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

Friday, September 13 , 2024, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of June 7, 2024	Approval
2.1	Business Arising from the Minutes	
3.0	Report of the President	Information
4.0	Report of the Provost	Information
4.1	Report of the Convocation Task Force	Information
5.0	Report of the Vice-President (Research)	Information
6.0	Report of the Operations / Agenda Committee (D. Kotsopoulos)	
6.1	Announcement of a Vice-Chair of the Operations/Agenda Committee	Information
6.2	Faculty of Education: Revisions to the Faculty Council Constitution	Approval
7.0	Report of the Nominating Committee (D. Kotsopoulos)	
7.1		

ITEM 1.0 – Land Acknowledgement

ACTION: • APPROVAL INFORMATION DISCUSSION

A land acknowledgement or other observance will be offered.

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

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

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

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

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

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

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of May 17, 2024

It was moved by53.16 573. q 68.04 666.96 522 15.6 re W n41T 12 0 0 12 73.44 5916988 Tm ( )Tj ET

F. Strzelczyk concluded her report by sharing future plans and goals.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

J. Burkell, Associate Vice-President (Research), on behalf of the Vice-President (Research), provided a verbal update on the “

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(a)(iv) –

- ITEM 13.3(f)(ii) – Faculty-Specific Sessional Dates: Revised 2024-25 Sessional Dates for the Faculty of Law
- ITEM 13.3(g)(i) – New Donor-Funded Scholarships, Awards and Prizes
- ITEM 13.3(g)(ii) – New Western-Funded Scholarships, Awards and Prizes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

ITEM 13.4(c) – Hicks Morley Professorship in Labour and Employment Law

It was moved by J. Hutter, seconded by J. Plug,

> That on the recommendation of the Senate Committee on University Planning, Senate approve that effective June 30, 2024, the existing Hicks Morley Professorship in International Labour Law established in 2017 at the Faculty of Law be renewed and renamed as the “Hicks Morley Professorship in Labour and Employment Law”.

CARRIED

Information Items reported by the Senate Committee on University Planning on Unanimous Consent:

- ITEM 13.4(d) – Report on Promotion, Tenure and Continuing Appointment

Information Items reported by the Honorary Degree Committee on Unanimous Consent:

- ITEM 13.6(a) – Revisions to Terms of President’s Medal for Distinguished Service

That

ADJOURNMENT

The meeting adjourned at 4:12 p.m.

_____ _____

A. Shepard
Chair

A. Bryson
University Secretary

Provost Report: Year in Review

Presentation to Senate

June 7, 2024

1

2

Year in Review: Indigenous Initiatives and EDI

- Maatookiiying gaa-miinigoowiziying (Sharing our Gifts): Indigenous Learning Bundles project
- Allyship Guide
- Indigenous Identity Policy
- Governor General's Innovation Award: Lisa Hodgetts and Edward Eastaugh
- Office of Equity, Diversity and Inclusion:
  - EDI Training and Certificate Programs
  - Strategic Planning Process
  - WIDE Survey

Western

7

7

Year in Review: Global Engagement Plan

- Expand Western's global range
- Champion global citizenship
- Amplify Western's global research impact
- Enable Western's capacity for global success

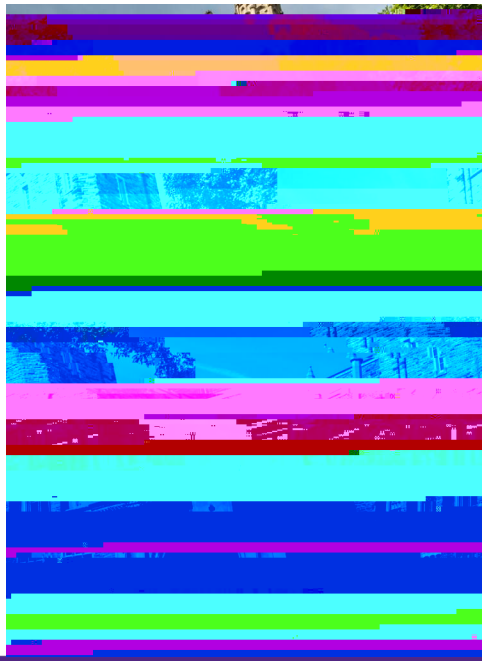
Western

8

8

The year ahead:

- Western campus on Brescia site
- Budget levers / revenue generation
- Aerospace Ecosystem Partnership
- GEP implementation



Timeline on Senate Approvals

ITEM 2.1 – Buness Ariirom the Miutes

ACTION: APPRVAL INFMT DISCUSSON

Te is no business arising at this time.

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: September 6, 2024

Re: Monthly report for September 2024

Dear Senators,

As we start the new academic year, hereare some noteworthy developments since my last written report to Senate of May 31, 2024.

Welcoming our incoming undergraduate students:

media to challenge traditional architypes and themes and bring new perspectives to light, including those of the Indigiqueer and Two-Spirit community.

2024-25 writer-in-

- David Howe (Health Sciences) received an International Paralympic Committee Sports Science Award for research he has contributed throughout his career.

- Florentine Strzelczyk , Provost and Vice-President (Academic), and Gervan Fearon (PhD'99) received Top 25 Canadian Immigrant awards.

- Geoff Pickering (Schulich) awarded the 2024 Research Achievement Award by the Canadian Cardiovascular Society

- Tania Cañas (Information and Media Studies) and Jian Peng (Engineering) were awarded Banting Pos7 (g)0. ve inrc(v)3.wettee 2.si. .503 0 Td ( )Tj EMC /24<</MCID T*5 -1.35 Td ( )Tj EMC /LBo

ITEM 4.0 Report of the Provost

ACTION: • APPROVAL • INFORMATION • DISCUSSION

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

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Executive Summary

Western's strategic plan Towards Western at 150 lays out bold ambitions for student enrolment growth, which will result in higher volumes of graduates attending Convocation ceremonies. To explore how Western can prepare for this eventual increase in Convocation participants, while at the same time addressing challenges impacting the continued use of Alumni Hall as the venue for Convocation ceremonies, the Provost initiated a Convocation Task Force in March 2023.

In consultation with the University Secretariat (who are charged with coordinating Convocation ceremonies for the university), the task force identified four overarching challenges with Alumni Hall for hosting Convocation ceremonies:

1. Accessibility
2. Venue and space constraints
3. Parking
4. Timing and resource investment to support Convocation ceremonies

To explore how these challenges could be addressed by alternate venues at which to hold Convocation, the task force undertook extensive community consultations with current students, faculty, alumni and staff at Western. With more than 400 responses from in-person sessions and an online survey, feedback overwhelmingly indicated a strong preference for Convocation to remain on-campus to preserve the traditions and culture that are embodied in the Western academic journey. J 0 Tc axp (htc-0Tw c71 (ond)2 (o)0)Tj

Identified challenges with Alumni Hall as a Convocation venue

Western University hosts Convocation ceremonies, currently held in Alumni Hall, in the spring and fall. Spring Convocation takes place over two weeks in June with 20 ceremonies (two per day for ten days at 10:00 a.m. and 3:00 p.m.) During this time, Western welcomes more than 6,000 graduates plus their friends and families to campus. In the fall, six ceremonies (two per day for three days at 10:00 a.m. and 3:00 p.m.) are held celebrating more than 2,000 graduates.

