

SENATE AGENDA

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

1. **Minutes of the Meeting of January 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)
Nominating Committee – **EXHIBIT IV** (W. Pearson)
Academic Policy and Awards - **EXHIBIT V** (S. Macfie)
University Planning - **EXHIBIT VI** (D. Laird)
6. Report from the Board of Governors – **EXHIBIT VII** (J. Knowles/M. Wilson)
7. Discussion and Question Period
8. New Business
9. Adjournment

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

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

**UNANIMOUS CONSENT AGENDA
FOR ACTION**

**OPERATIONS/AGENDA COMMITTEE
FOR ACTION**

Senate Membership – Richard Ivey School of Business Constituency
Revisions to Adopted Policies and Procedures of Senate – Section 5
Revisions to SCUP Terms of Reference and Composition

FOR INFORMATION

Order of Ceremony – Autumn Convocations

NOMINATING COMMITTEE

FOR ACTION

Operations/Agenda Committee
Selection Committee for the Secretary of Senate

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Introduction of a Fall Reading Week and Related Amendments to Academic Policies
Faculty of Health Sciences, School of Kinesiology: Revisions to the First Year Admission Requirements of the School of Kinesiology and to the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program

School of Graduate and Postdoctoral Studies:

Modification to the Non-Thesis Biochemistry Master of Science (MSc) Program
Faculty of Education: Renaming of the “Multiliteracies Education” Field to “Literacy Education” Field in the Master of Professional Education (MPed) Program
Introduction of the Applied Sciences (AS) Spoke in the Master of Management of Applied Science (MMASc) Program

Huron University College:

Introduction of a Minor in Histories of Africa and African Diasporas
Introduction of a Minor in Pacific Rim Studies

King’s University College: Withdrawal of the Minor in Dramatic Literature

FOR INFORMATION

SUPR-G Report – Cyclical Reviews: American Studies and Mathematics
Revisions to the “Deadlines: General Policies on Application and Admission Deadlines” Policy
New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

SUEPP Report
Catalyst Capital Fellow in Insolvency Law
Catalyst Capital Visiting Professorship in Insolvency Law

FOR INFORMATION

Office of the University Ombudsperson Annual Report 2015-16
Provost’s Update on Planning Process (oral report)

REPORT FROM THE BOARD OF GOVERNORS

FOR INFORMATION

Report on the January 26 meeting of the Board of Governors

MINUTES OF THE MEETING OF SENATE

January 20, 2017

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

SENATORS: 73

A. Abuhusseini	Y. Huang	H. Orbach-Miller
R. Andersen	M. Jadd	I. Paul
E. Ansari	C. Jones	B. Paxton
A. Bachman	D. Jorgensen	W. Pearson
A. Bhatt	A. Katz	M. Pratt
I. Birrell	M. Knott	S. Rodger
P. Bishop	J. Knowles	L. Rosen
A. Bowlus	G. Kopp	C. Roulston
A. Chakma	A. Kothari	B. Rubin
C. Chambers	D. Laird	D.R. Sainani
A. Chant	S. Macfie	V. Schwean
K. Clark	E. Macpherson	D. Simmonds
R. Collins	M. McDayter	Z. Sinel
E. Comor	M. McGlynn	A. Singh
M. Crossan	L. McKivior	W. Siqueira
M. Crystal	C. Mcleod	V. Staroverov
J. Deakin	K. Mequanint	C. Steeves
G. Dekaban	M. Milde	G. Tigert
P. Doyle	D. Moser	J. Toswell
N. Dyer-Witthford	S. Mumm	S. Trosow
J. Garland	K. Myers	T. Tucker
A. Grzyb	V. Nolte	M. Viczko
C. Hardy	C. O'Connor	C. Wang
J. Hatch	C. Olivier	
A. Hrymak	K. Olson	

Observers: E. Avila, A. Bigelow, K. Campbell, E. Chamberlain, R. Chelladurai, J. Doerksen, L. Gribbon, T. Hinan, J. Luker

By Invitation: P. Barmby, J. Grieve, L. Logan, P. Simpson, P. White

S.17-01 **Land Acknowledgement**

D. Simonds read the Land Acknowledgement.

S.17-02 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of December 9, 2016 were approved with the inclusion of the following amendment (shown in italics) to the last sentence in the last paragraph on page 7: "She confirmed that the add/drop dates for the summer quarter course are the same as those for *summer* half courses and this information will be included in the policy to make this clear for the students.

S.17-03 **REPORT OF THE PRESIDENT** [Exhibit I]

The President's report distributed with the agenda contained information on the following topics: extension of the tuition fee framework, the proposed establishment of enrolment funding corridors and their implications for domestic enrolment growth and revenue, Strategic Mandate Agreement (SMA) renewal update, recent revisions to the Sexual Violence Policy, and leadership update. He also reported on the Prime Minister's recent visit to campus for a town hall meeting and praised the members of the university's staff who worked very hard on very short notice to make the event a success.

Asked about the consultation process for the next round of SMA negotiations, J. Deakin reported that the technical government committee had met last week to work on a template. Bonnie Patterson, former President of the COU, has been appointed Special Advisor-Universities to support the negotiations. On-campus consultations will take place as part of the SMA renewal process and will begin once the government allows information to be public. The Ministry's target date for completion is June 2017.

S.17-04 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by B. Rubin, seconded by A. Chant,

That the items listed in Exhibit II, Unanimous Consent Agenda, be approved or received for information by the Senate by unanimous consent.

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.17-05 **Open or Closed Senate Standing Committee and Subcommittee Meetings**

It was moved by M. Milde, seconded by A. Singh,

That Senate standing committee and subcommittee meetings remain closed.

The following amendment was moved by S. Trosow, seconded by H. Orbach-Miller,

That meetings of the Senate Committee on University Planning (SCUP), the Senate Committee on Academic Policy and Awards (SCAPA) and the Operations/Agenda Committee (OAC) shall be open to persons to attend as observers on a trial basis for the period of one year.

That Operations/Agenda Committee (OAC) shall develop the rules under which such open meetings would be conducted and bring forward their recommendations to Senate for debate and final decision.

In answer to a question, the mover clarified that the use of the word "persons" was intended to mean that anyone could attend, whether a member of Senate or not.

Those in favour of the motion argued that

- Western is a publicly funded institution. Its meetings should be open to the public except in particular circumstances where they need to be closed.

- The issue of open meetings is being considered in response to a recommendation of the Senate *ad hoc* Committee on Renewal as one way of making Senate's work transparent and restoring trust in the process. The ad hoc committee had received input from a broad range of community members and while the views of the current members of the committees should be considered, they should not be paramount. The point of view should be what is to the benefit of the entire university community.
- The students' research and that of SCUP showed that a significant number of Canadian universities operate successfully with open meetings. There is no reason that with proper use of *in camera* and confidentiality mechanisms that Western's meetings could not be open.
- Opening meetings for a trial period would test the claims that open meetings would be less efficient and that committee members would feel unable to comment freely.

Members speaking against the amendment argued that:

- Committee membership is drawn from Senate's membership. Those members had clearly indicated that they believed open meetings would hinder frank debate.
- There should be greater trust put in committee colleagues to do their work. Senate has full opportunity to debate and discuss proposals coming from committees in public session and can always challenge a committee decision.
- With respect to a trial period, it could prove very difficult to close meetings again once they are opened, even if the sense was that they should be closed.
- While some universities use open meetings successfully, many other universities operate as Western does with closed meetings.
- The committees had proposed and already instituted a number of alternate measures to enhance transparency and there should be opportunity for those to be tested before concluding that open meetings are necessary.

A member asked Senator Trosow whether he would support a change to his amendment to substitute "Senators" for "persons." Senator Trosow said that he would agree to that if that were the only way to achieve open meetings. However, limiting attendance to Senators would not allow faculty, staff and students who are not members of Senate to learn about Senate's work if they wished to do so.

It was moved by M. Jadd, seconded by A. Singh,

That the amendment be amended by replacing the word "person" to "Senators."

The question on the amendment to the amendment was called and DEFEATED.

The question on the amendment was called and DEFEATED.

It was moved by C. Hardy, seconded by M. Jadd,

That the motion be amended to read as follows:

That meetings of the Senate Committee on University Planning (SCUP), the Senate Committee on Academic Policy and Awards (SCAPA) and the Operations/Agenda Committee (OAC) shall be open to Senators to attend as observers on a trial basis for the period of one year.

That Operations/Agenda Committee (OAC) shall develop the rules under which such open meetings would be conducted and bring forward their recommendations to Senate

for debate and final decision.

The question on the amendment was called and DEFEATED.

The question on the main motion was called and CARRIED.

S.17-06

Senate Membership – Undergraduate Students – Business, Education, Engineering and Law

It was moved by B. Rubin, seconded by A. Chant,

That the seat held by Zachary Turner, representative of the Undergraduate Students – Business, Education, Engineering and Law constituency, be declared vacant as a result of his resignation and that Kamila Mukherjee (Faculty of Engineering) be elected to fill this vacancy for the remainder of the term (June 30, 2017).

CARRIED (By Unanimous Consent)

S.17-07

Revisions to Adopted Policies and Procedures of Senate – Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc.

It was moved by M. Milde, seconded by P. Bishop,

That the revisions to Adopted Policies and Procedures of Senate - Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc., detailed in Exhibit III, Appendix 4, be approved.

It was moved by J. Toswell, seconded by A. Singh,

That the recommendation be referred back to the Operations/Agenda Committee for further review with respect to the regulations governing selection of alternates and reporting numbers of votes cast.

Speaking to her motion to refer, J. Toswell noted that the sections on selecting alternates and reporting numbers of votes cast were unnecessarily complicated. While she recognized that these sections were part of the current rules, she thought Senate should take the opportunity to fix them at this point.

The question on the motion to refer was called and CARRIED.

S.17-08

Senate ad hoc Committee on Renewal Recommendation 5(a)

A member asked when OAC would report back on Recommendation 5(a) of the Senate *ad hoc* Committee on Renewal: “Change the information flow such that major institutional issues are brought to Senate first for strategic discussion and initial advice, then are directed to the appropriate Senate or administrative committee for detailed work, culminating in reports back to Senate for appropriate action.” Referring to the update provided at the December meeting, M. Milde noted that it had been agreed that the vice-presidents would present a list of their ongoing or upcoming projects as suggested. However, this would be augmented by the use of the President’s Report at the beginning of each meeting to frame some of the issues in the context of the strategic priorities, thus allowing for more in-depth discussion of them. The President noted that he had suggested that the first such presentation be focused on internationalization.

REPORT OF THE NOMINATING COMMITTEE [Exhibit IV]

S.17-09 **Senate Review Board Academic**

K. Mukherjee was elected to the Senate Review Board Academic to complete the term of Z. Turner who has resigned (term to June 30, 2017).

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

S.17-10 **Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission Requirements of the Theatre Studies Modules**

It was moved by B. Rubin, seconded by A. Chant,

That effective September 1, 2017, the admission requirements of the Theatre Studies modules be revised as shown in Exhibit V, Appendix 1.

CARRIED (By Unanimous Consent)

S.17-11 **Faculties of Arts and Humanities and Social Science, Interfaculty Program in Linguistics: Revisions to the Admission and Module Requirements for the Honors Specialization in Linguistics**

It was moved by B. Rubin, seconded by A. Chant,

That effective September 1, 2017 the Honors Specialization in Linguistics be revised as shown in Exhibit V, Appendix 2.

CARRIED (By Unanimous Consent)

S.17-12 **School of Graduate and Postdoctoral Studies: Introduction of the new Master of Data Analytics (MDA) Program**

It was moved by S. Macfie, seconded by B. Rubin,

That, pending Quality Council approval, the new Master of Data Analytics (MDA) program be introduced effective January 1, 2017, as set out in Exhibit V, Appendix 3.

A member asked whether the introduction of this program would have impact on the resources available for current programs. P. Barmby, Associate Dean, Graduate & Postdoctoral Studies, Faculty of Science, explained that programs change from time to time and it is not possible to guarantee that every program will have the same level of ongoing resources. This program would incorporate many of the courses currently offered. Specialty courses would be a mix of new and existing courses. It is anticipated that additional sections may be added if needed.

S.17-13 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

The Report of the Senate Committee on Academic Policy and Awards, detailed in Exhibit V, contained the following items that were received for information by unanimous consent:

- Revisions to the "Adding and Dropping Courses" Policy
- New Scholarships and Awards

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING [Exhibit VI]

S.17-14

Renaming and Revisions to MAPP 1.13 – Computing, Technology and Information Resources

It was moved by D. Laird, seconded by A. Bachman,

That Senate approve the renaming and revisions to MAPP 1.13 – Computing, Technology and Information Resources, provided in Exhibit VI, Appendix 1.

J. Grieve, Executive Director, Information Technology Services, presented an overview of the Policy on Computing, Technology and Information detailed in Exhibit VI, Appendix 1. The new policies consolidated and streamlined a number of existing policies and gives formal recognition to the Data Classification Standards published in 2014-15. Most of the changes were editorial, reflecting updates to processes and new technologies not available at the time the original policies were written. Notwithstanding the attempts to streamline and simplify, the document was still quite detailed and dense. A communications plan was being put in place to roll out the new policy to the community and provide members an opportunity to review and understand the key principles already in place.

He noted that in advance of the meeting he had received written questions from Senator Rubin. Before addressing each of them specifically, he clarified that:

- The requirements for monitoring, notification, and access in the revised Policy are fundamentally the same as in the current policies – no substantive changes were made in these areas
- It is important to highlight Policy clause 11 which defers to provisions in Collective agreements (e.g. Privacy Clause 4 in the Faculty Collective Agreement)
- Monitoring is a critical requirement for defending the University against increasingly frequent and sophisticated Cyber Security attacks. Monitoring is done principally at an aggregated activity (system) level rather than an individual person's content level. Some examples of monitoring would be: scanning total email activity looking for extraordinary in/out bound volume from particular accounts; network scanning for presence of malware (ransomware) files on Laptops, PCs, Servers; scanning for unusual login activity to key corporate systems (e.g. attempted HR access from multiple geographic locations in a short time period).

Following are the specific questions that had been provided in advance of the meeting.

The phrases “necessary to the proper functioning of the university’s business” and “to protect the integrity, security, or functionality of university” seem to allow the University to read email of union leaders during times of legal strike or threat of legal strike. Is that interpretation correct?

J. Grieve responded that this would not be permitted. The provisions in the Policy and Code of Behavior only permit access and/or monitoring in express and limited circumstances such as accessing a critical email in a deceased person's account or to detect anomalous activity at a system level for Cyber Security defense purposes. Access to union leader emails about union activity, whether during the course of a strike or not, would not fall within these circumstances. In any event, the Privacy Article in the Faculty Collective agreement would prevail.

The Policy and the Code of Behavior seem to contradict each other with respect to the requirements for notification. The Policy states that “wherever practicable, affected persons will be notified promptly when their systems and/or records have been accessed.” Whereas, the Code of Behavior indicates that the university may monitor “without notice” under a broader range of conditions.

J. Grieve responded that the two provisions do not conflict. The Policy gives the University a right to access records in two specific situations, and states the intention to notify the affected person. The Code of Behavior provides that the University may monitor activity and accounts without notice in five specific situations. There is no inherent conflict to these provisions, but there may be some overlap. The issue of notice to the affected person will depend on the specific facts and circumstances. Typical examples would include situations where Public safety is in question or a legal court order is in effect. Notice might not be given in a situation where illegal activity is suspected and access is required by court order. The notification provisions in any collective agreement would also apply.

The Policy says that the university reserves the right to access records where “legally required” but the Code of Behavior says the University may monitor where “required or permitted by law or university policy”. Since the Policy never explicitly prohibits monitoring the Code of Behavior implies that the University may monitor without notice whenever it is not explicitly illegal. Is this interpretation correct?

J. Grieve responded that the interpretation was not correct. The Code of Behavior only permits monitoring where it is authorized by either policy or law.

In response to question about whether access would be granted to police without a warrant, J. Grieve said that any such approach would be referred to senior leaders and legal counsel but his expectation would be that a warrant would be required.

With respect to the number of request for access to individual accounts, J. Grieve noted that such requests were rare and that protocols would be followed. Reasons for access might include a life threatening issue, receipt of a court order, or the sudden termination of a member of staff.

The question was called and CARRIED.

S.17-15

Report on Recruitment and Retention

Senate received for information the Report on Recruitment and Retention detailed in Exhibit VI, Appendix 3. K. Campbell, Vice-Provost (Academic Planning, Policy and Faculty), provided an overview of the report referencing slides contained with the agenda. She reviewed the data on probationary and tenured faculty, limited-term faculty, part-time faculty and full-time clinical faculty. Discussion on the report included hiring practices, specifically the need to hire more women. K. Campbell explained that when a search committee decides to recruit and submits an advertisement for posting, it is a requirement that the department has done its due diligence and reviewed the potential applicant pool. Information is available on the Faculty Relations website to assist committees with searches. Employment equity guidelines are updated regularly and are circulated to appointment/search committees. After a decision is made regarding an appointment, a report is submitted to Faculty Relations from a search committee explaining the search results. Faculties, including Ivey and Engineering, are working towards increasing the number of female hires. However, for some disciplines/fields, the applicant pool is small and the hiring of women is very competitive.

In response to a question about what measures are being taken in faculties that have traditionally had difficulty in improving gender equity, the Dean of the Faculty of Engineering enumerated some of the measures put in place in his faculty including: hiring in clusters, making sure candidates meet with senior women in the Faculty, enlisting the women in the science and engineering group for support, and careful phrasing of the wording of job listings.

J. Deakin said that the government is concerned about the small number of women in the CRC/CERC programs. She noted that it is important to have a diverse applicant pool as well as a diverse hiring committee. It was noted that retention of women faculty is also a challenge.

S.17-16 **Update on Bus Rapid Transit**

Senate received for information an update on Bus Rapid Transit detailed in Exhibit VI, Appendix 4.

P. White and L. Logan provided an overview of the update on the Bus Rapid Transit initiative, referencing slides contained with the agenda package, including vision and objectives, technical assessment criteria, evaluation metrics, routes through campus and next steps. The preferred route is Lambton Drive. The presenters noted that a key imperative for the University is providing a safe campus environment for students by limiting vehicular traffic. This initiative will see LTC buses going to a hub at a location to be determined and not through campus. It was noted that the City's timeline is tight but that there is interest on both sides in finding a solution that works for all.

Discussion about the initiative included concerns about maintaining existing shuttle services and providing others to ensure accessibility, potential LTC routes around the campus and leading to the BRT, and the location of BRT stops through campus. The presenters noted that the project is at stage where there are still a great many unknowns and much more discussion would be needed as it progressed. In answer to a question about the membership of the Open Space and Landscape Plan Committee, L. Logan noted that staff on the committee had been appointed because of particular expertise or because of their professional responsibilities. However, she acknowledged that the lack of a non-managerial staff member was a gap that she would seek to fill.

S.17-17 **Information Item Reported by the Senate Committee on University Planning**

The Report of the Senate Committee on University Planning, detailed in Exhibit VI, contained the following item that was received for information by unanimous consent:

- Chairs Approved by SCUP for Senate

S.17-18 **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit VII]

Senate received for information the Report of the Academic Colleague, detailed in Exhibit VII.

S.17-19 **ANNOUNCEMENTS** [Exhibit VIII]

Exhibit VIII, Announcements, was received for information by unanimous consent.

ADJOURNMENT

The meeting adjourned at 4:30 p.m.

A. Chakma
Chair

I. Birrell
Secretary



President & Vice-Chancellor

REPORT OF THE PRESIDENT

To: Senators
From: Amit Chakma
Date: February 9, 2017
Re: President's Report to Senate

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

Support for diversity and inclusion:

On January 30, I issued a public statement to add Western's voice to those of universities across North America expressing grave concern regarding the recent executive order banning individuals from seven countries with Muslim majorities from entering the United States for 90 days.

As I highlighted in my statement, Western is home to approximately 175 students and many faculty, staff and visitors who are citizens of the seven countries included in the ban. While the status of the ban remains uncertain as I write this report (in light of pending court appeals being considered in relation to the executive order), I remain deeply concerned about the potential hardship this uncertainty could cause for our colleagues and their families.

As highlighted in a statement made by Universities Canada, the travel ban affects research partnerships, international studies, academic conference participation, and field visits. We join Universities Canada, the Association of American Universities, and the Association of Public Land-grant Universities, along with our U.S. colleagues and partner institutions, in their calls to the American government to rescind this executive order as soon as possible. We worry about the chilling effect the ban will have on the transfer of knowledge. The problems of our world are highly complex and no one nation has all the answers. It is through the sharing and exchange of ideas and research findings that progress is and will be made.

At Western, we welcome students, faculty and staff from around the world, including those seeking refuge from violence and hardship. They strengthen our campus community, bringing new knowledge, ideas, perspectives, talent and skills for the benefit of all Canadians.

I want to take this opportunity to thank Dr. Julie McMullin and her colleagues at Western International for organizing the Special "Global Café" that will be held on February 10 in the IGAB atrium. This special event

aims to celebrate diversity and show support for Western's international students, faculty and staff, as well as scholars around the world. In light of recent events — including the horrific murder of six Muslims at the Centre Culturel Islamique de Quebec in Sainte-Foy — it is important that we reaffirm our commitment to the values of diversity and inclusiveness. It is only through openness and respect for people from other cultures that we can hope to improve and better understand our world.

Board approves rapid transit proposal:

On January 26, the Board of Governors approved the University's proposal for a preferred bus rapid transit (BRT) route through campus. The proposal reflects months of consultation with a wide range of stakeholders, taking into consideration the merits and limitations of five potential routes that underwent extensive study and evaluation against objectives outlined in Western's Strategic Plan, Campus Master Plan, and an emerging Open Space and Landscape Plan. Paramount among many important and complex elements are the overarching goals of enhancing connectivity to campus while at the same time promoting a more pedestrian-oriented campus in which private vehicular traffic can be reduced or eliminated. I wish to thank the many students, faculty and staff members who led and participated in the consultations that informed the development of our proposal, and also thank members of Senate and the Board of Governors for their valuable input and support on this important initiative. Western will continue to work in partnership with the City of London in sorting through the details of our proposal as the broader BRT project unfolds in the months and years ahead.

Western's Deputy Minister University Champion visits campus:

On January 25, I was pleased to host Commissioner of the Canada Revenue Agency, Bob Hamilton, along with several of his senior CRA colleagues. Mr. Hamilton, who earned his BA and MA degrees in Economics from Western, has served as our University's "Deputy Minister Champion" for several years now, a role that facilitates helpful relationships between our institution and federal government agencies. Bob's visit provided the opportunity for connections to be made and strengthened with faculty members in disciplines ranging from economics, neuroscience and big data, to tax law, statistics and actuarial science. Since joining the federal civil service in 1985, Bob has held many senior positions, including Deputy Minister of Environment Canada, DM of Natural Resources Canada, Senior Associate Secretary to the Treasury Board, and Senior Assistant Deputy Minister of Tax Policy.

Leadership update:

On February 3, I announced that Dr. John Capone's appointment as Vice-President (Research) has been extended for an additional two years and will now conclude on June 30, 2019. The extension is supported by the VPR Review/Selection Committee struck in 2016, as well as by the Board of Governors. The decision to offer Dr. Capone this extension took into consideration his wish not to be considered for re-appointment to a full five-year term, while enabling him to see through several key initiatives currently underway, including the CFREF project, the current CERC competition, the Advanced Manufacturing

Consortium with McMaster and Waterloo, the search for a second AVPR focused on social sciences, arts and humanities, and improving research ethics processes. I wish to express my deep appreciation to John for his many contributions and continued commitment to Western, and I look forward to supporting him in the important work that lies ahead in advancing our research enterprise.

