F/G, the former Film Studies 2261F/G, the former Film Studies 2263F/G, the former Film Studies 2275F/G, the former Film Studies 2297F/G, the former First Nations Studies 2132F/G, the former First Nations Studies 2231F/G, the former First Nations Studies 2910F/G or any course with significant American content that meets the approval of the Director of American Studies.

2.0 courses (with no more than 1.5 from any one department) from: Film Studies 3364F/G, Film Studies 3365F/G, Film Studies 3373F/G; English 3201F/G, English 3202F/G, English 3470F/G, English 3480F/G, English 3490F/G, Geography 3411A/B; History 3301E, History 3305E, History 3306F/G, History 3326F/G, History 3395E, History 3396F/G, History 3808F/G, History 4301E, History 4303E, History 4392E, History 4396F/G, Indigenous Studies 3722F/G, Indigenous Studies 3880F/G, Political Science 3207F/G, Political Science 3326E, Political Science 3367F/G, Political Science 3398F/G; Sociology 3347F/G; the former Geography 3412F/G or any course with significant American content that meets the approval of the Director of American Studies.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21010&Keywords=american%20studies&SelectedCalendar=Live&ArchiveID=>

MINOR IN AMERICAN STUDIES

Admission Requirements

Completion of first-year requirements, including **2.0 courses from any 1000-level American Studies 1020 and any first-year** course(s) in Social Science, Arts and Humanities, Information and Media Studies, or Music with a minimum mark of 60%.

OR

Any 2.0 first-year 1000-level courses in Social Science, Arts and Humanities, Information and Media Studies, or Music with a minimum mark of 60%. with a minimum mark of 60%.

Module

4.0 courses:

0.5 course: American Studies 2310

0.5 course: American Studies 3310

3.0 courses at the 2000-, 3000- or 4000-level that contain significant American content, minimum 0.5 courses at the 3000-level or above, and no more than 1.0 courses in any one subject including cross-listed courses, from the following disciplines: American Studies, Anthropology, English, Film Studies, Geography, History, Indigenous Studies, Music, Political Science, Women's Studies. A list of such courses is available upon request from the Undergraduate Coordinator for American Studies and History.

4.0 courses with at least 0.5 each from each of the following groups of courses:

a) English 2017, English 2401E, English 3201F/G, English 3202F/G, English 3470F/G, English 3480F/G, English 3490F/G, Film Studies 2254F/G Film Studies 3364F/G, the former English 2308E, (the former Film Studies 2253E)

b) History 2131A/B, History 2132A/B, History 2134A/B, History 2135A/B, History 2137A/B, History 2138A/B, History 2171A/B, , History 2301E, History 2703F/G, History 2807F/G, History 2817F/G, History 3301E, History 3305E, History 3306F/G, History 3326F/G, History 3395E, History 3396F/G, History 3808F/G, History 4301E, History 4303E, History 4392E, History 4396F/G; the former History 2303F/G, the former History 3321E,

c) Political Science 2211E, Political Science 2244E; Political Science 3207F/G, Political Science 3326E, Political Science 3367F/G, Political Science 3398F/G;

d) Anthropology 2203F/G, Geography 2142A/B, Geography 2410A/B, Geography 2411F/G, Geography 3411A/B; Indigenous Studies 2203F/G; Indigenous Studies 3722F/G, Indigenous Studies 3880F/G; Music

2700A/B, Music 2701A/B, Music 2702A/B; Sociology 3347F/G; Women's Studies 2160A/B, Women's Studies 2161A/B, Women's Studies 2817F/G; the former Anthropology 2231F/G, the former First Nations Studies 2910F/G, the former Geography 3412F/G or any course with significant American content that meets the approval of the Director of American Studies.

Students are advised that some of the upper level courses in the module may have prerequisites that are not in the module. You may need to plan ahead or request special permission to enroll.

ITEM 5.2(e)(i) – Brescia University College: Revisions to the Admission Requirements of the Major in Leadership Studies

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the admission requirements of the Major in Leadership Studies at Brescia University College be revised as shown in Item 5.2(e)(ii), effective September 1, 2020.

EXECUTIVE SUMMARY:

The admission requirements of the Major in Leadership Studies are being revised to reflect new course offerings: Leadership Studies 1032A/B and 1033A/B have been introduced to replace Leadership Studies 1031.

ATTACHMENT(S):

[Revised Calendar Copy – Major in Leadership Studies](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20874&Keywords=leadership%20studies&SelectedCalendar=Live&ArchiveID=>

MAJOR IN LEADERSHIP STUDIES

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 65% in 3.0 principal courses, including Leadership Studies **1032A/B and 1033A/B** ~~1031~~ or the former **Dimensions of Leadership Studies** 1031 plus 2.0 additional courses, with no mark in these principal courses below 60%. At least 1.0 course in English, Management and Organizational Studies, History, Political Science, Psychology, or Sociology at the 1000 level is recommended in order to satisfy prerequisites for courses in the module.

ITEM 5.2(e)(ii) – Brescia University College: Revisions to the Admission Requirements of the Family Studies and Human Development Modules

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the admission requirements of the Family Studies and Human Development modules at Brescia University College be revised as shown in Item 5.2(e)(ii), effective September 1, 2021.

- Honours Specialization in Nutrition and Families – BA (Human Ecology)
- Specialization in Nutrition and Families – BA (Human Ecology)
- Major in Nutrition and Families – BA (Human Ecology)
- Honours Specialization in Family Studies and Human Development – BSc (Human Ecology)
- Specialization in Family Studies and Human Development – BSc (Human Ecology)
- Honours Specialization in Family Studies and Human Development – BA (Human Ecology)
- Specialization in Family Studies and Human Development – BA (Human Ecology)
- Major in Family Studies and Human Development – BA (Human Ecology)
- Minor in Family Studies and Human Development (to be combined with any eligible degree)

EXECUTIVE SUMMARY:

Changes to the admission requirements of the Family Studies and Human Development modules are required to include the two introductory Psychology half courses (1010A/B and 1015A/B). Clarification regarding the admission requirements pertaining to Foods and Nutrition courses has also been added for the Specialization and Major in Nutrition and Families.

ATTACHMENT(S):

[Revised Calendar Copy – Family Studies and Human Development Modules](#)

REVISED CALENDAR COPY

[https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20815&SelectedCalendar=Live
&ArchiveID=](https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20815&SelectedCalendar=Live&ArchiveID=)

HONOURS SPECIALIZATION IN NUTRITION AND FAMILIES - BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark below 60% in the following principal courses:

Foods and Nutrition 1021 or Foods and Nutrition 1030E, or Foods and Nutrition 1070A/B and Foods and Nutrition 1241A/B, 1.0 from Family Studies and Human Development (formerly Family Studies) 1000-level courses, and 1.0 from Sociology 1000-level courses, **or** Psychology 1000, **or Psychology 1010A/B and Psychology 1015A/B.**

REVISED CALENDAR COPY

[https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20821&SelectedCalendar=Live&Archive
ID=](https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20821&SelectedCalendar=Live&ArchiveID=)

SPECIALIZATION IN NUTRITION AND FAMILIES - BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 60% with no mark below 60% in the following principal courses:

Foods and Nutrition 1021 or Foods and Nutrition 1030E, **or** Foods and Nutrition 1070A/B and Foods and Nutrition 1241A/B, 1.0 from Family Studies and Human Development (formerly Family Studies) 1000-level courses, and 1.0 from Sociology 1000-level courses, **or** Psychology 1000, **or Psychology 1010A/B and Psychology 1015A/B.**

REVISED CALENDAR COPY

[https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20817&SelectedCalendar=Live&Archiv
eID=](https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20817&SelectedCalendar=Live&ArchiveID=)

MAJOR IN NUTRITION AND FAMILIES - BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements including Foods and Nutrition 1021 or Foods and Nutrition 1030E, **or** Foods and Nutrition 1070A/B and Foods and Nutrition 1241A/B, or 1.0 from Family Studies and Human Development (formerly Family Studies) 1000-level courses, and 1.0 from Sociology 1000-level courses, **or** Psychology 1000, **or Psychology 1010A/B and Psychology 1015A/B** with a mark of at least 60% in each of these courses.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20814&SelectedCalendar=Live&ArchiveID=>

HONOURS SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT- BSc (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures and an average of at least 70% in the following principal courses with no mark less than 60%:

1.0 from Family Studies and Human Development 1000-level courses or the former Family Studies 1000-level courses; 1.0 from Sociology 1000-level courses, **or** Psychology 1000, **or** **Psychology 1010A/B and Psychology 1015A/B**; Chemistry 1301A/B and Chemistry 1302A/B; Foods and Nutrition 1070A/B and Foods and Nutrition 1241A/B or Foods and Nutrition 1030E or Foods and Nutrition 1021.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20820&SelectedCalendar=Live&ArchiveID=>

SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT - BSc (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures and an average of at least 65% in the following principal courses with no mark less than 60%:

1.0 from Family Studies and Human Development 1000-level courses or the former Family Studies 1000-level courses; 1.0 from Sociology 1000-level courses, **or** Psychology 1000, **or** **Psychology 1010A/B and Psychology 1015A/B**; Chemistry 1301A/B and Chemistry 1302A/B; Foods and Nutrition 1070A/B and Foods and Nutrition 1241A/B or Foods and Nutrition 1030E or Foods and Nutrition 1021.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20813&SelectedCalendar=Live&ArchiveID=>

HONOURS SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT- BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark below 60% in the following principal courses:

1.0 from Family Studies and Human Development **(formerly Family Studies)** 1000-level courses ~~or the former Family Studies 1000-level courses~~, and 1.0 from Sociology 1000-level courses, ~~or~~ Psychology 1000, **or Psychology 1010A/B and Psychology 1015A/B**, plus 1.0 additional course. Psychology 1000 **or Psychology 1010A/B and Psychology 1015A/B** is needed for those students wishing to take Psychology 2410A/B or Psychology 3434E instead of Psychology 2041.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20819&SelectedCalendar=Live&ArchiveID=>

SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT - BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 60% with no mark below 60% in the following principal courses:

1.0 from Family Studies and Human Development **(formerly Family Studies)** 1000-level courses ~~or the former Family Studies 1000-level courses~~ and 1.0 from Sociology 1000-level courses, ~~or~~ Psychology 1000, **or Psychology 1010A/B and Psychology 1015A/B**, plus 1.0 additional course. Psychology 1000 **or Psychology 1010A/B ad Psychology 1015A/B** is needed for those students wishing to take Psychology 2410A/B or Psychology 3434E instead of Psychology 2041.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20816&SelectedCalendar=Live&ArchiveID=>

MAJOR IN FAMILY STUDIES AND HUMAN DEVELOPMENT - BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements including 1.0 from Family Studies and Human Development **(formerly Family Studies)** 1000-level courses ~~or the former Family Studies 1000-level courses;~~ and 1.0 from Sociology 1000-level courses, ~~or~~ Psychology 1000 **or Psychology 1010A/B and Psychology 1015A/B**, with a mark of at least 60% in each of these courses. Psychology 1000 **or Psychology 1010A/B and Psychology 1015A/B** is needed for those students wishing to take Psychology 2410A/B or Psychology 3434E instead of Psychology 2041.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20818&SelectedCalendar=Live&ArchiveID=>

MINOR IN FAMILY STUDIES AND HUMAN DEVELOPMENT (to be combined with any eligible degree)

Admission Requirements

Completion of first-year requirements including 1.0 from Family Studies and Human Development 1000-level courses or the former Family Studies 1000-level courses and 1.0 from Sociology 1000-level courses, ~~or~~ Psychology 1000, **or Psychology 1010A/B and Psychology 1015A/B**, with a mark of at least 60% in each of these courses. Psychology 1000 **or Psychology 1010A/B and Psychology 1015A/B** is needed for those students wishing to take Psychology 2410A/B or Psychology 3434E instead of Psychology 2041.

ITEM 5.2(f) – Report on Scholastic Offences (2019-20)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

The Report on Scholastics Offences for the period July 1, 2019 to June 30, 2020 is provided to Senate for information.

ATTACHMENT(S):

[Report on Scholastic Offences \(2019-20\)](#)



**Report on Scholastic Offences
for the period July 1, 2019 – June 30, 2020**

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENCE	SANCTION
Arts and Humanities	Plagiarism (3)	<ul style="list-style-type: none"> One student received a grade of 0% on the assignment Two students received a 50% grade deduction on the assignment
Education	Plagiarism (14)	<ul style="list-style-type: none"> Twelve students were required to resubmit the assignment One student received a grade of 0% on the assignment and chose not to resubmit One student was required to repeat the course
Engineering	Plagiarism (12)	<ul style="list-style-type: none"> Five students received a grade of 0% on the assignment Seven students received a grade of 0% on the quiz
	Cheating (33)	<ul style="list-style-type: none"> Four students received a grade of 0% on the quiz Thirteen students received a grade of 0% on the assignment One student received a grade of 0% on the test and was required to re-write test for no grade to remain in the course One student received a 50% grade deduction on the final exam Fourteen students received a grade of 0% on the final exam
	Possession of Unauthorized Materials or Aids During Exam (1)	<ul style="list-style-type: none"> No penalty
Health Sciences	Plagiarism (7)	<ul style="list-style-type: none"> Four students received a grade of 0% on the assignment One student was permitted to resubmit the assignment with a 50% grade deduction One student received a verbal reprimand One student was required to resubmit the assignment
	Cheating (7)	<ul style="list-style-type: none"> Three students received a grade of 0% on the assignment



Report on Scholastic Offences for the period July 1, 2019 – June 30, 2020

		<ul style="list-style-type: none"> • One student received a grade of 0% on the exam • One student received a grade of 0% on the assignment and a 10% grade deduction in the course • One student received a 50% grade deduction on the assignment • One student was prohibited from further registration in course, was withdrawn from program
Information and Media Studies	Plagiarism (5)	<ul style="list-style-type: none"> • Two students received a grade of 0% on the assignment • One student was required to resubmit the assignment and received a 25% grade deduction on the assignment • One student received a 50% grade deduction on the assignment • One student committed plagiarism on three assignments and received an official reprimand and a warning that another instance will result in failure in the course and removal from the university
Ivey School of Business HBA Program	Plagiarism (4)	<ul style="list-style-type: none"> • One student received a grade of 0% on assignment and was required to re-write the assignment to remain in the course • One student received a grade of 0% on the assignment • Two students received a grade of 0% on two course components: a take-home exam and a report; ongoing investigation
	Cheating (1)	<ul style="list-style-type: none"> • One student received a grade of 0% on the exam and was required to re-write the exam to remain in the course
Law	No offences to report	
Medicine and Dentistry	Plagiarism (6)	<ul style="list-style-type: none"> • Two students received a grade of 0% on the lab report • Two students received a grade of 0% on the assignment • Two students received a failing grade and were required to complete a supplemental exam to pass the course
	Cheating (1)	<ul style="list-style-type: none"> • One student received a grade of 0% on the exam
	Submitting a False Medical or Other Such Certificate Under	<ul style="list-style-type: none"> • One student received a 15% grade deduction on the exam



