

SENATE AGENDA

**Friday, December 2, 2022, 1:30 p.m. – 4:30 p.m.
Arts & Humanities Building, Room 1R40**

- 1.0 Land Acknowledgement
- 2.0 Minutes of Previous Meetings
 - 2.1 Minutes of the Meeting of October 14, 2022 Approval
 - 2.2 Minutes of the Meeting of November 11, 2022 Approval
- 3.0 Business Arising from the Minutes
- 4.0 Report of the President Information

AGENDA

- 5.0 Report of the Operations / Agenda Committee (E. Chamberlain)
 - 5.1 Revisions to the Terms of Reference of the Senate Committee on Academic Policy (Composition) Approval
- 6.0 Report of the Nominating Committee (S. Roland)
 - 6.1 Membership – University Research Board (URB) Action
 - 6.2 Membership - Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies) Action
 - 6.3 Vice-Chair of Senate Action
- 7.0 Report of the Senate Committee on Academic Policy (M. Milde) – see Consent Agenda

- 8.0 **Report of the Senate Committee on Academic Curriculum and Awards (J. Cuciurean) – see Consent Agenda**
- 9.0 **Report of the Senate Committee on University Planning (M. Davison)**
 - 9.1 [Update on Budget Planning Process and Guidelines](#) Information
 - 9.2 [Annual Report of the University Librarian](#) Information
- 10.0 **Report of the University Research Board (B. Neff) - NO REPORT**
- 11.0 **Report of the Academic Colleague (P. Barmby) – NO REPORT**
- 12.0 **[The Unanimous Consent Agenda](#)**
 - 12.1 **Items from the Operations / Agenda Committee**
 - 12.1(a) [Schedule of Ceremonies – Spring Convocation 2023 \(#321\)](#) Information
 - 12.2 **Items from the Senate Committee on Academic Policy**
 - 12.2(a) [Revisions to the Policy on *Progression Requirements – Law*](#) Approval
 - 12.2(b) [Rescinding of the Policy on *Progression Requirements – Social Science* \(Overlapping Courses Between Sociology Modules; Overlapping Courses Between Anthropology and Indigenous Studies Modules\) as Senate Academic Policy](#) Approval
 - 12.3 **Items from the Senate Committee on Academic Curriculum and Awards**
 - 12.3(a) Faculty of Law: [Revisions to the Academic Program section of the Policy on *Progression Requirements – Law*](#) Approval
 - 12.3(b) School of Graduate and Postdoctoral Studies: [Revisions to the Master of Music \(MMus\)](#) Approval
 - 12.3(c) [Introduction of an Articulation Agreement for the Admission of Graduates of the Nutrition and Food Service Management Diploma at Conestoga College into the Bachelor of Science \(Foods and Nutrition\): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Brescia University College](#) Approval

Senate Agenda
December 2, 2022

12.3(d)	SUPR-G Report: Cyclical Program Review of Neuroscience	Information
---------	--	-------------

12.3(e)	Annual Report on Scholastic Offences (2021-22)	Information
---------	--	-------------

12.3(f)	New Scholarships, Awards and Prizes	Information
---------	---	-------------

12.4 **Announcements and Communications**

12.4(a)	Academic Administrative Appointments	Information
---------	--	-------------

13.0 [Items removed from Consent Agenda](#)

14.0 [Discussion and Question Period](#)

15.0 New Business

16.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

Offering a land acknowledgment was adopted as a standard practice at Senate on December 9, 2016.

Dr. Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to Senate's committees.

Members of OAC were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to Senate and committee meetings are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

ITEM 2.1 – Minutes of the Meeting of October 14, 2022

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on October 14, 2022, be approved as circulated.

ATTACHMENT(S):

[Minutes of the October 14, 2022 Meeting](#)



MINUTES OF THE MEETING OF SENATE

October 14, 2022

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

SENATORS:

M. Adler	A. Hodgson	A. Pyati
G. Arku	S. Hodgson	A. Robin
K. Arora	M. Joannis	C. Robinson
P. Barmby	E. Kalaydjian	S. Roland
A. Baxter	K. Kirkwood	B. Rubin
M. Bordignon	D. Kotsopoulos	H. Samson
C. Burucúa	J. Lacefield	M. Sanita Lima
E. Chamberlain	Y. Laforet-Fliesser	G. Santos
K. Choi	D. Laird	J. Schermer
M. Cleveland	J. Langille	A. Schuurman
K. Coley	L. Latif	A. Shepard
S. Constas	L. Lewis	Z. Sinel
M. Davison	C. Marshall	D. Smith
G. De Viveiros	M. Milde	C. Steeves
R. DeKoter	L. Miller	F. Strzelczyk
D. Ferri	S. Morrison	J. Sutton
A. Fremeth	I. Namukasa	J. Toswell
J. Garland	B. Neff	R. Ventresca
A. Haque	A. Nelson	J. Watson
L. Henderson	T. Orchard	J. Welch
K. Henricus	M. Patel	S. Whitehead
R. Heydon	S. Powell	

Observers: C. Bressette, J. Doerksen, K. Dufresne, E. Gardner, R. Isard,
S. Lewis, M. McGlynn, O. Oloya, H. Perinpanayagam, N. Narain

LAND ACKNOWLEDGEMENT

J. Watson offered a Land Acknowledgement.

The President noted that the Office of Indigenous Initiatives released a new brochure which aims to recruit Indigenous students and their families to Western University.

S.22-228 MINUTES OF PRIOR MEETING

It was moved by M. Milde, seconded by S. Roland,

That the minutes of the meeting of September 16, 2022, be approved as circulated.

CARRIED

S.22-229 BUSINESS ARISING FROM THE MINUTES

F. Strzelczyk, Provost and Vice-President (Academic), provided an update on faculty hires and ongoing leadership searches in the academic portfolio. The presentation is attached to the minutes as Appendix "A".

Additionally, she expressed gratitude to leaders who continue to serve and provided a short overview of some upcoming hiring and some searches in progress. The Provost commented on the number of hired positions and added that it includes different types of hires.

In response to the concern regarding hiring with a limited term, the difference between limited term and limited duty was noted. Limited duty hires are not included in the compiled data

In response to a question about the use of PARF-style hiring in the future and particularly regarding the centralized approach without devolving through the Faculty, F. Strzelczyk shared that a decision has not yet been made and she will let Senators know once decided.

A Senator admitted there were concerns previously expressed about the centralized approach to hiring **without sufficiently involving the Faculties and departments in timely ways**. Responding to that question, the Provost confirmed that they are reviewing the policy, and feedback will be provided as soon as it is finalized.

A Senator expressed concerns with a lack of individuals **with a disability, from the LGBTQIA2S+ community** from other equity-seeking groups, including disability and **LGBTQIA2S+**, and highlighted the Indigenous equity-seeking group. The Senator requested information regarding the male/female **averages ratio** in the upcoming report.

S.22-230 REPORT OF THE PRESIDENT

The Report of the President, distributed with the agenda, contained information on the following topics: Western Academy for Advanced Research, new scholarships for Black and Indigenous students, minor in Black studies, Western Heads East, recent accolades, and Leadership update.

The President additionally commented on the following items:

- Details of the meeting with Paul Davenport, the ninth president of Western
- Upcoming in-person convocation for 2022 graduates
- Launching of the Memegwaan Indigenous Learning Honour
- Introduction of John Doerksen, appointed Vice-Provost (Students)
- Introduction of Bryan Neff, appointed Acting Vice-President (Research)

In addition, the President welcomed Senate to attend the Hanny and Najet Hassan Lecture by Dr. Oludamini Ogunnaike at Conron Hall, University College **following Senate**.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.22-231 ITEM 5.1 – Nominating Committee Membership

Matheus Sanita Lima was nominated from the floor of Senate and was acclaimed to the Nominating Committee as a graduate student member of Senate for a term from July 1, 2022 to June 30, 2023.

Margi Patel was nominated from the floor of Senate and was acclaimed to the Nominating Committee as an Alternate student member of Senate for a term from July 1, 2022 to June 30, 2023.

REPORT OF THE NOMINATING COMMITTEE

S.22-232 ITEM 6.1 Membership – Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)

Matt Davison was acclaimed to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies) as a Dean.

Yousuf Hasan was acclaimed to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies) as a graduate student

Janis Cardy, Lorraine Davies, and Jayshri Sabarinathan were nominated by the Nominating Committee and Christopher Alcantara was nominated from the floor of Senate to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies). An election was held following the Senate meeting and Janis Cardy, Lorraine Davies, and Jayshri Sabarinathan were elected to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies).

S.22-233 ITEM 6.2 – Membership – Electoral Board for Chancellor

Godwin Arku, Laretta Frederking, Donna Kotsopoulos, Gildo Santos, and Shawn Whitehead were acclaimed to the Electoral Board for Chancellor.

S.22-234 ITEM 6.3 – Membership – Operations/Agenda Committee (OAC)

Matheus Sanita Lima was acclaimed to the Operations/Agenda Committee as a student Senator for a term to June 30, 2023.

S.22-235 **ITEM 6.3 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)**

Kristi MacDonald was acclaimed to the Senate Committee on Academic Curriculum and Awards as a graduate student for a term from July 1, 2022 to June 30, 2023.

S.22-236 **ITEM 6.5 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)**

Emmanuel Akanbi was acclaimed to the Subcommittee on Western Approved Micro-credentials as an undergraduate student for a term from July 1, 2022 to June 30, 2023.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

S.22-237 **ITEM 7.1 – Draft Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs**

M. Milde presented a new draft Policy on Academic Consideration for Student Absences for discussion. The new policy will provide a mechanism to alleviate the process of obtaining medical notes or compassionate documentation in case of short-term absences.

M. Milde noted the need for a diversity of views on this matter and provided a short background to the discussion. He pointed out that the process would ensure wide consultation and transparency for the new policy.

M. Milde invited S. Lewis to outline the main paths of the new approach for this draft policy. She focused attention on the critical shifts from a former policy around a self-reported absence to a newly declared absence without documentation which includes a “one per course” model rather than all courses within a 48-hour period. This was suggested to provide professors with flexibility in the assessment process.

Senators submitted questions in advance of the meeting, the full text of which are included in the Agenda. Questions and concerns raised mainly centered on the following:

- Additional workload imposed on faculty and staff in managing undocumented absences, particularly by permitting one per course, which gives rise to a significant increase in email among faculty, students and staff, and requires the creation of additional assessments (exams, quizzes, etc.)
- Seeking more specifics regarding what assessments could be exempt and why
- Uneven impact on those who teach large classes versus small and on half versus full year courses
- Impact on exam schedules and space limitations to administer multiple assessments
- Impact on students in group work assessments

S. Lewis reported that the main concerns were around the faculty agency and the workload. In addition, she raised a concern regarding the challenges that students may face in obtaining medical documentation.

The discussion included consideration of the workload and pedagogical issues concerning the draft policy. M. Milde noted the Committee did discuss both issues and it attempted to mitigate the workload while saving good pedagogical results.

A Senator raised a concern regarding the work of faculty with the specific practice of group projects and provided examples where absence could affect many people rather than one student with a declared absence without documentation.

M. Milde advised that the new policy has gone through a broad consultation process and the Committee is still reviewing those suggestions.

A Senator, on behalf of students, suggested a practice to override the workload concerns by providing students with a 48-hour grace period for assessments without reporting the absence.

A Senator raised ethical concerns as this policy suggests only one absence per course, but in case of illness, it seems impossible to be able to do the other work in that period. Regarding this concern, it was suggested that the new policy could be used by students as an opportunity to manage their workload.

Senators highlighted the administrative and organizational challenges undocumented absences **create**.

Concerns were expressed regarding teaching students professionalism in meeting deadlines, a perceived rise in absenteeism and reputation issues for the University.

Faculty member Senators pointed out that in addition to the volume of extra work imposed on individual faculty members, pedagogical issues were also significant. There would be a perverse incentive for faculty members to make it harder for students to use DAWDs or to arrange courses so as to reduce the number of total assignments, thereby reducing the amount of upheaval in the course. Others suggested that the problem with medical certificates could be overcome with the addition of more physicians or nurse practitioners, or even with the use of attestations, the legal force of which would mean that students submitting an improper attestation would face Code of Conduct violations if this were discovered.

Several student Senators drew Senate's attention to the fact that the policy might help undergraduate students, who may have a lack of life experience with the transition to becoming university students.

The President concluded the discussion by encouraging senators to send any follow up questions and suggestions on this matter to M. Milde. **He noted that he would want to see a redraft brought forward to a Senate meeting for further discussion, with a vote only in an ensuing meeting.**

REPORT OF THE UNIVERSITY RESEARCH BOARD

S.22-238 **ITEM 10.0 – Announcement of a Vice-Chair of the University Research Board**

B. Neff announced the Vice-Chair of the University Research Board, Oana Branzei, for a term from July 1, 2022 to June 30, 2023.

B. Neff presented a short verbal report about ongoing research and funding activities at Western over the past few months.

A Senator asked the Senate to express appreciation to Lesley Rigg, previous Vice-President (Research). On behalf of the Senate, A. Shepard noted that he had extended his appreciation to Lesley Rigg for her successful work at Western on numerous occasions.

S.22-239 **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE

S.22-240 **ITEM 12.1(a) – Revisions to the Senate Election Procedures**

It was moved by M. Davison, seconded by D. Kotsopoulos,

That on the recommendation of OAC, Senate approve that effective October 14, 2022, the Senate Election Procedures be revised as shown in Item 12.1(a).

CARRIED BY UNANIMOUS CONSENT

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

S.22-241 **ITEM 12.2(a)(i) School of Graduate and Postdoctoral Studies: Revisions to the Master of Engineering Science (MESc) and PhD in Electrical and Computer Engineering**

It was moved by M. Davison, seconded by D. Kotsopoulos,

That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Master of Engineering Science (MESc) and PhD in Electrical and Computer Engineering be revised as shown in Item 12.2(a)(i).

CARRIED BY UNANIMOUS CONSENT

S.22-242 **ITEM 12.2(a)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Environment and Sustainability (MES)**

It was moved by M. Davison, seconded by D. Kotsopoulos,

That on the recommendation of ACA, Senate approve that effective September 1,

2022, the Master of Environment and Sustainability (MES) be revised as shown in Item 12.2(a)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-243 **Information Items Reported by the Senate Committee on Academic Curriculum and Awards**

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

- ITEM 12.2(b) – Revisions to the Terms of Reference of the Subcommittee for Western Approved Micro-credentials (SWAM)
- ITEM 12.2(c) – Annual Report of the Subcommittee for Western Approved Micro-credentials (SWAM)
- ITEM 12.2(d) – Faculty-Specific Undergraduate Sessional Dates (2022-23)
- ITEM 12.2(e) – New Scholarships, Awards and Prizes

S.22-244 **Information Items Reported by the Senate Honorary Degree Committee**

The following item was reported by the Senate Honorary Degree Committee:

- ITEM 12.3(a) – Honorary Degree Recipients- Autumn 2022

S.22-245 **ANNOUNCEMENTS AND COMMUNICATIONS**

The following item reported through Announcements and Communications was received for information by unanimous consent:

- ITEM 12.4(a) – Election Results – Senate Committees and Selection Committee for the Vice-President (Research)

S.22-246 **DISCUSSION AND QUESTION PERIOD**

The full text of questions submitted in advance of the meeting were posted in the Agenda at Item 14.0 prior to the meeting. Those questions submitted in advance were addressed through the discussion at Item 7.1. Additional questions and responses are summarized below.

As November 1, 2022 is the lock day for enrollment, a Senator asked if updates on the enrollment could be provided at the next Senate meeting. She was specifically interested in the averages of the first-year entrance group: international, domestic, male, and female.

A. Shepard highlighted the success that the University had in enrollment for September. The President noted that an update regarding enrollment would be provided.

A Senator asked if the President planned to provide an update on the vaccination policies.

A. Shepard noted that changes to the policy would be implemented based on the guidance of

public health officials and they are getting close to a decision.

In follow-up, a Senator asked whether there had been progress with the mask policy.

A. Shepard responded that the administration is reviewing its options by involving many professionals from medical faculty, public health, and student health services, but there is no firm decision yet.

A Senator provided information regarding a generous donation made at the last football game.

ADJOURNMENT

The meeting adjourned at 3:15 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Provost Update

**Senate
October 14, 2022**

Florentine Strzelczyk

Leadership Searches Academic Portfolio

Completed

- **John Doerksen**
Vice Provost (Students)
- **Susan Lewis**
Vice Provost (Academic Programs)
- **Mark Daley**
Chief Digital Officer

Leadership Searches

Academic Portfolio

Renewals / Extensions / Acting Appointments

- **Sharon Hodgson**
Dean – Ivey
- **Linda Miller**
Vice Provost – SGPS
- **Matt Davison**
Dean – Fac. of Science
- **Lisa Latif**
Acting Registrar

Leadership Searches Academic Portfolio

Upcoming

- Special Advisor
Gender Based & Sexual Violence
- Acting Dean – Law

In Process

- Dean, Faculty of Arts & Humanities
- University Registrar
- Vice-Provost, International
- Vice-Provost, SGPS

New Faculty Hires

PARF	Member name	Unit	Start
Black Scholars	Jessica Karuhunga	Visual Arts	July 1, 2022
	Cornel Grey	Gender, Sexuality & Women's Studies	July 1, 2022
	Raymond Thomas	Biology	Sept 1, 2022
	Teklab Gebregiworgis	Biochemistry	Sept 1, 2022
	Ngianza-Bakwin Kandala	Epidemiology & Biostatistics	Oct 1, 2022
	Dominic Alaazi	Health Studies	Dec 1, 2022
	Nataleah Hunter-Young	FIMS	Jan 1, 2023
Indigenous Scholars	Sheri Nault	Visual Arts	July 1, 2022
	Vanessa Ambtman-Smith	Geography, Social Sciences	July 1, 2023
	Dennis Michaelson	Engineering	Aug 15, 2022
	Cortney Dakin	Geography, Social Sciences	Jan 1, 2023

New Faculty Hires

July 1, 2021 – June 30, 2022

Faculty	Hires
Arts & Humanities	4
Education	7
Engineering	8
Health Sciences	16
Information & Media Studies	5
Ivey School of Business	22
Law	4
Music	4
Schulich School of Medicine & Dentistry	18
Science	8
Social Science	11
Grand Total	107

New Faculty Hires

July 1, 2022 – June 30, 2023

Faculty	Hires
Arts & Humanities	4
Education	1
Engineering	11
Health Sciences	12
Information & Media Studies	1
Ivey School of Business	19
Law	3
Music	4
Schulich School of Medicine & Dentistry	10
Science	13
Social Science	14
Grand Total	92

ITEM 2.2 – Minutes of the Meeting of November 11, 2022

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on November 11, 2022, be approved as circulated.

ATTACHMENT(S):

[Minutes of the Meeting of November 11, 2022](#)



MINUTES OF THE MEETING OF SENATE

November 11, 2022

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

SENATORS:

M. Adler	E. Kalaydjian	M. Sanita Lima
G. Arku	M. Kim	J. Schermer
H. Arnott	K. Kirkwood	A. Shepard
K. Arora	D. Kotsopoulos	A. Shami
S. Badyal	J. Lacefield	D. Smith
P. Barmby	Y. Laforet-Fliesser	C. Steeves
A. Baxter	D. Laird	L. Stoyles
M. Bordignon	L. Latif	D. Tempesta
A. Bryson	D. Lee	J. Toswell
C. Burucúa	A. Liu	J. Watson
E. Chen	M. Milde	J. Welch
K. Choi	J. Minac	S. Whitehead
M. Cleveland	K. Mooney	V. Wolf
K. Coley	S. Morrison	
S. Conostas	I. Namukasa	
R. DeKoter	B. Neff	
M. Fahmida	A. Nelson	
D. Ferri	T. Peace	
T. Frost	K. Pollock	
J. Garland	C. Robinson	
B. Gillies	S. Roland	
A. Haque	B. Rubin	
L. Henderson	H. Samson	
A. Hodgson		

Observers: C. Bressette, J. Doerksen, D. Facca, E. Gardner, R. Isard, S. Lewis, M. Noorani.

LAND ACKNOWLEDGEMENT

Deishin Lee offered a Land Acknowledgement.

S.22-247 MINUTES OF PRIOR MEETING

A Senator raised a concern that the questions provided in advance of the October Senate meeting were not summarized in the Minutes and requested that the October Minutes be revised in respect of the discussion at Item 7.1 Draft Policy on Academic Consideration for Student Absences. The University Secretary indicated that the Minutes would be reviewed and they would be deferred to the December Senate meeting.

S.22-248 **BUSINESS ARISING FROM THE MINUTES**

Members were advised that the requested update regarding student enrolment will be provided at the December Senate meeting.

S.22-249 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: in-person convocation, accolades, and leadership updates.

In addition to the written report the President commented on the following:

- USC Remembrance Day Ceremony. Gratitude was extended to all participants that were involved in this event.
- The most recent QS World University Rankings and Western's place in them. Western's Faculty of Education was recognized for impressive progress.
- The President advised that he was pleased to attend the Advocacy Day at Queen's Park and he looks forward to similar discussions at Western's Advocacy Day in Ottawa.
- Acknowledged the ninth WordsFest (4 - 13 November 2022) and noted that the list of speakers included Western faculty members.
- The upcoming Open House on Sunday, November 20, 2022. The President appreciated the contributions of many volunteers who provide a great program for prospective students and their families.
- The President noted that he attended the Ivey Awards Dinner.

The President concluded his report by announcing that the Western Mustangs football team would be playing in the Yates Cup game at Alumni Stadium on Saturday Nov. 12, 2022.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.22-250 **ITEM 5.1 Amendment to the Faculty of Health Sciences Faculty Council Constitution**

It was moved by Michael Milde, seconded by Julie Schermer,

That effective November 11, 2022, the Faculty of Health Sciences Faculty Council Constitution be revised as shown in Item 5.1.

CARRIED

REPORT OF THE NOMINATING COMMITTEE

S.22-251 ITEM 6.1 Membership – Senate Committee on Academic Policy (Policy)

Sydney Turner was acclaimed to the Senate Committee on Academic Policy (Policy) as a graduate student member.

S.22-252 ITEM 6.2 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)

Jana Seijts (faculty member) was acclaimed to the Subcommittee on Western Approved Micro-credentials (SWAM) for a term from to June 30, 2023.

Kyla Morris (graduate student) was acclaimed to the Subcommittee on Western Approved Micro-credentials (SWAM) for a term from to June 30, 2023.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY - Consent Agenda

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS - Consent Agenda

REPORT OF THE UNIVERSITY RESEARCH BOARD

S.22-253 Report of the University Research Board (B. Neff)

B. Neff, Acting Vice-President (Research) provided a general overview of the activities of Western Research and expanded on several items for the information of Senate, including recognition of a number of awards and other distinctions honouring faculty members and students. The presentation is attached to the minutes as Appendix “A”.

B. Neff also shared information on the selection of the new Acting Associate Vice-President (Research) - Janis Cardy and welcomed her in the new role.

The President added that the University has made a great effort to increase recognition for students and faculty members nationally and internationally.

Report of the Academic Colleague

S.22-254 ITEM 11.0 – Report of the Academic Colleague (P. Barmby)

P. Barmby referred Senators to her Report of the Academic Colleague and highlighted several items for the information of Senate.

During the discussion, P. Barmby responded to questions raised regarding the possible launch by the provincial government of a blue-ribbon panel to discuss the university sector. There are few details about the panel at this time.

S.22-255 **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE

Information Items Reported by the Operations / Agenda Committee

S.22-256 The following item reported by the Operations / Agenda Committee was received for information by unanimous consent:

- ITEM 12.1(a) – Senate Election Schedule for 2023

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

S.22-257 **ITEM 12.2(a)(i) School of Graduate and Postdoctoral Studies: Introduction of a Master of Science (MSc) in Drug Safety and Pharmacovigilance**

It was moved by Michael Milde, seconded by Julie Schermer,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective September 1, 2023, a Master of Science (MSc) in Drug Safety and Pharmacovigilance be introduced as shown in Item 12.3(a)(i), pending Quality Council approval.

CARRIED BY UNANIMOUS CONSENT

S.22-258 **ITEM 12.2(a)(ii) School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology**

It was moved by Michael Milde, seconded by Julie Schermer,

That on the recommendation the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective as of September 1, 2022, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology be revised as shown in Item 12.3(a)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-259 **ITEM 12.2(a)(iii) School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Sociology**

It was moved by Michael Milde, seconded by Julie Schermer,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective as of September 1, 2022, the Master of Arts (MA) in Sociology be revised as shown in Item 12.3(a)(iii).

CARRIED BY UNANIMOUS CONSENT

S.22-260 **ITEM 12.2(a)(iv) School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts (MA) in Ancient Philosophy**

It was moved by Michael Milde, seconded by Julie Schermer,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective as of September 1, 2022, the Master of Arts (MA) in Ancient Philosophy be withdrawn.

CARRIED BY UNANIMOUS CONSENT

S.22-261 **Information Items Reported by the Senate Committee on Academic Curriculum and Awards**

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

- ITEM 12.3(b) Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review of the Undergraduate Program in French Studies (Huron University College).
- ITEM 12.3(c) Report of the Subcommittee on Program Review – Graduate (SUPR-G): (SUPR-G): Cyclical Review of the Graduate Program in Computer Science.
- ITEM 12.3(d) – New Scholarships, Awards and Prizes.

