

SENATE AGENDA

1:30 p.m., Friday, January 20, 2017
Arts and Humanities Building, Rm 1R40

1. **Minutes of the Meeting of December 9, 2016**
2. Business Arising from the Minutes
3. Report of the President – **EXHIBIT I** (A. Chakma)
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:
Operations/Agenda - **EXHIBIT III** (M. Milde)
Nominating Committee – **EXHIBIT IV** (W. Pearson)
Academic Policy and Awards - **EXHIBIT V** (S. Macfie)
University Planning - **EXHIBIT VI** (D. Laird)
6. Report of the Academic Colleague – **EXHIBIT VII** (Erika Chamberlain)
7. Announcements - **EXHIBIT VIII**
8. Discussion and Question Period
9. New Business
10. Adjournment

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

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT
FOR INFORMATION

UNANIMOUS CONSENT AGENDA
FOR ACTION

OPERATIONS/AGENDA COMMITTEE
FOR ACTION

Open or Closed Senate Standing Committee and Subcommittee Meetings
Senate Membership – Undergraduate Student Constituency
Revisions to Adopted Policies and Procedures of Senate – Section 5

NOMINATING COMMITTEE
FOR ACTION

Senate Review Board Academic

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)
FOR ACTION

Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission Requirements of the Theatre Studies Modules
Faculties of Arts and Humanities and Social Science, Interfaculty Program in Linguistics: Revisions to the Admission and Module Requirements for the Honors Specialization in Linguistics
School of Graduate and Postdoctoral Studies: Introduction of the new Master of Data Analytics (MDA) Program

FOR INFORMATION

Revisions to the “Adding and Dropping Courses” Policy
New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)
FOR ACTION

Renaming and Revisions to MAPP 1.13 - Code of Behavior for Use of Computing Resources and Corporate Data

FOR INFORMATION

Report on Recruitment and Retention
Update on Bus Rapid Transit
Chairs Approved by SCUP for Senate

REPORT OF THE ACADEMIC COLLEAGUE
FOR INFORMATION

Standard Report

ANNOUNCEMENTS & COMMUNICATIONS
FOR INFORMATION

Standard Report

MINUTES OF THE MEETING OF SENATE

DECEMBER 9, 2016

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

SENATORS: 71

A. Abuhussein	A. Hrymak	H. Orbach-Miller
R. Andersen	Y. Huang	G. Parraga
A. Bachman	M. Jadd	I. Paul
A. Bhatt	C. Jones	B. Paxton
P. Bishop	D. Jorgensen	M. Pratt
A. Bowlus	A. Katz	D. Rogers
J. Capone	M. Knott	C. Roulston
T. Carmichael	J. Knowles	B. Rubin
A. Chakma	A. Kothari	J. Scarfone
A. Chant	D. Laird	V. Schwean
K. Cole	R. MacDougall	D. Simmonds
R. Collins	S. Macfie	Z. Sinel
E. Comor	E. Macpherson	V. Staroverov
M. Crossan	L. McKivior	C. Steeves
C. Davidson	K. Mequanint	M. Strong
J. Deakin	J. Michalski	M. Thomson
C. Dean	M. Milde	G. Tigert
G. Dekaban	L. Miller	S. Trosow
P. Doyle	S. Mumm	T. Tucker
N. Dyer-Witthford	K. Myers	Z. Turner
J. Garland	P. Nesbitt-Larking	M. Viczko
C. Hardy	V. Nielsen	C. Wang
J. Hatch	C. O'Connor	BA. Younker
E. Hegedues	C. Olivier	

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

S.16-250 **Land Acknowledgement**

A. Bachman read the Land Acknowledgement.

S.16-251 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of November 18, 2016 were approved as circulated.

Referring to the second paragraph in S.16-224, Minutes of the Previous Meeting, that describes Dr. Chakma's response to the question about the appropriateness of the Visiting Elder's opening at the October meeting, a member asked why there was no mention of the religious element in the minutes. The Secretary took the question under advisement.

Secretary's note: Dr. Chakma addressed a comment received outside of Senate that some members of the community took issue with the religious nature of the greetings provided at the beginning of the October Senate meeting because Western is a secular institution. He noted that the invitation to have the Visiting Elder open the meeting was extended to show respect for the indigenous community and to recognize the importance of the Indigenous Strategic Plan process as a step towards trying to rectify the historical challenges they have faced. He added that having an Elder bring greetings or blessings is an important element of their culture and he did not believe the Elder's greeting diminished the secular character of Western. However, he acknowledged that others might disagree. He noted that this was a very special case and what was done was in the spirit of showing respect to the indigenous communities. It was a unique situation, not likely to be repeated.

S.16-252 **Agenda for December 9 Senate Meeting**

It was moved by N. Dyer-Witheford, seconded by H. Orbach-Miller,

That the agenda for the December 9 Senate meeting be re-ordered to allow consideration of the questions from the Organizing Equality Student Coalition as the first item of business.

CARRIED

S.16-253 **Questions from the Organizing Equality Student Coalition**

The following questions were presented on behalf of the Organizing Equality Student Coalition.

“Will the Senate take timely and concrete steps to address the systemic and specific harm experienced by marginalized students on campus, by providing funds and other institutional resources to organizations and projects led by students from equity seeking groups, for equity building activities that involve and benefit them as a priority?”

The Provost said that it is important to remember that both Senate and the Board have taken concrete steps to ensure equity and inclusion for all members of the University community. In keeping with their governance role, both bodies have approved policies, such as the one on non-discrimination/harassment, that set expectations for behaviour and provide processes for dealing with concerns.

Furthermore, will the Senate and Administration make designated physical spaces available for such students and groups to foster dialogue, mutual support and caucusing?

The Provost explained that access to space, including classrooms when they are not being used, can be provided by the Faculties or the University centrally through the room booking service.

Finally, will the Senate and Administration enthusiastically support such student-led initiatives, and thereby send a public message that helps engender safety for such students?

The Provost said that a crucial part of the student experience at Western is to become engaged in initiatives that benefit the broader community, and the initiative in support of equity is a wonderful example of this. Student leaders have demonstrated their effective engagement in meetings with dozens of students and have detailed their productive impact to Equity Services and others.

S.16-254 **Notice of Motion regarding Land Acknowledgement**

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

That Senate begin its meetings with the Land Acknowledgement.

CARRIED

S.16-255 **REPORT OF THE PRESIDENT**

The President's report distributed with the agenda contained information on the following topics: U15 Proposal for 2017 Federal Budget, Royal Society Gala in Kingston, Board approval of the Indigenous Strategic Plan, and a leadership update. He also reported on "Ottawa Day" which involved taking a small group of Western faculty/staff to meet with Bob Hamilton, Deputy Minister University Champion assigned by the Privy Council to Western. Positive feedback was received from those who participated. The initiative aims to strengthen relationships and links between the Government of Canada and universities. He updated Senators on the federal government's Report of the Standing Committee on Finance and referenced the U15 Budget 2017 Proposal regarding advocacy for increased support for fundamental research attached as Annex 1 to his report.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.16-256 **Appointment Procedures for Senior Academic and Administrative Officers of the University: Amendment of Title in Section G: Vice-President (Resources & Operations)**

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

That the title of the Vice-President (Resources & Operations) in the Appointment Procedures for Senior Academic and Administrative Officers of the University (Section G) be changed to Vice-President (Finance & Operations).

CARRIED

S.16-257 **Amendments to Senate Election Procedures**

It was moved by M. Milde, seconded by H. Orbach-Miller,

That the amendments to the Senate Election Procedures, attached as Exhibit III, Appendix 1, be approved.

CARRIED

S.16-258 **Recommendations of the Senate *ad hoc* Committee on Renewal**

As has been reported at Senate in the last two months, the Operations/Agenda Committee has continued to work on the implementation of recommendations contained in the Report of the Senate *ad hoc* Committee on Renewal.

The progress report attached as Exhibit III, Appendix 2 contained four recommendations on issues that OAC felt were ready for discussion and vote at Senate.

S.16-258a

Open or Closed Committee Meetings

It was moved by M. Milde, seconded by M. Strong,

That meetings of Senate's standing committees and subcommittees remain closed.

M. Milde, Chair of OAC, referred to the reasoning behind keeping meetings of Senate's standing committees and subcommittees closed contained in Exhibit III, Appendix 2, page 2. Each standing committee had debated the issue at length and concluded that their meetings should remain closed.

The Chairs of SCAPA, SCUP and Nominating were called upon to present their committee's rationale for having closed meetings:

T. Carmichael, Vice-Chair of the Nominating Committee, said that full discussion of the nominees and their suitability for service on committees can only occur in a closed session. The Nominating Committee's terms of reference will be revised to clarify the Committee's procedures including a new requirement that a paragraph be submitted outlining the reasons for each nomination and the nominee's suitability for the role.

S. Macfie, Chair of SCAPA, advised she submitted a written report to the Secretariat. Senator Trosow had been invited to the last SCAPA meeting to present his views on open meetings. Following his presentation, SCAPA again debated the merits of open and closed meetings and remained in favour of their decision to recommend that SCAPA meetings remain closed. She presented a summary of the committee's rationale noting that SCAPA is a policy oversight committee and not the place to further develop proposals arising from SUPR-U, SUPR-G, SGPS, GEC or DAP. SCAPA supports the recommendation that the meeting agenda page be posted for Senators and the community at large. She said that SCAPA receives more detailed information than is forwarded to Senate some of which is best kept confidential, including information about deficiencies noted by program reviewers. She concluded that all Senators should be involved in the final decision making process and that is best done at Senate meetings.

D. Laird, Chair of SCUP, reported that the Committee considered the recommendation to have open meetings as part of an overall desire to increase transparency of SCUP activities as well as the need to have more input into University planning from the University community at large. The Committee agreed to increase the membership of SCUP by six members to both increase transparency and provide a better balance between ex officio members and elected voting members. Posting the agenda page is also a recommendation from the Committee as well as reviewing the Terms of Reference every three years. The Committee felt that those changes would lead to better transparency than an open meeting which might stifle conversation and free dialogue. Like SCAPA, the Committee felt it to be redundant to have SCUP open when all the significant issues move on to Senate.

It was moved by H. Orbach-Miller, seconded by C. Hardy,

That the motion be amended as follows:

That meetings of Senate's standing committees and subcommittees remain closed, *with the exception of the Senate Committee on Academic Policy and Awards, the Senate Committee on University Planning and the Operations/Agenda Committee which will be open to all voting members of Senate to attend as observers.*

- a. *The aforementioned committees will be permitted to conduct meetings "in camera":*
 - (i) *when matters highly confidential to the University are being considered,*
 - (ii) *when matters of a personal nature concerning an individual are being discussed.*

- b. *Portions of the aforementioned committee's meetings that do not meet the criteria of section a) shall remain open.*
- c. *In the extraordinary instance that a portion of an aforementioned committee's meeting is closed, justification shall be given to Senate.*

The Chair ruled points a, b, and c out of order because under Senate's rules, OAC's terms of reference include reviewing the role and operation of Standing Committees. Should it be determined that meetings were to be open, the appropriate process would be to have OAC develop the rules under which open meetings would be conducted and bring forward their recommendations to Senate for debate and final decision.

There was lengthy discussion of the Chair's ruling. Those who believed the detailed amendments should be permitted argued that the decision was overly bureaucratic, non-democratic, and symptomatic of the concerns raised about Senate's effectiveness in the past year and as reported to the ad hoc committee in the course of their campus-wide consultation. This was a dangerous ruling that implied that Senate could not take back authority it had divested to a committee. Surely Senate could act in exception to its own rules from time-to-time. There was also concern about the additional time that would be required for OAC to come back with guidelines for approval. That was not likely to happen until April at the earliest, at which point students, who had been among the leading proponents of the change, would be gone from campus.

Other Senators disagreed, arguing that established procedures should be followed and that governance changes should not be rushed through. Several iterations might be needed to get the process right. Important, and practical, moves are being made towards transparency, such as the pre-circulation of the Committee agenda pages, and the annotated reports that will include context for decisions and the factors considered in decision-making. Committees need to make judgments as to what should and should not be public and their judgment should be trusted.

M. Milde noted that should the amendment be approved, the Operations Agenda Committee would move as expeditiously as possible to bring a regulatory framework back to Senate for discussion and approval. He expressed concern at the distinction being drawn between Senate and its committees given that most of the members of the committees are, in fact, senators. In seeking input from the committees, Operations Agenda was cognizant of the facts that many of the senators on the committees would be aware of arguments made in Senate, and at the same were aware of the needs of their committee in getting the work done.

H. Orbach-Miller indicated that he would accept the Chair's ruling but noted that he had thought it important that the procedural matter have a full discussion. Accordingly, the amendment was revised to read:

That meetings of Senate's standing committees and subcommittees remain closed, with the exception of the Senate Committee on Academic Policy and Awards, the Senate Committee on University Planning and the Operations/Agenda Committee.

D. Laird said that the issue of transparency was considered by SCUP. Having more representation on the Committee, being free to speak to issues because the meeting is closed and reviewing the Committee's Terms of Reference every three years are steps towards meeting the concerns about transparency.

As the mover of the amendment, H. Orbach-Miller said that it was intended to address a fundamental issue of transparency. He argued that openness, trust, and transparency are not mutually exclusive. The goal is for Senators to be better informed about issues coming before it. He approved of the measures taken by SCUP to increase its membership, but that need not exclude the presence of observers as well. In his view, the steps being proposed by the chairs of SCAPA and SCUP were the bare minimum to improve transparency and did not go far enough toward renewal. He referred to a discussion paper (circulated at the meeting) that cited examples of other Canadian universities that had open committee meetings and were able to make it work. There was no reason Western could not do the same. He rejected the notion that Senate was not

a political body. As a student member, he had to face election by his peers to become a Senate member – clearly a political situation.

A member expressed concern about the very substantive nature of the proposed amendment. He suggested that it might be better to refer the whole thing back to the Operations Agenda Committee for further review. Speaking against referral, a member remarked that there were not sufficient diverse voices at the Operations Agenda Committee to make a difference and Senate would be having the same discussion at the next meeting.

Speaking to the issue of trust, a member noted that, as someone who had not sat on a Senate committee, he and others in the same position could not help but feel somewhat uneasy and suspicious given that there was very limited information provided about what went on in meetings. For committee members, that would undoubtedly lead to some resentment.

A member noted that, as a student, she supported the amendment and did not accept arguments that open meetings would lead to less efficient decision making. All that was being proposed was that other senators be permitted to attend as observers, with no speaking privileges. In addition, as was pointed out by the ad hoc Committee on Renewal, there are advantages to a slower more deliberate pace of governance. Opening meetings to other senators would only deepen their understanding of the issues and consequences of decisions to be made. They would also be able to have more informed discussion with their constituents.

A member noted that the debate so far has been framed as hinging on the views of the members of the committees. Consultation with those members was a good thing, but their views should not be definitive. While it was good that consultation took place, those views should not be accepted as definitive. It is hardly surprising that the current committees think that the way they are proceeding is satisfactory. However, those views do not speak to cross-campus views expressed to the ad hoc Committee on Renewal and to the extent of the discontent with Senate, its processes, and the university administration as whole. He fully supported the students in this matter.

In response, a member remarked that those comments were mistaken because they suggested that the committees were simply maintaining the status quo, which clearly from the material provided was not the case. Pre-circulation of agendas and provision of the context and gist of committee discussion at Senate were significant changes that would have impact on Senate's ability to debate and decide on issues coming before it.

The question on the amendment was called and DEFEATED.

It was moved by M. Strong, seconded by H. Orbach-Miller,

That the motion be referred back to the Operations/Agenda for further consideration.

CARRIED

In support of the motion to refer back, it was noted that while there has been excellent debate, the attendance at the meeting was quite low. There were also some other options that could be explored, such as the possibility of opening committees on a trial basis (as is being proposed for the use of a consent agenda). Further, members of Senate had only received the students' paper at the start of the meeting and it had not been before the Operations Agenda Committee when it was discussing the issue.

In response to questions about opportunities for Senators to participate in the discussion at the Operations Agenda Committee, M. Milde said that he would welcome written submissions from Senators.

S.16-258b **Posting Committee Agendas**

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

That the agenda page for standing committee meetings be posted publicly when the full agenda package is provided to members on OWL, effective with the January 2017 meeting cycle.

CARRIED

S.16-258c **Consent Agenda**

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

That a consent agenda process be piloted for the January and February 2017 meetings of Senate.

The Chair clarified that items can be removed from the consent agenda from the floor of Senate before the Chair calls for a mover and a seconder for the motion to approve or receive for information at the meeting.

The question was called and CARRIED

S.16-258d **Nominating Committee Terms of Reference**

It was moved by M. Milde, seconded by T. Carmichael,

That the terms of reference of the Nominating Committee be revised as shown in Exhibit III, Appendix 2, Annex 2.

CARRIED

S.16-258e **Nominations from the Floor of Senate**

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

That the practice of immediately circulating a paper ballot when a slate put forward by the Nominating Committee is contested from the floor of Senate be discontinued and an electronic vote be conducted after the meeting.

CARRIED

S.16-259 **Convocation Statistics 2016**

Senate received for information the Convocation statistics for 2016 detailed in Exhibit III, Appendix 3.

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

S. Macfie reported that she looked into the issue of including the add/drop dates for the summer quarter (0.25) courses into the Adding and Dropping courses policy. She confirmed that the add/drop dates for the summer quarter courses are the same as those for summer half courses and this information will be included in the policy to make this clear for the students.

S.16-260 **Faculty of Health Sciences, School of Health Studies: Revisions to the Admission and Progression Requirements of the Bachelor of Health Sciences (BHSc) Program**

S.16-260a **Revisions to the Admission Requirements of the BHSc Program**

It was moved by S. Macfie, seconded by D. Jorgensen,

That effective September 1, 2018, the BHSc program's Admission Requirements in the Faculty of Health Sciences, School of Health Studies be revised as shown in Exhibit IV, Appendix 1.

CARRIED

S.16-260b **Revisions to the Progression Requirements of the BHSc Program**

It was moved by S. Macfie, seconded by D. Jorgensen,

That effective September 1, 2017 the Progression Requirements of the BHSc program be revised as shown in Exhibit IV, Appendix 2.

CARRIED

S.16-261 **Renewal of the Articulation Agreement between Western University and Fanshawe College regarding the transfer of credit for students in the Business-Accounting Diploma Program**

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

That effective September 1, 2016 Senate approve the renewal of the Articulation Agreement between Western University and Fanshawe College regarding the transfer of credit for students in the Business-Accounting Diploma Program, as shown in Exhibit IV, Appendix 3.

CARRIED

S.16-262 **Articulation Agreement between Western University, Brescia University College, King's University College, and Lambton College regarding the transfer of credit for students in the Liberal Studies Program**

It was moved by S. Macfie, seconded by G. Parraga,

That effective September 1, 2016, Senate approve and recommend to the Board for approval the Articulation Agreement between Western University, Brescia University College, King's University College, and Lambton College regarding the transfer of credit for students in the Liberal Studies Program, as shown in Exhibit IV, Appendix 4.

CARRIED

S.16-263 **New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the terms of reference for the new scholarships and awards shown in Exhibit IV, Appendix 5 for recommendation to the Board of Governors through the Vice-Chancellor.

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

S.16-264 **Budget Planning Guidelines**

Senate received for information the Budget Planning Guidelines detailed in Exhibit V, Appendix 1.

Responding to a question about how students can become involved in the budgeting process, J. Deakin said that in recent years, the USC has made submissions with recommendations directly to the President and Vice-Presidents, which were considered during the planning process, in the context of overall resources. In the future, she suggested that student input concerning the budget process be channelled through the AVP (Student Experience).

UNIVERSITY RESEARCH BOARD [Exhibit VI]

S.16-265 **2016 Annual Report of the Vice-President (Research)**

Senate received for information the 2016 Annual Report of the Vice-President (Research), detailed in Exhibit VI, Appendix 1. J. Capone provided an overview of his report using slides provided with the agenda package.

A member asked for an update on the recommendation contained in the final report of the University Research Board Task Force Steering Committee on Support for Research in Social Sciences, Arts, and Humanities at Western that smaller grants should be made available to researchers in the forms of competitive grants and support. The focus of these programs should be to support smaller budget research where there is no anticipation of external grant funding. J. Capone said that the 2016-17 budget contained a yearly allocation of \$200,000 from the \$5-million endowment to provide ongoing support for scholarship and research in the SSHRC disciplines. The first \$200,000 from this endowment will not be available until 2017-18. Therefore, in 2016-17, an additional \$200,000 one-time allocation was made available. These funds have now been directly allocated to Faculties in conjunction with Faculty Research Development Fund allocations, at their discretion to support SSHRC-related research. J. Capone said that he continues to work through the University Research Board and consult with stakeholders to develop terms of reference for this fund, and to implement the specific programs.

S.16-266 **REPORT FROM THE BOARD OF GOVERNORS** [Exhibit VII]

The Report from the Board of Governors, detailed in Exhibit VII, was received for information.

S.16-267 **ANNOUNCEMENTS**

Senate received for information the list of academic administrative posts approved on behalf of the Board of Governors during the month of November 2016, detailed in Exhibit VIII.

DISCUSSION AND QUESTION PERIOD

S.16-268 **Update on the City of London's Rapid Transit Plan**

Asked for an update on the City of London's Rapid Transit Plan, P. White, Executive Director, Government Relations & Strategic Partnerships, said that the City and the university have continued to work towards finding a solution to ensure that existing bus transit and the proposed BRT provide convenient service to campus while maximizing ridership and service efficiency, and minimizing environmental and social impacts at Western. Five route alternatives have been identified for consideration. In order to choose the best option, it will be important to understand the potential implications to all activities on campus, including academia, research and leisure. With this in mind, Western is undertaking an extensive process of analysis and consultation with

the campus community. These consultations will seek to inform the campus community about the proposed transit routes and how they impact the campus and to provide an opportunity for students, faculty, staff and alumni to voice their opinions. The meetings are planned for January 5 and 10.

S.16-269

Faculty/Staff Ombuds Office

Asked why Western does not have an ombuds person to assist Western staff or faculty as it does for students, J. O'Brien, Associate Vice-President (Human Resources) said that the majority of employees at the University are represented by unions or associations that provide rights regarding representation and have language in their agreements that specifically outline how the University can deal with issues and provide for a complaint process. Western has academic and administrative leaders who can facilitate dealing with issues and assist faculty and staff with workplace problems or conflicts. To clarify issues or the interpretation of policy employees can consult staff in a number of offices including the University Secretariat, Faculty Relations, Human Resources, and Internal Audit. In addition to Equity and Human Rights Services, faculty and staff can contact the HR Learning and Development team or Rehab team for assistance depending on the concern.

S.16-270

Wording of the Land Acknowledgment in Western's Indigenous Strategic Plan

A member asked why the wording of the Land Acknowledgement in Western's Indigenous Strategic Plan is different from CAUT's suggested wording and the City of London's proposed wording. J. Deakin said she sought input about this matter from members of the Indigenous Strategic Initiatives Committee (ISIC) and provided their comments as follows: Land acknowledgements are necessarily local and should be developed in close collaboration and partnership with surrounding Indigenous Communities. Development of the land acknowledgement in Western's Indigenous Strategic Plan, was accomplished by working with the Indigenous Strategic Initiatives Committee, Indigenous Postsecondary Education Council (IPEC – the primary body which advises on Indigenous matters applying to the University), as well as a number of Indigenous community members and education leaders. While many different versions of land acknowledgements are used (and appropriately so) in this area, the Committee developed the specific language in the land acknowledgement to be inclusive for Western's institutional context, on campus Indigenous community members, and local Indigenous communities in the region. Several other universities have land acknowledgements that differ from CAUT's (notably University of Ottawa). The importance of Western's acknowledgement, and notably its depth and the level of inclusion, comes from the strength of Western's connectedness to its local communities and all the forms they take. Several discussions about this matter occurred during the ISIC meetings and Susan Hill was instrumental in setting up the wording; she discussed the fact that territories are more colonial terms than indigenous and that the lands need not be seen to have strict borders, thus the statement needed to recognize the multiple groups of peoples who inhabited these regions.

ADJOURNMENT

The meeting adjourned at 4:11 p.m.

A. Chakma
Chair

E. Hegedues
Associate University Secretary



REPORT OF THE PRESIDENT

To: Senators
From: Amit Chakma
Date: January 11, 2017
Re: President's Report to Senate

For the January 20, 2017, Senate meeting, I wish to highlight the following news and developments since the last meeting of Senate on December 9, 2016.

Tuition framework extended:

On December 15, the Ministry of Advanced Education & Skills Development (AESD) announced its decision to extend the current Tuition Fee Framework, scheduled to expire in August 2017, for two additional years with a new expiration date set for 2019. In his memo to Ontario's university and college executives, Deputy Minister Sheldon Levy communicated that the extended framework "will help ensure that postsecondary education remains affordable for students while providing stability and predictability to institutions during a period of postsecondary education transformation." Consistent with the current framework, most postsecondary programs may increase their fees by up to three percent annually, while tuition for high-demand, professional undergraduate and graduate programs may be increased by up to five percent annually. However, overall average institutional increases may not exceed three percent per year.

Funding formula review and SMA renewal update:

Dialogue continues between AESD and the Council of Ontario Universities on processes related to completing Ontario's postsecondary funding formula review as well as the renewal of our institutional Strategic Mandate Agreements (SMA). The new funding formula is expected to take into consideration a range of factors including enrollment, student experience, teaching excellence, access and equity, research excellence, innovation, economic development, and community engagement. Western's current SMA (<http://www.uwo.ca/pvp/downloads/WesternAgreement.pdf>) was approved in April 2014 and expires April 2017. Allowing time for on-campus consultations to take place as part of the SMA renewal process, the Ministry's target date for completion is June 2017.

Sexual Violence Policy revised:

In response to Ontario's Bill 132, which received Royal Assent last March as the *Sexual Violence and Harassment Action Plan Act*, Western has undertaken a review of our stand-alone Sexual Violence Policy to ensure compliance with the new legislation. Following a campus-wide consultation process that invited

stakeholder groups and individual students, faculty and staff to share their input, Western's revised policy took effect on January 1, 2017 (http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp152.pdf) and now provides more detail on items including reporting processes, investigative decision-making, and the resources available to support sexual violence survivors. Western was among the first postsecondary institutions in the country to have a stand-alone sexual violence policy when ours was first adopted in September 2014.

Leadership update:

I wish to congratulate Dr. Michael Milde on his renewal to a second five-year term as Dean of the Faculty of Arts and Humanities, as well as Dr. Julie McMullin on her renewal to a second five-year term as the Vice-Provost & Associate Vice-President of Western International. Congratulations are also in order to Faculty of Science Dean, Dr. Charmaine Dean, on her appointment to the role of Vice-President of Research at the University of Waterloo. Charmaine will continue in her current role as Dean at Western until her departure July 1, 2017, prior to which an Acting Dean of Science will be named. Meanwhile, the work of the leadership review/selection committees for the Dean of Law, Vice-President (Research), and the Vice-President (Finance & Operations) continues.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

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

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

Report of the Operations/Agenda Committee

1. Senate Membership – Undergraduate Students – Business, Education, Engineering and Law	ACTION
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Report of the Senate Committee on Academic Policy and Awards (SCAPA) – Exhibit V

2. Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission Requirements of the Theatre Studies Modules	ACTION
3. Faculties of Arts and Humanities and Social Science, Interfaculty Program in Linguistics: Revisions to the Admission and Module Requirements for the Honors Specialization in Linguistics	ACTION
4. Revisions to the “Adding and Dropping Courses” Policy	INFORMATION
5. New Scholarships and Awards	INFORMATION

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

6. Chairs Approved by SCUP for Senate	INFORMATION
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Announcements – Exhibit VIII

7. Administrative Academic Appointments	INFORMATION
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The Unanimous Consent Agenda

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

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

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

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

How it works:

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

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

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

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

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Contents	Consent Agenda
<p>Open or Closed Senate Standing Committee and Subcommittee Meetings</p>	No
<p>Senate Membership – Undergraduate Students – Business, Education, Engineering and Law</p>	Yes
<p>Revisions to Adopted Policies and Procedures of Senate – Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc.</p>	No

FOR APPROVAL

1. Open or Closed Senate Standing Committee and Subcommittee Meetings

Recommended: That Senate standing committee and subcommittee meetings remain closed.

Background:

The Operations Agenda Committee presented this same recommendation at the December 2016 meeting of Senate. At that meeting there was lengthy discussion of a proposed amendment that would exclude SCAPA, SCUP, and OAC from the motion, thus making their meetings open. Notwithstanding that the amendment was defeated, Senate determined that the main motion should be referred back to OAC to allow further consideration of the arguments made in the meeting and the discussion paper that had been prepared by the student senators and circulated at the meeting.

Before discussing the matter at the January OAC meeting, the chairs of SCUP and SCAPA were asked to raise the issue once again with their committees and provide any further advice. Each of those committees did discuss the issue again, thoroughly, and provided written comments to OAC along with their recommendations, unanimous from both committees, that meetings remain closed. Those written reports are attached ([Appendix 1](#) and [Appendix 2](#) respectively).

Discussion at OAC was also extensive. Arguments were put that open meetings would give members of Senate a better understanding of the issues upon which they were being asked to vote because they would be privy to more details about the proposals and the questions/discussions in committee. Counter to that were comments that with posted agendas and fuller presentations from committee chairs, Senate would be better informed of significant elements of proposals, more so than if a few individual Senators decided to attend a committee meeting. It was noted, too, that as has been amply demonstrated in the past, Senate always has the option of referring issues back to committee if it feels it needs more information in order to come to a decision.

In sum, OAC concurred with the points forwarded by the chairs of SCUP and SCAPA and voted to recommend that committee meetings continue to be closed. The vote carried with one abstention and one opposed.

In terms of practices elsewhere, which was raised in the students' discussion papers, please see the attached poll ([Appendix 3](#)) that incorporates the seven identified in that paper and 10 additional institutions.

2. **Senate Membership – Undergraduate Students – Business, Education, Engineering and Law**

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

Background:

Zachary Turner resigned from his seat and Kamila Mukherjee, the next runner up in this constituency, agreed to fill this vacancy for the remainder of the term (June 30, 2017) which is in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates – Section 6. Students.

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

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

Background:

At its meeting on December 9, 2016, Senate approved that electronic voting would occur rather than immediately circulating a paper ballot when a slate put forward by the Nominating Committee is contested from the floor of Senate. The Adopted Policies and Procedures of Senate – Section 5: Procedures for Balloting/Nominations, Reports of Votes Cast and Mail Balloting for Senate Committees and Subcommittees, etc, shown in [Appendix 4](#), is revised to reflect this change.

Summary of SCUP discussion on Nov. 7th, 2016 and rationale to keep SCUP meetings closed.

- SCUP considered the recommendation to have open meetings as part of an overall desire to increase transparency of SCUP activities as well as the need to have more input into University planning from the University community at large.
- The committee first dealt with the Senate ad hoc Committee on Renewal recommendation to increase the membership of SCUP by 4 voting elected members to better represent the interest groups across campus. Such an approach was deemed to better represent the ratio of elected voting to ex officio members that populate the committee.
- After considerable discussion, the committee unanimously agreed that increasing the committee by 6 elected members not 4 (1 undergraduate student, 1 graduate student, 1 staff person, 1 PDF and 2 Faculty) would serve the role of both increasing transparency and accountability at SCUP and allow for greater input from invested parties. Importantly, this would give a better balance between ex officio members to elected voting members of the community that might bring a more diverse set of views to the discussion. The committee also recognized the need to have more students and PDFs as representatives on the committee. There was considerable concern raised that the committee might be oversized and less functional. Nevertheless, the recommendation to increase membership of SCUP would be put forward to the appropriate committees for approval.
- The committee also agreed to recommend posting the Agendas and to review the Terms of Reference this year with a review of the Terms of References to be done every 3 years.
- Given the plan to increase SCUP by 6 voting and elected members (now a committee of 24), the committee felt this action would greatly increase accountability and transparency further demystifying the activities of SCUP reducing the need for the meetings to be open. The inclusion of 6 more voices in the room that could speak to issues was deemed a better approach than having an open meeting where observers could only listen.
- The committee also felt that an open meeting would stifle conversation and free dialogue.
- Concern was raised about the role of observers that might attend SCUP if the meetings were open and the logistics of running meetings with unknown numbers of attendees.
- The committee's ability to clearly define lines of discernment between issues in and out of camera might also be problematic. The need for two distinct agendas at every meeting would also be operationally cumbersome.
- The committee also felt it was redundant to have SCUP open when all the significant issues move on to Senate (which is open) once issues of confidentiality had expired.
- The committee also felt it was not good governance to change too many things at one time, and since we are proposing to increase the committee by 6, this should be tested before adding a further change that may affect operations of the committee.

Post Dec. 9, 2016 Senate meeting.

Given the discussion of Senate, as Chair of SCUP, I offered to bring this issue back to SCUP for further discussion providing that was procedurally acceptable.

SCUP meeting of Jan 9, 2017

At the December 9th, 2016 Senate meeting the Chair of SCUP indicated that SCUP would revisit the decision and recommendation of SCUP to keep future meetings closed. **At this Jan 9, 2017 committee meeting, the committee again unanimously concluded that SCUP meetings should remain closed.** This decision was reached with input and discussion from the entire committee including the student representation at the meeting.

- In reaching this conclusion, the committee reviewed the documentation provided by the student "Sean McCormack" that highlighted 6 Canadian Universities that have open meetings. In addition, Lee Ann McKivior provided a report on a straw poll where many other Universities were contacted to see if they held open or closed senate-related committee meetings (See Appendix 3). This additional information highlighted the fact that there are currently more polled Universities that have closed meetings.
- Many of the concerns raised about this issue at the fall SCUP meeting were again raised on November 9, 2016 as no satisfactory resolution to these previous concerns were provided and the benefits of an open meeting were not convincingly articulated.
- Most importantly, given that the approved motion to increase the membership of SCUP by 6 elected members (to be forwarded to Senate for final approval), the committee strongly felt that this was a major step in increasing engagement of the Western Community and actively demystifies any activities at SCUP. The committee felt it was far more important to have active and engaged members at SCUP than observers that would not be entitled to speak to specific issues. Also, the committee strongly felt that this was a major change and it was unwise to change more committee variables at this time.
- Finally, although not directly related to the decision at hand, the committee recognized that there are many venues that observers can attend at the level of the Faculty and University where they can become more aware of University operations as pertaining to their area of interest (e.g., Faculty Council meetings, Board of Governor meetings, etc.)

Dale W. Laird
Chair of SCUP

From Sheila Macfie, Chair, SCAPA

January 11

Today SCAPA spent another 45 minutes discussing our recommendation to keep our meetings closed. While the discussion did include specific responses to the policy brief prepared by the student senator, it also revisited earlier arguments (for and against). In the end, we stand by our earlier recommendation to stay closed.

In addition to SCAPA's earlier discussions about the pros and cons of opening our meetings and the executive summary that I presented at Senate in December (attached), we add the following rationale for staying closed:

1. We already support openly posted agendas and I will provide a more detailed chair's report to Senate as appropriate, which are concrete steps towards increased transparency.
2. We believe it is important to let the changes made to date play out for a while (perhaps a full annual cycle of committee activity) before deciding if further modifications to our operating procedures are desired and warranted.
3. University governance is a huge, complex 'beast' and we do not think it is wise to make too many changes too quickly. We think it is prudent to make incremental changes over time. We do not resist change and are not saying that we should remain closed forever. We recommend moving slowly, especially since it would be very difficult to close meetings after they have been opened. The changes to date, in conjunction with improved education about, and awareness of, the decision-making processes at Western will go very far in improving transparency.
4. Although one often-cited reason in favour of having open meetings is to increase transparency, we are not convinced that having open meetings will actually improve transparency any more than does the current model of SCAPA reporting at Senate. Perhaps some senators do not trust our decision making process, or they disagree with some decisions we have made, but neither of these problems are readily solved by open meetings.
5. The policy document prepared by the students was incomplete. For example, it did not list any universities that hold closed senate committee meetings. We did not read anything in the document that led us to change our recommendation. We still think that the pros of opening SCAPA meetings are outweighed by the cons.

It has always been the case that Senate may send items back to SCAPA if it feels that there are additional issues to be considered or more information needed. There have recently been examples of proposals that have been sent back from Senate to SCAPA for further work (e.g., the infamous 15% rule), and examples of proposals that have generated fulsome discussion at Senate (e.g., discontinuation of the MTP program in FIMS). To us, these are clear indicators that the current model with closed committee meetings but full opportunity for Senate discussion is working very well.

November 30, 2016 (Summary read at Senate, December 6)

- At the November Senate meeting, Dr. Sam Trosow asked to speak at the November SCAPA meeting. He was invited to attend the first part of the meeting. He heard our rationale for keeping meetings closed and he presented eloquent arguments in favour of open meetings. After he left, SCAPA continued the discussion and decided to continue to recommend that our meetings be closed.

Summary of our rationale:

- SCAPA is not a political body and should not be expected to operate like one.
- Members of SCAPA are elected/selected to vet proposals (*such as additions/deletions and changes to programs and modules, as well as articulation and international degree agreements*) and make recommendations to Senate, and to make some decisions on behalf of Senate (*such as SUTA award winners, terms of reference for scholarships and awards, and the outcomes of cyclical reviews that have been recommend to SCAPA by SUPR-U and SUPR_G*). They should be trusted to do so without external oversight.
- SCAPA is a policy oversight committee. It is not the place to further develop proposals arising from SUPR-U, SUPR-G, SGPS, GEC or DAP. Its task is to ensure that such proposals fit within existing policy and to consider the proposals within the holistic context of the university (e.g., whether they are in the best interest of the university as a whole).
- The effectiveness of a committee and the depth of its discussions are inversely proportional to the number of people in the room. SCAPA is already a very large committee (25 people; 18 voting, 7 non-voting).
- All Senators should be equally involved in the decision-making process, which is best done at Senate meetings when recommendations from SCAPA are presented.
- Members of SCAPA felt their ability to speak freely and openly would be hindered by having visitors in the room.
- Some proposals are sent back to the proposers (SUPR-U, SUPR-G, SGPS, etc.) for further development. It is not in the best interest of the university to have incomplete or insufficient proposals be made public. It is better to wait until proposals have been fully developed before they become public.
- SCAPA often receives more detailed information than is forwarded to Senate, some of which is best kept confidential. For example, SUPR-U and SUPR-G reports often contain sensitive information. It is not in the university's best interest to have a program's, department's or faculty's dirty laundry (e.g., deficiencies noted by program reviewers) aired in public.

