

SENATE AGENDA

Friday, March 12, 2021 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 February 12, 2021 | | 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) Results of the Spring 2021 Elections for Membership on Senate | | Information |
| | 5.1(b) Senate Membership – Vacancies Filled by Appointment | | Information |
| | 5.1(c) In Absentia Convocation for May and June 2021 | | Approval |
| | 5.1(d) Candidates for Degrees, Diplomas and Certificates – Spring Convocation (#317) | | Information |
| 5.2 | Items from the Senate Committee on Academic Policy and Awards | | |
| | 5.2(a) Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program | | Approval |
| | 5.2(b) Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and the Faculty of Science: | | |
| | 5.2(b)(i) Introduction of a New Subject Area in “Medical Bioinformatics” and Withdrawal of the Subject Area in “Medical Health Informatics” | | Approval |

5.2(b)(ii)	Introduction of an Honours Specialization in Medical Bioinformatics and Revisions to the “Admission to the Bachelor of Medical Sciences (BMSc) Program and Modules Offered in the BMSc Program” Policy	Approval
5.2(b)(iii)	DAP Proposals to Introduce Medical Bioinformatics 3100A/B, 4850G and 4980E	Information
5.2(b)(iv)	Withdrawal of the Honours Specialization in Medical Health Informatics	Approval
5.2(c)	Faculty of Science, Department of Statistical and Actuarial Sciences:	
5.2(c)(ii)	Introduction of a Certificate in Data Science	Approval
5.2(c)(iii)	Revisions to the Admission and Program Requirements of the Honours Specialization, Major and Minor in Data Science	Approval
5.2(c)(iv)	DAP Proposals to Introduce Data Science 1000A/B, 1200A/B, 2000A/B, 2100A and 3000A/B	Information
5.2(d)	Faculty of Social Science, Department of Geography and Environment: Revisions to the Admission Requirements of all Modules	Approval
5.2(e)	School of Graduate and Postdoctoral Studies:	
5.2(e)(i)	Revisions to the Master of Science (MSc) in Interdisciplinary Medical Sciences	Approval
5.2(e)(ii)	Revisions to the Master of Arts (MA) and Master of Science (MSc) in Geography	Approval
5.2(e)(iii)	Introduction of an Online Stream for the Graduate Diploma (GDip) in Public Administration	Approval
5.2(f)	Policy Amendment: Structure of the Academic Year (Guidelines for the Organization of the Academic Year: Dentistry) and Revised Sessional Dates for the Schulich School of Medicine & Dentistry, DDS Program (2020-21)	Approval/ Information

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5.2(g)	SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Earth Sciences, Environmental Science, English (Brescia University College), History (Huron University College), Philosophy (King's University College)	Information
5.2(h)	SUPR-G Report: Cyclical Reviews of the Engineering in Medicine Collaborative Specialization and the Graduate Programs in Epidemiology and Biostatistics	Information / Approval
5.2(i)	New Scholarships and Awards	Information
5.3	Items from the Senate Committee on University Planning	
5.4	Announcements and Communications	
5.4(a)	Academic Administrative Appointments	Information
6.0	Items removed from Consent Agenda	
5.2(c)(i)	Introduction of a New Subject Area in "Data Science"	Approval
5.3(a)	Vice-Provost's Annual Report of Faculty Recruitment and Retention	Information

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7.0	Report of the Operations / Agenda Committee (E. Chamberlain) – no report for March 12, 2021	
8.0	Report of the Nominating Committee (K. Yeung) – no report for March 12, 2021	
9.0	Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean) – no report for March 12, 2021	
10.0	Report of the Senate Committee on University Planning (M. Davison)	
10.1	Indigenous Strategic Plan Progress Report	Information
11.0	Report of the University Research Board (L. Rigg)	
11.1	Revisions to MAPP 7.12 (Policy and Procedures for the Use of Animals in Research and Teaching) and Elimination of MAPP 7.10 (Institutional Animal User Training Program) and MAPP 7.15 (Post Approval Monitoring Program)	Approval
12.0	Report of the Academic Colleague	Information
13.0	Discussion and Question Period	

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14.0 New Business

15.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

A land acknowledgement will be offered at the start of the Senate meeting.

ITEM 2.0 – Minutes of the Meeting of February 12, 2021

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION/DISCUSSION

Recommended: That the minutes of the meeting held on February 12, 2021 be approved as circulated.

MINUTES OF THE MEETING OF SENATE

February 12, 2021

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
L. Briens
D. Brou
C. Burghardt-
Jesson
S. Burke
C. Burucua
E. Chamberlain
L. Cipriano
K. Coley
J. Compton
J. Corrigan
J. Cuciurean
S. Datars Bere
M. Davison
R. Dekoter
J. Finegan
R. Flemming
L. Frederking
M. Garabedian
J. Garland
K. Gibbons
G. Gifford
T. Granadillo

C. Harasym
L. Henderson
H. Hill
V. Hocke
S. Hodgson
D. Jeffrey
T. Jenkyn
C. Jensen
P. Jones
G. Kelly
R. Kennedy
J. Kitz
D. Kotsopoulos
J. Langille
K. Lawless
W. Lehmann
L. Lewis
J. Li
D. Malloy
C. McLeod
M. McMurren
L. Melnyk Gribble
K. Mequanint
A. Meyer
M. Milde
L. Miller
K. Miller
J. Minac
S. Morrison

A. Nelson
C. Nolan
A. Pahargarh
J. Nord
P. Peddle
S. Pitel
S. Powell
S. Prichard
V. Radcliffe
G. Read
L. Ricker
L. Rigg
G. Santos
E. Sapuridis
I. Savani
A. Shepard
V. Smye
C. Steeves
P. Tarc
P. Thomlinson
G. Tigert
J. Toswell
Z. Train
T. Walters
S. Whitehead
J. Wilson
K. Yeung
J. Yoo
B.A. Younker

Observers: B. Baron, R. Bgeginski, C. Brunette-Debassige, R. Chelladurai, J. Doerksen, B. MacDougall-Shackleton, J. Massey, M. McGlynn, M. Reesor

Land Acknowledgement

L. Briens offered a Land Acknowledgement.

S.20-241 **MINUTES OF THE PREVIOUS MEETING**

A Senator noted B. Craig's (President, Huron University College) response regarding Huron's academic partnership with Harvard was not reflected in the minutes.

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

That the minutes of January 15, 2021 be approved with the amendment to include the response regarding Huron's academic partnership with Harvard University.

CARRIED

S.20-242 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: COVID-19 update, accolades, and leadership updates.

The President additionally commented on the following items:

- In-person instruction for courses previously planned to be delivered in this format will resume on February 21. Roughly 25% of courses currently offer an in-person component.
- Spring and summer term courses are anticipated to follow a similar structure of the winter term. Courses will be primarily online, with limited exceptions.
- Convocation: The goal is to preserve the personal experience; however, plans may be re-evaluated with different options if scheduling does not allow to make up for missed convocations.
- International Engagement: The President noted that he has been interacting with the Canadian Ambassador to China and the High Commissioner to India to enhance Western's international relations.
- Filomena Tassi, the Minister of Labour, visited Western's Centre for Research & Education on Violence Against Women & Children.
- Enrollment continues to be very strong.
- The London Economic Development Corporation has entered into a partnership with the Faculty of Social Science to support and retain Western graduates to stay and help build this region.

The President concluded his report by providing leadership updates. The search for Vice President (University Advancement) is in the final stages. The searches for University Secretary and the Provost are underway. The search for Associate Vice-President (Equity, Diversity & Inclusion) will begin today. The Dean of Faculty of Music search is continuing. C. Bressette will join Western on March 1st as the first Vice-Provost & Associate Vice-President (Indigenous Initiatives).

S.20-243 **UNANIMOUS CONSENT AGENDA**

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

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

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.20-244 **ITEM 5.1(a) – Faculty of Engineering: Withdrawal of Green Process Engineering/HBA (Option B) and Green Process Engineering/Law (Option C)**

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

That effective September 1, 2021, admission to Green Process Engineering/HBA (Option B) and Green Process Engineering/Law (Option C) be discontinued, and That students enrolled in the Options prior to September 1, 2021 be permitted to graduate with these Options upon completion of all requirements by August 31, 2024,
and

That effective September 1, 2024, the Options be withdrawn, and all registration discontinued.

CARRIED

S.20-245 **ITEM 5.1(c) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Program Reviews of the Graduate Programs in French Studies and the Collaborative Specialization in Musculoskeletal Health Research**

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

That the course-based option for the MA in French Studies be eliminated, and That the five existing fields for the MA in French Studies be withdrawn (Linguistique théorique et appliquée, Littérature et culture françaises modernes, Littérature et culture françaises prémodernes, Littératures et cultures québécoises et francophones, Théorie littéraire et culturelle et l'histoire des idées), and

That the two new fields of Literature and Linguistics be introduced.

CARRIED

S.20-246 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

The following items reported by the Senate Committee on University Planning were received for information by unanimous consent:

- ITEM 5.1(b) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in French Studies, Statistical and Actuarial Sciences, History, and Religious Studies (King’s University College)
- ITEM 5.1(c) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Program Reviews of the Graduate Programs in French Studies and the Collaborative Specialization in Musculoskeletal Health Research
- ITEM 5.1(d) – New Scholarships and Awards

ITEMS REMOVED FROM CONSENT AGENDA

No items were removed from the consent agenda.

S.20-247 **REPORT FROM THE OPERATIONS/AGENDA COMMITTEE**

E. Chamberlain (OAC) provided an oral update on the work of the Operations/Agenda Committee.

REPORT FROM THE NOMINATING COMMITTEE

S.20-248 **ITEM 8.1 - Selection Committee for Associate Vice-President (Equity, Diversity & Inclusion)**

R. Kennedy (Undergraduate Student), T. McQuaid (Staff), E. Sapuridis (Graduate Student), J. Seijts (Faculty), J. Yoo (Faculty, Dean) were acclaimed to the selection committee for the Associate Vice-President (Equity, Diversity & Inclusion).

A Senator queried why Postdoc Scholars were not represented in the committee. A. Bryson responded that the composition of selection committees is set out in the appointment procedures. There was no determination at the time the appointment procedures were established for the committee to include Postdoc Scholars.

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.20-249 **ITEM 9.1 – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine: Introduction of a Major in One Health**

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

That effective September 1, 2021, a Major in One Health be introduced in the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry.

CARRIED

S.20-250 **ITEM 9.2 – King’s University College: Introduction of a Certificate in the Study of Law and Public Policy and Introduction of Political Science 2101A/B**

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

That effective September 1, 2021, a Certificate in the Study of Law and Public Policy be introduced at King’s University College, and That Political Science 2101A/B: Introduction to Law and Public Policy be introduced at King’s University College.

CARRIED

S.20-251 **ITEM 9.3 – Revisions to the “Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs” Policy**

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

That effective February 13, 2021 until April 12, 2021, the “Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs” policy be temporarily amended as shown in Item 9.3 in recognition of the extenuating circumstances caused by the COVID-19 world pandemic, and,

That effective April 13, 2021 the previous version of the policy, “Last Revised 2019 10” be reinstated.

One Senator abstained from voting.

CARRIED

S.20-252 **ITEM 9.4 – Update on Remote Proctoring**

S. Prichard, Acting Provost & Vice-President (Academic), J. Doerksen, Vice-Provost (Academic Programs), and G. Tigert, University Registrar, provided an update on remote proctoring.

G. Tigert advised that the eCampus Ontario agreement to provide Proctor Track will end in April. The process of finding a long term remote proctoring solution for Western began in the fall. A remote proctoring advisory team was established, composed of three Undergraduate students, a representative from SOGS, USC and a student Senator, as well as three Associate Deans (Academic), and three staff from WTS and the Office of the Registrar.

Six software solutions were rated according to criteria related to security, privacy, functionality, technical requirements, support, reputation and experience. Two vendors were identified as primary and secondary vendors, and there are ongoing confidential contract negotiations with the suppliers.

A Senator queried why Western has not provided an alternative option for students who cite security concerns with Proctor Track, such as external or private exam administration services.

G. Tigert responded that alternative solutions such as loan computers or a bursary to purchase a new computer that meets the software requirements of the remote proctoring tool have been provided as a solution if needed. There have also been conversations with Associate Deans and Instructors about

alternative assessments or an alternative proctoring process when required.

J. Doerksen responded that it has been common practice to offer some flexibility and accommodations around proctored exams. Faculties may face challenges if requests for alternative assessments happened at a large scale, but J. Doerksen advised the suggestion should be taken into consideration.

A guest was given leave to speak and raised a concern regarding consent from students on the alternative vendors, and stated students should have a clear opt-out option. He also noted there should have been Faculty representation on the advisory committee.

A Senator commented that students' financial abilities should be taken consideration, as many students may not be able to afford the high costs associated with alternative forms of assessments, such as external or private exam administration services. She noted this may cause students to cede their privacy, and financial assistance should be made available to students who require accommodations due to accessibility or privacy concerns.

The President advised that the University is mindful of the financial burdens students face, particularly during the pandemic. The President noted financial aid for Undergraduate students increased by 44% this academic year, while also increasing financial aid for graduate students.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.20-253 Strategic Plan Update

M. Davison, Chair of SCUP, provided an oral update on the Strategic plan.

The Strategic Plan Steering committee is currently engaged in consultation sessions across the seven theme groups. The themes and the membership for each theme group are available on the website <https://president.uwo.ca/strategic-planning-20-21/>. M. Davison noted that there is positive engagement on the social media content, and excellent responses have been received for the survey.

S.20-254 ITEM 10.1 – Subcommittee on Enrolment Planning and Policy (SUEPP) Report

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

That Senate approve the plans and processes for first-year first-entry undergraduate enrolment for the University and Affiliated University Colleges as outlined in ITEM 10.1(a),

And,

That Senate approve the 2021-22 enrolment projections/plans as shown in ITEM 10.1(b) be used for University budget planning purposes.

CARRIED

S.20-255 **ITEM 10.1(c) Report on Entering Averages & First Year Grades**

R. Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology) presented information regarding the Fall 2020 First-Year Class and Associated Metrics.

A Senator asked for clarification on the rationale for the plan estimate set at 5600 first-year direct-entry program students.

R. Chelladurai responded that in the planning process, Deans of direct entry programs were asked to do an assessment of their preferred class size, maximum class size, and the capacity they have in terms of teaching and support resources. The number of applications that are received by the Ontario University Application Center is also taken into consideration. The information collected from the Deans is summarized and reviewed by the Provost, the Registrar's office, Western International and the office of Institutional Budget & Planning. The combined data from the Deans assessment and the preliminary number of student applications received provides an estimate of a realistic target number, and the projection was 5600 students.

The Senator followed up by enquiring if residence space availability has any implication on the estimated number.

R. Chelladurai responded that an assessment is also done on residence space, and it plays a role in the final estimated number.

A Senator voiced a concern regarding the increase in first year Social Science students. He noted this would cause larger class sizes, affecting Faculty members' experience and interaction with students, and the overall student experience.

R. Chelladurai responded that the surge of first year enrollments was due to the pandemic. The Dean of Social Science has requested a decline to the target enrollment number for the plan next year.

S.20-256 **ITEM 10.2 - Update on Budget and Planning**

S. Prichard, Provost & Vice-President (Academic) and R. Chelladurai, Associate Vice-President (Planning, Budgeting and Information Technology) provided a verbal update on the budget and planning cycle process.

A Senator requested more information on the Associate Vice-President (Equity, Diversity & Inclusion) budget unit.

A. Shepard responded the budget will include the salary of the new Associate Vice-President and potentially other salaries, as there will be an education component in the unit.

A Senator queried if the carryover budget cuts due to the tuition freeze from the previous year, in addition to the IBA cuts anticipated from this year have been resolved into the budget.

R. Chelladurai responded that the previous two-year plan had incremental cuts to respond to the tuition rollback of 2.5% in each of those two years, in addition to cuts from IBA. As a result, only the IBA cut is in place for this coming year.

SS.20-257 **REPORT OF THE UNIVERSITY RESEARCH BOARD**

L. Rigg, Vice-President (Research) provided an oral report on the work of the University Research Board committee.

S.20-2458 **DISCUSSION AND QUESTION PERIOD**

Senators submitted the following questions in advance:

Convocation

As we contemplate a return to in-person campus activities, one of the most anticipated events will be our next Convocation. This ritual traditionally unites the Western community. How can Convocation be successful when the current Chancellor remains an object of division for many faculty, staff, and students following her flouting of COVID-19 public health guidelines?

A subsequent question was received from the Society of Graduate Students (SOGS) regarding Chancellor L. Hasenfratz's international travel over the holidays. A member of SOGS read a public statement addressed to Chancellor L. Hasenfratz, calling for her to resign from her position as the Chancellor for Western.

A. Shepard responded that when Chancellor L. Hasenfratz travelled, Ontario was not under a "stay at home" order, but under the guidance to stay home, therefore she did not violate any Federal or Provincial laws. He also noted that she followed all protocols and remained in quarantine as public health guidelines require. The President acknowledged that the Chancellor is sincerely apologetic and regretful over her travel, and has stepped down as a volunteer member of the provincial COVID-19 vaccine panel. She has also released an apology letter addressed to the community.

A. Shepard highlighted the Chancellor's community work and engagement for the Western community for over 20 years. He noted that she is an advocate for women in Engineering, Science, and Business, and has represented Western on a number of advisory committees prior to becoming Chancellor. She has made contributions to two scholarships. She is the Chief Executive Officer of Linamar, which hosts a successful co-op program for Western's students.

The matter of whether the Chancellor should resign from her role at Western was addressed by the Board of Governors in a closed session. After very careful discussions and considerations, the Board weighed all of the Chancellor's work and support to Western, and came to the conclusion that the Board would issue a public reprimand of the Chancellor, and she would continue in her role as Chancellor for Western.

The Senator followed up her question and requested an elaboration on the Board of Governors' statement that stated the Chancellor will begin seeking opportunities to repair the trust of the community. The Senator noted the statement did not give any examples of such remedies.

A. Shepard responded that he had discussions with the Chancellor and she is continuing to discuss ideas and opportunities with some Deans.

A Senator raised a concern that during the fall term, students were threatened with academic discipline for not following health and safety guidelines. She noted that students do not consider that the outcome of the Chancellor's actions equate with the consequences that students might have faced in the fall.

The President advised that the previous charges laid in the fall against students were code of conduct violations in residence halls due to large parties, gatherings and other activities that violated the law limits on the size of gatherings. He noted this is a different scenario than breaking public health guidelines.

Senate Elections

Under the UWO Act, “The election of a member of the Senate under clause 24(1)(b) or (d) shall be by secret ballot of the members of the academic unit or affiliated college to be represented who hold the rank of assistant professor or higher, but in all other respects such an election shall be in accordance with the manner and procedures established and determined by the Senate.”

This week, many faculty members holding the rank of Lecturer were disheartened to be reminded that this language prevents them from participating in elections to select their representative in Senate. Undergraduate students, graduate students and full-time staff are all eligible to vote for their Senator, but full-time faculty with the rank of Lecturer - many of them long-serving - are not. Will Western commit to attempting to fix this disenfranchisement, in the interest of collegial governance?

P. Eluchok (Legal Counsel) responded that the issue is created by Western’s Governing Act, which limits who can serve on Senate. He advised the suggested solution of a letter will not resolve the issue. He noted that the solution is only accomplished by amending the act, which is a significant undertaking. If the decision is made to amend the act, it would likely result in a comprehensive review to determine if other updates are required. To amend the Act, an application is submitted to the Government, and it would then be left to the legislative process to determine to table a bill with the amendment. P. Eluchok noted the process could be lengthy. The decision to open the Act is a critical decision and timing is important. This issue can be brought forward in future when a decision is made to pursue changes to the Act.

A Senator suggested that the issue should be resolved at an internal level without the need to amend the Act. He noted the language in the Act is outdated, and recommended drafting appropriate language that would handle the issue at an internal level. A. Shepard thanked the Senator for the suggestion, but reminded we have to follow procedure.

Online Course Delivery

The Western Student Senators have received a lot of really positive comments from students, thanking their professors for taking their feedback from last semester and applying it to courses this term to create the best learning environment for students. However, one concern that still exists is accessibility for students requiring accommodation. With this shift to online learning, many students receiving accommodations struggle to learn content without lectures being closed captioned. Are there support systems currently in place to aid professors and lecturers so that they can add closed captioning as an accessibility feature to their lectures?

J. Doerksen, Vice-Provost (Academic Programs) responded that during the rapid transition to remote learning in the summer, the Center for Teaching and Learning developed a series of videos around accessibility practices available to faculty members. They also developed a website that details the captioning resources that are available. J. Doerksen noted that this week Zoom introduced a live captioning function that is implemented at Western. The following link to Western Technology Services describes how to enable live captioning on Zoom:

https://wts.uwo.ca/zoom/special_features/live_transcription.html

A Senator provided the following comment: “Is it equitable to make students pay for more secure services? Many students and their families have been facing financial insecurity during this pandemic. A lot of this insecurity is faced by students of colour and of lower socioeconomic status who already face challenges accessing education.”

ADJOURNMENT

The meeting adjourned at 3:16 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.



President & Vice-Chancellor

REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: March 5, 2021
Re: President's Report to Senate

Dear Senators,

This report highlights some noteworthy developments since my last report to Senate of February 12, 2021.

COVID-19 update: On March 2, the Middlesex-London Health Unit declared a COVID-19 outbreak in Essex Hall residence where there are currently seven confirmed positive cases. All 338 students living in Essex Hall have been notified and anyone considered a close contact will be notified directly by the MLHU. The health and safety of our campus community remains our top priority as we follow the health unit's recommendations, and we are encouraging students to get tested as they return to residence. On February 22, some campus services reopened with health and safety protocols, including Taylor Library, the Western Student Recreation Centre, eateries, and study spaces. For more information, please visit our [What's Open website](https://www.uwo.ca/coronavirus/) which is updated regularly. And watch <https://www.uwo.ca/coronavirus/> for the latest news. I will provide a further update on our pandemic response in my oral report.

Improving campus accessibility: Western is acting on recommendations in an external report studying accessibility issues on campus. Initiated by AVP Student Experience, **Jennie Massey**, the external review followed practices endorsed by the Council for the Advancement of Standards in Higher Education and was conducted by colleagues from Dalhousie, Queen's, and the University of Toronto. Among our first steps will be striking an implementation committee and student advisory committee, and hiring an accessibility engagement coordinator to lead initiatives that facilitate community-building for students with disabilities.

Social Science partners with LEDC to pilot career apprenticeship program: The Faculty of Social Science is working with the London Economic Development Corporation to launch an innovative program that will connect new graduates to employment opportunities in London and region. Beginning this month, the program will provide funding support for 10 positions in concert with local employers who commit to providing 12-month contracts to a recent graduate from one the Faculty's academic streams. Successful candidates will be eligible to start their careers in May in jobs with a minimum annual salary of \$35,000. Participating employers will be reimbursed by the program for four months' salary to a maximum of \$4,000 per month.

Western named among Canada's best employers: Last month, Western was named among Canada's 50 best employers in *Forbes*. Ranked 43rd, Western is one of only two London employers making the top 100 on a list of 300 workplaces reviewed by the business magazine in 25 sectors, including manufacturing, government, education, retail, and wholesale.

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

- PhD candidate **Mahsa Shahbaz** (Biomedical Engineering) won the inaugural Mayo Clinic Innovation Sprint for her team's development of a product prototype and business plan aimed at creating a safe experience for remote care-delivery teams. Alumnus **Michael Lavdas** (BESc'18, MESc'20) placed second for a project related to fitting lower-limb prostheses.
- Alumna and Dean of the Faculty of Law **Erika Chamberlain** (LLB'01) appointed by Prime Minister Trudeau to an advisory board that will identify candidates to fill a Supreme Court of Canada vacancy created by the retirement of Justice Rosalie Abella.
- Ivey professor **Paul Beamish** received the Outstanding Contribution to the Case Method Award from the Case Centre. A majority of Paul's 150 cases have been translated into other languages and more than 3.5 million copies have been studied worldwide.
- Alumna and Ivey Advisory Board member **Kyle MacDonald** named the 2021 YMCA Southwestern Ontario Women of Excellence Awards Honouree for Entrepreneurship.

Leadership update: On February 24, I was pleased to announce **Jeff O'Hagan** has been appointed Western's next Vice-President, University Advancement, effective April 1, 2021. Jeff is currently Vice-President of Advancement at York University, where he has led advancement operations since 2011 and is in the final year of a \$500-million campaign that exceeded its goal one year ahead of plan. Prior to his time at York, Jeff held senior executive positions at Sunnybrook Health Sciences Centre Foundation (2007-11), and he was a successful fundraiser here at Western—first as Director of Gift Planning (2001-03), then as Director of Development at the Schulich School of Medicine & Dentistry (2003-07). Jeff is a proud Western alumnus (BA'93, Political Science) who brings with him a deep personal affinity for his alma mater along with a wealth of fundraising experience gained during his 20-year career. We look forward to welcoming him home and supporting his success.

The work of review/selection committees for the following senior leadership positions remains underway: Dean of the Don Wright Faculty of Music, Vice-Provost (Academic Planning, Policy & Faculty), University Secretary, and Provost & Vice-President (Academic).

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) – Results of the Spring 2021 Elections for Membership on Senate

ACTION REQUIRED: ☐ FOR ACTION ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

Elections for membership on Senate for the July 1, 2021 to June 30, 2022 term were held February 1-2 for undergraduate and graduate student constituencies. Elections for membership on Senate for the July 1, 2021 to June 30, 2023 term were held February 9-10 for faculty and staff constituencies. The results of the elections are attached.

ATTACHMENTS:

[Election Results – Undergraduate and Graduate Student Constituencies](#)
[Election Results – Faculty and Staff Constituencies](#)

[Simply Voting Certified Results – Undergraduate Student Constituencies](#)
[Simply Voting Certified Results – Faculty Constituencies](#)

RESULTS OF THE SPRING 2021 ELECTIONS FOR MEMBERSHIP ON SENATE - STUDENT CONSTITUENCIES				
UNDERGRADUATE STUDENTS (14 positions available for the July 1, 2021 to June 30, 2022 term)				
Constituency	Required	Name of Nominee	Academic Program/AUC	Status
Arts and Humanities/FIMS/Music		No nominees. Seat migrated to At Large for the 2021-22 year		
Business/Education/Engineering/Law	1	KARKY, Shaurya	Mechanical Engineering / Engineering	Elected
Health Sciences	1	BOUSSOULAS, Elias	Kinesiology / Health Sciences	Acclaimed
Medicine & Dentistry	1	PATEL, Margi	Medical Sciences / Schulich	Acclaimed
Science	2	ARORA, Kenisha	Medical Sciences / Science	Elected
		FAHMIDA, Maisha	Medical Sciences / Science	
Social Science	2	KALAYDJIAN, Emilie	BMOS / Social Science	Elected
		SRIHARAN, Bianka	Political Science, Psychology / Social Science	
Brescia/Huron/King's University Colleges	2	CHAZI, Jack	Political Science / Huron	Elected
		GALLANT, Claudia	Political Science / Huron	
At Large	5	BERRY, Iman	Political Science / Social Science	Elected
		KENNEDY, Riley	Indigenous Studies, Community & Development / Social Science	
		PAHARGARH, Artika	HBA / Ivey	
		STOYLES, Lauren	Social Science / Huron	
		ZIVKOVIC, Sandra	Kinesiology / Health Sciences	
GRADUATE STUDENTS (4 positions available for the July 1, 2021 to June 30, 2022 term)				
	Required	Name of Nominee	Academic Program	Election Status
	4	NORD, Julie Anne	PhD / Music, Musicology	Acclaimed
		SAPURIDIS, Effie	PhD / Media Studies, FIMS	Acclaimed
		No nominations received. Senate will appoint a member at the recommendation of an ad hoc committee.		
		No nominations received. Senate will appoint a member at the recommendation of an ad hoc committee.		

RESULTS OF THE SPRING 2021 ELECTIONS FOR MEMBERSHIP ON SENATE - FACULTY & STAFF CONSTITUENCIES				
FACULTY (21 positions available for the July 1, 2021 to June 30, 2023 term)				
Constituency	Required	Name	Academic Unit	Status
Arts and Humanities	2	ROBIN, Alena	Languages & Cultures	Acclaimed
		SCHUURMAN, Anne	English & Writing Studies	
Ivey Business School	1	LEE, Deishin	Operations Management & Sustainability	Acclaimed
Education	1	No nominations received. Senate will appoint a member at the recommendation of the Faculty.		
Engineering	1	LACEFIELD, James	Electrical & Computer Engineering	Elected
Health Sciences	2	BURKE, Shauna	Health Studies	Elected
		CONNELLY, Denise	Physical Therapy	
Information & Media Studies	1	PYATI, Ajit	Information & Media Studies	Acclaimed
Law	1	SINEL, Zoe	Law	Acclaimed
Medicine & Dentistry	2	JOY, Tisha	Medicine	Acclaimed
		LAIRD, Dale	Anatomy & Cell Biology	
Music	1	ROLAND, Sophie	Music Performance Studies	Acclaimed
Science	2	HAQUE, Anwar	Computer Science	Acclaimed
		No additional nominations received. Senate will appoint a member at the recommendation of the Faculty.		
Social Science	2	NELSON, Andrew	Anthropology	Elected
		STEPHENSON, Laura	Political Science	
SGPS - At Large	1	No nominations received. Senate will appoint a member at the recommendation of SGPS.		
SGPS - Arts and Humanities	1	DE VIVEIROS, Genevieve	French Studies	Acclaimed
SGPS - Law/FIMS/Music	1	No nominations received. Senate will appoint a member at the recommendation of SGPS.		
SGPS - Engineering	1	ABDALLAH, Shami	Electrical & Computer Engineering	Elected
SGPS - Medicine & Dentistry	1	WHITEHEAD, Shawn	Anatomy & Cell Biology	Acclaimed
STAFF (1 position available for the July 1, 2021 to June 30, 2023 term)				
	Required	Name of Nominee	Academic/Administrative Unit	Election Status
	1	WATSON, Jeff	Careers & Experience	Acclaimed

Feb 2, 2021

Western University Students' Council
340 UCC Building
Western University
London, ON
N6A3K7 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 - USC Election 2021

Start: 2021-02-01 08:00:00 America/Toronto

End: 2021-02-02 20:00:00 America/Toronto

Turnout: 9750 (28.1%) of 34725 electors voted in this ballot.

Arts and Humanities Councillor

Restricted to **ARTS AND HUMANITIES**

Option	Votes
TSANG, Celine	236 (94.4%)
(Non-Confidence)	14 (5.6%)

VOTER SUMMARY

Total	303
Abstain	53 (17.5%)

Arts and Humanities President

Restricted to **ARTS AND HUMANITIES**

Option	Votes
BRADLEY, Jack	237 (92.9%)
(Non-Confidence)	18 (7.1%)

VOTER SUMMARY

Total	303
Abstain	48 (15.8%)

FIMS Councillor

Restricted to **FIMS**

Option	Votes
THOMPSON, Ava	290 (97.6%)
(Non-Confidence)	7 (2.4%)

VOTER SUMMARY

Total	356
Abstain	59 (16.6%)

FIMS President

Restricted to **FIMS**

Option	Votes
LEE, Hae Eun (Hayley)	287 (96.0%)
(Non-Confidence)	12 (4.0%)

VOTER SUMMARY

Total	356
Abstain	57 (16.0%)

Health Sciences President

Restricted to **HEALTH SCI NUR (F);HEALTH SCI NUR (W);HEALTH SCIENCES KIN;HEALTH SCIENCES NUR;HEALTH STUDIES;HEALTH STUDIES HS**

Option	Votes
QIN, Keenen	867 (90.5%)
(Non-Confidence)	91 (9.5%)

VOTER SUMMARY

Total	1336
Abstain	378 (28.3%)

Health Studies Councillor

Restricted to **HEALTH STUDIES;HEALTH STUDIES HS**

Option	Votes
BRUCCOLERI, Joey	421 (93.3%)
(Non-Confidence)	30 (6.7%)

VOTER SUMMARY

Total	613
Abstain	162 (26.4%)

Health Studies President

Restricted to **HEALTH STUDIES;HEALTH STUDIES HS**

Option	Votes
PEREIRA, Matthew	309 (63.1%)
TOM, Kris	181 (36.9%)

VOTER SUMMARY

Total	613
Abstain	123 (20.1%)

Kinesiology President

Restricted to **HEALTH SCIENCES KIN**

Option	Votes
BRESOLIN, Caleb	355 (96.5%)
(Non-Confidence)	13 (3.5%)

VOTER SUMMARY

Total	446
Abstain	78 (17.5%)

Music Councillor

Restricted to **MUSIC**

Option	Votes
JUNG, Jeanny	194 (97.0%)
(Non-Confidence)	6 (3.0%)

VOTER SUMMARY

Total	230
Abstain	30 (13.0%)

Music President

Restricted to **MUSIC**

Option	Votes
JARMAN, Lauren	142 (63.7%)
DING, Jingwen	81 (36.3%)

VOTER SUMMARY

Total	230
Abstain	7 (3.0%)

Nursing Association Councillor

Restricted to **HEALTH SCI NUR (F);HEALTH SCI NUR (W);HEALTH SCIENCES NUR**

Option	Votes
BELTRAN, Antonio	221 (97.4%)
(Non-Confidence)	6 (2.6%)

VOTER SUMMARY

Total	277
Abstain	50 (18.1%)

Nursing President

Restricted to **HEALTH SCI NUR (F);HEALTH SCI NUR (W);HEALTH SCIENCES NUR**

Option	Votes
GUERERO, Aira	230 (97.0%)
(Non-Confidence)	7 (3.0%)

VOTER SUMMARY

Total	277
Abstain	40 (14.4%)

Science Councillor

Restricted to **SCIENCE**

Option	Votes
TU, Jessie	560 (17.0%)
DUSICK, Madison	504 (15.3%)
SHEDEED, Adam	433 (13.2%)
BISWURM, Ethan	370 (11.2%)
ADNAN, Zohaib	341 (10.4%)
HAMZEA, Nicholas	310 (9.4%)
DYBATCH, Kseniya	305 (9.3%)
CHHABRA, Anish	275 (8.4%)
ALI, Abdulsamie	192 (5.8%)

VOTER SUMMARY

Total	1752
Abstain	542 (30.9%)

Science President

Restricted to **SCIENCE**

Option	Votes
MAHAKUL, Shanika	1047 (89.8%)
(Non-Confidence)	119 (10.2%)

VOTER SUMMARY

Total	1752
Abstain	586 (33.4%)

Social Science Councillor

Restricted to **SOCIAL SCIENCE**

Option	Votes
CLARK, Sara-Emilie	622 (14.4%)
MILANCZAK, Madison	550 (12.7%)
BILODEAU, Jade	531 (12.3%)
XU, Eric	516 (11.9%)
CHEN, Ehtan	434 (10.0%)
GHATTAS, Hana	407 (9.4%)
SVIRSKY, Daniel	359 (8.3%)
IBRAHIM, Kristina	317 (7.3%)
MIKEYENGE, Sidney	293 (6.8%)
PENNINGTON, Taylor	293 (6.8%)

VOTER SUMMARY

Total	2248
Abstain	737 (32.8%)

Social Science President

Restricted to **SOCIAL SCIENCE**

Option	Votes
BAJAJ, Nika	1430 (91.1%)
(Non-Confidence)	140 (8.9%)

VOTER SUMMARY

Total	2248
Abstain	678 (30.2%)

USC President

Votes required to elect an option: 4629

ROUND1		
	FAKIRANI, Zamir	3625 votes
	THOMLINSON, Parker	3252 votes
	RYAN, Callista	2380 votes
	Eliminated RYAN, Callista due to: lowest 1st preference	
ROUND2		
	FAKIRANI, Zamir	4758 (+1133) votes
	THOMLINSON, Parker	4274 (+1022) votes
	Exhausted votes	225 (+225) votes
	Elected FAKIRANI, Zamir due to: highest 1st preference	
ROUND3		
	FAKIRANI, Zamir	Elected 4758 votes
	THOMLINSON, Parker	4274 votes
	Exhausted votes	225 votes

VOTER SUMMARY

Total	9750
Abstain	493 (5.1%)

Western Board of Governors

Option	Votes
PAHARGARH, Artika	2044 (39.6%)
BERRY, Iman	1751 (33.9%)
PUMMER, Alex	1369 (26.5%)

VOTER SUMMARY

Total	9750
Abstain	4586 (47.0%)

Western Senate (At Large)

Option	Votes
STOYLES, Lauren	2445 (15.0%)
BERRY, Iman	2242 (13.7%)
ZIVKOVIC, Sandra	2174 (13.3%)
PAHARGARH, Artika	2173 (13.3%)
KENNEDY, Riley	2116 (13.0%)
SAVANI, Inaara	1978 (12.1%)
RAMNARINE, Jordan	1930 (11.8%)
ABDELMALEK, Ismail	1259 (7.7%)

VOTER SUMMARY

Total	9750
Abstain	4453 (45.7%)

Western Senate (Business/Education/Engineering/Law)

Restricted to **EDUCATION;ENGINEERING;IVEY;LAW**

Option	Votes
KARKY, Shaurya	475 (54.8%)
HARASYM, Christopher	392 (45.2%)

VOTER SUMMARY

Total	1642
Abstain	775 (47.2%)

Western Senate (Science)

Restricted to **SCIENCE**

Option	Votes
FAHMIDA, Maisha	418 (25.3%)
ARORA, Kenisha	374 (22.7%)
SIALI, Mahima	303 (18.4%)
SAROYA, Samdarsh	290 (17.6%)
AHMED, Moeiz	264 (16.0%)

VOTER SUMMARY

Total	1752
Abstain	703 (40.1%)

Western Senate (Social Science)

Restricted to **SOCIAL SCIENCE**

Option	Votes
SRIHARAN, Bianca	504 (28.5%)
KALAYDJIAN, Emilie	414 (23.4%)
PUMMER, Alex	341 (19.3%)
NEWMAN-WILSON, Zuzu	281 (15.9%)
KRUT, Pe'er	227 (12.8%)

VOTER SUMMARY

Total	2248
Abstain	1111 (49.4%)

Western Senate (Brescia/Huron/Kings)

Restricted to **BRESCIA;HURON;KINGS**

Option	Votes
GALLANT, Claudia	495 (33.8%)
CHAZI, Jack	483 (32.9%)
MAHESHWARI, Siddharth	259 (17.7%)
ZIA, Hyacinth	229 (15.6%)

VOTER SUMMARY

Total	1252
Abstain	321 (25.6%)

London Youth Advisory Council

Option	Votes
DAWSON, Cassandra	2955 (69.0%)
MAKHDOOM, Shehaam	1330 (31.0%)

VOTER SUMMARY

Total	9750
Abstain	5465 (56.1%)



Feb 10, 2021

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 - Board & Senate - Faculty and Staff - Winter 2021

Start: 2021-02-09 08:00:00 America/Toronto

End: 2021-02-10 20:00:00 America/Toronto

Turnout: 1080 (32.9%) of 3287 electors voted in this ballot.

Board of Governors - Staff Constituency - At-Large - ONE Position Electable

Restricted to **HST**

Option	Votes
CHANT, Arzie - Department of Biology	427 (48.2%)
KEDDY, Douglas - Western Research	239 (27.0%)
BIELFELD, Charlene - Hospitality Services	137 (15.5%)
VANDEN BOOMEN, Devan - Faculty of Education	82 (9.3%)

VOTER SUMMARY

Total	888
Abstain	3 (0.3%)

Senate - Faculty Constituency - Engineering - ONE Position Electable

Restricted to **E**

Option	Votes
LACEFIELD, James - Electrical & Computer Engineering	42 (67.7%)
BRIENS, Lauren - Chemical & Biochemical Engineering	20 (32.3%)

VOTER SUMMARY

Total	63
Abstain	1 (1.6%)

Senate - Faculty Constituency - Health Sciences - TWO Positions Electable

Restricted to **HS**

Option	Votes
BURKE, Shauna - Health Studies	31 (39.2%)
CONNELLY, Denise - Physical Therapy	26 (32.9%)
SAVUNDRANAYAGAM, Marie - Health Studies	22 (27.8%)

VOTER SUMMARY

Total	41
Abstain	0 (0.0%)

Senate - Faculty Constituency - Social Sciences - TWO Positions Electable

Restricted to **SS**

Option	Votes
NELSON, Andrew - Anthropology	60 (37.7%)
STEPHENSON, Laura - Political Science	58 (36.5%)
CLEVELAND, Mark - Management & Organizational Studies	41 (25.8%)

VOTER SUMMARY

Total	91
Abstain	0 (0.0%)

Senate - Faculty Constituency - SGPS Engineering - ONE Position Electable

Restricted to **E**

Option	Votes
ABDALLAH, Shami - Electrical & Computer Engineering	41 (67.2%)
MEQUANINT, Kibret - Chemical & Biochemical Engineering	20 (32.8%)

VOTER SUMMARY

Total	63
Abstain	2 (3.2%)



ITEM 5.1(b) – Senate Membership – Vacancies Filled by Appointment

ACTION REQUIRED: ☐ FOR ACTION ☒ FOR INFORMATION

The Senate seats listed below were filled by appointment for the terms indicated at the recommendation of the units concerned in accordance with the Senate Election Procedures (A.4.1(d)).

SGPS – AT LARGE:

Mark Cleveland	DAN Management & Organizational Studies	July 1, 2021 – June 30, 2023
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SGPS – LAW / FIMS / MUSIC:

Kevin Mooney	Music Research & Composition	July 1, 2021 – June 30, 2023
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BRESCIA UNIVERSITY COLLEGE:

Sara Morrison	July 1, 2021 – June 30, 2023
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KING'S UNIVERSITY COLLEGE :

Laura Lewis	July 1, 2020 – June 30, 2022
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ITEM 5.1(c) – In Absentia Convocation for May and June 2021

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That the Senate approve the establishment of four *in absentia* convocations to be held May 13, 2021, June 5, 2021, June 11, 2021 and June 18, 2021 for students who complete their degree, diploma and certificate requirements and would normally have their name put forward as part of:

- the May 13, 2021, Huron Theology Convocation,
- the June 5, 2021, Schulich School of Medicine & Dentistry (MD) Convocation,
- the June 11, 2021, Richard Ivey School of Business (Graduate Programs Spring) Convocation,
- the June 14-18 and 21-25, 2021, Spring Convocations,

And that all students who have their degree or diploma conferred and certificate awarded *in absentia* be given the opportunity to participate in a future celebration.

EXECUTIVE SUMMARY:

In light of ongoing developments and recommendations associated with COVID-19, the Convocation Board has again taken the decision to postpone Convocation (as noted below). This decision will impact the Spring Convocations scheduled for May 13, June 5, 11, 14-18 and 21-25 of 2021. It is with much regret that this is again the recommended path forward, but the continued safety of the graduates, their families and the University community necessitates this decision.

The Convocation Board supports, *in absentia* award dates to be recommended to Senate for all those candidates for degrees, diplomas, and certificates who are put forth by their Faculties to the Registrar. Furthermore, the Board recommends that Western again host a virtual celebration for our graduates.

ITEM 5.1(d) – Candidates for Degrees, Diplomas and Certificates – Spring Convocation (#317)

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

On behalf of the Senate the Provost will approve the list of Candidates for Degrees, Diplomas and Certificates for Spring 2021, upon the recommendation of the Registrar. The list of Candidates approved by the Provost will be appended to the Official Minutes of the June 4, 2021 meeting of Senate.

ITEM 5.2(a) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That the admission requirements for the MD program be revised as shown, effective July 1, 2021 for the 2021-22 application cycle.

EXECUTIVE SUMMARY:

Schulich Medicine recognizes that some applicants may have faced barriers on their path to applying to medicine. As part of a commitment to diversity, inclusivity and equity, in order to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants, Schulich Medicine would like to amend the Medical College Admission Test (MCAT) requirements for the diversity and social accountability pathways.

The first change requested is to the MCAT requirements for the Southwestern Ontario, ACCESS, and Medical Military Training Pathway (MMTP) admissions pathways in order to ensure equitable assessment of these applicants.

The second change requested is an update to the Indigenous MCAT requirements to use the thresholds of the new 2015 MCAT. Although Senate previously approved the use of the new 2015 MCAT, Schulich had not provided the new score equivalents for the thresholds used in the Indigenous pathway. This change corrects the previous omission.

ATTACHMENTS:

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

REVISED CALENDAR COPY

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

Admission - MD Program

MEDICINE

APPLICATION FOR ADMISSION

This part of the policy is unchanged

ADMISSION REQUIREMENTS

This part of the policy is unchanged

Admission Requirements

This part of the policy is unchanged

3. MCAT

MCAT minimums are reset each year. Applicants must meet or exceed these thresholds in their most recent writing of the MCAT (which must be no more than five years prior to the application deadline).

Effective July 1 2017, for the 2017-18 application cycle, all applicants must have written the MCAT test introduced in April 2015. Test scores from the previous version of the MCAT test will no longer be valid.

Only scores from the MCAT test introduced in April 2015 will be considered. Applicants from designated counties in Southwestern Ontario (Grey, Bruce, Huron, Perth, Oxford, Middlesex, Lambton, Chatham-Kent, Elgin and Essex Counties) must meet the same overall score but are afforded some MCAT flexibility wherein the total MCAT score must meet the 50th percentile and each MCAT component score must also individually meet the 50th percentile for individual component scores in order to meet this aggregate score.

All applicants must arrange for verified results of the revised MCAT to be submitted directly to the Ontario Medical School Application Service (OMSAS).

Additional Non-Academic Requirements

This part of the policy is unchanged

Admission and Application Policies

This part of the policy is unchanged

Health Care Improvement in Southwestern Ontario and Indigenous Communities

As a component of its mandate, Schulich Medicine will give special consideration to applicants who have indicated on their OMSAS application that they are from designated communities in Southwestern Ontario (Grey, Bruce, Huron, Perth, Oxford, Middlesex, Lambton, Chatham-Kent, Elgin, and Essex, Counties) and/or from the Indigenous communities.

Schulich Medicine & Dentistry's Distributed Education program is a partnership of over 50 communities throughout Southwestern Ontario which provides rural/regional medical education and training experience to undergraduate and postgraduate trainees from the Schulich School of Medicine & Dentistry.

The clinical clerkship or third year of the medical program is constituted so that all clerks will be expected to spend time outside of London or Windsor in the Distributed Education teaching sites. For those students with a particular interest in community medicine a rural/regional clerkship stream is available. Each year a section of students will complete the majority of the clerkship year in some of Schulich Medicine & Dentistry's Distributed Education communities. It is important that applicants to the Schulich Medicine MD undergraduate program understand that all students will be mandated to spend at least part of third year away from London or Windsor. There are no exceptions to this policy. By accepting an offer of admission to this program, students are consenting to participate fully in this approach to learning.

The Schulich School of Medicine & Dentistry is committed to increasing the number of First Nations, Métis, and Inuit physicians. It has established the Indigenous Admissions Committee to increase the enrollment of Indigenous students in Medicine and to provide Indigenous applicants and students with support and counseling to facilitate their success in medical school. Schulich Medicine has designated seats in each entering class for First Nations, Métis, and Inuit students. Applicants self-identified as Indigenous and one of Canada's First Peoples who wish to be considered for a designated seat must provide official documents of Indigenous status or proof of ancestral Indigenous origin to OMSAS. Such applicants must also provide at the time of application a personal statement describing experiences within Indigenous communities, and additional letters of support from Indigenous communities or organizations.

Applicants will be assessed on a balanced portfolio which includes academic achievements, MCAT scores, letters of support, and a personal statement that provides evidence of long-term involvement in the Indigenous community and the impact of these experiences.

Only in exceptional circumstances will Indigenous applicants with a GPA of less than 3.30 or MCAT score below **the 50th percentile BS-8, PS-8, VR-8, WS-O,** be considered for the designated seats. Applicants invited to an interview will be welcomed by an interview panel consisting of an Indigenous physician, Indigenous community member, and senior medical student.

First Nations, Métis, and Inuit applicants and students considering a future career in Medicine are encouraged to contact the Admissions Office at admissions.medicine@schulich.uwo.ca or call 519-661-3744 for further information and counseling.

ACCESS Pathway

The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine, and as part of its commitment to inclusivity and equity, it wishes to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants. The ACCESS pathway is for those applicants who have been adversely impacted by circumstances that created a disadvantage. These may include medical, sociocultural, and/or financial barrier(s). Those who apply through the ACCESS pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream ([link](#)). The MCAT criteria are re-set annually based on the competitiveness of the applicant pool.

In your application, you must:

- Describe why you are applying in this pathway;
- Provide supporting documentation regarding your barrier;
- Provide a written statement on how you have adapted to and/or overcome your barrier and your potential for success in medical school; and
- For applicants with a medical and/or financial barrier, provide all of the documentation outlined below.

Medical barrier

This part of the policy is unchanged

Financial barrier

This part of the policy is unchanged

Medical Military Training Program (MMTP) Pathway

The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine, and as part of its commitment to inclusivity and equity, it wishes to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants. The Schulich School of Medicine & Dentistry also recognizes that there is a critical shortage of medically trained personnel who will serve our Canadian Armed Forces.

The Medical Military Training Program (MMTP) pathway is for those applicants who are current active members of the Canadian Armed Forces for a minimum of 12 months prior to the application deadline.

Those who apply through the MMTP pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream ([link](#)). The MCAT criteria are re-set annually based on the competitiveness of the applicant pool.

The rest of the policy remains unchanged

Background:

There is evidence that standardized tests such as the MCAT may allow for perpetuation of systematic barriers, particularly affecting certain populations such as those from lower socioeconomic status, those who have faced sociocultural barriers including under-represented ethnicities (such as Indigenous, Black) and those who grew up in rural/remote locations. For this reason, Schulich Medicine has specific admissions pathways built on encouraging diversity and social accountability and also affords MCAT flexibility – the Indigenous pathway, the Southwestern Ontario pathway, the ACCESS pathway, and the Medical Military Training Program (MMTP) pathway. The Indigenous pathway is for applicants who self-identify as Indigenous; the Southwestern Ontario pathway is for applicants who completed all 4 years and have graduated from a high school in one of the local 10 counties (which is predominantly small town/rural); the ACCESS pathway is for applicants who may have faced financial, sociocultural, and/or medical barriers; and the MMTP pathway is for applicants who are active members of the Canadian Armed Forces given the shortage of medical personnel within the Canadian military.

Data from the Association of American Medical Colleges has demonstrated that the 50th percentile on MCAT test scores is sufficient for academic success in medical school and this is particularly important since the MCAT has been shown to present barriers for those from non-urban settings, those from low socioeconomic backgrounds, and those who may have faced sociocultural barriers including under-represented ethnicities within medicine such as Indigenous, Black, Filipino, Latin American, resulting in lower MCAT scores and affecting their Admissions chances. Moreover, test preparation courses and opportunities to retake the MCAT to improve test scores may present additional barriers for these populations under-represented in medicine.

In practice, the current MCAT requirements for the Indigenous pathway to Schulich Medicine takes this into account by requiring applicants to have the 50th percentile within each of the sections of the MCAT as well as 50th percentile for the total MCAT score. The MCAT underwent a revision in 2015. Although the current Senate policy correctly states that only the MCAT scores written with the MCAT introduced April 2015 will be considered as of the 2017-2018 application cycle, equivalent score values for the Indigenous pathway (pre-2015, MCAT scores were numbers and letters; post-2015, MCAT scores use numbers on a different scale and percentiles) were not updated. Thus, one of the changes requested is an edit to update the section on Indigenous MCAT scores to the correct post-2015 MCAT score equivalents.

