

SENATE AGENDA

Friday, January 20, 2023, 1:30 p.m. – 4:30 p.m.
Arts & Humanities Building, Room 1R40

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|-----|--|--|-------------|
| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of December 2, 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 (S. Roland) | | |
| 5.1 | Announcement of a Vice-Chair of the Operations/Agenda Committee (OAC) | | Information |
| 6.0 | Report of the Nominating Committee (S. Roland) | | |
| 6.1 | Membership – Senate Committee on Academic Policy | | Action |
| 6.2 | Membership – Operations/Agenda Committee (OAC) | | Action |
| 7.0 | Report of the Senate Committee on Academic Policy (M. Milde) – NO REPORT | | |
| 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) – see Consent Agenda | | |
| 10.0 | Report of the University Research Board (B. Neff) | | Information |
| 11.0 | Report of the Academic Colleague (P. Barmby) | | Information |
| 12.0 | The Unanimous Consent Agenda | | |

12.1 Items from the Operations / Agenda Committee

- | | | |
|---------|---|-------------|
| 12.1(a) | Schedule of Senate and Senate Committee Meetings (2023-24) | Information |
| 12.1(b) | Senate Membership – Vacancies Filled by Appointment | Information |
| 12.1(c) | Revised Schedule of Ceremonies – Spring Convocation 2023 (#321) | Information |
| 12.1(d) | Appointment of Officers of Convocation | Information |
| 12.1(e) | Annual Report on Convocation Statistics – 2022 | Information |

12.2 Items from the Senate Committee on Academic Curriculum and Awards

- | | | |
|---------|--|-------------|
| 12.2(a) | Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on <i>Progression Requirements – Nursing</i> | Approval |
| 12.2(b) | School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity | Approval |
| 12.2(c) | Removed for reconsideration | |
| 12.2(d) | SUPR-G Report: Cyclical Reviews of the Graduate Programs in Civil and Environmental Engineering and Orthodontics | Information |
| 12.2(e) | New Scholarships, Awards and Prizes | Information |

12.3 Items from the Senate Committee on University Planning

- | | | |
|---------|---|-------------|
| 12.3(a) | Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of the Senate in 2022 by the Senate Committee on University Planning | Information |
| 12.3(b) | Western Office of the Ombudsperson Annual Report 2021/22 | Information |

12.5 Announcements and Communications

- | | | |
|---------|--|-------------|
| 12.5(a) | Election Results: Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies) | Information |
|---------|--|-------------|

13.0	Items removed from Consent Agenda	Information
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14.0	Discussion and Question Period	
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Senate Agenda
January 20, 2023

15.0 New Business

16.0 Adjournment

NEXT MEETING: February 16, 2023(Thursday)by Zoom

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 2.0 – Minutes of the Meeting of December 2, 2022

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on December 2, 2022, be approved as circulated.

ATTACHMENT(S):

[Minutes of the December 2, 2022 Meeting](#)

MINUTES OF THE MEETING OF SENATE

December 2, 2022

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

SENATORS:

M. Adler	D. Kotsopoulos	L. Stephenson
G. Arku	J. Lacefield	L. Stoyles
H. Arnott	Y. Laforet-Fliesser	F. Strzelczyk
K. Arora	D. Laird	D. Tempesta
P. Barmby	L. Latif	J. Toswell
A. Baxter	D. Lee	R. Ventresca
I. Berry	A. Liu	J. Watson
J. Binoy	M. Milde	J. Welch
M. Bordignon	L. Miller	S. Whitehead
A. Bryson	J. Minac	V. Wolf
S. Burke	K. Mooney	J. Yoo
C. Burucúa	S. Morrison	
E. Chamberlain	I. Namukasa	
E. Chen	A. Nelson	
M. Cleveland	T. Orchard	
K. Coley	M. Patel	
M. Davison	T. Peace	
R. DeKoter	K. Pollock	
G. De Viveiros	S. Powell	
M. Fahmida	A. Pyati	
L. Frederking	A. Robin	
T. Frost	C. Robinson	
J. Garland	S. Roland	
B. Gillies	H. Samson	
A. Haque	M. Sanita Lima	
N. Harney	A. Schuurman	
L. Henderson	A. Shami	
K. Henricus	Z. Sinel	
R. Heydon	D. Smith	
A. Hodgson	C. Steeves	

Observers: R. Chelladurai, J. Doerksen, K. Dufresne, S. Lewis, M. McGlynn, O. Oloya, M. Stiegemeyer.

In the absence of President Alan Shepard, Erika Chamberlain, Vice-Chair of Senate, chaired the meeting.

LAND ACKNOWLEDGEMENT

Melissa Adler offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

S.22- 266 **ITEM 2.1 – Minutes of the Meeting of October 14, 2022**

It was moved by J. Toswell, seconded by K. Coley

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

CARRIED

S.22-267 **ITEM 2.2 – Minutes of the Meeting of November 11, 2022**

It was moved by L. Henderson, seconded by J. Garland

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

CARRIED

S.22-268 **BUSINESS ARISING FROM THE MINUTES**

Two items were requested to be added under Business Arising:

- 3.0(a) F. Strzelczyk, Provost and Vice-President (Academic) presented to Senate the updated fall student enrolment report, which is available online as an [interactive dashboard](#). Furthermore, the data provides demographic information requested by Senators at the October Senate meeting (The Preliminary Report on Average Entering Grades is attached to the minutes as Appendix “A”).

Additionally, the Provost informed Senate that the number of international enrolments had fallen short of projections due to difficulties obtaining visas.

In response to a question, it was noted that the Dashboard includes information about both graduate and undergraduate enrolment.

A Senator raised a question regarding real-time data updating. It was advised that information will be updated on each enrollment cycle.

F. Strzelczyk clarified that the Dashboard currently includes only Western students without affiliates, but the Dashboard continues to be refined.

- 3.0(b) Senators were advised that the Secretariat will work to create a webpage under its site to provide information on active selection committees’ membership going forward.

S.22-269 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: Indigenous Learning Space Grand Opening, Major federal grant for Western Research, Fall Preview Day, Accolades and Leadership update.

F. Strzelczyk, Provost and Vice-President (Academic) provided the President's Report on behalf of A. Shepard and commented on the following:

- Visit of Prime Minister Justin Trudeau to Western's Schulich School of Medicine and Dentistry.
- Gratitude was extended to every participant who contributed to Yates Cup game organization.
- The Office of the Registrar and faculty members were acknowledged for providing a great program for prospective students during Fall Preview Day.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.22-270 **ITEM 5.1 – Revisions to the Terms of Reference of the Senate Committee on Academic Policy (Composition)**

It was moved by Sophie Roland, seconded by Michael Milde

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

During the discussion, a Senator raised the concern that the number of ex-officio versus elected members should always be considered when changing a committee's composition to ensure there are a greater number of elected members.

CARRIED with two opposed.

REPORT OF THE NOMINATING COMMITTEE

S.22-271 **ITEM 6.1 Membership – University Research Board (URB)**

Trish Tucker was acclaimed to the University Research Board (URB) as a faculty member from Health Sciences to complete the term of Janis Cardy to June 30, 2023.

S.22-272 **ITEM 6.2 – Membership – Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)**

One member of the University community was nominated by the Nominating Committee and three others were nominated from the floor of Senate. An election was held following the Senate meeting and Constanza Burucúa was elected to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies).

S.22-273 **ITEM 6.3 – Vice-Chair of Senate**

Sophie Roland was acclaimed 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.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.22-274 **ITEM 9.1 – Update on the Budget Planning Process and Guidelines**

F. Strzelczyk, Provost & Vice-President (Academic) presented an update on the budget planning process and associated guidelines outlined in the written report in item 9.1. The presentation is attached to the minutes as Appendix “B”.

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

- The planning cycle, timeline, and current budget model.
- Provincial grants and Strategic Mandate Agreement for domestic enrollment.
- International tuition and students’ diversity.

F. Strzelczyk emphasized that the budget planning process takes its cues from Western’s Strategic Plan.

A Senator asked whether the inflationary budget adjustment (IBA) of 3%, which is intended to offset compensation adjustments being adjusted centrally, is appropriate as Bill 124 limits compensation increases to 1%. F. Strzelczyk shared that Bill 124 permitted existing provisions for merit increases to continue in addition to the 1%. The IBA of 3% is still an appropriate measure.

A Senator asked a question regarding the program to provide funding for students who no longer qualify for support from the child protection system. F. Strzelczyk indicated that it would continue and that all admissions policies are currently being reviewed, particularly in respect of diversity and access to the university through different pathways.

A Senate Observer asked for a comment the delivery of academic counselling. F. Strzelczyk indicated that academic advising is under review and there is a report from a working group that

she is in the process of reviewing. The decentralization at Western appears to be working but works differently in different Faculties and there are some recommendations on how they can better work together and have sharing of information so, for example, students don't have to repeat their circumstances with advisors in different Faculties. The work on this will continue in the new year.

S.22-275 **ITEM 9.2 Annual Report of the University Librarian**

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

A Senator asked why Western Libraries, in particular the Law Library, were continuing with the restricted hours introduced during the pandemic. The Senator expressed concern that the reduced hours negatively impact equity-seeking groups and referred to the President's Anti-Racism Working Group's report in respect of the need to not only promote diversity and inclusion but also act on it and requested consideration be given to expanding the hours of operation at the Law Library.

C. Steeves noted that the hours of operation are impacted by budget costs and that she will look into it and report back.

S.22-276 **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE

Information Items Reported by the Operations / Agenda Committee

S22-277 The following item reported by the Operations / Agenda Committee was received for information by unanimous consent:

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

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

S.22-278 **ITEM 12.2(a) – Revisions to the Policy on Progression Requirements – Law**

It was moved by M. Milde, seconded by M. Davison

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).

CARRIED BY UNANIMOUS CONSENT

S.22-279 **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

It was moved by M. Milde, seconded by M. Davison

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.

CARRIED BY UNANIMOUS CONSENT

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

S.22-280 **ITEM 12.3(a) – Faculty of Law: Revisions to the Academic Program section of the Policy on Progression Requirements – Law**

It was moved by M. Milde, seconded by M. Davison

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).

CARRIED BY UNANIMOUS CONSENT

S.22-281 **ITEM 12.3(b) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Music (MMus)**

It was moved by M. Milde, seconded by M. Davison

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).

CARRIED BY UNANIMOUS CONSENT

S.22-282 **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**

It was moved by M. Milde, seconded by M. Davison

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).

CARRIED BY UNANIMOUS CONSENT

S.22-283 **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(d) – Report of the Subcommittee on Program Review – Graduate. (SUPR-G): Cyclical Review of the Graduate Program in Neuroscience.**
- **ITEM 12.3(e) – Annual Report on Scholastic Offences (2021-22).**
- **ITEM 12.3(f) – New Scholarships, Awards and Prizes.**

S.22-284 **ANNOUNCEMENTS AND COMMUNICATIONS**

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.22-285 **ITEMS REMOVED FROM THE CONSENT AGENDA**

None

S.22-286 **DISCUSSION AND QUESTION PERIOD**

None

ADJOURNMENT

The meeting adjourned at 2:40 p.m.

E. Chamberlain
Acting Chair

A. Bryson
University Secretary

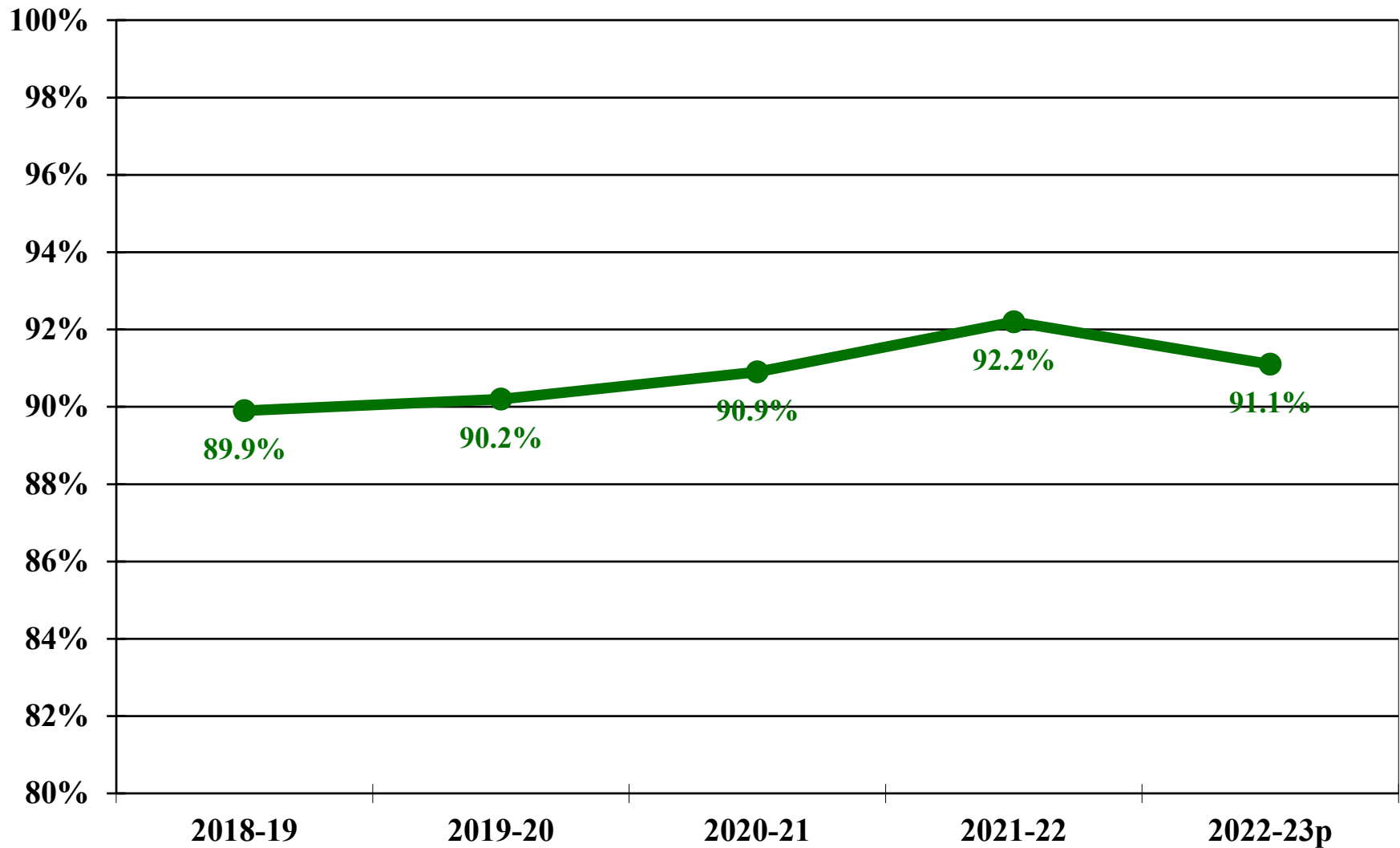
Western University

Preliminary Report on Average Entering Grades for New Full-Time Year 1 Students from Ontario Secondary Schools

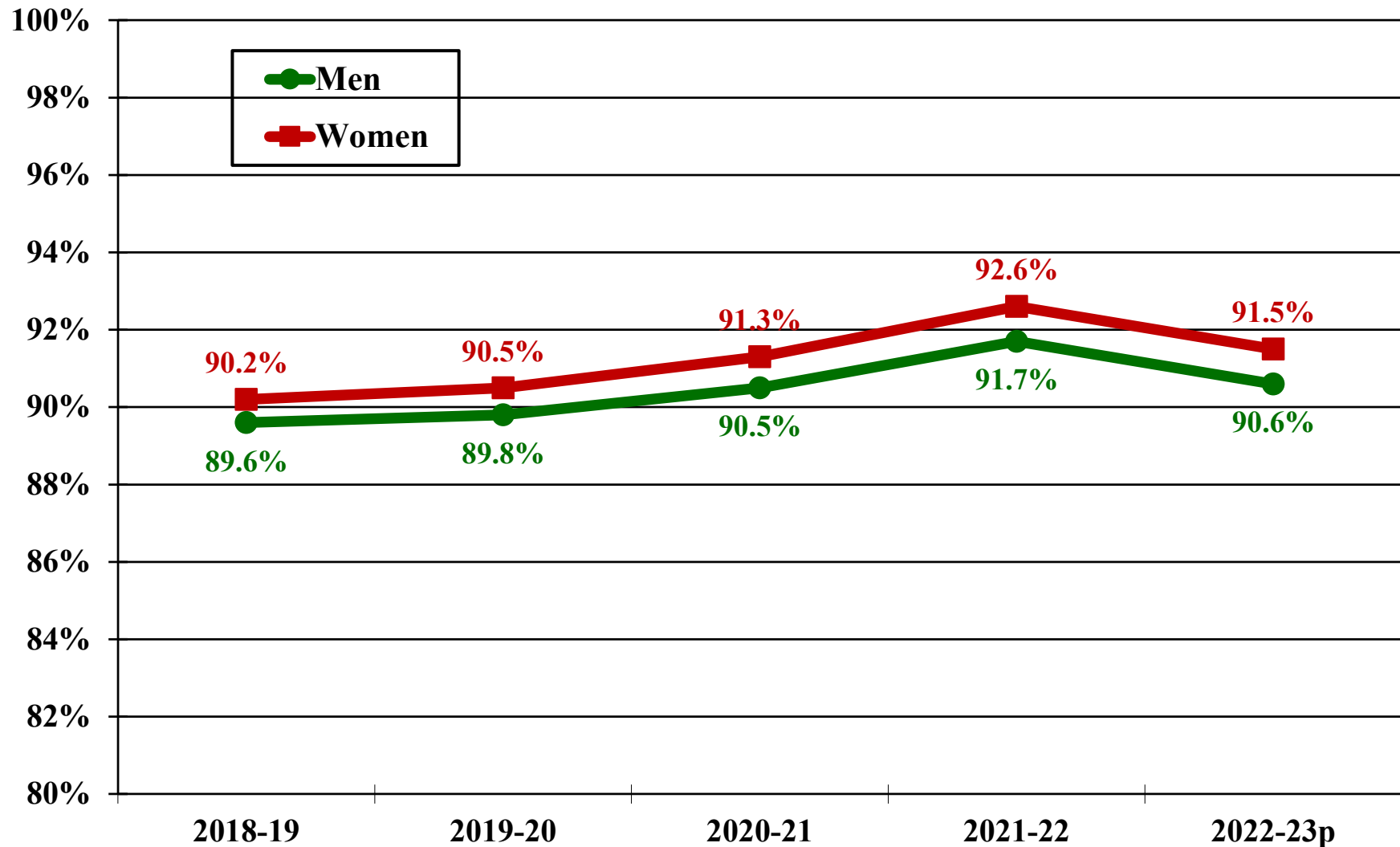
**(Average calculation is based on 6 Grade 12 marks and includes all
pre-requisite courses)**

Senate -- December 2, 2022

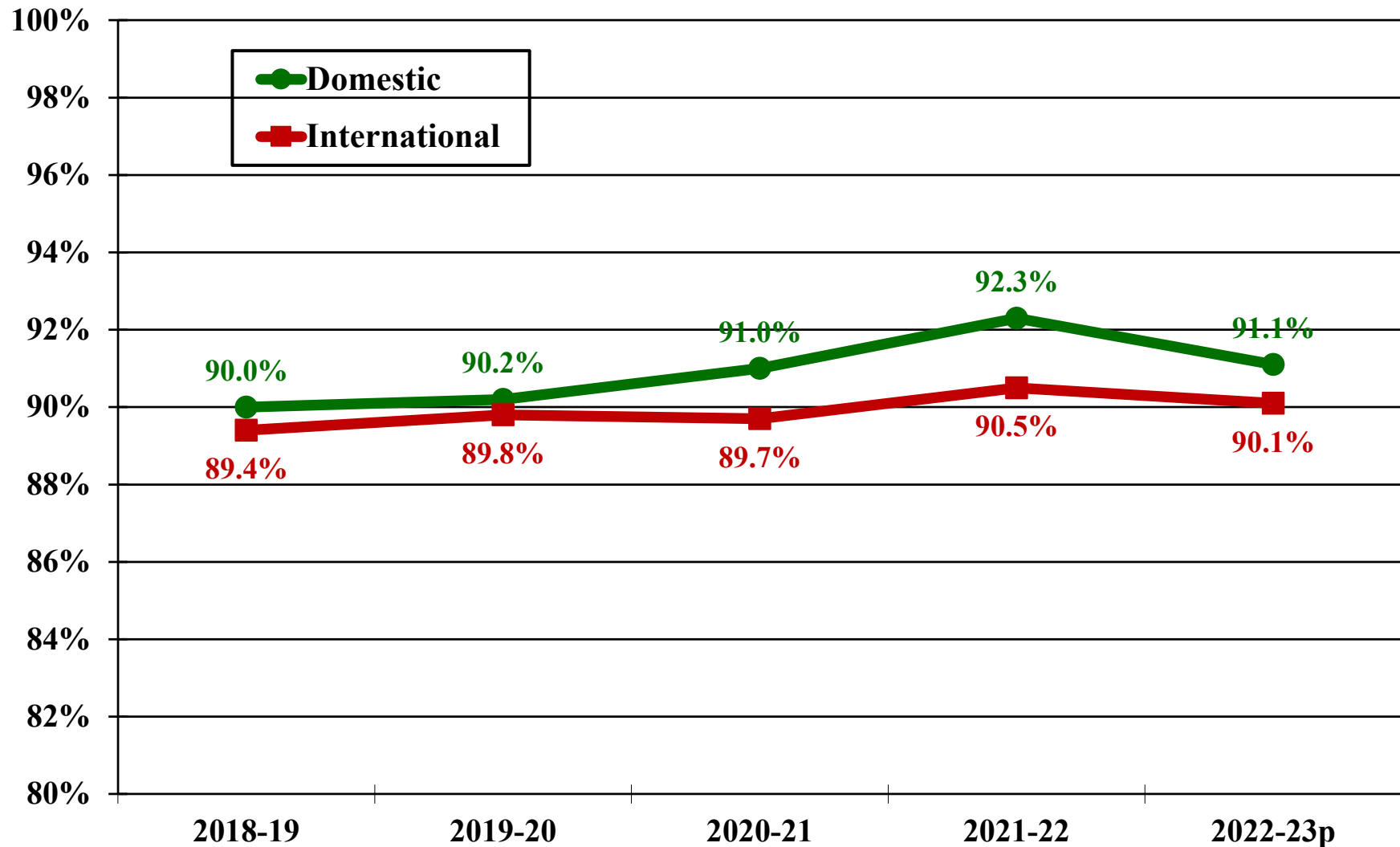
Western: Average Entering Grade of New Full-Time Year 1 Students from Ontario Secondary Schools



Western: Average Entering Grade of New Full-Time Year 1 Students from Ontario Secondary Schools



Western: Average Entering Grade of New Full-Time Year 1 Students from Ontario Secondary Schools



Western University

Update on Planning & Budgeting

Senate

December 2, 2022



Planning Process

- 3-Year Cycle: 2023-24 through 2025-26
- Guided by our Strategic Plan
- Steps and Timeline:
 - Provost's Retreat August 28/29, 2022
 - Planning Guidelines released Sept 28, 2022
 - Units develop Plans Oct/Nov, 2022
 - Planning Meetings Nov/Dec, 2022
 - Provost's Recommendations Early Feb, 2023
 - University Budget Preparation March/April, 2023



External Context

- Grants frozen at 2016-17 levels – with no incremental grant funding for incremental domestic enrolments
- Domestic tuition rolled back 10% in 2019-20 and held constant up to 2022-23
 - Hopeful . . for a positive future domestic framework
- Universities have (at present) full control over international tuition and self-funded programs



Western's Overall Planning Parameters and Priorities

- Budget structure remains unchanged
 - As outlined in planning guidelines
- Priorities
 - Strategic Plan Objectives
 - Enrolment expansion
 - With a focus on International enrolments
 - Resources (revenue generation) to support Objectives
 - Internationalization, Professional Masters
 - Continuing Education, including Micro-credentials



Budget Elements: Faculties

- Enrolment-growth-related Revenue Sharing
 - Undergraduate: 50% (previously 40%), with 30% based on Faculty of registration and 20% based on teaching; 50% for 2nd-entry programs
 - Graduate: 50% or 60% for higher-tuition programs
- Funding to support PhD Enrolment Growth
- Multi-year funding commitments to support Black and Indigenous Faculty hires
- Academic Priorities Fund (APF) – envelope TBD
 - Base and One-Time
- Space/Facilities and Capital Needs



Budget Elements: Support Units

- Base Funding to maintain critical services
- Support Units Priorities Fund (SUPF) – envelope TBD
 - Base and One-Time
- Space/Facilities and Capital Needs



University-wide Budget Priorities

- Strategic Plan Priorities
- Physical Infrastructure to support growth
- Strengthen student recruitment efforts
- Maintain service levels to support a growing student body – undergraduate and graduate
- Enhancing our Scholarship/Research Profile
- The Next Fundraising Campaign

Discussion

ITEM 3.0 – Business Arising from the Minutes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

At the December Senate meeting, during discussion of item 9.2 Annual Report of the University Librarian, a question was asked regarding the hours of operation of the libraries and the law library in particular. C. Steeves noted that she would look into it and report back. A follow-up question has been received and is included at Item 14.0 of the Agenda.



REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: January 11, 2023

Re: Monthly report for January 2023

Dear Senators,

Happy New Year! I hope you all enjoyed a wonderful holiday break.

Following are some noteworthy developments since my last written report to Senate of November 25, 2022.

New program honours outstanding research achievement: Following a review of our various internal awards and distinctions, Western Research has launched a new *Western Research Excellence Awards* program featuring three prize categories representing different career stages:

- ***Outstanding Emerging Scholar***—recognizes colleagues in the early stages of their careers who demonstrate great future promise for excellence and impact in a discipline and for broader society;
- ***Outstanding Scholar***—recognizes established scholars who have produced exceptional research, scholarship and creative activity who demonstrate clear potential for ongoing excellence and impact in their discipline and for broader society;
- ***Outstanding Lifetime Achievement***—recognizes world-class scholars with substantial bodies of work who have demonstrated sustained excellence and enduring contributions and impact in their discipline and for broader society.

Each category includes two awards to ensure representation across disciplines. With the roll-out of this new program, the Hellmuth Prize for Research Achievement will no longer be awarded. Deadline for nominations for the inaugural awards is March 24. For more information, please visit https://www.uwo.ca/research/impact/awards/wrea_prizes.html

Mustangs celebrate academic excellence: On December 1, Sport & Recreation Services

recognized 427 Mustangs student-athletes who achieved grade averages of 80 per cent or higher during the 2021-22 academic year. Western consistently ranks among the nation's top universities for the number of Academic All-Canadians, and this year our Mustangs collectively ranked second overall. Congratulations to all these award-winners for maintaining high academic standards while competing in a varsity sport.

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

- *Environment & Climate Change Canada* awarded \$4M to a project led by **Kamran Siddiqui** (Mechanical & Materials Engineering) that aims to improve the accuracy of building energy and climate models as a means to reducing greenhouse gas emissions.
- **Chantelle Richmond** (Geography & Environment) elected a *Fellow of the Royal Canadian Geographical Society*.
- **Valerie Oosterveld** (Law) received a SSHRC Partnership Award for her role in the Canadian Partnership for International Justice and its work seeking justice for victims of genocide, war crimes, and other crimes against humanity.
- Colleagues honoured by the *Engineering Institute of Canada*: **Charles Xu** and **Abdallah Shami** named EIC Fellows; **Jesse Zhu** awarded the K.Y. LO Medal for contributions at the international level; and **J.M. Floryan** awarded the John B. Stirling Medal for distinguished service at the national level.
- Postdoctoral scholars **Catherine Ivy** (Biology) and **Alex Veinot** (Chemistry) each awarded *Banting Postdoctoral Fellowships*.
- PhD candidates **Joseph Rovetti** (Psychology); **Luis Meléndez Guerrero** (Anthropology); and **Sohini Chatterjee** (Gender, Sexuality & Women's Studies) each awarded *Vanier Canada Graduate Scholarships*.
- Named inaugural recipients of the Don Wright Faculty of Music's London Symphonia Fellowship: **Patricio Flores** (violin); **Yanet Campbell Secades** (violin); **Meika Sonntag** (viola); Tasman Tantasawat (viola); and **Ethan Allers** (cello).
- Staff members named recipients of Western's 2022 *Award of Excellence* for exceptional service to our campus community: **J.D. Clarke** (Ivey); **Jennifer Devlin** (Medical Biophysics and Anatomy & Cell Biology); **Amanda Bragg**, **Kylie Bressette**, **Marisa Geris**, **Ashley Kewayosh Samuel**, **Arbor Morris**, **Kelly Nicholas**, **Donna Noah**, **Joel Persaud** and **Paul Porter** (Indigenous Student Centre); **Lise Laporte** (Western International); **Jann Paquette-Warren** (Western Research Institutes); **Dominique Perrault** (Technology Services); **Darren Pitre** (Animal Care, Western Research); and **Carrie Schnurr** (Hospitality

Services).

- Appointed to the *Order of Canada*: **Fred Longstaffe** (Earth Sciences, Anthropology, Biology, Geography & Environment); **Shelly Ambrose** (BA'83, LLD'22); **Warren Kimel** (BSc'72); Dr. **Ivar Mendez** (MD'86, PhD'94); **Gary Segal** (LLB'79); and **Mac Van Wielingen** (HBA'75).
- Named to the City of London's *Mayor's 2023 New Year's Honour List* for contributions in the areas of environment and sustainability, accessibility, arts and culture, social service, heritage preservation, and diversity and race relations: **Tom Cull** (English & Writing Studies); **Edward Medzon** (Microbiology & Immunology); **Ashton Forrest** (BA'10); **Karen Schindler** (BESc'85, MESc'88, BEd'92); **Jason Rip** (BA'93, BEd'94); **Joe Cardillo** (EMBA'03); **John Manness** (BA'65); and **Nawaz Tahir** (BA'98, LLB'01).

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

ITEM 5.1 – Announcement of a Vice-Chair of the Operations/Agenda Committee

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

Sophie Roland was elected Vice-Chair of OAC in August 2022. In December, she was elected as Vice-Chair of Senate. As a result, she now serves as the Chair of OAC and the Committee has selected Constanza Burucúa to serve as Vice-Chair for the period from January 1 to June 30, 2023.

ITEM 6.1 – Membership – Senate Committee on Academic Policy (Policy)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Workload: Meets monthly on Mondays at 9:30 a.m.

- Composition:** Ten (10) members elected by Senate, including:
- Eight (8) faculty members. No more than two (2) may be from the same Faculty, School, or Affiliated University College. At least four (4) must have membership in the School of Graduate and Postdoctoral Studies.
 - Two (2) students:
 - One (1) graduate student
 - One (1) undergraduate student

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

James Lacefield (Eng), Katrina Moser (SS), Michael Milde (AH),
Sydney Turner (UNDG), Ken Yeung (Sci)

Terms continuing to June 30, 2024:

Melissa Adler (FIMS), Robert Klassen (Ivey), WG Pearson (AH),
Mark Workentin (Sci)

Required: One(1) graduate student to complete the term of K. Moore who is now serving on the committee in an ex officio role. (term to June 30, 2023):

Nominees: _____ Amala Poli _____ (GRAD) Term to June 30, 2023

ITEM 6.2 – Membership – Operations/Agenda Committee (OAC)

Sophie Roland has been elected as Vice-Chair of Senate. As a result, she will serve as Chair of OAC, ex officio. She was previously serving as an elected member of OAC.

The terms of reference provide that the composition of the committee shall include nine (9) elected members who shall be current members of Senate. There is a resulting vacancy in the elected membership

Workload: Meets monthly on Thursday at 3:00 p.m. in the week prior to Senate.

Composition: Nine (9) current members of Senate, at least one (1) of whom shall be a student. The Vice-Chair of Senate is the Chair *ex officio* of this Committee.

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

Pauline Barmby (Sci), Dale Laird (Schulich), Andrew Nelson (SS), Ajit Pyati (FIMS), Matheus Sanita Lima (Grad. Student), Jeff Watson (Admin)

Terms continuing to June 30, 2024:

Constanza Burucúa (AH), Deishin Lee (Ivey)

Required: One (1) Senator to complete the term of Sophie Roland as an elected member to June 30, 2023.

Nominees: Treena Orchard Senator Term to June 30, 2023

ITEM 11.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

The COU Academic Colleagues met on December 13 and 14, 2022. The December 13 meeting included a presentation from Western's Prof. Kim Clark (Dept of Anthropology & Faculty of Social Science) about her [recent research project](#) on accessibility for disabled students, lessons from the pandemic, and how accessibility measures can benefit all students.

Round-table discussion indicates that instructors at many Ontario universities are finding first and second-year students to be academically under-prepared for university-level work. Some students also appear to be under-prepared in the social skills that enable working together, communicating with faculty, or living together in residence. Colleagues at some universities find that collaboration and community building remain challenging if many members of a unit work primarily remotely. Colleagues from some [universities recently examined by Ontario's Auditor General](#) report financial stresses (e.g. limited hiring, travel, etc).

A report from the COU's committee on relationships with other postsecondary institutions identified three areas of concern: grade inflation in high school entering averages (implications related to entrance scholarships, increased counselling and accommodation needs, deferrals, mental health challenges for students who are less well-prepared for university than they think); current students' reduced experience in writing exams/tests; and the growth of private high schools and career colleges with limited accountability standards (implications for admissions fraud, the value of an Ontario Secondary School Diploma, and Ontario's international reputation).

A report from COU President Steve Orsini mentioned the Council's 60th anniversary and its efforts toward building bridges with Colleges Ontario, OCUFA, OUSA, Indigenous institutions, the Ministry of Colleges and Universities, and other related entities. He discussed the Auditor General's [report on Laurentian University](#) and the implications of its many recommendations, including that the government should control institutions more directly through legislation and that it should develop a vision for post-secondary education in Ontario. Efforts continue to emphasize universities' ongoing financial pressures to the government.

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 Senate and Senate Committee Meetings (2023-24)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The schedule of regular meetings of Senate and its committees for the 2023-24 academic year is being presented to Senate, in accordance with the *Adopted Policies and Procedures of Senate*.

Note: The January to June 2023 meeting dates were previously presented to Senate in June 2022. Those dates have not changed.

ATTACHMENTS:

[2023-24 Senate Meeting Schedule](#)
[2023-24 Senate Standing Committee Meeting Schedule](#)

MEETINGS OF THE SENATE 2023-2024

Senate Meetings will take place on
Fridays at 1:30 p.m.
unless otherwise noted.

SENATE – 2023-2024
September 15, 2023
October 13, 2023
November 10, 2023
December 1, 2023
January 19, 2024
Thursday, February 15, 2024
March 15, 2024
April 19, 2024
May 17, 2024
June 7, 2024

Senate and Senate Standing Committees Meeting Schedule – 2023-2024

POLICY (Mondays, 9:30 am)	SCUP (Mondays, 3:00 pm)	URB (Tuesdays, 1:00 pm)	ACA (Wednesdays, 2:30pm)	Nominating (Thursdays, 9:30 am)	OAC (Thursdays, 3:00 pm)	Senate (Fridays, 1:30 pm)
Tues. , Sep. 5, 2023	Tues. , Sep. 5, 2023	-	Sep. 6, 2023	Sep. 7, 2023	Sep. 7, 2023	Sep. 15, 2023
Oct. 2, 2023	Oct. 2, 2023	Oct. 3, 2023	Oct. 4, 2023	Oct. 5, 2023	Oct. 5, 2023	Oct. 13, 2023
Oct. 23, 2023	Oct. 23, 2023	Oct. 24, 2023	Oct. 25, 2023	Oct. 26, 2023	Oct. 26, 2023	Nov. 10, 2023
Nov. 20, 2023	Nov. 20, 2023	Nov. 21, 2023	Nov. 22, 2023	Nov. 23, 2023	Nov. 23, 2023	Dec. 1, 2023
Jan. 8, 2024	Jan. 8, 2024	Jan. 9, 2024	Jan. 10, 2024	Jan. 11, 2024	Jan. 11, 2024	Jan. 19, 2024
Feb. 5, 2024	Feb. 5, 2024	Feb. 6, 2024	Feb. 7, 2024	Feb. 8, 2024	Feb. 8, 2024	Thursday , Feb. 15, 2024
Mar. 4, 2024	Mar. 4, 2024	Mar. 5, 2024	Mar. 6, 2024	Mar. 7, 2024	Mar. 7, 2024	Mar. 15, 2024
Apr. 8, 2024	Apr. 8, 2024	Apr. 9, 2024	Apr. 10, 2024	Apr. 11, 2024	Apr. 11, 2024	Apr. 19, 2024
May 6, 2024	May 6, 2024	May 7, 2024	May 8, 2024	May 9, 2024	May 9, 2024	May 17, 2024
May 27, 2024	May 27, 2024	May 28, 2024	May 29, 2024	May 30, 2024	May 30, 2024	Jun. 7, 2024

ITEM 12.1(b) – Senate Membership – Vacancies Filled by Appointment

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

FACULTY OF SOCIAL SCIENCE	
Tania Granadillo <i>(to replace Aitken Schermer while on sabbatical)</i>	January 1, 2023 – June 30, 2023

ITEM 12.1(c) – Revised Schedule of Ceremonies – Spring Convocation 2023 (#321)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

As Senate was advised via OWL on December 8, 2022, the schedule of Convocation ceremonies for Spring 2023 was revised, in consultation with the Registrar's Office, to accommodate a conflict. It is forwarded from the Operations/Agenda Committee to Senate for information.

ATTACHMENT(S):

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

Order of Ceremony – 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 12.1(d) – Appointment of Officers of Convocation

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

The Operations/Agenda Committee, on behalf of Senate, approved the appointment of the Officers of Convocation listed below, with roles and terms as indicated.

EXECUTIVE SUMMARY:

The Officers of Convocation play a vital role in the preparation and delivery of Western's successful convocations.

There are vacancies remaining as indicated in the attached List of all Convocation Officers. Anyone interested in serving or learning more is encouraged to contact the University Secretariat.

OFFICERS OF CONVOCATION

Lauren Dodd	<i>Associate Chief Usher</i>	January 1, 2023 – December 31, 2025
Katrina McIntosh	<i>Associate Chief Usher</i>	July 1, 2023 – June 30, 2025

Chief Usher (and Associate Chief Ushers)

- Work with the Secretariat to ensure volunteer ushers are available, trained and in place
- Organize all the ushers in the hall; including distribution of volunteers with responsibility for the seamless functioning of Convocation
- Take tickets and direct guests to appropriate areas
- Hand out programs
- Help with crowd control
- Speak to convocation audience
- Troubleshoot as needed throughout the ceremony
- Point of contact for issues that arise in the audience, decision point for security-related issues

ATTACHMENT(S):

[Candidate Bios](#)
[List of all Convocation Officers](#)

OFFICER OF CONVOCATION BIOS

Lauren Dodd

Academic Advisor, School of Health Studies

Lauren Dodd has volunteered her time with Convocation since starting at Western in 2013. She has volunteered in the role of usher and diploma presenter at various Convocation ceremonies. Lauren is currently an Academic Advisor in the School of Health Studies, Faculty of Health Sciences. In her 9 years on campus, she has worked in the School of Graduate and Postdoctoral Studies, the Office of the Registrar as an Admissions/Recruitment Officer and in Student Experience as a Program Coordinator in Careers and Experience. Before working on campus, Lauren attended Western as an undergraduate student and completed her Bachelor of Arts at King's University College.

Katrina McIntosh

Program Manager Academic, Continuing Studies

Katrina McIntosh has two degrees from Western University and has worked in a several departments since 2008, including Western Libraries, Student Experience, and in her current role at Western Continuing Studies as the Program Manager Academic for Post-Degree Diplomas. At Western Continuing Studies she oversees seven post-degree diplomas, including Human Resources, Occupational Health and Safety, Marketing, Public Relations, Pedorthics, Clinical Trials Management and Not-for-Profit Management. She has volunteered with convocation since 2017, has served as Assistant Chief Usher beginning in 2019 and takes great pride in seeing her students cross the stage to receive their diplomas.

List of all Convocation Officers

Joan Finegan	30-Jun-24	Director of Convocation
Kibret Mequanint	30-Jun-24	Marshal
Vacant	30-Jun-23	Associate Marshal
Vacant	30-Jun-24	Associate Marshal
Chris Smith	30-Jun-24	Chief Usher
Lauren Dodd	30-Jun-25	Associate Chief Usher
Katrina McIntosh	30-Jun-25	Associate Chief Usher
John Palmer	30-Jun-23	Esquire Bedel
Vacant	30-Jun-24	Esquire Bedel
Janice Polgar	30-Jun-23	Chief Public Orator
Vacant	30-Jun-24	Associate Chief Public Orator
Vacant	30-Jun-24	Associate Chief Public Orator
Caroline Whippey (as of February 1, 2023)	<i>ex officio</i>	Associate University Secretary - Associate Director of Convocation

ITEM 12.1(e) – Annual Report on Convocation Statistics - 2022

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The annual report on convocation statistics for 2022 has been provided for information.

Statistics for 2020 and 2021 were not recorded as in-person convocation was not held.

ATTACHMENT(S):

[Annual Report on Convocation Statistics](#)

SPRING 2022 CONVOCAION CREDENTIALS AWARDED AND TICKETING

Walk-ons were accommodated in July Convocation Celebrations

CONVOCAION CEREMONY	DEGREE TOTAL		STUDENTS WHO ACCESSED TICKETS		ESTIMATED ATTENDANCE RATE
	CURRENT	FACULTY TOTAL	CURRENT †	FACULTY TOTAL	
Thursday, May 12, 7:00pm					
<i>School of Graduate and Postdoctoral Studies</i>		9	not available		
Master of Arts	1				
Master of Divinity	3				
Master of Theological Studies	5				
CEREMONY TOTAL	9				
Friday, June 3rd, 2022 10:00AM					
<i>Schulich School of Medicine & Dentistry</i>		169	not available		
Doctor of Medicine	169				
CEREMONY TOTAL	169				
Monday, June 13th, 2022 3:00PM					
<i>School of Graduate and Postdoctoral Studies</i>		37		16	43%
Doctor of Philosophy	10		7		
Doctor of Education	7		0		
Master of Arts	17		9		
Master of Professional Education	3		0		
<i>Faculty of Education</i>		307		206	67%
Bachelor of Education	307		206		
CEREMONY TOTAL	344		222		65%
Tuesday, June 14th, 2022 10:00AM					
<i>School of Graduate and Postdoctoral Studies</i>		81		27	33%
Doctor of Philosophy	20		8		
Master of Arts	19		4		
Master of Financial Economics	25		10		
Master of Public Administration	3		0		
Master of Science	7		3		
Graduate Diploma	7		2		
<i>Faculty of Social Science</i>		310		211	68%
Bachelor of Arts Honours	262		188		
Bachelor of Science Honours	33		21		
Diploma in Human Resources	3		1		
Certificate in Geographic Information Science	11		0		
Certificate in Not-for-profit Management	1		1		
CEREMONY TOTAL	391		238		61%
Tuesday, June 14th, 2022 3:00PM					
<i>Faculty of Science</i>		343		190	55%
Bachelor of Arts (4 Year)	8		5		
Bachelor of Science (4 Year)	279		154		
Bachelor of Arts (3 Year)	1		1		
Bachelor of Science (3 Year)	55		30		
CEREMONY TOTAL	343		190		55%
Wednesday, June 15th, 2022 10:00AM					
<i>Faculty of Social Science</i>		381		186	49%
Bachelor of Management and Organizational Studies	320		168		
Bachelor of Arts (3 Year)	61		18		
CEREMONY TOTAL	381		186		49%
Wednesday, June 15th, 2022 3:00PM					
<i>Faculty of Social Science</i>		442		255	58%
Bachelor of Management & Organizational St Honours	176		104		
Bachelor of Arts (4 Year)	266		151		
CEREMONY TOTAL	442		255		58%
Thursday, June 16th, 2022 10:00AM					
<i>Schulich - Faculty of Science</i>		481		384	80%
Bachelor of Medical Sciences Honours	450		358		

Bachelor of Science Honours	25		22		
Bachelor of Medical Sciences (4 Year)	6		4		
CEREMONY TOTAL	481		384		80%
Thursday, June 16th, 2022 3:00PM					
Faculty of Science		459		330	72%
Bachelor of Arts Honours	3		3		
Bachelor of Science Honours	449		322		
Bachelor of Science (Foods & Nutrition) Honours	7		5		
CEREMONY TOTAL	459		330		72%
Friday, June 17th, 2022 10:00AM					
School of Graduate and Postdoctoral Studies		518		238	46%
Doctor of Philosophy	95		56		
Master of Clinical Science	1		0		
Master of Data Analytics	3		0		
Master of Engineering	194		87		
Master of Engineering Science	56		25		
Master of Science	150		57		
Graduate Diploma	19		13		
CEREMONY TOTAL	518		238		46%
Friday, June 17th, 2022 3:00PM					
Faculty of Engineering		451		337	75%
Bachelor of Engineering Science	440		327		
Certificate in Engineering Leadership and Innovation	11		10		
CEREMONY TOTAL	451		337		75%
Monday, June 20th, 2022 10:00AM					
School of Graduate and Postdoctoral Studies		77		31	40%
Doctor of Philosophy	19		7		
Doctor of Musical Arts	7		2		
Master of Arts	21		5		
Master of Fine Arts	1		0		
Master of Music	29		17		
Faculty of Arts and Humanities		187		93	50%
Bachelor of Arts Honours	81		44		
Bachelor of Fine Arts Honours	15		13		
Bachelor of Arts (4 Year)	42		26		
Bachelor of Arts (3 Year)	10		4		
Diploma Public Relations	9		3		
Diplome de Francais Pratique	2		0		
Certificate in Ethics	5		1		
Certificat de Francais des Affaires	2		0		
Certificat de Francais Pratique	1		0		
Certificate in Intercultural Communication for Japanese	2		0		
Certificate in Practical Italian	3		1		
Certificate in Practical Spanish	2		0		
Certificate in Professional Communication	4		1		
Certificate in Studio Art	2		0		
Certificate in Writing	7		0		
Don Wright Faculty of Music		92		58	63%
Bachelor of Arts Honours	1		1		
Bachelor of Music Honours	63		47		
Bachelor of Arts (4 Year)	14		4		
Bachelor of Music (4 Year)	6		3		
Music Performance Diploma (Three Year Program)	2		0		
Artist Diploma in Performance (One Year Program)	6		3		
CEREMONY TOTAL	356		182		51%
Monday, June 20th, 2022 3:00PM					
School of Graduate and Postdoctoral Studies		13		12	92%
Master of Science in Foods and Nutrition	13		12		
Brescia University College		269		170	63%
Bachelor of Arts Honours	45		32		
Bachelor of Arts (Human Ecology) Honours	18		12		
Bachelor of Management & Organizational St Honours	12		9		
Bachelor of Science (Foods & Nutrition) Honours	70		49		
Bachelor of Arts (4 Year)	50		34		
Bachelor of Arts (Human Ecology) 4 Year	9		5		

Bachelor of Management and Organizational Studies	5		4		
Bachelor of Science (Foods & Nutrition) 4 Year	12		6		
Bachelor of Arts (3 Year)	11		5		
Bachelor of Arts (Human Ecology) 3 Year	2		1		
Diploma in Dietetic Education and Practical Training	34		13		
Certificate in Diversity and Families	1		0		
Huron University College		204		132	65%
Bachelor of Arts Honours	44		31		
Bachelor of Management & Organizational St Honours	37		24		
Bachelor of Arts (4 Year)	75		49		
Bachelor of Management and Organizational Studies	34		23		
Bachelor of Arts (3 Year)	14		5		
CEREMONY TOTAL	486		314		65%
Tuesday, June 12st, 2022 10:00AM					
Richard Ivey School of Business		566		451	80%
Bachelor of Arts Honours	566		451		
CEREMONY TOTAL	566		451		80%
Tuesday, June 12st, 2022 3:00PM					
School of Graduate and Postdoctoral Studies		21		15	71%
Doctor of Philosophy	2		1		
Master of Arts	8		6		
Master of Science	11		8		
Faculty of Health Sciences		274		208	76%
Bachelor of Arts Honours	208		158		
Bachelor of Science Honours	49		42		
Bachelor of Arts (4 Year)	14		8		
Bachelor of Arts (3 Year Program)	3		0		
CEREMONY TOTAL	295		223		76%
Wednesday, June 22nd, 2022 10:00AM					
School of Graduate and Postdoctoral Studies		423		235	56%
Doctor of Philosophy	4		1		
Master of Business Administration	230		137		
Master of Science in Management	189		97		
CEREMONY TOTAL	423		235		56%
Wednesday, June 22nd, 2022 3:00PM					
School of Graduate and Postdoctoral Studies		5		1	20%
Advanced Master of Divinity	3		0		
Master of Divinity	2		1		
King's University College		392		251	64%
Bachelor of Arts Honours	166		132		
Bachelor of Arts (4 Year)	173		94		
Bachelor of Arts (3 Year)	53		25		
CEREMONY TOTAL	397		252		63%
Thursday, June 23rd, 2022 10:00AM					
School of Graduate and Postdoctoral Studies		22		10	45%
Doctor of Philosophy	3		2		
Master of Clinical Dentistry	3		2		
Master of Nursing	6		2		
Master of Science in Nursing	10		4		
Faculty of Health Sciences		331		219	66%
Bachelor of Science in Nursing	331		219		
Schulich School of Medicine & Dentistry		56		54	96%
Doctor of Dental Surgery	56		54		
CEREMONY TOTAL	409		283		69%
Thursday, June 23rd, 2022 3:00PM					
School of Graduate and Postdoctoral Studies		92		33	36%
Doctor of Philosophy	6		3		
Master of Arts	6		3		
Master of Health Information Science	4		2		
Master of Library and Information Science	76		25		

