

SENATE AGENDA

1:30 p.m., Friday, December 5, 2014
University Community Centre, Room 56

1. **Minutes of the Meeting of November 14, 2014**
2. Business Arising from the Minutes
3. Report of the President (J. Deakin)
4. Reports of Committees:
Operations/Agenda - **EXHIBIT I** (J. Aitken Schermer)
Nominating - **EXHIBIT II** (A. Nelson)
Academic Policy and Awards – **EXHIBIT III** (B. Timney)
5. Enquiries and New Business
6. 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.

SUMMARY OF AGENDA ITEMS: December 5, 2014

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

**OPERATIONS/AGENDA COMMITTEE
FOR ACTION**

FOR INFORMATION

Notice of Motion

Appointment of an Officer of Convocation

Annual Report on Convocation Statistics

SRBA Annual Report – 2013-2014

Election Schedule 2015

NOMINATING COMMITTEE

FOR ACTION

Nominating Subcommittee to Nominate a Senator from the General Community

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Introduction of the Master of Media in Journalism and Communication (MMJC) Program

Introduction of a Graduate Diploma in Accounting

Introduction of a Non-Thesis Option in the MSc in Biochemistry Program

Discontinuation of the Graduate Certificate in Epidemiology and Biostatistics

MAPP 1.26 - Revised International Academic Partnerships Policy

Revisions to the Policy on Dual Credential Degree Programs

FOR INFORMATION

SUPR-G Report: Cyclical reviews of Electrical and Computer Engineering and Computer Science

Report of Scholastic Offenses for the period July 1, 2013 – June 30, 2014

New Scholarships and Awards



MINUTES OF THE MEETING OF SENATE

November 14, 2014

The meeting was held at 1:30 p.m. in Room 56, University Community Centre.

SENATORS: 75

J. Aitken Schermer
M.A. Andrusyszyn
D. Belliveau
I. Birrell
P. Bishop
N. Brooks
L. Brown
J. Burkell
S. Camiletti
J. Capone
T. Carmichael
A. Chakma
M. Clapton
D. Coward
L. Crich
M. Crossan
J. Cuciurean
K. Danylchuk
J. Deakin
C. Dean
G. Dekaban
D. Dodgson
G. Dresser
J. Eberhard
A. El-Boraie

J. Faflak
C. Farber
A. Fedyk
J. Hatch
B. Hovius
Y. Huang
C. Jones
J. Knowles
G. Kulczycki
B. Leipert
A. Leschied
J. Malkin
S. McClatchie
C. McGarvey
K. Mequanint
R. Mercer
M. Milde
J.-F. Millaire
L. Miller
D. Mok
K. Moser
A. Nelson
D. Neufeld
C. Nolan
V. Nolte

C. O'Connor
C. Olivier
P.P. Pare
N. Pilo
M. Rothstein
P. St. Pierre
M. Salvadori
V. Schwean
K. Siddiqui
R. Sookraj
V. Staroverov
C. Steeves
N. Sussman
T. Sutherland
D. Sylvester
G. Tigert
B. Timney
J. Toswell
T. Townshend
N. Wathen
A. Watson
J. Weese
G. Westwood
C. Wilkins
B.A. Younker

Observers: E. Chamberlain, J. Doerksen, K. Godbout, L. Gribbon, M. Helfand, J. Inoue, A. Mandich, J. McMullin, K. Olson

S.14-189

MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of October 17, 2014 were approved as circulated.

S.14-190 **REPORT OF THE PRESIDENT**

The President's report consisted of the following items: London municipal election, Musculoskeletal Health Research Cluster, International Week, Global Ivey Day, government matters, and a Maclean's ranking analysis. Overhead slides used to highlight his presentation on the Maclean's ranking analysis are attached as [Appendix 1](#).

S.14-190a **Canada First Research Excellence Fund (CFREF)**

Responding to questions regarding the Canada First Research Excellence Fund (CFREF), the President said that the government has not announced the framework through which funding will be allocated. There is speculation that the government will issue a call for proposals on major projects – those supporting excellence on a large scale - that each institution will submit one proposal, that it should align with Canada's science and technology priorities, and that partnership and leveraging will be encouraged. It is believed that the timeline for application will be short. The Vice-President (Research) is currently doing an inventory to establish ahead of time where Western's areas of strength lie and where programs align with the government's science and technology priorities. It is thought that the government will be highly selective and will support only a few proposals.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [Exhibit I]

S.14-191 **Richard Ivey School of Business: Revisions to the Honors Business Administration (HBA) Program Admission Requirements**

Prior to considering the motion, the Dr. Timney stated that the following phrase should be deleted from the last sentence in the background information: *and be free of any penalties in order to get admitted into the HBA program.*

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

That the Admission Requirements for the Honors Business Administration (HBA) program be revised as set out in Exhibit I, Appendix 1, for admissions starting in September 2015.

CARRIED

S.14-192 **Faculty of Law: Combining the January and Spring Terms into a "Winter Term"**

It was moved by B. Timney, seconded by P. Bishop,

That effective September 1, 2015, the existing January and Spring Terms be combined into a "Winter Term" in the Faculty of Law as set out in Exhibit I, item 2.

CARRIED

S.14-193 **School of Graduate and Postdoctoral Studies, Faculty of Law: Withdrawal of the Western/NALSAR Dual-Credential Program**

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

That, effective January 1, 2015 the LLM/MPhil (Western/NALSAR) – LLM/LLM (NALSAR/Western) Dual-Credential Degree Program be discontinued.

CARRIED

S.14-194 **School of Graduate and Postdoctoral Studies: Dual-Credential PhD Degree Agreement between Ghent University (Belgium) and The University of Western Ontario**

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

That effective September 1, 2014, SCAPA approve the introduction of a Dual-Credential PhD Degree Agreement between Ghent University (Belgium) and The University of Western Ontario as shown in Exhibit I, Appendix 2.

Asked why this agreement is limited to students in biology, Dr. Miller said that the agreement was brought forward by Biology to accommodate a student but if other departments are interested the agreement can be extended. She agreed to take under advisement the suggestion that a more generic agreement be developed in the future.

The question was called and CARRIED

S.14-195 **Schulich School of Medicine & Dentistry and Faculty of Science: Renaming of Modules in Pathology and Toxicology and Revisions to the Modules**

It was moved by B. Timney, seconded by A. Watson,

That the Honors Specialization and Specialization in Pathology and Toxicology be renamed as Honors Specialization and Specialization in Pathology, as shown in Exhibit I, Appendix 3 effective September 1, 2015, and,

That students currently enrolled in the Pathology and Toxicology modules be allowed to finish their programs with the old designation by August 31, 2019.

CARRIED

S.14-196 **Faculty of Social Science: Revisions to the Admission Requirements of the Minor in Transitional Justice and Post-Conflict Reconstruction**

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

That the Admission Requirements of the Minor in Transitional Justice and Post-conflict Reconstruction be revised effective September 1, 2015 as shown in Exhibit I, item 6.

CARRIED

S.14-197 **King's University College: Revisions to the Bachelor of Social Work (BSW) Program**

It was moved by B. Timney, seconded by S. Camiletti,

That effective September 1, 2015, the Bachelor of Social Work (BSW) (Honors) program at King's University College be revised as shown in Exhibit I, item 7 and

That enrollment in the Bachelor of Social Work (BSW) (Honors) (non-modular) program be discontinued effective September 1, 2015, and

That students enrolled in the Bachelor of Social Work (BSW) (Honors) (non-modular) program prior to September 1, 2015, be permitted to change their registration to the Honors Specialization module permanently or continue in the old program with the understanding that they must complete the requirements prior to June 2019 as shown in Exhibit I, Appendix 4.

CARRIED

S.14-198 **King's University College: Withdrawal of and Revisions to French Modules**

It was moved by B. Timney, seconded by S. Camiletti,

That effective September 1, 2015, the French modules

- Honors Specialization in French Linguistics and Literature
- Honors Specialization in French Language and Linguistics
- Major in French Studies
- Minor in French Studies
- Minor in Francophone Studies

be withdrawn at King's University College, and

That, effective September 1, 2015, the French modules

- Honors Specialization in French Language and Literature
- Major in French Language and Literature
- Specialization in French Studies
- Minor in French Language and Literature

offered at King's be revised as shown in Exhibit I, Appendix 5.

CARRIED

S.14-199 **King's University College and Continuing Studies at Western: Withdrawal of the Certificate in Grief and Bereavement Studies; Introduction of a Certificate in Loss, Grief and Bereavement Studies at King's University College**

S.14-199a **Withdrawal of the Certificate in Grief and Bereavement Studies (offered with Continuing Studies)**

It was moved by B. Timney, seconded by S. Camiletti,

That enrollment in the Certificate in Grief and Bereavement Studies be discontinued effective September 1, 2014, and

That the Certificate be withdrawn effective September 1, 2015.

CARRIED

S.14-199b **Introduction of the Certificate in Loss, Grief and Bereavement Studies at King's University College**

It was moved by B. Timney, seconded by S. Camiletti,

That the Certificate in Loss, Grief and Bereavement be introduced at King's University College effective September 1, 2015 as shown in Exhibit I, Appendix 6.

CARRIED

S.14-200 **King's University College: Revisions to the Admission Requirements of the Honors Specialization, Specialization and Major in the World Religions and Cultures Modules**

It was moved by B. Timney, seconded by S. Camiletti,

That effective September 1, 2015, the admission requirements for the Honors Specialization, Specialization and Major in World Religions and Cultures be revised as shown in Exhibit I, Appendix 7.

CARRIED

S.14-201 **MAPP 2.10 – Scholarships, Awards and Prizes – Definitions and Approval Process**

It was moved by B. Timney, seconded by J. Aitken Schermer,

That SCAPA approve amendments to the Scholarships, Awards and Prizes – Definitions and Approval Process Policy (MAPP 2.10) as outlined in Exhibit I, Appendix 8.

CARRIED

S.14-202 **Policy Revision: Scheduling of Examinations and Responsibility for Printing**

It was moved by B. Timney, seconded by J. Aitken Schermer,

That the policy “Scheduling Exams and Responsibility for Printing” be revised as shown in Exhibit I, Appendix 9 effective September 1, 2014.

CARRIED

S.14-203 **Revisions to the 2 + 2 program for a Doctorate Degree (PhD) in Synchrotron Radiation Research with Soochow University, China**

SCAPA and Senate approved the 2+2 program in February 2014. (See at: http://www.uwo.ca/univsec/pdf/senate/minutes/2014/a1402sen_full.pdf). The Departments of Chemical and Biochemical Engineering and Physics and Astronomy were added to the agreement as partners and the agreement was revised to reflect this change. In addition, Canadian students or other international students meeting the admission requirements of participating doctoral programs at Western may also apply for the program. The revised agreement is shown in Exhibit I, Appendix 10.

S.14-204 **Policy Revision: Course Load**

The current policy is posted at:

http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/courseload.pdf

SCAPA and Senate approved changes to the Course Load policy in October (see: <http://www.uwo.ca/univsec/pdf/senate/minutes/2014/October%2017%20Senate%20Agenda%20-%20all.pdf>). The reference to courses offered outside of the regular session included the wrong suffixes. Corrections were made to include the correct suffixes for these courses as shown below.

“In order to maintain a balanced course load, students may not take more than 2.5 courses in each of the Fall (September – December) and Winter (January – April) terms, unless the Dean of the student’s faculty provides an exemption, or the student is also registered in a course that is offered outside of a regular session (i.e. X, Y, U, Y and Z course)”.

S.14-205 **New Scholarships and Awards**

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 and awards as set out in Exhibit I, Appendix 11.

S.14-206 **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit II]

The Report of the Academic Colleague, detailed in Exhibit II, was received for information. Topics reported on included: COU strategic directions and priorities, funding review, program approvals and OUAC Acquisition of a new Application Management System (AMS).

ENQUIRIES AND NEW BUSINESS

S.14-207

Selection Committee for Associate Vice-President (Student Experience)

Responding to questions regarding the composition of the Selection Committee and status of the search for the Associate Vice-President (Student Experience), Dr. Deakin provided the membership of the selection committee stating that it includes two faculty members - an associate dean and a dean - as well as representation from students and student advising portfolios. The confidential search process is underway with meetings being held with the search consultant.

S.14-208

Research Cluster Funding

Responding to questions regarding the allocation of the remaining research cluster funds, Dr. Deakin recalled that Western's budget approved by the Board in April 2012, noted that the budgetary investments during the remaining three years of that cycle would focus on enhancing Western's research and scholarship profile on the global stage. The budget document outlined that the Provost and the Vice President (Research) would collaborate in development of programs to achieve the objectives. The Research Clusters Program and the WRC program are tools that were developed to deploy a portion of the research excellence funds. The uncommitted funds remain in the reserve and will be available for strategic research activities including matching funding if required. The Deans have been asked to comment on research priorities through the budgetary planning process and that will also inform how the remaining funds could be deployed in support of research excellence.

Asked if consideration had been given to using the funds to stabilize programs in financial difficulty, Dr. Deakin explained that the funds are ear-marked for research and not intended to be applied to any unit deficits.

Concern was expressed at the lack of interdisciplinary breadth of the members of the final adjudication committee for the research clusters program – all were scientists. Dr. Deakin agreed to take that concern under advisement but added that all the proposals were subject to external peer review.

It was suggested that Western, in identifying clusters of excellence or priorities, was perhaps losing sight of being a comprehensive institution, not one just focused on science disciplines. In response, a member noted that Senate's discussion has been distorted by the focus on clusters. The research cluster program is important but it does not define the entirety of Westerns' research program.

S.14-209

NOTICE OF MOTION

D. Belliveau presented a Notice of Motion that Senate establish an ad hoc Research Excellence Funding Committee to oversee the allocation of the one-time research excellence funding formerly tied to the Western Clusters of Research Excellence program. The Chair accepted the Notice of Motion and advised that it will be considered by the Operations/Agenda Committee at its next meeting.

ADJOURNMENT

The meeting adjourned at 2:52 p.m.

A. Chakma
Chair

I. Birrell
Secretary



Medical/Doctoral Rank

	Rank
2006	5
2009	9
2013	11
2015	8



Student Body

	Ent. Avg.	Retention	Int. UG
2006 (5)	87.9 (3)	96.5 (2)	6.5 (9)
2009 (9)	86.0 (11)	91.1 (4)	5.4 (25)
2013 (11)	87.6 (7)	93.2 (3)	6.9 (23)
2015 (8)	89.3 (2)	93.2 (3)	11.0 (17)



Student Awards

1	McGill	10.4
2	UBC	10.1
3	Queen's	7.7
4	Toronto	7.4
5	Dalhousie	6.6
6	Alberta	5.9
7	McMaster	5.7
8	Ottawa	5.2
9	Calgary	5.1
10	Montréal	4.9
11	Western	4.6
*12	Laval	4.4
*12	Sherbrooke	4.4
14	Manitoba	3.9
15	Saskatchewan	3.0



Student/Faculty Ratio

1	UBC	13.7	9	Alberta	21.4
2	Dalhousie	15.6	10	Laval	22.2
*3	Saskatchewan	16.0	11	Western	23.3
*3	Sherbrooke	16.0	12	Montréal	25.5
5	Manitoba	16.5	13	Ottawa	26.7
6	Calgary	16.8	14	Toronto	26.9
7	McGill	17.9	15	Queen's	28.0
8	McMaster	19.0			



Budget

1	Alberta	\$15,601
2	Saskatchewan	15,423
3	UBC	15,102
4	Dalhousie	14,611
5	Manitoba	14,242
6	Calgary	14,137
7	Toronto	13,465
8	McMaster	13,056
9	Ottawa	12,009
10	Western	11,455
11	Queen's	11,381
12	McGill	11,105



Total Research Grants

1	Toronto	\$457,063
2	McGill	281,433
3	Montréal	276,135
4	Alberta	249,556
5	Queen's	240,798
6	UBC	236,359
7	McMaster	234,547
8	Laval	228,467
9	Ottawa	228,209
10	Calgary	222,872
11	Western	206,540
12	Dalhousie	154,335



Faculty Awards

1	Toronto	10.4			
2	Queen's	9.5	*9	Calgary	3.3
3	Alberta	7.9	*9	Ottawa	3.3
4	McGill	7.7	*11	Laval	2.9
5	UBC	7.3	*11	Western	2.9
6	Montréal	6.2	13	Sherbrooke	2.3
7	McMaster	5.6	14	Saskatchewan	1.9
8	Dalhousie	5.2	15	Manitoba	1.7
1	Waterloo	5.7	1	Saint Mary's	4.9
2	Simon Fraser	4.9	2	Mount Allison	4.2
3	Victoria	4.2	3	Trent	4.1
4	Carleton	3.1	4	UNBC	3.2
*5	UQAM	3.0			
*5	York	3.0			



Faculty Awards Rank (#)

	Western	Ottawa	Calgary
2006	13 (3.2)	7 (5.5)	12 (3.5)
2009	10 (3.6)	6 (7.1)	11 (3.2)
2013	11 (3.2)	6 (5.6)	10 (3.3)
2015	11 (2.9)	9 (3.3)	9 (3.3)



SSHRC Awards

1	McGill	\$15,910	37.23	9	Queen's	7,312	20.33
*2	Ottawa	13,525	26.41	10	Alberta	6,966	17.94
*2	Toronto	11,688	30.05	11	Western	6,671	14.62
4	McMaster	14,934	22.74	12	Manitoba	7,056	11.90
5	Montréal	11,570	25.98	13	Saskatchewan	6,555	11.05
6	UBC	12,321	23.37	14	Calgary	4,418	14.39
7	Dalhousie	10,744	18.93	15	Sherbrooke	3,151	8.41
8	Laval	10,962	17.09				
1	Waterloo	\$13,785	27.91				
2	Simon Fraser	10,726	22.45				
3	Victoria	9,077	18.70				
4	York	8,775	14.86				
5	Carleton	7,084	17.86				



SSHRC Grants

	\$	#	Rank
2001	5,225	21.31	10
2006	10,873	21.13	8
2009	8,329	20.00	10
2013	6,736	17.20	11
2015	6,671	14.62	11

Toronto \$9825 (2001) to \$11,688 (2015) ;
UW \$4455 (2001) to \$13785 (2015)



Med/Sci Grants

1	Toronto	\$186,236	193.32
2	McGill	133,579	144.40
3	Queen's	132,257	134.97
4	UBC	118,767	128.29
5	Western	99,526	143.00
6	Laval	106,668	110.32
7	Alberta	89,227	120.32
8	Montréal	95,442	111.17
9	Ottawa	91,786	99.03
10	McMaster	81,718	66.41
11	Dalhousie	68,979	78.01
12	Calgary	53,527	73.54



Medical/Science Grants

	\$	#	Rank
2001	71971	140.25	7
2006	82330	128.52	10
2009	78972	127.8	9
2013	76517	113.51	9
2015	99526	143.00	5

Toronto \$95061 (2001) to \$186,235 (2015);
Queen's \$72,153 (2001) to \$132,257 (2015)



Highest Quality

- 1 McGill
- 2 Toronto
- 3 UBC
- 4 Waterloo
- 5 Queen's
- 6 McMaster
- 7 Alberta
- 8 Western
- 9 Simon Fraser
- 10 Dalhousie
- 11 Victoria
- 12 Montréal



Most Innovative

- 1 Waterloo
- 2 Toronto
- 3 UBC
- 4 McMaster
- 5 McGill
- 6 Ryerson
- 7 Alberta
- 8 Queen's
- 9 Guelph
- 10 Western
- 11 Simon Fraser
- 12 Victoria



Leaders of Tomorrow

- 1 Waterloo
- 2 UBC
- 3 Toronto
- 4 McGill
- 5 Alberta
- 6 Ryerson
- 7 McMaster
- 8 Queen's
- 9 Simon Fraser
- 10 Montréal
- 11 Laval
- 12 Western



Best Overall

- 1 Waterloo
- 2 UBC
- 3 Toronto
- 4 McGill
- 5 Alberta
- 6 McMaster
- 7 Queen's
- 8 Ryerson
- 9 Western
- 10 Simon Fraser
- 11 Montréal
- 12 Guelph



Leaders of Tomorrow

	Western	Ryerson	Calgary
2001	18	10	12
2006	15	11	9
2009	16	14	13
2013	21	10	14
2015	12	5	13





REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Notice of Motion re Research Clusters
Student Senator Representation on Faculty Councils
Officer of Convocation
Annual Report on Convocation Statistics
SRBA Annual Report – 2013-14
Election Schedule 2015

FOR INFORMATION

1. Notice of Motion re Research Clusters

At the last meeting of Senate, a notice of motion ([Appendix 4](#)) was received requesting the establishment of an ad hoc Senate committee to disperse research funds. At the time, the President expressed the view that such a motion would be out of order because it is not within Senate's mandate to allocate resources. The Operations/Agenda Committee agrees with the President's comments and has determined that the motion should not be put before Senate.

