

SENATE AGENDA

1:30 p.m., Friday, January 18, 2019
Arts and Humanities Building, Rm 1R40

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

1. **Minutes of the Meeting of December 7, 2018**
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** (K. Yeung)
Academic Policy and Awards – **EXHIBIT V** (J. Hatch)
University Planning – **EXHIBIT VI** (D. Laird)
6. Report of the Academic Colleague – **EXHIBIT VII** (E. 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.

SUMMARY OF AGENDA ITEMS: January 18, 2019

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

UNANIMOUS CONSENT AGENDA

FOR ACTION

OPERATIONS/AGENDA COMMITTEE

FOR INFORMATION

Revised Order of Ceremony – Spring Convocation 2019

NOMINATING COMMITTEE

FOR ACTION

Electoral Board for Chancellor

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Schulich School of Medicine & Dentistry and Faculty of Science: Withdrawal of Specialization Modules in Biochemistry; Medical Biophysics; Microbiology and Immunology; Pharmacology; Physiology
Faculty of Social Science, DAN Department of Management & Organizational Studies: Revisions to the Admission Requirements of MOS Modules for Students Applying from the Affiliated University Colleges
Brescia University College: Revision to the Graduation Requirements of All Undergraduate Modules
King's University College:

Revisions to the Admission and Progression Requirements of the Honors Specialization in Social Work (BSW) Program

Introduction of a Minor in Social and Political Thought

Renaming of the Religious Studies Modules

Renaming and Revisions to the Certificate and Diploma in Childhood in the Justice System

Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program

Scheduling Fall Reading Week in 2019

Revisions to the Policies on "Graduation Diplomas and Certificates" and "Academic Records and Transcripts" – Recording Students' Names

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR INFORMATION

Office of the Ombudsperson Annual Report 2017-2018

Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2018 by the Senate Committee on University Planning

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION

Report on the December 12, 2018 Meeting

DISCUSSION AND NEW BUSINESS

FOR DISCUSSION

MINUTES OF THE MEETING OF SENATE

DECEMBER 7, 2018

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

SENATORS:

R. Andersen	A. Grzyb	D. Olteanu
S. Barghi	M. Heath	G. Parraga
S. Basu	A. Holm	I. Paul
G. Belfry	A. Hrymak	W. Pearson
L. Beres	L. Jiang	P. Peddle
A. Borchert	A. Kanji	V. Radcliffe
A. Bowlus	J. Kim	A. Ray
D. Brou	K. Kirkwood	G. Read
S. Burke	S. Knabe	M. Robinson
J. Capone	R. Konrad	C. Roulston
A. Chakma	G. Kopp	J. Rylett
E. Chamberlain	K. Kwan	P. Schmidt
A. Chant	D. Laird	V. Schwean
K. Clark	K. Lawless	K. Shuey
K. Cole	L. Logan	N. Shuva
R. Collins	D. Macpherson	Z. Sinel
J. Corrigan	J. Malcolm	V. Smye
J. Cuciurean	J. Matthews	C. Steeves
V. Dalal	M. McDayter	P. Thomlinson
S. Datars Bere	D. McDonald	G. Tigert
C. Dick	A. Meyer	M. Vandenbosch
B. Faubert	J. Michalski	J. Wilson
L. Federking	M. Milde	K. Yeung
J. Garland	K. Miller	B.A. Younker
R. Garno	L. Miller	P. Yu
L. Ghattas	S. Mumm	

Observers: C. Alencar, D. Belliveau, T. Belton, K. Campbell, J. Doerksen, L. Gribbon, M. Pratt, M.B. Rose

Land Acknowledgement

M. Robinson read the Land Acknowledgement.

S.18-185

MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of November 16, 2018 were approved as circulated.

S.18-186 **REPORT OF THE PRESIDENT** [Exhibit I]

The President's report distributed with the agenda contained information on the following topics:

City of London municipal elections; Western's sixth Killam laureate, Dr. Vladimir Hachinski; Dr. Isaac Luginaah was named a Fellow of the African Academy of Sciences; Catherine Steeves' renewal to a second five-year term as Vice-Provost & Chief Librarian.

The President noted that the incoming President, Dr. A. Shepard, would be transitioning over the next several months, and that Dr. A. Hrymak would be chairing the transition committee. The selection committees for the Deans of the Ivey Business School, Faculty of Engineering, and Schulich School of Medicine & Dentistry as well as for the Vice-Provost (Academic Programs), and Vice-Provost (Graduate & Postdoctoral Studies) are ongoing.

S.18-187 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

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

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

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.18-188 **Revisions to the Senate Election Procedures**

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

That effective December 1, 2018 the Senate Election Procedures be revised as shown in Exhibit III.

CARRIED

S.18-189 **2017 - 2018 Annual Report of the Senate Review Board Academic**

The 2017-2018 Annual Report of the Senate Review Board Academic, detailed in Exhibit III, Appendix 1, was received for information.

S. 18-190 **Convocation Statistics – 2018**

Senate received for information the 2018 Convocation Statistics, detailed in Exhibit III, Appendix 2(a) and 2(b).

REPORT OF THE SENATE NOMINATING COMMITTEE [Exhibit IV]

S. 18-191 **Senate Committee on University Planning**

J. Cuciurean was elected to the Senate Committee on University Planning to complete the term of K. Verwaayen who has resigned (term to June 30, 2019).

S.18-192 **Faculty Scholar Selection Committee**

J. Gilroy was elected to the Faculty Scholar Selection Committee to complete the term of B. Baruah who will be on leave (January 1 – June 30, 2019).

S.18-193 **Distinguished University Professor Selection Committee**

J. Rylett was elected to the Distinguished University Professor Selection Committee to complete the term of K. Shoemaker (for a term to June 30, 2019).

A Senator requested clarification on the definition of a Senior Scholar, further requesting that the University Secretary review and revise the Terms of Reference for the Distinguished University Professor Selection Committee to outline how a Senior Scholar would be defined for future nomination periods.

The University Secretary noted the request and advised that the revision would come to Senate before the April 2019 meeting.

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

Faculty of Arts and Humanities, Department of Visual Arts: Reorganization of the Undergraduate Programs in Visual Arts

S.18-194a **Introduction of "Art History", "Museum and Curatorial Studies" and "Studio Art" as New Subject Areas and Removal of the Subject Areas "Visual Arts History" and "Visual Arts Studio"**

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

That effective September 1, 2019 the following new subject areas be introduced in the Faculty of Arts and Humanities, Department of Visual Arts:

Art History, Museum and Curatorial Studies, Studio Art; and

That these subject areas be included in Category B for Breadth Requirements for Graduation as shown below; and

That the following subject areas be removed from the Faculty of Arts and Humanities, Department of Visual Arts:

Visual Arts History, Visual Arts Studio

CARRIED (By Unanimous Consent)

S.18-194b **Introduction of Minors and Certificates in Art History; Museum and Curatorial Studies; Photography; Studio Art**

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

That effective September 1, 2019 the following new Minors and Certificates be introduced in the Faculty of Arts and Humanities, Department of Visual Arts, as shown in Exhibit V, Appendix 1:

Minor and Certificate in Art History, Minor and Certificate in Museum and Curatorial Studies, Minor and Certificate in Photography, Minor and Certificate in Studio Art

CARRIED (By Unanimous Consent)

S.18-195 **School of Graduate and Postdoctoral Studies: Withdrawal of the “Entrepreneurship and Innovation” Field and Introduction of the “Digital Management” Field in the MSc in Management Program**

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

That effective January 1, 2019 the “Entrepreneurship and Innovation” Field be withdrawn, and the “Digital Management” Field be introduced in the MSc in Management Program at the Richard Ivey School of Business as shown in Exhibit V, Appendix 2.

CARRIED (By Unanimous Consent)

S.18-196 **School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma in Management (GDM)**

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

That, pending Quality Council approval, the new Graduate Diploma in Management (GDM) be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2019 as shown in Exhibit V, Appendix 3.

CARRIED (By Unanimous Consent)

S.18-197 **Faculty of Health Sciences, School of Kinesiology: Renaming of the Honors Specialization in Professional Kinesiology**

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

That effective September 1, 2018 the Honors Specialization in Professional Kinesiology be renamed to the Honors Specialization in Clinical Kinesiology.

CARRIED (By Unanimous Consent)

S.18-198 **Revision to the Graduation with Distinction – Undergraduate Students Policy (Richard Ivey School of Business)**

That the Graduation with Distinction Policy be revised, effective January 1, 2019, as shown in Exhibit V, Appendix 4.

CARRIED (By Unanimous Consent)

S.18-199 **Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical review of Graduate Program of Philosophy**

Senate received for information the Philosophy Program Final Assessment Report & Implementation Plan of the Subcommittee on Program Review – Graduate (SUPR-G), detailed in Exhibit IV, Appendix 6.

S.18-200 **Establishment of the *ad hoc* Subcommittee on Fall Reading Week**

M. Workentin, Vice-Chair of SCAPA, reported that SCAPA established a Subcommittee to review the feasibility to continue the Fall Study Week for 2019 and beyond, as well as to review any additional policy changes that might be necessary to accommodate it. He reminded Senate that the two-year trial period of the Fall Reading Week ended in October 2018. The *ad hoc* Subcommittee is expected to

provide its recommendations to SCAPA and Senate over the next few months as it progresses with its work. He mentioned that the numerous academic policy changes introduced over the past few years had unintended consequences on the academic lives of students and created a broader range of issues. He advised Senate that SCAPA will bring forward a motion to the January 2019 meeting to sustain the Fall Reading Week in its current format for 2019 so the Subcommittee would have enough time to bring forward its recommendations for policy changes.

M. Workentin mentioned that the next item regarding the changes to “Scheduling of Examinations and Responsibility for Printing” policy, and ultimately re-establishing the option for Sunday exams is intended to address the immediate issues associated with the introduction of the numerous policy changes over the years.

S.18-201

Revisions to the “Scheduling of Examinations and Responsibility for Printing” Policy

It was moved by G. Tigert, seconded by S. Knabe,

That the “Scheduling of Examinations and Responsibility for Printing” policy be revised effective January 1, 2019 for an 18-month period (to June 30, 2020), as shown in Exhibit V, Appendix 5.

Senator D. Olteanu submitted some concerns from his constituency – Faculty of Science – in relation to this proposed policy change which was circulated to Senate in advance of the meeting (see [Appendix 1](#)). He asked Senate not to pass the motion as a permanent solution and wait until the committee could find alternatives to the reintroduction of Sunday exams.

J. Doerksen, Vice-Provost (Academic Programs), provided Senate with a presentation on the impact of the Fall Reading Week and subsequent policies that have impacted the scheduling of exams. He noted that current policies prevent examinations from taking place during the last three weeks of the term, and that the 15% rule removed an additional two weekends from consideration for exam scheduling. The introduction of the Fall Reading Week further impacted two additional weekends, as it is prohibited to schedule examinations on the weekends before or after the break. In addition, there are additional constraints due to the deadlines for submission of grades to meet the 15% deadline. The cumulative effect of these policy changes resulted in a couple of Saturdays and Friday nights as potential options available for examinations, which created additional stress for students.

The Vice-Provost (Academic Programs) noted that academic units also report more scheduling conflicts which has led to more make-up exams. He also noted that Senate’s policy requires that a common exam should be scheduled for multiple sections of the same course at the same time. He noted that the intent of the motion is to provide more flexibility over the next 18-month period in scheduling of examinations, and to allow the Subcommittee to bring back recommendations to Senate.

The Vice-Provost (Academic Programs) mentioned that student feedback received via the Associate Deans mentioned two specific issues: 1) that Sundays were observed as religious days, and 2) that Sunday bus services were not as robust as other days. He noted that the university has policies for religious accommodations, and that the concerns regarding the bus service on Sundays were addressed in the policy, as examinations would not be scheduled to start before 10:00 a.m.

Senator D. Olteanu noted that Sunday midterm exams would provide students with limited time to rest or prepare for classes.

A Senator noted that the fall and winter terms are structured the same way in terms of the policy regulations, and that the motion sought to avoid students potentially having two exams on Saturday versus having one on Saturday and one on Sunday.

A Senator asked for clarification on how many courses are running examinations on the weekend. J. Doerksen responded that there were approximately thirty thousand term tests scheduled but not all of them would be scheduled over a weekend. He noted that these examinations would be scheduled by the units and not by the Registrar’s Office therefore he does not have the exact data for this.

A Student Senator from the Faculty of Music noted that the change could create more concerns for students, as Sunday is currently the only day that students can work over the examination periods. She noted that while the Faculty of Music does not have weekend exams, elective courses could still have weekend exams that would interfere with the student's ability to work during exams. The Student Senator asked whether it would be possible to amend the policy to allow for the scheduling of exams only on the three Sundays, mentioned previously, instead of the entire semester. M. Workentin mentioned that this would be hard to work into the proposed policy amendment, given that it refers to three separate terms.

A Senator asked that instead of looking at the three weekends – weeks 7, 8 and 9 – the policy language should address the three weekends before the 15% rule applies. That way the policy would not have to change annually.

A Senator noted that some instructors are scheduling midterms during the two-hour class period rather than over the weekend. He suggested that midterms could be scheduled on other days if larger rooms could be provided for that purpose. M. Workentin responded that a lot of the classes are scheduled only for 50 minutes, which would not allow for the scheduling of such tests. He also mentioned that allowing for Sunday exams would not necessarily mean that there would be more midterms held on that day, but rather it would only allow for more flexibility in scheduling these.

A Senator mentioned that in her opinion the issue driving this is the 15% rule and not scheduling exams on the weekends. She asked if it would be possible to roll back the 15% issue for the next 18 months.

The Chair noted that the *ad hoc* committee would be contemplating these questions amongst many others.

The Chair proposed a revision to the original motion to allow for the scheduling of exams only during the three Sundays preceding the 15% deadline.

It was moved by R. Garno and seconded by O. Nadler that,

Exams could only be scheduled during the three Sundays preceding the 15% drop deadline.

M. Workentin felt that amending the original motion was *ad hoc* which might lead to similar problems that were created by similar processes in the past. He reiterated that the spirit of the motion is to provide options for scheduling exams and that the change was proposed for a short term – 18 months. In his view, the original motion would cover everything without overwhelming students and would fix some of the problems, while relieving stress for students.

The question to amend the motion was called and DEFEATED.

A Student Senator proposed that no exams should be scheduled on the Saturday and the Sunday on the same weekend.

M. Workentin noted that the original motion is trying to spread the exams over two days, rather than having several exams on one day.

A Student Senator asked if Sunday evenings could be excluded from scheduling exams so students could catch up with their school work or work during that time.

J. Doerksen responded that this request would potentially eliminate two exam periods on Sundays thus further limiting scheduling.

A Senator recommended that Senate approve the motion as written, and suggested that the Office of the Registrar send out a friendly directive to all academic units to restrict Sunday examinations to those

three Sundays mentioned. J. Doerksen was receptive to the idea and stated that while the scheduling of these examinations are happening at the faculty level, he would be willing to provide guidelines in this regard.

The original motion was called and CARRIED

ANNOUNCEMENTS AND COMMUNICATIONS [Exhibit VI]

S.18-202 Announcements and Communications, detailed in Exhibit VI were received for information.

ADJOURNMENT

The meeting adjourned at 2:30p.m.

A. Chakma
Chair

K. Kwan
Secretary

From Daniel Olteanu, Undergraduate Science Senator:

SCAPA has put forward a motion “policy revisions: scheduling examinations and responsibilities for printing” which would permit Sunday midterms starting January 1st, 2019 for a period of 18 months. Students within my constituency, Faculty of Science, have expressed strong negative views regarding the implementation of this motion, both during personal communication and during consultation sessions held at Science Students Council meetings. Issues brought up include regards for mental health with the potential for students in the faculty of science (having a greater number of large lower year courses) to be greatly impacted by having up to 12 or more days of continuous school should they have a Saturday & Sunday midterm. Additionally, Sunday midterms were removed several years ago to “ensure that students have adequate time to work on required course assignments at points of the term where out-of-class tests are often scheduled”¹. Furthermore, students I consulted cited concerns regarding part-time employment, intramurals and religious accommodation. Sunday midterms would ultimately be a step backwards for Western as an institution within the scope of its mission, I challenge administration and professors to not lean on this motion as a “crutch” especially considering Western has 102% of the recommended COU classroom space². Rather I would encourage evaluation of this issue under the newly formed “SCAPA *ad hoc* subcommittee on Fall Reading week” regarding the implementation of more long-term solutions such as: extension of drop deadlines to the beginning of examination periods such as U of T³ or commencing the academic term earlier such as McMaster⁴. I invite my fellow senators to begin a discussion regarding Sunday midterms.