9 January 2017

Re: SCUP – Discussion of Open / Closed Meetings

Agenda item 2 (a), Item 1, Appendix 1.

Additional institutions consulted, concentration on U15

Basis of straw calling poll conducted 6/1/17 by Lee Ann Mckivor, Staff Representative, SCUP

1. Google institutions – concentration on U15
2. Search for “Senate” on university website – find a member of staff to contact
3. Explain that I was from Western University and was conducting an unofficial straw calling poll
4. Ask if the institution’s Standing Committees of Senate (or equivalent) were open or closed

Results (integrated with Student Senator results included in Appendix 1)

	Institution	Contact	U15?	Open / Closed
1	Carleton University	Straw Poll		Closed
2	Dalhousie University*	Straw Poll	✓	Closed
3	McGill University	Students	✓	Open
4	McMaster University	Students	✓	Open
5	Queen’s University	Straw Poll	✓	Closed
6	Simon Fraser University	Students		Open
7	University of Alberta**	Straw Poll	✓	Open
8	University of British Columbia	Straw Poll	✓	Closed
9	University of Calgary	Straw Poll	✓	Closed
10	University of Guelph	Students		Open
11	University of Manitoba	Straw Poll	✓	Closed
12	University of Ottawa	Straw Poll	✓	Closed
13	University of Saskatchewan	Straw Poll	✓	Closed
14	University of Waterloo	Straw Poll	✓	Closed
15	University of Windsor	Straw Poll		Closed
16	Wilfrid Laurier University	Students		Open
17	York University	Students		Open

*Currently committee structure is under review – issues of transparency also being considered

**Will be embarking on a review in line with best practice procedures (it is not anticipated that a closed structure would result)

Summary

17 institutions contacted in total – 10 Closed; 7 Open

11 U15 institutions contacted – 8 Closed; 3 Open

Sincerely,

Lee Ann McKivor, Dip., B.A., M.Ed., Ed.D.
Associate Registrar – Student Records & Exam Services
Office of the Registrar

Adopted Policies and Procedures of Senate

Revisions to Section 5

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

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

After nominations for all vacancies have been completed,

- (a) those for which no election is necessary are acclaimed.
- ~~(b) if elections for one or two sets of vacancies are required, the election is held immediately on the floor of the Senate.~~
- (b) if elections for more than two sets of vacancies are required, the Secretary of the Senate will prepare and circulate to members of Senate ~~eligible voters~~ a comprehensive mail-ballot, which will include statements of up to 100 words from each candidate. ~~to be returned to the Secretary; and~~ The results of elections would then be announced at or before the next Senate meeting.

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

- (a) the number of votes will be released, in confidence, ONLY to a nominee for the election in question, upon request within a reasonable time following the meeting (e.g., 1 week).
- (b) the only name that will appear in conjunction with the number of votes obtained will be that of the requester.

There is a special procedure dealing with the election to Senate Committees having regular and alternate members. This is applicable when nominations in addition to those presented by the Nominating Committee (or Operations/Agenda Committee when nominating members for the Senate Nominating Committee) are made from the floor of Senate and when both regular members and alternate members are to be determined by the election:

- (a) One or more additional nominations will require that all names presented (including those nominated as alternates by the Nominating Committee) will be candidates for regular and alternate membership.
- (b) A two-stage ~~mail~~ ballot election will be conducted by the Secretary of Senate following the Senate meeting:

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

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

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

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

In the **event** case of a tie vote in elections that take place at a Senate meeting, the tie shall be resolved by a mail ballot following the Senate meeting **lottery conducted by the Secretary of Senate in the presence of the candidates concerned or their agents.**

REPORT OF THE SENATE NOMINATING COMMITTEE

Contents	Consent Agenda
Senate Review Board Academic	No

FOR ACTION

Senate Review Board Academic

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

Current undergraduate Student Members:

Terms to June 30, 2017:

Maddie Crystal, Becky Meharchand, Bryce Paxton, Mitchell Pratt, Zach Turner, Hiram Zafari

Required: One undergraduate student to complete the term of Zach Turner who has resigned.

Nominee: Kamila Mukherjee

FOR INFORMATION

Future Business of the Senate Nominating Committee

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

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

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

Contents	Consent Agenda
Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission Requirements of the Theatre Studies Modules	Yes
Faculties of Arts and Humanities <u>and</u> Social Science, Interfaculty Program in Linguistics: Revisions to the Admission and Module Requirements for the Honors Specialization in Linguistics	Yes
School of Graduate and Postdoctoral Studies: Introduction of the new Master of Data Analytics (MDA) Program	No
Revisions to the “Adding and Dropping Courses” Policy	Yes
New Scholarships and Awards	Yes

FOR APPROVAL

1. Faculty of Arts and Humanities, Department of English and Writing Studies: Revisions to the Admission Requirements of the Theatre Studies Modules

Recommended: That effective September 1, 2017, the admission requirements of the Theatre Studies modules be revised as shown in [Appendix 1](#).

Background

The Theatre Studies Program is in its second full year of operation. This change to the program will allow students who have taken an “E” course in a text-based discipline to enroll in Theatre Studies courses or to register in the modules. This will enhance the interdisciplinary nature of the program while ensuring that students have the writing and communication skills necessary to progress through Theatre Studies course work.

2. Faculties of Arts and Humanities and Social Science, Interfaculty Program in Linguistics: Revisions to the Admission and Module Requirements for the Honors Specialization in Linguistics

Recommended: That effective September 1, 2017 the Honors Specialization in Linguistics be revised as shown in [Appendix 2](#).

Background

The proposed changes are motivated by two reasons:

- 1) Linguistics 2247A/B and 2248A/B are core courses that other courses build on. Meeting a minimum mark of 75% in these courses will be a good indication for students’ future success in completing the module.
- 2) It is anticipated that adding module requirements will control the size of the 4th year cohort. Students are expected to complete an independent research project requiring a supervisor and they must also enroll in the 4th year syntax and phonology courses, which are cross-listed with Master’s seminars.

3. **School of Graduate and Postdoctoral Studies: Introduction of the new Master of Data Analytics (MDA) Program**

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

Background

The Master of Data Analytics (MDA) program is a professional master's program with a hub-and-spoke design, consisting of a set of core (i.e., "hub") courses that focus on fundamental data analytics and professional skills, and specialty field (i.e., "spoke") courses that are specific to a particular application domain. The MDA program is a three term, 12-month, interdisciplinary, course-based Master's program designed to produce intermediate-level data science professionals who are ready to pursue a career in an analytics position in industry.

The objective of this program is to provide students from a range of backgrounds, including those who may have limited training in statistics and computer science, with the skills they need to be proficient in data analytics, and to allow them to gain practical experience applying those skills in an organizational setting. The core courses are designed to ensure that all students develop fundamental data analytic skills in statistics, computer science, and professional conduct, while the specialty field courses together with an Experiential Learning Opportunity (ELO) provide the practical experience necessary for graduates of the program to transition into data analytics careers in the public and private sectors.

An external review of the new proposed program took place on October 13-14, 2016. The final assessment report is attached as [Appendix 4](#).

FOR INFORMATION

4. **Revisions to the "Adding and Dropping Courses" Policy**

The policy was revised to add summer quarter (0.25) courses to the listing of summer courses in the table.

The current policy is located at:

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

The revised policy is attached as [Appendix 5](#).

5. **New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in [Appendix 6](#) for recommendation to the Board of Governors through the Vice-Chancellor.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2016/pg1853.html>

MAJOR IN THEATRE STUDIES

Admission Requirements:

Completion of first-year requirements, including 1.0 course from ~~English 1020E or 1022E or 1024E or 1035E or 1036E~~ or both ~~English 1027F/G and 1028F/G~~ from any 1000-level or above "E" or combination of two 1000-level or above "F/G" courses from any department in the faculties of Arts and Humanities, Information and Media Studies (FIMS), or Music, or from the Department of Anthropology, the Department of History, the Department of Political Science with a mark of at least 60%.

Students will be eligible for an Honors BA with double major if they obtain a 70% average in the courses of each major module with no mark less than 60% in each course. No failures are permitted on options.

Module

Unchanged

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2016/pg1854.html>

MINOR IN THEATRE STUDIES

Admission Requirements:

Completion of first-year requirements, including 1.0 course from ~~English 1020E or 1022E or 1024E or 1035E or 1036E~~ or both ~~English 1027F/G and 1028F/G~~ from any 1000-level or above "E" or combination of two 1000-level or above "F/G" courses from any department in the faculties of Arts and Humanities, Information and Media Studies (FIMS), or Music, or from the Department of Anthropology, the Department of History, the Department of Political Science with a mark of at least 60%.

Module

Unchanged

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2016/pg1880.html>

HONORS SPECIALIZATION IN LINGUISTICS

Admission Requirements

Completion of first year **requirements** with at least 75% average **and a minimum mark of 60%** in 3.0 principal courses including Anthropology 1027A/B and Linguistics 1028A/B. ~~and with no principal course less than 60%.~~ Students ~~should~~ **must** consult with one of the program Co-directors prior to admission. Enrolment in this module is limited. Meeting the minimum requirements does not guarantee admission.

Module Requirements

Students who are enrolled in the Honors Specialization in Linguistics must maintain a minimum cumulative modular average of 75% with a minimum mark of 60% in each course and a passing grade in each option to progress in the module. In addition, students must attain at least 75% in Linguistics 2247A/B and Linguistics 2248A/B or the former Anthropology 2247A/B and Anthropology 2248A/B.

Module

9.0 courses:

1.0 course: Linguistics 2247A/B and Linguistics 2248A/B or the former Anthropology 2247A/B and Anthropology 2248A/B. At least 75% in each course is required for progression in the module.

~~3.5~~ **2.5 core courses:** Anthropology 3335F/G, 3337F/G, Linguistics 2247A/B, 2248A/B, 4247A/B, 4248A/B, 4490F/G.

1.0 Language course(s) to be selected in consultation with one of the Linguistics Co-directors.

1.5 courses from "Formal approaches to language": Anthropology 3237A/B, French 2805A/B, 2806A/B, 3810A/B, 3830A/B, 4811F/G, 4821F/G, 4830F/G, 4841F/G, 4881F/G, Linguistics 2244A/B, 3100A/B, 3102A/B, Spanish 3303A/B, 3317A/B, 3318A/B, 4415F/G, 4802A/B.

1.5 courses from "Social aspects of language": Anthropology 2243F/G, 2245F/G, 2249F/G, 2251F/G, 2252F/G, **or the former Linguistics 2285F/G and 2286F/G**, French 3870A/B, 4040A/B, 4850F/G, Linguistics 4100A/B, Philosophy 3270F/G, Spanish 3314F/G, 4412F/G, 4413F/G, 4414F/G.

1.5 additional courses from the following or any course from above not already taken: Anthropology 2246F/G, 2250F/G, 4412F/G, Classical Studies 2800A/B, Communication Sciences and Disorders 4411A/B, 4439A/B, English 3001, 3012, French 4100F/G, Linguistics 3340A/B, 3390A/B, Philosophy 2250, 2252W/X, 2260F/G, 3201A/B, 3202B, 3260F/G, 4210F/G, Psychology 2134A/B, 3140F/G, 3141F/G, 3142E, 3184F/G, Spanish 2214A/B, 3911A/B-3915A/B, 3915A/B-3920A/B, 4921F/G-4925F/G, 4926A/B-4930A/B or other courses by permission of the Program.

Note: Some courses are offered only in alternate years, and some have specific prerequisites. Students must consult one of the Co-Directors of the Inter-Faculty Program in Linguistics when planning their module.

Master of Data Analytics (MDA)

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

The Master of Data Analytics (MDA) program is a professional master program with a hub-and-spoke design, consisting of a set of core (i.e., “hub”) courses that focus on fundamental data analytics and professional skills, and specialty field (i.e., “spoke”) courses that are specific to a specific application domain. The objective of this program is to provide students from a range of backgrounds, including those who may have limited training in statistics and computer science, with the skills they need to be proficient in data analytics, and to allow them to gain practical experience applying those skills in an organizational setting. The core courses are designed to ensure that all students develop fundamental data analytic skills in statistics, computer science, and professional conduct, while the specialty field courses together with an Experiential Learning Opportunity (ELO) provide the practical experience necessary for graduates of the program to transition into data analytics careers in the public and private sectors.

The proposed MDA program is a three term, 12-month, interdisciplinary, course-based Master’s program designed to produce intermediate-level data science professionals who are ready to pursue a career in an analytics position in industry. The program is aimed at students from a variety of backgrounds who wish to pursue a career in applied data analytics. The target market is new or recent graduates of undergraduate programs in the STEM disciplines, economics, business, accounting, or other related fields that do not provide the skills needed for effective data analytics. The program recognizes that many students graduate with some training in quantitative methods, but need additional interdisciplinary training prior to being ready to take on an analytics position in industry. The proposed program also has the flexibility to allow students with a strong background in one of the two foundational areas of data analytics, namely Computer Science or Statistics, to further enhance their undergraduate degree by deepening their knowledge of their own field while acquiring foundational skills from the other discipline.

This 1-year Professional Science Master’s program will follow a hub and spoke with a summer Experiential Learning Opportunity (ELO) model. Program entry will occur once a year, in September (i.e., the Fall term). Terms 1 and 2 consist of course-based Hub and Spoke training in which a core set of courses is augmented by a more discipline-specific set of specialty field courses. Term 3 consists of an ELO, typically a co-op internship or in some cases a major research project, where students will get practical experience using the data analytics skills they have developed in a workplace environment.

The objective is to develop technical, data analytics professionals by providing graduate students fundamental data science skills in a Data Analytics “Core” and then have a number of domain-specific “Specialty Fields” in which students can specialize by taking courses in a particular application area. Each application area represents a different specialty field. During the summer term, students will gain hands-on experience through their ELO which will typically consist of a co-op placement in industry (Co-op), or alternatively through a Major Research Project (MRP). The ELO is a critical component of the program that provides a workplace environment to ensure that students graduate “career-ready”. In addition, a Career Development Seminar is run as a milestone during Terms 1 and 2 (i.e., while the students take their courses) so that they are prepared for their ELO and so that they have a competitive advantage when applying for co-op positions. The seminar consists of lectures, presentations and panel discussions by employers, alumni and other guest speakers, mock interviews and workshops that provide students with the skills to successfully chart an effective course for their career.

The Data Analytics core consists of courses that combine technical skills drawn from Statistical and Computer Sciences with complimentary professional skills. The required core courses are:

1. Business Skills for Data Scientists
2. Databases
3. Data Consulting
4. Introduction to Data Science
5. Statistical Modelling I
6. Statistical Modelling II
7. Unstructured Data

This core curriculum emphasizes fundamental data analytics skills, including managing and working with large data (including big data programming models and platforms, e.g., MapReduce, Hadoop, etc.), statistical modelling, and algorithmic modelling. Where appropriate, professional skills are threaded into such data analytics oriented courses through written and oral assessments and group work. These and other professional skills are further developed in two additional courses that develop business and ethics skills. Courses 1 and 3 in the above list represent the professionally oriented curriculum, while courses 2, 4, 5, 6 and 7 represent the technical side of the data analytics core curriculum. Courses 1, 3, 4, 5, 6, and 7 are all new courses.

Students will be coming from a variety of backgrounds. Students who come from a non-Statistics / non-Computer Science degree but have some quantitative training in these areas (e.g., Actuarial Science, Applied Math, Business, Economics, Engineering, Financial Math, Pure Math, Physics) will rapidly develop core expertise in data analytics methods by taking the above suite of courses. However, some students will also come from disciplines with stronger ties to data analytics, such as Statistics or Computer Science. Students who can demonstrate that they have an appropriate level of background in any of the technical core courses (e.g., students who have taken a relevant 4th year elective that was cross-listed with a graduate course) will be permitted to take a different course in lieu of the corresponding required core course. This will allow them to leverage their background to further deepen their knowledge of data analytic methods. There is a wide array of such “alternative” core courses available. Examples include the following:

- Actuarial Practice I
- Advanced Machine Learning
- Cognitive Computing
- Databases II
- Distributed and Parallel Systems
- Survival Analysis
- Time Series

To maintain the professional focus of the degree, all students will be required to take the professionally oriented core courses, namely Business Skills for Data Scientists and Data Consulting. Students will not be able to substitute either of these courses for an “alternative” core course.

This flexible structure of the core’s curriculum is a strong advantage of the program. Students can come from a variety of quantitative and the core brings them all to the same minimum level in terms of fundamental data analytics and professional skills. A secondary advantage of this structure is that it will promote an interdisciplinary environment when teams made up of members with varied backgrounds will work on group projects.

In addition to this core training, the specialty fields provide targeted training in domains where data analytics plays a large role.

At the onset, two specialty fields are proposed: Finance, Banking and Insurance, and Generalist. Additional fields will be added as the program grows. The courses for the Finance, Banking and Insurance specialty field represent a targeted set of courses for students who wish to pursue careers as an analytics professional in this sector. The courses for the Generalist specialty field represent a diverse set of courses for students who wish to pursue a career in analytics and want a broader introduction to the various domains where analytics methods are employed rather than focusing more deeply on a single area. It also offers the opportunity for students to gain additional training in methodology not covered by the required set of core courses.

The set of courses that are available for students in the Finance, Banking and Insurance specialty field to choose from are listed below. Note that course 2 is a new course that will be developed to support the MDA program. The remaining courses are pre-existing.

1. Advanced Financial Modelling
2. Data Analytics for Consumer and Retail Credit
3. Financial Risk Management
4. Introduction to Financial Markets and Quantitative Finance with Excel
5. Investment Portfolio Management
6. Monte Carlo Methods and Financial Applications
7. Stochastic Processes
8. The Mathematics of Financial Options

The set of courses for students in the Generalist specialty field consists of the list of “alternative” core courses compiled together with the lists of courses from all of the other specialty fields. Generalist students will select their three non-core courses from this broad set, subject to the following constraints: i) At least one of their three courses must come from one of the other specialty fields; ii) No more than one course of their three selected courses can come from the same specialty field. Constraint (i) ensures that Generalist students will be exposed to the process of practically applying data analytics-specific knowledge to a domain-specific problem. Constraint (ii) is in place to prevent students from replicating any of the other specialty fields. These two constraints combined ensure that Generalist students will receive a broader introduction to data analytics. Generalist students will be required to select their specialty field courses in consultation with faculty overseeing the program (e.g., a Director and/or the Generalist specialty field coordinator) to ensure that these constraints are met.

This model of starting with a small number of specialty fields and then expanding by adding multiple fields over time was found to work well for Western’s MMASc program. The advantage of this proposed initial course of action is that the program will initially be housed entirely within the Faculty of Science, led by the Departments of Computer Science and Statistical and Actuarial Sciences, which will ensure smooth initial administration of this program and its curriculum prior to branching out to other faculties.

Besides the curriculum components, there are two features augment the ‘workplace readiness’ of the graduates:

- i) A Career Development seminar series that occurs over the course of the first two terms. This seminar is run by the MDA Program’s Career Services Officer, a full-time staff position, who not only liaises with industry to identify co-op opportunities, but also supports the students throughout the entire co-op job process from their arrival to the program through to their ELO.
- ii) A work placement called Experiential Learning Opportunity (ELO), in which the student gains valuable workplace experience with an employer, typically through a paid co-op placement. Students will be paired with employers on basis of their interests and career aspirations. The program provides co-op placement assistance, coordinated by its Career Services Officer, a full-time staff position as described in the Administrative Support section of this proposal. Most students are expected to opt for the co-op placement as their ELO, however it will also be possible for students to choose to participate in a Major Research Project (MRP) supervised by a Western faculty member in their area of interest.

Description of the degree

Western’s MDA is a full year, course-based Professional Science Master’s program. During the first two terms, successful graduates will complete 10 graduate level half courses (0.5 FCE each), including a minimum of 7 half courses from the core (5 fundamental data analytics courses plus 2 professional skills oriented courses) and a minimum of 3 half courses from within one of the specialty fields. Exceptional students may be permitted to take additional courses. But, such circumstances will likely be very rare given that 10 half-courses plus a seminar series will be an appropriate workload for the vast majority of students. In the final term, students will also complete the ELO in the form of a Co-op placement or an

MRP. A Career Development Seminar is run as a milestone over the first two terms so that they are prepared for their ELO and so that they have a competitive advantage when applying for co-op positions

The proposed “hub and spoke” curriculum is designed to address the need for science graduates to have better entrepreneurial versatility in the workplace. The usefulness of this model is evidenced by Western’s own highly-successful MMASc program, as mentioned previously.

The graduate course offerings from the program are intended to form a well-designed, integrated curriculum that can take students from a variety of backgrounds, bring them to a similar level in terms of fundamental data analytics skills and develop a practical working knowledge in terms of the ability to apply these skills in a specific specialty field. We anticipate an agile program that can react to market demands and enrolment growth by expanding to include new specialty fields as well as the specific course offerings within each field.

The Data and Analytics Core: The Core provides students with the tools required to perform the data and analytic functions. Broad learning outcomes for the Core are developing data analytics professionals skilled in:

- Probability and statistical estimation and inference
- Regression, advanced regression (generalized linear/additive models and smoothing/non-parametric methods)
- Data mining, machine learning, classification techniques
- Data management and analysis tools, including a selection from
 - SAS, MATLAB, Python, SQL, R, Microsoft Applications (e.g., Excel, Access), MongoDB, Hadoop, Apache Spark, Flink, Yarn, Storm, and AWS
- Visualization and communication of complex data
- Data standards
- Methods for unstructured data
- Validating, understanding and communicating outputs.

The Finance, Banking, and Insurance (FBI) Specialty Field: This specialty field identifies a clear application area employing an increasing number of professionals with data and analytic skills. Western has a strong track record of student training and placement in this domain area through the financial modelling and actuarial science graduate and undergraduate programs and through the Master’s in Financial Economics (note that this program does not focus on computing, statistics or data analytics).

Broad learning outcomes for this specialty field are to produce graduates who:

- Understand the basics of the Canadian financial sector including broadly speaking what the main players (e.g., bankers, insurers, regulators) are responsible for and what various main organizational groups within banks (e.g., trading, commercial banking, retail banking, risk management) and insurers (underwriting, investing, risk management) do, and the way in which data analytics fits into these pillars.
- Understand the basic features of financial markets such as stocks, bonds, commodities.
- Understand the basic products available to retail and commercial customers of banks and insurers such as loans, mortgages, insurance policies, and various investment products.
- Understand particular data analytics tools relevant to banking tasks, such as logistic regression models for credit analysis, Value at Risk models for risk management, and various stochastic models for insurance claim arrival and stock price fluctuation.
- Understand how to implement these models in their standard industry forms and also, with a critical eye, to know what these models can and cannot reasonably be expected to do.

The Generalist Specialty Field: This specialty field is for students who wish to pursue a career in analytics and want a broader introduction to the various domains where analytics methods are employed rather than focusing more deeply on a single area. It also offers the opportunity for students to gain additional training in data analytics methodology not covered by the required set of core courses. Broad learning outcomes for this Generalist field are to produce graduates who:

- Have an understanding of the diverse ways in which data analytics methodology is applied, as determined by the learning objectives from the variety of specialty field courses they have chosen.
- Have an expanded knowledge of different data analytics methodologies, as determined by the learning objectives from the alternative core courses they have chosen.

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

The objective of this program is to provide a pathway for students from a variety of backgrounds who are neither planning to pursue a PhD nor to specialize in research related to data analytics/science to acquire the necessary skills to pursue a career in applied data analytics. To accomplish this, students will gain knowledge in foundational methods used broadly in data analytics and will also receive focused training in a particular specialty field of application. Through this interdisciplinary foundational and specialized training—including practical experiential learning through a co-op or major research project—students will gain a competitive advantage for securing a position and for upward mobility in the rapidly growing workforce of analytics professionals in the knowledge industry.

Special Matters and Innovative Features

The program will include the opportunity for an Experiential Learning Opportunity (ELO) through the form of a co-op placement in industry or a Major Research Project performed under the supervision of a faculty member. This ELO provides the opportunity for students to not only apply the data analytics skills they will learn in their courses, but also to develop professional skills directly related to and transferable to career settings, enabling the graduates of the program to be “career ready” upon completion of the program. (Note that students typically will pursue a co-op placement unless circumstances preclude this from occurring. However, the MRP option also provides some flexibility in pathways in that it creates the possibility for a graduate student to transfer into a thesis-based master’s program should they wish to investigate that option at that point.)

Delivery Method of the Program

Initially, the majority of the program (e.g., the courses and the Career Development Seminar) will be delivered on-site. Some instructors may choose to use blended learning as part of their course; this is already done for some Statistics courses at Western. The future development of online courses is a possibility, particularly as this would create access for part-time study by students who are already employed and wishing to obtain additional qualifications.

PROGRAM REGULATIONS AND COURSES

Requirements for Admission: Master of Data Analytics Program (all specialty fields)

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.

The Master of Data Analytics program builds on skills and knowledge in computer science and statistics. Successful applicants will have the following basic level of mathematical and computer science background: at least one half-course of calculus and one half-course of linear algebra; at least one half-course of introductory statistics and/or introductory probability; and at least two half-courses of computer programming. At the discretion of the Admissions Committee, very strong students who are missing part of this background may be made an offer conditional on the completing of remedial course at Western or elsewhere. In such a situation, a conditional offer of admission would be given that specifies what course(s) at Western would be required, indicates that equivalent course(s) taken elsewhere would

require the approval of the MDA Program Director(s) and the minimum standard that must be achieved in order to satisfy the conditional admission requirements. As long as these requirements are met, a four-year Honour's degree (or equivalent) in Science, Engineering, and many Social Science disciplines from an accredited university will be considered. Example of such degrees include, but are not limited to the following:

- Actuarial Science
- Applied Math
- Astronomy
- Biostatistics
- Business
- Chemistry
- Computer Science
- Economics
- Engineering
- Finance
- Financial Math
- Geography
- Geophysics
- Math
- Physics
- Psychology
- Sociology
- Statistics

English Language Proficiency

When English is a second language, an English Language Proficiency Score may be required (see Exemptions). The scores required for MDA program admission exceed the standard university requirement for graduate level studies because students in the MDA Program are called upon to exercise their communication skills frequently within the classroom (daily) and through written assignments, group work and oral presentations. A strong command of the English language in all areas (oral, reading, writing, listening, comprehension) is required for success in this dynamic fast-paced environment. Students must be prepared to complete reading and writing assignments within short time frames as well as contribute productively to discussions in class without advanced or comprehensive exposure to materials presented. Group work and participation in class demands strong listening skills and comprehension of the language at an advanced level.

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL).
 - The TOEFLiBT (internet based) minimum overall score of 94 includes a Read and Listen minimum score 22, speak minimum score 26 and write minimum score 24.
 - The TOEFL-PBT (paper-based) has a minimum acceptable score of 587, which includes: Reading minimum score 56, listening minimum score 56, written expression minimum 61.
- The International English Language Testing Service (IELTS) of the British Council: Minimum overall score: 7 out of 9, with no individual score less than 6.5. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan: Minimum score of 80 on each section and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment): at least 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Culture Works: Successful completion of the High-Advanced level. Official proof of graduation required.

- Fanshawe College ESL Program: Graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components. Official proof of graduation required.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program or the High-Advanced level of Culture Works must provide official proof of graduation. An acceptable test score is one that meets or exceeds the minimum standard of achievement and is no more than two years old at the time of application. Satisfying the minimum requirement does not guarantee admission.

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the [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.

Degree Requirements

For all specialty fields, the Master of Data Analytics is a three term (one year) program.

Typical Student Progression:

Program entry will occur in the Fall term.

Term 1: 2.5 FCE including 4 core and 1 specialty field courses
Career Development Seminar Series (runs bi-weekly)

Term 2: 2.5 FCE including 3 core and 2 specialty field courses
Career Development Seminar Series (runs bi-weekly)

Term 3: Experiential Learning Opportunity
(12 week co-op placement / Major Research Project)

Requirements for Students in all Specialty Fields

- Seminar Series in Career Development – compulsory attendance
- 7 courses (0.5 FCE each) from the core.

The required core courses are:

- Business Skills for Data Scientists
- Data Consulting
- Databases
- Introduction to Data Science
- Statistical Modelling I
- Statistical Modelling II
- Unstructured Data

Students who can demonstrate sufficient background in any of the above required core courses (e.g., scoring a final mark of 78% or higher in a similar course during their undergraduate degree with sufficient documentation to demonstrate mastery of the topic, such as a detailed course outline) can substitute any such course with one of the following:

- Actuarial Practice I
- Advanced Machine Learning
- Cognitive Computing
- Databases II
- Distributed and Parallel Systems
- Survival Analysis
- Time Series
- 3 courses (0.5 FCE each) from any one Specialty Field.

- Milestone: Experiential Learning Opportunity – a co-op placement or Major Research Project (12 weeks / 500 hours)

Progression requirements

Progress through the MDA requires the maintenance of a minimum cumulative average of 70%, with no course mark below 60%.

Students must successfully complete their course requirements and the Career Development seminar series prior to starting their ELO (co-op / MRP). Should a student request to defer their ELO, a case-by-case approach will be used to assess whether or not the student should be permitted to continue in the program. If they are allowed to continue, they must successfully complete their course requirements prior to doing so. In any case, circumstances can vary from student-to-student and such a decision will be made at the level of the program director(s)/grad chair, in consultation with the Assoc. Dean Grad Studies.

Part-time Studies

Initially, the program will be offered full-time. Once additional specialty fields are added and the program has run for a few years we will evaluate whether or not there is a need to offer the program on a part-time basis. If so, that would be processed as a modification to the program at that point.

In addition, if in the future we identify that there is a demand for a part-time program that specializes in foundational data analytics skills, we would propose a Graduate Diploma in Data Analytics that consists of the core curriculum, which could be taken on a part-time basis.

Distance Delivery

Each course will be taught from a structured course syllabus. Each syllabus contains the major objectives of the course, course outcome, assessment methods, assigned readings, and the course schedule. This structure will enable the course professor to plan and execute the on-line course work in a similar fashion as in classroom teaching.

Three on-campus weekends are integrated into the curriculum: one for orientation during the start of the course (September); one for on-site competency training during the start of the Summer semester (May); and another for on-site competency testing during the end of the Summer semester (August). The orientation weekend will induct the students to the Western learning experience. They will have an opportunity to meet with the faculty, support staff (e.g. grad affairs assistance, SOT reference librarian, some mentors), and their peers. In this way students will start their enculturation process with Western.

As per the course syllabi each course is structured to be taught over a 36-40 hour period, which is consistent to a .5 FCE taught on campus. Students will have the opportunity to engage in course content in a sextuple manner: first when they prepare for the lecture, second when they listen to the lecture, third when they post assignments on the on-line system, fourth when they comment on one another's assignments, fifth when they chat with the course instructor or coordinator, and sixths when they complete their culmination projects. This course structure may exceed the quality of courses taught on campus in that students will have multiple exposures, engagements, elaborations, explorations and evaluations with course content.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Master of Data Analytics (MDA)	
Degrees Offered:	Master of Data Analytics (MDA)	
Proposed Specializations:	Generalist; Finance, banking and insurance	
External Consultants:	Dr. Roman Makarov, Wilfrid Laurier, Mathematics	Dr. Dhavide Aruliah, Continuum Analytics
Internal Reviewers:	Dr. Jamie Baxter, Associate Dean Graduate and Postdoctoral Studies – Social Science	Ms. Pavlina Faltynek, PhD Candidate, Neuroscience
Date of Site Visit:	Oct 13-14, 2016	
Evaluation:	<i>Approved to commence</i>	
Approved by:	<i>SUPR-G on January 5, 2017</i> <i>SCAPA on January 11, 2017</i>	

Executive Summary

The proposed Master of Data Analytics (MDA) program is a one-year (three term) professional, interdisciplinary graduate master’s degree designed to produce world-class data science professionals for organizations with big-data challenges. The structure consists of seven (3.5 FCE) core courses, and three specialty-field courses (1.5 FCE) for a total of 5 FCE, and an experiential learning opportunity (12-week co-op or MRP). The proposed program is modelled on the very successful professional Master of Management of Applied Science MMASc (hub and spoke) in Science. The original brief proposed only one “spoke” – *finance, banking and insurance* – for the MDA as a *new* hub and spoke program, but based on the external reviewer’s recommendation a second *generalist* spoke has been added to the revised brief. A primary goal of the program is to train students for a direct path into a career in data analytics. The projected intake in year one is 15-20 students with a projected steady-state of approximately 35. One of the major challenges facing the program is to effectively distinguish the MDA from two related programs – the Management Business Analytics in the Ivey Business School and the MMASc – data analytics spoke. Much of the consultation for the brief, the brief itself, and the external reviewer’s visit was spent discussing this challenge.

Note: Since the brief was *revised* by the program in consultation with the Dean to include a “generalist” spoke; this external reviewer-report recommendation does not appear in the table below.

Significant Strengths of Program:

- Emphasis on data-driven, evidence-based decision-making by combining statistics and computer programming training with professional skills.
- Flexible hub and spoke design can respond nimbly to changing industry demands.
- Flexible course requirements with a set of core courses and “alternative” (deeper knowledge) core for those with pre-existing experience in the relevant area.
- Experiential learning opportunity (ELO) – with co-op placement in industry as a priority.
- Career Development Seminar preceding the summer ELO.
- Attention to communication skills in the degree requirements.
- Close ties with industry through Industrial Advisory Council.
- Degree expectations, learning outcomes and evaluation methods map on to each other well.
- Suitably cautious growth expectations for this relatively resource intensive program.

Suggestions for improvement & Enhancement:

- Be cautious about delivering core course content through combined undergrad/grad courses – add MDA specific sections or courses as enrolments increase.
- Communicate to prospective students the difference: MDA, MMASc: data analytics specialty, and Ivey Management Business Analytics.
- Define clear terms of reference and meeting schedule with Industrial Advisory Board.
- Add a generalist field for those who may not be as interested in finance, banking and insurance.
- Monitor the workload of Coordinator of Professional Program and the Career Services Officer
- Add courses relating to insurance to balance those relating to banking and finance.
- Provide computer programming upgrade opportunities – “boot camps”.
- Ensure students are exposed to “open data science” hardware and software in the curriculum.

Recommendations required for Program sustainability:	Responsibility	Resources	Timeline
Ensure MDA content is distinct re: combined UG/Grad courses	Directors	Instructors, long term	Winter 2020
Distinguish MDA from other similar programs at Western in promotional materials	Directors, Associate Dean Grad	Professional Programs Coordinator and Director of Communications, Public Relations and Science Engagement to assist	Winter 2017
Monitor workloads of Coordinator of Professional Program and the Career Services Officer	Dean, Directors	No new resources	ongoing
Computer programming upgrade opportunities - “boot camps”	Dean, Directors, Chair of Computer Science	Instructors	Summer 2017
Add courses relating to “insurance”	Dean, Directors, Chair Statistics and Actuarial Sciences	Instructors	Fall 2018
Establish Terms of Reference and timeline for regular consultation with industry – Industrial Advisory Board	Dean, Directors	No new resources	Spring 2017
Address “open data science” in the curriculum	Directors, Instructors	No new resources	ongoing

Adding and Dropping Courses

SESSIONAL DATES

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will determine all applicable sessional dates for the academic year and communicate them to Senate. The list of sessional dates will be maintained on the Registrar's Office website in the Academic Calendar at <http://www.westerncalendar.uwo.ca/>

ADDING AND DROPPING COURSES

Courses normally may not be added and dropped after the specified deadline dates. In exceptional cases and on presentation of evidence of medical or compassionate grounds or other extenuating circumstances, the Dean (or designate) of the faculty of registration may grant a petition to waive the regulation.

Deadline dates for adding or dropping a course normally will be calculated according to the table below. If the deadline to drop a course falls on a Saturday, Sunday or Statutory Holiday, it will be extended to the next working day.

Once classes begin, a course may be added or dropped only with the joint approval of the Dean (or designate) of the Faculty in which the student is registered and the Chair (or designate) of the Department concerned.

A course that has been dropped by the last date specified for adding a course shall be expunged from the records. A course that has been dropped after the last date specified for adding a course but before the last date for dropping a course without academic penalty (or subsequently, if a petition is granted by the Dean) shall be recorded as "WDN."

A course that has not been dropped in accordance with the above regulations and that has not been completed satisfactorily by the student shall be recorded as "F."

TYPE OF COURSE	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DATE OR DAY TO DROP Date or Number of business days from and including the start date of the session
Full year full (1.0) or half (0.5) course	Fall/Winter	7	November 30
First term full (1.0) course	Fall/Winter	7	November 5
First term half (0.5) course	Fall/Winter	7	November 5
Second term full (1.0) or half (0.5) course	Fall/Winter	7	March 7
Q, R, S or T course	Fall/Winter	5	10
First term quarter (0.25) course ("Q" course offered by Education Pre-Service Sept. to Dec.)	Fall/Winter	7	October 15
Second term quarter (0.25) course ("S" course offered by	Fall/Winter	7	February 15

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

Students in "W" accelerated language courses may transfer to the equivalent full year course with the permission of their Faculty prior to November 1.

Some of the quarter courses offered by the Richard Ivey School of Business do not fit into the standard time lines. For these courses, the last day to add a course will be ten (10) business days from and including the start date of the session; the last day to drop a course without penalty will be 50% of the way through the course (from and including the start date of the session) excluding Reading week.

For quarter courses in Kinesiology:

- "Q" These courses will start the first Monday of the term; the last day to add the "Q" quarter course will be five (5) business days from and including the Monday start date; the last day to drop the "Q" quarter course without penalty will be ten (10) days from the Monday start date.
- "R" The start date will be tabulated as thirty-one (31) business days from the start of the "Q" session; the last day to add the "R" quarter course will be thirty-five (35) business days from the start of the "Q" session; the last day to drop the "R" quarter course without penalty will be forty (40) business days from the start of the "Q" session.
- "S" These courses will start the first Monday of the term; the last day to add the "S" quarter course will be five (5) business days from and including the Monday start date; the last day to drop the "S" quarter course without penalty will be ten (10) days from the Monday start date.
- "T" The start date will be tabulated as thirty-one (31) business days from the start of the "S" session; the last day to add the "T" quarter course will be thirty-five (35) business days from the start of the "S" session; the last day to drop the "T" quarter course without penalty will be forty (40) business days from the start date of the "S" session, excluding Reading week.

