

SENATE AGENDA

1:30 p.m., Friday, May 9, 2014
University Community Centre, **Room 56**

1. **Minutes of the Meeting of April 11, 2014**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
Operations/Agenda - **EXHIBIT I** (J. Weese)
Academic Policy and Awards - **EXHIBIT II** (B. Timney)
University Planning – **EXHIBIT III** (B.A. Younker)
5. Report of the Academic Colleague – **EXHIBIT IV** (Kathleen Okruhlik)
6. Enquiries and New Business
7. Adjournment

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

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Senate Membership

FOR INFORMATION

Order of Convocation – Autumn 2014

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of information and Media Studies: Revisions to the Western/Fanshawe Collaborative degree/Diploma in Media Theory and Production

Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Medical Biophysics and Biochemistry

Faculty of Social Science

1) Management and Organizational Studies: Introduction of a Honors Specialization and Specialization in Public Administration

2) Department of History: Withdrawal of the Minor in Latin American Studies

King's University College: Introduction of the Certificate and Diploma in Childhood and Advocacy

Report of the Subcommittee on Program Reviews – Undergraduate (SUPR-U): Cyclical program review – Faculty of Law

Report of the Subcommittee on Programs Reviews – Graduate (SUPR-G): Cyclical program reviews - Civil and Environmental Engineering *and* Physics and Astronomy

Policy revision: Convocation; Graduate Diplomas and Certificates – Awarding degrees

FOR INFORMATION

New Scholarships and Awards

Faculty of Law: Revisions to the Faculty of Law Grading Policy

School of Graduate and Postdoctoral Studies: Revisions to the Thesis Requirements

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

Department of Pathology Name Change to Department of Pathology and Laboratory Medicine

Stephen Dattels Chair in Corporate Finance - Extension

FOR INFORMATION

Western International Report

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION



MINUTES OF THE MEETING OF SENATE

April 11, 2014

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

SENATORS: 62

J. Aitken Schermer	G. Hunter	C. O'Connor
N. Banerjee	G. Jim	B. Prajapati
C. Beynon	R. Keirstead	A. Premat
M. Blagrove	G. Kelly	M. Rothstein
J. Burkell	R. Klassen (Ivey)	C. Schnurr
S. Camiletti	J. Knowles	I. Scott
J. Capone	H. Lagerlund	R. Sookraj
A. Chakma	J. Lamarche	M. Strong
M. Clapton	C. Lee	T. Sutherland
A. Conway	A. Leschied	G. Tigert
L. Davies	J. Litchfield	B. Timney
C. Dean	J. Malkin	E. Tithecott
G. Dekaban	S. McClatchie	J. Toswell
J. Dickey	S. McDonald Aziz	N. Wathen
J. Etherington	K. Mequanint	A. Watson
R. Graham	M. Milde	J. Weese
J. Hatch	J. Morgan	G. West
M. Heath	B. Neff	S. Wetmore
E. Hegedues	A. Nelson	C. Wilkins
J. Hopkins	D. Neufeld	P. Woodford
Y. Huang	C. Nolan	

Observers: L. Gribbon, K. Okruhlik, A. Weedon

By Invitation: J. Carson, J. Doerksen

S.14-69

MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of March 21, 2014, were approved as circulated.

BUSINESS ARISING

S.14-70

2014-15 University Operating and Capital Budget and Western's Financial Statement [S14-36]

Responding to questions raised by some Senators about the university's budget and the extent of the surplus shown in its financial statements, Dr. A. Weedon explained that the financial statements are an audit of how the university spent its money in the previous year, while the operating budget is a forward-looking document projecting how revenues will be used to support ongoing expenses. A number of the revenue streams shown in the university's financial statements are restricted funds that cannot be used or relied on to support the institution's ongoing operating expenses. They include the revenues of self-funded units as well as income from research grants and contracts. In

addition, some of the funds come in mid-year and are not expended in the financial year covered by the financial statements. Carry-forwards located in the Faculty budgets are also included in the financial statements. Although they are funds that are earmarked for future expenditures (such as the hiring of replacement faculty) they are shown on the financial statements as unspent funds and thus appear as a surplus.

Finally, Dr. Weedon noted that the Faculty Association and the university administration will be discussing renewal of the faculty collective agreement later this year and those discussions routinely involve a review of the university's financial statements.

S.14-71 **REPORT OF THE PRESIDENT**

The President's report consisted of the announcement of the recipients of the 2014 Distinguished University Professors, 2014 Faculty Scholars and the New Canada Research Chairs. Overhead slides used to highlight his presentation are attached as [Appendix 1](#).

He also acknowledged the sudden death of former Minister of Finance, Jim Flaherty, by paying tribute to his accomplishments, noting that Mr. Flaherty had been strongly supportive of post-secondary education and research in Canada.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

S.14-72 **Nominating Committee Membership**

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

T. Sutherland (Graduate Student)(term July 1, 2014 – June 30, 2015),
MA. Andrusyszyn (HS),A. Hrymak (Dean/Engg), A. Nelson (SS) (terms July 1, 2014 – June 30, 2016)

The following were elected as Alternates on the Senate Nominating Committee:

J. Aitken Schermer (SS) (term July 1, 2014 – June 30, 2016), C. Niesel (Student)(term July 1, 2014- June 30, 2015)

S.14-73 **Notice of Motion Regarding Research Clusters** [S.14-66]

At the last Senate meeting Professor Amanda Grzyb presented the following Notice of Motion:

That the University Research Board (URB) be directly involved in the review of Letters of Intent and full applications for Western's Clusters of Research Excellence Program, and that they be entrusted to seek appropriate external peer review and consultations with the wider Western community.

In response to the notice of motion, Dr. John Capone, Vice-President (Research), provided a detailed explanation regarding the proposed adjudication process for the establishment of the new Research Clusters. The matter was also discussed at the URB meeting on April 1, 2014. Dr. Capone's letter was distributed to Senate as part of the agenda package.

Dean Weese, Chair of the Operations/Agenda Committee, noted that since the Vice-President (Research) and the University Research Board had addressed the issues raised in the notice of motion, OAC had determined that the motion would not be added to the April 11 Senate agenda.

A member indicated that she still had concerns and argued that the motion should be put on the Senate Agenda to ensure URB's decision-making position.

It was moved by J. Toswell, seconded by J. Lamarche,

That the University Research Board (URB) be directly involved in the review of Letters of Intent and full applications for Western's Clusters of Research Excellence Program, and that they be entrusted to seek appropriate external peer review and consultations with the wider Western community.

In support of the motion, it was noted that transparency of decision making as well as respect for Senate's role were at play.

In response, concern was expressed about the URB having an exclusive role in the decision making process. It was important that the URB be involved in the process but it should not be making the final decisions. Its role should be advisory. Others noted that the motion was redundant given that the response from the Vice-President (Research) included everything requested in the notice of motion.

In response to questions, Dr. Capone said the review committees would make recommendations to the Provost, the Vice-President (Research) and Deans for final decision. With respect to confidentiality and posting applications on the web, executive summaries of the LOIs would be but with care to protect propriety and confidential information of all partners involved.

The motion was withdrawn at the request of the mover and seconder.

REPORT OF THE SENATE NOMINATING COMMITTEE [Exhibit II]

S.14-74

Committee Membership

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

- Vice-Chair of Senate
- Operations/Agenda Committee
- Senate Committee on Academic Policy and Awards
- Senate Committee on University Planning
- University Research Board
- University Council on Animal Care
- Honorary Degrees Committee
- Senate Review Board Academic
- Distinguished University Scholars Selection Committee
- Faculty Scholars Selection Committee
- Nominating Subcommittee to Nominate a Senator from the General Community
- McIntosh Gallery Committee
- Board of Governors
- Advisory Committee for the Ombudsperson's Office
- Academic Colleague

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

S.14-75

School of Graduate and Postdoctoral Studies: Introduction of the Master in Management of Applied Science (MMASc) Program (Hub and Spoke model)

It was moved by B. Timney, seconded by C. Beynon,

That, the new Master in Management of Applied Science (MMASc) program be

introduced effective September 1, 2014, as shown in Exhibit III, Appendix 1.

CARRIED

S.14-76 **School of Graduate and Postdoctoral Studies: Introduction of new fields in the Master of Professional Education Program**

It was moved by B. Timney, seconded by T. Sutherland,

That effective May 1, 2014, new fields be introduced in the Master of Professional Education program as shown in Exhibit III, item 2, and

That students currently enrolled in the program be allowed to graduate with their current field or to enroll in the appropriate new field.

CARRIED

S.14-77 **Faculty of Health Sciences, School of Kinesiology: Withdrawal of the Honors Specialization in Kinesiology – Physical Education for Teaching module**

It was moved by B. Timney, seconded by J. Weese,

That the Honors Specialization in Kinesiology – Physical Education for Teaching module be withdrawn effective September 1, 2014, and

That students currently enrolled in this module be allowed to graduate by September 1, 2016.

CARRIED

S.14-78 **Faculty of Social Science, Department of History, Huron University College and King's University College: Introduction of the new Subject Area "Jewish Studies" and New Course**

It was moved by B. Timney, seconded by S. McClatchie,

That the new subject area "Jewish Studies," detailed in Exhibit III, item 4, be introduced in the Department of History, Huron University College and King's University College effective September 1, 2014, and,

That Jewish Studies 2801 F/G – Introduction to Jewish Studies - be introduced effective September 1, 2014.

CARRIED

S.14-79 **King's University College: Withdrawal of the Specialization in Sociology Module**

It was moved by B. Timney, seconded by S. Camiletti,

That effective September 1, 2014, admission to the Specialization in Sociology module be discontinued at King's University College, and

That students enrolled in the Specialization in Sociology module prior to September 1, 2014, be permitted to continue with the understanding that they must complete the requirements prior to September 2018, and,

That effective October 2018, the Specialization in Sociology module be withdrawn and all registration discontinued.

CARRIED

S.14-80 **Policy Revision: Graduation Requirements - Residency Requirements**

It was moved by B. Timney, seconded by M. Milde,

That effective May 1, 2014, the policy "Residency Requirements" in the Graduation Requirements section be revised as set out in Exhibit III, Appendix 3.

CARRIED

S.14-81 **Revision to the Policy on Academic Records and Student Transcripts**

It was moved by B. Timney, seconded by J. Aitken Schermer,

That effective April 1, 2014 the policy on "Academic Records and Student Transcripts" be revised as shown in Exhibit III, Appendix 4.

CARRIED

S.14-82 **Revisions to the Master-level Graduate Diploma (GDip) in Professional Communication and Management**

In May 2013, SUPR-G, SCAPA and Senate approved the introduction of the Master-level Graduate Diploma in Professional Communication and Management. The diploma program was intended to complement the professional Master in Management of Applied Science (MMASc) program and share a few common courses with the MMASc. The diploma program was sent to the Quality Council for approval as a separate proposal; however the Quality Council requested that this proposal be resubmitted along with the new MMASc program proposal.

Minor editorial changes were made to the Graduate Diploma proposal to bring course numbers and titles up to date, as well as to incorporate changes to synchronize the terminology of the GDip with the MMASc proposal. The revised GDip program proposal is available upon request from SGPS.

S.14-83 **New Scholarships and Awards**

Dean Timney reported that SCAPA had approved on behalf of the Senate, for recommendation to the Board of Governors through the President & Vice-Chancellor, the Terms of Reference for the new scholarships and awards as set out in Exhibit III, Appendix 5.

REPORT OF THE UNIVERSITY RESEARCH BOARD [Exhibit IV]

S.14-84 **Vice-President (Research) Annual Report 2013**

Dr. Capone presented his 2013 Annual Report distributed as Exhibit IV, Appendix 1 with the agenda. Overhead slides used to highlight his presentation are attached as [Appendix 2](#).

ENQUIRIES AND NEW BUSINESS

S.14-85 **Western's Emergency Protocols** [S.13-142]

The Student Senators asked what changes and strategies are being implemented in order to better manage future extreme weather events since the tornado warning that occurred on September 11, 2013. Mr. John Carson, Director, Campus Community Police Service, responded that the following improvements have been introduced since that event:

- Updated siren activation procedures have been put in place and a second weather siren installed
- Utilization of building PA systems (24 buildings)
- Strategic scheduling of VISIX screen maintenance
- Better website update capability and utilization of social media
- Paging of EOCG and ERT members
- Email notification of Building Evacuation Team members
- Mass email notification
- Campus Police Vehicle PA announcements

S.14-86 **Examination Policies** [S.13-102e, S.13-152b]

Western Student Senators asked for an update on the results of the revision to the undergraduate examination policies for conflicts, particularly how the scheduling went and the number of students with conflicts. Dr. Doerksen responded that the revision to the examination policy proved positive and that approximately 100 students had had conflicts.

S.14-87 **Federal Granting Councils' Policies on Maternity Leave**

Western Student Senators asked for input from the administration on the federal granting councils' new policies regarding maternity leave for students who receive funding from these councils. It was noted that the SSCHR policy was different from CIHR's and NSERC's and they asked if Western should lobby for a policy revision at SSHRC. Dr. Nelson reported that, in his capacity as Western's SSHRC Leader, he had contacted the Vice-President of SSHRC prior to the meeting to seek his input on this issue. Dr. Herbert-Copley reported that SSHRC does have a maternity leave provision for fellowship holders. However, the provision does not extend to students being paid from a faculty member's research grant. Dr. Nelson will follow-up with SSHRC on this matter.

S.14-88 **Western Student Senators Green Office Program**

The Western Student Senators announced that they had become more "green" in their day-to-day operations and encouraged other campus groups to adopt best practices through Sustainability Western's available resources such as the Green Office Program.

ADJOURNMENT

The meeting adjourned at 3:15 p.m.

A. Chakma
Chair

E. Hegedues
Associate University Secretary



President's Report to Senate

April 11, 2014



2014 Distinguished University Professors

Congratulations to...

- **Cheryl Forchuk**,
Faculty of Health Sciences
- **Jeremy McNeil**,
Faculty of Science
- **Michael Rieder**,
Schulich School of Medicine & Dentistry

DUP public lectures Wednesday, April 23
4:00 pm @ Conron Hall (Room 224, University College)



2014 Faculty Scholars

Congratulations to...

- | | | |
|--|--|---|
| Ashraf El Damatty ,
Civil & Environmental
Engineering | Rob Klassen ,
Ivey Business | John Nassichuk ,
French Studies |
| John Hess ,
Music Performance Studies | Stefan Kohler ,
Psychology | Simon Parker ,
Ivey Business |
| Marc Joannis ,
Psychology | Anita Kothari ,
Health Studies | Chris Roulston ,
French Studies
Women's Studies & Feminist
Research |
| Mandar Jog ,
Clinical Neurological Science | Desmond Moser ,
Earth Sciences | Nadine Wathen ,
Information & Media Studies |
| Masoud Khalkhali ,
Mathematics | Kibret Mequanint ,
Chemical & Biochemical
Engineering | Paul Wiegert ,
Physics & Astronomy |



New Canada Research Chairs

Congratulations to...