1. https://www.uwo.ca/univsec/pdf/senate/minutes/2013/a1304sen_portfolio.pdf

2. <http://cou.on.ca/wp-content/uploads/2018/07/2016-17-Triennial-Inventory-of-Physical-Facilities-FN-RVJuly2018.pdf>

3. <https://www.utsc.utoronto.ca/registrar/dropping-courses>
<http://cou.on.ca/wp-content/uploads/2018/07/2016-17-Triennial-Inventory-of-Physical-Facilities-FN-RVJuly2018.pdf> p55.

4. <https://registrar.mcmaster.ca/dates/2018-19fw/>

Senate Agenda
January 18, 2019

EXHIBIT I

To: Senators
From: Amit Chakma
Date: January 10, 2019
Re: President's Report to Senate

For the January 18, 2019 meeting of Senate, I wish to highlight the following news and developments since my last written report (dated November 28, 2018) for the meeting of Senate on December 7, 2018.

Dr. Alan Shepard appointed President-designate: I wish to capture for the record in this report to Senate my warmest congratulations and sincerest best wishes to **Dr. Alan Shepard** on his appointment as Western's 11th President & Vice-Chancellor, announced by Board of Governors Chair Paul Jenkins following the Board's last meeting on November 29, 2018. As was widely publicized, Dr. Shepard will join Western on July 1 following his successful time as President at Concordia University in Montréal. Prior to Concordia, Alan served as Provost and Vice-President (Academic) at Ryerson University, where he intensified the institution's research and teaching capacity, and increased investments in entrepreneurship and innovation with a particular focus on student-led initiatives. Alan led the development of the Digital Media Zone (DMZ), a business incubator in downtown Toronto targeting early-stage technology start-ups. Alan has also held leadership roles at the University of Guelph, TCU in Texas, and the University of Virginia. He is also a distinguished scholar with expertise in the culture of early modern England, early modern literature and science, modern theatre, and the future of innovation and universities. We look forward to welcoming Alan and his family to London and supporting him in his transition to our campus community during the months ahead.

Board approves freedom of expression policy: At its November 29 meeting, Western's Board of Governors unanimously approved the freedom of expression policy developed by the Provost's Ad Hoc Committee and previously approved by Senate. Once again, I wish to thank and congratulate **Michael Milde** in his capacity as Chair, as well as all committee members for their engagement and leadership with this process. Ad hoc committee members include: **Pam Bishop** (Education; President's and Provost's appointee), **Colin Couchman** (IPB; PMA appointee), **Alison Hearn** (FIMS; UWOFA appointee), **Michael Lynk** (Law; President's and Provost's appointee), **Treena Orchard** (Health Sciences; UWOFA appointee), **Stephen Pitel** (Law; UWOFA appointee), **Mitchell Pratt** (USC appointee), **Mary Blake Rose** (SOGS appointee), **Sam Trosow** (FIMS, Law; UWOFA appointee), and **Tiffany Trudgeon** (Education; UWOSA appointee). See the policy at https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp154.pdf

Western neuroscientist named Officer of the British Empire: On December 28, **Dr. Adrian Owen** of Western's Brain & Mind Institute was named an Officer of the Most Excellent Order of the British Empire in recognition of his 25-year career pioneering breakthroughs in cognitive neuroscience. Before joining Western in 2011 as Canada's Excellence Research Chair in Cognitive Neuroscience and Imagining, Dr. Owen was a senior scientist and assistant director of the Medical Research Council's Cognition and Brain Sciences Unit in Cambridge, UK. Warm congratulations go to Adrian, who will be receiving his OBE award early this year from Queen Elizabeth II or her vice-regal representative at a special ceremony.

Western leadership update: Apart from my congratulations to Dr. Alan Shepard on his appointment as Western's next President (noted previously in this report), congratulations are also in order to **Drs. Linda Miller** and **John Doerksen** on their respective re-appointments as Vice-Provost (Graduate & Postdoctoral Studies) and Vice-Provost (Academic Programs). Both Linda and John have served Western in their current capacities as Vice-Provosts for the past 10 years, and each has been renewed for an additional three-year term. I also wish to extend a warm welcome to **Dr. Lisa Henderson**, incoming Dean of our Faculty of Information & Media Studies. While her appointment was announced in April 2018, Lisa assumed the role effective January 1. Currently, the work of selection committees remains underway for the Deans of the Ivey Business School, Faculty of Engineering, and the Schulich School of Medicine & Dentistry.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

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

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

Report of the Senate Operations/Agenda Committee – EXHIBIT III

1. Revised Order of Ceremony – Spring Convocation 2019	INFORMATION
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Report of the Senate Committee on Academic Policy and Awards – EXHIBIT V

2. Schulich School of Medicine & Dentistry and Faculty of Science: Withdrawal of Specialization Modules in Biochemistry; Medical Biophysics; Microbiology and Immunology; Pharmacology; Physiology	ACTION
3. Faculty of Social Science, DAN Department of Management & Organizational Studies: Revisions to the Admission Requirements of MOS Modules for Students Applying from the Affiliated University Colleges	ACTION
4. Brescia University College: Revision to the Graduation Requirements of All Undergraduate Modules – New Mandatory Course for First-Year Students	ACTION
5. King’s University College: Revisions to the Admission and Progression Requirements of the Honors Specialization in Social Work (BSW) Program	ACTION
6. King’s University College: Introduction of a Minor in Social and Political Thought	ACTION
7. King’s University College: Renaming of the Religious Studies Modules	ACTION
8. King’s University College: Renaming and Revisions to the Certificate and Diploma in Childhood in the Justice System	ACTION
9. Renewal of the Articulation Agreement between Western University, King’s University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program	ACTION
10. Scheduling Fall Reading Week in 2019	ACTION
11. Revisions to the Policies on “Graduation Diplomas and Certificates” and “Academic Records and Transcripts” – Recording Students’ Names	ACTION

Report of the Senate Committee on University Planning – EXHIBIT VI

12. Office of the Ombudsperson Annual Report 2017-2018	INFORMATION
13. Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2018 by the Senate Committee on University Planning	INFORMATION

The Unanimous Consent Agenda

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

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

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

How it works:

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

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

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

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

REPORT OF THE OPERATIONS AGENDA COMMITTEE

Contents	Consent Agenda
Revised Order of Ceremony – Spring Convocation 2019	Yes

FOR INFORMATION

1. **Revised Order of June Convocation 2019**

See [Appendix 1](#).

Revised Order of Ceremony – Spring Convocation 2019 (#313)

*students in graduate programs hosted by the Faculties on the particular day

SPRING 2019	10:00 a.m.	3:00 p.m
Monday, June 10	No Ceremony	School of Graduate & Postdoctoral Studies * Faculty of Education
Tuesday, June 11	School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates)	Faculty of Science (3 and 4 yr, non-Honors)
Wednesday, June 12	Faculty of Social Science (3 yr and BMOS)	Faculty of Social Science (4 yr BA, and BMOS Honors)
Thursday, June 13	Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr)	Faculty of Science (Honors)
Friday, June 14	School of Graduate & Postdoctoral Studies * Engineering (GRAD) Schulich School of Medicine & Dentistry (GRAD) Faculty of Science (GRAD)	Faculty of Engineering (UGRD) Law
Monday, June 17	School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities Don Wright Faculty of Music	School of Graduate & Postdoctoral Studies * Brescia University College Huron University College
Tuesday, June 18	Richard Ivey School of Business	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences – Kinesiology
Wednesday, June 19	No Ceremony	School of Graduate & Postdoctoral Studies * King's University College
Thursday, June 20	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) Schulich School of Medicine & Dentistry (DDS)	School of Graduate & Postdoctoral Studies * Faculty of Information and Media Studies
Friday, June 21	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Health Studies -Honors, 3yr and 4yr, Dips. & Certs.) Law	No Ceremony

Schulich School of Medicine & Dentistry (MD) – May 17
Richard Ivey School of Business - Graduate Programs Spring – June 7

REPORT OF THE NOMINATING COMMITTEE

Contents	Consent Agenda
Electoral Board for Chancellor	No

FOR ACTION

1. **Electoral Board for Chancellor**

Composition of Electoral Board

An Electoral Board for a Chancellor shall consist of:

- (a) six members, except ex officio members, of the Board, including the chairman of the Board; and
- (b) six members of the Senate, including the Vice-Chancellor.

Required:

Five members of the Senate

Nominees: Kim Clark (SS)
 Kelly Cole (VP External)
 Matthew Davison (Sci)
 Kim Miller (Admin. Staff)
 John Wilson (Ivey)

FOR INFORMATION

Future Business of the Senate Nominating Committee

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

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

Contents	Consent Agenda
<p>Schulich School of Medicine & Dentistry and Faculty of Science: Withdrawal of Specialization Modules in Biochemistry; Medical Biophysics; Microbiology and Immunology; Pharmacology; Physiology</p>	<p>Yes</p>
<p>Faculty of Social Science, DAN Department of Management & Organizational Studies: Revisions to the Admission Requirements of MOS Modules for Students Applying from the Affiliated University Colleges</p>	<p>Yes</p>
<p>Brescia University College: Revision to the Graduation Requirements of All Undergraduate Modules</p>	<p>Yes</p>
<p>King's University College: Revisions to the Admission and Progression Requirements of the Honors Specialization in Social Work (BSW) Program Introduction of a Minor in Social and Political Thought Renaming of the Religious Studies Modules Renaming and Revisions to the Certificate and Diploma in Childhood in the Justice System</p>	<p>Yes Yes Yes Yes</p>
<p>Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program</p>	<p>Yes</p>
<p>Scheduling Fall Reading Week in 2019</p>	<p>Yes</p>
<p>Revisions to the Policies on "Graduation Diplomas and Certificates" and "Academic Records and Transcripts" – Recording Students' Names</p>	<p>Yes</p>

FOR APPROVAL

1. **Schulich School of Medicine & Dentistry and Faculty of Science: Withdrawal of Specialization Modules in Biochemistry; Medical Biophysics; Microbiology and Immunology; Pharmacology; Physiology:**

1a. Withdrawal of the Specialization in Biochemistry

Recommended: That effective September 1, 2019, admission to the Specialization in Biochemistry be discontinued, and

That students enrolled in the module prior to September 1, 2019 be permitted to continue with the understanding that they must complete the requirements prior to August 31, 2023, and

That effective September 1, 2023, the module be withdrawn and all registration discontinued.

Background

Only two students have graduated with a Specialization in Biochemistry since June 2013. Due to the lack of

enrolment in this module, the Department of Biochemistry is withdrawing the Specialization in Biochemistry. Students wishing to complete a non-honors BMSc degree will continue to have the option of a completing a Specialization in Interdisciplinary Medical Sciences (IMS) or Double Majors, one of which may be a Major in Biochemistry.

1b. Withdrawal of the Specialization in Medical Biophysics

Recommended: That effective September 1, 2019, admission to the Specialization in Medical Biophysics be discontinued, and the module be withdrawn and all registration discontinued.

Background

No students have graduated with a Specialization in Medical Biophysics since June 2013 and no students are currently registered in this module. Due to the lack of enrolment in this module, the Department of Medical Biophysics is withdrawing the Specialization module. Since there are no students currently enrolled in the module, a “sunset clause” is not included in the proposal. Students wishing to complete a BMSc degree will continue to have the option of a completing a Specialization in Interdisciplinary Medical Sciences (IMS) in a non-honors BMSc degree or Double Majors, one of which may be a Major in Medical Biophysics leading to either a BMSc (Honors) or non-honors degree.

1c. Withdrawal of the Specialization in Microbiology and Immunology

Recommended: That effective September 1, 2019, admission to the Specialization in Microbiology and Immunology be discontinued, and

That students enrolled in the module prior to September 1, 2019 be permitted to continue with the understanding that they must complete the requirements prior to August 31, 2023, and

That effective September 1, 2023, the module be withdrawn and all registration discontinued.

Background

Only one student has graduated with a Specialization in Microbiology and Immunology since June 2013. Due to the lack of enrolment in this module, the Department of Microbiology and Immunology is withdrawing the Specialization in Microbiology and Immunology. Students wishing to complete a non-honors BMSc degree will continue to have the option of a completing a Specialization in Interdisciplinary Medical Sciences (IMS) or Double Majors, one of which may be a Major in Microbiology and Immunology.

1d. Withdrawal of the Specialization in Pharmacology and the Specialization in Physiology

Recommended: That effective September 1, 2019, admission to the Specialization in Pharmacology and to the Specialization in Physiology be discontinued, and

That students enrolled in the modules prior to September 1, 2019 be permitted to continue with the understanding that they must complete the requirements prior to August 31, 2023, and

That effective September 1, 2023, the modules be withdrawn and all registration discontinued.

Background

Three students have graduated with a Specialization in Pharmacology and two students have graduated with a Specialization in Physiology since June 2013. Due to the lack of enrolment in these modules, the Department of Physiology and Pharmacology is withdrawing the Specialization modules. Students wishing to complete a non-honors BMSc degree will continue to have the option of a completing a Specialization in Interdisciplinary Medical Sciences (IMS) or Double Majors, one of which may be either a Major in Pharmacology or a Major in Physiology.

2. **Faculty of Social Science, DAN Department of Management & Organizational Studies: Revisions to the Admission Requirements of MOS Modules for Students Applying from the Affiliated University Colleges**

Recommended: That effective September 1, 2019, the admission requirements for students applying for admissions from the Affiliated University Colleges be revised as shown in [Appendix 1](#).

Background

This proposed change will bring in line the MOS admission requirements with other areas in the Faculty of Social Science, whereas students from the Affiliated Colleges need at least a 70% overall average in order to transfer to Main Campus. Changing the admission requirements for the DAN Department of Management & Organizational Studies will provide consistency across the Faculty.

3. **Brescia University College: Revision to the Graduation Requirements of All Undergraduate Modules**

Recommended: That Interdisciplinary Studies (IDS) 1200A/B be a mandatory course for first-year students registered at Brescia University College, effective September 1, 2019.

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

and

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=4&SelectedCalendar=Live&ArchiveID=#Page_60

Brescia University College - Graduation Requirements

- 1. Students registered at Brescia University College must achieve a pass in IDS 1200A/B, normally taken in first year.**
- 2. IDS 1200A/B will count among the 5.0 1000-level courses that constitute completion of first year.**
- 3. Students transferring into Brescia at a level beyond first year (i.e., with credit for 5.0 1000-level courses) are not required to take IDS 1200A/B.**
- 4. All other graduation requirements as outlined in the Academic Calendar apply.**

Background

The proposal is to introduce a course, IDS 1200A/B that is mandatory for all first-year Brescia students. Incoming transfer students will not be required to take this course if they transfer to Brescia beyond the first-year level. The mandatory course for Brescia students provides the foundation level of the Brescia Competencies, the institution-level learning outcomes identified as central to a Brescia education. It will also provide Brescia students with an interdisciplinary perspective on current issues with an introduction to the academic disciplines offered at Brescia University College. This course will provide a powerful cohort experience and help to differentiate Brescia University College from the constituent university and the other affiliated university colleges.

IDS 1200A/B will be used to provide the introductory or foundation level of the Brescia Competencies, the institution-level learning outcomes identified as central to a Brescia education. Each week will include a combination of readings and video clips and other resources for students to prepare for a large-class lecture. After the lecture, students will divide into small groups (20-22 students) to discuss the week's materials and the preceding lecture. IDS 1200A/B is modelled on the high impact educational practice of a first year seminar and is designed to provide opportunities for students to participate in small enrolment, discussion-oriented classes in their first year. The course combines a one hour large enrollment lecture each week with a one hour small group discussion, providing a common intellectual experience shared by all first year students at Brescia.

Much of the work for this course will be reflective, half of the course time will be spent in small discussion groups, and there is a major group project. In consideration of the significant self-reflection component, group project and the topics involved in this course the intention is to provide a safe, supportive environment that

will foster open and active discussion. Together these considerations support offering this course on a pass/fail basis. The course, as a required course for all Brescia students, will provide a first-year seminar experience with the weekly discussions, and a common intellectual experience with the lecture that will be common to all students. This will provide a meaningful cohort experience and also further differentiate Brescia University College from the constituent university and the two other affiliated university colleges. The proposal to make this a required course for Brescia students will go to SCAPA as a separate proposal.

