

SENATE AGENDA

1:30 p.m., Friday, January 22, 2016
University Community Centre, Room 56

1. **Minutes of the Meeting of December 4, 2015**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
Operations/Agenda - **EXHIBIT I** (M. Milde)
Nominating Committee - **EXHIBIT II** (A. Chakma)
Academic Policy and Awards - **EXHIBIT III** (S. Macfie)
University Planning - **EXHIBIT IV** (B. Younker)
Ad Hoc Committee on Renewal – Interim Report – **EXHIBIT V** (E. Skarakis-Doyle)
5. Report of the Academic Colleague - **EXHIBIT VI** (E. Chamberlain)
6. Announcements and Communications - **EXHIBIT VII**
7. Discussion and Question Period
8. New Business
9. Adjournment

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

SUMMARY OF AGENDA ITEMS: January 22, 2016

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Senate Membership – Faculty of Social Science Constituency
Senate Membership – Undergraduate Students – At Large Constituency
Nominating Committee – Membership
Revision to Faculty of Arts and Humanities Constitution
Revisions to Faculty of Engineering Constitution

FOR INFORMATION

Order of Spring Convocation June 2016
Notice of Motion – Proposal to Establish Four Pro-Chancellor Positions

NOMINATING COMMITTEE

FOR ACTION

Associate Vice-President (Research)
Senate ad hoc Committee on Renewal
Senate Review Board Academic
Senate Committee on Academic Policy and Awards
Senate Operations/Agenda Committee

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Engineering:
 Introduction of and Revisions to Admission Requirements
 Withdrawal of the WE GO Global Certificate
Faculty of Law: Revisions to the Admission Requirements
Schulich School of Medicine & Dentistry: Revisions to the Admission and Progression Requirements of the MD, DDS and ITD Programs
School of Graduate and Postdoctoral Studies: Introduction of a New Collaborative Graduate Program in Global Health Systems in Africa (GHS-A)
Huron University College
 Withdrawal of French Studies Modules
 Revisions to the Admission and Program Requirements of History Modules
King's University College:
 Revisions to the Admission Requirements of History Modules
 Introduction of a Major in Disability Studies
Articulation Agreements:
 Admission from the Fanshawe College Computer Programmer Analyst program into third year of Western's Bachelor of Science in Computer Science program
 Admission of Graduates of Lambton College's Two-Year (Accelerated) Liberal Studies Diploma to Huron University College's Faculty of Arts and Social Science

FOR INFORMATION

New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

Name Change – Department of Visual Arts

FOR INFORMATION

Annual Report on Faculty Recruitment and Retention
Western Libraries Annual Report

SENATE AD HOC COMMITTEE ON RENEWAL

FOR INFORMATION

Interim Report

REPORT OF THE ACADEMIC COLLEAGUE

Report on a Meeting of the Council of Ontario Universities (COU)

ANNOUNCEMENTS & COMMUNICATIONS

FOR INFORMATION

Standard Report



MINUTES OF THE MEETING OF SENATE

December 4, 2015

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

SENATORS: 74

| | | |
|-------------------|------------------|-----------------------|
| E. Addison | R. Kennedy | C. Phelps |
| L. Allaer | J. Knowles | A. Rice-Hoyt |
| R. Anderson | G. Kopp | D. Rogers |
| I. Birrell | G. Kulczycki | S. Roland |
| P. Bishop | R. Kurji | L. Rosen |
| J. Capone | D. Laird | M. Rothstein |
| T. Carmichael | G. Lucas | M. Salvadori |
| C. Chambers | S. Macfie | V. Schwean |
| B. Cheadle | J. Malkin | I. Scott |
| M. Cheesman | M. McDayter | K. Siddiqui |
| K. Clark | M. McGlynn | Z. Sinel |
| K. Cole | L. McKivor | A. Singh |
| R. Collins | K. Mequanint | R. Soulodré-La France |
| D. Coward | R. Mercer | C. Sprengler |
| J. Deakin | M. Milde | V. Staroverov |
| C. Dean | J. Millaire | C. Steeves |
| G. Dekaban | L. Miller | M. Strong |
| G. Dresser | J. Mitchell | L. Sunseri |
| N. Dyer-Witheford | V. Nielsen | S. Taylor |
| A. Engineer | C. Nolan | G. Tigert |
| J. Faflak | K. Olson | J. Toswell |
| C. Farber | H. Orbach-Miller | J. Weese |
| A. Grzyb | P. Pare | N. Wolfe |
| T. Hunt | G. Parraga | B. Younker |
| L. Jackson | W. Pearson | |

Observers: A. Bigelow, K. Campbell, E. Chamberlain, R. Chelladruai, J. Doerksen, M Fox, T. Hinan, J. McMullin, C. Waugh, A. Weedon

By Invitation: T. Quigley

S.15-214

MINUTES OF THE PREVIOUS MEETING

Referring to item S.15-212, Enquiries and New Business – Western’s Budget Model and Strategic Plan Goals, M. McDayter noted that the minutes accurately reflected his original question to the Provost and her answer, but did not include the follow up question. It was agreed that the meeting recording would be reviewed and that an additional note would be drafted and sent to Senator McDayter for approval and inclusion in the December meeting minutes. With that agreement, the minutes were approved. Following is the additional text to be added to the November minutes:

Senator McDayter agreed that the IDI program clearly supports initiatives but it does not recognize many outstanding programs that were in existence before the IDI program was

created. He noted that there is a difference between supporting and enabling these kinds of initiatives and providing incentives or rewarding success. We should be recognizing excellence and not just enabling it. The Provost agreed, noting that these were all steps on a path. As reported by the President, in COU discussions about the funding formula review, there has been a proposal for the creation of a “performance fund” as part of the funding model. The Office of Institutional Planning & Budgeting already does a great deal of work on key performance indicators and it is possible to identify goals and measure against them. Determining what rewards should be in place if targets are met, as well as what to do if targets are not met, is the tricky part. As the funding formula develops, there may be opportunity for further discussion of this.

Business Arising from the Minutes

S.15-215

Gift Acceptance Policies (S.15-213)

As a follow up to a question asked in Enquiries and New Business session at the November meeting, Vice-President (External) K. Cole provided a report on how the policies governing receipt of a gift for, and the establishment and naming of a research centre had been applied in the case of the Yamana Centre for Sustainable Exploration & Resource Development. A reputational risk assessment had been conducted in accordance with normal practice and that assessment did identify specific events enumerated by Senator Dyer-Witheyford at the last meeting. However, it was noted that the risks identified were not uncommon in the mining industry and the naming proposal was, therefore, approved by the subcommittee established through the Naming Policy. The establishment of the Centre was approved by the Provost and by the Vice-President (Research) in accordance with the policy in place at the time. She noted that the policy governing the creation of research centres and institutes had since been amended by Senate and Board and future approvals would also involve representatives from the University Research Board. Also in accordance with policy, the establishment of the Centre had been reported to SCUP, Senate and Board for information in March and April 2014.

In response, Senator Grzyb noted that although all had been done according to policy in this case, the policies themselves do not provide opportunities for discussion of such partnerships at Senate or Board before they are approved. The outcome of a discussion with respect to the Yamana Centre might or might not have been different, but it would have been more democratic to have it discussed openly in Senate. She believed that the process and policies needed to be revisited and suggested that a discussion be held at the January meeting of Senate. Other members suggested that any such discussion needed to be an informed discussion and recommended that a debate be deferred until members could be educated on the issues. It was agreed that the matter should be referred to the Senate Committee on University Planning for review.

S.15-216

REPORT OF THE PRESIDENT

Dr. Deakin's report on behalf of the President consisted of the following: update on the Academic Vice-Presidents' meetings in Toronto; President's Lecture by Dr. David Bentley; award to Dr. Jeff Tenant of the Ordre des Palmes Académiques (Order of Academic Palms) recognizing his work in French phonetics and sociolinguistics, alongside his dedication to fostering shared learning and intercultural relations with France; the Syrian refugees sponsorship

fund which has raised \$45,000 to date; decanal reappointments – Faculty of Science and Don Wright Faculty of Music and funding formula review update.

On behalf of Senate, she offered thanks to Dr. Jim Weese for his service to the Faculty of Health Sciences, the university as a whole, and the Senate (as member and Vice-Chair), noting that his final term as Dean of Health Sciences was coming to an end.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

S.15-217

Revisions to the Terms of Reference of the University Council on Animal Care (UCAC)

It was moved by P. Bishop, seconded by B. Cheadle,

That the changes to the Terms of Reference of UCAC be revised as shown in Exhibit I, Appendix 1.

CARRIED

S.15-218

Revision to Rules and Procedures Related to the 30 Minute Discussion and Question Period

It was moved by P. Bishop, seconded by R. Kennedy,

That Section 4 of The Adopted Policies and Procedures of Senate, "Enquiry Period in the Agenda," be deleted and replaced with the rules and procedures with respect to a "Discussion and Question Period" as contained in Exhibit I, Appendix 3.

CARRIED

S.15-219

Convocation Statistics 2015

Senate received for information the Convocation Statistics for 2015, detailed in Exhibit I, Appendix 4.

S.15-220

Proposal to Establish Pro-Chancellor Positions

Senate was advised that the proposal to establish Pro-Chancellor positions had been forwarded to the Director of Convocation for her input and that of the Convocation Planning Committee.

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [Exhibit II]

S.15-221

Faculty of Arts and Humanities: Renaming and Changing of Requirements for Visual Arts Modules

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

That effective September 1, 2016 the Honors Specialization in Art History and Criticism be renamed the Honors Specialization in Art History and Museum Studies, and that the requirements of the module be revised as shown in Exhibit II, Appendix 1, and

That effective September 1, 2016 the Honors Specialization in Visual Arts be renamed the Honors Specialization in Art History and Studio Art, and that the requirements of the module be revised as shown in Exhibit II, Appendix 2, and

That effective September 1, 2016 the Major in Visual Arts be renamed the Major in Art History and Studio Art, and that the requirements of the module be revised as shown in Exhibit II, Appendix 3, and

That students currently enrolled in the modules be allowed to graduate with the old module names until September 1, 2019 upon fulfillment of the (old) requirements.

CARRIED

S.15-222 **Faculty of Arts and Humanities: Withdrawal and Introduction of Minors in Visual Arts**

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

That effective September 1, 2016 the Minor in Visual Arts and the Minor in Art History and Criticism be withdrawn, and

That the Minor in Art History and Studio Art be introduced as shown in Exhibit II, Appendix 4, and

That students currently enrolled in the modules be allowed to graduate with the old module names until September 1, 2019 upon fulfillment of the (old) requirements.

CARRIED

S.15-223 **Faculty of Law: Revisions to Progress Requirements for the Combined Degree Programs**

It was moved by S. Macfie, seconded by I. Scott,

That the Progression Requirements for the Combined Degree Programs offered with the Faculty of Law be revised effective January 1, 2016 as shown in Exhibit II, Appendix 5.

CARRIED

S.15-224 **Faculty of Law: Withdrawal of Combined Degree Programs**

It was moved by S. Macfie, seconded by I. Scott,

That the following Combined Degree Programs be withdrawn with the last eligible students being admitted to the Faculty of Law in September 2018:

Combined Undergraduate Degree, Honors Specialization in Kinesiology (BA)/JD

Combined Undergraduate Degree, Honors Specialization in Media, Information and Technoculture (BA)/JD

Combined Honors Specialization in Political Science (BA)/JD

Combined Honors BSc (Computer Science)/JD

CARRIED

S.15-225 **Revisions to the “Definitions of Types of Examinations” Policy**

It was moved by S. Macfie, seconded by P. Bishop,

That effective December 1, 2015 the “Definitions of Types of Examinations” Policy be revised as shown in Exhibit II, Appendix 6.

CARRIED

S.15-226

Revision to MAPP 2.10 – Scholarships, Awards and Prizes – Definitions and Approval Process

It was moved by S. Macfie, seconded by J. Weese,

That amendments to the Scholarships, Awards and Prizes – Definitions and Approval Process Policy (MAPP 2.10) be approved as outlined in Exhibit II, Appendix 7.

CARRIED

S.15-227

SUPR-G Report: Cyclical Review: Master of Environment and Sustainability (MES) Program

Senate was informed that the following cyclical review was approved by SCAPA:

| Faculty/Affiliates | Program | Date of Review | SUPR-G recommendation |
|--------------------|--|-------------------|-----------------------|
| | Master of Environment and Sustainability | April 16-17, 2015 | Good Quality |

The detailed Final Assessment Report for this review can be found in Exhibit II, Appendix 8.

S.15-228

Report of Scholastic Offences for the period July 1, 2014 – June 30, 2015

The Report of Scholastic Offences for the period July 1, 2014 – June 30, 2015, detailed in Exhibit II, Appendix 9, was received for information.

S.15-229

New Scholarships and Awards

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

SENATE COMMITTEE ON UNIVERSITY PLANNING [Exhibit III]

S.15-230

Change in Reporting Structure for Western Sports and Recreation

It was moved by B.A. Younker, seconded by J. Weese,

That the reporting structure for Western Sports and Recreation be changed from the Dean of the Faculty of Health Sciences to the Associate Vice-President (Student Experience).

CARRIED

S.15-231

The Provost's Task Force on University Budget Models

Dr. Deakin reported that the Task Force on University Budget Models has had two town hall meetings but requires more time for consultations. Meetings are scheduled in the new year. It is expected that a report will be brought to SCUP and Senate in February. However, she thought it would be helpful for Senators to hear the background presentations that the Vice-President (Resources & Operations) and the Associate Vice-President (Institutional Planning, Budgeting & Information Technology) had given at the town halls:

Western's Approach to Planning and Budgeting – Background/Content and Outcomes
A Primer on Western's Investments and Debts

Slides for each of the presentations are contained in [Appendix 1](#) and [2](#), respectively, of these minutes.

Questions and comments included the following:

- D. Laird asked why the presentation did not include information about research funding. It was noted that in the aggregate operating budget, approximately 90 percent was attributable to enrolment; no direct operating revenue comes from granting agencies and there is no base money from research grants. Research is actually a cost centre that is subsidized through operating grants and tuition.
- There was a lengthy discussion of the way in which the annual Academic Priorities Fund is allocated. N. Dyer-Witheford expressed concern that the huge variation in awards from this fund was often to the detriment of smaller faculties and asked where or if Senators could find the principles used in determining each year's allocation. The Provost noted that there was no codified set of principles or formula for the allocations; they were based on submissions from deans in accordance with faculty strategic plans. There were always many more requests than funds and some factors considered in coming to final decisions included weighted teaching units, faculty mass, enrolment levels, net contributions, and service teaching of individual faculties. Senator Dyer-Witheford responded that he appreciated that the global amount available was small, and that difficult choices had to be made. It remained his view that there should be greater transparency about what the high level principles are for allocation of the APF and opportunities to debate the relative weight given to those principles.

ENQUIRIES AND NEW BUSINESS

S.15-232

Course Outline Policy

T. Hunt noted that the current course outline policy states that outlines must be ready "no later than the first day of class." He asked if an earlier deadline is feasible, such as at registration. J. Doerksen responded that providing course outlines earlier would be a challenge. Instructors would need to have them ready in June for the fall term and the development of new courses and teaching assignments might not be ready by June. Course descriptions are available and can provide some guidance for students, although he acknowledged that they were brief summaries. He noted that Senate has mandated that the Registrar's office maintain a database of course outlines. Although not complete, if it were the will of Senate, those historical course outlines could be made available to students.

S.15-233

Degree/Job Outcomes

G. Lucas asked how Westerns saw its responsibility for its students once they leave the institution. Does Western give students the skills they need to be successful? J. Doerksen said that the answer to those questions vary from faculty to faculty. The survey of graduating students, which is available on Western's website, is a tool used to track graduating students' satisfaction. It includes questions about time management, problem solving, communications, leadership skills - what they think about their "preparation for life" as they graduate. There are also surveys done at the program level – particularly in the professional programs. At the system level, MTCU does a survey every year of graduates at with respect to employment at six months and two years post-graduation. For Western graduates, there is a 93.3 percent employment rate two years out. HEQCO recently released a table that shows university areas of study and categories of jobs which demonstrated that there was not a one-to-one correlation between field of study and employment. This shows that university graduates are learning skills that are truly transferrable. Many students continue with their studies by taking graduate degree courses. At the program development stage, there is attention paid to student demand and evidence of substantial societal need, which might include career expectations. R. Kennedy said that although it is helpful to have this information, it is hard to obtain good data and cautioned that several states in the U.S. now require universities to gather the data, leading to differential state funding across the disciplines.

J. Deakin noted that Sue Herbert, Executive Lead, University Funding Model Reform stated that the employers they consulted said nothing about students being ill-prepared, and that they focused on skills rather than particular credentials. It was clear that the government was committed to looking at funding through the lens of learning outcomes.

S.15-234

Transmittal of Reports from the Senate Committee on University Planning (SCUP) to Senate

J. Toswell noted that SCUP's terms of reference indicate that the committee receives and transmits to Senate several reports and asked when the reports might come forward this year. The Secretary provided the following information:

- Annual Report of the University Librarian is on the bring forward list for SCUP in January
- The Report on Faculty Recruitment and Retention is given by Alan Weedon every year and would be submitted sometime between January and March meetings.
- Annual Report on Student Financial Aid: The separate report on student finances was discontinued in 2009 when the annual survey of students with respect to their finances was discontinued. The survey was discontinued because the number of respondents got too low to provide adequate data. To replace the separate report, a section was included in the Performance Indicators Report to speak to student financial aid and student indebtedness.
- Report on Enrolment and Entering Averages: Information comes forward each year as part of the report from the Subcommittee on Enrolment Policy and Planning (which is a subcommittee of SCUP). This report usually comes forward in the January/February time frame.
- Annual Report on Performance Activity Indicators: The last report on KPIs was in 2013. Some of the sources of the data for the report have been changed and what is being made available is no longer adequate for the year over year reporting that has made up this report in the past. IPB has been working on a solution and hopes to be able to have a report to SCUP in January or February.
- National Survey of Student Experience (NSSE) Institutional Benchmark Report: The only time that Senate received the full NSSE report was in 2005 when Western first joined the survey. Since then, elements of the NSSE report have been reported through the Performance Activity Indicators Report. However, the NSSE data is one of the data sets that has caused problems in producing the report because the format and benchmarks for the study changed.

The Secretary noted that it may be time for SCUP to revisit its terms of reference and consider what reports it wants to receive on a regular basis. She agreed to refer this issue to the committee for discussion.

S.15-235

Report of the Board's Governance Review Task Force

Responding to questions from M. McDayter regarding the Board's reception of the Governance Review Task Force Report, I. Birrell said that the Board approved the report in principle and tasked its By-Laws Committee with developing an implementation plan.

S.15-236

Western's New Email Service – Office365

K. Olson questioned why faculty email is being moved from Western's own secure servers to servers that are more easily accessible by the National Security Agency (NSA). She was concerned about the implications for academic freedom and whether data would be less secure. The Chair noted that there was no one present to answer the question and agreed to bring a response back to Senate in January.

ADJOURNMENT

The meeting adjourned at 3:51 p.m.

M. Milde
Vice-Chair

I. Birrell
Secretary

Western's Approach to Planning and Budgeting

Background/Context and Outcomes

Senate
December 4, 2015



1

History . . . Background/Context

- Back in the mid-1990's . . . At Western . . .
- Declining Student Quality and Demand . . . Party School Image
 - Average Entering Grade below Ontario Average
 - Low Undergraduate Student Retention and Graduation Rates
- Government Funding Cutbacks
 - Social Contract
 - Common Sense Revolution (CSR)
 - Discounted Funding for Growth (if any)
- New President (in 1994) was faced with an accumulated deficit
- No relationship between Enrolments/Teaching Levels and Faculty Budgets
 - Budgets changes were “across the board” – on a historical base budget



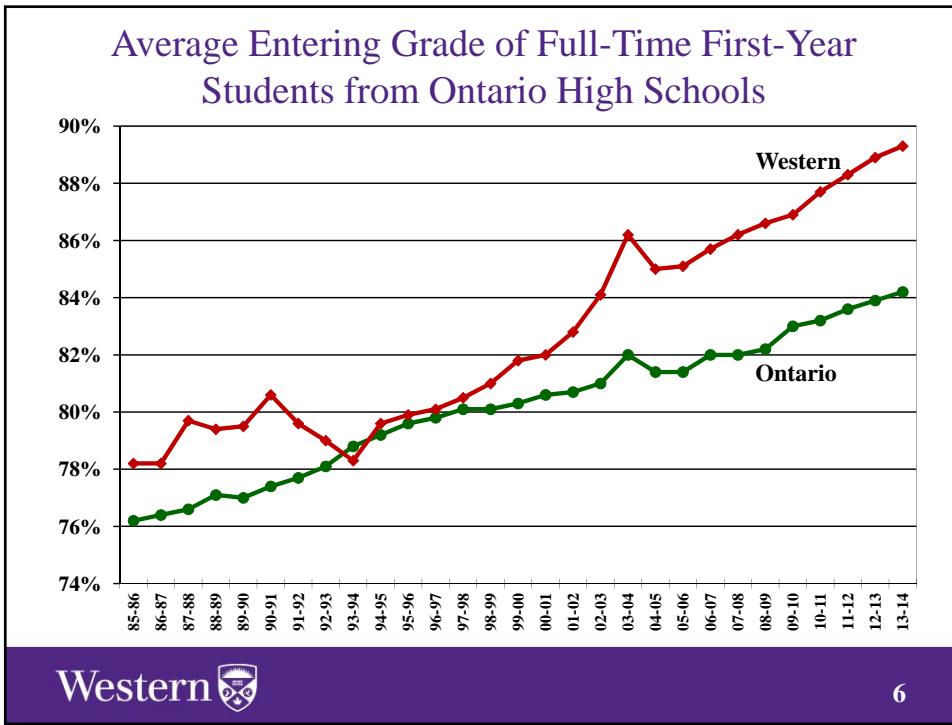
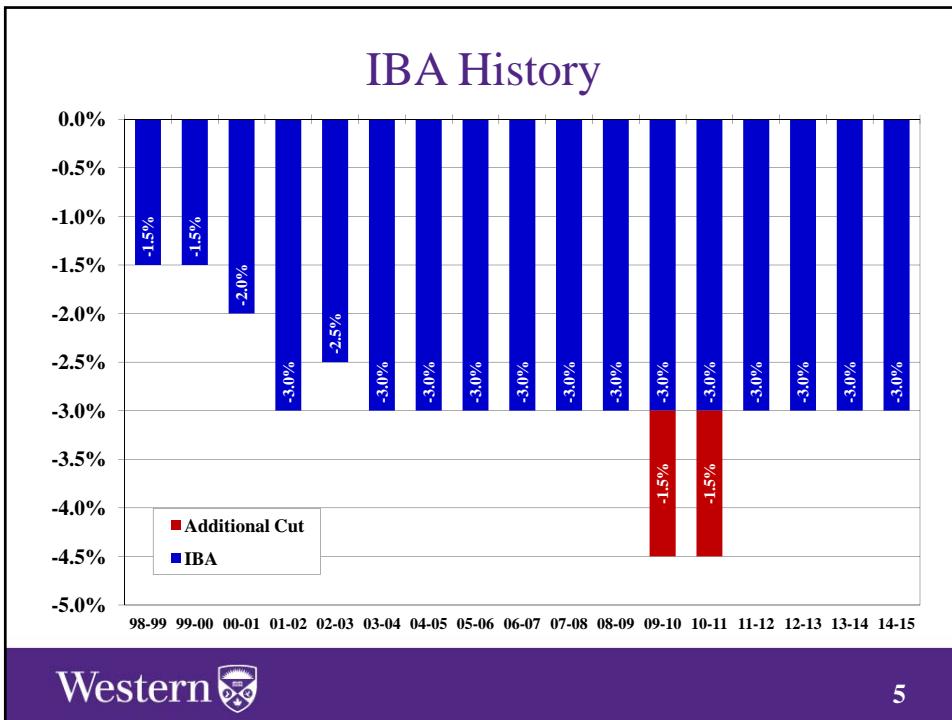
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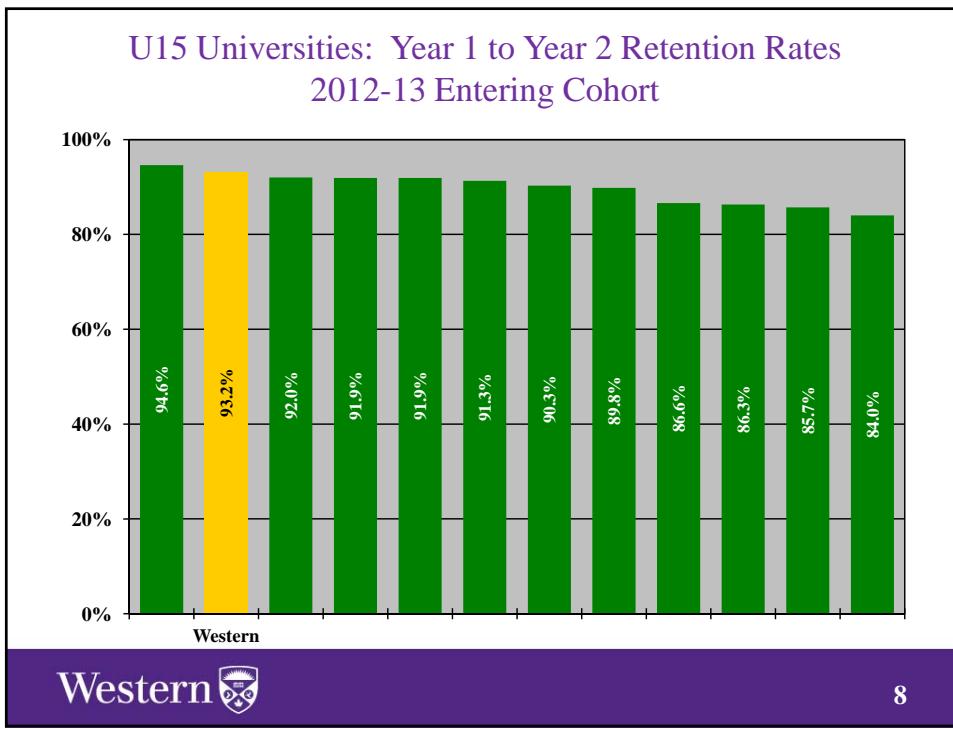
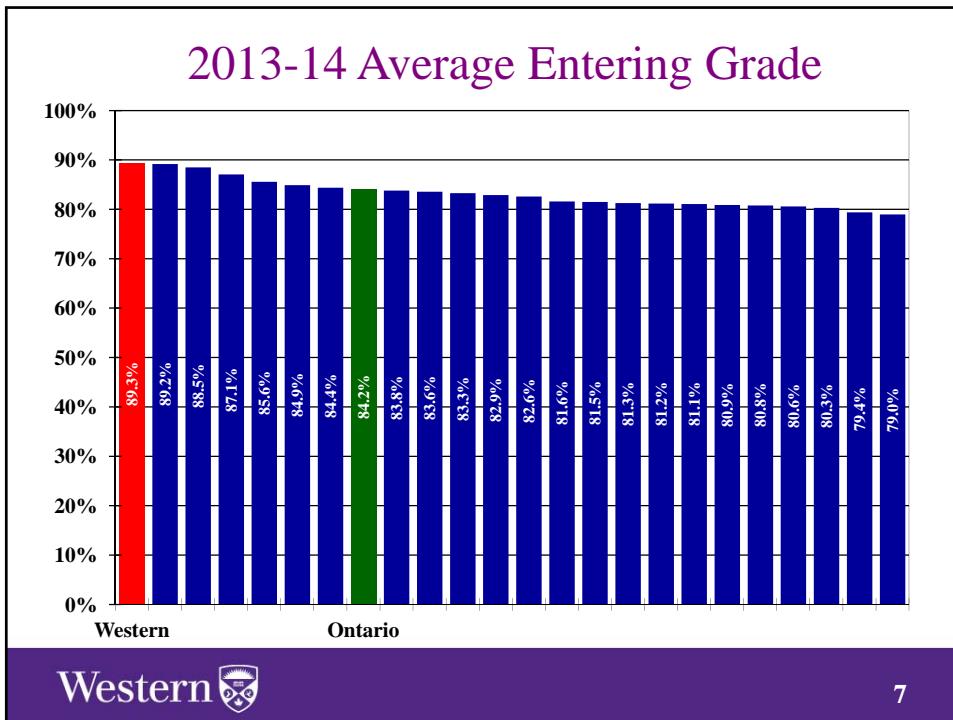
History Background/Context

- After dealing with the large cuts from the CSR But still in a period of constrained resources
 - Tuition Controls and No Inflationary Funding from Governments
- A New Approach to Planning and Budgeting was Implemented
 - with the following objectives:
 - **Improving Student Quality became Priority #1**
 - Enrolment planning was based on student quality and demand
 - Year 1 intake was constrained to 4,000 – with a common entrance standard approach (3,725 target in 1995-96 and 1996-97)
 - Increased Central University Recruitment Efforts
 - Scholarship Guarantee, Housing Guarantee, First-Year Course Guarantee

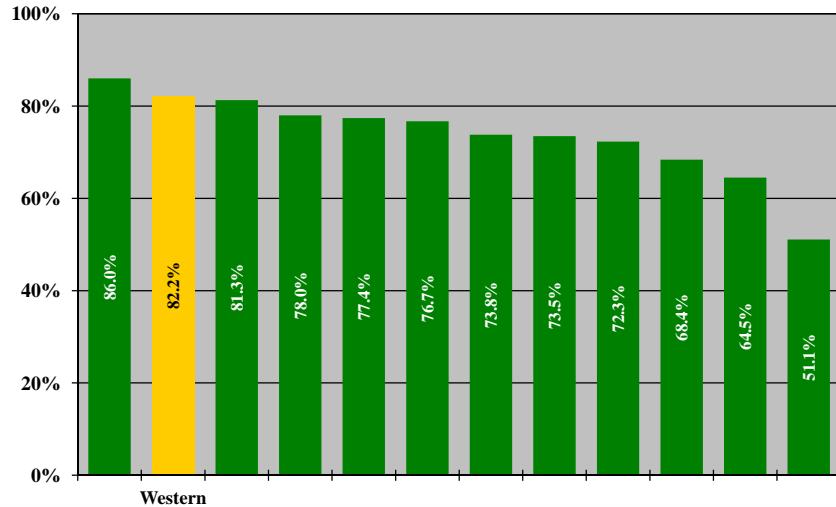
History Background/Context

- A New Approach to Planning and Budgeting
 - Faculty Budgets should have some relationship to Enrolments/Teaching
 - Enrolment Contingent Funding (ECF) Introduced
 - Need to Budget for “Inflationary Costs”
 - The “Initial Budget Adjustment (IBA)” was Introduced
 - Note: Today, the IBA does not cover Salary Increases
 - Retain Central Funds to Pursue Strategic Priorities
 - The “University Priorities Investment Fund” (UPIF) was Created
- This Budget/Planning Framework – based on “Academic Priorities” – has been in place since 1997
 - i.e. IBA, Central Funding for Salary Increases, Enrolment Growth Funding, and Selective Investments in University Priorities





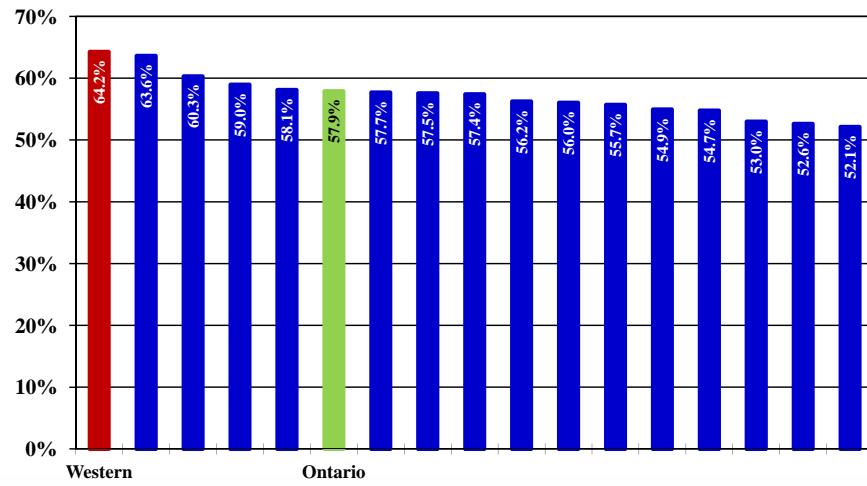
**U15 Universities: Undergraduate Student Graduation Rates
2007-08 Entering Cohort -- Six Years After Entry**



Western 

9

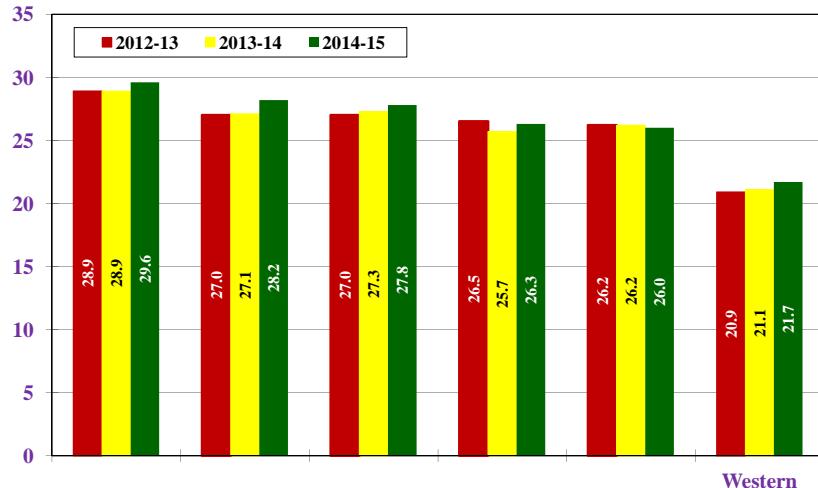
**Instructional & Research Expenditures as a % of Total
Operating Expenditures**
Ontario Universities -- 2013-14 (Source: COFO Reports)



Western 

10

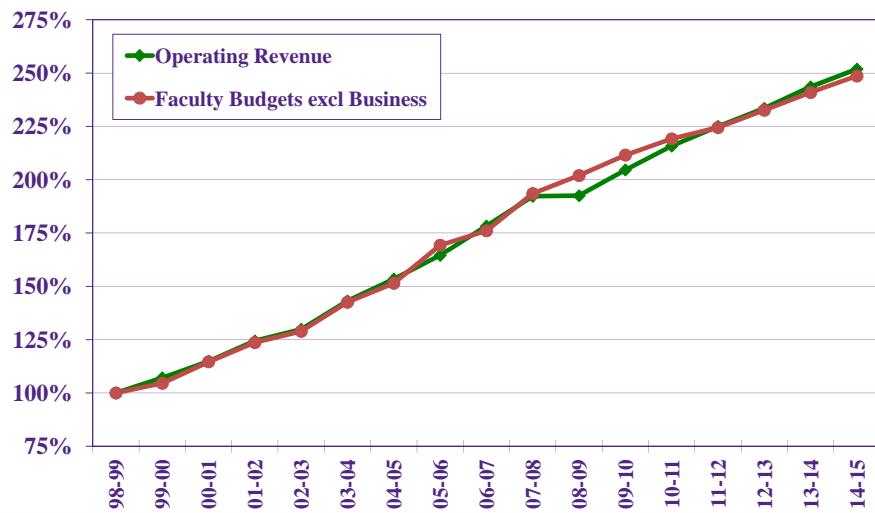
Ontario U15 Universities Full-Time Student to Full-Time Faculty Ratio



