

**SENATE AGENDA**

1:30 p.m., Friday, May 6, 2016  
University Community Centre, Room 56

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1. **Minutes of the Meeting of April 8, 2016**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:  
Operations/Agenda - **EXHIBIT I** (M. Milde)  
Nominating - **EXHIBIT II** (A. Chakma)  
Academic Policy and Awards - **EXHIBIT III** (S. Macfie)  
Senate Committee on University Planning – **EXHIBIT IV** (B.A. Younker)
5. Report of the Academic Colleague – **EXHIBIT V** (E. Chamberlain)
6. Report on the Board Meeting of April 21, 2016 – **EXHIBIT VI** (J. Knowles)
7. Discussion and Question Period
8. New Business
9. 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.

**APPROVAL OF MINUTES**

**REPORT OF THE PRESIDENT**

**OPERATIONS/AGENDA COMMITTEE**

FOR ACTION

Senate Memberships

**NOMINATING COMMITTEE**

FOR ACTION

Decanal Selection Committee – Faculty of Arts and Humanities

**SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)**

FOR ACTION

Western Degree Outcomes (Undergraduate)

School of Graduate and Postdoctoral Studies: Revisions to the Biomedical Engineering MEd Program

Faculty of Law: Revisions to the Structure of the Academic Year

Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program

Revisions to the Articulation Agreement between the Faculty of Arts and Humanities, Theatre Studies and Fanshawe College, Theatre Arts

Revisions to the 2016-2017 Sessional Dates for the Faculty of Education

Revisions to the Structure of the Academic Year Policy

FOR INFORMATION

SUPR-U Report – Cyclical Reviews: Huron University College, Theology and Psychology Programs

New Scholarships and Awards

**SENATE COMMITTEE ON UNIVERSITY PLANNING**

FOR INFORMATION

Draft Indigenous Strategic Plan

**REPORT OF THE ACADEMIC COLLEAGUE**

FOR INFORMATION

Report on a Meeting of the Council of Ontario Universities (COU)

**REPORT ON THE APRIL 21 BOARD MEETING**

FOR INFORMATION

**MINUTES OF THE MEETING OF SENATE**

**April 8, 2016**

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

SENATORS: 69

E. Addison	J. Garland	K. Moser
R. Andersen	A. Grzyb	V. Nielsen
I. Birrell	B. Hovius	C. Nolan
P. Bishop	A. Hrymak	H. Orbach-Miller
M. Blagrove	Y. Huang	G. Parraga
J. Boland	T. Hunt	W. Pearson
T. Carmichael	G. Hunter	C. Phelps
A. Chakma	C. Jones	S. Roland
C. Chambers	R. Kennedy	L. Rosen
K. Clark	J. Knowles	M. Salvadori
K. Cole	G. Kopp	V. Schwean
R. Collins	A. Kothari	K. Siddiqui
E. Comor	D. Laird	Z. Sinel
M. Crossan	S. Macfie	R. Soulodré-La France
J. Cuciurean	J. Malkin	V. Staroverov
K. Danylchuk	M. McDayter	C. Steeves
C. Davidson	L. McKivor	M. Strong
J. Deakin	T. McMurrugh	A. Sussman
C. Dean	K. Mequanint	M. Thomson
G. Dekaban	R. Mercer	G. Tigert
N. Dyer-Withford	M. Milde	J. Toswell
J. Eberhard	J. Millaire	N. Wolfe
J. Faflak	L. Miller	B. Younker

Observers: K. Campbell, E. Chamberlain, R. Chelladurai, M. Fox, L. Gribbon, T. Hinan, K. Hoffmann, J. Luker, M. McMullin, C. Waugh, A. Weedon

By Invitation: P. White

S.16-86 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of March 11, 2016 were approved as circulated.

S.16-87 **REPORT OF THE PRESIDENT**

The President reported on the Canada Student Grant Program, tri-council funding increases, and infrastructure funding for the post-secondary sector.

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING** [Exhibit I]

S.16-88

**2016-17 University Operating and Capital Budgets**

It was moved by B.A. Younker, seconded by R. Kennedy,

That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending approval of the 2016-2017 University Operating and Capital Budgets.

Dr. J. Deakin, Vice-President (Academic) and Provost, presented the 2016-17 University Operating and Capital Budgets detailed in Exhibit I, Annex 1. Her presentation highlighted both the internal and external planning and budgetary contexts, operating revenues for 2016-17, new initiatives and priorities, tuition recommendations, operating expenditures, including recommendations for faculties, and support units, university-wide expenditures, one-time expenditures, operating reserve forecast and an overview of the 2016-17 capital budget. Revenues for 2016-17 are projected to be \$728.5 million with \$732.4 million in expenditures.

The operating reserve will be projected at 48.0 million at the end of the current year, 2015-16. The reserve is projected to be \$9.5 million at the end of the current 4-year planning period (2018-19).

An executive summary of the revenues, expenditures and the capital budget are contained in pages 1-4 of Annex 1. Overhead slides used in the presentation are attached as **Appendix 1**.

A member thanked those who were involved in the preparation of this budget which he considered a good news budget particularly with respect to the endowment for SSHRC research and support for the Alice Munro Chair. He asked how the SSHRC research endowment would be administered. J. Deakin responded that the University Research Board would be asked for advice on how the income from the endowment might be allocated.

The question was called and CARRIED.

As supplementary information, the following documents were provided for the information of Senate:

- Program Specific Tuition and Other Supplemental Fees (**Annex 2**).
- Student Fee Funded Units, Ancillaries, Academic Support Units, and Associated Companies (**Annex 3**).

J. Deakin noted that preparation of the budget was a lengthy and labour intensive process, beginning in August each year with the deans' retreat. She offered thanks to colleagues across the university for their diligence, noting particularly the work of staff in Institutional Planning and Budgeting.

S.16-89

**Sheldon H. Weinstein Chair in Diabetes Research**

It was moved by B.A. Younker, seconded by P. Bishop,

That provisions for the Sheldon H. Weinstein Chair in Diabetes Research with academic appointment in the Schulich School of Medicine & Dentistry be updated.

CARRIED

S.16-90

**Gift Acceptance Policy and Revocation of Namings**

Senate received for information a report on policies and procedures for gift acceptance and revocation of namings detailed in Exhibit I, item 3. The report had been prepared in response to questions and concerns raised in the December meeting and the issues had been referred to SCUP. After discussion and review it was the consensus of SCUP that:

- It supported the guidelines (contained in annex 5 to the SCUP Report) for considering revocation of a naming.
- There are sufficient processes in place for regular and ongoing review of namings that would bring to the fore any issues that might arise with existing donors and namings.
- The processes in place for consideration of acceptance of a gift provide sufficient opportunities for ethical consideration and review and thus a separate committee is not necessary.

Members who had initially raised the concerns took issue with SCUP's conclusions. A member cited a recent New York Times article which spoke of various instances of alleged criminal and reprehensible behaviour by gold mining companies and reiterated her belief that there was need for a mechanism to take these sorts of issues into account when determining with whom the university should partner. Another member noted that while on paper the processes for assessing gifts and namings appeared to be open, diligent, and comprehensive, in his experience they were none of those things in practice, relying far too heavily on recommendations from Development. While he did not intend to denigrate the work of that department, its primary purpose was fundraising and it could not be relied upon as an impartial arbiter. He remarked that the recent publication of the Panama papers showed too clearly the need for caution when considering corporate partnerships and suggested that SCUP should reconsider its decision.

In response, K. Cole, Vice-President (External) noted that proposals are presented to SCUP with full background research, including any causes for concern. There are processes in place for weighing issues and determining risks. That, of course, did not mean that everyone would agree with a particular decision. B.A. Younker (Chair, SCUP), added that the table provided at the March meeting of Senate showed that many individuals and groups are consulted before a recommendation is brought forward for final decision.

S.16-91

**Update on Rapid Transit**

P. White, Executive Director, Government Relations and Strategic Partnerships, provided an update on the Rapid Transit project. Over 700 written submissions were received by the Transit Working Group from faculty, staff, students and others from outside the Western community. Recommendations regarding the Rapid Transit initiative will be formulated for consideration by the Property & Finance Committee and the Board of Governors in June.

**REPORT OF THE OPERATIONS/AGENDA COMMITTEE** [Exhibit II]

S.16-92

**Nominating Committee Membership**

The following were elected as Members to the Senate Nominating Committee:

Laura Rosen, Emily Ansari, Greg Dekaban, Tom Carmichael.

The following Alternates were elected to the Senate Nominating Committee:

Harry Orbach-Miller and Kim Clark

S.16-93 **Senate Membership: Graduate Student Constituency**

It was moved by M. Milde, seconded by B.A. Younker,

That the seat held by Ileana Diaz, graduate student representative on Senate, be declared vacant effective April 1, 2016 as a result of her resignation, and that Clifford Davidson be elected to complete her term until June 30, 2016.

CARRIED

S.16-94 **Senate Membership: SGPS, Arts and Humanities and Music Constituency**

It was moved by M. Milde, seconded by B.A. Younker,

That the seat held by Mark McDayter, current representative of the SGPS, Arts and Humanities and Music constituency on Senate, be declared vacant effective July 1, 2016 as a result of his 6-month sabbatical leave and that Julia Emberley (Arts and Humanities, English and Writing Studies) be elected to take up his seat for the July 1 – December 31, 2016 term. Dr. McDayter will return to Senate during January 1 – June 30, 2017 to finish his term.

CARRIED

S.16-95 **Senate Membership: Faculty of Arts and Humanities Constituency**

It was moved by M. Milde, seconded by B.A. Younker,

That the seat held by Kelly Olson, current representative of the constituency on Senate, be declared vacant effective July 1, 2016 as a result of her 6-month sabbatical leave, and that Allan Pero (Arts and Humanities, English and Writing Studies) be elected to take up her seat for the July 1 – December 31, 2016 term. Dr. Olson will return to Senate during January 1 – June 30, 2017 to finish her term.

CARRIED

S.16-96 **Senate Membership: Huron University College**

It was moved by M. Milde, seconded by B.A. Younker,

That the seat held by Mark Blagrove (Arts and Social Science), Huron University College representative on Senate, be declared vacant effective July 1, 2016 as a result of his resignation, and that Kate Lawless be elected to complete his term until June 30, 2017.

CARRIED

S.16-97 **Senate Membership: King's University College**

It was moved by M. Milde, seconded by B.A. Younker,

That the seat held by Renee Soulodre-La France (History), King's University College representative on Senate, be declared vacant effective July 1, 2016 as a result of her sabbatical leave, and that Joe Michalski (Sociology) be elected to complete her term until June 30, 2017.

CARRIED

S.16-98 **Senate Membership: Representative from the General Community**

It was moved by M. Milde, seconded by B.A. Younker,

That effective July 1, 2016 Dr. Devkumar R. Sainani be appointed to serve on Senate as a representative from the General Community. Dr. Sainani's appointment will run from July 1, 2016 to June 30, 2018.

CARRIED

S.16-99 **Senate Membership: Vacancies filled by Appointment**

It was moved by M. Milde, seconded by B.A. Younker,

That the Senate seats be filled for the July 1, 2016 – June 30, 2018 term by appointment on the recommendation of the units concerned as shown below:

Faculty of Information and Media Studies	Edward Comor*
Brescia University College	Donna Rogers
Huron University College	Paul Nesbitt-Larking
King's University College	Claude Olivier

\*Reappointment

CARRIED

**REPORT OF THE SENATE NOMINATING COMMITTEE** [Exhibit III]

S.16-100 **Committee Membership**

The candidates proposed by the Nominating Committee in Exhibit III were elected by acclamation to the following positions/committees:

- Operations/Agenda Committee
- Senate Committee on Academic Policy and Awards
- Senate Committee on University Planning
- University Research Board
- University Council on Animal Care
- Honorary Degrees Committee
- Senate Review Board Academic
- Distinguished University Professor Selection Committee
- Faculty Scholars Selection Committee
- Nominating Subcommittee to Nominate a Senator from the General Community
- McIntosh Gallery Committee
- Advisory Committee for the Ombudsperson's Office
- Board of Governors
- Decanal Selection Committee – Faculty of Law
- Decanal Selection Committee – Faculty of Arts and Humanities
- Selection Committee – Vice-Provost (International)

An additional nomination was received at the meeting for Vice-Chair of Senate. A ballot vote was conducted at the meeting. Senate elected Dr. Michael Milde as Vice-Chair of Senate (term July 1, 2016 – June 30, 2017).

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

S.16-101 **School of Graduate and Postdoctoral Studies: Revisions to the MA and PhD Programs in the Department of Women's Studies and Feminist Research**

It was moved by S. Macfie, seconded by L. Miller,

That effective September 1, 2016 the course requirements for the MA and PhD programs in the Department of Women's Studies and Feminist Research be revised.

CARRIED

S.16-102 **School of Graduate and Postdoctoral Studies: Revisions to the Master of Music (MMus), Music Education Program**

It was moved by S. Macfie, seconded by B.A. Younker,

That effective September 1, 2016 major modifications to the Master of Music (MMus), Music Education program be approved.

CARRIED

S.16-103 **Faculty of Health Sciences, School of Health Studies: Introduction of an Honors Specialization in Health Sciences – Health and Aging**

It was moved by S. Macfie, seconded by J. Garland,

That the Honors Specialization in Health Sciences – Health and Aging be introduced effective September 1, 2016.

CARRIED

S.16-104 **Faculty of Law: Withdrawal of the Diplôme de Français Juridique**

It was moved by S. Macfie, seconded by J. Eberhard,

That effective September 1, 2016 the Diplôme de Français Juridique be withdrawn.

CARRIED

S.16-105 **Faculty of Law: Revisions to the Grading Policy**

It was moved by S. Macfie, seconded by M. Milde,

That effective September 1, 2016, the Grading Policy for the Faculty of Law be revised.

CARRIED

S.16-106 **Schulich School of Medicine & Dentistry: International Articulation Agreements**

It was moved by S. Macfie, seconded by M. Strong,

That Senate approve the introduction of the following International Articulation Agreements, effective September 1, 2016:

- a) 3+2 Agreement for a Bachelor of Medical Sciences (BMSc) Honors degree between Dalian Medical University (DMU), China, and The University of Western Ontario

- b) 3+2 Agreement for a Bachelor of Medical Sciences (BMSc) Honors degree between Nanjing Medical University (NMU), China, and The University of Western Ontario
- c) 3+2 Agreement for a Bachelor of Medical Sciences (BMSc) Honors degree between Soochow University (SUDA), Jiangsu Province, P.R. China and The University of Western Ontario

CARRIED

S.16-107 **Revisions to the Policy on Evaluation of Academic Performance**

It was moved by S. Macfie, seconded by H. Orbach-Miller,

That the policy on Evaluation of Academic Performance be revised.

CARRIED

S.16-108 **SUPR-G Report: Cyclical Reviews of Graduate Programs in Economics and Law**

Senate was advised that SCAPA approved the following cyclical reviews:

Faculty/Affiliates	Program	Date of Review	SUPR-G Recommendation
Social Science	Economics	December 1-2, 2015	Good Quality
Law	N/A	February 4, 2016	Good Quality

The detailed Final Assessment Reports are found in Exhibit IV, Appendix 7.

S.16-109 **New Scholarships and Awards**

Senate was informed that SCAPA had approved the terms of reference for the new scholarships and awards shown in Exhibit IV, Appendix 8, for recommendation to the Board of Governors through the Vice-Chancellor.

S.16-110 **Student Survey on Fall Study Days**

G. Tigert, University Registrar, reported on the results of a survey recently conducted with undergraduate students to evaluate the effectiveness and timing of the Fall Study Days (see graphs contained in Exhibit IV, Appendix 9). The results showed that the majority said they spend some to a lot of time studying and indicated that the break helped relieve stress and anxiety related to coursework. He noted that the survey provided some contradictory results with respect to timing and length. A task force would be convened to review the results and consider next steps.

A student senator emphasized how very important the fall study days are to students in coping with stress and being able to do their best work. J. Deakin noted that the administration understood and agreed that this kind of initiative was incredibly important. The results of the survey would be closely reviewed and considered with all issues being discussed and explored – including impact on students and implications for programs and course delivery.

**REPORT OF THE HONORARY DEGREES COMMITTEE** [Exhibit V]

S.16-111 **Honorary Degree Recipients – Spring Convocations - 2016**

Senate received for information the names of individuals who will be honoured by conferment of honorary degrees at the Spring Convocation ceremonies detailed in Exhibit V, Appendix 1.

S.16-112 **ANNOUNCEMENTS** [Exhibit VI]

Senate received for information the academic administrative posts approved on behalf of the Board of Governors during the month of March 2016.

**DISCUSSION AND QUESTION PERIOD**

S.16-113 **Western Degree Outcomes** (S.16-85)

At the last meeting, Senator McDayter's suggestion that Senate have a discussion regarding what having a Western degree means was deferred to this meeting. The discussion was prompted by the draft report of the Working Group on Western Degree Outcomes. It was suggested that the discussion focus on the larger values of a Western degree and what differentiates a Western degree through the expression of learning outcomes. A member noted that, at a high level, what differentiates a Western degree rests on the University's reputation. The technical aspects of the degree are only one element; being at Western and having the "Western experience" is an important consideration.

J. Deakin noted that at the May meeting, Senate would have before it the report of the Working Group on Western Degree Outcomes which would allow for more in-depth discussion. She wanted to dispel the notion, however, that degree outcomes were something new. The university is currently subject to degree expectations put out by the Higher Education Quality Council of Ontario (HEQCO). The working group's report was the opportunity to shape those expectations in a way that fits Western.

S.16-114 **Microsoft Office365**

The Secretary reported that Professor Dyer-Witthford had submitted the following question in time to receive a response at this meeting:

"Has the University Administration and/or ITS sought any independent expert legal opinion as to whether having some faculty email on Microsoft servers in Canada *actually* provides any protection of that information against subpoenas by the US National Security Agency or other US security agencies? If so, could they make the text of that opinion available to Senate?"

Unfortunately, the University's Legal Counsel, Steve Jarrett, was not able to attend the meeting. Mr. Jarrett had provided the following written response which had been circulated to members by email on April 7:

"We have not sought such an opinion. The University Administration is aware that providing cloud services such as Office 365 presents certain risks, regardless of where the servers are located. We were satisfied as a result of our Privacy Impact Assessment that the privacy and security protections afforded by the Microsoft contract, together with internal measures taken, dealt in a reasonable way with those risks, even with the servers located outside of Canada. Our internal legal review determined that the state of the law was such that it was unlikely that we could obtain a definitive answer as to the extent that locating the servers in Canada would provide any further protection, so we did not see any value in obtaining an outside opinion. As Microsoft was prepared to have its servers located in Canada and we were aware that some faculty would be more comfortable with that, we were prepared to offer that option."

The Secretary asked that any additional questions about this issue be forwarded to her and they would be answered at a meeting of Senate when Mr. Jarrett was able to attend.

**ADJOURNMENT**

The meeting adjourned at 3:40 p.m.