The proposal to introduce Interdisciplinary Studies 1200A/B at Brescia College will be posted to DAP for approval after Senate's approval as follows:

Interdisciplinary Studies 1200A/B – Brescia Bold: Living, Learning, Leading. This course provides an interdisciplinary study on living well, learning deeply, and leading to serve others. It will introduce the topics: what is a good life, living your values, understanding how the world works with attention to information literacy and the ethics of a digital world, and exploring agents of change in a complex world.

Prerequisite(s): Restricted to Brescia students

Anti-requisite(s)

Extra Information: Pass/Fail; 1 lecture hour, 1 seminar hour/week Course Weight .5 course (Brescia)

4. **King's University College: Revisions to the Admission and Progression Requirements of the Honors Specialization in Social Work (BSW) Program**

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, 2019 as shown in [Appendix 2](#).

Background

A revision of the curriculum and admission requirements of the Bachelor of Social Work has been undertaken in order to: 1) create a stronger foundation for applicants with regards to our pre-program courses through the reorganization of content across courses, including the elimination of duplicate content, 2) generating stronger interest in the pursuit of social work studies early in their academic careers through the reorganization of the pre-program courses, and 3) reducing barriers to admission for applicants who have a demonstrated aptitude for the profession of social work.

5. **King's University College: Introduction of a Minor in Social and Political Thought**

Recommended: That effective September 1, 2019, a Minor in Social and Political Thought be introduced at King's University College.

NEW CALENDAR COPY

MINOR IN SOCIAL AND POLITICAL THOUGHT

Admission Requirements:

Completion of first-year requirements.

Module:

4.0 courses

2.0 courses: Philosophy 2208E, Philosophy 2206W/X

2.0 courses from the following or courses approved by the department: Political Science 2237E, Sociology 2240E, Sociology 2270A/B, Sociology 2271A/B, Social Justice and Peace Studies 2304F/G, Social Justice and Peace Studies 2301B, Philosophy 2080

Background

This minor is intended for students who are already taking either an Honors Specialization or double Major to acquire a background in Social Political Thought.

6. **King's University College: Renaming of the Religious Studies Modules**

Recommended: That the Honors Specialization, Major, Specialization and Minor in Religious Studies be renamed as Honors Specialization, Major, Specialization and Minor in Religion and Society effective September 1, 2019.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21225&SelectedCalendar=Live&ArchiveID=>
<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21223&SelectedCalendar=Live&ArchiveID=>
<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21226&SelectedCalendar=Live&ArchiveID=>
<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21224&SelectedCalendar=Live&ArchiveID=>

Honors Specialization in ~~Religious Studies~~ **Religion and Society**
Major in ~~Religious Studies~~ **Religion and Society**
Specialization in ~~Religious Studies~~ **Religion and Society**
Minor in ~~Religious Studies~~ **Religion and Society**

Background

This change of modular nomenclature is being made to better reflect the current content and direction of the modules and to respond to feedback about the modules. There are no other changes being made to these modules.

7. **King's University College: Renaming and Revisions to the Certificate and Diploma in Childhood in the Justice System**

Recommended: That effective September 1, 2019, the Certificate and Diploma in Childhood in the Justice System be renamed as Certificate and Diploma in Childhood and Legal System and revised as shown **Appendix 3**.

Background

As is indicated by the name change, the suggested course revisions reflect a more explicit commitment to undergraduate study in law and policy, while retaining the certificate and diplomas engagement with children's participation in the criminal law as witnesses. The shift aligns "Childhood and the Legal System" more closely with the requirements of the Major and Honors Specialization modules. This increases efficiency and responds to resource constraints.

8. **Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program**

Recommended: That the renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College regarding the transfer of credit for students in the Business-Accounting Diploma Program be approved effective January 1, 2019, as shown in **Appendix 4**.

Background

For the past several years, Western and Fanshawe have awarded transfer credit to graduates from the Business-Accounting program at Fanshawe College. This agreement has expired and is due to be renewed. Updates have been made to the curriculum, course titles and numbers. 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). In addition, this renewal provides the opportunity for Western to attract top students as well as meeting the needs of aspiring Accountants, now enrolled at Fanshawe, to complete their accounting credits and obtain a Western degree. Western and its affiliates, Huron University College and King's University College, will now share a joint articulation agreement with Fanshawe instead of the previous three separate agreements.

9. **Scheduling Fall Reading Week in 2019**

Recommended: That a Fall Reading Week be held in 2019, in conjunction with Thanksgiving.

Background

In February 2017 Senate approved the introduction of the Fall Reading Week, held in conjunction with Thanksgiving, for a two-year trial period (in 2017 and in 2018). To provide an opportunity for SCAPA's *ad hoc* Subcommittee to review the feasibility of a Fall Reading Week on a permanent basis, and to recommend any the associated academic policy changes, it is now proposed that the scheduling of a Fall Reading Week be extended by an additional year. The policy "Scheduling Spring and Fall Reading Week" posted at https://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf, remains in effect in 2019.

10. **Revisions to the Policies on "Graduation Diplomas and Certificates" and "Academic Records and Transcripts" – Recording Students' Names**

Recommended: That the Policies on "Graduation Diplomas and Certificates" and "Academic Records and Student Transcripts" be revised effective January 1, 2019 as shown in [Appendix 5](#).

Background

The change to Western's current student naming policy was requested by students, administration and by the Ontario Human Rights Commission. The option for students to identify themselves on campus through a first name other than their legal name is of paramount importance for Western to become an inclusive environment and an environment supportive of international students. Establishing this new policy follows the best practice of many other higher education institutions, e.g. Carleton, Queen's, Guelph, McMaster, University of Toronto, McGill.

The proposed policy uses the title "Preferred/Chosen First Name" in the policy to indicate that this may not be just a preference but it may be the only name the student uses and thus essential to their identity. The preferred/chosen first name is typically the first name a student commonly goes by, and it differs from their legal first name. Western University, like many other institutions, requires that individuals use their legal name on all legal records and official documents. However, the University also recognizes that, as an inclusive community, many of its members use first names other than their legal first names to identify themselves. The University acknowledges that a preferred/chosen first name can and should be used wherever possible in the course of University business and education.

The phrase "Preferred/Chosen First Name" will be supported in the systems identified through the Office of the Registrar and initially will include the following systems:

- Western ONECard (replacement fee will apply for new cards)
- Western email display name (@uwo.ca)
- Student Center account
- Class Lists and Grading
- OWL

The Office of the Registrar will continue to work with campus partners to expand development on other areas as necessary.

It is important to note that even when fully implemented, a preferred/chosen first name may not appear in all systems and services as not all Western systems are centralized. This initial phase will only impact the systems listed above and may not be a feasible solution for all categories of students on campus, e.g. graduate students holding a TA position.

REVISED CALENDAR COPY

<http://westerncalendar.uwo.ca/Departments.cfm?DepartmentID=14&SelectedCalendar=Live&ArchiveID=>

DAN Management & Organizational Studies

Students may choose between two degree options – a Bachelor of Management and Organizational Studies (BMOS) HONORS DEGREE or a FOUR-YEAR SPECIALIZATION DEGREE. MOS offers a 20.0 course Bachelor of Management and Organizational Studies (BMOS) Degree as an Honors Specialization or Double Major (BMOS Honors Degree) or a BMOS Specialization (BMOS Four-Year Degree) providing students with a four-year degree combining management and social science courses using an evidence-based management approach and drawing on social science methodologies. Evidence-based management stresses the study of managerial decisions and organizational practices informed by the combination of best available management research, facts specific to the situation, practitioner experience and judgment, and ethics and values. The Commercial Aviation Management module allows students who select the Flight Training option the opportunity to obtain a Commercial Pilot's License.

Students applying to MOS with the Ontario Four-Year Grade 12 curriculum must complete an Ontario Secondary School Diploma including: completion of six Grade 12U or M courses, including English (ENG4U) and two of either Advanced Functions (MHF4U), Calculus and Vectors (MCV4U) and Math of Data Management (MDM4U). Although Calculus is not required for admission, students admitted to MOS without a Calculus background may be required to take Mathematics 0110A/B in addition to two half-courses in Mathematics at the 1000-level during first year in order to meet certain course/module requirements.

Students may not apply into any of the BMOS modules when they apply for admission to the University. After first year, **Main Campus** students registered in MOS may apply to a BMOS Specialization (BMOS Four-Year Degree) if a 65% cumulative average is attained. After first year, **Main Campus** students registered in MOS who wish to apply to the BMOS Honors Degree (Honors Specialization or Double Major) must meet the Admission Requirements for the module they wish to apply to. **Students registered in MOS prior to September 2011 may follow the course and Admission Requirements outlined in the Academic Calendar in the year in which they were first admitted. BMOS s** Students applying to transfer from an Affiliated University College must **have a 70% overall cumulative average, a minimum 5.0 courses completed, and must** meet the Main Campus Admission Requirements as outlined in the Academic Calendar.

REVISED CALENDAR COPY

Honors Specialization in Accounting

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21516&SelectedCalendar=Live&ArchiveID=>

Honors Specialization in Commercial Aviation Management

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21580&SelectedCalendar=Live&ArchiveID=>

Honors Specialization in Consumer Behaviour

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21517&SelectedCalendar=Live&ArchiveID=>

Honors Specialization in Finance

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21518&SelectedCalendar=Live&ArchiveID=>

Honors Specialization in Resource Management

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21519&SelectedCalendar=Live&ArchiveID=>

Honors Specialization in Public Administration

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21520&SelectedCalendar=Live&ArchiveID=>

Admission Requirements

5.0 first-year courses:

...

Note: *Students admitted without Calculus should be aware that to enroll in certain courses/modules they may be required to take Mathematics 0110A/B. When considering a course/module in another discipline, please check the Mathematics requirements(s). Students are responsible for ensuring they have completed the Mathematics and other entry requirements and prerequisites of the modules/courses they wish to take. Students who fail to meet these admission requirements may be eligible to apply to a BMOS Specialization or to another program.

Note: After first year, Affiliated University College students require the completion of 5.0 courses with an overall cumulative average of 70%, in addition to the above.

After second year, students applying for a BMOS HONORS SPECIALIZATION must have

- a) achieved an average of at least 73% on the last 5.0 courses;
- b) achieved an average of 73% on the 3.0 principal courses required for the module;
- c) achieved a cumulative modular average of 70%;
- d) obtained a minimum grade of 60% in each course required for the module;
- e) obtained a passing grade in each elective course;
- f) **Main Campus Students:** a minimum cumulative average of 65%, **or**
Affiliated College Students: a minimum cumulative average of 70%

Module/Program information is unchanged

REVISED CALENDAR COPY

Major in Accounting (Must be part of Honors Double Major)

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21521&SelectedCalendar=Live&ArchiveID=>

Major in Commercial Aviation Management (Must be part of Honors Double Major)

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21522&SelectedCalendar=Live&ArchiveID=>

Major in Consumer Behaviour (Must be part of Honors Double Major)

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21523&SelectedCalendar=Live&ArchiveID=>

Major in Finance (Must be part of Honors Double Major)

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21524&SelectedCalendar=Live&ArchiveID=>

Major in Human Resource Management (Must be part of Honors Double Major)

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21525&SelectedCalendar=Live&ArchiveID=>

Admission Requirements

Students may not apply to a BMOS HONORS DOUBLE MAJOR when they apply for admission to the University. In addition to meeting MOS Admission Requirements, students must successfully complete the Admission Requirements for a Major module in a discipline other than Management and Organizational Studies. If Admission Requirements are not met in either or both of the Majors, students will not be allowed to register in a BMOS Honors Double Major and will be required to apply to a BMOS Specialization or to another program.

5.0 first-year courses:

...

Note: *Students admitted without Calculus should be aware that to enroll in certain courses/modules they may be required to take Mathematics 0110A/B. When considering a course/module in another

discipline, please check the Mathematics requirements(s). Students are responsible for ensuring they have completed the Mathematics and other entry requirements and prerequisites of the modules/courses they wish to take.

Note: After first year, Affiliated University College students require completion of 5.0 courses with an overall cumulative average of 70%, in addition to the above.

After second year, students applying for a BMOS HONORS DOUBLE MAJOR must have

- a) achieved an average of at least 70% on the last 5.0 courses;
- b) achieved an average of 70% on the 3.0 principal courses required for the module;
- c) achieved a cumulative modular average of 70%;
- d) obtained a minimum grade of 60% in each course required for the module;
- e) obtained a passing grade in each elective course;
- f) **Main Campus Students:** a minimum cumulative average of 65%, **or**
Affiliated College Students: a minimum cumulative average of 70%

REVISED CALENDAR COPY

Specialization in Accounting

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21526&SelectedCalendar=Live&ArchiveID=>

Specialization in Commercial Aviation Management

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21527&SelectedCalendar=Live&ArchiveID=>

Specialization in Consumer Behavior

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21528&SelectedCalendar=Live&ArchiveID=>

Specialization in Finance

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21529&SelectedCalendar=Live&ArchiveID=>

Specialization in Human Resource Management

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21530&SelectedCalendar=Live&ArchiveID=>

Specialization in Public Administration

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21531&SelectedCalendar=Live&ArchiveID=>

Admission Requirements

5.0 first-year courses:

...

Students enrolled in BMOS in Year 1 on Main Campus may apply to a Specialization if they maintain a minimum cumulative average of 65%.

Note: Affiliated College students transferring to Main Campus require completion of 5.0 courses with an overall average of 70%.

After first, second or third year, to enter a BMOS SPECIALIZATION students must have

- a) achieved an overall average of 70% on the last 5.0 courses;
- b) **Main Campus Students:** a minimum cumulative average of 65%, **or**
Affiliated College Students: a minimum cumulative average of 70%

Students transferring from an Affiliated University College must also meet the Admission Requirements in order to transfer into a BMOS Specialization at Main Campus.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Departments.cfm?DepartmentID=42&SelectedCalendar=Live&ArchiveID=>

SCHOOL OF SOCIAL WORK

Social Work is a dynamic and evolving profession. Preparation for professional practice ~~in these areas~~ begins with the Bachelor of Social Work (Honors). The Social Work Program provides a learning environment characterized by excellence in social work education directed towards developing and fostering principled and competent professional practitioners who recognize the interrelatedness of human needs, social structures and oppressive conditions in their work with diverse populations. Specific objectives of the program include education for social work practice with individuals, families, groups and communities, emphasizing the social and organizational contexts of practice. The opportunity to develop social work practice skills is provided through direct experience in a variety of social service and health organizations under professional supervision.

King's Social Work graduates are employed in a wide variety of practice fields and settings. Some will choose to pursue a Master's Degree, either upon completion of their BSW (Honors) or following experience in professional practice.

The Bachelor of Social Work Program at King's University College is accredited by the Canadian Association for Social Work Education. Students in the third and fourth years of the program are eligible for student membership in the Ontario Association of Social Workers (OASW), ~~which is a member of the Canadian Association of Social Workers (CASW).~~ This association is part of the international community of social work practitioners.

The Ontario College of Social Workers and Social Service Workers (the College) regulates the practice of social work and social service work in Ontario in accordance with the [Social Work and Social Service Work Act, 1998](#) and the regulations and bylaws made under that Act. The primary duty of the College is to serve and protect the public interest. Social work practice is also regulated in all other provinces. College membership requires completion of a degree in Social Work from a program accredited by the Canadian Association for Social Work Education. King's social work degrees are also recognized by equivalent bodies in the United States and other countries.

Applicants are required to complete a minimum of ten full-course equivalents to be eligible ~~for admission to apply~~ to the professional Social Work program. Students apply to the School of Social Work ~~by February 1~~ for admission to the professional program. ~~the following September.~~ The professional Social Work program is mainly offered on a full-time basis; however, there are a limited number of spaces for Extended Study students (part-time). Students admitted to the Extended Study program must remain registered on a part-time basis. Please consult the School for details.

Professional Suitability for the Social Work Profession

The School of Social Work recognizes its responsibility to the social work profession to uphold standards of academic and professional excellence and to operate within the standards and practices of King's University College, Western University, and the Ontario College of Social Workers and Social Service Workers (OCSWSSW). Students in the School of Social Work are subject to the provisions of the codes of ethics of the Canadian Association of Social Workers (CASW), the Ontario College of Social Workers and Social Service Workers (OCSWSSW), and the University Student Code of Conduct, and may be required to withdraw from the School for violating these provisions. Students may also be required to withdraw from the School when ethical, medical, or other reasons interfere with satisfactory practice in the profession. Social Work students convicted of, or admitting to, serious illegal activities that are inconsistent with the practice of social work or likely to harm clients will be subject to the School's Professional Conduct policy.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21246&SelectedCalendar=Live&ArchiveID=>

Admission Requirements

Only students who have been formally accepted into the Social Work program may enrol in Social Work courses at the 3000-level and beyond. Prior to admission to the Honors Specialization in Social Work students should register for their alternate degree choice(s).