Western 

11

Operating Revenue and Faculty Budgets *Indexed to 1998-99*



Western 

12

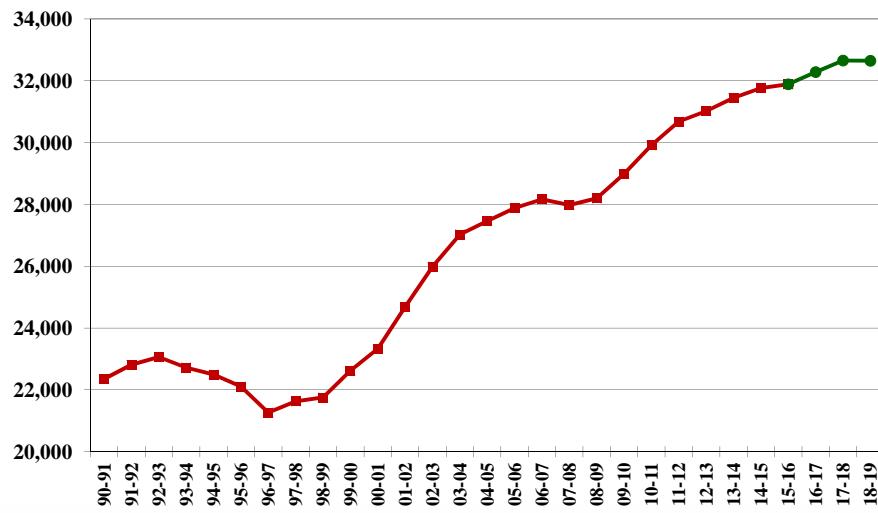
History From 2000 to 2014

- Western experienced substantial growth in the period between 2000 and 2014
- Enrolment Growth
 - Undergraduate and Graduate
 - Domestic and International
 - Large part of the undergraduate growth was due to increased retention rates and students pursuing 4-year degrees instead of 3-year degrees
- Substantial Growth in Operating Revenue
 - Government Investments – “Reaching Higher” and “Putting Students First”
 - Enrolment Growth
 - International Undergraduate Enrolment Tuition

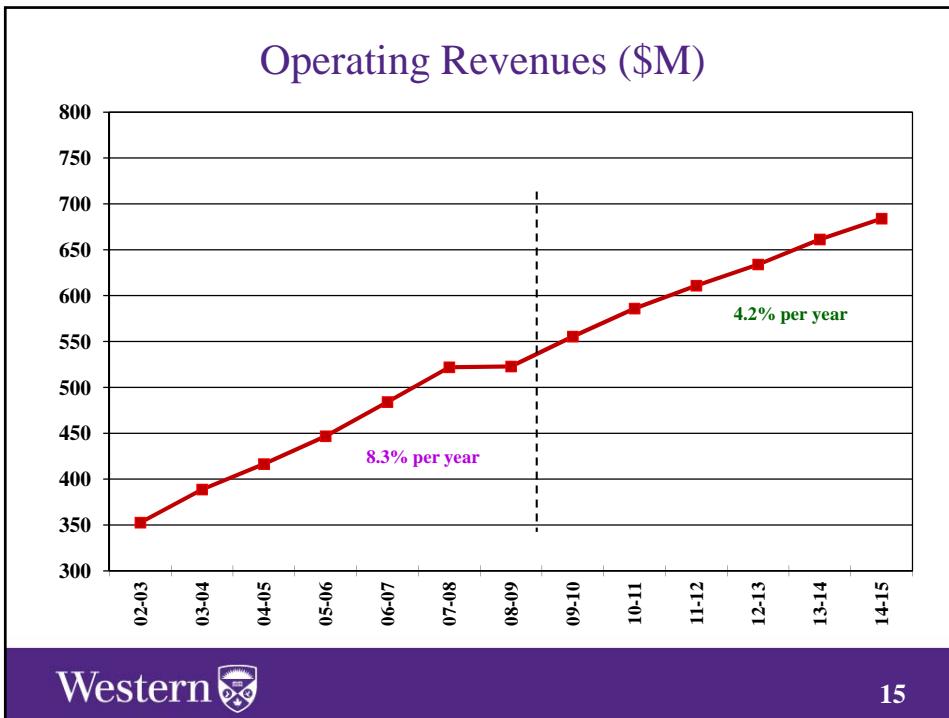


13

Western: Total Constituent FTE Enrolment
(Full-Time plus Part-time FTEs)



14

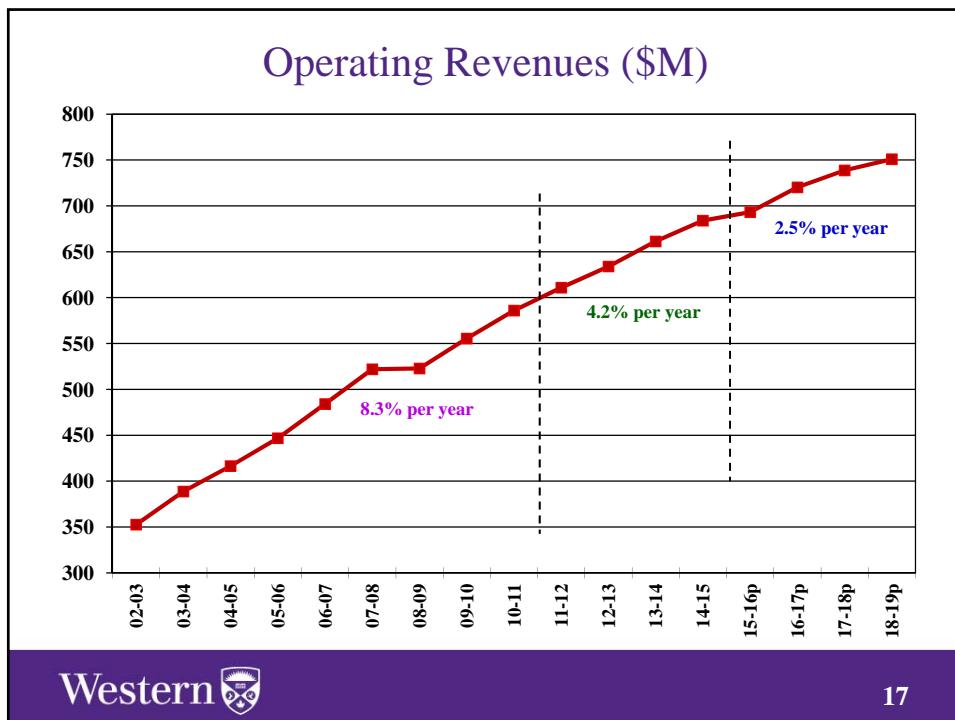


Today And Looking Forward

- We're moving into a Period of Constrained Revenues and Continued Increases in Cost Pressures
- Enrolments Reaching Steady-State
- Government Grant Reductions
 - Funding Formula Review Underway
- Tuition (currently) Capped at 3% Overall
- Costs Continue to Increase
 - Employee Salaries
 - Student Aid
 - Non-Salary Items: Utilities, IT Infrastructure, Deferred Maintenance, Library Acquisitions

Western 

16



The Initial Budget Adjustment (IBA)

Why have the IBA?

- Government does not provide grant increases to cover inflationary costs
 - Inflationary Costs (including salaries) continue to increase
- At the outset – “during difficult times” – the IBA was intended to cover inflationary costs and provide a modest fund to support university priorities
 - At Western, annual salary increases are funded centrally
- “In good times”, the IBA covers a portion of the salary increase costs



19

Changes in Faculty Budgets 8-Year Period: 2007-08 to 2014-15

| | Net Impact of IBA & Salary Increases | Net Impact of All Puts & Takes * |
|----------------------|--------------------------------------|----------------------------------|
| Arts & Humanities | 3,578,918 | 5,403,140 |
| Education | 125,169 | 3,573,925 |
| Engineering | 1,497,191 | 6,127,696 |
| Health Sciences | 2,776,920 | 8,734,693 |
| FIMS | 1,018,846 | 2,947,931 |
| Law | 569,050 | 2,451,626 |
| Medicine & Dentistry | 1,529,894 | 14,153,081 |
| Music | 926,340 | 2,287,365 |
| Science | 4,204,533 | 15,050,934 |
| Social Science | 5,377,271 | 14,987,756 |
| Total | 21,604,132 | 75,718,147 |

* Takes = IBA, Additional Cuts, and Turnover Recovery. Puts = APF, Revenue Sharing, and Other Base Investments



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A Primer on Western's Investments and Debt

Senate
December 4, 2015



Investments

Two broad categories:

| | |
|----------------------------------|----------------|
| Endowed funds | \$ 554M |
| Non-endowed funds | <u>\$ 466M</u> |
| Total investments Sept. 30, 2015 | \$1,020M |
| Cash/liquid assets to pay bills | \$ 379M |

Endowed funds: 4% payout annually

Non-endowed funds: limited to support one-time initiatives on approval of Board



Endowed Funds

| | |
|------------------------------|-------------------------|
| Endowed for a specific cause | \$530M |
| Endowed to a Faculty/unit: | |
| Ivey Business School | \$8.0 |
| Medicine & Dentistry | \$4.0 |
| General | \$3.0 |
| All other | <u>\$9.0</u> |
| Total endowed funds | <u>\$ 24M</u> \$554M |



Non-Endowed Funds

Composition:

| | |
|--------------------------|---------------|
| Underlying obligations | \$267M |
| Underlying market gains | <u>\$199M</u> |
| Total September 30, 2015 | \$466M |



Debt

At April 30, 2015:

| | |
|-------------------------------|---------------|
| Debenture due May 24, 2047 | \$189M |
| Mortgages | \$ 9M |
| Bank borrowings due Oct. 2026 | <u>\$100M</u> |
| Total | \$298M |

Projected to increase to \$330M based on current capital commitments



A Bit of History

- 2008: Global equity meltdown
- Planned draw from non-endowed reserves:

| | |
|-------|-----------------|
| 08-09 | \$18.55M |
| 09-10 | \$11.35M |
| 10-11 | <u>\$16.35M</u> |
| Total | \$46.25M |

All had to be reversed. Decision taken mid-year in a budget cycle.



Non-endowed Funds

Composition February, 2009:

| | |
|-------------------------------|----------------|
| Underlying obligations | \$263M |
| Amount "under water" | <u>\$(-7M)</u> |
| Total non-endowed investments | \$256M |



Globe and Mail Headline Saturday April 18, 2009

University slammed over stock-market losses

Officials defend investing strategy after University of Western Ontario suffered \$50M loss last year



Market Returns

At Sept. 30, 2015 looking back over 20 years:

| | |
|--------------------|-------------|
| Annualized returns | 7.9% |
| Annualized CPI | <u>1.9%</u> |
| Real return | 6.0% |



Withstanding a Black Swan Event

- What is a black swan event?
- Annual stress test of our portfolio
- Last done for balances at April 30, 2014
- Considers the availability of short term assets, likelihood of government funding cuts, as well as draws on underlying obligations



Stress Testing Conclusions

- Result: shortfall of \$26.7M cash and underlying market gains reduced to \$53.9M
- Non-endowed portfolio can sustain a worst-case scenario when invested alongside the endowed portfolio as long as:
 - Sufficient short term assets are on hand
 - We maintain a sufficient reserve in assets to obligations; and
 - We manage draws on the non-endowed returns



REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Senate Memberships: Faculty of Social Science and Undergraduate Students – At Large Constituencies

Nominating Committee Membership

Revision to Faculty of Arts and Humanities Constitution

Revision to Faculty of Engineering Constitution

Order of Ceremony - Spring Convocation - June 2016

Notice of Motion – Proposal to Establish Four Pro-Chancellor Positions

FOR APPROVAL

1. **Senate Membership: Faculty of Social Science Constituency**

Recommended: That Mitch Rothstein, representative of the Faculty of Social Science constituency, be granted a leave of absence while on sabbatical and that Scott MacDougall-Shackleton be elected to serve as his alternate on Senate from January 1 – June 30, 2016.

That Margaret McGlynn, representative of the Faculty of Social Science constituency, be granted a leave of absence while on sabbatical and that Keith Fleming be elected to serve as her alternate on Senate from January 1 – June 30, 2016.

2. **Senate Membership: Undergraduate Students – At Large Constituency**

Recommended: That Jared Boland be elected to replace Michelle Bonofiglio, who has resigned, as a representative of the Undergraduate Students – At Large Constituency (term to June 30, 2016).

3. **Senate Nominating Committee - Membership**

Composition: Seven members of Senate, elected by Senate, at least one of whom shall be a graduate student. Not more than two members from a single academic unit. The School of Graduate and Postdoctoral Studies is not considered an academic unit in this context.

There will be three alternates who are members of Senate, one of whom is a student, to attend meetings when regular members are unable to attend.

Members:

Current Composition:

Terms ending June 30, 2016:

vacancy, Mary Anne Andrusyszyn, Andrew Hrymak, Jean-Francois Millaire

Terms continuing to June 30, 2017:

Yining Huang, Wendy Pearson, Susan Rodger

Alternates:

Current Composition:

Terms ending June 30, 2016:

Nick Wolfe, Julie Aitken Schermer

Term continuing to June 30, 2017:

vacancy

Member Required: One graduate student Senator to complete the term of Tom McMurrough (June 30, 2016).

Nominee: Laura Rosen

4. Revision to Faculty of Arts and Humanities Constitution

Recommended: That subject to Senate and Board approval of the name change for the Department of Visual Arts, the Constitution of the Faculty of Arts and Humanities be amended to reflect the new name: **Department of Art History and Studio Art.**

Background:

This is a housekeeping measure.

5. Revisions to the Faculty of Engineering Constitution

Recommended: That the Faculty of Engineering Constitution be revised as shown in [Appendix 1](#).

Background:

The Faculty Constitution was changed to include the Director of External Services in the membership of the Council, to allow the Dean to call special meetings, and to reflect the correct titles of staff positions already included in the membership.

FOR INFORMATION

6. Order of Ceremony – Spring Convocation – June 2016

See Appendix 2. The morning of Friday, June 17 would normally be reserved for the Faculty of Education ceremony. With the change to a two-year B.Ed. program, there will be very few graduates from that Faculty this June. Rather than revise the whole schedule for a one-time occurrence, it was determined that there would not be a ceremony on Friday morning and that the few degree candidates from the Faculty of Education would graduate at the same ceremony as FIMS.

7. **Notice of Motion – Proposal to Establish Four Pro-Chancellor Positions**

Senator Toswell presented the following Notice of Motion at the September Senate meeting

That Western, following due procedures as established by Senate, approve in principle the appointment of four pro-chancellors with staggered terms to serve as Chancellor when the Chancellor is unavailable for convocation.

Senate agreed that input should be sought from the Director of Convocation and the Convocation Planning Committee. That feedback is below. In light of this advice from the Convocation Planning Committee, the Operations/Agenda Committee determined that it would not put the motion on Senate's agenda for debate. However, as always, and in accordance with the Senate's regulations, Senator Toswell is free to move the motion if she wishes.

Feedback from the Director of Convocation and the Convocation Planning Committee

1. Individuals who meet the criteria and can free the time necessary to become a Western Chancellor are likely to be successful, connected, and therefore somewhat wealthy. This profile does not limit the selection of candidates to individuals in the sphere of business. Accomplished individuals from other fields (the arts, education, social issues, even politics) are likely to have those important/desired connections and considerable time constraints as well.

It would seem that there is a perception, by some, of a bias towards selecting individuals from business for the role of Chancellor. As such, we suggest that the members of the selection committee make a more concerted effort to encourage and consider women and men from other fields.

2. Both the Chancellor and President must commit considerable time and work to their convocation duties. Occasionally we have had to use the Provost, or others, to fill in for the absence of the Chancellor or President. It is only in recent years where this has happened more often, but it has never been a problem in the execution of convocation. We are not aware of any negative feedback from students or audience members regarding this practice.

If it appears that some candidates for Chancellor will have too many constraints to realistically fulfill the required obligation of this appointment, then the selection committee should delay consideration of these candidates until they are able to meet the required obligations.

3. In the absence of the Chancellor we can draw on one of our Chancellor Emeritus to step in to the role. This arrangement has worked beautifully. They know the role, require little instruction, and certainly appear to enjoy returning to Western to participate in convocation.

4. For clarity, during our spring and fall convocations, every ceremony involves two (2) or more pro-chancellors. In the fall this number has gone to eight (8) and higher for one ceremony. These pro-chancellors are academic administrators from across campus who are familiar with

their convocation role and the students coming across the stage. We see the delight exhibited by many students as they are admitted by their Dean, Associate Dean, etc.

5. Other than the 'address' that a new Chancellor delivers at her/his installation ceremony, the 'words' of the Chancellor are scripted and have nothing to do with her/his area of expertise or accomplishments. It is the recipients of the Honorary Doctorates who represent the diversity and global reach of the university. They share their expertise and accomplishments through their convocation addresses and often during visits with specific Faculties and/or student groups. In some cases these connections and visits to Western continue well beyond their installation date.

Senate should consider ways to enhance the input of our Honorary Doctorate recipients and facilitate additional ways to expose all students to those faculty on our campus who have been given special appointments because they represent the best in their field (writer in residence, etc.).

6. In summary, we see no need or benefit to appointing four (4) external pro-chancellors at this time. We do applaud and support Professor Toswell's wish to expose our students to individuals of great merit, diversity, and global reach who would inspire them. However, we believe there are other avenues that would be more effective than appointing four (4) external pro-chancellors.

FACULTY OF ENGINEERING

Composition and Rules of Procedure

1. The Faculty of Engineering shall consist of the following departments: Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Mechanical and Materials Engineering.
- Requests to dissolve an existing Department or to establish a new Department shall be initiated by the Council of the Faculty of Engineering and submitted to Senate for approval.
2. The Dean of Engineering is the chief executive officer of the Faculty and may be assisted in his duties by one or more Associate or Assistant Deans.
 3. There shall be a Council of the Faculty of Engineering responsible to Senate and composed of:
- (A) The following *ex officio* members:
- (i) The President & Vice-Chancellor
 - (ii) Such Vice-Presidents of the University as the Senate may determine
 - (iii) The Dean of Engineering who shall be Chair of Council
 - (iv) The Vice-Provost (*or an Associate Vice-Provost*) of the School of Graduate and Postdoctoral Studies
 - (v) The Director of Administration in Engineering
 - (vi) The Manager **Director** of Financial Resources **Finance** in Engineering
 - (vii) The Director of External Services in Engineering**
 - (viii) Such other ex officio members as the Senate may, from time to time, determine upon the recommendation of the Council of the Faculty of Engineering.
- (B)
- (i) All full-time faculty members who hold the rank of Lecturer or higher in the Faculty
 - (ii) All Limited Duties Professors holding the rank of Adjunct Professor
 - (iii) Four full-time undergraduate Engineering students to be elected by the undergraduate students registered in the Faculty of Engineering
 - (iv) Two full-time graduate Engineering students to be elected by students registered in the graduate programs offered by the Faculty of Engineering
 - (v) The following representatives holding the rank of full-time Assistant Professor or higher:
 - One from the Faculty of Arts and Humanities
 - One from the Richard Ivey School of Business
 - One from the Faculty of Health Sciences
 - One from the Schulich School of Medicine & Dentistry
 - One from the Faculty of Science
 - One from the Faculty of Social Science
 - (vi) One representative of the administrative support staff of the Faculty of Engineering, to be determined by election conducted by the Office of the Dean. The first runner-up shall be the alternate representative of the constituency.
 - (vii) One representative of the technical support staff of the Faculty of Engineering, to be determined by election conducted by the Office of the Dean. The first runner-up shall be the alternate representative of the constituency.
 - (viii) Such other members as the Senate, from time to time, may determine on the recommendation of the Council of the Faculty of Engineering
4. The Council shall advise Senate on all matters under the jurisdiction of Senate which are pertinent to the Faculty of Engineering or referred to the Council by Senate, and shall determine policy on all such matters if so delegated by the Senate.
 - 5.
- (i) All members of the Council, unless otherwise specified, shall be entitled to participate fully in meetings of the Council, speak, propose motions, vote on all questions, and be elected to Committees for which they are eligible.
 - (ii) The Council shall meet at least four times each year and at such other times as the Council or the Senate may prescribe.
 - (iii) A special meeting of the Council shall be called on written notice of ten percent (10%) of its members, **or by the Dean**, and shall be convened within seven (7) days thereafter, to

- consider the matter(s) set out in the notice of meeting.
- (iv) Faculty Council may, at its discretion, elect a vice-chair annually.
6. A minimum of thirty (30) of the members of Council listed in section 3 shall constitute a quorum for regular and special meetings of the Council.
7. The Council shall establish an Executive Committee and such other committees as it considers necessary. The Council may delegate authority to its committees, but these committees shall be responsible to the Council.
8. The by-laws and rules of procedure for the conduct of the business of the Council and its committees shall be, where practicable, those adopted by the Senate.
9. The Composition and Rules of Procedure of the Faculty of Engineering shall be subject to review at intervals of no longer than five years.
10. This constitution may be amended by the Senate on the recommendation of 2/3 of a majority of voting members in attendance at a regular or special meeting of the Council at least seven days (7) following written notice of the proposed amendment(s).

Revised: **July 2008-January 2016**

Order of Convocation - Spring 2016

| 2016 | 10:00 am Ceremony | 3:00 pm Ceremony |
|---------------------------|--|---|
| Monday, June 13 | No ceremony | No ceremony |
| Tuesday, June 14 | School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates) | School of Graduate & Postdoctoral Studies * King's University College |
| Wednesday, June 15 | Faculty of Social Science (BMOS, Diploma in Accounting) | Faculty of Science (3yr and 4yr, excluding Honors) Faculty of Social Science (3yr and 4 yr, excluding Honors and BMOS) |
| Thursday, June 16 | School of Graduate & Postdoctoral Studies * Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr) | School of Graduate & Postdoctoral Studies * Faculty of Science (Honors) |
| Friday, June 17 | NO CEREMONY | School of Graduate & Postdoctoral Studies * Faculty of Engineering Schulich School of Medicine & Dentistry (Dentistry) |
| Monday, June 20 | School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities Don Wright Faculty of Music | School of Graduate & Postdoctoral Studies * Brescia University College Faculty of Health Sciences (Honors, 3yr and 4yr, Dips. & Certs.) |
| Tuesday, June 21 | School of Graduate & Postdoctoral Studies * Richard Ivey School of Business | School of Graduate & Postdoctoral Studies * Huron University College Faculty of Health Sciences – Kinesiology |
| Wednesday, June 22 | School of Graduate & Postdoctoral Studies * Faculty of Education FIMS | School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) Faculty of Law |

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

Other:

- | | |
|---------|---------------------------------------|
| May 12 | Huron College Theological Convocation |
| May 13 | Schulich MD Program Convocation |
| May 29 | Hong Kong Convocation |
| June 10 | MBA Convocation |

REPORT OF THE NOMINATING COMMITTEE

FOR ACTION

1. Associate Vice-President (Research)

Composition: A committee to select an Associate Vice-President (Research) shall consist of:

- (a) the Vice-President (Research), who shall be Chair
- (b) 4 persons elected by the Senate, one of whom shall be a graduate student
- (c) 2 persons elected by the Board of Governors

Required: 4 persons elected by Senate, one of whom shall be a graduate student.

Nominees: Helene Berman (HS)
Ingrid Johnsrude (SS)
Dale Laird (MD)
Melissa Knott (Grad)

2. Senate ad hoc Committee on Renewal

Membership:

Nine members chosen by Senate, four of whom will be faculty members (not including deans or associate/assistant deans), and two of whom will be student Senators (one graduate, one undergraduate).

Current Membership:

Betsy Skarakis-Doyle, HS – Chair (Faculty)
Sheila Macfie, Science – Vice-Chair (Faculty)
Heather Bishop, Staff (Staff)
Alison Hearn, FIMS (Faculty)
Lorelei Lingard, Schulich Faculty
Steven Lupker, Soc. Sci. (Faculty)
Mark McDayter (Any Constituency)
Emily Addison (Undergraduate Student)
(Vacancy) (Graduate Student)

Required: One graduate student Senator to replace T. McMurrough who has resigned.

Nominee: Anish Engineer (MD/Graduate Student Senator)

3. Senate Review Board Academic

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

Current Graduate Student Members:

Terms ending June 30, 2016: Illeana Diaz, Rebecca H. Lui, Laura Rosen

Required: One graduate student to replace T. McMurrough who has resigned (term to June 30, 2016)

Nominees: Kateryna Metersky (HS) term to June 30, 2016

4. **Senate Committee on Academic Policy and Awards**

Composition: Includes ten members elected by Senate, including

- two students, one graduate student and one undergraduate student
- eight members:
 - at least five of whom are members of Senate
 - at least one of whom shall be a faculty member from each of the Faculties of Arts and Humanities, Science, Social Science and the School of Graduate and Postdoctoral Studies
 - no more than one of the members of faculty may be a Dean
 - one of these members may be a Senator from the General Community

Current Elected Members:

Terms to June 30, 2016

A. Singh, L. Vanderloo, D. Belliveau, G. Knopf, vacancy

Terms continuing to June 30, 2017:

M. Cheesman, R. Klassen, S. Macfie, K. Moser, C. Nolan

Required: One faculty member from the Faculty of Arts and Humanities to complete the term of J. Emberley who has resigned.

Nominee: Richard Moll (AH) (term January 1, 2016 – June 30, 2016)

5. **Senate Operations/Agenda Committee**

Composition: Nine current members of Senate, at least one of whom shall be a student. The Vice-Chair of Senate is the Chair *ex officio* of this Committee.

Current Elected Members:

Terms ending June 30, 2016:

G. Lucas (Grad), P. Bishop (Educ), S. Roland (Mus), K. Danylchuk (HS)

Terms continuing to June 30, 2017:

Y. Huang (Sci), D. Laird (MD), M. McGlynn (SS), K. Mequanint (Engg), A. Hrymak (Engg)

Required: One member of Senate to serve as an alternate for M. McGlynn who is on leave (term January 1 - June 30, 2016).

Nominee: Viktor Staroverov (Sci)

FOR INFORMATION

Future Business of the Senate Nominating Committee

Upcoming Nominating Committee agenda items are posted on the Senate website at:

<http://www.uwo.ca/univsec/pdf/senate/newnoms.pdf>

Note:

Following the February Senate election period, during which positions on Senate will have been filled for terms to start July 1, the Nominating Committee follows up by making its recommendations for most Senate Committees at its April meeting, for terms that also start July 1. If you have a nomination to make, and the nominee has agreed to let his/her name stand, please email your recommendation to nmartine@uwo.ca.

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

Faculty of Engineering: Introduction of and Revisions to Admission Requirements

Faculty of Engineering: Withdrawal of the WE GO Global Certificate

Faculty of Law: Revisions to the Admission Requirements

Schulich School of Medicine & Dentistry: Revisions to the Admission and Progression Requirements of the MD, DDS and ITD Programs

School of Graduate and Postdoctoral Studies: Introduction of a New Collaborative Graduate Program in Global Health Systems in Africa (GHS-A)

Huron University College, French Studies: Withdrawal of Modules

Huron University College: Revisions to the Admission and Program Requirements of History Modules

King's University College: Revisions to the Admission Requirements of History Modules

King's University College: Introduction of a Major in Disability Studies

Articulation Agreement: Admission from the Fanshawe College Computer Programmer Analyst program into third year of Western's Bachelor of Science in Computer Science program

Articulation Agreement: Admission of Graduates of Lambton College's Two-Year (Accelerated) Liberal Studies Diploma to Huron University College's Faculty of Arts and Social Science

New Scholarships and Awards

1. Faculty of Engineering: Introduction of and Revisions to Admission Requirements

1a. Introduction of Admission Requirements in Engineering Programs

Recommended: That effective January 1, 2016, criteria for admission to the Chemical Engineering, Civil Engineering, Integrated Engineering and Mechanical Engineering Programs be introduced as shown in [Appendix 1](#).

1b. Revisions to the Admission Requirements in Engineering Programs

Recommended: That effective January 1, 2016, criteria for admission to the Green Process Engineering, Mechatronic Systems Engineering, Electrical Engineering, Computer Engineering and Software Engineering Programs be revised as shown in [Appendix 2](#).

Background

These admission criteria have been informally used for quite some time to admit engineering students, at the end of their common first year, to the various engineering programs and options. The increased enrollment in Engineering has initiated a faculty-wide effort to clearly inform applicants of the admission requirements for each program. The calendar currently lists more stringent entrance criteria for the other options of these programs, so it is appropriate that these criteria apply to Option A only.

Revisions were also made to existing admission criteria in various other engineering programs.

2. Faculty of Engineering: Withdrawal of the WE GO Global Certificate

Recommended: That effective September 1, 2016, the WE GO Global Certificate be withdrawn and admissions into the certificate be discontinued.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1558.html>

WE GO GLOBAL CERTIFICATE

Admission in the program discontinued effective September 1, 2016. Students currently enrolled in the program must complete it by 30 June 2018.

Background

It is intended that students who would like to pursue a global and intercultural experience will now apply to Western's Global and Intercultural Engagement Honor offered through Western International.

3. Faculty of Law: Changes to the Admission Requirements of the JD program

Recommended: That effective September 1, 2016, the Admission Requirements for the JD program be amended as shown in [Appendix 3](#).

Background

These changes are primarily intended to reflect the most current practices of the Admissions Committee at the Faculty of Law.

The Faculty of Law has decided to discontinue the admission of National Committee on Accreditation (NCA) candidates (ie, foreign-trained lawyers who wish to take specific courses in order to gain access to the licensing process in Canada). The Faculty has typically admitted fewer than 5 such candidates a year. Since both the University of Toronto and Osgoode Hall (York University) have specialized Masters programs for these candidates, they have ample opportunity to obtain their qualifications elsewhere.

The Admissions Committee reviews its processes annually to determine how files can be reviewed most fairly and effectively. It is impractical and unduly restrictive for detailed procedures of the Committee to be set out in the Academic Calendar. Therefore, they have been removed.

The amendments to the Extended Time JD Program reflect changes to the first-year JD curriculum introduced in the 2015-16 academic year.

The remaining changes have been made to improve clarity and to remove non-academic information from the Academic Calendar.

4. Schulich School of Medicine & Dentistry: Revisions to the Admission and Progression Requirements of the MD, DDS and ITD Programs

4a. Revisions to the Admission Requirements of the MD Program

Recommended: That effective September 1, 2016, the Admission Requirements for the MD program be amended as shown in [Appendix 4](#).

Background

Numerous editorial amendments were made to the document, including wording changes and corrections to website addresses. Reference to the MD/BESc program was deleted as this program was withdrawn in the fall of 2015. The process for reviewing cases of applicants with a "not clear" Police Check was also removed, as this is handled internally by Schulich based upon an internal policy. Link to the policy was included in the Handbook Policy for reference.

The one substantive change is the deletion of the Norfolk County from the list of Southwestern Ontario counties that are members of Schulich's Distributed Education Network. This will align the Admissions Committee's definition of Southwestern Ontario counties with that of Schulich's Distributed Education Network. In addition, Norfolk County falls within McMaster's School of Medicine's rural/regional boundaries.

4b. Revisions to the Admission Requirements of the DDS and ITD Programs

Recommended: That effective September 1, 2016, the Admission Requirements for the DDS and ITD programs be amended as shown in [Appendix 5](#).

Background

Numerous editorial amendments were made to the document, including wording changes and reorganization of various sections of the policy. The two substantive changes are:

- 1) internationally-trained dentists are no longer able to apply for the 4-year DDS program, and
- 2) the deadline for receipt of thesis-based MSc and PhD degree requirements was moved from June 20th to June 30th.

At present, Dentistry has no written policy in place in regards to internationally-trained dentists who wish to be considered for admission into the 4-year DDS program. The difficulty arises in assessing these applicants properly and comparing marks from a non-North American, in many cases a third world, Dental School. Internationally-trained dentists who come to Canada or return to Canada, have two ways to obtain a license to practice in Canada: the ITD program, or passing the NDEB.

The June 30 date will allow applicants more time to arrange for transcripts indicating degree conferral, post convocation and will be in line with the date for receipt of undergraduate transcripts. The June 30 deadline for sending in the proof of completion of graduate degree requirements was changed to synchronize this requirement with the admission policy of the MD program.

The revised policies are provided in [Appendix 5](#) to replace the existing policies that are posted at:
http://www.uwo.ca/univsec/pdf/academic_policies/admission/dentistry.pdf

4c. Revisions to the Progression Requirements of the DDS and ITD Programs

Recommended: That effective September 1, 2016, the Progression Requirements for the DDS and ITD programs be amended as shown in [Appendix 6](#).

Background

Numerous editorial amendments and corrections were made to the document, including wording changes and reorganization of various sections of the policy. The ITD part of the policy was expanded to include sections that were not previously included in the Academic Handbook.

The revised policies are provided in **Appendix 6** to replace the existing policies that are posted at:
http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_dentistry.pdf

5. School of Graduate and Postdoctoral Studies: Introduction of a New Collaborative Graduate Program in Global Health Systems in Africa (GHS-A)

Recommended: That effective May 1, 2016, and contingent upon the Quality Council's approval, a Collaborative Graduate Program in Global Health Systems in Africa (GHS-A) be introduced in the School of Graduate and Postdoctoral Studies as set out in **Appendix 7**.

Background

The Collaborative Graduate Program in Global Health Systems in Africa (GHS-A) brings together the vast number of experts from across the Western community whose teaching and research are in and on Africa. This Collaborative Graduate Program in GHS-A will connect different disciplines at Western and encourage transdisciplinary collaboration between the diverse and successful Western champions in a systems approach to global health in Africa, as well as with communities in Canada and in African communities.

The objective of the Collaborative Graduate Program in GHS-A is to provide a transdisciplinary, "systems approach" to training graduate students to become global leaders with experience in one of the most challenging, complex areas of the world. Students will explore thematic areas inspired by the upcoming 2015-2030 United Nations (UN) Sustainable Development Goals (SDGs) where Western University has established strengths: 1) Poverty Reduction; 2) Maternal and Newborn Child Health; 3) HIV/AIDS/TB/Malaria and other infectious diseases; 4) Environment and Sustainability; and 5) Food and Nutrition.

6. Huron University College, French Studies: Withdrawal of Modules

Recommended: That effective September 1, 2016 the following French Modules be withdrawn:
Honors Specialization in French Linguistics and Literature
Honors Specialization in French Language and Linguistics
Major in French Language and Linguistics
Minor in French and Francophone Literature

and

That students currently enrolled in the modules be allowed to graduate until September 1, 2019 upon fulfillment of the existing requirements.

REVISED CALENDAR COPY

Honors Specialization in French Linguistics and Literature:
<http://www.westerncalendar.uwo.ca/2015/pg222.html>

Honors Specialization in French Language and Linguistics:
<http://www.westerncalendar.uwo.ca/2015/pg223.html>

Major in French Language and Linguistics:
<http://www.westerncalendar.uwo.ca/2015/pg1563.html#62373>

Minor in French and Francophone Literature:
<http://www.westerncalendar.uwo.ca/2015/pg1135.html>

This module is discontinued effective September 1, 2016. Students currently enrolled in the module will be allowed to graduate until September 1, 2019 upon fulfillment of the existing requirements.

Background

These modules are withdrawn for the following reasons: (a) the Department does not offer any course in French linguistics, (b) over the last five years there were only two students enrolled in a Linguistics module and (c) the external evaluators strongly suggested in their program review recommendations that only those modules should be kept for which Huron has sufficient courses to offer.

7. Huron University College: Revisions to the Admission and Program Requirements for History Modules

Recommended: That effective September 1, 2016, the admission and program requirements for the Major, Specialization, Honors Specialization and Minor in History at Huron University College be revised as shown in [Appendix 8](#).

Background

These admission requirement changes reflect the History department's introduction of half-year 1000-level courses to help students find more flexible alternatives to enter the program. The new half-courses will introduce key principles and methods in a slightly accelerated way and will also provide an introduction to historiographical theory and method. The changes to the module requirements reflect the new course offerings and the greater integration of our American and Canadian History survey courses.

8. King's University College: Revisions to the Admission Requirements of History Modules

Recommended: That effective September 1, 2016, the admission requirements for the Honors Specialization, Major and Minor in History at King's University College be revised as shown in [Appendix 9](#).