Meanwhile, the work of the review/selection committees for the Dean of Law and the Vice-President (Finance & Operations) continues. We will also soon be striking a new search committee to recruit a successor to Irene Birrell as University Secretary. As I reported to Senate during my oral report last month, Irene has been chosen for the position of College Secretary at King's College London in the UK, effective May 1, 2017. Irene's recruitment recognizes her more than 35 years of experience in university governance, and we wish her all the very best for continued success in her new role.

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 Operations/Agenda Committee – Exhibit III

1. Senate Membership – Richard Ivey School of Business Constituency	ACTION
2. Autumn Convocation – Order of Ceremony	INFORMATION

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

3. Faculty of Health Sciences, School of Kinesiology: Revisions to the First Year Admission Requirements of the School of Kinesiology and to the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program	ACTION
4. Modification to the Non-Thesis Biochemistry Master of Science (MSc) Program	ACTION
5. Faculty of Education: Renaming of the “Multiliteracies Education” Field to “Literacy Education” Field in the Master of Professional Education (MPEd) Program	ACTION
6. Huron University College: Introduction of a Minor in Histories of Africa and African Diasporas	ACTION
7. Huron University College: Introduction of a Minor in Pacific Rim Studies	ACTION
8. King’s University College: Withdrawal of the Minor in Dramatic Literature	ACTION
9. SUPR-G Report – Cyclical Reviews: American Studies and Mathematics	INFORMATION
10. Revisions to the “Deadlines: General Policies on Application and Admission Deadlines” Policy	INFORMATION
11. New Scholarships and Awards	INFORMATION

Report of the Senate Committee on University Planning (SCUP) – Exhibit VI

12. Catalyst Capital Fellow in Insolvency Law	ACTION
13. Catalyst Capital Visiting Professorship in Insolvency Law	ACTION
14. Office of the University Ombudsperson Annual Report 2015-16	INFORMATION

Report from the Board of Governors – Exhibit VII

15. Report on the January 26, 2017 Board Meeting	INFORMATION
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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
Senate Membership – Richard Ivey School of Business Constituency	Yes
Revisions to Adopted Policies and Procedures of Senate – Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc.	No
Revision to SCUP Terms of Reference and Composition	No
Autumn Convocation Order of Ceremony	Yes

FOR APPROVAL

1. **Senate Membership – Richard Ivey School of Business Constituency**

Recommended: That the seat held by Matt Thomson, representative of the Richard Ivey School of Business constituency, be declared vacant as a result of his resignation and that John Wilson be elected to fill this vacancy for the remainder of the term (June 30, 2017).

Background:

John Wilson agreed to fill this vacancy for the remainder of the term (June 30, 2017) which is in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

2. **Revisions to Adopted Policies and Procedures of Senate – Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc.**

Recommended: That the revisions to Adopted Policies and Procedures of Senate - Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc., detailed in **Appendix 1a**, be approved.

Background:

At its meeting on December 9, 2016, Senate approved that when a slate put forward electronic voting would occur rather than immediately circulating a paper ballot (when a slate put forward by the Nominating Committee is contested from the floor of Senate.) Attached in Appendices 1a and **1b** are the revisions to the Adopted Policies and Procedures of Senate – Section 5.

Senate, at its meeting on January 20, 2017 referred the revised policy back to the Operations/Agenda Committee for consideration of further changes with respect to the process for the election of Alternate members and reporting of votes cast.

3. **Revisions to SCUP Terms of Reference and Composition**

Recommended: That the revisions to the SCUP terms of reference and composition shown in [Appendix 2](#) be approved.

Background:

The proposed revised membership of the committee arises out of discussion of the findings and recommendations of Senate's *ad hoc* Committee on Renewal. The increased membership allows for broader representation on the committee and a better balance between *ex officio* and elected members. There is also a proposed minor revision with respect to the disposition of reports from the Subcommittee on Information Technology (SUIT) and removal of reference to an annual report that has not been produced since 2004.

FOR INFORMATION

4. **Autumn Convocation Order of Ceremony**

See [Appendix 3](#).

In order to address the increasing number of students attending graduation ceremonies, beginning with October 2017, the Order of Ceremony for Autumn Convocation has been revised to add two more ceremonies. Autumn Convocation for 2017 and going forward will involve three days, with ceremonies at 10:00 a.m. and 3:00 p.m.

The dates for Autumn Convocation 2017 are October 25, 26 and 27.

Adopted Policies and Procedures of Senate

Revisions to Section 5

5. Procedures for Electing Members of Committees and Subcommittees

The report of the Nominating Committee is circulated with Senate agenda materials in advance of the meeting of Senate. The report will include information about the factors considered in developing slates. At the Senate meeting, the Chair of the Nominating Committee will call for any further nominations for any of the vacancies to be filled. (For membership of the Nominating Committee, the slates are presented by the Operations/Agenda Committee.)

After nominations for all vacancies have been completed,

- (a) those for which no election is necessary are acclaimed.
- (b) if elections are required, the Secretary of the Senate will prepare and circulate to Senate a comprehensive ballot, which will include statements of up to 100 words from each candidate. The results of elections, including the number of votes cast for each nominee, will be announced at or before the next Senate meeting.
- (c) With respect to the Nominating Committee, which has alternate members, one or more additional nominations will require that all names presented, including those put forward as alternates in the original slate, be on a single ballot. Following the vote, nominees will be assigned to either regular or alternate seats in order of number of votes received.

In the event of a tie vote, the tie shall be resolved by lottery conducted by the Secretary of Senate in the presence of the candidates concerned or their agents.

Adopted Policies and Procedures of Senate

Revisions to Section 5

5. Procedures for ~~Balloting/Nominations, Report of Votes Cast and Mail Balloting For Senate~~Electing Members of Committees and Subcommittees, etc.

The report of the Nominating Committee is circulated with Senate Agenda materials in advance of the meeting of Senate. The report will include information about the factors considered in developing slates. At the Senate meeting, the ~~The~~ Chair of ~~Senate the Nominating Committee,~~ without calling on the Chair of the Nominating Committee and without reading out the nominations included in the written report, will call in turn for any further nominations for each set ~~any~~ of the vacancies to be filled. ~~(The Chair of the Nominating Committee will only speak in response to questions or elaborate on special points.)~~(For membership of the Nominating Committee, the slates are presented by the Operations/Agenda Committee.)

After nominations for all vacancies have been completed,

(a) those for which no election is necessary are acclaimed.

~~(b) if elections for one or two sets of vacancies are required, the election is held immediately on the floor of the Senate.~~

~~(be) if elections for more than two sets of vacancies are required, the Secretary of the Senate will prepare and circulate to Senate eligible voters a comprehensive mail ballot, which will include statements of up to 100 words from each candidate, to be returned to the Secretary; and the The results of elections, including the number of votes cast for each nominee, will ~~could then~~ be announced at or before the next Senate meeting.~~

~~(c) With respect to the Nominating Committee, which has alternate members, one or more additional nominations will require that all names presented, including those put forward as alternates in the original slate, be on a single ballot. Following the vote, nominees will be assigned to either regular or alternate seats in order of number of votes received.~~

~~The Secretary should report the number of votes cast for all nominees for a given committee under the following two circumstances:~~

~~(a) the number of votes will be released, in confidence, ONLY to a nominee for the election in question, upon request within a reasonable time following the meeting (e.g., 1 week).~~

~~(b) the only name that will appear in conjunction with the number of votes obtained will be that of the requester.~~

~~In the case of a tie vote in elections that take place at a Senate meeting, the tie shall be resolved by a mail ballot following the Senate meeting.~~

~~There is a special procedure dealing with the election to Senate Committees having regular and alternate members. This is applicable when nominations in addition to those~~

~~presented by the Nominating Committee (or Operations/Agenda Committee when nominating members for the Senate Nominating Committee) are made from the floor of Senate and when both regular members and alternate members are to be determined by the election:~~

~~(a) One or more additional nominations will require that all names presented (including those nominated as alternates by the Nominating Committee) will be candidates for regular and alternate membership.~~

~~(b) A two-stage mail ballot election will be conducted by the Secretary of Senate following the Senate meeting:~~

~~1st stage: The full slate of nominees will be placed on the ballot as candidates for the requisite number of regular memberships.~~

~~2nd stage: Following the completion of the election of regular members, the names of all remaining candidates will be placed on the ballot to fill the requisite number of alternate memberships.~~

~~(c) Results of both stages of the mail ballot election will be reported at or before the next meeting of Senate by the Secretary of Senate.~~

~~Ties which result from elections held by mail balloting shall be broken by the toss of a coin in the presence of two or more members of the Senate Secretariat.~~

In the event of a tie vote, the tie shall be resolved by lottery conducted by the Secretary of Senate in the presence of the candidates concerned or their agents.



University Planning (SCUP)

Effective Date: July 1, 2017

Revised: July 2014

TERMS OF REFERENCE

The Committee is the chief forum within Senate for critical appraisal and coordination of long-term strategic, capital and budget plans for the University and makes recommendations concerning these to Senate, with appropriate commentary. Within this broad planning context, it has specific responsibilities as follows:

Long-Range Planning

To review and recommend to Senate for recommendation to the Board of Governors long-range strategic plans, capital plans, planning priorities and non-academic programs for the University.

To review and transmit to Senate, for approval or information as appropriate, reports and recommendations from the Subcommittee on Enrolment Planning and Policy relating to enrolment projections and policies, admission targets and program capacities.

To receive for information and transmittal to Senate updates on implementation of and amendments to approved plans.

Budgets

To review and recommend to Senate the annual operating and capital budgets, ensuring that such budgets take into full consideration approved strategic priorities and plans. Based on this recommendation, Senate provides advice concerning these budgets to the Board of Governors through the President & Vice Chancellor.

To receive for information and transmittal to Senate reports on additions to operating expenditures as approved by the Board of Governors.

Academic Structures

To review and recommend to Senate proposals for the creation, deletion, or restructuring of academic units.

To review and recommend for approval (either to Senate or directly to the Board of Governors through the Vice-Chancellor) the establishment of designated chairs, professorships, and faculty fellowships, consistent with University policy. Proposals that are recommended directly to the Board of Governors require the approval of a two-thirds majority of members present and voting.

Information Technology

To ~~receive~~ [review and transmit to Senate for approval or information as appropriate](#), reports from the Subcommittee on Information Technology on security issues relating to information technology, issues relating to the [World Wide Webinternet](#), and policy development in the area of information technology.

Reports for Information

In keeping with its responsibilities, the Committee receives for information and transmittal to Senate a number of reports for information including:

- Annual Report of the University Librarian
- Reports on Faculty Recruitment and Retention
- ~~Annual Report on Student Financial Aid~~
- Report on Enrolment and Entering Averages
- Annual Report on Performance Activity Indicators
- National Survey of Student Experience (NSSE) Institutional Benchmark Report
- Briefs for submission to external bodies

COMPOSITION

~~Six members to be elected by Senate, including: one graduate student; one member of administrative staff; and four members of faculty who are members of Senate at the time elected. The President of the Society of Graduate Students shall qualify as a student for this purpose.~~

12 members elected by Senate as follows:

Six members of faculty who are members of Senate at the time elected, only one of whom may be a Dean

Two graduate students (the President of the Society of Graduate Students shall qualify as a student for this purpose)

One undergraduate student Senator

Two administrative staff

One postdoctoral fellow

Board of Governors:

Two representatives of the Board of Governors, appointed by the Board.

Ex officio:

President & Vice-Chancellor
Provost & Vice-President (Academic)
Vice-President (Finance & Operations)
Vice-President (Research)
Chair of SCAPA
Academic Colleague
Vice-Provost (Graduate and Postdoctoral Studies)
Principal of an Affiliated University College
(appointed on a rotating basis)
President, University Students' Council
Vice-Provost & Chief Librarian
University Secretary (non-voting)

Resource (non-voting):

Associate Vice-President (Finance & Facilities)
Associate Vice-President (Planning, Budgeting,
and Information Technology)
Vice-Provost (Academic Planning, Policy &
Faculty)

The Committee shall elect a Chair annually from among the Senate-elected members. The Provost & Vice-President (Academic) shall be Vice-Chair.

FOR INFORMATION

AUTUMN CONVOCATION 2017

ORDER OF CEREMONY

Faculty/School	Totals
Ceremony #1 – Wednesday, October 25, AM	
Science (undergrad)	115
Business (all)	289
Ceremony Total	404
Ceremony #2 – Wednesday, October 25, PM	
Medicine (all)	146
Science (Grad)	176
Social Science (Grad)	125
Ceremony Total	447
Ceremony #3 – Thursday, October 26, AM	
Education (all)	207
Engineering (all)	192
Ceremony Total	399
Ceremony #4 – Thursday, October 26, PM	
Health Sciences (grad)	263
FIMS (all)	136
Arts & Humanities (grad)	63
Ceremony Total	462
Ceremony #5 – Friday, October 27, AM	
Brescia	48
Huron (all)	57
King's (all)	164
Health Science (undergrad)	110
Law (all)	9
Music (all)	17
Ceremony Total	405
Ceremony #6 – Friday, October 27, PM	
Arts & Humanities (undergrad)	77
Social Science (undergrad)	330
Ceremony Total	407

REPORT OF THE NOMINATING COMMITTEE

Contents	Consent Agenda
Operations/Agenda Committee Selection Committee for the University Secretary	No No

FOR ACTION

1. **Operations/Agenda Committee**

Composition: Nine members of Senate, elected by Senate, at least one of whom shall be a student.

Current Members

Terms ending June 30, 2017:

Courtney Hardy (Ugrad), Andrew Hrymak (Dean/Engg), Yining Huang (Sci), Dale Laird (Schulich)
Margaret McGlynn (SS), Kibret Mequanint (Engg)

Terms continuing to June 30, 2018:

Pam Bishop (Educ), Sophie Roland (Mus), Matt Thomson (Ivey)

Required: One member of Senate to complete the term of Matt Thomson who has resigned.

Nominee: Carol Jones (Sci)

2. **Selection Committee for the University Secretary**

Composition of the Selection Committee to select a University Secretary shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) the Provost & Vice-President (Academic)
- (c) the Vice-President (Finance & Operations)
- (d) 4 members of Senate elected by Senate
- (e) 2 members of the Board elected by the Board

Required: 4 members of Senate elected by Senate

Nominees: Laura Rosen (Grad)
Tom Carmichael (Dean/FIMS)
Philip Doyle (HS)
Jane Toswell (AH)

FOR INFORMATION

Future Business of the Senate Nominating Committee

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

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

Contents	Consent Agenda
Introduction of a Fall Reading Week and Related Amendments to Academic Policies	No
Faculty of Health Sciences, School of Kinesiology: Revisions to the First Year Admission Requirements of the School of Kinesiology and to the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program	Yes
School of Graduate and Postdoctoral Studies: Modification to the Non-Thesis Biochemistry Master of Science (MSc) Program	Yes
School of Graduate and Postdoctoral Studies, Faculty of Education: Renaming of the “Multiliteracies Education” Field to “Literacy Education” Field in the Master of Professional Education (MPed) Program	Yes
School of Graduate and Postdoctoral Studies: Introduction of the Applied Sciences (AS) Spoke in the Master of Management of Applied Science (MMASc) Program	No
Huron University College: Introduction of a Minor in Histories of Africa and African Diasporas	Yes
Huron University College: Introduction of a Minor in Pacific Rim Studies	Yes
King’s University College: Withdrawal of the Minor in Dramatic Literature	Yes
SUPR-G Report – Cyclical Reviews: American Studies and Mathematics	Yes
Revisions to the “Deadlines: General Policies on Application and Admission Deadlines” Policy	Yes
New Scholarships and Awards	Yes

FOR APPROVAL

1. Introduction of a Fall Reading Week and Related Amendments to Academic Policies

Recommended: That effective September 1, 2017 a Fall Reading Week be introduced in conjunction with Thanksgiving for a two-year trial period, and

That the policies on “Evaluation of Academic Performance” and “Adding and Dropping Courses” be revised as shown in [Appendix 1](#), and

That the “Structure of the Academic Year” policy be revised as shown in [Appendix 2](#).

Background

In October 2016, SCAPA formed an *ad hoc* Subcommittee with a mandate to investigate options to extend the Fall Study Break to a longer period and to consider the effect this might have on the structure of the academic year. The findings and recommendations of the subcommittee can be found in its report in [Appendix 3](#).

At its meeting on February 8, 2017 SCAPA reviewed the report and recommends the following:

- 1) The introduction of a Fall Reading Week starting in the 2017-18 academic year for a two-year trial period, in conjunction with Thanksgiving Monday. The Fall Reading Week will be scheduled to begin at 6:00 p.m. on Friday prior to Thanksgiving Monday and end at midnight on the subsequent Sunday. The Fall Reading Week will be reviewed after October 2018 with respect to its effectiveness and impact, its timing, and any identified issues or policy matters that have arisen.
- 2) Revision of two academic policies as shown in [Appendix 1](#) to facilitate the full week break and mitigate any potential negative effects arising out of current rules related to assessment and drop/add dates.
 - a. The “Evaluation of Academic Performance” policy will be revised to reduce from one week to three days prior to the drop date the minimum requirement for students to receive assessment of work accounting for at least 15% of their final grade .
 - b. The drop date for Fall/Winter courses will be extended by a week.
- 3) To revise the “Structure of the Academic Year” policy as shown in [Appendix 2](#) to accommodate the introduction of the Fall Reading Week within the available policy framework over the next two years.

The ad hoc subcommittee identified other issues that SCAPA will review over the next two years, including the scheduling of mid-term tests on weekends and the number of prescribed teaching days per term. However, decisions on these were not deemed to be critical to move forward with piloting the one week fall break. SCAPA also considered having the break later in the term, but it was not possible to do under the currently approved structure of the academic year, thus SCAPA accepted the recommendations of the Subcommittee for the timing of the Fall Reading Week.

2. Faculty of Health Sciences, School of Kinesiology: Revisions to the Admission Requirements

2a. Revisions to the First Year Admission Requirements of the School of Kinesiology

Recommended: That effective September 1, 2017, the Admission Requirements to first year for the School of Kinesiology be revised as shown in [Appendix 4](#).

2b. Revisions to the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program

Recommended: That effective September 1, 2017, the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program be revised as shown in [Appendix 5](#).

Background

The requirement for Computer Science courses is removed from both the first year admission requirements and the Honors Specialization in Kinesiology admission requirement as it is no longer a good fit with the UDLES in Kinesiology. Currently, there is no course content in the program that requires the Computer Science pre-requisite courses, and thus very few students currently pursue this option. In addition, students do not pursue upper level computer science courses, as these are not complementary to the kinesiology curriculum. With this proposed change, there is no longer any need to include Computer and Information Science ICS4U in the list of Grade 12U recommended courses.

3. School of Graduate and Postdoctoral Studies: Modification to the Non-Thesis Biochemistry Master of Science (MSc) Program

Recommended: That, effective January 1, 2017 the Non-Thesis Biochemistry MSc Program be modified as shown in [Appendix 6](#).

Background

The Department of Biochemistry proposes to add a new course “Advanced Laboratory Research” as an optional course that students can select instead of the “Ideas to Innovation” course in their final term. The one-year course-based non-thesis MSc program is designed for students that desire advanced biochemical training and transferable skills. The program entails 9 credits: 3 credits derived from graduate-level courses, a 3-credit directed research project, and a 3-credit collaborative project entitled “Ideas to Innovation” that prepares students for careers outside of research.

The new “Advanced Laboratory Research” course is designed for students wishing to pursue careers with a major research component and in particular, careers requiring independent and collaborative research skills. In addition to enhancing independent and collaborative research skills, students will also have the option of rotational research training in up to three different laboratories in the Biochemistry Graduate Program. The rotation option will allow students to obtain diverse research experiences and acquire a variety of technical skills before entering a research-intensive graduate program.

4. School of Graduate and Postdoctoral Studies, Faculty of Education: Renaming of the “Multiliteracies Education” Field to “Literacy Education” Field in the Master of Professional Education (MPEd) Program

Recommended: That effective September 1, 2017 the “Multiliteracies Education” field be renamed as “Literacy Education” field.

Background

Even though this is an area of great interest to educators for advanced study, the applications to this field have been low. Multiliteracies, is a relatively new term in the curriculum and it is more widely known in the literature than in school settings. The Faculty of Education’s recruitment team determined that applicants did not clearly understand the meaning of “multiliteracies” and it is anticipated that changing the field’s name to “Literacy Education” will provide better recognition. Literacy Education is a well-established field that is easily recognizable by potential applicants and employers. In addition, changing the name of the field will allow for a diversity of theoretical perspectives to come to the fore within the program. No other changes will be made to the field and current students will be allowed to graduate with the “Multiliteracies Education” field.

5. School of Graduate and Postdoctoral Studies: Introduction of the Applied Sciences (AS) Spoke in the Master of Management of Applied Science (MMASc) Program

Recommended: That effective September 1, 2017 the Applied Sciences (AS) spoke be introduced in the Master of Management of Applied Science (MMASc) Program as shown in [Appendix 7](#).

Background

The MMASc program is now in its third year and has graduated students in each of four specialty fields, or “spokes”. The existing spokes include advanced graduate courses and thus each requires a specific undergraduate background. It is now time to expand the MMASc program so that students from all science backgrounds can benefit from science-based professional skill development. The new AS spoke will be open to all students with an undergraduate degree in science or science related programs and it will provide a stronger skill set to those students who intend to pursue careers as applied scientists within industry, government or the non-profit sector.

The new AS spoke will create an integrated environment between the Faculties of Arts and Humanities, Science, and Social Science within which students will develop the scientific business and communications skills they need to succeed as applied scientists in today's competitive job market. The AS spoke will be open to all students with a science-related undergraduate degree, including the core science fields (e.g., biology, chemistry, physics, and the mathematical sciences) and also other technical fields (e.g., health sciences, kinesiology, or psychology). The skills these students develop in this spoke will augment the technical skills they have already mastered in their undergraduate degrees and provide them with a competitive edge. Graduates from this program will be positioned to become leaders in their future careers in the applied sciences; to join interdisciplinary teams of scientists and business professionals; and to start on a path toward careers in management within applied sciences organizations in industry, government, or the non-profit sector.

6. Huron University College: Introduction of a Minor in Histories of Africa and African Diasporas

Recommended: That a Minor in Histories of Africa and African Diasporas be introduced at Huron University College, Faculty of Arts and Social Science, effective September 1, 2017, as shown in [Appendix 8](#).

Background

The proposed module begins to address gaps in existing program options for Huron students who are interested in learning about Africa. The module requires students to study three key areas: histories of Africa, histories of the African Diaspora in the Americas, and the histories of Africa and African Diasporas in a global context. It further requires a multi-disciplinary understanding of Africa, mandating that students take up to 2.5 courses on African subjects in the fields of Political Science, Global Studies, English, French, Geography, Religious Studies, and Women's Studies.

The structural components of the module are as follows: 1.0 course on the history of Africa; 1.0 course on the history of the African Diasporas in the Americas; and 2.0 from a selection of courses that set the histories of Africa and African Diasporas in a global context and deal substantively with Africa and/or African Diasporas, including courses in which African diasporas are framed by postcolonial studies and theoretical concepts from a diversity of disciplinary perspectives.

7. Huron University College: Introduction of a Minor in Pacific Rim Studies

Recommended: That a Minor in Pacific Rim Studies be introduced at Huron University College, Faculty of Arts and Social Science, effective September 1, 2017, as shown in [Appendix 9](#).

Background

The Pacific Rim Studies Minor will focus on Huron's strengths in offering interdisciplinary and cross-regional studies of East Asia and North America. The module will focus on the common, comparative, and interactive aspects of the lives of the peoples in the Pacific Rim region, and include courses from History, Chinese, Japanese, English, and Political Science. While encouraging students to find commonalities between disciplines, Pacific Rim Studies Minor will introduce them to a diversity of approaches, primary sources and intellectual traditions. The minor will also contribute to the dynamism of the Pacific Rim as a transnational and interdisciplinary research area.

