

SENATE AGENDA

1:30 p.m., Friday, March 17, 2017

Arts and Humanities Building, Rm 1R40



1. **Minutes of the Meeting of February 17, 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)
Honorary Degrees Committee – **EXHIBIT VI** (A. Chakma)
6. Report of the Academic Colleague – **EXHIBIT VII** (Erika Chamberlain)
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 Memberships
Roles and Responsibilities of Senators
Continuation of Unanimous Consent Agenda
Nominating Processes in the Faculties for Filling Vacant Senate Seats

FOR INFORMATION

Communication of Senate Actions
Report on Senate Elections

NOMINATING COMMITTEE

FOR ACTION

Senate Review Board Academic

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Withdrawal of the Major, Specialization and Honors Specialization Modules in Comparative Literature and Culture
Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) program
School of Graduate and Postdoctoral Studies: Introduction of the French Education Field in the Master of Professional Education (MPEd) Program
Faculty of Law: Withdrawal of the Taxation and Criminal Law Areas of Concentration
Huron University College: Introduction of a Major in Philosophy in Commerce
King's University College
 St. Peter's Seminary: Revisions of Admission and Graduation Requirements of the Master of Divinity (MDiv and MDiv (Advanced)) programs
 School of Social Work: Revisions of Admission and Progression Requirements for the Honors Specialization in Social Work
SUPR-G Report: Cyclical Reviews of Anthropology and Library and Information Science
Articulation Agreements
 Renewal of the Multilateral Articulation Agreement between the Faculty of Science, Environmental Science Program and Ontario Colleges
 Renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Lambton College regarding Transfer of Credit for Students in the Police Foundations Program
Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy – Blended Courses

FOR INFORMATION

Revisions to the "Graduation Requirements" Policy
Revisions to the "Structure of the Academic Year" Policy – Scheduling of Fall Convocation
Report of the Subcommittee on Teaching Awards (SUTA)
New Scholarships and Awards

SENATE HONORARY DEGREES COMMITTEE

FOR INFORMATION

Spring 2017 Honorary Degree Recipients

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION



MINUTES OF THE MEETING OF SENATE

FEBRUARY 17, 2017

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

SENATORS: 67

A. Abuhussein	C. Jones	I. Paul
R. Andersen	D. Jorgensen	B. Paxton
E. Ansari	R. Kennedy	W. Pearson
A. Bachman	M. Knott	C. Roulston
I. Birrell	D. Laird	B. Rubin
P. Bishop	R. MacDougall	J. Rylett
A. Bowlus	S. Macfie	J. Scarfone
J. Capone	E. Macpherson	Z. Sinel
T. Carmichael	M. McDayter	A. Singh
A. Chakma	L. McKivor	W. Siqueira
A. Chant	C. Mcleod	V. Staroverov
K. Clark	B. Meharchand	T. Straatman
R. Collins	K. Mequanint	M. Strong
M. Crossan	J. Michalski	D. Sylvester
M. Crystal	M. Milde	G. Tigert
C. Davidson	L. Miller	J. Toswell
J. Deakin	D. Moser	S. Trosow
P. Doyle	K. Myers	T. Tucker
N. Dyer-Witthford	P. Nesbitt-Larking	M. Viczko
J. Garland	V. Nielsen	C. Wang
A. Grzyb	C. Olivier	J. Wilson
C. Hardy	K. Olson	
M. Jadd	H. Orbach-Miller	

Observers: E. Avila, K. Campbell, E. Chamberlain, A. Di Sebastiano, J. Doerksen, L. Gribbon, T. Hinan, S. Pitel

By Invitation: P. Barmby, H. Connell

S.17-20 **Land Acknowledgement**

L. Miller read the land acknowledgement.

S.17-21 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of January 20, 2017 were approved as circulated. The Secretary reported that the minutes had been reposted earlier in the week with the inclusion of a sentence in S.17-16: Update on Bus Rapid Transit regarding the membership of the Open Space and Landscape Planning Committee.

S.17-22 **REPORT OF THE PRESIDENT** [Exhibit I]

The President's report distributed with the agenda contained information on the following topics: Support for diversity and inclusion, approval by the Board of Governors of the rapid transit proposal, Western's Deputy Minister University Champion visits campus, leadership update and the President's Lecture on March 8, 2017 featuring His Excellency the Right Honourable David Johnston, Governor General of Canada.

S.17-23 **Strategic Mandate Agreement (SMA) Process**

The Provost was invited to provide an update on the status of the Strategic Mandate Agreement (SMA) process. Overhead slides used to highlight the presentation are attached as [Appendix 1](#). In terms of strategy, for this round of SMA discussions, she expected that little would change from SMA 1, which identified five areas of institutional strength defined as broadly as possible to provide maximum flexibility in establishing new programs. Of more importance is the return to a corridor-based funding model. With the updated funding formula, the government will be shifting focus from growth to "high-quality student outcomes." While the government has stated that the new formula will provide funding protection for enrolment declines and that institutions will be kept whole, it will not provide funding for enrolment growth and there will be no new money added to the system. Additionally, the new formula will shift some funding to support differentiation for each institution.

In SMA 3, it is expected that the differentiation funds will be allocated on a competitive basis using outcome measures such as student experience, innovation and teaching, access, research excellence and economic development. System metrics will be established by the government and universities will be asked to develop institution-specific metrics. However, the outcome metrics are not well defined and will need to be tracked to determine if they are meaningful, sensitive to change and reliable.

In response to a question, J. Deakin confirmed that the 2016-17 enrolment numbers would be used to establish Western's corridor position. However, it remained important for faculties to meet the 2017-18 targets because Western is in the middle of the budget cycle and will continue revenue sharing to the end of the cycle.

A member suggested that the SMA should acknowledge information and media studies as a sixth area of institutional strength given that Western is the only institution to establish a faculty in this area of scholarship. The Provost indicated that she would take this under advisement, but reiterated the need to retain maximum flexibility for future programming.

With respect to differentiation metrics, in response to questions, the Provost noted that the definition of the categories was still a work in progress; it was her understanding that the template under development would permit institutions to set the weight attributed to each metric. There was no intent to use differentiation for closing faculties such as Arts & Humanities and Music, both with enrolment challenges, nor was there any intent to use the SMAs or the funding formula to change the faculty complement. The report presented by Vice-Provost Campbell at the last meeting of Senate demonstrated that Western's full-time faculty complement writ large is stable, although there may be some local faculty differences. The President added that while the government's full intentions with respect to differentiation are not yet known, they have presented five priorities as the means by which universities must differentiate rather than focusing on differentiating through academic disciplines.

S.17-24 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

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

That the 15 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.17-25 **Senate Membership – Richard Ivey School of Business Constituency**

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

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).

CARRIED (By Unanimous Consent)

S.17-26 **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 H. Orbach-Miller,

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 1a, be approved.

CARRIED

S.17-27 **Revisions to SCUP Terms of Reference and Composition**

It was moved by M. Milde, seconded by D. Laird,

That the revisions to the SCUP terms of reference and composition shown in Exhibit III, Appendix 2 be approved.

A member asked that consideration be given to reinstating the Annual Report on Student Financial Aid. G. Tigert, University Registrar, said that over time there has been a sense that financial aid matters have been well handled and student satisfaction is high, consequently the report was discontinued quite a number of years ago. The Chair of SCUP agreed to refer this request to SCUP for consideration.

The question was called and CARRIED

S.17-28 **Information Item Reported by the Operations/Agenda Committee**

The Report of the Operations/Agenda Committee contained the following item that was received for information by unanimous consent:

- Autumn Convocation Order of Ceremony

REPORT OF THE NOMINATING COMMITTEE [Exhibit IV]

S.17-29 **Senate Operations/Agenda Committee - Membership**

C. Jones was elected by acclamation to the Operations/Agenda Committee to replace M. Thomson who has resigned (term to June 30, 2018).

S.17-30 **Selection Committee for the University Secretary**

T. Carmichael, P. Doyle, L. Rosen and J. Toswell were elected by acclamation to the Selection Committee for University Secretary.

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

S.17-31

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

It was moved by S. Macfie, seconded by C. Wang,

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 Exhibit V, Appendix 1, and

That the “Structure of the Academic Year” policy be revised as shown in Exhibit V, Appendix 2.

S. Macfie, Chair of the Senate Committee on Academic Policy and Awards (SCAPA) and J. Doerksen, Vice-Provost (Academic Programs), provided an overview of the history of Fall Study Break and the process involved in investigating options to extend the break to a longer period. This break does not apply to graduate students. An ad hoc Committee of SCAPA was created last fall to look into the possibility of having a full week break in the fall term. SCAPA first wanted to look at the impact such a change might have on the structure of the academic year while considering the required number of teaching days for undergraduate courses, policies around acceptable exam dates, policies around providing students with grades prior to course drop dates and other areas. As part of their review, the ad hoc committee learned that three quarters of the universities in Ontario, and more than half of the universities in Canada, scheduled four or more study days during the fall term. This is a reflection of the fact that most undergraduate programs have moved, or are moving, from offering full courses to offering half courses. In the past, when more courses ran from September to April, the particularly stressful times fell just prior to the December break, with mid-year exams. Now that many courses are completed within the fall term, the new stressful time appears during fall mid-term exams, around October. Last year, students were given the opportunity to complete a survey about the current two-day fall break, with the vast majority indicating a longer break would be better and a break during the same week of Thanksgiving would be preferable for the opportunity to visit family.

Responding to a question as to whether the current two-day study break has relieved mental health concerns, J. Doerksen said that such a question was asked on the survey. 47 percent of students said that they used a lot of the two days to work on course work and 43 percent said it relieved stress quite a bit.

A member questioned the timing of the break given that Thanksgiving comes around four weeks into the term and suggested that it would seem to make more sense to have it later. It seems that much seems to depend on the policy that there needs to be 62 teaching days in a term. The member suggested that perhaps it would be better to tackle that question and then determine the appropriate timing for a break. J. Doerksen said that the number of teaching days in a term is a larger question that should be considered in future. In the meantime, the timing proposed was reflective of student preference to (a) have more time to prepare for the first round of tests, and (b) to have the opportunity to spend time with family around the Thanksgiving holiday. He also suggested that programming could be developed for the fall study week so it would be helpful to students in making the best use of the time.

Commenting on a concern about the reduced time frame from one week to three days for the return of work worth at least 15 percent of a final grade, S. Macfie noted that this, combined with the change in drop dates will allow for four more days of instruction and for an extra weekend where tests could potential occur.

A member noted that there seemed to be general support for the proposal and asked that the question be called.

The question was called and CARRIED (Unanimous).

S.17-x32 **Faculty of Health Sciences, School of Kinesiology: Revisions to the Admission Requirements**

S.17-32a **Revisions to the First Year Admission Requirements of the School of Kinesiology**

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

That effective September 1, 2017, the Admission Requirements to first year for the School of Kinesiology be revised as shown in Appendix 4.

CARRIED (By Unanimous Consent)

S.17-32b **Revisions to the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program**

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

That effective September 1, 2017, the Admission Requirements of the Honors Specialization in Kinesiology – BSc Program be revised as shown in Exhibit V, Appendix 5.

CARRIED (By Unanimous Consent)

S.17-33 **School of Graduate and Postdoctoral Studies: Modification to the Non-Thesis Biochemistry Master of Science (MSc) Program**

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

That, effective January 1, 2017 the Non-Thesis Biochemistry MSc Program be modified as shown in Exhibit V, Appendix 6.

CARRIED (By Unanimous Consent)

S.17-34 **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**

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

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

CARRIED (By Unanimous Consent)

S.17-35 **School of Graduate and Postdoctoral Studies: Introduction of the Applied Sciences (AS) Spoke in the Master of Management of Applied Science (MMASc) Program**

[P. Barmby was granted speaking privileges to respond to questions regarding this item]

It was moved by S. Macfie, seconded by A. Singh,

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 Exhibit V, Appendix 7.

A member asked if any of the “spoke” courses will be cross-listed with existing courses or whether they would be new. P. Barmby, Associate Dean, Graduate and Postdoctoral Studies, Faculty of Science said the intention is that the data analytics will be cross-listed and multiple sections would be an option if necessary to address increases in class size.

S.17-36 **Huron University College: Introduction of a Minor in Histories of Africa and African Diasporas**

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

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 Exhibit V, Appendix 8.

CARRIED (By Unanimous Consent)

S.17-37 **Huron University College: Introduction of a Minor in Pacific Rim Studies**

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

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 Exhibit V, Appendix 9.

CARRIED (By Unanimous Consent)

S.17-38 **King’s University College: Withdrawal of the Minor in Dramatic Literature**

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

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

CARRIED (By Unanimous Consent)

S.17-39 **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:

- Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in American Studies and Mathematics
- Revisions to the “Deadlines: General Policies on Application and Admission Deadlines” Policy
- New Scholarships and Awards

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

S.17-40 **Catalyst Capital Fellow in Insolvency Law**

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

That Senate approve establishment of the Catalyst Capital Fellow in Insolvency Law within the Faculty of Law, shown in Exhibit VI, Appendix 1.

CARRIED (By Unanimous Consent)

S.17-41 **Catalyst Capital Visiting Professor in Insolvency Law**

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

That Senate approve the establishment of the Catalyst Capital Visiting Professor in Insolvency Law within the Faculty of Law, shown in Exhibit VI, Appendix 2.

CARRIED (By Unanimous Consent)

S.17-42 **2017 Entrance Standards for Undergraduate First-Year Admissions**

It was moved by D. Laird, seconded by M. Jadd,

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 Exhibit VI, Appendix 3.

CARRIED

S.17-43 **Five-Year Enrolment Projections**

It was moved by D. Laird, seconded by P. Bishop,

That the five-year enrolment projections/plans presented in Exhibit VI, Appendix 4 be used for University budget planning purposes.

A member asked whether the projected increases in graduate enrolment are in thesis-based programs or in professional programs. The Provost said that it would vary and that the projections came from the faculty planning process. Actual allocations would be approved annually through the budget process.

Asked whether it was possible there would be unfunded graduate students, the Provost replied that this would not be the case. These were aspirational numbers, not caps and approvals of actual numbers of graduate students are done through the budget process over a five-year outlook. She acknowledged that, based on agreements in place with each institution, the numbers at the Affiliated University Colleges were capped.

The question was called and CARRIED.

S.17-44 **Provost's Update on Planning Process**

The Provost provided an update on Western's budget and planning process. The presentation included information on the status of the current planning process, including the budgetary context, planning issues and feedback from units regarding planning issues, high-level budget assumptions, the constituent University FTE Enrolment, operating revenues, the Provost's recommendations including University-wide issues for the 2017-18 budget, issues under review/consideration and next steps. Overhead slides used to highlight the presentation are attached to these minutes as [Appendix 2](#).

Referring to proposed capital projects involving the Schulich School of Medicine & Dentistry and specifically the animal care facilities, a member raised a number of concerns he had heard about conditions for staff in those facilities, particularly regarding to allergens and air quality. J. Capone, Vice-President (Research) provided responses to those concerns that indicated they were, in large part, not accurate. The plan for upgraded and new facilities was not developed in response to concerns about allergens, but to address the need for more work space for researchers. The Provost noted that while planning for the animal care facilities has started, a timetable for completion is not yet in place, but the space would meet industry standards and all health and safety requirements.

A member noted that the USC had provided a budget submission to the Provost with suggestions for improvements to the way academic advising appointments are made and with respect to providing examination schedules earlier in the term and asked for an update on their status. G. Tiger, University Registrar, indicated that those proposals are being costed.

S.17-45 **Information Items Reported by the Senate Committee on University Planning**

The Report of the Senate Committee on University Planning, detailed in Exhibit VI, contained the following items that were received for information by unanimous consent.