Background

The History Department proposes to change entry requirements into its various History modules from 1.0 History course to completion of at least a 0.5 History course. This change will give students more options and thus hopefully draw more students into the History program. Moreover, this change will allow January admits to enter the program alongside other 1st year students. Lastly, the requirement of a 0.5 course entry into modules already exists at King's in at least one other department. Initiatives such as this are in keeping with the request from administration to look for creative, yet academically rigorous means to attract and retain students in modules.

9. King's University College: Introduction of a Major in Disability Studies

Recommended: That effective September 1, 2016, and contingent upon Quality Council's approval, a Major in Disability Studies be introduced at King's University College, as shown in [Appendix 10](#).

Background

King's launched the Disability Studies Minor module in summer 2014, with 45 students registering in the Minor in its first year. Disability Studies (DS) takes an interdisciplinary, Liberal Arts approach to explore disability as a category of thought with layers of social meaning alongside traditional biomedical conceptions of impairment. The curriculum addresses socio-cultural, historical, political, and ethical dimensions of both impairment and disabling processes and beliefs to offset the modernist record of pathologizing disability. In Canada, only four universities offer undergraduate modules in DS in the Social Sciences or Humanities but people with disability are a large and growing group at around 13% - a figure that doubles if including the disabling effects of mental health.

This proposed Major module in "Disability Studies" (DS) addresses a broader Liberal Arts trend over the last 25 years to take disability and impairment more seriously as conceptually complex categories with significant historical origins. DS is a rapidly growing interdisciplinary field (see below) that offers students valuable insight into a large and growing, minority group. This module is offered in the Department of Interdisciplinary Programs along with Childhood and Social Institutions (CSI), Thanatology (Than), and Social Justice and Peace (SJP). King's has seen very strong student interest in these courses as they've been taught in 2012, 2013, and 2014 school years. This Major module will be offered at King's University College only. The program was considered as a new program by SUPR-U and was sent for external review. The results of the new program review is attached as [Appendix 11](#).

10. Articulation Agreement for Admission from the Fanshawe College Computer Programmer Analyst program into third year of Western's Bachelor of Science in Computer Science program

Recommended: That Senate approve the renewal of the Articulation Agreement regarding transfer credit for graduates of the Fanshawe College Computer Programmer Analyst program for admission into third year of Western's Bachelor of Science Computer Science program, effective January 1, 2016 as set out in [Appendix 12](#).

Background

This agreement is a renewal that relates to students studying in the Computer Programmer Analyst program at Fanshawe College. Effective January 1, 2016, Western proposes to accept students from this program into third year of the Bachelor of Science Computer Science program as set out in an Articulation Agreement between the two institutions. The details of the agreement are set out in [Appendix 12](#).

The objectives of the agreement are to provide graduates from Fanshawe, who satisfy the criteria described in this agreement, with the opportunity to apply for admission to the Bachelor of Science Computer Science and obtain a Western degree.

11. Articulation Agreement for Admission of Graduates of Lambton College's Two-Year (Accelerated) Liberal Studies Diploma to Huron University College's Faculty of Arts and Social Science

Recommended: That Senate recommend to the Board of Governors through the President & Vice-Chancellor, that effective February 1, 2016, graduates from Lambton College's Two-Year (Accelerated) Liberal Studies Diploma be admitted to Huron University College's Faculty of Arts and Social Science with block transfer credits, as shown in the Articulation Agreement set out as [Appendix 13](#).

Background

This articulation agreement, attached as [Appendix 13](#), was developed to define pathways for students in the Liberal Studies two-year or accelerated diploma into Huron's Faculty of Arts and Social Science. The development of this agreement supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfers (ONCAT).

FOR INFORMATION

12. New Scholarships and Awards

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in [Appendix 14](#) for recommendation to the Board of Governors through the Vice-Chancellor.

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1412.html>

General Chemical Engineering Option

Admission Requirements for the Chemical Engineering Program

Students entering the Chemical Engineering program must have completed the entire first year program in Engineering, with no outstanding credits to be taken, and have a Year Weighted Average (YWA) of at least 60%.

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1418.html>

CIVIL ENGINEERING PROGRAM

Admission Requirements for the Civil Engineering Program

Students entering the Civil Engineering program must have completed the entire first year program in Engineering, with no outstanding credits to be taken, and have a Year Weighted Average (YWA) of at least 60%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Applied Mathematics 1411A/B, Applied Mathematics 1413, Physics 1401A/B, Engineering Science 1022A/B/Y and Engineering Science 1021A/B.

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg348.html>)

INTEGRATED ENGINEERING PROGRAM

Admission Requirements for the Integrated Engineering Program

Students entering the Integrated Engineering program must have completed the entire first year program in Engineering, with no outstanding credits to be taken, and have a Year Weighted Average (YWA) of at least 60%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Applied Mathematics 1411A/B, Applied Mathematics 1413, Physics 1401A/B, Physics 1402A/B and Engineering Science 1022A/B/Y.

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg378.html>

MECHANICAL ENGINEERING PROGRAM

Admission Requirements for the Mechanical Engineering Program

Students entering the Mechanical Engineering program must have completed the entire first year program in Engineering, with no outstanding credits to be taken, and have a Year Weighted Average (YWA) of at least 60%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Applied Mathematics 1411A/B, Applied Mathematics 1413, Physics 1401A/B and Engineering Science 1022A/B/Y and Engineering Science 1021A/B.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1417.html>

Green Process Engineering

Admission Requirements for the Green Process Engineering Program

Students entering the Green Process Engineering program must have completed the common first-year curriculum of Engineering entire first year program in Engineering, with no outstanding credits to be taken, with a minimum year-weighted average (YWA) of 70%, and have a Year Weighted Average (YWA) of at least 70%.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1525.html>

MECHATRONIC SYSTEMS ENGINEERING

Admission Requirements for the Mechatronic Systems Engineering Program

Students must have completed the first-year curriculum in the Faculty of Engineering with a year-weighted average of at least 60% with no failures.

Students entering the Mechatronic Systems Engineering program must have completed the entire first year program in Engineering, with no outstanding credits to be taken, and have a Year Weighted Average (YWA) of at least 70%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Applied Mathematics 1411A/B, Applied Mathematics 1413, Engineering Science 1022A/B/Y, Engineering Science 1036A/B, Engineering Science 1050, Physics 1401A/B and Physics 1402A/B.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1426.html>

ELECTRICAL ENGINEERING PROGRAM

Admission Requirements for the Electrical Engineering Program

Students entering the Electrical Engineering program must have completed the common first year curriculum of Engineering with at least 60% YWA and passing grades in Applied Mathematics 1411A/B, Applied Mathematics 1413, Physics 1402A/B and Engineering Science 1036A/B or Computer Science 1026A/B or the former Computer Science 036a/b.

Students entering the Electrical Engineering program must have completed the entire first-year program in Engineering, with no outstanding credits to be taken, and have a year-weighted average (YWA) of at least 60%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Applied Mathematics 1411A/B, Applied Mathematics 1413, Engineering Science 1036A/B, and Physics 1402A/B.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1437.html>

COMPUTER ENGINEERING PROGRAM

Admission Requirements for the Computer Engineering Program

Students entering the Computer Engineering program must have completed the common first-year curriculum of Engineering with at least 60% YWA and passing grades in Applied Mathematics 1411A/B, Applied Mathematics 1413, Physics 1402A/B, and either Engineering Science 1036A/B or Computer Science 1026A/B. In order to remain in the Computer Engineering Program, students must also obtain at least 60% in Computer Science 1037A/B to be taken in the second year.

Students entering the Computer Engineering program must have completed the entire first-year program in Engineering, with no outstanding credits to be taken, and have a year-weighted average (YWA) of at least 60%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Applied Mathematics 1411A/B, Applied Mathematics 1413, Engineering Science 1036A/B, and Physics 1402A/B.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1434.html>

SOFTWARE ENGINEERING PROGRAM

Admission Requirements for the Software Engineering Program

Students entering the Software Engineering program must have completed the common first year curriculum of Engineering with at least 60% YWA and passing grades in Applied Mathematics 1411A/B, Applied Mathematics 1413, the former Physics 1026 and Engineering Science 1036A/B or Computer Science 1026A/B or the former Computer Science 036a/b.

Students entering the Software Engineering program must have completed the entire first-year program in Engineering, with no outstanding credits to be taken, and have a year-weighted average (YWA) of at least 60%. First consideration will be given to applicants with a minimum grade of 60% in each of the following courses: Applied Mathematics 1411A/B, Applied Mathematics 1413, and Engineering Science 1036A/B.

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

Admission - Law

A. First Year

There are two categories for admission into first year, General and Discretionary. The Admission Committee - comprising of members of the Associate Dean (Academic), the Assistant Deans, faculty members and third year law students law faculty, law students and the admissions officer- will decide how many offers to make in each category. In no case will the number of students admitted in the Discretionary category exceed 25% of the class.

Deadlines for First-Year Applicants

Application and Transcripts - November 1 for studies commencing the following September.

Last LSAT score accepted - February test for studies commencing the following September.

General Category

Normally, at least a three-year undergraduate degree is required, although the majority of admitted students will have a four-year ~~or honors~~ degree. A competitive candidate will have an overall average of A- (80% - 84%) average (GPA 3.7), particularly for the last two full years of undergraduate study, and an LSAT score above the 80th percentile. The Admissions Committee considers the highest LSAT score and cumulative GPA but gives greater weight to the last two full years of undergraduate university study.

The Admissions Committee considers factors other than grades and LSAT scores, including employment, personal achievements, and success in community and public service, business, athletics, or the arts. A full course load throughout the candidate's academic career, enrolment in honors programs, research and writing experience and graduate work are also very positive factors.

Discretionary Categories

All applicants who apply in one of three discretionary categories (Aboriginal, Access, or Mature) must provide evidence confirming the basis of their application. Three years of full-time (or equivalent) undergraduate university study is required for candidates applying in the Aboriginal or Access categories and a minimum of two years of full-time (or equivalent) undergraduate university study is required for Mature candidates. It is recommended that candidates complete three years of undergraduate study before admission. The Admissions Committee may interview applicants in the discretionary categories.

Mature

Mature candidates must have at least five years of non-university experience since leaving high school, and must have attended university for two years or possess a university degree. A competitive candidate will have at least two years of university with an overall average of B+ (78% - GPA 3.3) and an LSAT above the 65th percentile.

Aboriginal

The Faculty of Law recognizes that members of First Nations, Inuit and Métis communities are not represented adequately within the legal profession and, therefore, strongly encourages applications from these groups. Aboriginal candidates may be admitted unconditionally, or subject to the successful completion of the Summer Native Law Program at the University of Saskatchewan. Upon successful completion of the program, credit will be given for Property Law. A competitive candidate will have an overall average of B+ (78% - GPA 3.3) and an LSAT score above the 60th percentile.

Access

Access applicants **are those** whose academic performance **was has been** affected **significantly** by **some** **a** proven disadvantage **that** may apply in the Access category. **The barriers** may include, but **are is** not limited to, cultural, financial, **medical** and **or** physical or **a** learning disability. Candidates must describe how the disadvantage has affected their academic record, and provide supporting references and documentation. Applicants with disabilities should provide full documentation from qualified professionals on their disability and its effect on their academic record or LSAT score. A competitive candidate will have an overall average of B+ (78% - GPA 3.3) and an LSAT score above the 65th percentile.

Mature

Mature candidates must have at least five years of non-university experience since leaving high school, and must have attended university for two years or possess a university degree. A competitive candidate will have an overall average of B+ (78% / GPA 3.3) and an LSAT score above the 65th percentile.

EXTENDED-TIME JD PROGRAM

The Extended-Time JD Program is available to students who have been admitted to the JD Program. The program is designed for students who cannot manage a full-time program. Application to the Extended-Time JD Program should be made at the same time as the application for admission to first year law.

Applicants are required to meet the existing admissions criteria. In addition, all applicants must establish that it would be very difficult to attend law school full-time because of family responsibilities, health issues, disabilities, financial necessity, or other special circumstances. A statement outlining why a student may not be able to carry a full course load should be included in the Personal Statement.

Incoming first-year students in the Extended-Time JD Program are required to take **Orientation to Law and the Legal System, Legal Research, Writing and Advocacy, and two core courses. The Foundations of Canadian Law, Legal Ethics and Professionalism and one of the small group courses which includes Legal Research, Writing and Advocacy, in addition to any other course or courses.**

Students in the Extended-Time JD Program are required to complete the program within six years. Students will be allowed to transfer to full-time attendance and full-time students who meet the eligibility criteria will be allowed to transfer into the extended time program.

Extended time students are eligible for any entry scholarships or bursaries that are not restricted to full-time students, as well as any prizes or awards in individual courses.

Candidates from Accredited Degree-Granting Institutions

Candidates with acceptable standing at accredited degree-granting institutions may be considered for admission provided that the content of studies completed is equivalent in content to the courses offered by Western, and to the requirements of the program to which the student has applied. The university will review other candidates on an individual basis. Admission in all cases is competitive.

B. Admission to Second and Third Year

There are **four three** categories of applicants for admission to second or third year: Transfer, Advanced Standing **and** Letter of Permission, **and National Committee on Accreditation (NCA).** All upper-year applicants apply to the Faculty of Law through the Ontario Law School Application Service. An LSAT is required for all upper-year applicants, **with the exception of NCA applicants.**

The Faculty of Law does not admit National Committee of Accreditation candidates.

A major consideration in the admissions decision is the availability of places in the Faculty.

Applicants seeking admission to the second or third year of the program must submit: complete official transcripts of all university work undertaken; the results of the LSAT; and two letters of reference from the applicant's law professors. Official transcripts must be sent directly from each university attended by the applicant to the Ontario Law School Application Service.

Deadline for Second Year Applicants:

Application and transcripts - May 1 for studies commencing the following September.

Transfer Applicants

Students currently enrolled in the first year at another Canadian law school may be admitted to the second year of the program as transfer students. If admitted, applicants who successfully complete the last two years of the program will be eligible to receive the Juris Doctor (JD) from Western University. Given the limited number of spaces that are available, consideration will be given to the best qualified applicants and those applicants who, for compassionate reasons, seek a transfer to Western University.

Advanced Standing

Students who have successfully completed part or all of their legal education outside Canada may be considered for admission with advanced standing. Except in extraordinary circumstances, a student will not receive more than one year's advanced standing. If admitted, students will be required to satisfy the program requirements of the Faculty. Upon successful completion of the program, students are eligible for the degree of Juris Doctor (JD) from Western University.

The granting of advanced standing and the extent of credit to be given are at the discretion of the Admissions Committee.

Letter of Permission

Students currently enrolled at a Canadian law school can apply to study for one academic year at Western on a letter of permission. Typically, these requests are made by second-year students, seeking to study at Western in their third year.

Transcripts should be sent directly from the undergraduate institution and law school to Student Services (Admissions), Faculty of Law, Western University, London, Ontario, N6A 3K7

Students who have been granted permission to register on a letter of permission do not receive the Juris Doctor degree from Western University.

National Committee on Accreditation

Lawyers qualified to practice in a foreign jurisdiction, who seek admission to practice in Canada should first apply to:

National Committee on Accreditation
c/o Federation of Law Societies of Canada
World Exchange Plaza
1810—45 rue O'Connor St.
Ottawa, ON K1P 1A4
Telephone: 613-236-7250, ext. 229
Website: www.flsc.ca/en/nca/

The NCA assesses the applicant's credentials to determine the Canadian legal education required to bring the applicant to a level equivalent to the Canadian Juris Doctor degree. Based on this assessment, the Committee recommends the courses the applicant requires. A person admitted in this category who satisfactorily completes the required courses, does not receive a Juris Doctor degree from Western University. NCA applicants should inquire in advance of applying whether the Faculty of Law offers, or is in a position to accommodate NCA candidates in, all the courses they require for NCA purposes. Due to the very limited number of positions in available courses, only the strongest NCA applicants will be given priority.

C. Law School Admission Test (LSAT)

The Law School Admission Test is required for all applicants ~~to first year (with the exception of NCA applicants)~~. Although the LSAT need not have been written before applying.

For first-year applicants, the February LSAT is the latest acceptable test session for admission the following September; and

For upper-year applicants, the June LSAT is the latest acceptable test session for admission the following September.

Details about the LSAT, including registering for the test, may be found at www.lsac.org.

Test centres are located in major cities in Canada and the United States, as well as in many other countries. The test is usually given four times a year in most Canadian Centres - in June, October, December and February.

D. English Requirements

Each student granted admission to Western must be proficient in spoken and written English.

Applicants for whom English is not a first language are required to achieve a satisfactory score on one of the following tests:

Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). This test is offered on several dates in a number of places in Canada, the United States and elsewhere. The TOEFL/TWE Bulletin of Information and registration material may be obtained from:

Test of English as a Foreign Language
Box 899-R
Princeton, New Jersey
08541, USA
<http://www.ets.org/toefl>

Michigan English Language Assessment Battery (MELAB). This test is offered in Canada, the United States and elsewhere. Arrangements can be made by contacting:

The English Language Institute
University of Michigan
Ann Arbor, Michigan
48104, USA
<http://www.cambridgemichigan.org/melab>

International English Language Testing Service (IELTS). This test is offered in British Council Offices outside Canada and the United States. Arrangements can be made by contacting the British Council Office or:

The IELTS Liaison Officer
British Council
10 Spring Gardens
London, England
SW1A 2BN
<http://www.ielts.org>

It is the responsibility of the applicant to submit proof of English proficiency, as stated above, to the Admissions Office before an offer of admission can be made.

ADMISSION PROCEDURE

A. Application Procedure

All Ontario law school applications are processed through the **Ontario Law School Application Service (OLSAS)**. **For full details about the application process and the Faculty of Law's specific requirements please consult the OLSAS Instruction Booklet, available at** **On-line applications will be available after July 1 at: www.ouac.on.ca/olsas**

Ontario Law School Application Service
Ontario Universities' Application Centre
170 Research Lane
Guelph, Ontario
N1G 5E2
Telephone: 519-823-1063
Fax: 519-823-5232
E-mail: olsas@ouac.on.ca
Web: www.ouac.on.ca/olsas

The completed common application form must be received by OLSAS on or before November 1 11:59 pm EST for first year and on or before May 1 11:59 pm EST for second or third year for studies commencing the following September. **The processing fee and application fee must accompany the application. For admission in 2012 the fee will be as follows: Ontario Law School Application Service (OLSAS) processing fee of \$195.00 plus an institutional levy of \$90.00 for each law school selection.**

B. Documentation, Forms

General and Discretionary category candidates will complete a common application form and a personal statement.

The personal statement allows candidates to expand on information provided on the application form. It provides a better opportunity for candidates to explain fully how they think they have excelled, not only in academics but in other areas. The basic premise is that excellence can be demonstrated in a number of different ways and that the ability to excel in a non-academic area may show characteristics that allow the Admissions Committee to predict success in law studies. Similarly, the fact that a candidate has overcome a significant disadvantage (whether economic, physical or other) and achieved significant success, may also provide evidence of those same characteristics.

Applicants must furnish full particulars of all previous university study, including any previous legal study, and of any interruption of their academic program. Official transcripts must be sent directly from each university attended by the applicant to OLSAS.

C. Procedure of the Admissions Committee

The Admissions Committee of the Faculty of Law is composed of members of the Faculty, third year students, and the Admissions Officer of the Faculty. The Committee will follow this procedure in considering applications to first year.

The Committee will decide how many offers to make in each category. In no cases will the number of students admitted in the Discretionary category exceed one quarter of the class.

Within the General category, the Committee will establish a minimum standard for academic success and LSAT score. Candidates who fall below this level will not be considered further in the General category.

The Committee will also establish a higher level of academic success and LSAT score; candidates who achieve this level will be offered a place automatically. It may recommend to the Associate Dean (Academic) that a candidate be offered an Entrance Scholarship. All remaining pool of candidates in the General category will be considered as follows:

At least two members of the Admissions Committee will assess each file and, following a pre-set guide, assign numerical weights to the various factors on the application. The Committee will then meet to decide on the appropriate number of offers to make at a particular time. A reserve or waiting list will be maintained. Consideration of a particular file may be delayed until further documentation is provided.

Candidates in the Discretionary category will be considered separately and individually by the Committee.

Applications for admission to second or third year will be considered on an individual application basis.

D. What are Your Chances?

Competition for places in all years is intense; there may be as many as twenty applicants for each candidate accepted.

The first year class size is 170-175. The class will be a mix of students with two, three or more years of undergraduate education and graduate degrees.

Academic success is a major factor in each decision, with proven excellence in other areas being highly significant.

Applicants will be informed in writing of the decisions of the Admissions Committee. No applicant should rely upon oral communications in any way.

Admissions are made up to the first day of classes in September although most will be made before mid-May.

D. Inquiries

For further information on the admission policies and procedures, please contact the admission office.

Mailing Address:

Faculty of Law

Room 222 - Josephine Spencer Niblett Building

Western University

London, ON N6A 3K7

Telephone

519-661-3347

In Person:

Faculty of Law

Room 222

Josephine Spencer Niblett Building

Western University

Email Address: lawapp@uwo.ca

World Wide Web: <http://www.law.uwo.ca>

JD/HBA COMBINED DEGREE PROGRAM

Unchanged

JD/MBA COMBINED DEGREE PROGRAM

Unchanged

Admission - MD Program

MEDICINE

APPLICATION FOR ADMISSION

Registration Deadline: To apply to the MD Program at Schulich, all applicants must register for an account with OMSAS by the second week of September. Online applications are obtained from the OMSAS website, and must be submitted by the stated deadlines. Please refer to the [OMSAS website](#) for more information, including "Important Dates".

ADMISSION REQUIREMENTS

Registration Deadline: Second week of September for admission to Medicine for the following September. Refer to the OMSAS Web site for exact dates (www.uac.on.ca/omsas/)

Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

The Schulich School of Medicine & Dentistry provides an outstanding education within a research-intensive environment, where tomorrow's physicians, dentists and health researchers learn to be socially-responsible leaders in the advancement of human health.

The Doctor of Medicine Program runs simultaneously from two sites: London, **Ontario** and Windsor, Ontario. Each year a portion of the admitted class will complete all of their academic studies through the Windsor program and graduate from The University of Western Ontario. The Windsor program is a partnership between The University of Western Ontario, The University of Windsor, and the London and Windsor hospitals. This new program builds on the strength of clerkship training provided in Windsor through the **Southwestern Ontario Medical Distributed Medical Education Network (SWOMEN)**.

Applicants invited for an interview will have an opportunity to indicate their site of preference. When a site reaches its enrollment limit, successful applicants will be offered admission to the available site. Applicants for both programs will be processed by the Schulich School of Medicine & Dentistry, The University of Western Ontario, and will be subject to the same entry criteria.

Financial support

Each year over \$**3.5** million **in scholarships, awards and bursary funding** is distributed to assist medical students in greatest financial need. Within Schulich Medicine, there are 16 Schulich Scholarships awarded annually (\$20,000/year for four years) as well as several endowment funds available for disbursement as scholarships/bursaries and awards. In addition, there are other university-based awards issued by The University of Western Ontario, as well as loans through the Ontario Student Assistance Program (OSAP). Through these and other measures, Schulich aspires to have financial considerations never act as a barrier to any student wishing to study Medicine at this school.

Admission requirements

Enrollment is limited. Admission to the Doctor of Medicine Program is highly competitive and possessing the minimum requirements does not ensure an interview or acceptance. Individuals satisfying the following requirements are eligible to apply for admission to the first year of the program. Note that failure to be aware of the admission requirements does not constitute a ground for appeal.

Individuals must satisfy the following requirements to be considered for admission to the first year of the four-year MD program in the Schulich School of Medicine & Dentistry:

1. Degree requirements

Applicants must have a four-year degree from a recognized university. They may be in the final year of a four-year degree at the time of application. There is no preference given for the undergraduate program of study and there are no course prerequisites.

Applicants who have earned a degree from a recognized university, may elect to continue in full-time undergraduate studies. Only the first such "special year" taken by the applicant will be considered for determination of GPA. A special year will be considered only if it contains 5.0 courses or equivalent (30 credit hours) taken between September and April. First-year courses, repeat/antirequisite courses, and second-year courses that do not require a first-year prerequisite, are not acceptable in the "special year."

Applicants who embark on a second undergraduate degree program are allowed to apply only during the final year of their new program. In order to be considered for GPA purposes, the second degree must be a four-year degree. In this situation, GPA consideration will be based only on the two best years of the second degree program. Course load and course level requirements for the second degree are analogous to the requirements of the first degree. Applicants who are given a conditional offer must complete all program requirements for the second degree by June 30th.

Graduate students must have completed all requirements for their graduate degree. Final transcripts showing that all requirements for their graduate degree have been completed (or a letter attesting to the same) must be received by OMSAS no later than June 30th.

Schulich Medicine will no longer consider applications to the first year of the medical program from individuals who were registered in a Doctor of Medicine Program or equivalent elsewhere.

2. GPA

The GPA minimums are reset each year. Applicants must meet or exceed this threshold in each of two undergraduate years of full-time study (one of which may be the current year).

Full-time study is defined as 5.0 courses or equivalent with 30 or more credit hours. Academic transcripts must show clearly that applicants have met this course load requirement.

To be considered, each year must contain at least 3.0 courses or equivalent whose published academic level is at or above the year of study (for example, in third year, at least 3.0 courses or equivalent must be at the third- or fourth-year level). Please note, only ONE Pass/Fail credit will be permissible in each of the two years being considered for GPA.

For applicants who have attended other universities on exchange, GPA calculation will be based on the marks achieved at the exchange institution. Official transcripts from the exchange institution must be provided to OMSAS at the time of application. Applicants who have completed their undergraduate studies outside of Canada or the United States should consult the section titled "Foreign courses/Grades."

3. MCAT

MCAT minimums are reset each year. Applicants must meet or exceed these thresholds in their most recent writing of the MCAT (which must be no more than five years prior to the application deadline).

Applicants from designated counties in Southwestern Ontario (Grey, Bruce, Huron, Perth, Oxford, Middlesex, Lambton, Chatham-Kent, Elgin **and** Essex, **and Norfolk** Counties) must meet the same overall score but are afforded some flexibility for individual component scores in order to meet this aggregate score.

All applicants must arrange for verified results of the revised MCAT to be submitted directly to the Ontario Medical School Application Service (OMSAS).

Additional Non-Academic Requirements

1. Citizenship

Applicants must be Canadian Citizens or Permanent Residents of Canada.

2. Confidential Assessment Form

Any three persons who, in the opinion of the applicant, will give an informed critical assessment will be acceptable as referees.

3. Interview

Select applicants will be invited for an interview beginning in March. Individuals who satisfy the academic requirements as determined by the Admissions Committee each year will have their applications reviewed carefully and will receive consideration for an interview. Interviews are structured, standardized 45-minute interviews with a panel of three: one faculty member/physician, one senior medical student, and one community representative.

Many factors contribute to the final determination of which applicants will be invited for an interview. Achieving the minimum GPA and MCAT scores does not guarantee an invitation to be interviewed.

4. Proficiency in English

The Schulich School of Medicine & Dentistry reserves the right to deny admission to any applicant whose facility in written and spoken English is judged to be inadequate.

5. Basic Life Support Training

Applicants should complete a St. John's Ambulance course or the equivalent in Standard First Aid and a CPR Basic Rescuer (CPR-C) course, and be able to produce valid certificates before enrollment in the medical program.

6. Immunization Records

Students in the Schulich School of Medicine & Dentistry will be required to care for persons with infectious diseases (including Hepatitis B and HIV) should they be assigned to them. Students accepted into the medical program will be sent complete documentation regarding health status policies and immunization requirements. Documentation of immunization and tuberculin status will be required.

7. Police Records Check & Vulnerable Sector Screening

All medical students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that medical students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the MD program, a current Police Records check and a Vulnerable Sector (Position) Screening. This requirement must be submitted by July 1 of the year of Admission to the MD program. At the beginning of each subsequent academic year in the MD program, students will be required to sign a criminal record and disclosure form to confirm that there has been no change in the information contained in the police records check.

In the rare instance where an applicant does not receive "all clear" status, the applicant may request a hearing before the Police Records Check Committee. The PRC Committee's decision is final.

Any student who has been convicted of a criminal offence for which he or she has not received a pardon is strongly urged to consult with his or her provincial College of Physicians and Surgeons, as medical graduates with criminal records may not be eligible to receive licensure to practice medicine.

For detailed information on the Police Check policy for the Undergraduate Medicine program please refer to

http://www.schulich.uwo.ca/medicine/undergraduate/docs/policies_statements/statements/1-3-16-Police-Checks.pdf

Admission and Application Policies

The maximum number of places available in first year is 171 with 133 students enrolled in the London Program and 38 students enrolled in the Windsor Program.

Following the final date for application, an applicant may file any supplementary information relevant to the application with the Schulich School of Medicine & Dentistry, The University of Western Ontario, on or before the last day of May in the year following submission of the application.

Applicants may request a review of the decision of the Medicine Admissions Committee, provided that such a request is based upon new and significant information pertinent to the application. This request must be filed with the Schulich School of Medicine & Dentistry, The University of Western Ontario, no later than two weeks after the issue of the original decision. The request should contain information not available to the

applicant prior to the last Wednesday in May in the year following submission of the application. This request will be passed on to the Appeals Committee whose decision is final.

Health Care Improvement in Southwestern Ontario and Indigenous Communities

As a component of its mandate, Schulich Medicine will give special consideration to applicants who have indicated on their OMSAS application that they are from designated communities in Southwestern Ontario (Grey, Bruce, Huron, Perth, Oxford, Middlesex, Lambton, Chatham-Kent, Elgin, **and** Essex, **and** Norfolk Counties) and/or from the Indigenous communities.

The Southwestern Ontario Medical Education Network (SWOMEN) is a partnership of over 40 communities throughout Southwestern Ontario which provides rural/regional medical education and training experience to undergraduate and postgraduate trainees from the Schulich School of Medicine & Dentistry.

The clinical clerkship or third year of the medical program is constituted so that all clerks will be expected to spend time outside of London or Windsor in the **Distributed Education** SWOMEN teaching sites. For those students with a particular interest in community medicine a rural/regional clerkship stream is available. Each year a section of students will complete the majority of the clerkship year in some of the SWOMEN locations. It is important that applicants to the Schulich Medicine MD undergraduate program understand that all students will be mandated to spend at least part of third year away from London or Windsor. There are no exceptions to this policy. By accepting an offer of admission to this program, students are consenting to participate fully in this approach to learning.

The Schulich School of Medicine & Dentistry is committed to increasing the number of First Nations, Métis, and Inuit physicians. It has established the Indigenous Student Affairs and Admissions Committee to increase the enrollment of Indigenous students in Medicine and to provide Indigenous applicants and students with support and counseling to facilitate their success in medical school. Schulich Medicine has designated three seats in each entering class for First Nations, Métis, and Inuit students. Applicants self-identified as Indigenous **persons** and one of Canada's First Peoples who wish to be considered for a designated seat must provide official documents of Indigenous status or proof of ancestral Indigenous origin to OMSAS. Such applicants **are required** **must** **to** submit additional letters of support from Indigenous communities or organizations. Applicants will be assessed on a balanced portfolio which includes academic achievements, MCAT scores, and evidence of long-term involvement in the Indigenous community.

Only in exceptional circumstances will **Indigenous** applicants with a GPA of less than 3.30 or MCAT score below BS 8, PS 8, VR 8, WS 0, be considered for the designated seats. Applicants invited to an interview will be welcomed by an interview panel consisting of an Indigenous physician, Indigenous community member, and senior medical student.

First Nations, Métis, and Inuit applicants and students considering a future career in Medicine are encouraged to contact the Admissions Office at admissions.medicine@schulich.uwo.ca or call 519-661-3744 for further information and counseling.

Combined Programs

1. MD/PhD Program

A maximum of three (3) seats will be set aside each year for applicants to the MD/PhD program. For further information, please visit the MD/PhD Program website at http://www.schulich.uwo.ca/medicine/MD_PhD http://www.schulich.uwo.ca/medicine/undergraduate/research/mdphd_program.html

2. MD/BESc Program

A maximum of three seats are available each year for applicants to the MD/BESc Program who are deemed competitive with the general application pool. Please note only applicants who are pre-registered in the MD/BESc program in the Faculty of Engineering at The University of Western Ontario are eligible for these seats). The combined program is available in conjunction with the Software, Biochemical, Civil, Electrical, Mechanical, and Integrated Engineering programs. For further information, please visit the Special Programs section of the MD Admissions website at http://www.schulich.uwo.ca/admissions/medicine/specialprogramsfaq#FAQ_3

3. Oral and Maxillofacial Surgery/MD/MSc Program

A maximum of one seat will be set aside each year for applicants to the OMFS/MD/MSc program. For details about this program, please visit: <http://www.schulich.uwo.ca/dentistry/oralmaxillofacialsurgery> http://www.schulich.uwo.ca/dentistry/future_students/oral_maxillofacial_surgery.html.

Additional Information for Applicants

1. Co-op Programs and Clinical Placements

All **undergraduate** degree programs that have a co-op or clinical placement component are dealt with on an individual basis. Questions about how this is considered, should be emailed to admissions.medicine@schulich.uwo.ca.

If applicants are enrolled in an Honors-level co-op degree program, their academic course work will be considered as follows:

The two years considered for GPA purposes will be the best two academic years with a full course load (5.0 courses or equivalent). Please note that an “academic year” in this case will consist of the two semesters which combine to complete one of the mandatory “years” of the program (e.g., a student’s third year may consist of courses taken between September-December and May-September, while the student is registered by their university as being a third-year student. Two semesters belonging to different academic years of study will not be considered.

Applicants registered in co-operative programs should submit a separate letter from their Dean or program director that specifies the schedule of their academic and work terms if this information **is not** clear from their transcript. This letter should be sent directly to the Office of Admissions & Student Affairs, Schulich School of Medicine & Dentistry.

2. Graduate Students

~~Graduate students are required to have completed all course requirements for their degree, and their thesis (if required) must be submitted for defense to the examination committee, prior to registration in the medical program. Graduate students must have completed all requirements for their graduate degree. Final transcripts showing that all requirements for their graduate degree have been completed (or a letter attesting to the same) must be received by OMSAS no later than June 30th.~~

Western does not take graduate courses into consideration for the GPA; only undergraduate years are used. Applicants who currently are enrolled in a Masters program are encouraged to make inquiries about the MD/PhD program http://www.schulich.uwo.ca/medicine/MD_PhD.

http://www.schulich.uwo.ca/medicine/undergraduate/research/mdphd_program.html

3. Repeat Courses

Schulich Medicine does not accept repeat courses. If a course is repeated, the course is not counted in the course load for that year, nor is it factored into the GPA calculation for that year. Therefore, if 5.0 courses or equivalent are taken, but one of them is a repeat course, that year will be considered to have less than a full course load and not suitable for GPA calculations.

4. Summer Courses

Summer courses will not be counted in the overall GPA for interview and admission consideration. Summer courses will not be counted as part of the September to April course load.

5. Disability and Admission to Medicine

The Schulich School of Medicine & Dentistry, in accord with the Ontario Human Rights Code and University Policy, is committed to provision of equal access opportunities to all qualified applicants. To fulfill the requirements of the MD degree and to avoid serious risk to the health and safety of patients/clients, students are required to acquire competency in a wide range of knowledge, skills and abilities. Individuals with special needs are advised to contact the Office of Admissions & Student Affairs, Schulich School of Medicine & Dentistry, and to carefully review the “Council of Ontario Faculties of Medicine (COFM) Policy Document: Essential Skills and Abilities Required for the Study of Medicine” at:

<http://www.ouac.on.ca/omsas/omsas-essential.html>

6. Transfer Students

Transfer consideration is restricted to Canadian citizens or Permanent Residents of Canada currently enrolled in a Canadian medical school. Applicants considering transfer must contact the office of Admissions & Student Affairs. **For detailed information on transfer into the undergraduate Medical program please refer to the [Statement on Transfer of Student for Program Studies in UME](#).**

7. Foreign Courses/Grades

Canadian citizens or permanent residents of Canada who have completed their undergraduate-level university education outside of Canada may apply to the Schulich MD program.