For "H" (8 week) and "J" (6 week) courses offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program, the last day to add a course will be five (5) business days from and including the start date of the session; the last day to drop a course without academic penalty will be ten (10) business days from the start date of the session.

FACULTY OF LAW: SECOND TERM FORMAT

In the Faculty of Law, the add/drop period for the January intensive courses is the first day of the Winter Term. The add/drop period for other Winter Term courses is the first five days following the intensive period.

New Scholarships and Awards

The Sumac Travel Award in Geography (Geography)

Awarded annually to full-time Master or Doctoral students in the Department of Geography. Awards will be based on academic achievement and will enable students to travel to and attend and present papers or posters at scholarly conferences and institutes to advance their knowledge and capabilities in this field of study. The recipients(s) will be selected by the Chair of the Department of Geography from recommendations made by the Graduate Affairs Committee of the Department of Geography, with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. This award was made possible by a generous gift from an anonymous donor.

Value: 1 at \$1,800

Effective Date: May 2017

Dr. Marta Kelly Meds Class of '76 Award (Medicine)

Awarded annually to a full-time undergraduate student in any year of the Doctor of Medicine (MD) program, with academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Progression & Awards Committee at the Schulich School of Medicine & Dentistry will select the recipient once the Office of the Registrar has determined financial need. This award was established by Mr. Doug Taylor, in memory of his wife, Dr. Marta Kelly (MD '76).

Value: 1 at \$2,000

Effective Date: 2017-2018 academic year

Dr. Marta Kelly specialized in Internal Medicine, Rheumatology and Interpersonal Therapy. She practiced as a physician psychotherapist for many years until her retirement in 2007. She had a great love for Western and remembered her time as a medical student fondly. Dr. Kelly died in 2015 at the age of 64.

Chinese Canadian National Council - LC Music Prize (Music)

Awarded annually to six students registered in Music 3952Y in the Don Wright Faculty of Music who are judged by attendees to be most deserving based on outstanding preparation, organization, presentation and public performance at the annual London Chinese National Council (London Chapter) Dragon Gala.

Value: 6 at \$500

Effective Date: 2016-2017 to 2017-2018 academic years inclusive

Clarke-Osborne Family Entrance Scholarship (Law)

Awarded annually to a full-time undergraduate student entering Year 1 in the Faculty of Law, based on academic achievement and demonstrated leadership ability. Preference will be given to an Indigenous student (First Nations, Metis, Inuit, Status, Non-Status and Self Identifying). The Scholarship/Awards Committee in the Faculty of Law will select the recipient. This scholarship is made possible by a generous gift from Cindy Clarke (BA'93, LLB'97) National Group Head, Specialized Litigation at Borden Ladner Gervais LLP and Chris Osborne (BSc '93, MSc '94), in loving memory of Cindy's father, The Honourable Justice Richard N. Clarke (BA'62, LLB'67).

Value: 1 at \$1,750

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

Francis Marie Clark Award in Law (Law)

Awarded annually to an undergraduate student completing the final year in the Faculty of Law, who has shown exemplary leadership, team work, and file work. The Community Legal Services Review Counsel, in the Faculty of Law, will recommend the recipient of the award to the Dean of Law who will make the final selection. This award will be presented at a ceremony in June. This award was established by Mr. Tracy Bock (LLB'05) in memory of his mother, Francis Marie Clark.

Value: 1 at \$1,500

Effective Date: 2016-2017 to 2025-2026 academic years inclusive

Art Froese Football Award (Any Undergraduate or Graduate program - Athletic Award [Football])

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western including the Affiliated University Colleges who is making a contribution as a member of the Men's Football Team. Candidates must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient basing its decision on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Arthur Froese (BA Honors Geography '67).

Value: 1 at \$1,500

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

Rispah Adala Women's MBA '05 Award (Ivey Business School)

Awarded annually to a full-time female student entering the Master of Business Administration program at the Ivey Business School, based on academic achievement and demonstrated community leadership. Preference will be given to an international student. Candidates may apply for this award at the time of applying for admission to the MBA Program at Ivey. Final selection of the recipient will be made by the MBA Scholarship Review Committee with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This award was established with a generous gift from the Adala family and the MBA Class of 2005.

Value: 1 at \$1,000

Effective Date: May 2017

The County of Lambton Admission Scholarship (Any Undergraduate Program)

Awarded to the top first-year student entering in the fall from Lambton County. In the event of a tie, the award will be split between the students who meet the criteria.

Value: 1 at \$1,000

Effective Date: 2017-2018 academic year only

Albert Oosterhoff Award in Property (Law)

Awarded annually to a full-time student completing first year in the Faculty of Law who has attained the highest standing in Property Law. The scholarship committee in the Faculty of Law will select the recipient each May. This award was established by a generous gift from Mr. Henry Ka-Shi Ho (JD Law '77) in honour of Albert Oosterhoff, Professor Emeritus in the Faculty of Law.

Value: 1 at \$1,500

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

John and Catherine Kelly Master of Public Administration International Scholarship (Social Science)
Awarded to a full-time international student from Kosovo who is enrolled in the Master of Public Administration program, School of Graduate and Postdoctoral Studies, Faculty of Social Science, based on academic achievement. The scholarship is intended for a promising young professional who is working in public administration in Kosovo at the national or sub-national area or for a recent university graduate who intends to work in public administration in Kosovo. A committee within the Master of Public Administration Program will select the recipient. At least one representative of the committee must hold membership within the School of Graduate and Postdoctoral Studies. This scholarship was established through the generosity of Dr. John Kelly (MA '70, BA '68) and his wife Catherine Kelly (Althouse College of Education '69, BA '68).

Value: 1 at \$25,000

Effective Date: May 2017 only

Dr. John Kelly received his PhD in Sociology from York University in 1978. Dr. Kelly served with the United Nations' Economic Commission for Europe from 1981 to 2003. After retiring, he worked as a consultant in Kosovo from 2008 to 2012 assisting the National Statistical Office of Kosovo to plan and carry out its 2011 population and housing census. Dr. Kelly and his wife Catherine are passionate about supporting students from Kosovo as they are aware of how difficult it is for students from this war-torn country to access scholarships to European Universities, that are restricted to citizens of EU countries, since Kosovo is not an EU Member State.

Alumni to Player Funding Award (Any Undergraduate or Graduate program - Athletic Award [Rugby])
Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western including the Affiliated University Colleges who is making a contribution as a member of the Men's Rugby Team. Candidates must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient basing its decision on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Men's Rugby Team alumni to support current players.

Value: The number of awards will vary and each will be valued at a minimum of \$1,000 to a maximum of \$4,500 based on funds available.

Effective Date: 2017-2018 academic year

Dr. G.H. Stevenson Memorial Award in Psychiatry (Medicine)

Awarded to an undergraduate student in the Doctor of Medicine (MD) program at the end of the Year 3 Clinical Clerkship, who during the Psychiatry rotation best exemplifies the Physician roles identified by the Doctor of Medicine (MD) program curriculum objectives. The recipient will be selected by a committee from the Department of Psychiatry with the approval of the progression & Awards Committee of the Schulich School of Medicine & Dentistry. This award was made possible by memorial gifts in honour of Dr. George Herbert Stevenson.

Value: 1 at \$1,800

Effective Date: 2016-2017 academic year only

Dr. Stevenson served in a Canadian army hospital during the First World War and graduated from the University of Toronto Medical Faculty in 1918. He served as the Superintendent of the Ontario Hospital for 18 years and was Head of The University of Western Ontario Department of Psychiatry. He was the first Canadian to be elected President of the American Psychiatric Association. Dr. Stevenson was an internationally known figure in the mental health field, and served as the Director of the American Board of Psychiatry and Neurology for many years. He died in 1976 at the age of 82.

W.R. Poole, QC Criminal Law Moot Award (Law)

Awarded annually to a full-time undergraduate student enrolled in any year of the Faculty of Law, who has displayed outstanding advocacy skills in an external criminal law moot competition. The award recipient shall be selected by the Scholarship and Awards Committee in the Faculty of Law, in consultation with the faculty advisor(s) for the external moot. This award is made possible by a generous gift from Nancy Geddes Poole (BA '55, Honorary Doctor of Laws '90), in loving memory of her husband, W.R. Poole, QC, and by classmates and friends of the Law Class of '69. A gift from the Alumni Western Past President's Award Fund is also included.

Value: 1 at \$2,000

Effective Date: 2017-2018 academic year

During his illustrious career, which spanned over 60 years, William Poole lectured to students on the subject of Criminal Law at Western's Faculty of Law. He also provided legal representation in some of the most notorious criminal trials of the day. Mr. Poole was considered one of the finest criminal lawyers ever produced in Canada. His abilities and his reputation for ethical behaviour resulted in his appointment to the Law Reform Commission of Canada by Premier John Robarts, where he served from 1964 to 1985. Mr. Poole exhibited a love for the foibles of human character, and was able to provide outstanding representation for the less fortunate and marginalized of society. He always exhibited a generous spirit and good sense of humour. Mr. Poole practiced law into his nineties and died in 2014 at the age of 96.

London and District Distress Centre Award (Social Science)

Awarded annually to an undergraduate student in Year 3 or 4 of any program in the Faculty of Social Science, who has achieved a minimum 70% average, and has been an active volunteer in the London community. Students must submit a one-page statement outlining their volunteer activities to the Dean's Office in the Faculty of Social Science by September 30th. The Scholarship and Awards Committee in the Faculty of Social Science will select the recipient. This award was established by a generous gift from the London and District Distress Centre (LDDC).

Value: 1 at \$1,000

Effective Date: 2017-2018 academic year

For 48 years, the London and District Distress Centre provided caring and compassionate support to individuals experiencing distress and crisis. The LDDC closed its doors in 2016 due to changes in community health funding. The LDDC's legacy gift will ensure that students receive this award for giving of their time and talents to improve the lives of those in the London community.

Devlin and Tevlin HBA Award (Ivey Business School)

Awarded annually to a full-time student entering the Honors Business Administration program at the Ivey Business School, based on academic achievement, community leadership and demonstrated financial need. Online financial need assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. This award was established with a generous gift from Daniel Devlin, HBA '81 and Michael Tevlin, HBA '81.

Value: 1 at \$5,000

Effective Date: 2017-2018 academic year

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Contents	Consent Agenda
Renaming and Revisions to MAPP 1.13 – Computing, Technology and Information Resources	No
Report on Recruitment and Retention	No
Update on Bus Rapid Transit	No
Chairs Approved by SCUP for Senate	Yes

FOR APPROVAL

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

Recommended: That Senate approve the renaming and revisions to MAPP 1.13 – Computing Technology and Information Resources, provided in [Appendix 1](#).

Background:

The new Policy 1.13 replaces the current [MAPP 1.13](#)- Code of Behaviour for Use of Computing Resources and Corporate Data, [MAPP 1.20](#) – Computing Resources Security, [MAPP 1.21](#) - Wireless Networking Procedures and Regulations, and [MAPP 1.45](#) – Email Procedures and Regulations. These assorted computing-related policies overlap and are out of date. The revised policy is presented in the new MAPP format approved by the Board of Governors in 2012. That format separates matters of policy and administrative procedures, with the former remaining under the authority of the Board (and where appropriate, Senate) and the latter being within the authority of the President to amend.

Given that MAPP 1.13 is now an amalgamation of four different policies, a red-line version of all of the changes is virtually impossible to follow and thus has not been provided. Copies of all the current policies are appended in Appendix 2(a) - Appendix 2(d). Notwithstanding the structural complexity of the changes, the amendments to wording are largely editorial, reflect changes to technology since the policies were last amended, and clarify authorities and responsibilities for implementation. The Policy document is provided for approval. The procedural documents are provided for information.

FOR INFORMATION

2. **Report on Recruitment and Retention**

See [Appendix 3](#).

3. **Update on Bus Rapid Transit**

See [Appendix 4](#).

4. **Chairs Approved by SCUP for Senate**

See [Appendix 5](#).



Manual of Administrative Policies and Procedures

POLICY 1.13 Computing, Technology & Information Resources

Policy Category: General

Subject: Computing, Technology & Information Resources

Approving Authority: Board of Governors

Responsible Officer: President

Responsible Office(s): Associate Vice-President (Planning, Budgeting & Information Technology), Information Technology Services

Related Procedures: Computing Resources Security [currently MAPP 1.20]
Code of Behaviour for Use of Computing Resources & Corporate Data [currently MAPP 1.13]
Wireless Networking Procedures & Regulations [currently MAPP 1.21]
E-Mail Procedures & Regulations [currently MAPP 1.45]
[Data Classification Standards](#)

Related University Policies: TBD

Effective Date: TBD

Revised: NEW

I. PURPOSE

The university's computing, technology, and information resources (hereinafter "computing resources") are allocated to individuals and groups for specific academic and administrative purposes which advance the university's mission. This policy applies to all computing, technology and information resources systems owned by and/or operated by or on behalf of the university, whether accessed through university-owned equipment or through personal devices. This policy and its accompanying procedures apply to all users of the university computing, technology and information resources, whether on campus or from remote locations, whether affiliated with the university or not, including, but not limited to:

- students
- faculty
- staff
- alumni
- contractors
- consultants
- temporary employees
- guests
- volunteers

Approved by SUIT December 12, 2016

MAPP 1.13 – Computing, Technology and Information Resources**Page 2****II. DEFINITIONS**

Western computing resources include all information systems, computers and computing equipment, owned by and/or operated by or on behalf of the university, as well as data owned by and/or operated by or on behalf of the university whether that data is accessed or used on university-owned equipment or on personal devices.

III. POLICY

1. Primary responsibility for security oversight and for developing rules of operation and use for all university computing systems and resources lies with the Associate Vice-President (Planning, Budgeting & Information Technology) and Information Technology Services.
2. The rights of academic freedom and freedom of expression apply to the use of university computing resources as do the responsibilities and limitations associated with those rights. The use of university computing resources is subject to the normal requirements of legal and ethical behaviour within the university community.
3. All users are required to abide by the Code of Behaviour for use of Computing, Technology, and Information Resources which is appended to and forms part of this policy, as amended from time to time, and by such other regulations and procedures as may be put in place to protect the security of the university's computing resources. Failure to do so may result in full or partial loss of access to some or all of the university's computing resources and/or disciplinary proceedings. Further, violations of other policies, laws or terms of employment which may occur through the use of university-provided computing resources are subject to all sanctions applicable under such policies, laws or terms of employment.
4. All individuals must only use those computing resources that they are authorized to use and use them only in the manner and to the extent authorized. The ability to access computing resources does not, by itself, imply authorization to do so.
5. The responsibility to protect University data, or information collected or used in relation to one's work, study, or voluntary activities associated with the university, extends to storage, use, or transmission of that data on personal devices.
6. All individuals must respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected.
7. Personal use of university computing resources requires that all individuals limit use so as not to consume an unreasonable amount of those resources or to interfere unreasonably with the activity of other users. The university may require users of those computing resources to limit or refrain from specific uses in accordance with this principle. The reasonableness of any particular use will be judged in the context of all of the relevant circumstances. The university is not responsible or liable for content created, sent, forwarded, contained, or stored for personal purposes.
8. Computing equipment and electronic devices provided by the university, and e-mail accounts and addresses provided by the university are the property of the university. The university reserves the right to access all university computing and information systems and records, including email records, where there are reasonable grounds to believe that those systems and/or records contain information necessary to the proper functioning of the university's business and/or where

MAPP 1.13 – Computing, Technology and Information Resources**Page 3**

the University is legally required to do so. Wherever practicable, affected persons will be notified promptly when their systems and/or records have been accessed.

9. The centrally administered e-mail account provided to faculty, staff, and students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the university at his/her official university address is attended to in a timely manner.
10. Collection, use, protection and disposal of personal or sensitive information, must be done in accordance with federal and provincial legislation and regulations, industry standards and requirements, and Western's Data Classification Procedures. Individuals should be aware that failure to comply with federal and provincial legislation may result in personal liability as well as significant consequences for Western as an institution.
11. In the event of a conflict between the provisions of this Policy or any associated Procedures and the provisions of any Collective Agreement, the provisions of the Collective Agreement shall take precedence.
12. Any breach of this Policy or any associated Procedures may be dealt with under the Code of Student Conduct in the case of a student, or the applicable Collective Agreement or other terms of employment in the case of faculty or staff. Breaches that occur as a result of individuals who are external to the University (other students or employees) will be referred to Western Legal Counsel. In the event of a breach which poses an immediate threat to the security of the university's computing resources, the Executive Director of ITS may, after consultation with the appropriate University officials, take such interim measures as he/she deems reasonably necessary to protect the security of such resources.

MAPP 1.13 – Computing, Technology and Information Resources**Page 4****APPENDIX A****Code of Behaviour for Use of Computing, Information and Technology Resources**

1. The university's computing resources are allocated to individuals and groups, for specific academic and administrative purposes which advance the university's mission. This Code of Behaviour applies to all users of the university's computing resources.
2. All users must ensure that the university's computing resources are used in an ethical and lawful manner. The university expects all users to conduct themselves according to the high standards of professional ethics and behaviour appropriate in an institution of higher learning.
3. As a condition of access to computing resources, a user agrees to use the computing resources solely for authorized academic, administrative purposes, and/or incidental, non-commercial personal use, and agrees to assume responsibility for any unauthorized use, misuse or illegal use of these computing resources.
4. The Unit responsible for allocating computing resources or access to corporate data to individuals and groups¹ has a responsibility to inform users about this Code. Individual users have a responsibility to read and ensure they understand this Code. The Unit shall ensure that all users receive instruction on what constitutes appropriate and inappropriate use of the facilities, and on what to do if confronted by or notified of inappropriate usage.
5. The intentional use of the computing resources for any purpose other than academic, administrative, and/or incidental, non-commercial personal use, will be considered to be unauthorized.
6. Without limiting the generality of the above, some examples of unauthorized use or misuse of computing resources are:
 - (a) Using computing resources for purposes other than those for which they were allocated;
 - (b) Using a computer account without authorization or providing computing resources to individuals or groups without the specific authorization of the relevant Unit Head or designate;
 - (c) Inspecting, altering, deleting, obtaining copies of, publishing, or otherwise tampering with files, programs or passwords that the individual is not authorized to access;
 - (d) Using computing resources for electronic communication of fraudulent, harassing or obscene messages;
 - (e) Developing or using programs that harass other users or that damage the software or hardware components of the computing resources and/or placing any destructive or nuisance programs, such as viruses, in the computing resources;

¹ The unit immediately responsible for allocating such resources or access to data, e.g., an administrative work unit, Information Technology Services, Office of the Dean.

MAPP 1.13 – Computing, Technology and Information Resources**Page 5**

- (f) Attempting to circumvent security systems on any computing resource;
 - (g) Compromising or attempting to compromise the integrity of the computing resources by accessing or attempting access or alteration of system control programs or files;
 - (h) Using unlicensed or unauthorized copies of computer software;
 - (i) Breaching the terms and conditions of a software licensing agreement to which the university is a party;
 - (j) Theft or misappropriation of computing resources, such as equipment, data, programs or time;
 - (k) Engaging in any action which unfairly denies or restricts the use of computer facilities to authorized users.
7. The university may monitor the activity and accounts of individual users of university computing resources, including individual login sessions and communications, including email, without notice, under any one or more of the following circumstances:
- (a) the user has voluntarily made them accessible to the public, as by posting to news groups or the web;
 - (b) it reasonably appears necessary to do so to protect the integrity, security, or functionality of university or other computing resources or to protect the university from liability;
 - (c) there is reasonable cause to believe that the user has violated, or is violating, this policy;
 - (d) an account appears to be engaged in unusual or unusually excessive activity, as indicated by the monitoring of general activity and usage patterns
 - (e) it is otherwise required or permitted by law or university policy.
8. The university, in its discretion, may disclose the results of any such general or individual monitoring, including the contents and records of individual communications, to appropriate university personnel or law enforcement agencies and may use those results in appropriate university disciplinary proceedings.
9. The Unit Head² shall ensure that a user who has been found to have been in breach of this Policy is made aware of appeal or grievance procedures available to that user.
10. Users found to have breached this Policy are subject to the full range of university disciplinary procedures, including temporary or permanent loss of access privileges, and/or legal sanctions.

² The Dean of a Faculty (or designate) or the Budget Head of an administrative unit (or delegate).

MAPP 1.13 – Computing, Information, and Technology Resources

Procedures Relating to Security and Privacy of Computing, Information and Technology Resources

1. The university employs various measures to protect the security of its computing resources and of their users' accounts. Users should be aware, however, that the university does not guarantee such security. Users should always engage in "safe computing" practices such as establishing appropriate access restrictions for their accounts, guarding their passwords, and changing them regularly.
2. The university shall disclose any breach of the security of an information system, following discovery or notification of the breach in the security of the system, to any individual whose unencrypted personal information was, or is reasonably believed to have been, acquired by an unauthorized person. The disclosure shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the information system.
3. Users should be aware that their uses of university computing resources are not completely private. While the university does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of the university's computing resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for the provision of service.
4. For software licenses held by the university, ITS will provide information and clarification around issues of compliance. For all end user or departmentally deployed software, the end user or department is responsible for ensuring compliance.
5. Any computer or network security incident that potentially involves criminal activity shall be reported to Campus Community Police.
6. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before proceeding.

RESPONSIBILITIES

7. Everyone who connects a computer to university computing resources has the potential to affect the security of those resources. Everyone must therefore share the responsibility for security. Every employee, contractor, or other worker must understand the university's policies and procedures about Information Security, and must perform his or her work according to such policies and procedures. Any person, group, or custodian accessing university information must recognize the responsibility to preserve the security and confidentiality of this information. Such information shall be used only for conducting university business or as appropriately authorized. Security controls may not be bypassed. Specific responsibilities are as follows:

MAPP 1.13 – Procedures Related to Security and Privacy of Computing, Information and Technology Resources

Page 2

7.01 Information Technology Services (ITS)

ITS shall be responsible for establishing, maintaining, implementing, administering, and interpreting organization-wide information systems' security standards, guidelines, and procedures. While responsibility for information systems security on a day-to-day basis is every employee's duty, specific guidance, direction, and authority for information systems security is centralized for all of the university in ITS. Accordingly, ITS will advise on policy and practices, perform information systems risk assessments, prepare information systems security action plans, evaluate information security products, and perform other activities necessary to assure a secure information systems environment.

7.02 Unit Heads

Unit Heads, including Directors, are responsible for ensuring that security policy is implemented within the unit. These duties may be delegated; however, it is the responsibility of the head to:

- Ensure that unit employees understand security policies, procedures, and responsibilities;
- Provide and maintain safeguards for computing resources within his/her authority, consistent with policies and standards as defined by ITS;
- Approve appropriate data access, allowing staff to complete business-related assignments;
- Review, evaluate, and respond to all security violations, and take appropriate action which includes reporting incidents to ITS where circumstances require;
- Communicate to appropriate campus and university departments when employee departures, arrivals, and changes affect computer access;
- Designate an individual with the responsibility to create and maintain a current contact list of individuals who are responsible for the computer(s) for each location in the department/unit;
- Provide ITS with the names, e-mail addresses and telephone numbers for at least two different contacts: a primary technical contact (usually a System Administrator); and a supervisor contact.

7.03 System Administrators

"System Administrator" refers to the individual who is responsible for system and network support for computing devices in a local computing group. In some instances, this may be a single person while in others the responsibility may be shared by several individuals. If an administrator is not designated, the owner of a computer must assume the responsibilities of a System Administrator, or ensure, in collaboration with ITS and the Unit Head, that a System Administrator is designated.

System Administrators will:

- Endeavour to protect the communication networks and computer systems for which they are responsible consistent with policies and standards as defined by ITS;
- Ensure that systems they administer are operated in accordance with all applicable Information Security Standards and Policies;
- Co-operate with ITS in addressing security problems identified by network monitoring;
- Address security vulnerabilities identified by ITS scans deemed to be a significant risk to others;
- Report significant computer security compromises to ITS.

Unit-level responsibility for security of computing and communication systems rests with the System Administrators who manage those systems, or those who assume the responsibilities of a System

MAPP 1.13 – Procedures Related to Security and Privacy of Computing, Information and Technology Resources**Page 3**

Administrator. ITS will help systems administrators carry out these responsibilities to the extent possible with available resources.

7.04 Other Technical Administrators

Others with access to computing resources which involve maintaining electronic administrative systems, applications, or data are responsible for implementing and maintaining a level of security consistent with that defined by ITS. Whenever information is maintained only on a personal computer, the user of that computer is necessarily also responsible for that information. The ultimate responsibility for this system lies with the Unit Head.

7.05 Individual Users

Individual users of computing resources must:

- (a) Be familiar with, understand, and comply with relevant laws, policies, and procedures governing their use of the university's computing resources;
- (b) When engaging in electronic communications with persons in other jurisdictions or on other systems or networks, be aware that they may also be subject to the laws of those other jurisdictions and the rules and policies of those other systems and networks;
- (c) When accessing systems, electronic records, or information, ascertain what authorizations are necessary and obtain them before proceeding;
- (d) Place appropriate limits on their personal use of resources, in accordance with university policy and any departmental procedures
- (e) Avoid taking any action which will compromise the security of other users or place the university or the system at undue risk

REVIEWS AND UPDATES

8. The Executive Director of Information Technology Services shall, in consultation with ITS, Internal Audit, and the Senate Subcommittee on Information Technology (SUIT), review this Information Systems Security Policy no less frequently than every three years.
9. ITS shall review Information Systems Security Standards annually to ensure they result in effective and efficient protection against current risks. Revisions shall be submitted to the Senate Subcommittee on Information Technology (SUIT) for approval.
10. A contingent review shall be conducted if a significant loss occurs due to a risk that has not been adequately addressed in either Policy or Standards.

MAPP 1.13 COMPUTING, INFORMATION & TECHNOLOGY RESOURCES**Procedures Related to Wireless Networking**

1. These procedures are intended to increase the reliability and security of the wireless network access at the university and apply to all wireless networks and users of wireless networks at the university that connect to or affect the Western campus backbone network. Wireless networks are considered an augmentation of the university wired network which the university owns and manages through Information Technology Services (ITS).

RESPONSIBILITIES

2. ITS is responsible for the management of Western's wireless radio spectrum on campus. This includes responsibility for:
 - managing wireless networking services on campus.
 - management of wireless spectrum usage at Western. ITS may restrict use of any devices that can cause interference in the unlicensed radio spectrum used for wireless networking at Western.
 - scanning for rogue access points and blocking access to the Western backbone network to those that are detected.
 - maintaining a secure network and deploying appropriate security procedures.
3. Other departments may deploy wireless network access points or other wireless service on campus in coordination with ITS.
4. Private wireless access points in residences or offices are required to comply with the Western standards.
5. Encryption of wireless communications is required for all staff and faculty at the university and is highly recommended for students.
6. Any issues arising from research involving wireless networking will be resolved in co-operation with ITS, the researcher in question and/or the Vice-President (Research).

Required Security

7. Wireless network implementation at the university must be done in accordance with a security plan which must address the following issues:
 - (a) Restricting network access so only authorized users can connect.
 - (b) Preventing unauthorized users from viewing confidential data appearing on the wireless infrastructure, particularly passwords.
8. To the extent possible, all wireless users must use auto-update antivirus software and ensure that their machines are fully patched.

MAPP 1.13 –COMPUTING, INFORMATION & TECHNOLOGY RESOURCES

Procedures Related to University E-Mail

1. The university e-mail system is a vital part of the university's information technology services infrastructure. It is a service provided to support necessary communication in conducting and administering the business of the university, including teaching, research and scholarly activities. These procedures are intended to define the acceptable use of electronic mail (hereinafter "e-mail") as a method of communication at Western, to outline responsibilities involving e-mail, and to provide guidelines for effective practices and processes to all faculty, staff, students, alumni, retirees, visiting faculty, and any others who have access to a university-assigned e-mail account. Such accounts may be centrally-assigned or assigned by a faculty or administrative unit.
2. Faculties or administrative units that establish their own e-mail accounts for the use of faculty, staff or students, shall work with Information Technology Services (hereinafter "ITS") to ensure that mail directed to a user's centrally administered e-mail account is properly managed.

RESPONSIBILITIES

Users

3. Since university email addresses are the property of the university and the e-mail bears identification marks of the university, users are expected to ensure that all communication is carried on in a professional, respectful, and courteous manner. Users shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the university unless appropriately authorized to do so.
4. In addition to complying with local legislation, and university policies and procedures, users who engage in communications with persons in other jurisdictions should be aware that they may also be subject to the laws of those other jurisdictions.
5. It is the account holder's responsibility to retain any e-mail message or attachment that is required for ongoing purposes and to dispose of any e-mail message that is no longer required. Users should refer to the *Freedom of Information and Protection of Privacy Act* or the university's Freedom of Information and Privacy Office for information regarding e-mail and access to information issues.
6. The unauthorized use of invalid or forged "From" addresses in an attempt to misrepresent the identity of the sender is prohibited.
7. Inappropriate or offensive e-mail, or e-mail that is fraudulent, harassing or obscene, must not be sent or forwarded, except as requested in making a complaint of inappropriate or offensive e-mail.
8. If a user receives harassing or threatening e-mail, he or she should refer to [Policy 1.35, Non-Discrimination/Harassment](#)

MAPP 1.13 – Procedures Related to University E-Mail**Page 2**

9. Users should be aware that the confidentiality of e-mail may be compromised by the applicability of law or policy, by unintended redistribution, or because of the inadequacy of current technologies to protect against unauthorized access. Users should exercise extreme caution in using e-mail to communicate confidential or sensitive matters.
10. Operators of e-mail services have no control over the security of e-mail that has been downloaded to a user's computer. E-mail users should employ whatever protections (e.g., passwords) that are available to them as a deterrent to potential intruders and the misuse of e-mail.
11. E-mail account holders may use their e-mail account for incidental personal purposes provided that such use does not: (1) directly or indirectly interfere with the operation of computing facilities or e-mail services, (2) burden the university with noticeable incremental cost, (3) interfere with the e-mail account holder's employment or other obligation to the university, or (4) contravene this or any other university policy or procedure. E-mail records arising from such personal use may be subject to access as described in the Access and Privacy section of these procedures.

Service Providers & ITS

12. Those responsible for maintaining university email servers are responsible for ensuring that institutional standards for security, user authentication and access control are appropriately applied. However, the security and confidentiality of e-mail cannot be guaranteed.
13. Searchable electronic address directories—some public, some private—may be maintained and populated from the e-mail addresses provided by the university. The contents of such e-mail address directories are institutional data. Faculty, staff, and students may, in special circumstances, request not to be included in public directories.
14. The university reserves the right to reject any e-mail that could compromise the university network and any systems connected to it. ITS will maintain reasonable processes to deal with e-mail containing viruses, to reject e-mail from known SPAM sites, and to scan incoming e-mail for SPAM, but the university cannot guarantee the success of such processes, and the user must accept the risk inherent in the use of the technology.
15. E-mail is backed up for purposes of disaster recovery only and not for recovery of specific items of deleted e-mail or other requests. There is no central back-up for archival purposes. Individual users are responsible for backing up any e-mail they require for ongoing purposes. The university is not responsible or liable for the content created, sent, forwarded, contained or stored in an e-mail account.
16. The university reserves the right to access e-mail records, in accordance with Procedures for Computing, Technology and Information Resources.

MAPP 1.13 – Procedures Related to University E-Mail

Page 2

Procedures relating to Data Classification Standards

17. All users are responsible for classifying the data that they are using in their environment in accordance with the data classification definitions established by Information Technology Services which can be referenced [here](#).
18. All users are subsequently responsible for protecting any University data that they require in the performance of their duties in accordance with the confidentiality of that data classification and standards of care as established by Information Technology Services which can be referenced [here](#).

Communications Strategy

1. ITS and/or Security Website overview page
 - information summary, key principles, goals, and objectives
 - Frequently Asked Questions – including specific real-world scenarios exhibiting how the Policy would apply
 - with links to Policy itself and other supplemental materials.
2. Development of a 1-2 Page information primer (similar to CyberSmart Top 10 Trifold brochure) to be available for handout, email, or web link (print).
3. Dean's / AVP meetings
4. TUMS meeting, follow-up email to IT community members
5. Faculty / Staff Conference update(s) – depending on time of year and opportunity
6. Western News article – Western Home page link
7. Western Gazette article
8. Mass Email to Faculty / Staff – link to ITS and/or Security overview website
9. Mass Email to Students – link to ITS and/or Security overview website

POLICY 1.13 – Code of Behavior for Use of Computing Resources and Corporate Data

Policy Category: General
Effective Date: December 1, 2003
Revised: September 28, 2000

PREAMBLE

- 1.00 The University's computing resources have been acquired, and are allocated to individuals and groups, for specific academic and administrative purposes which advance the University's mission. This Code of Behavior applies to all users of the University's computing resources. Computing resources shall be understood to include corporate data.

POLICY

- 2.00 All users must ensure that the University's computing resources are used in an effective, ethical and lawful manner. The University expects all users to conduct themselves according to the high standards of professional ethics and behavior appropriate in an institution of higher learning.
- 3.00 As a condition of access to computing resources, a user agrees to use the computing resources solely for authorized academic, administrative purposes, and/or incidental, non-commercial personal use and agrees to assume responsibility for any unauthorized use, misuse or illegal use of these computing resources.

The Unit responsible for allocating computing resources or access to corporate data to individuals and groups¹ has a responsibility to inform users about this Policy. The Unit shall ensure that all users receive instruction on what constitutes appropriate and inappropriate use of the facilities, and on what to do if confronted by or notified of inappropriate usage.

- 4.00 The intentional use of the computing resources for any purpose other than academic, administrative, and/or incidental, non-commercial personal use, will be considered to be unauthorized.
- 5.00 Without limiting the generality of the above, some examples of unauthorized use or misuse of computing resources are:
- (a) Using computing resources for purposes other than those for which they were allocated;

¹ The unit immediately responsible for allocating such resources or access to data, e.g., an administrative work unit, Information Technology Services, Office of the Dean or Social Science Network and Data Services.

POLICY 1.13 – Code of Behavior for Use of Computing Resources and Corporate Data

- (b) Using a computer account without authorization or providing computing resources to individuals or groups without the specific authorization of the relevant Unit Head or designate;
 - (c) Inspecting, altering, deleting, obtaining copies of, publishing, or otherwise tampering with files, programs or passwords that the individual is not authorized to access;
 - (d) Using computing resources, particularly electronic mail, web servers and bulletin boards, to send fraudulent, harassing or obscene messages;
 - (e) Developing or using programs that harass other users or that damage the software or hardware components of the computing resources and/or placing any destructive or nuisance programs, such as viruses, in the computing resources;
 - (f) Attempting to circumvent security systems on any computing resource;
 - (g) Compromising or attempting to compromise the integrity of the computing resources by accessing or attempting access or alteration of system control programs or files;
 - (h) Using unlicensed or unauthorized copies of computer software;
 - (i) Breaching the terms and conditions of a software licensing agreement to which the University is a party;
 - (j) Theft or misappropriation of computing resources, such as equipment, data, programs or time;
 - (k) Engaging in any action which unfairly denies or restricts the use of computer facilities to authorized users.
- 6.00 That proof of a Section 4.00 offense shall be at the upper end of the balance of probability scale on clear and cogent evidence.
- 7.00 The Unit Head² shall ensure that a user who has been found to have been in breach of this Policy is made aware of appeal or grievance procedures available to that user.
- 8.00 Users found to have breached this Policy are subject to the full range of University disciplinary procedures, including temporary or permanent loss of access privileges, and/or legal sanctions. Responsibility for dealing with allegations of misconduct may be assumed by a person or persons within ITS as identified by the Director of Information Technology Services, an academic official or the Head of a local computing facility. Faculty or staff have access to grievance procedures which are initiated with the Unit Head. Decisions regarding subsequent findings or sanctions imposed against students are appealable to the Dean of their faculty of registration.

²

The Dean of an academic unit (or designate) or the Budget Head of an administrative unit (or delegate).

POLICY 1.20 – Computing Resources Security

Policy Category: General

Effective Date: April 28, 2005

Revised: (NEW)

PURPOSE

- 1.00 The University of Western Ontario Systems Computing Resources Security Policy has been created to foster an environment that will protect The University of Western Ontario and its students, staff and faculty from information security threats that could compromise the privacy, productivity, reputation, or intellectual property rights.
- 2.00 The rights of academic freedom and freedom of expression apply to the use of University computing resources. So, too, however, do the responsibilities and limitations associated with those rights. The use of University computing resources, like the use of any other University-provided resource and like any other University-related activity, are subject to the normal requirements of legal and ethical behavior within the University community. Thus, legitimate use of a computer, computer system, or network does not extend to whatever is technically possible. Although some limitations are built into computer operating systems and networks, those limitations are not the sole restrictions on what is permissible. Users must abide by all applicable restrictions, whether or not they are built into the operating system or network and whether or not they can be circumvented by technical means.

SCOPE

- 3.00 The policy applies to all information systems owned by and/or operated by the University, or that are operated by agents of the University. This policy applies to all users of the University computing resources, whether affiliated with the University or not, and to all uses of those resources, whether on campus or from remote locations including all students, faculty, staff, contractors, consultants, temporary employees, guests, volunteers and other members of the University community, including those who are affiliated with third parties, who access University computer networks both wired and wireless. Additional policies may apply to specific computers, computer systems, or networks provided or operated by specific units of the University or to uses within specific units. Consult the operators or managers of the specific computer, computer system, or network in which you are interested or the management of the Unit for further information.

ACCESS TO COMPUTING RESOURCES

- 4.00 All individuals must only use those computing resources and data that they are authorized to use and use them only in the manner and to the extent authorized. The ability to access computing resources and data does not, by itself, imply authorization to do so. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before proceeding. Accounts and passwords may not, under any circumstances, be shared with, or used by, persons other than those to whom they have been assigned by the University.

