

SENATE AGENDA

**Friday, October 13, 2023, 1:30 p.m. – 4:30 p.m.
Arts & Humanities Building, Room 1R40**

- | | | |
|------|---|-------------|
| 1.0 | Land Acknowledgement | |
| 2.0 | Minutes of the Meeting of September 15, 2023 | Approval |
| 2.1 | Business Arising from the Minutes | Information |
| 3.0 | Report of the President | Information |
| 4.0 | Report of the Provost | Information |
| 4.1 | Western/Brescia Integration | Information |
| 5.0 | Report of the Operations / Agenda Committee (E. Chamberlain) | |
| 5.1 | Revisions to the Senate Election Procedures | Approval |
| 6.0 | Report of the Nominating Committee (J. Toswell) | |
| 6.1 | Membership – Senate Committee on University Planning (SCUP) | Action |
| 6.2 | Membership – Provost Advisory Committee | Action |
| 6.3 | The new Form for Committee Nominations | Information |
| 7.0 | Report of the Senate Committee on Academic Policy (WG Pearson) – No Report | |
| 8.0 | Report of the Senate Committee on Academic Curriculum and Awards (S. Roland) – see Consent Agenda | |
| 9.0 | Report of the Senate Committee on University Planning (D. Laird) – No Report | |
| 10.0 | Report of the University Research Board (P. Pexman) | |
| 10.1 | Announcement of a Vice-Chair of the University Research Board | 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) | Report of the <i>ad hoc</i> Nominating Subcommittee to replace an undergraduate student Senator | Information |
| 12.1(b) | Senate Membership – Vacancies Filled by Appointment | Information |
| 12.1(c) | Report of the <i>ad hoc</i> Nominating Subcommittee to replace a graduate student Senator | Information |

12.2 Items from the Senate Nominating Committee

- | | | |
|---------|---|-------------|
| 12.2(a) | Temporary Replacements for Senate Committee Members | Information |
|---------|---|-------------|

12.3 Items from the Senate Committee on Academic Curriculum and Awards

- | | | |
|-------------|--|-------------|
| 12.3(a) | School of Graduate and Postdoctoral Studies: | |
| 12.3(a)(i) | Major Modification to the Master of Management of Applied Science (MMASc) | Approval |
| 12.3(a)(ii) | Major Modification to the Master of Media in Journalism and Communication (MMJC) | Approval |
| 12.3(b) | Annual Report of the Subcommittee for Western Approved Micro-credentials (SWAM) | Information |
| 12.3(c) | SUPR-G Report: Cyclical Reviews of the Graduate Programs in Management, Public Administration, and Sociology | Information |
| 12.3(d) | New Scholarships, Awards and Prizes | Information |

12.4 Announcements and Communications

- | | | |
|---------|------------------|-------------|
| 12.4(a) | Election Results | Information |
|---------|------------------|-------------|

13.0 Items removed from Consent Agenda

14.0 Discussion and Question Period

15.0 New Business

16.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Jan Plug will offer a land acknowledgement or other observance.

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 September 15, 2023

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on September 15, 2023, be approved as circulated.

ATTACHMENT(S):

[Minutes of the September 15, 2023 Meeting](#)



MINUTES OF THE MEETING OF SENATE

September 15, 2023

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

SENATORS:

L. Abdelellah	J. Herrera	A. Puvirajah
M. Adler	R. Heydon	L. Rehmann
E. Ansari	J. Hutter	D. Robinson B.
S. Bahadoor	J. Ijam	Rubin
P. Barmby	J. Jin	M. Sanita Lima
M. Bassnett	M. Joannis	G. Santos
F. Beier	A. Jokhu	J. Schermer
G. Beckett	E. Kalaydjian	L. Shaw
I. Berry	M. Kim	A. Shepard
J. Binoy	H. Kirk	D. Smith
N. Borradaile	K. Kirkwood	F. Strzelczyk
K. Bressette	D. Kotsopoulos	J. Sutton
A. Bryson	Y. Laforet-Fliesser	J. Toswell
G. Campbell	D. Laird	C. Vanderlugt
E. Chamberlain	J. Lamarche	R. Ventresca
B. Cheadle	K. Lawless	J. Welch
K. Choi	C. Lengyell	J. Yoo
S. Clarke	J. Li	A. Zecevic
K. Coley	D. Malloy	
R. DeKoter	C. A. Marshall	
S. Feagan	M. McGrath	
D. Ferri	M. H. McMurran	
L. Frederking	K. Meyer	
A. Fremeth	L. Miller	
T. Frost	J. Minac	
J. Garland	M. Modeski	
B. Gillies	K. Olson	
M. Green-Barteet	T. Orchard	
N. Harney	S. Pitel	
L. Henderson	J. Plug	
K. Henricus	S. Powell	

Observers: S. Ajak, C. Bressette, J. Doerksen, S. Lewis, M. Machado, M. McGlynn, L. Cho, O. Oloya, G. Read, V. Sarkany, R. A. Strickland, J. Weststar,

The Chair welcomed members to the meeting.

LAND ACKNOWLEDGEMENT

E. Chamberlain offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

S.23-157 **ITEM 2.0 – Minutes of the Meeting of June 9, 2023**

It was moved by B. Rubin, seconded by L. Miller,

That the minutes of the meeting of June 9, 2023, be approved as circulated.

CARRIED

S.23-158 **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: the incoming class, the spring Convocation, the eighth Building Reconciliation Forum, the QS World University Rankings, the new Global Engagement Plan, Western's new Chancellor and new initiatives on campus.

In his remarks, A. Shepard, President & Vice-Chancellor additionally commented on the following items:

- Observation of the National Day for Truth and Reconciliation
- Gratitude was extended to staff, faculty, and the student leadership at USC for the positive start to the year during OWeek
- Western's rise on the QS World University Rankings
- The Blue-Ribbon panel and consideration of funding for students
- The Homecoming weekend.
- Introduction of Penny Pexman, Western's new Vice-President (Research)

S.23-159 **REPORT OF THE PROVOST**

F. Strzelczyk, Provost and Vice-President (Academic) provided a verbal report on the updates and initiatives under her portfolio.

F. Strzelczyk began with welcoming remarks and expressed her appreciation for the new members of Senate. She continued her report with leadership updates and welcomed Penny Pexman as the newly appointed Vice-President (Research) and Lily Cho, Vice-Provost and Associate Vice-President (International). It was noted that the searches for the Vice-Provost (Graduate and Postdoctoral Studies), Dean of the Faculty of Arts and Humanities, and the Director for the McIntosh Gallery are underway.

F. Strzelczyk additionally commented on the budget timelines and factors affecting the budget. Implementation of the Global Engagement Plan has been identified as a priority, along with the

next steps in this process.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

S.23-160 **ITEM 5.1 Announcement of a Vice-Chair of OAC**

E. Chamberlain announced the Vice-Chair of OAC (Mark Cleveland) for a term from July 1, 2023 to June 30, 2024.

S.23-161 **ITEM 5.2 – Revisions to the Schulich School of Medicine & Dentistry Faculty Council Constitution**

It was moved by E. Chamberlain*,

That on the recommendation of OAC, Senate approve that effective September 1, 2023, that the Schulich School of Medicine & Dentistry Faculty Constitution be amended as shown in Item 5.2.

CARRIED

**[Secretariat Note: In accordance with the current edition of the American Institute of Parliamentarians Standard Code of Parliamentary Procedures for motions brought forward from Senate Committees, no seconder is required]*

S.23-162 **ITEM 5.3 – Removal of God Save the King**

A Senator commented on the proposal and stated that the changes should be aligned with the Government's directions.

It was moved by E. Chamberlain,

That Senate approve the removal from Convocation ceremonies of the singing and instrumental playing of God Save the King.

CARRIED

REPORT OF THE NOMINATING COMMITTEE

S.23-163 **ITEM 6.1 – Announcement of a Chair and Vice-Chair of the Senate Nominating Committee**

J. Toswell announced the Chair and Vice-Chair of the Nominating Committee (Jane Toswell, Pauline Barmby) for the terms from July 1, 2023 to June 30, 2024.

S.23-164 **ITEM 6.2 – Membership – Subcommittee on Undergraduate Academic Courses (SOC)**

Amy Horton was acclaimed to SOC as a faculty member for a term from July 1, 2023 to June 30, 2024.

S.23-165 **ITEM 6.3 – Membership – Subcommittee on Program Review – Undergraduate (SUPR-U)**

Alexandra Agyapong was acclaimed to SUPR-U as an undergraduate student representative for a term from July 1, 2023 to June 30, 2024.

S.23-166 **ITEM 6.4 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)**

Nigel Blamey was nominated from the floor of Senate and was acclaimed to SWAM as a faculty member for a term from July 1, 2023 to June 30, 2024.

Forough Hazrati was acclaimed to SWAM as a graduate student representative for a term from July 1, 2023 to June 30, 2024.

S.23-167 **ITEM 6.5 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)**

Rachel Heydon was acclaimed to ACA as a faculty member Senator for a term from July 1, 2023 to June 30, 2024.

S.23-168 **ITEM 6.6 – Selection Committee for the Vice-President (University Advancement)**

In addition to the slate of nominees contained in the Agenda from the Nominating Committee, a number of nominations were received from the floor. An election was held following the Senate meeting. Ken Coley, Lisa Saksida and Zach Armstrong were elected to the Selection Committee for the Vice-President (University Advancement).

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

S.23-169 **ITEM 7.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy**

WG Pearson announced the Chair and Vice-Chair of the Senate Committee on Academic Policy (WG Pearson, Melissa Adler) for the terms from July 1, 2023 to June 30, 2024.

S.23-170 **ITEM 7.2 – Policy Review Framework and Timeline**

M. Modeski, University Registrar, presented a policy review framework and timeline for the 2023-24 academic year (Appendix A). This included a description of the goals and objectives for this process, the current membership of the Academic Policy Working Group, and the main challenges that will be addressed.

S. Lewis, Vice-Provost (Academic Programs), additionally provided an update on the ongoing review of the academic policies, which involved insights from other institutions within the sector, engagement of different groups in the process, and alignment of the policies with Western's key values and strategic priorities. She concluded the report by providing an update on the Provost's Task Force on Academic Integrity and expressed the commitment to consult with Senate to ensure a proper and effective communication process.

S. Lewis addressed a question of clarification regarding the expected timeline for finalizing the Artificial Intelligence (AI) usage policy and emphasized that the existing policies already cover a wide range of AI-related issues. However, she also noted the possibility of considering a separate policy in the future.

A Senator asked a question of clarification as to whether the composition of the Working Group could be expanded to include current students, particularly international students. M. Modeski recognized the valuable insights provided by students during policy reviews and highlighted ongoing discussions with the University Student Council (USC) to ensure continuous student input.

A Senator commented on the membership of the Working Group and raised concerns regarding the retention of students. M. Modeski stated that Western keeps strong enrollment, but international enrollment strategy is to be enhanced.

An Official Observer commented on the appropriate representation within the advisory body and its potential implications.

Addressing the question of clarification regarding group composition, M. Modeski elaborated on the extensive engagement with various groups across the institution.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)

S.23-171 ITEM 8.1 – Announcement of a Chair and Vice-Chair of ACA

S. Roland announced the Chair and Vice-Chair of the Senate Committee on ACA (Sophie Roland, Ken Kirkwood) for the terms from July 1, 2023 to June 30, 2024.

S.23-172 ITEM 8.2 – Huron University College: Introduction of a Major in China Studies

G. Read, the Provost and Dean of Arts and Social Science, Huron University College, addressed the questions submitted in advance to the Senate meeting and pointed out that to ensure suitable language proficiency, Huron University College offers two sets of cultural courses with different requirements. In response to the question regarding the field trip, G. Read stated that the proposed module does not include the capstone course. Additionally, it was noted that Huron's Chinese program offered various introductory courses on contemporary China and that additional hiring was undertaken to support the program.

G. Read acknowledged that the admission requirement for the new Major of a 0.5 course in a subject area is aligned with some other requirements in Modules offered by Huron University College and in other programs across Western and its Affiliated University Colleges.

It was moved by K. Kirkwood,

That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective January 1, 2024 a Major in China Studies be introduced by Huron University College as shown in Item 8.2.

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

S.23-173 ITEM 9.1 – Announcement of a Chair of SCUP

D. Laird announced that he was elected as the Chair of SCUP for a term from July 1, 2023 to June 30, 2024. F. Strzelczyk, the Provost & Vice-President (Academic) is ex-officio Vice-Chair of the committee.

S.23-174 ITEM 9.2 – Proposed Undergraduate Program Name Change at Faculty of Information and Media Studies (FIMS)

A Senator raised a question regarding the timeline for the consultation process, as they had concerns regarding communication between FIMS and the Faculty of Arts and Humanities. L. Henderson, Dean of FIMS, addressed the question and spoke to consultations the Faculty undertook.

In response to a question of clarification regarding the collaboration between the Faculties, L. Henderson stated that the Faculties will collaborate to clarify discrepancies among courses bearing the term “communication” in their titles, which aims to avoid any confusion among students. Other opportunities for collaboration will also be explored.

A Senator raised concerns with respect to this proposal and proposed amending the original motion to move the effective date to September 2024. The friendly amendment was declined. L. Henderson provided an overview of the rationale for the proposed change and highlighted the potential implications for the Faculty of the proposed delay.

A Senator questioned why the concerns regarding the consultation period were not brought forward prior to the approval by the Senate Committee on University Planning and proposed to table the Program Name Change for one month for additional consultation.

J. Plug, Acting Dean, Faculty of Arts and Humanities, commented on the consultation process that occurred. He clarified that faculty members expressed apprehension about the potential for confusion by students in the two programs and future enrolment competition. He noted new opportunities are present for programming if done properly.

A student Senator raised a question as to whether the students were consulted and if additional consultation may occur.

A Senator suggested tabling the item for a month for further consultation.

The Senator withdrew the proposal to change the effective date.

It was moved by S. Pitel, seconded by J. Toswell,

That the name change to the undergraduate program at FIMS from Media, Information, and Technoculture (MIT) to Media and Communication Studies (MCS) be tabled for one month.

DEFEATED

It was moved by D. Laird,

That on the recommendation of the Senate Committee on University Planning, Senate approve the name change to the undergraduate program at FIMS from Media, Information, and Technoculture (MIT) to Media and Communication Studies (MCS), effective as of September 1, 2023.

CARRIED

S.23-175 **REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)**

P. Pexman, Vice-President (Research) introduced the work of Western's Research Office (Appendix B). This included future priorities, overview of the structure, an update on the work of Western Research, the Strategic Plan implementation, and prioritization of research funding.

In conclusion, P. Pexman provided an update regarding research security, engagement of undergraduate students in research and invited Senators to provide feedback with respect to research initiatives.

In response to a question concerning librarian research support for undergraduate students and a lack of resources, P. Pexman commented on the importance of collaboration and different strategies currently underway.

S.23-176 **REPORT OF THE ACADEMIC COLLEAGUE**

P. Barmby provided a brief overview of the work of the Academic Colleague.

S.23-177 **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

S.23-178 **Information Items Reported by OAC on Unanimous Consent:**

- ITEM 12.1(a) – Speaking Rights at Senate – Chair of the Senate Committee on Academic Policy and Chair of the Senate Committee on Academic Curriculum and Awards (ACA)
- ITEM 12.1(b) – Virtual Senate Meeting in February 2024
- ITEM 12.1(c) – Senate Membership – Vacancies Filled by Appointment
- ITEM 12.1(d) – Senate Membership - General Community

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

S.23-179 **ITEM 12.2(a) – Revisions to the Dean’s Honour List and Graduation “With Distinction” Policy**

It was moved by J. Toswell, seconded by G. Santos,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2023, the “Dean’s Honour List and Graduation “With Distinction”” policy be revised as shown in Item 12.2(a).

CARRIED BY UNANIMOUS CONSENT

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)

S.23-180 **ITEM 12.3(a) – Faculty of Arts and Humanities, Department of French Studies: Revisions to the Admission Requirements of the Honours Specialization, Specialization, Major and Minor in French Studies and the Certificat de français pratique**

It was moved by J. Toswell, seconded by G. Santos,

That on the recommendation of ACA, Senate approve that effective September 1, 2023, the admission requirements of the Honours Specialization, Specialization, Major and Minor in French Studies and the Certificat de français pratique, offered by the Department of French Studies in the Faculty of Arts and Humanities, be revised as shown in Item 12.3(a).

CARRIED BY UNANIMOUS CONSENT

S.23-181 **ITEM 12.3(b) – Ivey Business School: Revisions to the Admission Requirements for Business Administration**

It was moved by J. Toswell, seconded by G. Santos,

That on the recommendation of ACA, Senate approve that, effective September 1, 2023, the policy on “Admission – Business Administration” be revised as shown in Item 12.3(b).

CARRIED BY UNANIMOUS CONSENT

S.23-182 **ITEM 12.3(c) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to “Medical Sciences First Entry”**

It was moved by J. Toswell, seconded by G. Santos,

That on the recommendation of ACA, Senate approve that, effective September 1, 2023, “Medical Sciences First Entry” be revised as shown in Item 12.3(c).

CARRIED BY UNANIMOUS CONSENT

S.23-183 **ITEM 12.3(d) – Faculty of Science, Department of Physics and Astronomy: Withdrawal of the Minor in the Physics of Materials**

It was moved by J. Toswell, seconded by G. Santos,

That on the recommendation of ACA, Senate approve that, effective September 1, 2023, admission to the Minor in Physics of Materials be discontinued and that the module be withdrawn.

CARRIED BY UNANIMOUS CONSENT

S.23-184 **ITEM 12.3(e)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Comparative Literature**

It was moved by J. Toswell, seconded by G. Santos,

That on the recommendation of ACA, Senate approve that, effective September 1, 2023, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Comparative Literature be revised as shown in Item 12.3(e)(i).