Report on Scholastic Offences for the period July 1, 2019 – June 30, 2020

	False Pretences (1)	
Music	Plagiarism (3)	<ul style="list-style-type: none"> Three students received a grade of 0% on the assignment
Science	Plagiarism (13)	<ul style="list-style-type: none"> Seven students received a grade of 0% on the lab report Four students received a grade of 0% on the assignment One student received a grade of 0% on the exam One student was required to resubmit the essay
	Cheating (29)	<ul style="list-style-type: none"> Seventeen students received a grade of 0% on the assignment Seven students received a grade of 0% on the exam Two students received a grade of 0% on the lab report Two students received a warning One student received a failing grade in the course
	Possession of Unauthorized Materials or Aids During Exam (4)	<ul style="list-style-type: none"> One student received an official reprimand One student received a 50% grade deduction on multiple choice questions on the exam One student received a grade of 0% on the exam One student received a 25% grade deduction on the exam
	Submitting a False Medical or Other Such Certificate Under False Pretences (1)	<ul style="list-style-type: none"> One student received a grade of 0% on the exam
Social Science	Plagiarism (21)	<ul style="list-style-type: none"> Seventeen students received a grade of 0% on the assignment One student received a 10% grade deduction on the paper One student received a 25% grade deduction on the paper Two students received a 50% grade deduction on the paper
	Cheating (9)	<ul style="list-style-type: none"> Six students received a grade of 0% on the exam Two students received a grade of 0% on copied questions One student received a reprimand



**Report on Scholastic Offences
for the period July 1, 2019 – June 30, 2020**

	<p>Possession of Unauthorized Materials or Aids During Exam (9)</p>	<ul style="list-style-type: none"> • Seven students received a grade of 0% on the exam • One student received a 25% grade deduction on the exam • One student received a reprimand
	<p>Submitting a False Medical or Other Such Certificate Under False Pretences (6)</p>	<ul style="list-style-type: none"> • Three students received a failing grade in the course • One student received a grade of 0% on the exam • Two students received a 10% deduction of course grade
<p>School of Graduate and Postdoctoral Studies</p>	<p>Plagiarism (28)</p>	<ul style="list-style-type: none"> • Four students received a grade of 0% on the assignment • One student was required to resubmit the assignment to earn up to 50% of assignment grade • One student was required to resubmit the assignment and received a 30% deduction of final grade • One student was required to resubmit the assignment and received a 40% deduction of assignment grade • One student was required to resubmit the assignment with 30% deduction of assignment grade • Two students were required to resubmit the assignment, grade cannot be >60% • One student was required to resubmit a portion of the assignment, grade on the portion cannot be >60% • One student was required to resubmit the final assignment, for a maximum grade of 60% • One student (second offense) initially made to withdraw, decision overturned, may enrol to complete final term • Two students received a grade of 0% on the assignment and are not eligible for academic honors • Two students received a grade of 0% on exam responses containing plagiarized text, and were permitted to rewrite exam. • Six students received a grade of 0% on exam responses containing plagiarized text • One student was required to resubmit the assignment • One student received a grade of 0% on the assignment and failing grade in course • Three students received no penalty



Report on Scholastic Offences for the period July 1, 2019 – June 30, 2020

	Cheating (5)	<ul style="list-style-type: none"> One student was required to rewrite the exam Four students received a failing grade in the course and are not eligible for academic honors
	Unauthorized Collaboration on Assignment/exam (9)	<ul style="list-style-type: none"> Nine students received a failing grade in the course
Brescia University College	Plagiarism (36)	<ul style="list-style-type: none"> Twenty students received a grade of 0% on assignment Two students received a grade of 0% on portion of assignment One student received a failing grade of 40% on assignment One student received an 11.5% grade deduction on the assignment Five students received a 5% grade deduction on the assignment Four students received a 2.5% grade deduction on the assignment One student received grade of 25% on the assignment One student received a one-year suspension from the course One student received a failing grade of 30% on the assignment
	Cheating (14)	<ul style="list-style-type: none"> Eleven students received a grade of 0% on the assignment Two students received failing grade in the course One student received a one-year suspension from the College
Huron University College	Plagiarism (3)	<ul style="list-style-type: none"> One student was found to have plagiarized in two courses and received a grade of 0% on both exams One student was found to have plagiarized in two courses and received a failing grade in both courses and was prohibited from continued enrolment in the program One student received a grade of 0%
	Cheating (8)	<ul style="list-style-type: none"> Five students received a grade of 0% on the final exam One student received a 50% grade deduction on the exam One student dropped the course without penalty One student received a warning



**Report on Scholastic Offences
for the period July 1, 2019 – June 30, 2020**

King's University College	Plagiarism (26)	<ul style="list-style-type: none"> • Twenty-two students received a grade of 0% on the assignment • One student received a grade of 35% on the assignment • One student received a grade of 30% on the assignment • One student received a grade of 20% on the assignment • One student received a grade of 10% on the assignment
	Cheating (5)	<ul style="list-style-type: none"> • Four students received a grade of 0% on exam • One student received a grade of 0% in course
	Possession of Unauthorized Materials or Aids During Exam (4)	<ul style="list-style-type: none"> • Three students received a note on their record • One student received a grade of 0% on exam

ITEM 5.2(g) – Revised 2020-21 Sessional Dates – Schulich School of Medicine & Dentistry, MD Program

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

EXECUTIVE SUMMARY:

The Schulich School of Medicine & Dentistry, MD Program has moved their Spring 2021 MD Convocation from May 21 to June 5.

The later Convocation date is due to a delayed Residency Match process timeline which impacts whether a small group of students will graduate. In the past several years, about 5% of the MD class are not accepted to a residency program due to limitations on spaces. When this scenario occurs, these students are allowed the option to complete one more year of clinical and academic work to get exposure to other specialties. This is made available in order to allow students to explore other options and increase their chances of being accepted through the Residency Matching process. To do this, they need to defer graduation. The final decisions regarding the 2021 Canadian residency match will not be made until May 20, which is only one day before the previously scheduled Convocation date. The Schulich School of Medicine & Dentistry always provide students a few weeks to consider their options as deferring does mean additional costs of tuition, needing to consider whether they want to expand their focus, etc.

The decision to choose a Saturday date is to accommodate the 2020 MD class who are now medical residents and will have a great deal of difficulty getting a weekday off of work to attend their Convocation. Based on health and safety recommendations at the time, the Schulich School of Medicine & Dentistry intends to have a double ceremony for the class of 2020 and 2021.

ATTACHMENT(S):

[Revised Schulich School of Medicine & Dentistry MD Program, Sessional Dates, 2020-2021](#)

REVISED:

Schulich School of Medicine & Dentistry Sessional Dates MD Program 2020-21

2020 – 2021	
August 24-28, 2020	Orientation Week
August 24, 2020	Academic Year Begins for Year 3
August 31, 2020	Academic Year begins for Year 1/2/4
December 19, 2020 – January 3, 2021	Winter Break for Year 1/2/4 Start/End
January 4, 2021	Classes resume for Year 1/2/4
March 15-19, 2021	March Break for Year 1/2/4 Start/End
Apr. 23, 2021	Academic Year ends for Year 4
June 5, 2021	Convocation
Aug 13, 2021	Academic Year ends for Year 3
Aug 28, 2021	Academic Year ends for Year 1/2

ITEM 5.2(h) – New Scholarships and Awards

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

SCAPA approved on behalf of the Senate, the Terms of Reference for the following new scholarships and awards, for recommendation to the Board of Governors through the Vice-Chancellor:

StudentCare Indigenous Bursary (Any Graduate Program)

Awarded annually to an Indigenous student (First Nations, Inuit or Métis) in any graduate program, based on demonstrated financial need. A one-page statement describing the extent of financial need must be submitted to the School of Graduate and Postdoctoral Studies by October 31st. The School of Graduate and Postdoctoral Studies will complete an assessment of financial need and select the recipient. This bursary was established by a generous gift from StudentCare.

Value: 1 at \$2,000

Effective Date: May 2020 to April 2025

Rosen Sunshine LLP Award in Health Law (Law)

Awarded annually to a student in Year 2 or 3 in the Faculty of Law who demonstrates excellence in writing and legal research in the area of health law. A paper written for a law school course, for a seminar, or as an individual research paper, or one which has already been accepted for publication by a legal journal, will be considered for the award. Essays must be submitted to the Student Services office within the Faculty of Law by May 15th. Final selection will be made by the Scholarship and Awards Committee in the Faculty of Law. This award is made possible by the generosity of Rosen Sunshine LLP.

Value: 1 at \$1,500

Effective Date: 2020-2021 to 2024-2025 academic years inclusive

Torys LLP Student Support Bursary (Law)

Awarded annually to full-time students in any year in the Faculty of Law, based on demonstrated financial need. Preference will be given to students entering Year 1. Candidates must complete an online financial assistance application form, which is available through Student Center by October 31st. The Office of the Registrar will select the recipients. This bursary was established through generous gifts from Torys LLP and Western Alumni from or otherwise associated with the firm.

Value: Up to 22 at \$5,000

Effective Date: 2020-2021 academic year (with number of awards to be updated in 2021-2022)

Marilyn Ernest Convocation Award (Occupational Therapy)

Awarded annually to a student graduating from the Occupational Therapy program who has demonstrated excellence in both academic and fieldwork courses. Academic excellence will be based on the cumulative total of all fieldwork and academic courses in the program. Recipients will be selected by the Director of the School of Occupational Therapy acting on the advice of the Fieldwork Coordinator and the Awards Committee of which at least one representative will hold current membership in the School of Graduate and Postdoctoral Studies. This award was established through a generous gift from Professor Marilyn (Ernest) Conibear.

Value: 1 at \$1,000

Effective Date: May 2020

Western Women's Hockey Farm Community Award (Any Undergraduate or Graduate Program, Women's Hockey)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Women's Hockey team, with preference given to a student who is from a rural farm community. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by the Western Women's Hockey Farm Community.

Value: 1 at \$1,500

Effective Date: 2020-2021 to 2024-25 academic years inclusive

50 Years of Friendship Men's Hockey Award (Any Undergraduate or Graduate Program, Men's Hockey)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Men's Hockey team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was made possible through generous gifts by Members of the Class of 1969 Men's Hockey Team.

Value: 1 at \$1,500

Effective Date: 2020-2021 to 2024-25 academic years inclusive

ITEM 5.3(a) – Guidelines on the Use of Digital Resources

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

The Guidelines on the Use of Digital Resources are provided in ITEM 5.4(a) for information.

ATTACHMENTS:

[Guidelines on the Use of Digital Resources](#)

Western University

GUIDELINES ON THE USE OF ONLINE AND DIGITAL RESOURCES

Last updated: August 2020

Background

The Ministry of Colleges and Universities (MCU) regulates the ability of universities to charge Compulsory Ancillary Fees, which are defined as those fees, other than tuition, that students are required to pay to enroll in, or successfully complete, any credit course.

MCU regulations permit charging fees for online and digital learning materials, which may include assessment tools. However, while recognizing the value of digital resources in teaching, the MCU wants to ensure that the central role of instructors in teaching and assessing students is covered by tuition, and that students are not being charged extra for materials that replace the instructor's role.

In order to comply with Ministry guidelines, and as a matter of good pedagogy and fairness to students, the following should be satisfied when using digital and online resources.

Guidelines

1. Students cannot be compelled to purchase a specific textbook, whether printed or electronic. It is understood that when a textbook is listed as "required" for a course, students are permitted to access the required material through alternatives to purchasing that textbook, including purchasing a used copy, purchasing a previous edition, borrowing from the Library, or sharing with a classmate.
2. Instructors may require students to purchase access to digital learning resources used to assess student performance, provided that their use does not form a substantial part of the overall assessment. Normally, the fraction of the course grade determined by such assessment tools should not exceed 25%. Fractions above 25%, to a maximum of 35%, must be approved by the Vice-Provost (Academic Programs).
3. Where such digital learning resources have been bundled with a print textbook, to which they might have access by other means, an option to purchase access to the digital learning resources separately must be supplied.
4. In requiring students to purchase digital learning resources, instructors should be mindful of the overall cost of these resources and endeavour to keep them at an affordable level for the students. Costs above \$75 per half-credit course for standalone access to such resources require approval by the Vice-Provost (Academic Programs). Instructors should endeavour to

have options available for students for whom the cost of such resources would cause undue hardship.

5. If a digital learning resource is used to assign more than 35% of a course grade or has a cost above \$125, the instructor must provide a free alternative, such as alternative assignments or an alternative grading scheme.
6. With approval from the Vice-Provost (Academic Programs), exceptions to these guidelines can be made when the digital learning resource is integral to the course – e.g., for the purchase of required software that remains the property of the student.
7. Instructors should consider privacy and security of student data when selecting digital learning resources. Students should be informed of the privacy policy governing the third-party resource. Ideally, such resources would be integrated with Western's learning management system (e.g., OWL). Depending on the type of resource in question and the nature of the data being collected, there may be a need for further discussion on a case by case basis.

ITEM 7.1 – Policy Amendment: Structure of the Academic Year

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

On November 24, 2020, Senate approved by an electronic vote that effective January 1, 2021 until August 31, 2021, the Structure of the Academic Year Policy be temporarily amended as shown in Item 6.0 in recognition of the extenuating circumstances caused by the COVID 19 world pandemic, except at the discretion of the Provost and Vice-President (Academic), and,

That the authority to amend the dates for any Senate policies impacted by this temporary change to the Structure of the Academic Year be delegated to the Office of the Registrar for the period noted above (e.g., grade submission deadlines, add/drop dates, deadline to apply for February In Absentia Graduation), and,

That effective September 1, 2021 the previous version of the policy, “Last Revised 2020 04” be reinstated.

The Simply Voting certified results of the e-vote are attached.

EXECUTIVE SUMMARY:

Senate was asked to consider an extraordinary measure given the current and ever-developing response to the pandemic. To this end, SCAPA met on an urgent basis on November 23, 2020. After a fulsome discussion including benefits and challenges, SCAPA considered and unanimously approved a proposal to amend the Structure of the Academic Year policy to, in effect, delay the start of classes for the winter term until January 11, 2021.

