Senate attendees are reminded that as per section IV.6 of the Senate By-Laws, only Senators or official Senate Observers may speak at Senate. The By-laws provide a process where, in exceptional circumstances, a guest may be granted speaking privileges at Senate. The Senate By-Laws are available on the Secretariat website: https://uwo.ca/univsec/pdf/senate/bylaws.pdf.

SENATE AGENDA

Thursday , February 15 , 2024, 1:30 p.m. – 4:30 p.m.
Meeting to be held electronically via Zoom videoconference.

Members of Senate may access the Zoom link through the OWL Senate site.

Members of the public who wish to attend Senate are invited to contact the University Secretary at senate@uwo.ca

1.0 Land Acknowledgement

2.0 Minutes of the Meeting of January 19, 2024 Approval

2.1 Business Arising from the Minutes , Q I R U P D W L

3.0

Action

(ACA)

7.2 Membership – Senate Committee on University Teaching Awards (SUTA) Action

7.3 Membership – Subcommittee on Program Review – Undergraduate (SUPR-U) Action

15.0 Discussion and Question Period

16.0 New Business

17.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: • APPROVAL INFORMATION DISCUSSION

Aleksandra Zecevic 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

ITEM 2.0 – Minutes of the Meeting of January 19 , 2024

ACTION: APPROVAL INFORMATION DISCUSSION

Re

Senate $ J H Q G D ITEM 2.0
) H E U X D U \ , 2024

LAND ACKNOWLEDGEMENT

K. Meyer

624-4 REPORT OF THE VICE-PRESIDENT (RESEARCH)

- Burkell, Associate Vice-President (Research), provided a verbal update on the research security file, informing Senate that the Government of Canada has issued a Policy on Sensitive Technology Research and Affiliations of Concern, along with a list of research organizations that may pose a risk to Canada's national security. J. Burkell commented on the process of implementation and

J. Yoo, Dean of the Schulich School of Medicine & Dentistry, advised that revised policy reflects that grades between 80-100 percent is no longer “Pass with Honours”, aligning with other schools of Medicine. He also explained the method by which the passing grade will be gradually increased and clarified that the policy designates "Dean’s Honour List” for the top 10% of graduates. J. Yoo proposed a friendly amendment to correct the listed grades. The Chair suggested tabling the motion for further consideration.

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Progression Requirements – Dentistry” be revised as shown in Item 9.1, and
>
> That effective September 1, 2024, the “Dean’s Honour List and Graduation “With Distinction”” policy be revised as shown in Item 9.1.

TABLED

S.24-8 ITEM 9.2 – Revisions to the “Structure of the Academic Year” Policy

S. Lewis, Vice-Provost (Academic Programs), provided a brief overview of the revision to the

O. Oloya, Associate Vice-President (Equity, Diversity & Inclusion) and L. Oliver, EDI Specialist, provided a presentation on the draft EDID Strategic Plan (Appendix %).

O. Oloya outlined the guiding framework for the Equity, Diversity & Inclusion (EDI) Office in developing the EDID Strategic Plan and highlighted the initiatives undertaken by the EDI Office.

L. Oliver described the process used in the development of the EDID Strategic Plan and highlighted the significant insights and findings that were obtained during the extensive consultations that took place. She shared a high-level overview of the EDID Strategic Plan by outlining the strategic priorities, vision, and outcomes.

O. Oloya invited Senators to submit their feedback subsequent to the meeting, with assurance that all received input would be compiled for evaluation by the Steering Committee. The launch of the EDID Strategic Plan is anticipated in February.

A Senator expressed gratitude for recognizing the efforts of student organizations dedicated to establishing inclusive and safe spaces on campus.

624-11 ITEM 11.2 – National Survey of Student Engagement Results

6 Lewis, Vice-Provost (Academic Programs), provided a presentation on the updated high-level results generated from the National Survey of Student Engagement (NSSE) (Appendix &). Additionally, she pointed out that there were no major concerns regarding the Western results, and they are more or less comparable to those of comparator groups,

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

S.24-16 Information Items Reported by OAC on Unanimous Consent:

- ITEM 14.1(a) – Annual Report on Convocation Statistics – 2023

REPORT FROM THE SENATE NOMINATING COMMITTEE

S.24-17 Information Items Reported by the Nominating Committee on Unanimous Consent:

- ITEM 14.2(a) – Senate Vacancy in the Graduate Student Constituency
- ITEM 14.2(b) – Distinguished University Professor Selection Committee

Bicameral Governance

BOARD

Responsible for:

- Property & financial matters
- Participating in setting strategic direction
- Appointing the President and Vice-Chancellor
- Appointing senior management

SENATE

Responsible for:

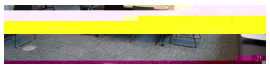
- Academic policy
- Conferral of degrees
- Academic appeals

Responsibilities of the Board

- Ensure accountability and effective scrutiny, e.g. review of financial statements.HINDSIGHT
-

Western's EDID Strategic Plan

January 19, 2024

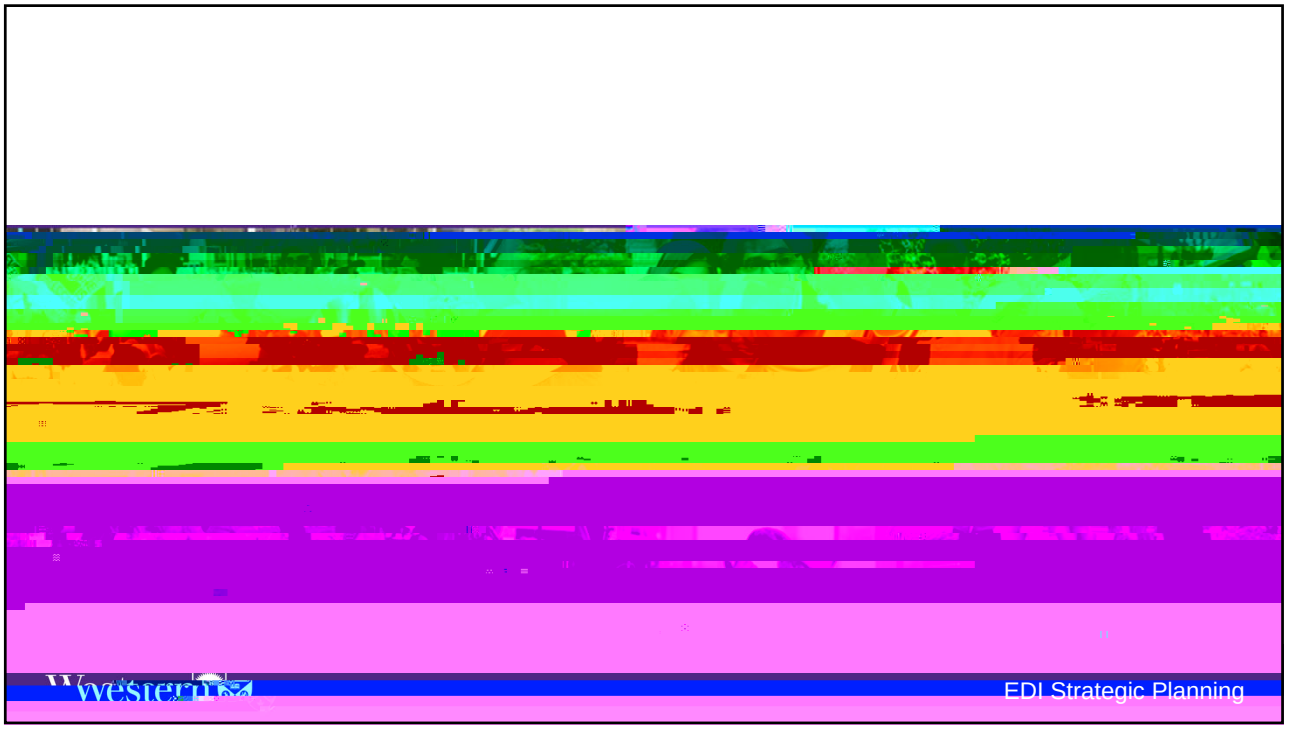


EDI Office: Highlights To Date

- Created meaningful working relationships with Equity Deserving (ED) student groups as well as Western and London ED communities.
- Initiated EDID Census Survey for Students, Staff and Faculty in October 2021. Will launch new and improved EDID Census in January 2024.
- Delivered interactive/experiential training for leaders, faculty, staff, students and alumni.
- Established EDI Central Working Group for sharing best practices and action priorities.
- Launched the successful Western B.L,U.E. program in October 2022, 2023.
- Launched the Black Student Scholarships initiative.
- Delivered many successful Black History Month speakers' series, 2022 and 2023

Western Office of Equity, Diversity & Inclusion

5

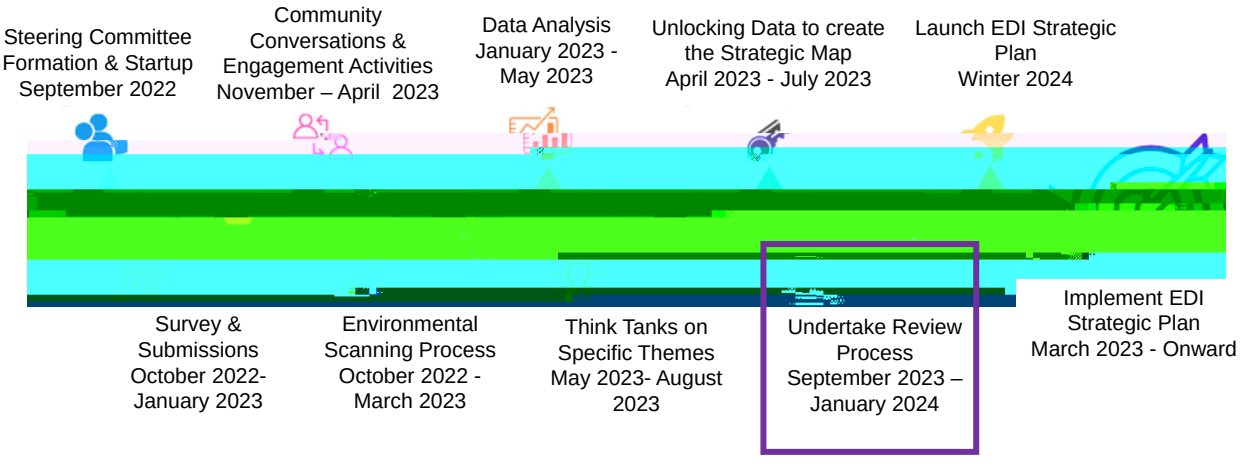


6

Steering Committee Members

- Adeyemi Opeyemi (Student Experience – Wellness Education Team)
- Chris Alleyne (Housing)
- Christy Bressette (Office of Indigenous Initiatives)
- Waliu Alaka (SOGS President)
- Erica Lawson (Faculty/ED)
- Erin Huner (Ivey)
- Sunday Ajak (USC President)
- Eunjung Riauka (Western International)
- Jane O'Brien (Human Resources)
- Kyle Gervais (Faculty/ED)
- Mariam Hayward (Western Research)
- Mark Daley (Chief Artificial Intelligence Officer)
- Melanie Katsivo - Schulich
- Nancy Stewart (Office Of the President)
- W.G. Pearson (Faculty/ED)
- Tracy Isaacs (Special Advisor to the Provost in Gender-Based and Sexual Violence)

Timeline



EDI Community Conversations Themes

- Positive change is happening and making a difference.
- Exclusion, racism and discrimination continue to occur in systems, policies, practices, places, and behaviours.
  - Micro and macro-aggressions are still a reality for many.
  - Individual and system-wide cultural biases and beliefs.
  - Experiences of isolation and being ignored.
- Inconsistent commitment and action across Western to create and sustain real EDI change.
- Inadequate cultural competence and sensitivity of leaders, staff and faculty.
- Persistent accessibility barriers: physical, communication, attitudinal (st6eSiy>tb, fa lc cal J 5enc4re W.498 -478.1 (3i/8.1 (0 0S270 re358.74q 0 792.03 612 -

Moving Forward

1. Incorporate input from staff / faculty associations and reconvene with our EDI Steering committee to finalize report and discuss strategic priorities and enablers and how they can be operationalized.
2. Identify accountability leads for key strategic goals & actions and develop KPIs for strategic priorities. Engage the next levels of leaders to support sustainable change.
3. Create an integrated action framework to drive collective and individual action toward embedding equity, inclusion and diversity across Western University.

