Western
UNIVERSITY · CANADA

SENATE AGENDA

1:30 p.m., Friday, March 22, 2013
HBA Building, Room 1R40

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1.   **Minutes of the Meeting of February 15, 2013**

2.   Business Arising from the Minutes

3.   Report of the President   (A. Chakma)

4.   Reports of Committees:
      Operations/Agenda - **EXHIBIT I**   (T. Carmichael)
      Academic Policy and Awards – **EXHIBIT II**   (B. Timney)
      University Planning - **EXHIBIT III**   (J. Hatch)
      Honorary Degrees Committee – **EXHIBIT IV**   (A. Chakma)

5.   Announcements and Communications - **EXHIBIT V**

6.   Enquiries and New Business

7.   Adjournment

Senate meetings are scheduled to begin at 1:30 p.m. and normally will end by 4:30 p.m. unless
extended by a majority vote of those present.

To download a complete copy of the Senate agenda, including minutes to be approved at the meeting plus
exhibits and their attachments (86) please go to the following website:
http://www.uwo.ca/univsec/senate/minutes/2013/a1303sen_all.pdf

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR INFORMATION
Survey of Canadian Academic Senates
Senate Review Board Academic Annual Report
Convocation Board Annual Report

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)
FOR ACTION
Faculty of Engineering: Engineering Excellence Admission Program
Faculty of Engineering and Schulich School of Medicine & Dentistry: Amendments to the Admission and
    Progression Requirements of the Concurrent Degree Programs in Engineering and Medicine
Faculty of Health Sciences: Removal of Aquatics Milestone Requirement from the Undergraduate
    Kinesiology Program
Huron University College: Introduction of a Minor in Communicating Cultures
School of Graduate and Postdoctoral Studies: Revisions to the Master of Nursing Program

FOR INFORMATION
Faculty of Arts and H umanities: Addition of "Digital Humanities" and "Medieval Studies" to the List of
    Breadth Requirements for Graduation
Revisions to the Policy on Academic Transcripts
Report of the Subcommittee on Teaching Awards
New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)
FOR ACTION
Scott Beattie Professorship in Marketing
Five-Year Enrolment Projections

HONORARY DEGREES COMMITTEE
FOR INFORMATION
Honorary Degree Recipients for Ivey MBA, Schulich School of Medicine & Dentistry (MD), Hong Kong
Convocation Ceremonies

ANNOUNCEMENTS & COMMUNICATIONS
FOR INFORMATION
Standard Report

MINUTES OF THE MEETING OF SENATE

February 15, 2013

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

SENATORS

J. Aitken Schermer	C. Hanycz	P. Ryan
I. Ajiferuke	C. Harvey	E. Sadowski
J. Barnett	J. Hatch	V. Schwean
C. Beynon	J. Holmes	I. Scott
I. Birrell	J. Hopkins	S. Seck
M. Blagrave	A. Hrymak	C. Stephenson
C. Brown	M. Khalkhali	M. Strong
S. Camiletti	R. Klassen (Ivey)	K. Sullivan
J. Capone	H. Lagerlund	T. Sutherland
T. Carmichael	J. Lamarche	D. Sylvester
A. Chakma	C. Lee	B. Timney
K. Clark	S. Macfie	A. Vainio-Mattila
A. Conway	J. Malkin	D. Velasquez
K. Coughlin	J. Matthews	A. Watson
J. Deakin	P. McKenzie	J. Weese
J. Dickey	M. Milde	G. West
J. Doerksen	L. Miller	S. Wetmore
L. Elliott	J. Mitchell	P. Whelan
G. Gao	B. Neff	B.A. Younker
B. Garcia	C. Nolan	O. Yucel
J. Garnett	S. Primak	
R. Graham	M. Rothstein	

Observers: L. Gribbon, K. Okruhlik, B. Traister

S.13-21   **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of January 25, 2013 were approved as circulated.

S.13-22   **REPORT OF THE PRESIDENT**

The President reported on the following matters: recent appointment of Brad Duguid as the Minister of Training, Colleges and Universities, Strategic Plan, 3M National Teaching Fellow, YMCA Women of Excellence.   Dr. Chakma encouraged members of Senate to read the discussion paper on Strengthening Ontario's Centres of Creativity, Innovation and Knowledge put out by the Provincial Conservative Party.   Overhead slides used to highlight his presentation are attached as **Appendix 1**.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [EXHIBIT I]

S.13-23   **Senate Membership: Representative from the General Community**

It was moved by T. Carmichael, seconded by J. Weese,

> That effective July 1, 2013 Ms. Laura Elliott be reappointed to serve for a second term on Senate as a representative of the General Community.   Ms. Elliott's appointment will run until June 30, 2015.

> CARRIED

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [EXHIBIT II]

S.13-24   **Faculty of Arts and Humanities: Introduction of a Minor in Greek and Roman History**

It was moved by B. Timney, seconded by M. Milde,

> That a Minor in Greek and Roman History, detailed in Exhibit II, item 1, be introduced in the Faculty of Arts and Humanities, effective September 1, 2013.

> CARRIED

S.13-25   **Don Wright Faculty of Music and Richard Ivey School of Business: Introduction of Combined Degrees in Music and Business**

It was moved by B. Timney, seconded by C. Nolan,

> That the following combined degrees be introduced in the Don Wright Faculty of Music and the Richard Ivey School of Business, as set out in Exhibit II, Appendix 1, effective September 1, 2013:

> Bachelor of Arts (Honors Specialization in Music) and Bachelor of Arts (Honors Business Administration)
> Bachelor of Arts (Major in Music) Four Year and Bachelor of Arts (Honors Business Administration)
> Bachelor of Musical Arts (Honors Music) and Bachelor of Arts (Honors Business Administration)

> CARRIED

S.13-26   **Faculty of Social Science: Introduction of a Major in Environment and Health**

It was moved by B. Timney, seconded by T. Sutherland,

> That a Major in Environment and Health, detailed in Exhibit II, item 3, be introduced in the Faculty of Social Science, effective September 1, 2013.

> CARRIED

S.13-27   **School of Graduate and Postdoctoral Studies**

S.13.27a   Introduction of a Master in Public Health (MPH)

It was moved by B. Timney, seconded by M. Strong,

> That Senate approve, for recommendation to the Board of Governors through the President & Vice-Chancellor, that pending Quality Council approval, the Master in Public Health (MPH) be introduced in the School of Graduate and Postdoctoral Studies, as detailed in Exhibit II, Appendix 2, effective September 1, 2013.

> CARRIED

Dean M. Strong, Schulich School of Medicine & Dentistry, said that the interdisciplinarity approach of this program will involve multiple faculties and will better position the university to be competitive on knowledge translation, knowledge implementation and health policy. The efforts of several faculties have resulted in the development of this program, which is unique in North America because the program will be delivered using modular teaching and case study methods.

S.13-27b   Introduction of an MA in Ancient Philosophy

It was moved by B. Timney, seconded by C. Brown,

> That pending Quality Council approval, a Master of Arts (MA) in Ancient Philosophy be introduced in the School of Graduate and Postdoctoral Studies, as detailed in Exhibit II, Appendix 4, effective September 1, 2013.

> CARRIED

S.13-28   **New Scholarships and Awards**

SCAPA has approved on behalf of Senate, for recommendation to the Board of Governors through the President and Vice-Chancellor, the terms of reference for the new scholarships and awards set out in Exhibit II, Appendix 6.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING [EXHIBIT III]

S.13-29   **Troost Professorship in Leadership**

It was moved by J. Hatch, seconded by C. Stephenson,

> That Senate approve the establishment of the Troost Professorship in Leadership in the Richard Ivey School of Business.

> CARRIED

S.13-30   **REPORT OF THE ACADEMIC COLLEAGUE** [EXHBIIT IV]

The report of the Academic Colleague regarding the COU meeting held on January 31 and February 1, 2013 was received for information.   Topics reported on included: change of provincial leadership, pensions, tuition, strategic mandate agreements, international student recovery, ONCAT, productivity and a COU update.

Asked about the province's plans for pension solvency relief, K. Okruhlik said she understood that relief would come in the form of new administrative arrangements, not financial support.

OTHER BUSINESS

C. Harvey thanked Dr. Deakin, Dr. Doerksen and the Secretariat for their assistance and support of student senators this year, and for their work on issues that have been raised by student senators in the past several months.
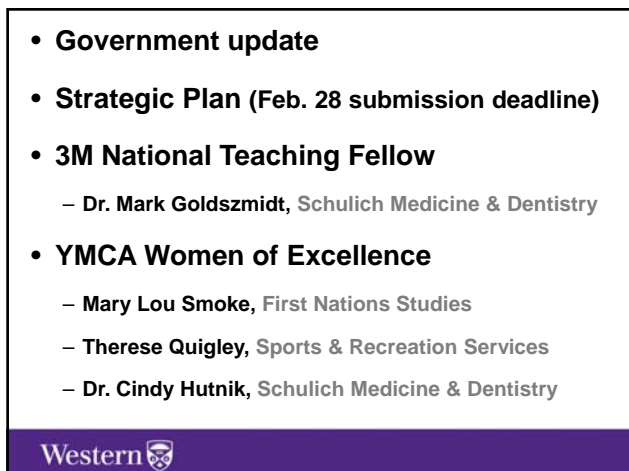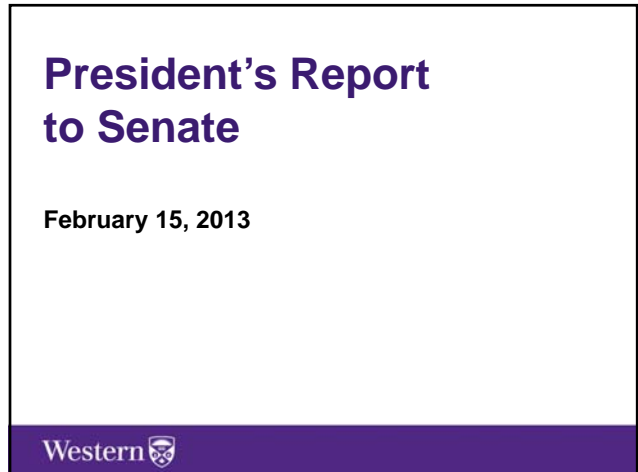
ADJOURNMENT

The meeting adjourned at 2:40 p.m.

_____   _____
A. Chakma   I. Birrell
Chair   Secretary

President's Report to Senate

February 15, 2013

Western

- **Government update**

- **Strategic Plan** (Feb. 28 submission deadline)

- **3M National Teaching Fellow**

  - **Dr. Mark Goldszmidt,** Schulich Medicine & Dentistry

- **YMCA Women of Excellence**

  - **Mary Lou Smoke,** First Nations Studies

  - **Therese Quigley,** Sports & Recreation Services

  - **Dr. Cindy Hutnik,** Schulich Medicine & Dentistry

Western

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Survey of Canadian Academic Senates

Senate Review Board Academic Annual Report

Convocation Board Annual Report

FOR INFORMATION

1. **Survey of Canadian Academic Senates**

Last year, members of Senate were invited to participate in a Canada-wide survey on university governance. The paper resulting from that survey along with a summary of Western's responses are attached as **Appendices 1a** and **1b**.

2. **Senate Review Board Academic Annual Report**

See **Appendix 2**.

3. **Convocation Board Annual Report**

In 2012 Spring Convocation ceremonies were held on June 12-20 and Autumn Convocation ceremonies were held on October 25 and 26. Detailed statistics for Spring are attached as **Appendix 3a** and for Autumn as **Appendix 3b**.

Academic Senates and University Governance in Canada: Changes in Structure and Perceptions of Senate Members

Lea Pennock (University of Saskatchewan, Canada)
Glen A. Jones (University of Toronto, Canada)
Jeff M. Leclerc (University of Manitoba, Canada)
Sharon X. Li (University of Toronto, Canada)

Academic Senates and University Governance in Canada: Changes in Structure and Perceptions of Senate Members

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University governance has become an important international issue in higher education. This paper reports on the findings of a new study of university senates (academic councils) in Canadian universities in order to analyze changes in structure and in senate members' perceptions of the structure and role of senates over the last decade. There have been changes to the structure and organizational arrangements of many Canadian university senates over the last ten years; the emergence of "new" universities has led to the creation of academic decision making bodies that have tended to be smaller than their more traditional peers, and many universities have rationalized and reformed their committee structures. Compared with results from a similar study conducted in 2000, in which many of the challenges to university governance were perceived as external (notably related to economic factors), respondents cited a growing number of "internal" pressures, including tensions between the role of academic senates in overseeing the academic mission of the University and the work of labour unions representing faculty members' employment interests, the importance of senate orientation programming, the need for better oversight and assessment of academic quality, the relative roles of board, senate and the administration, and continuing concerns about the limited role of the senate in strategic planning, financial, research and fund-raising issues and activities..

Introduction

University governance has become an important international issue in higher education (Amaral, Jones & Karseth, 2002). Dramatic changes in the relationships between universities and governments in many systems have led to major changes in power and authority relationships within higher education systems.

This study focuses on the role and work of academic senates in the context of university governance in Canada. Since Canadian universities enjoy comparatively high levels of institutional autonomy, and since decisions on institutional leadership, curriculum, admissions, and financial allocations are largely made at the level of the individual university (Jones, 2002), institutional governance arrangements are extremely important. The vast majority of Canadian universities operate under a bicameral governance structure where the responsibility for administrative and fiscal matters is assigned to a corporate governing board, and the responsibility for academic matters is assigned to a senate. A small number of universities have a unicameral governance structure with a single governing body. In most provinces these

governance arrangements are specified in institution-specific legislative acts, though universities in British Columbia and Alberta function under omnibus provincial legislation.

The role and function of the academic senate within Canadian university governance have been topics of interest and debate for over fifty years. The 1966 report of a commission sponsored by the Canadian Association of University Teachers (CAUT) and the Association of Universities and Colleges of Canada (AUCC), commonly known as the Duff-Berdahl Report, strongly advocated that the senate "concentrate on the 'commanding heights' of educational policy and leave the day-to-day administration of the university to the President and his associates" (Duff & Berdahl, 1966, p. 32). The Report also recommended that the senate have more faculty representation and participate in   long-term academic planning as well as in the review of the university-wide budget. Universities may have responded to these recommendations differently; nonetheless, the Report did drive home the idea of shared governance in Canadian universities. The ensuing governance reforms included the expansion of the senate membership at many universities to include greater student and faculty representation, and an expansion of the senate role in institutional governance arrangements.

While the Duff-Berdahl commission attempted to tackle many of the problematic areas of university government at the time, some of those issues were still present twenty-seven years later, according to the Report of the Independent Study Group on University Governance (ISGUG) in 1993, even though the context of Canadian higher education had greatly changed. The 1993 Report of ISGUG was concerned with what its authors perceived to be the replacement of a shared, collegial governance arrangement by a corporate management model in which the chief executive officer (the president) and senior administrative officers make important decisions in a top-down manner. The Report reaffirmed the merits and necessity of adhering to shared governance on the senate.

In addition, the ISGUG report strongly supported an active role of faculty associations in academic governance and believed they would increase the importance of the senate. Concerns about job security in the face of budget cuts beginning in the 1970s had led many university faculty associations to seek legal status as labour unions, and the vast majority of Canadian university faculty are now unionized. The creation of labour unions undoubtedly had an impact on the power and influence of academic senates, especially since many key aspects of academic policy, such as appointment, tenure, and promotion policies, became component parts of collective agreements (and thus under the purview of governing boards which have authority to approve collective agreements) rather than the purview of the senate.

Changes in academic governance are not limited to Canadian higher education; they have been manifest in many other jurisdictions. In the U.S., for example, controversies regarding the managerial/corporate model, unionization, and shared governance have caused shifts in governance practices since the 1960s (Burgan, 2004; Mortimer & Sathre, 2007). The increasing importance of the market led to increased corporate management in Australian universities (Goedegebuure, Hayden, & Meek, 2009). It was reported that under the pressure of

effectiveness and efficiency the role of their academic boards (the senior academic governing body) is now more focused on quality assurance instead of a wider range of responsibilities (Winchester, as cited in Rowlands, 2012). After laws that aimed to delegate more decision-making power to universities were introduced in Portugal, traditional collegiate governance has become the focal point of debate between university management and academics and among academics themselves (Magalhães & Amaral, 2003). The effectiveness of the senate in Italian universities is considered to have been undermined with the extension of membership to represent various constituencies (Capano, 2008). As Bleiklie and Kogan (2007) noted, a noticeable trend in many jurisdictions is that "the power of academically dominated senates has been paralleled or replaced by councils, boards or trustees who incorporate representation from the world of business, public services and politics" (p. 479).

Situated in the changing international and national context relating to academic governance, the objective of this paper is to look at issues related to the role and function of the academic senate in Canadian universities through the analysis of data collected from surveys of senate secretaries and senate members that were conducted in 2011/12. The study was also designed to look at change over time by comparing contemporary findings with data obtained from a similar study conducted in 1999/2000[1]. We begin with a review of the study method, followed by a review and analysis of data obtained from the survey of senate secretaries, and an analysis of data obtained from the survey of senate members. We conclude the paper with some observations on the prospects for improving the efficacy of the senate.

Method

This study was designed to replicate a previous study of senate secretaries and senate members that was conducted in 2000 by Jones, Shanahan and Goyan (2004). The study involved two phases. The first was a national survey of senate secretaries, the administrators within each university that coordinate and support the work of the academic senate. A bilingual (English and French) questionnaire, drawing heavily on questions that had been used in the original 2000 study, was made available on line. In August 2011, an invitation to participate in the study was sent to the senate secretaries of 84 member universities of the Association of Universities and Colleges of Canada (AUCC)[2]. Senate secretaries from 41 institutions (including 4 universities that have unicameral governance structures) completed the survey.[3]

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[1] The previous study was conducted by one of the authors with the assistance of Theresa Shanahan and Paul Goyan (see Jones, Shanahan & Goyan, 2004) and with financial support from the Social Sciences and Humanities Research Council of Canada. The questionnaire for that study was developed in 1998 and survey data were obtained in the 1999-2000 academic year. We will refer to this project as the 2000 study throughout this paper.

[2] The study focused on institutions that offer university degrees under their legislative authority. Federated and affiliated institutions, which typically have the legal authority to offer degrees but who hold this authority in abeyance under an agreement with another degree-granting institution, were excluded from the study.

[3] One of the 4 universities that have unicameral governance structures has a senior academic committee, which is considered equivalent to a traditional senate. Therefore, this university is included in data for bicameral institutions in the paper.

The response rate was 49%. Secretaries were also asked whether their university would agree to participate in the second phase of the study, which involved a survey of the perceptions of senate member. A total of 20 institutions participated in this second phase of the study. By June 2012, when the second survey was closed, 373 completed responses had been received from voting senate members; the response rate was 23%.

Senate secretary survey

There is a very large variation in the size of senates at Canadian universities. Based on data from 38 institutions included in this study that have a bicameral governance structure, the average size of a senate is 76.8 voting members, a larger average size than was found in the 2000 study, though this is primarily a function of the fact that different institutions participated in the two surveys. The largest senate at a university participating in this study has over 200 members and the smallest has fewer than 25. Ten universities (26%) have more than 100 senate members, and eight of these institutions are among the top 15 Canadian research universities, according to the *Top 50 Canadian Research Universities List 2011* by Re$earch Infosource (2011). In contrast to the large, mature research universities, smaller and especially "new" universities, formed from existing colleges and university colleges, which gained university status in the past 10 years, tend to have a smaller senate of fewer than 50 members.

All 38 universities have faculty members on the senate, and, on average, this constituency (which in our survey excludes faculty members who hold an administrative rank such as dean, department head, vice-president or president) constitutes 48% of the total membership, the largest among all member categories (Table 1), though there is a considerable variation in this ratio by institution, ranging from 9% to 96%. Students are the second largest membership category (16%), and they are members of all senates participating in the study except one, a private institution. Deans are the third largest membership category (13% of the total membership). The smallest category of senate members is government representatives, who make up only 13% (5) of participating senates and represent only 0.2% of the total membership. Other categories of membership identified by respondents included registrars, librarians, student statutory members (such as those representing student unions as opposed to those elected by students), and the university secretary or secretary of senate.

Table 1 Senate membership by category of members (excluding three unicameral institutions and including voting members only)

| Membership category	Percentage of all senate members	Percentage of senates reporting members in this category
Faculty	48	100
Students	16	97
Deans (ex officio)	13	97
Other senior administrators	5	76
Department heads (ex officio)	5	24
Vice presidents or provost	4	95
Members of affiliated or federated institutions	2	42
Alumni	2	42
President	1	97
Non-academic staff	1	39
Members of the board of governors (ex officio)	1	42
Chancellor	0.7	55
Bargaining unit representatives	0.4	16
Government representatives	0.2	13
Other	2	39

Other than faculty and students, senior university administrators are the most common membership category on Canadian university senates. For example, of the 38 senates at bicameral institutions included in this study, all but one (97%) have the university president as a voting member, and the vast majority include vice presidents/provosts (95%) and deans (93%) as voting members. In total, senior university administrators make up approximately 23% of the total membership, which is very similar to the figures reported in the 2000 study. The vast majority of senior university administrators are *ex officio* members with voting status. It is important to note that senior academic administrators at Canadian universities almost invariably hold academic appointments, so more than 70% of all senate members hold academic appointments (including faculty and academic administrators). Among the 38 institutions, thirty-two senates (84%) are chaired by the president of the university. Chairs of the senate may also be elected by members of senate (11%) or elected/appointed by a committee (5%).