Based on survey feedback as well as lived and anecdotal feedback from past participants, the task force identified the following challenges experienced by Convocation attendees:

1. Accessibility
   There are multiple accessibility challenges at Alumni Hall. While not an exhaustive list, these include:

   - Only one elevator: The elevator was not functioning during the October 2022 Convocation period and graduates with mobility challenges could not join their peers in the lower-level line-up space before the ceremony.
   - Graduates/participants with mobility challenges cannot enter and exit the stage with their peers. The mechanical lift to get graduates/participants with mobility challenges onto the stage is noisy and positioned immediately outside the doors to the auditorium (making it obvious when in use) and requires graduates to leave the auditorium to access it.
   - Heavy doors to the building with no automatic opening make it difficult to get in and out, especially for those with mobility challenges.
   - Regalia pick-up and drop-off is in the UCC, a distance from Alumni Hall.
   - Elevator controls are mounted too high for someone using a wheelchair or scooter.
   - Washroom faucets, accessories and dispensers are not accessible to someone using a wheelchair or scooter.

2. Venue space constraints
   Graduates are lined up in the basement to prepare for the procession. Space constraints mean a maximum of 450 graduates can be accommodated per ceremony. Any other location for this purpose would necessitate a much longer distance to travel to the hall and complicate the process of ensuring graduates are lined up in the correct order.

   There is no room in Alumni Hall to accommodate the distribution of regalia. As a result, regalia pick-up and drop-off is located in the Mustang Lounge in the UCC building. This requires graduates to walk 500m from UCC to Alumni Hall before the ceremony and then back after. This has been noted above as an accessibility issue and is also a concern in inclement weather.

Research and Environmental Scan

Peer universities

Members of the task force gathered information on all U15 institutions regarding their Convocation process and venue. Results demonstrated diverse approaches based on institutional need and available resources with no clear theme in approach.

While this review did not ask how many of these universities are considering changes to their Convocation in the years ahead to address projected enrolment growth, the following was noted:

- University of Toronto reviewed their process a few years ago and made the decision to continue with their current venue but with significant changes to their ceremonies.
- Queen's University opted to pivot their 2022 Convocation to an off-campus (downtown) location to accommodate a double cohort of graduates following COVID-19 lockdowns. They have continued using this location.

Consultation

The Secretariat's Convocation & Events team conducted a survey of Convocation participants (graduates and volunteers) following the Spring 2023 ceremonies. Themes identified are:

- Cross-campus travel is frustrating and not conducive to the tight timelines given to graduates.
- Alumni Hall Room 15 is not well ventilated and does not provide an organized atmosphere to have to stand and wait for over an hour.
- General and accessible parking on campus is difficult to navigate.
- The current building does not allow for an inclement-weather plan for guests waiting to enter.

In March 2024, the task force initiated a series of public community consultations with Western students, alumni, faculty and staff to explore and solicit feedback on Convocation considerations and challenges that would help the task force make a final recommendation to the Provost. TTToul7 (a)9.9 (t)4 Tc 0 Tw e(om)7 (mo1(.)-2 4 (.)2Tt Td ( )Tj 5 0 Td s

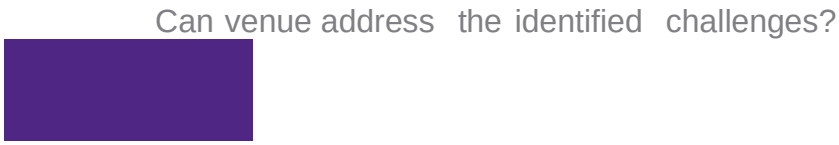
The following considerations were identified as important to our community:

- Accessibility for all Convocation venues and activities.
- The on-campus experience is an important element of C

Below summarizes some key considerations for each of the proposed alternate venues:

Comparison of each venue to the challenges identified:

Short -term:



Recommendation s

Venue

As noted in the Executive Summary, the task force explored alternate venues for Convocation – both on campus and off – that would address growing enrolment, current venue-specific challenges, and the preservation of traditions and culture that are embodied in the Western academic journey.

In considering the venues identified and discussed under the Research and Analysis sections of this report, the task force eliminated Alumni Stadium and RBC Place as viable venue options due to the unpredictability of June weather in the case of Alumni Stadium and the flat seating in the case of both venues.

Based on the consultation and survey responses, the task force has heard the community message of a strong preference for Convocation to be held on campus.

Given the challenges identified with the current venue and impending construction, the task force recognizes that, at least for the near term, there is no viable on-campus option.

To balance these considerations, the task force has arrived at a two-pronged approach in its final recommendation.

Short -Term Recommendation

Beginning June 2025, temporarily re-locate Convocation off-campus for a period of at least five years. This will allow the university to optimize the number of required ceremonies, dates, and associated resources during the Convocation period while addressing the need for an on-campus venue suitable for future Convocation ceremonies. In exploring the costs and considerations of off-campus venue options available, the task force recommends Budweiser Gardens.

This option will require transit arrangements to be made to facilitate the ease of travel for faculty, staff and volunteers between campus and downtown as needed, as well as for graduates and their guests who may want to visit campus.

Providing such a transit option will ease some of the parking demands of having larger ceremonies and effectively share the load between Western’s parking lots and those downtown.

Long -Term Recommendation

To reflect the clear feedback from the vast majority of participants in the consultation

ITEM 5.0 Report of the Vice -President (Research)

ACTION: • APPROVAL • INFORMATION • DISCUSSION

ITEM 6.1 – Announcement of a Vice-Chair of the Operations/Agenda Committee

ACTION: APPROVAL INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

The Operations/Agenda Committee elected a Vice-Chair for the July 1, 2024 to June 30, 2025 term as follows:

Vice-Chair: Mark Cleveland

ITEM 6.2 – Faculty of Education: Revisions to the Faculty Council Constitution

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective September 13, 2024, the Faculty of Education Faculty Council Constitution be revised as shown in Item 6.2.

EXECUTIVE SUMMARY:

The Faculty of Education has revised its Council Constitution and these revisions are now presented to Senate for approval. The Council has made a significant number of changes and the rationale for these revisions is provided below:

Section 2.A. (e) "The Librarian in charge of the Education Library"

> **Changed to:** "A Librarian representative for the Education Resource Centre, selected by Western Libraries" (Motion approved in Faculty Council, January 25, 2024)
>
> **Rationale**: The Education Library transitioned into the Education Resource Centre several years ago. This representative is to be selected by Western Libraries.

Section 2.B. (d) "Two representatives from the administrative staff of the Faculty of Education's Professional and Managerial Association (PMA) selected in alternating years by and from the PMA staff on an annual basis."

> **Changed to:** "Two representatives from the ~~administrative staff of the~~ Professional & Managerial Association (PMA) staff of the Faculty of Education, selected in alternating years by and from the PMA staff of the Faculty of Education ~~on an annual basis~~ for two-year terms each". (Motion approved in Faculty Council, January 25, 2024)
>
> **Rationale**: To clarify that the two administrative staff (PMA) representatives shall be staff members from the Faculty of Education who will serve for two-year terms each.

Section 2.B. (e) "Two representatives from the Faculty of Education support staff (UWOSA) selected in alternating years by and from the support staff on an annual basis".