Questions & Feedback

Are we missing anything?

Is there anything that concerns you?

Submit your ideas to: lolive@uwo.ca

National Survey of Student Engagement 2023 Update

Presentation to Senate
January 19, 2024

Susan Lewis
Vice-Provost (Academic Programs)

What is the NSSE

- National Survey of Student Engagement (NSSE) assesses:
  - extent to which students engage in programs & activities that post-secondary institutions provide for learning & development
  - estimate of how undergraduate students spend their time & what they gain from post-secondary education

More about the NSSE

- Focus 1st and Senior year undergraduate students
- First administered @ Western in 2004

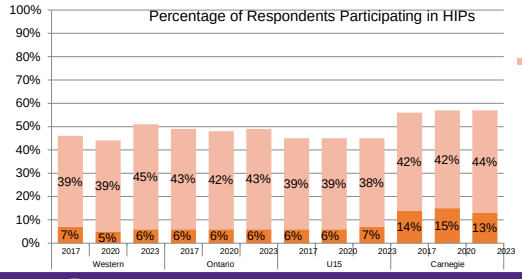
Summary: Engagement Indicators

- No major red flags
- Comparable to U15 and Ontario groups (no meaningful differences in any engagement indicator categories)
- Western meaningfully different than Carnegie group in the following areas:
  - 1st year student-faculty interaction
  - 1st year and senior effective teaching practices
  - 1st year quality of interaction
  - 1st year and senior supportive environment

Key Engagement Indicators

Reflective and Integrative Practices	Discussions with Diverse Others	Supportive Environment
• Western significantly lower than all comparison groups for 1st year students • Strategic Plan Personalizing the Learning Experience and Learning by Doing	• Significantly higher than U15 and significantly lower than Carnegie group in 1st year • Significantly higher than U15 and Ontario comparison groups in senior students • Strategic Plan Create a More Equitable and Inclusive Western	• Significantly and meaningfully lower than Carnegie group in 1st year and senior students • Strategic Plan Thriving Through Belonging

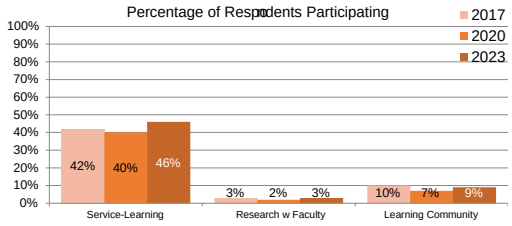
High Impact Practices (HIPs) – First-year Students



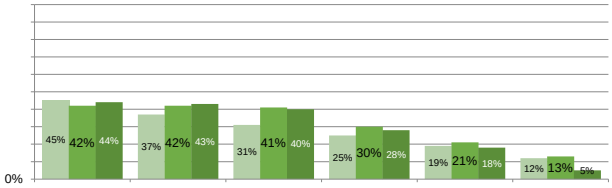
40.537 0.537 RG 0.131 w 1 j 0 J 0 0 m 0 -4.92 l S1625342%0 0 1 244.02 172.38 28B22 f 2.537 0.537 RG 0.131 w 1 j 0 J 0 0 m 0 -4.92 l S1625342%0 0 1 244.02 172.38 28

Percentage of Respondents Participating in HIPsParticipated in 1 HIP onlyParticipated in 2 or More HIPs91

High Impact Practices (HIPs): Western First-year Students



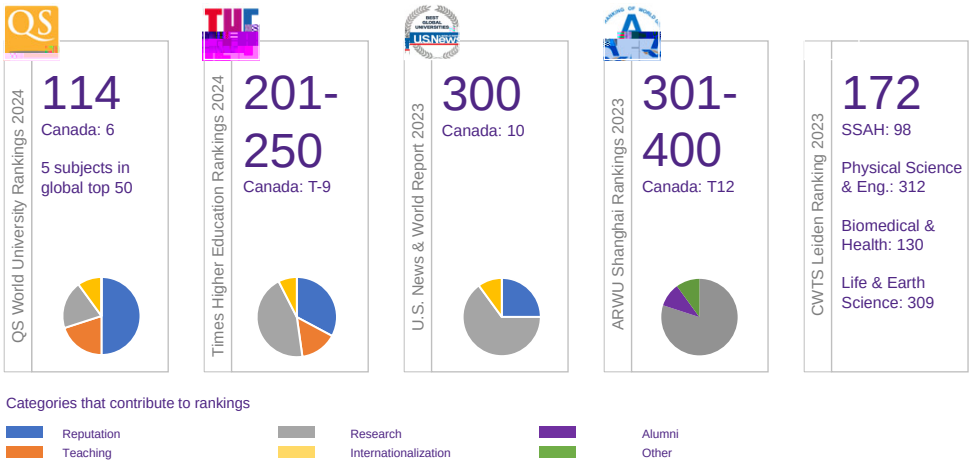
High Impact Practices (HIPs): Western Senior Year Students



How Would You Evaluate Your Entire

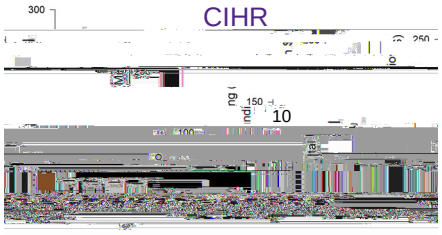
Report of the University Research Board

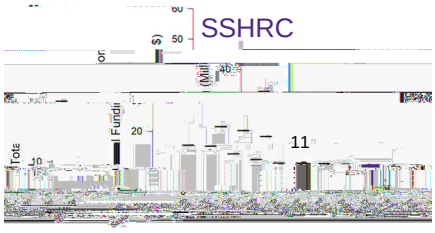
January 19, 2024

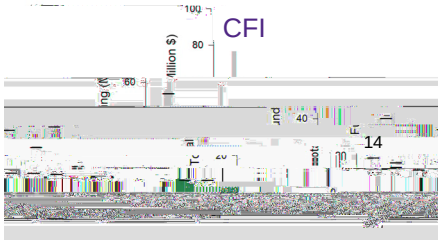


Western Research

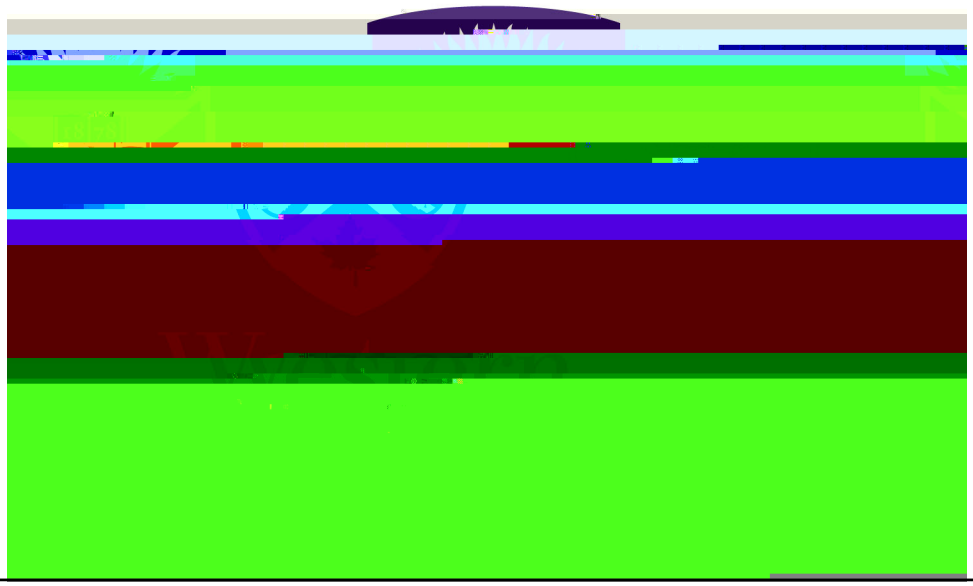
Tri-Agency & CFI Funding (U15)







3



4

- Michael J.B. Carnegie (LLB'98) and Evelyn Ten Cate (LLB'92) appointed judges of the Superior Court of Justice of Ontario in London

- Anuj Ranjan (MBA'06) appointed CEO of Brookfield Asset Management.

- Named to the Mayor's New Year's Honour List
  - Evelyn Chertkow (BA'82)
  - Don Pollock (HBA'73)
  - Jamie Walls (BA'14)

Leadership updates:

Julian Birkinshaw has been selected

ITEM 4.0 Report of t he Provost

ACTION: • APPROVAL • EM

ITEM 5.0 Report of the Vice -President (Research)

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Penny Pexman, Vice-President (Research), will provide a verbal report.

ITEM 7.1 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)

ACTION: ACTION INFORMATION • DISCUSSION

Workload: Meets monthly on Wednesday at 2:30 p.m. in the week prior to Senate.

