

SENATE AGENDA

Friday, November 13, 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

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| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of October 16, 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) Senate Membership: Graduate Student Constituency | | Approval |
| | 5.1(b) Senate Membership: Schulich School of Medicine & Dentistry | | Information |
| 5.2 | Items from the Senate Committee on Academic Policy and Awards | | |
| | 5.2(a) Ivey Business School: | | |
| | 5.2(a)(i) Revisions to the Progression and Graduation Requirements of the HBA Program (Research Studies) | | Approval |
| | 5.2(a)(ii) Revisions to the Progression and Graduation Requirements of the HBA Program (Non-Business Elective) | | Approval |
| | 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 | | Approval |

Senate Agenda
November 13, 2020

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)	Approval
5.2(d)	Faculty of Social Science, Department of Anthropology: Revisions to the Admission and Program Requirements of the Minor in Anthropology	Approval
5.2(e)	SUPR-U Report: Cyclical Review of the School for Advanced Studies in the Arts and Humanities (SASAH)	Information
5.2(f)	SUPR-G Report: Cyclical Review of Geology and Geophysics	Information
5.2(g)	New Scholarships and Awards	Information
5.3	Announcements and Communications	
5.3(a)	Election Results – Strategic Planning Steering Committee – Staff Representation	Information
6.0	Items removed from Consent Agenda	
5.3(b)	Academic Administrative Appointments	Information

AGENDA

7.0	Report of the Operations / Agenda Committee (E. Chamberlain)	
7.1	Revisions to the Senate Election Procedures	Approval
8.0	Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean)	
8.1	Introduction of a part-time registration option for the PhD in Epidemiology and Biostatistics	Approval
9.0	Report of the Academic Colleague	Information
10.0	Discussion and Question Period	
11.0	New Business	
12.0	Adjournment	

ITEM 1.0 Land Acknowledgement

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

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

ITEM 2.0 Minutes of the Meeting of October 16, 2020

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION/DISCUSSION

Recommended: That the minutes of the meeting held on October 16, 2020 be approved as circulated.

MINUTES OF THE MEETING OF SENATE

October 16, 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. Cole
K. Coley
J. Compton
J. Corrigan
J. Cuciurean
S. Datars Bere
M. Davison
R. Dekoter
J. Finegan
R. Flemming
L. Frederking
M. Garabedian
J. Garland
L. Ghattas
T. Granadillo
R. Gros

C. Harasym
L. Henderson
R. Heydon
K. Hibbert
H. Hill
V. Hocke
S. Hodgson
A. Hrymak
D. Jeffrey
T. Jenkyn
P. Jones
G. Kelly
R. Kennedy
J. Kitz
J. Langille
K. Lawless
W. Lehmann
L. Logan
M. McMurrin
L. Melnyk Gribble
A. Meyer
M. Milde
L. Miller
K. Miller
J. Minac
J. Mitchell
S. Morrison
A. Nelson

N. Nestico
C. Nolan
J. Nord
P. Peddle
S. Pitel
S. Powell
V. Radcliffe
G. Read
L. Ricker
L. Rigg
S. Roland
A. Rozovsky
G. Santos
A. Shepard
V. Smye
C. Steeves
A. Tan
P. Tarc
P. Thomlinson
J. Toswell
Z. Train
T. Walters
G. West
S. Whitehead
J. Wilson
K. Yeung
J. Yoo
B. Younker

Observers: B. Baron, R. Bgeginski C. Brunette-Debassige, R. Chelladurai, J. Hutter,
B. MacDougall-Shackleton, J. Massey, M. McGlynn, M. Reesor, K. Seanor, D. Smith

Land Acknowledgement

L. Ghattas delivered a Land Acknowledgement.

S.20-157 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of September 18, 2020 were approved as circulated.

S.20-158 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: Coronavirus update, new anti-racism and EDI initiatives, accolades and leadership update.

The President additionally commented on the following items:

- The President thanked students, staff and volunteers for their continued commitment to the University in navigating the challenges of the pandemic
- A virtual homecoming will take place this weekend for students, staff and alumni
- The University has not received additional funding beyond \$400,000 from the provincial government to support expenses incurred by the pandemic
- The University is reviewing micro-credentials and will be monitoring provincial funding opportunities regarding the implementation of micro-credentials
- The advertisements for Secretary of Senate and Vice-President (University Advancement) will be posted shortly

The President concluded his report by thanking K. Cole, Vice-President (University Advancement) for her contributions to the University during her time at Western.

K. Cole, Vice-President (University Advancement) thanked the President and the Western community for the kind words and wished the University continued success in the future.

S.20-159 **UNANIMOUS CONSENT AGENDA**

It was moved by L. Gribble, seconded by S. Burke,

That the items listed in ITEM 5.0, the Unanimous Consent Agenda be approved or received for information by Senate by unanimous consent.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.20-160 **ITEM 5.1(a) Senate Membership**

It was moved by L. Gribble, seconded by S. Burke,

Inaara Savani was acclaimed to fill an undergraduate student "At Large" Senate seat for the July 1, 2020 to June 30, 2021 term on the recommendation of the University Students' Council.

CARRIED (Unanimous Consent)

S.20-161 **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) Candidates for Degrees, Diplomas and Certificates – Fall 2020

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.20-162 **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(a) New Scholarships and Awards

REPORT OF THE UNIVERSITY RESEARCH BOARD

S.20-163 **Information Items Reported by the University Research Board on Unanimous Consent**

The following items reported by the University Research Board were received for information by unanimous consent:

- ITEM 5.3(a) MAPP 7.9 Establishment, Governance and Review of Research Institutes, Centres and Groups – Procedures

ANNOUNCEMENTS AND COMMUNICATIONS

S.20-164 **Information Items Reported through Announcements and Communications on Unanimous Consent**

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

- ITEM 5.4(a) Election Results – Selection Committee for the Vice-President (University Advancement)
- ITEM 5.4(b) Report from the Board of Governors (September 22, 2020)

ITEMS REMOVED FROM CONSENT AGENDA

No items were removed from the consent agenda.

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.20-165 **ITEM 7.1 In Absentia Convocation – October 2020**

It was moved by L. Gribble, seconded by S. Burke,

To approve the establishment of an in absentia convocation to be held October 23, 2020 for students who complete their degree requirements and would normally have their name put forward as part of the October 21-23 Fall Convocations, and for the awarding of faculty awards.

CARRIED (Unanimous Consent)

S.20-166 **ITEM 7.2 Fall Convocation (#316)**

Information regarding Fall Convocation (#316) was provided to Senators in ITEM 7.2.

S.20-167 **ITEM 7.3 Final Report of the President's Anti-Racism Working Group**

It was moved by L. Gribble, seconded by S. Burke,

That the President's Anti-Racism Working Group Final Report and Western's Response to the Anti-Racism Working Group Recommendations is received and endorsed by Senate.

CARRIED

The President thanked the Anti-Racism Working Group for their work in engaging the campus community and developing the final report. He reported that the report outlines both historical and recent incidences of racism along with twenty-two recommendations to reduce incidences of racism in the Western community.

S.20-168 **ITEM 7.4 Review of Senate Committee Composition: Ex Officio and Senate-Elected Membership**

An oral update on committee discussions regarding a review of Senate committee composition with respect to ex officio and senate-elected membership was provided in ITEM 7.4 for information.

REPORT OF THE NOMINATING COMMITTEE

S.20-169 **ITEM 8.1 University Research Board (URB)**

Harvi Hart (Post-Doc) was acclaimed to the University Research Board (URB).

S.20-170 **ITEM 8.2 Senate Committee on Academic Policy and Awards (SCAPA)**

Charlotte Nau (Graduate Student) was acclaimed to the Senate Committee on Academic Policy and Awards (SCAPA).

S.20-171 **ITEM 8.3(a) Strategic Planning Steering Committee- Elected by Senate**

V. Hocke (Schulich) was acclaimed to the Strategic Planning Steering Committee.

S.20-172 **ITEM 8.3(b) Strategic Planning Steering Committee- Elected by Open Nomination**

W. Pearson (AH), S. Roland (Music), J. Brown (EDU), C. Robinson (ENG), J. Orange (HS), A. Hearn (FIMS), D. Sandomierski (Law), D. Lee (Ivey), C. Watling (Schulich), B. MacDougall-Shackleton (SC), I. Luginah (SS), K. Van Hedger (Post-Doc), A. Lawendy (Research), N. Wathen (Research), K. Arora (USC), E. Oladejo (USC), A. Pacyga (USC), C. Bonn (SOGS) were acclaimed to the Strategic Planning Steering Committee.

A senator nominated A. Chant for a staff position on the Strategic Planning Steering Committee. An election was held following the Senate meeting. As a result, the following 3 nominees who received the most votes were elected to staff positions on the Strategic Planning Steering Committee: D. Kibilds, C. Lengyell and J. Robinson.

S.20-173 **REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS**

J. Cuciurean, Chair (SCAPA) provided an oral update on the work of the Senate Committee on Academic Policy and Awards.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.20-174 **ITEM 10.1 Data Strategy**

M. Daley, Special Advisor to the President (Data Strategy), presented the University's Draft Data Strategy as provided in ITEM 10.1 for information.

A senator asked whether all the programs will be launched simultaneously for 2020/2021 or if it will be a phased approach. M. Daley reported that some of these courses are already being offered now, with the intent to roll-out the course infrastructure as quickly as possible with the goal of Fall 2021.

A senator asked whether there will be courses targeted at ethics in artificial intelligence and ethics data. M. Daley reported that the intent would be to have ethics woven through all the courses and programming that will be offered.

A senator queried whether the data science module will give students the option to take the statistics course that is a requirement for most programs or whether they could take the light module from the data science program that is being discussed. M. Daley reported that the decision would remain with the program developers.

A senator asked M. Daley to comment on how the data strategy would work in connection with the Bell 5G research initiative. M. Daley said this would be a decision made by the Western community once the data governance framework was in place.

S.20-175 **ITEM 10.2 Revised Strategic Planning Committee Structure**

The revised Strategic Planning Committee Structure was provided to Senators in ITEM 10.2 for information.

A senator noted that the information provided on pages four and five is already noted in pages two

and three. It was recommended that the strategic planning committee documents are reviewed and consolidated to reduce duplication of information.

S.20-176 **REPORT OF THE UNIVERSITY RESEARCH BOARD**

L. Rigg, Vice-President (Research) provided an oral update on the work of the University Research Board and an update on research at Western.

S.20-177 **DISCUSSION AND QUESTION PERIOD**

Course/Program Delivery

A senator (J. Toswell) provided the following question in advance:

We have heard much mention of Western's hybrid model for this academic year, with some in person elements to some courses, some courses that require being taught in person, some blended courses, and many courses that are entirely online. In the spring we also heard about a fairly complicated system according to which resources were being offered to put different courses online in different ways, including for a select few courses the outsourcing of the project of placing those courses online. Could we have some kind of update as to where we landed on this front?

I know we have some first-year courses that offer tutorials in person and also online, and that we also have first-year courses with required in person labs, and other first-year courses with required online labs. How many of our courses are online? blended? In person? There is some information in the academic calendar but it takes a lot of gleaning to dig out the golden wheat of knowledge, and I feel certain that more information must have been assembled on these questions.

