

BOARD OF GOVERNORS MEETING

**1:00 p.m., Thursday, January 31, 2013
Room 4155 Stevenson Hall**

1. Adoption of Agenda - Open Session
2. **Report of the President** (Amit Chakma)
3. Unanimous Consent Agenda - **Appendix I**
 - Includes Open Session Minutes of the Meeting of November 22, 2012
4. Business Arising from the Minutes
5. Reports of Committees:
 - Property & Finance Committee - **Appendix II** (Chirag Shah)
 - Bylaws Committee - **Appendix III** (Hanny Hassan)
 - Fund Raising and Donor Relations Committee - **Appendix IV** (Jeremy Adams)
 - Audit Committee - **Appendix V** (Jim Knowles)
6. Items Referred by Senate - **Appendix VI** (Amit Chakma)
7. Questions from Members
8. Other Business
9. Adjournment to Confidential Session

Meetings of the Board beginning at 1:00 p.m. will normally end by 4:30 p.m. unless extended by a majority vote of those present.

MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

January 31, 2013

The meeting was held at 1:00 p.m. in Room 4155, Stevenson Hall.

PRESENT: Mr. S. Coxford, Chair
 Ms. I. Birrell, Secretary

Mr. J. Adams
Dr. C. Beynon
Dr. A. Chakma
Dr. R. Darnell
Dr. J. Deakin
Mr. M. Dietrich
Mr. J. Fontana
Ms. L. Gaaney
Mr. K. Goldthorp
Ms. L. Gribbon
Ms. S. Grindrod

Mr. H. Hassan
Mr. P. Jenkins
Mr. J. Knowles
Ms. G. Kulczycki
Mr. C. Lassonde
Mr. C. Shah
Dr. S. Sims
Mr. A. Syed
Ms. J. Vanderheyden
Dr. J. White
Mr. M. Wilson

By Invitation: H. Connell, R. Langille, L. Logan, M. Ruddock

BG.13-01 REPORT OF THE PRESIDENT

The President's Report included the following: government update, leadership update, strategic plan renewal, enrollment and the Premier's trade mission to China. Details are found in his report distributed with the agenda.

BG.13-02 UNANIMOUS CONSENT AGENDA [Appendix I]

It was moved by J. Knowles, seconded by C. Shah,

That the thirteen items listed in Appendix I be approved and/or received for information by the Board of Governors by unanimous consent.

CARRIED

BG.13-03 Minutes of the Previous Meeting

The minutes of the meeting of November 22, 2012 were approved as circulated.

REPORT OF THE PROPERTY AND FINANCE COMMITTEE [Appendix II]

BG.13-04 Information Items Reported by the Property and Finance Committee

The Report of the Property and Finance Committee, detailed in Appendix II, contained the following items that were received for information by unanimous consent:

- Scholarships and Awards

- Quarterly Financial Report
- Ancillary Financial Report
- Investment Committee Report
- Annual Report on Trademark Licensees Doing Business with the Bookstore
- Investment Committee – Membership Appointment

REPORT OF THE BYLAWS COMMITTEE [Appendix III]

BG.13-05 Audit Committee Terms of Reference - Amendment

It was moved by J. Knowles, seconded by C. Shah,

That the Audit Committee terms of reference be amended in section q. as follows:

Risk Management

- q. receive regular reports from management on areas of significant risk to the University, for example but not limited to, legal claims, environmental issues, health, safety, information security, and other regulatory matters.

CARRIED (By Unanimous Consent)

REPORT OF THE FUND RAISING AND DONOR RELATIONS COMMITTEE [Appendix IV]

BG.13-06 Information Items Reported by the Fund Raising and Donor Relations Committee

The Report of the Fund Raising and Donor Relations Committee, detailed in Appendix IV, contained the following item that was received for information by unanimous consent:

- Quarterly Fund Raising Report

REPORT OF THE AUDIT COMMITTEE [Appendix V]

BG.13-07 Domestic Violence – Coroner's Report and Western's Practices

Ms. S. Grindrod, Associate Vice-President (Housing and Ancillary Services) presented the Report of the COU Domestic Violence Committee, on which she, Gitta Kulczycki and Helen Connell served, highlighting actions taken by Western in response to the report's recommendations. Western will continue to develop initiatives to support and educate students on this issue.

ITEMS REFERRED BY SENATE [Appendix VI]

BG.13-08 School for Advanced Studies in the Arts and Humanities

It was moved by A. Chakma, seconded by R. Darnell,

That the establishment of the new School for Advanced Studies in the Arts and Humanities, in the Faculty of Arts and Humanities be approved.

CARRIED

BG.13-09 School of Graduate & Postdoctoral Studies: Introduction of a Graduate Diploma in Professional Education (GDip Professional Education), Master of Professional Education (MPed) and Doctor of Education (EdD)

It was moved by A. Chakma, seconded by L. Gainey,

That, pending Quality Council approval, a Graduate Diploma in Professional Education (GDip Professional Education), a Master of Professional Education (MPed) and a Doctor of Education (EdD) be introduced in the School of Graduate and Postdoctoral Studies, as set out in Appendix VI, Annex 6, effective January 1, 2013.

CARRIED

BG.13-10 Information Items Reported by Senate

Appendix VI, Items Referred by Senate, contained the following items that were received for information by unanimous consent.

- Fall 2013 Entrance Standards for Undergraduate First-Year Admissions
- Report on Faculty Recruitment and Retention
- Report of the Academic Colleague
- Academic Administrative Appointments

QUESTIONS FROM MEMBERS

BG.13-11 On-line Learning

In response to a request that the Board receive a report on on-line learning, Dr. Deakin noted that a report from a Task Force on e-Learning is forthcoming and a conference scheduled at Western in March will explore on-line learning programs. Dr. Deakin agreed that she will bring a report to the Board at a future date once the task force had completed its work.

BG.13-12 World Figure Skating Competition

Major Fontana said that the World Figure Skating Championship being held in London in March 2013 would provide a unique opportunity to showcase the city and its institutions, including Western. He commended Dr. Chakma and Associate Vice-President Helen Connell for their assistance with the common branding for this event.

BG.13-13 **Farewell – K. Goldthorp**

On behalf of the Board, the Chair acknowledged the efforts and contributions made by Mr. Kevin Goldthorp, Vice-President (External) on the university's behalf. Mr. Goldthorp will be leaving the university to take up a position at Mount Sinai Hospital in Toronto.

The meeting adjourned to the confidential session.

S. Coxford
Chair

I. Birrell
Secretary

REPORT OF THE PRESIDENT

To: Board of Governors
From: Amit Chakma
Date: January 24, 2013
Re: President's Report to the Board

I'm pleased to provide the following update on important developments and achievements since the last meeting of the Board on November 22, 2012.

1. Government update: In the 2012 Provincial Budget, the government announced that operating grants to the university sector will be reduced by \$28.6M in 2013-14 and \$57.9M annually starting in 2014-15. The share of this reduction to be carried by individual institutions is determined on relative share of enrollment, which means Western can project an approximate \$2.5M reduction in its 2013-14 operating grant. In offsetting and absorbing the impact of this reduction, the Ministry recommends each institution explore efficiencies that minimize impact on students and the government's key PSE policy priorities, including quality, improved learning outcomes, and innovation. Further, the Ministry is asking institutions to focus in particular on productivity and efficiency improvements that involve hiring, space utilization, collaborative purchasing, strategies to reduce energy costs, outsourcing, cost benchmarking, and changes in ancillary/support operations.

At the Federal level, Western is working through the U15 research universities group on a proposal for a new funding initiative to support Canada's innovation agenda by strengthening our collective position among the top league of global universities. Our goal is to promote the creation of a national program that would augment the existing suite of competitive government programs already in place to help Canada better attract and retain top academic talent, including outstanding international students. Principles of the proposal will focus on measurable excellence, ROI, multi-year performance-driven investment, and institutional accountability.

2. Leadership update: On December 10, I informed our campus community that Vice-President (External Relations) Kevin Goldthorp had accepted the role of Senior Vice-President, Advancement, and Foundation President at Mount Sinai Hospital in Toronto. Kevin concluded that the interests of

his family and Western are best served by having a vice-president able to spend more time in London. While he will be greatly missed, I respect his decision and wish him all the best for continued success in his future role. Kevin's last day at Western is January 31, and the process to recruit his successor is underway with the appointment of a search committee, which we hope to conclude with an appointment within the calendar year. In the interim period, I will assume responsibilities for the External Relations portfolio, including the Campaign. I will be supported in these new responsibilities by a strong leadership and staff team, as well as the commitment expressed to me by our Campaign Chair, Geoff Beattie, and our volunteer campaign cabinet.

Meanwhile, Decanal Selection Committees for the Ivey Business School and the Faculty of Social Science continue their work to recruit successors for Deans Carol Stephenson and Brian Timney, each of whom are stepping down after two 5-year terms in their current roles. At present, each Selection Committee anticipates candidate interviews will commence in February.

3. Strategic Plan renewal update: A micro website to promote and encourage broad participation in the Strategic Plan renewal process was launched November 29 at http://president.uwo.ca/strategic_planning/index.html. The site invites written submissions from individual faculty, staff, students, alumni and other external stakeholders. Input to the plan — including meetings with key stakeholder groups such as Faculty councils, employee unions, student councils, and the Alumni Association—will be solicited and received by the Senate Committee on University Planning through February, with the aim of producing a draft report in the spring, and a final report to Senate and Board for approval in fall 2013.

4. Enrollment update: Figures released earlier this month by the Ontario Universities' Application Centre (OUAC) highlight that record numbers of high school students are applying to our provincial schools and that Western continues to be a highly popular choice among them. First-year secondary school applicants increased system-wide by 2.4% over last year, bringing the total to 92,554. The Council of Ontario Universities (COU) reports that since 2000, secondary school applicants have increased by 56.3% — a trend that is expected to continue. When factoring in non-high school applicants, the total number of first-year applicants rises to 117,700, system-wide. Western and our affiliated university colleges attracted a 1.4% increase in Ontario high school applications over last year, placing us third in total number of applications behind Toronto and Ryerson. At present, we are seeing a significant increase in applications from individuals other than Ontario high school students, but it is still early in the admissions cycle; data comparisons for that segment of our student body are best made in April. The COU also reports that 87.5% of Ontario university students who completed degrees in 2009 found employment within six months of graduation while 93.1% were employed within two years. Further, COU reports that Ontario university graduates earn approximately 53%

more annually than individuals with no post-secondary education.

5. **Premier's trade mission to China:** In mid January, Western Vice-Provost (International) Julie McMullin and I had the privilege of traveling with Premier Dalton McGuinty to China to promote research and educational partnerships with Ontario. During our travels, we visited Nanjing University where I signed a new faculty exchange agreement with that institution. The agreement will provide Western faculty members from any department or field the opportunity to teach and work at NU for up to one full academic year. In turn, Western will host NU faculty for the same time period. NU is one of China's top-ranked comprehensive universities, with strengths in science, medicine, engineering and technology, social sciences and management, arts and humanities – and where we already enjoy student exchange opportunities through the [Ontario Jiangsu Student Exchange Program](#). During the trip, we also visited Soochow University where we toured the newly established Western-Soochow Centre for Synchrotron Radiation Research, co-led by Western Chemistry professor and Royal Society Fellow, T.K. Sham. Dr. McMullin also gave a short presentation about Western's water research to a group of about 40 potential industry and research and development partners.

ACTIVITIES OF THE PRESIDENT

(November 15, 2012 – January 19, 2013)

November	15	Toronto	Bill Morneau (Executive Chairman and CEO, Morneau Shepell)
			Doug Steiner (Principal, BEWorks)
			Alumni Reception and Celebration
	16	London	Senate
			National Scholarship Recipients Reception (Gibbons)
	17	Ottawa	Royal Society Induction and Awards Ceremonies
	19	London	Canadian Engineering Accreditation Board for Faculty of Engineering
			Adam Fearnall (USC President)
			Bruce Archibald (President FedDev)
			Leaders in Innovation Dinner
	21	London	Teleconference STIC
	22	London	Board of Governors Meetings & Dinner
	23	London	Interview with Radio AM980
	27	London	Gazette Interview
			Teleconference U-15 Executive
			Kevin Sullivan (GMP Securities, Deputy Chair)
	28	London	Jack Malkin, D. J. Schneeweiss (Consul General of Israel)
	29	London	Honorary Degree Committee
			Leader's Forum
			Royal Society/Canada Research Chairs Reception
	30	London	Business Cares Food Drive Kick Off
			Lunch with Tiff Maklem, Holly Maklem
December	6	Toronto	Grano Series Event with Bob Woodward
	7	Toronto	Senate
	10	Toronto	Minister of Finance Jim Flaherty
		Ottawa	U-15 Dinner
	11	Ottawa	U-15 Meeting
			STIC Council Meeting
	12	Ottawa	STIC Council Meeting
	13	London	Andrea Horvath (NDP Leader)
			Howard Rundle (President, Fanshawe College), Anne-Marie DiCicco Best (Public Affairs)
			Dinner with Deb Mathews, Adrian Owens (Gibbons)
	15	London	President's Holiday Reception (Gibbons)
	17	Toronto	Ministry of Economic Development and Innovation (MEDI) Session (2013 Mission to China)
			Campaign Executive Committee
	18	London	Alumni Board Meeting
			External Holiday Reception
	19	London	Phone Call with Paul Davidson (AUCC)
January	8	London	Senior Alumni Program

			Campaign Video Shoot
			Teleconference U-15
	9	London	PVP / USC Meeting
			WUSC Executive Committee Meeting
	10	London	St Andrews Exchange Program Luncheon
			External Staff Meeting
			Teleconference Foundation Western
	11-16	China	Premier's China 2013 Trade Mission
	17	London	Photoshoot

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 the Board of Governors 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 Board of Governors by unanimous consent:**

Minutes

1.	Open Session Minutes of the Meeting of November 22, 2012	ACTION
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Report of the Property & Finance Committee – [Appendix II](#)

2.	New and Revised Scholarships and Awards	INFORMATION
3.	Quarterly Financial Report	INFORMATION
4.	Ancillary Financial Report	INFORMATION
5.	Investment Committee Report	INFORMATION
6.	Annual Report on Trademark Licensees Doing Business with the Bookstore	INFORMATION
7.	Investment Committee – Appointment of New Member	INFORMATION

Report of the ByLaws Committee – [Appendix III](#)

8.	Audit Committee Terms of Reference - Amendment	ACTION
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Report of the Fund Raising & Donor Relations Committee – [Appendix IV](#)

9.	Quarterly Fund Raising Report	INFORMATION
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Items Referred by Senate – [Appendix V](#)

10.	School for Advanced Studies in the Arts and Humanities	ACTION
11.	Fall 2013 Entrance Standards for Undergraduate First-Year Admissions	INFORMATION
12.	Report on Faculty Recruitment & Retention	INFORMATION
13.	Report of the Academic Colleague	INFORMATION
14.	Academic Administrative Appointments	INFORMATION

The Unanimous Consent Agenda

The Board'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.

A number of Canadian university Boards have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the Board to focus on major items of business. While approval of an omnibus motion saves time at Board meetings, Board members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

The Secretary identifies action and information items that are routine and/or likely non-controversial. In so doing, she may consult with the Chair of the Board, the relevant committee chair, and principal resource persons. 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 Board 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 Board of Governors 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 Board meeting, before the unanimous consent motion is presented for approval, the Chair of the Board (1) will advise the Board of items that are to be removed from the list, based on prior requests from Board 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 Board 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 PROPERTY AND FINANCE COMMITTEE

	Contents	Consent Agenda
	Scholarships and Awards	Yes
	Quarterly Financial Report	Yes
	Ancillary Financial Report	Yes
	Investment Committee Report	Yes
	Annual Report on Trademark Licensees Doing Business with the Bookstore	Yes
	Investment Committee – Membership Appointment	Yes

FOR INFORMATION

1. **Scholarships and Awards**

See **Annex 1.**

2. **Quarterly Financial Report**

See **Annex 2.**

3. **Ancillary Financial Report**

See **Annex 3.**

4. **Investment Committee Report**

See **Annex 4.**

5. **Annual Report on Trademark Licensees Doing Business with the Bookstore**

The BookStore at Western continues to maintain full compliance with the code of conduct for all clothing vendors.

In 2012, the BookStore at Western began purchasing again in small quantities from Russell Athletic, a company that was under scrutiny for the previous two years. Russell has done well to move beyond the concerns and adhere to the codes the industry is imposing. We are happy to be reopening the relationship after allowing them to improve their operations which have met the approval of all the industry watchdogs.

As we remain committed to ethical purchasing practices, we have observed many global issues in the past year related to the advancement of employment standards in third world countries. We saw Nicaragua pass a *Comprehensive Violence against Women Act* and Bangladesh implement a comprehensive Fire and Building Safety Program as a result of tragic factory fires. We witnessed the United Students against Sweatshops successfully convince major US brands to compensate workers after the closing of an Indonesian factory that left workers unpaid.

There have been no new issues brought forward by Western students in 2012. The movement to drive 'fair trade' products remains present but is not actively pursuing anything at this time. In addition to this, there is

pressure to procure products in an environmentally friendly method. The BookStore at Western has posted its commitment to do this on its website in the form of an environmental sustainability policy located at http://www.bookstore.uwo.ca/promos/WRS_EnvironmentalSustainabilityPolicy.pdf

Recognizing that more and more products supplied by Canadian distributors are sourced from overseas manufacturers, the BookStore at Western has maintained a close relationship with its suppliers to ensure the ethical manufacturing of all products to be sold at Western. It is through the continued commitment to using Canadian distribution companies that we achieve a level of trust and stability within this industry as we move forward.

6. **Investment Committee – Membership Appointment**

The Property & Finance Committee has approved the appointment of Douglas Porter to the Investment Committee for a three-year term to February 28, 2016.

Mr. Porter is currently Chief Economist at BMO Capital Markets.

SCHOLARSHIPS/AWARDS/PRIZES

FOR INFORMATION

1. New and Revised Scholarships and Awards

On behalf of the Board of Governors, the Property and Finance Committee has approved the following terms of reference for new scholarships, awards, bursaries and prizes.

Rob Schmidt Memorial Award (Any Undergraduate, Graduate, or Affiliated University College Student - Athletic Award [Men's and Women's Tennis])

Awarded to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's or Women's Tennis Team, after completion of the playing season. The recipient will have demonstrated strong leadership and sportsmanship skills, hard work, dedication, and a team player mentality, active involvement in his or her local community, and academic achievement. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Tennis Coaches assessing athletic performance/potential and team/campus/community leadership (weighted as 60% and 20% respectively). This award was established with Foundation Western and is made possible through the generosity of the family and friends of Rob Schmidt (MA'07 Political Science).

An active member of the tennis community, Rob was loved by all he coached. Rob developed a strong love for tennis at an early age. He grew up playing and coaching tennis at the John Hatch Tennis Centre. His love of the sport spread throughout the entire Schmidt family and followed Rob as he moved to South Korea, Toronto, and North Carolina. Passionate about education, Rob completed his undergraduate and master's programs in Political Science at Western and his Bachelor of Education at the University of Toronto. He had a loving and compassionate soul and touched the hearts of many.

Value: 1 at \$1,000

Effective: 2012-2013 academic year

Men's Soccer Award (Any Undergraduate, Graduate or Affiliated University College Student - Athletic Award [Men's Soccer])

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as members of the Men's Soccer Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Shaun T. Arnold (BA'90).

Value: 2 at \$1,000

Effective: 2012-2013 to 2016-2017 academic years inclusive

CultureWorks Award (Any Undergraduate Program)

Awarded annually to full-time international students in any year of any undergraduate program, based on academic achievement and financial need. Preference will be given to students who have graduated from the CultureWorks ESL program. Applications can be obtained from the International and Exchange Student Centre and must be submitted to Student Financial Services by October 31. The Office of the

Registrar will select the recipients. These awards were established by a generous donation from CultureWorks ESL.

Value: 3 at \$1,500

Effective: 2012-2013 to 2013-2014 academic years inclusive

James Alfred (Jim) Parker Track and Field Award (Any Undergraduate, Graduate or Affiliated University College Student - Athletic Award [Men's and Women's Track and Field])

Awarded to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's and Women's Mustang Track and Field Team, based on academic performance and dedication to team above self. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%.

Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established with Foundation Western by alumni, friends and colleagues of Jim Parker in recognition of his contributions as Mustangs Track and Field Coach.

Value: 1 at \$1,000

Effective: 2012-2013 to 2016-2017 academic years (after which the value will be reviewed)

Cullen MBA Scholarship (School of Graduate and Postdoctoral Studies, Business)

Awarded annually to a full-time student entering the Master of Business Administration (MBA) program at the Richard Ivey School of Business, based on demonstrated academic achievement. The recipient will be a Canadian citizen who resides in British Columbia. If there is no candidate from British Columbia, then a Canadian citizen who does not reside in Ontario or Alberta will be selected. Candidates must submit applications for this scholarship at the time of application to the MBA Program at the Richard Ivey School of Business. 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. This scholarship is made possible through the generosity of Mark Cullen (MBA'71).

Value: 1 at \$10,000

Effective: May 2013 to April 2018

Ivey Business Leader Award Recipients MBA Leaders Scholarship (School of Graduate and Postdoctoral Studies, Business)

Awarded annually to a full-time student entering the Master of Business Administration (MBA) program at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. Candidates must submit applications for this scholarship at the time of application to the MBA Program at the Richard Ivey School of Business. Final selection of the recipient will be made by the MBA Scholarship Review Committee, with at least one member who holds membership with the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This scholarship is made possible through the generosity of Ivey Business Leader Award honorees.

Value: 1 at \$35,000

Effective: May 2014

Elizabeth Hardy Global Opportunities Award in Classical Studies (Classical Studies)

Awarded to a full-time student enrolled in Classical Studies in the Faculty of Arts and Humanities who is participating in an international exchange or study-abroad program. This includes exchange programs; approved study-abroad programs; curriculum-based international field courses, international study or international community service; internships; and other University-led international credit or non-credit

learning experiences. Preference will be given to a student attending the Vindolanda Field School. Award recipients will be selected based on a combination of academic achievement, proposed length of international program, and a short student statement outlining expected learning through the program and how the student will be an effective ambassador for Western.

Students participating in any of the above listed programs who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load (minimum 3.5 courses). Students may apply for this award in advance of being accepted into an eligible international-learning program with receipt of the award contingent upon acceptance into the program.

Applications are available from and should be submitted to the International Learning, Western International office along with the required statement. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on either November 30 or March 15 as most applicable to the desired program. This award was established by an anonymous donor.

Value: 1 at \$2,000*

Effective: 2012-2013 academic year only

** The donor's contribution of \$1,000 will be matched by the University through the Global Opportunities Award Program*

REVISIONS

On behalf of the Board of Governors, the Property and Finance Committee has approved the following revisions to the terms of reference for new scholarships, awards, bursaries and prizes.