Applicants who have completed their undergraduate education outside of Canada and the United States must have their foreign transcripts assessed by World Education Services (WES). By doing so, WES will convert foreign academic credentials into their Canadian educational equivalents. A course-by-course evaluation along with an overall GPA is required. WES evaluations must be sent directly to OMSAS by WES and must be received by the application deadline.

WES will forward the transcript to OMSAS along with their report. A second copy does not need to be sent to OMSAS or Western. To contact WES by telephone, please call 416-972-0070 or toll-free 1-866-343-0070, or visit their website at: www.wes.org/ca.

Applicants who submit false information will be subject to disciplinary action in accordance with UWO policy.

8. Candidates from Accredited Degree-Granting Institutions

Candidates with acceptable standing at accredited degree-granting institutions may be considered for admission provided that the content of studies completed is equivalent in content to the courses offered by Western, and to the requirements of the program to which the student has applied. The University will review other candidates on an individual basis. Admission in all cases is competitive.

Applicants who submit false information will be subject to disciplinary action in accordance with Western policy.

STATEMENT ON POTENTIAL HEALTH RISKS / IMMUNIZATION REQUIREMENTS

Academic Handbook users are advised that a policy **Statement on Potential Health Risks/ Immunization Requirements** has been approved for students in the Schulich School of Medicine & Dentistry. Please see: http://www.uwo.ca/univsec/pdf/academic_policies/admission/healthrisks.pdf

POLICE RECORDS CHECK/VULNERABLE SECTOR SCREENING POLICY¹

All medical students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of the clinical agencies to ensure that medical students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry (SSMD) requires that students provide, as a condition of admission into the MD² program, a current Police Records Check and a Vulnerable Sector (Position) Screening.

The Police Records Check includes an examination of the data base of the Canadian Police Information Centre (CPIC), Royal Canadian Mounted Police (RCMP). An explanation of information searched by the Police Records Check and Vulnerable Sector Screening is listed in the Web site:
<http://www.hamiltonpolice.on.ca/HPS/Services/Records/CriminalRecordsSearch.htm>

The vast majority of applicants will receive a "clear" Police Check indicating that no police record was found for that individual in the jurisdiction(s) surveyed. A small number of applicants may receive a "not clear" Police Check, the reasons for which can vary greatly. The University will review the "not clear" Police Checks and decide whether the information warrants withdrawal of an offer of admission. SSMD will make reasonable efforts to inform potential applicants of the requirement to have a Police Check and that a "not clear" Police Check may result in withdrawal of an offer of admission. Applicants who submit false information may be subject to scholastic discipline, including suspension or expulsion from the University.

Process

Upon Receiving an Offer of Admission

1. All applicants who receive an offer of admission into the MD program at SSMD will provide results of a Police Check, conducted at their expense, before they will be permitted to register in the program.

Action Taken When There is a "Not Clear" Police Check

2. The Associate Dean for Admissions & Student Affairs shall appoint three faculty members to a Police Check Review (PCR) Committee. Members of the Police Check Review Committee shall be familiar with the licensing standards of the College of Physicians and Surgeons of Ontario (CPSO) and the relevant policies of the hospitals and other clinical teaching sites. Appointed members shall NOT be current members of the Admissions Committee.
3. In the event an applicant who receives an offer of admission receives a "not clear" Police Check, the file of the applicant will be referred to the PCR Committee for review.

Rules of Procedure for the Police Check Review (PCR) Committee

4. The PCR Committee may decide, upon initial review of the file, that the offer of admission should not be withdrawn or deferred on the basis of the police check. However, if it does not so decide, it will invite the applicant to appear before the Committee to discuss the results of the police check. The PCR Committee meeting may proceed in the absence of the applicant.
5. The applicant may invite a single person to accompany him/her for support at this meeting; however, the PCR Committee will hear from and conduct the discussion with the applicant only.
6. In addition to appearing before the Committee, the applicant may make submissions in writing.
7. Provided there is no additional relevant information to be considered, the PCR Committee will make a decision within 3 working days of the meeting. If there is additional relevant information, the applicant will be given an opportunity to respond to it in writing before the Committee makes its decision.

¹ Derived from the Council of Ontario Faculties of Medicine (COFM) Police Records Check Policy Document (2006). The purpose of this document is to identify guiding principles that will assist each medical school in developing its own policies related to police checks.

² For the purpose of this policy, MD program refers to Undergraduate Medical program and its joint programs.

8. The PCR Committee may make the following decisions:
 - that the offer of admission should not be withdrawn or deferred;
 - that the offer of admission be withdrawn;
 - that the offer of admission be deferred for up to one year pending the outcome of any ongoing legal processes related to matters contained in the police check report.
9. Prior to making a decision, the PCR Committee will take into consideration such factors as the following:
 - the relevance of the offence or charge to an applicant's enrolment in or completion of the program;
 - the date of the conviction;
 - the seriousness of the charge or conviction;
 - the applicant's/student's full and open disclosure of information during the admission process or subsequently; and
 - efforts at rehabilitation.
- The Committee may consult, if necessary, with the London Hospitals' Medical Affairs Office and CPSO.
The PCR will also give due consideration to the situation of students who are Canadian Permanent Residents, and who may have police checks emanating from non-Canadian sources.
10. The decision of the PCR to withdraw an offer of admission or require that an offer of admission be deferred is final.
11. The PCR Committee may allow an applicant to be admitted despite a "not clear" Police Records Check. However, clinical agencies will be informed of the "not clear" check and will have the right not to accept the student for clinical placements. Students denied placement by an agency on the grounds of a "not clear" Police Records Check may not be able to complete their clinical placement, potentially jeopardizing their progress in the program. If the clinical placement is a mandatory component of the student's program, the student will not be able to complete the requirements of the program.
12. Students registered in the MD program may be required to update the status of their Police Records Check on an annual basis.
13. Submission of false or misleading information or withholding of information will result in the withdrawal of an offer of admission to the MD program, and scholastic offence proceedings.

Information for Students – Process to Obtain a Police Check

The Police Records Check and Vulnerable Sector Screening can be obtained, at the applicant's expense, from the local police service. (Those residing in London will find application details from the Web site: http://police.london.ca/d.aspx?s=/Services/Background_Checks/default.htm). Police services suggest that applicants request two original copies – one for submission to the School and one to keep for their own records. Additional information about a Canadian Police Information Centre check can be found at www.rcmp-grc.gc.ca. Processing time for the application may take up to six weeks. Applicants receiving an offer of admission from Schulich Medicine must submit copies of their current Police Records Check and Vulnerable Sector Screening to the Office of Admissions & Student Affairs no later than August 15.

Admission - Dentistry

Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

ADMISSION REQUIREMENTS

Admission to Dentistry is based on academic ability and personal qualities, as evidenced by scholastic records, aptitude test results, autobiographical sketch and presentation at interview. Because facilities for preclinical and clinical instruction are limited, it is necessary to restrict enrolment to applicants who are best qualified to meet the mental and physical demands of the curriculum, and are most likely to successfully complete the full course of study. The presentation of the minimum requirements for admission will not assure guaranteed acceptance.

Internationally-trained dentists are not eligible to apply or enter into the 4-year Doctor of Dental Surgery (DDS) Program.

For more detailed information on all of the below Admission Requirements, visit the [DDS Admission webpage](#).

Competitiveness

In order to be considered, candidates must have achieved at least 80% or higher in two undergraduate level years by the end of the academic year prior to application. Past class statistics have indicated that most successful applicants have a mid to high 80s average over their two most competitive years. Although primary consideration will be given to the most competitive two academic years and the DAT scores, overall academic performance (consistency, trend) and graduate education can also be used as selection criteria.

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

Applicants are ranked on a compiled score representing academics, DAT score, and interview. The quality of the applicant pool in which one is considered for entry could raise the minimum academic competitive level, and will determine the minimum DAT score.

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

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

Scholastic Records

To be eligible for admission to Dentistry, applicants must

be in the final year of, or have successfully completed, an undergraduate degree program leading to a four-year undergraduate degree at a recognized university. Applicants in this category are advised that the following courses are mandatory: at least 0.5 laboratory course in organic chemistry and at least 0.5 course in biochemistry, and 1.0 course in human or mammalian

physiology. It is to their advantage to have successfully completed 1.0 laboratory course in biology, chemistry and physics.

OR

be in the final year of, or have successfully completed, a graduate degree program at a recognized university. Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30th of the year of entry. It will be the students' responsibility to assure confirmation by their Faculty of Graduate Studies no later than June 30th that all requirements for the degree have been met. No deferred admission will be granted. Applicants in this category are advised that the following courses are mandatory: at least 0.5 laboratory course in organic chemistry, at least 0.5 course in biochemistry, and 1.0 course in human or mammalian physiology. It is to their advantage to have successfully completed 1.0 laboratory course in biology, chemistry, and physics.

Dental Aptitude Test Results

The Canadian Dental Aptitude Test (DAT), administered by the Canadian Dental Association (CDA), taken within two years prior to the December 1 application deadline is a requirement for admission. The DAT is conducted on two occasions each academic year: February and November. Scores must come directly from the CDA to Schulich Dentistry to be considered valid. Schulich Dentistry utilizes the results of the last test written in the eligible time period.

Please note: only Dental Aptitude Tests incorporating the reading comprehension section fulfill Schulich Dentistry admissions requirements. It is this sectional score that is used in the decision concerning invitations for interview. For the past several years, a score of 18/30 or higher has been required in combination with competitive academic grades in applicants' two most competitive years. This minimum score on the DAT is subject to change depending on the quality of the applicant pool in the given cycle.

Schulich Dentistry uses the Academic Average in its final selection process. This score is based on the scores achieved in the Reading Comprehension, Biology and Chemistry sections of the test.

Specific information and registration materials concerning the Canadian DAT are available on-line on the Canadian Dental Association website

For Canadian and international students residing outside Canada, the results of the American Dental Association (ADA) Test (DAT) will be treated as equivalent to the results of the CDA DAT if the applicant has not been in Canada to write the CDA DAT in the two years prior to the application deadline. For information and application forms visit the American Dental Association's website. DAT transcripts are kept on file for the duration of their eligibility.

Autobiographical Sketch & Personal Statement

Students are required to submit an autobiographical sketch & personal statement to identify and expand on academic and non-academic strengths, achievements, significant successes and disadvantages.

Interview

Selected applicants will be invited to attend a personal interview in order to be considered for admission. Interview invitations are based on an assessment of undergraduate academic achievement and the DAT Reading Comprehension sectional score. Interviews are usually held during a weekend in March or April each year. Applicants will be interviewed by a panel of three, consisting of a dentist, a senior dental student and a community member.

English Language Proficiency

All students must satisfy Western's requirements for proficiency in English. Students whose mother tongue (first language) is not English may be required to write the Test of English as a Foreign Language (TOEFL), and the Test of Written English (TWE), or equivalent. Additional information on this can be found on the International Applicants webpage.

Police Record Check and Vulnerable Sector Screening

All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the DDS and ITD programs, a current Police Records check and a Vulnerable Sector (Position) Screening.

Dental Clinician Scientist Program

Deferred Admission to the undergraduate dental program may be offered to candidates who are accepted to a dentally-oriented graduate program leading to a PhD degree, at the commencement of that graduate program, following a determination of acceptability by the School of Graduate and Postdoctoral Studies and Schulich Dentistry. For more information, please visit the DCS webpage or contact the Admissions Coordinator at 519-661-3744.

Policy on Admission to Second Year

These regulations apply to students currently enrolled in approved undergraduate dental programs.

1. Admission beyond the second dental year is not permitted and admission to second dental year will be considered only if a vacancy exists for that year.
2. Applicants must be Canadian citizens or permanent residents of Canada.
3. All students applying for admission to Dentistry whose mother tongue (first language) is not the English language will be required to prove their understanding of the English language. See "Proof of English Proficiency" in the Admission Requirements section.
4. Applicants to second dental year are not required to take the Dental Aptitude Test administered by the Canadian Dental Association.
5. Applicants who have been required to withdraw by a dental school for academic or other reasons will usually be ineligible for admission to second year.
6. Applicants to second year must satisfy the general admission requirements of Western and/or the transfer regulations adopted by Senate.
7. Applicants may be required to be present for an interview and/or submit letters of reference.
8. Graduates of non-accredited dental programs should consider taking the Internationally Trained Dentists Program.

APPLICATION FOR ADMISSION

Application to First Year Dentistry

Application for admission to first year must be made by completing the official on-line application form available in early October on the admissions page of the school website, www.schulich.uwo.ca/dentistry/ddsadmissions. The application deadline is **December 1** for entry the following September.

For further information, please contact the Admissions Coordinator by Phone: 519-661-3744, by Fax: 519-850-2360, or by Email: admissions.dentistry@schulich.uwo.ca

Original supporting documents must be received no later than December 1. Academic documents not ordered through the on-line application form should be mailed to: Office of the Registrar, Professional Admissions - Dentistry, Room 3140, Western Student Services Building, Western University, London, Ontario N6A 5B8.

All applicants must:

- Submit to OUAC a completed on-line application form. The link to the application form is posted in early October on the Schulich Dentistry admissions page. The competition is open until the end of the deadline day – December 1. An Autobiographical Sketch and other supplemental information will be required as part of the application process.
- Arrange for the DAT official scores to be sent to Schulich Dentistry directly. (The Canadian Dental Association sends transcripts of applicants who have indicated they wish Schulich Dentistry to receive their scores at the time of the writing of the last eligible DAT for the current application cycle.)
- Arrange for any required documents (e.g. transcripts not available electronically, TOEFL, etc.) to be sent to the Registrar's Office – Professional Admissions.

Academic Documentation

Official transcripts from EACH university, college or other post-secondary institution applicants have attended are required by the December 1 deadline. For those applicants currently enrolled in undergraduate studies, an official final transcript indicating degree conferred must be sent directly to Professional Admissions – Dentistry by June 30 of the year of entry.

Western students are not required to submit transcripts of their academic record at Western. However, we require official transcripts of all other post-secondary institutions attended. If applying from an Ontario University, students must request all transcripts through the Transcript Request section provided in the online application process. For those applicants who are not applying from an Ontario University, please request that all transcripts, in support of your application, be sent directly to Professional Admissions – Dentistry.

Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 20. No extension of this deadline or deferral of admission will be granted.

Applicants are responsible for ensuring that transcripts are forwarded by the applicable Registrar(s) in time to meet the deadline date, and to notify Western's Professional Admissions office of any subsequent mark revisions on the transcript (this includes Western students).

If reapplying, please note that documents are not retained from year to year. Consequently, all required admissions documents will need to be resubmitted with each application.

Additional Documentation (if applicable)

- Applicants submitting academic documentation from outside Canada must provide official transcripts AND official detailed course outlines for any prerequisites.
- Proof of permanent resident status, in the form of a photocopy of the front and back of Permanent Resident card, is required. Canadian citizens do not need to submit proof of citizenship.
- If name change documents are required, a formal request will be sent.
- Proof of proficiency in English for applicants whose first language is not English.

It is the applicant's responsibility to ensure that the necessary transcripts or reports have been received by the Registrar's Office no later than the December 1 application deadline.

Application to Second Year

Application for admission to second year (advanced standing) must be made by completing the official application form accessible from the Second Year Transfer page of the admissions page of the Schulich Dentistry Admissions website: www.schulich.uwo.ca/dentistry/ddsadmissions

The application deadline for transfer into the program at the second year level is July 1 for entry in September of the same year.

Admission via transfer into the second year at Schulich Dentistry can be considered only if a vacancy exists for that year (spaces sometimes become available due to attrition). Admission beyond the second year of the DDS program is not permitted.

All transfer applicants must submit the following to the Dentistry Admissions office:

- A completed application form and accompanying application fee
- Official transcripts from each university, college or other post-secondary institution currently/Previously attended (including Dental program currently enrolled in)
- Copies of course synopses of previous dental courses taken
- All applicable additional documentation

For further information, please contact the Admissions Coordinator by phone: 519-661-3744, by fax: 519-850-2360, or by email: admissions.dentistry@schulich.uwo.ca.

ADMISSIONS APPEAL PROCEDURE

A first year applicant may request a review of the decision of the Admissions Committee, provided that such a request is based upon significant new information relating to the academic record and not previously available to the Admissions Committee. This request must be filed with the Schulich School of Medicine & Dentistry Admissions Office, no later than two weeks after the issuance of the original decision. A committee comprising of the Associate Dean, Admissions, Schulich School of Medicine & Dentistry; Assistant Director Academics, Associate Dean, Learner Equity & Wellness and Chair of Dentistry Admissions Committee will adjudicate the appeal and the decision of this committee will be final.

No appeal mechanism exists for applicants to second year.

THE DDS PROGRAM FOR INTERNATIONALLY TRAINED DENTISTS (ITD)

Admission Requirements

Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

Application to the DDS ITD Program is considered to be an application to the Schulich Dentistry Prior Learning Assessment (PLA). Application must be made by completing and submitting the online Application Form available on the DDS ITD Program website. The non-refundable application fee and supporting documents must be mailed to the Schulich Dentistry Director's Office.

All requests for information concerning the DDS ITD Program should be directed to the Program Co-Coordinator at the School of Dentistry. For more information, please see the ITD Program website.

Eligibility Requirements

To be eligible for admission to the DDS ITD Program, candidates:

- (a) Must have graduated from a minimum four-year University dental program which is not recognized by the Commission on Dental Accreditation of Canada (CDAC).
- (b) Candidates must have Permanent Resident Status or Canadian Citizenship.
- (c) Must have completed the National Dental Examining Board of Canada (NDEB) Assessment of Fundamental Knowledge (see <http://www.ndeb.ca/>) before the application deadline.
- (d) Must have taken the TOEFL/IELTS English proficiency test within the last two years. See the English Language Proficiency section below.
- (e) Must submit a completed online application form, and send in all supporting documents as indicated on the [ITD Program website](#), including the application fee, postmarked no later than the posted deadline date.
- (f) Must have proof of name change if submitting documents in a name other than is shown on the application form.

English Language Proficiency

Proof of English proficiency can be achieved in one of the following ways:

The Test of English as a Foreign Language (TOEFL). See the [ITD Program](#) website for minimum required scores.

OR

The International English Language Testing Service (IELTS). See the ITD Program website for minimum required scores.

OR

Successful completion of four (4) years of full-time Canadian high school education in English. (Notarized transcripts must be submitted.)

It is the responsibility of the applicant to submit proof of English proficiency, as stated above, to the ITD Program Office.

Admission

Applicants who have been required to withdraw by a dental school for academic or other reasons will normally be ineligible for admission to the DDS ITD Program.

Upon acceptance to the DDS ITD Program, the applicant MUST obtain a credential evaluation of degrees and diplomas (Document-by-Document Report) through World Education Services (WES). WES can be contacted at 1-866-343-0700, or see www.wes.org/ca for more information. If candidates are unable to have credentials validated to the satisfaction of the Schulich School of Medicine & Dentistry, the offer of admission will be withdrawn.

Candidates accepted into the DDS ITD Program and intending to register are required to submit a non-refundable deposit.

All DDS ITD Program students must submit evidence of immunization, as described in the ***Statement on Potential Health Risks/Immunization Requirements*** in the Western University Academic Calendar.

All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the DDS and DDS ITD programs, a current Police Records Check and Vulnerable Sector (Position) Screening.

Each student is required to maintain a valid certificate in Basic Cardiac Life Support (CPR_HCP) & First Aid throughout the two years of the program.

Tuition fees for the ITD Program vary from year to year. Current fees can be found on the Office of the Registrar website at <http://www.registrar.uwo.ca/>.

PRIOR LEARNING ASSESSMENT (PLA)

The admission process also involves the completion of a two-day Schulich Dentistry Prior Learning Assessment (PLA). The top 100 applicants, as determined by the ITD Program Committee, will be invited to this assessment. The applicants are selected based on the results of the English language test scores and the NDEB Assessment of Fundamental Knowledge results. Applicants meeting the minimum admission requirements are not guaranteed an invitation to the PLA. Interviews will be held following the PLA for the highest-ranked applicants. The purpose of the PLA is to ensure that applicants are at the same knowledge level and skill as the DDS students entering their third year of the DDS Program. The decision of the School of Dentistry concerning admission to the DDS ITD Program is final. No appeal mechanism exists.

Progression Requirements - Dentistry

DENTISTRY

Doctor of Dental Surgery (DDS)

Time Limitation for Completion of Program

The four-year program of studies leading to the degree of Doctor of Dental Surgery (DDS) must be completed in no more than five consecutive full years (sixty months) from the date of initial registration in the Faculty of Dentistry. A student who fails to complete the program in five years must withdraw from the School of Dentistry.

In the event that students fail to complete satisfactorily his/her course of study within the stipulated period of five years, it would be under only extenuating circumstances that readmission would be granted and this only after an application for readmission had been approved by the Director of Dentistry.

Progression without Condition

To complete a year's work and be permitted to register in the succeeding year of the dental program, a student must:

- a) Satisfactorily complete the prescribed assignments for both credit and non-credit courses;
- b) Obtain at least a Pass level (60%) of performance in each credit course.

Notes:

- i) A course shall be defined as a discrete division of a general subject and is characterized by specific instruction and by examination specific to the said course. Where a general subject is not divided into discrete divisions it shall, for the purpose of these regulations, be considered a course.
- ii) In each course, the ratio of term grades to final examination grades is determined by the teaching staff of the department concerned.

A student who obtains an average at the Honors level (80%) in a year's work is considered to have passed that year with Honors.

Eligibility for Awards

Students in the Faculty of Dentistry are required to achieve a passing grade without benefit of supplemental examination(s) in all courses of the academic year, to be eligible for Professional Awards (excluding Scholarships and Bursaries) in that year.

Conditional Progression

A student may be given permission by the Director of Dentistry to progress or continue in the dental program with conditions as noted below:

First and Second Years

A first or second year student who fails either the written and/or preclinical laboratory component(s) of a course, may be granted permission to write a supplemental examination in either or both components of that course, provided the student's overall average in all courses taken that year is at least 65%.

Third and Fourth Years

A third or fourth year student who fails the written component of a course, may be granted a supplemental examination in that component, provided his/her overall average in the written components of all courses taken that year is at least 65%.

If, by the end of the academic year, a student in third or fourth year has not completed all clinical cases, requirements and other assignments prescribed in a clinical component of a course, but has an overall passing grade in those activities that have been done, the Clinical Division may recommend that a grade of 'Incomplete' be given. The recommendation will include:

- 1) The type and extent of the work to be completed;
- 2) The date on which it must be completed;
- 3) The name of the Division who will evaluate the student's work;
- 4) The date by which the final grade will be forwarded to the Registrar's Office;

No supplemental examinations will be permitted in the clinical component of third or fourth year courses 5320 and 5420. If, by the end of the academic year, a student in third or fourth year has a failing grade in a clinical discipline within 5320/5420, that student shall be given a grade of "Fail" in 5320/5420.

Unsatisfactory Standing

A student shall be considered to have failed the year if the student attains:

1. Less than a Pass level of performance (60%) in one or more courses or components of courses where supplemental examination(s) are not granted,
2. Less than a Pass level of performance (60%) in a supplemental examination.

Readmission

A student who fails to complete the program in five years will be required to withdraw from the dental program and will not normally be readmitted. Readmission to the dental program following withdrawal for unsatisfactory standing is subject to the following conditions:

1. A student may be permitted to repeat that year. Permission to repeat first year is seldom given and then only under extenuating circumstances. Permission to repeat one of the subsequent years is normally given but is subject to a vacancy being available in the year to be repeated.
2. Applications for readmission must be submitted in writing to the Director of Dentistry on or before August 15 of the year in which readmission is being sought.
3. A student who is granted permission to repeat a year is required to repeat all courses of the failed year that have a clinical component, regardless of the achievement level. All prescribed work must be completed satisfactorily or the student will be required to withdraw from the Faculty of Dentistry. Supplemental examination privileges are not normally extended to students repeating a year.

A student who voluntarily withdraws from a specific year of instruction before the end of the Fall-Term may apply for readmission to the Director of Dentistry by July 1 next following. In such event, the year from which the student withdrew would not be counted within the sixty-month period allowed to complete the program.

Reports

At the end of each academic year, a report will be mailed by the Office of the Registrar's Office to each student showing the numerical (percentage) grade achieved in each course. The key to grades is:

| <u>Mark</u> | <u>Grade</u> | <u>Performance</u> |
|--------------|--------------|---|
| 80-100 | A | Honors |
| 70-79 | B | Pass |
| 60-69 | C | Pass |
| 59 and below | F | Fail |
| SRP | -- | Supplemental Examination/Remedial Work passed |
| IPR | -- | In Progress |
| INC | -- | Incomplete |

Reports will also show quartile standing (an indication of class ranking).

THE DDS PROGRAM FOR INTERNATIONALLY TRAINED DENTISTS (ITD)

Time Limitation for Completion of Program

The two-year program of studies leading to the degree of Doctor of Dental Surgery (DDS) must be completed in no more than three consecutive years (thirty-six months) from date of the initial registration. A student who fails to complete the program in three years must withdraw from the School.

In the event that the student fails to complete their course of study satisfactorily within the stipulated period of three years, it would be only under extenuating circumstances that readmission would be granted and this only after an application for readmission had been approved by the Director of Dentistry.

Non-Credit Courses

In addition to the credit courses, students are required to attend the non-credit courses.

Progression Without Condition

To complete a year's work and be permitted to register in the succeeding year of the DDS ITD dental program, a student must:

1. satisfactorily complete the prescribed assignments for both credit and non-credit courses, and
2. obtain at least a Pass level of performance (60%) in each credit course

Notes:

- i. A course shall be defined as a discrete division of a general subject and is characterized by specific instruction and by examination specific to the said course. Where a general subject is not divided into discrete divisions it shall, for the purpose of these regulations, be considered a course.
- ii. In each course, the ratio of term grades to final examination grades is determined by the teaching staff of the department concerned.

A student who obtains an average at the Honors level (80%) in a year's work is considered to have passed that year with Honors.

Eligibility for Awards

Students in Dentistry are required to achieve a passing grade without benefit of supplemental examinations(s) in all courses of the academic year, to be eligible for Professional Awards (excluding Scholarships and Bursaries) in that year.

Conditional Progression

A student may be given permission by the Dentistry Council to progress or continue in the DDS ITD Program with conditions as noted below:

First (ITD1) and Second (ITD2) Years

A first year (ITD1) or second year (ITD2) student who fails the written component of a course may be granted a supplemental examination in that component provided that the student's overall average in the written components of all courses taken that year is at least 65%.

If, by the end of the academic year, a student in the first or second year of the program has not completed all clinical cases, requirements, and other assignments prescribed in a clinical component of a course, but has an overall passing grade in those activities that have been done, the Clinical Division may recommend that a grade of "Incomplete" be given. The recommendation will include:

1. the type and extent of the work to be completed;
2. the date on which it must be completed;
3. the name of the Division that will evaluate the student's work;
4. the date by which the final grade will be forwarded to the Registrar's Office.

No supplemental examinations will be permitted in the clinical components of second or third year courses, 5320 and 5420. If, by the end of the academic year, a student in first or second year has a failing grade in a clinical discipline within 5320/5420, that student shall be given a grade of "Fail" in 5320/5420.

Unsatisfactory Standing

A student shall be considered to have failed the year if the student attains:

1. less than a Pass level of performance (60%) in one or more courses or components of courses where supplemental examination(s) are not granted,
2. less than a Pass level of performance (60%) in a supplemental examination.

Readmission

A student who fails to complete the program in three years will be required to withdraw from the DDS ITD Program and will not normally be readmitted. Readmission to the DDS ITD Program following withdrawal for unsatisfactory academic standing is subject to the following conditions:

1. A student may be permitted to repeat that year, subject to a vacancy being available in the year to be repeated.
2. Applications for readmission must be submitted in writing to the Director of Dentistry on or before August 15 of the year in which readmission is being sought.
3. A student who is granted permission to repeat a year is required to repeat all courses of that year, regardless of the achievement level. All prescribed work must be completed satisfactorily or the student will be required to withdraw from Dentistry. Supplemental examination privileges are not normally extended to students repeating a year.

A student who voluntarily withdraws from the first year (ITD1) of instruction before the end of the Fall-Term may apply for admission to the Director of Dentistry by April 1 next following. A student who voluntarily withdraws from the second year (ITD2) of instruction before the end of the Fall-Term may apply for admission to the Director of Dentistry by July 1 next following. In any such an event, the year from which the student withdrew would not be counted within the thirty-six month period allowed to complete the program.

Reports

At the end of each academic year, a report will available from the Registrar's Office to each student indicating the numerical (percentage) grade achieved in each course. The key to grades is:

| Mark | Grade | Performance |
|--------------|-------|------------------------------|
| 80-100 | A | Honors |
| 70-79 | B | Pass |
| 60-69 | C | Pass |
| 59 and below | F | Fail |
| SRP | -- | Supplemental Remedial Passed |
| IPR | -- | In Progress |
| INC | -- | Incomplete |

Reports will show quartile standing (an indication of class ranking).

Exemption from Courses: No exemptions from courses will be permitted to students registered in the ITD Program.

Dean's Honor List

To be named to the Dean's Honor List, students in Dentistry must complete a full year's work as defined by the program and achieve an average of 80% or have a special recommendation of the Director.

Note: Students who have sat supplemental examinations are not eligible to be ranked to the Dean's Honors List.

Graduation Requirements

1. A student who successfully completes the work of the second year of the ITD program shall be recommended for graduation.
2. A student who passes each year of the ITD program with honors shall be graduated *With Distinction*.

Collaborative Graduate Program - GLOBAL HEALTH SYSTEMS IN AFRICA (GHS-A)

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

The Collaborative Graduate Program in Global Health Systems in Africa (GHS-A) brings together the vast number of experts from across the Western community whose teaching and research are in and on Africa. Due to the many strong, successful, and ongoing research and professional partnerships that Western faculty have with African Institutions that investigate the extensive and life threatening issues facing the African continent, we chose to focus on Africa but to also draw connections to all areas of the world, in our consideration of broader Global Health issues.

This Collaborative Graduate Program in GHS-A will connect different disciplines at Western and encourage transdisciplinary collaboration between the diverse and successful Western champions in a systems approach to global health in Africa, as well as with communities in Canada and in African communities. Here, ideas can cross discipline borders, encouraging new ideas to form and creating a global impact of local solutions. This will allow Western to become deeply embedded in local and global communities, which have important knowledge and on-the-ground resources to complement our researchers and professionals and together, will drive discovery and solutions. We seek to encourage knowledge generation that can lead to action and change.

Transdisciplinary approaches to solving some of the most complex problems facing society is based on integration of multiple disciplines and the active participation of stakeholders representing different societal sectors in the processes of problem definition, knowledge generation, knowledge translation to science/engineering solutions or policy and management outcomes, and knowledge dissemination (Goring et al. 2013; Amgelstam et al. 2014). Those involved in transdisciplinary teams contribute their unique expertise, but work together to create “new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem.” (<http://www.hsph.harvard.edu/trec/about-us/definitions/>). Transdisciplinary approaches to problem solving combined with translational and transformative activities, provide the foundation for a “systems” approach to African global health, which is critical to address global health issues and concerns in a productive, effective and sustainable manner.

The collaborative program in GHS-A encourages innovation. This is a requirement in order to develop pioneering and real-world solutions to the extensive, life threatening and disproportionate issues facing the African continent. Our transdisciplinary, knowledge-to-action, systems approach to solving the world’s most pressing problems is founded on innovative methods, on supporting world-class thinkers, on using state-of-the art facilities and on disseminating information in accessible and suitable ways. With our strong and thriving partnerships with African institutions and our innovative approach, we can create solutions to the world’s most pressing problems.

The program’s core faculty members are an interdisciplinary group drawn from faculties across campus (Arts and Humanities, Don Wright Faculty of Music, Engineering, Information and Media Studies, Health Sciences, Ivey School of Business, Schulich School of Medicine and Dentistry, Science and Social Sciences).

The Collaborative Graduate Program in GHS-A is a logical extension of the Africa Institute, whose purpose is to be a transdisciplinary entity where members are building sustainable collaborations and partnerships with Africans in order to address some of the most pressing issues facing the world. Since its new leadership in May 2014 (Dr. Irena Creed), the Africa Institute is in the process of launching three new programs focused in African Studies: an undergraduate minor in African Studies, a Professional Masters in a GHS-A and the proposed Collaborative Graduate Program in GHS-A.

The objective of the Collaborative Graduate Program in GHS-A is to provide a transdisciplinary, “systems approach” to training graduate students (in both research-based and professional programs) to become global leaders with experience in one of the most challenging, complex areas of the world. Students will explore thematic areas inspired by the upcoming 2015-2030 United Nations (UN) Sustainable Development Goals (SDGs) where Western University has established strengths: 1) Poverty Reduction; 2) Maternal and Newborn Child Health; 3) HIV/AIDS/TB/Malaria and other infectious diseases; 4) Environment and Sustainability; and 5) Food and Nutrition.

The Collaborative Graduate Program in GHS-A will leverage and strengthen existing Western research and professional programs and African partnerships that are currently conducting internationally renowned work in the priority areas identified by the Africa Institute, which are intended to be both inclusive and representative of the “best” of Western led initiatives in Africa.

The Collaborative Graduate Program in GHS-A will train students to become global citizens with experience in one of the most challenging, complex areas of the world. The program will augment the specific training received in the student’s home department by providing specialized training in a transdisciplinary, systems approach to global health in Africa. The transdisciplinary nature of this program is reflected in the complex problems that will be tackled in the graduate courses that have been created specifically for this program (and the related Professional Masters in Management of Applied Sciences in GHS-A). The combination of solid disciplinary training with advanced interdisciplinary training provides students with the tools necessary to better understand and conduct research and to develop professional skills in GHS-A.

The Collaborative Graduate Program in GHS-A will be open to research-based graduate students and graduate students in relevant professional degrees in participating graduate programs on campus. Students enrolled in the program will upon graduation, receive a notation on their degree indicating completion of both the disciplinary based and collaborative program (e.g., “Collaborative degree in (FILL IN) and GHS-Africa).

We anticipate the following two categories of students will participate in the Collaborative degree in GHS-A.

- 1- *Master's Students (e.g., MSc, MScN)*
- 2- *Doctoral Students*

Students must:

- Register in and meet the requirements of their home programs over the course of their Masters or Doctoral degrees
- All students take the core course (on top of the requirements needed for their home degree): Foundations and Case Studies of Global Health in Africa (0.5 FCE)
- Doctoral students choose another 1.0 FCE from our GHS-A courses (Doctoral students can negotiate with their home department whether these credits count towards their home degree)

Goals and Objectives of the Program in relation to the Graduate Degree Level Expectations

Learning outcomes for the GHS-A program are supplemental to those of the students' home or disciplinary program. Consequently, students will be expected to meet the learning outcomes of the GHS-A program as well as those of their home program, providing them with an enriched learning experience.

Masters:

The Masters level Collaborative Graduate Program in GHS-A provides a program of advanced study and research through frequent interaction with faculty who specialize in a systems approach to global health in Africa; interaction among peers; participation in the community of scholars in colloquia, seminars and conferences; and opportunities for advanced students to present their own research at regional, national, and international conferences. Research entails the critical analysis of current knowledge and the creation of new knowledge research components, through research papers, to develop the student's analytic and interpretive skills.

Masters level learning objectives:

a) Depth and Breadth of Knowledge: Students will become familiar with literature and current research in the field of GHS-A through an advanced core course, in which they will be guided by expert faculty members at Western who are actively researching and publishing in the field. The core course will serve to build a community of scholars, facilitating frequent interaction with faculty, and the interchange of ideas with, and interaction among, peers. In this course, students will also be exposed to scholars from around the world who will come to speak, or participate in electronically. This will provide them with a community of like-minded scholars.