A. Hrymak Provost & Vice-President (Academic) reported that the Online Instructional Support in response to the COVID-19 pandemic was initiated in March/April and deployed in June through the summer. The framework consisted of a four-tier approach. The tiers are:

- Contracted online course development with an external partner, Knowledge One. 7 half-courses developed for fall, 5 half-courses in development for Winter.
- Tier One: Design teams. Instructors as subject matter experts, work with interdisciplinary design teams comprised of instruction designers, educational technologies, eLearning specialists and others. More than 10 additional eLearning specialists in CTL were contracted by Western and over 25 additional summer positions in WTS. 27 half courses and 10 full courses.
- Tier 2: Supported Course Redesign. Instructors participated in a 3 month community of practice led by CTL eLearning specialists and members of the WTS eLearning Technology team to redesign an existing face-to-face course to an online modality. 15 half courses and 4 full courses.
- Tier 3: Faculty development. Instructors and departments build their capacity to design, create and teach online courses through self-selected resources and learning opportunities facilitated by CTL and WTS.
- Tier 4: Independent planning. Instructors access resources available online at the CTL, WTS and OWL websites.

For Winter Tier 1 course development, approximately 13-14 courses, plus the full courses still in development from the fall. The total is lower because (i) the ITRC capacity is lower in winter when students are in classes and (ii) many instructors worked to develop their courses over the summer.

There will be no "Tier 2" in the current round as it's too instructor-intensive to manage during a teaching term, and even Tier 1 will be modified to meet instructor needs and capacity.

The deployment of courses as on-line and blended has proceeded close to plan. The deployment very much varies by Faculty and program year, as per decisions made based on the academic needs.

Some example metrics for 2020-21 constituent undergraduate courses in first entry programs:

- Approximately 1% of student enrolment course activities are in-person only, 57% are virtual only, and 42% are a mix of virtual and in-person across the university.
- Music has the highest proportion of blended virtual and in-person course activities with 97% of overall students with activities across all years, followed by FIMS at 66% overall of students mostly in years 1 and 2, and Engineering at 56% overall mostly in Years 1 and 4.
- Social Science has 75% of student enrolment overall as Virtual only, followed by Arts & Humanities with 58% overall student enrolment as Virtual only.

Proctor Track

A senator (S. Pitel) provided the following question in advance:

A professor in the Faculty of Law notes that over the past few weeks there has been quite a bit of discussion here at Western and elsewhere about the use of remote-proctoring programs including Proctor-Track which is used on this campus. Documentation such as the Western Online Proctoring Notice and Guideline and the Terms of Service and Privacy Policy from Proctor-Track are available for review.

An online petition is being circulated by Western students. The professor asks:

1. How was the use of Proctor-Track approved? Who authorized it and how was it vetted? Why was no Senate policy adopted in respect of it?
2. Does the mandated use of Proctor-Track under the conditions stated both in Western's policy and in the Proctor-Track Privacy Policy violate PIPEDA on several grounds? The most serious is the lack of consent, a fundamental underpinning of the other privacy rights in PIPEDA, because consent has not been freely given in this situation. Perhaps that particular problem would be resolved if students were given an alternative, the ability to opt out. Will students be given this opportunity?

A. Hrymak provided a contextual background as to why Proctor Track was adopted by the University for online assessments. He noted that academic integrity, privacy, and security were reviewed prior to the adoption of Proctor Track and its use is as a temporary tool, due to extenuating circumstances, with limited alternatives to performing student assessments. Proctor Track is a digital service available for use by the faculty, and they are not required to use it. For courses that faculty deem require proctored online

assessments, Proctor Track helps to ensure that the academic integrity of the exam is maintained while students are taking the assessment in unsupervised remote locations.

A. Hrymak reported that students are not permitted to opt out, unless they require accommodations due to significant medical, technical or personal obstacles. Students who have legitimate privacy concerns about disclosing their location can request an incomplete standing so that they can write the assessment in person next time the class is offered, or they can withdraw with a refund.

A. Hrymak responded that the use of Proctor Track does not violate PIPEDA, as Western's academic activities are not subject to PIPEDA. Western's academic activities are subject to the Freedom of Information and Protection of Personal Information Act (FIPPA). For information on how Western has complied with these obligations, A. Hrymak advised to visit the remote proctoring website at <https://remoteproctoring.uwo.ca/>.

J. Hutter, Acting Vice-Provost (Academic Programs) reported that there was a security incident recently involving Proctor Track. He stated that the University has been notified that no breach of data occurred, however the University will investigate further before determining the continued use of Proctor Track. He reported that assessments will continue in a modified format or deferred to a later date and noted that this will be determined on a course by course basis by the instructors administering the course.

A senator noted concern regarding the limited availability of alternative options in lieu of Proctor Track for students who raise privacy concerns. A. Hrymak reported that options are limited, however all faculty are encouraged to consider alternative options to student assessments.

International Pathway College

An official observer (B. MacDougall-Shackleton) provided the following question in advance:

Since the September meeting of Senate, motions opposing Navitas have passed overwhelmingly at Science and FIMS Faculty Councils. I understand that discussions with Navitas are currently on hold. What is the earliest time that such talks might resume?

A. Hrymak reported that conversations with Navitas have been deferred at this point in time stating the need for the University to decide internally if the International Pathway College is a model to pursue. He noted that the model of an agreement between a University and a private entity is well established in the United States and the United Kingdom but has not been adopted as broadly in Canada. The internal discussions have not advanced sufficiently to re-engage with Navitas at this time.

Self-Funded International Students

A senator (J. Li) raised concerns regarding the limitations of admitting self-funded international students and queried whether the University could provide a statement within the guaranteed funding package that Western is unable to provide funding for all expenses, similar to the University of Toronto, in order to increase admittance of post-doctoral international students.

L. Miller Vice-Provost (Graduate & Post-Doctoral Studies) reported that there has been discussion previously regarding whether there is merit in dissolving the guaranteed funding package. She stated that typical discussion around attracting more post-doctoral international students involve increasing

funding amounts, however the proposal made regarding the guaranteed funding package and admittance of self-funded international students could be presented to Graduate Education Council for further discussion.

ADJOURNMENT

The meeting adjourned at 3:05 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 13, 2020
Re: President's Report to Senate

Dear Senators,

This report highlights some noteworthy developments since my last report to Senate of October 16, 2020.

COVID-19 update: With fall reading week upon us as I write this report, we continue to encourage students and campus community members to limit in-person interactions as much as possible and to follow safety and health protocols. The Middlesex London Health Unit continues to discourage non-essential travel to Ottawa, Montreal, Quebec City, and the Greater Toronto Area, including Peel and York Regions. Travel outside of Canada is also strongly discouraged. Effective November 2, we began a phased re-opening of in-person programming for students at the recreation centre, which will adhere to provincial guidelines for capacity restrictions and new, robust cleaning and safety protocols. I will provide a further update on Western's ongoing response to the pandemic in my oral report to Senate. Please continue to watch <https://www.uwo.ca/coronavirus/> for the latest news.

Financial aid for students raised in foster care: On October 27, Western announced it will offer assistance on an annual basis to five incoming students who have "aged out" of foster care. Currently, of the 1,000 Ontario teens who age out of foster care each year, about 400 qualify for postsecondary study. However, of those only about 80 choose to pursue education beyond high school, often due to financial barriers. Western's financial support will provide about \$50,000 per cohort, translating to \$200,000 per year for as many as 20 students as they progress through their studies. Our commitment will range from tuition and textbook relief to housing supports, depending on each student's individual circumstances and needs. Western joined King's, Brescia, and Huron university colleges in making the commitment in response to an initiative led by Western political science PhD candidate Jane Kovarikova, who is also founder and head of Ontario's Child Welfare Political Action Committee.

Renewal of President's Advisory Committee on Environment & Sustainability (PACES): After a two-year hiatus, PACES is being reconstituted this fall to bring renewed focus on this institutional priority and to build on momentum created in Western's 2012 Sustainability Strategy. Co-Chaired by Provost Andy Hrymak and Vice-President (Operations & Finance) Lynn Logan, PACES is being restructured to include three new working sub-groups: 1) Research, Teaching & Learning; 2) Planning, Operations & Infrastructure; and 3) Community & Culture.

Membership on the advisory committee will include students, faculty, and staff from Faculties and administrative units across campus. Work undertaken by PACES will support Western's commitments as a signatory to Investing to Address Climate Change: A Charter for Canadian Universities and affirm our responsibility for modeling evolving global environmental practices.

While we have much work to do, Western can take pride in several recent successes, including our ranking among the world's top universities for our commitment to social and economic impact. In the 2020 Times Higher Education's Impact Rankings, Western placed fifth in Canada and 26th in the world among 766 universities from 85 countries when measured against the United Nations' Sustainable Development Goals. Other successes include the achievement of LEED certification for 13 of our campus buildings, and increased student engagement through the Western Sustainability Leaders Program.

Strategic Planning Steering Committee update: Membership of the Steering Committee has now been finalized and the group meets for the first time November 6. I want to thank all faculty, staff, and students who volunteered to participate. The strong interest expressed by our campus community bodes well for the consultations that lie ahead. I will be providing regular updates on the committee's progress in the weeks and months ahead.

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

- English professor Joel Falflak named among Ontario's most outstanding university teachers by the Ontario Confederation of University Faculty Associations
- More than 60 research colleagues have been recognized for reaching various market-readiness milestones in their journeys to commercializing their work through the 2020 Vanguard Awards presented by WORLDDiscoveries. Honourees included Innovator of the Year recipient Qingping Feng (Physiology & Pharmacology) for his research and intellectual property related to Annexin and its use to treat inflammatory disorders. Fellow nominees for Vanguard's top award included Jing Jiang (Electrical & Computer Engineering) for his work supporting nuclear plant risk management, and Eric Arts (Microbiology & Immunology) for his work to develop HIV vaccine technology.
- Alumni Armin Geraili (MESC'19, Biomedical Engineering), Elaine Kwok (MCISc/PhD'19, Health & Rehabilitation Science), and Moriah Sokolowski (PhD'19, Psychology) each awarded the Governor General's Academic Gold Medal.
- Six alumni named among Canada's 50 Best Executives by the Globe and Mail:
 - Carrie Baker, President, North America, Canada Goose (BA'99, FIMS)
 - Duncan Fulton, Chief Corporate Officer, Restaurant Brands (MBA'13)
 - Seema Lakhani, Chief Produce Officer, Wattpad (HBA'07)
 - Zainul Mawji, President, Telus Home Solutions (MBA'01)
 - Eva Salem, Vice-President, Marketing, Canadian Tire Corp. (HBA'93)
 - Alexandra Voyevodina, Chief Financial Officer, Endy (BA'09, BMOS)
- Windermere Manor sales and event manager Jodi Mabee appointed Western's Sponsored Employee for the 2020-21 campaign for United Way Elgin Middlesex

Leadership update: With the search for Kelly Cole's successor now underway, I was pleased to announce recently the appointments of Dana James as Acting Vice-President (University Advancement) and Abbey Baran as Acting Associate Vice-President (Principal Gifts). Both appointments will take effect November 16.

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 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 Education, Social Science, 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) – Senate Membership – Graduate Student Constituency

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That Effie Sapuridis be appointed to fill the vacancy in the graduate student constituency on Senate for the July 1, 2020 to June 30, 2021 term on the recommendation of the *ad hoc* Nominating Committee.