CARRIED BY UNANIMOUS CONSENT

S.23-185 **ITEM 12.3(e)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Management of Applied Science (MMASc)**

It was moved by J. Toswell, seconded by G. Santos,

That on the recommendation of ACA, Senate approve that, effective September 1, 2023, the Master of Management of Applied Science (MMASc) be revised as shown in Item 12.3(e)(ii).

CARRIED BY UNANIMOUS CONSENT

S.23-186 **Information Items Reported by ACA on Unanimous Consent**

- ITEM 12.3(f) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Nursing, DAN Management & Organizational Studies, Childhood and Youth Studies (King's University College), and Psychology (King's University College)
- ITEM 12.3(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Chemical and Biochemical Engineering and Media in Journalism and Communication
- ITEM 12.3(h)(i) – New Donor-Funded Scholarships, Awards and Prizes

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

S.23-187 **ITEM 12.4(a) – Renaming: Cassels Chair in Mining Law and Finance**

It was moved by J. Toswell, seconded by G. Santos,

That on the recommendation of SCUP, Senate approve and recommend to the Board of Governors the renaming of the Cassels Brock Chair in Mining Law and Finance to the Cassels Chair in Mining Law and Finance.

CARRIED BY UNANIMOUS CONSENT

ANNOUNCEMENTS AND COMMUNICATIONS

S.23-188 The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 12.5(a) – Academic Administrative Appointments

ITEMS REMOVED FROM THE CONSENT AGENDA

S.23-189 **ITEM 12.3(h)(ii) – New Western-Funded Scholarships, Awards and Prizes**

A Senator made an observation on this proposal and stated that the dollar value associated with such scholarships, awards and prizes should be reconsidered and increased if appropriate.

S.23-190 **DISCUSSION AND QUESTION PERIOD**

The full text of questions submitted in advance of the meeting was posted in the Agenda at Item 14.0 prior to the meeting. The questions and responses are summarized below.

1. A Senator asked as to whether the plan on supporting the library system and the work of Librarians and Archivists on campus could be provided to Senate.
2. A Senator raised a question of clarification regarding Western's plan to maintain an adequate ratio of Librarians and Archivists to students as enrollment increases, ensuring sufficient support.
3. A Senate Observer Alternate asked about comments on the efforts to sustain and enhance the capacity of Western Libraries and the FIMS Library to support teaching and research excellence, particularly in the context of resource limitation.

The Chair emphasized that questions concerning the negotiation of collective agreements are not the purview of Senate and stated that the budget allocation went through a long process of discussion and is an ongoing process which aims to provide adequate support to faculty and staff. F. Strzelczyk commented on the budget process and planning. She confirmed that the allocations were increased.

4. A Senator raised a question of clarification regarding the provided timeline for complaints in context of the media coverage regarding the Women's Hockey team.

A. Shepard stated that no comment can be provided at the current time on this matter as a legal investigation has been launched. He acknowledged that Western is acting appropriately.

5. A Senator, referring to the TSN article, asked a question as to whether adequate support has been provided to the Western Women's hockey team.

J. Doerksen, Vice-Provost (Students), addressed the question and advised the main areas of support provided to the hockey team and student athletes. As a follow up to the discussion, a Senator commented about the importance of transparency.

6. A Senator asked if the [2022-23 Annual Progress Report from the Office of Equity, Diversity and Inclusion \(EDI\)](#) could be provided to Senate for information.

O. Oloya, Associate Vice-President (Equity, Diversity & Inclusion), advised the Western EDI Strategic planning process is currently in progress and the draft Strategic Plan is expected to be presented to the Senate for feedback.

7. Questions regarding the implementation and requirements for the proposed Introduction of a Major in China Studies were addressed by G. Read during the discussion in item 10.0.

Additionally, A. Shepard addressed a question of clarification regarding the QS World University Rankings and the changes in their methodology. L. Cho, Vice-Provost and Associate Vice-President (International), commented on the international research network's role as an important component within the ranking system.

ADJOURNMENT

The meeting adjourned at 3:35 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Policy Review Framework and Timeline: Presentation to Senate

September 15, 2023



1

Academic Policy Working Group

- Objective and Goals
- Working Group Membership
- Roadmap
- Alignment to Institutional Strategic Priorities
- Communication and Consultation



2

Working Group Membership

- Susan Lewis (Co-Chair), Vice-Provost Academic Programs
- Marisa Modeski (Co-Chair), University Registrar
- Maria Farooq, VP University Affairs, USC
- Nicole Tate-Hill, Acting Director, WCS
- Jeffrey Hutter, Acting Dean, Science
- Andrew Johnson, Associate Dean, Health Sciences
- Susan Knabe, Associate Dean, FIMS
- Vicki Sweeney, Associate Dean, Huron University College
- Valery Sarkany, Associate Registrar



3

Admissions, Enrolment and Scholarships

- How are we supporting students that have extenuating circumstances upon admission?
- How are we adapting our policies to be aligned and adaptable with external considerations?
- Do our existing policies accommodate the diverse needs and situations of our students?



4

Academic Considerations

- Sustainable for staff, faculty, students, health care profession
- Create a more equitable and inclusive Western
- How are peer institutions addressing this challenge?
- How can we develop a process that's easier for everyone?



5

Scholastic Offences

- Integrate recommendations of the Provost's Task Force on Academic Integrity
 - Culture, education and training
 - Technology and ChatGPT
 - Enhanced reporting
 - Policy development



6

Undergraduate Courses

- Promote teaching and learning of the future
- Enrich the student experience
- Increase, diversify and support international students as outlined in the Global Engagement Plan (GEP)
- Support enrolment, retention and success
 - Teaching modalities
 - Essay courses
 - Course outlines
 - Gender-Based and Sexualized Violence statement
 - Course credit, course load, adding/dropping

Communications and Consultation

- Academic Policy Working Group
- Senate Committee on Academic Policy
- Key partners, may vary by policy
- Senate (multiple opportunities)

Senate Welcome :: 2023



Penny Pexman :: Vice-President (Research)

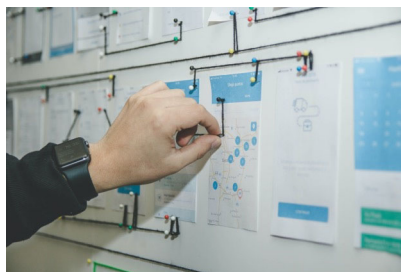
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Introduction to Western Research



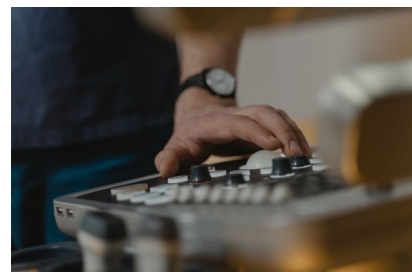
Office of Research Services

Helps scholars gain a competitive edge by providing strategic & administrative support at all stages of research, scholarship & creative activity.



Innovation & Strategic Partnerships

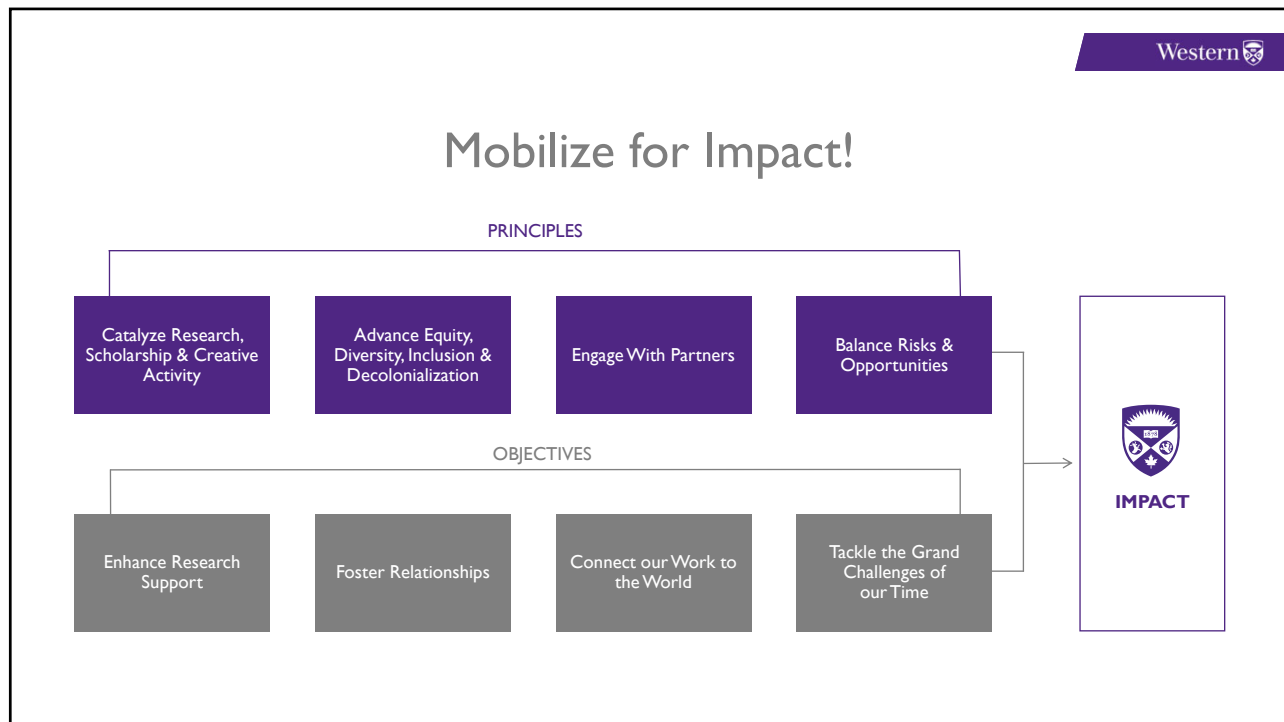
Advances innovation & impact of research through partnerships, intellectual property licensing, knowledge mobilization & commercial opportunities.



Animal Care & Veterinary Services

Offers facilities, equipment & staff who provide ethical care & clinical, diagnostic & surgical support for research involving animal models.

2



3



4

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

The Academic Policy Working Group was presented to Senate on September 15. Based on feedback received at that time, the working group membership was expanded to include additional undergraduate students and faculty. Once the working group membership is constituted, it will be shared with Senate. A dedicated email address is now in place for faculty, staff and students to submit their feedback: academicpolicy@uwo.ca

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: October 6, 2023

Re: Monthly report for October 2023

Dear Senators,

Following are some of the noteworthy developments since my last report for the Senate meeting of September 15, 2023.

Brescia integration: As announced September 21, Western's Board of Governors and Brescia's Board of Trustees have confirmed their support for a proposed integration of Brescia with Western. A change of this magnitude is complex, and input from campus community members will be sought to help us navigate a successful integration. To move the transition forward, a steering committee co-chaired by Western's provost and our vice-president (operations and finance) will lead the process. The provost is also establishing an advisory committee that will include representation from Brescia and Western's senate. That committee will facilitate the academic integration of the two universities and bring feedback forward for the steering committee's consideration. In the meantime, we remain committed to ensuring that the academic programs, scholarships, support services, and campus life opportunities offered to current Brescia students within the context of a safe, inclusive, and empowering community will continue throughout their degree programs.

Western's first-ever AI officer: On September 27, we announced that **Mark Daley** will become Western's first-ever chief Artificial Intelligence (AI) officer on October 15, making our university Canada's first to have such a role on its senior executive team. Mark will lead development and implementation of campus-wide AI strategy aligned with our academic mission and research objectives. He is uniquely qualified for this exciting new role with his extensive background in computer science and neuroscience, and his deep expertise in both neural computation and academic administration. Mark holds appointments in several departments, including computer science, mathematics, statistics and actuarial sciences, biology, electrical & computer engineering, and epidemiology & biostatistics. In recent years, he has served as vice-president of research at the Canadian Institute for Advanced Research, a world-renowned institute supporting AI research and Canada's AI strategy. Most recently, he served as Western's first-ever chief digital officer leading Western Technology Services.

Fall convocation: We look forward to celebrating convocation October 18, 19 and 20. In addition to welcoming a new cohort of graduates into our global network of alumni, we will be recognizing the distinguished achievements of **Hanny Hassan, Jamelie Hassan, Sarah Polley, Paul Sabourin** and **Bob Steadman** with honorary degrees.

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

- **Antonio Calcagno** (Philosophy at King's University College), **Cheryl Forchuk** (Nursing), **Marlys Koschinsky** (Physiology & Pharmacology), Ruth Lanius (Psychiatry), **Isaac Luginaah** (Geography & Environment), and **Alan MacEachern** (History) elected as *Fellows of the Royal Society of Canada*, while **Tilottama Rajan** (English & Writing Studies) awarded the RSC's *Chauveau Medal* for her distinguished contribution to knowledge in the humanities.
- **Trevor Birmingham** (Physical Therapy), **Cindy Hutnik** (Ophthalmology and Pathology), **Adrian Owen** (Psychology, Physiology & Pharmacology), **Carlos Quiñonez** (Dentistry), and **Shannon Stewart** (Education) elected as *Fellows of the Canadian Academy of Health Sciences*.
- \$5.1M grant awarded by *Azrieli Foundation Funds Motor Neuroscience Network* to support a research project jointly led by **Andrew Pruszyński** (Physiology & Pharmacology) and Sam Sober (Emory University) to launch a new international consortium studying motor planning, execution and resilience.
- \$2M grant awarded by *Employment & Social Development Canada* to support a research project led by **Barb MacQuarrie** (Centre for Research & Education on Violence Against Women & Children) aimed at the prevention of workplace violence and harassment.
- **Saleema Allana** (Nursing) named one of twelve 2023 Research Fellows in Compassion & Artificial Intelligence by *AMS Health Care*.
- **Ting-Yim Lee** (Medical Biophysics) named inaugural recipient of the new *Career Achievement Award* by *WORLDDiscoveries* in its annual Vanguard Awards program, which recognizes exceptional achievements in innovation, entrepreneurship and research commercialization at Western.
- Undergraduate student **Vanessa Memeh** (Science) named a Loran Scholar, receiving one of the largest scholarships awarded in Canada.

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal report.

ITEM 5.1 – Revisions to the Senate Election Procedures

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that the Senate Election Procedures be revised as shown in Item 5.1, effective October 13, 2023.

EXECUTIVE SUMMARY:

In preparation for the 2024 elections cycle, the Senate Election Procedures have been reviewed. Revisions proposed include:

1. A reduction to the number of nominators required to support a nomination. The current requirement of 10 nominators would appear to place individuals from smaller constituencies/units at a disadvantage in comparison to those from large constituencies. Three nominators are proposed.

In a scan of 18 other Ontario universities, 12 had information on the number of required nominators publicly available. The average number of nominators was 3.5, calculated without the inclusion of two outliers of 25 and 100 in two student constituencies. The list of universities is attached for reference.

Data on the number of Senate elections/acclamations/appointments over the past three years is attached for reference as well.

2. Removal of the following:
 - i. the requirement for signatures on nomination forms,
 - ii. website URLs,
 - iii. the requirement to retain all elections data (the Secretariat does not have access to individual votes) and
 - iv. the requirement for nominations forms to be submitted within a specific time period during the nominations window.
3. Defining how candidates shall be listed on ballots (alphabetically by last name).
4. Clarification of the requirements for elected representatives from the Schulich School of Medicine & Dentistry to align with Senate Resolution 97-136b (June 19, 1997):
 - a. "Pursuant to section 24.(1)(b) of the *University of Western Ontario Act* (1982), and subject to the approval by the LGIC that 5 members of faculty be elected to Senate from the Faculty of Medicine & Dentistry, that the following constituencies comprise the Faculty of Medicine & Dentistry representation on Senate as approved by the Faculty's Merger Task Force: 1 member elected from and by the School of Dentistry; 4 members elected from and by the Faculty of Medicine & Dentistry at large."

5. Provision of two business days after the close of nominations before they are posted to allow the Secretariat time for vetting of nominations.
6. That mid-year vacancies in the full-time administrative staff constituency and mid-year vacancies arising between July 1 and April 30 in the undergraduate and graduate student constituencies be filled by the Senate Nominating Committee. The current process for filling these vacancies requires striking an *ad-hoc* Nominating Subcommittee. The *ad hoc* Subcommittee process takes 1 – 2 months to complete and requires 6 – 14 people per subcommittee. The Secretariat consulted with undergraduate, graduate and staff representatives from the Nominating Committee and OAC about the proposed change and received positive feedback.

ATTACHMENT(S):

[Senate Election Procedures - Track Changes Copy](#)

[ON University Election Nominators](#)

[Data on Elections/Aclamations by Constituency 2021-2023](#)

Senate Election Procedures

Effective Date: ~~July 1, 2023~~ **October 13, 2023**

Supersedes: **July 1, 2023;** October 14, 2022; October 15, 2021; November 13, 2020; March 2019

The University of Western Ontario Act 1982 as amended in 1988 and 2016 (hereinafter referred to as the Act), in Sections 24 and 25 defines the composition of Senate **and sets out** general provisions for election of members, including eligibility for candidacy and voting, the establishment of a staggering of terms at the time of first elections, and a provision for the designation of constituencies within units.

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

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

A. ~~CONSTITUENCIES:~~ THE ELECTION OF FACULTY, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENTS AND GRADUATE STUDENTS MEMBERS

A.1 General

1. The University Secretary shall have responsibility for overseeing all aspects of Senate elections including engaging and promoting the electoral process, administering elections including voting, ruling on election matters in accordance with these Procedures, and communicating information to the public and candidates.
2. The schedule for calling for nominations, publication of candidates' names, and timelines for campaigning and balloting shall be as published by the University Secretary on or before November 30 each year. Normally, nominations are open for approximately two weeks in early January, followed by a campaign period.
3. Elections of faculty **members** from the Affiliated University Colleges are conducted by each Affiliated University College, with the ~~winners'~~ names **of those elected** being forwarded to the University Secretary.