Intended learning outcome: Students will engage in critical thinking and writing about the core questions that underlie scholarship in the field of GHS-A through class discussions (for participation marks) and the preparation and presentation of critical reflection papers. The critical reflection papers will be focused on "case studies" presented by participating research leaders on campus, and students will prepare for these case studies by reading and synthesizing research articles, and write critical reflection papers based on the research articles that will be evaluated by the visiting researcher leader. Each student will have a turn at introducing the research leaders and their topic to the class. The critical reflection papers will develop the student's analytic and interpretive skills, and the introduction of the research leaders/topics to the class will develop the student's presentation skills. Students will also conduct team based research projects that will be presented to the class on an emerging topic in Global Health Systems in Africa. Students will gain depth through thesis project or professional classes, and breadth through the Foundations of GHS-A course.

b) Research and Scholarship: Students will carry out individual reflections and team-based projects for the core course. The reflections and projects will require the critical analysis of current knowledge and the creation of new knowledge, and the student's work will be presented in class, during the Africa Institute's brown-bag discussion groups, and in public forums (e.g., Annual Western/African Collaboration Day held during Western's International Week). Some students will also be selected as interns to assist in the development and conduct of research projects carried out by faculty members affiliated with the Africa Institute. It must be noted that these opportunities exist because of the active research programs of the faculty members affiliated with the Africa Institute.

Intended learning outcome: Students will be guided in preparing independent research and scholarship, and well as in professional skills through mentoring and supervision by faculty members in the form of critical reflections of case studies of GHS-A, synthetic coverage of emerging topics on GHS-A, and if applicable, in their thesis project or clinical placements.

c) Level of Application of Knowledge: Some students may be selected as teaching assistants for the three undergraduate courses to be taught as components of the Minor in African Studies (approval for this Minor pending). This will be determined by allocations made within the student's home department or faculty. Other students will have opportunities to convey their specialized knowledge through presentations to, for example, in the Western/African Collaboration Day and in brown bag seminars — all on a required basis.

Intended learning outcome: Some students will receive training as teaching assistants, and will gain teaching skills through delivery of tutorials to undergraduate students. Students will have the opportunity for knowledge mobilization through presentations of both their thesis work where applicable and a

capstone presentation in the Foundations of GHS-A course where they will apply the theory and practice of GHS-A to an identified issue.

d) Professional Capacity / Autonomy: Students will work toward their own research goals, mentored and formally supervised by “academic experts” in the area of GHS-A, to develop their own ideas, and to present those ideas in the form of conference papers and Western/African Collaboration Day presentations.

Intended learning outcome: Students will be trained to translate their scholarship into both the classroom and the academic fora. Students will contribute in an informal seminar for graduate students to present their work during a brown bag seminar and a formal, public Western/African Collaboration Day where all GHS-A students will participate.

e) Level of Communication Skills: As part of the core course, students will complete a series of reflections and projects that provide critical analyses of current knowledge and the creation of new knowledge. In addition to the core course, they also have the opportunity to participate in the Western/African Collaboration Day, brown-bag discussion groups, and public meeting and conferences, thereby providing them with experience in communicating to a broad diversity of audiences.

Intended learning outcome: Students will develop rigorous writing and research skills to assist them in developing and disseminating their own ideas. These skills will be developed with both a disciplinary focus (from their thesis or professional program) and lay academic audiences (through the interdisciplinary GHS-A component).

f) Awareness of Limits of Knowledge: Students will undertake a program of advanced study and research in the area of GHS-A.

Intended learning outcome: Students will be exposed to the breadth and expanse of transdisciplinary scholarship in the area of GHS-A and learn how their knowledge fits within the broader context of GHS-A research and scholarship.

Doctoral level:

The Doctoral Collaborative Graduate Program provides a program of advanced study and independent research that culminates in a thesis. Students frequently interact with faculty who are specialists in GHS-A; interact with their peers; participate in the community of scholars in colloquia, seminars and conferences; and take advantage of opportunities to present their own research at regional, national, and international conferences. Research entails the critical analysis of current knowledge and the creation of new knowledge research components, through research papers, to develop the student's analytic and interpretive skills.

Doctoral level learning objectives:

a) Depth and Breadth of Knowledge: Students will become familiar with literature and current research in the area of GHS-A through an advanced core course, in which they will be guided by expert faculty members who are actively researching and publishing in the field. The core course will serve to build a community of scholars, facilitating frequent interaction with faculty, and the interchange of ideas with and interaction among peers. The completion of two additional courses in GHS-A will further strengthen their analytic and interpretive skills.

Intended learning outcome: Students will demonstrate thorough understanding of a substantial body of knowledge in GHS-A by engaging in thinking and writing about the core questions that underlie scholarship in the field of GHS-A and writing effective analytic and interpretive papers. Student will gain depth through their thesis project and breadth through the GHS-A courses.

b) Research and Scholarship: Students will complete reflections and carry out team based research projects through the requirements of the program. These assignments will require the critical analysis of current knowledge and the creation of new knowledge, and advanced students' work will be presented at conferences and the Western/African Collaboration Day, as well as national and international conferences. Some students will also be selected as interns to assist in the development and conduct of research projects in addition to their thesis work carried out by faculty members affiliated with the Africa Institute.

Intended learning outcome: 1. Students will be guided in preparing independent research and scholarship through mentoring and supervision by faculty members in the form of reflections and critical reviews of case studies of GHS-A and in their thesis project. 2. Students will receive mentorship and training in research methods. By learning through case studies founded on ground-breaking research and techniques that address GHS-A issues, students will acquire conceptual knowledge and methodological competence. This will enable students to build a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge related to the diverse and interdisciplinary challenges facing Africa. Such techniques of research will include those that work to bridge disciplines including methods in ecosystem health, scenario analysis and risk management. Students will acquire a significant way of evaluating how current research occurring in Africa can/does support a systems approach to global health issues and a critical way of addressing complex issues and judgments by applying established principles and techniques to address and overcome challenges facing the African Continent.

c) Level of Application of Knowledge: Some students may be selected as teaching assistants for the undergraduate courses to be taught as components of the Minor in African Studies. This will be determined by allocations made within the student's home department or faculty. Other students will have opportunities to convey their specialized knowledge through presentations in the Western/African Collaboration Day and brown bag seminars and in the undergraduate African Studies courses —all on a required basis.

Intended learning outcome: Students will receive training as teaching assistants, and will gain teaching skills through delivery of tutorials and presentations of their research to undergraduate students. Students will have the opportunity for knowledge mobilization through presentations of both their thesis work where applicable and a capstone presentation in the Foundations of GHS-A course where they will apply the theory and practice of GHS-A to an identified issue, as well as capstone presentations in other GHS-A courses. In this group setting, students will build research process competence by applying an existing body of knowledge to critically analyze a novel question or specific problem in a new setting.

d) Professional Capacity / Autonomy: Students will work toward their own research goals, mentored and supervised by experts in the field, to develop their own ideas, and to present those ideas in the form of papers and Western/African Collaboration Day presentations.

Intended learning outcome: Students will be trained as highly-qualified personnel, able to translate their scholarship into both the classroom and the academic forum. Students will contribute in an informal seminar for graduate students to present their work during a brown bag seminar and a formal, public Western/African Collaboration Day in where all GHS-A students will participate. Students will obtain the qualities and transferable skills necessary for employment including: the exercise of initiative and of personal responsibility and accountability; decision-making in complex situations; the intellectual independence required for continuing professional development; the ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and the ability to appreciate the broader implications of applying knowledge to particular contexts.

e) Level of Communication Skills: As required by the core course, students will complete a series of reflections that provide critical analyses of current knowledge and the creation of new knowledge. They will also participate in the Western/African Collaboration Day, brown bag seminar series and conferences to orient them toward academic communication at professional events.

Intended learning outcome: Students will develop rigorous writing and research skills to assist them in developing and disseminating their own ideas. These skills will be developed with both a disciplinary focus (from their thesis or professional program) and lay academic audiences (through the interdisciplinary GHS-A component). Students will develop the ability to clearly communicate ideas, issues and conclusions to a transdisciplinary audience and team.

f) Awareness of Limits of Knowledge: Students will undertake a program of advanced study and research in the field of GHS-A.

Intended learning outcome: Students will be exposed to the breadth and expanse of transdisciplinary scholarship in the field of GHS-A and learn how their knowledge fits within the broader context of GHS-A research and scholarship. By exploring the complexity of knowledge and the potential contributions of other interpretations, methods, and disciplines, students will recognize and be able to articulate the limitations of knowledge in their field.

Evidence to support the introduction of the program

The potential “market” for the program is large. It is expected that students from programs from all Faculties across campus will want to pursue graduate studies at Western because of this Collaborative Graduate Program in GHS-A. A component of our strategy is to provide optional opportunities for short-term (i.e., 2 week to 6 week) research internships, giving students a competitive edge. These internships will be designed not to effect expected completion date of the degree. These internships can provide the core of a student’s research project (e.g., as a major field season for data collection), or clinical placement or serve as an enrichment activity above and beyond their thesis, deepening and expanding their research skills and experiences.

The program is attractive to potential students, because it allows them to receive a discipline-specific degree while formally exploring interdisciplinary scholarship in related fields.

Our transdisciplinary GHS-A students undertake critical work on urgent, global challenges and are connected to trends and needs in Africa. These include the HIV/AIDS epidemic, high maternal and infant mortality rates, morbidity and mortality from motor vehicle accidents, extensive poverty and environmental degradation. They are developing tools for and solutions to these challenges in Africa that are based on societal need. The Collaborative Graduate Program in GHS-A will thus produce a network of approaches in order to create multiple, coordinated solutions. In order to achieve this vision, we hope to attract and support students, especially those that are destined to become future leaders in GHS-A. The Collaborative Graduate Program in GHS-A will allow us to attract new and diverse students into higher education, giving them skills and expertise to be career-ready and become leaders in GHS-A.

Special Matters and Innovative Features

The importance of this program to Western's strategy is demonstrated by the IDI funding that has been provided to support the development and launch of the program. Western recognizes and values the vast range of research and teaching activities related to Africa and this program is based on the University's established strength and aspirations for continued expansion and development in this area.

Western was allocated two applications by the Association of Universities and Colleges of Canada for the Queen Elizabeth Diamond Jubilee-II Scholarship competition. The Director worked with the Vice-Provost International to develop both applications, which were successful (\$500,000 each application). These awards will fund internships to (or from) Africa for 81 students in the proposed Collaborative Graduate program between 2015 and 2018.

Relationship to other Graduate Programs in Ontario and at Western

The Collaborative Graduate Program in GHS-A is modeled on Western's successful Collaborative Graduate Program in Migration and Ethnic Relations in terms of its structure. There is a similar program offered by the University of Toronto (UofT; Collaborative Doctoral Program in Global Health; <http://www.sgs.utoronto.ca/calendar/Pages/Programs/Global-Health.aspx>). The program at UofT is open to only research-based Doctoral students. The requirements for completion differ between the program at UofT (completion of 1 of 6 core courses, 1 elective course, participation in the seminar series) and our proposed Collaborative program for Doctoral students. The courses will be the same that are offered for Western's Masters of Management of Applied Sciences (MMASc) in Global Health Systems in Africa. Students enrolled in the one-year MMASc program are Professional Masters students who take the GHS-A courses with students in the Collaborative program, as well as additional courses in management and communication. They are not enrolled in a separate research-based or professional program, like the students in the Collaborative program are.

Delivery Method of the Program

Most courses in the Collaborative Program are offered on campus at Western University.

Off-campus: The optional Field School is designed to provide innovative feet-on-the-ground learning experiences that embrace the intersection of social, cultural, environmental and health studies on present day communities-at-risk in Africa.

Online: We plan on making the Foundations of Global Health Systems in Africa course available online to best accommodate students, particularly in Professional programs (to be launched September 2017).

Programs that will be Participating in the Collaborative Degree

There are two categories of students that we anticipate will participate in the Collaborative degree in GHS-A.

1- Master's students

These students will be enrolled in professional programs or research-based (thesis-based or project-based) programs from the following departments: Statistical and Actuarial Sciences, Microbiology and Immunology, Earth Sciences, Applied Math, Biology, Physics and Astronomy, Civil and Environmental Engineering, Nursing, Anatomy and Cell Biology, Geography and Anthropology. They will be required to complete the Foundations of Global Health Systems in Africa course (0.5 FCE) on top of their home department requirements.

2- Doctoral Students

These students will be enrolled in Doctoral programs from the following from the following departments: Statistical and Actuarial Sciences, Microbiology and Immunology, Earth Sciences, Applied Math, Biology, Physics and Astronomy, Civil and Environmental Engineering, Nursing, Anatomy and Cell Biology, Geography and Anthropology. They will be required to complete the Foundations of Global Health Systems in Africa course (0.5 FCE) on top of their home department requirements. Doctoral students must also complete 1.0 FCE additional courses offered by the Collaborative degree in GHS-A. The additional 1.0 FCE can be negotiated with the home department whether they count towards the home degree.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

It is expected that graduate programs foster the intellectual development of students and provide opportunities for students to participate in a "community of scholars". The quality of student experiences relies on meaningful interaction with faculty members and on clear understanding of the expectations of the program.

Students will be provided with the opportunity to present their research in events hosted by the Africa Institute, as well as at conferences organized by the Institute and other national and international

conferences. One such event will be held in connection with the Africa/Western Collaboration Session during Western's International Week. Africa/Western Collaboration Day is a celebration and showcase of African culture and collaborative initiatives with students, staff and faculty. At this event, scholars and alumni will come together to celebrate the connections they have made and work that they have done together. Time will also be allotted for the scholars to present their work. Similar events will be held at our partner institutions and for some of these events we will use video technology to connect with the scholars across borders. Our strategy of providing short-term research internships for Canadian and African Graduate students gives these students a competitive edge. These internships can provide the core of their research project (e.g., as a field season for data collection) or as an enrichment activity above and beyond their thesis, taking their research skills and experiences to the next level. All of these "extra" activities will enhance the students' experience in the Collaborative Graduate Program.

Admission Requirements

Admission requirements, policies, standards and practices:

- **Recruitment Methods:** We will be developing a recruitment method, which includes utilizing email listserves and websites in the participating Faculties and at the Africa Institute, as well as participating in recruitment events both internal at Western and externally. During the application process, potential students are asked about participation in Collaborative programs at Western, and these programs are promoted on the SGPS home page.
- **Application Deadlines:** Students who wish to enroll in this collaborative graduate program must first apply to a participating graduate program. Students who have been admitted to the participating graduate program are then eligible to apply for admission to the collaborative program. Students may enter the Collaborative Graduate Program at either the Masters or PhD level. The application for the Collaborative Program will be open throughout the year.
- **Offer Timelines:** The offer timelines will typically occur at the same time of the home department offer, or if there is extenuating circumstances we will accept applications after the student has begun. At that point we work with the admitted student in order for them to achieve their requirements.
- **Requirements for Admission:** The requirements for admission will be the same as the home department.
- **Grade Requirements for Funding:** We are not funding the students.

Masters Programs

Applicants must possess a four-year degree from an accredited university. The School of Graduate and Postdoctoral Studies requires at least a 70% average across courses taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession.

Course requirements:

- Foundations and Case Studies of Global Health in Africa course (0.5 FCE)

Standards for the Collaborative Graduate Program:

- Students must meet the requirements of the Collaborative Graduate Program and must make satisfactory progress towards the degree according to milestones set by the program.

Doctoral Programs

Applicants must possess a Master's degree or equivalent from a university, college or institute, and provide evidence of research potential. The School of Graduate and Postdoctoral Studies requires at least a 70.0% average in the Master's degree, as determined by the School of Graduate and Postdoctoral Studies.

Course requirements:

- Foundations and Case Studies of Global Health in Africa course (0.5 FCE).

- Two half courses in a GHS-A area (1.0 FCE) (Incubators of Innovation and Accelerators of Innovation recommended).
- Following the practice of participating programs, GHS-A courses taken at the Master's level may be credited toward the PhD requirements.
- The student may take the core course at any time during the first three years of his or her doctoral studies. Ideally, the student would take the core course in his or her first semester so that a foundation is set right away. However, we recognize that, due to requirements of the student's home department, this may not be possible.
- Enrolment in each course is at the discretion of the instructor.

Note: The course requirements will be 1.5 FCE for all Doctoral students. If Doctoral students have already taken the Foundations course during a Master's degree, the Foundations course must be replaced by another Global Health Systems in Africa course from the list of courses below.

GLOBAL HEALTH SYSTEMS IN AFRICA COURSES

Required for all Students:

9010A FOUNDATIONS AND CASE STUDIES OF GLOBAL HEALTH IN AFRICA (0.5 FCE)

The objective of this course is to examine Global Health Systems in Africa (GHS-A) through different disciplinary lenses, while gaining insight into the ways in which issues and solutions are approached. The health status of an individual living in poverty is subject to factors that relate to the biology of the individual, their culture, their socio-economic status and the political and geographic context of where they live, among others. Current research with African communities-at-risk will be critically reviewed and discussed through a combination of faculty and student presentations and written assignments. Using case studies of leadership in GHS-A projects at Western and within the region, we will examine the successes, failures and frontiers in GHS-A research and practice. Students will perform strategic assessments and evaluations to analyze projects and measure their impact.

Optional (PhD students to choose an additional 1.0 FCE):

9011B GLOBAL HEALTH DATA ANALYTICS (0.5 FCE)

This course provides students with an overview of different analytical approaches to assessing global health data, including both quantitative and qualitative data. Students will learn how to design methodologically appropriate research studies. The course will describe some of the policies, procedures and applicability of data analysis in the context of Global Health Systems in Africa.

9012B INCUBATORS AND ACCELERATORS OF INNOVATION (0.5 FCE)

In this course students will participate in team-based activities, driving the discovery of social, economic, scientific and engineering solutions, while deepening and promoting interactions among aspiring and experienced innovators. To scale innovations to have social impact, we must consider the importance of local contexts, local collaborations and the external environment. Students will investigate practices for accelerating Global Health Systems innovations and developing a foundational business tool kit in finance, marketing, operations, leadership, information technologies and entrepreneurship. Cases and readings will draw on concepts in developmental evaluation to scale social innovations while engaging local adaptations and collaborations.

9013B BRIDGING RESEARCH TO POLICY & PRACTICE TO IMPROVE GLOBAL HEALTH (0.5 FCE)

This course provides students with the opportunity to explore practical techniques and specific case studies for bridging the research-policy interface to improve global health. The students will focus on the African Great Lakes Region, a highly complex, decentralized, socio-ecological transboundary system that is invaluable for the freshwater, biological diversity and esthetic attributes they provide. Bordered by 10 governing countries, these lakes also play a critical role for sustaining the human populations that

surround them. Myriad factors are contributing to the deterioration of the African Great Lakes, demanding a structured, systems approach to understanding both the science and management needs. Working within existing governance structures, students will learn to apply international organization for standardization (ISO) frameworks for scenario analysis and risk management to improve the global health status of the region. For example, scenario analysis uses qualitative and/or quantitative methods to explore different assumptions about how causal relationships work and result in different outcomes, whereas risk management explores the risk associated with gaps between science and management on achieving policy objectives.

9XXXB INFECTIOUS DISEASES: POVERTY AND GLOBAL HEALTH (0.5 FCE)

A multidisciplinary approach to examine the introduction, spread, economic and ecological impact, and sociological perspectives of infectious diseases on poor and marginalized societies including First Nations peoples; lessons learned from global pandemics; treatment/prevention strategies to combat infectious diseases and difficulties with their implementation in impoverished areas.

9014 AFRICA FIELD SCHOOL (0.5 FCE)

This 3-week course will focus on solving complex problems by developing leadership skills at the interface of different disciplines through applied system analysis and embedded experiences. This Field School will be designed to provide innovative “feet-on-the-ground” learning experiences that embrace the intersection of cultural, social, economic, environmental and health studies on present-day communities-at-risk in Africa.

Standards for the Collaborative Graduate Program:

Students must meet the requirements of the Collaborative Graduate Program and must make satisfactory progress towards the degree according to milestones set by the collaborative and home program.

1.1 Masters Programs

Home programs may require a thesis or make a thesis optional.

1.2 Doctoral Programs

Every candidate for the Doctoral degree must complete a thesis. The thesis must indicate in what respects the investigation has increased knowledge of the subject. A candidate may not submit a thesis that has been previously accepted for a degree, but may, with the permission of the Graduate Program, incorporate material included in a previous thesis.

Supervisory Roles

The thesis supervisor needs to be a Faculty member in a Department that has an agreement with the Collaborative Program in Global Health Systems in Africa including from the following departments: Statistical and Actuarial Sciences, Microbiology and Immunology, Earth Sciences, Applied Math, Biology, Physics and Astronomy, Civil and Environmental Engineering, Nursing, and Anthropology.

Collaborative Degree in Global Health Systems in Africa

The Collaborative Degree in Global Health Systems in Africa is a 1, 2 or 4 year program, depending upon the type and length of the home program.

- Course Requirements
 - For all students (0.5 FCE) (cannot replace a home degree course requirement)
 - Foundations and Case Studies of Global Health in Africa (0.5 FCE)
 - For Doctoral Students an additional 1.0 FCE of (can be negotiated with the home department to substitute a home degree course requirement) Options include:

- Field School (0.5 FCE)
- Incubators and Accelerators of Innovation (0.5 FCE)
- Global Health Data Analytics (0.5 FCE)
- Bridging Research to Policy and Practice to Improve Global Health (0.5 FCE)
- Infectious Diseases: Poverty and Global Health (0.5 FCE)
- Milestones (non-course degree requirements)
 - Annual Western/African Collaborations Day
 - Brown Bag Seminar Series

Part-time studies

No part-time program will be offered.

Distance delivery

We plan on transforming the Foundations of Global Health Systems in Africa course into an online course in order to make it more accessible to students, particularly those in professional programs. By capturing the Global Health Systems in Africa case studies in an easy to access, high quality, online, format, we are creating a knowledge exchange system that focuses on problem solving regardless of the geographical location or discipline.

English Language Proficiency

We will defer to the home department's requirement for entry into their program.

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the home graduate program in order to determine if test scores will not be required. A decision will then be made at the discretion of the School of Graduate and Postdoctoral Studies for exemption.

REVISED CALENDAR COPY
<http://westerncalendar.uwo.ca/2015/pg1129.html>

Major in History

Admission Requirements:

Completion of first-year requirements, including ~~a 1000E level history course (History 1801E is strongly recommended)~~, at least 0.5 course in History, with a mark of at least 60%. **Students are encouraged to take History 1801E.**

Module:

6.0 courses:

3.0 courses: 1.0 each from three of the following four areas: **1.0 from two of the following three areas:**

North American: History 2201E, or 2301E

Canada: History 2201E, or

United States: History 2301E, or

European: History 2403E, 2413E

World: History 2603E, 2701E, 2702E, **2602 F/G, 2604F/G**

1.0 course: History 3801E **or equivalent at the 3000 level.**

1.0 additional course in History at the 3000 level.

1.0 course in History at the 4000 level.

Note: Enrollment in History 3801E and all 4000 level History courses is restricted to students who meet the progression requirements for the Honors BA. Students who do not meet these requirements must substitute another 3000 level course for History 3801E and a second 3000 level course for the required 4000 level course.

REVISED CALENDAR COPY
<http://westerncalendar.uwo.ca/2015/pg1130.html>

Specialization in History

Admission Requirements:

Completion of first-year requirements, including ~~a 1000E level history course (History 1801E is strongly recommended)~~, at least 0.5 course in History, with a mark of at least 60%. **Students are encouraged to take History 1801E.**

Module:

9.0 courses:

3.0 courses: **1.0 each from three of the following four areas: 1.0 from two of the following three areas:**

North American: History 2201E, or 2301E

Canada: History 2201E, or

United States: History 2301E, or

European: History 2403E, 2413E

World: History 2603E, 2701E, 2702E, **2602 F/G, 2604F/G**

1.0 course: History 3801E **or equivalent at the 3000 level.**

2.0 additional courses in History at the 3000 level.

3.0 courses in History, no more than 2.0 of which may be at the 2000-2199 level

Note: Enrollment in History 3801E and all 4000 level History courses is restricted to students who meet the progression requirements for the Honors BA. Students who do not meet these requirements must substitute another 3000 level course for History 3801E.

REVISED CALENDAR COPY
<http://westerncalendar.uwo.ca/2015/pg1128.html>

Honors Specialization in History

Admission Requirements:

Completion of first-year requirements with no failures. Students must have an average of at least 70% in their 3.0 principal courses, including a 1000E level history course, at least 0.5 course in History (students are encouraged to take History 1801E is strongly recommended), with no mark in these principal courses below 60%.

Module: 9.0 courses:

3.0 courses: 1.0 each from three of the following four areas: 1.0 from two of the following three areas:

North American: History 2201E, or 2301E

Canada: History 2201E, or

United States: History 2301E, or

European: History 2403E, 2413E

World: History 2603E, 2701E, 2702E, 2602 F/G, 2604F/G

2.0 courses in History at the 2200 level or above

1.0 course: History 3801E

1.0 additional course in History at the 3000 level

2.0 courses in History at the 4000 level

REVISED CALENDAR COPY
<http://westerncalendar.uwo.ca/2015/pg1131.html>

Minor in History

Admission Requirements:

Completion of first-year requirements, including History 1801E or equivalent course at least 0.5 course in History (History 1801E is strongly recommended) with a mark of at least 60%. Students are encouraged to take History 1801E.

Module:

4.0 courses:

4.0 courses in History at the 2000 level or above, only one of which may be at the 2000-2199 level.

Note: Enrolment in History 3801E and all 4000 level History courses is restricted to students who have met the progression requirements for the Honors B.A.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1239.html>,

HONORS SPECIALIZATION IN HISTORY

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses **with no mark in these principal courses below 60%, and including 1.0 at least 0.5 course from History 1401E, 1403E, 1601E, 1801E, 1812F/G, 1813F/G or 1901E, or any other 1000-1999 level History course, plus 2.0 additional courses, with no mark in these principal courses below 60%.**

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1240.html>,

MAJOR IN HISTORY

Admission Requirements

Completion of first-year requirements, including **1.0 at least 0.5 course from History 1401E, 1403E, 1601E, 1801E, 1812F/G, 1813F/G, or 1901E, or any other History course at the 1000-1999 level**, with a mark of at least 60%.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1241.html>

MINOR IN HISTORY

Admission Requirements

Completion of first-year requirements, including **1.0 at least 0.5 course from History 1401E, 1403E, 1601E, 1801E, 1812F/G, 1813F/G, or 1901E, or any other history course at the 1000-1999 level**, with a mark of at least 60%.

NEW CALENDAR COPY

MAJOR IN DISABILITY STUDIES

Admission Requirements

Completion of first-year requirements, including Disability Studies 1010A/B, or the former Interdisciplinary Studies 1010A/B, with a minimum grade of 60%.

Module

6.0 courses:

1.0 course: Disability Studies 2201A/B and 2202A/B, or the former Interdisciplinary Studies 2246

5.0 courses: from Groups A and B as listed below. Students must take at least 2.5 courses from Group A, including 0.5 at the 3000-level, and must complete a total of 1.0 course at the 3000-level in the module.

Group A: Childhood and Social Institutions 2293A (if taken in Summer 2014), Disability Studies 2210A/B (or Childhood and Social Institutions 2294B (if taken in Summer 2014), 2211A/B, 2216A/B (or the former Interdisciplinary Studies 3316F/G), Disability Studies 2290A/B, 2296A/B, 3310F/G, 3311F/G, 3320F/G (or the former Interdisciplinary Studies 3320F/G)

Group B: Childhood and Social Institutions 2210F/G, 2255F/G (or the former Political Science 2265F/G), 3300F/G, 3360F/G, History of Science 2220, Philosophy 2072F/G, 2203E, Political Science 3311F/G, 3312F/G, 3309E, Psychology 3311, 3725F/G, 4303F/G, Sociology 2245, 3304F/G, 3305F/G, 3339F/G, 3371 F/G, the former Social Justice and Peace Studies 2200E, Thanatology 2200, 2230A/B, 2234A/B, 3355A/B.

Final Assessment Report

This form is intended to be a DRAFT document noting recommendations and timelines that can be discussed at an upcoming SUPR-U meeting. Should the Internal Reviewer choose to include a confidential section, this section will be reviewed by SUPR-U but will not be included in the final report submitted to Senate. Please attach as a separate appendix.

Name of Program

Disability Studies Major, Interdisciplinary Programs, King's University College

Degrees Offered

B.A.

External Consultants

Dr. Michel Desjardins, Associate Professor of Psychology, - University of Saskatchewan

Dr. Melanie Panitch, Associate Professor School of Disability Studies, Founding Director of Disability Studies Program, Ryerson - Ryerson University

Internal Reviewers

Dr. John Mitchell, Acting Academic Dean - Brescia University College, Western University

Date of Site Visit

October 19, 2015

Evaluation

Approved to commence

Approved by SUPR-U

January 6, 2016

Approved by SCAPA

No date entered.

Executive Summary

On the day of their visit the External Reviewers met with the Vice Provost (Academic Programs), Vice-Provost (Academic Planning, Policy & Faculty), Principal, Academic Dean, Associate Academic Dean, Faculty members, Department Chair, Librarian, Department Secretary, Program Assistant, and students. Overall, the reviewers spoke very highly of the program. They identified undergraduate Disability Studies programs as "still rare", and King's proposed program as unique in its focus and strong interdisciplinarity. They commented on the alignment with King's academic commitments and values.

This program is a natural development from the minor in Disability Studies and a program for which there will be significant student demand. The reviewers identified a number of strengths and suggestions for improvement. The external reviewers recommended moving forward with implementation of this major and commented that "It has been thoughtfully designed, built slowly and deliberately" (p. 12).

The reviewers made two main, specific recommendations. One was the addition of a tenure-track faculty member. In this context it should be noted that the program is also supported by six tenured faculty members affiliated with other programs. They referred to this additional position as a priority to "provide more stability" to the program. As such, I do not consider this recommendation critical for program sustainability. They also recommended a course release for the Coordinator of the DS program. Again, although included under recommendations, this was identified by the reviewers as "welcome" but not required. The Academic Dean at King's acknowledged that King's would do its best to implement these recommendations within budgetary constraints.

Significant Strengths of Program

The reviewers commented on the excellent alignment of this program with King's Strategic Plan, Mission and Values. The program complements existing programs at King's (e.g., Thanatology, Social Work, Childhood and Social Institutions). This program is distinct from other programs at Western, and is an area of study that is "still rare"; there are only four other undergraduate Disability Studies programs in Canada.

The diverse methods of teaching and of assessment were identified as coherent and consistent with Liberal Arts and Social Sciences approaches, and appropriate for Disability Studies.

Structure of the program: "The structure of the program allows the student to access a true interdisciplinary and holistic understanding of disability" (p. 5). The module includes an important community engagement strategy, and offers students numerous experiential learning opportunities. A rich network of educators and community partners has been developed and is in place. The reviewers identify that this major has appeal to students, is socially responsible, and that King's has the capacity to deliver this program.

Suggestions for improvement & Enhancement

The reviewers made a number of suggestions for future additions such as courses in morals and ethics, ideology, critical traditions, and sexuality. The suggestions were, to my understanding, made to further elaborate and develop Disability Studies options and not to rectify any inadequacy in the proposed module. Indeed the reviewers commented on the "diversity and quality of first, second and third level courses" (p. 6).

The reviewer also spoke to increasing staff support for experiential learning as experiential learning opportunities increase. The reviewers also recommended a course release for the DS program coordinator given the time involved in developing and maintaining the many community contacts.

Recommendations required for Program sustainability:

No recommendations required

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

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

and

FANSHawe COLLEGE
(Hereinafter called "Fanshawe")

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

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Computer Programmer Analyst diploma program at Fanshawe to the third year of Western's Bachelor of Science in Computer Science program, by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between the Fanshawe and Western;

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

ADMISSION

1. Western agrees to consider for admission to the Faculty of Science, Computer Science modules and grant transfer credit to graduates of the Fanshawe 3-year Computer Programmer Analyst diploma program who meet the following requirements:

- Achieve a minimum overall GPA of 3.5;
- Achieve a minimum of "C" or 60% in each course considered for transfer credit, except those evaluated on a pass/fail basis, in which case a pass is required;

2. Completion of grade 12 Calculus (MCV4U) or equivalent is required by the end of the first term at Western. However, it is highly recommended that students complete this requirement prior to beginning their studies at Western.

3. Admissions decisions are within the sole discretion of Western, and are not appealable. Applicants who meet the minimum requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

BLOCK TRANSFER CREDIT

4. Western shall grant 8.0-block transfer credits to successful applicants for the courses taken in the Fanshawe 3-year Computer Programmer Analyst diploma program as per **Appendix 1**.

5. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to the

Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.

6. The parties acknowledge that the granting of block transfer credit is based on an assessment of the Fanshawe Computer Programmer Analyst curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted under this Agreement must complete the courses set out in **Appendix 2** and maintain a cumulative and graduating average of at least 60% to graduate from the Faculty of Science, Computer Science program. These progression and degree requirements are subject to change by Western with written notice to Fanshawe in advance of any changes.

8. Students who subsequently fail to meet progression or degree requirements for the Computer Science program but who do meet requirements for another program, may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record and credit for courses will be re-assessed by Western on a course-by-course basis.

9. Fanshawe and Western shall provide Fanshawe students with information about the transfer agreement and encourage qualified students to apply.

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

TERM

- 11.(a)** This Agreement is effective January 1, 2016 and shall continue in force unless terminated by either party as set out herein.
 - (b) Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.
 - (c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to the 3-year Fanshawe Computer Programmer Analyst diploma curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.
 - (d) Students accepted by Western under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

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

FANSHawe COLLEGE

*

Gary Lima
Associate Vice-President - Academic

Date

*

David Belford
Dean, Faculty of Business

Date

THE UNIVERSITY OF WESTERN ONTARIO

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

Date

*Dr. Charmaine Dean
Dean, Faculty of Science

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario and Fanshawe College,
Effective November 1, 2015

Computer Program Analyst, 3 Year Diploma

Required Courses for Block Transfer Credit

To be eligible for the 8.0 block transfer credits awarded under this agreement, a minimum cumulative GPA of 3.5 is required on all courses taken toward completion of the diploma; a minimum grade of "C" is required in each course listed below; and no longer than five years should have elapsed between conferral of the diploma and admission to Western.

| Fanshawe Course Number | Fanshawe Course Name | Credit Weight |
|------------------------|--|---------------|
| INFO 1135 | Networking Fundamentals - CCNA | 5.00 |
| INFO 1150 | Programming Fundamentals | 5.00 |
| INFO 1120 | Database Fundamentals | 3.00 |
| INFO 1178 | Configuring Windows Client | 3.00 |
| WRIT 1043 or WRIT 1034 | Reason & Writing 1 for IT Reason & Writing – EAP | 3.00 4.00 |
| INFO 1167 | Business At the Speed of Light | 3.00 |
| INFO 1148 | Web Design | 4.00 |
| INFO 3061 | Object Oriented Programming with Java | 3.00 |
| INFO 3104 | Relational Databases & SQL | 3.00 |
| INFO 1156 | Object Oriented Programming with C++ | 4.00 |
| MGMT 3052 | Understanding Workplace Behaviours | 3.00 |
| INFO 3070 | Client/Server Application Development | 3.00 |
| INFO 5052 | Advanced Databases | 3.00 |
| INFO 5055 | OO Analysis & Modelling | 6.00 |
| MATH 3045 | Mathematics for Computing | 3.00 |
| COMM 3047 | Communication for IT Professionals | 3.00 |
| INFO 3067 | ASP.NET Programming with C# | 3.00 |
| INFO 3109 | Patterns in Software 1 | 3.00 |
| INFO 3110 | Programming with XML | 3.00 |
| INFO 5051 | Java – ADV | 3.00 |
| MGMT 3036 | Professional Development – Career Planning | 3.00 |
| INFO 3105 or INFO 3111 | System Z COBOL Programming C++ Graphics Programming | 3.00 3.00 |
| INFO 3069 | Web Applications & Technologies | 3.00 |
| INFO 3112 | Managing Software Projects – Applied 1 | 3.00 |
| INFO 5060 | Component-based Programming with .NET | 3.00 |
| INFO 5100 | Patterns in Software 2 | 3.00 |
| INFO 5101 | C# Advanced Topics | 3.00 |
| INFO 5102 | GUI Development | 3.00 |
| INFO 3068 | Secure Computing | 3.00 |
| INFO 3097 | Mobile Development | 3.00 |
| INFO 5059 | Java EE Client/Server Applications | 3.00 |
| INFO 5103 | Managing Software Projects – Applied 2 | 5.00 |
| INFO 5104 | C++ Advanced Topics | 3.00 |

APPENDIX 2

Articulation Agreement between
The University of Western Ontario and Fanshawe College,
Effective November 1, 2015

**Computer Program Analyst, 3-Year Diploma
Degree Completion Requirements
Bachelor of Science, Computer Science**

To graduate from the Computer Science program at Western, students admitted under this articulation agreement must complete the credits required for the module as listed below, and meet the grade requirements in Section 6 of this Agreement. To graduate with a degree including the corresponding module, the following must be completed. Western will provide Fanshawe with written notice of any changes to these requirements. Applicants admitted to the Articulation Agreement who have not completed MCV4U or equivalent, will be required to complete Math 0110A during their first semester at Western.