EXECUTIVE SUMMARY:

The Senate Election Procedures state that if at any annual election insufficient nominations are received for the graduate student constituency, Senate may appoint a member to fill the vacant seat upon recommendation of the *ad hoc* Nominating Committee outlined in the procedure for Filling of Mid-Year Vacancies and Appointment of Alternates (see section B.6(c)).

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

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

The Senate seat held by Bertha Garcia, representative of the Schulich School of Medicine & Dentistry, was declared vacant as a result of her resignation on September 30, 2020.

The Schulich School of Medicine & Dentistry has appointed Gildo Santos to fill this vacancy for the remainder of the term (October 1, 2020 to June 30, 2022), in accordance with the Senate Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates (see section B.5).

ITEM 5.2(a)(i) – Ivey Business School: Revisions to the Progression and Graduation Requirements of the HBA Program (Research Studies)

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

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

EXECUTIVE SUMMARY:

The number of Ivey research studies that students must participate in will be reduced to 2.0 credits of research studies (or two review essays if the student does not wish to participate in the studies). 2.0 credits of Ivey research studies (or review essays) is what has been communicated to students entering HBA for several years. The change in the Academic Calendar was previously missed.

ATTACHMENT(S):

[Revised Calendar Copy: Progression and Graduation Requirements – Business](#)

REVISED CALENDAR COPY

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

Progression and Graduation Requirements – Business

THE HBA PROGRAM

The first part of the policy is unchanged

Progression and Graduation Requirements

To be eligible for registration in the fourth year, third-year students must meet the following requirements:

1. Pass all courses.
2. Achieve an overall average of 70% or better in HBA1, as defined by the program.
3. Participate in **three two credits of** Ivey research studies as part of the program. If a student chooses not to participate in the research studies, they can fulfill this requirement by writing review essays of 3 to 5 pages each, double spaced, on articles of their choice from **an approved list of research articles** ~~a management journal, such as Harvard Business Review or MIT/Sloan Management Review.~~

The remainder of the policy is unchanged

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

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

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

EXECUTIVE SUMMARY:

HBA2 students are required to complete 2.5 mandatory courses and 3.5 electives to meet graduation requirements. All courses must be taken at Ivey unless permission is granted by the Program Director. This proposal allows HBA2 students to substitute a 0.5 credit non-business elective. The intent of the substitution is to add to the diversity of courses that HBA2 students are able to take.

Housekeeping updates are also made to remove the HBA Program curriculum that was in effect for students who entered the program in September 2016 and prior.

ATTACHMENT(S):

[Revised Calendar Copy: Progression and Graduation Requirements – Business](#)

REVISED CALENDAR COPY

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

Progression and Graduation Requirements – Business

THE HBA PROGRAM

The first part of the policy is unchanged

Progression and Graduation Requirements – Business

THE HBA PROGRAM

For students entering the HBA program in September 2017 and thereafter, the following program curriculum applies:

The Third Year (HBA1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, 3301K, 3302K, 3303K, 3304K, 3311K, 3316K, 3321K, 3322K, 3323K.

No substitute for any of the above courses is permitted under any circumstances.

The Fourth Year (HBA2)

The fourth year consists of required and elective courses (6.0 courses). The elective courses allow students to design a personal program of study best suited to their individual needs. A few students concentrate mainly in one functional area; most prefer to select courses from several areas.

Required (2.5):

International Perspective Requirement: Business Administration 4505A/B.

Corporations and Society Perspective Requirement: at least one 0.5 course from Business administration – Corporations and Society designated electives offered during the academic year or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

Managerial Accounting Requirement: Business Administration 4624A/B

Applied Project Requirement: Business Administration 4569.

Electives (3.5):

3.5 elective courses chosen from 4000 level Business courses (students may substitute a 0.5 2000-4000 level course that is career-related and is not management/business-focused. The course may be from any faculty or affiliate college. Permission of the HBA Program Director is required). (0.5 course from the Faculty of Arts and Humanities, Science, Social Science, or Law that is career related may be substituted for a Business elective with the permission of the HBA Program Director).

For students who entered the HBA Program in September 2016 and prior, the following program curriculum applies:

The Third Year (HBA1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (8.25 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, 3301K, 3302K, 3303K, 3304K, 3307K, 3311K, 3316K, 3321K, 3322K, 3323K.

No substitute for any of the above courses is permitted under any circumstances.

The Fourth Year (HBA2)

The fourth year consists of required and elective courses (6.0 courses). The elective courses allow students to design a personal program of study best suited to their individual needs. A few students concentrate mainly in one functional area; most prefer to select courses from several areas.

Required:

International Perspective Requirement: Business Administration 4505A/B.

Corporations and Society Perspective Requirement: at least one 0.5 course from Business Administration 4521A/B, 4522A/B, 4523A/B or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

Applied Project Requirement: Business Administration 4569.

Electives:

4.0 elective courses chosen from 4000 level Business courses (1.0 course from the Faculty of Arts and Humanities, Science, Social Science, or Law that is career related may be substituted for a Business elective with the permission of the HBA Program Director).

Progression and Graduation Requirements

To be eligible for registration in the fourth year, third-year students must meet the following requirements:

1. Pass all courses.
2. Achieve an overall average of 70% or better in HBA1, as defined by the program.
3. Participate in three Ivey research studies as part of the program. If a student chooses not to participate in the research studies, they can fulfill this requirement by writing review essays of 3 to 5 pages each, double spaced, on articles of their choice from a management journal, such as Harvard Business Review or MIT/Sloan Management Review.

The remainder of the policy is unchanged

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

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: 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.

EXECUTIVE SUMMARY:

Senate approved that the Department of Women’s Studies and Feminist Research be renamed as the Department of Gender, Sexuality, and Women’s Studies, effective July 1, 2020. This proposal changes the names of the graduate programs and the course code for graduate courses in accordance with the new Department name. This proposal also identifies that students currently enrolled in the Women’s Studies and Feminist Research programs prior to the name change be permitted to graduate with that name indicated on their degree parchment.

ATTACHMENT(S):

[Revisions to the MA and PhD in Women’s Studies and Feminist Research](#)

Revisions to the MA and PhD in Women's Studies and Feminist Research

Senate approved that the Department of Women's Studies and Feminist Research be renamed the Department of Gender, Sexuality, and Women's Studies, effective July 1, 2020. This proposal changes the names of the graduate programs and the course code for graduate courses in accordance with the new Department name.

The MA in Women's Studies and Feminist Research will be renamed as the MA in Gender, Sexuality, and Women's Studies. The PhD in Women's Studies and Feminist Research will be renamed as the PhD in Gender, Sexuality, and Women's Studies. Further, the course code for all graduate courses will be changed to GSWS to reflect the new Department name.

There have been many shifts and developments in the field of "women's studies" since its inception as a discipline and, in fact, the advent of "gender studies" – including with an intersectional focus on the study of gender -- has significantly altered the landscape of the discipline. Already for many years now the department has moved away, in its research and teaching strengths, from a focus solely on "women's issues" to the study of gender, including trans and non-binary genders. This shift applies substantively to the graduate program as well. While the term "Women's Studies" is retained in the name change, the addition of Gender and Sexuality Studies reflects the curriculum, expertise, and broader state of the field.

Where the former name "Women's Studies" and/or "Women's Studies and Feminist Research" appears, it will be revised to the new Department name, "Gender, Sexuality, and Women's Studies"; where the acronym WSFR or WS appears, it will be replaced with GSWS. On official transcripts, the former course subject/code "WOMENST" will be replaced, effective henceforth but not retroactively, by the acronym GSWS (followed by the course number) in line with the undergrad subject and number system currently going through the DAP process (formal description is Gender, Sexuality, and Women's Studies). The Department expects the course subject/code change likely means (depending on timing of approval) that students in the current cohort will have two course codes on their transcripts. The Department does not anticipate this will pose any negative consequences for students (including because "Women's Studies" units across North America are undergoing similar name changes as the field shifts).

There is no impact from the name change on the grad course offerings (in terms of number, type, aims, quality or content), the milestones, the status of students registered in our program(s), nor the quality of the degree. Rather, in fact, the name change better reflects the work done in the program. The Department has not received any concerns from continuing or new students and the change has been strongly supported by them.

All new students (2020-21 cohort and following) will graduate with the new program name. Students who enrolled in the program prior to the name change will have a choice to complete under the new or former name, for a maximum of three years from the change. (As of September 2023, all continuing students will complete under the new name.)

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)

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: 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.

EXECUTIVE SUMMARY:

COVID-19 resulted in the quick transition of many universities from an in-person setting to an online setting, with altered methods of evaluation and reporting of final grades for the Winter 2020 term. Thus, determining an equitable means for evaluating academic rigor and success within the variability of grades reported for winter 2020 was needed.

On June 5, 2020 Senate approved revisions to the admission requirements of the MD program and DDS program to allow for changes to GPA calculation due to COVID-19.

For applicants presenting the 2019-2020 academic year affected by the COVID-19 pandemic as one of the academic years for GPA consideration, Senate approved that:

- During the 2019-2020 academic year, applicants must have completed 5 full or equivalent courses (minimum 30 credit hours) taken between September and April of which 3 full-course equivalents (18 credit hours) must have a published academic level at, or above, the year of study, and
- The GPA will be calculated on grades from the fall 2019 semester only. Due to the transition of many universities to pass/fail or credit/no credit, grades from the winter 2020 semester will not be used in the calculation of GPA in order to ensure a fair assessment for all candidates.

The current proposal provides clarification that only 1.0 equivalent pass/fail course(s) (6 credit hours) will be permissible in the fall 2019 term (September-December). The proposal also clarifies that Discovery Credits (Western students) will be considered within, not in addition to, the 1.0 course pass/fail allowance.

ATTACHMENT(S):

[Revised Calendar Copy – Admission – MD Program](#)

[Revised Calendar Copy – Admission – Dentistry](#)

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/admission/medicine_MD.pdf

ADMISSION – MD PROGRAM

The first part of the policy is unchanged

2. GPA

The GPA minimums are reset each year. Applicants must meet or exceed this threshold in each of two undergraduate years of full-time study (one of which may be the current year).

Full-time study is defined as 5.0 courses or equivalent with 30 or more credit hours. Academic transcripts must show clearly that applicants have met this course load requirement.

To be considered, each year must contain at least 3.0 courses or equivalent whose published academic level is at or above the year of study (for example, in third year, at least 3.0 courses or equivalent must be at the third- or fourth-year level). Please note, only ONE Pass/Fail credit will be permissible in each of the two years being considered for GPA.

Consideration of the 2019-2020 Academic Year Affected by the Covid-19 Pandemic:

If you are presenting two undergraduate years for GPA consideration that do not include the 2019-2020 academic year affected by the COVID-19 pandemic, all of the following must be met:

- You must meet or exceed the minimum GPA in each of your two best undergraduate years of full-time study (one of which may be the current year). Full-time study is defined as five full or equivalent courses (30 credit hours), taken between September and April.
- Each of the two years must contain at least three full-course equivalents (18 credit hours) whose published academic level is at, or above, the year of study.
- Only one full or equivalent pass/fail course (6 credit hours) will be permissible in each of the two years being considered for the GPA.