Composition: Thirteen (13) members elected by Senate, including:

- x Eleven (11) faculty members, at least seven (7) of whom must be members of Senate. No more than two (2) may be from the same Faculty, School, or Affiliated University College. No more than one (1) may be a Dean. At least four (4) must have membership in the School of Graduate and Postdoctoral Studies.
- x Two (2) students:
  - x One (1) graduate student
  - x One (1) undergraduate student

Current Senate-Elected Members:

Terms continuing to June 30, 2024:

Godwin Arku (SS), Nicole Campbell (Schulich), Ken Kirkwood (HS), Susan Knabe (FIMS), Shahnaz Shahid (GRAD), Anne Schuurman (AH), Chloe Vanderlugt (UNDG)

Terms continuing to June 30, 2025:

Jose Herrera (Eng), Aaron Hodgson (Music), Jisuo Jin (Sci), Sophie Roland (Music), Lynn Shaw (HS)

Required: One faculty member who must be a member of Senate for a term vacant due to a resignation (to June 30, 2024):

- x No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College
- x No more than one (1) faculty member may be a Dean

Nominees: Anton Puvirajah (Edu) (Faculty, Senator) Term to June 30, 2024

ITEM 7.2 – Membership – Senate Committee on University Teaching Awards (SUTA)

ACTION: ACTION INFORMATION • DISCUSSION

Workload: Next meeting will be held on March 11, from 1:30 – 3:30p.m.

Composition: Four (4) members of faculty, full-time appointments / Academic Clinicians appointed under Conditions of Appointment for Physicians (2017), elected by Senate

One (1) graduate student, elected by Senate

Note: Members of SUTA may not, during their term of membership, prepare dossiers or write letters of support for nominees for the awards.

Current Senate -Elected Members:

Term continuing to June 30, 2024 :

ITEM 7.4 – Membership – Convocation Task Force

ACTION: ACTION INFORMATION DISCUSSION

The Office of the University Secretariat (the Secretariat) is charged with coordinating Convocation ceremonies for the university. They have identified the following challenges impacting the continued use of Alumni Hall as the venue for Convocation ceremonies:

- Accessibility challenges with the current facility.

- The university's strategic plan, Towards Western at 150, includes plans for strategic enrollment growth over the next few years. While not all growth is expected to be in degree programs, it will result in additional graduates, putting further pressure on the number of ceremonies required to accommodate them.

As a result of these considerations, the Secretariat and the Office of the President identified the need to explore options for an alternate venue with the aim of addressing accessibility needs and increasing the number of students graduating at each ceremony, ultiTw -37.75 -0.0(at)2 raduatg1 at

- x Associate Vice-President (Alumni Relations)
- x Associate Vice-President (Housing & Ancillary Services)
- x Representative from the Office of the Registrar appointed by the Registrar
- x One faculty member who has been engaged with Convocation in at least one of the past two years, elected by Senate
- x One undergraduate student appointed by the University Students' Council
- x One graduate student appointed by the Society of Graduate Students

Required: One (1) Faculty member who has been engaged with Convocation in at least one of the past two years

ITEM 8.1 – Revisions to the “Structure of the Academic Year” Policy

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy

- Option 3: Fall Reading week moved to week of Thanksgiving, October 12-20 (changed from November 4-10); fall term ends Monday December 9 (changed from December 6); December study days reduced from 2 to 1 and exam period reduced from 14 to 12 days; total of 12 Mondays of instruction for Fall term

Option 1: reducing the number of December study days and reducing the length of December exam period

While this option retains the placement of Fall Reading Week, this option presents significant challenges for students.

The December exam period is intense for students. For reference, the December exam period has 16,000 sittings in a minimum 12 days.

By contrast, the April exam period has 18,000 sittings in a minimum of 17 days.

The Office of the Registrar has noted an increasing number of requests for accommodated exams. The university has a legal obligation to make appropriate arrangements for students making such requests.

This past December there were ~6600 requests for accommodated exams. Reducing the exam period puts additional pressure on the ability to schedule these accommodated exams.

Options 2 and 3: both options involve moving Fall Reading Week

In Fall 2023, U6 universities scheduled their Fall Reading Week during the week following Thanksgiving except for the University of Ottawa (Oct. 22-28) and Western (Nov. 4-10). The U6 universities include Western, McMaster University, the University of Ottawa, Queens University, the University of Toronto, and the University of Waterloo. There may be benefit to aligning our Fall Reading Week with peer institutions.

The difference between Options 2 and 3 is that Option 3 extends the term to include another Monday, which would reduce the number of study days to one prior to an exam period of 12 days. Reducing the exam period brings challenges to students who already face a compressed exam period and the challenges around supporting accommodated exams (as outlined in feedback to Option 1).

It is worth noting that we received a range of feedback on these options and there is no single ideal solution. The consultations led to a preference for Option 2: The proposal is to revise the “Structure of the Academic Year” policy to move Fall Reading week to the week of Thanksgiving. This provides 11 Mondays of instruction, preserves two study days in December, and a December exam period of 14 days.

Feedback from Academic Advisors and Associate Deans (Academic) suggests that:

- the loss of a study day would negatively impact students,
- the ability to go home for the Thanksgiving holiday has mental health and financial benefits for students, as well as the opportunity to reconnect with their peers who are also on Reading Week from other institutions, and supports a schedule that maximizes both the exam period and the number of study days that precede it.

A survey was deployed to all undergraduate students via the University Students' Council the last week of January for a one-week period. Approximately 10% of the undergraduate student body responded. More than 75 percent of respondents shared that they did not want the Fall Reading Week to move from the current November placement, for a variety of reasons, including mental health, financial concerns, and academic preparedness. The survey questions and results are attached.

In consideration of student feedback, the Policy Committee is recommending the proposed changes for a period of two academic years to provide for an opportunity for continued consultation and consideration of all the complexities surrounding the structure of the academic year.

Notes:

- Unless this policy revision is extended or an alternative revision is approved prior to September 1, 2026, the policy immediately prior to this revision will come back into effect.

- The “Five-Year Cycle of Sessional Dates” contained in the Procedures for the “Structure of the Academic Year” policy will be updated following approval of the 2024-25 Undergraduate Sessional Dates by the Senate Committee on Academic Curriculum and Awards (ACA).

ATTACHMENT(S):

Revisions to the “Structure of the Academic Year” Policy

Undergraduate Student Survey Questions

Undergraduate Student Survey Results

Structure of the Academic Year

Policy Category:	General
Subject:	Structure of the Academic Year
Subsections:	Hours of Instruction; Guidelines for the Structure of the Academic Year; Remembrance Day Policy; National Day for Truth an BT ET 216 57/MC2 81.48 0.84 r2 (he A)1 (c)4 (a)10 (de)10 (m)Bo

School of Graduate and Postdoctoral Studies

- The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:
  - Fall term, normally beginning September 1 and ending December 31;
  - Winter term, normally beginning January 1 and ending April 30;
  - Summer term, normally beginning May 1 and ending August 31.

- Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

REMEMBRANCE DAY POLICY

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

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

NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

That September 30 be recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of ‘Truth and Reconciliation’ as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, the Office of Indigenous Initiatives will be consulted as to when to observe the National Day for Truth and Reconciliation.

GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE SPRING/SUMMER SESSIONS

hisn6LB* [(by)4 3 (UI)-4 (D (t)2 (i)2t0)6 (ec)4 (t)2 (h)1003 Tc bsh6612 Tw T*0 Td ( ]TJ 0.004 Tc -0.00

2. The last day of online registration for Summer Evening, Spring/Summer Distance Studies, Intersession and Summer Day will be two days before the start of classes.

3. Scheduling of classes will be within the following hours:

    a) 8:00 a.m. to 9:40 p.m. for the May/June (Intersession) period;
    b) 8:00 a.m. to 3:40 p.m. for the July/August (Summer Day) period;
    c) 5:30 p.m. to 10:30 p.m. for the May to August (Summer Evening) period; and
    d) no classes will be held on statutory holidays.

    Note: Scheduling of classes in the undergraduate Spring/Summer Sessions may vary from the Hours of Instruction noted above.

4. A first-term full (1.0) or half (0.5) course (comprising twelve or six weeks for Summer Evening and Spring/Summer Distance Studies, and six weeks for Intersession and Summer Day) will normally begin:

    x for Summer Evening and Spring/Summer Distance Studies, the first Monday in

Trois -Pistoles Sessional Dates

As a guideline, the Trois-Pistoles Intersession and Summer Day session start dates will coincide with the start dates of Intersession and Summer Day on main campus. Each session will run for five weeks with both the add and drop deadlines set as the fourth day of the session. The sessions will begin on Mondays in order to ensure weekend arrivals of students and to facilitate orientation in Trois-Pistoles. For the most up to date Sessional Dates please visit the Trois-Pistoles website:

[redacted]

Given that Western University recognizes Truth and Reconciliation Day and does not schedule classes on that day, the University must make revisions to the structure of the academic year to ensure that we are meeting policy requirements for both class days and exam period requirements, alongside the addition of noninstructional days into the fall term. We are seeking feedback from students to help inform decision-making.

These are the constraints we have to work within when it comes to scheduling the academic year:

1. A minimum of 60 instructional (i.e. class) days
2. Fall Reading Week
3. A minimum December exam period of 12 days ending December 22
4. At least one study day in December
5. Maintaining a balance between the number of instructional days for each day of the week

We’ve been hearing that students want to share their perspective on the timing of the Fall Reading Week Break to coincide with Thanksgiving weekend. Your University Students’ Council is committed to amplifying your voices to decision makers at Western.

What year of study are you in?

- ◯ First
- ◯ Second
- ◯ Third
- ◯ Fourth
- ◯ Fifth or higher

What faculty or af liate are you enrolled at?

- ○ Arts and Humanities
- ○ Brescia University College
- ○ Education
- ○ Engineering
- ○ FIMS
- ○ Graduate and Postdoctoral Studies
- ○ Health Sciences
- ○ Huron University College
- ○ Ivey School of Business
- ○ Kings University College
- ○ Law
- ○ Music
- ○ Science, including BMSc
- ○ Schulich School of Medicine and Dentistry
- ○ Social Science

Moving Fall Reading Week up to Thanksgiving Weekend would have some implications for the academic term. Please review these likely outcomes before making your choice...

Option A: YES
(Fall Reading Week from October 14 - 18, 2024)

- 14 day exam period
- 2 study days
- 11 Mondays for classes in the fall term
- Last day of class is Dec 6th

Option B: NO
(Fall Reading Week from November 4 - 8, 2024)

- 12 day exam period
- 1 study days
- 11 Mondays for classes in the fall term
- Last day of class is Dec 9th

Would you like to see Reading week moved up to Thanksgiving weekend?

- ◯ Yes
- ◯ No
- ◯ Unsure

How would moving Fall Reading Week to Thanksgiving Weekend impact you?

	Positive Change	Neutral / No Change	Negative Change
Mental Health	○	○	○
Financial Concerns	○	○	○
TIme with Family / Friends	○	○	○

Other comments pro or con?

Powered by Qualtrics A

4 :RXOG \RX OLNH WR VHH 5HDGLQJ ZHH ZHHNHQG"

4 :RXOG \RX OLNH WR VHH 5HDGLQJ ZHH ZHHNHQG"

)LHOG	&KRLFH
<HV	
1R	

Potential Market

There is an existing and healthy market of students who apply to the B.Ed. and the Faculty anticipates application numbers to at a minimum remain stable, but likely rise with the MTL. Based on the extensive consultation of Teacher Candidates, board and community partners and Advisory groups, the Faculty anticipates that this change will be a very attractive alternative.

