SENATE AGENDA

1:30 p.m., Friday, November 17, 2017
Arts and Humanities Building, Rm 1R40

The Land Acknowledgment will be read at the beginning of the meeting.

1.   **Minutes of the Meeting of October 20, 2017**

2.   Business Arising from the Minutes

3.   Report of the President – **EXHIBIT I**   (A. Chakma)

4.   Unanimous Consent Agenda – **EXHIBIT II**

5.   Reports of Committees:
     Operations/Agenda - **EXHIBIT III**   (M. Milde)
     Academic Policy and Awards - **EXHIBIT V**   (J. Hatch)
     University Planning - **EXHIBIT VI**   (J. Deakin)

6.   Report of the Academic Colleague – **EXHIBIT VII**   (E. Chamberlain)

7.   Announcements – **EXHIBIT VIII**

8.   Discussion and Question Period

9.   New Business

10. 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

UNANIMOUS CONSENT AGENDA
FOR ACTION

OPERATIONS/AGENDA COMMITTEE
FOR INFORMATION
Regulations governing Senate and Board student elections – Revision
Senate Election Schedule for Spring 2018
Senate Minutes – September 22, 2017

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)
FOR ACTION
Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) Program
School of Graduate and Postdoctoral Studies: Revisions to the Psychology Graduate Program (MSc and Phd)
Schulich School of Medicine & Dentistry, School of Dentistry: Revisions to the Admission Requirements of the DDS Program
Faculty of Science, Department of Chemistry: Revisions to the Chemistry Modules
Faculty of Social Science, Department of History: Revisions to the Minor in American Studies
Introduction of a 2+2 Program between Central South University, China, and Western University
King's University College: Introduction of the KEY (King's Enhanced Year) Program
Western Continuing Studies: Revisions to the Certificates and Diplomas Policy (Removal of Application Dates)

FOR INFORMATION
Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)
Faculty Undergraduate Sessional Dates 2018 and 2019
New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)
FOR ACTION
Arthur Labatt Family Chair in Nursing – Name Change and Change in Terms

FOR INFORMATION
Discontinuation of Dancap Private Equity Faculty Fellowships

REPORT OF THE ACADEMIC COLLEAGUE
FOR INFORMATION
Report on a recent meeting

ANNOUNCEMENTS
FOR INFORMATION
Academic Administrative Appointments

MINUTES OF THE MEETING OF SENATE

OCTOBER 20, 2017

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

SENATORS: 64

R. Andersen	A. Hrymak	I. Paul
W. Avusuglo	C. Jones	W. Pearson
P. Barmby	P. Jones	A. Ray
G. Belfry	D. Jorgensen	D.R. Sainani
P. Bishop	A. Katz	P. Schmidt
M. Blackwood	L. Kim	V. Schwean
A. Bowlus	J. Knowles	Z. Sinel
T. Carmichael	G. Kopp	J. Siou
A. Chakma	D. Kotsopoulos	V. Staroverov
E. Chamberlain	K. Kwan	T. Straatman
C.L. Chambers	D. Laird	G. Tigert
A. Chant	L. Logan	S. Trosow
L. Charland	E. Macpherson	M. Viczko
R. Collins	J. Matthews	E. Walsh
M. Crossan	A. Meyer	J. Wihlidal
R. Datta	J. Michalski	M. Wilson
P. Doyle	M. Milde	B.A.Younker
J. Garland	K. Miller	S. Yousafzai
C. Hardy	J. Mitchell	P. Yu
Y. Hassan	K. Myers	K. Zhou
J. Hatch	V. Nielsen	
B. Hill	C. Olivier	

Observers: M.B. Bonn, K. Campbell, J. Doerksen, J. Esseltine, S. Pitel, J. Sadler, T. Solebo, J. Weese

By Invitation: P. Simpson

Land Acknowledgement

E. Walsh read the Land Acknowledgement.

S.17-197   **Welcome to the New University Secretary**

On behalf of Senate, the Chair welcomed Kathleen Kwan, Western's new University Secretary, to Senate.

S.17-198   **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of September 22, 2017, were approved as circulated.   In response to concerns about the minutes, the Secretary agreed to listen to the recording of the September 22, 2017 meeting and make a determination, which will be reported to Senate for information through the Operations/Agenda Committee.

S.17-199   **REPORT OF THE PRESIDENT** [EXHIBIT I]

The President's report, distributed with the agenda, contained information on the following topics: Tribute to late President Emeritus Alan Adlington, Western staff members recognized for excellence, Linamar gift supports future engineering and business leaders, Partnership with Toronto and McMaster supports entrepreneurship, Schulich and Law partner to host inaugural Indigenous culture day, and Western leadership update.

He also provided an update on the Strategic Mandate Agreement process, COU meetings with the provincial parties, in light of the upcoming provincial election, Bonnie Patterson's presentation at the recent Board of Governors Retreat, notification that a memo will be circulated by the University Secretary seeking submissions regarding the Western's next Provost and an invitation to attend the upcoming town hall meetings regarding the budget planning process.

S.17-200   **UNANIMOUS CONSENT AGENDA** [EXHIBIT II]

It was moved by L. Logan, seconded by A. Chant,

> That the items listed in Exhibit II, Unanimous Consent Agenda, with the exception of item 1: 2016-17 Annual Report of the Senate Review Board Academic, item 5: School of Graduate and Postdoctoral Studies: Introduction of a Dual Doctoral Degree Program (PhD) between Chalmers Tekniska Högskla AB and The University of Western Ontario, item 11: Report on Scholastic Offences and item 14: Report on the September 26, 2017 Board meeting, be approved or received for information by Senate by unanimous consent.

> CARRIED

REPORT OF THE SENATE OPERATIONS/AGENDA COMMITTEE [EXHIBIT III]

S.17-201   **Nominating Committee – Alternate Member**

S. Yousafzai (student) was elected as an Alternate Member on the Senate Nominating Committee to complete the term of O. Enbar (term to June 30, 2018).

S.17-202   **2016-17 Annual Report of the Senate Review Board Academic**

A member asked what would be a reason(s) for denying an appeal without a hearing. The report indicated that SRBA denied 15 of the 17 appeals without oral hearings. M. Milde explained that SRBA, after reviewing the appeals, did not find sufficient evidence to warrant proceeding to an oral hearing.

S.17-203   **Information Items Reported by the Senate Operation/Agenda Committee**

Exhibit III, Report of the Senate Operations/Agenda Committee, contained the following items that were received for information by unanimous consent:

- Candidates for Degrees and Diplomas – Autumn Convocation 2017
- Order of Ceremony – Spring Convocation 2018
- Update on Senate *ad hoc* Committee on Renewal Report on Implementation of Recommendations

REPORT OF THE SENATE NOMINATING COMMITTEE [EXHIBIT IV]

S.17-204   **Senate Committee on Academic Policy and Awards**

M. Blackwood (undergraduate student) was elected to the Senate Committee on Academic Policy and Awards to complete the term of S. Yousafzai who has resigned (term to June 30, 2018).

S.17-205   **Senate Committee on University Planning**

C. Hardy (undergraduate student), was elected to the Senate Committee on University Planning to complete the term of M. Blackwood who has resigned (term to June 30, 2018).

S.17-206   **University Research Board**

The following were elected to the University Research Board:
K. Paradis, Post-Doc, for a term to June 30, 2018, R. A. Gardiner, Faculty of Education, for a term to June 30, 2018, T. Orchard, Faculty of Health Sciences, for a term to June 30, 2019, J. Neyers, Faculty of Law, for a term to June 30, 2018, and P. Schmidt, Don Wright Faculty of Music, for a term to June 30, 2018.

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

S.17-207   **School of Graduate and Postdoctoral Studies: Introduction of a Dual Doctoral Degree Program (PhD) between Chalmers Tekniska Högskola AB and The University of Western Ontario**
[P. Simpson, Associate Vice-Provost, SGPS, was present to respond to questions.]

It was moved by J. Hatch, seconded by A. Chant,

> That, effective September 1, 2017, Senate approve the introduction of a Dual Doctoral Degree Program between Chalmers Tekniska Högskola AB and The University of Western Ontario as outlined in the Articulation Agreement included as Exhibit V, Appendix 1.

A member, referring to article 5.10, asked if a student is obligated to withdraw from the dual program of one university, does that mean that the student must withdraw from the other university. The Chair of SCAPA said that it is Western's standard in the dual degree agreements that Western will confer its degree if the student meets the requirements, regardless of what happens at the partner university. If a student is required to withdraw from the partner university, they could continue in the Western program with no penalty or disadvantage, depending on the circumstances of the withdrawal.

A member asked for clarification of article 6.3 particularly regarding the requirement for a public thesis defence and public seminar. The Chair of SCAPA said that not all PhD's thesis include a public defence. It would be negotiated between Chalmers and Western in terms of deciding the order of the presentation. P. Simpson, Associate Vice-Provost SGPS, said that Chalmers would like to have a public thesis defence not just a public lecture, whereas at Western a defence can be public by mutual agreement between the candidate and the program.

P. Simpson noted that in making partnerships with international universities, Western has many regulations as does Chalmers or other partners. In creating the agreement, the universities do not attempt to address every point but to agree on the intent. The universities rely on compromise regarding many issues that arise around details. He added that, as far as he knows, there has never been a problem achieving a compromise because the entire process is driven by the shared goals of educating students and generating quality scholarship. If a student does not want an open thesis defence there must be a public lecture held either before or afterwards. However, a compromise could be worked out between the two universities.

The Chair of SCAPA clarified that article 8.7 should read "Except as set out in 8.6" rather than 8.5".

The question was called and CARRIED.

S.17-208   **Brescia University College: Renaming of and Revisions to the Major in Dimensions in Leadership, and the Introduction of Leadership Studies as a Subject Area**

It was moved by L. Logan, seconded by A. Chant,

> That the Major in Dimensions of Leadership at Brescia University College be renamed as the Major in Leadership Studies, and that the module requirements be revised as shown in Exhibit V, Appendix 2, effective September 1, 2017,
>
> and,
>
> That the new subject area of Leadership Studies be introduced into the undergraduate offerings at Brescia University College and included in Category A for Breadth Requirements for Graduation, as shown in Exhibit V, Appendix 3, effective September 1, 2017,
>
> and,
>
> That the subject area of Dimensions of Leadership be withdrawn, effective September 1, 2017.
>
> CARRIED (By Unanimous Consent)

S.17-209   **Huron University College: Introduction of a Specialization and Honors Specialization in Global Rights Studies**

It was moved by L. Logan, seconded by A. Chant,

> That a Specialization and an Honors Specialization in Global Rights Studies be introduced at Huron University College, effective September 1, 2017 as shown in Exhibit V, Appendix 4.
>
> CARRIED (By Unanimous Consent)

S.17-210   **Articulation Agreements between Lambton College and Huron University College for qualified graduates of the Business Accounting Diploma Program and the Business Diploma Program**

It was moved by L. Logan, seconded by A. Chant,

> That Senate approve, and recommend to the Board of Governors, the Articulation Agreement between Lambton College and Huron University College regarding the transfer of credit for students in the Business Accounting Program, effective September 1, 2018, as shown in Exhibit V, Appendix 5,
>
> and,
>
> That Senate approve, and recommend to the Board of Governors, the Articulation Agreement between Lambton College and Huron University College regarding the transfer of credit for students in the Business Program, effective September 1, 2018, as shown in Exhibit V, Appendix 6.

CARRIED (By Unanimous Consent)

S. 17-211   **Report on Scholastic Offences**

A member asked for clarification of the sanction "negative the weight of the assignment".
Dr. Doerksen, Vice-Provost (Academic Programs) took the question under advisement, will follow
up with the faculty and report back to Senate.

S.17-212   **Information Items Reported by the Senate Committee on Academic Policy and Awards**

- SUPR-G Report: Cyclical Review of Media Studies
- SUPR-U Report: Cyclical Review of Thanatology, King's University College
- Report of Scholastic Offences
- New Scholarships and Awards

S.17-213   **REPORT FROM THE BOARD OF GOVERNORS** [EXHIBIT VI]

The Report to Senate from the Board of Governors, detailed in Exhibit VI, was received for
information.

A member asked why the Intellectual Property policy is not yet ready. S. Jarrett, Legal Counsel,
reported that consultations are underway and that a submission was recently received from
UWOFA. All submissions will be taken into consideration. He advised that there will be sufficient
time for Senate to review the proposed policy and provide comment before it is sent to the Board
of Governors even if that means postponing the process until January 2018.

A member asked if the changes to the policy can be shown in order for Senators to compare the
old policy with the new policy. S. Jarrett said that the new policy replaces two policies so it will be
difficult to provide a comparison showing changes. He agreed to include both policies in the
package for Senators and agreed to provide a brief listing of the changes and reasons.

DISCUSSION AND QUESTION PERIOD

S.17-214   **Open Education Event**

Senators were invited to attend an upcoming event on Open Education which will be hosted by
the USC and will take place on November 17. This event is aimed at encouraging faculty to utilize
textbooks and resources that are free online through the eCampus website.

ADJOURNMENT

The meeting adjourned at 2:05 p.m.

_____   _____
A. Chakma   K. Kwan
Chair   Secretary

REPORT OF THE PRESIDENT

To: Senators

From: Amit Chakma

Date: November 15, 2017

Re: President's Report to Senate

For the November 17, 2017 meeting of Senate, I wish to highlight the following news and developments since the last meeting of Senate on October 20, 2017.