This is a constitutional matter. The UWO Act gives clear authority over financial matters to the Board of Governors not to Senate. The Board, in turn, has delegated general authority for budgetary matters to the administration.

Special Resolution #11 of the Board provides the following with respect to the responsibilities of the Provost:

- (e) to work jointly with the Vice-President (Resources & Operations) to plan, implement and monitor short and long term budget strategies and to coordinate the daily functioning of the institution as a whole

Special Resolution #13 of the Board, which describes the responsibilities of the Vice-President (Research) says:

- (d) to devise, implement, and monitor short- and long-term strategies that will assist faculty members and associated research personnel in acquiring the resources necessary for research and original scholarly enquiry and to coordinate these strategies with the functioning of the institution as a whole

While section (30)(f) of the Act gives Senate the ability to

- (f) pass resolutions and make recommendations to the Board with respect to any matter connected with the administration of the University and the promotion of its affairs....

Senate must do so in a way that "...shall not be construed to subtract from the powers and duties conferred on the Board elsewhere in this Act." Establishing an ad hoc committee to carry out the responsibilities of the Board goes beyond what is permitted to Senate in section (30)(f). Senate cannot simply accrue to itself authority that lies elsewhere.

Further, and more specifically, the budget reviewed by Senate and approved by the Board in 2012 in which the allocation of the special \$30 million dollar fund for research was made, gave explicit joint responsibility for the use of that fund to the Provost and the Vice-President (Research):

3. Enhancing Western's Research Profile

The fall 2010 update to our Strategic Plan included recommendations in the areas of research and scholarship. The Provost and the Vice-President (Research and International Relations) are collaborating in the development of programs to (a) establish new or strengthen existing research clusters, (b) attract and retain internationally-recognized

scholars, and (c) plan and design international visits, exchanges, and conferences. Specific recommendations will be brought forward in the coming year, and the resources will be made available through the Academic Priorities Fund (APF) which is being established as part of the upcoming four-year plan.

As is the standard practice, the subsequent budget described programs being put in place for expenditures from the APF. Senate's role with respect to the budget is to provide advice and comment to the Board, and it may do so with respect to any element of the budget, including annual expenditures through the various funding mechanisms, such as the APF. However, it is important to remember that while Senate may offer advice to the Board on specific budgetary matters it does not have authority to take on responsibilities delegated elsewhere by the Board in the budget with respect to particular types of resource allocations unless such authority is explicitly granted by the Board.

The Operations/Agenda Committee notes that while it has determined that the proposed course of action suggested by the notice of motion is out of order, substantive questions with respect to the use of the research infrastructure set-aside or other matters related to research are not and may continue to be raised at any time under Enquiries and New Business.

2. **Student Senator Representation on Faculty Councils**

Last spring, student Senators presented a proposal to the Operations/Agenda Committee seeking to have Senate mandate that each Faculty Council include in its membership a student Senator as a non-voting member. The intent of the proposal was to foster greater understanding of Faculty issues amongst student Senators and to have faculty councils receive information about issues before Senate. The Operations/Agenda Committee sought input from the Deans and, with the assistance of a student Senator, from student leaders in the individual Faculties. In both cases, the response was mixed. Some faculty councils already do this as a matter of course; some were not strongly opposed, but did not see any real benefit; others were concerned that because there is not at least one student seat on Senate for each Faculty, some councils would have students sitting on them who were not students in the Faculty concerned.

Given the range of responses, the Operations/Agenda Committee is reluctant to suggest that Senate approve the proposal. However, the Committee encourages each Faculty Council to consider its student representation and whether the addition of a student Senator to its membership would be something it would like to pursue. The Committee would support recommendations to amend Faculty Council constitutions to codify such an addition.

3. **Officer of Convocation**

The following Officer of Convocation has been appointed (term to June 30, 2016):
Angie Mandich – Assistant Director of Convocation

4. **Convocation Statistics 2014**

In 2014 Spring Convocation ceremonies were held on June 10-13 and 16-18 and Autumn Convocation ceremonies were held on October 23 and October 24. Statistics for Spring and Autumn Convocations are attached as [Appendix 1](#) and [Appendix 2](#), respectively.

5. **Senate Review Board Academic (SRBA) Annual Report – 2013-2014**

See [Appendix 3](#).

6. **Election Schedule Spring 2015**

Information regarding the Election Schedule for Spring 2015 can be found at <http://www.uwo.ca/univsec/senate/elections.html>

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND
			includes walk-ons			includes walk-ons				
TUESDAY, JUNE 10, 2014 10:00 a.m.										
School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	24	1				15		60.00		
Master of Arts	12	0				5		41.67		
Master of Public Administration	7	0				4		57.14		
Master of Science	2	1	47			1		33.33	25	53.19
Faculty of Social Science										
Bachelor of Arts (Honors)	350	0				264		75.43		
Bachelor of Science (Honors)	31	0				22		70.97		
Diploma in Not-for-Profit Management	1	0				0		0.00		
Diploma in Public Administration	10	0				1		10.00		
Certificate in Not-for-Profit Management	2	0	394			1		50.00	288	73.10
Total				441			313	70.98		
TUESDAY, JUNE 10, 2014 3:00 p.m.										
King's University College										
Advanced Master of Divinity	3	0				0		0.00		
Master of Divinity	1	0				0		0.00		
Master of Theological Studies	1	0				0		0.00		
Bachelor of Arts (Honors)	229	0				179		78.17		
BMOS (Honors)	30	0				15		50.00		
Bachelor of Social Work (Honors)	50	0				44		88.00		
Bachelor of Arts (Four Year)	168	1				111		65.68		
BMOS	36	0				24		66.67		
Bachelor of Arts	101	0				58		57.43		
Certificate in Childhood in the Justice System	6	0				0		0.00		
Certificate in Grief and Bereavement Studies	3	0	629			1		33.33	432	68.68
Total				629	1070		432	68.68		
WEDNESDAY, JUNE 11, 2014 10:00 a.m.										
Faculty of Social Science										
BMOS (Honors)	165	0				120		72.73		
BMOS	283	2				201		70.53		
Diploma in Accounting	1	0	451			0		0.00	321	71.18
Total				451			321	71.18		
WEDNESDAY, JUNE 11, 2014 3:00 p.m.										
Faculty of Science										
Bachelor of Arts (Four Year)	2	0				1		50.00		
Bachelor of Science (Four Year)	149	0				105		70.47		
Bachelor of Arts	3	0				2		66.67		
Bachelor of Science	37	1	192			19		50.00	127	66.15
Faculty of Social Science										
Bachelor of Arts (Four Year)	260	0				176		67.69		
Bachelor of Arts	91	0	351			37		40.66	213	60.68
Total				543	994		340	62.62		

DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND
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THURSDAY, JUNE 12, 2014 10:00 a.m.

School of Graduate and Postdoctoral Studies

Doctor of Philosophy	27	0			17		62.96		
Master of Clinical Science	2	0			1		50.00		
Master of Science	55	2	86		26		45.61	44	51.16

Schulich School of Med & Dent. and Faculty of Science

Bachelor of Medical Science (Honors)	349	0			288		82.52		
Bachelor of Medical Sciences (Four Year)	5	0	354		3		60.00	291	82.20
Total				440			76.14		

THURSDAY, JUNE 12, 2014 3:00 p.m.

School of Graduate and Postdoctoral Studies

Doctor of Philosophy	53	1			20		37.04		
Master of Science	101	2	157		45		43.69	65	41.40

Faculty of Science

Bachelor of Arts (Honors)	1	0			1		100.00		
Bachelor of Science (Honors)	373	0			272		72.92		
Bachelor of Science (Honors Food and Nutrition)	6	0			4		66.67		
Diploma in Computer Science	2	0	382		1		50.00	278	72.77
Total				539	979		63.64		

FRIDAY, JUNE 13, 2014 10:00 a.m.

School of Graduate and Postdoctoral Studies

Doctor of Philosophy	6	0			6		100.00		
Master of Arts	19	0			18		94.74		
Master of Education	57	0	82		28		49.12	52	63.41

Faculty of Education

Bachelor of Education	557	0			374		67.15		
Diploma in Education (Technological Education)	16	0	573		13		81.25	387	67.54
Total				655			67.02		

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND
FRIDAY, JUNE 13, 2014 3:00 p.m.										
School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	55	1				28		50.00		
Master of Clinical Dentistry	3	0				0		0.00		
Master of Engineering	57	1				34		58.62		
Master of Engineering Science	44	3	164			16		34.04	78	47.56
Faculty of Engineering										
Bachelor of Engineering Science	272	0				197		72.43		
Bachelor of Engineering Science (International Collaborative)	3	0				0		0.00		
Certificate in Technological Entrepreneurship	4	0				0		0.00		
Certificate in We Go Global	2	0	281			0		0.00	197	70.11
Schulich School of Medicine & Dentistry										
Doctor of Dental Surgery	76	0				73		96.05		
Doctor of Medicine (May 16, 2014)	168	0	244			0		0.00	73	29.92
Total				689	1344		348	50.51		

MONDAY, JUNE 16, 2014 10:00 a.m.

School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	22	2				16		66.67		
Master of Arts	18	0				6		33.33		
Master of Fine Arts	3	0				2		66.67		
Master of Music	33	0	78			13		39.39	37	47.44
Faculty of Arts and Humanities										
Bachelor of Arts (Honors)	118	0				101		85.59		
Bachelor of Fine Arts (Honors)	18	0				12		66.67		
Bachelor of Arts (Four Year)	82	0				57		69.51		
Bachelor of Arts	35	0				20		57.14		
Diplôme de Français Pratique	1	0				0		0.00		
Diploma in Professional Communication	1	0				0		0.00		
Diploma in Public Relations	8	0				0		0.00		
Certificate in Ethics	1	0				0		0.00		
Certificat de Français des Affaires	16	0				0		0.00		
Certificat de Français Pratique	14	0				0		0.00		
Certificate in Practical Italian	1	0				0		0.00		
Certificate in Practical Spanish	11	0				0		0.00		
Certificate in Professional Communication	8	0				0		0.00		
Certificate in Theatre Arts	6	0				0		0.00		
Certificate in Writing	29	0	349			0		0.00	190	54.44
Don Wright Faculty of Music										
Bachelor of Arts (Honors)	1	0				1		100.00		
Bachelor of Music (Honors)	88	0				74		84.09		
Bachelor of Musical Arts (Honors)	6	0				5		83.33		
Bachelor of Arts (Four Year)	10	0				6		60.00		
Bachelor of Musical Arts (Four Year)	10	0				9		90.00		
Bachelor of Arts	4	0				2		50.00		
Artist Diploma in Performance (One Year)	7	0				3		42.86		
Music Performance Diploma	1	0				0		0.00		
Certificate in Piano Technology	14	0	141			1		7.14	101	71.63
Total				568			328	57.75		

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND
MONDAY, JUNE 16, 2014 3:00 p.m.										
<u>School of Graduate and Postdoctoral Studies</u>										
Doctor of Philosophy	13	0				9		69.23		
Master of Physical Therapy	5	0				0		0.00		
Master of Science	10	0				4		40.00		
Master of Science in Foods and Nutrition	14	0				11		78.57		
Master of Science in Occupational Therapy	2	0	44			0		0.00	24	54.55
<u>Brescia University College</u>										
Bachelor of Arts (Honors)	36	0				24		66.67		
Bachelor of Arts (Human Ecology Honors)	17	0				14		82.35		
BMOS (Honors)	1	0				1		100.00		
Bachelor of Science (Food and Nutrition Honors)	70	0				35		50.00		
Bachelor of Arts (Four Year)	21	0				14		66.67		
Bachelor of Arts (Human Ecology Four Year)	18	0				14		77.78		
BMOS	7	0				2		28.57		
Bachelor of Science (Food and Nutrition Four Year)	15	0				7		46.67		
Bachelor of Arts	19	0				8		42.11		
Bachelor of Arts (Human Ecology)	6	1				6		85.71		
Certificate in Community Development	1	0	212			0		0.00	125	58.96
<u>Faculty of Health Sciences</u>										
Bachelor of Health Sciences (Honors)	190	0				169		88.95		
Bachelor of Health Sciences (Four Year)	72	0				58		80.56		
Bachelor of Health Sciences	11	0				7		63.64		
Diploma in Clinical Trials Management	3	0				0		0.00		
Certificate in Clinical Trials Management	6	0	282			1		16.67	235	83.33
Total				538	1106		384	71.38		
TUESDAY, JUNE 17, 2014 10:00 a.m.										
<u>School of Graduate and Postdoctoral Studies</u>										
Doctor of Philosophy	5	0				3		60.00		
Master of Science in Management	20	0	25			0		0.00	3	12.00
<u>Richard Ivery School of Business</u>										
Bachelor of Arts (Honors of Business Administration)	496	0	496			355		71.57	355	71.57
Total				521			358	68.71		

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND
TUESDAY, JUNE 17, 2014 3:00 p.m.										
School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	3	0				3		100.00		
Master of Arts	16	0				10		62.50		
Master of Science	7	0	26			1		14.29	14	53.85
Huron University College										
Master of Divinity (May 8, 2014)	4	0				0		0.00		
Master of Theological Studies (May 8, 2014)	5	0				0		0.00		
Bachelor of Arts (Honors)	74	0				54		72.97		
BMOS (Honors)	10	0				6		60.00		
Bachelor of Arts (Four Year)	61	0				38		62.30		
BMOS	10	0				8		80.00		
Bachelor of Arts	21	0	185			8		38.10	114	61.62
Faculty of Health Sciences										
Bachelor of Arts (Honors Kinesiology)	188	0				141		75.00		
Bachelor of Science (Honors Kinesiology)	52	0				41		78.85		
Bachelor of Arts (Four Year)	17	0				10		58.82		
Bachelor of Arts	8	0	265			7		87.50	199	75.09
Total				476	997		327	68.70		

WEDNESDAY, JUNE 18, 2014 10:00 a.m.										
School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	1	0				0		0.00		
Master of Arts	39	0				29		74.36		
Master of Health Information Science	1	0				1		100.00		
Master of Library and Information Science	100	0	141			35		35.00	65	46.10
Faculty of Information and Media Studies										
Bachelor of Arts (Honors)	111	0				93		83.78		
Bachelor of Arts (Four Year)	58	0				52		89.66		
Bachelor of Arts	14	0				10		71.43		
Bachelor of Arts (Western-Fanshawe Collaborative Program)	32	0				28		87.50		
Diploma in Marketing	8	0				3		37.50		
Cert. in Digital Communication: Social Media & Virtual Worlds	8	0	231			0		0.00	186	80.52
Total				372			251	67.47		

WEDNESDAY, JUNE 18, 2014 3:00 p.m.										
School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	2	0				2		100.00		
Master of Laws	5	0				0		0.00		
Master of Science in Nursing	3	0				3		100.00		
Master of Studies in Law	2	0	12			1		50.00	6	50.00
Faculty of Health Sciences										
Bachelor of Science in Nursing (Compressed Program)	56	0				41		73.21		
Bachelor of Science in Nursing (Western-Fanshawe Program)	230	0	286			205		89.13	246	86.01
Faculty of Law										
Juris Doctor	176	0	176			104		59.09	104	59.09
Total				474	846		356	75.11		

CONVOCATION TOTAL	7317	19	7336	7336	7336	4875	4875	66.45	4875	
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	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND
			includes walk-ons			includes walk-ons				
Thursday, October 23, 2014 10:00 a.m.										
School of Graduate and Postdoctoral Studies										
Master of Social Work	34	0	34			29		85.29	29	85.29
King's University College										
Master of Divinity	1	0				1		100.00		
Bachelor of Arts (Honors)	40	1				24		58.54		
BMOS (Honors)	3	0				2		66.67		
Bachelor of Arts (Four Year)	60	3				31		49.21		
BMOS	16	1				9		52.94		
Bachelor of Arts	53	0				30		56.60		
Certificate in Grief and Bereavement Studies	4	0	182			0		0.00	97	53.30
Faculty of Information and Media Sciences										
Bachelor of Arts (Honors)	13	1				8		57.14		
Bachelor of Arts (Four Years)	9	0				7		77.78		
Bachelor of Arts	6	1				2		28.57		
Bachelor of Arts (Western-Fanshawe)	1	1				1		50.00		
Certificate in Digital Communication: Social Media and Virtual Wor	2	0	34			0		0.00	18	52.94
Faculty of Social Science										
Bachelor of Arts (Honors)	59	12				34		47.89		
BMOS (Honors)	24	6				18		60.00		
Bachelor of Science (Honors)	5	4				5		55.56		
Bachelor of Arts (Four Years)	89	2				55		60.44		
BMOS	118	9				79		62.20		
Bachelor of Arts	68	1				37		53.62		
Diploma in Accounting	2	0				0		0.00		
Diploma in Non-for-Profit Management	6	0				0		0.00		
Diploma in Public Administration	9	0				1		11.11		
Certificate in Non-for-Profit Management	1	0	415			0		0.00	229	55.18
Total				665			373	56.09		
Thursday, October 23, 2014 3:00 p.m.										
School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	30	1				19		61.29		
Master of Arts	1	0				0		0.00		
Master of Engineering	71	0				37		52.11		
Master of Engineering Science	35	1				19		52.78		
Master of Music	3	1				2		50.00		
Master of Science in Foods and Nutrition	2	0	145			0		0.00	77	53.10
Brescia University College										
Bachelor of Arts (Honors)	10	3				7		53.85		
BMOS (Honors)	2	0				1		50.00		
Bachelor of Arts (Honors Human Ecology)	4	0				2		50.00		
Bachelor of Science (Food & Nutrition) Honors	1	1				1		50.00		
Bachelor of Arts (Four Year)	12	0				7		58.33		
BMOS	2	0				2		100.00		
Bachelor of Arts (Human Ecology) Four Years	7	0				6		85.71		
Bachelor of Science (Food & Nutrition) Four Years	2	0				1		50.00		
Bachelor of Arts	7	0				3		42.86		
Bachelor of Arts (Human Ecology)	3	0	54			1		33.33	31	57.41