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A. Chakma  
Chair

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I. Birrell  
Secretary

## **2016-17 Operating and Capital Budgets**

Senate  
April 8, 2016

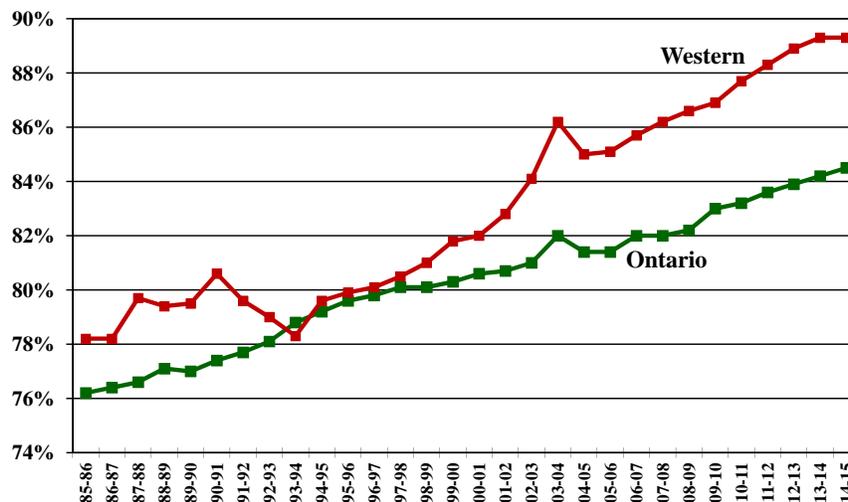
### **External Context**

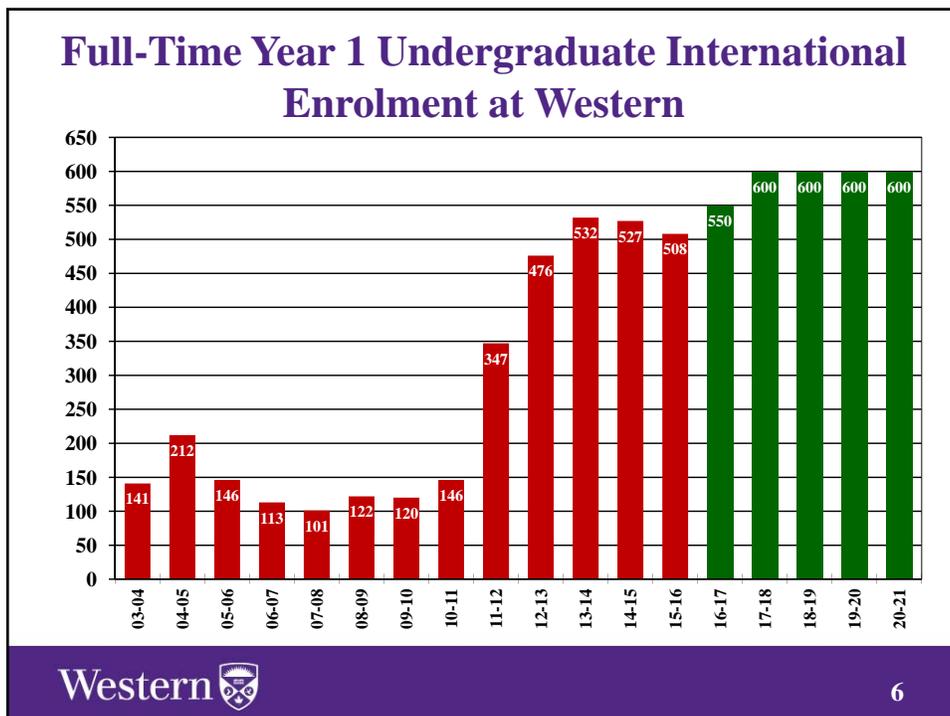
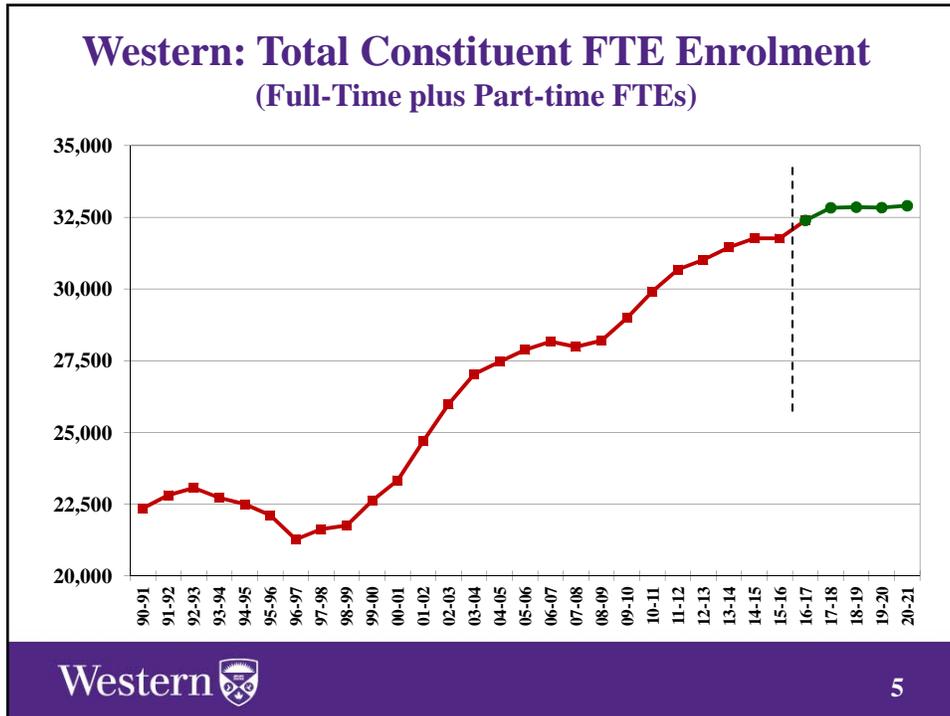
- Provincial Deficit and Debt continue at very high levels
- Funding Formula Review
  - Future of enrolment growth funding ?
- Current Tuition Framework ends with 2016-17

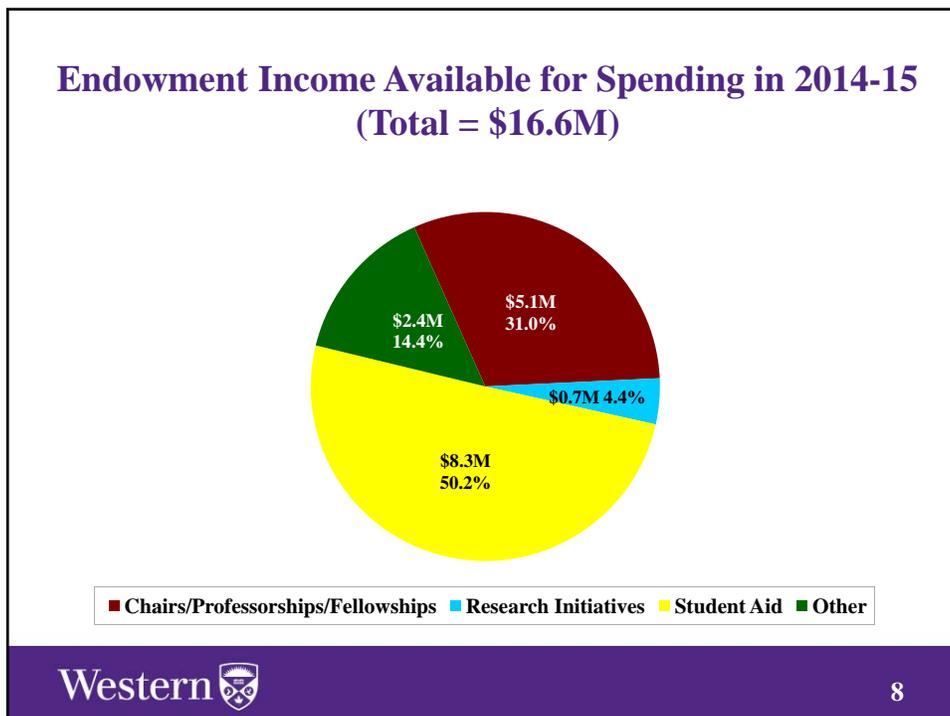
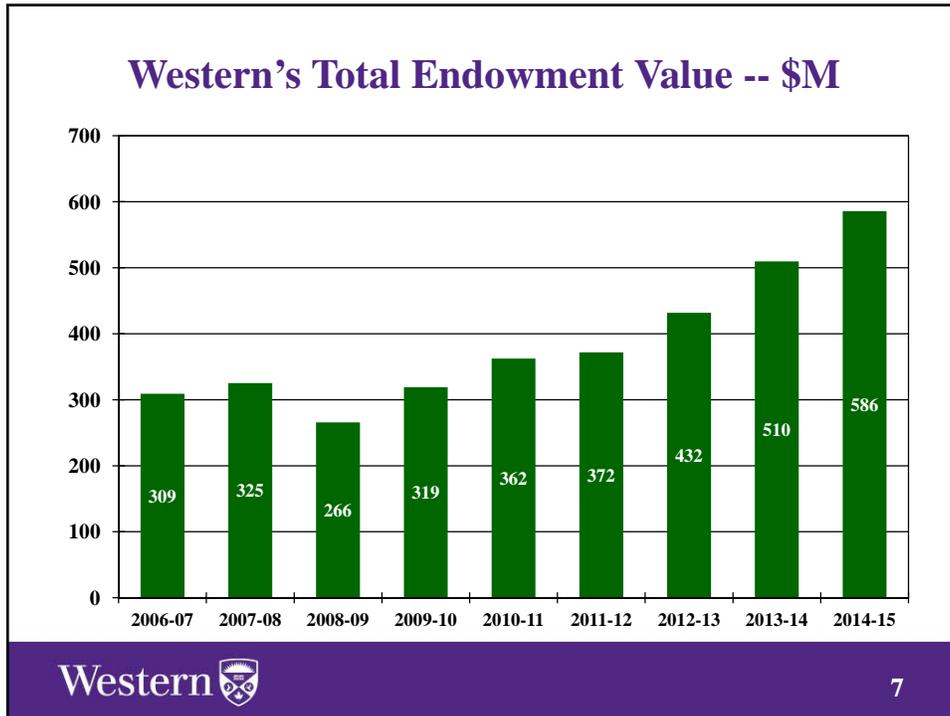
## Western's Planning Parameters

- Moving to Second Year of 4-Year Plan
- Recommendations Guided by Strategic Plan
- Enrolments reaching Steady-State
  - Undergraduate: First-Year Class of about 5,100
    - With 550 International – growing to 600
  - Graduate: as per Faculty Plans
- Revenue Sharing Continues (contingent on enrolments)
- Tuition Rates for 2016-17
  - Domestic Rates at Maximum of 3% Overall
  - Undergrad Int'l: still moving towards Ontario-U6 levels

## Average Entering Grade of Full-Time First-Year Students from Ontario High Schools







## *University level Investments & New Initiatives in this Budget: Alignment with our Strategic Plan*

### **Our Strategic Plan Priorities**

Pillar	Priority
1	<b>RAISING OUR EXPECTATIONS: CREATE A WORLD-CLASS RESEARCH AND SCHOLARSHIP CULTURE</b>
2	<b>LEADING IN LEARNING: PROVIDE CANADA'S BEST EDUCATION FOR TOMORROW'S GLOBAL LEADERS</b>
3	<b>REACHING BEYOND CAMPUS: ENGAGE ALUMNI, COMMUNITY, INSTITUTIONAL &amp; INTERNATIONAL PARTNERS</b>
4	<b>TAKING CHARGE OF OUR DESTINY: GENERATE AND INVEST NEW RESOURCES IN SUPPORT OF EXCELLENCE</b>

### Investments and New Initiatives in this Budget

Initiative	Investment	Strategic Plan Pillars
Support for the Long-Range Space Plan <i>The Integrated Learning &amp; Innovation Centre</i>	\$15 M One-Time	1, 2
Strategic Expansion of Engineering	\$5.5 M One-Time & \$800K Base (self-funding plan)	1, 2, 4
Scholarship Initiatives in SSHRC Disciplines Endowment	\$5 M One-Time & One-Time \$200K	1, 4
Pedestrian-Friendly Initiatives & Campus Safety	\$2 M One-Time	2
Strengthen Library Acquisitions Budget	\$1.1 M One-Time & \$250 K Base (in each of next 3 years)	1, 2, 4
Energy Conservation Initiatives	\$1.5 M One-Time	4
Entrepreneurship Initiatives	\$1 M One-Time	1, 2

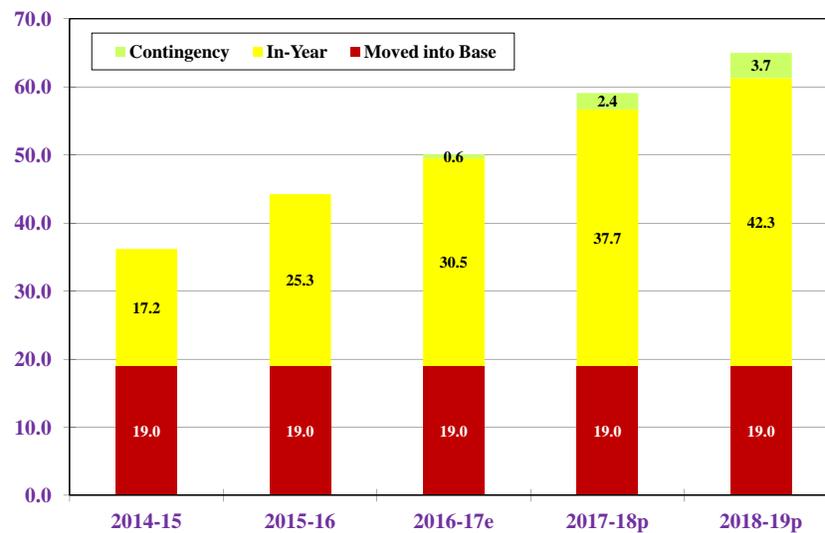
### Investments and New Initiatives in this Budget

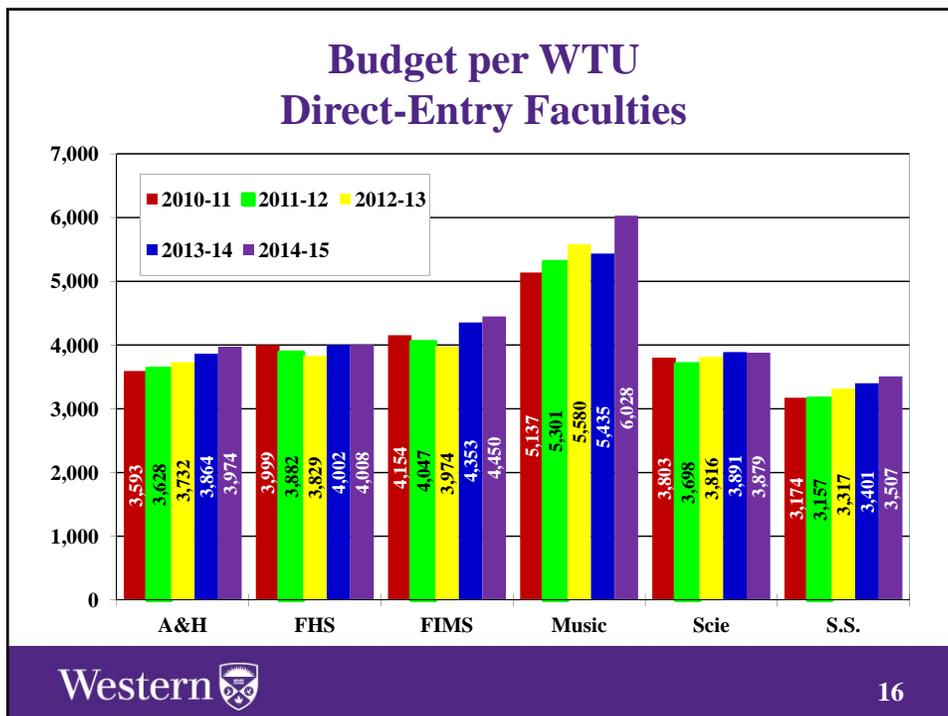
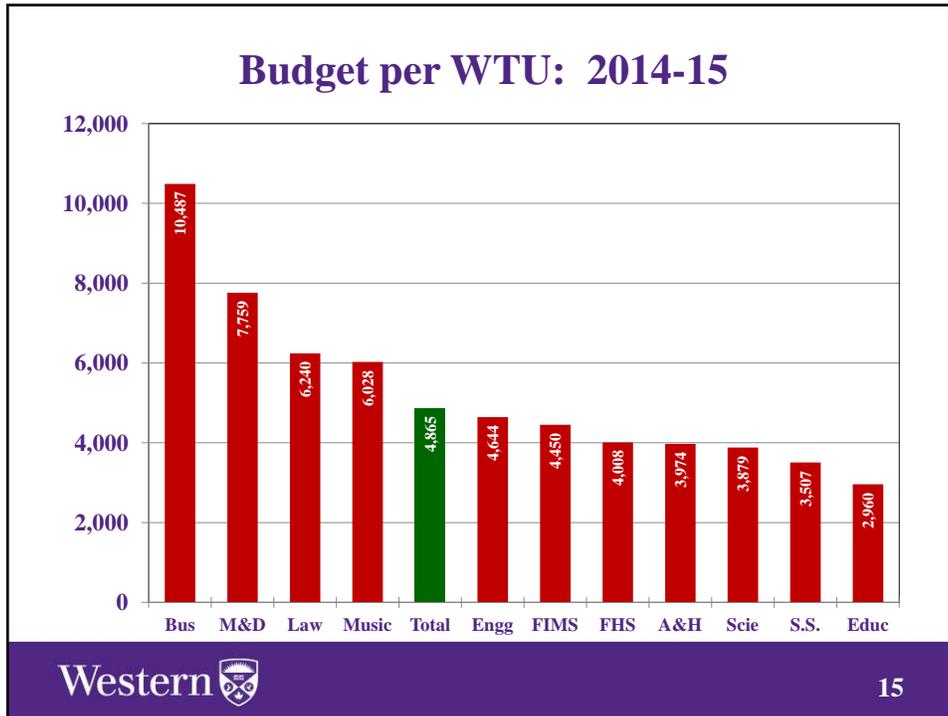
Investment / New Initiative	Investment	Strategic Plan Pillars
Alice Munro Endowed Chair in Creativity	\$500 K One-Time	1 3, 4
University Advertising Initiatives	\$500K One-Time	3
Major Facilities/Infrastructure Needs in Faculties	\$6.6 M One-Time	2