S. Chum Torno PhD Scholarship (School of Graduate and Postdoctoral Studies, Business)

Change in value from: 1 @ \$8,000

To: 1 at \$5,000

Effective: May 2012

Ron Joyce Foundation Bursaries (Faculty of Social Science, Management and Organizational Studies; Richard Ivey School of Business)

Change in value from: 2 at \$1,900

To: 2 at \$1,850

Effective: 2012-2013 academic year

Harry E. and Jean Morden Medical Bursary (Schulich School of Medicine & Dentistry, Medicine)

Change in value from: 1 at \$500

To: 1 at \$400

Effective: 2012-2013 academic year

William E. and Ruth Lardner Graduate Award (School of Graduate and Postdoctoral Studies, Engineering)

Change in criteria from:

Awarded annually to a full-time graduate student in the Civil & Environmental Engineering program who is doing research in geotechnical engineering (preferably in the area of geotechnical/structural interface) and has at least one year of consulting or industry experience. ~~Preference will be given to a Canadian or to a Canadian landed immigrant. It is permissible for the award to be made to one person for up to two consecutive years.~~ Students must submit a one-page essay describing their work history, reason for pursuing graduate studies, and an outline as to how this award will assist them financially. This essay is to be submitted to Research and Graduate Office in the Faculty of Engineering by June 30. The Executive Members of the Geotechnical Research Centre, with approval of the Graduate Affairs Committee in the Department of Civil & Environmental Engineering, will select the recipient. At least one

member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established by William E. and Ruth Lardner.

To: Awarded to a full-time graduate student **entering the graduate program** in the Civil & Environmental Engineering program **to conduct** research in geotechnical engineering (preferably in the area of geotechnical/structural interface) and has at least one year of consulting or industry experience. **This award can continue for a second year if the student continues to meet the required criteria (only one student can hold this award during any year).** Applicants must submit a one-page **statement** describing their work history, reason for pursuing graduate studies, and an outline as to how this award will assist them financially. This **statement** is to be submitted to the Research and Graduate Office in the Faculty of Engineering by June 30. The Executive Members of the Geotechnical Research Centre, with approval of the Graduate Affairs Committee in the Department of Civil & Environmental Engineering, will select the recipient. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established by William E. and Ruth Lardner. Effective: May 2012

Sunstar/G-U-M Clinical Proficiency Award (Schulich School of Medicine & Dentistry, Dentistry)

Change in criteria from:

Awarded annually, on the recommendation of the Examinations and Appeal Committee and a Senior Clinical Faculty Member, to the third-year student who exhibits the highest degree of clinical proficiency. Established through the generosity of Sunstar.

To: Awarded annually, on the recommendation of the Examinations and Appeal Committee and a Senior Clinical Faculty Member, to the third-year student who exhibits the highest degree of clinical proficiency. **Students in the first or second year of the International Trained Dentists program (ITD) are also eligible.** This award was established through the generosity of Sunstar.

Effective: 2012-2013 to 2014-2015 academic years inclusive

Elmer and Bette (Liz) Mlinar Rural Medicine Awards (Schulich School of Medicine & Dentistry, Medicine)

Change in name and value from: 1 at \$1760

To: Elmer and Bette (Liz) Mlinar Rural Medicine Award

Value: 1 at \$1250

Effective: 2012-2013 academic year

William A. Cole Award for Excellence in Audiology (School of Graduate and Postdoctoral Studies, Health Sciences)

Change in value from: 1 at \$650

To: 1 at \$900

Effective: May 2012

Nash Family Football Athletic Scholarship (Any Undergraduate, Graduate, or Affiliated University College Student - Athletic Award [Football])

Change in name to: Nash **Jewellers** Football Athletic Scholarship

Effective: 2012-2013 to 2016-2017 academic years inclusive

Ralph G. Simmons Memorial Admission Scholarship (Any Undergraduate Faculty)

Change in value from: 1 at \$1,000

To: 1 at \$1,100

Effective: 2012-2013 academic year

CMA Ontario Strategic Management Prize (Faculty of Social Science, Management and Organizational Studies)

Change in value and effective date from: \$4,400 to be divided among the top teams

Effective: 2011-2012 with value to be reviewed for 2012-2013

To: \$4,525 to be divided among the top teams

Effective: 2012-2013 (with value to be reviewed for 2013-2014)

Frederick Weijerman Memorial Award (Faculty of Engineering)

Change in criteria and value from:

Awarded to a full-time student entering the third year of the Civil Engineering program. Established by the estate of Frederick Weijerman, soldier and engineer.

Value: 1 at \$700

To: Awarded annually to a full-time undergraduate student entering the third year of the Civil Engineering program in the Faculty of Engineering. This award honours the life of Frederick Weijerman who worked as an Engineer in London, Ontario and passed away in 1965. The award was originally established in 1985 through the Estate of Frederick Weijerman, soldier and engineer, by his son, also named Frederick Weijerman. In 2012 additional generous contributions were made by Peter VanGiesen M.D. (the elder Weijerman's grandson), and his daughter, Karen VanGiesen Esq.

Value: 1 at \$1,000

Effective: 2012-2013 academic year

Walker Wood Foundation Continuing Scholarship in Management and Organizational Studies (Faculty of Social Science, Management and Organizational Studies)

Change in criteria from:

Awarded to a full-time undergraduate student who is a Canadian citizen and is entering first year in the Management and Organizational Studies Program in the Faculty of Social Science, based on academic achievement (minimum 80% average), demonstrated financial need and community leadership.

Preference will be given to a student from rural Ontario. This scholarship will continue for up to four years, provided the recipient continues to be enrolled in a four year degree program in the Faculty of Social Science, maintains an 80% average on a full course load and demonstrates financial need each year. Online financial need applications are available through the Office of the Registrar's Web site and must be submitted by September 30. Applications should include a one-page statement describing the student's leadership activities within their school, university, community or other environment (also to be submitted to the Registrar's Office by September 30). The Registrar's Office will select the recipient. If the recipient fails to retain the award, a new student from the same year will be selected. Only one student may hold this scholarship in any given year. This award was established through a generous gift from the Walker Wood Foundation.

To: Awarded to a full-time undergraduate student who is a Canadian citizen and is entering first year in the Management and Organizational Studies Program in the Faculty of Social Science, based on academic achievement (minimum 80% average), demonstrated financial need and community leadership. Preference will be given to a student from rural Ontario. This scholarship will continue for up to four years, provided the recipient continues to be enrolled in a four-year degree program in the Faculty of Social Science, maintains an 80% average on a full course load and demonstrates financial need each year. ***Students who enter the Honors Business Administration (HBA) program at the Richard Ivey School of Business are eligible for renewal provided that the academic and financial need components are met.*** Online financial need applications are available through the Office of the Registrar's Web site and must be submitted by September 30. Applications should include a one-page statement describing the students' leadership activities within their school, university, community or other environment (also to be submitted to the Registrar's Office by September 30). The Registrar's Office will select the recipient. If the recipient fails to retain the award, a new student from the same year will be selected. Only one student may hold this scholarship in any given year. This award was established through a generous gift from the Walker Wood Foundation.

Effective: 2012-2013 to 2014-2015 academic years inclusive

Dr. K. Victor Ujimoto Scholarship in Aviation Human Factors Management (Faculty of Social Science, Management and Organizational Studies)

Change in criteria and value from:

Awarded to a full-time student in Management and Organizational Studies who is enrolled in a Commercial Aviation Management module who achieves the highest grade in MOS 3305A/B: Human Factors in Aviation, and also demonstrates financial need. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by September 30. Once the Office of the Registrar has determined financial need, the Scholarship Selection Committee of MOS will select the recipient. Dr. K. Victor Ujimoto established this scholarship.

Value: 1 at \$500

This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.

To: Awarded to a full-time student in Management and Organizational Studies who is enrolled in a Commercial Aviation Management module, who achieves the highest grade in MOS 3305A/B: Human Factors in Aviation, and also demonstrates financial need. Applications can be accessed online through the Office of the Registrar's Web site and must be submitted by September 30. Once the Office of the Registrar has determined financial need, the Scholarship Selection Committee of MOS will select the recipient each spring. Dr. K. Victor Ujimoto established this scholarship.

Value: 1 at \$800

Effective: 2011-2012 academic year

This award is offered through the Ontario Student Opportunity Trust Fund (OSOTF) program, and recipients must meet Ontario residency requirements.

TD Scholarship in Engineering (Faculty of Engineering)

Change in value from: 1 new award at \$1,000 in 2010-2011, continuing for up to 4 years

To: 2 new awards at \$1,000 for 2012-2013, continuing for up to 4 years (with number of new awards to be reviewed in 2013-2014)

Effective: 2012-2013 academic year

William Ware Tamblyn Scholarship (Faculty of Arts and Humanities, English)

Change in value from: 1 at \$2,000

To: 1 at \$1,500

Effective: 2011-2012 academic year

Borden Ladner Gervais Professional Excellence Award (Faculty of Law)

Change in effective date from: 2007-2008 to 2011-2012

To: 2012-2013 academic year only

TD Women in Management MBA Award (School of Graduate and Postdoctoral Studies, Business)

Change in criteria and value from:

This award is available to women entering the MBA program at the Richard Ivey School of Business who have demonstrated academic achievement (minimum 78% average), community involvement and financial need. Candidates may submit applications for this award at the time of application to the MBA Program at the Richard Ivey School of Business. Final selection of recipients will be made by the MBA Scholarship Review Committee, at least one representative which is a current member of the School of Graduate and Postdoctoral Studies, following an assessment of financial need by the Ivey Financial Aid Office. Recipients will be notified at the time of acceptance into the program. ~~Recipients must meet the Ontario residency requirements of the Ontario Trust for Student Support Program.~~ This award is made possible through the generosity of TD-Bank Financial Group.

Value: 1 at \$36,750

~~TD's gift qualifies for the Ontario Trust for Student Support (OTSS) program, which will provide a dollar for dollar match for endowed gifts directed to student bursaries or financial need based awards and scholarships. Recipients must meet Ontario residency requirements. Under the OTSS program, the Province of Ontario will provide \$1,000,000 in matching funds over time, based upon receipt TD's gift, resulting in a total endowment of \$2,000,000.~~

To: This award is available to women entering the MBA program at the Richard Ivey School of Business who have demonstrated academic achievement (minimum 78% average), community involvement and financial need. Candidates may submit applications for this award at the time of application to the MBA Program at the Richard Ivey School of Business. Final selection of recipients will be made by the MBA Scholarship Review Committee, **of which** at least one representative is a current member of the School of Graduate and Postdoctoral Studies, **and** following an assessment of financial need by the Ivey Financial Aid Office. Recipients will be notified at the time of acceptance into the program. This award is made possible through the generosity of TD.

Value: 1 at \$40,000

Effective: May 2013 to April 2018

MBA '87 Awards (School of Graduate and Postdoctoral Studies, Business)

Change in number from: 5 at \$10,000

To: 2 at \$10,000

Effective: May 2013

Hydrogenics MBA Award in Entrepreneurship (School of Graduate and Postdoctoral Studies, Business)

Change in value from: 1 at \$4,750

To: 1 at \$4,200

Effective: May 2013 to April 2014

Western Alumni "Go Global" Awards in Law (Faculty of Law)

Change in name, criteria and value from:

~~Awarded annually on a competitive basis to full-time undergraduate students registered in the Faculty of Law who have been selected to participate on an official UWO International Exchange. Preference will be given to students going on exchange for a full academic year. Applicants for this award will be evaluated on excellence in their academic record, demonstrated extra-curricular involvement and an essay. Recipients will be chosen by a committee consisting of the University Exchange Coordinator and the Dean or designate of the Faculty of Law. Applications are available at the Exchange Office, Centre for New Students, Rm 65, Stevenson Lawson Bldg. and must be completed and returned by April 1. Established through Foundation Western.~~

Value: Up to 2 at \$2,000 annually, only as funds permit

To: Western Alumni Global Opportunities Award in Law

Awarded annually to full-time students **enrolled** in the Faculty of Law who **are participating in an international study program. This includes Western Law exchange programs and other Western Law sponsored international credit or non-credit learning experiences. The international experience must be at least one week in duration. Students may receive a Global Opportunities award only once during their Western Law academic career.**

Award recipients will be selected based on a combination of academic achievement and a student statement outlining how the experience will contribute to development as a global citizen and to success in the legal field, as well as how the student will be an effective ambassador for Western.

Students must have completed their prescribed academic program the previous year and currently be registered in a full-time course load. Students may apply for this award in advance of being accepted into an eligible international learning program with receipt of the award contingent upon acceptance into the program.

Applications are available from and must be submitted to the International Learning, Western International office along with the required statement. Applications are due on either November 30 or March 15, as most applicable to the desired program. This award was established with Foundation Western by generous gifts from Western Alumni.

Value: 2 at \$2,000 or 4 at \$1,000
Effective: 2012-2013 academic year

Value: 1 at \$2,000 or 2 at \$1,000
Effective: 2013-2014 academic year

**** For each \$1,000 that Foundation Western is providing, \$1,000 will be matched by the University through the Global Opportunities Award Program.***

Honourable Mr. Justice R. Dan Cornell Prize in Aviation Law (Faculty of Social Science, Management and Organizational Studies)

Change in criteria from:

Awarded annually to the student registered in the Commercial Aviation Stream, Flight Program, Aubrey Dan Program in Management and Organizational Studies (MOS), who achieves the highest mark in the "Aviation Law" course in the previous academic year. The recipient will be selected by the Scholarship and Awards Committee. This prize was established by ~~Mr. Justice Cornell~~.

To: Awarded annually to the student registered in the Commercial Aviation Stream, Flight Program, Aubrey Dan Program in Management and Organizational Studies (MOS), who achieves the highest mark in the "Aviation Law" course in the previous academic year. The recipient will be selected by the Scholarship and Awards Committee. This prize was established by ***The Honourable R. Dan Cornell***.
Effective: 2012-2013 academic year

Kathleen & William Troost MBA Scholarship (School of Graduate and Postdoctoral Studies, Business)

Change in name to: Kathleen & William Troost MBA Leaders Scholarship

Effective: May 2012

Serge Gouin & Denyse Chicoyne Leadership Award (School of Graduate and Postdoctoral Studies, Business)

Change in name to: Serge Gouin & Denyse Chicoyne MBA Leaders Scholarship

Effective: May 2012

General Motors of Canada Limited Scholarship of Excellence in Engineering Science (Faculty of Engineering)

Change in criteria from:

Awarded annually to a full-time undergraduate student entering first year of the Engineering Science program who achieves a 90% admission average. This scholarship will continue in Year 2 and beyond provided that the recipient is in an Electrical, Computer ~~and~~ Software Engineering program and maintains an 80% average and full-time course load. If the recipient of the continuing scholarship fails to meet these requirements, another student from the same year will be selected based on the criteria stated herein.

Preference for receiving this scholarship will be given to individuals who meet one or more of the following additional criteria: are female; are members of a visible, cultural or ethnic minority; have a physical disability; are the first members of their families to attend a university. This scholarship was established by a generous contribution from General Motors of Canada Limited.

To: Awarded annually to a full-time undergraduate student entering first year of the Engineering Science program who achieves a 90% admission average. This scholarship will continue in Year 2 and beyond provided that the recipient is in an Electrical, Computer, Software ***or Mechatronics Systems*** Engineering program and maintains an 80% average and full-time course load. If the recipient of the continuing scholarship fails to meet these requirements, another student from the same year will be selected based on the criteria stated herein.

Preference for receiving this scholarship will be given to individuals who meet one or more of the following additional criteria: are female; are members of a visible, cultural or ethnic minority; have a

physical disability; are the first members of their families to attend a university. This scholarship was established by a generous contribution from General Motors of Canada Limited.

Effective: 2012-2013 academic year

Dr. Philip N. Launay Bursaries (Schulich School of Medicine & Dentistry, Dentistry)

Change in name and criteria from:

Awarded to deserving students in second, third or fourth year of the Dentistry program who have ~~placed in the top 50% of the class in the previous academic year.~~ Funds for these bursaries were provided by Mr. & Mrs. Guy Launay in memory of their son, Dr. Philip N. Launay.

To: Dr. Philip N. Launay Bursary

Awarded to deserving students in second, third or fourth year of the Dentistry program who have **demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be completed by October 31. The Office of the Registrar will select the recipient.** Funds for these bursaries were provided by Mr. & Mrs. Guy Launay in memory of their son, Dr. Philip N. Launay.

Effective: 2012-2013 academic year

Leonard J. Carter Bursary (Faculty of Law)

Change in criteria and award value from:

Awarded annually to a full-time undergraduate student in the Faculty of Law with demonstrated financial need. ~~The Registrar's Office will select the recipient.~~ This bursary was established by friends and family of Leonard J. Carter, a third year law student.

Value: 1 @ \$400

To: Awarded annually to a full-time undergraduate student in the Faculty of Law with demonstrated financial need. **Online financial assistance applications are available through the Office of the Registrar's website and must be completed by October 31.** The **Office of the Registrar** will select the recipient. This bursary was established by friends and family of Leonard J. Carter, a third year law student.

Value: 1 at \$600

Effective: 2013-2014 academic year

Albert Abramson Q.C. Memorial Award (Faculty of Law)

Change in value and effective date from: 1 at \$1,500

Effective: 2006-2007 to 2011-2012

To: 1 at \$1,436

Effective: 2012-2013 academic year only

Torys LLP Award in Business Law (Faculty of Law)

Change in criteria from:

Awarded to a full-time student ~~who is entering Year 3 of the Law program and who is enrolled in the Area of Concentration: Business Law with the highest average in Year 2 of the full-time law program.~~ This award is made possible by a generous gift from Torys LLP.

To: Awarded **annually** to a full-time student with the highest **standing in selected business law courses. The Dean's Office in the Faculty of Law will select the recipient.** This award **was established with Foundation Western** by a generous gift from Torys LLP.

Effective: 2012-2013 academic year

J.S.D. Tory Writing Award (Faculty of Law)

Change in Name and Criteria from:

Awarded annually to the law student(s) who demonstrates excellence in writing and legal research in a paper for a law school course, a seminar or as an individual research paper, or which has been accepted already for publication by a legal journal. Students are required to apply to the Associate Dean (Academic) by April 30 indicating the writing and research completed. ~~The award recipient(s) may be expected to use the funds to do whatever additional research and writing is necessary to improve the prospect of publication in a reputable Canadian law journal. Established by the firm of Tory, Tory, DesLauriers and Binnington in memory of the late J.S.D. Tory.~~

To: J.S.D. Tory Writing Prize

Awarded annually to the law student(s) who demonstrates excellence in writing and legal research in a paper for a law school course, a seminar or as an individual research paper, or which has been accepted already for publication by a legal journal. Students are required to apply to the Associate Dean (Academic) by April 30 indicating the writing and research completed. ***This prize was established with Foundation Western by a generous gift from Torsys LLP*** in memory of the late J.S.D. Tory.

Effective: 2012-2013 academic year

Greek Ladies' Philoptochos Society Bursary (Any Undergraduate Faculty)

Change in value and effective date from: 1 @ \$200

Effective: 2009-2010 to 2012-2013 academic years only

To: 1 at \$190

Effective: 2012-2013 academic year only

Capannelli Law Professional Corporations Scholarship (Faculty of Law)

Change in effective date from: 2010-2011 academic year only

To: 2012-2013 academic year only

DISCONTINUED AWARD

The following award was discontinued, effective May 2012:

Gowling, Lafleur, Henderson Award (Faculty of Law)

Western University
2012-13 Operating Budget Update
as at October 31, 2012
(\$000)

<a> Summary

		As Approved by Board	Revised Forecast	Increase/Decrease	
				\$	%
1	Revenues 	630,226	628,326	(1,900)	-0.30%
2	Expenditures	636,447	636,447	0	0.00%
3	Surplus / (Deficit)	(6,221)	(8,121)	(1,900)	
4	Operating Reserve -- Beginning of Year	44,087	43,947	(140)	
5	Surplus / (Deficit)	(6,221)	(8,121)	(1,900)	
6	Operating Reserve -- End of Year	37,866	35,826	(2,040)	

** Revenue Changes**

7	Graduate Expansion Fund (Government Grant)			(1,400)	
8	Graduate Tuition Revenue			(500)	
9	Total Revenue Changes			(1,900)	

<p style="text-align: center;"><i>Western University</i></p> <p style="text-align: center;">STUDENT FEE FUNDED UNITS, ANCILLARIES, ACADEMIC SUPPORT UNITS, AND ASSOCIATED COMPANIES</p> <p style="text-align: center;">2012/13 Budget and Projected</p> <p style="text-align: center;">(\$000's)</p>										
	2012/13 Budget			2012/13 Projected			% Change		Projected April 30/13 Operating Reserve	Projected April 30/13 Capital Reserve
<u>Student Fee Funded Units</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Surplus/ (Deficit)</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Surplus/ (Deficit)</u>	<u>Revenues</u>	<u>Expenses</u>		
1 Campus Recreation	4,915.5	4,931.8	(16.3)	4,990.0	4,990.0	-	1.5	1.2	613.9	417.3
2 Financial Aid	974.6	976.1	(1.5)	973.9	974.6	(0.7)	(0.1)	(0.2)	44.9	
3 Indigenous Services	618.3	619.9	(1.6)	638.7	640.7	(2.0)	3.3	3.4	54.7	
4 Intercollegiate Athletics	5,129.5	5,095.2	34.3	5,155.6	5,153.5	2.1	0.5	1.1	215.4	-
5 International Student Services	391.0	391.0	-	397.7	397.7	-	1.7	1.7	-	
6 Off Campus Housing & Housing Mediation Office	371.9	382.1	(10.2)	370.0	373.6	(3.6)	(0.5)	(2.2)	56.1	
7 Services for Students With Disabilities	402.5	402.5	-	399.7	402.5	(2.8)	(0.7)	-	25.8	82.7
8 Student Development Services	2,083.5	2,088.8	(5.3)	2,113.0	2,113.2	(0.2)	1.4	1.2	273.0	
9 Student Success Centre	1,321.9	1,503.9	(182.0)	1,329.2	1,430.6	(101.4)	0.6	(4.9)	407.5	
10 Student Health Services	4,411.0	4,413.9	(2.9)	4,006.3	3,979.1	27.2	(9.2)	(9.9)	757.9	
11 Western Foot Patrol	166.9	166.3	0.6	166.8	166.3	0.5	(0.1)	-	21.0	39.5
12 Thompson Recreation & Athletic Centre	1,190.2	1,175.7	14.5	1,184.8	1,186.2	(1.4)	(0.5)	0.9	165.8	1,402.1
13 Total Student Fee Funded Units	21,976.8	22,147.2	(170.4)	21,725.7	21,808.0	(82.3)	(1.1)	(1.5)	2,636.0	
<u>Ancillaries</u>										
14 Family Practice Clinic and Workplace Health	476.1	475.7	0.4	515.6	539.9	(24.3)	8.3	13.5	(79.7)	
15 Housing	55,329.9	51,899.4	3,430.5	54,233.0	48,718.1	5,514.9	(2.0)	(6.1)	29,220.0	
16 Parking Services	4,739.9	4,379.6	360.3	4,690.5	4,550.4	140.1	(1.0)	3.9	4,970.1	
17 Retail Services	38,177.5	38,177.5	-	36,938.7	36,932.2	6.5	(3.2)	(3.3)	1,098.7	
18 Total Ancillaries	98,723.4	94,932.2	3,791.2	96,377.8	90,740.6	5,637.2	(2.4)	(4.4)	35,209.1	
<u>Academic Support Units</u>										
19 Animal Care & Veterinary Services	3,463.8	3,578.2	(114.4)	3,465.8	3,435.9	29.9	0.1	(4.0)	(359.0)	
20 Boundary Layer Wind Tunnel	2,163.0	2,150.1	12.9	2,454.0	2,385.8	68.2	13.5	11.0	476.0	200.0
21 Surface Science Western	1,599.2	1,619.7	(20.5)	1,708.6	1,704.5	4.1	6.8	5.2	1,190.5	
22 University Machine Services	1,385.8	1,263.4	122.4	1,671.5	1,382.7	288.8	20.6	9.4	20.0	
23 Continuing Studies at Western	2,103.2	2,157.2	(54.0)	2,388.8	2,273.9	114.9	13.6	5.4	791.4	
24 Total Academic Support Units	10,715.0	10,768.6	(53.6)	11,688.7	11,182.8	505.9	9.1	3.8	2,118.9	
<u>Associated Companies</u>										
25 Richard Ivey School of Business Foundation (a)	24,966.0	24,507.0	459.0	25,327.0	24,759.0	568.0	1.4	1.0	4,125.9	
26 Richard Ivey School of Business (Asia) (a)	5,028.0	5,698.0	(670.0)	5,680.0	6,335.0	(655.0)	13.0	11.2	(1,902.9)	
27 UWO Research Park (includes Windermere Manor)	7,736.0	8,106.5	(370.5)	7,759.6	7,790.6	(31.0)	0.3	(3.9)	(13,809.3)	
28 Museum of Ontario Archaeology	368.5	360.8	7.7	464.2	465.0	(0.8)	26.0	28.9	(352.5)	
29 Total Associated Companies	38,098.5	38,672.3	(573.8)	39,230.8	39,349.6	(118.8)	3.0	1.8	(11,938.8)	
30 Total	169,513.7	166,520.3	2,993.4	169,023.0	163,081.0	5,942.0	(0.3)	(2.1)	28,025.2	

(a) The Ivey group of companies (Richard Ivey School of Business Foundation and the Richard Ivey School of Business (Asia)) are operated in conjunction with the Richard Ivey School of Business at Western. The financial position of the Richard Ivey School of Business at Western is included in the overall report on the Operating Budget of the University. The financial results for the Ivey group, including the Richard Ivey School of Business at Western, is as follows.