The pressures on students, staff, and faculty due to the COVID-19 pandemic in Fall 2020 have been unlike those of any other academic term. The majority of instruction has moved to an online format unfamiliar to most students at a time when they are facing heightened anxiety over the changes in lifestyle resulting from the pandemic. The result has been a workload that for many students – but also some faculty and staff – is unsustainable.

The purpose of this amendment is to provide students with an extended winter break, allowing them to recharge and spend time with family, while still honouring Senate requirements for the Structure of the Academic Year as much as possible. The amendment will also give relief to faculty and staff by providing them with dedicated time in January 2021 to prepare for the students’ second term of study. While the University will re-open on January 4th, the start of the Winter 2021 term will be delayed by one week.

All of the U6 universities have made the decision to delay the start of their instructional terms to January 11, 2021, though the details of their solutions vary. In our case, we are able to meet all of our requirements (save for the start date), including 60 instructional days, the Spring Reading Week, one study day, an April examination period of at least 17 days, and ending the term on April 30, even with a late start.

Likely the largest negative impact of this change will be the compression of the April examination period, which will decrease from 23 days to just 17. This may lead to increased exam conflicts, as well as logistical difficulties in scheduling exams, given the necessity of ensuring that our infrastructure is not

overburdened. However, it is important to understand that we will still meet the minimum requirement of an examination period of 17 days, just one less than what is scheduled for April 2023. As well, based on the experience of the December exam period, there are fewer exams as a result of Western's recommendations relating to best practice during the pandemic. If this continues to prove true in April 2021, the reduced number of exams will largely mitigate the compressing of the April 2021 exam schedule to be in line with the minimum number of days required by Senate.

This one-time policy change will impact other sessional dates, such as the deadline to add a course, the deadline to drop a Winter 2021 half-course and the deadline to apply for February 2021 In Absentia graduation.

In addition, there is the potential to impact sessional dates and additional academic policies for non-first-entry faculties, which are not subject to the policy being modified. Faculties, schools and colleges not guided by the of the Structure of the Academic Year Policy, or those faculties, schools and colleges which operate on a 26-week teaching term, i.e., the Richard Ivey School of Business, Faculty of Education, Faculty of Law, Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies, will make individual decisions and will communicate directly with their students, faculty and staff. However, the faculties, schools and colleges noted are encouraged to uphold the spirit of this change and follow wherever possible a delayed start to their studies for the Winter 2021 term.

Discretion has been included within the motion for situations where a schedule amendment is not possible. An example includes but may not be limited to, the Western-Fanshawe Collaborative BScN program. Where an amendment is not possible, clear messaging will be forthcoming and support for student, faculty and staff well-being will remain of paramount importance during these difficult times.

ATTACHMENT(S):

[Revised Calendar Copy – Structure of the Academic Year](#)

[Background, Primary Contact, Consultation](#)

[Simply Voting Certified Results](#)

REVISED CALENDAR COPY

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=2&SelectedCalendar=Live&ArchiveID=#Page_8

Structure of the Academic Year

This Policy is in effect as of January 1, 2021, and remains in place until August 31, 2021. After this date, the previous version, Last Revised: 2020 04, will again become approved Senate policy.

HOURS OF INSTRUCTION

The hours of instruction at The University of Western Ontario will be:

8:00 a.m. to 11:00 p.m. Monday to Thursday
8:00 a.m. to 6:00 p.m. Friday

As a subcategory of the above, the hours of instruction for first-entry undergraduate programs at The University of Western Ontario will be:

8:30 a.m. to 10:00 p.m. Monday to Thursday
8:30 a.m. to 5:30 p.m. Friday

Notes:

- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean of the Faculty.
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at 6:30 p.m. or 7:00 p.m. (6:00 p.m. start time is possible only in exceptional cases with the approval of the Dean)
- Graduate and second-entry professional programs and scholar's elective programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Master Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

The following Guidelines apply only to those faculties, schools and colleges which operate on a 26-week teaching term, i.e., they do not apply to the Richard Ivey School of Business, Faculty of Education, Faculty of Law, Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

1. Scheduling the Start Date of Classes and Length of the First and Second Terms

- Classes in the first term will begin on the Thursday following Labour Day.

- Classes in the second term will begin on ~~the first Monday following January 2~~ **January 11, 2021**. ~~Second term classes will begin no earlier than twelve days following the last day of the mid-year examination period.~~

- The last day of registration for either the Fall or Winter term will be seven days from and including the start date of the session (excluding weekends).
- Each term will be twelve weeks in length, comprising at least 60 "lecture days."
- The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days results in a term of less than 60 "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

- There will be ~~at least~~ one study day ~~(including Saturdays and Sundays)~~ **on April 13, 2021** between the completion of lectures and the first scheduled final examination.
- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.
- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.
- No examinations are to be scheduled on Good Friday or Easter Sunday.
- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students are required to request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

3. Scheduling Spring and Fall Reading Week

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at midnight on the subsequent Sunday.
 - A Fall Reading Week will be scheduled to begin on the 3rd Monday after Thanksgiving and end at midnight on the subsequent Sunday.
- a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
 - b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.

- c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g. travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

4. Scheduling Convocation Ceremonies

- The in absentia February Convocation will be scheduled for the last Friday in February.
- June Convocation ceremonies will be scheduled from Monday to Friday in the second and third full week in June.
- October Convocation ceremonies will normally be scheduled on the Wednesday, Thursday and Friday on the first full week following Thanksgiving.

REMEMBRANCE DAY POLICY

That two minutes of silence be observed on November 11 at 11:00 a.m. throughout the University and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon.

That students be permitted to be absent from class to attend a Remembrance Day Service, provided the instructor is informed in advance of the intended absence.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Labour Day	Sept. 7	Sept. 6	Sept. 5	Sept. 4	Sept. 2
Rosh Hashanah	Sept. 19	Sept. 7	Sept. 26	Sept. 16	Oct. 3
First Term	Sept. 9 (Wed) - Dec. 9 (60 days)	Sept. 8* (Wed) - Dec. 8 (60 days)	Sept. 8-Dec. 8 (60 days)	Sept. 7-Dec. 7 (60 days)	Sept. 5-Dec. 5 (60 days)
Thanksgiving	Oct. 12	Oct. 11	Oct. 10	Oct. 9	Oct. 14
October Convocation	Oct. 21-23	Oct. 20-22	Oct. 19-21	Oct. 18-20	Oct. 23-25
Fall Study Break	Nov. 2-8	Nov. 1-7	Oct. 31-Nov. 6	Oct. 30-Nov. 5	Nov. 4-10
December Study Day(s)	Dec. 10	Dec. 9	Dec. 9-10	Dec. 8-9	Dec. 6-7
Exams	Dec. 11-22	Dec. 10-21	Dec. 10-22	Dec. 10-22	Dec. 8-22
Holiday	Dec. 23-Jan. 3 (12 days)	Dec. 22-Jan. 2 (12 days)	Dec. 23-Jan. 8 (17 days)	Dec. 23-Jan. 7 (16 days)	Dec. 23-Jan. 5 (14 days)
Second Term	Jan. 411 -Apr. 5 12 (60 days)	Jan. 3-Apr. 1 (60 days)	Jan. 9-Apr. 10 (60 days)	Jan. 8-Apr. 8 (60 days)	Jan. 6- Apr. 4 (60 days)
Reading Week	Feb. 13-21	Feb. 19-27	Feb. 18-26	Feb. 17-25	Feb. 15-23
Family Day	Feb. 15	Feb. 21	Feb. 20	Feb. 19	Feb. 17

In Absentia Convocation	Feb. 26	Feb. 25	Feb. 24	Feb. 23	Feb. 28
Good Friday	Apr. 2	Apr. 15	Apr. 7	Mar. 29	Apr. 18
Easter Sunday	Apr. 4	Apr. 17	Apr. 9	Mar. 31	Apr. 20
Passover	Mar. 28	Apr. 16-17	Apr. 6-7	Apr. 23-24	Apr. 13-14
Study Day(s)	Apr. 6-7-13	Apr. 2-3	Apr. 11-12	Apr. 9-10	Apr. 5-6
Exams	Apr. 8 14-30	Apr. 4-30	Apr. 13-30	Apr. 11-30	Apr. 7-30
June Convocation	June 14-18, 21-25	June 13-17 20-24	June 12-16, 19-23	June 10-14, 17-21	June 9-13, 16-20
Notes		*Start of term selected to accommodate 12 day Holiday break; First day of term starts on 2nd day of Rosh Hashanah			

Background:

Details relating to the proposed policy amendment include:

Policy	Current Policy	Temporary Policy Amendment
Classes begin 1 st Monday after Jan. 2	Classes begin Jan. 4	Classes begin Jan. 11
February Reading Break	Feb. 15 – 19	Feb. 15 – 19
Term consists of 12 weeks, 60 lecture days	Monday, Jan. 4 – Monday, Apr. 5 60 days	Monday, Jan. 11 – Monday, Apr. 12 60 days
At least one study day before exams start	2: Apr. 6 & 7	1: Apr. 13
Exam period of at least 17 days	23: Apr. 8 – 30	17: Apr. 14 – 30 (exam “density” increases 35%)
Exam period ends by April 30	✓	✓

Current

January						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
February						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
March						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
April						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Revised

January						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
February						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
March						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
April						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Primary Contact:

J. Hutter, Acting Vice-Provost (Academic Programs), jhutter@uwo.ca

Consultation:

SCAPA – November 23 2020

Deans – November 23, 2020

USC – November 22, 2020

UWOFA – November 22, 2020

Western and Affiliated University College Senior Leadership – November 22, 2020

Nov 24, 2020

ITEM 7.1

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 - Senate Time-Sensitive E-Vote - Structure of the Academic Year

Start: 2020-11-23 16:30:00 America/Toronto

End: 2020-11-24 16:30:00 America/Toronto

Turnout: 76 (76.8%) of 99 electors voted in this ballot.

Proposed amendments to the Structure of the Academic Year Policy

Option	Votes
Vote FOR this recommendation	71 (95.9%)
Vote AGAINST this recommendation	3 (4.1%)

VOTER SUMMARY

Total	76
Abstain	2 (2.6%)



ITEM 7.2 – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Addition of the Associate Vice-President (Equity, Diversity & Inclusion)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That Senate approve, and recommend to the Board of Governors, that the *Appointment Procedures for Senior Academic and Administrative Officers of the University* be amended to include the Associate Vice-President (Equity, Diversity & Inclusion) as shown in Item 7.2.

EXECUTIVE SUMMARY:

In January 2020, the President & Vice-Chancellor established an Anti-Racism Working Group to better understand Western’s campus climate – particularly from the perspective of ethnocultural and racialized groups – and to make recommendations that aim to make Western a safer, more respectful and more equitable environment in which to study, research, work and live. The Final Report of the Anti-Racism Working Group was released to the community in June 2020. Among the Report’s key recommendations was a call to create a senior administrative role to help lead Western’s equity, diversity and inclusion (EDI) efforts.

On August 6, 2020, the President appointed two interim Special Advisors to help lead the next phase of Western’s anti-racism efforts and to establish the scope and responsibilities of a new administrative position. One of their key priorities was to develop a role description for a new senior administrative role – they have proposed a new permanent role of Associate Vice-President (Equity, Diversity & Inclusion).

The Associate Vice-President (AVP) will provide education, strategic institutional leadership and guidance to build and sustain a more equitable, diverse, and inclusive environment. The AVP will be responsible for the promotion, development, coordination, and support of EDI programs, best practices, initiatives, and policies that contribute to a sustainable culture of diversity at Western. The AVP will work collaboratively with stakeholders across Western and consult with key external constituencies to ensure strategic EDI objectives align with Western’s Strategic Plan.

Reporting to the President & Vice-Chancellor, the AVP will be an integral member of Western’s Senior Leadership Team. The AVP will oversee the new office of EDI, which will provide education, training, and support for initiatives that address systemic barriers faced by underrepresented groups in the academy.

The proposed composition of the Selection Committee is provided in the attachment.

ATTACHMENT(S):

[Revised Appointment Procedures for Senior Academic and Administrative Officers of the University](#)

**APPOINTMENT PROCEDURES
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**

<https://www.uwo.ca/univsec/pdf/board/apptproc.pdf>

Associate Vice-President (Equity, Diversity & Inclusion)

Composition of Selection Committee

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

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

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

Terms

It is intended that the candidate be appointed for a five year term, with the opportunity for renewal.

ITEM 7.3 – Revisions to the Adopted Policies and Procedures of Senate – Section 4: Discussion and Question Period

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the *Adopted Policies and Procedures of Senate – Section 4: Discussion and Question Period* be revised as shown in Item 7.3, effective December 4, 2020.

EXECUTIVE SUMMARY:

The *Adopted Policies and Procedures of Senate* are being revised to indicate that questions and issues for discussion submitted at least 48 hours in advance of a Senate meeting will be included in a reposted agenda publicly available on the University Secretariat website.

ATTACHMENT(S):

[Revised Adopted Policies and Procedures of Senate](#)



ADOPTED POLICIES AND PROCEDURES OF SENATE

The first part of this policy is unchanged

4. Discussion and Question Period

4.1 Purpose

The Discussion Question Period has two functions:

- 4.1.1 To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.
- 4.1.2 To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda, but may be of interest or concern to Senate members or their constituencies.

4.2 General Regulations

- 4.2.1 No motions may be put or considered during this period on the agenda.
- 4.2.2 The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- 4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- 4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.
- 4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- 4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.
- 4.2.7 If there are issues or questions that have not been put at the end of the 30 minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

4.3 Process

4.3.1 Questions

- (a) It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be **included in a reposted agenda** ~~circulated electronically to Senators~~ in advance of the meeting.
- (b) The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.
- (c) Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.
- (d) If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
- (e) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

4.3.2 Issues for Discussion

- (a) It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be **included in a reposted agenda** ~~circulated electronically to Senators~~ in advance of the meeting.
- (b) Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.
- (c) If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.
- (d) If after discussion of an issue is concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.

The remainder of this policy is unchanged

ITEM 8.1 - Operations/Agenda Committee (OAC) Membership

ACTION REQUIRED: FOR ACTION FOR INFORMATION/DISCUSSION

[Must be members of Senate]
Workload: Meets monthly, the Thursday of the week before Senate at 3:00 p.m.

Composition: Nine current members of Senate, at least one of whom shall be a student.

Current Members:

Terms ending June 30, 2021:

~~R. Kennedy~~ (Student), K. Mequanint (Eng), A. Meyer (AH), A. Nelson (SS), S. Pitel (Law),
J. Wilson (Ivey)

Terms continuing to June 30, 2022:

C. Burucúa (AH), V. Smye (HS), B. Younker (Mus)

Required: One (1) student Senator to the term of June 30, 2021.