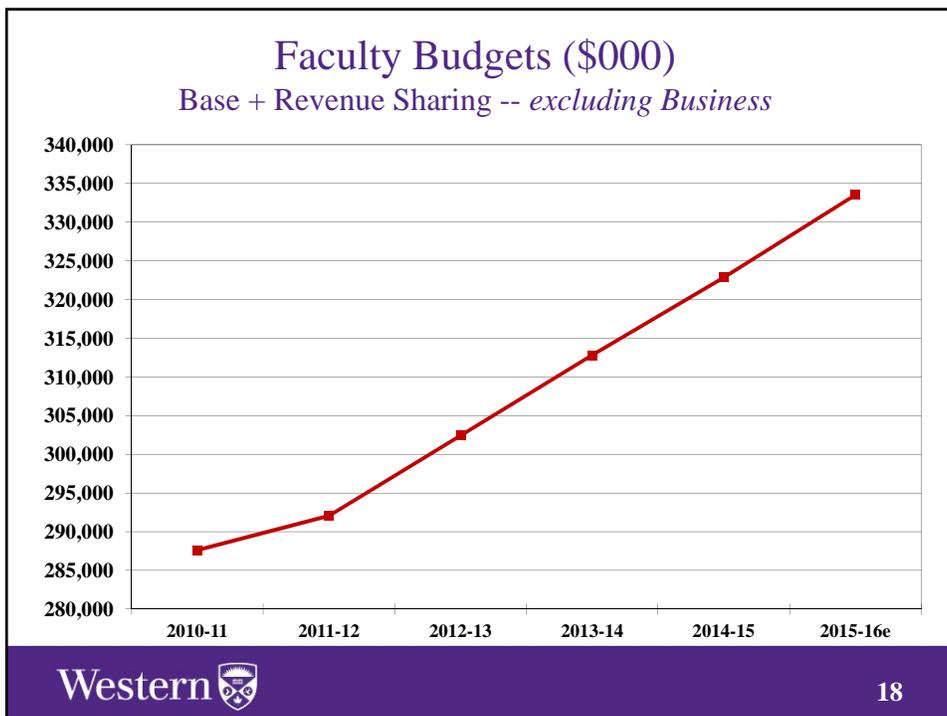
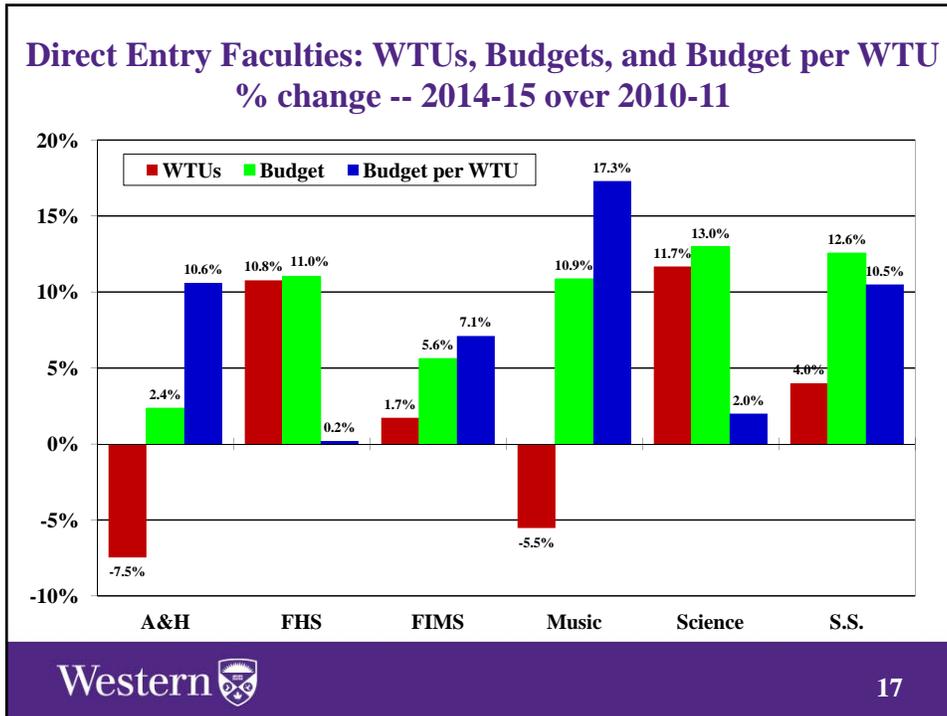
## Context for Provost's Recommendations for the *Faculties*

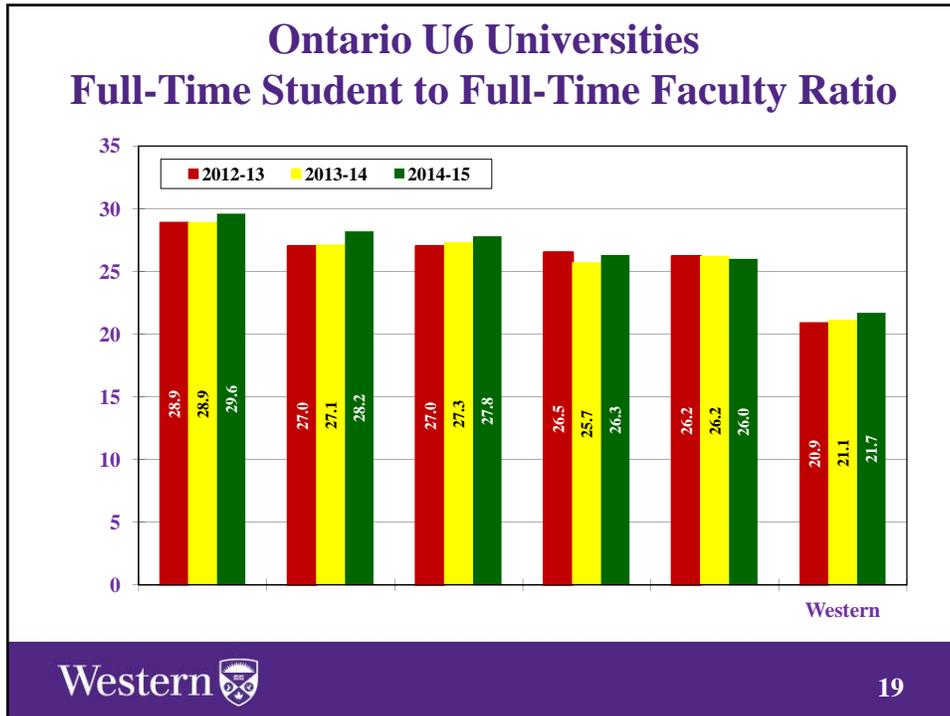
- Recommendations based on Consideration of:
  - Overall Enrolments / Teaching
  - Program Expansion and Development of New Programs
  - Revenue Sharing Allocations
  - Resources relative to Similar programs/Faculties
  - Cost Structure Variations among disciplines/Faculties
  - Relationship between budget, enrolments, faculty/staff complements
  - Scholarship/Research-related Initiatives – including Interdisciplinarity
  - Previous investments made in the 4-year cycle

## Projected Revenue Sharing Allocations (\$M)









## Summary of the Operating Budget

Western  20

## Summary of the 2016-17 Operating Budget (Table 2)

- **Revenue Forecast** = \$ 728.5M  
– Increase of 3.4%
- **Expenditure Plan** = \$ 732.4M  
– Increase of 5.3%
- **Projected In-Year Position** = \$ -3.9M
- **Projected Operating Reserve** = \$ 44.1M  
– Forecast to be at \$9.5M at end of 4-year period

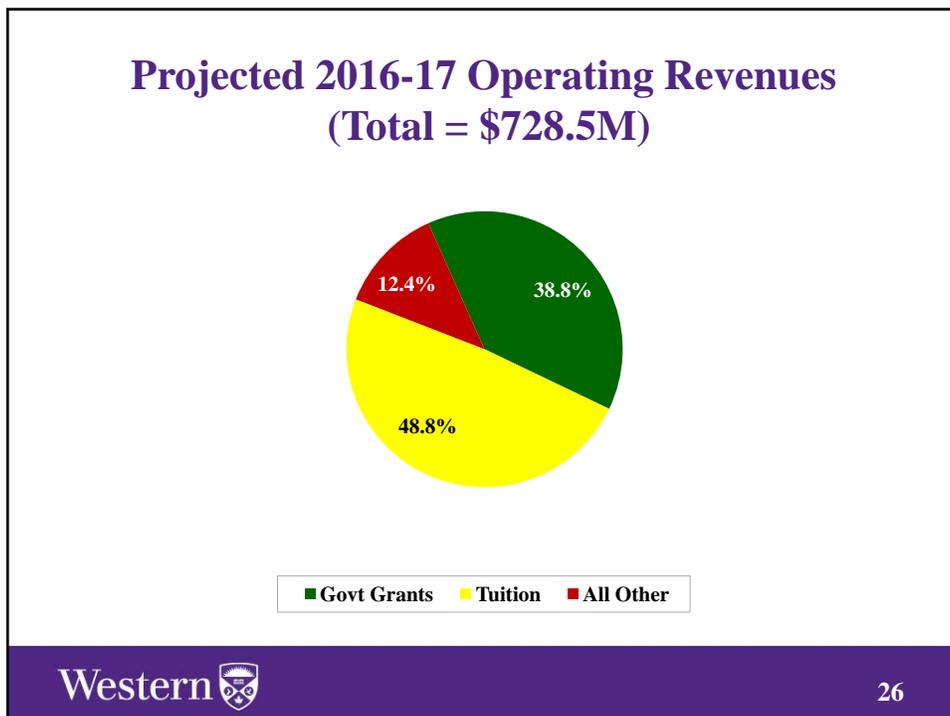
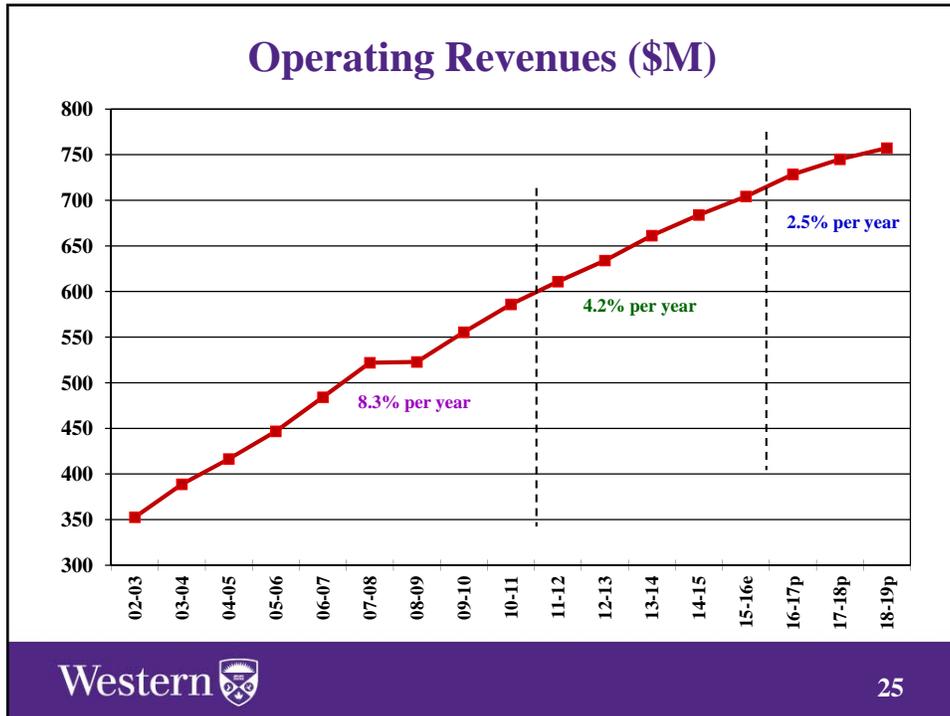
## Operating Revenues

## Operating Revenues for 2016-17: Context

- Total FTE Enrolment up by ~600 FTEs
  - Undergraduate enrolments include recovery from (temporary) B.Ed. Reduction
  - Faculty Plans call for 440 Additional Graduate FTEs
- Tuition Fees
  - Domestic Framework – 3% overall increase
  - Undergraduate International – moving towards levels at sister institutions in Ontario
- Graduate Expansion Funding – up to our government allocated spaces

## 2016-17 Operating Revenues (Table 3)

- Government Grants Increase by \$1.3M
  - Largely due to Graduate Expansion Funding
- Tuition Revenues Increase by \$21.2M
  - Due to Enrolment Growth and Rate Increases
- All Other Revenues Increase by \$1.7M – over a number of Revenue Lines
- Overall Revenue Increase of \$24.2M (or 3.4%)



## Operating Expenditures

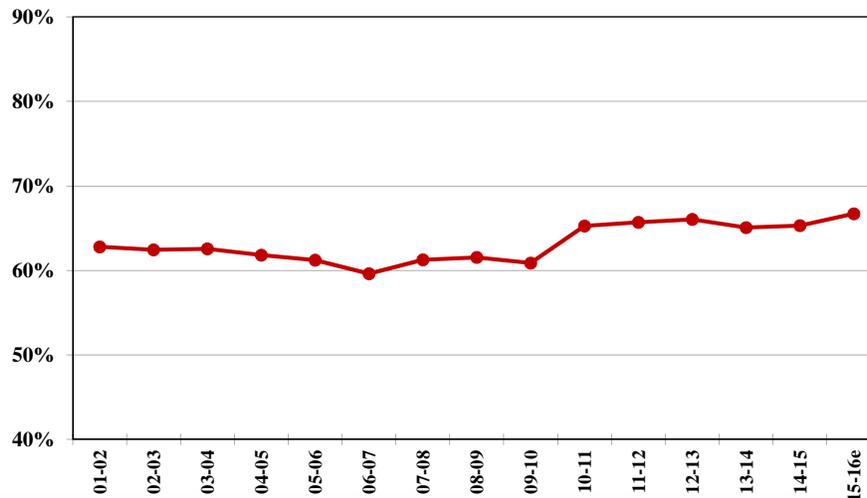
## Recommendations for the Faculties (Table 4)

- Initial Budget Adjustment (IBA)
  - Terminology under review
- Faculty Turnover Recovery – if applicable
- Academic Priorities Fund (APF) Allocations
- Ivey School's Funding Model
- CRC Allocations
- Revenue Sharing Mechanism for the Faculties
- **Total Base Allocation of \$469.5M**
- Faculties also receive \$13.4M in One-Time Funding
  - as shown in Table 8

## Summary of 2016-17 Allocation Recommendations for the Faculties

		Base Allocations	One-Time Allocations	Targetted Student Awards	Capital Allocations
1	Arts & Humanities		550,000	200,000	96,000
2	Education				500,000
3	Engineering	797,771	34,992		294,516
4	Health Sciences	430,000	490,000		150,000
5	Information & Media Studies		503,000		
6	Law		475,000		
7	Medicine & Dentistry				
8	Music		2,433,000	100,000	
9	Science	947,000	2,524,100		
10	Social Science	1,000,000	1,547,750		
11	<b>Total</b>	<b>3,174,771</b>	<b>8,557,842</b>	<b>300,000</b>	<b>1,040,516</b>

## Faculties Base Budget (Table 4 in Budget) as % of Total Operating Expenditures Budget



### Scholarships and Bursaries (Table 5)

- Major Changes
  - Tuition Re-Investment increases by \$570K
  - Privately-Funded Awards Increase by \$100K
  - Doctoral Excellence Research Awards Program starts in 2016-17 – at \$480K
- **Overall increase of \$1.1M – bringing total to \$31.9M from Central Budget**
- Faculties now responsible for Graduate Support
  - \$54M Projected for 2016-17

### Recommendations for Support Units (Table 6)

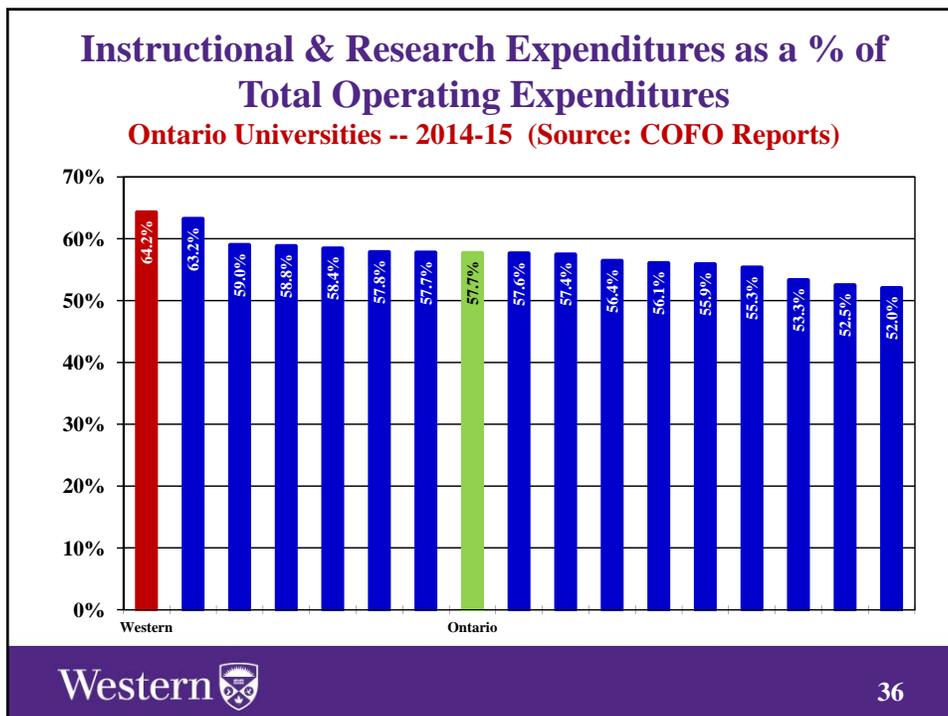
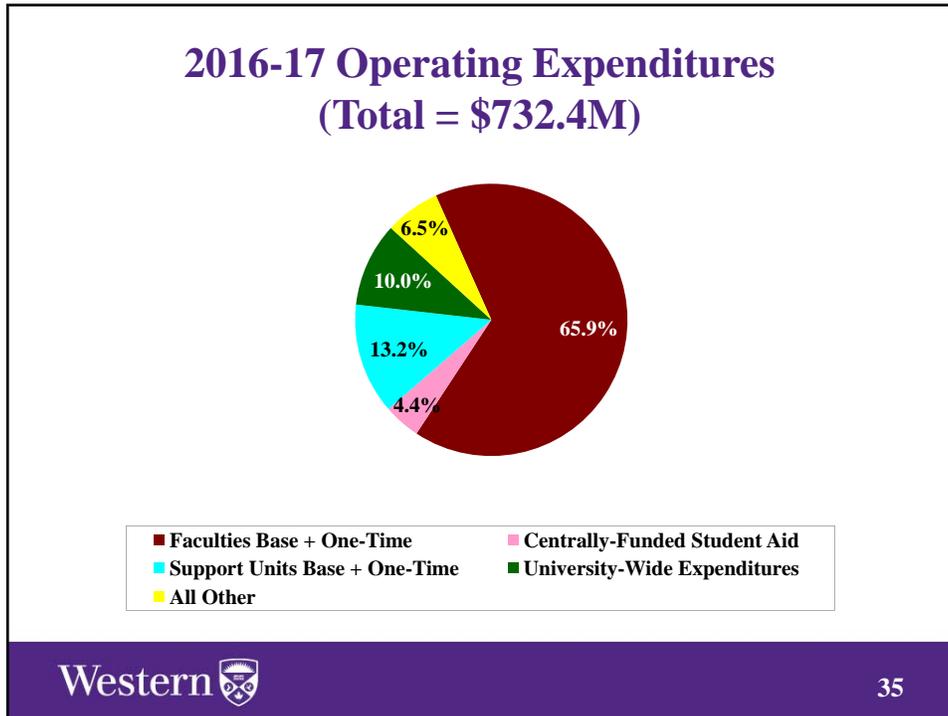
- Initial Budget Adjustment (IBA)
- Support Unit Priorities Fund (SUPF) Allocations
- Base Allocations to “Maintain Core Services”
- Operating Costs of New Facilities
  - To Facilities Management and Police
- **Total Base Allocation of \$93M**
- Support Units also receive \$3.4M in One-Time Funding (shown in Table 8)

## University-wide Expenditures (Table 7)

- **Total of \$73.3M**
- Major items:
  - Utilities (\$24.1M)
  - Library Acquisitions (\$14.6M)
    - Includes incremental base allocation
  - MMI Transfer (\$14.8M)
  - IT Infrastructure (\$9.2M)

## One-Time Allocations (Table 8)

- **Total of \$49.5M**
- Major Priority Items
  - Support for Long-Range Space Plan – *the Integrated Learning and Innovation Centre* (\$15M)
  - Multi-year Plan for New Engineering Building (\$5.5M)
  - Entrepreneurship Initiatives (\$1.0M)
  - Scholarship Initiatives in the SSHRC Disciplines (\$5.2M)
  - Pedestrian-friendly and Campus Safety Initiatives (\$2M)
  - Energy Conservation Initiatives (\$1.5M)
  - Strengthening Library Acquisitions (\$1.1M)
  - Advertising Initiatives (\$500K)
  - Classroom Modernization (\$500K)



## The Capital Budget

### Overview of the 2016-17 Capital Budget

- Supports Long-Range Space Plan (Table 14)
- Major Projects: Underway or Soon-to-Start
  - Music Building
  - Academic Building to House FIMS and Nursing
  - Medical Research Facilities (M & I)
  - Modernization of University College
  - Interdisciplinary Research Building
  - New Engineering Building
  - Follow-on Projects in HSA and NCB
  - Integrated Learning and Innovation Centre
  - University-wide Infrastructure Projects
  - Parking-related Projects

## Overview of the 2016-17 Capital Budget

- Major Projects in Various Planning Stages
  - Modernization of Thames Hall
  - Follow-on Projects in Natural Sciences Centre
  - New Initiatives/Partnerships at the Research Parks
  - Renewal/Replacement/Expansion of Medical Facilities
  - Multi-level Parking Structures
    - Will require re-alignment of parking lot categories and increases to parking rates
  - Renewal of Spencer Engineering Building

## Overview of the 2016-17 Capital Budget

- Total Spending of \$134.4M (Table 15, line 21)
  - \$55.7M for New Construction (Table 18)
  - \$25.9M for Major Renovations (Table 18)
  - \$52.8M for All Other Expenditures
    - Utilities and Infrastructure
    - Modernization of Academic Facilities
    - General Maintenance and Modernization
    - Housing Renovations

**END**

**REPORT OF THE OPERATIONS/AGENDA COMMITTEE**

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**Senate Membership: Faculty of Health Sciences Constituency**  
**Senate Membership: Undergraduate Student – At Large Constituency**  
**Senate Membership: Vacancies Filled by Appointment**

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**FOR APPROVAL**

1. **Senate Membership: Health Sciences Constituency**

**Recommended:** That the seat held by Meg Cheesman (Comm. Sci. and Disorders), Faculty of Health Sciences representative on Senate, be declared vacant effective July 1, 2016 as a result of her resignation, and that Trish Tucker (Occupational Therapy) be elected to complete her term until June 30, 2017.