Residency, Breadth and Essay Requirements – All Modules

Within the elective credits taken at Western, students must have:

- 0.5 credits from Category B;
- 1.5 designated essay credits with 0.5 at the 2000-level or higher
- Only 2.5 additional Computer Science courses may be taken as electives - Specialization and Honors Specialization only

| Credit Weight | Western Course Number | Western Course Name |
|---|-----------------------------------|--|
| Major in Computer Science | | |
| 3-Year Degree = 8.0 Block Credits + 7.0 credits to be taken at Western | | |
| | | |
| 0.5 from: | CALC 1000 A/B | Calculus I |
| | CALC 1500 A/B | Calculus I for the Mathematical Sciences |
| 0.5 from: | CALC 1301B | Calculus II |
| | CALC 1501B | Calculus II for the Mathematical and Physical Sciences |
| | MATH 1600A/B | Linear Algebra I |
| 0.5 | CS 2209A/B | Applied Logic for Computer Science |
| 0.5 | CS 2210A/B | Data Structures and Algorithms |
| 0.5 | CS 2211A/B | Software Tools and Systems Programming |
| 0.5 | CS 3305A/B | Operating Systems |
| 0.5 | CS 2208A/B | Fundamentals of Computer Organization |
| 0.5 from: | MATH 2155A/B | Discrete Structures I |
| | CS 2214A/B | Discrete Structures for Computing (recommended) |
| 0.5 from: | MATH 2156A/B | Discrete Structures II |
| | CS 3000-Level | Computer Science Elective |
| 0.5 | CS 3000-Level or 4000 Level | Computer Science Elective |
| 1.0 | Elective 1000-Level | |
| 1.0 | Elective 2000,3000, or 4000-Level | |

For a list of electives that cannot be taken under this agreement, please visit the Faculty of Science website located at:

http://www.uwo.ca/sci/undergrad/academic_counselling/articulation_information.html

Specialization in Computer Science

4-Year Degree = 8.0 Block Credits + 12.0 credits to be taken at Western

| | | |
|-----------|------------------------------|--|
| 0.5 from: | CALC 1000 A/B | Calculus I |
| | CALC 1500 A/B | Calculus I for the Mathematical Sciences |
| 0.5 from: | CALC 1301B | Calculus II |
| | CALC 1501B | Calculus II for the Mathematical and Physical Sciences |
| | MATH 1600A/B | Linear Algebra I |
| 0.5 | CS 2209A/B | Applied Logic for Computer Science |
| 0.5 | CS 2210A/B | Data Structures and Algorithms |
| 0.5 | CS 2211A/B | Software Tools and Systems Programming |
| 0.5 | CS 3305A/B | Operating Systems |
| 0.5 | CS 2208A/B | Fundamentals of Computer Organization |
| 0.5 from: | MATH 2155A/B | Discrete Structures I |
| | CS 2214A/B | Discrete Structures for Computing (recommended) |
| 0.5 from: | MATH 2156A/B | Discrete Structures II |
| | CS 3000-Level | Computer Science Elective |
| 0.5 | CS 3331A/B | Foundations of Computer Science I |
| 0.5 | CS 3342A/B | Organization of Programming Languages |
| 0.5 | CS 3350A/B | Computer Architecture |
| 0.5 from: | STATS 2141A/B | Applied Probability and Statistics for Engineers |
| | STATS 2244A/B | Statistics for Science |
| | STATS 2857A/B | Probability and Statistics I |
| | BIOL 2244A/B | Analysis and Interpretation of Biological Data |
| 1.5 | CS 4000-Level | Computer Science Elective |
| 1.0 | Elective 1000-Level | |
| 3.0 | Elective 2000-Level or above | |

For a list of electives that cannot be taken under this agreement, please visit the Faculty of Science website located at:
http://www.uwo.ca/sci/undergrad/academic_counselling/articulation_information.html

Honors Specialization in Computer Science

4-Year Degree = 8.0 Block Credits + 12.0 credits to be taken at Western

| | | |
|-----------|------------------------------|--|
| 0.5 from: | CALC 1000 A/B | Calculus I |
| | CALC 1500 A/B | Calculus I for the Mathematical Sciences |
| 0.5 from: | CALC 1301B | Calculus II |
| | CALC 1501B | Calculus II for the Mathematical and Physical Sciences |
| | MATH 1600A/B | Linear Algebra I |
| 0.5 | CS 2209A/B | Applied Logic for Computer Science |
| 0.5 | CS 2210A/B | Data Structures and Algorithms |
| 0.5 | CS 2211A/B | Software Tools and Systems Programming |
| 0.5 | CS 3305A/B | Operating Systems |
| 0.5 | CS 2208A/B | Fundamentals of Computer Organization |
| 0.5 from: | MATH 2155A/B | Discrete Structures I |
| | CS 2214A/B | Discrete Structures for Computing (recommended) |
| 0.5 from: | MATH 2156A/B | Discrete Structures II |
| | CS 3000-Level | Computer Science Elective |
| 0.5 | CS 3331A/B | Foundations of Computer Science I |
| 0.5 | CS 3342A/B | Organization of Programming Languages |
| 0.5 | CS 3350A/B | Computer Architecture |
| 0.5 | CS 3340A/B | Analysis of Algorithms |
| 0.5 | CS4490Z | Thesis |
| 0.5 from: | STATS 2141A/B | Applied Probability and Statistics for Engineers |
| | STATS 2244A/B | Statistics for Science |
| | STATS 2857A/B | Probability and Statistics I |
| | BIOL 2244A/B | Analysis and Interpretation of Biological Data |
| 1.5 | CS 4000-Level | Computer Science Elective at 4000-Level |
| 1.0 | Elective 1000-Level | |
| 2.0 | Elective 2000-Level or above | |

For a list of electives that cannot be taken under this agreement, please visit the Faculty of Science website located at:
http://www.uwo.ca/sci/undergrad/academic_counselling/articulation_information.html

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

HURON UNIVERSITY COLLEGE
(hereinafter called "Huron")

and

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

and

LAMBTON COLLEGE OF APPLIED ARTS & TECHNOLOGY
(hereinafter called "Lambton")

WHEREAS Western, Huron, and Lambton wish to increase student mobility between liberal arts programs at Lambton and Huron, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Liberal Studies Diploma Program at Lambton to the Faculty of Arts & Social Science at Huron by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and Western agrees to grant transfer credit to successful applicants under the terms of this Agreement;

AND WHEREAS the parties wish to set out clearly defined processes for the movement of the graduates between Lambton and Huron;

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

ADMISSION

1. Huron agrees to consider for admission to full-time study into the Bachelor of Arts programs listed in Appendix A, students from the Liberal Studies Diploma program at Lambton who meet the following requirements:

- Completion of the 2-year (or accelerated) Liberal Studies Diploma program with a minimum overall average of "B+", or 3.5 GPA calculated on all courses in the diploma program, and with no grade less than "C", or 2.0 GPA
- Completion of the required prerequisite courses at Lambton, specific to the program of study as per Appendix A.

2. In order to be considered for admission, Lambton students must apply to Huron by May 1 of the year in which they are seeking admission. Applicants must provide their academic transcripts to the Huron Admissions Office by July 1.

3. Admissions decisions are within the sole discretion of Western and Huron, and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

TRANSFER CREDIT

4. The required Lambton courses are listed below. Lambton students will receive a “block credit” for these courses equivalent to one year of full-time study (5.0 courses) in the Faculty of Arts & Social Science. This credit block is not transferable to other Faculties or Programs. Students who transfer to another campus will have the block transfer credit removed from their academic record, and credit for their Lambton courses will be assessed on a course-by-course basis.

- ANT1003 and 2003
- ENG1113 and 2113
- ITS1003
- MTH1163
- POL1003 and 2003
- PSYC1003 and 2003
- SOC 1003, 2003 and 3003; plus
- Sufficient electives to complete the Liberal Studies program, which may include the specific program requirements listed in Appendix A.

5. The list set out in section 4 may be amended from time to time with the agreement in writing of the parties. Each party must give the other reasonable notice of any anticipated changes to curriculum or course content for the courses set out in section 4. If Huron determines that “block credit” cannot be given due to course or curriculum changes that have been or will be instituted by either party, it may terminate this agreement. Failure to provide timely notification to Huron of changes to Lambton’s course names or numbers may result in denial of admission and rescinding of transfer credit from qualified applicants.

6. The parties acknowledge that the granting of block transfer credit is based on an assessment of the Liberal Studies 2-year (or accelerated) Diploma Program curriculum and the courses as of the date of this Agreement. It is the responsibility of Lambton to notify Huron of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Huron to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted under this Agreement must complete all progression and breadth requirements and maintain a cumulative and graduating average of at least 60% to graduate. These progression and degree requirements are subject to change during the term of this Agreement and Huron will give the Lambton written notice of any changes.

8. Students who subsequently fail to meet progression or degree requirements for the Huron modules listed in Appendix A may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record and credit for College courses will be assessed on a course-by-course basis.

9. Lambton and Huron agree to provide Lambton students with information about the block transfer credit and encourage qualified students to apply.

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

TERM

- 11.(a) This Agreement is effective February 1, 2016 and shall continue in force unless terminated by a party as set out herein.
- (b) Either party can terminate this Agreement due to changes to the Lambton Liberal Studies curriculum or course content. This Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Lambton and the date that the changes were made by Lambton.
- (c) Students accepted for admission under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

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

LAMBTON COLLEGE OF APPLIED ARTS & TECHNOLOGY

*

Yvonne Clarke
Dean, School of Business & Creative Design,
English & Liberal Studies

[Date]

HURON UNIVERSITY COLLEGE

*

Dr. Stephen McLatchie
Principal

[Date]

THE UNIVERSITY OF WESTERN ONTARIO

*

Dr. John Doerksen
Vice-Provost (Academic Programs)

[Date]

***I have authority to bind the institution.**

Articulation Agreement between Huron University College, The University of Western Ontario, and Lambton College of Applied Arts & Technology,
Effective February 1, 2016
2-Year (or accelerated) Liberal Studies Diploma Program

**APPENDIX A: Huron Modules
Specific 1st Year Requirements**

| Huron Module | 1 st Year Requirements |
|-------------------|--|
| Global Studies | -students entering Global Development Studies modules will receive special permission to take CGS 2002 F/G in Year 2 |
| English | - ENG 1113 and 2113 at Lambton |
| French Studies | -FRENCH 1900E or 1910 at Huron |
| History | -HISTORY 1003 and 2003 at Lambton; OR -HISTORY 1801E or 1802E at Huron |
| Jewish Studies | N/A |
| Philosophy | N/A |
| Political Science | -POL 1003 and 2003 at Lambton |
| Psychology | -PSY 1003 and 2003 at Lambton; AND -PSYCHOL 1001E Laboratory upgrade at Huron |

New Scholarships and Awards

Dr. Jean F. Campbell Resident Scholarship for Teaching Excellence in Obstetrics & Gynaecology

(Schulich School of Medicine & Dentistry, Obstetrics & Gynaecology)

Awarded annually to a resident in the Residency Training Program, Department of Obstetrics & Gynaecology, Schulich School of Medicine & Dentistry. Nominees are identified through clinical clerk teaching evaluations. The final selection is made by the Resident Training Program Committee in the Department of Obstetrics & Gynaecology. This award was made possible by a gift from the estate of Dr. Jean F. Campbell (MD 1933).

Value: 1 at \$1,500

Effective Date: 2015-2016 academic year

Jean graduated with her medical degree in 1933 from The University of Western Ontario. Jean served as a Faculty Member in Obstetrics & Gynaecology for many years. She wanted to ensure that students are recognized and rewarded for their dedication, devotion and excellence in Obstetrics and Gynaecology. Jean died in 2002 at age 84.

Dr. Raymond O. Heimbecker Award in Medicine (Medicine)

Awarded annually to a student in any year of the Doctor of Medicine (MD) program who has demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Office of the Registrar will select the recipient. This award was established through a generous estate gift from Dr. Raymond O. Heimbecker.

Value: 1 at \$1,000

Effective Date: 2016-2017 academic year

Dr. Heimbecker was a pioneer in cardiovascular surgery. He performed the world's first complete heart valve transplant in 1962 and Canada's first modern heart transplant in 1981. In 1974 he became the first Professor and Chief of Cardiovascular Surgery at University Hospital in London, Ontario. In 1997, he was made an Officer of the Order of Canada for developing advanced techniques for heart surgery and assisting in the first human heart valve transplant. Dr. Heimbecker died in 2014 at age 91.

David and Betty Nelson Global Opportunities Award (Law)

Awarded annually to a full-time student enrolled in the Faculty of Law who is participating in Western Law's exchange program for one term, with preference being given to the University of Bergen in Norway. Students may receive a Global Opportunities Award only once during their academic career at Western. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load. Students may apply for this award in advance of being accepted into an eligible international learning program, with receipt of the award contingent upon acceptance into the program. Online applications are available on the Global Opportunities website, Western International. Applications are due on November 15 (for decisions in early January) and March 15 (for decisions in early May). Students will be selected based on a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn through their program of study and how they will be an effective ambassador for Western. This award was established by a generous gift from Andrea Streufert, in memory of her parents, David and Betty Nelson, descendants of Norwegian immigrants.

Value: 1 at \$2,000*

Effective Date: 2015-2016 to 2019-2020 academic years inclusive

**Each \$1,000 from the Donor will be matched by \$1,000 through the University Global Opportunities Matching Program as long as the program is offered by the University.*

Dean's Undergraduate Scholarship in Social Science (Social Science)

Awarded annually to a full-time undergraduate student entering Year 1 in the Faculty of Social Science, with academic achievement and financial need. Preference will be given to a student who has participated extensively in high school extracurricular activities (sports or clubs), and/or volunteered extensively in the community. Online financial assistance applications are available through Student Center and must be submitted by September 30th. In addition, a one-page statement outlining the student's activities and volunteerism must be submitted to the Dean's Office in the Faculty of Social Science by September 30th. The scholarship committee in the Faculty of Social Science will select the recipient. This scholarship was established with a generous gift from the Faculty of Social Science alumni and friends.

Value: 1 at \$1,400

Effective Date: 2016-2017 academic year

Garth and Wilma Lambert Entrance Scholarship in Arts and Humanities (Arts and Humanities)

Awarded annually to a full-time undergraduate student entering Year 1 of any program in the Faculty of Arts and Humanities, based on academic achievement (minimum 80% average). The Office of the Registrar will select the recipient. This scholarship was established with a generous gift from Professor Garth R. Lambert and his wife Wilma Lambert.

Value: 1 at \$1,500

Effective Date: 2015-2016 academic year

Garth was a dedicated professor of Latin, Classical Studies, and Philosophy at Western University both in the Faculty of Education and the Faculty of Arts and Humanities, for the majority of his career. Garth died in 2014 at age 85.

Garth and Wilma Lambert Scholarship in Arts and Humanities (Arts and Humanities)

Awarded annually to full-time undergraduate students in any year, of any program, in the Faculty of Arts and Humanities, based on academic achievement (minimum 80% 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 scholarship committee in the Faculty of Arts and Humanities will select the recipients after the Office of the Registrar assesses for financial need. This scholarship was established with a generous gift from Professor Garth R. Lambert and his wife Wilma Lambert.

Value: 2 at \$1,500

Effective Date: 2015-2016 academic year

Garth was a dedicated professor of Latin, Classical Studies, and Philosophy at Western University both in the Faculty of Education and the Faculty of Arts and Humanities, for the majority of his career. Garth died in 2014 at age 85.

Garth and Wilma Lambert Scholarship in History (Social Science, History)

Awarded annually to a full-time undergraduate student in Year 2, 3, or 4 who is enrolled in the Faculty of Social Science and registered in an Honors Specialization, Major or Specialization in History, and who has completed at least two courses that fulfill the Department of History's World History requirement. Recipients will have a minimum 80% average overall, and a combined average of at least 75% in the World History courses. The scholarship committee in the Department of History will select the recipient. This scholarship was established with a generous gift from Professor Garth R. Lambert and his wife Wilma Lambert.

Value: 1 at \$1,500

Effective Date: 2015-2016 academic year

Garth was a dedicated professor of Latin, Classical Studies, and Philosophy at Western University both in the Faculty of Education and the Faculty of Arts and Humanities, for the majority of his career. Garth died in 2014 at age 85.

Douglas K. Campbell Medical Bursary (Medicine)

Awarded annually to full-time undergraduate students entering Year 1 in the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry, who have demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipients. Preference will be given to students who are interested in serving in medically underserviced communities in Canada or abroad. This bursary was established through a generous gift from the estate of Douglas K. Campbell.

Value: 2 at \$1,000

Effective Date: 2016-2017 academic year

Meds Class of 1990 Award (Medicine)

Awarded annually to a full-time undergraduate student in any year of the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry, who has demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Office of the Registrar will select the recipient. This award was established by a generous gift from the Meds Class of 1990 Alumni, on the occasion of their 25th Homecoming Reunion.

Value: 1 at \$2,000

Effective Date: 2016-2017 to 2020-2021 academic years inclusive

Meds Class of 1966 Scholarship in Professionalism (Medicine)

Awarded annually to a full-time undergraduate Doctor of Medicine (MD) student completing Year 4 who best exemplifies the Four Pillars of Professionalism: altruism, integrity, responsibility and respect. Peer and Faculty nominations must be submitted to the Undergraduate Medical Office by March 31st. The Progression and Awards Committee of the Schulich School of Medicine & Dentistry will select the recipient, with presentation of the scholarship made at the annual May convocation. This scholarship was established through generous contributions from the Meds Class of 1966.

Value: 1 at \$2,000

Effective Date: 2016-2017 to 2020-2021 academic years inclusive

Heather J. Hiscox Award in Journalism and Ethics (Media in Journalism & Communication)

Awarded annually to a full-time graduate student entering the Master of Media in Journalism & Communication program in the Faculty of Information and Media Studies, based on academic achievement and a demonstrated interest in journalism and ethics. The recipient will be selected by the Media in Journalism & Communication Admissions Committee within the Faculty of Information and Media Studies. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was made possible by a generous donation from Heather J. Hiscox (MA '87, Journalism) in honour of her grandmother Jean.

Value: 1 at \$1,000

Effective Date: May 2016 to April 2026 inclusive

Heather is a nationally acclaimed journalist and news anchor.

Ryan Finch Men's Volleyball Award (Athletic Award, Volleyball)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Volleyball Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). This award was established by Mr. Ryan J. Finch (HBA '97).

Value: 1 at \$4,000

Effective Date: 2016-2017 to 2020-2021 academic years inclusive

Michael A.R. Wilson Family HBA Scholarship (Ivey School of Business)

Awarded annually to a full-time undergraduate student at Western who has been accepted into Ivey's Advanced Entry Opportunity (AEO), based on academic achievement (minimum 80% academic average) and demonstrated leadership skills. A strong preference will be given to a candidate from the Ottawa, Ontario area. If a recipient from the Ottawa area is not found, preference will be given to a student from Eastern Ontario. The recipient will receive this award upon entering HBA 1. If for some reason, the AEO recipient does not enter HBA 1 at Ivey she/he will forfeit the award, and another HBA 1 student who meets the criteria will be selected. The award will be renewed for HBA 2 provided the candidate maintains a minimum 80% average. The selection of the recipient will be made by the HBA Scholarship Review Committee. This scholarship was established by a generous gift from Michael A. R. Wilson, HBA '90.

Value: 1 at \$5,000 continuing

Effective Date: 2016-2017 academic year

Barnes Family HBA Scholarship (Ivey School of Business)

Awarded annually to full-time undergraduate students who have completed their first two years of studies at Western and are entering the HBA program at the Ivey Business School, based on academic achievement and demonstrated financial need. Online financial need assistance applications are available through Student Center and must be submitted by March 1st. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. These awards were established with a generous gift from Gary Barnes (HBA '67), and the Barnes Family Charitable Foundation.

Value: 2 at \$10,000

Effective Date: 2016-2017 to 2020-2021 academic years inclusive

When Gary was in first year of the HBA program, his father suddenly passed away. With his debt load mounting, finances were a major concern until Gary and his classmates launched their business school project into operation and their business became a major success. After graduation, Gary began working with Proctor and Gamble, and later became the President and CEO of 3 different Food and Beverage Companies. Gary is grateful to the Ivey Business School for the education he received and established the Barnes Family Charitable Foundation in support of scholarships for future HBA students.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Name Change – Department of Visual Arts

Report on Faculty Recruitment and Retention

Western Libraries – Annual Report

City Rapid Transit Updates

FOR APPROVAL

1. **Name Change – Department of Visual Arts to Department of Art History and Studio Art**

Recommended: That effective July 1, 2016, the name of the Department of Visual Arts be changed to the Department of Art History and Studio Art.

Background:

The new name more clearly conveys the research and teaching areas in the department and the content of the degree programs. It is anticipated that this change will eliminate confusion among prospective students, parents, school councillors, and employers about the department's areas of study. Faculty held a lengthy discussion of the department name at the end of year retreat in May 2015 and decided unanimously on the new name. The Faculty of Arts and Humanities' Council approved the name change on November 18, 2015. Pending Senate and Board approval, the Constitution of the Faculty of Arts and Humanities will be amended to reflect the name change from the Department of Visual Arts to the Department of Art History and Studio Art.

FOR INFORMATION

2. **Report on Faculty Recruitment and Retention**

See [Appendix 1](#).

3. **Western Libraries – Annual Report**

See [Appendix 2](#).

4. **City Rapid Transit Updates**

It was agreed that SCUP would receive regular reports on the Rapid Transit initiative, with updates to be provided to Senate as there are significant developments.



Report to SCUP on Faculty Recruitment and Retention

**Office of the Vice Provost (Academic
Planning, Policy and Faculty)**

January 2016

Available at
http://uwo.ca/facultyrelations/pdf/Recruitment_Retention_Report_January_2016.pdf



Contents:

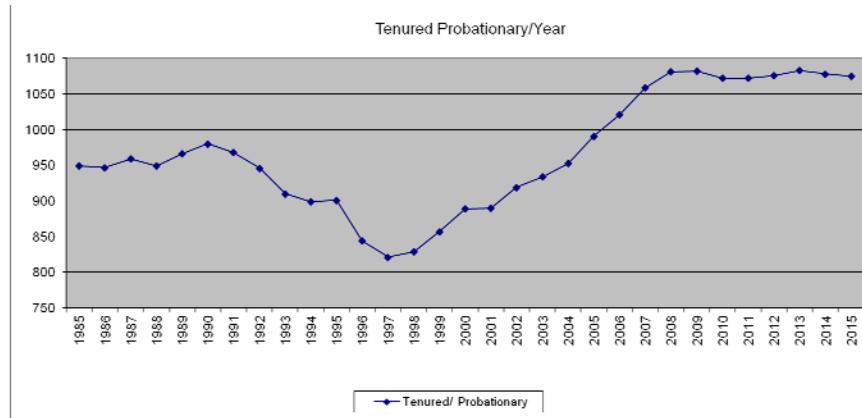
- Probationary and Tenured Faculty
 - Appointments
 - Resignations
 - Retirements
- Part-Time Faculty
- Limited-Term Faculty
- Full-Time Clinical Faculty



Faculty Recruitment and Retention

January 2016

Probationary and Tenured Faculty at Western 1985 - 2015



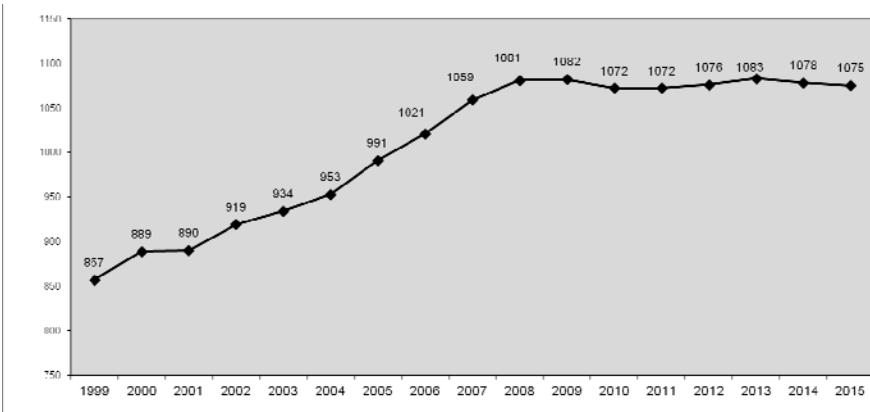
Source: Western Corporate Information 1985 – 1999
UCASS Data 1999 – 2010
Western Human Resources Information Systems 2011 - 2015



Faculty Recruitment and Retention

January 2016

Probationary and Tenured Faculty at Western, 1999 to 2015



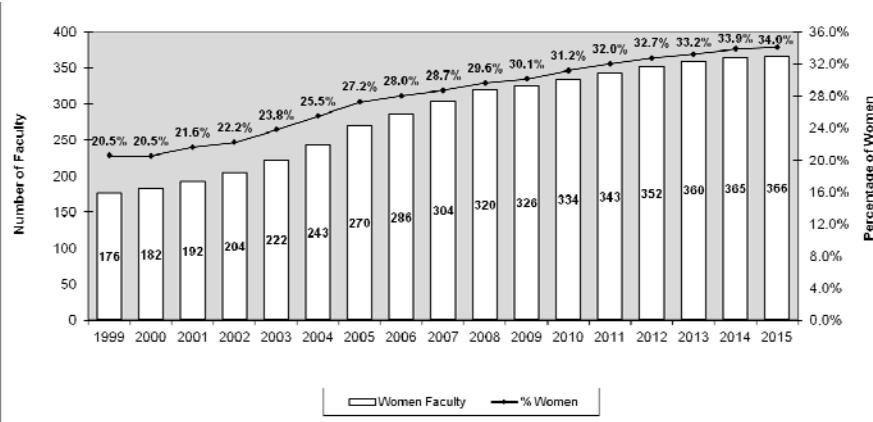
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems for 2011 - 2015 (October)
The 2007 data includes Robarts Scientists who became Probationary and Tenured on July 1, 2007.



Faculty Recruitment and Retention

January 2016

Probationary and Tenured Women Faculty at Western, 1999 to 2015



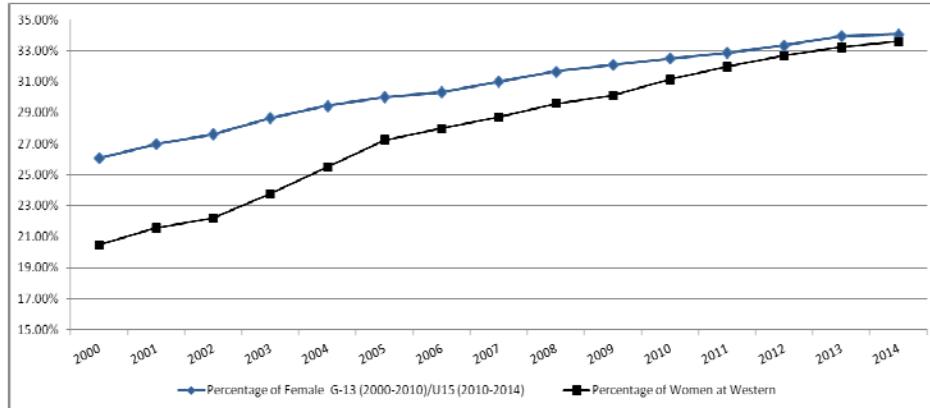
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 – 2015 (October)



Faculty Recruitment and Retention

January 2016

Women as a Percentage of Tenured/Probationary Faculty: G-13 (2000-2011)/U15 (2011-2014) excluding Western vs. Western



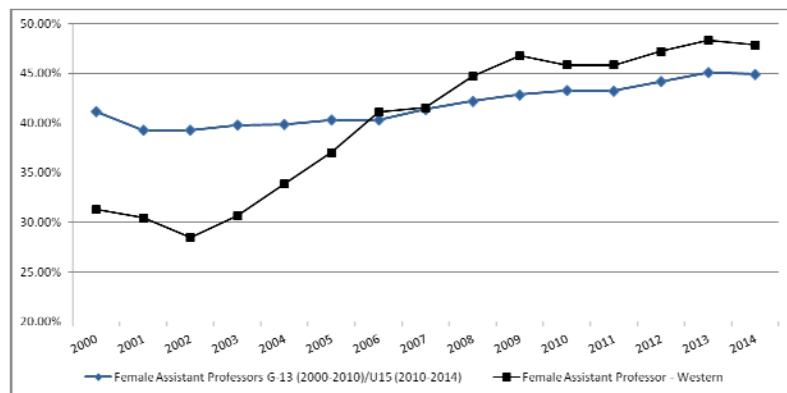
Source: UCASS Data 2000-2010, U15 Data 2010-2014
(excluding Laval and Montreal for 2013-2014, and Laval,
Montreal and Toronto for 2014)



Faculty Recruitment and Retention

January 2016

Women as a Percentage of Tenured/Probationary Faculty, Assistant Professor Rank: G-13 (2000-2011)/U15 (2011-2014) excluding Western vs. Western



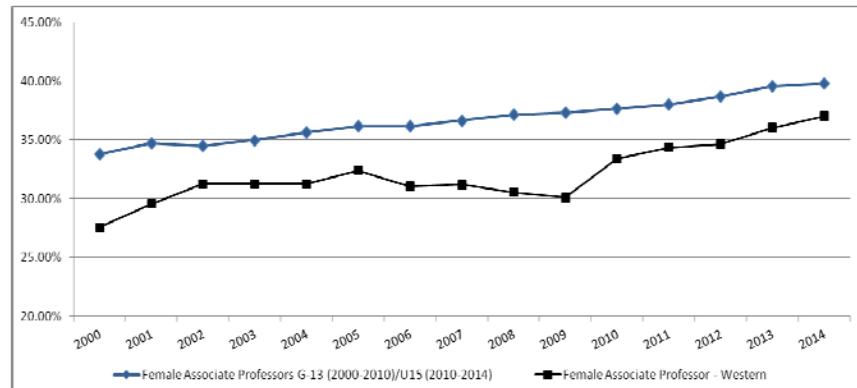
Source: UCASS Data 2000-2010, U15 Data 2010-2014
(excluding Laval and Montreal for 2013-2014, and Laval,
Montreal and Toronto for 2014)



Faculty Recruitment and Retention

January 2016

Women as a Percentage of Tenured/Probationary Faculty,
Associate Professor Rank: G-13 (2000-2011)/U15 (2011-2014)
excluding Western vs. Western



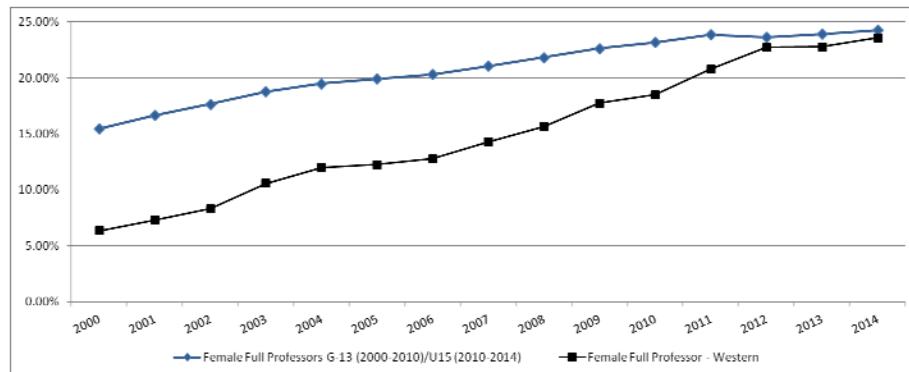
Source: UCASS Data 2000-2010, U15 Data 2010-2014
(excluding Laval and Montreal for 2013-2014, and Laval,
Montreal and Toronto for 2014)



Faculty Recruitment and Retention

January 2016

Women as a Percentage of Tenured/Probationary Faculty,
Full Professor Rank: G-13 (2000-2011)/U15 (2011-2014)
excluding Western vs. Western



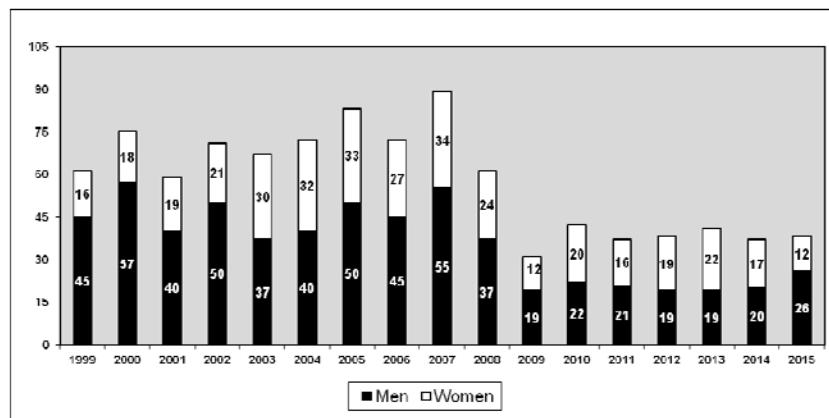
Source: UCASS Data 2000-2010, U15 Data 2010-2014
(excluding Laval and Montreal for 2013-2014, and Laval,
Montreal and Toronto for 2014)



Faculty Recruitment and Retention

January 2016

**New Tenured & Probationary Faculty
at Western by Gender (including those at Western previously in
a Limited Term position): 1999 – 2015 Cohorts**



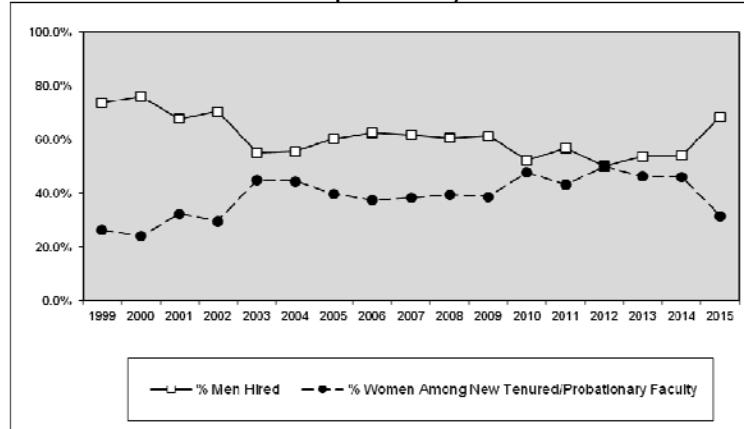
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 - 2015 (October)
Data excludes faculty joining from Robarts.