Nominees: Inaara Savani (to complete the term of R. Kennedy to June 30, 2021) (Student)

ITEM 8.2 - Selection Committee for the Provost & Vice-President (Academic)

ACTION REQUIRED: FOR ACTION FOR INFORMATION

Composition of Selection Committee

A committee to select a Provost & Vice-President (Academic) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 5 persons elected by Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- (d) 1 person elected by the Board of Governors

Required: 5 persons elected by the Senate, one of whom shall be a student.

Nominees:	Jacquelyn Burkell	Faculty of Information & Media Studies
	Elizabeth MacDougall-Shackleton	Faculty of Science
	Gildo Santos	Schulich School of Medicine & Dentistry
	Catherine Steeves	Vice-Provost & Chief Librarian
	Mark Garabedian	Student

ITEM 10.1 – Budget Planning Guidelines

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

A. Hrymak, Provost & Vice-President (Academic) and R. Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology) will present ITEM 10.1, the Budget Planning Guidelines.

ATTACHMENTS:

[Budget Planning Guidelines](#)

Western University

Planning for 2021-22: Guidelines for the Faculties

September 28, 2020

A. Introduction

These guidelines move us forward to a one-year transitional planning period (2021-22) – and are intended to support the development of very brief update reports and associated budget plans from the Faculties.

The budgetary context for these guidelines is a period of uncertainty regarding our revenues.

1. Under the Provincial Government’s current (enrolment corridor based) funding system, grant funding (associated with domestic enrolments) has been frozen at the 2016-17 levels. Our assumption at this point in time is that grant funding will remain unchanged from current levels.
2. The Province’s tuition framework rolled back domestic tuition rates by 10% in 2019-20 and the rates were kept constant (at the reduced levels) in 2020-21. We have not received any information on the domestic tuition framework for 2021-22.
3. COVID-19 has impacted the University in the areas of educational activities and general operations. Western continues to place highest priority on the health and safety of its students, staff, and faculty – and our planning will be guided by directions and advice from health agencies at all levels of government.
4. We are continuing to work with the Deans on expansion of enrolments – in particular international enrolments in areas of demand and capacity.

From a planning perspective, the upcoming year is a “transitional year” because the University has just started the process of developing its next strategic plan – which is expected to be in place next summer. The new plan will guide Western’s overall planning objectives from 2022-23 onwards. For the current cycle, we continue to be guided by the following aspirations:

- Enhancing our Research Profile.
- Enhancing the Student Experience, including innovations in pedagogy, increases in on-line and blended learning offerings, student entrepreneurship, and increased experiential learning opportunities – especially work-integrated career preparation.
- Internationalization.
- Seeking alternative incremental sources of revenue – which should be given high priority in our planning.

B. University Operating Revenues and Expenditures

1. Revenues

The major sources of University operating revenues are: tuition fees (both domestic and international), provincial government operating grants which include funding for existing levels of domestic enrolment, and the federal funding for indirect costs of research. The majority of government funding – both operating and capital – is directly linked to enrolments. The grant and tuition revenue estimates are based on enrolment projections/plans approved as part of the 2020-21 University Budget, and are incorporated into our planning.

2. Expenditures

- The current revenue-sharing mechanism for the Faculties will continue in 2021-22. The revenue-sharing allocations have been modelled on the basis of our current enrolment estimates.
- Funding for our student aid programs – undergraduate scholarships & bursaries and graduate student support – continues to be a high priority. In order to attract the best students, we must ensure that our centrally-funded student aid programs are competitive and adequate.
- We will set aside additional resources for a number of other University-wide expenditures, including the following:
 - Academic Priorities – aligned with our Strategic Plan
 - Research/Scholarship-related Initiatives administered by the Vice-President (Research)
 - Pedagogical Innovation
 - Student Recruitment and Student Services
 - Information Technology Infrastructure
 - Library Acquisitions
 - Deferred Maintenance and Facilities Enhancements
 - Our Long-Range Space Plan
 - Utilities
 - Operating Costs of New Facilities

C. Resources Available to each Faculty and the Budget Planning Exercise for 2021-22

Revenue projections for the Faculty for 2021-22 have been provided in Appendix A – and include the following components:

- **Base Budgets** – the net result of the starting base budgets adjusted for University-level inflationary cost increases, program expansion funding (where applicable), and self-funded program revenues.
 - The projected **CRC allocations** for the Faculty based on prior plan approvals and any approvals received from the recent CRC Special Program EDI search. The appointment
-

of allocated CRCs (included in Appendix A) is subject to approval by the University and the CRC program.

- Estimated allocations from the **Enrolment-related Revenue Sharing Mechanism** – based on each Faculty’s estimated graduate enrolments and undergraduate enrolments and teaching responsibilities.
- **Previously-approved base and one-time allocations** from the Academic Priorities Fund (APF).

The revenue projections in Appendix A do not include possible additional resources which may be allocated as an outcome of this planning cycle.

Appendix A shows historical operating revenue information for the Faculty and the 2021-22 revenues to be used for modelling purposes. Note that the historical revenue figures include centrally funded salary and benefit increases, but some/all of these central allocations are not yet included in the revenues for 2020-21 and beyond.

As has been the case in recent planning cycles, this budget planning process is a modelling exercise only. The actual final revenues – to be recommended in the spring of 2021 – will be a function of: (1) the base budget recommendation after consideration of the actual values of a number of university-level revenue and expenditure variables (e.g. actual enrolments and related funding, and salary settlements), (2) differential budget decisions, (3) updates to enrolment/teaching projections that will result in updated estimates of enrolment-related revenue sharing allocations, and (4) refinement to other revenue lines. In addition, funding associated with negotiated salary and benefit increases will be added to Faculty budgets at the appropriate times between now and the end of 2021-22.

D. Elements of the Planning Submission

1. General Update to the Faculty Academic Plan

Please provide a brief update (if necessary) on significant changes to components of the current Faculty Academic Plan.

2. Enrolment Planning and Sharing of Incremental Revenues

a. Enrolment Planning

We will continue with the Enrolment Strategy approved by Senate and the Board of Governors in the fall of 2010. The Enrolment Strategy document can be found at:

http://www.ipb.uwo.ca/documents/recommendation_on_enrolment_strategy_oct2010.pdf

Deans are asked to provide a brief report on the status of new undergraduate and graduate programs/innovations or expansion of existing programs – including timelines for implementation, enrolment levels with a breakdown of domestic/international, and tuition fee recommendations. As part of this report, please discuss educational collaboration initiatives

(with international universities) such as 2+2, 3+1, 3+1+1 programs – including program structures, current status, implementation timelines for new programs, enrolment levels, tuition fees, and costs.

Undergraduate international enrolment expansion (in areas of demand and with capacity) continues to be a high priority. In order to align our direct-entry undergraduate recruitment with Faculty priorities in the area of international enrolment, Deans are asked to complete the templates in Appendix E1.

Graduate enrolment plans are developed at the Faculty and Department levels. As we finish our current two-year planning cycle, we need to look ahead to get a high-level view of total graduate enrolment levels for the University. Please provide your Faculty's 5-year graduate enrolment plans/projections by completing the templates in Appendix E2.

b. Enrolment-related Revenue Sharing

The current enrolment-related revenue sharing mechanism is described in Appendix C. The detailed revenue sharing calculations are also included in Appendix C. The Faculty's revenue forecasts in Appendix A include the funds arising from the revenue-sharing mechanism, and are based on current (very preliminary) estimates.

Deans should consult with IPB if and when the enrolment planning activities within the Faculties lead to new programs and/or expansion of existing programs. Deans are also asked to confirm tuition rates for new graduate programs that were submitted in their March 2020 graduate enrolment plans that are expected to start in 2021-22.

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

The University will continue its approach of retaining central funds (base and one-time) in order to support emerging academic initiatives that are in direct support of the University's Mission and Strategic Priorities. The APF will be very modest and may focus on one-time funding needs rather than base-budget allocations.

Deans may bring forward proposals for the Academic Priorities Fund (APF) – which will be available in 2021-22. Proposals should include only major academic initiatives and should be directly linked to the University's strategic priorities. Proposals that involve multi-Faculty initiatives and are reinforced by Faculty resources will be viewed favourably. Deans should also include measurable indicators of progress towards the goals associated with each proposal.

Each Faculty can submit a maximum of 2 APF proposals for 2021-22 (i.e. two forms) – and the total value of the requests cannot exceed \$150,000 base and \$150,000 one-time. Deans are asked to complete the template in Appendix F for each proposal.

4. Canada Research Chairs (CRCs)

In the current year, CRC positions will be allocated through a parallel CRC planning process – rather than through this budget planning process. Deans are not required to submit CRC proposals in their planning submissions.

5. Space, Facilities, and Capital Planning

a. Space

In the context of our Long-Range Space Plan (as outlined in the 2020-21 University Budget) and the arrangement to share the operating costs of incremental space introduced in 2011-12, Deans may identify incremental space requirements. Requests for additional space should be submitted by completing the template included in Appendix G.

b. Capital Projects

Deans may also submit capital funding requests – for minor renovations (in 2021-22). All requests for funding of minor capital projects must be included in the planning document (see Appendix H, Capital Project Request Form).

- Prior to consideration of capital projects during the planning process, units must consult with Facilities Management to obtain a cost estimate and to ensure that all building, safety, and structure-bearing codes receive proper attention.
- Requests must include a timeline for implementation and the amount of funding requested. Proposals which are matched by Faculty resources will be given higher priority.

Finally, all requests for exemptions to the University's policy on rental charges for general University facilities must be submitted in the planning documents. Only requests that directly relate to the academic activities of the Faculty will be considered for exemption.

6. Comprehensive Revenue/Expenditure Model

Appendix A provides the budget planning template for 2021-22. Enrolment-related revenue sharing estimates have been completed by IPB using the most recent enrolment projections and historical patterns in teaching activity. Deans are asked to review these figures in consultation with IPB and make adjustments to the revenue lines (excluding the base budget line) as necessary. Particular attention should be paid to the revenue-sharing estimates, which should be updated to reflect any major changes in enrolments/teaching in the current year (i.e. 2020-21).

The expenditure plan should include the line-by-line details shown in Appendix A, and should address budgetary requirements in the areas of: tenured/probationary faculty complement, part-time teaching, limited-term faculty positions, clinical faculty positions (Schulich School only), support staff, GTAs, graduate student support, support for scholarship/research initiatives,

information technology and academic equipment renewal, faculty travel, new faculty start-up funds, facilities maintenance, and any other allocations deemed necessary for the long-term academic health of the Faculty.

Faculties are reminded that they are responsible for including Faculty-specific teaching equipment and information technology renewal funds in their budget plans. Annual allocations should be based on a systematic replacement plan and can be funded from operating revenue or through a planned use of carry-forward funds. Faculty carry-forward funds (shown in the revenue section of Appendix A, page 1, line 11) should be treated as a one-time revenue source in planning for the future.

The Faculty budget plan (in this modelling exercise) must meet two specific criteria – **the total budget must be balanced at the end of 2021-22 (i.e. cumulative surplus/deficit must be greater than or equal to zero) and the in-year deficit (Appendix A, line 39) in 2021-22 must not exceed 1% of the Faculty’s base budget plus revenue-sharing allocation for that year.** *The structural situation of the Faculty’s base budget will be a key factor in the Provost’s recommendations with respect to faculty and staff complements for 2021-22.*

The line-by-line budget model should be provided by completing Page 1 of Appendix A.

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

7. Faculty/Staff Complement Plan

Deans are asked to provide a faculty and staff complement plan by completing the tables in Appendix B.

- The faculty/staff complement plan should reflect selective support of the priorities stated in the Faculty’s Academic Plan.
 - Deans are asked to provide a summary of progress in hiring into positions that have been (i) approved through the March 2020 Final Budget Plan and (ii) approved by the Provost in-year (subsequent to April 2020) based on need and availability of Faculty funds.
 - Deans should include, in their complement and budgetary plans, provision for on-going funding of any positions now based on term funding that expires during the planning period.
 - Sources of funding should be described for new/incremental appointments that are being proposed.
 - Please include any proposals for Continuing/Probationary Teaching Scholar positions in your faculty complement plan – with the understanding that funding is the responsibility of the Faculty budget and that these positions (from a budgetary perspective) be treated the same as tenured/probationary positions.
-

- Where Limited-Term appointments that require two years' notice of non-renewal are shown as ending without re-appointment in the faculty complement plan, the timing of when notice will be given should be described.

Deans should note that when positions are vacated as a consequence of retirements, resignations, or non-renewal of limited-term faculty, the positions themselves are closed, and a case must be made for the creation of any new positions using funds released to the Faculty budget. This approach acknowledges that areas of teaching and research of departing faculty were determined by Faculty priorities at the time they were hired, whereas new positions should fit with the current priorities of the Faculty, as stated in its Academic Plan.

Advertisements to hire into planned full-time faculty positions must be approved by the Vice-Provost (Academic Planning, Policy, & Faculty). Requests to advertise should be accompanied by a statement describing how the position fits into the complement plan approved during the planning process.

As noted earlier, the structural situation of the Faculty's base budget will be a key factor in the Provost's recommendations with respect to faculty and staff complements for 2021-22.

8. Tuition Fees and Other Supplementary Fees

Domestic tuition rates for 2021-22 are pre-determined by the Provincial Government's (still to be announced) tuition framework. Universities have discretion in the setting of international tuition rates. Deans are asked to review international tuition rates for programs in their Faculty – and make recommendations for 2021-22. Appendix I lists the program-specific international tuition rates for your Faculty. The Provost's final international tuition fee recommendations for 2021-22 will be included in the Faculty's budget letter in February 2021.

The Provincial Government's policies on tuition and fees allows Universities to charge supplementary fees that recover the costs associated with non-tuition related services, equipment, and material provided to students. Examples include costs of course material/manuals, field trips, co-op placement services, and specialized equipment such as dental kits. At present, Western has a wide array of such fees – and new fees are introduced annually which must be approved by our Board of Governors. In the past, proposals for such fees have been brought forward on an irregular basis and quite often did not fit into the time lines of Board meetings. Therefore, Deans are asked to include proposals – both increases to existing fees (using Appendix I) and introduction of new fees (using Appendix J). **Fee proposals not included in the planning submissions will not be implemented in 2021-22.** Please consult with IPB if you have any questions regarding the applicability of the Government's policy to possible new fees.

E. University-Wide Planning Policies, Priorities, and Issues

Deans should take into account the following University-wide planning policies/issues.