Secretaries from three universities that have unicameral governance structures responded to the senate survey by reporting on the role and function of the board of governors. Although boards are not the focus of this survey, it may be worthwhile to identify a few findings about the composition of these three boards, as contrast. The average size of these unicameral boards is approximately 16 members. All three boards have the president, faculty and student members and none of them have VP/Provost, deans or department heads. One board has bargaining unit representative on it. There are government representatives or government appointees on all three boards, accounting for 45% of their total board membership. This is

very different from the senates which have very limited government representation or appointments.

Figure 2 below summarizes responses regarding the foundational authority of the senate and its membership and there have been changes in the last decade. For 84% of the institutions (32 in total), the membership or role of senates is specified at least in part by a university's Act or provincial legislation.[4] In the past 10 years, except in the province of British Columbia and a few isolated cases where the status of an institution has changed, there have not been very many significant changes in the membership, role or duties of the senate as defined under each university's legislative Act. Major changes have taken place in British Columbia where the government introduced a University Act which prescribes the governance arrangements for all universities under this omnibus legislation. The Act removed order-in-council appointees from university senates, and added a section applicable to the province's new special purpose, teaching universities which distinguishes the powers and duties of their senates from those of the more traditional research universities. Only 4 institutions (11%) do not have university constitutional documents or bylaws that further clarify the role and responsibilities of their senates; among those who do, 47% (18 institutions) reported that there had been significant changes in these documents with regard to the membership, role or duties of their senate over the last decade.

Figure 1 Foundation of and changes to the membership and role of senate (38 institutions)
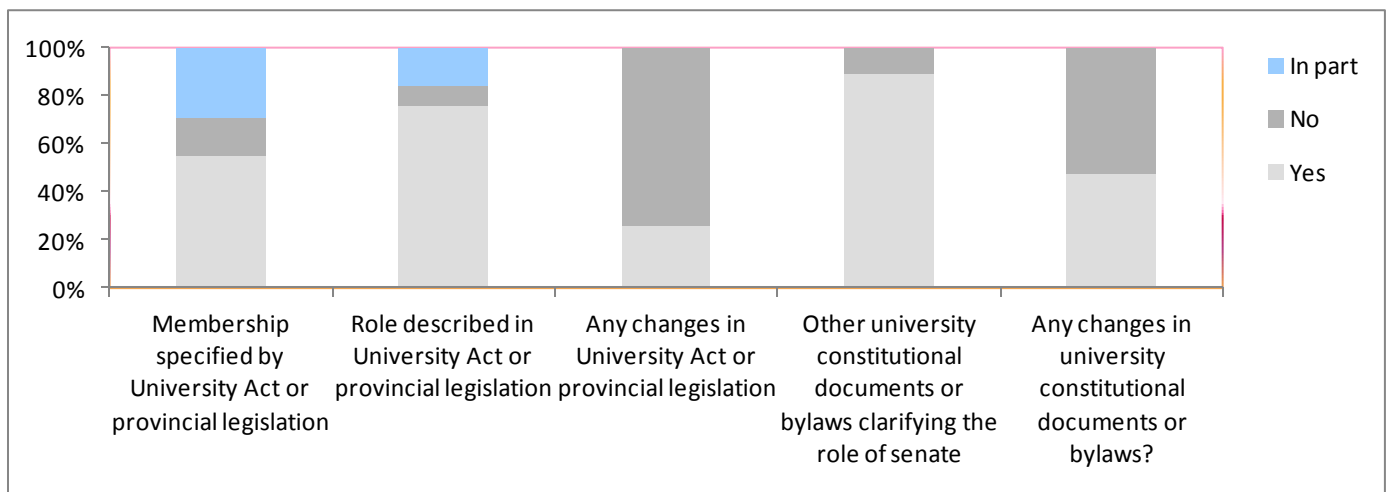
Generally speaking, the changes reported over the past ten years have involved a) an increase in the membership of the senate in response to the approval of new campuses, colleges, departments, and/or programs, b) revising committee terms of reference and reorganizing and restructuring committees, c) greater delegation of authority from the Board of Governors, d) reviewing and revising the role and functions of the senate, senate composition and

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[4] Only three universities do not have either their senate membership or role specified in the university's Act or provincial legislation, but they have university constitutional documents or bylaws that describe the membership and role.

membership, and senate election rules, and e) a change of institutional governance structure due to change of status. The latter relates primarily to a number of "new universities" that have transitioned from former colleges or university colleges into full university status.

It appears that a key area of reform for a number of senates is their committee structure. Seventy-six percent of the senates (29 institutions) reported that there had been some change in the senate committee structure. The average number of standing committees per senate is 12; one university reported a total of 26 standing committees, the largest number in this study, and one university indicated that there was only one standing committee, the smallest number reported by participating institutions. New universities tend to create committees in accordance with the requirements of their founding legislation and then to revise the committee structure as the institution matures. While some institutions indicated that new standing committees had been created, the overall trend among universities was to decrease the number of committees. When describing the changes, secretaries used words such as "delete", "merge", "combine", "collapse", "eliminate", "dissolve", "suspend", and "abolish". In contrast with the senates of the bicameral institutions, the boards of three unicameral institutions have fewer committees, ranging from 2 to 5. Only one board reported some change to its committee structure by adding two new committees.

Senate secretaries were also asked a series of questions about the status and reporting requirements of faculty councils, the academic councils associated with each faculty or large academic unit within the university. While the membership and role of the senate is clearly specified under legislation and/or institutional bylaws, the composition and role of faculty councils is less clearly articulated at some universities. Excluding two institutions that do not have faculty councils, 7 institutions reported that the role and composition of faculty councils is not specified in legislation or university-level bylaws or other constitutional documents.[5] At 11 universities (31%) faculty councils exist but are not constituted under the authority of the senate; nor do the former make reports to the latter. Only 36% of the senates (13 institutions) receive reports from faculty councils, and for ten of these institutions this reporting is "as needed", "not regular", "not formal", "infrequent", or "occasional". These findings suggest that the formal relationship between the academic senate and faculty councils is somewhat ambiguous at many Canadian universities, and that there may be a need to clarify reporting and authority relationships between these two levels of academic governance.

Compared with the 2000 study, senate secretaries reported that much greater attention is now given to providing senate members with orientation materials and programming. When asked about whether new senate members are provided with any orientation, only 18 % (7 institutions) out of the 38 participating bicameral institutions answered "No" compared with 38% in the 2000 study. Thirty institutions (79%) now provide some form of orientation materials (such as a handbook or binder) to new members, and these materials may include the relevant legislation, senate bylaws, academic plans, senate and committee structure and membership,

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[5] In contrast, all three secretaries from the unicameral institutions reported that they have institutional documents or bylaws that further clarify the membership and roles of their faculty councils in addition to their University Act or provincial legislation.

sample agendas, meeting schedules, and policy documents.   Twenty-five universities (61%) reported that orientation sessions were organized for new members; these sessions ranged from 30 minutes to a full day in length. Orientation programming can take a variety of forms, including panel discussions, formal presentations, opportunities for one-on-one meetings, lunch meetings, and retreats. A common format involves presentations from key officials, such as the chair of senate, university president, board chair, vice-president, committee chairs, and/or the secretary of senate. Usually the secretary of senate organizes or coordinates these sessions with assistance from other administrative offices within the university.

As for the operational practices of the senate, the frequency of senate meetings ranges from 4 to 12 times each year, with an average of 9 times per year. Senate meetings are open to the public in 20, or roughly half, of the bicameral institutions while 5 institutions (including 2 unicameral universities) hold senate meetings in closed sessions; meetings for the remainder are open only "in part." The length of term for an elected member of senate (other than student members) usually varies between 2 to 3 years, and for most student members, the term is one year. For all 38 bicameral institutions, the term of office for senate members is renewable. More than 71% of the respondents (27) indicated that senate members can serve unlimited consecutive terms, while 29% (11 respondents) reported that there are term limits, usually involving a maximum of 2 or 3 consecutive terms.

Senate secretaries were asked a series of   questions on the role of the senate beyond its primary role in the approval of academic matters (that is, matters relating to teaching and learning), including its formal role, if any, in the annual budget or resource allocation process, strategic planning, university advancement, and research policy. Their responses are summarized in Figure 2. Most university senates play at least some role in decisions related to research policy, strategic planning, and the budget process. Relatively few senates play a formal role in university advancement policies.[6]

Figure 2 The role of senate in four policy areas

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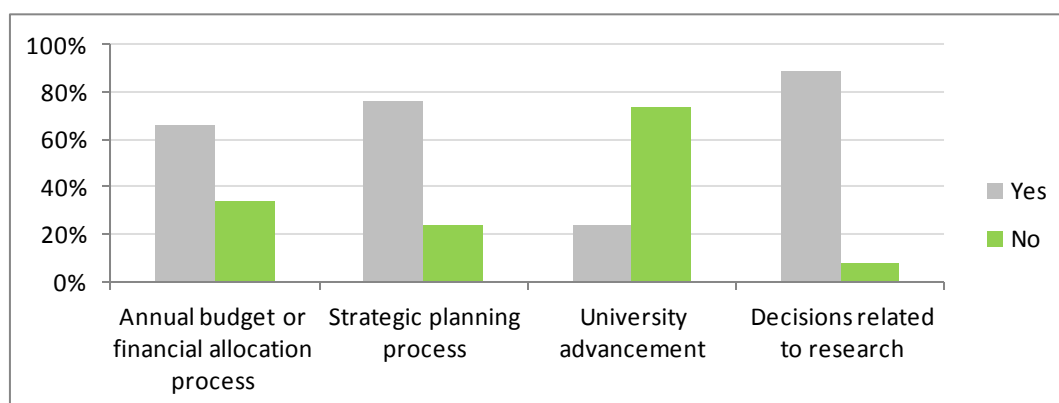
[6] All the boards of three unicameral universities play a formal role in the institution's budgeting and strategic planning processes. Two of them also play a role relating to decisions on university advancement. Only one board has a role in decisions related to research while another board approves the broad research objectives of the university.

Four points warrant further clarification regarding the role of senate in the above-mentioned four areas. First, with regard to research, institutional research policies and procedures (such as a strategic research plan or academic plan) typically move through the senate or its committees for final approval or before being forwarded to the board of governors for final approval. Four secretaries also noted that the senate allocates some internal funding for research.

Second, in terms of the role of the senate in a university's strategic planning process, respondents from 11 institutions (29%) indicated that the senate approves the plan which usually requires final approval from the board of governors. The senate plays a consultative or advisory role to the administration or the governing board in the strategic planning process at 10 institutions (26%). Two respondents indicated that the plan is presented to the senate for endorsement before it is forwarded to the board. Respondents from 5 institutions indicated that senate involvement included the selection and appointment of a senate member to the strategic planning working group or implementation team, or to have senator members on the university's planning committee.

Third, although 66% of respondents indicated that the senate plays a role in the institution's annual budget or financial allocation process; this role usually involves providing recommendations or comments on the draft budget as "advice" from the senate (according to 12 respondents) and the Senate has no approval power. The budget is presented to the senate for information at 5 institutions. Eighteen respondents noted that the senate role has been delegated to a standing committee (for example, a planning committee, or a budget/finance committee) to deal with budget matters. One institution has two liaison subcommittees, one operating under the authority of the senate and one operating under the authority of the board. According to the respondent, these two subcommittees meet "at least once per year to share information and discuss issues of shared concern, including, but not limited to, the University's budgetary planning regarding academic matters and curriculum, (and) the University's strategic/academic plans". At another university a two-thirds majority of board members must approve a budget that has not received senate approval. A senate may also influence the budget process by having representatives from its planning committee on the budget committee of the governing board, as reported by respondents from two universities.

Finally, the senates' role in university advancement appears at most to be to consider proposals for fundraising campaign priorities and recommend them to the board for approval. The senate may review advancement plans and advise the board or may simply receive periodic updates on campaign activities. One institution is in the process of setting up a committee under the board that will include faculty members from the senate to address issues related to advancement. Two respondents also reported that the senate plays a role in university advancement in terms of policies related to the funding and approval of scholarships or bursaries. Fourteen respondents (37%) acknowledged that the senate plays a role in the budget process, strategic planning and research policy, but no role in advancement.

The questionnaire asked senate secretaries to describe the key issues and challenges associated with the senate, and answers to this open-ended question suggested that many Canadian university senates are still facing many of the same challenges that had emerged in the 2000 survey (Jones, Shanahan & Goyan, 2004), including financial constraints, vested interests and territoriality, and rigidity in an ever changing environment. However, there was a noticeable shift in focus between responses from 2000 and 2012. Rather than focusing on the external environment such as the lack of funding, respondents to the new study tended to emphasize internal governance issues such as the role of senate, membership, structures, and elections. While respondents identified a wide range of issues and challenges, a detailed review of responses led to the identification of three broad themes. The first theme involves the tension between the roles and responsibilities of the senate in relation to the university administration and the board within university governance. Ten secretaries pointed out the sometimes vague and conflicting relationships between and among the senate, the board and the administration.[7] One respondent wrote that it is important to "ensure that they [senates] understand the extent of their role and not drift into the responsibilities of the Board and of the Administration. Keeping the demarcation lines clear is an ongoing challenge."

Second, some senate secretaries indicated that there were issues and challenges associated with the tensions between individual and constituency interests versus the interests of the university as a whole. Collegial governance, in the words of one respondent, does not mean a venue to "bully, to advance ideology, and to 'fight the man'". Six respondents expressed their concern over the negative impact of collective bargaining on the effectiveness of senate. As one commented, "[S]enate is therefore an emasculated decision making body if money and labo[u]r relations dominate." The large size of senate was an important issue identified by three secretaries; one noted that size becomes an obstacle to "high level, high quality strategic discussions of long-range issues." According to one respondent, the senate needs to "determine how to reduce the size of Senate and the number of committees" even though "it tries to be inclusive."

The third and final theme, and also the most prominent observation among respondents, was the challenge of engaging senate members. In the answers to this question, words like "engage", "engagement" and "engaging" were used 15 times by 9 respondents and the word "participation" was mentioned twice. Respondents indicated that there was a need for senior administrators, for students, for the academy in general and for young faculty in particular to become more engaged in the governance of their institutions, and for the senate itself to become more engaged in carrying out its governance role and responsibilities. To quote from two respondents, "meaningful" and "vigorous" participation is lacking. The responses from

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[7] In addition, the secretary from a unicameral institution noted tension between the board and faculty who wanted to have a traditional senate approach, which would "entail opening up our enabling legislation where the Board's responsibility with respect to the senate function is specified" (quotes from respondent). Faculty in this institution tend to consider the relatively fast decision-making process of the Board as "being driven by the university executive" (quotes from the respondent).

senate secretaries suggested three general reasons for this lack of engagement: workload pressures on young faculty given the imperatives of research productivity; a general sense of apathy towards work that is seen as administrative and tedious; and a failure by the academy to communicate the importance of collegial self-governance to its members.

Senate member survey

This section focuses on the responses received from senate members from the 20 universities participating in the second phase of the study, including 19 bicameral institutions and 1 unicameral institution that has a senior academic committee

Demographic information

Of the 373 respondents, 48% were from faculty members (who are not in administrative roles), and 15% were from students (Table 2). Given the official composition figures provided earlier by senate secretaries, the composition of respondents is quite representative of the whole population of senate members, at least based on membership categories.

Table 2 Senate member respondents by membership category

Response	# of respondents	Percentage
Faculty member	117	48%
Academic administrator (dean, chair, department head)	74	20%
Undergraduate student	42	11%
Senior university administrator	23	6%
Other*	16	4.3%
Graduate student	14	3.8%
External to the university**	13	3.5%
University support staff	12	3.2%
Other university appointment	2	0.5%

* "Other" category mainly includes alumni, board members, librarians, student union representatives, community representative, professional administrative staff, and continuing sessional.

** External members include alumni, government officials, representatives of external organization (e.g., church or profession), and members from affiliated or federated universities.

The average age of senate member respondents was 48. Sixty-two percent of the respondents were in the 45-64 age group. Three quarters of faculty members were 45 years of age or older. The percentage of male senate members dropped from 73% in the 2000 study to 58% in this study, suggesting a significant increase in female participation. Male senators outnumbered their female counterparts in all membership categories except "Other". The ratio

between male and female graduate student members is 6:1, the largest among all membership categories.

About 43% of the respondents reported being either alumni or current students of the university where they are a senate member. A small but significant proportion of the respondents (15%) were either a board member or had been on the university's board before. A majority of the members (58%) are elected by constituencies, while 23% of the respondents become members by virtue of their office (*ex officio* members).

Work as a senate member

On average, respondents had been members of their senate for 3.7 years. Half of the respondents had served on the senate from one year to less than five years and about a quarter of respondents had been a senate member for less than one year. The longest period of senate membership reported in the survey was 26 years by a respondent who was external to the university (a senior administrator from an affiliated institution). Almost two-thirds of the respondents reported that they also serve on senate committees; a majority are members of only 1 or 2 committees.

Regarding time spent on doing senate-related work (e.g., preparing for and attending meetings) during the months that the senate is in session, over half of the respondents (55%) reported spending between 3 to less than 7 hours per month. On average, members reported working 6.5 hours per month, which is the same as in the 2000 survey. While faculty members make up nearly 50% of all senate members, the amount of time they report spending on senate related work is below average, less than the amount of time reported by students and by senior university administrators (Table 3)

Table 3 Average time spent on senate work per month (by membership category)

Membership category	Average (hours)
Other	9.3
Undergraduate student	8.5
Graduate student	7.9
Senior university administrator	7.5
Faculty	6.2
Academic administrator	5.7
University support staff	5.2
External to the university	3.4
Other university appointment	3.0

Most senate members report that they are generally well prepared for senate-related responsibilities. For example, over 90% reported that they prepare in advance for senate meetings and three-quarters think they are provided with the information they need to make

decisions as a member of the senate. A majority of senators (51%) consider the orientation material they received as a new member to be adequate. This is substantial improvement over the findings of the 2000 study (Jones et al 2004) where only 25% of respondents reported that the orientation materials were adequate.

Approximately 88% of respondents indicated that they know the organizational structure of the university. While over three-quarters of the respondents (78%) perceive themselves as active members of the senate, only 45% feel that they are able to influence senate decisions (and 25% indicated that they are not able to influence senate decisions); a decrease from the 55% of faculty who indicated that they were able to influence decisions in the 2000 study (Jones et al, 2004).

When responses are grouped based on membership category, some noticeable variations emerge (Table 4). Perhaps not surprisingly, both academic administrators (65%) and senior university administrators (70%) are far more likely than other membership categories to perceive that they are able to influence senate decisions. These two categories also have a larger proportion of members (85% and 83% respectively) who regard themselves as active members. More than half of the support staff member respondents (58%) do not feel that they are able to influence senate decisions, the highest proportion among all categories. Similar to the 2000 survey, student members are more or less equally divided in their perception about their influence on the senate, although graduate students tend to report less influence than undergraduate students. Compared with members from within the university, external members are less likely to think they know the organization structure of the university. This category has the largest percentage of people (54%) who chose "neutral" when asked if they are active members, and the proportion of this category to perceive themselves as active members is the smallest among all major categories (38%).

Table 4 Percentage of responses within each membership category (The letter "D" indicates "Strongly Disagree" and "Disagree", N means "Neutral", and A means "Agree" and "Strongly Agree".)

Membership category	Active member			Able to influence			Knowing structures		
(# of participants)	D	N	A	D	N	A	D	N	A
Faculty member (177)	6%	14%	80%	25%	33%	42%	3%	9%	88%
Academic administrator (74)	4%	11%	85%	12%	23%	65%	1%	7%	89%
Undergraduate student (42)	5%	21%	74%	36%	31%	33%	5%	5%	91%
Senior university administrator (23)	13%	4%	83%	9%	22%	70%	4%	0%	91%
Other (16)	6%	25%	69%	44%	25%	31%	0%	19%	81%
Graduate student (14)	7%	14%	79%	21%	57%	21%	7%	7%	86%
External to the University (13)	8%	54%	38%	31%	31%	38%	23%	8%	69%
University support staff (12)	0%	25%	75%	58%	33%	8%	0%	0%	100%
Other university appointment (2)	50%	0%	50%	50%	50%	0%	0%	0%	100%

The role of the university senate

Respondents were asked to indicate their level of agreement (agree or strongly agree) or disagreement (disagree or strongly disagree) to paired statements concerning the role the senate **should** play and the role the senate **does** play in various aspects of governance. Sometimes they were simply asked to agree or disagree with one statement. These statements cover a wide range of roles of senate in policy, accountability, budget, research, fundraising, and institutional autonomy.