- **Frank Beier (Tier I)**
Physiology & Pharmacology, Schulich Medicine & Dentistry
- **Audrey Bouvier (Tier II)**
Earth Sciences, Faculty of Science
- **Stanimir Metchev (Tier II)**
Physics & Astronomy, Faculty of Science
- **Lars Stentoft (Tier II)**
Economics, Faculty of Social Science
Statistics & Actuarial Sciences, Faculty of Science





Western's New Strategic Plan

Achieving Excellence on the World Stage

- **Raising our Expectations:** Create a world-class research and scholarship culture
- **Leadership in Learning:** Provide Canada's best education for tomorrow's global leaders
- **Reaching Beyond Campus:** Engage alumni, community, institutional and international partners
- **Taking Charge of our Destiny:** Generate and invest new resources in support of excellence

Western Research

Western's New Strategic Plan

Achieving Excellence on the World Stage

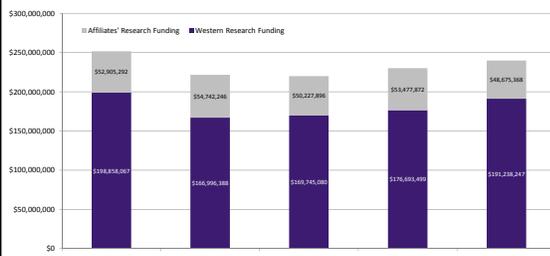
- Invest selectively in interdisciplinary areas of strength
- Increase focus on research inputs
- Increase focus on research outcomes
- Increase national share of Federal Tri-Council funding
- Increase number of faculty members who have won national/international awards
- Recruit and retain senior faculty
- Address societal needs for Highly Qualified Personnel
- Partner with other institutions and communities
- Celebrate our colleagues' successes
- Bring the world to Western

Western Research



Total Research Funding

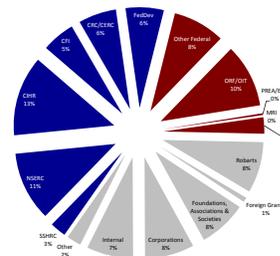
- 2012-13: **\$239,913,615**, up 4.2% over last year
- Western: **\$191,238,247** (up 9%); Affiliates: **\$48,675,368**



Western Research

Western Funding Sources

- Distribution: 45% Federal; 12% Provincial; 43% Other



Western Research

National Funding Rank

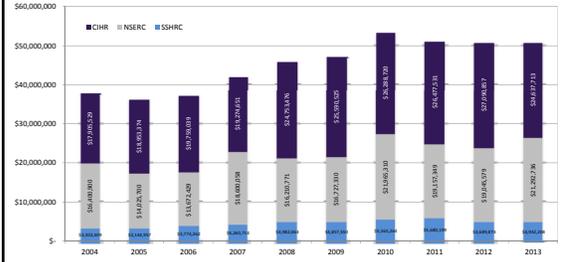
- 10th, four of the past five years
- Goal: 2nd provincially (6th nationally); requires 35% increase

	2008	2009	2010	2011	2012
Toronto	1	1	1	1	1 (\$1,038,390,000)
UBC	3	2	2	2	2 (\$585,154,000)
Montreal	4	4	3	4	3 (\$526,213,000)
McGill	5	5	5	5	4 (\$483,527,000)
Alberta	2	3	4	3	5 (\$452,106,000)
McMaster	6	6	6	6	6 (\$225,156,000)
Laval	7	7	7	7	7 (\$302,783,000)
Ottawa	8	10	9	9	8 (\$302,341,000)
Calgary	9	8	8	8	9 (\$282,771,000)
Western	10	9	10	10	10 (\$241,095,000)
Queen's	12	11	11	13	12 (\$168,025,000)
Saskatchewan	11	13	12	11	13 (\$166,677,000)
Manitoba	13	12	13	12	15 (\$159,763,000)
Dalhousie	16	16	16	17	16 (\$140,099,000)
Waterloo	15	14	15	15	17 (\$137,006,000)

Western Research

Tri-Council Funding

- Total Tri-Council Funding, 2012-13: **\$50,872,657**
- Up 0.9% over 2011-12, 35.3% over 10 years



Western Research

Tri-Council Funding & %Share

- Goal: 4.5% of national share
- 0.5% increase in national share = 10 additional CRCs and \$1.5M in FFICR funding

	2011	2012	2013
CIHR	26.5 (3.7)	27 (3.9)	24.7 (3.6)
NSERC	19.2 (2.8)	19.1 (2.7)	21.3 (2.8)
SSHRC	5.7 (3.5)	4.7 (3.3)	4.9 (3.4)
Total	51.4 (3.35)	50.8 (3.3)	50.9 (3.25)
FFICR	9.3M	9.1M	9.0M
CRC	66	66	66

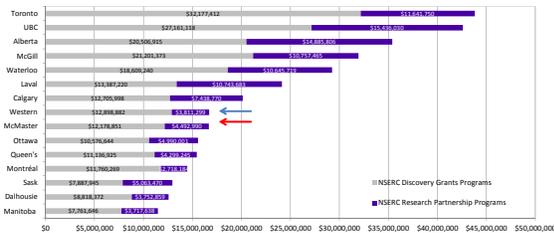
Western Research

Western Research
Natural Sciences & Engineering Research Council

- NSERC funding (expenditures), 2012-13: **\$21,292,736**
- Up 11.8% over 2011-12, 29.8% over 10 years
- \$76,318 per eligible researcher
- 2013-13 Application rates 168/297 (57%)
- Almost equal to CIHR totals (\$2.4 million difference)

U15 NSERC Awards

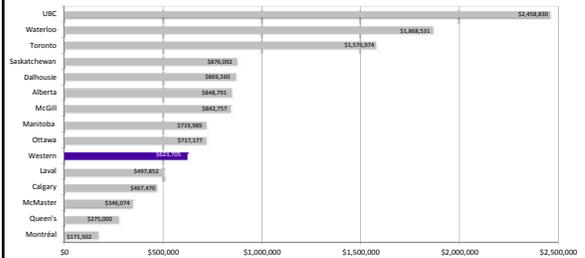
- 2012-13 research-based NSERC awards: **\$16,710,181**
- Discovery: \$12,898,882; Partnership: \$3,811,299
- Goal: 3rd in Ontario, 9th nationally



Western Research

U15 NSERC Engage

- 2012-13 NSERC Engage awards: **\$623,705**
- 10th nationally, 4th in Ontario



Western Research

ON-U6 NSERC Funding, '09-13

	Total Funding	Average Award (per year)
Toronto	329,918,626	42,002
Waterloo	208,413,439	41,525
Queen's	140,790,542	54,401
McMaster	132,251,875	45,541
Ottawa	114,972,976	42,269
Western	107,498,562	34,192

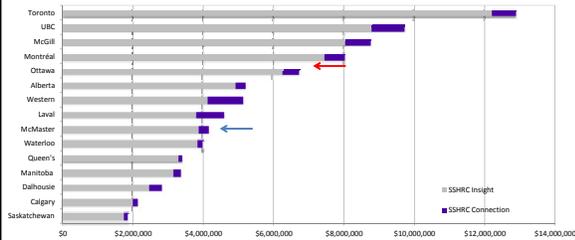
US average award = 45K; this is ~30% higher than Western's average award.

Western Research
Social Sciences & Humanities Research Council

- SSHRC funding 2012-13: **\$4,942,208**
- Up 5.4% over 2011-12; 49.7% over 10 years
- \$8,625 per eligible researcher (10th in U15)
- 7th in U15, 2nd in Ontario
- 2013-13 application rates 46/122 (38%)

SSHRC Awards

- Research-based SSHRC awards 2012-13: \$4,942,208
- Insight: \$4,153,382 – 7th in U15
- Connection: \$1,021,178 – 1st in U15
- Goal: 2nd in Ontario/ 5th nationally; 35% increase in funding



ON-U6 SSHRC Insight 2012

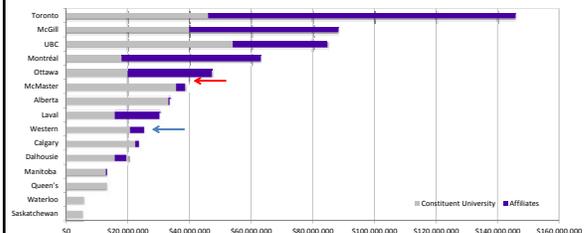
	Total Awarded	Success Rate	Total Applications	Average Award (total)
McMaster	943,000	7.8	51	235,000
Ottawa	3,400,000	23.7	76	189,000
Queen's	2,200,000	24.6	61	147,000
Toronto	9,900,000	29.4	214	157,000
Waterloo	1,900,000	14.8	61	211,000
Western	1,900,000	20.3	73	146,000
		20.1		180,000
York	4,800,000	27.7	94	184,000
Ryerson	1,900,000	25	32	237,000
		21.6		188,000

Western Research
Canadian Institutes of Health Research

- CIHR funding 2012-13: **\$24,637,713**
- Down 9.1% over 2011-12; up 37.6% over 10 years
- \$107,120 per eligible researcher

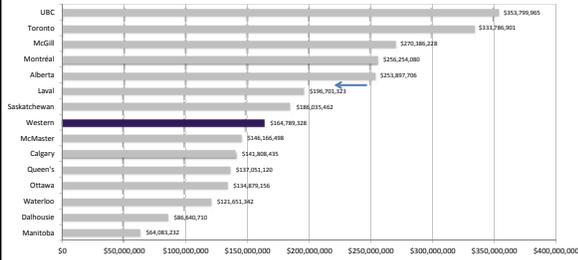
CIHR Awards

- Research-based CIHR awards 2012-13: **\$25,235,139**
- Western: \$20,782,224 (7th), Affiliates: \$4,452,915 (7th)
- Goal: 2nd in Ontario/4th nationally; 65% increase in funding



U15 CFI Funding

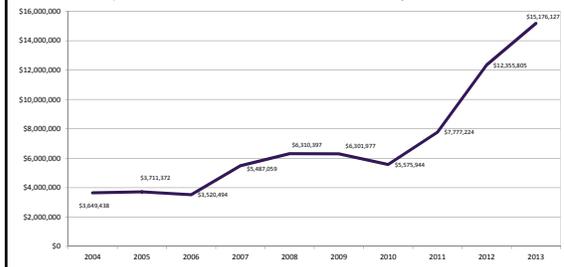
- CFI funding since inception: **\$164,789,328**
- 2nd in Ontario, 8th nationally; Goal: 6th nationally (unlikely to change significantly)



Western Research

Funding from Corporations

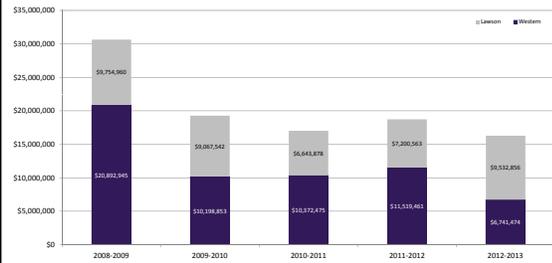
- Funding from corporations, 2012-13: **\$15,176,127**
- Up 22.8% from 2011-12, 315.8% over 10 years



Western Research

Contract Research

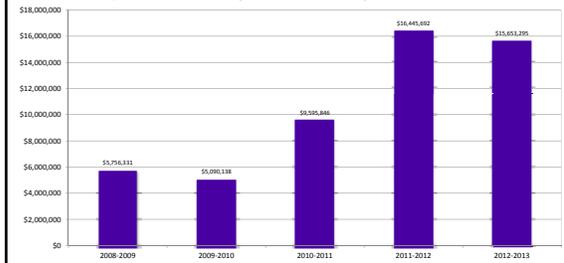
- Total 2012-13 Contract Research: **\$16,274,330**
- Western: \$6,741,474; Lawson: \$9,532,856



Western Research

Clinical Trials

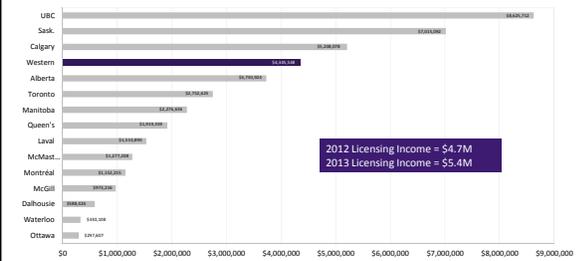
- Total 2012-13: **\$15,653,295** (Western Only)
- Up 172% over five years as economy has recovered



Western Research

U15 Technology Transfer

- 2011 licensing income: **\$4,345,548** (4th in U15)

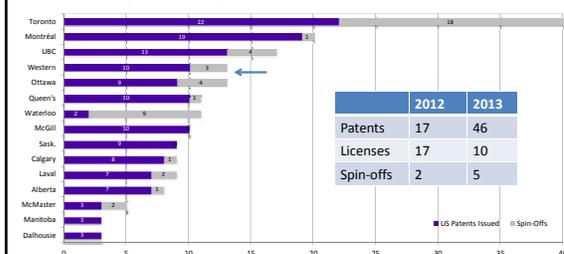


2012 Licensing income = \$4.7M
2013 Licensing income = \$5.4M

Western Research

U15 Technology Transfer

- 2011 US Patents Issued: **10** (4th in U15)
- 2011 Spin-off companies: **3** (5th in U15)



	2012	2013
Patents	17	46
Licenses	17	10
Spin-offs	2	5

Western Research

2013 QS World Rankings

- **Overall World Ranking: 199** (9th in Canada)
 - > Drop of 40 spots since 2008
 - > Arts & Humanities: 197 (10th in Canada)
 - > Engineering & Technology: 295 (11th in Canada)
 - > Life Sciences & Medicine: 170 (9th in Canada)
 - > Natural Sciences: 269 (12th in Canada)
 - > Social Sciences & Management: 135 (6th in Canada)

Western Research

2013 QS Department Rankings

- **2013 Top 100** (+ years at least this level)
 - > **3 consecutive years:** Accounting, Economics, Philosophy, Psychology (*Top 50, 2012*)
- **2013 Top 150** (+ years at least this level)
 - > **3 consecutive years:** English & Literature, History & Archaeology (*Top 100, 2011-12*), Sociology
 - > **2 consecutive years:** Communication & Media Sciences, Politics, Medicine, Pharmacy (*Top 100, 2012*)
 - > **1 year:** Earth & Marine Sciences, Chemical Engineering

Western Research

Grant Holders per Faculty*

- Institutional target: **75%**
 - > Requires external funding by an additional 92 faculty members

Faculty	Total # of Faculty	# who hold external funding	# to 50% target	# to 65% target
A&H	133	46 (34.6%)	21	41
Arts	77	35 (45.5%)	4	15
Education	36	17 (47.2%)	1	6
Engineering	88	88(100%)	0	0
Health Sciences	97	73(75.3%)	0	0
FIMS	36	14(38.8%)	4	9
Law	29	11(37.8%)	5	8
Schulich	168	146(86.9%)	0	0
Music	36	2(5.6%)	16	21
Science	174	166(95.4%)	0	0
Social Sciences	200	115(57.5%)	0	15
TOTAL	1074	713 (64%)		

*Tenure, tenure-track; any external funding

Western Research

2013 Scimago Rankings

- Measure of research output and quality (number of papers and citations)
- Rank 7th overall in output (180th, globally)
 - > Normalized impact (% citations over mean) ranks 11th in U15; High Quality % ranks 10th

University	Country Rank	World Rank	Norm Impact	Rank
Toronto	1	9	1.82	2
UBC	2	35	1.77	3
McGill	3	67	1.64	4
Alberta	4	69	1.45	8
Calgary	5	138	1.55	6
McMaster	6	145	1.59	7
Western	7	160	1.29	11
Montréal	8	186	1.41	10
Montreal	9	209	1.56	5
Ottawa	10	217	1.54	7
Laval	12	305	1.44	9
Queen's	13	310	1.45	8
Manitoba	14	338	1.34	12
Dalhousie	15	351	1.41	10
Saskatchewan	16	384	1.13	13