	2012/13 Budget			2012/13 Projected			% Change		Projected April 30/13 Reserve
	<u>Revenues</u>	<u>Expenses</u>	<u>Surplus/ (Deficit)</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Surplus/ (Deficit)</u>	<u>Revenues</u>	<u>Expenses</u>	
Ivey Deficit Reduction Provision									5,513.4
Richard Ivey School of Business at Western	67,340.0	66,887.0	453.0	65,691.0	65,463.0	228.0	(2.4)	(2.1)	(7,833.4)
Ivey Group of Companies (from lines 25 and 26 above)	29,994.0	30,205.0	(211.0)	31,007.0	31,094.0	(87.0)	3.4	2.9	2,223.0
Total Ivey Group	97,334.0	97,092.0	242.0	96,698.0	96,557.0	141.0	0.9	0.8	(97.0)

Report of the Investment Committee

FOR INFORMATION

This report outlines the performance of the operating and endowment investment portfolio and the recent activities of the Investment Committee.

Performance

The investment performance of the portfolio for the past four years was as follows:

<u>Asset Class</u>	<u>Annual Sept 30 2012</u>	<u>Annual Sept 30 2011</u>	<u>Annual Sept 30 2010</u>	<u>Annual Sept 30 2009</u>	<u>Annualized for Four years Ending Sept 30, 2012</u>
Fixed Income	5.3%	6.5%	7.5	9.9%	7.2%
Alternative Investments:					
Hedge funds	-	-	-	-	-
Private equity	18.5	10.6	-	-	-
Real Estate	12.3	-	-	-	-
Equities:					
Canadian	12.1	(5.8)	10.6	(0.3)	3.9
US	26.5	0.2	8.6	(12.7)	4.7
Non North American	14.3	(8.9)	3.8	0.3	2.0
Absolute Return Strategies	-	-	-	-	-
Total Return	<u>12.8%</u>	<u>(0.6)%</u>	<u>7.6%</u>	<u>2.8%</u>	<u>5.5%</u>
Policy Return	<u>12.5%</u>	<u>(0.5)%</u>	<u>7.8%</u>	<u>3.2%</u>	<u>5.7%</u>

For additional information, please refer to the attached pages, which show the amounts held by each investment manager at September 30, 2012, the annual and annualized returns by manager over the five years ending September 30, 2012.

Returns in relation to the real rate of return objective

One of the Investment Committee's objectives is to earn a 4% real rate of return over the long term (i.e., to earn 4% over the rate of inflation, as measured by the Consumer Price Index). Inflation has averaged 1.7% per year for the past five years and 1.9% for the past ten years.

For the four years ending September 30, 2012, the annualized real rate of return was 4.2%, consisting of a nominal return of 5.5% less inflation of 1.3%. For the five years ending September 30, 2012, the annualized real rate of return for the portfolio was 0.4%, which consisted of a nominal (actual) annualized return of 2.1% less 1.7% for inflation. The 5 year annualized return does not meet the Investment Committee's performance objective of a real rate of return of 4%.

Value added by Active Management

Another of the Investment Committee's objectives is to earn the return produced by the asset mix policy based on the returns of the market indices plus a premium to reflect the additional fees related to active management. In order to achieve this objective, investment managers with active investment mandates need to outperform their benchmark indices. For example, Canadian equity managers need to outperform the TSX Composite Index over time.

Over the five years ending September 30, 2012, the actual annualized return for the portfolio was 2.1% and the return generated by the market indices for the portfolio was 2.1% (the policy return). Over this period, our combination of managers achieved the same results that could have been achieved by a passive or index style of management. It should be noted that 60% of the total portfolio is actively

managed and 40% is passively managed.

Book and Market Value of the Portfolio

As at September 30, 2012, the operating and endowment portfolio had a book value of \$461,005,000 and market value of \$536,759,000 as follows:

	<u>Book Value (\$000's)</u>	<u>Market Value (\$000's)</u>	<u>Actual Asset Mix</u>	<u>Policy Asset Mix</u>
Fixed Income	\$114,849	\$163,868	30.5%	25.0%
Alternative Investments	43,194	44,543	8.3	15.0
Canadian equities	90,830	107,445	20.0	20.0
US equities	88,316	116,499	21.7	20.0
Non-North American equities	<u>123,816</u>	<u>104,404</u>	<u>19.5</u>	<u>20.0</u>
Total	<u>\$461,005</u>	<u>536,759</u>	<u>100.0%</u>	<u>100.0%</u>

At September 30, 2012 the portfolio consisted of the following components:

Portion related to Endowed funds	<u>\$227,615,000</u>	<u>42.4%</u>
Portion related to Operating and Non-endowed funds	<u>309,144,000</u>	<u>57.6%</u>
Total market value of portfolio	<u>\$536,759,000</u>	<u>100.0%</u>

Update on Investment Committee Activities

- The infrastructure subcommittee short listed the candidates for the infrastructure mandate and carried out on-site due diligence.
- The subcommittee made a recommendation for approval to the committee at the December meeting.
- The recommendation to hire a two-manager structure (Hastings and First State) was approved and carried.
- Hastings will be allocated \$35 million and First State will be allocated \$15 million.
- The Committee continued its discussions regarding the Canadian equity portfolio and the composition of managers. The Committee will continue its discussion at the next meeting to determine what changes, if any, need to be made within this asset class.
- The Committee approved and recommended to P&F, the appointment of one new member. This brings the committee membership to full complement.

REPORT OF THE BYLAWS COMMITTEE

Contents	Consent Agenda
Audit Committee Terms of Reference – Amendment	Yes

FOR APPROVAL

1. Audit Committee Terms of Reference - Amendment

Recommended: That the Audit Committee terms of reference be amended in section q as follows:

Risk Management

q. receive regular reports from management on areas of significant risk to the University, for example but not limited to, legal claims, environmental issues, health, safety, **information security**, and other regulatory matters.

Background:

Information security is an area of significant risk for the university and the Audit Committee believes that it should be referenced explicitly in its terms of reference. As part of its oversight of risk in this area, the Committee receives an annual report from the Working Group on Information Security.

REPORT OF THE FUND RAISING & DONOR RELATIONS COMMITTEE

Contents	Consent Agenda
Quarterly Fund Raising Report	Yes

FOR INFORMATION

1. **Quarterly Fund Raising Report**

See [**Annex 1.**](#)



STATUS REPORT AS OCTOBER 31, 2012

By Constituency

Board of Governors/Faculty/Staff/Retirees	519,563
Students	30,094
Alumni	5,141,543
Parents	609,042
Friends	1,575,585
Corporations	3,942,938
Foundations	626,805
Associations	758,706
Municipal Government	<u>6,000</u>

TOTAL \$13,210,276

Gifts & Pledges

By Faculties/Special Projects

Arts and Humanities	751,739
Business (Richard Ivey School of)	2,538,993
Education	45,035
Engineering	841,346
Health Sciences	202,552
Information & Media Studies	49,221
Law	1,386,009
Medicine & Dentistry (Schulich School of)	3,848,109
Music (Don Wright Faculty of)	125,729
Science	1,169,223
Social Science	620,461

Special Projects

Libraries	196,776
Mustang Athletics	475,939
Student Awards-University Wide	388,033
Western Fund	345,366
Campus Wide Programs	100,415
Graduate Scholarships (Undesignated)	67,500
McIntosh Gallery	<u>57,830</u>

TOTAL \$13,210,276

2012/2013 Fund Raising Objective
% of the 2012/2013 Objective Achieved

\$ 65,000,000
20%

ENDOWED CHAIR MATCHING PROGRAM

Included in the above results is **\$9,500,000** in gifts & pledges towards a **\$24,000,000** goal and establishes **6** new endowed chairs in The Richard Ivey School of Business (1), and Schulich School of Medicine & Dentistry (5).

GIFT PLANNING PROGRAM

In addition to the above gifts and pledges, Western University has been notified of **17** new expectancies, future commitments such as bequests or life insurance totaling **\$5,376,313** toward a **\$10,000,000** annual goal and an overall campaign progress of **\$74,305,787** toward a **\$100,000,000** campaign goal.

Overall Progress February 1989 to current \$150,845,665 (Expectancies)



Fund Raising Initiatives Quarterly Report
as at October 31, 2012
(with comparative figures for the fiscal year 2010/11 and 2009/10)

(1) **PLEDGE DATA**

	May 1, 2012 to April 30, 2013 (000's)			May 1, 2011 to April 30, 2012 (000's)			May 1, 2010 to April 30, 2011 (000's)		
	Target	Actual	Actual as a % of Target	Target	Actual	Actual as a % of Target	Target	Actual	Actual as a % of Target
Pledges outstanding May 1,	168,106	168,106	N/A	98,090	98,107	N/A	150,720	89,957	N/A
New Gifts & Pledges (Gross)	65,000	13,217	20.33%	60,000	130,211	217.02%	54,000	63,563	117.71%
Pledges cancelled/amended on new/prior pledges	-2,684	-280	10.43%	-2,041	-1,691	82.85%	-3,204	-1,743	54.40%
Net New Pledges/Gifts	62,316	12,937	20.76%	57,959	128,520	221.74%	50,796	61,820	121.70%
Contributions received in payment of pledges/gifts:									
Foundation Western	9,500	3,369	35.46%	10,000	9,073	90.73%	10,000	11,490	114.90%
Western University	103,716	14,577	14.05%	38,289	49,066	128.15%	38,887	41,784	107.45%
Richard Ivey School of Business (Asia) Limited	422	1	0.13%	400	382	95.50%	396	396	100.00%
Total contributions received	113,638	17,947	15.79%	48,689	58,521	120.19%	49,283	53,670	108.90%
Net Pledges Outstanding	116,784	163,096	139.66%	107,360	168,106	156.58%	152,233	98,107	64.45%

Cost Per Dollar Raised

Advancement Fund Raising Units
Development
Richard Ivey School of Business
Foundation Western

	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges	Expenses	Cost per Dollar Raised	Net Pledges	Expenses	Cost per Dollar Raised
Development	7,294	1,977	\$0.27	103,220	3,888	\$0.04	27,733	3,389	\$0.12
Richard Ivey School of Business	2,206	765	\$0.35	16,871	1,641	\$0.10	25,171	1,634	\$0.06
Foundation Western	3,711	583	\$0.16	9,700	1,174	\$0.12	10,542	1,145	\$0.11
Total Expenses/Cost Per Dollar Raised	13,210	3,325	\$0.25	129,791	6,703	\$0.05	63,446	6,168	\$0.10
(3) 3-Year Average Cost Per Dollar Raised	206,447	16,196	\$0.08						

(1) **Includes total activity of:**

Western University
The University of Western Ontario Inc.
The University of Western Ontario (UK) Foundation
The University of Western Ontario (HK) Foundation
Foundation Western
Richard Ivey School of Business (Asia) Limited

- (2) Represents all contributions including cash, gift in kind and gift in purchase discounts entered in the Contributor Relations System within reporting period and may differ from the general ledger reporting period.
(3) 3-Year Rolling Average - reflects the major gift factor and the post campaign period.



Institutional Advancement Units

Operating Budgets as at October 31, 2012

(with comparative figures for the fiscal year 2011/12 and 2010/11)

<u>Fund Raising Activity Summary</u>	May 1, 2012 to April 30, 2013				May 1, 2011 to April 30, 2012				May 1, 2010 to April 30, 2011			
	Target	Actual	Actual as a % of Target		Target	Actual	Actual as a % of Target		Target	Actual	Actual as a % of Target	
New Gifts & Pledges (Gross)	65,000	13,217	20.33%		60,000	130,211	217.02%		54,000	63,563	117.71%	
<u>Cost Per Dollar by Units</u>	Budget	Expenses	% of Budget	Cost Per Dollar Raised	Budget	Expenses	% of Budget	Cost Per Dollar Raised	Budget	Expenses	% of Budget	Cost Per Dollar Raised
Development	4,783	1,977	41.34%	\$0.15	4,299	3,888	90.44%	\$0.03	4,065	3,389	83.37%	\$0.05
Richard Ivey School of Business	1,817	765	42.10%	\$0.06	3,414	3,073	90.01%	\$0.02	3,386	3,019	89.16%	\$0.05
Alumni Relations*	429	287	66.83%	\$0.02	968	838	86.57%	\$0.01	1,267	796	62.83%	\$0.01
Advancement Services	2,093	886	42.31%	\$0.07	1,590	1,537	96.67%	\$0.01	1,529	1,326	86.72%	\$0.02
Foundation Western	1,176	583	49.57%	\$0.04	1,177	1,174	99.75%	\$0.01	1,149	1,145	99.65%	\$0.02
Total All Institutional Advancement	10,298	4,498	43.67%	\$0.34	11,448	10,510	91.81%	\$0.08	11,396	9,675	84.90%	\$0.15

*Includes budget and expenses of the Alumni Magazine

AUDIT COMMITTEE

Contents	Consent Agenda
Domestic Violence – Coroner’s Report & Western’s Practices	No

FOR INFORMATION

1. Domestic Violence – Coroner’s Report & Western’s Practices
See **Annex 1.**

Domestic Violence Committee Report & Western's Practices: Western's Response to the Domestic Violence Death Review Committee Recommendations to the Ontario's Chief Coroner

FOR INFORMATION

The Ontario Chief Coroner's report made the following recommendation specific to colleges and universities: "that the Ontario Association of College and University Security Advisors (OACUSA) *"should develop a consistent and comprehensive plan, in collaboration with health and counselling services available on campus, to educate students on the nature and risks of violence in dating relationships through public education campaigns and outreach programs to student dealing with intimate violence."* OACUSA was also asked to respond to any of the other recommendations contained in the report that universities and colleges would be in a position to implement. To respond to this recommendation, The Council of Universities formed the Domestic Violence Committee to review the Coroner's report and recommendations. Western was represented by Gitta Kulzycki who chaired the Committee, Susan Grindrod and Helen Connell.

The Domestic Review Committee responded to this recommendation starting on page 2 of the report attached as Appendix A. The Western response to the recommendation is below.

1. Threat Assessment model- Western has and uses a risk assessment model (see Appendix 6 in report attached).
2. We participated in compiling the list of factors relevant to postsecondary institutions and the factors are used in developing prevention programs.
3. Western has the Safe Campus Advisory Partners which includes CCPS (police), counseling and health services, human resources, health and safety, student services and residence leadership. This group meets monthly to review student at risk cases. As well Western now has a Student Case Manager who supports student who are experiencing relationship violence.
4. We have adopted the term "relationship violence" which better reflects the domestic violence experienced by our students.
5. Throughout the campus and in our residences, there are many educational programs around consent, bystander intervention and healthy relationships. See attached "Sexual Assault & Domestic Violence Campaigns on Campus" for an overview of the activity in this area on our campus. Many of the programs are offered in residence where the majority of first year students live and begin their transition to university. One of the first events during Orientation is an experienced speaker who gives a powerful message about consent in intimate relationships and the obligation of bystanders.
6. The Western smart phone App has a Safe Campus guide that provides information about relationship violence and emergency contacts on and off campus.
7. Code of Student Conduct does not specifically refer to relationship violence but this type of infraction falls within the Code.
8. All employees including students complete Bill 168 training which outlines the responsibility to report incidents.
9. Western's Campus Community Police Service has a close and effective relationship with the London Police Service and our officers participate in their training.
10. Western will launch a new website to provide information regarding sexual assault that includes information on relationship violence.

We continue to develop and provide violence prevention programs and recognize that this is a continuous process as we transition in new students. We also recognize that as we grow our international student enrollment, we will need to ensure that our efforts reflect the diversity of our campus.

Submitted by Susan Grindrod

Domestic Violence Committee Report

On May 15, 2006, a 20-year-old Toronto college student died as a result of injuries sustained after she was attacked in her college residence room by a man with whom she had had a relationship.

As part of Ontario's efforts to prevent such tragedies, the Domestic Violence Death Review Committee investigated the factors that led up to the woman's death and made six recommendations to Ontario's Chief Coroner.

Recommendation number 4 stated that the Ontario Association of College and University Security Advisors (OACUSA) *"should develop a consistent and comprehensive plan, in collaboration with health and counselling services available on campus, to educate students on the nature and risks of violence in dating relationships through public education campaigns and outreach programs to student dealing with intimate violence."* OACUSA was also asked to respond to any of the other recommendations contained in the report that universities and colleges would be in a position to implement.

OACUSA President Terry Sullivan sought the assistance of the Council for Ontario Universities (COU) to establish a committee to review the Coroner's report. In May 2011, the COU formed the Domestic Violence Committee with representation from a broad cross section of stakeholders, including representation from COU, Colleges Ontario (CO), colleges and universities to address the recommendations. A list of Committee members and the terms of reference are in Appendix 1 and Appendix 2. The Committee met nine times between Nov. 8, 2011 and April 23, 2012, and highlights from those meetings can be found in Appendix 3.

Ontario has more than 580,000 full-time students enrolled in universities and colleges.¹ The safety and well-being of these students represents an enormous responsibility and a high priority for postsecondary institutions.

For many students, attendance at university or college represents the first time they have lived away from home. But even for students who attend school in their hometowns, postsecondary institutions provide them with an opportunity to meet and form relationships with a whole new group of people.

Each postsecondary institution is different in terms of academic, athletic, social and cultural offerings. While personal safety and healthy relationships are issues that all postsecondary institutions promote, we noted that universities and colleges have developed prevention programs and responses to violence that are geared specifically to the needs of their student bodies. As part of the Committee's work, we surveyed postsecondary campuses in Ontario on their violence prevention activities. We've noted a sampling of the responses to the survey in Appendix 4. Given that colleges and universities already have violence prevention and response programs tailored specifically to the needs of their institutions, a single sector-wide approach is often not an effective

¹ Statistics Canada, "Public postsecondary enrolments by institution type, registration status, province and sex", <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/educ71a-eng.htm>, March 19, 2012.

approach to provide training and education on issues such as domestic violence. Instead of a single sector-wide approach, the Committee recommends that each institution reviews and then develops and/or refines its programs, drawing on successful practices from other postsecondary institutions as well as programs elsewhere.

As an example of the kind of literature postsecondary institutions make available to students, Queen's University produces a brochure: *Are You in a Healthy Relationship?* (Appendix 5). This is in effect a preventive approach, highlighting observable behaviours that suggest a risk of violence in relationships. However, this is only one component (secondary prevention). The Committee recommends a broader view of prevention activities, which include education, awareness raising and early recognition.

The tragedy of the Toronto student's death is a stark reminder of how important it is that all Ontario postsecondary institutions review their current safety practices around relationship violence, as well as best practices at other institutions, to ensure they are doing all they can to promote healthy relationships and to ensure the safety of all students.

The Domestic Violence Committee carefully reviewed the coroner's report, and specifically Recommendation 4:

Recommendation 4. The OACUSA should develop a consistent and comprehensive plan, in collaboration with health and counselling services available on campus, to educate students on the nature and risk of violence in dating relationships through public education campaigns and outreach programs to students dealing with intimate violence.

In response to this, the Committee recommends the following:

- All postsecondary institutions should have a threat assessment model, administered by individuals who have received appropriate training in the use of the model. An example of Western's Risk Assessment model is attached in Appendix 6.
- The Committee reviewed the 21 risk factors contained in the Domestic Violence Death Review Committee report and it recommends that all postsecondary institutions familiarize themselves with the more detailed list of risk factors contained in the Domestic Violence Death Review Committee's annual report. This more extensive list of risk factors should be considered when individual universities and colleges are developing any prevention programs or materials. http://www.mcscs.jus.gov.on.ca/english/DeathInvestigations/office_coroner/PublicationsandReports/DVDR/DVDR_2010.html.
- Every postsecondary institution should have a team in place with appropriate cross-section of disciplines and necessary training, to be able to respond to situations of domestic and other forms of violence. Depending on the institution, the disciplines would include security or police; counselling and health services; health and safety departments, student services leadership, residence leadership and human resources.

- Universities and colleges should adopt the term “relationship violence,” rather than “domestic violence,” so students can more easily identify what is meant by this form of violence.
- Postsecondary institutions should encourage and promote a philosophy and culture based on the belief system that we are all responsible for each other’s safety, both on and off campus. Individuals within campus communities should understand the risk factors and, when they see someone at risk, know how to effectively respond without compromising their own safety. An example of this kind of program is the national Centre for Research & Education on Violence Against Women and Children’s “Family Friends and Neighbours” program <http://www.neighboursfriendsandfamilies.ca>.
- While students recognize most kinds of physical violence, many may be unaware of the continuum of violence that can start with behaviours such as a partner exhibiting jealous, controlling behaviour that may lead to physical violence. All postsecondary institutions are encouraged to provide a variety of resources (print and online) to raise awareness of relationship violence as an issue, and to help students identify warning signs that may lead to relationship violence. While the form of these campaigns will vary among institutions, it is noted that October and November are good times of year on most campuses to effectively reach students. Awareness campaigns need to cover all students, including international students, graduate students, disabled students, students living in residence and those living off campus. Two examples of campaigns are at the University of New Hampshire <http://www.unh.edu/preventioninnovations/index.cfm> and the University of Toronto <http://www.healthandwellness.utoronto.ca/greendot.htm>.
- Students increasingly rely on social media for communications. When developing communications vehicles, including apps on various hand-held devices, it’s recommended that colleges and universities include information on relationship violence, with information on what resources are available.