> **Change to:** "Two representatives (voting members) from the University of Western Ontario Staff Association (UWOSA) administrative/support staff of the Faculty of Education, selected in alternating years on an annual basis by and from the members of the UWOSA staff of the Faculty of Education for two-year terms each" (Motion approved in Faculty Council, June 20, 2024)

Rationale: To clarify that the support staff (UWOSA) will serve “for two-year terms each”

Section 2.B (a) i., 3d – Motion approved in Faculty Council, June 22, 2023:

Changes:

1. To include Continuing Status faculty as members of the council
2. Add the word “faculty” to “full-time faculty members” in the description of the role of Faculty Council Chair.
3. Change “he/she” to “they”.

Rationale: The changes reflect updates to the Collective Agreement, previous changes to the faculty’s governance, structure, stylistic edits, and edits that reflect current practice in the Faculty of Education.

Section 2.B (a) ii, 2.B (b) i., 2.B (b) ii., 2.B (b) iii., 2.B (d), 2.B (e), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g) and 6 – Motion approved in Facult

Co

i. ~~Five students, t~~**T**hree Teacher Candidates selected by and from the ~~student members of the~~ Faculty of Education Students' Council:
ii. ~~and two~~ **Four** graduate students selected by and from the graduate students in the Faculty of Education**, one from each of the graduate programs;**

(c) Representatives of the full-time members of the Faculty of the University holding the rank of Lecturer or higher:

1 from the Faculty of Arts and Humanities
~~2~~ **1** from the Faculty of Health Sciences~~, one of whom shall be from the School of Kinesiology~~
1 from the Faculty of Information and Media Studies
1 from the Don Wright Faculty of Music
1 from the Faculty of Science
1 from the Faculty of Social Science
1 from each of the Affiliated University Colleges

(d) Two representatives from the **Professional & Managerial Association (PMA)** ~~administrative~~ staff **of the Faculty of Education** ~~(PMA)~~ selected **in alternating years** by and from the **PMA** ~~administrative~~ staff **of the Faculty of Education for two-year terms each** ~~on an annual basis~~;

(e) Two representatives **(voting members)** from the **University of Western Ontario Staff Association (UWOSA) administrative/**support staff ~~(UWOSA)~~ **of the Faculty of Education,** selected in alternating years by and from the **members of the UWOSA staff of the Faculty of Education** ~~support staff~~ for two-year terms each.

C. The following non-voting members:

(a) i. Any other person holding a full-time appointment in the Faculty of Education not specifically accorded the right to vote under terms set out in Section 2B(a)
ii. part-time or limited duties appointments;
iii. a visiting or similar appointment or arrangement;

(b) The Ontario Teachers' Federation Teacher Education Committee Liaison Representative;

(c) One Associate Teacher or other nominee from each of the affiliated organizations of the Ontario Teachers' Federation recommended by the Ontario Teachers' Federation representative to the Faculty and appointed by the Dean for a term of three years;

Education or referred to the Council by the Senate, and **for** ~~to~~ determine policy on all such matters if so delegated by the Senate.

4.

ITEM 7.1 – Announcement of a Chair and Vice-Chair of the Senate Nominating Committee

ACTION: APPROVAL INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

The Senate Nominating Committee elected a Chair and Vice-Chair for the July 1, 2024 to June 30, 2025 term as follows:

ITEM 7.2 – Membership – Faculty Scholar Selection Committee

ACTION: • ACTION • INFORMATION • DISCUSSION

Composition: Four (4) Senior S

ITEM 7.3 – Membership – Senate Committee on University Planning (SCUP)

ACTION: • ACTION • INFORMATION • DISCUSSION

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

Composition: Twelve (12) members elected by Senate, including:
Six (6) members of faculty, who are members of Senate at the time their term on the Committee begins, only one (1) of whom may be a Dean
- x Two (2) Graduate Students
- x One (1) Undergraduate Student Senator
- x Two (2) Administrative Staff
- x One (1) Postdoctoral scholar

Current Senate-Elected Members:

Terms continuing to June 30, 2025:

Jenna Beecroft (UNDG), Chloe Cheung (GRAD), Aaron Hodgson (Music), Dale Laird (Schulich), Ryan Palmer (Admin. Staff), Matheus Sanita Lima (GRAD), Shawn Whitehead (Schulich)

Terms continuing to June 30, 2026:

Blaine Chronik (Sci), Rachel Halaney (Admin. Staff), Zoë Sinel (Law), Louise McEachern (Post.Doc)

Required: One (1) faculty member who is a member of Senate at the time their term on the Committee begins, to complete a term vacant due to the resignation.

Nominees: Xianbin Wang (Eng) (Faculty) — Term to June 30, 2025

ITEM 8.2 – Request for a Temporary Exemption from the Definition of Full-Time Student and Part-Time Student in the Policies on

ITEM 9.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards

ACTION: APPROVAL INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

The Senate Committee on Academic Curriculum and Awards elected a Chair and Vice-Chair for the July 1, 2024 to June 30, 2025 term as follows:

Chair: Sophie Roland

Vice-Chair: Jose Herrera

ITEM 10.1 – Announcement of a Chair of the Senate Committee on University Planning

ACTION: APPROVAL INFORMATION DISCUSSION

The Senate Committee on University Planning elected a Chair for the July 1, 2024 to June 30, 2025 term as follows:

Chair: Dale Laird

ITEM 13.0 – The Unanimous Consent Agenda

ACTION:

Recommended:

How it works for Senate:

- x Inclusion of the standardized “General Process for Senate Committees and Subcommittees” section including information regarding quorum and terms of members.

ATTACHMENT(S):

Revisions to the Terms of Reference of the Senate Committee on University Teaching Awards

Ex officio (voting) :

President & Vice-Chancellor~~, or designate~~
Vice-Provost (Academic Planning, Policy & Faculty), who shall be Chair
USC Grants and Recognition ~~& Awards Program~~ Coordinator

Ex officio (non- voting):

University Secretary

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

GENERAL PROCESS FOR SENATE COMMITTEES

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

Quorum September to May: 4 members, including 3 elected/appointed
Quorum June to August: 3 members, including 2 elected/appointed

Terms: The terms of office for elected members shall be one year

ITEM 13.1(b) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Operations/Agenda Committee

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective September 13, 2024, the terms of reference of the Operations/Agenda Committee be revised as shown in Item 13.1(b).

EXECUTIVE SUMMARY:

At its January, February, and March 2024 meetings, the Operations/Agenda Committee (OAC) reviewed its terms of reference. At its meeting on September 5, 2024, OAC approved a motion to recommend to Senate that the terms of reference of OAC be revised as shown in the attached.

The proposed revisions to the terms of reference of OAC include:

- Removal of the reference to the Senate Committee on University Teaching Awards.
- Addition of a provision relating to Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA).
- Addition of a provision that OAC may form subcommittees and working

Operations/Agenda Committee (OAC)

Effective Date: September 13, 2024 ~~July 1, 2022~~

Supersedes: July 1, 2022; July 1, 2021; July 2008

Date of Next Review: Spring 2027 ~~2024~~

TERMS OF REFERENCE

To supervise the operation of the Senate and make recommendations on rules of order, by-laws, changes in committee functions, establishment of new standing or ad hoc committees, and other operational matters.