The module components require students to engage with three key themes in studies of the Pacific Rim: 1) the history of contact between the nations and peoples of the Pacific Rim, 2) the common social, cultural and literary ties between these nations, and 3) the evolution of their diverging political, social, economic and legal systems from a common past. The module will provide students with a multi-disciplinary perspective on the historical and continuing connections between the peoples and nations of the Pacific World.

Pacific Rim Studies Minor, a parallel module of Huron's existing minor in the Atlantic World, will also benefit graduates in the fields of law, education and policymaking and any field which builds on the connections between the regions which form the Pacific Rim.

8. King's University College: Withdrawal of the Minor in Dramatic Literature

Recommended: That effective September 1, 2017 admission to the Minor in Dramatic Literature be discontinued and that the Minor be withdrawn.

CURRENT CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2016/pg1600.html>

Background

No one has registered in this module for the past eight years and there are currently no students in the module.

FOR INFORMATION

9. Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in American Studies and Mathematics

The following cyclical reviews were approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
	American Studies	April 18-19, 2016	Good Quality with Report in Two Years
Science	Mathematics	October 17-18, 2016	Good Quality

The detailed Final Summary Reports for these reviews are attached as [Appendix 10](#).

10. Revisions to the “Deadlines: General Policies on Application and Admission Deadlines” Policy

The “Deadlines: General Policies on Application and Admission Deadlines” document will be amended as shown in [Appendix 11](#) to reflect current practices that have been in place for numerous years. SCAPA and Senate have consistently approved Sessional dates reflecting these dates, thus this is an editorial amendment to the existing policy.

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 12](#) for recommendation to the Board of Governors through the Vice-Chancellor.

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

Evaluation of Academic Performance

EVALUATION OF UNDERGRADUATE ACADEMIC PERFORMANCE - DEPARTMENTAL RESPONSIBILITY

Responsibility and authority for evaluating student achievement in individual undergraduate courses rests with the department (or faculty where applicable) which may delegate this responsibility to the individual instructor(s).

Direct responsibility for quality of instruction and evaluation of student performance rests with departments, which may delegate this responsibility to members of faculty.

The department (or faculty where applicable) shall devise procedures to ensure that the evaluative methods used are academically rigorous and as equitable as possible.

EVALUATION OF UNDERGRADUATE ACADEMIC PERFORMANCE

At least ~~one week~~ **three days** prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus. In rare instances and at the Dean's discretion, other courses could receive a similar exemption, which also must be noted in the course syllabus. Deans should review exemptions on a course-by-course basis each time an exempted course is offered.

The rest of the policy is unchanged

REVISED CALENDAR COPY

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

Adding and Dropping Courses

TYPE OF COURSE	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DATE OR DAY TO DROP Date or Number of business days from and including the start date of the session
Full year full (1.0) or half (0.5) course	Fall/Winter	7	November 30 December 7
First term full (1.0) course	Fall/Winter	7	November 5 November 12
First term half (0.5) course	Fall/Winter	7	November 5 November 12
Second term full (1.0) or half (0.5) course	Fall/Winter	7	March 7
Q, R, S or T course	Fall/Winter	5	10

First term quarter (0.25) course ("Q" course offered by Education Pre-Service Sept. to Dec.)	Fall/Winter	7	October 15
Second term quarter (0.25) course ("S" course offered by Education Pre-Service Jan. to Apr.)	Fall/Winter	7	February 15
"U" and "V" courses offered by Education	Fall/Winter	7	November 30
SUMMER COURSES	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DAY TO DROP Number of business days from and including the start date of the session
Full (1.0) course - 12 weeks	Summer Evening Summer Distance	5 5	25 25
Full (1.0) course - 6 weeks	Interession Summer Day	2 2	15 15
First-term and second-term half (0.5) course – 6 weeks	Summer Evening Summer Distance	5 5	20 20
First-term and second-term half (0.5) course – 3 weeks	Interession Summer Day	2 2	10 10
Q First-term quarter (0.25) course – 3 weeks	Summer Evening	2	10
R Second-term quarter (0.25) course – 3 weeks	Summer Evening	2	10

The rest of the policy is unchanged

REVISED CALENDAR COPY

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

Structure of the Academic Year

HOURS OF INSTRUCTION

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

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

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

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

Notes:

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

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

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

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

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

Atonement), unless the cancellation of classes on those days results in a term of less than 62 "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

- There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination.
- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.
- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.
- No examinations are to be scheduled on Good Friday or Easter Sunday.
- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students are required to request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

~~3. Scheduling Reading Week~~

- ~~• Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at midnight on the subsequent Sunday.~~

3. Scheduling Fall Study Break Reading Week

A Fall Study break will begin on the last Thursday of October each year and end at midnight on the subsequent Sunday.

A Fall Reading Week will be scheduled to begin at 6:00 p.m. on Friday prior to Thanksgiving Monday and end at midnight on the subsequent Sunday.

4. Scheduling Spring Reading Week

- **Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at midnight on the subsequent Sunday.**

5. Scheduling Convocation Ceremonies

- The in absentia February Convocation will be scheduled for the last Friday in February.
- June Convocation ceremonies will be scheduled from Tuesday to Friday in the second full week in June and from Monday to Wednesday in the third week of June.
- October Convocation ceremonies will normally be scheduled on the last Thursday and Friday in October.

REMEMBRANCE DAY POLICY

That two minutes of silence be observed on November 11 at 11:00 a.m. throughout the University and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon. That students be permitted to be absent from class to attend a Remembrance Day Service, provided the instructor is informed in advance of the intended absence.

	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Labour Day	Sept. 2	Sept. 1	Sept. 7	Sept. 5	Sept. 4
Registration	Sept. 3-4	Sept. 2-3	Sept. 8-9	N/A	N/A
Rosh Hashanah	Thurs., Sept. 5	Sept. 25	Sept. 14	Oct. 3	Sept. 21
First Term	Mon , Sept. 9 - Dec. 6 (62 days)	Sept. 4 - Dec. 3 (64 days)	Sept. 10-Dec. 9 (64 days)	Sept. 8 – Dec. 7 (62 days)	Sept. 7 – Dec. 6 8 (62 days)
Thanksgiving Monday	Oct. 14	Oct. 13	Oct. 12	Oct. 10	Oct. 9
Fall Study Break/ Fall Reading Week	Oct. 31 – Nov. 1	Oct. 30 – 31	Oct. 29 - 30	Oct. 27 – 28	Oct. 26 — 27 10 - 13
October Convocation	Oct. 31– Nov. 1	Oct. 23-24	Oct. 22-23	Oct. 27 - 28	Oct. 26 – 27
December Study Days	Dec. 7	Dec. 4-5	Dec. 10	Dec. 8 – 9	Dec. 7 — 8 9
Exams	Dec. 8 - 19 (12 days)	Dec. 6-17 (12 days)	Dec. 11-22 (12 days)	Dec. 10 – 21 (12 days)	Dec. 9 — 20 10 – 21 (12 days)
Holiday	Dec. 20-Jan. 5 (17 days)	Dec. 18-Jan. 4 (18 days)	Dec. 23 -Jan. 3 (12 days)	Dec. 22 – Jan 4 (15 days)	Dec. 21 22 – Jan. 7 (18 17 days)
Second Term	Jan. 6 - Apr. 8 (62 days)	Jan. 5 - Apr. 8 (62 days)	Jan. 4 - Apr. 6 (62 days)	Thur. Jan. 5 – Apr. 7 (62 days)	Jan. 8. – Apr 11 (62 days)
Family Day	Feb. 17	Feb. 16	Feb. 15	Feb. 20	Feb. 19
Reading Week	Feb. 17-21	Feb. 16-20	Feb. 15-19	Feb. 20 - 24	Feb. 19 – 23
In Absentia Convocation*	Feb. 28	Feb. 27	Feb. 26	Feb. 24	Feb. 23
Good Friday	Apr. 18	Apr. 3	Mar. 25	Apr. 14	Mar. 30
Easter Sunday	Apr. 20	Apr. 5	Mar. 27	Apr. 16	Apr. 1
Passover	Apr. 15	**	Apr. 23 - 24	Apr. 11 – 12	**
Study Days	Apr. 9-10	Apr. 9-10	Apr. 7-8	Apr. 8	Apr. 12 – 13
Exams	Apr. 11-30 (17 days)	Apr. 11-30 (20 days)	Apr. 9-30 (20 days)	Apr. 9 – 30 (18 days)	Apr. 14 – 30 (17 days)
June Convocation***	June 10 – 13 and 16 - 18	June 9 – 12 and 15 - 17	June 14 – 17 and 20 - 22	June 13 – 16 and 19 - 21	June 12 – 15 and 18 - 20

	2018-2019	2019-2020	2020-2021
Labour Day	Sept. 3	Sept. 2	Sept. 7
Rosh Hashanah	Sept. 10	Sept. 30	Sept. 19
First Term	Sept. 6 - Dec. 5 7 (62 days)	Sept. 5 - Dec. 4 6 (62 days)	Sept. 10 8 (Tue) - Dec. 9 (62 days)
Thanksgiving Monday	Oct. 8	Oct. 14	Oct. 12
Fall Study Break Fall Reading Week	Oct. 25 26 9 - 12	Oct. 31 Nov. 1 15 - 18	Oct. 29 30 13 - 16
October Convocation	Oct. 25 - 26	Oct. 31 - Nov. 1	Oct. 29 - 30
December Study Days	Dec. 6 7 8 - 9	Dec. 5 6 7 - 8	Dec. 10
Exams	Dec. 8 19 10 - 21 (12 days)	Dec. 7 18 9 - 20 (12 days)	Dec. 11 - 22 (12 days)
Holiday	Dec. 20 22 - Jan. 6 (18 16 days)	Dec. 19 21 - Jan. 5 (18 16 days)	Dec. 23 - Jan. 3 (12 days)
Second Term	Jan. 7 - Apr. 9 (62 days)	Jan. 6 - Apr. 8 (63 days)	Jan. 4 - Apr. 7 (62 days)
Family Day	Feb. 18	Feb. 17	Feb. 15
Reading Week	Feb. 18 - 22	Feb. 17 - 21	Feb. 15 - 19
In Absentia Convocation*	Feb. 22	Feb. 28	Feb. 26
Good Friday	Apr. 19	Apr. 10	Apr. 2
Easter Sunday	Apr. 21	Apr. 12	Apr. 4
Passover	Apr. 20	Apr. 9 - 10	**
Study Days	Apr. 10	Apr. 9-10	Apr. 8 - 9
Exams	Apr. 11-30 (17 days)	Apr. 11 - 30 (19 days)	Apr. 10 - 30 (21 days)
June Convocation***	June 11 - 14 and 17 - 19	June 9 - 12 and 15 - 17	June 15 - 18 and 21 - 23

* Application deadline for the In Absentia Convocation is January 22. No ceremony is held.

** Passover does not fall during the examination period this year. No accommodation necessary.

*** Application deadline for graduation at Spring Convocation is April 30.

Report of the SCAPA *ad hoc* Subcommittee on Fall Study Days

In October 2016, SCAPA formed an *ad hoc* Subcommittee with a mandate to investigate options to extend the Fall Study break to a longer period and to consider the effect this might have on the currently approved structure of the academic year.

Membership of the *ad hoc* Subcommittee

John Doerksen, Vice Provost (Academic Programs) - Chair
Jamie Cleary, Vice-President, USC
Harry Orbach-Miller, Chair of the Western Student Senators
Chloe Carter, Graduate Student, Neuroscience
Julie Aitken Schermer, Faculty of Social Science, BMOS
Dan Belliveau, Faculty of Health Sciences, Director of the School of Health Studies
Jeff Hutter, Associate Dean (Academic), Science
Susan Knabe, Associate Dean (Academic), FIMS
John Mitchell, Assoc. Academic Dean, Brescia University College
Kimi Maruoka, Manager, Student Academic Services, SGPS
Glen Tigert, University Registrar
Lee Ann McKivor, Associate Registrar, Student Records and Exam Services
John Hatch, SCAPA Vice-Chair and Chair of Visual Arts
Jana Luker, Associate Vice President (Student Experience)

The History of Fall Study Days

In October 2012 Senate approved the introduction of two Fall Study Days starting in the 2013-14 academic year. Currently, the 4-day break starts on the last Thursday of October and ends at midnight on the subsequent Sunday. While this break was welcomed by many students on campus, it has become clear during the past few years that a longer break is desired in order to contribute to students' well-being by mitigating some of the stresses experienced during the Fall semester.

Western's undergraduate courses have also changed and half courses have almost entirely replaced the full courses that were traditionally offered in the past. This means that students experience the same stresses over both the Fall and Winter terms, but only get a full Reading Week during the Winter term.

Recommendations

The *ad hoc* Subcommittee met on November 21 and December 13 to review the current practices in offering a fall study break at other universities in Ontario and in Canada. Data was provided for 20 Ontario and 41 Canadian universities regarding their practices in 2016-17. It showed that 75% of the universities in Ontario and more than 61% in Canada scheduled 4 or more study days during the fall. In Ontario, 60% of these breaks were in conjunction with Thanksgiving. In Canada, 44% of the fall study breaks were scheduled in conjunction with Thanksgiving, 48% scheduled their breaks before or after the Remembrance Day (Nov 11) holiday and 8% at another time, usually in late October. The Subcommittee also reviewed the currently approved structure of the academic year and discussed relevant academic policy matters that might have an effect on offering a longer study break.

As a result of these discussions the *ad hoc* Subcommittee recommends the following:

- 1) SCAPA and Senate consider the introduction of a **Fall Reading Week** starting in the 2017-18 academic year, in conjunction with Thanksgiving Monday.
- 2) The Fall Reading Week will be scheduled to begin at 6:00 p.m. on Friday prior to Thanksgiving Monday and end at midnight on the subsequent Sunday.
- 3) To accommodate the Fall Reading Week, the Structure of the Academic Year policy will be revised.

Additional Considerations

Even though a Fall Reading Week can be accommodated under the current policy structure, the *ad hoc* Subcommittee recommends that SCAPA and Senate consider the following issues:

- 1) To meet the required 62 “lecture days” in the term, the structure of the academic year has to be revised, which means that:
 - a. Classes will end two days later in the fall term.
 - b. In certain years, exams may also end two days later and study days might be reduced to the minimum one day.
 - c. Depending on when Labour Day is scheduled in certain years, SCAPA and Senate will have to consider alternative arrangements to accommodate the 62 “lecture days”. These could include an earlier start date of classes (as might be proposed in the 2020-21 academic year for example), a shorter fall term (60 or 61 days), an extended exam period to December 23, or allowing for different arrangements in order to meet the specific curriculum requirements of courses.

- 2) The *ad hoc* Subcommittee recognized that while approving a Fall Reading Week might alleviate some of the stresses students face, it will also create certain pressures in other areas of the academic year. SCAPA and Senate should consider looking at the following academic policies to ease the pressure caused by a week-long break early in the term:
 - a. Evaluation of Undergraduate Academic Performance policy (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and the requirement for students to receive assessment of work accounting for at least 15% of their final grade at least one week prior to the deadline for withdrawal from a course without academic penalty. The committee felt that providing this assessment at least 3 days before the drop date instead of one week would ease the pressure on scheduling of term tests.
 - b. The policy on Adding and Dropping courses (http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/adddrop.pdf) and the possibility of extending the drop date by a week which would create a longer timeframe for scheduling term tests.
 - c. Scheduling of Examinations (http://www.uwo.ca/univsec/pdf/academic_policies/exam/scheduling.pdf) and the prohibition of Sunday tests during the term which would further expand opportunities for scheduling term tests.
 - d. Structure of the Academic Year (http://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf) and formulate a requirement to have these dates available at least 3 years in advance in order to identify anomalies in a timely fashion for SCAPA’s and Senate’s consideration.

The *ad hoc* Subcommittee felt that these policies should be re-evaluated as recommended, so that the intended benefits of the Fall Reading Week are not undermined.

- 3) The *ad hoc* Subcommittee recommends a review of the Fall Reading Week in 2-3 years to evaluate its effects and make changes if necessary.

REVISED CALENDAR COPY
<http://westerncalendar.uwo.ca/2016/pg428.html>

ADMISSION REQUIREMENTS TO FIRST YEAR - SCHOOL OF KINESIOLOGY

Grade 12U and M Courses Required

- English ENG4U
- Biology SBI4U

Grade 12U and M Courses Recommended

A Grade 12 U-level Math and Grade 11 or 12 U-level Physics are recommended to prepare for senior Kinesiology subjects in biomechanics, research methods and statistics.

- It is strongly recommended that students interested in the BSc program take an additional Science course from: Chemistry SCH4U, Calculus and Vectors MCV4U, Advanced Functions MHF4U **or** Physics SPH4U. ~~or Computer and Information Science ICS4U.~~
- Chemistry SCH4U is a prerequisite for first year Chemistry course

REVISED CALENDAR COPY
<http://westerncalendar.uwo.ca/2016/pg439.html>

Admission Requirements – Honors Specialization in Kinesiology

Completion of first year requirements with no course grade less than 60% on a full course load. Students must have an average of at least 70% in 5.0 course load and 70% in 4.0 principal courses, with no mark in these principal courses below 60%, including: Kinesiology 1080A/B and Kinesiology 1070A/B or 1088A/B; Physiology 1021; and 2.0 courses from the subject areas of Biology, Chemistry, Physics, Mathematics, **Computer Science** as follows: Biology 1001A or 1201A and Biology 1002B or 1202B; Chemistry 1301A/B and 1302A/B; Calculus 1000A/B, 1301A/B, 1500A/B, 1501A/B, Applied Mathematics 1201A/B, Mathematics 1120A/B, 1225A/B, 1228A/B, 1229A/B, 1600A/B, Statistical Sciences 1024A/B; Physics 1028A/B or 1301A/B or 1501A/B and 1029A/B or 1302A/B or 1502A/B, **Computer Science 1025A/B or 1026A/B and 1027A/B.**

Note: The Honors Specialization in Kinesiology - BSc is a limited enrollment program. More competitive academic standing may be required when demand exceeds enrollment capacity. Admission to the module is restricted to students registered in the School of Kinesiology.

Module

No changes

Modification of the Non-Thesis Master of Science (MSc) in Biochemistry Program

The Department of Biochemistry proposes to add a new course “Advanced Laboratory Research” as an optional course that students can select instead of the “Ideas to Innovation” course in their final term.

The Biochemistry graduate program currently offers a one-year course-based non-thesis MSc degree for students who desire advanced biochemical training and transferable skills, in addition to research-intensive thesis-based MSc and PhD degrees. The one-year non-thesis MSc program entails 9 credits: 3 credits derived from graduate-level courses, a 3-credit directed research project, and a 3-credit collaborative project entitled “Ideas to Innovation” that prepares students for careers outside of research. In the “Ideas to Innovation” course, students are presented with interactive lectures on how to develop and evaluate innovations and given lectures on basic business planning, financials and marketing. Students then work in teams to develop a proposal for an innovation of their choice. They are evaluated on three written proposals (two preliminary and one final) during the two terms in which the course runs and prepare a final oral presentation. The “Ideas to Innovation” course does not involve practical or laboratory work.

The course “Advanced Laboratory Research” would be offered as an alternative choice to the “Ideas to Innovation” course and would run on the same timeline, from September to April. The course is designed for students wishing to pursue careers with a major research component and in particular careers requiring independent and collaborative research skills. The course will also provide multi-disciplinary contemporary skills in biomedical research. It is expected that the course will be desired by students with general biomedical undergraduate degrees who have not completed an independent research project, and who are lacking many of the practical (technical and interpersonal) skills that are necessary for success in a contemporary biochemistry laboratory. The new optional “Advanced Laboratory Research” course will deliver these critical skills by emphasizing technical, conceptual and practical aspects of biochemical research, as well as enhancing written and verbal communication skills. The main outcomes and deliverables of this course will be to enhance independent and collaborative research skills, and ensure these students become excellent candidates either for direct entry PhD and MD/PhD programs in biochemistry and related disciplines, or for entry into the biotechnology job sector.

In the first component of the course student will participate in interactive seminars on topics such as hypothesis development, project and experimental design, grant writing and integrity of research. Other sessions will develop communication skills in poster and oral presentations. This component will conclude with sessions on state-of-the art research techniques in research areas core to the Biochemistry discipline, including structural biology, analytical biochemistry, microbial and mammalian genetics, microscopy, mass spectrometry, next generation sequencing, and bioinformatics. Students will be evaluated with assignments that will test these skills.

The second component of the course will involve research project(s) to provide practical laboratory training (wet lab and/or computational). Students will have the option of identifying a single project and supervisor for the course, or participate in a rotation system. The latter option is expected to be particularly attractive to external applicants who are less familiar with Western’s research faculty, or students desiring additional training before entering a research-intensive graduate program. Students could participate in two ways: 1) Select the “one research project” option for an 18-week timeframe or 2) select the “rotation” option and spend 6 weeks in three different laboratories. Students could also modify their rotation schedule to fit their research and career goals. For instance, two rotations can be performed in one lab followed by the third in another. The project(s) will be hypothesis driven, on a research topic mutually agreed upon by the faculty member and student, and suitable for the timeframe of the rotation. Every 6 weeks students will be required to present their research to be evaluated by the supervisor and their advisor. The rotation will have the added benefit of providing students with the opportunity to acquire a broader set of research skills in different research environments. The rotation option will also allow students to obtain diverse research experiences and acquire a variety of technical skills before entering a research-intensive graduate program if they chose to do so. Those who will not pursue an advanced graduate degree will benefit from the course by obtaining solid foundations in research methods and technical skills.

Applied Sciences (AS) Spoke

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

Objective

The new AS spoke will create an integrated environment between the Faculties of Arts, Science, and Social Science within which students will develop the scientific business and communications skills they need to succeed as applied scientists in today's competitive job market. The AS spoke will be open to all students with a science related undergraduate degree including the core science fields (e.g., biology, chemistry, physics, and the mathematical sciences) and also other technical fields (e.g., health sciences, kinesiology, or psychology). The skills these students develop in the AS spoke of the MMASc will augment the technical skills they have already mastered in their undergraduate degrees and provide them with a competitive edge. Graduates from this program will be positioned to become leaders in their future careers in the applied sciences; to join interdisciplinary teams of scientists and business professionals; and to start on a path toward careers in management within applied sciences organizations in industry, government, or the non-profit sector.

Degree Requirements

As with the existing spokes, the new spoke will be a three-term (one year) program. Degree requirements will comprise the following:

- 7 courses (.5 FCE each, 3.5 total) from the core courses of the MMASc Program (the "hub") as follows:

Course	Credits	Term
Professional Writing	.5 FCE	Fall
Fundamentals of Marketing Management	.5 FCE	Fall
Professional Communication	.5 FCE	Fall
Organizational Behaviour	.5 FCE	Winter
Fundamentals of Managerial Finance	.5 FCE	Winter
Project Management	.5 FCE	Winter
Leadership in Organizations	.5 FCE	Fall and Winter (Biweekly)

- 4 courses (.5 FCE each, 2.0 total) from the new spoke (see Spoke Courses, below, for additional details).
- Career Development Series – a non-credit seminar series with compulsory attendance, as described in the original program brief
- Milestone- MMASc Work Term (1.0 FCE):
Students are required to complete a four-month work integrated learning (WIL) experience, either a Co-op work term or major research project (MRP), in the final term of the program. As described in the original program brief, the MRP is provided as an alternate means to fulfil the degree requirements if extenuating circumstances prevent a student from securing a Co-op position. A request to pursue an MRP explaining the extenuating circumstances must be submitted in writing to the program director, and students are responsible for identifying a faculty supervisor and formulating the project.