Students accepted into the professional program (Year 3) must register at King's University College.

Admission to the Social Work program (Year 3) is by formal application by **March** ~~February~~ 1 of the calendar year in which admission is sought. Enrolment in the Social Work program is limited.

The admission of each candidate is determined by the Director on the recommendation of the School's Admissions Committee. In the admissions process, candidates are chosen according to academic and non-academic requirements.

Academic requirements for admission may 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:

2.0 ~~3.0~~ courses with a minimum grade of 70% in each:

1.5 ~~2.5~~ courses: **Social Work 1025A/B, Social Work 1026A/B, Social Work 1021A/B, Social Work 1022A/B, Social Work 2206A/B, Social Work 2216A/B, Social Work 2214A/B, Social Work 2215A/B.**

0.5 course from: Writing 1020F/G, Writing 1022F/G, Writing 2101F/G.

0.5 course with a minimum grade of 60%: Social Work 2206A/B

7.5 ~~7.0~~ additional courses with a minimum grade of 60% in each:

1.0 course from Category A. (Social Science and Interdisciplinary)

0.5 ~~1.0~~ course from Category B. (Arts and Humanities)

1.0 course from Category C. (Science)

6.0 ~~4.0~~ additional courses.

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).

Enrolment in the Bachelor of Social Work degree is limited and based on both academic and non-academic criteria. See School for details on non-academic criteria.

Academic requirements for admission must be completed by July 1 of the year in which admission to the professional program is sought.

New Courses

Below are the course descriptions:

Social Work 1025A/B – Introduction to Social Work and Social Welfare

This course addresses key concepts and contemporary issues in social work practice and social welfare in Canada. The ethical underpinnings of the profession along with micro, mezzo and macro levels of intervention is discussed and an emphasis placed on their application to diverse populations in the Canadian setting.

Additional information: This course is open to all students, but is required for admission to the professional Bachelor of Social Work (Honors) program.

Prerequisite: None

Antirequisite: SW 1021AB, 1022A/B, or the former SW 1020 (King's)

Social Work 1026A/B – Introduction to Social Work Practice & Communication Skills

Students are introduced to a number of contemporary theories that underlie the practice of social work. A communications laboratory offers a small group experiential means of learning foundational communication and interviewing skills.

Additional information: This course is open to all students, but is required for admission to the professional Bachelor of Social Work (Honors) program.

Prerequisite: None

Antirequisite: SW 2214A/B and 2215A/B (King's)

Social Work 2216A/B – Introduction to Generalist Social Work Practice and Theories

This course provides a conceptual, theoretical and applied examination of the generalist model of social work practice informed by ethics and framed within an anti-oppressive context. Students are introduced to a number of contemporary theories that underlie the practice of social work. Required for admission to the Social Work program.

Prerequisite: SW 1025A/B and 1026A/B; or SW 1021A/B and 1022A/B; or the former SW 1020

Antirequisite: SW 2214A/B and SW2215A/B (King's)

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20694&SelectedCalendar=Live&ArchiveID=>
<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21251&SelectedCalendar=Live&ArchiveID=>

Certificate in Childhood in and the Legal Justice System

Admission Requirements

Enrolment in third or fourth year of an Honors Program, or a minimum modular average of **70**
65% in a Major module. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.

Program Requirements

To qualify for the Certificate in Childhood in and the Legal Justice System, students must achieve an overall average of 65% in the following 5.0 courses:

3.0 2.5 courses **from the following:** Childhood and Social Institutions 1025F/G, Childhood and Social Institutions 2210F/G, **Childhood and Social Institutions 2212F/G, Childhood and Social Institutions 2231A/B, Childhood and Social Institutions 3361F/G, Childhood and Social Institutions 3364 F/G** Childhood and Social Institutions 3300F/G, Childhood and Social Institutions 3320F/G, Childhood and Social Institutions 3325F/G, Childhood and Social Institutions 3360F/G.

2.05 courses **from the following:** **Childhood and Social Institutions 2221A/B, Childhood and Social Institutions 3320F/G, Childhood and Social Institutions 3330F/G, Childhood and Social Institutions 3335F/G, Childhood and Social Institutions 3340F/G, Childhood and Social Institutions 3346F/G, Childhood and Social Institutions 3365F/G, Disability Studies 3325F/G, Political Science 3303F/G, Sociology 2267A/B** Childhood and Social Institutions 3345F/G.

A maximum of 1.0 course from the following courses may be counted toward this requirement: Philosophy 2080, **Psychology 3313A/B, History 3851F/G, History 3898F/G, Religious Studies 4408Y, Political Science 3307F/G, Political Science 3345F/G, Political Science 444E, Social Work 3319A/B, Sociology 2260A/B, Sociology 3375F/G, Sociology 4455F/G, Sociology 2267A/B** and Psychology 2031A/B.

Diploma in Childhood in and the Legal Justice System

To qualify for the Diploma in Childhood in and the Legal Justice System, students must achieve an overall average of 65% in the following 5.0 courses:

3.0 2.5 courses **from the following:** Childhood and Social Institutions 1025F/G, Childhood and Social Institutions 2210F/G, **Childhood and Social Institutions 2212F/G, Childhood and Social Institutions 2231A/B, Childhood and Social Institutions 3361F/G, Childhood and Social Institutions 3364 F/G** Childhood and Social Institutions 3300F/G, Childhood and Social Institutions 3320F/G, Childhood and Social Institutions 3325F/G, Childhood and Social Institutions 3360F/G.

2.05 courses **from the following:** **Childhood and Social Institutions 2221A/B, Childhood and Social Institutions 3320F/G, Childhood and Social Institutions 3330F/G, Childhood and Social Institutions 3335F/G, Childhood and Social Institutions 3340F/G, Childhood and Social Institutions 3346F/G, Childhood and Social Institutions 3365F/G, Disability Studies**

3325F/G, Political Science 3303F/G, Sociology 2267A/B ~~Childhood and Social Institutions~~
3345F/G.

A maximum of 1.0 course from the following courses may be counted toward this requirement:
Philosophy 2080, **Psychology 3313A/B, History 3851F/G, History 3898F/G, Religious Studies**
4408Y, Political Science 3307F/G, Political Science 3345F/G, Political Science 444E, Social
Work 3319A/B, Sociology 2260A/B, Sociology 3375F/G, Sociology 4455F/G, ~~Sociology~~
~~2267A/B~~ and Psychology 2031A/B.

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

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

and

HURON UNIVERSITY COLLEGE
(hereinafter called "Huron")

and

KING'S UNIVERSITY COLLEGE
(hereinafter called "King's")

and

FANSHAWE COLLEGE
(hereinafter called "Fanshawe")

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

AND WHEREAS Fanshawe offers a two year Business-Accounting Diploma program;

AND WHEREAS Western and Huron each offers a 4-year Bachelor of Management and Organizational Studies ("BMOS") Degree program with a specialization in accounting;

AND WHEREAS King's offers a 4-year BMOS Degree program with a specialization in either accounting or in finance and administration;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Business-Accounting Diploma program at Fanshawe to Year 3 of the 4-year BMOS program in the Faculties of Social Science at each of Western, Huron and King's, 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 Fanshawe and Western, Fanshawe and Huron or Fanshawe and King's;

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

ADMISSION

1. Each of Western, Huron, and King's (individually and hereinafter the "receiving institution") agree to consider for admission to full-time study in Year 3 of the BMOS degree program, Specialization in Accounting or the BMOS degree program, Specialization in Finance and Administration (King's only), and grant block transfer credit to graduates of the Business-Accounting Diploma program at Fanshawe who meet the following requirements:

- a) completion of the two-year Business-Accounting Diploma program with a competitive overall admission average as determined by the receiving institution for the year in which they apply, and with no grade less than “C” or 2.0 GPA;
 - b) completion of the prescribed set of courses within the Business-Accounting Diploma program (see list in section 5 below) within the two years immediately prior to applying to the receiving institution;
 - c) completion of Fanshawe Mathematics 3079 (Calculus & Vectors); MCV4U (Calculus & Vectors) or an equivalent as approved by the receiving institution; and
 - d) the written endorsement of the Chair of the Lawrence Kinlin School of Business at Fanshawe.
2. In order to be considered for admission to a receiving institution under this agreement, Fanshawe students must notify the Undergraduate Admissions Office at the applicable receiving institution by March 1st of the year in which they are seeking admission of their intention to apply, and provide the applicable Admissions Office with their academic transcripts by June 1st of that year.
 3. The receiving institution may each accept up to 15 Fanshawe graduates annually 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 and it may differ between the receiving institutions.

Admissions decisions are within the sole discretion of the receiving institution and cannot be appealed. Applicants who meet the requirements set out in paragraphs 1 and 2 above are not guaranteed admission under this Agreement. 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, Huron and King’s.

BLOCK TRANSFER CREDIT

4. Successful applicants shall receive block transfer credit at the receiving institution for the following courses equivalent to the first two years of full-time study (10.0 credits) in the Specialization in Accounting at Western, Huron, and King’s or Specialization in Finance and Administration at King’s modules of the Bachelor of Management and Organizational Studies. This credit is not transferrable to other Faculties or Programs.

Fanshawe Course Number	Fanshawe Course Name	Fanshawe Credit Weight
ACCT 1100	Principles of Accounting 1	3.0
MKTG 1012	Principles of Marketing 1	3.0
MATH 1052	Business Math	3.0
BUSI 1005	Introduction to Business Processes	3.0
BUSI 1060	Strategies for Success	1.0
WRIT 1032 or WRIT 1034	Reason & Writing-Business 1 Reason and Writing – EAP	3.0 3.0
ACCT 1011	Principles of Accounting 2	5.0
ACCT 1097	Applied Computer Applications for Accounting 1	3.0
ACCT 1098	Applied Computer Applications for Accounting 2	3.0
COMM 3020	Professional Communication	3.0
MATH 1175	Financial Math	3.0
ECON 1002	Economics 1	3.0
ECON 1005	Economics 2	3.0
MGMT 3041	Organizational Behaviour	3.0
MATH 1045	Statistics	3.0

FINA 3043	Taxation 1 – Personal Tax	5.0
ACCT 3036	Accounting 1 – Intermediate	5.0
ACCT 3022	Cost Accounting 1	3.0
ACCT 3050	Accounting 2 – Intermediate	5.0
FINA 3042	Corporate Finance 1	3.0
FINA 3044	Taxation 2 – Personal Tax	3.0
LAWS 3041	Business Law	3.0
SYST 3002	Business Information Systems	3.0
	General Education Elective	3.0

5. The course names and numbers set out in section 5 may be revised from time to time and Fanshawe will notify each of Western, Huron and King's of any revisions in a timely manner. Failure of Fanshawe to provide timely notification to Western, Huron and King's of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.
6. The parties acknowledge that the granting of block transfer credit is based on an assessment of the Business-Accounting Diploma program and courses at Fanshawe as of the date of this Agreement. It is the responsibility of Fanshawe to notify each of Western, Huron and King's of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable the receiving institutions to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted to a receiving institution under this Agreement must complete the courses set out in the Appendices and maintain a cumulative and graduating average of at least 65% to graduate from the Bachelor of Management and Organizational Studies (Specialization in Accounting or Specialization in Finance and Administration) program. These progression and degree requirements are subject to change during the term of this Agreement and the receiving institutions will give Fanshawe written notice of any changes.
8. Students who subsequently fail to meet progression or degree requirements for the Bachelor of Management and Organizational Studies (Specialization in Accounting or Specialization in Finance and Administration) program but who do meet requirements for another program at the receiving institution may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record. Credit for Fanshawe courses will be assessed on a course-by-course basis.

The parties agree to provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.

9. Each party to this Agreement shall designate a Program Representative to assist with the implementation and operation of this Agreement. All Program Representatives and other relevant staff from each institution shall meet at least once every two calendar years to review their processes and determine if changes are needed to meet the objectives of the parties.
10. The parties' rights under this Agreement are several and not joint or joint and several.

TERM

11. This Agreement is effective as of *January 1, 2019* and shall continue in force unless terminated as set out below.
 - a. Any party may terminate this Agreement upon ninety days' written notice of termination to the other parties. Unless the party terminating the Agreement is Fanshawe, then the Agreement will remain in force as between Fanshawe and the receiving institutions who did not terminate the agreement. No applicants will be considered for admission by that receiving institution giving notice of termination after the date of such notice.
 - b. Notwithstanding paragraph 11(a), if a receiving institution decides to terminate this Agreement due to changes to the Fanshawe Program's curriculum or course content, this Agreement shall terminate as between Fanshawe and the receiving institution seeking to terminate on a date that is the earlier of ninety days after written notice of termination is given to Fanshawe, or the date that the changes were made by Fanshawe.
 - c. Regardless of any notice of termination, students accepted into the Bachelor of Management and Organizational Studies (Specialization in Accounting or Specialization in Finance and Administration) program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College and
Fanshawe College, *October 1 2018*

Course Requirements for Degree Completion Western University, Bachelor of Management and Organizational Studies Specialization in Accounting		
<p>To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at Western University, students must successfully complete the 10.0 courses listed below. Western will provide Fanshawe with written notice of any changes to these course requirements.</p>		
Western Credit Weight	Western Course Number	Western Course Name
0.5	MOS 2242A/B*	Statistics
0.5	MOS 2310A/B	Finance
0.5	MOS 2277A/B or MOS 3367A/B	Personal Financial Planning Introduction to Fraud Examination
0.5	MOS 3360A/B	Intermediate Accounting I
0.5	MOS 3361A/B	Intermediate Accounting II
0.5	MOS 3370A/B	Management Accounting
0.5	MOS 4471A/B	Management Control Systems
0.5	MOS 3362A/B	Introduction to Taxation in Canada
0.5	MOS 3363A/B	Introduction to Auditing
0.5	MOS 4410A/B	Strategic Management
0.5	MOS 4465A/B	Advanced Accounting
0.5	MOS 3311A/B	Advanced Finance
0.5	MOS 4462A/B	Advanced Issues in Canadian Taxation
0.5	MOS 4467A/B	Professionalism and Ethics
1.0 full-course or equivalent from:	ANTHRO 2262F/G, ANTHRO 2272F/G, ANTHRO 2280F/G, ECON 2124A/B, ECON 2128A/B, ECON 2129A/B, ECON 2150A/B, ECON 2152A/B, ECON 2154A/B, ECON 2155A/B, ECON 2156A/B, ECON 2159A/B, ECON 2160A/B, ECON 2162A/B, ECON 2167A/B, ECON 2181A/B, ECON 2191A/B, ENGL 2018A/B, ENGL 2019A/B, GEOGRAPH 2143A/B, GEOGRAPH 2144F/G, GEOGRAPH 3422A/B, HISTORY 2120A/B, HISTORY 2171A/B, HISTORY 2183A/B, HISTORY 2807F/G, PHILOS 2074F/G, PHILOS 2730F/G, POLISCI 2102A/B, POLISCI 2140A/B, POLISCI 2211E, POLISCI 2246E, PSYCH 2030A/B, PSYCH 2035A/B, PSYCH 2070A/B, SOCIOL 2166A/B, SOCIOL 2172A/B, SOCIOL 3308F/G	
1.0 full-course or equivalent designated Essay course(s) numbered 2000 or above (which must be designated Essay course(s) unless taken above)		
1.0 full-course or equivalent from Category B (Arts & Humanities unless taken above)		

*Students may choose to take STATS 2035 in lieu of MOS 2242A/B but must ensure they meet the Category B and designated Essay requirements.