1. First-year Intake and Undergraduate Enrolment Planning

Our current plan (as of April 2020) calls for a first-year class of 5,510 in 2021-22 – and our approach to admissions will ensure that we maintain or enhance current entrance standards. As indicated earlier, we will work with the Faculties to pursue undergraduate international enrolment expansion – in areas with demand and capacity. The size of the first-year class will be updated as an outcome of this planning cycle – based on the input received through the Faculty plans.

2. First-year Course Guarantee

The policy of guaranteeing courses to first-year students has made a tremendous contribution to Western's recruitment efforts and to the early academic experience of our students. The commitment of the Faculties to this policy has been outstanding. It is our intention to continue this guarantee as a central feature of Western's first year programs.

3. Turnover Recovery Policy

The Faculty Turnover Recovery Policy is suspended up to the end of 2021-22 – and will be reviewed as part of the multi-year planning cycle which will begin with 2022-23. *Please note that turnover recovery applies to previous retirements/exits that occurred during periods when the turnover recovery policy was in place.*

4. Major Research Proposals – including CFI and ORF

Deans are asked to ensure that participation in major research programs (including the CFI and the ORF) is given high priority within the Faculties and departments. The Vice-President (Research) should be consulted at the very early stages of preparing major proposals involving significant partnerships, large budgets, or internal/matching resources including space/facilities. The Associate Vice-President (Planning, Budgeting, and IT) should also be alerted to the potential space requirements.

5. Information Technology

The University's Information Technology infrastructure (e.g. networks, email, web support, wireless technology, instructional technology applications, research support applications, general university computer labs, central storage, desktop support, and administrative database systems) is supported by Western Technology Services (WTS). In order to better plan for and support the IT infrastructure of the University community, Deans are asked to identify specific IT-related needs that will enhance the teaching and research environments within Faculties and Departments. In particular, if there are IT-related initiatives/activities that require additional

services from WTS, Deans must identify these requirements as part of their planning submissions.

6. Increasing Diversity in the Professoriate

Faculties will continue to receive a one-time payment of 50% of the first year's salary and benefits of candidates recruited into full-time probationary or tenured faculty positions where the successful candidate is a woman or a member of an Indigenous community.

7. Spousal Hiring

Faculties will continue to receive funding equal to one third of the annual salary plus benefits – to a maximum of three years – in cases where the spouse of a probationary or tenured faculty recruit is being hired into a full-time faculty position created as part of the recruitment process. The Faculty hiring the spouse and the Faculty hiring the tenured or probationary recruit each contribute one-third of the salary plus benefits of the spouse. ***Deans are reminded that, in keeping with the collective agreement, spousal positions created in this manner are for a limited term.*** Accordingly, spousal recruitments will, by default, be limited term. In exceptional cases, where evidence is presented that the spouse fits the Academic Plan and priorities of the Faculty hiring the spouse, a request for consideration for a waiver to hire as tenured or probationary must be submitted to the Acting Vice-Provost (Academic Planning, Policy, and Faculty) prior to entering negotiations with the candidate. It is understood that such a request may replace other planned tenured/probationary allocations currently in the plan.

F. Items requiring reports from the Faculties

1. Indigenous Initiatives

In November of 2016 the University's Senate and Board approved Western's Indigenous Strategic Plan following two years of extensive consultation across campus and with the First Nations communities and organizations in the region. The Indigenous Strategic Plan describes eight Strategic Directions along with associated goals and suggestions for achieving them. As Deans are aware, in response to the Indigenous Strategic Plan's aspirations – under the leadership of the Acting Vice-Provost (Indigenous Initiatives) – a number of pan-university initiatives are underway. As part of your planning submission please provide an update on initiatives/activities in your unit that support the Strategic Directions of the Indigenous Strategic Plan.

2. We Speak Results

Faculties have received the results of the 2020 We Speak survey. Please report on your efforts to disseminate the results within your Faculty as well as any activities planned or underway to respond to the findings.

3. Summer Term

Summer 2020 saw the highest level of undergraduate course registrations at Western. One possible reason for the increased enrolment could be that all of the courses were virtual/on-line offerings. Please discuss options for planned expansion of on-line/virtual course offering in future summer terms – including operational, financial, and academic considerations.

4. On-Line Education

The report of the Provost's Task Force for On-Line Education was submitted in March 2020 – and contained six recommendations. Deans are asked to comment on the recommendations and report on considerations/activities in their Faculties – including the experiences associated with the rapid transition to virtual course delivery in response to COVID-19. Please include your thoughts/advice on micro credentialing – which appears to be a priority for the current provincial government.

5. Undergraduate Summer Research Internships (2020 – USRIs)

In April 2020, in response to COVID, the USRI program was implemented – with 80% of the funding coming from central sources. Deans are asked to report on how the USRI Program was deployed in the Faculty and the benefits/outcomes of the program.

6. Experiential Learning

The need to implement/develop/expand experiential learning strategies at Western – specifically the integration of experiential learning opportunities into courses and programs – has been identified as a University priority. Experiential learning is also a provincial government priority – and is one of the ten metrics that underlies the Province's Strategic Mandate Agreement 3 (SMA 3). The Ministry has defined the metric as “the number and proportion of graduates in undergraduate programs who participated in at least one course with required Experiential Learning component(s)”. In response to this, the Office of the Registrar has worked with the Faculties to identify current courses/programs with experiential learning components.

As part of your planning submission, please report (including available metrics) on the status of experiential learning/education within your programs and courses, and new initiatives that are underway or being contemplated.

G. Conclusion

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

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

Please submit an Electronic Version (single PDF file) to Ruban Chelladurai 10 days prior to your Planning Meeting Date

ITEM 10.2 – Western Libraries Annual Report 2019/20

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

C. Steeves, Vice-Provost & Chief Librarian will present ITEM 10.2, the Western Libraries Annual Report 2019/20.

ATTACHMENTS:

[Western Libraries Annual Report 2019/20](#)



A Message from Catherine

As I write this to you, the context in which we are operating and supporting research and student success has changed considerably. Early 2020 brought a global pandemic that required us all to adjust to a new, often challenging, daily reality. This report of activities for 2019/20 is a welcome opportunity to reflect on the extraordinary work of the Western Libraries team and to highlight stories of achievement, big and small, that have made a difference to the campus community.

Inside our annual report, you will read about the migration of our legacy catalogue to a new, collaborative library services platform and search tool with partners from across the Ontario Council of University Libraries. Staff from across the library system are to be congratulated for their efforts managing this complex data migration and system implementation that impacted nearly all areas of library service. The launch of Omni – the new, online search tool – provides fast, easy and enhanced access to millions of scholarly resources across the partner universities. Building upon stakeholder consultations, we completed the design development for the new Learning Commons and conducted a major collections management project to prepare for the first phase of the Weldon Library Revitalization. These demanding projects are significant accomplishments that promise to advance and enrich the virtual and in-person library experience for future generations.

Beyond these major undertakings, you will see that Western Libraries staff had a fulsome year. Our team conducted user experience studies, curated exhibitions, and digitized gems from special collections and archives. We worked to advance open access and sustainable publishing models, and continued to develop our collections to support scholarship. We provided data sets and expertise for statistical and geospatial analysis, and worked collaboratively to support research data management. And, we provided critical information literacy instruction to enhance students' learning outcomes and research skills.



I think you will agree that much was accomplished by mid-March, when, in response to the pandemic, the province required the closure of libraries and, soon after, the entire University. Along with the rest of campus, we responded swiftly and shifted to remote work and online delivery of collections and services to support the successful conclusion of the winter semester. We then adapted priorities to meet the transition to remote delivery of spring and summer courses and the resumption of the research enterprise. You can read all about this unanticipated final chapter of 2019/20 at the conclusion of this report.

Looking to the months ahead, Western Libraries will continue to respond to the needs of campus researchers, teachers and students amid pandemic circumstances. We will build on our online programs and services to showcase our breadth of research collections and expertise, while ensuring that safety and public health remain at the forefront of on-site library access.

Thank you for sharing the past year with us and for your continued engagement and support as we work together to define how to best support student success and research in these unprecedented times.

A handwritten signature in blue ink that reads "Catherine Steeves".

Catherine Steeves
Vice-Provost and Chief Librarian

Table of Contents

Contributors

Articles written by or adapted from: Matt Barry, Tom Belton, Magnus Berg, Katrina Fortner, Robert Graves, Jessica Jones, Julie Kiser, Jennifer Robinson, Harriet Rykse, Will Sharpe, and Kristi Thompson. Editing by Jennifer Robinson, Julie Kiser, and Katrina Fortner. Photographs by Nina Nouwens and Rayanne Tipert.

Disappearing Data? Librarians to the Rescue!

Got data? Your options for storing, publishing and sharing it are about to change in Canada, thanks in part to the work of librarians.

“There’s so much going on,” says Research Data Management Librarian, Kristi Thompson. “You’ve got policy changes and infrastructure development. One of the biggest concerns now is preservation – archiving research data that could otherwise be lost.”

As you’re reading this, Canada’s major funding agencies are developing a policy that will require researchers who collect research data using public funds to archive their data in a public data repository. Open data promotes research

transparency, facilitates collaboration, and allows data to be reused to make new discoveries. But for data to be accessible, researchers need a place to put it, and Canada has never had a national data archive. Librarians are working to solve this problem. Through a number of working and expert groups in the Canadian Association of Research Libraries, Canada’s data librarians have been driving the development of data infrastructure, working directly with software developers.

“We’re currently developing two archiving solutions,” explains Kristi. The first is the Federated Research Data Repository (FRDR). It’s a national system that will store really large



data sets – in the terabytes. “As a member of the policy team I was responsible for the collections policy and helped with several others, like the information security and the deaccession policies. On the development side, I’m a part of the user testing working group. We’re developing testing protocols to help us make sure that the interface is as user-friendly as possible.”

The second archiving solution in development is Dataverse North. While FRDR is for big data, Dataverse North is on a smaller scale. It’s a Canadian implementation of a very popular archiving system that was developed at Harvard. Individual institutions administer their own local Dataverses as part of an integrated system, and Western already has a Dataverse that can accept data from every Western-affiliated researcher.

Western hosts a number of data collections, on topics ranging from geomorphology to

urbanization. Eventually these collections will be rolled into the national network. That’s where Kristi comes in.

“I’ve been working on Dataverse North’s preservation policy. We do a lot of research when we develop these policies, and of course many archives around the world have dealt with similar issues. It’s important to make sure that we are covering all the bases and doing it in a way that’s adapted for the Canadian context,” said Kristi.

Open data is a key component of our commitment to open access and a priority for the University. Last fall, Western appointed its first Special Advisor to the President on Data Strategy, Mark Daley. Kristi, alongside the rest of our Research and Scholarly Communication team, is excited to partner with Mark to help campus researchers master research data management and preserve knowledge for future generations. **Q**

Meet Kristi Thompson, Research Data Management Librarian

As a member of the Research and Scholarly Communication team, Kristi works with faculty and students from across campus to help them manage their research data and incorporate sound data practices into their research grants. She teaches workshops on data handling, administers Western’s data archiving software, and is known for her work on Canada-wide data infrastructure projects. Her favourite part of the job is digging into disorganized data. “I love the little data problems people bring me. I enjoy taking a pile of messy spreadsheets and showing people how to create order and structure, and how that makes it possible to derive meaning from data,” explains Kristi. Currently, she’s working with a faculty member on a database looking at historical weather through documentary evidence. “It’s fascinating to get these glimpses into people’s research.”



Site Maps Migrations in the American Revolution

Travel back in time and across an ocean with the [Loyalist Migrations mapping project](#). It tells a timely tale: the journeys of thousands of families displaced by war and conflict.

The story begins in 1783, when the American Revolution shattered British control over the Thirteen Colonies and sparked a migration of approximately 60,000 Loyalists – colonists who remained loyal to the British Crown. Defeated and exiled, thousands of Loyalists travelled north and settled in British North America, present-day Canada. Approximately one in 10 Canadians can claim Loyalist heritage.

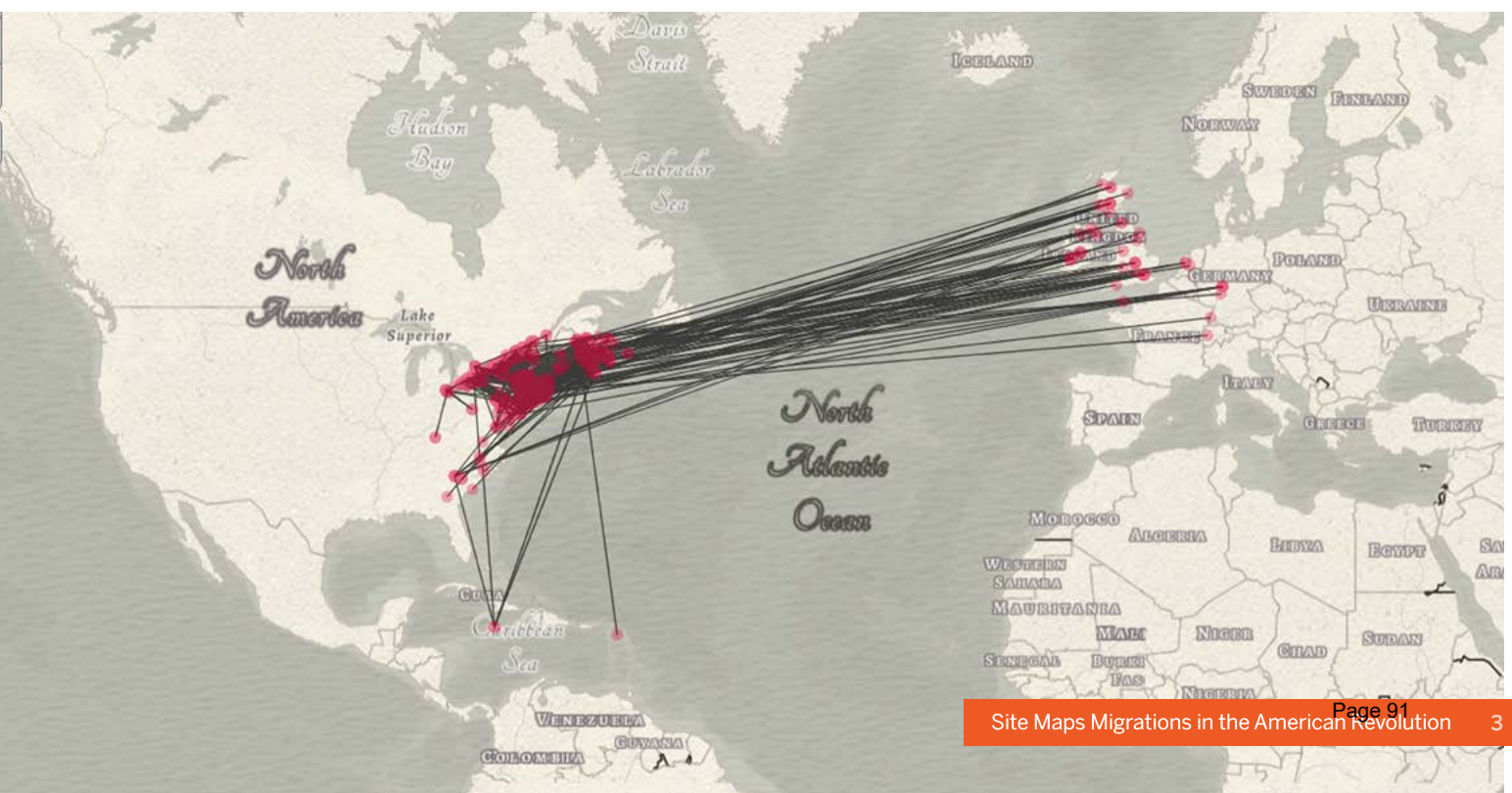
The Loyalist Migrations project plots the journeys of thousands of these Loyalist families. It's a collaborative venture between The United Empire Loyalists Association of Canada (UELAC), Dr. Timothy J. Compeau, students at the Huron Centre for Community History, and

Liz Sutherland, Western Libraries' Geographic Information Systems (GIS) Technical Specialist.