Canada Foundation for Innovation backs five Western projects: Subsequent to my last written report to Senate (dated October 11) London MPs **Kate Young** and **Peter Fragiskatos** visited campus to announce nearly $14M in funding for Western projects as part of a nation-wide investment of $554M in 117 new infrastructure projects across 61 universities, colleges and research hospitals. Western researchers and projects to benefit from this latest round of CFI grants include:

- Robarts Research Institute scientist **Geoffrey Pickering**, $1.9M, for vascular disease research focused on understanding the vast network of small arteries that regulate how oxygen and nutrients are delivered to the organs;
- Brain and Mind Institute Director **Mel Goodale**, $1.47M, for research into brain disorders;
- Microbiology and Immunology professor **Eric Arts**, $3.19M, to establish a unique-in-Canada biological containment facility, called Imaging Pathogens for Knowledge Translation, that will allow real-time, non-invasive assessments of pathogen-host interactions by employing advanced cell and pathogen molecular tracking systems;
- Chemistry professor **David Shoesmith**, $4.47M, to study materials degradation and establish Western as an international leader in studying materials degradation and working to avoid and/or mitigate materials damage; and
- Robarts Research Institute scientist **Terry Peters**, $2.7M, to renovate existing medical imaging research space at Robarts Research Institute specifically designed for minimally invasive surgery.

New graduate alumni honored by Governor General: In addition to celebrating the achievements of all of our most recent graduates and honorary degree recipients at Western's 310th Convocation ceremonies

last month, three newly minted masters and doctoral graduates also received special honours for their outstanding scholastic achievements with the Governor General's Academic Medal:

- **Stephanie Barbon** completed her PhD in Chemistry in June with an average of 92.5 per cent. Throughout her graduate studies, she was awarded the most prestigious of *Natural Sciences and Engineering Research Council* of Canada (*NSERC*) scholarships and fellowships, including two Canada Graduate Scholarships at both the Master's and PhD levels.

- **Zeinab McHeimech** impressed members of her English doctoral thesis committee this past summer, who unanimously agreed that her dissertation, *Islam's Low Mutterings at High Tide: Enslaved African Muslims in American Literature,* was the best they had ever seen.

- **Evan Pebesma**, who completed his MA at the Centre for the Study of Theory and Criticism this year with an overall average of 91 per cent, was a recipient of both the Canada Graduate Scholarship and the Ontario Graduate Scholarship. He recently started his PhD in the prestigious literary program at Duke University.

New interdisciplinary clinic opens to support children's mental health: On October 25, Dean of Education **Vicki Schwean**, Education professor **Colin King** and an interdisciplinary team of faculty, staff and graduate students from across campus celebrated the official opening of the new Child and Youth Development Clinic. Located in the Bank of Montreal Building adjacent to the Richmond Street gates entering campus, the new clinic offers a range of high-quality and affordable services for children and youth aged 3 to 18 grappling with educational, psychological, behavioural, speech and/or language difficulties — without a doctor's referral. The clinic also provides a state-of-the-art interdisciplinary training facility for graduate students in the School and Applied Child Psychology, Clinical Psychology, Applied Behaviour Analysis, and Speech and Language Pathology. Beyond its Faculty partners, the clinic will also involve experts from the Children's Hospital (Developmental Pediatrics and Pediatric Neurology), as well as colleagues from the School of Social Work at King's University College. According to Children's Mental Health Ontario, as many as 1-in-5 children and youth in the province will experience some form of mental-health problem, with 5-in-6 of those not receiving the treatment they need.

Provost hosts budget town halls: On October 31, Provost & VP (Academic) **Janice Deakin** hosted two public town halls in UCC's McKellar Room for more than 200 campus community members, providing an overview of the fiscal challenges Western faces in the 2018-19 budget year as well as the next four-year planning cycle. With prospects for revenue growth constrained by the government's tuition framework and new funding model (which eliminates incremental funding increases for enrolment growth), Ontario's postsecondary institutions will all be challenged to find alternate funding sources while reducing costs.

Equity and Human Rights Services Annual Report: At the September 26 Board of Governors meeting, the most recent E&HRS annual report on "Harassment and Discrimination Matters" (May 1, 2016 to April 30, 2017) was discussed as information item. Responding to a Board member's question about the distribution of the report, it was highlighted that the report is posted on the Equity and Human Rights Services website (http://www.uwo.ca/equity/doc/es_report_2017.pdf) and is also distributed to all Western employee groups. I also agreed to ensure the existence of the report and where it can be accessed by Senators would be highlighted by making reference to it in my report to Senate.

Western leadership update: The work of leadership selection committees for the Provost & Vice-President (Academic) and the Deans of FIMS, Science and the Ivey Business School continues.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

Any member who wishes to ask a question, discuss, or oppose an item that is listed below may have it removed from the consent agenda by contacting the Secretary of Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motion.

Recommended: That the following items be approved or received for information by the Senate by unanimous consent:

Report of the Senate Operations/Agenda Committee – EXHIBIT III

1. Regulations governing Senate and Board student elections	INFORMATION
2. Senate Election Schedule for Spring 2018	INFORMATION

Report of the Senate Committee on Academic Policy and Awards (SCAPA) –EXHIBIT V

3. Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) Program	ACTION
4. School of Graduate and Postdoctoral Studies: Revisions to the Psychology Graduate Program (MSc and PhD)	ACTION
5. Schulich School of Medicine & Dentistry, School of Dentistry: Revisions to the Admission Requirements of the DDS Program	ACTION
6. Faculty of Science, Department of Chemistry: Revisions to the Chemistry Modules	ACTION
7. Faculty of Social Science, Department of History: Revisions to the Minor in American Studies	ACTION
8. Introduction of a 2+2 Program between Central South University, China, and Western University	ACTION
9. King's University College: Introduction of the KEY (King's Enhanced Year) Program	ACTION
10. Western Continuing Studies: Revisions to the Certificates and Diplomas Policy (Removal of Application Dates)	ACTION
11. Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards	INFORMATION
12. Undergraduate Sessional Dates for 2018 and 2019	INFORMATION
13. New Scholarships and Awards	INFORMATION

Report of the Senate Committee on University Planning

14. Arthur Labatt Family Chair in Nursing – Name Change and Change in Terms	ACTION
15. Discontinuation of Dancap Private Equity Faculty Fellowship	INFORMATION

Announcements

16. Academic Administrative Appointments	INFORMATION

The Unanimous Consent Agenda

The Senate's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

> Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.
>
> Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved en bloc without discussion, saving the time that would be required for individual votes.

While approval of an omnibus motion saves time at Senate meetings, Senate members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

In consultation with Committee chairs and principal resource persons, the Secretary identifies action and information items that are routine and/or likely non-controversial. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Senate agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of the Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Contents	Consent Agenda
Regulations governing Senate and Board Student Elections – Inclusion of Campaign Expenses	Yes
Senate Election Schedule for Spring 2018	Yes
Senate Minutes – September 22, 2017	No

FOR INFORMATION

1.   **Regulations governing Senate and Board Student Elections – Revision to Campaign Expenses**

On behalf of Senate, the Operations/Agenda Committee approved that that Section C. Campaign Expenses be revised as follows:

> 3. Each candidate running for Board or Senate seats will have a spending limit of $200.00. Students running for both Senate and Board seats will have a spending limit of $400.00

The inclusion of a spending limit into the Regulations was requested by the students who ran for Board and/or Senate seats in 2016-17. The amended text of the Regulations is attached as **Appendix 1**.

2.   **Senate Election Schedule for Spring 2018**

See **Appendix 2**.

3.   **Request for amendments to minutes of the Senate meeting of September 22, 2017**

The Operations/Agenda Committee carefully considered a report from the University Secretary regarding whether the minutes of September 22, 2017 should be amended. The Committee was mindful of both the Senate By-Laws and the Adopted Policies and Procedures of Senate. The Committee considered that the minutes of Senate are not meant to be transcripts of the proceedings, but should contain mainly a record of what was done at the meeting, not what was said at the meeting. As such the minutes should not be verbatim and should be a summary of the decisions.

The Operations/Agenda Committee therefore supported the decision that the minutes not be amended.

Regulations governing Senate and Board student elections

A.   All-Candidates meeting

1. Prior to the start of the campaign period, candidates must attend, or send a proxy to, an All-Candidates meeting that will be held by the University Secretariat. Candidates will be informed of the date and location of the meeting at the time of nomination and the date and location will also be posted on the Secretariat's website: www.uwo.ca/univsec . Failure to attend or send a proxy to the meeting will result in automatic disqualification.

B.   Campaign rules

1. Candidates shall campaign in accordance with the rules of fair play. Breaking the rules of fair play includes, but is not limited to, libel, slander, general sabotage of the campaigns of other candidates, misrepresentation of facts, and malicious or intentional breach of the applicable regulations.

2. Candidates are responsible for their campaigns and for any and all actions undertaken by individuals or groups assisting with their campaigns.

3. The start and end dates of the campaign period are as outlined in the election schedules posted on the University Secretariat's website. During the voting period only electronic campaigning activities are permitted.

4. All campaign activities and materials are subject to official university regulations and policies (including Codes of Conduct), as well as municipal, provincial and federal laws.

5. With respect to posters, signs, chalking, distribution of campaign materials, and canvassing, candidates are required to abide by the following:

   (a) The Board of Governor's policy on Signage:
       http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp150.pdf
   (b) Building regulations established by the Division of Facilities Management or heads of divisions occupying buildings;
   (c) At the Affiliated University Colleges, any regulations established by the Colleges;
   (d) Within residences, any regulations established by the Division of Housing and Ancillary Services.

   It is the responsibility of candidates to familiarize themselves and their volunteers as to the various regulations in place across campus.

6. Physical campaign materials shall not be distributed to individuals without their consent.

7. Campaign materials shall not be left on vacant surfaces throughout the university (i.e. candidates may not leave campaign materials on desks in libraries, or tables in eateries etc.)

8. Campaign materials may not be distributed to any individual, residence, or apartment complex or place of business without consent expressed in writing from the building manager, business owner etc.

9. Campaign materials must be removed and disposed of within 48 hours following the close of balloting.

10. The content of campaign materials is restricted as follows:

(a) Campaign material must not contain copyrighted material or images without the consent of the copyright holder.
(b) Campaign materials must not depict images of alcohol or drug use.
(c) Campaign material must not be in contravention of the Code of Student Conduct or the Policy on Harassment/Non-Discrimination.

C.   Campaign expenses

1. Candidates for Senate or Board seats will receive a maximum of $100.00 (one hundred dollars) reimbursement towards their campaign expenses upon submission of original receipts. Students running for both Senate and Board seats are eligible for a maximum $200.00 (two hundred dollars) reimbursement. Eligible expenses include printing costs, supplies (paper, pen, markers, paint etc.) to create posters, flyers or poster boards.

2. Campaign expenses in the form of original receipts, along with a reimbursement form, must be submitted to the University Secretariat's office no later than 14 calendar days following the close of voting. The form is available from the University Secretariat.

3. **Each candidate running for Board or Senate seats will have a spending limit of $200. Students running for both Senate and Board seats will have a spending limit of $400.**

Irregularities and Violations

1. The University Secretary is the Chief Returning Officer (CRO) for Senate and Board elections.

2. If during the course of the election, it appears to any candidate or member of the student body that an irregularity has occurred, it must be reported to the CRO in writing as soon as possible, but no later than seven calendar days following the close of voting.

3. The CRO will investigate and consider any complaints that arise regarding the electoral process. All complaints will be dealt with in a timely manner.

4. The decision of the CRO in dealing with a complaint is final, unless the CRO determines that a candidate is disqualified as a result of the complaint.

5. In the event of a decision to disqualify a candidate, the candidate has a right of appeal to an ad hoc committee established as follows:

    (a) For Senate elections, the ad hoc committee will consist of the Chair and Vice-Chair of the Senate Operations Agenda Committee and a student Senator.
    (b) For Board elections, the ad hoc committee will consist of the Chair and Vice-Chair of the Board's Governance and By-laws Committee and a student Board member.

6. An appeal of the CRO's decision to disqualify must be submitted to the University Secretary within 48 hours of the decision being communicated to the candidate

7. The decision of the ad hoc committee hearing the appeal shall be final.

Last updated: November 2017

Western

Senate Election Schedule for Spring 2018

Elections will be held for representatives of the faculty, administrative staff, graduate and undergraduate student constituencies in the spring of 2018. The election schedule is outlined below. The terms for the faculty and administrative staff representatives will be for two years (July 1, 2018 - June 30, 2020), and for graduate and undergraduate students the terms will be for one year (July 1, 2018 - June 30, 2019).

Faculty and Administrative Staff Constituencies	
Nominations Open	9:00 a.m., Monday, January 8
Nominations Close	4:00 p.m., Thursday, January 25
Posting of Nominations [Room 4101 STVH, WWW]	Friday, January 26
Balloting on the Web - Polls Open	8:00 a.m., Tuesday, February 6
Balloting on the Web - Polls Close	8:00 p.m., Wednesday, February 7
Posting of Results [Room 4101 STVH, WWW]	Thursday, February 8

Graduate and Undergraduate Student Constituencies	
Nominations Open	9:00 a.m., Monday, January 8
Nominations Close for Graduate and Undergraduate – Academic Constituencies	4:00 p.m., Thursday, January 25
Nominations Close for Undergraduate – At-Large Constituencies	4:00 p.m., Friday, January 26
Mandatory All Candidates' Advisory Meeting [USC Council Chambers – arranged by USC]	5:00 p.m., Friday, January 26
Posting of Nominations [Room 4101 STVH, WWW]	Monday, January 29
Campaign Period begins	12:01 a.m. Monday, January 29
Campaign Period ends	11:59 p.m., Sunday, February 11
Balloting on the Web - Polls Open	8:00 a.m., Monday, February 12
Balloting on the Web - Polls Close	8:00 p.m., Tuesday, February 13
Posting of Results [Room 4101 STVH, WWW]	Wednesday, February 14

Last updated: July 28, 2017

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

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New Scholarships and Awards	Yes

FOR APPROVAL

1. **Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) Program**

Recommended: That the HBA admission requirements through the Advanced Entry Opportunity (AEO) program be revised as shown in **Appendix 1**, effective September 1, 2017.

Background
The HBA admission requirements through the Advanced Entry Opportunity (AEO) Program are being revised because:
- MOS 2310A/B and 2320A/B are anti-requisite courses and are not recognized as part of an HBA Degree.
- Pre-university level introductory courses (i.e., Mathematics 0110A/B) are not recognized as part of the 10.0 credits required to enter the HBA Program.