OISE at the University of Toronto is currently the only institution permitted to offer a Masters that also licenses teachers through the OCT. The decision was made when the province went to the expanded Initial Teacher Education program in 2015. Since they had an existing program, permission was ‘grandfathered in’.

Consistent with the current B.Ed., an MTL requires applicants to have completed an undergraduate degree to qualify. However, given the increasing professional accountability, continual need to synthesize and analyze evidence-based approaches, doubling the length of the program required to be licensed and aligning with the strategic plans, it is time to acknowledge the degree level outcomes the program’s students are required to meet, align with the Graduate Degree Level Expectations.

The need for teachers in Ontario and elsewhere has grown and is expected to continue to grow as it has elsewhere in the world. To date, the Faculty has a healthy number of applicants to the program, but are limited by the number of students it is permitted to take in the B.Ed. version of the degree. The Faculty hopes to be able to expand that number in a graduate degree.

Demand

The Ontario College of Teachers publishes an annual survey, titled, ‘Transition to Teaching’ that summarizes the market for graduates annually. The most recent 2021 report signals:

> Teacher shortages over the next few years will reach beyond the already challenging French-language shortages of the past several years. This situation warrants early action to increase the province’s annual supply of new teachers to staff daily occasional rosters, long term occasional contracts, and permanent teaching positions in Ontario’s French, French as a second language and English language elementary and secondary classrooms.

Surveys and consultations for the past two year with Teacher Candidates, Board partners, and mandatory governance committees (that include Ministry of Education officers and Ontario Federation Affiliates) have overwhelmingly supported this development to see a two-year post-undergraduate degree be redesigned and recognized as a Master’s degree. The need for graduates to engage as professionals who understand how to read, apply and produce research is long overdue.

Graduating with an MTL does not change the initial pay governed by the Qualifications Evaluation Council of Ontario (QUCO). Advancing on the pay scale will require graduates to take courses through either Additional Qualifications (AQ) for Teachers, or courses from the suite of Master's in Professional Education that will be available to them. This is consistent with the MT offered by OISE.

DESCRIPTION OF THE PROGRAM

Consistent with Regulation 347 (Accreditation of Teacher Education Programs) and aligned with the research-intensive mission of the University and the Faculty, the MTL emphasizes current research in teacher education and the integration of theory and practice in teacher education.

The MTL is guided by six overarching pillars and major objectives:

Pillar	Objective
Research Practitioner	Teaching is an evidence-based practice.
Pedagogy	Evidence gathered from learners and scholarly inquiry shape effective approaches to instruction.
Learners and Inclusive Education	Effective learning environments support opportunities for growth for all learners.

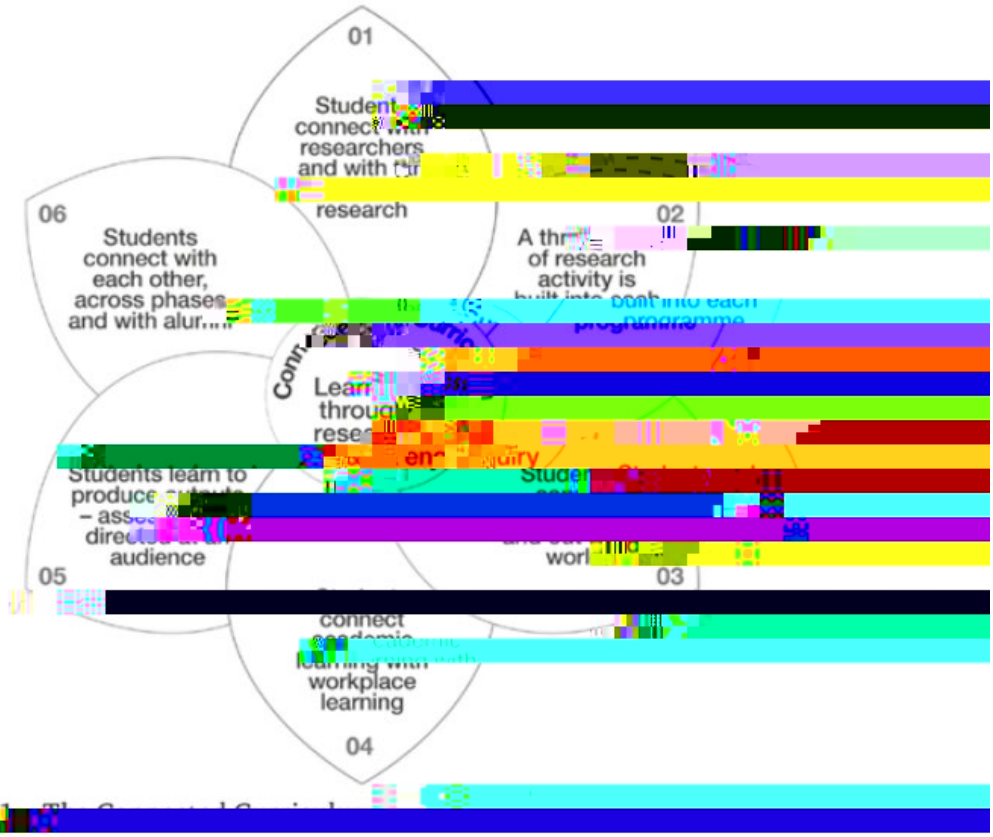


Fig. 1.1

Cochran-Smith and Lytle[6] defined teacher research in the broadest possible sense to encompass,

> all forms of practitioner inquiry that involve systematic, intentional, and self-critical inquiry about one's work in K-12, higher education, or continuing education classrooms, schools, programs, and other formal educational settings. This definition includes inquiries that others may refer to as action research, practitioner inquiry, teacher inquiry, teacher or teacher educator self-study, and so on, but does not necessarily include reflection or other terms that refer to being thoughtful about one's educational work in ways that are not necessarily systematic or intentional. (p. 22)

In this program, teacher candidates will shape questions that relate to significant issues in their own practica and alternative field experiences. They will read current research that relates to their topic focus, determine with the support of their Capstone Instructors appropriate actions and try them out, monitor the impact of their action, and then discuss and analyze their data vis-à-vis the research that has informed their inquiry.

[6] Cochran-Smith, M. (2002). Learning and unlearning: The education of teacher educators. Teachers and Teacher Education, 19, 5–28.

Framework Dimension	Description
1. SJ 0 T1 Tf -0.00BT 0 g /TT1 1 Tf -0-J ET	

			Defending criteria used in lessons, practices, workshops, assessment designs and so on.
Research & Scholarship A conceptual understanding and methodological competence that enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: The development	Synthesis, interpretation, evaluation and application of learning across the program, consolidating learning through Courses, T2P, Practicum and AFE Demonstrate ability to practitioner research for the generation of new knowledge, applications, or understanding at the forefront of their focus area; Demonstrate, articu ption**of** new	13.8	re f*]TJ ET 38(i)6

and support of a sustained argument in written form; or originality in the application of knowledge.	requiring new/innovative theories; and Demonstrate ability to engage in the design, implementation, evaluation, and dissemination of practitioner research of a quality to satisfy expectations for a Teacher Research Capstone Project.		Documentation of competencies through the Pedagogical Practice Record
Level of Application of Knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Demonstrate capacity to: Undertake and critically evaluate research in scholarship at an advanced level; and Contribute to the development of knowledge, critique, academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials in Education. b) The intellectual independence and curiosity required for continuing professional learning; c) Ethical behavior consistent with academic and	a. compulsory practicum; b. compulsory [redacted] Experience [redacted]1 (x)4 (per)7 (i)6 (enc)14 .8 re f* r51 rB	

the intellectual independence required for continuing professional development;

the ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible

[redacted]

and the ability to

	use of appropriate academic and professional guidelines and procedures for responsible conduct of research;		

Awareness of Limits of Knowledge

3. Assessment as Learning:

Teacher Candidates engage in assessment as learning to help them develop the professional competencies to be independent, agentic, autonomous learners able to set individual goals, monitor their own progress, determine next steps, and reflect upon their own learning and teaching.

4. Assessment as Scholarship:

Assessment activities become scholarship when they become public[3]. Teacher candidates' need to understand how to critically review and evaluate the most recent educational research, as well as each other within a professional learning community so that they can then begin to use, build upon and develop the creative acts of collaborative inquiry. The purpose serves the ongoing growth of the professional, in a culture where a continuum of experiences and dialogue leads to improved professionalism and S U D F W L F H ×

The practice of ungrading is growing in the literature, which is suggesting that this move contributes to highly meaningful learning environments[8].

DELIVERY METHOD OF THE MTL

The program will be offered in a blended format over four consecutive terms. Terms one and two will be offered on campus and be fully on-site (with the occasional course having blended components). Terms three and four will be offered fully online (with the exception of Practica and Alternative Field Experiences, which will be on-site). The Faculty is aware that there is an acute teacher shortage that is unlikely to resolve quickly. The online portion in the latter half of the program will meet the needs of teacher candidates who opt to teach on temporary certificates (for example) to complete their education. When the temporary certification p

Music – Vocal: Courses should include at least 1 Choral or Vocal Techniques course, 1 Choral Conducting course and 1 Music Theory course.

Religious Education in Catholic Schools: 5 full courses (or the equivalent) with Roman Catholic content are required. Applicants with course credits in the following areas receive preference for admission to Religious Education in Catholic

English: Courses in English Culture, Linguistics and Writing for Business or Science are not acceptable.

Family Studies: Applicants with course credits in the following areas receive preference for admission to Family Studies as a first or second teaching subject: Child and Family Development, Clothing and Textiles, Family Resource Management (Consumer Economics), •Foods and Nutrition or Housing and Interior Design.

French (as either a first or second teaching subject): You must possess oral and written fluency in French and a thorough knowledge of grammar.

Normally, 5 full-French courses (or the equivalent), at least 2of which must be language courses, are required for admission as a 1st or 2nd teachable subject. One or more full-course equivalents in French Literature are desirable for those hoping to teach in French immersion settings.

Fluent French speakers who do not have university-level French courses may apply for special consideration by emailing Western. The Faculty of Education reserves the right to test you (fee required) to ensure you meet the required standard.

Geography: Applicants with course credits in Canadian Geography receive preference for admission to Geography as a first or second teaching subject.

Health & Physical Education: Courses offered through Kinesiology, Human Kinetics, and Physical Activity best support this teaching subject. Applicants with 3 or more activity course credits receive preference for admission to HPE as a first or second teaching subject.

History: Applicants with course credits in Canadian History receive preference for admission to History as a first or second teaching subject.

Mathematics: Applicants with at least 1 full- course credit in senior (2nd year or above) Mathematics receive preference for admission to Mathematics as a first of second teaching subject.

Music: You may select either Music –Instrumental or Music –Vocal as a teaching option, but not both.

Music – Instrumental: Courses should include at least 1 Instrumental Conducting course, several minor instrument courses in Woodwinds, Brass and Percussion, and 1 Music Theory course.