ANNOUNCEMENTS AND COMMUNICATIONS

S.22-262 The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 12.4(a) – Election Results – Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)

S.22-263 **ITEMS REMOVED FROM THE CONSENT AGENDA**

The following items were removed from the Consent Agenda:

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

ITEM 12.2(a) – Revisions to the Dean's Honour List and Graduation "With Distinction" Policy

A Senator requested this item be removed from the Consent Agenda as they had a concern regarding the inconsistent use of "MSc" and "Ivey MSc" in the Policy. It was noted that that

change could be revisited once clarification is obtained from Ivey but the other changes could proceed.

It was moved by Michael Milde, seconded by Ken Coley,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective as of September 1, 2022, the *Dean's Honour List and Graduation "With Distinction"* policy be revised as shown in Item 12.2(a) as amended.

CARRIED

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

S.22-264 ITEM 12.3(e) – Annual Report of the Office of Academic Quality and Enhancement

A Senator requested that this item be removed from consent as it is the first time this report is coming to Senate.

S. Lewis provided Senators with highlights on the various activities and initiatives of the Office of Academic Quality and Enhancement (OAQE).

A concern was raised that the Office of Academic Quality and Enhancement may appear as government oversight. It was emphasized that the Office was created primarily to provide support to the University's departments and programs as they proceed through the government quality assurance process.

S. Lewis further noted that it **is may be** the first Quality Assurance Scholars Program in Canada for **training** students **to engage in site visits and other related programming**.

A question was asked regarding **the percentage 22%** of programs closing. **S. Lewis advised that the closures will have gone through the appropriate approval process and such changes are often related to amalgamation and innovation of programs.** Clarification was provided that the **percentage noted 22% represents 9 in respect** of 44 major modifications across all programs.

S.22-265 DISCUSSION AND QUESTION PERIOD

Senators were informed that negotiations are continuing between the University and UWOFA to avoid a potential strike.

A Senator asked if the membership of selection committees would be posted publicly. They also noted that the Chief Digital Officer role is not included in the Appointment Procedures for Senior Academic and Administrative Officers of the University and asked if the Operations/Agenda Committee would consider whether it should be added.

A Senator asked whether employees would be advised of the policy on surveillance of employees. M. Daley responded that Bill 88 requires a written policy with respect to the electronic monitoring of employees and noted that Western already has a policy in place (MAPP 1.13, link below). He further advised that the University does not monitor individual email accounts and MAPP 1.13 includes specific circumstances in which the University could monitor employees' electronic activity. The UWOPA collective agreement 2018-2022 also includes a provision with respect to electronic monitoring only being permitted in specific circumstances (page 194).

https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf

ADJOURNMENT

The meeting adjourned at 2:24 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Research Updates :: University Senate

November 11, 2022



Welcome, Janis Oram Cardy
Research Scholars Academy



Western Research Updates



Arthur B. McDonald Fellowship

Fulbright Canada

IEEE



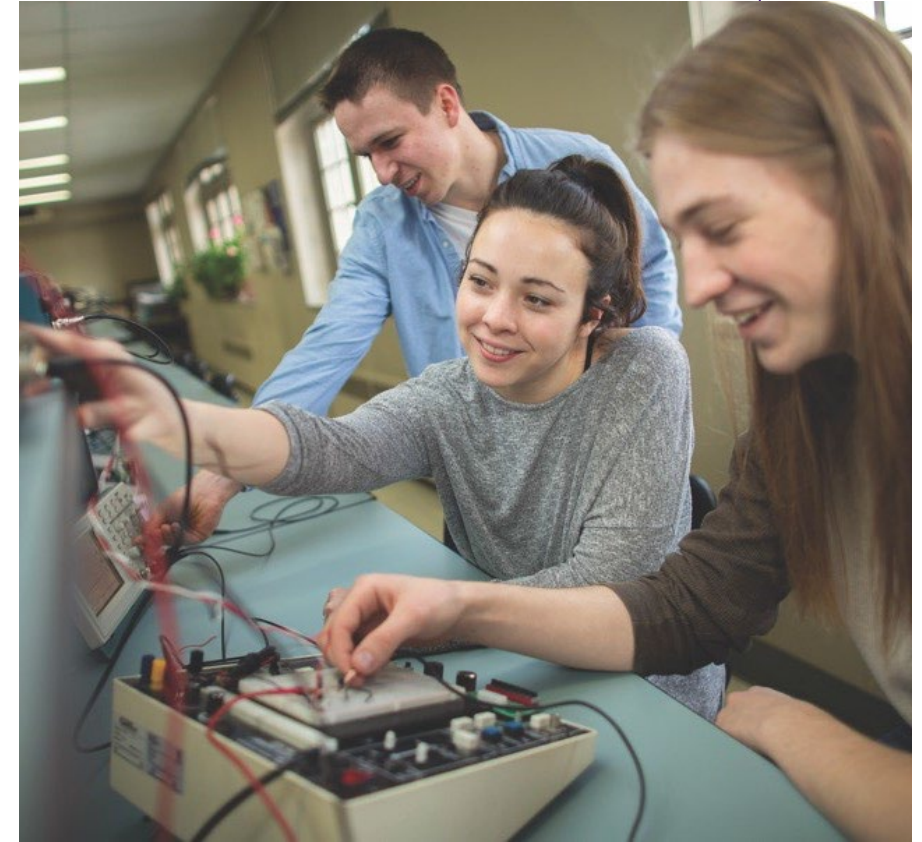
Awards & Distinctions



Mitacs

Canada Excellence Research Chairs

Embargoed Successes



Funding Updates

ITEM 3.0 – Business Arising from the Minutes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐

DISCUSSION

There are two items of business arising from previous Minutes:

3.0(a) At the October meeting, a Senator asked if updates on the enrollment as at November 1 could be provided at the next Senate meeting. They were specifically interested in the averages of the first-year entrance group: international, domestic, male and female. At the November meeting, this update was deferred to the December meeting.

3.0(b) At the November meeting, a Senator asked if the membership of selection committees would be posted publicly. They also noted that the Chief Digital Officer role is not included in the Appointment Procedures for Senior Academic and Administrative Officers of the University and asked if the Operations/Agenda Committee would consider whether it should be added.

The University Secretary has noted that some selection committees are posted under the Provost's webpage. The Secretariat will work to create a webpage under its site to provide information on active selection committees' membership going forward.

The Appointment Procedures for Senior Academic and Administrative Officers of the University have been referred to the Operations/Agenda Committee and will also be referred to the Senior Policy and Operations Committee of the Board for consideration of the roles to be included.



REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: November 25, 2022

Re: Monthly report for December 2022

Dear Senators,

Following are some noteworthy developments since my November 4 report to Senate.

Wampum Learning Lodge: On November 7, we officially opened Western's new Indigenous learning space. The 10,000- square-foot building, with its distinctive domed roof, has been retrofit with three floors of classrooms, gathering spaces, offices, and a media centre designed to support Indigenous ways of knowing. A home for Indigenous initiatives, we hope the Wampum Learning Lodge becomes a touchstone, a place to gather, learn together and build relationships in the spirit of Truth and Reconciliation. The opening of this space represents a long journey for Western, led by the Office of Indigenous Initiatives and in consultation with Indigenous students, staff and faculty. It also delivers on commitments made by Western in our *Indigenous Strategic Plan* and *Towards Western at 150*. The beautiful space was designed by Wanda Dalla Costa, Canada's first female Indigenous architect, whose thoughtful and purposeful design incorporates several unique and important features. The Wampum Learning Lodge is being celebrated through a variety of scheduled culturally relevant events.

Major federal grant expands pathogen research at Western: On November 16, Western was named recipient of a \$16M grant from Canada Foundation for Innovation's Biosciences Research Infrastructure Fund to expand the Imaging Pathogen's for Knowledge Translation (ImPaKT) facility. The grant will allow our Schulich School of Medicine & Dentistry to test new antimicrobial strategies to prevent the airborne spread of infectious diseases, and to also produce antimicrobial therapies and vaccines for human use. The expansion will also include a drug manufacturing facility that will allow researchers and industry partners to produce pharmaceutical-grade drugs on campus. Since first opening in summer 2019, ImPaKT has played an instrumental role in several important studies conducted on COVID-19, including ongoing wastewater testing at the local and global level.

Fall Preview Day: On November 20, Western welcomed over 12,700 prospective students and their family members to campus, inviting them to explore campus and gather information as they contemplate their choice of university. Many thanks to all our colleagues and student volunteers who participated in the various information sessions and other engagement opportunities across Faculties, Schools, and Departments. The Office of the Registrar also advises that first-round offers of admission have now been extended to prospective domestic and international students—the earliest offers have ever been released. Next rounds will soon be released, and we look forward to answering applicants' questions in the weeks ahead.

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

- **Tarun Katapally** (Health Studies) appointed *Canada Research Chair in Digital Health for Equity*.
- **Gordon Osinski** (Earth Sciences) named Principal Investigator and Scientific Lead for the *Government of Canada's* Canadensys Aerospace project to build our country's first lunar rover.
- Twelve alumnae named among *Canada's Most Powerful Women* by the *Women's Executive Network*: **Deryn Rizzi**, GDPA'18; **Ishita Aggarwal**, MPH'19; **Jody Becker**, BA'96, LLB'99; **Karen Chan**, EMBA'10; **Rebecca Kacaba**, BA'03; **Priscilla Luna**, EMBA'19; **Erica Nielsen**, MBA'02; **Karen Peesker**, HBA'92, MBA'97; **Eva Salem**, HBA'93; **Oricia Smith**, HBA'95, MBA '98; **Nitsa Staikos**, BA'97; **Nurin Thawer**, HBA'05
- Named among London's Top Twenty in their 20s' by *Business London*: **Kenisha Arora** (BMSc'24); **Nicole Baranowski**, BA'19, MScM'21; **Anthony Giugno**, BSc'19; Dollar Luo, HBA'24; **Paige Martin**, BA'18, MMJC'19; **Ian Rake**, BMOS'16; **Rubaina Singla**, MIT'24; **Justin Tiseo**, BA'16

Leadership update: Searches remain underway for the Dean of the Faculty of Arts & Humanities, Vice-Provost & Associate Vice-President (International), University Registrar, and Vice-President (Research).

ITEM 5.1 – Revisions to the Terms of Reference of the Senate Committee on Academic Policy (Composition)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the Terms of Reference of the Senate Committee on Academic Policy be revised as shown in Item 5.1, effective December 2, 2022.

EXECUTIVE SUMMARY:

The composition of the former Senate Committee on Academic Curriculum and Awards (SCAPA) included student representation through both students elected by Senate and *ex officio* seats for student leadership. The composition of SCAPA included:

Two students elected by Senate: one graduate and one undergraduate
USC Vice-President (University Affairs)
SOGS Vice-President (Academic)

In July 2022, a three-year pilot restructuring was implemented to divide the mandate of SCAPA between two committees:

- a renamed SCAPA with a mandate to focus on academic curriculum and student awards – the Senate Committee on Academic Curriculum and Awards (ACA)
- a new Senate Committee on Academic Policy (Policy)

ACA retained the same student representation as the former SCAPA, including two students elected by Senate (one graduate and one undergraduate), the USC Vice-President (University Affairs), and the SOGS Vice-President (Academic). The composition of Policy, however, includes representation from only two student members: one graduate student and one undergraduate student elected by Senate.

The current proposal seeks to expand the composition of Policy to include *ex officio* seats for the USC Vice-President (University Affairs) and the SOGS Vice-President (Academic). Doing so will help ensure that Policy has the appropriate student representation for the review of Senate academic policy. The change will also align the composition of Policy with that of ACA and the former SCAPA.

ATTACHMENT(S):

[Revisions to the Terms of Reference of the Senate Committee on Academic Policy \(Composition\)](#)



Senate Committee on Academic Policy (Policy)

Effective Date: July 1, 2022

Supersedes: *

Date of Next Review: *

TERMS OF REFERENCE

1. To oversee, and periodically review existing Senate academic policies, except those matters for which responsibility is specifically assigned to another Senate committee.
2. To propose new Senate academic policies in areas when and where there is no current policy and it is advisable, prudent and/or necessary that there be policy.
3. To consider proposals for new, and modifications to existing, Senate academic policies that are submitted in accordance with the Policy on Establishing Senate Academic Policies and Procedures.
4. To establish such ad hoc policy review working groups as the committee may determine necessary, to undertake a periodic review or special review of a new or existing academic policy or policies. The membership of any such working group shall include appropriate experience and expertise in the policy area.
5. To report to Senate with a committee recommendation on all matters referred to the Senate Committee on Academic Policy by Senate or any Senate committee.

COMPOSITION

Ten members elected by Senate:

Eight faculty members. No more than two faculty members may be from the same Faculty, School, or Affiliated University College. At least four faculty members must have membership in the School of Graduate and Postdoctoral Studies.

Two students: one graduate and one undergraduate.

One representative of each Affiliated University College, appointed by the respective Affiliated University College President for a two-year term. The representatives of the Affiliated University Colleges shall have one vote, with the voting member to be determined on a one-year rotating basis.

Ex officio (voting):

President & Vice-Chancellor
Provost & Vice-President (Academic)
Vice-Provost (Academic Programs)
Vice-Provost (Graduate and Postdoctoral Studies)
Vice-Provost (Students)
Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Associate Vice-President (Equity, Diversity & Inclusion)
USC Vice-President (University Affairs)
SOGS Vice-President (Academic)
Chair of the Senate Committee on Academic Curriculum and Awards (ACA)

Ex officio (non-voting):

University Registrar
University Secretary

Observers (non-voting):

Appointed on a one-year rotational basis:

One Academic Counsellor (and an alternate) from the faculties with first entry programs

One administrative representative (and an alternate) from the pool of individuals managing second entry programs.

One Graduate Assistant (and an alternate) identified by the School of Graduate and Postdoctoral Studies

The Committee shall elect a Chair and a Vice-Chair annually from among the members elected by Senate.

GENERAL PROCESS FOR SENATE COMMITTEES

Quorum: As set out in Senate By-Law VI.11.(a), quorum shall be one-half of the voting members, including at least one-half of the elected or appointed members, during September to May, and one-third of the voting members, including one-third of the elected or appointed members, during June, July and August.

Quorum September to May: ~~40~~ **11** members, including 6
elected/appointed

Quorum June to August: 7 members, including 4
elected/appointed

Terms: The terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Law VI.10.(a).

ITEM 6.1 – Membership – University Research Board (URB)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Workload: Meets Tuesdays at 1:00 p.m., approximately six times per year.

- Composition:** Seventeen (17) members elected by Senate, including:
- Eleven (11) members of faculty
 - One (1) from each Faculty/School, excluding SGPS
 - At least one (1) of whom occupies a senior position in a Research Centre or Institute
 - One (1) undergraduate student
 - Two (2) graduate students
 - Two (2) postdoctoral fellows
 - One (1) senior member of administrative staff serving in a leadership position with a research focus

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

Oana Branzei (Ivey), Caroline Calmettes (Senior Admin – Research Focus), Katie Campbell (Undergrad), Karine Dufresne (Post-Doc), Amanda Grzyb (FIMS), Jim Lacefield (Eng), Matheus Sanita Lima (GRAD), John Nassichuk (AH), Andrew Nelson (SS), Hugh Samson (GRAD), Jana Starling (Music).

Terms continuing to June 30, 2024:

Sarah Gallagher (Sci), Margaret Martin (Law), Michael Paris (Post-Doc), Katina Pollock (Edu), Cheryle Séguin (Schulich)

Required: One (1) faculty member from Health Sciences to complete the term of Janis Cardy to June 30, 2023.

Nominees: Trish Tucker (Faculty, HS) Term to June 30, 2023

ITEM 6.2 – Membership – Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

At its October meeting, Senate elected five representatives to the selection committee for the Vice-Provost (Graduate & Postdoctoral Studies):

Matt Davison (Dean)
Yousuf Hasan (GRAD)
Janis Cardy (Faculty)
Lorraine Davies (Faculty)
Jayshri Sabarinathan (Faculty)

Janis Cardy has resigned from the Selection Committee.

Composition: A committee to select a Vice-Provost (Graduate & Postdoctoral Studies) shall consist of:

- the Provost & Vice-President (Academic), who shall be Chair
- the Vice-President (Research)
- 5 persons elected by Senate, one of whom shall be a Dean and one of whom shall be a graduate student

Required: One (1) person elected by Senate, to complete the term of Janis Cardy

Nominees: _____ Chris Alcantara _____ (Faculty/Staff/Com)

ITEM 6.3 – Vice-Chair of Senate

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

The Vice-Chair of Senate, Erika Chamberlain, will be on leave for the period January 1, 2023 to June 30, 2023.

The Vice-Chair of Senate will chair Senate meetings in the absence of the President and serves as the Chair of the Senate Operations/Agenda Committee.

Required: One member of Senate to serve as Vice-Chair of Senate, to complete the term of Erika Chamberlain who will be on leave from January 1, 2022 to June 30, 2023

Nominees: Sophie Roland

ITEM 9.1 – Update on the Budget Planning Process and Guidelines

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

F. Strzelczyk, Provost & Vice-President (Academic) will present an update on the budget planning process and associated guidelines.

ATTACHMENT(S):

[Planning for 2023-24 to 2025-26: Year 1 of Three-Year Planning Process Guidelines for the Faculties](#)

Western University

**Planning for 2023-24 to 2025-26: Year 1 of Three-Year Planning Process
Guidelines for the Faculties**

September 28, 2022

A. Introduction

A year ago, we launched a 1-year budget/plan (for 2022-23) and signaled that, in the fall of 2022, we will implement a multi-year plan spanning the 3-year period 2023-24 through 2025-26 – after the preparation of Faculty Academic Plans and Support Unit Operational Plans, in alignment with our Strategic Plan, *Towards Western at 150*.

The Academic Plans and Operational Plans were submitted this past June – and the planning guidelines in this document mark the transition to the 3-year plan for 2023-24 to 2025-26.

The general approach to the multi-year process will be as follows:

1. Faculties are initially provided with 3-year budget forecasts – including base budgets, enrolment-related revenue-sharing allocations, and known one-time funding.
2. Each Faculty's planning submission will include confirmation (or update) of its Academic Plan highlighting the Unit's academic priorities and the links to the University's Strategic Plan – including metrics to track progress towards objectives.
3. Based on the budget forecasts, each Faculty's planning submission will include 3-year faculty and staff complement plans, enrolment plan updates, and space/capital requirements.
4. As part of their planning submissions, Faculties will be invited to make proposals for priority initiatives (and associated resource requirements) for the 3-year planning period.
5. The outcome of the current planning process will include multi-year recommendations for the Faculties – including budgets, enrolments, faculty/staff complements, and space/capital.
6. In the subsequent two planning cycles (i.e. years two and three of the 3-year planning period), the process described in 1 through 5 above will be repeated – i.e. the Faculties will have the opportunity to bring forward new proposals that involve incremental resources and reflect new and existing priorities in their evolving Academic Plans.

We aspire to continue with the investments (of the last two planning cycles) aimed at achieving our Strategic Plan priorities – and therefore, a key objective of our planning will be to secure the necessary resources through strategic enrolment growth.

B. Resources Available to each Faculty and the Budget Planning Exercise for 2023-26

A set of revenue projections for the Faculty for the 3-year planning period has been provided in Appendix A – and includes the following components:

- **Base Budgets** – the net result of the starting base budgets adjusted (by the inflationary budget adjustment – IBA) to provide for University-level cost increases, program expansion funding, and self-funded program revenues.
- Funding associated with **Canada Research Chairs (CRCs)** and **Western Research Chairs (WRCs)**.
- Estimated allocations from **the Enrolment-related Revenue Sharing Mechanism** – based on each Faculty’s projected undergraduate and graduate enrolments as well as undergraduate teaching responsibilities.
- Funding from the program (implemented last year) aimed at supporting Faculties with **PhD enrolment growth**.
- One-time funding in support of the Black and Indigenous faculty hired through the **Provost’s Academic Renewal Fund (PARF)**.
- Any **previously-approved base and one-time allocations** from the Academic Priorities Fund (APF).

The revenue projections for the Faculty shown in Appendix A do not include possible additional resources which may be allocated as an outcome of this planning cycle – or through each annual planning cycle during the 3-year planning period.

Appendix A shows historical operating revenue information for the Faculty and the 2023-26 revenues to be used for modelling purposes. Note that the historical revenue figures include centrally funded salary and benefit increases, but some/all of these central allocations are not yet included in the revenues for 2022-23 and beyond.

As has been the case in recent planning cycles, this budget planning process is a modelling exercise only. The actual final revenues – to be recommended in the spring of 2023 – will be a function of: (1) the base budget recommendation after consideration of the actual values of a number of university-level revenue and expenditure variables (e.g. actual enrolments and related funding, and negotiated salary settlements), (2) differential budget decisions, (3) updates to enrolment/teaching projections that will result in updated estimates of enrolment-related revenue sharing allocations, and (4) refinement to other revenue lines. In addition, funding associated with negotiated salary and benefit increases will be added to Faculty budgets at the appropriate times during each year of the 3-year planning period.

C. Elements of the Planning Submission

1. Summary of the Faculty Academic Plan

Deans are asked to include the summary of the Faculty Academic Plans submitted at the end of September through the standard templates distributed to Deans after the fall 2022 Provost's retreat. In addition, please include updates on early action steps and metrics/data. Discussions at the planning meetings will focus on the Academic Plan priorities, expected outcomes and timelines, measuring progress annually, and aligning resources to outcomes.

2. Enrolment Planning

To support overall University planning and budgeting, Deans are asked to update/confirm Appendix E – which contains the graduate enrolment plans provided by the Faculties as part of the Academic Plans).

In order to support the growth aspirations of the University and the Faculties, we will continue with the sharing of incremental enrolment-related revenues (currently only tuition revenue) with the Faculties. Appendix C summarizes the overall enrolment forecasts underlying the revenue-sharing calculations and Appendix D describes the updated revenue-sharing mechanism for the upcoming 3-year planning cycle. *In recent years, the Faculties of Arts & Humanities, Information & Media Studies, and Music have experienced declines in undergraduate enrolments. To support these Faculties with renewal initiatives, the undergraduate enrolment baselines for these three Faculties (over which growth will be funded through the revenue-sharing system) will be lowered by 10%.*

3. Faculty/Staff Complement Plan

Deans are asked to provide a faculty and staff complement plan that supports the priorities identified by completing Appendix B. The Faculty complement plan should include approved/pending Canada Research Chairs (CRCs) and Western Research Chairs (WRCs), describe the contract years for limited-term appointments and renewals (e.g. years 1-3; 9-12), and clearly indicate the Unit and academic area of any proposed new hire (not “replacement for X”).

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

The University will continue its approach of retaining central funds (base and one-time) in order to support Academic Priorities that are in direct support of the University's Strategic Plan.

Deans may bring forward proposals for the Academic Priorities Fund (APF) – which will be available in each year of the 3-year planning period. Proposals should include only academic initiatives and should be directly linked to the University's strategic priorities. Proposals that involve multi-Faculty initiatives and are reinforced by Faculty resources will be viewed favourably. Deans should also include measurable indicators of progress towards the goals associated with each proposal. Deans are asked to complete the template in Appendix H for each

proposal. Please note that APF proposals are capped at the higher of 0.5% of the Faculty's 2022-23 base budget or \$150,000 – in each of the three years and for both base and one-time requests.

5. Capital Projects and Space/Facilities

Deans can submit requests for capital funding – to support minor capital projects – up to a maximum of \$300,000. Prior to submission of capital funding requests, units must consult with Facilities Management to obtain a cost estimate and to ensure that all building, safety, and structure-bearing codes receive proper attention. Requests for incremental space should include a clear description of the need and alignment with the Faculty's academic priorities and the University's Strategic Plan. Please use the templates in Appendix I and J for capital and space requests respectively.

Larger space/facilities proposals (e.g. major renovations, building expansion, new facilities) to support the Faculty's academic priorities – in particular “growth” – should be included in the Academic Plans section (C.1).

6. Budget Planning Template

Appendix A provides the budget planning template for the 3-year planning period. Enrolment-related revenue sharing estimates have been completed by IPB using the most recent enrolment projections and historical patterns in teaching activity. Deans are asked to review these figures in consultation with IPB and adjust the revenue lines (excluding the base budget line) as necessary. Particular attention should be paid to the revenue-sharing estimates, which should be updated to reflect any major changes in enrolments/teaching in the current year (i.e. 2022-23). As we get closer to the official November 1 enrolment count date, IPB will update the revenue-sharing estimates. If there are major changes, Deans will be notified of the changes to include in their budget plan.

The total budget must be balanced at the end of the 3-year planning period (i.e. cumulative surplus/deficit must be greater than or equal to zero), and the in-year deficit in the final year (2025-26) must be within 1% of the Faculty's base budget plus revenue sharing for that year.

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

D. University-wide Planning Policies

In preparing their planning submissions, Deans should consider the following University-wide planning and budgeting policies:

- The policy of ***guaranteeing courses to first-year students*** has made a tremendous contribution to Western's recruitment efforts and to the early academic experience of our students. The

commitment of the Faculties to this policy has been outstanding. It is our intention to continue this guarantee as a central feature of Western's first year programs.