2. **School of Graduate and Postdoctoral Studies: Revisions to the Psychology Graduate Program (MSc and PhD)**

Recommended: That effective September 1, 2018 the graduate program (MSc and PhD) in Psychology be revised as shown in **Appendix 2**.

Background

The Psychology Graduate Program is comprised of a 2-year thesis-based Master's Program and a 4-year thesis-based PhD program. It is proposed that the current seven fields be consolidated into four fields as shown in **Appendix 2**.

3. **Schulich School of Medicine & Dentistry, School of Dentistry: Revisions to the Admission Requirements of the DDS Program**

Recommended: That the admission requirements of the DDS program be revised effective April 1, 2018 (for the September 1, 2018 cohort), as shown in **Appendix 3**.

Background

With the Schulich School of Medicine & Dentistry's concerted effort to help improve the health status of Indigenous peoples, advance opportunities for Indigenous students and in the continued efforts to recruit and retain more Indigenous students, the Dentistry Admissions Committee has approved the initiative to increase the designated seats in each entering class for First Nations, Metis and Inuit students from one to two seats.

4. **Faculty of Science, Department of Chemistry: Revisions to the Chemistry Modules**

Recommended: That the modules:
Honors Specialization in Chemistry
Specialization in Chemistry
Major in Chemistry
Minor in Chemistry
Honors Specialization in Biochemistry and Chemistry
be revised effective September 1, 2018 as shown in **Appendix 4**.

Background

The admission requirements were changed to bring them in line with Senate policy, and references to courses that were withdrawn some time ago were removed from the description.

5. **Faculty of Social Science, Department of History: Revisions to the Minor in American Studies**

Recommended: That the Minor in American Studies be revised effective September 1, 2018 as shown in **Appendix 5**.

Background

These proposed changes to the American Studies modules reflect changes to course offerings across departments (additions and deletions), and a recent change to support the program from different faculties across campus. Although these changes look extensive, the module still requires the same three foundation courses in Political Science, History and English. Additional courses that have significant American content have been added. A number of courses in American Studies were replaced by one first-year course (American Studies 1020), followed by groups of upper-year courses that are already offered in other departments.

6.   **Introduction of a 2+2 Program between Central South University, China, and Western University**

Recommended: That effective September 1, 2017, Senate approve and recommend to the Board of
                     Governors the introduction of a 2+2 Honors Bachelor of Science (Western), and
                     Bachelor in Computer Science (CSU) program for students registered at Central
                     South University, China and Western University as outlined in the Agreement
                     included as **Appendix 6**.

Background
The previous Articulation Agreement has expired and the parties have agreed to continue the program
under a new Agreement. The main features of the program are unchanged, but the agreement has been
updated to reflect current requirements at Western. Updates have also been made to the curriculum,
course titles and course numbers as set out in **Appendix 6**. The continuation of this Program supports
the initiatives of Western University to promote internationalization through academic studies.

The Registrar's Office at each institution in consultation with the appropriate authorities in the respective
programs will be responsible for the administrative processes associated with this Articulation Agreement.

This agreement will be effective September 1, 2017 and shall continue unless terminated by either party.

7.   **King's University College: Introduction of the KEY (King's Enhanced Year) Program**

Recommended: That effective September 1, 2018, the KEY (King's Enhanced Year)
                                    Program be introduced at King's University College as shown in
                                    Appendix 7.

Background
The rationale behind this proposal is rooted in the practices of advanced level students studying English
Language while taking a restricted number of university courses. This eight-month program is designed to
help students who require some ESL training to prepare for university by combining English studies with
academic courses taught at King's. Students are required to take 17 hours per week of English for
Academic Purposes, while taking 2.0 credits at King's. The faculty at King's and WELC consult on a
regular basis on curriculum as well as student performance. In addition to the student services provided
by King's International, the KEY students are also supported by WELC personnel who have offices on the
King's campus. With the successful completion of both the credit courses and the English for Academic
Purposes program, KEY students are eligible for full-time study in a Social Science or BMOS program at
King's.

This program has been run as a pilot project for the past two years. The students, for most part, have
been successful in the KEY program. See the table below.

Year	Students in KEY	Successful completion	Failed English for Academic Purposes	Failed a credit course	Withdrew	Entered into year 2
2015 - 16	18	15	2	1	0	15
2016 - 17	17	11	4	0	2	11

The KEY program is challenging with 2.0 credit courses and a demanding English for Academic Purposes
program. The requirement that both components of the program be completed successfully is rigorous.
The successful completion rate of KEY is good but also demonstrates that the program identifies students
who are not equipped to continue in a degree program. The progression rate of successful KEY students
from their first year into their second year of their degree program is greater than that of international
students (with similar academic backgrounds) who have not completed KEY.

8. **Western Continuing Studies: Revisions to the Certificates and Diplomas Policy (Removal of Application Dates)**

Recommended: That effective January 1, 2018 the Certificates and Diplomas Policy be revised as shown below.

REVISED CALENDAR COPY
https://www.uwo.ca/univsec/pdf/academic_policies/general/certificates_and_diplomas.pdf

CERTIFICATES AND DIPLOMAS

The first part of the policy is unchanged

Admission Deadlines for Diploma and Certificate Programs
~~The admission deadlines for diploma and certificate programs offered by Western Continuing Studies will be January 15 for May intake programs and March 15 for September intake programs.~~

For admission deadlines of diploma and certificate programs offered by Western Continuing Studies, please consult wcs.uwo.ca.

Background
Diplomas and certificates offered by Western Continuing Studies operate within a highly competitive market. The annual recruitment and marketing cycle is imperative to the success of these programs. The current dates listed in the policy, most specifically March 15 for September intake programs, prohibits the recruitment team from attending some key initiatives (such as the Kin games for Pedorthics). We propose that application dates be removed from policy to become a departmental decision, reached in close collaboration with the Office of the Registrar. This would not be without precedent at the University, as similar programs are subject to different deadlines. For example, the Diploma in Ethics has June 1 application deadline for full time study.

The proposed change would enable WCS to engage in a stronger recruitment strategy, a more rigorous admissions process, increase enrolment and provide students with a more reasonable window to make acceptance decisions. This policy revision is being recommended with the knowledge that there is a holistic review currently under way relating to Certificates and Diplomas.

FOR INFORMATION

9. **Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)**

The revised Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA) are provided in **Appendix 8**. The regulations were updated as to provide clarity around the format for award nominations, with a particular focus on the requirements for the Innovation in Technology-Enhanced Teaching Award. A table was created that clearly delineates the required components for the (1) Pleva, Armitt, and Robinson awards, and (2) the Innovations in Technology-Enhanced Teaching Award. These changes were approved by SCAPA on its November 2017 meeting.

10.   **Undergraduate Sessional Dates for 2018 and 2019**

The following sessional dates for 2018-2019 are attached as **Appendix 9** for information.

- Sessional dates for the Faculty of Education, B.Ed. program (2018-19)
- Sessional dates for the Richard Ivey School of Business HBA program (2018-19)
- Sessional dates for the Faculty of Law (2018-19)
- Sessional dates for the Schulich School of Medicine & Dentistry's MD and DDS programs (2018-19)

In addition, the following change was made in the 2017-18 Sessional dates of the DDS/ITD program: The ITD (Internationally Trained Dentist) program will start on April 30, 2018, instead of May 7, 2018, due to a course change.

Sessional Dates are compiled by the Registrar's Office in accordance of Senate-approved academic policies such as the Structure of Academic Year, Adding and Dropping Courses, examination policies, policies of the professional schools etc.

11.   **New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in **Appendix 10** for recommendation to the Board of Governors through the Vice-Chancellor.

<u>REVISED CALENDAR COPY</u>
http://www.uwo.ca/univsec/pdf/academic_policies/admission/business.pdf

Admission - Business Administration

The first part of the policy is unchanged

ADVANCED ENTRY OPPORTUNITY

The Ivey Advanced Entry Opportunity (AEO) extends conditional, pre-admission status to the HBA program to exceptional secondary-school students. Ivey AEO applicants are assessed on their academic record and demonstrated leadership in extracurricular activities, community involvement, and work experience. Ivey AEO status is available only to students who choose to study at Western or one of the affiliated university colleges (in a faculty of their choice) for their first two years of university.

Students must first be admitted to Western or one of the affiliated university colleges before being offered Ivey AEO status. Applicants are notified separately from the Registrar's Office concerning their admission to first year.

Approximately 2/3 of the Ivey HBA class are former Ivey AEOs; the remaining 1/3 are students from Western and other universities who develop an interest in business during their first two years of study.

Students interested in the Ivey AEO apply to Western or one of the affiliated university colleges on the Ontario Universities' Application Centre (OUAC) form. They must also apply separately to the Richard Ivey School of Business. The Ivey AEO application is only available on-line at www.ivey.uwo.ca/hba. There is an application fee payable to the Ivey Business School. Please refer to www.ivey.uwo.ca/hba for more information.

Both applications are due by the OUAC application deadline in January.

A competitive Ivey AEO application includes:
- 90%+ average in the final year of secondary school;
- completion of the mathematics course for university-bound students;
- demonstrated leadership in extracurricular activities, community involvement, and work experience.

STEPS FOR ADMISSION TO HBA

To progress to the Ivey HBA Program in third year, Ivey AEO students need to:

- Enroll at Western or one of the Affiliated University Colleges for Years 1 and 2 with a full course load (5.0 full courses) during each regular academic year (September – April);
- Achieve an overall two-year average of at least 80.0% in 10.0 full university credits (5.0 in each year) in any faculty in any program. The required two-year average for AEO students registered in the Faculty of Engineering is 78.0%;
- Pass all courses in the first two years;

- In year 2, enroll in a module (i.e., Major, Honors Specialization, etc.) and take a minimum of 2.0 of the required courses for that module plus Business 2257; students may not be 'undeclared'; consult with your faculty as some modules may require more than 2.0 courses in year 2 for progression within that faculty;
- Take all senior level courses (numbered 2000 and higher) in Year 2 including Business 2257. Permission to register for a first-year course in Year 2 will be granted by the HBA Program Services Office only under special circumstances;
- Take Business 2257 between September and April of year 2, achieving no less than 70.0%; Given the participative nature of the HBA program and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level of class contribution in Business Administration 2257; Feedback from instructors may also be taken into account;
- **The courses MOS 2310A/B and 2320A/B will not count towards the 10.0 credits required for admission into the HBA program.**
- Complete the equivalent of a Grade 12 U-level mathematics course (such as Mathematics 0110A/B or 1229A/B), if not previously taken during secondary school;
- Continue involvement, achievement, and leadership in extracurricular activities in Years 1 and 2;
- Adhere to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process;
- Complete an Ivey AEO Activity Report at the end of year 1 so that Ivey can provide feedback on progression to date; and,
- Complete the Ivey AEO2 Intent to Register application in Year 2 to confirm intention to join the Ivey HBA Program in Year 3.
- Participate in an online video interview as part of your Ivey AEO2 Intent to Register application, if requested.

Please refer to the AEO Handbook for further details:
www.ivey.uwo.ca/hba

The Psychology Graduate Program is comprised of a 2-year thesis-based Master's Program and a 4-year thesis-based PhD program. It is proposed that the current seven fields be consolidated into four fields as shown in the table below.

New Graduate Fields	Current Graduate Fields
Cognitive, Developmental & Brain Sciences (CDBS)	Behavioural and Cognitive Neuroscience
	Cognition and Perception
	Developmental
Social, Personality & Developmental Psychology (SPD)	Social
	Personality and Measurement
	Development
Industrial/Organizational Psychology	Industrial/Organizational Psychology
Clinical Science and Psychopathology	Clinical

Cognitive, Developmental & Brain Sciences (CDBS) field: The Department had three research areas (cognition, development, brain/cognitive neuroscience) where faculty and students were doing very similar research and in many cases individual faculty were supervising students in multiple fields. The tripartite distinction was not sensible and created artificial divisions among student experiences.

Social, Personality & Developmental (SPD) field: The fields of personality/measurement and social development were no longer viable as distinctive areas of training. The new SPD area would allow trainees from all three of these groups to join an active like-minded community.

Additional changes/information:
- The name of the field "Clinical" will be changed to "Clinical Science and Psychopathology". This will better reflect the state of the academic field, but no other changes are proposed in the program.
- The inclusion of "development" in the names of two fields reflects the fact that the developmental researchers have historically worked in either the brain/cognition or social/personality disciplines. Developmental work on both of these areas will continue to be encouraged in the future.
- Changes to comprehensive exams procedures were made to harmonizes all area-specific comps procedures by allowing students and their advisory committees to continue with the format they used previously, or to choose a comps format developed within a different area. It also formalizes the timeline (one semester start to finish), grading procedures, and how to manage situations where a student fails the examination.

The newly-combined graduate fields have the same number of required courses as in the existing fields and learning outcomes of the programs have not changed either. The proposed changes will enhance student experiences by bringing together research groups that were previously divided along artificial lines, and will encourage more breadth and interdisciplinary thinking in the graduate programs.

REVISED CALENDAR COPY
http://www.uwo.ca/univsec/pdf/academic_policies/admission/dentistry.pdf

Admission - Dentistry

The first part of the policy is unchanged

Competitiveness

In order to be considered, candidates must have achieved at least 80% or higher in two undergraduate level years by the end of the academic year prior to application. Past class statistics have indicated that most successful applicants have a mid to high 80s average over their two most competitive years.

Consideration will be given to the most competitive two academic years and the DAT scores and supplemental requirements. Overall academic performance (consistency, trend) and graduate education can also be used as selection criteria.

For applicants who have completed an undergraduate degree and who are in the final year of (or who have recently completed) a subsequent undergraduate degree, grades earned during the previous degree(s) will not be considered. The most recent degree must be equivalent to a four-year degree. Courses taken during the application cycle are not considered towards GPA.