- Report on Year One Class and Entering Averages
- Office of the University Ombudsperson Annual Report 2015-16

S.17-46 **REPORT FROM THE BOARD OF GOVERNORS** [Exhibit VII]

Exhibit VII, Report from the Board of Governors, was received for information by unanimous consent.

QUESTIONS FROM MEMBERS

S.17-48 **University Advertising**

A member noted that two Canadian universities had discovered, to their embarrassment, that their advertisements had been placed on Breitbart without their knowledge and asked whether this could happen to Western. H. Connell, Associate Vice-President (Communications & Public Affairs) said that Western reviews all proposed placements before any Western advertisement is posted.

ADJOURNMENT

The meeting adjourned at 3:25 p.m.

A. Chakma
Chair

I. Birrell
Secretary

Overview 2017-20 Strategic Mandate Agreements

Western University
Senate February 17th, 2017

Context

- **November 2013:** The Ministry of Advanced Education and Skills Development (MAESD) released *Ontario's Differentiation Policy Framework for Postsecondary Education*
- **Summer 2014:** The first round of Strategic Mandate Agreements (SMAs) we signed with all publicly assisted colleges and universities in Summer 2014.
- **Winter 2017:** MAESD is engaging with the sector on the next round of SMAs (SMA2).

Differentiation Policy Framework

Government's vision for more differentiated PSE system.

Preservation of educational quality and institutional excellence within a sustainable cost structure.

SMAs

Support existing institutional strengths & alignment with government priorities.

Outlines system-wide and institution-specific metrics that will help to measure progress.

Policy and Funding Levers

Key tool supporting Ministry decision-making & policy development processes:

- Enrolment;
- Graduate spaces;
- Program approvals;
- Capital, etc.

2014–2017 Cycle 'SMA1'

- SMA1 marked the first time that the Ministry discussed current strengths and future aspirations with each institution, in the context of the government's priorities and the activities across the rest of the sector.
 - The Ministry committed to align relevant policies and processes to support institutions in building on their strengths.
 - The Ministry also committed to the launch of an open and transparent consultation on university funding reform, and align the college and university funding processes with institutional strengths outlined in the SMAs.

3

Funding Formula Reforms

- The Funding Formula discussion focused on the following principles:
 - Improving financial sustainability;
 - Supporting differentiation;
 - Enhancing the quality of the student experience; and,
 - Improving transparency and accountability.
- This resulted in changes to how funding will be delivered, and changes in institutional accountabilities;
 - Corridor Model;
 - Outcomes-based funding approach; and,
 - Model clean-up as needed.

4

University Funding Formula – Conceptual Model

Core Operating Grant (enrolment-based)	Differentiation Envelope	Special Purpose Grants
Basic Operating Grant \$2.43B	Competitive Portion	Women's Campus Safety \$0.7M
Undergraduate Accessibility Grant \$202M	Existing Key Performance Indicators \$23.2M	French Language Flow-Through Grants (7 Grants) \$14M
Graduate Expansion Grant \$98.6M	Existing Quality Grants \$131M	Mental Health Strategy \$1.5M
Graduate Expansion Grant – Funding for International PhDs \$2.88M	Existing Institution- Specific Grants \$6.9M	Disability Supports (4 Grants) \$22.1M
Medical Expansion (4 Grants) \$97.7M	Funds From BOG Adjustments - Funding Equity - \$188M	First Generation Grants (3 Grants) \$6.5M
Midwifery \$3.21M	Research Overheads Infrastructure Envelope \$27.8M *	Indigenous Student Supports (4 Grants) \$10.9M
Nursing (2 Grants) \$23.6M	Mission-Related Portion	Institution-Specific (Restricted Use) (5 Grants) \$31.7M
Teachers Education(2 Grants) \$55.1M	French Language and Bilingualism (2 Grants) \$44M	Grant in lieu of Municipal Tax \$29.3M
	Northern Ontario Grant \$33.6M	Credit Transfer \$5.88M
		International Strategy \$0.77M
		Trillium Scholarship \$8.0M
		Grants for Clinical Programs (3 Grants) \$10.2M
		Teachers Ed Phase-In & Collaborative (2 Grants) \$5.9M
		Other Time-Limited \$3.2M

* ROIE – Classification is TBD based on SMA talks

5

Differentiation Priorities

- **Student Experience:** Institutional strengths in improving student success and overall experience to support positive student outcomes.
- **Innovation in Teaching & Learning Excellence:** Innovative institutional efforts including experiential, entrepreneurial, personalized and digital learning that contribute to a highly skilled workforce.
- **Access & Equity:** Institutional strengths in improving postsecondary access and equity for qualified students.
- **Research Excellence & Impact:** Institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub.
- **Innovation Economic Development & Community Engagement :** Role institution plays in contributing to various communities and economic development, building dynamic partnerships with business, industry, community members and other colleges and universities.

6

2017-2020 Cycle 'SMA2'

- SMA2 will use the new structures and tools created by the new funding model to drive differentiation in the sector through:
 - Institution-specific enrolment targets that support sustainability;
 - System-wide and institutional metrics;
 - Incenting institutions to focus on their core areas of strength.
- SMA2 is a 'way-station' on the journey to SMA3:
 - Colleges and Universities are transitioning to a system where a portion of funding will be tied to performance.
 - MAESD is gradually introducing risk without destabilizing the system.

7

2020-2023 Cycle 'SMA3'

- Consistent, comparable, system-wide metrics will have been defined by SMA3, in collaboration between the Ministry and the sector.
- This will include a Data Strategy consultation to measure student success/outcomes and financial sustainability.
- System-wide performance-based funding metrics and targets beginning with SMA3, in 2020.

8

Next Steps

- Funding Formula technical briefings with the sector February 8 2017.
- Final SMA Templates out to institutions mid February 2017.
- SMA2 Institution visits by negotiators to mid March 2017.
- SMA2 expected to be finalized by early summer 2017.

END

Update on Budget and Planning

Senate
February 17, 2017

Planning Process Status

- Planning Guidelines (Sept 2016)
- Planning Meetings (Nov/16-Jan/17)
 - 11 Faculty Meetings
 - 23 Support Unit Meetings
- Faculty Recommendations Finalized (Feb/17)
 - Deans informed
- All Other Recommendations Currently under Review

Planning Issues: **University-wide Items**

- Increased pressure to Align Expenditures and Revenues
 - Overall Enrolment Level 
 - Revenue Growth 
 - Differential Enrolment Demand across Faculties – leading to Differential Budget Pressures
- Numerous Capital Needs
 - Academic Space Renewal and Expansion
 - Student Learning and Study Spaces
 - Utilities Infrastructure under Pressure
 - Safe Campus, Traffic Management, Parking

Planning Issues: **What we Heard**

- **Faculties**
 - Need to Align Revenues and Expenditures in Faculties with declining enrolments
 - Significant Capital/Equipment Infrastructure needs
- **Support Units**
 - Increased Service Demand Pressures – and the need to maintain staffing levels
 - Information Technology needs
 - Research Support (e.g. SSHRC disciplines, CFI, CERC)
- **Students**
 - Technology to enhance Academic Counseling Services
 - Enable Students to plan for Exam Season

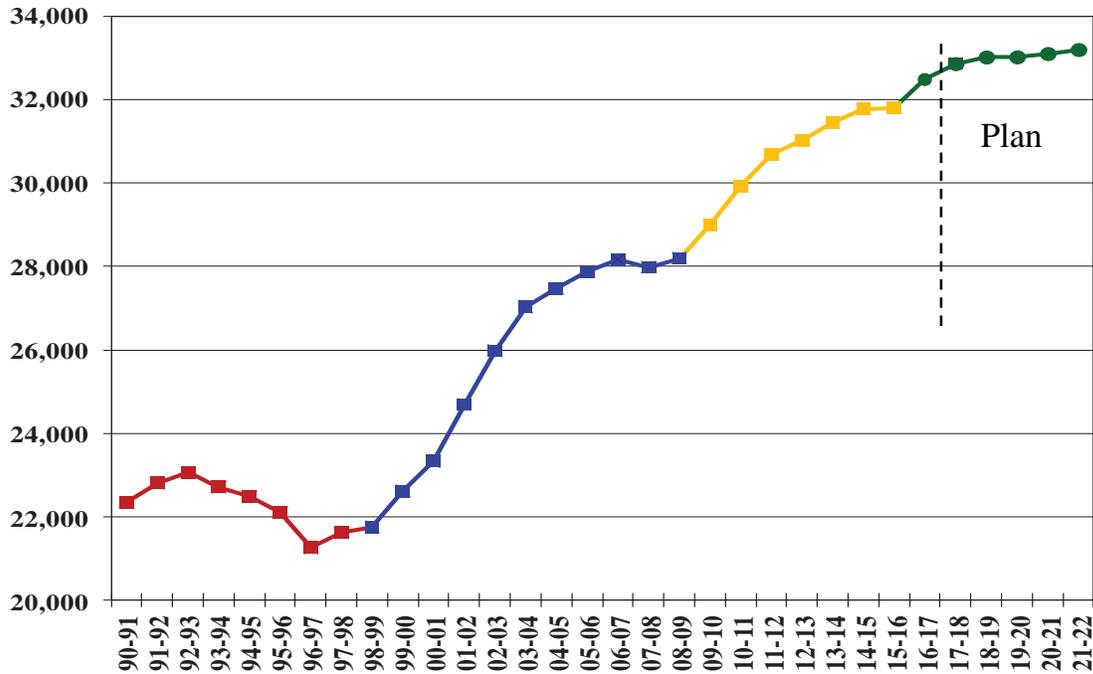
Budgetary Context

- **We're into a Period of Constrained Revenues and Continued Increases in Cost Pressures**
 - Enrolments Reaching Steady-State
 - New Funding Formula to be implemented in 2017-18
 - Corridor System – with no incremental funding for domestic enrolment growth
 - Domestic Tuition Capped at 3% Overall
- **Costs Continue to Increase**
 - Employee Salaries
 - IT Infrastructure
 - Space/Facilities Costs
 - Utilities, Deferred Maintenance, Operating Costs

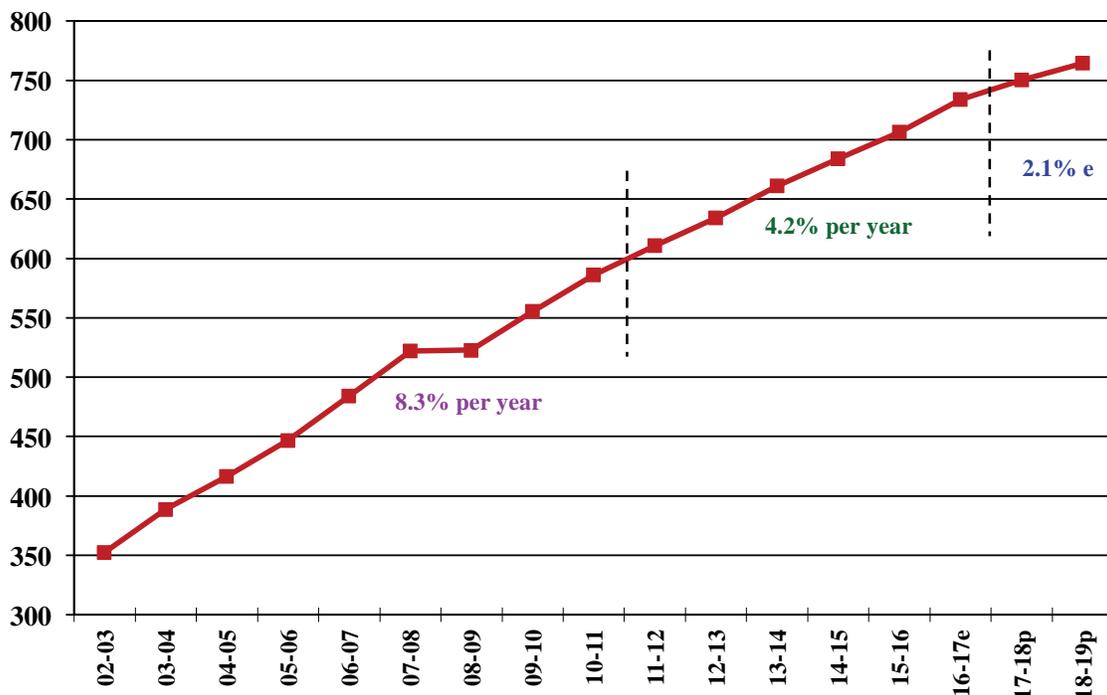
High-level Budget Assumptions

- Undergraduate Enrolments
 - First-year Class of ~5,100 with 600 International
- Graduate Enrolments come from Faculties
 - Ambitions Growth Plans – Allocation limits
 - **More Conservative Figures used for Budget Planning**
- Grant Funding flat at 2016-17 Levels
- Tuition
 - Domestic: Overall Increase of 3%
 - International Tuition – moving towards Ontario U6 levels
 - *Patterns of Increases similar to recent years*

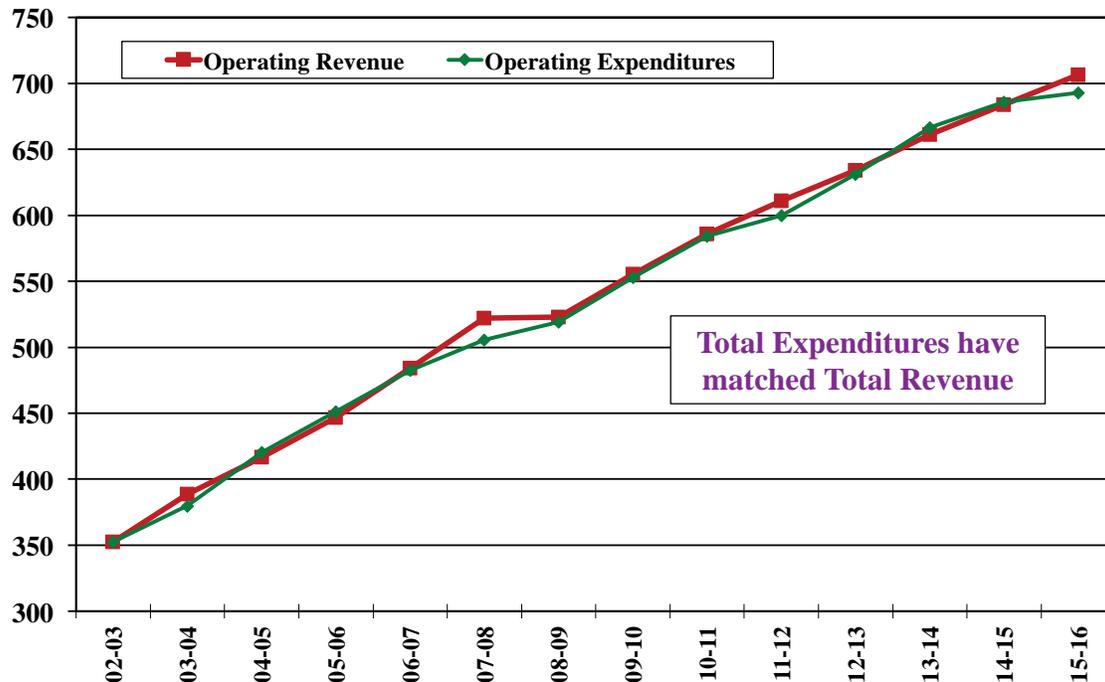
Western: Constituent University FTE Enrolment



Operating Revenues (\$M)



History of Operating Revenue and Expenditures (\$M)



Provost's Recommendations: University-wide Issues for the 2017-18 Budget

- Move forward with Priority Capital Projects
 - Integrated Learning and Innovation Centre
 - Modernization of Thames Hall
 - Renewal/Replacement/Expansion of Medical Facilities
 - Space realignment Projects in Science and Social Science
- Indigenous Initiatives -- \$1M Base Allocation
- Expand the Endowed Chairs Matching Program with a \$25M One-Time Allocation
 - Strategic Plan Priority
- Support for Research/Scholarship Initiatives
 - Add \$2.5M to the SSHRC Disciplines Endowment
 - Commit \$5M one-time over two years – for CERC Matching
- Develop a vision for Pedestrian Friendly and Campus Safety Initiatives – and continue with initial stages

Other **University-wide** Issues Under Review/Consideration

- Additional Capital Needs
 - Modernization of Instructional Facilities
 - Energy Efficiency Initiatives
 - Sports Facilities Upgrades
- Emergency Communications Infrastructure
- IT Infrastructure Needs

Next Steps

- Review Support Unit recommendations – and inform Unit Heads by late February
- IPB to finalize University-level budget forecasts in mid-March
- Followed by finalization of other University-level recommendations – **based on available resources**
- Full Budget comes to Senate through SCUP in April
 - Approval by Board of Governors in early May



President & Vice-Chancellor

REPORT OF THE PRESIDENT

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

For the March 17, 2017 Senate meeting, in addition to items I may wish to speak to as part of my oral report, I wish to highlight the following news and developments since the last meeting of Senate on February 17, 2017.