Currently, the other three diversity and social accountability pathways (Southwestern Ontario pathway, ACCESS pathway, and MMTP pathway) aimed at applicants who may have faced barriers affords some flexibility in the individual MCAT component score thresholds but requires the total MCAT to be equal to that of the general admissions pathway. Therefore, in an effort to ensure equity for the under-represented populations captured within the ACCESS, MMTP, and Southwestern Ontario pathways while recognizing that potential for academic success is evident at the 50th percentile of the MCAT scores, the second change requested is that the individual component MCAT sections and the total MCAT score requirement portion for these 3 pathways be set at the 50th percentile.

ITEM 5.2(b)(i) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine: Introduction of a New Subject Area in “Medical Bioinformatics” and Withdrawal of the Subject Area in “Medical Health Informatics”

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, “Medical Bioinformatics” be introduced as a new subject area by the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry, and included in Category C for Breadth Requirements for Graduation, and

That effective September 1, 2022, “Medical Health Informatics” be withdrawn as a subject area.

EXECUTIVE SUMMARY:

The Department of Pathology and Laboratory Medicine is proposing to introduce a new subject area in “Medical Bioinformatics” and withdraw the existing subject area in “Medical Health Informatics”.

Medical informatics encompasses a broad range of expertise. Medical Health Informatics utilizes computers to manage health databases (i.e., electronic medical records). Medical Bioinformatics focuses on the development and use of new computational methods to analyze clinical and biomedical data, especially DNA/RNA sequences. Thus, Medical Bioinformatics is more focused on open source, data-driven "discovery" science, whereas Medical Health Informatics focuses more on standardized and tightly-controlled clinical practice. While the fundamentals of these two aspects of informatics are similar, drawing on statistics and computing science, they are two separate streams of the field. A recent retirement and the recruitment of two new faculty members (both bioinformaticists), as well as an active search for another tenure-track position in the bioinformatics area, has shifted the Department's expertise from health informatics to bioinformatics.

The Department of Pathology and Laboratory Medicine is also presenting a proposal to introduce an Honours Specialization in Medical Bioinformatics (see [ITEM 5.2\(b\)\(ii\)](#)) and withdraw the existing Honours Specialization in Medical Health Informatics (see [ITEM 5.2\(b\)\(iv\)](#)).

Note to Senate: *Following approval of this new subject area, DAP proposals will be submitted to introduce Medical Bioinformatics 3100A/B, 4850G and 4980E. The DAP proposals are provided in [ITEM 5.2\(b\)\(iii\)](#) for Senate's information.*

ATTACHMENT:

[Revised Calendar Copy – Breadth Requirements for Graduation](#)

REVISED CALENDAR COPY

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

Breadth Requirements for Graduation

The first part of the policy is unchanged

CATEGORY C

Engineering

(unchanged)

Medical Science

Anatomy and Cell Biology, Biochemistry, Biostatistics, Chemical Biology, Epidemiology, Epidemiology and Biostatistics, **Medical Bioinformatics**, Medical Biophysics, **Medical Health Informatics**, Medical Sciences, Microbiology and Immunology, Neuroscience, One Health, Pathology, Pharmacology, Physiology, Physiology and Pharmacology

The rest of the policy is unchanged

ITEM 5.2(b)(ii) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and the Faculty of Science: Introduction of an Honours Specialization in Medical Bioinformatics and Revisions to the “Admission to the Bachelor of Medical Sciences (BMSc) Program and Modules Offered in the BMSc Program” Policy

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, an Honours Specialization in Medical Bioinformatics, leading to an Honours Bachelor of Medical Sciences (BMSc) degree, be introduced by the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry and the Faculty of Science, and

That effective September 1, 2021, the “Admission to the Bachelor of Medical Sciences (BMSc) Program and Modules Offered in the BMSc Program” policy be revised to include the Honours Specialization in Medical Bioinformatics in the Weighted Average Chart.

EXECUTIVE SUMMARY:

The Department of Pathology and Laboratory Medicine is introducing an Honours Specialization in Medical Bioinformatics and withdrawing the Honours Specialization in Medical Health Informatics. Medical informatics encompasses a broad range of expertise. Medical Health Informatics utilizes computers to manage health databases (i.e., electronic medical records), while Medical Bioinformatics focuses on using computers to analyze clinical and biomedical data (i.e., RNA, DNA, imaging). Though the fundamentals of these two aspects of informatics are similar, drawing on statistics and computing science, they are two separate streams of the field. A recent retirement and the recruitment of two new faculty members (both bioinformaticists), as well as an active search for another tenure-track position in the bioinformatics area, has shifted the Department’s expertise from health informatics to bioinformatics.

The differences between the proposed Honours Specialization in Medical Bioinformatics and the existing Honours Specialization in Medical Health Informatics include increasing the mathematical and statistical requirement by 1.0 course, reducing the chemistry and computer science requirement by 1.5 courses, and replacing 2.5 courses in Medical Health Informatics with 3.0 courses in Medical Bioinformatics (note that an existing course, Microbiology and Immunology 4750F/G, will be revised to Medical Bioinformatics 4750F/G, in a forthcoming DAP proposal).

The Honours Specialization in Medical Bioinformatics will draw upon the current and future expertise of the Department of Pathology and Laboratory Medicine, fill a growing training gap within Schulich – namely to prepare BMSc students to use computers to analyze biological data – and better align Schulich with Western’s overall Data Strategy. This module has been developed in consultation with J. Diedrichsen, Chair of the Joint Data Science Curriculums Committee, and revisions may be made to include Data Science 2000A/B and Data Science 3000A/B once these courses are offered.

The maximum capacity of the new module will be 20 students.

Note to Senate: Following approval of the new subject area in “Medical Bioinformatics”, DAP proposals will be submitted to introduce Medical Bioinformatics 3100A/B, 4850G, and 4980E. The DAP proposals are provided in [ITEM 5.2\(b\)\(iii\)](#) for Senate’s information.

ATTACHMENTS:

[New Calendar Copy – Honours Specialization in Medical Bioinformatics](#)

[New Calendar Copy – Admission to the Bachelor of Medical Sciences \(BMSc\) Program and Modules Offered in the BMSc Program \(Weighted Average Chart\)](#)

NEW CALENDAR COPY

HONOURS SPECIALIZATION IN MEDICAL BIOINFORMATICS

This module leads to an Honours Bachelor of Medical Sciences (BMSc) degree. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Calculus 1301A/B (with a mark of at least 85%), Calculus 1501A/B

0.5 course from: Physics 1028A/B, Physics 1301A/B, Physics 1501A/B

0.5 course from: Physics 1029A/B, Physics 1302A/B, Physics 1502A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

1.0 course at the 1000-level from either Category A or B must be completed with a passing grade.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average and course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about admission to Honours Specialization modules

0.5 course: Biochemistry 2280A

1.0 course: Biology 2382A/B, Biology 2581A/B

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B

1.0 course: Computer Science 2120A/B, Computer Science 2121A/B

0.5 course from: Mathematics 1229A/B, Mathematics 1600A/B

Note: Statistical Sciences 2857A/B with a mark of at least 60% is the prerequisite for Statistical Sciences 2858A/B.

MODULE/PROGRAM INFORMATION

Module

11.0 courses:

0.5 course: Biochemistry 2280A

1.0 course: Biology 2382A/B, Biology 2581A/B

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B

1.0 course: Computer Science 2120A/B, Computer Science 2121A/B

0.5 course from: Mathematics 1229A/B, Mathematics 1600A/B

0.5 course: Statistical Science 2857A/B

0.5 course from: Computer Science 3120A/B, Computer Science 3121A/B

0.5 course: Medical Bioinformatics 3100A/B

1.0 course: Pathology 3500, or the former Pathology 3240A and the former Pathology 3245B

1.0 course: Physiology 3120

1.0 course from: Anatomy and Cell Biology 2200A/B, Anatomy and Cell Biology 3309, Biochemistry 3385A, Epidemiology 2200A/B, Medical Biophysics 3503G, Medical Biophysics 3505F, Microbiology and Immunology 2500A/B, Pharmacology 3620

0.5 course from: Computer Science 4411A/B, Computer Science 4414A/B, Biology 4289A/B, One Health 4100F/G

1.0 course: Microbiology and Immunology 4750F/G, Medical Bioinformatics 4850G

1.5 courses: Medical Bioinformatics 4980E (Research Project = 1.5 courses)

Notes: See the Weighted Average Chart (MODULES OFFERED IN THE BMSc PROGRAM) for information about admission to the Honours Specialization modules in Year 4, including which modular courses must be completed prior to Year 4.

REVISED CALENDAR COPY

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

ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM

ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM

The first part of the policy is unchanged

MODULES OFFERED IN THE BMSc PROGRAM

The Honours Specialization, Specialization and Double Major modules that lead to graduation with BMSc degrees are collectively referred to as the BMSc Program.

Honours Specialization Modules:

Admission to the BMSc Program does not guarantee admission to a particular Honours Specialization module as each of these modules has a limited capacity.

Year 3:

Once admitted to Year 3 of the BMSc Program [see ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM], admission to each Honours Specialization module requires completion of ALL of the courses listed in the Admission Requirements for the Honours Specialization module to which the student applies and is based on the average obtained on ALL the 2000-level courses listed in the Admission Requirements. If the Admission Requirements list 3.5 or more 2000-level courses, admission is based on the average obtained on the best 3.0 of these 2000-level courses. A minimum mark of 60% must be achieved in any additional modular course(s) completed.

Students satisfying the conditions for assured admission to Year 3 of the BMSc Program from [MEDICAL SCIENCES FIRST ENTRY](#) (Medical Sciences 2) will receive priority placement in the Honours Specialization modules in Year 3. Once these students have been adjudicated into the Honours Specialization modules, students admitted to Year 3 of the BMSc Program from the competitive pool will be adjudicated into the remaining spaces in the Honours Specialization modules.

Year 4:

Admission to an Honours Specialization module in Year 4 requires a minimum Weighted Average of 75% and completion of ALL of the courses indicated in the Weighted Average Chart below. Admission is not guaranteed as each of these modules has a limited capacity. Any student in Year 3 BMSc with the appropriate courses can apply for admission to Year 4 of any Honours Specialization module.

WEIGHTED AVERAGE CHART

Honours Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
	<i>The first part of the table is unchanged</i>	
IMS (Interdisciplinary Medical Sciences)	3.0 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B or Chemistry 2273A; Biology 2244A/B or Statistical Sciences 2244A/B.	3.0 or 3.5* courses: 2.0 courses from Group 1; 0.5 course from either Group 1 or 2; 0.5 course from Group 3 (*if, however, Physiology and Pharmacology 3000E is selected for the Group 3 requirement, then the number of courses used toward the Weighted Average becomes 3.5 courses). See Weighted Averages on the IMS website for more details.
Medical Bioinformatics	4.0 courses: Biochemistry 2280A; Biology 2382A/B; Biology 2581A/B; Statistical Science 2857A/B; one of Biology 2244A/B, Statistical Sciences 2244A/B or Statistical Sciences 2858A/B; Computer Science 2120A/B; Computer Science 2121A/B; Mathematics 1229A/B or Mathematics 1600A/B.	3.0 courses: Computer Science 3120A/B or 3121A/B; Medical Bioinformatics 3100A/B; Pathology 3500 or the former Pathology 3240A and 3245B; Physiology 3120.
Microbiology and Immunology	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B and Chemistry 2223B; Biology 2244A/B or Statistical Sciences 2244A/B.	3.0 courses: Biochemistry 3381A; Microbiology and Immunology 2500A/B, Microbiology and Immunology 3100A, Microbiology and Immunology 3300B, Microbiology and Immunology 3610F and Microbiology and Immunology 3620G.
	<i>The rest of the table is unchanged</i>	

Notes:

- Some courses in the Weighted Average Chart include a mark/average requirement in their prerequisite(s). See [UNDERGRADUATE COURSE INFORMATION](#).
- Information about the maximum capacity of each Honours Specialization module and the minimum Weighted Average required for admission to each Honours Specialization module will be made available on the BMSc website: www.schulich.uwo.ca/bmsc

The remainder of the policy is unchanged

ITEM 5.2(b)(iii) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine: DAP Proposals to Introduce Medical Bioinformatics 3100A/B, 4850G and 4980E

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

Following approval of the new subject area in “Medical Bioinformatics” DAP proposals will be submitted to introduce Medical Bioinformatics 3100A/B, 4850G and 4980E. The DAP proposals are attached here for Senate’s information.

ATTACHMENTS:

[DAPS for Medical Bioinformatics 3100A/B, 4850G, and 4980E](#)

MEDICAL BIOINFORMATICS DAP PROPOSALS (FOR INFORMATION ONLY)

Following approval of the new subject area in “Medical Bioinformatics” DAP proposals will be submitted to introduce the following courses:

Medical Bioinformatics 3100A/B – Introduction to Medical Bioinformatics

General topics in medical bioinformatics, including public databases, bioinformatic data formats, sequence comparison and alignment, and next-generation sequence processing (mapping, de novo assembly). Labs introduce the command line interface, working within the Linux filesystem, and basic concepts in utilizing open source assets, batch processing and the implementation of bioinformatic workflows.

Antirequisite(s): Computer Science 4461A/B

Prerequisite(s): Biology 2581A/B; one of Biology 2244A/B, Statistical Sciences 2244A/B or Statistical Sciences 2858A/B

Pre- or Corequisite: Statistical Sciences 2857A/B

Extra Information: 2 lecture hours, 2 laboratory hours per week. 0.5 course.

This course does not require any prior experience with computer programming.

Medical Bioinformatics 4850G – Genomic Data Analysis

Basics of data analysis and visualization using the R statistical programming language with a main focus on next generation sequencing (NGS) data. Topics include: fundamentals of NGS technologies; data formats and structures of sequencing data; effective analysis of different types of sequencing data (RNAseq, ATAC-seq and ChIP-seq) using R.

Prerequisite(s): Biology 2581A/B; one of Biology 2244A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B; and registration in Year 4 of a BMSc, BHSc or BSc degree

Extra Information: 2 lecture hours, 2 laboratory hours per week. 0.5 course.

Medical Bioinformatics 4980E – Seminar and Research Project

Major research project and weekly seminar course for the Honours Specialization in Medical Bioinformatics. Includes: i) theory and practice of research methodology and critical appraisal of research literature, ii) an independent research project supervised by faculty, and iii) preparation of a research proposal and final written research project report.

Prerequisite(s): Medical Bioinformatics 3100A/B and registration in Year 4 of an Honours Specialization in Medical Bioinformatics

Pre-or Corequisite(s): Microbiology and Immunology 4750F/G; Medical Bioinformatics 4850G

Extra Information: 15 hours per week. 1.5 course.

ITEM 5.2(b)(iv) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and the Faculty of Science: Withdrawal of the Honours Specialization in Medical Health Informatics

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, admission to Honours Specialization in Medical Health Informatics be discontinued, and

That students currently enrolled in the module be permitted to graduate until August 31, 2024 upon fulfilment of the requirements, and

That effective September 1, 2024 the module be withdrawn and all registration discontinued.

EXECUTIVE SUMMARY:

The Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry is introducing a new Honours Specialization in Medical Bioinformatics (see [ITEM 5.2\(b\)\(ii\)](#)). The Department wishes to withdraw the existing Honours Specialization in Medical Health Informatics. As detailed in [ITEM 5.2\(b\)\(ii\)](#), the Department's expertise has recently shifted from health informatics to bioinformatics.

Students currently enrolled in the Honours Specialization in Medical Health Informatics will be granted special permission to substitute courses in the various pick-lists in the existing module, as well as new Medical Bioinformatics courses, for Medical Health Informatics courses in their module. The Medical Health Informatics courses will be withdrawn through DAP.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20763>

Admission to this module is discontinued effective September 1, 2021. Students enrolled in the module will be allowed to graduate until August 31, 2024 upon fulfillment of the module requirements.

ITEM 5.2(c)(i) – Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of a New Subject Area in “Data Science”

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

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

EXECUTIVE SUMMARY:

Data Science has become a major driver of economic and job growth. It is imperative for Western University to capitalize on this growth by designing an attractive and highly visible undergraduate program in Data Science. Even more importantly, modern Data Science education should be integrated into existing undergraduate modules. As Data Science is an inherently interdisciplinary endeavour, it is proposed to introduce a new subject area for Data Science classes, which will be overseen by an inter-departmental committee.

Note to Senate: Following approval of this new subject area, DAP proposals will be submitted to introduce Data Science 1000A/B, 1200A/B, 2000A/B, 2100A and 3000A/B. The DAP proposals are provided in [ITEM 5.2\(c\)\(iv\)](#) for Senate’s information.

ATTACHMENTS:

[Revised Calendar Copy – Breadth Requirements for Graduation](#)

REVISED CALENDAR COPY

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

Breadth Requirements for Graduation

The first part of the policy is unchanged

CATEGORY C

Engineering

(unchanged)

Medical Science

(unchanged)

Science

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, **Data Science**, Differential Equations, Earth Sciences, Environmental Science, History of Science, Integrated Science, Linear Algebra, Mathematics, Physics, Planetary Science, Science, Statistical Sciences

The rest of the policy is unchanged

ITEM 5.2(c)(ii) – Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of a Certificate in Data Science

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, a Certificate in Data Science be introduced by the Department of Statistical and Actuarial Sciences in the Faculty of Science.

EXECUTIVE SUMMARY:

The proposed Certificate will provide a high-quality option for any student at Western to add credentials in Data Science to any Major or Honours Specialization. Data Science 3000A/B covers the fundamental theoretical concepts underlying modern Data Science and Machine Learning and is therefore a required course in the Certificate. An introductory statistics class is required to provide the statistical underpinnings; the second group of courses ensures the relevant programming and mathematical background for taking Data Science 3000A/B. Given that the Certificate is open to any Major or Honours Specialization, there is some flexibility in how exactly these requirements are covered. For example, students without a strong mathematical background can prepare for Data Science 3000A/B by taking Data Science 2000A/B and Data Science 2100A (see prerequisites for Data Science 3000A/B). The fourth group of courses consists of advanced Data Science courses, which build on the foundations laid in Data Science 3000A/B, and then apply these to a specific technique or subject area. The Data Science Committee is open to requests from individual programs to add eligible 3rd- or 4th-year courses to the Certificate.

Note to Senate: *Following approval of the new subject area in “Data Science”, DAP proposals will be submitted to introduce Data Science 1000A/B, 1200A/B, 2000A/B, 2100A and 3000A/B. The DAP proposals are provided in [ITEM 5.2\(c\)\(iv\)](#) for Senate’s information.*

ATTACHMENT:

[New Calendar Copy – Certificate in Data Science](#)

NEW CALENDAR COPY

CERTIFICATE IN DATA SCIENCE

Admission Requirements

Completion of the first-year requirements of any Major or Honours Specialization module, including 1.0 courses from Mathematics, Calculus, or Applied Mathematics at the 1000-level (with a minimum grade of 60%). Data Science 1000A/B (with a minimum grade of 60%) can be used to fulfil 0.5 of these requirements. The Certificate cannot be combined with a Minor, Major, Specialization, or Honours Specialization in Statistics, Actuarial Science, Computer Science, or Data Science.

Module

3.0 courses:

0.5 courses from the [Introductory Statistics Course List](#).

0.5 or 1.0 courses from Data Science 2000A/B, Statistical Sciences 2864A/B, Computer Science 2120A/B, Digital Humanities 2220A/B, Data Science 2100A.

0.5 course: Data Science 3000A/B (or former Computer Science 4414A/B, the former Statistical Sciences 3850F/G, the former Software Engineering 4460A/B).

1.0 or 1.5 courses from: Computer Science 3121A/B, Computer Science 3346A/B, Computer Science 4415A/B, Computer Science 4417A/B, Computer Science 4417A/B, Computer Science 4442A/B, Statistical Sciences 3660A/B, Statistical Sciences 4850F/G, Statistical Sciences 4864A/B, or equivalent courses subject to the approval of the Department.

ITEM 5.2(c)(iii) – Faculty of Science, Department of Statistical and Actuarial Sciences: Revisions to the Admission and Program Requirements of the Honours Specialization, Major and Minor in Data Science

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, the admission and program requirements of the Honours Specialization, Major and Minor in Data Science be revised as shown.

EXECUTIVE SUMMARY:

The Honours Specialization, Major, and Minor in Data Science are being revised to include new courses in Data Science in the admission and program requirements. The proposed changes reflect:

- the merger of Computer Science 4414A/B, Statistical Sciences 3850F/G, and Software Engineering 4460A/B into Data Science 3000A/B;
- the introduction of Data Science 2000A/B;
- the change of Statistical Sciences 1024A/B to Data Science 1000A/B.

Additionally, the order in which the required courses are presented has been changed from an ordering-by-department to an ordering-by-year to reflect the introduction of the Data Science subject area. The proposed changes to the curriculum are designed to allow for lateral mobility of students from other areas into more advanced data science courses.

To make room for Data Science 2000A/B in the Minor, Computer Science 2212A/B/Y (Software Engineering) was removed as a required course, as it was judged non-essential to the learning outcomes. Additionally, a review of the existing group of 4.0 required courses for the Minor revealed that demanding Statistical Sciences 2858A/B prevents any student who has taken any course from the Introductory Statistics Course list from obtaining the Minor, as these courses are anti-requisite to Statistical Sciences 2858A/B. Thus, this proposal introduces a list of alternative courses to Statistical Sciences 2858A/B (all introductory statistics courses) as a separate group, from which students may select a 0.5 course (note that all courses in the group are anti-requisites to each other). The option was not widened to the entire Introductory Statistics Course List as Statistical Sciences 3859A/B and 3869A/B requires one of the courses on the restricted list.

Note to Senate: Following approval of the new subject area in “Data Science”, DAP proposals will be submitted to introduce Data Science 1000A/B, 1200A/B, 2000A/B, 2100A and 3000A/B. The DAP proposals are provided in [ITEM 5.2\(c\)\(iv\)](#) for Senate’s information.

ATTACHMENTS:

[Revised Calendar Copy – Honours Specialization in Data Science](#)
[Revised Calendar Copy – Major in Data Science](#)
[Revised Calendar Copy – Minor in Data Science](#)

REVISED CALENDAR COPY
www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21056

HONOURS SPECIALIZATION IN DATA SCIENCE

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including (Calculus 1000A/B or Calculus 1500A/B) and (Calculus 1501A/B or (Calculus 1301A/B with a mark of at least 85%)), Mathematics 1600A/B, Computer Science 1026A/B **or Data Science 1200A/B** (either with a mark of at least 65%), Computer Science 1027A/B (with a mark of at least 65%) plus 0.5 additional principal courses, with no mark less than 60% in any of the 3.0 principal courses.

Recommended course: **Data Science 1000A/B or** Statistical Sciences 1023A/B.

Please note: **Applied Mathematics 1412A/B and 1414A/B (or the former Applied Mathematics 1413)** may be substituted for the 1.0 Calculus requirement. Applied Mathematics 1411A/B may be substituted for Mathematics 1600A/B. If not taken in the first year, Mathematics 1600A/B or Applied Mathematics 1411A/B must be completed prior to the second term of second year.

Module

10 courses:

3.0 3.5 courses: **Data Science 2000A/B**, Computer Science 2210A/B, Computer Science 2211A/B, Computer Science 2212A/B/Y, ~~Computer Science 3319A/B, Computer Science 3340A/B, Computer Science 4414A/B,~~ **Statistical Sciences 2857A/B, Statistical Sciences 2858A/B, Statistical Sciences 2864A/B.**

0.5 course from: Computer Science 2214A/B, Mathematics 2151A/B, Mathematics 2155F/G.

4.0 3.5 courses: ~~Statistical Sciences 2857A/B, Statistical Sciences 2858A/B, Statistical Sciences 2864A/B,~~ **Data Science 3000A/B (or former Computer Science 4414A/B, the former Statistical Science 3850F/G, the former Software Engineering 4460A/B), Computer Science 3319A/B, Computer Science 3340A/B,** Statistical Sciences 3843A/B, ~~Statistical Sciences 3850F/G,~~ Statistical Sciences 3859A/B, Statistical Sciences 3860A/B, Statistical Sciences 4850F/G.

0.5 course from **group 1**: one of Computer Science 4490Z or Statistical Sciences 4844A/B.

1.5 courses from **group 2**: Computer Science 3346A/B, Computer Science 3377A/B (or Science 3377A/B), Computer Science 4411A/B, Computer Science 4416A/B, Computer Science 4417A/B, Computer Science 4418A/B, Computer Science 4442A/B, Computer Science 4490Z or Statistical Sciences 4844A/B, Statistical Sciences 4860A/B, Statistical Sciences 4864A/B, Statistical Sciences 4960F/G, ~~the former Computer Science 4412A/B.~~

0.5 course from **group 3**: Any 4000-level course offered by the Department of Computer Science or the Department of Statistical and Actuarial Sciences in **Computer Science, Statistical Sciences, or Data Science.**

Note: **Among the courses chosen from groups 1, 2, and 3, 1.0 course must have a Computer Science subject area, and 1.0 course must have a Statistical Sciences subject area.** A minimum of 4.5 courses must be completed from each of the Departments of Computer Science, and Statistical and Actuarial Sciences.

REVISED CALENDAR COPY
www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21057

MAJOR IN DATA SCIENCE

Admission Requirements

Completion of first-year requirements, including the following:

Calculus 1000A/B or Calculus 1500A/B plus Calculus 1501A/B (or Calculus 1301A/B with a mark of at least 85%); Mathematics 1600A/B, Computer Science 1026A/B (with a mark of at least 65%), Computer Science 1027A/B (with a mark of at least 65%) plus 0.5 additional principal courses, with no mark less than 60% in any of the 3.0 principal courses.

Recommended (but not required) first-year courses: **Data Science 1000A/B, Statistical Sciences 1024A/B and/or Statistical Sciences 1023A/B, or the former Statistical Sciences 1024A/B.**

Please note: **Applied Mathematics 1412A/B and 1414A/B (or the former Applied Mathematics 1413)** may be substituted for Calculus requirements. Applied Mathematics 1411A/B may be substituted for Mathematics 1600A/B. If not taken in the first year, Mathematics 1600A/B or Applied Mathematics 1411A/B must be completed prior to the second term of second year.

Module

7.0 courses:

3.5 courses: **Data Science 2000A/B, Computer Science 2210A/B, Computer Science 2211A/B, Computer Science 2212A/B/Y, Statistical Sciences 2857A/B, Statistical Sciences 2858A/B, Statistical Sciences 2864A/B, Statistical Sciences 3843A/B, Statistical Sciences 3850F/G, Statistical Sciences 3859A/B, Statistical Sciences 3860A/B.**

3.0 courses: Computer Science 2210A/B, Computer Science 2211A/B, Computer Science 2212A/B/Y, Data Science 3000A/B (or former Computer Science 4414A/B, Statistical Science 3850F/G, Software Engineering 4460A/B), Statistical Sciences 3843A/B, Statistical Sciences 3859A/B, Statistical Sciences 3860A/B, Computer Science 3319A/B, Computer Science 3340A/B, Computer Science 4414A/B.

0.5 course from: Computer Science 2214A/B, Mathematics 2151A/B, Mathematics 2155F/G.

REVISED CALENDAR COPY
www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21604

MINOR IN DATA SCIENCE

Admission Requirements

Completion of first-year requirements, including the following with no mark less than 60% in any of these courses: Calculus 1000A/B or Calculus 1500A/B, Calculus 1501A/B (or Calculus 1301A/B with a mark of at least 85%); Mathematics 1600A/B or Applied Mathematics 1411A/B, Computer Science 1026A/B **or Data Science 1200A/B** (with a mark of at least 65%), Computer Science 1027A/B (with a mark of at least 65%).

Recommended (but not required) first-year courses: **Data Science 1000A/B, Statistical Sciences 1024A/B and/or Statistical Sciences 1023A/B, or the former Statistical Sciences 1024A/B.**

Please note: **Applied Mathematics 1412A/B and 1414A/B (or the former Applied Mathematics 1413)** may be substituted for Calculus requirements. If not taken in the first year, Mathematics 1600A/B or Applied Mathematics 1411A/B must be completed prior to the second term of second year.

Module

4.5 courses:

~~4.0 courses: Computer Science 2210A/B, Computer Science 2211A/B, Computer Science 2212A/B/Y, Computer Science 3319A/B, Computer Science 4414A/B, Statistical Sciences 2857A/B, Statistical Sciences 2858A/B, Statistical Sciences 2864A/B.~~

0.5 course from: Statistical Sciences 2858A/B, Statistical Science 2035, Statistical Sciences 2141A/B, Statistical Sciences 2143A/B, Statistical Sciences 2244A/B, Biology 2244A/B, Economics 2222A/B, Management and Organizational Studies 2242A/B, Psychology 2810 A/B.

3.5 courses: Computer Science 2210A/B, Computer Science 2211A/B, Data Science 2000A/B, Computer Science 3319A/B, Data Science 3000A/B (or the former Computer Science 4414A/B, Statistical Sciences 3850F/G, Software Engineering 4460A/B), Statistical Sciences 2857A/B, Statistical Sciences 2864A/B.

0.5 course from: Statistical Sciences 3859A/B, Statistical Sciences 3869A/B.

ITEM 5.2(c)(iv) – Faculty of Science, Department of Statistical and Actuarial Sciences: DAP Proposals to Introduce Data Science 1000A/B, 1200A/B, 2000A/B, 2100A and 3000A/B

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

Following approval of the new subject area in “Data Science” DAP proposals will be submitted to introduce Data Science 1000A/B, 1200A/B, 2000A/B, 2100A and 3000A/B. The DAP proposals are attached here for Senate’s information.

ATTACHMENTS:

[DAP Proposals for Data Science 1000A/B, 1200A/B, 2000A/B, 2100A, 3000A/B](#)

DATA SCIENCE DAP PROPOSALS (FOR INFORMATION ONLY)

Following approval of the new subject area in “Data Science” DAP proposals will be submitted to introduce the following courses:

DS1000A/B: Submission to DAP (Deans: Academic Programs)

1. **Subject:** DAP: Data Science 1000A/B - “Data Science Concepts”
2. **Effective Date, Proposal, Faculty/School, and Calendar copy:**

That effective September 1, 2021, Data Science 1000A/B “Data Science Concepts” be introduced by the Department of Statistical and Actuarial Sciences in the Faculty of Science.

That effective September 1, 2021, Statistical Sciences 1024A/B “Introduction to Statistics” be withdrawn from course offering in the Faculty of Science (and replaced by the above).

New Calendar Copy

Data Science 1000A/B – Data Science Concepts

Students will learn how to visualize and analyze continuous and categorical data from various domains, using modern data science tools. Concepts of distributions, sampling, estimation, confidence intervals, experimental design, inference, correlation will be introduced in a practical, data-driven way.

Antirequisite(s): Statistical Sciences 1023A/B, the former Statistical Sciences 1024A/B

Prerequisite(s): None

Corequisite(s): None

Pre-or Corequisite(s): None

Extra Information: 3 lecture hours/week, 2 laboratory hours/week, 1 tutorial hour/week, 0.5 course.

3. **Background:**

The course provides an accessible introduction into data science to students across programs and faculties, especially those in Social Science. The course is motivated by updating basic statistical education to a more modern data-driven perspective and modern tools. The course covers similar statistical concepts as Statistical Sciences 1024A/B and Statistical Sciences 1023A/B, and will replace Statistical Sciences 1024A/B. In contrast to these existing courses, the main emphasis of DS1000 is on developing practical skills in data visualization and analysis, as well as strong intuition about basic data science concepts, such as distributions, estimation, and inference. In contrast to Statistical Sciences 1024A/B and Statistical Sciences 1023A/B, t-test and formal statistical inference will not be covered, as this is the main emphasis of the 2nd year [‘Intro stats courses’](#). Instead, these concepts will be introduced in an intuitive, data driven way, and will emphasize practical skills in data analysis.

DS1200A/B: Submission to DAP (Deans: Academic Programs)

1. **Subject:** DAP: Data Science 1200A/B - “Programming for Data Science”
2. **Effective Date, Proposal, Faculty/School, and Calendar copy:**
That effective September 1, 2021, Data Science 1200A/B “Programming for Data Science” be introduced by the Department of Computer Science in the Faculty of Science.

New Calendar Copy

Data Science 1200A/B – Programming for Data Science

Programming for Data Science is intended for students with little or no background in programming. Design and analysis of algorithms and their implementation as modular, reliable, well-documented programs written in a modern programming language.

Antirequisite(s): Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 2120A/B, Engineering Science 1036A/B, Digital Humanities 2200A/B.

Prerequisite(s): None

Corequisite(s): None

Pre-or Corequisite(s): None

Extra Information: 3 lecture hours/week, 2 laboratory hours/week, 0.5 course.

3. **Background:**
The course will be a cross-listed version of Computer Science 1026A/B, which covers basic programming in Python and introduces variables, functions, arrays, lists, loops, conditional statements, and other programming concepts. Small modification will be made to the course content of Computer Science 1026A/B to cover *numpy* and *pandas* packages, driven by motivating examples from data science.

DS2000A/B: Submission to DAP (Deans: Academic Programs)

1. **Subject:** DAP: Data Science 2000A/B - “Introduction to Data Science”
2. **Effective Date, Proposal, Faculty/School, and Calendar copy:**

That effective September 1, 2021, Data Science 2000A/B “Introduction to Data Science” be introduced in the Faculty of Science.

New Calendar Copy

Data Science 2000A/B – Introduction to Data Science

Covers three basic concepts of data science together with the corresponding techniques: Sampling to estimate properties of a population (Bootstrap), random assignment and experiments to make causal inferences (randomization test), and model selection to enable good predictions (cross-validation). Emphasizes practical data handling and programming skills in Python.

Antirequisite(s): None

Prerequisite(s): 1.0 courses from Mathematics, Calculus, or Applied Mathematics (numbered 1000 and higher) with a minimum mark of 60%. Data Science 1000A/B (with a minimum grade of 60%) can be used to meet 0.5 of the 1.0 mathematics course requirements.

Corequisite(s): None

Pre-or Corequisite(s): None

Extra Information: 2 lecture hours/week, 2 laboratory hours/week, 0.5 course.

3. **Background:**

The course has been developed over the last 3 years within Western's Integrated Science program (as Integrated Science 2002B). It is designed to provide a complementary perspective to [Western's Intro Stats courses](#), and can be taken additional to these courses. The class provides a steppingstone that helps interested undergraduates to move to advanced data science and machine learning courses (starting with Data Science 3000A/B), or as a stand-alone class that helps them to develop better data analysis skills within their area. The class will remain cross-listed as Integrated Science 2002B, with a lab section reserved for Integrated Science students.

DS2100A: Submission to DAP (Deans: Academic Programs)

1. **Subject:** DAP: Data Science 2100A - "Mathematics for Data Science"

2. **Effective Date, Proposal, Faculty/School, and Calendar copy:**

That effective September 1, 2021, Data Science 2100 "Mathematics for Data Science" be introduced in the Faculty of Science.

New Calendar Copy

Data Science 2100A – Mathematics for Data Science

Mathematical background for students wanting to take Data Science 3000, but missing background in linear algebra and calculus. Vector and matrix algebra, norms, linear dependence, inverses, vector spaces, eigenvectors and eigenvalues, Gradients, Hessians, basics of optimization. All concepts are explained in the context of data science examples.

Antirequisite(s): Mathematics 1600A/B, Applied Math 1411A/B.

Prerequisite(s): 1.0 courses from Mathematics, Calculus, or Applied Mathematics (1000 and higher) with a minimal grade of 60%. Data Science 2000A/B can be used to fulfil 0.5 of the requirements.

Corequisite(s): None

Pre-or Corequisite(s): None

Extra Information: 3 lecture hours/week, 1 tutorial hour/week, 0.5 course.

3. **Background: Reasons for the Proposal**

Taking any advanced data science course (Data Science 3000A/B and any other specialized data science course) requires more advanced knowledge in linear algebra and calculus. This content is mostly covered in Calculus 1000A/B and Mathematics 1600A/B. For students without strong mathematical focus in their undergraduate program (Social Sciences, Humanities), investing time to take 1.0 in mathematics courses (plus possible prerequisites) would constitute an unnecessary hurdle to take advanced data science courses, and to obtain, for example, a Certificate in Data Science. To make this content more accessible, Data Science 2100A provides the necessary mathematical background needed for Data Science 3000A/B in both calculus and linear algebra

accessible in one class. Additional to the relevant content from Calculus 1000A/B and Mathematics 1600A/B, the class introduces some materials unique to the application to data science.

DS3000A/B: Submission to DAP (Deans: Academic Programs)

1. **Subject:** DAP: Data Science 3000A/B - “Introduction to Machine Learning”
2. **Effective Date, Proposal, Faculty/School, and Calendar copy:**

That effective September 1, 2021, Data Science 3000A/B “Introduction to Machine Learning” be introduced in the Faculty of Science.

That effective September 1, 2021, Computer Science 4414A/B “Introduction to Data Science I” be withdrawn from course offering in the Faculty of Science (and replaced by Data Science 3000A/B).

That effective September 1, 2021, Statistical Sciences 3850F/G “Statistical Learning” be withdrawn from course offering in the Faculty of Science (and replaced by Data Science 3000A/B).

New Calendar Copy

Data Science 3000A/B – Introduction to Machine Learning

Basic principles of machine learning (estimation, optimization, prediction, generalization, bias-variance trade-off, regularization) in the context of supervised (linear models, decision trees, deep neuronal networks) and unsupervised (clustering and dimensionality reduction) statistical learning techniques. The course emphasizes the ability to apply techniques to real data sets and critically evaluate their performance.

Antirequisite(s): the former Computer Science 4414A/B, the former Statistical Sciences 3850F/G, the former Software Engineering 4460A/B.

Prerequisite(s):

0.5 course from: Data Science 1200A/B, Computer Science 1026A/B, Computer Science 1027A/B, Computer Science 2120A/B, Digital Humanities 2220A/B, Engineering Science 1036A/B, Data Science 2000A/B*, Statistical Sciences 2864A/B.

0.5 course from: the [Introductory Statistics Course List](#), Data Science 2000A/B*, Statistical Sciences 2857A/B.

0.5 course from: Mathematics 1600A/B, Applied Mathematics 1411A/B, or Data Science 2100A*

0.5 course from: Calculus 1000A/B, Calculus 1500A/B, or Data Science 2100A*

* Data Science 2000A/B and 2100A can be used to fulfill multiple prerequisites.

Corequisite(s): None

Extra Information: 2 lecture hours/week, 2 lab hour/week, 0.5 course.

3. **Background:**

The course provides the fundamentals of Machine Learning, including supervised learning, prediction, evaluation. This fundamental content is currently taught in 3 different undergraduate courses (Computer Science 4414A/B, Statistical Sciences 3850F/G, and Software Engineering 4460A/B), which will be replaced by Data Science 3000A/B. Note that the proposal to withdraw Software Engineering 4460A/B “Machine Learning Fundamentals and Design for Engineers” will be submitted by the Faculty of Engineering.

The aim of Data Science 3000A/B is to make advanced data science and machine learning techniques accessible to a relatively wide range of audiences. Data Science 3000A/B will be a required course in the Major, Minor, and Honours Specialization modules in Data Science, as well as for the Certificate in Data Science. It will serve as a prerequisite for other advanced Data Science and Machine Learning courses.

ITEM 5.2(d) – Faculty of Social Science, Department of Geography and Environment: Revisions to the Admission Requirements of all Modules

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, the admission requirements for the modules listed below be revised to include Geography 1200A/B (Climate Change Emergency).

Honours Specialization in Geography and Environment – BA
Honours Specialization in Geography and Environment – BSc
Honours Specialization in Geographic Information Science – BA
Honours Specialization in Geographic Information Science – BSc
Honours Specialization in Geography and Environment and Commercial Aviation Management – BA
Honours Specialization in Urban Development – BA
Honours Specialization in Geography and Environment/HBA
Honours Specialization in Urban Development/HBA

Specialization in Geography and Environment – BA
Specialization in Geography and Environment and Commercial Aviation Management – BA

Major in Environment and Health
Major in Geography and Environment
Major in Geographic Information Science
Major in Physical Geography and Environment

Minor in Geography and Environment

EXECUTIVE SUMMARY:

Geography 1200A/B (Climate Change Emergency) was introduced in 2020 to strengthen the first year course offerings in the Department of Geography and Environment. The Department wishes to include the course in the list of first year admission requirements for all modules in the Department.

ATTACHMENTS:

[Revised Calendar Copy for all Modules](#)

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21034>

HONOURS SPECIALIZATION IN GEOGRAPHY AND ENVIRONMENT – BA

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% and no mark below 60% in 3.0 principal courses, including 1.0 course* from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, plus 2.0 additional courses numbered 1000-1999.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21035>

HONOURS SPECIALIZATION IN GEOGRAPHY AND ENVIRONMENT – BSc

Admission Requirements

Completion of first year requirements with no failures. Students must have an average of at least 70% and no mark less than 60% in the 3.0 principal courses.

Principal Courses:

1.0 course* from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, or Environmental Science 1021F/G, (with Geography 1300A/B recommended). 2.0 courses numbered 1000-1999 from the Faculty of Science (which may include Environmental Science 1021F/G if not used above) but may not include Astronomy 1011A/B, Astronomy 1021, Biology 1225, Biology 1229A/B, Biology 1290B, Chemistry 1027A/B, Computer Science 1011A/B, Computer Science 1032A/B, Computer Science 1033A/B, Earth Sciences 1086F/G, Earth Sciences 1089F/G, Mathematics 0110A/B, Physics 1021, the former Earth Sciences 1088F/G.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21036>

HONOURS SPECIALIZATION IN GEOGRAPHIC INFORMATION SCIENCE – BA

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% and no mark below 60% in 3.0 principal courses, including 1.0 course* from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, plus 2.0 additional courses numbered 1000-1999.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21037>

HONOURS SPECIALIZATION IN GEOGRAPHIC INFORMATION SCIENCE – BSc

Admission Requirements

Completion of first year requirements with no failures. Students must have an average of at least 70% and no mark less than 60% in the 3.0 principal courses.

Principal Courses:

1.0 course* from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, or Environmental Science 1021F/G, (with Geography 1300A/B recommended). 2.0 courses numbered 1000-1999 from the Faculty of Science (which may include Environmental Science 1021F/G if not used above) but may not include Astronomy 1011A/B, Astronomy 1021, Biology 1225, Biology 1229A/B, Biology 1290B, Chemistry 1027A/B, Computer Science 1011A/B, Computer Science 1032A/B, Computer Science 1033A/B, Earth Sciences 1086F/G, Earth Sciences 1089F/G, Mathematics 0110A/B, Physics 1021, the former Earth Sciences 1088F/G.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21039>

HONOURS SPECIALIZATION IN GEOGRAPHY AND ENVIRONMENT AND COMMERCIAL AVIATION MANAGEMENT – BA

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 73% and no mark below 60% in 3.0 principal courses, including 1.0 course from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Geography 2131A/B, Geography 2132A/B, Geography 2133A/B, Geography 2142A/B, Geography 2152F/G, Geography 2153A/B, Environmental Science 1021F/G, 0.5 course from Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1032A/B, plus 1.5 additional courses.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21038>

HONOURS SPECIALIZATION IN URBAN DEVELOPMENT – BA

Admission Requirements

Completion of 5.0 first-year courses with no failures. Students must have an average of at least 70% and no mark less than 60% in the 3.0 principal courses.

Principal Courses:

1.0 course* from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, (with Geography 1400F/G recommended).
1.0 course from Economics 1021A/B and Economics 1022A/B.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21317>

HONOURS SPECIALIZATION IN GEOGRAPHY AND ENVIRONMENT/HBA

Module

Year 1

Completion of 5.0 first-year courses with no failures. Students must have an average of at least 75% and no mark below 60% in the 3.0 principal courses.

Principal Courses:

1.0 course* from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, (with Geography 1400F/G recommended).
2.0 courses numbered 1000-1999

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21318>

HONOURS SPECIALIZATION IN URBAN DEVELOPMENT/HBA

Module

Year 1

Completion of 5.0 first-year courses with no failures. Students must have an average of at least 75% and no mark below 60% in the 3.0 principal courses.

Principal Courses:

1.0 course* from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, (with Geography 1400F/G recommended).
1.0 course from Economics 1021A/B and Economics 1022A/B.
1.0 course numbered 1000-1999.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21040>

SPECIALIZATION IN GEOGRAPHY AND ENVIRONMENT – BA

Admission Requirements

Completion of first-year requirements, including 1.0 course from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, with a mark of at least 60% in each of these courses.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21041>

SPECIALIZATION IN GEOGRAPHY AND ENVIRONMENT AND COMMERCIAL AVIATION MANAGEMENT – BA

Admission Requirements

Students applying to this program must submit a supplementary application to the Department of Geography.

After first, second or third year, to enter the GEOGRAPHY AND COMMERCIAL AVIATION MANAGEMENT SPECIALIZATION, students must have achieved an overall average of 70% on the last 5.0 courses and a cumulative average of 65%.

Year 1

5.0 courses:

1.0 course* from: Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G

0.5 course from: Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1032A/B

0.5 course from: Category B or C

3.0 courses numbered 1000-1999

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21032>

MAJOR IN ENVIRONMENT AND HEALTH

Admission Requirements

Completion of first-year requirements, including 1.0 course from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, with a mark of at least 60% in each of these courses.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21029>

MAJOR IN GEOGRAPHY AND ENVIRONMENT

Admission Requirements

Completion of first-year requirements, including 1.0 course from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, with a mark of at least 60% in each of these courses.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21030>

MAJOR IN GEOGRAPHIC INFORMATION SCIENCE

Admission Requirements

Completion of first-year requirements, including 1.0 course from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, with a mark of at least 60% in each of these courses.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21031>

MAJOR IN PHYSICAL GEOGRAPHY AND ENVIRONMENT

Admission Requirements

Completion of first-year requirements, including 1.0 course from the following with a minimum mark of 60% in the courses taken: Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G or Geography 1500F/G, Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, Environmental Science 1021F/G, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B.

The rest of the requirements are unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21033>

MINOR IN GEOGRAPHY AND ENVIRONMENT

Admission Requirements

Completion of first-year requirements, including 1.0 course from Geography 1100, **Geography 1200A/B**, Geography 1300A/B, Geography 1400F/G, Geography 1500F/G, Environmental Science 1021F/G, with a mark of at least 60% in each of these courses.

The rest of the requirements are unchanged

ITEM 5.2(e)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Science (MSc) in Interdisciplinary Medical Sciences

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That the Master of Science (MSc) in Interdisciplinary Medical Sciences be revised as shown, effective May 1, 2021.

EXECUTIVE SUMMARY:

The program is proposing to add a required science policy course to the Master of Science (MSc) in Interdisciplinary Medical Sciences. The program believes that a science policy course, offered early in the curriculum, will prepare students for their community-engaged rotation as well as the course on intellectual property. The course will simulate a policy-focused work environment where students learn the foundational principles of Canadian science policy and government regulation.

ATTACHMENT(S):

[Proposal to Revise the Master of Science \(MSc\) in Interdisciplinary Medical Sciences](#)

Proposal to Revise the Master of Science (MSc) in Interdisciplinary Medical Sciences

In April 2020, Senate approved that the Master of Science (MSc) in Interdisciplinary Medical Sciences be introduced effective May 1, 2021.

The Schulich School of Medicine & Dentistry is proposing to add a required Science Policy course to the Master of Science (MSc) in Interdisciplinary Medical Sciences program. The course would run in August for one month. The addition of a science policy course, offered early in the curriculum, will prepare students for their community-engaged rotation as well and the course on intellectual property. It will allow students to learn about prospective careers. The course will be particularly useful for students seeking careers in government, for example, with Health Canada.

The current state of the program includes 7 block courses (3.5 credits), 3 experiential rotations (1.5 credits), and 2 seminars (1.5 credits), for a total of 6.5 credits. The proposed change is to add an 8th course to the program, titled Science Policy, which would increase the block course credits to 4.0 and the total credits for the program to 7.0. The program learning outcomes will not be altered.

Current program	Proposed Change(s)
<p>Current Block Courses (3.5 credits):</p> <ul style="list-style-type: none"> MEDSCIEN 9501 Communicating Science in the 21st-Century (0.5) MEDSCIEN 9502 Designing, Analyzing, and Interpreting Medical Science Research (0.5) MEDSCIEN 9503 Ethical Research Practices (0.5) MEDSCIEN 9504 Academic Integrity and Professionalism (0.5) MEDSCIEN 9505 Data Science (0.5) MEDSCIEN 9506 Research Excellence Through Diversity (0.5) MEDSCIEN 9507 Intellectual Property, Implementation, and Commercialization (0.5) <p>Current Experiential Rotations:</p> <ul style="list-style-type: none"> MEDSCIEN 9601 Experiential Lab Rotation (0.5) MEDSCIEN 9602 Experiential Lab Rotation (0.5) MEDSCIEN 9603 Experiential Community Rotation (0.5) <p>Current Seminars:</p> <ul style="list-style-type: none"> MEDSCIEN 9700 Interdisciplinary Skill Development (0.5) MEDSCIEN 9701 Seminar Series (1.0) 	<p>Proposed Block Courses (4.0 credits):</p> <ul style="list-style-type: none"> MEDSCIEN 9501 Communicating Science in the 21st-Century (0.5) MEDSCIEN 9502 Designing, Analyzing, and Interpreting Medical Science Research (0.5) MEDSCIEN 9503 Science Policy (0.5) MEDSCIEN 9504 Ethical Research Practices (0.5) MEDSCIEN 9505 Academic Integrity and Professionalism (0.5) MEDSCIEN 9506 Data Science (0.5) MEDSCIEN 9507 Research Excellence Through Diversity (0.5) MEDSCIEN 9508 Intellectual Property, Implementation, and Commercialization (0.5) <p>No major modifications proposed for the experiential rotations.</p> <p>No major modifications proposed for the seminars.</p>

MEDSCIEN 9503 Science Policy Course Description

This course will simulate a policy-focused work environment where students learn the foundational principles of Canadian science policy and government regulation. Students will work in “policy teams” to tackle a major health-related policy issue and gain an awareness of career opportunities in the field. Students will work through the steps a federal policy team would take to solve a national health-related problem including: 1. Identification of the issue and a setting a national vision; 2. Identification of the challenges / barriers facing the realization of the national vision through data collection, environmental scanning, and conducting both a literature review and consultations; 3. Development of potential solutions to address identified barriers using governmental levers; and 4. The implementation of these solutions / policy initiatives.

ITEM 5.2(e)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) and Master of Science (MSc) in Geography

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That the Master of Arts (MA) and Master of Science (MSc) in Geography be revised as shown, effective September 1, 2021.

EXECUTIVE SUMMARY:

The MA and MSc in Geography currently require students to take five half courses. Two of these are mandatory: Geography 9998 (Debates in Geographic Thought) and Geography 9099 (Research Design and Presentation). The Department is proposing to make a third graduate-level ‘methods’ course mandatory. This mandatory methods course can be any one of several designated departmental approved courses that constitute instruction in qualitative, quantitative, Geographic Information Science or field methods. Historically, Masters students have been encouraged to take a methods course and virtually all do so. The proposed mandatory course requirement will formalize a departmental norm and practice and make the requirement clear to prospective students.

ATTACHMENT:

[Proposal to Revise the MA and MSc in Geography](#)

Proposal to Revise the MA and MSc in Geography

Currently the Master's programs in Geography require students to take five half courses. Two of these are mandatory: Geography 9998 (Debates in Geographic Thought) and Geography 9099 (Research Design and Presentation). The Department wishes to make a third graduate-level 'methods' course mandatory. This mandatory methods course can be any one of several designated departmental Graduate Affairs Committee (GAC) approved courses listed below that constitute instruction in qualitative, quantitative, Geographic Information Science or field methods. Methods courses offered in other departments and programs will be considered and possibly approved by GAC should both student and supervisor regard the course as pertinent to the student's research project.