For some questions there were important differences between the degree to which respondents believed a senate should or does fulfill a specific role. Table 5 presents the percentage of respondents who agree (agree and strongly agree) with each statement. Except for a few questions (such as the senate confining itself to academic matters) there were significant differences between what the senate members believe should be the role of the senate in comparison with the role they believe it does play in this area. The most striking difference is related to the senate's role in reviewing its own performance. Although 94% of the respondents agree that the senate should review its own performance, only 26% of the respondents agree that their senate actually does so. The responses to these questions in the 2011/12 study are quite similar to the responses that were obtained in the 2000 survey (Jones et al 2004).

Table 5 Comparison between respondents agreeing ("agree" and "strongly agree") with statements on the role a senate should play and the role it does play.

Statement	Agree Should	Agree Does
Periodically review its own performance	94%	26%
Regularly review the performance of the university in academic areas	93%	48%
Defend and protect the autonomy of the university.	93%	49%
Play a role in determining the future direction of the university	91%	49%
Ask tough questions of senior administrators	94%	52%
Play a role in setting the university's budget	60%	19%
Play an active role in monitoring and trying to influence government policy	56%	17%
Play a role in establishing research policies and strategic research directions	72%	37%
Play a role in defining priorities for fundraising and development	37%	10%
Be the final authority for approving major academic policies	92%	66%
Confine itself mainly to academic matters	70%	74%

It is interesting to note that there were differences in response by membership category. For example, the responses to the statement "A senate should confine itself mainly to academic matters" are presented in Figure 3. Senior university administrators (96%) and academic administrators (95%) were far more likely to agree with this statement than university support staff, external members and members from the "other" category. A larger percentage of administrators agreed with this statement in this study than in the 2000 survey (Jones, Shanahan & Goyan, 2004). There was much greater agreement among membership categories in terms of the role of senate as the final authority for approving major academic policies. A

very small number of respondents (2%) supported the view that a senate should make decisions primarily about operations and implementations of policy, although opinions were divided as to whether the senate should make decisions primarily about policy/strategy (42%) or a combination of policy/strategy and operations/implementation (57%).

Figure 3 Responses to statement that "A senate should confine itself mainly to academic matters", by membership category
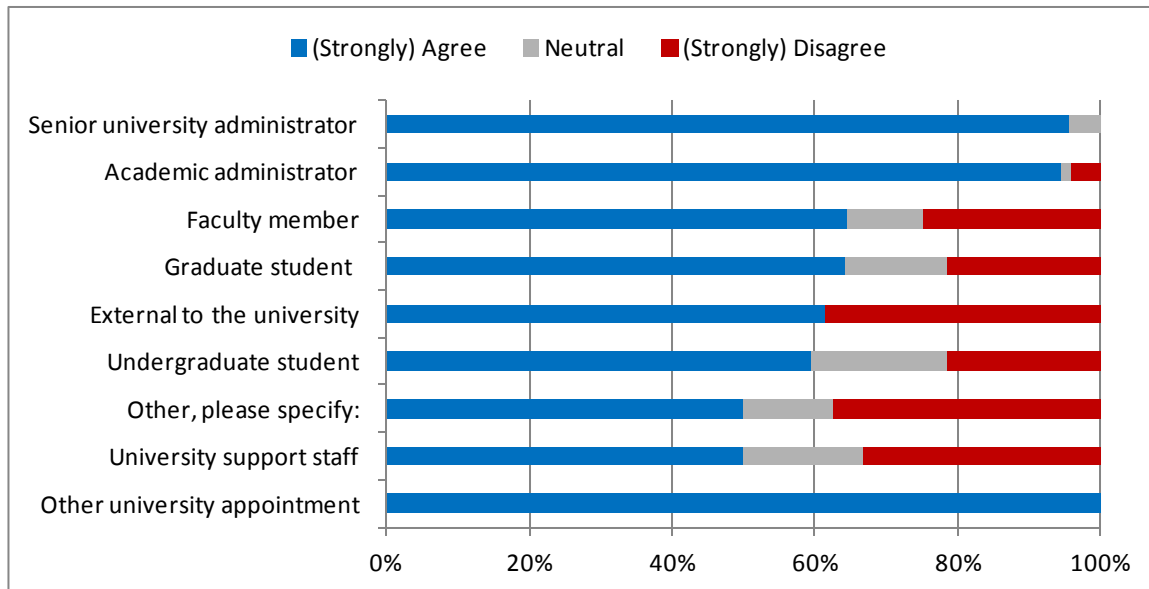
In terms of the senate's role in relation to government, in the protection of institutional autonomy, and in reviewing the performance of the institution in academic areas, there was once again a major gap between the degree to which respondents believed that the senate should or does fulfill these roles. As in the 2000 study, a majority of members (56%, 62% in 2000) believed that the senate should play an active role in monitoring and trying to influence government policy and a small minority believe that it does so (17%, 15% in 2000). Students and university support staff (nearly three-quarters of respondents from each category) seem to be especially supportive of this external role for the senate; by comparison, external members (with 23% of the membership) are far less supportive (See Table 6). Overwhelmingly, respondents (93%) think that senate should protect the autonomy of the institution; however, less than half (49%) agree that their senate fulfills this role. Again, external members, as well as senior university administrators, are not as supportive of this role as faculty or students. Compared with other membership categories, external members and senior administrators were less likely to agree with the statement that the senate should regularly review the performance of the university in academic areas (See Table 6). Not surprisingly, they are also less supportive of a senate's role of asking "tough questions" of senior administrators, and 65% of senior administrators believe the senate is already doing so, the highest percentage of all membership categories. In contrast, only about 40% of students and university support staff believe that the senate does ask "tough questions" of senior administrators (See Table 7).

Table 6 Responses (disagree, neutral, or agree) with statements on whether the senate should play a role of influencing government, protecting institutional autonomy, and reviewing institutional academic areas, by membership category

Membership category (# of participants)	Influencing gov't			Protecting autonomy			Reviewing academic areas		
	D	N	A	D	N	A	D	N	A
Faculty member (177)	17%	28%	54%	1%	4%	95%	2%	3%	94%
Academic administrator (74)	27%	20%	50%	1%	7%	91%	5%	4%	88%
Undergraduate student (42)	5%	21%	74%	2%	5%	93%	0%	0%	100%
Senior university administrator (23)	30%	13%	57%	9%	4%	87%	0%	17%	83%
Other (16)	13%	19%	63%	0%	6%	81%	0%	0%	100%
Graduate student (14)	21%	7%	71%	0%	7%	93%	0%	0%	100%
External to the University (13)	46%	31%	23%	8%	0%	85%	8%	0%	92%
University support staff (12)	17%	8%	75%	0%	8%	92%	0%	0%	100%
Other university appointment (2)	50%	0%	50%	50%	50%	0%	0%	0%	100%

Table 7 Responses to the senate's preferred and actual role with regards to asking "tough questions" of senior administrators, by membership category

Membership category (# of participants)	Preferred role			Actual role		
	D	N	A	D	N	A
Faculty member (177)	1%	2%	98%	33%	15%	52%
Academic administrator (74)	5%	4%	88%	22%	12%	64%
Undergraduate student (42)	0%	5%	95%	50%	17%	33%
Senior university administrator (23)	0%	13%	87%	13%	22%	65%
Other (16)	6%	6%	81%	31%	19%	44%
Graduate student (14)	0%	7%	93%	29%	29%	43%
External to the University (13)	8%	8%	85%	15%	31%	54%
University support staff (12)	0%	0%	100%	50%	8%	42%
Other university appointment (2)	0%	50%	50%	0%	100%	0%

Compared with the 2000 survey results, respondents in this study seem to be less supportive of the idea that a senate should play a role in determining priorities for fundraising and development. Only 37% indicated agreement that the senate should play this role, compare to over half of respondents in the 2000 survey findings. Most academic and senior administrators (54% and 57% respectively) disagreed with the statement that the senate should play a role in approving fundraising and development priorities, while external members (54%) provided the strongest support for this role, followed by university support staff (50%) and faculty (41%). Only 10% of all respondents indicated that their senate does play a role in determining fundraising and development priorities.

An overwhelming majority of respondents (97%) regard their role on the senate as advancing the best interests of the university as a whole, whereas about two-thirds agree that

their role is to make decisions in the best interest of the broader society. A little over half of the respondents (53%, as opposed to 49% in the 2000 survey) agreed that it is clear with most issues what course of action is in the best interest of the university.

Many would argue that issues of academic quality should be a key concern for an academic senate. Sixty-two percent of the respondents indicated that processes are in place to assure the senate that the academic quality of their institution is being maintained. While the majority of members believe that appropriate processes are in place, it was interesting to note that only 48% of respondents indicated that their senate regularly reviews the performance of the university in academic matters. Given the important role of the senate in relation to academic standards and quality, these responses raise important questions for further research concerning specific senate processes and procedures in this area.

Senate's relationship with the board, management and faculty unions

The majority of the respondents agreed that the division of responsibilities between the governing board and the senate was generally quite clear (62%) and that senate members were made aware of decisions and actions being taken by the board (52%). Fewer than half of respondents (42%) agreed that the senate should have more autonomy from the board. Once again, there were differences in the level of agreement by category of membership, especially between faculty (and frequently students) and senior administrators. For example, while 70% of senior administrators indicated that the senate was made aware of the board's decisions and actions, only 45% of faculty agreed with this statement. A majority of faculty (53%) and students (54%) agreed that the senate should have more autonomy from their board, while only 17% of senior administrators and 15% of external members agreed with this statement.

In terms of the relationships among the senate, board and administration, 59% of respondents (64% in the 2000 survey) disagreed with the statement that the authority of their senate is increasing in comparison to that of the administration and the board. Approximately 72% of faculty disagreed with the statement, while only 30% of senior administrators and 15% of external members disagreed. There were more modest but similar differences of opinion among member categories when considering the relationship between the senate and the faculty union or association (Table 9). While 28% of all respondents (roughly the same response as the 2000 survey) think that the role of senate is being strengthened by the work of faculty unions, 35% of faculty members, 0% of support staff and 9% of senior administrators agreed with the statement. The views of faculty and senior administrators were somewhat closer when they answered the question of whether the influence of the faculty association on academic matters was increasing in comparison to that of senate, with 27% of faculty and 39% of senior administrators agreeing with the statement. Nonetheless, there is clearly no emerging consensus regarding the impact of faculty associations/unions on the role and influence of the senate.

Table 9 Responses about the relationship between faculty associations/unions and the senate

Membership category (# of participants)	Strengthening the role of senate			Increased influence on academic matters as compared to that of senate		
	D	N	A	D	N	A
Faculty member (177)	33%	29%	35%	41%	29%	27%
Academic administrator (74)	50%	23%	23%	41%	34%	22%
Undergraduate student (42)	19%	45%	33%	24%	48%	26%
Senior university administrator (23)	78%	9%	9%	35%	26%	39%
Other (16)	19%	63%	13%	25%	63%	0%
Graduate student (14)	50%	21%	29%	29%	43%	29%
External to the University (13)	38%	38%	23%	0%	54%	46%
University support staff (12)	67%	33%	0%	42%	25%	33%
Other university appointment (2)	0%	50%	50%	0%	100%	0%

Effectiveness of the senate

When asked whether the senate is an effective decision-making body, approximately half of the respondents agreed (as compared to 44% in the 2000 survey) and 23% disagreed. Administrators (59%), graduate students (71%) and external members (62%) were more likely to agree with the statement than faculty (44%), undergraduate students (35%) and university support staff (33%). Two-thirds of respondents agreed with the statement that the senate primarily approves decision made elsewhere. A large majority of respondents (82%) agreed that most of the work of the senate is done in committees. Almost two-thirds of respondents disagreed with the statement that the senate is too involved in decisions about the day-to-day operations of the university, though, once again, there were differences in response by category of member (see Figure 4).

Figure 4 Responses to the statement that the senate is too involved in decisions about day-day-day operations of the university
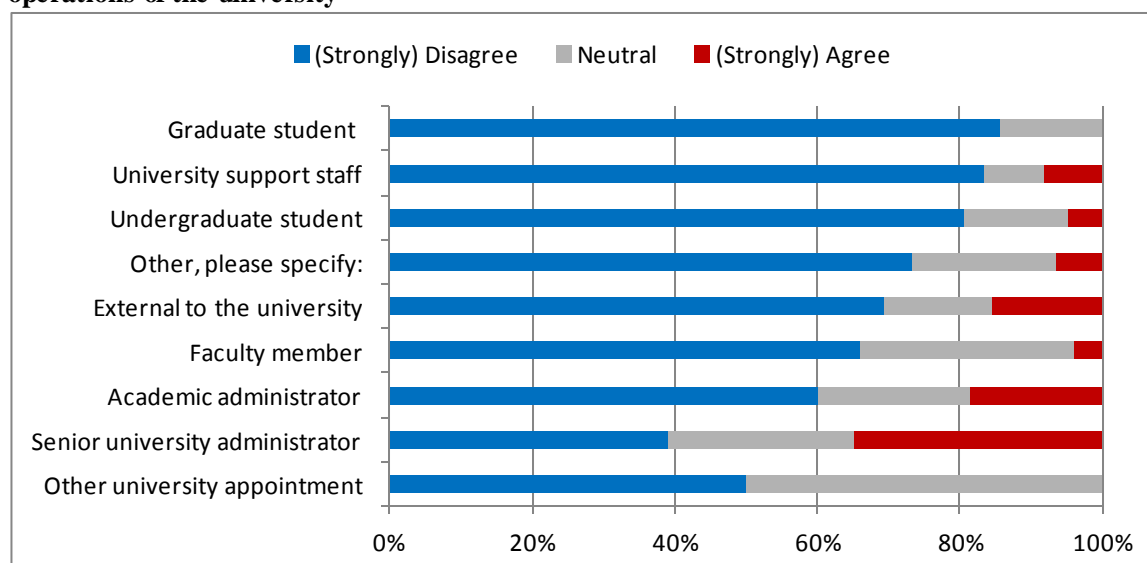
A majority of respondents (59%) agreed that the senate plays an important role as a forum for discussing important issues, although a smaller percentage of graduate students and support staff (50% each) agreed with the statement than administrators (65%) and external members (62%). Many graduate students (43%) and external members (46%) disagreed with the statement that the senate plays an important role in facilitating the exchange of information in the institution, while the majority of academic administrators (62%) and undergraduate students (57%) agreed with the statement.

The questionnaire asked a number of questions concerning senate members' perceptions of the effect of the size of the senate on governance. The majority of student members (54%) and many faculty members (46%) disagreed with the statement that the size of the senate is a barrier to effective decision-making. In contrast, more senior administrators agreed that the size is a barrier (48%) and only 30% disagreed with the statement. Overall, 29% of respondents agreed that size is a barrier as opposed to 43% who did not.

When asked what they believe to be an ideal size of the senate, the average size proposed was 54 members, much smaller than the actual average size (88) of the twenty senates included in the second phase of the study. External members and senior administrators expressed a preference for smaller size than did faculty and undergraduate students (see Figure 5).

Figure 5 Average size of an ideal senate, by membership category
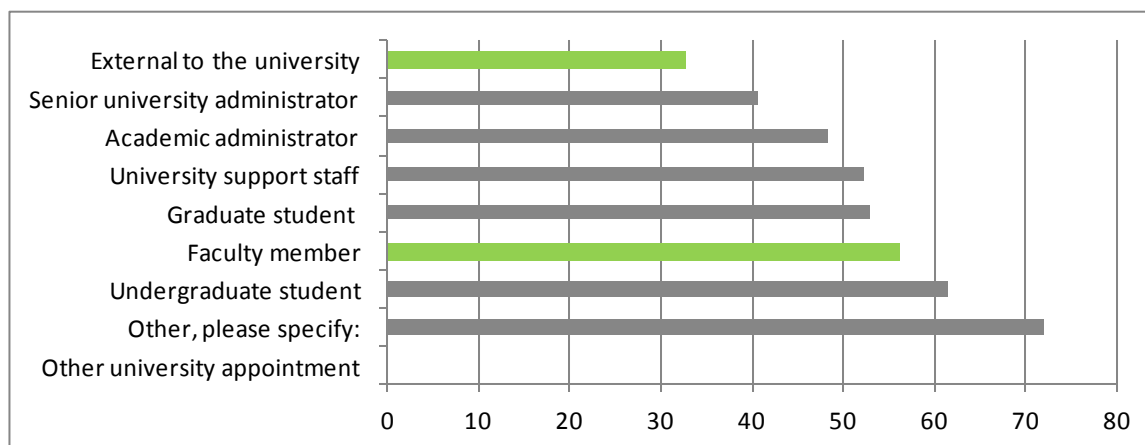
Issues and problems related to the role and work of university senates

Similar to our survey of senate secretaries in the first phase of this study, we asked senate members to identify issues and problems related to the role and work of university senate. A majority of the respondents (58%, or 218) offered their views and many of them were willing to respond at length to this open-ended question. Their responses cover a wide range of issues from the defining of roles of senate, to communicating among different governing bodies, to the impact of the increasing influence of presidents and administrators and hierarchical modes of management in the academic work of the institutions.

Many of the issues revolve around the notion that the senate is not an effective decision-making body, and a number of different reasons for this problem were identified. Some respondents indicated that the university act and bylaws did not clearly define the roles and responsibilities of the senate in relation to the board. Some respondents suggested that the senate does a poor job of communicating the importance of collegial self-governance to faculty within the university. As a result, they do not understand fully why the senate is an important governing body, and they are not motivated to commit the necessary time and energy to senate work. Some respondents indicated that confusion about the role of senate in the relation to the roles of the board and management may trigger intrusion by each into others' purview. Others reported either that too little information is provided to senate members, or that so much information is given to members that there is no time to digest it; hence, they are not likely to make informed decisions. In the absence of appropriate background information respondents suggested that it is difficult for members to engage in meaningful discussions on issues brought forward to senate meetings. When discussions or debates do take place, they very often get lost "in the narrow context of a specific recommendation/action proposed by a senate committee" (comment from academic administrator) or deal with "small pieces of the 'whole' without any opportunity to decide what the 'whole' should be" (comment from faculty member).

Comments from respondents suggest a complex range of factors that may reduce the effectiveness of a senate, and that even small process issues can have a major impact on the work of the senate. For example, a number of respondents explained that there was little debate at senate meetings because most decisions are already made elsewhere (in committees or by the administration or board). Given the fact that recommendations have moved through many layers of authority before reaching the senate, members are "implicitly discouraged from defeating or challenging these decisions". Sometimes junior members, especially junior administrative members are not willing to "rock the boat" (quote from a faculty member) or members do not want to be "talked about as disturbing the flow" (quote from a university support staff). Debate is unlikely to take place. In other cases, as one faculty member noted, "[P]olicies or decisions of the senate that originated there often have little to no binding power or enforcement", which undermines members' will to discuss or debate serious issues. Therefore, a senate functions like a "rubber stamp", a term that appears 9 times in the responses.

On some issues there seems to be polarization of views between responses from members from different membership categories. For example, faculty members (9), academic administrators (4) and students (3) identified tensions created as a result of the bicameral governance structure in which the board has authority over financial matters and the senate has authority over academic matters. However, this theme is not mentioned by members from any other membership category. One faculty member commented, "[the] interplay between budgetary/fiscal matters (external and internal) and decisions on academic matters [is] complex, and not separable into two governing bodies." Another faculty member observed that

> "[T]he Board and more specifically the Senior Administrators do not respect
> the authority of the Senate and use resource/financial justification to either
> usurp Senate authority or to refuse to consult with Senate at all! Senate having
> no control over financial matters is powerless to prevent this."

Budget cuts may have intensified this tension between the senate and the board/administration. For example, one faculty member noted that "[T]he crisis of financing PSE ...is severe and strengthens the administrations hand over budgetary measures where academic programming is rarely a major part of decision making. This makes the role of Senate much more difficult." Faculty, academic administrators, and students characterized the administration as "top heavy", suggesting that the administration avoids "'tough' questions" and hides information, and that decisions are "driven by senior administrators."

On the other hand, responses from senior administrators suggested that many senators do not understand the nature of bicameral governance, that the Senate is unable "to see beyond personal issues and focus on the broader issues", and that the Senate should "take time to address the important issues facing universities as opposed to micromanaging the administration." One senior administrator noted that "[F]aculty members prefer to focus on administration issues and not the issues of the academy. Too many professors try to second guess administration and pay little attention to the diminishing quality of the faculty". According to a university support staff member, "[F]aculty members seem to have a lack of trust in the senior administration, so decisions tend to be based on the best interest of individual constituencies instead of the interest of the institution." Nonetheless, across the board, there seems to be consensus that some senate members confuse management and governance and that some senators discuss issues which are not within the purview of the senate.

As it was in the survey of senate secretaries, the influence of faculty unions on the senate is referred to frequently in the responses (10 times). Most of these comments convey a negative view of the unions (including from three faculty members), although two faculty members think unions help provide "a more productive articulation with the administration and the Board" or appear to be "the effective guarantor of academic integrity".

Not surprisingly, respondents seem to view the work of senate from the perspective of their role or constituency. For example, student members tended to touch on such issues as accessibility, awards and transcripts, while members from the "Other" category, who are more likely to be representing alumni, government, community, and federated and affiliated institutions expressed anxiety and doubt over how members from within the university think of the contributions made by those who are not at the university all the time.