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND
Huron University College										
Bachelor of Arts (Honors)	6	0				6		100.00		
BMOS (Honors)	2	0				1		50.00		
Bachelor of Arts (Four Year)	18	0				13		72.22		
BMOS	8	0				6		75.00		
Bachelor of Arts	8	0		42		2		25.00	28	66.67
Faculty of Arts and Humanities										
Bachelor of Arts (Honors)	18	0				14		77.78		
Bachelor of Fine Arts (Honors)	3	0				1		33.33		
Bachelor of Arts (Four Year)	22	1				13		56.52		
Bachelor of Arts	14	0				9		64.29		
Diploma in Arts Management	9	0				1		11.11		
Diplome de Francais def Affaires	1	0				0		0.00		
Diploma in Ethics	1	0				1		100.00		
Diploma in Public Relations	1	0				1		100.00		
Certificat de Francais des Affaires	3	0				0		0.00		
Certificat de Francais Pratique	1	0				0		0.00		
Certificate in Practical Italian	1	0				0		0.00		
Certificate in Practical Spanish	4	0				0		0.00		
Certificate in Professional Communication	1	0				0		0.00		
Certificate in Theatre Arts	4	0				0		0.00		
Certificate in Writing	4	0		88		0		0.00	40	45.45
Don Wright Faculty of Music										
Bachelor of Music (Honors)	4	0				1		25.00		
Bachelor of Musical Arts (Honours)	2	0				2		100.00		
Bachelor of Arts (Four Year)	3	0				2		66.67		
Bachelor of Musical Arts (Four Year)	4	0				2		50.00		
Bachelor of Arts (Music)	3	0				1		33.33		
Artist Diploma in Performance (One Year Program)	3	0		19		1		33.33	9	47.37
Faculty of Engineering										
Bachelor of Engineering Science	23	3				14		53.85		
Certificate in Technological Entrepreneurship	1	0		27		0		0.00	14	51.85
Faculty of Health Sciences										
Bachelor of Health Sciences (Honors)	21	1				15		68.18		
Bachelor of Health Sciences (Four Years)	18	2				13		65.00		
Bachelor of Health Sciences	3	0				1		33.33		
Bachelor of Science (Honors Kinesiology)	4	2				4		66.67		
Bachelor of Arts (Honors Kinesiology)	11	1				5		41.67		
Bachelor of Arts (Four Year)	4	0				1		25.00		
Bachelor of Arts	6	0				3		50.00		
Diploma in Clinical Trials Management	12	0				1		8.33		
Diploma In Occupational Health and Safety Management	13	0				2		15.38		
Diploma in Pedorthics	17	0				3		17.65		
Certificate in Clinical Trials	2	0		117		0		0.00	48	41.03
Faculty of Science and Schulich School of Medicine & Dentistry										
Bachelor of Medical Sciences (Honors)	14	4				7		38.89		
Bachelor of Medical Sciences (Four Years)	2	0		20		1		50.00	8	40.00

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND
Faculty of Science										
Bachelor of Arts (Honors)	1	0				1		100.00		
Bachelor of Science (Honors)	46	3				26		53.06		
Bachelor of Science (Foods and Nutrition) Honors	2	0				2		100.00		
Bachelor of Arts (Four Year)	3	0				2		66.67		
Bachelor of Science (Four Year)	46	2				24		50.00		
Bachelor of Arts	3	0				1		33.33		
Bachelor of Science	35	0				10		28.57		
Diploma In Computer Science	2	0	143			0		0.00	66	46.15
Total				655	1320		321	49.01		
Friday, October 24, 2014 10:00 a.m.										
School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	19	0				13		68.42		
Master of Arts	10	0				7		70.00		
Master of Business Administration	53	0				51		96.23		
Master of Clinical Science	83	0				62		74.70		
Master of Nursing	19	0				19		100.00		
Master of Physical Therapy	49	0				38		77.55		
Master of Science	31	0				19		61.29		
Master of Science in Management	40	13				28		52.83		
Master of Science in Nursing	2	0				1		50.00		
Master of Science in Occupational Therapy	53	0	372			44		83.02	282	75.81
Richard Ivey School of Business										
Bachelor of Arts (Honors Business Administration)	157	58	215			133		61.86	133	61.86
Faculty of Health Sciences										
Certificate: Primary Health Care Nurse Practitioner	20	0	20			1		5.00	1	5.00
Total				607			416	68.53		
Friday, June 24, 2014 3:00 p.m.										
School of Graduate and Postdoctoral Studies										
Doctor of Philosophy	97	3				63		63.00		
Master of Arts	154	0				84		54.55		
Master of Clinical Science	4	0				1		25.00		
Master of Education	131	1				79		59.85		
Master of Environment and Sustainability	37	0				27		72.97		
Master of Fine Arts	6	0				1		16.67		
Master of Health Information Science	1	0				1		100.00		
Master of Laws	1	0				1		100.00		
Master of Library and Information Science	67	0				36		53.73		
Master of Public Administration	15	0				13		86.67		
Master of Public Health	32	0				20		62.50		
Master of Science	151	0				81		53.64		
Master of Studies in Law	2	0	702			0		0.00	407	57.98
Faculty of Education										
Bachelor of Education	11	0	11			1		9.09	1	9.09
Total				713	1320		408	57.22		
CONVOCATION TOTAL										
	2497	143	2640	2640	2640	1518	1518	57.50	1518	

2013-2014 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

[Prepared by the University Secretariat]

The Senate Review Board Academic (SRBA) received 18 appeal applications between September 1, 2013 and August 31, 2014. The Board made final decisions on 12 appeals during this period, including one that was filed in the previous reporting period. One appeal was withdrawn and the remaining 6 were outstanding as of August 31, 2014.

Of the 12 appeals decided during this period, 11 were filed by undergraduate students and 1 was filed by a graduate student. The respondent Faculties were: Social Science (4 appeals), Science (2 appeals), Health Sciences (2 appeals), Ivey School of Business (2 appeals), Arts & Humanities (2 appeals), and SGPS (1 appeal).

All 12 appeals were dismissed and 10 of those appeals were dismissed without an oral hearing. SRBA held two oral hearings for appeals against a penalty imposed for a scholastic offence.

During this reporting period, there were 2 procedural appeals to the President. The first appeal was granted and the appeal was re-heard by a new appeal panel. The second appeal panel also dismissed the student's appeal and the student appealed the second decision to the President. This appeal was denied.

Chair: Keith Fleming

Vice-Chairs: Dennis Klimchuk, Anthony Straatman

NOTICE OF MOTION

That senate establish an AD HOC RESEARCH EXCELLENCE FUNDING COMMITTEE to oversee the allocation of the one-time research excellence funding formerly tied to the Western Clusters of Research Excellence program.

MEMBERSHIP:

Ex-officio, Chair: Vice-President (Research)

Ex-officio (non-voting): Provost & Vice President (Academic)

Ex-officio (non-voting): Vice-Provost (Academic Planning, Policy, & Faculty)

1 Dean (voting): elected by senate

1 Assistant/Associate Dean Research (voting): elected by senate

5 tenured faculty members from 5 different faculties, at least 2 of which are from SSHRC faculties and 2 of which are from NSERC/CIHR faculties; they need not be senators (voting): elected by senate

TERMS OF REFERENCE:

- To determine a plan for the allocation of the one-time research excellence funding formerly earmarked for the Western Clusters of Research Excellence program.
- To develop the plan by engaging in appropriate consultation the wider university community and taking into consideration the distribution of funding across diverse programs and faculties (including SSHRC, NSERC, and CIHR-oriented disciplines).
- To advertise the plan and implement it by March 2015.
- To engage in expert external peer review as appropriate.

REPORT OF THE NOMINATING COMMITTEE

FOR ACTION

1. **Nominating Subcommittee to Nominate a Senator from the General Community**

Composition: Five members of Senate, elected by Senate, and the Chair of the Nominating Committee who chairs the subcommittee.

Current Members:

Terms ending June 30, 2015:

J. Toswell (AH), D. Sylvester (King's), *VACANT*

Terms continuing to June 30, 2016:

A. Nelson (SS), Carol Beynon (Education)

Required: One member of Senate to replace Laura Elliott, who resigned (term to June 30, 2015)

Nominee: Catherine Wilkins (Libraries)

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS
(SCAPA)

School of Graduate and Postdoctoral Studies: Introduction of the Master of Media in Journalism and Communication (MMJC) Program

School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma in Accounting

School of Graduate and Postdoctoral Studies: Introduction of a Non-Thesis Option in the MSc in Biochemistry Program

School of Graduate and Postdoctoral Studies: Discontinuation of the Graduate Certificate in Epidemiology and Biostatistics

MAPP 1.26 - Policy on Establishing International Academic Partnerships

Revisions to the Policy on International Dual-Credential Degree Programs (Undergraduate and Doctoral)

SUPR-G Report: Cyclical reviews of Electrical and Computer Engineering and Computer Science

Report of Scholastic Offenses for the period July 1, 2013 – June 30, 2014

New Scholarships and Awards

1. School of Graduate and Postdoctoral Studies: Introduction of the Master of Media in Journalism and Communication (MMJC) Program

Recommended: That, pending Quality Council approval, the new Master of Media in Journalism and Communication (MMJC) program be introduced effective January 1, 2015, as shown in [Appendix 1](#).

Background:

The proposed Master of Media in Journalism and Communication (MMJC) program will provide training for a broad spectrum of students interested in employment in the expanding fields of media production, content creation, journalism and civil society. This program will replace the current Master of Arts in Journalism (MAJ), which will be withdrawn after the new MMJC is approved.

This new offering will attract a wider range of students and will reflect on the new employment realities that the career trajectory of many media professionals encompasses both journalism and communication. This fusion of journalism and communication media skills education will equip all graduates to work in either industry, and to be ready and able to handle the increasing integration of the two streams in the workplace.

The program will enable graduates to understand the underlying principles of media production, analyze changes in technologies, and develop learning techniques that will not wed them to specific technologies. The range of core skill courses in communicating taught through integrated media platforms will be augmented by courses in areas of concentration. The graduating class will be equally prepared for employment in journalism- or communications- related fields—hence the nomenclature, Master of Media in Journalism and Communication.

The proposed MMJC's compressed one-year master's program follows a standard academic school year from September to April with a third-term experiential learning program in the summer. By the end of the program, students will be in a unique position to follow either, or both, a journalism or communications career, using a variety of media to tell their stories.

An external review of the new proposed program took place on September 15, 2014. The final assessment report is attached as [Appendix 2](#).

2. School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma in Accounting

Recommended: That, pending Quality Council approval, a Graduate Diploma in Accounting be introduced effective January 1, 2015, as shown in [Appendix 3](#).

Background:

The new Graduate Diploma in Accounting is a post undergraduate program that provides an opportunity for university graduates interested in pursuing their Chartered Professional Accountant (CPA) designation to acquire the necessary skills and competencies in order to meet the requirements of CPA Canada, and ultimately to work as a professionally designated accountant.

Students entering the program will primarily be Western graduates. The GDip provides a structured set of courses to allow students to acquire the requisite set of skills or competencies and students who successfully complete the GDip will proceed at an advanced level in CPA Canada's Professional Education Program (PEP). That is, this program would allow exemption from the core and elective modules and successful graduates will complete only the two capstone modules of the PEP before writing the Common Final Examination (CFE). Graduates could therefore complete their non-work experience CPA requirements in a 15-month timeframe rather than in 24-months.

The program will be one term in length and will consist of 7 courses, of which students must take 5 with the selection of courses based on a review of the student's undergraduate courses. The GDip courses have been specifically designed to bridge the competencies that undergraduate students developed at the undergraduate level (typically in a business/management degree) into those required for exemption from the core and elective modules that comprise CPA Canada's PEP.

3. School of Graduate and Postdoctoral Studies: Introduction of a Non-Thesis Option in the MSc in Biochemistry Program

Recommended: That, a new Non-Thesis Option of the MSc in Biochemistry Program be introduced in the School of Graduate and Postdoctoral Studies effective January 1, 2015 as shown in [Appendix 4](#).

Background:

The Biochemistry graduate program currently offers thesis-based MSc and PhD degrees that emphasize independent research, critical thinking and communication skills. A one-year course-based non-thesis MSc degree would fill a critical gap in the curriculum for students who desire advanced biochemical training and transferable skills taught in a non-thesis degree framework. The non-thesis MSc will provide students with a solid foundation in contemporary biochemistry through existing discipline-specific graduate courses. Transferable skills such as communication, teamwork, critical thinking, creativity and independence will be gained through an independent research project, and a collaborative "Dragon's Den"-style project entitled "Ideas to Innovation". The proposed program is directly aligned with Western's academic plan of promoting research intensity and scholarship through graduate program expansion, with particular focus on course-based Master's programs. This degree option will be attractive to:

- a. BMSc or BSc graduates desiring additional training before entering research-intensive graduate programs.
- b. BMSc or BSc graduates desiring additional qualifications for entry into professional school (medical, dental, teaching, law, etc).
- c. BMSc or BSc graduates desiring additional qualifications and transferable skills before entering the job market.

The skills obtained during this degree will be highly transferable, and it is anticipated that graduates of this program will be positioned for careers in a number of job sectors, including the biotechnology industry, professional programs, health care, research laboratories, and research-intensive graduate programs.

4. School of Graduate and Postdoctoral Studies: Discontinuation of the Graduate Certificate in Epidemiology and Biostatistics

Recommended: That admission to Graduate Certificate in Epidemiology and Biostatistics be discontinued, effective August 31, 2014, and

That the Graduate Certificate in Epidemiology and Biostatistics be discontinued effective September 1, 2014.

Background:

Currently there are no students enrolled in this program. The program started in the 1990s as a response to the need for a clinical epidemiology toolkit for practicing physicians. It was never intended to be credentials for an epidemiologist. Now most clinician researcher roles require a Master's degree and ICES also offers new training opportunities. Most clinicians interested in the Epidemiology and Biostatistics programs have opted to do the MSc program.

There have been only 4 certificate students since 2007 and only 3 completed the program. Most inquiries were from potential applicants who did not meet the eligibility criteria. The program requires excessive work on the administrative side and is thus not cost-effective to offer. Closing the certificate program will not result in any changes to course offerings available to graduate students in the MSc and PhD programs.

5. MAPP 1.26 - Policy on Establishing International Academic Partnerships

Recommended: That MAPP 1.26 – Policy on Establishing International Academic Partnerships, attached hereto as [Appendix 5](#), be recommended to the Senate for approval, replacing the Guidelines for Educational Partnerships attached as [Appendix 6](#).

Background:

The Guidelines for Educational Partnerships were approved in 2006 to replace a range of policies and procedures dealing with various sorts of educational partnerships. In practice, however, despite the very broad scope of possible partnerships mentioned at the outset of the Guidelines, the EPAC committee only ever reviewed international exchange programs (and that committee has not been active for many years). Other types of partnerships have been dealt with via other policies such as the Senate policy on establishing international dual-credential degree programs, policies with respect to 2+2 programs, policy with respect to articulation agreements, etc. The Policy on Establishing International Academic Partnerships recognizes this change in practice, as well as recognizing the relatively new position of the Vice-Provost (International) and the shift of responsibilities to that office from the office of the Vice-Provost (Academic). If approved by Senate, the Policy on establishing International Academic Partnerships will require approval by the Board of Governors.

6. Revisions to the Policy on International Dual-Credential Degree Programs (Undergraduate and Doctoral)

Recommended: That effective January 1, 2015 the Policy on International Dual-Credential Degree Programs be revised as shown in [Appendix 7](#).

Background:

Revisions to the policy were required to include the office of the Vice-Provost (International) in the process of establishing international dual-credential degree programs and to clarify SCAPA's scope of responsibility.

FOR INFORMATION

7. SUPR-G Report: Cyclical reviews of Electrical and Computer Engineering and Computer Science

The following cyclical reviews of graduate programs were approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Engineering	Electrical and Computer Engineering	May 15-16, 2014	Good quality with Report in January 2016
Science	Computer Science	June 9–10, 2014	Good quality with Report in January 2016

The detailed Final Summary Reports for each of these reviews are attached as [Appendix 8](#).

8. Report of Scholastic Offenses for the period July 1, 2013 – June 30, 2014

The Report of Scholastic Offenses for the period July 1, 2013 – June 30, 2014, prepared by John Doerksen, Vice-Provost (Academic Programs), as set out in [Appendix 9](#) was received by SCAPA for information.

9. New Scholarships and Awards

SCAPA has approved on behalf of the Senate, for recommendation to the Board of Governors through the President & Vice-Chancellor, the new scholarships and awards shown in [Appendix 10](#).

Master of Media in Journalism and Communication (MMJC)

(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies.
The full Brief is available upon request.)

This program will provide training for a broad spectrum of students interested in employment in the expanding fields of media production, content creation, journalism and civil society. This program is intended to replace the current Master of Arts in Journalism (MAJ), which will be withdrawn if the new MMJC is approved.

Recognizing that the journalism industry and media landscape are experiencing great change, and in fact the barriers between journalists and communicators are continuing to disappear, this program looks to the future by building upon and enhancing our strengths. This offering will respond to this new reality by attracting a wider range of students and do a better job of reflecting employment realities: the career trajectory of many media professionals encompasses both journalism and communication.

The new program envisions building upon our substantial core cohort of students drawn by Western Journalism's reputation and legacy of excellence with a new audience of students seeking skills training for the broader media-communication environment. This will be achieved through our innovative graduate program, the first of its kind in Canada: a fusion of journalism and communication media skills education that equips all graduates to work in either industry, and to be ready and able to handle the increasing integration of the two streams in the workplace.

The program will enable graduates to understand the underlying principles of media production, analyze changes in technologies, and develop learning techniques that will not wed them to specific technologies. This range of core skill courses in communicating taught through integrated media platforms will be augmented by courses in areas of concentration. The graduating class will be equally prepared for employment in journalism- or communications- related fields—hence the nomenclature, Master of Media in Journalism and Communication.

The proposed MMJC will be strongly integrated with the other programs of the Faculty of Information and Media Studies. Unlike the MAJ, which it will replace, the MMJC's compressed one-year master's program follows a standard academic school year from September to April with a third-term experiential learning program in the summer. Many of the resources required to launch the program are already in place. The Faculty plans to leverage existing core offerings including instruction in law and ethics, communications theory and media industry history; skills training courses (text, audio, video and online); and journalism-focused electives in such areas as magazine journalism, international reporting, and health journalism. The Faculty will also launch new courses in corporate communications skills, visual thinking, and content production for digital platforms using current faculty member skill sets and experience augmented by some outside expertise.

The new program will also allow for greater integration with other FIMS course offerings in LIS, HIS and Media Studies and in this way capitalize on the leading reputation our faculty enjoys in information research methods, information management and policy, copyright, privacy, data mining, health data, data analytics and curation, and knowledge transfer. The MMJC will also take advantage of courses offered in faculties such as Law, Medicine and Business for students seeking additional levels of expertise in areas of concentration.

By the end of the program, students will be in a unique position to follow either, or both, a journalism or communications career, using a variety of media to tell their stories. The current state of the profession requires that graduates have this kind of flexibility, and the ability to expand their own skill sets in the future will further facilitate them meeting the employment challenges in a rapidly evolving media landscape. The curriculum will help graduates to understand the underlying principles of media production but will not wed them to specific technologies. The Faculty expects graduates to continue to be outstanding journalists, but it would also expect them to contribute to the development of new ways of communicating. This will greatly enhance their job prospects and offer almost unlimited opportunities for further education and skills development. We believe that such a program could attract enrollments at

least as high as those of the one-time MAJ highs of 45 or so students a year, and quite possibly more. The Faculty also expects that the program will be self-sustaining at lower levels of enrollment.