If you are presenting the 2019-2020 academic year affected by the COVID-19 pandemic as one of your academic years for GPA consideration, all of the following must be met:

- During the 2019-2020 academic year, you must have completed 5 full or equivalent courses (minimum 30 credit hours) taken between September and April of which 3 full-course equivalents (18 credit hours) must have a published academic level at, or above, the year of study.
- The GPA will be calculated on grades from the fall 2019 semester only. Due to the transition of many universities to pass/fail or credit/no credit, grades from the winter 2020 semester **and full-year courses from the 2019-20 academic term** will not be used in the calculation of GPA in order to ensure a fair assessment for all candidates.
- **Only 1.0 equivalent pass/fail course(s) (6 credit hours) will be permissible in the fall 2019 term (September-December). The pass/fail course(s) must be passed. Discovery Credits (Western students) will be considered within, not in addition to, the 1.0 course pass/fail allowance.**

For applicants who have attended other universities on exchange, GPA calculation will be based on the marks achieved at the exchange institution. Official transcripts from the exchange institution must be provided to OMSAS at the time of application. Applicants who have completed their undergraduate studies outside of Canada or the United States should consult the section titled “Foreign courses/Grades.”

The remainder of the policy is unchanged

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/admission/dentistry.pdf

ADMISSION – DENTISTRY

The first part of the policy is unchanged

Competitiveness

In order to be considered, candidates must have achieved at least 80% or higher in each of the two best undergraduate years with a full course load of 5.0 full or equivalent courses (30 credit hours) taken between September and April. Each of the two best years used for GPA consideration must also have at least 3.0 full course equivalents whose published level is at or above the year level of study. Past class statistics have indicated that most successful applicants have a mid to high 80s average over their two most competitive years. Consideration will be given to the most competitive two academic years, DAT scores and supplemental requirements. Overall academic performance (consistency, trend) and graduate education can also be used as selection criteria.

Consideration of the 2019-2020 Academic Year Affected by the Covid-19 Pandemic:

If you are presenting two undergraduate years for GPA consideration that do not include the 2019-2020 academic year affected by the COVID-19 pandemic, all of the following must be met:

- You must meet or exceed the minimum GPA in each of your two best undergraduate years of full-time study (one of which may be the current year). Full-time study is defined as five full or equivalent courses (30 credit hours), taken between September and April.
- Each of the two years must contain at least three full-course equivalents (18 credit hours) whose published academic level is at, or above, the year of study.
- Only one full or equivalent pass/fail course (6 credit hours) will be permissible in each of the two years being considered for the GPA.

If you are presenting the 2019-2020 academic year affected by the COVID-19 pandemic as one of your academic years for GPA consideration, all of the following must be met:

- During the 2019-2020 academic year, you must have completed 5 full or equivalent courses (minimum 30 credit hours) taken from September to April of which 3 full-course equivalents (18 credit hours) must have a published academic level at, or above, the year of study.
- The GPA will be calculated on grades from the fall 2019 semester only. Due to the transition of many universities to pass/fail or credit/no credit, grades from the winter 2020 semester **and full-year courses from the 2019-20 academic term** will not be used in the calculation of GPA in order to ensure a fair assessment for all candidates.
- **Only 1.0 equivalent pass/fail course(s) (6 credit hours) will be permissible in the fall 2019 term (September-December). The pass/fail course(s) must be passed. Discovery Credits (Western students) will be considered within, not in addition to, the 1.0 course pass/fail allowance.**

For applicants who have completed an undergraduate degree and who are in the final year of (or who have recently completed) a subsequent undergraduate degree, grades earned during the previous degree(s) will not be considered. The most recent degree must be equivalent to a four-year degree. Courses taken during the application cycle are not considered towards GPA.

Applicants are ranked on a compiled score. For more information about the elements in ranking please refer to the Admissions webpage. The quality of the applicant pool in which one is considered for entry could raise the minimum academic competitive level, and will determine the minimum thresholds.

A limited number of positions are available for international students who maintain their international status at graduation. Please see the [International Applicants](#) webpage for further details.

Special consideration will be given to applicants self-identify as Indigenous. Two positions are set aside each year for competitive applicants with official documentation of indigenous status or ancestral Indigenous origin. For more information, please visit the [Indigenous Applicants](#) webpage.

The remainder of the policy is unchanged

ITEM 5.2(d) – Faculty of Social Science, Department of Anthropology: Revisions to the Admission and Program Requirements of the Minor in Anthropology

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

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

EXECUTIVE SUMMARY:

The change to admission requirements should have been made previously (in 2018-19) when the Department introduced Anthropology 1021A/B and Anthropology 1022A/B. This change brings the admission requirements of the Minor into line with the admission requirements of the Department's other modules.

The change to Module/Program Information cleans up the wording and makes module requirements clearer.

ATTACHMENT(S):

[Revised Calendar Copy – Minor in Anthropology](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20991&Keywords=minor%20in%20anthro&SelectedCalendar=Live&ArchiveID=>

MINOR IN ANTHROPOLOGY

Admission Requirements

Completion of first-year requirements, including Anthropology 1020 (formerly Anthropology 1020E); or 0.5 from Anthropology 1021A/B or Anthropology 1025F/G; and 0.5 from Anthropology 1022A/B or Anthropology 1026F/G, with a mark of at least 60% in each.

Completion of first year requirements, including either Anthropology 1025F/G and one of Anthropology 1026F/G or Anthropology 1027A/B; or Anthropology 1020 (formerly Anthropology 1020E) with a mark of at least 60% in each Anthropology course.

Module

4.0 courses:

3.0 courses ~~1.0 course~~ in Anthropology at the 2000 level **or above.**

1.0 course in Anthropology at the 3000 level.

~~2.0 additional courses in Anthropology at the 2000 level or above.~~

Students must include at least 1.0 course in two of the major subfields of Anthropology.

Note: Some courses are offered only in alternate years. Students are advised to consult the Department when planning their module. (See list of the courses by subfield.)

ITEM 5.2(e) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review of the School for Advanced Studies in the Arts and Humanities (SASAH)

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

SCAPA approved the recommendation of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the School for Advanced Studies in the Arts and Humanities (SASAH).

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Arts and Humanities	School for Advanced Studies in the Arts and Humanities	February 6-7, 2020	Good Quality

ATTACHMENT(S):

[Final Assessment Report – School for Advanced Studies in the Arts and Humanities](#)



School for Advanced Studies in the Arts & Humanities
(SASAH)

**Final Assessment Report &
Implementation Plan
March 2020**

Faculty / Affiliated University College	Faculty of Arts & Humanities
Degrees Offered	BA
Modules Reviewed	Major in Arts & Humanities
External Consultants	Dr. Peggy McCracken, Professor and Director, Institute for the Humanities, University of Michigan Dr. Paul Keen, Professor and Associate Dean (Student and Postdoctoral Affairs), Department of English Language and Literature, Carleton University
Internal Reviewer	Professor Mary Weil, Faculty Director of the HBA Program, Ivey Business School, Western University
Date of Site Visit	February 6-7, 2020
Evaluation	Good Quality
Approval Dates	SUPR-U: October 14, 2020 SCAPA: October 28, 2020 Senate (FYI only): November 13, 2020
Year of Next Review	Year of next cyclical review – 2027-28

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the undergraduate modules delivered by the School for Advanced Studies in the Arts & Humanities (SASAH).

This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department/School and Faculty. The Final Assessment Report (FAR) identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

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

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

Executive Summary

Created in 2013, the School for Advanced Studies in the Arts & Humanities (SASAH) is a modular liberal-arts undergraduate program, housed in the Faculty of Arts & Humanities that focusses on interdisciplinarity. As a direct-entry program, students combine courses from across the Arts & Humanities with a second major or specialization, thus acquiring the breadth and depth essential to pursue graduate studies and/or forge their career path.

The SASAH program was created to foster academic innovation and promotes excellence and creativity as well as community engagement to produce ethical, knowledgeable citizens capable of meeting the challenges of an evolving world and assuming leadership roles. In this academic environment, SASAH students develop an array of soft and hard skills that set them on a path to success as defined by the students themselves.

VISION - As a nationally recognized undergraduate program focused on interdisciplinary education within and beyond the arts and humanities, SASAH inspires and promotes innovation in teaching,

creativity, and community engagement, producing ethical, knowledgeable citizens capable of leadership and of meeting the challenges of the contemporary world.

MISSION - SASAH's issues-based education emphasizes disciplinary legacies and interdisciplinary potentialities within the university, empowering students to transform the world through critical thinking, cultural production, and community engagement, and complementarily advancing the study and relevance of the arts and humanities.

The program values interdisciplinarity, experimentation, dedication, curiosity, relevance, uniqueness, and has a futures orientation.

With a capacity enrolment of 100 students (25 admitted in Year 1), SASAH faculty developed the curriculum and built program capacity to meet and capitalize upon four mandates:

- scholarly and cultural excellence;
- language acquisition;
- local and global experiential learning and community engagement; and
- proficiency in non-digital and digital communication.

It fulfills this mandate through international initiatives, exchanges and internships, experiential learning, curriculum innovation, and research development.

While there is consistency among faculty teaching in the program there is an ongoing circulation of faculty from amongst the Faculty of Arts & Humanities' many departments so that the program continues to evolve with perspective from diverse academics while carefully balancing consistency and innovation. The program has strong support from Western Libraries and continues to develop in-house technological expertise and equipment.

Review Process

SASAH had completed its 7th year of operation when this review was carried out.

To complete its self-study, the SASAH faculty and administration met to internally review the program, and as part of their review, gathered survey data from all faculty, current students and alumni. The completed Self-Study (Volume 1) and Faculty CVs (Volume 2) were then provided to the external review committee well in advance of the site visit.

The external review committee, comprised of two external reviewers and one internal reviewer met for onsite two days with the

- Vice Provost (Academic Programs)
- Vice Provost (Academic Planning, Policy & Faculty)
- Dean, Faculty of Arts & Humanities

- Associate Dean (Academic), Faculty of Arts & Humanities
- Director of SASAH
- Former Founding Director of SASAH
- Chair, Department of Modern Languages
- Graduate Chair, Hispanic Studies
- SASAH faculty members
- SASAH undergraduate students
- Western's Associate Chief Librarian and Associate Librarian
- Administrative Staff (2)

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Program Director and the Dean's Office for review and response.

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report of SASAH which is forwarded to the Senate Undergraduate Program Review Committee (SUPR-U) by the Internal Reviewer for action and approval.

Significant Strengths of the Program

While still new, the SASAH program is seen as a forward-looking, academically sound example of undergraduate study. As it develops, the program is undergoing constant renewal by the Faculty to improve its management and ultimately the learning experience for the students.

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

- Consistency of Learning Outcomes with Western University's Strategic Plan and course outlines/content
- Commitment of faculty to the program
- Collaborative teaching amongst faculty that provides a model of collaborative inquiry for students
- Excellent examples of faculty submissions of interdisciplinary proposals for courses to be offered in 2nd year that have resulted in rich and diverse learning experiences
- Inclusion of non-academic lecturers in 4th year programming on relevant topics of importance
- Experiential learning opportunities flexible and responsive to student needs/ambitions
- Number of award-winning students/graduates (*e.g.*, Rhodes Scholar, Gold medalists, Graduate study scholarships)
- Development of Student Council for program

The following are offered as some topics that arose through the review process for further consideration:

- Recruitment of students to ensure an ongoing cohort of 25 students and dealing with attrition of students throughout the four years of the program
- Perceived lack of flexibility in 2nd year choices for students
- Balancing need for students to take initiative in their own learning juxtaposed with students' desire for more structure (*e.g.*, some students requiring more guidance in 3rd year)
- Students needing clearer direction and expectations for 4th year capstone project
- Developing an online portal for students to share their learning from experiential learning and capstone project
- Increased communication
- The reviewers called for investigation into the development of a SASAH master's program as they note, "...an interdisciplinary humanities master's program would be another area for possible growth in the program."