POLICY 1.20 – Computing Resources Security

- 5.00 All individuals must comply with all Canadian, Ontario, and other applicable law; all generally applicable University rules and policies; and all applicable contracts and licenses. Examples of such laws, rules, policies, contracts, and licenses include the laws relating to libel, privacy, copyright, trademark, obscenity, and child pornography; the University's [Code of Student Conduct](#); the University's [Non Discrimination/Harassment Policy](#); and all applicable software licenses. Users who engage in electronic communications with persons in other jurisdictions or on other systems or networks should be aware that they may also be subject to the laws of those other jurisdictions and the rules and policies of those other systems and networks. Users are responsible for ascertaining, understanding and complying with laws, rules, policies and contracts applicable to their particular uses. For software licenses held by the University, ITS will provide information and clarification around issues of compliance. For all software the user has installed on a computer, the user is personally responsible for ensuring compliance.
- 6.00 All individuals must respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected. Again, ability to access other persons' accounts does not, by itself, imply authorization to do so. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before proceeding.
- 7.00 The finite capacity of computing resources requires that all individuals limit use so as not to consume an unreasonable amount of those resources or to interfere unreasonably with the activity of other users. The University may require users of those resources to limit or refrain from specific uses in accordance with this principle. The reasonableness of any particular use will be judged in the context of all of the relevant circumstances.
- 8.00 Personal use of University computing resources for other purposes is permitted when it does not consume a significant amount of those resources, does not interfere with the performance of the user's job or other University responsibilities, and is otherwise in compliance with this policy and other University policies. Further limits may be imposed upon personal use in accordance with normal departmental procedures.
- 9.00 The campus data network is a shared facility with decentralized decision making. Within multi-user computing systems and communications networks, actions by one user can compromise security of other users. Members of the University are granted decision-making freedom for equipment connected to the network. This freedom is balanced by a responsibility to avoid placing others and the institution at undue risk. Information System Security Standards declared by Information Technology Services may set more stringent requirements for segments of the network involved in access to specific information systems.

INFORMATION SYSTEM SECURITY STANDARDS

- 10.00 In order to construct security policies that will neither be overlooked, nor ignored, it is necessary to make certain the security policy reflects realistic administrative and academic goals. Degrees of protection must be balanced against cost, convenience, risk probability, and consequences of failure.
- 11.00 Information Technology Services (ITS) shall declare economically efficient standards for information system security controls, which will provide effective risk mitigation, ensuring that all operations are consistent with the intent of the [Code of Behavior for Use of Computing Resources and Corporate Data](#) on information systems throughout the University. Standards shall be based on current assessments of threats in the operating environment, and shall include applicability statements. In most circumstances these policies will be developed in consultation with the University community particularly system administrators of data and computing resources.

POLICY 1.20 – Computing Resources Security

RESPONSIBILITIES

12.00 Everyone who connects a computer to University computing resources has the potential to affect the security of those resources. Everyone must therefore share the responsibility for security. Every employee, contractor, or other worker must understand the University's policies and procedures about Information Security, and must perform his or her work according to such policies and procedures. Any person, group, or custodian accessing University information must recognize the responsibility to preserve the security and confidentiality of this information. Such information shall be used only for conducting University business or as appropriately authorized. Security controls may not be bypassed.

12.01 Information Technology Services (ITS)

Information Technology Services shall be responsible for establishing, maintaining, implementing, administering, and interpreting organization-wide information systems security standards, guidelines, and procedures. While responsibility for information systems security on a day-to-day basis is every employee's duty, specific guidance, direction, and authority for information systems security is centralized for all of the University in the Information Technology Services department. Accordingly, the Information Technology Services Network Security Office will advise on policy and practices, perform information systems risk assessments, prepare information systems security action plans, evaluate information security products, and perform other activities necessary to assure a secure information systems environment.

12.02 Unit Heads

Unit Heads, including Directors, are responsible for ensuring that security policy is implemented within the unit. These duties may be delegated; however, it is the responsibility of the head to:

- Ensure that unit employees understand security policies, procedures, and responsibilities;
- Provide and maintain safeguards for information systems within his/her authority, consistent with policies and standards as defined by ITS;
- Approve appropriate data access, allowing staff to complete business-related assignments;
- Review, evaluate, and respond to all security violations, and take appropriate action which includes reporting incidents to the Network Security Office where circumstances require;
- Communicate to appropriate campus and University departments when employee departures, arrivals, and changes affect computer access;
- Designate an individual with the responsibility to create and maintain a current contact list of individuals who are responsible for the computer(s) for each location in the department/unit;
- Provide ITS with the names, e-Mail addresses and telephone numbers for at least two different contacts: a primary technical contact (usually a System Administrator); and a supervisor contact.

12.03 System Administrators

"System Administrator" refers to the individual who is responsible for system and network support for computing devices in a local computing group. In some instances, this may be a single person while in others the responsibility may be shared by several individuals some of whom may be at different organizational levels. If an administrator is not designated, the owner of a computer must assume the responsibilities of a System Administrator, or ensure, in collaboration with ITS and the Unit Head, that a System Administrator is designated.

POLICY 1.20 – Computing Resources Security

System Administrators will:

- Endeavour to protect the communication networks and computer systems for which they are responsible consistent with policies and standards as defined by ITS;
- Ensure that systems they administer are operated in accordance with all applicable Information Security Standards and Policies;
- Endeavour to employ ITS recommended practices and guidelines where appropriate and practical;
- Co-operate with ITS in addressing security problems identified by network monitoring;
- Address security vulnerabilities identified by ITS scans deemed to be a significant risk to others;
- Report significant computer security compromises to ITS Network Security Office.

The responsibility for security of computing and communication systems rests with the System Administrators who manage those systems, or those who assume the responsibilities of a System Administrator. ITS will help systems administrators carry out these responsibilities to the extent possible with available resources.

12.04 **Others**

Others with access to computing resources which involve maintaining electronic administrative systems, applications, or data are responsible for implementing and maintaining a level of security consistent with that defined by the Network Security Office. Whenever information is maintained only on a personal computer, the User of that computer is necessarily also responsible for that information. The ultimate responsibility for this system lies with the Unit Head.

CAMPUS SECURITY

- 13.00 Any computer or network security incident that potentially involves criminal activity shall be reported to Campus Community Police.

SECURITY AND PRIVACY

- 14.00 The University employs various measures to protect the security of its computing resources and of their users' accounts. Users should be aware, however, that the University does not guarantee such security. Users should always engage in "safe computing" practices such as establishing appropriate access restrictions for their accounts, guarding their passwords, and changing them regularly.
- 15.00 The University shall disclose any breach of the security of an information system, following discovery or notification of the breach in the security of the system, to any subject whose unencrypted personal information was, or is reasonably believed to have been, acquired by an unauthorized person. The disclosure shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the information system.
- 16.00 Users should also be aware that their uses of University computing resources are not completely private. While the University does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of the University's computing resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for the rendition of service. The University may also specifically monitor the activity and

POLICY 1.20 – Computing Resources Security

accounts of individual users of University computing resources, including individual login sessions and communications, including email, without notice, under any one or more of the following circumstances:

- (a) the user has voluntarily made them accessible to the public, as by posting to news groups or the web;
- (b) it reasonably appears necessary to do so to protect the integrity, security, or functionality of university or other computing resources or to protect the university from liability;
- (c) there is reasonable cause to believe that the user has violated, or is violating, this policy;
- (d) an account appears to be engaged in unusual or unusually excessive activity, as indicated by the monitoring of general activity and usage patterns
- (e) it is otherwise required or permitted by law or University Policy.

17.00 The University, in its discretion, may disclose the results of any such general or individual monitoring, including the contents and records of individual communications, to appropriate University personnel or law enforcement agencies and may use those results in appropriate University disciplinary proceedings.

ENFORCEMENT

18.00 Violation of this policy or associated guidelines, standards or procedures established by The University may result in the temporary or permanent loss of access privileges. Violations of other policies, laws or terms of employment which may occur through the use of University computing resources are subject to all sanctions applicable under such policies, laws or terms of employment.

REVIEW AND UPDATE PROCESS

19.00 The Director of Information Technology Services shall, in consultation with the Network Security Office, Internal Audit, and the Senate Subcommittee on Information Technology, review this Information Systems Security Policy no less frequently than every three years.

20.00 The Network Security Office shall review Information Systems Security Standards annually to ensure they result in effective and efficient protection against current risks. Revisions shall be submitted to the Senate Subcommittee on Information Technology for approval.

21.00 A contingent review shall be conducted if a significant loss occurs due to a risk that has not been adequately addressed in either Policy or Standards.

QUESTIONS

22.00 Questions relating to this policy may be directed to the Network Security Office, Information Technology Services.

POLICY 1.21 – Wireless Networking Policy

Policy Category: General

Effective Date: April 28, 2005

Revised: (NEW)

PURPOSE

1.0 The purpose of this policy is to increase the reliability and security of the wireless network access at The University of Western Ontario. Wireless networking uses limited shared unlicensed radio spectrum across campus. Careful planning, management and cooperation are required to support the implementation and use of wireless access across campus. Wireless networks are considered an augmentation of the University wired network which the University owns and manages through Information Technology Services (ITS).

2.0 A wireless networking policy is needed:

- To support the academic mission of the University
- To limit interference with the University's current and future network infrastructure
- To promote greater IT security on campus

SCOPE

3.00 This policy applies to all wireless networks and users of wireless networks at The University of Western Ontario that connect to or affect the Western campus backbone network.

POLICY

4.00 Management of radio spectrum on campus

- ITS is responsible for managing wireless networking services on campus. Other departments may deploy wireless network access points or other wireless service on campus in coordination with ITS. Private wireless access points in residences or offices are required to comply with the UWO standard.
- ITS is responsible for the management of wireless spectrum usage at UWO. ITS may restrict use of any devices that can cause interference in the unlicensed radio spectrum used for wireless networking at UWO.
- ITS is authorized to scan for rogue access points and to block access to the UWO backbone network to those that are detected.
- ITS is responsible for maintaining a secure network and will deploy adequate security procedures to support wireless networking on campus.
- Encryption of wireless communications is required for all Staff and Faculty at the University of Western Ontario, and recommended for students.
- Any issues arising from research involving wireless networking will be resolved in cooperation with ITS, the researcher in question and/or the Vice-President (Research & International Relations).

POLICY 1.21 – Wireless Networking Policy

REQUIRED SECURITY

5.00 The wireless LAN implementation at the UWO must be done in accordance with a security plan. This plan must address the following issues:

- (a) Restricting network access so only authorized users can connect.
- (b) Preventing unauthorized users from viewing confidential data appearing on the wireless infrastructure, particularly passwords.

To the extent possible, all wireless users must use auto-update antivirus software and ensure that their machines are fully patched.

POLICY 1.45 – Email Policy

Policy Category: General

Effective Date: May 1, 2008

Revised: (NEW)

PURPOSE

- 1.0 The purpose of this Policy is to define the acceptable use of electronic mail (hereinafter “e-mail”) as a method of communication at The University of Western Ontario (hereinafter the “University”), to outline responsibilities involving e-mail, and to provide guidelines for effective practices and processes.

SCOPE

- 2.0 This e-mail Policy applies to faculty, staff, students, alumni, retirees, visiting faculty, and other third parties who may be associated with the University, or who have access to a University-assigned e-mail account.

PRINCIPLES

- 3.0 The University e-mail system is a vital part of the University's information technology services infrastructure. It is a service provided to support necessary communication in conducting and administering the business of the University, including teaching, research and scholarly activities.
- 4.0 The use of the University e-mail system, like the use of any other University provided resource, and like any other University activity, is subject to the normal requirements of legal and ethical behaviour within the University community.

GENERAL

- 5.0 The University will normally provide an e-mail account to all faculty, staff and students, to be used in conjunction with their duties or activities at the University. The University may also provide an e-mail account for alumni, retirees, and visiting faculty, as well as others not affiliated with the University. These accounts, signified by an @uwo.ca address, are referred to in this Policy as centrally administered e-mail accounts.
- 6.0 In addition, faculty, staff and students may also be provided with an e-mail account by a faculty or administrative unit. The term “e-mail account”, when used in this Policy, refers to all e-mail accounts and associated e-mail addresses assigned to a user by the University or any faculty or administrative unit within the University.
- 7.0 All e-mail accounts and associated addresses are the property of the University.

POLICY 1.45 – Email Policy

- 8.0 The centrally administered e-mail account will be considered the individual's official University e-mail address. It is the responsibility of the account holder to ensure that e-mail received at his/her official University address is attended to in a timely manner.
- 9.0 Faculties or administrative units that establish their own e-mail accounts for the use of faculty, staff or students, shall work with Information Technology Services (hereinafter ITS") to ensure that mail directed to a user's centrally administered e-mail account is properly managed.

RESPONSIBILITIES OF USERS

- 10.0 All users have a responsibility to ensure that they conduct e-mail exchanges with professionalism and courtesy, and manage their e-mail responsibly.
- 11.0 Users shall ensure that they use and manage their University e-mail account in accordance with other University policies, including but not limited to [Policy 1.13, Code of Behavior for Use of Computing Resources and Corporate Data](#).
- 12.0 It is the account holder's responsibility to retain any e-mail message or attachment that is required for ongoing purposes and to dispose of any e-mail message that is no longer required. Users should refer to the *Freedom of Information and Protection of Privacy Act* or the University's Freedom of Information and Privacy Office for further information regarding e-mail and privacy issues.
- 13.0 Since the e-mail bears identification marks of the University, users are expected to ensure that all communication is carried on in a professional, respectful, and courteous manner. Users shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the University unless appropriately authorized to do so.
- 14.0 In using e-mail, users must comply with all applicable federal and provincial laws and all applicable University rules and policies. Examples of such laws, rules and policies include, but are not limited to, the laws relating to libel, privacy, copyright, trademark, obscenity, and child pornography; the University's Code of Student Conduct; and the University's Non Discrimination/Harassment Policy. Users who engage in communications with persons in other jurisdictions should be aware that they may also be subject to the laws of those other jurisdictions.
- 15.0 The unauthorized use of invalid or forged "From" addresses in an attempt to misrepresent the identity of the sender is prohibited.
- 16.0 Inappropriate or offensive e-mail, or e-mail that is fraudulent, harassing or obscene, must not be sent or forwarded, except as requested in making a complaint of inappropriate or offensive e-mail.
- 17.0 If a user receives harassing or threatening e-mail, he or she should refer to [Policy 1.35, Non-Discrimination/Harassment](#) and [Policy 1.20, Computing Resources Security](#).
- 18.0 E-mail account holders may use their e-mail account for incidental personal purposes provided that such use does not: (1) directly or indirectly interfere with the operation of computing facilities or e-mail services, (2) burden the University with noticeable incremental cost, (3) interfere with the e-mail account holder's employment or other obligation to the University, or (4) contravene this or any other University policy. E-mail records arising from such personal use may be subject to access as described in the Access and Privacy section of this Policy. E-mail users should assess the implications of the Access and Privacy section of this Policy in deciding whether to use University e-mail services for personal purposes.

POLICY 1.45 – Email Policy**RESPONSIBILITIES OF SERVICE PROVIDERS**

- 19.0 The e-mail accounts provided on University servers are institutional property, and those responsible for maintaining these servers are responsible for ensuring that institutional standards for security, user authentication and access control are appropriately applied. However, the security and confidentiality of e-mail cannot be guaranteed. Furthermore, operators of e-mail services have no control over the security of e-mail that has been downloaded to a user's computer. E-mail users should employ whatever protections (e.g., passwords) that are available to them as a deterrent to potential intruders and the misuse of e-mail.
- 20.0 The e-mail address provided by the University is the property of the University. Searchable electronic address directories—some public, some private—may be maintained and populated from the e-mail addresses provided by the University. The contents of such e-mail address directories are institutional data. Faculty and staff may, in special circumstances, request not to be included in public directories.
- 21.0 The University reserves the right to reject any e-mail that could compromise the University network and any systems connected to it. ITS will maintain reasonable processes to deal with e-mail containing viruses, to reject e-mail from known SPAM sites, and to scan incoming e-mail for SPAM, but the University cannot guarantee the success of such processes, and the user must accept the risk inherent in the use of the technology.
- 22.0 E-mail is backed up for purposes of disaster recovery only and not for recovery of specific items of deleted e-mail or other requests. There is no central back-up for archival purposes. Individual users are responsible for backing up any e-mail they require for ongoing purposes. The University is not responsible or liable for the content created, sent, forwarded, contained or stored in an e-mail account.

ACCESS AND PRIVACY

- 23.0 Users should be aware that the confidentiality of e-mail may be compromised by the applicability of law or policy, by unintended redistribution, or because of the inadequacy of current technologies to protect against unauthorized access. Users should exercise extreme caution in using e-mail to communicate confidential or sensitive matters.
- 24.0 The University reserves the right to access e-mail records, including those which have been deleted by the account holder but which may not yet have been deleted centrally, in accordance with paragraph 16.00 of [Policy 1.20, Computing Resources Security](#). In addition, the University reserves the right to access e-mail records where there are reasonable grounds to believe that those records contain information necessary to the proper functioning of the University's business. Such circumstances would include the absence of an employee where it is not reasonable to obtain the employee's consent. Wherever practical, employees will be notified promptly when their e-mail records have been accessed.

ENFORCEMENT

- 25.0 Violation of this Policy, or associated guidelines or standards established by the University, may result in the temporary or permanent loss of e-mail privileges. Violations of other policies, laws or terms of employment which may occur through the use of University provided e-mail services are subject to all sanctions applicable under such policies, laws or terms of employment.



Western
UNIVERSITY • CANADA

Report to SCUP on Faculty Recruitment and Retention

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

January 2017

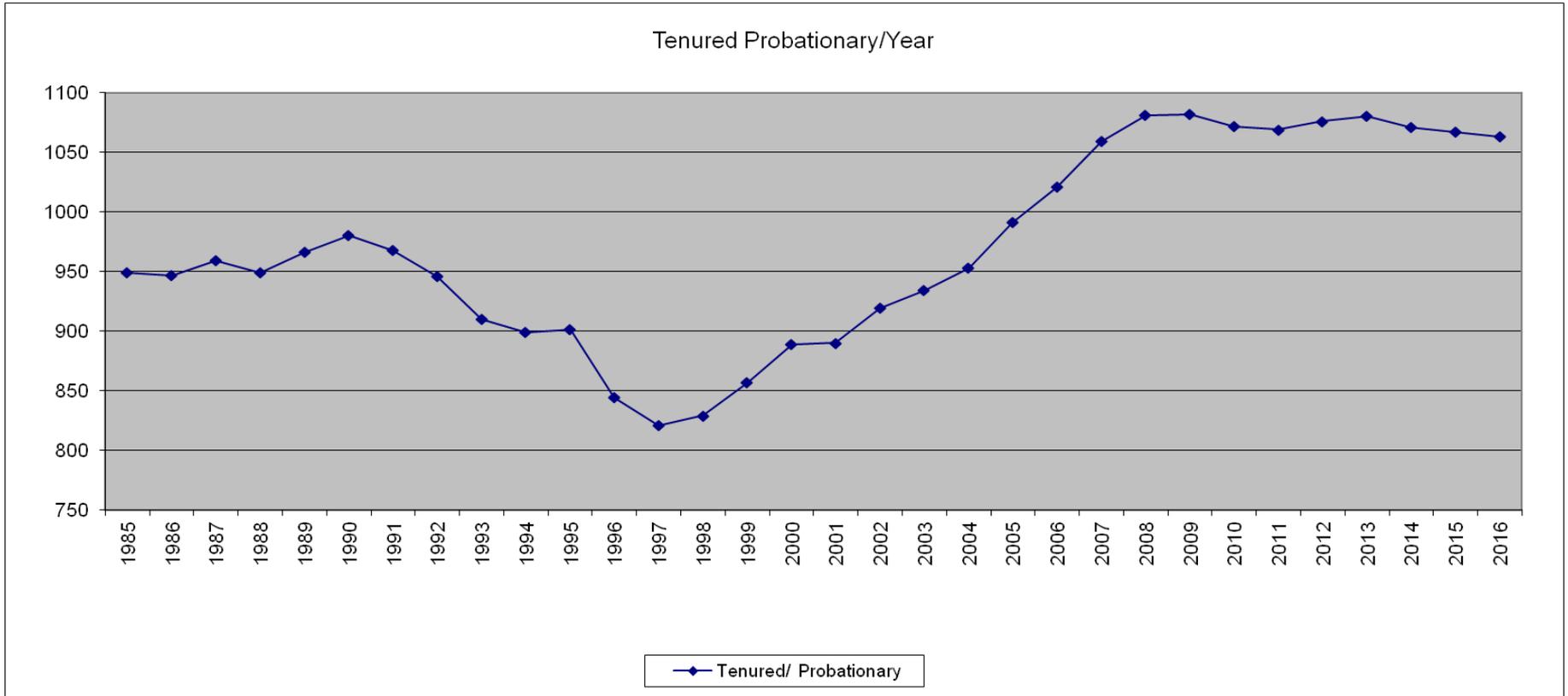
Contents:

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

Probationary and Tenured Faculty

- October 1 counts (for consistency with UCASS data source)
- Includes all Full-Time Probationary (Tenure-track) and Tenured Faculty
- Includes those in senior administrative roles who are exempt from the UWOFA Collective Agreement provisions

Probationary and Tenured Faculty at Western 1985 - 2016

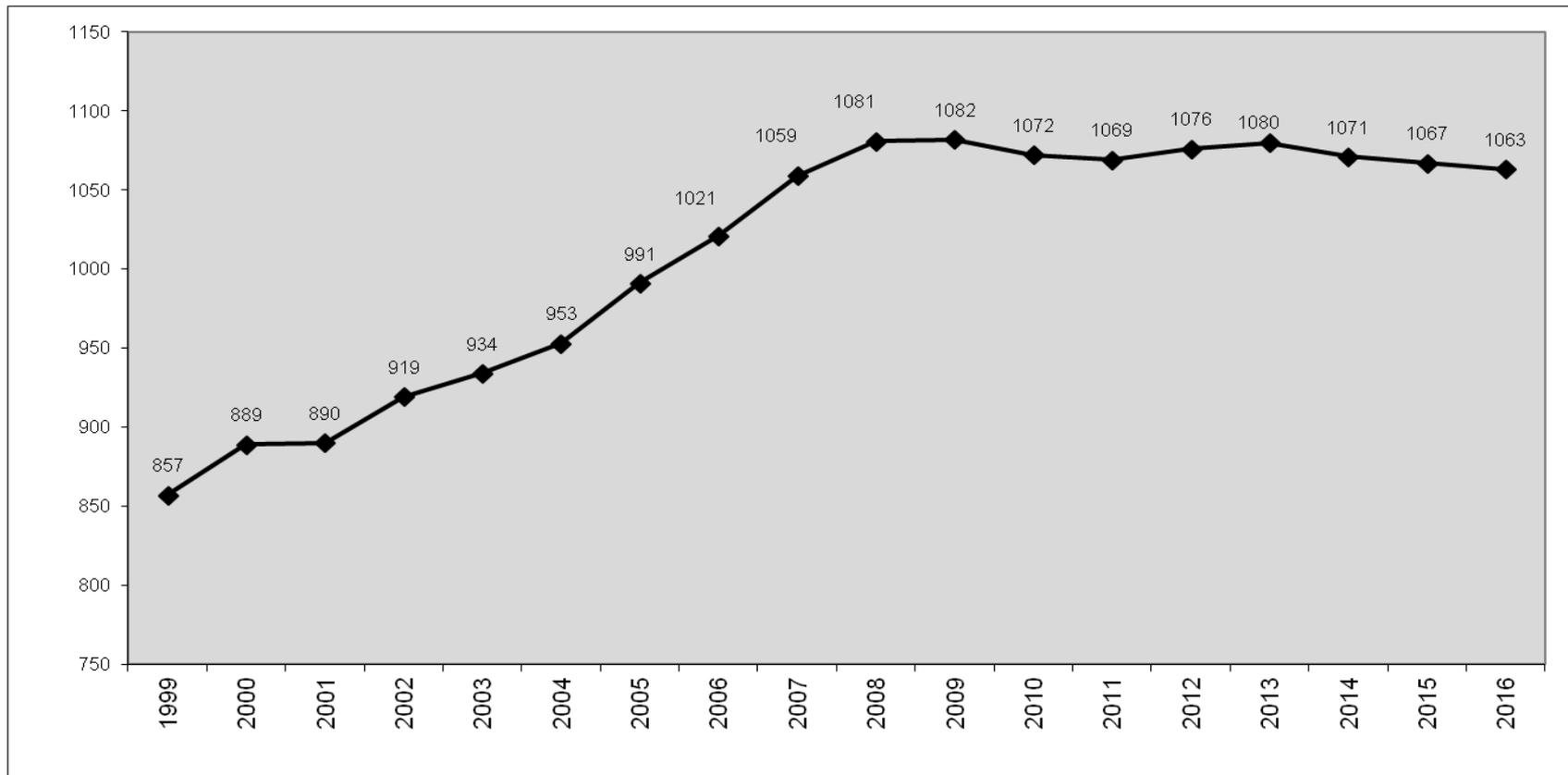


Source: Western Corporate Information 1985 – 1999

UCASS Data 1999 – 2010

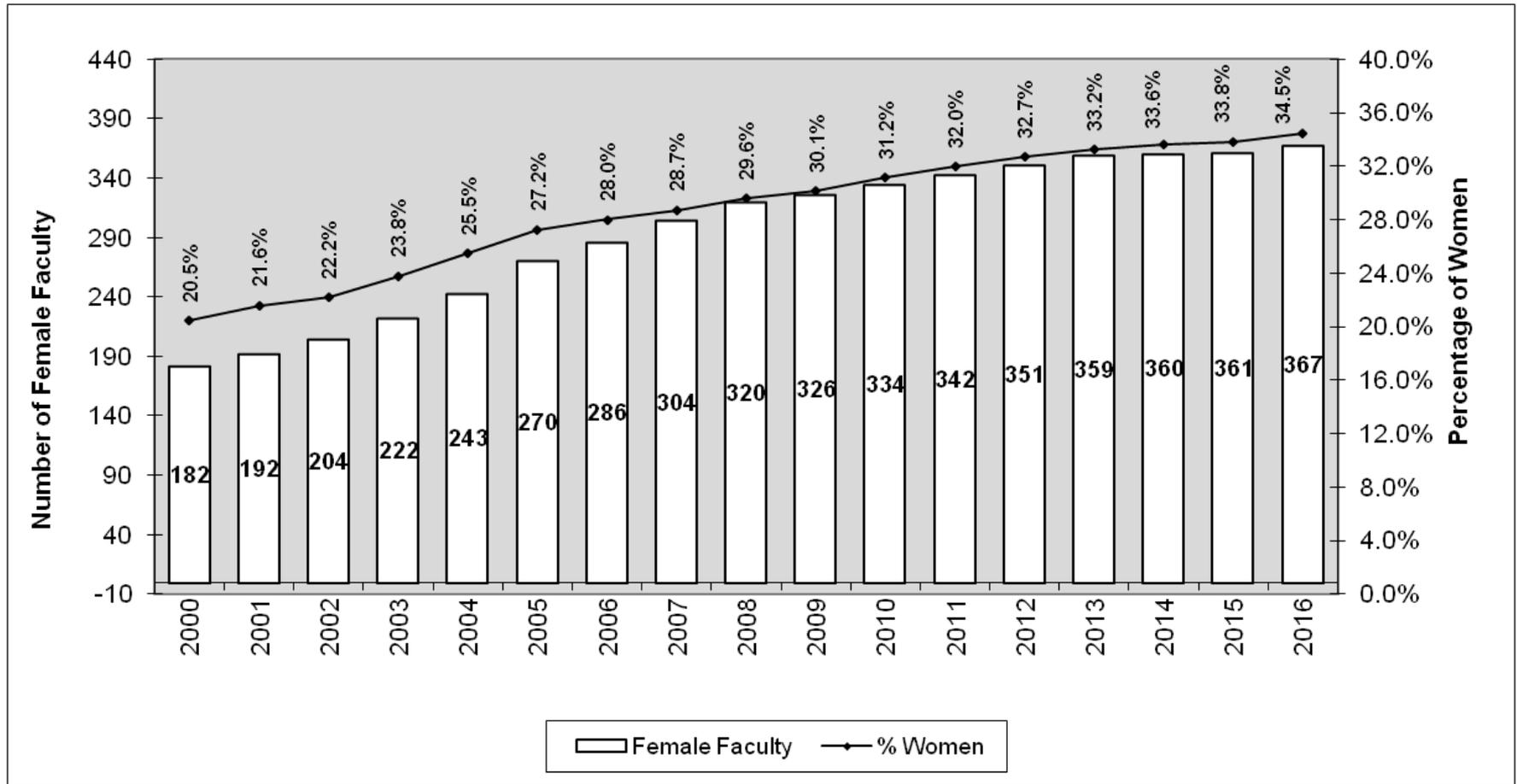
Western Human Resources Information Systems 2011 - 2016

Probationary and Tenured Faculty at Western, 1999 to 2016



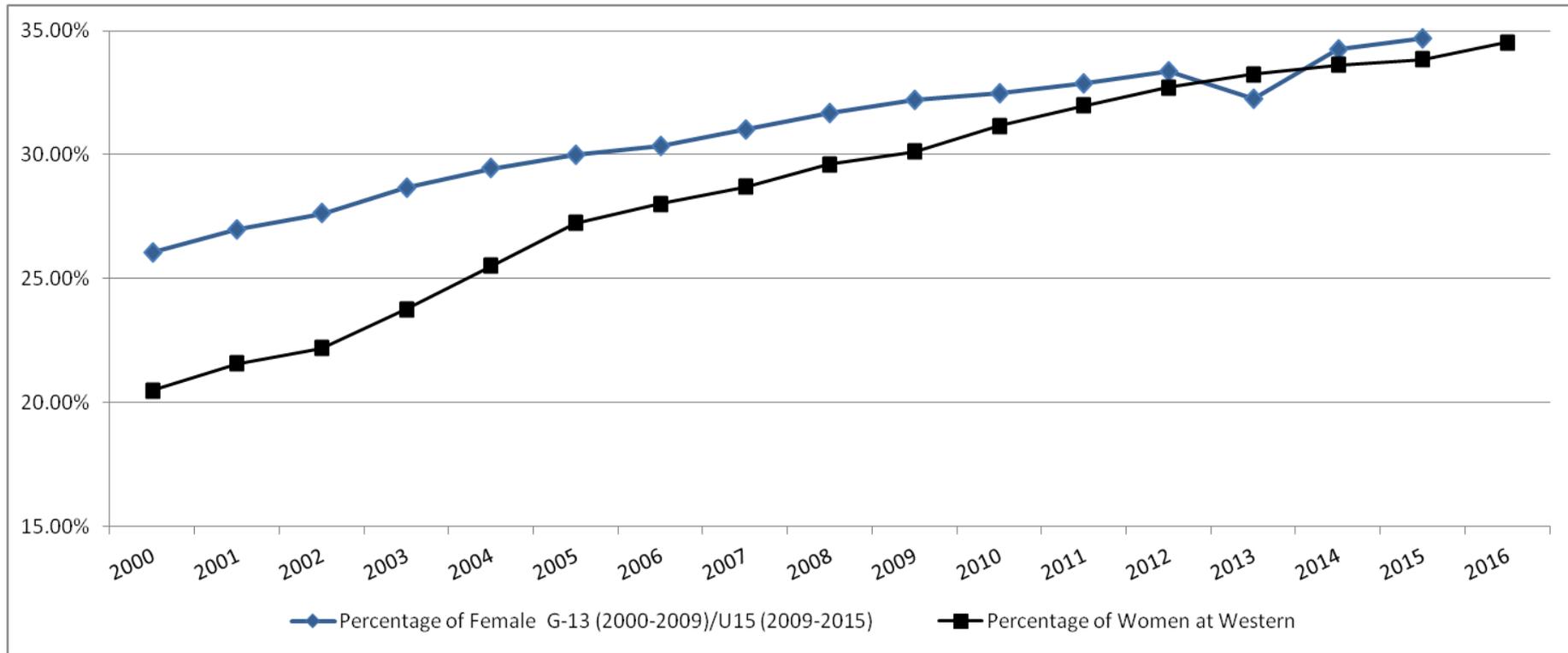
Source: UCASS Data for 1999 – 2010;
U15 Data for 2011 – 2015, and Western HR Information System for 2016
2007 and later data includes Robarts Scientists who became Probationary or Tenured on July 1, 2007.

Probationary and Tenured Female Faculty at Western, 1999 to 2016



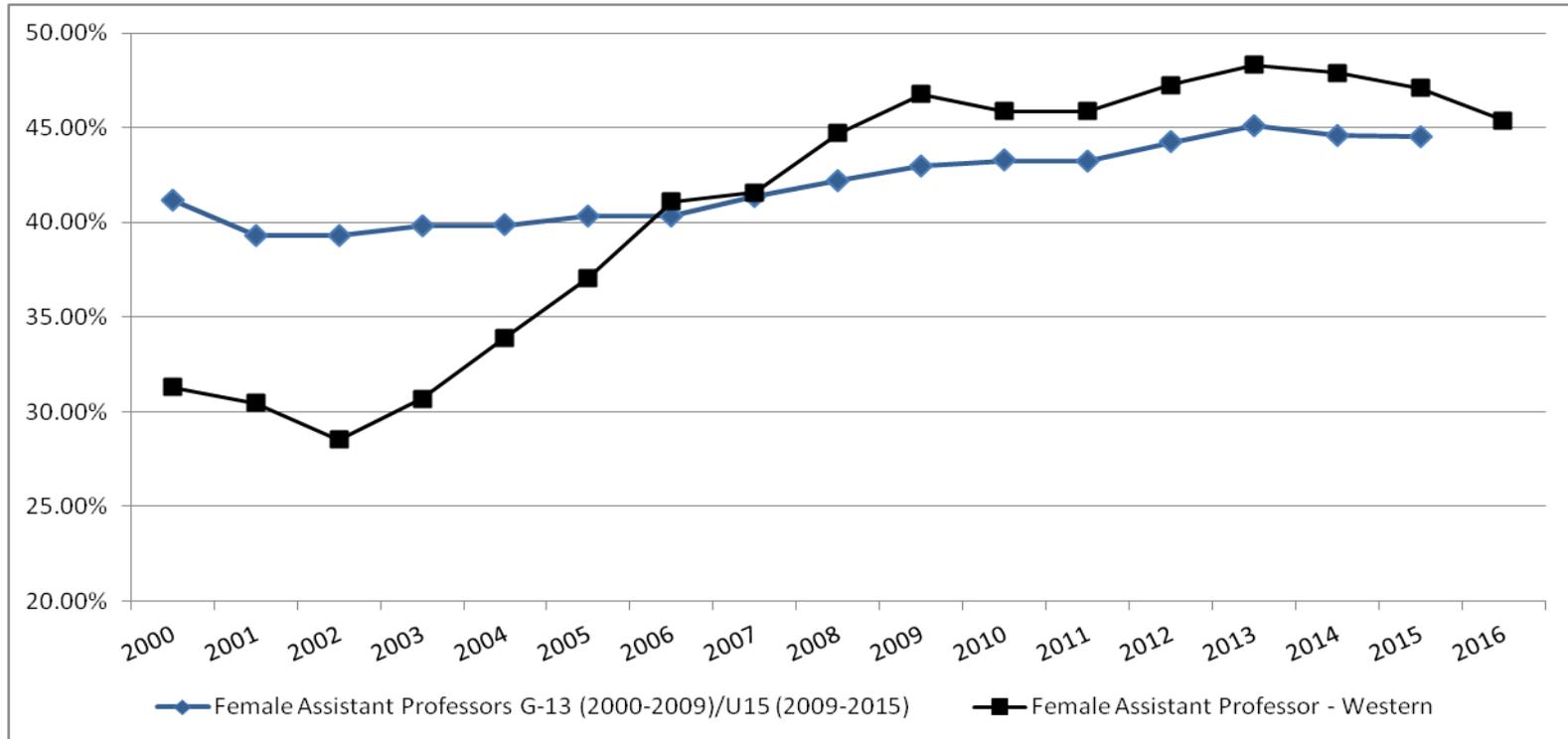
Source: UCASS Data for 1999 – 2010;
U15 Data for 2011 – 2015, and Western HR Information System for 2016

Women as a Percentage of Tenured/Probationary Faculty: G-13 (2000-2009)/U15 (2009-2015) excluding Western vs. Western



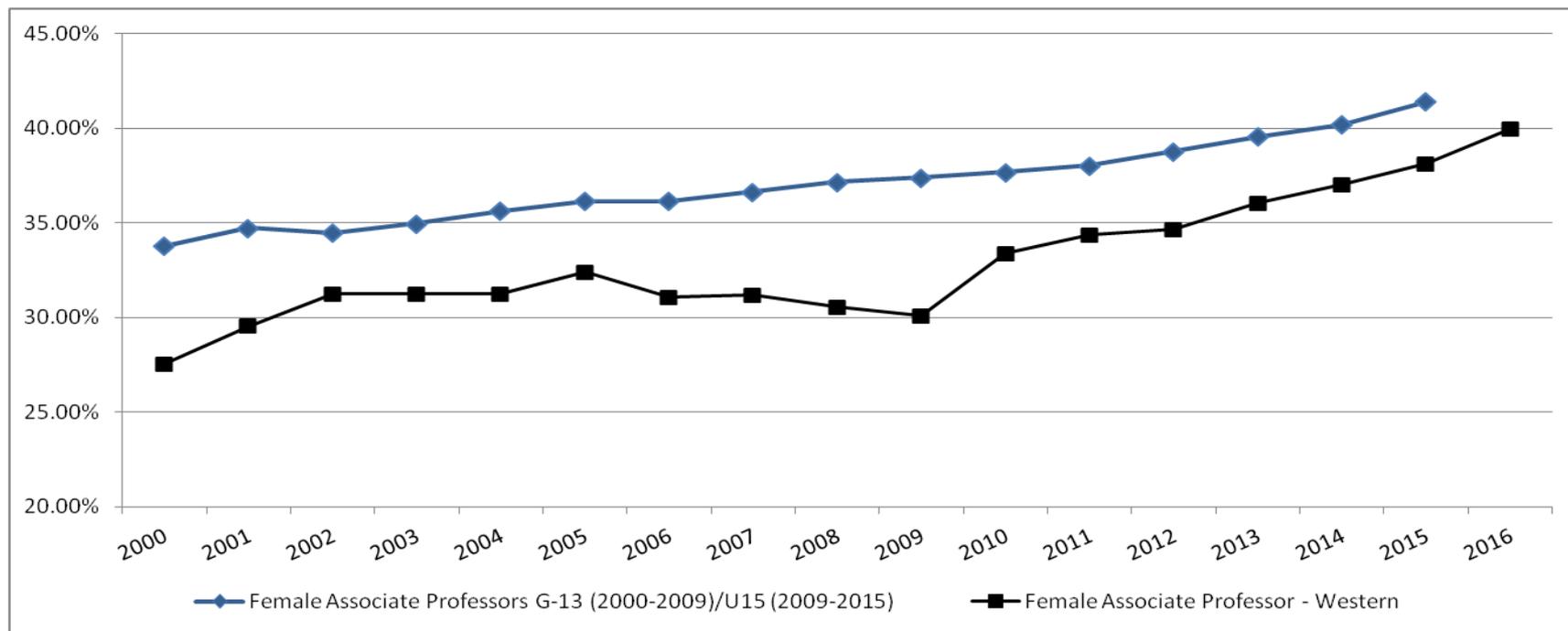
Source: UCASS Data 2000-2009, U15 Data 2009-2015
 (Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2014,
 and Montreal and Saskatchewan, 2015. Montreal data includes Ecole
 Polytechnique & Ecole des Hautes Etudes Commerciales)