APPENDIX 2

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College and
Fanshawe College, *October 1 2018*

Course Requirements for Degree Completion Huron University College, Bachelor of Management and Organizational Studies Specialization in Accounting		
<p>To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at Huron University College, students must successfully complete the 10.0 courses listed below. Huron will provide Fanshawe with written notice of any changes to these course requirements.</p>		
Western Credit Weight	Western Course Number	Western Course Name
Year 3 Requirements		
0.5	MOS 2275A/B	Business Law I
0.5	MOS 3310A/B	Finance for Management and Organizational Studies
0.5	MOS 3360A/B	Intermediate Accounting I
0.5	MOS 3361A/B	Intermediate Accounting II
0.5	MOS 3362A/B	Introduction to Taxation in Canada
0.5	MOS 3363A/B	Introduction to Auditing
1.0 from:	MOS 2181A/B MOS 3320A/B MOS 3330A/B	Organizational Behavior Marketing for Management and Organizational Studies Operations Management
0.5	PHILOS 2074F/G	Business Ethics
0.5	Any PHILOS, ECON, POLISCI, GLE at the 2000 level and above	
Year 4 Requirements		
0.5	MOS 3370A/B	Management Accounting
0.5	MOS 4471A/B	Management Control Systems
0.5	MOS 4410A/B	Strategic Management
0.5	MOS 4462A/B	Advanced Issues in Canadian Taxation
0.5	MOS 4465A/B	Advanced Accounting
0.5	MOS 3388A/B	Organizational Governance
1.0 full-course or equivalent MOS course numbered 3000 or above		
1.0 full-course or equivalent designated essay course numbered 2000 or above from Category B		

APPENDIX 3

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College and
Fanshawe College, *October 1 2018*

Course Requirements for Degree Completion King's University College, Bachelor of Management and Organizational Studies Specialization in Accounting		
<p>To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at King's University College, students must successfully complete the 10.0 courses listed below. King's will provide Fanshawe with written notice of any changes to these course requirements.</p>		
Western Credit Weight	Western Course Number	Western Course Name
Year 3 Requirements		
0.5	MOS 3310A/B	Finance for Management and Organizational Studies
0.5	MOS 3320A/B	Marketing for Management and Organizational Studies
0.5	MOS 3360A/B	Intermediate Accounting I
0.5	MOS 3361A/B	Intermediate Accounting II
0.5	MOS 3370A/B	Management Accounting
0.5	MOS 3330A/B	Operations Management
0.5	MOS 4467A/B	Professionalism and Ethics
0.5	MOS 2285A/B	Global Business Environment
1.0 from:	STATS 2035 or ECON 2122A/B + ECON 2123A/B	Statistics for Business and Social Sciences Econometrics I Econometrics II
Year 4 Requirements		
0.5	MOS 4410A/B	Strategic Management
0.5	MOS 4465A/B	Advanced Accounting
0.5	MOS 4471A/B	Management Control Systems
0.5	MOS 3362A/B	Introduction to Taxation in Canada
0.5	MOS 3363A/B	Introduction to Auditing
0.5	MOS 3367A/B	Introduction to Fraud Examination
0.5	MOS 4422F/G	Corporate Governance
0.5	MOS 4462A/B	Advanced Issues in Canadian Taxation
1.0 designated Essay course numbered 2000 or higher; must be Category B		

APPENDIX 4

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College and
Fanshawe College, *October 1 2018*

Course Requirements for Degree Completion King's University College, Bachelor of Management and Organizational Studies Specialization Finance and Administration		
<p>To graduate with the Bachelor of Management and Organizational Studies (Specialization in Finance and Administration) at King's University College, students must successfully complete the 10.0 courses listed below. King's will provide Fanshawe with written notice of any changes to these course requirements.</p>		
Western Credit Weight	Western Course Number	Western Course Name
Year 3 Requirements		
0.5	MOS 3310A/B	Finance for Management and Organizational Studies
0.5	MOS 3320A/B	Marketing for Management and Organizational Studies
0.5	MOS 3360A/B	Intermediate Accounting I
0.5	MOS 3361A/B	Intermediate Accounting II
0.5	MOS 3370A/B	Management Accounting
0.5	ECON 2150A/B	Intermediate Microeconomic Theory I
0.5	ECON 2152A/B	Intermediate Macroeconomic Theory and Policy I
0.5	MOS 2285A/B	Global Business Environment
1.0 from:	STATS 2035 or ECON 2122A/B + ECON 2123A/B	Statistics for Business and Social Sciences Econometrics I Econometrics II
Year 4 Requirements		
0.5	MOS 3330A/B	Operations Management
0.5	MOS 4410A/B	Strategic Management
0.5	MOS 4465A/B	Advanced Accounting
0.5	MOS 4471A/B	Management Control Systems
1.0 or equivalent from:	MOS 3410F/G, PHIL 2700F/G, PHIL 2074F/G, PHIL 2075F/G	
1.0 or equivalent from:	AS 2053, ECON 2154, ECON 2156, ECON 2159, ECON 2160, ECON 2184	
0.5	ECON 2162, ECON 2163, ECON 2164, MOS 3322	
0.5	Elective	Must be Category B course at the 2000 level or above if only 0.5 Philosophy course taken above.

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https://www.uwo.ca/univsec/pdf/academic_policies/general/convocation.pdf

DEGREE DIPLOMA WORDING (*Starting on Page 2*)

Degree diplomas will have the following wording:

"The Senate on the recommendation of the (Faculty/School/College) has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations.

Given at London, Canada, on the (date) day of (month), (year), in the (appropriate year, e.g, 2001 will be the one hundred and twenty-third year) of the University."

The University of Western Ontario will be the only institution cited on the degree diploma unless specific approval is granted by Senate.

Degree Diploma Wording for Graduate Student Diplomas

Effective from July 1, 2008, the degree diplomas for graduate students will state that "Senate on recommendation of the School of Graduate and Postdoctoral Studies has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations." The change has resulted from the change in the name of the Faculty of Graduate Studies. Any student who graduated prior to June 30, 2008, will have the Faculty of Graduate Studies cited on his/her diploma.

Exception for MBA diplomas:

The location at which Master of Business Administration degrees are conferred is to be removed from MBA degree diplomas effective May 15, 2001.

[Secretarial Note: Any Western students who are not in the MBA program may apply to participate in the Convocation ceremonies in Hong Kong (see policy in Section 1 on Convocation above). If they choose to do so, their degree diplomas will maintain the statement, "Given at London, Canada..." The certificate of participation will show that graduation was at the Hong Kong Convocation ceremonies.]

Revision to the Name of the Faculty of Medicine & Dentistry on Diplomas

Effective from September 1, 2005, all references to the Faculty of Medicine and Dentistry, the Schulich School of Medicine and the School of Dentistry will be changed to recognize the Schulich School of Medicine & Dentistry, e.g., "The Senate, on the recommendation of the Schulich School of Medicine & Dentistry..."

Exception for Programs offered in Collaboration with Fanshawe College:

Collaborative programs offered with Fanshawe College recognize both Western and Fanshawe on Western's graduation diplomas, e.g., "The Senate on the recommendation of the Faculty of Health Sciences in collaboration with the Faculty of Health Sciences and Human Services, Fanshawe College, has conferred upon (graduate's name) the degree of Bachelor of Science in Nursing."

The Bachelor of Medical Sciences program is offered jointly by the Faculty of Medicine and Dentistry and the Faculty of Science and as such, both Faculty names will appear on BMSc diplomas.

[(09JUN) i.e., "The Senate on the recommendation of the Schulich School of Medicine and Dentistry and the Faculty of Science has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations...."]

Faculty of Science: Earth Sciences Programs for Professional Registration

Degrees for students in the Earth Sciences Programs for Professional Registration will be issued in the future as:

BSc Honors Geology **for Professional Registration**

BSc Honors Environmental Geoscience **for Professional Registration**

BSc Honors Geophysics **for Professional Registration**

This whole section to be removed from this policy:

RECORDING STUDENTS' NAMES ON ACADEMIC RECORDS AND DEGREE DIPLOMAS

In order to maintain the integrity of the University's student records, each student is required to provide either on application for admission or on personal data forms required for registration, his/her complete legal name. Any requests to change a student's name by means of alteration, deletion, substitution or addition, must be accompanied by acceptable documentation except as described below.

Printing the Students' Names on Degree Diplomas

Students' names (first, middle and last names) as confirmed during the application to graduate process, will be printed on Degree Diplomas in capital letters. Students wishing to include lower case letters or accents in their names must follow the "Request to Change Students' Names on Degree Diplomas and Transcripts" as listed below.

Requests to Change Students' Names on Academic Records

See "Academic Records and Student Transcripts"

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

Requests to Change Students' Names on Degree Diplomas and Transcripts

Students who wish to include a variation of their complete name for the purpose of their printed degree are required to put this request in writing to the Office of the Registrar. The name variation for the printed degree will be retained as part of the student's permanent record and displayed on official transcripts with the degree conferral information*.

To maintain data integrity, name change requests will not be accepted by email or through third parties without written authorization by the student.

The following are examples of acceptable requests for student name changes without documentation:

Change	Example
Truncation of names	Alexander to A.
Diminutives of names	James to Jim
Variation in the order of names	Surname/Given name
Use of religious names	Addition of Mohammad
Removal of middle names	Jane Ann Smith to Jane Smith
Using both capital and lower case letters	MACKENZIE to MacKENZIE MCKENNA to McKENNA VON KUSTER to Von KUSTE
Addition of accents	NOELLE to NOËLLE FRANÇOIS to FRANÇOIS

*Requests to include accents will NOT be included on official transcripts or displayed as part of the student's centrally maintained academic record.

The rest of the policy is unchanged.

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https://www.uwo.ca/univsec/pdf/academic_policies/general/records.pdf

The first part of the policy is unchanged

TRANSCRIPT NOTATIONS

At its meeting of April 16, 2010, Senate approved the following:

- that transcript notations for suspension and expulsion differentiate between Scholastic Discipline and Code of Student Conduct offences.
- that the notation for suspensions be removed from the transcript when the student graduates or five years after the last registration.
- that the notation for expulsions be permanent unless a petition to the President for its removal is approved. The petition to remove an expulsion notation from the transcript may be made no sooner than five years after the offence. Removal of the expulsion notation from the transcript would not overturn the expulsion decision; the expulsion from the University would remain in effect.

Secretariat Note: See also the policies on Scholastic Discipline for Graduate and Undergraduate Students:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

and the Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>

AREAS OF CONCENTRATION IN LAW (To be on Transcripts)

Areas of Concentration are available in Business Law, Criminal Law, Information and Technology Law, and Taxation. All Area of Concentration programs require a student to complete a research paper in the pertinent area. The Area of Concentration research paper must meet the criteria of the Faculty's writing requirement necessary for graduation, and may be used to fulfil that requirement. Students who complete an area of concentration within the JD program will have a notation, e.g., "Area of Concentration: Business Law," included on their transcripts.

Students who fulfill the requirements of more than one Area of Concentration shall have a notation for all such successfully completed concentrations included on their transcripts.

RECORDING STUDENTS' NAMES

In order to maintain the integrity of the University's student records, each student is required to provide either on application for admission or on personal data forms required for registration, his/her complete legal name. Any requests to change a student's name by means of alteration, deletion, substitution or addition, must meet the criteria outlined below.

Printing Students' Names on Degree Diplomas

Students' names (first, middle and last names) as confirmed during the application to graduate process, will be printed on Degree Diplomas in capital letters. Students wishing to include lower case letters or accents in their names must follow the "Request to Change Students' Names on Degree Diplomas" policy below.

Requests to Change Students' Names on Academic Records and Transcripts

Students who wish to change their name used for official registration purposes are required to provide acceptable documentation and photo identification reflecting the change.

Requests to Change Students' Names on Degree Diplomas

Students who wish to include a variation of their complete name for the purpose of their printed degree are required to put this request in writing to the Office of the Registrar. The name variation for the printed degree will be retained as part of the student's permanent record and

displayed on official transcripts with the degree conferral information*. To maintain data integrity, name change requests will not be accepted by email or through third parties without written authorization by the student.

The following are examples of acceptable requests for student name changes without documentation:

Change	Example
Truncation of names	Alexander to A.
Diminutives of names	James to Jim
Variation in the order of names	Surname/Given name
Use of religious names	Addition of Mohammad
Removal of middle names	Jane Ann Smith to Jane Smith
Using both capital and lower case letters	MACKENZIE to MacKENZIE MCKENNA to McKENNA VON KUSTER to Von KUSTER
Addition of accents	NOELLE to NOËLLE FRANCOIS to FRANÇOIS
Use of previously approved Preferred/Chosen first name	See "Request to Change Students' Preferred/Chosen First Name" policy

*Requests to include accents will NOT be included on official transcripts or displayed as part of the student's centrally maintained academic record

Request to Change Students' Preferred/Chosen First Name

A student's preferred/chosen first name is typically the first name that they commonly go by, and differs from their legal first name. Western University requires that individuals use their legal name on all legal records and official documents. However, Western University also recognizes that, as an inclusive community, many of its members use first names other than their legal first names to identify themselves. The University acknowledges that a preferred/chosen first name can and should be used wherever possible in the course of University business and education. Preferred/Chosen First Name is supported in the systems identified through the Office of the Registrar.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Contents	Consent Agenda
Office of the Ombudsperson Annual Report 2017-2018	Yes
Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2018 by the Senate Committee on University Planning	Yes

FOR INFORMATION

1. **Office of the Ombudsperson Annual Report 2017-2018**
See [Appendix 1](#).
2. **Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2018 by the Senate Committee on University Planning**
See [Appendix 2](#).



ANNUAL REPORT

2017/2018

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

In accordance with the Ombudsperson Memorandum of Agreement, I am happy to present the annual report for the period August 1, 2017 to July 31, 2018.

As with past reports, Ombuds staff will post this report on our web site, distribute it to university administrators and student council leaders, and present the findings to the University Board of Governors and Senate.

At the time that I was preparing this year's report, a student leader met with me to discuss issues affecting their constituency. About half way through the conversation, we began speaking about the role of the Ombudsperson. The student asked *what* we do for students and *how* we go about our work. I started telling them about how we are impartial and guide students through concerns at the university. I gave my *elevator pitch*.

The Office of the Ombudsperson is a confidential and impartial office that guides students through concerns at the University. We can help with academic and non-academic problems and serve all students on main campus and at the affiliates, whether they are graduates or undergraduates.

The student interrupted me and said, 'No. I mean, *exactly* how do you work with students'?

My goal with this year's report is to paint as accurate a picture as possible of what happens when a student emails, phones or walks into our office. I hope to present who we are, how we work, and what the concerns are that we address. I also hope that if our readers have questions, they will pop in to see us in Room 3135 of the Western Student Services Building or email ombuds@uwo.ca.

Jennifer Meister

“My goal with this year’s report is to paint as accurate a picture as possible of what happens when a student emails, phones or walks into our office.”

ABOUT THE OMBUDSPERSON

WHAT IS AN OMBUDSPERSON?

I am the first to admit that Ombudsperson is not an accessible word – especially for international students; however, Ombudsman is the title given to offices that are independent of management or government; promote fairness; are impartial; and perform their work confidentially. Ombudsman comes from the Swedish word *umbuds man*, meaning representative. The Swedish government appointed the first Citizens Representative – or Ombudsman -- in 1809. Today there are organization and government ombudspersons around the world. All Canadian provinces and territories, except for Prince Edward Island and Nunavut, have Ombudspersons and there are Ombudspersons at approximately 25 universities and eight colleges across Canada. Western's Office of the Ombudsperson was established in the 1970s.

HOW DOES THE OMBUDS OFFICE ADDRESS STUDENT CONCERNS?

Students often contact us before they file an appeal or speak to a decision maker about a concern. For example, when they receive a disappointing grade or have been accused of a scholastic offense. In these instances, we provide students with **information** such as steps in a process, contact information for the person to whom they should appeal, or the appeal deadline.

The majority of students who come to the Ombuds Office come because they are now aware of their options and need **advice**. For example, a student may feel a quiz administered by a professor was unfair; however, they need to talk to someone about the value of appealing when the quiz is only worth two per cent of their final grade. The advice category also includes when we review appeal letters. We may provide basic editing, but more importantly, we ensure the student has included all the critical information. We also provide advice to graduate students who are experiencing conflict or progression issues.

Finally, on occasion we **intervene** in cases. We do not necessarily intervene on behalf of the student. Usually we intervene to find out more information or to ensure we understand why an administrator made a specific decision. We only intervene with the student's permission. We have an intake sheet that the student signs to give us permission to discuss the situation with a specific office.

WHO ARE WE?

Western's Office of the Ombudsperson has two employees – the Ombudsperson and the Associate Ombudsperson.

I, Jennifer Meister, have been Ombudsperson since August 2011 and served as Acting Ombudsperson between August 2010 and August 2011. I hold a Master's in Education from the Ontario Institute of Studies in Education (OISE) at the University of Toronto and am working toward my Conflict Management Certificate through Western Continuing Studies. Before working at Western, I worked in communications. When not at work, I love quilting and stitching anything that you can put a needle and thread through!