Increased digital literacy presence

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

Recommendations from External Consultants' Report

The following recommendations for program improvement were acknowledged as 'constructive suggestions' and have been reordered from their document in priority order of importance.

1. Consider structural changes to address recruitment and attrition including:
 - 1.1 More frequent information sessions for students, including cohort advising sessions
 - 1.2 A process for allowing students to apply during first year and enter the program during their second year.
 - 1.3 Opening seats in the first-year course to non-SASAH students, who may then wish to continue in the program.
2. Develop clear governance procedures and practices.
 - 2.1 Appointment of an Associate Director for either one or two years, who will then transition into the role of Director for a three-year term.
 - 2.2 Additional support for the Experiential Learning Coordinator to assist with the internships.
3. Define more clearly the importance of the foreign language requirement for the program; consider integrating it into the other requirements or broadening the scope of the requirement to include other kinds of literacies and skills.

4. Consider how to add more structure to the first semester of the 4th-year capstone course while preserving the perspectives of the visiting instructors.

Response from the SASAH Program

1. Recruitment and Attrition

Attrition: “We note that the current 4th year has 20 students, and the current 3rd year has about the same number, so our upcoming graduation rates may be expected to increase, suggesting some increased retention overall. ...That said, a percentage of students who complete SASAH stay on for a fifth year to complete their other Major or Specialization, affecting the predictability of our graduation rates. We think that program retention will be a significant, ongoing challenge for the foreseeable future, which will require careful management strategies, and we appreciate the Consultants’ concerns and observations.”

Recruitment and Growth: “The suggestions that we develop a more formalized 2nd year entry stream and make spaces available to a select number of non-SASAH students in 1st year are both astute and potentially doable. Certainly, the program already accepts students into 2nd year, so developing a formalized and advertised process for doing so with greater ambition will be a comparatively easy adaptation. Regarding the prospect of making “extra” spaces available in 1st year: there are a number of exigencies that need careful consideration, but this suggestion warrants serious attention and consultation.”

2. Governance

2.1 Appointment of Associate Director

“We agree that this will be an important structural enhancement to the program and acknowledge that its details can be worked out alongside formalizing some program governance matters.”

2.2 Experiential Learning Coordinator

“This commentary conflates the need for ensuring the stability of the EL Coordinator role with the need for administrative support for Internships in the case of program expansion. We agree that the necessity for stability regarding the EL Coordinator’s role is paramount; in fact, we see the importance of the role expanding administratively, which would then assist with Program expansion overall. Further administrative assistance could be helpful, but solidification and expansion of the existing EL Coordinator role (and reframing it to enlarge on the reach of the position) are more crucial at this time.”

3. Foreign Language Requirement

“We appreciate the attention to this program area and the emphasis on both folding language use into program requirements and considering “alternative forms of skills or literacies (quantitative reasoning, visual literacy, etc.),” which we see as a viable adaptation worth exploring.”

4. Structure of the 4th year capstone course and visiting instructors

“We see this as very helpful commentary regarding the Integrated Seminar. Further on in the document, the Consultants’ encouragement that we communicate program and course objectives and goals/methodologies in discussion with students on an ongoing basis is also worthwhile and will be adopted as a program process. While we have numerous mechanisms in place (including one-on-one interviews with 1st and 2nd Year students by the Program Coordinator and the EL Coordinator respectively), we recognize that the leadership role of the Director in doing this work at strategic points throughout the year cannot be minimized. “

Response from the Associate Dean (Academic)

The decanal response comments specifically on the suggestions raised in the consultants’ report, as well as the issue of communication that seemed to arise throughout the External Consultants’ Report. “While the program is seen as academically strong, the deans’ office is cognizant of the communication issues that arise in an integrated, modular multidisciplinary program in which many faculty from diverse departments are involved, and acknowledges that the program has already taken an active role on this front, not least in the form of recently implemented one-on-one interviews with students, and it will without question continue to monitor and address gaps in communication.”

1. Recruitment and Attrition

“Some viable suggestions are made and need to be weighed against any loss in the cohort experience of SASAH students.”

2. Clear governance procedures

“The recommendation that the program develop clear governance procedures and practices will no doubt need to be taken up with care, since no small part of what assures the uniqueness and success of SASAH is its flexibility, creativity, and adaptability.”

2.1.1 Associate Director Position – confirmed to take effect in 2021

2.1.2 Experiential Learning Coordinator

“The program recently appointed an Experiential Learning Coordinator, whose main task is to help develop and maintain internships and other experiential learning possibilities for students. The coordinator also teaches an online third-year course intended to help prepare students for their fourth-year capstone. The report acknowledges the wisdom of that appointment and recommends additional support for the coordinator. The Director’s response—that “solidification and expansion of the existing Experiential Coordinator’s role (and reframing it to enlarge the reach of the position) are more crucial” than a new appointment at this time—seems to me both accurate and prudent.”

3. Foreign Language Requirement

“The Director has signaled his agreement that further consideration of the language requirement will be beneficial.”

Other Opportunities for Program Improvement and Enhancement

- Development of an interdisciplinary humanities master's program

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Ensure continuity of leadership	Appoint an Associate Director who will transition into the role of Director.	Dean, Faculty of Arts & Humanities	Fall 2020
Clarify the purpose of the foreign language requirement	Integrate the requirement into other program requirements; consider broadening the scope to include other kinds of literacies and skills.	Director/Associate Director	Spring 2021
Provide a consistent structure for the 4 th -year capstone course.	Work with the Centre for Teaching and Learning to develop best practices for this course, for which the instructor and topics vary from year to year	Director/Associate Director, Centre for Teaching and Learning	Summer 2021

ITEM 5.2(f) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Programs in Geology and Geophysics

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

SCAPA approved the recommendation of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate programs in Geology and Geophysics.

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Science	Geology/Geophysics	March 10-11, 2020	Good Quality with Report in 2 Years (Fall 2022)

ATTACHMENT(S):

[Final Assessment Report – Geology and Geophysics](#)



**GEOLOGY/GEOPHYSICS
GRADUATE PROGRAMS
Final Assessment Report &
Implementation Plan
September 2020**

Faculty / Affiliated University College	Faculty of Science	
Degrees Offered	Geology M.Sc, Ph.D. Geophysics M.Sc, Ph.D.	
Date of Last Review	2011-2012	
Approved Fields	Earth and Planetary Systems Earth Evolution: Surface, Life and Climate Resource Geoscience Tectonic Processes and Crustal Dynamics	
External Consultants	Lee Groat	University of British Columbia
	Russell Pysklywec	University of Toronto
Internal Reviewers	Denise Connelly	Associate Dean, Health Sciences
	Seva Ioussoufovitch	Ph.D. Biomedical Engineering Candidate
Date of Site Visit	March 10 and 11, 2020	
Date Review Report Received	May 4, 2020	
Date Program/Faculty Response Received	June 8, 2020	
Evaluation	Good Quality with Report in 2 Years (Fall 2022)	
Approval Dates	SUPR-G: October 19, 2020 SCAPA: October 28, 2020 Senate (FYI only): November 13, 2020	
Year of Next Review	Year of next cyclical review 2027-2028	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the graduate programs in **Geology (M.Sc, Ph.D.) and Geophysics (M.Sc, Ph.D) in the Department of Earth Sciences, Faculty of Science.**

This report considers the following documents:

- i) the programs' self-studies,
- ii) the external consultants' report, and
- iii) the response from the Department.

This Final Assessment Report (FAR) identifies the strengths of the program as well as opportunities for program enhancement and improvement; details and prioritizes the recommendations of the external consultants; and prioritizes those recommendations that are selected for implementation.

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

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

Executive Summary

The Geology Department admitted its first graduate students in 1944 while Geophysics began its graduate program in 1957. In 1993, the departments merged to become the Department of Earth Sciences. In total, there have been more than 750 masters and doctoral graduates from both programs. Interdisciplinarity is the central tenet that brought the two departments together as their research is thematic rather than discipline based.

There are four approved fields of study:

1. Earth and Planetary Systems
2. Resource Geoscience
3. Tectonic Processes and Crustal Dynamics
4. Earth Evolution: Surface, Life and Climate Crustal Dynamics

Masters students may choose the course-based (1 year) or a thesis-based stream (2-year), while PhD students follow the traditional 12-term or 4-year program, with completion of a dissertation as a requirement for graduation.

Throughout both programs, students frequently collaborate with the Departments of Applied Mathematics, Biology, Chemistry, Geography, Anthropology, Physics & Astronomy, and Civil & Environmental Engineering.

In addition to their regularly earned Master's or Doctoral degrees in Geology or Geophysics, students may also participate in a "Collaborative Specialization". Approved Collaborative Specializations for Geology/Geophysics students include:

- Environment and Sustainability
- Planetary Science and Exploration
- Global Health Systems in Africa
- [Hazards, Risks and Resilience](#) (New Sept 2020)

Also, the Department offers two combined graduate programs in partnership with the Faculty of Law: 1) a combined JD/MSc program in which students complete both degrees in three (versus four) years (https://www.uwo.ca/earth/graduate/future_students/index.html); and 2) a Graduate Diploma in Mining Law, Finance, and Sustainability, an 8-month (two term) program (Sept – April) that can be completed as full- or part-time study (https://law.uwo.ca/future_students/graduate_programs/graduate_diploma_in_mining_law_finance_and_sustainability.html).

The Earth Sciences graduate programs actively encourage Masters and PhD students to begin thinking about their aspirations and opportunities after graduation as soon as they enter graduate studies by recommending that students participate in professional development sessions, offered by CTL and SGPS, as well as attending a weekly colloquium series featuring academic and industry speakers who are leaders in the field. Students are regularly funded by supervisors to present at various conferences and all students are provided transportation and registration to the annual Earth Sciences Conference in Toronto. Student retention is high and times to completion are similar to peer programs.

Review Process

During the external review, the review committee, comprised of two external reviewers (U Toronto, UBC), one internal reviewer (Associate Dean, Health Sciences) and a doctoral student (Engineering candidate), was provided with Volume I and II in advance of the onsite visit and then met over two days with:

- Vice Provost & Associate Vice Provost, School of Graduate & Postdoctoral Studies (SGPS)
- Vice Provost, Academic Planning, Policy and Faculty Relations (Western)
- Associate Dean, Graduate & Postdoctoral Studies, Faculty of Science
- Associate Dean, Research, Faculty of Science
- Department Chair, Graduate Chair & Associate Chair, Department of Earth Sciences
- Graduate Faculty, Department of Earth Sciences
- Curator, Geosciences Collections, Faculty of Science

- Infrastructure Chair, Faculty of Science
- Associate Librarian, STEM Discipline Coordinator, Teaching & Learning
- Administrative Staff, Department of Earth Sciences
- 15 Graduate Students, Department of Earth Sciences

The reviewers also observed the physical spaces and facilities that support graduate courses and research, including graduate student offices and workspaces, experimental labs, analytical facilities, machine shop, and rock/mineral collections.