Women as a Percentage of Tenured/Probationary Faculty, Assistant Professor Rank: G-13 (2000-2009)/U15 (2009-2015) excluding Western vs. Western



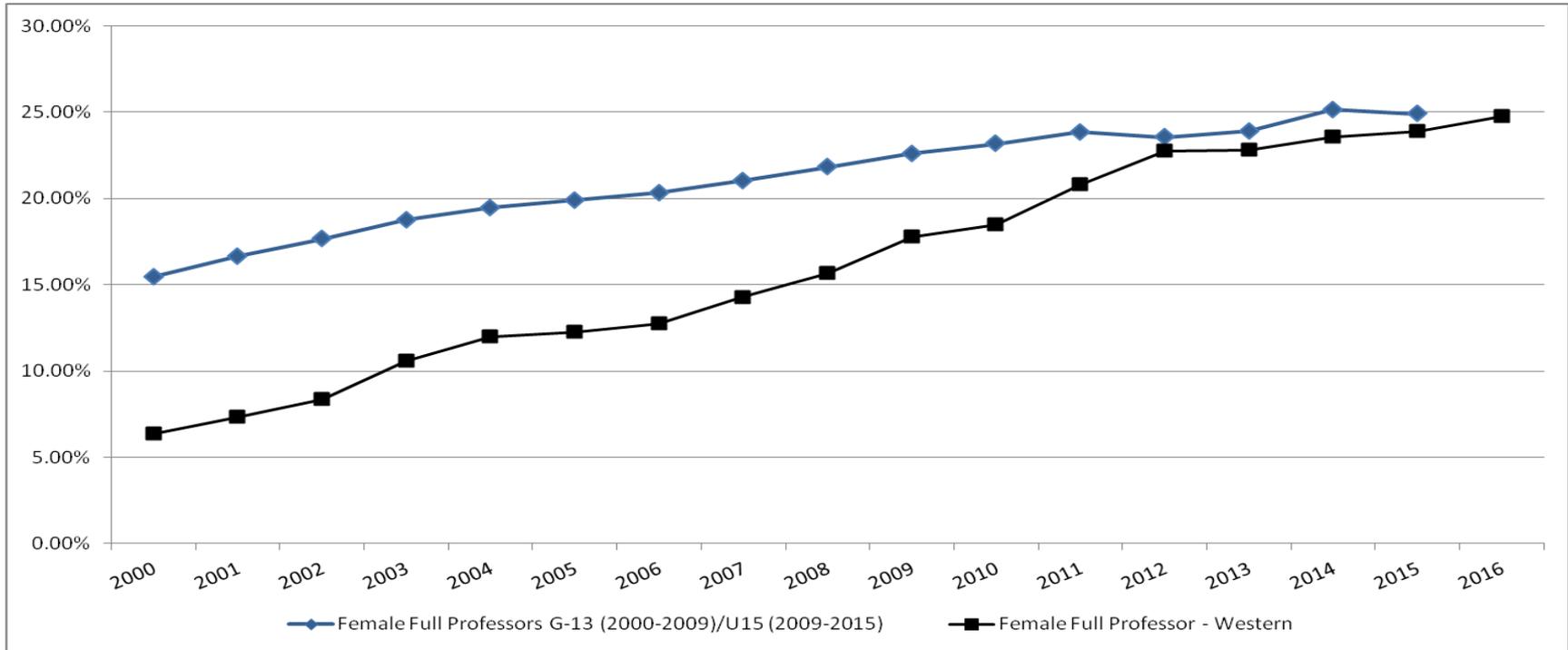
Source: UCASS Data 2000-2009, U15 Data 2009-2015
 (Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2014, and Montreal and Saskatchewan, 2015. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commerciales)

Women as a Percentage of Tenured/Probationary Faculty, Associate Professor Rank: G-13 (2000-2009)/U15 (2009-2015) excluding Western vs. Western



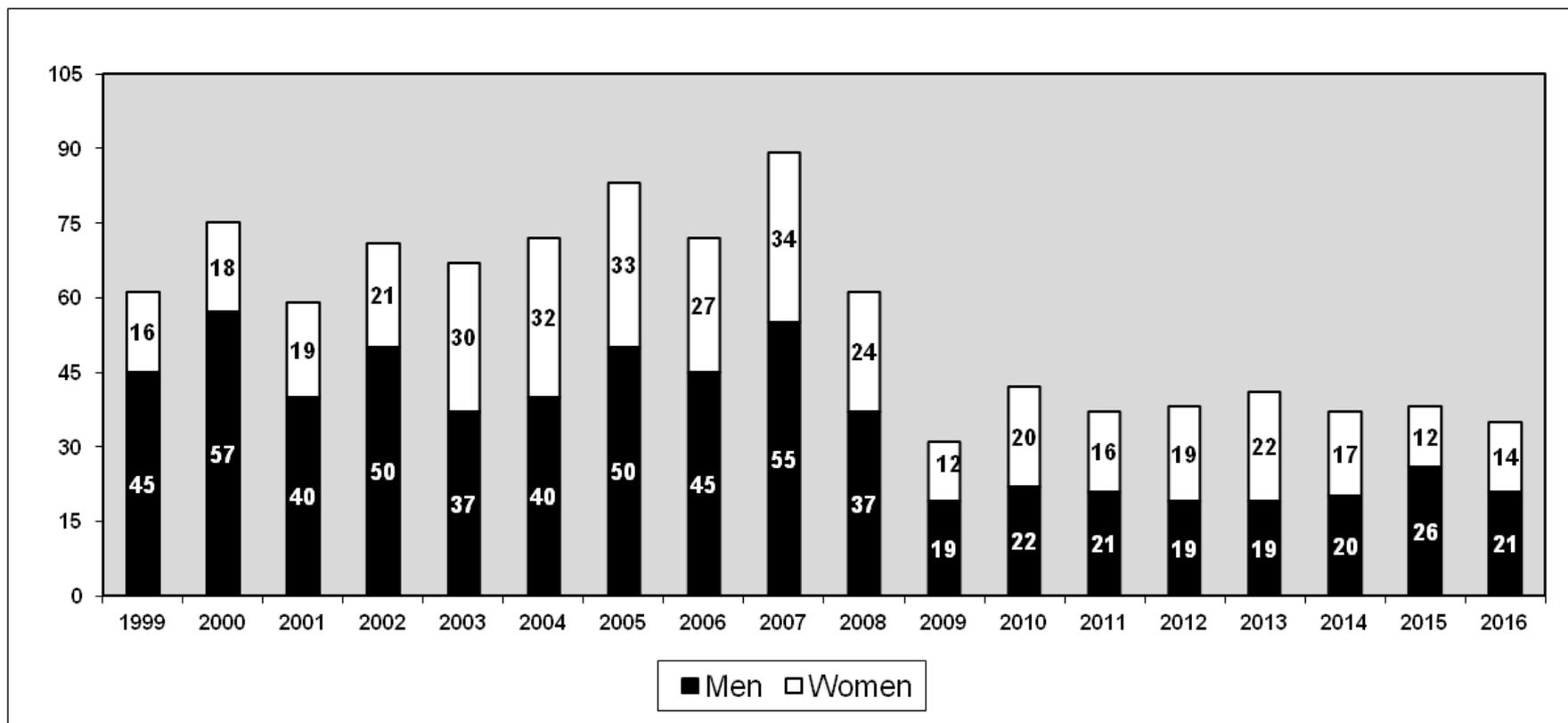
Source: UCASS Data 2000-2009, U15 Data 2009-2015
 (Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2014, and Montreal and Saskatchewan, 2015. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commerciales)

Women as a Percentage of Tenured/Probationary Faculty, Full Professor Rank: G-13 (2000-2009)/U15 (2009-2015) excluding Western vs. Western



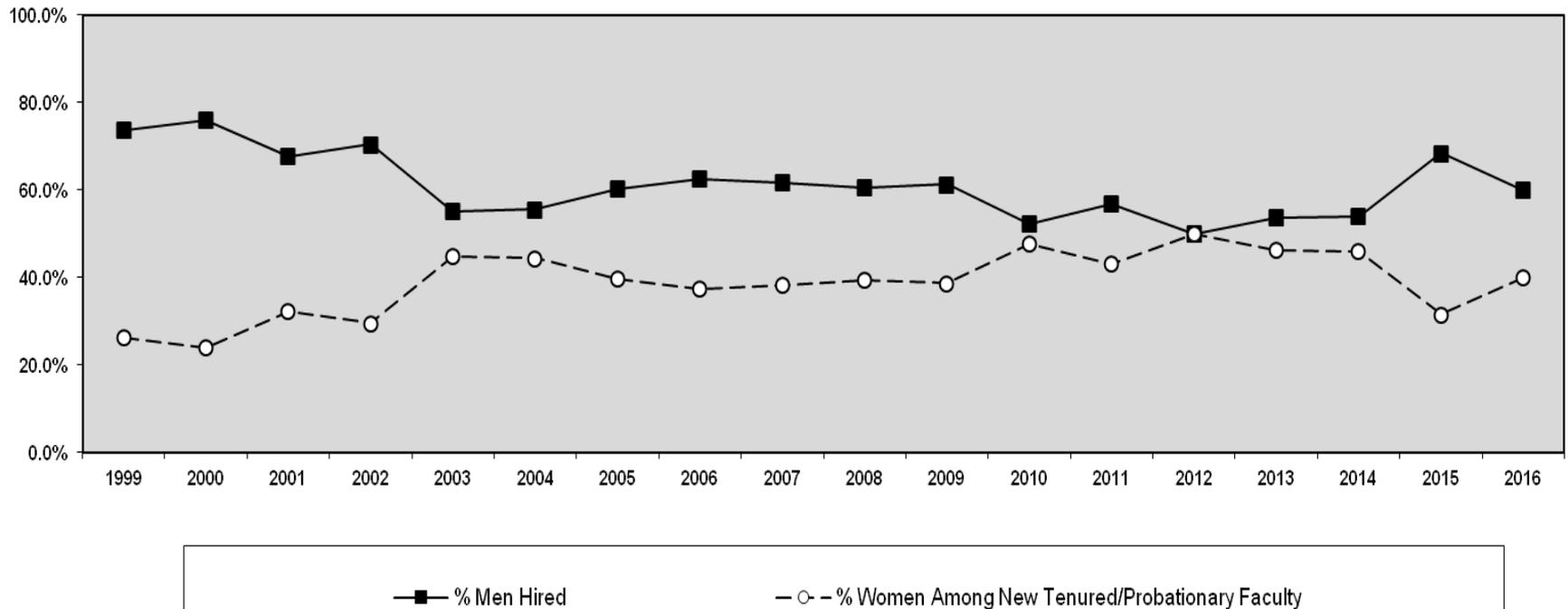
Source: UCASS Data 2000-2009, U15 Data 2009-2015
(Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2014, and Montreal and Saskatchewan, 2015. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commerciales)

New Tenured & Probationary Faculty at Western by Gender (including those at Western previously in a Limited Term position): 1999 – 2016 Cohorts



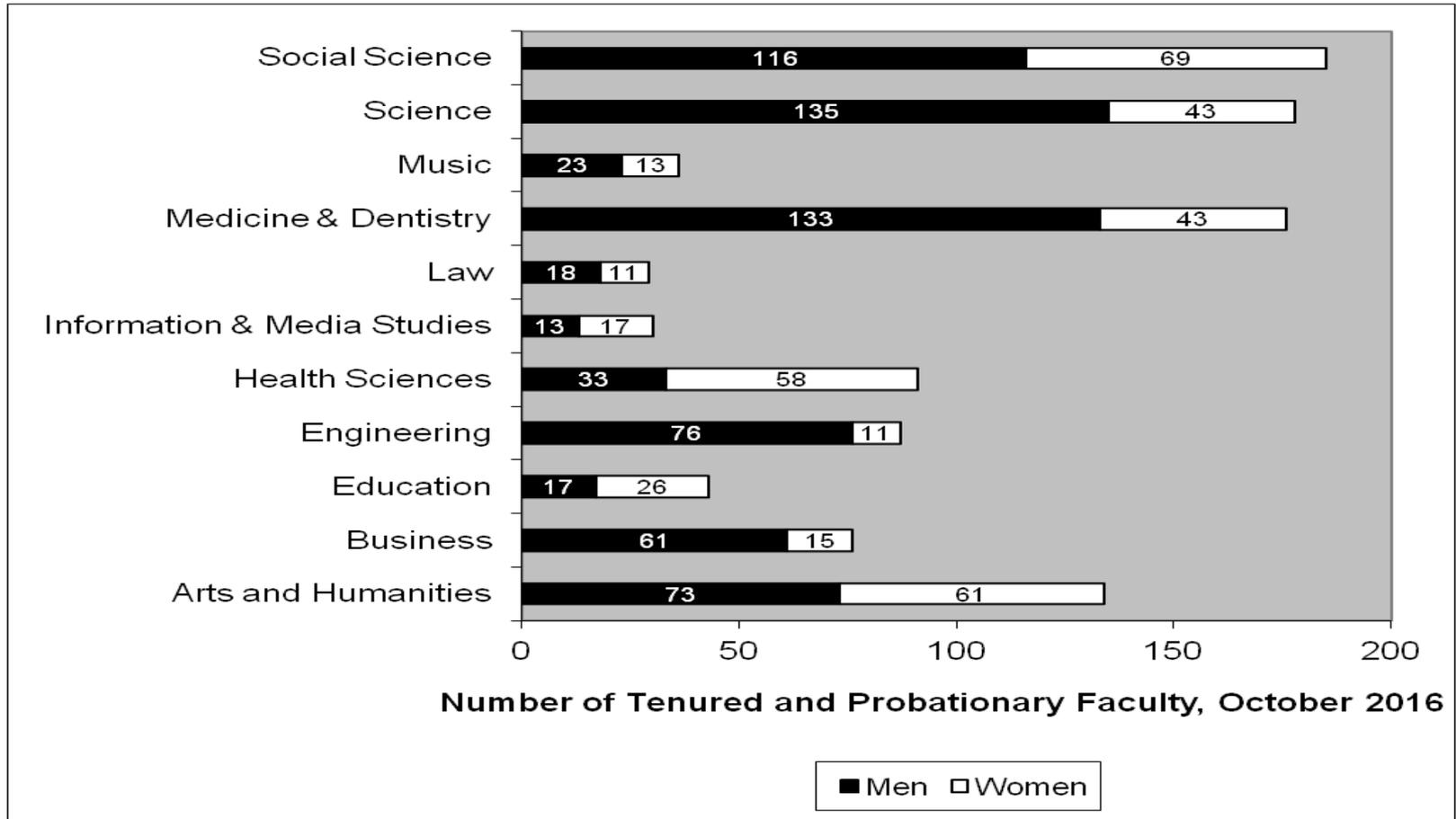
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 - 2016 (October)
Data excludes faculty joining from Robarts.

Percentage of New Tenured and Probationary Faculty at Western by Gender (including those at Western previously in a Limited Term position): 1999 – 2016



Source: UCASS Data for 1999 – 2010
 Western Human Resources Information Systems 2011 - 2016 (October)
 Data excludes faculty joining from Robarts

Probationary and Tenured Faculty, by Faculty and Gender, October, 2016



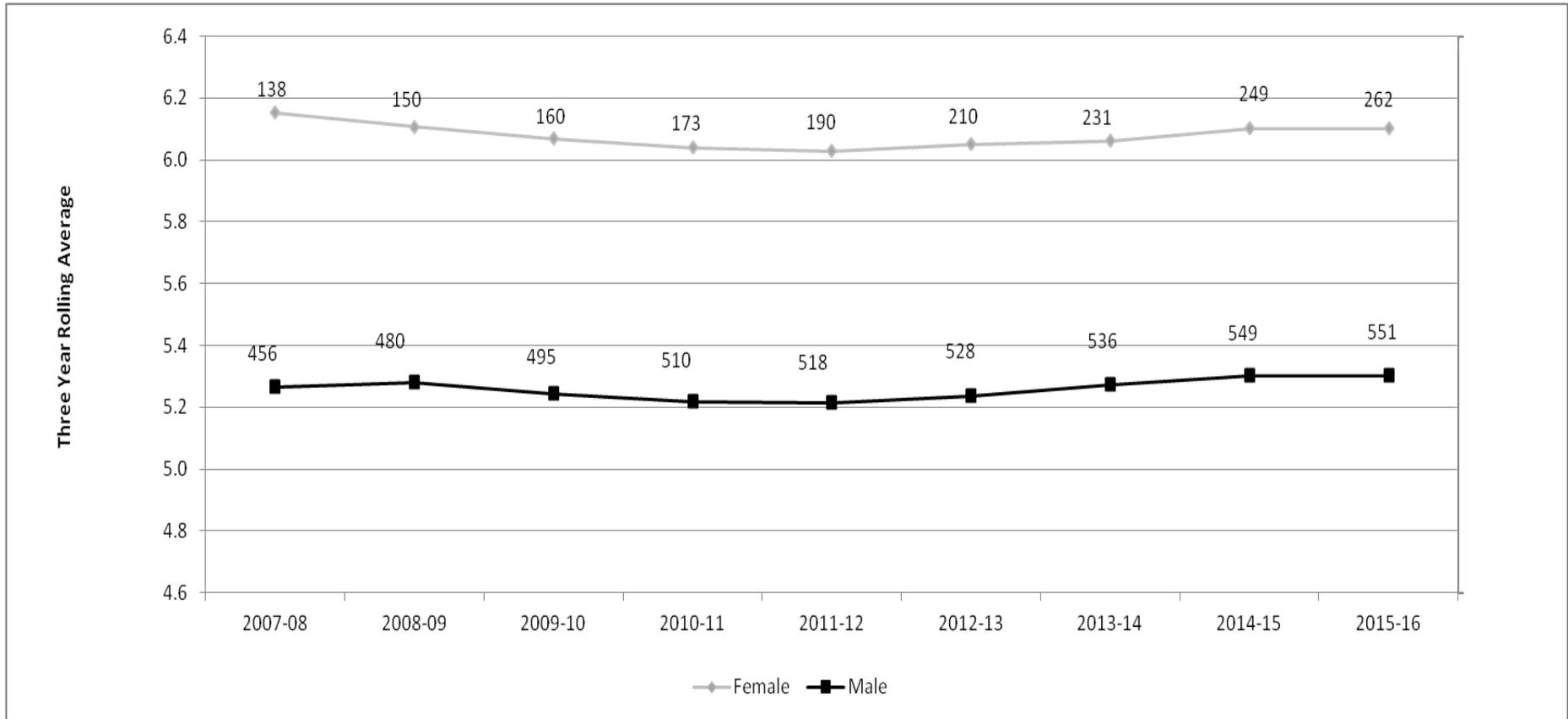
Source: Western Human Resources Information Systems for 2016 (October)

Percentage of Tenured/Probationary Women Faculty, by Faculty, 2008 to 2016

	Arts and Humanities	Business	Education	Engineering	Health Sciences	Information & Media Studies	Law	Medicine & Dentistry	Music	Science	Social Science
2008	40.3%	19.7%	47.5%	12.0%	59.3%	57.1%	25.8%	18.6%	30.6%	18.8%	31.1%
2009	42.0%	21.7%	48.8%	11.6%	58.9%	59.5%	20.7%	19.5%	31.6%	19.1%	30.8%
2010	43.8%	26.1%	48.7%	11.6%	59.1%	58.3%	22.6%	20.0%	32.4%	20.5%	32.2%
2011	45.5%	24.0%	51.4%	11.5%	59.6%	57.1%	24.1%	20.4%	35.1%	21.7%	33.5%
2012	47.1%	25.3%	54.3%	11.4%	61.1%	58.8%	27.6%	21.3%	34.2%	22.5%	32.5%
2013	44.6%	26.9%	55.9%	12.4%	61.1%	58.8%	32.3%	22.6%	31.6%	23.6%	33.7%
2014	44.6%	26.0%	56.8%	12.5%	62.1%	57.6%	31.0%	22.9%	32.5%	23.6%	36.5%
2015	45.7%	22.2%	57.1%	12.6%	63.0%	59.4%	34.5%	24.3%	33.3%	24.4%	36.0%
2016	45.5%	19.7%	60.5%	12.6%	63.7%	56.7%	37.9%	24.4%	36.1%	24.2%	37.3%

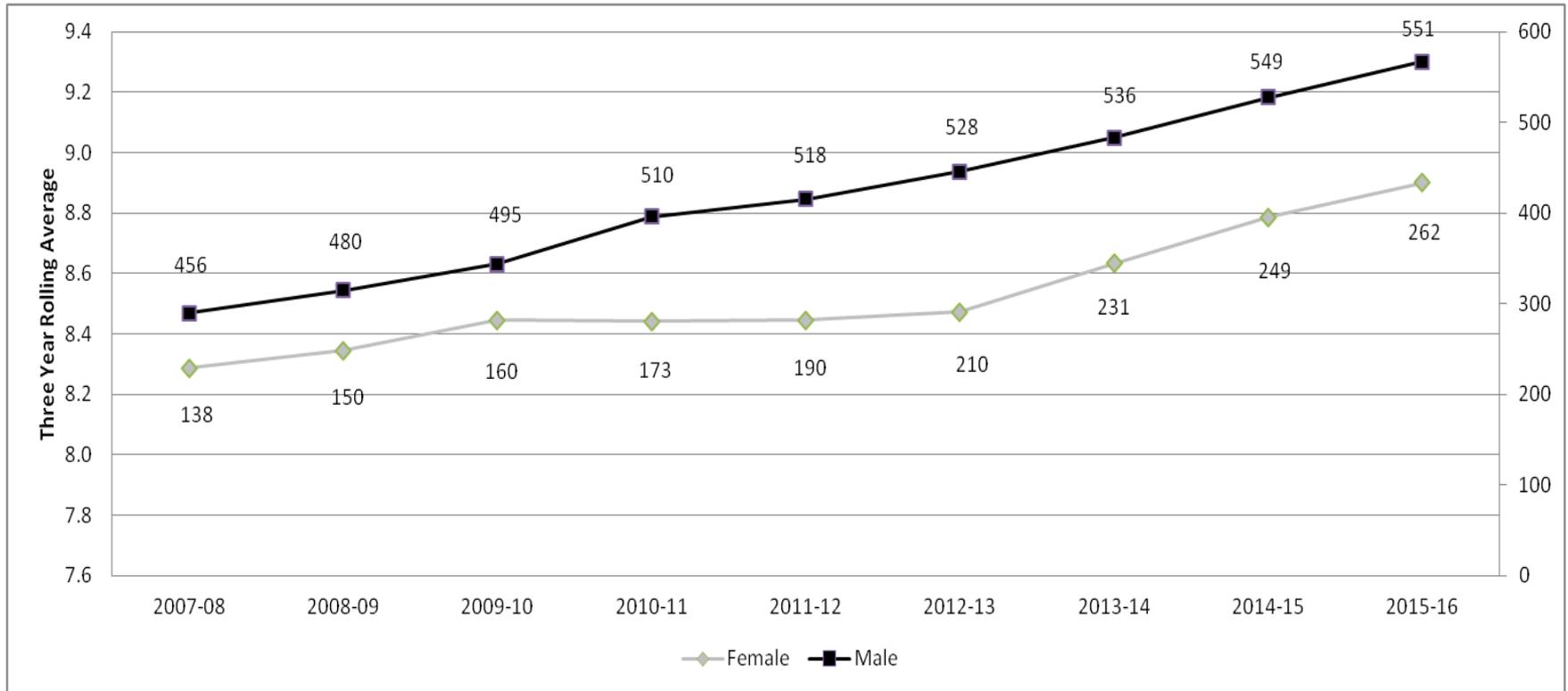
Western Human Resources Information System 2008 - 2016 (October).

Average Elapsed Time to Tenure from Full Time Start at Western



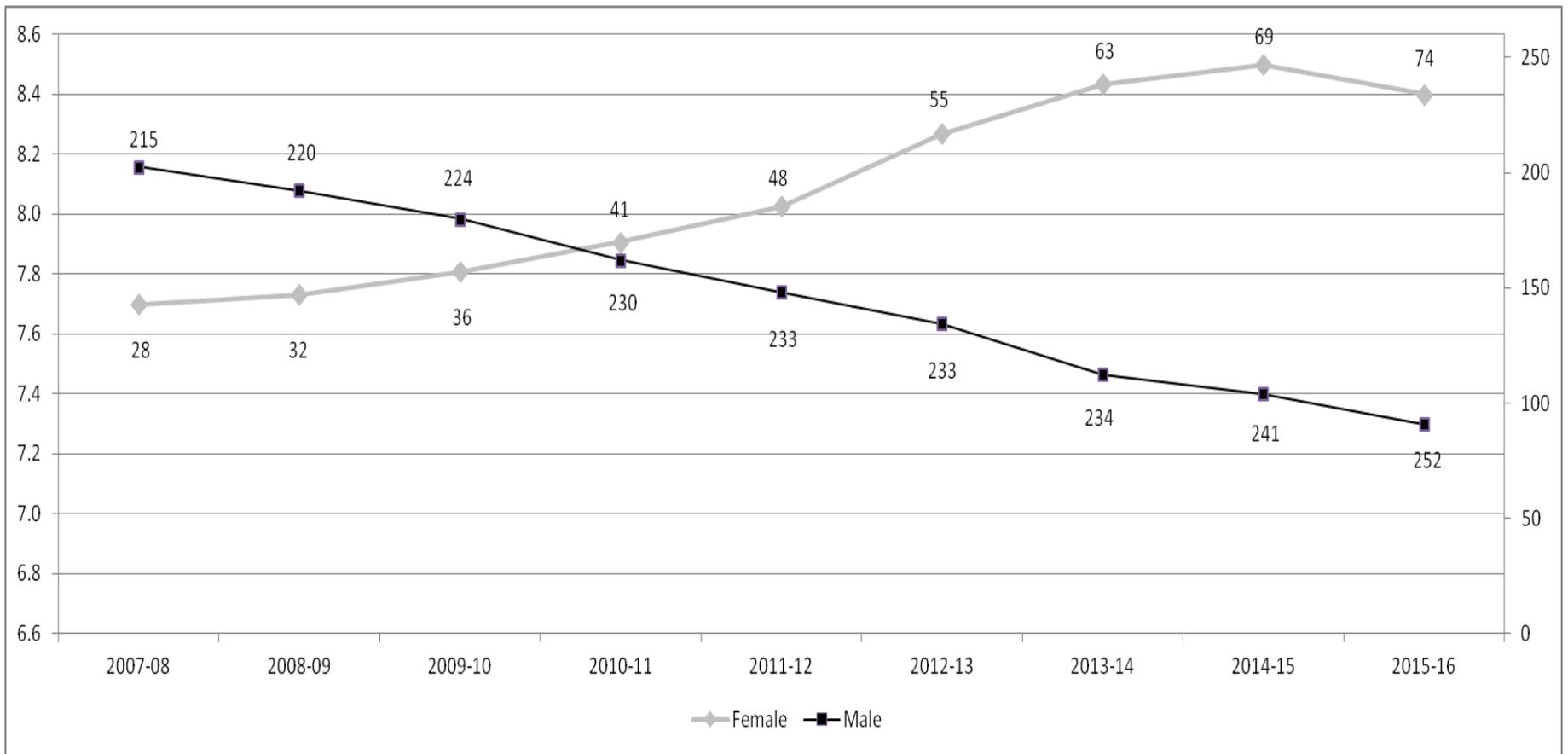
Source: Western Human Resources Information System 2006 – 2016
Excludes those hired into a tenured position

Average Time to Tenure from Highest Degree



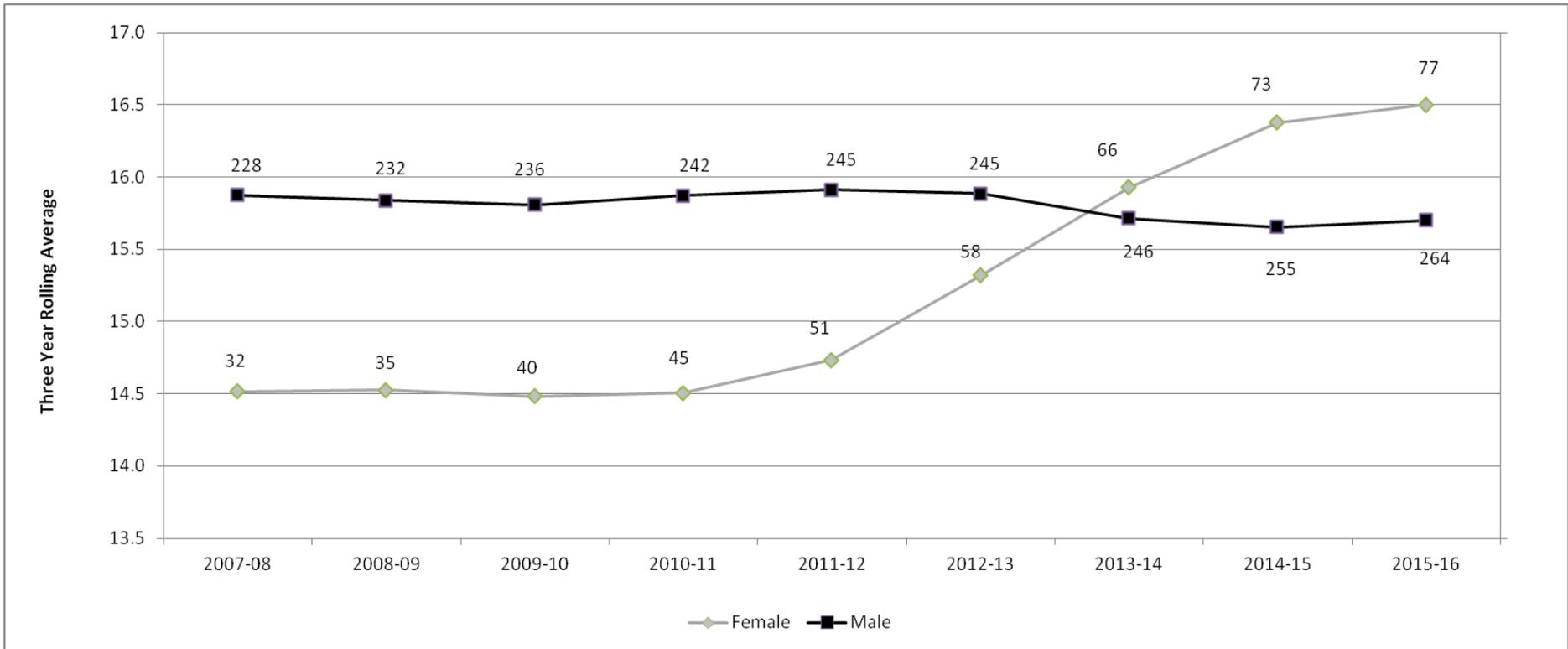
Source: Western Human Resources Information System 2006 – 2016
Excludes those hired into a tenured position

Average Time to Full Professor from Tenure



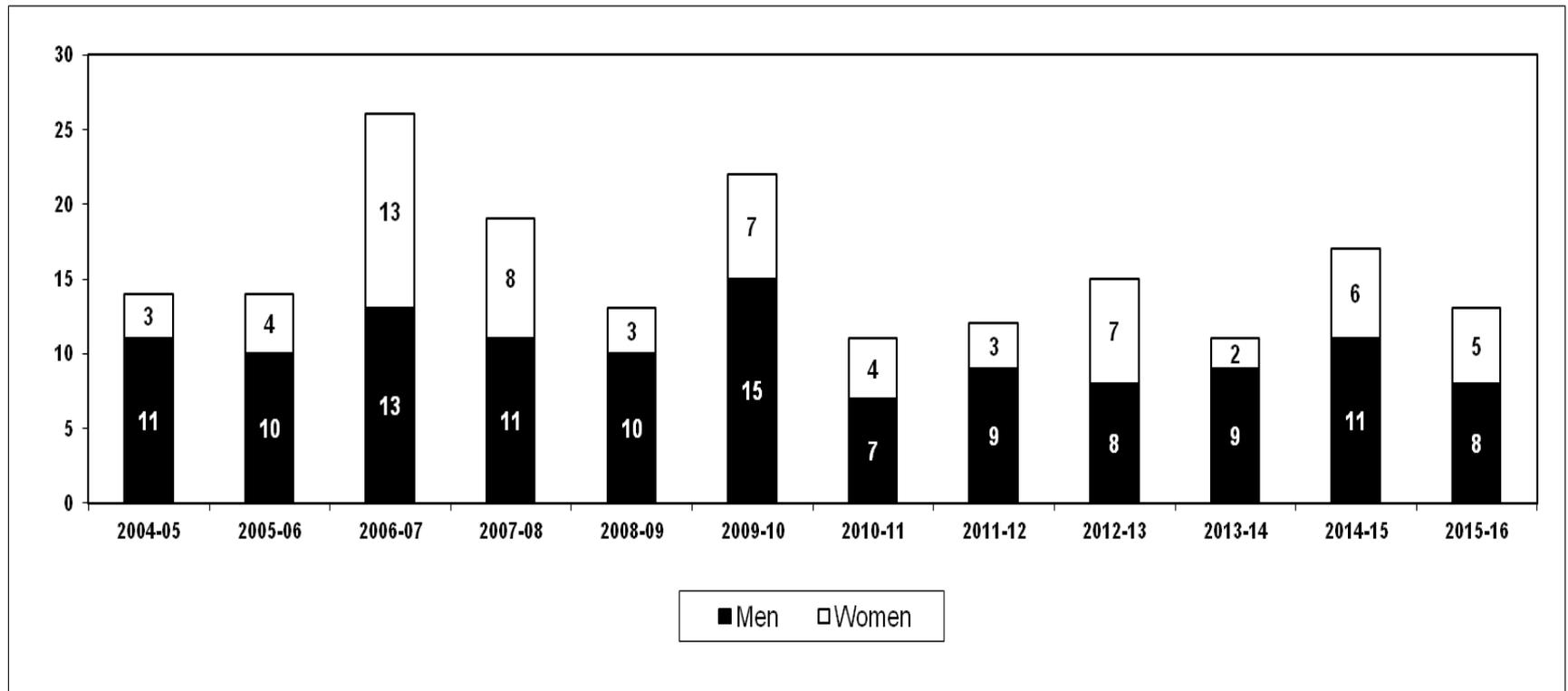
Source: Western Human Resources Information System 2006 – 2016
Excludes those already Full Professor at time of Tenure

Average of Time to Full Professor from Highest Degree



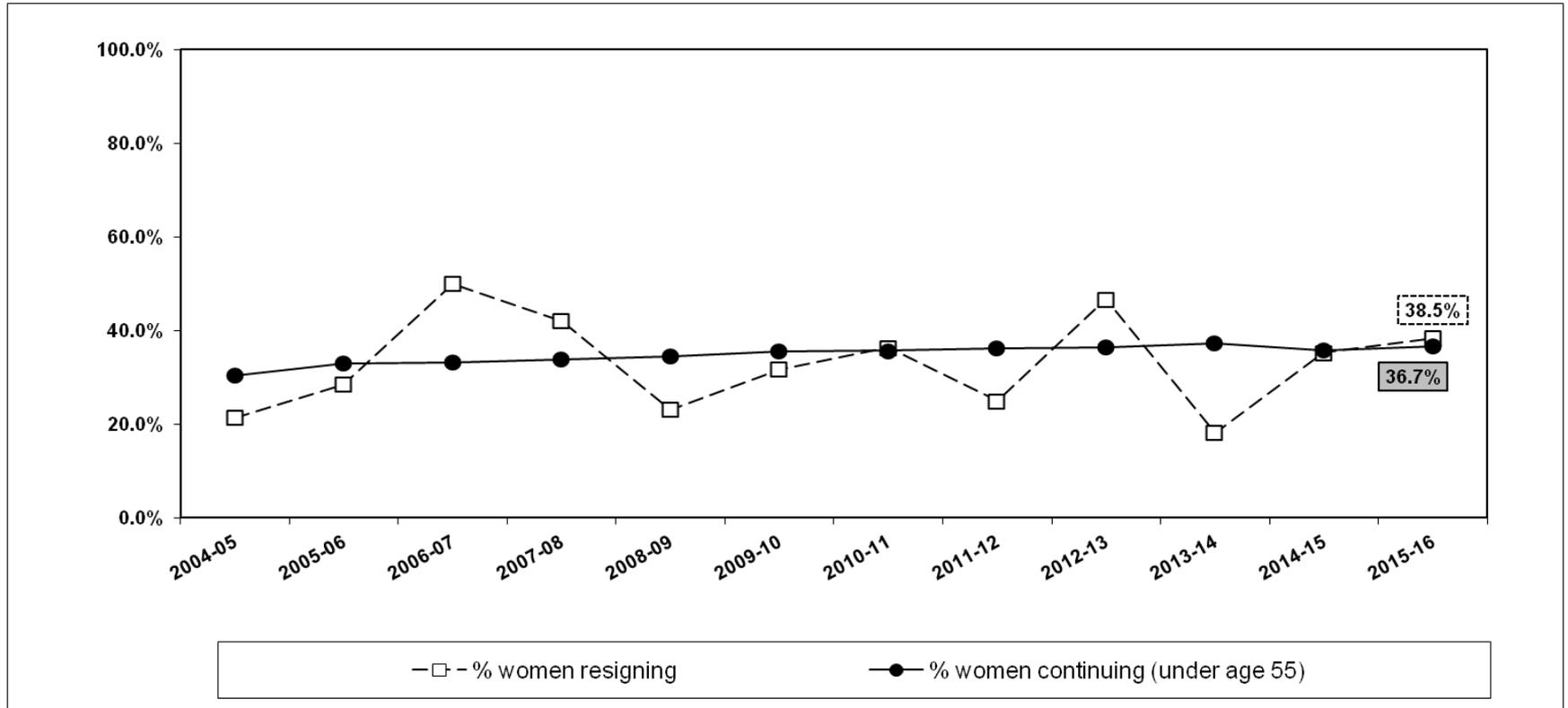
Source: Western Human Resources Information System 2006 – 2016
Excludes those already Full Professor at time of Tenure

Probationary & Tenured Faculty Resignations by Gender: 2004-05 to 2015-16



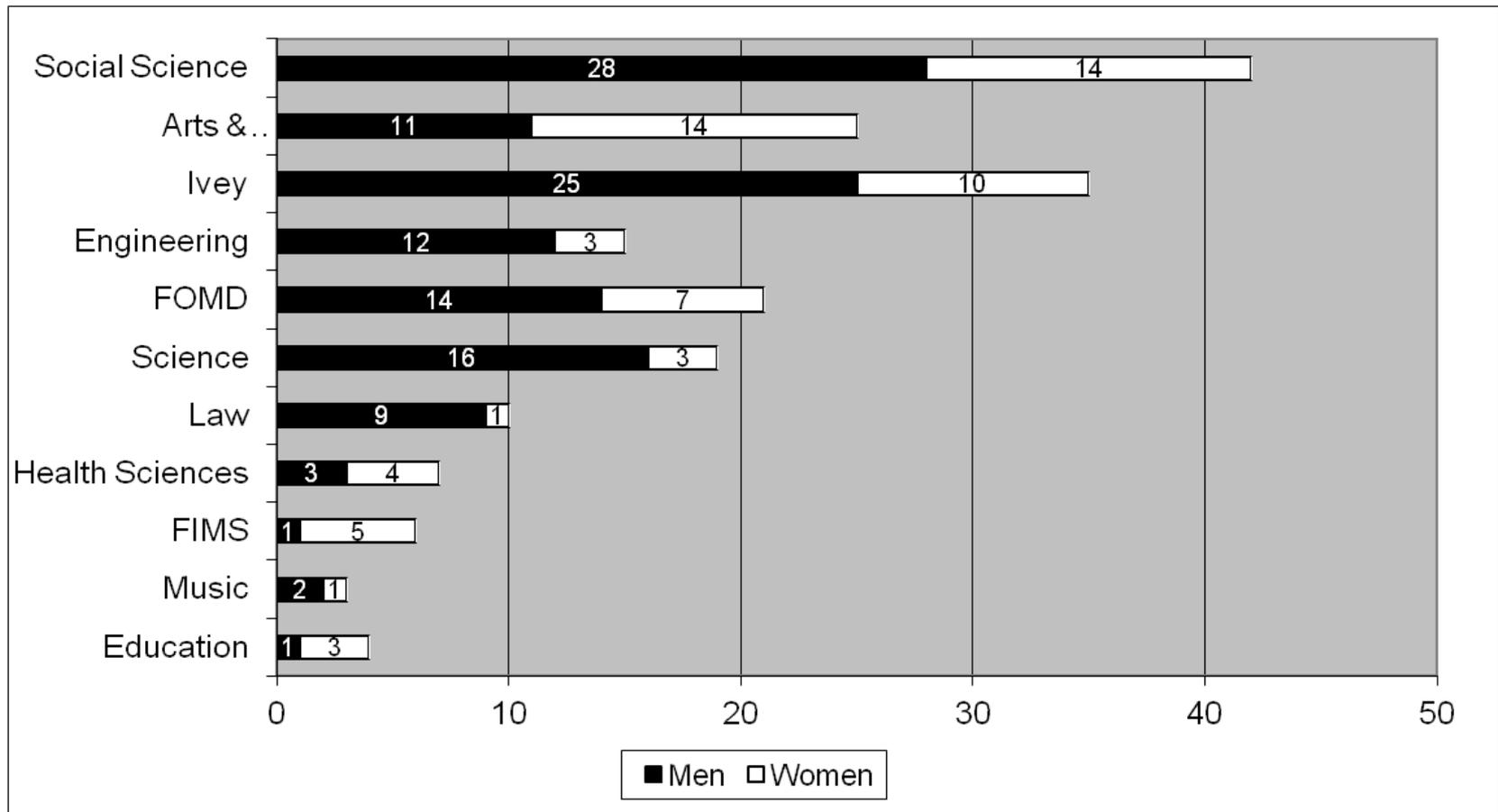
Source: Western Information Systems as of December 2016
Includes only faculty under age 55 at the time of resignation.