Geography 9102 Research in Physical Geography
Geography 9103 Environmental Monitoring
Geography 9108 Qualitative Methods
Geography 9110 Introduction to GIS
Geography 9111 Advanced Spatial Analysis
Geography 9113 Geographical Data & Analysis
Geography 9119 Monitoring of Riverine Systems
Geography 9216 Paleolimnology
Geography 9226 Design, Analysis & Interpretation of Quantitative Biological Research
Geography 9416 Advanced Mapping Project
Geography 9418 Remote Sensing Digital Image Analysis

There are three principal reasons for implementing this change:

- 1) Historically, virtually all Masters students are both encouraged and expected to take a methods course: they all do so. This proposed mandatory course requirement formalizes a departmental norm and practice.
- 2) Formalizing this course expectation makes clear to prospective students this practice.
- 3) This change implements a 'suggestion for improvement and enhancement' recommended in a January 2018 Final Assessment Report of the Review of the Geography Program.

Current MA and MSc program	Proposed Change(s)
<p>Students must take five courses, two of which are mandatory:</p> <ul style="list-style-type: none"> Debates in Geographic Thought (Geography 9998) Research Design and Presentation (Geography 9099) <p>A minimum of three additional courses is required.</p>	<p>Students must take five courses, three of which are mandatory:</p> <ul style="list-style-type: none"> Debates in Geographic Thought (Geography 9998) Research Design and Presentation (Geography 9099) Masters students must also take a Graduate-level Methods Course that constitutes instruction in qualitative, quantitative, GISc, or field methods, be it within the geography department or a related discipline. <p>A minimum of two additional courses is required.</p>

ITEM 5.2(e)(iii) – School of Graduate and Postdoctoral Studies: Introduction of an Online Stream for the Graduate Diploma (GDip) in Public Administration

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective September 1, 2021, an online stream be introduced for the Graduate Diploma (GDip) in Public Administration.

EXECUTIVE SUMMARY:

The Local Government Program is proposing to introduce an online stream for the Graduate Diploma (GDip) in Public Administration. The course requirements and content will be the same as the existing in-person stream. This GDip is designed for people currently working in local government. An online stream will allow the program to expand recruitment efforts to other parts of Ontario and Canada.

ATTACHMENT(S):

[Proposal to Introduce an Online Stream for the Graduate Diploma \(GDip\) in Public Administration](#)

Proposal to Introduce an Online Stream for the Graduate Diploma (GDip) in Public Administration

The Local Government Program is proposing to create an online stream of the Graduate Diploma (GDip) in Public Administration. The course requirements and content will remain the same, but the delivery mode will be online instead of in person. This stream will be in addition to the existing on-campus (in-person) stream.

The Local Government Program has been considering creating an online stream for the Graduate Diploma in Public Administration for the past couple of years. This process accelerated with the onset of the COVID-19 pandemic. The program has been delivering courses online since March 2020 with positive feedback from instructors and students. The program is confident that it can continue to provide high-quality online courses moving forward.

The Graduate Diploma in Public Administration is designed for people currently working in local government. An online stream will allow the program to expand recruitment efforts to other parts of Ontario and Canada, thereby enhancing the reach and the profile of the program. The online option will also be attractive to applicants who prefer a more flexible work-life-learning balance. Courses will include a combination of synchronous and asynchronous elements.

The online stream is new and is separate from the program's on-campus offerings. The on-campus stream will remain in place for those who prefer this option. On-campus students will not be able to take courses in the online stream, and vice-versa. Allowing students to switch back and forth between streams would make maintaining consistent class sizes and organizing teaching resources extremely difficult. Requests to switch streams for personal accommodation reasons will be considered on a case-by-case basis.

ITEM 5.2(f) – Policy Amendment: Structure of the Academic Year (Guidelines for the Organization of the Academic Year: Dentistry) and Revised Sessional Dates for the Schulich School of Medicine & Dentistry, DDS Program (2020-21)

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION

Recommended: That effective January 1, 2021 until August 31, 2021, the Structure of the Academic Year Policy be temporarily amended as shown in recognition of the extenuating circumstances caused by the COVID-19 world pandemic, and,

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

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

EXECUTIVE SUMMARY:

On November 24, 2020, Senate approved by an electronic vote that effective January 1, 2021 until August 31, 2021, the Structure of the Academic Year Policy be temporarily amended in recognition of the extenuating circumstances caused by the COVID-19 world pandemic, except at the discretion of the Provost and Vice-President (Academic). Amendments presented to Senate at that time did not include an amendment request relating to the GUIDELINES FOR THE ORGANIZATION OF THE ACADEMIC YEAR: DENTISTRY.

After extensive internal consultation and consideration, the Schulich School of Medicine & Dentistry, Doctor of Dental Surgery (DDS) Program is now proposing to extend the academic year for the Year 1 - 3 DDS students to compensate for the required in-person sessions that were unable to be scheduled in accordance with the currently approved parameters of the Structure of the Academic Year policy. Feasibility for scheduling within the current DDS sessional dates for 2020-2021 has been greatly impacted by the provincially mandated health and safety measures relating to the COVID-19 pandemic.

The current DDS schedule does not provide sufficient time for dentistry students in years 1 - 3 to complete their in-person course and clinical requirements in order to be ready and progress to the successive year. The extensions proposed for each cohort will allow the students to complete course expectations and to be better equipped to complete all clinical requirements in the Doctor of Dental Surgery Program.

Members from the dentistry leadership team including the Associate Dean and the Assistant Director Academics, Dr. Gildo Santos and Dr. Fernando Inocencio, have been in discussions with the dentistry student community as well as relevant faculty through town hall platforms and zoom meetings to review the proposed amendments as outlined in the revised Sessional Dates (attached for information).

The following is the impact on the recommended extended curriculum for each class year inclusive of exam periods.

- Year 1: Currently ends May 28, 2021 (inclusive of exams). Now proposing to end June 25, 2021, increasing year 1 by 4 weeks.
- Year 2 currently ends May 21, 2021 (inclusive of exams). Now proposing to end June 30, 2021, increasing year 2 by 5.5 weeks.
- Year 3 currently ends June 25, 2021 (inclusive of exams and summer clinic). Now proposing to end July 9, 2021, increasing year 3 by 2 weeks.

ATTACHMENTS:

[Revised Calendar Copy – Structure of the Academic Year \(Guidelines for the Organization of the Academic Year: Dentistry\)](#)

[Revised Sessional Dates – Schulich School of Medicine & Dentistry, DDS Program \(2020-21\) \(for information only\)](#)

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/general/structure_21JAN1-21AUG31.pdf

Structure of the Academic Year

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

HOURS OF INSTRUCTION

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

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

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

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

Notes:

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

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

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

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

- Classes in the first term will begin on the Thursday following Labour Day.
- Classes in the second term will begin on January 11, 2021.

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

2. Scheduling Study Days and Examinations

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

3. Scheduling Spring and Fall Reading Week

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at midnight on the subsequent Sunday.
 - A Fall Reading Week will be scheduled to begin on the 3rd Monday after Thanksgiving and end at midnight on the subsequent Sunday.
- a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
 - b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
 - c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g. travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

4. Scheduling Convocation Ceremonies

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

REMEMBRANCE DAY POLICY

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

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

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Labour Day	Sept. 7	Sept. 6	Sept. 5	Sept. 4	Sept. 2
Rosh Hashanah	Sept. 19	Sept. 7	Sept. 26	Sept. 16	Oct. 3
First Term	Sept. 9 (Wed) - Dec. 9 (60 days)	Sept. 8* (Wed) - Dec. 8 (60 days)	Sept. 8-Dec. 8 (60 days)	Sept. 7-Dec. 7 (60 days)	Sept. 5-Dec. 5 (60 days)
Thanksgiving	Oct. 12	Oct. 11	Oct. 10	Oct. 9	Oct. 14
October Convocation	Oct. 21-23	Oct. 20-22	Oct. 19-21	Oct. 18-20	Oct. 23-25
Fall Study Break	Nov. 2-8	Nov. 1-7	Oct. 31-Nov. 6	Oct. 30-Nov. 5	Nov. 4-10
December Study Day(s)	Dec. 10	Dec. 9	Dec. 9-10	Dec. 8-9	Dec. 6-7
Exams	Dec. 11-22	Dec. 10-21	Dec. 10-22	Dec. 10-22	Dec. 8-22
Holiday	Dec. 23-Jan. 3 (12 days)	Dec. 22-Jan. 2 (12 days)	Dec. 23-Jan. 8 (17 days)	Dec. 23-Jan. 7 (16 days)	Dec. 23-Jan. 5 (14 days)
Second Term	Jan. 11-Apr. 12 (60 days)	Jan. 3-Apr. 1 (60 days)	Jan. 9-Apr. 10 (60 days)	Jan. 8-Apr. 8 (60 days)	Jan. 6- Apr. 4 (60 days)
Reading Week	Feb. 13-21	Feb. 19-27	Feb. 18-26	Feb. 17-25	Feb. 15-23
Family Day	Feb. 15	Feb. 21	Feb. 20	Feb. 19	Feb. 17
In Absentia Convocation	Feb. 26	Feb. 25	Feb. 24	Feb. 23	Feb. 28
Good Friday	Apr. 2	Apr. 15	Apr. 7	Mar. 29	Apr. 18
Easter Sunday	Apr. 4	Apr. 17	Apr. 9	Mar. 31	Apr. 20
Passover	Mar. 28	Apr. 16-17	Apr. 6-7	Apr. 23-24	Apr. 13-14

Study Day(s)	Apr. 13	Apr. 2-3	Apr. 11-12	Apr. 9-10	Apr. 5-6
Exams	Apr. 14-30	Apr. 4-30	Apr. 13-30	Apr. 11-30	Apr. 7-30
June Convocation	June 14-18, 21-25	June 13-17 20-24	June 12-16, 19-23	June 10-14, 17-21	June 9-13, 16-20
Notes		*Start of term selected to accommodate 12 day Holiday break; First day of term starts on 2nd day of Rosh Hashanah			

GUIDELINES FOR THE ORGANIZATION OF THE ACADEMIC YEAR: DENTISTRY

Dentistry has adopted a two-term curriculum with an examination week(s) at the end of each term as follows:

- For I, II and III 1, 2 and 3 year, a fall term shall comprise 14 weeks of classes plus a one week examination period* and a winter term would comprise 16 weeks of the appropriate number of weeks to ensure that teaching of the complete academic curriculum has taken place classes plus a three week an appropriate examination period.
- For IV 4-year, a fall term shall comprise 15 weeks of classes and a winter term would comprise 16 weeks of the appropriate number of weeks to ensure that teaching of the complete academic curriculum has taken place classes with final examinations interspersed appropriately within in weeks 9 and 10 of that term.

The fall term, including the examination week, shall not extend beyond December 22 in any year.

The winter term shall begin on the Monday of the first full week in January.

No lectures, seminars, laboratory or clinical sessions shall be scheduled for Years I, II and III 1, 2 and 3 during the examination week(s).

Term tests which are not mid-terms are to be scheduled at times normally assigned to a course for lectures, seminars and/or laboratories but not within two weeks of the examination week(s).

A conference or study week shall be scheduled to coincide with the Reading Week of the Faculty of Medicine.

* During this examination period, only mid-term and/or final written and/or practical examinations will be held.

The rest of the policy is unchanged

Dentistry Sessional Dates 2020-21 (for information only)

2020			
START DATE	END DATE (AS APPLICABLE)	Classes/Exams/Activity/Stat Holidays	Program Year
August 31, 2020	September 4, 2020	Clinic Orientation	3, ITD1
September 1, 2020		White Coat Ceremony	1, ITD1
September 3, 2020		Year 1 Kit Orientation	1
September 4, 2020		Year 2 Kit Orientation	2, ITD1
September 7, 2020		Labour Day - No Classes/Clinics	1, 2, ITD1, 3, 4, ITD2 (graduating)
September 8, 2020		Regular Classes and Clinics commence	1, 2, ITD1, 3, 4, ITD2 (graduating)
October 12, 2020		Thanksgiving - No Classes/Clinics	1, 2, ITD1, 3, 4, ITD2 (graduating)
October 14, 2020	To be confirmed	Research Day (afternoon only)	1, 2, ITD1, 3, 4, ITD2 (graduating)
October 16, 2020		Homecoming	4, ITD2 (graduating)
November 13, 2020	To be confirmed	Feasby Lecture	3, 4, ITD2 (graduating)
November 17, 2020		Last Day for receiving admission applications for Year 1 of ITD Program	
December 1, 2020		Last Day for receiving admission applications for Year 1 of DDS Program	
December 4, 2020		Classes End – Fall Term	1, 2, ITD1, 3, 4, ITD2 (graduating)
December 7, 2020	December 23, 2020	Exam Period – All Years	1, 2, ITD1, 3, 4, ITD2 (graduating)
December 24, 2020	January 3, 2021	Winter Break	1, 2, ITD1, 3, 4, ITD2 (graduating)
2021			
START DATE	END DATE (AS APPLICABLE)	Classes/Exams/Activity/Stat Holidays	Program Year
January 4, 2021		Winter Term Commences - All Years	1, 2, ITD1, 3, 4, ITD2 (graduating)
February 8, 2021	February 19, 2021	Didactic Supplemental Examinations Year 4, ITD2	4, ITD2 (graduating)
February 15, 2021		Family Day - No Classes/Clinics	1, 2, ITD1, 3, 4, ITD2 (graduating)
March 6, 2021 (To be confirmed)		NDEB Examinations (Written & OSCE)	4, ITD2 (graduating)
March 15, 2021	March 19, 2021	Study Week	1, 2, ITD1, 3, 4, ITD2 (graduating)
April 2, 2021		Good Friday - No Classes/Clinics	1, 2, ITD1, 3, 4, ITD2 (graduating)
May 21, 2021		Winter Term Ends Year 3	
April 30, 2021		Winter Term Ends (excluding Year 1)	1, 2, ITD1, 3, 4, ITD2 (graduating)
April 30, 2021		Winter Term Ends Year 4	4
May 3, 2021	May 21, 2021	Final Examination Period (excluding Year 1)	2, ITD1, 3
May 24, 2021		Victoria Day	1, 2, ITD1, 3, 4, ITD2 (graduating)
May 14, 2021-June 18, 2021		Winter Term Ends Year 1 and 2	1, 2
May 17-June 21, 2021	May 28, June 25, 2021	Final Examination Period Year 1	1
June 21, 2021	June 30, 2021	Final Examination Period Year 2	2
June 28, 2021	July 9, 2021	Final Examination Period Year 3	3
May 25, 2021	June 25, 2021	Summer Clinic	3
June 2021	To be confirmed	Convocation & Graduation Luncheon Ceremony	4, ITD2 (graduating)
June 28, 2021	July 16, 2021	Summer Classes for Year 2 of the ITD Program	ITD2 (ITD2023)
Supplemental Exam Period – To be Confirmed.			
August 10, 2021	August 26, 2021	Supplemental Examination Period Year	1, 2, 3
August 10, 2021	August 26, 2021	Supplemental Exam Period Both Exam Period-Both Didactic and Practical	1, 2, 3
July 5, 2021	July 16, 2021	Supplemental Exams – for Years 2, 3, ITD1, ITD2	2, ITD1, 3
July 5, 2021	July 16, 2021	Practical Supplemental Exams – for Years 2, 3, ITD1, ITD2	2, ITD1, 3
July 6, 2021	July 16, 2021	Didactic Supplemental Exams – for Year 1	1
July 6, 2021	July 16, 2021	Practical Supplemental Exams – for Year 1	1
NOTE: ALL DATES ARE SUBJECT TO CHANGE			

ITEM 5.2(g) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Earth Sciences, Environmental Science, English (Brescia University College), History (Huron University College), Philosophy (King’s University College)

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

On behalf of the Senate, SCAPA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Earth Sciences, Environmental Science, English (Brescia University College), History (Huron University College), Philosophy (King’s University College).

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Science	Earth Sciences	March 12-13, 2020	Good Quality
Science	Environmental Science	February 24-25, 2020	Good Quality with Report in Two Years
Brescia University College	English	November 17-18, 2020	Good Quality
Huron University College	History	March 12-13, 2020	Good Quality
King’s University College	Philosophy	March 26-27, 2020	Good Quality

The detailed Final Assessment Reports and Implementation Plans for these reviews are attached.

ATTACHMENTS:

[Final Assessment Report – Earth Sciences](#)
[Final Assessment Report – Environmental Science](#)
[Final Assessment Report – English, Brescia University College](#)
[Final Assessment Report – History, Huron University College](#)
[Final Assessment Report – Philosophy, King’s University College](#)



Earth Sciences

Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Science
Degrees Offered	B.Sc.
Modules Reviewed	Honours Program in Geology – for Professional Registration, Honours Program in Geophysics – for Professional Registration, Honours Program in Environmental Geoscience – for Professional Registration, Honours Specialization in Geology, Honours Specialization in Geophysics, Honours Specialization in Environmental Geoscience, Honours Specialization in Geology and Biology, Honours Specialization in Integrated Science with Earth Sciences, Specialization in Geology, Specialization in Geophysics, Specialization in Environmental Geoscience, Specialization in Geology and Biology, Major in Geology
External Consultants	Dr. Claudia Schröder-Adams, Professor, Department of Earth Sciences, Carleton University Dr. Jeffrey McKenzie, Associate Professor and Chair, Department of Earth and Planetary Sciences, McGill University
Internal Reviewer	Dr. Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies
Date of Site Visit	March 12-13, 2020
Evaluation	Good Quality
Approval Dates	SUPR-U: February 24, 2021 SCAPA: March 3, 2021 Senate (for information only): March 12, 2021
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 **Department of Earth Sciences in the Faculty of Science.**

This report considers and reports on the following documents: the program’s self-study, the external consultants’ report and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required 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

Overview

The Department of Earth Sciences resulted from the integration and merger of the Faculty of Science's Geology and Geophysics Departments in 1993; it creates, disseminates and applies knowledge of Earth and other planets for the benefit of society through excellence in teaching, research and scholarship. In its brief, the Department describes its body of faculty, research staff, graduate students, undergraduate students, and research facilities as dynamic, creative, and diverse. This, coupled with their numerous field schools, provides a rich learning and research experience that prepares its students for future career success in the discipline.

With a complement of 19 fulltime faculty, 13 Adjunct Professors, and 32 Limited Duties Instructors, the Earth Sciences Department offers the following 13 modules:

- Honours Specialization in Geology - For Professional Registration
- Honours Specialization in Geophysics- For Professional Registration
- Honours Specialization in Environmental Geoscience - For Professional Registration
- Honours Specialization in Geology and Biology
- Honours Specialization in Integrated Science with Earth Sciences
- Specialization in Geology - For Professional Registration
- Specialization in Geophysics - For Professional Registration
- Specialization in Environmental Geoscience - For Professional Registration
- Specialization in Geology and Biology
- Major in Geology
- Minor in Geology
- Minor in Geophysics
- Minor in Planetary Science & Space Exploration

With a concern for declining enrolments and an eye to recruitment, the Department plans to create a Major in Geophysics and a Major in Planetary Geoscience.

The curriculum is well-rounded and offers breadth through pure and applied courses. The programs' Learning Outcomes have been developed in the context of the Western Degree Outcomes, and encompass Knowledge, Literacies and Interdisciplinarity, Communication, Resilience and Life-Long Learning, Global and Community Engagement, Critical Inquiry and Creative Thinking, Professionalism and Ethical Conduct. Outlines for each of the 50 half courses and one full course offered each year map onto and reflect the Learning Outcomes for optimal student learning.

"Hands-on, real-world" experiential learning is a critical component of the curriculum and field trips are an integral component of each course. In addition, the Department offers six formal field courses including a residential field experience to world-class mineral deposit localities offered jointly with an internationally recognized team of academic researchers, government survey personnel, and industry leaders. Western students participate in a "state-of-the-art" research level field experience combining geological investigation and geophysical techniques, learn about fundamental problems in our understanding of primary Earth science processes, travel to a world-class field locality, and have an opportunity to interact with peers from top institutions. Field and technical skills acquired by students during this program prepare them for a bright future in research or industry. Funding comes from a

mixture of university support, student fees, and industry sponsorship. Students have travelled internationally to localities such as South Africa, the Philippines, Turkey, the Sultanate of Oman, and Ecuador.

At the same time, writing and peer review is an expected outcome as students have courses in which they write, gain experience in peer review methods, and publish in national and international journals.

The focus on teaching effectiveness has resulted in high student evaluations for faculty teaching effectiveness and Earth Studies faculty have won several teaching awards at the local, provincial and national levels.

Strengths/Innovations of the Program (as identified in the brief)

- Small faculty/student ratios ensuring that all students have regular guidance throughout their studies as well as intensive hands-on laboratory experience
- Accreditation requirements are met for professional registration in the Canadian Council of Professional Geoscientists
- Large population of students from other disciplines take ES courses, thus educating a large population of students about various aspects of ES; brings together students from multiple departments and faculties
- MiHR Summer Internship Program – a paid work-integrated learning internship
- Responsible Mining Summit - shares the Canadian perspective on mining.
- Department maintains a close relationship with the mineral exploration sector through alumni so there is a high success rate in placing undergraduate students in internships in the industry
- Field course Earth Sciences 4451Z runs in partnership with Queen's University, Laurentian University, and Carleton University allowing students to work and collaborate with faculty and students from other institutions
- Technology-Enabled Learning
- High alumni satisfaction in that 92% would recommend Western
- 95% of graduates remain working in Earth Sciences after eight years

Self-Study Process

The self-study document was a collective effort involving participation from all members of the Earth Sciences Department. Multiple faculty meetings and retreats were designated for the purposes of reviewing the undergraduate modules and resulted in the recent mapping of the curriculum to the Learning Outcomes. Through recent curriculum revision, the Undergraduate Committee thoroughly examined all program offerings. In addition, feedback about the effectiveness of the curriculum was solicited from students, alumni, and past and present graduate teaching assistants.

Review Process

During the external review, the review committee (comprised of the two external reviewers and one internal reviewer (Associate Dean, Faculty of Information and Media Studies) were provided with Volumes I and II in advance of their visit and then met over two days with:

- John Doerksen, Vice Provost (Academic Programs)
- Karen Campbell, Vice Provost (Academic Planning, Policy and Faculty Relations)
- Jeff Hutter, Associate Dean (Academic), Faculty of Science
- Dazhi Jiang, Undergraduate Chair, Department of Earth Science
- Patricia Corcoran, Department Chair, Department of Earth Science
- Undergraduate Faculty, Department of Earth Science
- Undergraduate Students, Department of Earth Science
- Shiyi Xie, Associate Librarian, Teaching & Learning (STEM)
- Administrative Staff, Faculty of Science

The reviewers also engaged in a tour of the Faculty building, observing the facilities that support teaching, learning, and research.

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the Earth Science undergraduate programs.

Summative Assessment – External Reviewers’ Report

Western’s Strategic Plan identifies 12 major priorities for the university, of which six are directly applicable to the Earth Science undergraduate program, including:

- i)* Innovate our pedagogy through alternative means of undergraduate and graduate program delivery
- ii)* Promote excellence and innovation in teaching and learning opportunities
- iii)* Engage more undergraduate students in the research enterprise
- iv)* Maximize our libraries’ contribution to supporting student success and scholarly excellence
- v)* Enable interdisciplinary study
- vi)* clarity and appropriateness of the program’s requirements and associated learning outcomes in relation to the Western Degree Outcomes

The reviewers outlined numerous strengths of the program as well identifying some challenges for the future.

Strengths of the Program

- Size of faculty cohort (19 FT plus LD) with good faculty/student ratio and evidence of teaching effectiveness
- Faculty scholarship as evidence by winning research and teaching awards
- 16 staff members who support ES programs
- Curriculum covers most sub-disciplines in depth with 50 half courses
- Abundant field programs
- Program meets professional accreditation standards
- Modular system allows students to combine units from different disciplines across the university including, within the Faculty of Science, Biology, Physics, Astronomy, Chemistry, Environmental Science, and Applied Mathematics
- Newly formed module of Integrated Sciences includes Earth Sciences and offers a potential future recruitment base
- Range of diverse pedagogies used as well as varied assessment methods of student learning
- Library and laboratory resources
- Dedicated, articulate and focussed students

Challenges for the Program

- A course in Earth Evolution combining paleoenvironmental change with biotic events in chronological order appears to be missing. Such a course effectively helps students to understand the bigger picture of our planet
- Program requires a new strategic plan that addresses dramatically changing landscape in geosciences
- Declining undergraduate numbers (consistent with national trends)
- Need to create a greater representation of Earth Sciences in the introductory year of the Science Faculty in order to gain an increased exposure to a broader student body. (*e.g.*, develop courses that the large units such as the Bachelor of Medical Sciences stream would regard as essential for their students to take.)
- Structure of not mandating Earth Sciences in the first-year curriculum does not prepare students well for their entry into second year in Earth Sciences.
- Some overlap in course content

Summary Statement

We found that DES's activities and mission align well within the broad University mission and vision statements. Faculty members are distinguished by notable research and scholarly records as documented in their scholarly output, high success in receiving funding of multiple sources and winning research and teaching awards. Numerous faculty members are able to support technical staff members and Research Associates in their research groups, which is not always common attesting to a highly successful funding program.

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

The overarching recommendation from the reviewers is that that the Department of Earth Sciences develops a five to seven-year vision plan to a) maintain their excellent international reputation, and b) combat declining enrollment. This plan will need to address and guide the shape of the DES as it responds to imminent faculty retirements in the face of both changing student demographics and a changing landscape in geosciences. The individual recommendations below identify specific elements that can help guide that strategic planning process. The department has indicated that the new strategic plan will be developed by the Chair with critical input from all faculty members, which will clarify the long-term vision and priorities for the Department. Depending on the situation with COVID-19, the aim is for the strategic plan to be released by May 1, 2021. This timeline may be altered somewhat, as this process is taking place alongside of the development of a University-wide strategic plan in early 2021.

REVIEWERS' RECOMMENDATIONS	DEPARTMENT/DECANAL RESPONSE
1) The recommendation from the reviewers is that that the Department of Earth Sciences develops a five to seven-year vision plan to a) maintain their excellent international reputation, and b) combat declining enrollment.	The new strategic plan will be developed by the Chair with critical input from all faculty members, which will clarify the long-term vision and priorities for the Department. Depending on the situation with COVID-19, the aim is for the strategic plan to be released by May 1, 2021.
2) The DES needs to explore how the flexibility in the accreditation program might allow for faculty replacements that respond to both PGO accreditation needs, as well as the need to adapt course offerings to reflect the changing landscape of geoscience and that resonate with current students.	<p>No future retirement replacements will be based on undergraduate teaching alone. The future development of our graduate program and progression of our research strengths are already being considered in a dynamic geoscience landscape.</p> <p>The Department continues to build its national reputation in Planetary Science. Just recently, the Center for Planetary Science and Exploration has become the Institute for Earth and Space Science. Our department is the main stakeholder in this institute, with one of our faculty members serving as the institute director (Dr. Gordon Osinski). As previously mentioned, a new major in Planetary Geology is being structured.</p> <p>We also have a strong faculty cohort centering around environmental science and environmental geoscience (Corcoran, Goda, Longstaffe, Molnar, Schincariol, Webb), which will reinforce the appeal of our new</p>

	Environmental Science modules. Our clear vision will be articulated in the new Strategic Plan
3) Declining student enrolments in Earth Sciences are a Canada-wide trend. The recommendations below identify some potential opportunities for the DES to address these challenges within a Western context.	As noted by the Reviewers and pointed out in the Self-Study Report, the decline in Earth Sciences enrollment from 2015-17 is a cross-Canada trend, not fully understood. Since 2018, our numbers have started to climb back up and we expect this trend to continue. The Department Chairs note that, “Two new Majors, one in Geophysics and another in Planetary Geoscience, are being planned and will help increase the program enrolment in Earth Sciences. In addition, we have recently been given approval for the Faculty of Science to offer the Environmental Science program through the Department (currently it has no departmental home). In discussions with chairs of Earth Science departments across Canada, Dr. Corcoran has learned that offering an Environmental Science program is a major draw for students, especially considering the current environmental issues facing planet Earth and its inhabitants.”
3) a) There is a need to create greater representation of Earth Sciences in the introductory year of the Science Faculty in order to gain an increased exposure to a broader student body.	A greater representation of Earth Sciences in the introductory year of the Science Faculty will help enormously in increasing the number of students who choose an Earth Sciences module. We welcome discussion with the Faculty of Science on possible means to realize this.
3) b) Western is well known for its BMSc program, which in turn determines the vast majority its undergraduate student body in Science. The department needs to find a way of taking advantage of this. With future faculty replacements, maybe a course in Medical Earth Science for example can be created that has such an appeal that it may become a required course.	The reviewers note that, “with future faculty replacements, maybe a course in Medical Earth Science for example can be created that has such an appeal that it may become a required course. However, the decanal response indicates that with such heavy course load in the BMSc program, this is not likely to happen. Further, the departmental response to the suggestion that they take advantage of the concentration of BMSc bound students in first year noted that they have tried this in the past, with the offering of ES 1088F/G (A Foundation of

	Medical and Forensic Geology). While this course was well enrolled, it did not attract BMSc students.
3) c) Participation of the DES in the Integrated Science Module has resulted into recruitment of four students into Earth Sciences. However, the first year of this program does not include Earth Science despite its naturally integrated scientific nature. We suggest creating an innovative course of earth related matters that would be fundamental in its importance to all students in the Integrated Science Module to be presented in their first year. These discussions have to take place on Science Faculty level.	There appears to have been some miscommunication with the reviewers on the details of this joint program. In Year 1 of the Honors Specialization in Integrated Science, the students are exposed to a considerable amount of Earth Sciences material in Integrated Science 1001X- Exploring the Landscape of Science. This course constitutes 4.0 HCE and uses an integrated approach to learning. The calendar description reads: “Foundational topics of biology, chemistry, computer science, earth science and physics learned through an integrated problem-based approach”. There are approximately 40 students in the program each year and our 3M and OCUFA award-winning instructor (Dr. Cam Tsujita) co-teaches the course, with Dr. Patricia Corcoran and Dr. Sheri Molnar giving guest lectures. We are indeed, heavily invested in this program. Unfortunately, the students in this program have selected majors that reflect the enrollments in the Faculty of Science as a whole. Of the 72 students who took the program since its introduction, 32 selected Biology/Genetics, 16 selected Physics, 13 selected Chemistry, 5 selected Earth Sciences, 3 selected Environmental Science, and 3 selected Computer Science.
4) Western has an Innovation Fund and an Academic Priority Fund that supports interdisciplinary initiatives in the form of innovative and outside of the box teaching approaches. We encourage DES to examine applying for these funds for initiatives to expand the role of earth science instruction at the undergraduate level, especially for first year students. The repeated argument that in the Faculty of Science modules there is very little room for earth science related courses needs to change. These discussions should be held at the Faculty of Science level to convince the other units that a strong collective improves the faculty standing within the university. The Planetary Science Module with its Astrobiology course and Exploring Planets course has made strides into the right direction. Non-life sciences need more	Agreed - This is certainly a good suggestion. We will consider applying for these funds to further expand our innovative teaching methods in our current modules, as well as in the planned Environmental Science modules.

effective promotion in form of advertisement on various modern platforms.	
5) The DES has been successful in raising considerable donations to build the Richard W. Hutchison Geoscience Collaborative Suite. This building, with its fantastic collections, has tremendous potential for future outreach activities to Western students and the local high school communities. Such undertaking becomes more effective if the dedicated staff member is supported by individual faculty members that can provide wide ranging subject matters to the public.	The Department already has several faculty members who are involved in outreach teaching (Corcoran, Flemming, Osinski, Tsujita, Webb). Corcoran and Flemming interact regularly with Geoscience Collections Curator, Dr. Alysha McNeil. In addition, Dr. McNeil, in consultation with Corcoran, are planning to offer a summer camp for children ages 6-9 in the summer of 2021. We also plan to offer an Annual Geo-Challenge, which is meant to recruit high school students into the Earth Sciences programs at Western. Each year, 1 student from Grade 11 in each of the 26 high schools in Middlesex County will participate in a day of geo-related activities. The students will be divided into teams that will compete in geology-related competitions to win the Geo-Challenge Cup. Competitions could include events such as a mapping exercise, hammer swing (seismic recording), geology-themed scavenger hunt, compass and pace traverse, and mystery rock challenge (using microscopes and hand samples). The day would also include presentations from faculty and/or graduate students.

Other Opportunities for Program Improvement and Enhancement

- Introduction of a course in Earth Evolution. While this course has previously existed but was cancelled by a previous chair, the department response indicated that they might consider introducing a course like this as a capstone experience.
- Streamlining course curricula to minimize overlapping content while recognizing that some degree of overlap, especially because there is no common first year required course, and students may take courses out of sequence, is inevitable. This streamlining might include a repository to share course syllabi or some other means of encouraging faculty teaching in cognate areas to strategize about how to reduce overlap and enhance content integration across the curriculum.

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
1. That that the Department of Earth Sciences develops a five to seven-year vision plan.	Development of DES strategic plan, in conjunction with the University Strategic plan	Chair with critical input from all faculty members	May 2021
2. Continue and expand undergraduate recruitment opportunities through curriculum development, service teaching, and outreach	Work with the Faculty of Science to continue to include Earth Science material in the Integrated Science 1001X, develop a recruitment strategy and to help coordinate the current recruitment efforts	Undergraduate Chair, Chair, input from all faculty members	Ongoing
3. Examine applying for APF and Innovation funds for initiatives to expand the role of earth science instruction at the undergraduate level, especially for first year students.	Identify initiatives (see recommendation 1) and potential sources of funding through the Faculty of Science and Western	Chair, Undergraduate Chair	Ongoing



Environmental Science

Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Science
Degrees Offered	B.Sc.
Modules Reviewed	<ul style="list-style-type: none"> • Honours Specialization in Environmental Science • Specialization in Environmental Science • Major in Environmental Science
External Consultants	<p>Dr. Barbara Murck, Professor, Department of Geography and Programs in Environment, University of Toronto Mississauga</p> <p>Dr. Scott Mitchell, Professor and Chair, Department of Geography and Environmental Studies, Carleton University</p>
Internal Reviewer	<p>Dr. Brad Urquhart, Associate Dean, Basic Medical Sciences Undergraduate Education, Schulich School of Medicine and Dentistry, Western University</p>
Date of Site Visit	February 24-25, 2020
Evaluation	Good Quality with Report in Two Years
Approval Dates	<p>SUPR-U: February 24, 2021</p> <p>SCAPA: March 3, 2021</p> <p>Senate (for information only): March 12, 2021</p>
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 **Centre for Environmental Science (CES)** in the **Faculty of Science**.

This report considers and reports on the following documents: the program’s self-study, the external consultants’ report, and the responses from both the Centre and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Centre as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required 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 (from the departmental self-study brief)¹

Overview

The Environmental Science program is interdisciplinary and as such, draws from courses and faculties across the university campus. As an interdisciplinary unit, it does not have a traditional departmental home.

The program is small with <70 students and has 4 full-time allocated faculty from Business and Biology plus two designated staff for program administration and counseling. Students join the Environmental Science program in upper years as they develop interest in this area.

The Environmental Science program seeks to provide all students with the knowledge skills and values needed to improve society's understanding of and response to environmental issues. We define "environmental issues" as anthropogenic degradations of Earth's natural systems and constraints on human use of natural resources required to avoid or mediate such degradations. Examples include: climate change; habitat loss and degradation; pollution of air, soil, and water; soil erosion; biodiversity loss; invasive species; and renewable resource development.

Students can receive a degree by completing the Environmental Science Specialization or Honours Specialization modules or by combining any two majors. The Environmental Science program offers each of the four module types. In the Environmental Science program, the Honours Specialization module is distinguished from the Specialization module because the former requires an honours thesis.

Western offers a wide variety of courses related to Environmental Science, with 43 courses offered in physical science, 37 in life science, and 32 in social science by 18 different departments across campus. Students are required to choose courses from each area in upper year levels to meet the degree level requirements.

The program has developed Learning Outcomes for Environmental Science that correspond directly to Western's Learning Outcomes and reflect specific requirements for Environmental Science as either a major or specialization. Environmental Science faculty have developed eight different curriculum maps as examples that reflect the breadth of courses and the diverse paths that individual students may take in completing degree requirements. For these maps,

...we consulted with instructors from the courses that were most chosen by Environmental Science students and documented their alignment with program learning outcomes and the assessment criteria they use. ...[B]y focusing on these courses we... create map[s] that reflect the experience of most Environmental Science students.

Based on the Centre's review of the various courses, student learning is assessed in multiple and diverse ways, including tests/examinations, literature review essays, student presentations, reflective writing

¹ Direct quotes from the brief are indicated in *italics* while summarized notes are in regular font.

assignments, reports (e.g., technical; synthesis; budgeting; timelines); blogging, case studies map analyses, and problem solving.

Strengths/Innovations of the Program (as identified in the brief)

- Wide diversity in choice of courses
- Development of *Alternatives Journal* to provide opportunities for students as writers and editors
- Experiential learning opportunities in lab spaces
- Library and research facilities

Opportunities for Development (as identified in the brief)

- With only 4 full-time faculty there is a limit to program expansion
- Student concern about a lack of community in the program
- Need to develop “streams” in the program for students to combine courses in a more field-based stream or a more policy-based stream within the field of ES.

Changes & Enhancements (as identified in the brief)

- Planning for continuous review and renewal of courses
- Adding indigenous content to courses
- Developing an Environmental Science field course (Ireland)
- Developing a required 2000 level course to support development of sense of community in ES

Self-Study Process

As noted, the information summarized above was collected from the Department’s self-study document (Volume I). The unit’s self-study was a collective effort involving participation from members of Environmental Science, including the Program coordinator, faculty, staff, undergraduate academic counselor, administrative assistant, students, and alumni.

Faculty meetings and a retreat were designated for the purposes of reviewing the undergraduate modules and students were invited to participate in a focus group in which they outlined reasons for entering the program, described the strengths and challenges of the program, and discussed their process of integrating knowledge and skills from other courses. Recent alumni were surveyed to measure their satisfaction with the courses, programs and outcomes.

Review Process

During the on-site external review, the review committee (comprised of the two external reviewers and one internal reviewer) were provided with Volumes I and II in advance of their visit and then met over two days with:

- Vice Provost (Academic Programs)
- Vice Provost (Academic Planning, Policy and Faculty Relations)
- Associate Dean (Academic), Faculty of Science
- Acting Director, CES
- Undergraduate Chair, CES
- Undergraduate Faculty, CES
- Undergraduate Students, CES
- Associate Chief University Librarian & Associate Librarian, Teaching & Learning; STEM Disciplinary Coordinator
- Patricia Mason, Career Service Officer, Science Internship Program

The reviewers also engaged in a guided tour of the department's teaching and research facilities.

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Director of the Environmental Science program and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the Environmental undergraduate programs.

Assessment by the External Reviewers²

Significant Strengths of the Program

The program provides excellent opportunities for the students to achieve the program objectives through a variety of paths.

- Program's core values
- Dedicated faculty and staff; students 'loyal' to the program
- The Learning Outcomes from entrance to program completion are consistent with Western's Degree Outcomes
- Curriculum reflects the current state of the art for this field of study
- Broad interdisciplinarity (but also a strength that can cause challenges)
- High degree of flexibility for students to customize the degree components (can also cause challenges)
- Science Internship Program
- Strong library and laboratory resources

² This section summarizes information in the External Reviewers' Report. Direct quotes from the report are noted in *italics*.

Challenges for the Program

- Shortage of field experiences
- Gaps in areas of environmental management, policy, law, indigenous issues, and other extensions and applications of environmental science.
- Lack of physical community space for ES students

Summary Statement

This is clearly a strong program academically, with committed faculty, administrators, staff, and students. It is meeting many student needs, interests and is fulfilling an important role within the University.

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

From the Director of the Centre of Environmental Studies, pursuant to receiving the report of the external reviewers:

Since the external review, ...the Faculty of Science intends to consider moving the Environmental Science modules to the Department of Earth Sciences. Responses to many of the reviewers' recommendations will depend on the finalization and the nature of this move. ... The Department of Earth Sciences has developed a Working Group...to explore plans to migrate the Environmental Science program to Earth Sciences.

[We had planned] to establish an Environmental Science Undergraduate Education Committee (ESUEC) as a key first step to address many of the recommendations [outlined below]. The ESUEC would be chaired by the Program Chair and include the Director of the Centre for Environment and Sustainability, and Academic Counsellor..., as well as faculty representatives from the Departments of Biology, Earth Sciences, Chemistry, Geography, and Political Science and two student members selected by the Environmental Students Association (ESA). The committee would be charged with overseeing and developing the Environmental Science curriculum and would take up the reviewers' recommendations as their first priorities.

REVIEWER'S RECOMMENDATIONS	FACULTY/DECANAL RESPONSES
<p>1. Core course in 2nd year: <i>Our principal recommendation is that support be provided for the program to offer a core course at the 2nd year level. ...In particular, it is evident that interest in Environmental Science is being developed in the highly successful and growing 1st-year course, but that interest is allowed to wane, and students end up in other programs because they have nowhere to go that is clearly and specifically seen as part of Environmental Science after completing their first year.</i></p>	<p>Agreed - recommend that the Earth Sciences support this when ES moves into that department.</p>
<p>2. Updated course listings: <i>The Undergraduate Chair should continue with his ongoing initiative to update and rationalize the ECL course listings – both paring down and eliminating courses that are out of date, not relevant, or not offered on a regular basis, and adding relevant new courses from other disciplines.</i></p>	<p>Recommended for implementation in 2021</p>
<p>3. Sample pathways: <i>The Undergraduate Chair in collaboration with core faculty and advisory staff should look at producing some "sample pathways" for students with different interests and backgrounds, to provide more guidance through the interdisciplinary complexity of the course offerings.</i></p>	<p>Agreed</p>
<p>4. Add Indigenous content: <i>It...would be specifically beneficial for Environmental Science students to be exposed to Indigenous perspectives on the environment as part of their program. ...The new core course recommended above is one place some of this new content could be introduced, as well as through the review of the ECL.</i></p>	<p>In progress</p>
<p>5. External partnerships: <i>The pursuit of external partnerships and better tracking of program graduates would be of clear benefit to both the program and the University.</i></p>	<p>In Progress:</p> <ul style="list-style-type: none"> • With local companies • Engage alumni to become involved in placements, professional development, etc.

<p>6. Undergraduate student space: <i>The University should make a space available to the undergraduate students in this program. Undergraduate student space for this program is non-existent, and this contributes centrally to the students’ feeling of a lack of affiliation with the program.</i></p>	<p>Needs to be addressed with the move to Earth Sciences</p>
<p>7. Expansion into Environmental Studies: <i>...Serious consideration should be given to expanding the reach of CES to meet the needs of students with interests beyond Environmental Science, for example, in environmental management, policy, law, philosophy, etc.</i></p>	<p>Strong support for implementing this recommendation</p>

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
1. Core course in 2 nd year	Develop a required 2 nd year course for the program. Potentially include some of the content from ENV3300F and revise the 3 rd year course. Follow-up next program review.	UG Chair/Department	2 years
2. Undergraduate student space	Designate space for undergraduate students. Recognizing the difficulty of obtaining new space this could take the form of sharing space currently allocated to Earth Science students. Follow-up discussion if UG chair with chair of Earth Sciences	Chair/Department	2021-22 academic year
3. Update course listings	Update and rationalize course listings across the program. Eliminate out of date courses. Follow-up at next program review.	UG Chair	By Sept 2021
4. Add Indigenous content	Include Indigenous perspective of the environment in course offerings. This could be accomplished at the same time as the development of the new 2 nd year course. Follow-up next program review.	UG Chair/Department	2 years
5. Sample Pathways and External Partnerships	Develop sample pathways for students with different interests. Include external partners including alumni to show students career options that relate to different pathways. Follow-up next program review.	UG Chair/Contributing Faculty Members and Staff	September 2021 with possible evolution over time.



English

Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Brescia University College
Degrees Offered	B.A.
Modules Reviewed	Major: English Language and Literature Major: Creativity and Literature Honours Specialization: English Language and Literature Specialization: English Language and Literature
External Consultants	Dr. Deborah Bowen, Redeemer University College Dr. Sarah Powrie, St. Thomas More College, University of Saskatchewan
Internal Reviewer	Dr. Laura Melnyk Gribble, Associate Dean Academic & Research, King's University College
Date of Site Visit	November 17-18, 2020
Evaluation	Good Quality
Approval Dates	SUPR-U: February 24, 2021 SCAPA: March 3, 2021 Senate (for information only): March 12, 2021
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 English Department in the School of Humanities, Brescia University College.

This report considers and reports on the following documents: the program's self-study, the external consultants' report, and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required 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 (as identified in the Self-Study Brief)

Overview

The study of English at Brescia was one of the founding disciplines when the institution was opened in 1919. The English Department aspires to fulfill the mission of Brescia which is *to create an actively engaged student experience, educating women to think critically and to participate actively in society*. In addition, through their teaching, the four full-time faculty *value effective, innovative approaches to education that encourage and support women's learning and enable them to develop their voices, confidence, and leadership skills*.

The English Department in the School of Humanities offers five undergraduate modules leading toward the Bachelor of Arts degree:

Major:	English Language and Literature
Major:	Creativity and Literature
Minor:	English Language and Literature Minor for Teachers
Honours Specialization:	English Language and Literature
Specialization:	English Language and Literature

The Learning Outcomes of the modules and courses are consistent with Brescia's competencies that include: *Communication, Critical Thinking, Problem Solving, Inquiry & Analysis, Self-Awareness and Development, Social Awareness and Development, and Valuing*.

Strengths/Innovations of the Program (as identified in the Self-Study brief)

- small class sizes
- graduates who are women leaders who contribute actively and positively to society
- development of a unique major in Creativity and Literature with diverse assignments in which students combine traditional literary studies and those of a creative nature
- minor in English for prospective teachers
- excellent faculty teaching with most being named to the Dean's Honour Roll
- library support at Brescia and on main campus
- onsite and online learning supports for students
- 1st year compulsory course for all students: *Brescia Bold: Living, Learning, Leading*, introducing the voices of women in leadership in the wider community, and skills in information technology.
- development of innovative courses such as
 - Reading Popular Culture
 - J.R.R. Tolkien, C.S. Lewis and friends
 - From *The Blazing World* to *The Hunger Games*: Girls, Women, Utopia, Dystopia
 - Philosophy and the Arts (cross-listed from Philosophy)
 - Monsters, Ghosts and Demons in the 19th Century

- Nature and Culture in North American Literature (cross-listed from History)
- Biblical Women in Contemporary Art and Literature (cross-listed with Religious Studies)

Challenges (as identified in the Self-Study Brief)

- increasing enrolment in essay courses that students perceive to be more difficult than non-essay courses

Changes under development in the Department:

- Foundations in Western Literature to provide English students with background in classical and biblical literature.
- Experiential Learning Programs for the Humanities

Self-Study Process

The self-study of the department was a collective effort involving participation from the four members of the English Department. Faculty meetings were designated for the purposes of reviewing the undergraduate program and resulted in the mapping of the curriculum to the Learning Outcomes as described above.

To complete their self-study brief, the Chair sent out and collected data from 50 recent graduates, surveyed current students, reviewed data about the program from graduates through Alumni Affairs, and surveyed administratively. The four faculty members then collaboratively developed the self-study brief (Volume I).

Review Process

Because of the pandemic, an onsite review was not possible, and the external review occurred online through online (ZOOM) interviews over two days. During the external review, the review committee (comprised of the two external reviewers: *Dr. Deborah Bowen, Redeemer University College* and *Dr. Sarah Powrie, St. Thomas More College, University of Saskatchewan*; and one internal reviewer: *Dr. Laura Gribble, Associate Dean Academic & Research, King's University College*) were provided with Volumes I and II in advance of their visit and then met with the following over the course of the two days.

- Dr. Jeff Hutter, Acting Vice-Provost, Academic Programs, Western University
- Dr. Margaret McGlynn, Acting Vice-Provost, Academic Planning Policy and Faculty, Western University
- Dr. Laretta Frederking, Vice-Principal and Academic Dean
- Dr. Dominick Grace, Chair and Professor of English, School of Humanities
- Dr. Cheryl Jensen, Interim Principal
- Dr. Jen Pecoskie, Research Officer
- Dr. Maggie Kubow, Writing Coordinator
- Caroline Whippey, Director of Library Services
- Dr. Melanie Molnar, Associate Registrar, Student Success
- Dr. John Mitchell, Director, Advanced Learning and Teaching (ALT) Centre
- Faculty, Department of English
- Undergraduate students, Department of English

Following the review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of Brescia's English undergraduate programs.

Summative Assessment – External Reviewers' Report

The external reviewers wrote:

This is a strong and committed department which is blessed with a group of enthusiastic and like-minded faculty. Student appreciation for both the faculty's teaching and their informal help is widespread. The students' experience is clearly excellent, to the extent that many alumnae speak about relationships with both peers and professors continuing for years after graduation. The skills and materials taught... prepare graduates well for their future careers.

Strengths of the Program

- Small class sizes
- Positive feedback from alumnae
- Diverse course offerings
- Consistency of Learning Outcomes with Brescia's mission
- Strength of faculty – versatile and creative
- Rich learning environment

Challenges for the Program

- Inclusion of diverse and non-Western authors across the curriculum

Reviewers' Recommendations and Department/Faculty Responses

REVIEWERS' RECOMMENDATIONS	DECANAL/DEPARTMENT RESPONSE
1. <i>In first-year courses, consistently include at least one Indigenous, Transnational, or non-Western author. Seek to include literary texts that would reflect the experiences of minority communities represented at Brescia, for instance students from Islamic communities.</i>	<u>Dean:</u> A welcome recommendation. At Brescia, we are at the early stages of a campus-wide audit of our curriculum in terms of racially diverse content within courses and uniquely offered courses. <u>Department:</u> In progress.
2. <i>Contact the Indigenous Curriculum and Pedagogy Advisor at the UWO's Office of Indigenous Initiatives to set up a workshop for members of the Department.</i>	<u>Department:</u> Under advisement.
3. <i>Make Canadian literature a requirement, rather than an option, within the Honours Specialization and the Specialization in English.</i>	<u>Department:</u> To achieve equal expertise or even competence in all areas and aspects of English literature in an undergraduate degree, even in an Honours Specialization module, is impossible. Consequently, modules in English such as those at Brescia, Western, and at many other universities combine a set of specific requirements with a set of categories in which students have some flexibility about focus, depending on their individual interests. Brescia in fact requires more from its Honours Specialization students than does Western in breadth coverage. At Western, Honours Specialization students must take 1.0 credits from ENGL 2301E, 2401E, 2501E, or 2601E (British, American, Canadian, and Global literatures, respectively). At Brescia, Honours Specialization students must take 2301E, plus 1.0 credits from among the other three broad survey courses. Neither Brescia nor Western require students to take Canadian literature, for a Specialization or a Major, but both programs give those who wish to pursue Canadian literature the option to do so. While we agree that Canadian literature is important and that students should be exposed to it (and aspects of Canadian literature are important teaching and/or research interests for

	<p>Drs. Grace and Lee, who often incorporate Canadian materials into courses where appropriate and have taught Canadian-focused courses), modifying the modules to require students to take Canadian literature would limit the flexibility that is a hallmark generally of English programming at the university level.</p>
<p>4. <i>Develop the capacity to teach Global Literatures (Eng 2601) at Brescia on a regular basis, so that this course is accessible to every Brescia English student during her program. We recommend that this course is, at the very least, strongly encouraged for students in Honours Specialization and the Specialization in English.</i></p>	<p><u>Department:</u> Global literature <i>is</i> accessible to every Brescia student via Western... [O]ne of the advantages of the affiliate model is that students can access courses not offered at their home campus in order to fulfill their areas of interest.</p>
<p>5. <i>Turn the Medieval Literature course into one of several “early offering” courses, rather than a required course for both Honours and Specialization degrees.</i></p>	<p><u>Department:</u> Brescia’s English Department recognizes that some of the other English programs at the Western affiliates have eliminated a pre-Early Modern requirement from their modules. We note, however, that Western continues to require a Medieval course for the Honours Specialization and Specialization modules, and, as noted above, Brescia’s English modules are closely modeled on Western’s. Since students pursuing the Honours Specialization modules are often considering advanced studies in English after completing their undergraduate degree, and since graduate programs in English still tend to expect students to have some familiarity with literature from before the Early Modern period, it is the belief of Brescia’s English Department that continuing to require students to complete 1.0 credit in literature from before the Early Modern period is important to their development of full competence in English studies. Furthermore, Medieval literature is the specialization area of one of the four full-time faculty members (Dr. Grace). The Department could consider such a change for the Specialization module but is reluctant to do so for the Honours Specialization.</p>

6. <i>Offer more courses in the summer session, possibly with the help of strategically qualified sessional instructors, in order to provide wider coverage particularly of contemporary materials.</i>	<u>Department:</u> Under consideration
7. <i>The Department should develop an online tutorial to teach students research skills specific to literary studies.</i>	<u>Dean:</u> This is a great idea and in line with the ways we are looking at more where online workshops and parts of programs should continue in the post-COVID world. <u>Department:</u> Agreed.
8. <i>Make greater strategic use of adjunct faculty for specialized courses, to assist with curricular development and with meeting the recommendations and suggestions outlined in this report.</i>	<u>Department:</u> The Department is open to making greater use of adjunct or contract faculty, recognizing that budgetary considerations beyond its control are a factor in any such development.
9. <i>Incorporate HUMANITIES 3001A/B, Experiential Learning for the Humanities into the Honours and Specialization programs in English.</i>	<u>Department:</u> While the School of Humanities will be encouraging all Humanities students to take this course, requiring it as part of a specifically English Module would necessitate the removal of an English requirement or elective. We are reluctant to do so.
10. <i>“Literature and Creativity” students be encouraged to take an Independent Study course which involves a mentorship component with a writer or editor in the wider London community.</i>	<u>Department:</u> Agreed. Further consultation with Brescia’s Learning and Development Specialist, Experiential Education, about the practicalities of mentorships within the wider London community is in order.
11. <i>Standardize the formatting of faculty CVs</i>	<u>Dean:</u> Agreed. <u>Department:</u> Agreed.
12. <i>Charge the Brescia Alumnae Office with keeping careful records of graduates.</i>	<u>Dean:</u> In progress. <u>Department:</u> Agreed.