Applicants are ranked on a compiled score. For more information about the elements in ranking please refer to the Admissions webpage The quality of the applicant pool in which one is considered for entry could raise the minimum academic competitive level and will determine the minimum thresholds.

A limited number of positions are available for international students who maintain their international status at graduation. Please see the International Applicants webpage for further details.

Special consideration will be given to applicants self-identify as Indigenous. ~~One position is~~ **Two positions are** set aside each year for competitive applicants with official documentation of indigenous status or ancestral Indigenous origin. For more information, please visit the Indigenous Applicants webpage.

The rest of the policy is unchanged

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http://www.westerncalendar.uwo.ca/2017/pg643.html

HONORS SPECIALIZATION IN CHEMISTRY

This honors module builds on the Major module in Chemistry, and allows a student to specialize in a particular area of chemistry. This module includes Chemistry 4491E, an independent research project in which the student works in one of the research laboratories in the Department of Chemistry, typically during the final year of study.

Admission Requirements
Completion of first year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, **with no mark less than 60% in any course,** including:
1.0 course from: Chemistry 1301A/B and Chemistry 1302A/B (with an average of at least 60%), or the former Chemistry 1100A/B and the former Chemistry 1200B (with an average of at least 60%) with a minimum mark of 60%.

1.0 course from: (Physics 1028A/B or Physics 1301A/B or Physics 1501A/B) and (Physics 1029A/B or Physics 1302A/B or Physics 1502A/B), with an average of at least 60%.

1.0 course from:

Calculus 1000A/B, Calculus 1500A/B or the former Calculus 1100A/B and one of Applied Mathematics 1201A/B, Applied Mathematics 1413, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B or the former Linear Algebra 1600A/B, Mathematics 1225A/B or Mathematics 1229A/B. (An average in the two courses of at least 60% is required.)

Module
Unchanged

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http://www.westerncalendar.uwo.ca/2017/pg646.html

SPECIALIZATION IN CHEMISTRY

This module builds on the Major in Chemistry, and allows the choice of specializing in a particular area of chemistry. This module includes Chemistry 4491E, an independent research project in which the student works in one of the research laboratories in the Department of Chemistry, typically in the final year of study. This module is identical to the Honors Specialization in Chemistry module but does not require a minimum 70% average.

Admission Requirements
Completion of first year requirements, including the following 3.0 courses **with no mark less than 60%**:
1.0 course from: Chemistry 1301A/B and Chemistry 1302A/B (with an average of at least 60%), or the former Chemistry 1100A/B and Chemistry 1200B (with an average of at least 60%).

1.0 course from: (Physics 1028A/B or Physics 1301A/B or Physics 1501A/B) and (Physics 1029A/B or Physics 1302A/B or Physics 1502A/B), with an average of at least 60%;

1.0 course from:
Calculus 1000A/B **or** Calculus 1500A/B or the former Calculus 1100A/B and one of Applied Mathematics 1201A/B, Applied Mathematics 1413, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B or the former Linear Algebra 1600A/B, Mathematics 1225A/B or Mathematics 1229A/B. (An average in the two courses of at least 60% is required.)

Module
Unchanged

<u>REVISED CALENDAR COPY</u>
<u>http://www.westerncalendar.uwo.ca/2017/pg645.html</u>

MAJOR IN CHEMISTRY

This module forms the core material of those degrees which have Chemistry as a main designation. It is designed to give a foundation in all areas of Chemistry without the need to specialize in any one of them.

Admission Requirements
Completion of first year requirements, including the following 3.0 courses **with no mark less than 60 % in any course**:

1.0 course from: Chemistry 1301A/B and Chemistry 1302A/B ~~(with an average of at least 60%),~~ or Chemistry 1100A/B and Chemistry 1200B ~~(with an average of at least 60%).~~

1.0 course from: (Physics 1028A/B or Physics 1301A/B or Physics 1501A/B) and (Physics 1029A/B or Physics 1302A/B or Physics 1502A/B), ~~with an average of at least 60%.~~

1.0 course from:
Calculus 1000A/B, **or** Calculus 1500A/B ~~or the former Calculus 1100A/B~~; and one of Applied Mathematics 1201A/B, Applied Mathematics 1413, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B ~~or the former Linear Algebra 1600A/B~~, Mathematics 1225A/B or Mathematics 1229A/B. ~~(An average in the two courses of at least 60% is required.)~~

Module
Unchanged

<u>REVISED CALENDAR COPY</u>
<u>http://www.westerncalendar.uwo.ca/2017/pg647.html</u>

MINOR IN CHEMISTRY

This minor is intended for students who are not in Chemistry, particularly those in Biology and Health Sciences, Biochemistry, Materials Science, or those looking for a second teachable for Teacher's College.

This minor cannot be taken in combination with any other module offered by the Department of Chemistry.

Admission Requirements
Completion of first year requirements, including the following 2.0 courses:

1.0 course from: Chemistry 1301A/B and 1302A/B ~~(with an average of at least 60%),~~ or Chemistry 1100A/B and 1200B (~~with an average of at least 60%~~) **with no mark less than 60% in any course:**

1.0 course from:

Calculus 1000A/B **or** 1500A/B ~~or the former 1100A/B~~; and one of Applied Mathematics 1201A/B, Applied Mathematics 1413, Calculus 1301A/B, 1501A/B, Mathematics 1600A/B ~~or the former Linear Algebra 1600A/B~~, Mathematics 1225A/B or 1229A/B.

Module
Unchanged

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2017/pg644.html

HONORS SPECIALIZATION IN BIOCHEMISTRY AND CHEMISTRY

This module provides a balance between core Chemistry and Biochemistry. It includes a course which is an independent research project, in which the student works in a research laboratory in one of the Departments of Chemistry or Biochemistry, typically during the final year of study. This module can be completed only within a BSc (Hons) degree.

Admission Requirements
Admission Requirements
Completion of first year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses **with no mark less than 60% in any course**, including:
1.0 course from: Chemistry 1301A/B and Chemistry 1302A/B (with an average of at least 60%), or the former Chemistry 1100A/B and the former Chemistry 1200B (with an average of at least 60%).

1.0 course from: Biology 1001A and Biology 1002B (with an average of at least 60%).

1.0 course from:

Calculus 1000A/B **or** Calculus 1500A/B; and one of Applied Mathematics 1201A/B, Applied Mathematics 1413, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B, Mathematics 1225A/B or Mathematics 1229A/B. (An average in the two courses of at least 60% is required.)

1.0 course from: (Physics 1028A/B or Physics 1301A/B or Physics 1501A/B) and (Physics 1029A/B or Physics 1302A/B or Physics 1502A/B), with an average of at least 60%. (This 1.0 course is required but is not considered to be a principal course.)

Note: Biology 1201A with a minimum mark of 70% can be used to replace Biology 1001A, and Biology 1202B with a minimum mark of 70% can be used to replace Biology 1002B.

Module
Unchanged

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http://www.westerncalendar.uwo.ca/2017/pg793.html

MINOR IN AMERICAN STUDIES

Admission Requirements
Completion of first-year requirements, including American Studies 1020 ~~and 1.0 course from Political Science 1020E, a first-year History, or a first-year English~~ **and any first year course(s) in Social Science, Arts and Humanities, Information and Media Studies, or Music** with a minimum mark of 60%.

OR

Any 2.0 first-year courses in Social Science, Arts and Humanities, Information and Media Studies, or Music with a minimum mark of 60%.

Module
4.0 courses:
~~0.5 course: American Studies 2201F/G.~~
~~1.0 course from: English 2308E, History 2301E, Political Science 2244E, the former Film Studies 2253E.~~
~~2.5 courses from: American Studies 2230F/G, American Studies 2231F/G, American Studies 3330F/G, American Studies 3340F/G, Anthropology 2211F/G, Anthropology 2216F/G, First Nations Studies 2211F/G, First Nations Studies 2216F/G, First Nations Studies 2231F/G, English 2017, English 3667F/G, Geography 2142A/B, History 2131A/B, History 2132A/B, History 2703F/G, History 3305E, History 3307E, History 3326F/G, History 3396F/G-3399F/G, Political Science 2102A/B, Political Science 2104, Political Science 3317F/G, Political Science 3326E, the former Anthropology 2231F/G, the former History 2303F/G, the former History 3321E.~~

4.0 courses with at least 0.5 each from each of the following groups of courses:

a) English 2017, English 2401E, English 3201F/G, English 3202F/G, English 3470F/G, English 3480F/G, English 3490F/G, Film Studies 2254F/G Film Studies 3364F/G, the former English 2308E, (the former Film Studies 2253E)

b) History 2131A/B, History 2132A/B, History 2134A/B, History 2135A/B, History 2137A/B, History 2138A/B, History 2171A/B, , History 2301E, History 2703F/G, History 2807F/G, History 2817F/G, History 3301E, History 3305E, History 3306A/B, History 3326F/G, History 3395E, History 3396F/G, History 3808F/G, History 4301E, History 4303E, History 4392E, History 4396F/G; the former History 2303F/G, the former History 3321E,

c) Political Science 2211E, Political Science 2244E; Political Science 3207F/G, Political Science 3326E, Political Science 3367F/G, Political Science 3398F/G;

d) Anthropology 2203F/G, First Nations Studies 2203F/G, First Nations Studies 2910F/G; First Nations Studies 3722F/G, First Nations Studies 3880F/G; Geography 2142A/B, Geography 2410A/B, Geography 2411F/G; Geography 3411A/B, Geography 3412A/B; Music 2700A/B, Music 2701A/B, Music 2702A/B; Women's Studies 2160A/B, Women's Studies 2161A/B, Women's Studies 2817F/G, Sociology 3347F/G; the former Anthropology 2231F/G or any course with significant American content that meets the approval of the Director of American Studies.

Students are advised that some of the upper-level courses in the module may have prerequisites that are not in the module. You may need to plan ahead or request special permission to enroll.

DUAL DEGREE AGREEMENT

BETWEEN

CENTRAL SOUTH UNIVERSITY
AND

THE UNIVERSITY OF WESTERN ONTARIO

WHEREAS Central South University ("CSU"), Changsha, Hunan, Peoples' Republic of China and The University of Western Ontario ("Western"), London, Ontario, Canada, wish to enter into an agreement whereby qualified CSU students registered in the Bachelor of Science, Computer Science major, offered by the Department of Computer Science and Technology, School of Information Science and Engineering (SISE) at CSU may be accepted into Year 3 of the Faculty of Science, Honors Specialization in Computer Science at Western and upon successful completion of the program, qualify for degrees at both Western and CSU, in accordance with the provisions set out herein;

THEREFORE, the Universities agree as follows:

1. THE PURPOSE OF THE AGREEMENT
   The purpose of this agreement is:
   (a) to set out the requirements and procedures for admission of CSU students to Year 3 of the Honors Specialization in Computer Science at Western;
   (b) to set out the courses that will be accepted for transfer credit at Western and CSU;
   (c) to set out the progression and graduation requirements for CSU students enrolled at Western and;
   (d) to describe the nature of the relationship between Western and CSU and describe the obligations of both in relation to the transfer credit and the awarding of an undergraduate degree from each institution upon a student's successful completion of the Honors Specialization in Computer Science.

2. ADMISSION
   (a) Western will consider for admission to Year 3 of the Honors Specialization in Computer Science those applicants who have been proposed by CSU and who satisfy the following admission criteria:
      i. In order to be eligible to apply for admission to Western, CSU students must have successfully completed the first and second year CSU courses set out in Appendix A;

    ii.   CSU students must have an overall average of at least 70%, as calculated under Western's grading system. No individual grade may be less than 60%, as calculated under Western's grading system, over CSU Year 1 and Year 2 courses set out in Appendix A;

    iii.   CSU students must also meet one of the following English language proficiency requirements: Test of English as a Foreign Language (TOEFL) Internet Based Score of at least 83 with no section with a score of less than 20; or an International English Language Test Score (IELTS) of 6.5 with no section less than 6.0; or equivalent as defined on the Undergraduate Admissions prospective student website, subject to final approval by the Admissions Office at Western.

(b) The final decision as to who will be admitted and the number of students who will be admitted each year in the Honors Specialization in Computer Science is made solely by Western.

(c) CSU agrees that it will provide Western with official academic transcripts (both mid-term and final) of all prospective students.

(d) The parties acknowledge that CSU and Western make their own admission decisions relating to applicants at their respective institutions.

3.   TRANSFER CREDIT

(a) Western agrees that it will grant transfer credit for the first and second year CSU courses set out in Appendix A to CSU students who are admitted to the third year of the Honors Specialization in Computer Science at Western pursuant to this Agreement.

(b) CSU agrees that it will grant transfer credit to CSU students who have successfully completed the third and fourth year courses at Western set out in Appendix A.

(c) CSU students will receive "block credit" for the first and second year courses set out in Appendix A equivalent to the first two years of full-time study in the Honors Specialization in Computer Science module. This credit is not transferrable to other Faculties or Programs at Western.

(d) The lists of CSU and Western courses set out in Appendix A may be amended during the term of this Agreement with the agreement in writing of the representatives of both parties. CSU must give Western reasonable notice of any anticipated changes to curriculum or course content for the first and second year courses set out in Appendix A. If Western determines that "block credit" cannot be given due to the course or curriculum changes, it may terminate this Agreement in accordance with section 8 below.

4. PROGRESSION REQUIREMENTS

(a) CSU students studying at Western will be required to study on a full-time basis and are subject to all rules and regulations applicable to Western students, including academic progression requirements. The undergraduate program will normally be completed in two years of full-time study.

(b) Once admitted to Year 3 of the Honors Specialization in Computer Science, access to Western courses will be attained through modification of constraints for the courses involved (with express permission of the departments concerned). Students need to complete successfully the remaining courses in their program, maintaining a cumulative average of 65% and modular average of 70% with no individual modular course below 60%. Should this average not be maintained, the CSU student may still be eligible for a General Specialization in Computer Science degree from Western. Students who successfully complete a General Specialization in Computer Science degree will be awarded a degree from CSU if the Western courses satisfy CSU degree requirements. Progression and degree requirements may be revised from time to time by Western. Western will provide CSU with written notice of any revisions.