Respondents also described good practices at their institution that they believed help to improve the performance of the senate. For example, one faculty member reported that his academic unit held pre-Senate meetings to review the upcoming agenda and discuss questions or comments that they will bring to the senate meeting. In his words, this is "tremendous(ly)

helpful, especially for new(er) senators". One member commended the senate's efforts at communication and orientation which have helped the student representatives (who have a high turnover of members) to be "more independent and effective".

Discussion:

Jones, Shanahan and Goyan (2004), in their concluding observations based on their study of university senates in 2000, suggested that there was a need for major reforms to the senates at many Canadian universities. Based on the data collected for this study it is possible to conclude that some positive steps have been taken in the last dozen years, but that many of the same problems and concerns that emerged from the 2000 study remain.

There is evidence that there have been some important structural and organizational changes to many university senates. Almost half (46%) of the senate secretary respondents in this study reported that there have been changes to the constitutional documents related to the role and composition of the senate during the last decade, and three-quarters of respondents indicated that there have been changes to the committee structure, with most of these changes involving an attempt to decrease the number of standing committees and rationalize committee arrangements with the aim of improving committee effectiveness. There is also evidence that more attention is now being focused on orienting new senate members to the role of the senate and their responsibilities as members of this governing body, and senate members have a more positive perception of these orientation materials and programs.

While these are clearly positive steps, many of the major concerns identified in the 2000 study were echoed in 2012. The size of the academic senate continues to be viewed as an issue at some universities, and while a number of new universities have governance arrangements that include a much smaller senate, many of the older, traditional institutions continue to have large, cumbersome senates. Fewer than 1% of respondents indicated that the size of the senate should be left "as is," and the average preferred size for a senate indicated by respondents was just over 50 members – roughly one-quarter the size of the largest senate included in this study and a full third smaller than the average size of senates in Canada. It is worth noting that this issue is enshrined in governing legislation for most respondents and beyond the ability of most universities to address on their own.

A telling outcome of the survey is the important differences it reveals in the perceptions of the senate, its effectiveness, and its role by member category. The majority of senior university administrators view the senate as an effective decision-making body, and their responses suggest a more positive view of the senate, and a quite different set of concerns, than faculty and students. Faculty members are less likely to view the senate as effective and to support expanding the role and influence of the senate.

To some extent, this divide in perception between the administration and the faculty reflects the ongoing tension between corporate and shared governance models. Rather than constituting a dichotomy in governance, the two models form a continuum. The key point here

is to reach agreement as to who should make what decisions on what matters. As Tierney (2008) put it, for most universities, "the tension with governance…comes not so much from attacks that try to destroy structures as from the lack of a common language about the role of different constituencies in making decisions" (p. 202)..   The role of senate, and an understanding of the characteristics of an effective senate, also need to be clarified.. If discussions and debates—especially those that are "in-depth", "transparent", "conceptual", asking the "hard questions" of administrators, and seeing "the bigger picture" (quotes from respondents)—are prerequisites for an effective senate and are what the senate is meant for, then it is important to set up structures and processes that can encourage and facilitate these discussions and debates.

While there are clearly differences of opinion by constituency, there is considerable agreement that there is a gap between the role the senate does play within the university and the role that it should play, and the responses to the questions in this regard in our study were remarkably similar to the responses in the 2000 study. The vast majority of members believe that the senate should play a role in reviewing the performance of the university in academic areas, periodically reviewing the performance of the senate, defending institutional autonomy, and determining the future direction of the university, and yet fewer than half of the respondents believe that the senate is currently fulfilling these roles. There is also considerable agreement that there are tensions related to the role and authority of the senate in relation to the role of the senior administration and the governing board. There are also tensions at some universities between the senate and the faculty association related to issues of territory and influence a theme that was discussed in some detail in responses to the open-ended question on issues and challenges.

Are these problems simply inherent to the academic senate in that, as suggested by Birnbaum (1989), the senate fulfills so many latent functions within the university environment that it will not "go away" despite its deficiencies as an effective governing body? The answer may be yes and no. Both the 2000 and 2012 studies suggest that what one thinks of the senate depends in part on where one sits within the university. Generally speaking, faculty appear to have quite different views of the senate than senior academic administrators. Students report quite different views than support staff and external members. Tensions created by these different views and perceptions of what is taking place in academic governance may indeed be inherent in the organizational life of universities, and any attempt at reforming the senate with a view to creating a utopic solution based on consensus is doomed to fail. At the same time, the findings of these studies suggest that some improvements are possible; many universities have already taken at least modest steps towards revising constitutional documents and reforming committee arrangements. There is also considerable consensus that there are important roles that the senate should be, but is not currently, playing, including roles in the review of the performance of the university in academic areas and in determining the future direction of the institution. These are roles that are central to the purpose of the senate which has (in most cases) the final authority for academic matters within the institution. Perhaps most importantly, most senate members do not believe that the senate is assessing its own performance, suggesting the

need for some senates to devote attention to understanding and exploring what structures, policies, and arrangements can be improved in order to strengthen their work. Perhaps the first step towards improvement of efficacy is self-assessment, and the willingness of the senate and the broader community to become engaged in a discussion of the role and work of the academic senate in the context of university governance in Canada.

The findings of this study suggest that Canadian university senates are changing but it is a evolutionary process rather than a revolutionary reform. Perhaps this is due to the inherent conservatism of academia. There is a strong sense on the part of senate secretaries that the role and responsibilities of the senate need to be clearly defined. There also seems to be a strong sense on the part of senate members that senates should be doing more work with regard to assessing their own performance and reviewing the performance of the university in academic affairs. The road to increased senate effectiveness likely lies in open, frank and engaged discussion and work in these areas as much if not more than through structural changes.

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Canadian University Senates Project:
A Summary for Western University

January 2013

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Senate Survey Summary

In August 2011, an invitation to participate in a survey on academic senates (i.e., the senior academic decision-making body of each institution) was sent to the senate secretaries of 84 member universities of the Association of Universities and Colleges of Canada. Senate secretaries from 41 institutions (including 4 universities that have unicameral governance structures) completed the survey. The response rate was 49%. The aggregated data presented here are from 37 bicameral institutions and 1 unicameral institution that has a senior academic committee equivalent to a traditional senate.

Among the 41 institutions that participated in the senate secretary survey, a total of 20 institutions participated in the subsequent senate member survey. By June 2012, when the second survey was closed, 373 completed responses had been received from voting senate members; the response rate was 23%. The survey invitation was sent to 102 members of your senate, of whom 39 voting members responded to the survey; the response rate for your institution was 38%.

Data from the two surveys, and particularly responses to the open-ended questions, revealed a number of themes in common with a similar survey undertaken in 2000, of which this survey is an update. One interesting difference is that the issues identified in the earlier survey often pointed to external factors (funding, tuition, government policy), whereas internal governance issues were more frequently referred to by respondents to our survey. In general, both the senate secretaries and the senate members we surveyed in 2011-12 identified similar issues and problems in response to our open-ended questions, and overall five themes were most frequently cited:

1) *Effectiveness of Senate's oversight of program quality, teaching and learning*

The paired question in the senate member survey about what academic senates 'should do' and what their senate 'actually does' showed a significant gap related to the oversight of academic matters and reviewing the performance of the university in academic areas. Responses to the open-ended question reinforced a perception that, given their statutory role as the senior academic oversight body of the institution, senates need to focus more attention on matters related to quality control, quality assurance and academic excellence. There was a sense in many of the responses of the importance of senates' focusing on the 'big picture'—matters such as accessibility, academic integrity, and the broader relevance of programming to the institution and to society—and not simply being distracted by the details of things like course approvals.

2) *The senate's relevance (or lack thereof), effectiveness, and power, especially in financial matters*

When asked whether the senate is an effective decision-making body, approximately half of the respondents agreed that it is. Many of the responses to the open-ended comments addressed a sense that senates lack relevance or power, though there was less unanimity about the source of this apparent irrelevance. Some respondents blamed rushed decision-making because of agendas that were too packed; others suggested that the real decisions (particularly financial decisions) are made elsewhere (by the administration or the board, but also by the senate's own committees). Still others talked about domination of the Senate by an 'old guard' who are not allowing younger faculty to bring their perspectives, or by members who bring their own agendas to every meeting, or by those who treat the Senate as a constituent assembly rather than an oversight body, or by academic administrators who vote as a bloc. Many of the responses pointed to a real hunger on the part of respondents for lively, meaningful debate on meaningful issues.

3) *Role confusion and power imbalance/struggle between senate and board/administration*

A large number of comments had to do with the role of the senate vis-à-vis that of the board of governors and of the administration. There were several sub-themes that emerged here, including frustration that the senate's authority over academic matters is weakened by its lack of power or influence over financial matters; annoyance at senate members who continually try to raise matters in the senate that are not in the academic sphere; a sense that there are few opportunities for the board and senate to connect in any meaningful way; and a perception that boards of governors bring a corporate agenda to the academy without understanding collegial values. The notion that senates simply rubber stamp decisions that are made elsewhere came up frequently, and several respondents expressed the view that the administration does not provide sufficient, or sufficiently transparent, information for the senate to make well-informed decisions.

4) *Need to get faculty members engaged and involved in collegial self-governance*

Another recurrent theme for both secretaries and senate members is the challenge of engaging potential senate members—including students and junior faculty—in collegial self-governance, and for the senate itself to become more engaged in carrying out its governance role and responsibilities. Factors such as apathy, poor communication about the importance of collegial self-governance, and workload pressures were the most often-cited reasons.

5) *Need for constitutional change or reform*

One thing that was striking about the survey results was that compared with the survey undertaken 10 years ago, there seems to be a much higher sensitivity among senate members to the importance of good governance and governance reform. This is reflected partly in the results of the survey of secretaries, which show that over the past 10 years many senates have

undertaken reforms such as re-structuring of committees, and devoting more attention to senate member orientation. Many senate member respondents expressed a desire for constitutional change in order to work more effectively. Often these comments related to the size of the governing body, a matter that is usually enshrined in legislation and so is beyond the authority of most senates to address on their own. Other themes around constitutional reform had to do with diversifying or rebalancing the membership, and frequency of meetings. A subtheme raised by some respondents relates to the formal relationship, or lack of one, between the academic senate and individual faculty councils, and the need to clarify reporting and authority relationships between these two levels of academic governance.

In general, our study resulted in a few conclusions that we will be sharing in conference presentations and submissions for publication, and that will include the following observations:

- Important structural and organizational changes have taken place in Canadian universities, and more attention is being focussed on governance arrangements and awareness.
- Size and effectiveness of senate governance is still an issue, and there may be opportunities for continuing reform in this respect.
- Shared governance continues to present issues relating to roles vis-à-vis board, senate, and administration. There are opportunities for better education about the statutory authority of each of these bodies, and for creating better linkages among them.
- Senates should seek ways to intentionally engage more faculty in the academic oversight of our institutions.
- There are important roles senates are not playing but need to play, especially relating to oversight of academic quality and assessing their own performance.

The following tables provide some important data which may be of interest to you. Both aggregated data and data from respondents of your university are included. Tables 1 to 7 are from the secretary survey and Tables 8 to 14 are from the senate member survey. Please refer to the full report for more analysis of the survey results.

Data from the Secretary Survey

Table 1 Percentage of major member categories on the senate (voting members only)

Membership category	Aggregated data		Western University
	Percentage of all senate members (%) *	Percentage of senates reporting members in this category (%)	Percentage of senate members (%) *
Faculty	48	100	45
Students	16	97	18
Deans (ex officio)	13	97	11
Other senior administrators	5	76	3
Department heads (ex officio)	5	24	-
Vice presidents or provost	4	95	4
Members of affiliated or federated institutions	2	42	9
Alumni	2	42	5
President	1	97	1
Non-academic staff	1	39	2
Members of the board of governors (ex officio)	1	42	2
Chancellor	0.7	55	1
Bargaining unit representatives	0.4	16	-
Government representatives	0.2	13	-
Other	2	39	-

* The percentage does not add up to 100 percent due to rounding errors.

Table 2 Selection of the Chair of the senate

Means of selection	Aggregated data (% of senates)	Western University
Ex officio - president of the university	84%	√
Ex officio - chancellor	0%	
Ex officio - provost or VP academic	0%	
Elected by members of senate	11%	
Elected by a committee	3%	
Appointed by the president	0%	
Appointed by a committee	3%	
Other	0%	

Table 3 Foundation of and changes to the membership and role of senate

	Aggregated Data (% of senates)			Western University
	Yes	**No**	**In part**	
Membership specified by University Act or provincial legislation?	55%	16%	29%	**Yes**
Role described in University Act or provincial legislation?	76%	8%	16%	**Yes**
Any changes in University Act or provincial legislation?	26%	74%	n/a	**No**
Other university constitutional documents or bylaws that further clarify the role of senate?	89%	11%	n/a	**Yes**
Any changes in university constitutional documents or bylaws?	47%	53%	n/a	**No**

Table 4 Committees of the Senate

	Aggregated data			Western University
# of standing committees	Average	largest	Smallest	**9**
	12	26	1	
Changes to committee structures in the past 10 years (% of senates)	Yes		76%	**Yes**
	No		24%	

Table 5 Relationship between the Senate and the faculty councils

	Aggregated data (% of senates)		Western University
Is the membership and role of faculty councils specified by University Act or provincial legislation? (% of senates)	Membership is specified.	3%	**Neither**
	Role is specified.	14%	
	Both membership and role is specified.	17%	
	Neither the role nor the membership is specified.	67%	
Are there university constitutional documents or bylaws that further clarify the membership and roles of the faculty councils?	Yes	78%	**Yes**
	No	22%	
Are faculty councils constituted under the authority of the senate?	Yes	50%	**Yes**
	No	31%	
	Other	17%	
Do faculty councils report to the Senate?	Yes	36%	**No**
	No	64%	

Table 6 Operational practices of the Senate

Operational practices	Aggregated data （% senates）		Western University
Orientation materials or sessions for new senate members	Yes	79%	**Yes**
	No	18%	
Is there a senate executive committee?	Yes	82%	**Yes**
	No	18%	
Frequency of senate executive meetings	Weekly	0%	**Monthly**
	Every two weeks	0%	
	Every 3-4 weeks	3%	
	Monthly	74%	
	Every two months	3%	
	Once a term	0%	
	Once a year	0%	
	Other	19%	
Are meetings of the senate open to public?	Yes	53%	**Yes**
	No	8%	
	In part	34%	
Frequency of senate meetings per year	Average	9	**10**
Is the senate term renewable?	Yes	100%	**Yes**
	No	0%	
Maximum number of consecutive terms for senate members	1	0%	**2**
	2	24%	
	3	5%	
	More than 3	0%	
	Unlimited	71%	

Table 7 Percentage of senates reporting the role of senate in four policy areas

Policy areas	Aggregated data (% of senates)		Western University
	Yes	No	
Role in annual budget or financial allocation process	66%	34%	**Yes**
Role in strategic planning process	76%	24%	**Yes**
Role in decisions relating to university advancement	24%	74%	**Yes**
Role in decisions related to research	89%	8%	**Yes**

Data from the Senate Member Survey

Table 8 Senate member respondents by membership category （%）

Membership category	Aggregated data	Western University
Faculty member	48%	**41%**
Academic administrator (dean, chair, department head)	20%	**26%**
Undergraduate student	11%	**-**
Senior university administrator	6%	**8%**
Other	4.3%	**8%**
Graduate student	3.8%	**5%**
External to the university	3.5%	**8%**
University support staff	3.2%	**5%**
Other university appointment	0.5%	**3%**

Table 9 Average hours per month spent on senate-related work

	Aggregated data	Western University
Average hours per month spent on senate-related work	6.5	**4.2**

Table 10　Responses to the work that respondents do as a member of the senate

Statement	Data category	Responses (% of respondents)		
		(Strongly) Disagree	Neutral	(Strongly) Agree
I am an active member of the senate.	Aggregated	6%	16%	78%
	Western	**10%**	**23%**	**67%**
I prepare in advance for senate meetings.	Aggregated	3%	6%	92%
	Western	**0%**	**8%**	**92%**
I am able to influence senate decisions.	Aggregated	25%	31%	45%
	Western	**36%**	**28%**	**36%**
I am provided with the information I need to make decisions as a senate member.	Aggregated	12%	13%	75%
	Western	**10%**	**8%**	**82%**
I receive too much information from the university.	Aggregated	65%	25%	9%
	Western	**69%**	**31%**	**0%**
I know the organizational structure of the university.	Aggregated	4%	8%	88%
	Western	**0%**	**5%**	**90%**
The orientation I received as a new senate member adequately prepared me for my work on the senate.	Aggregated	23%	25%	51%
	Western	**36%**	**10%**	**54%**

Table 11   Comparison between respondents agreeing ("agree" and "strongly agree") with statements on the role a senate should play and the role it does play.

Statement	Data category	Responses (% of respondents)	
		Agree "Should"	Agree "Does"
Periodically review its own performance	Aggregated	94%	26%
	Western	**87%**	**10%**
Regularly review the performance of the university in academic areas	Aggregated	93%	48%
	Western	92%	64%
Defend and protect the autonomy of the university	Aggregated	93%	49%
	Western	90%	56%
Play a role in determining the future direction of the university	Aggregated	91%	49%
	Western	79%	56%
Ask tough questions of senior administrators	Aggregated	94%	52%
	Western	95%	46%
Play a role in setting the university's budget	Aggregated	60%	19%
	Western	59%	33%
Play an active role in monitoring and trying to influence government policy	Aggregated	56%	17%
	Western	46%	28%
Play a role in establishing research policies and strategic research directions	Aggregated	72%	37%
	Western	62%	36%
Play a role in defining priorities for fundraising and development	Aggregated	37%	10%
	Western	41%	15%
Be the final authority for approving major academic policies	Aggregated	92%	66%
	Western	97%	82%
Confine itself mainly to academic matters	Aggregated	70%	74%
	Western	74%	74%

Table 12   Perceptions about the work of the senate and the role of senate members

Statement	Data category	Responses (% of respondents)		
		(Strongly) Disagree	Neutral	(Strongly) Agree
I believe processes are in place to assure our senate that the academic quality of our university is maintained.	Aggregated	17%	18%	62%
	Western	**10%**	**15%**	**74%**
I believe that my role on the senate is to make decisions that are in the best interest of **the broader society**.	Aggregated	14%	22%	63%
	Western	**21%**	**28%**	**51%**
I believe that my role on the senate is to make decisions that are in the best interest of **the university as a whole**.	Aggregated	2%	2%	96%
	Western	**3%**	**3%**	**95%**
With most issues it is clear what course of action is in the best interest of the university as a whole.	Aggregated	25%	21%	53%
	Western	**15%**	**18%**	**64%**
I believe that it is difficult for our senate to make decisions involving significant change.	Aggregated	22%	14%	62%
	Western	**18%**	**13%**	**67%**

Table 13   Senate's relationship with the board, administration and faculty unions

Statement	Data category	Responses (% of respondents)		
		(Strongly) Disagree	Neutral	(Strongly) Agree
The division of responsibilities between our governing board and our senate is generally quite clear.	Aggregated	18%	17%	62%
	Western	**13%**	**15%**	**69%**
Members of our senate are made aware of decisions and actions being taken by our university's governing board.	Aggregated	28%	18%	52%
	Western	**31%**	**21%**	**46%**
I believe our senate should have more autonomy from our university's governing board.	Aggregated	23%	34%	42%
	Western	**21%**	**44%**	**33%**
The authority of our senate is increasing in comparison to our university's administration and governing board.	Aggregated	59%	33%	7%
	Western	**67%**	**33%**	**0%**
The role of our senate has been strengthened by the work of the faculty association/union.	Aggregated	38%	30%	28%
	Western	**31%**	**46%**	**23%**
The influence of the faculty association on academic matters is increasing in comparison to that of our senate.	Aggregated	36%	35%	26%
	Western	**31%**	**31%**	**36%**

Table 14   Effectiveness of the senate

Statement	Data category	Responses (% of respondents)		
		(Strongly) Disagree	**Neutral**	**(Strongly) Agree**
Our senate is an effective decision-making body.	Aggregated	23%	23%	50%
	Western	**26%**	**28%**	**46%**
Our senate primarily approves decisions made elsewhere.	Aggregated	17%	14%	67%
	Western	**%**	**8%**	**92%**
Most of the work of our senate is done in committees.	Aggregated	5%	10%	83%
	Western	**0%**	**5%**	**95%**
Our senate is too involved in decisions about the day-to-day operations of the university.	Aggregated	64%	24%	9%
	Western	**59%**	**26%**	**15%**
Our senate plays an important role as a forum for discussing important issues.	Aggregated	19%	19%	59%
	Western	**33%**	**26%**	**41%**
Our senate plays an important role in terms of facilitating the exchange of information between component parts of the university.	Aggregated	27%	19%	51%
	Western	**23%**	**31%**	**41%**
The size of our senate acts as a barrier to effective decision making.	Aggregated	43%	25%	29%
	Western	**41%**	**33%**	**26%**
I believe the number of members in the ideal senate would be….	Aggregated	54 (average)		
	Western	**54 (average)**		

2011-2012 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

From September 1, 2011 to August 31, 2012, the Senate Review Board Academic dealt with 28 appeals, of which 5 were outstanding at the end of the last reporting period and 23 were received during this reporting period.   Of these, 6 remained outstanding at the end of this reporting period, while the remaining 22 cases were dispensed with in the following manner.