Other Opportunities for Program Improvement and Enhancement

In their report, the external reviewers provided three additional suggestions meant to be helpful to the Department for consideration.

REVIEWERS' SUGGESTIONS That the Department	DEPARTMENT RESPONSE
1. <i>Develop its capacity to teach a course in the History of the English Language, charting its growth into the geographically diverse "Englishes" of today.</i>	<u>Department:</u> The Department will explore the viability of developing and offering such a course.
2. <i>Identify Brescia courses that address Indigenous or Postcolonial perspectives and that inform the study of literary cultures and consider incorporating these existing courses within sets of program requirements.</i>	<u>Department:</u> The Academic Dean is currently collecting this type of information about diversity content across all Brescia programming.
3. <i>Develop a course in Catholic literary studies, particularly in the rich area of the 20th century novel.</i>	<u>Department:</u> Requires both a faculty member with academic expertise and an audit to gauge student interest.

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
1. Inclusion of at least one Indigenous, Transnational, or non-Western author in first-year courses.	Department should revise the first-year English curriculum to include at least one Indigenous, Transnational, or non-Western author.	Department of English	implement in Fall 2021
2. Develop an online tutorial to teach students research skills specific to literary studies.	Create and maintain digital research skills tutorials for English students.	Department of English	for Fall 2021
3. Encourage "Literature and Creativity" students to take an Independent Study course which involves a mentorship component with a writer or editor in the wider London community.	Consultation with Brescia's Learning and Development Specialist, Experiential Education.	Department of English	for Fall 2022



History

Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Huron University College
Degrees Offered	B.A.
Modules Reviewed	<ul style="list-style-type: none"> • Honours Specialization in History • Specialization in History • Major in History
External Consultants	<p>Dr. Esyllt Jones, Dean of Studies and Professor, St. John's College, University of Manitoba</p> <p>Dr. Yvonne Petry, Academic Dean and Professor of History Luther College, University of Regina</p>
Internal Reviewer	Dr. Laretta Frederking, Vice-Principal and Academic Dean, Brescia University College
Date of Site Visit	March 12-13, 2020
Evaluation	Good Quality
Approval Dates	<p>SUPR-U: February 24, 2021</p> <p>SCAPA: March 3, 2021</p> <p>Senate (for information only): March 12, 2021</p>
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 **Department of History, Huron University College.**

This report considers and reports on the following documents: the program's self-study, the external consultants' report and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required 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 (as identified in the Self-Study Brief)¹

Overview

Huron University College is one of three University Colleges academically affiliated with The University of Western Ontario. Graduates receive their degrees from Western.

The Department's Learning Outcomes align with Huron's Strategic Plan as well as Western's Degree Learning Outcomes and prioritize research learning, experiential learning, global perspective, and addressing the Truth and Reconciliation Commission's call to action. In developing the curriculum, faculty have consulted widely, including the students who recommended more flexibility in the design of the History programs.

With five tenured faculty members in the Department, the faculty is committed to ensuring direct links between the curriculum and the application of the skills and habits of mind developed throughout the program with an eye to

political, social, and intellectual histories, history and memory, race, gender and culture, and combine global perspectives with local, hands-on research opportunities for our students.

Strengths/Innovations of the Program (as identified in the brief)

- Student experiences in archival work, public presentations, field work, and digital history projects
- International student collaboration.
- Experiential learning through community-based research projects
- The Huron Community History Centre
- The letterpress studio
- Student Support Services that include academic advising, student wellness, and international student engagement
- Strong library support
- W Galen Weston Fund for British History

Challenges

- Declining student enrolments

¹ Direct quotes from the review materials are noted in italics; otherwise, all comments are summarized.

Self-Study Process

The self-study of the department was a collective effort involving participation from all members of the Department of History at Huron University College. Multiple faculty meetings were designated for the purposes of reviewing the undergraduate program and resulted in the mapping of the curriculum to the Learning Outcomes as described in the brief.

Data were also gathered from 26 students, 29 alumni, and administrative staff, to ascertain their insights into strength, challenges, and opportunities for future development for the Department.

Review Process²

During the external review, the review committee (comprised of the two external reviewers and one internal reviewer) were provided with Volumes I and II in advance of their visit and then met on the first day with the personnel noted in bold print. The second day of onsite visitation was cancelled due to the closure of the university due to the pandemic. The reviewers met with the remaining people via email over the following weeks.

- John Doerksen, Vice Provost (Academic Programs)
- Karen Campbell, Vice Provost (Academic Planning, Policy and Faculty Relations)
- Barry Craig, President, Huron University College
- Geoff Read, Provost, and Dean, Faculty of Arts and Social Science
- Nina Reid-Maroney, Chair and Professor, History
- Faculty, Department of History
- Jennifer Morocco, Registrar
- Melanie Mills, Director, Library and Learning Services
- Rachel Melis, Research & Instructional Services
- Ryan Rabie, Digital Initiatives and User Services Librarian
- Sahana Mazumder, Program Assistant, FASS
- Deanne van Tol, Coordinator, Teaching and Research
- Undergraduate students

The reviewers also engaged in a tour of the campus building, observing the facilities that support teaching, learning, and research on the first day.

² From the external review report: *Please note that this review process was disrupted by the outbreak of the Covid- 19 pandemic in mid-March 2020. We were unable to complete the second day of the scheduled interviews and, instead, solicited email feedback from History Department faculty, students, and support staff, following the weeks of our site visit.*

Following the review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the History undergraduate programs.

Summative Assessment – External Reviewers’ Report

The History Department’s self-study demonstrates the extent to which it already meets many of the institutional goals of the College, by developing community partnerships, including hands-on and off-campus research and learning opportunities for students. Courses in the History Department emphasize critical thinking and analysis, and communication skills, which contributes to social justice and ethical goals at Huron.

Strengths of the Program

- Indigenization
- Learning Outcomes
- Innovative and current curriculum content
- Library and Learning Services
- Small class sizes, interactive class formats
- Faculty who are encouraging, approachable and committed to their students
- Experiential learning
- Student satisfaction

Challenges for the Program

- Declining enrolment
- Little interaction with History faculty at Western or other affiliated colleges
- Using digital forms in teaching and content

Summary Statement

The emphasis on small class sizes, interactive class formats and faculty who are encouraging, approachable and committed to their students’ learning is highly appropriate to the content and focus of the Department’s curriculum.

What is so impressive about the History program is the wealth of opportunities it offers students, with relatively few faculty members.

Reviewers' Key Recommendations and Department/Faculty Responses

The external recommendations focus primarily on issues of declining enrolment and offering suggestions to promote the discipline of History as a focus of study to increase student numbers.

REVIEWERS' RECOMMENDATIONS	DEPARTMENT RESPONSE
<i>Clearly communicate to students the value-added components and the reasons why learning to read, write, research, communicate are skills that will carry them through life.</i>	<ul style="list-style-type: none"> - Develop video messaging such as Fall 2020 video to supplement other ways of communicating these advantages in classes.
<i>Increase promotion to students and parents about the documented value of history degree – promote success stories and share stories of where students have gone and what they are doing now. There could be good opportunities to connect undergraduates' experiential learning with later opportunities that were afforded to them.</i>	<ul style="list-style-type: none"> - New alumni profiles have been identified for website and promotion—department will follow-up with marketing & communications - Update History marketing materials address innovation & success of History grads (for an easy example, highlight # of recent Huron gold medalists from History)— department will follow up with marketing/communications - Enhance department access to data about History alumni...Department will follow up with Advancement.
<i>Ensure that students understand that they can take some courses in Western's History Department and remain Huron students. This might be especially important for students who are interested in earlier historical periods.</i>	<ul style="list-style-type: none"> - Connection to other History units is already robust through regular consultation on courses and programs with Western/Brescia/King's colleagues, - Huron is represented on the Western History Undergraduate Committee
<i>Ensure that program information is clear and easily accessible. The College website and the History Department pages are attractive and appealing, but it is not particularly easy to locate specific program information.</i>	<ul style="list-style-type: none"> - Updates to History pages on the Huron website completed
<i>It seems like there is a good opportunity to connect the History Department's core approach with institutional branding around "Leadership with Heart."</i>	<ul style="list-style-type: none"> - Department follow-up with FASS Dean, Advancement, and marketing/communications to identify specific areas of innovation and alignment between History programming and Huron's core messaging to prospective students
<i>Ensure that communications staff at Huron highlight the work of history faculty members and their students in college communications.</i>	<ul style="list-style-type: none"> - follow-up with marketing/communications
<i>Increase the opportunities for faculty members and the Department to communicate</i>	<ul style="list-style-type: none"> - Continue to reach out to students in 1st year first-year registration periods

<i>with students who succeed in first-year History courses and encourage them to continue taking History courses.</i>	- Additional in-person outreach through huronresearch.ca/history to highlight opportunities
<i>Explore ways that the History Department could work with other departments at Huron. Currently there appears to be one History course in the Governance, Leadership and Ethics program. There doesn't appear to be any intersection between History Department and the large Management and Organizational Studies program; perhaps a world history elective could be included in their 'Organizational Studies, Policy and Ethics' module.</i>	<ul style="list-style-type: none"> - Identify History 1818F/G 1817F/G as logical first-year options for students interested in other Huron programs - Introduce new 2nd-year course on histories of imperialism and global capitalism in the 18th & early 19th centuries - Work with EPC colleagues to identify cross- program alignment and communicate those areas of alignment more effectively to students outside of History programs

Other Opportunities for Program Improvement and Enhancement

In addition to the recommendations, the reviewers identified many other considerations to enhance or enrich the program.

- *Course scheduling happens separately at all four campuses. We heard that there is interest in coordinating some of these efforts – it could be a way to help boost enrolment in courses if they complement other offerings on the campus. Is there a way to pursue this?*
- *Make sure program offers both thematic and some survey courses.*
- *Faculty or students visits/guest lectures in high schools to showcase interesting elements of Huron's History program.*
- *Find ways to talk to both international students and domestic students with business interests about the value of studying history. Perhaps there is a way to include a global history course as an elective for students in MOS program.*
- *Consider ways to encourage international students to take History. One way might be to have courses specifically designed for international students, e.g. introduction to Canadian history; introduction to indigenous history in Canada.*

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
1. Identify skills and their added value explicitly throughout the curriculum.	Faculty workshops	Academic Dean	September 2022
2. Consider all recommendations to increase student enrolment.	Discussion within the department	Chair of the Program; Academic Dean	Ongoing
3. Maintain a good balance of thematic and survey courses.	Strengthen multi-year planning within the department around course offerings	Chair of the Program; Academic Dean	Ongoing
4. Develop courses that respond to and correspond with other programs.	Faculty workshops across programs and campuses	Academic Dean	Ongoing



Philosophy

Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	King's University College
Degrees Offered	B.A.
Modules Reviewed	<ul style="list-style-type: none"> • Philosophy Honours Specialization, Specialization, Major • Social Political Thought Honours Specialization, Major
External Consultants	Dr. Sean McGrath, Professor, Memorial University Dr. Jason M. Wirth, Professor, Seattle University
Internal Reviewer	Dr. Laretta Frederking, Vice Principal and Academic Dean, Brescia University College
Date of Site Visit	March 26-27, 2020
Evaluation	Good Quality
Approval Dates	SUPR-U: February 24, 2021 SCAPA: March 3, 2021 Senate (for information only): March 12, 2021
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 **Department of Philosophy, King's University College.**

This report considers and reports on the following documents: the program's self-study, the external consultants' report and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required 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 (as identified in the Self-Study Brief)¹

Overview

King's University College, a Catholic co-educational institution, is one of three University Colleges academically affiliated with The University of Western Ontario. In 2016 the Department of Philosophy and Religious Studies was divided into two separate Departments, creating the Department of Philosophy. The Department has four tenured faculty, two tenured faculty, cross listed with the Department of Religious Studies, and Limited Duties faculty. Their mission aligns well with King's Strategic Plan and can be described as follows:

While we provide students with a thorough background in the history and systematic questions of philosophy (culture, ethics, religion, politics, the nature of the self, etc.), the emphasis is on helping them develop as independent thinkers in their own right, thinking about what it means to be human in the context of very real challenges the world is facing today.

Through recent comprehensive program evaluation and development, the Department has revised itself through the development of Learning Outcomes and has mapped the curriculum of the courses to ensure consistency and congruency. They carried out this process by beginning with their fundamental belief that the study of Philosophy should focus

on facilitating a transformative experience in which students are able to develop their own philosophical voices. Only in this way, we believe, will they be prepared to enter the "complex and troubled world"... In both Philosophy and Social Political Thought, "students explore the world, understand their place in it, and work creatively to change it for the better.

The curriculum revisioning process was valuable in that it

proved helpful in developing a clearer perspective of what we valued and what we wanted students to acquire in and through the study of philosophy that would be of value in today's world.

Due to changes in course requirements for undergraduate students and an emphasis on direct employment-related STEM and BMOS programs for undergraduate students, enrolment has declined significantly from 136 students in 2012 to 82 students in 2018. The program is working to alleviate declining enrolment issues and has developed an interdisciplinary module in Social Political Thought that is unique in Canada and interesting to students in a number of areas.

¹ Direct quotes from the review materials are noted in italics; otherwise, all comments are summarized.

Strengths/Innovations of the Program (as identified in the brief)

- Development of new course initiatives, including such topics as
Cyber-Ethics in The Cyber World
Environmental Ethics and Justice
Global Socio-Political Ethics
Ethics in Science and Technology
Data Science Ethics:
- High student satisfaction
- Excellent library support

Challenges for the Department: (as identified in the brief)

- Decline in student enrolment
- Describing and promoting career pathways for the Philosophy undergraduate degree
- Experiential learning opportunities
- Creating a “business model” for Philosophy

Future Initiatives (as identified in the brief)

- Development of a Minor in World Philosophy
- Creating experiential learning opportunities for students
- Developing exchange programs
- Creating a philosophy presence on social media
- Increased use of technology in teaching

Self-Study Process

The self-study of the department was a collective effort involving participation from all members of the Department of Philosophy at King’s University College over the past three years. Multiple faculty meetings were designated for the purposes of reviewing the undergraduate program and resulted in the recent mapping of the curriculum to the Learning Outcomes as described in the brief.

Data were also gathered from students, alumni, administrative staff, and senior leadership via questionnaires to ascertain their views of strength, challenges, and opportunities for future development.

The Self-Study brief notes that irrespective of the cyclical review process,

[t]he main thrust has been in gaining perspective. This has involved critically reflecting on our identity as a Department of philosophy, our strengths and weaknesses, the nature of the new and shifting educational culture of the Academy and the role philosophy might play in it.

Review Process

During the external review, the review committee (comprised of the two external reviewers and one internal reviewer) were provided with Volumes I and II in advance of their visit and then met over two days with:

- John Doerksen, Vice Provost (Academic Programs)
- Karen Campbell, Vice Provost (Academic Planning, Policy and Faculty Relations)
- David Malloy, Principal, King's University College
- Sauro Camiletti, Vice-Principal and Academic Dean,
- Stephen Lofts, Chair, Department of Philosophy
- Dr. Laura Melnyk, Associate Academic Dean, King's University College
- Faculty, Department of Philosophy
- Students, Department of Philosophy
- Tom Jory, Director of Information Technology Services, King's University College
- David Thuss, Manager, Infrastructure and Digital Pedagogies, King's University College
- Dr. Jim Zuccherro, Academic Counsellor, Academic Dean's Office
- Miriam Love, Academic Counsellor, Academic Dean's Office
- Tracey Cunningham, Associate Registrar, Enrolment Services
- Laura Clarke, Academic Program Advisor
- Denise Cooke, Administrative Assistant to Academic Departments/Chairs
- Tim Bugler, Web Developer / Designer, King's University College
- Paula Rayo, Communications, King's University College
- Adrienne Co-Dyre, Director of Libraries, King's University College
- Linda Whidden, Associate Librarian & Head: Technical and Information Resources,

The reviewers also engaged in a tour of the campus building, observing the facilities that support teaching, learning, and research.

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the Philosophy undergraduate program.

Summative Assessment – External Reviewers' Report

The members of the Philosophy Department at King's understand that, regardless of one's career path, the unexamined life is not worth living, and that a careful consideration of life's most important and pressing questions can be ethically transformative and help create women and men for others.

Strengths of the Program

- Development of the new track in Social and Political Thought
- Enthusiastic and appreciative student feedback about the Philosophy program
- Library resources
- Strong affiliation with Western campus
- The program [e]ncourages innovative academic program development, especially by supporting interdisciplinary, experiential and holistic learning, identifying existing opportunities for academic engagement and creating new ones

Challenges for the Program

- Recruitment and increased enrolment of students
- Changed relationship with Saint Peter's Seminary
- Interdisciplinarity

Summary Statement

We have found the Department of Philosophy at King's University College at Western University to be acting in good faith and having aligned themselves concretely yet creatively with Western's mission, values, strategic priorities, and academic plans.

Philosophy is positioning itself not as a career choice, but as integral to any career that one would choose and, as such, it works to endow any course of study at King's with a philosophical sensibility that resonates with the heart of the mission.

Reviewers' Key Recommendations and Department/Faculty Responses

REVIEWERS' RECOMMENDATIONS	DEPARTMENT RESPONSE
<p><u>1. Changing relationship with Saint Peter's Seminary</u> <i>...We...recommend that Kings' continue to offer courses that could be of interest to seminarians, and plan activities and outside lectures that will also be of interest to students of Theology.</i></p>	<p>"We hope to have further discussions among members of both Saint Peter's and the Department to think of ways we can continue to collaborate and re-envision our working relationship, given the changes and challenges mentioned above. Given that our own religious Studies Department continues to have a strong contingent of faculty working in Catholic Theology, we hope to be able to work with them and other members of Religious Studies to build courses and programs that may be of mutual interest and benefit."</p>
<p><u>2. Outreach to degrees in the helping professions</u> <i>We learned of how many students come to King's to study the helping professions. While such students may not be interested in certain traditional areas of Philosophy, there are other areas that could be targeted towards them. It struck us that two such possibilities are Disability Studies and Thanatology.</i></p>	<p>"Given the rich tradition of and commitment to issues of social justice, the Department is uniquely placed to offer courses and help in the building of collaborative programs that will appeal to students interested in the helping professions. Most recently, we have incorporated courses from Social justice and Peace Studies as well as Political Science into our Social and Political Thought module. It would be mutually beneficial if we could also include departments like sociology/ criminology as well as the School of Social Work. ... Given the need for students to be sensitive to the needs of diverse populations, the Department is uniquely placed to help give students an appreciation of other meaningful, valuable modes of thought and cultural expression."</p>
<p><u>3. The module system</u> <i>Many faculty and some administrators worry about the efficacy of the module structure. Although this issue exceeds the scope of our review, it may be worth inaugurating an ongoing discussion regarding its benefits and detriments. It seems that the module system has had a detrimental effect on students choosing electives such as Philosophy.</i></p>	<p>"The module system at Western has been in many ways very limiting for King's. Many faculty have overlapping interests and given the focus on the Liberal Arts, the module system constrains students and departments in offering very defined and highly specialized programs. As the nature of knowledge changes and as disciplines face the need to draw from other disciplinary expertise, more freedom in how modules are constructed, especially to allow for the recognition of relevant courses outside an existing module, would go a long way in helping departments share resources and build new and innovative programs that would have greater appeal in a more diversified society and</p>

	<p>workplace. The practice of gatekeeping and counting course enrolments and distributing resources, organized and controlled by the modular system, makes it difficult for small departments like Philosophy to build creative programs. The Department would like to urge members of EPC and the Academic Dean to think of ways we can create the conditions for genuine cross fertilization across the disciplines while still safeguarding core traditional fields of study. A flexible modular system would help the College develop programs that can meet the evolving needs of society.”</p>
<p><u>4. Philosophy as support for interdisciplinary programs.</u> <i>...It is worth noting that more than one of the staff members we interviewed warned against Philosophy losing its essential identity and becoming a mere provider of service courses to other programs. In this regard we view the new focus on comparative or world Philosophy a positive step, moving Philosophy beyond the somewhat stale Continental-Analytic divide into a more 21st century perspective. It is something that King’s Philosophy can offer which no one else at UWO can; it is a distinctive and essentially philosophical project, and it will encourage the research of several of the members of the Department.</i></p>	<p>“We are interested in exploring and expanding possibilities for future course and program offerings. Philosophy has responded to requests by History’s new human rights module, King’s One, MEM’s new program in decision-making, and Disability Studies to offer new courses. We appreciate our relationship with Thanatology, and will continue to work with this department, to continue to explore and build possibilities for further course offerings that will be beneficial to both philosophy and thanatology students. As a small program, we find ourselves stretched as we do not have the faculty complement to maintain our interdisciplinary outreach and preserve the integrity of our program, which the reviewers have recognized and generously praised. Some of our faculty have expressed interests in developing courses relevant for Indigenous Studies and environmental ethics, in particular, offerings that explore how to develop methodologies and practices that rethink the legacy of colonialism and building solidarity between Indigenous and non-Indigenous peoples and communities; integral ecology; and courses that address timely and sensitive issues, especially from ethical perspectives, which would be relevant for the larger King’s community. To this end, we hope to continue to refine and build our courses such that they will appeal to broader and diverse segments of the student population in order to help students think and respond to pressing questions and issues of the day. We look forward to working with other departments and the ADO to find ways for further interdisciplinary work.”</p>

<p><u>5. Transitioning to online-learning platforms</u> ... We encourage King's Philosophy to rise to the occasion of offering more online classes, while simultaneously protecting what is best about a small, liberal arts curriculum. This could go some distance to increasing enrollments.</p>	<p>"COVID-19 helped launch for the very first time a series of successful summer online courses. Enrolments in these courses were strong, and faculty teaching them reported having positive experiences. Given the success of online offerings, a new undertaking for the Department, we feel that having a few more online courses during the year and the summer session may enhance the Department's outreach to non-Humanities students, especially if the topics chosen speak to important and timely questions of the day. As members of the Department become more familiar with various platforms and online pedagogical tools, we hope to be able to continue the development of online courses well into the future."</p>
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Summary of the Decanal Response to the External Reviewers' Report:

In sum, the Philosophy program recognizes the need for reinvigorating its identity and meaning to students and has undertaken that work with its new focus on Social and Political Thought and hiring in the area of ethics. The Academic Dean's Office is committed to supporting the department as central to the King's Catholic mission in a "complex and troubled world".

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
1. Develop courses that respond to and correspond with other programs.	Faculty workshops across programs and campuses	Chair of the Program; Academic Dean	September 2022
2. Maintain some online course offerings.	Evaluate the strength of particular online courses and their appeal	Chair of the Program; Academic Dean	September 2022
3. Enhance diversity of perspectives with course offerings.	Faculty workshops and intentional multiyear scheduling to maximize available courses	Chair of the Program; Academic Dean	ongoing

ITEM 5.2(h) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Engineering in Medicine Collaborative Specialization and the Graduate Programs in Epidemiology and Biostatistics

(i) **ACTION REQUIRED:** ☐ FOR APPROVAL ☒ FOR INFORMATION

On behalf of the Senate, SCAPA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the Engineering in Medicine Collaborative Specialization and the graduate programs in Epidemiology and Biostatistics.

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Engineering	Engineering in Medicine Collaborative Specialization	July 15 and 23, 2019	Good Quality
Schulich School of Medicine & Dentistry	Epidemiology and Biostatistics	December 2-3, 2020	Good Quality

The detailed Final Assessment Reports and Implementation Plans for these reviews are attached.

(ii) **ACTION REQUIRED:** ☒ FOR APPROVAL ☐ FOR INFORMATION

The Department of Epidemiology and Biostatistics identified areas for program changes as part of the cyclical review process and is seeking approval for those changes below.

Recommended: That the Biostatistics Field in the MSc in Epidemiology and Biostatistics be revised to include Statistical Sciences 9030B as a required course, increasing the required courses from 2.0 to 2.5 credits, and that the number of elective courses be reduced from 1.5 to 1.0 credits, resulting in the total course credits remaining at 3.5 credits, and

That the Biostatistics Field in the PhD in Epidemiology and Biostatistics be revised to include Statistical Sciences 9030B as a required course, resulting in the total course credits increasing from 3.5 to 4.0 credits.

ATTACHMENTS:

[Final Assessment Report – Engineering in Medicine Collaborative Specialization](#)
[Final Assessment Report – Epidemiology and Biostatistics](#)



**Engineering in Medicine
Collaborative Specialization
Final Assessment Report & Implementation Plan**

Faculty / Affiliated University College	Faculty of Engineering
Participating Programs by Faculty	Chemical and Biochemical Engineering Electrical and Computer Engineering Mechanical and Materials Engineering
Date of Last Review	First review
External Consultants	None –desk audit
Internal Reviewer	Cheryle Séguin, Associate Professor Physiology and Pharmacology
Date of Site Visit	July 15, 2019 and July 23, 2019
Date Review Report Received	September 18, 2020
Date Specialization/ Faculty Response Received	November 12, 2020
Evaluation	Good Quality
Approval Dates	SUPR-G: February 22, 2021 SCAPA: March 3, 2021 Senate (for information only): March 12, 2021
Year of Next Review	Year of next cyclical review 2025-2026

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), adopted on May 11,2011, revised June 22, 2012, this Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the **Engineering in Medicine Collaborative Specialization** delivered by the Faculty of Engineering and the Schulich School of Medicine & Dentistry.

This report considers the following documents:

- the self-study
- the internal consultants’ report
- the response from the Director of the Specialization

The Final Assessment Report identifies the strengths of the specialization, opportunities for the specialization’s enhancement and improvement, and details the recommendations of the consultants and prioritizes those recommendations that are selected for implementation.

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

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

Defining a Collaborative Specialization at Western¹

A Collaborative Specialization is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved masters and/or PhD programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation and/or adjunct qualifications to the degree.

Students are registered in the participating degree program, meeting the requirements of the participating program as well as those of the collaborative program.

A Collaborative Specialization must have:

- At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs.

This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.

- Clear and explicit requirements for each Collaborative Specialization.

In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.

¹ Description retrieved from <http://oucqa.ca/framework/1-6-definitions/>.

- core faculty who are the faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit).
- appropriate administrative and academic oversight/governance in place to ensure requirements associated with the specialization are being met.

Executive Summary (from the Self-Study – Volume 1)

Engineering in Medicine was formally approved as a collaborative M.Eng. program by the Ontario Council of Graduate Studies in 2011. It was established as one of the program options available to students who enroll through the existing M.Eng. programs. The specialization provides a unique learning experience for graduate engineers and scientists and contributes to Western's Strategic Plan to achieve excellence on the world's stage.

The collaborative specialization is offered jointly by the graduate programs in the Departments of Chemical & Biochemical Engineering (CBE), Electrical & Computer Engineering (ECE), and Mechanical & Materials Engineering (MME). The specialization capitalizes on the interdisciplinary expertise of 21 faculty members at Western Engineering who have recognized research strengths in biomechanics, biomedical instrumentation, medical imaging, microfluidics, medical device design and fabrication, biomaterials, health informatics, and surgical robotics. The collaborative specialization was also designed to complement the MEng/PhD research programs offered through Western's Biomedical Engineering Graduate Program.

The degree provides practicing engineers with an opportunity to upgrade their knowledge to meet the demands for technological advancements in their field and is also an effective tool to address the need for education and integration of internationally trained Engineers. It provides new Canadians who are trained in Engineering outside Canada with a venue to update their knowledge in accordance with the needs of the Canadian technology sector. The dominant method used to achieve these goals is through course-work instruction and a significant project (full course equivalent).

The Learning Outcomes show how the curriculum is designed to enable Engineering and qualified Science graduates with an undergraduate degree to develop an in-depth understanding about the role of engineers in modern medicine and healthcare, explore innovative technologies that impact medical advancements, and recognize opportunities for product development and commercialization.

The program enrolls from three to eight students per year. Successful graduates from the collaborative specialization are employed in Canada's emerging medical devices industry, public sector organizations, NGOs, clinics and hospitals, sales and marketing, establish their own technology companies, or enhance their opportunity for further advanced training in the field of biomedical engineering.

Review Process

For a Graduate Collaborative Specialization, an internal review is required consisting of a knowledgeable arm's-length reviewer from within the University. In this case the reviewer, Dr. Cheryl Seguin from the Department of Physiology and Pharmacology, Schulich School of Medicine and Co-Director Collaborative Specialization in Musculoskeletal Health Research, reviewed the Program's Self-Study brief and met with faculty and students.

Over the course of this review, the internal reviewer met with

- Dr. Peter Simpson, Associate Vice Provost, SGPS
- Dr. George Knopf, Director, M.Eng. Engineering in Medicine
- Dr. Emily Lalone, Mechanical & Materials Engineering
- Dr. Vijay Parsa, Associate Chair for Electrical and Computer Engineering
- Dr. James Lacefield, Director of the School of Biomedical Engineering
- Dr. Kibret Mequanint, Department of Chemical and Biochemical Engineering
- Whitney Barrett, Graduate Officer
- Dr. Haojie Mao, Mechanical & Materials Engineering
- Graduate Students
- Dr. Shahzad Barghi, Associate Chair for CBE
- Dr. Greg Kopp, Associate Dean (Graduate), Engineering

Following the onsite review, the reviewer submitted a comprehensive report of the findings which was sent to the Program Director for review and response.

These formative documents, including Volumes I and II of the Self-Study, the Internal Report, and the Program Response have formed the basis of this summative assessment report of this report.

EXTERNAL REVIEW – EXECUTIVE SUMMARY

The Engineering in Medicine Collaborative Specialization is a strong offering that addresses a clear market need for students. ...The Collaborative Specialization engages faculty supervisors and course instructors from a diversity of disciplinary backgrounds relevant to Engineering in Medicine. Many of the participants have established impressive records of accomplishment with national/international reputations in their fields of research and/or practice.

Strengths of the Specialization (Identified by the Reviewer)

- Interdisciplinarity of faculty and program
- Internationally recognized faculty
- Learning Outcomes are consistent with and address Western's Graduate Degree Level Expectations.
- Curriculum mapping demonstrates how the Learning Outcomes are achieved.

Areas of Concern Identified (Identified by the Reviewer)

- Little evidence of collaboration between the Collaborative Specialization and the participating departments beyond the ability of the students to enroll in their courses
- No independent budget or dedicated administrative/technical staff to support its daily operations.
- Would benefit with partnership with both the new School of Biomedical Engineering and the Schulich School of Medicine and Dentistry
- Lack of program identity for students
- Lack of a core course for the program focusing on the biomedical or biological aspects of Engineering in Medicine

Reviewer's Recommendations & Departmental Response

REVIEWER'S RECOMMENDATIONS	DEPARTMENTAL RESPONSE
Ensure that the Engineering in Medicine Collaborative Specialization has access to the necessary resources to secure a Program Administrator (part time) to better support it and the development of its programming.	<ul style="list-style-type: none">• Acknowledged as an issue• Ongoing current discussions about staffing in the organization of the new School of Biomedical Engineering,
Pursue opportunities to integrate the Engineering in Medicine Collaborative Specialization into the School of Biomedical Engineering.	<ul style="list-style-type: none">• Discussions underway
Focus on the 'identity' of the Collaborative Specialization; create opportunities for trainees within the program to interact as a cohort and increase the visibility of the program (and its	<ul style="list-style-type: none">• Students currently required to take existing core course and undertake a project in the area of medical/assistive device design, biomedical engineering, or healthcare technology

REVIEWER'S RECOMMENDATIONS	DEPARTMENTAL RESPONSE
benefits) for both applicants and faculty members willing to supervise a project.	<ul style="list-style-type: none"> Students now involved in a weekly seminar
Consider developing a core course for the Collaborative Specialization, focused on the biomedical or biological aspects of "Engineering in Medicine" - a program offering that could differentiate it from the other M.Eng programs offered by participating Departments	<ul style="list-style-type: none"> Students enrolled in the collaborative specialization are required to take the core graduate course Medical Device Design. It provides a unique multidisciplinary experience to the students enrolled in the specialization. This course is not a required course in any other graduate program at Western. However, students enrolled in other programs from the participating Departments (CBE, ECE or MME) and BME are permitted to take the course as an elective as per the Quality Assurance Framework Guidelines.
Consider opportunities to partner with other Collaborative Specializations at Western that may have offerings (i.e. professional development content, graduate level courses) that could be of benefit to trainees in this Specialization.	<ul style="list-style-type: none"> Currently exploring opportunities to enhance professional development opportunities
Expand the group of faculty supervisors that are engaged in curriculum development and oversight to better engage faculty within participating Departments and adapt the Collaborative Specialization to meet future challenges/address changing market needs.	<ul style="list-style-type: none"> Much interest among faculty but workloads limit participation Could improve with relationships developed with Schulich partners.

Implementation Plan

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

RECOMMENDATION	PROPOSED ACTION	PERSONNEL RESPONSIBLE	TIMELINE
1. <i>Ensure that the Engineering in Medicine Collaborative Specialization has access to the necessary resources to secure a Program Administrator (part time) to better support it and the development of its programming.</i>	Include line items in budget to staff the program appropriately	<ul style="list-style-type: none"> • Program Director • Chairs of Participating Departments • Director of the School of Biomedical Engineering • Associate Dean (Graduate) • Dean 	Complete - Fall 2021
2. <i>Pursue opportunities to integrate the Engineering in Medicine Collaborative Specialization into the School of Biomedical Engineering.</i>	Continue negotiations re integration process	<ul style="list-style-type: none"> • Program Director, School of Biomedical Engineering Director • Associate Dean (Graduate) 	Fall 2022
3. <i>Focus on the 'identity' of the Collaborative Specialization; create opportunities for trainees within the program to interact as a cohort and increase the visibility of the program (and its benefits) for both applicants and faculty members willing to supervise a project.</i>	Faculty discussions to discuss ways to promote identity of students in program, such as: <ul style="list-style-type: none"> - Professional development – meeting with employers - Bi-weekly meetings with students 	<ul style="list-style-type: none"> • Program Director • Chairs of Participating Departments • Faculty members 	Fall 2022

Other Opportunities for Specialization Improvement and Enhancement

None received



Epidemiology & Biostatistics
Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	MSc and PhD	
Date of Last Review	2012-2013	
Approved Fields	Biostatistics Epidemiology	
External Consultants	Anne Leis, PhD University of Saskatchewan	Audrey Laporte, PhD University of Toronto
Internal Reviewer	Jisuo Jin, Associate Dean Faculty of Science	Rachel Wilson, Graduate Student, Physiology and Pharmacology
Date of Site Visit	December 2, 3, 2020	
Date Review Report Received	January 20, 2021	
Date Program/Faculty Response Received	January 27, 2021	
Evaluation	Good Quality	
Approval Dates	SUPR-G: February 22, 2021 SCAPA (rating approval, and academic program change recommendation): March 3, 2021 Senate (FYI for program recommendation, approval for academic program changes): March 12, 2021	
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), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the **Epidemiology and Biostatistics** Graduate Programs delivered by the **Schulich School of Medicine and Dentistry**.

This report considers the following documents:

- the program's self-study – Volume 1
- the external consultants' report
- responses to the consultants' report by the Departments and Faculty.

This Final Assessment Report identifies the strengths of the program, opportunities for program enhancement, and prioritizes the recommendations of the external consultants. The Implementation

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

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

The Final Assessment Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

Executive Summary

Overview

Since 1947, the Department of Epidemiology and Biostatistics has offered master's and doctoral degrees in the fields of Epidemiology and Biostatistics with the goal of producing *well-trained graduates of high quality who are immediately competitive for subsequent education or related employment. ... The overall objective... is to provide students with the skills needed to effectively apply the methods of modern epidemiology and biostatistics to the scientific study of health and illness in human populations.* Students in the programs come from a wide variety of backgrounds including biological, social and health sciences, health care disciplines, and others.

The Department of Epidemiology and Biostatistics has a complex and diverse faculty consisting of 15 full-time professors; 10 Basic Scientists in Clinical Departments; and 35 adjunct members primarily employed in agencies external to the university. The faculty members have substantive expertise and methodological approaches across multiple multidisciplinary areas. Faculty hold significant research funding from granting councils and other peer-adjudicated sources.

The Department has developed a comprehensive set of Learning Outcomes at the program and course levels that align with Western Doctoral Degree Learning Outcomes, complemented by Curricular Mapping, Assessment Matrices, and Program Design Templates.

Strengths/Innovative Features of the Program (as identified in the Program Brief)

- Collaborative Specialization in Musculoskeletal Health Research
- quarter-course elective offerings to provide flexibility and breadth to students to enrich student learning
- collaborative opportunities for students to participate in research and to present at various conferences, locally and nationally
- research proposal/protocols as course requirement
- student involvement in the Epidemiology Community Practicum
- student involvement in Methodology Clinics
- excellent library resources, computing labs, and research laboratories
- exceptional graduate students and high employment rates

- Memorandum of Agreement with select international partners
- weekly summer book club
- comprehensive Professional Development Strategy to ensure graduates are prepared for the employment

Review Process

The Department engages in ongoing and continuous review of its programs and collects data by i) setting up four check-in points with all students during the academic year, in addition to the Annual Review of Student Progress, and ii) hosting regular faculty retreats focusing on research themes of excellence within the department; mapping research activities to identify clusters of expertise; developing/revising Graduate Program Learning Outcomes; and developing methods for supporting and evaluating GDLEs. The Department also collects data from graduates and alumni for feedback about the programs and monitors their employment and publication data on an ongoing basis.

Because of the pandemic, an onsite review was not possible, and the external review occurred online through online (ZOOM) interviews over two days. During the external review, the review committee, comprised of the two external reviewers: *Anne Leis, PhD, University of Saskatchewan* and *Audrey Laporte, PhD, University of Toronto*; and two internal reviewers *Jisuo Jin, PhD, Associate Dean Faculty of Science* and *Rachel Wilson, Graduate Student, Physiology and Pharmacology*) were provided with Volumes I and II in advance of their visit and then met with the following over the course of the two days.

- Dr Linda Miller, Vice Provost, School of Graduate & Postdoctoral Studies
- Dr Ruth Martin, Associate Vice Provost, School of Graduate & Postdoctoral Studies
- Dr Margaret McGlynn, Vice Provost, Academic Planning, Policy and Faculty
- Dr John Yoo, Dean, Schulich School of Medicine and Dentistry
- Dr Tom Drysdale, Associate Dean, Schulich School of Medicine and Dentistry
- Dr. Kelly Anderson, Graduate Chair, Department of Epidemiology and Biostatistics
- Dr. Piotr Wilk, Former Graduate Chair, Department of Epidemiology and Biostatistics
- Dr. Saverio Stranges, Department Chair, Department of Epidemiology and Biostatistics
- 16 Graduate Faculty members
- Graduate Students
- Graduate Program Assistants
- Robert Glushko, Associate University Librarian (Collections)

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Graduate Chair and the Dean 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, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer.

Summative Assessment – External Reviewers' Report

The review team...was impressed with the overall quality of the graduate program, the faculty and the students. The graduate program in Epidemiology and Biostatistics has a well deserved reputation for excellence. The Masters and doctoral programs in both fields offer a rigorous and comprehensive training experience for students. The curriculum is comprehensive and robust-providing students with a rich training environment. We also noticed an unwavering commitment to excellence and student learning.

The program and department have benefited from very able leadership that has continued to adapt to ever evolving funding environments as well as emerging areas in the two fields of study. The faculty complement is comprised of a very talented pool of individuals with the requisite expertise and track record to support the ongoing excellence of the training and research activities of the program. The program attracts high quality applicants and graduates students who are in demand in the labour market and also provides training for the next generation of academics.

Strengths of the Program

- Open, collegial nature of faculty and the commitment to the ongoing excellence of the programs
- Record of strong continuous leadership
- Strong faculty complement with *superb record of research funding*
- Strong curriculum and training in place
- Excellent resources for program
- Stellar employment record for graduates
- ¼ course electives
- Student publications

Areas of Concern Identified:

- Expanding the Learning Outcomes regarding professional capacity/autonomy for master's students at the end of their program
- demand for expanded training in Clinical Epidemiology

Major Modifications to be approved as part of the cyclical review program

Changes to Biostatistics Field of Study Degree/Course Requirements:

With the discontinuation of the Collaborative Specialization in Biostatistics, incoming students who wish to pursue specialized training in Biostatistics will now be enrolled in the MSc/PhD program, under the Field of Biostatistics. Alongside this change, the Biostatistics faculty reviewed the course requirements for the MSc and PhD degrees and made the following changes:

- **Statistical Sciences 9030B:** listed as required courses list for MSc/PhD, Field of Biostatistics
 - This course was previously an elective option in the Collaborative Biostats Specialization
- **Biostatistics 9681Q and Epidemiology 9690R:** listed as elective courses for the MSc/PhD, Field of Biostatistics
 - These courses were previously listed as required courses in the Collaborative Biostats Specialization.

The course requirements by degree level were also revised, as follows:

Previous Course Requirements (under Biostats Collaborative program)	New Course Requirements (under Biostatistics Field of Study)
MSc Students: 3.5 credits total 2.0 required, 1.5 elective courses	MSc Students: 3.5 credits total* 2.5 required, 1.0 elective courses
PhD Students: 3.5 credits total 2.0 required, 1.5 elective courses	PhD Students: 4.0 credits total* 2.5 required, 1.5 elective courses

**These revised course requirement weightings align with those for our Epidemiology Field of Study.*

The following are the reviewers' recommendations in order as listed by the external reviewers.

Reviewers' Recommendation Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.	Program/Faculty Response Please note that in the decanal report, the Dean only commented on #1 and assigns the responsibility for addressing the remaining recommendations to the program.
<i>*While the learning outcomes are well articulated, and follow the Ontario GDLEs, it may also be useful to examine to what extent the program's objectives and learning outcomes map themselves on to the competencies that the Epidemiology and Biostatistics graduates ought to demonstrate by the end of their studies as they enter the job market. Whereas the program excels at developing all required cognitive competencies related to the field, consideration might also be given to diversify the "professional capacity/autonomy" training by more formally targeting emotional intelligence, leadership, relationships and communication skills.</i>	The need to more clearly articulate the core competencies of training in EpiBio was also identified by our department Graduate Affairs Committee as an important direction for our graduate training. ...The current Graduate Chair...will re-initiate this process to further define and map the core competencies that students in EpiBio should demonstrate after graduation, with an aim to complete this process in time for the 2022-2023 academic year.
<i>There is significant demand for biostatistics expertise and a relatively small number of biostatistics faculty who despite their extensive engagement and generosity have had a hard time meeting all the requests for help. This is a common phenomenon which some units have tried to address by establishing a formal Biostatistics Support Service that involves faculty but also engages graduate students in the Biostatistics Program. To ensure smooth operation of consultancy or more in depth services it is beneficial to have a set of guidelines outlining the options for engagement with the requested service. These services are compensated either with authorship on papers which have benefited from the expert contribution of consultancy or biostatistics faculty/students or by being included on grants and allotted research funding within the grant. Often, units which benefit from the provision of these services e.g. Faculty of Medicine, may contribute to a base amount of funding so that these services can be provided on a sustainable basis- since running of a service like this funded by a single department or program may be prohibitive. The monies can be used to provide funding support for graduate students (akin to an RA or TA ship).</i>	The program...has had a Biostatistics Support Service in the past, which unfortunately had to be discontinued due to resource constraints. As commented by the reviewers, we have attempted to reinstate some form of support through our weekly Methodology Clinics, but we have not yet developed the structure and capacity to make this a more formalized service. We are open to considering an expansion of these services should additional resources be made available.

<p><i>The graduate program in Epidemiology and Biostatistics seems well positioned to take advantage of recent initiatives related to methodological innovation. In particular, the program has significant strength in advanced methods applied to health and health services' data that could perhaps benefit from stronger branding. One example is the Vector-recognized AI Masters Programs, of which there seem to be a couple on the Western University campus (e.g. Masters of Data Analytics) and with which graduate program faculty are already affiliated. It would seem that such an initiative would align well with the existing programming and confer greater recognition of the expertise that resides within the department and graduate program in particular.</i></p>	<p>Agreed.</p> <p>...We have seen an increasing interest among our students for content related to data-analytics and machine learning, and thus far have been working on a case-by-case basis to accommodate the needs of individual students who have interest in this area. ...We also offer a summer workshop series to supplement our core curriculum and will regularly hold workshops in this topic area.</p>
<p><i>There was the sense that there is potentially significant demand for expanded training in Clinical Epidemiology within the Faculty. The graduate program in Epidemiology and Biostatistics includes faculty with the requisite expertise to consider the creation of a more structured clinical epidemiology stream within the graduate program including sub-specialty such as health technology assessment, economic evaluation, randomized controlled trials etc.). While this training is already being offered ad-hoc when a clinical research question is at the core of a student's thesis topic, there seems to be a larger demand from clinical departments across the Faculty, and the potential to engage an even larger community of adjunct and cross-appointed faculty to support any additional teaching and supervisory requirements and funding support. The oversight of such stream could be provided jointly.</i></p>	<p>Agreed.</p> <p>The department is currently working with the Faculty of Health Sciences on a one-year professional Master of Clinical Science in Evidence-Based Health Care. The aim of this new master's program will be to build applied skills in health professionals to base their clinical and health management decisions on valid, reliable, and relevant evidence, determined by sound scientific research and evaluation. We hope to attract clinicians, nurses, and other health professionals by providing a part-time or full-time program (1 year), delivered in a format that is accessible for full-time healthcare professionals, healthcare trainees, and healthcare administrators or policymakers. To support this program, we put in a budget request for a tenure-track position in clinical epidemiology, which has been provisionally approved by the Schulich School of Medicine & Dentistry, and is awaiting final approval.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair and/or the Department Chair/Director, in consultation with SGPS and the Dean of the Schulich School of Medicine and Dentistry is responsible for enacting and monitoring the actions noted in 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
<i>*While the learning outcomes are well articulated, and follow the Ontario GDLEs, it may also be useful to examine to what extent the program's objectives and learning outcomes map themselves on to the competencies that the Epidemiology and Biostatistics graduates ought to demonstrate by the end of their studies as they enter the job market. Whereas the program excels at developing all required cognitive competencies related to the field, consideration might also be given to diversify the "professional capacity/autonomy" training by more formally targeting emotional intelligence, leadership, relationships and communication skills.</i>	Department to restart and continue the process of developing LOs for master's students by the end of the program specifically focusing on professional capacity and autonomy	Department Chair and Graduate Chair with Graduate Affairs Committee	Spring 2022

Other Opportunities for Program Improvement and Enhancement

- 1. There is significant demand for biostatistics expertise and a relatively small number of biostatistics faculty who despite their extensive engagement and generosity have had a hard time meeting all the requests for help.*
- 2. The graduate program in Epidemiology and Biostatistics seems well positioned to take advantage of recent initiatives related to methodological innovation.*
- 3. There was the sense that there is potentially significant demand for expanded training in Clinical Epidemiology within the Faculty.*

ITEM 5.2(i) – New Scholarships and Awards

(i) ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

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

London Police Association Indigenous Community Impact Award (Sociology)

Awarded annually to a self-identified Indigenous (First Nations, Métis or Inuit) graduate student enrolled in a Master's program in Sociology who is conducting applied research on issues of power and justice which prioritize a focus on issues such as policing practice, but may include legal and justice practices, the inter-relation or work across core social services, mental health, community wellbeing, and/or Indigenous applications of justice. Candidates must submit a one-page statement outlining their proposed research related to these areas by January 15th to the Department Office in Sociology. The recipient will be selected by the Department of Sociology Graduate Committee, with at least one representative holding membership in the School of Graduate and Postdoctoral Studies. The recipient may continue to receive the award for a second year. This award was established with a generous donation from the London Police Association.

Value: 1 at \$2,500

Effective Date: May 2021 to April 2026 inclusive

In order to be truly effective and deliver on its core values, policing and the practice of justice is necessarily dependent on the relationships it has with communities. The values of communities and the values of policing should be mutually understood and respected. This is not and has not always been the case especially for Indigenous communities. Establishing this award within the Department of Sociology will provide the London Police Association with the opportunity to learn from within our Indigenous communities.

Katalogic Inc. BMOS Award (DAN Department of Management & Organizational Behaviour)

Awarded annually to an undergraduate student, in any year, of a DAN Department of Management & Organizational Studies program, based on a minimum 70% average and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The DAN Management Student Awards Committee will select the recipient after the Office of the Registrar assesses the financial need. This award was established by a generous gift from Ms Wendy Chiu (BA 1994) and her company, Katalogic Inc.

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Anne Fenerty International Scholarship (Any Undergraduate Program)

Awarded annually to a full-time International student entering first year of any program, in any faculty, based on academic achievement. Preference will be given to a student who has been granted refugee status prior to November 1 of their first year of study at Western. The recipient will be selected by the Office of the Registrar. This scholarship was established by Mrs. Anne Fenerty (BSc 1954).

Value: 1 at \$1,000

Effective Date: 2021-2022 academic year

Anne Fenerty grew up in a small Hungarian village with her family surviving World War II, despite mortal danger from the Nazis and then the Soviets. Poor and alone, the family escaped to Austria and Anne began her studies at the University of Innsbruck. One day in 1951, a representative from the World Student Relief approached Anne and offered her an opportunity to study in Canada. Working with the International Student Service of Canada, Anne was given a scholarship to attend Western University. At Western, she studied Chemistry and worked in the field before raising two sons. In the 1970's Anne and her husband Mike moved to Boulder, Colorado where they continue to live enjoying friends, hiking, and community involvement.