(c) Students performing unsatisfactorily in the Honors Specialization in Computer Science at Western will be counselled to consider whether they wish to continue in this program or change to another program at Western or return to CSU. Western will inform CSU about the progress of all the students. If the students return to CSU, CSU would determine how the credits already obtained at Western may be transferred back to CSU.

(d) Students who request transfer to another program at Western will have the "block credit" that they received as part of the Articulation Agreement removed from their academic record. Credit from CSU Year 1 and Year 2 will be assessed for individual credit on a course-by-course basis by the Admissions Office in conjunction with the faculty, as applicable, at that point in time.

5. DEGREES

Upon successful completion of Year 3 and Year 4 of the Honors Specialization in Computer Science, students shall be awarded a Bachelor of Science, Honors Specialization in Computer Science degree at Western and a Bachelor of Computer Science at CSU.

6.   INFORMATION EXCHANGE AND PROTECTION OF PERSONAL INFORMATION

(a) CSU and Western will designate individuals responsible for communicating anticipated changes to the program and/or courses set out in Appendix A.

(b) CSU and Western agree to take all reasonable measures to ensure that student personal information provided to it by the other institution is used only for the purposes for which it is provided and is protected against loss, unauthorized access, use, modification or disclosure.

(c) CSU and Western agree that they will not transfer personal information to a third part without the prior written consent of the individual to whom the information relates.

7.   GENERAL

(a) CSU students will pay CSU fees to CSU in years 1 and 2 and Western international student fees to Western in years 3 and 4.

(b) CSU students must purchase health coverage under the University Health Insurance Plan (UHIP) while they are studying in Canada.

(c) CSU students who are accepted for registration at Western under this Agreement must demonstrate to Citizenship and Immigration Canada that they are eligible to study in Canada and that they have sufficient financial resources to complete two years of study at Western.

(d) CSU students enrolled at Western will be assigned a faculty mentor to advise and assist them in becoming oriented to studying at Western.

8.   PERIOD OF AGREEMENT

(a) This Agreement is in effect for five years from the date of signing. Discussions about the renewal of the agreement shall begin at least 12 months prior to the end date.

(b) Notwithstanding the above, this Agreement may be terminated by either party with at least six months' written notice. Notwithstanding such notice, students enrolled in Years 3 or 4 as of the date of the notice of termination shall be permitted to complete the Honors Specialization in Computer Science program and receive degrees from both institutions under the terms of this Agreement.

IN WITNESS WHEREOF the Universities have signed this Agreement under the hands of their authorized signing officers.

CENTRAL SOUTH UNIVERSITY

_____   Date: _____
Prof. Zhou Kechao
Vice President (International)

_____   Date: _____
Prof. Zou Beiji
Dean, School of Information Science
and Engineering

THE UNIVERSITY OF WESTERN ONTARIO

_____   Date: _____
Janice Deakin
Provost and Vice President (Academic)

_____   Date: _____
Kathleen Kwan
University Secretary

_____   Date: _____
Dr. Pauline Barmby
Dean, Faculty of Science

APPENDIX A
To Agreement between
The University of Western Ontario (Western)
and
Central South University (CSU)

Requirements – Area of Concentration: Computer Science

CSU required first and second year courses:

2012 CSU Course Schedule: Year I (5.0 Transfer Credits)

First Year Subject at CSU	CSU Credit Weight
Advanced Mathematics A(I) (130701X1)	5.0
Advanced Mathematics A(Ⅱ) (130701X2)	5.0
Introductory Course for Freshmen (090001T1)	1.0
The Fundamental of Computers and Programming Language (090496X1)	2.5
Fundamental of Computer Programming Practice (090497X1)	1.0
Linear Algebra A (130703X1)	2.0
Object-Oriented Programming(C++) (090498X1)	3.0
Practice of Advanced Computer Programming(C++) (090499X1)	2.0
Moral Education and Foundation of Law (21020021)	3.0

2012 CSU Course Schedule: Year II (5.0 Transfer Credit)

Second Year Subject at CSU	CSU Credit Weight
Practice of Advanced Computer Programming(C++) (090499X1)	2.0
Probability and Statistics A (130704X1)	3.5
Discrete Mathematics (090401X1)	3.0
Data Structure (090402X1)	3.5

Introduction of Specialty (090403X1)	1.0
Cognitive Practice (090406X1)	2.0
Computer Network (090502Z1)	3.0
Principles of Computer and Assembly Language (090407Z1)	4.0
Principle of Database (090408X1)	3.0
Practice of Principles of Computer Composition and Assemble Language (0904011X1)	2.0
Note: In year 1 and/or 2 at CSU students must also complete Public Elective (PE) courses equivalent to 2.0 Western credits to meet Western's breadth requirements. Physics or other science courses (non-Computer Science, non-Math credits[1]) may also count toward this requirement. Western will determine whether the completed courses meet its breadth requirements.	8.0

(1)   Note: Math courses include Applied Mathematics, Mathematics, Statistics and Actuarial Science.

2016 CSU Course Schedule: Year I (5.0 Transfer Credits)

First Year Subject at CSU	CSU Credit weight
C programming (090200T10)	4.0
Advanced Mathematics A1(Ⅰ) (130701X10)	5.5
Introduction of computer science for New Student (090202T10)	1.0
Advanced Mathematics A (II) (130701X20)	5.5
Object-Oriented Programming (C++) (090203Z10)	3.0
Linear Algebra (130711X10)	2.0
Moral Education and Foundation of law (21020021)	3.0

2016 CSU Course Schedule: Year II (5.0 Transfer Credits)

First Year Subject at CSU	CSU Credit weight
Principle of Database (090212Z10)	3.0
Discrete Mathematics (090204X10)	3.0
Probability and Statistics (130712X10)	3.5
Data Structure (090205X10)	3.5
Practice of Programming (C++ & Data Structures) (090206X11)	2.0
Java Language and System Design (090207Z10)	3.0
Principles of Computer and Assembly Language (090222Z10)	4.0
Analysis and Design of Algorithms (090210Z10）	3.0
Computer Network （090211Z10）	3.0
Course Exercise in Operating System （090214Z11）	2.0
Application programming I (Network+Java) （090215Z11）	2.0
Practice of Principles of Computer Composition and Assembly Language （090223Z11）	2.0
Note: In year 1 and/or 2 at CSU students must also complete Public Elective (PE) courses equivalent to 2.0 Western credits to meet Western's breadth requirements. Physics or other science courses (non-Computer Science, non-Math [1]) may also count toward this requirement. Western will determine whether the completed courses meet its breadth requirements.	8.0

(1)   Note: Math courses include Applied Mathematics, Mathematics, Statistics and Actuarial Science.

The following courses, **worth 10.0 course credits** must be successfully completed at Western in Years 3 and 4:

Normally Taken in Year III (5 credits)[1]	
Year III Required Courses:	**Western Credit Weight**
Computer Science (CS) 3305A/B: Operating Systems	**0.5**
Computer Science (CS) 3307A/B: Object-Oriented Design and Analysis	**0.5**
Computer Science (CS) 3331A/B : Foundations of Computer Science	**0.5**
Computer Science (CS) 3340A/B : Analysis of Algorithms I	**0.5**
Computer Science (CS) 3342A/B : Organization of Programming Languages	**0.5**
Computer Science (CS) 3350A/B : Computer Architecture	**0.5**
Computer Science elective courses at the 3000-level or above (see list below)	**1.0**
Non-Computer Science, non-Math course[2] at the 2000-level or above	**0.5**
Category A or B course at the 2000-level or above	**0.5**

Normally Taken in Year IV (5 credits)[1]	
Year IV Required Courses	**Western Credit Weight**
0.5 course *from*: Writing 2101F/G, Writing 2111F/G, Writing 2125F/G, Writing 2131F/G	**0.5**
Computer Science 4490Z	**0.5**
Computer Science elective courses at the 4000-level (see list below)	**1.0**
Computer Science elective courses at the 3000-level or above (see list below), one of which can be Math 2156A/B	**2.0**
Non-Computer Science, non-Math course[2] at the 2000-level or above	**0.5**
Category A or B course (whichever category not taken in year III) at the 2000-level or above	**0.5**

Comments:

   (2)   The order these required courses are taken in is up to the student (subject to course prerequisites being satisfied).
   (3)   Note: Math courses include Applied Mathematics, Mathematics, Statistics and Actuarial Science.

Computer Science (CS) Course Options	
Year III Elective Options	**Western Credit Weight**
CS 3101A/B : Theory and Practise of High Performance Computing	**0.5**
CS 3120A/B: Databases for Informatics and Analytics	**0.5**
CS 3121 A/B: Artificial Intelligence for Informatics and Analytics	**0.5**
CS 3122A/B: Communications and Networking for Informatics and Analytics	**0.5**
CS 3319A/B: Databases I	**0.5**
CS 3325A/B: Law in Computer Science	**0.5**
CS 3346A/B: Artificial Intelligence I	**0.5**
CS 3357A/B: Computer Networks I	**0.5**
CS3375A/B: Data Visualization	**0.5**
CS 3377A/B: Software Project Management	**0.5**
CS 3388A/B: Computer Graphics I	**0.5**
CS 3377: Design for Interactive Multimedia Learning	**0.5**
CS 3320: Numerical Computing I	**0.5**
CS 3333, CS 3334, CS 3335, or CS 3336: Selected Topics	**0.5 (each)**
Year IV Elective Courses	**Western Credit Weight**
CS 4402A/B: Distributed and Parallel Systems	**0.5**
CS 4411A/B: Databases II	**0.5**
CS 4412A/B: Data Mining and its Applications	**0.5**
CS 4413A/B: Cryptography and Security	**0.5**
CS4414A/B: Introduction to Data Science	**0.5**
CS 4424A/B: Foundations of Computer Algebra	**0.5**
CS4432A/B: Foundations of Computer Science II	**0.5**
CS 4433A/B, CS 4434A/B, CS 4435A/B, 4436A/B, 4437A/B, or 4438 A/B: Selected Topics	**0.5 (each)**
CS 4442A/B: Artificial Intelligence II	**0.5**
CS 4444A/B: Semantics of Programming Languages	**0.5**
CS 4445A/B: Analysis of Algorithms II	**0.5**
CS 4447A/B: Compiler Theory	**0.5**
CS 4457A/B: Computer Networks II	**0.5**
CS 4460A/B: Bioinformatics Thesis	**0.5**
CS 4461A/B: Bioinformatics Tools and Applications	**0.5**
CS 4462A/B: DNA Computing	**0.5**
CS 4470YA/B: Software Maintenance and Configuration Management	**0.5**
CS 4471A/B: Software Design and Architecture	**0.5**
CS 4472A/B: Specification, Testing and Quality Assurance	**0.5**
CS 4473A/B: Requirements Analysis	**0.5**
CS 4474A/B: Human-Computer Interaction	**0.5**
CS 4481A/B: Image Compression	**0.5**
CS 4483A/B: Game Design	**0.5**
CS 4487A/B: Algorithms for Image Analysis	**0.5**
CS 4488A/B: Computer Graphics	**0.5**
CS 4491A/B/Y: Practicum in Computer Science	**0.5**
CS 4492A/B/Y: Practicum in Game Development	**0.5**
Math 2156B: Discrete Structures 2	**0.5**

<u>NEW CALENDAR COPY</u>

King's KEY (King's Enhanced Year) Program

Admission Requirements
1.   Must be academically eligible
2.   One of the following test results must be met:
   - IELTS – Minimum Overall Score and Writing section must be 5.5, all other sections Minimum 5.0.
   - TOEFL – Minimum Overall Score of 62, Reading and Listening not below 12, Speaking and Writing not below 16.
   - CAEL – Minimum 50 in all sections.
   - PTE Academic – Minimum Overall Score of 46, with no section less than 46.

Program Description
King's KEY Program is designed for applicants that are interested in pursuing a Bachelor of Management and Organizational Studies or a Bachelor of Arts in a Social Science program. KEY students must be academically eligible to enter first year as a BMOS or Social Sciences student and have obtained English Language Proficiency scores (above) that are close to the Western requirements. In the KEY program, students study 17 hours of mandatory English Language training provided by Western's English Language Centre while enrolled in 2.0 credit courses which are primarily quantitative and are required in the first year of the BMOS program. The 2.0 credit courses are:

   0.5 credit: Math 1229A (or other Math as recommended)
   0.5 credit: Math 1230A/B (or other Math as recommended)
   0.5 credit: Economics 1021A/B
   0.5 credit: Economics 1022A/B

With the successful completion of both the credit courses and the English for Academic Purposes program at the High-Advanced level, KEY students will be eligible for full-time study in a Social Science or BMOS program at King's.

WESTERN AWARDS FOR EXCELLENCE IN TEACHING

A.   **A List of the Annual Awards for Excellence in Teaching**

A total of 7 awards are available annually in four categories:
- Up to 6 awards may be distributed among the Pleva, Robinson and Armitt Awards. If in any year there are no recipients of the Marilyn Robinson Award, up to 5 awards may be given in the Pleva and Armitt categories combined.
- One additional award may be given in the "Western Award for Innovations in Technology-Enhanced Teaching" category.

1.   **The Edward G. Pleva Award for Excellence in Teaching**

All continuing members of full-time* faculty who are either Limited Term or tenured at the University and its Affiliated University Colleges are eligible for nomination. Previous recipients of this award are ineligible for re-nomination.

Award recipient(s) will receive a medal and commemorative scroll which normally will be presented at the appropriate Spring Convocation. In addition, award recipients' names will be inscribed on a plaque which will be displayed in a prominent location in the University.