Faculty of Information & Media Studies		203		131	65%
Bachelor of Arts Honours	91		79		
Bachelor of Arts (4 Year)	71		49		
Bachelor of Arts (3 Year)	5		1		
Diploma in Marketing	1		0		
Certificate in Digital Communication: Social Media & Virtual Worlds	35		2		
CEREMONY TOTAL	295		164		56%
Friday, June 24th, 2022 10:00AM					
School of Graduate and Postdoctoral Studies		59		27	46%
Doctor of Philosophy	17		14		
Master of Clinical Science	8		3		
Master of Physical Therapy	1		0		
Master of Science	15		7		
Master of Science in Occupational Therapy	4		0		
Master of Studies in Law	2		0		
Graduate Diploma	12		3		
Faculty of Health Sciences		287		216	75%
Bachelor of Health Sciences Honours	215		172		
Bachelor of Health Sciences (4 Year)	55		38		
Bachelor of Health Sciences (3 Year)	7		3		
Diploma in Clinical Trials Management	2		1		
Diploma in Occupational Health & Safety Management	5		2		
Certificate in Clinical Trials Management	3		0		
Faculty of Law		182		155	85%
Juris Doctor	182		155		
CEREMONY TOTAL	528		398		75%
Friday, June 24th, 2022 3:00PM					
School of Graduate and Postdoctoral Studies		1		0	0%
Master of Social Work	1		0		
King's University College		181		108	60%
Bachelor of Management & Organizational St Honours	52		34		
Bachelor of Management and Organizational Studies	65		35		
Bachelor of Social Work	40		32		
Certificate in Childhood and Advocacy	3		1		
Certificate in Childhood and the Legal System	2		1		
Certificate in Critical Security Studies	5		1		
Certificate in Loss, Grief and Bereavement Studies	5		1		
Certificate in Refugees, Migration and Forced Displacement	2		0		
Certificate in the Study of Law and Public Policy	6		3		
Certificate in the Teaching and Practice of Writing	1		0		
CEREMONY TOTAL	182		108		59%
CONVOCAION TOTAL	7,925		4,990		63%

7,925

Number of Students by Credential:

† Students who were awarded more than one Credential will be counted more than once in the attendance numbers

216	Diploma or Certificate	64	30%
7,709	Degree	4,926	64%

AUTUMN 2022 CONVOCATION ELIGIBILITY AND REGISTRATION

CONVOCATION CEREMONY	DEGREE TOTAL		CEREMONY REGISTRATION				REGISTRATION RATE
	CURRENT	FACULTY TOTAL	CURRENT	WALK ON	TOTAL	FACULTY TOTAL	
WEDNESDAY, OCTOBER 19, 10am							
School of Graduate and Postdoctoral Studies		51				41	80%
Doctor of Musical Arts	3		2		2		
Doctor of Philosophy	2		2		2		
Master of Arts	3		3		3		
Master of Laws	3		2		2		
Master of Music	3		0		0		
Master of Social Work	36		32		32		
Graduate Diploma	1		0		0		
Don Wright Faculty of Music		10				6	60%
Bachelor of Arts (4 Year)	3		2		2		
Bachelor of Music (4 Year)	2		2		2		
Bachelor of Music Honours (4 Year Program)	4		2		2		
Artist Diploma in Performance	1		0		0		
Faculty of Health Sciences		36				28	78%
Bachelor of Arts (3 Year)	1		1		1		
Bachelor of Arts (4 Year)	1		1		1		
Bachelor of Arts Honours (4 Year)	7		4	1	5		
Bachelor of Health Sciences (4 Year)	7		5		5		
Bachelor of Health Sciences Honours (4 Year)	17		13		13		
Bachelor of Science Honours (4 Year)	2		1		1		
Bachelor of Science in Nursing	1		1	1	2		
Faculty of Science		243				128	53%
Bachelor of Arts (3 Year)	1		1		1		
Bachelor of Arts Honours (4 Year)	1		1		1		
Bachelor of Arts (4 Year)	1		0		0		
Bachelor of Science (3 Year)	28		18		18		
Bachelor of Science (4 Year)	86		50	2	52		
Bachelor of Science Honours (4 Year)	38		29	6	35		
Certificate in Clinical Trials Management	1		0		0		
Diploma in Clinical Trials Management	34		6		6		
Diploma In Occupational Health & Safety Management	30		9		9		
Diploma in Pedorthics	23		6		6		
King's University College		123				82	67%
Bachelor of Arts (3 Year)	22		12		12		
Bachelor of Arts (4 Year)	58		40	1	41		
Bachelor of Arts Honours (4 Year)	24		17		17		
Bachelor of Management & Organizational St Honours	3		3		3		
Bachelor of Management & Organizational Studies (4 Year)	13		7		7		
Certificate in Loss, Grief and Bereavement Studies	2		1		1		
Certificate in the Study of Law and Public Policy	1		1		1		
Schulich School of Medicine & Dentistry		34				26	76%
Bachelor of Medical Sciences (4 Year)	1		1		1		
Bachelor of Medical Sciences Honours (4 Year)	31		23		23		
Bachelor of Science Honours	2		1	1	2		
CEREMONY TOTAL	497		299	12	311		63%
WEDNESDAY, OCTOBER 19, 3pm							
School of Graduate and Postdoctoral Studies		522				377	72%
Doctor of Philosophy	63		40	2	42		
Master of Arts	73		56		56		
Master of Clinical Science	6		4		4		
Master of Data Analytics	25		20		20		
Master of Environment and Sustainability	56		47		47		
Master of Management of Applied Science	60		51		51		
Master of Public Administration	21		14		14		
Master of Public Health	57		51		51		
Master of Science	130		78	1	79		
Graduate Diploma, Pathology and Laboratory Medicine	1		1		1		
Graduate Diploma, Public Administration	30		12		12		
CEREMONY TOTAL	522		374	3	377		72%
THURSDAY, OCTOBER 20, 10am							
School of Graduate and Postdoctoral Studies		610				397	65%
Doctor of Education	61		41	1	42		
Doctor of Philosophy	31		23		23		
Master of Arts	24		21		21		
Master of Engineering	159		137	1	138		
Master of Engineering Science	31		0		0		
Master of Professional Education	289		162		162		
Graduate Diploma, Engineering Leadership and Innovation	15		11		11		

Faculty of Engineering		20				21	105%
Bachelor of Engineering Science	20		16	5	21		
Faculty of Education		2				2	100%
Bachelor of Education	2		2		2		
CEREMONY TOTAL	632		413	7	420		66%
THURSDAY, OCTOBER 20, 3pm							
School of Graduate and Postdoctoral Studies		564				404	72%
Doctor of Philosophy	17		13		13		
Master of Arts	20		17		17		
Master of Clinical Science	189		119		119		
Master of Library and Information Science	43		26	2	28		
Master of Media in Journalism and Communication	34		31		31		
Master of Nursing	80		65	2	67		
Master of Physical Therapy	77		64		64		
Master of Science	29		20		20		
Master of Science in Occupational Therapy	60		41		41		
Graduate Diploma, Applied Health Sciences	15		4		4		
Faculty of Health Sciences		13				6	46%
Certificate: Primary Health Care Nurse Practitioner	13		6		6		
Faculty of Information & Media Studies		48				17	35%
Bachelor of Arts (3 Year)	4		1		1		
Bachelor of Arts (4 Year)	15		6		6		
Bachelor of Arts Honours (4 Year)	8		5		5		
Certificate in Digital Communication: Social Media & Virtual World:	4		2		2		
Diploma in Marketing	17		3		3		
CEREMONY TOTAL	625		423	4	427		68%
FRIDAY, OCTOBER 21, 10am							
School of Graduate and Postdoctoral Studies		225				149	66%
Doctor of Philosophy	2		2		2		
Master of Arts	1		1		1		
Master of Business Administration	91		77		77		
Master of Management	33		26		26		
Master of Science in Management	39		26		26		
Graduate Diploma Accounting	59		17		17		
Brescia University College		40				22	55%
Bachelor of Arts (3 Year)	7		6		6		
Bachelor of Arts (4 Year)	17		7		7		
Bachelor of Arts (Human Ecology) 4 Year	3		1		1		
Bachelor of Arts Honours (4 Year)	3		2		2		
Bachelor of Arts Honours (Human Ecology)	1		1		1		
Bachelor of Management & Organizational Studies	1		1		1		
Bachelor of Science (Foods & Nutrition) (4 Year)	2		0		0		
Bachelor of Science Honours (Foods & Nutrition)	6		4		4		
Huron University College		46				28	61%
Bachelor of Arts (3 Year)	5		5		5		
Bachelor of Arts (4 Year)	22		11		11		
Bachelor of Arts Honours (4 Year)	6		4		4		
Bachelor of Management & Organizational St Honours	4		2		2		
Bachelor of Management & Organizational Studies (4 Year)	9		6		6		
Ivey Business School		66				55	83%
Bachelor of Arts Honours (4 yr Prgm) Business Adm	66		53	2	55		
CEREMONY TOTAL	377		252	2	254		67%
FRIDAY, OCTOBER 21, 3pm							
School of Graduate and Postdoctoral Studies		69				46	67%
Doctor of Philosophy	14		10	1	11		
Master of Arts	55		34		34		
Master of Fine Arts	2		1		1		
Faculty of Arts and Humanities		33				23	70%
Bachelor of Arts (3 Year)	7		6		6		
Bachelor of Arts (4 Year)	11		7		7		
Bachelor of Arts Honours (4 Year)	13		8		8		
Bachelor of Fine Arts Honours	1		1		1		
Certificat de Francais Pratique	1		1		1		
Certificate in Practical Spanish	2		0		0		
Diploma de Francais Pratique	1		0		0		
Diploma in Writing	1		0		0		
Faculty of Social Science		302				162	54%
Bachelor of Arts (3 Year)	16		7		7		
Bachelor of Arts (4 Year)	107		51	3	54		
Bachelor of Arts Honours (4 Year)	36		24		24		
Bachelor of Management & Organizational St Honours	13		9	1	10		

Bachelor of Management & Organizational Studies	99		54	2	56		
Bachelor of Science Honours (4 Year)	2		2		2		
Diploma in Human Resources	14		2		2		
Diploma in Not-for-profit Management	15		7		7		
CEREMONY TOTAL	410		224	7	231		56%
CONVOCATION TOTAL	3063		1985	35	2020		66%

ITEM 12.2(a) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on *Progression Requirements – Nursing*

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

There are two undergraduate programs offered by the Arthur Labatt Family School of Nursing:

- the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), and
- and the Compressed Time Frame Bachelor of Science in Nursing (BScN).

The Western-Fanshawe Collaborative BScN (the “Collaborative program”) is a four-year degree offered in partnership with Fanshawe College. In the Collaborative program, students attend the first two years at Fanshawe College and then take third- and fourth-year courses at Western (or enter Western and take all four years of the program at the University).

The Compressed Time Frame BScN (the “CTF program”) is a concentrated five-term program requiring students to study in the fall, winter and summer terms over a 19-month period. A pathway for Registered Practical Nurses (RPN to BScN) to obtain this degree was approved in 2022.

The Arthur Labatt Family School of Nursing (the “School”) is proposing revisions to the program requirements of the Collaborative program and the CTF program, as detailed in the policy on *Progression Requirements – Nursing*.

The School recently completed a review of the current undergraduate programs in Nursing with a view to further incorporate principles of Equity, Diversity, Inclusivity and Decolonization (EDID) across the programs. The School surveyed and interviewed practice partners, students, graduates and faculty. In the analysis of the program evaluation, the School determined the curriculum revision would include:

- explicit language and actions to support a curriculum with a central focus on EDID;
- a review of courses for content overlap;
- a need for more explicit clinical integration at all levels of the programs; and
- planning for transition to practice in a changing and uncertain health care environment.

The resulting curriculum changes include:

1. Revision of Program Learning Outcomes while continuing to enhance the focus on EDID and current healthcare changes for entry to practice for Registered Nurses in Ontario.
2. Reduction of content redundancies to enable development of theoretical courses focusing on inclusion of EDID principles throughout.
3. Core content to support student understanding of the complexity of nursing practice in the 21st century healthcare environment.
4. Continued development in the use of laboratory and simulation education to augment experiential learning.
5. Greater integration of theory and practice across the program.
6. Practice Placements - new areas for experiential learning and earlier exposure in the program using an individual precepted model throughout the program.

The Program Learning Outcome changes resulted in greater alignment with concepts related to social justice and health equity. The Program Learning Outcome review was completed with assistance from members of the Centre for Teaching and Learning in collaboration with Fanshawe and Western students and faculty. The changes are presented below.

Revision of Program Descriptions

Previous Program Description for the Collaborative Program	New Program Description for the Collaborative Program
<p>The purpose of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) Program is to educate nursing students to practice ethically and to collaborate with individuals, families, communities, and populations from the perspectives of caring and health promotion. The program is designed to develop learners' knowledge of health promotion and sensitivity to people's experiences with health and healing. By becoming engaged and knowledgeable about the art, science and profession of nursing, graduates will work as partners with clients and health care providers, demonstrate leadership, and be active participants in promoting health for all.</p>	<p>The Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) Program supports students' transformation into future Registered Nurses (RN) who uphold the values and ethical standards of nursing. The program is designed to develop learners' knowledge of social justice and health inequities in local and global settings. Graduates will be lifelong learners, collaborative practitioners and leaders in practice who support clients through a range of health experiences. This 4-year degree is designed to enable graduates to meet the standards of nursing practice in Canada and be eligible for registration in Ontario.</p>

Previous Program Description for the CTF Program	New Program Description for the CTF Program
<p>The mission of the University of Western Ontario Compressed Time Frame Bachelor of Science in Nursing (BScN) program is to educate nurses to work with individuals, families, groups and/or communities from the perspectives of caring and health promotion. The program is designed to expand learners' knowledge of health promotion and sensitivity to people's experiences with health, and healing. By becoming informed and more knowledgeable about professional nursing, learners will be able to work as partners with clients and other health care providers. Becoming involved in the health care system will enable graduates to become active participants in creating health for all.</p>	<p>The Compressed Time Frame Bachelor of Science in Nursing Degree (BScN) prepares graduates to write the National Council Licensure Examination (NCLEX-RN) and to apply for registration as a professional nurse with the College of Nurses of Ontario (CNO). It is a concentrated 5-term program requiring students to study in the fall, winter and summer terms over the 19-month period.</p>

Revision of Program Learning Outcomes

Previous Program Learning Outcomes for BScN Programs	New Program Learning Outcomes for BScN Programs
<p>The graduate of the Bachelor of Science in Nursing Programs will:</p> <ol style="list-style-type: none"> 1. Practice ethical, knowledge-based and strengths-based nursing from a health promotion and caring perspective in a variety of settings and contexts with diverse client populations across the life span. 2. Be reflective, inquisitive, self-evaluative, responsible, and accountable with a commitment to lifelong learning. 3. Develop effective collaborative and therapeutic nurse-client relationships and collaborative partnerships within nursing and interprofessionally. 	<p>The graduate of the Bachelor of Science in Nursing Programs will:</p> <ol style="list-style-type: none"> 1. Integrate diverse perspectives within person-centred practice by fostering therapeutic relationships and recognizing the unique needs of clients in a variety of settings. 2. Enact social justice principles to facilitate anti-racist, anti-oppressive practice to address inequities in the access to and delivery of healthcare. 3. Engage in collaborative relationships with clients, intra/interprofessional teams and intersectoral partners to provide safe, effective care.

<ol style="list-style-type: none"> 4. Incorporate scholarship and critical reflection skills into own learning and nursing practice. 5. Collaborate with others for optimal health for all within the global society. 6. Critique challenges to the advancement of the nursing profession, and formulate professional, social, and political strategies to influence the future of nursing and health care. 7. Create and influence the future of nursing practice at professional, social, and political levels by responding to, and anticipating, the changing needs of society. 8. Meet the professional requirements as outlined in the following documents: <i>Competencies for entry-level registered nurse practice, revised</i> (CNO, 2018b); <i>Professional standards and standards of practice for registered nurses</i> (CNO, 2018d); <i>Ethics</i> (CNO, 2019c); and <i>Code of ethics for registered nurses, revised</i> (CNA, 2017). 	<ol style="list-style-type: none"> 4. Critically examine research and scholarship in the implementation of clinical reasoning and evidence-informed practice. 5. Influence the future of nursing practice through leadership and innovation using political/socio-cultural/technological strategies to transform and promote equitable health and social care. 6. Engage in critical reflection to examine the role of biases, assumptions, values, beliefs and positions of privilege in shaping self, nursing and healthcare practice. 7. Commit to lifelong learning strategies that support continuous quality improvement in nursing practice. 8. Embody the values and beliefs of the nursing profession through accountability to ethical, legal and professional standards.
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At its December 14, 2022 meeting, the Subcommittee on Undergraduate Academic Courses (SOC) approved the introduction of seven new Nursing courses and revisions to 23 existing Nursing courses.

Changes to courses were made to improve the alignment with the new Program Learning Outcomes. Revisions were made to course titles and descriptions for purposes of clarity. There were several courses that the School found duplicated material and these have been amalgamated across courses. Through this process the School was able to highlight key areas of nursing practice, i.e. elder care, where the School could provide core course material and integrate a laboratory and clinical course to immerse students in this important area of nursing practice early in the program. The School reviewed courses taught in the Collaborative and CTF programs and found opportunities to share courses to facilitate resource use.

The course titles and descriptions were also changed to reflect a greater focus on EDID throughout the program. Opportunities to support student learning focusing on EDID include changing language used in courses, case studies to support transformative learning and exposure to the types of care nurses provide across the lifespan to a variety of populations. Closing the theory practice gap is a key requirement to promote transition to practice in nursing. Previously an academic writing course was offered and now aspects of this material are distributed across several first-year courses and

integrated into development of awareness of the legal, ethic, and professional responsibilities of a Registered Nurse. Similarly concepts of social justice and equity were previously taught across courses which did not allow students to recognize the significance of these principles for nursing practice. By developing one course with this focus, early adoption of nursing practices to support this will be enabled.

Changes to the laboratory-based courses present students with increasing complexity in nursing interventions that start with a focus on therapeutic communication and development of relational nursing practice, holistic systematic physical assessment and development of nursing interventions and skills to support health outcomes.

The proposed changes to the curriculum of the Collaborative and CTF program, as detailed in the policy on *Progression Requirements – Nursing*, are now presented for Senate's consideration and approval.

ATTACHMENT(S):

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

Progression Requirements – Nursing

Policy Category:	Registration, Progression, Graduation
Subject:	Progression Requirements – Nursing
Subsections:	Program; Progression Requirements; Courses Required for the Western/Fanshawe BScN Program; Courses Required for the Compressed Time Frame BScN Program; Progression: Professional Practice Collaborative Evaluation; Unacceptable Professional Practice; Failure to Meeting Progression Requirements
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2023
Supersedes:	January 1, 2023

WESTERN FANSHAWE COLLABORATIVE BScN PROGRAM/COMPRESSED TIME FRAME BScN PROGRAM

Program

Enrolment in non-Nursing courses is limited and in some cases demand exceeds that limit. The University is unable to guarantee registration in any particular course and reserves the right to withdraw course offerings.

The Western-Fanshawe Collaborative and Compressed Time Frame Programs offer BScN programs that qualify graduates to apply to write the NCLEX-RN and subsequently register as a professional nurse with the College of Nurses of Ontario.

Progression Requirements – Nursing

The Western-Fanshawe Collaborative BScN program is offered collaboratively by the University of Western Ontario and Fanshawe College of Applied Arts and Technology. The first two years of the program are offered at both institutions. All students complete years 3 and 4 at the Western site. Program requirements are the same at both sites.

The Compressed Time Frame (CTF) Nursing Program allows students to complete a Bachelor of Science in Nursing degree in five consecutive terms. The program is designed for students who already possess a university degree or those who have completed a minimum of two years of university study (certain restrictions apply).

Progression Requirements

Students may proceed to the next year of their program if the following conditions are met:

- A PASS is required in professional practice courses
- A passing grade of at least 65% in Nursing theory courses
- A passing grade of at least 60% in non-Nursing required courses
- A passing grade of at least 50% in all elective courses.

A student whose year average is below 65% may not proceed to the next year/level of the program until the average has been raised to 65% or above.

A maximum of 2.0 full course equivalent credit (FCE) failures are permitted throughout the program.

Failed nursing courses may be repeated only once. Students who fail a theory or professional practice course will be required to repeat the corequisite theory/practice course.

Courses Required for the Western/Fanshawe BScN Program

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Professional Practice Courses)

Theory Course – Western	Theory Course – Fanshawe	Corequisite Professional- Practice Clinical Application Course - Western	Corequisite Professional- Practice Clinical Application Course - Fanshawe
Nursing 1060A/B / Nursing 1160A/B Nursing 1040A/B	NRSG 7065 / NRSG 7066		
Nursing 1050A/B			
Nursing 1070A/B / Nursing 1170A/B Nursing 1190A/B	NRSG 7067 / NRSG 7068		
Nursing 1080A/B / Nursing 1180A/B	NRSG 7069 / NRSG 7070		
Nursing 2220A/B Nursing 1120A/B	NRSG 7058	Nursing- 2221A/B	NRSG 7059
Nursing 2230A/B Nursing 2630A/B	NRSG 7060		
		Nursing 2231A/B	NRSG 7061
Nursing 2270A/B			
		Nursing 2271A/B	
Nursing 2240F/G	NRSG 7064		
Nursing 2250A/B	NRSG 7063		
Nursing 3910A Nursing 3630A/B			
		Nursing 3911A/B	
Nursing 3920A/B			
		Nursing 3921A/B	
Nursing 3310A/B			
Nursing 3340A/B			
Nursing 3820A/B	NRSG 7053		
Nursing 4320A/B			
Nursing 4400A/B Nursing 4401W/X			

Progression Requirements – Nursing

		Nursing 4410A/B	
Nursing 4440A/B			
		Nursing 4461W/X	

Science and Writing Requirements

(must achieve 60%)

Western course number	Fanshawe Course Number
Health Sciences 2330A/B	ANAT 7002
Nursing 1330A/B	
Physiology 1020W/X	NRSG 7039
Writing 1030F/G	COMM 7022
Pharmacology 2060A/B	PHRM 7004
Pathology 2420A/B	NRSG 7043
Nursing 3820A/B	

One failed professional practice course and one successful repeat attempt is permitted throughout the program. If a second professional practice course failure occurs the student will be withdrawn from the nursing program.

In the event of a failed elective, students must successfully complete an elective, not necessarily repeat the failed elective.

Courses Required for the Compressed Time Frame BScN Program

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Professional Practice Courses)

Theory Course	Corequisite Professional Practice Clinical Application Course
Nursing 1201A/B	
Nursing 1222A/B	
	Nursing 1225A/B
Nursing 1120A/B	
Nursing 2240F/G	
Nursing 2250A/B	
Nursing 2400A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	

Progression Requirements – Nursing

	Nursing 2660Q/R/S/T
Nursing 2630A/B	
	Nursing 3700Q/R/S/T
	Nursing 3800Q/R/S/T
Nursing 3310A/B	
Nursing 3420A/B	
Nursing 3456A/B	
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4400A/B Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X

Science Requirements

(must achieve 60%)

WESTERN course number
Nursing 3820A/B
Pharmacology 2060A/B
Pathology 2420A/B

Courses Required for the RPN to BScN Pathway Compressed Time Frame Program

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Professional Practice Courses)

Course	Clinical Application Course
Nursing 1201A/B	
Nursing 1225A/B	
Nursing 1120A/B	
Nursing 2240F/G	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T

Progression Requirements – Nursing

Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
	Nursing 3800Q/R/S/T
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X

Science Requirements (must achieve 60%)

WESTERN course number
Nursing 3820A/B
Pharmacology 2060A/B
Pathology 2420A/B

One failed professional practice course and one successful repeat attempt is permitted throughout the program. If a second professional practice course failure occurs, the student will be withdrawn from the nursing program.