To organize the business of the Senate through the preparation of the Agenda and the dissemination to members of the Senate of information pertinent to the Agenda.

To review the role and operation of Standing Committees.

To present to Senate annually nominations for membership of the Senate Nominating Committee.

To appoint the Officers of Convocation.

To report to Senate at least annually on behalf of the Convocation Board, and Senate Review Board (Academic). ~~, and the Senate Committee on University Teaching Awards.~~

To invite to meetings of the Senate such persons who might be interested in, or who could contribute to, debate or discussion on any Senate matter to be discussed at a meeting.

To request Senate Committees, Councils, and Advisory Committees that do not report to Senate on a regular basis to do so at least once a year.

To be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDID A) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities, particularly the ways in which procedural rules and decisions can either foster or hinder the advancement of these principles.

To form subcommittees and working groups as necessary.

COMPOSITION

Elected membership:

Nine members of Senate, elected by Senate, at least one of whom shall be a student. Members must be current members of Senate.

Ex officio (voting) :

President & Vice-Chancellor (or designate)
Provost & Vice-President (Academic) (or designate)
Vice-President (Operations & Finance) (or designate)
Vice-Chair of Senate
Chair of the Nominating Committee (or designate)

Ex officio (non- voting):

University Secretary

The Vice-Chair of Senate shall be the ~~The~~ Chair of the Committee ~~shall be the Vice-Chair of Senate~~. The Committee shall elect a Vice-Chair of the Committee annually.

ITEM 13.1(d) – 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.

IVEY BUSINESS SCHOOL	
Darren Meister	July 1, 2024 – June 30, 2026
Derrick Neufeld (to complete the term of Klaus Meyer)	July 1, 2024 – June 30, 2025

GENERAL COMMUNITY: Alumni Association	
Dave Ferri	July 1, 2024 – June 30, 2026

KING'S UNIVERSITY COLLEGE	
Josephine Gemson	July 1, 2024 – June 30, 2026

BOARD OF GOVERNORS	
George McAuley	July 1, 2024 – June 30, 2026

HURON UNIVERSITY COLLEGE	
Steve D'Arcy (to complete the term of Kate Lawless)	July 1, 2024 – June 30, 2025

ITEM 13.2(a) – Revisions to the Policy on “Administration of Examinations”

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Administration of Examinations” be revised as shown in Item 13.2(a).

EXECUTIVE SUMMARY:

The primary revision proposed to the policy on “Administration of Examinations” is to update the “Allocation of Proctors” section to remove the requirement for both male and female gender representation in examination proctors.

8. Smoking is not permitted in the examination room.

9. In the case of an emergency, candidates will be permitted to leave and re-enter the examination room only if accompanied by a Proctor. Candidates may be granted permission to move to another available seat if they can provide a legitimate reason.

10. Candidates are responsible for ensuring that they receive the proper examination.

11. Candidates will use only the approved answer form (question paper, markex card, computer program or answer booklet) supplied. When answer booklets are employed, candidates will use them even for rough work and will not write on any other paper. Pages will not be removed from answer books and files generated through the use of computerized exams must not be saved for future reference. Candidates must keep all papers on their desk.

12. Candidates who require additional answer books during the examination will not leave their seat but will attract the attention of the Proctor by

~~and one female Proctor shall be present, even if the requirement makes necessary the employment of additional Proctors (e.g., graduate students). Where candidates are of one sex only, a Proctor of that sex shall be present.~~

2. The Registrar shall advise each department (or faculty where applicable) of the number of Proctors and Chief Proctors required for each examination scheduled for the department.

3. The Department Chair in turn shall advise the Registrar of the name of the Chief Proctor for each examination. In those cases where the Chair is unable to assign a sufficient number of Proctors, the responsibility shall rest with the Dean of the faculty.

4. All information given or decisions taken that are pertinent to the conduct of an examination shall be recorded in writing on the nominal roll and reported to the Registrar by the Chief Proctor.

DUTIES OF CHIEF PROCTORS DURING EXAMINATIONS

The Chief Proctor shall be responsible for the conduct of examinations in the examination room. To this end, for the start of the examination the Chief Proctor shall:

1. Be familiar with the instructions for candidates regarding conduct.

2. Be at the examination room ~~thirty~~ 30 minutes before the start of the examination to receive the sealed examination package or have the appropriate electronic examination ready.

3. Verify the contents of the examination package (i.e., examination papers, computer files, nominal rolls, information for Proctors). Any discrepancies are to be reported immediately to the Office of the Registrar.

4. Distribute examination papers, supplies, etc., to the individual Proctors who will then be responsible for distributing them. The seating plan provided will indicate the row numbers for separate examinations.

5. Use blackboards to advise students of the row numbers for separate examinations.

6. Inform all candidates regarding any special instructions related to the examinations being written and the procedure to be followed at the end of the examination. No student may leave the examination room during the last ~~fifteen~~ 15 minutes of the examination.

7. Collect signatures on the nominal roll and check the I.D. card of each student during the first ~~thirty~~ 30 minutes of the examination.

8. Ensure that students are monitored at all times, including during those examinations being proctored off campus. If an incident occurs, the Chief Proctor is expected to document appropriately all details relating to the incident and where possible, confiscate any unsanctioned materials.

9. Record the name and student number of any student who arrives more than 30 minutes late for an examination and forward this information to the Associate Dean (Academic) or designate.

If a student becomes ill during an examination:

1. ~~the~~ The Chief Proctor should take such actions as may be appropriate and should note the circumstances and other relevant details on the student's examination booklet.

If a student is suspected of cheating during an examination:

1. ~~the~~ The

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At the conclusion of the examination, the Chief Proctor is responsible for:

1. The orderly conduct of the students during the collection of booklets.

2. The sorting and distribution of all completed examination booklets to the appropriate Proctors in the examination room. (Proctors must verify receipt of booklets by signing the nominal roll.)

3. The return of unused examination booklets to a neat stack at the front of the examination room.

4. The delivery of verified nominal rolls to the Department Chair (or for interdisciplinary courses, to the appropriate Associate Dean (Academic) or designate) following the examination.

DUTIES OF PROCTORS

The Proctors will be responsible to the Chief Proctor for:

1. Arriving at the examination room ~~thirty~~ 30 minutes before the start of the examination.

2. Performing those duties assigned by the Chief Proctor.

3. Collecting the completed examination booklets at the conclusion of the examination [Candidates will remain seated until a Proctor has collected their completed examination booklets. Candidates who leave the room and neglect to sign their name and submit their completed booklets to the Proctor will be considered as not having written the examination.]

4. Verifying receipt of completed booklets by signing the nominal roll.

5. Collecting the unused departmental supplies and returning them, and the completed examination booklets, to the department.

DIVISION OF RESPONSIBILITIES

The Registrar shall be responsible for:

1. Notifying Chairs of departments (and Deans of faculties or registrars of Affiliated University Colleges where applicable) of Senate regulations and policies (e.g., deadlines) regarding examinations.