- The ***Faculty Turnover Recovery Policy*** will remain suspended for the 3-year planning period. The policy and the parameters will be reviewed at the end of the three years.
- Faculties will continue to receive funding (to support ***spousal hiring***) equal to one third of the annual salary plus benefits – to a maximum of three years – in cases where the spouse of a probationary or tenured faculty recruit is being hired into a full-time faculty position created as part of the recruitment process. The Faculty hiring the spouse and the Faculty hiring the tenured or probationary recruit each contribute one-third of the salary plus benefits of the spouse. Deans are reminded that, in keeping with the collective agreement, spousal positions created in this manner are for a limited term appointment. In exceptional cases, where evidence is presented that the spouse fits the Academic Plan and priorities of the Faculty hiring the spouse, a request for consideration for an off-cycle tenured/probationary hiring approval may be submitted to the Provost. All provisions of the UWOFA Collective Agreement must be observed. It should be understood that such a request may replace other tenured/probationary positions currently in the plan.
- ***Supplementary Fees*** provide resources to offset specific program-related costs and are approved formally by our Board of Governors. Changes to existing fees and new fee proposals must be brought forward through the annual planning process. Please use Appendices F and G for supplementary fee related proposals, in consultation with IPB. *Please note that new fees and changes to existing fees must be brought forward through the planning submissions in order to receive approval by the Board of Governors.*

E. Conclusion

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

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

Please submit an Electronic Version (single PDF file) to Ruban Chelladurai 10 days prior to your Planning Meeting Date. This timeline is required in order to complete the final review of the plans.

Western University
Faculty of XXXXXX
Budget Planning, 2023-2024 through 2025-2026

		<a>		<c>	<d>	<e>	<f>	<g>
		2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
		Year-End Actual	Year-End Actual	Year-End Actual	Projected Year-End	Budget Plan	Budget Plan	Budget Plan
1	Funds Available							
2	Base Operating Budget (excluding CRCs)							
3	Canada Research Chairs							
4	Other Approved Base Budget Adjustments							
5	Revenue Sharing on Incremental Enrolments							
6	One-Time Funding							
7	Operating Revenues/Transfers In							
8	Recoveries							
9	Funds Available excluding Carryforward							
10	Carryforward from Previous Year							
11	Total Funds Available							
12	Expenditures							
13	Full-Time Faculty Salaries							
14	Part-Time Faculty Salaries							
15	Faculty: Contracted Service							
16	Full-Time Staff Salaries							
17	Part-Time Staff Salaries							
18	Staff: Contracted Service							
19	GTA Salaries							
20	Other Graduate Student Salaries							
21	Total Salaries							
22	Employee Benefits: Full-Time Faculty							
23	Employee Benefits: Full-Time Staff							
24	Employee Benefits: Other							
25	Sub-Total Employee Benefits							
26	Total Salaries and Benefits							
27	Non-Salary Expenses							
28	Graduate Student Awards / Scholarships							
29	Provision for Equipment / Computers							
30	Computing Equipment, Software and Maintenance							
31	Travel							
32	Canada Research Chairs Expense							
33	All Other Expenses							
34	Total Non-Salary Expenses							
35	Total Expenditures							
36	Cumulative Surplus/(Deficit)							
37	Less: Carryforward (from line 11)							
38	In-Year Surplus/(Deficit)							
39	Funding Available for Endowed Chairs, Professors, and Fellows (Not Included Above)							

Western University

Faculty of XXXXX

Base Budget Calculations, 2023/2024 through 2025/2026

Calculation of Inflationary Budget Adjustment (IBA)		2022/2023	2023/2024	2024/2025
<a>	Beginning Base Budget			
	Adjustment: Revenue Sharing rolled into Base Budget			
<c>	Beginning Base Budget, Adjusted			
<d>	Base Budget for CRCs			
<e=sum(a:d)>	Net Base Budget			
<f>	IBA for Next Year			
<g = e + f>	Net Base Budget for Next Year			

Calculation of Base Budget		2023/2024	2024/2025	2025/2026
<h>	Beginning Base Budget, Adjusted			
<i>	IBA			
<j>	Faculty Turnover Recovery			
<k>	Base Budget for CRCs, Prior Year			
<l>	Base Budget for CRCs, Current Year			
<m= sum(h:l)>	Base Budget			

Appendix A, Page 1, Presentation		2023/2024	2024/2025	2025/2026
<n>	Appendix A, Page 1 - Line 2 (Base excluding CRCs)			
<o>	Appendix A, Page 1 - Line 3 (CRCs)			
<p>	Base Budget			

Notes

<a>The Base Budget is as of August 31, 2022 for 2023/2024; otherwise it is the prior year's base budget.

Western University

Faculty of XXXXX

Operating Revenues and Transfers In, 2021/2022

(Line 8, Column <c> on Page 1 -- For Illustration Only)

<i>Account No.</i>	<i>Description</i>	<i>Amount</i>
517500	Foundation Gifts & Donations	
517800	Individual Donations	
526100	Supplemental Fees	
526120	Graduate Application Fees	
526500	Music Lessons	
536800	Fees	
539000	Rentals	
590400	Transfer from Other / Expendable	
Total Revenues and Transfers In		0

Western University

Faculty of XXXX

Full-Time Faculty / Staff Complement Planning, 2023-2024 through 2025-2026

	2019-2020	2020-2021	2021-2022	2022-2023 (as of Aug. 31/22)	2022-2023 Proj. Year-End	2023-2024 Plan	2024-2025 Plan	2025-2026 Plan
Faculty								
Tenured/Probationary								
Canada Research Chairs: Tier 1								
Canada Research Chairs: Tier 2								
Continuing / Probationary Teaching Scholars								
Limited-Term / Permanent								
Other								
Sub-Total Faculty								
Partially Non-Operating Funded Included Above (Excluding CRCs)								
Fully Non-Operating Funded Included Above (Excluding CRCs)								
Joint Appointments (Included Above)								
Joint Appointments (Not Included Above)								
Staff								

Notes:

All data are as of April 30th, except for 2022-23, which are as of August 31, 2022.

Data includes all regular full-time appointments, regardless of funding source, and excludes employees on LTD.

Western University
Faculty of XXXXX

Full-Time Faculty Complement Planning, 2023-2024 through 2025-2026

	2022-2023 (as of Aug. 31/22)	2022-2023 Projected Year-End	2023-2024 Plan	2024-2025 Plan	2025-2026 Plan
Faculty					
Tenured/Probationary					
Canada Research Chairs: Tier 1					
Canada Research Chairs: Tier 2					
Continuing/ Probationary Teaching Scholars					
Limited Term / Permanent					
Other					
Sub-Total Faculty	0	0	0	0	0
Joint Appointments (Included Above)	1				
Joint Appointments (Not Included Above)	0				

Departees		Provide name and contract status of anticipated departees September 2022 to April 2023	Provide name and contract status of anticipated departees in 2023-2024	Provide name and contract status of anticipated departees in 2024-2025	Provide name and contract status of anticipated departees in 2025-2026
Please indicate if CRC, APF-funded, or non-operating-funded	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				

Additions: Previously Approved		Provide name and contract status of anticipated additions September 2022 to April 2023	Provide name and contract status of anticipated additions in 2023-2024	Provide name and contract status of anticipated additions in 2024-2025	Provide name and contract status of anticipated additions in 2025-2026
Please indicate if an offer has been made.	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				

Proposed New Additions		Provide name and contract status of anticipated additions September 2022 to April 2023	Provide name and contract status of anticipated additions in 2023-2024	Provide name and contract status of anticipated additions in 2024-2025	Provide name and contract status of anticipated additions in 2025-2026
Funding must already be in place - and should be included in the Budget Plan.	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				

Western University
Faculty of XXXXX

Full-Time Staff Complement Planning, 2023-2024 through 2025-2026

	2023-2024 (as of Aug. 31/22)	2023-2024 Projected Year-End	2024-2025 Plan	2024-2025 Plan	2025-2026 Plan
Staff					
100% Operating Funded - OF					
Partially Operating Funded - PF					
Non-Operating Funded - NOF					
Sub-Total Staff	0	0	0	0	0

Departees		Provide name and position of anticipated departees September 2022 to April 2023	Provide name and position of anticipated departees in 2024-2025	Provide name and position of anticipated departees in 2024-2025	Provide name and position of anticipated departees in 2025-2026
Indicate funding status. If Partially Funded please indicate percent funded from operating Fully op Funded = OF Non op funded = NOF Partial Fund - PF xx%	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	13				
	14				
	15				

Additions		Provide name and position of anticipated additions September 2022 to April 2023	Provide name and position of anticipated additions in 2024-2025	Provide name and position of anticipated additions in 2024-2025	Provide name and position of anticipated additions in 2025-2026
Indicate funding status. If Partially Funded please indicate percent funded from operating Fully op Funded = OF Non op funded = NOF Partial Fund - PF xx%	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	13				
	14				
	15				

Western University

Faculty of XXXXX

Limited-Term Complement Planning: 2023-24 through 2025-2026

Limited-Term Faculty		2022-2023	2024-2025	2024-2025	2025-2026
		Names of LT Faculty with contracts ending September 2022 to April 2023	Names of LT Faculty with contracts ending in 2024-2025	Names of LT Faculty with contracts ending in 2024-2025	Names of LT Faculty with contracts ending in 2025-2026
<p>Listing of Limited-Term Faculty with contract end dates falling in the planning period</p> <p><i>Please note:</i> All LT positions with an end date falling in the planning cycle must appear on Appendix B Page 2 as a departee</p> <p>LT positions that are being renewed must be shown on Appendix B Page 2 as a departee and an addition with "renewal" denoted next to the addition</p>	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	13				
	14				
	15				
	16				
	17				
	18				
	19				
	20				

Western University
Faculty of XXXXX
Planning for CRCs and WRCs: 2023-2024 through 2025-2026

Canada Research Chairs			2023-2024	2024-2025	2024-2025	2025-2026
		Name	Position and end dates falling September 2022 to April 2023	Position and end dates falling in 2024-2025	Position and end dates falling in 2024-2025	Position and end dates falling in 2025-2026
Tier 1	1					
	2					
	3					
	4					
	5					
	6					
Tier 2	1					
	2					
	3					
	4					
	5					
	6					

Western Research Chairs			2023-2024	2024-2025	2024-2025	2025-2026
		Name	Provide name and position of funding end dates falling September 2022 to April 2023	Provide name and position of funding end dates falling in 2024-2025	Provide name and position of funding end dates falling in 2024-2025	Provide name and position of funding end dates falling in 2025-2026
	1					
	2					
	3					
	4					
	5					
	6					

Western: Constituent University

SUMMARY OF ENROLMENT FORECAST -- Preliminary Projections as of September 19, 2022

		Actual					Forecast				
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 e	2023-24	2024-25	2025-26	2026-27
1	Constituent University										
2	Full-Time Undergraduates										
3	Arts & Humanities	985	938	882	877	853	862	853	880	906	964
4	Business (HBA)	1,109	1,085	1,090	1,057	1,072	1,222	1,314	1,315	1,315	1,315
5	Dentistry	263	262	262	263	264	284	284	284	284	284
6	Education	747	716	697	677	697	702	668	668	668	668
7	Engineering	1,981	2,032	2,008	2,151	2,293	2,475	2,655	2,771	2,887	2,880
8	Health Sciences										
9	BHSc Program	1,189	1,227	1,251	1,339	1,424	1,441	1,467	1,467	1,479	1,516
10	Kinesiology	1,231	1,215	1,241	1,285	1,283	1,310	1,326	1,362	1,395	1,425
11	Nursing	960	969	974	989	1,028	1,186	1,269	1,315	1,315	1,315
13	Sub-Total	3,380	3,411	3,466	3,613	3,735	3,937	4,061	4,144	4,188	4,256
14	Law	478	480	485	490	482	490	510	530	550	550
15	Media, Information, & Tech	898	916	895	871	899	881	890	912	923	978
16	Medicine										
17	MD Program	699	685	683	686	688	684	684	687	690	693
18	BMedSci Program	1,021	1,000	1,036	1,161	1,252	1,308	1,425	1,483	1,482	1,549
19	Music	412	414	449	443	434	405	393	375	379	421
20	Science	4,948	5,143	5,326	5,535	5,809	5,953	6,092	6,316	6,514	6,615
21	Social Science	6,501	6,497	6,503	6,882	7,348	7,673	8,066	8,298	8,512	8,719
22	Total Full-Time Undergraduates	23,422	23,579	23,782	24,706	25,826	26,876	27,895	28,663	29,298	29,894
23	Concurrent Programs	231	247	288	345	380	380	380	380	380	380
24	Medical Residents	934	956	936	940	968	940	940	940	940	940
25	Full-Time Graduates										
26	Masters	3,750	3,734	3,946	3,869	4,360	4,165	5,002	5,404	5,598	5,666
27	Doctoral	2,185	2,177	2,219	2,231	2,345	2,376	2,423	2,460	2,505	2,545
28	Total Full-Time Graduates	5,935	5,911	6,165	6,100	6,705	6,541	7,425	7,864	8,103	8,211
29	Total Full-Time Enrolment	30,522	30,693	31,171	32,091	33,879	34,737	36,640	37,847	38,721	39,425
30	Part-Time FTEs										
31	Undergraduate	2,012	2,061	1,988	2,563	2,408	2,535	2,500	2,500	2,500	2,500
32	Education (AQs)	401	456	435	447	460	450	470	475	480	490
33	Masters	95	114	110	122	128	108	120	120	120	120
34	Doctoral	29	32	32	35	29	31	35	35	35	35
35	Total Part-Time FTEs	2,537	2,663	2,566	3,167	3,025	3,124	3,125	3,130	3,135	3,145
36	Total Constituent FTEs	33,059	33,356	33,737	35,258	36,904	37,861	39,765	40,977	41,856	42,570
37	Rows 37 to 62 Included above										
38	International Students										
39	Constituent Full-Time										
40	Undergraduates	2,342	2,692	2,763	2,822	2,761	2,571	2,705	2,973	3,454	4,041
41	Medical Residents	123	142	130	130	173	185	185	185	185	185
42	Masters (excluding Ivey)	715	717	925	695	826	784	1,011	1,115	1,164	1,201
43	Ivey Masters (excluding EMBA)	75	63	81	159	199	227	222	224	224	224
44	Executive MBA	1	4	4	1	2	1	0	0	0	0
45	Doctoral	581	607	665	686	798	852	795	799	813	812
46	Year 1 Only										
47	Constituent										
48	Arts & Humanities	229	233	209	221	248	192	212	235	260	290
49	Engineering	571	588	586	704	774	850	850	850	850	850
50	Health Sciences										
51	BHSc Program	335	393	385	407	421	384	400	405	430	440
52	Kinesiology	318	304	339	335	351	346	350	355	375	385
53	Nursing	144	142	144	159	142	145	145	145	145	145
54	Media, Information, & Tech	245	263	252	226	270	213	240	260	275	295
55	MOS Program	769	819	768	1,072	1,052	1,139	1,200	1,220	1,240	1,270
56	Music	112	121	123	117	94	86	94	102	109	118
57	Science	1,551	1,680	1,676	1,801	2,016	2,038	2,080	2,140	2,185	2,235
58	Social Science	815	835	840	965	1,054	1,008	1,030	1,055	1,105	1,140
59	Total Year 1 - Constituent	5,089	5,378	5,322	6,007	6,422	6,401	6,601	6,767	6,974	7,168
60	Masters										
61	All Programs (excluding Ivey)	3,280	3,319	3,491	3,301	3,545	3,377	4,006	4,269	4,463	4,531
62	Ivey (excl EMBA)	265	241	285	466	665	631	820	955	955	955
63	Executive MBA	205	174	170	102	150	157	176	180	180	180

For Information

90	Year 1 Constituent International Students	638	855	639	592	610	666	841	957	1,154	1,343
----	---	-----	-----	-----	-----	-----	-----	-----	-----	-------	-------

Appendix D

Enrolment-related Revenue Sharing for 2023-24 through 2025-26

A. Previous Revenue Sharing System and Allocations

1. The previous revenue sharing system ends with the 2022-23 Allocations – which were based on 2021-22 enrolments/teaching.
2. The 2022-23 allocations have been rolled into Faculty base budgets in early fall 2022 – and became part of the Faculties' 2022-23 base budgets, which are being used to launch the upcoming 3-year budget cycle (i.e. for 2023-24 to 2025-26). Interdisciplinary programs are included in the overall Faculty budgets.
3. Faculties now have new enrolment baselines – which are the 2021-22 enrolments/teaching. This includes program enrolments, undergraduate direct-entry course registrations, and weighted teaching units (WTUs). A budget per WTU has been calculated for each Faculty using the newly-established 2022-23 base budgets and the 2021-22 WTUs (i.e. 2022-23 base budget divided by the 2021-22 WTUs). The 2022-23 base budgets used as part of the planning guidelines are preliminary figures – and the calculations will be adjusted when the final base budgets are available early in 2023.
Note: “Weighted Teaching Units (WTUs)” is a composite measure that captures overall teaching activity in the Faculty – including domestic and international students in all undergraduate and graduate programs. Using the WTUs in measuring the baseline gives the Faculties maximum flexibility in planning/managing enrolments in order to achieve the baseline enrolment level.
4. Falling below the WTU baseline will result in annual one-time budget reductions – on a slip-year basis, as follows:
 - a. For declines down to 97% of the WTU baseline, the reduction will be at a rate of 60% of the Faculty-specific budget per WTU noted in #3 above.
 - b. For declines below the 97% threshold, the reduction will be at a rate of 100% of the Faculty-specific budget per WTU figure.
 - c. This approach keeps our mechanism somewhat consistent with the government corridor funding system.
5. Starting with 2022-23, Faculties must maintain overall enrolment/teaching levels such that their annual WTUs are at least 97% of the WTU baseline. ***This condition must be met, in order for Faculties to be eligible for future revenue sharing.***

B. Revenue Sharing in the Upcoming 3-Year Cycle

6. There shall be two separate revenue-sharing systems – one for undergraduate enrolments/teaching and one for graduate enrolments.
7. In order to receive funding from one/both of the two systems, Faculties must meet the criteria set out in A.5. above.
8. If the criteria in A.5. is met, funding will be allocated – on a **slip-year basis** – as follows:
 - a. **Undergraduate:** In the undergraduate component, revenue sharing will recognize both the students' program of registration as well as the teaching of the direct-entry program students by all Faculties. *The overall level of undergraduate revenue sharing is being increased to 50% from the previous level of 40%.*

For direct-entry undergraduate programs/teaching, revenue sharing will be as follows:

- 30% of incremental tuition will be provided to the Faculties where the students are registered.
- In addition, the equivalent of 20% of incremental undergraduate direct-entry tuition (in total) will be distributed based on incremental full-course-equivalent (FCE) course registrations over the baseline year.
 - i.e. funds will be distributed using an average rate per incremental FCE – which shall be calculated by dividing the incremental tuition revenue by the incremental full-year FTE enrolment, which will further be divided by the normal full-time student load of 5 FCEs.
- The combination of these two components equates to 50% of the incremental tuition revenue flowing to the Faculties.
- Both domestic and international students will be captured in the calculations. Therefore, it should be noted that, if there is growth in one category and decline in the other, there will be a “netting” impact.

For second-entry programs (i.e. JD, MD, DDS, B.Ed.), 50% of incremental tuition will flow to the Faculties – both domestic and international.

Note: "New direct-entry undergraduate courses" must receive explicit Provostial approval – in order to be eligible for revenue sharing funding. Such approval must be received prior to taking the course forward through the Senate committee approval process.

- b. **Graduate – Tuition:** For each incremental student above the 2021-22 enrolment level, 50% of the tuition rate (domestic or international) will flow to the Faculties. For programs with domestic tuition higher than \$10,000 or international tuition higher than \$26,000, 60% of the tuition will flow to the Faculties. The \$10,000/\$26,000 thresholds apply to the 2023-24

allocations – and will be adjusted in subsequent years by the rate of increase/decrease applied to category 2 graduate tuition fees.

C. Other General Parameters

9. Enrolments will be measured as full-year FTE counts (i.e. capturing all 3 terms) – in the undergraduate and graduate revenue sharing calculations.
10. The tuition rates to be used in the undergraduate revenue sharing calculations will be net of the following two central costs:
 - a. To account for the costs associated with international recruitment activities, the rates will be reduced by 2.5%.
 - b. The University will set aside 10% of incremental domestic tuition revenue and 5% of incremental international tuition revenue to augment centrally-funded undergraduate student aid programs. Therefore, the tuition rates will be adjusted downwards accordingly – 10% for domestic rates and 5% for international rates.
11. Based on government regulations, some international students are exempt from paying the higher international tuition rates (e.g. refugees, children of diplomats). In revenue sharing, these students will be counted as domestic students.
12. The province now allows for increases (up to 5%) for domestic out-of-province students. In order to work through the operational issues in implementing such a differential tuition, Western will be implementing these increases starting with the 2023-24 budget year. For revenue sharing in the upcoming 3-year planning period, domestic out-of-province students will be counted as domestic Ontario students.

Table 1

Western University

Graduate Enrolment Summary: Faculty "A"

--- To be Updated by Faculty ---

	2020-21 Actual				2021-22 Actual				2022-23 Plan	2022-23 Estimated	2023-24p	2024-25p	2025-26p	2026-27p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT
Masters														
Domestic														
International														
Total Masters	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ph.D														
Domestic														
International														
Total Ph.D	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total														
Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
International	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Graduate	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<I> All figures are as of November 1st of each year.

Table 2

Western University

Masters Enrolment: Faculty "A"

--- To be Updated by Faculty ---

	2020-21 Actual				2021-22 Actual				2022-23 Plan	2022-23 Estimated	2023-24p	2024-25p	2025-26p	2026-27p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT
Domestic														
Program A														
Program B														
Total Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
International														
Program A														
Program B														
Total International	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Faculty "A"	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0

<1> All figures are as of November 1st of each year.

Table 3

Western University

Ph.D Enrolment: Faculty "A"

--- To be Updated by Faculty ---

	2020-21 Actual				2021-22 Actual				2022-23 Plan	2022-23 Estimated	2023-24p	2024-25p	2025-26p	2026-27p
	FT Non- Year X	FT Year X	Total FT	Eligible FTEs	FT Non- Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT
Domestic														
Program A														
Program B														
Total Domestic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
International														
Program A														
Program B														
Total International	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Faculty "A"	0	0	0	0.0	0	0	0	0.0	0	0	0	0	0	0

<I> All figures are as of November 1st of each year.

Western University

Proposed 2023-2024 PROGRAM-SPECIFIC TUITION FEES

		2022-23 Amount	Proposed 2023-24 Amount	% change
1	Faculty of XXXXX			
2				
3				
4				
5				

Western University

Proposed 2023-2024 PROGRAM-RELATED FEES

			2022-23 Amount	Proposed 2023-24 Amount
1	Faculty of XXXXX	<i>Notes</i>		
2				
3				
4				
5				
6				
7				
8				

Western University

Proposed 2023-2024 APPLICATION FEES

			2022-23 Amount	Proposed 2023-24 Amount
1	Faculty of XXXXX	Notes		
2				
3				
4				
5				
6				
7				
8				

Western University

Proposed 2023-2024 SUPPLEMENTAL FEES AND OTHER CHARGES

			2022-23 Amount	Proposed 2023-24 Amount
1	Faculty of XXXXX	Notes		

Western University

Supplementary Fee Proposal: New Fee or Change to Existing Fee

Faculty:

Title of Proposal:

Is this a new fee?

Yes

☐

No

☐

Summary of Proposal

Background and Rationale

Contact Person – Name, Phone, email

Western-IPB

September 28, 2022

Western University

Academic Priorities Fund (APF) Request

Faculty:	<input type="text"/>
Title of Proposal:	<input type="text"/>
Rank:	<input type="text"/>

Base Funding

	2023-24	2024-25	2025-26	Total
Total Cost	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
APF Request	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Balance from Faculty	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

One-Time Funding

	2023-24	2024-25	2025-26	Total
Total Cost	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
APF Request	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Balance from Faculty	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Description/Summary of Proposal – including Relationship to Academic Plan:

Western University
Capital Project Request

Faculty:	<input type="text"/>
Title of Proposal:	<input type="text"/>
Rank:	<input type="text"/>

Budget Request

	2023-24	2024-25	2025-26	Total
Total Cost	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Capital Request	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Balance from Faculty	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Description/Summary of Proposal – including Relationship to Academic Plan:

Additional Space Request

Faculty:	<input type="text"/>
Description of Space:	<input type="text"/>
Rank:	<input type="text"/>

Type of Space	2023-24 Space Request (s.f.)	2024-25 Space Request (s.f.)	2025-26 Space Request (s.f.)
Office	<input type="text"/>	<input type="text"/>	<input type="text"/>
Research	<input type="text"/>	<input type="text"/>	<input type="text"/>
Office/Research (Hybrid)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Description/Summary of Proposal – including relationship to Academic Plan:

Faculty Proposal To Fund 50% of Additional Operating Costs (Estimated at \$20/sf; 50% = 10/sf):

ITEM 9.2 – Annual Report of the University Librarian

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

C. Steeves, Vice-Provost & Chief Librarian, will present the Annual Report of the University Librarian.

ATTACHMENT(S):

[Western Libraries Annual Report](#)



Western  Libraries

Annual Report | 2021/22

A Message from Catherine

If I were to choose a word to describe the 2021/22 academic year it would be “transition”. It was the second full year of the COVID-19 pandemic and Western Libraries, alongside the rest of campus, was charged with navigating the return to in-person learning, teaching and research. I am tremendously proud of the hard work, resourcefulness and resilience that the staff have shown throughout this time.

The annual report to Senate provides a great opportunity to highlight the vital role Western Libraries plays in the student experience and in stimulating research and scholarship. This is illustrated in the stories about initiatives advancing Open Access publishing, the power of geospatial data services, and a new Pickup Anywhere service that connects students, staff and faculty with over 25 million items from universities across Ontario.

The Weldon Revitalization Project and the unveiling of the new Learning Commons supports Western’s strategic growth, advances student success, and fosters community and belonging. And our commitment to experiential learning and peer-to-peer support present a snapshot of other ways we enrich the student experience.

The ongoing work and deep commitment to decolonize library curriculum and collections is answering Western’s call to advance reconciliation with Indigenous communities and create a more equitable and inclusive campus.