Progression: Professional Practice Collaborative Evaluation

Components of a professional practice course include practice, laboratory and/or simulated professional practice and written work. Professional practice courses are graded as:

Satisfactory (S) - Satisfactory performance in relation to the course goals

Unsatisfactory (U) - Unsatisfactory performance in any of the course goals

Needs Development (ND)- Used at midterm evaluation to identify performance in any of the course goals requiring focused attention

In order for students to achieve satisfactory professional practice performance, they are required to:

- complete the Pre-Placement Requirements for professional practice agencies by date specified prior to course start
- meet all course goals
- keep appointments with assigned clients, families and faculty
- advise appropriate people of inability to keep appointments in a timely manner
- attend classes, seminars, professional practice experiences, tutorials, simulation and laboratories, notify the Academic Counsellor (Western), Year 1 or 2 coordinator (Fanshawe), clinical instructor and professional practice agency/unit prior to any absence or late arrival
- Be prepared for all professional practice assignments
- Adhere to/comply with all professional Guidelines and Standards of Practice of the College of Nurses of Ontario
- Successfully meet all requirements of the CSP if applicable

Unacceptable Professional Practice

Behaviors leading to unacceptable professional practice place students, the institution and/or its clients' at risk. Examples include but are not limited to:

- lack of judgment, knowledge or skill
- unprofessional comments or conduct
- inadequate preparation
- abuse of the position of trust
- unsafe practice
- violation of confidentiality and/or privacy

NOTE: It is strictly forbidden that any audio/video/photographic images be taken in any professional practice setting, including lab and simulation for any reason.

Any student who exhibits signs or behaviours that jeopardize the welfare of the client or agency will be asked to leave the agency. Any instance of unacceptable practice will be reported to the Associate Director, Undergraduate Programs (Western) or the Chair of the Collaborative BScN program (Fanshawe College). Removal from any professional practice course may result in a course failure and/or withdrawal from the program.

Failure to Meet Progression Requirements

Students who fail to meet progression requirements are advised to contact the following individuals regarding continuation in the program:

Western collaborative students and Western CTF students: Academic Counsellor(s), Arthur Labatt Family School of Nursing

Fanshawe site students: Year Coordinator

ITEM 12.2(b) – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2023, a Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity be introduced by the School of Graduate and Postdoctoral Studies as shown in Item 12.2(b).

EXECUTIVE SUMMARY:

The proposed program is a Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity. This new program will build upon learners' discipline-specific undergraduate or graduate degree in Engineering, Science, Business, or Social Science with an in-depth, advanced skill set that will enhance learner's knowledge and employability in respective application areas of climate risk.

Due to the multidisciplinary and collaborative nature of the program, four Western Faculties are partnering to develop and offer the program; these are the Faculty of Engineering, Faculty of Science, Faculty of Social Science, and Ivey Business School. These four Faculties collaborated in developing the 'Areas of Concentration' in climate risk that the learners will pursue. These specific areas of concentration are (i) Climate Risk and Infrastructure Resiliency (Faculty of Engineering), (ii) Natural Hazards and Risks (Faculty of Science), (iii) Climate Change Governance (Faculty of Social Science), and (iv) Business and Climate Impact (Ivey Business School).

The purpose and overall objective of the GDip in Climate Risk Assessment and Opportunity is to provide opportunities for learners to develop advanced skills in areas of climate risk, in a discipline specific context referring to the specific area of concentration the learner will pursue, and to prepare learners for impactful careers relating to societal risks and adaptation to climate change. The GDip provides opportunities to apply this knowledge, so as to optimize learner capacity to make meaningful contributions to areas related to climate risk across Canada and worldwide. This diploma is unique in that it is specifically targeting working professionals in diverse areas including engineers, urban planners, climate scientists, data analysts, sociologists, policy makers, financial analysts, business managers, entrepreneurs, etc., who are working in a range of sectors including building, insurance, financial, municipal, and government sectors.

ATTACHMENT(S):

Extracted from the Brief for a New Graduate Diploma (GDip) in Climate Risk Assessment and Opportunity

Extracted from the Brief for the Proposal of a New Graduate Diploma Program in Climate Risk Assessment and Opportunity

Introduction

The proposed program is a Type 3 **Graduate Diploma (GDip)** in **Climate Risk Assessment and Opportunity**. This new graduate program will build upon learners' discipline-specific undergraduate or graduate degree in Engineering, Science, Business, or Social Science with an in-depth, advanced skill set that will enhance learner's knowledge and employability in respective application areas of climate risk.

A GDip, requiring the learner to complete 4 courses, is being proposed to promote the self-paced and specific needs of the individual. The proposed graduate diploma program will be offered fully online and the majority of it asynchronously to attract participants from a variety of demographics around the globe. This climate risk program uses a multidisciplinary model showcasing that climate risk is a large problem that needs to be tackled through interdisciplinary methods. In order to better understand climate change, an assessment of potential risks to the climate from multiple professional viewpoints is needed. This program will promote a proactive approach to climate change and will train individuals to better assess the associated risks and develop solutions to mitigate the impact of this global issue.

The GDip in Climate Risk will be housed in the Faculty of Engineering. Due to the multidisciplinary and collaborative nature of the program, four Faculties are partnering to develop and offer the program; these are the Faculty of Engineering, Faculty of Science, Faculty of Social Science, and Ivey Business School. These four Faculties collaborated in developing the 'Areas of Concentration' in climate risk that the learners will pursue. These specific areas of concentration are (i) Climate Risk and Infrastructure Resiliency (Faculty of Engineering), (ii) Natural Hazards and Risks (Faculty of Science), (iii) Climate Change Governance (Faculty of Social Science), and (iv) Business and Climate Impact (Ivey Business School).

Climate change is impacting all aspects of life and hence, there is an imminent need in various sectors for appropriate tools and knowledge to develop and adapt policies, strategies and processes to mitigate the climate risk. However, currently, there is a scarcity of graduate educational programs to train professionals in advanced knowledge of climate risk assessments. The proposed multidisciplinary Climate Risk GDip fills in this gap and aims to produce professionally literate graduates that can make informed and responsible decisions related to climate risk.

Climate change and climate risk are growing sectors in the industrial, business and professional landscape. Many programs have been developed that target climate change and sustainability, but there are minimal programs that focus on climate risk and the proactive approach to assess and adapt to the expected impacts of climate change. Better understanding of climate risks can help companies plan for expected risks that may impact business and help mitigate the issues climate change can cause. Such skill

enhancement requires the knowledge advancement aspect different from the traditional field of environment and sustainability. Since the proposed program targets climate risk specifically, it showcases some new and emerging aspects that employers are looking for. The Climate Risk Graduate Diploma supports learners in their employability not only in the novel topics covered in the curriculum, but in the additional skill development and learning throughout the program.

Thus, the purpose and overall objective of the Graduate Diploma (GDip) in Climate Risk is to provide opportunities for learners to develop advanced skills in areas of climate risk, in a discipline specific context referring to the specific area of concentration the learner will pursue, and to prepare learners for impactful careers relating to societal risks and adaptation to climate change. The Climate Risk GDip provides opportunities to apply this knowledge, so as to optimize learner capacity to make meaningful contributions to areas related to climate risk across Canada and worldwide. This diploma is unique in that it is specifically targeting working professionals in diverse areas including engineers, urban planners, climate scientists, data analysts, sociologists, policy makers, financial analysts, business managers, entrepreneurs, etc., who are working in a range of sectors including building, insurance, financial, municipal, and government sectors. It is anticipated that these learners will contribute to the assessment of the risks poses by the climate change in their respective disciplines, lead initiatives and efforts, and develop strategies to mitigate its impact. This graduate diploma will enhance the employability of its graduates through targeted programming taught by faculty experts.

The GDip curriculum will enhance the fundamental knowledge relating to the broad range of issues related to climate change, but with a particular focus on the risks associated with changing weather patterns and how society will adapt in the face of these to maintain or increase resilience.

Graduate Degree Level Expectations

Upon successful completion of the Graduate Diploma in Climate Risk Assessment and Opportunity, learners will be able to:

- a) **Develop** a critical awareness of current problems related to climate risk and assess potential solutions
- b) **Explain** the diverse modelling tools that allow us to assess risks and opportunities related to climate change across disciplines
- c) **Recognize** the value of a multidisciplinary approach to find solutions to diverse, complex problems, like climate change and associated risks
- d) **Critically evaluate** scholarly and popular literature in climate risk to formulate and defend evidence-based arguments in creative and engaging formats
- e) **Communicate** climate risks and ways to mitigate and adapt to these risks in oral and written forms to diverse audiences

Program Learning Outcomes

Degree Level Expectations	Program-level Learning Outcomes	How does the program support learning outcomes?	How does the program assess the outcome? (e.g. evaluation methods)
1.Depth & Breadth of Knowledge	<ul style="list-style-type: none"> a) High-level understanding of extreme weather and climate change b) Basic understanding of infrastructure systems and resilience concepts c) Depth and breadth related to statistical tools d) Assess societal impacts of extreme weather and climate risk e) Develop policy framework related to climate risk f) Identify climate risk implications from business and entrepreneurial perspective g) Develop capability to conduct risk assessments in discipline-related sectors 	<ul style="list-style-type: none"> • One mandatory 0.5 FTE course in Science, Policy, and Climate Risk • Three 0.5 FTE courses in a specific area of concentration • Inter-professional mix of learners in all courses promotes breadth and depth of knowledge and perspective • Courses are designed and developed by multidisciplinary teams 	<ul style="list-style-type: none"> • Assignments (short answer questions, short essays, Q&A of literature review, statistical analysis through Q&A worksheets, etc.) • Project reports • Case studies • Quizzes • Examinations • Participation
2.Research & Scholarship	<ul style="list-style-type: none"> a) Evaluate climate related federal/provincial/municipal policies and the assessment of their suitability related to climate risk b) Synthesize climate data available in the literature through statistical tools for disciplinary applications c) Review and synthesize and the literature on extreme weather and climate risk and assess their relevance for disciplinary applications d) Describe and characterize the current state of best practices in adaptation to climate risk 	<ul style="list-style-type: none"> • One mandatory 0.5 FTE course in Science, Policy, and Climate Risk • Three 0.5 FTE courses in a specific area of concentration • Inquiry-guided learning activities including case studies and guest speakers in specific topic areas 	<ul style="list-style-type: none"> • Project reports • Case studies • Assignments (short answer questions, short essays, Q&A of literature review, statistical analysis through Q&A worksheets, etc.)
3.Level of Application of Knowledge	<ul style="list-style-type: none"> a) Use appropriate statistical tools to conduct basic risk assessment b) Identify and explain climate risk challenges in related discipline(s) and use available tools to examine solutions or assess risks c) Evaluate appropriate policy solutions and develop recommendations to mitigate climate risk d) Generate and assimilate innovative ideas related to climate risk mitigation strategies 	<ul style="list-style-type: none"> • One mandatory 0.5 FTE course in Science, Policy, and Climate Risk • Three 0.5 FTE courses in a specific area of concentration • Material is presented in an authentic context that reflects the way knowledge will be applied 	<ul style="list-style-type: none"> • Class participation • Case studies • Project reports • Project presentations • Examinations

		<ul style="list-style-type: none"> • Emphasis on skill-development (problem-solving and case-based learning with real world application) 	
4. Professional Capacity / Autonomy	<ul style="list-style-type: none"> a) Demonstrate the capability to work in interdisciplinary teams b) Demonstrate the capability to work independently as an expert c) Awareness of ethical and equitable practices in the context of climate change, climate risk and related impacts d) Analyze potential climate risk mitigation strategies from ethical, professional and equitable perspectives 	<ul style="list-style-type: none"> • One mandatory 0.5 FTE course in Science, Policy, and Climate Risk • Three 0.5 FTE courses in a specific area of concentration • All courses in the Diploma will have elements of small group discussions. Instructors will ensure that individuals have the opportunity to lead different discussions and project groups during the courses • Multidisciplinary aspects of program showcase working with various groups of working professionals 	<ul style="list-style-type: none"> • Class participation • Case studies • Group presentations (oral and written) • Assignments (short answer questions, short essays, literature reviews, statistical analysis, etc.)
5. Level of Communication Skills	<ul style="list-style-type: none"> a) Communicate ideas and issues effectively to technical, non-technical and lay audiences b) Articulate evidence that supports a hypothesis. c) Organize written or spoken material into a concise format. d) Effectively communicate risk, policy and action plans to various stakeholders 	<ul style="list-style-type: none"> • One mandatory 0.5 FTE course in Science, Policy, and Climate Risk • Three 0.5 FTE courses in a specific area of concentration • Inter-professional nature of Program promotes awareness of the importance of effective communication • Multidisciplinary nature of the program promotes communication between learners 	<ul style="list-style-type: none"> • Oral presentations • Project reports • Case studies • Examinations • Participation in both written and oral forms • Essay assignments

6.Awareness of Limits of Knowledge	<ul style="list-style-type: none"> a) Awareness of the limits of current knowledge and the associated uncertainty in climate projections and the impact on extreme weather b) Recognize the limitations of the state of knowledge in generating solutions for emerging challenges c) Recognize the role in contingency planning in organizations and government d) Describe and explain challenges associated with risk communication to the society 	<ul style="list-style-type: none"> • One mandatory 0.5 FTE course in Science, Policy, and Climate Risk • Three 0.5 FTE courses in a specific area of concentration • Inter-professional pedagogy promotes consideration and discussion of alternative interpretations, methods of inquiry and disciplinary perspectives 	<ul style="list-style-type: none"> • Class participation • Case studies • Course projects
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Learning outcomes for each Area of Concentration can be found below.

Engineering

Learning Outcomes	
1	Identify climate-related risks to buildings and systems involved in infrastructure stability
2	Analyze climate-related extremes and hazards data using state-of-the-art methods
3	Conduct a climate risk assessment for a building and/or infrastructure systems
4	Identify approaches to adapt to risks faced by buildings and infrastructure systems due to climate change

Ivey

Learning Outcomes	
1	Explain how climate change fits within the wider set of Environmental, Social, and Governance (ESG) factors that drive an organization's risks and opportunities with respect to sustainability
2	Distinguish between alternative business models and operation structures that enable climate change mitigation and adaptation
3	Describe key climate reporting and climate disclosure frameworks for business investors and external stakeholders
4	Calculate the broad climate and societal impacts of an organization by leveraging established measurement frameworks
5	Develop a robust climate transition plan, informed by climate risks, opportunities, and viable operational alternatives that deliver desirable economic and societal outcomes

Social Science

Learning Outcomes	
1	Assess societal causes, impacts and injustices of extreme weather and climate risk
2	Explain the possibilities for mitigating the spatial and social inequalities of climate risk
3	Describe the challenges associated with climate risk and energy transition communication
4	Assess the variety of governance strategies for managing energy transitions and climate risk
5	Create policy briefs and other climate risk-related communications to both technical and non-technical audience

Science

Learning Outcomes	
1	Evaluate climate-environmental hazards and explain their risks to people, buildings, and infrastructure
2	Analyze climate-environmental hazard data using modern data science and statistical approaches
3	Evaluate and synthesize the quality of information on climate-environmental hazards
4	Develop a workable plan for risk mitigation and management with a socio-economic impact of the proposed actions
5	Understand the quantitative methods for identifying past climate change and construct and evaluate models that predict future climate change scenarios

Evidence to support the introduction of the program

There has been tremendous growth in programs broadly in the areas of climate change and sustainability in the past few years at Canadian Colleges and Universities. Many of these programs are Masters programs concentrating in a specific areas of specialty, primarily regarding environmental sustainability or associated aspects. Some institutions also offer graduate diplomas in climate change or sustainability.

Climate risk, on the other hand, focuses on the climate change issue from a different perspective compared to sustainability. While sustainability addresses how to mitigate climate change using a reactive approach to what is already present, climate risk addresses the expected risks that are associated with the growing issue of climate change. The knowledge of climate risks can be used proactively to help companies plan for expected risks that may impact their business or industry and help mitigate the issues climate change can cause. At governmental level, the climate risk assessment would assist in developing policies to support businesses, industries, and people in their efforts to mitigate the risks due to climate change and their impact. Such skills enhancement requires the knowledge advancement aspect different from the traditional field of environment and sustainability.

At present, programs specifically focused on climate risk are minimally available. There are numerous programs worldwide across institutions that tackle environmental science and sustainability, however most of these programs are in-person 2-year Masters Programs. However, none of these graduate programs specifically tackle climate risk and the associated challenges that come with mitigating these risks. Therefore, there is a global need for graduate programs that can educate learners on the risks associated with climate change through both the knowledge advancement and the skills enrichment needed for climate risk analysts.

Within Canada, the University of Waterloo is the only institution that currently has an online diploma in climate risk management that is offered by the Department of Geography and Environmental Management. The program has one required course and students must take 3 elective courses from 5 courses. While this diploma program fills in a gap in the training of learners in climate risk, the program is designed for a relatively general cohort to gain a broader knowledge in the field.

The proposed graduate diploma in climate risk, while provides a broader multidisciplinary knowledge related to climate risk through one required course, it allows learners to develop in-depth knowledge in one of the four areas of concentration (Engineering, Business, Science and Social Science) enabling them to gain discipline-specific expertise in climate risk assessment, adaptation, and mitigation. The proposed graduate diploma is a unique offering of part-time studies in a concentrated climate risk area which is offered online to target learners of all locations, ages, and stages in their career. This program will specifically target the risks associated with climate change which is different from the sustainability programs already offered at Western. This program would be an added benefit to the already established Environment and Sustainability graduate programs offered at Western.

A climate risk study by a market research firm for the Western University was conducted online between March and April 2022, where 331 employers were surveyed. When these employers were surveyed, 76% mentioned that climate change and its impact is important to their industry but only half (46%) have some plans in place to mitigate these risks. Of the employers surveyed, 50% stated their desire to hire internal staff with a specific skill set to help implement climate risk strategies for their company and 79% mentioned that a climate risk diploma would be positive on a job applicant's success in this type of role. In addition, one third (33%) said they are willing financially support their employees to pursue additional education. Many of these employers (66%) have already expressed an interest in this specific climate risk graduate diploma at Western University with 64% saying they have a high interest in having a current employee take this specific Graduate Diploma Program.

In another study by the same market research firm for Western University, conducted online between March 9 and 29, 2022 of 1014 current and former post-secondary undergraduate students in Canada, 86% say they are personally interested in environmental sustainability. Many students believe that climate risk management is a growing sector (67%) and showed interest in a climate risk program (66%). In relation to

the proposed program, the majority of students (75%) were satisfied with online courses and the most important aspects of the classes were a focus on practical and applied learning (79%) and preparation for a professional path (77%). Although many students are happy with their current career path, a strong majority (87%) feel the need to acquire skills and knowledge to give them more options throughout their career. In addition, about 60% say that advanced knowledge of climate risk is important for their career and this Graduate Diploma Program is of interest for their career to specifically gain an understanding of climate risk management and its impact (59%).

Based on the survey's conducted, there is strong evidence to support a climate risk graduate program that learners will be interested in participating in, and a growing landscape that employers recognize as an emerging area for employee growth and/or new employment opportunities.

Delivery Method of the Program

Learners will complete the program through part-time studies and will be able to take individual courses, on a course-by-course basis, based on their own schedule. Courses will initially be offered fully online and made to be mostly asynchronous. These courses will provide better time and space flexibilities to target the working professionals who wish to take this program to better support their organizations in assessing climate risk as well as for career advancements. The exact delivery method (full or partial asynchronous work) for each of the available courses will be considered on a course-to-course basis once the content has been completely developed and the diploma program has been fully established.

Although the program will initially be offered in a fully online format, as the admission to the program grows, the long-term goal is to include a blended in-person or synchronous/ asynchronous online format depending on the course and program enrolment. This online and blended learning will be re-evaluated at a later date, once the program is established.

PROGRAM REGULATIONS AND COURSES

Admission Requirements

Applicants must possess a four-year bachelor's degree or equivalent from an accredited university. The School of Graduate and Postdoctoral Studies requires at least a 70% average (North American equivalent) across courses taken in the last two full-time years of the latest degree. Equivalent qualifications may be considered based on the standards of the discipline or profession. For example, industry experience or field work experience would be an alternative qualification as we are targeting working professionals for this program. The qualifications listed below are options for equivalent qualifications that will be accepted for this Graduate Program in each of the Areas of Concentration.

	Potential Qualifications
1	4-Year Bachelor's Degree in Area of Concentration
2	3-Year Bachelor's Degree in Area of Concentration + 2 years of relevant work experience
3 (For Social Science and Business ONLY)	College Diploma in Area of Concentration + 3 years of relevant work experience

For learners who require the relevant work experience, a signed letter from their employer stating the company name, learner's current/ relevant role, and years of service in current/ relevant role, will need to be included in the admissions documentation.

The required documents for admission consideration are,

- One official transcript for each degree and/or institution attended, in English.
- One official transcript for each degree and/or institution attended in the Native Language (if different from English).
- One official certificate of proof of diploma in English.
- One official certificate of proof of diploma in the Native Language (if different from English).
- Two letters of references (preferably academic).
- Proof of Canadian citizenship or Permanent Residency (if applicable).
- A signed letter from employer stating the company name, learner's current/ relevant role, and years of service in current/ relevant role (if applicable).
- Any other documentation required by the department for verification purposes.

For each of the areas of concentration, the recommended background requirements are as follows:

Climate Risk and Infrastructure Resiliency (Faculty of Engineering)

- Undergraduate degree in Engineering or equivalent work experience

Natural Hazards and Risks (Faculty of Science)

- Undergraduate degree in a science discipline
- Basic financial and statistical knowledge
- A working knowledge of programming languages (Python, R, C, C++, R, or Matlab, etc.).

Climate Change Governance (Faculty of Social Science)

- Undergraduate degree in Social Science or allied discipline

Business and Climate Impact (Ivey School of Business)

- Undergraduate business degree or have previously taken a pre-Ivey business skills course

English Language Proficiency

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

Exemptions

No waivers will be granted from the English Language Proficiency requirements.

Degree Requirements

Graduate Diploma, Climate Risk

The Graduate Diploma in Climate Risk is a part-time diploma that can be completed within three years.

Learners will be required to complete four half-courses (0.5 FTE); one required course (or core course) and another 3 required elective courses that are specific to the student's chosen area of concentration. Learners can choose one of the four areas of concentration in a specific aspect of Climate Risk thereby tailoring depth and breadth to meet their individual learning goals through the concentration courses. The program structure is provided below.

Program Requirements:

Graduate Diploma in Climate Risk (Course-based)

Expected Duration: 9 terms

Courses (2.0 Total Credits)

REQUIRED COURSES (0.5 Credits)			Each course must be completed by all students	
Subject	Course #	Length (in terms)	Course Title	Course Weight
CLMTRISK	9001	1	FUNDAMENTALS OF CLIMATE RISK AND CLIMATE CHANGE	0.5

REQUIRED ELECTIVE COURSES (1.5 Credits)			Students must complete X* number of courses from a defined list	
Subject	Course #	Length (in terms)	Course Title	Course Weight
CRENG	9001	1	CLIMATE HAZARDS FOR ENGINEERS	0.5
CRENG	9002	1	CLIMATE RISK ASSESSMENTS OF INFRASTRUCTURE SYSTEMS	0.5
CRENG	9003	1	APPLIED CLIMATE RISK ASSESSMENT	0.5
CRSCI	9001	1	UNDERSTANDING CLIMATE AND CLIMATE CHANGE	0.5
CRSCI	9002	1	FINANCIAL CLIMATE RISK MANAGEMENT	0.5
CRSCI	9003	1	IMPACT FORECASTING AND MANAGEMENT OF NATURAL CATASTROPHES AND CLIMATE RISKS	0.5
CRSOCSCI	9001	1	ENERGY TRANSITION CLIMATE GOVERNANCE	0.5
CRCSOCSCI	9002	1	GOVERNANCE AND CLIMATE RISK	0.5
CRSOCSCI	9003	1	CLIMATE RISK JUSTICE	0.5
CRBUS	9001	1	EMBEDDING CLIMATE STRATEGIES IN BUSINESS	0.5
CRBUS	9002	1	GOVERNING FOR CLIMATE CHANGE	0.5
CRBUS	9003	1	FINANCE AND CLIMATE CHANGE	0.5

*Students must select 3 courses based on their AOC (e.g. students in the Climate Risk and Infrastructure Resiliency AOC will select the 3 courses from the CRENG subject area)

Milestones (1)

MILESTONES	Each milestone must be completed by all students
Academic Integrity Module	

Progression requirements

Students must register in at least two courses every year, unless permission by the program director has been granted. Students are required to maintain a cumulative average of 70% and above to continue in the program. Failure to meet the progression requirements may result in withdrawal from the program. Progression is evaluated on a course-wise basis, with monitoring of a student's selection of courses and progression toward the Graduate Diploma.