Western Research

Publications & Impact, 2008-11

- Based on Leiden Rankings
- U15 Ranking (All sciences, including social sciences & humanities)

	Western	McMaster	Queens	Toronto
Total Publications	6 (108)*	7 (121)	12 (235)	1 (2)
Mean Citation Score	12 (316)	4 (143)	10 (285)	1(74)
Proportion top 10%	14 (329)**	5 (210)	11 (293)	1(88)
Collaboration (inter-institutional)	15	2	14	
Collaboration with industry	14	3	10	
International Collaboration	14	4	11	

*Numbers in brackets represent world rankings (of 500 universities)

**The proportion of the publications of a university that, compared with other publications in the same field and in the same year, belong to the top 10% most-frequently cited

Western Research



Moving Forward

- Want to be counted among the best, and peers of McGill, Toronto, UBC
- Develop global prominence in areas of strength
- Take risks and increase accountability
- Increase synergies between academics, communities, governments, and industry partners
- Direct resources in a strategic manner to achieve mission and goals
- Link resources to key performance measures and expectations

Western Research

Strategic Goals

Invest selectively in interdisciplinary areas of strength

- Major new initiatives:
 - Western Clusters of Research Excellence
 - Western Research Chairs
- Multi-million-dollar investment to further develop strategic areas of research excellence to achieve and sustain global prominence and impact, and to attract established, leading researchers
- The first Cluster of Excellence, *Cognitive Neuroscience*, has been established, and the first WRC recruited
- A call for proposals for additional Clusters has been issued, and new Clusters will be identified over the next few months

Western Research

Strategic Goals

Increase national share from each Federal Tri-Council Agency

- Re-purposed internal funding programs for better alignment, flexibility and focus with institutional strategic priorities and outcome objectives
- Eligibility directly tied to success in acquiring Tri-Council funding (and/or from other major, peer-reviewed agencies)
- Overall objective of increasing research funding, intensity, relative success rates and total number of eligible faculty members holding peer-reviewed funds and multiple grants

Western Research

Recent CIHR Results

- Highlights:
 - Highest number of applications of recent competitions
 - Received one of only six national 'large category' grants (\$4M)
 - Successful CIHR grant in Arts & Humanities

Competition	Mar-12	Sep-12	Mar-13	Sep-13
Total Funding	\$8.6M	\$7.2M	\$12.3M	\$14.5M
Success Rate	16.80%	12.20%	24%	23%
Nat. Success Rate	17.50%	17.50%	17.80%	15.70%
National Share	3.40%	2.90%	5.00%	5.80%
National Rank	9 th	10 th	6 th	6 th

Western Research

SSHRC Initiatives

- **Faculty Research Development Fund (FRDF):**
 - New fund established to assist some faculties in promoting SSHRC-related research success and build research capacity
- **SSHRC Partnership Program:**
 - To increase submission and success rates of SSHRC Partnership grants, \$35K/year is provided to each successful Western-led SSHRC partnership grant
 - New Partnership grant funded this year
 - 1 new partnership grant pending; 4 LOIs submitted

Western Research

NSERC Initiatives

- **Goal:** Increase success on CRD grants and IRCs, and increase value of Discovery grants
 - 2 IRCs awarded this year, 3 applications pending
 - Goal: #1 in Ontario for IRCs, #3 for CRDs (*most recent)

Institution	CRD	IRC
Waterloo	70	10
Toronto	53	7
McMaster	27	6
Ottawa	26	2
Western	18(26)*	5(7)*

Western Research

Strategic Goals

Recruit/retain senior faculty in support of research excellence

- **WRC Program:** External senior recruits through WCRE
 - First WRC recruited: full professor, CIHR-funded (\$2M)
- **CRC Tier 1 Program:** Recruit senior investigators as available
- **Strategic Senior Hires:** Help faculties attract senior investigators
 - 2 new full professors in Schulich, 1 in Engineering, with multi-million \$ in funding
- **Research Chairs:** Help faculties identify and secure IRCs and endowed chairs

Strategic Goals

Address societal needs for HQP

- New incentive programs to attract the best graduate students/postdoctoral fellows
 - \$20K research grant to attract Banting Postdoctoral Fellows
 - \$10K research grant to attract Vanier/Trillium/Trudeau graduate students

	2011	2012	2013
Applications	39	82	61
Awards	12	13	15

- \$10K/year for successful, Western-led CREATE grants (currently, 6 programs based at Western; several applications pending)

Strategic Goals

Address societal needs for HQP (cont.)

- MITACS funding:
 - Anticipated funding (2012-13): \$2,736,367 (2nd in Canada)
 - 113 Accelerate segments (\$1,631,667)
 - 15 Elevate Fellowships: \$892,500
 - 7 Globalink international interns: \$105,000
 - 268 Step grants: \$107,200
- New campus-linked student accelerator program (proposal pending)

Strategic Goals

Increase number of national/international faculty awards

- 15 Western Fellows of the Royal Society; Ontario university average is 56
 - **Action:** hired two new staff members to increase applications and success rates for prestigious honours and awards
- Completed the following nominations (partial list) this year:
 - 19 RSC fellow nominations (compared to 3 last year)
 - Nominations for Brockhouse and Herzberg awards
 - Five nominations to the Order of Ontario
 - Two Killam Prize nominations

Strategic Goals

Partner with other institutions and communities

- London Medical Innovation and Commercialization Network
 - City-wide partnership to develop an integrated platform for medical research, innovation, and commercialization
 - \$45M proposal to FedDev Ontario for Phase 1 submitted
- New partnerships with Fraunhofer institutes around medical imaging, and wind research
- Designation of WindEEE Dome as an international research facility eligible for Horizon 2020 funding
- Campus Accelerator for student entrepreneurship with Fanshawe College

Strategic Goals

Partner with other institutions and communities (cont.)

- Expansion of WORLDdiscoveries Asia to serve as gateway for multiple Ontario institutions into China
- FedDev proposal with University of Toronto, McMaster and Waterloo for student entrepreneurship
- IBM-SOSCIP renewal of FedDev funding
- Institutional partner in two pending CERC programs
- Major industrial partnerships developing around big data, harsh environments, advanced manufacturing, smart campus

Emerging Opportunities

- 2014 CFI competition: Western's cap: \$29M
- ORF-RI and RE
- FedDev Ontario
- NCE application short-listed (\$25M)
- Development and expansion of Western Discovery Park and Advanced Manufacturing Park
- Further Development of the Medical Convergence and Commercialization Network
- New federal and provincial infrastructure programs

Western  Research



REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Senate Membership: Undergraduate Student Constituency

Senate Membership: Faculty Constituency – Social Science

Senate Membership: Faculty Constituency – Schulich School of Medicine & Dentistry

FOR APPROVAL

1. **Senate Membership: Undergraduate Student Constituency**

Recommended: That the seat held by Adrienne Chan, Science student representative on Senate, be declared vacant effective July 1, 2014 as a result of her resignation, and that Ahmed El-Boraie (BMSc) be elected to complete her term (June 30, 2015).

Background:

Adrienne Chan has resigned from her seat. According to the Senate Election procedures, Section C.6.a, the replacement for this seat is to be appointed from the runners up in the same constituency, determined by plurality in the last election. Ahmed El-Boraie was the first runner up in the Science constituency and is able to take up the seat effective July 1, 2014.

2. **Senate Membership: Faculty Constituency - Social Science**

Recommended: That the seat held by Lorraine Davies, representative of the Faculty of Social Science constituency on Senate, be declared vacant effective July 1, 2014 as a result of her sabbatical leave, and that Diana Mok (Geography/BMOS) be elected to complete her term (June 30, 2015).

3. **Senate Membership: Faculty Constituency – Schulich School of Medicine & Dentistry**

Recommended: That Dr. George Dresser (Medicine) and Dr. Marina Salvadori (Paediatrics) be appointed to Senate for the term of July 1, 2014 – June 30, 2016 in accordance with the Senate election procedures for the filling of vacancies.

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

Faculty of information and Media Studies: Revisions to the Western/Fanshawe Collaborative Degree/Diploma in Media Theory and Production

Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Medical Biophysics and Biochemistry

Faculty of Social Science, Department of Management and Organizational Studies: Introduction of a Specialization and an Honors Specialization in Public Administration

Faculty of Social Science, Department of History: Withdrawal of the Minor in Latin American Studies

King's University College: Introduction of a Certificate and a Diploma in Childhood and Advocacy

Policy Revision: Convocation; Graduation Diplomas and Certificates – Awarding degrees

Revisions to the Western Scholar's Electives program description

Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review

Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical reviews

Faculty of Law: Revisions to the Grading Policy

School of Graduate and Postdoctoral Studies: Changes to General Thesis Regulations

New Scholarships, Awards and Bursaries; 2014 Report of the Western Athletic Financial Awards Committee

FOR APPROVAL

1. **Faculty of information and Media Studies: Revisions to the Western/Fanshawe Collaborative Degree/Diploma in Media Theory and Production**

Recommended: That effective March 1, 2014, the Western/Fanshawe Collaborative Degree/Diploma in Media Theory and Production be revised as shown in **Appendix 1**.

Background:

Several changes are proposed to the Western/Fanshawe Collaborative Degree/Diploma in Media Theory and Production. The main changes are:

- The program's name changed to "Combined" program, as this reflects better the partnership between Fanshawe and Western and indicates to students that two separate programs need to be completed concurrently.
- Clarifications were included regarding the Admission process.
- The course structure of the streams has been updated to reflect changes in the Fanshawe curriculum.
- The name of one of the streams was corrected to follow the naming convention of that stream at Fanshawe.

2. **Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Medical Biophysics and Biochemistry**

Recommended: That an Honors Specialization in Medical Biophysics and Biochemistry, leading to a Bachelor of Medical Sciences (BMSc) degree offered jointly by the Faculty of Science and the Schulich School of Medicine & Dentistry, be introduced by the

Departments of Medical Biophysics and Biochemistry in the Schulich School of Medicine & Dentistry, effective September 1, 2014 as shown in [Appendix 2](#).

Background:

The Honors Specialization in Medical Biophysics and Biochemistry is being introduced to equip students with the knowledge necessary to understand the quantitative aspects of molecular and cellular systems, including the interactions between DNA, RNA and proteins, and the physical laws that govern these interactions. The students will learn scientific principles and experimental techniques, including the application of imaging systems, used to understand and quantify these interactions to answer biological problems at the cell and molecular levels.

Two new half courses are being introduced for inclusion in the Honors Specialization in Medical Biophysics and Biochemistry – Medical Biophysics 2582B (Quantitative Biology) and Medical Biophysics 4518B (Molecular Imaging).

Once the Honors Specialization is approved, the prerequisites for Medical Biophysics 3970Z will be revised by adding “Medical Biophysics 3501F and registration in the Honors Specialization in Medical Biophysics and Biochemistry” as an alternative prerequisite to the combination of Medical Biophysics 3330F/G, 3501F and 3505F. Likewise, the prerequisites for Medical Biophysics 4970E will be revised by adding the Honors Specialization in Medical Biophysics and Biochemistry to the list of modules in which registration is required as a prerequisite.

3. **Faculty of Social Science, Department of Management and Organizational Studies: Introduction of a Specialization and an Honors Specialization in Public Administration**

Recommended: That a Specialization and an Honors Specialization in Public Administration be introduced in the Faculty of Social Science, Department of management and Organizational Studies effective September 1, 2014 leading to a BMOS degree as shown in [Appendix 3](#).

Background

These new modules are created to recognize the natural synergy between the Department of Management and Organizational Studies and the Department of Political Science in the area of public administration. It will enable students to marry the specific training provided by the DAN program with a more in-depth knowledge of the political process at different levels of government.

4. **Faculty of Social Science, Department of History: Withdrawal of the Minor in Latin American Studies**

Recommended: That the Minor in Latin American Studies be withdrawn effective September 1, 2014, and

That registration in the module be discontinued effective March 1, 2014, and

That students currently enrolled in these modules be allowed to graduate in this module by September 1, 2017.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2014/pg1719.html>

Effective March 1, 2014, admission to the Minor in Latin American Studies will be discontinued and, that effective September 1, 2014, the module will be withdrawn. Students enrolled prior to September 1, 2013 will be permitted to continue with the understanding that they must complete the requirements prior to September 1, 2017;

Background

The Minor in Latin American Studies is no longer being offered, since the Spanish literature classes that used to focus on Latin American were revised to have a broader sweep, and there are therefore not enough classes being offered to support the program.

5. **King's University College: Introduction of a Certificate and a Diploma in Childhood and Advocacy**

Recommended: That effective September 1, 2014, a Certificate and a Diploma in Childhood and Advocacy be introduced at King's University College as shown in **Appendix 4**.

Background

The proposed Certificate and Diploma address developments within the new social studies of childhood perspective as well as a growing tendency for the evolving childhood advocacy fields in Canada and internationally to draw upon the childhood perspective. The focus is upon changing the participatory status of childhood with special attention to generational interchanges. This Certificate complements the Certificate and Diploma in Childhood and the Justice System by expanding the examination of childhood as a participatory space to institutional realms outside the justice system.

6. **Policy Revision: Convocation; Graduation Diplomas and Certificates – Awarding degrees**

Recommended: That effective May 1, 2014, the section referring to awarding of degrees and diplomas in the policy “Convocation; Graduation Diplomas and Certificates” be revised as set out below.

The current policy is posted here:

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

CONVOCATION CEREMONIES

Degrees, Diplomas and Certificates [To Be Officially Awarded at Convocation Ceremonies]

Degrees, diplomas and certificates will be ~~conferred~~ officially **conferred or awarded** at the appropriate convocation ceremony following successful completion of the program requirements and an application to graduate if required, or will be available for pickup by the graduate within 3 business days subsequent to the ceremony.

Degrees, diplomas and certificates are retained in The Office of the Registrar for two years after Convocation.

Degrees, diplomas and certificates normally will not be awarded in advance of convocation ceremonies. A degree, diploma or certificate may be released early at the discretion of the Office of the Registrar if the student demonstrates that the document is required by an employer or for a work visa **and if it is determined that the student is eligible and has applied to graduate**. Students presenting an official offer of employment **or deadline relating to an application for a visa** may, by application and payment of the appropriate fee to the Office of the Registrar, request release of their document no sooner than ~~two~~ **four** weeks prior to their scheduled convocation. The document released will bear the date of the appropriate scheduled convocation ceremony.

The rest of the policy is unchanged.

Background:

Restrictions for graduating students requiring a work visa for employment outside of Canada have become more stringent. The proposed amendments to the policy will reduce the impediments for Western graduates who seek employment outside of Canada and bring our practices in line with those of many other Ontario universities.

7. **Revisions to the Western Scholar's Electives Program description**

Recommended: That effective May 1, 2014, the description of the Western Scholar's Electives program be revised as shown in **Appendix 5**.

Background

The reference to a “module” has been used incorrectly in the Western Scholar’s Electives program. The word should be only used to refer to one of the University’s approved Honors Specialization, Specialization, Major or Minor modules. A recent proposal for the King’s Scholar program pointed out the inconsistent use of the word “module” in the calendar, which lead to some confusion. The proposed change is intended to provide clarity about the use of the term “module” and “program” generally and specifically in the Scholar’s Electives program.