In response to [Towards Western at 150](#), the University’s bold new strategic plan, Western Libraries engaged in an inclusive strategic planning process. This report closes with a window into Western Libraries new strategic directions. The plan, [Forward Together](#), reveals how Western Libraries’ is a key partner in the realization of Western’s strategic directions.

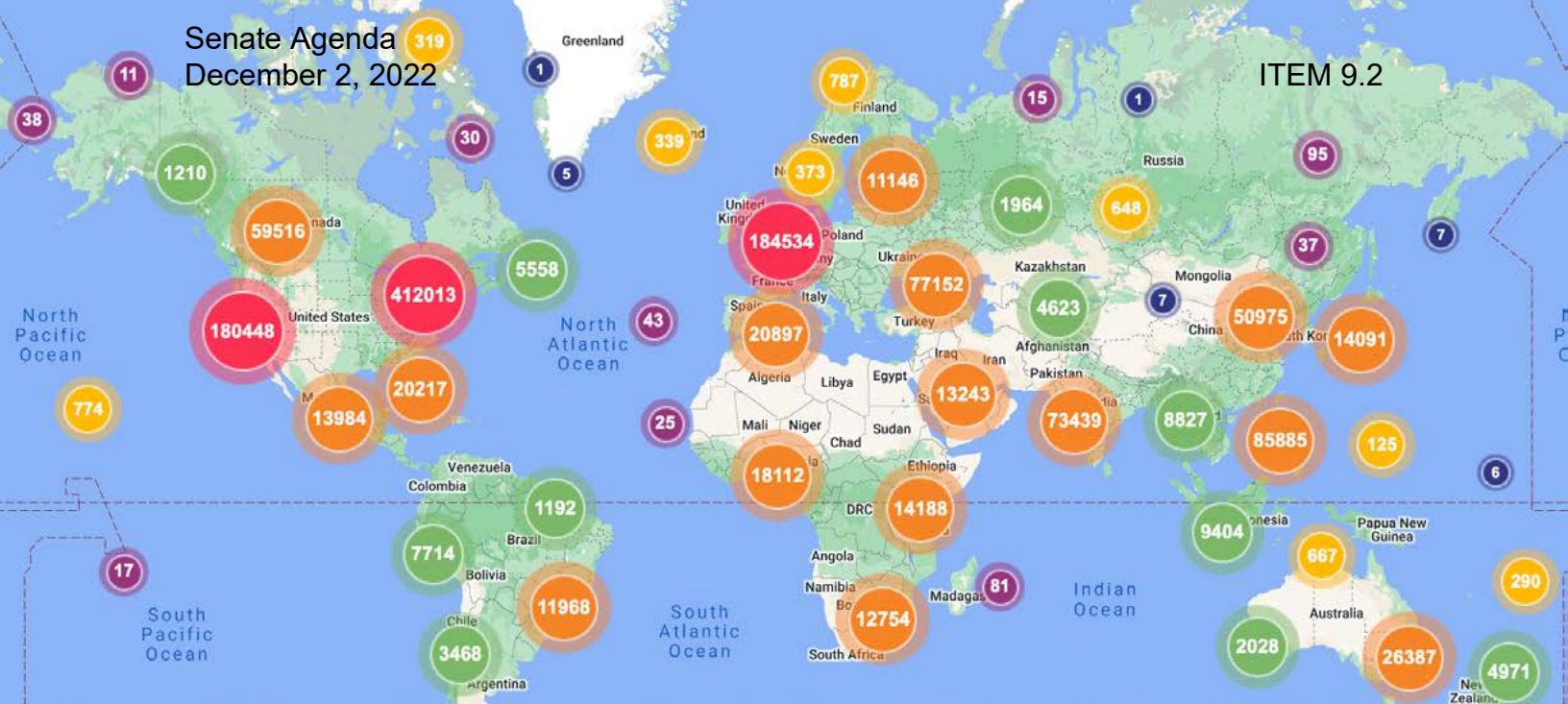
Please enjoy this reflection of the 2021/22 academic year and the opportunity to hear from and learn more about the people behind the stories. This annual report is a celebration of their work and its impact at Western.

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

Catherine Steeves
Vice-Provost & Chief Librarian

Contents

04	Open to a Better Way
07	Mapping 500-Year-Old Climate Change
10	More Than Words: Conscious Collecting
14	Negotiated Publisher Agreements Make Research More Accessible
17	Chant Book Dates Back to 1600
21	Student Knowledge Key to Decolonizing Curriculum
24	Introducing Pickup Anywhere
26	By the Numbers
28	Welcome to the Weldon Learning Commons
31	Peers Helping Peers
33	Adventures in Experiential Learning
35	Connections and Community
37	The Future of Western Libraries



⌘ Downloads on Scholarship@Western from May 2021 to April 2022 spans 25,000 institutions across the world.

Open to a Better Way

Western Libraries is committed to supporting a publishing landscape that is scholar-led and community-driven. We do our utmost to advance open publishing and continue to support multiple pathways to Open. Unfortunately, at this point in the transformation to a sustainable, open scholarly publishing model, commercial publishers have co-opted the [Open Access](#) (OA) movement at the expense of individual scholars and public research institutions like Western. In the continual work and negotiations that we must do with major publishers we push for the adoption of Open Access principles and publication models that remove barriers to access. Here's a look back at all we've achieved this year.

Scholarship@Western

"Western is motivated to serve not only individual disciplines but also the public good – by advancing knowledge and sharing it," reads [Towards Western at 150](#), Western's strategic plan. [Scholarship@Western](#) (S@W), Western's institutional repository,

is Western Libraries' answer to the call to share important ideas and discoveries happening at Western with others around the world. Since its launch in 2008, items in S@W have been downloaded over 11 million times and the repository currently contains 39,881 total papers. When we talk about the impact of S@W this year, the numbers say it all:

- 1,387,154 full text downloads
- 3,975 media streams
- 5,498 records added
- 740 electronic thesis and dissertations published
- 470 digitized theses added
- 17 new collections created
- 7 new e-books published
- Users from 25,042 institutions and 226 countries downloaded works

If you have not done so already, check out the [map of live readership activity](#) on the S@W homepage to see Western's global research impact unfold before your eyes.

Open Journal Publishing

Western Libraries has supported OA scholarly journal publishing for nearly fifteen years. We provide support in the set-up and continued maintenance of journals, as well as guidance in editorial policies and practices. We facilitate indexing and dissemination of journal content to increase its visibility and discoverability and to validate standard identifiers for the publication and its content. In the past year we provided 126 consultations to faculty and student journal teams. As of April 30, we host 34 active journals that have published a combined 41 issues and 285 articles. Across all published issues of all journals, articles were downloaded or viewed 500,295 times.

For librarian Emily Carlisle-Johnston, working with journal editors is rewarding.

"To see their journals thrive and know that commercial publishers aren't profiting from

their labour is meaningful for me and for them. In Canada, academic libraries play a key role in supporting the majority of OA journals that don't charge fees to authors, and I'm proud that Western Libraries is part of that," said Carlisle-Johnston.

Open Data Publishing

Data sharing is fundamental to data management and the Tri-Agencies will identify an initial set of funding opportunities that will be subject to a research data management plan requirement in spring of 2023. While data sharing as a component of a data management plan is not always appropriate, applications that, where appropriate, include data sharing will be more likely to receive funding.

"It's also strongly encouraged by some journals, particularly in disciplines such as biology and economics, where data often accompanies publications for the purpose of replicability," said data librarian Kristi Thompson. "We expect data sharing to become an increasingly expected and established practice among researchers."





⤴ Snapshot of real-time readership.

Luckily for researchers at Western, we have experts like Thompson who've been helping publish open data since 2018. Our data team provides support in organizing datasets and selecting file formats for preservation, and guidance on the publication of datasets. This year, the team provided 29 consultations, and published 17 data collections in Western's [data repository](#) hosted by the Ontario Council of University Libraries service, Borealis. Datasets covered a wide range of topics, including hyperglycemia, tornadoes, rats and COVID-19 infections in schools. Western's data collections were downloaded 1,213 times this year.

Open Educational Resources

The average postsecondary student textbook budget is between \$800 - \$1,000.¹ That is a big bill, especially if an instructor is only assigning a few relevant chapters in a book. If you are thinking, "There has to be a better way" — there is. [Open Educational Resources](#) (OER) are course materials that are openly available: they are available for free, can be re-shared and re-used in full, and can often be adapted to suit specific teaching needs due to the Creative Commons licenses that

they carry. Not only do OER make learning more equitable, they allow instructors the flexibility to swap in more local or meaningful examples and update content when there's been significant developments.

The research and scholarly communication librarians are on a mission to help instructors at Western embrace OER. They offer expertise with open licensing, support in locating and evaluating OER, and advice on managing workflows for the creation of OER. They also provide training and troubleshooting for OER publishing platforms, facilitate the dissemination of OER to increase its findability, and validate standard identifiers for published content. This year they provided 75 consultations to faculty and staff working on open educational projects.

In January, Western Libraries partnered with the Centre for Teaching and Learning and the Information Technology Resource Centre to launch Western's first [Open Educational Resources Grant and Support Program](#). The program provided funding and in-kind supports to five project teams to facilitate integration of OER into teaching at Western.

Our Collections and Content

Strategies team has negotiated Open Access publishing agreements with 12 major publishers. To learn more, turn to page 14.

¹ Financial Consumer Agency of Canada, "Budgeting for Student Life," Government of Canada, January 13, 2022, <https://www.canada.ca/en/financial-consumer-agency/services/budget-student-life.html#shr-pg0>.

Mapping 500-Year-Old Climate Change

It produced floods deep enough to carry away cattle, and winds powerful enough to sink flotillas. It generated heart-stopping deep freezes and weeks-long snowstorms.

Weather extremes were no picnic for Britons from the 1500s to the 1700s, a period historians have dubbed the “Little Ice Age.”

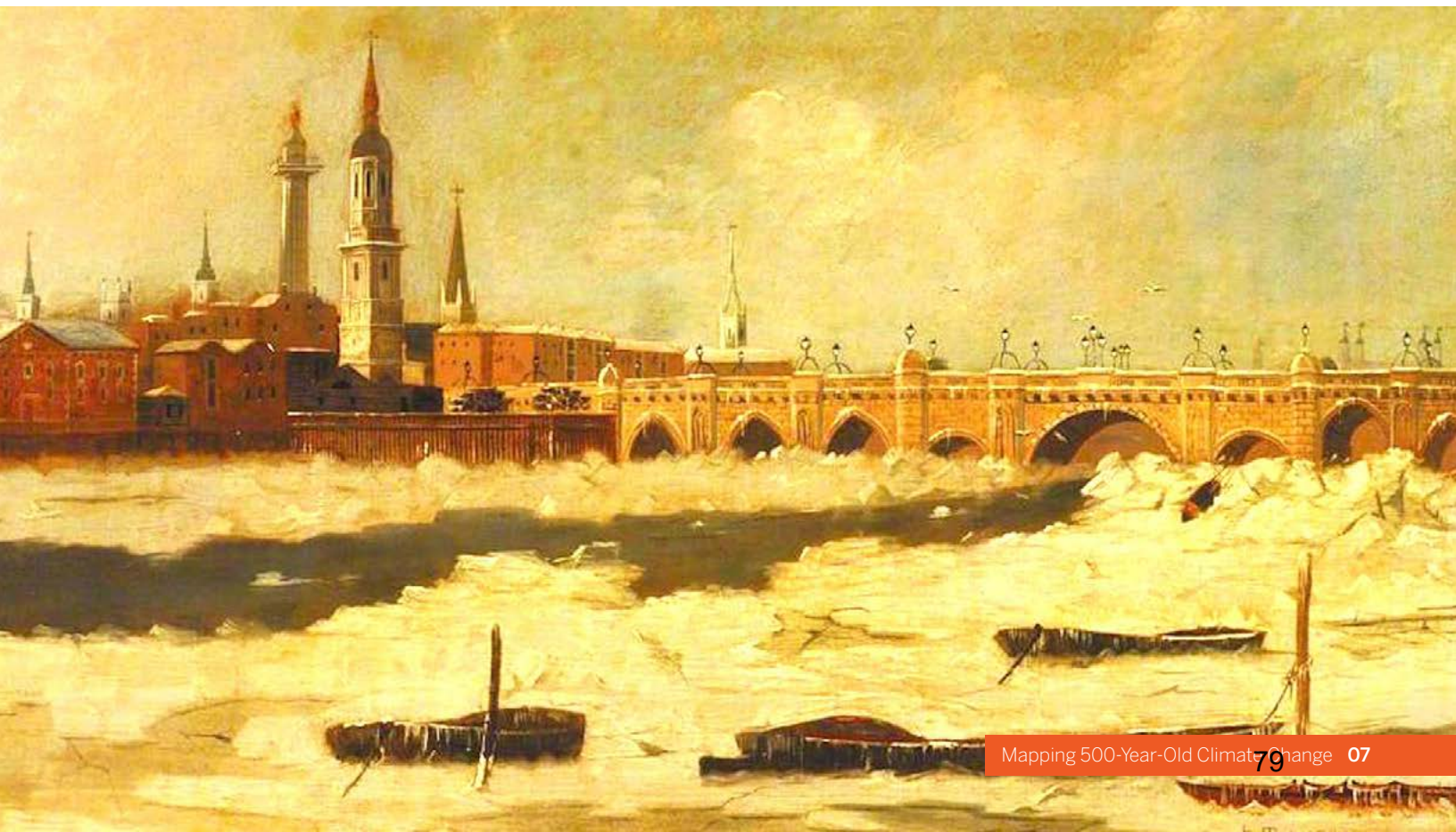
Weather was something one only experienced and did not measure – thermometers had not yet been invented and ‘tornado’ had not entered the lexicon – many climate particulars of those miserable days have been lost to time.

Now, Western researchers have pulled those details into the present by scouring historical narratives, such as diaries and political treatises, and pinpointed specifically what extreme weather events took place, when and where.

Those details are part of a new [geographic information system \(GIS\)-mapped database](#) full of primary-source stories that illuminate daily particulars and larger trends of extreme weather during the Little Ice Age in England.

“I wanted to get to this idea of how people relate to the weather, especially how we relate to weather

✧ London Bridge during the Frost of 1795-1796. Daniel Turner painting, City of London Corporation.



when it's not behaving like we're used to. Are there things that we can learn from it?" said literary historian [Madeline Bassnett](#), a Western professor in the department of English and Writing Studies and director of the project.

Identifying the effects of climate change on people and the environment 500 years ago could well presage how we are able, or unable, to manage similar experiences today: flooding or droughts that lead to crop loss, famines and economic collapse; unseasonably cold winters that freeze livestock where they stand; and howling storms that sink ships and shift the winds of geopolitical conflict.

"The material that we've been gathering is totally different from anything that's been gathered," said Bassnett, who noted she received a lot of early guidance from data librarian Kristi Thompson and map librarian Zack MacDonald.

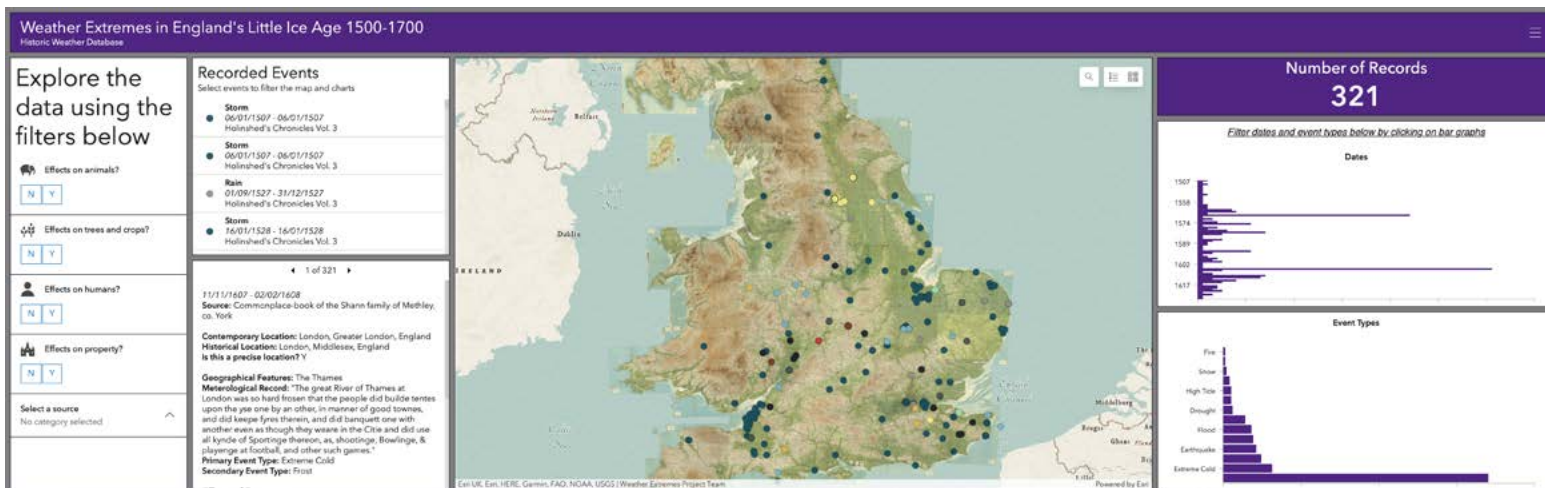
Third-year PhD student Daryl Wakunick scoured thousands of pages of contemporary

letters, diaries, pamphlets and volumes, including Holinshed's Chronicles of England, Scotland and Ireland, a 16th-century record of politics and literature.

"I looked for any mention of rain, sleet, snow, flood, earthquakes, even comets, and the context around it. And then we put it all into a spreadsheet, that turned into a database that became an interactive GIS map."

The effort also involved translating old locations into current place names for geo-referencing by Liz Sutherland, GIS specialist in the [Western Libraries Map and Data Centre](#).

"I got the fun part of the project," Sutherland said. "A spreadsheet is boring, even if it has really informative and exciting data in it. And so when I have the database, I get to make a map out of it. Then we can start to pick out trends and we can create a little chart showing the year-by-year distribution of the severe weather that we're observing."



⌕ Interactive map and database showing extreme weather events, 1500-1700, in England.



⤴ GIS specialist Liz Sutherland

“All of a sudden, that becomes a tool that can be used by other researchers, not just in the arts and humanities but expanding beyond that.”

The tool is searchable by date, location, weather event and by impact on people, livestock, and natural built environment.

Some researchers with the Western-based [Northern Tornadoes Project](#) (for whom Sutherland is also the GIS specialist) have shown interest in the data. Bassnett noted literary historians, climate historians, geographers and environmental scientists can also glean information from it.

Biologists, for example, have been studying tree rings to learn something about the period. “But tree rings don’t tell you how fast the wind was blowing and they don’t give you context. They don’t tell you about how it felt to be in that extreme weather,”

Sutherland said. “I think there’s something to be said about combining the two sciences and seeing how that might impact people’s understanding of the climate at that time.”

Lessons from history

The causes of the Little Ice Age are not known for certain; however, climatologists contend it may have had its roots in reduced solar output, increased volcanic activity, or a shift in atmospheric high- and low-pressure circulation.

To Bassnett, though, a central lesson was that people living through it were forced to adapt to changing conditions.

“Maybe we can learn from the past and see what we can integrate today in terms of our own thinking and grappling with our future.”

– This story was adapted from a [Western News story](#).

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



More Than Words: Conscious Collecting

Academic libraries have a complicated past. As colonial institutions, they have historically – and in many ways continue to – contribute to ongoing oppression and white supremacy. Western Libraries is no exception. There are cultural, historical, social, linguistic, and intellectual biases in the collections. We aim to be a place that embraces and celebrates the differences and diversity of our students, staff and faculty and a library that creates space for underrepresented and historically marginalized voices and ways of knowing. We know that words are not enough – we need to act. Here is a look back at some of the actions we took this year to align our collections

activities with our commitment to equity, diversity, and inclusion.

The Path: Your Journey Through Indigenous Canada

When Frankie Young, assistant professor, Western Law, approached our Collections and Content Strategies (CCS) team about [The Path: Your Journey Through Indigenous Canada](#), she instantly piqued their interest. The five-module series aims to build cultural humility and understanding of the impacts of colonization on Indigenous Peoples in Canada.

While working to provide access for Young's courses, CCS consulted with the Office of Indigenous Initiatives (OII) to see if the resource would benefit campus Indigenization efforts more widely. Today, any Western student, staff or faculty member can access The Path and OII has listed it as one of the [12 Ways to Engage in Truth and Reconciliation at Western](#). So far 327 individuals have signed up for access to The Path and it is likely a lot more students have engaged with the content, thanks to faculty who have embedded the module in their OWL course sites.

The CCS team successfully negotiated with publishers to license the module so The Path can be offered in perpetuity. They are now turning their attention to other online learning modules to continue building capacity within staff, students and faculty in understanding Indigenous histories and contemporary realities.

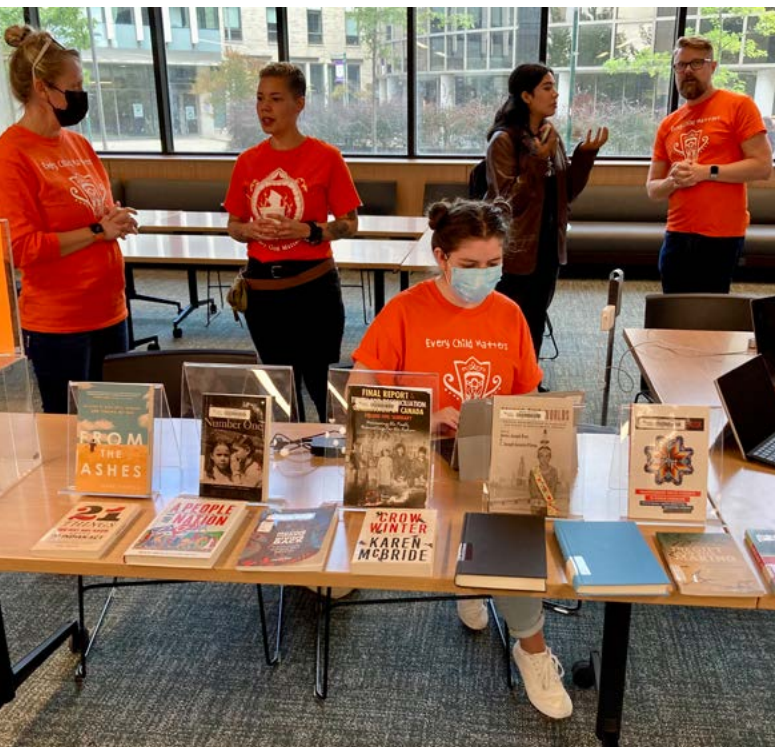
A partnership with GoodMinds

In November, Christy Bressette, vice-provost and associate vice-president (Indigenous Initiatives), reached out to Western Libraries with an idea. The Chippewas of the Thames First Nation needed Indigenous-language reference materials and Bressette wondered if Western Libraries could help donate books purchased from the provider [GoodMinds](#). With the help of the CCS team, we were able to make the donation happen. More importantly, Bressette's request put a spotlight on GoodMinds as an Indigenous-owned and operated book provider.

"The fact that Chippewas of the Thames wanted books from GoodMinds signaled to us we could not only make the requested purchase but expand the partnership even further," said CCS librarian, Elizabeth Mantz.

GoodMinds is a small, First Nations family-owned distributor and publisher focused on Indigenous education resources for schools and libraries. They promote Indigenous authors, illustrators and translators.

Since the donation, the CCS team has partnered with GoodMinds to purchase nearly 1,000 titles. For Mantz this is just the start. "We need a more comprehensive way to grow our collection with more specialized, smaller publishers who feature traditionally marginalized voices," Mantz said. "We've been able to grow our Indigenous Collection through our regular means of acquisition but sometimes, small publishers get missed."





Mantz is currently looking into options to integrate new material from GoodMinds in a systematic manner.

Problematic language in the library catalogue

Growing more diverse, inclusive collections is important but it is not enough. Libraries must also think about how they provide access to and shine a light on materials in the larger collection. The Discovery, Description and Metadata (DDM) team is acutely aware of the problematic reality of academic library catalogues.

“Representation matters. As a cultural institution, we need to reflect on how we represent different peoples when we describe materials in our collection,” said Erin Johnson, acting head, DDM.

“It’s through these descriptions that students, staff and faculty access our resources. It’s important that we acknowledge that the standardized subject headings we apply organize knowledge within a colonial framework that continues the legacy of systemic racism in the library.”

Fixing catalogue records is complicated. With over 5.8 million items in the collection, the volume of records impacted is no small roadblock. There is also a delicate balance to strike between removing offensive, biased language and making sure attitudes and viewpoints are not erased from the historical record. There is a need to acknowledge the historic value of these terminologies while considering the needs and experiences of today’s students, staff and faculty.



Over winter, members of the User Experience team collaborated with DDM to draft a [statement](#) that acknowledges the problematic language in the catalogue records. This statement is shared on the website. An acknowledgement is also being placed directly in catalogue records that contain harmful language. Anyone can report harmful language they find in the catalogue or on the website by emailing library@uwo.ca.

The DDM team has begun flagging harmful language in the catalogue. So far, they have tagged 193 records. Adding tags to records deemed problematic is a placeholder while progress is made toward more concrete solutions. Another approach the team is currently experimenting with is suppressing harmful language and indexing

alternative terminology in preparation to decolonize the catalogue.

This summary is just a snapshot of the steps Western Libraries has taken to improve collections and to help realize our commitment to advance equity, diversity and inclusion. We are only scratching the surface of what we need to change to truly decolonize, challenge white supremacy, and foster a sense of belonging and community. It's hard work. It's complicated. And we have to, and will, do better.