"I was fascinated by the story, by the movement of these people," said Dr. Compeau, a history professor at Huron University College. "Wouldn't it be interesting to visualize this migration?"

The web map is a stunning visualization. Lines span the Atlantic from Britain to the Northeastern United States and then disperse across North America. "Each of these lines represents a family," Dr. Compeau points out. "We can click on one and get a small snippet of a life turned upside down by war and displacement. These are not abstract names and dates: these are stories that still have a life."

The UELAC provided the family data and genealogy that made this project possible. Their directory of over 9,000 families who left the United States at the end of the American




Revolution provides the foundation for this interactive map.

“This past summer, our Community History research fellow, Tom Lang, meticulously went through the data provided by the UELAC, noting the places of birth, settlement, and death for hundreds of people,” Dr. Compeau explains. “It’s these events that are plotted on the map.”

Dr. Compeau also sees the Loyalists’ movements as part of a broader human migration story. “Once you’ve visualized data like this, you can begin to look for patterns. As the map fills in, we hope to see new patterns emerge that perhaps weren’t as clear before.”

Liz Sutherland built the project’s interactive web map. It was the first time she had applied GIS data to a field like human migration, and she immediately recognized the potential. “We’ve created something visual and spatial that can be applied to a lot of different humanities and social science research projects. It’s about more than just people — we could track animals, ideas, anything.”

For Liz and Dr. Compeau, Loyalist Migrations is an opportunity to involve the public; it’s a collaborative project that brings together academics, public historians, and community groups to share Canada’s collective history.

“The fact that the Map and Data Centre is here, that we have the resources to support research like this is incredible,” Dr. Compeau said. “The resources are here at Western to facilitate this kind of research. It really is amazing.” 

The Research and Scholarly Communication team collaborates with researchers across campus to advance the creation, management, dissemination, and preservation of research and scholarship. They assist with open access publishing, GIS and statistical data, data management, researcher identifiers, research impact, and copyright.



Advancing Research and Open Access

Western Libraries is proud to serve the research mission of the University. In addition to our collections, we have many colleagues who contribute their expertise to research at Western. In 2019/20, we saw an increase in cross-unit partnerships, enabling us to expand our capacity to engage in innovative and exciting initiatives.

For example, we are proud of our partnership with Western Research where, as part of the Knowledge Exchange School, we teach faculty how to increase their scholarly impact, preserve their work, and meet grant funding agency requirements. We show faculty the structure of the scholarly publishing system, how to preserve and disseminate their work and meet open access requirements through the repository, and how to incorporate techniques such as GIS and research data management planning into their research. The library plays an important role in the dialogue about knowledge exchange, how research benefits society, and how the production of new knowledge is cyclical.

Among our most significant activities to support the University's research mission was leadership in the Provost's Open Access Task Force. Established in spring 2019, the Open Access Task Force was charged with creating a better understanding of the needs and perspectives of Western's researchers and academics with respect to scholarly publishing, making recommendations for how Western can move towards more open methods of scholarly dissemination, and addressing financial sustainability and improved access to the scholarly output of Western's researchers.

Over the course of its first term, the Open Access Task Force identified and drew upon the expertise of many colleagues across Western Libraries and numerous faculties. One of the most interesting aspects of this exploration was a growing understanding of the scope of the variety of perspectives on open access and scholarly communications and the complicated issues surrounding academic publishing, academic freedom, and promotion and tenure.

At the end of its initial term, the Task Force issued [an interim report](#) and concluded that more time was needed to investigate the issues, to undertake consultation with campus partners, and to develop a comprehensive proposal as to how Western can best succeed in this important area. In recognition of this, the group's mandate has been extended into 2021. We're excited to continue this work that champions open access and the transformation of scholarly communication. **Q**





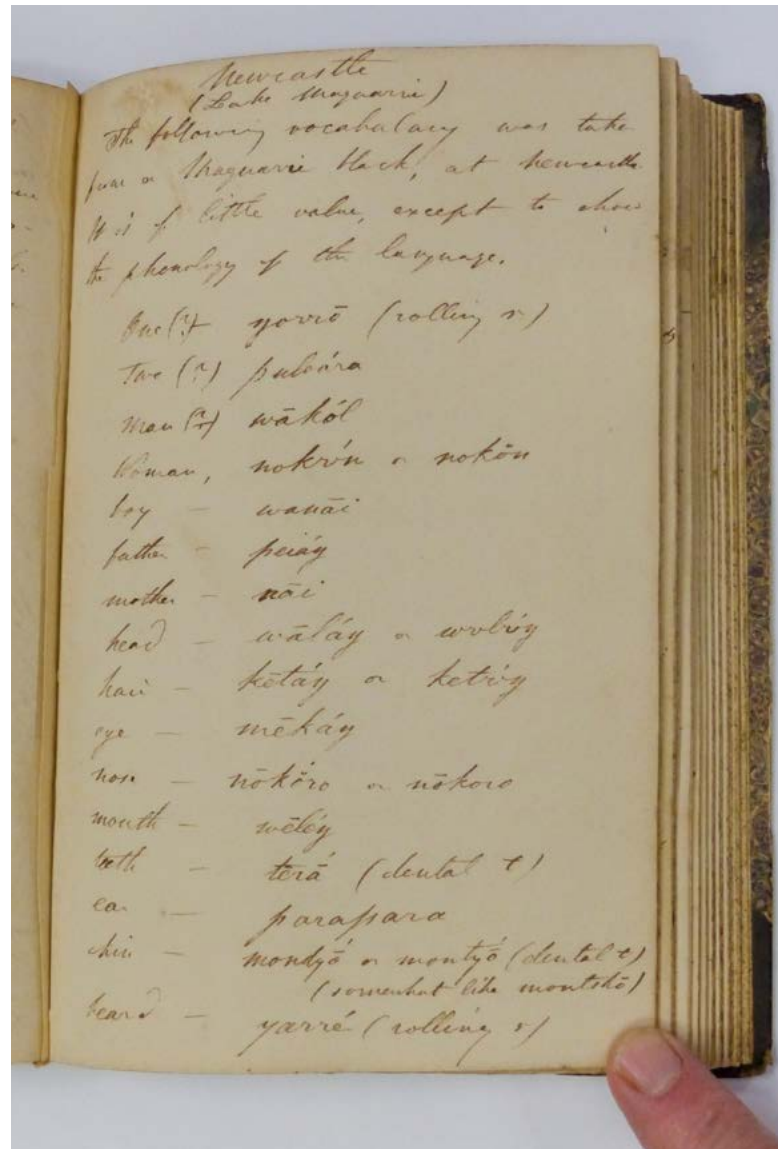
Rare Notebook Journeys to Australia

Approximately 180 years after its creation, a modest-looking notebook containing a unique set of Aboriginal linguistic data has made its way [back to Australia](#) after being in Canada since the 1850s. How did the notebook arrive here? For answers, we turn to its creator, Horatio Hale.

Hale was an American ethnographer who served on the United States Exploring Expedition to the Pacific Ocean between 1839 and 1842. Hale's role was to gather information about the languages of the peoples indigenous to the Pacific. He compiled this data in multiple notebooks, recording words that he and others gathered from their contacts, along with notes on heritage, anthropology, and geography. Hale eventually married a Canadian, Margaret, and settled in southwestern Ontario, where he practiced law and raised a family until he died in 1896.

Hale's notebook, "Notes on the Natives of Australia and their Dialects," was one of many he kept on the expedition and contains the earliest known records of endangered Australian Aboriginal languages. Its unique record of vocabularies and dialects is of significant cultural importance to Australian Aboriginal people, as many languages are no longer used, or are repressed, after years of colonization and residential schooling.

While most of Hale's notebooks are scattered across the globe in various repositories, this particular notebook found its way to Western Libraries' Archives and Special Collections (ASC). In 1940, decades after Hale's death, a family descendant donated the notebook to Western



⌘ Example of Horatio Hale's notebook.

University. It remained here until summer 2019 when it made the return voyage to Australia.

We partnered with The State Library of New South Wales in Sydney to loan Hale's notebook to be part of an exhibit, *Living Language: Country, Culture, Community*, co-curated by its Indigenous Engagement Branch with Elders and language custodians. The loan was then extended so the book could go "on tour" to enable Aboriginal

elders to see evidence of their ancestral languages from the early 1840s. Unfortunately, this tour never took place due to the COVID-19 pandemic; however, the State Library has digitized the notebook to facilitate virtual conversations.

“The possibility of taking the time to present this material to [Aboriginal] communities outside of an exhibition context is an exciting one for our Indigenous staff and for the relevant communities” said New South Wales State Librarian, Dr. John Vallance. “Consultation and recent conversations with various Elders show that there is a great need to allow more time for Elders to work with original materials that have been derived from their language and culture. This is particularly true of materials which have

not been accessible to them physically or online such as the Hale notebook.”

While ASC has extensive experience with international loans, shipping a one-of-a-kind artifact halfway around the world was no easy feat. “There’s never been the level of detail and documentation and handling as with this exercise,” former Western University Archivist Robin Keirstead told Western News. For the team, there’s no question it was worth it. The loan stands out as an example of how international collaborations can go beyond research opportunities to make an important cultural impact, and ensure that the words and languages of the world will not be lost to time. 🌐

New Site is Next Chapter in Barnett’s Story



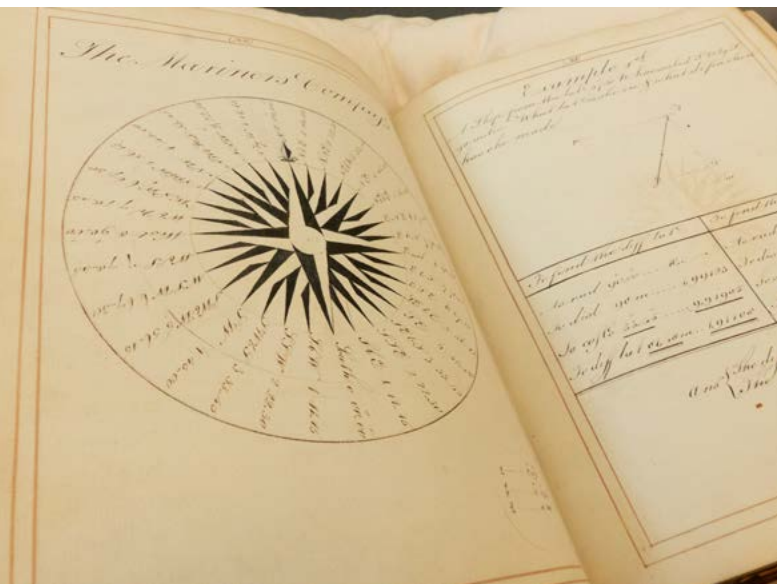
In 1918, John Davis Barnett donated 40,000 books and other items to Western, turning our 3,000 volume collection into an academic library. In 2018, we celebrated the 100th anniversary of his gift and with the generous support of our donors, developed the Barnett Legacy Digitization Project. For 2019/20, we launched the [Western Libraries Digitized Collections website](#), an important initial step towards Barnett’s goal of making every page available to “any earnest seeker of knowledge.”

With funds raised through the Barnett Legacy Digitization Project, we purchased a high-resolution scanner — affectionately dubbed “Scandalf” by library staff — and hired a Master of Library and Information Science student, Rebecca Power.

« Rebecca pictured with “Scandalf,” our new high-resolution scanner.

Rebecca worked as a co-op student under the supervision of Digitization and Digital Preservation Librarian, Leanne Olson. She digitized three manuscripts from Barnett's donated collection, all unique items from Western's Special Collections.

The works include a two-volume set on Jewish history, *Jewish Antiquities*, written in a combination of shorthand, Ancient Greek, Latin, Hebrew, and English; *The Elements of Navigation*, handwritten by Patrick Crichton, a student from early nineteenth century England; and a volume that contains title entries from the personal library of Bishop Isaac Hellmuth, founder of Huron University College and Western. All three of these manuscripts are excellent examples of how a book can be valuable not just for its content, but also its form as an artifact.



✧ Example from *The Elements of Navigation*.

“We chose to digitize these manuscripts because we wanted to make sure we were presenting something completely unique,” said Deb Meert-Williston, Special Collections and Rare Books Librarian. Deb believes that digitizing unique items in the collection will “increase the reputation of Western as having an important library research

The Archives and Special Collections team acquires, preserves, and provides access to special collections and archives — including rare and unique materials in all formats — to support the teaching and research missions of the University. They also engage with and welcome use of the archives and special collections by members of the broader community.

collection, as well as assure our donors that their contributions to the library are being utilized and appreciated.”

She also sees the site as valuable to the growing field of Barnett research. “There are lots of people doing work on Barnett, all these different angles, and I see this website as a potential hub to connect these researchers with his collections and with each other.”

When building the website, Rebecca envisioned collaboration between curious readers and researchers alike. “The site is open-access, anyone can see and use it. Especially with the coded Jewish antiquity lectures, we want to see if anybody knows anything that can help unlock these books. They’re a fascinating puzzle waiting to be solved.”