1) Under Jurisdiction, Item 1, in the Appeals to SRBA section of the policy on *Student Academic Appeals,* a student has the right to an oral hearing before SRBA if the appeal is against a finding that the student's conduct amounted to a "scholastic offence" and/or for relief against the penalty imposed by the Dean as a result of a "scholastic offence."   During this reporting period, oral hearings were held in accordance with this section of the policy in the following 5 cases:

- 3 appeals were against a finding that the student's conduct amounted to a scholastic offence (or for relief against the penalty imposed).
    - ‣ 1 appeal related to a finding of plagiarism on an assignment and was referred back to the Faculty for reconsideration under the Policy on Scholastic Discipline. The Committee found significant procedural errors in the Faculty's handling of the case.
    - ‣ 2 appeals against a finding that the students had collaborated on an assignment were granted.

- 2 appeals were for relief against the penalty imposed for a scholastic offence. Both appeals were denied.

2) Under Jurisdiction, Item 2, in the Appeals to SRBA section of the policy, "a panel of SRBA, upon considering only the written application of the student, may in its discretion order that an oral hearing be scheduled, or deny the appeal. In making its decision, SRBA will consider the grounds and evidence provided in the Application for Hearing." The remaining 17 applications were reviewed under Item 2 with the following results:

- In 2 cases, a panel ordered that an oral hearing be scheduled, but in both cases, the appeal was withdrawn by the appellant before an oral hearing was held.

- In 15 cases, the appeal was dismissed without an oral hearing:

    - ‣ 11 appeals were against the requirement to withdraw from a program, from the University, or from an Affiliated University College.
    - ‣ 1 appeal was based on general marking or grading practices. [This appeal was also brought under the Policy on Academic Accommodation for Students with Disabilities, but SRBA determined that it did not have jurisdiction to hear the appeal under that Policy.]
    - ‣ 2 appeals were based on general marking or grading practices and also alleged bias at the decanal level.
    - ‣ 1 appeal was based on a failure to follow or properly apply a Senate regulation at the prior level, general marking or grading practices, failure to observe a procedural requirement and alleged bias at the decanal level.

During this reporting period, 2 procedural appeals to the President were filed. In both cases, no evidence of a procedural error on the part of SRBA was found and the appeal was denied.

Chair: Jeffrey L. Stokes   Vice-Chairs: A. Botterell, K. Fleming

Spring 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	FAC ATTEND TOTAL	% ATTEND	CEREMONY ATT TOTAL	DAILY TOTAL	
TUESDAY, JUNE 12, 2012 (AM)				458	1061				348	781
Faculty of Graduate Studies		65				37	56.92			
Doctor of Philosophy	28				20		71.43			
Master of Arts	22				12		54.55			
Master of Science	7				2		28.57			
Master of Public Administration	8				3		37.50			
Faculty of Social Science		393				311	79.13			
Bachelor of Arts (Honors Programs)	341				279		81.82			
Bachelor of Science (Honors Programs)	25				21		84.00			
Diploma in Public Administration	24				11		45.83			
Diploma in Not-For-Profit Management	1				0		0.00			
Certificate in Labour Relations	2				0		0.00			
TUESDAY, JUNE 12, 2012 (PM)				603					433	
Faculty of Graduate Studies		2				1	50.00			
Master of Social Work	2				1		50.00			
King's University College		601				432	71.88			
Advanced Master of Divinity	5				0		0.00			
Master of Divinity	3				3		100.00			
Bachelor of Arts (Honors Programs)	235				183		77.87			
Bachelor of Social Work (Honors Program)	40				31		77.50			
Bachelor of Management and Organizational Studies (Honors)	42				29		69.05			
Bachelor of Arts (Four Year Program)	137				106		77.37			
Bachelor of Management and Organizational Studies	39				27		69.23			
Bachelor of Arts	98				53		54.08			
Certificate in Grief and Bereavement Studies	2				0		0.00			
WEDNESDAY, JUNE 13, 2012 (AM)				471	947				282	565
Faculty of Social Science		471				282	59.87			
Bachelor of Management and Organizational Studies (Honors)	92				68		73.91			
Bachelor of Management and Organizational Studies	374				209		55.88			
Diploma in Accounting	5				5		100.00			
WEDNESDAY, JUNE 13, 2012 (PM)				476					283	
Faculty of Science		134				68	50.75			
Bachelor of Arts (Four Year)	1				1		100.00			
Bachelor of Science (Four Year)	98				52		53.06			

Spring 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	FAC ATTEND TOTAL	% ATTEND	CEREMONY ATT TOTAL	DAILY TOTAL	
Bachelor of Science	35				15		42.86			
Faculty of Social Science		342				215	62.87			
Bachelor of Arts (Four Year)	243				162		66.67			
Bachelor of Arts	99				53		53.54			
THURSDAY, JUNE 14, 2012 (AM)				372	888			269	601	
School of Graduate and Postdoctoral Studies		83				41	49.40			
Doctor of Philosophy	23				15		65.22			
Master of Clinical Science	2				1		50.00			
Master of Science	58				25		43.10			
Schulich School of Medicine & Dentistry and Faculty of Science		289				228	78.89			
Bachelor of Medical Sciences (Honors)	284				224		78.87			
Bachelor of Medical Sciences (Four Year)	5				4		80.00			
THURSDAY, JUNE 14, 2012 (PM)				516				332		
School of Graduate and Postdoctoral Studies		140				61	43.57			
Doctor of Philosophy	46				23		50.00			
Master of Science	94				38		40.43			
Faculty of Science		376				271	72.07			
Bachelor of Arts (Honors)	1				1		100.00			
Bachelor of Science (Honors)	367				265		72.21			
Bachelor of Science (Honors Foods and Nutrition)	8				5		62.50			
FRIDAY, JUNE 15, 2012 (AM)				738	1296			467	793	
School of Graduate and Postdoctoral Studies		45				33	73.33			
Doctor of Philosophy	5				4		80.00			
Master of Education	40				29		72.50			
Faculty of Education		693				434	62.63			
Bachelor of Education	649				410		63.17			
Diploma in Education (Technological Education)	44				24		54.55			
FRIDAY, JUNE 15, 2012 (PM)				558				326		
School of Graduate and Postdoctoral Studies		158				76	48.10			
Doctor of Philosophy	44				19		43.18			
Master of Engineering	65				38		58.46			

Spring 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	FAC ATTEND TOTAL	% ATTEND	CEREMONY ATT TOTAL	DAILY TOTAL	
Master of Engineering Science	46				19		41.30			
Master of Laws	3				0		0.00			
Faculty of Engineering		228				154	67.54			
Bachelor of Engineering Science	222				154		69.37			
Certificate in Technological Entrepreneurship	6				0		0.00			
Faculty of Law		172				96	55.81			
Juris Doctor	172				96		55.81			
MONDAY, JUNE 18, 2012 (AM)			506	975				412	699	
School of Graduate and Postdoctoral Studies		44				24	54.55			
Doctor of Philosophy	12				9		75.00			
Master of Arts	10				5		50.00			
Master of Clinical Science	1				0		0.00			
Master of Science in Occupational Therapy	16				8		50.00			
Master of Science	5				2		40.00			
Faculty of Health Sciences		462				388	83.98			
Bachelor of Health Sciences (Honors)	170				143		84.12			
Bachelor of Arts (Honors Kinesiology)	211				180		85.31			
Bachelor of Science (Honors Kinesiology)	53				45		84.91			
Bachelor of Arts (Four Year)	18				17		94.44			
Bachelor of Arts	5				2		40.00			
Diploma in Clinical Trials Management	2				0		0.00			
Certificate in Clinical Trials Management	3				1		33.33			
MONDAY, JUNE 18, 2012 (PM)			469					287		
School of Graduate and Postdoctoral Studies		15				10	66.67			
Master of Arts	3				1		33.33			
Master of Science in Food and Nutrition	12				9		75.00			
Brescia University College		183				109	59.56			
Bachelor of Arts (Honors)	35				20		57.14			
Bachelor of Arts (Honors Human Ecology)	13				8		61.54			
Bachelor of Science (Honors Foods and Nutrition)	58				34		58.62			
Bachelor of Science (Honors Human Ecology)	3				2		66.67			
Bachelor of Management and Organizational Studies (Honors)	5				3		60.00			
Bachelor of Arts (Four Year)	27				15		55.56			

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	FAC ATTEND TOTAL	% ATTEND	CEREMONY ATT TOTAL	DAILY TOTAL	
Bachelor of Arts (Four Year Human Ecology)	12				11		91.67			
Bachelor of Science (Four Year Foods and Nutrition)	5				3		60.00			
Bachelor of Management and Organizational Studies	10				8		80.00			
Bachelor of Arts	11				5		45.45			
Bachelor of Arts (Human Ecology)	2				0		0.00			
Certificate in Community Development	2				0		0.00			
Huron University College		192				105	54.69			
Bachelor of Arts (Honors)	84				54		64.29			
Bachelor of Management and Organizational Studies (Honors)	10				7		70.00			
Bachelor of Arts (Four Year)	63				29		46.03			
Bachelor of Management and Organizational Studies	18				8		44.44			
Bachelor of Theology (Four Year)	3				2		66.67			
Bachelor of Arts	13				4		30.77			
Bachelor of Theology	1				1		100.00			
Faculty of Health Sciences		79				63	79.75			
Bachelor of Health Sciences (Four Year)	63				53		84.13			
Bachelor of Health Sciences	16				10		62.50			
TUESDAY, JUNE 19, 2012 (AM)			370	797				185	504	
School of Graduate and Postdoctoral Studies		50				21	42.00			
Doctor of Philosophy	21				11		52.38			
Master of Arts	28				9		32.14			
Master of Fine Arts	1				1		100.00			
Faculty of Arts and Humanities		320				164	51.25			
Bachelor of Arts (Honors)	112				83		74.11			
Bachelor of Fine Arts (Honors)	13				12		15.38			
Bachelor of Arts (Four Year)	78				49		62.82			
Bachelor of Arts	34				14		41.18			
Diploma in Ethics	1				0		0.00			
Diplome de Francais Pratique	1				0		0.00			
Diploma in Public Relations	8				5		62.50			
Certificate in Ethics	1				1		100.00			
Certificat de Francais des Affaires	20				0		0.00			
Certificat de Francais Pratique	3				0		0.00			
Certificate in Practical Spanish	4				0		0.00			
Certificate in German	1				0		0.00			

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	FAC ATTEND TOTAL	% ATTEND	CEREMONY ATT TOTAL	DAILY TOTAL	
Certificate in Professional Communication	3				0		0.00			
Certificate in Writing	41				0		0.00			
TUESDAY, JUNE 19, 2012 (PM)			427					319		
School of Graduate and Postdoctoral Studies		9				4	44.44			
Doctor of Philosophy	9				4		44.44			
Richard Ivey School of Business		418				315	75.36			
Bachelor of Arts (Honors Business Administration)	418				315		75.36			
WEDNESDAY, JUNE 20, 2012 (AM)			556	919				375	675	
School of Graduate and Postdoctoral Studies		204				110	53.92			
Doctor of Philosophy	9				7		77.78			
Master of Arts	54				44		81.48			
Master of Library and Information Science	101				41		40.59			
Master of Music	40				18		45.00			
Don Wright Faculty of Music		120				82	68.33			
Bachelor of Arts (Honors)	6				3		50.00			
Bachelor of Music (Honors)	81				61		75.31			
Bachelor of Musical Arts (Honors)	5				5		100.00			
Bachelor of Arts (Four Year)	9				7		77.78			
Bachelor of Musical Arts (Four Year)	4				2		50.00			
Bachelor of Musical Arts	1				0		0.00			
Diploma in Musical Performance (Three Year)	1				0		0.00			
Certificate in Piano Technology	13				4		30.77			
Faculty of Information and Media Studies		232				183	78.88			
Bachelor of Arts (Honors)	118				99		83.90			
Bachelor of Arts (Four Year)	53				44		83.02			
Bachelor of Arts	15				7		46.67			
Bachelor of Arts (Western-Fanshawe Collaborative Program)	40				33		82.50			
Diploma in Marketing	6				0		0.00			
WEDNESDAY, JUNE 20, 2012 (PM)			363					300		
School of Graduate and Postdoctoral Studies		14				5	35.71			
Doctor of Philosophy	3				2		66.67			
Master of Clinical Dentistry	3				1		33.33			
Master of Science in Nursing	8				2		25.00			

Spring 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	FAC ATTEND TOTAL	% ATTEND	CEREMONY ATT TOTAL	DAILY TOTAL	
Faculty of Health Sciences		277				233	84.12			
Bachelor of Science in Nursing (Compressed Program)	54				31		57.41			
Bachelor of Science in Nursing (Western-Fanshawe Collaborative Program)	223				202		90.58			
Schulich School of Medicine and Dentistry		72				62	86.11			
Doctor of Dental Surgery	72				62		86.11			
TOTALS:	6883	6883	6883	6883	4618	4,618	67.09	4,618	4618	

Autumn 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
THURSDAY, OCTOBER 25 10:00 a.m.										
Faculty of Graduate Studies										
Doctor of Philosophy	36				28		77.78			
Master of Arts	6				3		50.00			
Master of Clinical Science	87				50		57.47			
Master of Nursing	14				9		64.29			
Master of Physical Therapy	45				38		84.44			
Master of Science	86				39		45.35			
Master of Science in Foods and Nutrition	3				1		33.33			
Master of Science in Nursing	1				1		100.00			
Graduate Certificate in Epidemiology	1				0		0.00			
Master of Science in Occupational Therapy	53	332			33		62.26	202	60.84	
Faculty of Health Sciences										
Bachelor of Science in Nursing	15				12		80.00			
Bachelor of Science in Nursing (Compressed)	0				0		#DIV/0!			
Certificate: Primary Health Care Nurse Practitioner	0				0		#DIV/0!			
Bachelor of Health Sciences (Honors Programs)	11				7		63.64			
Bachelor of Health Sciences (Four Year Programs)	22				15		68.18			
Bachelor of Health Sciences	7				2		28.57			
Bachelor of Arts (Honors Kinesiology)	19				12		63.16			
Bachelor of Science (Honors Kinesiology)	1				1		100.00			
Bachelor of Arts (Four Year)	3				2		66.67			
Bachelor of Arts	6				2		33.33			
Diploma in Clinical Trials Management	3				0		0.00			
Diploma in Occupational Health and Safety	12				9		75.00			
Diploma in Pedorthics	14				6		42.86			
Certificate in Clinical Trials Management	1	114			0		0.00	68	59.65	
Brescia University College										
Bachelor of Arts (Honors Programs)	5				2		40.00			
Bachelor of Arts (Honors Human Ecology)	2				1		50.00			
Bachelor of Science (Honors Foods and Nutrition)	2				0		0.00			
Bachelor of Science (Honors Human Ecology)	0				0		#DIV/0!			
Bachelor of Arts (Four Year)	14				6		42.86			
Bachelor of Science (Four Year Foods and Nutrition)	1				1		100.00			
Bachelor of Management & Organizational Studies (Honors)	4				4		100.00			

Autumn 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
Bachelor of Arts	18				7		38.89			
Bachelor of Arts (Four Year Human Ecology)	4				2		50.00			
Certificate in Community Development	1	51			0		0.00	23	45.10	
Huron University College										
Bachelor of Arts (Honors Programs)	5				2		40.00			
BMOS Honors	4				3		75.00			
Bachelor of Arts (Four Year)	26				13		50.00			
BMOS	4				4		100.00			
Bachelor of Theology	1				0		0.00			
Bachelor of Arts	8	48			5		62.50	27	56.25	
Total			**545**			**320**	**58.72**			
THURSDAY, OCTOBER 25 3:00 p.m.										
Faculty of Graduate Studies										
Doctor of Philosophy	31				20		64.52			
Master of Business Administration	90				85		94.44			
Master of Education	51				25		49.02			
Master of Engineering	42				20		47.62			
Master of Engineering Science	38				20		52.63			
Master of Science in Management	30	282			23		76.67	193	68.44	
Faculty of Education										
Diploma in Education	1				0					
Bachelor of Education	1	2			0		0.00	0	-	
Faculty of Engineering										
Bachelor of Engineering Science	13	13			6		46.15	6	46.15	
Richard Ivey School of Business										
Bachelor of Arts (Honors Business Admin)	82	82			69		84.15	69	84.15	
Total			**379**	**924**		**268**	**70.71**			
FRIDAY, OCTOBER 26 10:00 a.m.										
Faculty of Graduate Studies										

Autumn 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
Doctor of Philosophy	37				19		51.35			
Master of Arts	60				29		48.33			
Master of Environment and Sustainability	34				25		73.53			
Master of Fine Arts	4				0		0.00			
Master of Music	2				2		100.00			
Master of Science	87				44		50.57			
Master of Social Work	30	254			22		73.33	141	55.51	
Faculty of Arts and Humanities										
Bachelor of Arts (Honors Programs)	18				10		55.56			
Bachelor of Fine Arts (Honors)	2				2		100.00			
Bachelor of Arts (Four Year Programs)	24				15		62.50			
Bachelor of Arts	14				10		71.43			
Diplome de Francais des Affaires	1				0		0.00			
Diplome de Francais des Affaires	0				0		#DIV/0!			
Diplome de Francais Pratique	1				0		0.00			
Diploma in Arts Management	8				1		12.50			
Diploma in Ethics	1				0		0.00			
Diploma in Not-For-Profit Management	7				1		14.29			
Diploma in Writing	1				0		0.00			
Certificate in Ethics	2				0		0.00			
Certificat de Francais des Affaires	2				0		0.00			
Certificate in Practical German	1				0		0.00			
Certificate in Practical Spanish	2				2		100.00			
Certificate in Professional Communication	1				0		0.00			
Certificate in Writing	8	93			0		0.00	41	55.51	
Don Wright Faculty of Music										
Bachelor of Music (Honors)	7				4		57.14			
Bachelor of Musical Arts (Four Year)	4				2		50.00			
Bachelor of Arts (Honors)	1				1		100.00			
Bachelor of Arts (Four Year)	3	15			3		100.00	141	940	
Faculty of Science										
Bachelor of Science (Honors)	40				24		60.00			
Bachelor of Science (Four Year)	39				22		56.41			
Bachelor of Science (Honors Foods and Nutrition)	1				0		0.00			
Bachelor of Arts	2				0		0.00			
Bachelor of Science	31	113			18		58.06	56	376.07	

Autumn 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
Schulich School of Medicine & Dentistry and Science										
Bachelor of Medical Sciences (Honors Programs)	12	12			5		41.67	5	41.67	
King's University College										
Master of Divinity	1				1		100.00			
Bachelor of Arts (Honors)	26				19		73.08			
BMOS (Honors)	2				2		100.00			
Bachelor of Social Work (Honors)	1				1		100.00			
Bachelor of Arts (Four Year)	65				43		66.15			
BMOS	9				1		11.11			
Bachelor of Arts	37				17		45.95			
Certificate in Grief and Bereavement Studies	3	144			0		0.00			
Total			631			345	54.68			
FRIDAY, OCTOBER 26 3:00 p.m.										
Faculty of Graduate Studies										
Doctor of Philosophy	21				14		66.67			
Master of Arts	94				67		71.28			
Master of Library and Information Science	72				33		45.83			
Master of Laws	6				5		83.33			
Master of Public Administration	18				16		88.89			
Master of Science	14				9		64.29			
Master of Studies in Law	6	231			5		83.33	135	58.44	
Faculty of Information and Media Studies										
Bachelor of Arts (Honors)	7				5		71.43			
Bachelor of Arts (Four Year)	12				9		75.00			
Bachelor of Arts (Western-Fanshawe Collaborative Program)	1				0		0.00			
Bachelor of Arts	4	24			3		75.00	17	70.83	
Faculty of Law										
Juris Doctor	1	1			0		0.00	0	-	
Faculty of Social Science										
Bachelor of Arts (Honors)	43				23		53.49			
BMOS (Honors)	17				11		64.71			

Autumn 2012

	DEGREE TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
Bachelor of Science (Honors)	0				0		#DIV/0!			
Bachelor of Arts (Four Year)	83				50		60.24			
BMOS	96				68		70.83			
Bachelor of Arts	24				52		216.67			
Diploma in Accounting	4				0		0.00			
Diploma in Public Administration	4	271			0		0.00	181	66.79	
Total			**527**	**1158**		**370**	**70.21**			
CONVOCATION TOTAL	**2082**	**2082**	**2082**	**2082**	**1303**	**1303**	**62.58**			

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

Faculty of Engineering: Engineering Excellence Admission Program

Faculty of Engineering and Schulich School of Medicine & Dentistry: Amendments to the Admission and Progression Requirements of the Concurrent Degree Programs in Engineering and Medicine

Faculty of Health Sciences: Removal of Aquatics Milestone Requirement from the Undergraduate Kinesiology Program

Huron University College: Introduction of a Minor in Communicating Cultures

School of Graduate and Postdoctoral Studies: Revisions to the Master of Nursing (MN) Program

Faculty of Arts and Humanities: Addition of "Digital Humanities" and "Medieval Studies" to the List of Breadth Requirements for Graduation

Revisions to the Policy on Academic Transcripts

Report of the Subcommittee on Teaching Awards

New Scholarship and Awards

FOR APPROVAL

1. **Faculty of Engineering: Engineering Excellence Admission Program**

   Recommended: That the Engineering Excellence Admission Program be introduced in the Faculty of Engineering, effective September 1, 2013.