International Plan update:

In my effort to keep Senate apprised of progress and issues related to the University's strategic priorities, please see the memo accompanying this report from our Vice-Provost (International) Julie McMullin. In reviewing Dr. McMullin's report, I hope you will reflect on the significant activities underway in this portfolio and consider how best to move its mandate forward. We welcome your comments and Julie will be present at Senate to help respond to questions you may have.

Science, Engineering and Health Sciences research awarded federal funding:

On March 2, MPs Kate Young (Parliamentary Secretary for Science; London West) and Peter Fragiskatos (London North Centre) visited campus to celebrate a total of \$3.3 million in new federal funding awarded to Western researchers through the Natural Sciences & Engineering Research Council and the Canada Foundation for Innovation.

Congratulations are in order to Professors Bryan Neff (Biology), Paul Charpentier (Chemical & Biochemical Engineering), Zhifeng Ding (Chemistry), and Xueliang Sun (Mechanical & Materials Engineering), who collectively received \$2.2M from the NSERC Strategic Partnership Grants program, while five additional research projects and labs received another \$1.1M from CFI's John R. Evans Leaders Fund.

The JELF funding will support a diverse range of research interests including the development of catalysts for sustainable synthesis; the cellular and molecular analysis of gastrointestinal stem cells; evaluation and intervention technologies in e-health, exercise and activity; mapping the primate lateral prefrontal cortex mesoconnectome using two-photon excitation microscopy; and seismic vibrations.

.../2

Governor General's visit:

I was delighted to welcome Governor General David Johnston to campus on March 8 as the third distinguished speaker to be featured as part of the President's Lecture Series. Together with Her Excellency Sharon Johnston, the Governor General spent a full day at Western touring several labs and facilities, and meeting with faculty, staff and students who are engaged with tackling mental health and wellness issues, as well as with colleagues who are leading concussion and imaging research.

Attendance at the lecture, titled "Trust in Canada," was estimated at approximately 1,000, and I was pleased to see so many members of the external community also present. The special event provided an opportunity to highlight Western's own celebration of Canada's 150th anniversary, and it served as an occasion to invite and host several senior administrators from U15 universities and other global universities who are leaders in international education. I wish to thank and congratulate the many staff, students and faculty whose various efforts contributed to the success of the event.

Leadership update:

I wish to congratulate Dr. Erika Chamberlain on her appointment as Dean of the Faculty of Law for a five-year term starting May 1. As a graduate of Western Law who joined the Faculty in 2005, Professor Chamberlain has served Western Law as its Associate Dean (Academic) for the past five years and currently serves Senate as our Academic Colleague to the COU. Erika will succeed Dean Iain Scott whose decanal term concludes this spring following six years of exceptional service to the Faculty and University.

Meanwhile, the work of selection committees for the Vice-President (Finance & Operations) and University Secretary are now underway. Looking ahead, decanal review/selection committees will soon be appointed for the Faculties of Information & Media Studies, Science and the Ivey Business School.

To: Senators
From: Julie McMullin, Vice-Provost (International)
Date: March 9, 2017
Re: International Plan update

President Chakma asked that I prepare a report for Senate on Western's international activities. As you consider this report, we hope that you will reflect on the academically significant international activities that are important to your constituents. We also ask that you consider what Western might do to strengthen its international mandate moving forward.

Review of International Activities

Western International was established in 2011 in support of the university's internationalization goals. The unit combined four functional areas of responsibility: Undergraduate International Student Recruitment; International Learning; International Student Services; and International Relations.

In 2010-11, approximately 3% of Western's incoming class of undergraduate students was comprised of international students. International learning activities were focused almost exclusively on student exchange (although there were some faculty-based programs and Alternative Spring Break) and fewer than 3% of Western students participated in an international experience. International student support services were strong but would face pressure as the number of international students on campus grew.

In 2010-2011, Western set a goal to have 10% of Western's undergraduate student body comprised of international students and that 10% of our students each year should participate in an international experience. Work immediately began to develop an international strategy that would resonate with Western's community while at the same time, achieve these goals. In June 2012, Western appointed its first Vice-Provost and Associate Vice-President (International). After extensive consultation, Western's [International Action Plan](#) was presented to Senate in May 2014, in support of the strategic plan, *Achieving Excellence on the World Stage*.

Western's international vision, as articulated in its International Action Plan, is **“to encourage and promote global citizenship and awareness and to enhance its international relevance as an institution of higher learning.”** The plan outlines ten objectives with associated action items that cut across Faculties and Units at Western.

Progress in Pursuit of Goals

To achieve Western's international goals, much work has been done to develop new initiatives, processes, and communication strategies across campus. Western International has implemented more than 30 new initiatives over the past five years. The initiatives relate to six of ten of the strategic objectives outlined in the International Action Plan, and are directly linked to the unit's functional areas of responsibility. The partners involved in these initiatives span across our campus and include most other support units and faculties, which emphasizes how comprehensive internationalization involves the entire university community.

HIGHLIGHTS OF ACHIEVEMENTS:

- Undergraduate International Recruitment has increased from 3% to 10%. In 2016-17 about 11% of the incoming undergraduate class was comprised of international students.
- Participation in International Learning experiences has grown to 7.7%, with more than 2000 students taking part in international learning experiences abroad each year. The diversity of experiences has grown to include more internships, community-engaged learning, faculty-led experiences and research.
- Western has established 25 new student exchange partnerships with highly ranked institutions around the world.
- Between 2012 and 2016 more than \$2.3 million has been provided to support students going abroad through funding programs such as the Global Opportunities Awards, the new International Learning Award, and study abroad bursaries, including the Fairmount Foundation International Learning Bursary.
- More than 170 students have achieved Western's new *Global and Intercultural Engagement Honor*. This program, launched in 2013, encourages students to experience a variety of global and intercultural learning throughout a student's time at Western and is recognized on students' transcripts.
- Launched new staff international experience opportunities, with more than 15 staff participating in a job-shadowing program with partner institutions, or *Leave for Change*. Staff members continue to volunteer annually to lead Alternative Spring Break groups.
- International and Exchange Student Centre responds to more than 67,500 direct service contacts with international students per year.
- Orientation and transition programming has grown substantially, with over 700 students taking part in international orientation in September. Additional orientation programming occurs throughout the year, including the Canada, Eh? Transitioning workshop series.
- Re-configured suite of immigration services. Advisors see approximately 1,100 students annually in relation to immigration matters (individual appointments).

- More than 400 student volunteers work with Western International annually as peer guides for incoming international students, returning exchange peers, event and activity coordinators and to support International Week.
- The academic coursework of 67 Western students has been honoured as highly commended (or top 10%) at the Undergraduate Awards since 2014, with four students receiving gold medals. These awards select the top papers in 25 categories among more than 5,000 submissions worldwide. A high level of recognition at the annual Global Summit has enhanced Western's reputation globally.

Opportunities and Challenges

Geopolitical issues, real and perceived barriers for international learning, immigration regulations and regulatory changes, racism, multi-faceted transition and support issues, and complex, global differences in educational systems are a few challenges that we face in our work towards internationalization. The international education space changes quickly, producing unanticipated challenges but also unique opportunities.

From within the institution we have many opportunities to continue to diversify and enrich our incoming international student population, reduce barriers for students to participate in international learning experiences abroad, support our international students to succeed, and build strong international research collaborations.

While we move towards our goals, the University as a whole has perhaps a larger question to consider. If our vision is to create global citizens who are interculturally competent and ready to live and work in a global context, how can we more fully embrace internationalization in the curricula?

In order to truly succeed in our vision, students must experience a variety of perspectives and voices as they experience their academic journey at Western. Ethical and responsible global engagement is part of the conversation as well. Can our vision for internationalization go beyond the initiatives described here to help Western evolve into a truly global university?

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 – School of Graduate and Postdoctoral Studies – Social Science Constituency	ACTION
2. Senate Membership – Don Wright Faculty of Music Constituency	ACTION
3. Senate Membership - Graduate Student Constituency	ACTION
4. Senate Membership – Vacancies filled by appointment	ACTION
5. Communication of Senate Actions	INFORMATION
6. Report on Senate Elections	INFORMATION

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

7. Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Withdrawal of the Major, Specialization and Honors Specialization Modules in Comparative Literature and Culture	ACTION
8. Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) program	ACTION
9. School of Graduate and Postdoctoral Studies: Introduction of the French Education Field in the Master of Professional (MPEd) Program	ACTION
10. Faculty of Law: Withdrawal of the Taxation and Criminal Law Areas of Concentration	ACTION
11. King's University College, St Peter's Seminary: Revisions of Admission and Graduation Requirements of the Master of Divinity (MDiv and MDiv(Advanced)) programs	ACTION
12. King's University College, School of Social Work: Revisions of Admission and Progression Requirements for the Honors Specialization in Social Work	ACTION
13. SUPR-G Report: Cyclical Reviews of Anthropology and Library and Information Science	INFORMATION
14. Renewal of the Multilateral Articulation Agreement between the Faculty of Science, Environmental Science Program and Ontario Colleges	ACTION
15. Renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Lambton College regarding Transfer of Credit for Students in the Police Foundations Program	ACTION
16. Revisions to the "Graduation Requirements" Policy	INFORMATION
17. Revisions to the "Structure of the Academic Year" Policy – Scheduling of Fall Convocation	INFORMATION
18. New Scholarships and Awards	INFORMATION

Report of the Honorary Degrees Committee – Exhibit VI

19. Honorary Degree Recipients – Spring 2017	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 – School of Graduate and Postdoctoral Studies – Social Science Constituency	Yes
Senate Membership – Don Wright Faculty of Music Constituency Senate Membership – Graduate Student Constituency	Yes
Senate Membership: Vacancies filled by appointment	Yes
Roles and Responsibilities of Senators and Senate Committee Members	No
Continuation of the Unanimous Consent Agenda	No
Nominating Processes in the Faculties for filling vacant Senate Seats	No
Communication of Senate Actions	Yes
Report on Senate Elections	Yes

FOR APPROVAL

1. **Senate Membership – School of Graduate and Postdoctoral Studies – Social Science Constituency**

Recommended: That the seat held by Robert MacDougall, representative of the SGPS – Social Science constituency, be declared vacant as a result of his resignation and that Kim Shuey be elected to fill this vacancy for the remainder of the term (July 1, 2017 to June 30, 2018).

Background:

Kim Shuey agreed to fill this vacancy for the remainder of the term which is in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

2. **Senate Membership – Don Wright Faculty of Music Constituency**

Recommended: That the seat held by Emily Ansari, representative of the Don Wright Faculty of Music constituency be declared vacant as a result of her resignation and that Ted Baerg be elected to fill this vacancy for the remainder of the term (July 1, 2017 to June 30, 2018).

Background:

Ted Baerg agreed to fill this vacancy for the remainder of the term which is in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

3. **Senate Membership – Graduate Student Constituency**

Recommended: That the seat held by Melissa Knott, representative of the Graduate Student Constituency, be declared vacant as a result of her resignation and that Gwynne Ng be elected to fill this vacancy for the remainder of the term (March 30, 2017 to June 30, 2017).

Background:

Gwynne Ng agreed to fill this vacancy for the remainder of the term which is in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

4. **Senate Membership: Vacancies filled by appointment**

Recommended: That the Senate seats be filled for the July 1, 2017 – June 30, 2019 term by appointment at the recommendation of the units concerned as shown below:

Faculty of Arts and Humanities – 2
Faculty of Education – 1
Faculty of Engineering – Ajay Ray
Faculty of Health Sciences – Glen Belfry, Louis Charland
Schulich School of Medicine & Dentistry – Philip Jones
Don Wright Faculty of Music – Patrick Schmidt
Faculty of Science – Pei Yu
Faculty of Social Science – Anders Holm
Brescia University College – 1
Huron University College - Kate Lawless
King's University College – Renee Soulondre LaFrance

5. **Roles and Responsibilities of Senators and Senate Committee Members**

Recommended: That the roles and responsibilities of Senators, and Senate Committee Members detailed in [Appendix 1](#), be approved.

Background:

Recommendation 3. of the Senate *ad hoc* Committee on Renewal recommends that the roles and responsibilities of Senators and Senate Committee Members be articulated in a formal way as has been done by the Board of Governors. Attached as [Appendix 1](#) is a set of statements to that effect.

6. **Continuation of the Unanimous Consent Agenda**

Recommended: That the Unanimous Consent Agenda process be continued.

Background:

The consent agenda process was approved on a trial basis for the January and February meetings of Senate. It is now recommended that going forward, Senate continue to use this mechanism for approving routine agenda items.

7. **Nominating Processes in the Faculties for Filling Vacant Senate Seats**

Recommended: That each Faculty Council determine their internal processes for nominating faculty members to fill vacant Senate seats, and

That Faculties report these processes to Senate by March 2018.

Background;

Current election regulations state that in those instances when no faculty candidates come forward for election to Senate, the Faculty/School in question is asked to fill the vacancy; no direction is given as to how the Faculty/School should do that. The *ad hoc* Committee on Renewal had suggested that this should be done via a faculty nominating committee. The OAC surveyed Faculties and discovered that while some do use a nominating committee, this was not universally the case. Not every faculty has a nominating committee, but in every case, faculty are given opportunity to put their names forward for membership with a call going out from the dean's office or from the nominating committee to eligible faculty members. The proposal before Senate is intended to respect local faculty cultures and practices while still encouraging explicit discussion of and decisions about the processes to be followed in each Faculty by the respective Faculty Councils.

FOR INFORMATION

8. **Communication of Senate Actions**

Recommendation 2d. of the Senate *ad hoc* Committee on Renewal states:

Communication of decisions should be enhanced through publishing summary reports following monthly Senate meetings and an annual report to the university community on Senate's activities over the year.

A sample highlight summary of the January 20 Senate meeting is attached as [Appendix 2](#). The intent is that the Secretariat will provide a factual summary of decisions taken at each Senate meeting for publication in various campus media.

9. **Report on Senate Elections**

Attached for information as [Appendix 3](#). OAC approved the revisions to the *Regulations governing Senate and Board student elections*.