Part-time Studies

This program will be offered as a 100% part-time program. The intended target population for this graduate diploma is working professionals and recent graduates. Thus, it is anticipated that the majority of students in this graduate diploma will be part-time students. A part-time student would be expected to complete the Diploma within three years of starting the program and to register in at least two courses in a year, unless permission by the Program Director has been granted. Failure to meet the progression requirements may result in withdrawal from the program.

Distance Delivery

Courses are designed and developed by inter-professional teams. These teams include subject matter experts (SME), instructional designers, eLearning technologist, and multimedia specialists.

All courses in the proposed program will be newly developed for the intention of this graduate diploma program. A description of each of the courses is outlined below.

Course Number and Name	Description	Type
Core Course		
CLMTRISK 9001 Fundamentals of Climate Risk and Climate Change	This course will cover the basic fundamentals of climate risk and climate change targeted to students of all disciplines. It will be structured more towards the basic understanding and science behind climate change. This course will also tackle an interdisciplinary approach to climate risk. It will focus on the breadth of climate risk in relation to Engineering, Science, Social Science, and Business, and how these fields work together to tackle the larger problem of climate risk and climate change. By the end of the course, students should be able to understand the complexity of climate risk, including the importance of an interdisciplinary approach to tackle climate risk issues.	Lecture
Area of Concentration Courses		
CRENG 9001 Climate Hazards for Engineers	The purpose of this course is to introduce engineers to basic concepts in climate change and climate hazards such that they can perform basic analyses for climate risk assessments. By the end of the course, the student should be able to calculate and map the probability of occurrence of various climate hazard extremes, understand how these hazards produce risk through their interactions with the built environment, and understand the	Lecture

Course Number and Name	Description	Type
	uncertainty associated with the estimates, including the importance of interdisciplinary collaboration in risk assessment and climate change adaptation. Students should be capable of assessing data sets to determine if the data is appropriate for a given risk assessment application (e.g., understanding hourly wind values as a design basis is flawed and why, such as load duration, difference between storm types, etc.).	
CRENG 9002 Climate Risk Assessment of Infrastructure Systems	The purpose of this course is to introduce engineers to the basic methods for conducting climate and extreme weather risk assessments as applied to infrastructure systems. By the end of the course, the student should be able to calculate and map the risk and vulnerability of climate hazards to infrastructure systems following various frameworks, including the PIEVC method, as well as emerging international frameworks. Students will understand the strengths and weaknesses of various approaches and will learn how to tailor risk assessments to the needs of each assessment.	Lecture
CRENG9003 Applied Climate Risk Assessment	The purpose of this course is for the student to conduct a climate risk assessment, present it to multi-disciplinary audiences, and develop an understanding of uncertainty. The students will work in small teams to conduct an analysis of their choosing. There will be a small set of lectures where (i) outside experts present examples of climate risk analyses from around the world, and (ii) practical issues around data usage (e.g., gaps, reliability) and application are discussed. Students will present their projects to the class.	Project-Based Course
CRSCI 9001 Understanding Climate and Climate Change	This course provides an overview of the science of climate and the study of climate change. Changes in climate will affect all sectors of society (e.g., economy, health, agriculture). However, to understand these impacts we need to understand the science behind these changes. This course will examine the tools scientists use to identify natural fluctuations in climate through geological time and the models that are used to predict future changes.	Lecture
CRSCI 9002 Financial Climate Risk Management	In this course, the techniques necessary to implement the recommendations made by the national and international organisms, such as the International Panel on Climate Change of the UN, the Office of the Superintendent of Financial Institutions of Canada, the Basel Committee on Banking Supervision regarding the management of climate-related financial risks. This course will collate and integrate the vision of these organisms focusing not only on Financial Institutions, but also on any organization concerned with the impact of climate change (physical risks) and the transition to a low-carbon economy (transitional risks) in their operations, from a financial point of view.	Lecture
CRSCI 9003 Impact Forecasting and Management of Natural Catastrophes and Climate Risks	Natural hazards and disaster risk reduction are important and fast-evolving areas of research and practice in Canada and globally. It is an interdisciplinary field that cuts across natural sciences (e.g., meteorology, climatology, geophysics, geology, and hydrology), applied sciences (e.g., structural and infrastructure engineering), data sciences (e.g., statistics and GIS spatial data analysis), and risk financing/management (e.g., insurance and reinsurance). The	Lecture

Course Number and Name	Description	Type
	four key elements of natural hazard and climate risks are integrated to quantify the risks of natural disasters to urban environments and exposed population. Students will learn practical skills of environmental data analysis and qualitative as well as quantitative assessments of natural hazards and climate risks, and will conduct practical exercises of developing natural hazard risk mitigation plans.	
CRSOCSCI 9001 Energy Transition Climate Governance	One of the cornerstones of global greenhouse gas reduction is the transition of energy systems to more efficient, lower carbon, forms. The course will focus on both the supply of energy (i.e., renewable sources) and the demand (e.g., heating, transportation) for energy from a range of stakeholders including governments, the private sector, various publics including Indigenous communities, and individual households. A core objective of the course is to recognize that while the science continues to evolve (e.g., energy storage) several actions can be enacted now. Thus, we will engage both behavioural and critical approaches to highlight how efforts to effect change at the individual level are bound up in potentially antiquated organizational models and thinking. Students will be introduced to the concepts and frameworks that encourage e.g., more efficient organization of electricity grids (smart grids, distributed grids) along with the various political, social, and cultural challenges for to their adoption. Energy justice will be a guiding conceptual principle for understanding these energy transitions.	Lecture
CRSOCSCI 9002 Governance and Climate Risk	Climate risk governance is multi-scalar and includes broad stakeholders like the private sector and civil society organizations. Acute impacts of climate change and severe weather will be particularly intense in urban environments placing municipalities in a pivotal role for adaptation strategies. They along with federal and provincial governments, can also be central agents of positive change for carbon reduction. The course will involve developing an understanding power and limitations of all levels to effect change. Students will learn about the governance as it directly relates to severe weather, energy use, and carbon reduction policies and concepts like adaptation and resilience. They will explore the role of federal carbon reduction targets and the central importance of official/master plans for municipal governance and the relatively recent rise of ancillary planning like community energy plans and climate adaptation plans. They will learn practical skills such as synthesizing literature and generating policy briefs. The course will help develop an understanding of how climate risk is not something that is governed in a single “department”, but crosscuts vertically within formal governments and horizontally across a wide array of stakeholders.	Lecture
CRSOCSCI 9003 Climate Risk and Justice	This course provides an overview of key social scientific approaches to understanding climate risk and adaptation. A central theme of the course is the spatial, historical, and social unevenness of both the causes and impacts of climate change as well as efforts to mitigate harms from impacts like extreme climate and weather events (e.g., Indigenous communities). One overarching framework is the political economy of the Anthropocene, and a	Lecture

Course Number and Name	Description	Type
	politics that can mitigate against ineffectual concessions while taking lead roles on real, positive change. Students will analyze disaster data along with case-studies of key climate impacts. Other themes include the challenge of changing cultural practices, ways of life, and patterns of behaviour. Students will be asked to explore the opportunities for, and challenges involved in, deploying climate mitigation and adaptation strategies that involve fundamental individual and societal changes to historical ways of life and being. Thus, the course underscores the multiple rationalities, beyond scientific ones, that are embedded in climate change minimization and impact mitigation strategies.	
CRBUS 9001 Embedding Climate Strategies in Business	Competitive advantage can be rooted in new capabilities related to net-zero, and other aspects of the environmental and social bottom lines. Taking the perspective of general managers, we will confront difficult challenges, scientific uncertainty, and new opportunities. Overall, the course is designed to deepen your understanding of value creation, value delivery and value capture that are central to business strategy; to map a number of the complex and evolving interactions between business and society along the supply chain; and to delve into promising sources of improved competitiveness.	Case-based
CRBUS 9002 Governing for Climate Change	Climate risk is a financial risk. While there is variability in the degree to which climate risk presents in the economic fundamentals of corporations, climate risk is so pervasive and endemic a risk, that no corporation can avoid it. With the realization that climate change threatens the long-term viability of corporations, large institutional investors and asset managers – organizations and institutions that control a large percentage of the world's biggest businesses – have mobilized in recent years. The pressure that these institutions exert on boards of directors and the corporate governance ecosystem more broadly, is critically important to effecting change in the strategic direction of corporations.	Case-based
CRBUS 9003 Finance and Climate Change	In Canada (and globally), innovative financial instruments offer exciting potential to help build thriving and healthy ecosystems and communities. When successful, such investment vehicles enable investors to: <ul style="list-style-type: none"> - Generate profits. - Address societal challenges. - Strengthen collective governance through multi-stakeholder partnerships; and, - Ensure a more efficient public and private money use by sharing risks and implementing specific incentive and measurement systems. However, the same financial instruments can have the opposite effect when poorly designed. It is, therefore, of primary importance to understand the mechanisms of success and failure of these new financial practices.	Case-based

ITEM 12.2(d) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Civil and Environmental Engineering and Orthodontics

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 reviews of the graduate programs in Civil and Environmental Engineering and Orthodontics.

Faculty/Affiliate	Program	Date of Review	SUPR-G recommendation
Engineering	Civil and Environmental Engineering	March 22-23, 2022	Good Quality
Schulich School of Medicine & Dentistry	Orthodontics	August 17 & 19, 2022	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Civil and Environmental Engineering](#)

[Final Assessment Report – Orthodontics](#)



Civil and Environmental Engineering
Final Assessment Report &
Implementation Plan
September 2022

Faculty / Affiliated University College	Engineering	
Degrees Offered	MEng, MEngSc, PhD	
Date of Last Review	2013-2014	
Approved Fields	Environmental and Water Resources Engineering Geotechnical and Geoenvironmental Engineering Structural and Infrastructure Engineering Wind Engineering and Environmental Fluid Mechanics	
External Reviewers	Dr. Kent Novakowski Department of Civil Engineering Queen's University	Dr. Ghyslaine McClure Department of Civil Engineering McGill University
Internal Reviewers	Dr. Peter Donahue Grad Chair, Social Work School of Social Work	Brianna Rector Ph.D. Candidate Department of Chemistry
Date of Site Visit	March 22 - 23, 2022	
Date Review Report Received	April 27, 2022	
Date Program/Faculty Response Received	Program – August 25, 2022 Faculty – August 29, 2022	
Evaluation	Good Quality	
Approval Dates	SUPR-G: November 28, 2022 ACA: January 11, 2023 Senate (for information only): January 20, 2023	
Next Review	Year of next cyclical review: 2029-2030	
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 Civil and Environmental Engineering Graduate Program delivered by the Faculty of Engineering.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Engineering Program; and
- the response from the Dean, Faculty of Engineering.

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 the Department of Civil and Environmental Engineering, Faculty of Engineering, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

Western has been offering graduate programs in Engineering Science since 1961. Accredited by the Ontario Council of Graduate Studies, the three graduate degree programs offered in the Department of Civil and Environmental Engineering are:

- **MEng**: Offering both a course-based curriculum option and a project-based curriculum option. The Course-based program option requires a student to take 10 courses (5.0 Credits). The project-based curriculum option requires students to take 8 courses (4.0 Credits) and a MEng research project as a program milestone. Continuous part-time enrolment is equally offered. In 2019-20, there were a total of 157 enrolled students.
- **MESc**: A full-time research-based degree, students must complete four Graduate courses (2.0 Total Credits), complete one seminar session over the course of the degree, successful defense, and submission of a research thesis. In 2019-20, there were 75 enrolled students.
- **PhD**: A full-time research-based degree, students must pass a Comprehensive Examination covering basic knowledge in the student's selected field and examining aptitude for independent research to be formally admitted as PhD candidates. In 2019-20, there were 111 enrolled students.

To inform the self-study for this program review, regular departmental council meetings and dedicated annual retreats featured discussions about topics such as curriculum development, recruitment strategies, and ways of enhancing the student learning experience. In addition, a graduate student survey administered in winter 2021 solicited the student perspective on topics such as facilities and resources, supervision, courses, program and financial support. 111 responses were received, accounting for about 45% of students in the program.

The external reviewers shared a positive assessment of the Civil and Environmental Engineering Graduate Program. They offer three specific recommendations and a host of suggestions and items for consideration.

Strengths and Innovative Features Identified by the Program

- State-of-the-art facilities provide graduate students in different research areas a great opportunity to push the boundaries of science and knowledge, and offer unique training environments.
- Valuable internship opportunities for students, for example via the NSERC Industrial Postgraduate (IPS) program (until 2015), and the MITACS Accelerate program (since 2015).
- Wind Engineering courses not available at any other universities globally.
- The Civil seminar series organized by the CEE department which involves weekly seminars taking place during the fall and winter terms. This is a required milestone for all graduate students.

- A milestone in the PhD program – the Research Communication Module – aiming to help students clearly articulate their research plan from a critical perspective both orally and in writing and communicate research to various types of audiences.
- Graduate Diploma (GDip) in Engineering Leadership and Innovation, which can be combined with the Master of Engineering (MEng).
- PhD Dual-Degree agreements with several International Universities

Concerns and Areas of Improvement Identified and Discussed by the Program

- Reduction of completion times of both PhD and MEng.
- Comments shared by students include:
 - o limited number of courses available for the MEng students,
 - o limited course access to appropriate IT resources,
 - o limited financial support for MEng and PhD students,
 - o lack of scholarship opportunities for international students, and
 - o MEng and PhD students feel less informed about information on career-related issues and professional development, and departmental student social activities.

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
- Director, Academic Quality & Enhancement
- Dean, Western Engineering
- Associate Dean, Western Engineering
- Department Chair
- Graduate Program Chair
- Graduate Committee Members
- Associate University Librarian
- Graduate Program and Departmental 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 Civil and Environmental Engineering Graduate Program. 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 *“the top ranking of CEE [...] and its strong ranking on the international scene leave no doubt on the research competence of the faculty, in combination with its exceptional laboratory infrastructure that enrich teaching.”*

Strengths of the Program

- Graduate students expressed a very high degree of satisfaction in terms of quality of teaching and development opportunities provided by CEE, the Faculty of Engineering and Western as a whole.
- The CCE research program curriculum is quite diverse in terms of number of courses offered and areas of expertise.
- Graduate curriculum is enriched by faculty member’s research. The reputed Boundary-Layer Wind Tunnel facilities, the WINDEEE Dome, and the Geotechnical Centrifuge Laboratory, are unique to Western and unmatched in other civil engineering departments in Canada.
- The Department has the human, physical and financial resources it needs to maintain its program excellence and upcoming enhancements.

Areas of Concern or Prospective Improvement

1. Students’ concerns regarding feedback and mentoring from their supervisor could be addressed by clearer parameters and good practices for research supervision and mentoring.
2. PEng status is only held by 65% of faculty members which impacts students’ ability to get the required letters of recommendation they need in obtaining professional accreditation.
3. The following issues were observed with program admission:
 - Some international students expressed concerns that their excellent academic standing at their reputed home institutions was not adequately reflected in the “grade equivalency formula” used by Admissions.
 - The department should develop a recruitment plan to specifically target alumni of high-profile international institutions.
 - The minimum English Language Proficiency Requirements for MEng students should be reviewed as some students struggle with English language, which could be an obstacle to their entry into the industry after graduation.

4. The department has no guidelines for the recognition of prior work or learning experience of both domestic and international students.
5. The number of international students in CEE has grown significantly over time, yet there appears to be no strategy expressed for doing so, no determination of market need (particularly for the MEng students), and no evaluation of professional outcomes for the non-research students.
6. Research students should be provided more opportunities to present their work in technical conferences; travel advances, along with supervisor support, are good mechanisms to enhance students' conference participation.
7. The CEE has particularly low graduate enrollment of female students in comparison with the Canadian average.

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
1. Urgently increase the number of women in the tenured and tenure-track academic staff complement.	<p>Program: The program is aware that the percentage of female faculty members is below the Canadian average for Civil engineering Departments and is making progress to address this via the recent hire of two female faculty members:</p> <ul style="list-style-type: none">• In the Wind Engineering field, a new female faculty member (Dr. Jin Wang) joined the Department on July 1st, 2022, as an Assistant Professor (tenure track).• A female candidate has recently accepted the offer for Canada Research Chair (CRC) Tier II in the field of resilience and sustainability and currently submitting her CRC application. It is expected that she will join the department in July 2023. <p>In addition, the Department is currently recruiting a high-profile female full professor for Western Research Chair in Climate Change. The Department received an approval from the University to proceed with her interview without advertising. The interview will be held September 2022, with an expected start date of July 2023. The department is also advertising for two more faculty positions in Material Engineering and Intelligent Transportation. The Department Chair has approached excellent female candidates and there is a high chance that these two positions may be filled by females. Even without these two positions, the Department is set to exceed the Canadian average of female academics in Civil Engineering Departments following the recent hires.</p> <p>Faculty: The Faculty is fully supportive and has prioritized efforts to increase the female faculty complement within the Department of Civil and Environmental Engineering. As the Faculty of Engineering is going through an expansion, the Faculty leadership is actively engaged in seeking female applicants to further increase the number of female faculty members using this opportunity.</p>

<p>2. Implement effective streams of student-staff-leadership communications to address research student issues related namely to mentoring and funding. *</p>	<p>Program: The Department currently has mechanisms in place to facilitate regular communication between research students and the Departmental leadership. This is currently done through two main approaches:</p> <ul style="list-style-type: none">• Graduate student representation on the CEE Graduate committee.• For specific supervision/mentoring issues, a student has the option to call for a private meeting with the Graduate Chair to freely discuss their concerns, seek advice, or ask the Graduate Chair to be involved to solve supervisor/student conflicts. <p>In addition to the existing channels above, the Associate Chair (Graduate) will begin holding regular meetings/town hall sessions with research students to further address any concerns they might have. These meetings will be similar to the weekly session held by the Associate Chair (Graduate Professional programs) for MEng students but are expected to be held 1-2 times per term.</p> <p>Regarding issues raised about funding, the Faculty Graduate Committee has begun to address this issue by revising the funding model to gradually redistribute the Graduate Teaching Assistants (GTA) income, which previously was included as part of the funding package, to have it as top-up funding. This change has been made gradually over the past two years where currently 2/3 of the GTA income is considered as a top-up for the research student while 1/3 is still considered as part of the funding package. This was a good initiative to provide further financial support to research students holding GTA positions; however, the program recognizes that this increase is not sufficient. During a recent departmental retreat, a motion was carried to increase the minimum funding for research students (International/ Domestic PhD, and Domestic MEdSc). Effective September 2022, the minimum funding will be \$1300/month instead of \$1083/month, plus tuition fees and 100% of the Graduate Teaching Assistantship (GTA) income is now considered as a top-up to this monthly stipend. This will increase the annual funding by approximately \$4,600/student.</p> <p>Faculty: The Faculty Graduate Office will fully support the development and implementation of effective communication streams not only in CEE but other departments within the Faculty as well.</p>
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<p>3. Clearly define the roles and responsibilities of research supervisees and supervisors in a binding document that will present realistic expectations with respect to the supervision process. *</p>	<p>Program: Currently, a one-hour Civil seminar session is held in the first week of fall/winter terms during which the Associate Chair, Graduate makes a presentation to all research students explaining the roles, responsibilities, expectations, and rights of the supervisor and the research supervisees. This presentation follows the main guidelines provided in the Graduate Supervision Handbook which is also available on the SGPS website. An abridged version of this presentation is made annually to all CEE Faculty members during one of the Department Council meetings or the retreat to remind them of their rights and responsibilities as supervisors, and the rights of students.</p> <p>The Department's mentorship committee, which consists of senior CEE faculty from the four different research fields, has orientation sessions explaining the supervision process to junior faculty/new hires</p> <p>Faculty: The Faculty Graduate Office is in the process of developing a faculty-wide framework for the effective communication of roles, responsibilities and expectations, as well as a support mechanism for both the students and supervisors, to address any challenges they face with regards to the supervision process. The Faculty Graduate Office will work with the CEE and other Engineering departments to develop and implement this framework.</p>
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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 of Engineering is responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Develop an actionable and comprehensive approach to enhancing gender equity within the CEE Program in alignment with Western's commitment to EDIAD.	Department and Graduate Program, in collaboration with Dean's Office, to develop a strategic plan aimed at enhancing gender equity within CEE. Begin to execute initiatives identified as priorities through the gender equity strategic planning. Ensure graduate student participation in this initiative.	Associate Dean Graduate Associate Chair Graduate Dean Department Chair	By September 2023
Recommendation #2: Implement effective streams of student-staff-leadership communications to address research student issues.	Hold regular meetings/town hall sessions 1-2 times per term with research students to address any concerns they might have. Maintain graduate student representation on CEE Graduate Committee. Consider adding student feedback as a standing item on the meeting agenda that the student member could regularly speak to.	Associate Chair (Graduate)	By April 2023

<p>Recommendation #3:</p> <p>Clearly define the roles and responsibilities of research supervisees and supervisors in a document that will present realistic expectations with respect to the supervision process.</p>	<p>Complete the development of a faculty-wide framework: 1) to enhance the effective communication of roles, responsibilities and expectations; 2) to implement a support mechanism for both the students and supervisors; and 3) to address any challenges faced with regards to the supervision process.</p>	<p>Associate Chair (Graduate) CEE Mentorship committee Faculty Graduate Office</p>	<p>By September 2023</p>
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Other Opportunities for Program Improvement and Enhancement

1. From a legal, immigration perspective, the issue of a 3-semester program leading to the issuance of a 1-year only work permit was brought to the attention of the reviewers. They recommend that prospective international students be clearly informed of this situation before they make a commitment to accept admission.
2. The Department should consider a sign-off procedure for training on all equipment having safety risk. A Department Safety Committee with graduate student representation would also help with due diligence in this area. Leadership for this Committee should be provided by a faculty member.
3. Considering that many high-profile professors in the Department are nearing retirement, there appears to be a need for a detailed Succession Plan that would inform hiring of new academics and ensure the sustainability of experimental research activities in the various laboratories.
4. There appears to be an opportunity to increase gender equity and improve role-model visibility for women on the department's executive team.
5. With respect to the MEng Program, the reviewers recommend 1) the development of a long-term strategy for the MEng program, with data supporting the need, clear program objectives, and metrics for success, and 2) longitudinal tracking of program alumni.
6. A clear admission path for MESc students to successfully enroll into the PhD program may be helpful, as this may yield significant financial and research advantages for the program.



Orthodontics
**Final Assessment Report &
Implementation Plan**
November 2022

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	Master of Clinical Dentistry (MCID)	
Date of Last Review	2013-2014	
Approved Fields	N/A	
External Reviewers	Dr. Carlos Flores-Mir, School of Dentistry University of Alberta	Dr. Sunjay Suri, Faculty of Dentistry University of Toronto
Internal Reviewers	Dr. Kamran Siddiqui, Associate Dean (Graduate) Faculty of Engineering	
Date of Site Visit	August 17 and 19, 2022	
Date Review Report Received	August 30, 2022	
Date Program/Faculty Response Received	October 24, 2022	
Evaluation	Good Quality	
Approval Dates	SUPR-G: November 28, 2022 ACA: January 11, 2023 Senate (for information only): January 20, 2023	
Year of Next Review	Year of next cyclical review: 2028-2029	
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 Orthodontics Program delivered by the 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 Orthodontics program, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G

Executive Summary

Established in 1973, the Graduate Orthodontics Program was the first graduate clinical program in Dentistry at Western University and is one of five in all of Canada. The program is 36 consecutive months (9 terms), admitting three students and graduating three students each year with a Master of Clinical Dentistry degree (M.Cl.D.).

The purpose of the program is to provide the academic background and clinical experience appropriate to the Specialty of Orthodontics. The program is fully accredited by the Commission on Dental Accreditation of Canada (CDAC). Graduates are eligible for licensing in Canada and the United States, as well as in Australia and Ireland, after completion of the required licensing examinations.

Initiated at a program faculty retreat in December 2020, the self-study was conducted with participation from both full-time and part-time faculty. Topics associated with the enhancement of the program included: appointing a new Chair of the program and hiring a second full-time faculty member, increasing the number of enclosed rooms in the clinic, prospectively developing a course on the “Business of Orthodontics” in partnership with the Ivey Business School.

The external reviewers shared a positive assessment of the Orthodontics Program. They offer five recommendations for further enhancement and several suggestions for consideration.