⤴ Photo by Bernd Klutsch of Unsplash.

Negotiated Publisher Agreements Make Research More Accessible

When professor Johanna Weststar's most recent research paper was done, reviewed, revised and accepted into her preferred academic journal, just one more question remained: Open Access or closed?

The publication fees to make her work Open Access would cost her \$5,000. However, her decision to publish openly was about much more than dollars-and-cents.

"If you want your work to have an impact, it has to be in the world beyond the academic world,"

said Weststar, a professor in the DAN Department of Management & Organizational Studies.

"Serving our own academic communities exclusively doesn't work for me. I'd rather have my work read freely by a lot of people who might find the research useful, than by a few people behind a paywall," she said.

It is also inequitable to limit scholarship and discovery – making Open Access available only to those researchers who can afford the article processing charges and to readers who can afford the journals' paywall fees, she said.

That is where [a series of new agreements between Western Libraries and the publishers of some major academic journals](#) has stepped up. The intention is to help change publishing norms that often limit published scholarship and readership to those who can pay.

The licences we have negotiated allow authors to publish with Open Access at no or at reduced cost.

One of the most important reasons for Open Access is accountability to the broader community, said John Doerksen, special advisor to the provost.

“Fundamentally, universities have an important role when it comes to the public good – and making the outcomes of research and discovery available to the public is part of our core mission,” Doerksen said.

In 2021 alone, one licencing deal saved 87 Western researchers more than \$200,000, said Shawn Hendrikx, associate librarian, collections and content strategies.

New agreements signed so far this year, with 12 families of academic journal publishers, mean

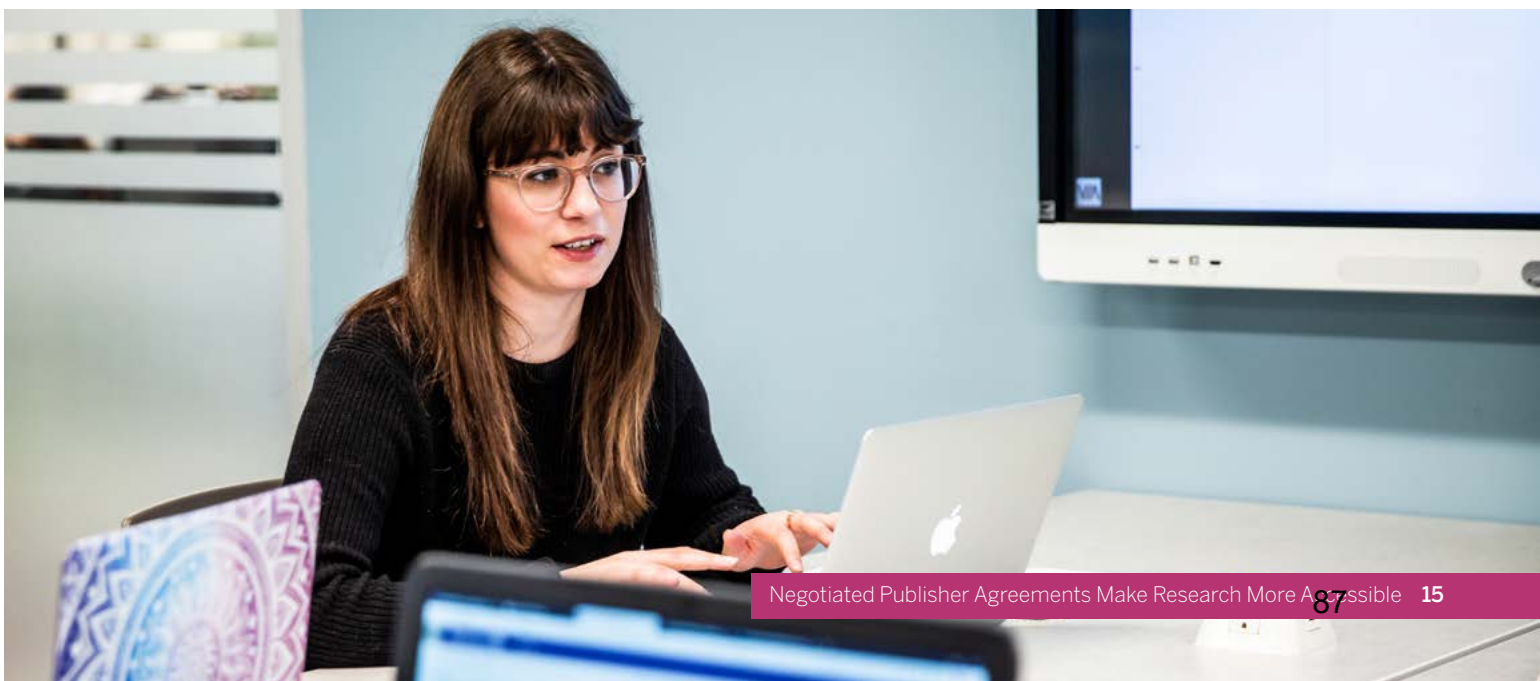
additional savings that could ultimately amount to saving millions of dollars in article-publishing fees.

“We’ve been supporting Open Access publishing for years and this is one way we’ve been able to help make it happen,” Hendrikx said.

Canada’s three major funding agencies – the Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council and the Social Sciences and Humanities Research Council – require authors to make their articles freely available within a year of publication, even if it is first published in a limited-access journal.

Open Access publishing is the best way to increase readership and citations – critically important to researchers who want to build their scholarly identity and advance scientific discovery, Hendrikx said

There is also currency in being more current: peer-reviewed research begins to have impact the moment it’s published, rather than with paywalled publications that make papers publicly accessible a year or more later.



The Western agreements are part of a larger national negotiation by the Canadian Research Knowledge Network (CRKN). President Alan Shepard was a key member of the [CRKN Stakeholder Alignment Group](#), advocating for the fair pricing and acceptable licensing terms of nationally negotiated journal packages.

“Canada has made great strides with this and now that the door is open, we’re going to have that discussion with every publisher,” said Hendrikx, who is a member of Western’s standing committee on Open Access.

Doerksen agreed: “This is part of a journey that will take many decades.”

Weststar’s two most recent papers analyze the impact on digital game developers of the trend towards games as a service instead of a one-

time product – [one paper in *Work, Impact and Society*](#) and [the other in *New Media and Society*](#).

Facilitated through the agreements between the journals and library staff, the process was “incredibly easy,” she said.

– *This story was adapted from a [Western News story](#).*

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

Meet Jacqueline (Jax) Cato, collections and content strategy librarian. Jax joined Western Libraries in early 2022. She collects for the Law discipline and manages license negotiations for all the resources at Western Libraries to maximize the usability of Western’s purchased content. Her goal is to decrease the amount of print content we purchase in favour of electronic formats that are more ecological and accessible.

Jax is leading a team of staff through licence reading and interpretation for entry into the shared catalogue – skills that are essential when working with electronic resources.



Chant Book Dates Back to 1600

Archivists at Western Libraries have purchased and unboxed an elephant of a story – a hugely important volume of sacred vocal music that dates back to 1600.

The antiphoner, bound in calf leather and weighing 20 kilograms, is a trove of choral chants with early musical notations that mark Roman Catholic saint days throughout the year.

The one-of-a-kind book – requiring two people to carry it and dubbed an ‘elephant antiphoner’ because of its size – was first used in churches in

southern Spain in 1600 during the bishopric of Don Francisco de Reynoso, bishop of Cordova, said Deb Meert-Williston, special collections and rare books librarian, Archives and Special Collections.

“We purchased it from a rare-books shop in the U.S. It looked like a match to an antiphoner that we already had in our collection,” Meert-Williston said.

In fact, as they discovered when they unboxed it, this volume is much, much better, and most of its 199 sheepskin parchment pages remain intact.

✧ A giant and miniature antiphoner of choral chants dating back to 1600.



For medieval music scholar Kate Helsen, the antiphoner is less a frozen-in-time artifact than it is confirmation of a book well-used; and of music well-sung.

Each generation of chanters since medieval times has added its own colour to the pages: pencil marks to indicate a flat, for example, or the addition of modernized page numbers to supplement Roman numerals. In places where the original illuminated letters wore out, 19th-century Spanish monks replicated them, either well or inexpertly.

“I love how there is evidence of use throughout the centuries,” said Helsen, a professor at Western’s Don Wright Faculty of Music. “It’s got the fingerprints of 400 years of human beings having used it. You can see it was used as a tool, a living thing. It’s not a museum piece.”

The notation of the music, and the marks of musicians who read and chanted from its pages, make it a physical manifestation of time itself. “I love that these books keep living.”

History’s artwork

During its unboxing, Helsen discovered the chants are a series of “sanctorale” music – chants that mark fixed saint days in the Catholic church’s liturgical year (in contrast to “temporale” chants, which celebrate changing feast days such as Lent and Easter).

“This is a complete volume, running from January to December,” Helsen said. It even includes a contents page.

Meert-Williston is more fascinated by the physical art of rare and ancient books: the rich texture of vellum; the hint of follicles on the coarser side of the stretched animal skin, where scraping had not quite removed all the animal hair; the way the pages ripple from centuries’ cycles of humidity and dry weather.

She interprets entire stories of people and places in how a book is stitched and bound.

✧ The giant antiphoner’s leather binding with decorative metal knobs.



On this volume, decorative metal knobs, called “bosses” in the book business, are attached like bumpers to protect the cover from damage when opened on a table or when stored flat on a shelf.

While this antiphoner is of impressive mass and historical importance, an even older “baby” antiphoner, also newly acquired, is just as exciting to both researchers.

Unboxed at the same time as the Spanish antiphoner, the pocket-sized volume has original gold-paint illuminations and an original clasp.

A note on one page suggests it may have belonged to a French Cardinal in the 1400s.

“It’s beautiful,” Helsen said. “It’s for somebody who has status in the church. It’s been used but it’s also been kept very well.”

The little volume was a chance find by medieval scholar and English professor Jane Toswell, who spotted it as part of an online estate auction and knew its significance, Meert-Williston said.

Both the miniature and elephant antiphoners are available for scholars to view in Western Libraries [archives and special collections](#). They are also good candidates for digitization so they can be shared electronically with the world, Meert-Williston said.

– *This story was adapted from a [Western News story](#).*



✧ Dr. Kate Helsen inspects the miniature antiphoner donated by Dr. Jane Toswell.

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

Meet Rebecca Power, digitization projects assistant. Rebecca is one year into her two-year term with Western Libraries. She works closely with Archives and Special Collections to complete digitization projects. She has digitized over 1,000 [Fire Insurance Plans](#), 213 volumes, and 29 other print materials, totaling over 40,000 images and resulting in six new digital collections.

Her work is an essential part of the academic library. It not only protects fragile items by creating digital versions and allowing high-use items to be made available online for students and researchers; but shares the incredible and unique collections at Western Libraries with the world.



Rebecca's work is her passion. She loves rare books, Open Access, and digital humanities. She hopes to see this role made permanent so that more (and larger) projects can be undertaken, and Western's digital collections can grow. Her dream is to be a part of a team that makes Western a digitization powerhouse.



Meet Lisa Lawlis, assistant archivist. Lisa joined the Archives and Special Collections team in March of 2022. Lisa is responsible for the Business Holdings and she's excited to create new opportunities for business archival records to be used for research and teaching.

Lisa provides researchers with reference services, digitizes audio-visual records, and works on arrangement, digital preservation, description and conservation. She also manages collections of archived web content using the [Archive-It tool](#). Lisa is passionate about preservation of born digital records and looks forward to working on the preservation of digital formats that are at risk of obsolescence.

Student Knowledge Key to Decolonizing Curriculum

Decolonizing curriculum and teaching requires educators to reconsider student-teacher relationships. To begin to dismantle colonial power structures in education, critical theorists tell us we must reflect on how our classrooms recognize the inherent value and unique knowledge of each student.

The Teaching and Learning team took this lesson to heart in 2021 when revising the library's information literacy curriculum. Led by curriculum librarian Heather Campbell, the team was joined by six undergraduate and six graduate students to decolonize the library's learning outcomes.

Mirroring other students-as-partner programs at Western, the students participated in a training session, a curriculum retreat, and a detailed feedback process. "The students' contributions to the library's final set of learning outcomes are immeasurable," said Campbell. "We need student partners for all future curriculum work."

The most significant student contribution to the new [library curriculum](#) is the first learning outcome, knowledge justice. Also known as cognitive justice or epistemic justice, the outcome asks learners to "respectfully explore diverse forms of knowledge, accepting that knowledge can come





in many forms,” including spiritual, scientific, land-based, and creative.

While librarians – like all academics– need to decolonize their work, it was partnering with students that helped the team see knowledge justice as the pivot point of the library’s new curriculum. “One of our undergraduate partners said they didn’t consider themselves knowledgeable. That they’re ‘only a student’ and the ‘only ideas they’re told to trust come from professors.’ That hit me hard, and that students’ transformation throughout the decolonization project has stuck with me,” said Campbell. By the end of the project, Campbell observed the students were challenging us to re-think our approach to teaching and naming their family’s cultural traditions as one form of knowledge.

Many other student partners appreciated this element of the new library curriculum as well.

One graduate student in Health Studies said: “It’s critical that undergraduate students be introduced to the term ‘epistemology’ and understand how to integrate other worldviews into their personal views and practices.” Another student in Psychology shared, “It’s so valuable that this curriculum promotes things like ‘new forms of knowledge’ and ‘positionality.’ I think these are needed so that students are not kept in the ‘scholarly knowledge is superior bubble.’”

For next steps, the Teaching and Learning team are reflecting on how best to decolonize their teaching. Student partners shared critical but important advice.

“I think creating some sort of librarian-faculty-student triad partnership is essential – and even more meaningful than simply librarians partnering with faculty. Including student voices means assignment and curriculum changes won’t be

meaningless to the students who complete them. I think each party brings something valuable to the table,” said a student from the Faculty of Information and Media Studies.

Campbell agrees: “This curriculum decolonization experience has the Teaching and Learning team rethinking who we consider ‘learners’. We have so much to learn from our students. And it’s only with elevating their lived experience into our curriculum that, I think, we’ll start to enact knowledge justice at Western.”

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



Meet Jason Dyck, teaching and learning librarian. Jason is responsible for teaching Arts and Humanities students about research. He offers in-class instruction, designs educational materials, creates research guides, offers individual consultations, and hosts workshops on Zotero, a reference management tool. Since joining Western Libraries in 2020, Jason has been the chair of the [Western Libraries Undergraduate Research Awards](#). Following the new [library curriculum](#), he is currently creating research guides that highlight the history and literature of marginalized groups.

For Jason, research “is an intellectual journey of self-discovery, one in which searching is a creative art deeply informed by critical thinking.” His [publications](#) focus on sacred history, libraries, and archives in the early modern Spanish world. His transcription work provides students and scholars with access to critical editions of seventeenth-century Mexican manuscripts that highlight the complex interactions between missionaries and Indigenous Peoples in colonial contexts.



Introducing Pickup Anywhere

Western students, faculty, and staff can now access books from 16 university libraries across Ontario – that's over 25 million items!

With Pickup Anywhere, you can walk in to any partner library and borrow a book from the shelves using your Western ONECard. Items from partner collections can also be requested online and picked up at any of our five libraries, Western's Affiliated University College Libraries, or sent to another participating university library for pick up. The same goes for returns – you can drop off books at any partner library.

"This is a great service that we've been eagerly waiting to launch. With COVID-19 restrictions

easing at most Ontario Universities, Western students and faculty studying and working in other parts of the province will now have seamless access to print resources," said Crystal Mills, user services manager at Western Libraries.

[The catalogue](#), is your one-stop shop for finding and requesting books from across Ontario. It's a welcome upgrade from the multi-step interlibrary loan process.

"Services such as Pickup Anywhere represent the future of shared collections in libraries. We know there is still demand for print resources, and our shared platform allows us to maximize access while increasing convenience," said Mills.



The expanded access is the next step for the Ontario Council of University Libraries (OCUL) Collaborative Futures initiative that launched in December 2019. The list of participating libraries has grown year over year to include the following OCUL member institutions:

Algoma University
Brock University
Carleton University
University of Guelph
Lakehead University
Laurentian University
Nipissing University
University of Ontario Institute of Technology
University of Ottawa
Queen's University
Trent University
University of Waterloo
Western University
Wilfrid Laurier University
University of Windsor
York University

As membership grows, so too will the collections you can access. In a world where more and more of us are working and studying remotely, we hope Pickup Anywhere will make it easier to get the materials you need.

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

BY THE NUMBERS



COLLECTIONS AND USE

5,840,369 total items – Includes digital and physical books, journals, and other materials.

217,574 active serial subscriptions – Includes physical and digital journal, newspaper, and magazine subscriptions, representing over **300 million** articles.

764,064 other materials – Includes scores, audio, video, maps, special collections, theses and dissertations.

3,922,025 e-journal views.

1,607,024 database searches.

461,060 e-book views.

43,164 multimedia streams.

1,329,084 catalogue searches.

40,767 physical items checked out.



COURSE READINGS

14,358 items available through Course Readings.

335,744 uses of digital Course Readings materials.

INTERLIBRARY LOANS (ILL)

8,241 requests fulfilled for partner libraries.

7,250 requests fulfilled by partner libraries for Western researchers.

www.lib.uwo.ca

WEBSITE

1,103,011 unique visits to the library website.

RESEARCH SUPPORT AND INSTRUCTION

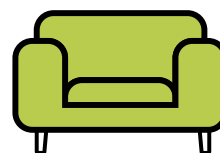


6,892 questions answered by chat and email.

1,261 questions answered at the Info Desk.

1,729 in-depth consultations for **3,072** students, faculty, and staff.

238 instruction sessions and workshops for **8,467** students, faculty, and staff.



LIBRARY SPACES

Over **4,500** seats in open study spaces.

Over **300** seats added in The D.B. Weldon Library Learning Commons.

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

Meet Kristin Kerbavaz, assessment librarian. Kristin joined Western Libraries in February of 2021. As a member of the User Experience team, Kristin conducts user research to help improve library services and spaces. In the past year, she was part of the team that developed the new strategic plan, Forward Together. Kristin is most excited about the new plan's focus on user outcomes. "Focusing in on the impact we want to have helps us ground our plan in what really matters – our users," said Kristin.

This spring, Kristin will lead the team implementing and analyzing the LibQual+ service survey. "LibQual+ is exciting because we get to hear from thousands of library users across campus. It's the biggest single source of feedback we have, and I can't wait to hear what folks have to say!"





Welcome to the Weldon Learning Commons

Goodbye drywall, hello wide open spaces. The D.B. Weldon Library's new two-storey student Learning Commons opened in January. While construction crews continued to work on remaining design elements, for the first time, students were able to put the new space to good use. Studiers from all over campus came in droves to hit the books for the April exam period, making full use of the new group study spaces and white boards.

"Between interruptions to building access due to COVID and ongoing construction, we've missed seeing our students gather in the library. It's been a great treat not just to welcome them back, but to

welcome them back to such a bright, beautiful space," said Jennifer Robinson, deputy chief librarian.

Even without the finishing touches, the transformation is quite striking. The space is lighter, brighter, and more open, filled with furniture students told us would make for a more productive and enjoyable study environment.

Haven't been by to see the Learning Commons? Allow us to take you on a virtual tour of the space.

Light up your life

The open floor plan, glass walls, and new windows have truly transformed the space allowing natural light to filter throughout.

Weldon's Brutalist charm is on full display thanks to new globe lighting that accentuates the distinct waffled ceiling in the main hall. New flooring also helps lighten the space.

Flair and function

Never underestimate the impact of functional, beautiful furnishings to tie a space together. The new furniture in the Learning Commons is modern, stylish, and adds a fun pop of colour. But for our students, furniture is so much more than just aesthetics. Thanks to their feedback, we have included a wide variety of furniture options to study, connect, and collaborate. Come see – or sit – for yourself.



Mezzanine dreams

What was once staff offices is now a new student space increasing the number and types of study seats in Weldon. It includes five new bookable group study rooms equipped with technology to seamlessly screen share from all devices.

Students wanted more power outlets and we are making good on that promise. The colourful carpet doesn't just warm up the space, it's hiding a new in-floor power system featuring easy to reach power outlets at table height to keep everyone charged up.

Bath-room for all

Washrooms on the main floor and mezzanine have been expanded and updated. All washrooms are gender inclusive with accessible options. Gender-





specific washrooms continue to be available on the upper floors of Weldon.

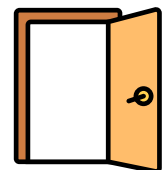
What's next?

Crews continue to work on finishing touches to the Learning Commons, and two adjacent wings on the main floor. These areas will provide enhanced study space and additional public computers as well as receive their own rejuvenation to match the new finishes and furnishings. We hope to welcome you to these new spaces this winter.

The User Experience team performed a space assessment study during the April exam period to determine how the Learning Commons was being used and to identify ways to enhance the space. In the fall, the team will survey students to

identify space needs that are not being met. They will use the findings from the study and survey to recommend improvements and inform the next phases of the renovation. Watch our website for more information about Phase 2 of the Weldon Revitalization including ways you can share feedback on what comes next.

Despite construction interruptions and capacity restrictions, we welcomed **309,553** visitors to The D.B. Weldon Library this year.



Peers Helping Peers

They can be found helping students, staff and faculty at the Info Desk, shelving books, participating in collections projects, starring in social media posts, and supporting any number of key services. Who are these stars of the library team? Students, of course.

Our student Casual Assistants (CAs) join us from all over campus. From nursing students, to geography majors, to graduate students from all faculties, our CA team brings a wide range of academic experience to their positions at Western Libraries. Some join us seeking library experience, while others seek the flexibility that comes from having a job on campus that will accommodate

their class schedule. When asked why they enjoy working for Western Libraries, CAs said they loved the variety of the work, getting to help other students, and all the new things they learned about Western Libraries.

Many CAs return to their library job each September until they graduate. Some stick around longer. Sara Poulin, library assistant in User Services, and CA lead at The D.B. Weldon Library (Weldon), was a CA for nearly six years before she joined Western Libraries full time in 2020. Now, she gets to welcome new CAs to the team and help them create the experiences she enjoyed as a student.



i Info



“As a CA, you get to show other students how easy it is to use the library. I think they’re less intimidated when they are speaking with a peer. It’s rewarding work, it feels really impactful,” said Poulin.

This year, CAs at the C.B. “Bud” Johnston Business Library continued their work scanning the Canadian Annual Reports print collection while CAs at the Allyn and Betty Taylor Library and the Music Library scanned historical graduate theses and Don Wright Faculty of Music concert programs to add to the [Scholarship@Western](#) Institutional Repository. CAs at the John and Dotsa Bitove Family Law Library helped to reorganize materials

in the Reading Room and Upper Stacks to create a new reserves section, while Weldon CAs shifted collections into new compact shelving. Together, these projects, among many others completed by our CA team, are making our collections more accessible and widely available for our students, staff and faculty.

The day-to-day work of Western Libraries would be impossible without our CA team. We are grateful for everything they do to support Western Libraries. They enrich the library experience and we are lucky to have them.

Adventures in Experiential Learning

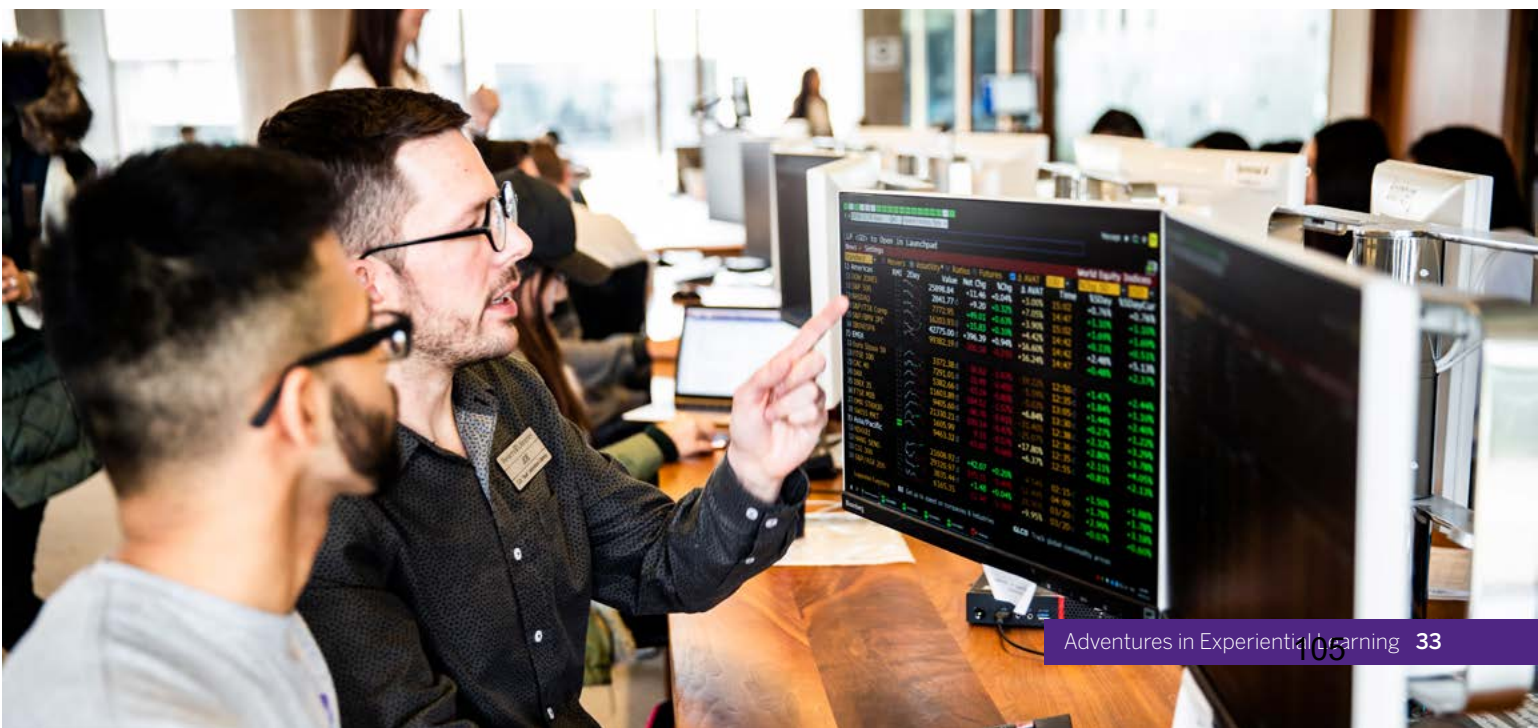


“ Allison Loveridge – Collections and Content Strategies co-op student

During my co-op with the Collections and Content Strategies (CCS) team, I worked on three major projects: evaluating individual serial subscriptions, a large-scale serial fund code audit, and the update of Western Libraries' collection management policies.