2. Collecting and processing information submitted by department Chairs (and

7. Dealing with students who arrive late at an examination.

8. Notifying department Chairs of their responsibilities where Senate deadlines are not met.

Chairs of departments shall be responsible for:

1. Submitting information regarding the scheduling of examinations to the Registrar by the established Senate deadlines.

2. Assigning Proctors in accordance with the numbers specified by the Registrar.

3. Submitting examination papers for printing to the Registrar by the established Senate deadlines.

4. Delivering examination supplies (and papers where applicable) to appropriate areas.

5. Picking up examinations which have been written in the Conflict Room during the first working day following the examination date.

6. Monitoring and storage of returned nominal rolls.

Students shall be responsible for:

1. Notifying their Associate Dean (Academic) or designate of Sabbath and Holy Day commitments by the course “Add” deadline of the appropriate term, as set out in the ~~Policy~~ policy on Accommodation~~s~~ for Religious Holidays.

2. Checking the preliminary and final timetable postings.

3. Notifying the Registrar of any examination conflicts.

4. Notifying their Associate Dean (Academic) or designate of examination conflicts or personal conflicts requiring approval of a Special Examination.

5. Familiarizing themselves with the rules for conduct of examinations as stated in the policy on Administration of Examinations. ~~Students may obtain a copy of these regulations on the web at http://www.uwo.ca/univsec/handbook/exam/administration.pdf~~

SUBMITTING EXAMINATIONS TO EXAMINATION SERVICES FOR ACCOMMODATED EXAMINATIONS

All instructors must submit examinations to Examination Services a minimum of two business days prior to the scheduled accommodated examination. Where Braille text is needed, the examination must be received a full week prior to the scheduled examination.

Missing the two business day submission deadline could result in one or more of the following:

1. The instructor and/or department may become responsible for administering all aspects of the student's examination accommodations. This would be possible only when extra time and a quiet space environment are identified as the student's recommended accommodation from the Student Development Centre.

2. The department may be billed for the costs associated with Examination Services administering the examination on a last-minute basis, i.e., costs associated with staff overtime or special weekend staffing.

3. The examination may be cancelled and rescheduled for a future timeframe. The instructor would then potentially be responsible for the creation of a new examination paper. The timeline for the rescheduled examination would incorporate the Examination Services two business day submission deadline.

ITEM 13.2(b) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Admissions”

ACTION:

For admission to Master's programs, applicants must possess a four-year degree from a~~n accredited~~ recognized university or college. SGPS requires at least a 70% average in senior level academic courses, as determined by SGPS taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession.

For admission to most Doctoral programs, applicants must possess a Master's degree or equivalent from a recognized university or college, and provide evidence of research potential. SGPS requires at least a 70% average in the Master's degree, as determined by SGPS. Some Western programs provide transfers from Master's to Doctoral degree status without achieving a Master's degree. Some Western programs offer direct entry to begin a doctoral degree without having a completed Master's degree. Consult the program's regulations for details.

Individual programs commonly have higher admission standards than the minimum. Applicants should contact their program of choice to get information on its admission requirements.

2. Proficiency in English

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

- The Test of English as a Foreign Language (TOEFL). iBT (internet-Based Test): The minimum acceptable score is 86,6 (n0 Tc 0 Tw 1.16 0 Td ( )Tj 0.04 Tw6u30 TwTT* [(y)4 (e
- The Internation Tf1 54 (2 (t)2 (32 (n)10 5MCID707 -1.22 Tw).0.001 Tl)]TJ 0-76 (g)10 (n)]TJ 0 T6

Admissions

Exemptions:

Applicants may request an exemption by contacting their graduate program(s) of interest.

For the French and Hispanic Studies programs only, evidence of proficiency in English is a degree requirement but not a requirement for admission.

REVISED CALENDAR COPY

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

ITEM 13.3(b) – Faculty of Science, Western Integrated Science Program: Withdrawal of the Honours Specialization in Integrated Science with Computer Science

ACTION: • APPROVAL • INFORMATION • DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in Integrated Science with Computer Science, offered by the Western Integrated Science Program in the Faculty of Science, be discontinued, and

That students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2029, and

That the module be withdrawn effective September 1, 2029.

EXECUTIVE SUMMARY:

Starting in September of 2024, Computer Science at Western will become a separate direct-entry program within the Faculty of Science. Integrated Science falls under the jurisdiction of Science. Accordingly, the Integrated Science with Computer Science module can no longer exist under Science.

Existing Year 1 Integrated Science students will not be impacted by the future discontinuation of the module because they will still be permitted to enter the module in September of 2024. The module has been promoted to them during the 2024 Intent to Register period and even before they started Year 1.

Admission to the module will be discontinued effective September 1, 2025 and students currently enrolled in the module will be permitted to graduate upon fulfilment of the module requirements by August 31, 2029.

The enrolment in the module is low (i.e., less than or equal to two students per year).

- x Program Faculty
- x Administrative Staff
- x Program Students

Following the site visit, the external reviewers submitted a comprehensive report of the (i)6C -11.0he
y

- Community engaged learning project opportunities allow students to communicate in interdisciplinary teams outside the university setting – reinforcing science communication skills.
- Excellent laboratory and student study space with up-to-date equipment and technology.
- Strengths highlighted by students include: 1) small class sizes; 2) opportunity to explore fields in science in first year before committing to a specialization; 3) exposure to working with other disciplines on policy issues or complex problems.

Prospective Improvements for the Program to Consider

- Protect the interdisciplinary approach of the INTEGSCI 1001X course. Consider ways of reducing teaching load. (Embedded in Recommendation #1)
- Overwhelming reliance on limited term instructors, and on instructors whose availability is dependent on their home department's circumstances. (Embedded in Recommendation #2)
- The high level of attrition after second year is concerning. (Embedded in Recommendation #3)
    - Lack of clarity around the approach to interdisciplinarity.
    - Need for a mechanism for reviewing the student experience longitudinally.
-

- It is important that students in Level 1 be able to see themselves in upper years by strengthening relationships between lower-level and upper-level students (e.g., by further enhancing mentorship activities and exposing lower-level students to research being accomplished by upper-level students).
- The Program Director and the Faculty of Science are exploring the possibility of creating either new interdisciplinary courses (which could also be taken by non-WISc students) or cross-listing existing courses such as Geomicrobiology which could be “pick list” options in the various modules.
- The program will consider

Executive Summary

The Jewish Studies Program is a joint undertaking by Western University's affiliated University Colleges, Huron University College and King's University College, and administered at Huron. The program, which came into existence in 2008, aims to provide students from across the greater Western campus with the opportunity to study Jewish culture, history, philosophy, theology, and Hebrew (both Biblical and modern). For the 2022-23 academic year, there were 4 students enrolled in the Jewish Studies Major and 4 students enrolled in the Jewish Studies Minor. At Huron alone, 102 students enrolled in courses within the Jewish Studies program, with a further 53 students enrolled in courses that count for credit toward the Jewish Studies Major or Minor. A further 178 students were enrolled in courses offered at King's University College and Western University that count for credit toward the Jewish Studies modules. (i)6 d0 0 Tc 0 Tw 3.79 0 Td [d,d ( )Tj EMC /P <</MCID 2 >>BDC4d,o pr

and culture,

student satisfaction, overall quality of syllabi, stability and increased interest in the program.