Responsibilities of a Senator and Senate Committee Members

Senators and members of Senate Committees shall:

1. Act in good faith in the best interests of the university.
2. Respect the principles of collegiality and fairness.
3. Maintain confidentiality when issues are discussed in closed session meetings.
4. Understand and respect the distinction between the role and responsibilities of the Senate, the Board of Governors and the Administration.
5. Attend and be well-prepared for meetings.
6. Engage in meetings with thoughtful consideration and with a view to foreseeing the probable consequences of each proposed course of action.
7. Exercise critical judgment when coming to decisions or providing advice to the Senior Administration.
8. Serve on Senate committees and subcommittees as opportunities and scheduling permit.
9. Communicate with constituents about the issues before Senate and raise any issues of concern.
10. Be knowledgeable about the jurisdiction and function of Senate and its committees.

Senate Highlights – January 2017

Governance

Senate began 2017 where it left off in 2016, with a continued discussion of whether standing committee and subcommittee meetings should remain closed to all but members and assigned resource staff. The Operations/Agenda Committee, SCAPA and SCUP all reconsidered their views in light of December's discussion and a position paper distributed by the student Senators at the December 6 meeting, but determined that their initial recommendation should stand. Two separate amendments, to open OAC, SCAPA and SCUP to anyone on a trial basis for a year, and to open them only to Senators failed and the motion that all remain closed carried.

Senate tested a "unanimous consent agenda" process for the first time. The consent agenda allows items that are considered minor and/or non-controversial to be disposed of with one motion and without presentation or discussion, thus freeing time for debate on more substantive issues. The failsafe in the process is that any member may ask to have an item removed from the consent agenda up to the time that the motion is presented for approval.

Curriculum and Academic Regulations

Senate approved the following as recommended by the Senate Committee on Academic Policy and Awards (SCAPA)

- Faculty of Arts & Humanities, Department of English & Writing Studies: Revisions to the Admission Requirements of the Theatre Studies Modules
- Faculties of Arts & Humanities and Social Science, Interfaculty Program in Linguistics: Revisions to the Admission and Module Requirements for the Honors Specialization in Linguistics
- School of Graduate & Postdoctoral Studies: Introduction of the new Master of Data Analytics (MDA) Program (subsequently approved by the Board of Governors on January 26, 2017)

Planning Matters

On the recommendation of the Senate Committee on University Planning (SCUP), Senate approved renaming of and revisions to MAPP 1.13 – Computing, Technology and Information Resources. The revised policy brings together four stand-alone policies that were outdated and overlapping. The intent was to streamline and simplify the policy. The new document also recognizes the Data Classification Standards published in 2014-15. ITS will be using various communication measures over the next month to inform university members of the policy before it comes into effect in March 2017. The policy was subsequently approved by the Board of Governors on January 26, 2017.

The annual Report on Faculty Recruitment and Retention was presented for information by Dr. Karen Campbell, Vice-Provost (Academic Planning, Policy & Faculty). This report tracks faculty career progression data with respect to gender and retirement timing.

Senate received an update on the city's plans for a Bus Rapid Transit system and a proposal for a planned routing through the campus from the Richmond Gates, and along Lambton to the Western Road gates. The proposed route was endorsed by the Board of Governors on January 26, 2017.

Detailed meeting materials for the meeting, including presentation slides, can be found here:
http://www.uwo.ca/univsec/pdf/senate/minutes/2017/a17jan20sen_all.pdf

Report on 2017 Senate Elections

Senate elections were held in February 2017. There were no elections held in any of the faculty constituencies and there was also a significant drop in the number of administrative staff candidates running for the one vacant seat on Senate. Statistical information about the faculty and staff elections is attached as [Annex 1](#). There were 5 graduate student running for 4 vacant seats in the graduate student constituency, which is in line with previous elections.

There was a marked increase in the number of undergraduate student candidates running for the 14 open positions and elections were held in 6 of the 8 undergraduate student constituencies. This may have been due to the strong effort made by the leadership of Western Student Senators to raise the profile of the election and encourage students to run. The statistical information about undergraduate student elections is attached as [Annex 2](#). This year the Secretariat conducted the undergraduate student elections separately from the USC elections. It is difficult to determine whether this had any effect on the participation of undergraduate student voters. As can be seen in the attached table, the number of voters has been quite variable over the years, with the largest numbers voting in years when there has been a significant referendum being conducted in conjunction with the election. There was a slight increase in the number of votes received for undergraduate student candidates in 2017 compared to those received last year when the elections were held jointly with USC; however, the number of candidates running for positions more than tripled from the previous year.

After the elections, students asked for the introduction of a spending limit for candidates running for Senate and Board seats, similar to that instituted by the USC. In addition, students asked that fees paid for electronic campaigning be made eligible for reimbursement. In response to these requests, it is proposed that the *Regulation's governing Senate and Board student elections* be revised as shown in [Annex 3](#).

Two issues arose in the course of the election:

- During the election for the administrative staff seat a staff member raised a concern about not being able to abstain from voting. It was the first time that the Secretariat had used the Simply Voting online voting platform and this deficiency did not become apparent until after the voting was underway. We have raised this issue with the vendor and an adjustment will be made for future faculty and staff elections that will allow for abstentions. Elections for the undergraduate and graduate student constituencies were held a week later and abstentions were allowed for these.
- During the student election, an error was made in loading the voting list for BMSc students which allowed students in the final two years of that program who are registered in Schulich to vote in the election for the Faculty of Science seats. The Secretariat re-ran that election with the correct voters list two days later.

Senate Elections – Number of Elections, Acclamations, and Appointments By Year – Faculty and Staff

	YEAR							
	2010	2011	2012	2013	2014	2015	2016	2017
FACULTY								
Elections	0	0	0	0	0	7 seats (12 nominations in 5 constituencies)	10 seats (22 nominations in 6 constituencies)	0
Acclaimed	10	10	7	8	15	10	8	11
Appointed*	18	14	21	16	13	7	10	13
Total Number of Seats Available	28	24	28	24	28	24	28	24
Total number of votes received	0	0	0	0	0	696	665	0
STAFF (1 seat)								
	3 nominations	2 nominations	acclaimed	acclaimed	acclaimed	2 nominations	7 nominations	2 nominations
Total number of votes received	378	382				459	665	635

* Three seats are appointed by the Affiliated Colleges through their own internal election process.

Board and Senate elections for Undergraduate Students - 2006 - 2017

	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
Board elections												
#Candidates	3	1	6	4	0	2	4	2	2	2	3	2
#votes	2490	<i>Acclaimed</i>	4824	3902		4786	5502	4681	5529	761	1574	1880
Senate elections												
#Candidates	48	15	23	12	17	27	14	19	22	12	16	23
#votes	16087	12662	23436	16249	24121	40758	8534	29263	41044	19294	7449	14028

Notes:

- 1) Number of votes for Senate could include multiple votes from one student. A student could be eligible to vote in different constituencies and for several candidates.
- 2) Number of candidates for Senate include only candidates whose seats were up for elections. Those who won their seats by acclamation are not included.
- 3) 14 seats are available on Senate and one seat is available on Board annually for undergraduate students.

Regulations governing Senate and Board student elections

A. All-Candidates meeting

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

B. Campaign rules

1. Candidates shall campaign in accordance with the rules of fair play. Breaking the rules of fair play includes, but is not limited to, libel, slander, general sabotage of the campaigns of other candidates, misrepresentation of facts, and malicious or intentional breach of the applicable regulations.
2. Candidates are responsible for their campaigns and for any and all actions undertaken by individuals or groups assisting with their campaigns.
3. The start and end dates of the campaign period are as outlined in the election schedules posted on the University Secretariat's website. During the voting period only electronic campaigning activities are permitted.
4. All campaign activities and materials are subject to official university regulations and policies (including Codes of Conduct), as well as municipal, provincial and federal laws.
5. With respect to posters, signs, chalking, distribution of campaign materials, and canvassing, candidates are required to abide by the following:
 - (a) The Board of Governor's policy on Signage:
http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp150.pdf
 - (b) Building regulations established by the Division of Facilities Management or heads of divisions occupying buildings;
 - (c) At the Affiliated University Colleges, any regulations established by the Colleges;
 - (d) Within residences, any regulations established by the Division of Housing and Ancillary Services.

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

6. Physical campaign materials shall not be distributed to individuals without their consent.
7. Campaign materials shall not be left on vacant surfaces throughout the university (i.e. candidates may not leave campaign materials on desks in libraries, or tables in eateries etc.)
8. Campaign materials may not be distributed to any individual, residence, or apartment complex or place of business without consent expressed in writing from the building manager, business owner etc.
9. Campaign materials must be removed and disposed of within 48 hours following the close of balloting.
10. The content of campaign materials is restricted as follows:

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

C. Spending limit

The spending limit for campaign materials will be equal to the limit established by the USC for Faculty President candidates. This amount will double for candidates running for both a Senate and a Board seat in the same year.

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D. Campaign expenses

1. Candidates for Senate or Board seats will receive a maximum of \$100.00 (one hundred dollars) reimbursement towards their campaign expenses upon submission of original receipts. Students running for both Senate and Board seats are eligible for a maximum \$200.00 (two hundred dollars) reimbursement. Eligible expenses include printing costs, supplies (paper, pen, markers, paint etc.) to create posters, flyers or poster boards and fees paid for electronic campaigning.
2. Campaign expenses in the form of original receipts, along with a reimbursement form, must be submitted to the University Secretariat's office no later than 14 calendar days following the close of voting. The form is available from the University Secretariat.

E. Irregularities and Violations

1. The University Secretary is the Chief Returning Officer (CRO) for Senate and Board elections.
2. If during the course of the election, it appears to any candidate or member of the student body that an irregularity has occurred, it must be reported to the CRO in writing as soon as possible, but no later than seven calendar days following the close of voting.
3. The CRO will investigate and consider any complaints that arise regarding the electoral process. All complaints will be dealt with in a timely manner.
4. The decision of the CRO in dealing with a complaint is final, unless the CRO determines that a candidate is disqualified as a result of the complaint.
5. In the event of a decision to disqualify a candidate, the candidate has a right of appeal to an ad hoc committee established as follows:
 - (a) For Senate elections, the ad hoc committee will consist of the Chair and Vice-Chair of the Senate Operations Agenda Committee and a student Senator.
 - (b) For Board elections, the ad hoc committee will consist of the Chair and Vice-Chair of the Board's Governance and By-laws Committee and a student Board member.
6. An appeal of the CRO's decision to disqualify must be submitted to the University Secretary within 48 hours of the decision being communicated to the candidate
7. The decision of the ad hoc committee hearing the appeal shall be final.

REPORT OF THE SENATE NOMINATING COMMITTEE

Contents	Consent Agenda
Senate Review Board Academic	No

FOR ACTION

Senate Review Board Academic

Composition: Includes a Chair and twenty-three voting members; thirteen members of faculty and ten students (six undergraduates and four graduates).

Current Members:

Terms ending June 30, 2017:

Graduates: A. Abuhussein, C. Davidson, M. Knott, L. Rosen

Required: One member to complete the term of M. Knott who resigned effective March 31, 2017.

Nominee: Gwynne Ng

FOR INFORMATION

Future Business of the Senate Nominating Committee

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

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

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Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Withdrawal of the Major, Specialization and Honors Specialization Modules in Comparative Literature and Culture	Yes
Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) program	Yes
School of Graduate and Postdoctoral Studies: Introduction of the French Education Field in the Master of Professional Education (MPEd) Program	Yes
Faculty of Law: Withdrawal of the Taxation and Criminal Law Areas of Concentration	Yes
Huron University College: Introduction of a Major in Philosophy in Commerce	No
King’s University College, St. Peter’s Seminary: Revisions of Admission and Graduation Requirements of the Master of Divinity (MDiv and MDiv (Advanced)) Programs	Yes
King’s University College, School of Social Work: Revisions of Admission and Progression Requirements for the Honors Specialization in Social Work	Yes
Renewal of the Multilateral Articulation Agreement between the Faculty of Science, Environmental Science Program and Ontario Colleges	Yes
Renewal of the Articulation Agreement between Brescia University College, Huron University College, King’s University College, Western University, and Lambton College regarding Transfer of Credit for Students in the Police Foundations Program	Yes
Revisions to the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy – Blended Courses	No
SUPR-G Report – Cyclical Reviews: Anthropology <u>and</u> Library and Information Science	Yes
Revisions to the “Graduation Requirements” Policy – Honors BSc and BMSc programs	Yes
Revisions to the “Structure of the Academic Year” Policy – Scheduling of Fall Convocation	Yes
New Scholarships and Awards	Yes
Report of the Subcommittee on Teaching Awards (SUTA) (<i>will be distributed by email</i>)	Yes

FOR APPROVAL

1. **Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Withdrawal of the Major, Specialization and Honors Specialization Modules in Comparative Literature and Culture**

Recommended: That effective September 1, 2017, admissions in the Major, Specialization and Honors Specialization modules in Comparative Literature and Culture be discontinued, and

That students currently enrolled in these three modules be allowed to graduate until August 31, 2021 upon fulfillment of the requirements, and

That effective September 1, 2021 these modules be discontinued.

REVISED CALENDAR COPY

<http://westerncalendar.uwo.ca/2017/pg236.html>

<http://westerncalendar.uwo.ca/2017/pg237.html>

<http://westerncalendar.uwo.ca/2017/pg235.html>

Admission to this module is discontinued effective September 1, 2017. Students enrolled in the module will be allowed to graduate until August 31, 2021 upon fulfillment of the module requirements.

Background

The enrollments in these three modules are too low to justify their existence. The Minor in Comparative Literature and Culture will remain in place until it is transformed into a Minor in World Literatures and Cultures with the ultimate aim of creating a corresponding major, honors specialization and specialization.

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

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

Background

Due to the increased course load, students in Engineering programs are required to achieve a two-year average of 78% instead of 80%. In addition, students must be enrolled in a module to be considered for admission. The remainder of the proposed changes are editorial to ensure that students receive clear information about the admission process into the HBA program through the AEO process.

3. **School of Graduate and Postdoctoral Studies: Introduction of the “French Education” Field in the Master of Professional Education (MPEd) Program**

Recommended: That effective January 1, 2018 the French Education Field be introduced in the MPEd Program.

Background

The Faculty of Education and the Department of French Studies in the Faculty of Arts and Humanities are collaborating on a Master of Professional Education (MPEd) degree with a field of research in French Education. The aim of this proposal is to create a curriculum that will meet the current and future needs of those individuals teaching in French immersion and French as a second language classrooms. In meeting the needs of the working professional, this program will enhance flexibility and accessibility by being offered entirely online using state-of-the art inductive pedagogies and pedagogical tools. The creation of

this particular program is intended to address the many unique challenges that are faced by FSL teachers. Students will have the opportunity to benefit from a richer and more diverse learning experience by having the two faculties join together for the creation and delivery of this unique program which is the first of its kind in Ontario.

The proposed MPEd in French Education will consist of the following courses:

- o Life-Long French Skills (1.0) - French Studies
- o Language and Grammar(.50) - French Studies
- o Social Approaches to Second Language (.50) - Faculty of Education
- o Critical Language Awareness (.50) - Faculty of Education
- o Second Language Acquisition: Common European Framework of Reference for Languages (CEFR) (.50) – Faculty of Education
- o Capstone project (1.0) – Faculty of Education and French Studies

The program will be staffed by full-time faculty members housed in the Curriculum & Pedagogy and Studies in Applied Linguistics area who have expertise in French, along with full-time faculty members from the Department of French Studies in the Faculty of Arts and Humanities.

4. Faculty of Law: Withdrawal of the Taxation and Criminal Law Areas of Concentration

Recommended: That the Taxation and Criminal Law areas of concentration be withdrawn from the Faculty of Law's offerings effective July 1, 2017.