Goals and Objectives of the Program in Relation to the Graduate Degree Level Expectations

The goals of the program are: to provide a fused journalism and media communications master's degree that will enable our grads to move seamlessly among careers in newsrooms, not-for-profit and corporate communications; and to hold emerging jobs in a rapidly evolving media landscape. Through professional skills-level training in storytelling, fact verification, integrated media production and an introduction to media theory, legal and ethical frameworks, and the potential of digital media, our grads will be positioned to succeed and lead in changing media contexts

Depth and Breadth of Knowledge

- Exhibit an understanding of the structures, governances, legal and ethical issues, and technologies that shape the national and international media landscape.
- Demonstrate awareness of the evolving nature of communication technology and the changing roles of journalists and communicators with audiences, communities and stakeholders.
- Recognize the role of journalism in establishing, protecting, and enhancing democratic structures and processes.
- Gather, evaluate, and integrate information from a broad range of sources.

Research and Scholarship

- Conduct interviews for storytelling.
- Create and critique audience analytics.

Level of Application of Knowledge

- Synthesize critical thinking and evidence-based research to produce multiplatform storytelling.

Professional Capacity/Autonomy

- Perform to the highest professional and ethical standards with colleagues, sources, stakeholders, and community.
- Develop skills to adapt and thrive in a changing media landscape (e.g., facility with changing technology, flexibility for working in range of settings).
- Express a curiosity about the world.
- **Level of Communication Skills**
- Be a discriminating storyteller who processes complex ideas and translates them into compelling and accessible communications.
- **Awareness of Limits of Knowledge**
Recognize gaps in personal knowledge and develop techniques and resources to address them.

Evidence to Support the Introduction of the Program

There have been recent media discussions of a "J-school bubble" arising from a shortage of employment opportunities for graduates from journalism schools. The MMJC is, however, aimed at addressing precisely this problem by preparing students for careers in both journalism and communications industries. This mix will situate Western's program in a unique position, distinct from our competitors' programs. Ryerson, UBC and Carleton have well-established traditional journalism programs. Several universities and colleges offer diploma, certificate and master's degree courses in a variety of related fields including professional communications, professional writing, public relations, media relations, digital skills, online and multimedia skills. These include Ryerson's MA in Professional Communication, McMaster's Master of Communication Management, Centennial's Corporate Communications Diploma, Sheridan's Corporate Communications Program, and Humber's Certificate in Corporate Communications. But the proposed FIMS program offers a distinct advantage: training solely in professional communication does not equip candidates for work in journalism, while a fused journalism and media skills program allows the graduate to move seamlessly back and forth from newsrooms to corporations or not-for-profits in the new and evolving media landscape.

The new curriculum responds to the growing demand among civil society, public and private institutions for people with communication and media skill sets, and for journalists with multimedia skills. We envision the program as highly desirable post-graduate training for students with undergraduate education in a wide variety of disciplines including those offered already by FIMS as well as English, History, Political Science, Philosophy, Media Studies, and many more. The new program will continue to draw a significant complement of journalism-focused students, but will also be attractive to a new cohort of students interested in positions in communications and in the rapidly expanding field of online media, social media and content creation. The program will appeal to those with an undergraduate journalism degree who seek to broaden their expertise as communicators and to those with other graduate degrees who want to specialize in this growing field. In addition, we can expect to recruit from a wide range of students who have an interest in creating digital stories, whether through campus media, blogging, online video or via social media.

In discussions with key informants, experts and practicing communicators and journalists in the field, we discovered there is a strong desire for graduates who understand both the necessities of journalistic practice and the demands of communications professionals. This feature has been well received – not only as a concept, but also in the specifics of our planned curricula – as has our proposed focus on the use of integrated media. Many traditional programs still teach various media in their own silos, and while it may be necessary to build skill sets incrementally, the proposed program will stress the importance of being integrative, creative and agile in the use of media – not only media currently in vogue, but also media we have yet to imagine.

Finally, our interviews stressed the importance of producing graduates who can recognize and convey a good story, whether for journalism or communications. Western's journalism program has a legacy of good storytelling, which this program will build upon.

Special Matters and Innovative Features

Internship

A special feature of the program is the mandatory internship in the third semester. This will give students the opportunity to gain sustained practical experience working in professional newsrooms or communications-related positions. During these internships, students will be required to keep in contact with an MMJC faculty member, who will receive a teaching credit for acting as an internship supervisor. This faculty member will actively instruct the students and help them address any problems that may arise in the course of the internship.

The Western Journalism program has considerable experience in organizing internships, as one-month internships have long been a feature of the MAJ. In the MMJC, students will begin to consider possible internship placements towards the end of their first term in the program. At the beginning of second term, students submit a résumé and a list of preferred media placements to the Manager of Graduate Student Services. An internship organizer, who may be designated from either faculty or staff, then begins the process of matching interested employers with student preferences.

The MAJ program has had students in radio, TV, online and print newsrooms in every major city in Canada, as well as in New York, London, Moscow, Brussels, Dublin, Delhi, Tehran, Johannesburg, Santiago, Caracas, Shanghai and many others. For the MMJC internships, we will continue to draw on these contacts, but also add to them the communications departments of established public relations firms, and of civil society organizations, the public service and corporations. A proposal for a Graduate Diploma version of the MMJC which would allow completion of course work without an internship will be brought forward at a later date.

Capstone Activities

In addition to their work on site, students will also have an opportunity to work on additional media projects that demonstrate the reflective integration of their work experience with the content of the courses taken in the MMJC. The internship supervisor will evaluate this work. In the final week of the program, students will have an opportunity to discuss and critique their experiences and learning as a

group, either on campus or virtually, as they prefer. Faculty members will oversee this work during the final term in the program.

Integrated Media Narratives

The proposed program will also explore the use of integrated media narratives, which initially we plan to instruct in the innovative WALs (Western Active Learning Space) space provided by Western's Teaching Support Centre, but later in our own multimedia, learner-centered space in a new building. This innovation would combine our pedagogy with the program goals, in that it integrates our teaching modes with our content, just as we will be asking our students to do in their studies.

Workshop and Special Opportunities

In addition to the core and elective course offerings, the program will offer some mandatory and optional workshops, such as a successful series offered currently, entitled Covering Violence and Trauma. (Please see page 30 for more detail.) Opportunities to hear guest speakers and to join special events such as the Clissold Lecture will also continue a long tradition of journalism at Western.

Accreditation of the Professional Program

There is no accreditation process for journalists. While no accreditation is currently being sought for the MMJC, we have begun discussions with the International Association of Business Communicators (IABC), which is currently revising its accreditation process.

Delivery method of the Professional Program

During the first year, the program will be offered exclusively on-campus, but in subsequent years second-term electives and the ethics and media theory course may be taught on-line. The third-term placement will be an off-campus internship.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student Because of the relatively small size of the MMJC program, students will work closely with faculty, visiting journalists and communicators and have direct and immediate feedback on their progress. Faculty members will assist students with the development and realization of their story ideas, and help students to hone their portfolios to make the best impact possible when seeking employment within media and communications-focused organizations.

In addition to interaction with particular faculty, MMJC students will be provided with many opportunities to engage beyond what is required in particular courses. The Faculty of Information and Media Studies has a lively and interdisciplinary graduate student culture. Graduate students organize the regular Mediations lecture and seminar series, where international scholars, FIMS faculty, doctoral students, and sometimes master's students, give talks. Many courses in the faculty have visiting speakers, some of whom will be professionals working in journalism and communications industries, and these talks are often open to students in other courses. Students are actively encouraged to attend public seminars and talks in the faculty and in other departments, as appropriate.

There are also opportunities for students to be involved professionally. Students will be encouraged to become members of professional organizations such as the Canadian Association of Journalists. A travel bursary is available each term specifically to assist students who are involved in professional conferences or associations. We are also exploring connections to the International Association of Business Communicators, so that students who are thinking of beginning their careers as communicators can begin to make networking connections.

In their course work, students will produce integrated multi-media projects, all of which will meet journalistic standards. Western's Journalism program has in the past been published on sites that include Rabble.Ca, CBC Online, The Tyee Online Magazine, Western News and others, and this tradition will be continued in the MMJC. Current forums for showcasing student work include the Western Journalism Report, a website designed to showcase integrated stories (<http://westernreport.fims.uwo.ca/>).

In addition to an updated Western Journalism Report, the program will mount a new web portal to give students an opportunity to exhibit other fact-based communications projects. This portal will also be the venue for virtual integrated media events, stories and placement activities. Some of these will be behind a firewall, and some will be public, which we can use to promote the innovative work of our students.

MMJC Program Admission Requirements

Students may be considered for admission with any of the following academic backgrounds:

1. A four-year degree, or its equivalent, with an average of at least 70% in the last two years of full-time study,
2. A three-year Bachelor's degree in an academic discipline, with an average of at least 70% in the last ten courses taken, and completion of a Bachelor of Education degree;
3. A three-year Bachelor's degree in an academic discipline, with appropriate additional course work at this or another accredited university as a special undergraduate student for the equivalent of a four-year degree. This work would ordinarily consist of five full, academic degree credit courses, usually (but not necessarily) in the student's previous area of specialization. Students who complete these courses and maintain an average of at least 70% over their last ten full courses may be considered for admission;
4. A four-year degree or equivalent, with an average of at least 70%, and completion of a graduate degree in another academic discipline, with an average of at least 70%.

Expectation of writing ability

It is expected that students entering the MMJC program have mastered basic writing skills including grammar, syntax and the ability to conceptualize and articulate ideas in writing. It is also expected that students possess the ability to write in English at the graduate level. The Admissions Panel assumes that the entrance essay provided by applicants is entirely their own work and is an accurate reflection of their writing ability.

Recruitment methods

Recruitment will be conducted through the FIMS website; by a social media and email campaign targeting appropriate undergraduate programs and campus newspapers across Canada.

Application deadlines

Deadline for priority consideration will Feb 01, with admission remaining open until the program fills.

Offer timelines

Offers for applications received by the Feb 01 deadline will be made by March 01, and for subsequent applications within one month of receipt.

English Language Proficiency

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

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

- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

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

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the graduate program in order to determine if test scores will not be required. A decision will then be made at the discretion of the School of Graduate and Postdoctoral Studies for exemption.

Degree Requirements

Master of Media in Journalism and Communications

The Master of Media in Journalism and Communications degree is a three-term (one year) program

Course Requirements

7.0 FTE Course Requirements

Core Required Courses:

- Introduction to Journalism (0.5)
- Introduction to Communications (0.5)
- Media Production Skills (1.0)
- Law (0.5)
- Doing Democracy Right or Doing Right by Democracy, Ethics, Critical Theory and the Public Right to Know (0.5)

One of:

- Telling the Story Using Integrated Media (Journalism) (0.5)
- Telling the Story Using Integrated Media (Communications) (0.5)
- Required Placement/Internship (2.0)

Three of the Option Elective Specializations:

- Telling the Story Using Integrated Media (Journalism or Communications) (0.5)
- What the Eye Wants: Practical Visual Communications (0.5)
- Health & Medical Reporting (0.5)
- Bringing Down the House: Arts & Entertainment Storytelling (0.5)
- International Issues: Reporting and Managing Information (0.5)
- Search Engine Optimization and Web Data Mining (0.5)
- Copy Editing (0.5)
- Seeing Spin Straight: Political Communication and Reporting (0.5)
- Video Storytelling (0.5)
- Feature Writing (0.5)

Other FIMS-based courses available to MMJC students, subject to the agreement of the relevant program and instructors:

- LIS 9101 The Shaping of News and Information Through Technology
- LIS 9102 Professing the Popular: A Midbrow Introduction
- LIS 9104 Publishing, Media and Librarianship
- LIS 9130 Information Policy
- LIS 9134 Privacy and Surveillance

- LIS 9135 Political Economy of Information
- LIS 9152 Information Literacy: Theory and Practice
- LIS 9357 Community Development
- LIS 9508 Marketing and Public Relations for Information Professionals
- LIS 9701 Information Retrieval: Research and Practice
- LIS 9705 Information and Communication in a Digital Age
- LIS 9721 Information Visualization
- LIS 9723 Web Design & Information Architecture
- LIS 9726 Second Life and Other Virtual Worlds: Critical Perspectives and Applications
- HIS9200/PATH 9100F –Health Informatics
- 9214 Special Topic: Copyright, Creativity, Technology and the Music Industry

Progression requirements

Progression through the MMJC requires the maintenance of a minimum cumulative average of 72%, with no course mark below 70%. Graduation from the MMJC requires a successful completion of the internship, including essays and/or web based projects, final project and participation in the peer-review process.

Part-time Studies

In the first year of the program, part-time studies will not be available, but in later years, we imagine that students will be able to take elements of the program on a part-time basis.

Students will have to participate in the first-term program full time, but once they have joined a cohort, they may opt to take the second-term courses on a part-time basis. In addition, students may decide to enroll in our diploma program, which we will present in a follow-up proposal.

Distance Delivery

Students will be able to take some second-term electives on a distance basis, subject to program approval.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Master of Media in Journalism and Communication	
Degrees Offered:	MMJC	
Approved Fields:	None	
External Consultants:	Lee Wilkins; Professor and Chair Dept Communications; Wayne State University	Christopher Dornan; Supervisor of Graduate Studies in Journalism Carleton University
Internal Reviewers:	Andrew Watson; Associate Dean Graduate and Postdoctoral Affairs Schulich School of Medicine & Dentistry; Western	Jennifer Hutchison PhD Student; Music; Western
Date of Site Visit:	September 15 th 2014	
Evaluation:	<i>Approved to commence</i>	
Approved by:	<i>SUPR-G on November 17, 2014</i>	

Executive Summary

This was a brief but intense review of a new graduate program that represents the evolution of an already well-established program within the Faculty of Information and Media Studies (FIMS). Meetings with senior University administrators, FIMS Dean and Senior Administrators, participating Faculty, staff and the proposed designated program director were conducted. The review included tours of classrooms, resources centers, FIMS television studios, media lab, radio studios and campus libraries. The external reviewers were very enthusiastic regarding the proposed evolution of the program and the necessity to re-tool the existing program, to adapt to the current training needs and skills development of students entering the program. All meetings were collegial and the discourse was open and thorough. The overall impression was that all Faculty and Staff connected with the new program were unanimous with regard to their view that the new program was highly desirable and their obvious enthusiasm for the changes and new curriculum was palpable. The rationale for the new program is clear. Rapid changes to networked communications tagged with rapid developments in digital communications have left the 20th century model of journalism and communications obsolete. The new program aims to adjust the curriculum to the new reality and new job markets of the 21st century in this field. The new program is expected to retain core elements of the old MAJ but also adds instruction that will prepare students to serve as communication officers for corporations, not-for profits, government agencies etc.

Significant Strengths of Program:

- Builds on Western's reputation in journalism; reconfigures the existing journalism degree for a new employment market
- Should foster an expansion in the applicant pool
- Program will be among the first of its kind in Canada
- Strong base of alumni that can be tapped for internship placements
- Learning outcomes are clear and are appropriate
- Will admit students from a wide variety of backgrounds
- Curriculum design is sound
- Program appropriately combines classroom and laboratory work
- Technical and library resources are well resourced
- Move to new building in the near future is exciting and very desirable

Opportunities for improvement & Enhancement:

- A significant proportion of the teaching faculty are non-tenured
- Likely some initial unevenness in professional placements and experience
- Integrating the journalism and communication components remains a "work in progress"
- Current program has greater strength in journalism than it does in communications
- Students should return to campus for a final reflection on experiential experiences

- Will need to define clearly for external consumers what a “journalism and communications” degree provides
- Part-time enrolment option may become desirable in the future
- Communications courses are “vessels in which specific content must still be poured”.
- Some online instruction could be developed in the future
- Must develop a rubric for assessing professional experience
- Faculty complement selected for the program does not cross all sectors of FIMS
- There is a need for additional “part-time”? faculty to cover the communications components

Recommendations for implementation:	Responsibility	Resources	Timeline
Need additional Faculty/teaching expertise in communications	FIMS Dean; Faculty program coordinator	Asper fellowship; Faculty budget	Over next 4 year budget period
Greater integration of the degree within FIMS	Faculty program coordinator	Journalism advisory committee	Next year
Rubrics need to be developed to assess experiential learning experiences	Program coordinator; and program instructors	None specifically required	Next 6 months
Develop course outlines for all courses, with Learning Outcomes that map to overall program LOs	Faculty program coordinator and program instructors		September 2015
Develop exit component for students at the end of the program			
Ensure that appropriate graduate level faculty with professional expertise are available to ensure high-quality program			

Graduate Diploma in Accounting

(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies.
The full Brief is available upon request.)

This document proposes the introduction of a new Graduate Diploma in Accounting, a post undergraduate program that provides an opportunity for university graduates interested in pursuing their Chartered Professional Accountant (CPA) designation to acquire the necessary skills and competencies in order to meet the requirements of CPA Canada, and ultimately to work as a professionally designated accountant, as described below. Students entering the program will primarily be Western graduates. The GDip provides a structured set of courses to allow students to acquire the requisite set of skills or competencies and students who successfully complete the GDip will proceed at an advanced level in CPA Canada's Professional Education Program (PEP). That is, this program would allow exemption from the core and elective modules and successful graduates will complete only the two capstone modules of the PEP before writing the Common Final Examination (CFE). Graduates could therefore complete their non-work experience CPA requirements in a 15-month timeframe rather than in 24-months.

Overview of the New Diploma Program

The proposed Graduate Diploma in Accounting program is a Type 3 stand-alone, diploma program. It is designed to prepare undergraduates for entrance into CPA Canada's PEP at an advanced level and the ultimate completion of the non-work experience requirements of the CPA designation.

The program will be one term in length and will consist of 7 courses, of which students must take 5 with the selection of courses based on a review of the student's undergraduate courses. Our GDip courses have been specifically designed to bridge the competencies that undergraduate students developed at the undergraduate level (typically in a business/management degree) into those required for exemption from the core and elective modules that comprise CPA Canada's PEP

Previous Program Completion Requirements:

In the past, students wanting to obtain a professional accounting designation in one of the **CA**, **CGA**, or **CMA** in Ontario needed to complete certain requirements. All accounting designations required as a minimum an undergraduate degree. However, the other requirements that needed to be met differed based on the designation were as described below.

Students who wanted to become **CAs** in Ontario needed to complete an undergraduate degree, which included 17 specific university level courses; write and pass the CKE (Core Knowledge Exam); attend the School of Accountancy (SOA) and pass the SOA exam; write and pass the UFE (Uniform Final Examination); and complete 30 months of practical experience. The CKE, SOA, and UFE were administered by the professional body, the Canadian Institute of Chartered Accountants (CICA) and the various provincial bodies.

Students who wanted to become **CGAs** (Certified General Accountants) in Ontario needed to complete an undergraduate degree, which included 16 specific university level courses; complete 4 CGA courses and pass the exams; complete 2 courses at the professional level and pass the relevant exams; and, complete 24 months of professional experience.

Students who wanted to become **CMAs** (Certified Management Accountants) in Ontario needed to complete an undergraduate degree which included 17 specific university level courses; write and pass the CMA Entrance examination; participate in the Strategic Leadership Program (SLP) Level 1 and pass the CMA Case Examination; participate in the Strategic Leadership Program Level 2 and pass the CMA Board Report; and, complete 24 months of practical experience.

Under the historical qualification process, universities could choose to offer all courses required to enter into the profession-administered components of each accounting designation. Whether the required courses were offered at an undergraduate or graduate level had no impact. Further CA, CGA and CMA accreditation of a university's program provided a vote of confidence in the quality of that program, but typically provided no exemptions from the required professionally-administered components.

New CPA Completion Requirements:

There has been a significant change in the accounting landscape as a result of the merger of the three accounting designations in Canada – Chartered Accountants (CA), Certified Management Accountants (CMA), and Certified General Accountants (CGA). The goal of that merger was to unify the accounting designations both federally and provincially under the banner Chartered Professional Accountants (CPA). The outcome of the merger is an education program at both the university and CPA Canada level that is consistent across the country. Resulting changes in the qualification path to becoming a professional accountant in Canada have necessitated changes to university curricula. In particular, accounting programs in Ontario must offer graduate programs in accounting to provide a path to professional accountancy.