Prospective Improvements for the Program to Consider

- Continued efforts should be made to draw Western faculty teaching Jewish Studies classes into more active participation in the program. (Embedded in Recommendation 1)
- Given the diverse nature of the program: 1) students in the major and minor need to have a clear sense of the progression of Jewish history and thinking from antiquity to the present and background knowledge of the program; 2) students may need greater background knowledge; 3) structural barriers and feelings of dissatisfaction hinder faculty members from working more effectively as a team. (Partially Embedded in Recommendations 1 & 3)
- Expand course offerings to include areas of contemporary interest such as gender, ecology and sustainability, racial and sexual diversity, a full year of Jewish History which could encompass Jewish Culture, and an introductory Hebrew class for students with no prior background to boost enrollment. (Embedded in Recommendations 2 & 4)
- The program is currently missing a logic and rationale for the overall structure of the curriculum and the program. (Embedded in Recommendation in 3)
- Clarify program learning outcomes especially for Literacies and Interdisciplinarity, Communication, Resilience and Global and Community Engagement, Critical Thinking and Creative Thinking, Professionalism and Ethical Conduct. (Embedded in Recommendation in 3)
- Strengthen relationships with alumni across Canada to assist in recruiting students, especially module-takers. (Embedded in Recommendations 4, 5 & 6)
- Excellent attributes of the program seem not to be sufficiently advertised. There is therefore potential for increasing enrollments in the program through better advertising of its strengths. (Partially Embedded in Recommendation in 6)
- Members of the London Jewish community typically feel little invested in the program given (l) Td [(1/Span <</MCI(n (l) Td9 0 Td (m)7 (b)10 (edd)10 (ed i)6 (n R)16 i)6 (

Summary of the Reviewers' Recommendations and Program/

Recommendation #3 Enhancing the ways in which the program structure and curriculum are described Clarify the program's learning objectives and curricular logic to convey a more thorough understanding of the skills it imparts to students.	Program (Huron): Indeed, the program should be rendered more clearly and its course offerings easier to

Recommendation #5 Alumni Outreach Explore ways of creating closer ties with alumni, especially those in Toronto, with the aim of advertising the program more widely.	Program (Huron): x Huron's advancement and recruitment teams continue to work towards establishing and strengthening connections to enhance program stability. In 2024, the London Jewish Community Foundation signed an agreement to support the program. x The creation of an endowed Chair in Jewish Studies (f(R)2.6 (s2)2.6 >Tj /TTe-4.(y)-2 (Fop0078>Tj / (n tr)-[(t)-6.6

Senate Agenda
September 13, 2024

CONSENT AGENDA – ITEM 13.3(d)

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Coordinator, and the Deans of the associated Faculties are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow -up	Responsibility	Timeline
Recommendation #1 Building program community	x Support and facilitate a student-led Jewish Studies club which will host a pub or trivia night for students and faculty. x Convene faculty (f/t and p/t) meetings at least 1x/term to discuss emerging and ongoing opportunities, issues, and concerns. x HostuesacanD 44 >>B-2 (c32 (,)-6.6 he be2 -1.141 Td [(an(uni)2.6 ((m)-4.3 (unpor)D.9 (t)-et)-6Td [(anfC /LBody)11.2 hv		

Recommendation s #4, 5, 6 & 7
Enhancing recruitment and community relations

Recruitment

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Bachelor of Social Work

Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	King's University College	
Degrees Offered	Bachelor of Social Work (BSW)	
Date of Last Review	2015-2016	
Modules Reviewed	Honours Specialization (HSP) in Social Work	
External Reviewers	Dr. Louise Stern, Social Work Vancouver Island University	Dr. Diana Coholic, Social Work Laurentian University
Internal Reviewer	Dr. John Mitchell, Associate Academic Dean, Brescia University College	Jenna Beecroft Psychology and Political Science, Brescia
Date of Site Visit	March 11-13, 2024	
Date Review Report Received	April 2, 2024	
Date Program/Faculty Response Received	Program: May 7, 2024 Faculty: May 7, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 26, 2024 ACA: September 4, 2024 Senate (for information): September 13, 2024	
Year of Next Review	2031-2032	
Progress Report	June 2027	

Senate Agenda

Executive Summary

Established as the Department of Social Welfare at King's College in 1969, a full-time program leading to a Bachelor of Arts in Social Welfare was offered and received accreditation in 1979. Presently known as the Bachelor of Social Work, the program is accredited by the Canadian Association for Social Work Education. Students in the third and fourth years of the program are eligible for student membership in the Ontario Association of Social Workers (OASW) which is a member of the Canadian Association of Social Workers (CASW). These associations are part of the international community of social work practitioners. With a total enrolment of 101 students in 2023-2024, the professional Social Work program is mainly offered on a full-time basis; however, there are a limited number of spaces for extended study students (part-time).

The self-study included a full review and mapping of the Western Degree Outcomes and Program-Level Learning Outcomes. All faculty (full and part-time) outlined where and how outcomes were captured in their courses. Analysis of these data was supported by a team of graduate students. Additionally, a program exit survey and alumni survey informed the development of the self-study.

The external reviewers shared a positive assessment of the King's Social Work Program. They offer three recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Strong scholarship, student supervision, and service to the broader community among faculty members strengthen the program's relationship with local and regional community partners and with various social work organizations and regulatory bodies across Canada.
- Curriculum is enhanced by initiatives such as: 1) undergraduate research and publishing opportunities, conference presentations, and strong community

Wellness and Self-Care website to prepare graduates for complex and stressful practice.

- x Alumni feedback indicates that: 1) 93% percent of graduates gain employment; and 2) there is strong satisfaction with the learning environment, the quality of teaching, the accessibility of information and resources, and the interactions with faculty members.

Senate Agenda
September 13, 2024

CONSENT AGENDA – ITEM 13.3(d)

Implementation Plan

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

Recommendation	Proposed Action and Follow -up	Responsibility	Timeline

ITEM 13.3(e) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Gender, Sexuality, and Women's Studies, History, and Social Work (King's University College)

ACTION: • APPROVAL • INFORMATION • DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on September 4, 2024, ACA approved the recommendation of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate programs in Gender, Sexuality, and Women's Studies, History and Social Work.

Faculty /Affiliate	Program	Date of Review	SUPR-G Recommendation
Arts and Humanities and Social Science	Gender, Sexuality, and Women's Studies	February 1-2, 2024	Good Quality
Social Science	History	January 15-16, 2024	Good Quality
King's University College	Social Work	March 11-13, 2024	Good Quality

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

ATTACHMENT(S):

Final Assessment Report –

Gender, Sexuality & Women's Studies

Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	Arts and Humanities / Social Science	
Degrees Offered	MA, PhD	
Date of Last Review	2014-2015	
Approved Fields	Feminist Theory Health and Embodiment Representation and Cultural Production Globalization, Equity and Social Structures Sexuality	
External Reviewers	Dr. Leila Harris, Institute for Gender, Race, Sexuality and Social Justice University of British Columbia	Dr. Sailaja Krishnamurti, Department Head of Gender Studies Queen's University
Internal Reviewer s	Dr. Kevin Mooney, Associate Dean (Graduate) Don Wright Faculty of Music	Adira Daniel, Ph.D. Candidate, Psychology Faculty of Social Science
Date of Site Visit	February 1 & 2, 2024	
Date Review Report Received	May 17, 2024	
Date Program/Faculty Response Received	Program – May 9, 2024 Faculty – May 10, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 24, 2024 ACA: September 4, 2024 Senate (for information): September 13, 2024	
Year of Next Review		

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 Gender, Sexuality & Women's Studies Graduate Programs delivered by the Faculty of Arts and Humanities.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of i16 (es)]TJ 0.002 Tc -0.002 Tw26.518 0 Td .