2. **Senate Membership: Undergraduate Student – At Large Constituency**

**Recommended:** That the seat held by Trevor Hunt, undergraduate student representative on Senate, be declared vacant effective May 1, 2016 as a result of his resignation, and that Arjun Singh be elected to complete his term until June 30, 2016.

**Background:**

Trevor Hunt resigned from his seat as he is leaving campus after the exam period. Arjun Singh is an incoming undergraduate student Senator for the 2016-17 term in the At Large Constituency and able to take up the seat early on Senate.

3. **Senate Membership: Vacancies Filled by Appointment**

**Recommended:** That the Senate seats be filled for the July 1, 2016 – June 30, 2018 term by appointment at the recommendation of the units concerned as shown below:

Faculty of Education: Melody Viczko

**REPORT OF THE NOMINATING COMMITTEE**

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**Decanal Selection Committee – Faculty of Arts and Humanities**

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**FOR ACTION**

1. **Decanal Selection Committee – Faculty of Arts and Humanities**

**Composition:** A committee to select a Dean of a Faculty shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- (d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean

**Current Senate-elected Selection Committee Members:**

Charmaine Dean (Sci/Dean), Jonathan Vance (SS)

**Required:** 1 faculty or staff elected by Senate, who is from outside of the Faculty of Arts and Humanities to replace Nadine Wathen who has resigned.

**Nominee:** Eric Arts (M&D)

**FOR INFORMATION**

**Future Business of the Senate Nominating Committee**

Upcoming Nominating Committee agenda items are posted on the Senate website at:  
<http://www.uwo.ca/univsec/pdf/senate/newnoms.pdf>

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

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**The Western Degree Outcomes (Undergraduate)**

**School of Graduate and Postdoctoral Studies: Revisions to the Biomedical Engineering MEdc Program**

**Faculty of Law: Revisions to the Structure of the Academic Year Policy**

**Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program**

**Revisions to the Articulation Agreement between the Faculty of Arts and Humanities, Theatre Studies and Fanshawe College, Theatre Arts**

**Revisions to the 2016-2017 Sessional Dates for the Faculty of Education**

**Revisions to the Structure of the Academic Year Policy**

**SUPR-U Report: Cyclical Reviews: Huron University College, Theology and Psychology Programs**

**New Scholarships and Awards**

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**1. The Western Degree Outcomes (Undergraduate)**

**Recommended:** That Senate approve "The Western Degree Outcomes (Undergraduate)" as shown in [Appendix 1](#).

**Background**

See the Report of the Working Group on Western Degree Outcomes attached as [Appendix 2](#).

**2. School of Graduate and Postdoctoral Studies: Revisions to the Biomedical Engineering MEdc Program**

**Recommended:** That effective September 1, 2016 the course requirements for the Biomedical Engineering MEdc program be revised as shown below.

**Biomedical Engineering, Master of Engineering Science (MEdc) Program**

A new required core graduate course, entitled, "Foundations of Biomedical Engineering" (BIOMED 9508A/B) will be introduced to provide students with core technical knowledge in the field of Biomedical Engineering. As a result, students no longer have to take one of three existing courses: BIOMED 9501A/B (MEDBIO 3501A/B): Biophysics of Transport Systems; BIOMED 9530: Physiology for Biomedical Engineering; or BIOMED 9502A/B: Biomedical Systems Analysis.

**Background**

The new required graduate course will fill an existing need within the program as it is a survey course that will be mandatory for all new Masters students and will deliver content covering all key areas of Biomedical Engineering. The new course will be optional for PhD students, and students entering the Master's degree program from an accredited BME undergraduate program may be exempted. These students would have the opportunity to take an alternative elective course. Students currently enrolled in the program will have the option to take this course if they wish to do so or choose one of the three existing courses.

**3. Faculty of Law: Revisions to the Structure of the Academic Year Policy**

**Recommended:** That the Faculty of Law: Structure of the Academic Year Policy be revised as shown in [Appendix 3](#), effective May 1, 2016.

**Background**

The structure of the year for the Faculty of Law was revised in 2014 and 2015, when the Winter Term was introduced. The proposed revisions will bring this policy in line with the approved changes to the policy on progression requirements and will also reflect current practice.

**4. Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program**

**Recommended:** That effective April 1, 2016 the Admission Requirements for the MD program be amended as shown in [Appendix 4](#).

**Background**

There are two proposed revisions:

- 1) The new Medical College Admission Test (MCAT) was introduced in April 2015. The current policy allows applicants to submit MCAT scores taken within the last five years, which means that applications have to be evaluated from applicants who took the old exam, as well as from applicants who took the new exam. This presents numerous challenges for the Admission Committee, therefore it is proposed that effective July 1, 2017 for the 2017-18 application cycle all applicants must have written the new MCAT exams for admission to the MD program and old test scores will no longer be valid.
- 2) Revisions were made to the admission policy to allow graduate students enrolled in course-based Masters programs to complete all requirements by August 15, effective July 1, 2016, for the 2016-17 admission cycle. Course-based Masters degrees are increasingly prevalent and these have a defined completion date. The deadline for students enrolled in thesis-based graduate programs is unchanged; they must submit final transcripts showing that all requirements for their graduate degree have been completed to OMSAS no later than June 30th.

**5. Revisions to the Articulation Agreement between the Faculty of Arts and Humanities, Theatre Studies and Fanshawe College, Theatre Arts**

**Recommended:** That Senate approve revisions to the Articulation Agreement regarding graduates of the Theatre Arts Diploma at Fanshawe College seeking admission to Western's Faculty of Arts and Humanities, Theatre Studies Major, as shown in [Appendix 5](#), effective June 1, 2016.

**Background**

Senate approved this articulation agreement in June 2015. The agreement was developed to define a pathway for graduating students of the 2-year Theatre Arts Diploma at Fanshawe College into the Faculty of Arts and Humanities, Theatre Studies major.

The spirit of the agreement remains the same. Proposed revisions include:

- 1) Additional transfer credit
- 2) Additions and deletions to Course Requirements for Degree Completion.

**6. Revisions to the 2016-2017 Sessional Dates for the Faculty of Education**

**Recommended:** That Senate approve the revised undergraduate sessional dates for the Faculty of Education for 2016-2107 as shown in [Appendix 6](#).

**Background**

Revisions were necessary to the approved sessional dates of the newly introduced 2-year BEd program. Major changes include: classes in 2017 will start on January 9, instead of January 2 and the vacation time is extended until January 6 for both Year 1 and 2; dates of the Year 1 Fall Reading week, Year 2 Practicum Four and Alternative Field Experience were also changed. Senate approved the Sessional Dates for the Faculty of Education's BEd program in November 2015, as shown here: [http://www.uwo.ca/univsec/pdf/senate/minutes/2015/a15nov13sen\\_full.pdf](http://www.uwo.ca/univsec/pdf/senate/minutes/2015/a15nov13sen_full.pdf).

**7. Revisions to the Structure of Academic Year Policy**

**Recommended:** That the Structure of the Academic Year policy be revised as shown in [Appendix 7](#), effective May 1, 2016.

**Background**

The proposed revisions are meant to clarify the start time of evening classes as result of consultations with LTC about bus schedules and with IPB about classroom availability. The specific duration of Reading Week and Fall Study Days were also defined to provide clarity to the students and to avoid scheduling exams on weekends immediately preceding or following these times, which was the original intent of the policy.

FOR INFORMATION

**8. SUPR-U Report: Cyclical Reviews: Huron University College, Theology and Psychology Programs**

The following cyclical reviews were approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Huron University College	Theology and Religious Ethics, Bible Studies	February 11, 2016	Good Quality, With Report in Two Years
Huron University College	Psychology	January 25, 2016	Good Quality

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

**9. New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in [Appendix 9](#) for recommendation to the Board of Governors through the Vice-Chancellor.

## THE WESTERN DEGREE OUTCOMES (UNDERGRADUATE)

### 1. Knowledge

**Western graduates will have developed** a sense of discovery that drives their ability to ask and frame questions, seeking to make connections that are not immediately obvious among phenomena and ideas. Western graduates will be able to explain the differences and linkages between the theories, research methods and core ideas of the disciplines they have studied, and analyze and solve problems according to the accepted methods of their field or fields. With their knowledge, graduates will have the ability to identify opportunities in their disciplines and see connections between other areas of study in order to imagine, create or produce novel solutions, works or performances.

### 2. Literacies and Interdisciplinarity

**Western graduates will be able to** use disciplinary discourse, technical language, numerical literacy or other appropriate disciplinary systems of knowledge, research methods or ways of knowing to identify, locate and evaluate oral, print, graphic, numerical, scientific or digital information. They will be able to explore complex problems from a variety of perspectives, recognizing bias, and identifying missing or underrepresented voices. Working under conditions of ambiguity or uncertainty, graduates will be able to use disciplinary knowledge in order to research, reason and solve problems from a range of contexts relevant to practices in their disciplines. In proposing solutions, they will be able to describe limitations of the sources and methods they use.

### 3. Communication

**Western graduates will be able to** interact and collaborate effectively with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures. Graduates will be able to present their ideas or perform their works in a way that is clear and accessible to a variety of audiences. Connecting with peers and experts, they will be able to communicate responsibly through digital and other means.

### 4. Resilience and Life-long Learning

**Western graduates will be able to** adapt to personal and professional changes and challenges across the life course by being self-aware, resilient, and self-reflexive. In addition to their mastery of discipline specific knowledge and methods, graduates will be able to articulate a clear understanding of their own values, interests, and goals as well as the limitations of their own knowledge and perspectives. Accepting that change is ongoing, graduates will recognize the advantages of stepping outside of their comfort zone to continue to enhance their knowledge and capabilities.

### 5. Global and Community Engagement

**Western graduates will be able to** interact ethically and compassionately with others and with the natural and social world. Western graduates will be ready to act locally and imagine globally; practice perspective taking and empathy; understand the interconnectedness of the world as expressed through technology, culture, belief systems, economics, and politics; to understand and to exercise social, political and environmental responsibility both at home and abroad.

### 6. Critical Inquiry and Creative Thinking

**Western graduates will have developed** habits of constructive skepticism, differentiation and intellectual adaptability in their approaches to phenomena, artefacts, issues, or arguments. They will be able to identify underlying assumptions, agendas, purposes, audiences, points of view, paradigms, evidence, implications, and logical strategies and thereby arrive at conclusions about reliability. They will bring habits of careful judgement, an appetite for further refinement, aesthetic engagement, and artistic expression or highly developed problem-solving skills to their pursuits.

### 7. Professionalism and Ethical Conduct

**Western graduates will be able to** recognize the ways in which their conduct affects others in their field or fields, profession, community, or society. They will be able to work effectively with others practically (e.g. time management, conflict resolution); ethically (e.g. division of intellectual responsibility and credit) and socially (e.g. respecting cultural differences, work preferences). Graduates will be able to apply their studies responsibly to situations they find in the world around them, with the ability to explore ideas, issues, and the world at large from viewpoints other than their own.

# Western University

## Report of the Working Group on Western Degree Outcomes

March 30, 2016

## INTRODUCTION

### Background and Mandate

In early February, 2015 a working group of faculty, staff and students with membership from various constituencies, appointed by the Vice-Provost (Academic Programs), began to meet to explore learning outcomes at the institutional level (Western Degree Outcomes) and to develop a campus-wide consultation plan with the goal of obtaining input from faculty, staff, students and the community on Western's degree outcomes. The Working Group considered both undergraduate and graduate degree-level outcomes, but decided to focus on the development of undergraduate degree-level outcomes with the understanding that graduate degree outcomes may be brought forward for approval in the future. The Working Group developed a consultation document to assist constituencies with identifying and reflecting on the attributes of an ideal Western graduate and to ensure that the proposed Western Degree Outcomes reflect the academic priorities of all Faculties. The attributes and themes identified through consultation shaped the development of the proposed Western Degree Outcomes and the recommendations contained in this report.

### Members of the Working Group on Western Degree Outcomes

- John Doerksen, Vice-Provost (Academic Programs) (Chair)
- Mark Blagrove, Dean, Faculty of Arts & Social Science, Huron University College
- Erika Chamberlain, Associate Dean (Academic), Faculty of Law
- Debra Dawson, Director, Teaching Support Centre
- Nanda Dimitrov, Associate Director, Teaching Support Centre
- Susan Knabe, Associate Dean – Undergraduate, Faculty of Information and Media Studies
- Felix Lee, Professor, Department of Chemistry, Faculty of Science
- Margaret McGlynn, Assistant Dean, Graduate Affairs, Faculty of Social Science
- Linda Miller, Vice-Provost (School of Graduate and Postdoctoral Studies)
- Kim McPhee, Teaching and Learning Librarian, Western Libraries
- Richard Sookraj, Undergraduate Student Representative
- Tom Sutherland, Graduate Student Representative, Faculty of Science
- Bryce Traister, Chair, Department of English and Writing Studies, Faculty of Arts & Humanities
- Gavan Watson, Associate Director eLearning, Teaching Support Centre

### Resources

#### Internal Resources Consulted

- [Achieving Excellence on the World Stage - Western University's Strategic Plan](#)
- [Western's Institutional Quality Assurance Framework](#)

- [Western Guide to Curriculum Review](#)

#### External Resources Consulted

- [OCAV - Guidelines for University Undergraduate Degree Level Expectations](#)
- [Ontario Universities Council on Quality Assurance - Quality Assurance Framework](#)
- [George Kuh & Peter Ewell \(2010\). The State of Learning Outcomes Assessment in the United States](#)
- [AACU – High Impact Educational Practices](#)
- [The Bologna Process – European Higher Education Area](#)

#### Internal Resources Developed

Additional resources were developed by the Working Group on Western Degree Outcomes to assist in the consultation process and to keep the campus-community informed about the Western Degree Outcomes Initiative.

The Working Group drafted the Western Degree Outcomes Consultation Document in September, 2015 to assist in the consultation with stakeholder groups. It was intended to provide a brief context for institution-level learning outcomes, to outline the Working Group's consultation plan and to provide stakeholders with additional resources, provide examples of institution-level learning outcomes with aligned program- and course-level learning outcomes and suggest themes identified by the Working Group for potential Western Degree Outcomes to encourage initial reflection and conversation.

The [Western Degree Outcomes OWL site](#) was created in February 2015 and is available to anyone with a Western username and password. The purpose of the OWL site was to inform the campus community about the Western Degree Outcomes initiative, to make public the agendas and minutes of the Working Group Meetings, to share the consultation document, to post resources on institutional-level learning outcomes and examples of institutional-level learning outcomes from Canadian and international universities, and to advertise and communicate opportunities for consultation and the open Western Degree Outcomes Town Hall event.

An email address, [learning-outcomes@uwo.ca](mailto:learning-outcomes@uwo.ca), was created in February 2015 to provide faculty, staff, students and Western community members with the opportunity to contact the Working Group on Western Degree Outcomes directly to provide feedback and ask questions about the Western Degree Outcomes initiative. The email address also provided an opportunity for stakeholders who were not able to participate in a consultation meeting or attend the open Town Hall Meeting to participate in the discussion and development of the degree outcomes. All emails received were responded to by the Chair of the Working Group on Western Degree Outcomes and all questions, comments and feedback received by email were presented at meetings of the Working Group for further discussion.

## Consultation Process

Beginning in September 2015, the Working Group on Western Degree Outcomes met with various groups across campus to solicit input and feedback on the themes identified in the Western Degree Outcomes

Consultation document and to reflect on the ideal attributes of a Western graduate. Feedback from these consultation sessions was summarized and the feedback that was received was discussed by the Working Group during their meetings and shaped the development of the draft Western Degree Outcomes.

These stakeholder groups consulted included:

- Faculty of Science, Undergraduate Instructors
- Huron University College, Educational Policy Committee
- Faculty of Health Science, Educational Policy Committee
- Faculty of Science/Medical Science, Educational Policy Committee
- Faculty of Law, Full-time Faculty Members
- Brescia University College, Educational Policy Committee
- King's University College, Educational Policy Committee
- Faculty of Social Science, Educational Policy Committee
- Faculty of Information and Media Studies, Educational Policy Committee
- Department Chairs and Directors, Graduate and Undergraduate
- Faculty of Education, Educational Policy Committee
- Faculty of Music, Educational Policy Committee
- Faculty of Arts and Humanities, Educational Policy Committee
- University Students' Council Executive Council and Student Councillors

The Working Group on Western Degree Outcomes hosted a Town Hall Meeting on Friday, November 20, 2015 in the University Community Centre. The Town Hall Meeting was promoted and advertised widely to all constituencies on campus including students, staff, faculty and alumni.

The Working Group on Western Degree Outcomes made every effort to involve students in all aspects of the consultation process. Both undergraduate and graduate student constituencies had representation on the membership of the Working Group. Student representatives were present and participated in many of the consultation sessions with Educational Policy Committees within the Faculties. The Chair of the Working Group met with the USC President and VP Internal to discuss the Western Degree Outcomes initiative and to facilitate a dedicated consultation session for USC Executive members and student councillors. The open Town Hall Meeting held November 20, 2015 was advertised and promoted to all registered Western and Affiliate College students and every effort was made to provide the opportunity for the student voice to be heard during the Town Hall Q & A and through online posting of questions, comments and suggestions of themes and outcomes on a virtual message board.