Now that her co-op term is complete, Rebecca looks forward to more work in this field. “I’d love to be part of a digitization team. There’s a prestige that comes with showing off a collection, and I want to be a part of that. Digitization projects also have the potential to make these amazing books available to everyone — it’s about open access and sharing information.”

Rebecca echoes the essence of Barnett's legacy. And with digitization, we can share more knowledge than he could have ever dreamed. 🌐



Bringing the Past to the Present

Archives and Special Collections (ASC) curated or oversaw several public exhibits in The John A. Schweitzer Gallery and The D.B. Weldon Library Reference Hall throughout 2019/20.

In the spring, undergraduate public history students curated an exhibit on the history of nursing at Western as part of a class assignment.

ASC staff created an exhibit displayed in University College for Founder's Day in March that was later installed in the Schweitzer Gallery until September.

In the fall, two new three-month exhibits with gothic and macabre themes were installed: *Tonics, Potions and Elixirs* and *Western's Discovery of Witches*.

We also hosted an exhibit on Walt Whitman, featuring rare items from Western's collections and assembled by the students in *American Cult Classics*, an undergraduate English course offered by Professor Joshua Schuster.



✧ Alyssa and her class preparing the *Black Thought in the Great Lakes Region 1790-1890* exhibit.

In the winter term, a new exhibit was installed to commemorate 100 years of nursing at Western.

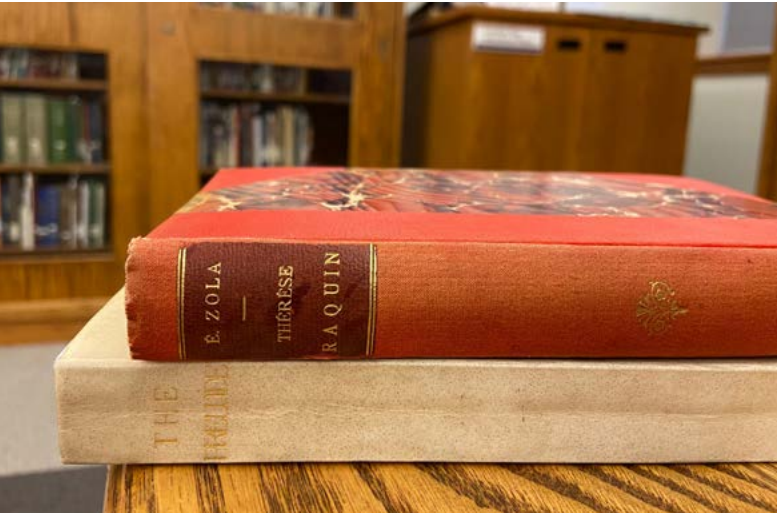
And graduate students from English Professor Alyssa MacLean's *Representing Slavery* course created *Black Thought in the Great Lakes Region 1790-1890*, an exhibit featuring rare books and archives from our collections. ☐

✧ Checking out the operating room diorama that was part of the exhibit commemorating 100 years of nursing at Western.



Featured Acquisitions

Each year, Western Libraries continues to build world-class collections with the addition of print and digital materials that support the teaching, learning, and research of our campus community. What follows is a snapshot of significant acquisitions and a few gems acquired in 2019/20.



Archives and Special Collections

Thérèse Raquin, La Terre, and L'Assommoir, Emile Zola

In consultation with Dr. Genevieve DeViveros from the department of French Studies, Deb Meert-Williston facilitated the purchase of three rare, early volumes by author Emile Zola (*Thérèse Raquin*, *La Terre*, and *L'Assommoir*) from booksellers in Canada and France. These volumes support teaching and research within the French department.

The Prelude, William Wordsworth

Using funds donated by Dr. James Good, Western Libraries purchased a 1915 First Doves Press edition of *The Prelude* by William Wordsworth from a bookseller in England. This rare edition, limited to 155 copies on handmade paper, continues to build on the Dr. James Good Collection of William Wordsworth and Samuel Taylor Coleridge.

General Collections

JSTOR Journal Packages

Aligning with our strategy to provide permanent, stable access to digital back files of academic journals, Western Libraries purchased five disciplinary packages of journal content from JSTOR. Ownership of these files enhances access to critical journal content for teaching and research across a number of faculties, most strongly supporting Arts and Humanities, Music, and Social Sciences.

Harvard Business Collection

A collection of over 600 e-books published by Harvard Business Review Press, providing unlimited user access with no turnaways, regular e-book additions, and an optimized search and reading experience.

TumbleBook Library

A curated database of children's e-books with over 1,100 titles for elementary school children, including animated and talking picture books, chapter books, graphic novels, non-fiction books, and books in Spanish and French. This collection supports students in the Bachelor of Education program.

STEM and Medicine E-books

Western users will have access to the complete catalogue of e-book collections from several STEM and Medicine publishers for 12 months, after which Western Libraries will retain the highest used titles in perpetuity. This is one example of demand-driven acquisition, which initially sees users having access to over 61,000 e-books from American Chemical Society, Elsevier, IGI Global, and Wiley.

Future History: Reclaiming Our History, Harnessing Our Future

In response to requests for more streaming video content, Western Libraries purchased a number of video series including the documentary, *Future History: Reclaiming Our History, Harnessing Our Future*, which explores Indigenous knowledge and indigenizing the future. 📖

Connecting Through Collections

Developing and managing collections is a foundational role for libraries. Although building strong collections to support research, scholarship, and teaching largely takes place behind the scenes, it's key to upholding the academic mission of Western University. Every year, we acquire the latest publications and manage ongoing subscriptions and licenses to a variety of content. A selection of these acquisitions from the past year is showcased on [page 10](#).

Western Libraries collections management and development is guided by a series of [public collections policies and strategies](#) to support the academic and research profile of the University, refined over time by librarians and archivists. The broader collecting environment, characterized by information over-abundance, increasing costs, and space constraints informs these policies. In 2019/20, we undertook a number of collections projects designed to continue connecting scholars with the research they need to be successful and to manage within available resources.

The [serials review project](#) that began in 2019/20 aims to identify the most relevant journal collection for Western and to manage costs within budget, in the face of unsustainable annual publisher price increases. Through this project, we are identifying content that brings highest value to the scholarship at Western and exploring new ways of securing access to content, such as through evidence-based acquisition and articles on demand. We appreciate the contribution faculty and graduate students made to this process over these past months, and look forward to continued engagement as we complete the review in the coming year.

In 2019/20, we conducted a significant collections maintenance project in Weldon Library to enable the construction of a new Learning Commons ([page 21](#)), following the principles outlined in our [Physical Collection Preservation and Storage Strategy](#). This project involved the movement of low-use materials to retrievable storage and preservation facilities. A significant lesson learned for Western Libraries was the missed opportunity to fully engage with faculty and effectively

communicate the collections management decisions necessary to support the revitalization. The collections shifts and the movement of materials to offsite storage and the [Keep@Downsview](#) preservation facility raised concerns in some faculties and led to discussion and debate on the Senate floor.

Recognizing our shared commitment to Western's collections, we worked to improve communication channels between librarians and faculty members, including participation in newly formed faculty and department-based library committees, and continued participation in departmental meetings and Faculty Councils.

We have also released a new [collections strategy](#). This strategy provides overarching context and clarity to the work of managing library collections, and highlights the different ways in which librarians engage with faculty on collections activities. It outlines the principles and policies we've adopted to develop and manage general collections.

World-class research requires world-class collections. Guided by continually updated collections strategies, reflecting the evolving higher education, research, and scholarly publishing landscape, and informed by key stakeholders, Western Libraries collections continue to advance student success and the research of today and tomorrow. ☞

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



Omni – Discover it All

In December, Western's access to library materials increased by millions of items thanks to Omni, our new academic search tool. An outcome of the Ontario Council of University Libraries Collaborative Futures initiative, Omni provides fast and easy access to a vast collection of diverse print and digital academic resources from across 14 partner institutions.

After more than 20 years, Western's previous catalogue was outdated and unable to realize the full potential of our networked digital world. Omni provides direct access to online resources at the article level and will be able to provide seamless delivery of materials to any location selected by the user at any partnering institution. With this shared system, scarcity of general materials is less of a concern and loan periods are now 120 days with unlimited renewals, and fines have been eliminated.


Omni also offers enhanced features for many items including book reviews, author information, and virtual browsing – a feature that has been particularly useful since the closure of library shelves due to COVID-19. Browsing in Omni enables our users to see print and digital items together on a virtual shelf for the most complete discovery experience possible and integrates

options for requesting these materials seamlessly from within item records.

Skilled staff members across many departments, including acquisitions, cataloguing, information technology, and user services dedicated hours of time over many months, including evenings, weekends, and holidays, to bring this project to life for the Western community and beyond.

For our Discovery, Description, and Metadata team in particular, the transition was a massive undertaking. In one year they cleaned over 24 years of cumulative data to prepare more than 11-million records for migration to the new system. Team lead Christina Zoricic describes it as a once-in-a-career migration. "There were a lot of highs and lows," she said. "As a team, we would celebrate each new thing we learned and take the mistakes we made as an opportunity to learn and try doing something new."

Omni went live in December and, as is common with any large-scale system migration, some significant clean up of records was required, particularly related to e-resource links, post-launch. The support of our users was critical in helping us to identify and address problems with e-resource access. We will be working to continually improve the user experience of our new academic search tool.

With Omni, Western Libraries can offer broader access to resources for our communities and explore new ways of discovering information. Rather than working in isolation, Omni enables us, with our partners, to consider innovative ways to provide enhanced and increased access to world-class resources. We'll have the common infrastructure needed to work together in new ways, share expertise, and collaborate more efficiently in managing and preserving our collections. 



Adventures in Experiential Learning



“ Jessica Jones, User Services Co-op Student

During my co-op placement, I assisted users at the C.B. “Bud” Johnston Library and helped them navigate Omni, the newest library search tool. I also helped the Content Management, Discovery, and Access team with serial and database reviews, evaluations, and compiled a list of resources for a Recreational Resources Research Guide.

The shift to providing online assistance and working from home due to COVID-19 provided me with a unique experience. I witnessed the library adapt to ever-changing situations to continue providing access to integral resources and services. My co-op has influenced my outlook on librarianship. It’s re-affirmed my desire to work within collections management and helped me realize my interest in working directly with users.



“ Magnus Berg, Archives and Special Collections Co-op Student

Working for Western Libraries’ Archives and Special Collections (ASC) allowed me to grow both professionally and academically while pursuing my Master of Library and Information Science. I completed several projects, including arranging and describing archival fonds, providing reference services, and performing outreach in person and through social media. I also learned how to create research guides and digital exhibits, including a LibGuide on primary source literacy, an exhibit on the centenary of nursing education at Western, and a digital acquisition and exhibition site that collects community materials related to the COVID-19 pandemic. I learned so much from the archivists and librarians in ASC and can’t wait to apply the skills I gained in my new position as a Digital Asset Archivist!



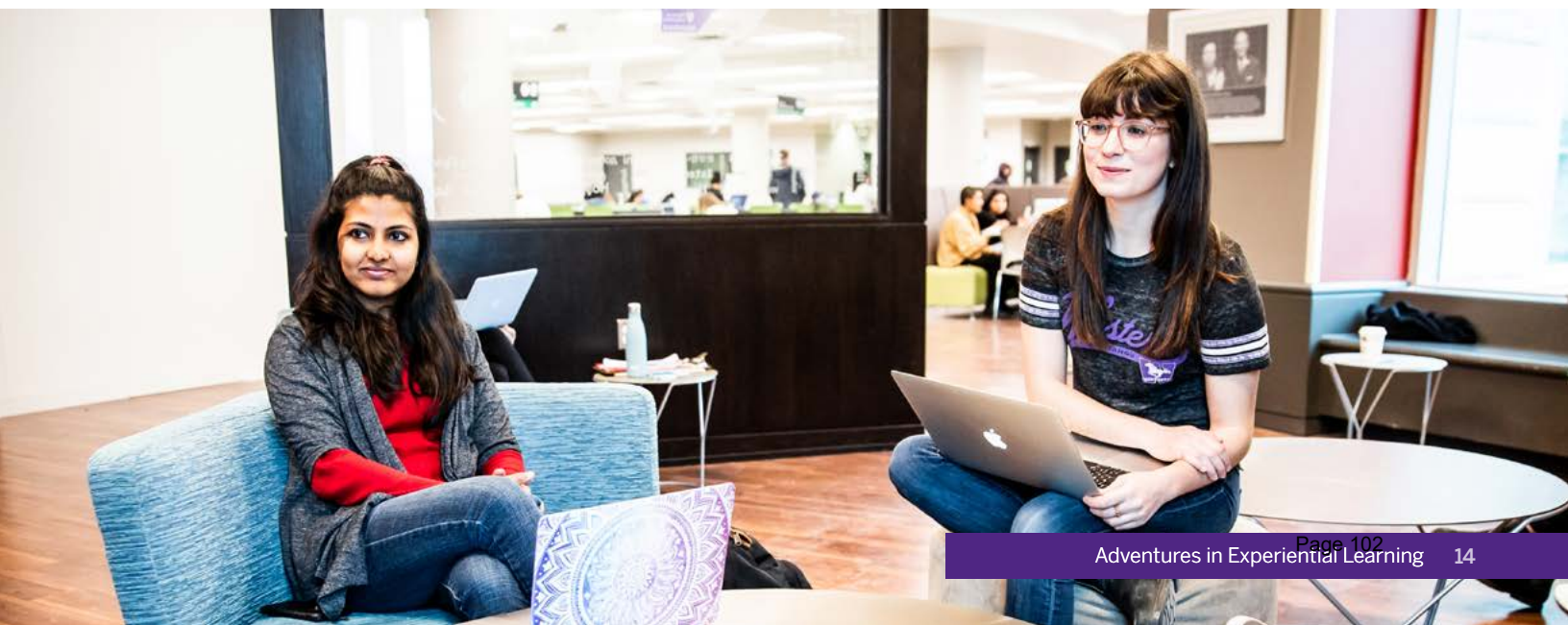
“ Will Sharpe, Marketing and Communications Intern

I spent eight months as a marketing and communications intern with Western Libraries, and I couldn't imagine a better learning experience. I benefited from a behind-the-scenes look at the library system and I've come to appreciate it as a truly special place.

My tasks focused on drafting copy and assisting in the production of graphics for social media and other communications. I completed several projects that I'm very proud of, including news articles about the Barnett Legacy Digitization Project and Loyalist Migration Project – the latter of which was published by Western News.

Almost all of my projects at Western Libraries spanned departments, and I owe much of my experience to the wonderful people that work there. My colleagues pushed me to take on projects outside of my comfort zone, and they helped me feel like a valuable addition to the team.