Background

Admission to these two areas of concentration has been suspended since September 2009 due to low student interest. The Faculty has no interest in reviving these areas in their current forms and presently no students are enrolled in these areas.

5. Huron University College: Introduction of a Major in Philosophy in Commerce

Recommended: That the Major in Philosophy in Commerce be introduced effective September 1, 2017 as shown in [Appendix 2](#).

Background

The rationale for this proposal is to provide an opportunity for the considerable body of Huron students with some interest in business to familiarize themselves with a set of issues and approaches that are clearly relevant to the business world, but arise out of the discipline of philosophy.

A new half course (Philosophy 3645F/G – Group Agency) will be introduced within the teaching capacities of the department. It is expected that the inclusion of this Major within the College's offerings would be a draw for applicants.

6. King's University College, St. Peter's Seminary: Revisions of Admission and Graduation Requirements of the Master of Divinity (MDiv and MDiv (Advanced)) Programs

6a. Revisions to the Admission Requirements

Recommended: That the admission requirements of the Master of Divinity programs at St. Peter's Seminary be revised effective September 1, 2017 as shown in [Appendix 3](#).

Background

RS 2250E is already cross-listed to the St. Peter's Theology program as Historical Theology 5221A/B and Historical Theology 5222A/B, History of the Catholic Church I and II. These courses had been electives but will now be part of the regular offerings of the first year of the Theology programs, renumbered as Historical Theology 5123A/B and Historical Theology 5124A/B.

The change in the volume of mature students who can be admitted into the programs without a completed BA had to be revised to reflect changes in the degree program standards of the Association of Theological Schools, the accrediting body of St. Peter's Seminary's programs in theology. (See: <http://www.ats.edu/uploads/accrediting/documents/degree-program-standards.pdf>, A.4.2, p. 8)

6b. Revisions to the Graduation Requirements

Recommended: That the graduation requirements of the Master of Divinity programs at St. Peter's Seminary be revised effective September 1, 2017 as shown in **Appendix 4**.

Background

Field Education 5481 is being withdrawn and the goals of that course are being addressed in other segments of the program. The requirements for the number of field education courses for graduation remain the same.

The Pastoral Theology 5571A/B course, revised from its earlier title of Missiology and Evangelization, brings together candidates for ordination and for lay ministry to reflect together on ministry in the church. This is critical given that graduates of both streams will be working together in future pastoral and professional placements. It is already a required course for candidates for ordination.

The requirement to complete the degree programs within ten years is in compliance with changes in the degree program standards of the Association of Theological Schools, the accrediting body of St. Peter's Seminary's programs in theology. (<http://www.ats.edu/uploads/accrediting/documents/degree-program-standards.pdf>, A.3.2.2, p. 7)

7. King's University College, School of Social Work: Revisions of Admission and Progression Requirements for the Honors Specialization in Social Work

Recommended: That the admission and progression requirements for the Honors Specialization in Social Work leading to a BSW degree be revised at King's University College effective September 1, 2018 as shown in **Appendix 5**.

Background

Introductory Statistics (e.g., SW 2207A/B) is not an accreditation requirement for professional social work programs (BSW or MSW) as assessed by the Canadian Association for Social Work Education, and removal of this requirement puts the King's BSW program requirements on a par with the majority of programs offered in Canada.

The proposed module revisions reflect changes to courses offered in the BSW program, specifically: the third year BSW practicum course is either SW 3320Y or 3350A/B; SW 3319F/G has been revised to be a designated essay course under a separate DAP proposal; and SW 4415F/G has been revised to be a designated essay course under a separate DAP proposal.

8. Renewal of the Multilateral Articulation Agreement between The University of Western Ontario, Faculty of Science, Environmental Science Program, and Ontario Colleges

Recommended: That the renewal of a multilateral articulation agreement between The University of Western Ontario and the Ontario Colleges listed below regarding the transfer of credit for students in the Environmental Technician and Environmental Technology Programs be approved, effective January 1, 2017, as shown in **Appendix 6**.

- Algonquin C.A.A.T. (Environmental Technician only)
- Canadore C.A.A.T. (Environmental Technician only)
- Centennial C.A.A.T.

- Confederation C.A.A.T. (Environmental Technician only)
- Durham C.A.A.T. (Environmental Technology only)
- Fleming C.A.A.T.
- Georgian C.A.A.T.
- Loyalist C.A.A.T.
- Mohawk C.A.A.T. (Environmental Technician only)
- Niagara C.A.A.T. (Environmental Technician only)
- Sault C.A.A.T.
- Seneca C.A.A.T.
- Sheridan C.I.T.A.L. (Environmental Technician only)
- St. Lawrence C.A.A.T. (Environmental Technician only)

Background

For the past several years, Western has awarded transfer credit to graduates of the two-year Environmental Technician Diploma and three-year Environmental Technology Advanced Diploma from fourteen Ontario Colleges. The renewal of this agreement supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT). An overview of the Bridging Pathways is attached as well as part of Appendix 6.

The Registrar's Office at Western, in consultation with the appropriate authorities in the respective programs will be responsible for the administrative processes associated with this Multilateral Articulation Agreement. This Agreement is effective January 1, 2017 and shall continue in force unless terminated by either party.

9. Renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Lambton College regarding Transfer of Credit for Students in the Police Foundations Program

Recommended: That Senate approve, and recommend to the Board of Governors, the renewal of the articulation agreement between Western University, King's University College, Brescia University College, Huron University College, and Lambton College regarding the transfer of credit for students in the Police Foundations Program as shown in [Appendix 7](#).

Background

For the past several years, Western Main Campus, King's, Brescia and Huron have awarded transfer credit to graduates of the Police Foundations Diploma Program at Lambton College. This agreement has expired and is due to be renewed. Updates have been made to curriculum, course titles and numbers as set out in the appendices attached. The renewal of this agreement supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT).

The Registrar's Office at each institution in consultation with the appropriate authorities in the respective programs will be responsible for the administrative processes associated with this Articulation Agreement. This agreement is effective January 1, 2017 and shall continue in force unless terminated by either party.

10. Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy – Blended Courses

Recommended: That the Blended Courses section of the "Course Numbering Policy, Essay Courses, and Hours of Instruction" policy be revised effective September 1, 2017 as shown below to clarify the definition of a blended course.

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/course numbering.pdf

The first part of the policy is unchanged

BLENDED COURSES

~~*This policy comes into effect on March 1, 2013. A comprehensive review of courses scheduled for Summer 2013 and Fall/Winter 2013/14 timetables will be undertaken to identify any courses offered as “blended.”*~~

Blended courses have both face-to-face and online instruction, as well as on-campus exams. These course offerings are clearly identified by designated section numbers in the undergraduate academic calendar and lecture timetable. **In the identified blended courses, at least 30% of student learning integral to the course occurs in the online interactive learning environment. For example, in a half (0.5) course at the undergraduate level, at least 8 of the required 26 contact hours will occur online.**

The rest of the policy is unchanged.

Background

There is a need to indicate a minimum percentage of online learning activities in a policy definition so that Western can better differentiate between course delivery models, including 100% face-to-face and 100% online courses. Blended, by definition, is a course delivery model where a student’s in-person classroom time is reduced and replaced with meaningful online learning activities.

The proposed change in policy defines that a “200” section course is a course where a minimum of 30% of learning occurs online. A course that is 100% online will remain a “650” section course. Creating a definition with a 30% threshold signals that a blended offering is not the simple act of putting readings online for example, but rather 30% is a proxy for the thoughtful integration of online activities to the course curriculum.

FOR INFORMATION

11. Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Anthropology and Library and Information Science

The following cyclical reviews were approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Social Science	Anthropology	December 1-2, 2016	Good Quality
FIMS	Library and Information Science	November 29-30, 2016	Good Quality

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

12. Revisions to the “Graduation Requirements” Policy – Honors BSc and BSc programs

The policy was revised to remove references to courses taken before May 2005 and to reflect current practices in the Honors BSc and BSc programs. The revised policy is shown in [Appendix 9](#).

13. Revision to the “Structure of the Academic Year” Policy – Scheduling of Fall Convocation

Starting in October 2017, Fall Convocation will take place over 3 days instead of the previous 2 days to accommodate the increased number of students graduating. In 2017, the Fall Convocation Ceremonies will take place on October 25, 26 and 27. See the Order of Ceremony for the 2017 Fall Convocation posted here as part of the OAC report to Senate here:

http://www.uwo.ca/univsec/pdf/senate/minutes/2017/a17feb17sen_all.pdf

The Structure of the Academic Year policy was revised as shown in **Appendix 10** to reflect this change.

14. New Scholarships and Awards

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in **Appendix 11** for recommendation to the Board of Governors through the Vice-Chancellor.

15. Report of the Subcommittee on Teaching Awards (will be distributed by email)

The report of SUTA (**Appendix 12**) will be distributed in advance of the Senate meeting by email.

Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) program

REVISED CALENDAR COPY

<http://westerncalendar.uwo.ca/2017/pg260.html>

ADVANCED ENTRY OPPORTUNITY

The first part of the policy is unchanged

STEPS FOR ADMISSION TO HBA

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

Enroll at Western or one of the Affiliated University Colleges for Years 1 and 2 with a full course load (5.0 full courses) during the **each** regular academic year (September – April) **in each year**;

- Achieve an overall two-year average of **at least** 80.0% in 10.0 full university credits (5.0 in each year) in any faculty, in any program ~~with no failed courses~~. **The required two-year average for AEO students registered in the Faculty of Engineering is 78.0%;**
- **Pass all courses in the first two years;**
- **In year 2,** enroll in a module **(i.e. Major, Honors Specialization, etc.)** and take a minimum of 2.0 of the required courses for that module plus Business Administration 2257 ~~in Year 2~~; **students may not be 'undeclared'; consult with your faculty as some modules may require more than 2.0 courses in year 2 for progression within that faculty;**
- Take all senior **level courses (numbered 2000 and higher)** ~~level courses~~ in Year 2 including Business Administration 2257. Permission to register for a first-year course in Year 2 will be granted by the HBA Program Services Office only under special circumstances;
- ~~Achieve no less than 70% in Business Administration 2257 taken between September and April of Year 2;~~ **Take Business 2257 between September and April of year 2, achieving no less than 70.0%;** Given the participative nature of the HBA program and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level of class contribution in Business Administration 2257; **Feedback from instructors may also be taken into account;**
- Complete the equivalent of a Grade 12 U-level mathematics course **(such as Mathematics 0110A/B or 1229A/B)**, if not **previously** taken during secondary school;
- Continue involvement, achievement, and leadership in extracurricular activities in Years 1 and 2;
- Adhere to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process;
- Complete an Ivey AEO ~~Update form between Years 1 and 2~~ **Activity Report at the end of year 1** so that Ivey can provide feedback on progression to date; ~~and~~
- Complete the Ivey AEO2 Intent to Register ~~form~~ **application** in Year 2 to confirm intention to join the Ivey HBA Program in Year 3.
- **Participate in an online video interview as part of your Ivey AEO2 Intent to Register application, if requested.**

~~Students may be required to participate in an online video interview as part of their HBA Intent application.~~

Please refer to the AEO Handbook for further details:

<https://www.ivey.uwo.ca/cmsmedia/3775852/aeo-handbook-2017.pdf>

Huron University College: Introduction of a Major in Philosophy in Commerce

NEW CALENDAR COPY

MAJOR IN PHILOSOPHY IN COMMERCE

Admission Requirements

Completion of all first year requirements, including 1.0 course from Philosophy with a mark at least 60%. Philosophy 1100E, 1200, 1230A/B, 1250F/G, 1300E, 1350F/G, 1370A/B are recommended.

Module

6.0 courses:

0.5 course: Philosophy 2074F/G

0.5 course from: Philosophy 2700F/G, Philosophy 2800F/G, Philosophy 2801F/G

0.5 course from: Philosophy 3645F/G, Philosophy 3710F/G, Philosophy 3720F/G

1.5 courses from: Philosophy 3810F/G, Philosophy 3820F/G, Philosophy 3840F/G, Philosophy 3880F/G, Philosophy 4820F/G, Philosophy 4830F/G

3.0 courses: any course not taken from the list above and from Philosophy 2250, Philosophy 2253A/B, Philosophy 2263F/G

King's University College, St. Peter's Seminary: Revisions of Admission Requirements of the Master of Divinity (MDiv and MDiv (Advanced)) Programs

REVISED CALENDAR COPY

<http://www.stpetersseminary.ca/Programs/Theology/Masters-of-Divinity/30>

Academic Admission Requirements for Candidates for Ordination

1. Bachelor's Degree - Applicants must have completed a Bachelor's or Baccalaureate degree, preferably a Bachelor of Arts in philosophy or its equivalent, with a minimum average of 70%, from a recognized and accredited university.
2. Course Requirements for Ordination Students - Applicants who possess an undergraduate degree from a recognized university, but who lack the necessary core courses in Philosophy and Religious Studies or their equivalents, register in a qualifying year as special students of the University and complete the following requirements in one academic year, making them eligible for admission to the M.Div. program. Applicants lacking only one or two of the core courses in philosophy may take them concurrently while registered in the program of theology.

The core courses are:

- Philosophy 1300E – Introduction to Philosophy
- Philosophy 2222E – Aristotelian Logic
- Philosophy 2206W/X – Modern and Post-Modern Philosophy
- Philosophy 2214 – Thomistic Philosophy I
- ~~Religious Studies 2550E – History of the Catholic Church~~

Academic Admission Requirements for Lay Students

1. Bachelor's Degree - Applicants must have completed a Bachelor's or Baccalaureate degree, preferably a BA in philosophy or its equivalent, with a minimum average of 70%, from a recognized and accredited university.
2. Course Requirements for Lay Students - Lay students are required to complete ~~three~~ two core Philosophy and Religious Studies courses (or their equivalents).

The core courses are:

- Philosophy 1300E - Introduction to Philosophy
- Philosophy 2214 - Thomistic Philosophy I
- ~~Religious Studies 2550E – History of the Catholic Church~~

Applicants who have not completed these courses prior to admission may complete them concurrently with their theological studies. In those cases, Philosophy 2214 and Religious Studies 2550E may count as credit toward the M.Div. degree.

English Proficiency Requirements

Applicants are expected to have proficiency in the English language, that is, the ability to understand spoken and written English, and to be able to communicate effectively in English. Applicants whose first language is not English will be required to submit proof that they have achieved a satisfactory score on the Test of English as a Foreign Language (TOEFL) or its equivalent.

Exceptions

The limits or exceptions to these admission requirements are as follows:

- if applicants are in the process of completing their Bachelor of Arts degree, but require 4.0 courses or less to finish, they may be enrolled in the M.Div. program provided that no more than 2.0 of the courses to be completed are philosophy or religious studies qualifying core courses, and that they have the written permission of the Dean of Studies;
- applicants who have not obtained the minimum average of 70% in completing their BA may be admitted at the discretion of the Dean of Studies;
- applicants who have not completed a BA, but who qualify as mature students at Western University (i.e., are at least 21 years of age or older and have not been in school for a minimum of two years), and have completed the qualifying year courses in philosophy and religious studies, may be admitted to the M.Div. or the M.Div. (Adv.) programs. The admission of these candidates may not exceed ~~40%~~ **15%** of the combined enrollment of the M.Div. and M.Div. (Adv.) programs.