Following the onsite review visit, the External Consultants submitted a comprehensive report of their findings which was sent to the Graduate Chair, Department of Earth Sciences and the Dean, Faculty of Science for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Department/ Faculty response, have formed the basis of this summative assessment report of the Geology/Geophysics graduate programs.

Summative Assessment – External Reviewers’ Report

Strengths of the Program

- Learning Outcomes for both Geology and Geophysics - “clearly observable and measurable in the structure of Earth Sciences graduate programs”
- Clear curriculum mapping and program development; curriculum content well-designed through course offerings; transparency in course requirements and assessment methods
- Stellar group of faculty members across the 4 fields who work well together and complement each other’s strengths
- High research productivity by faculty and graduate students as evidenced by publications and grants
- Collegial and academically stimulating culture/community
- High level of satisfaction among graduate students
- Strong leadership
 - i) structure is efficient and well-managed;
 - ii) department has been responsive to and acted upon recommendations from previous reviews;
 - iii) ongoing regular evaluation of programs with faculty retreats, student meetings, for example.
- Excellent quality of students; admissions consistent with similar units across U15
- Sufficient resources to support the program
- Industry-supported research chairs

Areas of Recommendation

- Maintaining research strength in all fields with pending retirements
- Graduate student funding:
 - i) lack of funding for entering students with averages below 75%
 - ii) maintaining equitable funding with similar programs in Canada
 - iii) targeted scholarships to enhance funding for students
 - iv) communication and clarity of funding package to graduate students
- Viability of combined graduate program, JD/MSc Law and Geology/Geophysics

- Value of Graduate Seminar for PhD students
- Content of short courses – determining which are optimal for student learning in that format
- Ensuring regular annual graduate committee meetings for all students
- Department should develop a strategic plan to replace 2012 plan

Summary Statement by the Reviewers

In summary, based on the metrics and other information gathered during the review, the Review Committee is of the opinion that the Department of Earth Sciences at Western is a nationally and internationally-leading research unit with high quality graduate programs. Students, faculty, and staff alike speak of it as a collegial and academically stimulating environment for graduate research. Almost universally they expressed a deep interest and engagement in being part of the department and a desire to continue to build its research successes. The research excellence and high research productivity of the faculty are shared by their graduate students.

Reviewers' Recommendations & Program/ Faculty Response

REVIEWERS' RECOMMENDATION	PROGRAM RESPONSE
1. Funding amounts, sources, and terms should be clearly communicated to students by letter.	Departmental Graduate Affairs Committee to address - the letter of offer is in SGPS-approved format; committee will be charged with developing a recommendation for letter content to improve clarity and be flexible to accommodate changing tuition, for example
2. Review admission/funding practices to ensure there is not a tiered system where students entering with lower academic average marks can be denied funding. Funding should remain commensurate with cost of living and similar graduate programs in Canada.	Clarification – all first year graduate students are funded upon acceptance into the program; 2 years of funding for Masters and 4 years for PhD students. Students must maintain a 78% average or higher to be eligible for a TA position and maintain this funding source. Students are funded by their supervisor when they are admitted with grades below the admission cut-off.
3. The Graduate Committee should review the viability of the J.D./M.Sc. Law and Geology/Geophysics program and discuss strategies to enhance visibility and strengthen the program.	In progress – joining with Faculty of Law in recruitment efforts; Graduate Committee will work with Dr. Elizabeth Steyn, Cassels Brock Fellow in Mining and Finance Law (Western Faculty of Law) to determine the best method to promote the joint J.D./M.Sc. program during the Fall of 2020
4. The department should become more involved in monitoring annual graduate student committee meetings.	In progress – Fall 2020, Graduate Chair will lead creation of an internal reporting database to be updated and checked by Department Program Coordinator and adoption of SGPS online <i>Pathfinder</i> for PhD and MSc (once available)

REVIEWERS' RECOMMENDATION	PROGRAM RESPONSE
<p>5. The Graduate Committee should review the short course offerings in the department to ensure that the academic goals are being met and whether delivery in the form of a short course is optimal.</p>	<p>Under consideration - ...<i>"There is only 1 regular short course (Introduction to Planetary Science) and typically 1 other short course per year. There are several reasons that we have been teaching short courses: i) <u>Scheduling</u>. The Introduction to Planetary Science Short Course has students from 5 departments and ideally needs to be offered as they enter the program. Requiring a full-term course would be difficult considering the different number and types of courses required in different departments. ii) <u>Industry Collaboration</u>. The short duration of short courses enables participation from industry. Giving our students the opportunity to work together with industry participants provides them with crucial employment connections. iii) <u>External Student Participation</u>. The short courses allow students from outside Western to participate. In the last 4 years, out of the 155 students who took our short-courses 48 were non-Western students. This highlights our department as the place to go for expertise in various subdisciplines, which in turn, helps with recruitment of future top-quality students."</i></p>
<p>6. Consideration should be given to making the Seminar Course a full year and expanding the scope as suggested by the graduate students.</p>	<p>Under consideration – <i>"The mandatory... course ...has drawn both positive and mixed reactions from our graduate students. ...[D]ue to the diverse background and level of preparation of our graduate students, it is not easy to deliver a course that can satisfy the needs of everyone, and thus compromises have to be made. The Graduate Seminar course counts as a 0.5 credit course...towards the course requirements for both MSc and PhD degrees. Expanding this course to a full year will preclude some of the graduate students taking other specialized courses."</i></p>
<p>7. The Department should develop a strategic plan, especially with respect to faculty renewal.</p>	<p>In Progress, with anticipated completion date of Winter 2021</p>

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Funding amounts, sources, and terms should be clearly communicated to students by letter.	The Program will develop a Funding Letter and establish processes for its preparation and communication to students	Graduate Committee	Fall 2020; New Funding Letter to be included in 2021 admissions process
2. The Graduate Committee should review the short course offerings in the department to ensure that the academic goals are being met and whether delivery in the form of a short course is optimal.	The Graduate Committee will conduct a thorough review of the short courses offered by the Department to ensure that they meet the criteria for learning outcomes. The offering of short courses can be minimized to only courses that deliver a specialized content required by our graduate programs.	Graduate Committee	Fall 2020; Course modifications incorporated for Fall 2021.
3. Consideration should be given to making the Seminar Course a full year and expanding the scope as suggested by the graduate students.	The Graduate Committee will review of the format of the Seminar Course, in relation to graduate student feedback, to ensure that it optimally meets the learning outcomes.	Graduate Committee	Fall 2020; Course modifications incorporated for Fall 2021.
4. The Graduate Committee should review the viability of the J.D./M.Sc. Law and Geology/Geophysics program and discuss strategies to enhance visibility and strengthen the program.	The Graduate Committee will work with Dr. Elizabeth Steyn, Cassels Brock Fellow in Mining and Finance Law (Western Faculty of Law) to determine the best method to promote the joint J.D./M.Sc. program during the Fall of 2020	Graduate Committee	Fall 2020; incorporated for Fall 2021.

Other Opportunities for Program Improvement and Enhancement

None.

Personnel Issues (Confidential and If Applicable)

None.

ITEM 5.2(g) – 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:

Flight 752 Memorial Graduate Scholarship in Engineering and Science (Faculties of Engineering and Science)

Awarded annually to a full-time Master's or Doctoral student in the Faculty of Engineering or the Faculty of Science, based on academic achievement and research merit. Preference will be given to an International Student from Iran. The scholarship recipient will rotate between the Faculty of Engineering and the Faculty of Science, with the first year of the award going to a Science student. Graduate Scholarship Committees within the Faculties of Science and Engineering will select the recipients in alternating years. At least one member of each of these committees must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was made possible by a generous gift from the Nuclear Waste Management Organization and members of the Western community in memory of the students who were killed in the plane crash in Iran.

Value: 1 at \$1,000

Effective Date: May 2020

On January 8, 2020, Ukraine International Airlines Flight PS752 was shot down near Tehran by an Iranian surface-to-air missile. Among the 176 people killed were 55 Canadian citizens and 30 permanent residents.

Brock Millman Memorial Award (Faculty of Social Science)

Awarded annually to an undergraduate student in an Honours History program (including the Honours Specialization or Major as part of a double Major Honours program) or International Relations program, based on a minimum 70% average. Preference will be given to students who have served, or are serving, in the Canadian military. Applications (located at www.history.uwo.ca) must be submitted, and if relevant, should explain the student's role in the Canadian military (listing the name of their unit and Commanding Officer). The deadline for applying to hisaward@uwo.ca is September 30th. The Undergraduate committee, or an ad hoc scholarship sub-committee determined by the Undergraduate Committee, of the Department of History, will select the recipient. This award was established by Alumni, History Department Faculty, family members and other donors, in honour of Dr. Brock Millman (BA 1985).

Value: 1 at \$1,000

Effective Date: 2020-2021 academic year

Dr. Brock Millman completed his degree in History and English at Huron University College while also pursuing a military career with the 4th Battalion, Royal Canadian Regiment. He went on to receive his Master's degree from the School of Oriental and African Studies (University of London) and his PhD from McGill University. In 2001, he started teaching History at Western and became the Director of the International Relations Program. He continued to serve with 4RCR while teaching and in 2010 was deployed to Afghanistan as Senior Advisor in the Afghan Ministry of Defence. Dr. Millman worked tirelessly for the welfare of at-risk veterans. Dr. Millman died in 2018 at the age of 54.

Justina and Michael Pociurko Graduate Nursing Award (Nursing)

Awarded annually to a graduate Nursing student in the Arthur Labatt School of Nursing, based on academic achievement and research merit in Nursing education. Preference will be given to a doctoral student whose dissertation focuses on Nursing Education. A committee within the Graduate School of Nursing will select the recipient. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral studies. This award was established with a generous gift from Dr. Mary-Anne Andrusyszyn (MScN, '86) in memory of her parents, Justina and Michael Pociurko.

Value: 1 at \$800

Effective Date: May 2020

The EXAR Studios Augmented Good Competition Prize (Any Undergraduate Program)

Awarded annually to a registered graduate or undergraduate student, in any year of any Program, who presents the best environmental project at *The Augmented Good Competition* where students are asked to design a unique augmented reality experience that persuasively educates and raises awareness about an environmental problem. The Scholarship Committee in the Centre for Environment and Sustainability will select the recipient. This prize was established by EXAR Studios.

Value: 1 at \$500

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

ITEM 5.3(a) Election Results– Strategic Planning Steering Committee - Staff Representation

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

At the October 16, 2020 Senate meeting an additional nomination was received for a Staff member on the Strategic Planning Steering Committee. An electronic vote was subsequently held on October 19-20. The staff representatives elected to the Strategic Planning Steering Committee were Dayana Kibilds, Jennifer Robinson, and Christopher Lengyell. The results certified by Simply Voting are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

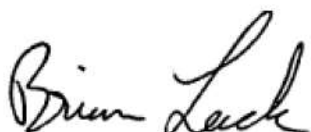
Oct 20, 2020

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 - STRATEGIC PLANNING STEERING COMMITTEE - STAFF REPRESENTATION

Start: 2020-10-19 09:30:00 America/Toronto

End: 2020-10-20 16:00:00 America/Toronto

Turnout: 54 (55.1%) of 98 electors voted in this ballot.