Senate Election Procedures

4. With the exception of faculty elected from the Affiliated University Colleges, candidates for election must be nominated by means of an official nomination form available from the University Secretary and accessible on the University Secretariat website. ~~:- <http://www.uwo.ca/univsec/>.~~
5. Nomination forms for staff and students must be **supported** ~~signed~~ by **3** ~~10~~ persons eligible to vote in the unit or constituency **to be represented**.
6. Nomination forms for faculty **members** from the University shall be ~~signed~~ **supported** in one of the following ways:
 - (a) by **3** ~~10~~ members eligible to vote in the academic unit or constituency to be represented; or
 - (b) by the Nominating Committee of the Council of the Faculty or School through the Chair of the Nominating Committee, the Dean, or in the case of SGPS, the Vice-Provost.
7. Nominees must declare on the nomination form:
 - (a) that they are willing to stand as candidates for election and to serve if elected;
 - (b) that they meet the eligibility requirements for the unit or constituency; and
 - (c) that they are validly supported in their nomination, including the specifics of that support (such as the names of nominators).**
- ~~8. -Any person nominated who is not available to sign the nomination form is permitted to notify the University Secretary, in writing, of their intention to be a candidate up until the final deadline for nominations.~~
- 8. 9.** Nominees must submit with the nomination form a statement of interest up to a limit of 200 words and may submit a digital photograph for publication. ~~The University Secretary shall have discretion in restricting the published statement to 200 words.~~ The statement and the digital photograph (if provided) of the candidate will be posted on the election website and linked to the ballot, and by submitting the statement and photograph, candidates agree to such posting.
- 9. 10.** Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the University Secretary.
- 10. 11.** When only sufficient nominations to fill the vacancies for any unit or constituency are received, the University Secretary shall declare the person or persons nominated elected by acclamation.
- 11. 12.** Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the unit or constituency concerned.

Senate Election Procedures

- 12.13.** Balloting will be conducted during a designated period **using a secure electronic platform. Names shall be listed on the ballot by last name alphabetically.**
- 13.14.** Where more than one seat is vacant in any unit or constituency, voters may vote for candidates up to the maximum number of seats available. Candidates with the most votes ~~will be winners and~~ will fill the vacant seats in order of ~~plurality~~ **votes received from most to least.**
- 14.15.** If in any election there is a tie vote, the election shall be determined by lottery conducted by the University Secretary in the presence of the candidates concerned or their agents.
- 15.16.** An election shall not be invalidated by any irregularity which, as determined by the University Secretary, does not affect the outcome ~~of such election.~~ Notification of any irregularity must be received by the University Secretary within five business days of the closing of the polls.
- 16.17.** The results of the election shall be announced as soon as possible after the close of balloting. The number of votes received by each candidate will be made public.
- ~~18. All election data will be retained for a period of thirty days following publication of the election results, and then destroyed if no appeal is pending.~~
- 17.19.** A list of voting results, validated by the University Secretary, **and nomination forms** shall be retained for a period of two years.
- 18.20.** In accordance with the Act, the following pertains with respect to terms for the various constituencies represented on Senate:
- (a) Faculty **members**, administrative staff and members of the general community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election ~~until a lapse of~~ **for** two years.
 - (b) Students are elected to one-year terms. They may serve four consecutive terms, following which they are not eligible for further election ~~until a lapse of~~ **for** two years.
 - (c) When an individual is elected to complete the term of another Senator, that time is not included in the individual's eligibility to serve in their own right.
 - (d) Eligibility for re-election to Senate is unaffected by a Leave of Absence

Senate Election Procedures

taken during a regular membership term, **which**. ~~That is, the period of Leave~~ shall not be construed as a break in the continuity of a regular membership term.

A.2 Elected Representatives – Distribution of Seats

A.2.1 **Faculty Members**

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

A.2.2 **Full-time Administrative Staff**

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

A.2.3 **Students**

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

Senate Election Procedures

Affiliated University Colleges	2
At-Large	4
Graduate Students	4

A.3 Eligibility

A.3.1 **Faculty Members**

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

A.3.2 **Full-time Administrative Staff**

All employees of the University who are recorded in Human Resources as holding a full-time continuing position and who are not members of the faculty (excluding limited duties appointments) are eligible for election and to vote. A member of full-time administrative staff who is registered as a student is not eligible to vote in the undergraduate or graduate student constituencies. Elected administrative staff whose employment status at the University ends during their term shall cease to be Senators.

A.3.3 **Students**

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Any full- or part-time student who is registered, at the time of the call for nominations, in one of the academic units comprising the constituency is eligible to be a candidate and to vote in their academic unit of registration constituency except that those who are otherwise included in a faculty or administrative staff constituency shall not be eligible to be a candidate for election or vote. In any given Senate election, a student may not be a candidate in more than one constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Senators.

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

A.4 Procedures

A.4.1 **Faculty Members and Full-time Administrative Staff**

- (a) The University Secretary shall call for nominations, normally within the first three weeks of January each year.
- (b) **Completed nomination forms must be submitted to the University Secretary within the nominations period as posted by the University Secretariat.** ~~Completed nomination forms must be submitted to the University Secretary not less than seven but not more than 14 consecutive days after the official date of call for nominations.~~ The University Secretary shall ~~then~~ publish official lists of the valid nominations on the University Secretariat ~~website as soon as possible~~ **within 2 business days** after the close of nominations. The official lists shall be organized by constituency and by last name alphabetically, showing the rank (for faculty), title and academic/administrative unit of each nominee.
- (c) Elections shall be conducted by electronic ballot.
- (d) If at any annual election no nominations are received for a faculty constituency, Senate will appoint a member upon the recommendation of the unit concerned based on the unit's internal nomination procedures. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.
- (e) If at any annual election no nominations are received for the administrative staff constituency, the University Secretary shall issue as soon as possible after the close of nominations a second call for nominations, followed by a by-election. The timeline and procedures for the by-election will be as given in paragraphs (b), (c) and (f) of this section. In the event that a by-election fails to yield a candidate, the seat(s) shall be filled in accordance with the procedures for filling of mid-year vacancies (see section B.6, below).

Senate Election Procedures

- (f) The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of the balloting. The successful candidates for each unit/constituency shall be those who obtain the largest number of votes in each unit/constituency concerned.

A.4.2 Students

- (a) When possible, elections to the undergraduate and graduate student constituencies are timed to run in conjunction with the University Students' Council (USC) and Society of Graduate Students (SOGS) presidential elections. Calls for nomination will be issued in accordance with the posted Election Schedule. Undergraduate students may be required to submit a bond to the USC, subject to the USC's By-Law #2 – Election Procedures of the University Students' Council.
- (b) Students registered in Years 1 and 2 of the Bachelor of Medical Science (BMSc) program will be nominated and vote in the "Faculty of Science constituency", while students registered in Years 3 and 4 of the BMSc program will be nominated and vote in the "Schulich School of Medicine & Dentistry constituency".
- (c) If, at any annual election, an undergraduate academic constituency fails to nominate a representative(s), the seat(s) thus unfilled shall migrate to the undergraduate "At Large" constituency for that year only and be filled by election from the "At Large" nominations.
- (d) If one or more "At Large" seats are not filled, the required members shall be determined by the USC and provided to Senate for information through the Operations/Agenda Committee.
- (e) If at any annual election insufficient nominations are received for the graduate student constituency, the required members shall be determined ~~by the ad-hoc Nominating Committee~~ **as** outlined in the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates (see section **CB.5(c)**) ~~-and- provided to Senate for information through the Operations/Agenda Committee.~~
- (f) A mandatory all-candidates meeting will be scheduled for undergraduate student candidates following the close of nominations. Undergraduate student nominees who do not attend or have not made arrangements to send an alternate will be disqualified from candidacy. Following the all-candidates meeting, the University Secretary shall publish a list of valid nominations on the University Secretariat website for undergraduate and graduate student constituencies. The official list shall be by last name alphabetically, and show

Senate Election Procedures

for each candidate the academic program as recorded in the official student records of the University or the relevant Affiliated University College.

- (g) For undergraduate students, the University Secretary may employ the USC Election Committee to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Election Committee's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in USC By-Law #2 and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.
- (h) For graduate students, the University Secretary may employ the SOGS CRO and Appeals Review Commission to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Appeals Commission's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in the SOGS election regulations and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.
- (i) When either the USC or SOGS processes are not employed, candidates will be required to adhere to the campaign requirements and processes established by the Operations/Agenda Committee of Senate.
- (j) The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of the balloting. The successful candidates shall be those who obtain the largest number of votes in each constituency concerned.

B. REPRESENTATIVES OF THE GENERAL COMMUNITY

1. Senate membership includes five persons from the general community, one of whom shall be active in or associated with the field of secondary school education, consisting of
 - (a) The President of the Alumni Association of the University or a person designated by the President of the Alumni Association, and two members of the Alumni Association appointed by the Alumni Association, and

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- (b) two persons appointed by Senate **pursuant to the following provisions.**
- 2. The Senate Nominating Committee shall select representatives from the general community to serve on the Senate in accordance with Section 24(1)(g)(ii) of the UWO Act 1982 (as amended in 1988).
- 3. The Senate Nominating Committee shall, after receiving advice from such bodies or individuals as it may deem appropriate and in knowledge of the appointments to be made by the Alumni Association, present to Senate for information the names of the representatives of the general community ~~through the Operations/Agenda Committee.~~
- 4. Members of the General Community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election ~~until a lapse of~~ **for** two years.

B.

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

- 1. Vacancies may occur for various reasons, including ~~for example~~ through resignation or requests for leaves of absence. In the case of **absences or** leaves of absence granted in accordance with Senate By-Laws, the appointment of **a replacement or** ~~an~~ alternate will follow the procedures outlined below.
- 2. The appointee to fill a vacancy must meet all criteria for Senate membership as defined in the Act and these Procedures.
- 3. Where a vacancy ~~on the Senate~~ occurs before the term of office for which a person has been appointed or elected has expired,
 - (a) If the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed **that member** ~~the person whose membership is vacant;~~
 - (b) If the vacancy is that of an elected member, the provisions **below** ~~of 4, 5, 6 or 7~~ apply, depending on the relevant constituency;
 - (c) A person appointed or elected to fill a vacancy shall hold office for the remainder of the term of office of the person **who is replaced** ~~whose membership is vacant.~~
- 4. **Faculty**

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Senate will appoint a member upon the recommendation of the unit concerned based on the unit's internal nomination procedures. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.

5. **Students**

- (a) In the case of a vacant seat in an undergraduate student constituency, if the vacancy occurs between July 1st and April 30th, **the Senate Nominating Committee shall select a replacement from the constituency. The name of the replacement shall be submitted to Senate for information.** ~~(i) where there is Senate Election Procedures Page 10 no runner up in the constituency from the last election or when the runner(s) up are unable to or unwilling to fill the vacancy, the replacement will be appointed from among the At Large runners up registered in the relevant Faculty in a priority determined by their plurality in that election; (ii) when no appointment can be made by this procedure, the ad hoc Nominating Committee detailed below will select a replacement from the relevant constituency.~~
- ~~(b) In the undergraduate student constituency, an ad hoc Nominating Subcommittee comprised of the undergraduate student Senators and chaired by the Chair of the Senate Nominating Committee, shall submit the name of the replacement to Senate for information through the Operations/Agenda Committee.~~
- (b-e)** In the graduate student constituency, if the vacancy occurs between July 1st and April 30th **the Senate Nominating Committee shall select a replacement from the constituency. The name of the replacement shall be submitted to Senate for information.** ~~through the Operations/Agenda Committee.~~
- (c d)** If a student vacancy occurs subsequent to April 30th and prior to July 1st of the same year, the Senator-elect in the constituency will be invited by the University Secretary to assume the vacant seat. In the case of ~~undergraduate~~ constituencies where there is more than one Senator-elect, the invitations will be extended to candidates in an order determined by their **votes received from most to least** ~~plurality~~ in that election.

6. **Full-time Administrative Staff**

The Senate Nominating Committee shall select a replacement. The name of the replacement shall be submitted to Senate for information. ~~An ad-hoc Nominating Subcommittee comprised of five members of the administrative staff, appointed by the Senate Nominating Committee and~~

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

7. ***General Community Members Elected by Senate***

The Senate Nominating Committee **shall** select a replacement. The name of the replacement shall be submitted to Senate for information ~~through the Operations/Agenda Committee.~~

ON University Election Nominators

University	Board Nominator Number	Senate Nominator Number	
University of Windsor	N/A	N/A	
University of Waterloo	5	Faculty and graduate students	5
		Undergraduate students elected from a single faculty	25
		Undergraduate students elected at large	100
University of Guelph	10	all	2
Wilfrid Laurier University	N/A	N/A	
McMaster University	N/A	N/A	
University of Toronto	5	all	5
Toronto Metropolitan University	2	all	2
York University	10	N/A	
Ontario Tech University	5	Undergraduate student representative	5
		Graduate student representative	3
		Teaching and admin staff representative	1
Brock University	N/A	All	4
Queen's University	5	All	5
University of Ottawa	N/A	N/A	
Carleton University	N/A	All	3

(nominator & second)

Average	6	13
Average without outliers		3.5
Median		4.5
Median without outliers		3.5

**DATA ON ELECTIONS/ACCLAMATIONS/APPOINTMENTS
BY CONSTITUENCY 2021-2023**

Faculty Constituencies

	Total Number of Seats Available	Filled by Election	Filled by Acclamation	No nominations; filled by Faculty appointment.
2023	21	0	9	12
2022	25	3	18	4
2021	21	6	11	4

Administrative Staff Constituency

	Total Number of Seats Available	Filled by Election	Filled by Acclamation
2023	1	1	0
2022	1	1	0
2021	1	0	1

Undergraduate Student Constituencies

	Total Number of Seats Available	Filled by Election	Filled by Acclamation	No nominations; filled by USC appointment
2023	14	9	5	0
2022	14	2	10	2
2021	14	12	2	0

Graduate Student Constituency

	Total Number of Seats Available	Filled by Election	Filled by Acclamation	No nominations; filled by ad hoc committee
2023	4	0	4	0
2022	4	0	4	0
2021	4	0	2	2

ITEM 6.1 – Membership – Senate Committee on University Planning (SCUP)

ACTION: ☒ **ACTION** ☐ **INFORMATION** ☐ **DISCUSSION**

*Workload: SCUP meets Mondays at 3:00 p.m. as required.
Meetings scheduled for the week prior to Senate.*

Composition: Twelve (12) members elected by Senate, including:

- Six (6) members of faculty, who are members of Senate at the time their term on the Committee begins, only one (1) of whom may be a Dean:
- Two (2) Graduate Students
- One (1) Undergraduate Student Senator
- Two (2) Administrative Staff
- One (1) Postdoctoral Fellow

Current Senate-Elected Members:

Terms continuing to June 30, 2024:

Rachel Forrester-Jones (HS), Rachel Halaney (Admin.Staff), Emilie Kalaydjian (UNDG), Donna Kotsopoulos (Edu)

Terms continuing to June 30, 2025:

Cara Anne Davidson (GRAD), Aaron Hodgson (Music), Dale Laird (Schulich), Jasvinder Paul Mann (GRAD), Treena Orchard (HS), Ryan Palmer (Admin.Staff), Stephen Pitel (Law)

Required: One (1) Postdoctoral representative to complete a term vacant due to a resignation (term from July 1, 2023 to June 30, 2024)

Nominees: _____ Scheila Schmidt _____ (Post-Doc) Term to June 30, 2024

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Composition:

- Required:** Five (5) faculty members, including one member from each of the following Faculties: Arts & Humanities, Health Sciences, and Social Science; and two at-large members. No more than one member may be from a single Faculty or School.

Nominees: Karin Schwerdtner (AH) (Faculty, AH)

Andrew Johnson (HS) (Faculty, HS)

Tracey Adams (SS) (Faculty, SS)

Rita A. Gardiner (Edu) (Faculty)

Ken Yeung (Sci) (Faculty)

ITEM 6.3 – Form for Committee Nominations

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Nominating Committee has approved the implementation of a form for committee nominations on a pilot basis.

The form serves several purposes:

- Consistency in presentation of data and biographic information of nominees
- Better data collection in respect of nominations
- Better capture of nominations by the University Secretariat (emails occasionally are caught in junk folders)
- Option for nominees to indicate that they submitted their candidate statement previously and authorize its use in a subsequent nomination

The form is being introduced on an optional basis. The University Secretariat will continue to accept nominations by email but encourages nominees to utilize the form wherever possible.

ATTACHMENT(S):

The link to the form is:

https://uwo.ca/univsec/senate/committees/call_for_nominations.html

ITEM 10.1 – Announcement of a Vice-Chair of the University Research Board

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

The University Research Board elected a Vice-Chair for the July 1, 2023 to June 30, 2024 term as follows:

Vice-Chair: Ken Coley

ITEM 11.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

The COU Academic Colleagues met on August 15 and 16, 2023. The meeting included a presentation on “Wellbeing of International Students: Solutions from Design Thinking” by Dr. Liliane Dionne of the University of Ottawa. Feedback from international students on their expressed needs included solutions in the categories of mental health, greening the campus, English-language training, promoting a sense of belonging, and cultural integration. The solution-makers designed and created prototypes of a campus to better foster the wellbeing of international students.

Colleagues shared updates on topics and issues that were front-of-mind at their respective institutions, including recently approved programs and faculties, budgetary challenges, turnover and recruitment of senior administrators, and safety and emergency measures on campus.