FOR INFORMATION

8. Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review

SCAPA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the undergraduate program in the Faculty of Law. The review took place on February 27, 2014 and the Final Assessment Report is attached as **Appendix 6**.

9. Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical reviews

SCAPA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in Civil and Environmental Engineering and Physics and Astronomy. The detailed Final Assessment Reports are shown in **Appendix 7**.

10. Faculty of Law: Revisions to the Grading Policy

In January 2014, Senate approved changes to the Faculty of Law’s grading policy and some of the sections of the policy were deleted by mistake at that time. See the Senate submission posted on the web here: http://www.uwo.ca/univsec/pdf/senate/minutes/2014/a1401sen_Full.pdf The corrected version of the policy, with the reinstated sections highlighted, is shown in **Appendix 8**.

11. School of Graduate and Postdoctoral Studies: Changes to the General Thesis Regulations

The Graduate Education Council (GEC) approved changes to the Thesis Regulations as shown in **Appendix 9**. The current Thesis Regulation Guide available here: http://www.grad.uwo.ca/current_students/regulations/8.html

12. New Scholarships and Awards

SCAPA has approved on behalf of the Senate, for recommendation to the Board of Governors through the President & Vice-Chancellor, the Terms of Reference for the new scholarships and awards as set out in **Appendix 10**. The 2013-2014 report of the Western Athletic Financial Awards Committee is attached as **Appendix 11**.

**Revisions to the Western/Fanshawe Collaborative Degree/Diploma in
Media Theory and Production**

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2014/pg461.html>

**WESTERN/FANSHAWE COLLABORATIVE COMBINED DEGREE/DIPLOMA IN MEDIA
THEORY AND PRODUCTION**

Admission Requirements

Completion of all first year requirements with no failures. Students must have an average of at least 68% in 5.0 courses, with a mark of at least 65% in each of [Media, Information and Technoculture 1200F/G](#), [1500F/G](#) and [1700F/G](#), and [Writing 2121F/G](#). At least 1.0 course must be selected from the Faculty of Arts and Humanities or the Faculty of Science.

Structure of the Program

In the first year of the program, students **must be formally admitted to** ~~are registered in the~~ Faculty of Information and Media Studies **in the Media Theory and Production (MTP) program** as ~~MTP designated students~~.

Approximately forty students will be admitted to second year of the MTP program. Students will be evaluated for admission based on their academic standing by FIMS. Academic standing is the best indicator of success for this type of program so portfolios or supplementary application forms are not required. Entry to the program is competitive by stream. Attainment of the minimum admission requirements does not guarantee admission.

In the second, third, and fourth years, students are registered in the collaborative program and are registered in courses at both institutions. Upon successful completion of the program, students will receive both a BA in Media, Information and Technoculture from Western and a diploma from Fanshawe College in their chosen stream.

MTP is not designed to be "equal" with MIT. It is a unique program which allows students to complete a Fanshawe diploma and a BA (three year) degree from Western at the same time. MTP is not part of the modular structure at Western and must be completed within a prescribed timeframe. MTP cannot be combined with other modules, such as minors, double majors or certificate programs.

The MTP Program is designed for students who want to have a solid academic background along with a particular media-related skill set. The intent of the program is to allow graduates to move into media-related areas of employment upon completion of the degree and diploma. As such, the MTP program is not an entry mechanism to university-level graduate programs.

Note: Students who entered the program prior to September 1, 2014 should consult the Academic Calendar in the year in which they were admitted to the program for their program requirements. Past Academic Calendars can be viewed at <http://www.westerncalendar.uwo.ca/Calendars.html> .

**Broadcasting - Radio
First Year**

- Completion of all first year requirements with no failures. Students must have an average of at least 68% on 5.0 courses with a mark of at least 65% in each of [Media, Information and](#)

[Technoculture 1200F/G](#), [1500F/G](#), [1700F/G](#) and [Writing 2121F/G](#). At least 1.0 course must be selected from the Faculty of Arts and Humanities or the Faculty of Science.

Second Year

- MIT 2000F/G, **MIT 2200F/G**, [2100F/G](#).
- ~~Fanshawe Courses: RADO 1001, 1002, 1103, 1004, 1005, 1008, 1009, 1010, 1030, 2001, 2013~~
- **Fanshawe Courses: MKTG 3031, MKTG 1052, RADO 1002, RADO 1003, RADO 1004, RADO1005, RADO 1008, RADO 1009, RADO 1010, RADO 1038.**

Third Year

- MIT2200F/G, **MIT 2000F/G**, [2500A/B](#).
- 2.0 MIT courses at the 2000 level or above.
- 1.0 option (must be selected from a subject area other than MIT).
- Fanshawe Courses: RADO 3010, RADO 4002.

Fourth Year

- 1.0 MIT course **at the 2000 level or above offered online** selected from: MIT2850F/G, ~~2859F/G, 3850F/G, 3859F/G~~.
- Fanshawe Courses: ~~RADO 3001, 3002, 3003, 3004, 3005, 3006, 3007, 3008~~ **RADO 1034, RADO 1035, RADO 1036, RADO 3003, RADO 3008, RADO 3015, RADO 3016, RADO 4002, DEVL 1035**

Broadcasting - Television First Year

- Completion of all first year requirements with no failures. Students must have an average of at least 68% on 5.0 courses with a mark of at least 65% in each of [Media, Information and Technoculture 1200F/G](#), [1500F/G](#), [1700F/G](#) and [Writing 2121F/G](#). At least 1.0 course must be selected from the Faculty of Arts and Humanities or the Faculty of Science.

Second Year

- MIT2000, **MIT 2200F/G**, [2100F/G](#).
- ~~Fanshawe Courses: TVSN 1001, 1004, 1006, 1007, 1008, 1009, 1028, 1059, 1061, FLDP1006, FLDP 3003~~ **TVSN 1059, MKTG 1052, TVSN 1059, TVSN 1063, TVSN 1065, TVSN 1074, FLDP 3004, MKTG 3031, TVSN 1068, TVSN 1069, TVSN 1070, TVSN 3016**

Third Year

- MIT2200F/G, **MIT 2000F/G**, [2500A/B](#).
- 2.0 MIT courses at the 2000 level or above.
- 1.0 option (must be selected from a subject area other than MIT).
- Fanshawe Courses: ~~TVSN 1058, 3011~~ **1073 and TVSN 5008.**

Fourth Year

- 1.0 MIT course at the 2000 level or above.

- Fanshawe Courses: TVSN 1060, 1062, 3001, 3003, 3005, 5001, 5002, 5003, 5004, 5005 **1071, TVSN 3014, TVSN 3015, TVSN 3017, TVSN 5002, TVSN 5005, TVSN 5006, TVSN 5007, TVSN 5009.**

Journalism - Broadcast First Year

- Completion of all first year requirements with no failures. Students must have an average of at least 68% on 5.0 courses with a mark of at least 65% in each of [Media, Information and Technoculture 1200F/G](#), [1500F/G](#), [1700F/G](#) and [Writing 2121F/G](#). At least 1.0 course must be selected from the Faculty of Arts and Humanities or the Faculty of Science.

Second Year

- MIT2000F/G, **MIT 2200F/G**, [2100F/G](#).
- Fanshawe Courses: BRJR 1014, BRJR 1015, BRJR 1016, BRJR 1017, BRJR 1032, BRJR 1018, BRJR 1019, BRJR 2001, BRJR 2002.

Third Year

- MIT2200F/G, **MIT 2000F/G**, [2500A/B](#).
- 2.0 MIT courses at the 2000 level or above.
- 1.0 option (must be selected from a subject area other than MIT).
- Fanshawe Courses: BRJR 1033 and BRJR 3005.

Fourth Year

- 1.0 MIT course selected from **at the 2000 level or above offered online** MIT2850F/G, 2859F/G, 3850F/G, 3859F/G.
- Fanshawe Courses: BRJR 1021, BRJR 1022, BRJR 1023, BRJR 1034, BRJR 3004, BRJR 1025, BRJR 1026, BRJR 1027, BRJR 1028, BRJR 1029, BRJR 4001.

Interactive [Media](#) Design and Production First Year

- Completion of all first year requirements with no failures. Students must have an average of at least 68% on 5.0 courses with a mark of at least 65% in each of [Media, Information and Technoculture 1200F/G](#), [1500F/G](#), [1700F/G](#) and [Writing 2121F/G](#). At least 1.0 course must be selected from the Faculty of Arts and Humanities or the Faculty of Science.

Second Year

- MIT2000F/G, **MIT 2200F/G**, [2100F/G](#).
- Fanshawe Courses: MMED 4001, 1002, 1004, 1007, 1008, 1003, MMED 1005, MMED 1006, **MMED 1016, MMED 1017, MMED 1018, MMED 1020, MMED 3011.**

Third Year

- MIT2200F/G, **MIT 2000F/G**, [2500A/B](#).
- 2.0 MIT courses at the 2000 level or above.
- 1.0 option (must be selected from a subject area other than MIT).
- Fanshawe Courses: MMED 1015 and MMED 3010.

Fourth Year

- 1.0 MIT course at the 2000 level or above.
- Fanshawe Courses: MMED 1012, MMED 3001, MMED 3002, MMED 3003, ~~MMED 3005~~, MMED 3006, MMED 3007, ~~MMED 3008, 3009~~, **MMED 3012, MMED 3013, MMED 3014**

Progression and Graduation Requirements

Once admitted to second year of the collaborative program, students must meet progression and graduation requirements for both the degree and diploma programs. To progress in the degree portion of the collaborative program, students must attain at least a 68% average in each academic term **session**. In addition, students must achieve a minimum overall weighted average of 68% in all degree-credit courses being used towards the MTP program requirements.

Note: Students in the MTP program are not required to fulfill University breadth requirements for graduation purposes. This exemption does not, however, apply to Honors Bachelor degrees, and students who intend to upgrade to Honors are strongly recommended to complete the breadth requirement within their MTP program.

Failure to Meet Progression or Graduation Requirements

A student who fails to meet the progression requirements in any year must withdraw from the Collaborative program. **Students who fail to meet the progression requirements for the MTP Program may select an alternate degree program at Western provided they have met the admission average and have successfully completed any prerequisites. Students wishing to withdraw from MTP and apply for an MIT module may submit an application to transfer for one of the 10 spots available for senior Western students. Spaces are limited and there is no guarantee that transferring into MIT will be an option. Students who would like to continue in the diploma program should consult with Fanshawe about the possibility of transferring. Credit is not transferable to other faculties or programs should the student fail to meet the MTP progression/graduation requirements. The four Fanshawe streams in the program will make similar accommodations so that students have sufficient courses to achieve the Diploma in each stream. Students who are considering a complete withdrawal from the MTP Program are expected to meet with Academic Counselling staff in FIMS and Fanshawe to ensure that the appropriate paperwork is submitted for both institutions.**

~~The option of transferring into the MIT module is contingent on space availability at the time the request is made. Students who withdraw from the program will not receive any transfer credit at Western for coursework completed at Fanshawe as part of the MTP program.~~

Dean's Honor List

MTP students will be considered for the Dean's Honor List in all years of the collaborative program. Adjudication will be based on having an overall 80% average on all courses taken within the academic year (September – April) and enrollment in the prescribed course load for MTP at Fanshawe.

Graduation "With Distinction"

Students who have achieved an overall average of 80% with no grade lower than 70% on the entire program with no failed courses will receive the designation "With Distinction".

Gold Medal

The Gold Medal will be awarded to the student with the highest overall average on Western courses taken as part of the MTP program..

Course load

Students must follow the structure of the program as outlined by Western and Fanshawe. Modifications to the program may be made only in exceptional circumstances and with permission of both institutions.

Exchanges

Academic exchange opportunities are not available for the collaborative MTP program students.

Internship Opportunities

MTP students are not eligible to participate in the FIMS Academic Internship Program. Including academic internship options in the MTP program reduces the academic components taken at Western. Students have the opportunity for hands-on experience in the Fanshawe portion of the program.

Reading Week

Students should be aware that Western and Fanshawe do not share a common Reading Week. Students are expected to attend classes and meet all academic obligations (i.e. tests, essay deadlines) at both institutions.

Upgrading Degree

MTP Students interested in upgrading their degree should be aware that admissions decisions for all FIMS undergraduate programs are finalized after students complete a first year program. As the Faculty has a very high retention rate, the option of upgrading to an Honors Bachelor of Arts degree in MIT is space permitting and highly competitive. The Major in MIT is considered an equivalent program to the three-year BA in MIT that students receive in the MTP program. Therefore, upgrading to a four-year BA is not an option.

Fees

In the first year at Western, MTP students pay standard tuition fees. After first year, student pay higher tuition fees as MTP is a deregulated program.

Tuition for MTP students in Years 2, 3 and 4 is a blended fee so students pay the same amount each year. Should a student not enroll or withdraw from a specific course requirement at either institution, there will be no adjustment in tuition and no individual course refunds. Students will be charged for any additional courses taken at either Western or Fanshawe outside of the prescribed MTP course sequence taken in the Fall/Winter academic session. Enrolment in courses outside of the prescribed sequence requires special permission from the Faculty.

Students applying for financial aid (bursaries, work study, OSAP) must apply to the institutions in which they are taking the majority of their courses (i.e. Fanshawe in Year 2).