STRATEGIC PLANNING STEERING COMMITTEE - STAFF REPRESENTATION

Option	Votes
KIBILDS, Dayana	45 (31.9%)
ROBINSON, Jennifer	39 (27.7%)
LENGYELL, Christopher	35 (24.8%)
CHANT, Arzie	22 (15.6%)

VOTER SUMMARY

Total	54
Abstain	0 (0.0%)



FOR INFORMATION

Academic Administrative Appointments

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors until the month of September 2020.

Start Date	End Date	Name	Department	Admin Appointment
9/1/2020	8/31/2021	Watling,Christopher	Schulich School of Medicine & Dentistry	Acting Vice Dean
9/1/2020	8/31/2021	Tithecott,Gary	Schulich School of Medicine & Dentistry	Acting Vice Dean
10/1/2020	9/30/2022	Stein,Robert	Schulich School of Medicine & Dentistry	Assistant Dean
10/1/2020	9/30/2025	Foxcroft,Laura	Schulich School of Medicine & Dentistry	Assistant Dean

ITEM 7.1 – Revisions to the Senate Election Procedures

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

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

EXECUTIVE SUMMARY:

The Senate Election Procedures have been revised to:

- (1) Bring the Senate Election Procedures into alignment with the University Students' Council By-Law #2 (Election Procedures)
 - Language was added to indicate that undergraduate students will be required to submit a bond to the USC. (Note: the USC has a system in place to assist students who identify a financial need)
- (2) Provide clarification on the process for filling vacant Senate seats following an annual election and the process for filling mid-year vacancies
 - Changes were made to bring the Senate Election Procedures into alignment with the intent of revisions made in November 2018. These changes clarify that units/constituencies have the final authority to select a candidate to fill a vacancy and forward the name to Senate through the Operations/Agenda Committee for information only.
- (3) Clean up language and provide additional clarification throughout the procedures, including:
 - Clarification that elected students must maintain the status of a registered student at Western during the duration of their term.
 - Removal of the requirement that a nominator may not nominate more candidates than there are seats to be filled in the constituency.
 - Standardized use of the title "Secretary of Senate".
 - Insertion of defined terms for "the University" and "Affiliated University Colleges"
 - Addition of "unit" and/or "constituency" identifiers to ensure that all possible categories are identified.
 - Minor edits to address grammar and to include gender-neutral pronouns.

ATTACHMENT(S):

[Revisions to the Senate Election Procedures](#)



SENATE ELECTION PROCEDURES

[The University of Western Ontario Act \(1988\)](#), defines in Sections 24 and 25 defines the composition of Senate, general provisions for election of members, including eligibility for candidacy and voting, the establishment of a staggering of terms at the time of first elections, and a provision for the designation of constituencies within units.

For purposes of these Senate Election Procedures, “the University” means Western University, excluding the Affiliated University Colleges; and

The “Affiliated University Colleges” means Brescia University College, Huron University College, and King’s University College.

A. CONSTITUENCIES: FACULTY, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENTS, GRADUATE STUDENTS

A.1 General

1. The Secretary of the Senate shall be the Chief Returning Officer.
2. The schedule for calling of for nominations, publication of candidates' names, and time lines for balloting shall be as published by the Secretary of the Senate.
3. Elections of faculty from the Affiliated University Colleges are conducted by each Affiliated University College, with the winners' names being forwarded to the Secretary of Senate.
4. With the exception of faculty elected from the Affiliated University Colleges, candidates for election must be nominated by means of an official nomination form available from the Secretary of the Senate and accessible on the Secretariat's website:
<http://www.uwo.ca/univsec/>
5. Nomination forms for staff and students must be signed by 10 persons eligible to vote in the unit or constituency concerned. ~~A nominator may not nominate more candidates than there are seats to be filled in the constituency.~~
6. Nomination forms for faculty from the Constituent University, shall be signed in one of the following ways:
 - (a) by 10 members eligible to vote in the academic unit or constituency to be represented; or
 - (b) by the Nominating Committee of the Council of the Faculty or School through the Chair of the Nominating Committee, or the Dean, **or in the case of SGPS, the Vice-Provost.**
7. Nominees must declare on the nomination form:
 - (a) that they are willing to stand as candidates for election and to serve if elected; and
 - (b) that they meet the eligibility requirements for the unit or constituency.

8. Any person nominated who is not available to sign the nomination form is permitted to notify the Secretary of Senate, **in writing**, by mail, fax or email of **their** his/her intention to be a candidate up until the final deadline for **call for** nominations.
9. Nominees **must may** submit with the nomination form a biographical statement or other comments up to a limit of 100 words and **may submit** a digital photograph **(optional)** for publication. The Secretary **of Senate** shall have discretion in restricting the published statement to 100 words. The statement and the digital photograph (if provided) of the candidate will be posted on the election website and linked to the ballot, and by submitting the statement and photograph, candidates agree to such posting.
10. Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the Secretary of **the** Senate.
11. When only sufficient nominations to fill the vacancies for any unit or constituency are received, the Secretary of Senate shall declare the person or persons nominated elected by acclamation.
12. Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the **unit or** constituency concerned.
13. Balloting will be conducted during a designated period at an election site linked to Western's homepage: <http://www.uwo.ca>
14. Where more than one seat is vacant in any **unit or** constituency, voters may vote for candidates up to the maximum number of seats available. Candidates with the most votes will be the winners and will fill the vacant seats in order of plurality.
15. If in any election there is a tie vote, the election shall be determined by lottery conducted by the Secretary of Senate in the presence of the candidates concerned or their agents.
16. An election shall not be invalidated by any irregularity which does not affect the outcome of such election. Notification of any irregularity must be received by the Secretary of Senate within five business days of the closing of the polls.
17. The results of the election shall be announced as soon as possible after the close of balloting. The number of votes received by each candidate will be made public.
18. All election data will be retained for a period of thirty days following publication of the election results, and then destroyed if no appeal is pending.
19. A list of voting results, validated by the Secretary of Senate, shall be retained for a period of two years.
20. In accordance with the UWO Act, the following pertains with respect to terms for the various constituencies represented on Senate:
 - (a) Faculty, **Aa**Administrative **Ss**taff and **Mm**embers of the **Gg**eneral **Cc**ommunity are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for

further election until a lapse of two years.

- (b) Students are elected to one-year terms. They may serve four consecutive terms, following which they are not eligible for further election until a lapse of two years. **Elected individuals must maintain the status of a registered student at Western University for the duration of their term.**
- (c) When an individual is elected to complete the term of another Senator, that time is not included in the individual's eligibility to serve in **their** his/her own right.
- (d) Eligibility for re-election to Senate is unaffected by a Leave of Absence taken during a regular membership term. That is, the period of Leave shall not be construed as a break in the continuity of a regular membership term.

A.2 Elected Representatives – Distribution of Seats

A.2.1 Faculty

Constituency	Seats
School of Graduate and Postdoctoral Studies (One from each of the following disciplinary groupings: Law/FIMS/Music; Arts and Humanities; Education; Engineering; Health Sciences; Business; Medicine & Dentistry; Science; Social Science; SGPS At-Large)	10
Faculty of Arts & Humanities	5
Schulich School of Medicine & Dentistry (4 from Medicine; 1 from Dentistry)	5
Faculty of Science	5
Faculty of Social Science	5
Faculty of Health Sciences	4
Faculty of Information and Media Studies	2
Faculty of Education	2
Faculty of Engineering	2
Faculty of Law	2
Don Wright Faculty of Music	2
Richard Ivey School of Business	2
Each Affiliated University College	2

A.2.2 Administrative Staff

Two members of the full-time administrative staff elected thereby.

A.2.3 *Students*

Constituency	Seats
<i>Undergraduate Students:</i>	
Faculty of Social Science	2
Faculty of Science (incl. BMSc yrs 1 & 2)	2
Faculty of Arts & Humanities, Don Wright Faculty of Music and FIMS	1
Faculties of Education, Engineering and Law, and the Richard Ivey School of Business	1
Faculty of Health Sciences	1
Schulich School of Medicine & Dentistry (incl. BMSc yrs 3 & 4)	1
Affiliated University Colleges	2
At-Large	4
<i>Graduate Students</i>	4

A.3 Eligibility

A.3.1 *Faculty*

- (a) To be eligible for election to the Senate, a faculty member (includes those holding Clinical Academic appointments) must be a member, either full-time or part-time, at the rank of Assistant Professor or higher, of the academic unit or constituent parts thereof as designated by the Senate or a **Affiliated uUniversity cCollege** to be represented, and must have held an academic appointment in the University or a **Affiliated uUniversity cCollege** for at least two academic years.
- (b) To vote for representatives of **constituent university** Faculties and Schools, members of faculty of the University must be listed as such in the records of the **Division of Human Resources**. To vote for faculty representatives of the **aAffiliated uUniversity cCollege**, members of the faculty of the **Affiliated University Colleges** must be listed as such in the relevant records of the Affiliated University College in question.
- (c) A member of faculty holding an appointment in more than one academic unit (or constituency within that unit) other than the School of Graduate and Postdoctoral Studies may be nominated only in the unit designated as the "Home Faculty/School". Such a member of faculty is, however, eligible to vote in each academic unit in which **they are** ~~he or she is~~ a member.

A.3.2 *Administrative Staff*

All employees of the University **in full-time continuing positions who are recorded in Human Resources as holding a full-time continuing position and** ~~who are not members of the faculty, and who are listed as such in the records of the Division of Human Resources,~~ are eligible for election and to vote. A member of full-time administrative staff who is registered as a student is not eligible to vote in the undergraduate or graduate student constituencies.

A.3.3 *Students*

Any full- or part-time student who is registered*, at the time of the call for nominations, in one of the academic units comprising the constituency is eligible to be a candidate and to vote in the constituency except that those who are otherwise included in a Faculty or Administrative Staff constituency shall not be eligible to be a candidate for election or vote. In any given Senate election, a student may not be a candidate in more than one constituency.

*Western University students on exchange are eligible to vote in the constituency where they were registered at the time of leaving for an exchange.

A.4 Procedures

A.4.1 *Faculty and Staff*

- (a) The Secretary of Senate shall call for nominations, normally within the first three weeks of January each year.
- (b) Completed nomination forms must be submitted to the Secretary of Senate not less than seven but not more than 14 consecutive days after from the official date of call for nominations. The Secretary of Senate shall then publish official lists of the valid nominations on the Secretariat's website as soon as possible after the close of nominations. The official lists shall be organized by constituency and by last name alphabetically, showing the rank (for faculty), title and academic/administrative unit of each nominee.
- (c) Elections shall be conducted by electronic ballot.
- (d) If at any annual election no nominations are received for a faculty constituency, Senate will may appoint a member upon the recommendation of the unit /constituency concerned. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.
- (e) If at any annual election no nominations are received for the administrative staff constituency, the Secretary of Senate shall issue as soon as possible after the close of nominations a second call for nominations, followed by a by-election. The timeline and procedures for the by-election will be as given in paragraphs (b), (c) and (f) of this section. In the event that a by-election fails to yield a candidate, the seat(s) shall be filled in accordance with the procedures for filling of mid-year vacancies (see section B.76, below).
- (f) The Secretary of Senate shall publish the names of the successful candidates on the website of the University Secretariat, as soon as possible after the close of the balloting. The successful candidates for each unit/constituency shall be those who obtain the largest number of votes in each unit/constituency concerned.