The University Awards for Excellence in Teaching were created in 1980-81. In 1987, the awards were named in honor of Edward Gustav Pleva, Western's first geography teacher in 1938. Dr. Pleva was Head of the Department of Geography from the time it was established in 1948 until 1968. He has received a number of teaching awards for his contribution to the development of modern geographical education in Canada at all levels. His special area of interest is the Great Lakes region.

Dr. Pleva has acknowledged that, "Teaching has always been central to my career. My only claim to recognition rests in the relationship I have with the thousands of geography students in the classes I taught. I appreciate the many awards, including the Massey Medal, I have received as a teacher. In my opinion teaching is one of the highest callings."

* For the purposes of this award, Clinical Academics appointed under *Conditions of Appointment: Physicians Appointed in Clinical Departments and Clinical Divisions of Basic Science Departments* are eligible for nomination.

2.   **The Angela Armitt Award for Excellence in Teaching by Part-Time Faculty**

The award for excellence in teaching by part-time faculty was established at Western in 1989-90. It is to be awarded based on evidence of continued outstanding contributions to the academic development of students.

All part-time* members of faculty of the University and its Affiliated University Colleges are eligible for nomination for the award. Previous recipients of the award are ineligible for re-nomination.

Award recipient(s) will receive a medal and commemorative scroll, which normally will be presented during the appropriate Spring Convocation. In addition, award recipients' names will be inscribed on a plaque which will be displayed in a prominent location in the University.

In 2003, the award was renamed in honor of Angela Mary Armitt (BA'36, MA'67, LLD'87), a champion of life-long learning, and Western's first Dean of the Faculty of Part-Time and Continuing Education. In addition to her honorary degree from Western in 1987, York University conferred a Doctor of Laws upon her in 1975 as "one of education's best ambassadors." A much-loved administrator, she was dedicated to helping others achieve their university degrees and she travelled to the many extension centres where adult students were able to work towards a university degree on a part-time basis. She described herself as, "the first travelling saleswoman extolling the virtues of a degree from Western."

* For the purposes of this award, a part-time faculty member is one who held an academic appointment to teach at least one full (1.0 or equivalent) degree-credit course offered by Western or an Affiliated University College during the fiscal year (May 1 through April 30) preceding nomination, and was not a regular full-time faculty member, visiting faculty member, or graduate teaching assistant during the fiscal year (May 1 – through April 30) preceding nomination. Previous recipients of this award are ineligible for re-nomination.

3. **The Marilyn Robinson Award for Excellence in Teaching**

In 1996-97, this award for excellence in teaching was established at Western to be awarded based on evidence of outstanding contributions in the area of classroom, laboratory, or clinical instruction.

All continuing members of full-time faculty who are either Limited Term or Probationary at the University and its Affiliated University Colleges and who usually have seven years or less of full-time university teaching experience at the time of their nomination are eligible for nomination for the award. Previous recipients of this award are ineligible for re-nomination.

Award recipient(s) will receive a commemorative scroll which normally will be presented at the appropriate Spring Convocation. Also, at the appropriate faculty's award ceremonies, the award recipient will be presented with an item that is emblematic of Marilyn's love for beauty and life: a framed reproduction of an artist such as Georgia O'Keefe or Claude Monet, to be selected by the recipient in consultation with the Teaching Support Centre. In addition, the award recipients' names will be inscribed on a plaque which will be displayed in a prominent location in the University.

Marilyn Robinson was an enthusiastic and inspirational lecturer who was much loved and respected by both colleagues and students. In her roles as Assistant Professor in Physiology and Coordinator of the Educational Development Office, she helped raise the profile of teaching at Western. One special gift was an ability to establish a rapport with students: she was always available for students, and each was dealt with warmly and compassionately, whether it was to discuss an academic or a personal problem. Through interaction with many colleagues she became captivated with the idea of exciting students by means of active learning and problem solving, and convinced many throughout the University of the benefits of this approach. Her expertise was recognized with many teaching awards including the 3M Teaching Fellowship and the Excellence in Teaching Award (Pleva).

4.   **Western Award for Innovations in Technology-Enhanced Teaching**

Skillfully and meaningfully integrating technology into a course in order to benefit student learning is a complex endeavour. Continuing to innovate, reflect, and improve the integration of technology across courses is a recognition of the capacity of technology to enhance student learning. The Western Award for Innovation in Technology-Enhanced Teaching is meant to recognize and reward the contributions of faculty members at Western University and its Affiliated University Colleges who have significantly improved the experience and outcomes of their students through the intentional incorporation of technology into their teaching practice.

All continuing members of faculty who are Tenured, Probationary, or Limited Term at Western or the Affiliated University Colleges are eligible for nomination. In addition, part-time* members of faculty are also eligible for nomination. Previous recipients of this award are ineligible for re-nomination.

* For the purposes of this award, a part-time faculty member is one who held an academic appointment to teach at least one full (1.0 or equivalent) degree-credit course offered by Western or an Affiliated University College during the fiscal year (May 1 through April 30) preceding nomination, and was not a regular full-time faculty member, visiting faculty member, or graduate teaching assistant during the fiscal year (May 1 – Through April 30) preceding nomination.

The award winner will receive a medal and commemorative scroll, which will normally be presented during the appropriate Spring Convocation. The award recipients' names will be also inscribed on a plaque, displayed in a prominent location in the University. Each winner's achievement will be captured as an on-line video and profiled on the Western Award for Innovation in Technology-Enhanced Teaching microsite maintained by the Teaching Support Centre.

B.   The Awards Committee (SUTA)

A subcommittee of the Senate Committee on Academic Policy and Awards (SCAPA), the Subcommittee on Teaching Awards (SUTA), will consider the nominations. Wherever possible, SUTA seeks a consensus regarding the awards on the basis of the materials contained in dossiers submitted to the University Secretariat. The members of the Subcommittee are willing to provide informal advice on the preparation of dossiers.

C.   Nomination Procedure (All Categories)

Nominations may be initiated by an individual or group, including students, alumni, fellow faculty members, Deans, and department Chairs. However, all nominations should be submitted by the primary nominator(s) through the Dean of the nominee's Faculty or School, or Principal of the nominee's Affiliated University College. The Dean or Principal is ultimately responsible for the compiling of the nomination dossier and for forwarding the electronic copy as one PDF file to the University Secretariat no later than January 15. See additional information below about formatting of the electronic dossier in Section D. Regardless of who initiates the nomination, consultation with other relevant parties, including the Faculty's or department's Awards Committee, is strongly advised.

Nominators are encouraged to view dossiers of previously successful nominees. Electronic dossiers from the previous three years can be accessed by submitting a request for access to the University Secretariat's Office, contingent upon the contents of those files containing statements to permit public viewing.

Nominees will be given the opportunity to decline to let their names stand and should be given the opportunity to attest to the completeness of the dossier prepared for viewing by the nominator(s).

Each nomination dossier must contain a single official letter of nomination, which can be prepared by up to two co-nominators. The nominator(s) should be familiar with the nominee and the contents of the dossier.

The Committee strongly suggests that letters of support be solicited by the nominator(s) rather than by the nominee. The nominator(s) is(are) responsible for advising those individuals who will be forwarding letters of support that their letters will be available for public viewing if permission is given by a winning nominee for general viewing at the University Secretariat. All letters of support must include a Release Statement (see Section D).

All nomination dossiers must include a consent form signed and dated by the nominee containing the following statements:

1) *I hereby agree to let my name stand for consideration by the Subcommittee on Teaching awards (SUTA) for the Angela Armitt/Edward G. Pleva/Marilyn Robinson/Innovations in Technology-Enhanced Teaching (select one) award.*

2) *I hereby attest to the completeness of the dossier prepared on my behalf for viewing by SUTA.*

3) *I do/do not (select one) grant permission for the release of my dossier for general viewing in the University Secretariat, should I be selected as a recipient of the award.*

D.   Format for Nominations

The nomination dossier shall be submitted electronically to the University Secretariat's Office as a single PDF file by the deadline. Up to eight sections, as listed below must, be bookmarked in the electronic file for easy navigation. Material included in the dossier must have a font size of 12 and page margins not less than 1 inch (2.5 cm).

The material submitted to the Subcommittee should relate directly to the current nomination. Promotion and tenure letters or news media relating to other awards or relaying unfocussed opinions are unacceptable. Letters dealing specifically with teaching in a broad context are more useful than letters relating to the nominee's standing in the profession or to other matters.

Material in excess of the page limits indicated below will be removed from the dossier.

Release Statement for Public Viewing:
The nominator(s) will determine which letters of support from peers, colleagues and students will be included in the dossier**.**

The successful nominee may grant permission to release his/her dossier for public viewing. At the bottom of each letter – including the letters from the primary nominator(s) and from the Dean - the following statement should be included with "do" or "do not" clearly indicated:

I do/do not grant permission for my letter to be included in the dossier if the nominee agrees to release the dossier for general viewing at the University Secretariat.

The nominator(s) is(are) responsible for ensuring that this statement is clearly shown in **all letters** included in the nomination dossier (i.e., letters for items 1, 2, 5 and 6 below).

FORMAT FOR NOMINATIONS: PLEVA, ARMITT, AND ROBINSON AWARDS	FORMAT FOR NOMINATIONS: INNOVATIONS IN TECHNOLOGY-ENHANCED TEACHING AWARD
1. Letter from Primary Nominator(s): This letter will initiate the dossier. Ideally, the nominator(s) will have taken a leading role in the compiling of the dossier. The pertinent criteria listed in **Section E** must be addressed and be organized under relevant subheadings. The nominator(s) should clearly identify the nominee's contributions to the relevant activities.	**1. Letter from Primary Nominator(s):** This letter will initiate the dossier. Ideally, the nominator(s) will have taken a leading role in the compiling of the dossier. The pertinent criteria listed in **Section F** must be addressed and be organized under relevant subheadings. The nominator(s) should clearly identify the nominee's contributions to the relevant activities.
2. Letter from the Dean: If the Dean is not one of the primary nominators, he or she may wish to endorse the nomination by way of a supporting letter.	**2. Letter from the Dean:** If the Dean is not one of the primary nominators, he or she may wish to endorse the nomination by way of a supporting letter.
3. Curriculum Vitae of the Nominee (not to exceed five pages): This is essential to enable the Subcommittee to consider the nominee properly. Teaching-related activities should be prominent in the CV. SUTA recommends that the number of published articles and/or books be summarized but the details of each publication should not be listed. Research papers and conference presentations with students as co-authors should be highlighted.	**3. Curriculum Vitae of the Nominee (not to exceed five pages):** This is essential to enable the Subcommittee to consider the nominee properly. Teaching-related activities should be prominent in the CV. SUTA recommends that the number of published articles and/or books be summarized but the details of each publication should not be listed. Research papers and conference presentations with students as co-authors should be highlighted. Reporting the results of the technology-informed teaching practice should also be highlighted.
4 Brief Statement (not to exceed 500 words) of the Nominee's Teaching Philosophy This statement should outline the nominee's philosophy of the nature and purpose of teaching. The nominee should articulate how teaching activities are designed and implemented to help realize this vision.	**4 Brief Statement (not to exceed 500 words) of the Nominee's Teaching Philosophy** This statement should focus on the educational purpose and philosophy of incorporating technology into teaching. The connections among the nominee's innovations, approach to teaching, and the impetus for making the technology-enhanced change should be explicit.
5. Letters from Peers and Colleagues (not to exceed ten pages in total): Such letters can provide valuable information about the nominee's commitment to teaching, academic standards and general reputation among colleagues and students. **Up to six** letters may be included.	**5. Letters from Peers and Colleagues (not to exceed four pages in total):** Letters should deal specifically with the impact, scale and creativity of the technological innovation. Up to **two** letters may be included.
6. Letters from students (not to exceed ten pages in total): Thoughtful letters from current and former students are helpful. In particular, letters from former students who can look back on their university careers and assess the nominee in a broad context are especially valuable. Student "petitions" of the type hung up in a department office or a laboratory for everyone to sign are, at best, supporting material. **Up to six** letters in total from both graduate and undergraduate students may be supplied.	**6. Letters from students (not to exceed ten pages in total). Include letters only from those students who were enrolled in courses which employed the new technology:** Thoughtful letters from current and former students are helpful. In particular, letters from former students who can look back on their university careers and assess the nominee in a broad context are especially valuable. Student "petitions" of the type hung up in a department office or a laboratory for everyone to sign are, at best, supporting material. A **minimum of four** letters from either graduate or undergraduate students must be supplied.

7. Teaching evaluations <u>(not to exceed ten pages in total)</u>:	**7. Teaching evaluations <u>(not to exceed ten pages in total). Include evaluations only for courses in which the new technology was used</u>:**
The Subcommittee finds it very helpful to have the results of evaluations by students. However, raw computer output from teacher or course evaluations should not be included but rather <u>summaries</u> of results should be provided. The task of assessing teacher evaluations from across the University is difficult under the best of circumstances and the more guidance the nominators can provide the better. Clarification must be provided as to: what type of activity is being evaluated - whether it is a lecture, seminar or clinic; the number of hours for which the nominee was responsible; the class size and year. It would also be very helpful to know how the nominee's evaluations compare with those of other faculty members in the department or faculty.	The Subcommittee finds it very helpful to have the results of evaluations by students. However, raw computer output from teacher or course evaluations should not be included but rather <u>summaries</u> of results should be provided. The task of assessing teacher evaluations from across the University is difficult under the best of circumstances and the more guidance the nominators can provide the better. Clarification must be provided as to: what type of activity is being evaluated - whether it is a lecture, seminar or clinic; the number of hours for which the nominee was responsible; the class size and year. It would also be very helpful to know how the nominee's evaluations compare with those of other faculty members in the department or faculty.
8. Teaching materials <u>(not to exceed ten pages in total)</u>:	**8. Teaching materials <u>(not to exceed ten pages in total)</u>:**
Do not include copies of teaching or course materials but rather assessments of the educational materials. This could include excerpts or summaries of the teaching materials accompanied by comments or reviews of the materials that were prepared by colleagues, publishers, or others in a position to evaluate the materials' effectiveness. The impact or breadth of use of these materials should be indicated.	Do not include copies of teaching or course materials but rather assessments of the educational materials. This could include excerpts or summaries of the teaching materials accompanied by comments or reviews of the materials that were prepared by colleagues, publishers, or others in a position to evaluate the materials' effectiveness. The impact or breadth of use of these materials should be indicated. Depending on the innovation, it may be appropriate to also provide a photograph or written description of the technological innovation.
9. Release Statement for Public Viewing:	**9. Release Statement for Public Viewing:**
At the bottom of each letter the following statement should be included with "do" or "do not" clearly indicated: *I do/do not grant permission for my letter to be included in the dossier if the nominee agrees to release the dossier for general viewing at the University Secretariat.* The nominator(s) is(are) responsible for ensuring that this statement is clearly shown in **all letters** included in the nomination dossier (i.e., letters for items 1, 2, 5 and 6 above).	At the bottom of each letter the following statement should be included with "do" or "do not" clearly indicated: *I do/do not grant permission for my letter to be included in the dossier if the nominee agrees to release the dossier for general viewing at the University Secretariat.* The nominator(s) is(are) responsible for ensuring that this statement is clearly shown in **all letters** included in the nomination dossier (i.e., letters for items 1, 2, 5 and 6 above).