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



Putting the “You” in User Experience

While it’s easy to think of the library as the place you go to pick up books, in reality the modern library has many moving parts. Over the past year, Western Libraries welcomed more than one million visitors to our physical spaces and fulfilled almost 69,000 service desk requests, helping in-person visitors find materials, learn how to use library technology and locate resources, and access study and meeting areas. Online, we had more than one million visits to our website, where users reached out for online support with an additional 39,257 questions for staff.

User Services designs and delivers a suite of virtual and in-person library services that support the teaching, learning, and research goals of the Western community. The team continually studies and assesses user behaviours, needs, and interactions to design services that deliver an optimal user experience.

The User Experience team supports evidence-based decisions about the library, keeping user perspectives, and observed behaviours at the forefront when it comes to the design and development of library spaces and services.

Western Libraries can be a complicated environment, with a number of services and a variety of digital and material resources and collections available via multiple channels. For the librarians and staff who support these services every day, it can be easy to forget the challenges of navigating between them. To ensure we’re

providing a great experience, we turn to the expert on using the library: you.

In February 2020, our User Experience (UX) team launched the first UX Café. Armed with a sign, a laptop, a box of granola bars, and a lot of coffee, UX Librarian Matt Barry sat down at The D.B. Weldon Library’s front entrance and asked passing students to try their hand at searching using Omni, the new library search tool.

“The goal of the UX Café is to make talking to users a more accessible part of how we offer our services,” said Matt. “When the Library is busy making sure our search tool works, it’s hard to make the time to set up a big user study to assess that it’s working effectively. By having the UX Café as a running event that happens weekly, we can quickly transform questions about what works, or doesn’t, into answers based on real users’ experiences.”

The UX Café ran three sessions before the COVID-19 pandemic limited in-person library access, making it difficult to keep meeting face-to-face with students. But in that time, we learned about areas where students were getting stuck when using Omni, what draws students to events on campus, and what works or doesn’t work when trying to log into databases that require separate passwords. In all of these cases, talking to students helped us discover problems, and arrive at solutions, that we may not have otherwise.

Regardless of what the world looks like, we want to be sure to provide the best Western Libraries experience possible and we’re continually consulting experts – our users – when it comes to what it’s like to use the library and how to improve every interaction. 🧑



Meet Matt Barry, UX Librarian

Matt and the rest of the UX team work with librarians, students, faculty, and others from across campus to understand the ways our users interact with our programs and services, identify user issues and work to fix them, and look for gaps between Western's strategic goals and the help that we're actually providing to our users.

Matt's passion for adopting a user-centered design methodology comes from the belief that the strongest form of expertise is the experience of actually using a service, participating in a program, or living in a city.

For Matt, any good solution relies on understanding specific problems through lived experience, and seeking out and amplifying the solutions that users come up with for themselves.

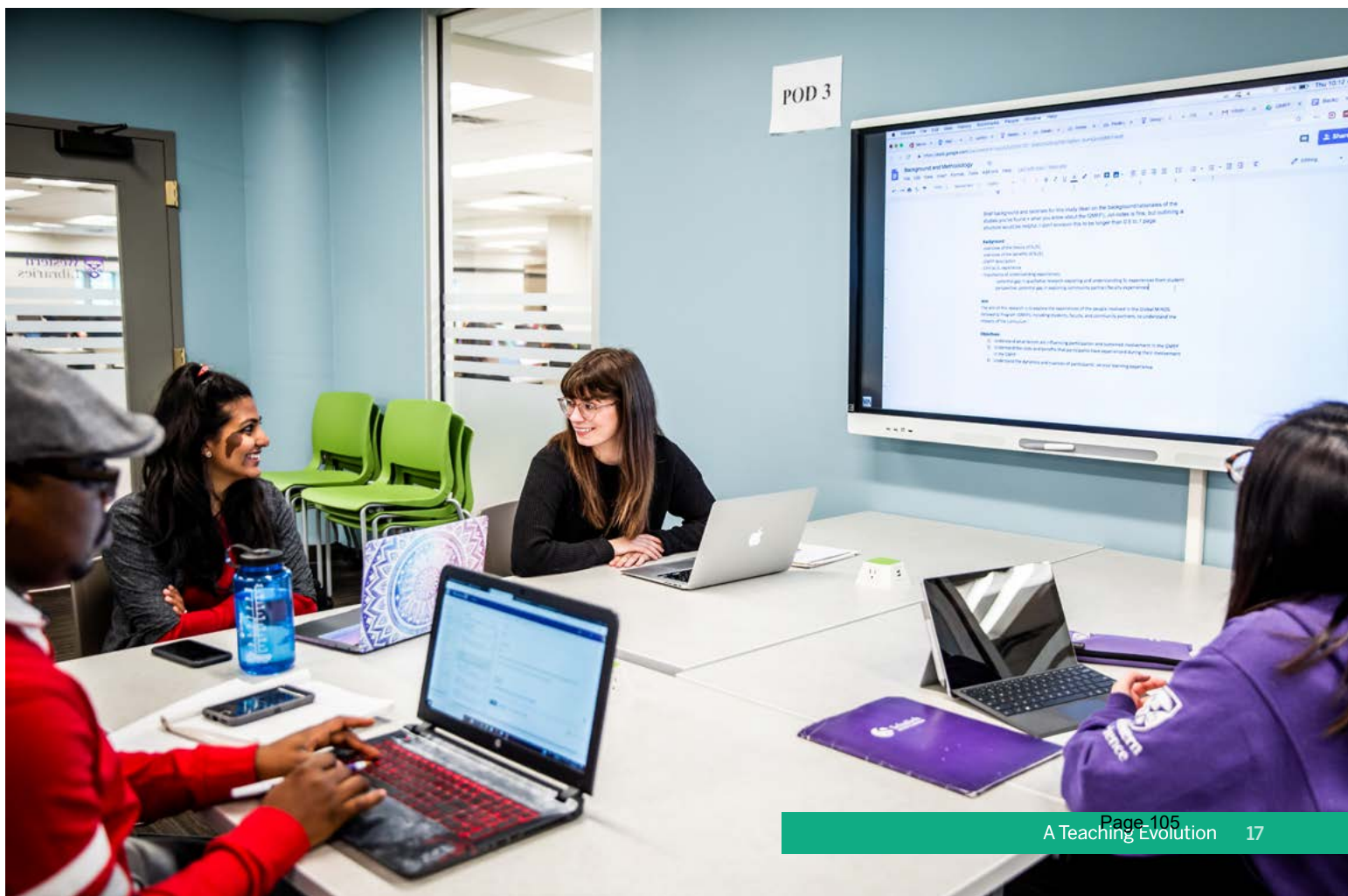


A Teaching Evolution

This year saw a complete redesign of the Taylor Instruction Room, Western Libraries' primary lab for information literacy instruction. The renewed space is no longer rows upon rows of computers but is instead a dynamic and collaborative learning environment equipped with six large screens that can be turned into virtual whiteboards or for students to connect their devices to, to show their work. Surrounding the screens are movable tables and chairs to allow for more flexibility and collaboration. What once was a dull, boring area that offered little in terms of a unique learning experience is now a new, technologically driven space focused on active learning for students and staff.

In total, 221 classes with more than 7,800 participants were led by Western Libraries over the past year. A perfect example of how the Taylor Instruction Room was used to its full potential as part of this programming is with Writing 1030G, a course for nursing students that teaches them how to research and write scholarly papers throughout their nursing career, both in school and in the workforce. Students are required to write and research an academic paper, and the research component is where the library comes in.

Each winter, Western Libraries provides a session dedicated to teaching nursing students how to develop a research topic and then, using the library website and the databases Western





Libraries subscribes to, find literature to help them write their papers. In the updated Taylor space, we first split the class up into six groups, each with their own screen; the screens then turned into a virtual whiteboard where the groups developed answerable research questions and began to brainstorm concepts and keywords for their literature searches. The results were lively, active learning sessions that had students engaging not only with their assigned group, but also the instructor and other groups to help clarify their research topic and grow their list of search terms. Individual groups could also share their whiteboard with the class and discuss how they developed their topic and their list of terms.

After this process, students were given a quick demonstration on how to search one of the databases and shown how to connect one group member's laptop to their screen. Each group then worked in the database to search for their topic. By doing the searches live and together as a group, the students can confidently search for their topic with assistance from the instructor when needed.

Feedback from instructors and students is often positive, but this year the instructors were especially impressed with the new space and the way we had restructured the class. The final result of this important session is a group of students who are now able to develop and research an academic paper with confidence. The skills these students have learned will help them not only throughout their schooling, but also be useful as they graduate and enter the health care workforce and begin their own research. 🔄

The Teaching and Learning team creates learning experiences that empower students to become successful graduates who are information literate and able to achieve their full potential as global citizens and leaders.

Connections and Community



#1Lib1Ref

In February, we partnered with FIMS Graduate Library to host a citation-a-thon in The D.B. Weldon Library. #1Lib1Ref is a campaign that invites users to improve the quality of Wikipedia articles by adding missing citations. Many of the attendees had never edited on Wikipedia before. As a result of the campaign, we added 17 new editors and 350 new citations to Wikipedia, earning us the top spot among academic libraries in Ontario, and fourth across Canada.

Indigenous Literary Reading

In January, we had the privilege of welcoming Janet Marie Rodgers to The D.B. Weldon Library Atrium for a reading of her work, as well as an interview with Indigenous graduate student Jennifer Komorowski.

Janet is a Mohawk/Tuscarora writer from Six Nations Ontario and has held residencies in Edmonton, Vancouver, and Santa Fe. We collaborated with the Indigenous Student Centre to host this event, and it was a great success. Janet read from her key works, and Jennifer led a fascinating discussion. We're proud to partner with the Indigenous Student Centre and continue to highlight the diverse voices on campus.



Rosé Exhibit and Events

In January, we held a public concert and academic panel to compliment the *Alma and Arnold Rosé: Only the Violins Remain* exhibit, which celebrated the life and work of two musicians who fell victim to the Nazi regime in World War II.

The events were a great success and the exhibit was the result of an international collaboration with the Haus der Geschichte Österreich (a branch of the Austrian National Library) and the Royal Academy of Music in London, England, to explore the legacy of the Second World War through music. With over 35 documents from our Gustav Mahler-Alfred Rosé Collection on display, we demonstrated the rich research potential of our Special Collections. ☺

Pivoting in a Pandemic

While it only affected two months of the 2019/20 academic year, the early days of the COVID-19 pandemic had a profound impact on the campus community, including Western Libraries. In the middle of our winter term, we were forced to close our doors, and with them, access to our on-site services, including print collections. There is perhaps no other event in our organization’s history that challenged us more professionally and personally. We worked at lightning speed, with ever-changing information, to expand digital access and services to enable students to finish their term. In many ways, we were already well positioned to deliver services online. For decades we have been building robust online services and digital collections to meet the demands of modern life. Even still, we knew we’d have to adapt to continue to support the teaching, learning, and research needs of our community.

answered by staff in March and April, a significant increase over the typical number of inquiries, as we made sure our users could get help no matter where they were working. Information literacy classes also went virtual using new tools like Zoom to reach students, and librarians moved specialized research consultations online.

Without a doubt our biggest achievement during this time were the enhancements made to our digital collections. We quickly converted a number of print-only required course readings into digital options, and our Collections and Content Strategies team rose to the occasion by exploring a number of strategies to enhance the general digital collection for students, staff, and faculty unable to access campus. Where possible, we removed restrictions on simultaneous users, which allows more users to access content in e-books and e-journals at the same time. We added over 300,000 new e-books to our collection – with 250,000 free from rights restrictions allowing for a flexible user experience. We added over 6,000 new videos for streaming to help enhance online teaching and learning. In addition, we purchased many resources on request and continue to do so.

We’ve come a long way since the beginning of the pandemic and we continue to adjust our services as the situation evolves. We look forward to reflecting back on the lessons we’ve learned along the way in the 2020/21 edition of our annual report. One thing we know for certain? We’d never get through it without our exceptional staff that have stepped up to provide the best possible service in the age of COVID, and our community’s patience and willingness to embrace new ways of experiencing library services and collections. ☀️



☞ Staff creating a social media post to promote our library@uwo.ca email address.

Adapting our service started with equipping our staff to work effectively from home, a new experience for many. Once set up with the proper technology, our team took quickly to exclusively using our Chat service to help students complete their course work and research papers online. Through our Chat, nearly 1,000 questions were

Weldon Library Revitalization: From Consultation to Design

In 2019/20, our most significant and long-term project – the revitalization of The D.B. Weldon Library (Weldon) – continued to progress with essential planning for phase one renovations.

After consultation with campus stakeholders in spring 2019, the project team spent the following months using the insights gathered to confirm and revise projects, initiate design development, and to conduct a technical and engineering review of the building to help inform initial cost estimates. In the fall, the projects approved by the Board of Governors for inclusion in this phase of construction were a learning commons, the fifth floor renovation for staff and student space, compact shelving installation, and essential infrastructure upgrades.

In October, we invited students, staff, and faculty to a pop-up reveal of initial designs for the new two-level Learning Commons, a priority project to transform the current Reference Hall and mezzanine. The reinvigorated Learning Commons will enhance and expand student learning spaces and provide a place for integrated academic support programming delivered by our team and Student Experience partners.

At the pop-up, guests reiterated their wish list for the space: more study spaces, comfortable and flexible furniture for solo and group study, easy access to power outlets, and lots of natural light. We also heard about the importance of library collections and the need to maintain appropriate, physical materials in Weldon to support browsing, coursework, and research. A solution to the practical concern of continued onsite collection growth is through the installation of compact shelving, scheduled for the coming year. To round off the design review process, we held a focus group with students for an initial exploration of Learning Commons furniture options.

In the winter of 2020, Perkins+Will, the architecture firm leading the Weldon revitalization, presented modified designs to the project team. The onset of the pandemic temporarily halted construction work, but headway has been made. With construction specifications for the project now complete, the process to identify a builder is set to begin with a goal of tackling staff space construction in early 2021 and starting the Learning Commons construction that spring.

Like any good building project, it's best to measure twice and cut once. This is a once-in-a-generation renovation and we need to get it right. For Western Libraries that means continued and improved engagement with stakeholders, taking time to consider their perspectives, and building consensus on how our new spaces should look and function. With the help of our partners, we are ready and excited to begin the next phase of the Weldon renovation with confidence. 





Western Libraries

Office of the Vice-Provost and Chief Librarian
Western University, London, Ontario N6A 3K7
May 2019 - April 2020
Produced November 2020