Strengths and Innovative Features Identified by the Program

- Faculty and students of the Graduate Orthodontic pProgram pursue multidisciplinary research opportunities, in both basic science and clinical disciplines, with departments across campus.
- Availability of funding for students to attend conferences, and hands-on technique courses, is provided by the divisional budget, as well as support from the American Association of Orthodontists, the Canadian Association of Orthodontists, and corporate sponsorship.
- The biennial Alumni Meeting brings in prominent orthodontic speakers to provide a day-long continuing education program to program alumni and current residents.
- A robust process for ongoing evaluation which includes regularly scheduled meetings with full-time faculty, staff, and students to discuss program and clinic operations issues in addition to the formal evaluations done biannually.
- The newly established Antonios Mamandras Endowed Chair in Graduate Orthodontics – the first endowed chair of its kind in Canada.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Recruit additional full-time faculty members to assist existing faculty members in their educational and research undertakings.
- Explore opportunities to increase fields of study offered by the program.

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
- Dean, Schulich School of Medicine and Dentistry
- Associate Dean, Graduate and Postdoctoral Studies
- Vice Dean and Director, Dentistry
- Program Director and Assistant Dean, Postgraduate Dental Education
- 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 Orthodontics Program. 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

“The reviewers were unanimous in noting that the overall sentiment of the members of the program, including its graduate students, staff and faculty members was positive and supportive of the program’s goals and success.”

Strengths of the Program

- Candidates routinely complete the program within the stipulated time of 36 months and are successful in the National Dental Specialty Examination.

- Clinical, didactic and research components of the program run concurrently, ensuring that students are constantly engaged in all these aspects of the program throughout their training.
- An improvement in the publication of the degree program thesis in peer-reviewed journals.
- In comparison with other Canadian Graduate Orthodontic Programs, a significant strength of Western's program is the unwavering support and commitment from their Alumni.

Areas of Concern or Prospective Improvement

1. A clear distinction of roles and assigned tasks for the Program Chair, Program Director, Clinic Director and faculty members will be important.
2. Supervisory loads are inequitably distributed as there is only one primary faculty member who is handling nearly the entire supervisory load.
3. Due to pandemic-related challenges, the present cohort commenced in September instead of the historical June start. A consultation process, involving internal stakeholders and School of Graduate and Postdoctoral Studies, is needed to identify the best start date for future cohorts and to clarify program milestones, which should be provided to the current and future graduate students in a timely manner.
4. Where the program assistant is presently located is less readily accessible to the students and staff of the program.
5. There is a need for additional capacity among the specialized Orthodontic Assistants.
6. Further consideration should be given to the distribution of course workload, in particular term 3 appears to be disproportionally overloaded with course work.
7. Greater collaboration among supporting faculty members can further enhance research possibilities and experiences for students in the future.

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
1. That at least one more full-time faculty member with a primary faculty member appointment be recruited, with clearly defined sharing of teaching, scholarly, clinical and administrative responsibilities between the program chair/director and the new faculty member.	<p>Program: The process to recruit a new Chair and Program Director is almost complete; this will restore the full-time faculty compliment in the program to two members, which is in line with the educational standards of other Graduate Orthodontic Programs.</p> <p>Faculty: This was the main issue identified in the review and was fully expected by the program. The second full-time faculty member was the model previously planned, but the pandemic and other complications including filling the program lead position (now solved) slowed the replacement process. The program is to be commended for making this a priority as there are market forces in Orthodontics that will make filling the position challenging. The faculty fully supports the effort of Dentistry to fill the human resource gap.</p>
2. That the program develops a clear start and end date of the 36-month program after consulting with faculty members, students and staff and then communicate these dates effectively to the students.	<p>Program: After consultation with various stakeholders to determine the optimal start and end date of the program, it has been decided that a Fall Term start date in early September (with orientation to start in late August), and a middle July end date (to allow completion of board exams, clinical transfers and paperwork) is the optimal solution for the program. This maintains the 9 term (36 month) program with a few weeks of preparation time in the summer to prepare for the new Incoming Class (after the Graduating Class leaves in July).</p> <p>Faculty: The faculty reports that the program has already made the decision on a September 1st start date and will implement that as a permanent change for the next student cohort.</p>
3. That the previous balance of three clinic assisting staff specialized in orthodontic assisting duties be restored. *	<p>Program: The program agrees that the staffing of knowledgeable and well-trained dental assistants specialized in orthodontics is important to the successful running of a graduate orthodontic program and clinic; and is in an active discussion with the Dean's Office to return to the previous complement of three permanent and specialized orthodontic assistants in the Graduate Orthodontic Clinic. The Director of Dentistry is in full support of this plan.</p> <p>Faculty: The faculty supports the program's proposed efforts to fill this important human resource gap.</p>

<p>4. That the workload and physical location of the program assistant be reviewed so that there is adequate support with ease of access to the students, staff and faculty members. *</p>	<p>Program: The Program Administrator’s role for Post-Graduate Dental Education (PGDE) - which includes Graduate Orthodontics, Oral and Maxillofacial Surgery, and General Practice Residency - will be reviewed to clearly define and update the responsibilities of the role. Space allocation at the Dental School will also be reviewed to allow the PGDE Program Administrators office to be located closer to the Graduate Orthodontic Program, so that it is nearby and easily accessible to students, staff, and faculty. This will help facilitate the program with close and timely administrative support. The location of the office will also be closer to the University Hospital bridge and its Dental Department, which houses the two other Post-Graduate dental programs at the school (GPR and OMFS), which the role also supports.</p> <p>Faculty: The faculty supports the changes proposed by the program to better locate the various program constituents. The faculty will aid in the training of any new administrative hires in the requirements and supports available to work with graduate programs.</p>
<p>5. Regarding the application information listed on the website:</p> <ul style="list-style-type: none"> a. Clarify that if a candidate does not provide class ranking, they would not qualify for application. It is listed as a requirement. Most dental programs do not provide class ranking. b. Wording about “accredited dental school” should be edited. Accredited only in USA and Canada? It is stated that graduates of “unaccredited” programs will have to provide GRE records but only applicants from “accredited dental programs” can apply according to the initially provided information.* 	<p>Program:</p> <ul style="list-style-type: none"> a. The Class ranking is asked for, but because some schools do not provide it, the program does not disqualify applicants for non-submission. The program prefers to continue requesting class ranking as it helps the admissions committee understand how well applicants did academically relative to their peers, which is important information for a competitive program like this one. To simplify and clarify the admission requirements, it would be removed as a “requirement”, but still “request” that applicants provide it or consent for the program to obtain it directly from the Dean of their dental school. The program website admission requirements will be modified to reflect this change. b. Since this is a clinical training program, applicants are required to obtain a dental license to practice in Canada. This is automatic with candidates that graduate from “accredited” dental programs recognized by the Commission on Dental Accreditation of Canada (CDAC), which currently includes schools from Canada, the USA, Australia, New Zealand, and Ireland. However, the program also accepts applications from those that graduate from “non-accredited” international dental programs not recognized by CDAC, as long as they have successfully completed a Qualifying Program from a Faculty of Dentistry in Canada or have successfully completed the National Dental Examining Board of Canada (NDEB) Equivalency Process. The wording on the website will be updated to clarify these requirements. <p>Faculty: The program has provided a detailed response that the faculty supports. The program is working hard to balance the ability to recruit from a diverse pool of applicants, including international ones, while recognizing the necessity of having the student accredited to work with patients. The faculty will help ensure the wording for the requirements reflect those efforts.</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 already being actioned, as described in the program and faculty responses above. As a result, the recommendations not appearing in the implementation table are recommendations #1 and the first part of #2.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #2: Communication of program start/end dates to students, in particular as these relate to the timing of the board exams.	Develop a clear communication plan regarding how program dates and schedules will be shared with students. Make particular reference to the provision of time for students to prepare for the board exams.	Program Director	March 1, 2023
Recommendation #3: That the previous balance of three clinic assisting staff specialized in orthodontic assisting duties be restored.	Finalize a plan and timeline with the Dean's Office to hire an additional specialized Orthodontic Assistant for a total complement of three permanent Orthodontic Assistants in the Graduate Orthodontic Clinic.	Program Director Dean Director of Dentistry	July 1, 2023 (for the plan)

<p>Recommendation #4:</p> <p>That the workload and physical location of the program assistant be reviewed so that there is adequate support with ease of access to the students, staff, and faculty members.</p>	<p>The Program Administrator's role for Post-Graduate Dental Education (PGDE) will be reviewed to:</p> <ul style="list-style-type: none"> • define and update the responsibilities of the role and ensure adequate training. • relocate the PGDE Program Administrators office closer to the Graduate Orthodontic Program and the Dental Department, which houses the GPR and OMFS programs. 	<p>Program Director Dean Director of Dentistry</p>	<p>July 1, 2023</p>
<p>Recommendation #5:</p> <p>Regarding application information on the website:</p> <p>a. Clarify if a candidate does not provide class ranking, they would not qualify for application.</p> <p>b. Wording about "accredited dental school" should be edited.</p>	<p>a. Update the admission requirements on the program website by removing class-ranking as a "requirement" and list it as a "request" that this be provided, or that applicants consent for the program to obtain this directly from the Dean of their dental school.</p> <p>b. Revise the wording on website to explain that candidates who:</p> <ul style="list-style-type: none"> • graduate from "accredited" dental programs recognized by CDAC automatically qualify to obtain a dental license. • graduate from "non-accredited" international dental programs not recognized by CDAC are still eligible as long as they successfully complete a Qualifying Program from a Faculty of Dentistry in Canada or have successfully completed the National Dental Examining Board of Canada (NDEB) Equivalency. 	<p>Program Director</p>	<p>February 1, 2023</p>

Other Opportunities for Program Improvement and Enhancement Suggested by the Reviewers

- To create more applied content for graduate orthodontic students, a greater collaboration of clinical faculty members with the course directors from medical sciences such as anatomy is suggested.
- Consider providing a suitable period of time (10-14 days) to graduate students in the third year to prepare and appear in the National Dental Specialty Examination.
- Consider ways of increasing the clinical experience in interceptive orthodontic treatment and digital orthodontic treatment.
- Adjunct and supporting faculty renewal should be deliberately planned, including periods of overlap between the existing and new adjunct faculty.
- Development of a more detailed mapping and visual representation of the program curriculum and how it relates to the Program's Learning Outcomes.

ITEM 12.2(e) – 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 12.2(e), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Scholarships, Awards and Prizes](#)

New Scholarships, Awards and Prizes

Any Undergraduate Program

Marion Elizabeth MacLeod Memorial Award

Awarded to full-time undergraduate students in any faculty based on a minimum 70% academic average and financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients. These awards were made possible by the generosity of Marion E. MacLeod (BA '38).

Value: Number and value of awards will vary as funds permit. The Office of the Registrar has the authority to awards these funds as appropriate up to the total available annually.

Effective: 2023-2024 academic year

Any Undergraduate or Graduate Program

Keenleyside Family Men's Hockey Award

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Men's Hockey team. Preference will be given to candidates in the Faculty of Science. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$1,500

Effective: 2023-2024 to 2027-2028 academic years inclusive

This award was established by Tom Keenleyside (B.Sc. '94, M.Sc '95, Men's Hockey Team 1990-91 & 1991-92) and family. This gift was inspired by Tom's father, Joseph James Irving "Punch" Keenleyside, who served in the Navy for WWII from 1943-1946 and later in the Army from 1947-61 including active service in the Korean War, and also had a successful boxing career. He demonstrated a strong work ethic, positivity, passion, and perseverance when facing obstacles.

Ivey Business School

The Hay Group Scholarship in memory of Chris R. Matthews

Awarded biennially to a full-time International student in the Master of Business Administration program at the Ivey Business School based on academic achievement and community leadership. Selection of the recipient will be made by the MBA Scholarship Review Committee. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established to honour the legacy and memory of Chris R. Matthews, MBA'72 and former CEO and Chairman of Hay Group with a generous gift from Hay Group Bermuda.

Value: \$8,000

Effective: May 2023 and biennially the years following (May 2025, May 2027, May 2029, etc).

Kayser Family Foundation HBA Award

Awarded to HBA 2 students at the Ivey Business School who are pursuing a combined degree, based on financial need and demonstrated community leadership. Online financial assistance applications are available through Student Center and must be submitted by September 30. The HBA Scholarship Review Committee will make the final selection of the recipients once the Office of the Registrar has assessed financial need. This award was established with a generous gift from The Kayser Family Foundation.

Value: 2 at \$5,000, awarded annually

Effective: 2023-2024 to 2027-2028 academic years inclusive

Faculty of Education

Don and Jean Jolly Teacher Education Bursary

Awarded to full-time undergraduate students in the Faculty of Education based on financial need. Preference will be given to candidates in Year 1 of the Bachelor of Education program. If possible, candidates should also be from Huron County. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. This bursary was established by a generous gift from Donald T. Jolly (MD, 1977) and Christina Jolly (Dip Education, 1977).

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

Effective: 2023-2024 academic year

Faculty of Engineering

Dr. Bryan Pearse Undergraduate Summer Research Award

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates in the Department of Chemical and Biochemical Engineering who wish to complete a 16-week summer research experience in carbon capture and management under the supervision of a faculty member in the department. Candidates must submit an NSERC USRA application, along with a statement illustrating why they would like to pursue a summer research position, to the Engineering Graduate Studies Office by January 31. The Faculty of Engineering will select the recipients through the Engineering Undergraduate Student Summer Research Program. This award is made possible by Dr. Bryan Pearse (BA '72, MD '75).

Value: 1 at \$3,000, awarded annually

Effective: 2022-2023 to 2025-2026 academic years inclusive

Engineering Undergraduate Summer Research Awards

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates who wish to complete a 16-week summer research experience under the supervision of a faculty member in Engineering. Candidates must submit an NSERC USRA application, along with a statement illustrating why they would like to pursue a summer research position, to the Engineering Graduate Studies Office by January 31. The Faculty of Engineering will select the recipients through the Engineering Undergraduate Student Summer Research Program. This award is made possible by contributions from generous donors.

Value: Number and value of awards varies, \$5,000 is available annually

Effective: 2022-2023 to 2026-2027 academic years inclusive

Faculty of Health Sciences

Lois Frances Leatham Bursary in Nursing

Awarded to full-time undergraduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates in the Arthur Labatt Family School of Nursing. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$2,000, awarded annually

Effective: 2023-2024 academic year to 2027-2028 academic years inclusive

This bursary was established by Lois F. Leatham, Reg. N., D. PHN (UWO 1963) and Professor T. R. Balakrishnan (Sociology). Lois enjoyed a rewarding career in various nursing positions. Her final 22 years were in public health nursing at the Middlesex

London Health Unit, devoted to community nursing and nursing supervision and management of maternal child health programs. Dr. Balakrishnan was Professor of Sociology at UWO for 32 years.

Faculty of Law

Hewat Family Continuing Award for Indigenous Law Students

Awarded to a full-time undergraduate student entering Year 1 in the Faculty of Law. Preference will be given to candidates who are Indigenous (First Nations, Inuit or Métis) and have demonstrated a contribution to their Indigenous community as well as interest in continuing their contribution to Indigenous communities in the future. Consideration will also be given to candidates' academic achievement in pre-Law studies. The award will continue into Year 2 and Year 3 provided the recipient remains in Law, maintains full-time status, and progresses in the program. Only one recipient may hold the award at any given time. If the student does not meet the renewal requirements, a new Year 1 student will be selected. The Faculty of Law scholarship committee will select the recipients.

Value: 1 at \$30,000 (The recipient receives \$10,000 in Year 1, Year 2, and Year 3)
Effective: 2023-2024 to 2025-2026 academic years inclusive

This award was established by Dale Hewat (LLB, 1986) and Chris Hewat (LLB, MBA, 1985). The intention of the donor is to attract Indigenous students to the study of Law at Western by assisting them in completing their legal education, which in turn will enable them to benefit their communities.

John C. Drake Award in Criminal Law

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates who obtain the highest standing in the first-year Criminal Law course. The Faculty of Law will select the recipients.

Value: 1 at \$1,000, awarded annually
Effective: 2023-2024 academic year

John C. Drake is a lawyer, philanthropist and accomplished businessman. John is well known for his business acumen, but few know that John is also a successful trial lawyer who graduated with distinction from the University of Western Ontario's Law School. John was called to the bar in 1973 and was counsel on one of Canada's most notorious cases, the Helmuth Bauxbaum Murder. In 1986 John transitioned into the business world and blazed a path of success that eventually led to his induction into the London Business Hall of Fame in 2017. He never shelved his skills as a Trial Lawyer, as they were powerful tools that helped him assess risk, disassemble complex problems and uncover the truth when millions of dollars were on the line. This award was established by family members in honour of their father, John C. Drake's 75th birthday.

Schulich School of Medicine & Dentistry

Dr. Poisson and Family Bursary in Medicine

Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry based on financial need. Preference will be given to candidates in the Doctor of Medicine (MD) program Windsor campus. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. This bursary was established by a generous gift from Dr. Lucile Poisson (MD, 1992).

Value: 1 at \$1,500, annually
Effective: 2023-2024 academic year

Dr. R.E. Sax and Dr. P. Gloria Sax Burk Bursary

Awarded to full-time undergraduate students in the Schulich School of Medicine & Dentistry based on financial need. Preference will be given to candidates in the Doctor of Medicine (MD) program. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$2,500, awarded annually
Effective: 2023-2024 to 2027-2028 academic years inclusive

This bursary was established by Dr. Robert E. Sax (MD'63) in recognition of his and his sister, Dr. P. Gloria Sax Burk (MD'64) being first generation Canadians to attend post-secondary and become Western University graduates. They felt this educational foundation guided them successfully throughout their lives and was an inspiration to their children and grandchildren.

Shri Asuri Bhashyam and Mani Bhashyam Award in Medicine

Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry based on academic achievement. Preference will be given to candidates who self-identify as Black; who are Indigenous (First Nations, Inuit or Métis); or self-identify as a racialized person of colour. The Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at \$1,000, awarded annually
Effective: 2023-2024 academic year

Shri Asuri Bhashyam belonged to a family of scholars, but had humble beginnings in the town of Vellore, Tamilnadu, India. He graduated from the University of Madras and pursued a career with the Government of India, National Price Commission and the World Bank in Tanzania. His wife, Shrimati Mani Bhashyam, a gifted vocalist in Carnatic Classical Music has taught art to committed learners and contributed significantly to children's cultural education in the South Asian Indian Community. Two of their

granddaughters pursued their undergraduate education and medical degree at Western University.

The Verity Family Medical Fund MD/PhD Award

Awarded to full-time undergraduate students entering the MD/PhD program in the Schulich School of Medicine & Dentistry based on academic achievement. The award will continue for each year of the recipient's MD program, if they remain in the MD/PhD program. The award does not continue for the PhD research phases of the program. The Schulich School of Medicine & Dentistry will select the recipients. If a recipient does not continue in the MD/PhD program, no replacement will be selected. This award was established through a generous bequest from the Estate of Jean Anne Verity.

Value: 2 at \$40,000, awarded annually (\$10,000 each year, for 4 years)
Effective: 2023-2024 academic year

Don Wright Faculty of Music

William and May Hollingsworth Scholarship in Music Education

Awarded to full-time second year undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates entering an Honours degree program in the Department of Music Education. Recipients will continue to receive the award for up to 3 years if they maintain full-time status in Music Education and a minimum 80% average. The Don Wright Faculty of Music will select the recipients and also choose replacement recipients from the same cohort if a student no longer qualifies to retain their award.

Value: 1 at \$2000, continuing for 3 years, awarded annually
Effective: 2023-2024 academic year

Dorothy Hollingsworth (BA 1956) established this scholarship in memory of her parents William and May Hollingsworth, to honour all they did for her, and to help music students follow their passion. Dorothy grew up in an era when not many girls had the opportunity to go to university. Her father was the production manager at the Andrews Wireworks in Watford, Ontario and her mother was a traditional housewife. Dorothy's parents were hardworking, selfless, full of integrity, devoted to family, strong supporters of their church and highly respected in their community. Thanks to their hard work and devotion to their daughter, they made it possible for Dorothy to attend university. She studied voice and piano at Western Music and went on to become a high school guidance counsellor followed by a second career as a tour operator.

William and May Hollingsworth Scholarship in Piano

Awarded to full-time undergraduate students entering the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates studying Piano. Recipients will continue to receive the award for up to 4 years if they maintain full-time status in the Don Wright Faculty of Music and a minimum 80% average. The Don Wright Faculty of Music will select the recipients and also choose replacement recipients from the same cohort if a student no longer qualifies to retain their award.

Value: 1 at \$2000, continuing for 4 years, awarded annually
Effective: 2023-2024 academic year

Dorothy Hollingsworth (BA 1956) established this scholarship in memory of her parents William and May Hollingsworth, to honour all they did for her, and to help music students follow their passion. Dorothy grew up in an era when not many girls had the opportunity to go to university. Her father was the production manager at the Andrews Wireworks in Watford, Ontario and her mother was a traditional housewife. Dorothy's parents were hardworking, selfless, full of integrity, devoted to family, strong supporters of their church and highly respected in their community. Thanks to their hard work and devotion to their daughter, they made it possible for Dorothy to attend university. She studied voice and piano at Western Music and went on to become a high school guidance counsellor followed by a second career as a tour operator.

William and May Hollingsworth Scholarship in Voice

Awarded to full-time undergraduate students entering the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates studying Voice. Recipients will continue to receive the award for up to 4 years if they maintain full-time status in the Don Wright Faculty of Music and a minimum 80% average. The Don Wright Faculty of Music will select the recipients and also choose replacement recipients from the same cohort if a student no longer qualifies to retain their award.

Value: 1 at \$2000, continuing for 4 years, awarded annually
Effective: 2023-2024 academic year

Dorothy Hollingsworth (BA 1956) established this scholarship in memory of her parents William and May Hollingsworth, to honour all they did for her, and to help music students follow their passion. Dorothy grew up in an era when not many girls had the opportunity to go to university. Her father was the production manager at the Andrews Wireworks in Watford, Ontario and her mother was a traditional housewife. Dorothy's parents were hardworking, selfless, full of integrity, devoted to family, strong supporters of their church and highly respected in their community. Thanks to their hard work and devotion to their daughter, they made it possible for Dorothy to attend university. She studied voice and piano at Western Music and went on to become a high school guidance counsellor followed by a second career as a tour operator.

Faculty of Science

ASPIRE Award

Awarded to full-time graduate students in Chemistry based on academic excellence to support research-related travel. Application information is available through the Department of Chemistry. Students will be asked to provide information about their research accomplishments and the nature of activities that will be funded by this award. A committee in the Department of Chemistry will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established to support research-related travel for graduate students in Chemistry, through A Special International Research Experience (ASPIRE).

Value: Number and value to be determined annually based on funds available
Effective: May 2023 to April 2032 inclusive

Big Blue Bubble Award in Gaming

Awarded to full-time undergraduate students in Year 3 of a program in Computer Science or Data Science in the Faculty of Science, or in Year 4 of a concurrent BSc/HBA degree in one of these disciplines, based on academic achievement (minimum 70% average) and demonstrated knowledge or skills in gaming and/or programming. Preference will be given to candidates who are interested in completing a 4-month summer internship following third year or fourth year or a 16-month internship after third year with Big Blue Bubble. Recipients are not obligated to participate in the work term or accept employment with Big Blue Bubble following graduation to receive the award. Candidates must be eligible for employment in Canada. Work terms generally will be in London, Ontario, but opportunities may include remote work. Recipients will be paid at standard rates for student interns within Big Blue Bubble's organization for each work term, exclusive of the award. Candidates must complete an application through the Department of Computer Science by September 30. The Department of Computer Science will shortlist candidates who may be interviewed by a representative of Big Blue Bubble. The Faculty of Science will make the final selection of recipients. Recipients may also have an opportunity to interview for a work term or internship with Big Blue Bubble in a technology position. Students are not guaranteed a work term or internship with the sponsor.

Value: 1 at \$5000, awarded annually
Effective: 2023-2024 to 2027-2028 academic years inclusive

Big Blue Bubble is an established video game developer in London Ontario with over 15 years of experience creating fun, innovative, and accessible titles. They are a pioneer in the gaming industry and have developed more than 100 titles since it was incorporated in 2004.

David G. and Susan P. Wilson Scholarship

Awarded to full-time graduate students in the Department of Biology, Faculty of Science based on academic achievement. Preference will be given to candidates whose area of research interest relates to or integrates plant biochemistry or plant molecular biology. A committee in the Department of Biology will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established through a legacy gift from the Estate of David P. and Susan G. Wilson.