Reviewing, assessing and evaluating library resources taught me how to develop and manage collections. I also learned how to interpret and understand the licence agreements that accompany serial subscriptions.

After graduating from Western's MLIS program, I accepted a permanent position with the Canadian Research Knowledge Network (CRKN) as a licensing and member services officer. It is without question that the experience I gained at Western Libraries prepared me to excel at my current role with the CRKN. I am forever grateful for everything I learned while working with the amazing people on the CCS team.





Naoise Dunne – Archives and Special Collections co-op student

During my co-op, I focused on two main projects: the preservation of the Ron Nelson digitized photographic collection and big picture planning for digital preservation with my supervisor, Leanne Olson, digitization and digital preservation librarian. It was rewarding to collaborate with the Archives and Special Collections (ASC) team and contribute to future policies and research.

I also attended the Association of Canadian Archivists virtual conference, participated in archives outreach programs, completed a Learn to Teach course, volunteered for Ask a Librarian chat support, and participated in professional development co-op sessions.

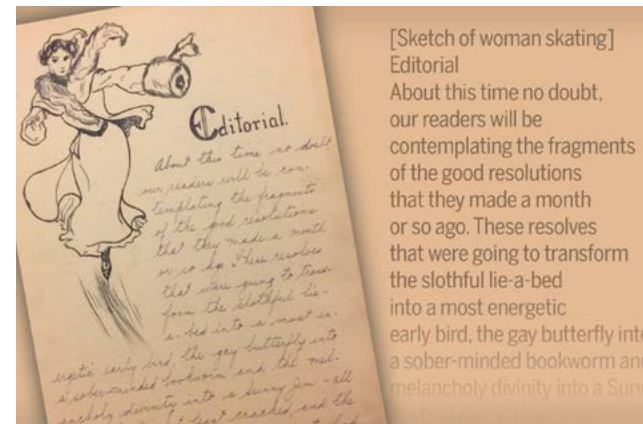
I use the skills I gained from my co-op and the advice I received from the ASC team in my current work as an archivist with the City of Toronto Archives. I am thankful for Leanne's mentorship in the area of digital preservation.

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

Connections and Community

Transcribe-a-thon

Folks from across Western and the community joined the Archives and Special Collections team virtually to transcribe handwritten manuscripts and other documents using our new transcription software, From the Page. Transcription helps provide truthful representation of content and makes it easier for readers to comprehend. Attendees can find digital copies of the work they transcribed using [From the Page](#), a feature that was particularly handy when COVID-19 protocols limited access to research materials.



GIS Days

What began as a one-day yearly event at Western has transformed into a week's worth of lightning talks, demos, and tutorials centred around Geographic Information Systems (GIS). The event brought together collaborators from universities and industry across Ontario. Approximately 400 people joined from over 28 countries to celebrate the science of where.



Medieval Manuscripts Drop-In Exhibit

Students, faculty, and researchers stopped by the Weldon Reading Room to view the Medieval Manuscripts collection and get up close and personal with a manuscript dating all the way back to the 12th century.

Guests also received a lesson on how to sing Medieval-style from Kate Helsen, assistant professor in the Don Wright Faculty of Music, who beautifully brought to life the music on the page.



Hidden Stories: Books Along the Silk Roads

Three medieval manuscripts from our Special Collections went on exhibit at the Aga Khan Museum in Toronto from October 2021 to February 2022 as part of a fascinating [exhibit exploring life along one of history's most important trade networks](#).



The History of Medicine

This celebration of Western's impact in global medicine is now a [virtual exhibit](#). It includes correspondence, certificates and pictures that offer insight into the lives of medical students and doctors at Western in the late-nineteenth and early-twentieth centuries.



London City Hall 50th Anniversary

London's City Hall celebrated its 50th anniversary on Sept. 22, 2021 with [an exhibit on the history, architecture, people, events and stories](#) associated with the prominent building. Our Archives and Special Collections team lent material from the Margaret Fullerton fonds to feature in the exhibit. Fullerton was a municipal politician and London's first female city councillor.





The Future of Western Libraries

What is your ideal library experience at Western? That is not an easy question to answer. So tough, in fact, it has taken 677 students, 86 faculty members, 68 campus partners, 45 community partners, and 77 library staff members to come close to defining it. This great variety of perspectives has helped shape [Forward Together](#), Western Libraries 2022-2028 Strategic Plan.

The last plan was created in 2015 and the world has changed significantly since then. Western

is evolving to meet the world's challenges and work towards a more prosperous, just, and inclusive society. The University's bold plan is captured in *Towards Western at 150*. It offers an inspiring vision of greater impact and growth, and positions Western Libraries as foundational for all of Western's research, scholarship and creative activities.¹

Forward Together culminates six months of engagement and reflects the insights and

1 *Towards Western at 150: Western University Strategic Plan* (London, Ontario: Western University Strategic Plan Steering Committee, 2021), 8.

contributions of many different members of our campus community and beyond. It identifies eight strategic priorities:

1. Catalyze research, scholarship, and creative activity.
2. Foster the development of library research skills, knowledge, and values.
3. Enhance the student experience.
4. Partner to create an inclusive library that values Indigenous peoples, perspectives, and ways of knowing.
5. Collaboratively advance equity, inclusion, and diversity, and foster belonging and community at Western Libraries.
6. Expand our services and outreach to local and global communities.
7. Foster environmental stewardship.
8. Support Western's strategic growth.

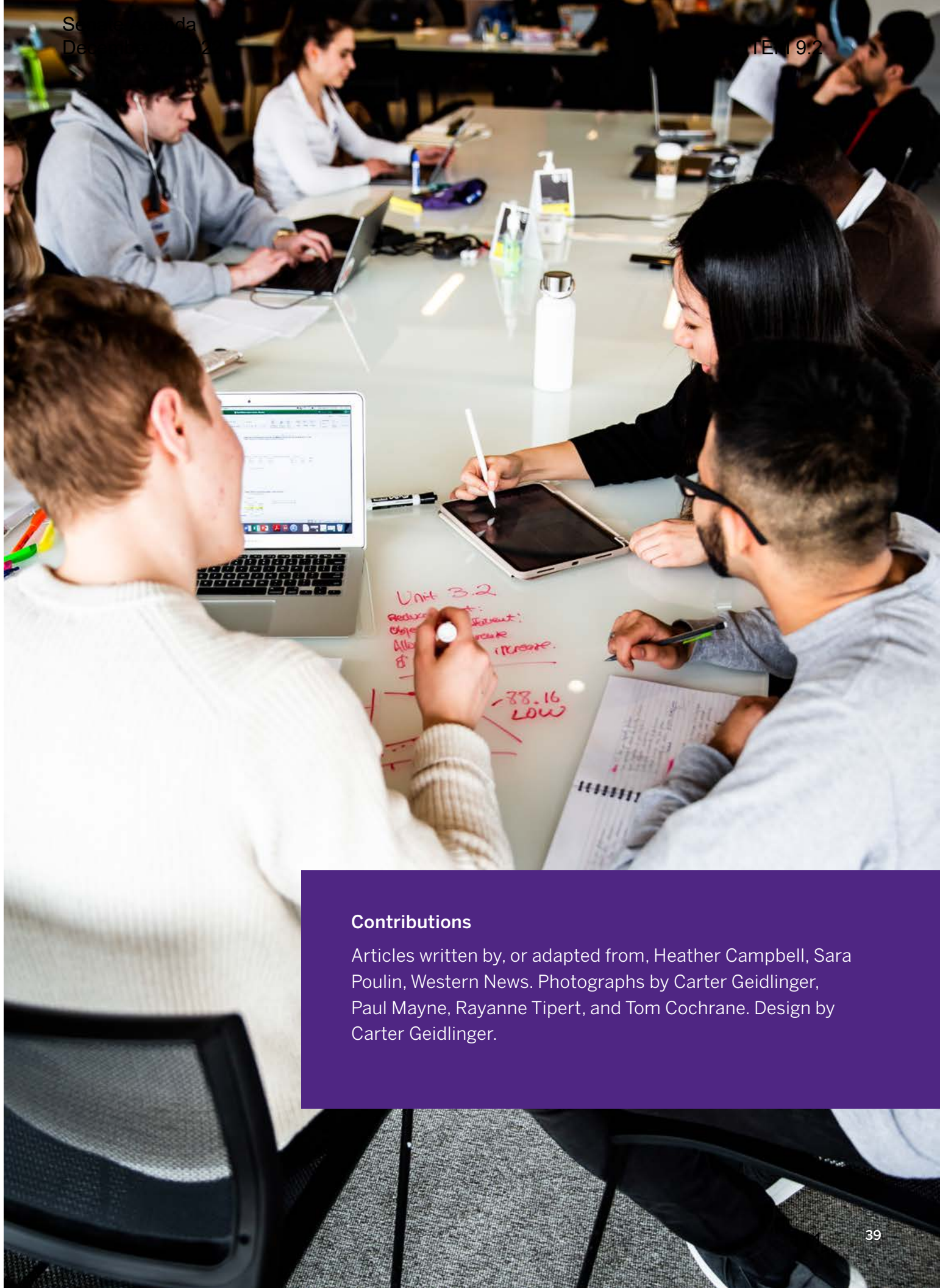
These strategic priorities – and the goals and outcomes associated with them – set a path for our contribution to [Towards Western at 150](#). “The title *Forward Together* represents the importance and centrality of inclusion, community, teamwork and collaboration to the plan and our future,” said Catherine Steeves, vice-provost and chief librarian.

Those same values drove the planning process. Anchored in relationship between people, ideas, themes, and systems, we provided opportunities for all voices to be heard. We offered a variety of ways to share insights and ideas, such as surveys, reflective practice, and focus groups. Our research and stakeholder input were brought together in a comprehensive Discovery Report. A Strategic Planning Summit, open to all Western Libraries staff and members of the campus and London community, was held to reflect on the Discovery Report. Through the Summit dialogue, focus shifted from individual to collective ideas, from the ‘I’ to the ‘we’, and the strategic priorities for the work emerged.

“As we work together and engage as a community to advance student success, enrich the student experience, stimulate research and foster creativity, Western Libraries will continue the dialogue and welcome a diversity of perspectives and ideas about how we may best realize these strategies and desired outcomes,” Steeves said.

The future for libraries at Western looks bright.





Contributions

Articles written by, or adapted from, Heather Campbell, Sara Poulin, Western News. Photographs by Carter Geidlinger, Paul Mayne, Rayanne Tipert, and Tom Cochrane. Design by Carter Geidlinger.



Western Libraries

Office of the Vice-Provost & Chief Librarian
Western University, London, Ontario N6A 3K7
May 2021 - April 2022
Produced November 2022

ITEM 12.0 – The Unanimous Consent Agenda

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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 - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *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.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works for Senate:

In consultation with Committee chairs and principal resource persons, the University Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their meeting 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, they can ask to have it removed from the consent agenda** by contacting the University Secretary (at senate@uwo.ca) 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 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. Those matters that have been struck from the consent agenda will be handled in the usual way.

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 12.1(a) – Schedule of Ceremonies – Spring Convocation 2023 (#321)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The schedule of Convocation ceremonies for Spring 2023 has been prepared by the University Secretariat in consultation with the Registrar's Office. It is forwarded from the Operations/Agenda Committee to Senate for information.

ATTACHMENT(S):

[Schedule of Ceremonies – Spring 2023 \(#321\)](#)

Schedule of Ceremonies – Spring Convocation 2023(#321)

SPRING 2023	10:00 a.m.	3:00 p.m.
Monday, June 12	No Ceremony	School of Graduate & Postdoctoral Studies * Faculty of Education
Tuesday, June 13	School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honours, BSc Honours programs, Diplomas and Certificates)	Faculty of Science (3 and 4 yr, non-Honours)
Wednesday, June 14	Faculty of Social Science (3 yr and BMOS)	Faculty of Social Science (4 yr BA, and BMOS Honours)
Thursday, June 15	Richard Ivey School of Business (BA Honours)	Richard Ivey School of Business (BA Honours) Richard Ivey School of Business (PhD, MBA, MScM, MM, EMBA)
Friday, June 16	School of Graduate & Postdoctoral Studies * Engineering (GRAD) Schulich School of Medicine & Dentistry (GRAD) Faculty of Science (GRAD)	Faculty of Engineering (UGRD)
Monday, June 19	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) Schulich School of Medicine & Dentistry (DDS)	School of Graduate & Postdoctoral Studies * Brescia University College Huron University College
Tuesday, June 20	Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honours and 4yr, BSc Neuroscience)	Faculty of Science (Honours)
Wednesday, June 21	School of Graduate & Postdoctoral Studies * King's University College (BA Honours, 4 yr BA, and non-Honours)	School of Graduate & Postdoctoral Studies * King's University College (BMOS Honours, BMOS, Social Work, Diplomas and Certificates)
Thursday, June 22	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Health Studies - Honors, 3yr and 4yr, Dips. & Certs.)	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Kinesiology)
Friday, June 23	School of Graduate & Postdoctoral Studies * Faculty of Information and Media Studies Faculty of Law	School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities Don Wright Faculty of Music

*Students in graduate programs hosted by the Faculties on the particular day

June 7, 2023 – Schulich School of Medicine & Dentistry (MD)

ITEM 12.2(a) – Revisions to the Policy on *Progression Requirements – Law*

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that, effective September 1, 2023, the policy on *Progression Requirements – Law* be revised as shown in Item 12.2(a).

EXECUTIVE SUMMARY:

The Faculty of Law has traditionally treated the first year of Law studies as a year that must be completed in full before a student is entitled to progress to second-year, although this is not explicitly stated in the progression requirements policy.

The first year of the program requires students to take foundational courses in the law that effectively, albeit not officially, serve as prerequisites to many upper-year courses. Every first-year course is a mandatory course that a student must pass in order to remain enrolled in the program. The vast majority of students successfully complete all first-year courses in first-year – or at least by the summer before second-year. Those who do not are often students who are struggling academically, sometimes at risk of being required to withdraw.

The proposed change to the progression requirements will bring policy in line with practice. It grants the Faculty clear authority to ensure that all first-year students demonstrate sufficient foundational competence to warrant their continued enrollment. It also allows for exceptions to be made in appropriate cases, such as when a student seeking to transfer from another law school to Western after first-year has not completed one course that Western Law includes in its first-year curriculum, even though the student has passed and done well in all required courses at the other law school.

ATTACHMENT(S):

[Revised Calendar Copy – *Progression Requirements – Law*](#)

Progression Requirements – Law

Policy Category:	Registration, Progression, Graduation
Subject:	Progression Requirements – Law
Subsections:	Law ; JD/HBA Combined Degree Program ; JD/MBA Combined Degree Program
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2023 September 1, 2022
Supersedes:	September 1, 2022; September 2020

LAW

This part of the policy is unchanged

Progression

Unless granted permission by the Associate Dean (Academic), a student is not entitled to take any additional courses before successfully completing all of the following courses: Constitutional Law; Contracts; Criminal Law; Legal Research, Writing and Advocacy; Property; Torts; and either Corporate Law or Legal Ethics and Professionalism.

Unless given academic accommodation, a student must enrol in enough courses to meet the minimum term and annual credit requirements stipulated in the Faculty's Academic Program. A student who fails to meet the minimum credit requirements of a given term or year for reasons other than failing a course must spend the next

Progression Requirements – Law

term only making up the missing credits. In that next term, the student is only entitled to enrol in the minimum number of courses necessary to make up the missing credits. No additional courses can be taken until after the missing credits have been earned.

A student earns no credit for any course in which the student receives a final grade of F. A failed course for which a student receives no credit does not fulfill any Law program requirements. If the student is entitled to remain enrolled in the Faculty, the student must make up any missing credits in a later term designated by the Associate Dean (Academic). The student is only required to make up credits to the extent necessary to meet, after the fact, the minimum credit requirements for the term and year in which the student obtained the final grade of F.

A student who obtains a final grade of F in a course in the winter term of third-year, and who is entitled to remain enrolled in the Faculty, may return in a fourth year to make up the missing credits. The student is only entitled to take a maximum of two courses. The course or courses must be taken in the fall term.

A student who obtains a final grade of F in a course, and who is entitled to remain enrolled in the Faculty, is normally permitted, but not required, to re-take the failed course in a later term. In appropriate circumstances, the Associate Dean (Academic) may deny such permission.

The remainder of the policy is unchanged

ITEM 12.2(b) – Rescinding of the Policy on *Progression Requirements – Social Science (Overlapping Courses Between Sociology Modules; Overlapping Courses Between Anthropology and Indigenous Studies Modules) as Senate Academic Policy*

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective December 2, 2022, the policy on *Progression Requirements – Social Science (Overlapping Courses Between Sociology Modules; Overlapping Courses Between Anthropology and Indigenous Studies Modules)* be rescinded as Senate Academic Policy.

EXECUTIVE SUMMARY:

The policy on *Progression Requirements – Social Science* (see attached) includes sections on *Overlapping Courses Between Sociology Modules* and *Overlapping Courses Between Anthropology and Indigenous Studies Modules*. The policy provides direction for students who wish to combine modules containing the same courses.

The Senate Committee on Academic Policy reviewed the policy on *Progression Requirements – Social Science* in relation to the policy on [Registration and Progression in Three-Year, Four-Year and Honours Programs](#). The latter policy includes the following section on Module Combinations and Overlap:

Module Combinations and Overlap

Modules in the same discipline normally may not be combined: e.g., an Honours Specialization module in Sociology may not be combined with a Major module or a Minor module in Sociology. However, if a department offers modules with different titles, e.g., Sociology and Criminology, the possibility for combination is at the discretion of the department and faculty concerned (emphasis added).

Modules require specific courses, some of which may be common to other modules. Students who wish to combine modules containing the same courses must consult the department(s) and faculty concerned to see if such overlap is permitted.

Note: Some degrees limit the number of courses which may be taken in one subject.

As such, the Senate Committee on Academic Policy is recommending that the policy on *Progression Requirements – Social Science* be rescinded as Senate Academic Policy and that the Faculty be permitted to establish such guidelines relating to module combinations and overlap as internal Faculty policy.

ATTACHMENT(S):

[Current Calendar Copy – Progression Requirements – Social Science](#)

CURRENT CALENDAR COPY

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

Progression Requirements – Social Science

OVERLAPPING COURSES BETWEEN SOCIOLOGY MODULES

Sociology 2205A/B, Sociology 2206A/B and Sociology 2240E or Sociology 2270A/B and Sociology 2271A/B are required courses for all majors and specializations offered by Sociology. When students combine two majors (e.g., Major in Sociology and Major in Criminology or Major in Criminal Justice) or a specialization and a major (Honors Specialization in Sociology and Major in Criminology or Major in Criminal Justice), however, these courses only need to be taken once. Sociology 2205A/B and Sociology 2206A/B will be counted toward both modules. Sociology 2240E or Sociology 2270A/B and Sociology 2271A/B will count toward one module and an additional 1.0 course at the 2200-level in Sociology must be taken for the other module.

When a major module in sociology is being combined with the Community Development module offered by the Brescia Sociology Department (which does not require that Sociology 2205A/B and Sociology 2206A/B be taken), any 1.0 sociology course numbered 2200 or above may be doubled counted.

This means that students taking two majors in Sociology have 11.0 required courses while those combining a specialization and a major have 14.0.

Note: This is the only overlap allowed between Sociology modules. The Department does not permit any course overlap between a Minor and another module offered in Sociology.

Note: Three-Year Bachelor degrees allow a maximum of 9.0 courses in one subject area. Some modular combinations when taken exclusively through the Department of Sociology, may exceed this maximum, e.g., Major in Sociology + Minor in Criminology. Please consult the Department for further information.

Statistics Substitution

Students who have taken any course from the following list, will need to replace Sociology 2205A/B Statistics for Sociology with an additional 0.5 Sociology course at the 2200 level.

Sociology 2205A/B Antirequisites:

Biology 2244A/B, Economics 2122A/B, Economics 2222A/B, Geography 2210A/B, Health Sciences 3801A/B, MOS 2242A/B, Psychology 2810, Psychology 2820E, Psychology 2830A/B, Statistical Sciences 2035, Statistical Sciences 2037A/B if taken before Fall 2010, Statistical Sciences 2141A/B,

Statistical Sciences 2143A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B and the former Psychology 2885, the former Social Work 2205, the former Statistical Sciences 2122A/B.

Statistics and Research Methods Substitution

Students who have completed the former Social Work 2205 must replace Sociology 2205A/B, Statistics for Sociology, and Sociology 2206A/B, Research Methods in Sociology, with 1.0 Sociology course at the 2200 level.

Students who take a full course (1.0 course) as a statistics substitution to satisfy the requirement for Sociology 2205A/B will have an additional 0.5 course for their module.

OVERLAPPING COURSES BETWEEN ANTHROPOLOGY AND INDIGENOUS STUDIES MODULES

As indicated in our module descriptions, several Anthropology and Indigenous Studies courses are cross-listed. Students may take these cross listed courses for credit only once, as either an Anthropology course or an Indigenous Studies course.

Students may count a total of 1.0 of these cross-listed courses towards both Anthropology and Indigenous Studies modules without seeking special permission.

Students are reminded that in addition to meeting module requirements in Anthropology and Indigenous Studies, they must also meet Western's requirements for graduation – that is, a total of 20.0 credits for a four-year degree and 15.0 credits for a three-year degree.

ITEM 12.3(a) – Faculty of Law: Revisions to the Academic Program section of the Policy on *Progression Requirements* – Law

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that, effective September 1, 2023, the Academic Program section of the policy on Progression Requirements – Law be revised as shown in 12.3(a).

EXECUTIVE SUMMARY:

The Faculty of Law wishes to update the Academic Program section of the policy on *Progression Requirements – Law* to bring it in line with long-standing practice at the Faculty. The Faculty of Law advises that (1) students can take up to 33 (rather than 31) credits per year without approval, (2) a normal course load is 29-32 credits per year (as opposed to a maximum of 31), and (3) students can take up to 17 credits per term without approval (rather than a maximum of 16). The proposed change will bring the policy in line with the information provided to students by the Faculty. The latter reflects long-standing practice and offers students greater flexibility.

ATTACHMENT(S):

[Revised Calendar Copy – *Progression Requirements* – Law](#)



Progression Requirements – Law

Policy Category:	Registration, Progression, Graduation
Subject:	Progression Requirements – Law
Subsections:	Law ; JD/HBA Combined Degree Program ; JD/MBA Combined Degree Program
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2023 ; September 1, 2022
Supersedes:	September 1, 2022 ; September 2020

LAW

This section of the policy is unchanged

Academic Program

In first year, students take the following courses: Constitutional Law; Contracts; Criminal Law; Legal Research, Writing and Advocacy; Property; Torts; and either Corporate Law or Legal Ethics and Professionalism.

Students in their second and third years must take **a minimum of** fourteen ~~to sixteen~~ course credit hours in each term, ~~with~~ **and** a minimum of twenty-nine **such** hours ~~and a maximum of thirty-one hours in the two terms combined~~; **in an academic year**. Students may take more than ~~thirty-one credit hours~~ **seventeen course credit hours in a term or thirty-three such hours in an academic year** only with the permission of the Associate Dean (Academic).

Progression Requirements – Law

Students must, after first year, take Civil Procedure and Administrative Law. In second year, students must take whichever of Corporate Law or Legal Ethics and Professionalism that they did not complete in first year.

Students must complete a January Intensive course in each of second and third year, unless they participate in an exchange program in Winter Term.

By the end of third year, a student must satisfy the Faculty writing requirements. Students may satisfy the Faculty writing requirements in either of two ways, namely: (1) by completing in upper year courses two research essays, each worth at least two credits, or (2) by completing in upper year courses one research essay worth at least two credits and one or more practice-oriented legal writing assignments worth at least two credits collectively.

A practice-oriented legal writing assignment must involve independent legal research and/or analysis. To provide some examples, a factum or legal memo will generally count as a practice-oriented legal writing assignment, while a research essay worth less than two credits or a reflective journal will not.

A Supplemental Writing Credit may count towards fulfilling the Faculty writing requirements. Specifically, a student can complete the requirements for a research essay worth at least two credits by adding a Supplemental Writing Credit to a course assessed in part by a research essay (worth at least one but less than two credits), if the Supplemental Writing Credit is used to extend the research essay. A Supplemental Writing Credit can count toward completing a practice-oriented legal writing assignment if the Supplement Writing Credit is attached to a course that already includes a practice-oriented legal writing assignment.