King's University College, St. Peter's Seminary: Revisions of Graduation Requirements of the Master of Divinity (M.Div. and M.Div. (Advanced)) Programs

REVISED CALENDAR COPY

<http://www.stpetersseminary.ca/Programs/Theology/Masters-of-Divinity/30>

Master of Divinity Degree:

To graduate, candidates must:

- successfully obtain 18.0 courses in the M.Div. program, i.e., 15.0 academic courses (thirty academic half courses) plus 3.0 full-year Field Education courses, (including Field Education 481, Pastoral Health Care, or its equivalent) with an overall average of 70%;
- be enrolled in the program for at least one year as full-time students, and participate in the formation components of the program as outlined for lay students.

Master of Divinity (Advanced) Degree for candidates for ordination

To graduate, candidates for ordination must:

- successfully obtain 21.5 academic courses in the M.Div. (Adv.) program (i.e., thirty-five academic half courses) plus 4.0 full-year Field Education courses, (including Field Education 5481 – Pastoral Health Care, and Field Education 5381 – The Pastoral Year) with an overall average of 70%;
- be in residence at the Seminary for a minimum of three years, and participate in the program of priestly formation.

Master of Divinity (Advanced) Degree for candidates for lay leadership

To graduate, candidates must:

1. successfully obtain 21.5 academic courses in the M.Div. (Adv.) program, (i.e., thirty-five academic half courses) plus 4.0 full-year Field Education courses, (including Field Education 5481 Pastoral Health Care, or its equivalent) with an overall average of 70%;
2. be enrolled in the program for at least one year as full-time students, and participate in the formation components of the program as outlined for lay students.

Minimum Course Requirements: While seminarian-candidates are required to take all courses offered in the curriculum, lay students are able to make choices from the number of courses offered. However, those lay students enrolled in the M.Div. or the M.Div. (Adv.) are required to take the following courses as a minimum:

- all 5100-level courses
- Biblical Studies 5202A/B, 5403A/B, and at least a 0.5 course (one half course) in Old Testament Studies
- all Systematic Theology courses at the 5100, 5200, and 5400 levels
- Moral Theology 5231A/B
- Sacramental Theology 5241A and 5242B
- Church Law 5452A/B
- Pastoral Theology 5571A/B

Master of Divinity degree programs must be completed within ten years from the time of admission.

King's University College, School of Social Work: Revisions of Admission and Progression Requirements for the Honors Specialization in Social Work

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2016/pg1866.html>

BACHELOR OF SOCIAL WORK (HONORS) - HONORS SPECIALIZATION IN SOCIAL WORK

Admission Requirements

...

Academic requirements for admission must be completed by July 1 of the year in which admission to the professional program is sought. To be eligible for admission, applicants must complete not less than 10.0 courses or equivalent of university study with an overall average of 70%. These courses must include:

3.0 courses with a minimum grade of 70% in each:
2.5 courses: Social Work 1021A/B, 1022A/B, 2206A/B, 2214A/B, 2215A/B.
0.5 course from: Writing 1020F/G, 1022F/G, 2101F/G.

7.0 additional courses with a minimum grade of 60% in each:
~~0.5 course: Social Work 2207A/B.~~
1.0 course from [Category A](#). (Social Science and Interdisciplinary)
1.0 course from [Category B](#). (Arts and Humanities)
1.0 course from [Category C](#). (Science)
~~4.0~~ ~~3.5~~ additional courses.

NOTE: For 2016 applicants may apply under the requirements listed in the 2015 Western Calendar.

Applicants must have a minimum average of 70% in the last 10.0 courses taken prior to admission to the program, with no failures.

In addition, all students must meet first-year requirements as outlined in the Western Academic Calendar.

Candidates will receive official notification of the acceptance or rejection of their application after official final year grades have been received by the School (generally the end of June of each academic year).

Module

10.0 courses:

5.0 courses completed in Year 3: Social Work 3301A/B, 3302A/B, 3303A/B, 3308F/G, 3316A/B, 3318A/B, ~~3319F/G~~ ~~3319A/B~~, 3320Y **or 3350A/B**, 3333A/B, 3344A/B

5.0 courses completed in Year 4:

2.5 courses: Social Work 4400, 4414F/G, ~~4415F/G~~ ~~4415A/B~~, 4429A/B

2.5 courses from Social Work electives at the 3000 level or above, including at least 0.5 from each of the following two categories (A maximum of 1.0 approved courses from outside of Social Work may be taken. Consult with the School for approved list.)

Category 1: Will primarily examine micro/meso levels of practice and course topics may include but are not limited to: addictions; crisis and trauma; mental health; children and adolescents; health care and social work; seniors; child welfare; human sexuality; thanatology; and disability studies.

Category 2: Will primarily examine macro levels of practice and course topics may include but are not limited to: advocacy; first nations; international and multicultural social work; social justice and peace.

To be eligible for the BSW (Honors) degree, students must complete all requirements for fourth year successfully, and obtain an overall average of at least 70% in all principal courses, a minimum mark of 60% in each course, and a "Satisfactory" in Social Work **3320Y or 3350A/B and 4400.**

Transfers

Students from Social Work programs of other universities may apply for admission to the BSW (Honors) Program at King's. Transcripts and courses will be assessed with regard to transfer credits. Please contact the School for information on approved courses from other universities and colleges that fulfill specific pre-program requirements.

Progression Requirements

To be eligible to progress, third-year students must complete all requirements for third year successfully; and obtain an overall average of at least 70% in all principal courses, a minimum mark of 60% in each course, and a "Satisfactory" in Social Work 3320Y.

Practicum

Assignments to Practica will be determined by the Coordinator of Field Education following consultation with students. Students should be aware that there may be financial costs (such as parking, transportation, manual and insurance) and special agency requirements (such as police checks and health requirements) associated with the Practicum. A car may be needed for some community-based placements. See the RECORDS CHECK AND VULNERABLE SECTOR SCREENING POLICY section for further details.

Graduation Requirements

At least 20.0 credits

Notes:

1. Students choosing to combine the Honors Specialization in Social Work with another module may require more than 20.0 credits to meet requirements for both modules.
2. Students may count a maximum of 1.0 courses between modules.

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

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

and

XX COLLEGE OF APPLIED ARTS AND TECHNOLOGY
(hereinafter called "XX")

WHEREAS XX and Western wish to provide opportunities for graduates of XX's Environmental Technician 2-Year Diploma program and its Environmental Technology 3-Year Advanced Diploma program to enroll in the Environmental Science Program in the Faculty of Science at Western and receive transfer credits for courses taken at XX;

AND WHEREAS the Parties wish to develop clearly defined pathways for the movement of these students between XX and Western;

AND WHEREAS the Parties wish to enter into a formal articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT);

NOW THEREFORE in consideration of the mutual covenants and agreement hereinafter contained, the Parties covenant and agree each with the other as follows:

TERMS OF THE AGREEMENT

1. Western agrees to consider for admission to the Faculty of Science (3-year B.Sc. Environmental Science major, 4-year B.Sc. Environmental Science major, 4-year B.Sc. Environmental Science Specialization, 4-year B.Sc. Environmental Science Honors Specialization), students from XX who have complied with the following requirements:
 - a. a minimum cumulative GPA of 3.0 on all courses taken toward the completion of the two-year Environmental Technician Diploma program or three-year Environmental Technology Diploma . The competitive overall average can vary from year to year and will be determined by the University for the year in which students apply. Courses used towards the diploma program that are upgraded after the completion of the diploma program will be considered as part of the GPA. Any course taken after completion of the diploma program and not used toward the diploma program will not be calculated as part of the GPA;
 - b. achieve a minimum grade of "C" or 60 percent in each college course taken toward the completion of the diploma program; and
 - c. no longer than 3 years should have elapsed between conferral of the diploma and admission to Western. Exceptions will be considered on an individual basis.

2. Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.
3. Students will receive credit for XX courses taken within the 2-year Environmental Technician or 3-year Technology Diploma towards the Faculty of Science (3-year B.Sc. Environmental Science major, 4-year B.Sc. Environmental Science major, 4-year B.Sc. Environmental Science Specialization, 4-year B.Sc. Environmental Science Honors Specialization) at Western as listed in Appendix I. This credit is not transferable to other Faculties or Programs.
4. As of the date of this Agreement, the following progression requirements are required for graduation with a Western degree:
 - a. 3-year B.Sc. Environmental Science Major: an overall average of 60% is required on all courses taken at Western, and a cumulative average of 60% is required in all courses taken toward each module at Western, with a mark of at least 60% in each modular course;
 - b. 4-year B.Sc. Environmental Science Major: an overall average of 60% is required on all courses taken at Western, and a cumulative average of 60% is required in all courses taken toward each module at Western, with a mark of at least 60% in each modular course;
 - c. 4-year B.Sc. Environmental Science Specialization: an overall average of 60% is required on all courses taken at Western, and a cumulative average of 60% is required in all courses taken toward each Specialization module at Western, with a mark of at least 60% in each modular course;
 - d. 4-year B.Sc. Environmental Science Honors Specialization: an overall average of 65% is required on all courses taken at Western, and a cumulative average of 70% is required in all courses taken toward each Honors Specialization module, with a mark of at least 60% in each modular course.

Western will notify XX of any changes to these progression requirements during the term of this Agreement.

5. Students who do not meet progression/graduation requirements for the Environmental Science Program in the Faculty of Science or who wish to withdraw from the module/degree combination(s) listed in this agreement, may be eligible for transfer to another program and/or campus at Western at the discretion of the Dean of the Faculty in which they wish to transfer. Students who transfer to another program and/or campus at Western will have the credit that they received as part of the Articulation Agreement removed from their academic record. Credit from the Environmental Technician/Environmental Technology Diploma will be assessed for individual credit on a course-by-course basis by the Admissions Office, as applicable, at that point in time on consultation with the Dean of the appropriate Faculty.
6. In addition to meeting progression requirements, to graduate with a Bachelor of Science Degree, students must successfully complete the courses listed in Appendix II. This list of required courses may be revised by Western during the term of this Agreement and Western will provide XX with written notice of any changes to these course requirements.
7. Both Western and XX will designate a Program Representative at their respective campuses to facilitate co-ordination of this agreement. The Program Representative will confer, on a regular basis, on the success of the program and other matters of mutual concern.
8. Both Western and XX agree to encourage qualified graduates of the two-year Environmental Technician and three-year Environmental Technology Diploma programs to participate by advising and informing them of the benefits of the Agreement.

9. (a) This Articulation Agreement is effective January 1, 2017 and shall continue in force unless terminated by either party as set out herein.

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

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

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

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

XX COLLEGE OF APPLIED ARTS AND TECHNOLOGY

XX College of Applied Arts
and Technology

XX College of Applied Arts
and Technology

Date

Date

THE UNIVERSITY OF WESTERN ONTARIO

Dr. John Doerksen
Vice-Provost (Academic Programs)
The University of Western Ontario

Dr. Charmaine Dean
Dean, Science
The University of Western Ontario

Date

Date

Bridging Pathways Program Overview

College Program	Degree Program	Transfer credits – minimumⁱ	Transfer credits – maximum	Minimum credits to be completed	Maximum credits to be completed
Environmental Technology Advanced Diploma – 3 year	B.Sc. Env. Sci. Major – 3 year degree	6.5	8.0	7.0	8.5
Environmental Technology Advanced Diploma – 3 year	B.Sc. Env. Sci. Major – 4 year	6.5	8.0	12.0	13.5
Environmental Technology Advanced Diploma – 3 year	B.Sc. Env. Sci. Spec. – 4 year	6.5	8.0	12.0	13.5
Environmental Technology Advanced Diploma – 3 year	B.Sc. Env. Sci. Hons. Spec. – 4 year	6.5	8.0	12.0	13.5
Environmental Technician Diploma – 2 year	B.Sc. Env. Sci. Major – 3 year degree	4.0	6.0	9	11.0
Environmental Technician Diploma – 2 year	B.Sc. Env. Sci. Major – 4 year	4.0	6.0	14.0	16.0
Environmental Technician Diploma – 2 year	B.Sc. Env. Sci. Spec. – 4 year	4.0	6.0	14.0	16.0
Environmental Technician Diploma – 2 year	B.Sc. Env. Sci. Hons. Spec. – 4 year	4.0	6.0	14.0	16.0

ⁱ Due to variations in college programs, the number of transfer credits vary based on the college of origin of the diploma. Please see the specific agreements with each college for the exact number of approved transfer credits.

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

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

and

KINGS UNIVERSITY COLLEGE
(hereinafter called "King's")

and

BRESCIA UNIVERSITY COLLEGE
(hereinafter called "Brescia")

and

HURON UNIVERSITY COLLEGE
(hereinafter called "Huron")

and

LAMBTON COLLEGE
(hereinafter called the "Lambton")

WHEREAS Western, King's, Brescia, Huron, and Lambton wish to increase student mobility between Lambton and Western and the Affiliated University Colleges, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Police Foundations 2-year diploma program at Lambton to Western, King's, Brescia, and Huron by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Lambton and Western, King's, Brescia, and Huron;

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

ADMISSION

1. Western, King's, Brescia, and Huron agree to consider for admission graduates of the Police Foundations 2-year diploma program at Lambton who meet the following requirements:

- A competitive overall admission average as determined by Western, King's, Brescia, and Huron for the year in which they apply to the University;
- No individual grade less than "C" or 60 in each course outlined in Appendix 1.

2. Admissions decisions are within the sole discretion of Western, King's, Brescia, and Huron and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western and Brescia, Huron and King's.

TRANSFER CREDIT

3. Western shall grant transfer credit to successful applicants for the courses taken at Lambton in accordance with **Appendix 1**.

4. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties.

5. The parties acknowledge that the granting of transfer credit is based on an assessment of the Police Foundations 2-year diploma program curriculum at Lambton and the courses as of the date of this Agreement. It is the responsibility of Lambton to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses. Failure to do so may result in denial of transfer credit to admissible applicants.

GENERAL

6. The parties agree to provide Police Foundations 2-year diploma program students with information about the transfer credit and encourage qualified students to apply.

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

TERM

8. (a) This Agreement is effective January 1st, 2017 and shall continue in force unless terminated by a party as set out herein.

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

(c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to the Police Foundations 2-year diploma program curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Lambton and the date that the changes were made by Lambton.

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

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

LAMBTON COLLEGE

Mary Jane Comiskey
Dean of Health Sciences and Community Services

Date

* _____
Donna Church
Vice President, Academic

Date

THE UNIVERSITY OF WESTERN ONTARIO

* _____
Dr. John Doerksen
Vice-Provost (Academic Programs)

Date

KING'S UNIVERSITY COLLEGE

Dr. David Sylvester
Principal

Date

BRESCIA UNIVERSITY COLLEGE

Dr. Susan Mumm
Principal

Date

HURON UNIVERSITY COLLEGE

Dr. Barry Craig
Principal

Date

*I have authority to bind the institution.

Appendix 1: Lambton – Western Articulation Agreement

Police Foundations

Note: A minimum grade of “C” must be attained in each course to qualify for the transfer credit.