E.   **The 12 Factors to be Considered by SUTA – Pleva, Robinson and Armitt Awards**

Twelve criteria are listed below with explanatory notes that have been added by SUTA. The Subcommittee gratefully acknowledges its indebtedness to the Ontario Confederation of University Faculty Associations and 3M for assistance provided by their Guidelines for Teaching Awards. While it is not necessary for a nominee to make equal contributions to all 12 criteria, outstanding performance in at least four criteria is desirable.

While these 12 factors will be considered for all nominees, the committee recognizes that nominees for either the Angela Armitt or Marilyn Robinson Award may not have yet made contributions to all 12 criteria.

1.   **Teaching Philosophy:**
      This statement (maximum 500 words) should outline the nominee's philosophy of the nature and purpose of teaching. The nominee should articulate how course design and/or teaching activities help to realize this vision.

2.   **Instruction:**
      Evidence of excellence goes beyond having high scores on the Student Questionnaire on Courses and Teaching (SQCT). The most compelling evidence comes from students' letters of support and examples of student engagement.

      a. *Classroom teaching:*
          Classroom teaching involves more than just lecturing and directing discussions. Great teachers engage students in all types of "classrooms" including undergraduate and graduate tutorials, seminars, laboratories, field courses, community engaged learning activities and on-line activities.

      b. *Clinical teaching:*
          Instruction of students in dynamic, professional practice situations where the content of the teaching-learning interaction is the client, whose physical, emotional, social and/or intellectual well-being, is directly affected by the actions of the student.

3.   **Academic counselling, tutoring and mentoring of students:**
      This item is difficult to describe and even harder to evaluate. It is meant to reflect interactions outside the classroom. The most compelling evidence of the quality of these interactions often comes from student letters in which the impact of the instructor on students' success or academic choices, or other stories of interactions are recounted. It also involves items on questionnaires regarding availability, availability to answer questions, concern for student progress, etc.

4.   **Graduate student and thesis supervision:**
      If the nominee's workload includes teaching or supervising graduate students, SUTA regards evidence of excellence in mentoring as important in a nomination. The evidence often takes the form of letters from present or former graduate students or colleagues but also includes measures of student success (e.g., academic awards, publications, conference presentations, successful applications for positions related to the area of study, etc.).

5.   **Course design:**
      Evidence for excellence goes beyond creating or modifying course content. This includes creating innovative course structures, learning activities (including community engaged learning), assessments, or on-line learning experiences to deepen student learning, provide opportunities for students to apply their newly learned skills or engage in discovery. Designing, implementing or incorporating novel

course components is important, as is creativity. The number of courses taught is less important than the impact the instructor has had on course design.

6. **Curriculum development:**
This is a longer term process than course design. It involves an ability to recognize a need (either for new subjects or for revisions of existing subjects) and the ability to integrate its parts into a workable and acceptable sequence of courses or study units. This may include membership on curriculum, undergraduate or graduate education committees at Western, but the nominee's specific role in achieving the outcome should be made clear. It also includes de-colonizing the curriculum of a discipline or incorporating international perspectives throughout an undergraduate program. Excellence is measured by the success of the resulting academic modules or programs, both in terms of student interest and enrolment, and in career trajectories of the graduates.

7. **Educational materials development:**
The materials should arise out of a recognized need in the nominee's own discipline(s) and might include audio-visual materials, software, textbooks, lab manuals or on-line learning objects. It is particularly compelling if the materials are subsequently used by other instructors at Western and beyond.

It is helpful if the nominator(s) or letters of support from colleagues identify what is unique and exceptional about the materials included and highlight those elements that are noteworthy. This might include excerpts of course materials along with an explanation of their value. For example, a textbook in chemistry that encourages students to be more self-directed might include a sample from the text and an explanation of the ways students would learn more effectively using this text.

8. **Educational leadership:**
This category is meant to capture the nominee's efforts to 'teach the teachers'. This includes any activities intended to facilitate the teaching development of other faculty members or graduate students. Examples include organizing teaching development sessions or workshops at an academic conference, leading workshops at the departmental or university-wide levels, participating in panel discussions, and mentoring individuals, groups or curriculum committees.

9. **Research and/or publications on university teaching.**
Items in this category typically arise from pedagogical research and contributions to the Scholarship of Teaching and Learning (SoTL). This includes publications or presentations of formal studies of various instructional or evaluation techniques as well as articles intended to share best practices in teaching.

10. **Development of innovative teaching methods.**
Teachers often adopt innovative teaching methods. This category is meant to go beyond this and capture teachers' foresight and creativity in developing or adapting new pedagogical methods for their courses. Evidence for excellence includes having other instructors employ the nominee's method in other courses.

11. **Educational planning and policy-making.**
This category includes more than curriculum development or publications on teaching, and items here should not duplicate those presented for points 6 or 9 above. For example, this category could include the design and implementation of new programs and modules at Western, active involvement at the Board and Provincial levels, or the preparation of policy documents directed at any level of education. Excellence in this category might be demonstrated by publication of a Purple Guide or similar guide to best practices, success of new programs and modules, involvement at the national level

to identify student outcomes in a particular discipline that inform accreditation, contributions to the way teaching or research on teaching are recognized in a discipline, contributing to policy documents at Western, other institutions or at the national level.

12. **Educational outreach at the local, provincial or national level.**
This category encompasses the sharing of one's teaching innovations at the municipal, provincial and national levels. It may include the development of materials and activities for schools and community groups, organization and delivery of educational 'camps', and the development of educational materials that are not used in the classroom. Without duplicating items included within point 8 above, this could include presenting innovative teaching practices at a national conference, or consulting with colleagues at other institutions about program development or teaching innovation.

F. **The Three Criteria to be Considered for the Western Award for Innovations in Technology-Enhanced Teaching**

Nomination packages will be evaluated using the following three broad criteria: Impact, Scale and Creativity.

1. **Impact of the innovation:**
Impact is defined by the nominee's use of technological innovation having a positive influence on student learning or the learning environment. This will be evaluated, in part, by:
   a. Evidence provided of the impact of the innovation on the student learning experience.
   b. Publications or presentations disseminating information about the innovation or evidence of the effectiveness of the practice.
   c. Published educational or instructional materials developed in support of the technology-informed teaching practice.
   d. Nominee's integration of best practices in teaching and learning in higher education into the design or use of the innovation.

2. **Scale:**
Scale is meant to describe the size of change or degree of implementation that the nominee's technological innovation has influenced. This will be evaluated, in part, by:
   a. The degree to which the innovation has been implemented.
   b. The number of innovations incorporated to improve student learning.
   c. The degree to which other instructors have adopted the innovation across the department, Western University, other institutions or disciplines.
   d. Demonstration of a long-term and on-going commitment to integrate technological innovation(s) across a series of courses or across a program.

3. **Creativity:**
Here, creativity is a nominee's ability to see an opportunity that aligns with students' learning needs and imagine a novel solution using a technological tool or practice to help address the opportunity (in part or in whole). This will be evaluated, in part, by:
   a. The degree to which the transformation is a novel approach or new application of the technology.
   b. Evidence that the innovation's implementation fostered new models of teaching practice.

Sessional Dates 2018-19 – Faculty of Education

2018	
August 30	Year 1 Registration and Orientation
September 3	Labour Day
September 4	Year 1 Classes Begin
September 4 – 10	1st term Add/Drop
September 4 – October 12	Year 2 Practicum Three
October 8	Thanksgiving
October 8 – 12	Year 1 Fall Reading Week
October 15	Year 2 Classes Begin
November 12 – December 7	Year 1 Practicum One
November 26 – December 14	Year 2 Alternative Field Experience A
December 10 – January 4	Year 1 Vacation
December 17 – January 4	Year 2 Vacation
2019	
January 7	Classes Resume (Year 1 and 2)
January 7 – 11	2nd term Add/Drop
February 18	Family Day
February 19 – March 29	Year 2 Practicum Four
March 11-15	Year 2 Spring Break
March 18-22	Year 1 Reading Week
March 25 – April 18	Year 1 Practicum Two
April 19/22	Good Friday/Easter Monday
April 1 – 26	Year 2 Alternative Field Experience
April 18	Last Day of Term, Year 1
April 26	Last Day of Term, Year 2

2018-19- HBA Sessional Dates – Ivey Business School

Honors Business Administration

*Please note that dates are tentative and subject to change.

2018	
August 27,28,29	HBA Pre-Ivey Program (Optional but recommended)
August 30	HBA 1 Transfer Orientation Program
August 31st	HBA1 Begins (Mandatory)
September 4-14	Add/Drop (A/B, Q,R,S,T (Ivey Term 5, 6, 7 and 8) courses)
September 4-7	HBA2 IFP Classes (MANDATORY)
September 10	HBA2 Elective Classes Begin
September 21	Last Day to drop Q (Ivey Term 5) course without penalty
October 8	Thanksgiving
October 9-12	Fall Break Week (No Classes Scheduled)
October 18	Q (Ivey Term 5) Courses End
October 19-23	HBA2 Exam Period
October 24-26	HBA2 IFP Work Days (Mandatory)
October 29	R (Ivey) Courses Begin
October 29 – November 2	Add/Drop (B, R,S,T (Ivey Term 6, 7 and 8) courses)
November 9	Last Day to drop R (Ivey Term 6) course without penalty
November 14-16	HBA 2 IFP Work Days (Mandatory)
November 23	HBA2 IFP NVP Presentations (Mandatory)
December 4	HBA2 Classes End
December 5	HBA1 Classes End
December 6-12	HBA2 Exam Period & HBA2 IFP – ICP Meetings
December 6-12	HBA 1 Exam Period
2019	
January 3	HBA 1 Classes Resume
January 7	HBA 2 Classes Resume
January 7-11	Add/Drop (B, S,T (Ivey Term 7 and 8) courses)
January 18	Last Day to drop S (Ivey Term 7) course without penalty
February 7	S (Ivey Term 7) courses End
February 11-15	HBA2 Exam Week (including Saturday)
February 18-22	Reading Week
February 25	T (Ivey Term 8) Courses Begin
February 25 – March 1	Add/Drop (T (Ivey Term 8) courses)
March 8	Last Day to drop T (Ivey Term 8) course without penalty
March 28	HBA 2 Classes End
April 1 - 5	HBA 2 Exams
April 3	HBA 1 Classes End
April 5-9	HBA 1 Exams

Western Law

Sessional Dates – 2018-19

2018

September 3	Labour Day Holiday
September 4	Orientation Day
September 5	Fall Term Classes Begin
September 5-11	Fall Term Add/Drop Period
October 8	Thanksgiving Day Holiday
October 24-26	Fall Convocation
December 7	Fall Term Classes End
December 10-21	Fall Term Examination Period
December 21	Fall Term Ends

2019

January 7	Winter Term Begins
January 7-25	January Intensive (First Year)
January 8-25	January Intensives (Upper Years)
January 8	January Intensive Add/Drop Period
January 28	Winter Term Regular Classes Begin
January 28 - February 1	Winter Term Add/Drop Period
February 18-22	Law Study Week
April 12	Winter Term Classes End
April 15-18, 22-26	Winter Term Examination Period
April 19	Good Friday (Western Holiday)
April 26	Winter Term Ends
June TBD	Spring Convocation

Schulich
MEDICINE & DENTISTRY

Sessional Dates MD Program 2018 - 2019

2018		MD Program, Schulich School of Medicine & Dentistry		
Start Date	**End Date**	**MD Program**	**Notes**	**Program Year**
August 20	August 24	Clerkship Orientation		3
August 27	August 27	Clinical Clerkship Begins		3
August 27	August 27	Clinical Science Electives Begin		4
August 28	August 31	Medical Foundations Week		1
August 28	August 28	White Coat Ceremony		1
September 3	September 3	Statutory Holiday	Labour Day	1, 2, 4
September 4	September 4	Academic Year Begins	Term 1 Begins	1, 2
September 26	September 26	Curriculum Academic Half-Day (PM)		1, 2
October 8	October 8	Statutory Holiday	Thanksgiving	1, 2, 4
December 10	December 14	Assessment Week		1
December 17	December 21	Social Medicine (Service Learning Week)		1
December 14	December 14	Clinical Science Electives End		4
December 24	January 6	Vacation	No Classes	1, 2, 4
2019		**MD Program, Schulich School of Medicine & Dentistry**		
Start Date	**End Date**	**MD Program**	**Notes**	**Program Year**
January 7	January 7	Academic Year Resumes	Term 2 Begins	1, 2, 4
January 14	January 18	Assessment Week		2
February 18	February 18	Statutory Holiday	Family Day	1, 2, 4
March 1	March 1	CaRMS Match Day	No Classes	4
March 11	March 15	Vacation	No Classes	1, 2
March 25	March 25	Curriculum Academic Half-Day (PM)		1
April 19	April 19	Statutory Holiday	Good Friday	1, 2, 4
April 26	April 26	Academic Year Ends		4
May 17	May 17	Convocation		4
May 13	May 17	Assessment Week		1
May 20	May 20	Statutory Holiday	Victoria Day	2, 4
May 21	May 31	Discovery Weeks		1
June 2	June 2	Academic Year Ends		1
June 3	June 7	Assessment Week		2
June 9	June 9	Academic Year Ends		2
August 9	August 9	Academic Year Ends	Clerkship Concludes	3
August 11	August 23	Vacation		3