To become a CPA under the new regulations, students must do the following: (1) complete an undergraduate degree; (2) take a set of courses that cover the required competencies for entry-level; (3) complete the two core modules and pass the two core exams; (4) complete two elective modules and pass the two elective exams; (5) attend the capstone 1 module and pass the oral and written components; (6) attend the capstone 2 exam preparation module; (7) write and pass the CFE (Common Final Examination); and (8) complete the required practical experience requirement.

The core modules, elective modules, capstone modules and CFE are administered by the CPA profession. Graduates can complete the six modules and write the CFE in approximately 24 months.

Programs that offer a Graduate Diploma in Accounting offer a significant benefit to graduates. Upon successful completion of a graduate diploma, students need only to complete the two capstone modules and pass the CFE. Graduates could complete this path in 15 months.

The new graduate diploma in accounting ensures that Western students have a direct route to complete the CPA requirements.

Goals and Objectives of the Program in Relation to the Graduate Degree Level Expectations

The objective of the program is to allow students to complete all academic requirements of CPA Canada's Professional Education Program that were not completed at the undergraduate level. Successful completion of a graduate diploma provides students with the opportunity to enter PEP at a significantly advanced stage.

Student Outcomes

Successful graduates of Western's Graduate Diploma in Accounting will:

- A. demonstrate the knowledge and skills articulated as required competencies across the six technical areas that comprise CPA Canada's Professional Education Program (e.g., Financial Reporting, Audit and Assurance, Taxation, Strategy and Governance, Management Accounting, and Finance)¹ (Depth/Breadth)
- B. understand, inquire, organize, analyze, interpret and respond to authentic business issues. (Research and scholarship)
- C. apply cross topic knowledge in tax/accounting/finance, and synthesize that knowledge into a comprehensive and logical response. (Application of knowledge)
- D. demonstrate the importance of the enabling competencies as defined by CPA Canada which include; professional and ethical behavior, problem solving and decision making, communication, self-management, team work and leadership. (Professional capacity and autonomy)
- E. exhibit confidence in the delivery of their thoughts and opinions in a variety of forms (e.g. case class discussions, debates, presentations, written reports, etc.) and to a diverse range of stakeholders. (Level of Communication Skills)

¹ See CPA Canada's "The Chartered Professional Accountants Competency Map" issued 2012 effective 2013 page 9 for further details.

F. recognize when additional information and direction is required and have the ability to seek appropriate and timely assistance from a variety of sources and interdisciplinary experts. (Limitations of Knowledge)

Evidence to support the introduction of the program

As indicated above, changes in the qualification path to becoming a professional accountant in Canada have necessitated changes to university curricula. In particular, accounting programs in Ontario must offer graduate programs in accounting that streamlines the path toward professional accountancy.

To maintain the attractiveness of Western's programs at the undergraduate level, and to avoid disadvantaging Western students in the job marketplace, Western must offer a Graduate Diploma in Accounting (GDip) and offer the courses needed to meet the CPA requirements.

To date, Queen's University, Brock University, McMaster University, Wilfred Laurier University, York University and University of Waterloo have all been accredited by CPA Ontario. A number of other schools are working through the accreditation process.

Queen's and McMaster have both introduced a Graduate Diploma, approved by the Quality Assurance Council of Ontario. Waterloo and Brock have Masters of Accountancy programs which provide even further advanced standings for its graduates (directly applicable to the CFE).

Special Matters and Innovative Features

This GDip is unique in that it will be of interest to a select group of graduate students – those wishing to pursue a CPA designation. Public accounting firms as well as other firms who hire accountants will be interested in the success of this program. Public accounting firms in particular have expressed the possibility of assisting students who have secured employment with their firm with financial support direct to the student for this program.

Potential employers are directly involved with CPA Canada and have influence over university programs via this involvement. The faculty leadership of the GDip program will maintain relationships with CPA Canada and CPA Ontario to ensure that the GDip continues to meet expectations of the profession. As well, CPA Canada will accredit the program on an ongoing basis.

Delivery Method of the Program

This program will be offered on campus in a class environment. Participation in person is mandatory given the significant emphasis on in-class contribution and presentations.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

Students are invited to participate in graduate and faculty seminars hosted by the partnering Departments/Faculties, including, for example, faculty and student research presentations and discussions, invited speakers, and workshops on research ethics.

Course sessions will include the involvement of professional accountants thus ensuring current, topical information beyond the technical competencies.

Admission Requirements

Applicants must possess a four-year degree from an accredited university or equivalent. The School of Graduate and Postdoctoral Studies requires at least a 70% average for this program across courses taken in the last two full-time years of the undergraduate degree. As CPA Canada will be assessing quality of programs based on successful past rates of students on the Common Final Examination, admission to the Graduate Diploma in Accounting will require at least a 72% average across required

CPA courses taken in the undergraduate degree. Applicants must also submit a 500 word statement of interest. Applications open on January 1 and the deadline for application is February 28. Letters of reference are not required.

Western is committed to recognizing the dignity and independence of all and seeks to ensure that persons with disabilities have genuine, open, and unhindered access to University goods, services, [and] facilities. Further information regarding AODA compliance at Western can be found at <http://www.accessibility.uwo.ca/aoda/standards.html>

English Language Proficiency

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

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

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

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the graduate program in order to determine if test scores will not be required. A decision will then be made at the discretion of the School of Graduate and Postdoctoral Studies for exemption.

Degree Requirements

Core Courses (5 of 7 required with the selection of courses based on a review of the student's undergraduate courses)

- Advanced Audit (0.5)
- Performance Management (0.5)
- Advanced Corporate Financial Reporting (0.5)
- Advanced Finance and Corporate Financial Reporting (0.5)
- Advanced Taxation (0.5)
- An Integrated Approach to the Competencies (0.5)
- Applied Research Methods in Accounting and Finance (0.5)

Progression requirements

Progress through the Graduate Diploma requires the students to maintain a minimum cumulative average of 70%, with no course mark below 60%.

Part-time Studies

This is only offered full-time.

Distance Delivery

The program will be offered onsite.

All Graduate Courses Offered in the Program

The Graduate Diploma in Accounting is a highly structured program and students must meet all of the requirements in order to complete the degree. All courses are designed to enhance professional development by providing education and training in areas relevant to attaining the CPA designation. Each of the courses listed below is a requirement and therefore mandatory for all student in the program.

Advanced Audit

This course will build on the Introductory Audit course at the undergraduate level while integrating technical knowledge of financial accounting. In particular, this course will

- Examine current issues and trends in the auditing profession.
- Explore non-traditional assurance and attestation engagements.
- Enhance students' professional judgment, audit reasoning, and the conceptual understanding of all assurance engagements.

On successful completion of the course, students will:

- Demonstrate a clear understanding of the differences among a wide variety of audit, review and compilation engagements prepared for diverse audiences.
- Draw upon various sources of information to assess the audit/review risk, determine materiality, and draw an accurate conclusion with respect to the best audit/review approach to be taken.
- Determine the nature, extent and timing of audit and review procedures based on assessed risk.
- Perform the necessary procedures required to gather sufficient and appropriate evidence to support and communicate an audit/review opinion.

Performance Management

This course will combine, broaden and further develop the knowledge learned in strategy and management accounting courses taken at the undergraduate level. The objectives of this course are to examine organizational core competence, exploit these competencies to develop a strategic advantage while mitigating risk and to effectively implement strategies.

On successful completion of the course, students will:

- Understand and identify management information needs and respond to them by developing systems required to meet those needs; using planning, forecasting, budgeting, cost and revenue management for an entity; and, performance management systems.
- Apply conceptual frameworks for strategy, governance, risk and performance in complex settings; developing competencies used to focus an entity on improving performance and delivering sustainable value.
- Demonstrate strategic decision-making, support effective governance, manage and mitigate risk, and assess overall performance management.

Advanced Corporate Financial Reporting

This course is an extension of an undergraduate Corporate Financial Reporting course. It is oriented to users of financial statements and concentrates on the measurement and communication of financial data to individuals outside the firm. The objective of the course is to prepare students to become critical users of financial statements, prepared under contemporary accounting models. Participants will study advanced level accounting concepts, the major players/forces which impact on the statements and the

development of standards which govern the preparation of the financial statements.

On successful completion of the course, students will:

- Analyze, understand and correctly reflect the accounting and business impact of an acquisition.
- Understand and correctly reflect the impact of foreign currency transactions and changes on managerial decisions and on a company's financial results.
- Understand the unique areas of accounting and management decisions in the non-profit and governmental sectors.
- Evaluate the overall financial results of an entity.

Advanced Finance and Corporate Financial Reporting

This course is an extension of the undergraduate advanced corporate finance course and will build upon the undergraduate advanced financial accounting course.

In particular the course objectives are to:

- Prepare a comprehensive financial analysis of various financial situations using data from financial statements and company annual reports.
- Evaluate an entity's financial state.
- Determine the value of a business and recommend the purchase and expansion or sale of a business.

On successful completion of the course, students will:

- Formulate a strategic plan while considering the organization's capabilities and environmental context.
- Identify the important opportunities and challenges facing a business and recommend a course of action for dealing with them.
- Prepare and present an action plan that is operationally specific.

Advanced Taxation

This course deepens students' understanding of the Income Tax Act (Canada) and its effect on business decisions.

The objective of this course is to analyze complex taxation issues at the personal and corporate level as well as a variety of complex issues such as rollovers, estate planning, and the taxation of trusts and international taxation.

On successful completion of the course, students will:

- Assemble and properly arrange complex and diverse financial information in order to accurately calculate net income, taxable income and federal income tax payable for corporations, trusts, and taxpayers involved in partnerships.
- Identify opportunities to minimize tax consequences of financial transactions involving corporations and their shareholders and generate multiple solutions.
- Research and develop a solution to a tax planning scenario in order to minimize tax consequences by balancing both short and long term taxpayer objectives and communicate their recommendations in a professional format.
- Recognize the changing nature of tax legislation and the inherent uncertainties.

An Integrated Approach to the Competencies

This course is designed to integrate the knowledge and skills required of a professional accountant or advisor. Emphasis will be placed on enhancing students' critical thinking and problem solving skills.

Further, the course will provide numerous opportunities to enhance professional judgment and ethical behavior. Students will improve oral communication skills through robust class discussion and written communication through case exams.

On successful completion of the course, students will:

- Thoroughly integrate and apply the knowledge across the six technical areas of the CPA PEP program which include financial reporting, management accounting, taxation, audit and assurance, strategy and governance, finance.
- Analyze complex business situations; identify potential alternatives; evaluate each alternatives and recommend an appropriate course of action.
- Conduct themselves with the appropriate professional and ethical behavior expected of the discipline.
- Consistently articulate analysis and conclusions during class discussions and written examinations.

Applied Research Methods in Accounting and Finance

This course is designed to introduce and enhance research skills through the completion of an in-depth research project. Students will be introduced to key concepts in conducting academic research. Written communication skills will be demonstrated through the completion of a formal report and oral communication skills through a formal presentation of research findings. As the report will be completed in teams, the course will provide opportunities for students to continue developing teamwork skills. The subject matter will integrate knowledge across multiple functional areas that are required of a professional accountant or advisor.

On successful completion of the course, students will:

- Understand the general thought process underlying academic research and be aware of principal research methodologies.
- Investigate a specific business issue/company/industry, apply basic research methodologies, analyze and draw conclusions.
- Identify the limitations of their analysis.
- Comprehensively communicate research findings through a written report and oral presentation.
- Successfully operate within a team environment to achieve a desired outcome in a timely and efficient manner.

(Also please refer to Exhibit 1 and 2 below for further curriculum mapping.)

**Master of Science (MSc) in Biochemistry
Introduction of a Non-Thesis Degree Option**

(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies.
The full Brief is available upon request.)

1. Overview

The Department of Biochemistry proposes the introduction of a new non-thesis option in the existing Biochemistry Master of Science (MSc) degree program. The new option will be a one-year (September 1 – August 31), non-thesis degree based on formal course work and an independent research project. Students enrolled in the program will not receive a stipend and will be responsible for their own tuition.

2. Rationale for a new MSc option

The Biochemistry graduate program currently offers thesis-based MSc and PhD degrees that emphasize independent research, critical thinking and communication skills. A one-year course-based non-thesis MSc degree would fill a critical gap in our curriculum for students who desire advanced biochemical training and transferable skills taught in a non-thesis degree framework. The non-thesis MSc will provide students with a solid foundation in contemporary biochemistry through existing discipline-specific graduate courses. Transferable skills such as communication, teamwork, critical thinking, creativity and independence will be gained through an independent research project, and a collaborative “Dragon’s Den”-style project entitled “Ideas to Innovation”. The proposed program is directly aligned with Western’s academic plan of promoting research intensity and scholarship through graduate program expansion, with particular focus on course-based Master’s programs. This degree option will be attractive to:

1. BMSc or BSc graduates desiring additional training before entering research-intensive graduate programs.
2. BMSc or BSc graduates desiring additional qualifications for entry into professional school (medical, dental, teaching, law, etc).
3. BMSc or BSc graduates desiring additional qualifications and transferable skills before entering the job market.

The skills obtained during this degree will be highly transferable, and we anticipate that graduates of this program will be positioned for careers in a number of job sectors, including the biotechnology industry, professional programs, health care, research laboratories, and research-intensive graduate programs. We also anticipate that this degree program will stimulate interest in our thesis-based research program.

3. Relationship to existing graduate program

Modifications to current program. The Biochemistry department has made a number of changes to the graduate and undergraduate programs that are relevant to the proposed modification. At the graduate level, a change from 0.5 course credit to a 0.25 course credit structure was approved by SGPS. This change enabled the department to more effectively utilize its graduate teaching capability. Currently, the graduate program offers four (4) 0.25 courses in each of the fall and winter terms. At the undergraduate level, a major curriculum review was implemented, with the goal of delivering critical biochemical concepts in a more focused curriculum. These changes allow the department to shift faculty teaching resources to the graduate level as required.

It should be noted that the eight 0.25 courses for this modification are being offered within the context of our existing graduate program, and thus will be available to students in the research-intensive MSc and PhD programs as well as the non-thesis MSc program. Four of the 0.25 courses are also available to students in the Professional Master’s in Management of Applied Science as part of the Biological Sciences spoke. Indeed, we feel a greater diversity of course offerings will enhance graduate education for all students. We also would accept undergraduate or graduate students from different programs at Western into our graduate courses, at the discretion of individual course instructors.

Impact of non-thesis degree on current program and students. Many of our thesis-based MSc students come through our undergraduate program. To synchronize the timeline of the non-thesis and thesis-based degrees, the Biochemistry department has made a number of changes at the undergraduate level to enhance the research experience. These changes are the introduction of a third year directed research course (3383F/G), the option to take the fourth year honors project in the summer term (4483E), and the introduction of a full-year directed research project (4999E). Students in the 4999E course can take up to 0.5 graduate level credits. The enhanced research experience incorporated into the undergraduate program is designed to allow students preferring the thesis-based option to complete their MSc thesis in a shorter time frame, on par with the one-year non-thesis students.

Option for non-thesis students to transfer to thesis-based degree. We anticipate that the non-thesis degree program will stimulate interest in our thesis-based research program, and two options will be available to the non-thesis students wanting to pursue a thesis-based degree.

1. At the end of the non-thesis degree, students will be admitted to the thesis-based MSc program with the agreement of the Graduate Committee and the faculty member that will be the supervisor. The faculty member must be a member of our graduate program. Students will be given credit for the courses taken in the non-thesis degree, and will complete their degree subject to guidelines of the thesis-based MSc program. The students will graduate with a thesis-based MSc degree.
2. Students graduating with the non-thesis MSc will also be eligible for direct entry into the PhD degree program, and subject to the guidelines and competitive admissions process of that program.

4. Learning objectives

The non-thesis MSc Biochemistry degree will provide students with skills to confidently analyze, interpret, and communicate biochemical data. The degree program will emphasize transferable skills, including independent and critical thinking, creativity and innovation, and effective written and oral communication. The thesis-based degree emphasizes hypothesis-driven independent research in a laboratory setting, critical thinking, creativity, and oral and written communication. There are subtle differences in how the learning outcomes will be achieved and assessed for each degree, but at the end of either degree students will have acquired the following learning outcomes:

- A. Critically assess the quality of biochemical data, research methodologies, and scientific arguments.
- B. Acquire knowledge about a broad range of methodologies and contemporary topics in biochemistry and molecular biology.
- C. Identify the limitations and reliability of various experimental, analytical, and computational techniques so as to reach appropriate conclusions from experimental data.
- D. Identify and work with resources or individuals who will contribute to their understanding of biochemical knowledge and methodologies.
- E. Apply scientific principles to solve problems in contemporary biochemistry and molecular biology.
- F. Critically evaluate methodologies and apply statistical analyses to assess limitations of data and experimental approaches.
- G. Formulate defined questions, develop testable hypotheses, and design experiments to solve problems in the fields of biochemistry and molecular biology.
- H. Communicate scientific concepts to diverse audiences in different formats in a way that conveys their importance.
- I. Participate in a group with diverse expertise to solve scientific problems.
- J. Apply an ethical framework for the responsible conduct of research.
- K. Demonstrate creativity and independence in the application of biochemical knowledge.

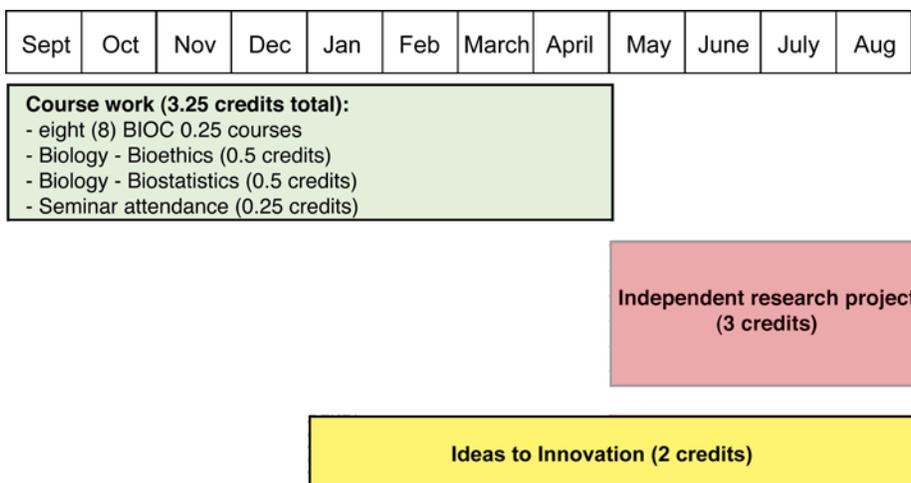
5. Admission requirements

The non-thesis MSc degree will be available to students with a four-year undergraduate BSc or BSc in Biochemistry, Microbiology and Immunology, Cell Biology, Genetics, Biology, Chemistry, or related discipline as judged by the Biochemistry Graduate Program. The admission requirements will not change from the program's current requirement of >78% average over the last two academic years. Applicants to the program must have taken 3rd year Biochemistry courses BIOC 3381 and BIOC 3382,

or equivalent.

6. Curriculum – Structure and regulations

The degree program will run from September to August 31 of the following year (see timeline). This will be a cohort program, where students take the same courses, with the exception of the Independent Research Project. The cohort structure will promote collaboration, team work and communication. A total of 8.5 credits will be required for the program. Two credits will come from eight 0.25 Biochemistry graduate level courses and a 0.25 credit course on Scientific Writing and Communication that are part of the existing graduate program. These 0.25 courses are designed to be flexible in terms of content within a given subject area such that recent advances can be incorporated in a timely manner. This structure allows different faculty members to teach the course in successive years, to take full-advantage of the teaching expertise of the faculty. Two (2) credits will come from a new course entitled “Ideas to Innovation” that will run from January to August. The 0.5 credit courses, Bioethics and Biostatistics, are offered by the Biology Department and we have permission for our non-thesis students to take these courses. The Independent Research Project will be 3 credits. The individual components of the non-thesis degree are discussed in the following section.