- **Capstone:**
At the end of the summer term students will participate in a Capstone event, which brings them together as a multi- and interdisciplinary community to share their experiences by making presentations on their Co-op Work Terms or MRP, as described in the original program brief.

Spoke Courses

In addition to the core courses shared by all students in the MMASc program, students in the new AS spoke would complete the following degree requirements:

Course	Credits	Term
Data Analytics for Applied Scientists	.5 FCE	Fall
Professional Computing for Applied Scientists	.5 FCE	Fall
MMASc Consulting Project	.5 FCE	Winter
MMASc Colloquium Series	.5 FCE	Fall and Winter (Biweekly)

Admission Requirements and Admission Process

Admissions will follow the current MMASc guidelines. Specifically, students are required to have completed a four-year Honours degree in science or equivalent from a reputable university, college or institute and to have obtained a grade of at least 70% in their final two years. International applicants are required to provide proof of English Language Proficiency if they did not complete their undergraduate degrees in English or at the discretion of the admissions committee. Students completing the TOEFLiBT, the most common test, are required to achieve an overall score of 94 with minimum scores of 22 on Read and Listen, 26 on the Speak, and 24 on Write. Complete ELP requirements are provided on the program webpage.

Admissions will be conducted according to the program's current process. Each application will be read by at least three instructors involved with the program and will be graded on six criteria: overall GPA, ELP (if appropriate), achievement in appropriate background courses, references, statement of interest, and extracurricular experience.

Progression Requirements

Students will be required to achieve an overall average of 70% with no grade below 60% in the first two academic semesters in order to progress in the program. Students will not be able to complete the co-op work term/WIL opportunity in the summer if they have not completed all coursework and fulfilled these requirements.

NEW CALENDAR COPY

MINOR IN HISTORIES OF AFRICA AND THE AFRICAN DIASPORAS

Admission Requirements

Completion of first-year requirements, including at least 0.5 course in History, English, or Political Science with a mark of at least 60%.

Module:

4.0 courses. Please note pre-requisites for senior courses.

1.0 course: History 2602F/G and History 2604F/G

1.0 course from:

History 2135A/B; History 2709F/G; History 3309E; History 3311F/G; History 3313F/G; History 4502F/G

2.0 courses from: CGS 3509F/G; CGS 3524F/G; English 2361E; English 2715F/G; English 3884E; French 3725F/G; History 2701E; History 4702F/G; Geography 2030A/B; Political Science 3205F/G; Religious Studies 3160 F/G; Women's Studies 4607E, and from a list of courses maintained by the History Department at Huron

NEW CALENDAR COPY

MINOR IN PACIFIC RIM STUDIES

Admission Requirements

Completion of first-year requirements, including at least 0.5 course in History, English, or Political Science with a mark of at least 60%.

Module:

4.0 courses. Please note pre-requisites for senior courses.

2.0 courses from: History 2201E, 2204F/G, 2301E, 2302 F/G, 2603E, 2610F/G, 2701E, 2702E, 3615F/G, 4605E, 4606F/G, and from a list of additional courses maintained by the History Department at Huron.

1.0 course from: Chinese 2240F/G, 2241F/G, 2242F/G, 2243F/G, 2244F/G, 2245F/G, 2246F/G, 2247F/G, 2601A/B, 2602A/B, 2650F/G, 2651F/G, 3652F/G, 3653F/G, English 2345F/G, 2346F/G, 2356F/G, 2470F/G, Japanese 2601A/B, 3650F/G

1.0 course from: Political Science 2230E, 2284F/G, 3382F/G, 3383F/G, 3385F/G

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	American Studies	
Degrees Offered:	MA	
Approved Fields:	<ul style="list-style-type: none"> • American Cultural Studies • Canadian-American Relations 	
External Consultants:	Dr. Jennifer Harris Professor University of Waterloo	Dr. Michael O’Driscoll Professor, University of Alberta
Internal Reviewers:	Dr. Kamran Siddiqui, Professor (member of SUPR-G committee)	Natalie Trevino, Graduate Student
Date of Site Visit:	April 18 & 19, 2016	
Evaluation:	<i>Good Quality with Report in Two years</i>	
Approved by:	<i>SUPR-G on January 23, 2017</i> <i>SCAPA on February 8, 2017</i>	

Executive Summary

The MA program in American Studies at Western is a unique program across Canada. The program offers two streams: American Cultural Studies and Canadian-American Relations. The program was started in 2010 by the Centre for American Studies in the Faculty of Social Sciences. The Centre was multidisciplinary in nature with participation from several Departments, most significantly the Departments of History, Political Science (Faculty of Social Science), and Department of English and Writing Studies (Faculty of Arts and Humanities). The Centre received a generous donation of \$1.6 million for five years (2009-2014). The donation funds supported various administrative and learning activities of the Centre including the support for a full-time administrative assistant, research travel funds for faculty and graduate students, student awards, guest speakers, etc. The end of the donation funding significantly affected the operation of the Centre as an independent entity and in Summer 2016, the program has become part of the Department of History.

The external consultants were impressed by the quality of the program, competency of the affiliated faculty and the learning experience of graduate students in the program. However, they questioned the absence of any long-term plan for the sustainable operation of the Centre after the end date of donation funds. The primary concern of the review committee was the impact on the program’s quality and sustainability due to its transition into the Department of History. This includes concerns about the continuation of the multidisciplinary nature of the program, marketing of the program to maintain a consistent enrolment, and the learning experience of students through travel funds, guest speaker series, etc.

The Department of History in the response to external consultants’ report highlighted their commitment to the success of the program and to maintaining its multidisciplinary nature.

Significant Strengths of Program:

- The program is of high quality
- The uniqueness of this program across Canada is a major strength
- The program is structured well to facilitate the achievement of learning outcomes
- The program completion time is very good
- The students' satisfaction level with the program is high

Suggestions for improvement & Enhancement:

- The transition of the program into the History Department and its smooth continuation is a major challenge
- The maintenance of the interdisciplinary nature of the program is critical to maintain its uniqueness
- Historically, the program has strong participation and commitment from the Department of Political Science. This strong participation must continue for the sustainability of the program.
- Promotion and branding of the program is vital for its long-term viability. It is very critical that the program is promoted as multidisciplinary with its distinctive nature from the home Department, to attract students from other disciplines. This is particularly crucial for the Canadian-American Relations stream of the program.
- The learning opportunity for students through research study trips was a major strength of the program. The program Co-Directors should explore funding venues for these trips as well as alternative options for similar learning experiences.

Recommendations required for Program sustainability:	Responsibility
Monitoring and necessary actions for the proper integration of the program into the Department of History	Program Co-Directors, Graduate Chair and Department Chair
Maintenance of interdisciplinary nature of the program	Program Co-Directors and Graduate Chair
Maintenance of students' cohesion	Program Co-Directors and Graduate Chair
Promote strong continued participation from the Department of Political Science	Program Co-Directors, Associate Dean
Enhance promotion and branding of the program and its interdisciplinary nature	Program Co-Directors and Graduate Chair
Continued administrative support for the promotion and operation of the program	Department Chair

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Mathematics	
Degrees Offered:	MSc and PhD	
Approved Fields:	<ul style="list-style-type: none"> • Algebra/Number Theory • Analysis • Geometry/Topology 	
External Consultants:	Dr. Katherine Hare University of Waterloo	Dr. Evgeny Poletsky Syracuse University
Internal Reviewers:	Dr. Andrew Watson Schulich School of Medicine and Dentistry	Mr. Ramon Diab PhD Student, FIMS
Date of Site Visit:	October 17 th -18 th 2016	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on January 23, 2017</i> <i>SCAPA on February 8, 2017</i>	

Executive Summary

There are currently 15 regular faculty members in the Mathematics department, with a strong new hire to join in January. Other than the new hire, all began in 2008 or earlier and are tenured associate or full professors. All regular faculty members are active in research. They publish at a consistent rate in good journals, supervise graduate students and all have NSERC grants. On average, faculty members published 8.43 papers in the last five years. This number is very good. Some members have won significant honours, such as holding a Canada Research Chair. Most are involved in teaching at both the graduate and undergraduate level. All faculty members are involved in the supervision of graduate students and graduate instruction except one person who is close to retirement and justifiably does not take new PhD students. Faculty members averaged 3 PhD and 3.6 MSc students for the last five years.

Significant Strengths of Program:

- Dedicated faculty that are uniformly active researchers with Tri-council funding
- Diverse and excellent complement of MSc and especially PhD students from around the globe
- Dedicated and experienced graduate program chair
- New but enthusiastic staff that are eager to maintain high organizational and service standards put in place by longer term serving but recently retired staff
- Admissions are very competitive
- Most students complete their studies in allowable funding periods and post-degree job rates are quite good
- Original research is the standard with high refereed publication rates for PhD students
- New faculty member joining the dept/program in January 2017; a second recruitment underway for summer 2017

Suggestions for improvement & Enhancement:

- Students are upset regarding the funding model that requires them to pay their tuition costs over and above their WGRS allocation at the beginning of each term. This practice puts them in a deficit that does not recover until well into a given term of study. If possible, it would be helpful to explore opportunities to offer a funding package that does not create a deficit for students at the beginning of each term.
- Department is at its capacity for graduate student enrolment in terms of both faculty numbers and research funding; further growth in program numbers is unlikely.
- Students would like to have more opportunities for honing teaching skills; currently only 2 PhD students each year are selected to fill some teaching slots; TA's are available for most students.
- It would be helpful for teaching opportunities to be provided in 3rd year before 4th year job searches begin for PhD students.
- Reviewers suggested the University change its policy requiring 5 students per course before instructor receives credit for course.
- Some concern expressed by students regarding the consistency of the difficulty of the comprehensive exam. The graduate committee should oversee common standards for comprehensive exam structure and evaluation.

Recommendations required for Program sustainability:	Responsibility
Ensure that the program fields are supported by the faculty composition and expertise	Department and Dean
Optimize PhD student teaching opportunities	Dept. Chair, Grad chair. UWOFA etc
Investigate alteration of the Faculty of Science requirement of 5 students per course	Dean, Dept. Chair
PhD students should take no more than one third of their courses as cross listed undergraduate courses	Graduate Chair/Program committee
PhD students should complete comprehensive exam at earliest possible time – set a deadline	Graduate Chair/Program Committee
Harmonize department with School of Statistical and Mathematical Sciences	Several Departments and the Dean

The response by the program and Dean to the external reviewer's report certainly indicated that the review recommendations were welcomed and all would be acted upon as resources allow. It is clear the program is highly regarded within the Faculty of Science and that there is the will to ensure that maintenance of the strength of the program, its subject and its curricular strength are priorities for the Faculty.

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/admission/deadlines.pdf

Deadlines: General Policies on Application and Admission Deadlines

ADMISSION APPLICATION DEADLINE

The application deadline for full-time general undergraduate admission is:

- March 1 for CEGEP applicants to full-time undergraduate studies
- **March 1 – Early consideration for full-time first year studies for the Fall/Winter term**
- **March 1 May 15** for Applicants residing outside Canada
- June 1 for all other applicants to full-time undergraduate programs (with the exception of professional schools and programs)

ADMISSION DEADLINES FOR DIPLOMA AND CERTIFICATE PROGRAMS

The admission deadlines for diploma and certificate programs offered by the Western Centre for Continuing Studies will be January 15 for **Diploma May intake** programs, and March 15 for **Certificate September intake** programs.

PART-TIME ADMISSION DEADLINES

The deadlines for part-time admission **are will be**:

Spring/Summer:

Distance Studies: March 1

Evening - Intersession: March 1

Summer Day: May 1

Fall/Winter:

Day - Evening - On-Campus - Distance Studies: July 1

New Scholarships and Awards

Highstreet Asset Management Entrance Scholarship (Economics)

Awarded annually to a full-time graduate student entering the Master of Financial Economics (MFE) program, based on academic achievement. The recipient will be selected by a committee appointed by the Director of the MFE program, with at least one representative holding membership in the School of Graduate and Postdoctoral Studies. This scholarship was established with a generous gift from Highstreet Asset Management Inc.

Value: 1 at \$5,000

Effective Date: May 2017 to April 2020 inclusive

Highstreet Asset Management In-Course Scholarship (Economics)

Awarded annually to a full-time graduate student in the Master of Financial Economics (MFE) program, based on academic achievement, and an excellent evaluation from the student's host employer, received upon completion of their internship. Students must submit a copy of this evaluation to the MFE Program Coordinator in the Department of Economics by September 30th. The recipient will be selected by a committee appointed by the Director of the MFE program, with at least one representative holding membership in the School of Graduate and Postdoctoral Studies. This scholarship was established with a generous gift from Highstreet Asset Management Inc.

Value: 1 at \$5,000

Effective: May 2017 to April 2020 inclusive

Douglas W. Muzyka International Graduate Student Research Fellowship (Engineering)

Awarded annually to a full-time MSc or PhD student(s) in the Faculty of Engineering, who is conducting research internationally in collaboration with a host institution or company for a minimum four-month period. Preference will be given to student(s) in Chemical and Biochemical Engineering. Students must apply for this fellowship by submitting an outline of their research, anticipated expenses (travel, housing and living costs) and what support their thesis supervisor and host institution/company will provide. Externally funded student(s) are eligible to apply. Applications must be submitted to the Graduate Studies Office in the Faculty of Engineering by May 1st. Recipients will be selected by the Associate Chairs Graduate Studies Committee in the Faculty of Engineering. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This fellowship was established with a generous gift from Dr. Douglas W. Muzyka (PhD Engineering '85, MSc '79, BSc '77).

Value: Number and Value will vary (\$10,000 is available for May 2017 to April 2018, with value and number of fellowships to be reviewed each year after this).

Effective Date: May 2017

KCI Medical Canada Inc. 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 representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This scholarship was made possible by a generous gift from KCI Medical Canada Inc. (Acility).

Value: 1 at \$1,500

Effective Date: May 2016 to April 2021 inclusive

Dr. Peter Swedko Memorial Merrymakers Award (Medicine)

Awarded to a graduating student from the Undergraduate Doctor of Medicine (MD) Program at the Schulich School of Medicine & Dentistry, who has demonstrated academic achievement and who has been extensively involved in medical school extracurricular activities throughout their time at Schulich. Online Nomination Forms can be submitted by students and faculty to the Undergraduate Medical Education Office by March 31. The Progression & Awards Committee will select the recipient each year from the list of nominations. This award was established by a generous gift from the Meds Class of 1996 Alumni, in memory of their classmate, Dr. Peter Swedko (MD '96).

Value: 1 at \$1,000

Effective Date: 2017-2018 academic year

Peter was a young man who knew that being a doctor required more than just knowledge. He lived that belief through teaching in the teen healthy sexuality project, leadership in the Hippocratic Council, and integration of medical informatics in his career as a nephrologist. But most of all, he knew that it was compassion, caring and laughter that made a doctor into a healer. He is best remembered for his active involvement and leadership in the Tachycardia plays, in which he made everyone laugh by playing roles such as Richard Simmons. He regularly encouraged his colleagues to participate in all social and school activities and to realize that life is meant to be lived to its fullest.

Sadly, Peter died in 2005 at the age of 33. The hope is that this award will honour medical students who embody the same spirit of involvement as Peter did, to reward those individuals who demonstrate that medical school is much more than just academics, and who thereby help to create a much more rewarding environment for all fellow medical students.

John R. Currie HBA 2 Award in Entrepreneurship (Ivey)

Awarded annually to a student enrolled in HBA 2 at the Ivey Business School, based on academic achievement, leadership skills, and personification of the spirit, passion and drive necessary to become a successful entrepreneur. Preference will be given to a Canadian citizen. The HBA Scholarship Committee, in consultation with the Pierre L. Morrissette Institute for Entrepreneurship, will make the final selection of the recipient. This award was established with a generous gift from John R. Currie, HBA '60.

Value: 1 at \$20,000

Effective Date: 2017-2018 academic year

Carmyn Aleshka Women's Soccer Award (Athletics)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western including the Affiliated University Colleges who is making a contribution as a member of the Western Women's Soccer Team. Candidates must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient basing its decision 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 Carmyn A. Aleshka (HBA '00).

Value: 1 at \$3,000

Effective Date: 2017-2018 to 2018-2019 academic years inclusive

Mocrae Dentistry Bursary (Dentistry)

Awarded annually to an undergraduate student entering Year 1 of the Doctor of Dental Surgery (DDS) program, based on demonstrated financial need. Candidates must complete an admission financial assistance application form, available online through the Student Center, by April 1. The recipient will be selected by the Office of the Registrar. This bursary was made possible by a generous gift from Dr. Steve Mocrae.

Value: 1 at \$1,500

Effective Date: 2017-2018 to 2021-2022 academic years inclusive

Dr. Mocrae practices Dentistry in Barrie, Ontario, and believes in giving back to the community and supporting future dentists.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Contents	Consent Agenda
Catalyst Capital Fellow in Insolvency Law	Yes
Catalyst Capital Visiting Professor in Insolvency Law	Yes
2017 Entrance Standards for Undergraduate First-Year Admissions	No
Five-Year Enrolment Projections	No
Report on Year One Class Entering Averages	No
Office of the University Ombudsperson Annual Report 2015-16	Yes
Provost's Update on Planning Process	No

FOR APPROVAL

1. **Catalyst Capital Fellow in Insolvency Law**

Recommended: That Senate approve establishment of the Catalyst Capital Fellow in Insolvency Law within the Faculty of Law, shown in [Appendix 1](#).

Background:

See [Appendix 1](#).

2. **Catalyst Capital Visiting Professor in Insolvency Law**

Recommended: That Senate approve the establishment of the Catalyst Capital Visiting Professor in Insolvency Law within the Faculty of Law, shown in [Appendix 2](#).

Background:

See [Appendix 2](#).

3. **2017 Entrance Standards for Undergraduate First-Year Admissions**

Recommended: That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in [Appendix 3](#).

Background:

See [Appendix 3](#).

4. **Five-Year Enrolment Projections**

Recommended: That the five-year enrolment projections/plans presented in [Appendix 4](#) be used for University budget planning purposes.

Background:

See [Appendix 4](#).

FOR INFORMATION

5. **Report on Year One Class and Entering Averages**

See [Appendix 5](#).

6. **Office of the University Ombudsperson Annual Report 2015-16**

See [Appendix 6](#).

7. **Provost's Update on Planning Process**

J. Deakin, Provost and Vice-President (Academic) will provide an oral report at the meeting.

Catalyst Capital Fellow in Insolvency Law

FOR APPROVAL

- Recommended:** That Senate approve the establishment of the Catalyst Capital Fellow in Insolvency Law within the Faculty of Law.
- Donor and Funding:** Catalyst Capital will donate up to \$2.5 million to support a number of projects at Western including the Catalyst Capital Fellow in Insolvency Law.
- Effective Date:** January 1, 2017
- Purpose:** The creation of this Fellowship will allow the Faculty of Law to enhance research and teaching in insolvency law and corporate restructuring. Research and activities to be undertaken by the holder of the Fellowship will be determined by the Dean of the Faculty of Law. The Fellow will be formally established and appointed at the University within the Faculty of Law.
- A minimum of \$10,000 annually will be available to support the Fellow. The administration of the spending of resources will be the responsibility of the Dean of the Faculty of Law.
- Criteria:** Appointments to the Fellowship will be conducted in accordance with University policies and procedures. Appointments will normally be for a one-year term, renewable at the discretion of the Dean.
- Reporting:** The University, through the Faculty of Law will report to Catalyst Capital regarding the activities of the Fellow.

Catalyst Capital Visiting Professor in Insolvency Law

FOR APPROVAL

Recommended: That Senate approve the establishment of the Catalyst Capital Visiting Professor in Insolvency Law within the Faculty of Law.

Donor and Funding: Catalyst Capital will donate up to \$2.5 million to support a number of projects at Western including the Catalyst Capital Visiting Professor in Insolvency Law.

Effective Date: January 1, 2017

Purpose: The creation of this Professorship will allow the Faculty of Law to enhance research and teaching in insolvency law and corporate restructuring. Research and activities to be undertaken by the holder of the Visiting Professorship will be determined by the Dean of the Faculty of Law. The Visiting Professor will be formally established and appointed at the University within the Faculty of Law.

A minimum of \$60,000 annually will be available to support the Visiting Professor. The administration of the spending of resources will be the responsibility of the Dean of the Faculty of Law.

Criteria: Appointments to the Visiting Professorship will be conducted in accordance with University policies and procedures. Appointments will normally be for a one-year term, renewable at the discretion of the Dean.

Reporting: The University, through the Faculty of Law will report to Catalyst Capital regarding the activities of the Visiting Professorship.

Western University

SCUP's Subcommittee on Enrolment Planning and Policy (SUEPP)

Fall 2017 Entrance Standards for First-Year Undergraduate Admissions

A. Background/Context

History

Over the past twenty years, Western's enrolment planning has placed the highest priority in increasing the quality of our incoming first-year class, which has moved the overall average grade of our first-year class from a position of "below the Ontario average" in 1993 to the top spot in Ontario in 2014. Our approach to first-year admissions, approved by Senate in November 2010, included the following high-level priorities:

1. Our objective should be to continue to increase the quality of our incoming class, and we should continue to maintain and increase entrance standards.
2. The approach of using the common minimum entrance requirement for the large direct-entry programs should be continued. For limited-enrolment programs, based on annual reviews by the Provost and the Deans, the entrance requirements could be higher. The result of this approach is that student demand/choice drives program-specific enrolments.
3. We should work to increase our first-year international enrolments.
4. We should continue to monitor the gap in entrance requirements between Western and the Ontario average, with the objective of maintaining/increasing the gap.
5. We should continue to monitor the size of our overall first-year class in order to ensure that the undergraduate population does not reach a level that cannot be accommodated within our current physical infrastructure.

In 2010, in order to be aligned with the Constituent University's strategy on enrolment planning, the Affiliated University Colleges committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University by 2014-15.

Current Strategic Plan Priorities

Our current Strategic Plan – *Achieving Excellence on the World Stage* – includes the following enrolment-planning related objectives:

- a. Attract the brightest students as demonstrated through the highest entering grade average.
- b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c. Increase international undergraduate enrolment to at least 15% and domestic out-of-province student enrolment to at least 10% of the undergraduate student body.
- d. Increase graduate student enrolment to at least 20% of the total student body.

B. Update on the Fall 2016 Entering Class and Entrance Standards

Constituent University

1. The Constituent University's full-time first-year enrolment was 5,353. Of this, 618 (or 11.5%) were international students.
2. The common minimum entrance requirement was a mid-year offer grade of 83.5% (for Arts & Humanities, FIMS, Science and Social Science). For all other programs, the mid-year offer grades were higher, ranging from 85.0% to 90.5%. For all programs, at offer time, the condition was that the final grade must be at least 83.5%, except for Nursing, which had a final grade requirement of 85%.
3. Full-time graduate enrolment was 5,514, which equates to about 19% of total full-time enrolment.

Affiliated University Colleges

4. Full-time first-year enrolments at the Colleges were as follows:
 - Brescia 321
 - Huron 253
 - King's 777
5. The final grade requirement at each of the Colleges was 78% (i.e. compared to the 83.5% at the Constituent University), and, at this level, the Colleges met the commitment made back in 2010. Western's Provost and the Principals of the Affiliated University Colleges continue to review the gap in entrance standards in the context of student performance and outcomes measures.

C. Fall 2017 Admissions Plans

Constituent University

1. The admissions strategy of the recent years will continue for the fall 2017 admissions cycle, and it is expected that our mid-year offer grade (for all programs) will be no less than 83.5%, with a final grade requirement of at least 83.5%.
2. Based on the current applications data, we are planning for a first-year class in the range of 5,100. For budget planning purposes, we have used a first-year class of 5,110, which includes 600 international students.