Universities and colleges that have codes of student conduct should review them to ensure they include relationship violence. Institutions that don’t have formal codes of student conduct should consider introducing one. Many strong examples of codes of conduct are available at postsecondary institutions in Ontario; including at McMaster University <http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentCode.pdf>, University of Windsor <http://web4.uwindsor.ca/units/senate/main.nsf/982f0e5f06b5c9a285256d6e006cff78/631cc46c9f90eec3852570070054cf23!OpenDocument> and the University of Ontario Institute of Technology <http://www.uoit.ca/assets/Section~specific/About~UOIT/Governance/Office~of~the~Provost/Administrative~Code~1/Section~6/STUDENT%20CONDUCT%20POLICY.pdf>.

- Students who are also employees of universities and colleges need to be made aware of their responsibilities to report incidents of relationship violence, in accordance with Bill 168 of the Ontario Health and Safety Act (2010), which introduced due diligence measures respecting workplace violence. http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=2181.

- An effective working relationship between campus police or security and municipal police forces is fundamental in preventing and responding to relationship violence. To that end, the Committee recommends that COU and CO write to the Ontario Association of Chiefs of Police, stressing the importance of this partnership and of sharing information in cases where student safety could be compromised. Encouraging that these linkages be made with local institutions would be most helpful.
- Postsecondary special constables or security forces should receive training from municipal police forces on domestic violence risk factors. In particular, the link to the Domestic Violence Coordinator in the local municipal police force (a position which exists in every force) is key.
- Hospitals often have information on either the victim of relationship violence or the perpetrator that can be critical in preventing future violence. The Committee recommends that COU and CO make inquiries of the Ontario's Privacy Commissioner seeking clarification on what information can be shared between hospitals and police/security at postsecondary institutions, with a goal to facilitating such sharing of information where either the perpetrator or the victim of relationship violence is a student.

The Domestic Violence Committee was also asked to review and comment on the other five recommendations contained in the Coroner's report.

Recommendation 1. It is recommended that Police Services compel Domestic Violence Coordinators to facilitate the liaison and information sharing between case managers in domestic violence occurrences that cross-divisional and jurisdictional boundaries within their services.

Response:

Police/security at universities and colleges should be included in information sharing when a student is involved as either victim or perpetrator.

Recommendation 2. Incidents reported to, or investigated by Police as Domestic Violence, regardless of whether a verbal incident only or whether criminal charges are laid, should result in the completion of the Domestic Violence Supplementary Report (DVSR).

Response:

Postsecondary campus police/security should work closely with local municipal police forces in the investigation and documentation of incidents of domestic violence on campus and then coordinate closely with the Domestic Violence Coordinator in follow-up of same.

Recommendation 3. The DVSR should be used, not only to indicate the presence of violence risk-enhancing factors, but also to identify these areas where case management could mitigate the risk or future violence. When risk factors, such as substance abuse, mental health concerns, employment issues, etc are identified, efforts should be made to provide appropriate references or involve appropriate services to allviate those risk factors.

Response:

Similarly, the documentation developed by postsecondary campus police/security should be referred to the institutional team in place – the team is noted in one of the bullet points under Recommendation 4.

Recommendation 5. Details and facts from this case should be used as a training aid to educate law students, continuing education for practicing lawyers (crown attorneys, family law and criminal law) and the judiciary regarding the issues and concerns facing victims of domestic violence. In particular, this case demonstrates the need for the timely and accurate sharing, not just within police services itself, but also between the police, judiciary, probation services and health care providers.

Response:

The Domestic Violence Committee will request that members of CSAO, who have law schools as part of their universities, send the Coroner's report to their Law school Deans, highlighting this recommendation.

Recommendation 6. It is recommended that health care facilities consider formulating (and/or reviewing and revising as necessary) protocols, policies and procedures to provide specific practice guidelines, in order to ensure an immediate and proactive response to information reported to them of a "No Contact Order" between a patient and a visitor.

Response:

Campus police/security at postsecondary institutions should be notified when a "No Contact Order" is issued that involves students either as victims or the perpetrator.

Appendix 1 – List of the Domestic Violence Committee members

**Council of Ontario Universities
DOMESTIC VIOLENCE COMMITTEE**

Participant List

Chair of Committee: Gitta Kulczycki, Western University
Deputy Chair of Committee: Terry Sullivan, McMaster University
Janice Beatty, Sault College
Steve Bernique, University of Ottawa
Dr. Mike Condra, Queen's University
Helen Connell, Western University
Susan Grindrod, Western University
Alan Hayward, Mohawk College
Julia Lewis, Ryerson University
Cindy O'Brien, Seneca College
T.K. Pritchard, Queen's University
Susan Webb, York University
Monica Reilly, Colleges Ontario
Nancy Sullivan, COU
Alia Karsan, COU

Appendix 2 – Committee terms of reference

Domestic Violence Committee Terms of Reference

Context:

On February 22, 2011, Terry Sullivan, President of the Ontario Association of College and University Security Administrators (OACUSA) received a memo from the Office of the Chief Coroner, regarding a report and recommendations prepared by the Domestic Violence Death Review Committee of Ontario, in response to a student death in May 2006 from domestic violence in a student housing residence.

OACUSA was asked to address recommendation 4 of the report, which states that OACUSA “should develop a consistent and comprehensive plan, in collaboration with health and counseling services available on campus, to educate students on the nature and risks of violence in dating relationships through public education campaigns and outreach programs to students dealing with intimate violence.” Further, OACUSA was asked to review any other recommendations in the report, which the organization may be in a position to implement. Finally, it was noted that if OACUSA was not the correct body to respond, suggestions as to where to direct the recommendation would be welcomed.

A response to this recommendation is requested by February 2012, and any others as might be determined by the Domestic Violence Committee to be appropriate, for submission to Kathy Kerr, Executive Lead – Committee Management, Office of the Chief Coroner.

Terry Sullivan approached the Council of Ontario Universities (COU) on behalf of OACUSA to suggest that a multi-stakeholder group with representatives from COU and Colleges Ontario (CO) would be better suited to respond to the recommendation. The suggestion was discussed by COU’s Council of Senior Administrative Officers (CSAO) in May 2011, which agreed that a multi-stakeholder group should be formed to address the recommendation rather than relying on OACUSA alone.

Purpose of the Domestic Violence Committee:

The Committee will prepare a response to Recommendation 4 of the Domestic Violence Death Review Committee report, for submission to Kathy Kerr by February 2012.

The Committee membership will be cross-sectional and include representation from OACUSA, Student Affairs, Communications and Public Affairs, the COU Group on Mental Health (a sub group of the Reference Group on Accessibility), Council of Environmental Health and Safety Officers (CEHSO), and a student representative.

Goal:

To develop a plan for educating students on:

- a) the nature and risks of violence in domestic relationships
- b) with reasonable, effective and cost-efficient action items that best utilize institutional resources and
- c) increase student awareness of the issues and overall safety

To identify systems and linkages which need to be in place:

- a) in order to recognize domestic violence conduct when it comes to the institution's attention and
- b) to take appropriate actions for prevention and response

Mandate:

The Domestic Violence Committee will examine options for public education campaigns and outreach programs, designed to help postsecondary students deal with issues and risks related to domestic violence. The Committee will identify systems that need to be in place to equip postsecondary institutions to take appropriate actions for prevention and response when domestic violence conduct comes to the institution's attention. Specifically, the Committee will:

- Review and consider the 21 risk factors identified in the Domestic Violence Death Review Committee report (p.5) to ensure the list is comprehensive, accurately reflecting potential impacts to students and is addressed in the response
- Identify tools, including those that were developed in accordance with Bill 168 (i.e. programs, services, systems and collaborative groups) on campuses that are currently available to raise awareness and educate students on the risks of domestic violence and the support available to them if they are at risk
 - Examine how systems that are currently in place to investigate and respond to domestic violence under Bill 168 may be useful in providing the structure to respond to situations of domestic violence with students
- Identify linkages and systems needed to recognize domestic violence conduct when it comes to the institution's attention, and to take appropriate actions for prevention and response
- Determine the interaction and alignment between programs for students and training that is already provided to staff and faculty in accordance with Bill 168.
- Identify best practices with regards to education and support mechanisms
- Identify gaps between best practices and the programs and tools that are currently available
- Develop a framework/recommendations for universities and colleges to adapt their current practices to reflect best practices identified by the committee to educate students about the risks of domestic violence and provide them with appropriate support in the event they experience it.
- Provide outreach to the Provincial Death Review Committee for better understanding of postsecondary structures, and supports for students

Timeline:

The committee's report, which will consist of framework/recommendations, will be submitted to CSAO for comments on January 15, 2012, and a final report will be submitted to the Office of the Coroner on February 22, 2012. *(Note: These timelines may change. COU will speak with Coroner's office to discuss possibility of extending the timeline in light of the expanded mandate being undertaken. The originally requested recommendations surrounding education may follow the original timeline and the expanded mandate may have an extended timeline).*

Appendix 3 – Committee meeting highlights

The Committee met nine times between Nov. 8, 2011 and April 23, 2012 and reviewed the Chief Coroner's Report and recommendations. Below are highlights from those meetings:

- The list of risk factors developed by Ontario's Domestic Violence Review Committee was reviewed and expanded upon by the Committee, which took into consideration the specific needs of international students, cultural differences, operational risks and the specific university and college demographic
- A review of literature on risk factors specific to threat assessment was conducted
- A survey was sent to all colleges and universities, requesting information about programs and the sharing of any materials relating to current practices and education programs related to domestic violence
- The Ontario Women's Directorate was informed about the Committee's mandate and information was shared
- A list of experts in the field of relationship violence who could be consulted by the Committee as required was developed: They included: the Ontario Women's Directorate; J. Kevin Cameron, M.Sc, R.S.W., Diplomate with the American Academy of Experts in Traumatic Stress; Peter Jaffe, PhD, Academic Director of the Centre for Research and Education on Violence Against Women and Children; Marisa Randozzo, PhD, President, Threat Assessment Resources International
- Advice was sought from the Ontario Undergraduate Students Association (OUSA) and College Student Alliance (CSA) regarding the best way to reach students and educate them about domestic violence risk factors. The advice they provided included: a mixture of media is required to reach students such as incorporating social media (especially Twitter) as well as traditional media (campus newspapers); use of statistics and a "Did You Know Campaign" to dispel myths surrounding partner violence, with links to a website with information; and using "peer ambassadors" could help communicate and raise awareness
- The use of social media to reach students was discussed in detail, including reviewing the YWCA's app on violence prevention, "YWCA Safety Siren"
- The Committee reviewed violence prevention programs offered by the University of Toronto (the Green Dot) <http://www.healthandwellness.utoronto.ca/greendot.htm> as well one developed by the University of New Hampshire <http://www.unh.edu/preventioninnovations/index.cfm> and used by the University of Windsor <http://www.uwindsor.ca/womensstudies/bringing-in-the-bystander> . Information was also shared on the Family, Friends and Neighbours program <http://www.neighboursfriendsandfamilies.ca>. As well, the Committee reviewed the British Columbia program WorkSafeBC – Toolkit for Domestic

Violence in the
workplace. http://www.worksafebc.com/news_room/news_releases/2012/new_12_03_22.asp

Appendix 4 – Domestic Violence Survey Information universities and colleges

Question 1

Does your institution provide education or awareness to students with regard to issues of healthy relationships, domestic violence or recognizing the early warning signs of violence in relationships?

- a. If “yes”, which unit takes the lead in organizing this*
- b. Are students/student groups involved in the planning or delivery of these programs*

Answer 1: Colleges

- 17 Colleges responded
- 16 acknowledged they had formal programs, 1 did not
- 13 acknowledged they had student involvement
- Lead units identified (many were joint)
 - Student Services / Student Counseling (10 responses)
 - Health Care Centre / Health Services (5 responses)
 - Security Services (3 responses)
 - Residence Services (3 responses)
 - Human Resources (2 responses)

Answer 1: Universities

- 14 Universities responded
- 11 acknowledged they had formal programs, 3 did not
- 9 acknowledged they had student involvement
- Lead units identified (many were joint)
 - Student Services / Student Counseling (3 responses)
 - Health Care Centre / Health Services (4 responses)
 - Security Services (3 responses)
 - Residence Services (3 responses)
 - Human Resources (2 responses)

Question 2

How does your institution publicize this program to students and engage them in it?

Answer 2: Colleges

- 16 Colleges responded
- Campaigns, long and short term
- Print materials (posters, pamphlets, etc)
- Personal counseling
- Use of video monitors
- Mass email

- Online resources (website, resource links)
- Community service related programs
- Domestic violence awareness incorporated into curriculum
- Campus newspapers
- Residence programs

Answer 2: Universities

- 14 Universities responded
- Print materials (posters, pamphlets, etc)
- Facebook and social media
- Frosh week
- In class presentations
- Personal counseling
- Campus events
- Online resources (website, resource links)
- Residence programs
- Student services
- Discrimination and Harassment Prevention Services

Question 3

How is this program delivered?

Pamphlets / Where are these made available?

Awareness events (e.g. the White Ribbon campaign, domestic violence week) /

How often are these held?

Information sessions / How often are these held?

Workshops / How often are these held?

Other (i.e. integration within the curriculum, through services on campus, awareness campaigns, community forums, special events)

Answer 3: Colleges

- 16 Colleges responded
- Pamphlets (13 responses) / Available at info sessions, human resource offices, student government offices, security, counseling services, student health centres, student success centres, and online
- Awareness events (5 responses) / Held annually, by semester, several times per year, sporadic, twice annually, twice per semester
- Information sessions (10 responses) / Held each semester, sporadic, by request, several times per year, annually, as requested.
- Workshops (6 responses) / Held 3 times per year, annually, as requested, once per semester
- Other – special events i.e. women's health and safety, online e-health, integrated into curriculum in community service programs, participation in Nov 25 international day for the elimination of violence against women.

Answer 3: Universities

- 12 Universities responded
- Pamphlets (9 responses) / Available at women's centre, human resource offices, student government offices, security, student services, student health

centres, student success centres, residences, and throughout campus departments

- Awareness events (9 responses) / Held every two months, annually, during orientation week, Dec 6, upon request, during frosh week, several times per year, green dot talks
- Information sessions (11 responses) / 4-8 times per year, during orientation week, valentine's day, Dec 6, November, several times per year, upon request, and 2-3 times per year
- Workshops (4 responses) / Held 1,2,3, and 4-8 times per year
- Other – special displays, integrated into curriculum, outreach, magazine articles, take back the night walk on campus, grant proposals to status of women Canada, violence prevention strategies (green do), bystander training, awareness weeks (i.e. women's week)

Question 4

Do you evaluate the effectiveness of the program?

- a. If "yes", have you found any of the approaches you use particularly effective?*
- b. Do you gather any outcome measures concerning your programs? If so, please describe the outcome measures.*

Answer 4: Colleges

- 11 Colleges responded no
- 5 Colleges responded yes
- Only workshops are evaluated
- Feedback in residence is done informally
- Hands on workshops are most effective
- Requests for more workshops are collected and counted

Answer 4: Universities

- 2 Universities responded no
- 8 Universities responded yes
- Feedback forms / evaluations at sessions
- Monitoring frequently viewed websites
- Informal evaluation (discussions)
- Learning outcomes survey
- Client satisfaction surveys (counseling services)
- Reflection papers on learning effectiveness from students

Question 5

Do you offer Bill 168 (Workplace Violence and Harassment Prevention, threat recognition etc.) related training/awareness sessions to students?

*The results of this survey suggest that this particular question was interpreted differently by various institutions.

Answer 5: Colleges

- 5 Colleges responded yes
- 11 Colleges responded no
- Addressed in student conduct policy and student handbook

- During orientation and student conduct policy
- Delivered to students who are employed by the college


Answer 5: Universities

- 6 Universities responded yes (to employed students)
- 2 University responded no
- Delivered to students who are employed by the university
- Only those on committees
- Through the student code of conduct
- In individual situations where behavior is being addressed
- To student leaders and teaching assistants

Appendix 5 – Queen's University Pamphlet

Are You In A Healthy Relationship?

What signs would tell you otherwise?



Second Edition, September 2009
Produced by: HCDS, Queen's University
Funding provided by Ministry of Training, Colleges and Universities, (Women's Campus Safety Grant)

Relationship Violence: The Facts

- Relationship violence affects individuals from all races and social classes equally
- 16% of women have experienced physical violence from a male partner
- 35% of women have experienced emotional abuse in a relationship
- Relationship violence also occurs in gay/lesbian relationships
- Men who are being abused by women have few resources to turn to. They fear ridicule and not being believed which results in few reliable statistics on relationship violence against men

Healthy Relationships

In healthy relationships, people feel valued, supported, and safe and cared for by their partners. Partners trust each other and respect each other's feelings and opinions.

What Is Emotional Abuse?

Any behavior by your partner that leaves you feeling stressed, out of control and diminished, never knowing where you stand and walking on eggshells.

- Emotional abuse is often very harmful to a person's self-esteem, and work or academics.
- It can make it much more difficult to leave a relationship.
- The longer the person stays in an unhealthy relationship, the harder it is to leave.

Emotional Abuse

Emotionally abusive relationships usually follow a roller-coaster ride of good and bad times, which may have a number of patterns.

- An angry or violent outburst followed by a "honeymoon period" where your partner is apologetic and tries to make up for the outburst.
- More subtle forms of abuse in which you never know where you stand in the relationship and feel that you have to anticipate his/her moods and feelings in order to keep the relationship alive.

Warning Signs

Does your partner do any of the following?

Psychological Abuse

- Play mind games
- Make you feel guilty
- Blame you for his/her anger
- Have extreme mood swings

Humiliation /Lack of Respect

- Insult you, criticize you, call you names
- Belittle what you say
- Pressure you to overspend, or use your money
- Put you down in public
- Ignore you
- Is unavailable when you want to do something special

Controlling Behaviour

- Isolate you from friends and family
- Act possessively, get jealous if you talk to others or go out with friends without him/her
- Tell you what to wear, how to act in public
- Is over-solicitous; always at your side before and after classes, work, etc.
- Use culture or religion to justify unhealthy behaviour

Threats/Intimidation

- Threaten to harm you or yourselves if you leave
- Scare you "for a laugh" e.g. drive recklessly
- Frighten you with intimidating looks or gestures
- Is very demanding of your time even when you are busy

Other Signs of Lack of Respect

- Abuses alcohol or drugs
- Tells jokes, stories that are offensive (sexist, racist, homophobic)
- Is violent towards others, gets in fights
- Cheats on you, breaks your trust
- Refuses to publically acknowledge your relationship

Threaten to shame you or expose details of the relationship

- Use violence when angry, either to you or objects around you

Violate Your Boundaries

- Read your diary, e-mail, or letters to others, without permission
- Pressure you for sex when you are unwilling
- Won't stop "teasing" you when you ask him/her to

If you have experienced any of the signs above, there may be problems in your relationship that needs to be addressed.

Do you find yourself...?

- Apologizing a lot for your behaviour?
- Trying to predict his/her mood?
- Rehearsing what you will say to him/her?
- Giving up activities and friendships that mattered in the past?
- Making excuses for his/her behaviour?
- Feeling more insecure than you did in the past?
- Blaming yourself for your partner's behaviours?
- Hiding problematic things that your partner is doing?

What Can You Do?

- Get some support
- Tell someone you trust
- Remember you are not alone
- Don't ignore it; it won't go away**

If you are unsure whether or not you are in an unhealthy relationship, **talk to someone who can give you honest feedback.**

- Keep a strong support network
- Talk to someone you trust, and go to a second person if the first is not helpful
- Recognize that you are not responsible for your partner's behaviour
- Consider your options: should you stay or leave? Remember that abusive behaviour rarely changes by itself

If you decide to leave:

Evaluate your safety and work on a safety plan.

If you fear for your safety, talk to a professional right away. Talk to a counsellor, doctor, the Human Rights Office, Campus Security, or the police for advice on staying safe. You can also call the numbers listed in this pamphlet.

If you decide to stay:

- Get help- don't stay silent
- Make sure you are safe
- Start re-evaluating your reasons for staying

Where Can I Get Help And Support?

Student Counselling Service	533-6000
Free and confidential support	ext: 78264
Human Rights Office	533-6886
Confidential advice and assistance	
Campus Security	533-6111
Sexual Assault Centre	545-0762
K3C Women's program	549-7850
Queen's Kingston Lesbian, Gay, Trans-identified Association	533-2960
Kingston Interval House Women's shelter	546-1833
HCDS website- Dating 101	
http://www.queensu.ca/hcds/cs/dating101.html	

Appendix 6 – Western's Threat Assessment Tool

MENTAL HEALTH CONCERNS	PATTERN OF THOUGHT / BEHAVIOR	PRIORITY LEVELS*	MANAGEMENT STRATEGIES
Neither	Concerning Behavior Exhibited Only	1: No Identified Risk INFORMATION ONLY The subject of concern “does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community.”	<ul style="list-style-type: none"> • Case can be closed with monitoring plan, following appropriate documentation • Possible consultation/referral to counselling services at Student Development Centre or Student Health Services • Consider situation as educational opportunity for campus community
Neither or Disturbed	Ideation <ul style="list-style-type: none"> • Threat is vague and indirect • Information within the threat is inconsistent, implausible or lacks detail • Threat lacks realism • Content suggests person is unlikely to carry it out • IN ALL CASES DETERMINE EXACT WORDS/ ACTIONS THAT LEAD TO CONCERN 	2: Low Risk ALERT The subject of concern/ situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. This case may warrant some intervention, referral and monitoring to minimize the risk for escalation.”	<ul style="list-style-type: none"> • Identify the type of monitoring: Active or Passive • Possible consultation/referral to counselling services at Student Development Centre or Student Health Services • Behavioral contract or treatment plan with subject • Conflict management, mediation, problem-solving • Consider situation as educational opportunity for campus community
Disturbed <u>or</u> Disturbing	Planning <ul style="list-style-type: none"> • Wording suggests subject has given some thought to how the act will be carried out • General indication of a possible place and time (but not a detailed plan) • Specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I really mean this!” 	3: Moderate Risk CAUTION The subject of concern/”situation does not appear to pose a threat of violence or self-harm at this time, but does exhibit behaviors /circumstances that are likely to be disruptive to the community. This case warrants some intervention, referral, and monitoring to minimize risk for significant disruption to the community (or individual) or escalation in threat. ”	<ul style="list-style-type: none"> • Develop an active monitoring/case management plan • Campus Police for investigation and assessment • Consultation with Legal Counsel • May be referred to Vice-Provost, Academic Programs and Students • Case may be referred to appropriate counselling services • Evaluate parental/guardian notification • Evaluate need to request permission from student to receive medical/educational records • Consider referral for assessment
Disturbed <u>and</u> Disturbing	Preparation <ul style="list-style-type: none"> • Strong indication the subject has taken preparatory steps • Threatening comments • Comments/ Actions indicate a potential violence 	4: High Risk DANGER The subject of concern/situation “appears to pose a threat of harm to self or others, usually to an identifiable target, but currently lacks immediacy and/or a specific plan – or a specified plan of violence does exist but currently lacks a specific target.”	<ul style="list-style-type: none"> • Campus Police for investigation & Criminal assessment • Liaison with local police to compare red flags • Consider Trespass to Property/ Mental Health Act arrest • Evaluate hazard notification to others • Consultation with Legal Counsel • May be referred to Vice-Provost, Academic Programs and Students – Code of Student conduct • Parental/guardian notification obligatory unless contraindicated • Initiate involuntary medical withdrawal/ safe return plan • Consider situation as educational opportunity for campus community
Disturbed <u>and</u> Disturbing	Implementation <ul style="list-style-type: none"> • Direct, specific, and plausible plan • Threat suggests specific steps have been taken toward carrying out serious threat; for example, statements indicating that the subject has acquired or practiced (has ability) with a weapon (weapon accessible) or has had the victim under surveillance; or is committing serious in committing criminal violence 	5: Imminent Risk EMERGENCY The subject of concern or situation “appears to pose a clear and immediate threat of serious harm toward self or others and requires containment.”	<ul style="list-style-type: none"> • Call 911 for Campus Police - Law enforcement response • Liaison with London police to compare red flags • Trespass to Property, Criminal Code, Code of Conduct • Mental Health Act arrest – on or off campus • Temporary Sanction Vice-Provost, Academic Programs and Students including interim suspension • Evaluate hazard notification to others • Parental/guardian notification obligatory unless contraindicated • Initiate involuntary medical withdrawal • Once emergency actions have been taken, develop an active monitoring/management ‘safe return’ plan • Consider situation as educational opportunity for campus community

Risk Assessment for Concerning and Violent Behaviours
Western University – 2010 - 2012

Violence, to occur, generally includes escalated warning signs and requires (1) motivation (2) opportunity (3) ability.