Music – Vocal: Courses should include at least 1 Choral or Vocal Techniques course, 1 Choral Conducting course and 1 Music Theory course.

Religious Education in Catholic Schools: Five full courses (or the equivalent) with Roman Catholic content are required as a 1st or 2nd teachable subject. Applicants with course credits in the following areas receive preference for admission to Religious Education in Catholic Schools: Catholic Church Teachings in Morality and Social Justice, Old and New Testament Studies, Sexuality and Marriage in the Catholic Tradition, the Sacraments, Vatican II Theology.

Religious Education is offered as a teaching subject only for Roman Catholic schools; student teaching in this subject area will occur in Roman Catholic elementary schools only.

Science: Candidates must select only one teaching option from among the senior science courses of Biology, Chemistry, Environmental Science, and Physics. A senior science choice may be accompanied with either Science-General or a teaching option from another subject area.

Science – General: Applicants with course credits in the following areas receive preference for admission to Science –General as a first or second teaching subject: Biology, Chemistry, Earth and Space Sciences, Environmental Science, and Physics.

Social Sciences – General: At least 1 full credit from each of the areas of

Senate Agenda

FRENCH

Course Number	Course Title
TL 9007	Social Founda</MCIU ue

Course Number	Course Title
TL 9212	Curriculum and Pedagogy in Canadian & World Studies
TL 9107	French as a Second Language at the Elementary and Secondary Level
TL 9439	Supporting English Language Learners
TL 9457	

PROGRESSION REQUIREMENTS

Progress in the Capstone Project is supervised by the Specialty area Faculty member in the course. Like all courses, students who fail to meet the expectations of the course will fail the course, and thus, fail to progress in the program.

A Teacher Candidate who fails to maintain a satisfactory level of performance may at any time be Required to Withdraw or be placed on Conditional Status. This decision will be made following a recommendation to the Dean (or Associate Dean) by the Teacher Education Advisory Board.

Upon the recommendation of the Teacher Education Advisory Board to the Dean (Associate Dean) a student may be denied a school placement for either a practicum or another purpose related to the MTL program.

Reasons for Withdrawal, Conditional Status, or denial of school placements will be provided to the student in writing:

a. Teacher Candidates who are placed on Conditional Status or denied school placements will be provided with a set of conditions to be met for successful completion of their program.
b. Teacher Candidates who are required to withdraw will not be considered for readmission until after a hiatus of one full academic year.
c. Teacher Candidates who withdraw from the program or who are required to withdraw will not retain credit for courses or practica that may have been completed at the time of withdrawal.

Progression from Term to Term and Graduation

1. All courses and practica in each term must be completed satisfactorily before a Teacher Candidate may progress to each subsequent term of the program. An overall pass is required in course work, with a pass being the equivalent of 76% in all courses.

2. Teacher Candidates who do not complete all requirements in the first two terms satisfactorily, (including the Practicum, Alternative Field Experience (AFE), Transition to Practice (T2and in demonstrations of professional suitability) will be withdrawn from the program.

3. Under exceptional circumstances, a Teacher Candidate may be permitted to defer enrollment for the second two terms for one year in order to complete requirements of terms one and two. Such exceptional circumstances will be adjudicated on a case-by-case basis by the Dean (Associate Dean, Teacher Education).

4. All Term three and four components of the program (courses, practica, T2P and alternative field experiences) must be completed satisfactorily before a Teacher Candidate can qualify for the MTL, and be recommended for certification by the Ontario College of Teachers.

Requirements for Participation in Practicum

Admission to the MTL program entails admission to the practicum program, provided the following requirements are met :

1. Essential Skills & Abilities Requirement: Teacher Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational well-being of students in schools.

2. Ethical Requirement: Teacher Candidates in Ontario Faculties of Education are Associate Members of the Ontario Teachers Federation and are thereby subject to Ethical Standards for the Teaching Profession of the Ontario College of Teachers[1]. Teacher Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.

3. Police Record Check Requirement: A Police Record Check which includes Vulnerable Position Screening and which is acceptable to the school boards with whom the Faculty of Education works is required before a Teacher Candidate can be placed in a school for a practicum. If information that is unacceptable to school boards appears on a Teacher Candidate's police record check, that Teacher Candidate will not be able to be placed for a practicum and will be required to withdraw from the program.

4. Attendance and meeting program component requirements: Teacher Candidates must maintain a satisfactory record of attendance, satisfactory standing in all program requirements. Unexcused absences, non-participation in classes, AFE, T2P, incomplete or unsatisfactory assignments and not demonstrating professional suitability as outlined by the OCT Standards and Ethical Standards of the profession, are all grounds for denying a practicum placement.

Initial Practicum Placem1 -0.004 0.004 Tc( )(ar)7 (e)10 (a)125 (i)2 Tw 0.27Pl
4 grAuto(s1.)14 3d(date)-Fi6 (ar)-1 Tc 1 (e)10 (f)2 (es)4 ((e)10 (m)-3 (en)10 0.002 Tw 5 Tw 13.24 0 T10

Master of Teaching and Learning

Final Assessment Report & Implementation Plan
September 2023

Faculty / Affiliated University College	Education	
Degrees Offered	Master of Teaching and Learning (MTL)	
Date of Introduc tion	September 1, 2024	
Approved Fields	Primary-Junior Junior-Intermediate Intermediate-Senior	Primary-Junior French Junior-Intermediate French Intermediate-Senior French
External Reviewers	Dr. Douglas McDougall, Department of Curriculum Teaching and Learning, University of Toronto	Dr. Kirk Anderson, Faculty of Education, 0 H P R U L D O 8 Q L Y H U V L W \ ×
Internal Reviewer	Dr. Dianne Bryant, Assistant Dean of Graduate Programs, Faculty of Health Sciences	Julia Brott, PhD Candidate Anatomy and Cell Biology
Date of Site Visit	July 4 & 5, 2023	
Date Review Report Received	August 22, 2023	
Date Program/Faculty Response Received	Program: September 1, 2023 Faculty: September 20, 2023	
Evaluation	Approved to Commence	
Approval Dates	SUPR-G: January 22, 2024 ACA: February 7, 2024 Senate:	
Year of First Review	2031-2032	
Progress Report	June 2027	

Senate Agenda

the new program proposal brief, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Master of Teaching and Learning Program.

Summative Assessment – External Reviewers' Report

External reviewers shared that "The transition from an undergraduate teacher education program to a master-level graduate teacher education program requires great insight and planning. It is clear that the administration, faculty, staff and students have been engaged in a two-year process to get to this stage. We commend the leadership and faculty for their insights and innovation in the development of the new MTL program." And that, "There seems little doubt that this faculty can achieve this transition".

Strengths and/or Unique Aspects of the Program

- Positioning of in-person and online sections balances both program strengths, student learning experiences and reduces economic impact on students and enhance program's accessibility for persons in rural and Indigenous communities.
    - Core faculty, administration, staff, and specialization chairs were well in tune with this transition and were quite supportive. They are leading practitioners and scholars in this type of learning medium.
- Knowledgeable faculty, staff, adequate technology, and a strong history of distance education aid to ensure the program's success.
- The upgraded research focus of the program is aligned with the future of teacher education which is likely to be at the graduate level.

Summary of the Reviewers' Recommendations and Program/ Faculty Response s

Recommendation #4* Subject to unit priorities and planning, consider the applicability and feasibility of having students back on campus during toward the end of Year 2 for a set of learnings related to the courses and the capstone project to enhance and/or supplement the online learning experience.	Program: It is not feasible to have the students return to London for an in

Recommendation # 7* Revisit and/or better support the PASS/FAIL position with respect to the MTL with a view to modifying it, or providing a more robust defence of the use of the PASS/FAIL grade.	Program: A robust defense of the move to Pass/Fail was required when progression requirements were changed. Western is the first in Ontario, and the third in Canada (behind UBC and UPEI) to move to the P/F. It aligns with the way educators are assessed in their professional practice. A numerical grade is not more robust than meaningful feedback. While research supporting the move is available in Higher Education literature, there is none in Teacher Education. The program is conducting programmatic research on the P/F progression requirements (since Jan 2023). A standard (Senate Approved) letter is issued to graduates who need it to apply to programs, secure funding etc.,

	Faculty: The program will discuss with the professional Graduate Education programs in which the capstone is implemented. The intent will be to finalize the design of the Capstone projects and the supports for instructors in ways that lead to capstone experiences and products which also serve a need in both the schools and communities where students are placed for practicum and alternative field experiences.
Recommendation #10* Consider the option of a Quality Research Paper/Project as part of the capstone process.	Program: This option would require more 1:1 supervision and supervisor capacity limits the implementation of this option. If the concern is the ability to move to a research degree (e.g., PhD), then applicants could conduct an individual project as a condition of their acceptance into a doctoral program. This has been the practice for many who apply from a professional graduate degree for decades. As each applicant is assessed individually, it is not always a requirement, but it has been the practice. However, the program will review this recommendation with the Teacher Education Design Group, and Academic Research Clusters in September, 2023 to explore the option of adding this as an alternative for students. Faculty: Faculty supports the programs response to engage the TED Group, and ARCs to explore teacher education options, such as: teacher education students taking an independent reading research upon request; and prospective graduate education students seeking bridging opportunities with a potential supervisor, such as taking part of a research team during field experiences or summer research internship. See also the response on Recommendation 2.
Recommendation #11* Consider increasing the balance of core faculty in support of practice of teaching in the MTL and as part of the faculty complement.	Program: There is an existing expectation that full-time faculty teach in both the Teacher Education program and the Graduate Program. Workload assignments are based on program needs collaboratively between the Associate Dean Grad and the Associate Dean Teacher Education. The program has increased full-time faculty (Music, French, Psychology, Indigenous Education) since the last IQAP report, and are currently interviewing for a teaching scholar in Health and Physical Education. Those positions primarily support the Teacher Education program. Faculty:

Recommendation #12 * Revisit the role of the Education Library with the view to having an in-unit education library/student learning commons concept.	Program: This recommendation focuses on what Western Libraries offers; the program has an on-site library/resource centre and the reviewers note on page 1 of their review, that they visited the unit, and it is located jthatjecoro 0.5 (o)2-2 (oo)-5.9 ther 1 TD [(-6.6 (ed [(educ)-2 (at)-136 (ei)210.5 (of6 (ndat)-6.6 (ur)-6 (. (udent)4.2 (e)]TJ 0

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair (or equivalent), and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

All recommendations presented by the external reviewers have been prioritized for implementation, with the exception of recommendation #1. The catalyst for this recommendation was an error in the program proposal brief which has since been corrected, as indicated in the responses in the summary table above.

Recommendation	Proposed Action and Follow -up	Responsibility	Timeline
Recommendation # 2 Consider developing a consistent definition and expectation for the Teacher Research Capstone Project.	x		

Recommendation # 6

Recommendation #12 Revisit the role of the Education Library with the view to having an in-unit education library/student learning commons concept.	x Continue to collect data with a focus on the new program to monitor ongoing need. - Share data with Western Libraries	x Associate Dean Teacher Education	Ongoing

ITEM .2M

permit regulations and provide a more robust experiential learning experience for Arts and Humanities students with the preparatory internship course, in addition to the work-term internship.