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Executive Summary

The graduate program in the Department of Gender, Sexuality and Women's Studies (GSWS) started in 2007 with an MA degree, followed by the PhD degree in 2009. GSWS is an interdisciplinary department that is located within both the Faculties of Arts and Humanities and Social Science. The MA is a one-year, non-thesis degree that runs

presentation, research design and implementation have been extremely helpful in securing employment and achieving their career goals.
- Dedicated PD opportunities for: 1) teaching; 2) research; and 3) conference organization, planning, and presenting
- Students consistently highlight the program's interdisciplinarity as a strength and the rewards that come from learning about topics from different disciplinary points of view.

Concerns and Areas of Improvement Identified and Discussed by the Program
- Applications have been decreasing and top applicants do not always accept admission offers as this program cannot compete with other universities that offer 5 years of funding.
- For both MA and PhD students, the amount of funding per student has remained relatively stable despite significant increases in the cost of living.
    - International students are restricted from applying for many external scholarships (e.g., SSHRC) and international OGS awards are few.
- Increasingly, it is recognized that faculty who belong to one (or more) minoritized groups bear an exceptionally high demand for both student and peer mentoring.
- Students and faculty identified the need for professional development (PD) workshops to continue after coursework.
- Managing workload for joint appointments across units (within and across faculties) continues to be an issue.
- Continued concern about the number of PhD students who are unable to co4 (o)1MCID 50 >>BDC -19.4 (un)10 (dx1.15 Td [((i)6 (e-15 (h)-1 r)6.9 (i)6r)6.g1 (nor).012 T

    - One-year MA program is well suited to the needs of diverse student learners.
- Students have expressed satisfaction with the training and credited this program for their success in academic careers.

Prospective Improvemen ts for the Program to Consider

- Faculty support and mentorship for pre-tenure Black faculty to ensure career development and program sustainability. (Embedded in Recommendation #1)
- Review formal communications channels and approaches across the unit and their role in fostering and maintaining program community. (Embedded in Recommendation #2)
- Strengthen the connection between gender, race, sexuality, Indigeneity and decolonization. For instance via increased linkages with Indigenous Studies. (Embedded in Recommendation #3)
- Clarify structure and objectives of the practicum component. (Embedded in Recommendation #4)
- For PhD students: 1) clarify the candidacy requirements; 2) ensure applicability of methods course taught to students; 3) review the professional development course with respect to relevance and timing; 4) review timelines for completion and support given to PhD students who are required to continue paying tuition fees while not progressing towards completion. (Embedded in Recommendations #5 & #6)
- Issues impacting the one-year MA are 1) communication of the expectations regarding the scope of research for the one-year MA from application to completion stages; 2) increased coursework, and limited one-year timeline make it challenging for students to conduct primary research with human participants and archival research. (Embedded in Recommendation #6)
- Reconsider the goals, focus and timeline of the program, create a more flexible format where students select between a course-based IRP and a thesis-based MA program. (Embedded in Recommendation #6)
- It is worrisome that international students are not afforded any TA opportunities, even with suitable training and background. (Embedded in Recommendation #7)
- Explore creative recruitment strategies as a response to a decline in domestic applications and examine funding options for international students. (Embedded in Recommendation #7)
- Clarification regarding inter-faculty funding would reduce complexities around TA funding, teaching releases or assignments, more complex. (Embedded in Recommendation #8)
- Minoritized faculty bear an exceptionally high demand for both student and peer mentoring. (Embedded in Recommendation #9)

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

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

Reviewers' Recommendation	Program/Faculty Response
Recommendation 1 : Faculty Resources a) Sessional faculty who are already working with graduate students should be allowed to supervise them. b) Recent faculty hires affiliated with	

Senate Agenda

CONSENT AGENDA –

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with t

Recommendation s 3 and 8: Interdisciplinarity Greater support for interdisciplinarity, which could include cross-listing courses, collaborative teaching, cross-curriculum course development and identifying governance obstacles that at times restrict interdisciplinary engagement.	Focus discussion at a dedicated strategic planning session on:

	online; and 3) explore varying ways of delivering methods seminars.		
Recommendation 6: REB and 1 year MA: a) Explore strategies that would allow REB clearance to be more streamlined for MA students. b) Offer training and prepare proposals and REB protocols in Term 1 for MA students interested in human subjects' research. c) Supervisors should guide incoming students in choosing projects that are appropriate in scale and timeline for the MA level. d) Options for students seeking training in human subjects research could include part of a project in the methods course, or a course-based practicum. e) Offer an additional term (16 months) program to students seeking to do research with human participants or more intensive publication-oriented research.	x Explore whether an expedited REB process is possible for MA students working within a 1-year timeline. x Explore degree structures of other gender/ sexuality/ women's studies programs in Canada to examine the merits and limitations of the different structures and to ascertain what faculty resources are necessary to support the desired degree structures. x Consider how training in human subjects research could be integrated into the graduate curriculum at the MA level. x Discuss a possible expansion of the MA program to .6 (n C)2 Tc 0.0 CW6564.		

History

Final Assessment Report &
Implementation Plan
May 2024

Faculty / Affiliated University College	Social Science	
Degrees Offered	MA, PhD	
Date of Last Review	2015-2016	
Approved Fields	Public History	
External Reviewers	Dr. Catherine Carstairs, Department of History University of Guelph	Dr. Allison Marsh, Department of History University of South Carolina
Internal Reviewer s	Dr. Tom Drysdale, Associate Dean Schulich School of Medicine & Dentistry	Nathan Pagliaroli, Ph.D. Candidate, Mathematics
Date of Site Visit	January 15 & 16, 2024	
Date Review Report Received	February 5, 2024	
Date Program/Faculty Response Received	Program – May 15, 2024 Faculty – May 17, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 24, 2024 ACA: September 4, 2024 Senate (for information): September 13, 2024	
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Senate Agenda CONSENT AGENDA – ITEM 13.3(e)
September 13, 2024

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 History Program delivered by the Faculty of Social Science.

This FAR considers the following documents:

- the program’s self-study Td ( )Tj EMC /P6.006 Tc 0.006 Tw 0.33 0 Ty31CID 4 >>BDC 1a

greater variety of courses, providing more training to graduate students in leading tutorials and marking papers.

- MA student comments stressed the approachability of the faculty and staff, the strong quality of the courses and(.)]TJ 0 Tc 0 Twn9 Td [(s)4 (t)2 (r)7 approacf

to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that "this is a very good program with well-qualified faculty, a healthy number of graduate students, attentive supervision, and an excellent array of supports and resources for their graduate students, including a wide array of professional development opportunities and seminar series."