Value: 1 at \$1,600, awarded annually
Effective: May 2023

Dr. Peter R. Norton Memorial Award in Chemistry

Awarded to full-time graduate students in the Faculty of Science based on academic achievement. Preference will be given to PhD students in the Department of Chemistry or Physics and Astronomy, studying surface chemistry and dynamics, nanoscale materials or interface science. A committee in the Department of Chemistry will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$1,000, awarded annually
Effective: May 2023

Dr. Peter Norton joined the Chemistry Department as a faculty member in 1986 when he left Chalk River Nuclear Laboratories to found Interface Science Western (ISW) an interdisciplinary research group at Western. His work focussed on nanoscale material designs and properties as well as surface chemistry and dynamics. He remained in the Department until his retirement in 2011. Dr. Norton was a distinguished scientist and lecturer. He was named as a Fellow of the Royal Society of Canada and received numerous awards including the Parravano Catalysis Award, the Hellmuth Prize and the Polanyi Lecture Award. However he was most passionate about his mentorship of graduate students and young Post- Doctoral professionals and received great satisfaction from watching their career development and success.

Norman P.A. Hüner Bursary in Biology

Awarded to full-time undergraduate students in the Faculty of Science based on financial need. Preference will be given to candidates in the Biodiversity and Conservation or Ecosystem Health program modules. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$2,000, awarded annually
Effective: 2023-2024 to 2027-2028 academic years inclusive

This bursary was established to recognize Dr. Norm Hüner, a Tier 1 Canada Research Chair in Environmental Stress Biology and the founder and Principal Scientist of the

Biotron Centre for Experimental Climate Change Research at Western University. Dr. Hüner has received more than 40 national and international honours and awards. In 1995, he was elected a Fellow of The Royal Society of Canada, and subsequently, elected as Director of the Life Sciences Division, Academy III, the Royal Society of Canada from 1998-2001. From 1998-2002, Dr. Hüner was elected Vice President and President of the Canadian Society of Plant Biologists (CSPB) for which he served from 1998-2002. Dr. Hüner was the recipient of an honorary doctorate from Umeå University, Sweden in 1999 and was honoured as Thomson ISI Highly Cited Researcher in 2006. Since 1980, his research group has pioneered the concept of excitation pressure as a redox sensing mechanism in plants, algae and cyanobacteria for which he received the CSPB Gold Medal in 2010.

Faculty of Social Science

Dr. Maria and Joe Odumodu Family Award

Awarded to 3rd or 4th year undergraduate students who are pursuing an Honours Specialization in International Relations or Political Science, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30. Final selection of recipients will be made by the Scholarship Committee in the Faculty of Social Science after the Office of the Registrar has assessed the financial need. This award was established by Dr. Maria and Joe Odumodu and family.

Value: 1 at \$1,000, awarded annually
Effective: 2023-2024 academic year

Kaminoulu Family Bursary

Awarded to full-time undergraduate students in the Faculty of Social Science based on financial need. Preference will be given to candidates who self-identify as Black or belonging to an equity-deserving group. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$4,000, awarded annually
Effective: 2023-2024 academic year

The Kaminoulu Family Bursary was established to ensure access to the Western experience and education in the social sciences specifically for individuals who historically may not have had access. The goal is to provide financial support for individuals who aspire to create a more just society through the pursuit of education in the social sciences. The Kaminoulu Family believes that education in the social sciences helps us create better institutions, systems, and well-rounded leaders. They hope this bursary will assist in creating a welcoming and inclusive experience for equity-deserving students and encourage further education in the social sciences.

Zenon and Mary-Anne Andrusyszyn Graduate Award in Anthropology and History

Awarded annually to a graduate student in either the Department of Anthropology or History based on research merit, academic achievement, and demonstrated financial need. Applications are available through the graduate committee in the Departments of Anthropology (odd years) and History (even years) and should be submitted by March 31. A committee with representation from the Department of Anthropology or the Department of History, and at least one representative who is a current member of the School of Graduate and Postdoctoral Studies, will select the recipient. This award was established with a generous gift from Mr. Zenon P. Andrusyszyn M.S.M, and Dr. Mary-Anne Andrusyszyn (MScN 1986). The award recognizes the research contributions of the History and Anthropology departments through their study of people and events over time, thus, promoting understanding of the human experience.

Value: 1 at \$1,000
Effective: May 2023

Other

Medical Innovation Fellowships Prize

Awarded to the winners of the Medical Innovation Fellowships Competition. A committee in the Medical Innovation Fellowships Program will select the recipients.

Value: 1 at \$1,500 (shared by members of the first place team), 1 at \$1,000 (shared by members of the second place team)
Effective: 2022-2023 academic year

ITEM 12.3(a) - Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of the Senate in 2022 by the Senate Committee on University Planning

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate delegated to the Senate Committee on University Planning (SCUP) authority to approve designated chairs and professorships on its behalf on those occasions when there is a desire on the part of the donor and the university to reserve the announcement of the gift and the position's establishment to a particular time.

As part of the terms of the delegated authority, SCUP is to provide an annual summary report on such approvals to Senate. Similarly, the Board of Governors has authorized the Property and Finance Committee to approve designated chairs, professorships and fellowships on its behalf and to report such approvals for information to the Board.

The following Chairs and Fellowships were approved through this confidential process in 2022 and have now been announced publicly. Any approved in 2022 but not announced publicly will be included in the next annual summary.

<u>Name</u>	<u>Year Established</u>	<u>Faculty/School</u>
Chair in Telecommunication Economics, Policy and Regulation	2022	Ivey Business School
Ting-Yim Lee Chairs in Medical Biophysics and Translational Medical Imaging	2022	Schulich School of Medicine & Dentistry
Goodmans LLP Faculty Fellowships in Legal Ethics	2022	Law
Robert Hodder Chair in Economic Geology	2022	Science
Huntington Society of Canada Research Chair	2022	Schulich School of Medicine & Dentistry

ATTACHMENT(S):

None.

ITEM 12.3(b) – Western Office of the Ombudsperson Annual Report 2021/22

ACTION: ☐ APPROVAL ☒ INFORMATION ☒ DISCUSSION

EXECUTIVE SUMMARY:

The memorandum of understanding governing the Office of the Ombudsperson states that the Ombudsperson shall make an annual report to the campus community. For reporting purposes, the year begins August 1 and ends July 31. The annual report will normally be published by January 1 of the following year. The report provides a statistical summary of the caseload and summary account of cases.

The Annual Report of the Office of the Ombudsperson is provided to Senate for information.

ATTACHMENT(S):

[Western Office of the Ombudsperson Annual Report](#)

2021/2022

Office of the Ombudsperson Annual Report

*Preparing students to prevent, manage
and resolve difficult situations.*





Office of the Ombudsperson

Who we are:

We are an independent, impartial and confidential office that students visit when they don't know how to approach an academic or nonacademic situation at Western. We offer a safe, nonthreatening environment where students can ask for advice. Students visit us regarding conflicts and difficult decisions they need to make; what to do if they have been accused of a scholastic offence or Code of Conduct infraction; and to determine whether they have grounds for appeal.

What we do:

We meet with students in person, via Zoom, phone or Teams. We listen to concerns and ask questions. We guide students through the policies and processes that might apply in their situation. As a confidential resource, we do not contact anyone on campus or off unless we are concerned for a student's safety or the safety of someone else. From time-to-time we do ask the student's permission to contact a decision maker or administrator to clarify a situation and ensure fair process has been followed. In short, we untie the knots in a situation.

We practice shuttle diplomacy and on occasion make recommendations to senior administrators on specific policies and processes.

1,223 TOTAL VISITORS

92% 8%

student visitors (1120)

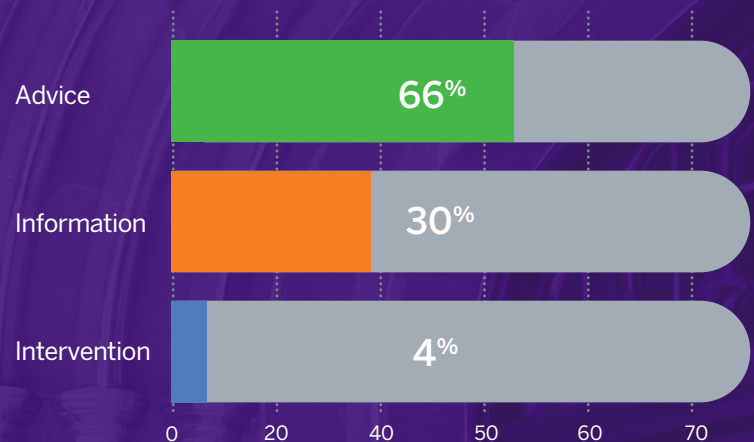
Non-student visitors (103)

12% of cases dealt with by the Office of the Ombudsperson between August 1, 2021 and July 31, 2022 were referred to the Office by academic counselors, faculty members, administrators, parents, and fellow students.

12%



Reason student approached office:



1 out of every 38 students contacted us in 2021/22



2.6% of Western students

2.9% of undergraduate students

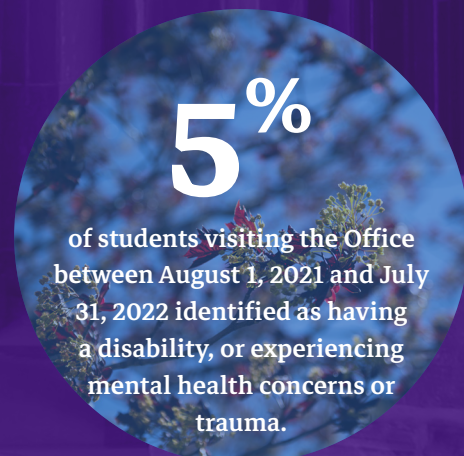
1.8% of graduate students

Degree Level of Student Visitors

Undergrad **89%**

Master's **6%**

Doctoral **5%**





To the Western Community:

I am pleased to provide the annual report of the Office of the Ombudsperson for the period August 1, 2021 to July 31, 2022. This is pursuant to the Memorandum of Understanding signed by the constituent university, affiliate university colleges, and student associations.

The facts

Between August 1, 2021 and July 31, 2022, the Associate Ombudsperson and I met with 1120 students regarding 1214 concerns. This equates to 2.6% of the student population of the constituent and affiliate campuses, an increase from 2.2% in 2020/21.

Ombuds staff intervened in four percent of cases, and only with the student's permission. The remaining students (96 percent) needed information such as to whom they should appeal or where to locate a policy, or advice on a situation such as how to manage a conflict or have a difficult conversation. The Associate Ombudsperson and I also advised students on appeal processes, whether the student had grounds for an appeal, and reviewed appeals before the student submitted them.

Ombuds staff also met with 103 non-students, including faculty, administrators, staff, parents, and alumni.

Activities

The Office of the Ombudsperson works with various cohorts to provide best practices on difficult conversations and conflict management. For example, through the 2021/22 year, we conducted workshops as part of the Own Your Future graduate student professional education program and worked with individual students on difficult conversations they needed to have.

From time-to-time we also work with senior administrators on policy revisions to ensure fairness of the institution's policies and procedures. In 2021/22 we continued work on rewording the Dean's Honours List and Scholarship policies and how those policies impacted students with disabilities, as well as continuing to suggest revisions to the Self Reported Absence policy to ensure fairness for everyone -students, faculty, and academic counselors.

Impact of COVID

As with the rest of campus, COVID brought unique issues to the Office. In total 107 students came to the Ombuds Office with concerns related directly to COVID.

Students were referred to the Office of the Ombudsperson if they had questions regarding the fairness of vaccine mandates passed by the University. Thirty-eight students approached the Office because they were not granted exemptions or had received notification from Student Support and Case Management (SSCM) they would be withdrawn if they did not upload their vaccine certificates. Some of these students were on internship and would not be on campus, but not all faculties had relayed that information to SSCM. The Ombuds Office referred these students back to SSCM and their off-campus status was recorded.

A few students ignored the vaccine status emails until March, when they were withdrawn by the University. These students and their families were very upset; however, they had been treated fairly by the University. They had been provided notice that a decision would be made and a forum for requesting an exemption.

The switch to online exams in December created angst amongst students, as did the change in exam format (i.e. multiple choice vs short or long answer) that an on-line exam necessitated. In some cases, Ombuds staff reached out to departments to ask for information regarding specific exam practices. In the majority of cases, the practices were fair. For example, decisions were being made by an unbiased party, practices were clearly communicated, and all students were treated equally. Where a decision or practice was not in accordance with University policy or fairness was questionable, the department made changes or agreed to make changes for subsequent years.

Case volume

At 2.6%, the percentage of the student population that visits Western's Office of the Ombudsperson is one of the highest in the country. An informal survey of ombuds visitors completed through the Association of Canadian College and University Ombudspersons (ACCUO) in late 2020 showed the following:

University	Undergraduate Visitors as a percentage of student population	Graduate Visitors as a percentage of student population
Western	2.9%	1.8%
*University 1 (campus a)	1.28%	1.5%
*University 1 (campus b)	0.32%	1%
*University 2	1.32%	1.64%
*University 3	2.9%	3.5%
University 4	1.28%	1.5%
University 5	0.64%	0.91%
University 6 – all visitors 0.92% (no distinction between graduate and undergraduate)		
University 7 – all visitors 2.2% (no distinction between graduate and undergraduate)		

*U15 University

At Western, in 2021/22 2.9% of undergraduates visited the Ombuds Office and 1.8% of graduate students visited. This is partially due to outreach to student groups, administrators and decision makers; however, anecdotally, it is also because the Office is efficient in responding to inquiries. Inquiries are responded to within 24 hours – even on weekends. While COVID has allowed offices to introduce chat functions and other electronic means of communication, students want a person to talk to when they are having a problem. They want an individual to whom they can explain their unique circumstances. The high number of visitors to the Office of the Ombudsperson doesn't illustrate procedural or substantive unfairness, but it does illustrate relational unfairness. Students want someone to reach out to.

I encourage you to review this detailed explanation of our case load and reach out to Associate Ombudsperson Whitney Barrett, or myself, should you have questions about the activities of the Office.

Jennifer Meister

Jennifer Meister

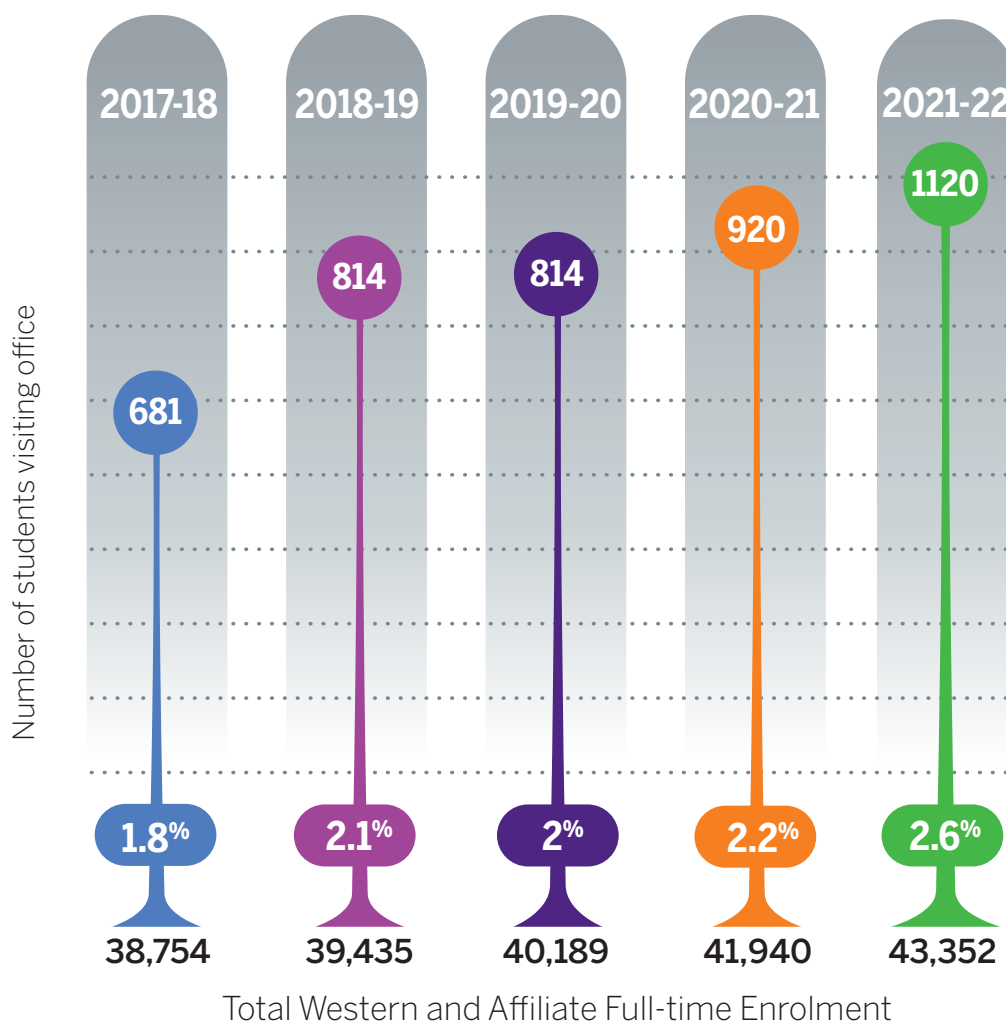
Ombudsperson, Western University

Visitor Overview

The following pages paint a picture of who came to the Ombuds Office in 2021/22 and why.

Student visitors over time

(Note: Some students come to the Ombuds Office for more than one concern. The number of concerns brought to the Office was 1214.)



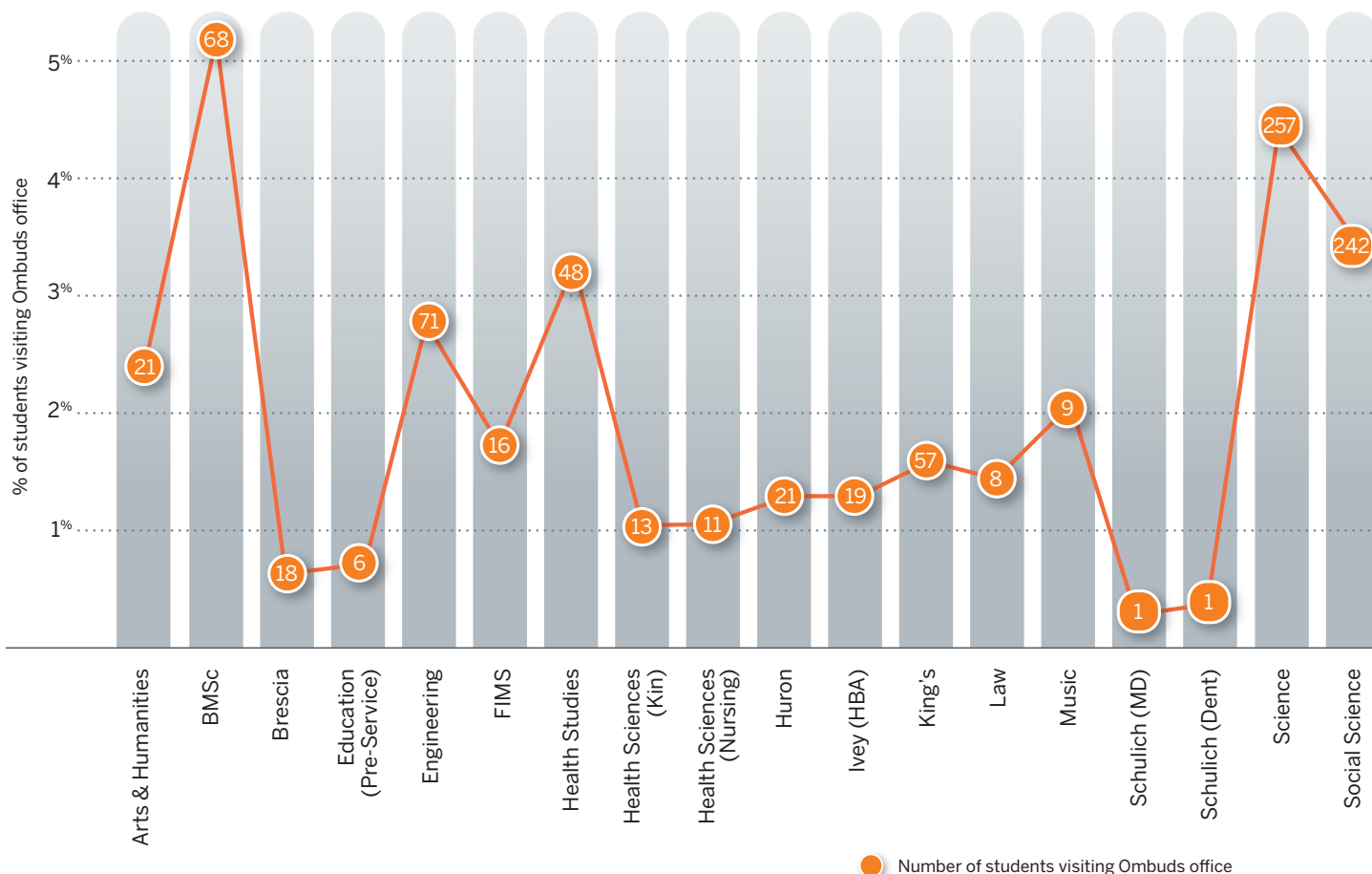
*Enrolment numbers are taken from Western's Institutional Planning and Budgeting Five-Year Enrolment Comparison located at https://www.ipb.uwo.ca/documents/2022_five_year_enrolment_comparison.pdf

Undergraduate Student Visitors

Undergraduate students take courses across Western faculties and the affiliates. For that reason, we track a student's home faculty or affiliate as well as the faculty or affiliate in which their concern resides. By tracking how many students come from each faculty or affiliate we can see where we might need more outreach. By tracking the faculty or affiliate of concern, we see where there may be systemic issues. In 2021/22, 1120 students visited the Office with 1214 concerns.

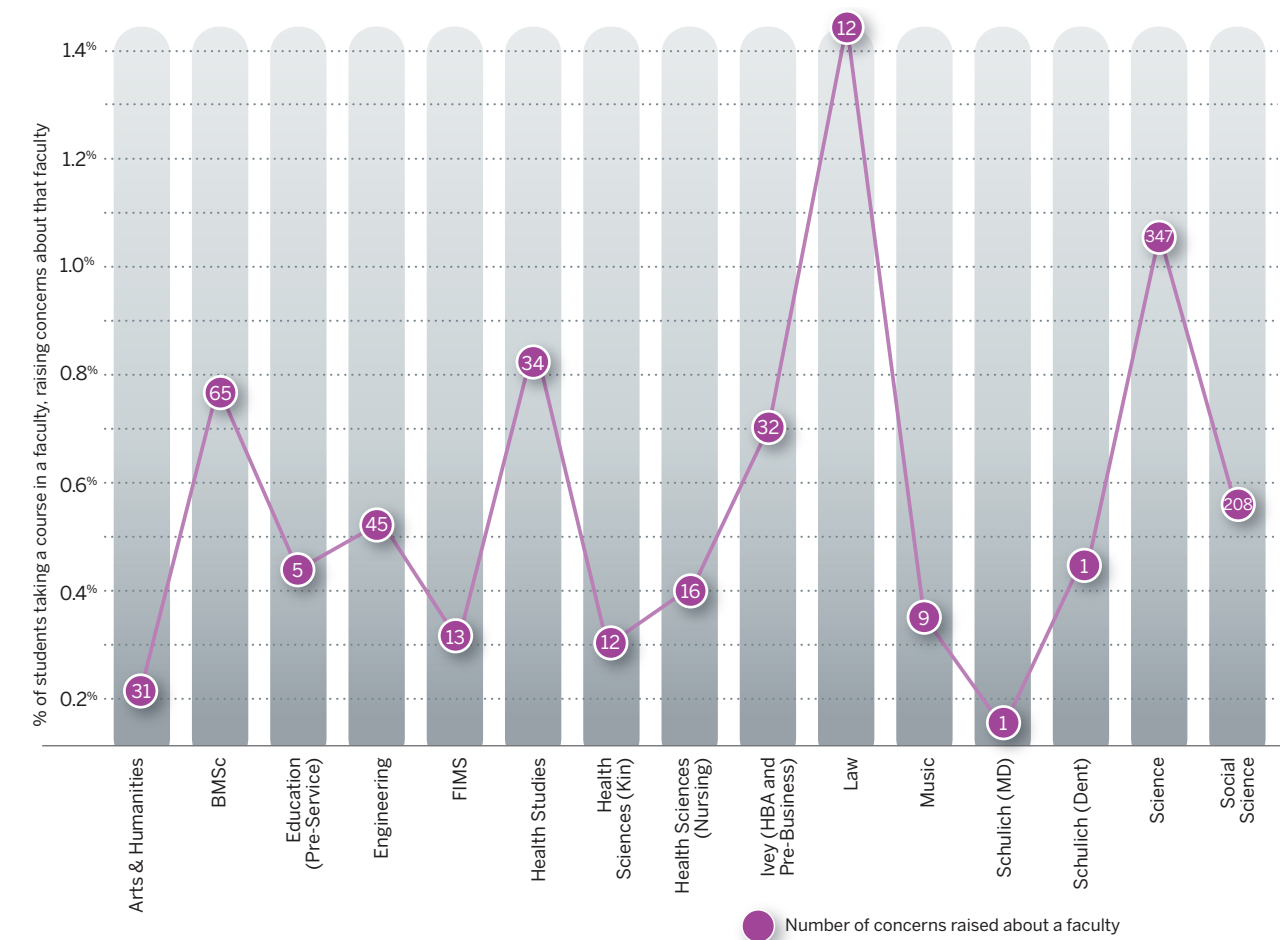
Undergraduate student visits by home faculty

The following graph illustrates the home faculty of undergraduate students visiting the Office (Note: Not all students tell us their program so they are not included below, but are included in the overall count of student visitors earlier in this report.)