In consultation with the Office of the Registrar, Arts and Humanities will be applying the 0.5 credit course to the student’s year of study, at the time of

CALENDAR COPY

ARTS AND HUMANITIES 3000A/B/Y
INTERNSHIP PREPARATION

Course Description
This for-credit course consists of a series of workshops to help students prepare for a practical professional learning experience. Students then apply and may be selected for paid or unpaid internships and must complete related assignments. Internships require a minimum of 120 work hours and approval by the Faculty.

Prerequisite(s): Permission of the Faculty of Arts and Humanities. Applicants must be in at least their second year of either a Major, a Specialization or an Honours Specialization in the Faculty of Arts and Humanities, with a cumulative average of at least 70% and no failures and in at least third year to undertake the internship.

Extra Information: Eligibility criteria must be satisfied for a student to be considered for the Internship Program. The student is required to maintain a suitable level of performance in the position as verified by the employer through evaluations. A Pass/Fail will be assigned for this course upon satisfactory completion of an internship. Students may consult with the Faculty's Internship Program office to confirm eligibility.
Course Weight: 0.50

CALENDAR COPY

ARTS AND HUMANITIES 3001A/B
INTERNSHIP WORK TERM

Course Description
Students who have completed the internship preparation requirements and secured an internship will be enrolled in this non-credit Internship Work Term course. The internship may be paid or unpaid and requires approval by the Faculty and a minimum of 120 hours, typically worked over a four-month perioT(m)-3 Bf a 0 Tc 0(0)]TJ 0 Tc 0 Tw
iyTm4au20 (up)0 Tw 2Rc(r)r ernshi

REVISED CALENDAR COPY
https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

REGISTRATION AND PROGRESSION IN THREE-YEAR, FOUR-YEAR AND HONOURS PROGRAMS

Breadth Requirements for Graduation

At least 1.0 course must be chosen from each of the three categories (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

[…]

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, East Asia Studies, English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, School for Advanced Studies in Arts and Humanities, Speech, Studio Art, The New Liberal Arts, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, World Literatures and Cultures, Writing

Languages

American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

…

ITEM 10.1 – Subcommittee on Enrolment Planning and Policy (SUEPP) Report

ACTION: • APPROVAL INFORMATION • DISCUSSION

RECOMMENDED: That on the recommendation of the Senate Committee on University Planning, Senate approve the plans and processes for first-year, first-entry undergraduate enrolment for the University and Affiliated University Colleges as outlined in Item 10.1, and the use of the 2024-25 enrolment projections as shown in Item 10.1 for University budget planning purposes.

EXECUTIVE SUMMARY:

The SUEPP report is provided annually to the Senate Committee on University Planning (SCUP) for recommendation to Senate for approval. The report recommends targets and processes for first-year undergraduate enrolment and provides overall004 Tc -0.002 Tw 0.6 [(o)4 (

Exhibit 1
2023-24 ENROLMENT UPDATE
SCUP Meeting -- February 5, 2024

		History					2023-24		
		2018-19	2019-20	2020-21	2021-22	2022-23	Plan	Actua	Difference
1	**Constituent University**								
2	Full-Time Undergraduates								
3	Arts & Humanities	938	882	877	853	864	867	923	56
4	Business (HBA)	1,085	1,090	1,057	1,072	1,210	1,314	1,336	22
5	Dentistry	262	262	263	264	281	284	281	-3
6	Education	716	697	677	697	703	668	783	115
7	Engineering	2,032	2,008	2,151	2,293	2,497	2,545	2,590	45
8	Health Sciences								
9	BHSc Program	1,227	1,251	1,339	1,424	1,437	1,442	1,546	104
10	Kinesiology	1,215	1,241	1,285	1,283	1,311	1,298	1,293	-5
11	Nursing	969	974	989	1,028	1,180	1,269	1,326	57
12	Sub-Total	3,411	3,466	3,613	3,735	3,928	4,009	4,165	156
13	Law	480	485	490	482	496	510	503	-7
14	MIT (Media, Information, & Technoculture)	916	895	871	899	880	881	909	28
15	Medicine								
16	MD Program	685	683	686	688	689	684	698	14
17	BMedSci Program	1,000	1,036	1,161	1,252	1,305	1,425	1,199	-226
18	Music	414	449	443	434	410	395	375	-20
19	Science - Medical Sciences	1,417	1,457	1,731	1,905	1,546	1,620	1,500	-120
20	Science- Other	3,726	3,869	3,804	3,904	4,416	4,176	4,763	587
21	Social Science - MOS	2,780	2,689	3,056	3,315	3,397	3,425	3,457	32
22	Social Science - Other	3,717	3,814	3,826	4,033	4,280	4,376	4,469	93
23	Total Full-Time Undergraduates	23,579	23,782	24,706	25,826	26,902	27,179	27,951	772
24	Concurrent Programs	247	288	345	380	370	380	384	4
25	Medical Residents	956	936	940	968	999	940	1,023	83
26	Full-Time Graduates								
27	Masters	3,734	3,946	3,869	4,360	4,231	4,744	4,370	-374
28	Doctoral	2,177	2,219	2,231	2,345	2,415	2,431	2,477	46
29	Total Full-Time Graduates	5,911	6,165	6,100	6,705	6,646	7,175	6,847	-328
30	Total Full-Time Enrolment	30,693	31,171	32,091	33,879	34,917	35,674	36,205	531
31	Part-Time FTEs								
32	Undergraduate	2,061	1,988	2,563	2,408	2,537	2,500	2,670	170
33	Education (AQs)	456	435	447	460	416	470	417	-53
34	Masters	114	110	122	128	111	110	96	-14
35	Doctoral	32	32	35	29	32	30	30	0
36	Total Part-Time FTEs	2,663	2,566	3,167	3,025	3,096	3,110	3,213	103
37	Total Constituent FTEs	33,356	33,737	35,258	36,904	38,013	38,784	39,418	634
38	**Affiliated University Colleges**								
39	Full-Time Undergraduates								
40	Brescia	1,392	1,421	1,301	1,171	1,099	1,026	1,125	99
41	Huron	1,038	1,266	1,431	1,525	1,560	1,663	1,729	66
42	King's	3,162	3,267	3,415	3,253	3,150	3,172	2,986	-186
43	Total Full-Time Undergraduates	5,592	5,954	6,147	5,949	5,809	5,861	5,840	-21
44	Part-Time Undergraduate FTEs								
45	Brescia	76	73	70	72	65	68	61	-7
46	Huron	64	48	57	58	50	55	76	21
47	King's	254	265	299	266	272	320	269	-51
48	Total Part-Time FTEs	394	386	426	396	387	443	406	-37
49	Graduate FTEs								
50	Brescia	38	40	35	31	31	31	32	1
51	Huron	5	11	13	10	7	10	8	-2
52	King's	50	61	60	62	65	65	64	-1
53	Total Graduate FTEs	93	112	108	103	103	106	104	-2
54	Total Affiliate FTEs	6,079	6,452	6,681	6,448	6,299	6,410	6,350	-60
55	Total UWO FTEs	39,435	40,189	41,939	43,352	44,312	45,194	45,768	574

Exhibit 1
2023-24 ENROLMENT UPDATE

2018-19	2019-20	2020-21	2021-22	2022-23	Plan	Actua	Difference

Western University

SCUP's Subcommittee on Enrolment Planning and Policy (SUEPP)

Fall 2024 First-Year Undergraduate Admissions

A. Background/Context

History

Over the pa

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1	Constituent University										
2	Full-Time Undergraduates										
3	Arts & Humanities	882	877	853	864	923	1,118	1,131	1,199	1,204	1,221
4	Business (HBA)	1,090	1,057	1,072	1,210	1,336	1,357	1,356	1,356	1,356	1,356
5	Dentistry	262	263	264	281	281	284	284	284	284	284
6	Education	697	677	697	703	783	780	668	668	668	668
7	Engineering	2,008	2,151	2,293	2,497	2,590	2,663	2,739	2,706	2,702	2,697
8	Healtw7 (r)ec.7 (l)9.ie-T-T-T-c1rl.9 (663)-1971.4 (2,)10.9 04 (2,)8 (w7 (r)ec.7 4 (2,)1357)-d21971.4 ([(8) (1)-9 (1)g1w1980.4 (1)-9 nitie)7.3 2971										

Exhibit 3

ENROLMENT PROJECTIONS: 2024-25 to 2028-29

includes Enrolments associated with Brescia Integration into Western

SCUP -- February 5, 2024

		Actual					Forecast				
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Rows 59 to 97 Included above										
58	**International Students**										
59	Constituent Full-Time										
60	Undergraduates	2,763	2,822	2,761	2,593	2,398	2,330	2,391	2,530	2,749	3,060
61	Medical Residents	130	130	173	189	207	185	185	185	185	185
62	Masters (excluding Ivey)	925	695	826	818	905	903	978	1,017	1,025	1,029
63	MBA (Regular), Ivey MSc	81	159	199	222	239	225	216	216	216	216
64	Executive MBA	4	1	2	1	0	0	0	0	0	0
65	Doctoral	665	686	798	875	941	903	905	908	914	918
66	Affiliates										
67	Undergraduates	1,256	1,390	1,233	1,144	1,027	980	1,068	1,163	1,264	1,324
68	Masters	2	4	4	3	3	0	0	0	0	0
69	**Year 1 Only**										
70	Constituent										
71	Arts & Humanities	209	221	248	202	257	285	290	295	300	305
72	Engineering	586	704	774	893	848	850	850	850	850	850
73	Health Sciences										
74	Foods & Nutrition						50	50	60	60	70
75	Family Studies							25	50	50	50
76	BHSc Program	385	407	421	387	477	460	440	445	450	455
77	Kinesiology	339	335	351	351	344	340	340	345	350	355
78	Nursing	144	159	142	142	176	174	210	210	210	210
79	MIT (Media, Information, & Technoculture)	252	226	270	212	244	250	250	255	260	265
81	Music	123	117	94	88	98	100	100	105	110	115
82	Science - B.Med.Sci.	797	1,092	1,049	1,000	981	1,000	1,005	1,030	1,055	1,065
84	Science - Computer Science						400	410	420	430	435
83	Science - All Other	85 (3853ii .714. (85 (385(1).2 (4)-7170.9 (F)16.1(l)23.8 (Ot)9.3 (h.9 (S)1251.4 (1,)10.78.9 (S)1251.4 (e									

ITEM 10.2 – Update on Budget and Planning

ACTION: • APPROVAL INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

Florentine Strzelczyk, Provost & Vice-President (Academic), and R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), will provide a verbal update on the budget and the budget planning process.

ATTACHMENT(S):

None.