In all cases, the Associate Dean (Academic) has the final authority to decide whether a component of a course will satisfy a Faculty writing requirement.

Note: In each of second and third years, a student may take courses outside the Law School up to the equivalent of six credit hours, but no more than four such hours in any one semester. The approval of the course instructor and the Associate Dean (Academic) of the Faculty of Law must be obtained.

The remainder of the policy is unchanged

ITEM 12.3(b) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Music (MMus)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that, effective January 1, 2023, the Master of Music (MMus) be revised as shown in Item 12.3(b).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies proposes the following three revisions to the Master of Music (MMus).

1. Rename the field in 'Literature and Performance' as 'Performance'.

Currently, there is inconsistency in field names across the MMus and the Doctor of Musical Arts (DMA). The MMus has a 'Literature and Performance' field; the DMA has a 'Performance' field. This is a vestige of the MMus degree having been introduced in 1969 and the DMA degree in 2011. Students and faculty understand these to be the field of Performance – consisting of identical areas of study. The two fields are distinct in name only and the proposed modification will correct this anomaly.

2. Revise the official field length of the MMus in Composition (thesis-based) from 6 terms to 5 terms.

The MMus in Composition (thesis-based) has operated as a 5-term stream since 2015. The MMus in Music Education, the Master of Arts (MA) in Music Theory, and the MA in Musicology were reduced from 6-terms to 5-terms in 2016. A modification to 5 terms will codify the practice of the last several years and align the program duration with that of the other MMus and MA degrees.

3. Eliminate the MMus in Composition (course-based) option.

The MMus in Composition (course-based) option has never been offered, as no student has elected this option since its introduction in 1969. It is a disciplinary norm in MMus composition programs to write a thesis, hence the decision to eliminate the course-based option.

Current MMus Program	Proposed Change(s)
1. MMus in Literature and Performance 2. MMus in Composition (thesis-based) 6 terms 3. MMus in Composition (course-based)	1. MMus in Performance 2. MMus in Composition (thesis-based) 5 terms

These modifications do not change the learning outcomes of the programs.

No student will be affected. The MMus (composition) operates as a 5-term program now. The modification will ensure that international students have correct letters for study permits.

ITEM 12.3(c) – Introduction of an Articulation Agreement for the Admission of Graduates of the Nutrition and Food Service Management Diploma at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Brescia University College

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve and recommend to the Board of Governors that, effective September 1, 2022, an articulation agreement for the admission of graduates of the Nutrition and Food Service Management Diploma at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Brescia University College be introduced as shown in Item 12.3(c).

EXECUTIVE SUMMARY:

This agreement relates to students studying in the Conestoga Nutrition and Food Service Management Diploma Program. Effective September 1, 2022, Brescia University College and Western propose to accept students from this program into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program as set out in an Articulation Agreement between the two institutions. The details of the agreement are set out in Appendix 1 and 2 of the attached.

The objective of the agreement is to provide graduates from Conestoga, who satisfy the criteria described in the agreement, with the opportunity to apply for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program and obtain a Western degree.

ATTACHMENT(S):

[Articulation Agreement](#)

AGREEMENT FOR OUTBOUND ARTICULATION

B E T W E E N:

CONESTOGA COLLEGE

2909 Doon Valley Drive, Kitchener, ON N2G 4M4

hereinafter referred to as "**Conestoga**" of the first part.

-and-

BRESCIA UNIVERSITY COLLEGE

1285 Western Rd, London, ON N6G 1H2

hereinafter referred to as "**Brescia**" of the second part;

THIS AGREEMENT made this **September 2022**

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO

(hereinafter called “Western”)

and

BRESCIA UNIVERSITY COLLEGE

(hereinafter called “Brescia”)

and

CONESTOGA COLLEGE

(hereinafter called “Conestoga”)

WHEREAS Brescia, Western and Conestoga wish to increase student mobility between Brescia, Western and Conestoga, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of Nutrition and Food Service Management program at Conestoga College to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program at Western/Brescia by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Conestoga and Western and Conestoga and Brescia;

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

ADMISSION

1. Western and Brescia agree to consider for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program graduates of the Nutrition and Food Service Management diploma program from Conestoga who meet the following requirements:
 - a. Successful completion of the Nutrition and Food Service Management program with a competitive overall admission average for the year in which they apply as calculated by Western and Brescia;
 - b. Completion of the prescribed set of courses within the Food Service Management diploma with a minimum grade of “C” or 2.00 GPA in each college course as outlined in Appendix 1; and
 - c. Successful completion of Ontario Secondary School Biology (SBI4U) and Chemistry (SCH4U); or equivalents.
2. To be considered for admission, Conestoga students must apply to Western or Brescia by June 1st of the year in which they are seeking admission.

3. Admissions decisions are within the sole discretion of Western and Brescia and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions under this agreement rests with the Registrars at Western and Brescia in accordance with the provisions of the affiliation agreement between Western and Brescia.

TRANSFER CREDIT

4. Western and Brescia shall grant transfer credit to successful applicants for Conestoga courses in accordance with **Appendix 1**.
5. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western and Brescia of changes to Conestoga's course names or numbers may result in denial of admission and transfer credit to qualified applicants.
6. The parties acknowledge that the granting of transfer credit is based on an assessment of the Nutrition and Food Service Management diploma program curriculum and the courses as of the date of this Agreement. It is the responsibility of Conestoga to notify Western and Brescia of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western and Brescia to decide whether transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted under this Agreement must complete the courses set out in **Appendices 2A, 2B or 2C** and meet the progression and graduation requirements for a Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics (Appendix 2A), or Honours Specialization in Foods and Nutrition (Appendix 2B), or Specialization in Foods and Nutrition Program (Appendix 2C). These progression and degree requirements are subject to change during the term of this Agreement, and Western and Brescia will give Conestoga written notice of any changes.
8. Students who subsequently fail to meet progression or degree requirements for the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition Program but who do meet requirements for another program at Brescia or Western may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program or campus may have the transfer credits removed from their academic record and credit for college courses may be re-assessed by the relevant Faculty.
9. Western and Brescia agree to provide Conestoga students with information about the transfer credits and encourage qualified students to apply.
10. The parties shall each designate a program representative to assist with the operation of this Agreement. The program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

11.(a) This Agreement is effective September 2022 and shall continue in force unless terminated by a party as set out herein.

(b) Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.

(c) Notwithstanding paragraph (b), if Western or Brescia decide to terminate this Agreement due to changes to the Conestoga's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Conestoga and the date that the changes were made by Conestoga.

(d) Students accepted for admission under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

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

CONESTOGA COLLEGE

*

President

Date

BRESCIA UNIVERSITY COLLEGE

*

Dr. Laretta Frederking
President

Date

THE UNIVERSITY OF WESTERN ONTARIO

*

Susan Lewis
Vice-Provost (Academic Programs)

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Nutrition and Dietetics, Honours
Specialization in Foods and Nutrition or Specialization in Foods in Nutrition
and
Conestoga College (Nutrition and Food Service Management diploma),
September 2022

Course Equivalencies			
Conestoga Course	Credits	Brescia Equivalent	Weight
FIN1080	3	Food and Nutrition 2449A/B	0.5
HRM 2010	2		
MGMT1680	3		
DIET2135 (from level 3)	5	Foods and Nutrition 3348A/B	0.5
MGMT1665	4		
MGMT2140 (from level 3)	3		
DIET1150	3	Foods and Nutrition 2100TRN	1.0
DIET2050	3		
DIET2150	3		
DIET2160	4		
DIET1120	3	Foods and Nutrition 1241A/B	0.5
DIET1170	3		
NUTR1000	3	Foods and Nutrition 1070A/B	0.5
DIET1160	4		
COMM1085	3	Communications 1020TRN	1.0
MGMT1650	3		
MGMT2150	3		
OHS 1320	1		
FPLT2170	8	Foods and Nutrition 2100TRN	0.5

Total: 4.5 credits

APPENDIX 2A

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Nutrition and Dietetics,
and
Conestoga College (Nutrition and Food Service Management diploma),
September 2022

Course Requirements for Degree Completion		
Brescia Bachelor of Science (Foods and Nutrition) Honours Degree Program		
<u>Honours Specialization in Nutrition and Dietetics</u>		
To graduate from the BSc(F&N) Honours Specialization in Nutrition and Dietetics degree program at Brescia, students admitted under this articulation agreement must successfully complete the 15.5 courses listed below. Brescia will provide Conestoga with written notice of any changes to these course requirements. A final average of 75%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
0.5	Foods and Nutrition 3355A/B	Agriculture and Food Systems: Critical Conversations
0.5	Elective at 1000-level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
0.5	Elective at any level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
0.5	Foods and Nutrition 3344A/B	Diet and Nutritional Assessment
0.5	Foods and Nutrition 3351A/B	Clinical Nutrition I
0.5	Foods and Nutrition 3361F/G	Fundamentals of Community Nutrition
1.0	Elective(s)	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 3 Requirements (Summer Term)		

0.5 Elective at any level		
Year 4 Requirements (Fall/Winter Term)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
1.0	Foods and Nutrition 3390W/X	Research Methods and Statistics for Food and Nutrition
0.5	Foods and Nutrition 4429A/B	Advanced Management for Foods and Nutrition
0.5	Foods and Nutrition 4453A/B	Clinical Nutrition II
0.5	Foods and Nutrition 4460A/B	Nutrition Counselling
0.5	Foods and Nutrition 4471A/B	Nutrition and Metabolic Processes
0.5	Any Foods and Nutrition or Human Ecology Elective at the 3000 or 4000-level	
0.5	Any Foods and Nutrition or Human Ecology Elective at the 3000 or 4000-level	
0.5	Any Foods and Nutrition or Human Ecology Elective at the 3000 or 4000-level	

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20841&SelectedCalendar=Live&ArchiveID>

= 15.5 courses/credits

APPENDIX 2B

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Foods and Nutrition,
and
Conestoga College (Nutrition and Food Service Management diploma),
September 2022

Course Requirements for Degree Completion		
Brescia Bachelor of Science (Foods and Nutrition) Honours Degree Program		
Honours Specialization in Foods and Nutrition		
To graduate from the BSc (F&N) Honours Specialization in Foods and Nutrition degree program at Brescia, students admitted under this articulation agreement must successfully complete the 15.5 credits listed below. Brescia will provide Conestoga with written notice of any changes to these course requirements. A final average of 70%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
0.5	Elective at the 1000-level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
1.0	Elective(s) at any level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		

0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
0.5	Foods and Nutrition 3361F/G	Fundamentals of Community Nutrition
1.0	Foods and Nutrition 3390W/X	Research Methods and Statistics for Food and Nutrition
1.0	Elective at any level	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 3 Requirements (Summer Term)		
0.5 Elective at any level		
Year 4 Requirements (Fall/Winter Term – only 4.0 credits required for final year)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
0.5	Foods and Nutrition 3380A/B, or Foods and Nutrition 3400A/B	Policy Development and Advocacy Culture and Food
0.5	Any Food and Nutrition or Human Ecology Elective at the 3000 or 4000 level	
0.5	Any Food and Nutrition or Human Ecology Elective at the 3000 or 4000 level	

0.5	Any Food and Nutrition or Human Ecology Elective at the 3000 or 4000 level	
0.5	Any Food and Nutrition or Human Ecology Elective at the 3000 or 4000 level	
0.5	Elective at any level	
0.5	Elective at any level	
0.5	Elective at any level	
0.5	Elective at any level	

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21634&SelectedCalendar=Live&ArchiveID>

= 15.5 courses/credits

APPENDIX 2C

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Specialization in Foods and Nutrition,
and
Conestoga College (Nutrition and Food Service Management diploma),
September 2022

Course Requirements for Degree Completion		
Brescia Bachelor of Science (Foods and Nutrition) Degree Program		
Specialization in Foods and Nutrition		
To graduate from the BSc(F&N) Specialization in Foods and Nutrition degree program at Brescia, students admitted under this articulation agreement must successfully complete the 15.5. courses listed below. Brescia will provide Conestoga with written notice of any changes to these course requirements. A final average of 60%, must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5		
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
0.5	Elective at the 1000-level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
1.0	Elective at any level	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
1.0	Foods and Nutrition or Human Ecology at the 3000 or 4000-level	
1.5	Electives	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 3 Requirements (Summer Term)		
0.5 Elective at any level		
Year 4 Requirements (Fall/Winter Term)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
3.5	Foods and Nutrition or Human Ecology at the 3000 or 4000-level	
1.0	Elective	

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20843&SelectedCalendar=Live&ArchiveID>
= 15.5 courses/credits

ITEM 12.3(d) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Neuroscience

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate program in Neuroscience.

Faculty/Affiliate	Program	Date of Review	SUPR-G recommendation
Schulich School of Medicine & Dentistry	Neuroscience	June 21-22, 2022	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review is attached.

ATTACHMENT(S):

[Final Assessment Report – Neuroscience](#)



Neuroscience
**Final Assessment Report &
Implementation Plan**
October 2022

Faculty / Affiliated University College	Schulich School of Medicine and Dentistry	
Degrees Offered	MSc, PhD	
Date of Last Review	2013-2014	
Approved Fields	N/A	
External Reviewers	Dr. Tim O'Connor, Department of Cellular & Physiological Sciences University of British Columbia	Dr. Jennifer Steeves, Department of Psychology York University
Internal Reviewers	Dr. Mark Zbaracki, Associate Dean (Designate) Richard Ivey School of Business	Sarah Carver, Ph.D. Candidate, Industrial and Organizational Psychology
Date of Site Visit	June 21 and 22, 2022	
Date Review Report Received	August 29, 2022	
Date Program/Faculty Response Received	Program: September 29, 2022 Faculty: October 14, 2022	
Evaluation	Good Quality	
Approval Dates	SUPR-G: November 7, 2022 ACA: November 23, 2022 Senate (for information only): December 2, 2022	
Year of Next Review	Year of next cyclical review: 2028-2029	
Date of Progress Report	June 2025	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Graduate Program in Neuroscience delivered by Schulich School of Medicine and Dentistry.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Schulich School of Medicine and Dentistry.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the graduate cyclical review process that is made public; all other documents are confidential to Western's Schulich School of Medicine and Dentistry, the Neuroscience graduate program, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

Established in 1991, Western's Neuroscience Graduate Program is the oldest one in Canada and is one of the largest graduate programs on campus. For 30 years, the Program has offered MSc and PhD degrees. Also offered, is a combined degree in neuroscience in the Doctor of Medicine MD/PhD program.

The vision for the Graduate Program in Neuroscience is to train the next generation of neuroscientists, so that they can conduct significant research during their graduate training and gain essential skills needed for their future careers. Over the last six years, the number of students in the program has more than doubled from 62 in 2015 to 134 in 2021. The faculty involved in the program also continues to grow, with more than 90 faculty members from different Faculties and departments across campus.

To inform the self-study for this program review, planning among program leadership began in the fall of 2019. In winter 2020, surveys were administered to current students (n=72) and alumni (n=12). In addition, 15 students also participated in a focus group. Topics related to the clarity and appropriateness of program offerings and expectations, fairness of the evaluation of progress, quality of supervision and guidance and availability from advisory committee and other mentors, level of financial and health support, access and suitability of research equipment, and overall satisfaction with the program. Finally, a program retreat took place in June 2020.

The external reviewers presented a positive assessment of the Neuroscience Graduate Program. They offered 11 recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Vibrant and engaged student community – in part due to the work of the Society of Neuroscience Graduate Students (SONGS).
- Participation in Collaborative Specializations such as: Global Health Systems in Africa, Music Cognition, and Machine Learning in Health and Biomedical Systems.
- Affiliations with a number of other campus research facilities, research cores, institutes, and centers.
- The program has a number of strategic partnerships with various institutions throughout the world (e.g., Donders Institutes).
- BrainsCAN has supported a number of program initiatives (e.g., research day, quarterly graduate student publication).
- Principles of Neuroscience course (9500A/B) for all first-year graduate students – which discusses the types of experimental models and data analyses used in neuroscience research and teaches to review, criticize, write, discuss, and present experimental results.

- All full-time students are required to enroll in a Neuroscience Seminar Course which fosters a sense of community within the program through weekly meetings, student presentations and increased interactions between faculty and students.
- All students are required to participate in bi-annual Advisory Committee meetings to discuss progress toward timely completion, identify barriers to progress, and provide a venue in which guidance and possible contingencies can be discussed.

Concerns and Areas of Improvement Identified and Discussed by the Program

- With a growing number of supervisors in other faculties, the program funding structure may have to be revisited.
- Factors that lead to possible inequities in student funding. Disparities can create tensions as students “shop” for more favourable funding packages.
- The need for plans to ensure the financial stability of initiatives that have been funded by grant monies (which are set to expire).
- Issues assessing the quality of foreign institutions via international applications.
- Inability to track student profiles, from an EDI perspective, through the current recruitment process.

Concerns shared by program students include:

- lack of faculty engagement and feedback associated with the seminar course;
- need for greater clarity on the process of the comprehensive exam, and the expectations for all parties involved; and
- large funding discrepancies across students with supervisors in different faculties.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually (due to pandemic restrictions) over two days with the:

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Academic Quality and Enhancement
- Vice Dean, Basic Medical Sciences
- Associate Dean, Graduate and Postdoctoral Studies
- Neuroscience Graduate Program Director
- Neuroscience Program Committee
- Associate University Librarian

- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Graduate Program in Neuroscience. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers shared that *“Overall, the Graduate Program in Neuroscience is an excellent program that is supported by strong leadership and a group of committed and enthusiastic faculty. Students, faculty and the administration were extremely positive about the program and all highlighted its wide recognition on campus, nationally and internationally. Indeed, it has been so successful that the program is expanding at a significantly higher rate than previous years.”*

Strengths of the Program

- Research laboratories and shared facilities are world class and support and enable the high caliber research at the institution and facilitate an appropriate intellectual climate.
- Commitment and dedication exemplified by members of the supervisory committees.
- Support and direction for students to achieve the learning outcomes expected of a graduate student at the University.
- Faculty are leaders in their fields and have significant funding and research outputs. Faculty appear to publish extensively with graduate students in top tier journals and present at international and national meetings.
- Significant increase in student enrolment, with about 60 new students joining the program in September 2022.
- The required core neuroscience course is offered a number of times a year ensuring that class size is kept to a minimum.
- Commitment to bi-annual committee meetings by members of the program is highly commendable. This exceeds the standard ‘one meeting per year’ followed by other neuroscience graduate programs.
- Development of a specialized remedial course (Neuroscience 9000) for certain entering students. – An innovative solution to a problem facing all Neuroscience graduate programs as the discipline expands.

- Opportunities for students to formally add Collaborative Specializations is innovative and helps this program stand apart from others at competing institutions.
- Student research excellence is notable, with PhD students publishing an average of 4 first author manuscripts and 8 total publications during their training.
- Graduating students are highly successful at the next stage of their careers and go into a variety of career directions

Areas of Concern or Prospective Improvement

1. The expansion in enrolment would add unreasonable strain on supervision capacity and on program support staff to meet the demands of the program moving forward.
2. There is need for additional faculty to support the program's expansion rather than rely on other faculties to provide professors.
3. Faculty members in the program have primary appointments in non-neuroscience departments across several faculties. This leads to issues such as inconsistent funding minimums for students, unequal recognition of neuroscience teaching and administration by home departments and confused allegiances /connections to program versus department amongst students and faculty.
 - The need for additional faculty to support expansion and faculty renewal depends on the goodwill of departments to hire neuroscience faculty.
4. The disparity in student funding, which is particularly challenging for international MSc students.
5. Lack of common physical space for the administrative staff means that the students do not have a central home department.
6. Lack of faculty engagement in the seminar course.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers' Recommendation	Program/Faculty Response
<p>1. Standardize the minimum student funding package across all units involved in the program. In particular, for those MSc students coming from Health Science *</p>	<p>Program: Major components of student funding (e.g., WGRS, GTAs) are outside of the program's control. The Director is engaged in discussions with all faculties to make them aware of this issue, which is endemic to all interdisciplinary programs where contributing supervisors come from different faculties.</p> <p>Faculty: The program is making efforts to reduce discrepancies between the stipends offered by different faculties. These are difficult discussions given the historical differences between the graduate student funding models of the different faculties. There will be decanal participation in the stipend discussions at the upcoming steering committee meeting and the department will support efforts to at least minimize the stipend differences between Neuroscience students supported by different funding models.</p>
<p>2. Develop a document that explicitly states the amount and source of a student's stipend. This should include any conditions and be signed by the student and the supervisor.</p>	<p>Program: Both the supervisor and student are made aware of their full funding package through Mercury, which requires acknowledgement from both parties. Funding packages for students receiving external awards are complicated by both the plethora of these awards, and the possibility that awarded students may or may not also receive GTAs. For transparency, the program will post on its website examples of the most common funding plans for such students.</p> <p>Faculty: In collaboration with the SGPS, the Mercury system is now being used to inform students of their funding packages. The faculty recognizes the extraordinary effort that this requires with over 150 students with multiple faculty funding models, GTAs in different faculties, and constantly evolving supervisor funding sources.</p>
<p>3. The seminar course should be redesigned to enhance faculty attendance and feedback to students. *</p>	<p>Program: The seminar course continues to evolve, in part due to enrollment pressures. For the current 2022-2023 academic year, first year MSc and first year PhD students are not presenting (as recommended by the external reviewers). The return to in-person seminars has also increased the vibrancy of the seminars and overall engagement. Discussions for how the seminar course could be improved are continuing at the program committee level.</p> <p>Faculty: The faculty supports the evolving structure of the seminar course and recognizes the efforts of the program to maintain its vibrancy now in person seminars has been re-established.</p>

<p>4. In consultation with the School of Graduate Studies:</p> <p>a) Promote the reduction of tuition fees for international students, particularly at the MSc level. Alleviation of these fees would most likely enhance the diversity of applications to the program.</p> <p>b) Redevelop and broaden the metrics for award adjudication at the University level to recognize the diverse nature of the student body. *</p> <p>c) Administrative support from the School of Graduate studies to continue the collection of data on post-graduate career outcomes for in-depth analyses and future development of the program's research and teaching plan.*</p>	<p>Program:</p> <p>A) The program is committed to working with the SGPS to address these three (3) issues. Recent discussions at Schulich Grad Council also raised the possibility of halving student tuition for upper year students (students in second year of their MSc, and students beyond the first year of their PhD). Such a change would impact both domestic and international students.</p> <p>B) The program will follow the recommendations from the SGPS regarding redeveloping the metrics for award adjudication at the University level to recognize the diverse nature of the student body.</p> <p>C) The program currently does an exit poll of the graduating class; since the SGPS is interested in harmonizing this across all graduate programs, the program will work with them in the future.</p> <p>Faculty:</p> <p>A) Partly due to this review and consistent input from all of our thesis-based graduate programs, the Faculty is making a strong effort to consider reducing tuition fees for International MSc students. This matter has been discussed at several forums and the department hopes to make progress on this issue.</p> <p>B) The Faculty has begun discussions to redevelop the metrics for award adjudication at the University level to recognize the diverse nature of the student body, and other issues to support increased diversity of student population and how awards are adjudicated. Neuroscience has consistently been a leader in those discussions and the faculty is actively supporting those initiatives.</p> <p>C) The Faculty supports the efforts of the program in obtaining data on post-graduate career outcomes and any University-wide efforts to harmonize gathering this data from our graduates.</p>
<p>5. Develop a memo that standardizes the expectations of faculty who join (or are currently in) the program. This should include expected participation in the various courses, supervision commitments and administration expectations.</p>	<p>Program: The program is preparing a “welcome letter” for new faculty members, which will cover these expectations. When prepared, it will also be distributed to all faculty members, as a reminder.</p> <p>Faculty: The department is pleased that the program has already acted on this excellent recommendation.</p>

<p>6. A second support staff member should be permanently added to the Program annual budget.*</p>	<p>Program: The continued growth of the program is such that a second permanent support staff member is essential. This individual would be hired through Schulich, and a request for a FT role will be made in the upcoming budget cycle. The Director will engage with the discussions with the Steering Committee for the Graduate Program in Neuroscience to come up with a fair means to distribute the costs of this additional support staff member.</p> <p>Faculty: An additional 0.5 FTE person has been hired and is in the current Schulich budget to support the Neuroscience graduate program. The department is planning on interfaculty talks to make that a 1.0 FTE position for 2023 as outlined in the program response.</p>
<p>7. Physical space considerations:</p> <p>a) Secure a program office for support staff so that they can work in closer proximity to one another.</p> <p>b) Secure a meeting room for committee meetings and research talks that would also ground the program physically. *</p>	<p>Program: The program agrees. The Director will engage with the Steering Committee on this issue. This space should be either in the Robarts Research Institute or the Western Interdisciplinary Research Building.</p> <p>Faculty: The Faculty agrees with the reviewers as to the benefits of such space for the program administration, committee meetings and research talks; and will work with the program to develop space for these initiatives. The founding of the Western Neuroscience Institute, as well as a new planned Bioconvergence Centre will provide opportunities to create a dedicated space.</p>
<p>8. Develop recurring activities for neuroscience faculty and students to provide a sense of community. Such activities could include monthly pizza seminars (one lab presents their research to the community), specialized journal clubs, social hours etc. *</p>	<p>Program: In accordance with the pandemic guidelines, the program aims to increase in-person social events, including monthly socials at the grad club, a welcome BBQ, a holiday event, and others. The Program also provides logistical and financial support for events run by SONGS. Continued growth in the program will require increased budgetary support, which is part of ongoing discussions and budget planning. The program is committed to enhancing the sense of community.</p> <p>Faculty: The Faculty supports the suggestions of the program in re-establishing a community infrastructure in accordance with pandemic guidelines; and is willing to provide support in terms of both space and finances.</p>
<p>9. All departments should recognize the valuable teaching, supervision and administrative contributions made to the program and that these</p>	<p>Program: This is particularly important information for the yearly APE process, as different home departments may have different cultures regarding recognition of requirements to the Neuroscience Graduate Program. The Program committee will consider the best strategies for conveying information about workload back to the Departments.</p>