Western

2018 START DATE	END DATE (AS APPLCABLE)	Classes/Exams/Activity/Stat Holidays	Program Year
August 27, 2018	August 30, 2018	Clinic Orientation	3, ITD1
August 28, 2018		White Coat Ceremony	1, ITD1
August 30, 2018		Year 1 Kit Orientation	1
September 3, 2018		Labour Day - No Classes	1, 2, 3, ITD1, 4, ITD2
September 4, 2018		Regular Classes and Clinics commence	1, 2, 3, ITD1, 4, ITD2
October 8, 2018		Thanksgiving - No Classes	1, 2, 3, ITD1, 4, ITD2
October 10, 2018		Research Day (afternoon only)	1, 2, 3, ITD1, 4, ITD2
TBA	TBA	Homecoming	4, ITD2
December 1, 2018		Last Day for receiving admission applications for Year 1 Dentistry	
November 9, 2018		Feasby Lecture (afternoon only)	3, ITD1, 4, ITD2
November 30, 2018		Classes End – Fall Term	1, 2, 3, ITD1, 4, ITD2
December 3, 2018	December 21, 2018	Exam Period – All Years	1, 2, 3, ITD1, 4, ITD2
December 21, 2018	January 7, 2019	Vacation	1, 2, 3, ITD1, 4, ITD2
2019 START DATE	**END DATE (AS APPLCABLE)**	**Classes/Exams/Activity/Stat Holidays**	**Program Year**
January 7, 2019		Winter Term Commences - All Years	1, 2, 3, ITD1, 4, ITD2
February 11, 2019	February 22, 2019	Supplemental Examinations Year 4, ITD2	4, ITD2
February 18, 2019		Family Day	1, 2, 3, ITD1, 4, ITD2
TBD	TBD	NDEB Examinations (Written & OSCE)	4, ITD2
March 11, 2019	March 15, 2019	Study Week	1, 2, 3, ITD1, 4, ITD2
April 19, 2019		Good Friday - No Classes	1, 2, 3, ITD1, 4, ITD2
April 29, 2019		ITD 1 Program commences (joins Year 3 in September)	ITD1
May 3, 2019		Winter Term Ends (excluding Year 1)	2, 3, ITD1, 4, ITD2
May 6, 2019	May 24, 2019	Final Examination Period (excluding Year 1)	2, 3, ITD1
May 20, 2019		Victoria Day	1, 2, 3, ITD1, 4, ITD2
May 21, 2019		Winter Term Ends Year 1	1
May 23, 2019	May 31, 2019	Final Examination Period Year 1	1
May 27, 2019	June 27, 2019	Summer Clinic	3, ITD1
June 14, 2019		Convocation & Graduation Luncheon Ceremony	4, ITD2
July 8, 2019	July 19, 2019	Didactic Supplemental Exams - for Years 2, 3, ITD1	2, 3, ITD1
July 8, 2019	July 19, 2019	Practical Supplemental Exams #1 - for Years 2, 3, ITD1	2, 3, ITD1
August 6, 2019	August 9, 2019	Practical Supplemental Exams #2 - for Years 2, 3, ITD1	2, 3, ITD1
July 11, 2019	July 19, 2019	Didactic Supplemental Exams - for Year 1	1
July 11, 2019	July 19, 2019	Practical Supplemental Exams #1 - for Year 1	1
August 6, 2019	August 9, 2019	Practical Supplemental Exams #2 - for Year 1	1
NOTE: ALL DATES ARE SUBJECT TO CHANGE			

New Scholarships and Awards

Arts and Humanities Students' Council Global Opportunities Award (Arts and Humanities)
Awarded to undergraduate or graduate students in the Faculty of Arts and Humanities, who are participating in a university sanctioned international exchange or study abroad program. This includes exchange programs; approved study abroad programs; curriculum based international field courses, international study, or international community service; and other University led international credit or non-credit learning experiences. Students participating in this program who are registered at the constituent University may be considered (with the exception of Ivey students). Students may apply for this award in advance of being accepted into an international learning experience with receipt of the award contingent upon acceptance into the program. Preference will be given to full-time students who have not received funding from other sources. Students may only receive a Global Opportunities award once during their academic career at Western, and the international experience must be a minimum of one week in duration. Online applications are available on the Global Opportunities website, Western International. Transcripts are required for undergraduate students who studied elsewhere in their previous academic year. Applications are due on November 15th (for decisions in early January) and March 15th (for decisions in early May). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn through their international experience and how they will be an effective Ambassador for Western. This award was established by a generous gift from the Faculty of Arts and Humanities Students' Council.

Value: 10 at $1,000*
Effective Date: 2017-2018 to 2020-2021 academic years inclusive

*5,000 from the Donor's gift will be matched by $5,000 through the University's Global Opportunities Award Matching Program on an annual basis, for four years, or as long as the program exists.

John and Catherine Kelly Bursary for Students who have been admitted to Canada by the Government of Canada as a Refugee, Students from Kosovo, or Students who are Indigenous to Canada – First Nations, Métis and Inuit (Any Graduate Program)
Awarded annually to a full-time graduate student, in any year of any Masters or Doctoral program, who has demonstrated financial need. Eligible students are those who have been admitted to Canada from any country as a refugee, and have current refugee status or are now permanent residents or Canadian citizens; or are international students from Kosovo; or are students who are Indigenous to Canada – First Nations, Métis and Inuit (status or non-status). Preference will be given to students who came to Canada as refugees as above and international students from Kosovo based on financial need; then to students who are Indigenous to Canada – First Nations, Métis and Inuit – based on financial need. Students must submit an application form by January 31, available from the School of Graduate and Postdoctoral Studies' Office, outlining their financial need and circumstances. The School of Graduate and Postdoctoral Studies will complete an assessment of the students' financial need and select the recipient. When First Nations, Métis and Inuit students are being considered for the bursary, a representative of Indigenous Services will be part of the selection process. This bursary was established through the generosity of Dr. John Kelly (MA '70, BA '68) and his wife Catherine Kelly (Althouse College of Education '69, BA '68).

Value: 1 at $10,000 annually as funds permit
Effective Date: May 2018

Dr. John Kelly received his PhD in Sociology from York University in 1978. Dr. Kelly was employed by Statistics Canada from 1972 to 1981 and by the United Nations Economic Commission for Europe from 1981 to 2003. After retiring, he worked from 2008 to 2012 as a consultant for the European Commission and the Council of Europe in Kosovo, assisting the National Statistical Office of Kosovo to plan and carry out its 2011 population and housing census. Dr. Kelly and his wife Catherine are passionate about financially assisting the following three groups of students so that they can pursue graduate studies at the University: refugees beginning new lives in Canada; students from Kosovo; and students who are Indigenous to Canada – First Nations, Métis and Inuit.

Ion Inculet PhD Award in Engineering (Engineering)
Awarded annually to a graduate student registered in a PhD program in Electrical and Computer Engineering, based on academic achievement (minimum 85% average over the last 2 years of engineering studies). The candidate will be a Canadian citizen. Preference will be given to a student specializing in Applied Electrostatics. A committee within the Graduate Department of Electrical and Computer Engineering will select the recipient. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established by a generous gift from the Estate of Professor Ion Inculet (PhD '96).

Value: 1 at $3,000
Effective Date: May 2017

Professor Ion Inculet was born in Romania and immigrated to Canada in 1947. He was educated as an Electrical Engineer. He retired, after 47 years, from Western's Faculty of Engineering, as Professor Emeritus. He was Director of the Applied Electrostatics Research Centre, and an internationally renowned Inventor (27 patents), Researcher, and Academician. Professor Inculet died in 2011 at the age of 90.

Sheffar Family Athletic Award (Any Undergraduate Program, Athletic Award)
Awarded annually to a full-time undergraduate student in any year in any degree program at Western, or its Affiliated University Colleges, who is making a contribution as a member of the Mustangs' Cross Country or Track Team. Preference will be given to a long-distance runner. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by a generous gift from Michael Sheffar (BA '89) and Tammy Sheffar (BEd '85, BA '84).

Value: 1 at $2,000
Effective Date: 2017-2018 to 2021-2022 academic years inclusive

3M Company Canada Graduate Scholarship in Physical Therapy (Physical Therapy)
Awarded annually to a full-time graduate student in the Master of Clinical Science Program in the School of Physical Therapy in the Wound Healing program, based on academic achievement. The award will be adjudicated by the Master of Clinical Science Wound Healing Field Committee. At least one committee member must hold current membership in the School of Graduate and Postdoctoral Studies. This scholarship was made possible by a generous gift from 3M Company Canada, Critical and Chronic Care Solutions Division.

Value: 1 at $2,500
Effective Date: May 2017

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Contents	Consent Agenda
Arthur Labatt Family Chair in Nursing – Name Change and Revised Terms	**Yes**
Discontinuation of Dancap Private Equity Faculty Fellowships	**Yes**

FOR APPROVAL

1. **Arthur Labatt Family Chair in Nursing – Name Change and Change in Terms**

    Recommended: That the updated provisions for the Arthur Labatt Chair in Nursing with academic appointment in the Faculty of Health Sciences be approved as described in **Appendix 1**.

FOR INFORMATION

2. **Discontinuation of Dancap Private Equity Faculty Fellowships**

    As a result of new funding received from Mr. Aubrey Dan for the DAN Department of Management & Organizational Studies, and with the approval of the donor, funding provided for the Dancap Private Equity Faculty Fellowships has been repurposed. Going forward, the endowment will support the Dancap Private Equity Priorities Fund.

Arthur Labatt Family Chair in Nursing
Change in Name and Revised Terms

FOR APPROVAL

Recommended: That provisions for the Arthur Labatt Chair in Nursing with academic appointment in the Faculty of Health Sciences be updated and approved as follows.

Donor and Funding: The creation of this Chair was made possible through a generous donation that was received from Arthur and Sonia Labatt in the amount of $2,050,000. The Labatt's gift has been endowed at the University.

Previously, the Chair was known as the Arthur Labatt Family Nursing Research Chair in Human Resource Optimization. With the approval of the donor the name and terms of the Chair are being updated as follows.

Effective Date: December 1, 2017

Purpose: The Arthur Labatt Chair in Nursing will lead, develop and maintain a program of research excellence focused on envisioning and addressing pressing individual, family, and community health care issues.

The income from the endowment fund will be used exclusively to support the Arthur Labatt Chair in Nursing. Such support may be directed towards salary and benefits of the incumbent, their research program, or some combination thereof.

The administration of the spending of resources will be the responsibility of the Dean of the Faculty of Health Sciences, in consultation with the Director of the School of Nursing.

Criteria: Funds available through the establishment of this prestigious Chair will enable the University to recruit a stellar researcher who will lead the creation of 'real-world' knowledge pertaining to transformation of health care and the health care system that translates into positive health outcomes worldwide. In so doing, the Chair will be instrumental in the training of respectful, ethical, and effective nursing leaders for the health care practices of tomorrow.

Appointments to the Chair will be conducted in accordance with the relevant policies and procedures of the University and will normally be for a five-year term, renewable.

Reporting: The University, through the Faculty of Health Sciences, will report to the donors regarding the activities of the Chair and will also provide an annual financial report regarding the endowment.

No Reputational Risk

Report to Senate of the Academic Colleague, Council of Ontario Universities

Erika Chamberlain, November 2017

Contents	Consent Agenda
Report of the Academic Colleague	No

FOR INFORMATION

The Academic Colleagues met in Toronto on 18-19 October 2017, when there was also a meeting of the full Council. The following items may be of interest to Senators.

Strategic Mandate Agreements: most universities have now signed SMA2, and the agreements will ultimately need to be posted to university websites. One of the most substantive aspects of this round of agreements is graduate allocations; some of the places have been redistributed because there were universities that did not meet their graduate enrolment targets from SMA1.

Boosting STEM Graduates: the provincial government has announced its intention to increase the amount of postsecondary graduates in the STEM disciplines by 25% over the next five years (from 40,000 to 50,000). This includes a partnership with the Vector Institute to increase growth in professional applied masters' graduates in the field of artificial intelligence. The government has announced an investment of $30 million for these purposes.

Career Kick-Start Strategy: the government announced a "Career Ready Fund" in early September, with Stream One focused on experiential learning. It is an "allocation" rather than a competition; institutions can apply for their allocation in line with a broad set of eligible expenditures. Among other things, eligible learning experiences must be counted for either academic credit or credential completion, or otherwise be formally recognized and verified by the institution. Future Streams will focus on partnerships with business and transitioning recent graduates to the workplace.

Action on Student Mental Health: Ontario students and representatives from colleges and universities met with cabinet ministers, MPPs, and members of the mental health community to discuss plans for a comprehensive and integrated new approach to student mental health. Recommendations include plans to teach resiliency, counselling, and early warning systems. The full report, "In It Together: Taking Action on Student Mental Health" is available on the COU website.

ANNOUNCEMENTS

Contents	Consent Agenda
Announcements	Yes

FOR INFORMATION

The Office of Faculty Relations provided the following list of academic administrative post(s) approved on behalf of the Board of Governors during the months of October and November 2017.

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Ashraf El Damatty	CEE	Engineering	Chair	January 1-2018	June 30-19
Jane Rylett		Schulich	Associate Dean, Animal Research Facilities	August 1, 2017	July 31, 2022
Marisa Tippett	Education Library		Acting Director	September 1, 2017	August 31, 2018