Women as a Percentage of Probationary & Tenured Faculty Resignations and Women as a Percentage of Continuing Population: 2004-05 to 2015-2016



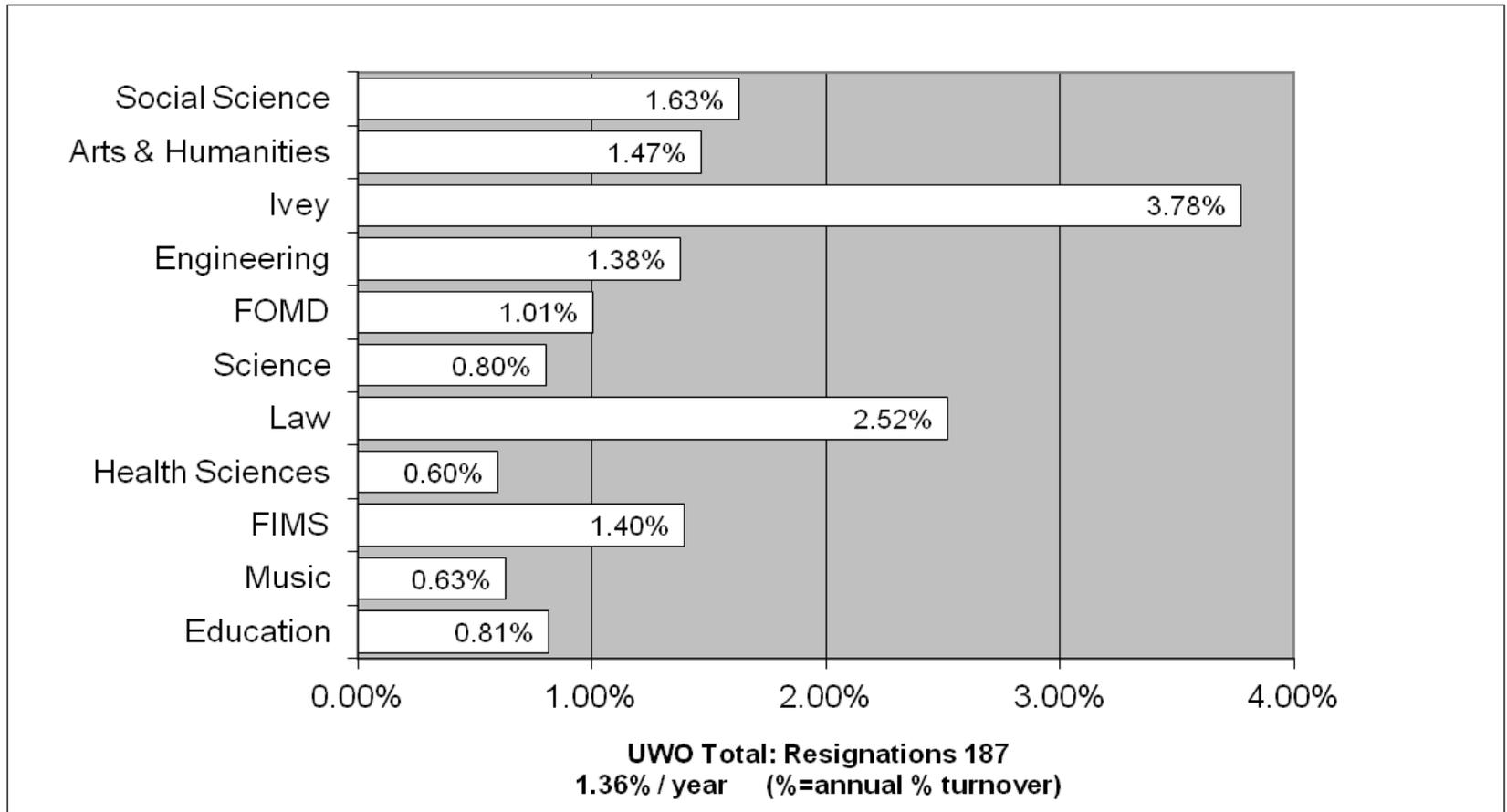
Source: Western Information Systems

Total Probationary & Tenured Resignations by Faculty: 2004-05 to 2015-16

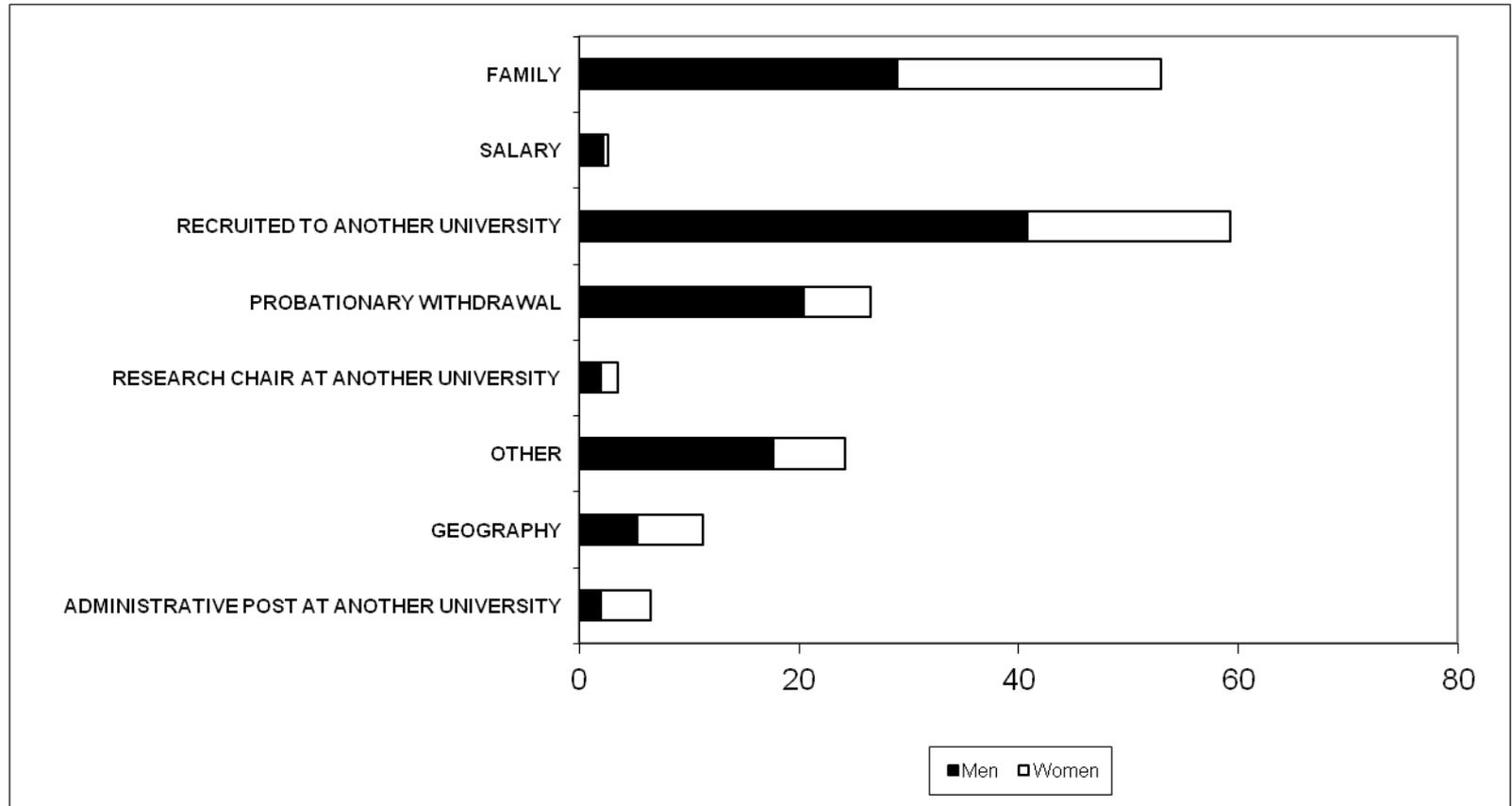


Source: Western's Human Resources Information Systems.
Percentages based on Tenured/Probationary faculty as of December 2016.

Total Probationary & Tenured Resignations % by Faculty: 2004-05 to 2015-16



Probationary and Tenured Faculty Reasons for Leaving: 2004-05 to 2015-16



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

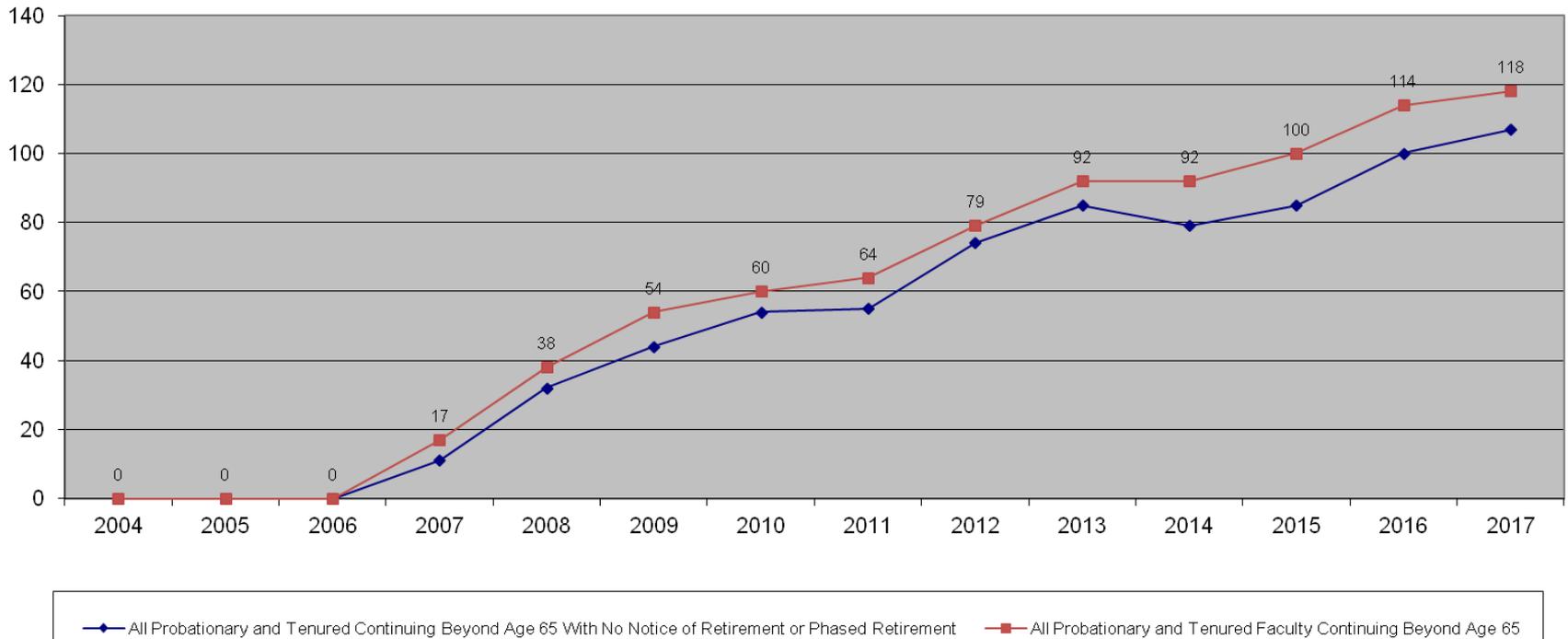
Probationary and Tenured Faculty at Western: Cohorts Aged 60 or Greater

Age	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
60	33	36	23	37	25	23	28	38	27	25	17	29	31
61	34	30	34	23	33	25	22	29	38	27	23	15	28
62	32	33	30	34	22	32	24	21	28	37	25	21	13
63	22	31	32	25	31	21	30	23	21	28	37	24	20
64	20	21	29	32	23	30	19	30	23	21	27	36	23
65	8	6	9	24	26	22	24	13	28	21	18	25	31
66	0	0	0	7	20	21	19	19	11	27	20	16	23
67	0	0	0	0	4	18	15	14	17	8	24	17	13
68	0	0	0	0	0	3	10	13	11	16	7	20	14
69	0	0	0	0	0	0	3	8	11	10	9	6	14
70	0	0	0	0	0	0	0	3	8	9	7	8	4
71	0	0	0	0	0	0	0	0	3	6	7	6	8
72	0	0	0	0	0	0	0	0	0	2	5	7	4
73	0	0	0	0	0	0	0	0	0	0	2	5	7
74	0	0	0	0	0	0	0	0	0	0	0	2	4
75	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	149	157	157	182	184	195	194	211	226	237	228	237	238

Source: UCASS 2004 – 2010
UWO Data 2011 – 2016

Probationary and Tenured Faculty at Western: Continuing Beyond Age 65

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

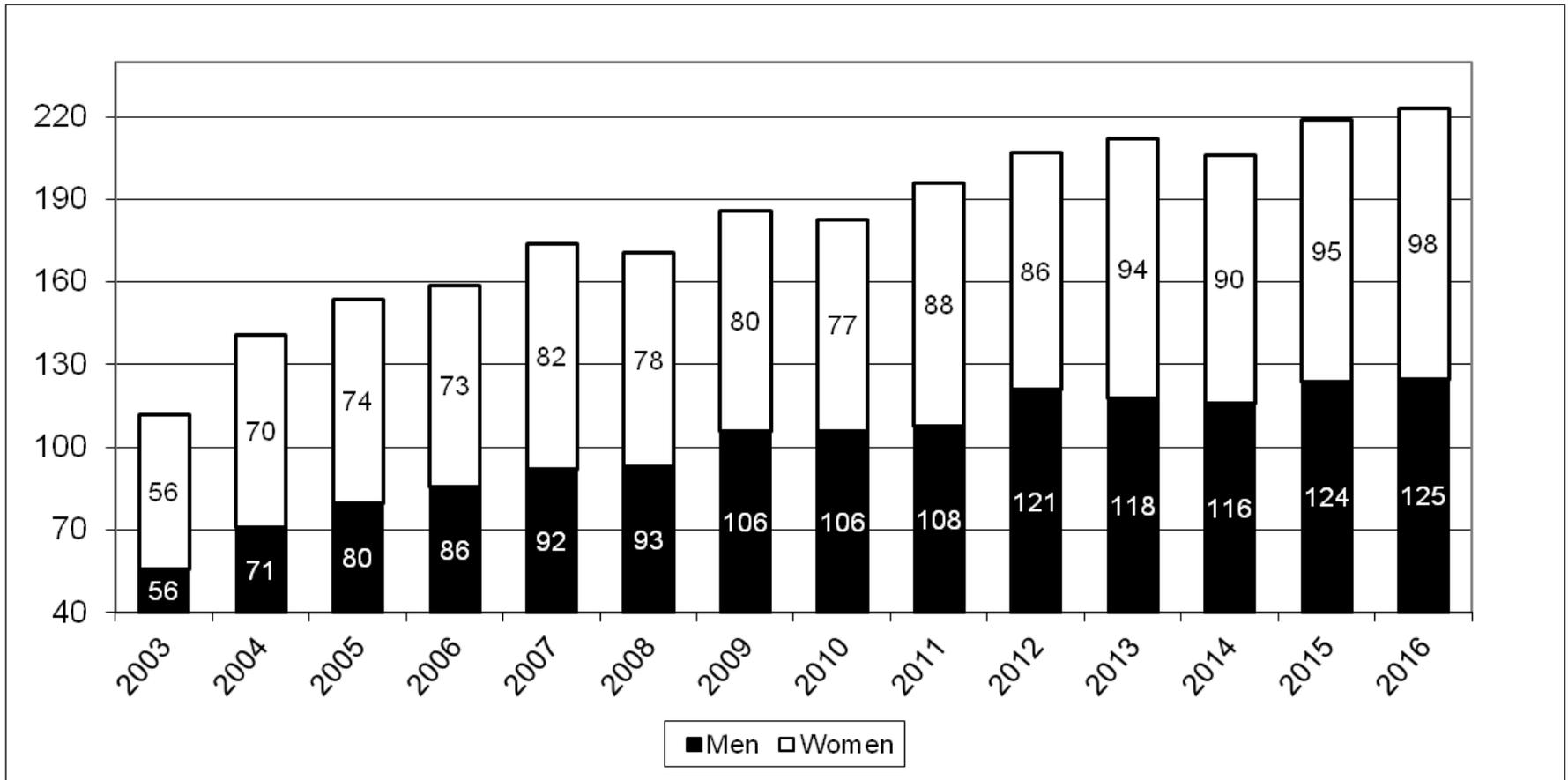


Source: Western Human Resources Information System

Limited Term Appointments

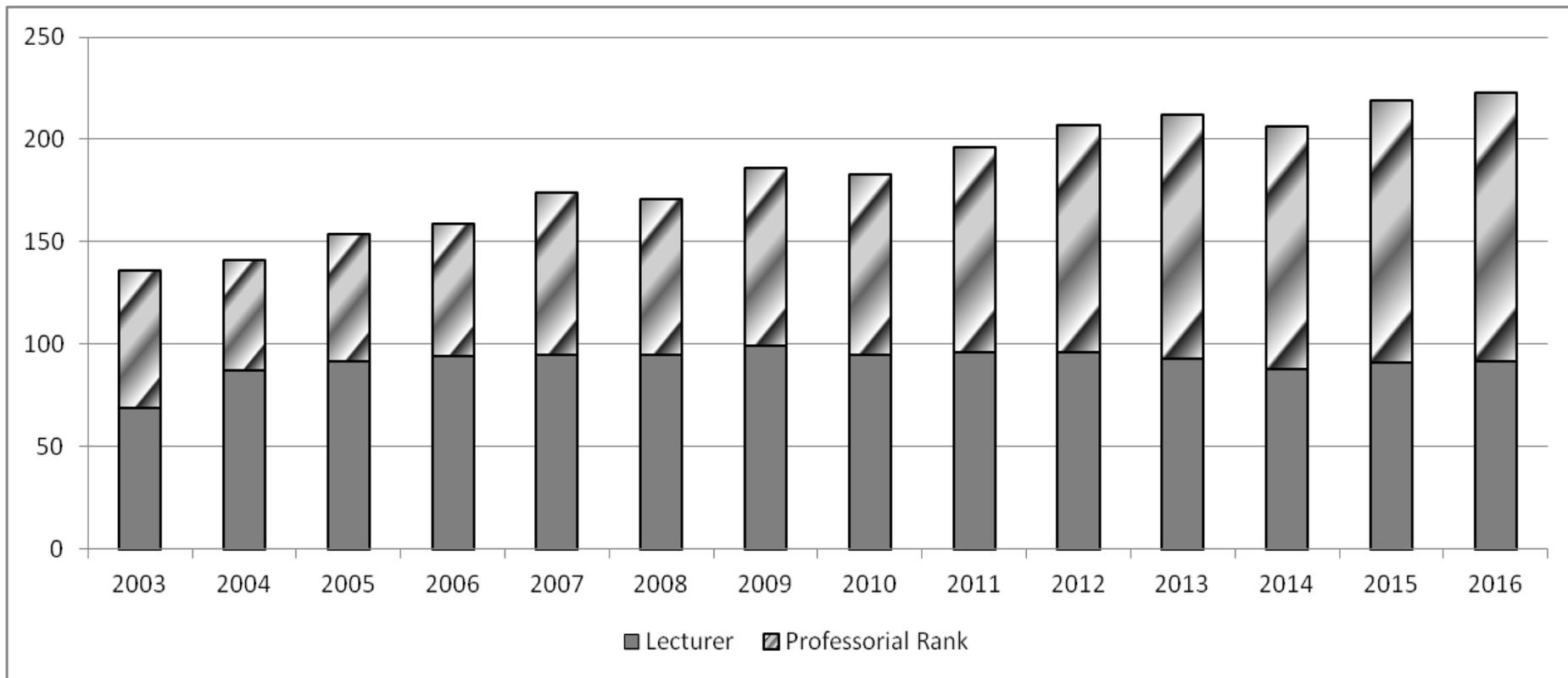
- October 1 counts
- Includes faculty coded as:
 - fixed-term
 - no-end date
 - Permanent

Limited Term Appointments: 1999 to 2016



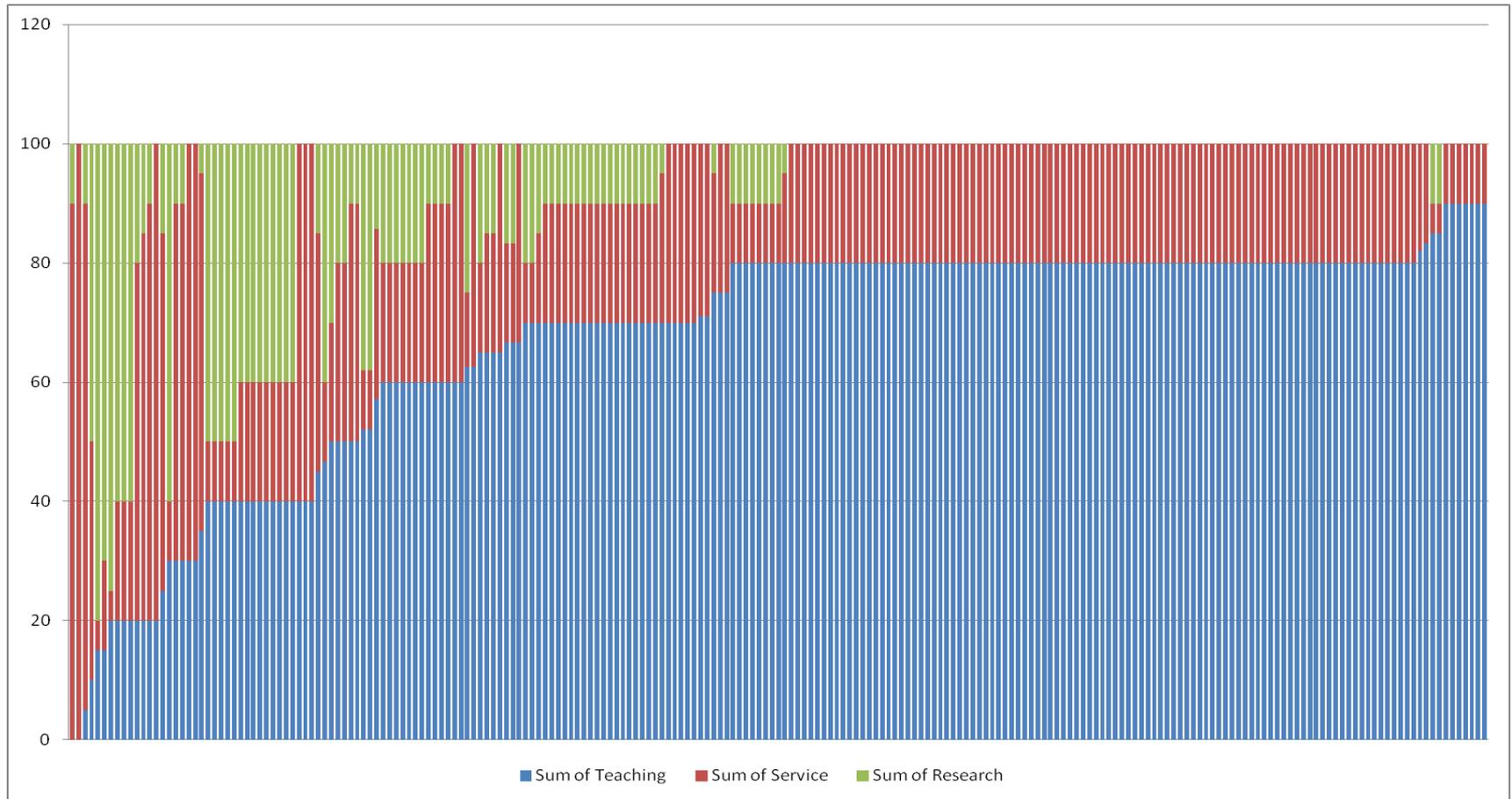
Source: Western's Human Resources Information Systems 2008 – 2016 (October)

Number of Individuals with Limited Term Appointments by Rank as of October, 2003 - 2016



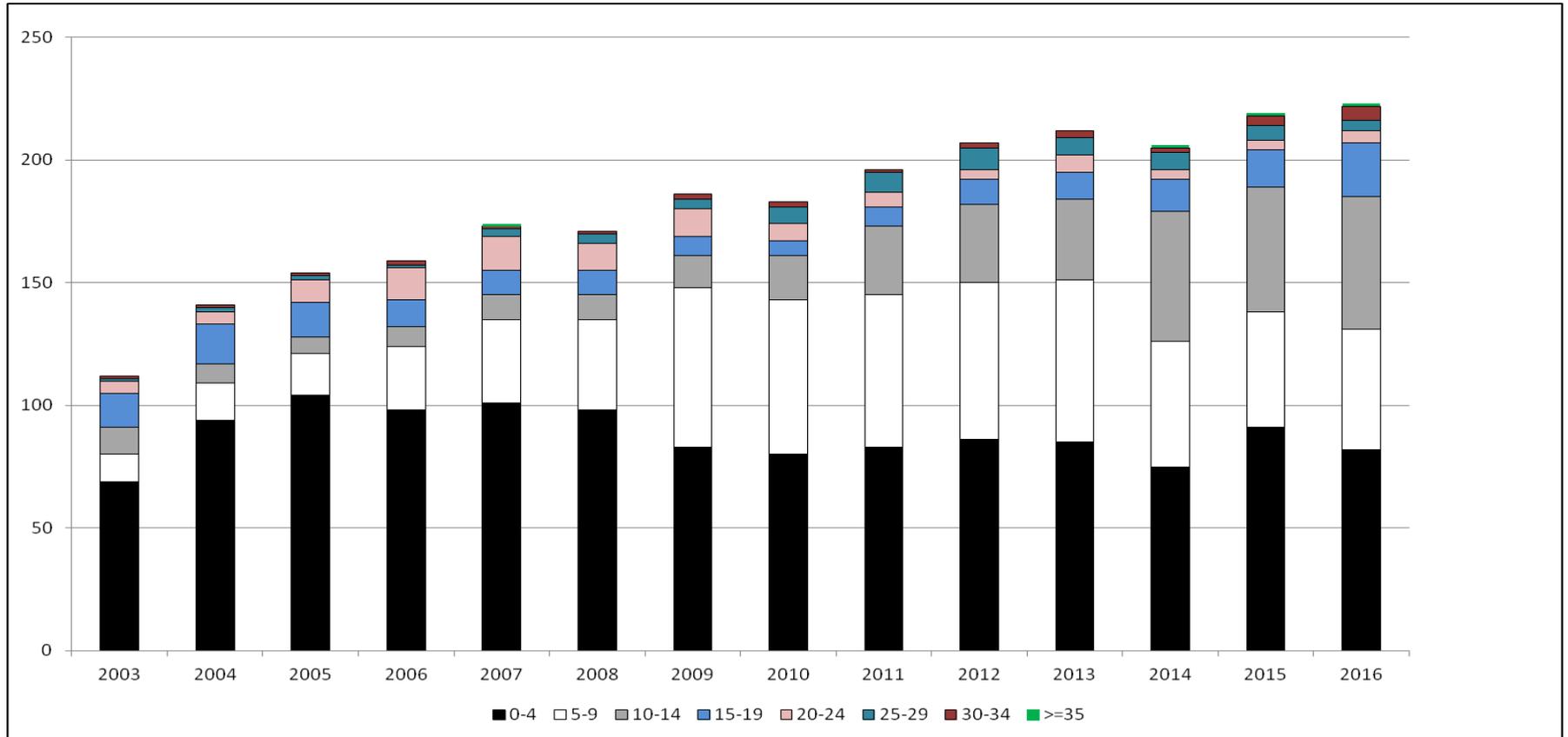
Source: Western's Human Resources Information Systems 2003 - 2016 (October)

All Active Limited Term and Permanent Faculty by Workload Percentages 2015 - 2016



Source: Western's Human Resources Information Systems 2003 - 2016 (October)

Number of Individuals with Limited Term Appointments by Years of Service as of October, 2003 - 2016

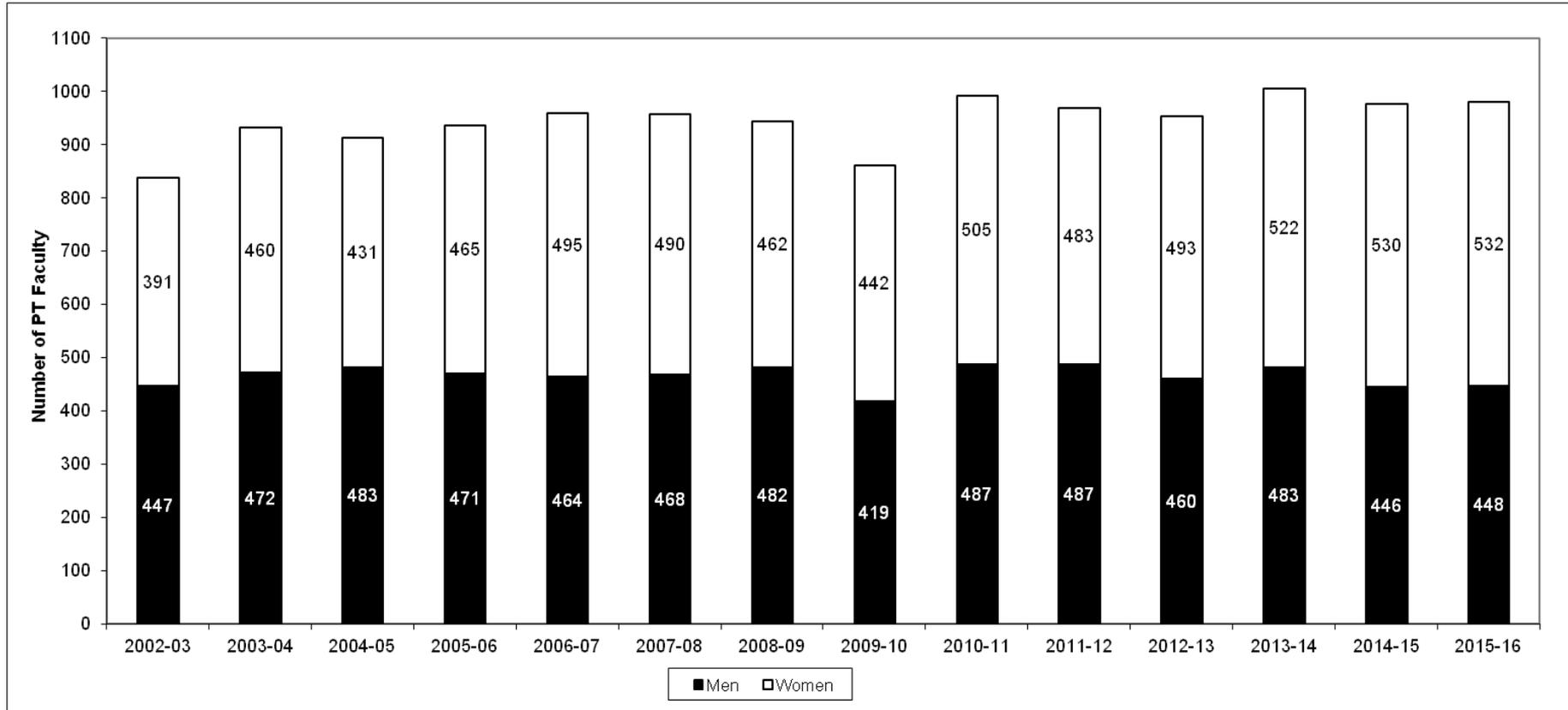


Source: Western's Human Resources Information Systems 2003 - 2016 (October)

Part-Time Faculty

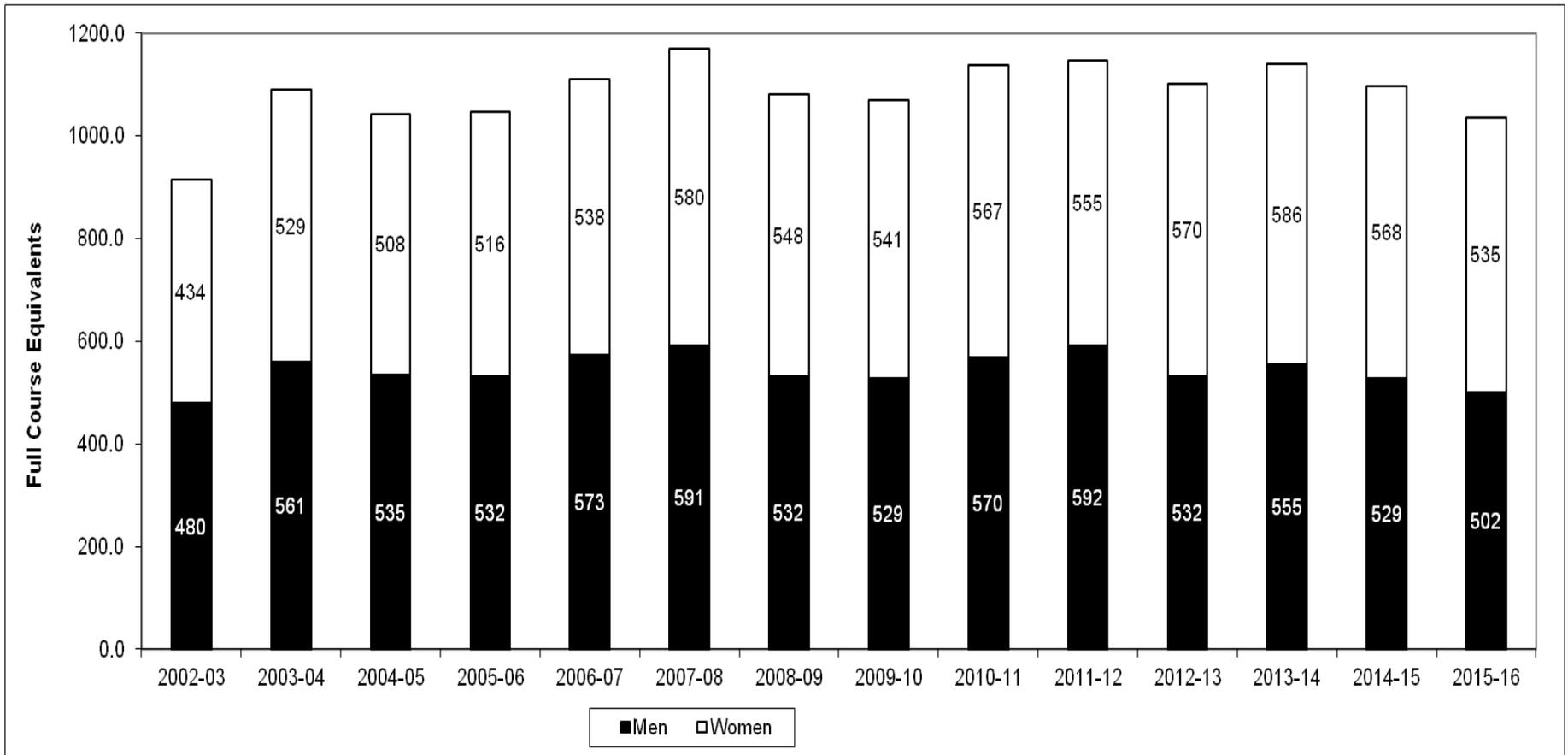
- Counts are by fiscal year
- Includes:
 - Limited Duties Appointments including:
 - Regular, Post Retirement, Extra-Load Limited Duties, Limited Duties Course Authoring and Graduate students hired via open competition
 - Standing Assignments
 - Post Doctoral and Graduate Student Teaching Assignments without open competition
- Excludes:
 - Excludes Limited Duties Appointments at Trois Pistoles