## Approval Process

This draft report of the Working Group on Western Degree Outcomes was circulated to the campus community for review and feedback in early March, 2016. Comments and suggestions were taken up by the Working Group at its meeting on March 29, 2016. The final draft of this report will be submitted to the Provost for review and to the University Senate for approval.

## THE WESTERN DEGREE OUTCOMES

Western Degree Outcomes provide a way to communicate what a degree from Western University means. Degree outcomes serve as a shared language of achievement and skills that any Western undergraduate—regardless of disciplines or degree—might use to describe the result of their years of study to a variety of audiences. One might say that Western Degree Outcomes provide a descriptive anatomy of the curricular body of Western University.

Acknowledging the wealth of learning accumulated by following a course of study, Western Degree Outcomes are a capacious group of indicators of a shared university curriculum that spans the full breadth of academic pre-professional and professional disciplines. They make explicit an inventory of academic, professional, and working world competencies that are already the implicit content of the Western University curriculum. They will provide faculty and students with a common language of academic development and application. It is hoped that today's WDOs will provide inspiration as well as guidance for program- and course-level curricular engagement and innovation in the years to come.

The provincial University Undergraduate Degree-Level Expectations (UUDLEs), which form the basis of the Council of Ontario Universities' Quality Assurance Framework, are the de facto institutional learning outcomes for all Ontario universities. Since 2011 the UUDLEs have served as Western's degree outcomes in our quality assurance process, both in cyclical program reviews and new program approvals. The Quality Assurance Framework indicates that "Each university is expected to develop its own institutional expression of the undergraduate and graduate Degree-Level Expectations and to have them applied to each academic program" (QAF, 2). Western Degree Outcomes are our institutional expression of the UUDLEs. Consequently, in Western's quality assurance process for undergraduate programs, program- and course-level learning outcomes will now align with Western Degree Outcomes.

### 1. Knowledge

**Western graduates will have developed** a sense of discovery that drives their ability to ask and frame questions, seeking to make connections that are not immediately obvious among phenomena and ideas. Western graduates will be able to explain the differences and linkages between the theories, research methods and core ideas of the disciplines they have studied, and analyze and solve problems according to the accepted methods of their field or fields. With their knowledge, graduates will have the ability to identify opportunities in their disciplines and see connections between other areas of study in order to imagine, create or produce novel solutions, works or performances.

### 2. Literacies and Interdisciplinarity

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relevant to practices in their disciplines. In proposing solutions, they will be able to describe limitations of the sources and methods they use.

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studies responsibly to situations they find in the world around them, with the ability to explore ideas, issues, and the world at large from viewpoints other than their own.

**Table 1: Detailed UUDLE - WDO Alignment Chart**

University Undergraduate Degree-level Expectations	Western Degree Outcomes
<p><b>1. Depth and Breadth of Knowledge</b></p> <ul style="list-style-type: none"> <li>A. developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</li> <li>B. developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</li> <li>C. developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline</li> <li>D. developed, detailed knowledge of and experience in research in an area of the discipline</li> <li>E. developed critical thinking and analytical skills inside and outside the discipline</li> <li>F. the ability to apply learning from one or more areas outside the discipline</li> </ul>	<p><b>1. Knowledge</b></p> <p>Western graduates will have developed a sense of discovery that drives their ability to ask and frame questions, seeking to make connections that are not immediately obvious among phenomena and ideas. Western graduates will be able to explain the differences and linkages between the theories, research methods and core ideas of the disciplines they have studied, and analyze and solve problems according to the accepted methods of their field or fields. With their knowledge, graduates will have the ability to identify opportunities in their disciplines and see connections between other areas of study in order to imagine, create or produce novel solutions, works or performances.</p> <p><b>2. Literacies and Interdisciplinarity</b></p> <p>Western graduates will be able to use disciplinary discourse, technical language, numerical literacy or other appropriate disciplinary systems of knowledge, research methods or ways of knowing to identify, locate and evaluate oral, print, graphic, numerical, scientific or digital information.</p> <p><b>6. Critical Inquiry and Creative Thinking</b></p> <p>Western graduates will have developed habits of constructive skepticism, differentiation and intellectual adaptability in their approaches to phenomena, artefacts, issues, or arguments. They will be able to identify underlying assumptions, agendas, purposes, audiences, points of view, paradigms, evidence, implications, and logical strategies and thereby arrive at conclusions about reliability. They will bring habits of careful judgement, an appetite for further refinement, aesthetic engagement, and artistic expression or highly developed problem-solving skills to their pursuits.</p>
<p><b>2. Knowledge of Methodologies</b></p> <ul style="list-style-type: none"> <li>A. an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:                             <ul style="list-style-type: none"> <li>a) evaluate the appropriateness of different approaches to solving problems using</li> </ul> </li> </ul>	<p><b>1. Knowledge</b></p> <p>Western graduates will be able to explain the differences and linkages between the theories, research methods and core ideas of the disciplines they have studied, and analyze</p>

<p>well established ideas and techniques;                  b) devise and sustain arguments or solve problems using these methods; and                  c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>	<p>and solve problems according to the accepted methods of their field or fields.</p> <p><b>2. Literacies and Interdisciplinarity</b></p> <p>Western graduates will be able to use...disciplinary systems of knowledge, research methods or ways of knowing to identify, locate and evaluate oral, print, graphic, numerical, scientific or digital information. Graduates will be able to use disciplinary knowledge in order to research, reason and solve problems from a range of contexts relevant to practices in their disciplines. In proposing solutions, they will be able to describe the limitations of the sources and methods they use.</p> <p><b>4. Resilience and Life-long Learning</b></p> <p>In addition to their mastery of discipline specific knowledge and methods, graduates will be able to articulate a clear understanding of their own values, interests, and goals as well as the limitations of their own knowledge and perspectives.</p>
<p><b>3. Application of Knowledge</b></p> <p>A. the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> <li>a) develop lines of argument;</li> <li>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</li> <li>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</li> <li>d) where appropriate use this knowledge in the creative process.</li> </ul> <p>B. the ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> <li>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; propose solutions;</li> <li>b) frame appropriate questions for the purpose of solving a problem;</li> <li>c) solve a problem or create a new work.</li> </ul> <p>C. the ability to make critical use of scholarly reviews and primary sources.</p>	<p><b>1. Knowledge</b></p> <p>Western graduates will have developed a sense of discovery that drives their ability to ask and frame questions, seeking to make connections that are not immediately obvious among phenomena and ideas. .... Graduates will have the ability to identify opportunities in their disciplines and see connections between other areas of study in order to imagine, create or produce novel solutions, works or performances.</p> <p><b>6. Critical Inquiry and Creative Thinking</b></p> <p>Western graduates will have developed habits of constructive skepticism and intellectual adaptability in their approaches to phenomena, artefacts, issues, or arguments. They will be able to identify underlying assumptions, agendas, purposes, audiences, points of view, paradigms, evidence, implications, and logical strategies and thereby arrive at conclusions about reliability. They will bring habits of careful judgement, an appetite for further refinement, aesthetic engagement, and artistic expression or highly developed problem-solving skills to their pursuits.</p> <p><b>2. Literacies and Interdisciplinarity</b></p> <p>Western graduates will be able to use disciplinary discourse, technical language, numerical literacy or other appropriate disciplinary systems of knowledge, research methods or ways of knowing to identify, locate and evaluate oral, print, graphic, numerical, scientific or digital</p>

	information.
<p><b>4. Communication Skills</b></p> <p>A. the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>	<p><b>3. Communication</b></p> <p>Western graduates will be able to interact and collaborate effectively with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures. Graduates will be able to present their ideas or perform their works in a way that is clear and accessible to a variety of audiences. Connecting with peers and experts, they will be able to communicate responsibly through digital and other means.</p> <p><b>5. Global and Community Engagement</b></p> <p>Western graduates will be able to interact ethically and compassionately with others and with the natural and social world.</p>
<p><b>5. Awareness of Limits of Knowledge</b></p> <p>A. An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>	<p><b>2. Literacies and Interdisciplinarity</b></p> <p>Western graduates will be able to... explore complex problems from a variety of perspectives, recognizing bias and identifying missing or underrepresented voices. Working under conditions of ambiguity or uncertainty, graduates will be able to use disciplinary knowledge in order to research, reason and solve problems from a range of contexts relevant to practices in their disciplines. In proposing solutions, they will be able to describe limitations of the sources and methods they use.</p> <p><b>4. Resilience and Life-long Learning</b></p> <p>Accepting that change is ongoing, graduates will recognize the advantages of stepping outside of their comfort zone to continue to enhance their knowledge and capabilities.</p> <p><b>5. Global and Community Engagement</b></p> <p>Western graduates will be ready to act locally and imagine globally; practice perspective taking and empathy; understand the interconnectedness of the world as expressed through technology, culture, belief systems, economics, and politics; to understand and to exercise social, political and environmental responsibility both at home and abroad.</p>
<p><b>6. Autonomy and Professional Capacity</b></p> <p>A. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> <li>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>b) working effectively with others;</li> </ul>	<p><b>7. Professionalism and Ethical Conduct</b></p> <p>Western graduates will be able to recognize that their conduct affects others in their field or fields, profession, community, or society. They can work effectively with others practically (e.g. time management, conflict resolution); ethically (e.g. division of intellectual</p>

<p>c) decision-making in complex contexts.</p> <p>B. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study.</p> <p>C. Behaviour consistent with academic integrity and social responsibility.</p>	<p>responsibility and credit) and socially (e.g. respecting cultural differences, work preferences). Graduates will be able to apply their studies responsibly to situations they find in the world around them, with the ability to explore ideas, issues, and the world at large from viewpoints other than their own.</p> <p><b>4. Resilience and Life-long Learning</b></p> <p>Western graduates will be prepared to adapt to personal and professional changes and challenges across the life course by being self-aware, resilient, and self-reflexive. In addition to their mastery of discipline specific knowledge and methods, graduates will be able to articulate a clear understanding of their own values, interests, and goals as well as the limitations of their own knowledge and perspectives.</p> <p><b>5. Global and Community Engagement</b></p> <p>Western graduates will be able to interact ethically and compassionately with others and with the natural and social world. Western graduates will be ready to act locally and imagine globally; practice perspective taking and empathy; understand the interconnectedness of world systems through technology, culture, belief systems, economics, and politics; to understand and to exercise social, political and environmental responsibility both at home and abroad.</p>
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**Table 2:** Summary UDLE - WDO Alignment Chart

UDLE	WDO
Depth and Breadth of Knowledge	Knowledge Critical inquiry and Creative Thinking Literacies and Interdisciplinarity
Knowledge of Methodologies	Knowledge Literacies and Interdisciplinarity Resilience and Life-long Learning
Application of Knowledge	Knowledge Critical Inquiry and Creative Thinking Literacies and Interdisciplinarity
Communication Skills	Communication Global and Community Engagement
Awareness of Limits of Knowledge	Literacies and Interdisciplinarity Resilience and Life-long Learning Global and Community Engagement
Autonomy and Professional Capacity	Professionalism and Ethical Conduct Resilience and Life-long Learning Global and Community Engagement

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[http://www.uwo.ca/univsec/pdf/academic\\_policies/general/structure.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf)

*The first part of the policy is unchanged.*

## **FACULTY OF LAW: STRUCTURE OF THE ACADEMIC YEAR**

~~Effective September 1, 1998, Senate approved that~~ The regular winter term in the Faculty of Law be revised by the introduction of January courses (designated as "C" courses and lasting 4 weeks or approximately 20 teaching days) and February/March/April courses (designated as "D" courses). **begins with a period of intensive instruction. During this period, students enrolled in first year will work exclusively in small groups developing research, writing and advocacy skills. Students in second and third year will select from a range of optional intensive courses. Students will fulfill their remaining course requirements for the year during the balance of Winter Term.**

**Upper Year January intensive courses are designated as "C" courses and courses running the balance of Winter Term are designated as "D" courses.**

**Add/drop will be the first day of the January intensive period for upper year, intensive courses. The add/drop period for courses taking place over the remainder of the Winter Term will be the first week of the balance of Winter Term.**

~~Senate also approved that the add/drop period for the January courses will be the first two days of the January Term, and the add/drop period for the February/March/April (FMA) courses be the first five days of the February/March/April (FMA) Term.~~

~~As further information regarding the new structure of the academic year for the Faculty of Law, the last day of the 4 week "C" courses will be designated as an examination day, followed by one week to be designated as a Study Week (in lieu of the Reading Week enjoyed by most other faculties and schools in March).~~

*The remainder of the policy is unchanged.*

REVISED CALENDAR COPY

[http://www.uwo.ca/univsec/pdf/academic\\_policies/admission/medicine\\_MD.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/admission/medicine_MD.pdf)

**Admission - MD Program**

**MEDICINE**

*The first part of the policy is unchanged*

**Admission requirements**

Enrollment is limited. Admission to the Doctor of Medicine Program is highly competitive and possessing the minimum requirements does not ensure an interview or acceptance. Individuals satisfying the following requirements are eligible to apply for admission to the first year of the program. Note that failure to be aware of the admission requirements does not constitute a ground for appeal.

Individuals must satisfy the following requirements to be considered for admission to the first year of the four-year MD program in the Schulich School of Medicine & Dentistry:

**1. Degree requirements**

Applicants must have a four-year degree from a recognized university. They may be in the final year of a four-year degree at the time of application. There is no preference given for the undergraduate program of study and there are no course prerequisites.

Applicants who have earned a degree from a recognized university, may elect to continue in full-time undergraduate studies. Only the first such "special year" taken by the applicant will be considered for determination of GPA. A special year will be considered only if it contains 5.0 courses or equivalent (30 credit hours) taken between September and April. First-year courses, repeat/antirequisite courses, and second-year courses that do not require a first-year prerequisite, are not acceptable in the "special year."

Applicants who embark on a second undergraduate degree program are allowed to apply only during the final year of their new program. In order to be considered for GPA purposes, the second degree must be a four-year degree. In this situation, GPA consideration will be based only on the two best years of the second degree program. Course load and course level requirements for the second degree are analogous to the requirements of the first degree. Applicants who are given a conditional offer must complete all program requirements for the second degree by June 30th.

Graduate students must have completed all requirements for their graduate degree. Final transcripts showing that all requirements for their graduate degree have been completed (or a letter attesting to the same) must be received by OMSAS no later than June 30th.

Schulich Medicine will no longer consider applications to the first year of the medical program from individuals who were registered in a Doctor of Medicine Program or equivalent elsewhere.

**2. GPA**

The GPA minimums are reset each year. Applicants must meet or exceed this threshold in each of two undergraduate years of full-time study (one of which may be the current year).

Full-time study is defined as 5.0 courses or equivalent with 30 or more credit hours. Academic transcripts must show clearly that applicants have met this course load requirement.

To be considered, each year must contain at least 3.0 courses or equivalent whose published academic level is at or above the year of study (for example, in third year, at least 3.0 courses or equivalent must be at the third- or fourth-year level). Please note, only ONE Pass/Fail credit will be permissible in each of the two years being considered for GPA.

For applicants who have attended other universities on exchange, GPA calculation will be based on the marks achieved at the exchange institution. Official transcripts from the exchange institution must be provided to OMSAS at the time of application. Applicants who have completed their undergraduate studies outside of Canada or the United States should consult the section titled "Foreign courses/Grades."

### 3. MCAT

MCAT minimums are reset each year. Applicants must meet or exceed these thresholds in their most recent writing of the MCAT (which must be no more than five years prior to the application deadline).

**Effective July 1 2017, for the 2017-18 application cycle, all applicants must have written the MCAT test introduced in April 2015. Test scores from the previous version of the MCAT test will no longer be valid.**

Applicants from designated counties in Southwestern Ontario (Grey, Bruce, Huron, Perth, Oxford, Middlesex, Lambton, Chatham-Kent, Elgin and Essex Counties) must meet the same overall score but are afforded some flexibility for individual component scores in order to meet this aggregate score.

All applicants must arrange for verified results of the revised MCAT to be submitted directly to the Ontario Medical School Application Service (OMSAS).

### **Additional Non-Academic Requirements**

*Unchanged*

### **Admission and Application Policies**

*Unchanged*

### **Health Care Improvement in Southwestern Ontario and Indigenous Communities**

*Unchanged*

### **Combined Programs**

*Unchanged*

### **Additional Information for Applicants**

#### 1. Co-op Programs and Clinical Placements

All undergraduate degree programs that have a co-op or clinical placement component are dealt with on an individual basis. Questions about how this is considered, should be emailed to [admissions.medicine@schulich.uwo.ca](mailto:admissions.medicine@schulich.uwo.ca).

If applicants are enrolled in an Honors-level co-op degree program, their academic course work will be considered as follows:

The two years considered for GPA purposes will be the best two academic years with a full course load (5.0 courses or equivalent). Please note that an "academic year" in this case will consist of the two semesters which combine to complete one of the mandatory "years" of the program (e.g., a student's third year may consist of courses taken between September-December and May-September, while the student is registered by their university as being a third-year student. Two semesters belonging to different academic years of study will not be considered.

Applicants registered in co-operative programs should submit a separate letter from their Dean or program director that specifies the schedule of their academic and work terms if this information is

**not** clear from their transcript. This letter should be sent directly to the Office of Admissions & Student Affairs, Schulich School of Medicine & Dentistry.

## 2. Graduate Students

Graduate students **completing thesis-based degrees** must have completed all requirements for their graduate degree. Final transcripts showing that all requirements for their graduate degree have been completed (or a letter attesting to the same) must be received by OMSAS no later than June 30th.

**Effective July 1 2016, for the 2016-17 application cycle, applicants who are enrolled in a course-based Masters at the time of application must have completed all requirements by August 15<sup>th</sup>. A letter of good standing indicating there are no concerns with meeting all requirements of the course-based Masters degree must be received at OMSAS no later than June 30<sup>th</sup>**

Western does not take graduate courses into consideration for the GPA; only undergraduate years are used. Applicants who currently are enrolled in a Masters program are encouraged to make inquiries about the MD/PhD program:

[http://www.schulich.uwo.ca/medicine/undergraduate/research/mdphd\\_program.html](http://www.schulich.uwo.ca/medicine/undergraduate/research/mdphd_program.html)

*The rest of the policy is unchanged*

## ARTICULATION AGREEMENT

**THIS AGREEMENT made BETWEEN:**

**THE UNIVERSITY OF WESTERN ONTARIO**  
(hereinafter called the "Western")

**and**

**FANSHAWE COLLEGE**  
(hereinafter called the "Fanshawe")

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Theatre Arts 2-Year Diploma at Fanshawe to the Faculty of Arts and Humanities at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between the College and the University;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

### ADMISSION

1. Western agrees to consider for admission to the Faculty of Arts and Humanities and grant transfer credit to graduates of the Theatre Arts 2-Year Diploma who meet the following requirements:

- Those eligible for admission under this program must by the time of admission have completed a Theatre Arts Diploma at Fanshawe, and have achieved a minimum overall 3.5 GPA with no grade less than "C".
- Applicants completing or holding a Diploma in Theatre Arts will be eligible on review to receive up to **4-0 5.5** credits for courses completed in the Theatre Arts Program. Refer to **Appendix 1** for eligible transfer credits.

2. Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

### TRANSFER CREDIT

3. Successful applicants shall receive transfer credit for Fanshawe courses in accordance with

### **Appendix 1.**

4. The courses names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.

5. The parties acknowledge that the granting of transfer credit is based on an assessment of the Theatre Arts 2-Year Diploma curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses.

### **GENERAL**

6. Students who subsequently transfer to another program may have their transfer credits re-assessed at the discretion of the Dean of the relevant Faculty.