For more information on fees charged by Western in Years 1 and 3, contact the Office of the Registrar, Western Student Services building, RM 1120, 519-661-2100, or go to www.registrar.uwo.ca for details. For more information on fees charged by Fanshawe in Years 2 and 4, please contact the Office of the Registrar, Fanshawe College, 519-452-4277 or go to www.fanshawec.ca/registrar

Introduction of an Honors Specialization in Medical Biophysics and Biochemistry

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2014/pg612.html>

<http://www.westerncalendar.uwo.ca/2014/pg698.html>

HONORS SPECIALIZATION IN MEDICAL BIOPHYSICS AND BIOCHEMISTRY

This module leads to an Honors Bachelor of Medical Sciences (BMSc) degree. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

Admission Requirements:

Admission to this Honors Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honors Specialization module. Enrollment in this Honors Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and 1302A/B, or the former Chemistry 1100A/B and 1200B

0.5 course from: Calculus 1000A/B, 1500A/B

0.5 course from: Calculus 1301A/B, 1501A/B

0.5 course from: Physics 1028A/B, 1301A/B, 1501A/B

0.5 course from: Physics 1029A/B, 1302A/B, 1502A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honors Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honors Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A with a mark of at least 65%

0.5 course: Biology 2581B

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

0.5 course from: Chemistry 2213A/B with a mark of at least 65% or Chemistry 2273A

0.5 course from: Chemistry 2223B with a mark of at least 65% or Chemistry 2283G

0.5 course: Computer Science 2035A/B

0.5 course: Medical Biophysics 2582B

Module

10.5 courses

0.5 course: Biochemistry 2280A

0.5 course: Biology 2581B

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

0.5 course from: Chemistry 2213A/B or 2273A

0.5 course from: Chemistry 2223B or 2283G

0.5 course: Computer Science 2035A/B

0.5 course: Medical Biophysics 2582B

1.0 course: Physiology 2130

1.0 course: Biochemistry 3381A, 3382A

1.0 course: Medical Biophysics 3501F, 3507G

0.5 course from: Biochemistry 3380G or Medical Biophysics 3970Z

1.0 course: Biochemistry 4410A, 4420A
 0.5 course: Medical Biophysics 4518B
 0.5 course from: Medical Biophysics 3645A/B, 4467A/B
 1.5 courses from: Biochemistry 4483E or Medical Biophysics 4970E

REVISED CALENDAR COPY:

<http://www.westerncalendar.uwo.ca/2014/pg1686.html>

Honors Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Medical Biophysics (Clinical Physics Concentration)	2.5 courses: Calculus 2302A/B or 2502A/B; Calculus 2303A/B or 2503A/B; Physics 2101A/B, 2102A/B and 2110A/B.	3.0 courses: Medical Biophysics 3330F/G, 3501F, 3503G, 3505F, 3507G, 3970Z
Medical Biophysics and Biochemistry	3.5 courses: Biochemistry 2280A; Biology 2581B; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or 2273A; Chemistry 2223B or 2283G; Computer Science 2035A/B; Medical Biophysics 2582B	2.5 courses: Biochemistry 3381A, 3382A; Medical Biophysics 3501F, 3507G; Biochemistry 3380G or Medical Biophysics 3970Z
Medical Cell Biology	3.5 courses: Biochemistry 2280A; Biology 2581B, 2382B and 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or 2273A; Chemistry 2223B or 2283G.	3.0 courses: Anatomy and Cell Biology 3309; Biochemistry 3381A and 3382B; Biology 3316A/B or Physiology 3140A; Biochemistry 3380G or Biology 3326F/G

Introduction of a Specialization and an Honors Specialization in Public Administration

NEW CALENDAR COPY

Honors Specialization in Public Administration

5.0 first-year courses:

1.0 course: MOS 1021A/B and 1023A/B

1.0 from Calculus 1000A/B, 1301A/B, 1500A/B, 1501A/B; Mathematics 1225A/B, 1228A/B, 1229A/B, 1600A/B

1.0 course: Political Science 1020E

1.0 course numbered 1000-1999 from: Economics, Psychology or Sociology

1.0 course numbered 1000-1999

Module

11.0 courses:

1.0 course: Business Administration 2257

1.0 course: MOS 2181A/B, 2275A/B

1.0 course: Political Science 2246E

1.0 course: Political Science 2211E

1.0 course from: MOS 2242A/B and 3341F/G or Political Science 3324F/G or Sociology 2206A/B; Psychology 2820E; Sociology 2205A/B and 2206A/B; Statistical Sciences 2035

1.0 course: MOS 3370A/B, 3371A/B

1.5 courses from: MOS 3280F/G, 3342A/B, 3343A/B, 3344A/B, 3352F/G, 3355F/G, 3356F/G, 3383A/B, 3384A/B, 4485A/B; Economics 2150A/B, 2152A/B, 2160A/B

2.5 courses from: Political Science 2230E, 2236E, 2286F/G, 3317F/G*, 3326E*, 3331F/G*, 3332F/G*, 3335E*, 3363F/G, 3364F/G

0.5 course: MOS 4410A/B

0.5 course from: Political Science 4901A/B, 4903A/B, Political Science 4000-level**

* Note: These courses require Political Science 2230E as a prerequisite. Students should take this into consideration when choosing their courses.

** Note: Many 4000-level Political Science courses have prerequisites. Students should take this into consideration when choosing their courses.

This module may not be combined with a Major in Political Science or Diploma in Public Administration.

Specialization in Public Administration

5.0 first-year courses:

1.0 course: MOS 1021A/B and 1023A/B

1.0 course from: Calculus 1000A/B, 1301A/B, 1500A/B, 1501A/B; Mathematics 1225A/B, 1228A/B, 1229A/B, 1600A/B

1.0 course: Political Science 1020E

1.0 course numbered 1000-1999 from: Economics, Psychology or Sociology

1.0 course numbered 1000-1999

Module

9.0 courses:

1.0 course: Business Administration 2257

1.0 course: MOS 2181A/B, 2275A/B

1.0 course: Political Science 2246E

1.0 course: Political Science 2211E

1.0 course from: MOS 2242A/B and 0.5 MOS 2000-level or above; Psychology 2820E; Sociology 2205A/B and 2206A/B; Statistical Sciences 2035

1.5 courses from: MOS 3280F/G, 3342A/B, 3343A/B, 3344A/B, 3352F/G, 3355F/G, 3356F/G, 3370A/B, 3371A/B, 3383A/B, 3384A/B, 4485A/B; Economics 2150A/B, 2152A/B, 2160A/B
1.0 course from: Political Science 2230E, 2236E
0.5 courses from: Political Science 2286F/G, 3317F/G*, 3331F/G*, 3332F/G*, 3363F/G
0.5 course: MOS 4410A/B
0.5 course from: Political Science 4901A/B, 4903A/B, Political Science 4000-level**

* Note: These courses require Political Science 2230E as a prerequisite. Students should take this into consideration when choosing their courses.

** Note: Many 4000-level Political Science courses have prerequisites. Students should take this into consideration when choosing their courses.

This module may not be combined with a Major in Political Science or Diploma in Public Administration.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2014/pg776.html>

Bachelor of Management and Organizational Studies (BMOS) Honors Degree

The essential modules in the 20.0 course Bachelor of Management and Organizational Studies (BMOS) HONORS DEGREE must include either an HONORS SPECIALIZATION OR DOUBLE MAJOR. The Honors Double Major must include one of the five Majors in combination with another Major module from a discipline other than Management and Organizational Studies.

HONORS SPECIALIZATIONS

Enrolment in the BMOS Honors Specialization modules is limited. Meeting of minimal requirements does not guarantee admission.

The four-year BMOS WITH HONORS SPECIALIZATION must include one of the following five Honors Specialization modules:

- ACCOUNTING
- CONSUMER BEHAVIOR
- FINANCE FOR MANAGEMENT AND ORGANIZATIONAL STUDIES (MOS)
- HUMAN RESOURCE MANAGEMENT
- **PUBLIC ADMINISTRATION**
- COMMERCIAL AVIATION MANAGEMENT

Note: An Honors BA in Geography and Commercial Aviation Management is offered through Geography.

Admission Requirements

Students may not apply to a BMOS HONORS SPECIALIZATION when they apply for admission to the University.

After first year, students may apply for admission upon completion of first-year requirements with no failures. Students must have an average of at least 73% on, and no grade less than 60% in, the following 3.0 principal courses:

1.0 course: MOS 1021A/B and 1023A/B

1.0 course from: Calculus 1000A/B, 1301A/B, 1500A/B, 1501A/B; Mathematics 1225A/B, 1228A/B, 1229A/B, 1600A/B*

1.0 course: numbered 1000-1999 (Economics 1021A/B and 1022A/B will be counted towards the Admission Requirements in lieu of 1.0 course numbered 1000-1999 for the Honors Specialization in Finance for MOS. **Political Science 1020E will be counted towards the Admission Requirements in lieu of 1.0 course numbered 1000-1999 for the Honors Specialization in Public Administration.**

Note: *Unchanged*

Progression requirements: *Unchanged*

Graduation requirements

To graduate from a BMOS HONORS SPECIALIZATION, students must achieve a minimum cumulative modular average of 70% with a minimum mark of 60% in each course, obtain a passing grade in each elective course, and maintain a minimum overall average of 65% on the 20.0 courses counted towards the BMOS HONORS SPECIALIZATION Degree. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of the Categories A, B and C.

HONORS SPECIALIZATION IN ACCOUNTING
HONORS SPECIALIZATION IN CONSUMER BEHAVIOR
HONORS SPECIALIZATION IN FINANCE FOR MOS
HONORS SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT
HONORS SPECIALIZATION IN PUBLIC ADMINISTRATION
HONORS SPECIALIZATION IN COMMERCIAL AVIATION MANAGEMENT

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REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2014/pg781.html>

Bachelor of Management and Organizational Studies (BMOS) Four-Year Degree

The essential module in the 20.0 course Bachelor of Management and Organizational Studies (BMOS) FOUR-YEAR DEGREE must include a SPECIALIZATION.

SPECIALIZATIONS

The Bachelor of Management and Organizational Studies Four-Year Degree must include one of the following five Specializations:

- ACCOUNTING
- CONSUMER BEHAVIOR
- FINANCE FOR MANAGEMENT AND ORGANIZATIONAL STUDIES (MOS)
- HUMAN RESOURCE MANAGEMENT
- **PUBLIC ADMINISTRATION**
- COMMERCIAL AVIATION MANAGEMENT

Note: A BA Specialization in Geography and Commercial Aviation Management is offered through Geography.

...

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of the Categories A, B and C.

SPECIALIZATION IN ACCOUNTING
SPECIALIZATION IN CONSUMER BEHAVIOR
SPECIALIZATION IN FINANCE FOR MOS
SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT
SPECIALIZATION IN PUBLIC ADMINISTRATION
SPECIALIZATION IN COMMERCIAL AVIATION MANAGEMENT

SPECIALIZATION IN FINANCE AND ADMINISTRATION - admission discontinued
SPECIALIZATION IN FINANCE, ADMINISTRATION AND COMPUTER SCIENCE - admission
discontinued

Rest of the page is unchanged.

King's University College: Certificate and Diploma in Childhood and Advocacy

NEW CALENDAR COPY

CERTIFICATE IN CHILDHOOD AND ADVOCACY

This program is designed for students currently enrolled at the university. The Certificate in Childhood and Advocacy provides students with the conceptual background and specific knowledge to contribute to the planning, adoption and implementation of childhood advocacy initiatives. All Certificate courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general admission requirements. Students already possessing an undergraduate degree can apply for admission to the Diploma in Childhood and Advocacy.

Admission Requirements

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

Program Requirements

To qualify for the Certificate in Childhood Advocacy, students must achieve an overall average of 65% in the following 3.5 courses:

3.5 courses: Childhood and Social Institution 1025F/G, 2210F/G, 3300F/G, 3350F/G, 33351F/G, 33352F/G, 3353F/G.

DIPLOMA IN CHILDHOOD AND ADVOCACY

Designed for students already possessing an undergraduate degree, the Diploma in Childhood and Advocacy provides students with the conceptual background and specific knowledge to contribute to the planning, adoption and implementation of childhood advocacy initiatives. All Diploma courses may be credited towards other undergraduate programs. A student who does not yet possess a university degree may apply for admission to the Certificate in Childhood and Advocacy. The Certificate can be taken concurrently with an undergraduate degree.

Admission Requirements

Possession of an undergraduate university degree. This is a limited enrollment program and meeting the minimum admission requirements does not guarantee admission.

Program Requirements

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

3.5 courses: Childhood and Social Institutions 1025F/G, 2210F/G, 3300F/G, 3350F/G, 33351F/G, 33352F/G, 3353F/G.

1.5 courses from: Childhood and Social Institutions 3345F/G, Disability Studies 2201A/B, Disability Studies 3311F/G, Interdisciplinary Studies 2240F/G, Political Science 2265F/G, Political Science 2266F/G, Sociology 2140.

Revisions to the Western Scholar's Electives program description

REVISED CALENDAR COPY

<http://westerncalendar.uwo.ca/2014/pg86.html>

SCHOLAR'S ELECTIVES PROGRAM

The Scholar's Electives program allows students who have demonstrated outstanding academic potential to apply to Western for admission to both a primary, discipline-based program/module of study and the Scholar's Electives module program. The **Scholar's Elective** program is designed to provide an intellectually stimulating learning environment for students who truly wish to undertake an interdisciplinary and/or laboratory research experience. Its goal is to foster a community of scholars who have diverse disciplinary and research interests, but a general intellectual curiosity about most disciplines. The program is intended primarily for students who are interested in completing a four-year Honors degree before moving on to their chosen careers.

Those selected will comprise a small group (no larger than 50-75 students per year at the constituent university) who will, in addition to their Honors degree courses, enrol in a Scholar's Electives module program comprised of 3.0 courses. The interdisciplinary courses in the Scholar's Electives module program will be taught by faculty members from more than one Faculty and expose students to significant ideas from different disciplines.

The small enrolment in the program will enable the students to connect with one another and ensure greater individual contact with faculty members. Development and staffing of the Scholar's Electives modular courses will be the responsibility of the participating faculties.

Brescia and Huron University Colleges also offers a Scholar's Electives program leading to a BA degree under the same conditions. **King's University College offers its own King's Scholar program.** Admission to the program shall be granted by the Academic Dean (Brescia or King's University College) or Dean of Arts and Social Science (Huron University College) and, where appropriate, in consultation with the Dean(s) of the constituent university faculties involved in the proposed course of study.

Students who complete the first two years of the Scholar's Electives Program successfully before registering in one of the HBA combined programs in the Richard Ivey School of Business may continue in the Scholar's Electives Program and receive this designation at graduation.

While the primary benefit of enrolling in Scholar's Electives is the flexibility to achieve personal and unique academic goals, there are a number of ancillary benefits associated with the program. Scholar's Electives students will have the benefit of being paired with a Faculty mentor in Years 2 and 3. The mentor will serve as the student's primary academic advisor, working in collaboration with an Academic Counsellor from the student's home Faculty. The mentor will hold regular meetings with the student to monitor the student's progress and provide advice if necessary. Students will also have the opportunity to network and build a community with other high-achieving students through planned activities and events facilitated by both the Faculties and The Student Success Centre. The current listing of minimum admission requirements to undergraduate programs from foreign countries is maintained by the Office of the Registrar. For admission requirements of international applicants, please refer to the International Students admission policy in the Admission section in the Academic Calendar.

Admission Requirements

Students apply for admission to the Scholar's Electives program prior to registration in first year of a BA, BHSc, BMSc or BSc degree program. Scholar's Electives is a limited

enrolment program, open to full-time students who qualify for membership as Western Scholars by having at least a 90% admission average. Selection will be determined by a Selection Committee on the basis of grades and personal accomplishments, such as demonstrated achievement beyond the classroom and community contributions, as detailed on a supplementary admissions form.

Program Requirements

The Scholar's Electives program is a 21.0-course program that includes an honors degree, with either an Honors Specialization or Honors double Major modules, as well as the Scholar's Electives **module-courses**. The Honors Specialization or the Major modules may be standard modules offered by Departments, or theme areas* designed by the student with the support of Faculty mentors and approved by the Dean's Office. The lecture/seminar courses in the Scholar's Electives **module-program** are interdisciplinary courses developed and taught by a team of experienced faculty members. Mentoring for the Supervised Individual Research courses in Years 2 and 3 of the Scholar's Electives **module program** will be by individual faculty members who are experienced researchers.

Scholar's Electives Module Program

3.0 courses:

0.5 course: Scholars Electives 1100F/G (normally taken in first year), or the former Scholars Electives 1020Y

2.0 courses from: Scholars Electives 2200E, 3300E, 3302E, or the former Scholar's Electives 3301E, 3303E, 3304E

0.5 course: Scholars Electives 4400Y.

Students must be registered in a minimum of 5.0 courses during each Fall/Winter session. Scholars Electives 1020Y or Scholars Electives 1100F/G will be taken in addition to the minimum course load of 5.0 courses in Year 1. With permission of the Department and Dean's Office, students with an appropriate background may be permitted to include senior courses in Year 1. In second and third year, the Scholar's Elective courses will be taken within the minimum course load of 5.0 courses. Scholars Electives 4400Y will be taken in addition to the minimum course load of 5.0 courses in Year 4. After first year, students are required to take all of their courses at the 2000-level and above. (One exception may be permitted with Dean's approval.). Graduation regulations such as breadth and essay requirements, apply to Scholar's Electives students.