THREAT ASSESSMENT MODEL

VIOLENCE IS THE PRODUCT OF AN INTERACTION AMONG THREE FACTORS:

1. The *individual* who takes violent action
2. *Stimulus or triggering conditions* that lead the subject to see violence as an option, “way out,” or solution to problems or life situations
3. *A setting that facilitates or permits the violence*, or at least does not stop it from occurring

INVESTIGATION:

What is the observed behavior – WHAT HAPPENED?

What are the exact words/ actions - ‘facts in issue’?

When did situation(s) of concern occur?

Who was involved, offender(s), victim(s), witness (es)?

What is the background of the issues relating to personal safety concerns?

Materials created or possessed by the subject (photos, journals, e-mails, facebook pages, text messages etc):

Information from witnesses and people who know the subject:

Records or archival information (police records, mental health or social services records):

Subject has expressed interest in possible targets. ☐ Yes ☐ No

Subject has communicated with possible targets. ☐ Yes ☐ No

Subject has considered/attempted harming self or others. ☐ Yes ☐ No

Student has secured or practiced with weapons. ☐ Yes ☐ No

Subject has followed or approached potential targets. ☐ Yes ☐ No

Subject has the ability (training/ tools) to carry out threats. ☐ Yes ☐ No

Are potential targets identifiable? ☐ Yes ☐ No

Is the potential target known/ well known to the subject? ☐ Yes ☐ No

Is the potential target vulnerable to attack? ☐ Yes ☐ No

Is the target afraid of the subject? ☐ Yes ☐ No

Is the target naïve about the need for caution? ☐ Yes ☐ No

Can/Has target articulate (d) the need to stop? ☐ Yes ☐ No

EVALUATION:

Evaluation: Is the subject moving toward or away from violence?

Does it appear more or less likely that violent action will take place? What is the information or reasoning behind that conclusion?

How close is the subject to attempting an attack? What thresholds have been crossed?

What might change the subject’s life/situation to increase or decrease the risk of violence?

CASE MANAGEMENT:

Action plan, who implements, and timeline:

FOLLOW-UP:

What is the victim's feeling of comfort/ safety with the developments that have occurred?
Is a communications plan, counseling, tracking and support in place for the victim?
What has changed in the subject's life that appears to lessen/ increase the likelihood of violence?

What portion(s) of the case management plan seemed to affect the subject's thinking or capacity to initiate violence and to what extent?

What life circumstances might occur that would again put the subject at increased risk of contemplating, planning, or attempting violent action?

Are there supports and tracking in place (or that can be developed) under the current circumstances and that will be known and available at a future time when the subject is again at risk of moving toward violent behavior?

GUIDELINES FOR THREAT ASSESSMENT CASE REVIEW AND MANAGEMENT

The following items serve as guidelines to help the Safe Campus Advisory Partners (SCAP) collect and review information about a student of concern and appropriately perform a fact-based threat assessment of that individual. The ultimate conclusion whether someone poses a threat will be based upon the judgment of the team based upon the "totality of the circumstances" known about the student of concern. SCAP is not limited to the discussion items listed below, and not all items will be applicable to every situation. In addition to the threat of harm to others, SCAP should also consider issues of harm to self.

I. Initial report from referring entity/individual, prior to SCAP evaluation

- Identity of alleged victim(s)/target(s) (see further discussion in Section II)
- What is the identified/exhibited concerning behavior by the subject of concern?
 - Was there an actual action/ threat to commit a violent act or engage in behavior that appears to threaten "targeted violence?" (For these purposes, "targeted violence" means an incident of physical violence in which both the perpetrator and target(s) are identified or identifiable prior to the incident.)
 - What are the motivations behind the student's statements or actions?
- Identity of person making the report and relationship to student
 - What are the reasons that this person made the report?
 - What are the motivations of the person making the original report?
 - What is the credibility of the person making the original report?
- What was the initial intervention with the subject of concern, if any?
 - What immediate efforts have been made to resolve the problem, and what has been the result?
 - Is the subject of concern satisfied (i.e., "cooling down effect") with the efforts to resolve the problem up to the point of the evaluation?
 - Does the situation or circumstance that led to this behavior still exist?

- Has the subject expressed any reason for the behavior?
- Has the subject displayed any lack of concern for any consequences of violent or inappropriate behavior?
- Post initial incident assessment
 - Does the situation appear to be safe now, or are there remaining safety concerns?
 - What portion(s) of the immediate response plan seemed to affect the subject's thinking or capacity to initiate violence and to what extent?
 - Are there supports and tracking in place (or that can be developed) that will be known and available at a future time when the subject is again at risk of moving toward violent behavior?
- Has the subject been interviewed?
 - If so, what information was learned?
 - If not, should an interview be conducted?
- Should additional interviews be conducted with the original complainant, the alleged target(s), witnesses, close associates, and others in order to gather information and assess credibility?

II. Investigation of 'subject' of concern background

- Reports of concerning behavior from Western Campus Community members
 - Faculty and Staff
 - Campus Police
 - Office of Vice-Provost, Academic Programs and Students
 - Any Student Service Departments
 - Student Development Centre
 - Student Case Manager
 - Student Health Services
 - Residence Counsellor
 - Academic Counsellor
 - Athletic Coaches or Recreation Centre Staff
 - Housing or Food Services
 - Student Health Services
 - Equity and Human Rights
 - Close Friends and/or Acquaintances
 - Classmates
 - Roommates
 - Persons who knew student before he/she made a threat
 - Others

II. Investigation of 'subject' of concern background, continued

- Review and evaluation of records or archival information from the above Western sources or others
- Other appropriate sources of information
 - Previous educational institutions
 - Campus Police records
 - Records from Housing, Campus Rec., etc.
 - External law enforcement agencies
 - Other medical providers
- Personality of the subject

- What is the subject's age and maturity?
- Self Perception:
 - What kind of person does the subject imagine him/ herself to be?
 - How does the subject believe they appear to others?
- Does the subject exhibit behaviors that demonstrate difficulty coping with conflicts, disappointments, loss, insults, failures, or stressful situations?
 - Has the subject recently experienced losses, failures, or stressful situations?
 - Does the subject appear to be, or perceive self to be a victim of bullying, persecution, or injury from others?
 - Does the subject express anger or rage, frustration, disappointment, humiliation, sadness, or similar feelings?
 - Does the subject exhibit behaviors or make statements which indicate no alternatives or options to violence and/or threats?
 - Does the subject demonstrate or fail to demonstrate resiliency after a setback, failure, real or perceived criticism, disappointment, or other negative experience?
- How does the subject demonstrate attitude toward others (For example, does the student view others as inferior or with disrespect?)
 - How does the subject respond to rules, instruction, or authority figures?
 - Does the subject demonstrate a desire or need for control, attention, respect, admiration, confrontation, or other needs?
 - Does the subject demonstrate or fail to demonstrate empathy with the feelings and experiences of others?
- Does the subject openly communicate concerning statements (for example, journals, e-mails, Facebook, MySpace, Twitter, Google, and other social networking pages, etc.)?
- Identification and evaluation of close friends, family, co-workers, faculty members, student organizations, and colleagues, etc.
 - Family Dynamics
 - What are the patterns of behavior, thinking, beliefs, traditions, roles, customs, and values that exist in the family?
 - What is the culture of the family (e.g., racial, ethnicity, socioeconomic, etc.)?
 - School Dynamics and the student's role in those dynamics
 - What are the patterns of behavior, thinking, beliefs, customs, traditions, roles, and values that exist in the University's culture?
 - Social Dynamics
 - What are the subject's interests?
 - Does subject display an interest in incidents of violence, violent actors, or weapons?
 - Does subject exhibit an obsessive interest in persons or activities?
 - Has the subject exhibited a loss of interest in things previously enjoyed?
 - What are the subject's attitudes toward such things as drugs and alcohol?

- Do individuals in this subject's support network appear to be responsible and supportive? Or is there evidence of negative influences stemming from others around the subject?

III. Investigation of and information about the alleged Target/Victim (hereinafter referred to as "Target(s)") (This section may not be applicable to threats of harm to self)

- Are potential targets identifiable, or does it appear that the subject of concern, if considering violence, has not yet selected targets for possible attack?
- What is the relationship between subject and target?
- What is the proximity between the subject and target?
- Is target aware of subject's concerning behavior or focus as a target?
- Is the target afraid of the subject? Is the targeted individual's degree of fear shared by family, friends, faculty, staff and/or colleagues?
- What steps has the target taken or is willing to take to protect self further?
- Is the target particularly vulnerable to attack?
- Does the targeted individual have the resources to arrange for physical security?
 - Has the target engaged in self-defense mechanisms?
 - Has the target informed others about the subject (e.g., CCPS or other law enforcement, family, friends, counsellors, etc.)?
 - Has target articulated the need to stop to the subject?
 - How able is the individual to communicate a clear and consistent **"I want no contact with you"** message to the subject?
 - Has subject of concern abided by this directive?
- Has a safety plan been developed and communicated to the target?
- Has a 'potential for personal hazard' been communicated to others, or considered if this is necessary.

IV. Discussion and assessment of the circumstances surrounding these actions and behavior/conduct

- IDEATION: Has the subject formulated an idea to do harm to self or others?
 - What behaviors demonstrate that the subject has considered/attempted harm to self or others?
 - Are these behaviors significantly disruptive to the campus environment?
 - What interactions or communications has the subject had with potential targets?
- PLANNING: Has the subject developed a plan to carry out that harm?
 - Is the subject surveying possible sites for aggression?
 - How fast is this subject moving toward engaging in harm?
 - How sophisticated does the subject appear to be? How sophisticated do plans appear to be?
 - What is the specificity of the plan? (The more specific, the more concerning.)
 - What is the lethality of the means? (The more lethal, the more concerning.)
 - What is the availability of the means?
 - What is the subject's proximity to social supports?
 - Has the subject expressed intent to carry out a plan? If so, to what degree?

- **PREPARATION:** Has the subject developed the capacity to carry out the plan; i.e. exhibited behaviors that move the idea of harm forward toward actual harm?
 - How organized is the subject's thinking and behavior?
 - Does the subject have access to a weapon or is student trying to gain access?
 - Has subject secured or practiced with weapons (and ammunition)?
 - Has subject followed or approached potential targets, either with or without weapons?
 - Is the subject testing access to potential targets?
 - Is subject rehearsing attacks or ambushes?
- **IMPLEMENTATION:** Is the subject at the point of carrying out an attack?
 - Does it appear more or less likely that violent action will be directed by the subject against the target(s)? Why?
 - What thresholds, if any, have been crossed? For example:
 - Has subject disobeyed the target's request for no contact?
 - Has the student violated CCPS, law enforcement, or court orders?
- Has subject prepared for the consequences of a potential attack by doing such things as preparing a will, giving away personal items, or expressing a willingness to die or to be incarcerated?
- What might change in the target's lifestyle or living arrangements that could make attack by the student more difficult or less likely, i.e. is the targeted individual planning to move, spend more time at home, or take a new job?
- What might change in the subject's life to increase or decrease the risk of violence?

V. *Assignment of Priority and Proposed Response Level (see Violence Continuum Matrix)*

VI. *SCAP Recommendation of Specific Response Action Plan and Follow-Up*

- Discussion about potential consequences of recommended Action Plan on subject:
 - Versus: What are the needs of the Western Community?
- What University resources are available to this subject and the team (including mental health services, crisis management, and comprehensive services for victims, whether provided on campus or community resources)?
- Recommendations on Action Plan:
 - Appropriate office(s) or administrator(s) who has the authority to act
 - Timeline
 - Support services for students (including, but not limited to, mental health services, crisis management, and comprehensive services for victims, whether provided on campus or community resources)
- Is there a need to gather further information?
 - Responsible Official
 - Timeline
- Post-Incident Assessments and Evaluation of effectiveness and response to incident
- Follow-up to ensure continuation of incident management and evaluation of continuation or conclusion.

VII. Additional Information or Comments

References (full bibliography included in handout):

Deisinger, G., Randazzo, M., O'Neill, D., Savage, J. (2008). *The handbook for campus threat assessment and management teams*. Massachusetts. Applied Risk Management.

Dunkle, J. K., Silverstein, Z., & Warner, Z. (2008). Managing violent and other troubling students. *Journal of College and University Law*, 34(3), 585-633.



Western

SEXUAL ASSAULT & DOMESTIC VIOLENCE CAMPAIGNS ON CAMPUS

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
150	Annually	Residence Staff From Main Campus & King's University College	Dr. Peter Jaffe (Dr. Linda Baker, presented in his absence) Academic Director, Centre for Research on Violence Against Women & Children	Domestic Violence, Assault, Bullying. He has been presenting for at least 3 years	Yes, as part of overall residence student staff training evaluation	Key-Note Presentation with video
6800 All first year students + 800 sophs	Annually	Western & Affiliate University Colleges at Alumni Hall	Mike Domitrz, Professional Keynote Speaker	Presented for 5+ years about Issues of Consent and response by Bystanders: How to seek consent in intimate relationships. 93% said "informed" or "fully informed" about consent when surveyed.	Yes, as part of on-line survey to all incoming first-year students.	Information Session / Role Playing
4300 Potentially	Annually	Students living in residence	Housing Department: Consent and Healthy Relationship Awareness Committee	Committee comprised of student leaders that develop yearlong residence wide programming on the topic of consent and healthy relationships. Focus on sexual assault awareness, what is consent, resources and healthy vs unhealthy relationships	In progress	Various Forms, displays, posters, information sessions, multimedia, social media

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
150		Residence Student Staff	Housing Department: How to respond to situations involving domestic violence and sexual assault	Behind Closed Doors Training; Domestic Violence & Sexual Assault Scenarios. 93% of residence student staff rated this as beneficial or extremely beneficial in preparing them for their role.	Yes, as part of overall residence student staff training evaluation	Information Session / Role Playing
140	Annually	Residence Staff	Housing Dept.	Reference Guide & Acting Manager Pocket Reference Guide includes section on Domestic Violence and sexual Assault. Student staff have commented favourably about the usefulness of this resource.	No	Review of Material
TBD Schedule for Oct 16. Promoted to all residence student	Annually	Students living in residence	USC Project Unbreakable	Presenter Grace Brown speaks about her work with Sexual Assault Survivors and her photo project as awareness http://projectunbreakable.tumblr.com/	In progress	Guest Speaker
800		Sophs	USC	USC Soph Protocol – if student discloses info, immediately “report up” to refer to professionals	No	Information Session
4300 Potentially	Annually	Students living in residence	Display/Awareness Campaign	Consent Campaign to educate about consent during intimacy, booklet to staff about sexual assault awareness funded by Women’s Safety Department.	No	Awareness Display & Campaign

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
400	Annually	Residence Staff & Residence Sophs	Housing Department: “See something, Do Something” Active Bystander Training and Awareness	Campaign about taking action when something seems out of place. Teaching students to “Do something” and empowering these student leaders to begin creating this culture in their communities.	Yes, as part of training feedback and evaluation	Training Information Session & Videos
6800 All first year students + 800 sophs	Annually	Western & Affiliate University Colleges at Alumni Hall	Housing Department: “See something, Do Something” Active Bystander Awareness	A video ad to begin messaging and student awareness around being an active bystander http://www.youtube.com/watch?v=gRSJGpEdL0c 61% of students said that this topic was informative	Yes	Multi media video and presentation
4300 Potentially	Annually	Students living in residence	“See something, Do Something” Display/Awareness Campaigns/Video/Residence staff, sophs	Campaign educating all residence students about being an active bystander and acting when something does not seem right. Specifically focusing on bystander intervention in situations of sexual assault and violence	In Progress (Pre evaluation complete. Post to be completed at year end.)	Various forms. Video in progress, displays, and workshops
150	Annually	Residence Floor Representatives	“See Something, Do Something” Active Bystander Introduction Training	Educating residence Floor Representatives about being an active bystander and using their leadership role on their floor to educate their peers	In progress	Training Information Session with Video Ad
4300 Residence students	Annually	Students living in residence and off campus	Housing Department & USC: Draw the Line	www.draw-the-line.ca Draw The Line’ is an interactive campaign that engages participants in a dialogue about	No	Posters & Information Sessions

# In Attendance	Frequency	Target Audience	Campaign/Presenter/Trainer	Description/Emphasis	Evaluation	How Delivered
(potentially) + All Western Community		Western students		sexual violence. The campaign challenges common myths about sexual violence and equips bystanders with information on how to intervene safely and effectively.		
	Annually	Students-at-large & Students living in residence	USC: I Know Someone campaign	"I Know Someone" USC service. Public awareness re sexual violence. Bystander intervention program run to discuss spectrum of violence on University campuses. Working in collaboration with Housing to promote and organize workshops in residence.	No	Awareness Campaign, Interactive Workshops with small groups.
	Annually	Students-at-large	USC	Women's Issues Network: A student-run service that runs programing and campaigns which educate on women's issues, including those related to violence.	No	Awareness campaigns, workshops, programming.
300-400 viewers/ performance	Annually	Students-at-large	USC	V-Day Western hosts three theatrical productions (Purple Sex; Vagina Monologues; A Memory, A Moment, A Rant, A Prayer) in a given year which raise awareness on violence towards women and on feminine	No	Theatrical performances.

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
				sexuality.		
4300 Potentially	Annually	Residence Students	Residence program to educate about violence against women.	White Ribbon Campaign: Pledge murals and ribbons are distributed across all residences	No	Awareness Event
Campus-wide	Annually	Students-at-large	USC	White Ribbon Campaign: Pledge murals and ribbons are distributed all over campus, at affiliate colleges and sometimes in residence to increase awareness of the cause.	No	Awareness Event, Social media, movie showings, memorial ceremony.
4300 Potentially	Annually	Residence Students	Residence program about respect.	“To Write Love on Her Arms”. Pkg – residence program. Based on an international campaign. Refer to their website	No	Awareness Event
800 registered	Annually	Students-at-large	USC	1 st Nations Women – STEP. One module for abused women +/- 300	No	Discussion as part of “STEP” Leadership Development Program
40	Once	Students & Staff	Maimuna Kanyamala, Executive Director, Kivulini Women’s Rights Organization, Tanzania	Educational Outreach re Violence Prevention from an International perspective	No	Speaker & Facilitated Discussion
	Annually	B.Ed. Students	Centre for Research on Violence Against Women & Children	Talk to B.Ed. students as educators and as individuals on healthy relationships and dating violence	No	Facilitated Discussion.
200-500	Annually	Students-at-	USC	Transgender day of	No	Awareness

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
		large		Remembrance		campaign
1000+	Annually	Students-at-large and student orientation leaders	USC	Ally Western Network Program – workshop educating on LGBT issues, including creating safe spaces and using positive language	No.	Educational workshops
25	Annually	Students struggling with anxiety, depression and personal issues	USC (through Registered Art Therapist Gill Yealland)	Art Therapy Workshops – 8-week workshop session with registered Art Therapist to help students with a spectrum of mental health issues	Post-workshop assessment by participants	Eight-week workshop session

ITEMS REFERRED BY SENATE

Contents	Consent Agenda
School for Advanced Studies in the Arts and Humanities	No
School of Graduate & Postdoctoral Studies: Introduction of a Graduate Diploma in Professional Education (GDip Professional Education), Master of Professional Education (MPEd) and Doctor of Education (EdD)	No
Fall 2013 Entrance Standards for Undergraduate First-Year Admissions	Yes
Report on Faculty Recruitment and Retention	Yes
Report of the Academic Colleague	Yes
Academic Administrative Appointments	Yes

Consideration of these items is contingent upon actions taken by Senate at its meeting of January 25, 2013.

FOR APPROVAL

1. School for Advanced Studies in the Arts and Humanities

Recommended: That the establishment of the new School for Advanced Studies in the Arts and Humanities, in the Faculty of Arts and Humanities be approved.

Background:

The proposed School for Advanced Studies in Arts and Humanities is the vehicle that the Faculty of Arts and Humanities will use to explore and develop unique new pedagogies and research opportunities. It will highlight the Faculty's existing and emerging strengths, and harness these to an interdisciplinary, internationally focused academic platform that will support Western's goal of being the academic destination of choice for Arts and Humanities students and scholars, from Canada and abroad.

In the first instance, the School will be organized around an elite undergraduate program, namely the Major in Arts and Humanities that has already been approved by Senate and was approved at the end of September 2012 by the Quality Council of Ontario. With this Major, the School will deliver a research intensive program of humanities education to a select cohort of 25-30 undergraduate students. These students will be selected by an admissions panel on the basis of a portfolio combining academic work, community engagement, and other extracurricular activities. The admissions panel will have the latitude to accept exceptionally promising students who fall below the 90% threshold that will be the typical entry level. The aim is the formation of global citizens and research leaders. This program will include opportunities for experiential learning (in London, other parts of Canada, and abroad), foreign language acquisition, cultural studies, international exchanges and other forms of international travel and engagement.

The School will also enlist the Faculty's top graduate students to engage undergraduates in research endeavours, mentoring, reading groups, and conferences. The emphasis will be on participatory learning, with many opportunities for student engagement in the class, the University, the community, and abroad.

To deliver the programming, the School will have an institutional structure that will bring together a Director and 6-8 Associates or Research Fellows drawn from across the Faculty's departments. In addition, there will be a Librarian Associate, and eventually a visiting International Associate. The length of the appointments will vary to allow both continuity and development. The enterprise will be supported by the Deans' Office, with primary responsibility devolving to the Associate Dean (Academic) and the Associate

Dean (Research and Graduate Studies).