Western Course Code	Western Course Title	Credit Weight	Lambton Course Code	Lambton Course Title	Credit Weight
Writing 1020TRN	Elective Writing Credit Year 1 Level	1.0	ENG 2113*	Communications II	3.0
			ENG 1213	Communications in Criminal Justice	3.0
Sociology 1020TRN	Elective Sociology Credit Year 1 Level	1.0	SOCI 1003	Sociology I	3.0
			CJP 1103	Issues in Diversity	3.0
Sociology 2260a/b	Sociology of Law	.5	PFP 3023	Criminal Code	3.0
			CJP 2013	Criminal and Civil Law	3.0
			PFP 4023	Criminal Code and Federal Statutes	3.0
Sociology 2253a/b	Administration of Criminal Justice	.5	CJP 1013	The Canadian Criminal Justice System	3.0
			CJP 2013	Criminal and Civil Law	3.0
			PFP 3104	Police Powers	3.0
			PFP 4084	Community Policing	3.0
			PFP 4043	Investigation and Evidence	3.0
			CJP 1203	Criminology	3.0
Social Work 1021a/b	Introduction to Social Welfare	.5	CJP 1103	Issues in Diversity	3.0
			CJP 1052	Community and Social Services	3.0
Psychology 1020TRN	Elective Psychology Credit Year 1 Level	1.0	PSY 1003	Psychology I	3.0
			PSY 1203	Interpersonal and Group Dynamics	3.0
		4.5 total			

*English 2113 may be used as a prerequisite for registration in senior Western Writing courses provided it has been completed with a minimum final grade of B- or above.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Anthropology	
Degrees Offered:	MA and PhD	
Approved Fields:	MA <ul style="list-style-type: none"> • Applied Archeology • Archeology and Bioarcheology • Sociocultural Anthropology 	PhD <ul style="list-style-type: none"> • Archeology and Bioarcheology • Sociocultural Anthropology
External Consultants:	Dr. Sabrina Doyon, Professor Université Laval	Dr. Yin-Man Lam, Associate Professor University of Victoria
Internal Reviewers:	Dr. Kamran Siddiqui, Professor (Member of SUPR-G committee)	Mary Blake Bonn, Graduate student
Date of Site Visit:	December 1 & 2, 2016	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on February 28, 2017</i> <i>SCAPA on March 8, 2017</i>	

Executive Summary

The Department of Anthropology at Western is regarded as unique among those of its size at other Canadian Universities as it represents and integrates all four sub-fields of anthropology (archeology, sociocultural anthropology, biological anthropology and linguistic anthropology). The structures of both the MA and PhD programs, and their modes of delivery, are consistent with other Anthropology graduate programs.

The external consultants regarded the Anthropology graduate program as one that maintains a high standard of quality across all measures. They did not identify any major concern related to the program; however, they provided some suggestions to overcome few minor issues and to further enhance the program quality.

Through the program brief and review process, the program requested approval for the addition of a new intensive option in the master's level of their Applied Archeology field - MA in Applied Archeology (Intensive Option). The current MA in Applied Archeology has the typical completion time of 2 years (full-time) or 4 years (part-time). The part-time option was attractive to professional archeologists who work full-time for Cultural Resource Management firms. Since its inception in 2009, seven full-time and ten part-time students registered in the program. Despite being higher in numbers, almost all part-time students struggled to meet the program requirements and to date only one student has completed the program requirements; four have withdrawn and the remaining students are well beyond the expected time to completion. The proposed Intensive Option is designed to better cater to the needs of professional archeologists. It is targeted at professional archeologists with field experience, subject knowledge and availability of an archeological dataset (to immediately start working on the thesis). The primary differences in the proposed and former programs are 2.0 course credits versus 2.5 course credits, respectively, and the exemption of the former from the Practicum in Applied Archeology. The

proposed program is expected to be completed in one year (full-time) or two years (part-time). The external consultants supported the proposed Intensive Option with a recommendation to clarify the admission criteria; this clarification has been addressed by the graduate program in their response to the review report.

Significant Strengths of Program:

- High quality of graduate supervision and teaching
- High level of satisfaction among students with support and mentorship received from faculty members
- Program’s support and encouragement for external scholarship application; between 2012 and 2016, Anthropology received 42 masters and doctoral scholarship (third highest among all Western graduate programs)
- High supervisory ratio (graduate students per supervisor) compared to other programs in the Faculty of Social Science
- Attracts high quality students
- The graduate seminar provides an excellent learning environment to students and enhances the interaction between students and faculty members
- Excellent facilities and equipment to support research activities

Suggestions for improvement & Enhancement:

- Timely renewal of faculty positions related to retirements
- Opportunities for PhD students to participate in teaching activities
- More working space, particularly for archeology graduate students

Recommendations required for Program sustainability:	Responsibility		
Renewal of faculty positions to ensure sustainability of the program’s scope and strength	Dean’s office		
Working space for archeology students	Department Chair		

Final Assessment Report
 Submitted by SUPR-G to SCAPA

Program:	Library and Information Science	
Degrees Offered:	MLIS, PhD	
Approved Fields:		
External Consultants:	Fiona Black, Associate Vice-President Academic, Dalhousie University	Lynne Bowker, Vice-Dean, Faculty of Graduate and Postdoctoral Studies, University of Ottawa
Internal Reviewers:	Pauline Barmby, Associate Dean Graduate & Postdoctoral Studies Faculty of Science, Western	
Date of Site Visit:	2016/11/29-30	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on February 27, 2017</i> <i>SCAPA on March 8, 2017</i>	

Executive Summary

The Library and Information Science programs at Western are well-established and among the oldest such programs in Canada. The Masters and PhD programs are quite different: the former is a professional program with external accreditation, while the latter is a research-based program. MLIS enrolments have fluctuated in the past few years but are typically over 200 (FT and PT combined); PhD enrolments have been in the 30-40 student range. Possible changes in MLIS accreditation are under broader discussion across many universities. Western’s MLIS will be undergoing accreditation in 2018.

Program structure was seen as generally appropriate by the reviewers. Some changes are being made as part of the review process, in order to facilitate timely completion in the PhD. The reviewers were supportive of the course and program structure changes made to address this issue, and encouraged monitoring of the results. Completion times are not generally a problem for MLIS, but the flexibility of the program (full-time/part-time, any-term start, co-op option) requires excellent communication and advising so students are aware of options and constraints. This is particularly important for part-time students who are less a part of a “cohort” than full-time students.

The reviewers recognized the research and teaching strengths and engagement of both faculty and students in the LIS programs. The LIS faculty and students are important contributors to the interdisciplinary atmosphere of the Faculty of Information and Media Studies. The learning outcomes of both programs are clear and appropriate for the professional preparation of graduates. The field of library and information science is undergoing rapid changes, and the reviewers suggested that there is scope to place more emphasis on technology- and data-related aspects. Having students and faculty familiarize themselves with the range of careers available to LIS professionals was encouraged; formal contacts with alumni would be helpful in this regard.

Significant Strengths of Program:

- Well-articulated and measurable learning outcomes, mapped to degree-level expectations and range of course offerings
- Research-active, collaborative, engaged faculty with diverse areas of expertise, supportive of student success
- Excellent network/community of part-time and cross- appointed and emeritus professors who contribute to the program
- Students are well-qualified and engaged; MLIS students appreciate program flexibility & co-op
- Changes to PhD structure expected to improve timely completion rates
- Breadth requirement in MLIS ensures well-rounded professionals able to operate competently in a very broad-ranging discipline
- Recent (2017) relocation to new building expected to facilitate interactions and collaborations
- Rich intellectual experience for students (workshops, lecture series); quantity and range of student publications

Suggestions for improvement & enhancement:

- Expand scholarship and teaching to include data management, data visualization, and big data
- Explore opportunities for collaboration on data journalism
- Consider additional research-oriented courses for PhD students holding only a professional MLIS
- Additional tracking and advising of part-time MLIS students might help ensure timely completion
- Communicate to MLIS students that range and number of available electives may differ depending on starting term
- Ensure that students are made aware of the changing employment landscape in the broad field of LIS, beyond traditional librarian/faculty positions
- Consider a capstone exercise for MLIS, to facilitate program-level evaluation
- Assess how student advising & supports are provided within FIMS
- Develop & maintain formal alumni relations
- Align with Western Indigenous Strategic Plan
- Consider MLIS capstone before next American Library Association (ALA) accreditation

Recommendations required for Program sustainability:	Responsibility		
Clearly delineate faculty roles, especially program coordinators & program committee chairs	Dean, Associate Dean Graduate		
Proceed with & monitor changes to PhD courses	AD Grad, program coordinator, faculty		
Proceed with & monitor changes to PhD exams & thesis proposal	AD Grad, program coordinator		
Monitor FT/PT instructor ratio	AD Grad, program coordinator		

Recommendations required for Program sustainability:	Responsibility		
Plan for faculty renewal, especially in info-science areas	Dean		
Prepare PhD students for non-faculty positions	AD Grad, faculty, SGPS		
Facilitate more formal alumni engagement	Dean, faculty		

Revisions to the “Graduation Requirements” Policy – Honors BSc and BMSc programs

REVISED CALENDAR COPY

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

GRADUATION REQUIREMENTS FOR HONORS BACHELOR DEGREES

...

Additional Requirements for the Honors Bachelor of Science and the Honors Bachelor of Medical Sciences Degrees

For the Honors Bachelor of Science or the Honors Bachelor of Medical Sciences degree, the general requirements listed above for Honors Bachelor Degrees must be met, in addition to the following Science course requirements:

Of the 20.0 courses required for the Honors Bachelor of Science or the Honors Bachelor of Medical Sciences degree, at least 11.0 must be from the offerings of the Faculty of Science or approved courses from the Schulich School of Medicine & Dentistry. Approved courses are those listed under Medical Sciences in Category C. ~~Except for courses in Pathology, and Epidemiology and Biostatistics, completed prior to May 2005, these courses may be used to meet the science breadth requirements of any degree.~~

Certain modules allow particular courses outside of Category C to count toward this requirement for the purpose of those modules only. These cases are detailed in the relevant module descriptions.

~~Students registered in a Science Major or Basic Medical Science Major combined with a Geography Major (in an Honors Bachelor of Science degree) may count approved courses in Geography (see the notes regarding Geography Major modules for details) towards the 11.0 “science” course requirement.~~

~~For other purposes, the Geography courses will be considered in Category A.~~

GRADUATION REQUIREMENTS FOR BACHELOR DEGREES (FOUR-YEAR)

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Additional Requirements for the Bachelor of Science (Four-Year) or the Bachelor of Medical Sciences (Four-Year) Degrees

For the Bachelor of Science (Four-Year) or the Bachelor of Medical Sciences (Four-Year) degree, the general requirements listed above for the Bachelor Degree (Four-Year) must be met, in addition to the following Science course requirements:

Of the 20.0 courses required for the Bachelor of Science (Four-Year) or the Bachelor of Medical Sciences (Four-Year) degree, at least 11.0 must be from the offerings of the Faculty of Science or approved courses from the Schulich School of Medicine & Dentistry. Approved courses are those listed under Medical Sciences in Category C. ~~Except for courses in Pathology, and Epidemiology and Biostatistics, completed prior to May 2005, these courses may be used to meet the science breadth requirements of any degree.~~

Certain modules allow particular courses outside of Category C to count toward this requirement for the purpose of those modules only. These cases are detailed in the relevant module descriptions.

~~Students registered in a Science Major or Basic Medical Science Major combined with a Geography Major (in a Bachelor of Science degree) may count approved courses in Geography (see the notes regarding Geography Major modules for details) towards the 11.0 “science” course requirement.~~

~~For other purposes, the Geography courses will be considered in Category A.~~

The rest of the policy is unchanged.

Revision to the “Structure of the Academic Year” Policy – Scheduling of Fall Convocation

The current policy is posted at: http://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf

Structure of the Academic Year

...

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

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 **Wednesday**, Thursday and Friday in October.

...

	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 (62 days)
Thanksgiving Monday	Oct. 14	Oct. 13	Oct. 12	Oct. 10	Oct. 9
October Convocation	Oct. 31– Nov. 1	Oct. 23-24	Oct. 22-23	Oct. 27 - 28	Oct. 26 25 – 27
Fall Study Break	Oct. 31 – Nov. 1	Oct. 30 – 31	Oct. 29 - 30	Oct. 27 – 28	Oct. 26 – 27
December Study Days	Dec. 7	Dec. 4-5	Dec. 10	Dec. 8 – 9	Dec. 7 – 8
Exams	Dec. 8 - 19 (12 days)	Dec. 6-17 (12 days)	Dec. 11-22 (12 days)	Dec. 10 – 21 (12 days)	Dec. 9 – 20 (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 – Jan. 7 (18 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 (62 days)	Sept. 5 - Dec. 4 (62 days)	Sept. 10-Dec. 9 (62 days)
Thanksgiving Monday	Oct. 8	Oct. 14	Oct. 12
October Convocation	Oct. 25 24 - 26	Oct. 31 30 - Nov. 1	Oct. 29 28 - 30
Fall Study Break	Oct. 25 - 26	Oct. 31 - Nov. 1	Oct. 29 - 30
December Study Days	Dec. 6 - 7	Dec. 5 - 6	Dec. 10
Exams	Dec. 8 - 19 (12 days)	Dec. 7 - 18 (12 days)	Dec. 11 - 22 (12 days)
Holiday	Dec. 20-Jan. 6 (18 days)	Dec. 19 - Jan. 5 (18 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.

**** Application deadline for graduation at October Convocation is September 8.

New Scholarships and Awards

J.E. (Jim) Kennedy Scholarship in Urban Development (Geography)

Awarded annually to a full-time undergraduate student entering Year 3 of the Honors Specialization in Urban Development module, or the combined Honors Specialization in Urban Development/HBA program, who has achieved the highest grade in the "Introduction to Urban Development" Course in Year 2. The recipient will be selected by the Scholarship and Awards Committee led by the Chair of the Department of Geography. This award was established with a generous gift from the London Development Institute in honour of J.E. (Jim) Kennedy, a long-time member and President.

Value: 1 at \$1,000

Effective Date: 2017-2018 academic year

Earl Palmer, QC Entrance Scholarship (Law)

Awarded annually to a full-time law student entering Year 1 who has shown great academic achievement and promise. The Scholarship/Awards Committee in the Faculty of Law will select the recipient. This scholarship is made possible by a generous gift from Harry Burkman, BA'73, LLB'76, in honour of Earl Palmer, Professor Emeritus in the Faculty of Law.

Value: 1 at \$2,500

Effective Date: 2017-18 to 2021-2022 academic years inclusive

Smith & Nephew Graduate Scholarship in Wound Healing (Physical Therapy)

Awarded annually to a full-time graduate student in the School of Physical Therapy, Master of Clinical Science Wound Healing program, based on the student's academic achievement and curriculum vitae. Students will complete an application form and provide an updated curriculum vitae that highlights reasons why they should be selected to receive the award. 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 award was established by a grant from Smith & Nephew.

Value: 1 at \$1,500

Effective Date: May 2017 to April 2022

Raveena Aulakh Memorial Award in Journalism and Communication (Information and Media Studies)

Awarded annually to a full-time graduate student entering the Master of Media in Journalism and Communication (MMJC) program, based on excellent academic achievement and prior experience in journalism and/or communication. The recipient will be selected by the Dean of the Faculty of Information and Media Studies, in consultation with the admissions committee in the Journalism and Communication program of which at least one member holds membership in the School of Graduate and Postdoctoral Studies. This award was established in memory of Raveena Aulakh (MA, Journalism '07) by her family and friends.

Value: 1 at \$2,000

Effective Date: May 2017

Raveena was an accomplished journalist with the Hindustan Times and the Indian Express in India when she decided to challenge herself to practice her craft on the other side of the world. After graduating from the Master's program in Journalism at Western, she interned at the Globe and Mail and the Hamilton Spectator, and worked at the Kitchener Record and the Toronto Star. She was twice nominated for a national newspaper award, winning for her undercover investigation of Bangladesh sewing factories in 2013, which brought her international acclaim. Raveena died in 2016 at the age of 42.

Alpha Kappa Kappa Beta Kappa Scholarship and Gold Medal in Medicine (Medicine)

Awarded annually to a full-time undergraduate student completing Year 4 in the Doctor of Medicine (MD) program who achieves the highest academic standing. This scholarship was established by a generous gift from the Alumni members of the Alpha Kappa Kappa Beta Kappa Chapter of London, Ontario.