Themed Modules

These modules allow study in areas that are not covered within the existing **Honor Specialization or Major** modules. Each themed module will be overseen by an appropriate mentor or Associate Dean. Examples of these themes include:

- peace studies (economics, politics, philosophy, anthropology, history, women's studies, etc.)
- multiculturalism (politics, geography, comparative literature, history, languages, etc.)
- scientific methodology (biology, chemistry, physics, history, philosophy, etc.)

Progression and Graduation Requirements

To maintain their registration in the Scholar's Electives program, students enrol in a full course load (minimum of 5.0 courses) during the Fall/Winter session and must achieve a sessional average of at least 80% in all courses taken during the Fall/Winter session with no mark less than 65%. Students must achieve a mark of at least 80% in their two Scholar's Electives research courses (Scholars Electives 2200E, 3301E, 3302E, 3303E, 3304E, 3305E). If additional courses are taken during the summer session, students must achieve an average of at least 70% during the summer session with no mark less than 65%.

Graduation requirements: Completion of an Honors Bachelor degree, including the Scholar's Electives ~~module~~ **program**, with a minimum cumulative average of 80% with no grade less than 65%.

The diploma awarded to students will record both the status of Scholar's Electives and the module(s) studied, as recommended by the Dean.

Final Assessment Report
Submitted by SUPR-U to SCAPA

Program:	Law JD	
Degrees Offered:	Juris Doctor (JD) Combined Degree Programs: BESC/JD, HBA/JD, BA (Kinesiology)/JD, Honours BSc Computer Science/JD, JD/MBA, JD/MIT, JD/MSc (Computer Science), JD/MSc (Geology or Geophysics), JD(Western)/LLM (RuG) Diplôme de Français Juridique Western Laval Joint Program	
External Consultants:	Name, title Kim Brooks Affiliation Dalhousie University	Name, title Anthony Duggan Affiliation University of Toronto
Internal Reviewers:	Name, title Michael Bartlett Affiliation Western University	Name, title Heather David, student Affiliation Faculty of Arts & Humanities
Date of Site Visit:	February 27, 2014	
Evaluation:	Good Quality	

Executive Summary

The External Consultants recognized Western Law's "significant contributions to legal education in Canada". The Faculty's strategic plan and approach to future directions are deemed "ambitious and judicious". The Faculty's self-study accurately reflects challenges facing Law Faculties across Canada: high tuition rates, declining applications, new innovations in the articling process and challenges placing students in articling positions.

Significant Strengths of Program:

- Effective Curriculum Review Process initiated in 2013
- "One of the country's leading advocacy programs"
- small size allows creation of a collegial learning environment for students, including small-group format for selected first year courses
- novel January term with small-enrollment courses taught creatively by full-time faculty, visiting international scholars, and eminent practitioners.
- the Community Legal Services clinic, deemed "one of the country's best experiential learning centres"
- the Moot program, deemed "the most extensive in the country"
- the business-law focus

Opportunities for improvement & Enhancement:

The External Consultants have made twenty recommendations that are constructive suggestions to improve and streamline existing processes and initiatives. The 31 March 2014 response to these recommendations by the Dean and Associate Dean (Academic) of Western Law has effectively recognized their spirit and intent and takes no issue with any of them. The External Consultants state that their recommendations should not be "read as equally important to the Faculty's development."

Recommendations for implementation:	Responsibility
Western Law should continue its work toward curriculum reform in light of the significant changes to legal education and the practice of law	Faculty, led by the Associate Dean (Academic)
Western's business law program should be further enhanced, supported and profiled by the School, and should work with the Law Library to ensure a robust business law collection	Faculty
The role of Associate Dean (Academic) should be split into two positions: the Associate Dean (Academic) and the Associate Dean (Research and Graduate Studies), to be held by separate faculty members	Faculty, led by the Dean

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Civil and Environmental Engineering	
Degrees Offered:	Master of Engineering Science/Master of Engineering/PhD	
Approved Fields:	Structures and Infrastructure Engineering; Geotechnical and Geo-Environmental Engineering; Environmental and Water Resource Engineering; Wind Engineering	
External Consultants:	Paul Van Geel Carleton University	John Newhook Dalhousie University
Internal Reviewers:	Pam Bishop, Associate Dean Graduate Programs, Faculty of Education	Sarah Hogarth Rossiter, PhD Candidate, Department of Philosophy
Date of Site Visit:	February 6 & 7, 2014	
Evaluation:	<i>Good quality</i>	

Executive Summary:

The external reviewers acknowledged the high quality of faculty and allied personnel associated with this program. Faculty have strong research agendas, substantial funding and typically supervise 5 thesis-based students. On the basis of research, supervision and publication data, the external reviewers noted that four of the five fields—Structures and Infrastructure Engineering; Geotechnical and Geo-Environmental Engineering; Environmental and Water Resource Engineering; and Wind Engineering—are robust and sustainable. Phasing out of the fifth field, Natural Disaster Mitigation, is recommended.

Significant Strengths of Program:

Thesis-based students are particularly well supported in terms of financial assistance, provision of office space and library resources. As well, students have access to both high quality labs, and innovative program facilities such as Wind Engineering, Energy and Environment Research Institute is (WINDEEE), Insurance Research Lab for Better Homes (IRLBH) and Boundary Layer Wind Tunnel Laboratory (BLWT). Thesis-based students were highly satisfied with the quality of the curriculum, instruction and supervision. Whilst completion times for most PhD students were deemed appropriate, the external reviewers noted that the median time-in-program for thesis-based MESC students could be reduced from 2.3 to 2 years.

Opportunities for improvement & Enhancement:

To further enhance the substantial nature and achievements of the program, the external reviewers identified three key recommendations. The most pressing of the recommendations concerns the vital need to appoint a Graduate Chair (as the position is currently vacant). The second key recommendation pertains to the need by all Faculty to review the design and delivery of the course-based Master of Engineering to ensure that the goals, objectives and anticipated learning outcomes reflect the program's core purposes. Once done, the nature and format of the program needs to be communicated clearly to each cohort of students at the outset of their studies. The third key recommendation relates to communication and a need for students to be provided with more information about both what is expected of them and the disparate resources available to them in the Faculty of Engineering and elsewhere at Western.

In summary, the external reviewers highly praised the quality of the program.

Recommendations for implementation::	Responsibility
Ensure appointment of a Graduate Chair (currently vacant) in a timely manner.	Dean Associate Dean
Clarify the purposes, objectives and overall design of the Masters of Engineering program.	Associate Dean Graduate Programs Committee
Provide students with policies and other information in relation to the supervisory	Associate Dean Graduate Faculty

relationship; message students electronically and post hard copies inside the building re mental health supports and services; dispute resolution.	
Assess the viability of providing more technical support personnel.	Associate Dean Graduate Chair
Provide specialized training to certify the chief technician so that only he can operate the overhead cranes in the lab. Place signage in the lab to ensure the lab floor is clear when the crane is to be used and operated.	Associate Dean
Provide additional storage facilities in the structures lab for safe-keeping of samples and safe usage of the lab by students and staff.	Dean Associate Dean
Closely monitor progression of students in the thesis based MESC program to more consistently achieve timely completion. (normally 2 years).	Associate Dean Graduate Chair Graduate Programs Committee
Phase out the Natural Disaster Mitigation Field.	Dean Associate Dean Graduate Chair
Provide better remote access to university-supported software; and provide more specialized software on MEng study room computers.	Dean Associate Dean

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Physics and Astronomy	
Degrees Offered:	M.Sc. Physics, M.Sc. Astronomy, Ph.D. Physics, Ph.D. Astronomy	
Approved Fields:		
External Consultants:	Dr John Dutcher, Department of Physics University of Guelph	Dr Sara Ellison Department of Physics & Astronomy University of Victoria
Internal Reviewer:	Pam McKenzie, Associate Dean Faculty of Information and Media Studies	
Date of Site Visit:	January 29-30 2014	
Evaluation:	Good quality	

Executive Summary

The reviewers met with representatives of the University, SGPS, Western Libraries, the Faculty, and the program. Faculty, students, and staff were very supportive of both the programs and of the review process.

Significant Strengths of Program:

- Strength of faculty, including significant renewal of Astronomy faculty and broad variety of cross-appointment and adjunct faculty. Faculty have strong international reputations and strong research and funding records.
- Flexible (rolling) admission
- Excellent training and strong academic and financial support for students.
- Students are engaged and motivated, publication rates in keeping with rates at other North-American programs, quality of publication venues is high
- Completion rates are compatible with other North American institutions; innovative project M.Sc. in Astronomy allows for quick completion and a publication for a significant number of graduates, Physics M.Sc.s may transfer to Ph.D..

Opportunities for improvement & Enhancement:

- Small number of faculty in Condensed Matter Physics
- Lack of clarity of funding information
- Breadth and regularity of course offerings is a challenge in some areas

Recommendations for implementation:	Responsibility
Ensure parity of M.Sc. degree options: Introduce project-based option in Physics M.Sc. and allow for direct transfer to Ph.D. for M.Sc. Astronomy students.	Department/faculty
Evaluate clarity of student funding communication.	Department/Faculty/SGPS
Review level of TA responsibilities.	TA Co-ordinator
Explore new sources for graduate student travel funding.	Department, Faculty
Explore feasibility of "provisional" supervisor as recruitment incentive.	Graduate Affairs Committee
Prioritize hiring of a condensed matter theorist.	Department, Faculty

Faculty of Law: Revisions to the Grading Policy

The corrected version of the policy, with the reinstated sections highlighted, is shown below.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg496.html>

GRADING RULES

The Faculty of Law uses the following grade designations:

Grades	Grade Meanings	Numeric Values
A+	Excellent	90-100%
A	Excellent	85-89%
A-	Excellent	80-84%
B+	Good	77-79%
B	Good	73-76%
B-	Good	70-72%
C+	Competent	67-69%
C	Competent	63-66%
C-	Competent	60-62%
D	Marginal Pass	50-59%
F	Fail	0-49%
PAS	Pass	
FAI	Fail	
AUD	Audit	
WDN	Withdrawn	
INC	Work is Incomplete	

The "PAS" and "FAI" designations are used only in courses identified specifically as being graded on a pass/fail basis. This pass/fail designation is used also for grades obtained on exchanges. A grade of "FAI" is treated the same as an "F" grade.

In any course not identified specifically as being graded on a pass/fail basis, no components of any student's grade in the course can be assessed on a pass/fail basis.

Students receive only a letter grade for each subject. The numeric values are used for letter grade calculation only.

The class average in an upper-year course of 25 or fewer students must be between 74.0 – 79.0. The class average in an upper-year course of more than 25 students and in all first-year courses must be between 74.0 – 76.0. Grades in the "F" range will be excluded from the calculation of class averages. These grading rules do not apply to independent research projects, supplemental writing credits or to the courses in which students participate in external advocacy competitions.

For the purposes of calculating class averages and the overall average of individual students, including the determination of Honors standing, final letter grades for each student are assigned the following fixed numeric values:

Grades	Fixed Numeric Value
A+	92
A	87
A-	82
B+	78
B	75
B-	71
C+	68
C	65
C-	61
D	58
F	45

Individual grades assigned by instructors remain provisional until they are approved at a Faculty of Law Grades Meeting. The grades assigned by instructors must comply with the applicable class average requirements and must be submitted, together with electronic evidence demonstrating such compliance, in the form stipulated by the Assistant Dean, Student Services. However, after grades have been assigned, the Faculty has the discretion, at a Faculty of Law Grades Meeting, to waive the class average requirements. If an instructor wishes to seek an exemption from the class average requirements, he or she must apply to the Faculty at a grades meeting, indicating the reasons for the application and providing the alternative grades he or she wishes to assign.

School of Graduate and Postdoctoral Studies: Changes to General Thesis Regulations

(Current Thesis Regulation Guide available here: http://www.grad.uwo.ca/current_students/regulations/8.html)

8.4.4.2 Stage Two: The Thesis Examination

When the Thesis Examination is Successful

- On the "Doctoral Thesis Examination - Chair Report," the Chair:
 - Reports the Thesis Examination Board's decision for the Thesis Examination on page 1
 - With the assistance of the Examiners, lists the revisions, if any, required by a majority of the Examiners on page 2.
 - Note: Infrequent typographical and grammatical errors do not constitute "revisions," but must be corrected before final submission of the thesis
 - If there is a determination that the thesis requires revisions, ensures that the Supervisor(s) will withhold his/her signature from the "Certificate of Examination" until the required revisions have been made
The Chair dates and signs both pages of the Chair's Report.
 - ~~The Chair, the Examiners, and the Supervisor(s) sign the "Certificate of Examination", except in cases where the Supervisor(s) withholds his/her signature.~~
 - In the case that no revisions are required, The Chair, the Examiners, and the Supervisor(s) sign the Certificate of Examination. In the case that revisions are required, normally the Examiners sign the certificate of Examination and the Supervisor(s) withhold his/her signature until the required revisions have been made.
 - The Chair communicates the positive decision to the candidate. (See Communicating the Decision to the Candidate.)

When the Thesis Examination is Unsuccessful

If the candidate has already been through a Re-Submission Hearing Committee or a Re-Examination Hearing Committee (following Stage Two: The Thesis Examination), then the Thesis Examination Board's decision is final. The candidate has no further opportunity for resubmission and/or re-examination. However, if a candidate has been through a Re-Submission Hearing Committee following Stage One: The Preliminary (or Pre-Examination) Evaluation of the Thesis, then the Vice-Provost (Graduate and Postdoctoral Studies) refers the case to a second and final Re-Submission Hearing Committee.

8.5.4.2 Stage Two: The Thesis Examination

The Thesis Examination Board Deliberates and Renders a Decision

- The Chair invites the Supervisor(s) to comment on the candidate, the thesis, and aspects of the oral defence.
- In rare cases where the thesis has been submitted without the Supervisor(s)'s approval, the Chair informs the Examiners of the Supervisor(s)'s written reasons for withholding approval, before inviting the Supervisor(s) to speak.
At the Chair's invitation, the Examiners alone discuss the thesis and the oral defense.
- The Examiners vote on the acceptability of the thesis and the oral defence by completing their "Doctoral Thesis Examination Evaluation" form. In cases where the External Examiner is not physically present, the Chair speaks to her/him privately and fills out the Evaluation form as directed.

New Scholarships, Awards and Bursaries

Supply Chain Management Association MBA Award (School of Graduate and Postdoctoral Studies, MBA)
Awarded annually to a full-time graduate student of the Masters of Business Administration program at the Ivey Business School with demonstrated financial need, who is enrolled in the Supply Chain Management Course, BUS 9408, exhibits academic excellence, and intends to pursue a career in supply chain management. Candidates must submit a one-page letter describing their interests and career aspirations in supply chain management along with their resume to the Ivey Financial Aid Office. A Scholarship Committee comprised of the Supply Chain Management Association Chair at the Ivey Business School, in consultation with the instructor of MBA Supply Chain Management course, and the Ivey Financial Aid Officer, will review all applications and select the recipient. At least one member of the selection committee must hold membership in the School of Graduate and Postdoctoral Studies. This award is made possible through the generosity of the Supply Chain Management Association.