COU President Steve Orsini delivered an update on COU’s activities in support of the Ontario government’s [Blue-Ribbon Panel](#) and discussed his presentation on “Building the Workforce and Housing for the Future” for the upcoming Association of Municipalities Ontario Conference. In the discussion that followed, it was highlighted that COU’s position on enrollment corridors is that any changes to them should be accompanied by mitigating strategies so as not to disadvantage any universities. A report referenced in this presentation, which may be of interest to Senators, is “[Canadian Provincial Study Permit Trends – International Student Approvals in Ontario Reach Unprecedented High in 2022](#)” by ApplyBoard.com

The Province of Ontario is carrying out consultations on the final recommendations from the Postsecondary Education Standards Development Committee’s [report on development of proposed Postsecondary Education Standards under the Accessibility for Ontarians with Disabilities Act](#). The COU Reference Group on Accessibility (a cross-functional group comprised of reps from many COU groups/affiliates) is actively engaged in this dialogue with the Ministry. Its representatives attended the consultation sessions and a Chair from among Reference Group members was assigned to help lead the university teams.

The next meeting of the full Council (Executive Heads and Academic Colleagues) is scheduled for October 16 & 17.

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) – Report of the *ad hoc* Nominating Subcommittee to replace undergraduate student Senator

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Undergraduate student Senate representative, Emily Poirier, was found no longer eligible to serve, creating a vacancy on Senate.

In accordance with sections B.5.a. and B.5.b. of the Senate Election Procedures, an *ad hoc* Nominating Subcommittee was created, comprised of the undergraduate student Senators and chaired by the Chair of the Senate Nominating Committee.

The Nominating Subcommittee met on September 8, 2023. An election was held following the meeting and **Zohair Kamal** was elected to serve on Senate as an undergraduate student representative in place of Emily Poirier and with a term ending June 30, 2024.

The name of the replacement Senator is being provided to Senate for information through the Operations/Agenda Committee.

ATTACHMENT(S):

[Simply Voting Certified Results](#)



5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

Sep 14, 2023

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,

A handwritten signature in black ink that reads "Brian Lack".

Brian Lack
President
Simply Voting Inc.

Results - Senate - Undergraduate Student Senator (Brescia, Huron, King's) - September 2023

Start: 2023-09-13 08:30:00 America/Toronto
End: 2023-09-14 16:00:00 America/Toronto
Turnout: 10 (71.4%) of 14 electors voted in this ballot.

Election of an Undergraduate Student Senator (Brescia, Huron, King's)

Option	Votes
KAMAL, Zohair	5 (55.6%)
XU, Summer	4 (44.4%)

VOTER SUMMARY

Total	10
Abstain	1 (10.0%)

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 Science	
Geoff Wild (to replace Steven Kopp during sabbatical)	October 1, 2023 – April 30, 2024

ITEM 12.1(c) – Report of the *ad hoc* Nominating Subcommittee to replace graduate student Senator

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Graduate student Senator, Hugh Samson, was granted a Leave of Absence, leaving a vacancy on Senate until December 31, 2023.

In accordance with sections B.5.c. of the Senate Election Procedures, an *ad hoc* Nominating Subcommittee was created, comprised of the graduate student Senators, MBA student named by the Master of Business Administration Association and chaired by the Chair of the Senate Nominating Committee.

The Nominating Subcommittee met on October 3, 2023. An election was held during the meeting and **Kevin Moore** was elected to serve on Senate as a graduate student representative in place of Hugh Samson during a Leave of Absence.

The name of the replacement Senator is being provided to Senate for information through the Operations/Agenda Committee.

ITEM 12.2(a) – Temporary Replacements for Senate Committee Members

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

In accordance with Senate By-law: VI.13(a), a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply to the Operations/Agenda Committee for Leave of Absence from two or more consecutive regular meetings of the body to which he/she was elected. Upon the granting of the Leave of Absence, *the Nominating Committee shall appoint a temporary replacement and report its actions to the Senate.*

The Honorary Degrees Committee student Senator representative, Hugh Samson, was granted a Leave of Absence, leaving a vacancy on the Honorary Degrees Committee until December 31, 2023.

The Subcommittee on Western Approved Micro-credentials (SWAM) undergraduate student representative, Kathleena Henricus, was granted a Leave of Absence, leaving a vacancy on SWAM until December 31, 2023.

The Nominating Committee met on October 5, 2023. Jenna Beecoft was elected to serve on Honorary Degree Committee as a student Senator until December 31, 2023.

Jasmine Nitsotolis was elected to serve on SWAM as an undergraduate student representative until December 31, 2023.

The names of the temporary replacements are being provided to Senate for information.

ITEM 12.3(a)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Management of Applied Science (MMASc)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that, effective September 1, 2023, the Master of Management of Applied Science (MMASc) be revised to withdraw the Global Health Systems spoke as described in Item 12.3(a)(i).

EXECUTIVE SUMMARY:

At its February 16, 2023, meeting Senate approved the introduction of a Master of Health Sciences (MHSc) in Global Health Systems effective September 1, 2023.
(See: <https://www.uwo.ca/univsec/pdf/senate/minutes/2023/a23feb16.pdf>.)

As was described in the new program proposal, the intent of the new MHSc in Global Health Systems is to replace the Global Health Systems spoke of the Master of Management of Applied Science (MMASc). With the recent approval of the MHSc in Global Health Systems as a standalone program, the Global Health Systems spoke of the MMASc is now being formally withdrawn.

ITEM 12.3(a)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Media in Journalism and Communication (MMJC)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that, effective September 1, 2024, the Master of Media in Journalism and Communication (MMJC) be revised as shown in Item 12.3(a)(ii).

EXECUTIVE SUMMARY:

Revisions are proposed to the Master of Media in Journalism and Communication (MMJC) in response to the ever-changing environment for professional journalists and communicators as well as to alumni surveys and recommendations from a recent IQAP review.

The proposed changes include:

- an additional required course in Business Essentials;
- an additional elective course requirement;
- a change in the minimum length of the internship from 6 weeks to 4 weeks (and adjustment of credit weight from 1.0 to 0.5); and
- removal of the capstone project.

ATTACHMENT(S):

[Major Modification to the Master of Media in Journalism and Communication](#)

Major Modification to the Master of Media in Journalism and Communication

Major modifications are proposed to the Master of Media in Journalism and Communication (MMJC) to restructure the third and final term of the program.

The proposed modifications include:

1. The addition of a required course: MJCOM 9702 “Business Essentials” (0.5 credits) in the summer term.
2. An additional elective course requirement: students must select one elective course in the summer term from a choice of electives offered by the MMJC program (0.5 credits).
3. A change in the minimum length of MJCOM 9700 INTERNSHIP from 6 weeks to 4 weeks. The internship will take place in the second half of the summer term. The credit weight for the internship course will change from 1.0 credits to 0.5 credits.
4. Removal of MJCOM 9701 INTERNSHIP CAPSTONE PROJECT (1.0 credit) from the program.

The number of total credits required for the program will thus be reduced by 0.5 credit. The program will remain a very intensive twelvemonth experience.

Rationale

Restructuring the third term is a response to the ever-changing environment for professional journalists and communicators, as well as to alumni surveys and a recent IQAP external reviewer report. The changes proposed address two needs in particular. First, both the IQAP review and the student and alumni surveys showed a need for more coursework to address curriculum gaps. Two terms of coursework, most feel, is not quite enough for students to learn all that they need to know to handle the current environment, where professionals are expected to be able to work in complex multimedia environments and operate with constantly changing business models. The proposed changes to the third term would allow the program to better prepare students to thrive in communication, journalism, and other media careers by addressing the gaps in the current program. MJCOM 9702 and the additional elective will fill this gap and better equip students to survive in the more fluid business environments in journalism and communications.

Second, internships are both necessary and problematic. Programs across the continent struggle with the tradition of unpaid internships, which are often an essential foot in the door to professions, especially journalism, but also a source of inequity, because not all students can afford to work for free; unpaid internships like those at the CBC disadvantage students with fewer resources.

Thus, the Faculty proposes these program modifications and enhancements to:

- create more in-class time for students to learn about communications and journalism;
- ameliorate the unfairness and inequity required unpaid internships exact on students with fewer resources by shortening them; and
- maintain an experiential learning opportunity through internships that provide students with the opportunity to put into practice what they learned over the previous two terms of the program and to further develop professional networks.

Following a recommendation from the IQAP review, eliminating the capstone course, MJCOM 9701, will create more time and space for students to take extra courses that will provide them useful skills and understandings. The capstone projects, while useful for some students, have often been constituted by work that has been done as part of the internship. Feedback from students in surveys and focus groups suggests that some students felt it was just one last project that they had to complete for their degree but did not care about, and others felt resentment because some students did minimal work and passed. These issues, combined with the need for more coursework made it clear that sacrificing MJCOM 9701 for the other improvements was a worthwhile tradeoff that would make the program better fit the needs of the students.

The changes will lessen the structural inequities inherent in unpaid internship placements, particularly on the Journalism side. Reducing the minimum length of internships from six to four weeks brings the MMJC program in-line with the internships typically required by other journalism programs. In addition, FIMS will offer, as it has for the last several years, a bursary to students in unpaid internship placements. MMJC will also invite employers of unpaid internships to match the MMJC stipend. While not perfect, shortening the minimum length of the internship combined with some support significantly reduces the financial burden placed on students who are doing an unpaid internship, and thus makes the program more accessible and inclusive. Providing a third-term experiential learning experience that is more accessible to all students aligns well with FIMS' strategic priority of Growing through Inclusion: Foregrounding ethical engagement while remaining attentive to injustice shapes FIMS' continuing commitments to inclusivity.

Current program	Proposed Change(s)
Total Program Credits: 7.0 Fall MJCOM 9101 (0.5 Credits) MJCOM 9102 (0.5 Credits) MJCOM 9103 (0.5 Credits) MJCOM 9104 (0.5 Credits) MJCOM 9200 (0.5 Credits) Winter MJCOM 9105(0.5 Credits) MJCOM 9201 or 9202 (0.5 Credits) Elective 1(0.5 Credits) Elective 2 (0.5 Credits) Elective 3 (0.5 Credits) Summer MJCOM 9700 (1.0 Credits) MJCOM 9701 (1.0 Credits)	Total Program Credits: 6.5 Fall MJCOM 9101 (0.5 Credits) MJCOM 9102 (0.5 Credits) MJCOM 9103 (0.5 Credits) MJCOM 9104 (0.5 Credits) MJCOM 9200 (0.5 Credits) Winter MJCOM 9105 (0.5 Credits) MJCOM 9201 or 9202 (0.5 Credits) Elective 1 (0.5 Credits) Elective 2 (0.5 Credits) Elective 3 (0.5 Credits) Summer MJCOM 9700 (0.5 Credits) MJCOM 9702 (0.5 Credits) Elective 4 (0.5 Credits)

The program learning outcomes will remain the same.

Current students will not be affected by the modification because of the one-year nature of the MMJC program.

Description of Proposed Required Course, MMJC 9702: Business Essentials (for Journalism and Communication Professionals) (0.5 credits)

In this course students will learn how to navigate their careers in professions that are changing rapidly, and ones where they often start by working as freelancers or on short-term contracts. Topics will likely include: how to set up a business, invoicing, securing domains and setting up a business website. pitching for freelance, understanding contract language and evaluating job offers beyond salary, invoicing, exclusivity clauses and NDAs, understanding expectations for one's "brand," and making use of professional groups and other networking opportunities. By the end of this course students will 1) demonstrate awareness of the evolving nature of communication technology and the changing roles of journalists and communicators with audiences, communities, and stakeholders, 2) develop skills to adapt and thrive in a changing media landscape (e.g., facility with changing technology, flexibility for working in range of settings), 3) be able to perform to the highest professional and ethical standard with colleagues, sources, stakeholders, and community, and 4) know how to recognize gaps in personal knowledge and develop techniques and resources to address them.

ITEM 12.3(b) – Annual Report of the Subcommittee for Western Approved Micro-credentials (SWAM)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Subcommittee for Western Approved Micro-credentials (SWAM) submitted an annual report to the Senate Committee on Academic Curriculum and Awards (ACA), per its terms of reference. The report is provided to Senate for information.

ATTACHMENT(S):

[Annual Report of the Subcommittee for Western Approved Micro-credentials](#)

Annual Report of the Subcommittee for Western Approved Micro-credentials (SWAM) to the Senate Committee on Academic Curriculum and Awards (ACA)

September 2023

As prescribed by its Terms of Reference, SWAM presents its annual report to ACA for the 2022-23 academic year.

SWAM has continued to work on a draft Procedure for the Certificates, Diplomas and Micro-credentials Policy.

In November 2022, SWAM approved two proposals from Western Continuing Studies and one set of digital badges. In January 2023 and May 2023, SWAM approved two additional proposals from Western Continuing Studies.

In June 2023, SWAM approved a total of 118 proposals from the Faculty of Education. Further, SWAM approved five proposals from Western Continuing Studies.

In total, SWAM approved 127 micro-credential proposals and one set of digital badges between September 1, 2022 and August 31, 2023. This is an increase from 93 approved micro-credentials in the 2021-22 academic year.

A list of the current Western approved micro-credentials is attached for review.

ATTACHMENT(S):

[List of Western Approved Micro-credentials as of August 31, 2023](#)

Western Approved Micro-credentials		
Name of Micro-credential	Faculty/School/Affiliated University College	Date of SWAM Approval
Faculty of Education		
EDABQ 5600 Primary Division (ABQ)	Faculty of Education	June 15, 2023
EDABQ 5601 Junior Division (ABQ)	Faculty of Education	June 15, 2023
EDABQ 5602 Intermediate Division - Visual Arts	Faculty of Education	June 15, 2023
EDABQ 5606 Intermediate Division - Computer Studies	Faculty of Education	June 15, 2023
EDABQ 5607 Intermediate Division - Dramatic Arts	Faculty of Education	June 15, 2023
EDABQ 5609 Intermediate Division - English	Faculty of Education	June 15, 2023
EDABQ 5610 Intermediate Division - Environmental Science	Faculty of Education	June 15, 2023
EDABQ 5611 Intermediate Division - Family Studies	Faculty of Education	June 15, 2023
EDABQ 5612 Intermediate Division - French as a Second Language	Faculty of Education	June 15, 2023
EDABQ 5613 Intermediate Division - Geography	Faculty of Education	June 15, 2023
EDABQ 5614 Intermediate Division - History	Faculty of Education	June 15, 2023
EDABQ 5617 Intermediate Division - Mathematics	Faculty of Education	June 15, 2023
EDABQ 5618 Intermediate Division - Music: Vocal	Faculty of Education	June 15, 2023
EDABQ 5620 Intermediate Division - Health & Physical Education	Faculty of Education	June 15, 2023
EDABQ 5622 Intermediate Division - Religious Education in Catholic Schools	Faculty of Education	June 15, 2023
EDABQ 5623 Intermediate Division - Science General	Faculty of Education	June 15, 2023
EDABQ 5625 Intermediate Division - Business Studies General	Faculty of Education	June 15, 2023
EDABQ 5640 Senior Division - Visual Arts	Faculty of Education	June 15, 2023
EDABQ 5641 Senior Division - Biology	Faculty of Education	June 15, 2023
EDABQ 5645 Senior Division - Chemistry	Faculty of Education	June 15, 2023
EDABQ 5646 Senior Division - Computer Studies	Faculty of Education	June 15, 2023
EDABQ 5647 Senior Division - Dramatic Arts	Faculty of Education	June 15, 2023
EDABQ 5648 Senior Division - Economics	Faculty of Education	June 15, 2023
EDABQ 5649 Senior Division - English	Faculty of Education	June 15, 2023
EDABQ 5650 Senior Division - Family Studies	Faculty of Education	June 15, 2023
EDABQ 5651 Senior Division - Family Studies	Faculty of Education	June 15, 2023
EDABQ 5652 Senior Division - French as a Second Language	Faculty of Education	June 15, 2023
EDABQ 5654 Senior Division - History	Faculty of Education	June 15, 2023
EDABQ 5655 Senior Division - Social Sciences General	Faculty of Education	June 15, 2023
EDABQ 5656 Senior Division - Law	Faculty of Education	June 15, 2023
EDABQ 5657 Senior Division - Mathematics	Faculty of Education	June 15, 2023
EDABQ 5660 Senior Division - Health & Physical Education	Faculty of Education	June 15, 2023
EDABQ 5661 Senior Division - Physics	Faculty of Education	June 15, 2023
EDABQ 5662 Senior Division - Politics	Faculty of Education	June 15, 2023
EDABQ 5663 Senior Division - Religious Education in Catholic Schools	Faculty of Education	June 15, 2023
EDABQ 5664 Senior Division - Science General	Faculty of Education	June 15, 2023