Roman Hodge Men's Hockey Award (Any Undergraduate or Graduate Program)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Men's Hockey team. Preference will be given to a player who is a graduate of the Alberta Junior Hockey League (AJHL), and has demonstrated positive leadership and good will, both on and off the ice with teammates and his community. Candidates who are intercollegiate student athletes must be in compliance with current OUA and U SPORTS regulations. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Robert (Doug) Hodge in honour of his son, Roman Hodge.

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Grant Young Earth Sciences Field Camp Award (Earth Sciences)

Awarded annually to a student entering second year in Earth Sciences studying Introductory Field Mapping Techniques, based on a minimum 70% average and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. In addition, students must submit a one-page statement to the Departmental Office of Earth Sciences by September 30th outlining their interest in field work. Preference will be given to students planning to do field work at the Whitefish Falls Field Camp the following spring. The Awards Committee in the Department of Earth Sciences will select the recipient after the Office of the Registrar assesses the financial need. This award was established by Mrs. Maureen Young and her family, in memory of her husband Dr. Grant Young.

Value: 1 at \$1,000

Effective Date: 2021-2022 academic year

Dr. Grant Young joined the Earth Sciences Department at Western University in 1963. He was an outstanding Geoscientist whose impact and insight will continue to have a major influence on future research into our understanding of the Earth. His early work began with studies of glacial rocks in northern Ontario, and quickly expanded to include work on glacial and related rocks in the Yukon and Nunavut, Australia, Alaska and northern and southern Africa. Dr. Grant Young's teachings and field courses, most notably the beloved Field Camp at Whitefish Falls, had immeasurable impact to the many students he taught during his tenure, helping to inspire the next generation of geoscientists. Dr. Young died in 2020 at the age of 83.

Dr. Ian Randall Kerr Memorial Award in Law (Law)

Awarded annually to a full-time second or third-year student in the Faculty of Law who has made a positive contribution to student life and the Western Law community. Preference will be given to a student whose involvement in music, art or drama has added to their law school contribution. Nomination forms, completed by students, staff or faculty, can be submitted to the Dean's Office in Law by February 15th. The Faculty of Law Scholarship and Awards Committee will select the recipient. This award was established through generous gifts from the 1994 and 1995 classmates, family and friends of Dr. Ian Randall Kerr (PhD Philosophy 1995, LLB 1995, MA Philosophy 1989).

Value: 1 at \$3,000

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

During Ian's studies in philosophy at Western, he fell in love with the law and was sweet-talked into going to law school in 1991 while completing his doctorate and teaching 800 students. Ian had big hair, big ideas, a big laugh and the biggest heart. He was the drummer for a band called "Jeremy Bentham's Head". At Obiter Dicta, he wrote and starred in many skits including "Schadenfreude Tonight", a playful take on the sometimes competitive nature of law students. No one was surprised when Ian went on to become a groundbreaking scholar and adored Professor. Ian died in 2019 at the age of 54.

Bob McLeod Men's Hockey Award (Any Undergraduate or Graduate Program)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Hockey Team. Preference will be given to a player who has demonstrated strong character, positive leadership and good will, both on and off the ice with teammates and his community. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). This scholarship was established by Western Hockey coaching staff members and Kyle Piwowarczyk, a former player from 2004-2008.

Value: 1 at \$2,000

Effective Date: 2021-2022 to 2024-2025 academic years

Dr. Helen Irene Battle Memorial Award in Biology (Science)

Awarded annually to a student entering second year Honours Specialization in Biology, based on a minimum 70% average and demonstrated financial need. Preference will be given to a student who has demonstrated leadership skills and who identifies as a member of a Black or Indigenous community who has experienced hardship, economic disadvantage or discrimination. Students must complete an application, available through the Biology Department, outlining their eligibility by September 30th. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Biology Undergraduate Education Committee will select the recipient after the Office of the Registrar assesses the students' financial need. This award was established by a generous gift from Dr. Kaye Hayashida (MSc 1958) and Mr. Tullio Cedraschi to honour Dr. Helen Irene Battle and her accomplishments to the world of Science.

Value: 1 at \$1,000

Effective Date: 2021-2022 academic year

Dr. Helen Irene Battle was the first Canadian woman to earn a PhD in Marine Biology and was one of the first Zoologists to engage in laboratory research. From 1929 to 1967, Dr. Battle served on the Faculty of Western University. During her tenure, Dr. Battle was a truly exceptional researcher, educator and mentor. She inspired students to discover their passion for Biology and strive for excellence in their studies. Through her thoughtful mentorship, she encouraged and assisted many of her students, particularly women, to pursue graduate education and careers in Biology. In 1956, Dr. Battle became Acting Head of the Zoology Department at Western where she continued to fight for improving the positions and leadership opportunities for women in universities. Helen died in 1994 at the age of 91.

Dr. Rao & Dr. Lakshmi Malempati Scholarship in Psychiatry (Schulich School of Medicine & Dentistry, Windsor program)

Awarded to a 4th year student in good academic standing who is participating in the Clinical Clerkship stage of his/her medical education at the Schulich School of Medicine & Dentistry, Windsor program. No application required.

Value: 1 at \$1000

2020-2021 academic year

FUNDED BY OPERATING

(ii) **ACTION REQUIRED:** ☐ FOR APPROVAL ☒ FOR INFORMATION

On behalf of the Senate, SCAPA approved the Terms of Reference for the following new scholarships and awards.

Western International President's Scholar (Any Undergraduate Program)

Awarded to international undergraduate students entering first year of any direct-entry program in any faculty on Main Campus based on high academic achievement and secondary school curriculum.

Preference will be given to international applicants from underrepresented regions of the world. The Office of the Registrar will consult with Western International to select recipients. To retain the scholarship in years 2 through 4, recipients must be enrolled at Main Campus and maintain a minimum 80% average over 5.0 courses.

Value: 10 at \$25,000 each (\$10,000 in year 1, \$5,000 in Years 2 through 4)

Effective Date: 2021-2022 academic year

Western International Provost's Scholar (Any Undergraduate Program)

Awarded to international undergraduate students entering first year of any direct-entry program in any faculty on Main Campus based on high academic achievement and secondary school curriculum.

Preference will be given to international applicants from underrepresented regions of the world. The Office of the Registrar will consult with Western International to select recipients.

Value: 50 at \$5,000 each in Year 1

Effective Date: 2021-2022 academic year

Western International Scholar (Any Undergraduate Program)

Awarded to international undergraduate students entering first year of any direct-entry program in any faculty on Main Campus based on high academic achievement and secondary school curriculum. Preference will be given to international applicants from underrepresented regions of the world. The Office of the Registrar will consult with Western International to select recipients.

Value: 50 at \$2,000 each in Year 1

Effective Date: 2021-2022 academic year

ITEM 5.3(a) – Vice-Provost’s Annual Report of Faculty Recruitment and Retention

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

The Vice-Provost (Academic Planning, Policy & Faculty) provides an annual report on faculty recruitment and retention to SCUP and Senate in accordance with the SCUP Terms of Reference.

ATTACHMENTS:

[Vice-Provost’s Annual Report of Faculty Recruitment and Retention](#)



Report to SCUP on Faculty Recruitment and Retention

**Office of the Vice Provost (Academic
Planning, Policy and Faculty)**

February 2021

History, Purpose and Format of the Report

- Beginning 2014, the Faculty Collective agreement has required an annual reporting of metrics related to faculty recruitment
- The data in this report fulfill that objective; as well, this report provides additional faculty recruitment & retention data
- Data and analyses are provided with numerical “counts” in order to allow for readers of the report to extract and review these data from a variety of lenses

Organization of the Report

The report is organized by faculty group:

1. Probationary and Tenured Faculty
2. Limited-Term non-Clinical Faculty
3. Part-Time non-Clinical Faculty
4. Full-Time Clinical Faculty

Definitions for each group and descriptions of data sources are provided.

Section 1: Probationary and Tenured Faculty

- Data are cross-sectional counts as of October 1; the most recent data in Western's HRIS system is October 1, 2020; the most recent UCASS (comparator) data are from the 2019 data – reflected by different timelines where comparator data are used
- This section pertains to all Full-Time Probationary (Tenure-track) and Tenured Faculty
- It includes those in senior academic administrative roles who are exempt from the UWOPA Collective Agreement provisions

Key Observations from slides 9 to 23

Probationary and Tenured Faculty

- The total number of Probationary/Tenured faculty increased from 1998 to 2008, stabilized, then decreased modestly since 2015; in 2019 and 2020, some of this decrease was due to a retirement incentive window
- In the 2019 data reflected in slides 10-11, women comprise 37.5% of all Western faculty and 51.2% of Assistant Professors, illustrating increasing representation with recent cohorts
- New probationary/tenured faculty hires were approximately 50% women in 2018 and 2019

Key Observations from slides 9 to 23

continued

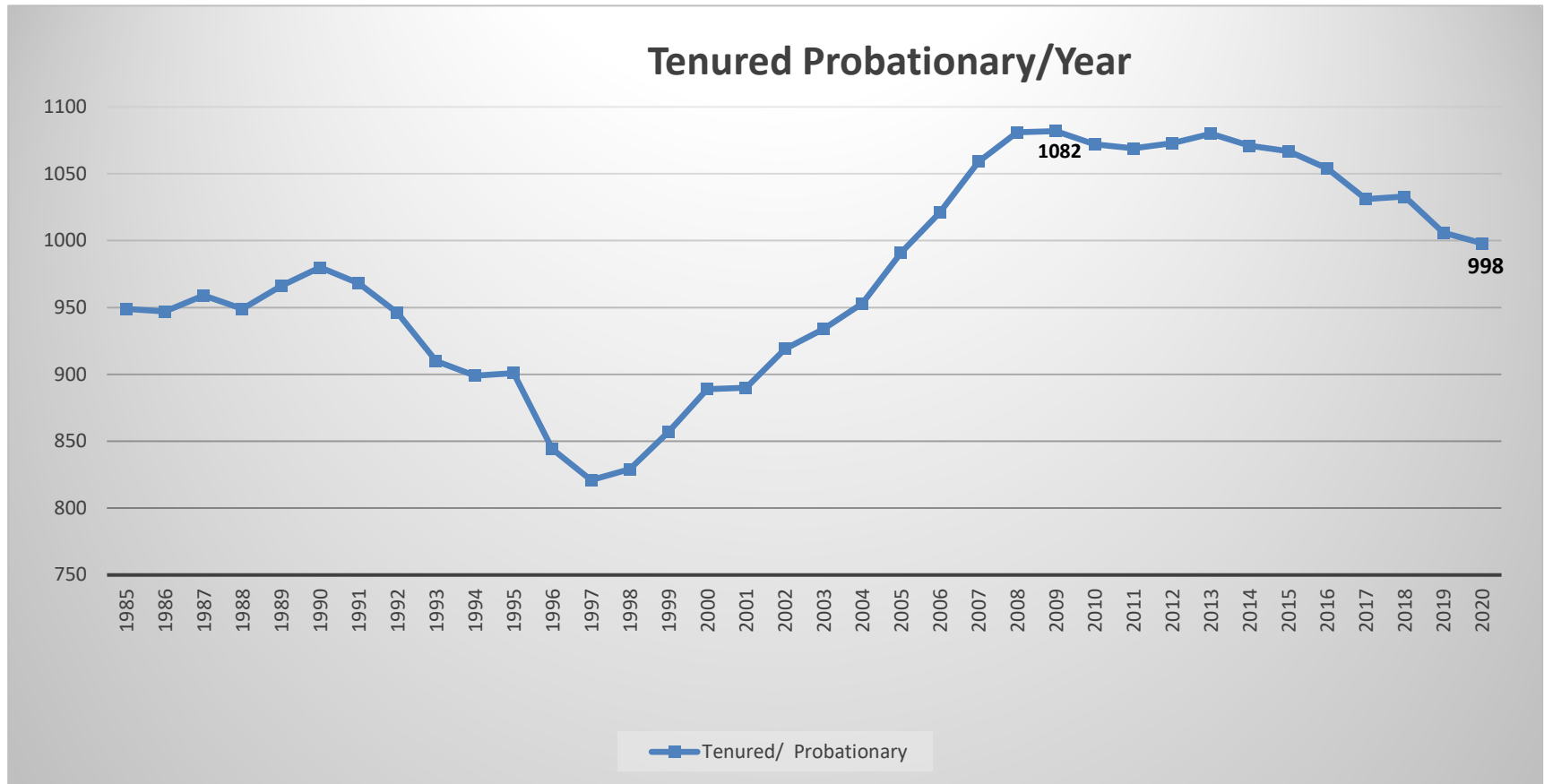
- Representation of women varies by discipline (the data include all faculty thus reflect historic, as well as recent, cohorts)
- Time-to-tenure and time-to-promotion shows little influence of gender but greater influence of discipline (some of this is likely explained by longer post-doctoral training in STEM disciplines)
- Probationary cohort success rates are similar for men and women; data in slide 17-18 reflect the cohorts who would ordinarily have completed their probationary period
- Resignation patterns for tenured and probationary faculty illustrate disciplinary differences in retention with annual attrition rates of 1.71% for women and 1.42 % for men

Key Observations from slides 9 to 23

continued

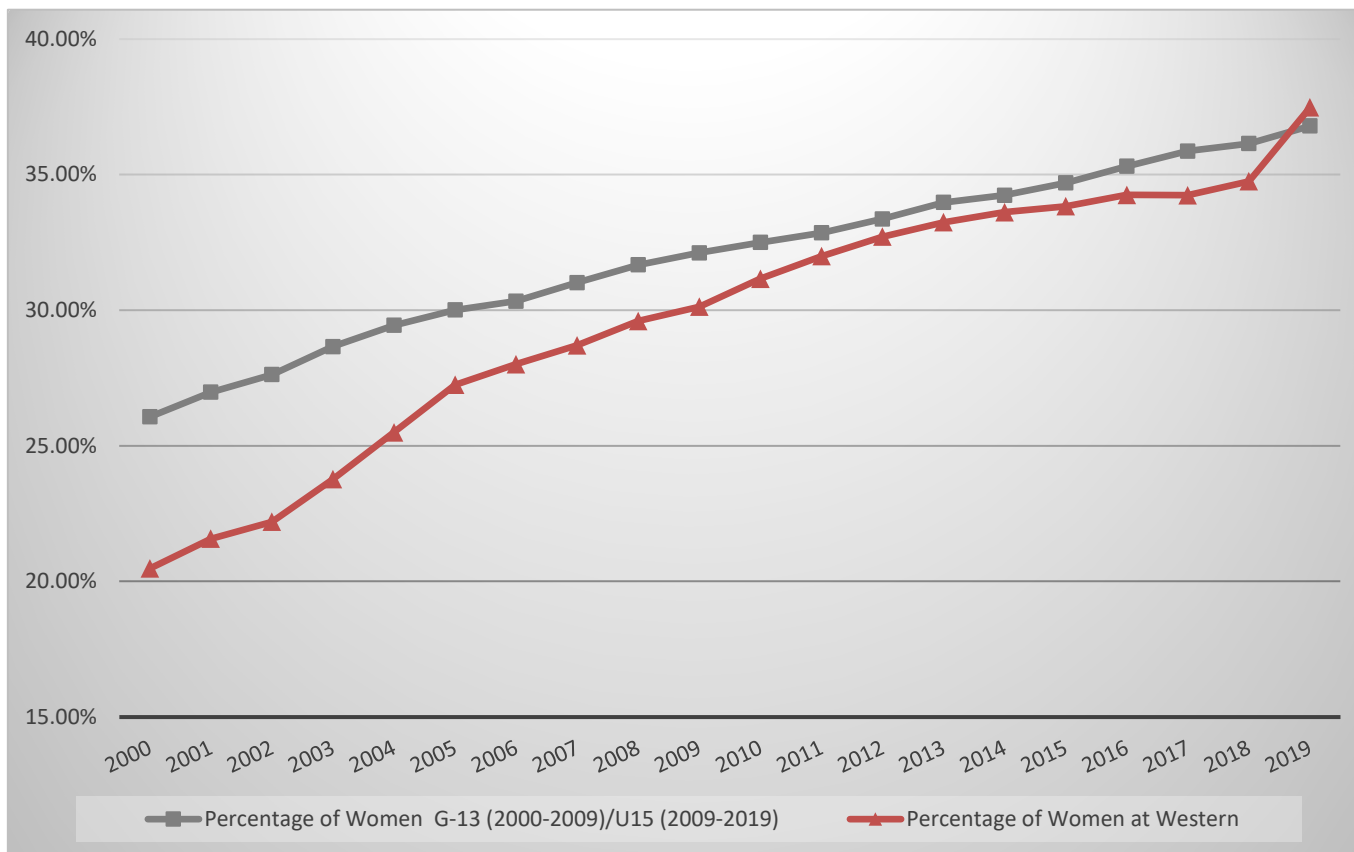
- as shown in slide 22, the annual retiring rate was fairly constant among post-60 faculty cohorts since 2006
- The count of faculty over the age of 65 increased from 2006, then stabilized in 2016 as the rate of exit due to retirement became similar to the rate of entry of new cohorts into the post-65 age group; it decreased in 2019 and 2020 as a result of an incented retirement window
- The difference between the black and grey lines in slide 23 reflect individuals with a retirement plan on record

Probationary and Tenured Faculty at Western 1985 - 2020



Source: Western Corporate Information 1985 – 1999
UCASS Data 1999 – 2009
U15 Data 2009 – 2019
Human Resources Information System - 2020

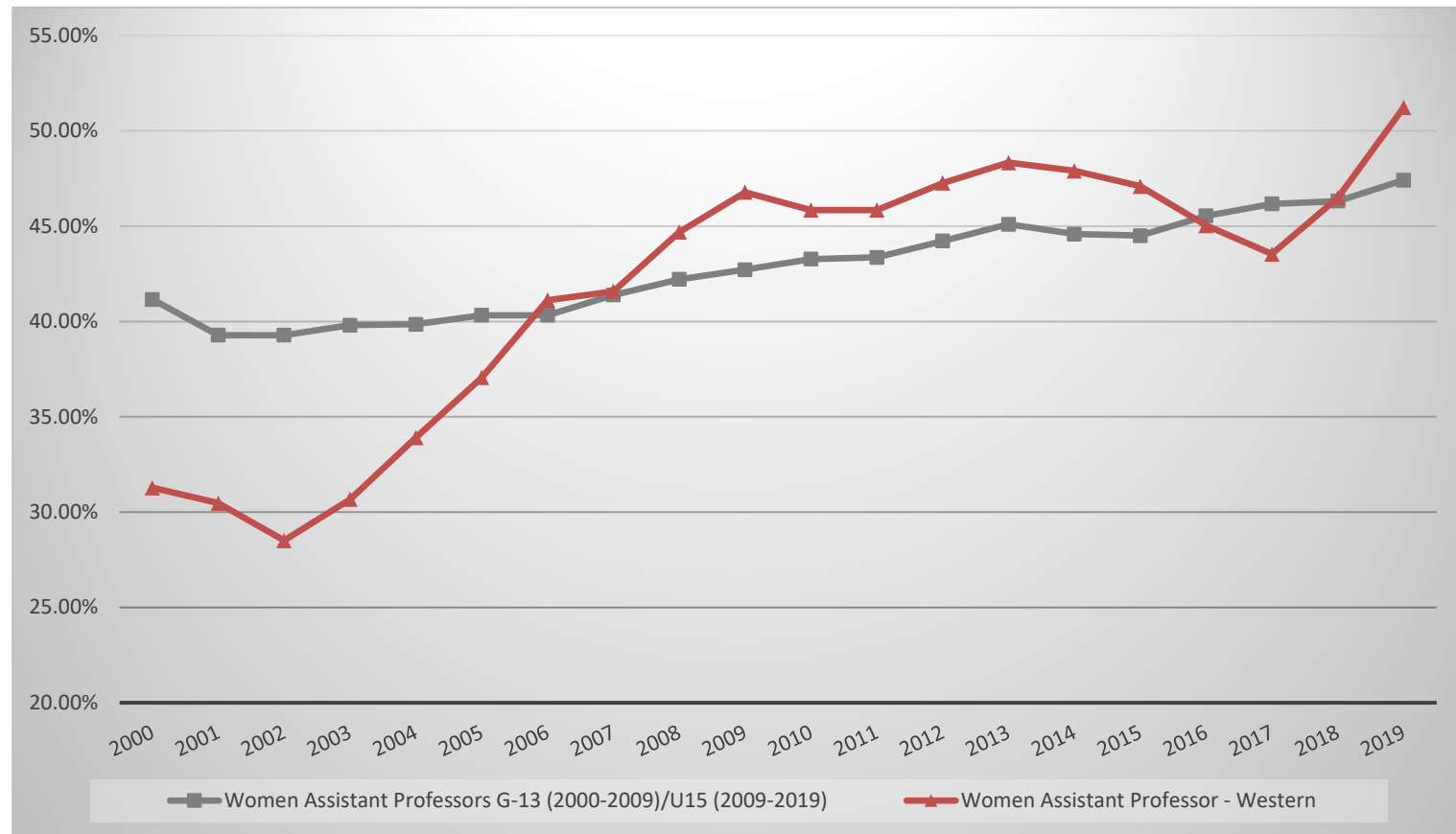
Women as a Percentage of Tenured/Probationary Faculty: G-13/U15 excluding Western vs. Western



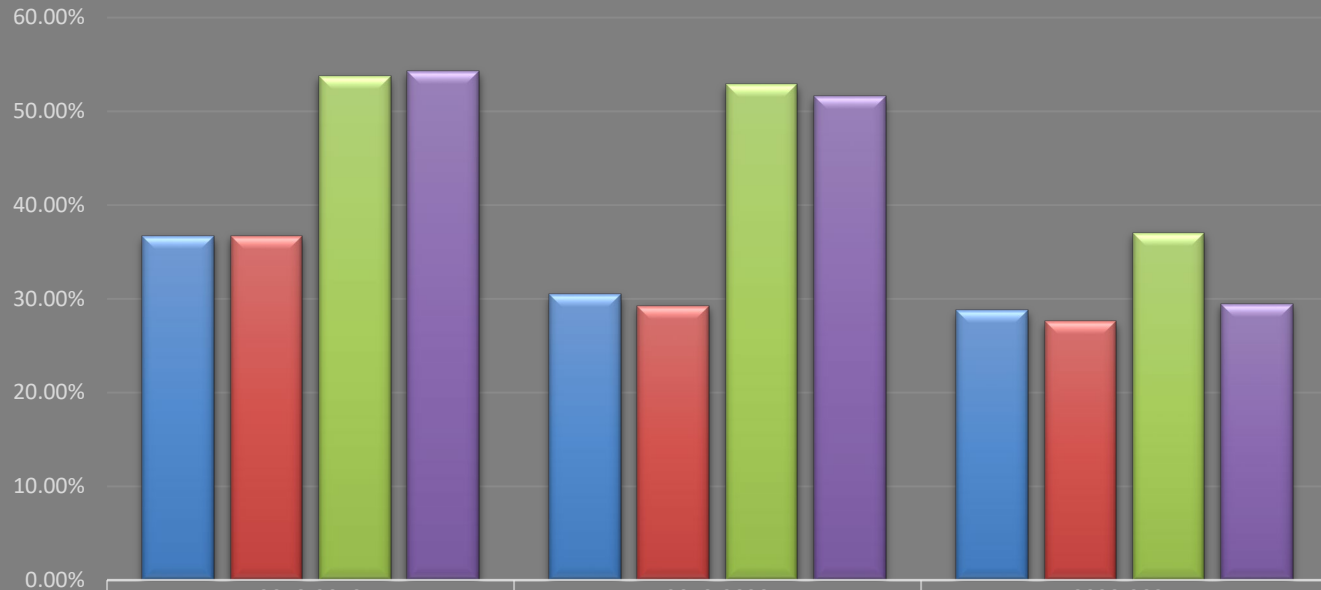
Source: UCASS Data 2000-2009, U15 Data 2009-2019
(Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2013-2016, and Saskatchewan, 2015. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commerciales)

March 12, 2021

Women as a Percentage of Probationary Assistant Professors, G-13 /U15 excluding Western vs. Western



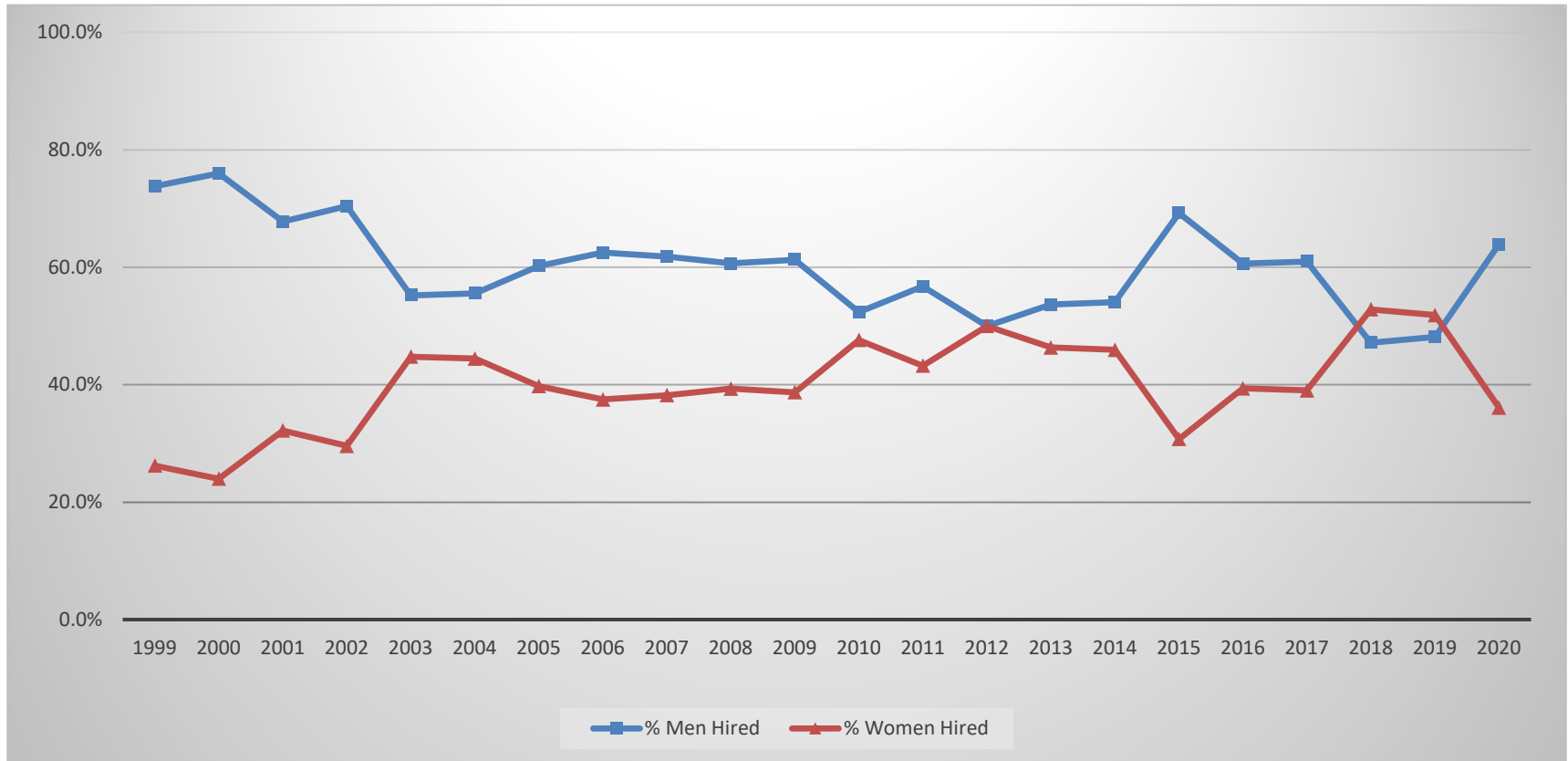
Percentage of Women as Applicants, Qualified Applicants, Shortlisted Applicants and New Hires 2018/19 - 2020/21



	2018-2019	2019-2020	2020-2021
Applicants - % Women	36.66%	30.47%	28.75%
Qualified Applicants - % Women	36.68%	29.20%	27.54%
Shortlisted Applicants - % Women	53.70%	52.87%	37.01%
Hired - % Women	54.24%	51.61%	29.41%

Applicants - % Women Qualified Applicants - % Women Shortlisted Applicants - % Women Hired - % Women

Gender distribution, Newly hired Tenured/Probationary Faculty at Western (including those at Western previously in a Limited Term position): 1999 – 2020



Source: UCASS Data for 1999 – 2010
Western Human Resources Information Systems 2011 - 2020 (October)
Data excludes faculty joining from Robarts

Percentage of Women, Tenured/Probationary Faculty, 2009 to 2020

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Arts and Humanities	42.31%	44.19%	45.45%	47.06%	44.60%	45.00%	45.65%	45.52%	45.31%	42.62%	45.22%	45.54%
Business	21.67%	26.09%	24.00%	25.33%	26.92%	25.97%	22.22%	19.74%	18.57%	22.37%	25.00%	25.97%
Education	47.62%	48.72%	50.00%	52.94%	54.55%	54.29%	57.14%	61.90%	65.85%	69.05%	68.29%	65.91%
Engineering	11.63%	11.63%	11.49%	11.36%	12.36%	12.50%	11.63%	12.64%	15.96%	16.67%	17.35%	17.89%
Health Sciences	58.43%	58.70%	59.57%	59.78%	60.22%	60.87%	62.22%	63.33%	60.47%	62.07%	70.00%	70.37%
Information & Media Studies	59.46%	58.33%	57.14%	58.82%	58.82%	57.58%	59.38%	57.14%	57.14%	59.26%	60.71%	60.71%
Law	23.33%	22.58%	24.14%	27.59%	32.26%	31.03%	34.48%	35.71%	37.50%	39.29%	39.29%	34.62%
Medicine & Dentistry	19.65%	20.12%	20.37%	21.34%	22.56%	22.94%	23.84%	24.00%	23.84%	23.39%	27.11%	28.22%
Music	32.43%	33.33%	36.11%	35.14%	32.43%	33.33%	34.21%	37.14%	37.14%	36.36%	35.48%	35.48%
Science	19.15%	20.65%	21.98%	22.78%	23.89%	23.73%	24.72%	24.43%	23.70%	23.53%	25.75%	25.31%
Social Science	31.25%	32.16%	33.50%	32.50%	33.33%	36.13%	35.64%	36.61%	37.78%	40.11%	44.32%	43.02%

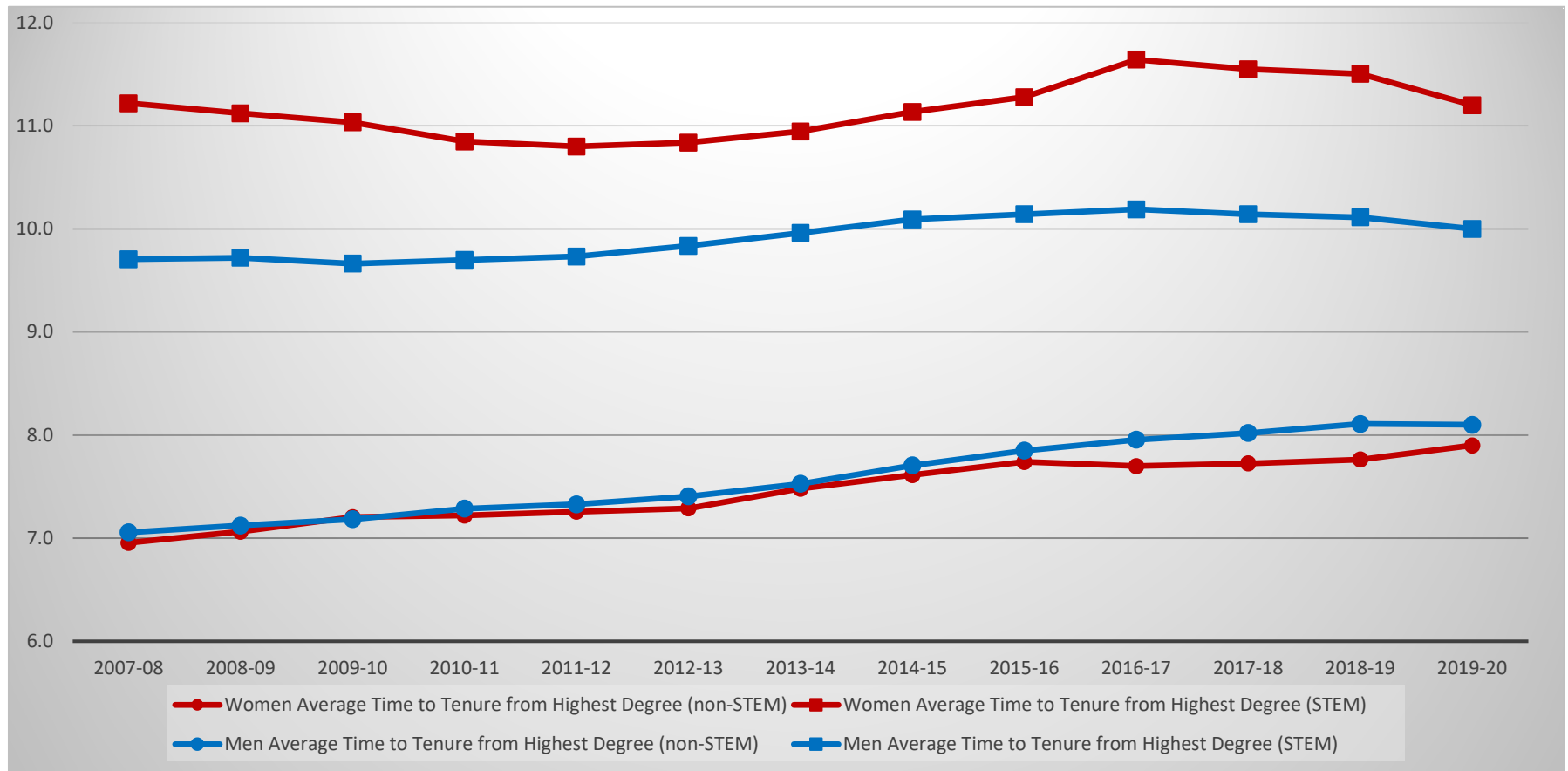
Western Human Resources Information System 2009 – 2020 (October).

Percentage of Women, Probationary Assistant Professor Rank 2009 to 2020

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Arts and Humanities	55.56%	52.63%	55.88%	69.70%	58.06%	50.00%	54.17%	47.37%	53.33%	40.00%	50.00%	100.00%
Business	40.00%	39.13%	27.59%	27.59%	32.26%	29.03%	30.30%	26.92%	20.00%	30.43%	33.33%	34.78%
Education	80.00%	75.00%	77.78%	71.43%	60.00%	57.14%	50.00%	66.67%	66.67%	81.82%	81.82%	66.67%
Engineering	22.22%	18.75%	21.43%	18.18%	23.08%	18.18%	14.29%	12.50%	35.71%	29.41%	29.41%	31.25%
Health Sciences	71.43%	61.54%	65.38%	65.22%	68.42%	72.22%	80.00%	90.91%	84.62%	82.35%	90.00%	85.71%
Information & Media Studies	84.62%	80.00%	77.78%	75.00%	100.00%	100.00%	100.00%	--	--	--	100.00%	75.00%
Law	62.50%	71.43%	80.00%	100.00%	100.00%	100.00%	75.00%	57.14%	60.00%	50.00%	50.00%	44.44%
Medicine & Dentistry	29.55%	30.00%	27.27%	32.26%	34.62%	35.71%	36.67%	38.71%	37.50%	37.93%	44.44%	39.13%
Music	40.00%	40.00%	30.00%	28.57%	40.00%	50.00%	50.00%	40.00%	33.33%	50.00%	--	--
Science	34.09%	38.89%	38.46%	35.00%	43.75%	50.00%	50.00%	50.00%	41.67%	45.45%	46.67%	47.06%
Social Science	44.00%	48.72%	52.94%	48.28%	57.14%	66.67%	57.89%	47.83%	37.50%	43.75%	47.06%	36.36%

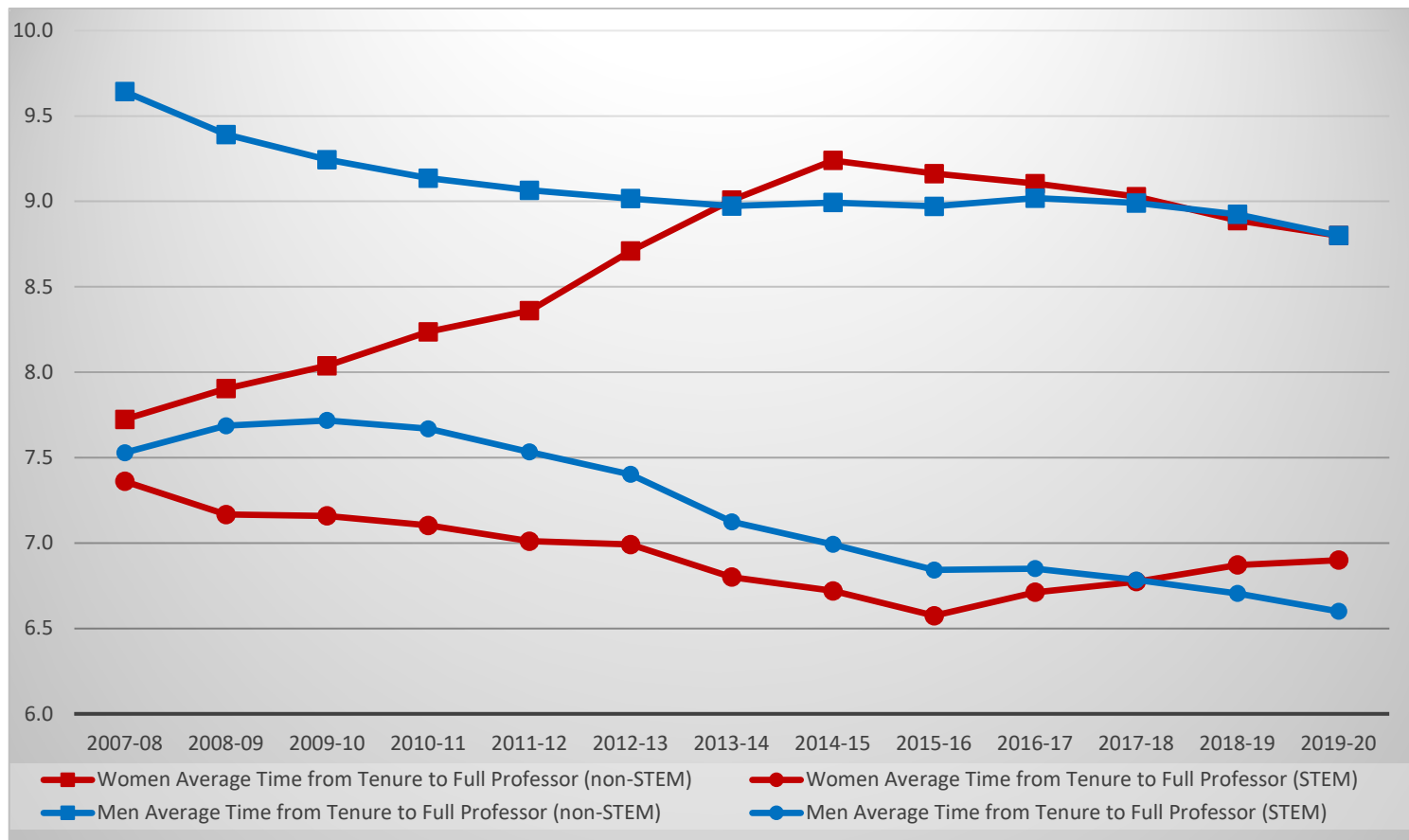
Western Human Resources Information System 2009 - 2020 (October).

Time to Tenure from Highest Degree (STEM and non-STEM Disciplines)



Source: Western HR Information System

Time to Full Professor from Tenure (STEM and non-STEM Disciplines)



Source: Western HR Information System

Action	Women (n)	Men (n)	Total (n)
Granted Tenure	205 (78.24%)	274 (77.62%)	479 (77.89%)
Denied P&T	5 (1.91%)	13 (3.68%)	18 (2.93%)
Withdrew from P&T *	4 (1.53%)	10 (2.83%)	14 (2.28%)
Moved to Limited Term **	3 (1.15%)	1 (0.28%)	4 (0.65%)
Resigned	41 (15.65%)	46 (13.03%)	87 (14.15%)
Other	2 (.76%)	2 (0.57%)	4 (0.65%)
Probationary Extension ***	2 (.76%)	2 (0.57%)	4 (0.65%)
Still in Probationary Period ***	0	5 (1.42%)	5 (0.81%)
Grand Total	262 (100%)	353 (100%)	615

Outcomes for Probationary faculty who have entered the P&T cycle

Action	Women (n)	Men (n)
Granted Tenure	205 (95.79%)	274 (92.26%)
Denied P&T	5 (2.34%)	13 (4.38%)
Withdrew from P&T	4 (1.87%)	10 (3.37%)
Grand Total	214 (100%)	297 (100%)

Reasons for Resignation During Probationary Period (Exit Interviews)

Action	Women (n)	% of Women Total	Men (n)	% of Men Total
Career Development and Salary	10	24.39%	13	28.26%
Family and Geography	25	60.98%	23	50.00%
Other	3	7.32%	4	8.70%
P&T Performance Problem	3	7.32%	6	13.04%
Grand Total	41	100.00%	46	100.00%

Reasons for Resignation: All Probationary and Tenured faculty resigning from 2004-05 through 2019-20

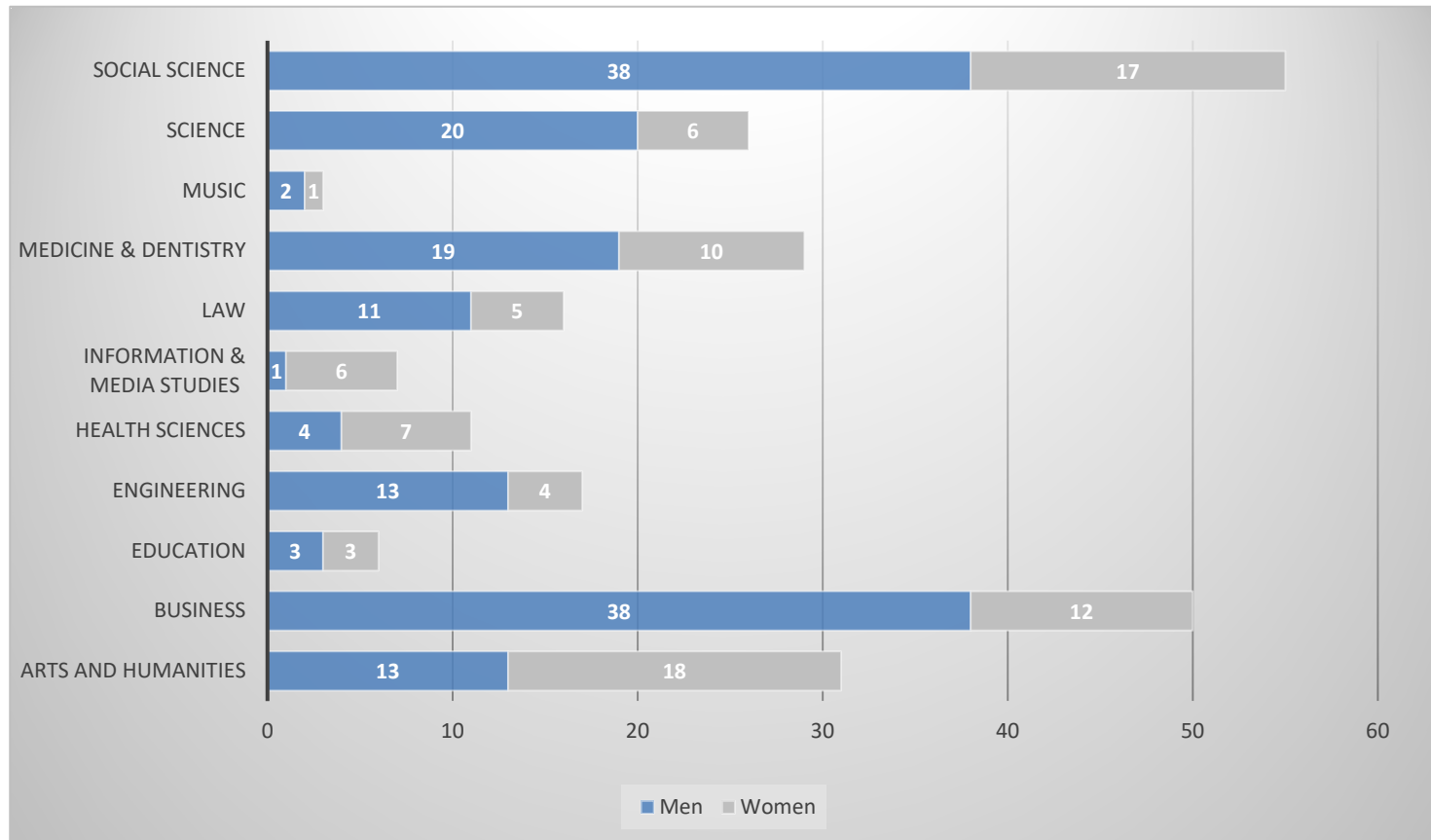
Reasons for Resignation	Women N (%)	Men N (%)	Total N (%)
Performance - Not Tracking to P&T	6.0 (6.7%)	25.5 (15.7%)	31.5 (12.5%)
Family and Geography	37 (41.6%)	43.83 (27.1%)	80.83 (32.2%)
Career Development and Salary	38.5 (43.3%)	73.5 (45.4%)	112 (44.7%)
Other	7.5 (8.4%)	19.17 (11.8%)	26.67 (10.6%)
Grand Total	89 (100%)	162 (100%)	251 (100%)

Women: 1.71% average attrition rate (annual attrition rate = resignations/current year faculty count)

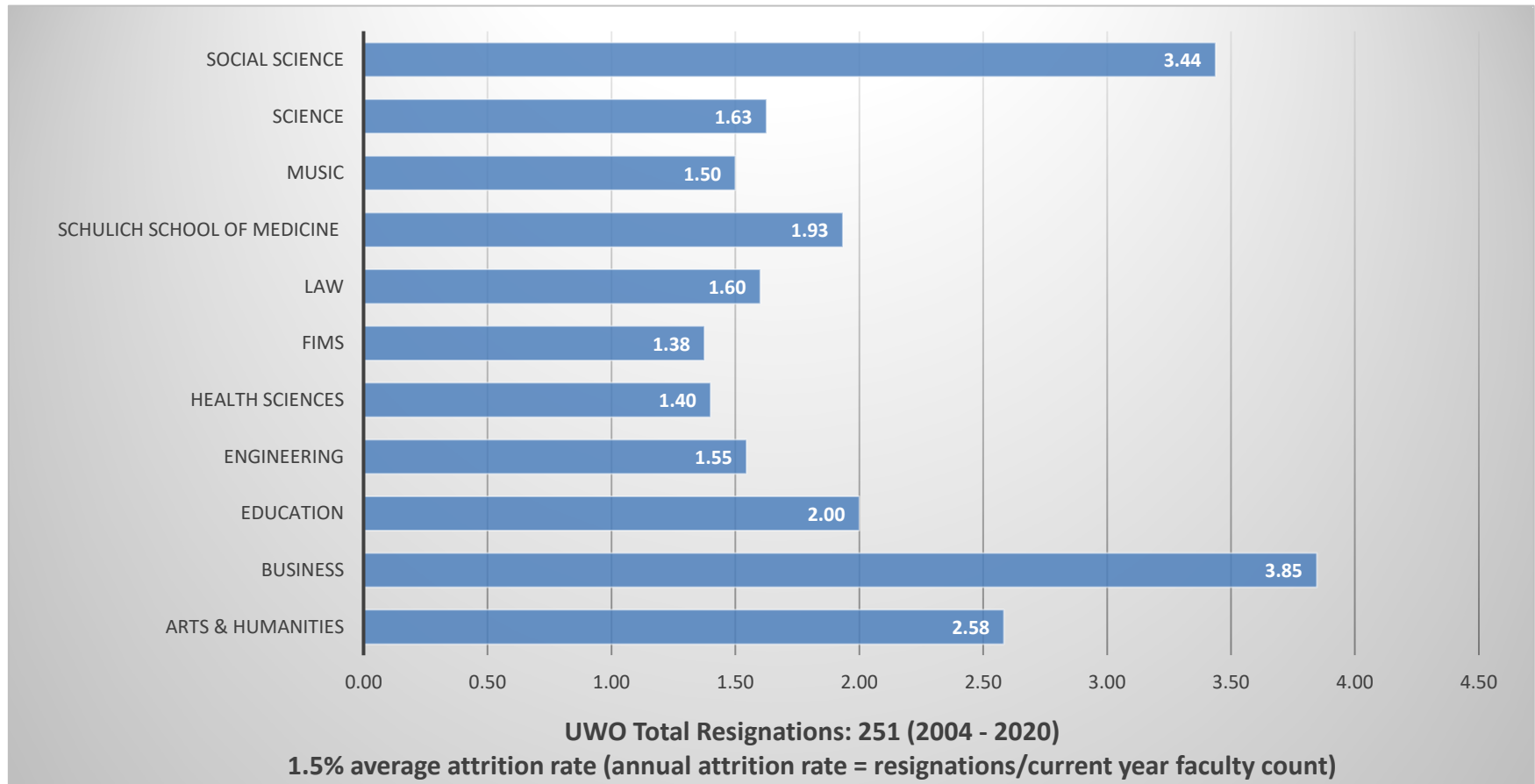
Men: 1.42% average attrition rate (annual attrition rate = resignations/current year faculty count)

Data Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member. Fractional numbers result when multiple reasons are given for resignation; one individual is fractionally attributed across reasons they gave.