Value: 1 at \$2,500

Effective Date: May 2014 to April 2019

Union Gas HBA Award (Richard Ivey School of Business)

Awarded annually to a full-time graduate student entering the Honours Business Administration (HBA) program at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. Preference will be given to students interested in accounting management. Candidates must submit applications for this scholarship at the time of application to the HBA Program at Ivey. The HBA Scholarship Committee at Ivey will make the final selection of the recipient. Recipients will be notified at the time of acceptance into the program. This scholarship is made possible through the generosity of Union Gas.

Value: 1 at \$2,500

Effective Date: 2014-2015 and 2015-2016 academic years, then to be reviewed annually.

Ivey HBA Award - OSOTF (Richard Ivey School of Business)

Awarded annually to full-time students in HBA 2 at the Ivey Business School, with a minimum 75% average, and demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be submitted by September 30th. The Ivey HBA Scholarship Committee will make the final selection of the recipients after the Office of the Registrar assesses financial need. Recipients must meet the Ontario residency requirements of the Ontario Student Opportunity Trust Fund program.

Value: 2 at \$6,500

Effective: 2014-2015 to 2017-2018 academic years inclusive, the award value will be reviewed after the initial four-year period.

Phoenix Interactive Design Inc. HBA Scholarship (Richard Ivey School of Business)

Awarded to full-time HBA students at the Ivey Business School who have applied for acceptance into the HBA/BESc dual degree program. Preference will be given to students who have graduated from a publicly-funded high school. This award will continue for Year 4 and Year 5 provided that the recipients maintain a 75% average, and remain in the HBA/BESc dual degree program. A shortlist of award recipients will be determined by the HBA Program Office based on applications to the HBA/BESc dual degree program (January 2015). The HBA Scholarship Review Committee will make the final selection of the recipients. No new recipients will be selected after 2014-15. If a recipient fails to retain the award no new recipient will be selected and a review of the funding will take place. These scholarships were established with a generous gift from Phoenix Interactive Design Inc.

Value: 3 at \$34,500 (for Year 3, continuing into Years 4 & 5)

Recipients will receive:

\$12,500 in Year 3 (HBA 1) 2014-2015

\$11,000 in Year 4 (HBA/BESc Dual Degree Program) 2015-2016

\$11,000 in Year 5 (HBA/BESc Dual Degree Program) 2016-2017

Effective Date: 2014-2015 to 2016-2017 academic years inclusive

Dr. Alfred Jay Medical Biophysics Award for Cellular Cardiovascular Research (School of Graduate and Postdoctoral Studies, Medical Biophysics)

Awarded annually to a full-time Masters or Doctoral student in the Department of Medical Biophysics, at the Schulich School of Medicine & Dentistry. The award is for the best paper in basic biophysical research, for which the nominee is the first author, the research being primarily in the area of cellular and vascular studies. The published research must describe a significant contribution to the fundamental understanding of the circulatory system, as evidenced by a strong peer-reviewed publication in a journal of high impact for this field. All candidates must submit an application outlining their research and publication details to the Graduate Office of Medical Biophysics by January 31. Selection will be made by the Department Award Committee, with at least one member of the committee holding membership in the School of Graduate and Postdoctoral Studies. This award was established with Foundation Western by Dr. Alfred W.L. Jay (PhD Biophysics '71).

Value: 1 at \$1,500
Effective: May 2014

Robert M. Solomon Scholarship in Tort Law (Faculty of Law)

Awarded annually to a full-time student completing first year in the Faculty of Law who has attained the highest standing in Law 5145 Torts. The scholarship committee in the Faculty of Law will select the recipient each May. This scholarship was established with Foundation Western by friends and colleagues in honour of Professor Robert M. Solomon.

Professor Solomon taught at Western for 40 years (from 1973 to 2013) with six of those years serving as Law's Associate Dean. During these years, Solomon has achieved a synthesis of teaching, research and service that has been "virtually unmatched." His work in the fields of addiction, health care and impaired driving law has had a concrete impact at Western, across Canada and internationally. Solomon's impact on the field of impaired driving law has been immense. Solomon has also served the Western community, helping develop campus alcohol policies, which have spread across Canada. He has also served as the national director of Legal Policy with MADD Canada since 1998. In 2013 he received the Distinguished University Professor Award.

Value: 1 at \$1,000
Effective: 2013-2014 to 2014-2015 academic years (with value to be reviewed thereafter)

Knowledge First Financial Foundation Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies)

Awarded annually to full-time masters or doctoral students in any Faculty who are current holders of an Ontario Graduate Scholarship or a Queen Elizabeth II Graduate Scholarship in Science and Technology, based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies will select the recipients. These scholarships were made possible by a generous gift from the Knowledge First Financial Foundation.

Value: 5 at \$5,000*
Effective: May 2014 to April 2018

*Ontario Graduate Scholarship and Queen Elizabeth II Graduate Scholarship in Science and Technology funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarship to \$15,000 each.

Morneau Shepell Scholarship (Faculty of Science, Statistical and Actuarial Sciences)

Awarded annually to an undergraduate student in second year Honors Specialization in Actuarial Science, who has achieved a high academic standing (minimum 80%), and has demonstrated leadership abilities. A one-page statement must be submitted by November 30th to the Department of Statistical and Actuarial Sciences describing the candidate's leadership abilities and interest in a career in actuarial science. Selection of the recipient will be made by a committee within the Department of Statistical and Actuarial Sciences. This scholarship was established by Morneau Shepell.

Value: 1 at \$2,500
Effective: 2014-2015 to 2017-2018 academic years inclusive

Alan C. Groom Award (School of Graduate and Postdoctoral Studies, Medical Biophysics)
Awarded annually to a full-time graduate student in the Medical Biophysics program who presents the most effective seminar on his/her research topic to an audience consisting of peers and faculty members in the department. Further information can be obtained from the Office of the Chair of Graduate Medical Biophysics. Students are eligible to nominate each other for the award and then the confidential evaluations will be processed by the Graduate Office in Medical Biophysics with the recipient selected each summer. This award was established through memorial gifts made by family and friends in honour of Dr. Alan C. Groom.

Dr. Alan Groom was Chair of Medical Biophysics at Western from 1978 to 1987 and during this time, the Department expanded its scope at a rapid pace with the development of Medical Imaging groups at the Lawson and Roberts Research Institutes. Dr. Groom held many grants and awards for excellent medical research in the biophysics of the microcirculatory system, including the Landis Research Award from the Microcirculatory Society of North America (1986). He is remembered also for his exceptional natural teaching ability, animated with in-class demonstrations and punctuated with a keen sense of humour. It is for this reason that this award is given for "the best" presentation at Departmental graduate seminars in Medical Biophysics. Dr. Groom passed away in 2013 at age 86.

Value: 1 at \$1,000

Effective: May 2014 to April 2025 (with review of funding to be made after this)



Report to SCAPA

The Western Athletic Financial Awards Committee has approved the Sport and Recreation recommendations for the 2013-14 Western Athletic Financial Awards. All AFA candidates were pre-screened for academic eligibility by an official from the Office of the Registrar prior to the Committee review.

There are 943 student-athletes representing Western on one of 38 varsity teams (19/19 gender breakdown). These students originate from every Faculty and each of the three affiliates. The gender breakdown is 44% women and 56% men.

The Ontario University Athletics (OUA) rules state that 70% of our student-athletes could receive an AFA if they meet the academic criteria. The OUA rule (6.1.7) states that no less than 45% off the allocation can be directed to male or female student-athletes.

The Western Athletic Financial Awards Committee endorsed the allocation of \$388,825 Western Athletic Financial Awards for 2013-14. Female student-athletes will receive \$194,200 (50% of the allocation) in 2013-14 while men will receive \$194,625 (50% of the allocation). A summary of the allocations since the inception of the program is presented below:

Year	Female Student-Athletes	Male Student- Athletes
2007-08	\$ 80,025 (48.0%)	\$86,025 (52.0%)
2008-09	\$145,600 (50.1%)	\$145,016 (49.9%)
2009-10	\$187,045 (50.2%)	\$185,766 (49.8%)
2010-11	\$168,475 (49.4%)	\$173,156 (50.6%)
2011-12	\$161,016 (47.4%)	\$178,680 (52.6%)
2012-13	\$215,025 (49.75%)	\$217,150 (\$50.25)
2013-14	\$194,200 (50%)	\$194,625 (50%)
	-----	-----
	\$1,150,386 (49%)	\$1,180,418 (51%)

We note, with pleasure, that we are in full compliance with the OUA rules and the Senate-approved policy for Western University. We trust that this report is helpful to SCAPA/Senate members, and ask that members not hesitate in contacting me should they require additional information.

Jim Weese, Chair
April 15, 2014

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Department of Pathology: Name Change to Department of Pathology and Laboratory Medicine

Faculty of Law: Stephen Dattels Chair in Corporate Finance - Extension

Western International Report

FOR APPROVAL

1. **Name Change – Department of Pathology to Department of Pathology and Laboratory Medicine**

Recommended: That the proposal to change the name of the Department of Pathology in the Schulich School of Medicine & Dentistry to the Department of Pathology and Laboratory Medicine be approved effective July 1, 2014.

Background

See [Appendix 1](#) and [Appendix 2](#).

2. **Faculty of Law: Stephen Dattels Chair in Corporate Finance - Extension**

Recommended: That the Stephen Dattels Chair in Corporate Finance be extended for an additional five years (2014-2019) with appointment in the Faculty of Law.

Background

See [Appendix 3](#).

FOR INFORMATION

3. **Western International Report**

See [Appendix 4](#).



BRIEFING NOTE

To: Executive Committee of Schulich Council
From: Subrata Chakrabarti, Chair/Chief of Pathology
Re: Departmental Name Change from “Pathology” to
“Pathology and Laboratory Medicine”
Date: January 22, 2014

Proposal:

To change the name of the Department of Pathology at the Schulich School of Medicine & Dentistry, Western University

- To better reflect the diverse scope of its constituents and academic programs
- To reflect the commitments and the activities of the Department of Pathology, the Chair of which reports to the Dean, Schulich School of Medicine & Dentistry, Western University
- To align with the name of Pathology and Laboratory Medicine at the London Hospitals

Proposed new name: **Department of Pathology and Laboratory Medicine**

Background:

The Department of Pathology at the hospital includes Surgical, Cytological, Molecular and Autopsy Pathology. The Program of Laboratory Medicine includes the laboratory specialties of HLA Laboratory, Microbiology, Clinical Chemistry, Molecular Diagnostics, and Basic Scientists. Since the consolidation of city-wide laboratory service, the combined laboratories serving all London Hospitals have been referred to as the London Laboratory Services Group. Not surprisingly, this has led to confusion. Since 2005 in the London hospitals, under a single leadership, the Department of Pathology has been known, for all practical purposes, as the Department of Pathology and Laboratory Medicine. The formal change of the department's name at the London Hospitals was initiated in 2011 and was implemented in 2013. The academic department at the Schulich School of Medicine & Dentistry, Western University has, however, continued to be referred to as Pathology. This department has pathologists, medical chemists, medical microbiologists, geneticists, and basic scientists as faculty members.

Advantage:

The proposed name change will reflect the operations and constituents of the department and will also reflect the scope of the specialty and academic programs. It will also align the University Departmental name with Hospital Department. Such change will improve public understanding and will be consistent with other Canadian Departments (please see next page)

Recommendations/Next Steps:

- Seek Departmental approval - at the January 21, 2014 departmental meeting, the department members unanimously approved the name change from “Pathology” to **“Pathology and Laboratory Medicine”**
- Seek ECSC approval
- Seek University of Western Ontario Senate approval
- Implement the name change

Costs:

- There are no direct costs to the Medical School or University. There are minimal costs (e.g. updating website, stationary), which will be absorbed by the department

Risks:

- None identified.

Name of ‘Pathology’ department at other Canadian Universities

- University of British Columbia – Pathology and Laboratory Medicine
- University of Alberta – Laboratory Medicine and Pathology
- Saskatchewan University – Pathology and Laboratory Medicine
- University of Toronto – Laboratory Medicine and Pathobiology
- Université de Sherbrooke – Molecular Biology, Medical Biochemistry and Pathology
- Queen’s University – Pathology and Molecular Medicine
- University of Manitoba – Pathology
- McGill University – Pathology
- Dalhousie University - Pathology
- McMaster University – Department of Pathology and Molecular Medicine



April 21, 2014

Dr. Betty Anne Younker, Chair
Senate Committee on University Planning
Western University

Dear Dr. Younker,

I am writing this letter in support of changing the name of the **Department of Pathology** at the Schulich School of Medicine & Dentistry to the **Department of Pathology and Laboratory Medicine effective July 1, 2014**. This change was approved at the Executive Committee of Schulich Council on March 7, 2014.

The proposed name change will reflect the operations and constituents of the department as well as the scope of the specialty and academic programs. It will also align the Department's name with those at the London Hospitals .

Please do not hesitate to contact me if you have any further questions.

Yours sincerely,

Michael J. Strong, MD, FRCP(C), FCAHS, FAAN
Dean, Schulich School of Medicine & Dentistry
Distinguished University Professor
Arthur J. Hudson Chair in ALS Research
Western University

Stephen Dattels Chair in Corporate Finance – Extension

FOR APPROVAL

Recommended: That the Stephen Dattels Chair in Corporate Finance be extended for an additional five years (2014-2019) with appointment in the Faculty of Law.

Donor & Funding: In 2008, Stephen Dattels pledged \$500,000 to support the creation of the Stephen Dattels Chair in Corporate Finance. Currently, the Faculty of Law has \$185,000 in donor funds remaining from the original expendable gift of \$500,000.

The Faculty of Law will ensure that a minimum of \$120,000 is available annually for each of the next five years using the donor funds and Faculty funding. The extension of the naming recognizes the generosity of Stephen Dattels in supporting the establishment of the Chair and that donor funds will continue to be used to support the Chair.

Effective Date: July 1, 2014

Purpose: The Stephen Dattels Chair in Corporate Finance will, in addition to his or her duties in the area of corporate finance law, be responsible for further developing a natural resource corporate finance initiative within the Faculty of Law.

The expenditure of funding to support the Stephen Dattels Chair in Corporate Finance will be the responsibility of the Dean of Law.

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

Reporting: The University agrees to report annually to Mr. Dattels regarding the activities of the Chair.

Background:

Mr. Dattels' generous contribution supports a key component of the Faculty of Law's Business Law program. The Stephen Dattels Chair in Corporate Finance will continue to assist in the development of active links among Western Law, Earth sciences and the Richard Ivey School of Business, to graduate new generation of lawyers ready to meet the corporate finance needs of the mining sector. The continuation of this naming is supported by the Dean of the Faculty of Law.

Mr. Dattels is a strong supporter of universities and has made multiple gifts in support of Western. In 2005, he donated \$100,000 to establish the Stephen Dattels Fellowship in Mining Finance in the Faculty of Law. His giving also includes this Chair and a gift in 2012 of \$1.5 million to create the Stephen Dattels Law Fund in support of a named visiting pre-eminent speakers series in Mining Law and Finance and the Stephen Dattels January Term Fellowship in Mining Law and Finance.

Mr. Dattels holds an LLB from Western. He is Chairman of the Regent Mercantile Bancorp Inc., an investment advisory company, Executive Chairman of Polo Resources, a coal mining and exploration group, Non-Executive Co-Chairman for the Regent Pacific Group, a mining group with a focus on China and founder of CCEC Ltd., focused on thermal coal projects in China. He was one of the key executives during Barrick Gold Corporation's formative years.