Associate Ombudsperson Anita Pouliot has been with the Office of the Ombudsperson since May 1990. A Western graduate, Anita has a wealth of historical knowledge about university policies and why they are written as they are. She also knows many people across campus and can help guide students to those best able to help them. Anita is a specialist in undergraduate situations, and has led thousands of students through grade appeals, petitions for dean's waivers, and reconsiderations of admission. Of course, no biography of Anita would be complete with mentioning her love of golf.

Students can phone, email, drop in, or request an appointment via the Contact Us area of the Ombuds web site. During the week, we always return email and voice mail within 24 hours of the message. Our office is conveniently located on the third floor of the Western Student Services Building.



JENNIFER MEISTER
Ombudsperson



ANITA POULIOT
Associate Ombudsperson

Between August 1, 2017 and July 31, 2018, **681 students** reached out to the Office of the Ombudsperson about **732 different issues**.

1 OUT OF EVERY 50

Western students contacted us in 2017/18

What was required from these concerns:

246

Information

419

Advice

55

Intervention

12

Not specified



SCENARIOS

The following will give you an idea of what we do when a student arrives in our office. I highlight examples from the most common issues of 2017/18. Some issues are distinctively undergraduate or graduate; however, others cross the chasm between graduate and undergraduate.

Most of my peers at other universities provide recommendations in their annual reports. Earlier drafts of this report included recommendations, but I don't believe it's appropriate to make recommendations based on the small window into an issue we in the Office of the Ombudsperson have. Instead, I hope that administrators will take the information provided and determine what warrants consideration. The Ombudsperson does have right to investigate an issue, which I will if I feel it is appropriate and necessary.

When reading this document, please also note that students don't visit the Office of the Ombudsperson when life is great. We don't hear when a professor says they know questions on an exam were "bad" questions and therefore have increased everyone's grade by a per cent. Nor do we hear when students who struggled through their degree return to thank academic counselors for the guidance they provided. There are thousands of good news stories out there – but we don't get to hear them and so they are not in this report! As well, because we don't always hear the outcome after we have made suggestions to students, in this report I can only say what Ombuds staff did in a specific situation. We do sometimes get a thank you when a student resolves their concern, or a follow up message wondering what else the student can do if a suggestion has not worked out.

Close But far away

A student came to us needing 60 per cent in a course in order to stay in their module. The student received 59 per cent. We suggested the student meet with academic counseling to determine whether 59 per cent would indeed be a problem or if it would be 'close enough' to progress. Following a meeting with academic counseling and determining that 60 per cent was a firm requirement, we suggested the student meet with the professor to review their exam. We then explained that if the grade remained at 59 per cent, the student could appeal to the undergraduate chair in the program to remain in the module. We reviewed the student's appeal letter. In the end, the program permitted the student to remain in their module. In this situation, the administrators involved made an exception to a policy. Exceptions are fine, as long as the administrator is willing to make an exception when a similar situation arises in the future. My concern with this exact case is that this student chose to appeal and therefore the situation came to the attention of program management. The program may not have registered other students who received 59 per cent in the course.

I missed the deadline

A student realized past the deadline for adding courses that they wanted to add a course and drop another one. The student had been attending the class they wanted to add, and the professor had agreed. Academic counseling denied the request. The Ombuds office reviewed the student's appeal to the associate dean to do this late course swap; however, we also explained that the deadlines set by Senate are firm. Deadlines are only set aside under exceptional compassionate or medical circumstances.

I want to overload

A student had to drop some courses the previous school year because of a newly diagnosed medical condition. The next term, the student requested permission to overload so that they would be able keep up with their program. Academic counseling and then the associate dean denied the request. The student did not believe this was fair because they had a cumulative average of 76.6 per cent and felt they had proven every year that they could handle the workload. The faculty publishes a requirement of 80 per cent in order to overload. In this case, we guided the student through their letter to the associate dean, but we also explained the published rule and explained that such rules are in place to ensure student success.

Grade adjustments

Scenario #1: A fourth-year student received 79 per cent on a mid-term exam. The professor entered the grade into OWL as 75 per cent. The student talked with the professor regarding the change. The professor had removed some questions from the exam because the professor acknowledged problems with the questions. The professor explained that because of this, some students' grades went up while others went down. We pointed out to the student that grade adjustments are fair as long as all students are treated the same. After reviewing the appeal process and discussing the situation a bit more, the student decided to review their exam and consider whether to appeal to the undergraduate chair.

Scenario #2: A Dean's Honours student finished an elective course with 75 per cent. The student received high marks on all elements of the course except for an essay portion of an exam. The student reviewed the exam with the professor and felt the professor was not able to explain where the student went wrong or what an ideal response would be. The student believed the professor was intentionally lowering marks on the essay portion of the exam because the grades in the other sections were high. We explained the student could appeal their grade or contact the undergraduate chair of the department offering the course to discuss their concerns.

Some students believe the only way to voice concerns about a course is to appeal. This is not true. We often suggest that after speaking with the professor, students write a letter or that a small, representative group from a course visit the chair of the program to discuss concerns. Course evaluations are also a valuable way to communicate constructive comments regarding a course. The University is to be commended for the introduction of on-line evaluations, which make it easier for students to submit course feedback.

Scenario #3: A student in a professional program was receiving high grades in a course but then received a poor grade on the final exam. The student was confused because things that would be marked correct on an assignment were marked incorrect on the exam. We guided the student through the appeal process. The associate dean granted the student a PAS in the course (as opposed to a numerical grade). In

this program, a PAS is not included in the calculation of the cumulative average, so the student agreed to this solution. This seemed like a good solution, but as with a previous situation, the program gave the student a PAS because the student appealed. Students who didn't appeal, and those for whom a PAS wouldn't be the best solution, should also be considered.

Scenario #4: An upper year student came to us with concerns regarding grading. A midterm exam included both multiple choice and short answer questions. The professor gave students the higher grade they earned. i.e. If they earned an 82 per cent on the multiple-choice section of the exam, and a 57 per cent on the short answer, they were given 82 per cent on the exam. Students had not been notified before or during the exam that this was how it would be graded. The student who visited the Ombuds Office earned 76 per cent and 79 per cent on the two sections; therefore, they earned a grade of 79 per cent whereas the student who received 57 per cent and 82 per cent on the different sections, would have earned 82 per cent. The student discussed the situation with the professor who felt it was fair. We explained the appeal process to the student, but suggested they speak to the undergraduate chair before appealing because this situation affected all students in the class.

Scenario #5: According to OWL gradebook, a fourth-year student with aspirations for Law school received 80 per cent in a course. When the student looked at their grade report at the end of term, the professor had lowered the grade to 79 per cent. The student contacted the professor who said that he had to adjust the original grades because the class average was higher than the department's posted average for classes. The student did not believe this was fair because a change from 80 per cent to 79 per cent is a significant difference when applying for Law school. We explained to the student that grade adjustments are sometimes necessary and are fair if the program applies the adjustment equally to all students.

Record clean up

Intense competition for graduate and professional program spaces means there is little room for missteps in undergraduate grades. The reality is that some graduate and professional programs don't allow students to repeat courses and .2 of a difference in a GPA can make a difference in whether a student is admitted. Due to this intense competition, we have seen an increase in current and former students inquiring as to how their academic record can be 'cleaned up'. The University appeal policy is clear on deadlines; however, we usually recommend the individual contact the associate dean of their faculty to explain the circumstances that affected their education. As with other situations, we offer to review letters to associate deans. Following are some examples where a current or former student was appealing to have past performance removed from their academic record.

Scenario #1: A Western graduate applying to a professional program approached our office about a poor grade. We explained that the individual could appeal to the associate dean undergraduate in their home faculty, but we also explained that it would be rare for an associate dean to remove one grade from a record. An associate dean usually grants permission for changes only when the circumstances were extreme and only to all courses in a specific term or year. It is very difficult for a student to prove that a circumstance affected only one or two courses. In this specific case, we also explained to the individual that it might be better to explain to the schools to which they were applying why the grade was so poor.

Scenario #2: A Western graduate, who had undergraduate and graduate degrees, and was applying to a professional school, visited the Office of the Ombudsperson. Mental illness had affected one of the students' undergraduate years at Western. They wanted to appeal to have their grades changed to late withdrawals (WDN). Although Ombuds staff pointed out to the alumna that they were clearly outside of the appeal timeline provided in the policies, we did suggest they write the associate dean of their former home faculty. The alumna did that. When the appeal was denied at the associate dean level, the student appealed to the Senate Review Board Academic (SRBA). The appeal was also denied at SRBA.

Scenario #3: A student graduating at June convocation had applied to be licensed with a professional organization. The student came to us because they had suffered many concussions throughout one of their years at Western and they believed this was why two of their marks were below 65 per cent. The specific professional organization states that the applicant cannot have a grade below 65 per cent. The student wanted to appeal the grades. We explained to the student that they were past the appeal deadline. We also suggested to the student that they write a letter to the professional organization explaining the situation.

WHAT OTHER UNIVERSITIES ARE DOING TO ADDRESS SIMILAR LATE WITHDRAWAL ISSUES

Some North American universities have processes for requests of late withdrawals. Ryerson University has a form that students may complete to request retroactive withdrawal of a course or courses: <https://www.ryerson.ca/registrar/faculty/forms/WDR-WDL>. Grounds for withdrawal include compassionate, medical and procedural error. If granted, the course is expunged from their record. Ryerson students can also separately request a fee adjustment. The University of Minnesota has a policy by which students can drop a course after the drop date but before the exam without any explanation. Students can only do this once in their undergraduate career, and a designation of W is put on their record: <https://www.cfans.umn.edu/late-drop>.

For the Fall 2018 term, Western has introduced the discovery

credit option. With this option, students may elect to take up to 1.0 elective courses on a Pass/Fail basis. The goal of this option is to allow students to explore disciplines outside their major with less concern about grades. Currently there is no provision for this option to be applied retroactively and students must choose the option before the course drop deadline. Further investigation could be done into the impact of a poor year on graduate or professional school applications. This investigation could include looking into the impact of a course withdrawal notification (WDN) on a grade report as opposed to expunging the course from the record.

The role of undergraduate academic counselors

Ninety percent of individuals who responded to the 2016/17 Survey of Graduating Students said they would recommend Western to a friend (Western University, 2017, p.8). In the same survey, respondents rated their satisfaction with academic counseling at Western above average (Western University, 2017, p.9). The latter result may be because each faculty provides the academic counseling model that works for their students. As well, academic counselors take their lead from each individual student as to what their relationship with a specific student will look like. Some students might only see their academic counselor for three ten-minute meetings throughout their time at Western; other students might need coaching throughout their program and might need to meet with an academic counselor a few times a term. Academic counselors provide whatever the student needs; in any given day an academic counselor might be a cheerleader, a coach, or an ally.

When issues pertaining to academic counseling come to the Office of the Ombudsperson, it is usually because of a policy or process that isn't being used efficiently and not something that academic counseling is specifically responsible for, although they are the link between the student and the process.

The scenarios below illustrate what happens when a student doesn't take advantage of the advisement that academic counselors can provide or when the academic counseling system doesn't work as intended.

Scenario #1: In March 2018, a first year student visited the Office of the Ombudsperson with many questions ranging from accessing tax receipts to registering for second year courses. The student was falling between the cracks. I asked if the student had been to academic counseling and they said yes, but for various reasons the student needed further guidance. I spent time with the student explaining where to find their tax receipt and how to find course requirements for the program they were hoping to be in. I then took the student to Learning

Skills Services to sign up for exam preparation sessions. This is an extreme example of a student that was overwhelmed and was clearly unable to advocate for themselves; however, it's also a good example of where a connection with an academic counselor may have helped the student feel less overwhelmed. It is also an example of where it's beneficial for academic counsellors to be able to master the 'art of the referral'. Information sessions provided by Student Accessibility Services, Wellness Services, Learning Skills, Financial Aid, and our office to name a few examples, help academic counselors get a good grasp on who around campus can assist a student with a struggle.

Scenario #2: Western International directed a third-year student to the Office of the Ombudsperson. The student was on academic probation and had failed a first term course, meaning that they would be required to withdraw from Western once academic counseling adjudicated them in May. The student was confused and didn't know what to do. When asked if the student had visited academic counseling to understand the procedure of applying for a dean's waiver, the student said yes, but that they needed more guidance. Staff in the Office of the Ombudsperson explained what would occur during adjudication in May and how the dean's waiver process worked. With permission from the student, we also spoke to the associate dean involved to determine best practices for some of the specific issues the student was facing. When the time arose, we reviewed the student's dean's waiver.

The key to continued academic counseling success seems to be in making processes, such as student medical certificates and course registration, more efficient so that academic counselors can be freed up to provide coaching for students when needed.

Lack of English Skills

Evidence of English proficiency for those applicants whose first language is not English is required before an applicant will be considered for admission (http://welcome.uwo.ca/admissions/admission_requirements/english_language_proficiency.html) Even with this proof, each year we meet with students whose lack of academic success appears to be partially due to their poor command of the English language. The following cases and recommendation refer to graduate students; however, the success of undergraduate students for

whom English is not their first language also needs consideration.

Scenario #1: A professor accused a graduate student of a scholastic offense. The student visited our office to seek advice. We reviewed the policy with the student and advised the student on their right to appeal. The student drafted an appeal letter and sent it to the Office of the Ombudsperson for review. It was clear from the letter that the student did not have a good command of the English language. Ombuds staff made suggestions regarding content but also suggested they have a native English speaker review the letter for grammar and syntax errors. We also suggested the student could visit the Writing Centre. The School of Graduate and Postdoctoral Studies did not grant the appeal and the student was required to withdraw from Western. The student appealed to SRBA, but SRBA upheld the decision of the associate vice provost. This case and similar cases raise the question as to whether a student's lack of English skills, especially when they are in graduate studies, increases the stress and difficulty of a program – and possibly leads the student to commit a scholastic offense.

Scenario #2: Another graduate student approached the Office when they were accused of copying from a web site and submitting it as their own work. This was the student's second offence. As with the previous situation, it became obvious that the student did not have adequate English skills to complete their program. After a discussion with the student regarding English programs in London that would help the student be successful, the student decided to withdraw from their program, improve their English and reapply in the future.

Student/Supervisor Conflict

Western's School of Graduate and Postdoctoral Studies is a leader in developing programs for graduate student success, including introducing guidelines for supervisors and students to follow. In 2017/18, SGPS introduced Own Your Future – a program aimed at helping PhD students develop professional skills and prepare for a future that may or may not include a career in the Academy. As part of Own Your Future, the Office of the Ombudsperson has teamed with Equity and Human Rights Services to present a module on conflict. We discuss the benefits of conflict, but also discuss what to do when conflict threatens a supervisor/student relationship.

In 2017/18, the Office of the Ombudsperson met with 18 graduate students regarding supervisory issues – 20 per cent of graduate student visits. In these discussions, we helped the student see the issue from their supervisor's standpoint and gave student the tools they need should a conflict arise. Following are two examples of how we addressed graduate student/supervisory concerns.

Scenario #1: A student came to us regarding a situation that was an accommodation issue; but after spending some time with the student, it was clear that what started as a request for accommodation was turning into a conflict. The student had a doctor's note stating that they were unable to lift items beyond a specific weight; however, part of the student's research involved lifting equipment onto a table. The student asked for assistance and suggested an undergraduate student might benefit from the experience. According to the student, the supervisor denied the request to have assistance, saying that the lack of a consistent schedule would make it too difficult to have an undergraduate assistant. The student also said the supervisor accused them of being a poor student and not willing to do the required work. The student stated that the supervisor did this to other students as well. Rather than automatically sending the student to Student Accessibility Services or Equity and Human Rights Services, we spoke to the student about how to have a conversation with the supervisor regarding the accommodations they required, and to attempt to work out a solution. The student did not feel overly comfortable speaking to the supervisor, so we suggested they speak with the graduate chair instead. We conducted a role play of the conversation, with the student acting as themselves and Ombuds staff acting as the graduate chair. This gave the student the confidence to meet with the graduate chair to discuss what was occurring. The student is continuing in their program and with their supervisor.