Value: 1 at \$2,900 and Gold Medal
Effective Date: 2017-2018 academic year

This Scholarship honours the founding members of Alpha Kappa Kappa who created this fraternity in 1924. The Gold Medal was first given out in 1929.

In 1924, the Beta Kappa chapter of Alpha Kappa Kappa was formed with 47 male members attending Western's Medical School. They believed that their mission was to improve the character and quality of its members in order that they may be better qualified for the noble calling they had chosen; that of a Medical Doctor. Following the graduation of the Medical Class of 1973, the fraternity disbanded.

Alpha Kappa Kappa Beta Kappa Scholarship and Silver Medal in Medicine (Medicine)

Awarded annually to a full-time undergraduate student completing Year 4 in the Doctor of Medicine (MD) program, who has demonstrated academic achievement, class/school leadership and involvement in community service activities. Candidates will be nominated by their fellow students for this award. Nomination forms are due by March 31st to the Dean's Office in the Schulich School of Medicine & Dentistry. The Progression and Awards Committee will select the recipient. This scholarship was established by a generous gift from the Alumni members of the Alpha Kappa Kappa Beta Kappa Chapter of London, Ontario.

Value: 1 at \$2,700 and Silver Medal
Effective Date: 2017-2018 academic year

This scholarship honours Dr. John S. Winder, a graduate of Western Meds 1942. He was a Family Physician in London, Ontario for many years. In addition to his family practice, he was Medical Director of the London Life Insurance Company. He was a valued member of the staff of both Victoria and St. Joseph's Hospitals in London. A long-standing respected member of the London Medical community, he was also a member of the Harvey Club. A strong supporter as an Alumnus of AKK-Beta Kappa Chapter fraternity, Dr. Winder was honoured by AKK International in 1972 with the title of Primarius of Beta Kappa Fraternity. He worked diligently to maintain AKK and enjoyed the collaboration and collegueship of both the Harvey Club and the AKK Fraternity.

The annual AKK dance was a time of great fun and fellowship for his fraternity brothers and for him and his wife, Maude. The Alumni members of AKK-Beta Kappa Chapter are pleased to name this new award in his memory.

In 1924, the Beta Kappa chapter of Alpha Kappa Kappa was formed with 47 male members attending Western's Medical School. They believed that their mission was to improve the character and quality of its members in order that they may be better qualified for the noble calling they had chosen; that of a Medical Doctor. Following the graduation of the Medical Class of 1973, the fraternity disbanded.

Union Gas Award in Accounting (Social Science)

Awarded to a full-time undergraduate student in second or third year of a Module in Accounting within the Management and Organizational Studies (MOS) program, based on academic achievement (minimum 75% academic average) and overall participation in the MOS program and broader university community. Students are required to submit a one-page application to the program office summarizing their participation in Management and Organizational Studies (MOS) program and the broader university community. Applications are available online or from the program office and must be submitted by April 1.

Recipients will be selected by a Student Awards Committee of the MOS program.

Value: 1 at \$2,500

Effective Date: 2016-2017 academic year only

Dr. Allen Pearson Graduate Award in Educational Leadership (Education)

Awarded annually to a full-time graduate student in the Education program, based on academic achievement and a one-page letter outlining: 1) how student's studies align to the development of research in the area Educational Leadership, and 2) student's aspirations for having an impact on leadership in Education. The scholarship and awards committee in the Faculty of Education will select the recipient. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was made possible by a generous gift from the Estate of Dr. Allen Pearson.

Value: 1 at \$1,500

Effective Date: May 2016 to April 2030

This award is in memory of Dr. Allen Pearson, former Dean of the Faculty of Education from 1995 to 2007 and full-time faculty until 2010. Allen is remembered as a philosopher of education, a supportive and encouraging mentor for many, a respected negotiator and one who extended his service into many areas of the University including Senate and Western's Teaching Support Centre. He was admired not only for his intellect but also for his good nature, gentleness, kindness and humility.

Dr. Heather Laschinger Graduate Scholarship in Health Services (Nursing)

Awarded annually to a graduate student entering a Master or Doctoral program in Nursing who is studying in the field of Nursing Leadership and Health Services Delivery, based on academic achievement. The recipient will be selected by the Scholarship Committee in the School of Nursing. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established by family and friends in memory of Dr. Heather Laschinger.

Value: 1 at \$1,000

Effective Date: May 2017

Dr. Heather Laschinger was a prolific researcher whose work investigating the impact of nursing work environments on nursing and client outcomes garnered her many awards and helped optimize both nurse and patient wellbeing. Heather came to Western in 1987 and quickly established herself as a world-class scholar. She was named one of Western's Distinguished University Professors in 2006 and earned the Hellmuth Prize for Achievement in Research in 2010. In 2009, she was named the Arthur Labatt Family Nursing Research Chair in Health Human Resources Optimization. Heather died in 2016 at the age of 71.

Andrea Christidis Memorial Entrance Bursary (Health Sciences)

Awarded annually to a full-time undergraduate student entering Year 1 in the Faculty of Health Sciences, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The recipient will be selected by the Office of the Registrar. This award was made possible by a generous gift from the Faculty of Health Sciences Students' Council in memory of Andrea Christidis.

Value: 1 at \$2,000

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

Andrea had just entered her first year in the Faculty of Health Sciences at Western when she was killed by a drunk driver on campus in October of 2015. Her life was filled with a passion for reading, travelling, soccer, skiing, swimming and the arts. Andrea was actively involved with the St. Demetrios Greek Youth Community and had a tight-knit group of friends and an extremely close bond to her extended family.

Andrea Christidis Memorial Upper-Year Bursary (Health Sciences)

Awarded annually to a full-time undergraduate student in Year 2, 3 or 4 in the Faculty of Health Sciences, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The recipient will be selected by the Office of the Registrar. This award was made possible by a generous gift from the Faculty of Health Sciences Students' Council in memory of Andrea Christidis.

Value: 1 at \$2,000

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

Andrea had just entered her first year in the Faculty of Health Sciences at Western when she was killed by a drunk driver on campus in October of 2015. Her life was filled with a passion for reading, travelling, soccer, skiing, swimming and the arts. Andrea was actively involved with the St. Demetrios Greek Youth Community and had a tight-knit group of friends and an extremely close bond to her extended family.

Dr. J.F. Sangster Graduate Studies Family Medicine MCISc Award (Medicine)

Awarded annually to part-time or full-time graduate students in the Master of Clinical Science program in Family Medicine. To be eligible, candidates must have a Family Practice Certification and at least 5 years of Family Medicine practice experience. Applicants must have completed all compulsory course work for their MCISc program, and have submitted their Thesis or Research Project proposal. Applications are available online through the Graduate Program Office in Family Medicine and must be submitted by May 31st. The Graduate Program in Family Medicine will select the recipients. At least one member of the selection committee must hold current membership in the School of Graduate and Postdoctoral Studies. This award was established by Dr. John F. Sangster (MCISc '84, MD '67). Award recipients will also receive a medal provided by the Department of Family Medicine.

Value: 1 at \$2,000

Effective Date: May 2017

Dr. Sangster's vision is that this award will contribute to the preservation of comprehensive Family Medicine in clinical practice and support research within the Graduate Studies Program.

Dr. J.F. Sangster Graduate Studies Family Medicine PhD Award (Medicine)

Awarded annually to part-time or full-time graduate students in the Doctoral program in Family Medicine. To be eligible, candidates must have a Family Practice Certification and at least 5 years of Family Medicine practice experience. Applicants must have completed all compulsory course work for the PhD program, and have submitted their Comprehensive Examination proposal. Applications are available online through the Graduate Program Office in Family Medicine and must be submitted by May 31st. The Graduate Program in Family Medicine will select the recipients. At least one member of the selection committee must hold current membership in the School of Graduate and Postdoctoral Studies. This award was established by Dr. John F. Sangster (MCISc '84, MD '67). If there is no suitable or eligible candidate in the PhD program in a given year, this award may be granted to a suitable MCISc student. Award recipients will also receive a medal provided by the Department of Family Medicine.

Value: 1 at \$2,000

Effective Date: May 2017

Dr. Sangster's vision is that this award will contribute to the preservation of comprehensive Family Medicine in clinical practice and support research within the Graduate Studies Program.

HBA '86 Award (Ivey Business School)

Awarded annually to a full-time student entering the Honors Business Administration program at the Ivey Business School, based on academic achievement, community leadership and demonstrated financial need. This award will continue in HBA year 2 provided that the candidate maintains a 70% average and demonstrates financial need. Online financial need assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. This award was established in recognition of the HBA Class of 1986 30th reunion.

Value: 2 at \$5,000 continuing

Effective Date: 2017-2018 to 2022-2023 academic years inclusive (final recipients to be chosen in 2021-2022)

James Family Award (Engineering or Science)

Awarded annually to an undergraduate student in Year 3 in the Faculty of Engineering, or the Faculty of Science, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Office of the Registrar will select the recipient. This award was established by a generous gift from Mr. Michael James (BESc '63) and Ms Jocelyne Robert in recognition of four generations of the James family as Western Alumni.

Value: 1 at \$1,000

Effective Date: 2017-2018 academic year

In 1906 Dr. Nathaniel Chamney James became Western's first President and Vice-Chancellor. In this role, he consolidated and strengthened the Faculty of Arts and lobbied for provincial support of a secular university. The award recognizes him and his ten descendants who are alumni.

FOR INFORMATION

CONFIDENTIAL REPORT OF THE SUBCOMMITTEE ON TEACHING AWARDS

Excellence in Teaching Award Winners for 2016-2017

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

The Edward G. Pleva Award for Excellence in Teaching

Margaret Jane ("MJ") Kidnie, Faculty of Arts and Humanities, Department of English and Writing Studies

Jacqueline Specht, Faculty of Education

Quazi Rahman, Faculty of Engineering, Department of Electrical and Computer Engineering

The Marilyn Robinson Award for Excellence in Teaching

Dan Bousfield, Faculty of Social Science, Department of Political Science

Miranda Green-Barteet, Faculty of Arts and Humanities, Department of Women's Studies and Feminist Research

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

Wendy Crocker, Faculty of Education

Western Award for Innovations in Technology-Enhanced Teaching

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

This year two additional teaching awards were provided by the Office of the Vice-Provost (Academic Programs). The following members of faculty were selected to receive these awards:

The Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching

Andrew Walsh and Ian Colquhoun, Department of Anthropology and Alex Totomarovario, Department of Applied Linguistics and Director of Anglo-American Studies, Université d'Antsiranana, Madagascar

The Vice-Provost (Academic Programs) Award for Excellence in Online Teaching and Learning

Brenton Faubert, Faculty of Education

REPORT OF THE HONORARY DEGREES COMMITTEE

	Contents	Consent Agenda
	Honorary Degree Recipients – Spring 2017	Yes

FOR INFORMATION

Honorary Degree Recipients – Spring 2017

Schulich School of Medicine & Dentistry – MD Convocation – Friday, May 12
– **PETER MUGYENYI - DSc**

Richard Ivey School of Business - MBA Spring Convocation – Friday, June 9
– **MICHAEL MCCAIN – LLD**

Western's Spring Convocation – June 13 – 16 and June 19 – 21

The Honorary Degree Recipients who will be honored at the June 2017 convocation ceremonies are listed in [Appendix 1](#).

REPORT OF THE ACADEMIC COLLEAGUE

Contents	Consent Agenda
Report to Senate of the Academic Colleague, Council of Ontario Universities – February 2017	No

FOR INFORMATION

There was a meeting of the COU Academic Colleagues on 16-17 February. The following were the main discussion items. Several of these have already been reported to Western's Senate by the Provost.

Funding Model: MAESD has released the new funding model, which will use enrolment corridors to help stabilize funding in a time of declining enrolment at some universities. This means that enrolment growth will not result in additional government funding. If future enrolment falls below the corridor, funding will be reduced by a corresponding percentage. Graduate enrolment is likely to be negotiated through the SMA process.

SMAs/OCAV Task Force on Quality Indicators: The current SMA template includes five categories of differentiation and metrics: student experience; teaching and learning; research excellence; innovation/economic development/community engagement; access. MAESD asked the OCAV Task Force to recommend possible metrics for the "teaching and learning" and "student experience" categories. The Task Force used the following criteria to develop the proposed metrics: they need to be specific (with specific accountabilities), stable, reportable for this round of SMAs, and moveable (ie, capable of being influenced by university interventions).

MAESD Experiential Learning Working Group: this group has been focused on definitions for experiential learning. The MAESD definitions are closely aligned with work-integrated experiences; the COU has worked to help the Ministry understand that experiential learning must be defined more broadly. The group has discussed other High Impact Practices that lead to similar learning outcomes (eg leadership or research experience). The COU and working group members are finalizing a report to submit to OCAV for review.

Co-curricular Transcripts: Academic Colleagues discussed the role of co-curricular transcripts (CCTs) in helping students to articulate their skills and competencies, and in helping employers to understand student learning experiences. While CCTs can provide useful detail about students' activities and engagement, the literature suggests that employers typically do not review CCTs, and that they may not provide better information than what would already be included on a resume. Colleagues also discussed some of the equity concerns related to CCTs, in that some students (eg those with families, those who commute, and those who need to seek paid employment) may not be able to engage in as many co-curricular activities. In addition, the proliferation of activities indicated on CCTs means that universities will need to dedicate more time to their validation.

<p>Tuesday, June 13</p>	<p>School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates)</p> <p>PROFESSOR SIR DAVID GREENAWAY - LLD</p>	<p>School of Graduate & Postdoctoral Studies * King's University College</p> <p>LESLEE WHITE-EYE - LLD</p>
<p>Wednesday, June 14</p>	<p>Faculty of Social Science (BMOS, Diploma in Accounting)</p> <p>CAROL OFF - LLD</p>	<p>Faculty of Science (3yr and 4yr, excluding Honors) Faculty of Social Science (3yr and 4 yr, excluding Honors and BMOS)</p> <p>JOHN SMOL - DSc</p>
<p>Thursday, June 15</p>	<p>School of Graduate & Postdoctoral Studies * Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr)</p> <p>HOWARD ALPER - DSc</p>	<p>School of Graduate & Postdoctoral Studies * Faculty of Science (Honors)</p> <p>ILSE TREURNICHT - DSc</p>
<p>Friday, June 16</p>	<p>School of Graduate & Postdoctoral Studies * Faculty of Engineering</p> <p>ADEL SEDRA - DSc</p>	<p>School of Graduate & Postdoctoral Studies * Faculty of Education Schulich School of Medicine & Dentistry (Dentistry)</p> <p>THE HONOURABLE MICHAEL KIRBY - LLD</p>
<p>Monday, June 19</p>	<p>School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities Don Wright Faculty of Music</p> <p>LAWRENCE HILL – DLITT</p>	<p>School of Graduate & Postdoctoral Studies * Brescia University College Faculty of Health Sciences (Honors, 3yr and 4yr, Dips. & Certs.)</p> <p>MARY SIMON - LLD</p>
<p>Tuesday, June 20</p>	<p>School of Graduate & Postdoctoral Studies * Richard Ivey School of Business</p> <p>JEFF ORR - LLD</p>	<p>School of Graduate & Postdoctoral Studies * Huron University College Faculty of Health Sciences – Kinesiology</p> <p>JANICE MACKINNON – LLD</p>
<p>Wednesday, June 21</p>	<p>School of Graduate & Postdoctoral Studies * FIMS</p> <p>MARIE WILSON - LLD</p>	<p>School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) Faculty of Law</p> <p>SHARON JOHNSTON - LLD</p>