   NEW CALENDAR COPY
   http://www.westerncalendar.uwo.ca/2013/pg337.html

   Engineering Excellence Admission Program

   All students satisfying the following conditions will be guaranteed acceptance to their department of choice in second year within the Faculty of Engineering.

   Students admitted directly to Western's Faculty of Engineering on the basis of an Ontario, Out-of-Province, or International High School Diploma:

   > Students must have achieved both a minimum 85% mid-year and final admission average, including prerequisites for the Faculty of Engineering as calculated by Western's Admission Office;
   >
   > AND
   >
   > Students must successfully complete all requirements for the first-year Engineering program with at least a 75% weighted average on a full courseload.

Background:

The Engineering Excellence Admission Program was first introduced on a trial basis a few years ago. The Faculty now wishes to formalize this arrangement so it can be entered into the Academic Calendar and advertised to students.

2. **Faculty of Engineering and Schulich School of Medicine & Dentistry: Amendments to the Admission and Progression Requirements of the Concurrent Degree Programs in Engineering and Medicine**

   Recommended: That effective September 1, 2013, the admission and progression requirements of all concurrent Bachelor of Engineering Science (BESc) and Doctor of Medicine (MD) programs be revised as set out in **Appendix 1**.

   Background:

   The admission and progression requirements for all concurrent programs in Engineering and Medicine needed to be updated to reflect current procedures.

3. **Faculty of Health Sciences: Removal of Aquatics Milestone Requirement from the Undergraduate Kinesiology Program**

   Recommended: That the Aquatics Milestone be removed as a requirement for the undergraduate programs in Kinesiology, as set out in **Appendix 2**, effective September 1, 2013.

   Background:

   The aquatics milestone has been a requirement of the Kinesiology Undergraduate Program for many years. In the past, students were required to take a team sport, an individual sport, a racquet sport, and aquatics. As the program evolved from Physical Activity to Kinesiology, all of the other activity requirements were dropped with the exception of aquatics. Currently, it is the only physical activity in the program that is mandatory and, unlike the other milestones (i.e., CPR), it is the only one that is graded. While aquatics activities will still be offered as part of the curriculum, they will no longer be mandatory.

4. **Huron University College: Introduction of a Minor in Communicating Cultures**

   Recommended: That a Minor in Communicating Cultures be introduced at Huron University College, as set out in **Appendix 3**, effective September 1, 2013.

   Background:

   The module centres on studies of human communications as conditioned by cultural context. It allows studies of texts (manuscript, printed, oral, pictorial, filmic, audio, etc.) in their contexts. "Cultures" can be national/regional, but also disciplinary or mediated (print culture, business culture, film culture). Interdisciplinary in its approach, the module will draw on existing strengths at Huron in intercultural communications and semiotics through personnel and courses in Global Studies, Japanese, Chinese, French, English, Religious Studies, Philosophy, History, Writing, and Political Science.

   The structural components of the module are: 1.0 foundational course in "texts and contexts" (through courses on Perspectives on Reading and Perspectives on Communication), 1.0 course in "literary/linguistic/communications theory," 1.0 course in "applications/communications-acts" and 1.0 course in "cultural narratives."

5. **School of Graduate and Postdoctoral Studies: Revisions to the Master of Nursing (MN) Program**

Recommended: That effective September 1, 2013, the fields "Advanced Nursing Practice" and "Advanced Primary Health Care Nursing Practice" be added to the Master of Nursing (MN) program,

that students currently enrolled in the MN program be allowed to take courses and graduate under the current model, and

that the current MN option be discontinued effective August 31, 2015.

Background:

Western currently has two Master's degree programs in Nursing. The MScN academic degree is thesis based and prepares graduates for research and advanced practice. The MN program is course based, leads to a professional degree and prepares nurses for careers in advanced nursing practice. The current MN program contains core courses and Advanced Practice courses (**see Table in Appendix 4**). The Advanced Practice courses also include those that currently comprise the Ontario Primary Health Care Nurse Practitioner (PHCNP) Program offered through the Council of Ontario University Programs in Nursing (COUPN) Consortium.

Graduates of the MN degree who complete the PHCNP program courses are eligible to write the Canadian Nurses Association Nurse Practitioner Registration Exam. Prior to 2009, PHCNP courses were at the post-baccalaureate certificate level. In 2009, these courses were upgraded to the graduate level, but continued to be managed through the undergraduate level of the Registrar's Office.

All students applying for the MN since 2009 were required to apply for a Leave of Absence to complete the PHCNP courses, for which they receive advanced standing towards the MN program. The proposed change would allow for a field of study and course plan that are regulated and the entire program would be offered through the Graduate Studies office in Nursing. This would also accurately reflect the requirements of the Advanced Practice field.

Following the introduction of the modification, students would be enrolled as graduate students while taking the COUPN Consortium PHCNP program courses. The courses that comprise the PHCNP Program **(see Table)** have been recognised as graduate-level courses by COUPN with respect to requirements and content. It has been determined that Western is the only institution within the COUPN PHCNP program consortium of nine universities that does not currently house these courses in the graduate category. This proposed change would allow for a field reflective of the content and courses, to be offered at the level at which the courses are recognised. The PHCNP program consortium completed a successful IQAP review in October of 2012. One of the few recommendations resulting from the review was that the PHCNP courses be spread out over two years with master's courses rather than having a core master's course year followed by a PHCNP program year. Having the students registered at the graduate level for both years of the MN program would facilitate compliance with this recommendation at Western.

Tuition costs would increase as the students would be registered and charged for all studies at the graduate level. This change will not require any substantive changes to the curriculum, program milestones, admission requirements, program goals, or physical or human resources.

<u>FOR INFORMATION</u>

6. **Faculty of Arts and Humanities: Addition of "Digital Humanities" and "Medieval Studies" to the List of Breadth Requirements for Graduation**

    The new module and course designation "Digital Humanities" were approved by SCAPA and Senate in June 2012 (see: http://www.uwo.ca/univsec/senate/minutes/2012/m1206sen.pdf). Similarly, "Medieval Studies" was approved as a new module and a course designation in April 2012 (see: http://www.uwo.ca/univsec/senate/minutes/2012/m1204sen.pdf).

    Although the intention was to add both of these areas to the list of breadth requirements for graduation, this was not stated specifically in the agenda items for SCAPA and Senate. Thus, the policy on "Breadth Requirements for Bachelor Degrees" was not revised to include these areas (http://www.uwo.ca/univsec/handbook/regn/registration_progression.pdf in the Academic Calendar).

    To correct this issue, the Registrar's Office has now updated the Calendar to include both Digital Humanities and Medieval Studies as Category "B" breadth requirements in the policy on "Breadth Requirements for Bachelor Degrees." The policy will be updated to reflect these additions in the Academic Handbook after the Senate meeting in March.

7. **Revisions to the Policy on Academic Transcripts**

    Amendments have been made to the policy on Academic Transcripts to delete references to the policy change made in 2010 regarding graduate student transcripts, the Office of the Registrar's location, and the cost of transcripts. Revisions to the policy are set out in **Appendix 5**.

8. **Report of the Subcommittee on Teaching Awards**

    The Report of the Subcommittee on Teaching Awards is attached as **Appendix 6.**

9. **New Scholarships, Awards and Bursaries**

    SCAPA has approved on behalf of the Senate, for recommendation to the Board of Governors through the President & Vice-Chancellor, the Terms of Reference for the new scholarships, awards and bursaries, as set out in **Appendix 7.**

Faculty of Engineering and Schulich School of Medicine & Dentistry

Amendments to the Admission and Progression Requirements of the Concurrent Degree Programs in Engineering and Medicine

Changes to the Engineering section of the Academic Calendar (there are no changes to the Medicine section of the Calendar):

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http://www.westerncalendar.uwo.ca/2013/pg1416.html

E. Biochemical Engineering and Medicine Option

Admission
Before entering the concurrent BESc/MD degree program, students must have completed the first three years of the Chemical Engineering program at Western, Option E: Biochemical Engineering and Medicine. In addition to applying for the concurrent degree program through the Office of the Associate Dean - Academic of the Faculty of Engineering, students must also make a separate application for admission into the MD program. ~~As part of the application process, students must write a letter to the Schulich School of Medicine & Dentistry (Admission Office) indicating their intent to proceed to the concurrent BESc/MD program.~~ ***In addition, the applicant must satisfy all current admissions requirements for the MD program at The Schulich School of Medicine and Dentistry.***

Admission Criteria
To be eligible for the concurrent degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering with a minimum year weighted average (YWA) of 80%, and the second and third year program of Option E (Biochemical Engineering and Medicine) in the Department of Chemical and Biochemical Engineering with a minimum year weighted average (YWA) of 80% in each year. In addition, the applicant must ~~meet the minimum performance standards in the MCAT and GPA, determined by the Schulich School of Medicine & Dentistry, and must be invited and attend a personal interview with the Schulich School of Medicine & Dentistry. A confidential assessment form, proficiency in English and Basic Life Support Training is also required~~. ***satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.***

Entrance into the concurrent degree program is competitive and limited.

Admission Procedures
A student interested in the concurrent BESc/MD program will apply during the February registration period of the first common year of the Engineering program for admission to the Chemical Engineering program, Option E (Biochemical Engineering and Medicine). The student must write the MCAT before the third year of the Biochemical Engineering and Medicine program, for the following year's admission into the MD program. Students must apply to the MD program ~~by the deadline established (usually October) by~~ ***in accordance with*** the Ontario Medical School Application Service (OMSAS) during the third year of the ~~(Biochemical/Civil/Electrical/Integrated/Mechanical/Software)~~ ***Biochemical*** Engineering and Medicine program.
Admission to the BESc program does not guarantee admission to the MD program.

Note: This program is only open to Canadian citizens or permanent residents.

Progression Requirements
A student enrolled in the concurrent BESc/MD degree program must satisfy the following progression requirements:
Year 2: a minimum YWA of 80% in courses taken as a part of Option E (Biochemical Engineering and Medicine).
Year 3: a minimum YWA of 80% in courses taken as a part of Option E (Biochemical Engineering and Medicine).
Year 4: progression requirements of the MD program ***and successful completion of Engineering courses***.
Year 5: progression requirements of the MD program.
Year 6: progression requirements of the MD program.

Year 7: progression requirements of the MD program ~~and successful completion of Engineering courses~~.

If the student fails to satisfy the above conditions, he or she will be required to withdraw from the concurrent program and will be required to transfer out of Option E into Options B in the Chemical Engineering program.

Concurrent Degree Program

First Year Program
Common first year of Engineering.

Second Year Program
Applied Mathematics 2411, Chemistry 2213A/B and 2223B or CBE 2206A/B and 2207A/B, CBE 2214A/B, CBE 2220A/B, CBE 2221A/B, CBE 2224A/B, CBE 2290A/B, CBE 2291A/B, ES 2211F/G, Statistical Sciences 2143A/B, Business Administration 2299E.

Third Year Program
CBE 3301A/B, CBE 3310A/B, CBE 3315A/B, CBE 3317Y, CBE 3320A/B, CBE 3322A/B, CBE 3323A/B, CBE 3324A/B, CBE 3325A/B, ECE 2208A/B, ES 4498F/G.

Fourth Year Program
Regular Year 1 of the MD program ***and CBE 4499***

Fifth Year Program
Regular Year 2 of the MD program.

Sixth Year Program
Regular Year 3 of the MD program

Seventh Year Program
Regular Year 4 of the MD program ~~less the Advanced Communication Skills course.~~
~~CBE 4499, Chemical Engineering Design for Medical Students (will count as an "elective" credit in the fourth year of the MD program).~~

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http://www.westerncalendar.uwo.ca/2013/pg1423.html

E. Civil Engineering and Medicine Option
Admission
Before entering the concurrent BESc/MD degree program, students must have completed the first three years of the Civil Engineering program at Western, Option E: Civil Engineering and Medicine. In addition to applying for the concurrent degree program through the Office of the Associate Dean - Academic of the Faculty of Engineering, students must also make a separate application for admission into the MD program. ~~As part of the application process, students must write a letter to the Schulich School of Medicine & Dentistry (Admission Office) indicating their intent to proceed to the concurrent BESc/MD program.~~ ***In addition, the applicant must satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.***
Admission Criteria
To be eligible for the concurrent degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering with a minimum year weighted average (YWA) of 80%, and the second and third year program of Option E (Civil Engineering and Medicine) in the Department of Civil and Environmental Engineering with a minimum year weighted average (YWA) of 80% in each year. In addition, the applicant must ~~meet the minimum performance standards in the MCAT and GPA, determined by the Schulich School of Medicine & Dentistry, and must be invited and attend a personal interview with the Schulich School of Medicine & Dentistry. A confidential assessment form, proficiency in English and Basic Life Support Training is also required.~~ ***satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.***

Entrance into the concurrent degree program is competitive and limited.

Admission Procedures
A student interested in the concurrent BESc/MD program will apply during the February registration period of the first common year of the Engineering program for admission to the Civil Engineering program, Option E (Civil Engineering and Medicine). The student must write the MCAT before the third year of the Civil Engineering and Medicine program, for the following year's admission into the MD program. Students must apply to the MD program ~~by the deadline established (usually October) by~~ *in accordance with* the Ontario Medical School Application Service (OMSAS) during the third year of the ~~(Biochemical/Civil/Electrical/Integrated/Mechanical/Software)~~ *Civil Engineering and Medicine program.*

Admission to the BESc portion of the program does not guarantee admission to the MD program.

Note: This program is only open to Canadian citizens or permanent residents.

Progression Requirements
A student enrolled in the concurrent BESc/MD degree program must satisfy the following progression requirements:
Year 2: a minimum YWA of 80% in courses taken as a part of Option E (Civil Engineering and Medicine).
Year 3: a minimum YWA of 80% in courses taken as a part of Option E (Civil Engineering and Medicine).
Year 4: progression requirements of the MD program *and successful completion of Engineering courses*.
Year 5: progression requirements of the MD program.
Year 6: progression requirements of the MD program.
Year 7: progression requirements of the MD program ~~and successful completion of Engineering courses~~.
If the student fails to satisfy the conditions above, he or she will be required to withdraw from the concurrent program and will be required to transfer out of Option E into one of Options A, B or F in the Civil Engineering program.

Concurrent Degree Program

First Year
Common first year of Engineering.

Second Year Program
Applied Mathematics 2411, Business Administration 2299E, CEE 2202A/B, CEE 2217A/B, CEE 2219A/B, CEE 2220A/B, CEE 2221A/B, CEE 2224, Earth Sciences 2281A/B, ES 2211F/G, Statistical Sciences 2141A/B.

Note: CEE 3324A/B (Surveying). This course is available each summer (15 days) and must be completed before a student may graduate from the Civil Engineering program.

Third Year Program
Regular Year 3 of Option A, B or F in the Civil Engineering program, ES 4498F/G.

Fourth Year Program
Regular Year 1 of the MD program, *and CEE 4441*.

Fifth Year Program
Regular Year 2 of the MD program.

Sixth Year Program
Regular Year 3 of the MD program.

Seventh Year Program
Regular Year 4 of the MD program ~~less the Advanced Communication Skills course.~~
~~CEE 4441 (will count as an "elective" credit in the fourth year of the MD program).~~

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http://www.westerncalendar.uwo.ca/2013/pg1431.html

F. Electrical Engineering and Medicine
Admission
Before entering the concurrent BESc/MD degree program, students must have completed the first three years of the Electrical Engineering program at Western, Option F: Electrical Engineering and Medicine. In addition to applying for the concurrent degree program through the Office of the Associate Dean - Academic of the Faculty of Engineering, students must also make a separate application for admission into the MD program. ~~As part of the application process, students must write a letter to the Schulich School of Medicine & Dentistry (Admission Office) indicating their intent to proceed to the concurrent BESc/MD program.~~ *In addition, the applicant must satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.*

Admission Criteria
To be eligible for the concurrent degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering with a minimum year weighted average (YWA) of 80%, and the second and third year program of Option F (Electrical Engineering and Medicine) in the Department of Electrical and Computer Engineering with a minimum year weighted average (YWA) of 80% in each year.   In addition, the applicant must ~~meet the minimum performance standards in the MCAT and GPA, determined by the Schulich School of Medicine & Dentistry, and must be invited and attend a personal interview with the Schulich School of Medicine & Dentistry. A confidential assessment form, proficiency in English and Basic Life Support Training is also required.~~ *satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.*

Entrance into the concurrent degree program is competitive and limited.

Admission Procedures
A student interested in the concurrent BESc/MD program will apply during the February registration period of the first common year of the Engineering program for admission to the Electrical Engineering program, Option F (Electrical Engineering and Medicine). The student must write the MCAT before the third year of the Electrical Engineering and Medicine program, for the following year's admission into the MD program. Students must apply to the MD program ~~by the deadline established (usually October) by~~ *in accordance with* the Ontario Medical School Application Service (OMSAS) during the third year of the ~~(Biochemical/Civil/Electrical/Integrated/Mechanical/Software)~~ *Electrical Engineering and Medicine program.*

Admission to the BESc portion of the program does not guarantee admission to the MD program.

Note: This program is only open to Canadian citizens or permanent residents.

Progression Requirements
A student enrolled in the concurrent BESc/MD degree program must satisfy the following progression requirements:
Year 2: a minimum YWA of 80% in courses taken as a part of Option F (Electrical Engineering and Medicine).
Year 3: a minimum YWA of 80% in courses taken as a part of Option F (Electrical Engineering and Medicine).
Year 4: progression requirements of the MD program *and successful completion of Engineering courses*.
Year 5: progression requirements of the MD program.
Year 6: progression requirements of the MD program.
Year 7: progression requirements of the MD program ~~and successful completion of Engineering courses~~.

If the student fails to satisfy the conditions above, he or she will be required to withdraw from the concurrent program and will be required to transfer out of Option F into one of Options A, C, or E in the Electrical Engineering program.

Concurrent Degree Program

First Year Program
Common first year of Engineering.

Second Year Program
Applied Mathematics 2415; Business Administration 2299E; Computer Science 1037A/B; ECE 2205A/B, ECE 2277A/B, ECE 2231A/B, ECE 2233A/B, ECE 2236A/B, ECE 2240A/B, ECE 2241A/B; MME 2234A/B.

Third Year Program
Applied Mathematics 3415A/B; ECE 3330A/B, ECE 3331A/B, ECE 3332A/B, ECE 3333A/B, ECE 3336A/B, ECE 3337A/B, ECE 3370A/B, ECE 3375A/B; ES 2211F/G, ES 4498F/G; Statistical Sciences 2141A/B.

Fourth Year Program
Regular Year 1 of the MD program.
ECE 4416, ECE 4437A/B, 0.5 Electrical Engineering technical elective.

Fifth Year Program
Regular Year 2 of the MD program.

Sixth Year Program
Regular Year 3 of the MD program.

Seventh Year Program
Regular Year 4 of the MD program ~~less the Advanced Communication Skills course ECE 4416~~.

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http://www.westerncalendar.uwo.ca/2013/pg1593.html

F. Software Engineering and Medicine Option

Admission
Before entering the concurrent BESc/MD degree program, students must have completed the first three years of the Software Engineering program at Western, Option F: Software Engineering and Medicine. In addition to applying for the concurrent degree program through the Office of the Associate Dean - Academic of the Faculty of Engineering, students must also make a separate application for admission into the MD program. ~~As part of the application process, students must write a letter to the Schulich School of Medicine & Dentistry (Admission Office) indicating their intent to proceed to the concurrent BESc/MD program.~~ *In addition, the applicant must satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.*

Admission Criteria
To be eligible for the concurrent degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering with a minimum year weighted average (YWA) of 80%, and the second and third year program of Option F (Software Engineering and Medicine) in the Department of Electrical and Computer Engineering with a minimum year weighted average (YWA) of 80% in each year. In addition, the applicant must satisfy all current admissions requirements for the MD program at The Schulich School of Medicine and Dentistry.
Entrance into the concurrent degree program is competitive and limited.

Admission Procedures
A student interested in the concurrent BESc/MD program will apply during the February registration period of the first common year of the Engineering program for admission to the Software Engineering program, Option F (Software Engineering and Medicine). The student must write the MCAT before the third year of the Software Engineering and Medicine program, for the following year's admission into the MD program. Students must apply to the MD program in accordance with the Ontario Medical School Application Service (OMSAS) during the third year of the Software Engineering and Medicine program.

Admission to the BESc program does not guarantee admission to the MD program.

Note: This program is only open to Canadian citizens or permanent residents.

Progression Requirements
A student enrolled in the concurrent BESc/MD degree program must satisfy the following progression requirements:

Year 2: a minimum YWA of 80% in courses taken as a part of Option E (Software Engineering and Medicine).
Year 3: a minimum YWA of 80% in courses taken as a part of Option E (Software Engineering and Medicine).
Year 4: progression requirements of the MD program and successful completion of Engineering courses.
Year 5: progression requirements of the MD program.
Year 6: progression requirements of the MD program.
Year 7: progression requirements of the MD program.