ITEM 12.0 – Report of the Academic Colleague

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Pauline Barmby will provide a report of the Academic Colleague for information.

ITEM 13.0 – The Unanimous C onsent A genda

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Recommended:

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 13.1(a) – Appointment of Officer s of Convocation

ACTION: • APPROVAL • INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

The Operations/Agenda Committee, on behalf of the Senate, approved the appointment and renewal of the Officers of Convocation listed below.

OFFICERS OF CONVOCATION		
Joan Finegan	Director of Convocation	July 1, 2024 – June 30, 2026
Nicole Jesko	Associate Marshal	July 1, 2024 – June 30, 2026
Ruth Lebelo-		

OFFICER OF CONVOCATION BIOS

Joan Finegan Director of Convocation	Acting Director of Indigenous Studies, Faculty of Social Science

Joan Finegan is currentl (s)4 (c)14 (ur)7 (r)7 (en)/MCID 186 (n)10 (eg)10 (an i)6 (s)4 (c)1Tcurociala

ITEM 13.1(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.

6&+22/ 2) *5$'8$7($1' 3267'2&725$/ 678',(6		
Dr. Laura Graham (Faculty of Health Sciences)	±	until June 30, 2025.

ITEM 13.2(b) – Temporary Replacement for Senate Committee on University Teaching Awards (SUTA)

ACTION: • ACTION • INFORMATION • DISCUSSION

The Senate Committee on University Teaching Awards (SUTA) member, Sarah McLean has been granted a Leave of Absence, leaving a vacancy on SUTA until June 30, 2024

ITEM 13.3(a) – Faculty of Health Sciences, School of Kinesiology: Revisions to the Admission and Program Requirements of the Honours Specialization in Kinesiology – BA, Honours Specialization in Kinesiology – BSc, Honours Specialization in Clinical Kinesiology, and Major in Kinesiology

ACTION:

- APPROVAL
- [illegible]

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21170

HONOURS SPECIALIZATION IN KINESIOLOGY - BA

Admission Requirements

Completion of first year requirements with no course grade less than 60% ~~on a full course load,~~ and with an average of at least 70% ~~in their 5.0 course load~~.

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- Kinesiology 1050A/B;
- Kinesiology 1060A/B;
- Kinesiology 1070A/B;
- Kinesiology 1080A/B; and
- Physiology 1021.

Note: The Honours Specialization B.A. in Kinesiology is a limited enrolment program. More competitive academic standing may be required when demand exceeds enrolment capacity. Admission to the module is restricted to students registered in the School of Kinesiology.

Module

~~9.5~~ 10.0 courses:

1.0 course~~s:~~ Kinesiology 2230A/B, Kinesiology 2241A/B (must be taken in second year).
1.0 course from: Kinesiology 2900-2999 (must be taken in second year).
~~1.0 course from: Kinesiology 2236A/B, Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G.~~
0.5 course: Kinesiology 2032A/B (must be taken in second year).
0.5 course: Kinesiology 3032A/B .
~~6.0 additional Kinesiology courses at the 2000-level or above (not including Kinesiology 2900-2999), of which at least 1.0 course must be selected from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/G.~~
1.0 Kinesiology course from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/G .
1.0 course from: Kinesiology 2236A/B, Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G .

For module planning guide go to the School of Kinesiology website: http://www.uwo.ca/fhs/kin

~~Note: All students must complete a Statistics course as a corequisite to Kinesiology 2032A/B.~~

Note: All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credits prior to graduation.

Note: A maximum of ~~12.5~~ 14.0 Kinesiology Credits may be taken in ~~any~~ this degree ~~Honours Specialization degree or module~~.

0.5 course: Kinesiology 3032A/B .
0.5 course from: Kinesiology 3341A/B, Kinesiology 3343A/B, Kinesiology 3353A/B.
1.0 course: Kinesiology 3330F/G, Kinesiology 3337A/B.
1.0 course from: Kinesiology 3343A/B, Kinesiology 3353A/B, Kinesiology 4430F/G, Kinesiology 4432A/B, Kinesiology 4433A/B, Kinesiology 4490E, Kinesiology 4520A/B~~, the former Kinesiology 4450A/B~~ (not previously selected)~~.~~
~~3.5 additional Kinesiology courses at the 2000 level or above (not including Kinesiology 2900-2999), of which 1.0 must be from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/G.~~
1.0 Kinesiology course from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/ G.
0.5 course in Kinesiology at the 2000- level (not including Kinesiology 2900 - 2999).
[redacted]
of 1.0 course may be from Kinesiology 295 (r)3 oSenes1d4.70 Tw (-)T0.004 Tw 12 468.84 Tm [(o)

3480A/B, Kinesiology 4420A/B, Kinesiology 4430F/G, Kinesiology 4432A/B, Kinesiology 4434A/B, Kinesiology 4480A/B, Kinesiology 4490E, Kinesiology 4520A/B.

4. Kinesiology students graduating with the Honours Bachelor of Science Degree Honours Specialization in Kinesiology are recognized as having met the University graduation policies pertaining to Science course requirements.

~~5. All students must complete a Statistics course as a co-requisite to Kinesiology 2032A/B.~~

~~6.~~ 5. All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credits prior to graduation.

~~7.~~ 6. A maximum of ~~12.5~~ 14.0 Kinesiology Credits may be taken in ~~any~~ this degree ~~Honours Specialization degree or module~~.

Notes:
1. All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credit prior to graduation.
2. A maximum of ~~12.5~~ 14.0 Kinesiology credits may be taken in ~~any~~ this degree ~~Honours Specialization degree or module~~.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21168

MAJOR IN KINESIOLOGY

Admission Requirements

Completion of first year requirements with no course grade less than 60% ~~on a full course load,~~ and with an average of at least 70% ~~in their 5.0 course load~~.

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- Kinesiology 1050A/B;
- Kinesiology 1060A/B;
- Kinesiology 1070A/B;
- Kinesiology 1080A/B; and
- Physiology 1021.

Note: The Bachelor degree in Kinesiology is a limited enrollment program. More competitive academic standing may be re3 (i).8 re f.a6u0.012 Tw 12 0 0 12 108 537.84 Tmf 0.01 (c no markiv10ng mi

of 1.0 may be from Kinesiology 2900- 2999).

For module planning guide go to the School of Kinesiology website: http://www.uwo.ca/fhs/kin/

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language (English Proficiency Requirements.

For International applicants, an IELTS average score of 7.0, with a minimum score of 6.5 on each scale, and an interview, will be required.

Applicants who fall below the score of 7/9 overall will be reviewed on a case-by-case basis by the Associate Dean, Graduate Programs, who may recommend an offer conditional on successfully completing a 12-week, WELC boost onsite English program or comparable online language program before the start of the program.

The Associate Dean will review applications on a case-by-case basis to ensure that the student does not endure undue hardship and recommend online programs for students who are not already in Canada

Or,
Equivalent scores on other SGPS and Western-recognized English Language Proficiency tests.

Or,
English language programs are accepted in lieu of English Proficiency Tests.

Recommended: A background in psychology

The GDLES for the EdD Applied Behavioural Analysis field will be the same as the GDLES for the existing EdD fields.

Appendix – Courses

Emerging Issues in Applied Behaviour Analysis (Year 1, Fall 0.5) This introductory course addresses current issues in the theories, principles, and practice of Applied Behaviour Analysis. Students will review basic and applied research and view online presentations by experts on specific emerging issues or controversies relevant to ABA, followed by guided critical discussion. Issues addressed change with each offering.
Biological, Behavioural, and Cultural Selection (Year 1, Winter 0.5) The course explores philosophical frameworks for studying the three levels of selection by consequences: biology, behaviour, and culture with a particular focus on cultural selection. Students will also learn applications across a wide range of settings.
Behaviour Change in Organizational Systems (Year 1, Summer 0.5) Students will learn to apply behaviour principles to organizational systems with an emphasis on performance management and leadership. The topics will cover the evaluation of system-level services, functional assessment of employee behaviour, key components of supervision and consultation skills to direct-care staff, caregivers, and schools.
Dissertation-in-Practice (DiP) 1: Introduction to Research and Problem of Practice for ABA (Year 1, Summer 0.5) This course provides students with an introduction to inquiry and research. The focus is on helping them develop a problem statement for thinking about a potential research topic that is relevant to their professional context. Students will learn about generating research/critical questions as a basis for developing a problem of practice milestone.

Estseva 6r5 (ques)1l96l9uq7srn

ITEM 13.3(c)(ii) – School of Graduate and Postdoctoral Studies : Major Modification to the Master of Arts (MA) in Education Studies

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Arts (MA) in Education Studies be revised as shown in Item 13.3(c)(i L).

EXECUTIVE SUMMARY:

The proposed modification is to add a course-based curriculum option to the

Major Modification to the Master of Arts (MA) in Education Studies

	Term 2 x EDUC 9679 Diverse Traditions: Introduction to Educational Research (0.5) x Two electives (2 X 0.5) Term 3 x Two electives (2 X 0.5) Term 4 x Three electives (3 X 0.5) Course -Based Curriculum Option (Critical Policy, Equity, and Leadership Studies) Term 1 x EDUC 9200 Social Context of Education (0.5) x One electives (1 X 0.5) Term 2 x EDUC 9201 Introduction to Educational Research (0.5) x Two electives (2 X 0.5) Term 3 x Two electives (2 X 0.5) Term 4 x Three electives (3 X 0.5)

The learning outcomes will remain the same, however the assessment modes will vary.

Current students who do not request to switch to this option will not be affected by the modification.

Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology

The Department of Anthropology is proposing modifications to the graduate programs in Anthropology to:

- x revise the program-level learning outcomes for the Master of Arts (MA) and

e. Develop, present and defend a Research Proposal.	Investigate and explain the varied structures and processes that shape human experiences and spaces. LO8
f. Apply for funding.	
g. Conduct fieldwork or lab work.	
h. Interpret and analyze different kinds of anthropological evidence.	
i. Write and defend a Thesis	

b. Work collaboratively with peers to develop shared understandings of class readings.

c. Prepare individual and group oral presentations

d. Demonstrate clear verbal expression of evidence-based analytical reasoning.

e. Express evidence-based arguments in well-structured writing in a variety of formats.

f. Advance knowledge sharing between research and research users.

g. Communicate empathetically with living or descendent communities and other stakeholders.

h. Communicate in host community’s native language (PhD only)

6. <u>Awareness of Limits of Knowledge</u> a. Understand limitations inherent to different kinds of evidence, methods, and theoretical approaches. b. Demonstrate an appreciation of the complexity of anthropological knowledge, the constructed nature of anthropological arguments, and the potential contributions of other interpretations, methods, and disciplines. c. (Applied Archaeology) Recognize and identify the normative underpinnings of politics and policy-making related to consultant archaeological practice, heritage conservation and land use development.	Identify and explain key anthropological discussions and debates while recognizing the breadth and complexity of anthropological knowledge and value of interdisciplinarity. LO1 Recognize the importance of collaboration with diverse communities, practitioners, and thinkers to generate and answer anthropological research que (c)4.1 (h)9.9 ( )]TJ T* [()( )-10 (o)1ppl)6 L Tw 13.95 0 Td ( )Tj n B3C BT /P <</M >>BDC 0.004 Tc4-

ITEM 13.3(c)(iv) – School of Graduate and Postdoctoral Studies : Major Modification to the Doctor of Philosophy (PhD) in Political Science

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Recommended: That on the recommendation of ACA, Senate that effective September 1, 2024, the Doctor of Philosophy (PhD) in Political Science be revised as shown in Item 13.3(c)(iv).