Western International



Introduction

Western's strategic plan, *Achieving Excellence on the World Stage*, clearly articulates the importance of Western's international activities. This international action plan supports the mission and vision of Western University as articulated in its new strategic plan.

Western, like other pre-eminent universities “teach respect for the best in human civilization which comes from all parts of the world” (Aung San Suu Kyi, 2012). Universities promote environments in which all members of the community are “not only eager to know, but also eager to share what they know widely to create a smart and caring world” (David Johnston, 2012). Universities, at their best, embolden an atmosphere where members of their communities work to improve the human condition “by sharing the knowledge they uncover and refine across disciplines and across borders” (Johnston, 2012). This is what the Honourable David Johnston, refers to as the “diplomacy of knowledge”. It is important to emphasize that the diplomacy of knowledge is not a one-way street; just as we share our knowledge across borders we must also learn from our international colleagues in true and mutually beneficial partnerships.

The “diplomacy of knowledge” forms the core of Western's **international vision**—that Western encourages and promotes global citizenship and awareness and enhances its international relevance as an institution of higher learning (see middle of Figure 1, below). To make these ideas real, they must resonate in most everything we do at Western. With that in mind, extensive consultation about this plan occurred across the campus and elsewhere with presentations to more than two-dozen faculty, staff, student, alumni, and community groups. Feedback from these consultations is incorporated throughout this plan.

Encouraging global awareness/citizenship and enhancing international relevance will require developing a community of scholars (Faculty, Staff, and Students) at Western who have high levels of cross-cultural competence and intercultural understanding and empathy. It will involve continuing to develop our international research collaborations and thinking about how we can better mobilize our knowledge internationally. The circles on the outside of the Figure 1 are important components of a plan that will make the central vision (global awareness and international relevance) a reality. Each is discussed below with corresponding objectives and action items.

Figure 1: Components of an International Plan



A. International Learning and Study Abroad

Objective 1. Increase the participation of **Western Students** in international experiences from 3% to 10%.

International learning and study abroad activities include formal exchange programs, studying abroad on a letter of permission (LOP), Alternative Spring Break, internships, embedded study abroad programs, field schools, research placements etc. To increase the participation of Western students in these programs we must simultaneously work to enhance both the demand for and supply of them, as well as ensure that appropriate risk, safety abroad, and pre-departure protocols are in place.

Actions:

- Promote Western as a destination of choice for international experiences in recruitment materials and presentations.
- Offer packages for undergraduate and graduate students to incorporate information about international experiences.
- Summer and Fall Academic Orientation programs to incorporate information about international experiences.
- Enhance promotion of international experiences within Faculties
- Reduce barriers for participation:
 - Create a comprehensive bursary package for all students who engage in a Western sanctioned international experience.
 - Ensure that all students have the opportunity to engage in an international experience without taking longer to finish a degree.
 - Ensure that appropriate safety abroad mechanisms are in place
 - Reduce bureaucracy related to credit transfer and applying for programs and awards.
- Double the number of exchange spaces in target countries with top tier universities (from approximately 200 to 400)
- Double the number of Alternative Spring Break programs available for students (from 8 to 16).
- Double the number of LOP (letters of permission) placements (from approximately 100 to 200)
- Develop a suite of comprehensive international summer program offerings
- Develop a comprehensive international internship program.
- Work with Deans to develop signature international experience programs in each Faculty.
- Develop and/or join selective national and international consortiums of universities to share international experience programs

Objective 2. *Provide more opportunities for faculty, staff, and students to enhance their international and cross-cultural learning at home and abroad.*

Actions, Faculty and Staff:

- Develop a workshop series on cross-cultural learning for staff and faculty.
- Develop an International Week at Western that will enable learning and communication of international activities across facilities.
- Encourage and promote participation of faculty and staff in Alternative Spring Break.
- Develop a “host family” network comprised of faculty, staff, and local alumni for international students.
- Develop strategic international partnerships to facilitate international exchanges for faculty and staff.
- Develop staff exchange/job shadowing program.
- Develop international learning certificate that is open to staff and faculty that includes language development opportunities.
- Develop processes and mechanism that serve to acknowledge international work of faculty, not only in the area of research, but also in teaching and service.

Actions Students:

- Continue to encourage international curricula development for graduate and undergraduate programs and through technology enhanced learning.
- Continue developing and promoting dual-degree programs for graduate students.
- Continue developing and promoting dual-degree and joint-degree programs for undergraduate students.
- Develop an international learning certificate with appropriate learning outcomes that students will be able to earn through their degree programs.
 - Include international learning at home opportunities

B. International Students, Faculty, and Staff at Western

Western’s students, faculty, and staff come from all over the world.

Undergraduate Students:

In 2012-13, just over 9% of our incoming undergraduate class was comprised of international students and in 2013-14 it is estimated that this percentage will surpass 10%, reaching our previous target one year ahead of schedule. About 40 per cent of our undergraduate international student body is comprised of Chinese students and about one third of first year international students enter the Management and Organizational Studies (MOS) program.

Objective 3. *Increase and diversify the international **undergraduate** student body at Western.*

Actions:

- Gradually increase the number of incoming international students to 15%.
- Diversify application pool to help ensure adequate diversity of student body.
- Encourage applicants to apply to a wide range of programs at Western.

Graduate Students

Since 2000-01, Western experienced significant growth in overall graduate student enrolment and in international graduate student enrolment. In 2000-01 there were 2554 graduate students studying at Western and 291 (11 %) of them were international students. By 2012-13, we had 4777 graduate students studying at Western and 1006 (21%) of them were international students. The overall growth and the international student growth are both excellent accomplishments that befit a research-intensive university like Western.

In keeping with the overall priorities of internationalization at Western, efforts need to be made to ensure that the proportion of international graduate students does not fall below its current level. This does not mean that we should simply maintain or reduce our recruitment efforts of international graduate students. On the contrary, recent evidence suggests that international applications to graduate programs in the US may be on the decline. Although similar data are not available for Canada, we must be vigilant in monitoring our international applications and enhance efforts to strategically recruit exceptional international graduate students.

Objective 4. *Develop a comprehensive and strategic international graduate student recruitment plan that focuses on countries that provide scholarship support for graduate student mobility (e.g. Brazil) and on countries where we have strong research collaborations.*

Faculty

We estimate that 40% of our faculty have attained their highest degree from outside of Canada and that close to the same percentage of our faculty were born outside of Canada. Having faculty who were born and educated outside of Canada helps to foster an environment in which our aspirations for global citizenship can flourish.

Objective 5. *Support the work of the portfolio of the Office of the Vice-Provost (Academic Planning, Policy and Faculty) in the recruitment and integration of international faculty.*

Actions:

- Create opportunities to recognize the cultural diversity of faculty and foster appropriate networking opportunities.

Staff

Currently, no data are collected to assess the international composition of Western's staff. Yet, as we interact with one another on our campus, the depth of international experiences among the staff at Western are very evident. This diversity should be acknowledged and celebrated.

As Western increases its international presence we are increasingly called upon to host Ambassadors, High Commissioners, other dignitaries, and visitors from universities all over the world. Drawing on staff who speak the same language or have the same cultural background as our visitors would go a long way in welcoming our visitors.

Objective 6. Better recognize the diversity of staff on campus and celebrate and engage staff accordingly.

Actions:

- Develop a mechanism for collecting information about the cultural heritage and languages spoken by staff on campus.
- Develop a Western Staff Ambassador program whereby representatives would be available to meet with visitors of similar cultural or language backgrounds.

C. Western: A Welcoming, Supportive Community

Through the office of the Vice-Provost (Academic), the Associate Vice-President (Student Experience), and the Associate Vice-President (Housing and Ancillary Services), Western has provided a supportive environment for all students with an eye to ensuring their success. The Student Success Centre, the Student Development Centre, the Teaching and Learning Centre, and Housing provide invaluable services to support all students in the areas of mental wellness, academic assistance, career development, and community service learning. Increasingly, these areas have been adapting their services to accommodate the unique needs of Western's international graduate and undergraduate students (e.g. offering resume writing services in different languages; offering Teaching Assistant training for international graduate students; new programming in Housing to aid with the transition to Canada).

Through the office of the Vice-Provost (International) and Western International, the International and Exchange Student Centre (IESC) provides a wide array of services for the support of international graduate and undergraduate students and

post-docs. These services range from individual counselling, to immigration and study permit support, to English conversation circles and other cultural transition programming.

As the number of international students on our campus grows, it is Western's responsibility to ensure that the services required for their success are in place and that international students are highly satisfied with their Western experience. Currently, domestic students have a five per cent higher first to second year retention rate than international students. And, domestic students have a 5% higher six year graduation rate than international students.

***Objective 7.** Provide continuity of support and services to international students from the day they apply to Western to the day they graduate, thereby ensuring that international students have similar retention and completion rates as domestic students and are satisfied with their Western experience.*

Actions:

- Identify academic programming needs that would help with international student success and develop programming accordingly.
- Identify language requirement needs so that Western's English Language Centre can work to develop more programming in support of ESL students.
- Participate in the International Student Barometer Survey to begin measuring international student satisfaction and to compare how Western fares compared to other universities in the world.

D. International Research and Knowledge Mobilization

Western has had a strong history of engaging in international research collaborations and knowledge mobilization. Since Western's founding in 1878, Western researchers have presented research at international conferences, published in international journals, and collaborated extensively with international colleagues. According to the Web of Science, 53% of Western's research publications between 2007 and 2012 were co-authored with international colleagues (11506/21717).

Beyond these more traditional forms of knowledge mobilization, Research Western established WORLDdiscoveries several years ago to facilitate technology transfer. Recently, WORLDdiscoveries Asia was launched in Nanjing, China and Hong Kong with the promise of commercializing Western discoveries in the Asian market. Furthermore, Research Western has been working extensively with international companies in generating support for research activities at Western (e.g. Fraunhofer).

Each of Research Western's five core priorities, "Going Global", "Mobilizing Knowledge", "Preparing Global-Ready Graduates", "Partnerships with Impact", and "Leadership through Interdisciplinary Research", has a global or international component (<http://www.uwo.ca/research/about/index.html>). And, each priority contributes to promoting global citizenship and international relevance.

Objective 8. *Support Research Western's international priorities thereby enhancing Western's reputation on the world stage.*

Actions:

- Ensure that the Visiting University Scholar Program can be utilized for strategic initiatives.
- Develop more opportunities for research-based international internships for graduate and undergraduate students.
- Encourage and support international mobility (faculty, grad student, post-docs) with targeted institutions and in key priority areas.
- Better promote Visiting Graduate Students opportunities

E. International Development

Over the years, Western has contributed significantly to international development activities engaging in a wide array of partnerships primarily with partners in several African countries. Over the past year alone Western researchers were awarded two multi-million dollar Canadian International Development Agency (CIDA) grants for development work in Rwanda and in Malawi. Our researchers are actively applying for and receiving Grand Challenges grants. Indeed, as this report is being written, one of our longest standing international development projects, Western Heads East, is in the running for a Grand Challenges award.

Universities of Western's size and stature have a responsibility to engage in this important knowledge exchange work. Having said that, there has not been enough dialogue at Western about where our strategic priorities in the international development area should be, how Western will support these initiatives, and where the organizational and administrative responsibility for these projects should lie.

Objective 9. *Provide a framework through which international development activities can be acknowledged and supported.*

Actions:

- Systematically review Western's international development work, examine what other comparable universities do, and write a comprehensive and sustainable international development plan. This plan will include

recommendations for the Provost's consideration including: organizational structure of these activities, the identification of strategic geographic regions, resource allocation, and systems that could be put in place to acknowledge this work.

F. Alumni Engagement and Communications

Alumni Engagement:

Over the last few years a lot of work has been done on international alumni engagement. We have more than 14,000 international alumni living in 145 countries. Large pockets of our alumni live in the US, Hong Kong, China, the UK, Australia, and Singapore. Alumni associations with active executives have been set up in most of these key areas and more effort has been made by Western's senior administration to visit with alumni on planned trips to these countries. Beyond initiatives related to fundraising activities our alumni could be a valuable resource to us on the international stage.

Objective 10: *Double international alumni engagement and triple the number of international media hits.*

Actions:

- Work more closely with the newly established international alumni advisory board to advise on developing international linkages, partnerships etc.
- Work with alumni to create international internship, research, and job shadowing opportunities for students.
- Use our alumni contacts to facilitate development of strategic university partnerships and to strategically enhance recruitment efforts.
- Use our alumni to promote Western and to enhance our activities internationally.
- Develop a comprehensive international communication strategy that takes into account the decentralized nature of communications and marketing at Western.

**Council of Ontario Universities
Report to Senate of the Academic Colleague
Kathleen Okruhlik, May 2014**

The COU Academic Colleagues and Executive Heads met at Lakehead University on April 3rd, 2014. The summary below covers discussions among the Academic Colleagues in our separate meeting as well as the Colleagues' presentation at the meeting of full Council

Capital expansion: MTCU recently released a Request for Proposals for major capital expansion related to undergraduate growth. The focus will be on institutions in the greater Toronto area.

Funding formula review: A task force on funding flexibility has met to review potential policy objectives for a new university funding model. The task force includes a small group of Executive Heads and members of CUPA (Council on University Planning and Analysis).

Bill 151: This Bill would amend the MTCU Act to broaden the province's authority to collect personal information for the purpose of conducting research. COU has raised concerns about the Bill and sent a letter to the Ministry with proposed amendments. There had been no response at time of meeting.

Executive compensation framework: The Ministry has proposed a framework to guide executive compensation; this framework gives the Ministry a great deal of authority. COU has expressed some concerns about the proposal, and is working to engage the government. For example, COU is working to understand to whom it will apply (i.e., to what level of senior leadership).

Ontario Online Initiative: The Centre of Excellence Steering Committee has met once and plans to meet again in May. The Steering Committee hopes the Centre will be incorporated by this Fall. When the Academic Colleagues met separately, the Online Initiative was the chief focus of discussion; subsequently it was also the focus of the Colleagues' presentation to the full Council. Concerns were diverse but tended to reflect the view that the provincial government seems to be thinking of online education as a panacea for a variety of ills without understanding its complexity or its ramifications. Online education may be used to provide open access to education as an element of democracy; it may be designed to promote efficiency and save money; it may focus on large general courses or on more specialized courses. Diverse conceptions tend to pull in different directions.

Some Academic Colleagues expressed concerns related to the focus on large online intro (and other low-level) courses, which are the ones that traditionally generate the revenue that allows departments to offer smaller, more specialized upper-level courses. If universities other than the one offering a large general course online are not adequately compensated for enrolment, where will the money come from to fund small upper-level courses? Some colleagues expressed the view that online education is actually *most* useful in the case of advanced and highly specialized courses that not all institutions are able to offer individually.

In thinking about feasibility, access, cost, and revenue-sharing models, there are complex practical issues to deal with. These include the alignment of processes and structures to minimize the burden on students. Colleagues with extensive experience in online learning stressed the importance of not making assumptions about online learners. We may assume that students are technologically savvy, want fully online courses, have good computers and good internet access. In many cases, however, these assumptions are mistaken. More attention must be paid to accessibility, high-quality pedagogical and IT support, blended learning, collaboration, and collective bargaining. Council members agreed that the expectations of government must be tempered and clarified; implications of online education for the larger academy should be more closely examined; objectives and governance must be more clearly worked out.

I will be happy to answer questions about these and other issues on the floor of Senate.