A.4.2 Students

- (a) When possible, elections to the Undergraduate and Graduate Student Constituencies are timed to run in conjunction with the USC and SOGS presidential elections. Calls for nomination will be issued in accordance with the posted Election Schedule. **Undergraduate students will be required to submit a bond to the USC in line with the approved USC Election Guidelines available through the Western University Students' Council (USC).**
- (b) Students registered in Years 1 and 2 of the Bachelor of Medical Science (BMSc) program will be nominated and vote in the "Faculty of Science Constituency", while students registered in Years 3 and 4 of the BMSc program will be nominated and vote in the "Schulich School of Medicine & Dentistry Constituency".
- (c) If, at any annual election, an undergraduate academic constituency fails to nominate a representative(s), the seat(s) thus unfilled shall be added to the four undergraduate "At Large" constituency seats for that year only and filled at the subsequent "At Large" election.
- (d) If one or more "At Large" seats are not filled, **the Senate may appoint the required number of members upon the recommendation of the shall be determined by the University Students' Council and provided to Senate for information through the Operations/Agenda Committee.**
- (e) If at any annual election insufficient nominations are received for the graduate student constituency, **the required members shall be determined by the ad hoc Nominating Committee outlined in the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates (see section B.5(c)) and provided to Senate for information through the Operations/Agenda Committee** may appoint member(s) to fill vacant seat(s) upon the recommendation of the **ad hoc Nominating Committee outlined in the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates (see section B.6(c)).**
- (f) A mandatory all-candidates meeting will be scheduled for undergraduate student candidates following the close of nominations. Student nominees who do not attend or have not made arrangements to send an alternate will be disqualified from candidacy. Following the all-candidates meeting, the Secretary of the Senate shall publish a list of valid nominations on the Secretariat's website for each constituency. The official list shall be by last name alphabetically, and show for each candidate the academic program and year of registration as recorded in the official student records of the University or the relevant affiliated University College.
- (g) For undergraduate students, the Secretary of the Senate may employ the USC Election Committee to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the Secretary of the Senate by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Election Committee's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in **USC By-Law #2** and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the Secretary of the Senate.
- (h) For graduate students, the Secretary of Senate may employ the SOGS CRO and Appeals Review Commission to supervise campaigning by candidates but any decision that a candidate be

disqualified may be appealed to the Secretary of Senate by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Appeals Commission's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in the SOGS election regulations and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the Secretary of Senate.

- (i) When either the USC or SOGS processes are not employed, candidates will be required to adhere to the campaign requirements and processes established by the Operations/Agenda Committee of Senate.
- (j) The Secretary of Senate shall publish the names of the successful candidates on the website of the University Secretariat's Office, as soon as possible after the close of the balloting. The successful candidates shall be those who obtain the largest number of votes in each constituency concerned.

REPRESENTATIVES OF THE GENERAL COMMUNITY

1. Senate membership includes five persons from the general community, one of whom shall be active in or associated with the field of secondary school education, consisting of
 - (a) The President of the Alumni Association of the University or a person designated by the President of the UWAA, and two members of the Association appointed by the Association, and
 - (b) two persons **appointed** ~~elected~~ by Senate.
2. The Senate shall elect the members of a Subcommittee of the Nominating Committee composed of five members of Senate and the Chair of the Nominating Committee, who shall be Chair of the Subcommittee.
3. The Subcommittee shall, after receiving advice from such bodies or individuals as it may deem appropriate and in knowledge of the appointments to be made by the Alumni Association, present to Senate for information the names of the representatives of the general community through the Operations/Agenda Committee.
4. Members of the General Community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.

B. FILLING OF MID-YEAR VACANCIES AND APPOINTMENT OF ALTERNATES

1. Vacancies **may occur for various reasons, including for example** ~~are created either~~ through resignation or requests for leaves of absence. **In the case of leaves of absence granted in accordance with Senate By-Laws, the appointment of an alternate will follow the procedures outlined below.**
2. The appointee to fill a vacancy must meet all criteria for Senate membership as defined in the UWO Act and these Procedures.
3. Where a vacancy on the Senate occurs before the term of office for which a person has been appointed or elected has expired,
 - (a) If the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed the person whose membership is vacant;
 - (b) If the vacancy is that of an elected member, the provision of 4,5,6 or 7 apply, depending on the relevant constituency**
 - (b) (c)** A person appointed or elected to fill a vacancy shall hold office for the remainder of the term of office of the person whose membership is vacant.
- ~~4. When a vacancy has been declared in respect of an elected member a replacement from among the candidates of that unit/constituency who were unsuccessful in the last election in a priority determined by their plurality in that election will be appointed. The name of the replacement will be submitted to Senate for information through the Operations/Agenda Committee.~~

When no appointment can be made by the above procedures:

5.4. Faculty

Senate will appoint a member upon the recommendation of the unit concerned. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.

6.5 Students

- (a) In the case of a vacant seat in an undergraduate student constituency, if the vacancy occurs between July 1st and April 30th: (i) where there is no runner up in the constituency from the last election or when the runner(s) up are unable to or unwilling to fill the vacancy, the replacement will be appointed from among the At Large runners up registered in the relevant Faculty in a priority determined by their plurality in that election; (ii) when no appointment can be made by this procedure, the *ad hoc* Nominating Committee **detailed below** will select a replacement from the relevant constituency.
- (b) In the undergraduate student constituency, an *ad hoc* Nominating Subcommittee comprised of the undergraduate student Senators and chaired by the Chair of the Senate Nominating Committee, shall submit the name of the replacement to Senate for information through the Operations/Agenda Committee.
- (c) In the graduate student constituency, if the vacancy occurs between July 1st and April 30th of the

following year, an *ad hoc* Nominating Subcommittee comprised of the graduate student Senator(s) and to include at least one representative of general graduate students (to be named by the Society of Graduate Students if that group is not represented by a continuing Senator) and MBA students (to be named by the Master of Business Administration Association if that group is not represented by a continuing Senator) and chaired by the Chair of the Senate Nominating Committee, shall submit the name of a replacement to Senate for information through the Operations/Agenda Committee.

- (d) If a student vacancy occurs subsequent to April 30th and prior to July 1st of the same year, the Senator-elect in the constituency will be invited by the Secretary of Senate to assume the vacant seat. In the case of undergraduate constituencies where there is more than one Senator-elect, the invitations will be extended to candidates in an order determined by their plurality in that election.

7.6. Administrative Staff

An *ad hoc* Nominating Subcommittee comprised of five members of the administrative staff, appointed by the Senate Nominating Committee and chaired by the Chair of the Senate Nominating Committee, shall select a replacement, and submit the name of the replacement to Senate for information through the Operations/Agenda Committee. The Senate Nominating Committee will ensure that all staff employee groups on campus are contacted and asked to nominate for the *ad hoc* Nominating Subcommittee.

8.7. General Community Members Elected by Senate

The members of the Nominating Subcommittee **to Elect a Senate** for Representatives from the General Community shall be reconvened **to select a replacement**. The name of the replacement shall be **submitted forward** to Senate **for information** through the Operations/Agenda Committee.

Last updated: **November 2020** ~~March 2019~~

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

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

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

EXECUTIVE SUMMARY:

The Department of Epidemiology and Biostatistics is proposing to introduce a part-time registration option for the PhD program in Epidemiology and Biostatistics

ATTACHMENT(S):

[Proposal to introduce a part-time registration option for the PhD in Epidemiology and Biostatistics](#)

Revisions to the PhD in Epidemiology and Biostatistics

The School of Graduate and Postdoctoral Studies is proposing to introduce a direct-entry part-time registration option for the PhD program in Epidemiology and Biostatistics.

The Department of Epidemiology and Biostatistics has seen an increased demand for a part-time option with the PhD program. A part-time doctoral program is intended to make PhD studies accessible for the non-typical PhD applicant. The Department is looking to provide an opportunity to practicing clinicians and other professionals who want to gain new skills and expand their current research focus. Having these types of students in the classroom will also develop a more diverse learning environment and provide all students with new insights into the curriculum covered in class.

Completing a PhD in Epidemiology and Biostatistics will allow those who are currently in the workforce to take on additional responsibilities within their current employment roles and/or can assist them in expanding their career opportunities and research capabilities.

Current program	Proposed Change(s)
All PhD students are enrolled full-time	The Department is proposing to expand registration for PhD applicants and current students to include a part-time option. For direct-entry part-time studies, careful consideration will be given at the application phase as to whether the student is likely to complete the degree in the expected timeline. This is in line with the processes for the direct-entry part-time Master's students. Part-time PhD students will need to meet the same course, milestone, and progression requirements as full-time students, however, they will do so on a protracted timeline. It is expected that part-time PhD students would require 6-8 years to complete the program.
All PhD students receive the minimum funding package required by the university	Part-time PhD students would not be eligible for any form of institutional funding support, including WGRS and TAships, and would not be eligible to apply for external scholarships. They would, however, be able to accept paid employment and/or receive a stipend from their Supervisor.

The doctoral Learning Outcomes will not be affected by introducing this part-time option.

Current PhD students will have the option to change their registration status to part-time beginning in the Winter term of 2021, should they require it. Students will be made aware that this will lengthen their time to completion and will affect their funding eligibility and opportunities for TAships.

FOR INFORMATION

Report of the COU Academic Colleague

Erika Chamberlain, September 2020

The COU Academic Colleagues held a virtual meeting on October 13-14. We were joined by the new COU President and CEO, Steve Orsini, for a conversation about his plans and priorities for government advocacy. Orsini stressed his desire to position COU and universities as partners that can help the government address its current priorities.

Moving forward, Orsini noted that COU will be focusing on three key priorities:

- (1) enhancing advocacy to support financial sustainability and postsecondary education policy changes;
- (2) demonstrating to government and the public an effective sector-wide response to COVID-19 (in terms of testing, scientific discovery and the many other ways in which university faculties are supporting Ontario through the pandemic); and
- (3) growing and enhancing COU's data analysis capacity.

The full Council met on October 16. The primary discussion item was anti-Black racism initiatives at our universities, including institution-wide responses like targeted and cluster hiring. We were joined by special guest, Dr. Carl James, Professor and Senior Advisor on Equity and Representation at York University.

Other COU updates that may be of interest to Senators:

COVID-19: COU estimates that COVID-19 has cost the sector about \$700 million in lost ancillary revenue and additional expenses. Enrolment numbers were mixed among institutions, and it is not yet clear how long-term enrolment patterns (especially of international students) may be affected. COU is asking the provincial government to provide support to ensure the financial stability of the sector.

Consultations on “Modernization”: MTCU officials have signaled that they expect to roll out several policy initiatives in the fall, including a new tuition framework. They also expect to share their direction in other areas, including micro-credentials and work-integrated learning.

COU has sent a letter to Minister Romano about the need to unfreeze tuition that highlights the sector's commitment to affordability, new cost pressures, and the long-term impact of frozen revenue levers.

Facilities Renewal: Universities and colleges receive annual payments to support facilities upkeep. The government has announced a new distribution formula, and universities are receiving less money than in previous years. Next year's university allocation will be \$80.9M – which is \$20M less than previously planned.