Affiliated University Colleges

3. The final grade requirement at each of the Colleges will be no less than 78%.
4. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum final grade requirement. The proportion with final grades below the minimum requirement (i.e. 78%) shall not exceed 2% of the entering class.
5. Where applicable, the Colleges will be bound to the minimum entrance standards established by the Constituent University for limited-enrolment programs, including B.H.Sc. and Kinesiology.
6. The planned first-year class sizes are as follows*:
 - Brescia 325
 - Huron 320
 - King's 785

* *the Affiliate enrolment plans will be reviewed/revised as part of the upcoming SMA and corridor negotiations.*

SUMMARY OF ENROLMENT FORECAST

<Full-time undergraduate defined as 3.5 FCEs or more>

	Actual					Forecast					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
1	Constituent University										
2	Full-Time Undergraduates										
3	Arts & Humanities	1,180	1,147	1,121	1,027	979	998	1,004	1,004	1,007	1,009
4	Business (HBA)	1,065	1,116	1,100	1,093	1,120	1,130	1,130	1,130	1,130	1,130
5	Dentistry	266	264	262	265	265	264	264	264	264	264
6	Education	677	597	657	286	653	668	668	668	668	668
7	Engineering	1,335	1,449	1,546	1,761	1,952	2,010	2,026	2,012	2,075	2,073
8	Health Sciences										
9	BHSc Program	1,160	1,170	1,163	1,179	1,199	1,181	1,153	1,143	1,144	1,144
10	Kinesiology	1,203	1,169	1,240	1,204	1,247	1,206	1,167	1,182	1,179	1,179
11	Nursing	820	825	835	868	903	930	966	967	952	952
13	Sub-Total	3,183	3,164	3,238	3,251	3,349	3,317	3,286	3,292	3,275	3,275
14	Law	476	480	486	474	482	468	468	468	468	468
15	Media, Information, & Tech	919	930	924	983	966	900	934	954	966	998
16	Medicine										
17	MD Program	667	680	683	684	682	682	682	682	682	684
18	BMedSci Program	778	862	892	881	928	892	892	892	892	892
19	Music	542	512	457	432	417	406	397	400	406	408
20	Science	4,334	4,482	4,606	4,679	4,826	4,892	4,845	4,784	4,753	4,748
21	Social Science	6,648	6,674	6,601	6,482	6,520	6,542	6,525	6,515	6,496	6,500
22	Total Full-Time Undergraduates	22,070	22,357	22,573	22,298	23,139	23,169	23,121	23,065	23,082	23,117
23	Concurrent Programs	155	173	201	255	233	235	235	235	235	235
24	Medical Residents	829	853	913	947	942	940	940	940	940	940
25	Full-Time Graduates										
26	Masters	2,756	2,977	3,146	3,276	3,431	3,676	3,823	3,861	3,900	3,939
27	Ph.D.	2,021	2,026	2,075	2,088	2,083	2,167	2,226	2,248	2,271	2,293
28	Total Full-Time Graduates	4,777	5,003	5,221	5,364	5,514	5,843	6,049	6,109	6,171	6,232
29	Total Full-Time Enrolment	27,831	28,386	28,908	28,864	29,828	30,187	30,345	30,349	30,428	30,524
30	Part-Time FTEs										
31	Undergraduate <1>	2,317	2,251	2,123	2,226	2,030	2,050	2,050	2,050	2,050	2,050
32	Education (AQs) <1>	673	635	607	595	500	500	500	500	500	500
33	Masters	175	149	99	79	89	90	90	90	90	90
34	Ph.D.	22	27	29	32	29	30	30	30	30	30
35	Total Part-Time FTEs	3,187	3,062	2,858	2,932	2,648	2,670	2,670	2,670	2,670	2,670
36	Total Constituent FTEs	31,018	31,448	31,766	31,796	32,476	32,857	33,015	33,019	33,098	33,194
37	Affiliated University Colleges <2>										
38	Full-Time Undergraduates										
39	Brescia	1,121	1,150	1,269	1,327	1,329	1,308	1,330	1,331	1,371	1,439
40	Huron	1,230	1,250	1,144	1,062	979	1,025	1,050	1,120	1,200	1,275
41	King's	3,244	3,169	3,063	3,004	3,070	3,094	3,124	3,150	3,169	3,184
42	Total Full-Time Undergraduates	5,595	5,569	5,476	5,393	5,378	5,427	5,504	5,601	5,740	5,898
43	Part-Time Undergraduate FTEs <1>										
44	Brescia	94	83	86	80	70	90	90	90	90	90
45	Huron	63	65	65	58	50	50	50	50	50	60
46	King's	239	252	277	260	215	240	235	235	235	235
47	Total Part-Time FTEs	396	400	428	398	335	380	375	375	375	385
48	Graduate FTEs										
49	Brescia	32	32	28	33	35	35	35	35	35	35
50	Huron	10	8	11	9	9	13	15	17	18	25
51	King's	33	31	33	29	41	45	45	45	45	45
52	Total Graduate FTEs	75	71	72	71	85	93	95	97	98	105
53	Total Affiliate FTEs	6,066	6,040	5,976	5,862	5,798	5,900	5,974	6,073	6,213	6,388
54	Total UWO FTEs	37,084	37,488	37,742	37,658	38,274	38,757	38,989	39,092	39,311	39,582

SUMMARY OF ENROLMENT FORECAST

<Full-time undergraduate defined as 3.5 FCEs or more>

		Actual					Forecast				
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	<i>Rows 55 to 86 Included above</i>										
55	International Students										
56	Constituent Full-Time										
57	Undergraduates	1,257	1,611	1,895	1,990	2,217	2,275	2,375	2,420	2,420	2,420
58	Medical Residents	108	112	134	136	134	135	135	135	135	135
59	Masters (excluding Ivey)	463	439	495	576	596	693	714	721	728	735
60	MBA (Regular), Ivey MSc	22	43	39	56	68	79	81	80	80	80
61	Executive MBA	22	40	35	24	2	0	0	0	0	0
62	Ph.D.	499	516	547	562	562	600	605	611	617	623
63	Affiliates										
64	Undergraduates	476	497	577	661	718	717	758	788	821	875
65	Masters	4	3	0	0	2	0	0	0	0	2
66	Year 1 Only										
67	Constituent										
68	Arts & Humanities	236	213	267	217	240	240	240	240	240	240
69	Engineering	412	430	511	637	598	580	580	580	580	580
70	Health Sciences										
71	BHSc Program	292	338	347	336	320	325	325	325	325	325
72	Kinesiology	331	315	386	335	350	335	335	335	335	335
73	Nursing	128	132	131	143	162	135	135	135	135	135
74	Media, Information, & Tech	314	332	336	350	304	250	270	285	300	300
75	MOS Program	816	741	857	794	861	800	800	800	800	800
76	Music	144	121	99	100	102	105	105	105	105	105
77	Science	1,313	1,347	1,474	1,445	1,599	1,520	1,520	1,520	1,520	1,520
78	Social Science	837	878	803	796	817	810	810	810	810	810
79	Total Year 1 - Constituent	4,823	4,847	5,211	5,153	5,353	5,100	5,120	5,135	5,150	5,150
80	Affiliated University Colleges <2>										
81	Brescia	284	309	315	350	321	325	320	337	362	378
82	Huron	367	388	274	290	253	320	330	340	355	390
83	King's	821	848	740	774	777	785	790	795	795	795
84	Total Year 1 - Affiliates	1,472	1,545	1,329	1,414	1,351	1,430	1,440	1,472	1,512	1,563
85	Total UWO Year 1	6,295	6,392	6,540	6,567	6,704	6,530	6,560	6,607	6,662	6,713
86	Masters										
87	All Programs (excluding MBAs)	2,420	2,583	2,781	2,877	3,004	3,223	3,359	3,396	3,435	3,474
88	Ivey (excl EMBA)	144	181	161	208	255	288	299	300	300	300
89	Executive MBA	192	213	204	191	172	165	165	165	165	165

For Information

90	Year 1 Constituent International Students	476	532	527	508	618	600	600	600	600	600
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<1> 2016-17 part-time undergraduate FTEs are estimated.

<2> The affiliate enrolment plans will be reviewed/ revised as part of the upcoming SMA and corridor negotiations.

Year 1 Class and Entering Averages

SCUP

February 6, 2017

Context

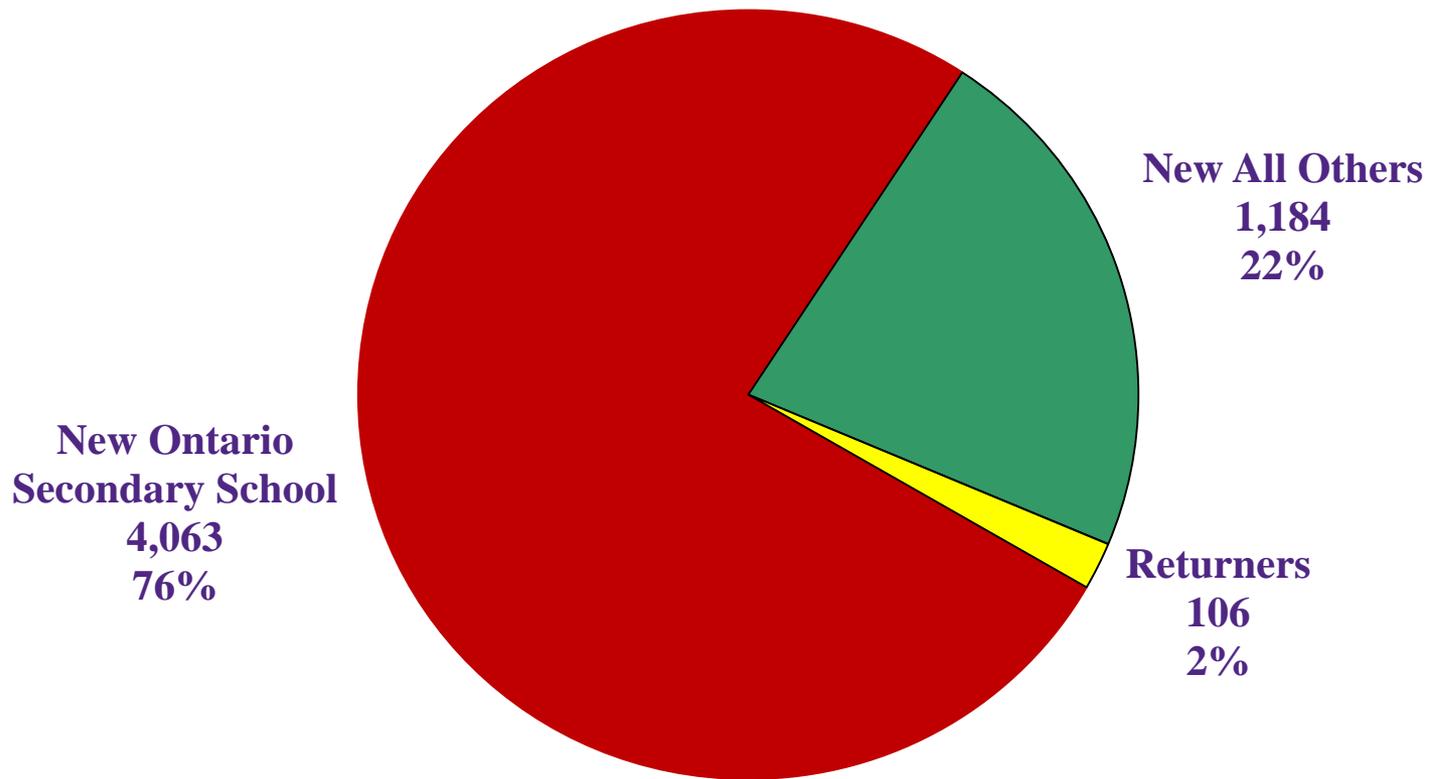
- Western continues Approach using “Standard Minimum Entrance Requirement”
 - **Fall 2016 83.5% (final = 83.5%)**
 - Fall 2015 83.5% (final = 83.5%)
 - Fall 2014 84.0% (final = 83.0%)
 - Fall 2013 84.0% (final = 83.0%)
 - Fall 2012 83.0% (final = 82.5%)
 - Fall 2011 83.0% (final = 82.0%)
 - Fall 2010 83.0% (final = 81.0%)
 - Fall 2009 83.0% (final = 80.0%)
 - Fall 2008 82.5% (final = 79.0%)
 - Fall 2007 82.0% (final = 78.0%)
 - Fall 2006 81.0% (final = 78.0%)
 - Fall 2005 80.5% (final = 77.0%)
 - Fall 2004 80.5% (final = 78.0%)
 - Fall 2003 83.0% (final = 78.0%)
 - Fall 2002 79.5% (final = 74.0%)
 - Fall 2001 77.0% (final = 73.0%)

Student Profile: Applicant Type & Geographical Origin

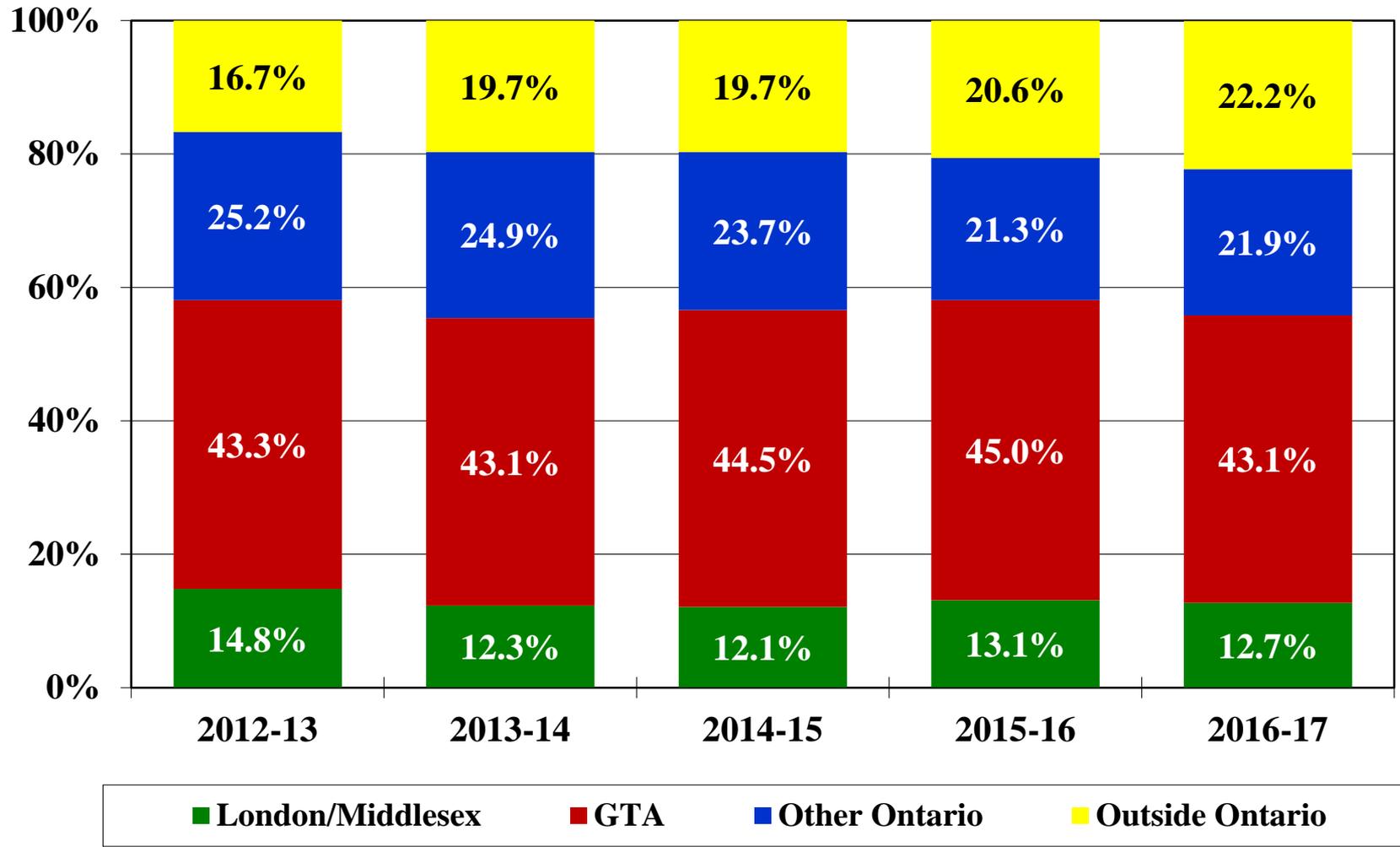
Constituent University

2016-17 Year 1 Students by Applicant Type Constituent University

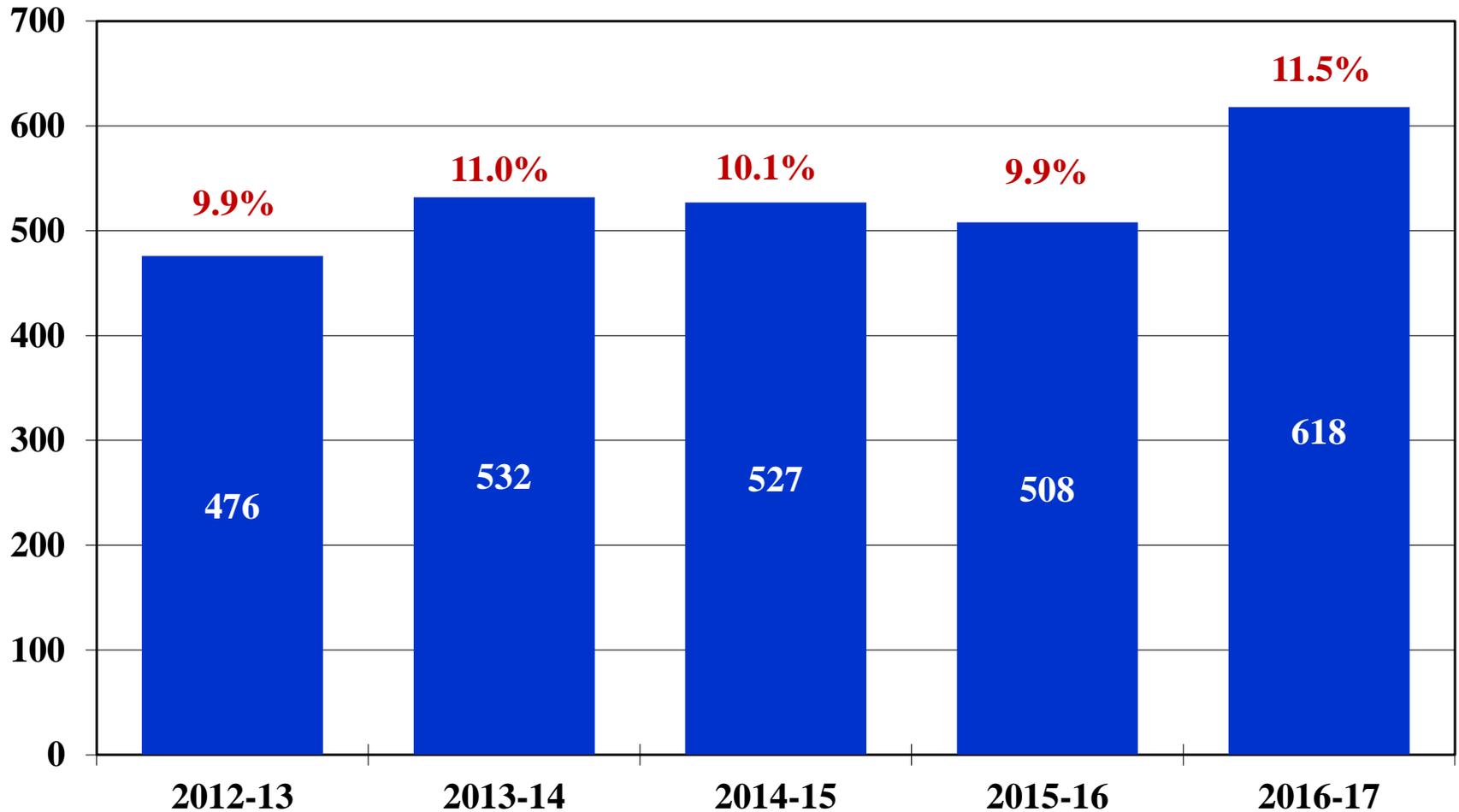
Total Year 1 = 5,353



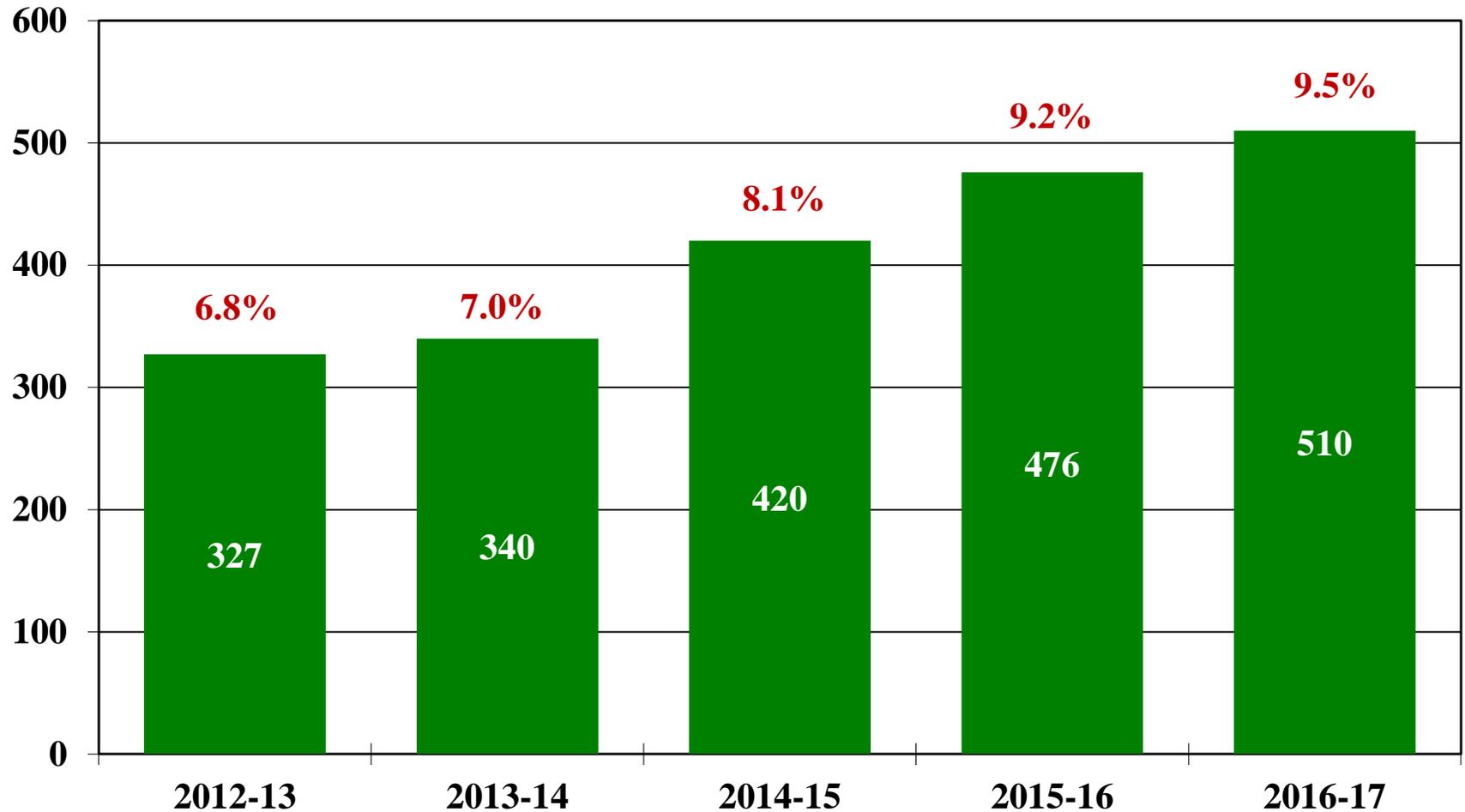
Geographical Origin of New Year 1 Students Constituent University