Each Associate/Fellow will provide the teaching equivalent of 1.0 course to the School. Collectively, the Director and Associates/Fellows will determine how to devise and deliver the School's curriculum. The intent is to allow a maximum of flexibility and encourage pedagogical experimentation. Current plans envisage various forms of team teaching that will have instructors from different disciplines sharing the classroom. The framework for the program is in the form of the Major (in Arts and Humanities), which will be combined with another Major in one of the Arts and Humanities disciplines (of the students choice), thus combining disciplinary rigour with interdisciplinary flexibility and experimentation. Students will graduate with an Honors Bachelor of Arts degree.

Thanks to the generosity of Western Libraries, the Faculty has secured a separate location in the D.B. Weldon library for the School to provide offices for the Director and Associates/Fellows. It will be important for the School to establish partnerships with various institutions on campus and in the wider community. Connections to the Library, Digital Humanities, and the Rotman Institute are already in development. The Faculty will also work extensively with the Experiential Education Coordinator in the University's Student Success Centre to provide experiential learning opportunities, as well as Western International. It will be important to arrange exchanges and visits with institutions such as the University of Nice (which has a long standing arrangement with French Studies) and the Banff Centre (links here are at a preliminary, but promising, stage).

The first intake is planned for September of 2013. Given a yearly admission of about 25 students (and with very little anticipated attrition, in light of the expected calibre of the students), the program will bring 90-100 additional students into the Faculty by the time it reaches its steady state in 2017. It is also expected that the School will add considerably to the Faculty's visibility, by differentiating its programming from that of other Arts/Arts and Humanities Faculties in the province (and indeed, the country). An increase in interest and applications would be a welcome side-effect.

The School will also play a role as a research catalyst. The design is intended to drive research at all levels, faculty, graduate students, and undergraduate students. In addition to fostering interdisciplinary projects, the School will be a focal point for conferences, workshops and visiting scholars. Extracurricular opportunities for discussion, lectures and reading groups will also be developed.

The School has been fortunate enough to recruit Joel Faflak (English and Writing Studies) as its Director, and he is currently working with an academic advisory council (Kelly Olson, Classical Studies; David Bentley, English and Writing Studies; Laurence de Looze, Modern Languages and Literatures; and Christine Sprengler, Visual Arts; together with the Dean and Associate Deans) to fine tune the project as it unfolds toward its initial cohort. It should be noted that the program of the School will be closely tied to the Faculty and University's strategic priorities: inter-disciplinary, international exchange, experiential learning, and intensive undergraduate research. To these are added the integration of second and third language acquisition, training in the Digital Humanities, community engagement, volunteer opportunities, and internships. The School's advisory council and the Dean's Office, including Communications and Development, are integrally involved in securing all of these opportunities for students. Fundraising is a priority, with some (small) donations starting to come in -- support for student travel has, to date, been attractive to alumni.

2. **School of Graduate & Postdoctoral Studies: Introduction of a Graduate Diploma in Professional Education (GDip Professional Education), Master of Professional Education (MPed) and Doctor of Education (EdD)**

Recommended: That, pending Quality Council approval, a Graduate Diploma in Professional Education (GDip Professional Education), a Master of Professional Education (MPed) and a Doctor of Education (EdD) be introduced in the School of Graduate and Postdoctoral Studies, as set out in [Annex 6](#), effective January 1, 2013.

Background:

These new professional programs will be offered as applied degrees in which a thorough understanding of a substantial body of knowledge is at the forefront of students' academic discipline and professional practice. Students will be provided with a conceptual understanding and methodological competence that

nurtures their ability to conceptualize, design, and implement applied research for the generation of knowledge, make informed judgments on complex issues in specialist fields, produce advanced scholarship, and contribute to the development of professional skills, tools, practices, ideas, theories, and approaches. Emphasis will be placed on developing the competencies in students to communicate complex and/or ambiguous ideas and conclusions clearly and effectively.

All of the professional programs are situated firmly within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. Normally, all of these professional programs will be delivered through on-line formats. However, from time to time, participants may have opportunities to attend summer institutes, on-campus or face-to-face sessions, blended courses, hybrid courses, week-end courses, and short concentrated experiences to augment on-line offerings.

The **Doctor of Education (EdD)** is a professional doctorate that prepares students for academic, administrative, clinical, or research positions in educational, civil, and private organizations. The proposed EdD, a full-time program housed within the Faculty of Education will largely be delivered on-line.

The **Master of Professional Education (MPed)** is designed to prepare candidates for professional and/or management leadership roles in Education. Students will develop competencies in consuming and creating research and applying knowledge and techniques to solve authentic problems of practice. Although research is embedded within all courses, the program itself is course-based.

The **Graduate Diploma in Professional Education (GDip)** is designed to provide Bachelor's-level students opportunities to complete advanced graduate professional course work in their professional area. As with the MPed, although the GDip is a course-based program, research is embedded within all courses. Students completing the GDip may apply to the MPed program and ladder two half courses.

FOR INFORMATION

3. **Fall 2013 Entrance Standards for Undergraduate First-Year Admissions**

The targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and affiliated University Colleges, are detailed in [Annex 1](#) and [Annex 2](#).

4. **Vice-Provost's Report on Faculty Recruitment and Retention**

The Vice-Provost's Report on Faculty Recruitment and Retention can be found in [Annex 3](#) at www.uwo.ca/univsec/board/minutes/2013/r1301sen_ann3.pdf

5. **Report of the Academic Colleague**

See [Annex 4](#)

6. **Academic Administrative Appointments**

See [Annex 5](#).

The University of Western Ontario

SCUP's Subcommittee on Enrolment Planning and Policy (SUEPP)

Fall 2013 Entrance Standards for First-Year Undergraduate Admissions

A. Constituent University

At its November 2010 meeting, Senate approved SUEPP's recommendation on Western's enrolment strategy for the coming years. The specifics of the recommendations were as follows:

1. Western maintain the current (i.e. fall 2010) minimum entrance requirement for first-year admission at 83% mid-year grade (and 81% final grade). For selected limited-enrolment programs, based on annual reviews by the Provost and the Deans, the entrance requirements could be higher.
2. The approach of using the common entrance requirement be continued. The result of this approach is that student demand/choice drives program-specific enrolments.
3. By the end of the upcoming 4-year planning period, we work to increase our first-year international enrolment to 400 from the current level of 150.
4. We continue to monitor the gap in entrance requirements between Western and the Ontario average -- with the objective of maintaining the current gap.
5. We continue to monitor the size of our overall first-year class -- in order to ensure that the undergraduate population does not reach a level that cannot be accommodated within our current physical infrastructure.
6. We continue with our First-Year Residence Guarantee initiative -- with the understanding that we may need to expand our residence capacity.
7. The Provost encourage the Faculties (through the Deans) to develop upper-year entry niche undergraduate programs, including 2+2 programs and partnership arrangements.
8. Western continue with the graduate enrolment aspirations outlined in *Engaging the Future*, and continue the doctoral expansion trends of the past decade. In 2009-10, full-time graduate enrolments comprised of 17% of the total full-time enrolment at Western.
9. As a research-intensive institution, enrolment planning will include the objective of maintaining or increasing the relative proportion of graduate student enrolments (currently 17%).

Update on Fall 2012 Admissions

**The minimum entrance requirement was 83% (mid-year) and 82.5% (final).
First-year international enrolment totaled 476 students.**

Plans For Fall 2013 Admissions

For the fall 2013 admissions cycle, the above recommendations will be followed for the Constituent University and it is expected that the entrance requirement will be no less than 83% mid-year grade and 81.0% final grade. The Constituent University's 2013-14 first-year class is planned to be 4,900 students, with a goal of 500 international students.

B. Affiliated University Colleges

For fall 2012, entrance requirements (final grades) at the Affiliated University Colleges were as follows:

Brescia	76%
Huron	77%
King's	77%

As a follow-up to the Constituent University's strategy on enrolment planning, the Affiliated University Colleges have committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University. The specifics of the Colleges' strategy are as follows:

1. By 2014-15, the Colleges will increase their entrance requirements (final grades) to 78%, as follows:

	Brescia	Huron	King's
2013-14	76.0%	77.0%	78.0%
2014-15	78.0%	78.0%	78.0%

2. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum requirement. The proportion of the entering class with final averages below the minimum requirement (e.g. 78% in 2014-15) shall not exceed 2%.

3. The 2013-14 first-year targets for the Affiliated University Colleges are as follows:

Brescia	297
Huron	405
King's	840

4. The Affiliated University Colleges will be bound to the minimum entrance requirements established by the Constituent University for limited-enrolment programs, where applicable, including BHSc and Kinesiology.

2012-13 Enrolment Summary: Actual to Forecast

		Actual						2012-13		
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Forecast	Actual	Actual - Forecast
1	Constituent University									
2	Full-Time Undergraduates									
3	Arts & Humanities	1,449	1,358	1,312	1,275	1,260	1,232	1,238	1,180	-58
4	Business (HBA)	566	635	706	812	935	979	1,065	1,065	0
5	Dentistry	242	247	249	251	251	260	266	266	0
6	Education	892	803	728	726	732	700	668	677	9
7	Engineering	1,226	1,138	1,098	1,132	1,147	1,262	1,303	1,335	32
8	Health Sciences									
9	BHSc Program	1,094	1,057	1,056	1,098	1,117	1,185	1,142	1,160	18
10	Kinesiology	1,120	1,148	1,159	1,194	1,204	1,246	1,222	1,203	-19
11	Nursing	769	746	781	777	797	808	805	820	15
12	Therapies	29	27	39	40					
13	Sub-Total	3,012	2,978	3,035	3,109	3,118	3,239	3,169	3,183	14
14	Law	472	472	456	467	458	465	450	476	26
15	Media, Information, & Technoculture	793	810	915	890	972	963	975	919	-56
16	Medicine									
17	MD Program	536	552	569	591	621	646	672	667	-5
18	BMedSci Program	997	758	603	591	653	688	828	778	-50
19	Music	544	555	555	535	535	527	529	542	13
20	Science	3,713	3,693	3,795	3,737	4,020	4,222	4,236	4,334	98
21	Social Science	6,115	5,941	6,035	6,408	6,433	6,618	6,686	6,648	-38
22	Total Full-Time Undergraduates	20,557	19,940	20,056	20,524	21,135	21,801	22,085	22,070	-15
23	Concurrent Programs	80	68	81	110	121	144	155	155	0
24	Medical Residents	644	674	685	725	798	810	810	829	19
25	Full-Time Graduates									
26	Masters	2,295	2,547	2,606	2,648	2,800	2,823	2,981	2,756	-225
27	Ph.D.	1,422	1,516	1,614	1,771	1,904	1,947	2,022	2,021	-1
28	Total Full-Time Graduates	3,717	4,063	4,220	4,419	4,704	4,770	5,003	4,777	-226
29	Total Full-Time Enrolment	24,998	24,745	25,042	25,778	26,758	27,525	28,053	27,831	-222
30	Part-Time FTEs									
31	Undergraduate <1>	2,138	2,199	2,067	2,134	2,197	2,243	2,250	2,301	51
32	Education (AQs) <1>	907	897	929	922	803	745	725	669	-56
33	Masters	109	120	130	129	134	140	140	175	35
34	Ph.D.	12	20	29	24	21	26	25	22	-3
35	Total Part-Time FTEs	3,166	3,236	3,155	3,209	3,155	3,154	3,140	3,167	27
36	Total Constituent FTEs	28,164	27,981	28,197	28,987	29,913	30,679	31,193	30,998	-195
37	Affiliated University Colleges									
38	Full-Time Undergraduates									
39	Brescia	954	912	918	934	964	1,067	1,102	1,121	19
40	Huron	1,072	1,088	1,143	1,235	1,254	1,272	1,250	1,230	-20
41	King's	3,167	3,088	3,118	3,122	3,216	3,286	3,246	3,244	-2
42	Total Full-Time Undergraduates	5,193	5,088	5,179	5,291	5,434	5,625	5,598	5,595	-3
43	Part-Time Undergraduate FTEs <1>									
44	Brescia	68	80	78	82	83	94	90	95	5
45	Huron	47	45	55	57	56	70	55	60	5
46	King's	224	260	239	249	245	252	245	235	-10
47	Total Part-Time FTEs	339	385	372	388	384	416	390	390	0
48	Graduate FTEs									
49	Brescia		13	27	26	30	29	30	32	2
50	Huron	7	12	15	13	12	14	20	10	-10
51	King's	16	24	33	30	34	31	34	33	-1
52	Total Graduate FTEs	23	49	75	69	76	74	84	75	-9
53	Total Affiliate FTEs	5,555	5,522	5,626	5,748	5,894	6,115	6,072	6,060	-12
54	Total UWO FTEs	33,719	33,503	33,823	34,735	35,807	36,794	37,265	37,058	-207
Rows 55 to 86 Included above										
55	International Students									
56	Constituent Full-Time									
57	Undergraduates	693	618	573	631	703	923	1,295	1,257	-38
58	Medical Residents	131	119	120	109	121	127	127	108	-19
59	Masters (excluding Ivey)	230	245	254	320	378	452	417	463	46
60	MBA (Regular), Ivey MSc	40	17	21	17	27	30	30	22	-8
61	Executive MBA	55	62	71	71	80	44	56	22	-34
62	Ph.D.	338	341	361	426	463	510	514	499	-15
63	Affiliate Full-Time									
64	Undergraduates	447	456	511	536	524	497	n.a.	476	---
65	Masters	0	0	2	2	2	2	n.a.	4	---
66	Year 1 Only									
67	Constituent									
68	Arts & Humanities	310	297	312	259	258	272	275	236	-39
69	Engineering	318	320	327	343	351	416	375	412	37
70	Health Sciences									
71	BHSc Program	316	283	273	270	273	314	275	292	17
72	Kinesiology	310	365	349	347	330	366	350	331	-19
73	Nursing	130	127	129	130	133	128	125	128	3
74	Media, Information, & Technoculture	283	287	363	333	361	334	330	314	-16
75	MOS Program	634	703	727	773	740	846	820	816	-4
76	Music	136	151	153	135	141	142	150	144	-6
77	Science	1,148	1,084	1,097	1,106	1,366	1,388	1,325	1,313	-12
78	Social Science	858	795	789	757	771	850	775	837	62
79	Total Year 1 - Constituent	4,443	4,412	4,519	4,453	4,724	5,056	4,800	4,823	23
80	Affiliated University Colleges									
81	Brescia	244	290	254	268	260	292	308	284	-24
82	Huron	365	383	406	397	404	381	405	367	-38
83	King's	807	858	949	946	916	878	860	821	-39
84	Total Year 1 - Affiliates	1,416	1,531	1,609	1,611	1,580	1,551	1,573	1,472	-101
85	Total UWO Year 1	5,859	5,943	6,128	6,064	6,304	6,607	6,373	6,295	-78
86	Masters									
87	All Programs (excluding MBAs)	1,725	2,115	2,204	2,262	2,364	2,380	2,593	2,420	-173
88	Ivey (excl. EMBA)	323	168	162	157	188	183	167	144	-23
89	Executive MBA	247	264	240	229	248	260	221	192	-29

For Information										
90	Year 1 International Students	113	101	122	120	146	347	450	476	26

<1> Part-Time Undergraduate FTEs include an estimate for the Winter term.



**Report to SCUP on Faculty
Recruitment and Retention
Office of the Vice Provost
(Academic Planning, Policy and
Faculty)**

January 2013

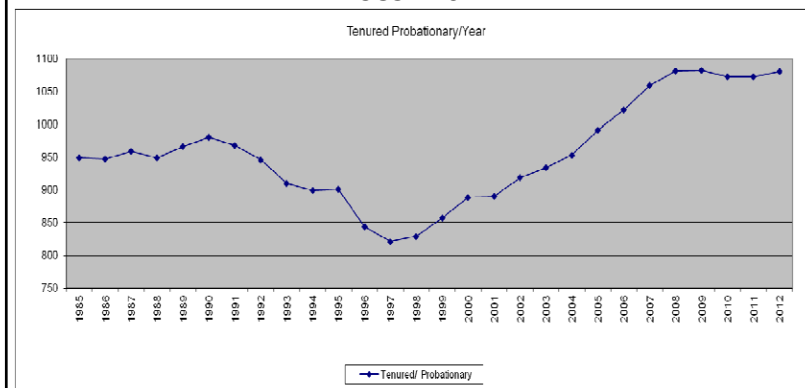
Available at <http://www.uwo.ca/pvp/facultyrelations/index-vppf.html>



Contents:

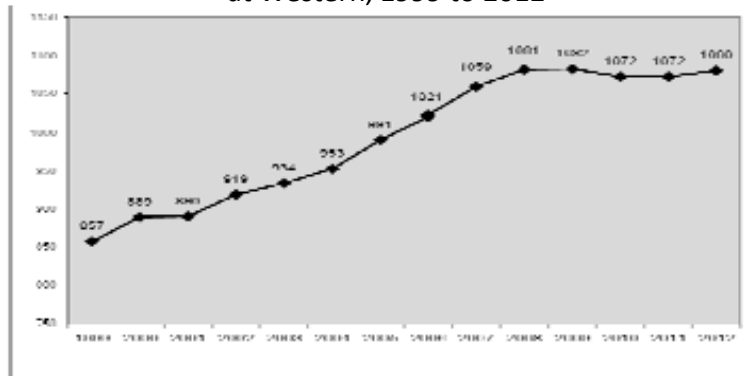
- Probationary and Tenured Faculty
 - Appointments
 - Resignations
 - Retirements
- Part-Time Faculty
- Limited-Term Faculty
- Full-Time Clinical Faculty

Probationary and Tenured Faculty at Western 1985 - 2012



Source: Western Corporate Information 1985 – 1999
UCASS Data 1999 – 2010
Western Human Resources Information Systems 2011 - 2012

Probationary and Tenured Faculty at Western, 1999 to 2012



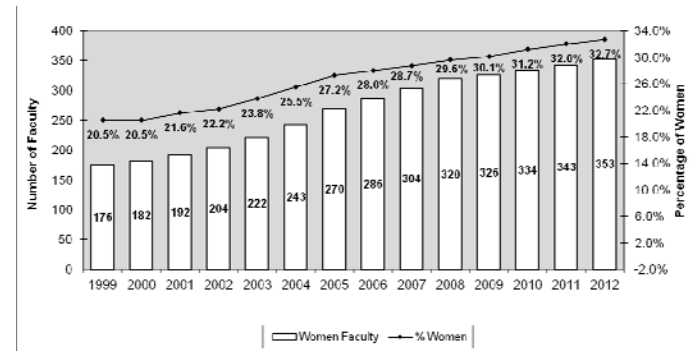
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems for 2011 – 2012 (October)
The 2007 data includes Roberts Scientists who became Probationary and Tenured on July 1, 2007.



Faculty Recruitment and Retention

January 2013

Probationary and Tenured Women Faculty at Western, 1999 to 2012



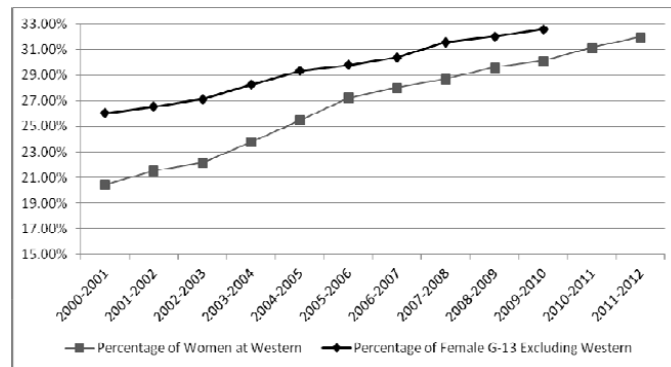
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 – 2012 (October)



Faculty Recruitment and Retention

January 2013

Women as a Percentage of Tenured/Probationary Faculty: G-13 vs. Western



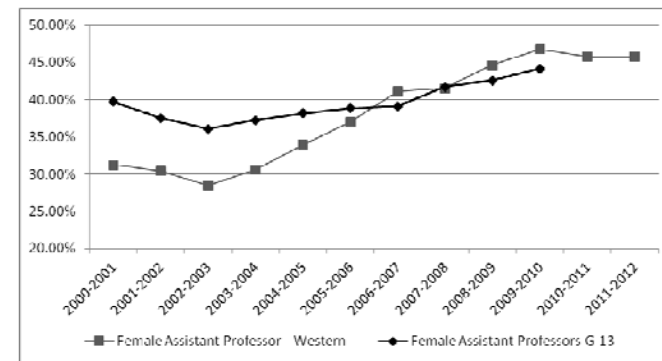
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012



Faculty Recruitment and Retention

January 2013

Women as a Percentage of Tenured/Probationary Faculty, Assistant Professor Rank: G-13 vs. Western



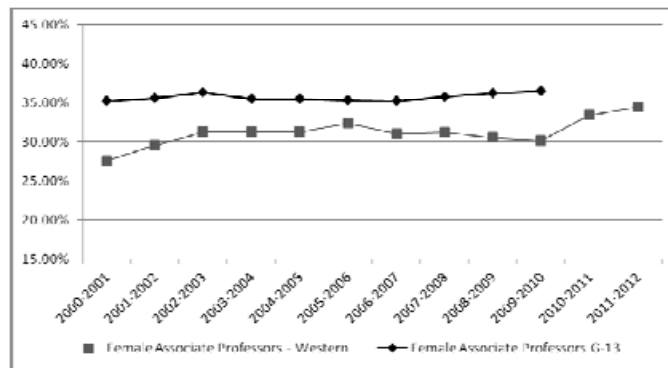
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012



Faculty Recruitment and Retention

January 2013

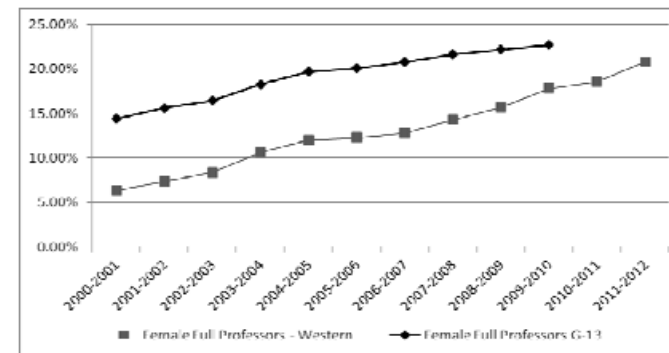
Women as a Percentage of Tenured/Probationary Faculty,
Associate Professor Rank: G-13 vs. Western



Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012



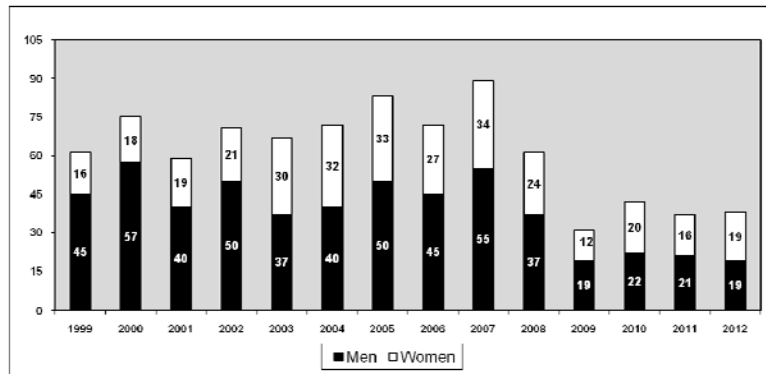
Women as a Percentage of Tenured/Probationary Faculty,
Full Professor Rank: G-13 vs. Western



Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012



**New Tenured & Probationary Faculty
at Western by Gender (including those at Western previously in
a Limited Term position): 1999 – 2012 Cohorts**



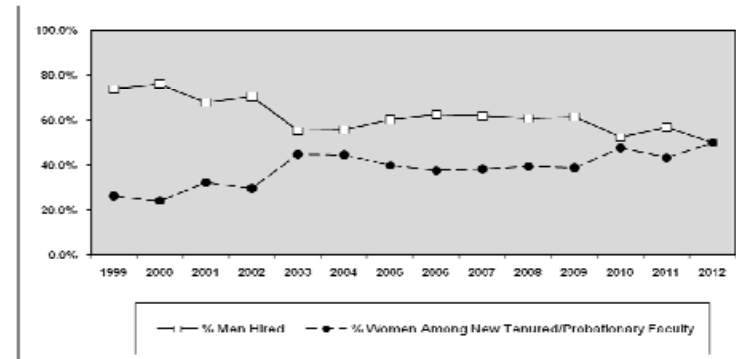
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 - 2012 (October)
Data excludes faculty joining from Roberts.