Undergraduate students by faculty of concern

The following chart illustrates visitors who have concerns about courses in a faculty other than their home faculty.

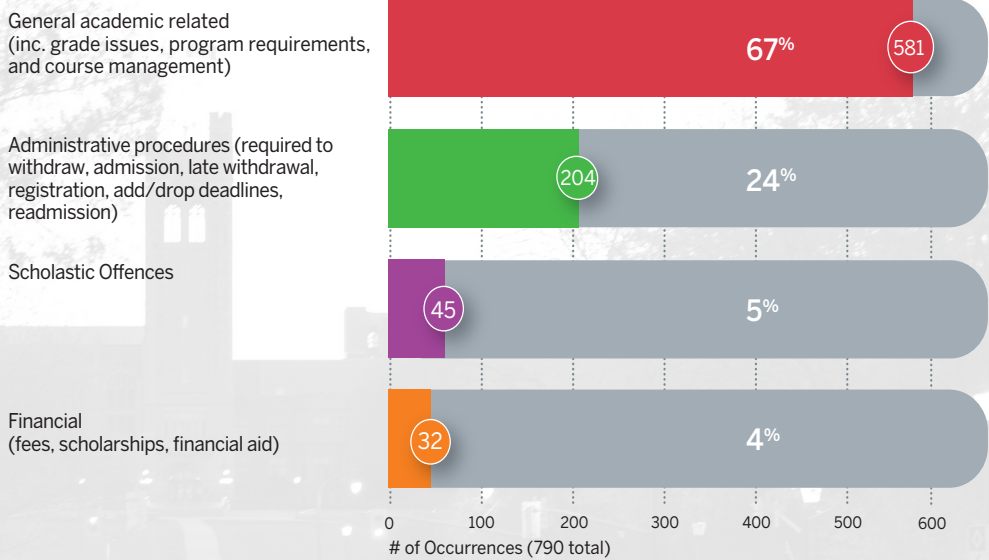


*Brescia (29 concerns), Huron (20 concerns), and King's (50 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

Undergraduate concern breakdown

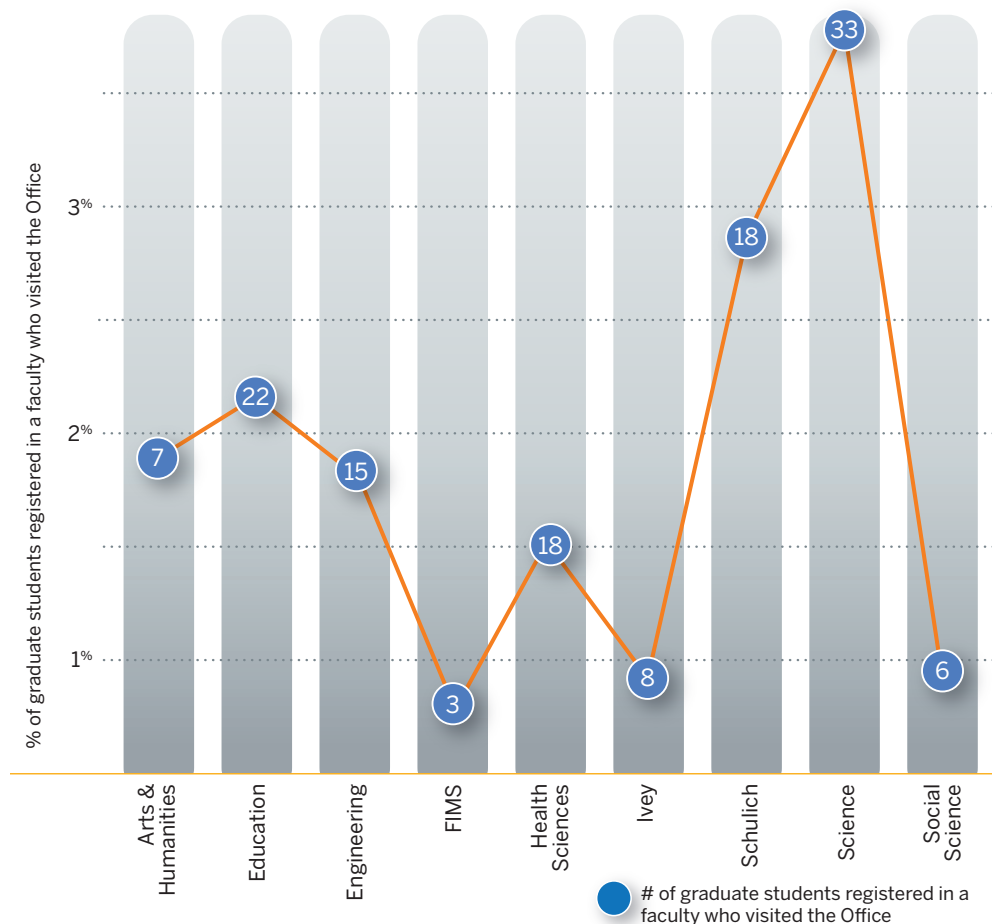
862 concerns raised by undergraduate students dealt with academics and financials. Following is a breakdown of concerns raised over the past year.

Category of concern



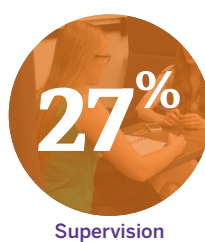
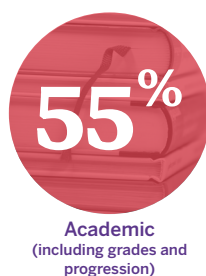
Graduate Student Visitors

Although graduate students register in the School of Graduate and Postdoctoral Studies, when they visit the Office of the Ombudsperson, we record the faculty hosting their program. The graph below shows the number and percentage of master's and doctoral students visiting the Office from various disciplinary faculties. Note: Not all students identified their discipline, so they are not included below but they are considered in the overall count of student visitors earlier in this report.



Graduate concerns – academic and financial

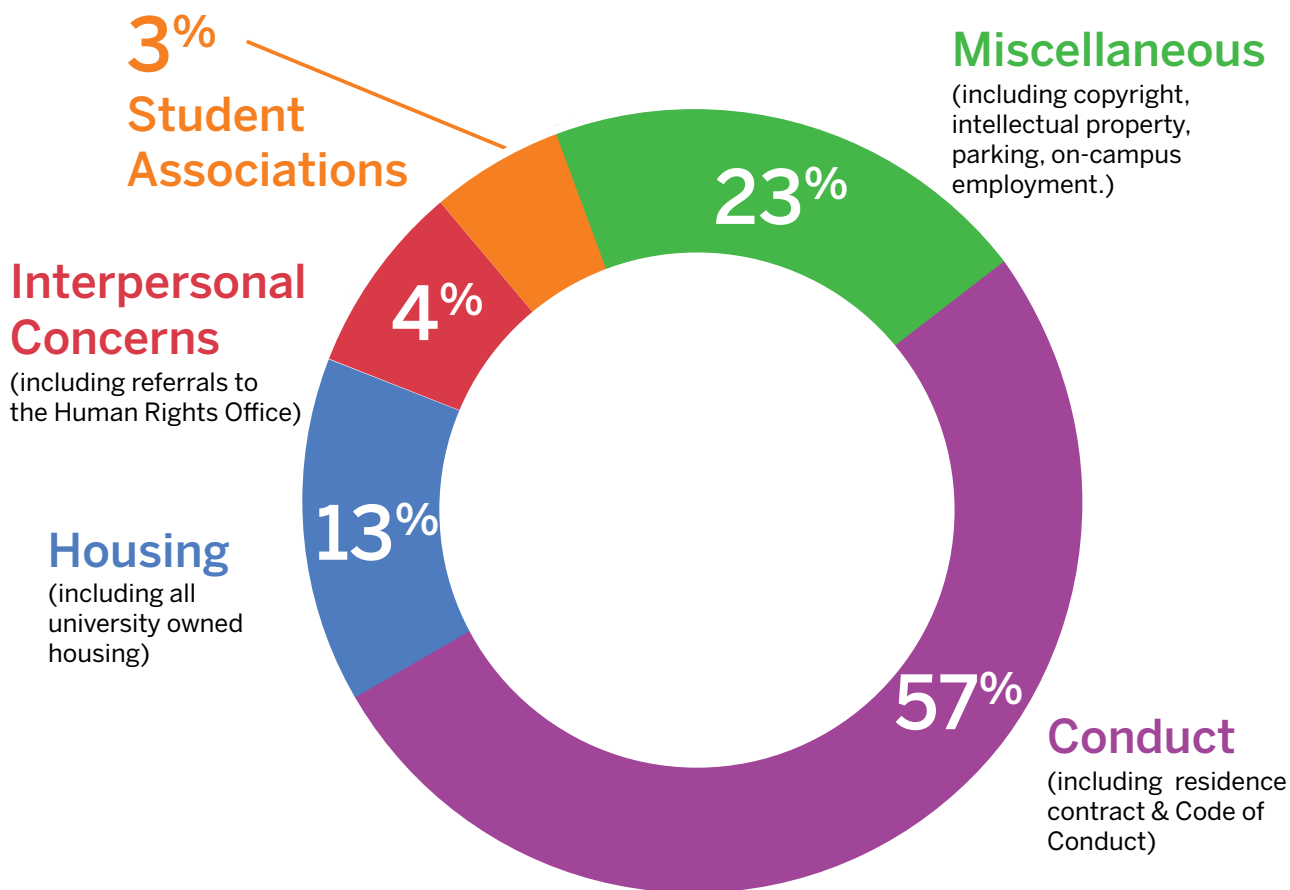
107 concerns raised by graduate students dealt with academic or financial issues.



Undergraduate and Graduate non-academic concerns

The Office of the Ombudsperson also guides students through non-academic concerns, including Code of Conduct violations, residence and residence conduct issues, and concerns related to other campus offices. The Office of the Ombudsperson is not an official office of complaint for the University but does act as an effective listener when a student wants to be heard.

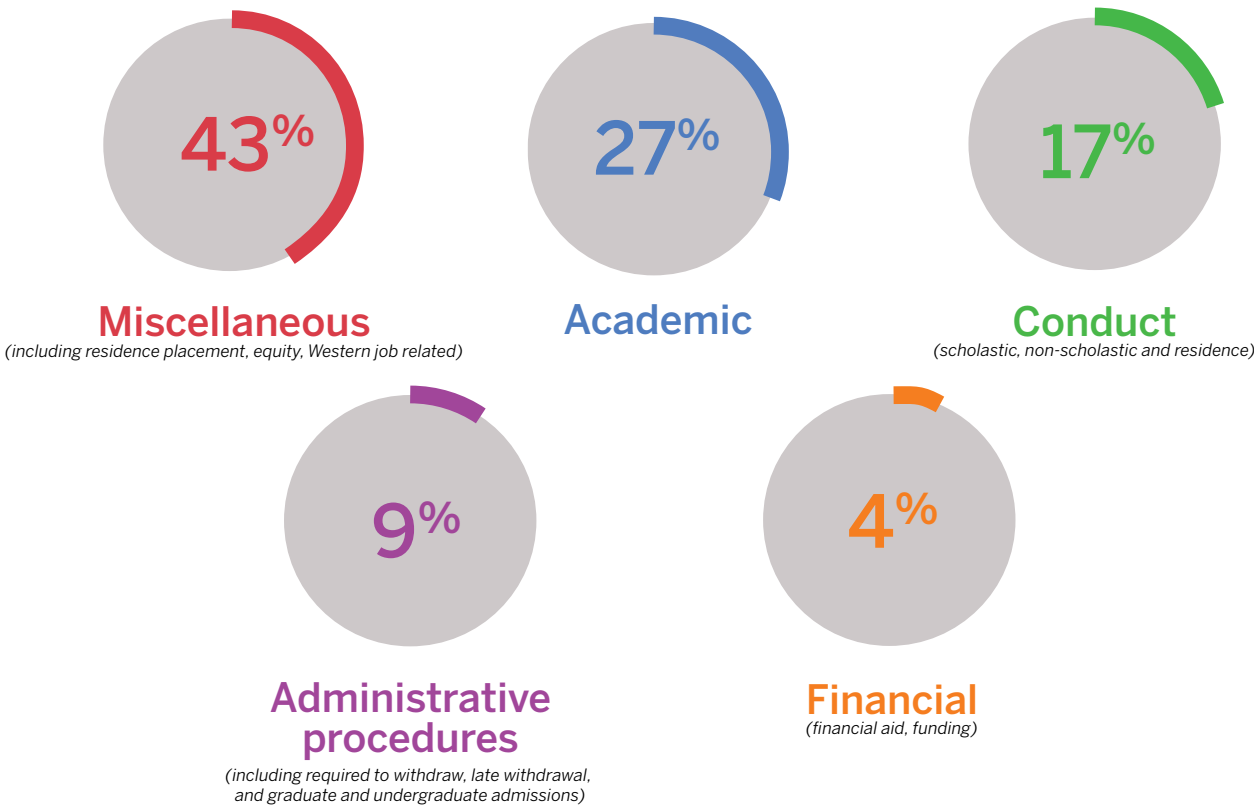
As a % of total non-academic and non-financial occurrences (142)



Non-Student Data

In 2021/22 we heard from 103 administrators, faculty members, staff, family members of students, alumni, and members of the public regarding a range of concerns.

As a % of total non-student occurrences (103)



Case Examples 2021-2022

Ombuds staff evaluate each concern that is brought to us according to fairness: procedural, substantive, and relational. The following cases provide examples of where Ombuds staff were able to work with administrators and decision makers to ensure fairness for students and the institution.

Academic records and privacy

A student reached out to the Ombuds Office expressing concerns in relation to information maintained in their student record from the time of admission. The student stated the data appearing on their record could potentially flag the students as belonging to a protected group.

The Ombuds Office discussed the student's concern with Western's Legal Counsel, specifically relating to Western's duty to protect privacy but also maintain the accuracy of student records. While the University was operating within the bounds of existing policy and privacy laws, the student maintained they were uncomfortable with the information being accessible. The Ombuds Office worked with the Office of the Registrar to have the identifying information not removed from the student's record but altered in a way that maintains the record and anonymizes the sensitive data.

Duplicate policy application

A graduate student was directed to the Ombuds Office following a program decision which resulted in the student being withdrawn.

Through discussions with the student and decision makers, and review of the documentation, it became clear the student's situation fell under two separate policies: the Scholastic Offence policy and the Academic Appeals Policy. The decision to withdraw the student was made due to the outcome of a scholastic offence which resulted in the student not meeting progression requirements. This gave the student the option to appeal either the scholastic offence through the Scholastic Offence policy process, the program decision requiring the student to withdraw through the Academic Appeal Policy, or the student could appeal both.

In this case the student appealed under both policies; however, the case did highlight where policy intersection can cause confusion for the student as well as decision makers.

Preferred name policy

A student approached the Ombuds Office because while they had been permitted to use a preferred first name, the University does not allow a student to use a preferred last name. Surnames can only be changed with legal documentation. The inability to change a last name is an issue for numerous equity-deserving groups.

The Ombuds Office surveyed other Canadian universities and colleges to determine their practices and met with the Registrar's Office. The Office of the Registrar did permit the student to use a preferred last name and is in the process of reviewing the name change policy.

Backdated withdrawal

A student visited us in March 2022. They had fallen ill in first term and had been unable to complete all their courses. The student had been given incompletes in some first term half courses and had dropped some of their full year courses before the deadline. They had worked hard through second term to write exams and submit material for the incomplete courses. However, in one course, they continued to struggle. It was an essay-heavy course and the nature of the student's illness made it difficult for them to complete the work.

The student spoke to the professor who was very empathetic and said they would support the student's request to drop the course without academic penalty (commonly known as WDN). The professor sent the student to the Ombuds Office for assistance with a request to the Faculty. We guided the student through the appeal process. The student submitted an appeal to the Associate Dean in their home faculty, along with an email of support from the professor. The appeal was granted and the student was able to drop the course past the drop date.

This is a good example of relational fairness. First the professor, and then the Associate Dean, showed empathy for the student and although the course drop was outside of policy, it did make sense from a relational fairness point of view.

Exam rescheduling

Through the 2021/22 academic year, students were required to self-isolate if they had been diagnosed with, or had come in contact with, COVID. A parent contacted us in March 2022 to explain their frustration with the way the University was accommodating students considering these rules. The student in question lived in a house off campus with other students – all in the same program. One of the residents had come down with COVID, meaning the other residents needed to self-isolate. Because of this, the students missed two midterm exams. According to the course OWL sites, the make-up midterms were scheduled for the same day, one between 4 p.m. and 7 p.m., and one between 7 p.m. and 10 p.m. Knowing the schedule for the make-up exams and the stress it would cause writing six hours of exams, the parent felt the students were being encouraged to lie. They were being encouraged to appear for the regular exam and risk passing COVID onto those around them.

Ombuds staff empathized with the students and encouraged the parent to have the students contact the Associate Dean of the faculty offering the courses. After some discussion, one of the exams was moved to another day.

The Ombudsperson's role as an Academic Case Manager

On occasion, Ombuds staff act as Academic Case Managers helping students navigate complex situations. In one such case, a student visited the office late in first term. They had been in a car accident and had received academic consideration for the two days following the accident, but they had been impacted mentally and weren't coping well with end of term workload. Academic counseling had told the student they couldn't provide any more extensions without medical documentation. Ombuds staff helped the student develop a plan to talk to each professor. The plan included revised assignment deadlines and requests for reweighting. Ombuds staff also suggested the student meet with an academic counselor again to share their plan and meet with a physician and psychologist to get documentation explaining their situation.

After some back-and-forth with professors and academic counseling, the student dropped one course and received extensions on assignments. This was a complex, multi-faculty issue the student needed help managing. Ombuds staff was responsive to the student and able to meet with them numerous times to help them navigate the various offices and often complex bureaucracy.

Recommendation

Ombuds staff practice shuttle diplomacy, working with senior administration throughout the year to ensure systemic issues are resolved. For that reason, recommendations are seldom made in the Office of the Ombudsperson annual report. This year, I do have one recommendation.

Addition to course outline policy

The policy on Course Outlines (Syllabi) for Undergraduate Students (https://www.uwo.ca/univsec/pdf/academic_policies/exam/courseoutlines.pdf) is very comprehensive, ensuring syllabi contain information critical for student success. I recommend the policy be updated to include a statement that the make-up date for the final exam be included when known. For example, many second term final exams are made up during the first two weeks of May. This creates problems for students beginning jobs or travelling home. Stating on the course outline the make-up exam will be during the week of May 2 (for example) would ensure the student is aware when making plans.

Getting the Word Out

Outreach

- » Conflict Management workshops, SGPS Own Your Future
- » Numerous orientation events
- » Appeals policy training for USC Student Appeals Support Centre

Committee Participation

- » Graduate Student Life Advisory Group
- » Worked with SGPS Vice Provost and Associate Vice Provosts on updates to academic integrity policy

Virtual Conference/Meeting/Training Attendance

- » Association of Canadian College and University Ombudspeople
- » California Caucus of University and College Ombuds
- » Forum of Canadian Ombudsman

Who We Are

Jennifer Meister, Ombudsperson, and Whitney Barrett, Associate Ombudsperson, are the faces of the Ombuds Office.



Jennifer Meister
Ombudsperson



Whitney Barrett
Associate Ombudsperson

Advisory Committee

The Office of the Ombudsperson Advisory Committee is a sounding board and advisor to the Ombuds Office on issues such as outreach, budget, and the annual report. The composition of the Advisory Committee is set out in the Memorandum of Agreement.

Thank you to the 2021/22 Advisory Committee:

Ms Fahimeh Abdoulahi, Brescia, Affiliate Students' Council representative

Ms Ziyana Kotadia, University Students' Council

Dr Stephen McLatchie, Huron, Affiliate Faculty representative

Dr Ken Meadows, President's Representative

Mr Kevin Moore, Society of Graduate Students

Dr Andrew Walsh, Senate Representative

Ms Jenny Zhang, Master of Business Administration Association representative





Office of the Ombudsperson

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The Office of the Ombudsperson is jointly funded by the University of Western Ontario, the Affiliated University Colleges, the University Students' Council and Student Councils of the Affiliated University Colleges, the Society of Graduate Students, and the MBA Association.

Western University is situated on the traditional lands of the Attawandaron (Neutral), Anishinabek, Haudenosaunee, and Leni Lenapewak people. This territory also covers lands connected to the London Township Treaty and Sombra Treaty 1796, and the Dish with One Spoon Wampum.

ITEM 12.5(a) – Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the December 2, 2022 Senate meeting four nominations were received for a vacancy on the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies), resulting in electronic votes:

An electronic vote was subsequently held on December 5-8, 2022.

The following individual has been elected to the **Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)**:

- Constanza Burucúa.

The certified Simply Voting election results are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

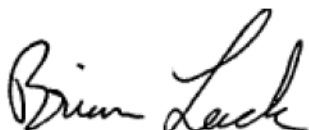
Dec 8, 2022

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

To Whom It May Concern:

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

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies) - Dec 2022

Start: 2022-12-06 08:00:00 America/Toronto

End: 2022-12-07 16:00:00 America/Toronto

Turnout: 49 (49.0%) of 100 electors voted in this ballot.

Selection Committee for the Vice-Provost (Graduate and Postdoctoral Studies)

Option	Votes
BURUCÚA, Constanza (Arts and Humanities)	19 (39.6%)
PARRAGA, Grace (Schulich)	14 (29.2%)
DRYSDALE, Tom (Schulich)	9 (18.8%)
ALCANTARA, Christopher (Social Science)	6 (12.5%)

VOTER SUMMARY

Total	49
Abstain	1 (2.0%)



ITEM 13.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The following items have been removed from the Consent Agenda by request:

12.2(e) New Scholarships, Awards and Prizes

12.3(b) Western Office of the Ombudsperson Annual Report 2021/22

ITEM 14.0 – Discussion and Question Period

1. Jane Toswell, Senator

- The CBC recently mentioned that Western has established a Task Force on Academic Integrity. Who is on this Task Force, and to whom is it reporting?
- With rather shocking frequency there are reports in the news of academics at various Canadian universities who are faking indigeneity. I've looked at the Office of Indigenous Initiatives website, and the terms of reference for the Indigenous Post-Secondary Education Council, and I do not see a procedure or a rule about indigeneity at Western. Could we put something in place now, hoping of course that we will never need to apply this to our colleagues, but acknowledging that the very real possibility exists, based on situations at Queen's and UBC, that we might need such a policy and procedure?

Also, if our Honorary Degrees Committee does not have a process for recommending to Senate the rescission of an honorary doctorate, this might be a good time to develop that procedure as well.

- My specific concern is with the Big Blue Bubble scholarship on p. 117. I realize that Senate receives this material for information only, but I find that scholarship so poorly written that it pretty clearly implies either that students must work for Big Blue Bubble (which makes it an internship, not a scholarship) or that Big Blue Bubble interviews them for the scholarship (which abrogates every rule about how we get to make our decisions and donors do not get to make them for us that I know). I think the problem is the sequence of sentences there, but my only recourse is to read it out at Senate and complain vociferously about it.

[Secretary's Note: The Agenda package has been revised to include question regarding the Big Blue Bubble scholarship].

2. Joanna Langille, Senator

- At last month's meeting of Senate, a Senator from Law asked the Chief Librarian about why Western's libraries (including the Law Library) continue to operate on a reduced schedule and thus are open for fewer hours. The Senator noted that this raises several issues. It poses equity issues, particularly for students without a safe and quiet place to study at home. At the Faculty of Law, it prevents students from having access to the specialized holdings that our students need to conduct research. The Chief Librarian said she would look into whether this issue could be remedied, and whether our library hours could be returned to their pre-pandemic schedule (or ideally extended even further). Our colleagues have asked us to follow up to see whether the Chief Librarian can address this question for us.

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.
-