7. Fanshawe and Western shall provide Fanshawe students with information about the transfer credit and encourage qualified students to apply.

8. The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

### **TERM**

9. (a) This Agreement is effective June 1, 2016 and shall continue in force unless terminated by either party as set out herein.

(b) Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.

(c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to the Fanshawe curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.

- (d) Students accepted by the University under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

**FANSHAWE COLLEGE**

\*

\_\_\_\_\_  
Dr. Gary Lima  
Senior Vice President Academic

\_\_\_\_\_  
Date

\*

\_\_\_\_\_  
Dr. Helen Pearce  
Dean of School of Contemporary Media

\_\_\_\_\_  
Date

**THE UNIVERSITY OF WESTERN ONTARIO**

\*

\_\_\_\_\_  
Dr. John Doerksen  
Vice-Provost (Academic Programs)

\_\_\_\_\_  
Date

\*

\_\_\_\_\_  
Dr. Tracy Isaacs  
Faculty of Arts and Humanities

\_\_\_\_\_  
Date

\*I have authority to bind the institution.

**APPENDIX 1**

Articulation Agreement between The University of Western Ontario and  
Fanshawe College, June 1, **2016** ~~2015~~  
Theatre Arts 2-Year Diploma

Applicants for admission under this program must complete the 2-Year Theatre Arts Diploma at Fanshawe, and have achieved a minimum overall 3.5 GPA with no grade less than "C" in any of the Fanshawe courses listed below.

Western Courses			Fanshawe Courses		
Course Code	Course Title	Credit Weight	Course Code	Course Title	Credit Weight
English 1020E	Understanding Literature Today	1.0	HIST 3005	Elizabethan Era	3.0
			HIST 3008	Modern Drama and Writing	3.0
<b>Music 2104A/B</b>	<b>Foundations in Singing</b>	<b>0.5</b>	<b>ARTS 1069</b>	<b>Voice 1</b>	<b>3.0</b>
<b>Dance 2476A/B</b>	<b>Introduction to Theatre Dance</b>	<b>0.5</b>	<b>ARTS 5024</b>	<b>Movement 3</b>	<b>3.0</b>
<b>Dance 2274A/B</b>	<b>Movement Making</b>	<b>0.5</b>	<b>ARTS 5022</b>	<b>Movement 4</b>	<b>3.0</b>
Theatre Studies 1020 TRN	Theatre Studies Elective	1.0	HIST 1004	Theatre History I	3.0
			HIST 1006	Theatre History II	3.0
Communications 1020 TRN	Communications Elective	0.5	COMM 3075	Communications for Media	3.0
Theatre Studies 1020 TRN	Theatre Studies Elective	1.0	THEA 1002	Performance Lab Practicum 1	1.2
			THEA 1003	Performance Studio Practicum 1	1.2
			THEA 3001	Performance Lab Practicum 2	1.2
			THEA 3002	Performance Studio Practicum 2	3.6
Humanities 1020 TRN	Humanities Elective	0.5	HUMA 1021	Discovering Humanities	3.0
	<b>TOTAL</b>	<b>5.5</b>			

\*TRN courses are general, non-specific credits normally used as electives towards a Western degree

**APPENDIX 2**

<b>Course Requirements for Degree Completion Western University – Faculty of Arts and Humanities Bachelors of Arts</b>			
<b><u>Major in Theatre Studies</u></b>			
<p>To graduate with the Major in Theatre Studies module, students admitted under this articulation agreement must successfully complete the 6.0 courses listed below, plus a minimum of <del>10.0</del> <b>8.5</b> further credits for a non-honors 4-Year Bachelor of Arts (20.0 credits). A cumulative final average of 60% must be achieved to graduate and degree breadth requirements must be met. Western University will provide Fanshawe with written notice of any changes to these course requirements.</p>			
<b>Year 2 Requirements</b>	<b>Credit Weight</b>	<b>Course Number</b>	<b>Western Course Name</b>
2.0	0.5	Theatre Studies 2201F/G	Understanding Performance
	0.5	Theatre Studies 2202F/G	Performance Beyond Theatre
	1.0	Theatre Studies 2203E	Forms and Genres of Theatre
<b>Year 3 &amp; 4 Requirements</b>	<b>Credit Weight</b>	<b>Course Number</b>	<b>Western Course Name</b>
4.0 from the following with at least <del>0.5 4.0</del> <b>(2x0.5)</b> at the 4000 level:	0.5	Theatre Studies 3201F/G	Great Directors
	0.5	Theatre Studies 3202F/G	Space, Location and Scenography
	0.5	Theatre Studies 3203F/G	The Profane Text (Theatrical Adaptation)
	0.5	Theatre Studies 3204F/G	Crafting Theatre
	0.5	Theatre Studies 3205F/G	History of Performance Theory
	0.5	Theatre Studies 3206F/G	Shakespeare and Performance*
	0.5	Theatre Studies 3207F/G	Voice and Text in the Theatre*
	0.5	Theatre Studies 3208F/G	Table Work
	0.5	Theatre Studies 3209F/G	Indigenous Theatre and Performance
	<del>0.5</del>	<del>Theatre Studies 4211F/G</del>	<del>The Performance Archive</del>
	<del>0.5</del>	<del>Theatre Studies 4212F/G</del>	<del>Theatre Talk</del>
	0.5	Theatre Studies <del>3211F/G</del> 4213F/G	In Your Skin: Sexualities and Performance
	<del>0.5</del>	<del>Theatre Studies 3900F/G</del>	<del>Destination Theatre</del>
	<del>1.0</del>	<del>Theatre Studies 3950E</del>	<del>Special Topics in Theatre Studies</del>
	<del>0.5</del>	<del>Theatre Studies 3951F/G</del>	<del>Special Topics in Theatre Studies</del>
	<del>0.5</del>	<del>Theatre Studies 3952F/G</del>	<del>Special Topics in Theatre Studies</del>
	<del>0.5</del>	<del>English 2041F/G</del>	<del>Fall Theatre Production</del>
<del>0.5</del>	<del>Theatre Studies 4211F/G</del>	<del>The Performance Archive</del>	

	<b>0.5</b>	<b>Theatre Studies 4212F/G</b>	<b>Theatre Talk</b>
	0.5	Theatre Studies 4214F/G	Contemporary Issues in Performance Theory
	<b>0.5</b>	<b>Theatre Studies 4215F/G</b>	<b>Destination Theatre</b>

*\* Course offered at the Stratford Festival Theatre during Summer Day. Interested students are advised to take these courses no later than the end of Year 3 to meet graduation deadlines.*

**Sessional Dates 2016-17 – Faculty of Education**

<b>2016</b>	
September 1	Year 1 Registration and Orientation
September 5	Labour Day
September 6	Year 1 Classes Begin
September 6 – 12	1 <sup>st</sup> term Add/Drop
September 6 – October 14	Year 2 Practicum Three
October 10	Thanksgiving
<b>October 10 – 14</b>	Year 1 Fall Reading Week
October 17	Year 2 Classes Begin
<b>November 14 – December 9</b>	Year 1 Practicum One
<del>November 21</del>	<del>Year 1 Classes Resume</del>
November 21-25	Year 2 Fall Reading Week
November 28 – December 16	Year 2 Alternative Field Experience
<b>December 12 – January 6</b>	Year 1 Vacation
<b>December 19 – January 6</b>	Year 2 Vacation
<b>2017</b>	
<b>January 9</b>	Classes Resume (Year 1 and 2)
<b>January 9-13</b>	2 <sup>nd</sup> term Add/Drop
February 13-17	Year 1 Winter Reading Week
<b>February 21 – March 31</b>	Year 2 Practicum Four
March 13-17	Spring Break (Year 1 and 2)
March 20 – April 13	Year 1 Practicum Two
<b>April 3 - 28</b>	Year 2 Alternative Field Experience
April 14/17	Good Friday/Easter Monday
April 28	Last Day of Term

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[http://www.uwo.ca/univsec/pdf/academic\\_policies/general/structure.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf)

## Structure of the Academic Year

### HOURS OF INSTRUCTION

The hours of instruction at The University of Western Ontario will be:

- 8:00 a.m. to 11:00 p.m. Monday to Thursday
- 8:00 a.m. to 6:00 p.m. Friday

As a subcategory of the above, the hours of instruction for first-entry undergraduate programs at The University of Western Ontario will be:

- 8:30 a.m. to 10:00 p.m. Monday to Thursday
- 8:30 a.m. to 5:30 p.m. Friday

Notes:

- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean of the Faculty
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at **6.30 p.m. or 7.00 p.m. (6.00 p.m. start time is possible only in exceptional cases with the approval of the Dean) 6:00 p.m. or later begin on the hour.**
- Graduate and second-entry professional programs and scholar's elective programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Master Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.

### GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

The following Guidelines apply only to those faculties, schools and colleges which operate on a 26-week teaching term, i.e., they do not apply to the Richard Ivey School of Business, Faculty of Education, Faculty of Law, Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

#### 1. Scheduling the Start Date of Classes and Length of the First and Second Terms

- Classes in the first term will begin on the Thursday following Labour Day.
- Classes in the second term will begin on the first Monday following January 2. Second term classes will begin no earlier than twelve days following the last day of the mid-year examination period.
- The last day of registration for either the Fall or Winter term will be seven days from and including the start date of the session (excluding weekends).
- Each term will be thirteen weeks in length, comprising at least 62 "lecture days."
- The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days results in a term of less than 62 "lecture days." In that case, classes will proceed as usual.

#### 2. Scheduling Study Days and Examinations

- There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination.
- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.

- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.
  - No examinations are to be scheduled on Good Friday or Easter Sunday.
  - No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students are required to request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.
3. Scheduling Reading Week
- Reading Week will be scheduled to begin **as of 6.00 p.m. on the Friday prior to** the third Monday in February **and end at midnight on the subsequent Sunday.**
4. Scheduling Fall Study Break
- A ~~two-day~~ Fall Study break will begin on the last Thursday of October each year **and end at midnight on the subsequent Sunday.**
5. Scheduling Convocation Ceremonies
- The *in absentia* February Convocation will be scheduled for the last Friday in February.
  - June Convocation ceremonies will be scheduled from Tuesday to Friday in the second full week in June and from Monday to Wednesday in the third week of June.
  - October Convocation ceremonies will normally be scheduled on the last Thursday and Friday in October.

*The rest of the policy is unchanged*

# Final Assessment Report

## Name of Program

Majors and Minors in Theology and Religious Ethics, Bible Studies Huron University College

## Degrees Offered

B.Th.

## External Consultants

Dr. L. Gregory Bloomquist - (Faculty of Theology, Saint Paul University, Ottawa)  
Dr. William Morrow - (School of Religion, Queen's University, Kingston)

## Internal Reviewers

Dr. Renée Soulodre-La France - Associate Professor and Associate Dean King's University College

## Date of Site Visit

February 11, 2016

## Evaluation

Good Quality, With Report in Two Years

## Approved by SUPR-U

April 13, 2016

## Approved by SCAPA

April 27, 2016

## Executive Summary

On their site visit the external reviewers met with the Vice-Provost, the Dean of Theology, the Dean of Social Sciences, the Principal, the Internal Reviewer, program faculty and students, librarians and program support staff. The reviewers determined that "the B.Th. Program conforms well to the Province of Ontario's established degree level expectations for undergraduate degrees." It was agreed that the B.Th. closely aligned with both Western's Strategic Plan and Huron University College's mission and strategic plan, and that this program offered undergraduate students a unique opportunity to study academic theology. The reviewers were impressed at the level of commitment by Faculty to ensuring the excellence of the program and to the idea of teaching academic theology at the undergraduate level. They found the Faculty to be impressive in their pedagogical and research orientations and strengths.

## Significant Strengths of Program

High level of quality of Faculty teaching and research  
Uniqueness of a program of Academic Theology at the undergraduate level  
Modes of delivery appropriate and effective in meeting identified learning outcomes  
Methodological perspective that allows students to reflect on religious experience 'from within'

Suggestions for improvement & Enhancement

That the identity of the B.Th be resolved as this question is crucial to the program's viability

That faculty resources be brought more into alignment with the themes represented by the modules-especially for the Theology and Religious Ethics modules

That enrolment be increased so as to create recognizable and viable cohorts

That Academic Counselling resources, and student mentorship be increased

That a better sequencing of courses be developed to add more 3<sup>rd</sup> and 4<sup>th</sup> year courses where learning outcomes can be refined and mastered

That capstone courses or experiences, more Community Based Learning opportunities with specific tailored learning outcomes, Library resources for learning/media literacy and perhaps distance education possibilities be explored and possibly developed

Recommendations required for Program sustainability:

Recommendation	Responsibility
That the identity of the B.Th be resolved and the ambivalence regarding its nomenclature and direction be addressed	Dean of Theology and EPC
That an identifiable program mentor such as a Chair or Coordinator of the program be established	Dean of Theology and EPC
Enhance communications between the program and Undergraduate Academic Advisor	Dean of Theology

# Final Assessment Report

Name of Program

Psychology, Huron University College

Degrees Offered

Bachelor of Arts

External Consultants

Dr. Kim Fenwick - St Thomas University  
Dr. Colleen MacQuarrie - University of Prince Edward Island

Internal Reviewers

Dr. John Mitchell - Brescia University College

Date of Site Visit

January 25, 2016

Evaluation

Good Quality

Approved by SUPR-U

April 13, 2016

Approved by SCAPA

April 27, 2016

Executive Summary

The site visit occurred on January 25 – 26, 2016. The consultants met with the Principal, Dean of Arts and Social Science (FASS), Department Chair and all fulltime faculty, Psychology students, FASS Administrative Assistant, Assistant Dean - Student Services, the Academic Advisors, Student Mobility Coordinator, Writing Services Coordinator, Director of Library and Learning Services, Research and Learning Support Officer, Student Internal Reviewer, and Internal Reviewer.

The consultants brought attention to the focus of the program on research and writing and identified this as an important strength of the program. Learning outcomes, with the integration of content instruction and problem-solving and critical thinking projects, are appropriate and achieved. The consultants recommended the development of several initiatives to support better communication with students concerning program progression and graduate school application procedures. The program structure and curriculum were considered appropriate although the consultants recommended development of a 2<sup>d</sup> year methods and statistics course. They also considered the issue of two introductory Psychology courses, one that integrates a lab component and is intended for students who will pursue a Psychology module, and one intended for non-psychology students.

The consultants commented on the limited resources of the Department; limited faculty resources and limited laboratory space. They did, however, also comment on the quality of instruction including that offered by the sessional instructors, all of whom have PhDs and have taught for 5 or more years at Huron.

The reviewers complimented the program for achieving quality outcomes and recognize this as a strong program, concluding with the statement that "Clearly the benchmarks for a quality undergraduate education are being realized within the Psychology programme at Huron University College..." (p. 10).

Significant Strengths of Program

The external consultants' report noted a set of significant strengths of the program. A particular strength, and hallmark of the curriculum, is the focus on research and writing skills, including exposure to experimental psychology practices in the first year experience. Furthermore, "At each year of instruction, courses integrate content instruction with problem-solving and critical thinking projects" (p. 2).

The external consultants also recognized the quality of the faculty as a significant strength, including the fact that all instruction, including that done by sessional instructors, is done by faculty holding PhDs and who have extensive teaching experience.

Recent programmatic enhancements that provide experiential learning opportunities and a connection with the community were also noted.

Suggestions for improvement & Enhancement

The consultants recommended that the Department reconsider offering Psychology 1100E, the first year Psychology course that integrates a significant lab component and is intended for students who plan to pursue a Psychology degree module at Huron. The Department, however, considers this course as important for establishing the research orientation of the Psychology program at Huron and in differentiating Huron's Psychology program from that at the constituent university and the other affiliated university colleges.

They also suggested that the Department continue and expand experiential learning opportunities, such as the partnership with the YMCA.

There was support for the Department to continue to broaden the range of courses offered, as well as the recommendation (noted under Recommendations) for a new 2nd year methods and statistics course.

The consultants suggested increased support for the Chair together with fewer committee duties for the Chair. Changes in this area, however, depend in part on negotiations with the Huron Faculty Association.

The consultants also recommended less reliance on sessional faculty and additional lab space for Psychology faculty and students. Since neither are outside of what is commonly found and are not required for program sustainability this is included here so that it is noted, rather than include as a recommendation required for program sustainability. Expansion of lab space and student space is part of the considerations included in discussion at Huron about a new Learning Commons and an expected capital campaign.

Recommendations required for Program sustainability:

<b>Recommendation</b>	<b>Responsibility</b>
Explore enhanced communications with students (e.g. assigning each Psychology student a faculty mentor).	Department
Develop a 2000-level methods and statistics course, in consultation with Psychology Departments on other Western campuses.	Department, EPC

### New Scholarships and Awards

#### Gregory Brandt Award in Constitutional Law (Law)

Awarded annually to a full-time student completing first year in the Faculty of Law who has attained the highest standing in Constitutional Law. The scholarship committee in the Faculty of Law will select the recipient each May. This award was established by a generous gift from Mr. Henry Ka-Shi Ho (JD Law '77) in honour of Gregory Brandt, Professor Emeritus in the Faculty of Law.

Value: 1 at \$1,500

Effective Date: 2015-2016 to 2019-2020 academic years inclusive

#### J. Malcolm Slack Earth Sciences Award (Earth Sciences)

Awarded annually to a full-time graduate student enrolled in a Masters or Doctoral Program in Earth Sciences, with preference given to a student who is specializing in research in the field of agrominerals. The student will be selected by a Committee in the Graduate Department of Earth Sciences. At least one member of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This award was established by Mrs. Carol Slack in memory of her husband, Mr. J. Malcolm Slack (BA '63, MBA '70).

Value: 1 at \$1,200

Effective Date: May 2016

*J. Malcolm Slack was a renowned mining engineer and executive. He was very passionate about research involving finding alternatives to conventional fertilizers. His research findings from 25 years ago, are still being utilized today in both mining and organic agriculture. He was a true visionary. Malcolm died in 2016 at age 82.*

#### Dr. Michael Yuhasz Leadership Award (Kinesiology)

Awarded annually to a full-time undergraduate student entering Year 4 in Kinesiology (minimum 70% average) who has a high level of involvement in extra-curricular activities such as varsity athletics, campus recreation or student government. The recipient should also demonstrate leadership, engagement, perseverance, and commitment to their studies and campus life—the characteristics that Dr. Michael Yuhasz exhibited. Candidates must submit a one-page statement outlining their leadership skills and involvement in extra-curricular activities to the School of Kinesiology by September 30<sup>th</sup>. The Scholarship and Awards Committee in the School of Kinesiology will select the recipient. This award was established by friends and colleagues to honour Dr. Michael Yuhasz (BA, Honors Physical Education, '50), and the many contributions he made to the discipline of physical education.

Value: 1 at \$1,500

Effective Date: 2016-2017 academic year

*Dr. Yuhasz was a graduate of Western's first Physical Education class in 1950 when he also played football, basketball and wrestled. He returned to Western in 1954 as a lecturer, moving through the ranks of Professor, Acting Dean in 1989, Chair of the graduate program, and then Professor Emeritus in 1993. He coached football for 16 years and wrestling for 13. He also directed the intramural program and started the first university physical fitness research laboratory in 1955. He received his PhD in Physical Education in 1962 from the University of Illinois, and was the first to do so in Ontario. His many honours include Western's coach of the year, the Canada Medal, a certificate of recognition for contributions to Olympic wrestling, long-service awards, and induction into Western's Wrestling and Sports Hall of Fame.*

Archaeological Dig Travel Award (Arts and Humanities, Classical Studies)

Awarded annually to a full-time graduate or undergraduate student in a Classical Studies program, based on academic achievement and financial need, to assist with travel costs to an archaeological site or archive. Preference will be given to graduate students, but undergraduates are encouraged to apply. An online application, provided by the Department of Classical Studies, that outlines travel plans and costs must be submitted by April 15th. The recipient will be selected by the Awards Committee in the Department of Classical Studies (one representative must hold current membership in the School of Graduate and Postdoctoral Studies). This award was established through various donations to the Department of Classical Studies.