EDABQ 5665 Senior Division - Business Studies General	Faculty of Education	June 15, 2023
EDAQ 5700 Visual Arts Part 1	Faculty of Education	June 15, 2023
EDAQ 5701 Visual Arts Part 2	Faculty of Education	June 15, 2023
EDAQ 5702 Visual Arts Specialist	Faculty of Education	June 15, 2023
EDAQ 5703 Teaching Students who are Blind/Low Vision Part 1	Faculty of Education	June 15, 2023
EDAQ 5704 Teaching Students who are Blind/Low Vision Part 2	Faculty of Education	June 15, 2023
EDAQ 5705 Teaching Students who are Blind/Low Vision Specialist	Faculty of Education	June 15, 2023
EDAQ 5706 Business Studies - Accounting Part 1	Faculty of Education	June 15, 2023
EDAQ 5707 Business Studies - Accounting Part 2	Faculty of Education	June 15, 2023
EDAQ 5708 Business Studies - Accounting Specialist	Faculty of Education	June 15, 2023
EDAQ 5709 Business Studies - Information and Communications Technology Part 1	Faculty of Education	June 15, 2023
EDAQ 5710 Business Studies - Information and Communications Technology Part 2	Faculty of Education	June 15, 2023
EDAQ 5711 Business Studies - Information and Communications Technology Specialist	Faculty of Education	June 15, 2023
EDAQ 5712 Business Studies - Entrepreneurship Part 1	Faculty of Education	June 15, 2023
EDAQ 5713 Business Studies - Entrepreneurship Part 2	Faculty of Education	June 15, 2023
EDAQ 5714 Business Studies - Entrepreneurship Specialist	Faculty of Education	June 15, 2023
EDAQ 5718 Integration of Information and Computer Technology in Instruction Part 1	Faculty of Education	June 15, 2023
EDAQ 5719 Integration of Information and Computer Technology in Instruction Part 2	Faculty of Education	June 15, 2023
EDAQ 5720 Integration of Information and Computer Technology in Instruction Specialist	Faculty of Education	June 15, 2023
EDAQ 5721 Co-Operative Education Part 1	Faculty of Education	June 15, 2023
EDAQ 5722 Co-Operative Education Part 2	Faculty of Education	June 15, 2023
EDAQ 5723 Co-Operative Education Specialist	Faculty of Education	June 15, 2023
EDAQ 5727 Dramatic Arts Part 1	Faculty of Education	June 15, 2023
EDAQ 5728 Dramatic Arts Part 2	Faculty of Education	June 15, 2023
EDAQ 5729 Dramatic Arts Specialist	Faculty of Education	June 15, 2023
EDAQ 5730 Teaching English Language Learners Part 1	Faculty of Education	June 15, 2023
EDAQ 5731 Teaching English Language Learners Part 2	Faculty of Education	June 15, 2023
EDAQ 5732 Teaching English Language Learners Specialist	Faculty of Education	June 15, 2023
EDAQ 5733 Family Studies Part 1	Faculty of Education	June 15, 2023
EDAQ 5734 Family Studies Part 2	Faculty of Education	June 15, 2023
EDAQ 5735 Family Studies Specialist	Faculty of Education	June 15, 2023
EDAQ 5736 French as a Second Language Part 1	Faculty of Education	June 15, 2023
EDAQ 5737 French as a Second Language Part 2	Faculty of Education	June 15, 2023
EDAQ 5738 French as a Second Language Specialist	Faculty of Education	June 15, 2023
EDAQ 5739 Guidance and Career Education Part 1	Faculty of Education	June 15, 2023
EDAQ 5740 Guidance and Career Education Part 2	Faculty of Education	June 15, 2023
EDAQ 5741 Guidance and Career Education Specialist	Faculty of Education	June 15, 2023

EDAQ 5742 Junior Education Part 1	Faculty of Education	June 15, 2023
EDAQ 5743 Junior Education Part 2	Faculty of Education	June 15, 2023
EDAQ 5744 Junior Education Specialist	Faculty of Education	June 15, 2023
EDAQ 5745 Mathematics Primary and Junior Part 1	Faculty of Education	June 15, 2023
EDAQ 5746 Mathematics Primary and Junior Part 2	Faculty of Education	June 15, 2023
EDAQ 5747 Mathematics Primary and Junior Specialist	Faculty of Education	June 15, 2023
EDAQ 5760 Primary Education Part 1	Faculty of Education	June 15, 2023
EDAQ 5761 Primary Education Part 2	Faculty of Education	June 15, 2023
EDAQ 5762 Primary Education Specialist	Faculty of Education	June 15, 2023
EDAQ 5763 Reading Part 1	Faculty of Education	June 15, 2023
EDAQ 5764 Reading Part 2	Faculty of Education	June 15, 2023
EDAQ 5765 Reading Specialist	Faculty of Education	June 15, 2023
EDAQ 5766 Religious Education in Catholic Schools Part 1	Faculty of Education	June 15, 2023
EDAQ 5767 Religious Education in Catholic Schools Part 2	Faculty of Education	June 15, 2023
EDAQ 5768 Religious Education in Catholic Schools Specialist	Faculty of Education	June 15, 2023
EDAQ 5769 Teacher Librarian Part 1	Faculty of Education	June 15, 2023
EDAQ 5770 Teacher Librarian Part 2	Faculty of Education	June 15, 2023
EDAQ 5771 Teacher Librarian Specialist	Faculty of Education	June 15, 2023
EDAQ 5775 Special Education Part 1	Faculty of Education	June 15, 2023
EDAQ 5776 Special Education Part 2	Faculty of Education	June 15, 2023
EDAQ 5777 Special Education Specialist	Faculty of Education	June 15, 2023
EDAQ 5780 Primary and Junior Music-Vocal, Part 1	Faculty of Education	June 15, 2023
EDAQ 5851 Kindergarten Part 1	Faculty of Education	June 15, 2023
EDAQ 5852 Kindergarten Part 2	Faculty of Education	June 15, 2023
EDAQ 5853 Kindergarten Specialist	Faculty of Education	June 15, 2023
EDAQ 5854 Anti-Black Racism Part 1	Faculty of Education	June 15, 2023
EDAQ 5857 First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures, Part 1	Faculty of Education	June 15, 2023
EDAQ 5900 Mathematics Grades 7 and 8	Faculty of Education	June 15, 2023
EDHONSP 5800 Honour Specialist - Visual Arts	Faculty of Education	June 15, 2023
EDHONSP 5801 Honour Specialist - Biology	Faculty of Education	June 15, 2023
EDHONSP 5802 Honour Specialist - Business	Faculty of Education	June 15, 2023
EDHONSP 5803 Honour Specialist - Chemistry	Faculty of Education	June 15, 2023
EDHONSP 5804 Honour Specialist - Computer Studies	Faculty of Education	June 15, 2023
EDHONSP 5805 Honour Specialist - Social Sciences General	Faculty of Education	June 15, 2023
EDHONSP 5806 Honour Specialist - Dramatic Arts	Faculty of Education	June 15, 2023
EDHONSP 5807 Honour Specialist - English	Faculty of Education	June 15, 2023
EDHONSP 5808 Honour Specialist - Environmental Science	Faculty of Education	June 15, 2023
EDHONSP 5809 Honour Specialist - Family Studies	Faculty of Education	June 15, 2023
EDHONSP 5810 Honour Specialist - French as a Second Language	Faculty of Education	June 15, 2023
EDHONSP 5812 Honour Specialist - History	Faculty of Education	June 15, 2023
EDHONSP 5814 Honour Specialist - Mathematics	Faculty of Education	June 15, 2023

EDHONSP 5816 Honour Specialist - Health & Physical Education	Faculty of Education	June 15, 2023
EDHONSP 5817 Honour Specialist - Physics	Faculty of Education	June 15, 2023
EDHONSP 5818 Honour Specialist - Religious Education in Catholic Schools	Faculty of Education	June 15, 2023
EDHONSP 5819 Honour Specialist - Science General	Faculty of Education	June 15, 2023
Online-teacher.ca	Faculty of Education	May 2, 2022
Unified English Braille Certificate	Faculty of Education	May 2, 2022
Western Continuing Studies		
Active Training Techniques	Western Continuing Studies	May 2, 2022
Advanced Orthotic Science	Western Continuing Studies	August 25, 2022
Advanced Strategies in Business Communications	Western Continuing Studies	May 2, 2022
App Development Using Iconic	Western Continuing Studies	June 29, 2023
Approaches to Teaching and Learning	Western Continuing Studies	May 2, 2022
Assessment and Evaluation in Learning Contexts	Western Continuing Studies	May 2, 2022
Back End Development using Node.js	Western Continuing Studies	June 29, 2023
Basic Orthotic Science	Western Continuing Studies	August 25, 2022
Blogging	Western Continuing Studies	May 2, 2022
Building a Power Vocabulary	Western Continuing Studies	May 2, 2022
Business Analysis: Elicitation, Documentation and Analysis	Western Continuing Studies	May 2, 2022
Business Analysis: Planning and Communication	Western Continuing Studies	May 2, 2022
Business Analytics	Western Continuing Studies	August 25, 2022
Business Grammar and Style: Fundamentals of Writing	Western Continuing Studies	May 2, 2022
Certificate in Curriculum, Teaching and Learning in the STEM Disciplines	Western Continuing Studies	May 2, 2022
Certified Agile Project Manager	Western Continuing Studies	May 2, 2022
Coaching and Mentoring	Western Continuing Studies	May 2, 2022
Collaboration, Teams and Communities in Learning	Western Continuing Studies	May 2, 2022
Collaborative Conflict Resolution	Western Continuing Studies	May 2, 2022
Community Relations	Western Continuing Studies	May 2, 2022
Copywriting that Persuades and Sells	Western Continuing Studies	May 2, 2022
Creativity for Writers	Western Continuing Studies	May 2, 2022
Crisis Communication	Western Continuing Studies	May 2, 2022
Culture and Diversity: Leadership Challenges	Western Continuing Studies	May 2, 2022
Design Thinking	Western Continuing Studies	May 2, 2022
Developing and Leading Teams	Western Continuing Studies	May 2, 2022
Diabetes Pathology and Management	Western Continuing Studies	August 25, 2022
Editing	Western Continuing Studies	May 2, 2022
Editing Workshop: Achieving Accuracy and Professionalism	Western Continuing Studies	May 2, 2022
Effective Boards: Best Practices, Governance and Administration	Western Continuing Studies	May 2, 2022
The Effective Leader	Western Continuing Studies	May 2, 2022
Emotional Intelligence	Western Continuing Studies	May 2, 2022
Employee Communications	Western Continuing Studies	May 2, 2022
Enacting Theories of Leadership: Creating Action from Theory	Western Continuing Studies	May 2, 2022
Enterprise and Strategic Analysis	Western Continuing Studies	May 2, 2022
Event Management	Western Continuing Studies	May 2, 2022

Everyday French: A Quebecois Adventure	Western Continuing Studies	May 2, 2022
Facilitation Processes: Building Consensus and Creating Engagement	Western Continuing Studies	May 2, 2022
Footwear and Orthotic Considerations for the Patient with Diabetes	Western Continuing Studies	August 25, 2022
Foundations of Digital Marketing	Western Continuing Studies	May 2, 2022
Foundations of Financial Management	Western Continuing Studies	May 2, 2022
French-The Basics Part I	Western Continuing Studies	August 25, 2022
French: The Basics Part II	Western Continuing Studies	August 25, 2022
French at Noon-The Basics Part I	Western Continuing Studies	August 25, 2022
French at Noon-The Basics Part II	Western Continuing Studies	August 25, 2022
French for Tomorrow: The Journey Continues	Western Continuing Studies	May 2, 2022
French Forward: The Next Quebecois Quest	Western Continuing Studies	May 2, 2022
Front End Development Using Angular	Western Continuing Studies	June 29, 2023
Full Stack Web Development	Western Continuing Studies	May 2, 2022
Fundamentals of Financial Management for Not-for-Profits	Western Continuing Studies	May 2, 2022
Fundraising and Development	Western Continuing Studies	May 2, 2022
Gender Diversity in Leadership	Western Continuing Studies	May 2, 2022
Global Ethical Engagement Competencies (GEEC)	Western Continuing Studies	January 23, 2023
Grant Writing	Western Continuing Studies	May 2, 2022
Innovating from Within: Creative Intrapreneurship	Western Continuing Studies	May 2, 2022
Integrated Marketing Communications	Western Continuing Studies	May 2, 2022
Introduction to Digital Storytelling	Western Continuing Studies	May 2, 2022
Introduction to Python	Western Continuing Studies	June 29, 2023
Introduction to Social Enterprise Development for Not-For-Profits	Western Continuing Studies	May 2, 2022
Introduction to the Not-for-Profit Sector	Western Continuing Studies	May 2, 2022
The Leader's Role in Resolving Conflict	Western Continuing Studies	May 2, 2022
Leadership and Communications	Western Continuing Studies	May 2, 2022
Leadership Communications	Western Continuing Studies	May 2, 2022
Leading Across Generations	Western Continuing Studies	May 2, 2022
Leading Difficult Conversations	Western Continuing Studies	May 2, 2022
Managing Change	Western Continuing Studies	May 2, 2022
Managing Your Productivity at Work	Western Continuing Studies	May 2, 2022
Marketing Foundations	Western Continuing Studies	May 2, 2022
Marketing Research and Analytics	Western Continuing Studies	May 2, 2022
Marketing Strategy and Planning	Western Continuing Studies	May 2, 2022
Media Relations	Western Continuing Studies	May 2, 2022
Mediation Skills and Processes	Western Continuing Studies	May 2, 2022
Motivation for Superior Performance	Western Continuing Studies	May 2, 2022
Needs Assessment	Western Continuing Studies	May 2, 2022
Negotiation Skills for Leaders	Western Continuing Studies	May 2, 2022
Non-Fiction: Writing for Publication	Western Continuing Studies	May 2, 2022
Optimizing Change	Western Continuing Studies	May 2, 2022
Performance Management and Communication	Western Continuing Studies	May 2, 2022
Podcasting	Western Continuing Studies	May 2, 2022
Policy and Procedure Writing	Western Continuing Studies	May 2, 2022

Positive Psychology	Western Continuing Studies	May 2, 2022
Presentations for Success	Western Continuing Studies	May 2, 2022
Problem-Solving, Decision-Making and Creativity	Western Continuing Studies	May 2, 2022
Program Design Methods	Western Continuing Studies	May 2, 2022
Project Management Basics	Western Continuing Studies	May 2, 2022
Public Relations and Communications for Not-for-Profits	Western Continuing Studies	May 2, 2022
Python for Machine Learning	Western Continuing Studies	May 2, 2022
Social Media Strategy	Western Continuing Studies	May 2, 2022
Spanish: A Deeper Understanding	Western Continuing Studies	May 15, 2023
Spanish: Beyond The Basics	Western Continuing Studies	November 7, 2022
Spanish: The Basics	Western Continuing Studies	August 25, 2022
Strategic Communication Planning	Western Continuing Studies	May 2, 2022
Strategic Leadership	Western Continuing Studies	May 2, 2022
Teaching Online	Western Continuing Studies	May 2, 2022
Teaching with Technology	Western Continuing Studies	May 2, 2022
Tiered Exercise Program	Western Continuing Studies	November 28, 2022
Video 101	Western Continuing Studies	May 2, 2022
Volunteer Management	Western Continuing Studies	May 2, 2022
Web Development Foundations	Western Continuing Studies	June 29, 2023
Web Strategy: Audience, Content and Usability	Western Continuing Studies	May 2, 2022

ITEM 12.3(c) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Management, Public Administration, and Sociology

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 Management, Public Administration and Sociology.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Ivey Business School	Management	April 4-5, 2023	Good Quality
Social Science	Public Administration	March 6-7, 2023	Good Quality
Social Science	Sociology	March 30-31, 2023	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Management](#)

[Final Assessment Report – Public Administration](#)

[Final Assessment Report – Sociology](#)



Management
**Final Assessment Report &
Implementation Plan**
September 2023

Faculty / Affiliated University College	Richard Ivey School of Business	
Degrees Offered	MSc	
Date of Last Review	2013-2014	
Approved Fields	Business Analytics Digital Management International Business	
External Reviewers	Dr. Liena Kano, Haskayne School of Business, Strategy and Global Management University of Calgary	Dr. Ron Babin, Information Technology Management Toronto Metropolitan University
Internal Reviewers	Dr. Jamie Baxter, Associate Dean (Graduate) Faculty of Social Science	Grecia Alaniz, Ph.D. Candidate, Health Professional Education, Health and Rehabilitation Sciences
Date of Site Visit	April 4 & 5, 2023	
Date Review Report Received	May 10, 2023	
Date Program/Faculty Response Received	Program and Faculty: June 6, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-G: September 11, 2023 ACA: October 4, 2023 Senate (for information): October 13, 2023	
Year of Next Review	2030-2031	
Progress Report	June 2026	

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 Management Program delivered by Richard Ivey School of Business.

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, Richard Ivey School of Business.

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 Management Program, Richard Ivey School of Business, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Management program is a “pre-experience”, graduate program in that it targets students with less than two years of work experience. Introduced in 2011, it is a non-thesis master’s program in which students complete degree requirements through a combination of course work and experiential learning. Total enrollment in the program was at 358 in 2020-21. As of this review, the annual intake is of about 75 full-time students per field.

Stemming from an existing internal review process, the self-study was informed by extensive consultation with students, alumni, faculty and staff. For instance, the Ivey MSc Student Experience survey is conducted at the end of each year, with questions about admissions, program services, programming, career management, faculty, and facilities. Focus group discussions were equally held with student groups selected by the Student Association. These data were complemented by the results of Alumni and Career Management Surveys administered in 2021.

The external reviewers shared a positive assessment of the Ivey MSc Management Program. They offer four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Experiential learning courses, case method instruction, case competitions, career management and alumni strength are key parts of the value proposition for the program.
 - o Experiential opportunities for each field include the Ivey Global Lab, the Ivey Digital Innovation Studios, and the Ivey Analytics Lab.
- Accredited by EQUIS, a globally recognized accreditation body of quality in management education.
- Member of CEMS, a Global Management Alliance which exposes students to the multilingual, multicultural and interconnected business world.
 - o Engagement with CEMS alliance exchange involves completion of a certificate program over 4 months (33 outbound students in 2022).
- EDI initiatives have been incorporated into student onboarding and integrated into the curriculum. For instance, the Business Communications courses further explore EDI topics through case study and the incorporation of outside expertise. Additional program elements include EDI 101 – with a focus on understanding cross cultural teamwork and creating inclusive environments/ events as well as case workshops on “Breaking the Silence” and harassment.
- Ivey’s dedicated Career Management team hosts information sessions, mentoring opportunities, and a host of recruiting preparation sessions.
- Dual-degree program option with the Norwegian School of Economics (NHH).