Total Probationary & Tenured Resignations by Faculty: resigning from 2004-05 to 2019-20



Total Probationary & Tenured Resignations % by Faculty: exit dates 2004-05 to 2019-20

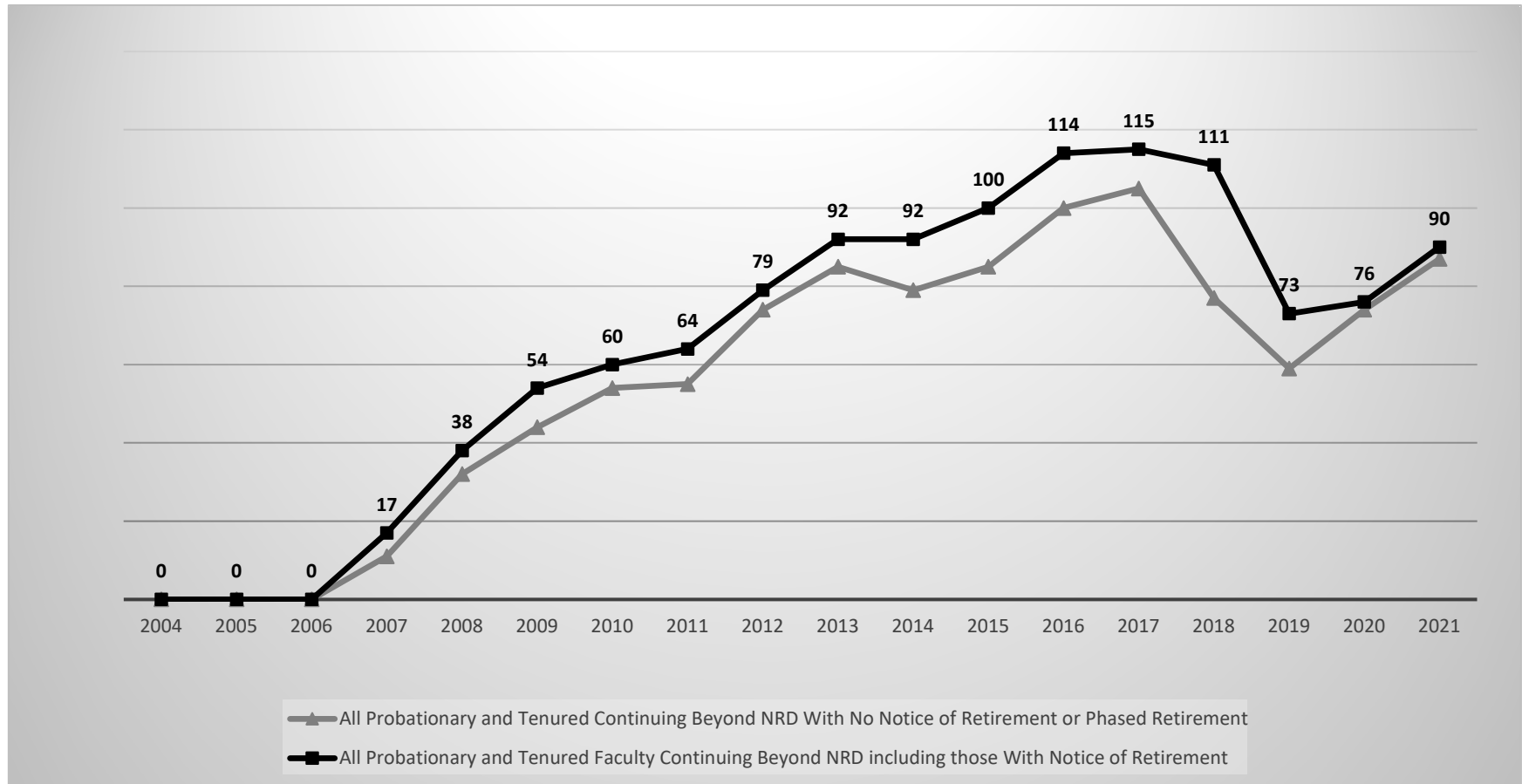


Probationary and Tenured Faculty at Western: Cohorts Aged 60 or Greater

Age	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
60	33	36	23	37	25	23	28	38	27	25	17	28	31	34	24	32	31
61	34	30	34	23	33	25	22	29	38	27	23	15	28	29	32	22	32
62	32	33	30	34	22	32	24	21	28	37	25	21	13	27	31	29	21
63	22	31	32	25	31	21	30	23	21	28	37	24	20	13	27	28	25
64	20	21	29	32	23	30	19	30	23	21	27	36	23	19	13	21	27
65	8	6	9	24	26	22	24	13	28	21	18	25	31	23	18	11	19
66	0	0	0	7	20	21	19	19	11	27	20	16	23	29	17	12	10
67	0	0	0	0	4	18	15	14	17	8	24	17	13	18	19	12	12
68	0	0	0	0	0	3	10	13	11	16	7	20	14	10	17	11	7
69	0	0	0	0	0	0	3	8	11	10	9	6	14	12	6	12	10
70	0	0	0	0	0	0	0	3	8	9	7	8	4	11	11	4	7
71	0	0	0	0	0	0	0	0	3	6	7	6	8	2	9	5	4
72	0	0	0	0	0	0	0	0	0	2	5	7	4	7	2	5	5
73	0	0	0	0	0	0	0	0	0	0	2	5	7	4	7	1	4
74	0	0	0	0	0	0	0	0	0	0	0	2	4	6	3	2	0
75	0	0	0	0	0	0	0	0	0	0	0	0	1	2	5	1	1
76	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	1
77	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Total	149	157	157	182	184	195	194	211	226	237	228	236	238	246	243	211	218

Source: UCASS 2004 – 2010
UWO Data 2011 – 2020

Probationary and Tenured Faculty at Western: Continuing Beyond Normal Retirement Date (NRD)



Source: Western Human Resources Information System
Cohort continuing with \leq July 1 NRD in each year

Section 2: Limited Term Appointments

- Data are cross-sectional counts as of October 1, 2020
- Includes Limited Term UWOFA faculty:
 - Those with fixed-term (with end date)
 - Full-time contract faculty “without end date”
 - Full-time contract faculty who are “permanent”
- Does not include:
 - Visiting faculty
 - Externally funded faculty

Key Observations from Slides 26 to 29

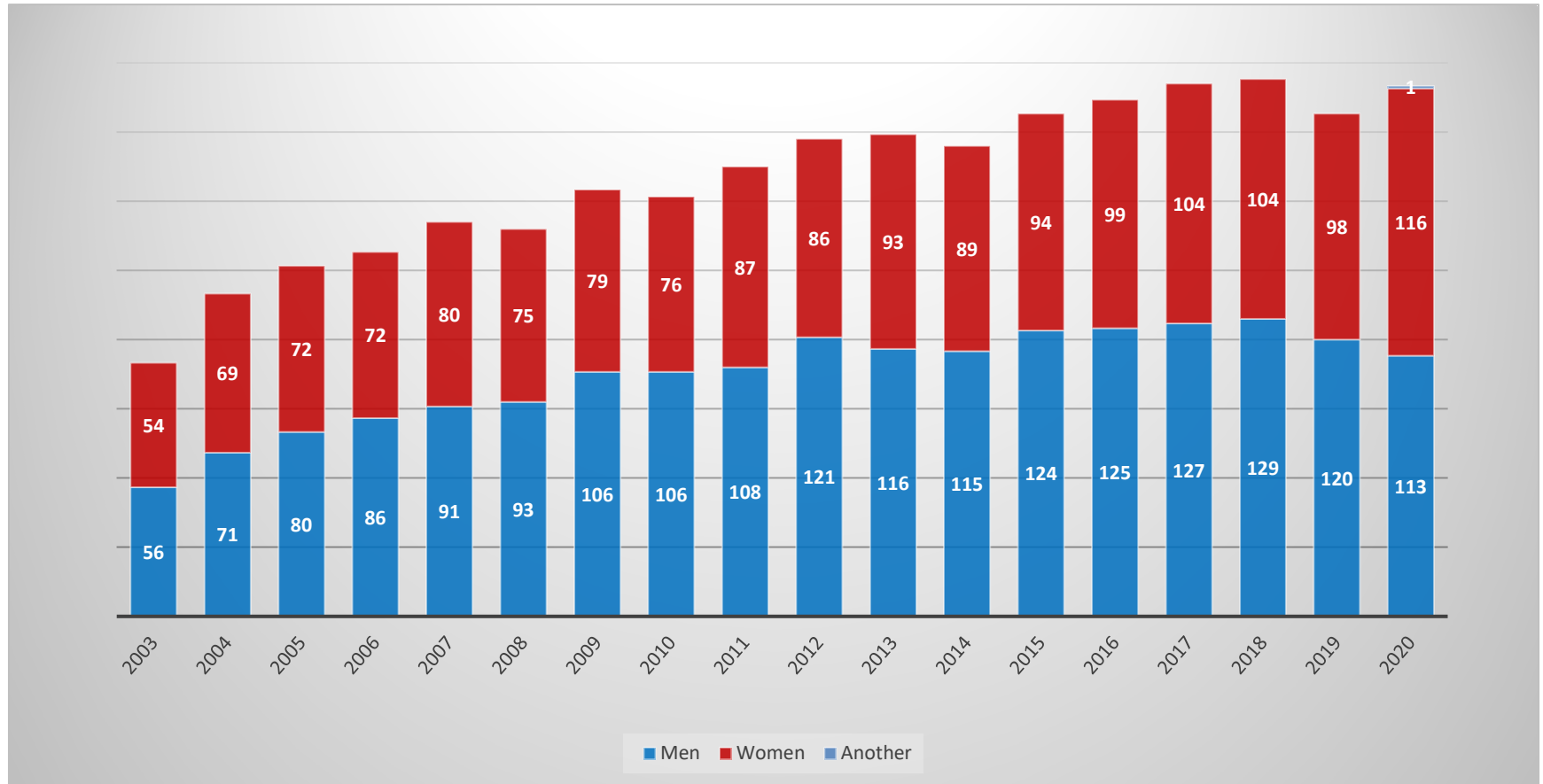
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CONSENT AGENDA - ITEM 5.3(4)

Limited Term Faculty

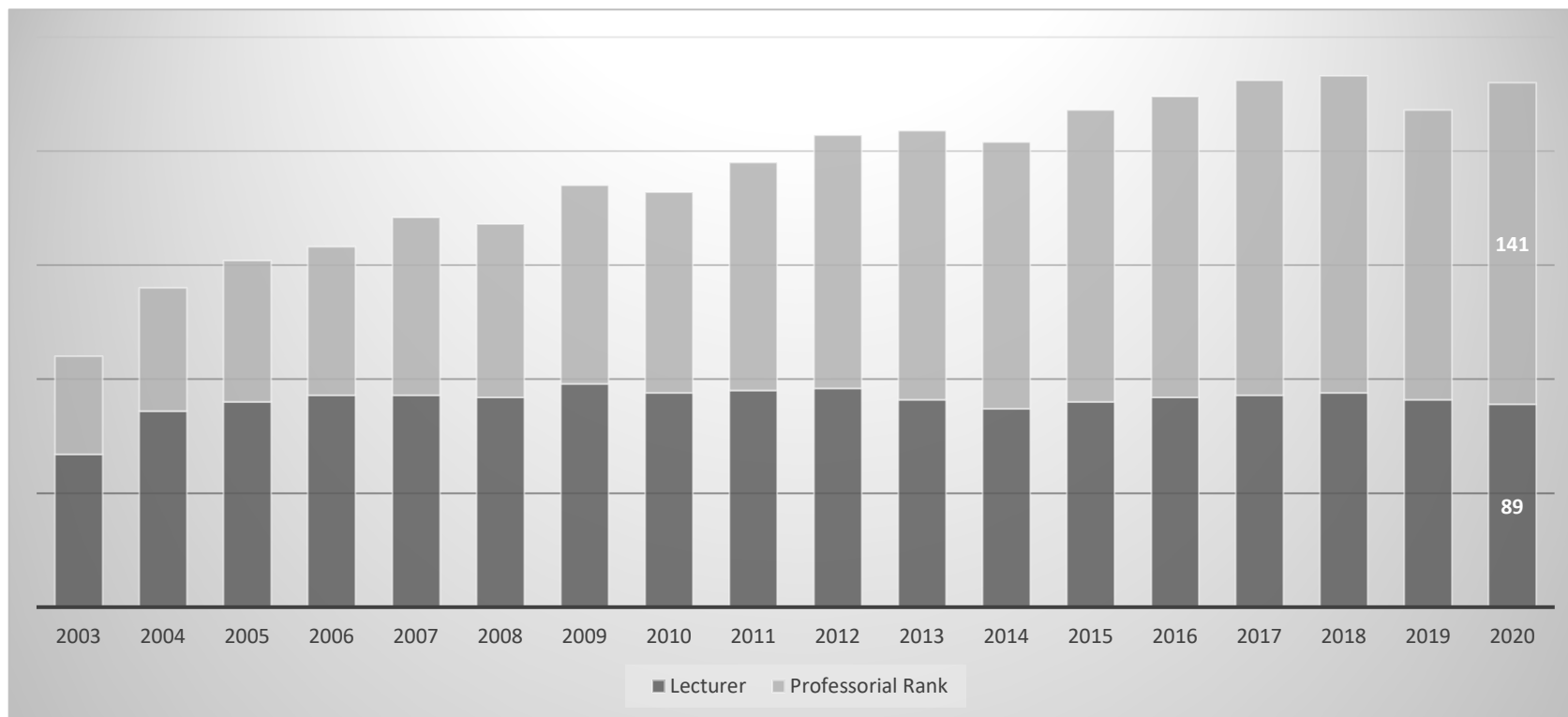
- On October 1, 2020 there were 230 LT faculty with the following characteristics:
 - 116 (50.4%) are women and 113 (49.1%) are men
 - 141 (61.3%) were at the Professorial ranks
 - Length of employment at Western
 - 65 (28.3%) had been employed >12 years (therefore are either “without end date” or “permanent” or eligible for “without end date” status at next renewal)
 - 124 (53.9.0%) have been in LT contract status for <7 years
- Each vertical bar in slide 29 represents the workload of one LT individual; most LT faculty are teaching-intensive; other WLs are seen (e.g. Basic Scientists in a Clinical Department are often research-focused)

Number of Individuals with Limited Term Appointments: Stratified by Gender 2003 to 2020



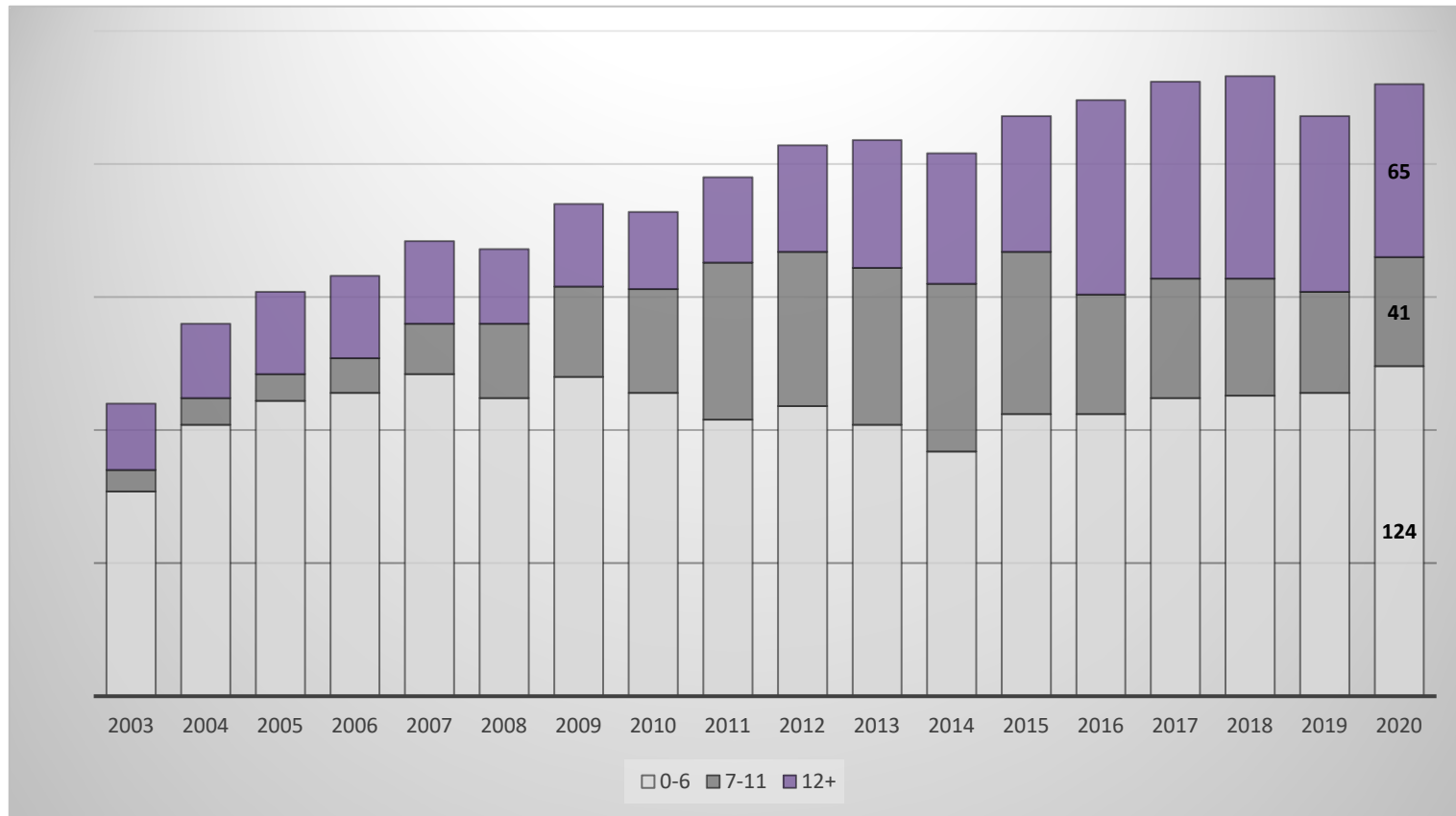
Source: Western's Human Resources Information Systems 2003 – 2019 (October)

Number of Individuals with Limited Term Appointments Stratified by Rank, 2003 - 2020



Source: Western's Human Resources Information Systems 2003 - 2020 (October)

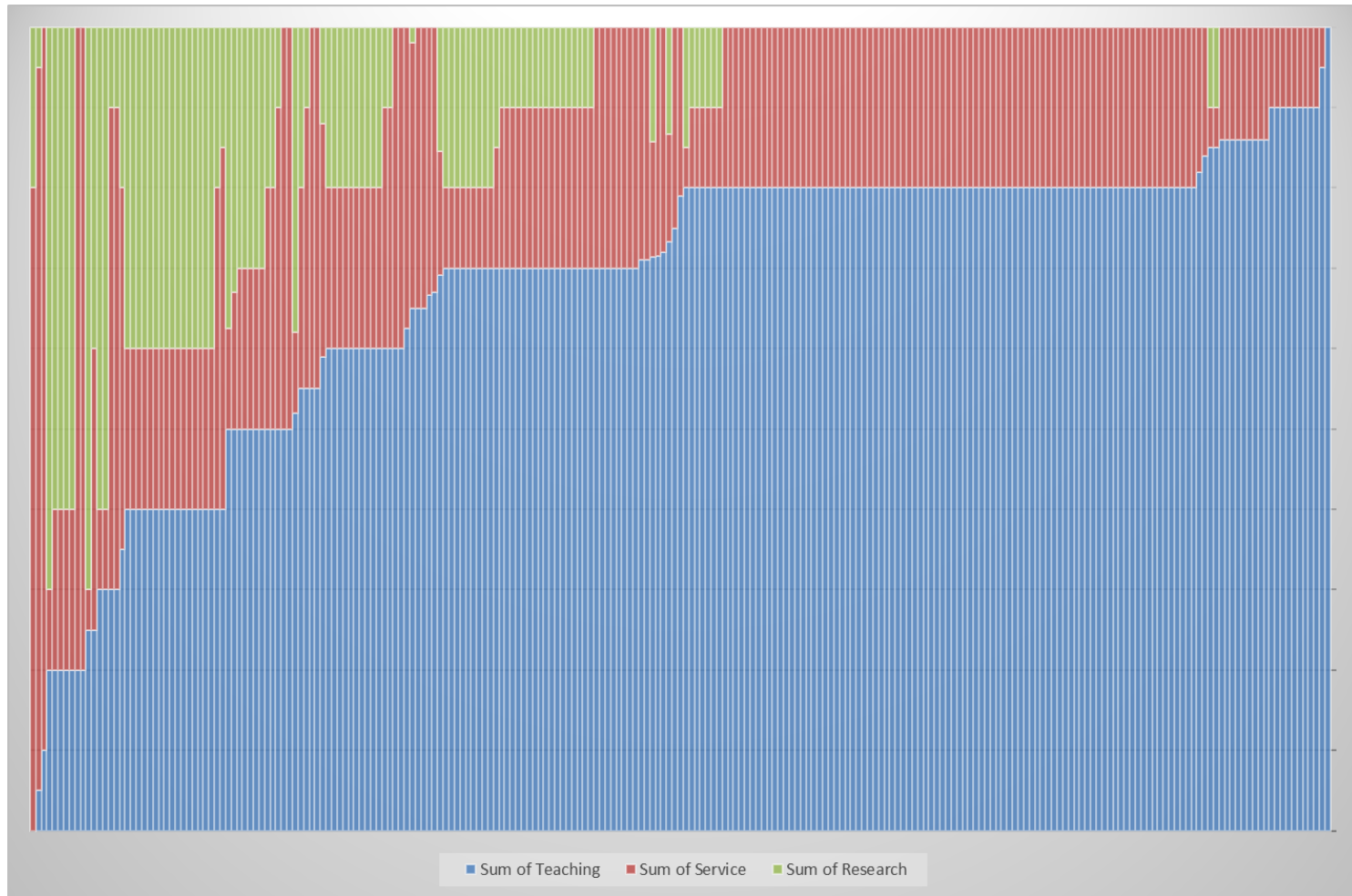
Number of Limited Term Appointments by Years of Service 2003 - 2020



Source: Western's Human Resources Information Systems 2003 - 2019 (October)

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All Active Limited Term Appointments by Workload Percentages 2020



Source: Western's Human Resources Information Systems 2020 (October)

Section 3: Part-Time Faculty

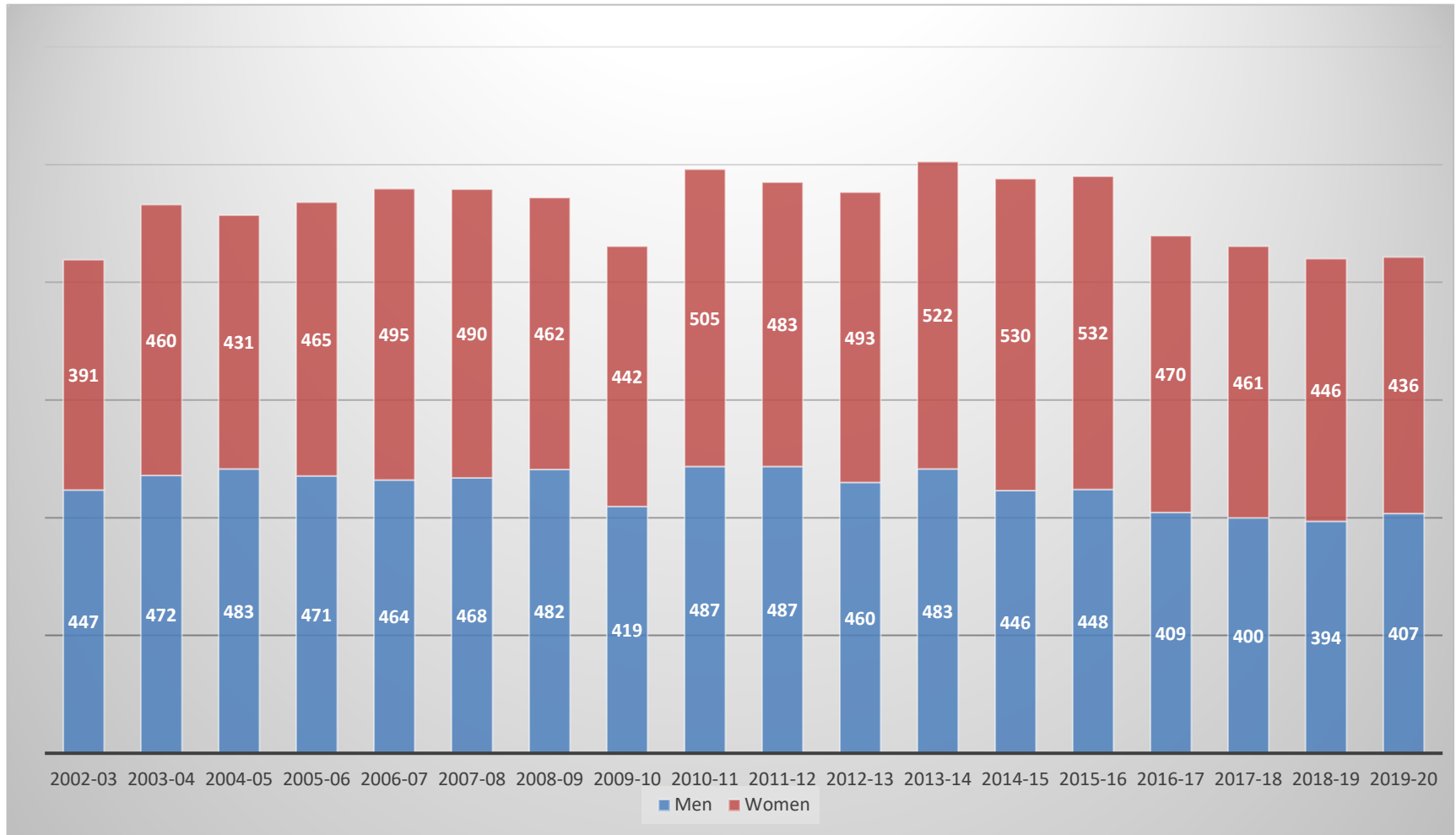
- Count of individuals employed, by fiscal year, as part-time faculty including:
 - Limited Duties Appointments through competitive advertising (includes individuals with no other employment relationship with Western as well as Post-Retirement individuals, Extra-Load, and Graduate Students or Post doctoral trainees who applied to an open Limited Duties competition)
 - Standing Assignments and Course Authoring agreements
 - Post Doctoral and Graduate Student Teaching Assignments hired under Appointments Article, Clause 3. d) of the UWOFA Collective Agreement
 - Excludes Limited Duties Appointments at Trois Pistoles
- In fiscal 2019-20, there were 843 Part-time faculty; of these, 374 were UWOFA members (taught \geq a half-course in each of 2 of the last 3 fiscal years)

Key Observations from Slides 32 to 37

Part-Time Non-Clinical Faculty

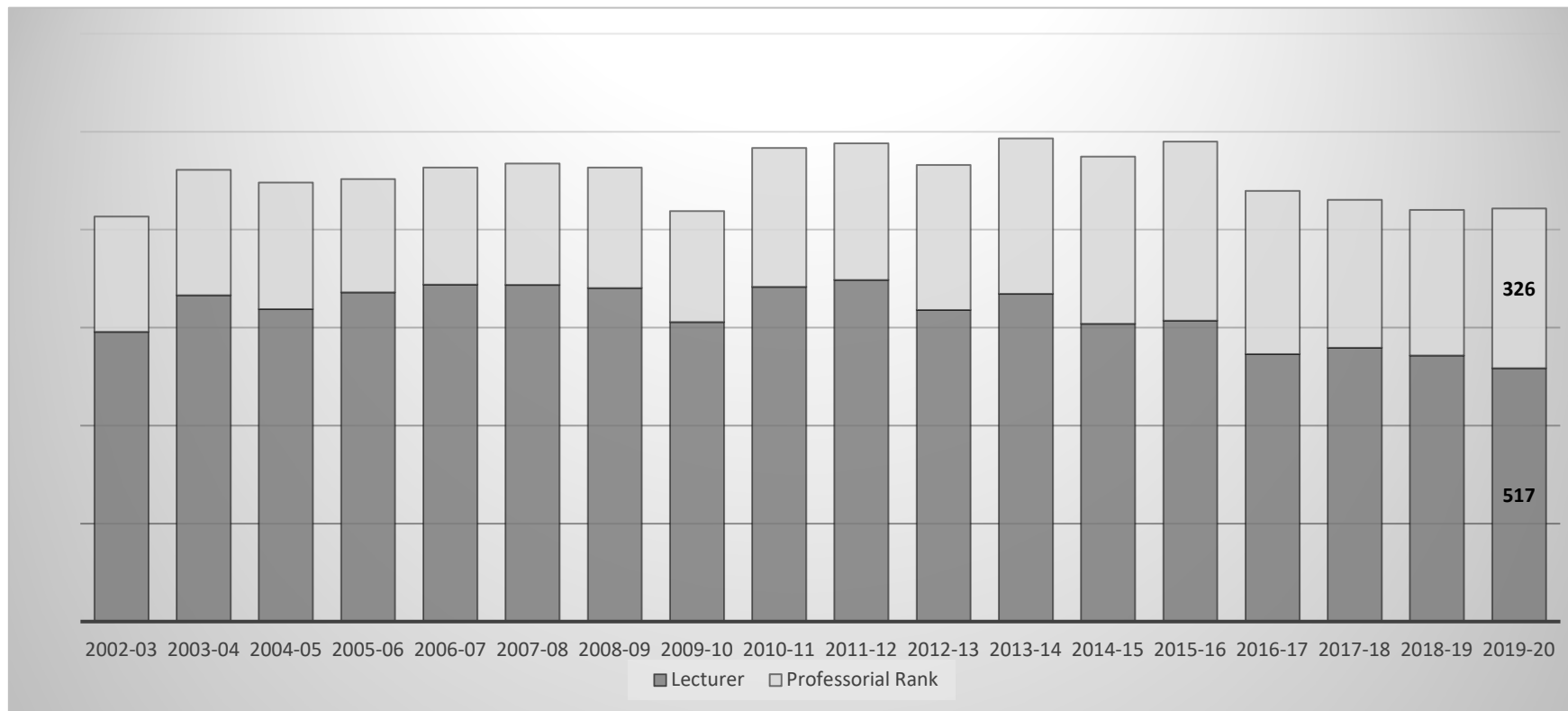
- In fiscal 2019-20, of the 843 part-time non-clinical faculty
 - 436 (51.7%) were women
 - 326 (38.7%) were at a Professorial rank
- The number of part-time faculty varied by discipline (in Professional programs, this can reflect the part-time employment at Western of professionals employed elsewhere in the community)
- Most part-time faculty are employed for low teaching loads and short duration

Number of Individuals with Part-Time Faculty Appointments, Stratified by Gender, Fiscal Years 2002-03 to 2019-20



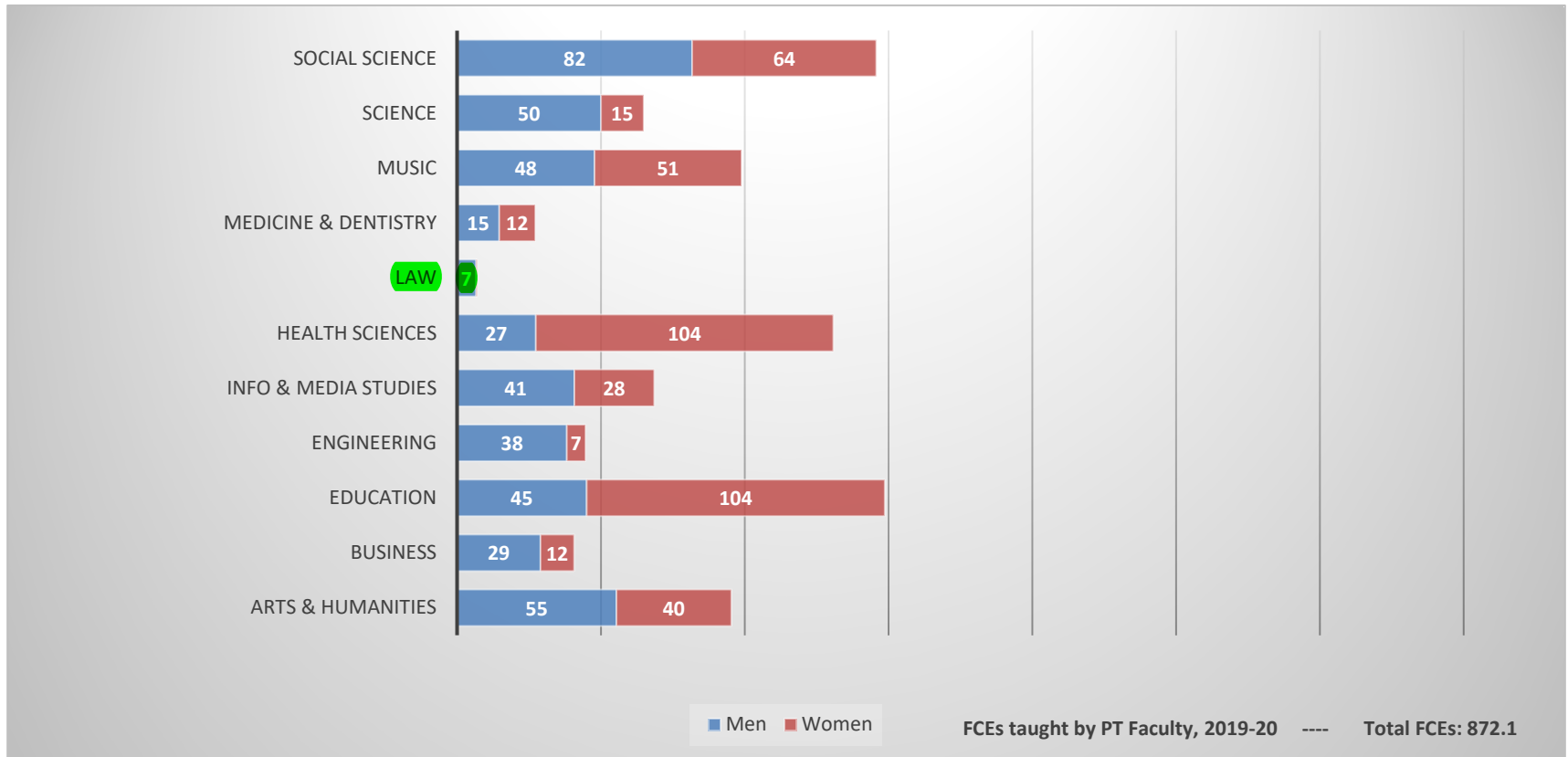
Source: Western Human Resources Information Systems

Number of Individuals with Part-Time Faculty Appointments Stratified by Rank, Fiscal Years 2002-03 to 2019-2020



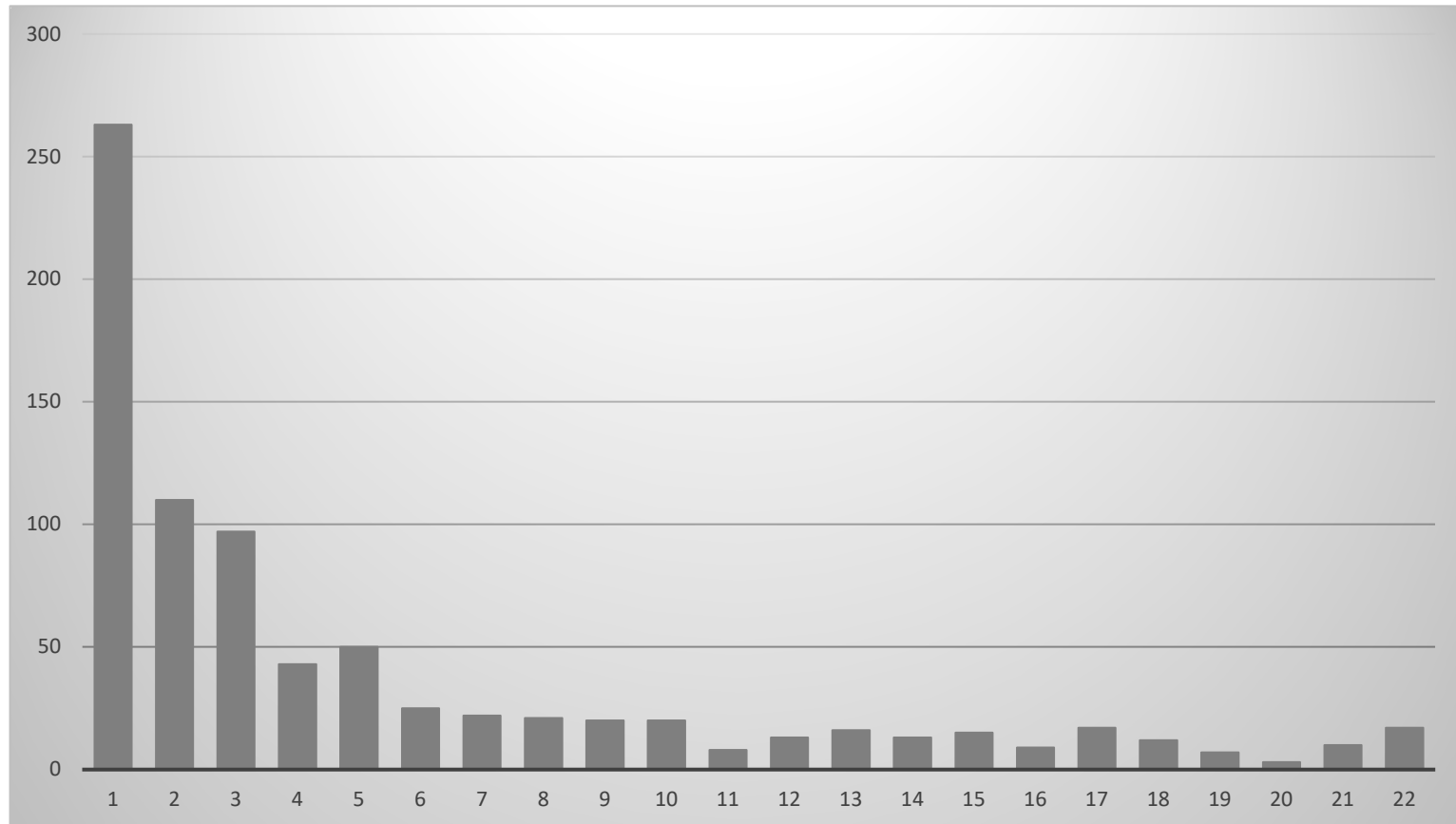
Source: Western Human Resources Information Systems

Degree Credit Courses taught by Part-Time Faculty by Faculty and Gender: 2019-20 (Fiscal Year)



Source: Western Information Systems

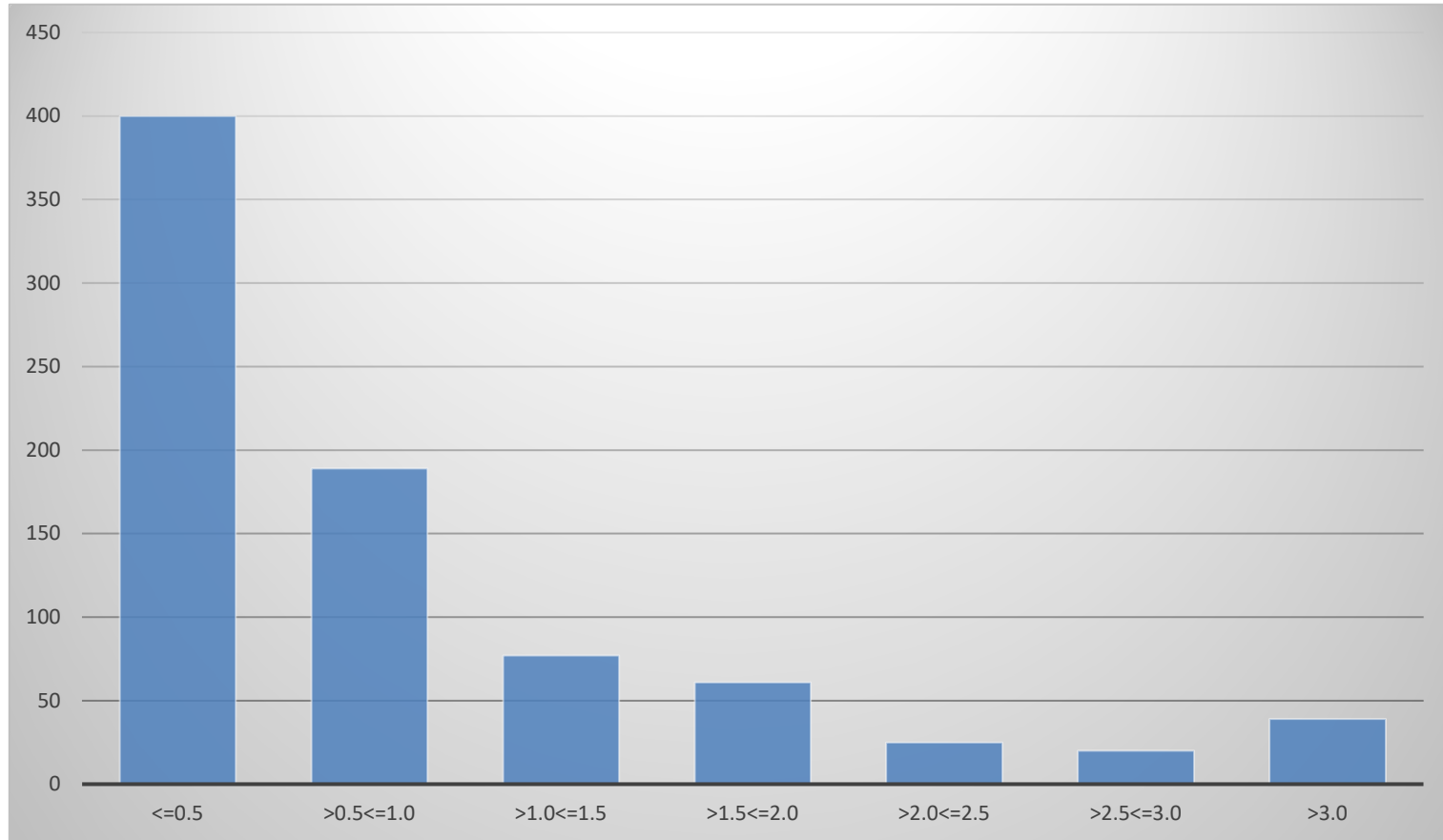
Number of Individuals with Part-Time Faculty Appointments by Years of Service 2019-2020



Source: Western Human Resources Information Systems
Includes Consecutive Years of Service, allowing for one single year gap
Excludes Extra Load Teaching and Course Authoring Appointments

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Number of Individuals with Part-Time Faculty Appointments by Range of Full Course Equivalents (FCE), 2019-20

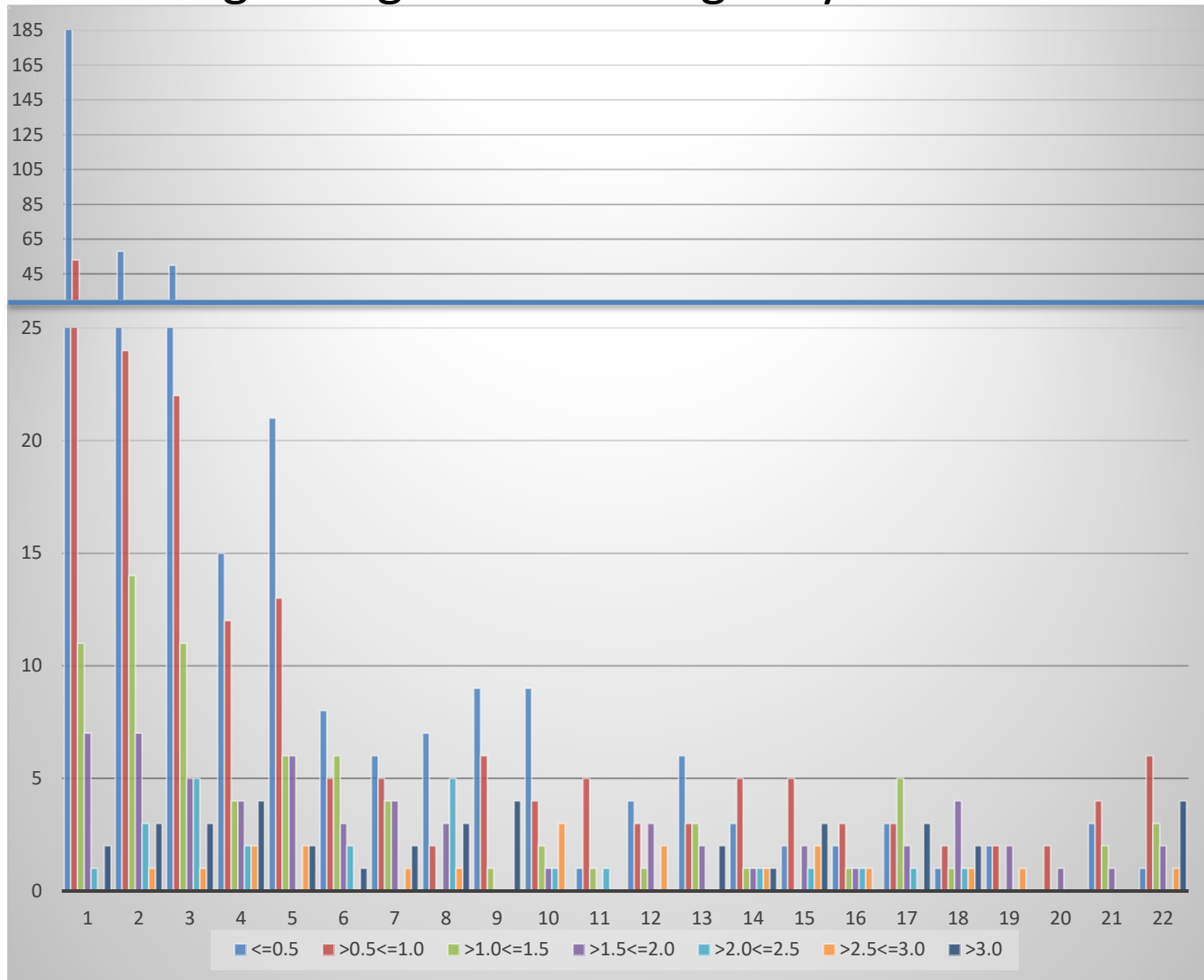


Source: Western Human Resources Information Systems
Excludes Extra Load Teaching and Course Authoring Appointments

Number of Individuals with Part-Time Faculty Appointments by Average Range of FCEs Taught by Years of Service 2019-2020

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Source: Western Human
Resources Information
Systems
Excludes Extra Load
Teaching and Course
Authoring Appointments

Section 4: Clinical Full-Time Faculty

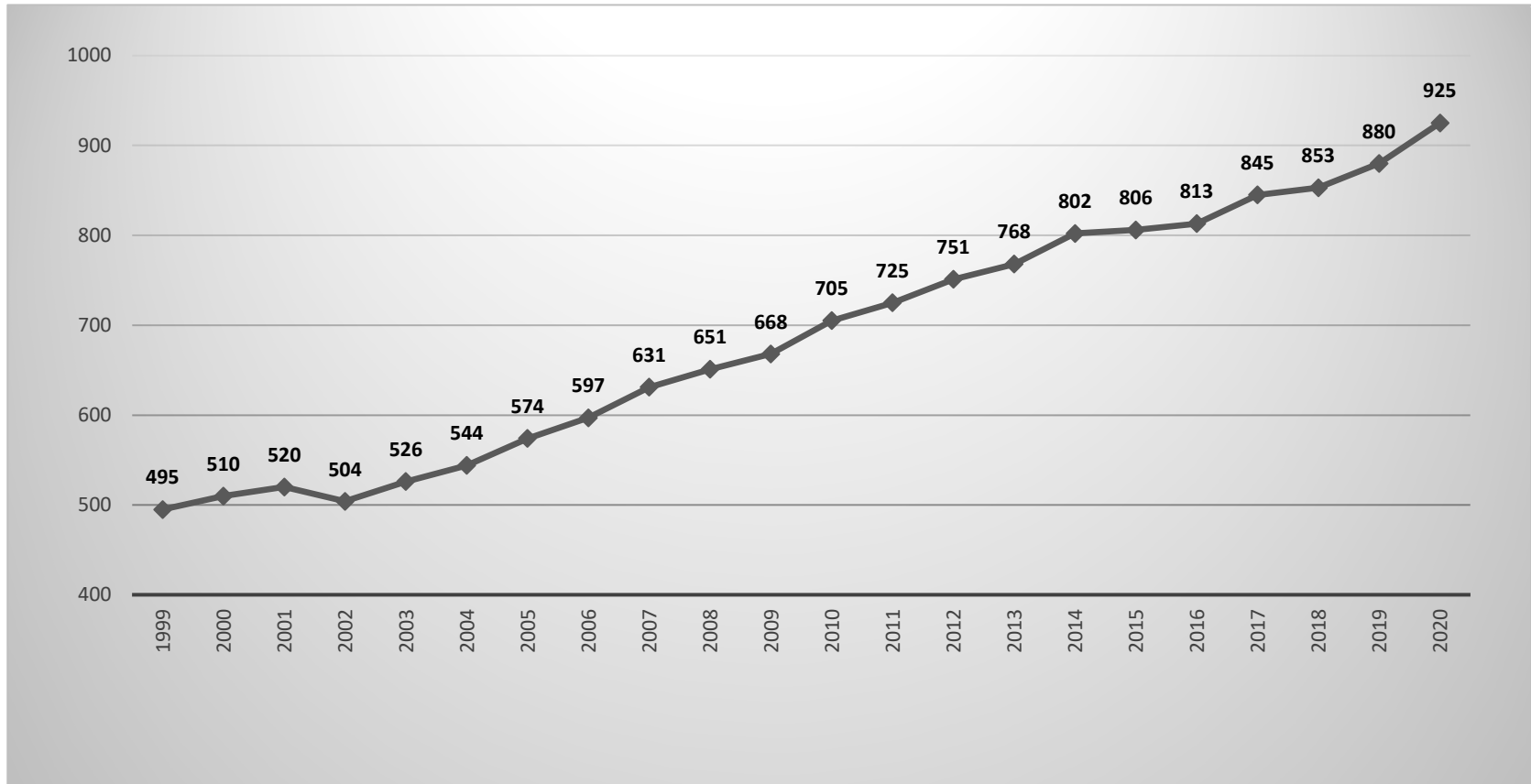
- Cross-sectional counts on October 1
- Includes Physicians in Schulich hired under the “Conditions of Appointment for Physicians” under the following appointment types:
 - Continuing Clinical Appointment
 - Clinical Limited Term Appointment (some of these will go on to become Continuing Clinical Appointments since “Continuing Track” hires are initially Clinical LT)

Key Observations from Slides 40 to 44

Clinical Full-Time Faculty

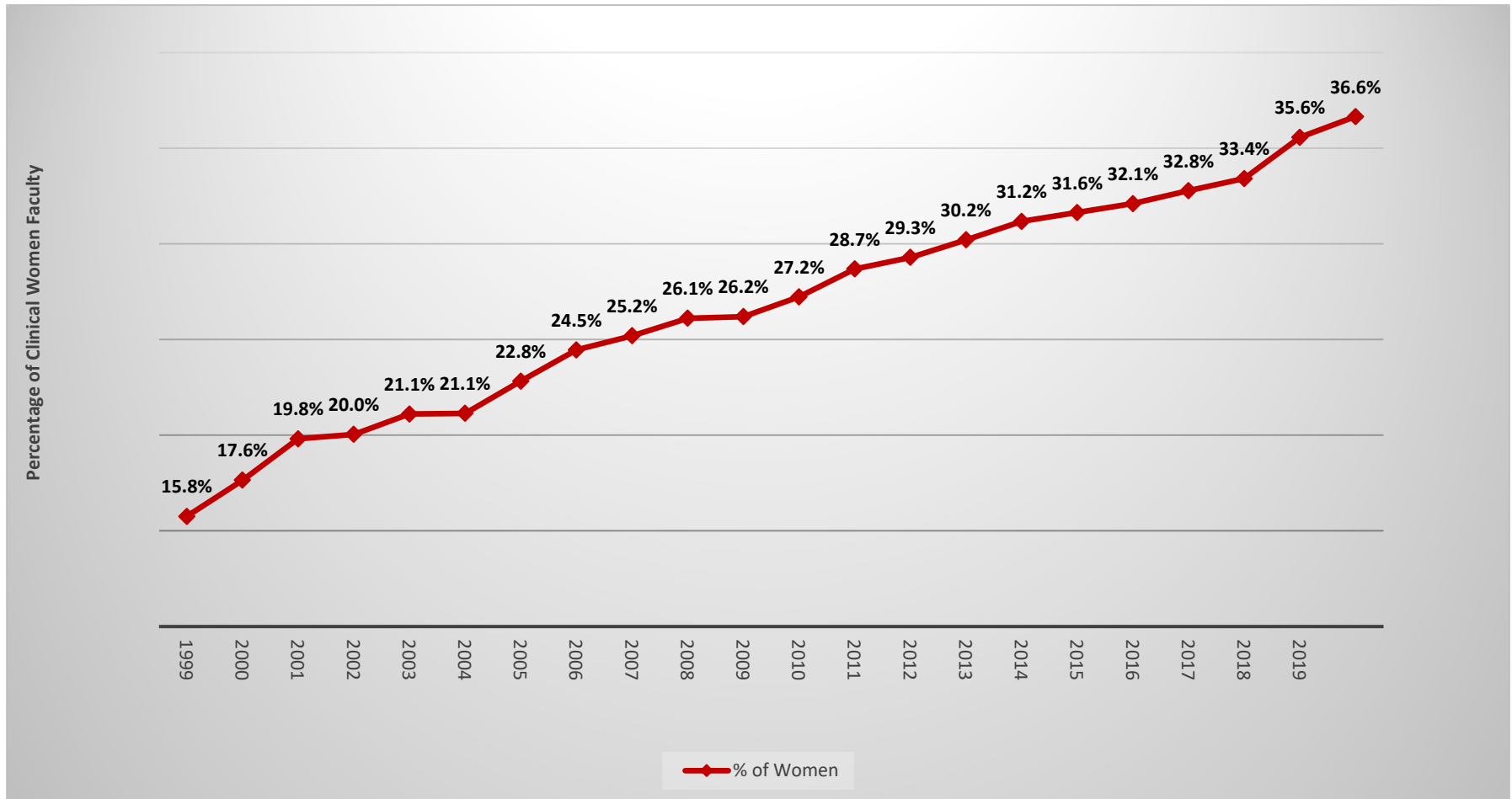
- The number of Clinical full-time faculty has been steadily increasing and is currently 925
- The percentage of women overall, inclusive of all career stages, is increasing and is currently 36.7%
- The representation of women was 44.7% among those hired in 2019-2020
- annual resignation rates fluctuate due to small numbers