Year 1 International Students Constituent University

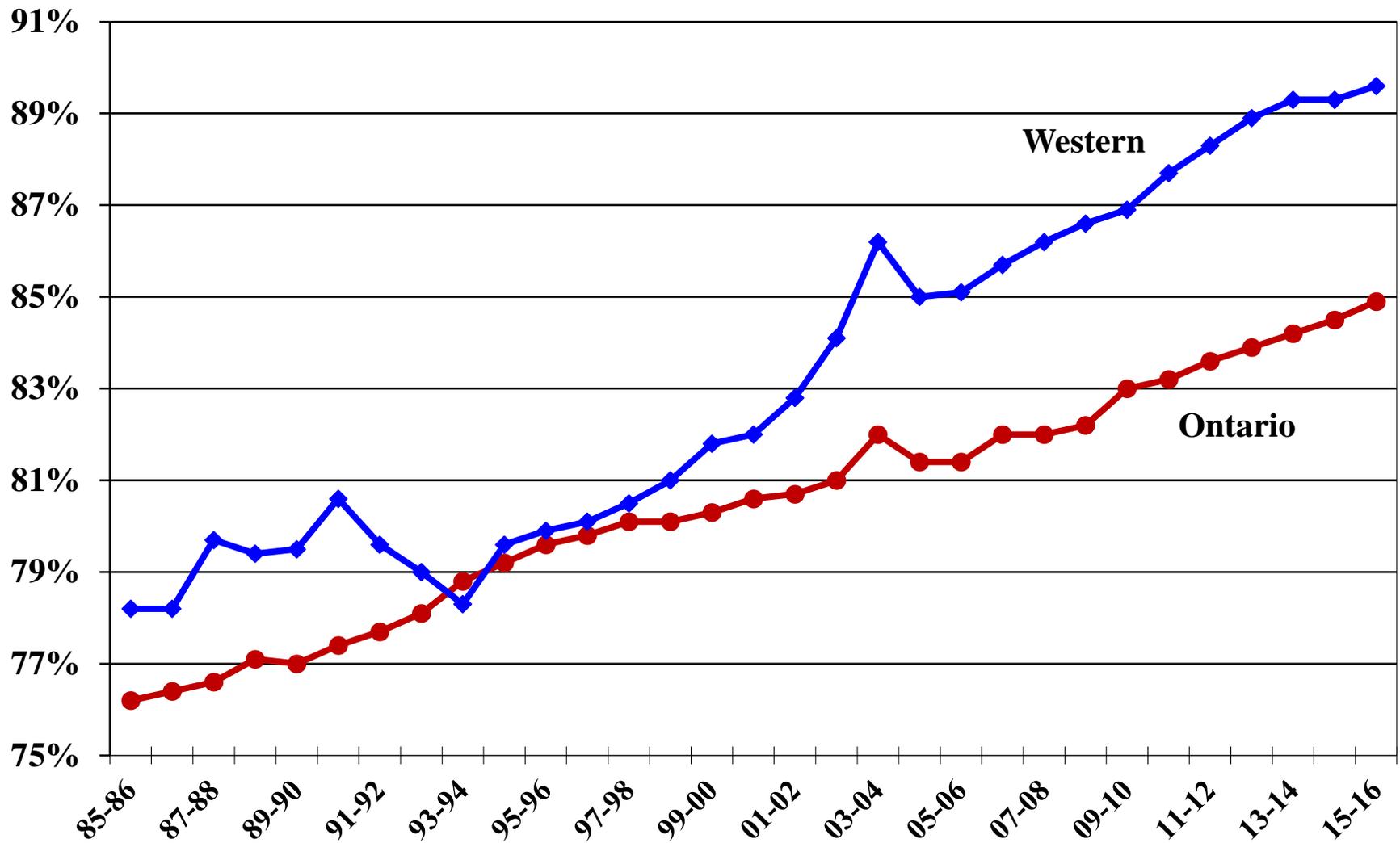


Year 1 Out of Province Students Constituent University

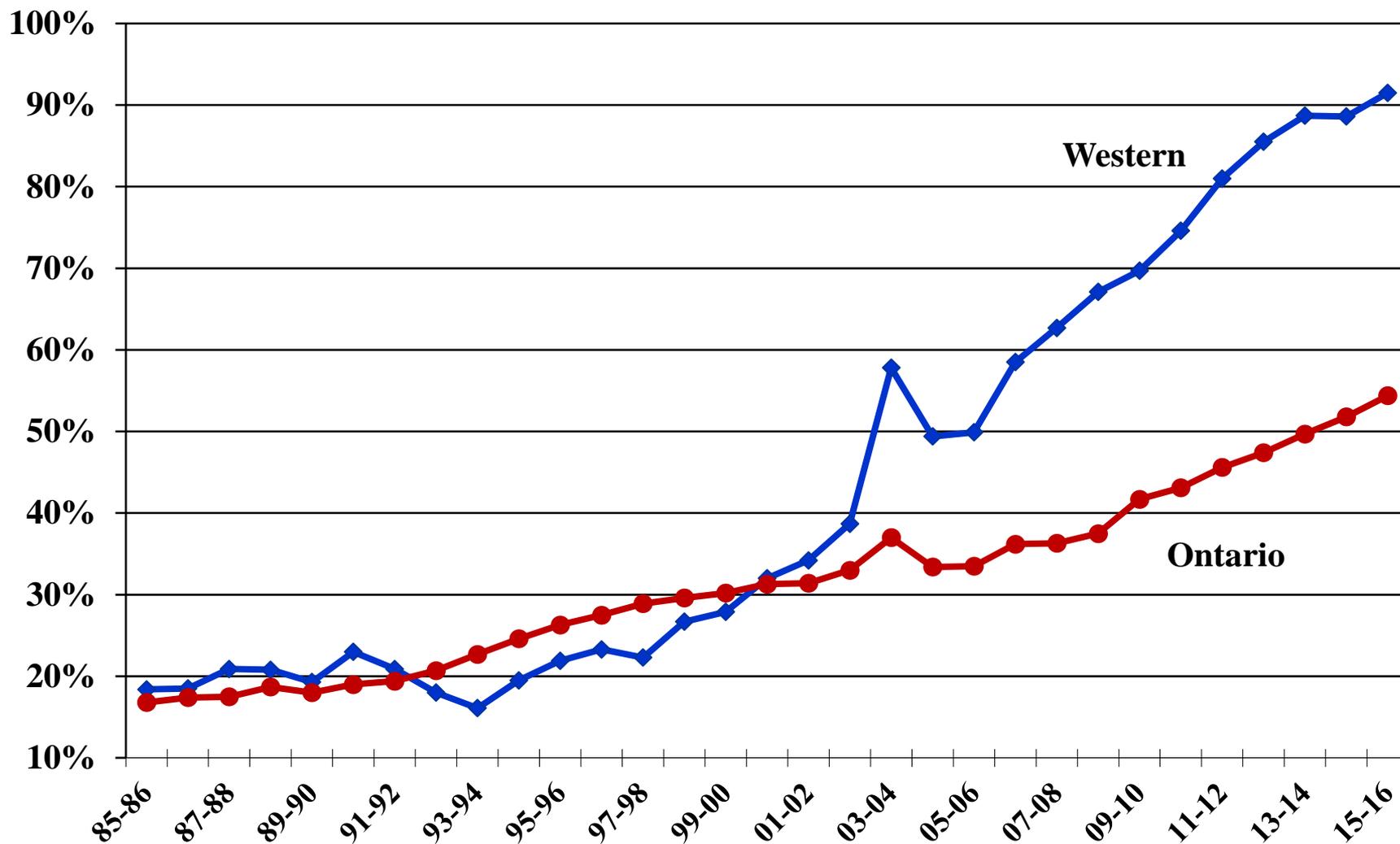


Entering Grades of New Ontario Secondary School Students

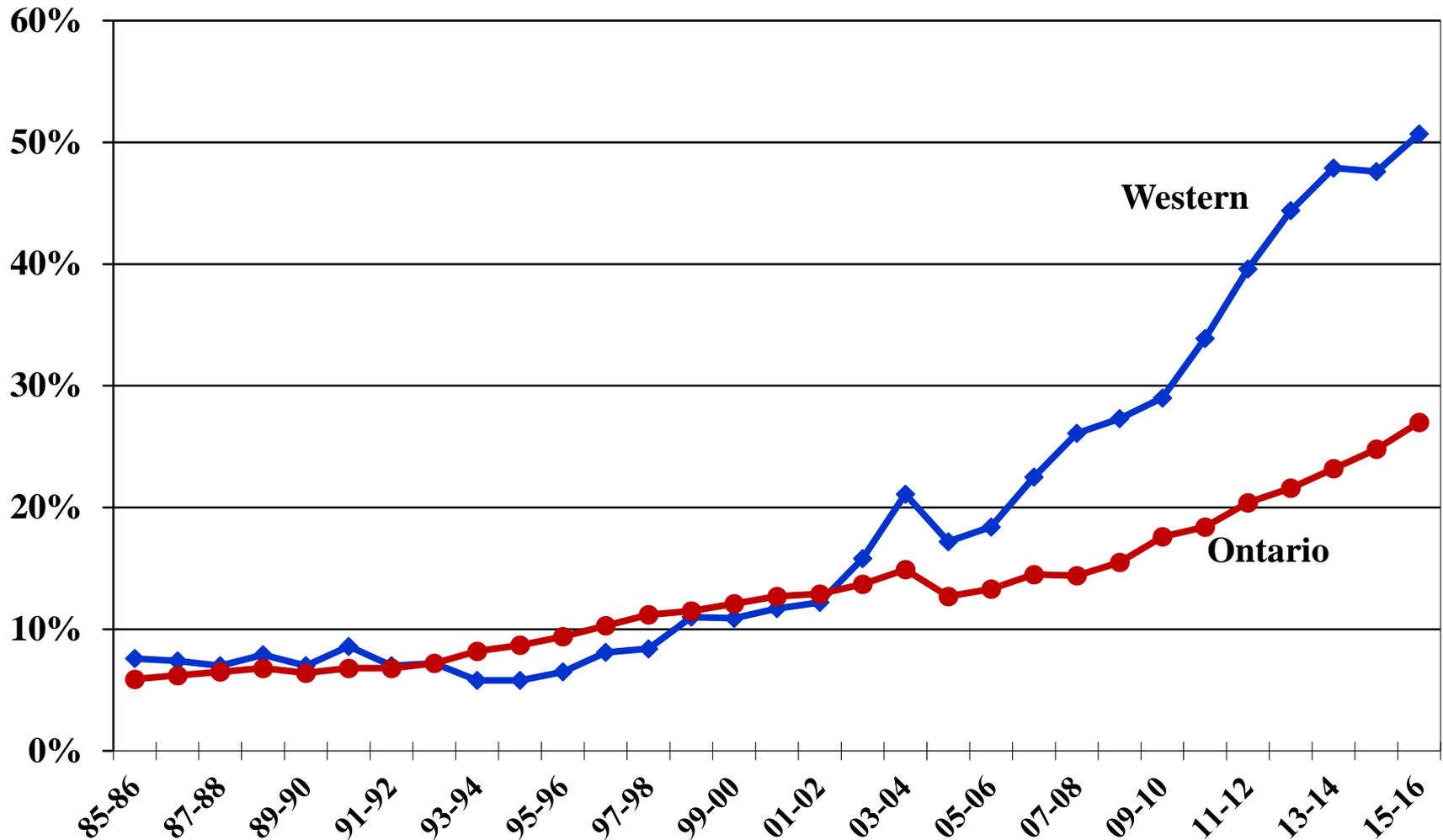
Average Entering Grade



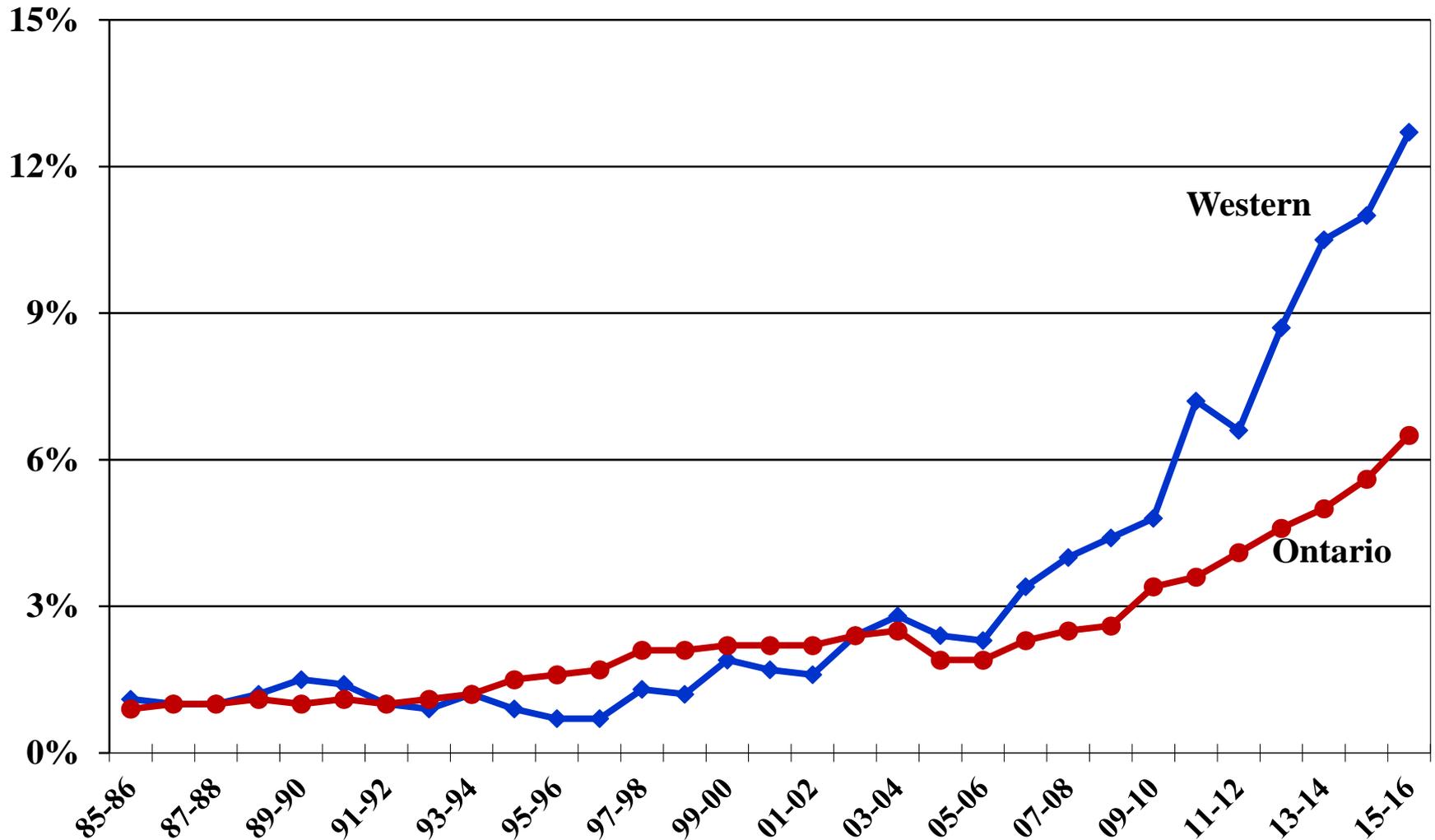
Proportion with Entering Grades of 85% or More



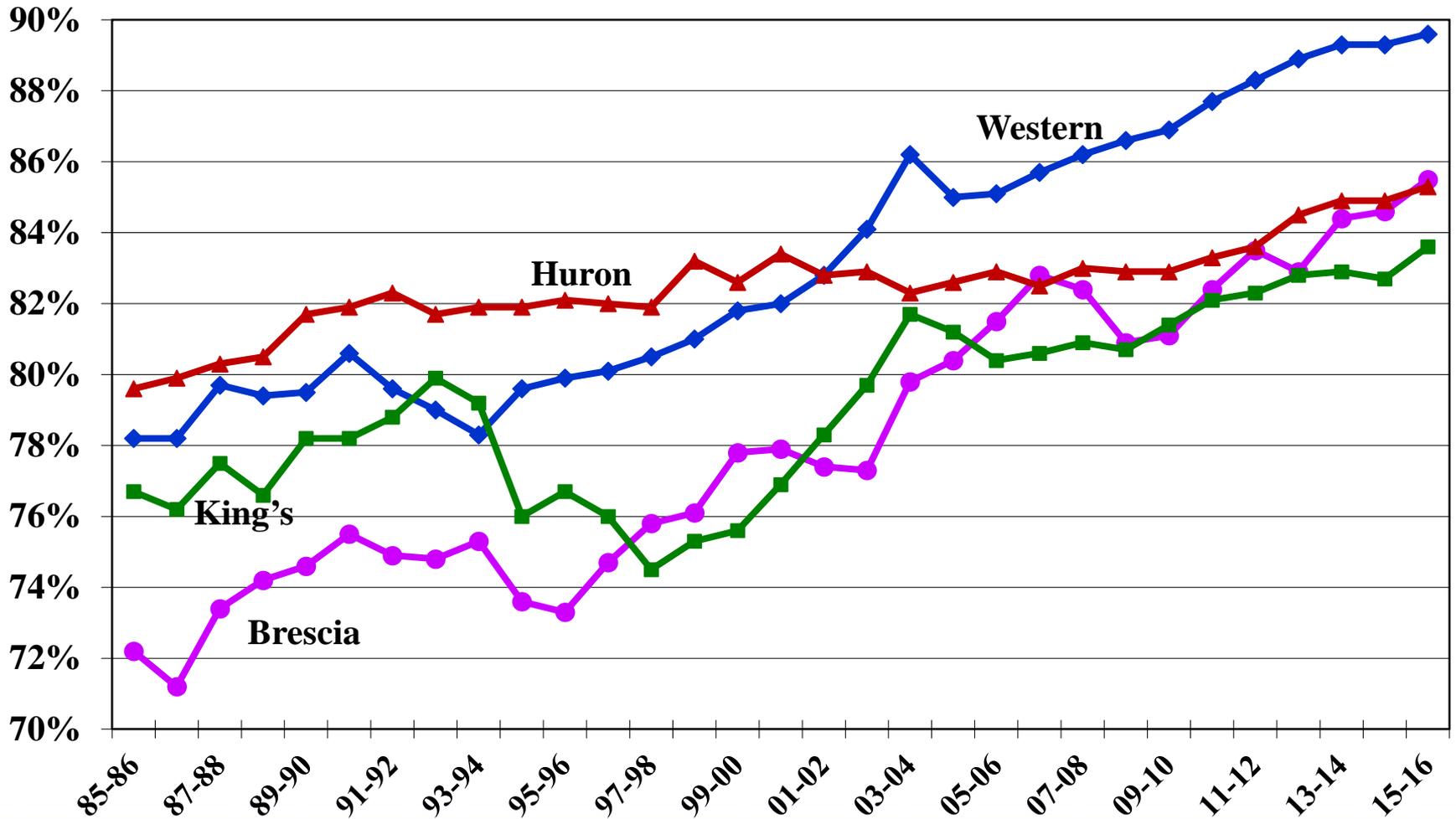
Proportion with Entering Grades of 90% or More