Curriculum – Program content

Detailed course descriptions are given for Independent Research Project and Ideas to Innovation Course. Brief descriptions are given for the Biochemistry 0.25 quarter courses, due to changing content that reflects recent developments in the field, and the particular interest of faculty involved.

Bioc XXXX– Independent Research Project (3 credits)

The Independent Research Project will develop independence and creativity in the translation of biochemical knowledge. Students will complete the project in the summer term (May to August). In March, faculty members willing to supervise a non-thesis MSc student will post projects on the Biochemistry website. A matching process will pair student and supervisor. Alternatively, students can pre-arrange a project with a particular faculty member in advance. Faculty can offer three types of projects, or a project that encompasses a combination of approaches. Faculty can also co-supervise a student on a mutually agreed upon project. Faculty participating in the program will evaluate the final project reports.

1. Laboratory based. A laboratory-based research project will be undertaken by the student. The project will be hypothesis driven, on a research topic mutually agreed upon by the faculty member and student. The scope of the project should not exceed the 4-month summer term timeframe. The students will write a detailed report, and present their results at the end of summer at a research showcase, and be judged by faculty members who are participating in this non-thesis program.

2. Computational. In some instances, a computational project may be appropriate based on the research interests of the supervisor. This could involve, for instance, analyses of next-generation DNA sequencing datasets, or using computational methods to solve NMR or crystallographic datasets related to protein structure. The project will be of sufficient depth to encompass the summer term. Students will write a detailed report, and present their results at the research showcase.
3. Literature based. The student will undertake a comprehensive review of the literature on a subject agreed upon by the student and faculty member. The student will be expected to integrate and synthesis concepts from the literature, and identify future directions and important questions in the field. The review will be in the style of a typical Annual Reviews in Biochemistry publication. The supervisor and one other faculty member will assess the review. Students will also participate in the research showcase.

Bioc 95XX - Ideas to Innovation (2 credits)

The Ideas to Innovation course will introduce students to proposal writing and public presentations, with an emphasis on creativity, experimental design, innovation and teamwork. At the start of the program, students will be divided into small working groups and choose a biochemical system (for instance, mitochondrial aging) that they will follow through the entire degree. It is expected that students will incorporate skills learned during the degree into this course, with emphasis on experimental design as it applies to their research topic. The Ideas to Innovation course will include guest lecturers on topics ranging from the biotechnology industry, grant funding agencies, and intellectual property protection. Faculty that are participating in the non-thesis program will evaluate the LOI and final presentation. The course will start in January and run through August. It is divided into three components:

1. Letter of intent (LOI). The students will write a short letter of intent focusing on an aspect(s) of their system that could be developed into a basic research program or biotechnology business plan. The purpose here is to mimic LOI applications to funding agencies, where “selling” of the idea to a non-specialist audience is critical. A presentation outlining the background, importance, approaches, and potential outcomes will also be a part of this section. Students within the program will evaluate the LOI and the presentation.
2. Proposal. The students will write a CIHR-style proposal related to the LOI. The objective here is to give students experience writing a detailed scientific research proposal, akin to a CIHR operating grant application. Students should focus on the relevant background information, and stress the innovative and creative aspects of their proposed research. Students are expected to integrate skills learned during the MSc degree into the proposal. The focus should be on the justification and rationale for a particular line of investigation, in addition to the mechanics of how research will be performed. Students assess each proposal in a mock grant panel review session, with the students acting as blinded reviewers.
3. Final presentation. The students will give an oral presentation related to their research proposal. Of importance here is to provide evidence that the students have taken an “idea” and developed an “innovative” research proposal or business plan related to their biochemical system. Students are expected to demonstrate how skills and learning objectives have been integrated into their research proposal.

Bioc 95XX – Synthetic and systems biology (0.25 credits)

Students will be introduced to synthetic biology (interactions between molecular components of biological systems) and systems biology (the design and construction of biological devices for useful applications). Recent technical advances will be discussed, including large-scale DNA synthesis, assembly synthetic genomes, and methods for large-scale mutagenesis of genomes. Students will be introduced to phylogenetics and phylogenomics of model systems, bacteria and yeast as tools for systems biology, and technologies for analyses of interactions on a large scale. The course will consist of formal lectures, and student presentations on recently published scientific papers in the synthetic biology field.

Bioc 95XX – Chemical Biology (0.25 credits)

An overview of chemical biology with emphasis on protein synthesis with non-canonical amino acids,

chemical biology approaches to probing cellular function, small molecule probes of protein-protein function, and chemical genetic approaches to drug discovery. The course will consist of lectures followed by journal club-style discussions led by the students. The students will also be expected to write and critique a short "news-and-views" style article.

Bioc 95XX - Cell Signalling and Cellular Regulation (0.25 credits)

This course will focus on how cells sense and transmit environmental signals to regulate gene expression. Select examples of signal transduction events will be introduced and discussed to illustrate important principles. Students will be expected to present and critically evaluate assigned papers, and write a short review article.

Bioc 95XX - Cancer Biology and Human Genomics (0.25 credits)

In this course students will analyze the cellular processes and mechanisms that control cell growth and differentiation, and that when dysfunctional can give rise to cellular transformation and cancer. When appropriate, the course will focus on the genetic and genomic causes of cancer, including ethical uses of human genetic data in the diagnosis of cancer.

Bioc 95XX – Protein Structure and Function (0.25 credits)

This course will with topics such as NMR spectroscopy and X-ray crystallography methods used methods for high-resolution structure determination of biological macromolecules. The fundamental physical principles of the two methods and the basis for structure determination in each case will be covered. The steps in going from the initial experiment to a final, refined structure will be outlined. High resolution protein structures can be used for modelling related structures and conformational changes, as well as analysis and determination of protein-protein or protein-ligand interactions (molecular docking). The underlying basis for these methods will be outlined along with their implementation and use in available software packages and web servers.

Bioc 95XX Proteomics (0.25 credits)

This course will introduce students to the application of modern analytical techniques for proteomics. Students will become familiar with preparation of biology samples for mass spectrometry, and applications of different mass spectrometry techniques as they apply to the analysis of biological samples. The integration of proteomic and systems biology approaches to address biological relevant questions will also be addressed.

Bioc 95XX Scientific Writing and Communication (0.25 credits)

This course will focus on scientific writing and communication skills. Students will write short scientific reports relevant to their own research, and research in the popular literature. Students will critique these reports, and participate in formal presentations to gain experience with how to effectively communicate scientific concepts to a general audience.

Bioc 95XX Bioinformatics (0.25 credits)

Students will be exposed to bioinformatics tools necessary to analyze complex biochemical datasets. Students will be exposed to basics of UNIX operating systems, with the goal of being able to manipulate large biochemical datasets. Students will gain practical experience manipulating databases in different formats relevant to next-generation sequencing.

Biology - Bioethical Perspectives (0.5 credits)

The objectives of the course are to identify ethical challenges presented by advances in the biosciences, to engage in current bioethics issues, to identify the science, technology, stakeholders and issues in current bioethics challenges, to learn societal, governmental or policy positions that relate to bioethics issues, and to debate current topics in bioethics. Students will be assessed by participation in workshops and guest lecture discussions; the writing of blogs reporting on guest lectures; the writing of Letters to the Editor; the preparation for and participation in team debates; the writing of a critical appraisal on a current topic relevant to the course focus.

Biology - Biostatistics (0.5 credits)

This course will review basic methods including t-tests, one-way ANOVAs, and simple linear regression. The course will focus on extensions of these techniques to analyze more complex data and will introduce some multivariate statistical methods. For each analytical technique studied we will emphasize the underlying assumptions (concerning data collection methods and data distributions); discuss the underlying logic of the procedure in intuitive (non-formal) terms; critique examples from the literature; and analyze sample data using the software package, R.



Manual of Administrative Policies and Procedures

MAPP 1.26 Policy on Establishing International Academic Partnerships

Policy Category:	General
Subject:	Establishing International Academic Partnerships
Approving Authority:	Board of Governors on the recommendation of Senate
Responsible Officer:	Provost and Vice-President (Academic)
Responsible Office:	Western International
Related Procedures:	Procedures for Establishing International Academic Partnerships
Related University Policies:	Guidelines for International Research Partnerships (MAPP 7.13); Guidelines for Establishing International Dual-Credential Degree Programs (Undergraduate); Guidelines for Establishing International Dual-Doctoral Degree Programs; Contract Management and Signing Authority Policy (MAPP 1.49)
Effective Date:	<i>(After Board approval)</i>
Revised:	January 1, 2006

I. PURPOSE

The University is committed to excellence in its research and academic programs and it recognizes that its strengths can be enhanced by collaborative relationships with international partners, including governments, academic institutions and other organizations, both public and private. Such collaborative relationships should strengthen and complement the University's priorities and mission.

The purpose of this Policy is to set out the process by which proposals for certain types of international academic partnerships will be assessed and approved by the University. In considering a formal partnership with other institutions, the University's responsibility and a paramount consideration is to protect the quality of its programs and reputation, and also to assess and address any academic, legal, safety, and financial risks to the University, its faculty, staff and students.

This Policy does not apply to

- (a) proposals related to the granting or transfer of academic credit for students from other educational institutions;
- (b) proposals for international dual-credential degree and dual-doctoral degree programs;

Policy on Establishing International Academic Partnerships

- (c) proposals whose primary purpose is the pursuit of research. (See Guidelines for International Research Partnerships [MAPP 7.13]).

II. DEFINITIONS

Academic Partnership: A formal relationship between the University and an educational or other institution outside Canada for the purpose of enhancing and enriching the academic activities of faculty, staff and students of the University. Academic partnerships include: student exchange or study abroad programs; internships; scholarship agreements; research assistantships and training programs. They also include joint teaching initiatives, faculty and staff exchanges or other opportunities for study and/or work experiences, library and documentation exchange, and exchanges of pedagogical material and scientific and laboratory equipment.

III. POLICY

1. All requests for the establishment of an Academic Partnership between the University, or any unit of the University, and an educational or other institution located outside Canada shall be submitted to the Vice-Provost (International) or designate for review and approval.
2. The Vice-Provost (International) shall consult with University colleagues as needed prior to making his or her decision.
3. If the proposed Academic Partnership is approved, the University will enter into a written agreement with the partner institution(s).

Policy on Establishing International Academic Partnerships

Procedures for Establishing International Academic Partnerships

1. Proposals within the scope of this Policy are within the authority of the Vice-Provost (International) or designate to approve.
2. Written Agreements
 - 2.01 Agreements must be approved by the University's Legal Counsel or designate and signed in accordance with the Contract Management and Signing Authority Policy (MAP 1.49).
 - 2.02 Prior to the expiration of an agreement, the Vice-Provost (International) will review the partnership to determine if it met the University's objectives and whether it should be continued for a further term. In the case of agreements without termination dates, the Vice-Provost (International) shall conduct periodic reviews of the partnerships to ensure that they continue to meet the University's objectives.
3. The Office of the Vice-Provost (International) shall maintain a list of current approved partnerships.
4. Proposals for the establishment of an agreement with an educational institution outside Canada to grant academic credit to that institution's students or proposals for international dual-credential degree and dual-doctoral degree programs are reviewed and approved in accordance with the relevant Senate Policy. Prior to review by the relevant Senate Committee the proposal must be submitted to the Vice-Provost (International) for input and comment.

**The UNIVERSITY of WESTERN ONTARIO
POLICIES and PROCEDURES**

1.26 GUIDELINES FOR EDUCATIONAL PARTNERSHIPS

Classification: General

Effective Date: 01JAN06

Supersedes: (NEW)

GENERAL

- 1.00 The University is committed to excellence in its research and academic programs and it recognizes that its strengths can be enhanced by collaborative relationships with domestic or international partners, including governments, academic institutions and other organizations, both public and private. Such collaborative relationships should strengthen and complement the University's priorities and mission.

The purpose of this Policy is to set out the process by which proposed educational partnerships with external institutions will be assessed and approved by the University. In considering a partnership with other academic institutions, the University's responsibility and a paramount consideration is to protect the quality of its programs and reputation, and also to assess and address any academic, legal, safety, and financial risks to the University, its faculty, and its students.

- 2.00 Types of educational partnership proposals:

2.01 Academic Partnerships

This general category includes joint teaching initiatives, collaborative academic program offerings at the graduate and/or undergraduate level, opportunities for study and/or work experiences for faculty including faculty exchanges, library and documentation exchange, and exchanges of pedagogical material and scientific and laboratory equipment.

2.02 Student Learning Abroad Partnerships

This general category includes student exchange programs, study abroad programs, international internships, research assistantships, and training programs. Also included is the facilitation of admission for a limited number of highly performing international students in a particular discipline at the University or its Affiliated University Colleges for a specified period of time through the support of international educational or government programs. These partnerships may involve participation of students from all partnering institutions or from one partnering institution only.

2.03 Transfers of Academic Credit

Transfer of academic credit to another educational institution for courses taken at the University, and/or transfer of academic credit to the University for courses taken at another educational institution.

- 3.00 Partnership proposals whose primary purpose is the pursuit of research are reviewed pursuant to the Guidelines for International Research Partnerships [\[MAPP 7.13\]](#)

- 4.00 Educational Partnerships Advisory Council

The Educational Partnerships Advisory Council (EPAC) has been established to review and assess educational partnership proposals and recommend to the Provost & Vice-President (Academic) those proposals that will be of benefit to the University.

Educational Partnerships Advisory Council (EPAC)

Terms of Reference:

To establish a framework, procedures, and criteria for the assessment of Educational Partnership proposals, and for the monitoring and periodic review of approved Educational Partnerships.

To assess Educational Partnership proposals and to recommend to the Provost & Vice-President (Academic) for approval only those proposals which satisfy the criteria developed by the Council.

To review Educational Partnerships periodically and make recommendations thereon to the Provost & Vice-President (Academic).

To review Educational Partnerships prior to their expiry date and provide recommendations to the Provost & Vice-President (Academic) regarding continuance of the relationship.

Composition:

An Associate Dean or designate from each Faculty on Main Campus

Ex officio:

Vice-Provost (Academic Programs), who shall be Chair
Vice-President (Research)
Director, Centre for New Students
Director, Undergraduate Recruitment & Admissions

Resource:

Legal Counsel
University Secretary (or designate)
Exchange Student Advisor

A Secretary shall be provided by the Office of the Vice-Provost (Academic Programs). Meetings will be held at least twice annually. As appropriate, some meetings may be conducted electronically.

PROCEDURE

Review and Approval Process

5.00 Applicants seeking to establish an educational partnership must submit an Educational Partnership Request to the Office of the Vice-Provost (Academic Programs).

5.01 Internal Applicants
For internal applicants, the Request will include a brief description of the proposal, expected benefits for students and/or faculty, and a letter of support from the relevant Department Chair, School Director, and Dean.

5.02 External Applicants

For external applicants, the Request will include a brief description of the proposal, the expected benefits for students and/or faculty, existing or potential linkages between the applicant's home institution and the University, and evidence of support from the applicant's home institution.

- 6.00 Proposals that clearly do not meet EPAC's established criteria may be rejected by the Vice-Provost.
- 7.00 Subject to 6.00, the Vice-Provost will submit Educational Partnership Requests to EPAC which will forward its recommendation together with relevant documentation to the Provost & Vice-President (Academic). Proposals relating to transfer of academic credit (articulation agreements) that are approved by the Provost & Vice-President (Academic) will be forwarded to the Senate Committee on Academic Policy and Awards for approval and recommendation to Senate. The Provost & Vice-President (Academic)'s decision with respect to all other proposals is final.
- 8.00 Final decisions will be conveyed to the applicant by the Vice-Provost or designate.

Execution of Agreements

- 9.00 Upon approval of a partnership the appropriate office will ensure that an agreement setting out the terms of the partnership is executed by the University. The University will not commence a partnership until both parties have signed the agreement. Agreements will ordinarily follow a standard format approved by the University's Legal Counsel. Any proposed variations from a standard format, or any non-standard agreements, or agreements to be executed in languages other than English, must be approved by the University's Legal Counsel. Agreements must be signed by the President or a Vice-President, and the Secretary of the University.

Agreements relating solely to transfer of academic credit (articulation agreements) must be signed by the Vice-Provost (Academic Programs) and the Dean of a Faculty, in accordance with Senate approved procedures for the establishment of articulation agreements.

Record Keeping and Reviews of Partnerships

- 10.00 After execution of the agreement by the University and the partnering institution, one original signed copy must be forwarded to the University Secretariat for retention. A record of current educational partnership agreements will be maintained by the University Secretariat.
- 11.00 The Office of the Vice-Provost (Academic Programs) will maintain a current list of approved proposals and will notify the appropriate units upon establishment or termination of an educational partnership.
- 12.00 At the request of any of its members, including the Chair, EPAC will review a partnership at any time if there are concerns about its implementation, and may make recommendations thereon to the Provost & Vice-President (Academic).
- 13.00 Prior to the expiry date of an approved partnership, the Vice-Provost will notify the affected units within the University. EPAC will review the partnership unless the other institution has advised the University that it does not wish it to continue. Proposed renewals will follow the same review and approval process set out above. Any new agreement must comply with the requirements set out in section 9.00 above.

International Dual-Credential Degree Programs (Undergraduate and Doctoral programs)

A list of dual-credential degree programs approved to date is provided at the bottom of these pages.

GUIDELINES FOR ESTABLISHING INTERNATIONAL DUAL-CREDENTIAL DEGREE PROGRAMS (UNDERGRADUATE)

[S.11-43]

1. PREAMBLE

International Dual-Credential Degree Programs provide a unique opportunity to enhance student experience at each of the participating institutions. The development of educational programs with excellent peer universities or institutes in other countries allows students from each partner to gain unique educational exposure and valuable international academic and cultural experiences. The global nature of these International Dual-Credential Degree Programs strengthens students' careers, provides professional opportunities and enhances the stature of Western wherever such partnerships are established.

Western has always welcomed the best students from anywhere in the world to study here. By awarding a Dual-Credential Degree the partner institutions acknowledge the additional international experience and effort of each student. Additionally and more practically it allows the educational background and core competencies of each student to be clear in each jurisdiction.

2. DEFINITION

International Dual-Credential Degree Program

An International Dual-Credential Degree Program is defined as a program of study (within the same area of proficiency) offered by The University of Western Ontario (including the Affiliated University Colleges) and one (or more) other peer universities or institutes outside of Canada. Completion of the Dual-Credential Degree requirements is confirmed by awarding a separate degree/diploma document by at least two of the participating institutions, one of which is The University of Western Ontario.

3. PRINCIPLES

The following guiding principles shall be considered in developing an International Dual-Credential Degree Program at the undergraduate level:

- a. The proposed program shall create a high quality, innovative program of study that provides enhanced opportunities for students.
- b. There shall be consistency with University and Faculty academic standards and regulations.
- c. The International Dual-Credential Degree Program shall satisfy the degree-level expectations of each of the originating programs and include a qualitative and/or quantitative value-added element that distinguishes it from the originating programs.
- d. The initiative should support the Departmental, Faculty and University academic plans and priorities, and be premised on a complementary educational philosophy between the participating programs/institutions.