<p>contributions should be considered equal to departmental contributions when it comes to consideration of promotion and tenure. *</p>	<p>Faculty: This type of recognition is now in place at Schulich. Currently in Schulich, the Basic Science Chairs assign and recognize teaching in the Neuroscience program as part of the workload of their faculty. Importantly, there is an agreement that all teaching is recognized equally whether it is in the home program or in an interdisciplinary program. That ethos has developed in recognition of the value of interdisciplinary science as exemplified by the Neuroscience graduate program. Other faculties (Science/Social Sciences) are following suit.</p>
<p>10. Establish a committee to identify and interview potential candidates to replace the current director at the end of the current appointment.</p>	<p>Program: This is something to be discussed by the Program Committee.</p> <p>Faculty: There is a defined administrative process in place that ensures a program review and the initiation of a search for a new program director before the current director reaches the term end. The Neuroscience steering committee and the faculty will support the process and advise candidates on the expectations and support for the faculty member from Schulich.</p>
<p>11. Establish a working group to explore the long-term establishment of an autonomous Neuroscience entity that can hire its own faculty to fulfill the teaching requirements in the undergraduate and graduate Neuroscience Programs, as well as support the ongoing Neuroscience research that is a pillar of the University's long term research plan. *</p>	<p>Program: The program looks forward to working with leaders on campus regarding the establishment of such a working group.</p> <p>Faculty: Neuroscience has a prominent role at Western and is widely recognized as one of the signature research areas of the University. The size and strength of Neuroscience at Western has in part been recognized by the recent establishment of the Western Institute for Neuroscience in 2020. This entity is a significant investment by the University and demonstrates the long-term support of Neuroscience by Western. It does not have the ability to hire faculty, though. However, the steering committee of the institute includes the Deans of the eight participating Faculties which suggests that priorities for Neuroscience hiring will be high. In fact, Western has just submitted an application for a Canada Excellence Research Chair (CERC) for a neuroscientist, and an application for a \$160 million CFREF grant, focusing on Neuroimmunology.</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, in consultation with the SGPS and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of the review (#4a), are already being acted on, or will be acted on through dedicated institutional processes, as described in the program and faculty responses above. As a result, the recommendations not appearing in the implementation table are recommendations #2, #4a, #5 and #10.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Student funding: Standardize the minimum student funding package across all units involved in the program.	<ul style="list-style-type: none"> Discuss minimizing the stipend differences between Neuroscience students from different units with the decanal group and the steering committee. Determine a feasible strategy across units, indicating the responsibilities and opportunities appropriate to each unit and a plan for sustainability. 	Dean, Director, Graduate Program Vice Dean, Basic Medical Sciences Associate Dean, Grad and Postdoctoral Studies Steering Committee	By July 2023
Recommendation #3: Seminar course: The seminar course should be redesigned to enhance faculty attendance and feedback to students.	<ul style="list-style-type: none"> Develop a plan for the enhancement of the seminar course which clarifies its purpose, bolsters faculty engagement and rethinks the provision of feedback to students. <ul style="list-style-type: none"> Consider scheduling more in-person seminars, which may result in increased vibrancy of the seminars and overall engagement. 	Director, Graduate Program Program Committee	Redesign to be completed by September 2023

<p>Recommendation #4:</p> <p>b) Redevelop and broaden the metrics for award adjudication at the University level to recognize the diverse nature of the student body.</p> <p>c) Continue the collection of data on post-graduate career outcomes for in depth analyses and future development of the program's research and teaching plan.</p>	<p>b) Assess the impact of changes made in the adjudication of awards in Fall 2022, and solicit ideas and strategies used by other programs to further enhance the adjudication process.</p> <p>c) Develop a strategy with feasible mechanisms to obtain data on post-graduate career outcomes from graduates.</p>	<p>Director, Graduate Program SGPS</p>	<p>By September 2023</p>
<p>Recommendation #6:</p> <p>Support staff: A second support staff member should be permanently added to the program annual budget.</p>	<ul style="list-style-type: none"> Develop a plan with partner faculties to turn the recently approved 0.5 Schulich funded FTE into a 1.0 FTE position in 2023. 	<p>Deans, Director, Graduate Program Decanal Group</p>	<p>By September 2023</p>
<p>Recommendation #7:</p> <p>Physical space considerations: Secure a program office for support staff and a meeting room for committee meetings and program events.</p>	<ul style="list-style-type: none"> Engage with the Steering Committee to review available space options, in particular in the Robarts Research Institute or the Western Interdisciplinary Research Building. Develop a feasible plan to secure space and a timeline to transition into it. 	<p>Deans, Director, Graduate Program Decanal Group Steering Committee</p>	<p>By December 2023</p>

<p>Recommendation #8:</p> <p>Enhance community: Develop recurring activities for neuroscience faculty and students to provide a sense of community.</p>	<ul style="list-style-type: none"> • Increase the number of in-person social events, including monthly socials at the grad club, a welcome BBQ, a holiday event, and other events in accordance with pandemic guidelines. • Determine options to increase budgetary support for program community events, in particular those coordinated by SONGS. 	<p>Deans, Director, Graduate Program Program Committee Associate Dean, Grad and Postdoctoral Studies</p>	<p>By September 2023</p>
<p>Recommendation #9:</p> <p>Department recognition of faculty contributions: Recognize the teaching, supervision and administrative contributions made to the program. These should be considered equal to home department contributions when it comes to consideration of promotion and tenure.</p>	<ul style="list-style-type: none"> • Engage in a discussion about how work within the Neuroscience Program is recognized across academic units. • Determine a feasible strategy across units, indicating the responsibilities and opportunities for each unit and plan for sustainability. 	<p>Deans, Director, Graduate Program Vice Dean, Basic Medical Sciences Associate Dean, Grad and Postdoctoral Studies Steering Committee</p>	<p>By December 2023</p>
<p>Recommendation #11:</p> <p>Long term sustainability: Explore the long-term establishment of an autonomous Neuroscience entity that can hire its own faculty to fulfill the teaching requirements in the undergraduate and graduate Neuroscience Programs, as well as support the ongoing Neuroscience research.</p>	<ul style="list-style-type: none"> • Determine a medium-term hiring plan for Neuroscience programs that focuses on the long-term sustainability of teaching and research requirements. 	<p>Deans, Steering Committee</p>	<p>By December 2023</p>

ITEM 12.3(e) – Annual Report on Scholastic Offences (2021-22)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Annual Report on Scholastics Offences for the period July 1, 2021 to June 30, 2022 is presented to Senate for information, per the terms of reference of the Senate Committee on Academic Curriculum and Awards (ACA).

ATTACHMENT(S):

[Annual Report on Scholastic Offences \(2021-22\)](#)



Report on Scholastic Offences
for the period July 1, 2021 – June 30, 2022

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENCE	SANCTION
Arts and Humanities	<ul style="list-style-type: none"> No offences to report 	
Education	<ul style="list-style-type: none"> No offences to report 	
Engineering	Cheating/Use of Contract Cheating Website During Assessment (20)	<ul style="list-style-type: none"> One student received a grade of "F" on the midterm exam. One student received a grade of "F" on the midterm exam; student not eligible for co-op, Dean's Honour List or scholarships as student had prior offence. Any further offence will result in a one-year suspension. 10 students received a grade of 0% on the quiz and an 8% course grade reduction.* Three students received a grade of 0% on the quiz and a 16% course grade reduction.* Five students received a grade of "F" on the course, not permitted to re-take course in Winter term 2022.*
	Plagiarism (1)	<ul style="list-style-type: none"> One student received a grade of 0% on the assignment.*
	Submitting for Credit Academic Work for which Credit Previously has been Obtained in Another Course/Program of Study in the University (2)	<ul style="list-style-type: none"> One student was asked to submit a 200-word cover letter on professionalism and received a grade reduction of 50% on the assignment. One student received a grade of 0% on the assignment.
	Unauthorized Collaboration on Assignment/Exam (5)	<ul style="list-style-type: none"> Four students received a grade reduction of 12%, twice the value of the quiz. One student received a grade of 0% on the assignment.



Report on Scholastic Offences
for the period July 1, 2021 – June 30, 2022

Health Sciences	Cheating (1)	<ul style="list-style-type: none"> One student received a grade of “F” for the course.
	Cheating/Use of Contract Cheating Website During Assessment (13)	<ul style="list-style-type: none"> 10 students received a grade of “F” for the course. One student received a grade of “F” on the midterm exam. One student received a grade of 0% on the assignment. One student received a grade of 0% on the midterm exam.
	Falsifying Records, Transcripts or Other Academic Documents (1)	<ul style="list-style-type: none"> One student was expelled from the University.
	Plagiarism (12)	<ul style="list-style-type: none"> One student received a grade reduction of 50% on the assignment. One student received a grade reduction of 30% on the assignment. Two students received a grade reduction of 15% on the assignment. One student received a grade reduction of 3% on the assignment. Six students received a grade of 0% on the assignment. One student received a grade of 0% on the term paper.
	Plagiarism/Aiding and Abetting (1)	<ul style="list-style-type: none"> One student received a grade of 0% on the assignment.
	Submitting False or Fraudulent Assignments (1)	<ul style="list-style-type: none"> One student received a grade of 0% on the assignment.
Information and Media Studies	Cheating/Use of Contract Cheating Website During Assessment (1)	<ul style="list-style-type: none"> One student received a grade of 0% on the take home exam question.
	Plagiarism (5)	<ul style="list-style-type: none"> Two students received a 25% grade reduction on the assignment. One student received a 20% grade reduction on the assignment. One student received a 15% grade reduction on the assignment.

**Report on Scholastic Offences
for the period July 1, 2021 – June 30, 2022**

		<ul style="list-style-type: none"> One student received a 10% grade reduction on the assignment.
	Submitting for Credit Academic Work for which Credit Previously has been Obtained in Another Course/Program of Study in the University (1)	<ul style="list-style-type: none"> One student received a 50% grade penalty on the assignment.
Ivey School of Business HBA Program and Business Foundations	Plagiarism (17)	<ul style="list-style-type: none"> Six students received a grade of 0% on the report, required to re-write the report to illustrate learning and remain in the course. 11 students received a grade of 0% on the take-home exam.
Law	Submitting False or Fraudulent Assignments (1)	<ul style="list-style-type: none"> One student received a grade reduction from 8/20 to 0/20 on the assignment.
Music	Cheating (2)	<ul style="list-style-type: none"> One student received 0% on the question that was plagiarized on the final exam; exam was worth 30% of the course grade. One student received 0% on the entire final exam; exam worth 25% of the course grade.
	Plagiarism (5)	<ul style="list-style-type: none"> Two students received a written reprimand. One student received a grade of 0% on the essay; essay worth 19% of the course grade. Two students received a grade of 0% on the assignment; assignment worth 20% of the course grade.
Schulich School of Medicine and Dentistry (BMSc)	Cheating & Possession of Unauthorized Materials or Aids During Exam (3)	<ul style="list-style-type: none"> One Student had the exam grade reduced by 50%. One student received a grade of 0% on the midterm exam. One student received a grade of 0% on the exam.
	Plagiarism (2)	<ul style="list-style-type: none"> Two students received a grade of 0% on the assignment.
Schulich School of Medicine and Dentistry (MD, DDS)	<ul style="list-style-type: none"> No offences to report 	



Report on Scholastic Offences
for the period July 1, 2021 – June 30, 2022

Science	Cheating (1)	<ul style="list-style-type: none"> One student received a grade of “F” for the course.
	Cheating/Use of Contract Cheating Website During Assessment (8)	<ul style="list-style-type: none"> Four students received a grade of “F” for the course. Two students received a grade of 0% on the exam. One student received a grade of 0% on the midterm exam. One student received a grade of “F” for the course and not permitted to take the course again until January 2023.
	Improperly Obtaining an Examination Prior to the Date and Time for Writing Such an Examination (2)	<ul style="list-style-type: none"> One student received a grade for “F” for the course. One student received a grade of “F” for the course and was not permitted to write the make-up exam.
	Plagiarism (20)	<ul style="list-style-type: none"> Two students were permitted to re-write and re-submit the assignment with a 50% grade reduction. Seven students were permitted to re-write and re-submit the essay with a 50% grade reduction. One student received a grade reduction of 20% on the essay. One student received a grade reduction of 10% on the assignment. One student received a final course grade reduction of 14%; twice the value of the essay. Six students received a grade of 0% on the lab report. One student received a grade of 0% on the assignment. One student received a grade of 0% on the essay.
	Possession/Use of Unauthorized Materials or Aids During Exam (4)	<ul style="list-style-type: none"> One student received a grade of 0% on the test. Two students received a 40 point reduction out of a total of 100 points on the exam. One student received a grade of 0% on the exam.
	Submitting a False Medical Certificate (9)	<ul style="list-style-type: none"> One student received a grade of 0% on all aspects of the course pertaining to the nine offences of fraudulent documentation. Student expelled from the University effective September 1, 2022.



Report on Scholastic Offences
for the period July 1, 2021 – June 30, 2022

	Unauthorized Collaboration on Assignment/Exam (49)	<ul style="list-style-type: none"> Two students received a grade of 0% on the course. 33 students received a grade of 0% on the assignment. Nine students received a grade of 0% on the assignment and a 5% grade reduction on the final course grade. One student received a grade of 0% on the midterm test. Three students received a grade of 0% on the final exam. One student withdrew from the course; offence file recorded in Dean's Office.
Social Science	Cheating (13)	<ul style="list-style-type: none"> 12 students received a grade of 0% on the exam. One student withdrew from the course.
	Plagiarism (61)	<ul style="list-style-type: none"> 22 students received a grade of 0% on the assignment. 34 students received a 10% grade reduction on the assignment. Two students received a 30% grade reduction on the assignment. One student received a 40% grade reduction on the assignment. One student received a grade of 0% on the plagiarized posts. One student was permitted to re-write and re-submit the assignment with a 10% grade reduction.
	Possession/Use of Unauthorized Materials or Aids During Exam (40)	<ul style="list-style-type: none"> 24 students received a grade of 0% on the exam. Six students received a 40% grade reduction on the exam. Five students received a 20% grade reduction on the exam. One student received a grade of 0% for the course. Four students received an "F" for the course and are not permitted to re-take the course for one year.
	Submitting a False Medical Certificate (8)	<ul style="list-style-type: none"> Three students received a grade of 0% on the exam. Four students received a grade of "F" for the course. One student withdrew from the course.
	Unauthorized Collaboration on Assignment/Exam (8)	<ul style="list-style-type: none"> Two students received a grade of 0% on the exam. One student received a 20% grade reduction on the exam. Five students received a grade of 0% for the course.



Report on Scholastic Offences
for the period July 1, 2021 – June 30, 2022

School of Graduate and Postdoctoral Studies	Cheating (8)	<ul style="list-style-type: none"> Four students received a grade of 0% on the assignment. One student received a grade of 0% on four exams, required to withdraw from program.
	Falsifying Records, Transcripts or Other Academic Documents (1)	<ul style="list-style-type: none"> One student was expelled from the University.
	Plagiarism (31)	<ul style="list-style-type: none"> Five students received a grade of 0% on the assignment. Four students were permitted to re-write the assignment. One student was permitted to re-write the assignment with a maximum grade of 70%. One student was permitted to re-write the assignment with a maximum grade of 60%. Three students received a grade of 0% on the assignment, permitted to submit a new assignment. Nine students received a grade of 0% on the assignment, permitted to complete a make-up assignment. One student received a penalty of 20% on assignment, a grade of zero on exam, grade of zero on project, student required to withdraw from program. One student was permitted to re-write two assignments with maximum grade of 60%. One student received a grade of 0% on the assignment, on appeal, not required to withdraw from program. One student received an "F" on the comprehensive exam, permitted to re-take exam. One student was permitted to re-write cognate paper, received a 15% penalty on re-submitted paper.
Brescia University College	Cheating (4)	<ul style="list-style-type: none"> One student received an "F" on the test. Three students received an "F" for the final course grade.
	Plagiarism (10)	<ul style="list-style-type: none"> Ten students received a reduction of grades or a grade of 0% on the assignment.

**Report on Scholastic Offences
for the period July 1, 2021 – June 30, 2022**

Huron University College	Cheating (1)	<ul style="list-style-type: none"> One student received a grade of 0% on the final exam.
	Plagiarism (24)	<ul style="list-style-type: none"> One student received an offence record from home Dean's Office. Seven students received a grade of 0% for the assignment. One student received a grade of 0% for two assignments. One student received an "F" for the course and barred from taking any further courses in the program; discovery of multiple previous instances of plagiarism. One student received no grade penalty; required to complete Western Academic Integrity tutorial for grade reinstatement. One student was permitted to complete an additional assignment for a final course grade of 50%. One student received a grade of 0% for the final exam. Three students received a grade reduction of 50% on the assignment. One student received a grade reduction of 10% and required to complete a course on citation. One student received a grade of 0% in three courses and suspension for the remainder of the fall/winter term and upcoming spring/summer terms due to six acts of plagiarism across three separate courses. Student was permitted to complete a fourth course and granted a retroactive withdrawal from a fifth course.
King's University College	Cheating (15)	<ul style="list-style-type: none"> Five students received a 50% grade reduction on the exam. One student received a grade of 0% on a portion of the exam. One student received a grade of 0% on the mid-term exam. Three students received a grade of 0% on the assignment. Two students received a grade of 20% on a research paper. Two students received a final course grade of 0%. One student received a note on their record.
	Cheating/Buying or Otherwise Obtaining Assignments (1)	<ul style="list-style-type: none"> Student offered to pay others for completing their assignment; student received a grade of 0% on the assignment.
	Obtaining Academic	<ul style="list-style-type: none"> Student requested academic considerations under false pretences to obtain a make-up

**Report on Scholastic Offences
for the period July 1, 2021 – June 30, 2022**

	Consideration Under False Pretences (1)	examination; student received a grade of 51% on the exam.
	Plagiarism (18)	<ul style="list-style-type: none"> One student permitted to resubmit assignment and receive grade up to 50%. One student received a 15% grade reduction. One student received a 10% grade reduction on the essay assignment. Five students received a grade of 0% on the assignment. Two students received a grade of 0% on the essay. One student received a grade of 30% on the essay assignment. Four students received a grade reduction of 10% on a team project. Three students received a note on their records.
	Possession/Use of Unauthorized Materials or Aids During Exam (3)	<ul style="list-style-type: none"> One student received a note on their record. Two students received a grade of 0% on the final test.
	Unauthorized Collaboration on Assignment/Exam (15)	<ul style="list-style-type: none"> Two students received a grade of 0% on a portion of the exam. Ten students received a note on their record. Three students received a grade of 0% on the assignment.

*Offences from 2020-2021

Total Number of Scholastic Offences

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Scholastic Offences	182	228	328	481	430

ITEM 12.3(f) – New Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the terms of reference for the new scholarships, awards and prizes shown in Item 12.3(f), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Scholarships, Awards and Prizes](#)

New Scholarships, Awards and Prizes

Faculty of Arts and Humanities

Liu Shiming Scholars Fund Award

Awarded to full-time undergraduate students in the Department of Visual Arts, Faculty of Arts and Humanities based on academic achievement. Preference will be given to students with a disability. The Office of the Registrar will select the recipients. These awards are offered through the Liu Shiming Scholars Fund donated by the Liu Shiming Art Foundation. Recipients of this award are recognized as Liu Shiming Scholars by the Foundation.

Value: 1 at \$3,000, awarded annually
Effective: 2022-2023 academic year

Faculty of Health Sciences

David A. Cunningham Graduate Scholarship

Awarded to full-time graduate students in the School of Kinesiology, Faculty of Health Sciences who are conducting research in the field of integrative physiology, based on academic achievement. A committee in the School of Kinesiology will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value:\$1,600
Effective Date: May 2022

This award in integrative physiology for students in Kinesiology was created to recognise my long and rewarding experience at Western. I arrived at Western in 1956 to start an undergraduate program and would return as a member of faculty in 1969 after six years at the University of Michigan. Until my retirement in 2001, Western was an integral part of my life and the lives of my children and grandchildren. Association with colleagues, and most importantly graduate students, was my great fortune. These students ran the daily laboratory work and the experiments they conducted resulted in the completed research that was essential for grant support. These bright capable students brought with them enthusiasm and fun, and passion for research. My hope is that this award may be a help to young academics and encourage future scientists to follow a career in this field of study.

Schulich School of Medicine & Dentistry

C.A. Thompson Award for Scientific Achievement

Awarded to the Otolaryngology resident, in the Schulich School of Medicine & Dentistry, with the most impactful Residents' Research Day research project. The Department of Otolaryngology selects the recipients. This award is made possible through the Dr. C.A. Thompson Fund.

Value: 1 at \$1,200

Effective: 2022-2023 academic year

Simon Kirby Most Caring Resident Award

Awarded to the Otolaryngology resident, in the Schulich School of Medicine & Dentistry, who demonstrates excellence in compassionate care. The Department of Otolaryngology selects the recipients. This award is made possible through the Dr. C.A. Thompson Fund.

Value: 1 at \$1,000

Effective: 2022-2023 academic year

Undergraduate Teaching Award in Otolaryngology

Awarded to the Otolaryngology resident, in the Schulich School of Medicine & Dentistry, with the highest teaching evaluation. The Department of Otolaryngology selects the recipients. This award is made possible through the Dr. C.A. Thompson Fund.

Value: 1 at \$1,000

Effective: 2022-2023 academic year

Faculty of Social Science

Commander of the Royal Canadian Navy Graduate Student Award

Awarded to full-time graduate students at the Masters or Doctoral level based on academic achievement and research merit. Preference will be given to candidates conducting research in the areas of Policy and Evaluation, Post-Conflict Reconstruction and Ethics in either Political Science, Law, Journalism and Communication, and History graduate programs. Recipients will be selected by a committee established by the School of Graduate and Postdoctoral Studies. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established with a generous gift from HCapt(N) Mark McQueen, MSM.

Value: 1 at \$1,500, awarded annually

Effective: May 2022 to April 2027 inclusive

Commander of the Royal Canadian Navy Ontario Graduate Scholarship

Awarded to full-time graduate students at the Masters or Doctoral level who are current holders of an Ontario Graduate Scholarship based on academic achievement and research merit. Preference will be given to candidates conducting research in the areas of Policy and Evaluation, Post-Conflict Reconstruction and Ethics in either Political Science, Law, Journalism and Communication, and History graduate programs. The recipient will be selected by a committee established by the School of Graduate and Postdoctoral Studies. This award was established with a generous gift from HCapt(N) Mark McQueen, MSM.

Value: 1 at \$5000*, awarded annually

Effective: May 2022 to April 2027 inclusive

* Ontario Graduate Scholarship (OGS) funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarship to \$15,000 each.

Dancap Private Equity Indigenous Entrance Scholarship

Awarded to full-time undergraduate students entering any degree program offered by the DAN Department of Management & Organizational Studies in the Faculty of Social Science, based on academic achievement. Preference will be given to candidates who are Indigenous (First Nations, Inuit or Métis) students. The Office of the Registrar will select the recipients. This award was established by a generous donation from Mr. Aubrey Dan (BA'85).

Value: 1 at \$5,000, awarded annually

Effective: 2022-2023 academic year

ITEM 12.4(a) – Academic Administrative Appointments

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of November 2022.

ATTACHMENT(S):

[Academic Administrative Appointments](#)

Academic Administrative Appointments

Information for Senate – December 2022				
Start Date	End Date	Name	Admin Appointment	Department
2022-09-01	2023-12-31	Bains, Sukhveer	Schulich - Office of the Dean	Acting Associate Dean (Equity, Diversity, Inclusion and Decolonization (EDID))
2022-09-01	2023-06-30	Hutter, Jeffrey	Science - Office of the Dean	Associate Dean (Acad Programs)
2022-09-01	2025-08-31	Plug, Jan	Arts - Office of the Dean	Associate Dean (Acad Programs)
2022-09-01	2023-08-31	Watling, Christopher	Schulich - Office of the Dean	Acting Vice Dean (Education, Scholarship and Strategy (ESS))
2022-09-02	2027-06-30	Lewis, Susan	Vice-Provost Academic Programs	Vice Provost(Academic Programs)
2022-09-04	2023-02-15	Johnson, Erin	WL - Content Mgmt (CMDA)	Acting Library Head (Discovery, Description and Metadata)
2022-09-06	2027-09-05	Bartha, Robert	Schulich - Office of the Dean	Vice Dean
2022-09-07	2023-02-15	Zoricic, Christina	Office of the Chief Librarian	Associate Chief Librarian
2022-10-01	2022-11-30	Heerey, Erin	Soc Science - Office of Dean	Assistant Dean (Undergraduate Affairs)
2022-10-01	2027-09-30	Stein, Robert	Schulich - Office of the Dean	Assistant Dean, Learner Experience (Undergraduate Medicine)
2022-11-01	2027-10-31	McCauley, William	Schulich - Office of the Dean	Associate Dean (Cont Prof Dev)

ITEM 13.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

ITEM 14.0 – Discussion and Question Period

No questions were received in advance of the meeting.

Excerpt from Senate's Adopted Policies and Procedures:

4.1 Purpose

The Discussion Question Period has two functions:

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

4.2 General Regulations

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

period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

4.3 Process

4.3.1 Questions

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

4.3.2 Issues for Discussion

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

that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