Proportion with Entering Grades of 95% or More

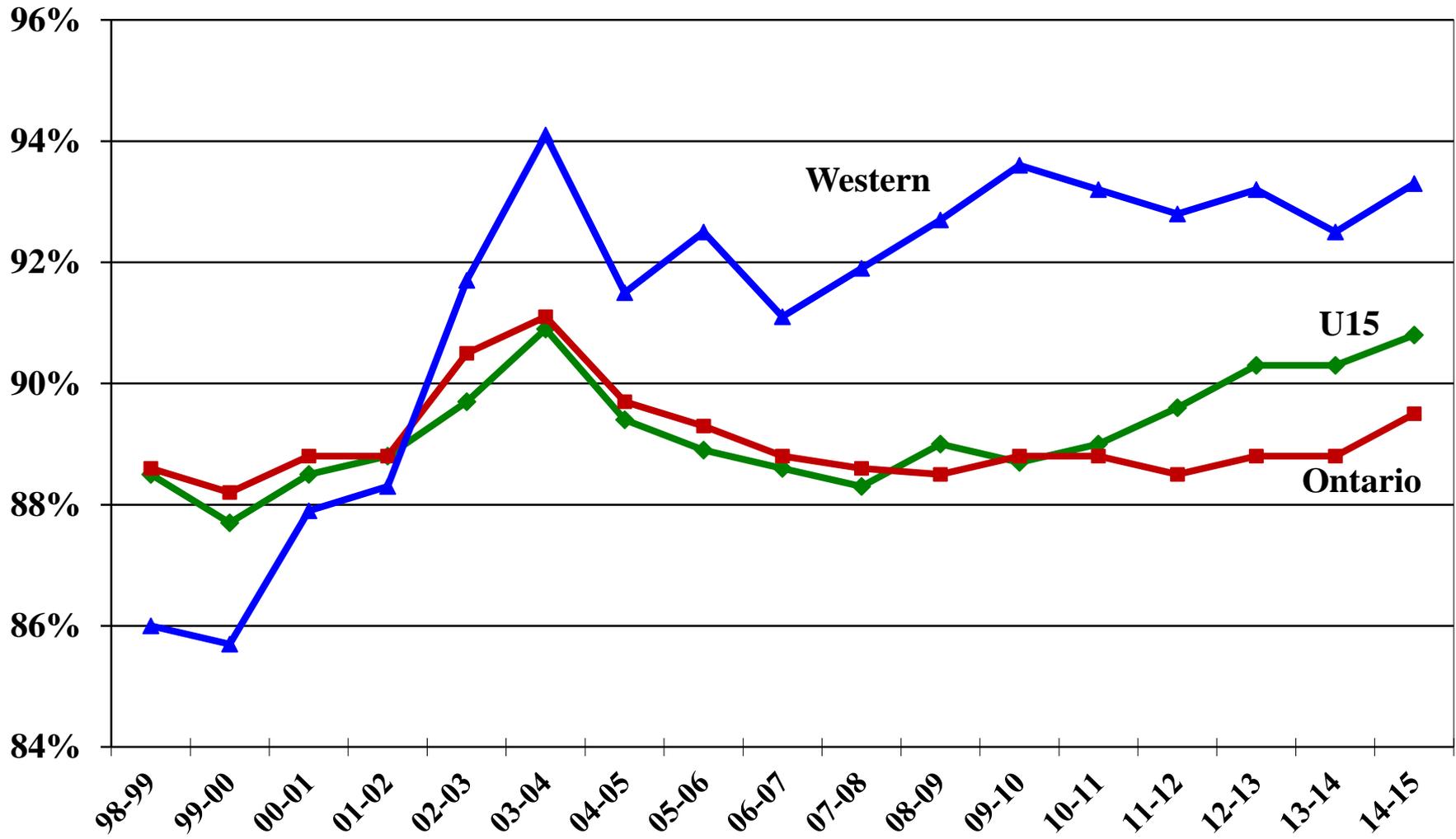


Average Entering Grade Western and Affiliated University Colleges

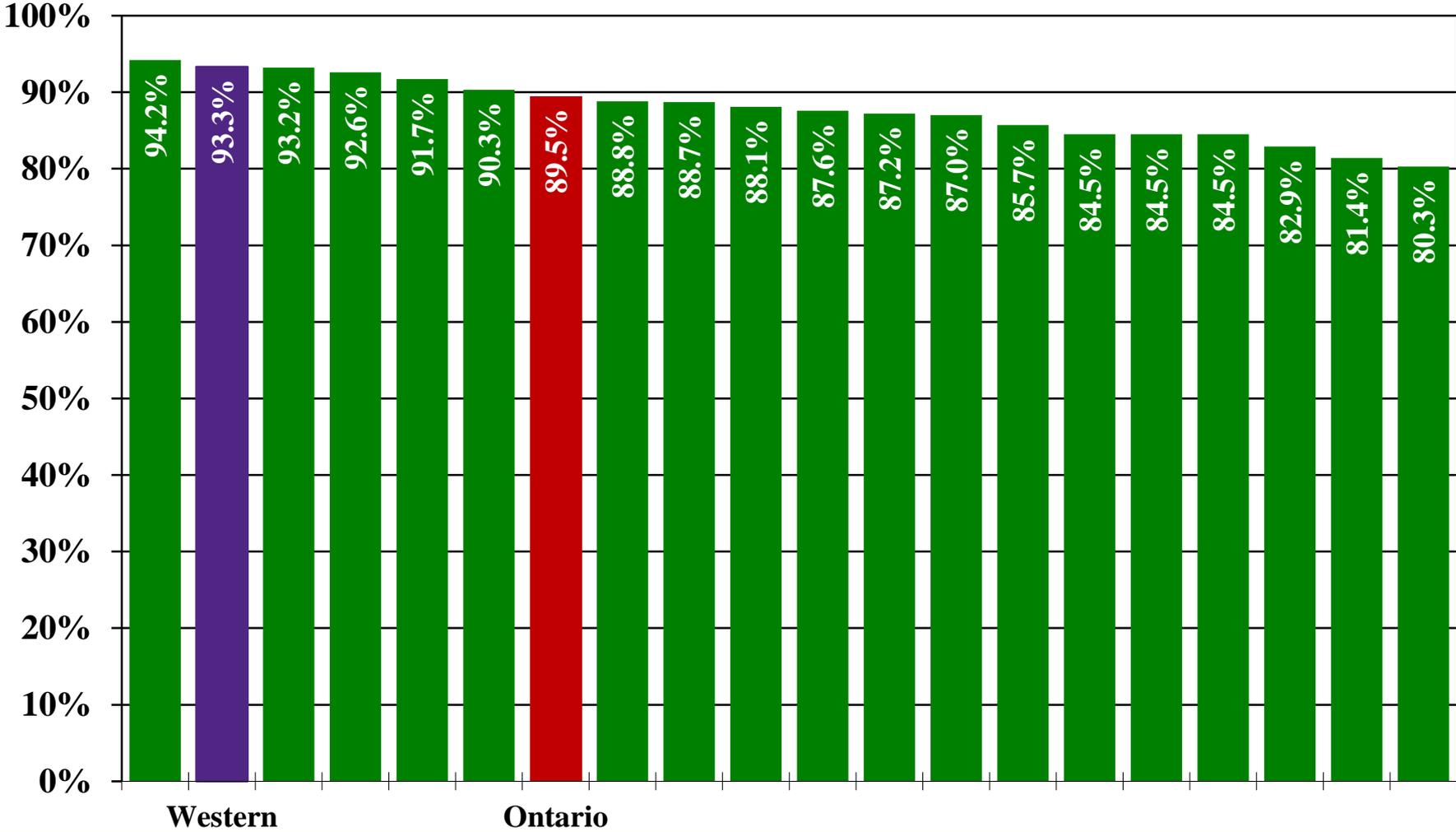


Retention Rates

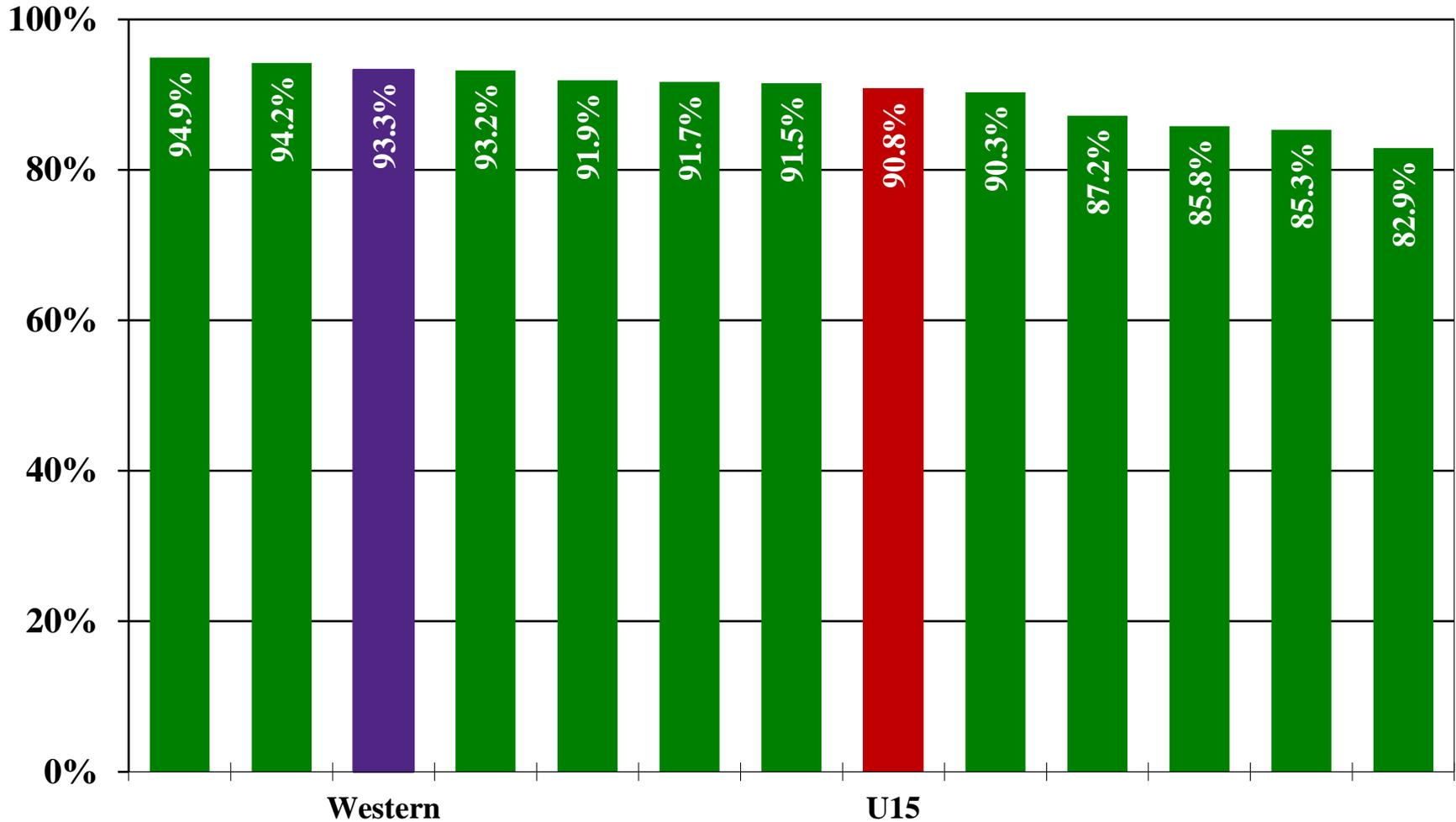
Year 1 to Year 2 Retention Rates



Ontario: Year 1 to Year 2 Retention Rates 2014-15 Cohort

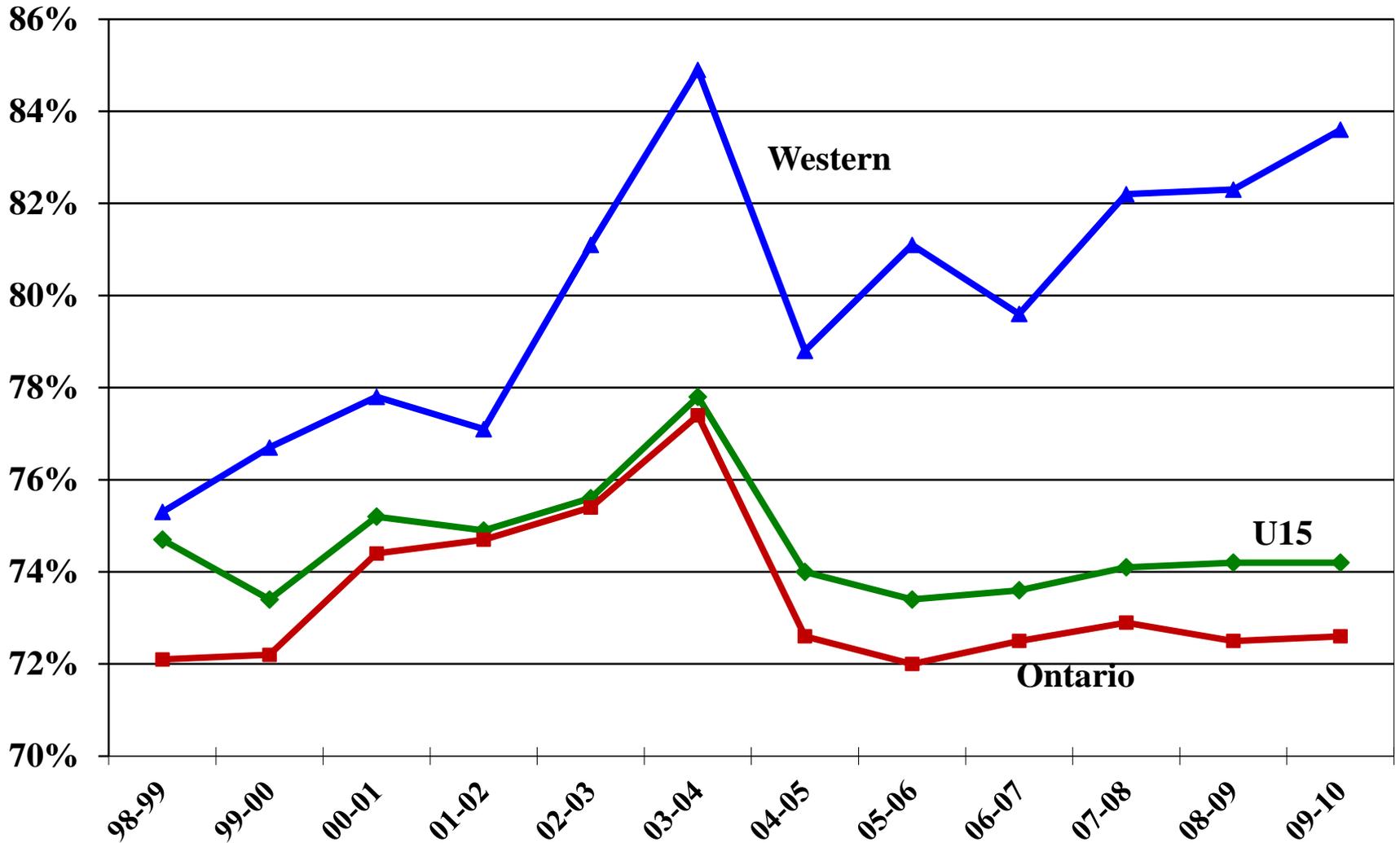


U15: Year 1 to Year 2 Retention Rates 2014-15 Cohort

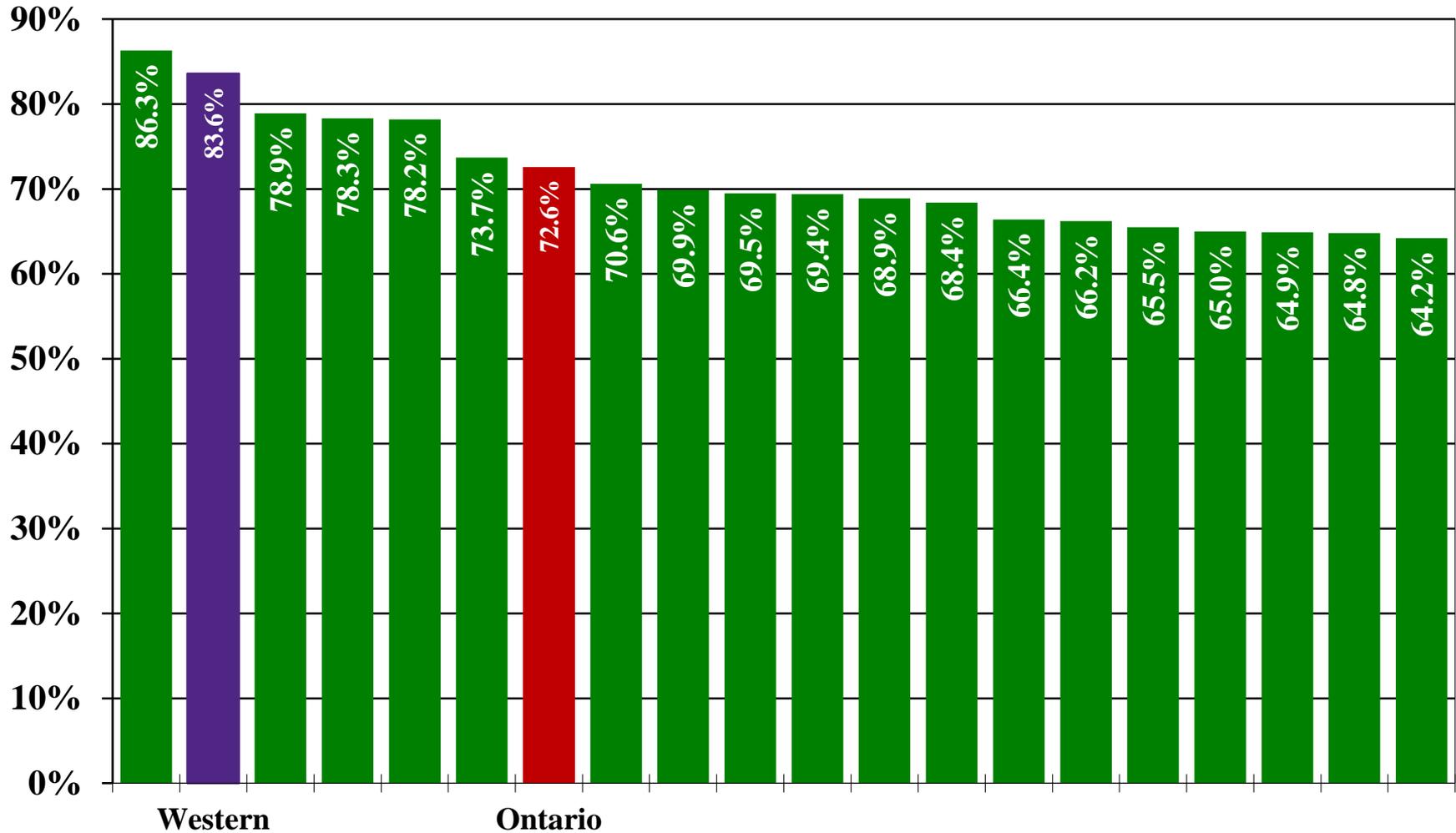


Graduation Rates

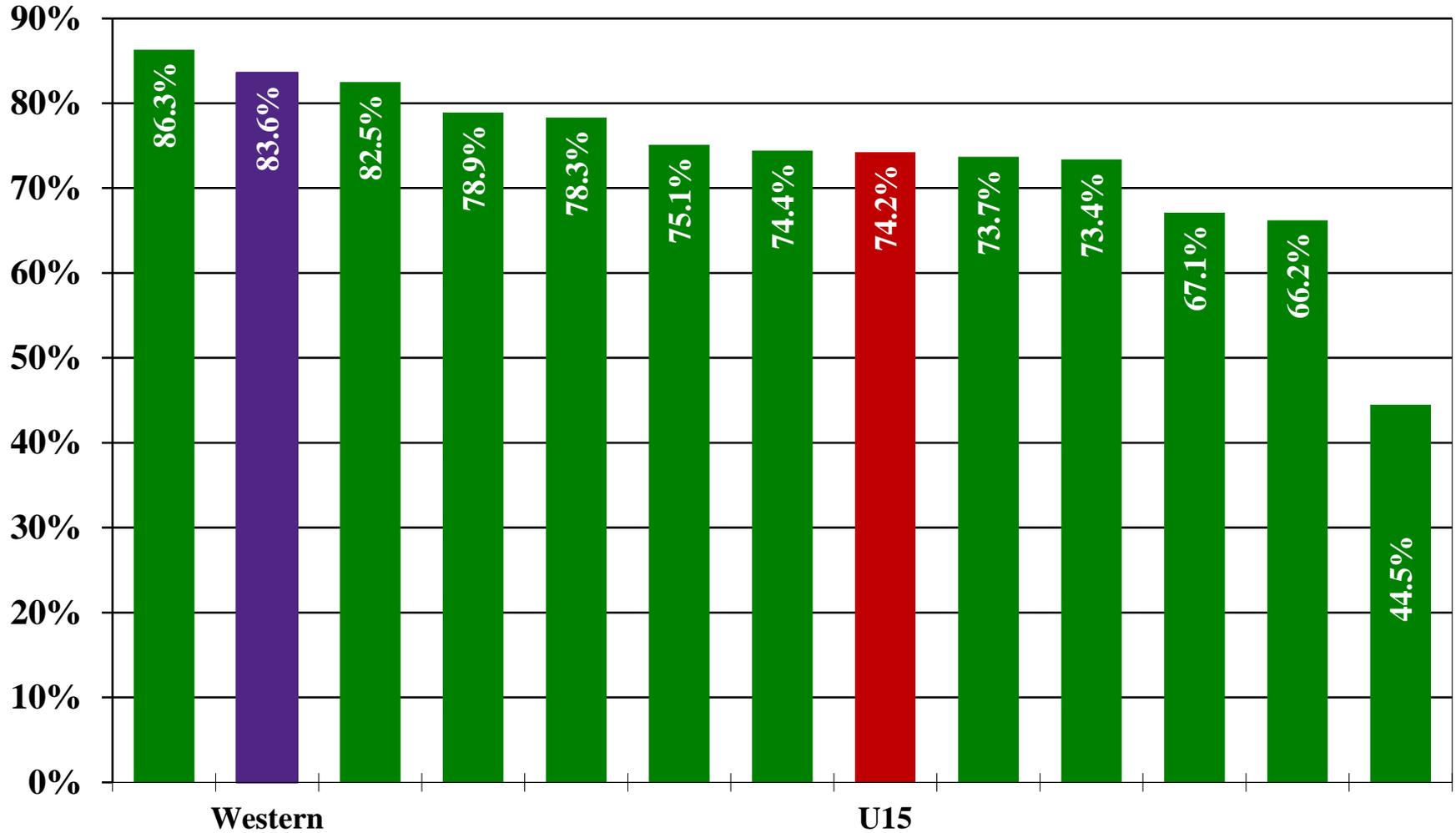
6-Year Graduation Rates



Ontario: 6-Year Graduation Rates 2009-10 Cohort

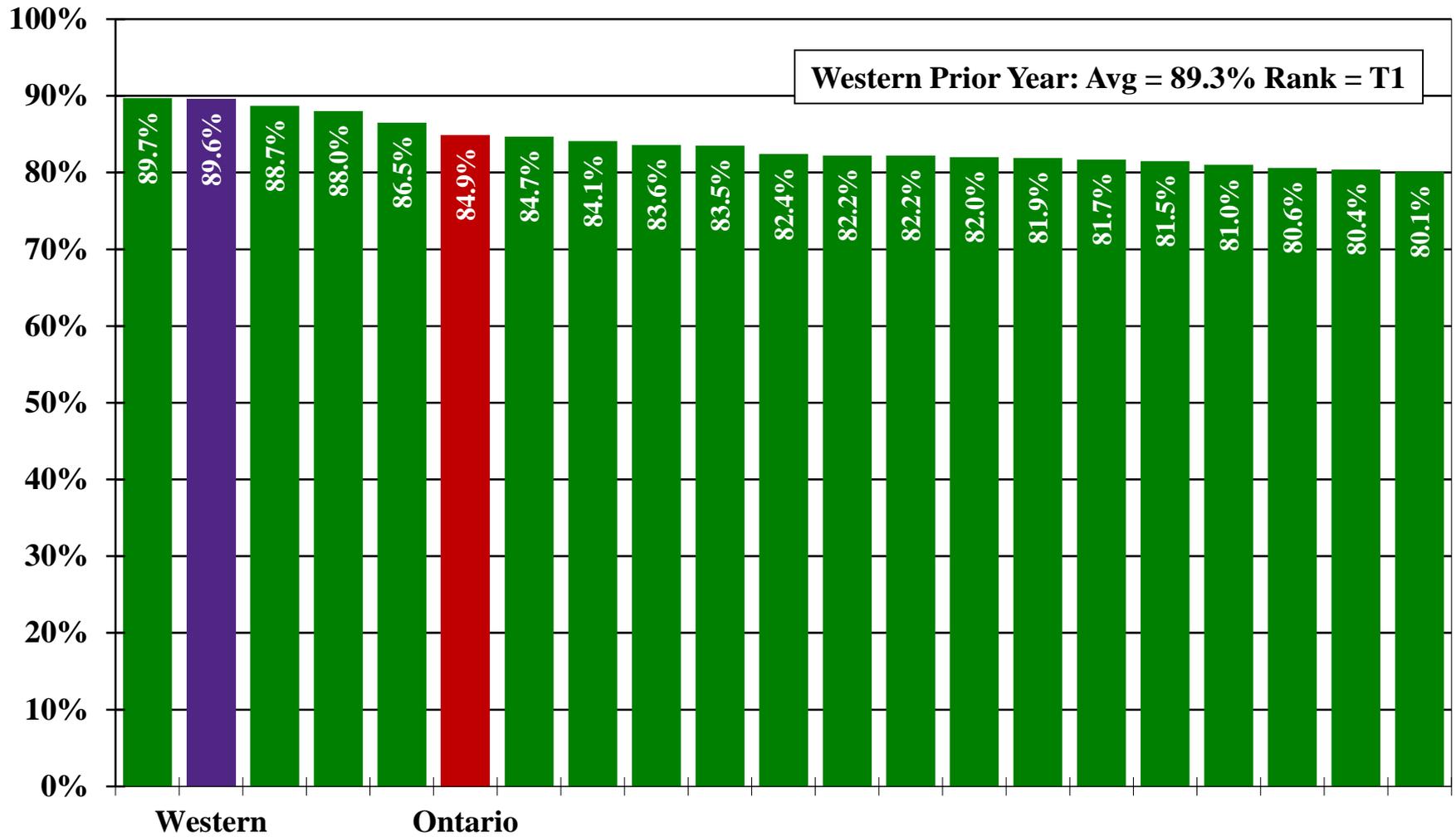


U15: 6-Year Graduation Rates 2009-10 Cohort



Entering Grades of New Ontario Secondary School Students by University & Program 2015-16

2015-16 Average Entering Grade All Programs

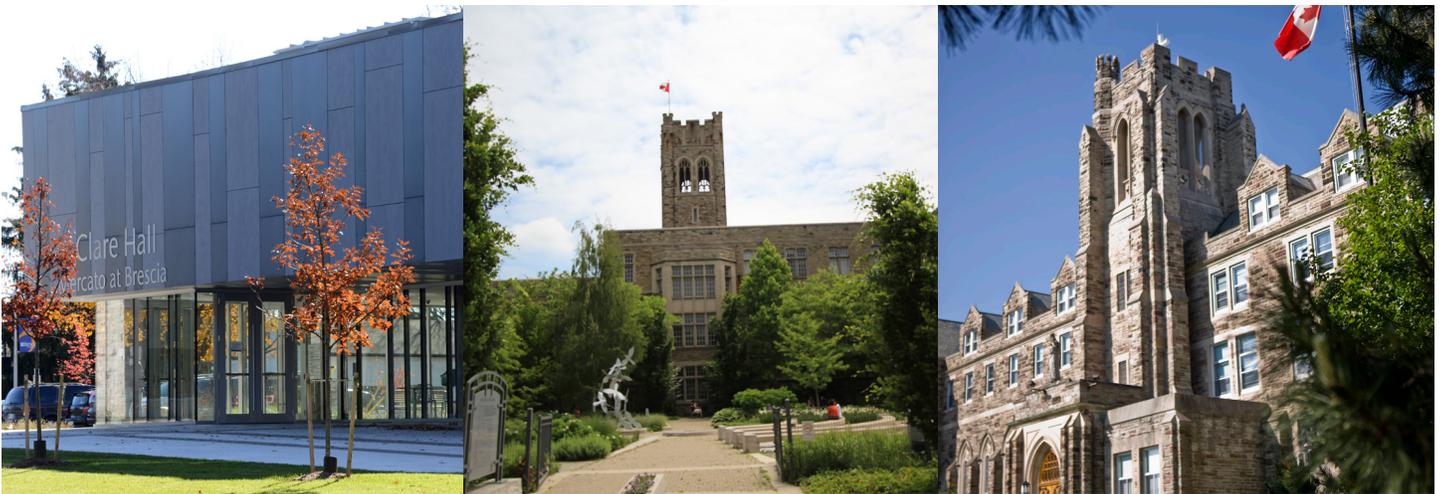




Western
UNIVERSITY • CANADA

Office of the Ombudsperson

Annual Review
2015/16



**Preparing students to
prevent,
manage, and resolve
difficult
situations.**

A Snapshot of the 2015/16 year

From August 1, 2015 to July 31, 2016, 540 students and 70 non-students visited the Office of the Ombudsperson with 640 issues (575 student, 70 non-student). Although the absolute number of visitors is down slightly from previous years, the percentage of the student population visiting the Office has remained around the same at 1.6%. This is in keeping with the percentage of students visiting Ombuds offices at other institutions across Canada.