Faculty Recruitment and Retention

January 2016

**Percentage of New Tenured and Probationary Faculty at
Western by Gender (including those at Western previously in a
Limited Term position): 1999 – 2015**



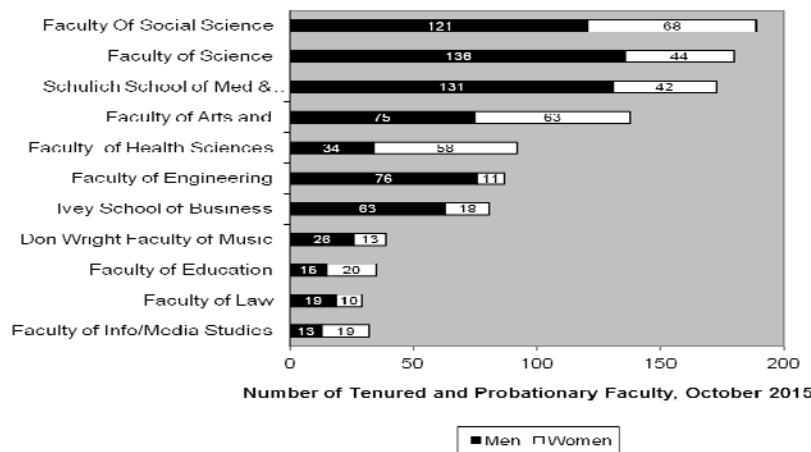
Source: UCASS Data for 1999 – 2010
Western Human Resources Information Systems 2011 - 2015 (October)
Data excludes faculty joining from Robarts



Faculty Recruitment and Retention

January 2016

Probationary and Tenured Faculty, by Faculty and Gender, October, 2015



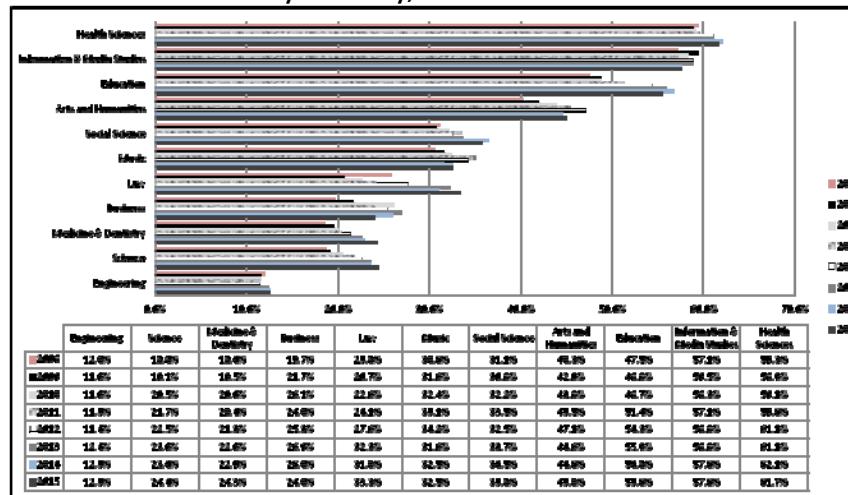
Source: Western Human Resources Information Systems for 2015 (October)



Faculty Recruitment and Retention

January 2016

Percentage of Tenured/Probationary Women Faculty, by Faculty, 2008 to 2015



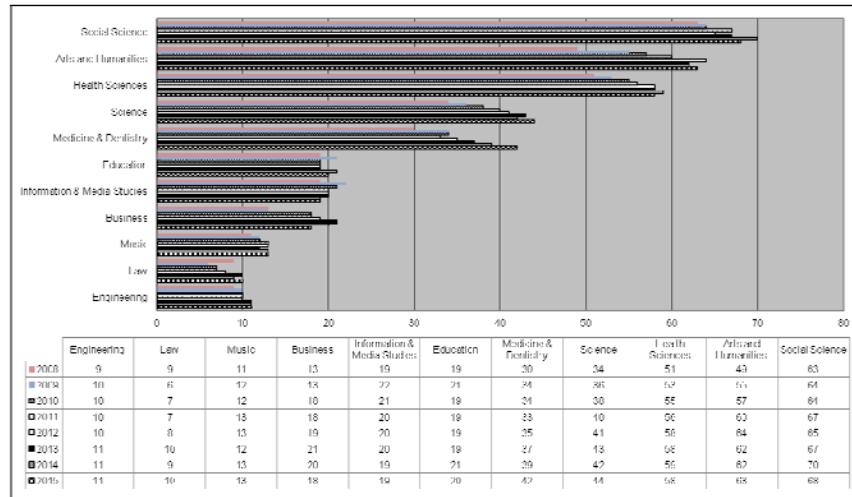
Western Human Resources Information System 2008 - 2015 (October).



Faculty Recruitment and Retention

January 2016

Number of Tenured/Probationary Women Faculty, by Faculty, 2008-2015



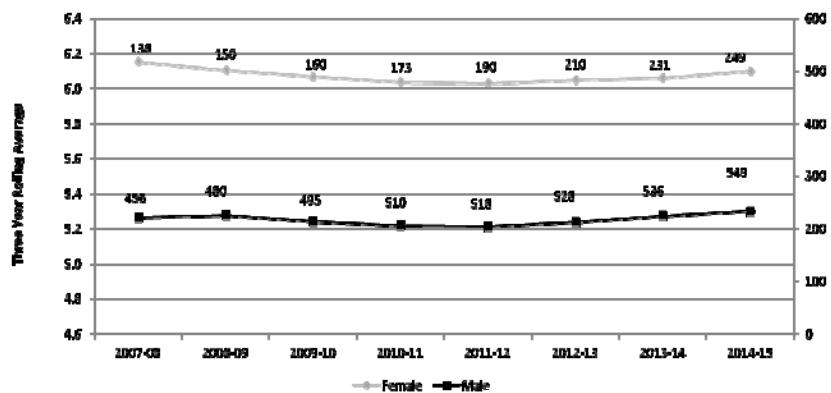
Western Human Resources Information System 2008 - 2015 (October).



Faculty Recruitment and Retention

January 2016

Average Time to Tenure from Full Time Start at Western



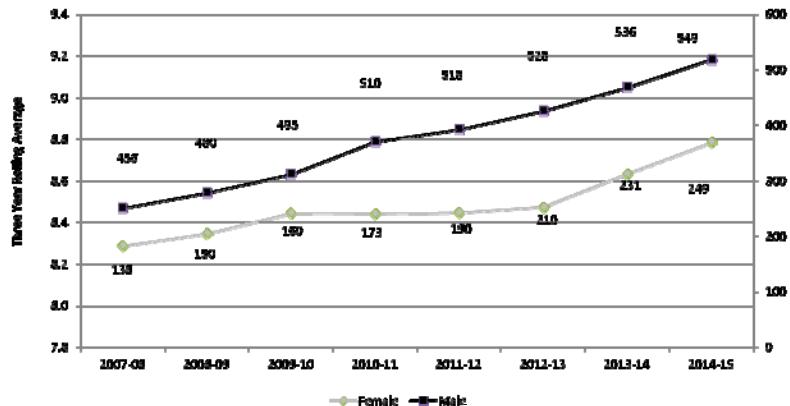
Source: Western Human Resources Information System 2006 – 2015
Excludes those hired into a tenured position



Faculty Recruitment and Retention

January 2016

Average Time to Tenure from Highest Degree



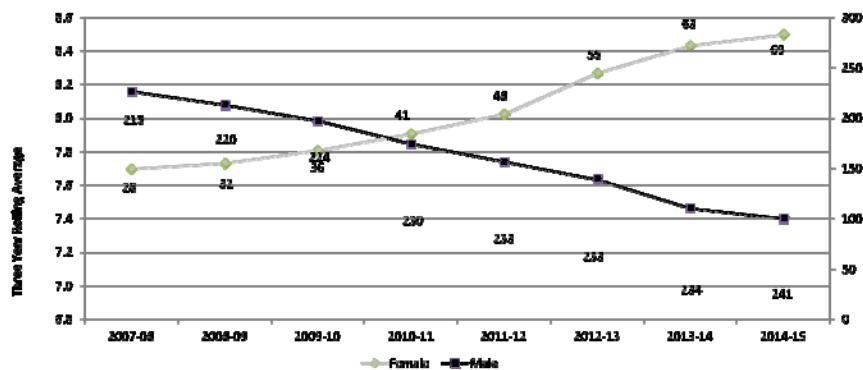
Source: Western Human Resources Information System 2006 – 2015
Excludes those hired into a tenured position



Faculty Recruitment and Retention

January 2016

Average Time to Full Professor from Tenure



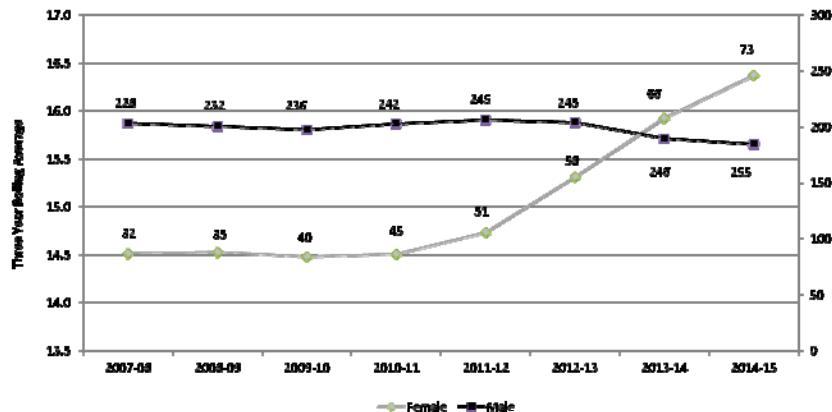
Source: Western Human Resources Information System 2006 – 2015
Excludes those already Full Professor at time of Tenure



Faculty Recruitment and Retention

January 2016

Average of Time to Full Professor from Highest Degree



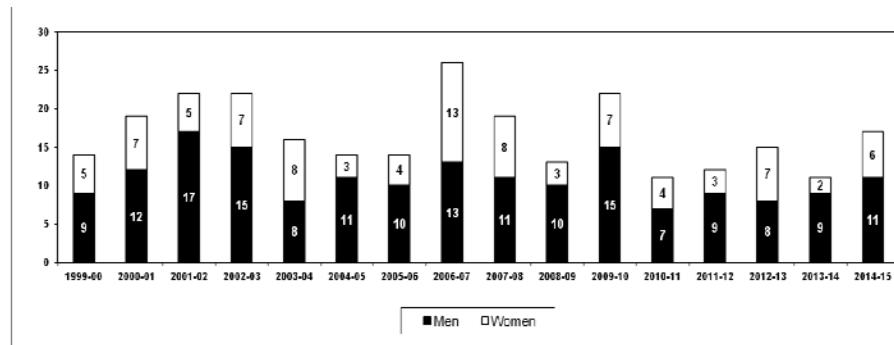
Source: Western Human Resources Information System 2006 – 2015
Excludes those already Full Professor at time of Tenure



Faculty Recruitment and Retention

January 2016

Probationary & Tenured Faculty Resignations by Gender: 1999-2000 to 2014-15



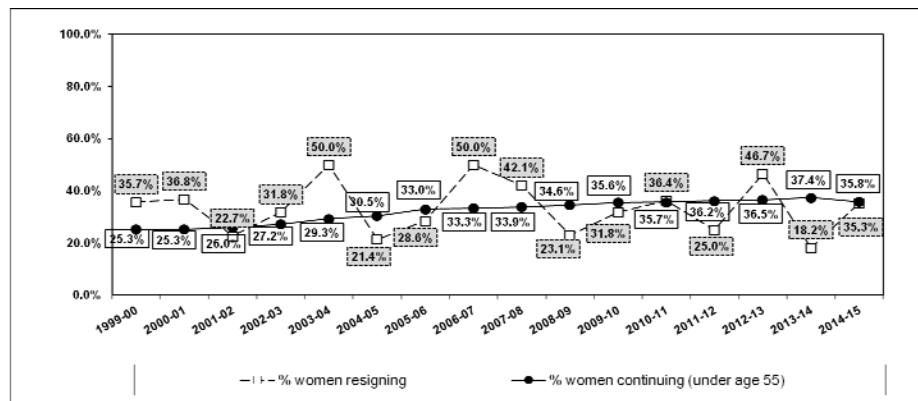
Source: Western Information Systems as of December 2015
Includes only faculty under age 55 at the time of resignation.



Faculty Recruitment and Retention

January 2016

Women as a Percentage of Probationary & Tenured Faculty Resignations and Women as a Percentage of Continuing Population: 1999-2000 to 2014-2015



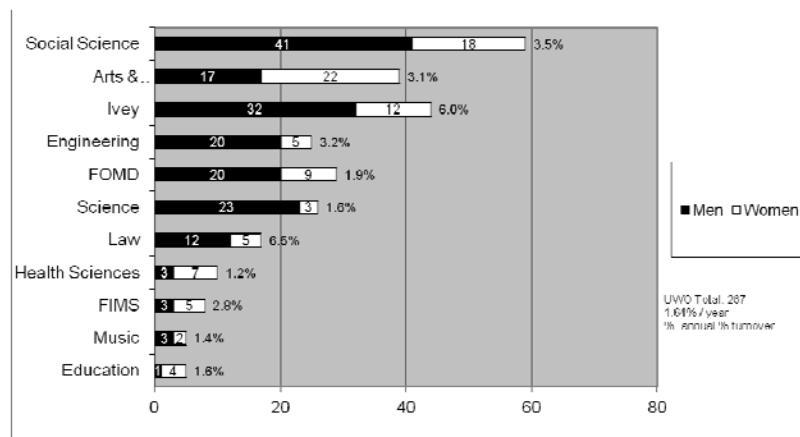
Source: Western Information Systems (December 2015) for resignation data and UCASS Data for 1999-2007, and Western's Human Resources Information Systems for 2007-15 for continuing population data.



Faculty Recruitment and Retention

January 2016

Total Probationary & Tenured Resignations by Faculty: 1999-00 to 2014-15



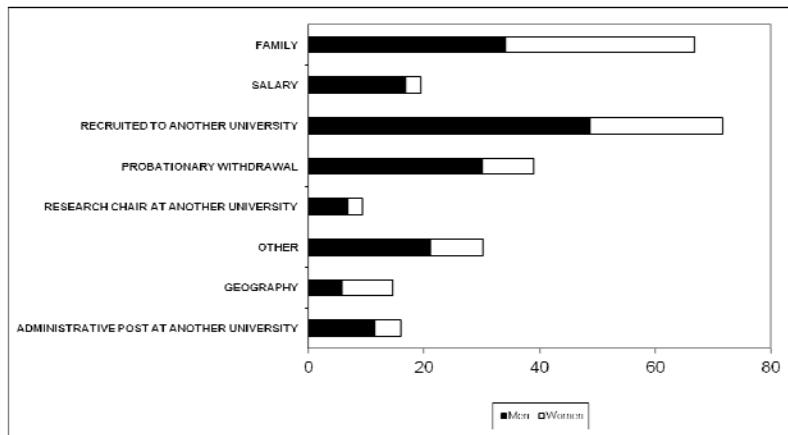
Source: Western's Human Resources Information Systems.
Percentages based on Tenured/Probationary faculty as of December 2015.



Faculty Recruitment and Retention

January 2016

Probationary and Tenured Faculty Reasons for Leaving: 1999-00 to 2014-15



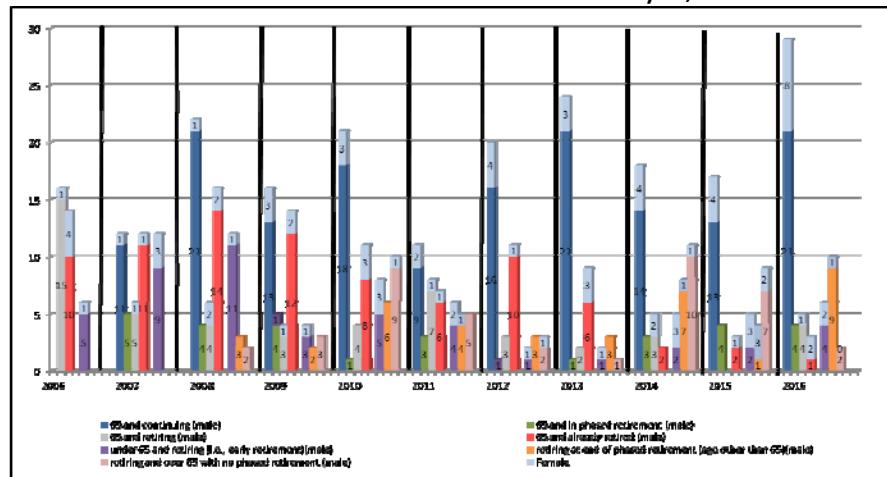
Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member



Faculty Recruitment and Retention

January 2016

Probationary and Tenured Faculty at Western: Cohorts with Normal Retirement Dates of July 1, 2006 – 2015



Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2016

Probationary and Tenured Faculty at Western: Cohorts Aged 60 or Greater

| Age | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------|------|------|------|------|------|------|------|------|------|------|------|------|
| 60 | 33 | 36 | 23 | 37 | 25 | 23 | 28 | 38 | 27 | 25 | 17 | 28 |
| 61 | 34 | 30 | 34 | 23 | 33 | 25 | 22 | 29 | 38 | 27 | 23 | 19 |
| 62 | 32 | 33 | 30 | 34 | 22 | 32 | 24 | 21 | 28 | 37 | 25 | 21 |
| 63 | 22 | 31 | 32 | 25 | 31 | 21 | 30 | 23 | 21 | 28 | 37 | 24 |
| 64 | 20 | 21 | 29 | 32 | 23 | 30 | 19 | 30 | 23 | 21 | 27 | 36 |
| 65 | 8 | 6 | 9 | 24 | 26 | 22 | 24 | 13 | 28 | 21 | 18 | 29 |
| 66 | 0 | 0 | 0 | 7 | 20 | 21 | 19 | 19 | 11 | 27 | 20 | 16 |
| 67 | 0 | 0 | 0 | 0 | 4 | 18 | 15 | 14 | 17 | 8 | 24 | 17 |
| 68 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 13 | 11 | 16 | 7 | 20 |
| 69 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 11 | 10 | 9 | 6 |
| 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 9 | 7 | 8 |
| 71 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 7 | 6 |
| 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 7 |
| 73 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 |
| 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Total | 149 | 157 | 157 | 182 | 184 | 195 | 194 | 211 | 226 | 237 | 228 | 236 |

Source: UCASS 2004 – 2010
UWO Data 2011 – 2015

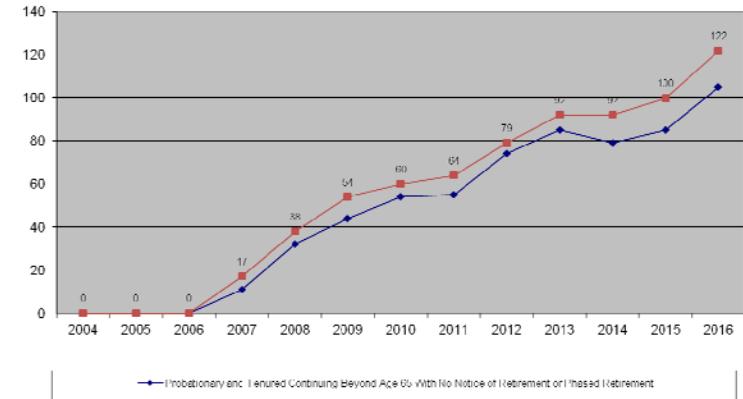


Faculty Recruitment and Retention

January 2016

Probationary and Tenured Faculty at Western: Continuing Beyond Age 65

Continuing Beyond Age 65 With No Notice of Retirement or Phased Retirement



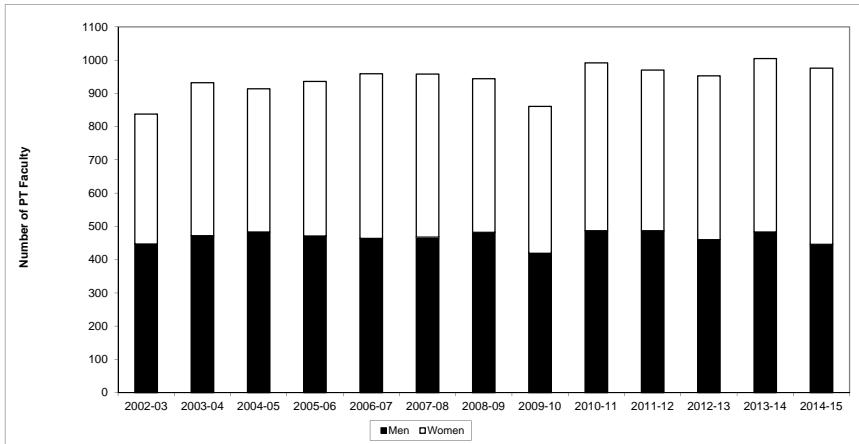
Source: Western Human Resources Information System



Faculty Recruitment and Retention

January 2016

Number of Individuals with Part-Time Faculty Appointments: 2002-03 to 2014-15 (by Fiscal Year)



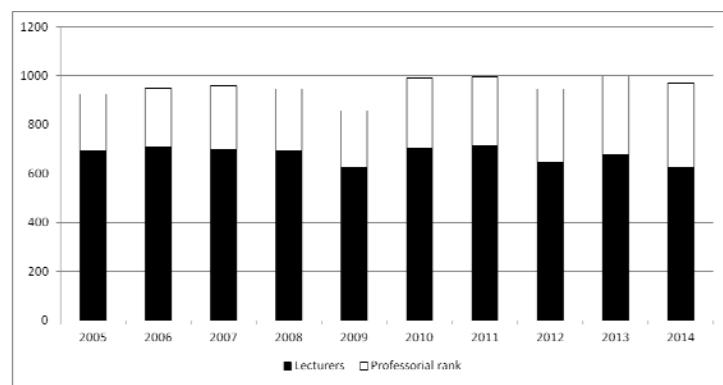
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2016

Number of Individuals with Part-Time Faculty Appointments by Rank 2002-03 to 2014-15 (by Fiscal Year)



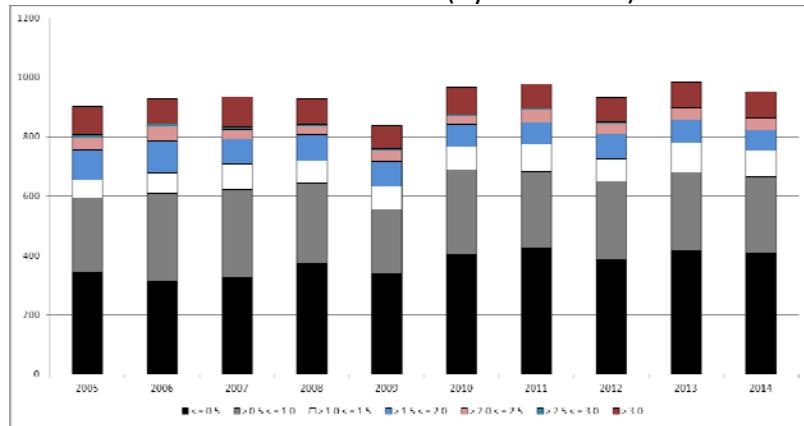
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2016

Number of Individuals with Part-Time Faculty Appointments
by Full Course Equivalents (FCE) Taught
2002-03 to 2014-15 (by Fiscal Year)



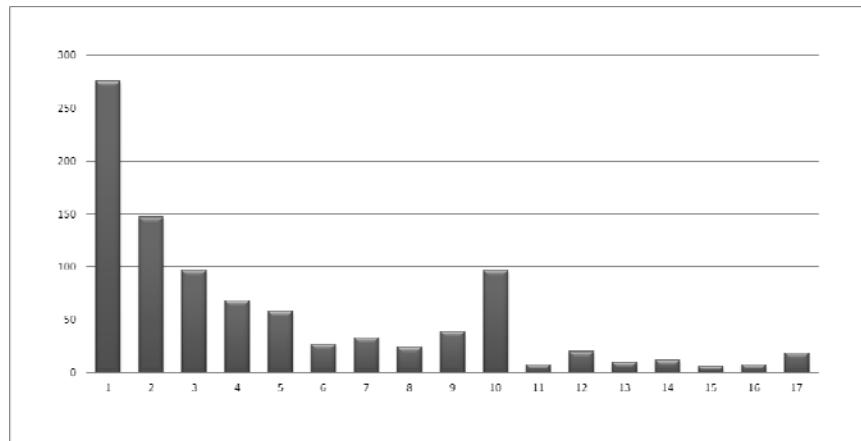
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2016

Years of Service
Active Part-Time Faculty 2014-2015

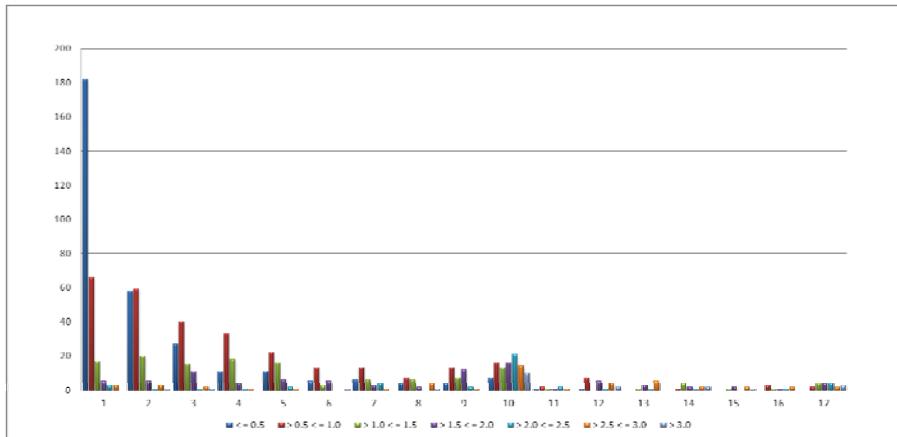


Source: Western Human Resources Information Systems
Includes Consecutive Years of Service, allowing for one single year gap



Faculty Recruitment and Retention
January 2016

Average Range of FCEs Taught by Years of Service Active Part-Time Faculty 2014-2015

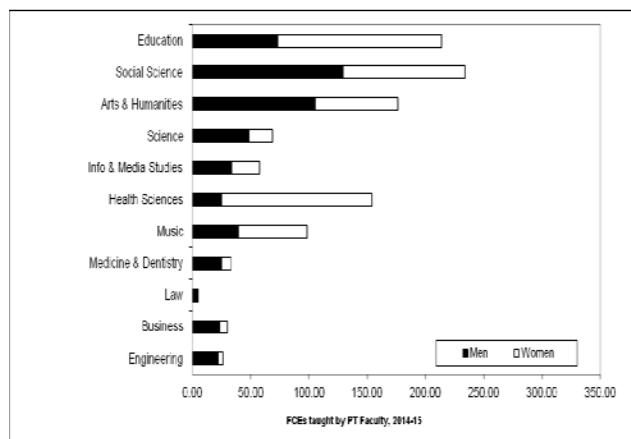


Source: Western Human Resources Information Systems



Faculty Recruitment and Retention
January 2016

Degree Credit Courses taught by Part-Time Faculty in FCEs, by Faculty and Gender: 2014-15 (Fiscal Year)



Source: Western Information Systems
(appointment status and course data).

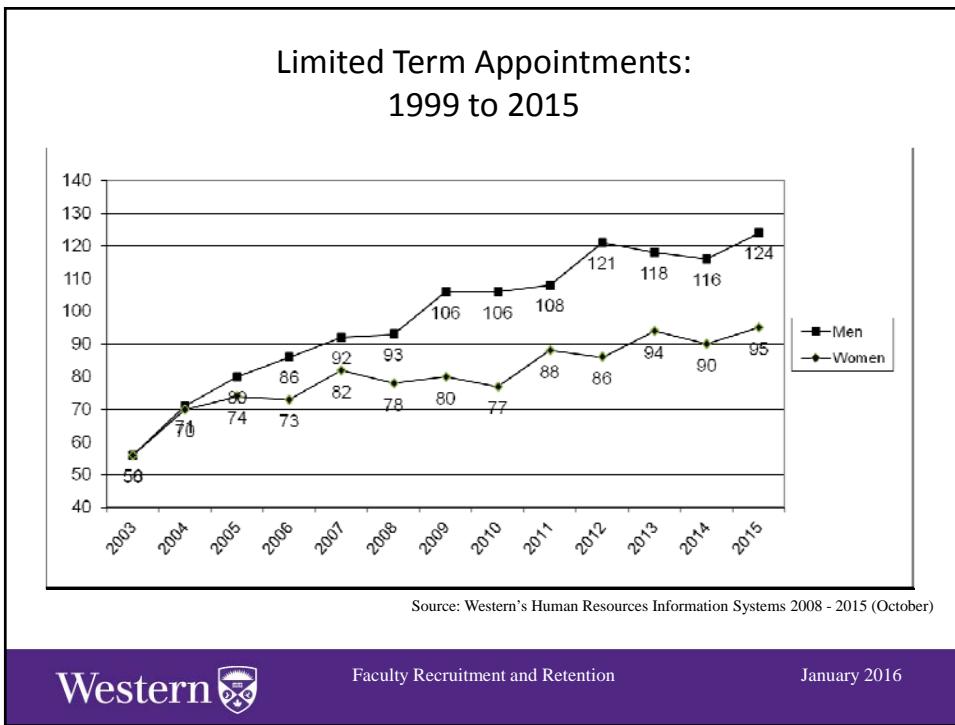
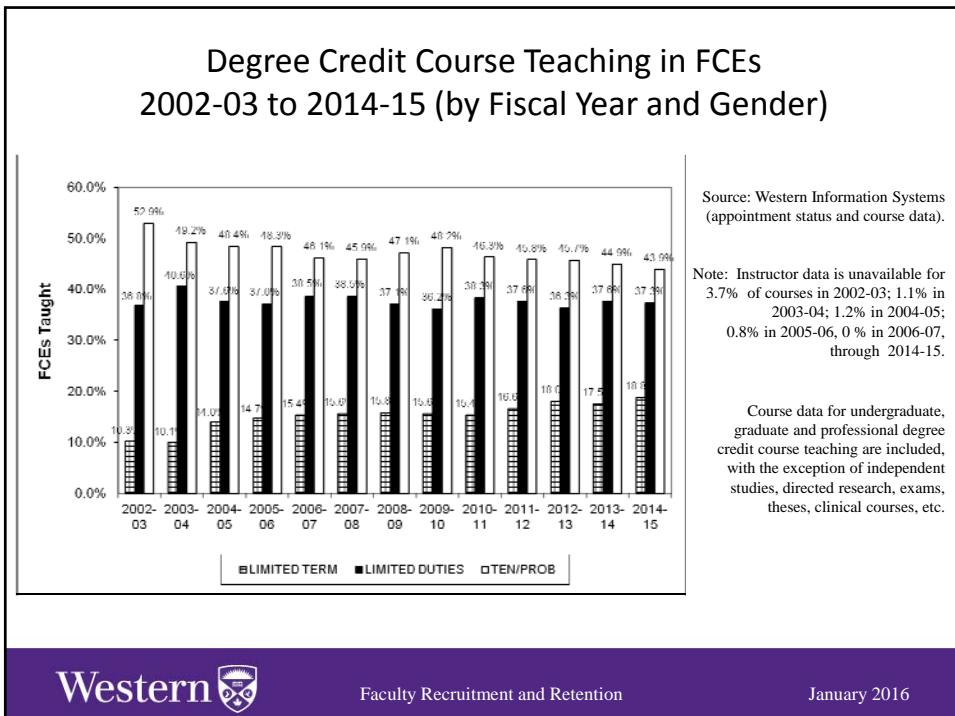
Course data for undergraduate, graduate and professional degree credit course teaching are included, with the exception of independent studies, exams, clinical courses, etc. Course data for the Faculty of Education includes the Additional Qualification Courses.