4. PROCEDURES FOR REVIEW AND APPROVAL

4.1 The Evaluation Criteria Guiding the Development of an International Dual-Credential Degree Program

An International Dual-Credential Degree Program at Western may be comprised of an existing program or a newly created one. All proposals will be assessed **developed** in accordance with the ~~evaluation~~ criteria set out below.

In addition, if a new program is established at Western as part of the proposed International Dual-Credential Degree Program, the New Program Evaluation Criteria and approval process also must be followed. The New Program Evaluation Criteria and approval process are set out in documents here: [\[http://www.uwo.ca/pvp/vpacademic/iqap/index.html\]](http://www.uwo.ca/pvp/vpacademic/iqap/index.html).

Evaluation Criteria for International Dual-Credential Degree Programs

(i) Objectives and Program Content

Demonstration that:

- the International Dual-Credential Degree Program's content aligns with the unit/faculty/university academic plans.
- the program satisfies the University's established degree-level expectations.
- the degree requirements can be mapped onto an existing Degree-level expectation in the originating program (for example, maps onto an existing Specialization or Honors Specialization).
- If applicable, the proposed program enhances the local program to reflect the qualitative and quantitative elements unique to the Dual-Credential Degree program.

(ii) Quality Indicators

- provide evidence of the excellence of the proposed partner university and the specific unit/department/program.
- provide information as to how the progress of each student will be monitored, especially for Western students studying abroad.

(iii) Admission Requirements

- Demonstration that the existing admission requirements for any existing program will continue to be met, including language proficiencies or demonstration of the appropriateness of the unique admission requirements for the International Dual-Credential Degree program's learning expectations and University degree-level expectation.

(iv) Structure of the Program

- Demonstration that the structure of the International Dual-Credential Degree Program will meet the program-level and Degree-level learning expectations.
- Confirmation that the academic requirements of the existing program remain unchanged, or that proposed revisions are necessary and appropriate for the Dual-Credential Degree program.
- Confirmation that students will spend at least one academic year at each institution.
- Confirmation that students will take at least 10.0 courses offered by Western.
- Confirmation that the mode of delivery is unchanged from the existing program(s), including at partner institutions; or provide evidence of the appropriateness of the proposed mode(s) of delivery to meet the specified program learning expectations and University degree-level expectations.

(v) Assessment of Teaching and Learning

- Confirmation that the methods for the assessment of student achievement of the International Dual-Credential Degree program learning expectations and University degree-level expectations are substantially similar to that of the existing program; or
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the University's established degree-level expectations.

(vi) Enrolment Projections and Resources

- Indication of the demand and community interest for the program.
- Inclusion of enrolment projections and the anticipated steady-state enrolment.
- Statements from:
 - Vice-Provost and Chief Librarian confirming the adequacy of library holdings and support;
 - Relevant programs/units confirming consultation on the new program;
 - Approval of the relevant EPC committee or equivalent.

4.2 Approval process

Applicants seeking to establish an International Dual-Credential Degree Program must notify the Office of the Vice-Provost (Academic Programs) in the early stages of developing a program, who will coordinate the development of the agreement. The Office of the Vice-Provost (Academic Programs) will consult with the Vice-Provost (International) regarding the proposed partnering university and any support needed for prospective international students. provide guidance and advice in developing the proposal and will ensure that the quality indicators are met and that support is available for prospective international students. The Vice-Provost will forward proposals to the Educational Partnership Advisory Council for review as necessary.

Proposals will be subject to the normal Department and Faculty approval process prior to submission to the **Subcommittee on Program Review (Undergraduate (SUPR-U) and/or** the Senate Committee on Academic Policy and Awards (SCAPA). ~~In addition to the documentation normally required by SCAPA, the proposal must set out the details of the envisioned partnership and address the points listed in the evaluation criteria listed under Section 4.1.~~ SCAPA will evaluate the academic aspects of the proposal and if satisfied, it will forward its recommendation to establish the International Dual-Credential Degree Program to the Senate for final approval.

International Dual-Credential Degree Programs will not be implemented and the agreement with the partner institution will not be signed prior to Senate approval of the proposed Program.

GUIDELINES FOR ESTABLISHING INTERNATIONAL DUAL-DOCTORAL DEGREE PROGRAMS

[S.11-178]

1. PREAMBLE

International Dual-Credential Degree Programs provide a unique opportunity to enhance student experience at each of the participating institutions. The development of educational programs with excellent peer universities or institutes in other countries allows students from each partner to gain unique educational exposure and valuable international academic and cultural experiences. The global nature of these International Dual-Credential Degree Programs strengthens students' careers, provides professional opportunities and enhances the stature of Western wherever such partnerships are established.

Western has always welcomed the best students from anywhere in the world to study here. By awarding a Dual-Credential Degree the partner institutions acknowledge the additional international experience and effort of each student. Additionally and more practically it allows the educational background and core competencies of each student to be clear in each jurisdiction.

2. DEFINITION

Dual-Doctoral Degree Programs

An International Dual-Doctoral Degree Program is defined as a program of study (within the same area of proficiency and research expertise) offered by The University of Western Ontario and one other peer university or institute outside of Canada. Completion of the Dual-Doctoral Degree requirements is confirmed by awarding a separate diploma document by each of the participating institutions, one of which is The University of Western Ontario. The University of Western Ontario views doctoral programs as research-intensive programs.

3. PRINCIPLES

The following guiding principles shall be considered in developing an International Dual-Doctoral Degree Program:

- a. The proposed program shall create a high-quality, innovative program of study that provides enhanced opportunities for students.
- b. There shall be consistency with University and School of Graduate and Postdoctoral Studies academic standards and regulations for all program requirements including the thesis/dissertation.
- c. The Dual-Doctoral Degree Programs shall satisfy the doctoral degree-level requirements of each of the participating programs and include a qualitative and/or quantitative value-added element that distinguishes it from the originating programs. For example: Dual-Doctoral Degree Programs enhance graduate student development in several areas of the OCAV Graduate Degree Level Expectations. Overseas study and research promotes the development of intercultural competence and provides graduates with experience working in multinational research teams, exposes graduates to multiple disciplinary and research perspectives and contributes to the development of professional capacity/autonomy. The proposal should indicate guidelines for time allocation at each of the institutions.
- d. The initiative should support the Faculty and University academic plans and priorities, and be premised on a compatible educational and research-intensive philosophy between the participating programs/institutions.
- e. Students will be funded at the appropriate doctoral level during their period of eligibility.

4. PROCEDURES FOR REVIEW AND APPROVAL

4.1 **The Evaluation Criteria Guiding the Development of an International Dual-Doctoral Degree Program**

An International Dual-Doctoral Degree Program at Western will be composed of an existing approved program. All proposals will be assessed **developed** in accordance with the **evaluation** criteria set out below.

Evaluation Criteria for International Dual-Doctoral Degree Programs

(i) Objectives and Program Content

Demonstration that:

- The International Dual-Doctoral Degree Program's content aligns with the unit/faculty/university academic plans.
- The program satisfies the University's established doctoral degree-level expectations.
- If applicable, the program enhances the local program to reflect the qualitative and quantitative elements unique to the Dual-Doctoral Degree program.
- The Dual-Doctoral Degree Program meets all of the requirements and milestones of the doctoral program as previously evaluated and approved by the Ontario Council of Graduate Studies or Western's Institutional Quality Assurance Process, including requirements regarding the oral examination of the dissertation.

(ii) Quality Indicators

- Provide evidence of the excellence of the proposed partner university and the specific unit/department/program.
- Provide information about how the student will be supervised jointly by a supervisor at each university.
- Provide information as to how the progress of each student will be monitored, especially for Western students studying abroad.

(iii) Admission Requirements

- Demonstration that the existing admission requirements for the existing program will continue to be met, including language proficiencies or demonstration of the appropriateness of the unique admission requirements for the Dual-Doctoral Degree program's learning expectations and University doctoral degree-level expectations.

(iv) Structure of the Program

- Demonstration that the structure of the Dual-Doctoral Degree Program will meet the doctoral degree-level learning expectations.
- Confirmation that the academic requirements of the existing program remain unchanged, or that proposed revisions are necessary and appropriate for the International Dual-Doctoral Degree Program.
- Confirmation that students will spend at least three academic terms at each institution.
- Confirmation that students will complete all requirements of the Western doctoral program.
- Confirmation that the mode of delivery is unchanged from the existing program(s); or provide evidence of the appropriateness of the proposed mode(s) of delivery to meet the specified program learning expectations and University doctoral degree-level expectations.
- Confirmation that students will be funded appropriately during the full period of eligibility, including when studying abroad.
- Detailed description of the tuition payment scheme for participants.

(v) Assessment and Evaluation

- Confirmation that the methods for the assessment of student achievement, in terms of coursework, research and major milestones (e.g., qualifying exams and/or comprehensive exams) in the Dual-Doctoral Degree Program are substantially similar to that of the existing program; or
- Completeness of plans for documenting and demonstrating the level of performance and achievement of students, consistent with the University's and the School of Graduate and Postdoctoral Studies' expectations.

(vi) Enrolment Projections and Resources

- Indication of the demand and community interest for the program.
- Inclusion of enrolment projections and the anticipated steady-state enrolment.
- Statements from relevant programs/units confirming consultation on the new program.

4.2 Approval process

Applicants seeking to establish a Dual-Doctoral Degree Program must notify the School of Graduate and Postdoctoral Studies and the Vice-Provost (Graduate and Postdoctoral Studies) **in the early stages of developing a program, who will lead the development of the agreement.** The School of Graduate and Postdoctoral Studies **will consult with the Vice-Provost (International) regarding the proposed partnering university and any support needed for prospective international students.** ~~provide guidance and advice in developing the proposal and will ensure that the quality indicators are met and that support is available for prospective international students.~~

Proposals will be subject to the normal Departmental and Faculty approval process prior to submission to SUPR-G and the Senate Committee on Academic Policy and Awards (SCAPA). ~~In addition to the documentation normally required by SCAPA, the proposal must set out the details of the envisioned partnership and address the points listed in the evaluation criteria under Section 4.1.~~ SCAPA will evaluate the academic aspects of the proposal and if satisfied, it will forward its recommendation to establish the Dual-Doctoral Degree Program to the Senate for final approval.

Dual-Doctoral Degree Programs will not be implemented and the agreement with the partner institution will not be signed prior to Senate approval of the proposed Program.

DUAL-CREDENTIAL DEGREE PROGRAMS OFFERED BY WESTERN AND OTHER UNIVERSITIES OR INSTITUTES OUTSIDE CANADA

Senate has approved the following International Dual-Credential Degree Programs to be offered at the institutions indicated.

UNDERGRADUATE PROGRAMS

- Dual degree agreement allowing qualified students registered in the Bachelor of Management or Bachelor of Economics at Dongbei University of Finance and Economics (DUFE), China, to be admitted into Year 3 of either the Bachelor of Management and Organizational Studies (BMOS) (Honors Specialization in Finance and Administration), or the Bachelor of Arts Honors Economics, at King's University College, and upon successful completion of the program, to qualify for degrees from both Western and DUFE
Approval (S.13-150b)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2013/m1310sen.pdf>
- Dual degree agreement allowing qualified students registered in the Bachelor of Management or Bachelor of Economics at the International Business School, Chongqing Technology and Business University (CTBU), China, to be admitted into Year 3 of the Bachelor of Management and Organizational Studies (BMOS) with Honors Double Major in either Accounting or Global Commerce (MOS program) and Finance (Economics program), at King's University College, and upon successful completion of the program, to qualify for degrees from both Western and CTBU
Approval (S.13-150a)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2013/m1310sen.pdf>
- International Collaborative Degree Program in Chemical Engineering between East China University of Science and Technology (ECUST) and Zhejiang University of Science and Technology (ZJUST) in China
Approval (S.13-95)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2013/m1306sen.pdf>
- International Collaborative Degree Program in Chemical Engineering between the Faculty of Engineering (Western) and Zhejiang University in China
Approval (S.12-23)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2012/m1202sen.pdf>
- Dual Degree Partnership: BSc Honors Specialization in Computer Science (Western University) and Bachelor of Engineering (Computer Science & Technology) (Central South University, China)
Approval (S.10-111)

<http://www.uwo.ca/univsec/senate/minutes/2010/r1006scapa.pdf>

COMBINED UNDERGRADUATE/MASTER'S PROGRAMS

- B.E./MESc Program leading to a Bachelor of Engineering (BE) from Thapar University, Patiala, Punjab, India and a Master of Engineering Science (MESc) at Western University
Approval (S.08-144)
<http://www.uwo.ca/univsec/senate/minutes/2008/r0806scapa.pdf>
- B.Tech./MESc Program leading to a Bachelor of Technology (BTech) from the Indian Institute of Technology Roorkee, Roorkee, Uttaranchal, India and a Master of Engineering Science (MESc) at Western University
Approval (S.08-143)
<http://www.uwo.ca/univsec/senate/minutes/2008/r0806scapa.pdf>

GRADUATE PROGRAMS

- Dual Doctoral Degree (PhD) in Synchrotron Radiation Research between Soochow University, China and Western University
Approval (S.14-28)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2014/m1402sen.pdf>
- Dual-Credential Master's Degree between The Norwegian School of Economics ("NHH") and Western (Richard Ivey School of Business) leading to a Master of Science in Economics and Business Administration, with a Major in any field from NHH, and a Master of Science in Management from Western (Richard Ivey School of Business)
Approval (S.13-149)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2013/m1310sen.pdf>
- Dual-Degree (Master's) Agreement in Engineering between the Politecnico di Milano, Milano, Italy and Western University leading to a "Laurea Magistrale in Ingegneria" between the Politecnico di Milano and a Master of Engineering for programs offered in the Faculty of Engineering at Western University
Approval (S.12-119d)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2012/m1206sen.pdf>
- Dual-Doctoral Degree Program in Mathematics between the University of Milano – Bicocca, Milano, Italy and Western University
Approval (S.11-195)
<http://www.uwo.ca/univsec/senate/minutes/2011/m1112sen.pdf>
- LLM/M.Phil (WESTERN/NALSAR) and LLM/LLM (NALSAR/WESTERN) Dual-Credential Degree Programs with NALSAR University of Law, Hyderabad, India
Approval (S.11-139)
<http://www.uwo.ca/univsec/senate/minutes/2011/m1109sen.pdf>
Minor Amendment to WESTERN/NALSAR program (S.11-165)
<http://www.uwo.ca/univsec/senate/minutes/2011/m1110sen.pdf>
- Doctoral Co-tutelage Dual-Credential Degree Program between the University of Padua, Italy and Western University in all fields of study common to both institutions
Approval (S.11-138)
<http://www.uwo.ca/univsec/senate/minutes/2011/m1109sen.pdf>
- Dual PhD Program leading to the "PhD in Life Sciences" from the West China School of Medicine, Sichuan University, Chengdu, China and the "Doctor of Philosophy" from programs offered by the Schulich School of Medicine & Dentistry
Approval (S.11-98)

<http://www.uwo.ca/univsec/senate/minutes/2011/m1105sen.pdf>

- JD (Western)/MLS (Auckland) Combined Program
Approval (S.11-75)
<http://www.uwo.ca/univsec/senate/minutes/2011/m1104sen.pdf>
Withdrawn effective September 1, 2013. (S.13-10)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2013/m1301sen.pdf>
- Dual Degree (PhD) Program leading to the “Doutor em Ciência da Computação” from the Instituto de Computação, Universidade Estadual de Campinas, São Paulo, Brazil, and the “Doctor of Philosophy” from programs offered by Electrical and Computer Engineering at Western University
Approval (S.08-236a)
<http://www.uwo.ca/univsec/senate/minutes/2008/r0812scapa.pdf>
- Guidelines for Dual Doctorate (“co-tutelle”) agreements with Universities in France
Approval (S.10-168)
<http://www.uwo.ca/univsec/senate/minutes/2010/r1010scapa.pdf>
- JD (Western)/LLM (Auckland) Combined Program
Approval (S.09-139)
<http://www.uwo.ca/univsec/senate/minutes/2009/r0906scapa.pdf>
Suspension of admission to this program was approved by Senate Sept. 24, 2010 (S.10-150)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2010/m1009sen.pdf>
The revised program was approved by Senate April 15, 2011 (S.11-74)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2011/m1104sen.pdf>
Withdrawn effective September 1, 2013. (S.13-10)
<http://www.uwo.ca/univsec/pdf/senate/minutes/2013/m1301sen.pdf>
- Dual Degree (PhD) Program between Politecnico di Milano, Milan, Italy, and Western University (Engineering)
Approval (S.08-236b)
<http://www.uwo.ca/univsec/senate/minutes/2008/r0812scapa.pdf>
Renewed as a Dual-Degree Master’s Program effective September 1, 2012 (S.11-74)

Handbook Notes:

See also Procedure for and List of Articulation Agreements:

http://www.uwo.ca/univsec/pdf/academic_policies/general/articulation_agreements.pdf

Guidelines for Educational Partnerships:

http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp126.pdf

and List of Educational Partnerships:

http://www.uwo.ca/univsec/pdf/academic_policies/general/educational_partnerships.pdf

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Electrical and Computer Engineering	
Degrees Offered:	MEng, MEng, PhD	
Approved Fields:	Research: Applied Electrostatics & Electromagnetics Biomedical Systems Communications Systems & Data Networking Microsystems & Digital Signal Processing Power Systems Engineering Robotics and Controls Software Engineering MEng Communications Systems & Data Networking Power Systems Engineering Robotics and Controls Software Engineering Cybersecurity and Computer Forensics (new field)	
External Consultants:	Dr. Sofiene Affes Institut National de la Recherche Scientifique	Dr. Qusay H. Mahmoud University of Ontario Institute of Technology
Internal Reviewers:	Dr. Margaret McGlynn Faculty of Social Science	Ms. Renee Willmon Department of Anthropology
Date of Site Visit:	May 15-16, 2014	
Evaluation:	<i>Good with Report in January 2016</i>	
Approved by:	<i>SUPR-G on November 17, 2014</i>	

Executive Summary

The external reviewers commented favourably on the strength of the ECE faculty, noting that there are outstanding researchers in all of the fields along with a balance both in terms of seniority and distribution of fields which bodes well for the future development of the program. They are impressed with their high level of funding, the relevance of their research, the quality of the lab equipment and infrastructure and their ability to attract industry partners.

The reviewers are enthusiastic about the proposed new field in Cybersecurity and Computer Forensics, commenting that it is both timely and relevant, and pleased that the department has hired a new faculty member in this field.

The reviewers note that the faculty each supervise a fairly large number of graduate students quite effectively while offering a reasonable number of graduate courses, though the courses are not evenly distributed across the fields. Their assessment is that the department cannot undertake any further growth without further faculty positions.

There is some pressure on the current graduate course offerings caused by the two-stream graduate program. The MEng students are looking for more courses with a practical, hands-on focus, while the research students are looking for more intensive theoretical courses. The current practice of having both sets of students in the same, double-numbered course with different assignments and different expectations is causing some dissatisfaction. The reviewers suggest that the strategic use of reading courses for research students might alleviate some of their concerns, and an additional focus on internships for MEng students would be beneficial both in terms of developing industry experience and

potentially alleviating financial pressures. They also recommend some specialized courses for the MEng students, including one on “Ethics and Law” to help them with the PEng.

During the review there was some confusion among both faculty and students over the number of courses required for the PhD program and which courses taken as part of a Master’s degree at Western or elsewhere could be counted towards PhD course requirements. The reviewers recommend that this matter be clarified and broadly communicated to both faculty and students.

The reviewers question the SGPS policy of not allowing junior faculty members sole supervision of a PhD student until they had graduated an MSc student, though they note that senior ECE faculty and administration generally support the policy.

They also note that the department is eager to increase its domestic enrolments and suggest drawing the Accelerated Master’s Program and the Mitacs internship opportunities to the attention of the current undergraduate population.