- Personalized approach to student recruitment that focuses on increasing candidate engagement throughout their journey from program exploration, to application, admission, acceptance and finally arrival.
- Enrollment growth from 2017 to present has been about 90%.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Industry knowledge of the degree is limited as only 42% of alumni respondents indicated their degree was well regarded.
- Need to review the marketing of the program's value proposition.
- More student coaching on how to position their degree and experiences.

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:

- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Academic Quality & Enhancement
- Dean, Richard Ivey School of Business
- Associate Dean, Programs
- Director, MSc Faculty Director
- Director, MSc Program Services
- Associate University Librarian & Ivey Librarian
- Ivey 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 Management 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 they “*were impressed by the program’s explicit and targeted connection to practice through Ivey Global Lab (IB), Ivey Digital Innovation Studios (DM), and Ivey Analytics Lab (BA), and through experiential learning and case-based courses. The labs train students to practice knowledge application and jump-start them in the development of professional networks. The practicums and the exchange semester (in the CEMS program) are likely the most valuable and unique features of Ivey’s MSc program.*”

Strengths of the Program

- Rigorous admission process is responsible for the recruitment of high-quality students who have the qualities and background to succeed in the program.
- Faculty members’ strong academic competence is demonstrated in their qualifications, ongoing funded research, publications, and awards.
- The program has successfully provided students with skills that are in demand in the marketplace as can be seen in the excellent employment rates. The use of labs and connection with industry [...] is noteworthy.
- The curriculum is structured to offer excellent opportunities for knowledge application, personal and professional development; and, overall, has a strong connection to practice.
- The case competitions, whereby students have an opportunity to hone their presentation, critical thinking, and time management skills and engage in a competitive activity that emulates real world.
- Students’ progress through the program is carefully monitored by a well-developed system. Faculty are expected to personally know each student, and to provide frequent informal, personalized feedback.
- A very high completion rate is evidence that the program length is appropriate, and that the requirements can be completed within the proposed time period.
- Membership in the exclusive CEMS organization, with only one school per country allowed to participate. This facilitates access to an international network of top-level schools, ensures high quality of exchange experiences, and introduces valuable international elements to the curriculum.

Areas of Concern or Prospective Improvement

- Sustainability does not seem to be explicitly supported by the program. The Program does support a strong Equity Diversity and Inclusivity (EDI) profile, but other aspects of sustainability are not evident in the program curriculum.
 - The program’s Learning Outcomes and Graduate Degree Level Expectations should be expanded to include statements about: 1) sustainability; 2) global citizenship/global competitiveness; and 3) decolonization and Indigenization.
- Pgs. 4 & 5

- Training on academic integrity appears to be missing. Students indicated an interest in resources to learn about proper referencing and appropriate use of AI technology in their work.
- Students expressed the need for assistance with financial planning post-graduation.
- Absence of teaching or administrative work releases could impact faculty members' ability to research.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation	Program/Faculty Response
<p>Recommendation 1: Define (a) Sustainability; and (b) Global Mindset as required learning outcomes for all MSc students.</p> <p>Recommendation 1a:</p> <ul style="list-style-type: none"> • Sustainability is a key issue in Ivey's mission, yet the majority of MSc students appear to lack a formal course or exposure to this issue. • With international and Canadian accounting standards now being established for sustainability reporting, this is a significant business issue. • Sustainability should be covered in the Ivey Essentials either as a stand-alone required module or within the accounting course. <p>Recommendation 1b:*</p> <ul style="list-style-type: none"> • Global citizenship, competitiveness, and innovation represent a key issue in Ivey's mission, yet, outside of the IB specialization, the MSc students appear to lack a formal course or exposure to this issue. • Understanding and appreciation of the global interconnectedness of business is a must-have for present and future business leaders. • Global/international business topics can be covered in the Ivey Essentials or in a separate mandatory course. 	<p>Program:</p> <p>Recommendation 1a:</p> <ul style="list-style-type: none"> - The MSc program fields are more focused than a general management degree (e.g., MBA). As such, the program fields have fewer opportunities to integrate non-core material into their curricula without displacing current content. However, ESG is embedded within many courses in the MSc. Core programming for each program field ranges from 25- 65 hours of ESG content out of 315 hours of instruction. The average elective course has 1/3 of its content focused on ESG. - The MSc Program does not have further instruction space to incorporate a core sustainability course. However, the program is launching a Type 2 GDIP in Business & Sustainability in the fall of 2023 which will cover accounting, audit, and other topics. <p>Recommendation 1b:</p> <ul style="list-style-type: none"> - Global Citizenship outside the IB program field, is not considered a core component of the curriculum. However, all MSc students can study electives that address global citizenship topics including: Global Financial Markets, Global Supply Chain Management, Competing in/with China, Technology and Humanity, Inequality and Business, Frontier Markets, Leading Responsibly, and International Entrepreneurship (new Fall 2023). - In addition, as part of enhancing the student experience, the program is working on an expanded leadership program (delivered as a milestone) which will incorporate elements of global citizenship. <p>Faculty: The Faculty agrees with the Program; significant revisions have been made to include sustainability within the curriculum, as per strategic imperatives. Although global citizenship is not included as a core component of the curriculum in the BA and DM stream, there are several elective courses that students can take which have a global focus.</p>

Recommendation 2: Increase enrolment in the program.

The Western University Strategic Plan, Theme 1, is to “grow strategically”. Clearly the demand for MSc graduates is strong, as suggested by the employment reports. Ivey should consider a careful expansion of the number of students admitted to the program, particularly the BA field.

- At the same time, Ivey cannot diminish the high standards for incoming students. The recruiting challenge will be to attract high quality students who will have many other options to consider.
- Due to the cohort nature of the program, enrolment increase cannot be incremental, and may require adding a full cohort within a specialization. If this is the strategy that Ivey adopts, adequate resources must be allocated to support the expansion so that student experience is not compromised. A smaller cohort (and smaller class sizes for core classes) may benefit students. Currently, students report working in teams of seven members. Regardless of whether expansion is undertaken, teams should be reduced to a more reasonable size.
- Provision of scholarships could be considered to increase enrolment in the program.

Program:

- It is agreed that opportunities exist for growth of the MSc program; as current program fields are at capacity – both in terms of cohort size for the physical space and for instructor-student ratio, so any expansion of the MSc would require a new cohort. Ivey is conducting a program portfolio review which seeks to identify the best mix of future expansion opportunities that align with student demand, school strategy, and school resources. The outcomes of this review will inform the MSc expansion strategy.
- Ivey’s cohort size across all London based programs is, and has been, 75 students for much of recent history. This size of cohort has proven to be an effective teaching increment which is now embedded in much of how resources are configured and allocated. A move to decrease cohort size would be economically challenging and would impair the school’s ability to deliver the highest quality student experience.
- Group sizes for common core courses are at about 5 to 6. Guidance to all faculty teaching field-specific core courses and electives is to use group size of 4 to 6 students. Faculty may choose a different group size depending on the nature of the learning objectives in the classroom.
- Scholarship funding is assessed regularly as a tool for enticing high quality students to Ivey’s programs. Funding is also regularly reviewed to ensure marginalized students have more opportunities to pursue their studies at Ivey.

Faculty:

- As noted in the Program’s response, a Program Portfolio Review is ongoing. The recommendations of the working group will be based on environmental scans, consideration of the changing nature of work and education, feedback from recruiters, Ivey Advisory Board, and faculty input.
- At present, physical space is a constraint in expanding the number of sections of MSc; however, a much-enlarged facility will become accessible in Toronto in 2024.
- The Faculty agrees that 1) expansion efforts cannot impact the quality of students; 2) scholarships can attract quality students and students from more diverse backgrounds.

<p>Recommendation 3: Embed indigeneity into Ivey Essentials for all MSc students.*</p> <ul style="list-style-type: none"> • The Path program, selected by Western's Office of Indigenous Initiatives, that will be introduced to MSc students as a mandatory learning module, should also be included in the Ivey Essentials. • The Path program was introduced to Ivey HBA students in 2022. Lessons learned from that implementation should guide the introduction of Path to MSc students. • The MSc GDLEs should be revised to include expectations about learning of Indigenous issues. 	<p>Program:</p> <ul style="list-style-type: none"> - The Path Program will be incorporated into the MSc Program in the fall of 2023 as a mandatory milestone for all incoming students. Lessons learned from the introduction into HBA will be considered for the MSc introduction. - GDLE's will be revised to incorporate expectations about learning of indigenous issues. <p>Faculty: Ivey is highly committed to EDI and embedding indigeneity into programs. As noted in the Program's response, Ivey has established a timeline of September 2023 to bring the Path Program into the MSc.</p>
<p>Recommendation 4: Incorporate the following tactical adjustments into the functioning/delivery of the program, to improve student experience.*</p> <ul style="list-style-type: none"> • Increase financial planning support for students. • Increase/intensify academic integrity training, particularly in the context of the acceptable use of generative AI.* • Ensure reasonable group size across courses (no more than six students/group; ideally four to five students per group). • Evaluate research faculty's workload; consider whether teaching load/teaching portfolios facilitate sustaining the quality of scholarship. 	<p>Program:</p> <ul style="list-style-type: none"> - Graduate programs at Ivey are supported by a dedicated financial officer that begins engagement with students during the admissions process. A key part of their role is supporting student planning for their degree through dissemination of a financial planning guide as well as one-to-one counselling as initiated by the prospective student. For students that may be a financial risk, the financial officer may recommend bursary support to the Admissions office, among other options. - Academic Integrity training is delivered in two ways to MSc students: <ul style="list-style-type: none"> - Completion of a compulsory 3-hour class on Academic Integrity - Completion of a compulsory online training program administered by Western's SGPS department - The emergence of generative AI is viewed as both a challenge and an opportunity. Western and Ivey are seeking to be thoughtful about how to navigate this new technology and will incorporate further training into the Academic Integrity training. - Faculty workload design is carefully managed by the Associate Dean of the Faculty and their staff. Faculty contracts are built with recognition of the research expectations of each faculty member. <p>Faculty: The Faculty agrees with the Program response.</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.

It should be noted that much of recommendation #4 has already been actioned, as described in the program and faculty responses above. As a result, only part of recommendation #4 is included in the Implementation Plan below.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Define (a) Sustainability; and (b) Global Mindset as required learning outcomes for all MSc students.	<ul style="list-style-type: none"> a) Given that ESG is clearly embedded in the program's curriculum, consider explicitly integrating ESG in the program's learning outcomes. b) Review the expanded leadership program (incorporating elements of global citizenship) following its integration as a new Milestone. 	MSc Faculty Director	By September 2024
Recommendation #2: Increase enrolment in the program.	<ul style="list-style-type: none"> Complete a program portfolio review to identify the best mix of future expansion opportunities. 	MSc Faculty Director	By December 2024
Recommendation #3: Embed indigeneity into Ivey Essentials for all MSc students.	<ul style="list-style-type: none"> Incorporate the Path Program into the MSc Program, as a mandatory milestone for all incoming students, based on lessons learned from HBA implementation experience. Revise Program Learning Outcomes and GDLEs to incorporate expectations about learning indigenous issues and ways of understanding. 	MSc Faculty Director Associate Dean, Programs	By September 2024
Recommendation #4: Incorporate tactical adjustments into the functioning/delivery of the program, to improve student experience in relation to academic integrity training.	<ul style="list-style-type: none"> Re-evaluate Academic Integrity training, in particular with respect to guidance regarding the ethical use of generative AI. 	MSc Faculty Director MSc Program Services	By September 2024



Public Administration
Final Assessment Report &
Implementation Plan
June 2023

Faculty / Affiliated University College	Social Science	
Degrees Offered	Master of Public Administration (MPA) Graduate Diploma in Public Administration (GDip)	
Date of Last Review	2014-2015	
Approved Fields	None	
External Reviewers	Chris Gore, Department of Politics & Public Administration, Toronto Metropolitan University	Eric S. Zeemering, School of Public & International Affairs, University of Georgia
Internal Reviewers	Kevin Mooney, Associate Dean (Graduate) Don Wright Faculty of Music	Julia Brott, PhD Candidate in Anatomy and Cell Biology
Date of Site Visit	March 6 & 7, 2023	
Date Review Report Received	April 5, 2023	
Date Program & Faculty Response Received	Program – April 26, 2023 Faculty – April 25, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-G: September 11, 2023 ACA: October 4, 2023 Senate (for information): October 13, 2023	
Year of Next Review	2030-2031	
Progress Report	June 2026	

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 Public Administration Program delivered by the Faculty of Social Sciences.

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, Faculty of Social Sciences.

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 Public Administration Program, the Faculty of Social Science, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

Housed within the Department of Political Science, the Public Administration Program is an interdisciplinary professional program, considered to be Canada's only graduate-level public administration program focused on local government. The roots of the program date back to 1974 with the creation of a Diploma in Public Administration for local government professionals. In 1991, the program began offering a Master of Public Administration degree. In 2016, a new Graduate Diploma in Public Administration (GDip) was created, with a permanent online GDip established in 2021. Total enrollments in 2020-21 consisted of 11 full-time and 71 part-time students in the MPA, and 88 students in the GDip.

The self-study for this review consisted largely of three main components: 1) consultations with members of the Local Government Program Advisory Council (LGAC) in January and July 2022, 2) surveys of current students (n=29) and alumni (n=125), and 3) a program debrief with graduating MPA students enrolled in the Issues in Local Government course (PA 9917) in June 2022.

The external reviewers shared a positive assessment of the Public Administration Program. They offer six recommendations with multiple considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- MPA and GDip alumni testimonials highlighted that: 1) skills and connections acquired contribute to policy development, governance and community engagement in a meaningful way; and 2) blending of full-time and part-time students who work in different fields within the public sector provides invaluable networking and a unique combination of academic with practical experience.
- Flexible program offerings, strong connections between theory and practice embedded in the curriculum, and municipal partnerships with local governments across Ontario and beyond align well with many of the themes from Western's Strategic Plan.
- The full-time MPA has a very high placement rate; most students are employed in related fields before or shortly after graduation.
- Notable features of the MPA curriculum include: 1) the balance of theory and applied professional skills; 2) Mix of full-time and part-time learners across courses; 3) flexible scheduling of courses to maximize accessibility and convenience for local government professionals; and 4) small class sizes which facilitates group-based learning, professional networking and community-building opportunities.
- Notable features of the GDip curriculum include: 1) combining academic rigor with an applied approach that focuses on administration and management in a local government environment; 2) assessment methods that allow students to

- apply learning directly to practical policy problems in their workplaces; and 3) Seminar-style classes that bring together students from many different local government settings, allowing for intensive mutual learning and networking.
- Strong and extensive alumni network, many of whom hold senior positions in municipalities and provincial governments across the country – in 2017, the Alumni Society was awarded the Spirit of Western Award for significant contributions to the program and the profession.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Heavy reliance on limited-duties instructors creates some challenges for program delivery and governance.
- Increasing number of admission offer declines creates more work and extends the admissions period.
- Reduction in scholarship money seems to have put the program at a slight competitive disadvantage compared to other programs that are able to offer more money.
- Feedback from students indicates that some would like more emphasis on practical application and to be taught about more technical aspects of disciplines like finance, law, and planning.
- Workload associated with the final paper for both students and supervisors is heavy.
 - o The requirement for students to receive approval from the Ethics Office for surveys and interviews (for the final MPA Research Report) has created challenges for students, supervisors, and the program.
- Possibility of hybrid program delivery options could provide increased accessibility for students.
- Utilization of Western's Downtown Campus could: 1) enhance the teaching and learning experience via access to more interactive classrooms and collaborative space; and 2) provide greater proximity to community partners and more accessibility for professional students.
 - o While students expressed support for the program's eventual move to the downtown campus, they shared concerns about affordability issues regarding accommodations and parking, and that they enjoy spending time on campus.

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
- Director, Office of Academic Quality & Enhancement
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Dean of the Faculty of Social Sciences
- Associate Dean, Graduate & Postdoctoral Affairs
- Department Chair
- Program Director
- Local Government Committee, Local Government Advisory Council & Admissions Committee Members
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students
- Program Alumni

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 Public Administration 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 *“over several decades, the [program] has and continues to be recognized as a centre of excellence in research on local governments in Canada, and as a preeminent centre of training for post-baccalaureate students interested in advancing knowledge on local government.”*

Strengths of the Program

- The program is a national leader in public administration education and building relationships with local governments and municipal governments.

- Range of delivery options that meet the needs of students. For instance, in-person evening, weekend, week-long intensive courses.
- The core faculty group has sustained research records, with outputs in high quality peer-reviewed outlets, and strong evidence of success in winning external research grants relating to municipal government and administration.
- The program recognizes and has taken steps, with limited resources, to diversify its teaching complement, and to informally integrate modules and learning opportunities that match the Indigenous and EDI initiatives of the university, and to respond to the social and political urgency of these issues for Ontario and Canada.
- The opportunity created by the program to ladder from the GDip to the MPA degree program enhances accessibility and also allows faculty to assess the potential for student success in the full MPA program.
- Strong alumni network enhances the program.