These data do not include Undergraduate or Graduate research or theses supervision

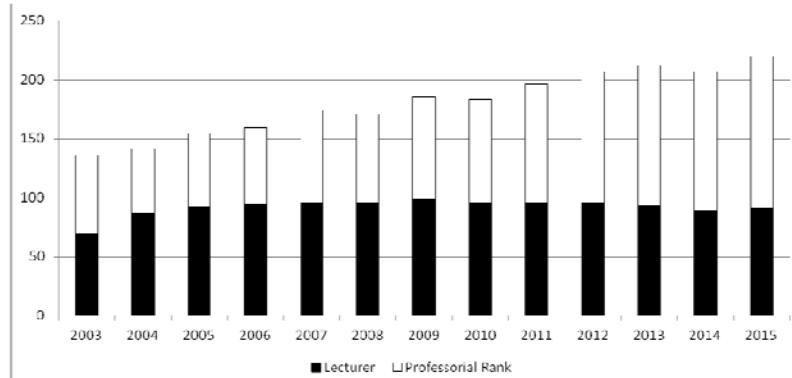


Faculty Recruitment and Retention

January 2016



Number of Individuals with Limited Term Appointments
by Rank
as of October, 2003 - 2015



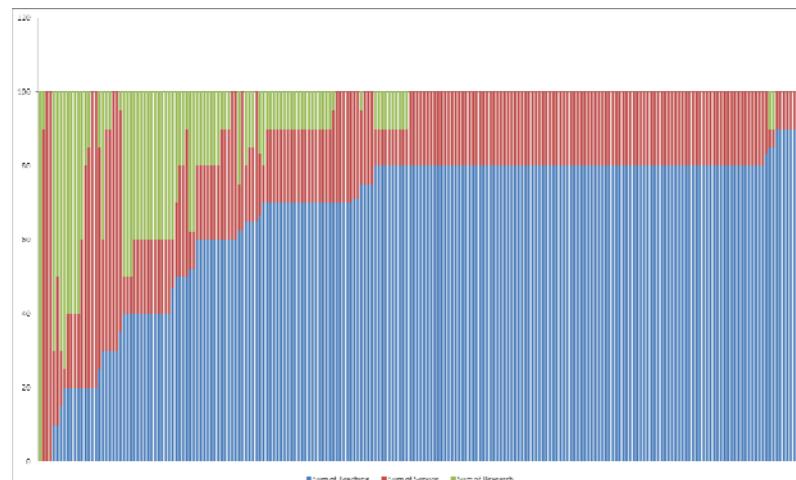
Source: Western's Human Resources Information Systems 2003 - 2015 (October)



Faculty Recruitment and Retention

January 2016

All Active Limited Term and Permanent Faculty by Workload
Percentages
2014 - 2015



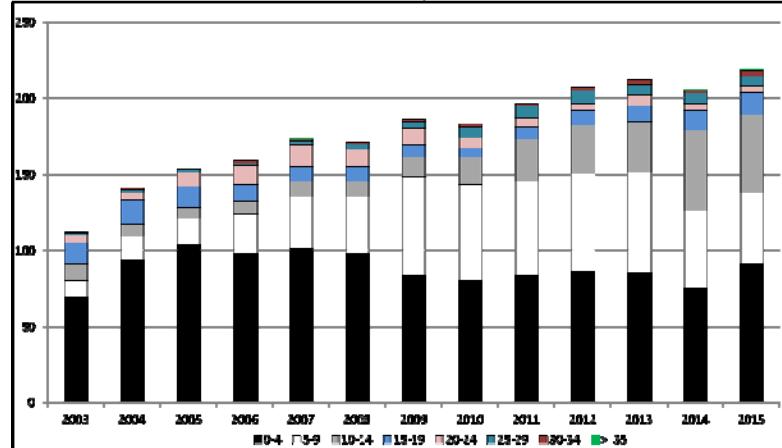
Source: Western's Human Resources Information Systems 2003 - 2015 (October)



Faculty Recruitment and Retention

January 2016

Number of Individuals with Limited Term Appointments
by Years of Service
as of October, 2003 - 2015



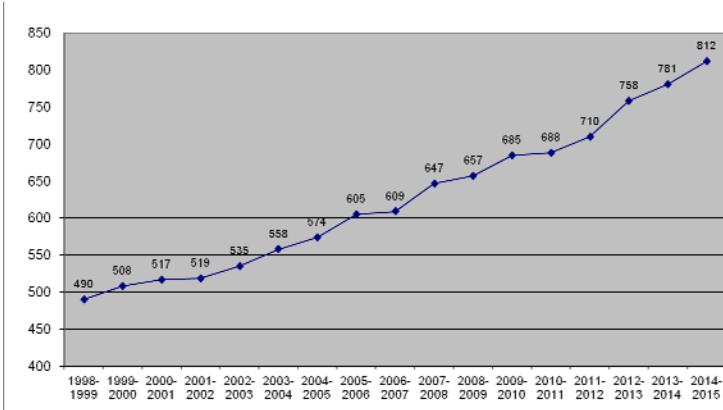
Source: Western's Human Resources Information Systems 2003 - 2015 (October)



Faculty Recruitment and Retention

January 2016

Clinical Full Time Faculty (Physicians in Schulich)
at Western, 1999 – 2015

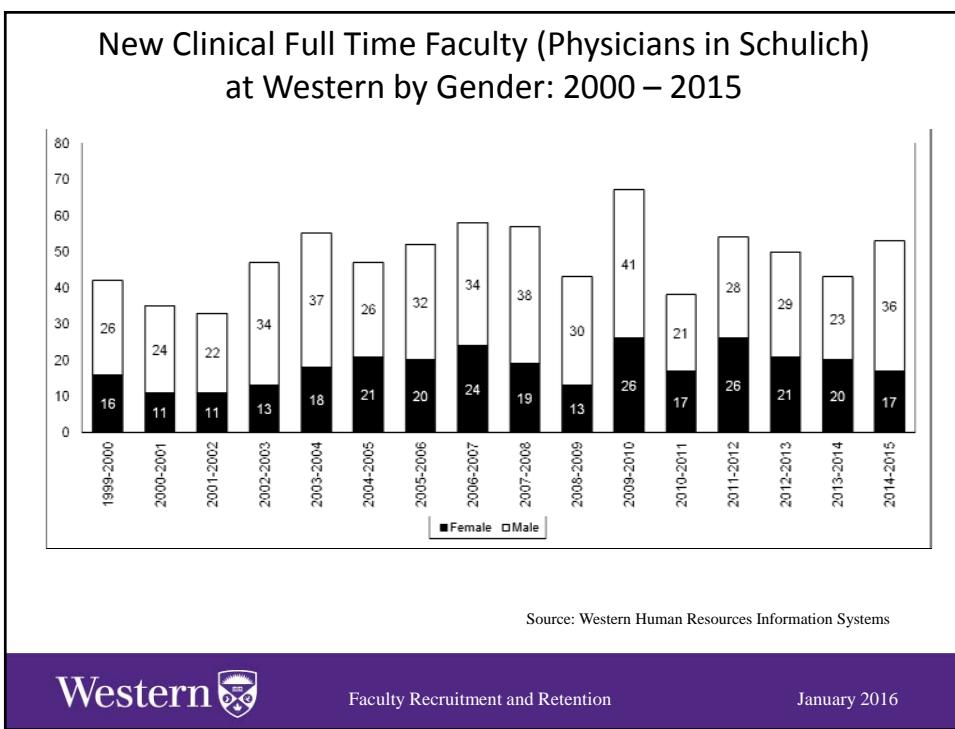
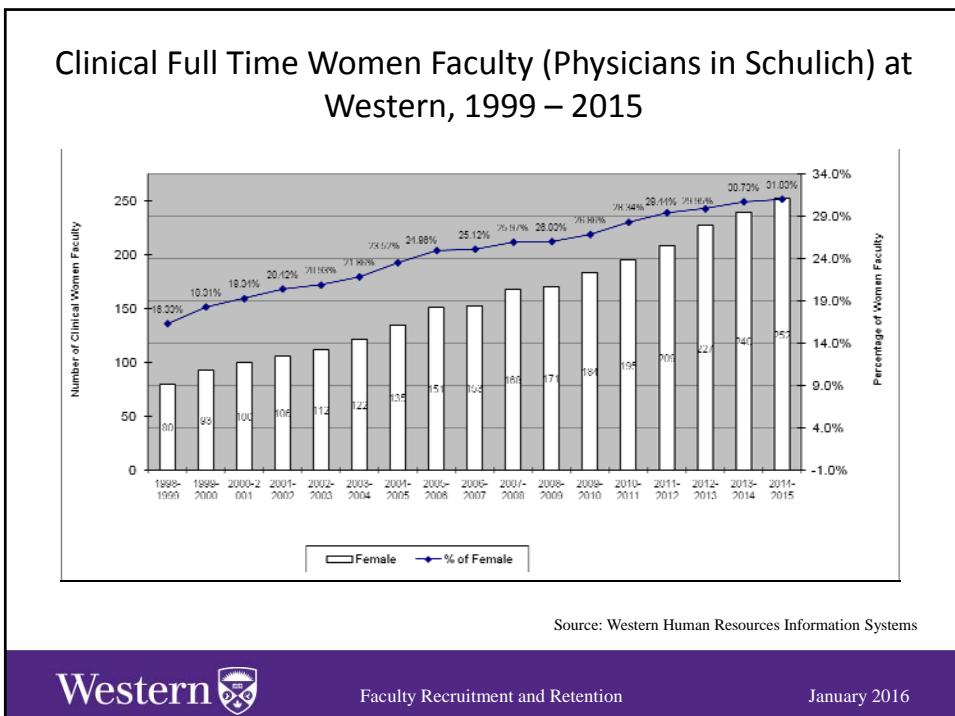


Source: Western Human Resources Information Systems

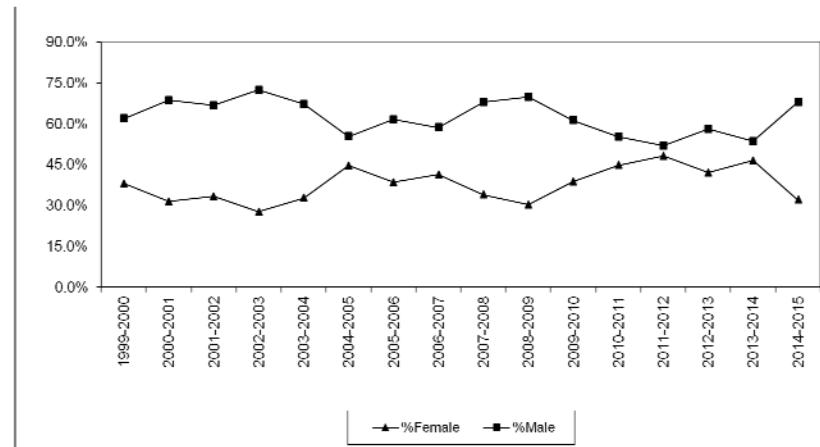


Faculty Recruitment and Retention

January 2016



Percentage of New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 1999/00 – 2014/15



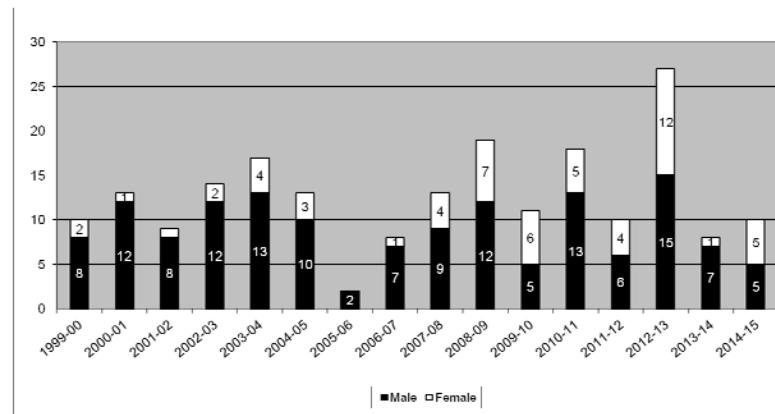
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2016

Clinical Full Time (Physicians in Schulich) Resignations by Gender, 1999/2000 – 2014/2015



Source: Western Human Resources Information System



Faculty Recruitment and Retention

January 2016



Office of the Vice-Provost and Chief Librarian

January 05, 2016

Senate Committee on University Planning
Western University

RE: Annual Report to Senate 14/15 and 15/16

It is my pleasure to submit my first annual report to Western University's Senate. I have been asked to report on the activities of Western Libraries for 2014/15 and to provide an update for 2015/16.

The key organizational initiatives for this time period have been: the development of a strategic plan; the completion of a workforce analysis and planning initiative; facilities enhancements and the initiation of a Western Libraries Master Space Plan project; and, an acquisitions cost reductions and serials review process in direct response to the declining value of the Canadian dollar.

Each academic year Western Libraries' librarians, archivists and staff make valuable contributions to the University's teaching, learning and research mandates and provide excellent service. This report will highlight key initiatives, activities, and select accomplishments for 2014/15 and 2015/16.

Western Libraries 2015-2020 Strategic Plan: Engage. Empower. Excel.

The new strategic plan was completed in the summer of 2015. It was the result of a highly consultative process -- FLIP: Future Library in Progress -- that was spearheaded by a Western Libraries Steering Committee. The resulting Strategies of Excellence now provide a road map to guide our planning and the development and delivery of our services. They are:

- Manage world-class print and digital collections and resources
- Advance 21st century literacies
- Partner in and support research to advance research excellence
- Champion open access and transform scholarly communication
- Cultivate purposeful partnerships on campus and beyond
- Provide user-centred spaces and technologies
- Actively engage with our communities
- Deliver service excellence to library users and the University

Workforce Analysis and Planning Initiative

The Workforce Analysis and Planning Initiative project was designed to follow the completion of the strategic plan. The project team's charge was to conduct an analysis and to make recommendations regarding the alignment of our librarians, archivists and staff with the University's academic and strategic priorities. The final project report (just completed and soon to be released to our staff) provides background and context for the analysis, outlines benchmarking

and research findings, presents the results of a technology survey, and presents alternate models of service delivery. It outlines Western Libraries' core and foundational functions, core competencies, and current and potential future structures and service models. It also presents recommendations on how to create and reflect the current and evolving environment in which Western Libraries must work in and thrive.

The project team identified four core user functions that focus on the needs of Western's students, instructors and researchers, as well as, six foundational functions. The core user functions are: research services; content management, discovery and access services; teaching and learning services; and user experience and community engagement. The foundational functions are: financial management, information technology, human resources, training and development, communications, facilities management, and quality assessment and improvement.

Facilities Improvements and Western Libraries Master Space Plan

Western Libraries undertook numerous renovation and facility projects of varying size and complexity in order to improve physical learning spaces and the overall student experience. Particular focus was on the first phase of the Taylor Library main floor renovations, which created inviting, inspiring and collaborative learning and research spaces to meet the needs expressed by our user community. This phase of the main floor renovation incorporated a new Infodesk, new self-service options, six collaborative learning rooms with various technologies, small group seating in the window area, and a portico area with new casual seating.

Western Libraries will be working with Institutional Planning & Budgeting and Facilities Management to undertake the Western Libraries Master Space Plan (WLMSP) project. The goal is to set out a space plan that will enhance the student and research experience by creating an inspiring and dynamic technology-enabled library environment that will foster learning, knowledge creation and scholarly communication within individual, collaborative and community spaces. We are preparing to launch the project charter and a RFP to engage an architect or design firm early in 2016. This project will extend into 2016-17 and involve campus and library wide consultation. The WLMSP will incorporate existing, ongoing, and envisioned space and facilities enhancements and explorations.

Acquisitions Cost Reduction Strategy

The drastic decline in the value of the Canadian dollar coupled with publisher price increases significantly reduces Western Libraries' purchasing power and requires ongoing cost reductions to our acquisitions and serials subscriptions. A short term cost reduction strategy has been implemented for 2015-16 to reduce a projected deficit and a near term strategy is in place to manage expenditures through 16/17. For more information please see the recent Western Libraries [news release](#). Western Libraries will address acquisitions cost reductions through an acquisitions and serials review and cancellation process. To minimize the impact on research, teaching and learning subject Librarians will consult with their faculty and share lists of resources under consideration for cancellation along with supporting evidence.

Teaching and Learning

Western Libraries' contributions to teaching and learning and to student success are many and varied. Our libraries contribute to the student experience by providing teaching and learning spaces, collaborative and independent study environments, scholarly resources and information technologies, and research help services. Librarians and Archivists provide instruction in information literacy and research skills in support of our academic and research programs. 418 instruction sessions and workshops were provided in 2014/15 reaching over 10,000 participants. They also develop and integrate e-learning strategies for information literacy and create online learning modules and research guides. A new platform for the delivery of 346 online research guides (designed for courses, subjects and topics and for integration into OWL) has seen 200,000 visits in the last six months alone. There were over 2 million visits to our physical libraries in 2014/15 and virtually the same number of visits to our website. 5000 chat-based research help queries were answered and 12,000 in person research help questions were received across our locations.

I'd like to highlight one particular open education and e-learning initiative of note. Western Libraries collaborated with the Faculty of Education in the development of the [Student2Scholar: Academic Literacies and Research Skills for Social Sciences Graduate Students](#) learning modules project. This inter-institutional collaborative project also included partners at the University of Toronto and Queen's University. The project was funded through the Ontario Online Initiative (e-Campus) funds. The nine learning modules aim to build core competencies in academic literacy and research skills for graduate students and an instructor guide provides strategies for integrating the modules in curricula. S2S is openly available for use, to share, and to adapt under a Creative Commons license.

In 2015/16 the Copyright Office was established within Western Libraries to promote copyright literacy on campus and an understanding of copyright legislation, fair dealing and the appropriate use of copyrighted materials in education, research, personal study, and publication. More information can be found at [Copyright@Western](#).

Research

Western Libraries is contributing to the advancement of research excellence at Western by fostering new modes of scholarly communication; through the stewardship of research collections; through statistical and geo-spatial data services and collections; and with the provision of research skills workshops and research consultations including literature searches and systematic reviews, research data management, and research metrics analysis. Our Librarians and Archivists conducted 987 advanced research consultations over 2014/15, 35% for graduate students, 10% for faculty and researchers, and the balance for undergraduate students. They also provided 193 workshops and instructions sessions developed for graduate students, post-docs and faculty.

[Scholarship@Western](#), our institutional repository, provides for the dissemination and discovery of Western's scholarly output including online journals, scholarly papers, and electronic theses and dissertations. As an open access repository, Scholarship@Western is also an avenue for compliance with the new open access policies of research funding agencies. To date the 13,708 items in the repository have been downloaded a total of 2,690,869 times by scholars around the globe. Since May 2014, 2250 items have been added to the repository.

Usage of our digital research collections and electronic scholarly resources in 2014/15 continued at a high-level with 4.2M online article downloads, 1.6M uses of e-books (an 88% increase over last year), and 20M database searches. In 2014/15 Western Libraries' collections were enhanced to support academic programs and research areas with the addition of over 156,000 new titles. 227,000 print items circulated in 2014/15 and over 18,000 interlibrary loans requests were filled to meet scholars' needs. As previously mentioned, due to the low value of the Canadian dollar, new acquisitions for 2015/16 and 2016/17 will be relatively limited and serials subscriptions will be reduced in order to work within budget parameters.

Please accept this report on the academic and scholarly activities and service developments of Western Libraries. The key organizational priorities outlined above will continue through the balance of 2015/16 and into 2016/17, indeed through the balance of the four-year planning cycle. We will continue to work on the implementation of [Western Libraries 2015-2020 Strategic Plan](#), consider the Workforce Analysis and Planning Initiative recommendations and report and its implications for how we can best align our organization to serve Western's students, researchers, and instructors, complete the Western Libraries Master Space Plan, and conduct the acquisitions and serials review and cost reductions process. Our librarians, archivists, and staff will continue their contributions to teaching, learning and research through their instruction, the creation of online resources and learning objects, the development and management of research collections, and the provision of research services and consultations.

Respectfully submitted by,



Catherine Steeves
Vice-Provost and Chief Librarian

Senate ad hoc Committee on Renewal - Interim Report

January 22, 2015

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Appendices

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[Appendix II: Terms of Reference](#)

[Appendix III: Fall Meeting Schedule](#)

[Appendix IV: Summary of the Governance Structure at Western and Our Objectives](#)

Preamble

Our Committee's mission is to examine the state of governance at Western focusing on collegial governance—both as it is constituted in official documents and as it is experienced by members of the university community. The final report will include recommendations for change. A list of the members of the Committee can be found in Appendix I. The Committee's terms of reference, as determined by Senate, can be found in Appendix II.

Our explicit focus is the university Senate, one part of Western's bicameral governance structure (alongside the Board of Governors). The assumption that collegial governance at Western can be improved is a premise that underpins the creation of our Committee. We recognize that an important challenge in producing recommendations will be to balance the often competing needs of broad and meaningful collegial consultation on the one hand, and institutional efficiency on the other.

Although much of the information collected speaks directly to Senate governance, some participants in town halls and one-on-one consultations have chosen to speak at length about collegial governance at the division, department and/or Faculty level. We have been open to this broad range of input based upon our assumption that collegial governance in other campus contexts may both reflect and reproduce governance patterns at Senate.

This is an interim report and, as such, the committee will continue to solicit comments and suggestions from the university community through a variety of mechanisms until the end of April 2016. We welcome submissions on all issues relating to governance at Western, including but not limited to those listed below under the heading "Themes."

Process

In its July organizational meetings, the Committee determined that both a review of Senate documents (including The UWO Act (1982; 1988) and the 1996 review of that act, bylaws, and Senate committee terms of reference) and extensive consultations with the university community to determine the lived experience of collegial governance at Western were necessary in order to carry out the tasks assigned by Senate. The Committee reviewed the corresponding documents in August. A website on the Secretariat homepage was established in September to serve as a collection point for communications with the Committee. By the beginning of the fall academic term, calls for submissions were made through a variety of channels. These included:

- E-mail requests to campus organizations and groups to provide written submissions and follow-up consultation meetings (a list of these can be found in Appendix III),
- A broadcast e-mail to the community at large,
- Targeted e-mails to current and former Senators, including principals of the Affiliates,
- Advertisements in *The Western News* and *The Gazette* (print and online) on two occasions,
- A link to our website was published in the electronic *Western Alumni News*
- Open town hall meetings with each Faculty throughout the Fall Term (also listed in Appendix III),
- One-on-one consultations with members of the community who indicated an interest in talking with a Committee member.

The Committee's objective was to provide multiple avenues for feedback to ensure that the voices of all who wished to address the Committee and the issues within its purview would be heard. An executive summary of the objectives of the Committee, along with an overview of Western's governance structure (Appendix IV), was made available to the community as a whole through the Committee's website and was distributed to participants prior to and at town hall meetings.

Each town hall meeting and consultation began with a summary of our Committee's task and an invitation to discuss collegial governance and share experiences. The Committee invited feedback from those participating without expressly soliciting problems or issues. The majority of those who have spoken with us have shared their frustration with governance processes and the resulting negative experiences. However, the Committee was also pleased to hear suggestions for improvement and we hope to share those in our final report.

During November and December 2015, the Committee compiled its document reviews, commentary from its consultations, and information received via its website to identify emerging themes regarding the current state of collegial governance and the Senate, including suggestions about how to move forward and address challenges.

Progress to date

The Committee has received a wide range of opinions from a variety of different constituencies across the university. We are confident that we have achieved the **breadth** of consultation that Senate directed, and we are appreciative of the many comments and suggestions received to date. However, the Committee had hoped for a greater **depth** of participation in our consultations to complement the breadth we have achieved.

Over the course of our consultations, the Committee has heard a variety of reasons as to why some members of the university community have chosen not to participate in our process. Some of these include:

- Several constituencies had already been polled by their representatives prior to the Committee's town halls and meetings. In these cases, constituents may have been confident that their input would be adequately delivered by the representative(s).
- Some community members may fail to see how the Committee's activities are relevant to them. This impression may be due to a lack of understanding about Senate, collegial governance processes, or how Senate's activities might affect their day-to-day life. Education about and communications from Senate are two issues we will address in our final report.
- A sense of disenfranchisement and cynicism may have led some people to disengage from the collegial governance process. Disengagement is one of the most important challenges that our recommendations will address.

Nonetheless, during the course of our consultations, a number of themes and issues were raised repeatedly across a broad range of Faculties, campus units, and organizations. We feel confident that the "Themes" we have identified below reflect the major concerns of the Western community.

Themes

Following each consultation, the Committee debriefed to discuss predominant messages that had been expressed. Across all constituents and all forms of submission (written documents, town halls, meetings with leadership groups, one-on-one consultations), we heard experiences and concerns regarding five predominant themes:

1. Engagement
2. Transparency
3. Consultation and Communication
4. Representation
5. Culture and Leadership

While participants held varying views on these issues, the following sub-themes were pervasive across the consultations and align with at least one, if not more, of the major themes. Our goal at this interim point is to bring these views forward to Senate and to the university community more broadly. We welcome continued discussion as we move towards the final report.

Awareness of Senate's Role and Impact:

- For many in our community, the work of Senate and particularly of its committees is a mystery.
- Many do not know how to interpret Senate's decisions with regard to how they may impact their daily work.
- People are aware that information about Senate's work is available online but many are unsure where and how to find it.
- Documents are not 'layperson-friendly.'
- Many are not aware that they may observe Senate meetings at any time.

Engagement in Senate:

- Senate is perceived as a body of 'received knowledge' where questions are not welcome.
- Senate's role is seen as that of a rubber stamp and, as a result, even many Senators have disengaged.
- It is difficult to get faculty members to run in Senate elections, leaving Deans and Faculty nominating committees to fill vacancies.

Preparation of Senators and Representation on Senate:

- Clarification of the roles and responsibilities of Senators is needed, especially a clearer sense of Senators' accountability and connection to their constituency.
- More robust training and mentoring of Senators is needed, particularly for student Senators who, at times, do not feel prepared to participate fully.
- Some Senators are not prepared prior to meetings and appear not to take the job seriously.
- The value of serving as a Senator needs to be recognized in the Senators' home units and respected across the campus.
- Senators are largely strangers to one another, venues are needed for inter-Senator communication.
- Multiple groups believe that they are not represented (or not adequately represented) in the Senate and feel that the current makeup of Senate needs to change.
- During our consultations, Senate voted to add discussion and follow-up questions to the current question period at Senate. Some people indicated that they hoped this might spark further debate and engagement at Senate.

Senate Committees and Subcommittees:

- Most in the university community are unaware that the work of Senate is largely done at the committee level.
- The mandate and reporting structure of Senate subcommittees is not well understood.
- Decisions of Senate, its committees and subcommittees and the reasons behind those decisions are not communicated transparently or clearly to the university community.
- Terms of reference and membership of Senate committees should be revisited for mandate and representativeness and this should be done regularly.
- Senators' service on Senate committees promotes engagement and ensures broader understanding of governance, yet there is a sense that committee members are often not prepared for meaningful participation and some Senators do not serve on any committees.

Senate and Board of Governors

- The two governance bodies in our bicameral system are isolated from one another, and mechanisms to enable more effective collaboration between them need to be put into place.
- Senate and Board members who are cross-appointed to the two bodies should have specific responsibilities delineated including a reporting role.

Collegial Governance and the current Post-Secondary Environment

- In the current fiscal environment, academic decisions increasingly have a fiscal component, requiring more direct interaction and consultation between our two governing bodies.
- Given the fiscal environment, tough academic decisions must be made. Having the necessary discussion is critical, but so is reaching the decision. A balance is needed.

Campus Culture and Leadership

- Trust has been broken: trust that our leaders and Senators are acting in the best interest of their constituents, trust that people's voices are being heard, and trust that committees are representative and transparent in their decision making.
- Problems in collegial governance derive from the style of leadership or as a response to changes occurring across the post-secondary sector and not necessarily from the governance structure itself.
- There is a sense that the university, at virtually all levels of administration, has increasingly abandoned true consultation in favour of "executive decisions." As a result, the campus community no longer feels invested in major campus initiatives.
- Information from a variety of administrative levels is not communicated effectively; the lines of communication are often perceived as rigid, one-way and hierarchical.

Next steps

Several consultations remain to be completed and the Committee will continue to examine and evaluate the information gathered to date. This process will include a further examination of Senate and Senate subcommittee policies, bylaws and terms of reference in order to identify areas for improvement in light of the themes that have emerged from our consultations. Our ultimate goal will be to identify structural changes that can ensure on-going, effective collegial governance.

Since this interim report is now available to the Western community, we also invite feedback as we prepare our recommendations on: 1) how to improve collegial governance at Western and, 2) how Senate can best serve our university community in the current provincial, federal and international climate for post-secondary institutions. We request that Senators offer us their feedback, as well as speak to their constituencies about this document and solicit their input. Additional comments and suggestions can be sent to the committee's email senate-renewal-cttee@uwo.ca or to any member of the committee.

Appendix I

Committee Membership

At its June 2015 meeting, nine members were elected by the Senate to comprise this ad hoc committee:

| | | |
|--|------------------|--------------------------|
| Betsy Skarakis-Doyle (chair) | faculty | Health Sciences |
| Emily Addison | undergraduate | Huron University College |
| Heather Bishop | PMA | Alumni Relations |
| Alison Hearn | faculty | FIMS |
| Lorelei Lingard | faculty | Schulich |
| Steve Lupker | faculty | Social Science |
| Sheila Macfie (vice chair) | faculty | Science |
| Mark McDayter | faculty | Arts & Humanities |
| Vacant, to be refilled in January | graduate student | |
| Irene Birrell (ex officio, non-voting) | | |

* The committee wishes to acknowledge the contributions of Professor Greg Kopp, Arjun Singh, and Tom McMurrough

Appendix II

Senate ad hoc Committee on Renewal Terms of Reference

Mission: To facilitate and collect the flow of information from all sectors and to make recommendations to the Senate, and through Senate to provide advice to the Board, with regard to moving the University of Western Ontario forward.

Membership: nine members chosen by Senate, four of whom will be faculty members (not including deans or associate/assistant deans), and two of whom will be student Senators (one graduate, one undergraduate).

Terms of reference:

1. To make recommendations that will establish more robust and transparent decision making practices and processes at Western
2. To receive comments and recommendations from across campus and from the affiliated university colleges and to determine ways forward that are beneficial to the whole community
3. The committee is given the following specific tasks:
 - (a) a full review of the state of governance at Western focusing on collegial governance and the role of Senate, including a review of the constitutional documents of Senate including the by-laws and regulations, the terms of reference of all committees, and a review of the development of agendas for Senate meetings;
 - (b) such other matters that arise during its investigations with respect to the enumerated tasks of the committee.

Timeline

The committee shall constitute itself as soon as possible, and report back to Senate with a preliminary report in January 2016 and a final report by the end of the academic year of 2015-16.

Approved by Senate, June 5, 2015

Appendix III

Senate Ad Hoc Committee on Renewal

Fall Meeting Schedule as at December 9, 2015

| Date | Event | Guests |
|--------|----------------------------------|------------------------|
| Sep 23 | Consultation & Committee Meeting | Campus Council |
| Sep 23 | Town Hall | Arts and Humanities |
| Sep 24 | Committee Meeting | |
| Sep 29 | Town Hall | Engineering |
| Oct 1 | Consultation & Committee Meeting | UWOFA/UWOFA-LA; SOGS |
| Oct 2 | Town Hall | Science |
| Oct 15 | Consultation & Committee Meeting | USC; UWOSA; PAW |
| Oct 23 | Town Hall | Health Sciences |
| Oct 27 | Town Hall | Music |
| Oct 28 | Town Hall | FIMS |
| Oct 30 | Committee Meeting | |
| Nov 2 | Town Hall | Education |
| Nov 5 | Consultation & Committee Meeting | PMA |
| Nov 11 | Town Hall | Social Science |
| Nov 12 | Town Hall | Law |
| Nov 17 | Town Hall | Libraries |
| Nov 20 | Consultation & Committee Meeting | Alumni Association |
| Nov 27 | Consultation & Committee Meeting | Student Senators |
| Nov 30 | Town Hall | Schulich |
| Dec 1 | Consultation | Deans |
| Dec 3 | Committee Meeting | |
| Dec 4 | Consultation | AVPs and Vice-Provosts |
| Dec 7 | Town Hall | Ivey |
| Dec 9 | Committee meeting | |
| Dec 11 | Committee meeting | |
| Dec 17 | Committee meeting | |
| Jan 11 | Consultation | P/VPs |

Appendix IV

The following was made available through the Committee's website and was distributed to participants prior to and at town hall meetings.

Summary of the Governance Structure at Western and Our Objectives

The Task

The Senate Ad Hoc Committee on Renewal was struck in June 2015 in response to concerns about the effectiveness of the governance bodies and lack of university community participation in the decision making processes at Western. The Committee's full terms of reference can be found here http://www.uwo.ca/univsec/pdf/senate/renewal_cttee/Ad%20Hoc%20Committee%20on%20Renewal%20-%20Terms%20of%20Reference%20and%20Membership.pdf, but, in summary, we have been asked to review governance at Western, with particular focus on collegial governance and the role of Senate. We have been asked to review the constitutional documents of Senate and to consult widely within the campus community. The intent is that the Committee's work and recommendations will lead to more robust and transparent decision making processes and practices.

The Committee has determined that a review of constitutional documents, in and of itself, is necessary but not sufficient in order to accomplish our goals. We are most interested in understanding, through broad community consultation, how the lived experience of governance at Western maps onto our constitutional policies and procedures.

Process

Through the fall, we will conduct the document review and consult with members of the university community, seeking to identify the gaps between stated policy and procedure and actual practice. Following this we will make recommendations that will bridge those gaps, either by more appropriately implementing current regulations or by adopting better practices. To that end, we are planning a series of meetings – large and small – to hear from a range of constituencies, with the hope that members of the community will help us to identify the challenges they experience and propose solutions for consideration. In addition to face-to-face meetings, we have established a dedicated e-mail address to which input can be sent.

Our Governance Structure

Western, like most Canadian Universities, is an autonomous, non-profit organization created by Provincial legislation, in our case, 'The University of Western Ontario Act'. The Act provides for a bicameral structure (two bodies) to govern the institution, the Board of Governors and the Academic Senate. As such, the Act specifies that governance at Western is a shared process and responsibility. As the 1996 review of the Act

by a joint Board/Senate committee stipulates, an emphasis on collegial decision making is consistent with “the University’s character as a public, collegial enterprise” (Final Report of Review of UWO Act, 1996).

The following is a brief description of our governing bodies:

- The Board has 28 members comprised largely of individuals external to the community, although nine of its members are faculty, staff or students from the university. It is responsible for “the government, conduct, management and control of the University and of its property and affairs.” (UWO Act)
- The Senate has 103 voting members, comprised of 77 elected faculty, staff, students and individuals from the general community.) Further, there are 23 ex officio members including: the President, who serves as Chair, all Vice Presidents and Deans, Principals of the Affiliates, etc. The University Secretary sits as a non-voting member on both bodies. The Act grants the Senate responsibility for academic policy and for specific academic matters, including admission standards, programs of study, qualifications for degrees, examinations, scholarships and convocation.
- Although Senate and the Board are differently constituted, with different areas of responsibility, they are intended to work together to govern the university. Interactions between the two bodies occur as a result of: 1) there being an overlap of members, e.g., Board members sit on Senate and Senate nominates members to sit on the Board, 2) the bodies acting in advisory capacities for each other, 3) the requirement of joint approval of certain strategic and policy documents and decisions.
- Both bodies have standing committees to carry out the detailed work deriving from their respective responsibilities.
- The Act provides that meetings of both bodies are open to the public and are so advertised; however, confidential matters may be discussed in closed-door sessions.
- The Senate and Board by-laws set forth the procedure by which business is brought to each body for discussion and action if required. Those by-laws are supplemented by Sturgis’ Standard Code of Parliamentary Procedure.

Detailed information about the governance structure, standing committees, election procedures, etc., can be found on the University Secretariat’s website: www.uwo.ca/univsec. In addition, staff in the Secretariat would be pleased to answer questions or provide additional information upon request.

Report to Senate of the Academic Colleague, Council of Ontario Universities
Erika Chamberlain, January 2016

The Academic Colleagues met on 9-10 December 2015. The following items were discussed.

MTCU Funding Review Report: Sue Herbert's report, *Focus on Outcomes, Centre on Students: Perspectives on Evolving Ontario's University Funding Model*, was released on 10 December 2015. The report provides a summary of Herbert's consultations, including areas of consensus and debate. The primary emphasis of the report is "improving the overall student experience," which is evident in the following themes:

- Prioritizing teaching over research: the report indicates that the priority for the new funding model should be student success, especially at the undergraduate level. While the report recognizes the importance of research at Ontario's universities, it expresses concern that universities may be using an increased level of ministry operating grants to subsidize the administrative costs of research.
- Focus on outcomes: the report recommends using an outcomes-based approach to funding in order to promote a culture of continuous improvement. This will need to be introduced gradually over two SMA cycles.
- Developing reliable data and metrics: in order for the outcomes-based approach to be successful, the ministry needs to develop reliable data and credible metrics. As a result, universities may need to be more proactive and organized about data.
- Measuring and assessing learning outcomes: the report recognizes the potential of undergraduate learning outcomes to help students understand what they have learned and to help "governments to understand what skills are being generated." The report identifies an "ideal end state" that measuring and assessing learning outcomes would be "a priority for institutions and a condition of funding."
- MTCU stewardship: the report urges the MTCU to take a greater stewardship role in the sector, including accountability through the SMAs, a strengthened enrolment planning role, and improved financial health monitoring.
- Enrolment changes: the report acknowledges that enrolment should still be part of the funding model, and that supports may be needed to ease transitions to expected enrolment declines. There may be a review of program costs for the purposes of validating or proposing a new model weight to funding by program (ie BIUs).

Net Tuition: In partnership with MTCU, COU is working to develop data related to net tuition. OSAP data, combined with institutional financial aid data, will help to provide a more nuanced analysis of what students pay. This will be important in the development of the next tuition framework.

Sexual Violence: Ontario's Bill 132, the *Sexual Violence and Harassment Action Plan Act, 2015*, is currently in second reading and has been referred to the Standing Committee on Social Policy. The Bill has sections specifically aimed at colleges and universities, including a requirement that institutions have a sexual violence policy and review it every three years. It also proposes detailed reporting obligations about the number of times that supports/services/accommodations relating to sexual violence are requested and obtained by students. The COU's Reference Group on Sexual Violence is working to provide feedback to the MTCU about the Bill.

Graduate Programs Outcomes Survey: A task group has developed a survey instrument to collect outcomes data for graduate students, and is currently in negotiations with MTCU about finalization of the instrument. It is anticipated that the survey will be launched in early 2016.

Indigenous Studies: In light of the recommendations of the Truth and Reconciliation Commission and the reforms at Lakehead University and the University of Winnipeg to require all undergraduates to take a course in indigenous studies prior to graduation, the Academic Colleagues will have an ongoing exchange regarding our institutional responses and plans for change.

ANNOUNCEMENTS & COMMUNICATIONS

FOR INFORMATION

Academic Administrative Posts

The Office of Faculty Relations provided the following list of academic administrative posts approved on behalf of the Board of Governors during the months of November and December 2015 and January 2016.

| Name | Department/School | Faculty | Admin Post | Effective Date | End Date |
|-----------------------------|--------------------|----------------|----------------------|-----------------|-------------------|
| John Paul Minda | Psychology | Social Science | Acting Chair | January 1-2016 | June 30-2016 |
| Scott MacDougall-Shackleton | Psychology | Social Science | Chair | July 1-2016 | June 30-2019 |
| Jamie Baxter | Social Science | Social Science | Assistant Dean | January 1, 2016 | June 30, 2016 |
| Lawrence Jacobs | Schulich – Windsor | Schulich | Assistant Dean | January 1, 2016 | December 31, 2017 |
| Andrea Lum | Medical Imaging | Schulich | Clinical Dept. Chair | January 1, 2016 | December 31, 2016 |