Number of Individuals with Part-Time Faculty Appointments 2002-03 to 2015-16 (by Fiscal Year)



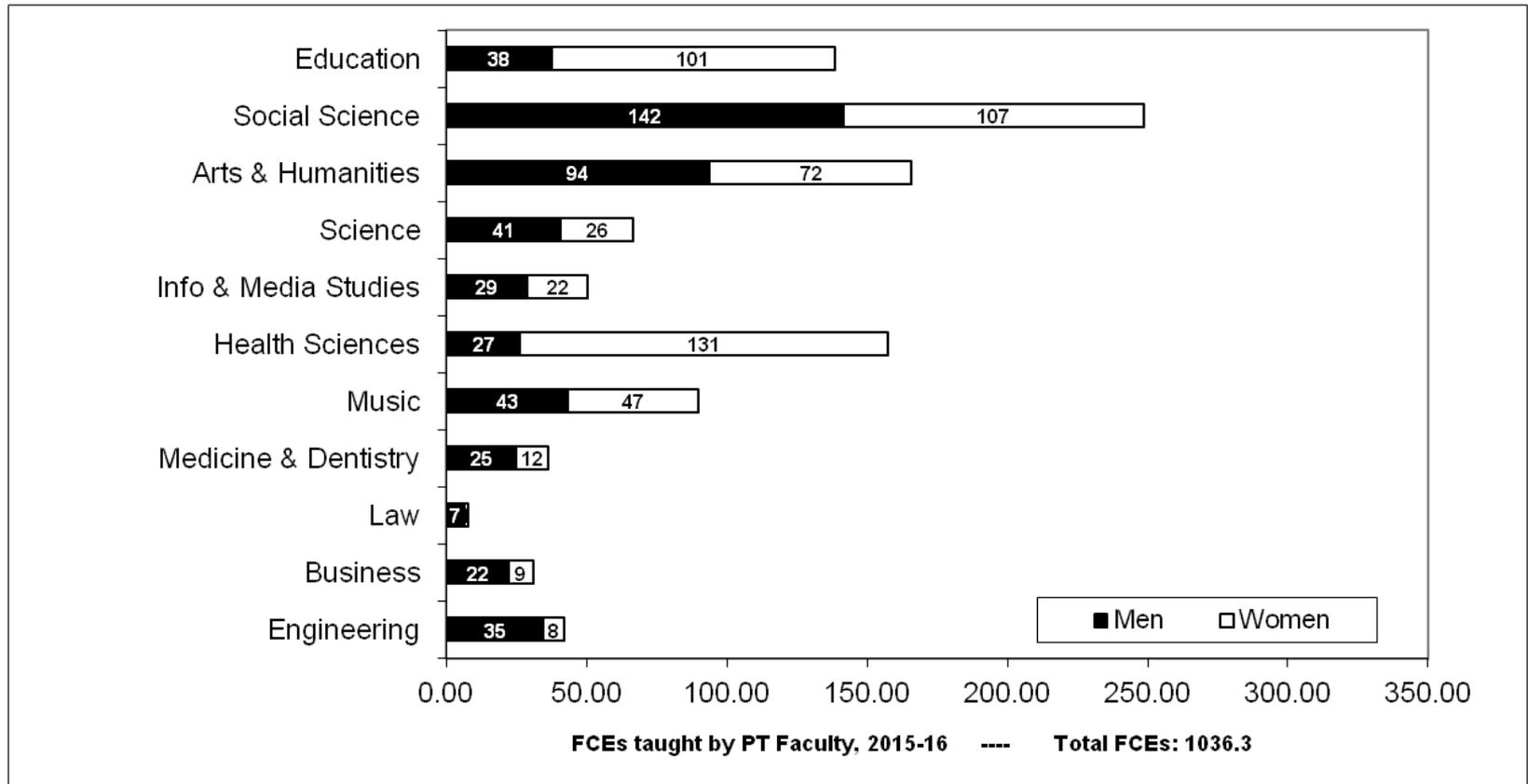
Source: Western Human Resources Information Systems

Number of Full Course equivalents taught by Part-Time Faculty 2002-03 to 2015-16 (by Fiscal Year)



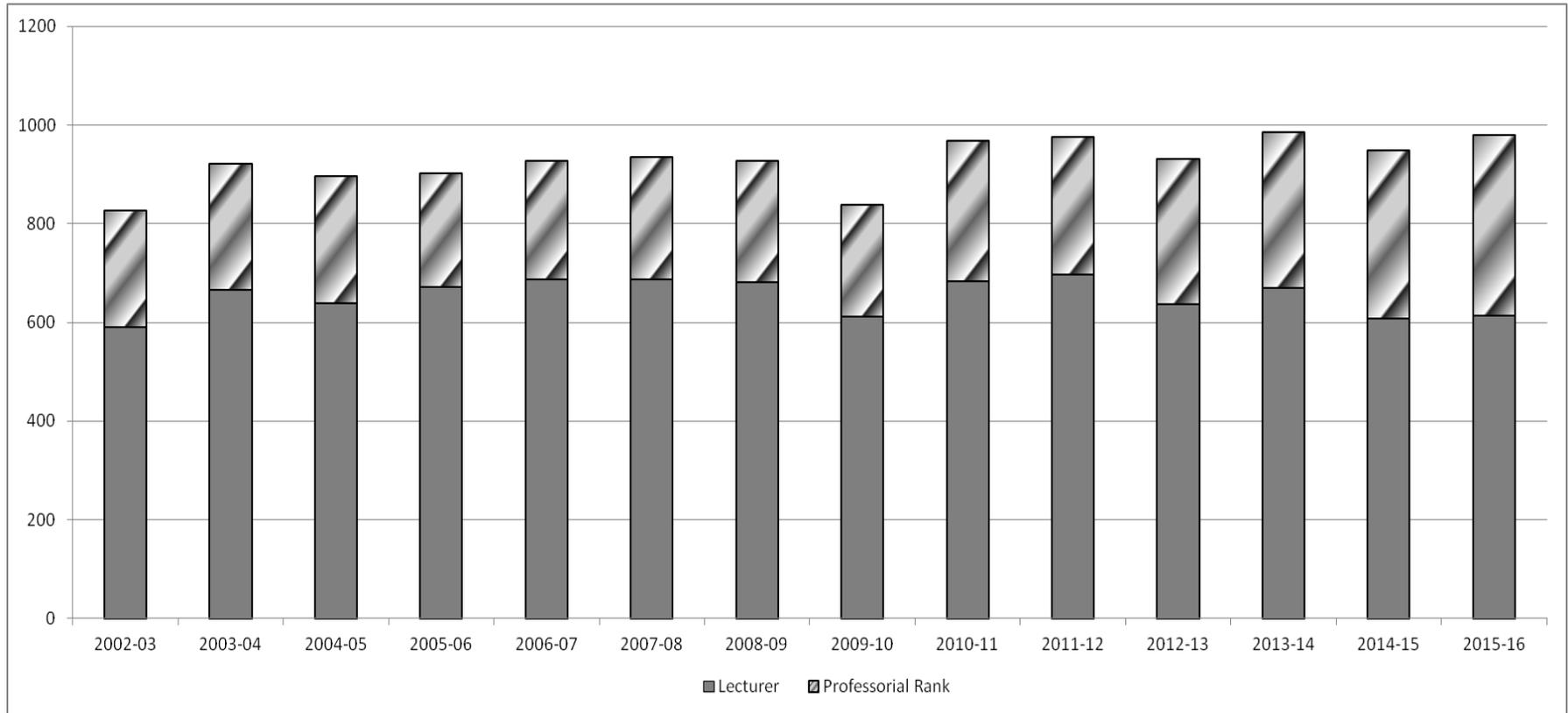
Source: Western Human Resources Information Systems

Degree Credit Courses taught by Part-Time Faculty by Faculty and Gender: 2015-16 (Fiscal Year)



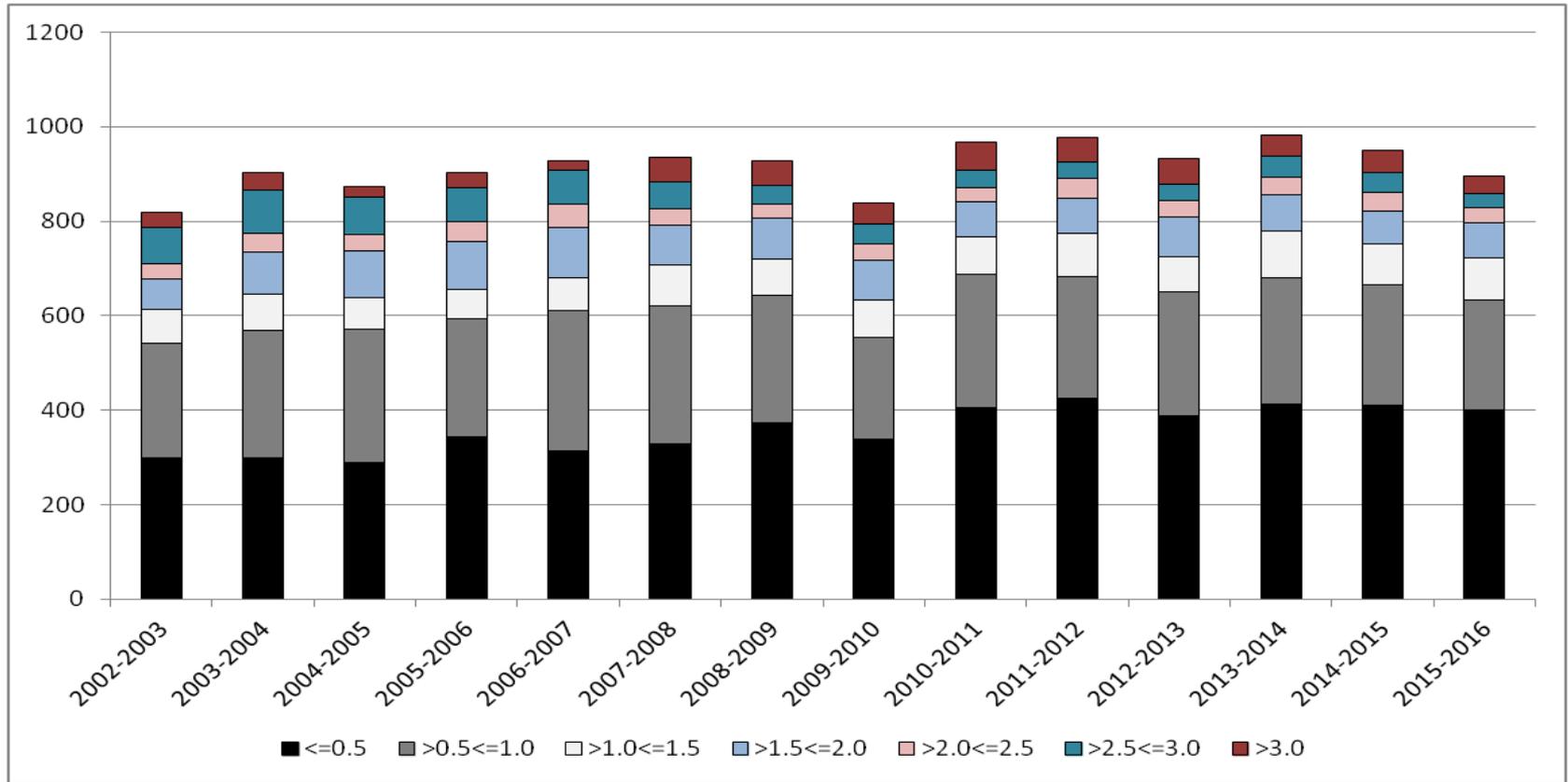
Source: Western Information Systems

Number of Individuals with Part-Time Faculty Appointments by Rank 2002-03 to 2015-16 (by Fiscal Year)



Source: Western Human Resources Information Systems

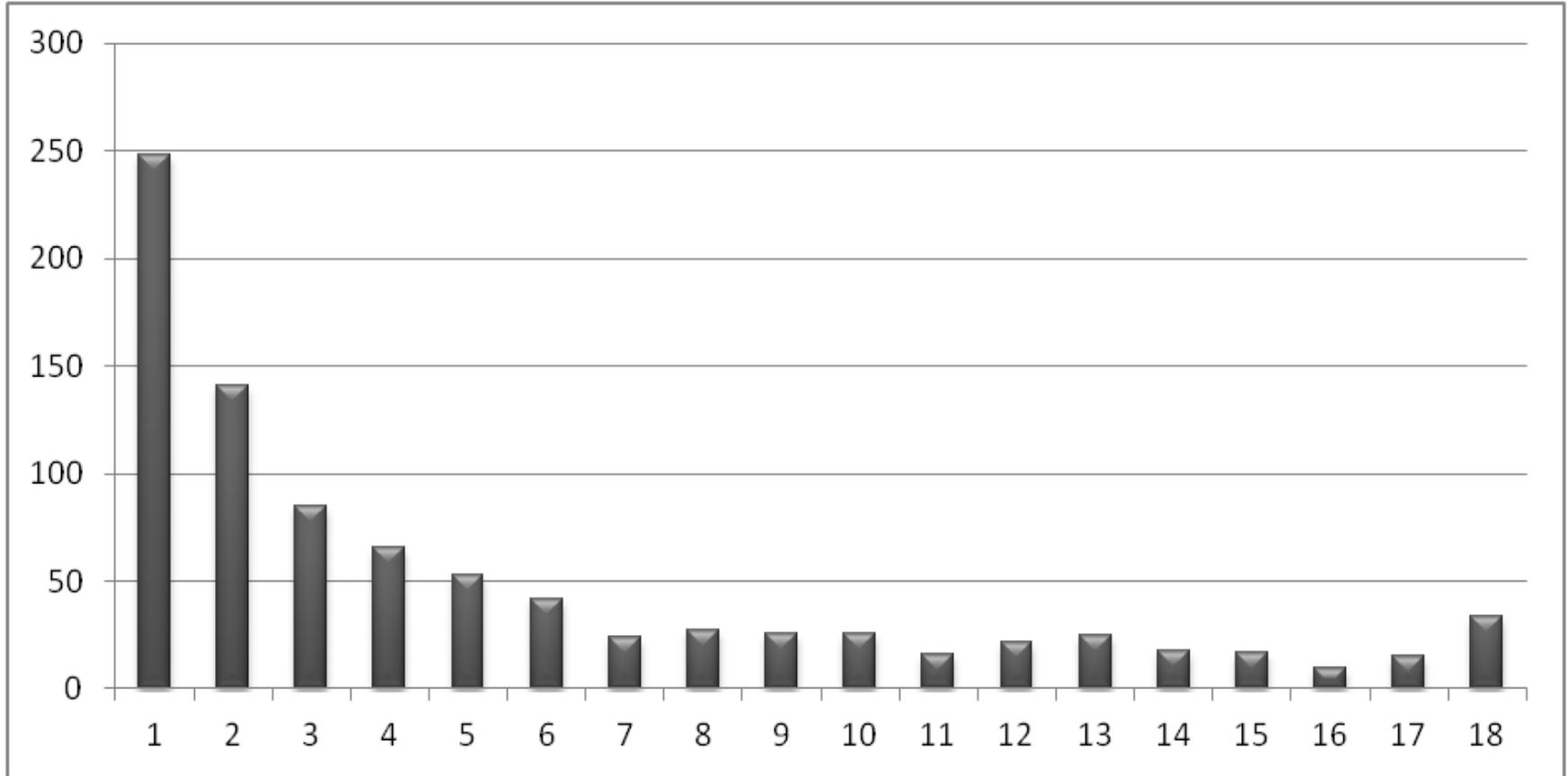
Number of Individuals with Part-Time Faculty Appointments by Range of Full Course Equivalents (FCE) Taught 2002-03 to 2015-16 (by Fiscal Year)



Source: Western Human Resources Information Systems
Excludes Extra Load Teaching and Course Authoring Appointments

Years of Service

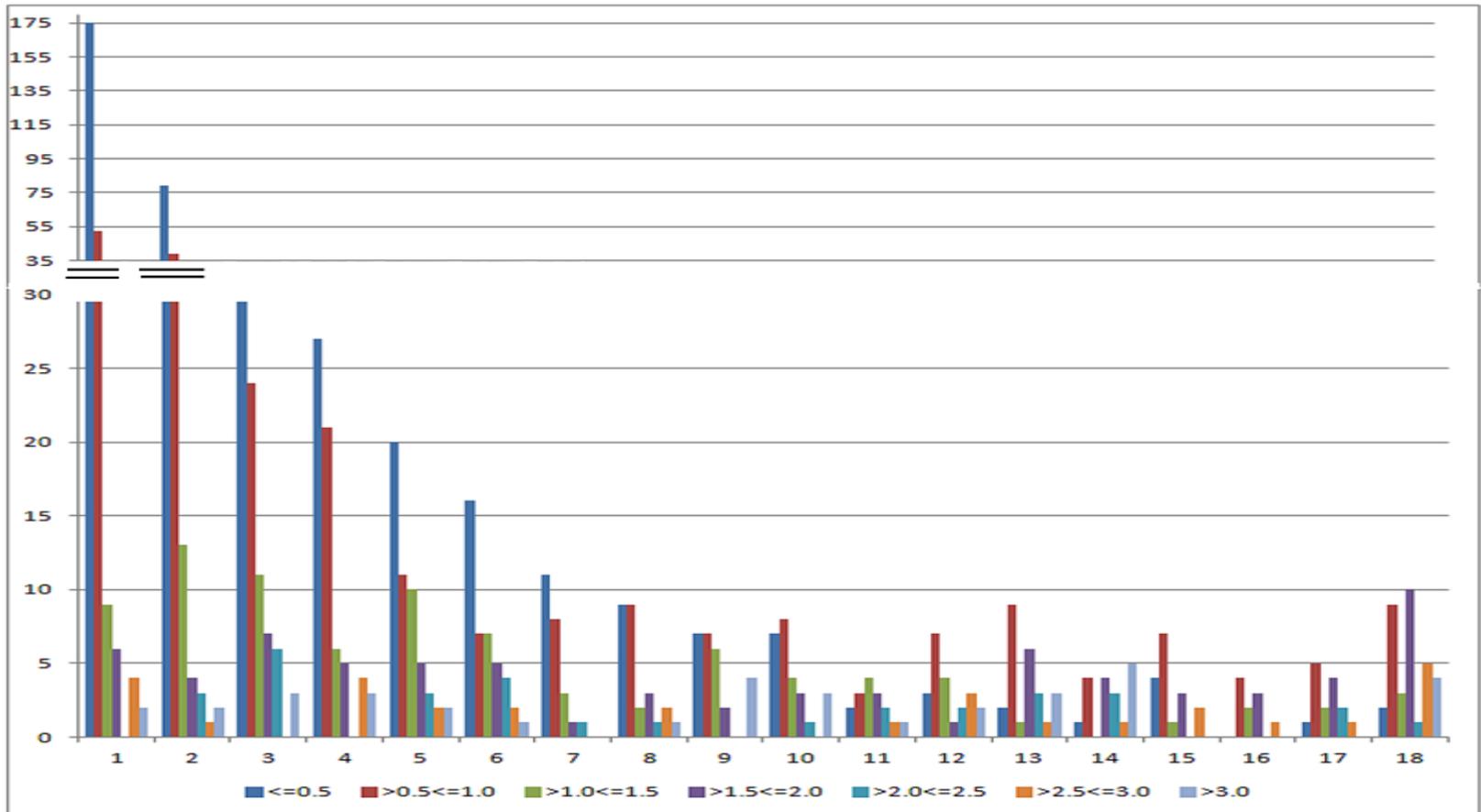
Active Part-Time Faculty 2015-2016



Source: Western Human Resources Information Systems
Includes Consecutive Years of Service, allowing for one single year gap
Excludes Extra Load Teaching and Course Authoring Appointments

Average Range of FCEs Taught by Years of Service

Active Part-Time Faculty 2015-2016



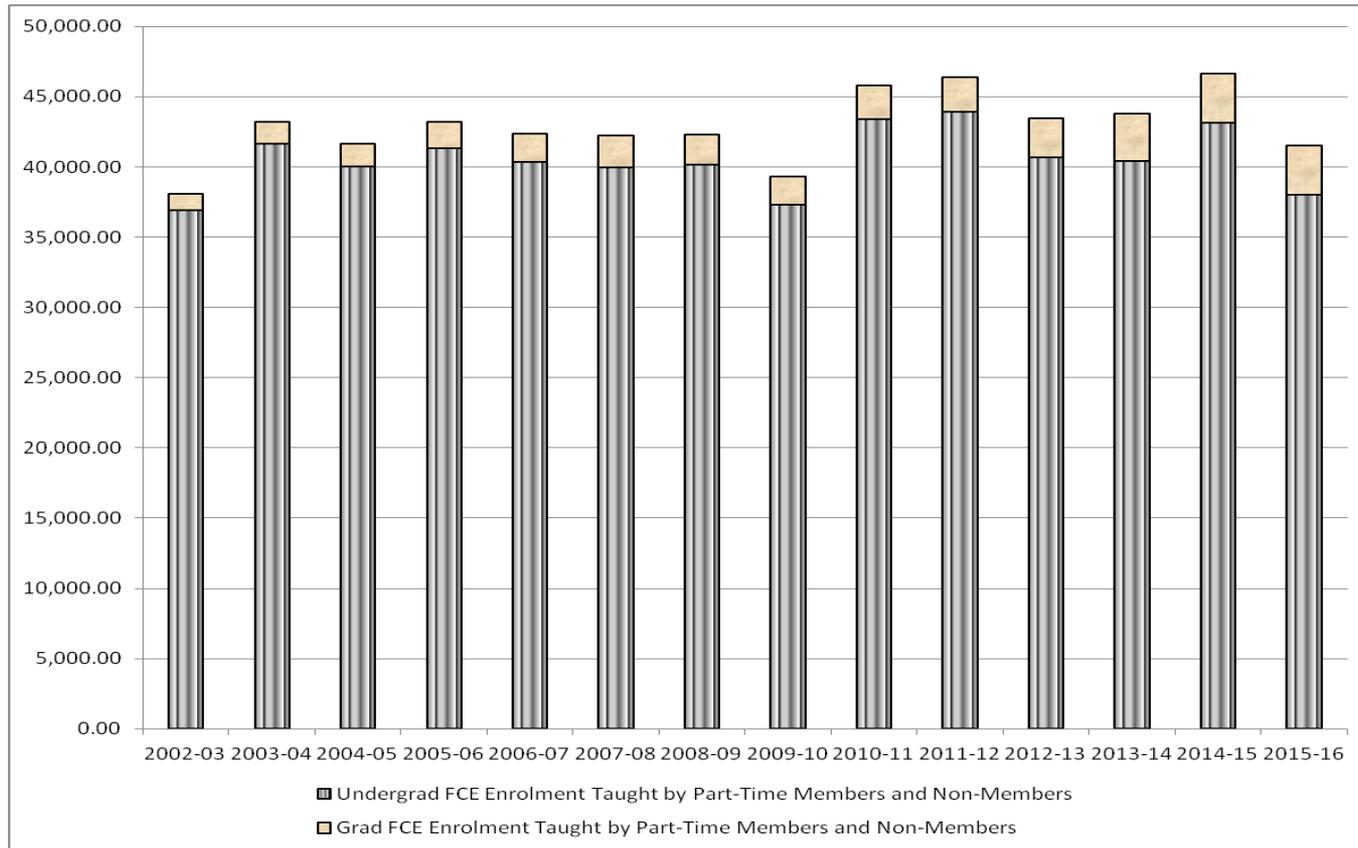
Source: Western Human Resources Information Systems
Excludes Extra Load Teaching and Course Authoring Appointments

Teaching Data

Categorized by:

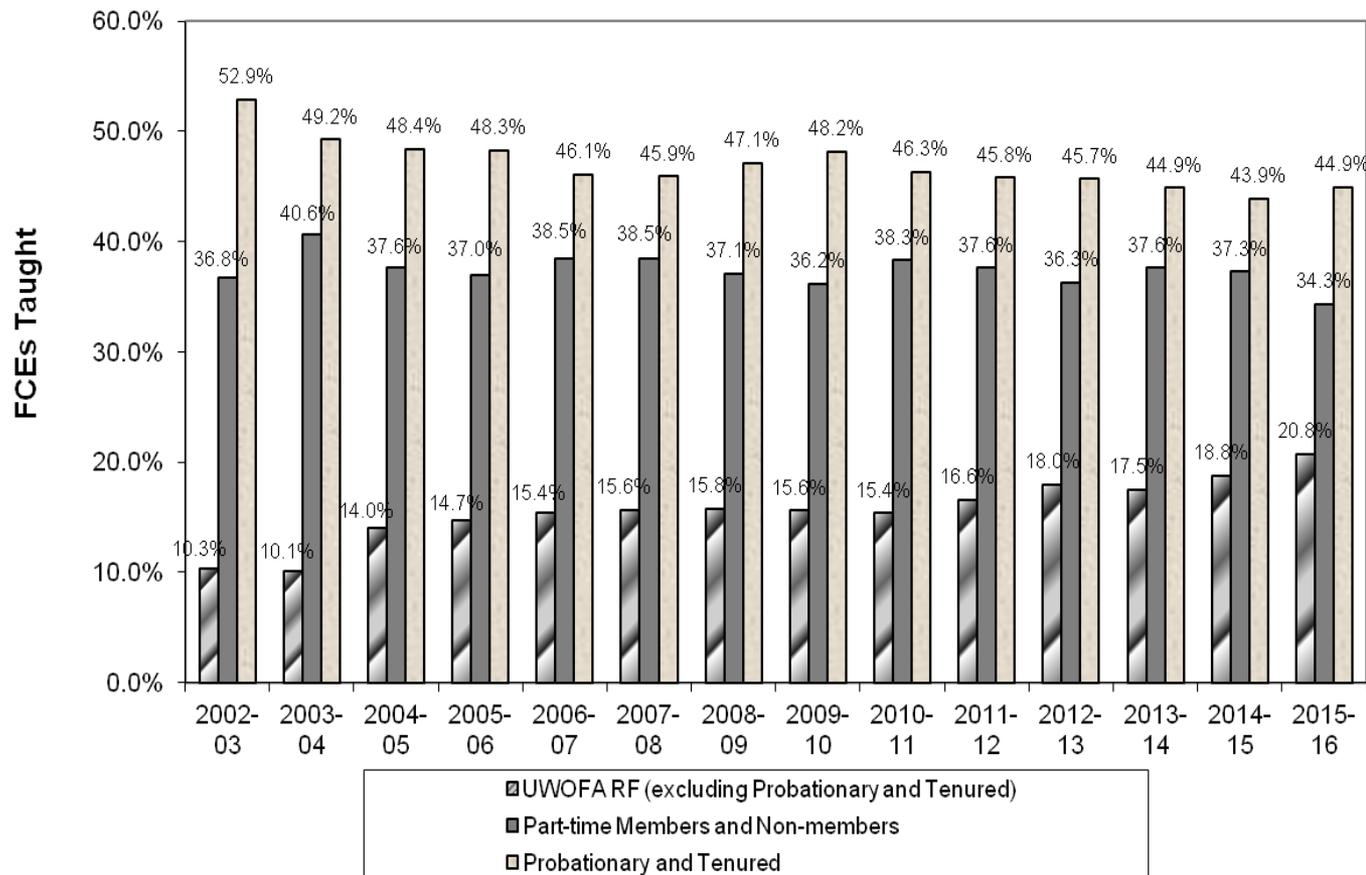
- **Part-time Members and Non-Members**
 - Limited Duties Appointments, Standing Assignments, Graduate Student Teaching Assignments
 - GTAs, Adjunct Appointments, Visiting part-time, Medical Clinical Faculty, Guest Lecturers
- **UWOFA RF (excluding Probationary and Tenured)**
 - Full-Time Visiting Appointments, Externally Funded Appointments, Limited Term and Permanent Appointments
- **Probationary and Tenured**
 - Full-Time Probationary (Tenured-track) and Tenured Faculty
 - includes those in senior administrative roles who are exempt from the UWOFA Collective Agreement provisions

Number of FCE Graduate and Undergraduate Enrolments taught from 2002-03 to 2015-16 (by Fiscal Year) by Part-Time Members and Non-members



Source: Western Human Resources Information Systems

Degree Credit Course Teaching in FCEs 2002-03 to 2015-16 (by Fiscal Year)



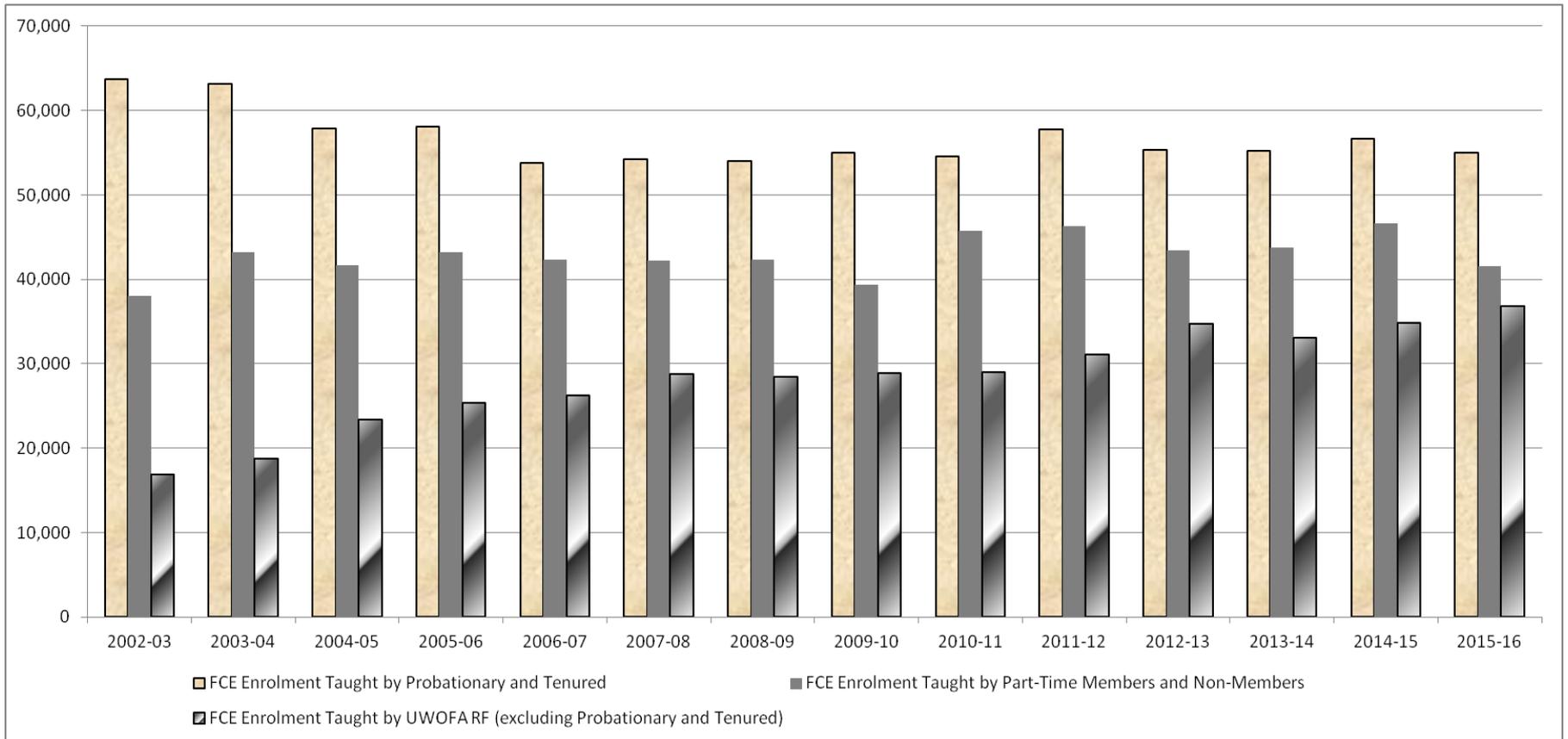
Note: Instructor data is unavailable for 3.7% of courses in 2002-03; 1.1% in 2003-04; 1.2% in 2004-05; 0.8% in 2005-06, 0 % in 2006-07, through 2015-16.

Course data for undergraduate, graduate and professional degree credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc.

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

Source: Western Information Systems

FCE Enrolments Taught 2002-03 to 2015-16 (by Fiscal Year)

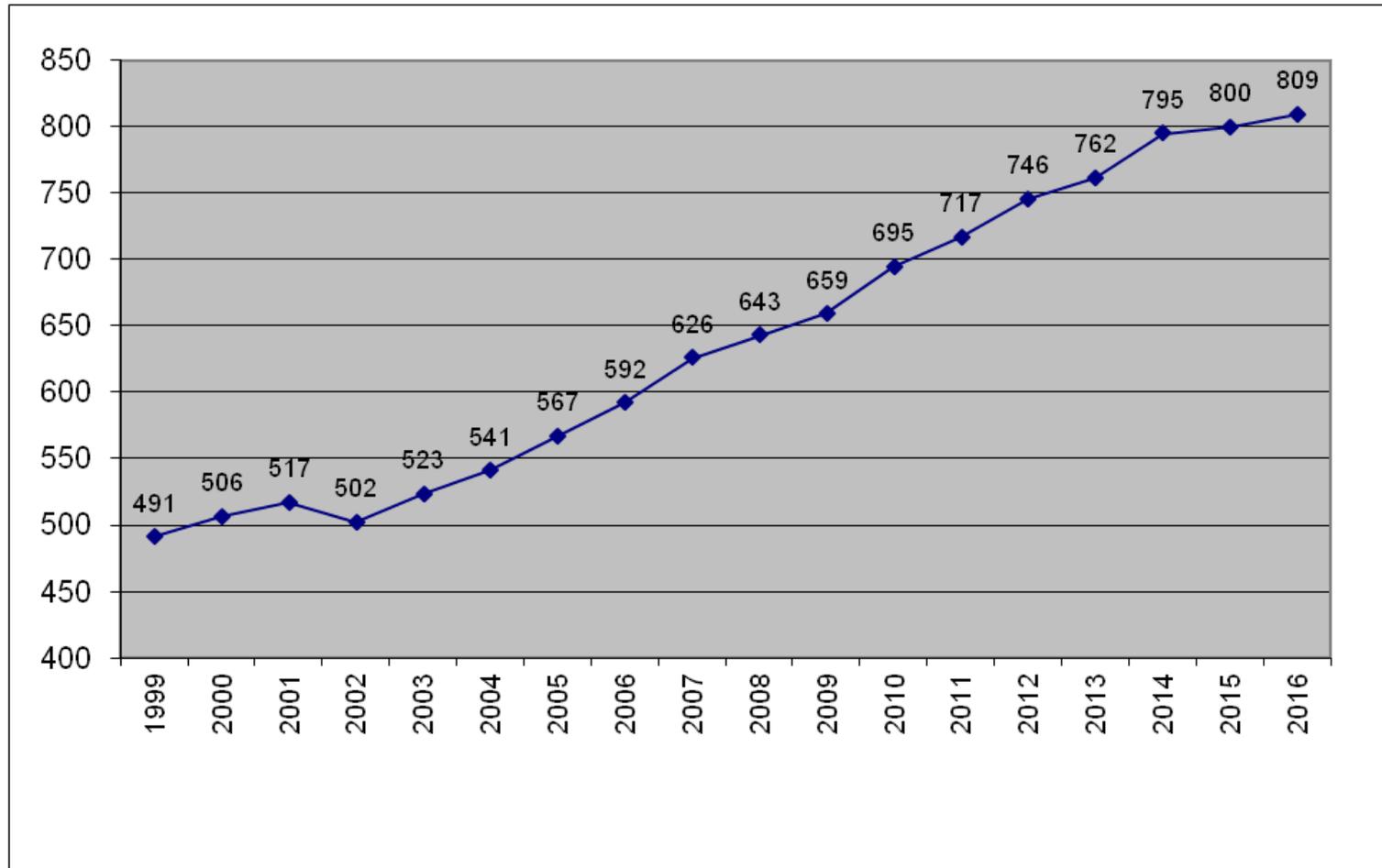


Source: Western Information Systems
(appointment status and course data).