There has been a lack of continuity in the staff administering the programme over the past few years and at the time of the review the department was without an AO. Both faculty and students expressed great regard for the current staff and concerns that without some immediate reorganization of their workload and management they might choose to leave the department.

Significant Strengths of Program:

- New field in cybersecurity
- Research strength of faculty
- Quality of research labs

Opportunities for improvement & Enhancement:

- Development of some courses tailored to the particular needs of both MEng and research students
- Greater synergies within the department and across departments e.g. access to equipment in other labs, courses in other departments etc.
- Renovation of office space and common space, especially for MEng students

Recommendations for implementation:	Responsibility	Resources	Timeline
Offer more practical courses for MEng students	Department	Faculty time	1 year
Review the advising structures for MEng students to ensure they are getting appropriate guidance on course selection and professionalization	Department	Faculty time	1 year
Add “Ethics and Law” course as elective non-technical course for MEng	Department	Faculty time	1 year
Renovate MEng common space and office space for research students	Faculty	Financial	1 year
Offer some non-technical electives online to increase access for research students	Faculty	Financial / faculty time	1 year
Clarify course requirements for the PhD program	Department	None	1 year
Review GTA assignments and workload	Faculty	Faculty time	1 year
Reorganize the staff workload, including the management of CREATE and UNENE, to alleviate retention problems	Department / Faculty	Financial	1 year

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Computer Science	
Degrees Offered:	PhD, MSc	
Approved Fields:	<ul style="list-style-type: none"> • Artificial Intelligence and Computer-Based Games • Graphics, Image Processing, and Computer Vision • Distributed Systems • Software Engineering and Human Computer Interaction • Theoretical Computer Science • Computer Algebra • Bioinformatics and Biocomputing 	
External Consultants:	Dr. Ian Munro University of Waterloo	Dr. Evangelos Milios Dalhousie University
Internal Reviewers:	Dr. Benjamin Hill University of Western Ontario	
Date of Site Visit:	June 9-10, 2014	
Evaluation:	<i>Good Quality with Report due January 1, 2016</i>	
Approved by:	<i>SUPR-G on November 17, 2014</i>	

Executive Summary

The Computer Science department is a generally solid program and is estimated to rank among the top twelve in Canada. The graduate program is successful and currently on par with the better programs across Canada. It also seems to be at an important crossroads regarding its directions for the future and would benefit from a coherent plan for moving forward.

Two fundamental issues repeatedly arose during the review. First, the program needs to develop a strategic plan for moving into the next stage of its existence. Key components of this plan should include: developing and strengthening connections and collaborations with industry partners for research and student development and improving participation in Faculty of Science initiatives such as Science Themes, Western Clusters. Related to the department's strategic vision is the issue of hiring. The department's biggest concern was the lack of assistant professors within the department and not having hired for the past ten years. The addition of two positions through the Western Clusters of Research Excellence program and the recruitment of excellent junior faculty members to replace retirees would support the program's continued strength.

The second fundamental issue was an apparent lack of communication within the department and between the department and the Faculty of Science. This was especially acute surrounding the issue of international student funding, but it seemed to be more generalized. Faculty members seemed unaware of university policies, practices, and positions. Graduate students complained most about the absence of direction or clear expectations regarding long-standing and new policies, such as the Topics Research Survey / Proposal (TSP) exam. Better lines of communication and more effective means of discussing issues and developing consensus within the program should be implemented.

The contribution of supervisors' research funds to student support was seen to be below the norm for comparable programs and the program is encouraged to increase its level of funding support. This aspect of student funding was not addressed in the program's response. Rather, focus was given to the cultivation of outside funds (from the Faculty of Science, industry), and to the creation of other programs (e.g. a professional MSc, a MMASc program, and/or joint programs with Statistics or Schulich) to bring funds into the department that can be used for additional international student support.

The international student "quota" was a major source of concern to the program because it is so dependent on international student enrollments. The challenge to recruiting domestic students is not unique to Western's program, but it should be pressed, and attention should be given to the recruitment of

part-time students from industry. Growth in the course based MSc is thought to be possible in this regard.

Although the external report noted with surprise that the post-BA and post-MSc PhD program had the same requirements, there were no recommendations regarding the curriculum content. They only recommend that some clarity regarding the expectations for students and the content of the research methods course be offered by the program.

Significant Strengths of Program:

- Good record of publication by both the faculty and graduate students
- Good record of research funding
- Strength in the areas of symbolic algebra, theory and bioinformatics, distributed systems, image analysis, and computer vision/artificial intelligence
- Adequate library and program resources
- Good interdisciplinary outlook of the faculty compliment

Opportunities for improvement & Enhancement:

- Develop a departmental strategic vision and plan for the next ten years
- Improve communication between the Faculty and the Department, especially with regard to fiscal matters and policy issues
- Improve communication between Department Administration and members of the Department
- Better inform the graduate students of the policies and expectations, especially those concerning student milestones
- Cultivate closer ties with industry partners in London
- Replacement and renewal of faculty compliment
- Strengthen the Department's connections with Faculty of Science initiatives

Recommendations for implementation:	Responsibility	Resources	Timeline
Develop a strategic plan for the graduate program for the next decade	Department Chair	Consultation with all relevant stakeholders, including faculty, staff, students, industry	June 2015
Faculty renewal	Faculty of Science	Financial resources and support	Next 2-3 years
Strengthen and improve connections with Faculty of Science initiatives, especially the Big Data research cluster initiative	Department Chair, Graduate Chair		ongoing
Grow enrollment of the course-based MSc	Graduate Chair	Funding and support for advertising and recruitment	2 year
Cultivate closer connections and ties with industry	Department Chair, Graduate Chair and program members		ongoing
Increase the minimum and average amount of student support from supervisors	Department Chair, Graduate Chair and program members	Research funds	August 2015
Improve communication generally between the Faculty and the Department, and within the Department, and especially with regard to policies	Faculty of Science Dean and Associate Deans, Department Chair, Graduate Chair		ongoing
Improve communication between the Department and the Graduate Students, especially regarding	Department Administration		Sept 2015

Graduate Program policies and expectations. Suggest the development of program handbook/guide, improvements to the program website.			
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Report of Scholastic Offenses
for the period July 1, 2013 – June 30, 2014
prepared by John Doerksen
Vice-Provost (Academic Programs)

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENSE	SANCTION
Arts & Humanities	Plagiarism (5)	All students received 0% on the assignment
	Cheating (1)	Student received 0% on the exam
Business / Ivey HBA	Cheating (1)	Student was required to re-write exam at the next exam sitting in the following term
	Falsified transcripts (1)	Student was required to withdraw from HBA program. Student appealed to SRBA – appeal denied.
Education	Plagiarism (B.Ed.) (9)	All students received a zero grade for the assignment. Four of these students were subsequently permitted to rewrite the assignment.
Engineering	Cheating (2)	Students received a mark of zero on quiz, both received a letter of reprimand. One of the letters contained a warning as this was the student's second cheating offense
Information & Media Studies (FIMS)	Plagiarism (4)	1 student received a failure in the course 1 student received zero on the assignment. 1 student received zero on the assignment but was offered an opportunity to re-write the assignment; revised assignment will receive a grade no higher than 55% 1 student was required to withdraw
	Cheating (1)	The student received a penalty of 10 points deducted from exam
	Inappropriate behaviour during exam (1)	The student received a warning but no grade penalty
Health Sciences	Plagiarism (5)	All students received a zero on the assignment.
	Cheating (4)	Two students received a reprimand. Two students had a grade reduction
	Using cell phone to obtain material (1)	The student received a zero on the exam
Medicine & Dentistry	No incidents to report	.
Med Sc.	Plagiarism (1)	Student received a grade of 40%
Music	Plagiarism (3)	Three students received a failing grade on the assignment and reprimand
	Collusion on written assignment (2)	Students received formal reprimands

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for the period July 1, 2013 – June 30, 2014
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Vice-Provost (Academic Programs)

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENSE	SANCTION
	Suspected cheating on in-class exam	Student received a warning
Science	Plagiarism (7)	Four students had mark reduced by 50% One student dropped the course / incident noted in student's file Two students received zero on assignment
	Submitting same paper for two courses	Student received zero on the paper
	Cheating (5)	Four students received zeros on their exam / quiz One student received 50% of the grade received for lab write up
	Calculator in exam (1)	Student received a mark of zero in the course
Social Science	Plagiarism (34)	Nineteen students received 0% on essay One student - second offense / received zero on the essay Two students received 'F' in the course One student received zero on essay and 50% in course One student received 50% on assignment One student / re-write to maximum grade of 65% One student / re-write to maximum grade of 60% Four students / re-write to maximum grade of 50% Three students were given a grade of zero on the question One received a reprimand
	Cheating (31)	Twelve students received 0% on the exam Five students received 'F' in the course One student received 'F' in course / second offense Six students received 50% in course One student received 'F' in course / second offense One had the exam grade reduced by 50% One student received 'F' in course Four had a formal reprimand
	Possession of electronic devise(cell phone) during exam (7)	Three students received zero on exam One student received zero on parts of exam Two students received zero on exam / 2 nd offense One received 5% reduction in final grade

Report of Scholastic Offenses
for the period July 1, 2013 – June 30, 2014
prepared by John Doerksen
Vice-Provost (Academic Programs)

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENSE	SANCTION
	Cheat sheets in an exam (7)	Five students received zero on exam One - 20% deduction in final grade One received a 'F' in the course / 2 nd offense
School of Graduate and Post doctoral Studies	Plagiarism (5)	Three students received a zero on the assignment in question Two students were asked to withdrawal from the program
Brescia UC	Plagiarism (6)	Two students received a mark of 0 on the assignment/paper One student received mark of 10 on the paper Three students received failure on their essay.
	Cheating (1)	Student received a mark of 0 on the exam
Huron UC	Plagiarism (10)	Eight students received zero on the assignment One student received an 'F' in the course One student received a 25% grade reduction on the assignment
	Cheating (2)	Two students received a zero on the test/exam
King's UC	Plagiarism (13)	Nine students received a grade of zero on the assignment / essay Two students received 40% on assignment / essay One student received 65% on assignment / essay One student received one year suspension / 2 nd offense

New Scholarships and Awards

Eric Tripp & Maria Smith MBA Scholarship (School of Graduate and Postdoctoral Studies, MBA)

Awarded annually to a full-time graduate student entering the Masters of Business Administration program at the Ivey Business School, based on academic achievement and demonstrated community leadership. Preference will be given to those who have expressed the need for financial assistance. Candidates must submit applications for this scholarship at the time of application to the MBA Program. The MBA Scholarship Committee at Ivey will make the final selection of the recipient, with at least one representative holding current membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This scholarship is made possible through the generosity of Eric Tripp, MBA '83 and Maria Smith.

Value: 1 at \$20,000

Effective Date: May 2015

Bentley Scholarship and Gold Medal in the Faculty of Arts and Humanities (Faculty of Arts and Humanities)

Awarded annually to an undergraduate student graduating from fourth year in the Faculty of Arts and Humanities with the highest overall academic average. The Scholarship Committee in the Faculty of Arts and Humanities will select the recipient each spring. This award was established with a generous gift from Dr. David M.R. Bentley, FRSC, FRSA, **Distinguished University Professor, Carl F. Klinck Professor in Canadian Literature**, Faculty of Arts and Humanities.

Dr. David M. R. Bentley specializes in Canadian literature and culture and in nineteenth-century English literature and art, especially in the poetry and painting of the Pre-Raphaelites. At the heart of his work lies both a love of literature in and of itself and an enduring curiosity about the ways in which it serves as a crossroads where science, philosophy, religion, politics, aesthetics, economics, and psychological theories meet, interact, and find imaginative expression. For his contributions to Canadian literary scholarship, he was awarded the Ontario Premier's Discovery Award, and for his longstanding, engaged teaching (including of English 1022E: Enriched Introduction to English Literature), he was the recipient of the 3M National Teaching Fellowship.

Value: 1 at \$1,000 Plus Named Gold Medal

Effective: 2014-2015 academic year

Bentley Scholarship in English, Faculty of Arts and Humanities (Faculty of Arts and Humanities)

Awarded annually to an undergraduate student enrolled in the Faculty of Arts and Humanities with an Honors Specialization or Major in English Language and Literature or English Literature and Creative Writing, who has received the highest overall average in English 1022E. The Scholarship Committee in the Faculty of Arts and Humanities will select the recipient each spring. This award was established with a generous gift from Dr. David M.R. Bentley, FRSC, FRSA, **Distinguished University Professor, Carl F. Klinck Professor in Canadian Literature**, Faculty of Arts and Humanities.

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Value: 1 at \$1,500

Effective: 2014-2015 academic year

Bentley Scholarship in English, Faculty of Science (Faculty of Science)

Awarded annually to an undergraduate student enrolled in the Faculty of Science with a Minor in the Department of English and Writing Studies, who has received the highest overall average in English 1022E. The Scholarship Committee in the Faculty of Science will select the recipient each spring. This award was established with a generous gift from Dr. David M.R. Bentley, FRSC, FRSA, **Distinguished University Professor, Carl F. Klinck Professor in Canadian Literature**, Faculty of Arts and Humanities.

Dr. David M. R. Bentley specializes in Canadian literature and culture and in nineteenth-century English literature and art, especially in the poetry and painting of the Pre-Raphaelites. At the heart of his work lies both a love of literature in and of itself and an enduring curiosity about the ways in which it serves as a crossroads where science, philosophy, religion, politics, aesthetics, economics, and psychological theories meet, interact, and find imaginative expression. For his contributions to Canadian literary scholarship, he was awarded the Ontario Premier's Discovery Award, and for his longstanding, engaged teaching (including of English 1022E: Enriched Introduction to English Literature), he was the recipient of the 3M National Teaching Fellowship.

Value: 1 at \$1,500
Effective: 2014-2015 academic year (June 2015 convocation)

Bentley Scholarship in English, Faculty of Social Science (Faculty of Social Science)

Awarded annually to an undergraduate student enrolled in the Faculty of Social Science with a Minor in the Department of English and Writing Studies, who has received the highest overall average in English 1022E. The Scholarship Committee in the Faculty of Social Science will select the recipient each spring. This award was established with a generous gift from Dr. David M.R. Bentley, FRSC, FRSA, **Distinguished University Professor, Carl F. Klinck Professor in Canadian Literature**, Faculty of Arts and Humanities.

Dr. David M. R. Bentley specializes in Canadian literature and culture and in nineteenth-century English literature and art, especially in the poetry and painting of the Pre-Raphaelites. At the heart of his work lies both a love of literature in and of itself and an enduring curiosity about the ways in which it serves as a crossroads where science, philosophy, religion, politics, aesthetics, economics, and psychological theories meet, interact, and find imaginative expression. For his contributions to Canadian literary scholarship, he was awarded the Ontario Premier's Discovery Award, and for his longstanding, engaged teaching (including of English 1022E: Enriched Introduction to English Literature), he was the recipient of the 3M National Teaching Fellowship.

Value: 1 at \$1,500
Effective: 2014-2015 academic year

Ruth E. Shillington Award (Faculty of Arts and Humanities)

Awarded annually to a full-time undergraduate student, in any year, in the Faculty of Arts and Humanities, with a minimum 70% average and demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be submitted by September 30th. The scholarship committee in the Faculty of Arts and Humanities will select the recipient each fall after the Registrar's Office assesses the financial need. This award was established with a generous gift from Mrs. Ruth E. Shillington (BA '51).

Value: 1 at \$1,500
Effective: 2014-2015 to 2018-2019 academic years inclusive

Hasham-Steele Bursary in Law (Faculty of Law)

Awarded annually to an undergraduate student entering Year 1 in the Faculty of Law who has demonstrated financial need. Online financial assistance applications must be submitted through the Office of the Registrar's website by October 31st. The Registrar's Office will select the recipient. This bursary was established by a generous gift from Ms Jana R. Steele (LLB '95) and her husband Mr. Nizam Hasham (LLB '95).

Value: 1 at \$1,500
Effective: 2015-2016 to 2019-2020 academic years inclusive

Christene A. Scrimgeour Bursary (Faculty of Social Sciences, Management and Organizational Studies)
Awarded annually to a full-time undergraduate student enrolled in third year of any module of the Management and Organizational Studies Program (MOS), based on financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be submitted by October 31st. The Office of the Registrar will select the recipient. This bursary was established by Foundation Western and the Alumni Association, with donations from Western alumni, in recognition of Mrs. Christene Scrimgeour's (BA'81) contributions as President of Foundation Western from 2010 to 2012.

Value: 1 at \$1,000
Effective: 2014-2015 to 2023-2024 academic years inclusive

Richard J. Kohn Scholarship (Faculty of Social Science, Economics)
Awarded annually to a full-time undergraduate student enrolled in any year of Economics, based on academic achievement (minimum 80% average). The scholarship committee in the Faculty of Social Science will select the recipient. This scholarship was established by Foundation Western and the Alumni Association, with donations from Western alumni, in recognition of Mr. Richard J. Kohn's (BA'69) contributions as President of Foundation Western from 2012 to 2014.

Value: 1 at \$1,000
Effective: 2014-2015 to 2023-2024 academic years inclusive

Daniel C.Y. Chan International Student Scholarship (Any Undergraduate Program)
Awarded to an international student who is a permanent resident of Hong Kong and is entering the first year of any full-time undergraduate degree program at Western, based on academic achievement (minimum 80% average). Students who have completed their secondary schooling in Hong Kong, Canada or elsewhere are eligible. No application is required as Western will offer the scholarship to students based on their final admission average. This scholarship will continue for up to four years provided that the recipient maintains a full course load with a minimum 80% average. When the recipient no longer qualifies, a new first-year student will be selected. Only one student may hold this scholarship at any one time. This award was established with Foundation Western by a generous gift from Mr. Daniel Ching Yan Chan, BSc '83 (Computer Science).

Value: 1 at \$8,000 continuing (approximately HKD \$64,000)
Effective: 2014-2015 academic year

Dr. Valio Markkanen Aboriginal Undergraduate Award of Excellence (Any Undergraduate Program)
Awarded annually to an Aboriginal undergraduate student (First Nations, Metis and/or Inuit ancestry), who has achieved excellence in academics, and has also been actively contributing to the Aboriginal/Indigenous community. The recipient will be selected on the basis of academic achievement and previous and/or intended future contributions to the Aboriginal community. This award was established with a generous gift from the estate of Dr. Valio Markkanen.

Students must submit a one-page statement that explains why they are a worthy recipient, as well as a non-official transcript, and one letter of reference, to the Indigenous Services Office by Jan 15th. The recipient will be selected by a committee assembled by the Indigenous Services Office. This award will be presented each spring at the annual Indigenous Student Graduation Ceremony. This award was established with a generous gift from the estate of Dr. Valio Markkanen.

Dr. Valio Markkanen was a well-loved medical doctor in both Canada and the USA. He passed away in 2008 in Windsor at the age of 95. His friends and family will always remember his positive, happy, funny and appreciative personality.

Value: 1 at \$1,000
Effective: 2014-2015 to 2024-2025 academic years (with value to be reviewed in final year)

Dr. Valio Markkanen Aboriginal Graduate Award of Excellence (School of Graduate and Postdoctoral Studies)

Awarded annually to an Aboriginal graduate student (First Nations, Metis and/or Inuit ancestry), who has achieved excellence in academics, and has also been actively contributing to the Aboriginal/Indigenous community. The recipient will be selected on the basis of academic achievement and previous and/or intended future contributions to the Aboriginal community. This award was established with a generous gift from the estate of Dr. Valio Markkanen.

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Value: 1 at \$1,000

Effective: 2014-2015 to 2024-2025 academic years (with value to be reviewed in final year)