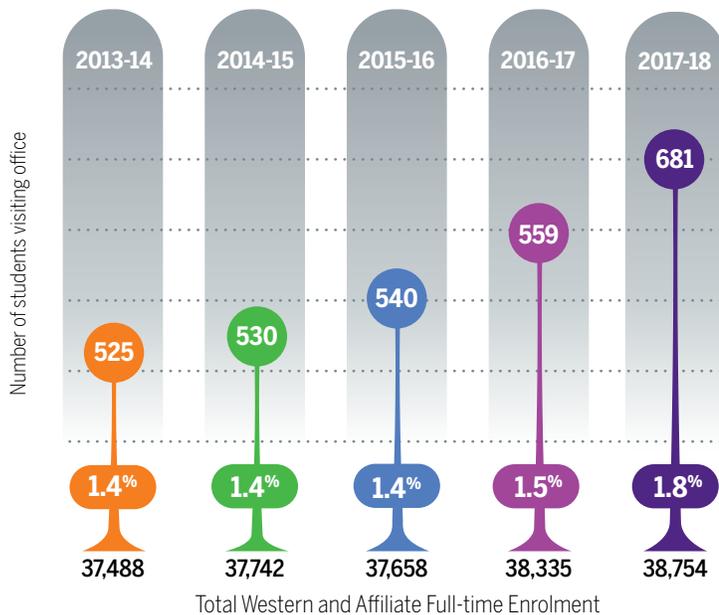
Some institutions, including the University of Toronto, University of Alberta and University of Michigan, offer student-run conflict resolution options. A student sometimes benefits from a peer who has experienced a similar concern. Over the past two to three years, I have recommended to the Office of the Ombudsperson Advisory Committee that the office introduce a peer conflict-management option; however, this has not come to fruition. The Office does not currently have the space for peers, and although space issues can be rectified with novel solutions, I do not have the time to adequately develop such a program. I intend to address this concern in budget planning this upcoming cycle.

VISITOR OVERVIEW

Following is a numerical overview of who has visited the Office of the Ombudsperson in the past year.

Visitors over time

(Note: Some students come to the Office of the Ombuds for more than one concern. The number of concerns brought to the office was higher.)



DEGREE LEVEL OF STUDENTS

83%
Undergraduate

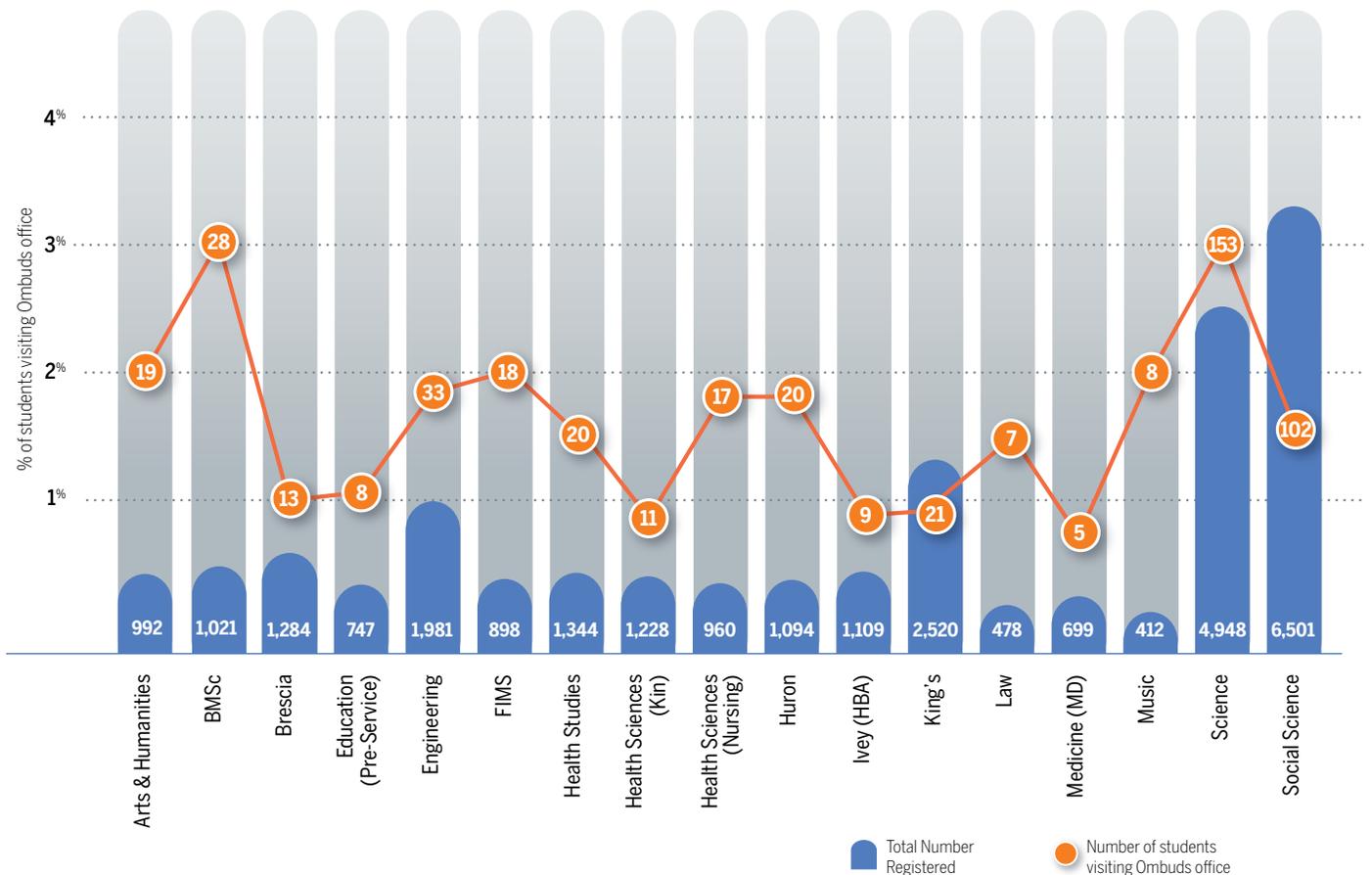
8%
Master's

9%
Doctoral

UNDERGRADUATE STUDENT VISITORS

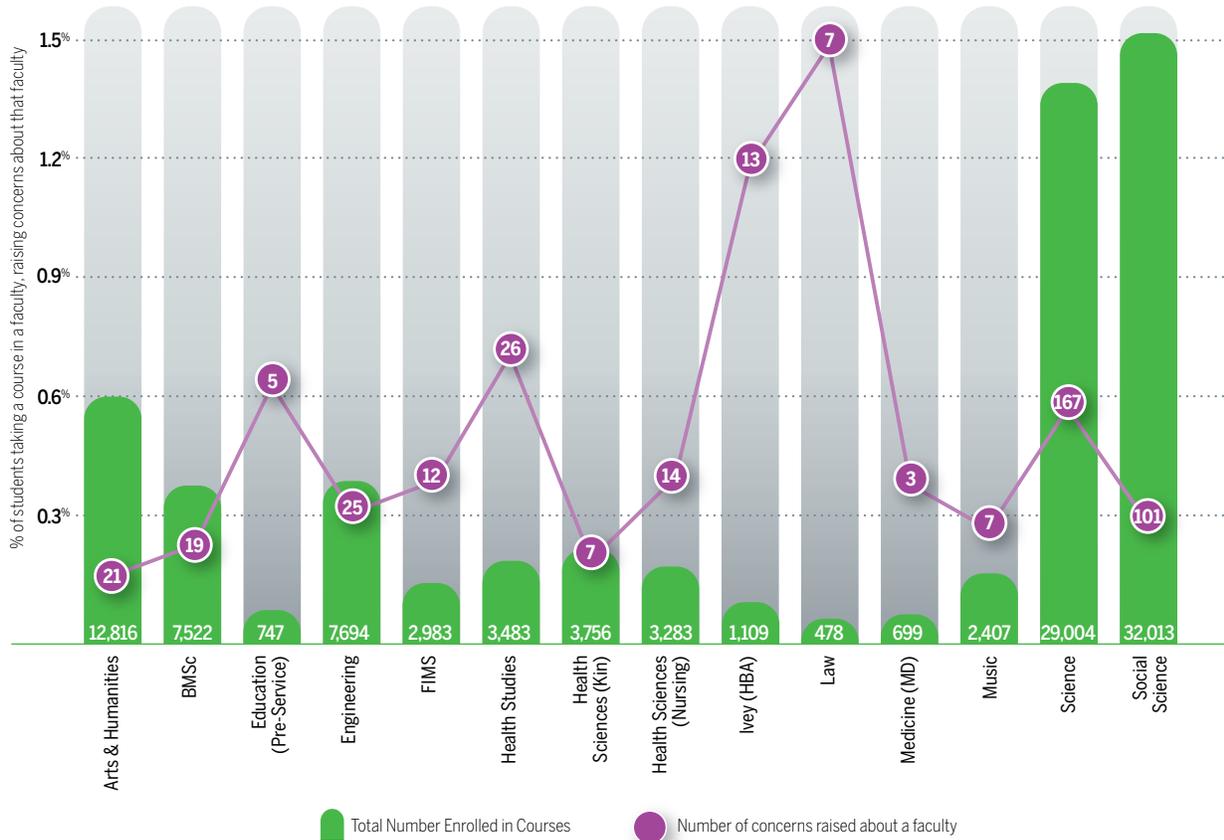
Home faculty of undergraduate students visiting the Office (Note: Not all students tell us their program so they are not identified below but are identified in the overall count of student visitors earlier in this report.)

Undergraduate student visits by home faculty



Undergraduate students by faculty of concern

The following chart illustrates visitors who have concerns about courses in other than their home faculty.



*Brescia (10 concerns), Huron (12 concerns), and King's (18 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

Undergraduate concern break down – academic and financial

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

467 of the 563 undergraduate concerns raised dealt with academic and/or financial concerns.

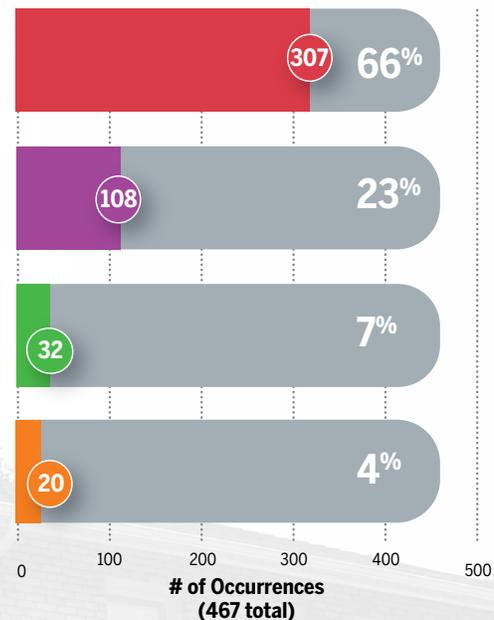
Category of concern

General academic related (inc. grade issues, program requirements, and course management)

Administrative procedures (required to withdraw, admission, late withdrawal, registration, add/drop deadlines, readmission)

Scholastic Offences

Financial (fees, scholarships, financial aid)



GRADUATE STUDENT VISITORS

Although graduate students register in the School of Graduate and Postdoctoral Studies, when they visit the Office of the Ombudsperson we record the faculty hosting their program. The first graph below shows the number and percentage of master's and doctoral students visiting the Office from various disciplinary faculties. Note: There were 15 students who did not identify their discipline.

The second graph shows the number and percentage of master's and doctoral students taking courses in a faculty, raising concerns about that faculty.

Graduate concerns – academic and financial

(100 of 115 concerns raised by graduate students dealt with academic or financial concerns.)

12.8%

Financial (including
financial aid and funding)

7.4%

Admissions

70.2%

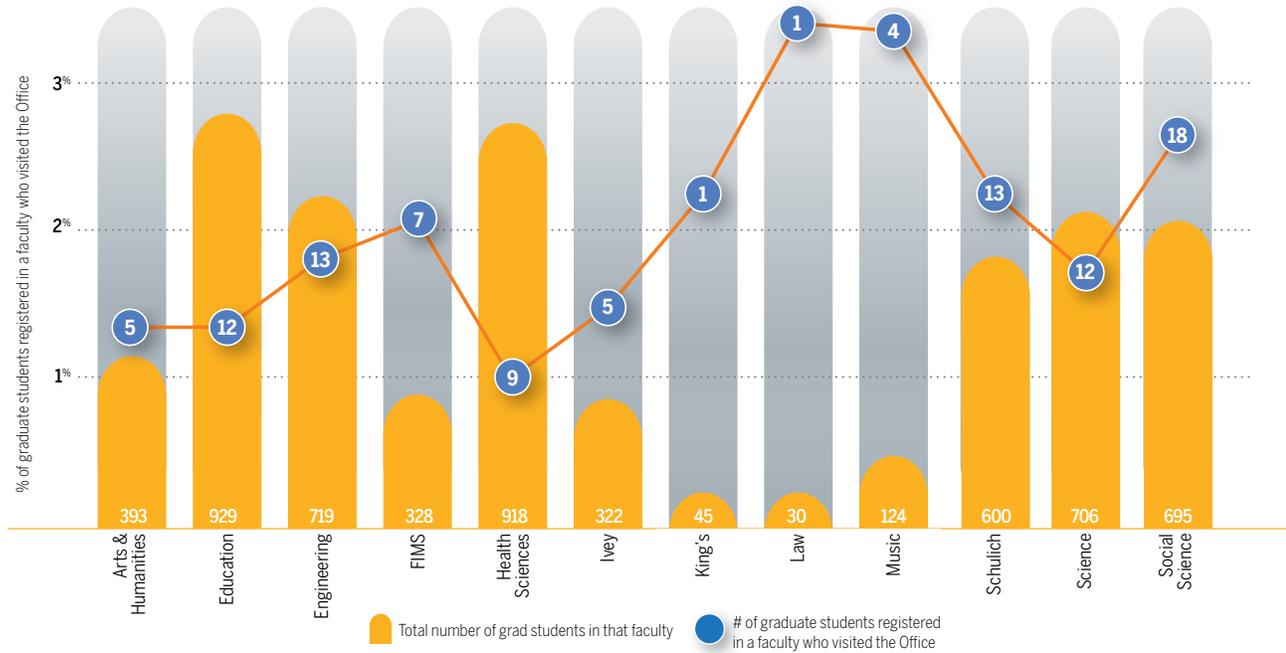
Academic (including grades,
progression and supervision)

9.6%

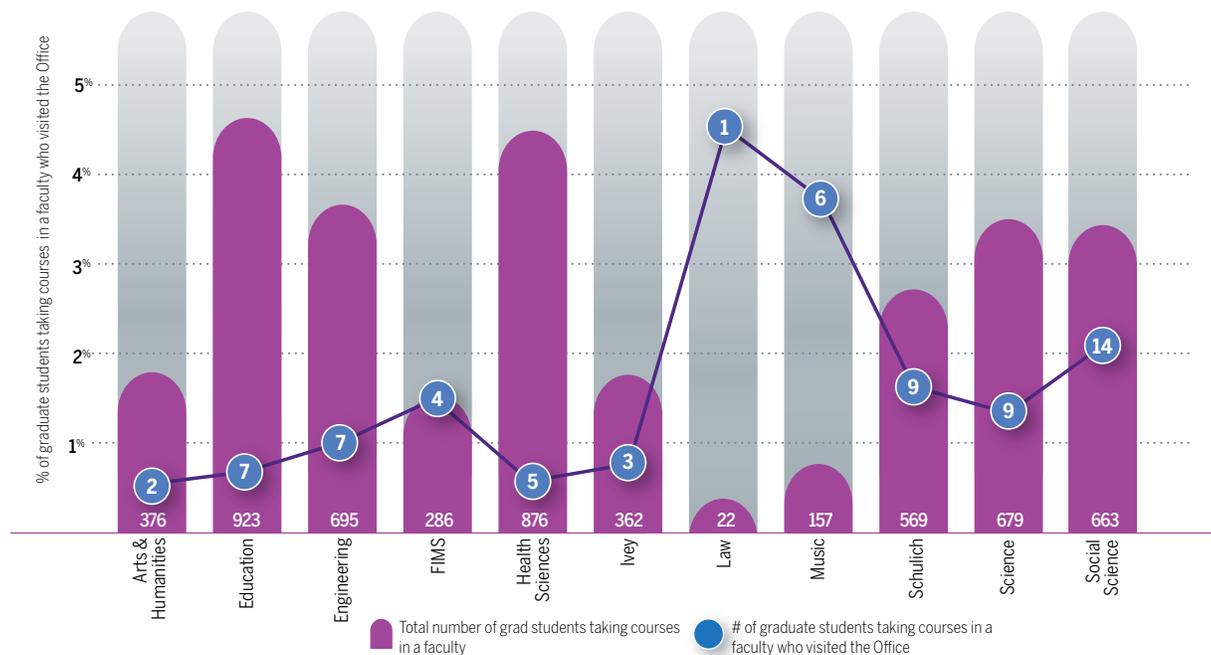
Scholastic Offence

Concerns per student's home faculty

(Note: Not all students tell us their program so they are not identified below but are identified in the overall count of student visitors earlier in this report.)