Value: 1 at \$500

Effective Date: May 2015 to April 2018 inclusive (*with value to be reviewed in the final year*)

Men's Hockey Team (1985-1989) Award (Any Undergraduate or Graduate Program, Athletic Award [Men's Hockey])

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Men's Hockey team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Western Mustang Men's Hockey Team (1985-1989).

Value: 1 at \$4,500

Effective Date: 2016-2017 to 2019-2020 academic years (with value to be reviewed after this)

Freedom 55 Financial Athletic Leadership Award (Any Undergraduate or Graduate Program, Athletic Award [Varsity Team])

Awarded annually to full-time undergraduate (Year 2, 3 or 4) or graduate students (one male and one female) in any degree program at Western, including the Affiliated Colleges, who are student-athletes on a varsity team (with a minimum 80% average from the previous year), and have demonstrated outstanding leadership on and off the playing field or court. Candidates must be in compliance with OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coaches assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by a generous donation from Freedom 55 Financial, London Life Insurance Company.

Value: 2 at \$2,500

Effective Date: 2016-2017 to 2017-2018 academic years (with review of funding after this)

Pauline C. Stokes Music Award (Music)

Awarded annually to a full-time undergraduate student entering Year 2, 3 or 4 of a Bachelor of Music program, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Scholarship Review Subcommittee in the Don Wright Faculty of Music will select the recipient after the Registrar's Office assesses financial need. A recipient in one year will be eligible for selection in a subsequent year(s). This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.

Value: 1 at \$1,500

Effective Date: 2016-2017 academic year

Shamrock Foundation Continuing Award in Engineering (Engineering)

Awarded to two full-time undergraduate students entering Year 2 in the Faculty of Engineering, who have a minimum 70% average and demonstrated financial need. One award will be made to a female student and one to a male student. This award will continue into Year 3 and 4 provided that the recipient maintains an average of 70%, a full-time course load, and continues to demonstrate financial need each year. If the recipient enters a dual degree program, the award will continue for an additional year, providing they continue to meet the academic and financial criteria. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Scholarship and Awards Committee in the Faculty of Engineering will select the recipients after the Office of the Registrar has assessed financial need. Only two students can hold this award at any one time. If a student fails to retain the award, another student from the same year, who meets the criteria, will be selected. This award was established by a generous gift from Terrance Killackey (BESc '85) and Andrea Killackey (BESc '85), through their family foundation, the Shamrock Foundation.

Value: 2 at \$5,000

Effective Date: 2016-2017 to 2018-2019 academic years (a review of the award and funding will take place in the third year 2018-2019)

Joan Pemberton Global Opportunities Award (Education)

Awarded to a full-time student (undergraduate or graduate) in the Faculty of Education who is participating in a Western University international experience or study abroad program for which academic credit or approval from their department or faculty will be obtained. This includes academic exchange programs; approved study abroad programs; curriculum based international field courses/research, international community service learning; volunteer opportunities and internships led by Western University. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 full courses). Students may apply for this award in advance of being accepted into an eligible international learning program with receipt of the award contingent upon acceptance into the program. Students may only receive a Global Opportunities award once during their academic career at Western. Online applications are available on the Global Opportunities website, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on March 15th (for decisions in early May). The student will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn through their program of study and how they will be an effective Ambassador for Western. This award was established by a generous gift from Ms. Joan Pemberton (BA '55).

Value: 1 at \$2,000

Effective Date: 2015-2016 academic year only

*\*1,000 from the Donor will be matched by \$1,000 through the University Global Opportunities Matching Program.*

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING**

**(SCUP)**

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**Draft Indigenous Strategic Plan**

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**FOR INFORMATION**

1. **Draft Indigenous Strategic Plan**

The draft Indigenous Strategic Plan, attached in **Appendix 1**, is the product of lengthy and wide-ranging consultation and discussion. It is presented to Senate at this meeting to afford Senators the opportunity for input. The final plan will be brought to Senate and Board for approval in the fall.

Additional information may be found at: <http://www.indigenoustrategicplan.uwo.ca>

WESTERN  
UNIVERSITY

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**Indigenous  
Strategic Plan**  
(DRAFT)

April 2016



# Land Acknowledgement

Western University is situated on the traditional land of the Anishinaabeg, Haudenosaunee, Lenape and Attawandaron peoples who have longstanding relationships to the region of southwestern Ontario and the City of London. In close proximity to Western, there are 3 local First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population. Western recognizes the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America) to the development of Canada.



## Context for Western's Indigenous Strategic Plan

### THE GLOBAL CONTEXT

An exciting paradigm shift is taking place in Indigenous research, scholarship and education at postsecondary institutions in Canada and around the world. Now more than ever, Indigenous scholars, communities and organizations are participating in the creation of research and teaching on matters of direct relevance to their communities<sup>2,4</sup>. Where education was once seen as a tool of oppression within Indigenous communities, for many, education is now seen as the “New Buffalo” and a tool for empowerment<sup>8</sup>. This Indigenous scholarship movement embraces research and pedagogical approaches that privilege Indigenous knowledges and ways of doing, making meaningful space for Indigenous learners and scholars to achieve success in postsecondary education<sup>5,6</sup>.

On the global stage, the emergence of Indigenous scholarship has been fostered through a steadily growing presence of Indigenous scholars, staff and administrators in academic institutions. Increases in Indigenous representation across institutions fosters the Indigenous-led development of respectful and inclusive curricula, student service programming and research innovation, with a goal of creating culturally safe spaces within post-secondary environments that will nurture the social, cultural and educational needs of Indigenous students<sup>6,8</sup>. This movement is expanding the possibilities for Indigenous learning within postsecondary institutions. It does so by incorporating curriculum that is inclusive of Indigenous value systems, languages, and ways of knowing. Indigenous scholarship calls for the development of space within post-secondary institutions that will value the diverse representations of Indigenous communities, including their complex histories.<sup>4,6,9</sup>

## CONTEXTUALIZING INDIGENOUS INEQUITY IN CANADA

Indigenous peoples are vastly under-represented in Canada's postsecondary education system as students, professors, staff and administrators<sup>7</sup>. Disparities in educational attainment and a number of other health and social indicators have manifested from a long history of oppression, systemic racism, and discrimination. The residential school system was one manifestation through which education was misused as a tool of oppression, assimilation and abuse. Contemporary products of Canada's colonial history and the residential school system include unequal access to resources such as education, training and employment, social and health care facilities, and limited access to and control over lands and resources<sup>1,3</sup>.

While First Nations children are staying in school longer than in the recent past, there remains a lag in completion rates at all levels of education in comparison to the non-Aboriginal population. According to the 2012 Aboriginal Peoples Survey, 72% of First Nations people aged 18 to 44 living off reserve had completed the requirements for a high school diploma or equivalent, compared to 89% among non-Aboriginal peoples aged 18 to 44 in 2013. According to the 2011 Canadian National Household Survey, 9.8% of 25 to 64 year old individuals identifying as Aboriginal had completed a university degree, compared to 26.5% of the non-Aboriginal population of the same age, with trends showing that younger Aboriginals are seeking higher levels of postsecondary education than previous generations.

## SEEDING THE ROOTS FOR POSITIVE CHANGE: RECONCILIATION IN POSTSECONDARY EDUCATION

In June 2015, the Truth and Reconciliation Commission (TRC) released a report and set of 92 recommendations to contribute to truth, healing and reconciliation following the traumatic individual, inter-generational, and socio-political impacts of residential school systems in Canada.

“ To the Commission, reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country....In order for that to happen, there has to be awareness of the past.... Without truth, justice, and healing, there can be no genuine reconciliation. Reconciliation is not about “closing a sad chapter of Canada’s past,” but about opening new healing pathways of reconciliation that are forged in truth and justice.”<sup>11</sup>

(Sinclair, Truth and Reconciliation Commission, 2015: 10)

Justice Murray Sinclair has repeatedly highlighted how “it was the educational system that has contributed to this problem in this country, and it’s the educational system that will [be the solution].” The TRC made 11 recommendations specifically for postsecondary institutions, with heavy emphasis placed on the development of curriculum in medical and law schools<sup>10</sup>.

In November 2015, university presidents from across Canada came together with Indigenous leaders, Indigenous student leaders, and Indigenous scholars at the University of Saskatchewan to discuss how universities could respond to the TRC’s calls to action. This meeting recognized institutional responsibilities of universities for fostering reconciliation through systemic, social and ideological changes that will make universities culturally safe and responsive spaces for Indigenous people.

Western University recognizes its role and responsibility in responding to calls to action from the Truth and

Reconciliation Commission, and the importance of creating a culturally safe, respectful, and empowering environment for Indigenous peoples across all levels of the institution. Indigenous faculty, staff, students and community members have played a crucial role as partners and strong voices informing our goals and priorities moving forward, and will be important partners in realizing the goals set out in this document. This plan summarizes themes, ideas and goals that were informed by vast consultation with the Western community and local Indigenous communities. Advancing reconciliation at Western will be driven by commitment and action from leaders across the institution, constant engagement and partnership with Indigenous staff, faculty, students and communities, and a recognition that all members of our campus community have a role to play in advancing this important work. It is within the spirit of reconciliation that we present Western's first Indigenous Strategic Plan.

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# Vision, Purpose, and Guiding Principles

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## Vision

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Indigenous peoples are engaging in all levels of work, study and research at Western University enriching campus life for the benefit of all.

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## Purpose

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Western University will elevate Indigenous voices and agency to engage all faculty, staff, students and communities in advancing excellence in Indigenous research, education, and campus life.

### GUIDING PRINCIPLES

The Western Community includes all undergraduate and graduate students, postdoctoral scholars, staff, faculty members, and administration. We value:

**Academic Excellence:** Taking Indigenous approaches to leadership and learning, striving toward excellence in teaching, research, and scholarship, and being a leader in Indigenous postsecondary education.

**Balance:** All members of the Western community working toward developing mutually beneficial and reciprocal relationships with Indigenous communities both within and outside campus, as the foundation from which institutional growth and change occurs. This approach recognizes that meaningful relationships require time, open listening, and commitment.

**Collaboration:** Working together as a collective community to build partnerships that increase Indigenous voices and agency, and promoting the reclamation of Indigenous peoples' personal and professional decision-making capacities.

**Diversity:** Indigenous learners are different and distinct with respect to their experiences, ideas, perspectives, and learning needs. Indigenous communities are similarly diverse in linguistic, cultural, social, and political goals and values.

**Equity and Inclusion:** Indigenous peoples' experiences are shaped by many complex historical and social factors, making proactive Indigenous initiatives necessary to eliminate barriers and ensure equal access to postsecondary education at the undergraduate and graduate levels. Inclusive education understands that academic programs, student services, and research opportunities are most effective when they are relevant to Indigenous peoples' needs.

**Interconnection:** We are all connected to the local context as well as the land and place we now call Canada. It is our collective responsibility to understand our shared Canadian history,

and play a role in facilitating reconciliatory relationships between Indigenous and non-Indigenous peoples. Interconnection often calls for people to develop cultural competencies for working respectfully and effectively with Indigenous peoples.

**Personal and Cultural Identity:** Recognizes and supporting Indigenous students, staff, and faculty members’ personal, cultural, and community identities, and understanding and valuing the inherent responsibilities that accompany indigeneity.

**Respect:** Recognizing the complex and diverse nature of Indigenous knowledge systems and languages, and the need to foster congruence between Indigenous paradigms and academic worlds. Respect also requires the recognition and support of Indigenous peoples’ inherent constitutional rights to self-determination.

# Strategic Directions

Western’s Indigenous Strategic Plan will advance Indigenous initiatives under the following broad strategic directions. These are not represented in priority order. Each is recognized as of equal importance to accomplishing outcomes associated with this Strategic Plan.

Strengthen and build relationships with Indigenous communities	Page 7
Nurture an inclusive campus culture that values Indigenous peoples, perspectives, and ways of knowing	Page 7
Enhance Indigenous students’ experience at Western	Page 8
Achieve excellence in Indigenous research and scholarship	Page 10
Excel in Indigenous teaching and learning	Page 11
Indigenize Western’s institutional practices and spaces	Page 12
Become a university of choice for Indigenous students	Page 13
Increase Indigenous representation in staff and faculty complement	Page 14



# Indigenous Strategic Plan Goals Chart

BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
<p><b>Strengthen and build relationships with Indigenous communities</b></p>	<p>Grow Indigenous youth outreach and pre-university programming in areas of needs.</p>	<p>Sustain existing youth outreach programs such as the Mini University program, and develop new youth outreach programs.</p> <p>Focus on underrepresented areas such as Science, Technology, Engineering and Medicine (STEM) disciplines, day programs for youth under 12, and Indigenous male youth outreach.</p>
	<p>Expand partnerships with Aboriginal institutes and community colleges provincially and nationally.</p>	<p>Maintain and grow Western’s position within the university consortium with Six Nations Polytechnic.</p>
	<p>Develop mutually beneficial partnerships with Indigenous communities and organizations.</p> <p>Actively focus on Indigenous relations and foster ongoing Indigenous community engagement.</p>	<p>Increase sponsorship of community events and programs.</p> <p>Enhance communications between Western University and Indigenous communities.</p> <p>Dedicate staff to build sustainable relationships with Indigenous communities and stakeholders.</p> <p>Expand off-campus and community-based language course offerings and language revitalization initiatives in partnership with Indigenous communities.</p>
<p><b>Nurture an inclusive campus culture that values Indigenous peoples, perspectives, and ways of knowing</b></p>	<p><b>Students</b></p> <p>Build awareness about Indigenous peoples, cultures and histories among all Western students.</p> <p>Celebrate and reward leadership among Western students, staff and faculty members in the area of Indigenous initiatives.</p>	<p>Develop informal and formal learning opportunities for all Western students to learn more about Indigenous peoples, cultures and histories (e.g. embed Indigenous perspectives into co-curricular leadership education programs and community engaged learning opportunities, support Indigenous Awareness Week, etc.).</p> <p>Seek funding to develop online learning modules on a variety of topics related to Indigenous peoples and cultures that can be embedded in curricular and co-curricular learning experiences.</p>

BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
		<p>Create experiential learning opportunities and programs for all Western students in partnership with Indigenous communities and organizations (e.g. Alternative Spring Break, co-operative education, internships, international exchanges).</p> <p>Develop and offer Indigenous cultural competency training to Western student leaders (e.g. student staff, volunteers, Soph leaders).</p>
	<p><b>Staff and Faculty</b></p> <p>Build awareness and cultural competencies for working effectively with Indigenous peoples and cultures among all Western faculty and staff members.</p>	<p>Develop a campus-wide cultural competency training program geared toward different groups at Western (e.g. senior administration, faculty and staff members).</p> <p>Provide tailored training to student-facing roles such as academic counsellors and front-line staff supporting student mental health.</p> <p>Partner with key stakeholders (eg. Teaching Support Centre, Equity and Human Rights Services, Learning and Development, Continuing Studies) on developing and offering cultural competency training.</p> <p>Develop an 'Indigenous Purple Guide' to assist staff and faculty members in working with Indigenous students.</p>
	<p>Provide sustainable and ongoing support for Western's Elders in Residence program</p>	
<p><b>Enhance Indigenous students' experience at Western</b></p>	<p>Support Indigenous students' successful transition, retention, and completion of their degrees.</p> <p>Expand holistic and culturally-relevant counselling, student supports, and space available through Indigenous Services.</p> <p>Expand career development opportunities and supports for transitioning to the workforce for Indigenous students.</p> <p>Create a welcoming and inclusive learning environment for Indigenous students at Western.</p>	<p>Increase culturally-relevant counselling supports for Indigenous students with special attention on mental health needs; provide increased resources to support counselling available through Indigenous Services.</p> <p>Support and grow academic transition programs for incoming Indigenous students at the undergraduate and graduate levels (e.g. orientation program/residence practices).</p> <p>Enhance experiential learning opportunities (see Excel in Indigenous Teaching and Learning section).</p>

BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
		Increase spaces for Indigenous students to gather, meet and study (indoor and outdoor), including but not limited to Indigenous Services.
	Increase supports for Indigenous student groups at Western.	Support the sustainability of the First Nations Student Association (FNSA) club.  Support and grow Western's Supporting Aboriginal Graduate Enhancement (SAGE) group/chapter.
	Support the unique needs faced by Indigenous students navigating a university environment (financial, housing, etc.)  Address unique needs of Indigenous student sub-groups (e.g. mature students, parents, students with disabilities, LGBTQ students).	<p><b>Housing Needs</b></p> <p>Create Indigenous-specific residence options for Indigenous students that accommodate cultural needs and offer safe learning communities.</p> <p><b>Financial Needs</b></p> <p>Conduct a comprehensive review of Western's financial profile system to reduce systemic barriers faced by Indigenous students.</p> <p>Increase financial supports for Indigenous students by developing new scholarships, bursaries, emergency funding and grant options.</p> <p><b>Family Needs</b></p> <p>Explore affordable childcare options for Indigenous students with dependents.</p> <p><b>Students with Disabilities</b></p> <p>Streamline processes for students who require accommodation.</p>
	Nurture ongoing relationships with Western's Indigenous alumni.	Track and identify Indigenous alumni.  Develop an Indigenous alumni chapter/group.  Host an Indigenous Homecoming event.  Profile and celebrate successful Indigenous alumni.

BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
<p><b>Achieve excellence in Indigenous research and scholarship</b></p>	<p>Advance Indigenous research and scholarship at Western with local, regional and global relevance.</p> <p>Celebrate and reward research in Indigenous areas.</p> <p>Foster innovative and collaborative community-based research partnerships with Indigenous communities that meet community needs.</p> <p>Ensure research with Indigenous communities and peoples is conducted in an ethical and responsible manner.</p>	<p>Establish a cross-faculty and/or collaborative Indigenous Research Centre (eg. a Centre of Excellence in Indigenous Education).</p> <p>Create and enhance opportunities for undergraduate students to conduct community-based research in Indigenous communities</p> <p>Coordinate an annual Indigenous Research Day to profile Indigenous research at Western and connect campus members working in the space.</p> <p>Offer an international summer school on Indigenous Scholarship for graduate students and emerging scholars which could include Indigenous community researchers.</p> <p>Centralize communication vehicles relating to Indigenous research activities at Western. Create a one-stop shop for information about Indigenous research activities.</p> <p>Create Indigenous Research Chair positions.</p> <p>Create Indigenous Visiting Scholar opportunities.</p> <p>Create internal competitive funding opportunities to promote Indigenous research activities at Western.</p> <p>Review Western's ethical review process and guidelines for conducting research with Indigenous communities and peoples to ensure it promotes research while protecting and respecting Indigenous peoples and their communities.</p> <p>Create a webinar that educates scholars on conducting respectful and ethical research with Indigenous communities.</p> <p>Grow Western's Indigenous Health and Wellbeing Initiative Summer School program.</p>

BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
<p><b>Excel in Indigenous teaching and learning</b></p>	<p>Increase all students' knowledge of Indigenous people and cultures through inclusion of Indigenous content, methods, and approaches in academic programs and courses.</p>	<p>Sustain, grow and celebrate Western's First Nations Studies program.</p> <p>Explore strategies to increase Indigenous content across undergraduate programs. (eg. Embedding Indigenous content into foundational undergraduate courses using common learning outcomes).</p> <p>Leverage expertise from First Nations Studies to assist the University as it moves forward with increasing students' knowledge of Indigenous peoples.</p> <p>Sustain, grow and celebrate the Faculty of Education's Aboriginal Educational graduate program.</p> <p>Increase Indigenous content in the Bachelor of Education program.</p> <p>Develop a new collaborative program in Indigenous scholarship at the graduate level.</p> <p>Actively promote an inventory of Indigenous-related academic programs and courses offered at Western through a central website on Indigenous initiatives.</p>
	<p>Expand reciprocally beneficial, community-defined experiential learning opportunities available to all Western students in partnership with local Indigenous communities, including community placements, community engaged learning opportunities, internships and co-operative education.</p> <p>Increase course offerings available (open access or fee-based) to Indigenous community members.</p>	<p>Develop new partnerships with Indigenous communities to offer reciprocally beneficial community-based experiential learning opportunities (e.g. international experiences, engage Western, community engaged learning courses)</p> <p>Streamline administrative processes for enrolment in community-based course offerings open to Indigenous community members.</p> <p>Enhance community involvement and partnership in development of additional community-based course offerings.</p>
	<p>Embrace Indigenous pedagogical practices for use in classrooms.</p>	<p>Develop and offer training to faculty members on Indigenous pedagogical practices in the classroom (e.g. narrative / storytelling approaches, Elders, land-based learning).</p>

BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
	<p>Support and enhance existing and new language revitalization initiatives through the Centre for Research &amp; Teaching of Native Languages.</p>	<p>Emphasize critically endangered languages to support cultural survival.</p> <p>Provide independent study opportunities in Indigenous languages for students.</p> <p>Provide office space for language instructors.</p> <p>Act as a hub for community learning initiatives and community services, as well as repatriation of materials.</p>
<p><b>Indigenize Western's Institutional Practices and Spaces</b> (Governance, Funding, Policies, Procedures and Facilities)</p>	<p><b>Governance</b></p> <p>Support the awareness, role, and engagement of Western's Indigenous Postsecondary Education Council (IPEC) on matters related to Indigenous peoples / initiatives.</p> <p>Encourage Indigenous representation on Western's Board of Governors and Senate.</p> <p>Strengthen partnerships with Affiliated Colleges in relation to Indigenous initiatives.</p>	<p>Strike a Provost Task Force to explore the implementation of the Truth and Reconciliation Commission (TRC) recommendations and affirm institutional commitment.</p> <p>Encourage representation of an Indigenous community leader on Western's Board of Governors.</p> <p>Strike a senate working group on Indigenous education; submit semi-annual reports from the Indigenous Postsecondary Education Council through this committee and/or the Senate Committee on Academic Policy and Awards (SCAPA)</p>
	<p><b>Funding</b></p> <p>Allocate sustainable operational funding to support core services for Indigenous students, and implementation and monitoring of the Indigenous Strategic Plan.</p> <p>Advance philanthropic and government fundraising efforts to support growth of Indigenous initiatives at Western.</p>	<p>Set clear and aspirational fundraising targets for Indigenous initiatives at Western.</p> <p>Actively seek grant funding opportunities to support Indigenous initiatives across campus.</p>
	<p><b>Policies and Procedures</b></p> <p>Create new and/or review existing Western policies and procedures as they relate to Indigenous peoples (eg. Employment Equity Policy (MAPP 3.2) and employee agreement articles on employment equity).</p>	<p>Create an Indigenous cultural practices policy and/or procedure to accommodate smudging and sacred fires at Western.</p> <p>Review and update Western's academic accommodation policy to recognize Indigenous ceremonial obligations.</p> <p>Review and update of Western's employment accommodation policies and practices to ensure recognition of and accommodation for Indigenous ceremonial obligations.</p>

BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
		<p>Acknowledge traditional territories in convocation, public documents, plaques, website, and formal activities of the University.</p>
	<p><b>Facilities</b></p> <p>Increase Indigenous gathering spaces at Western.</p> <p>Increase the presence of Indigenous cultures, languages and symbols across Western.</p>	<p>Increase dedicated gathering spaces for Indigenous people at Western; intentionally consider use of facilities for Indigenous cultural ceremonies and gatherings in campus master plans.</p> <p>Increase visibility of Indigenous symbols and artwork, outdoor sculptures and naming of buildings across the campus.</p> <p>Increase outdoor spaces for Indigenous people to gather and conduct cultural practices (e.g. fire pit for sacred fires, outdoor pavilion, Indigenous food and medicine garden).</p>
	<p><b>Communications</b></p> <p>Enhanced centralized communications tools and development of an institutional communications plan with regards to Indigenous initiatives.</p>	<p>Create a central website with direct link from Western's homepage to profile Indigenous initiatives across campus.</p>
<p><b>Become a university of choice for Indigenous students</b></p>	<p>Enhance supports for prospective Indigenous student applicants.</p> <p>Increase special admission pathways and representation of Indigenous students across all Faculties at the undergraduate and graduate levels, with particular focus on underrepresented areas.</p>	<p>Dedicate core funding for staff positions to support Indigenous student recruitment initiatives.</p> <p>Develop a comprehensive Indigenous student recruitment strategy to increase Indigenous student applicants, with expanded focus on graduate students locally, provincially and nationally.</p> <p>Enhance Indigenous communication strategies and partnerships to increase Western's presence in Indigenous communities locally, regionally and nationally.</p> <p>Conduct a program review to enhance Western's undergraduate Aboriginal Admission Access Category and program partners.</p> <p>Actively promote existing and develop new accessible entry options for Indigenous applicants in professional programs (e.g. Medicine, Dentistry, Law, Occupational Therapy).</p>

BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
		<p>Explore innovative recruitment strategies to increase Indigenous graduate student representation (e.g. entry scholarships, self-identification question in the application process, and creation of an Indigenous collaborative masters' program).</p>
<p><b>Increase Indigenous representation in staff and faculty complement</b></p>	<p><b>Staff Members</b></p> <p>Increase Indigenous staff members working at Western in underrepresented employee groups.</p>	<p>Review and enhance Western's employment equity policy.</p> <p>Develop an Indigenous employee recruitment and retention strategy including aspirational targets and benchmarks over the next five years.</p> <p>Work in partnership with employee groups to increase accessibility; review and revise equity articles and statements in various employee agreements.</p> <p>Explore hiring an Indigenous human resources consultant to support targeted outreach, partnership building, training of hiring managers, and recruitment of Indigenous peoples in targeted areas.</p> <p>Establish a network of Western faculty and staff who have relationships with Indigenous communities, which can act as a gateway for communications regarding relevant initiatives and employment opportunities.</p> <p>Promote relevant employment opportunities in Indigenous communities through a centralized Indigenous communications plan.</p>

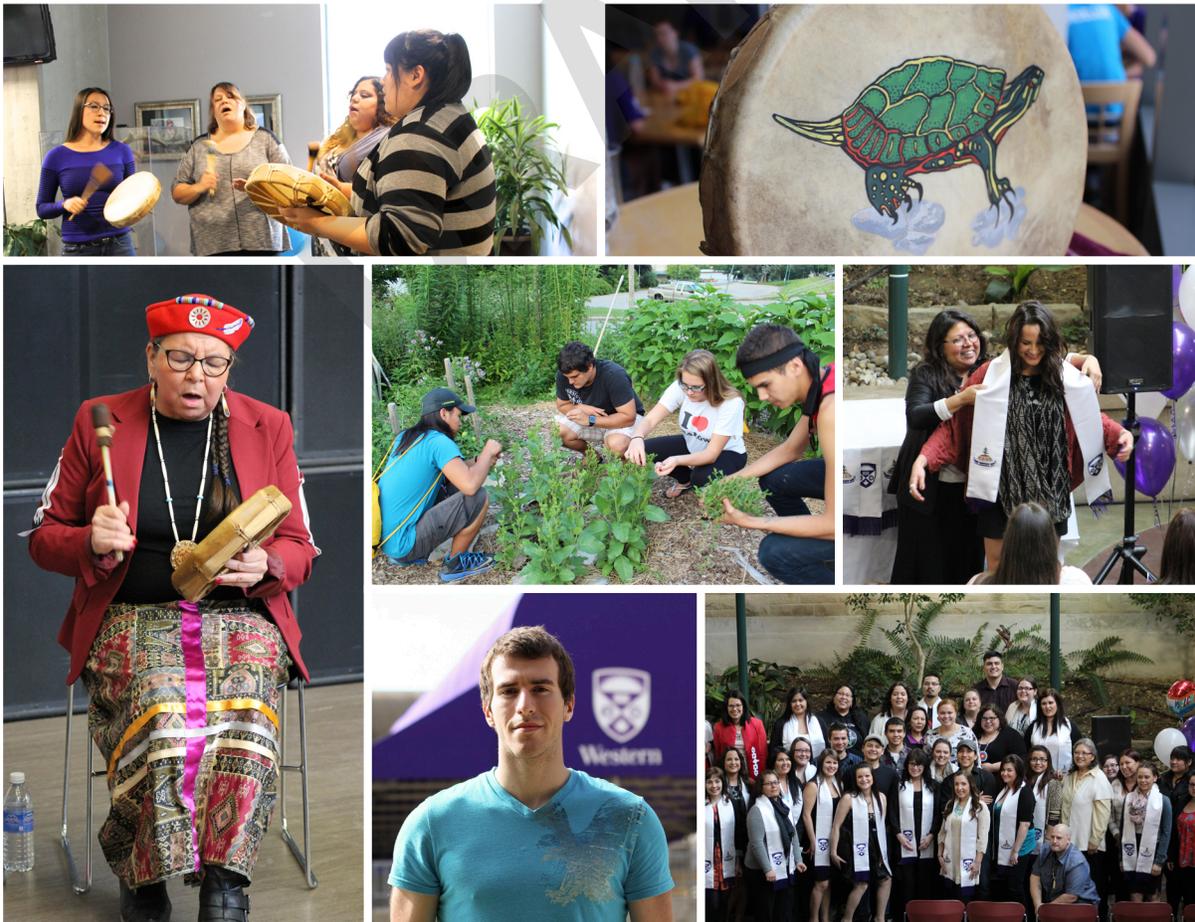
BROAD STRATEGIC DIRECTIONS	GOALS	STRATEGY SUGGESTIONS
	<p><b>Faculty Members</b></p> <p>Increase Indigenous faculty members across all faculties at Western, particularly in underrepresented areas.</p> <p>Through promotion and tenure, and annual performance review processes, recognize additional demands placed on time and workload of Indigenous faculty members through involvement in a number of activities that support Indigenous education and scholarship across the institution, including:</p> <ul style="list-style-type: none"> <li>• Guest lectures</li> <li>• Community based work</li> <li>• Planning / consulting / developing new courses and Indigenous content across the university</li> <li>• Academic advising / support for students</li> <li>• Ongoing expectation to consult on Indigenous- related issues</li> </ul>	<p>Develop and implement a strategy to increase recruitment and retention of Indigenous faculty members working at Western (pipeline development / talent acquisition strategy, mentorship programs).</p> <p>Work with Joint Employment Equity committee to assess the efficacy of the current employment equity article in UWOPA collective agreement.</p> <p>Review strategies to reduce gap in Aboriginal peoples' representation (e.g. training of appointment committees, review and revise Employment Equity guide).</p> <p>Conduct a market analysis to determine key disciplinary areas of focus, and work to promote specific faculty positions within Indigenous communities.</p> <p>Expand definitions of service within faculty workload at Western to capture unique demands placed on Indigenous faculty members.</p> <p>Recognize in workload specifications the unique time demands involved in, and diverse research products of, conducting community based research with Indigenous peoples (eg. relationship and partnership building, ethical review process, applied research products)</p> <p>Increase training and supports available to Annual Performance Review Committees to recognize the specific demands articulated in this section.</p>

# Implementation & Accountability

While developing a plan is very important the real work begins after it is adopted, making it come to life at Western. Western Faculties, departments and administrative units will be encouraged to connect their internal plans and priorities with the Indigenous Strategic Plan.

## UNIVERSITY PLANS AND INITIATIVES RELEVANT TO IMPLEMENTATION OF THE INDIGENOUS STRATEGIC PLAN INCLUDE:

- Provost Task Force on the Implementation of the Truth & Reconciliation Commission (TRC) recommendations and Indigenous Strategic Plan goals and priorities, which will be established upon the launch of the Indigenous Strategic Plan
- Strategic Mandate Agreement (SMA)
- Strategic Enrolment Management (SEM) Framework
- Interdisciplinary Development Initiative (IDI) in Applied Indigenous Scholarship
- Joint Employment Equity Committee
- Western University Institution-wide Learning Outcomes
- Campus Master Plan
- Open Space and Landscape Plan
- Unit and Academic Strategic Plans



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**Report to Senate of the Academic Colleague, Council of Ontario Universities  
Erika Chamberlain, May 2016**

FOR INFORMATION

There was a meeting of the full Council on 7 April 2016 at Ryerson University. This was preceded by the Annual Dinner on April 6, at which departing Colleagues and Executive Heads were honoured.

The primary agenda item was a presentation on a proposed sector-wide communications plan. We heard of some misperceptions about universities (eg., that they are inward-looking institutions, that they don't prepare students for jobs), and of the need to more clearly articulate the value of a university education. While the "Research Matters" campaign has been successful in several areas, it does not necessarily resonate with the broader population or with parents of school-aged children.

It was suggested that there should be a transition to a "University Matters" campaign, which would place more stress on the benefits of universities to undergraduate students. Among other things, this would align well with Sue Herbert's report, *Focus on Outcomes – Centre on Students: Perspectives on Evolving Ontario's University Funding Model*. Further, the current provincial government has clearly demonstrated its interest in the academic and financial needs of undergraduates.

Among Academic Colleagues, there was some concern that a focus on job readiness would downplay some of the factors that make universities unique from colleges or other training programs. We discussed how we might emphasize our strengths, including the integration of teaching and research, and the development of problem-solving skills, innovation and discovery among our students.

## **Report to Senate from the Board of Governors**

### **FOR INFORMATION**

The Board of Governors met on April 21, 2016. Attached is a full list of items received for approval or information from the Board's standing committees and from Senate. Documentation for these items can be found at:

[http://www.uwo.ca/univsec/pdf/board/minutes/2016/Board\\_Agenda\\_April\\_21\\_Open\\_Session.pdf](http://www.uwo.ca/univsec/pdf/board/minutes/2016/Board_Agenda_April_21_Open_Session.pdf)

### **Highlights:**

#### **1. Financial Matters**

On the recommendation of the Property & Finance Committee, and with the advice of Senate, the Board approved the proposed operating and capital budgets and tuition fees for 2016-17. The Board also approved ancillary fees, and fees requested by student organizations (USC, SOGS, MBAA, HBAA) and the Student Services Committee for the coming year.

Other financial reports and updates received by the Board for information included:

- Report of the Investment Committee
- Quarterly Report on Fundraising
- Quarterly Financial Report (Operating Budgets)

#### **2. Governance Matters**

The Board received a comprehensive report from its By-Laws Committee concerning steps taken to date to implement recommendations contained in the Report of the Task Force on Governance, which was approved in principle by the Board in November 2015

#### **3. Risk Management Matters**

The Board received, for information, the annual report of the Campus Community Police Service, the annual report of the Working Group on Information Security (via the Senate report), and the annual report of the University Ombudsperson.

#### **4. Other Matters**

##### *(a) Affiliation Agreement with the Museum of Ontario Archaeology*

The new affiliation agreement will allow the Museum more independence and flexibility in its operations while maintaining the academic and research relationship between the two institutions. The proposed agreement provides for the following substantive changes from the previous agreement:

- (a) Western will appoint only one member of the Museum's board (rather than five) and will no longer approve the entire board.
- (b) Western will transfer legal and fiduciary responsibility for the management of the Jury Funds and the Lawson Fund to the Museum.
- (c) The Museum will move to managing its own finance and HR functions (currently provided by Western) and will maintain the option to purchase additional services from Western.
- (d) The Museum budget will not be submitted to Western for approval.

(b) *Code of Student Conduct Review Committee*

The Code of Student Conduct, which deals with non-academic disciplinary matters, is due for review. A review committee has been struck with membership as follows:

A Dean or Associate Dean appointed by the President (Chair)  
Associate Vice-President, Student Experience  
Associate Vice-President, Housing and Ancillary Services (or designate)  
Vice-Provost (Graduate & Postdoctoral Studies) (or designate)  
Chair, University Disciplinary Appeals Committee  
President of USC (or designate)  
President of SOGS (or designate)  
University Legal Counsel  
Associate University Secretary

Dean Iain Scott, Faculty of Law has agreed to chair the review committee.

**SUMMARY OF AGENDA ITEMS – April 21, 2016 - OPEN SESSION**

Adoption of Agenda	ACTION
Report of the President	INFO
Unanimous Consent Agenda – Appendix I	ACTION
Minutes of the Meeting of January 28, 2016 – Open Session	ACTION

**Report of the Property & Finance Committee- Appendix II**

2016-17 University Operating and Capital Budgets	ACTION
Student Fee-Funded Units, Ancillaries and Academic Supports	ACTION
Student Organization Fee Proposals 2016-17	ACTION
Annual Report and Recommendations of the Student Services Committee	ACTION
Beryl Ivey Chair in One Health – Renaming and Revised Terms of Reference	INFO
Neil McKenzie Chair in Cardiac Care	INFO
Vickie Blair Fellowship in Vascular Surgery – Name Change	INFO
Sheldon W. Weinstein Chair in Diabetes Research – Amendments to Terms of Reference	INFO
Quarterly Financial Report (Operating Funds) – Results to January 31, 2016	INFO
Investment Committee Report	INFO
Investment Committee Membership	INFO
New Scholarships	INFO

**Report of the By-Laws Committee- Appendix III**

Amendment to By-Law No.1 – Paragraph F.1 – Attendance	ACTION
Special Resolution No.3 – Banking – Revisions to Officer Titles	ACTION
Governance and By-Laws Committee – Draft Terms of Reference	INFO
Implementation of the Report of the Governance Review Task Force	INFO

**Report of the Senior Operations Committee – Appendix IV**

Affiliation Agreement with the Museum of Ontario Archaeology	ACTION
Code of Student Conduct Review Committee	ACTION
Appointments to University Discipline Appeals Committee (UDAC)	INFO
Appointment to Audit Committee	INFO

**Report of the Audit Committee – Appendix V**

Campus Community Police – 2015 Annual Report	INFO
Western Office of the Ombudsperson Annual Report 2014-15	INFO

**Report of the Fundraising & Donor Relations Committee – Appendix VI**

Fundraising Activity Quarterly Report to January 31, 2016	INFO
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**Items Referred by Senate - Appendix VII**

2016-17 University Operating and Capital Budgets	INFO
2016 Entrance Standards for Undergraduate First-Year Admissions	INFO
Five Year Enrolment Projections	INFO
Report on Year One Class and Entering Averages	INFO
Performance Indicators Report	INFO
Report from the Provost’s Task Force on University Budget Models	INFO
Report of the Graduate Funding Subcommittee on the Provost’s Task Force on Budget Models	INFO
Working Group on Information Security (WGS) 2015 Annual Report	INFO
Report of the Academic Colleague	INFO
Teaching Award Recipients 2015	INFO
Report of the Honorary Degrees Committee	INFO
Board Report on Senate Agenda	INFO