Full Time Clinical Faculty (Physicians in Schulich) at Western, 1999 – 2020



Source: Western Human Resources Information Systems

Women as a Percentage of Full-Time Clinical Faculty at Western, 1999 – 2020

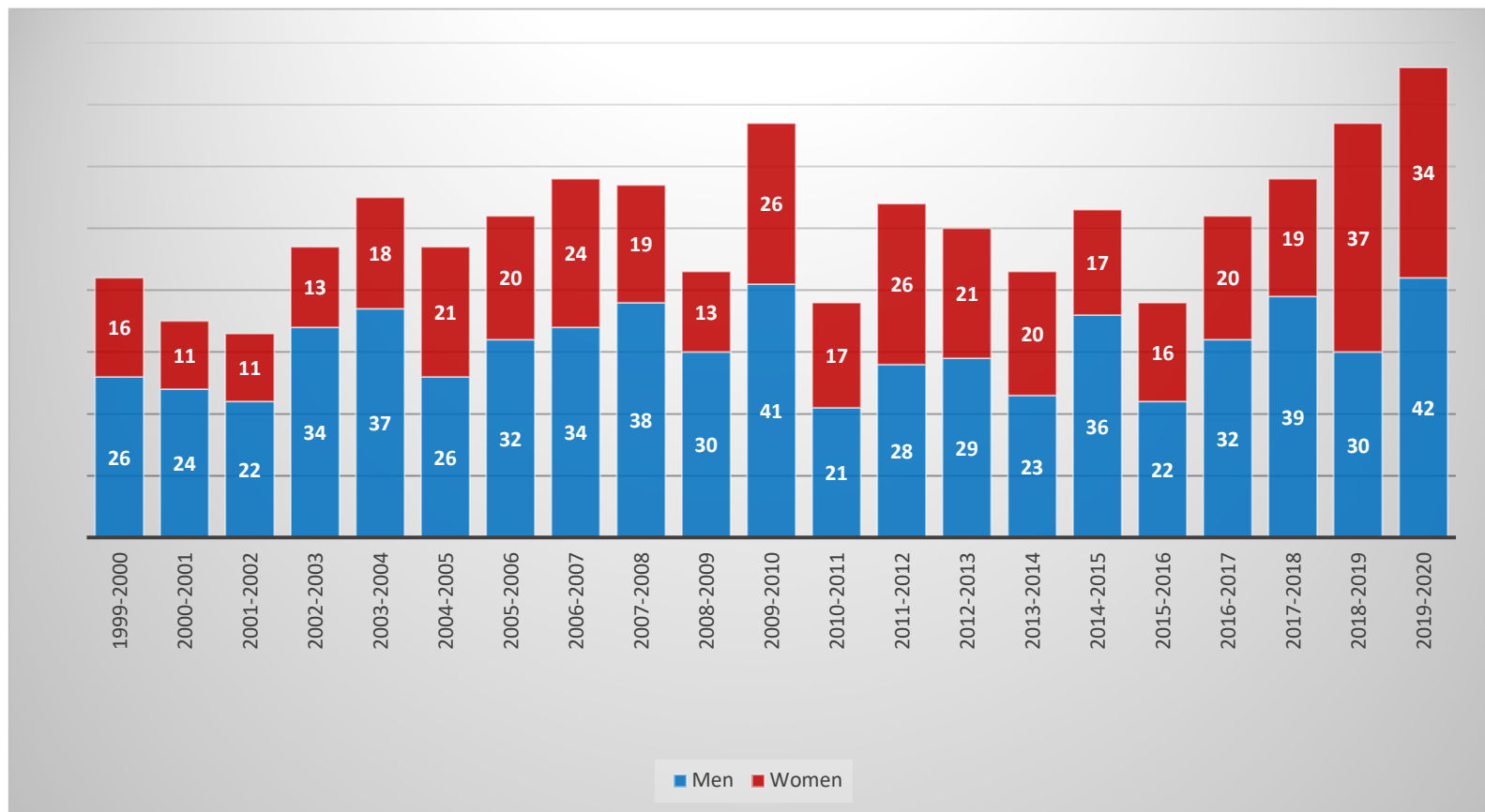


Source: Western Human Resources Information Systems

Newly Hired Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 2000 – 2020

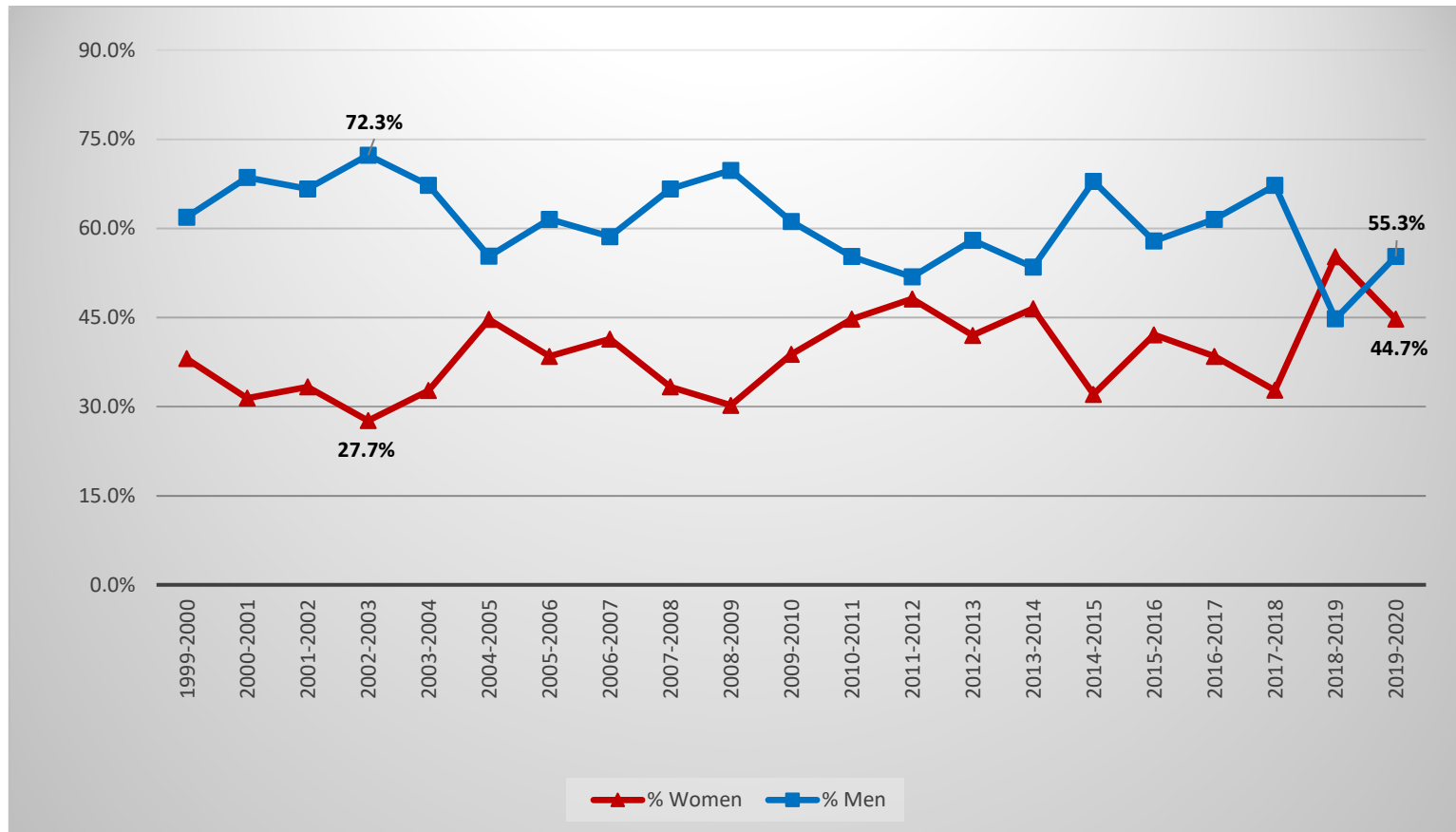
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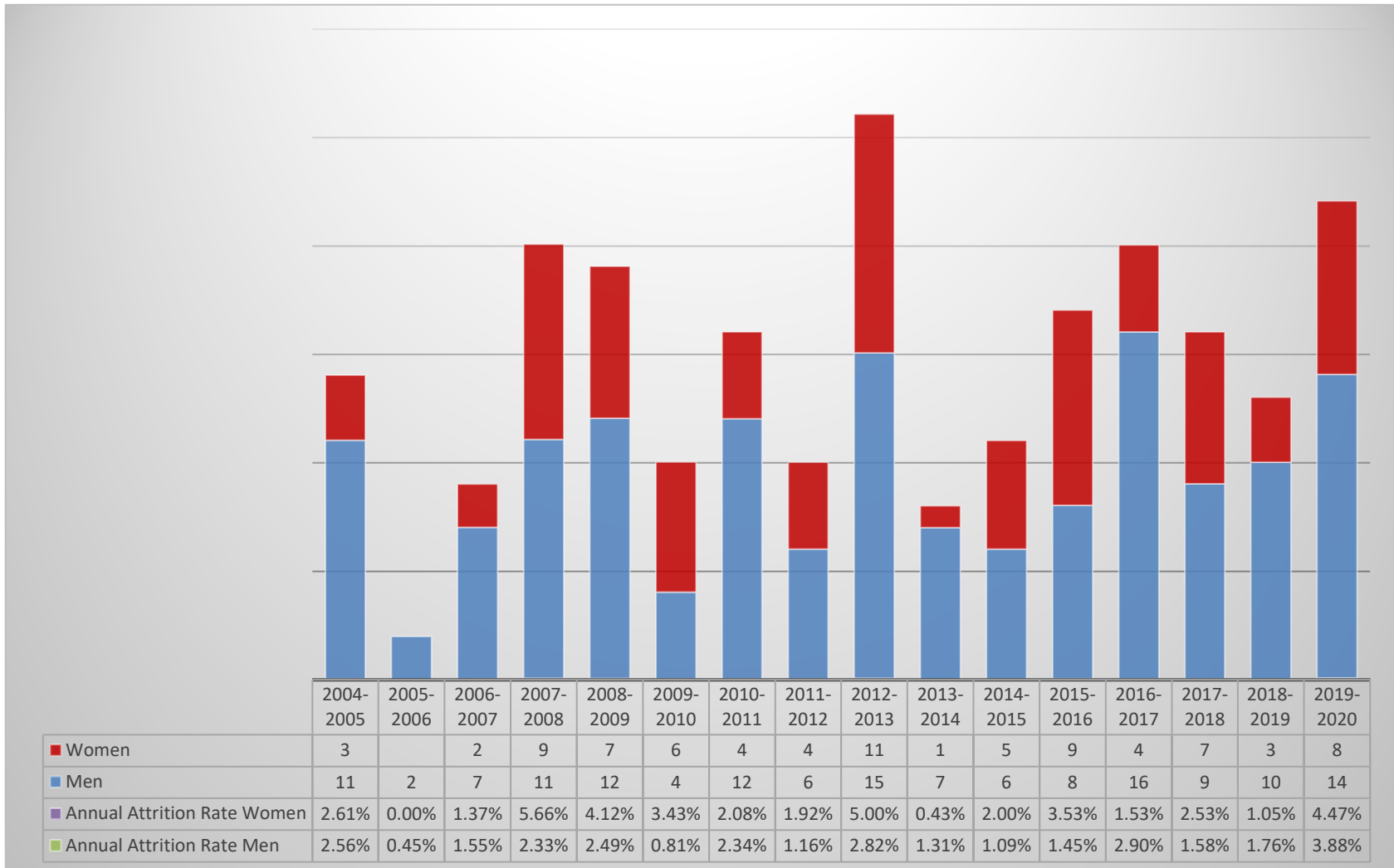
Source: Western Human Resources Information Systems

Percentage of New Full Time Clinical Faculty at Western by Gender: 1999-00 – 2019-20



Source: Western Human Resources Information Systems

Full Time Clinical Faculty Resignations by Gender 2004-05 – 2019-2020



Source: Western Human Resources Information System

For further information

- After presentation at SCUP, this report can be found at:
http://uwo.ca/facultyrelations/academic_planning/Recruitment_Retention_Report_2020.pdf
- The report on Promotion and Tenure of UWOFA faculty, librarians and archivists, which is presented at the end of each promotion cycle, can be found at:
https://www.uwo.ca/facultyrelations/academic_planning/pdf/promotion-tenure-report-2019.pdf
- For additional information on academic staff, Institutional Planning and Budgeting's website contains additional data:
<https://www.ipb.uwo.ca/>

(Note: definitions, inclusion criteria and the dates at which data are collected will influence counts. Therefore, counts may differ slightly among reports prepared from different data sources and for different purposes.)

Information for Senate – February 2021				
Start Date	End Date	Name	Department	Admin Appointment
1/1/2021	12/31/2021	Smeltzer, Sandra	Assistant Dean	Info & Media Studies - General
1/1/2021	12/31/2023	Meister ,Darren	Associate Dean(Administration)	Ivey - Associate Dean
1/1/2021	12/31/2025	Crumley,Tracey	Clinical Department Chair	Obstetrics & Gynaecology
1/1/2021	12/31/2025	Schemitsch, Emil	Clinical Department Chair	Surgery
1/1/2021	6/30/2021	Kontogiannis, Konstantinos	Acting Department Chair	Computer Science

ITEM 10.1 – Indigenous Strategic Plan Progress Report

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

I'm pleased to bring you an update from the [Office of Indigenous Initiatives \(OII\)](#) in the form of the attached [Indigenous Strategic Plan progress report](#). This report documents some of Western's first steps in implementing the Truth and Reconciliation Commission's Calls to Action and recommendations in the [Provost's Task Force on the Implementation of the Indigenous Strategic Plan](#).

While this progress report does not fully reflect the scope of work taking place across campus, it does highlight new and significant institutional investments into Indigenization since 2016. These investments have, most importantly, engaged Indigenous communities in meaningful ways and have helped establish an Office of Indigenous Initiatives, construct a new Indigenous Learning Space, augment Indigenous student supports, and undertake an Indigenous faculty cluster hire. OII will be disseminating this report broadly to local and regional Indigenous community partners engaged in our institutional efforts.

I would appreciate if you could disseminate the progress report to your teams, asking them to refer to our new Indigenous portal [website](#) for regular updates on institutional work.

My deepest thanks to all who have engaged in the Indigenous strategic planning efforts at Western to date. I recognize that Indigenization work is often challenging, both personally and systemically as we shift previously held ideas and practices and proactively make space for Indigenous Peoples and ways of knowing across all levels of study, work, and research. It is important that we take this time to recognize and celebrate our progress and learnings along the way. At the same time, we must also realize this is an ongoing journey—we need to sustain and augment our efforts, listen deeply to each other throughout reconciliatory processes, and work proactively to deepen and sustain equitable changes at Western.

I hope you are energized to continue these efforts with us.

Sincerely,

Candace Brunette-Debassige

ATTACHMENTS:

[Indigenous Strategic Plan Progress Report](#)

Western University Indigenous Strategic Plan Annual Progress Report Fall 2020





Land Acknowledgement

Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnocton (Neutral) peoples. The Huron-Wendat peoples also have a history of living in this territory. In the London area, there were Treaty 6 London Township, Treaty 7 Sombra Township, and Treaty 21 Longwoods. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors to our society. By recognizing First Nations peoples' relationships to land, we make explicit Indigenous Peoples' presence and rights to self-determination.



Contents

Foreword

- 3** Key Milestones on Western's Path Toward Indigenization
- 5** Message from President Alan Shepard and Provost Andrew Hrymak
- 7** Message from Candace Brunette-Debassige, Acting Vice-Provost
and Associate Vice-President, Indigenous Initiatives
- 9** Our Strategic Priorities

Investing in Infrastructure, Students, Staff and Faculty

- 11** Office of Indigenous Initiatives
- 13** Indigenous Learning Space
- 15** Indigenous Students
- 17** Indigenous Faculty
- 19** Indigenous Research
- 21** Indigenous Curriculum and Learning

Engaging Indigenous Communities

- 23** Councils and Partnerships

Future Focus

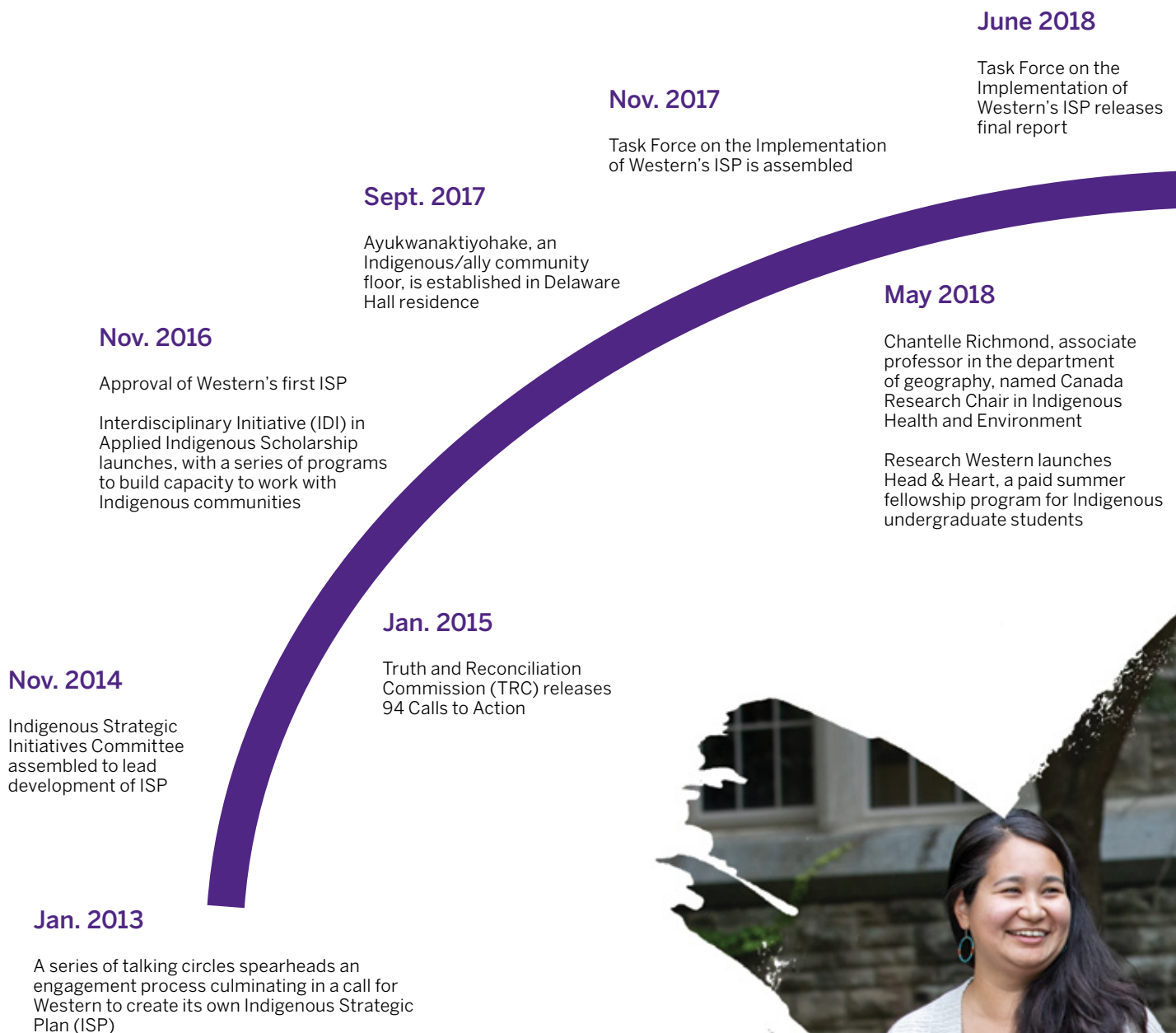
- 25** Challenges
- 27** Moving Forward Together

Key Milestones on Western's Path Toward Indigenization

Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into all areas of the university, including: student affairs; teaching and learning; research and assessment; space planning; workforce planning; governance, policies and decision-making.

At Western, Indigenization is guided by the "4 Rs" approach of scholars Verna Kirkness and Ray Barnhart*: respect, relevance, reciprocity, and responsibility for Indigenous Peoples and Indigenous ways of knowing.

*First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility



July 2018

Faculty of Education partners with Six Nations Polytechnic to host Masters in Professional Educational Leadership in Indigenous Education

Oct. 2018

Indigenous Faculty Advisory Council established

May 2019

Indigenous Faculty Cluster hiring process begins

Former Education Library named as new site for an Indigenous Learning Space

Indigenous Student Centre partners with Thames Valley District School Board to create an Indigenous Academic Tutoring Program for high school students

Sept. 2018

Candace Brunette-Debassige appointed Special Advisor to the Provost (Indigenous Initiatives)

Jan. 2020

Schulich School of Medicine & Dentistry appoints Danielle Alcock as Indigenous Lead

Mar. 2020

Established smudging policy for Western's campus

May 2020

Office of Indigenous Initiatives launched, led by Candace Brunette-Debassige, Acting Vice-Provost/Associate Vice-President (Indigenous Initiatives)

June 2020

Indigenous Learning Fund established to support projects advancing Western's Indigenous strategic priorities



A commitment to sustained action

I'm encouraged by the progress we've made to amplify Indigenous voices at Western—it's been heartening to see the changes happening across campus.

But I know there is much more work to be done.

And I'm committed to taking the actions needed to ensure progress continues.

To Western's Indigenous students, colleagues, and community partners, I want to say thank you.

Thank you for your patience, persistence, support, and guidance in helping the university become a better place for Indigenous Peoples to learn, work, and succeed.

Alan Shepard
President & Vice-Chancellor



An Indigenous voice at the leadership table

Changing the culture of a 140-year-old institution is challenging, time-consuming work, but real progress is being made at Western.

The university passed an historic milestone in 2020 with the creation of an Office of Indigenous Initiatives, to be led by a Vice-Provost & Associate Vice-President who will sit at the table as a key member of Western's senior leadership team.

We owe a debt of gratitude to Candace Brunette-Debassige for her leadership in helping Western reach this important milestone. Candace is not only serving in the acting role while we search for Western's first-ever Indigenous Vice-Provost & AVP, she also played an instrumental role in creating the new office while completing her PhD.

Indigenous voices are resonating across campus, and we are committed to strengthening Western's ties with Indigenous community partners throughout the region.

A handwritten signature in black ink, reading "A. Hrymak".

Andrew Hrymak
Provost & Vice-President (Academic)



More than Words


Wachay/Shekoli/Aanii/Koolamalsi/Greetings

I am pleased to present this report on Western's progress to date in implementing the university's first Indigenous Strategic Plan. Guided by eight broad strategic priorities, I am proud to share we are steadily moving beyond words and making real changes at our university. While we've made some significant progress, we recognize Western still has a long way to go.

It has been an honour working alongside committed colleagues across the university, broadening our approach to Indigenous education—moving from an Indigenous student services model toward a campus-wide approach encompassing proactive changes in our structure and leadership; policies and practices; teaching, learning and curriculum; research; and physical space planning.

Perhaps most exciting, and integral to creating sustainable long-term change in a complex institution like ours, has been the opportunity to establish the mandate of the role of the Vice-Provost/Associate Vice-President (Indigenous Initiatives) and to help create Western's new Office of Indigenous Initiatives (OII).





“This marks a big milestone for our institution. There’s now a team of people waking up every day thinking about how to do this work at all levels, across campus.”

The ongoing support of Western’s leadership, including its Board of Governors, Senate, President, and most notably, its Provosts, past and present, has been integral as we begin to realize our vision. We also could not have achieved these important milestones without the unwavering commitment and deep intergenerational passions of the small and growing Indigenous community we are fortunate to have at Western, along with the support of countless allies who continue to engage in the challenging reconciliatory work of transforming the academy.

To our various campus and community partners, my deep, heartfelt thanks for your trust, guidance and engagement in helping Western become more responsive to Indigenizing agendas, and in implementing Treaty responsibilities. You have played a crucial role in helping us advance Indigenous representation and inclusion, support Indigenous epistemologies and methodologies, and join Indigenous communities in their nation-building efforts. The trail we have started to lay down together will make the pathways of education much less challenging for the future generations of Indigenous Peoples who choose to study and work at Western.

Chi Meegwetch

Candace Brunette-Debassige

Acting Vice-Provost and Associate Vice-President (Indigenous Initiatives)



Our Strategic Priorities

Strengthen and build relationships with Indigenous communities

Nurture an inclusive campus culture that values Indigenous Peoples, perspectives and ways of knowing

Enhance Indigenous students' experiences

Achieve excellence in Indigenous research and scholarship

Excel in Indigenous teaching and learning

Indigenize Western's institutional practices and spaces

Become a university of choice for Indigenous students

Increase representation of Indigenous staff and faculty members





Office of Indigenous Initiatives

Responding to an urgent call from the Provost's Task Force on the Implementation of the Indigenous Strategic Plan (ISP), Western recently welcomed a new Indigenous voice to its leadership table.

The Vice-Provost and Associate Vice-President (Indigenous Initiatives) champions Western's commitment to increase an Indigenous presence across all levels of work, study and research through the new Office of Indigenous Initiatives.

The Office of Indigenous Initiatives and the Vice-Provost/Associate Vice-President (Indigenous Initiatives) leads the system-wide change required to advance truth and reconciliation efforts, achieve equitable outcomes for Indigenous Peoples and implement Western's Indigenous Strategic Plan.





Priority Areas

- Strategic planning and implementation
- Communications and reporting
- Community engagement
- Policy development and practice
- Space planning and management
- Curriculum and training development
- Student affairs, access and recruitment strategies
- Faculty and staff recruitment and retention strategies
- Research and scholarship strategies

Our Team



Candace Brunette-Debassige

Acting VP-AVP (Indigenous Initiatives) (Mushkego Cree, Treaty 9)



Paula Cornelius-Hedgepeth

Community Relations & Space Coordinator (Haudenosaunee, Oneida Nation of the Thames)



Sara Mai Chitty

Curriculum and Pedagogy Advisor (Anishinaabekwe, Alderville First Nation)



Indigenous Learning Space

Knowing Indigenous students engage and persist in learning environments where their Indigeneity is meaningfully reflected*, Western is creating an innovative Indigenous Learning Space. Consultations with Cree architect Wanda Dalla Costa and a community engagement process led to a design for a space rooted in Indigenous perspectives.

The Indigenous Learning Space will be a site for Indigenous learning, serving as a touchstone for gathering together in the spirit of Indigenization, decolonization and reconciliation.



Wanda Dalla Costa
Architect





Features:

- A distinctive circular structure with three levels of indoor space, including an open-concept gathering area, a second-level mezzanine and a lower-level teaching/learning space
- An outdoor classroom with ceremonial space, including an Indigenous food and medicine garden



Indigenous Students

Indigenous students often face complex barriers that are compounded when accessing universities, including: historical and ongoing expectations to assimilate into the university culture; limited access to K-12 and postsecondary environments; financial barriers linked to intergenerational poverty; geographic isolation; social and political barriers linked to ongoing colonialism and racism in the university.

To help reduce some of these obstacles, Western has expanded its Indigenous recruitment and financial aid initiatives in 2020-21.



Donna Noah
(Lunaapéexkweew),
Indigenous Financial
Aid Coordinator

- Appointed a new **Indigenous Financial Aid Coordinator**
- Established a **National Indigenous Scholarship Program** (three awards valued at \$50,000 each, based on academic excellence and meaningful contribution toward Indigenous communities)
- Expanded **Indigenous needs-based awards**
- Established a **five-year partnership with Indspire***, with a significant investment in Indigenous bursaries
- Created a **travel bursary for Indigenous students** in international exchange programs
- Piloted an **Indigenous student research travel grant**

*Indspire is a national Indigenous charity that invests in the education of Indigenous Peoples





Indigenous Faculty

Recognizing the vital role Indigenous scholars often play in Indigenizing the curriculum and research in universities, Western's Indigenous Strategic Plan called for an increase in Indigenous faculty members. In 2019-20, Western undertook an Indigenous faculty cluster hiring process. Since 2016, seven new Indigenous faculty members have joined Western in Law, Medicine, Education and Social Science.

Western Law

Western Law welcomed Mi'kmaw scholar, Frankie Young, PhD, in July 2019. Her research and teaching areas include Indigenous economic development and self-government, the legitimacy of Indigenous laws, trust law, banking and finance law, business law and secured property transactions.



“As an educator, I love to teach students about the first inhabitants and guardians of the land and resources in Canada and how Indigenous Peoples are a critical part of the fabric of the Canadian market economy.”

Frankie Young, PhD
Assistant Professor, Western Law

Schulich School of Medicine & Dentistry

Danielle Alcock, PhD, an Anishanaabe kwe, and member of Chippewas of Rama First Nation, was appointed Indigenous Lead at the Schulich School of Medicine & Dentistry in February 2020, where she is also an Assistant Professor in the Department of Epidemiology and Biostatistics.

As a champion of the School's Indigenous Health Action Plan, Alcock is looking to achieve goals based on the TRC Calls to Action, specifically those related to health care education.

“My goal is to ensure Schulich Medicine & Dentistry is a space representative of First Nations, Métis and Inuit communities. I've enjoyed working with community partners to discover what that looks like, and fostering relationships that go well beyond just my role.”

Danielle Alcock, PhD
Indigenous Lead,
Schulich School of Medicine & Dentistry





Indigenous Research

Canada Research Chair in Indigenous Health and Environment

Western has become the hub of a provincial network for Indigenous health training that is both culturally relevant and scientifically rigorous, thanks to the leadership of Anishinaabe scholar Chantelle Richmond, Canada Research Chair in Indigenous Health and Environment. She is part of a growing movement of academics and Indigenous community members examining how much of the research involving Indigenous communities is too narrowly focused, and does not consider the deeper and more complex situations facing many Indigenous communities.

Professor Richmond is chairing Western's Indigenous Research Sub-Committee in 2020-21, a body that will make several recommendations to advance capacity and the impact of Indigenous research at Western.

“I was feeling the gloom and doom of the stats around Indigenous Peoples having the poorest health of any population in Canada, but Professor Richmond helped me see how Indigenous research can be hopeful and helpful and how I can contribute.”

Vanessa Ambtman-Smith, PhD candidate, Geography, Trudeau and Vanier Scholar and a member of the Indigenous Research Lab

Head & Heart Indigenous Research Fellowship Program

For the past three years, Western has delivered a unique research program geared toward Indigenous students that strives, through an intergenerational network, to nurture a community and the next generation of Indigenous scholars.

As an example of the meaningful work undertaken by students in the program, past Head & Heart participant Kristen Longdo, BA'19, added a much-needed Indigenous dimension to a popular sociology textbook used by universities across Canada.

Chantelle Richmond, PhD

Canada Research Chair in
Health and Environment

“We cannot change the past,
but we can shape the future.
Young scholars are the future
and have the strength in their
voices to influence change in
society.”

Kristen Longdo, BA'19

Past participant, Head & Heart





Indigenous Curriculum and Learning

Western recognizes privileging Indigenous perspectives, methods of teaching and ways of knowing in curriculum and learning across disciplines is integral to Indigenousizing the university in meaningful ways, having a transformative impact on students.

Guide for Working with Indigenous Students

Created by a team of faculty, staff and students as members of the Interdisciplinary Initiative in Applied Indigenous Scholarship, this guide was designed in 2018 to help staff, faculty and administrators better understand the realities and needs of Indigenous learners in university settings.

Office of Indigenous Initiatives

In late 2019, the Office of Indigenous Initiatives (OII) appointed Sara Mai Chitty as Western's Indigenous Curriculum and Pedagogy Advisor to support faculty and staff members in including Indigenous perspectives in curriculum and learning.

Indigenous Learning Fund

This pilot program, created by the OII in 2020, invited proposals from faculties, units and student groups to help grow Indigenous teaching and learning at Western. The program drew nearly 20 submissions for one-time, single-year grants of up to \$7,500.

Faculty of Education

Mandatory for students enrolled in the Bachelor of Education program, *Aboriginal Education—Toward a Decolonizing Pedagogy for Teachers* examines the social, political, and historical contexts in which Aboriginal students receive schooling.



Faculty of Health Sciences, School of Nursing

Indigenous Health: The Influence of Policy and Practices provides students with the opportunity to critically examine and reflect on Indigenous health and health-care practices within historical, social, cultural and political contexts.

Western Law

In a reading and study course with Professor Frankie Young, students discuss critical legal issues that apply to Indigenous Peoples in Canada, including the long history of Indigenous legal traditions in the multi-juridical jurisdiction of the country. Students explore whether the law has emancipatory effects for Indigenous Peoples or if it works to inhibit their rights and freedoms.

Faculty of Social Science

Through an *Introduction to Indigenous Studies*, Professor Diana Lewis presents a variety of contemporary Indigenous topics, from both academic and community perspectives. Students learn key terms, facts, events, issues, worldviews and lifestyles of Indigenous Peoples in Canada, and are introduced to current Indigenous scholarship, cultural experts, Elders and researchers.



- ▼ Professor Diana Lewis in a talking circle with students following a screening of *We Were Children*, a film about the impact of residential schools in Canada.





Councils and Partnerships

The Office of Indigenous Initiatives regularly engages with Indigenous communities through two dynamic committees in order to inspire and advance its work.

Indigenous Postsecondary Education Council

For more than two decades, Western has relied on its Indigenous Postsecondary Education Council as an ongoing mechanism through which to seek advice and engage Indigenous communities on university matters. Its diverse membership includes local First Nations representatives both within and beyond the campus community.





Indigenous Faculty Advisory Council

The Indigenous Faculty Advisory Council provides Indigenous faculty members a culturally safe space to meet regularly, experience a sense of community and discuss needs and challenges relevant to their success. The Council also offers guidance to the Office of Indigenous Initiatives in identifying, developing and delivering Indigenous strategies to support and advance Indigenous faculty members.

New Indigenous Community Partnerships

- Western became a signatory on Southern First Nations Secretariat's Postsecondary Education Collaborative Agreement in August 2020
- The Office of Indigenous Initiatives and Western Law joined Indigenous Works Luminary Charter Partnership in August 2020





Challenges

As Western makes progress toward achieving its Indigenous strategic goals, key challenges remain.

- The academic system is steeped in assumed Euro-Western disciplinary constructs and traditions that often need to shift in order to create equitable space for Indigenous Peoples, perspectives and ways of knowing to emerge.
- There is an ongoing and pressing need to attract and retain Indigenous scholars in specific disciplines within a highly competitive academic hiring context.
- The increased workload of Indigenization is often placed on a small number of Indigenous employees and units with limited time and resources. To achieve true progress, a shared responsibility across the university along with partnerships with Indigenous Initiatives is needed.





Moving Forward Together

Advancing transformative change is an ongoing, long-term process dependent on deep listening, critical reflection, relationships and sustainable systemic actions.

Our work at Western has only begun.

As we further our efforts to Indigenize all aspects of teaching and research, we will continue to actively engage our campus and community partners. Just as key allies—from local Indigenous communities and regional organizations to Indigenous students, faculty and staff—played an integral role in shaping the plan that brought us to this beginning stage, we will rely on the same collaborative spirit as we move toward deeper change.



With crucial leadership infrastructure now in place through the Office of Indigenous Initiatives and an incoming Vice-President/Associate Vice-President set to lead the next planning cycle of Western's Indigenous Strategic Plan, we look to move toward increased Indigenous research supports, curriculum development, student recruitment and faculty hiring.

We appreciate the support of all our partners and look forward to growing our relationships along with our progress.

Anushik Meegwetch Yaw:ko Thank You

e: indigenous@uwo.ca

indigenous.uwo.ca

Indigenous Iconography

This past year, the Office of Indigenous Initiatives commissioned three local and regional Indigenous artists/designers to create customized iconography for use in its communication materials, and as featured in this report.



Tsista Kennedy

Tsista Kennedy is a woodland-style artist from Beausoleil First Nation and Oneida Nation of the Thames. He received a 2018 Governor General's Award for his piece, "Seventh Fire Leadership" in 2018.



Walter Darr Sands

Walter Darr Sands is a filmmaker, photographer and visual artist from Walpole Island First Nation. He is an alumnus of Western and recipient of the 2016 Karl Nathan Staats Award for Contemporary Media.



Skydome



Eagle



Snapping Turtle



Thunderbird



Design de Plume

Design de Plume Inc. is an Indigenous-owned communication firm providing accessible, cultural services to First Nations, not-for-profits, governments and communities to help them articulate messages of change.



Lacrosse stick



Smudge



Indigenous
Initiatives

Western University
1151 Richmond Street
London, Ontario, Canada N6A 3K7
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ITEM 11.1 – Revisions to MAPP 7.12 (Policy and Procedures for the Use of Animals in Research and Teaching) and Elimination of MAPP 7.10 (Institutional Animal User Training Program) and MAPP 7.15 (Post Approval Monitoring Program)

ACTION REQUIRED: ☒ FOR APPROVAL ☐ FOR INFORMATION ☐ FOR DISCUSSION

Recommended: That Senate approve and recommend to the Board of Governors revisions to MAPP 7.12, Policy and Procedures for the Use of Animals in Research and Teaching and,

The elimination of MAPP 7.10 Institutional Animal User Training Program and 7.15 Post Approval Monitoring (PAM) Program as Senate level policies, effective March 12, 2021.

EXECUTIVE SUMMARY:

At the November 15, 2019 meeting, Senate approved and recommended to the Board of Governors that the University Council on Animal Care (UCAC) be disbanded and that, consequently, the Animal Care Committee (ACC) be disbanded as a Senate Subcommittee.

As part of the approval, it was outlined that the MAPP Policies associated with animal-based research would continue to require approval from the University Research Board, Senate, and the Board of Governors (MAPP 7.10 – Institutional Animal User Training Program; MAPP 7.12 – Policy for the Use of Animals in Research, Testing and Teaching (new name: Animal Ethics and Care Program); MAPP 7.15 – Post Approval Monitoring (PAM) Program). Proposals for these MAPP policies were to be sent directly to the University Research Board from the Animal Care Committee. Animal Ethics and Care Program (AECF) reporting would also be sent directly to the University Research Board from the ACC.

As part of the ongoing Animal Ethics and Care Program's (AECF) operational and structural updates, there is now a need to revise the University's Manual of Administrative Policies and Procedures (MAPP) associated with animal-based scholarship at Western University and its affiliates to again accurately reflect current structure, policy and practice.

ATTACHMENT(S):

[Background, Primary Contact, Consultation](#)

[MAPP 7.10 - Institutional Animal User Training Program](#)

[MAPP 7.15 - Post Approval Monitoring \(PAM\) Program](#)

[MAPP 7.12 - Policy and Procedures for the Use of Animals in Research and Teaching](#)

[Animal Care Committee \(ACC\) Terms of Reference – For Information](#)

Background:

Western Research has been working diligently under the leadership of Lesley Rigg, Vice President (Research), to ensure that Western's policies and procedures relating to Animal Research Ethics are accurate, appropriate, and compliant.

Currently three MAPPs pertain to the Animal Ethics and Care Program (ACEP):

MAPP 7.10 - Institutional Animal User Training Program

MAPP 7.12 - Policy and Procedures for the Use of Animals in Research and Teaching

MAPP 7.15 - Post Approval Monitoring (PAM) Program

MAPP 7.12 was initially approved in 2006 and updated in 2016. It is the cornerstone of Western's responsibilities to the AECP and in its current updated form describes the overall institutional oversight of the AECP. It also encompasses all the components of the program, including Animal Use Protocol (AUP) review and approval, institutional animal user training, animal procurement, housing, animal health monitoring and intervention, Post Approval Monitoring (PAM), and crisis management.

In 2005 and 2015 respectively, MAPPs 7.10 and 7.15 were developed in response to Canadian Council on Animal Care (CCAC – The National Regulator) recommendations that Animal User Training and Post Approval Monitoring (PAM) initiatives be represented in institutional documents. At the time Animal User Training and Post Approval Monitoring (PAM) initiatives were not captured in the scope of MAPP 7.12.

Given subsequent development and approval of policies specifically related to Animal User Training and PAM to align with other existing policies such as Animal Use Protocol (AUP) review and approval, animal procurement, housing, animal health monitoring and intervention, and crisis management, MAPP 7.10 and 7.15 are now considered superfluous from a policy perspective. Furthermore, as these two MAPP policies pertain to operations now directly overseen by Western's Animal Care Committee (ACC), the scope of MAPP 7.10 - Institutional Animal User Training Program and MAPP 7.15 - Post Approval Monitoring (PAM) Program are redundant given their scope is covered in ACC-level policies.

MAPP 7.12, changes are requested given that included in the policy details, the University Council on Animal Care (UCAC) oversees and advises on all matters pertaining to animal-based scholarship activities associated with Western University and its affiliate institutions. To align with external regulatory requirements and to eliminate operational impediments, on November 15, 2019, Senate approved the disbandment of the UCAC as a Senate-level committee and the direct accountability of Western's ACC to the senior administrator responsible for the AECP, Western's Vice-President (Research). With the disbandment of UCAC, updates to MAPP 7.12 are being presented to remove reference to UCAC and to reflect the current institutional structure and accountabilities. The proposed amendments also outline that senior-level accountabilities reside solely within MAPP 7.12.

Overview of proposed amendments:

MAPP 7.12

Most significantly, a recommended amendment to this policy includes a proposed name change to "Animal Ethics and Care Program" to better reflect the overarching scope of the revised version of MAPP 7.12. This policy is associated with all animal-based scholarship activities involving approved Animal Use Protocols (AUP) under the jurisdiction of Western's ACC and outlines the responsibilities of the institution as per our external regulatory requirements for instituting and maintaining a compliant AECP.

Additional recommended updates to this policy include:

- Removal of reference to the 'University Council on Animal Care' (UCAC), previously a Senate-level committee.
- Addition of institutional senior administration to reflect accountability for ensuring the allocation of ongoing financial and administrative resources to maintain a compliant AECF.
 - Specific resource requirements are outlined.
- Addition of Western Research's 'Research Ethics and Compliance Office' in support of Western's ACC, which reflects an organizational change that took place in 2019.

MAPP 7.10 and 7.15

MAPP 7.10 and 7.15 are predominantly focused upon the functional operations of the ACC, and accountabilities of institutional support staff and animal-based scientists, except for reference to the accountabilities of senior administration to ensure allocation of adequate resources in support of a compliant AECF.

The operational elements within MAPP 7.10 and MAPP 7.15 have been duplicated within ACC-level policies and procedures to align with CCAC expectations, e.g., Post Approval Monitoring Program (POL-005), Institutional Animal User Training Program (POL-017, PROC-017), Concerns (POL-004). To understand the specific allocations of MAPP content to ACC policies, please reference the included information.

Recommendations for MAPP 7.10 and MAPP 7.15 elements associated with senior-level accountabilities have been added to MAPP 7.12 (see Item 4.).

Since both 7.10 and MAPP 7.15 are focused on operational aspects of the program, their contents are best suited within an ACC-level rather than a Senate-level policy structure, which would eliminate operational impediments.

Reporting / Policy Approval Accountabilities

The proposed AECF MAPP 7.12 will continue to require approval from the University Research Board (URB), Senate and the Board of Governors. Proposals for this MAPP policy will be sent directly to the URB from the Animal Care Committee. At the conclusion of each academic year, the ACC will submit a report to the URB and Senate regarding the ACC's activities.

Summary

In conclusion, to better reflect the AECF, align with CCAC's external regulatory requirements and eliminate operational impediments, it is proposed that

- Senior administration's accountabilities for ensuring adequate resources be approved as incorporated into MAPP 7.12, and
- MAPP 7.10 and 7.15 be removed as Senate-level policies, and
- Western's ACC be empowered to develop AECF operational policies that align with statutory requirements.
- Removal of reference to the 'University Council on Animal Care' (UCAC), previously a Senate-level committee.
- Addition of Western Research's 'Research Ethics and Compliance Office' in support of Western's ACC, which reflects an organizational change that took place in 2019.

Primary Contact

Erika Basile, Director, Research Ethics and Compliance ebasile@uwo.ca
Lesley Rigg, Vice President (Research) vpr@uwo.ca

Consultation

K. Shoemaker, Associate Vice-President (Research)
University Secretariat
Research Services, Animal Research Ethics

MAPP 7.10 - Institutional Animal User Training Program

Comparison of current MAPP 7.10 with repositioning of responsibilities

Policy 7.10 – Institutional Animal User Training Program	Alternative Policies
The purpose of this policy is to apply CCAC’s guidelines for the training of Animal Users; and to outline the associated roles and responsibilities for the Animal User Training Program associated with Western’s Research Community.	This is reflected in Western ACC’s policy: Institutional Animal User Training Program Policy & Procedures (POL-017/PROC-017)
1. Animal User Training Program elements must engender a culture of respect for animal life and must be designed to align with the Three Rs, as per CCAC’s guideline on: training of personnel working with animals in science (2015).	POL-017 – Policy #1 - Animal User Training Program elements must engender a culture of respect for animal life and must be designed to align with the Three Rs, as per CCAC’s guideline on: training of personnel working with animals in science (2015).
a. All Animal Users must demonstrate their understanding of ethics associated with the humane use of animals, including the Three R’s tenet of replacement, reduction and refinement.	POL-017 – Policy #2 - All Animal Users and caregivers must demonstrate their understanding of ethics associated with the humane use of animals, including the Three R’s tenet of replacement, reduction and refinement.
2. Institutional senior administration must ensure adequate resources are available to facilitate the delivery of an up-to-date and relevant Animal User Training Program that supports the knowledge and skills required for undertaking ACC-approved Animal Use Protocols and institutional roles of Animal Care/Husbandry personnel and aligns with current veterinary standards of animal care.	Added to MAPP 7.12 – Item 4. Institutional senior administration must ensure Western’s AECF is provided with necessary and sufficient ongoing financial and administrative resources as outlined within Appendix 1 – Responsibilities – b) through g).
3. The Animal User Training Program must be administered centrally by the Department of Animal Care & Veterinary Services (ACVS), which is responsible to: determine Animal User training requirements; establish training competency benchmarks; develop and maintain training program content and training platforms; and maintain training records.	POL-017 -P. 1 - The Animal User Training Program must be administered centrally by the Department of Animal Care & Veterinary Services (ACVS), which is responsible to: determine Animal User training requirements; establish training competency benchmarks; develop and maintain training program content and training platforms; and maintain training records.