EXECUTIVE SUMMARY:

The Doctor of Philosophy (PhD) in Political Science currently has five fields: Canadian Politics, Comparative Politics, International Relations, Political Theory, and Urban Politics and Local Governance. The Department of Political Science proposes to add a sixth field, Political Methodology. The main goal of this modification is to give PhD students the opportunity to specialize in a field of research that will lead to additional employment prospects in the academic and non-academic labour market.

ATTACHMENT(S):

Major Modification to the Doctor of Philosophy (PhD) in Political Science

Current program	Proposed Change(s)
5 core fields: Canadian Politics, Comparative Politics, International Relations, Urban Politics and Local	

ITEM 13.3(c)(v) – School of Graduate and Postdoctoral Studies : Major Modification to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective January 1, 2024, the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration be revised as shown in Item 13.3(c)(v).

EXECUTIVE SUMMARY:

The Department of Political Science is proposing three modifications to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration:

- change in the mode of delivery of the six weekend MPA courses from in-person to blended;
- removal of the milestone requirement from the MPA and incorporation of the Final Research Report into PA 9917: Issues in Local Government; and
- removal of the Final Research Paper requirement from the GDip.

ATTACHMENT(S):

Major Modification to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration

Major Modification to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration

The Department of Political Science is proposing three modifications to the Master of Public Administration (MPA) and the Graduate Diploma (GDip) in Public Administration:

- change in the mode of delivery of the six weekend MPA courses from in-person to blended;
- removal of the milestone requirement from the MPA and incorporation of the Final Research Report into PA 9917: Issues in Local Government; and
- removal of the Final Research Paper requirement from the GDip.

ihg(h)10 ((i)6T(n 1t)2 (he)]TJ EMCETC /Span <</MCI2D 1 >>BDCBTTj 0 Tc 0 Tw.02 0Tw.0146.88 5

Changing the delivery mode of the six weekend MPA courses from in-person to blended will not impact the program-level learning outcomes.

Removing the milestone requirement from the MPA and incorporating the Final Research Report into PA 9917: Issues in Local Government will also not change the program-level learning outcomes. However, some changes will be made to language around how the program supports and evaluates the achievement of certain learning outcomes (see below).

Removing the Final ReT <</MCID 3 >5 B(em)-3 (ov)4TayoP (g t)12</MCID M:16 (n l)6 (ear)7 (ni)16 (

MPA Learning Outcomes

Ontario Graduate Degree Level Expectations	Program -level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
1. Depth & Breadth of Knowledge	a) Know and apply knowledge of structure and legal foundations of local government.		
	b) Identify and discuss local government policy and management implications of theories of public administration.		
	c) Identify and analyze organizational dimensions of local government policy and management challenges.		
	d) Know and apply knowledge of best practices in organizational		

Ontario Graduate Degree Level Expectations	Program -level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
			including the creation of a program evaluation plan for a local organization.

Ontario Graduate Degree Level Expectations	Program -level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
4. Professional Capacity / Autonomy	a) Understand and identify practical implications of ethical considerations relevant to public		

2. Research & Scholarship	a) Understand principles of social science research methods and be able to apply them through independent analysis of empirical problems in the local government field. b) Demonstrate information literacy and research skills.	Training in the principles and application of social science research methods in all four courses. Course-based training in research skills and information literacy.	Research assignments in courses~~; Final Research Paper~~. Research assignments in courses~~; Final Research Paper~~.
3. Level of Application of Knowledge	a) Apply knowledge through analytical work conducted in a variety of formats, including group discussion, case study analysis, and independent research. ~~b) Design, execute, and write up a substantial original piece of empirical research and analysis.~~	Group-based, case-based, and independent, research-based analytical assignments introduced in all four courses.	

decisions in a group environment.

	c) Understand and appreciate principles of Indigenization and decolonization, equity, diversity, inclusion, accessibility, and antiracism.	the practice of local government management. Instruction, classroom discussion, engagement with guest speakers, and group-based, case-based, and individual research-based assignments across all courses.	Evaluated classroom participation~~;~~ and analytical assignments ~~and Research Report~~.

ITEM 13.3(c)(vi) – School of Graduate and Postdoctoral Studies : Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Sociology

ACTION:

Senate Agenda

ITEM 13.3(d)– Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Music

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on February 7, 2024, ACA approved the recommendation of the Subcommittee on Program Review Graduate (SUPR-G) with respect to the cyclical review of the graduate program in Music.

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Graduate Music Program, delivered by Don Wright Faculty of Music.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report; and
- the response from the Program/Faculty.

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.

Their Implementation Plan details the recommendations from the FAR

Executive Summary

The MA and MMus degrees were inaugurated in 1969, one year after the constitution of the Faculty of Music. The duration of the MA degree was modified from five terms to three terms (one year) in 2020, and the revised MA program admitted its first students in Fall 2021. The PhD degree has been in place since 1988; the DMA degree was approved in 2010 and admitted its first students in Fall 2011. The DMA degree was modified in 2021 to include a Research-Creation Portfolio and the choice between two curriculum options, one project-based the other thesis-based. The collaborative specialization in Music Cognition was launched in 2020. Total enrolments for each degree in 2020-2021 were: 5 in the MA; 73 full-time and 23 part-time in the MMus; 49 in the PhD; and 25 in the DMA.

To inform the self-study, the program undertook: 1) a graduate student survey (n=67), which provided wide-ranging quantitative data; 2) a student-led focus group (n=10), which provided follow-up qualitative data; 3) a virtual curriculum mapping process, which involved

lessons in the project-based stream in the DMA (Performance); and, adding Composition as a field within the DMA.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Continued efforts to attract

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Faculty for review and response (given that there is no academic unit that administers this program directly, only a response from the Faculty was provided)

Prospective Improvemen ts for the Program to Consider

- Students expressed the need for 1) greater clarity in the communication of the nature and structure of the program; 2) varied types and styles of instruction; 3) mentoring for PhD students to enable their successful program completion. (embedded in external reviewer recommendation #1)
- Insufficient resources hinder course options for students in a given semester or even over the length of their study, as well as the development of additional courses and co-curricular activities. For instance, in relation to “music entrepreneurship” and “music career development.” (embedded in external reviewer recommendations #2 and #3)
- Meaningful discussions regarding EDID integration into the program are taking place, however the implementation of actions is only at the cusp of taking place. (embedded in external reviewer recommendation #4)
- The 4-year limit on funding and language requirements for PhD students could be negatively impacting the completion rates for PhD students. (embedded, in part, in external reviewer recommendation #8)
- Consider the addition of elective coursework and/or co-curricular opportunities in the area of Musicians’ overall health and wellness is essential in the preparation of 21st-century music professionals.
- Consider ways to offer applied lessons to non-music majors, which could provide teaching opportunities.

Summary of the Reviewers' Recommendations and Program/ Faculty Response s

Recommendation # 8* Reduction or removal of language requirements for PhD in Musicology and Music Theory as it is a challenge for students to complete within the 4-year funding window, and the current language requirement seems inconsistent with EDID aims, goals and initiatives.	The Graduate Program appreciates this recommendation and will bring it to the Department of Music Research and Composition and to the Graduate Committee. The ADG will recommend the removal of this requirement, since there are no graduate-level reading courses that properly support the development of research skills. Undergraduate languages courses do not meet that need. If a thesis topic requires reading proficiency in a language other than English, the Advisory Committee should advise the student of this, but the language requirement as it currently stands should be withdrawn.

Recommendation #4 Prioritize program-wide EDID initiatives and goals.	Continue efforts to action the implementation of EDID goals, such as embedding of EDID themes in graduate curricula, showcasing diverse artists in concert programming, and featuring relevant research on race, gender, indigeneity and social justice.	Associate Dean, Graduate	By Dec 2024
Recommendation #6 Offer DMA option for Composition.	Examine the possibility of this option via: x Continued discussion of feasibility among relevant faculty members and the Dean's Office. x Examination of practices at peer institutions x Consultation with former and current students in composition.	Associate Dean, Graduate	By Dec 2024
Recommendation #7 Reduction in required faculty for DMA committees to address current and projected increases in DMA enrolments.			

ITEM 13.3(e) – Revised 2024 -25 Sessional Dates for Medicine, Schulich School of Medicine & Dentistry

ACTION: APPROVAL • INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

Senate previously received the 2024-25 sessional dates for Medicine at its January meetiT2<6uB840 Tc 0 Tw 7.99 0 Td ( )Tj EMC 9T /P <</MCID 7 >>BDC EMC 1ET /P <</Tc 0 Tw

REVISED 2025 SESSIONAL DATES FOR MED-SCHEULICH SCHOOL OF MEDICINE & DENTISTRY

ITEM 13.3(f) – New Donor -Funded Scholarships , Awards and Prizes

ACTION: APPROVAL INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the terms of reference for the new scholarships, awards and prizes shown in Item 13.3(f), 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

Faculty of E ducation

Miriam Feldman Memorial Bursary
Awarded to full-time undergraduate students in any year of the Faculty of Education based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $1,000 awarded annually
Effective: 2024-2025 academic year

This bursary was established by a generous gift from Jeff Feldman, BEd'88 in memory of his mother who encouraged and supported him in his dream to become a teacher. Jeff shares his support and best wishes to the recipients of the Miriam Feldman Memorial Bursary, as they pursue their own goals as Teacher Candidates in the Bachelor of Education program at Western University.

Faculty of Law

Dale Ponder, LLB'80, Osler Award
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates with the highest standing in selected business law courses in the JD Law/HBA degree program. The Faculty of Law will select the recipients.

Value: 1 at $5,000 awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive

This award was established by Osler, Hoskin & Harcourt LLP to honour Dale Ponder (LLB 1980) for her contributions to the firm and the community.

Dale Ponder, LLB'80, Osler Entrance Scholarship
Awarded to an entering full-time undergraduate student in the Faculty of Law based on academic achievement, and who demonstrate leadership through community involvement. The Faculty of Law will select the recipients.

Value: 1 at $15,000 awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive

This award was established by Osler, Hoskin & Harcourt LLP to honour Dale Ponder (LLB 1980) for her contributions to the firm and the community.

ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: • APPROVAL • INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

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

ITEM 13.3(b)(i) – Faculty of Health Sciences, School of Health Studies: Withdrawal of the Honours Specialization in Health Sciences – Health and Aging

If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.