Faculty Recruitment and Retention

January 2013

**Percentage of New Tenured and Probationary Faculty at
Western by Gender (including those at Western previously in a
Limited Term position): 1999 – 2012**



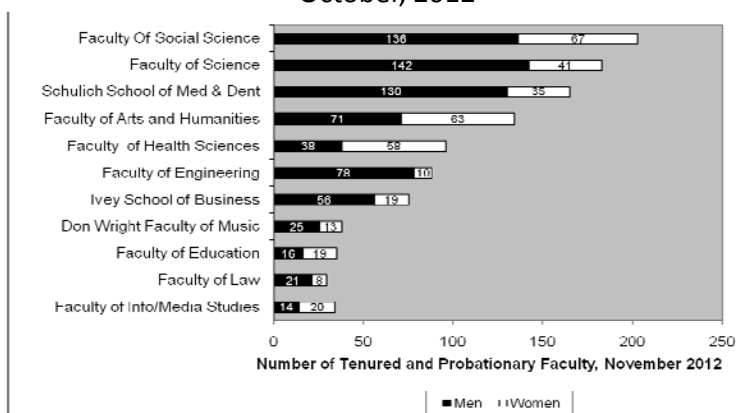
Source: UCASS Data for 1999 – 2010
Western Human Resources Information Systems 2011 - 2012 (October)
Data excludes faculty joining from Roberts



Faculty Recruitment and Retention

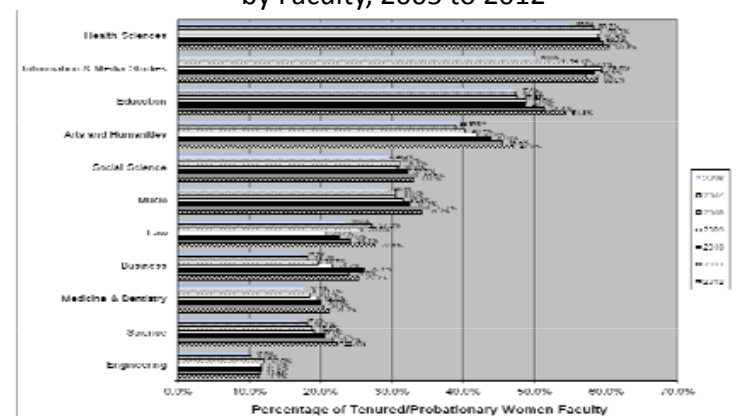
January 2013

Probationary and Tenured Faculty, by Faculty and Gender,
October, 2012



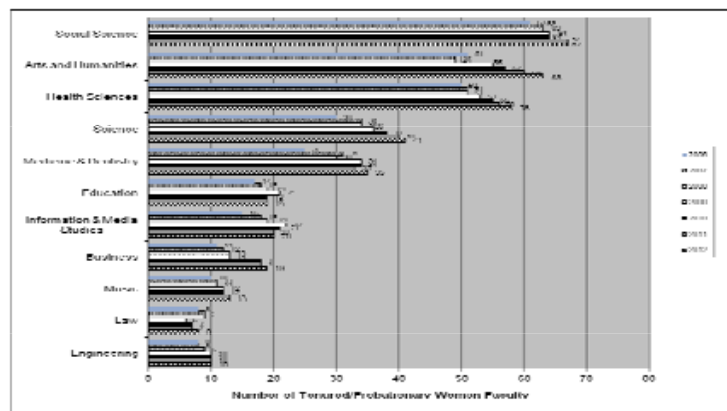
Source: Western Human Resources Information Systems for 2012 (October)

Percentage of Tenured/Probationary Women Faculty,
by Faculty, 2005 to 2012



Source: UCASS data for 2005 – 2007;
Western Human Resources Information System 2008 - 2012 (October).

Number of Tenured/Probationary Women Faculty, by Faculty,
2005-2012



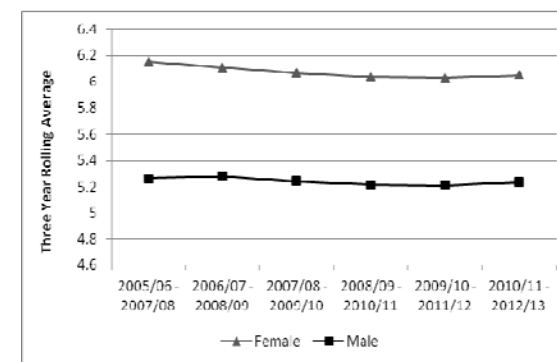
Source: UCASS data for 2005 - 2007;
Western Human Resources Information System 2008 - 2012 (October).



Faculty Recruitment and Retention

January 2013

Average Time to Tenure from Full Time Start at Western



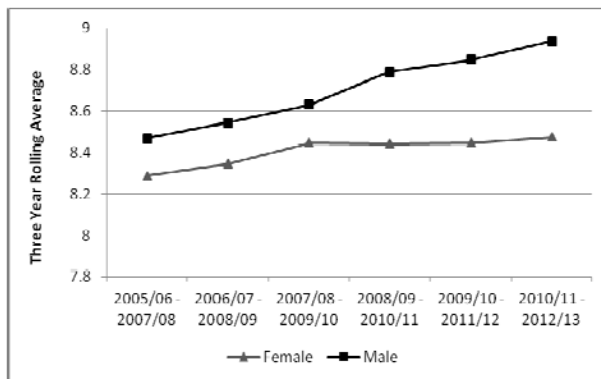
Source: Western Human Resources Information System 2005 - 2012
Excludes those hired into a tenured position



Faculty Recruitment and Retention

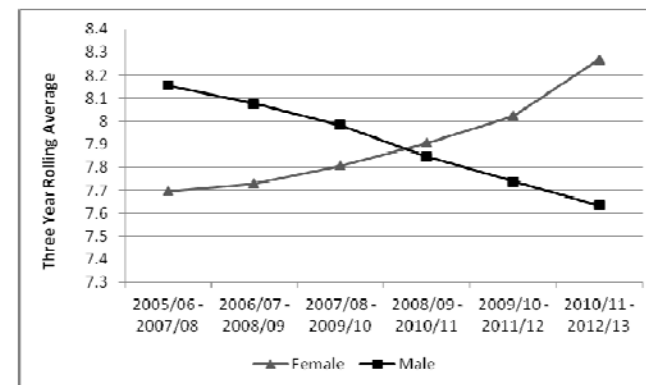
February 2012

Average Time to Tenure from Highest Degree



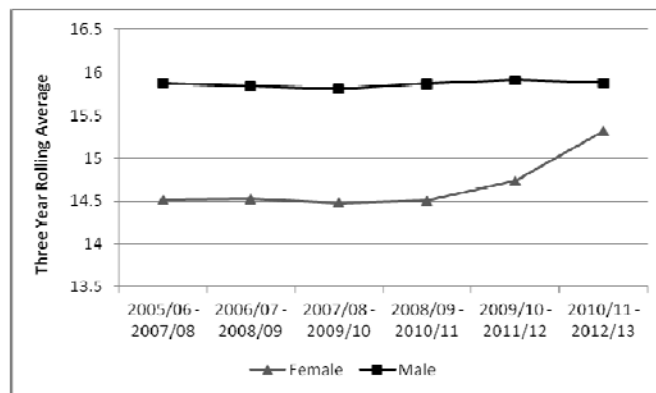
Source: Western Human Resources Information System 2005 – 2012
Excludes those hired into a tenured position

Average Time to Full Professor from Tenure



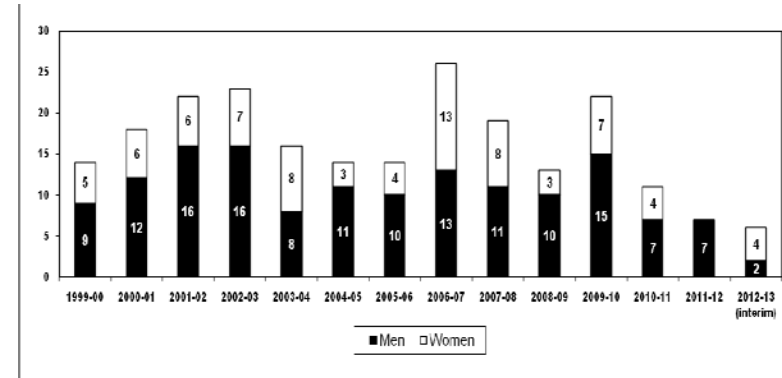
Source: Western Human Resources Information System 2005 – 2012
Excludes those already Full Professor at time of Tenure

Average of Time to Full Professor from Highest Degree



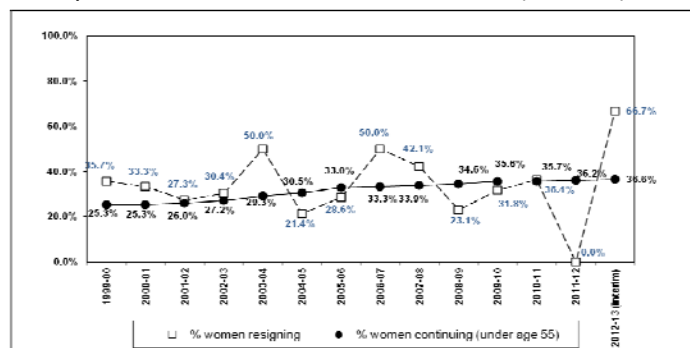
Source: Western Human Resources Information System 2005 – 2012
Excludes those already Full Professor at time of Tenure

Probationary & Tenured Faculty Resignations by Gender: 1999-2000 to 2012-13 (interim)



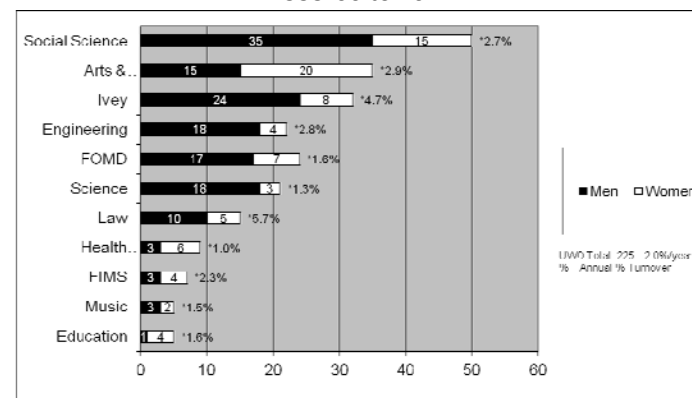
Source: Western Information Systems as of December 2012
Includes only faculty under age 55 at the time of resignation.

Women as a Percentage of Probationary & Tenured Faculty Resignations and Women as a Percentage of Continuing Population: 1999-2000 to 2012-2013 (interim)



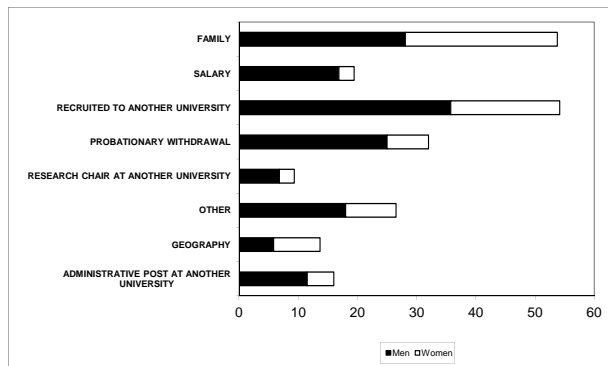
Source: Western Information Systems (December 2012) for resignation data and UCASS Data for 1999-2007, and Western's Human Resources Information Systems for 2007-12 for continuing population data.

Total Probationary & Tenured Resignations by Faculty: 1999-00 to 2011-12



Source: Western's Human Resources Information Systems.
Percentages based on Tenured/Probationary faculty as of December 2012.

Probationary and Tenured Faculty Reasons for Leaving: 1999-00 to 2011-12



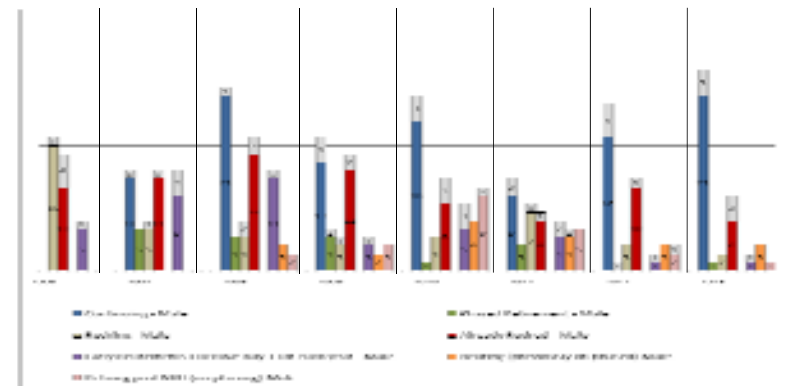
Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member



Faculty Recruitment and Retention

January 2013

Probationary and Tenured Faculty at Western: Cohort with Normal Retirement Dates of July 1, 2006 – 2013



Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2013

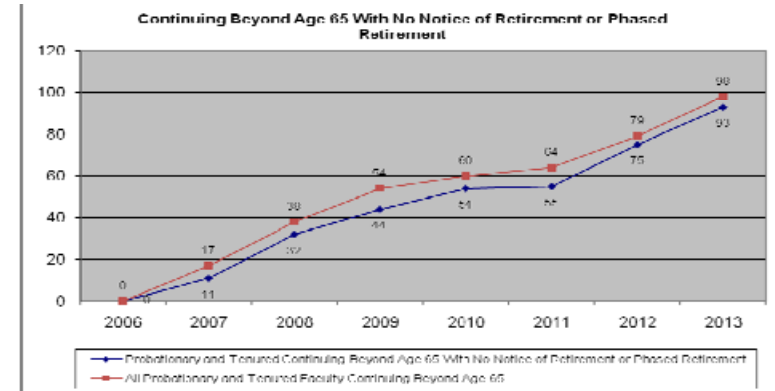
Probationary and Tenured Faculty at Western: Cohort Aged 60 or Greater

Age	2004	2005	2006	2007	2008	2009	2010	2011	2012 (interim)
60	30	35	22	39	22	26	26	39	30
61	34	28	33	21	34	22	25	27	39
62	34	31	28	34	20	34	21	24	20
63	21	32	30	23	31	18	33	20	22
64	22	20	31	30	22	30	18	33	28
65	6	8	10	28	25	22	23	14	24
66	0	0	0	7	24	20	19	18	13
67	0	0	0	0	4	21	16	14	18
68	0	0	0	0	0	3	11	13	13
69	0	0	0	0	0	0	3	9	13
70	0	0	0	0	0	0	0	3	6
78	0	0	0	0	0	0	0	0	0
Total	147	154	154	182	182	196	195	214	226

Source: UCASS 2004 – 2010
UWO Data 2011 – 2012 (interim)



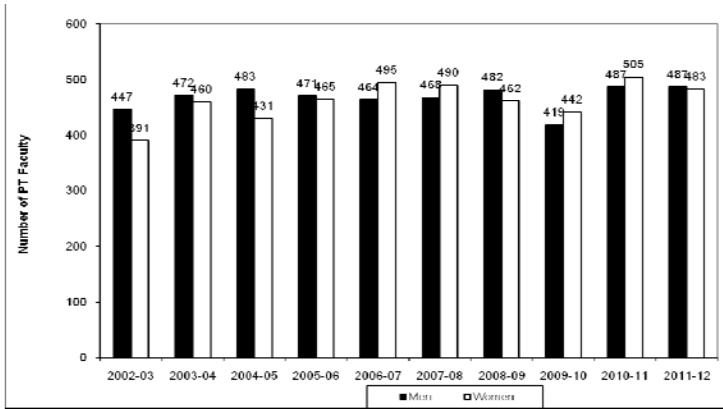
Probationary and Tenured Faculty at Western: Continuing Beyond Age 65



Source: Western Human Resources Information System



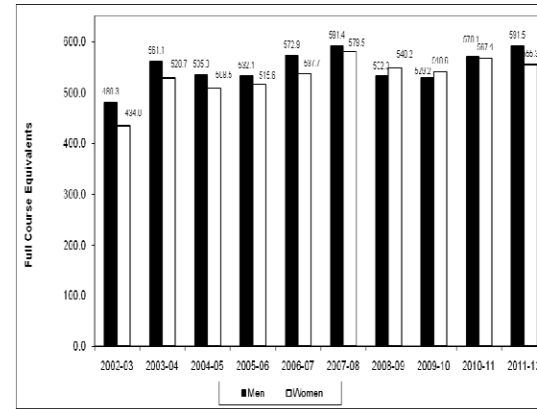
Number of Individuals with Part-Time Faculty Appointments:
2002-03 to 2011-12 (by Fiscal Year)



Source: Western Human Resources Information Systems



Degree Credit Course Teaching in FCEs by Part-Time Faculty:
2002-03 to 2011-12 (by Fiscal Year and Gender)



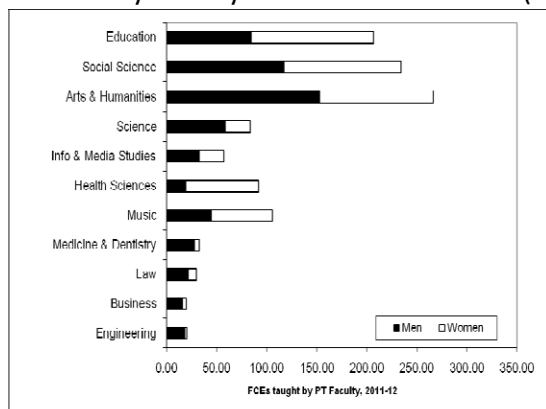
Source: Western Information Systems
(appointment status and course data).

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 2011-12.

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.



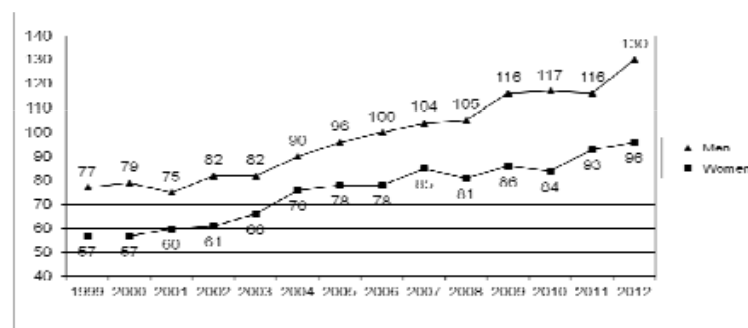
Degree Credit Courses taught by Part-Time Faculty in FCEs, by Faculty and Gender: 2011-12 (Fiscal Year)



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

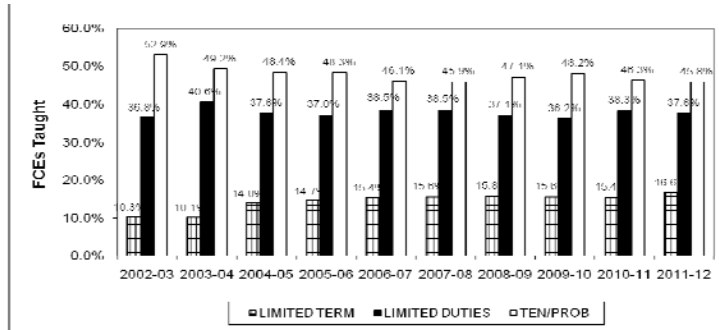
Course data for undergraduate, graduate and professional degree credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc. Course data for the Faculty of Education includes the Additional Qualification Courses.

Limited Term Appointments: 1999 to 2012



Source: UCASS Data 1999- 2007 (October).
Please note: a) Statistics Canada data includes faculty and appointment types that are outside of the UWOPA Collective Agreement; and b) the definition of limited term for Statistics Canada purposes has changed over time. Data may therefore not accurately reflect trends.
Source: Western's Human Resources Information Systems 2008 - 2012 (October)

Degree Credit Courses Taught in FCEs,
by Instructor Contract Type (by Fiscal Year)

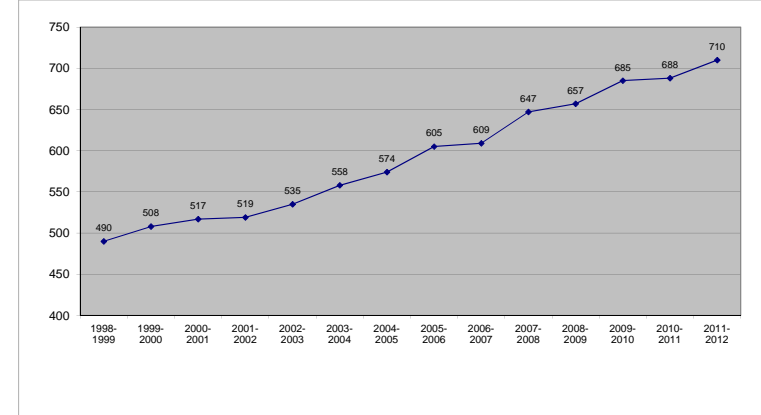


Course data for undergraduate, graduate and professional credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc.
The data does not include graduate student supervisions.

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 2011-12.