Clinical Full-Time Faculty

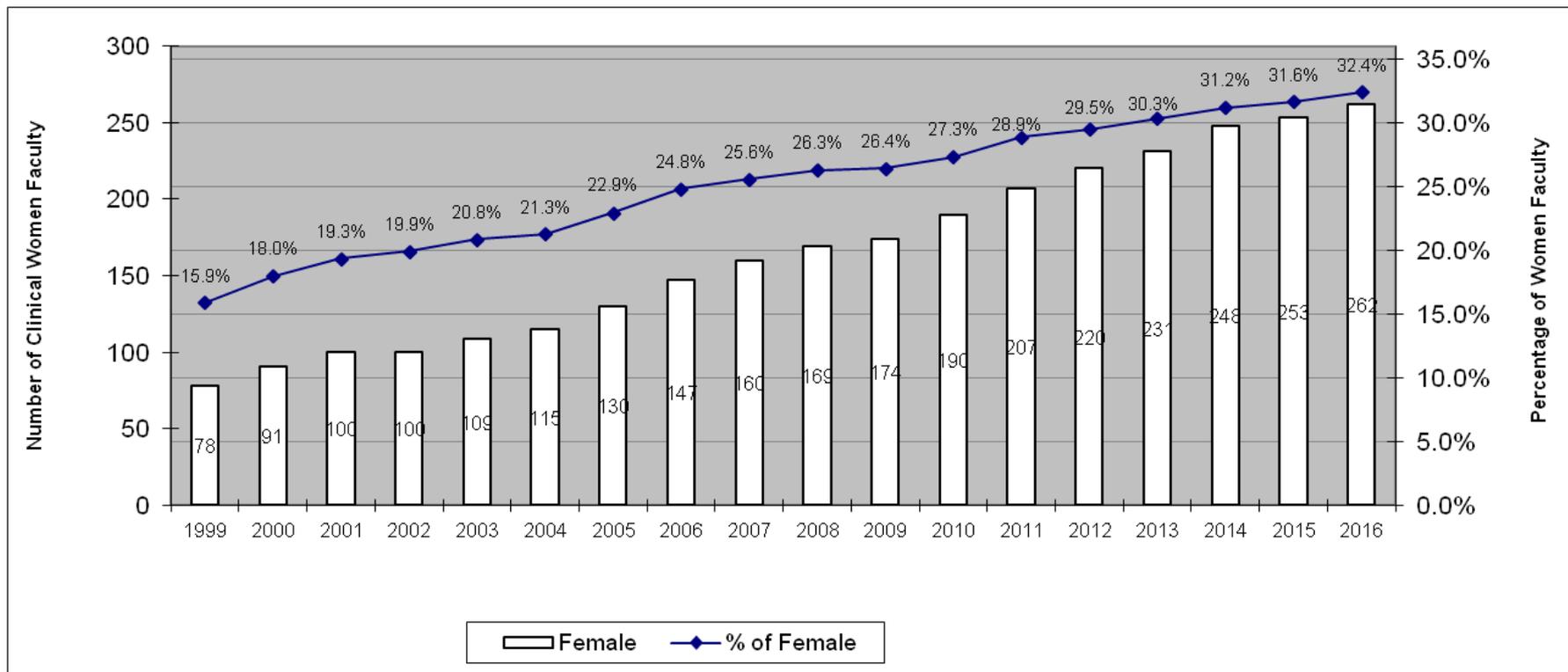
- October 1 Count
- Includes Physicians in Schulich under one of:
 - Continuing Clinical Appointment
 - Clinical Limited Term Appointment

Full Time Clinical Faculty (Physicians in Schulich) at Western, 1999 – 2016



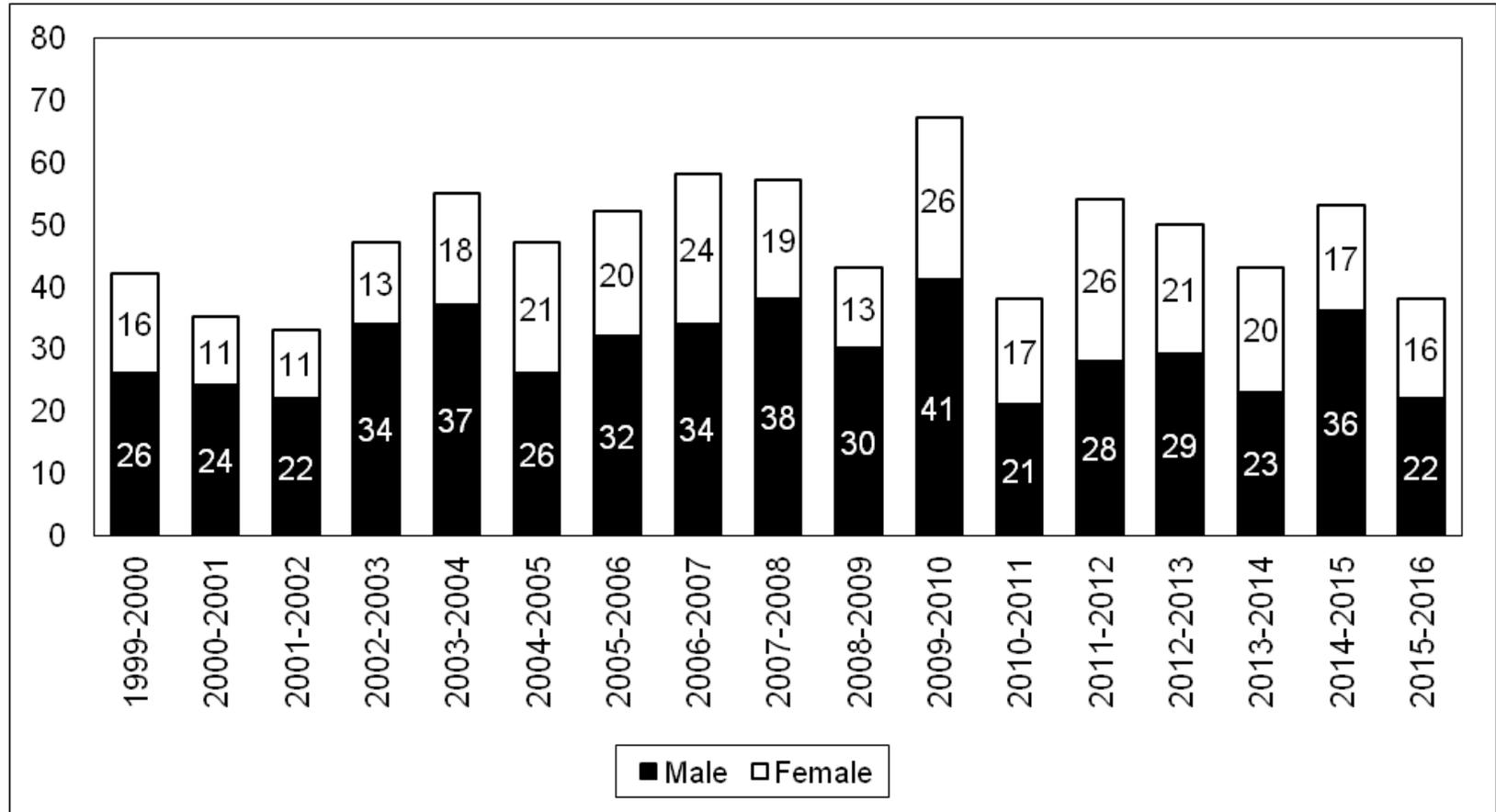
Source: Western Human Resources Information Systems

Full-Time Female Clinical Faculty at Western, 1999 – 2016



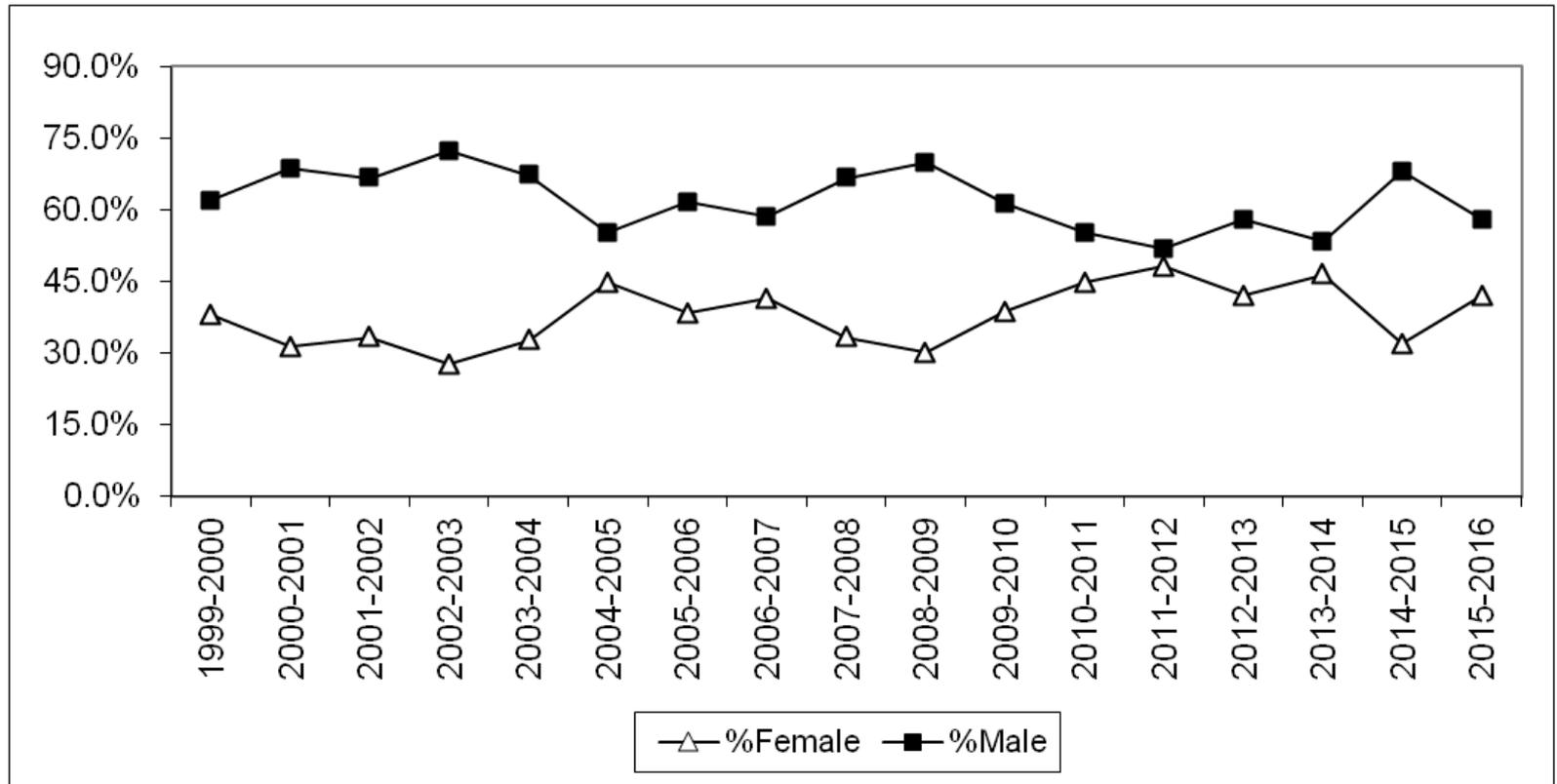
Source: Western Human Resources Information Systems

New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 2000 – 2016



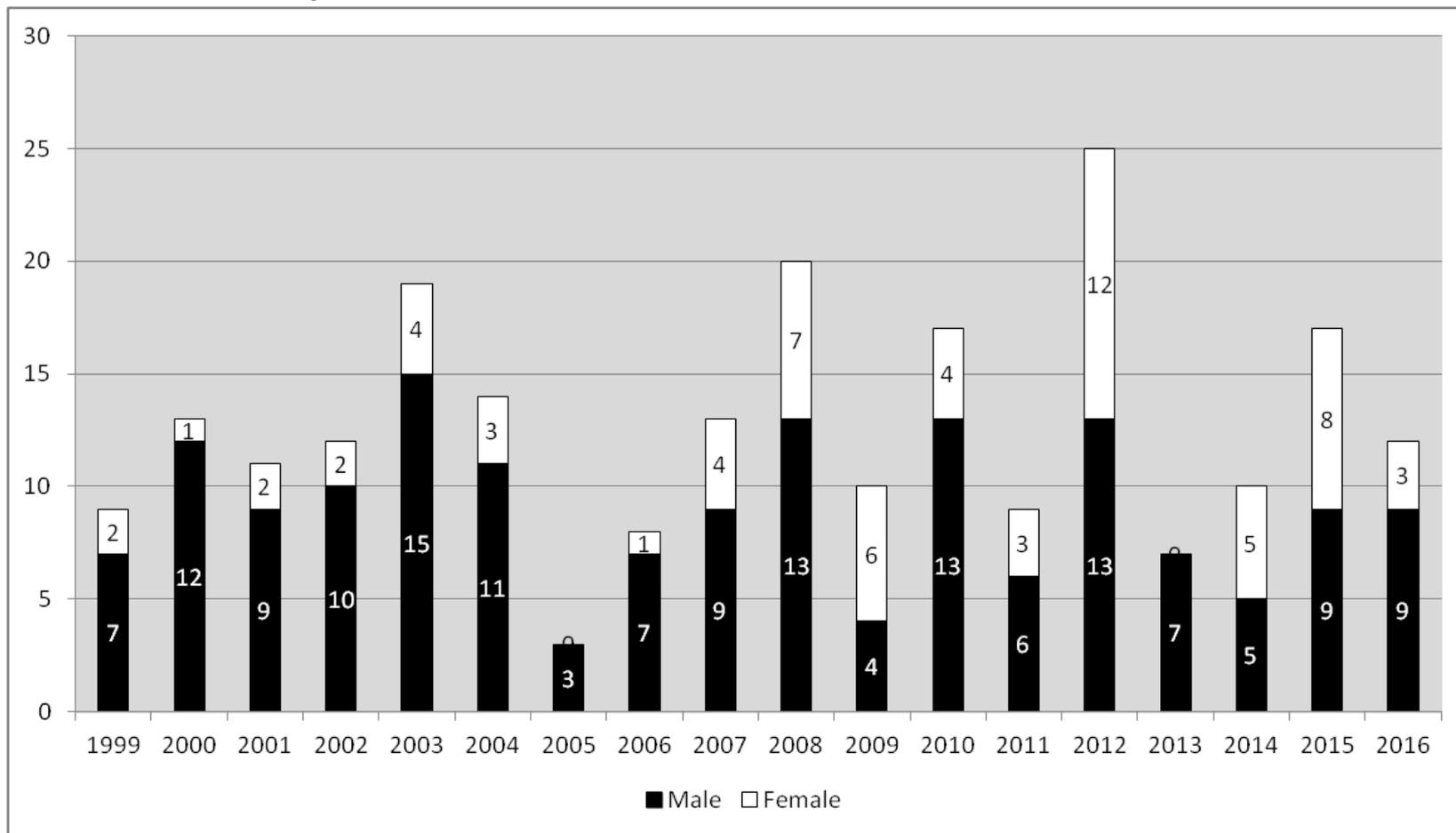
Source: Western Human Resources Information Systems

Percentage of New Full Time Clinical Faculty at Western by Gender: 1999-00 – 2015-16



Source: Western Human Resources Information Systems

Full Time Clinical Faculty Resignations by Gender, 1999-00 – 2015-2016



Source: Western Human Resources Information System

For future reference:

- This report can be found at:
 - http://uwo.ca/facultyrelations/pdf/Recruitment_Retention_Report_January_2017.pdf
- Additional information on full-time faculty, and other Western data, can be found on the Institutional Planning and Budgeting (IPB) website at <https://www.ipb.uwo.ca/>

Note: definitions of faculty categories and the dates to which counts pertain will influence the actual counts in any category, so this should be considered when extracting and interpreting data from these sources and others

Bus Rapid Transit Update



Background

- SHIFT – London’s Rapid Transit Initiative
- Board support for LRT to campus but not through campus
- City Business Case now full BRT system
- Final routing no later than Q1 2017
- Open Space Master Plan underway
- Technical assessment of full BRT route alternatives
- Evaluate against objectives of Strategic Plan, Campus Master Plan and emerging Open Space Plan



Vision & Objectives

Strategic Plan Goals (2013)	Campus Master Plan (2015)	Emerging Open Space Plan Principles (2016)
<ul style="list-style-type: none"> ▪ Raise Expectations: Create a world-class research and scholarship culture ▪ Lead in Learning: Provide Canada's best education for tomorrow's global leaders. (international attraction, diversity, sustainability ethos) ▪ Reach Beyond Campus: Engage alumni, community, institutional and international partners. ▪ Take Charge of Destiny: Generate and invest in new resources in support of excellence. 	<p>Core Principles</p> <ul style="list-style-type: none"> ▪ Support academic mission ▪ Provide the best student experience ▪ Guide growth and change ▪ Enhance quality of campus environment ▪ Support interdisciplinary study and interaction ▪ Ensure safety, health, access and mobility ▪ Incorporate sustainability <p>Key Initiatives</p> <ul style="list-style-type: none"> ▪ Intensify the Core Campus ▪ Improve pedestrian environment of Western Road ▪ Promote parking management and alternatives ▪ Improve campus connectivity (particularly within campus) ▪ Create high quality public spaces ▪ Identify/define campus gateways 	<ul style="list-style-type: none"> ▪ Human Place: People are the priority on campus. It must be safe and inviting, encouraging interaction of the diverse campus community. ▪ Access: University should be connected to the larger London community by a diversity of modes. ▪ Equity: All people are valued. Access, use, enjoyment and learning on the campus should be available to all irrespective of culture, income or physical ability. ▪ Mobility: The campus is a connected place where people move easily between buildings and through spaces via a variety of modes. Physical activity is valued to promote health of body and mind. ▪ Resilience: The campus has and will endure change. Redundancies and flexibility ensure durability. ▪ Pedagogy: The campus is a place of learning. Spaces and systems must support the educational mission and promote learning.



Technical Assessment Criteria

- The number of proposed rapid transit stations servicing the campus and the attractiveness of particular station sites.
- The length of the route from Richmond Street at Huron Street to Western Road at Windermere Road.
- The approximate transit travel time along the assessed route assuming a top operating speed of 35 km/hour on internal campus roads.
- A sum of all the existing peak transit boardings within 400 m of the stations along the route.
- The walk time between the geographic centre of campus (McIntosh Gallery) as identified by the City of London and the closest rapid transit station on the route.

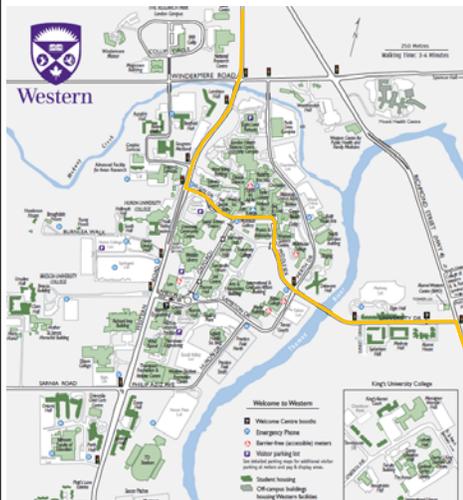


Evaluation Metrics

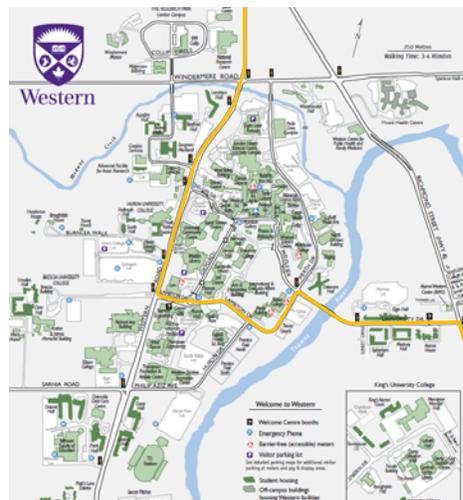
Plan Principle/Objective	Qualitative Evaluation Measure(s)
Attract top talent: strengthen the ability of the University to compete in attracting leading faculty and top scholarship students from across Canada and the globe.	<ul style="list-style-type: none"> Efficiency of connection to the Downtown and other key regional destinations. Legibility of route and access to destinations.
Lead in Learning: Support leading research and teaching	<ul style="list-style-type: none"> Potential impacts on sensitive research and other activities
Promote sustainability: Reduce environmental impacts with regard to transportation-related emissions and stormwater from surface runoff.	<ul style="list-style-type: none"> Ability to support a mode shift among the university community to reduce vehicle kilometers traveled (VKT). Potential to enable reduction in impervious surface area dedicated to vehicle demand such as travel way widths and surface parking
Promote a pedestrian-oriented campus: Support and enable the reduction or elimination of private vehicle traffic in the core of the campus	<ul style="list-style-type: none"> Potential to negatively impact pedestrian safety Potential to provide a non-auto alternative to access campus destinations
Enable sustainable growth: Support planned campus growth by providing access, especially by non-auto means	<ul style="list-style-type: none"> Potential to reduce vehicle trip generation rates at planned campus expansion sites Potential to reduce parking demand
Campus connectivity: Strengthen the connection and accessibility between campus precincts.	<ul style="list-style-type: none"> Viability to use the proposed alignment to meet intra-campus connection demands
Quality of place: Facility design compliments visual character of the campus and campus landscape	<ul style="list-style-type: none"> Potential to negatively impact or degrade elements that contribute to campus identity and pride Potential to lead to improvement of Western Road



Routes through Campus



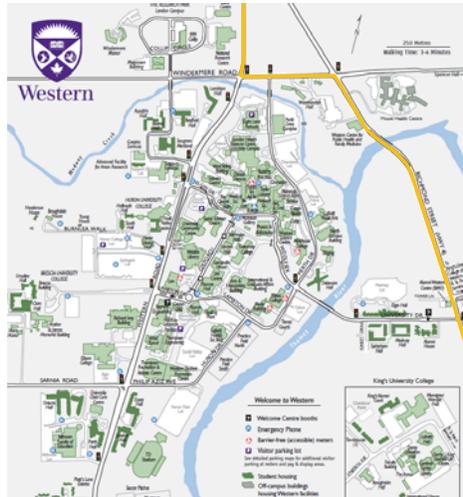
1. University Drive/ Middlesex/ Elgin



2. University Drive/ Lambton



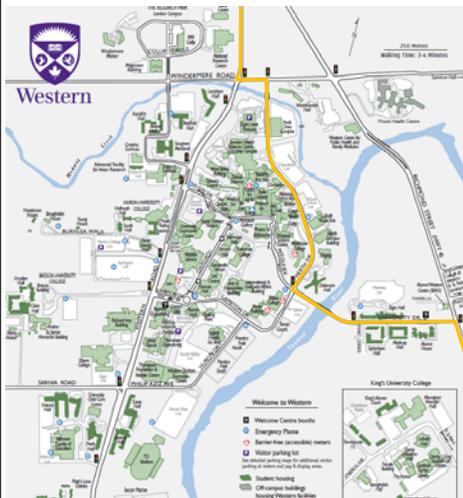
Route 'to' Campus



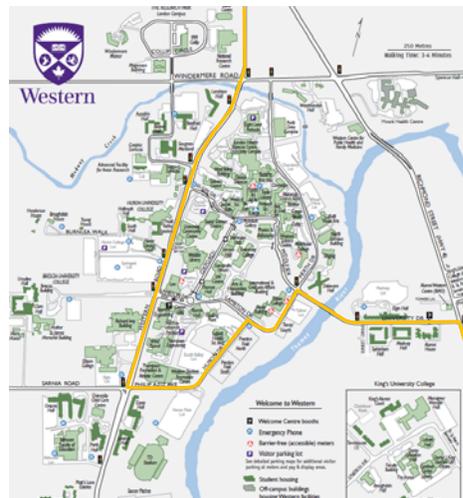
3. Richmond/ Winderemere



Other Alternatives



4. University Drive/ Perth Drive



5. University Drive/ Lambton/ Philip Aziz



Summary Evaluation

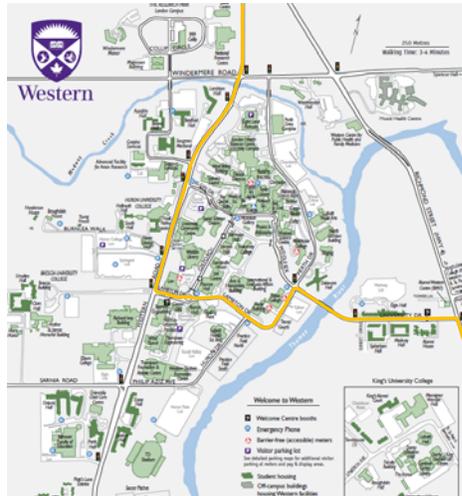
University Objectives Metrics	Middlesex	Lambton	Richmond/ Windermere	Perth	Philip Aziz
Efficient connection to Downtown	Good	Good	Moderate	Poor	Poor
Legibility of route	Excellent	Excellent	Poor	Poor	Moderate
Impact on research and other labs	Poor	Moderate	Good	Moderate	Good
Potential for mode shift (reduced parking demand)	Good	Good	Poor	Poor	Moderate
Potential to reduce impervious surface	Moderate	Good	Poor	Poor	Poor
Impact on pedestrian safety	Poor	Moderate	Good	Good	Moderate
Access to campus destinations	Excellent	Good	Poor	Moderate	Moderate
Reduced trip generation for new development	Poor	Good	Poor	Poor	Moderate
Intra-campus connectivity potential	Good	Good	Poor	Poor	Poor
Potential visual impact	Poor	Poor	Good	Poor	Poor
Impact on Western Road	Moderate	Poor	Excellent	Excellent	Poor



Preferred Alternative

The Lambton Drive alternative:

- Provides the highest level of connectivity to existing and future trip generators
- Minimizes impacts to sensitive activities
- Supports the objectives of a largely vehicle-free core campus while retaining critical access to and through the campus.
- Provides a strong opportunity for the creation of a signature transit corridor through campus from the iconic gateway on Western Road
- Could lead to much needed improvements along the southern portion of Western Road



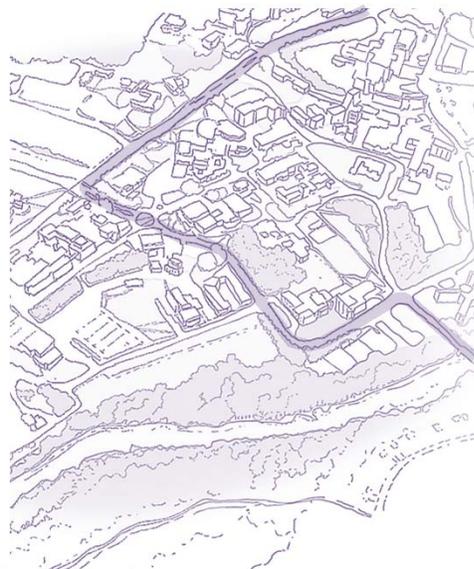
Preliminary University Conditions

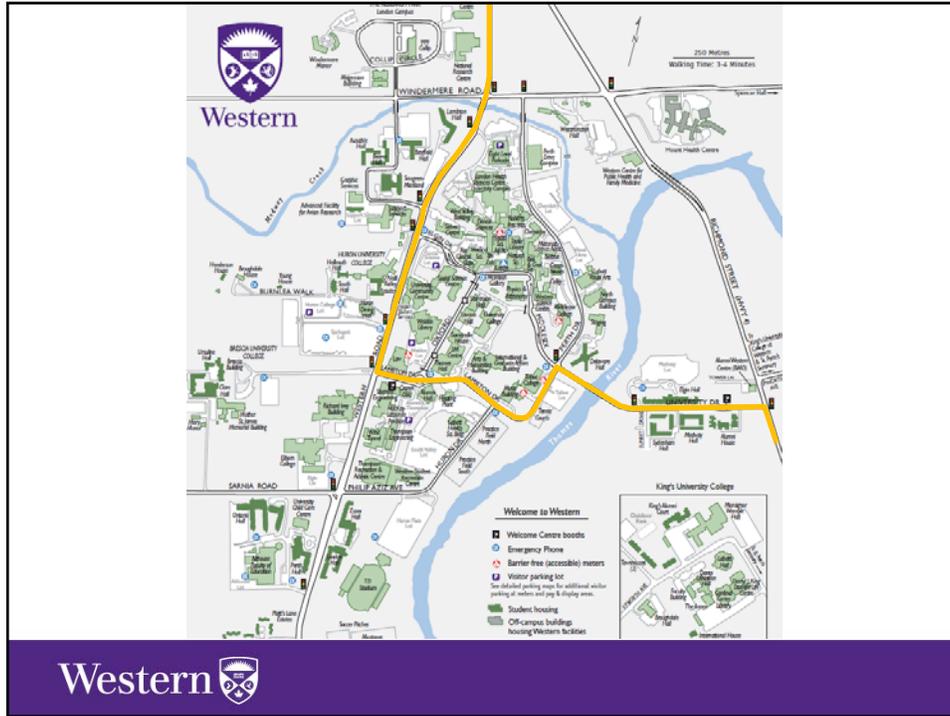
- Transit vehicles must share travel lanes through campus to minimize any necessary widening of streets or bridge or affect historic gates.
- Transit streets, stops and other facilities must demonstrate excellence in design and respect the pedestrian-centric priorities of the campus.
- The selection of transit vehicle should eliminate, to the extent possible, noise, vibration or electromagnetic impacts.
- The addition of BRT on campus must support the objective to reduce overall vehicle traffic on campus
- Pedestrian safety measures will be implemented in short-term, mid-term and long-term strategies



Next Steps

- Additional technical assessment
- Precedent Studies
- Consultation through December and January
- Board of Governors January 26, 2017





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

FOR INFORMATION

Name	Year Established	Faculty/School
Ting-Yim Lee Chair in Cardiac Computerized Tomography (CT)	2016	Schulich School of Medicine & Dentistry
The Stephen Jarislowsky Chair in Central Banking	2016	Faculty of Social Science, Department of Economics

NOTES:

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

The above-noted chairs, professorships and faculty fellowships were approved on behalf of Senate by a 2/3 majority vote of SCUP. They were also approved by the Property & Finance Committee on behalf of the Board. The terms of reference for each Chair listed on the table above are attached as [Annex 1](#) and [Annex 2](#), respectively.

THE STEPHEN A. JARISLOWSKY CHAIR IN CENTRAL BANKING

Donor and Funding: The Jarislowky Foundation (hereafter referred to as the “Donor”) has made a gift of \$2 million for endowment to be matched with \$2 million from the University to create a \$4 million endowment to fund the Chair.

The University and the Donor have agreed that the \$2 million from the Donor will be managed as a segregated investment, under the control and oversight of the University’s Investment Committee. The \$2 million matching funds have been endowed at the University to support the Chair.

Amounts made available for spending from the overall endowment will be used to support the academic program of the holder of the Chair.

Effective Date: July 1, 2016

Purpose: The creation of this Chair will position Western at the forefront of central banking teaching and research in Canada and enable the University to recruit a stellar faculty member in the Department of Economics.

In order to provide the level of salary and program support necessary to recruit an exceptional candidate to the Chair, the amounts made available for spending from the the overall endowment will be in addition to support from the operating budget of the Faculty of Social Science. All available funds will contribute to covering the salary and benefits of the Chair holder and the expenses of the Chair holder in accordance with the objectives of the Chair, which will be reviewed at the conclusion of each five-year term of the Chair.

Expenses may include, but are not limited to, research support, administrative support, conference organization, travel and conference fees, support for students, equipment, and preparation of materials for publication. The University will also provide infrastructure support for the Chair (such as office space, supplies, clerical assistance, etc.) in keeping with the normal support provided to faculty members.

The annual amount for spending will be used for the exclusive purpose outlined above. The administration of the spending of resources will be the responsibility of the Dean of the Faculty of Social Science.

Criteria: The holder of the Chair will be a senior faculty member at the rank of Associate Professor or Professor in the Department of Economics researching issues related to central banking within macroeconomics, monetary economics, international finance, financial markets and institutions or a less traditional field such as labour economics, international economics, development economics, public economics, or applied microeconomics. The Chair will play an important role in research centres housed in the Department of Economics and the Ivey Business School, such as the Centre for Financial Innovation and Risk Management, the Lawrence National Centre for Policy and Management, and the Centre for Human Capital and Productivity, depending upon the research program of the Chair holder. The Chair will also play a role in the graduate and undergraduate programs in Economics including course development, supervision and/or administration.

The Chair will conduct top research and be an internationally known expert in his or her field of research evidenced through activities such as awards, journal editorship, invited talks, and grant receipt. The research program must be able to

attract external funding and excellent trainees, undergraduate and graduate students and future researchers. The Chair will be involved in an original and innovative research program that has policy implications of relevance to central bank decision making.

Appointments to the Chair will be conducted in accordance with the relevant policies and procedures of the University, as may be amended from time to time, and will be for a five-year term, renewable. An appointment date will be determined based on availability of sufficient spending from the endowment.

Reporting:

The University through the Faculty of Social Science, will report to the Donor regarding the activities of the Chair once appointed and will also provide an annual financial report regarding the Endowment until such time as the Donor advises otherwise.

Ting-Yim Lee Chair in Cardiac Computerized Tomography (CT) Imaging Research

Donor and Funding: Ting-Yim Lee has donated \$1.5 million and the St Joseph's Health Care Foundation has donated \$500,000 to fund this endowment. This has been matched by \$1.0 million from Western University to provide \$3-million in endowed funds to support the Ting-Yim Lee Chair in Cardiac Computerized Tomography (CT) Imaging Research.

Dr. Michael Strong, Dean of the Schulich School of Medicine & Dentistry supports the naming and establishment of this Chair.

Effective Date: July 1, 2016

Purpose: This Chair is the result of a unique partnership between the Schulich School of Medicine & Dentistry at The University of Western Ontario, Lawson Health Research Institute and St. Joseph's Health Care London, working together to augment London's critical mass of imaging talent and technology, and to further build upon its world-class research reputation in the field.

The creation of the Ting-Yim Lee Chair in Cardiac Computerized Tomography (CT) Imaging Research will provide a Chair in cardiac CT functional and molecular imaging research to advance the research and clinical missions of the University, Lawson Health Research Institute and St. Joseph's Health Care London, and specifically research related to the development of advanced cardiac CT functional and molecular imaging techniques with a focus on advancing early diagnosis and clinical care. The Chair will be formally established and appointed at the University within the Schulich School of Medicine & Dentistry.

The annual amounts for spending from the endowments held at the University and the Foundation will be used to fund the Chair as outlined in these terms. The administration of the spending of resources will be the responsibility of the "Fund Allocation Oversight Committee," chaired by the Dean of the Schulich School of Medicine & Dentistry with additional membership of the Scientific Director of the Lawson Health Research Institute, and the Chair/Chief of the Department of Medicine. Final decisions rest with the Dean of the Schulich School of Medicine & Dentistry.

Criteria: The holder of the Chair will have an MD, MD/PhD, PhD or equivalent advanced degree and is expected to maintain a successful and productive research program with the goal of improving patient health. To this end, the Chair will have protected research time.

Appointments to the Chair will be conducted in accordance with University policies and procedures. The search committee will be chaired by the Dean of the Schulich School of Medicine & Dentistry (or designate) and will consist of the Scientific Director of the Lawson Health Research Institute, the Chair/Chief of the Department of Medicine, the Chair/Chief of the Division of Cardiology (or designate), the Chair of Medical Biophysics, and three members at large from the academic community (at least one of whom must be a clinical academic in the Department of Medical Imaging and at least one of whom must be a basic science faculty member). Appointments will normally be for a five-year term, renewable once upon the recommendation of a review panel, and at the discretion of the Dean.

The amounts available for spending from the endowment funds held at the University and the Foundation will be used to support the academic program of

the holder of the Chair. Funds available may be directed toward salary and benefits or direct research support, or some mixture thereof, subject to the approval of the "Fund Allocation Oversight Committee." Final decisions rest with the Dean of the Schulich School of Medicine & Dentistry.

Reporting:

The University, through the Chair and the Dean of the Schulich School of Medicine & Dentistry agree to report annually regarding the activities of the Chair and the financial status of the endowment held at the University. These reports will be sent to the Scientific Director of the Lawson Health Research Institute and the Foundation by September 30 for delivery to the Donor, including the financial status of the endowment held at the Foundation.

Background:

The Chair has been funded through Ting-Yim Lee, PhD, Western University and the St Joseph's Health Care Foundation.

REPORT OF THE ACADEMIC COLLEAGUE

Contents	Consent Agenda
Report to Senate of the Academic Colleague, Council of Ontario Universities – December 2016	No

FOR INFORMATION

The COU Academic Colleagues met on 6-7 December 2016. The following were the main discussion items.

MAESD Subgroup on Experiential Learning: this subgroup is currently discussing definitions of experiential learning and is preparing a draft report. Some of the current difficulties include: measuring the quality of student learning in work experiences; counting “inputs” as opposed to assessing “outputs;” using NSSSE data of student perceptions, which may under-report experiential learning; assessing learning outcomes at large institutions with large class sizes; and assessing learning that happens across programs (and not in individual courses).

Colleagues also discussed the potential problems associated with measuring specific items, in that it may lead institutions to “do the thing that it is being measured,” without necessarily ensuring that the learning is meaningful. Colleagues expressed a hope that the government will not focus solely on experiential learning, but will consider other high impact practices as well.

The COU is creating a Highly Skilled Workforce Steering Committee to help shape its response to the recommendations in the Highly Skilled Workforce report, and to the government’s ongoing efforts at implementing those recommendations.

OSAP/Net Billing: the government has not yet produced an implementation plan for these important initiatives. It is expected that the OSAP changes will begin in the 2017-18 academic year, with net billing to follow in 2018-19. To begin, net tuition will be processed only for first year, first entry programs. The COU also hopes to work with MAESD on coherent, consistent messaging to the public and to high school guidance counsellors about these initiatives.

Strategic Engagement Campaign Update: the focus of the campaign has so far been on students and their parents; to date, about 2200 people have completed the online survey. When asked about the future, respondents were generally optimistic (average 6.97 out of 10). In terms of skills and abilities that are important for students, respondents ranked highest: critical thinking skills, problem-solving skills, and communication skills.

In January 2017, the focus will shift to a second audience: business and the arts and cultural sectors.

Erika Chamberlain, January 2017

ANNOUNCEMENTS

Contents	Consent Agenda
Announcements	Yes

FOR INFORMATION

The following is a list of academic administrative post(s) approved on behalf of the Board of Governors during the month of November 2016:

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Michael Motolko	Ophthalmology	Schulich	Clinical Dept. Chair	December 1-2016	November 30-2021