Areas of Concern or Prospective Improvement

- Heavy reliance on three faculty members, retired faculty and part-time instructors present challenges in the supervision of students in relation to the major research paper.
- A strategic recruiting and enrollment plan is needed to aid the program in forecasting demand by credential (GDip / MPA) and modality (online / in-person).
- A more comprehensive program assessment plan could aid program leaders monitor consistency in the delivery of curriculum as well as any changes to program structure.
- Refining the alignment of program-level learning outcomes to course-level student learning outcomes across all course syllabi is necessary in ensuring that program-level learning outcomes are achieved and consistent across course sections.
 - o A more detailed mapping of outcomes to courses may aid with the assessment and future planning of curriculum.
- Building on preliminary work, carefully and strategically considering how to further integrate the university's strategic priorities related to equity, diversity, inclusion and reconciliation into program operations and curriculum.
- Should the program succeed in attracting international students; the global context for local government administration may require elaboration within the student learning outcomes and curriculum.
- Student funding is low in comparison with other programs.
- Faculty member resources are being spread thin with respect to supporting the program and the innovations and growth it wishes to undertake.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation	Program/Faculty Response
<p>Recommendation #1*: Faculty and instructor resources Develop a long-term strategy to ensure sustainable number of full-time faculty and practitioners. The strategy should consider:</p> <ul style="list-style-type: none"> 1a) the balance between full-time faculty and practitioners in delivering a theoretically rigorous and practically relevant program, including existing or potential innovations; 1b) incentives to engage the participation of faculty from other teaching units, including Political Science; 1c) avenues to reduce the workload of the two core faculty members and Program Director; 1d) making the Program Director's workload comparable with other programs at Western and other universities. 	<p>Program: The program would benefit from additional instructor resources and will continue to advocate to the Dean of Social Science for more resources. Discussion of program changes to reduce workload is included in the response to recommendation four.</p> <p>In terms of course rationalization – and based on both the self-study and the reviewers' recommendations – the Program Committee and the Advisory Council are exploring the option of changing the MPA from a fully in-person program to a hybrid program. In addition to expanding the geographical reach of the MPA, moving to a hybrid program may also result in reducing the number of times the four required MPA-GDip courses (9901, 9902, 9903, and 9904) are offered each year, from three to two.</p> <p>Faculty: The Dean, or designate, will meet with the Director and Chair of Political science to discuss all four considerations.</p> <ul style="list-style-type: none"> • 1a) In terms of FSS professional programs, currently the MPA and GDip in Public Administration have a relatively high proportion of full-time faculty participation. • 1c) Course rationalization should be discussed by the Program Committee and Advisory Council, if major modifications are to be considered.
<p>Recommendation #2*: Program and curriculum assessment Review, regularize, improve and implement program-level assessment measures to evaluate program effectiveness. Consider:</p> <ul style="list-style-type: none"> 2a) a yearly student exit survey which is designed to seek feedback on program goals and outcomes. 2b) how program assessment shapes curriculum change, including the role of a course or course content. 2c) how and where the curriculum is responding to emerging issues in local government 	<p>Program: For the past two years, the program participated in the Faculty of Social Science's exit survey on student experiences and demographics which, in addition to having standard questions that apply across all programs, also allow for programs to develop their own questions. The program-specific questions do relate to program goals and outcomes; however, the program will review questions and consider drafting different or additional questions in the advance of the next rollout of the survey, both to ensure that program goals are being met and that the curriculum continues to respond to emerging issues in local government administration.</p> <p>The Program Director will work with the Program Committee, the Advisory Council, the Chair and Associate Dean and faculty to: 1) address various issues identified in this review, including the recommendations in this section related to program and curriculum</p>

<p>administration, and how these issues will be integrated into curriculum routinely.</p> <p>2d) how part-time instructors are mentored or trained to review their course content in relation to program-level goals and curriculum assessment.</p>	<p>assessment; 2) ensure that student learning outcomes are included in all course syllabi.</p> <p>Faculty: Sub recommendations 2a to 2c are to be discussed by the Program Committee and Advisory Council in consultation with the Chair and Associate Dean.</p> <ul style="list-style-type: none"> • 2a) These two programs are already participating in an exit survey pilot program within the Faculty.
<p>Recommendation #3*: Recruitment and enrolment</p> <p>Conduct an evaluation of the market for new students and effectiveness of existing recruitment strategies. Consider:</p> <p>3a) program's emphasis on mid-career and professional learning is attracting all of the students the program wishes to recruit;</p> <p>3b) the geographic, racial and professional target audience with the view of diversifying the student body.</p> <p>3c) how the MPA and GDip are marketed and differentiated, particularly in relation to the laddering opportunities between the GDip and MPA, and the flexibility of learning.</p> <p>3d) funding support for MPA students in comparison with professional and non-professional graduate students at Western and competing programs in Ontario.</p>	<p>Program: The quantity and quality of applicants across all programs remains high; however, the acceptance rate for the full-time MPA has been lower than usual for the past few years. There is strong demand for the GDip and part-time MPA among mid-career professionals, and, in most years, there were more qualified applicants than available spots. The program has reliable ways of reaching mid-career applicants, through the connections with the municipal sector and extensive network of alumni. The new GDip-MPA laddering option is also proving to be quite popular with eight students taking advantage of it in its first year.</p> <p>Targeting potential full-time MPA students has always been more challenging. Newly acquired information from the SGPS voluntary equity form and the Faculty exit survey will be used towards these efforts. The Program Director will work with the graduate assistant to ensure that the marketing strategies is not excluding any potential applicants.</p> <p>The program is presently reviewing data from 2018 - about comparator and competing programs in Ontario and beyond. This information will be used to inform discussions about funding and decisions regarding the major paper milestone.</p> <p>Faculty: Sub recommendations 3a to 3c are to be discussed by the Program Committee and the Advisory Councils in consultation with Chair and Associate Dean.</p> <ul style="list-style-type: none"> • 3b. Newly available information from both the Faculty exit survey and applicant diversity information now being collected by SGPS will be helpful. • 3d. The MPA applicants/students have similar opportunities to other professional programs in the Faculty. Dean, Associate Dean Graduate, Chair and Director to discuss availability of bursaries to conduct a more formalized assessment.

<p>Recommendation #4*: Major paper Review whether the goal of the major paper required for the GDip and MPA students is necessary and/or needs to be modified. Consider:</p> <ul style="list-style-type: none"> 4a) the necessity of including primary research or data to meet program goals and learning outcomes. 4b) how changes to the major paper might reduce faculty and program director workload. 4c) whether an existing course could be modified to require a shortened paper, therefore eliminating the need for individual faculty or paper supervisors. 4d) whether GDip students can have a ‘capstone’ assignment that can be used to differentiate the final output of the GDip from the MPA. 	<p>Program: Based on the data from comparator and competing programs, the Program Director and two core faculty will meet to discuss ways to eliminate the need for individual supervision for the major paper requirement for both the GDip and MPA. These proposals will then be discussed by the Program Committee and Advisory Council before being brought forward as major modifications.</p> <p>The current thinking is that for the MPA, a modified research paper will become the major output for PA 9917 – Issues in Local Government. This course is already taught by the Program Director, so no additional resources would be required. For the GDip, the final paper, which is already classified as a course, will be assigned to a single instructor for an entire class cohort, and the requirements will be modified. The major output will either be a shortened research paper or some other type of capstone assignment. This course will then require only one instructor rather than an individual supervisor for each student research project.</p> <p>Faculty: Sub recommendations 4a to 4c are to be discussed by the Program Committee and Advisory Council in consultation with Chair and Associate Dean. The requirement of assigning supervisors to this program component may not be the optimal use of human resources in the Department/Program.</p>
<p>Recommendation #5*: Advisory committee Evaluate the role, effectiveness and membership of the Local Government Advisory Council (LGAC). Consider:</p> <ul style="list-style-type: none"> 5a) expanding the membership of the LGAC to provide guidance on curriculum, marketing, recruitment and fundraising. 5b) the composition, and possible expansion, of the LGAC to ensure that the members offer expertise, lived experiences, and knowledge about equity, diversity, inclusion and Indigenous governance. 	<p>Program: The Advisory Council is composed of all program instructors (both full- and part-time), three student representatives, a representative from the Alumni Society, and three external professional members recruited by the Program Director. As most members effectively serve on a voluntary basis, the Program Director tries to be mindful about how much is asked of the LGAC. One of the current external members did join with the expressed intent of bringing an EDID perspective to the council. In addition to formalizing this role, the program can seek advice from the Offices of Equity, Diversity, and Inclusion and Indigenous Initiatives.</p> <p>Additionally, efforts were made to recruit and hire candidates through an EDIAD lens for two open limited duties hires in 2022/2023. Insofar as these instructors are also part of the Advisory Council, this does help to improve its representativeness. The program needs to be mindful of adding to the unpaid, representative burden placed on individuals from under-represented groups.</p> <p>Faculty: Sub recommendations 5a and 5b are to be discussed by the Program Committee and Advisory Council in consultation with Chair and Associate Dean. The Committees are encouraged to consider longer-format sessions to address the various issues in this review – ½ and full-day retreat(s).</p>

<p>Recommendation #6*: Equity, Diversity, Inclusion and Indigenous governance</p> <p>Undertake a strategic review of the program to understand how equity, diversity, inclusion, anti-racism, anti-oppression, and Indigenous rights and governance are included or represented. For instance, consult with Western University's Office of Equity, Diversity and Inclusion and the Office of Indigenous Initiatives for guidance to review how EDI and Indigenization are integrated into and/or relate to:</p> <ul style="list-style-type: none">• student recruitment• faculty and instructor recruitment• curriculum design and pedagogical approaches• advisory council membership• community outreach	<p>Program: The Program Director will reach out to Western's Office of Equity, Diversity, and Inclusion and Office of Indigenous Initiatives on the points raised by the reviewers. Discussions on these issues will also continue through the LGP Committee and LGP Advisory Council. Prior collaborations exist, for instance when the program worked with the Office of Indigenous Initiatives in June 2022 to invite two Indigenous community members as guest speakers and to facilitate a smudge ceremony.</p> <p>The Program Director and graduate assistant also attend monthly Social Science Grad Council meetings and sessions with the SGPS where EDIAD topics are often on the agenda. The Faculty of Social Science exit survey is one example of an output associated with these discussions. So, too, is the voluntary equity form now included as part of the application process. The sense now, at least from the most recent Grad Council meeting in April 2023, is that the Faculty of Social Science needs more direction from the SGPS and/or to develop its own more robust policies about how to interpret and operationalize these data.</p> <p>Faculty: This recommendation will be discussed by the Program Committee and Advisory Council in consultation with Chair, Associate Dean, OEDI, and OII.</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 is responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Faculty and instructor resources Develop a long-term strategy to ensure a sustainable number of full-time faculty and practitioners.	Develop a long-term sustainability strategy, jointly between program and Faculty representatives, taking into consideration forecasted program growth and changes/innovations. Examine the possibility of changing the MPA from a fully in-person program to a hybrid program. In particular, offering a hybrid option for the four required MPA-GDip courses - 9901, 9902, 9903, and 9904 to reduce the number of times each are offered each year.	Program Director Department Chair Associate Dean Program Committee Advisory Committee	By September 2025
Recommendation #2: Program and curriculum assessment Review, regularize, improve and implement program-level assessment measures to evaluate program effectiveness.	Develop a plan with relevant Committees and Faculty stakeholders to address issues in the recommendation pertaining to program and curriculum assessment. Review current exit survey questions to assess whether these effectively prompt student feedback on relevant program components and experiences - prior to the next rollout of the survey. Work toward ensuring that student learning outcomes are included in all course syllabi.	Program Director Department Chair Associate Dean Program Committee Advisory Committee	By June 2025 By June 2024 By December 2023

<p>Recommendation #3: Recruitment and enrolment Conduct an evaluation of the market for new students and effectiveness of existing recruitment strategies.</p>	<p>Evaluate the demand for the full-time MPA group and, if applicable, develop strategies to target and fund potential full-time MPA students as informed by newly acquired information from the SGPS voluntary equity form and the Faculty exit survey.</p> <ul style="list-style-type: none"> Ensure that the program's marketing strategies are not excluding any potential applicants. <p>Refer to comparator and competing program data to help frame discussions with the Faculty regarding funding support for students.</p>	<p>Program Director Department Chair Associate Dean Program Committee Advisory Committee</p>	<p>By June 2025</p>
<p>Recommendation #4: Major paper Review whether the goal of the major paper required for the GDip and MPA students is necessary and/or needs to be modified.</p>	<p>Using data from comparator and competing programs, examine feasibility of eliminating the need for individual supervision for the major paper requirement for both the GDip and MPA. For instance:</p> <ul style="list-style-type: none"> the major output for PA 9917 (MPA course) could be a modified research paper. the GDip final paper could be assigned to a single instructor for an entire class cohort, and would either be a shortened research paper or some other type of capstone assignment. <p>Develop and present a proposal to relevant Committees, which may subsequently be submitted as a major modification.</p>	<p>Program Director Program Committee Advisory Committee</p>	<p>By July 2024</p>
<p>Recommendation #5: Advisory committee Evaluate the role, effectiveness and membership of the Local Government Advisory Council (LGAC).</p>	<p>Formalize the new role (bringing an EDID perspective) on the LGAC Committee, and seek advice from the Offices of Equity, Diversity, and Inclusion and Indigenous Initiatives.</p> <p>As the Committee convenes to discuss the results of the program's review, consider longer-format sessions to address the various issues in this review – for instance, a half or full-day retreat.</p>	<p>Program Director Advisory Committee</p>	<p>By Dec 2024</p>

Recommendation #6: Equity, Diversity, Inclusion and Indigenous governance Undertake a strategic review of the program to understand how equity, diversity, inclusion, anti-racism, anti-oppression, and Indigenous rights and governance are included or represented.	<p>Review how EDID is integrated in program operations and curriculum and consult Western’s Office of Equity, Diversity, and Inclusion and Office of Indigenous Initiatives for support as needed.</p> <ul style="list-style-type: none">- A support resource that may be helpful in initiating this review can be accessed on the OAAE website here. <p>Jointly with other programs in the Faculty, develop policies about how to interpret and operationalize data EDID data from the voluntary equity form and exit survey.</p>	Program Director Department Chair Associate Dean Program Committee Advisory Committee	By Dec 2024
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Sociology
**Final Assessment Report &
Implementation Plan**
September 2023

Faculty / Affiliated University College	Social Science	
Degrees Offered	Master of Arts (MA) Doctor of Philosophy (PhD)	
Date of Last Review	2014-2015	
Approved Fields	Aging and the Life Course Health and Health Inequality Inequality, Power, and Social Regulation Social Demography and Migration Work, Occupations, and Professions	
External Reviewers	Dr. Victor Satzewich Department of Sociology McMaster University	Dr. Shelley Clark Department of Sociology McGill University
Internal Reviewers	Dr. Catherine Nolan Don Wright Faculty of Music	Stephanie Ann Giza Ph.D. Candidate Medical Biophysics
Date of Site Visit	March 30 & 31, 2023	
Date Review Report Received	April 25, 2023	
Date Program/Faculty Response Received	Program: June 9, 2023 Faculty: June 11, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-G: September 11, 2023 ACA: October 4, 2023 Senate (for information): October 13, 2023	
Year of Next Review	2030-2031	
Progress Report	June 2026	

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 Sociology Graduate Program delivered by the Faculty of Social Science.

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, Faculty of Social Science.

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 Sociology Graduate Program, the Faculty of Social Science, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

Established as a separate department in 1966, the graduate offerings in Sociology consisted of an MA program. The PhD program in Social Demography was later approved in 1978. Currently, the MA program in Sociology has two curriculum options: 1) a six-term thesis option; and 2) three-term Masters Research Paper (MRP) option which was later introduced in September of 1999. The PhD program in Sociology is a 12-term program requiring students to take a minimum of 8 half-courses and complete two comprehensive examinations, a research apprenticeship, a thesis proposal, and a dissertation. Over the last 5 years, the average total enrolment of both MA and PhD students was 72 students with about 27 new MA students and 8-9 PhD students annually.

To inform the self-study, the program held a departmental retreat, program townhall sessions and administered a qualitative survey to obtain comments from MA and PhD-level students.

The external reviewers shared a positive assessment of the Sociology Graduate Program. They offer six recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Opportunity for students to study in one of two Collaborative Specializations - Migration and Ethnic Relations and Transitional Justice and Post-Conflict Reconstruction.
- In the May 2022 survey, students expressed particular satisfaction in the following areas: 1) high quality of supervision/mentorship, overall support from faculty and staff; 2) congenial culture and applicability of content to real-world situations; 3) Interesting course material, assignments and research projects encourage creativity; 4) program progression is supportive of student success (e.g., course availability and flexibility); and 5) excellent departmental support, including funding which contributes to the competitiveness of this program.
- An active Sociology Graduate Students' Association along with social events supported by the department.
 - o Graduate students also run their own peer-reviewed academic journal – The Journal for Social Thought.
- The graduate professional seminar (PROSEM), a milestone in the PhD program, exposes students to knowledge related to pursuing a career in sociology in academic and non-academic settings.
- The focus on methods and statistics for social research at both the MA and PhD levels, supported by highly research-oriented and productive faculty members, exposes graduates to diverse research and methodologies, which distinguish this sociology program from others within Canada.

- Recent incorporation of EDID initiatives into all aspects of the program – recruitment, curriculum, hiring, and the formation of an EDID Committee.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Continued focus on ensuring that the program provides the skills needed in the job-market. For instance, greater exposure to multiple software environments and more diverse types of writing assignments.
- Continue to incorporate EDID in all aspects of the program – admissions, curriculum and training, selection of colloquia speakers, and research.
 - o Expand comprehensive exam reading lists to incorporate EDID perspective.