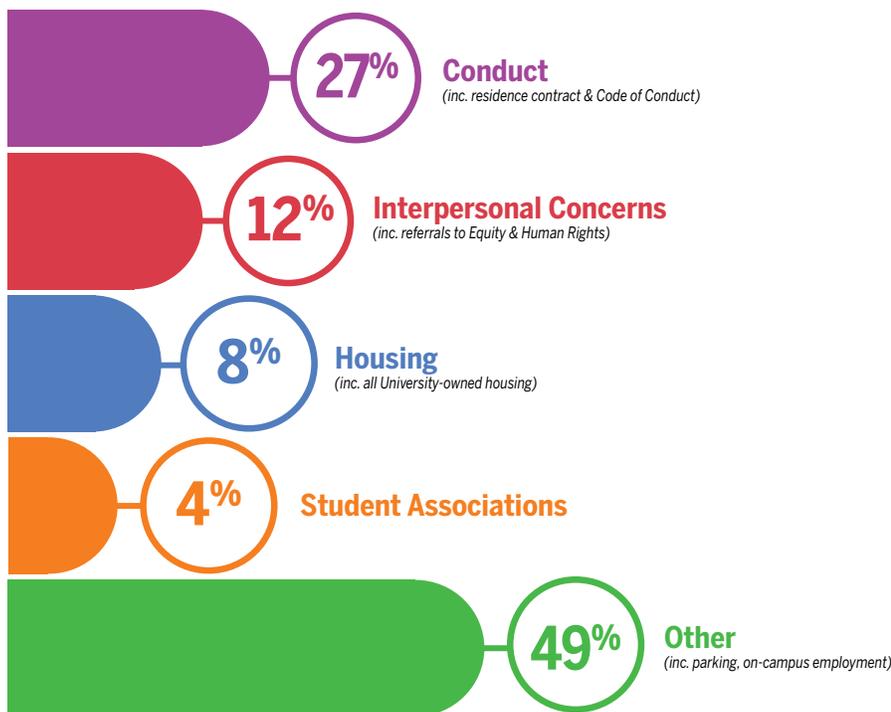
Concerns per course faculty



UNDERGRADUATE AND GRADUATE NON-ACADEMIC CONCERNS

The Office of the Ombudsperson also guides students through non-academic concerns, including Code of Conduct violations, residence and residence conduct issues, and concerns related to parking on campus. The Office of the Ombudsperson is not an official office of complaint for the University but sometimes students just want to be heard.

As a % of total non-academic and financial occurrences (97)

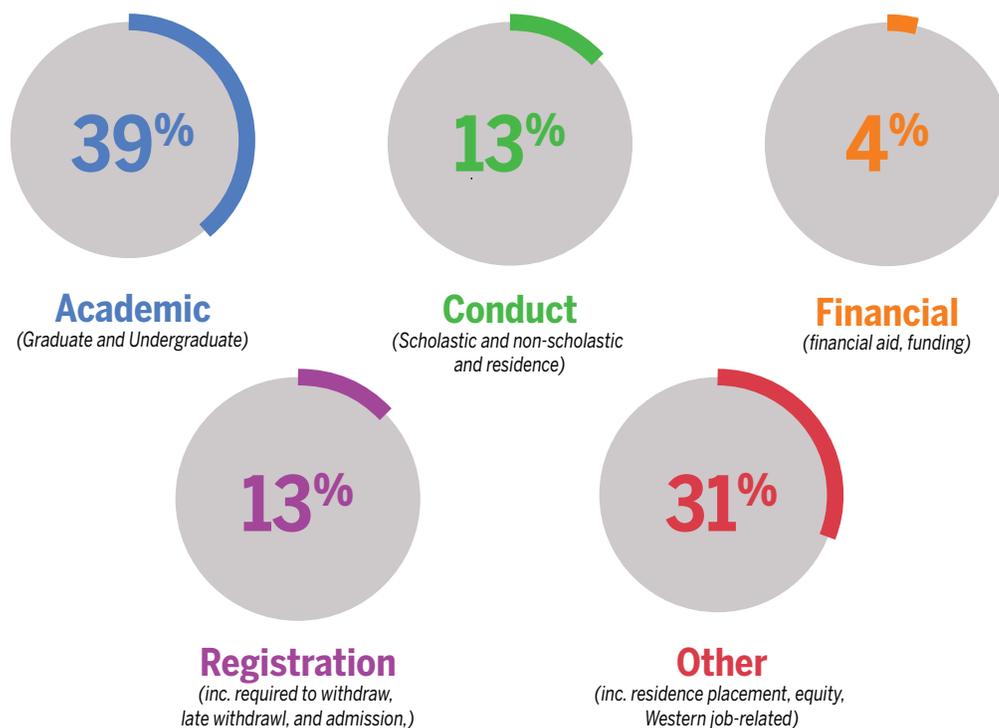


NON-STUDENT DATA

Working with administrators, alleviating parent concerns, and responding to inquiries from the public is another important role we play on campus. We enjoy talking through options with administration, and are always happy to tell a parent what a policy states and why a rule is in place. We don't give any identifying details to parents unless we have the student's written permission.

In 2017/18 we heard from 83 administrators, staff, family members of students, and members of the public.

As a % of total non-academic occurrences (83)



Parliamentary Ombudsman of Malta. (2014, Feb 18). *What does the word Ombudsman mean?* Retrieved from <https://www.ombudsman.org.mt/what-does-the-word-ombudsman-mean-2/>

Western University. (2017, September). Report on the survey of graduating students: 2016-17. Retrieved from https://www.ipb.uwo.ca/documents/2016-17_Survey_of_Graduating_Students.pdf

GETTING THE WORD OUT

Associate Ombudsperson Anita Pouliot and I enjoy getting out of the office and talking about how we can guide students through their concerns. You may have seen us at one of the following events during the 2017/18 year:

Outreach

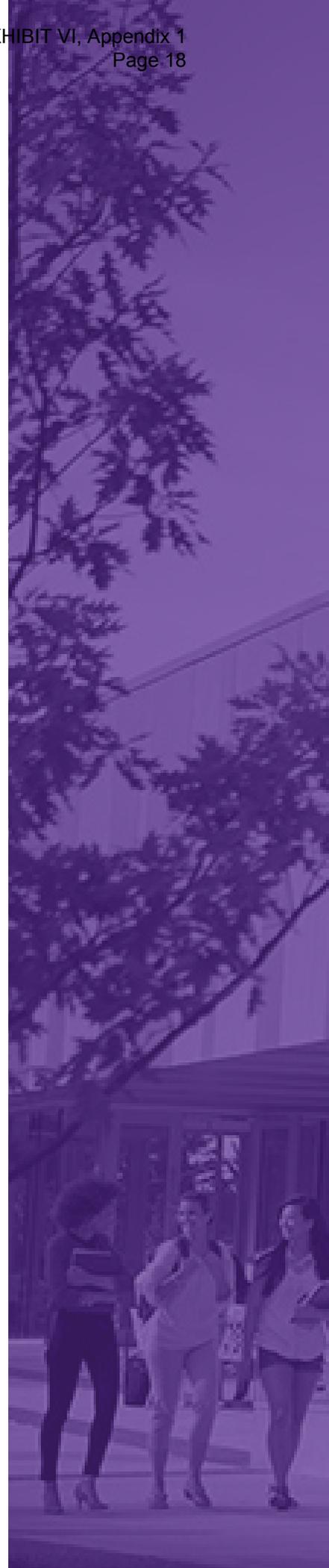
New Faculty Orientation, booth	GradLife, committee member
SOGS Amazing Race, stop on the race	Presentation of 2016/17 Annual Report to University Planning (SCUP) and Audit Committee of Board of Governors.
Residence staff orientation, booth	
Social Science Faculty Day, booth	Response to questions at University Senate
SGPS Fall Orientation, booth	
Orientation Services Fair, booth	Response to inquiries from Western Gazette
Student Appeals Support Committee, appeals training	Information tables, Brescia and King's
Own Your Future, conflict management training	Student Council presentations, Brescia and King's
Academic Counseling presentations	Conflict management presentations, department specific

Input

- Input to review of OWL publishing guidelines
- Input to Student Mental Health and Mental Wellness Strategic Plan

Conferences/Professional Development

- Joint European Network of Ombuds in Higher Education/Association of Canadian College and University Ombudspersons conference, Edinburgh, Scotland
- Collaborative Conflict Resolution, Western Continuing Studies (Jennifer Meister)
- Celebrating Diversity Using an Anti-Oppression Framework
- Applied Suicide Intervention Skills Training (ASIST) (Anita Pouliot)



ADVISORY COMMITTEE

**Thank you to the members of the 2017/18 Office
of the Ombudsperson Advisory Committee:**

Dr Dan Shrubsole, Senate representative

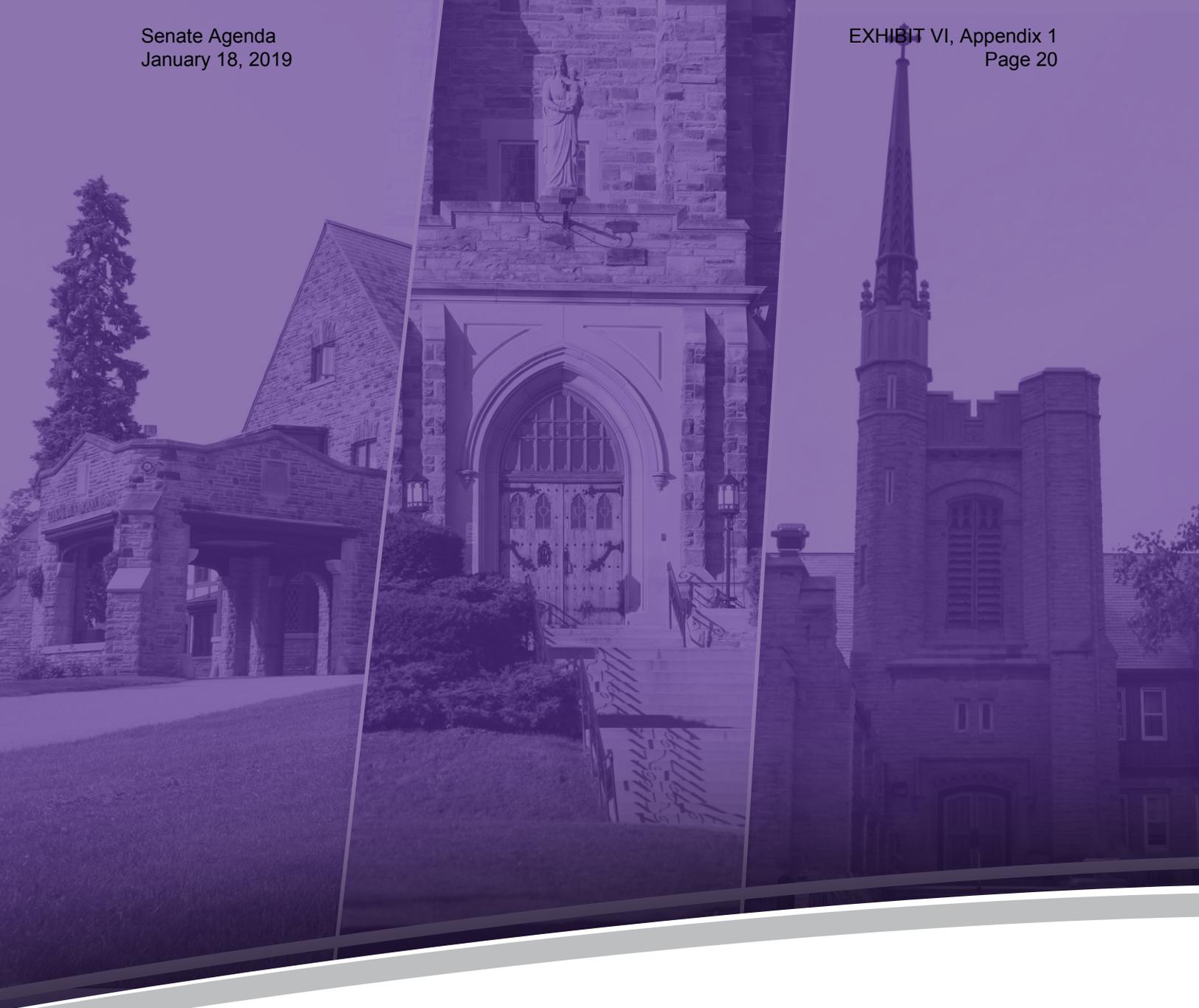
Dr Ken Meadows, President's representative

Mr Landon Tulk, University Students' Council Vice President

Ms Mary-Blake Bonn, Society of Graduate Students President

Dr Joe Michalski, Affiliate College faculty representative

Mr Dylan Matthews, Affiliate College student representative



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The Office of the Ombudsperson is jointly funded by the University of Western Ontario, the Affiliated University Colleges, the University Students' Council and Student Councils of the Affiliated University Colleges, the Society of Graduate Students, and the MBA Association.

FOR INFORMATION

Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2018 by the Senate Committee on University Planning

Name	Year Established	Faculty/School
Ron and Nancy Clark Chair in Entrepreneurship	2018	Richard Ivey School of Business
E.J. Kernaghan Chair in Energy Policy	2018	Richard Ivey School of Business
Wolfe Surgical Research Professorship in the Biology of Head and Neck Cancers	2018	Schulich School of Medicine & Dentistry
Wolfe Medical Research Professorship in the Molecular and Epigenetic Basis of Cancer	2018	Schulich School of Medicine & Dentistry
Dr. Frank Hayden Chair in Sport and Social Impact	2018	Health Sciences
John F. Wood Chair in Innovation in Business Learning	2018	Richard Ivey School of Business

Background:

Senate delegated to SCUP authority to approve designated chairs and professorships on its behalf on those occasions when there was a desire on the part of the donor and the university to reserve the announcement of the gift and the position's establishment to a particular time. As part of the delegation, it was determined that SCUP would provide a summary report on such approvals to Senate from time to time. Similarly, the Board of Governors has authorized the Property & Finance Committee to approve designated chairs, professorships and fellowships on its behalf, and to report such approvals for the information of the Board.

REPORT TO SENATE OF THE ACADEMIC COLLEAGUE, COUNCIL OF ONTARIO UNIVERSITIES

Contents	Consent Agenda
Academic Colleague Report on the December 2018 Meeting	No

FOR INFORMATION

Erika Chamberlain, the Academic College appointed to Senate submitted the following report to Senate with respect to the COU Academic Colleagues meeting on December 11-12 held in Toronto.

The following agenda items may be of particular interest to Senators:

Fall Economic Statement:

This document, which was released in November, will help to shape the COU's ongoing advocacy. The FES focused on the need for efficiencies, transparency, and accountability. It included a number of items relevant to higher education:

- Cancelling plans to proceed with a French language university
- Exploring opportunities to expand collective bargaining oversight to the broader public sector
- Review of executive compensation in broader public sector (to be completed by June 2019)
- New teachers will be required to complete a math knowledge test beginning in 2020
- Phasing out the Ontario College of Trades
- Guaranteed postsecondary scholarships for OHL players

The COU is organizing a task force to discuss possible budget cuts and their impacts, as well as the mechanisms that may be used to attach funding to metrics. It is expected that the government will attach more operating funding to performance metrics, and the COU believes it would be better for the sector to take the lead on this conversation. That is, universities should identify what measures are important to us, and how they could be measured.

Given the government's focus on efficiency/cutting red tape, the COU is working to identify and promote areas where universities are already working together, eg, libraries, Scholars Portal, OUAC, service procurement.

OSAP:

Changes to OSAP are a new focus for the government. Costs in 2017-18 were higher than expected, given changes introduced by the former Liberal government. The impact on universities is unknown at this time.

Sexual Violence Survey:

It is still unknown when the data from this survey will be released. The COU is exploring the idea of coordinated reporting across the sector (same date, same week, same key data), so that the focus will be on challenges at the provincial level, rather than at individual universities.

Freedom of Expression:

Colleagues continued their discussion of campus Freedom of Expression policies. Two student leaders from the McMaster Students Union attended the meeting to share their concerns, particularly as the policies will be implemented in classroom debates, where some students can feel marginalized, stereotyped, or oppressed. We discussed the concept of “accountable spaces,” where students can learn to be socially responsible in expressing their opinions.