Most cited amongst undergraduate students were general academic concerns (38% or 190 occurrences). This does not include academic appeals, which accounted for sixty or 12% of visits by undergraduate students. Within the graduate student community, academic concerns such as progression and supervision were the primary concern raised at 82% (64 of 78 cases).

A year of changing provincial regulation ...

In January 2016 Ombudsman Ontario expanded its mandate to include universities. Associate Ombudsperson Anita Pouliot and I were among representatives from Western who attended a session in Toronto where provincial ombuds staff outlined how they would work with universities. Following that meeting, Western's Secretariat developed a process for addressing inquiries from Ombuds Ontario, and I participated in a presentation at the Summer Academic Leaders Conference outlining that process. Between January 1 and November 1, 2016, the Ontario Ombudsman has been contacted about 218 issues involving universities (Ombudsman Ontario, 2016). Only four of those are concerns raised by Western students, and in all but one case the students were referred to the Western process to resolve the situation. In one case Ombuds Ontario contacted our office regarding the situation. Anita and I continue to reach out to ensure students know there is an impartial place on campus to have their concerns heard without escalating their concern to the provincial ombudsman.

... and some Western policy changes too

Western's administration continues to review and update policies. The Office of the Ombudsperson welcomes opportunities to comment on new or updated regulations. During the 2015/16 year, I made submissions to the Indigenous Strategic initiatives and Code of Conduct Review Committees. Full text of these submissions can be seen on the Ombuds web site at <http://uwo.ca/ombuds/reports/index.html> I was also involved in a retreat on the state of the Academic Accommodation policy and practices at Western.

At its April 2016 meeting, Western's Senate passed an amendment to the Policy on Evaluation of Academic Performance. Instructors are now required to

“provide an assessment of work accounting for at least 15% of the final grade at least one week prior to the deadline for withdrawal from a course without academic penalty, For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus” (Western, p. 115).

This is a valuable addition to Western policy. It assists students, especially undergrads, in gauging their progress in a course and understanding of the material. To assist graduate students who sometimes go months without receiving feedback on proposal and dissertation drafts, the School of Graduate and Post Doctoral Studies (SGPS) is developing guidelines for graduate supervisors. This is a positive step forward. A colleague pointed out to me that Western highlights outstanding researchers and teachers, but not supervisors. Outstanding supervision needs to be awarded and regulations need to be put in place so that weak and hurtful supervisors are provided with the tools to improve.

The year ahead

Only nine percent of visits to the Ombuds Office in 2015/16 involved conflict so significant that intervention was required. In all other cases, it was sufficient to communicate policy information or have a brief discussion regarding ways of addressing the situation – perhaps encouraging students to put themselves in the other person's shoes or to help them make a list of discussion points to address with the other individual(s). In the coming year I will be working with other offices on campus to create ways of addressing lower level conflict. This may involve peer-to-peer conflict advising and conflict management workshops.

Jennifer Meister
Ombudsperson, Western University

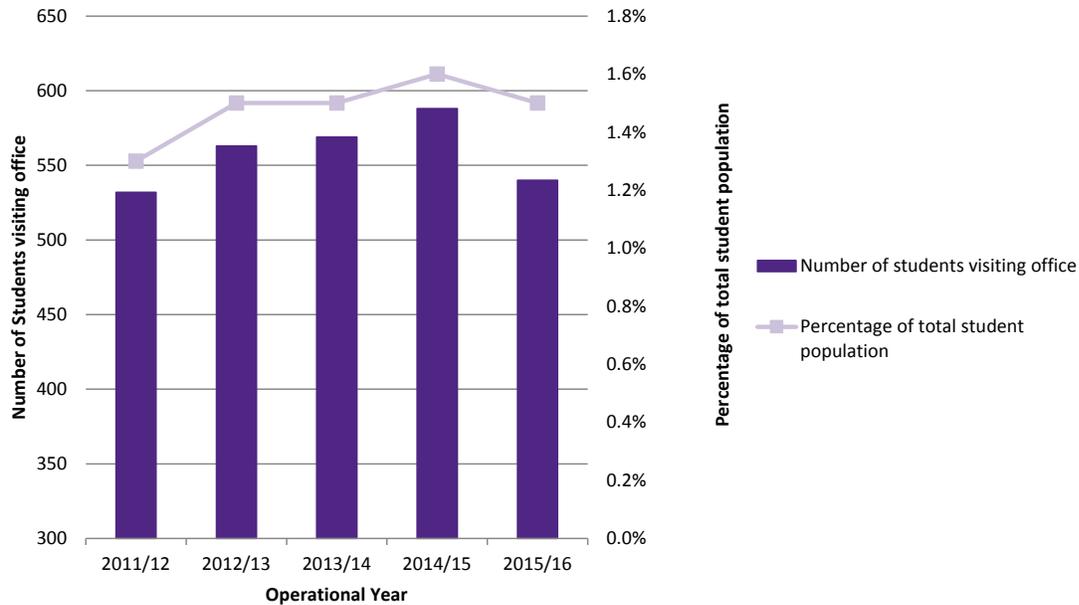
Ombudsman Ontario (November 1, 2016). Broader public sector: Recent cases. *The Watchdog*.

Retrieved from <http://us2.campaign-archive1.com/?u=644a19cfd678bd6e6d2c513f8&id=3cb7a05372&e=9f2a0ff5df>

Western (April 8, 2016) *Senate Agenda* Retrieved from http://www.uwo.ca/univsec/pdf/senate/minutes/2016/a16apr8sen_all.pdf

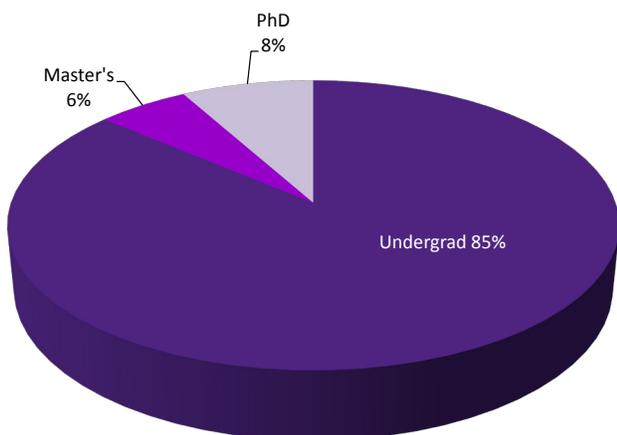
Visitor Overview

Visitors over time



As stated on the previous page, the Office of the Ombudsperson addressed 575 issues between August 1, 2015 to July 31, 2016. We saw 540 students or 1.6% of the total student base (graduate, undergraduate, main campus, Brescia, Huron, and King’s University Colleges). (Please note that the scale showing number of students visiting office starts at 300.)

Degree level of student visitors



Of the 540 students visiting the Office in 2015-16, 489 (85%) were undergraduate, 32 (6%) were Master’s and 46 (8%) were PhD. Students from professional programs such as Medicine and Law are included in the undergraduate calculation.

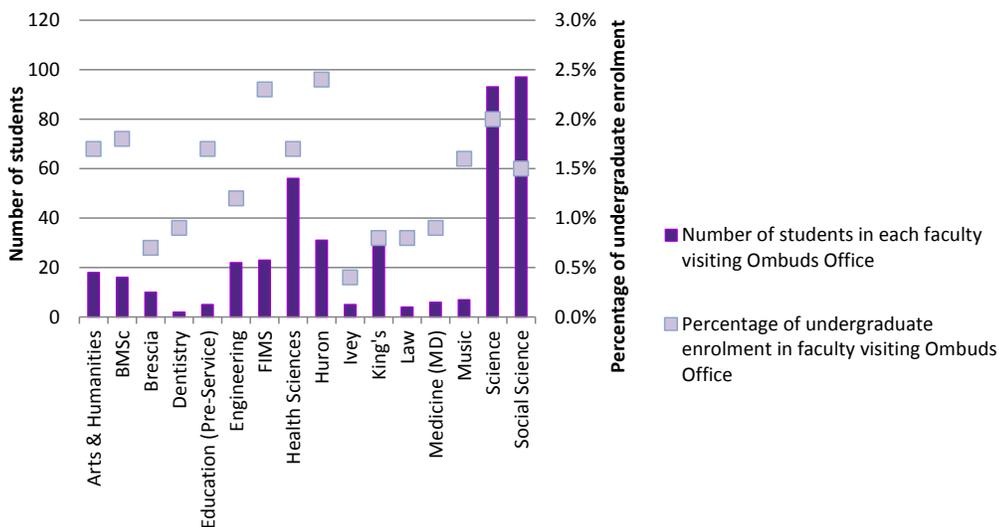
Academic Data

Undergraduate Students

The number of undergraduate students visiting the Office of the Ombudsperson is illustrated below in two ways. The first is the number of students from each faculty that we provided service to in the 2015/16 year. For example, a student in Social Science may visit us about a concern in Residence. The second is the number of students who raised concerns about a specific faculty. For example, a Science student may raise a concern about a course they are taking in Arts and Humanities.

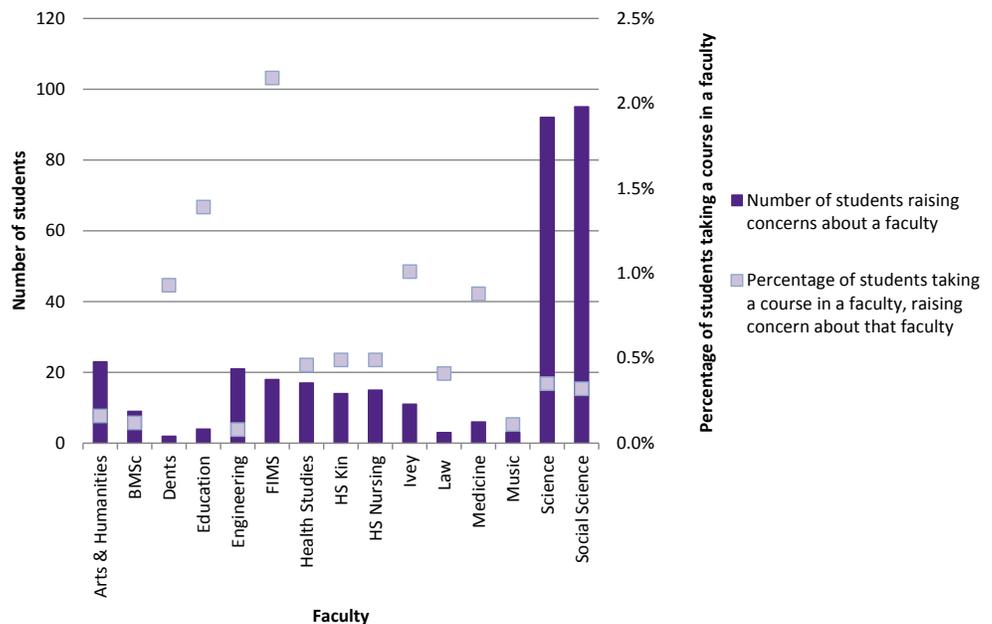
Note that Brescia (8), Huron (25) and King's (20) are not included in the latter graph because the number of students taking their courses is not commonly available. Also, there were two concerns raised regarding Continuing Studies courses.

Undergraduate student visits per faculty of enrollment



Faculty Note: Health Sciences includes Nursing, Kinesiology and Health Studies.

Undergraduate concerns per course faculty



Undergraduate concerns - academic and financial

The following chart illustrates the academic concerns that were raised by undergraduate students who visited the Office of the Ombudsperson.

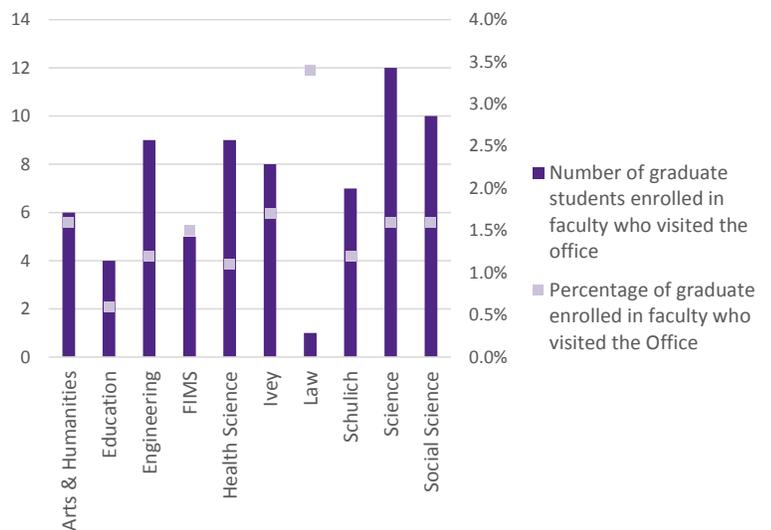
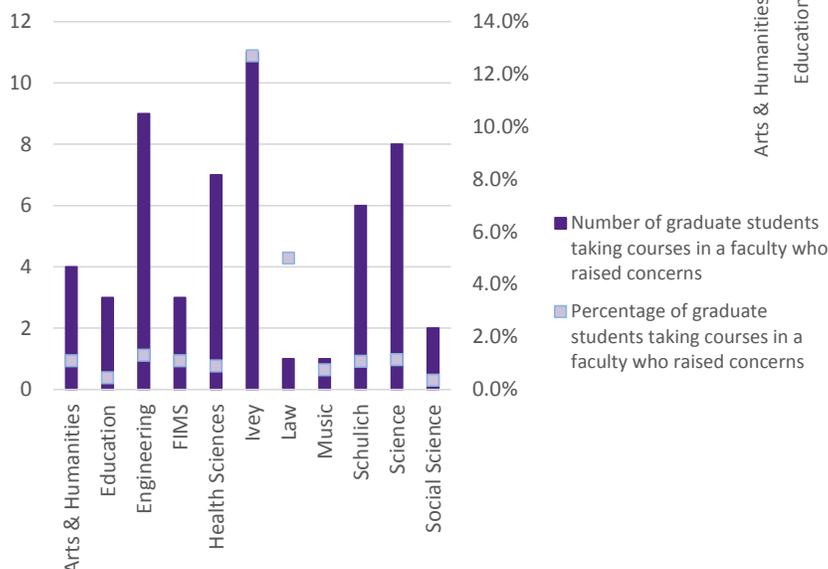
Category of Concern	Occurrences	As a % of total undergraduate occurrences (489)
General academic related (other than appeals)	190	38%
Administrative procedures (other than ac appeals)	134	27%
Academic appeals	60	12%
Financial	16	3%

Academic Data Graduate Students

A total of 78 graduate students (Master's and PhD) visited the Office of the Ombudsperson in 2015/16 regarding 92 concerns. As in past years, supervision and progress (often related to supervision) were the most cited concerns. A team from the School of Graduate and Post Doctoral Studies (SGPS) is working on supervision guidelines which will hopefully clarify expectations and reduce some of the conflicts that occur.

Graduate student visits per faculty of enrollment and per course faculty

Although graduate students are all enrolled in the School of Graduate and Post Doctoral Studies, we record their disciplinary faculty when they visit the Office of the Ombudsperson. The graph at the right shows the number and percentage of PhD and Master's students visiting the Office from various disciplinary faculties.



The graph to the left represents the number and percentage of Master's and PhD students taking courses in a faculty, raising concerns about that faculty.

Notes: i) Only faculties where students raised concerns are listed. ii) Health Sciences refers to all Health Science graduate programs. iii) Three King's students raised concerns and four students did not disclose the program they were discussing.

Graduate concerns - academic and financial

The following chart illustrates the academic and financial concerns that were raised by graduate students who visited the Office of the Ombudsperson.

Category of Concern	Occurrences	As a % of total graduate student occurrences (78)
Academic	64	82.0%
Admissions	4	5.1%
Financial	8	10.2%

Undergraduate and Graduate Non-Academic Concerns

The Office of the Ombudsperson also guides students through non-academic concerns, including Code of Conduct violations, residence and residence conduct issues, and library and parking experiences.

Concern	Occurrences	As a % of total occurrences (575)
Conduct	7	1.2%
Interpersonal concerns (including referrals to Equity and Human Rights Services)	14	2.4%
Housing (including on and off campus)	26	4.5%
Non-University related concerns (including OSAP)	3	0.5%
Student Associations	8	1.4%
All other (includes concerns with libraries and parking for example)	7	1.2%

Outreach

Anita and I enjoy getting out of the office and talking about how we can guide students through their troubles at the University. Not only do we continue to have opportunities to meet students, but our opportunities for communicating with staff, faculty and administrators have increased. During the 2015/16 year we participated in the following events:

Booth participation

- New Faculty Orientation
- Residence Staff Orientation
- SGPS Orientation
- Student Success Concrete Beach Orientation Week event
- SOGS Amazing Race event
- Mental Health Awareness day (with Clara Hughes as speaker)

Outreach continued on next page

Non-Student Data

One of the greatest services we provide is consultation with faculty members and university administrators on specific student issues. Often administrators will contact us with regard to requirements to withdraw or granting of Dean's Waivers. In these situations, they have made a decision but want to ensure it's fair to the student. We also hear from parents who have a question about a policy. Of course, we don't speak to parents about a specific situation without their student's permission.

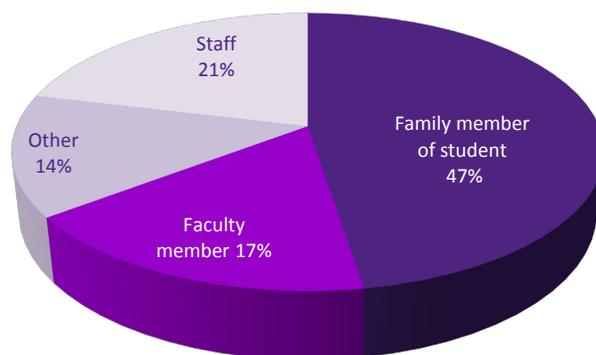
In the 2015/16 year, we heard from 12 faculty members, 15 staff members, and 33 family members. We also heard from ten people who we categorized as "other". These individuals include members of the community concerned with a service on campus and lawyers and other representatives of students.

The following charts break up the categories of individuals who contact us and the concerns they contacted us about.

Non-student concerns

Concern	Occurrences	As a % of total non-student occurrences (70)
Academic (Graduate and Undergraduate)	23	33%
Conduct (scholastic and non-scholastic)	8	11%
Equity (Including concerns referred to Equity and Human Rights Services)	7	10%
Registration (inc. admission, readmission, requirement to withdraw, add/drop dates, etc)	5	7%
Financial	3	4%
Housing (on- and off-campus)	3	4%
Other UWO	21	30%

Category of individual



Outreach continued

Presentations

Guest speaker, Brescia Conflict Management class
 Summer Academic Leaders Conference presentation on Ombudsman Ontario jurisdiction

Other activities

Regular meetings with SGPS
 Accommodation retreat
 Appeals info and recommendations for Western 1010
 Input to BASICS planning for new chairs

Courses/conferences

Association of Canadian Colleges and University Ombudspople (ACCUO) mid-year meeting, Toronto, ON
 Various webinars on issues of interest to the Ombuds community, including sexual violence legislation, accommodation, Ombuds Ontario jurisdiction,

Office of the Ombudsperson
Room 3135 Western Student Services Building
Western University
London, ON
N6A 3K7
Ph: 519-661-3573
Email: ombuds@uwo.ca
Web: uwo.ca/ombuds



A service jointly supported by Western University
and the University Students' Council

Report to Senate from the Board of Governors

FOR INFORMATION

The Board of Governors met on January 26, 2017. Attached is a full list of items received for approval or information from the Board's standing committees and from Senate. Documentation for these items can be found at:

http://www.uwo.ca/univsec/pdf/board/minutes/2017/January_26_Open_Session_Agenda.pdf

The most significant item of business was approval of the proposed Bus Rapid Transit route through campus. The Board's Property & Finance Committee had two lengthy discussions of the proposed routing from the Richmond Gates, to Lambton and out the Western Road gates, and its implications. The Open Space and Landscape Planning Committee outlined a list of significant issues that would need to be resolved prior to the project proceeding. On that basis, and with the understanding that this was the first of many decisions to be taken before the project becomes reality, the Board endorsed the proposed routing.

All of the remaining reports and proposals received were standard items of business.

SUMMARY OF AGENDA ITEMS – January 26, 2017 - OPEN SESSION

Adoption of Agenda	ACTION
Report of the President	INFO
Unanimous Consent Agenda – Appendix I	ACTION
Minutes of the Meeting of November 24, 2016 – Open Session only for web	ACTION

Report of the Property & Finance Committee- Appendix II

Rapid Transit Routing Proposal	ACTION
Revised and Renaming – MAPP 1.13 - Computing, Technology & Information Resources	ACTION
Annual Report on Trademark Licensees Doing Business with the Western Bookstore	INFO
Ancillary Financial Report	INFO
Quarterly Ratio Report on Non-Endowed Funds	INFO
Investment Committee Report	INFO
New Scholarships and Awards	INFO

Report of the Governance & By-Laws Committee- Appendix III

Regulations Governing Senate and Board Student Elections	INFO
Governance Updates	INFO

Senior Policy & Operations Committee – Appendix IV

MAPP 1.52 – Policy on Sexual Violence	INFO
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Report of the Audit Committee- Appendix V

Office of the University Ombudsperson Annual Report 2015-16	INFO
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Fundraising & Donor Relations Committee – Appendix VI

Fund Raising Activity Quarterly Report to October 31, 2016	INFO
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Items Referred by Senate - Appendix VII

Articulation Agreement between Western University, Brescia University College, King's University College and Lambton College regarding the Transfer of Credit for Students in the Liberal Studies Program	ACTION
School of Graduate and Postdoctoral Studies: Introduction of the new Master of Data Analytics (MDA) Program	ACTION

Report on Recruitment and Retention	INFO
Announcements	INFO
Report of the Academic Colleague	INFO