If the student fails to satisfy the above conditions, he or she will be required to withdraw from the concurrent program and will be required to transfer out of Option E into one of Options A or D in the Software Engineering program.

Concurrent Degree Program

First Year Program
Common first year of Engineering.

Second Year Program
Applied Mathematics 2415, ECE 2277A/B, SE 2250A/B, Mathematics 2151A/B, Computer Science 1037A/B, Statistical Sciences 2141A/B, ECE 2238A/B, SE 2203A/B, SE 2205A/B, ES 2211F/G, 0.5 Science course, Business Administration 2299E.

Third Year Program
SE 3309A/B, SE 3313A/B, SE 3316A/B, ECE 4436A/B, SE 3352A/B, SE 3350Y, ECE 3375A/B, SE 3310A/B, SE 3314A/B, SE 3351A/B, SE 3353A/B, ES 4498F/G.

Fourth Year Program
Regular Year 1 of the MD program, SE 4450, SE 4472A/B and 0.5 technical elective

Fifth Year Program
Regular Year 2 of the MD program.

Sixth Year Program
Regular Year 3 of the MD program.

Seventh Year Program
Regular Year 4 of the MD Program.

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C. Mechanical Engineering and Medicine Option

Admission
Before entering the concurrent BESc/MD degree program, students must have completed the first three years of the Mechanical Engineering program at Western, Option C: Mechanical Engineering and Medicine. In addition to applying for the concurrent degree program through the Office of the Associate Dean - Academic of the Faculty of Engineering, students must also make a separate application for admission into the MD program. ~~As part of the application process, students must write a letter to the Schulich School of Medicine & Dentistry (Admission Office) indicating their intent to proceed to the concurrent BESc/MD program.~~ *In addition, the applicant must satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.*

Admission Criteria
To be eligible for the concurrent degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering with a minimum year weighted average (YWA) of 80%, and the second and third year program of Option C (Mechanical Engineering and Medicine) in the Department of Mechanical and Materials Engineering with a minimum year weighted average (YWA) of 80% in each year. In addition, the applicant must ~~meet the minimum performance standards in the MCAT and GPA, determined by the Schulich School of Medicine & Dentistry, and must be invited and attend a personal interview with the Schulich School of Medicine & Dentistry. A confidential assessment form, proficiency in English and Basic Life Support Training is also required.~~ *satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.*

Entrance into the concurrent degree program is competitive and limited.

Admission Procedures
A student interested in the concurrent BESc/MD program will apply during the February registration period of the first common year of the Engineering program for admission to the Mechanical Engineering program, Option C (Mechanical Engineering and Medicine). The student must write the MCAT before the third year of the Mechanical Engineering and Medicine program, for the following year's admission into the MD program. Students must apply to the MD program ~~by the deadline established (usually October) by~~ *in accordance with* the Ontario Medical School Application Service (OMSAS) during the third year of the ~~(Biochemical/Civil/Electrical/Integrated/Mechanical/Software)~~ *Mechanical Engineering and Medicine program.*

Admission to the BESc program does not guarantee admission to the MD program.

Note: This program is only open to Canadian citizens or permanent residents.

Progression Requirements
A student enrolled in the concurrent BESc/MD degree program must satisfy the following progression requirements:
Year 2: a minimum YWA of 80% in courses taken as a part of Option C (Mechanical Engineering and Medicine)
Year 3: a minimum YWA of 80% in courses taken as a part of Option C (Mechanical Engineering and Medicine)
Year 4: progression requirements of the MD program and successful completion of Engineering courses.
Year 5: progression requirements of the MD program.
Year 6: progression requirements of the MD program.
Year 7: progression requirements of the MD program ~~and successful completion of Engineering courses~~.

If the student fails to satisfy the conditions above, he or she will be required to withdraw from the concurrent program and will be required to transfer out of Option C into Option A of the Mechanical Engineering program.

Concurrent Degree Program

First Year Program
Common first year of Engineering.

Second Year Program
Applied Mathematics 2413, MME 2202A/B, MME 2204A/B, MME 2213A/B, MME 2259A/B, MME 2260A/B, MME 2273A/B, MME 2285A/B, Statistical Sciences 2143A/B, ES 2211F/G, Business Administration 2299E.

Third Year Program
Applied Mathematics 3413A/B, ECE 3373A/B, ECE 3374A/B, ES 4498F/G, MME 3303A/B, MME 3307A/B, MME 3334A/B, MME 3360A/B, MME 3379A/B, MME 3380A/B, MME 3381A/B.

Fourth Year Program
Regular Year 1 of the MD program.
MME 4499, MME 4425A/B, MME 4450A/B

Fifth Year Program
Regular Year 2 of the MD program.

Sixth Year Program
Regular Year 3 of the MD program.

Seventh Year Program
Regular Year 4 of the MD program ~~less the Advanced Communication Skills course. MME4499 (will count as an "elective" credit in the fourth year of the MD program).~~

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http://www.westerncalendar.uwo.ca/2013/pg1439.html

C. Integrated Engineering and Medicine Option

Admission
Before entering the concurrent BESc/MD degree program, students must have completed the first three years of the Integrated Engineering program at Western, Option C: Integrated Engineering and Medicine. In addition to applying for the concurrent degree program through the Office of the Associate Dean - Academic of the Faculty of Engineering, students must also make a separate application for admission into the MD program. ~~As part of the application process, students must write a letter to the Schulich School of Medicine & Dentistry (Admission Office) indicating their intent to proceed to the concurrent BESc/MD program.~~ *In addition, the applicant must satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.*

Admission Criteria
To be eligible for the concurrent degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering with a minimum year weighted average (YWA) of 80%, and the second and third year program of Option C (Integrated Engineering and Medicine) in the Integrated Engineering program with a minimum year weighted average (YWA) of 80% in each year. In addition, the applicant must ~~meet the minimum performance standards in the MCAT and GPA, determined by the Schulich School of Medicine & Dentistry, and must be invited and attend a personal interview with the Schulich School of Medicine & Dentistry. A confidential assessment form, proficiency in English and Basic Life Support Training is also required.~~ *satisfy all current admissions requirements for the MD program at the Schulich School of Medicine and Dentistry.*

Entrance into the concurrent degree program is competitive and limited.

Admission Procedures
A student interested in the concurrent BESc/MD program will apply during the February registration period of the first common year of the Engineering program for admission to the Integrated Engineering program, Option C (Integrated Engineering and Medicine). The student must write the MCAT before the third year of the Integrated Engineering and Medicine program, for the following year's admission into the MD program. Students must apply to the MD program ~~by the deadline established (usually October) by~~ *in accordance with* the Ontario Medical School Application Service (OMSAS) during the third year of the ~~(Biochemical/Civil/Electrical/Integrated/Mechanical/Software)~~ *Integrated Engineering and Medicine program.*
Admission to the BESc program does not guarantee admission to the MD program.

Note: This program is only open to Canadian citizens or permanent residents.

Progression Requirements
A student enrolled in the concurrent BESc/MD degree program must satisfy the following progression requirements:
Year 2: a minimum YWA of 80% in courses taken as a part of Option C (Integrated Engineering and Medicine)
Year 3: a minimum YWA of 80% in courses taken as a part of Option C (Integrated Engineering and Medicine)

Year 4: progression requirements of the MD program **_and successful completion of Engineering courses_**.
Year 5: progression requirements of the MD program.
Year 6: progression requirements of the MD program.
Year 7: progression requirements of the MD program ~~and successful completion of Engineering courses.~~
If the student fails to satisfy the conditions above, he or she will be required to withdraw from the concurrent program and will be required to transfer out of Option C into Option A of the Integrated Engineering program.

Concurrent Degree Program

First Year Program
Common first year of Engineering.

Second Year Program
Business Administration 2299E, Applied Mathematics 2415, CBE 2221A/B, CBE 2291A/B, CEE 2202A/B, ECE 2238A/B, ECE 2277A/B, MME 2204A/B, MME 2259A/B, ES 2211F/G, ES 2299A/B.

Third Year Program
ES 3399, CBE 2220A/B, CBE 3322A/B, CEE 2217A/B, CEE 2220A/B, ECE 3374A/B, MME 2213A/B, MME 2285A/B, MME 3379A/B, Statistical Sciences 2143A/B, ES 4498F/G.

Fourth Year Program
Regular Year 1 of the MD program, **_ES 4499_**

Fifth Year Program
Regular Year 2 of the MD program.

Sixth Year Program
Regular Year 3 of the MD program.

Seventh Year Program
Regular Year 4 of the MD program ~~less the Advanced Communications Skills course.~~
~~ED4499 (will count as an elective credit in the fourth year of the MD program)~~

Faculty of Health Sciences

Removal of Aquatics Milestone as a Requirement for Undergraduate Kinesiology Programs

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PROGRAM INFORMATION
Unchanged

Additional Program Requirements
1. All Kinesiology students must complete Standard First-Aid and CPR level C. For further information see First-Aid and Cardio-Pulmonary Resuscitation Certification.
2. ~~All Kinesiology students must complete an Aquatics Requirement~~
3. All Kinesiology students must comply with University policies on Breadth Requirements, Essay Designated Course Requirements, and Graduation Requirements.

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http://www.westerncalendar.uwo.ca/2013/pg423.html
http://www.westerncalendar.uwo.ca/2013/pg1611.html

Delete this section completely:

~~**AQUATIC REQUIREMENT**~~
~~All students must provide proof of meeting the aquatic requirement prior to the completion of Year 3.~~

~~The following options to meet the requirement are available: Kinesiology 2903Q/R/S/T (Canoeing), Kinesiology 2911Q/R/S/T (Sailing), Kinesiology 2915Q/R/S/T (Swimming Skills), Kinesiology 2920Q/R/S/T (Learn to Swim), pass a swim test, or provide proof of completion of Level 6 Red Cross or equivalent.~~
~~The deadline date to submit the aforementioned certification to the Undergraduate Program Office in Room 2225, 3M Centre, is April 30. Students who fail to comply by the deadline date will not be reviewed for progression to fourth year of their program. Contact the UG Program Office for more information.~~

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2013/pg445.html

COMBINED BA PROGRAM IN HONORS SPECIALIZATION IN KINESIOLOGY - SPORT MANAGEMENT AND IVEY SCHOOL OF BUSINESS (HBA)

(Change in the Notes section only)

*Notes:
1. Students should refer to the Web Calendar, current timetable and School of Kinesiology web page for a comprehensive list of Kinesiology activity designated courses.

2. By April 30 of second year students must submit current certification in standard first aid and C.P.R. Level C. ~~and ii) students must complete an Aquatic requirement with the following options: selecting Canoeing [Kinesiology 2903Q/R/S/T] or Sailing [Kinesiology 2911Q/R/S/T], Swimming Skills [Kinesiology 2915Q/R/S/T], Learn to Swim [Kinesiology 2920Q/R/S/T] or pass a swim test through Campus Recreation or provide proof of completion of level 6 Red Cross or equivalent in swimming.~~

Huron University College

Introduction of a Minor in Communicating Cultures

<u>NEW CALENDAR COPY</u>

Add to list of modules at: <u>http://www.westerncalendar.uwo.ca/2013/pg1076.html</u>

MINOR IN COMMUNICATING CULTURES

Admission Requirements
Completion of first-year requirements with no failures and no mark less than 60% in 3.0 principal courses, which must include 2.0 from: English 1027F/G, 1028F/G, or 1035E, or 1036E; CGS 1021F/G; Phil 1370F/G; Chinese 1650F/G; Japanese 1650F/G; Writing 1025F/G; History 1801E; IDIS 1021E; Political Science 1020E.

Module
No course may be credited toward another module. Please note pre-requisites for senior courses.
4.0 courses:
1.0 course from: IDIS 2220F/G, 2230F/G*
1.0 course from: English 2220F/G, 2200F/G, 2235A/B, 2236F/G; CGS 2003F/G, 3005F/G
1.0 course from: Writing 2101F/G, 2208F/G; Speech 2001, Chinese 2240F/G, 2241F/G; French 3206A/B
1.0 course from: History 2706E, 2701E; Poli Sci 3385F/G, 2222E; CGS 3511F/G, 4017F/G; RS 2620F/G; Theological Studies 3210F/G; French 3752F/G; English 3884E, 2362F/G, 2363F/G, 2361E

*pending DAP approval

Interdisciplinary Studies 2230F/G - Perspectives on Communication
This course is a study, from a variety of disciplinary perspectives, of sender-receiver relationships as they develop through the 19th and 20th centuries from the telegraph, phonograph, and photograph through cinema, radio, television, and the internet.
Antirequisite(s): MIT 2000F/G
Pre-requisite(s): Completion of first-year requirements
3 hours, 0.5 course (Huron)

School of Graduate and Postdoctoral Studies

Revisions to the Master of Nursing (MN) Program

PROPOSED MODIFICATION

Program Type	Approved Courses	Proposed Courses
Advanced Primary Health Care Nursing Practice (PHCNP)	N9661 Theoretical Foundations of Nursing Science N9662 Post-positivist Research N9663 Interpretive and Critical Research Methods N9611 Statistical Analysis and Application in Nursing N9664 Research Practicum **LOA to complete PHCNP courses that include:** N4490y Pathophysiology N4403a Advanced Health Assessment and Diagnosis I N4404b Advanced Health Assessment and Diagnosis II N4405 Therapeutics in Primary Health Care I N4406b Therapeutics in Primary Health Care II N4491y Roles and Responsibilities N4497 Integrative practicum in primary health care	N9661 Theoretical Foundations of Nursing Science N9662 Post-positivist Research N9663 Interpretive and Critical Research Methods N9611 Statistical Analysis and Application in Nursing N9664 Research Practicum N4490y⇒N9850 Pathophysiology N4403a⇒N9856 Advanced Health Assessment and Diagnosis I N4404b⇒N9857 Advanced Health Assessment and Diagnosis II N4405a⇒N9458 Therapeutics in Primary Health Care I N4406b⇒N9459 Therapeutics in Primary Health Care II N4491y⇒N9853 Roles and Responsibilities N4497⇒N9854 Integrative practicum in primary health care
Total Courses MN Advanced Practice Program (PCHNP)	12	12
Advanced Nursing Practice (roles vary e.g., Clinical Nurse Specialist)	N9678 Theoretical Foundations of Health Promotion N9600 Issues in Advanced Nursing Practice N9608 Advanced Clinical Concepts N9615 Advanced Clinical Practicum N9661 Theoretical Foundations of Nursing Science N9662 Post-positivist Research N9663 Interpretive and Critical Research Methods N9611 Statistical Analysis and Application in Nursing N9664 Research Practicum 1 elective	**no change**

Total Courses MN Advanced Practice Program (varied roles; CNS)	10 courses, emphasis on advanced practice (varied roles)	10 courses

Revisions to the Policy on Academic Transcripts

[The current policy can be found at: http://www.uwo.ca/univsec/handbook/general/records.pdf]

ACADEMIC TRANSCRIPTS

On Nov. 12, 2010, Senate approved a motion that graduate external scholarships and donor scholarships be noted on the Western transcript retroactive to September 1, 2008 (added to this policy as item 5).

A transcript is a copy of a student's permanent academic record at this University, duly certified by the Registrar and bearing the embossed seal of the University. A transcript is privileged information and is available only upon the written request and payment of the fee ~~in effect at the time~~ by the student. **(*For current fees and processing time check the Web site of the Office of the Registrar: http://www.registrar.uwo.ca/*).**

A transcript is required as one of the supporting documents for application to another university, graduate school, fellowship and scholarship applications, and is commonly required by prospective employers.

The transcript is a record of a student's academic progress. It contains the following information:

1.   A listing of all courses attempted and the grades achieved, including courses from which a student has withdrawn without academic penalty.
2.   A statement of the degree attained, including the area of concentration or Honors discipline and date of graduation.
3.   Comments relating to a student's academic progress. These may include statements about a student's standing in a program (e.g., on Dean's Honor List), or that the student was required to withdraw from the University or was placed on academic probation (e.g. for failing to meet progression requirements).
4.   A listing of all undergraduate scholarships, awards, prizes, fellowships and medals awarded by the University to the student during the student's academic career at the University. [Note: This information is only available from May 1, 2000.]
5.   A listing of selected National and Provincial graduate scholarships awarded to the student during the student's graduate career at the University. The listing of scholarships that are eligible to appear on transcripts is determined by the School of Graduate and Postdoctoral Studies.

        [Note: This scholarship information is available only for graduate students from September 1, 2008.] (S.10-178)

Note that a transcript reflects the current status of a student's record at the time it is issued. Students should ensure that any changes to the transcript (e.g., from an INC to a final grade) are recorded before ordering a transcript.

Students who have pursued more than one academic career (e.g., Graduate, Undergraduate, Professional, Education) at Western may request, in writing, a partial transcript. The partial transcript will display only those grades obtained during the specified academic career and will be identified as the transcript for that academic career (e.g., Graduate Transcript).

~~Transcript order forms are available from Information Services, Registrar's Office, Stevenson-Lawson 190* and on-line at www.registrar.uwo.ca. Official transcripts are mailed by the Registrar's Office to institutions designated by the student. Each transcript costs $x. Same-day transcripts are available at a cost of $x each.~~
~~* All transcript transactions in Room 190 require valid identification.~~
~~[Secretarial Note: Actual transcript costs subject to change by the Board of Governors and not listed here as part of this policy. For current charges, contact the Office of the Registrar.]~~

Transcript order forms are available from the Office of the Registrar or on-line at http://www.registrar.uwo.ca/

REPORT OF THE SUBCOMMITTEE ON TEACHING AWARDS

Excellence in Teaching Award Winners for 2012 - 2013

The Subcommittee on Teaching Awards (SUTA) has chosen the following members of faculty as recipients of Western's Excellence in Teaching Awards:

The Edward G. Pleva Award for Excellence in Teaching

Kathryn Brush, Faculty of Arts and Humanities, Department of Visual Arts

Mary Heisz, Richard Ivey School of Business

Jin Jisuo, Faculty of Science, Department of Earth Sciences

The Marilyn Robinson Award for Excellence in Teaching

Susan Knabe, Faculty of Arts and Humanities and Faculty of Information and Media Studies

Anita Woods, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology

The Angela Armitt Award for Excellence in Teaching by Part-time Faculty

Jennifer Waugh, Faculty of Science, Department of Biology

New Scholarships, Awards and Bursaries

Wm. Hubert (Hugh) Peacock Award (Faculty of Engineering)
Awarded annually to a full-time undergraduate student in Year 3 or Year 4 of the Civil Engineering program, who has achieved a minimum 70% average in the previous year, is committed to practicing engineering upon graduation, and demonstrates both of two attributes that were vitally important to Professor Peacock:

- a broad world view: demonstrated by the student through activities and an understanding of engineering within a wider-world context, both geographically (globally) and conceptually with regard to the interaction of engineering and the arts, humanities, social sciences, and politics; and,
- development of leadership abilities: demonstrated principally through active participation in sport and athletic activities, or through engagement with wider society in clubs, politics, community service, the arts, or other means of interacting with and leading people.

A one-page statement must accompany the application and be submitted to the Undergraduate Services Office in the Faculty of Engineering by September 30. The statement will include the applicant's desire to be a practicing engineer, how he or she will be outstanding in the profession, and how the student demonstrates the attributes described above. Recipients will be selected by the Faculty of Engineering Scholarship Committee. If the Committee concludes that in any given year there are no applicants who meet all of the criteria, then the award will not be granted.

This award was established with Foundation Western by friends and colleagues in honour of Dr. Hugh Peacock.

Dr. Peacock taught at Western for almost 35 years in Civil Engineering before retiring in 1994. Throughout his career, he brought a valuable dimension to the teaching and training of engineers and introduced many initiatives that broadened the outlook of aspiring engineers including special field trips and mentoring both students and young alumni. Dr. Peacock also developed Western Engineering's Internship Program to bring students and industry together so students would benefit from the practical experience gained by work "in the field." The internship program is now an integral part of Western Engineering.

Value: 1 at $2,500
Effective: 2012-13 academic year

Rosemary Gadler Global Opportunities Award in Classical Studies (Faculty of Arts and Humanities, Classical Studies)
Awarded to a full-time student enrolled in Classical Studies in the Faculty of Arts and Humanities who is participating in a Western international exchange or study-abroad program, which includes academic exchange programs; approved study-abroad programs; curriculum-based international field courses/research, international community-service learning; volunteer opportunities and internships led by Western University. Preference will be given to a student attending the Vindolanda Field School.

Students participating in any of the above-listed programs who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 courses). Students may apply for this award in advance of being accepted into an eligible international-learning program, with receipt of the award contingent upon acceptance into the program. Students may receive a Global Opportunities award only once during their academic career at Western.

Online applications are available on the Global Opportunities Web site, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on November 30 (for decisions in early January) and March 15 (for decisions in early May). The recipient will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to his or her development as a global citizen, what the student expects to learn through his or her program of study, and how the student will be an effective Ambassador for Western. This award was established by a generous gift from Mr. Yves Gadler, in honour of his sister Rosemary Gadler.

Value: 1 at $2,000*
Effective: 2012-2013 academic year only

The Donor's $1,000 donation will be matched 1:1 by the University through the Global Opportunities Award Program.