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
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality & Enhancement
- Dean of the Faculty of Social Science
- Associate Dean (Graduate), Faculty of Social Science
- Department Chair
- Graduate Program Chair
- Graduate Program Committee
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Sociology 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 *“Western’s Sociology graduate program is both healthy and innovative and helps the university achieve its larger pedagogical and social objectives. Its commitment to focusing on theoretically informed empirical sociology is admirable, as its commitment to training in methods.”*

Strengths of the Program

- Strong commitment to the development of research, analysis and critical thinking skills helps to create an informed citizenry that is well placed to make the positive impacts that Western expects.
- Strong commitment to Equity, Diversity and Inclusion. For example, successfully incorporating EDI into the admissions process and contributed to wider Western community EDID discussions.
- Curriculum is especially well-designed to prepare students to continue to work on issues both inside and outside of academia. Further, it addresses a gap in methodological training in sociology in Canada.
- Both MA and PhD graduate students have the opportunity to earn a specialization in either Migration and Ethnic Relations (MER) or Transitional Justice and Post-Conflict Reconstruction (TJ).
- Faculty member research is superb, making important and novel contributions to all five main research areas.
- Many faculty members have connections to federal government agencies, including Statistics Canada and Immigration, Refugees and Citizenship Canada. This speaks well of academic/government linkages and helps to ensure that the department’s research culture promotes innovation and a vibrant intellectual culture.
- The department's success in recruitment is attested by the high percentage of admissions offers that are accepted.
- Varied academic and social events organized by the department promote a supportive and collegial culture among faculty, graduate students, and staff which facilitate learning and enhances the mental health and wellbeing of graduate students.

Areas of Concern or Prospective Improvement

- A need for the development of a mission statement that clearly captures the program's identity, clarifies program fields, and which helps position itself in the future.
- Inconsistent expectations for Masters Research Paper, as guidance varied across supervisors and methodological orientation.
- Opportunity to harmonize expectations for comprehensive exams and the allocation of teaching resources.
 - o Possible development course guidelines which identify benchmarks for the number of readings, time spent outside the classroom on homework and projects, and grading.
- Consider required training in both methods to better align with the department's comparative strengths and fully meet the learning objectives.
- Specify how MA and PhD students without a background in theory, statistics and/or methods are assessed and what measures are in place to address potential deficits in these foundational aspects of the program.
- As possible, heighten efforts to attract more international students.
- Supervisory loads among tenured faculty are somewhat unevenly distributed.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation	Program/Faculty Response
<p>Recommendation 1*: Develop a mission statement that best captures the department's identity now, which would help in positioning itself in the future.</p>	<p>Program: The department engaged in a Delphi process to identify core areas and the department's mission statement which is prominently published on its <u>website's</u> main landing page. The statement is not repeated on the graduate nor the undergraduate pages; however, it can be added to those pages, so it is not missed in the future.</p> <p>The department has had some tension over aligning the four areas of the undergrad program with the areas of the graduate program. A group of colleagues have had concerns with the update despite efforts to streamline and align the two. The alignment to four areas is needed to avoid confusion for students, which was a problem in the past. The alignment is also needed to help the department to effectively pursue opportunities at the university wide level and to attract outside donors and partnerships.</p> <p>Faculty: The Dean's office agrees with the department that their current mission statement aptly distinguishes Western Sociology from others. Nevertheless, in the spirit of continuous review, we support including this as a retreat topic.</p>
<p>Recommendation 2*: Consider the extent to which the department seeks to distinguish itself from other Canadian programs: 1) for its empirically based research with a particular strength in quantitative training; and 2) maintaining the department's historic reputation as a leader in social demography.</p>	<p>Program: The department will continue to review its course requirements and the content of methods courses; which already has a heavy methods focus in line with other programs in Canada and has few elective options for students. While awaiting the IQAP report, the department has already focused a full segment of a department retreat on this issue and will continue to do so going forward.</p> <p>The department requires two theory courses because of the high number of students that do undergraduate, MA and PhD degrees all in the department and who exhaust theory options required in both the MA and PhD. The department will consider options to pursue on this front.</p> <p>The graduate committee will study U15 sociology departments for their MA and PhD requirements and will look at a handful of R1 (US) methods-focused departments to consider how it can improve course offerings and requirements.</p>

	<p>For both the methods and theory issue, the department will consider working with other units to help offer a wider range of course options and to allow for more depth in either of these areas, and especially to align available courses to the program’s stated strength in quantitative methodologies.</p> <p>Faculty: While the Dean’s office supports the idea of reviewing the depth of quantitative methods training, there is less conviction that the same is required for demographic methods. The department need not be tethered to “historical reputation”, but may ponder such as they review their coursework complement. At eight required courses already for the PhD, the Faculty cautions the department about balancing the departmental mission against completion times. The average completion time for the review period seems to be near 6 years for this 4-year program. A pre-program math/stats camp may help avoid this problem and may be something that could be dovetailed with other departments such as Political Science.</p>
<p>Recommendation 3*: Revise the comprehensive exams by considering: 1) a requirement for students to generate a syllabus rather than an essay - considering how such alternative documents would be evaluated and their overall utility for students; and 2) how requirements for these exams could be lowered by completing only one exam, asking fewer questions, making them shorter, or more directly linking each exam to specific substantive graduate courses that are regularly offered.</p>	<p>Program: There is broad consensus that the comprehensive examination process in the department should be updated, as discussed in the Spring 2022-2023 departmental retreat. The options discussed were: 1) alternative options to a standard exam, such as developing a course syllabus but there was little interest in pursuing that; and 2) Alternative outputs such as scoping reviews or papers did gain interest. No interest in lowering the number of exams was expressed and some colleagues expressed opposition to reducing the number of exams.</p> <p>Faculty: Any review of the comprehensive exams should include consideration of completion times which are quite high, but not necessarily out of step with much of the rest of the Faculty. Time to completion must be balanced against learning outcomes. The program should be completable in four years. This is recommended as a topic for discussion at the upcoming Sociology retreat.</p>
<p>Recommendation 4*: Revise the PROSEM to afford greater flexibility in the timing when students participate in particular sessions. Consider including MA students in sessions pertaining to non-academic topics.</p>	<p>Program: The department agrees with this recommendation and is already in the process of revising the PROSEM and aligning it with the MRP student research practicum.</p> <p>Faculty: The Dean’s office supports reviewing this scheduling.</p>

<p>Recommendation 5*: Rethink the timing and content of the Sociological Research Practicum Milestone by starting it in the fall term.</p>	<p>Program: The department agrees with this recommendation but notes that the MA program in fact already does have important milestones in the Fall term that were missed by the reviewers, namely selection of supervisor, and applying to the 2-year thesis stream for interested students.</p> <p>Faculty: The Dean's office supports reviewing the content and timing of this milestone.</p>
<p>Recommendation 6*: The department's explanation of how MA and PhD students without a background in theory, statistics and/or methods are brought up to speed should be made more explicit to students.</p>	<p>Program: This is a problem that was discussed in the Spring 2022-2023 retreat in line with the revision of course requirements. The department will work through this in tandem with the updating of course requirements.</p> <p>Faculty: The Dean's office supports reviewing such background preparation to set students up for success completing in the expected timeframe.</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.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Develop a mission statement that best captures the department's identity now and help position itself in the future.	<ul style="list-style-type: none"> Update the mission statement on the graduate and undergraduate webpages. Integrate a review of the department's mission statement, and substantive areas, to ensure coherence across undergraduate and graduate programs as part of an upcoming retreat. 	Chair Graduate Chair	By September 2024
Recommendation #2: Consider the extent to which the department seeks to distinguish itself from other Canadian programs: 1) for its empirically based research with a particular strength in quantitative training; and 2) maintaining the department's historic reputation as a leader in social demography.	<ul style="list-style-type: none"> Review the course requirements at U15 and R1 schools. Gather information on theory and methods courses in other departments at Western to help expand options for students. Propose options for the department to discuss at a dedicated retreat and to adjust curriculum for the next academic year. 	Chair Graduate Chair Graduate Committee	By September 2024
Recommendation #3: Revise requirements related to the comprehensive exams.	<ul style="list-style-type: none"> Integrate this topic in an upcoming program retreat. Propose options for discussion in a departmental assembly to be adopted as soon as possible. 	Graduate Committee Graduate Chair Chair	By September 2024

<p>Recommendation #4: Revise the PROSEM to afford greater flexibility in the timing when students participate in particular sessions. Consider including MA students in sessions pertaining to non-academic topics.</p>	<p>Continued revision of PROSEM.</p> <ul style="list-style-type: none"> Align with the MRP student research practicum. 	<p>Chair Graduate Chair Graduate Committee</p>	<p>By September 2024</p>
<p>Recommendation #5: Rethink the timing and content of the Sociological Research Practicum Milestone.</p>	<p>Continued review of the content and timing of Sociological Research Practicum Milestone.</p>	<p>Chair Graduate Chair Graduate Committee</p>	<p>By September 2024</p>
<p>Recommendation #6: Make explicit the department's explanation of how MA and PhD students without a background in theory, statistics and/or methods are brought up to speed.</p>	<ul style="list-style-type: none"> Propose options regarding the preparation of students without the background in statistical analysis prior to program commencement. <ul style="list-style-type: none"> Discuss at an upcoming retreat. Adjust curriculum for the next academic year. 	<p>Chair Graduate Chair Graduate Committee</p>	<p>By September 2024</p>

Other Opportunities for Program Improvement and Enhancement

- Consider funding for a fifth year to allow students greater flexibility with the timing of courses, particularly elective courses.

ITEM 12.3(d) – 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 donor-funded scholarships, awards and prizes shown in Item 12.3(d), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Donor-Funded Scholarships, Awards and Prizes](#)

New Donor-Funded Scholarships, Awards and Prizes

Athletics

Ryan J. Bell and Family Men's Basketball Award

Awarded annually to full-time undergraduate 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 Basketball team. 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. This award was established by a generous gift from Ryan J. Bell (BACS 2001, MBA 2007) and family.

Value: 1 at \$3,000 awarded annually

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

Faculty of Social Science

Equity and Diversity Graduate Student Recruitment Award in History

Awarded to students who self-identify as Black or a racialized person of colour or are Indigenous (First Nations, Inuit or Métis) entering any Department of History M.A. (any field or curriculum option), or Ph.D. programs in the Department of History. This award recognizes the academic achievement, research ability, and lived experience of the student. A committee in the Department of History will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

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

Effective Date: May 2023

This award was set up from a gift from the estate of Kenneth W. Hilborn to reward student excellence. Hilborn taught courses in History and International Relations from 1961 to 1997. To acknowledge and respond to the harmful impact of his published work, this award supports a diverse and inclusive graduate student community.

Ivey Business School

Atlantic Canada HBA Award

Awarded to a full-time student entering HBA1 at the Ivey Business School based on academic achievement and who has graduated from a high school in an Atlantic Province (Nova Scotia, Newfoundland, New Brunswick or Prince Edward Island). The HBA Awards Committee will select the recipient. The award will be renewed in HBA2 provided that the recipient maintains a 70% average.

Value: 1 at \$6,000, awarded annually, continuing for two years

Effective: 2023-2024 to 2027-2028 academic years inclusive (final HBA1 recipient selected in 2026-2027)

Note: In 2024-2025, a recipient in HBA1 and HBA2 will be selected.

Professor Al Mikalachki Research Fund

Awarded annually to full-time students in the PhD program at the Ivey Business School, whose paper has been accepted for presentation at an approved conference. Papers must be peer reviewed and the student must be the presenter. The Director, PhD Program, at the Ivey Business School will select the recipients in consultation with a committee of which at least one representative holds current membership in the School of Graduate and Postdoctoral Studies.

This award was established with the Professor Al Mikalachki PhD Research Fund which recognizes the importance of conferences in the professional development of doctoral students.

Value: 2 at \$500

Effective Date: May 2023 to April 2024

The Gilchrist Family Foundation HBA Award

Awarded to full-time students in HBA2 at the Ivey Business School based on academic achievement and participation in recreational athletics and/or entrepreneurial endeavors. Candidates must self-identify as belonging to any equity deserving group and have graduated from a publicly funded high school. Preference will be given to self-identified women who are interested in the financial services industry. This award was established by the Gilchrist Family Foundation to support women in sectors where they are currently underrepresented. To be considered for this award, candidates must complete an Ivey HBA in-program award application. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at \$10,000, awarded annually

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

**ITEM 12.4(a) – Election Results – Selection Committee for the Vice-President
(University Advancement)**

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the September 15, 2023 Senate meeting three additional nominations were received to the Selection Committee for the Vice-President (University Advancement), resulting in electronic votes.

An electronic vote was subsequently held on September 18-20, 2023.

The following individuals have been elected:

- Ken Coley
- Lisa Saksida
- Zach Armstrong

The certified Simply Voting election results are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

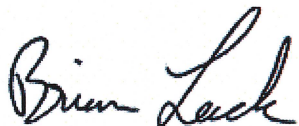
Sep 20, 2023

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-President (University Advancement)

Start: 2023-09-19 09:00:00 America/Toronto

End: 2023-09-20 16:00:00 America/Toronto

Turnout: 51 (51.5%) of 99 electors voted in this ballot.

Selection Committee for the Vice-President (University Advancement) - THREE positions electable

Option	Votes
COLEY, Ken	32 (23.0%)
SAKSIDA, Lisa	29 (20.9%)
ARMSTRONG, Zach	24 (17.3%)
GRAHN, Jessica	23 (16.5%)
TRIEBNER, Rosie	19 (13.7%)
BOYE, Wade	12 (8.6%)

VOTER SUMMARY

Total	51
Abstain	2 (3.9%)



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:

- 12.3(b) Annual Report of the Subcommittee for Western Approved Micro-credentials (SWAM)
 - 12.3(c) SUPR-G Report: Cyclical Reviews of the Graduate Programs in Management, Public Administration, and Sociology
-

ITEM 14.0 – Discussion and Question Period

Treena Orchard, Senator:

1. I've recently joined SCUP, which is the chief forum within Senate for critical appraisal and coordination of long-term strategic, capital and budget plans for Western. The absorption of Brescia would seem to fall under the category of "long-term strategic plan" and yet in our initial meeting on September 5th no mention was made of this development. The Provost sits on the committee, so there were people around the table who were aware of it when we met. My question is why wasn't this issue included for discussion and when will the B/W integration plan be taken to SCUP?
2. The organization Hands off our Kids, whose mission is to "Unite people for a noble cause, to safeguard children from gender ideology teachings, sexual indoctrination, and exposure to explicit sexual content" is holding another rally on Oct. 21. The last one was very troubling and traumatic for many at the event and in terms of the late response from Western. These events represent an assault on the issue of gender expression and identity, and my question is: How does Western plan on responding to the next rally?

Jane Toswell, Senator:

On pp. 36-37 of the Board of Governors open agenda for June 29, 2023, there is an extended discussion of a decision to increase tuition in two programs, as allowed after application to the provincial government. I don't recall if these increases were ever mentioned at Senate, though my memory (admittedly dim these days) suggests they were not. From the looks of it these "Tuition Anomalies" now about to be redressed apply both to undergraduate Computer Science and to undergraduate MOS programs, and increases in tuition will commence next year and continue for six years for Computer Science and for eight years for MOS.

I'd like to hear a bit more about this. I think I recall mention made during presentation of the budget in the spring, but I did not realize that tuition rates were planned to be increased by \$3,000 and by \$4300 in these programs. First, since the provincial government allowed for applications concerning up to three programs, is there a third program out there that is eligible or might become eligible? Is there a plan to apply? Are there other programs for which Western would like to increase tuition with a year's notice?

Of equal significance is the possible implications for our programs. Did our Computer Science and MOS departments know about this, and accede to it? Are there implications for the admission of EDID candidates, and for providing scholarships to first-gen university applicants? Is the planning for this rather startling increase well advanced, and, if so, could Senate hear about it? Finally, will this increase apply to the Brescia students who are about to be displaced to main campus?

Zoe Sinel, Senator:

On October 8, 2023, Western University tweeted the following about Hamas' terrorist attacks on Israel:

The violence in the Middle East this weekend has had a deep impact abroad and here at Western. We have contacted our international students with ties to the region and now our broader community, sharing our heartfelt concern and the supports we have available. We want you to feel safe and heard.

Our thoughts are with those impacted in the region and around the world.

On March 2, 2022, Western University issued the following tweet, along with a picture of the Ukrainian flag, about Russia's invasion of Ukraine:

#WesternU joins the world in responding with shock and outrage at the aggression and unprovoked violence in Ukraine, at the hands of Putin's government.

We stand in solidarity with the people of Ukraine against this war and all unjust and unprovoked acts of war.

On October 10, 2023, the Provost & Vice-President (Academic) and Associate Vice-President (Equity, Diversity & Inclusion) circulated the following email:

Dear members of the Western community,

This weekend's violent conflict in Israel and Gaza is very distressing to our community.

We are devastated for those who have lost their lives, or been gravely injured, and we are also deeply aware of the impact this is having on our own Israeli and Palestinian students, staff and faculty.

As we continue to grapple with this tragedy and its reverberations, we want to emphasize our commitments to you.

First, we are here to support you in the immediate aftermath of these events. Please see the list of resources below. We encourage you to reach out.

We are also committed to further dialogue. We have well-established lines of communication with Western Hillel, the Muslim Students' Association and Palestinian Cultural Club as well as our advisors in the Jewish and Muslim communities. Conversations with these groups will continue in the days to come.

We know some in our community are coping with very personal impacts. We also know there will be differing views on what is unfolding. Universities are the very places where these views can be freely shared and, just as importantly, where diversity is honoured and valued.

With that in mind, we will work to ensure our campus is a safe place – to have open dialogue and debate; to engage freely in teaching, learning and research; and to participate fully in campus life without fear of racism or discrimination of any kind.

Let's care for and support each other during this very troubling time.
I have two questions:

1. Could someone please explain the decision-making process that led to the obvious discrepancy between Western's responses to the attack on Ukraine and to the attack on Israel? Why were these two international incidents treated differently? It is difficult not to draw deeply troubling conclusions from this disparate treatment.
2. Could someone please explain Western's policy on and procedure for issuing public comments on current events?

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.
-