Strengths of the Program

- The faculty are very strong in international relations and have global networks for presenting and disseminating their research work.
- Faculty are clearly passionate about their teaching and care deeply about student success.
- Substantial internship opportunities, some of which are funded by the department and others funded by outside organizations.
- Students participate in a wide variety of local, regional, national, and international conferences.
- BIPOC students expressed that faculty and program are supportive and scholarships are available to underrepresented groups.
- The program's collaboration with King's, Huron and practicing professionals expand intellectual and practical opportunities for students.
- The public history program at the MA level is particularly innovative. It is one of very few public history programs across the country and the students are involved in in-depth group projects over the course of their degree.
    - The public history program has strong links with local institutions.

Prospective Improvements for the Program to Consider

- Revisit and recalibrate evidence of student achievement of program learning outcomes. (Embedded in Recommendation # 1)
- Factor in anticipated retirements and consider succession planning – which is necessary for program sustainability. (Embedded in Recommendation # 2)
- The concentration of supervision among three faculty members, both currently and historically, is concerning. (Embedded in Recommendation # 2)
- Consider ways of sustaining cooperative arrangements with Huron, King's and practicing professionals which are presently maintained by goodwill and personal relations. (Embedded in Recommendation # 2)
- Review the workload expectations of the MA and PhD students and explore options of aiding with program completion within the funding period; as this

Recommendation 3: Reduce the number of required courses for the PhD program and the MA thesis option and consider reducing the number of required courses for the MA cognate option.	Program: Both the Graduate Committee and the department faculty have discussed this recommendation. There was little support for the recommendation that the number of courses

Recommendation 7:
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Recommendation #3: Reduce the number of required courses for the PhD program and the MA thesis option and consider reducing the number of required courses for the MA cognate option.	o Dedicate discussion at the fall Department meetings, and at a possible fall retreat, to the appropriate number and ideal types of graduate courses for PhD students.	Graduate Chair

Master of Social Work

Final Assessment Report & Implementation Plan
May 2024

Faculty / Affiliated University College	King's University College
Degrees Offered	Master of Social Work (MSW)
Date of Last Review	2015-2016
Approved Fields	None
External Reviewers	Dr. Louise Stern,

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 Master of Social Work Program delivered by the School of Social Work, King's University College.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Academic Dean, King's University College.

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.

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Executive Summary

The Master of Social Work (MSW) was initially offered as a part-time option in September 2003 allowing students to complete their degree over nine terms (three years). In September 2007 a full-time option was introduced allowing students to complete their degree over three terms (one year). Admission of a separate part-time cohort has since been discontinued. In its current form, the MSW

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

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

Summative Assessment – External Reviewers' Report

External reviewers noted that overall: "the MSW program at King's University College is a strong, well-resourced and managed professional program, with a cohesive and commional6w 0.2754 1 (om)7 B2l4 ((e)7 (ol)6 (( )-10 (ae)10 6(d t)127 (of)2 (br)7 (e (V)0.99 (te)7 e

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

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

Reviewers' Recommendation s	Program/Faculty Response
Recommendation # 1 Continue addressing issues of diversity, representation, and inclusion within a broader context. Specifically, we recommend that: 1. Curriculum be reviewed so that EDID content, theory, and applied practice can be integrated into all courses, and not just stand-alone courses/lectures/modules that are specific to EDID content (with input from students and faculty). 2. Learning (pedagogy) and evaluation processes should take into account contemporary diversity and the inclusion of all learners and learning styles, including universal design of curriculum. This includes supporting students with academic disability accommodations while continuing to meet program requirements and competencies. 3. Continue to address and support representation in admissions, hiring practices, and curriculum development. 4. Due to the large number of accommodation requests, current supports and services/positions should be kept in place, and strategies should be developed to address these issues in the future. 5. Support the Director of EDID to work with (if possible) field placement supervisors and agencies/organizations to assist BIPOC students in the field.	Program: 1. The curriculum integrates content, theory, and applied practice across all appropriate courses in addition to specifically designed EDID courses to ensure there is core content delivered to every graduate of the program. Students are reviewing the curriculum for EDID content and the faculty members will be reviewing this at the Fall retreat. 2. Plans are in place to invite Western's Centre for Teaching and Learning to facilitate a workshop at the spring retreat on universal design with our faculty members (both full and part-time). 3. Continue adhering to the practices outlined in the IQAP self-study that support representation in admissions, hiring practices, and curriculum development. 4. The School will maintain current support that facilitates accommodation requests. The School is working with the Equity and Diversity Committee to explore ways of providing better support to these issues in the future through the annual diversity and equity survey. ftf]TJ 7(Te,ovor (e p

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Of note, recommendation #4 has not been included below as the program has indicated in its response in the summary table above that it is unable to action it and highlights existing accommodations.

Recommendation	Proposed Action and Follow -up	Responsibility	Timeline
Recommendation #1 Continue addressing issues of diversity, representation, and inclusion within a broader context.	x Review the curriculum for EDID content with a contracted group of students and follow-up with faculty members at an upcoming retreat. x Invite Western's Centre for Teaching and Learning to facilitate a workshop on universal design. x Maintain current supports that facilitate accommodation requests; and work with the Equity and Diversity Committee to explore ways to better support these issues in the future through the annual diversity and equity survey.	Director	By December 2024

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

Friday, September 13 , 2024, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of June 7, 2024	Approval
2.1	Business Arising from the Minutes	
3.0	Report of the President	Information
4.0	Report of the Provost	Information
4.1	Report of the Convocation Task Force	Information
5.0	Report of the Vice-President (Research)	Information
6.0	Report of the Operations / Agenda Committee (D. Kotsopoulos)	
6.1	Announcement of a Vice-Chair of the Operations/Agenda Committee	Information
6.2	Faculty of Education: Revisions to the Faculty Council Constitution	Approval
7.0	Report of the Nominating Committee (D. Kotsopoulos)	
7.1		

ITEM 1.0 – Land Acknowledgement

ACTION: • APPROVAL INFORMATION DISCUSSION

A land acknowledgement or other observance will be offered.

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

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

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

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

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

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

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of May 17, 2024

It was moved by53.16 573. q 68.04 666.96 522 15.6 re W n41T 12 0 0 12 73.44 5916988 Tm ( )Tj ET

F. Strzelczyk concluded her report by sharing future plans and goals.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

J. Burkell, Associate Vice-President (Research), on behalf of the Vice-President (Research), provided a verbal update on the “

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(a)(iv) –

- ITEM 13.3(f)(ii) – Faculty-Specific Sessional Dates: Revised 2024-25 Sessional Dates for the Faculty of Law
- ITEM 13.3(g)(i) – New Donor-Funded Scholarships, Awards and Prizes
- ITEM 13.3(g)(ii) – New Western-Funded Scholarships, Awards and Prizes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

ITEM 13.4(c) – Hicks Morley Professorship in Labour and Employment Law

It was moved by J. Hutter, seconded by J. Plug,

> That on the recommendation of the Senate Committee on University Planning, Senate approve that effective June 30, 2024, the existing Hicks Morley Professorship in International Labour Law established in 2017 at the Faculty of Law be renewed and renamed as the “Hicks Morley Professorship in Labour and Employment Law”.

CARRIED

Information Items reported by the Senate Committee on University Planning on Unanimous Consent:

- ITEM 13.4(d) – Report on Promotion, Tenure and Continuing Appointment

Information Items reported by the Honorary Degree Committee on Unanimous Consent:

- ITEM 13.6(a) – Revisions to Terms of President’s Medal for Distinguished Service

That