<u>Kathleen Morrison Global Opportunities Award</u> (Faculty of Arts and Humanities, Classical Studies)
Awarded to a full-time student enrolled in Classical Studies in the Faculty of Arts and Humanities who is participating in a Western international exchange or study-abroad program, which includes academic exchange programs; approved study-abroad programs; curriculum-based international field courses/research, international community service learning; volunteer opportunities and internships led by Western University. Preference will be given to a student attending the Vindolanda Field School.

Students participating in any of the above-listed programs who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 courses). Students may apply for this award in advance of being accepted into an eligible international-learning program, with receipt of the award contingent upon acceptance into the program. Students may receive a Global Opportunities award only once during their academic career at Western.

Online applications are available on the Global Opportunities Web site, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on November 30 (for decisions in early January) and March 15 (for decisions in early May). The recipient will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to the student's development as a global citizen, what the student expects to learn through his or her program of study and how the student will be an effective Ambassador for Western. This award was established by a generous gift from Mr. Andrew Ringlet.

Value: 1 at $2,000*
Effective: 2012-2013 academic year only

The Donor's $1,000 donation will be matched 1:1 by the University through the Global Opportunities Award Program.

<u>Cobban Student Award in Heart and Stroke Research</u> (School of Graduate and Postdoctoral Studies, Medicine)
Awarded to a full-time doctoral student who is working with a Robarts Research Institute scientist and conducting research in the area of heart and stroke disease, and who is registered in one of the following graduate programs in the Schulich School of Medicine & Dentistry: Anatomy & Cell Biology, Biochemistry, Epidemiology & Biostatistics, Medical Biophysics, Microbiology & Immunology, Pathology, Physiology & Pharmacology, and Neuroscience. Selection will be based on excellence in research. Academic achievement will also be considered, but a candidate's record of research is of primary importance. Candidates must have at least one year remaining for the completion of their degree to be eligible to apply. (Doctoral candidates are eligible for funding up to a maximum of twelve terms, unless they are a transfer student or direct-entry student who can receive funding up to fifteen consecutive full-time terms).

Candidates must apply with a CV giving a full description of their record in research, as indicated by published papers, posters and presentations at meetings, conference awards, etc. Students must also make arrangements for a graduate transcript, as well as a confidential letter of support from their supervisor, to be sent to their Graduate Program Chair. The Graduate Chair of each relevant graduate program will nominate one candidate for their program and submit the nomination to the Schulich Research Office by the first Monday in May.

A committee consisting of the Chairs of the above-mentioned graduate programs and chaired by the Associate Dean, Research (Graduate and Postdoctoral Studies), will consider the nominees and select the recipient.

This award was established by a generous donation from Audrey and Delmar Cobban with matching funds from the Robarts Research Institute.

Value: 1 at $5,000
Effective: May 2013

MBA '62 Leighton Thain Award (School of Graduate and Postdoctoral Studies, Business)
Awarded annually to a full-time student entering the Master of Business Administration program at the Richard Ivey School of Business, who displays passion to pursue studies or a career in marketing and/or strategy. Preference will be given to a student with demonstrated financial need. The MBA Scholarship Committee at Ivey, in consultation with a member of the School of Graduate and Postdoctoral Studies, will make the final selection of the award recipient. This award was established through the generosity of MBA '62 in celebration of its 50th class reunion, with Foundation Western.

Value: 1 at $4,000
Effective: May 2013

J. Armand Bombardier HBA Scholarship in Entrepreneurship (Richard Ivey School of Business)
Awarded annually to two students finishing HBA 1 at the Richard Ivey School of Business, based on academic achievement, demonstrated community leadership and a strong interest in entrepreneurship. Successful candidates will have been accepted into the Certificate in Entrepreneurship stream. The HBA Scholarship Committee, in conjunction with the Director of Entrepreneurship, will make the final selection of the recipients. These scholarships were established by a generous gift from the J. Armand Bombardier Foundation.

Value: 2 at $4,000
Effective: 2013-2014 academic year

Luc Vanneste HBA Scholarship (Richard Ivey School of Business)
Awarded annually to a full-time student entering HBA 1 at the Richard Ivey School of Business, who has graduated from a publicly-funded high school, based on academic achievement (minimum 80% average) and demonstrated community leadership. The HBA Scholarship Committee will make the final selection of the award recipient. This award was established with a generous gift from Luc Vanneste, EMBA '99.

Value: 1 at $10,000, continuing
Effective: 2013-2014 to 2017-2018 academic years inclusive

Cohen Highley LLP Award (Faculty of Law)
Awarded to a full-time undergraduate student completing Year 1 Law who has achieved academic excellence (top 20% of the class), and has demonstrated community involvement in Southwestern Ontario. Candidates must submit a one-page statement outlining their community involvement in Southwestern Ontario, as well as their stated intention to article at a firm in Southwestern Ontario, to the Dean's Office in Law by May 31. The Scholarship Committee in the Faculty of Law will select the recipient. This award was established by Cohen Highley LLP.

Value: 1 at $2,000
Effective: 2012-2013 to 2016-2017 academic years inclusive

Norman E. Nixon and Marie Rämö Nixon Award (School of Graduate and Postdoctoral Studies, Medicine & Dentistry)
Awarded to a full-time graduate student with academic achievement and research merit in a Master's or PhD program at Western, who is working with a Robarts Research Institute Scientist. The Scholarship and Awards Committee of the Schulich School of Medicine & Dentistry will select the recipient each fall. At least one of the committee members will hold membership in the School of Graduate and Postdoctoral Studies. This award was established by a generous donation from Mrs. Marie Nixon.

Value: 1 at $1,000
Effective: May 2012

<u>Leading the Way (Alumni Relations) Global Opportunities Award</u> (Faculty of Arts and Humanities)
Awarded annually to a full-time undergraduate student enrolled in the Faculty of Arts and Humanities who is participating in a Western international experience or study-abroad program for which academic credit or approval from their department or faculty will be obtained. This includes academic exchange programs; approved study-abroad programs; curriculum-based international field courses/research, international community service learning; volunteer opportunities and internships led by Western. To qualify for these awards, the experience must meet at least one of the following criteria:

- be organized by Western University staff, faculty or department
- be eligible for academic credit
- form a required component of the student's degree program.

Students participating in any of the above-listed programs who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 courses). Students may apply for this award in advance of being accepted into an eligible international learning program, with receipt of the award contingent upon acceptance into the program. Students may receive a Global Opportunities award only once during their academic career at Western.

Online applications are available on the Global Opportunities Web site, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on November 30 (for decisions in early January) and March 15 (for decisions in early May). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn through their program of study and how they will be an effective Ambassador for Western. This award was established by a generous gift from the Western Alumni Relations Team with the hope that its gift will inspire others to give back.

Value: 1 at $2,000*
Effective: 2012-2013 academic year only

The Donor's $1,000 donation will be matched 1:1 by the University through the Global Opportunities Award Program.

<u>Margery Baldwin Memorial Entrance Bursaries</u> (Any Undergraduate Program)
Awarded annually to students entering first year of any undergraduate program at Western through the Access Transition Opportunity program provided by the Indigenous Services Centre, based on financial need. Online financial assistance applications are available through the Office of the Registrar's Web site and must be submitted by October 31. The Office of the Registrar will select the recipients in consultation with the Indigenous Services Centre. These bursaries were established with Foundation Western by a generous gift from Peter J. B. Baldwin (BA'62) to celebrate the legacy of his late wife, Margery A. Baldwin (BA'63).

Value: 4 at $1,000
Effective: 2012-2013 academic year

<u>Dr. Joy Dickson-Clark Ontario Graduate Scholarship</u> (School of Graduate and Postdoctoral Studies, Biology)
Awarded annually to a full-time master's or doctoral student in Biology who is a current holder of an Ontario Graduate Scholarship or a Queen Elizabeth II Graduate Scholarship, based on academic achievement and research merit. Preference will be given to a female student who is conducting research in Plant Biochemistry or a related field. If there is no student in Plant Biochemistry, then a female student in Biology or Biochemistry may be awarded. The School of Graduate and Postdoctoral Studies will select the recipient, in cooperation with the Graduate programs of the Department of Biology and/or the Department of Biochemistry. This scholarship was made possible by a generous gift from Dr. Howard Clark, husband to the late Dr. Joy Dickson-Clark (PhD'88, Biochemistry) and their family.

Joy was a BSc graduate in Chemistry and Botany of Auckland University College, NZ (1953), and spent several years as a qualified secondary school teacher. A staunch feminist, she subsequently earned a BA in Botany ('57) and an MA ('64) from Cambridge University, UK, being among the first group of married women to be accepted as undergraduates at Cambridge. While married and raising a family, she later obtained a PhD degree from The University of Western Ontario, and worked part-time in the Biochemistry Department. Joy conducted original research concerning the flowering processes of plants. She published several scientific papers, had her work recognized at international scientific conferences, and travelled extensively. Joy passed away in 2012 at age 81.

Value: 1 at $5,000*
Effective: May 2012 to April 2027

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

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Scott Beattie Professorship in Marketing

Five-Year Enrolment Projections

FOR APPROVAL

1. **Scott Beattie Professorship in Marketing**

    Recommended: That the Scott Beattie Professorship in Marketing be established, with academic appointment in the Richard Ivey School of Business, as detailed in **Appendix 1**.

    Background

    See **Appendix 1**.

2. **Five-Year Enrolment Projections**

    Recommended: That five-year enrolment projections (**Appendix 2**) be used for purposes of tuition revenue estimates in the University's budget projections.

    Background

    See **Appendix 2**.

Scott Beattie Professorship in Marketing

<u>FOR APPROVAL</u>

Recommended: That the Scott Beattie Professorship in Marketing be established, with academic appointment in the Richard Ivey School of Business, with the terms of reference outlined below.

Donor & Funding: E. Scott Beattie has committed an expendable gift of $1,000,000 in support of a professorship, the new Ivey building and Ivey's highest priority needs. $350,000 of the Donor's generous gift will support the Scott Beattie Professorship in Marketing for a five-year term appointment.

Effective Date: July 1, 2013

Purpose: The holder of the Scott Beattie Professorship in Marketing will contribute significant expertise to the examination of marketing, by conducting academic research and developing case studies and/or teaching material. Funding may also support a post-doctoral and/or PhD student to assist the faculty member, subject to approval by the Dean of Ivey.

This expendable professorship will have academic appointment in the Richard Ivey School of Business. The candidate will be a full-time faculty member with significant expertise in the area of marketing. Through research and teaching conducted by the holder of the Professorship, the School will distinguish itself within Canada as a primary source of relevant, applied research in marketing, and help develop the next generation of business leaders.

The professorship is focused on the exploration of marketing with global impact, innovation in marketing and the globalizing effect of social media through the lens of consumer behaviour. Other areas of study that could be explored include marketing management, competitive analysis, and brand management.

Criteria: Appointment to the Scott Beattie Professorship in Marketing will be conducted in accordance with the relevant policies and procedures of the University based on the recommendation of a representative of the Dean's office of the Ivey Business School (also being the Chair of the Selection Committee).

The appointment of the Scott Beattie Professorship in Marketing will be for five years, at which time the Professorship will cease to exist.

Reporting: The University, through the Richard Ivey School of Business, will report annually to the Donor regarding the progress and advancement of the Professor's work.

Background: E. Scott Beattie is Chair, President and Chief Executive Officer of Elizabeth Arden, Inc. Additionally, Mr. Beattie has been involved in the financing, management and development of a number of private and publicly traded businesses in the consumer product, financial services, information technology, and retailing sectors through Bedford Capital, a Toronto-based private equity firm he co-founded in 1989.

Mr. Beattie has made philanthropy fundamental to the culture of Elizabeth Arden. The company supports a wide range of charitable, humanitarian and educational causes including Look Good…. Feel Better, The World Heart Federation's Go Red for Women Campaign, Make a Wish Foundation, PENCIL (Public Education Needs Civic Involvement in Learning) in NYC public schools, the Fashion Institute of Technology, Save the Children and other endeavours.

Mr. Beattie is a Western alumnus, holding an HBA and an MBA from the Richard Ivey School of Business. Mr. Beattie joined the Ivey Advisory Board in 2002 and the Leadership Council at Ivey in 2012.

SUMMARY OF ENROLMENT FORECAST

		Actual					Forecast				
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1	**Constituent University**										
2	**Full-Time Undergraduates**										
3	Arts & Humanities	1,312	1,275	1,260	1,232	1,180	1,148	1,145	1,143	1,144	1,154
4	Business (HBA)	706	812	935	979	1,065	1,130	1,130	1,130	1,130	1,130
5	Dentistry	249	251	251	260	266	264	264	264	264	264
6	Education	728	726	732	700	677	668	668	668	668	668
7	Engineering	1,098	1,132	1,147	1,262	1,335	1,392	1,418	1,422	1,420	1,412
8	Health Sciences										
9	BHSc Program	1,056	1,098	1,117	1,185	1,160	1,202	1,203	1,205	1,211	1,208
10	Kinesiology	1,159	1,194	1,204	1,246	1,203	1,193	1,187	1,182	1,191	1,193
11	Nursing	781	777	797	808	820	815	815	815	815	815
12	Therapies	39	40	0	0	0	0	0	0	0	0
13	Sub-Total	3,035	3,109	3,118	3,239	3,183	3,210	3,205	3,202	3,217	3,216
14	Law	456	467	458	465	476	485	495	495	495	495
15	Media, Information, & Tech	915	890	972	963	919	980	959	948	943	945
16	Medicine										
17	MD Program	569	591	621	646	667	684	684	684	684	684
18	BMedSci Program	603	591	653	688	778	892	892	892	892	892
19	Music	555	535	535	527	542	530	524	520	520	522
20	Science	3,795	3,737	4,020	4,222	4,334	4,305	4,290	4,253	4,242	4,235
21	Social Science	6,035	6,408	6,433	6,618	6,648	6,780	6,906	6,935	6,951	6,957
22	**Total Full-Time Undergraduates**	**20,056**	**20,524**	**21,135**	**21,801**	**22,070**	**22,468**	**22,580**	**22,556**	**22,570**	**22,574**
23	Concurrent Programs	81	110	121	144	155	165	165	175	175	175
24	Medical Residents	685	725	798	810	829	850	850	850	850	850
25	**Full-Time Graduates**										
26	Masters	2,606	2,648	2,800	2,823	2,756	3,151	3,367	3,434	3,503	3,573
27	Ph.D.	1,614	1,771	1,904	1,947	2,021	2,085	2,133	2,197	2,263	2,331
28	**Total Full-Time Graduates**	**4,220**	**4,419**	**4,704**	**4,770**	**4,777**	**5,236**	**5,500**	**5,631**	**5,766**	**5,904**
29	**Total Full-Time Enrolment**	**25,042**	**25,778**	**26,758**	**27,525**	**27,831**	**28,719**	**29,095**	**29,212**	**29,361**	**29,503**
30	**Part-Time FTEs**										
31	Undergraduate <1>	2,067	2,134	2,197	2,243	2,301	2,350	2,350	2,350	2,350	2,350
32	Education (AQs) <1>	929	922	803	745	669	670	670	670	670	670
33	Masters	130	129	134	140	175	140	140	140	140	140
34	Ph.D.	29	24	21	26	22	25	25	25	25	25
35	**Total Part-Time FTEs**	**3,155**	**3,209**	**3,155**	**3,154**	**3,167**	**3,185**	**3,185**	**3,185**	**3,185**	**3,185**
36	**Total Constituent FTEs**	**28,197**	**28,987**	**29,913**	**30,679**	**30,998**	**31,904**	**32,280**	**32,397**	**32,546**	**32,688**
37	**Affiliated University Colleges**										
38	**Full-Time Undergraduates**										
39	Brescia	918	934	964	1,067	1,121	1,166	1,187	1,191	1,214	1,240
40	Huron	1,143	1,235	1,254	1,272	1,230	1,250	1,250	1,250	1,250	1,250
41	King's	3,118	3,122	3,216	3,286	3,244	3,265	3,284	3,313	3,343	3,375
42	**Total Full-Time Undergraduates**	**5,179**	**5,291**	**5,434**	**5,625**	**5,595**	**5,681**	**5,721**	**5,754**	**5,807**	**5,865**
43	**Part-Time Undergraduate FTEs** <1>										
44	Brescia	78	82	83	94	95	95	95	95	95	95
45	Huron	55	57	56	70	60	55	55	55	55	55
46	King's	239	249	245	252	235	235	235	235	235	235
47	**Total Part-Time FTEs**	**372**	**388**	**384**	**416**	**390**	**385**	**385**	**385**	**385**	**385**
48	**Graduate FTEs**										
49	Brescia	27	26	30	29	32	31	31	31	31	31
50	Huron	15	13	12	14	10	20	20	20	20	20
51	King's	33	30	34	31	33	34	34	34	34	34
52	**Total Graduate FTEs**	**75**	**69**	**76**	**74**	**75**	**85**	**85**	**85**	**85**	**85**
53	**Total Affiliate FTEs**	**5,626**	**5,748**	**5,894**	**6,115**	**6,060**	**6,151**	**6,191**	**6,224**	**6,277**	**6,335**
54	**Total UWO FTEs**	**33,823**	**34,735**	**35,807**	**36,794**	**37,058**	**38,055**	**38,471**	**38,621**	**38,823**	**39,023**

SUMMARY OF ENROLMENT FORECAST

		Actual					Forecast				
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Rows 55 to 86 Included above										
55	**International Students**										
56	Constituent Full-Time										
57	Undergraduates	573	631	703	923	1,257	1,665	2,020	2,200	2,200	2,200
58	Medical Residents	120	109	121	127	108	115	115	115	115	115
59	Masters (excluding Ivey)	254	320	378	452	463	394	393	400	410	420
60	MBA (Regular), Ivey MSc	21	17	27	30	22	46	43	43	43	43
61	Executive MBA	71	71	80	44	22	107	117	117	117	117
62	Ph.D.	361	426	463	510	499	540	545	550	560	570
63	Affiliates										
64	Undergraduates	511	536	524	497	476					
65	Masters	2	2	2	2	4					
66	**Year 1 Only**										
67	**Constituent**										
68	Arts & Humanities	312	259	258	272	236	225	250	250	250	250
69	Engineering	327	343	351	416	412	435	415	415	415	415
70	Health Sciences										
71	BHSc Program	273	270	273	314	292	310	300	300	300	300
72	Kinesiology	349	347	330	366	331	350	350	350	350	350
73	Nursing	129	130	133	128	128	125	125	125	125	125
74	Media, Information, & Tech	363	333	361	334	314	320	335	335	335	335
75	MOS Program	727	773	717	846	816	840	840	840	840	840
76	Music	153	135	141	142	144	135	140	140	140	140
77	Science	1,097	1,106	1,366	1,388	1,313	1,325	1,310	1,310	1,310	1,310
78	Social Science	789	757	794	850	837	835	835	835	835	835
79	**Total Year 1 - Constituent**	**4,519**	**4,453**	**4,724**	**5,056**	**4,823**	**4,900**	**4,900**	**4,900**	**4,900**	**4,900**
80	**Affiliated University Colleges**										
81	Brescia	254	268	260	292	284	297	289	299	312	327
82	Huron	406	397	404	381	367	405	405	405	405	405
83	King's	949	946	916	878	821	840	850	860	870	880
84	**Total Year 1 - Affiliates**	**1,609**	**1,611**	**1,580**	**1,551**	**1,472**	**1,542**	**1,544**	**1,564**	**1,587**	**1,612**
85	**Total UWO Year 1**	**6,128**	**6,064**	**6,304**	**6,607**	**6,295**	**6,442**	**6,444**	**6,464**	**6,487**	**6,512**
86	**Masters**										
87	All Programs (excluding MBAs)	2,204	2,262	2,364	2,380	2,420	2,689	2,871	2,938	3,007	3,077
88	Ivey (excl EMBA)	162	157	188	183	144	190	214	214	214	214
89	Executive MBA	240	229	248	260	192	272	282	282	282	282

For Information

90	Year 1 Constituent International Students	122	120	146	347	476	500	500	500	500	500

<1> *part-time undergraduate FTEs are estimated for 2012-13.*

<u>REPORT OF THE HONORARY DEGREES COMMITTEE</u>

<u>FOR INFORMATION</u>

<u>Honorary Degree Recipients – MD, Hong Kong and Ivey MBA Spring Convocations – 2013</u>

The Honorary Degrees Committee of the Senate announces conferment of the following honorary degrees:

IAN IHNATOWYCZ - LLD   Ivey MBA   April 8

JOSEPH MARTIN - DSc   Schulich School of Medicine & Dentistry,   May 17
                                 MD Convocation

LAP-CHEE TSUI - DSc   Ivey Hong Kong   May 26

<u>Announcements and Communications</u>

Announcements

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Deb Lucy	Physical Therapy	Health Sciences	Acting Director	September 1-2012	August 31, 2013
Doug Jones		Schulich School of Medicine & Dentistry	Vice Dean (Basic Sciences)	February 1, 2013	June 30, 2016
Marilyn Randall	French Studies	Arts and Humanities	Chair	July 1, 2013	June 30, 2014
Kathleen Fraser	English and Writing Studies	Arts and Humanities	Writing Director	January 1, 2013	June 30, 2018