<p>a. Other Animal User trainers will be pre-approved by ACVS and will follow the centralized training program elements.</p> <p>b. The ACC via its Executive must be apprised of any significant changes to the Animal User Training Program.</p>	<p>POL-017 -P. 1 - The Animal User Training Program must be administered centrally by the Department of Animal Care & Veterinary Services (ACVS), which is responsible to: determine Animal User training requirements; establish training competency benchmarks; develop and maintain training program content and training platforms; and maintain training records.</p>
<p>4. Animal Users must complete the following CCAC-mandated animal training prior to undertaking animal-based science or animal care work, as outlined within ACC-approved Animal Use Protocols (AUPs) and/or associated with institutional roles:</p> <p>a. Western's Basic Animal Care and Use online ethics course, or an ACVS-approved alternative; and,</p> <p>b. As required by the Animal User's role, hands-on animal workshops / training sessions and their associated online course prerequisites.</p>	<p>POL-017 P. 2 - Animal Users and caregivers must complete the following CCAC-mandated animal training involving both theoretical and practical skills and prior to undertaking animal-based science or animal care work, as outlined within ACC-approved Animal Use Protocols (AUPs) and/or associated with institutional roles:</p> <ul style="list-style-type: none"> • Western's Animal Ethics and Regulations online ethics course, or an ACVS-approved alternative; and, • as required by the Animal User's role, hands-on animal workshops / training sessions and their associated online course prerequisites.
<p>c. Exemption from the training requirements outlined in 4.a-b may be requested and will be considered by the ACC based upon documented and/or demonstrated evidence that an equivalent course or experience has been obtained elsewhere (See Procedures for the Institutional Animal User Training Program).</p>	<p>POL-017 P. 2 - Exemption from the training requirements may be requested and will be considered by the ACC Training Exemption Working Group based upon documented and/or demonstrated evidence that an equivalent course or experience has been obtained elsewhere (See Procedures for Institutional Animal User Training-PROC-017).</p>
<p>5. Animal User training must be offered with adequate frequency and oversight by proficient trainers to ensure all animal users receive necessary knowledge, skills and competency prior to performing ACC-approved animal procedures independently.</p>	<p>POL-017 P. 2 - Animal User training must be offered with adequate frequency and oversight by proficient trainers to ensure all animal users receive necessary knowledge, skills and competency prior to performing ACC-approved animal procedures independently.</p>
<p>a. The responsibility for ensuring Animal Users are competent will be shared among ACC-approved trainers and supervisors of Animal User trainees, e.g. Principal Investigators, Animal Care facility supervisors.</p>	<p>POL-017 – P. 2 - The responsibility for ensuring Animal Users and caregivers are competent will be shared among ACC-approved trainers and supervisors of Animal User trainees, e.g. AUP Holders, Facility supervisors.</p>

<p>b. Until personnel have obtained competence to perform animal procedures, a competent individual must closely supervise their work with animals.</p> <p>c. When practical skills must be acquired, training should be timed in proximity to the timeframe when the skills are required.</p>		<p>POL-017 – P. 2 - Until personnel have obtained competence to perform animal procedures, a competent individual must closely supervise their work with animals. When practical skills must be acquired, training should be timed in proximity to the timeframe when the skills are required.</p>
<p>6. Any concerns associated with respect to Animal User competency and/or the Animal User Training Program must be forwarded to the ACC Executive for consideration, as per UCAC's Concerns Identification, Project Refinement and Corrective Response Policy (POL-004).</p>		<p>POL-017 – P. 1 - Any concerns associated with respect to Animal User and caregiver competency and/or the Animal User Training Program must be forwarded to the ACC Executive for consideration, as per the Concerns Policy (POL-004).</p>

MAPP 7.15 - Post Approval Monitoring (PAM) Program

Comparison of current MAPP 7.15 with repositioning of responsibilities

Policy 7.15 – Post Approval Monitoring (PAM) Program	Comments / Alternative Policies
<p>I. PURPOSE & SCOPE</p> <p>This policy provides a framework for the establishment and maintenance of a post approval monitoring (PAM) program for all animal-based science at Western.</p>	<p>The ACC has developed its own policy outlining PAM elements, as these are operational in nature.</p>
<p>PAM encompasses regular assessment of core AUP elements including but not limited to animal procurement, animal housing and husbandry, animal procedures, animal monitoring, sick animal response, animal health/procedural records, and related documentation.</p>	<p>These are operational in nature, so are included within the ACC's PAM Policy (POL-005) and related ACC policies.</p>
<p>III. POLICY</p> <p>1. The Vice-President (Research), the Animal Care Committee (ACC), the ACVS Veterinarians, the Animal Care (AC) staff, and Principal Investigators (PIs) must have safeguards in place to ensure that difficulties experienced with any aspect of animal care or use can be effectively identified and addressed.</p>	<p>Safeguards are outlined within the ACC PAM policy</p>
<p>2. The ACC must actively work with PIs, ACVS Veterinarians and Animal Care (AC) Facility Supervisors, and their designates, to identify and correct all variances from approved AUPs, institutional policies and ACC-approved standard operating procedures (SOPs) and/or current veterinary standards.</p>	<p>ACC PAM policy Para 2 - Post approval monitoring must be undertaken using a collaborative approach by all responsible parties to identify and correct all variances from approved AUPs, institutional policies and procedures and/or current veterinary standards, and to prevent and/or relieve unnecessary animal pain and suffering.</p>
<p>3. The ACC must work with the members of ACVS veterinary and Animal Care staffs to ensure compliance with its decisions and with the conditions set out in approved Animal Use Protocols (AUPs).</p>	<p>ACC PAM policy Para 1 Following the approval of an Animal Use Protocol (AUP) by the Animal Care Committee (ACC), the animal-based scientist must endeavour to undertake his/her AUP in practice as approved in principle, and support the oversight of his/her animal care and use by arms-length designates of the Animal Care Committee (ACC) and University Veterinarian.</p>

<p>4. All stakeholders must work collaboratively in a collegial manner in attempting to correct variances from the approved AUP and institutional policies and procedures.</p>	<p>ACC PAM policy Para 2 - Post approval monitoring must be undertaken using a collaborative approach by all responsible parties to identify and correct all variances from approved AUPs, institutional policies and procedures and/or current veterinary standards,</p>
<p>5. The ACC and its designates must prioritize post approval monitoring (PAM) activities for AUPs by sensitive species, categories of invasiveness, and projects associated with previous incidents and non-compliance.</p>	<p>ACC PAM policy Para 3 - Post approval monitoring must be undertaken by arms-length designates of the ACC, who must ensure that all animal holding and use areas, including procedure rooms, are visited with a frequency proportional to risks to animal health and welfare.</p>
<p>6. Persistent breaches of compliance or threats to the health and safety of personnel or animals must be reported promptly to the ACC Chair.</p>	<p>This is covered in the ACC's 'Concerns' Policy (POL-004): All members of Western's Research Community must promptly notify the ACC Executive of any Concerns that are not appropriately and quickly resolved through preliminary discussions between the concerned individual and the Responsible Person (RP), and persistent breaches of compliance or threats to the health and safety of personnel or animals.</p>
<p>7. The ACC and ACC Chair must promptly address persistent breaches of compliance or threats to the health and safety of personnel or animals through communications with PIs and their staffs, related meetings and site visits, and communications with the Senior Administrator, as necessary.</p>	<p>This is covered in the ACC's Concerns Policy (POL-004) Where the ACC, or designate, has reason to believe that an offence has been or will be committed against section 16 of the Animals for Research Act, R.S.O. 1990, pertaining to unnecessary animal suffering, the ACC or designate(s) must immediately prevent, stop or alleviate that suffering....The ACC Chair and/or Institutional Veterinarian must immediately intervene to prevent and/or relieve animal suffering, as per ARA, Section 17, and promptly address persistent breaches of compliance or threats to the health and safety of personnel or animals by following this policy and associated procedures</p>
<p>8. Breaches of compliance that cannot be corrected by the ACC working with the concerned animal-based scientists, Veterinarians and Animal Care staffs must be referred to Senior Administration.</p>	<p>This is covered in the ACC's Concerns Policy (POL-004) For instances involving allegations of Non-Compliance, and as applicable to the situation: the ACC Executive must notify the full ACC, institutional senior administration and external regulators of the allegations and action plans/sanctions imposed.</p>

	Breaches of compliance that cannot be corrected by the ACC and its Executive in conjunction with institutional stakeholders must be referred to the Vice President (Research), or designate.
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POLICY 7.12 — Policy for the Use of Animals in Research, Testing and Teaching Animal Ethics and Care Program

Policy Category:	Research
Subject:	Use of Animals in Research, Testing, Teaching and Display
Approving Authority:	Board of Governors
Responsible Officer:	Vice-President (Research)
Responsible Office:	Office of the Vice-President (Research)
Related University Policies:	MAPP 7.0 – Academic Integrity in Research Activities MAPP 7.10 – Standardized Training in Animal Care and Use MAPP 7.15 – Post Approval Monitoring Program
Effective Date:	
Supersedes:	September 26, 2006, November 26, 2009, November 22, 2012, November 26, 2015, June 23, 2016

I. PURPOSE

The purpose of this policy is to set out provisions that all Animal-Based Science activities at Western University and/or its affiliate institutions and hospitals are conducted in accordance with best practices and all external regulatory standards for animal care in a research environment including instituting and maintaining an Animal Ethics and Care Program (AECp).

I. PURPOSE & SCOPE

This policy and its associated procedures apply to all instances of research, testing, teaching and display involving animals at Western, its affiliated hospitals, affiliated university colleges and research institutes, to field research that involves more than simple observation (e.g. trapping, artificial provisioning), and to Principal Investigators (PIs) using animals owned by the public, and to all PIs and/or instructors and their staffs.

The policy outlines the responsibilities and accountabilities of university officers and the various committees and subcommittees established in accordance with the regulations of the Canadian Council on Animal Care (CCAC) and the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA).

Failure to comply with this policy and its associated procedures may prevent approval of Animal Use Protocols (AUPs), and may result in the withdrawal of AUP approval by ACC. As warranted by the severity of circumstances, this may also include revoking University approval for animal based research, testing, teaching and displaying, and notification of this decision to Department Chairs, Institute Heads, and appropriate granting and licensing agencies.

POLICY 7.12 – Policy for the Use of Animals in Research, Testing and Teaching Animal Ethics and Care Program

II. SCOPE

This policy applies to all Animal-Based Science activities associated with Western University and/or its affiliated institutions and hospitals.

II. POLICY

1. The University Council on Animal Care (UCAC), chaired by the Vice President (Research), is responsible to Senate for all aspects of procurement, maintenance, use and ethical treatment of animals in research, testing, teaching and display as defined by the Canadian Council on Animal Care (CCAC), hereafter referred to as “animals.” UCAC must ensure adequate institutional oversight according to the outlined procedures in this document, and as outlined within its Terms of Reference.

2. The Vice President (Research) is the senior administrative officer of the University responsible for the care and use of animals at the University and its affiliated institutions—London Health Sciences Centre/Lawson Health Research Institute, St. Joseph’s Hospital, Robarts Research Institute, Siebens Drake Medical Research Institute, Huron University College, Kings University College, Brescia University College, Child and Parent Resource Institute, as outlined within the Senior Administrator’s Terms of Reference (see Appendix 1).

3. The institution’s Animal Care Committee (ACC) of UCAC, under the leadership of its Chair and Vice Chairs, is responsible to UCAC for ensuring that the care and use of animals associated with the University’s animal based research, testing, teaching and display activities are in compliance with all Federal, Provincial, and University policy statutory requirements, regulations and guidelines, as outlined within its Terms of Reference.

4. The Department of Animal Care and Veterinary Services (ACVS), under the leadership of its Director and directly accountable to the Vice President (Research), serves the University and its affiliated institutions, its associated committees, and the research community, by ensuring animal care and use meets all Federal, Provincial, and University policy statutory requirements, regulations, and guidelines, and by facilitating the research of scientists using CCAC defined animal models.

5. ACVS, Institutional Compliance Officers, Animal Care Facility Supervisors, Principal Investigators, and their respective staffs share responsibility for the ongoing assessment and maintenance of ethically appropriate animal care and welfare.

6. Any Principal Investigator or instructor intending to use animals for research, testing, teaching or display in association with the University or its affiliates must be a University faculty member, an ACVS veterinarian, or a LHSC/Lawson appointed scientist, unless otherwise approved by the ACC.

III. AUTHORITY AND RESPONSIBILITY

a. Regulators having direct certification and licensing authority for the AECF include the Canadian Council on Animal Care (CCAC), the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA) and, for U.S. funding, the Office of Laboratory Animal Welfare (OLAW).

- i. At the national level, the CCAC sets standards, certifies, and continually assesses institutions wishing to engage in Animal-Based Science activities. Institutions that maintain these standards receive a certificate of Good Animal Practice (GAP).
- ii. At the provincial level, OMAFRA enforces Ontario’s *Animals for Research Act*, R.S.O. 1990 through unannounced inspections. Institutions that comply with the *Act* maintain annual licensing.

**POLICY 7.12 – Policy for the Use of Animals in Research, Testing and Teaching
Animal Ethics and Care Program**

- b. Through collaborative and collegial interactions with one another, all stakeholders listed in this policy are responsible to align their practices with external and institutional statutory requirements relating to animal ethics and care.
- c. Western's senior administration must ensure the AECP is provided with the necessary and sufficient ongoing financial and administrative resources as outlined in Appendix 1 – Responsibilities – b) through g).
- d. The Vice-President (Research) is designated as the senior administrative officer of the University responsible for the administration of this Policy, and as outlined within the *Senior Administrator's Terms of Reference* (see [Appendix 1](#)).
- e. To ensure Western is following the standards required to maintain regulatory certification and licensing, Western's Animal Care Committee (ACC), as delegated by the Vice-President (Research), will undertake the role of 'working Animal Care Committee' per its [Terms of Reference](#) and with reference to CCAC's [Terms of Reference for Animal Care Committees](#) (2006).
- f. Western's Research Ethics and Compliance Office (RECO), is responsible to provide administrative support and to facilitate ACC operations and directives in collaboration with senior administration, the University Veterinarian and other institutional stakeholders (e.g., Animal-Based Scientists, animal health professionals, facility supervisors and staff).
- g. Animal Care and Veterinary Services (ACVS), is responsible to provide leadership to the AECP and to serve Western's research community and its associated committees, to ensure alignment with all external and institutional statutory requirements, and to facilitate compliant Animal-Based Science activities.
- h. Faculty, staff and students share responsibility for undertaking Animal-Based Science activities in alignment with all external and institutional statutory requirements, including the ACC's [Policies and Procedures](#).

IV. NON-COMPLIANCE

- a. Failure to comply with this policy may result in the revocation of grant funding, institutional certification (CCAC's Good Animal Practice – GAP) and/or provincial licensing (OMAFRA) and/or U.S. licensing (OLAW).
- b. All contraventions of AECP policies and procedures will be adjudicated by the Animal Care Committee, as per its [Terms of Reference](#).

POLICY 7.12 – Policy for the Use of Animals in Research, Testing and Teaching Animal Ethics and Care Program

Glossary of Terms

Affiliates – Lawson Health Research Institute, London Health Sciences Centre, St. Joseph's Health Care London, Huron University College, Kings University College, Brescia University College.

Animal-Based Science – Branches of scholarship where live vertebrate and cephalopod animals are used in research, teaching or testing

Animal Care Committee (ACC) – Western's Animal Care Committee (ACC), under the leadership of its Chair and Vice Chairs, maintains and improves the Animal Ethics and Care Program (AECPP) so it remains in compliance with all external and institutional statutory requirements, as outlined within its Terms of Reference. The ACC advises the Vice President (Research) on all aspects of the program and to ensure compliance with regulators' requirements, those who have direct certification and licensing authority for the AECPP

Animal Care Committee Executive – An ACC Working Group, as per the ACC Terms of Reference, that provides real-time feedback and support to institutional stakeholders accountable for the animal care and use program; provides leadership for animal ethics reviews; acts as front-line responders to Concerns brought to its attention, as outlined within the Concerns Policy (POL-004); receives updates from ACC designates regarding their mandated activities; provides direction and support to other ACC Working Groups; and relays decisions to the Full ACC

Animal Care and Veterinary Services (ACVS) – A department under Western Research led by its Director – the University Veterinarian – that is responsible to provide animal health professional support for the Animal Ethics and Care Program to ensure alignment with all external and institutional statutory requirements and to support Animal-Based Science programs

Animal Ethics and Care Program (AECPP) – A comprehensive integrated program consisting of operations and compliance assurance components. The program is integrated across Western and its affiliates through its Animal Care Committee with accountability for the program resting with Western's Vice President (Research). Compliance assurance occurs through institutional structures, policies and processes focused upon ensuring regulatory alignment of Animal-Based Science activities

Animal Use Protocol (AUP) – The Animal Care Committee's (ACC) mandatory animal ethics form that contains details of a AUP holder's intended live vertebrate and cephalopod animal use, which must be reviewed and approved by the ACC in advance of Animal-Based Science activities (see POL-002)

Canadian Council on Animal Care (CCAC) – A not-for-profit organization, created in 1968 to oversee the ethical use and care of animals in science (research, teaching and testing) throughout Canada on behalf of Tri-Agency and the Canadian public; responsible for developing national policies and guidelines, assessing research facilities' compliance with these standards, and administering the Certificate of Good Animal Practice (GAP) to compliant facilities

Institutional Animal User Training Program – A Canadian Council on Animal Care (CCAC) mandated centralized program focused on training Animal-Based Scientists and those responsible for animal care on the ethics, care and use of live animals, which is developed, presented and administered by delegates of Western's Animal Care Committee (ACC), e.g., animal health professionals within the Department of Animal Care and Veterinary Services (ACVS).

Institutional Veterinarian – A veterinarian within the Department of Animal Care and Veterinary Services (ACVS) that, under the direction of the University Veterinarian, provides veterinary support for the Animal Ethics and Care Program (AECPP) in alignment with the Canadian

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Association for Laboratory Animal Medicine's (CALAM) Standards of Veterinary Care as well as external and internal regulators' laws, policies and guidelines

Post Approval Monitoring (PAM) Program – A Canadian Council On Animal Care (CCAC)-mandated program overseen by the Animal Care Committee (ACC) and undertaken by arms-length designates (e.g., Visits by Animal Health Professionals (POL-020), ACC Site Visits (POL-019)) to ensure animal-based science practice aligns with principle (as outlined within the approved Animal Use Protocol (AUP)) and current standards of ethics and care (see POL-005)

University Veterinarian – Western's senior veterinarian accountable to Western's Vice President (Research) who is responsible for providing expert leadership for the citywide Animal Ethics and Care Program (AECF) in conjunction with institutional senior administration and the Animal Care Committee (ACC), and for acting as Director of the Department of Animal Care and Veterinary Services (ACVS)

Vice-President (Research) – The senior administrative officer of the University responsible for the Animal Ethics and Care Program (AECF), as outlined within the *Senior Administrator's Terms of Reference* (see MAPP 7.12, Appendix 1).

Appendix 1



Institutional Senior Administrator Responsible for Western's Animal Care and Use Program
Terms of Reference

Purpose

The Canadian Council on Animal Care's (CCAC) *policy statement for senior administrators responsible for animal care and use programs* (2008),¹ requires that an institution names a single senior administrator ultimately responsible for ensuring appropriate animal care and use in partnership with institutional members and with the CCAC. While the institution ultimately bears responsibility for its animal ethics and care program through institutional leaders, the senior administrator is the individual responsible to coordinate efforts, ensure that all organizational responsibilities are fulfilled, and ensure the associated Institutions provide adequate resources to fulfill their commitments.

Responsibilities

Western University's Vice President, (Research) is designated as the senior administrator ultimately responsible for the Animal Ethics and Care Program (AECF). Other institutional leaders with shared accountability for supporting the Vice President (Research) in fulfilling these responsibilities include Deans, Vice-Deans, Associate Deans, and Chairs/Directors.

As such, Western's Vice President (Research) is responsible to ensure that:

- a) A CCAC Certificate of GAP – Good Animal Practice – is in place for all areas associated with Animal-Based Science under the authority of Western's Animal Care Committee (ACC);
- b) At minimum one Animal Care Committee (ACC) is appropriately composed, structured and well-functioning in accordance with CCAC's policy statement on terms of reference for animal care committees; that this committee is provided with sufficient human resources to function appropriately and effectively;
- c) AECF operations are appropriately resourced to meet the institution's scientific goals of research, field research, and teaching; appropriate and sufficient animal facilities are in place to accommodate the species and types of work to be undertaken;
- d) Sufficient, well-structured and knowledgeable veterinary and animal care staff are in place to provide effective support to Animal-Based Scientists and to the health and welfare of animals;

¹ Canadian Council on Animal Care (2008) Retrieved from
http://www.ccac.ca/Documents/Standards/Policies/Senior_administrators.pdf

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adequate resources are provided to these roles to support their continuing education and training specific to their field;

- e) Animal users are well-informed with regard to all aspects of Western's AECP; Animal-Based Scientists understand that animal use is a privilege granted conditionally upon adherence to all regulatory and institutional standards of animal ethics and care, and appropriate training resources are in place;
- f) A sound structure is in place to support solid pre- and Post-Approval Monitoring (PAM) programs that eliminates unnecessary barriers to Animal-Based Science, that fosters effective communications between Animal-Based Scientists, the ACC and veterinary and animal care staff, and that results in prompt resolution of concerns; in the event of serious differences of opinion that cannot be readily resolved between researchers and the ACC, the Vice President (Research) will provide direct support to the ACC in order to seek prompt resolution that aligns with regulatory and institutional standards;
- g) Institutional measures are in place to protect those who may be exposed to animals from related hazards, including an occupational health and safety and a crisis management program; and
- h) Those involved in the AECP appropriately prepare for and contribute to every CCAC assessment visit; key roles associated with the AECP, including the Vice President (Research), are made available to respond to questions; the Vice President (Research) acts as the main institutional contact with CCAC by receiving and sending all formal CCAC communications; comprehensive responses from the Vice President (Research) are provided in a timely manner to address CCAC recommendations about institutional program deficiencies.



1. ACC Responsibilities and Authority

As defined within the Canadian Council on Animal Care (CCAC)'s *Terms of Reference for Animal Care Committees*, and acting under the authority of the **Vice President (Research), who is the** senior administrator responsible for the Animal Ethics and Care Program (AECP), **within Western's Research Community**—the Animal Care Committee (ACC) is responsible **to:**

1.1 **To** Assume all responsibilities mandated by:

- 1.1.1 The Canadian Council on Animal Care **through their** policy statements, guidelines and other standards;
- 1.1.2 The *Animals for Research Act* (R.S.O. 1990), **as executed by the** Ontario Ministry of Agriculture and Rural Affairs (OMAFRA);
- 1.1.3 **Section 4.4 of Research Involving Animals within** Tri-Agency's *Agreement on the Administration of Agency Grants and Awards by Research Institutions*;
- 1.1.4 *CALAM Standards of Veterinary Care* (Canadian Association for Laboratory Animal Medicine);
- 1.1.5 Other Federal agencies whose policies apply to the use of animals and/or materials used in research involving animals, including but not limited to:
 - 1.1.5.1 Canadian Food Inspection Agency
 - 1.1.5.2 Health Canada
 - 1.1.5.3 Public Health Agency of Canada
 - 1.1.5.4 Environment Canada, and
 - 1.1.5.5 Transport Canada;
- 1.1.6 For Animal-Based Science involving U.S. funding, **the** *Policy on Humane Care and Use of Laboratory Animals* **through the** Public Health Service – Office of Laboratory Animal Welfare (OLAW) ; and
- 1.1.7 University policies
 - 1.1.7.1 MAPP 7.0 – *Academic Integrity in Research Activities*
 - 1.1.7.2 MAPP 7.12 – *Animal Ethics and Care Program*
 - 1.1.7.3 **MAPP 7.10 – Institutional Animal User Training Program**
 - 1.1.7.4 **MAPP 7.15 – Post Approval Monitoring (PAM Program)**
 - ~~1.1.7.3 ACC-approved policies, procedures and Standard Operating Procedures;~~
- 1.1.8 **ACC-approved policies, procedures, and Standard Operating Procedures, as listed on the ACC OWL site;**



1.2 Develop, approve, regularly review and disseminate institutional policies and procedures associated with Western's AECF; to review and approve all Animal-Based-Science related Standard Operating Procedures (SOPs);

~~1.2 To ensure that animal-based scientists working off-site, such as field researchers, those collaborating at other sites or institutions (including sabbaticals and other periods of academic leave), and those conducting studies or teaching with animals owned by them or the public, are in compliance with 1.1;~~

~~1.3 To~~ Provide ethical review and oversight of Animal Use Protocols (AUPs) once they have been found to have scientific, pedagogical, or regulatory merit;

1.3.1 The ACC shall review the ethical acceptability of all Animal-Based Science conducted under Western's jurisdiction or auspices by faculty members, staff or students, regardless of where the scholarship is conducted.

1.3.2 This includes (a) rejecting, proposing modifications to, or terminating any proposed or ongoing Animal-Based Science that the ACC deems to be non-compliant in accordance with regulations or (b) approving any research that the ACC deems to comply with CCAC and OMAFRA requirements.

1.4 The ACC shall act independently when making decisions regarding the ethics of research. Neither the Vice-President (Research) nor any other entity may override the ACC's decision to approve, reject, request modifications to, or terminate any proposed or ongoing research. Stop or limit the use of animals associated with Animal-Based Science in accordance with regulations of all entities listed in 1.1 above;

~~1.4 To ensure that Animal Use Protocols are undertaken in practice as approved in principle;~~

1.5 Use its authority as delegated by the Vice-President (Research) to:

1.5.1 stop any procedure it considers objectionable on the basis that unnecessary distress or pain is being experienced by an animal;

1.5.2 stop immediately any use of animals which deviates from the approved use, any non-approved procedure, or any procedure causing unforeseen pain or distress to animals;

1.5.3 have an animal euthanized humanely if pain or distress caused to the animal is not part of the approved AUP and cannot be alleviated; and

1.5.4 delegate authority to treat or euthanize animals to an Institutional Veterinarian, where in the veterinarian's opinion and judgment 1.6.1 – 1.6.3 are met;

~~1.5 To develop, approve, regularly review and disseminate institutional policies and procedures associated with Western's Animal Ethics and Care Program; to review and approve all animal based related Standard Operation Procedures (SOPs);~~

1.6 Support unrestricted access by ACC leaders and Institutional Veterinarians at all times to all areas where animals are held or used;



- ~~1.6 To ensure that all individuals involved in animal-based science activities receive CCAC-mandated animal user training;~~
- 1.7 Ensure that Animal-Based Scientists working off-site, such as field researchers, those collaborating at other sites or institutions (including sabbaticals and other periods of academic leave), and those conducting studies or teaching with animals owned by them or the public, are in compliance with regulations of all entities listed in 1.1;**
- ~~1.7 In collaboration with institutional officials, to ensure the sufficiency of and continuing education and training for institutional animal health professional and husbandry staff;~~
- 1.8 Ensure a robust Post Approval Monitoring (PAM) Program is in place, and that AUPs are undertaken in practice as approved in principle;**
- ~~1.8 To ensure that all animals used within Western's Research Community for animal-based science activities are within institutional spaces are sourced only from ACC-approved commercial and non-commercial sources;~~
- 1.9 To ensure that all individuals involved in Animal-Based Science activities receive CCAC-mandated Institutional Animal User Training;**
- ~~1.9 To ensure a robust post-approval monitoring program is in place;~~
- 1.10 In collaboration with Western's Vice President (Research), to ensure the sufficiency of and continuing education and training for institutional animal health professional and husbandry staff;**
- ~~1.10 To support unrestricted access by ACC leaders and Institutional Veterinarians at all times to all areas where animals are held or used;~~
- 1.11 Ensure that all animals used for Animal-Based Science activities within institutional spaces are sourced only from ACC-approved commercial and non-commercial sources;**
- ~~1.11 As necessary, to establish other working groups in order to undertake specific projects on behalf of the full ACC, and to include the following working groups (See Terms of Reference for ACC Working Groups):~~
 - ~~1.11.1 An Executive;~~
 - ~~1.11.2 Animal Use Protocol (AUP) Review;~~
 - ~~1.11.3 Training Exemption;~~
 - ~~1.11.4 Laboratory Animal Facility Supervisors; and~~
 - ~~1.11.5 Policies and Procedures.~~
- 1.12 Determine and lead in the correction of breaches of compliance with approved AUPs and current veterinary standards of care (e.g., ACC's *Concerns Policy* (POL-004), Ontario's *Veterinarians Act, 1989*, as overseen by the Ontario College of Veterinarians);**
- ~~1.12 To stop or limit the use of animals associated with animal-based science in accordance with 1.1 above;~~



1.13 As necessary, establish other Working Groups to undertake specific projects on behalf of the ACC, including the following Working Groups (See *Terms of Reference for ACC Working Groups*):

1.13.1 An Executive

1.13.2 Animal Use Protocol (AUP) Review

1.13.3 Training Exemption

1.13.4 Laboratory Animal Facility Supervisors, and

1.13.5 Policies and Procedures.

~~1.13 To determine and lead in the correction of breaches of compliance with approved Animal Use Protocols and current veterinary standards of care;~~

1.14 Bring to the attention of the Vice President (Research) and Lawson Health Research Institute's (LHRI) Director any matters requiring their special attention, e.g., disease outbreak, non-compliance, animal rights activism, and make recommendations as appropriate; and

~~1.14 To use its authority as delegated by the Vice President (Research) to:~~

~~1.14.1 stop any procedure it considers objectionable on the basis that unnecessary distress or pain is being experienced by an animal;~~

~~1.14.2 stop immediately any use of animals which deviates from the approved use, any nonapproved procedure, or any procedure causing unforeseen pain or distress to animals;~~

~~1.14.3 have an animal euthanized humanely if pain or distress caused to the animal is not part of the approved Animal Use Protocol (AUP) and cannot be alleviated; and~~

~~1.14.4 delegate authority to treat or euthanize animals to an Institutional Veterinarian, where in the veterinarian's opinion and judgment 1.14.1 – 1.14.3 are met; and~~

1.15 At the conclusion of each academic year, to submit a report to the Senate regarding the AECP's activities.

~~1.15 To bring to the attention of the Vice President (Research) and Lawson Health Research Institute's Director any matters requiring their special attention, and to make recommendations as appropriate; to report to the University Research Board minimum annually, or as necessary~~

2. ACC Composition

The ACC must have adequate active membership to allow it to fulfill its Terms of Reference, to include:

2.1. A Chair, who is accountable to and appointed by the Vice-President (Research) in consultation with ACC, the University Veterinarian and the Director of the Office of Research Ethics and Compliance.



2.1.1. The Chair must be a tenured faculty member with minimum ten years' experience at Western and who has been an active ACC member and who has served at least two years on the ACC.

2.2. Two Vice Chairs must be appointed by the ACC Chair.

2.2.1. As a general guideline, one Vice Chair should be affiliated primarily with Lawson Health Research Institute (LHRI) and the other affiliated primarily with Western.

2.3. Ex officio members will include:

2.3.1. The University Veterinarian

2.3.2. The ACVS Assistant Director-Compliance Assurance

2.3.3. Research Western's Research Animal Safety Consultant

2.3.4. The ACC Coordinator(s), and

2.3.5. Laboratory Animal Facility Supervisors.

2.4. In addition to the above-mentioned ex-officio members, the ACC must be comprised of sufficient membership that represents the community, all faculty, staff and students at Western and hospital staff that engage in Animal-Based Science, to include the following categories:

2.4.1. Category 1 – Animal-Based Scientists – Minimum two suitably qualified persons with substantial experience in the use of animals in Animal-Based Science activities within Western's research community.

2.4.1.1. Members from this category will be representative of all faculty and LHRI divisions that engage in Animal-Based Science.

2.4.2. Category 2 – Community Representatives – Minimum two persons who represent the community who are not employed by Western or LHRI, who are not involved in the care and use of animals associated with Animal-Based Science, and who are not otherwise in a conflict of interest.

2.4.3. Category 3 – Non-Animal User - Minimum two employees of Western or LHRI who are not involved either directly or indirectly in the care and use of animals for Animal-Based Science activities.

2.4.4. Category 4 – Technical Representative - Minimum two employees of Western or LHRI with veterinary technician (VT) or Registered Laboratory Animal Technician (RLAT) qualifications, expertise, and experience.

2.4.5. Category 5 – Student Representative - Minimum two students; preferably students will be those at a PhD level and involved in Animal-Based Science.

2.4.6. Category 6 – Laboratory Animal Facility Supervisor Representatives – A total of two individuals with the expertise and experience in Laboratory Animal Facility operations and who are at arms-length from the related Animal-Based Science activities.



2.5. With the exception of Category 2, all nominations will be sought from Deans of Faculties, Directors or Chairs of Departments/Schools/Institutes/Units as membership opportunities become available.

2.6. Potential Community Representatives will be recommended by the ACC.

2.7. Prior to appointment, all category members must first:

2.7.1. Meet with the ACC Chair and University Veterinarian in the first instance, and then meet with the ACC Executive to ensure compatibility with the mission;

2.7.2. Attend a formal orientation session;

2.7.3. Acknowledge in writing that they will accept and support:

2.7.3.1. The ACC *Terms of Reference*;

2.7.3.2. An ACC member-specific *Confidentiality Agreement*;

2.7.3.3. An ACC member role-specific responsibilities outline;

2.7.3.4. ACC policies; and

2.7.4. Attend an ACC meeting as an observer.

2.8. With the exception of ex officio members and the Chair, all members of the ACC will be appointed by the ACC Chair.

2.9. Other Western / LHRI employees will be called upon by the ACC or the Executive to provide consultation and support on an as-needs basis.

2.9.1. In situations where a non-ACC member wishes to attend an ACC meeting in order to provide information or receive clarification on specific elements associated with the committee or its meeting-specific Agenda, the Chair will review the request and grant permission on a case-by-case basis.

2.10. Any non-member attendees at ACC meetings will be considered to have a 'non-consensus/non-voting' role, and will be required to sign a confidentiality agreement, as deemed appropriate by the Chair.

2. ACC Meetings

2.1. A face to face meeting is the principal forum used for full ACC discussion and decision-making. At the Chairs discretion, they may conduct an ACC meeting with all members attending via simultaneous videoconference or teleconference, provided everyone has received the review materials and quorum is met.

2.2. Meeting Frequency – The full ACC will meet regularly.

2.2.1. ACC working groups will determine meeting frequency based upon need (Terms of Reference for ACC Working Groups).

2.3. Meetings will consist of Agenda topics that arise from the ACC's accountabilities, as outlined in Section 1, including but not limited to:

2.3.1. Review, discussion and approval determination of Animal Use Protocol forms;

2.3.2. Post approval monitoring updates; and



~~2.3.3. Review of ACC working group decisions and actions brought forward by the ACC Chair or designate.~~

~~2.4. Minutes describing all discussions and decisions taken during any ACC meeting will be produced and made available to the ACC and the Vice-President (Research).~~

3. ACC Member Terms of Office

3.1. Terms of Office - The term of elected or appointed members of faculty, staff or the general community will be no less than two years and no more than four years, renewable up to a maximum of eight consecutive years, unless otherwise granted by the Vice-President (Research), or as identified below.

3.1.1. These terms do not apply to ex officio members.

3.1.2. The term of the Chair will be four years, renewable.

3.1.3. The term of Vice Chairs will be four years, renewable.

3.1.4. The term of students will be one year, renewable a maximum of two times.

3.1.5. The term of Laboratory Animal Facility Supervisor representatives will be one year, renewable a maximum of three times.

3.2. Members may resign from the ACC at any time by advising the Chair in writing.

3.3. The ACC Chair may remove any members of the ACC where such members consistently fail to discharge their responsibilities as a member.

3.3.1. The Chair's decision to remove any member is reviewable by the Vice President (Research).

3. Decision Making

~~3.1. Typically decisions will be made by consensus, where consensus is defined as widespread rather than unanimous agreement. Opportunity will be given for individual members to register their vote as approve, not approve or abstention.~~

~~3.2. From time to time where consensus cannot be reached, the ACC Chair may call for a vote or may defer the decision.~~

~~3.2.1. In the event that a vote is taken, a 60% majority will be required for approval of a motion.~~

~~3.2.2. Roles involved in voting will include one representative from each Category (Sect. 6.4), plus an institutional veterinarian, totaling seven individuals.~~

~~3.2.3. The ACC Chair will only vote in the event to break a tie.~~



3.3. As brought forward by the Chair, decisions made by ACC working groups will be disclosed to the full ACC.

4. ACC Meetings

4.1. A face-to-face meeting is the principal forum used for ACC discussion and decision-making. At the ACC Chair's discretion, they may conduct an ACC meeting with all members attending via simultaneous videoconference or teleconference, provided everyone has received the review materials and quorum is met.

4.2. Meeting Frequency - The ACC will typically meet monthly, unless otherwise determined by the ACC Chair.

4.2.1. ACC Working Groups will determine meeting frequency based upon need (*Terms of Reference for ACC Working Groups*).

4.3. ACC meetings will consist of Agenda topics that arise from the ACC's accountabilities, as outlined in Section 1. of this document including but not limited to:

4.3.1. Review, discussion and approval determination of AUP forms

4.3.2. PAM program updates, and

4.3.3. Review of ACC Working Group decisions and actions brought forward by the ACC Chair or designate.

4.4. The Principal Investigator (PI) can be invited to answer specific questions and help clarify aspects of the AUP but not be present during the final discussion and voting

4.5. Minutes describing all discussions and decisions taken during any ACC meeting will be produced and made available to the ACC and the Vice-President (Research).

4. Conflict of Interest

4.1. All ACC members shall disclose any conflicts of interest (actual, apparent, perceived or potential) prior to the review and/or discussion of items on the meeting agenda.

4.2. All ACC members shall follow recusal requirements

5. Quorum

5.1. Typically decisions will be made by consensus, where consensus is defined as widespread rather than unanimous agreement. Opportunity will be given for individual members to register their vote as approve, not-approve or abstention.

5.2. From time-to-time where consensus cannot be reached, the ACC Chair may call for a vote or may defer the decision.

5.2.1. Roles involved in voting will include one representative from each role listed in Section 5.3.

5.2.2. The ACC Chair, or Vice Chair acting as the Chair's designate, will only vote in the event to break a tie.



5.2.3. At the beginning of each meeting, the ACC Chair will assign one individual representing each role to participate in voting should it be required during the meeting.

5.3. Quorum will require at minimum one representatives from each the following roles:

5.3.1. The ACC Chair, or Vice Chair

5.3.2. The University Veterinarian, or Institutional Veterinarian designate

5.3.3. Animal-based Scientist

5.3.4. Community Representative

5.3.5. Non-Animal User

5.3.6. Technical Representative

5.3.7. Student Representative

5.3.8. Laboratory Animal Facility Supervisor

5.3.9. ACC Coordinator

5. ACC Member Terms of Office & Quorum

5.1. Terms of Office—The term of elected or appointed members of faculty, staff or the general community will be no less than two years and no more than four years, renewable up to a maximum of eight consecutive years, unless otherwise granted by the Vice President (Research), or as identified below.

5.1.1. These terms do not apply to ex officio members.

5.1.2. The term of the Chair will be four years, renewable.

5.1.3. The term of Vice Chairs will be four years, renewable.

5.1.4. The term of students will be one year, renewable a maximum of two times.

5.1.5. The term of Animal Care Facility Supervisor representatives will be one year, three times renewable.

5.1.6. Members may resign from the ACC at any time by advising the Chair in writing.

5.1.7. On the recommendation of the ACC, the Vice President (Research) may request a member of the ACC to resign from the ACC.

5.2. Quorum

5.2.1. Quorum requirements will be one half the membership plus one member (50% + 1) at full ACC meetings.

5.2.2. Quorum must include at minimum one of each of the following roles: Chair/Acting Chair, Community Representative, ACC Coordinator/Manager, and an Institutional Veterinarian.



6. Conflict of Interest

6.1. All ACC members shall disclose any conflicts of interest (actual, apparent, perceived, or potential) prior to the review and/or discussion of items on the meeting agenda.

6.2. All ACC members shall follow recusal requirements.

6. ACC Composition

The ACC must have adequate active membership to allow it to fulfill its Terms of Reference, to include:

6.1. A Chair, who is accountable to and appointed by the Vice-President (Research) in consultation with ACC and the University Veterinarian and the Director of the Office of Research Ethics and Compliance.

6.1.1. The Chair must be a tenured faculty member with at least ten years' experience within Western's research community who has been an active ACC member and who has served at least two years on the ACC.

6.2. Two Vice Chairs must be appointed by the ACC Chair.

6.2.1. As a general guideline, one Vice Chair should be affiliated primarily with Lawson and the other affiliated primarily with Western.

6.3. Ex officio members will include:

6.3.1. The University Veterinarian;

6.3.2. The ACVS Assistant Director Compliance Assurance;

6.3.3. The Director of Research Ethics and Compliance

6.3.4. Research Western's Research Animal Safety Manager;

6.3.5. The ACC Coordinator;

6.3.6. The ACC Manager, and

6.3.7. Laboratory Animal Facility Supervisors.

6.4. In addition to the above mentioned members, the ACC must be comprised of sufficient membership that represents all faculty and hospital divisions that engage in animal based science, to include the following categories:

6.4.1. Category 1 – Animal-Based Scientists – At least two suitably qualified persons with substantial experience in the use of animals in animal-based science activities within Western's research community.

6.4.1.1. Members from this category will be representative of the animal based science undertaken within and the organizational structures associated with Western's Research Community. Animal-based scientists associated with Lawson and St. Joseph's will be appropriately represented on the ACC.

6.4.2. Category 2 – Community Representatives – Minimum two persons who represent the community who are not employed by this institution, who are not involved in the care



and use of animals associated with animal based science, and who are not otherwise in a conflict of interest.

6.4.3. Category 3 – Non-Animal User – Minimum two employees of Western or Lawson who are not involved either directly or indirectly in the care and use of animals for animal based science activities.

6.4.4. Category 4 – Technical Representative – Minimum two employees of Western or Lawson with veterinary technician (VT) or Registered Laboratory Animal Technician (RLAT) qualifications, expertise and experience.

6.4.5. Category 5 – Student – Minimum two students involved in animal based science; preferentially students will be at the PhD level.

6.4.6. Category 6 – Laboratory Animal Facility Supervisor Representatives – A total of two with adequate qualifications, expertise and experience in Laboratory Animal Facility operations and who are at arms length from the related animal based science activities.

6.5. With the exception of Category 2, all nominations will be sought from Deans of Faculties, Directors or Chairs of Departments/Schools/Institutes/Units as membership opportunities become available.

6.6. Potential Community Representatives will be recommended by the ACC and other institutional stakeholders.

6.7. For all member categories, nominees will meet with the ACC Chair and University Veterinarian in the first instance, and then meet with the ACC Executive to ensure compatibility with the mission.

6.8. Prior to appointment, all category members must first:

6.8.1. Attend a formal orientation session;

6.8.2. Acknowledge in writing that they will accept and support:

6.8.2.1. The ACC Terms of Reference;

6.8.2.2. An ACC member specific Confidentiality Agreement;

6.8.2.3. An ACC member role-specific responsibilities outline;

6.8.2.4. ACC policies; and

6.8.3. Attend an ACC full meeting as an observer.

6.9. With the exception of ex officio members and the Chair, all members of the ACC will be appointed by the ACC Chair.

7. Appeals

7.1. A Principal Investigator (PI) may appeal the decision of the ACC to the Office of the Vice President (Research) if the disagreement between the PI and the ACC cannot be resolved through the reconsideration process.

7.2. A final decision after reconsideration must be issued by the ACC before an appeal can be initiated.



7.3. Appeals of ACC decisions will be adjudicated through the Office of the Vice President (Research) and in accordance with the *Appeals Policy*.

~~7. Other institutional stakeholders and citywide support staff will be called upon by the ACC or the Executive to provide consultation and support on an as-needs basis.~~

~~7.1. In situations where a non-ACC member wishes to attend an ACC meeting in order to provide information or receive clarification on specific elements associated with the committee or its meeting-specific Agenda, the Chair will review the request and grant permission on a case-by-case basis.~~

~~7.2. Any non-member attendees at ACC meetings will be considered to have a 'nonconsensus/non-voting' role, and will be required to sign a confidentiality agreement, as deemed appropriate by the Chair.~~

~~8. Appeals to ACC decisions will be adjudicated through the Research Ethics and Compliance Office.~~



Glossary of Terms

Animal-Based Science – Branches of scholarship where live vertebrate and cephalopod animals are used in research, teaching or testing

Animal Care Committee (ACC) – Western's Animal Care Committee (ACC), under the leadership of its Chair and Vice Chairs, maintains and improves the Animal Ethics and Care Program (AECPP) so it remains in compliance with all external and institutional statutory requirements, as outlined within its Terms of Reference. The ACC advises the Vice President (Research) on all aspects of the program and to ensure compliance with regulators' requirements, those who have direct certification and licensing authority for the Animal Ethics and Care Program (AECPP)

Animal Care Committee (ACC) Coordinator – Administrative roles under the Research Ethics and Compliance office and ACC ex officio members dedicated to providing the ACC and Animal Use Protocol (AUP) Holders and their staff with support for ACC and AUP-related activities, as outlined by the CCAC in its *Terms of Reference for Animal Care Committees*

Animal Care Committee (ACC) Working Groups – Subgroups of the Animal Care Committee (ACC) that undertake various activities as outlined within their *Terms of Reference*

Animal Ethics and Care Program (AECPP) – A comprehensive integrated program consisting of operations and compliance assurance components. The program is integrated across Western and its affiliates through its Animal Care Committee with accountability for the program resting with Western's Vice President (Research). Compliance assurance occurs through institutional structures, policies and processes focused upon ensuring regulatory alignment of Animal-Based Science activities

Animal Use Protocol (AUP) – The Animal Care Committee's (ACC) mandatory animal ethics form that contains details of a AUP holder's intended live vertebrate and cephalopod animal use, which must be reviewed and approved by the ACC in advance of Animal-Based Science activities (see POL-002)

CALAM Standards of Veterinary Care – The Canadian Association for Laboratory Animal Medicine's (CALAM) guidelines on institutional veterinarian involvement in the Animal Ethics and Care Program that is referenced by national and provincial regulators

Canadian Council on Animal Care (CCAC) – A not-for-profit organization, created in 1968 to oversee the ethical use and care of animals in science (research, teaching and testing) throughout Canada on behalf of Tri-Agency and the Canadian public; responsible for developing national policies and guidelines, assessing research facilities' compliance with these standards, and administering the Certificate of Good Animal Practice (GAP) to compliant facilities

Institutional Animal User Training Program – A Canadian Council on Animal Care (CCAC) mandated centralized program focused on training animal-based scientists and those responsible for animal care on the ethics, care and use of live animals, which is developed, presented and administered by delegates of Western's Animal Care Committee (ACC), e.g., animal health professionals within the Department of Animal Care and Veterinary Services (ACVS)

Institutional Veterinarian – A veterinarian within the Department of Animal Care and Veterinary Services (ACVS) that, under the direction of the University Veterinarian, provides veterinary support for the Animal Ethics and Care Program (AECPP) in alignment with the Canadian



Association for Laboratory Animal Medicine's (CALAM) Standards of Veterinary Care as well as external and internal regulators' laws, policies and guidelines

Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA) – Provincial governing body responsible to administer the *Animals for Research Act R.S.O. 1990* through regular unannounced inspections of all areas associated with animals used in research, teaching, or testing activities

Post Approval Monitoring (PAM) Program – A Canadian Council on Animal Care (CCAC)-mandated program overseen by the Animal Care Committee (ACC) and undertaken by arms-length designates (e.g., Visits by Animal Health Professionals (POL-020), ACC Site Visits (POL-019)) to ensure Animal-Based Science practice aligns with principle (as outlined within the approved AUP) and current standards of ethics and care (see POL-005)

University Veterinarian – Western's senior veterinarian accountable to Western's Vice President (Research) who is responsible for providing expert leadership for the citywide Animal Ethics and Care Program (AECF) in conjunction with institutional senior administration and the Animal Care Committee (ACC), and for acting as Director of the Department of Animal Care and Veterinary Services (ACVS)

Vice-President (Research) – The senior administrative officer of the University responsible for the Animal Ethics and Care Program (AECF), as outlined within the *Senior Administrator's Terms of Reference* (see MAPP 7.12, Appendix 1)

Report of the COU Academic Colleague, Professor Erika Chamberlain March 2021

The COU Academic Colleagues met via Zoom on 15-16 December 2021. The following discussion items may be of interest to Senators.

COVID-19: COU is doing a survey of universities to collect data on their capacity to support COVID-19 vaccination efforts. This includes, among other things, freezers available to store vaccines and personnel who can perform and assist with vaccinations. COU will communicate its findings to the government and convey that universities stand ready to contribute to the effort.

Strategic Management Agreements: Early in the pandemic, the Ministry agreed to de-couple SMA3 performance-based evaluations from funding. The government indicated that all other elements of the performance-based model will continue as planned. This includes data reporting, calculation of minimum performance targets, and performance evaluation. The Year 1 evaluations for SMA3 have concluded, and minimum allowable targets for Year 2 have been established. Year 1 performance results are expected to be published on the Ministry's website in late spring 2021.

Mental Health: On February 9, the Ministry announced that it will provide an additional \$7 million in one-time funding to support Ontario's students in publicly-assisted colleges and universities. Institutions will receive a fixed base amount of \$100,000 plus an enrolment share top-up. Universities will have flexibility on how to spend these funds to address mental health needs but the government notes the importance of "virtual" mental health services and other hybrid models, and its expectation that universities will work to ensure that the needs of vulnerable and diverse groups are met through these supports.

Equity, Diversity and Inclusion: The Ontario Human Rights commissioner wrote to universities in December inquiring about policies and approaches to EDI. COU responded with a letter detailing some of the steps and approaches taken by the sector. Executive Heads have also proposed setting up a special committee on EDI and the plan is to leverage the Senior Equity Officers Reference Group as well as representatives from other COU affiliates.

Micro-credentials: On December 17, 2020, the provincial government filed a new regulation that outlines the process by which student financial assistance for micro-credential programs will be assessed and distributed. The OCAV (Provosts') Micro-credential Working Group is working on developing policy recommendations and advocacy on this file, including trying to help the Ministry land on a definition of micro-credentials and encouraging the Ministry not to superimpose burdensome regulatory frameworks—either related to tuition or to quality control.

The Working Group is drafting a letter that will be sent by COU to the Ministry seeking clarification and further information about the emerging micro-credential framework. It will also propose a joint sector-Ministry technical working group to develop micro-credential policy and programming.

Financial Sustainability: In light of recent events, the Ministry has increased its interest in the financial health of universities and on transparency regarding universities' financial information. COU has reiterated that the Ontario university sector is already transparent. Publicly-available information includes the individual financial reports of all universities, Ontario and Canada standardized financial reports (COFO and CAUBO), and financial health indicators/benchmarks developed in collaboration with MCU.

COU continues to advocate for adequate revenue for universities as well as affordability and access for students. COU President and CEO Steve Orsini has recently called for \$500M in financial support to universities in light of losses/costs related to the pandemic.

QUESTIONS FOR SENATE TO BE ADDRESSED DURING AGENDA

1. Removal from Consent Agenda: Items from the Senate Committee on University Planning

S. Pitel, Senator

ITEM 5.3(a) Vice-Provost's Annual Report of Faculty Recruitment and Retention

- a) Over the past decade the number of tenured and probationary faculty members has declined by about 8% (page 166). During the same period student enrollment has increased to record high levels. In order to fulfill its mission of providing high-quality education to all students, will Western commit to increasing the number of tenured and probationary faculty members in each of the next five years?
- b) In 2020-21 women who were shortlisted for tenured and probationary positions were notably less successful in obtaining those positions than in the previous two years (page 168). Has Western identified and evaluated the reasons for this change? What steps does Western propose to take to reverse this change?

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

1. Follow-up Regarding Senate Elections

S. Pitel, Senator

- a) I would like an update on the question that was asked about Lecturers and the right to vote in Senate elections at the previous meeting.

2. University Webpages and Huron University College

J. Toswell, Senator

- a) First, for various reasons I have been enjoying the university website, and I clicked on "Academics" and then on "Departments.Faculties.Affiliates" where I came to a website entitled "Academics." This website lists 95 "academic entities" at Western. Since there are double that many programs, I found myself consumed with curiosity as to which programs achieved the cachet of being entities and which did not. Things got interesting. My colleagues in Law clearly know how to trumpet their programs, as they have "Business Law," "Criminal Law," "JD Academic Programs," and finally "Law Grad Programs." In addition six "teaching hospitals" are listed as part of Western's academic structure. FIMS, another heavy hitter in the cachet department, has an impressive 9 (including "Linguistics" which would be a surprise to my colleagues in the French Studies department). To summarize on the other faculties: Social Science has 10 entries, Science 10 (including Psychology), Arts and Humanities 9, Schulich a stonking 25 (+ those hospitals), Health Sciences a paltry 7, Engineering a miserly 5, Education a sad and sorrowful one (listed as "Continuing Teacher Education" not even "Education").

Clearly some sweeping and cleaning is necessary. However, the entry that struck my attention, given that this is an "Academics" website, was "Ivey Academy." This link led to thirty individual programs, and to what appears to be a site of micro-credentials (though I am admittedly hazy on exactly what these might be). Are these programs "academic programs" at Western? As such, should they be going through the usual approvals process? When did the Ivey Academy start up, and how did it arrive on this slightly creaky landing-page? These are questions.

- b.) Huron University College declared its intention to secede from Western in mid-February, on local and national media. The stated intent is to use the new Huron University College Act to establish a new Board of Governors (28 members announced later in February, with pictures provided), and to take control of the academic endeavours of Huron, including conferring its own degrees, not Western degrees.

As the person who asked a question about Huron's new governance structure in January, and asked for the item clarifying the relationship to Harvard to be added to the minutes in February, I feel it is my responsibility to follow up with a few more queries.

First, could we have some clarification of the ethical situation at the moment? Given Huron's public position that it will withdraw from Western and compete with main campus and with Brescia and King's, will its representatives withdraw now from all academic-related committees and processes at Western? It seems bad business practice to announce a secession and then to remain present, gathering information and voting on academic decisions.

Next, I still have questions about the relationship with Harvard. The video at the top of the "Future Students" website at Huron shows an image of Harvard and describes an "academic partnership." Later there is more specificity about an online program in core business competencies. If Huron is seceding from us, then perhaps my concerns are irrelevant, but I would like someone versed in the current affiliation agreement to take a look at this connection and determine if it falls under that agreement.

Third, among the fifteen programs Huron advertises itself as offering (on the front of its website) is "Ivey Business School." Ivey, for its part, indicates on its website Combined Degree Programs with two Huron programs (Global Studies and Psychology). The Western Academic Calendar has only Psychology, although it seems likely that the Global Culture and Global Studies programs there are exclusively Huron programs. Huron on its website advertises that students can attend Ivey and combine with any Huron program. Could we have some coordination among these rather different public statements?

I have more questions. I hate to think about Huron leaving Western. I also have some hope. When the initial announcements came out in February, the plan was to implement the new autonomous Huron in September 2022. Today, as I search the Huron website looking for information, I see that the proposed implementation date is now 2023, and some internal consultation is happening. As a former marshal for Convocation, I enjoyed attending the Divinity Convocation at Huron in early May and I enjoyed watching Huron graduates come across the stage at Western (including at least one family member). I would hate to see this end.