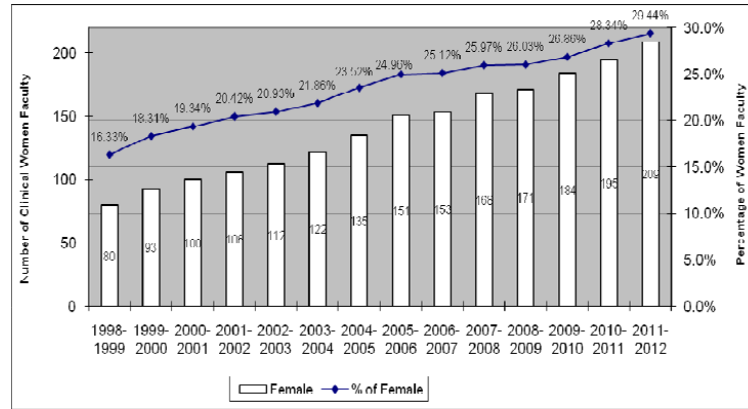
Clinical Full Time Faculty (Physicians in Schulich)
at Western, 1999 – 2012



Source: Western Human Resources Information Systems

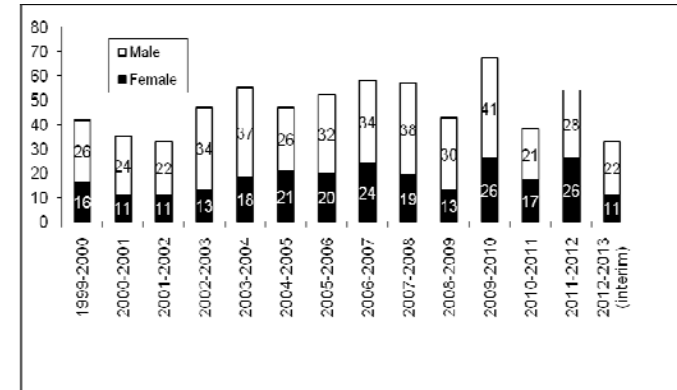


Clinical Full Time Women Faculty (Physicians in Schulich) at Western, 1999 – 2012



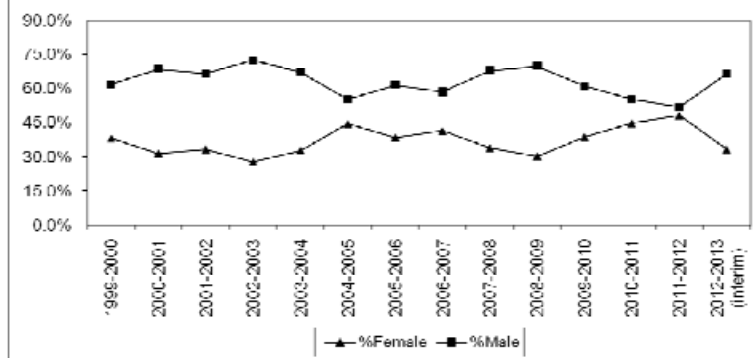
Source: Western Human Resources Information Systems

New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 2000 – 2012



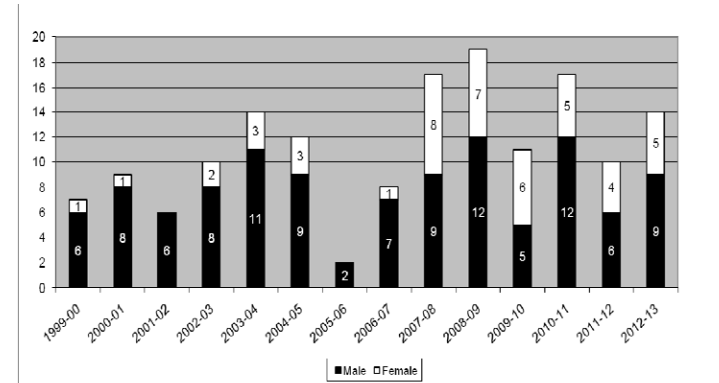
Source: Western Human Resources Information Systems

Percentage of New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 1999/00 – 2011/12



Source: Western Human Resources Information Systems

Clinical Full Time (Physicians in Schulich) Resignations by Gender, 1999/2000 – 2012/2013 (interim)



Source: Western Human Resources Information System

**Council of Ontario Universities
Report to Senate of the Academic Colleague
Kathleen Okruhlik, January 2013**

The COU Academic Colleagues met in Toronto December 6-7, 2012. There was no meeting of the full Council.

Hiatus: The central question for COU and its member universities is how to do anything constructive during the present provincial hiatus. John Milloy, who is once again Minister of Training, Colleges and Universities, has made it clear that he will simply manage ongoing projects and that new initiatives and discussions will be put on hold. This may be understandable, but it places universities (and COU) in an awkward position.

Tuition: A good outcome for universities and those involved in their planning processes would be a decision to simply allow the existing tuition framework to remain in place.

Efficiency Targets: It does not appear that there are any easy ways for universities to achieve greater efficiencies. If there are to be cuts, we need to know soon so that we can plan accordingly.

Undergraduate Growth: This growth may outstrip budgetary allocations; so universities are worried about discounted BIUs. They call for discussion and for greater clarity.

Grad Expansion: It is not clear that there is enough information available to allow universities to move on their targets for 2013-14. COU would like a transitional process to be put in place.

Pensions: This is a topic that is very high on COU's agenda, since most universities will hit the wall soon on pension solvency. Various ways of dealing with this problem are under active discussion. Because Western has a defined contribution (rather than defined benefit) pension plan, we are in a different situation.

Ontario Universities Online: Universities have decided to move ahead on this initiative (although some rethinking may be required once the province weighs in). OOU would start small with a Coordinator and core staff, whose job it would be to support as well as coordinate the efforts of universities to provide good online courses. If people were willing and interested, OOU might help develop "common course elements," but this model is meant as an alternative to the free-standing degree-granting "online university" preferred by the former Minister.

HEQCO Productivity Report: The Faculty Productivity Metric is one thing that COU thinks we should attend to closely and with some concern. A number of very important pieces seem to be missing (including service, grad supervision, part-time and sessional work).

Audit of Teaching Evaluations: This Audit was scheduled for release on December 12th and was expected to include a series of recommendations about such things as the use of teaching evaluations in promotion and tenure cases, the need to make such evaluations public, and the sort of action required in the event of poor evaluations.

The Demographic Cliff: We are said to be "on the cusp". Yet we continue to plan for increased enrolments and continued growth. This is a cause of serious concern in some quarters.

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

Academic Administrative Appointments

FOR INFORMATION

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Ken McIsaac	Electrical & Computer Engineering	Engineering	Chair	January 1-2013	December 31-2017
Ashraf El Damatty	Civil and Environmental Engineering	Engineering	Chair	January 1-2013	December 31-2017
Paul Cooper	Clinical Neurological Sciences	Schulich	Chair	October 1-2012	September 30-2017
Jacque Burkell	FIMS	FIMS	Assistant Dean	January 1-2013	December 31-2014
Andrew Watson	Schulich	Schulich	Associate Dean (Graduate & Postdoctoral Studies)	January 1-2013	December 31-2017
Amanda Grzyb	FIMS	FIMS	Assistant Dean (Undergraduate Programs)	January 1-2013	June 30-2014
Susan Rodger	Education	Education	Associate Dean (Research)	January 1-2013	June 30-2016
Pamela Bishop	Education	Education	Associate Dean (Grad, Post Doc)	January 1-2013	June 30-2016

**Faculty of Education
Graduate Diploma in Professional Education (GDip), Master of Professional Education (MPed) and
Doctor of Education (EdD) Programs**

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

Over the past decade, there has been extensive discussion across North America on the nature and purpose of doctoral education. This discussion, and the reform efforts that accompany it, has been conducted by the *Carnegie Foundation for the Advancement of Teaching*. From 2001 to 2006, the *Carnegie Initiative on the Doctorate* engaged 84 American departments and 44 universities across six fields of study in a systematic investigation of the PhD. Discussion led to confirmation that, at its heart, the PhD must be seen as a research degree that demonstrates one's ability to conduct research and scholarship that makes a unique contribution and meets the standards of credibility and verifiability. Ultimately, it was determined that the intent of a PhD is the development of *stewards of the discipline*, where the term *steward* is deliberately intended to convey a role that transcends a collection of accomplishments and skills. A *steward of the discipline* is a person entrusted with care of the discipline by those in the discipline on behalf of those in and beyond the discipline. The notion of *steward* has both conservative and progressive entailments. A PhD holder thinks about the continuing health of the discipline and how to preserve the best of the past, the heart, and essence of the field for those who will follow. But there are also important forward-looking meanings; stewardship does not imply stasis. *Stewards* are caretakers who direct a critical eye toward the future. They must be willing to take risks and move the discipline forward. Ultimately, *stewards* consider how to prepare and initiate the next generation of leaders. In all their work, they act with responsibility and according to the highest ethical standards (CID Report, see www.Carnegiefoundation.org/programs/index).

Clarification of, and agreement on the goals of PhD programs in education have directed attention to the purposes and effectiveness of other doctoral approaches in education (i.e., EdD). Thus, attention has turned from the focus on the preparation of *stewards of the discipline* in the PhD to the nature of professional preparation of *stewards of the profession* in the EdD. Among the many conclusions of the *Carnegie Initiative on the Doctorate* was one with important consequences for the field of education, namely that graduate schools of education need to resolve the confusion over the degree titles PhD and EdD. "Having two degrees with dual purposes has long perpetuated misconceptions about the quality of education doctorates and led to accusation that both are 'second-rate degrees'" (Schulman et al., 2006).

[B]etter distinctions between a scholarship of practice and the scholarship of research in education are essential to strengthen both the PhD in Education and the professional practice degree in education (EdD) (Schulman, Golde, Bueschel, 2006). We must contribute to the ongoing debate regarding the potential of graduate schools of education continuing the role as a primary incubator of new talent for staffing the nation's schools and [universities]. . . . Our education system faces enormous challenges that demand a new form of school leadership – leaders who possess a new vision, have a different "skill set," are innovators and entrepreneurs, understand both student learning and the dynamics of local communities, believe in "systems thinking" and are willing to experiment with promising practices. Preparing highly effective school and classroom leaders is the key to address the myriad of problems that face schooling in this country. (Imig et al., 2009)

The recognition that Faculties of Education need to direct effort toward strengthening and making more relevant the education doctorate (EdD) has resulted in bold efforts to redefine the professional practice degrees to make them the degrees of choice for aspiring educational professionals (Imig et al., 2009). Much of this work is being spearheaded by the *Carnegie Foundation for the Advancement of Teaching* and the *Spencer Foundation*. Over the past three years, the *Carnegie Project on the Education Doctorate* (CPED), a network of campus-based representatives throughout the United States, has focused on developing programmatic outcomes and candidate attainments for those enrolled in professional programs within participating universities with the intent of determining a common set of expectations or learning outcomes for professional practice degrees. This work has led to the development of an evolving set of "promising practices" to use in the design and evaluation of professional programs, along with a rubric of outcomes and

an assessment design for candidates of professional degrees. Moreover, findings have advanced notions of signature pedagogies,¹ laboratories of practice² assessment, and capstones and their role in the design and conduct of professional preparation programs, as well as means for assessing the capabilities and competencies of professional educational graduates. As a result of these initiatives, there is an emerging consensus that professional programs should prepare educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession.

As stewards of the profession, our professional graduates will be individuals who:

1. *Possess the Habits of Mind – knowledge, Habits of Hand – skills, and Habits of Heart – moral imperative to intervene and solve problems of practice;*
2. *Employ inquiry to inform their decisions;*
3. *Are agents of change; and,*
4. *Possess an ethical obligation to engage in critical examination and to share.*

For clarity purposes, the following table presents a succinct summary of the primary differences between what we propose to offer in our professional versus research-intensive degree offerings.

Comparison of Professional and Research-Intensive Programs

	Professional – Leader of the Profession	Research Intensive - Steward of the Discipline
Primary Career Intention	Leadership and practice in educational institutions or related organizations.	Scholarly practice, research, and/or teaching at university, college, institute or educational agency.
Degree Objective	Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.	Preparation of professional researchers, scholars, or scholar practitioners. Develops competencies in educational scholarship and research that focuses on acquiring new knowledge.
Knowledge Base	Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership, practice, and policy.
Research Methods	Develops an overview and understanding of research including data collection skills for participatory/action research, program measurement, and program evaluation.	Courses develop and understanding of inquiry and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis, and writing.
Comprehensive Knowledge Assessment	Knowledge and practice portfolios provide evidence of ability to improve practice.	Written and oral assessments are used to understand theoretical and conceptual knowledge in the field.

¹Signature Pedagogies are defined as the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: “to think, to perform, and to act with integrity” (Shulman, 2005, p. 52). The concept of signature pedagogy includes three dimensions: a) teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability; b) teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings; and, c) teaching helps students develop a critical and professional stance.

² Laboratories of Practice are settings where theory and practice inform and enrich each other. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Capstone	Well-designed applied research of value for informing educational practice.	Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
Capstone Committee	Committee includes at least one practicing professional in an area of relevance to the candidate's program.	Composed primarily of active researchers in areas relevant to students' areas of interest.

Source: University Council for Education Administration, M.D. Young, UCEA Review, XLV (2), Summer 2006.

Our proposal for professional graduate programs at the Doctoral (EdD), Master's (MPEd) and Diploma (GDip) levels is informed by this research but is also in alignment with the principles articulated for graduate programs issued by the Council of Ministers in Education, Canada (2007). We conceptualize our professional programs as applied offerings in which a thorough understanding of a substantial body of knowledge is at the forefront of students' academic discipline and professional practice. Our students will be provided with a conceptual understanding and methodological competence that nurtures their ability to conceptualize, design, and implement applied research for the generation of knowledge; make informed judgments on complex issues in specialist fields; produce advanced scholarship; and contribute to the development of professional skills, tools, practices, ideas, theories, and approaches. Emphasis will be placed on developing the competencies in our students to communicate complex and/or ambiguous ideas and conclusions clearly and effectively. They will demonstrate an appreciation of the limitations of their own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Importantly, they will exhibit the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations, the intellectual independence to be academically and professionally engaged and current, and the ability to evaluate the broader implications of applying knowledge to particular contexts.

All of our professional programs are firmly situated within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. According to this model, graduates are scholars, critical consumers and creators of research, and highly-prepared professional practitioners who apply knowledge and techniques to solve authentic problems of practice. The practitioner-scholar model is embedded within a conceptual preparation framework based on research that indicates the optimal learning for adults, especially professionals with a rich background of experience. This model also involves interactions between the characteristics they bring to the learning situation, the experiences in which they engage during the process, and the environments in which they learn. To realize this philosophy and model of preparation, our professional programs will generally incorporate state-of-the-art signature inductive pedagogies and pedagogical tools, in situ opportunities designed to facilitate the critical application of research and theoretical knowledge, a participatory culture; technologies to map knowledge and knowledge-producing systems, and a cohort model constructed on the principles underlying communities of learners. In addition to the complexity of the content areas, the EdD will clearly differentiate itself from other offerings via a portfolio comprehensive examination and thematic and/or field-based dissertation. **Normally, all of our professional programs will be delivered through on-line formats.** However, from time-to-time, participants may have opportunities to attend summer institutes, on-campus or face-to-face sessions, blended courses, hybrid courses, week-end courses, and short concentrated experiences to augment on-line offerings.

Overview of the New Programs

Doctor of Education (EdD)

The Doctor of Education (EdD) is a professional doctorate that prepares students for academic, administrative, clinical, or research positions in educational, civil, and private organizations. The EdD degree has been in existence since the 1920's in North America and is currently offered in Faculties of Education at the Tier I universities across Canada (e.g. University of British Columbia, University of Alberta, University of Calgary, Ontario Institute for Studies in Education, and University of Toronto). Our proposed EdD, a full-time program housed within the Faculty of Education, Western University, will prepare educators and other professionals for the application of appropriate and specific practices, the generation of new knowledge, and

the stewardship of the profession. The EdD will be innovative, current, and practitioner-oriented, designed to facilitate future and current professionals to develop the knowledge, skills, and dispositions to solve authentic problems of practice and succeed in educational and other professional positions.

Our EdD program will distinguish itself for its emphasis on:

- Preparing scholars of the profession, educators who can construct and apply knowledge; develop and demonstrate collaboration and communication skills; analyze problems of practice and use multiple frames to develop meaningful solutions; develop a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry; and emphasize the generation, transformation and use of professional knowledge and practice.
- Delivery methods that enhance program flexibility and accessibility. **Programs will largely be delivered on-line**; however, program offerings may be augmented through the inclusion of summer institutes, blended courses, hybrid courses, week-end courses, and short concentrated experiences, all of which will occur as part of articulated course offerings but give opportunities for some students to take advantage of face-to-face interactions.
- A Model of preparation situated within a practitioner-scholar approach and firmly embedded within a conceptual preparation framework based on the adult learning literature.
- Signature pedagogies and pedagogical tools, those forms of instruction and instructional support that are essential to preparing stewards of the profession – inductive stance, analytical framing, concept maps, laboratories of practice, cohort model, and continuous enrolment;
- A written candidacy examination, which consists of a portfolio in which students provide evidence of their capacity to frame and analyze problems of practice, synthesize research, examine the evolution of their own thinking, and articulate their thoughts clearly and effectively. This program will also provide opportunity for thematic dissertation groups where students work collaboratively with faculty and practitioners to study a contemporary problem in education and field dissertation groups where students will work collaboratively on an authentic problem of practice.

Master of Professional Education (MPEd)

The Master of Professional Education (MPEd) is designed to prepare candidates for professional and/or management leadership roles in Education. Through situating the program within a practitioner-scholar approach, students will develop competencies in consuming and creating research and applying knowledge and techniques to solve authentic problems of practice. Borrowing heavily from the framework underlying our EdD, students will experience a program solidly embedded within the adult learning literature and employing signature inductive pedagogies and pedagogical tools, an in-situ opportunity designed to facilitate the application of research and theoretical knowledge, a participatory culture, technologies to map knowledge and knowledge-producing systems through distance and other delivery frameworks, and a cohort model constructed on the principles underlying communities of learners. Although research is embedded within all courses, the program itself is course-based.

Graduate Diploma in Professional Education (GDip)

The Graduate Diploma in Professional Education (GDip) is designed to provide bachelor-level students opportunities to complete advanced graduate professional course work in their professional area. Frameworks that define the EdD and MPEd will also play a pivotal role in our Diploma in Professional Education: practitioner-scholar knowledge, signature inductive pedagogies and pedagogical tools, a participatory culture, and technologies to map knowledge and knowledge-producing systems through distance education and other delivery frameworks. As with the MPEd, although the GDip is a course-based program, research is embedded within all courses. Students completing the GDip may apply to the MPEd program and ladder two half-courses.

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

Introductory Statement

To fully appreciate how our professional programs meet specific expectations for professional programs, it is necessary to present a more detailed overview of the embedded nature of these innovative programs. In accordance with work stemming from research on the Carnegie Project for the Education Doctorate (CPED), our professional programs seek to prepare professionals for the application of appropriate and specific

practices, the generation of new knowledge, and the scholarship of the profession. The programs are in alignment with the CPED charter insofar as they:

- Prepare leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities;
- Provide opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;
- Provide field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions;
- Are grounded in and develop a professional knowledge base that integrates both practical and research knowledge and that link theory with systemic and systematic inquiry; and,
- Emphasize the generation, transformation, and use of professional knowledge and practice.

Our programs accomplish these goals through an innovative philosophy and model of preparation that includes participatory cultures; a practitioner-scholar model; signature pedagogies (e.g. inductive stance, inquiry-based learning, problem-based learning, project-based learning and hybrid methods, case-based teaching); diverse pedagogical tools (e.g. connectivism, technologies to map knowledge and knowledge-producing systems, and frames); laboratories of practice; cohort model; and, in the case of the EdD, comprehensive portfolio examination and thematic and field-based dissertation research.

Depth and Breadth of Knowledge

Education in the traditional sense is not a discipline. Rather, it generally is a borrower discipline: it has one foot in traditional disciplinary areas (e.g. history, sociology, psychology) and the other solidly embedded within interdisciplinary frameworks. It bends and makes more porous disciplinary boundaries such that the fields of study are coalitions of subjects, permitting scholars and professionals to respond to developments outside of their discipline.

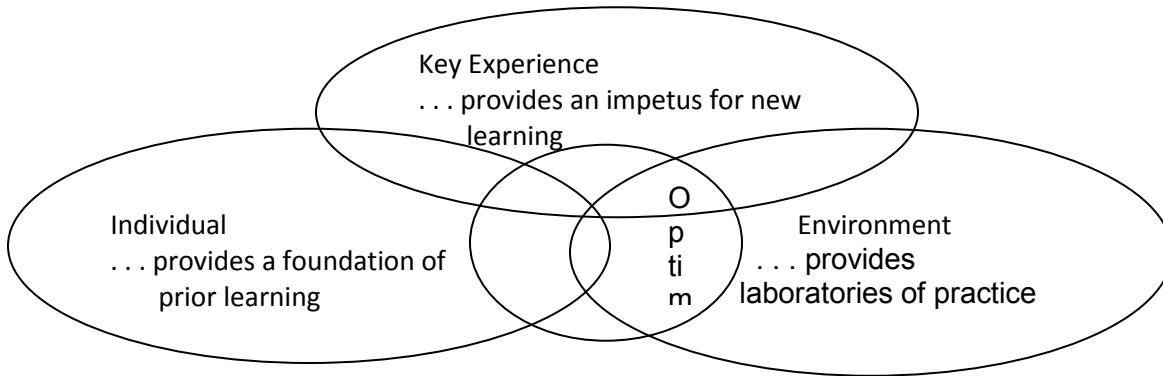
To ensure that students in our professional programs acquire a depth and breadth of knowledge, our pedagogical framework utilizes a diversity of approaches that not only provide disciplinary but also interdisciplinary knowledge. Our learners will experience the freedom to adapt and interpret learned material through their own understandings, operate intellectually and practically across the artificial boundaries of a discipline, furnish multiple perspectives on the discipline, and provide the level of criticality essential to the integration of prior knowledge.

Research and Scholarship

Our professional programs are firmly situated within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. According to this model, graduates of professional programs are scholars, critical consumers of research, and highly prepared professional practitioners who collaboratively apply knowledge and techniques to solve authentic problems of practice. We propose demanding, rigorous, respectable, high-level academic experiences that prepare students for service as leading practitioners in the field of education by building on these professionals' experiences through immersing them in collaborative structures for learning about and practicing research. Graduates will be able to read research reports critically and have the analytical skills and experiences necessary to evaluate these reports; when graduates need more specialized knowledge, review and critically analyze the literature so they may make good practice and policy decisions; and demonstrate the requisite skills to carry out applied research and evaluations in order to guide practice. Moreover, they will have the skills and experience to apply the scholarship of teaching and learning in their own programs. As highly-skilled and knowledgeable practitioner scholars, our graduates will be competent and capable researchers who are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice (Guzman & Muth, 1998, 1999; Muth, 1997).

We have embedded our practitioner-scholar model within a conceptual preparation framework based on research that indicates the optimal learning for adults, especially professionals with a rich background of experience, involves interactions between the characteristics they bring to the learning situation (Edelman & Tononi, 2000; Lehrer, 2009; Ritchart & Perkins, 2007), the experiences in which they engage during the process (Ericsson, 2009; Markham & Gentner, 2001), and the environments in which they learn (Christakis & Fowler, 2007; Gully, Beaubien, Incalcaterra & Hoshi, 2002). This model has been adopted by the University of Connecticut (Sheckley, Donaldson, Mayer, & Lemons, 2010) in their professional education doctorate.

Figure 1– TRIO Model of Adult Learning (Sheckley, Kehrhahn, Bell & Grenier, 2008)



Based on an extensive review of the adult learning and neuroscience literature and subsequent program evaluation studies, the University of Connecticut (see Sheckley et al., 2010) articulated several principles that define effective professional programs:

Principles Defining Effective Professional Programs – University of Connecticut (Sheckley et al., 2010)
Principle 1: A professional program is most effective when it uses learners' experience-based mental models as a foundation for a program of study and helps learners to understand the limits of using these mental models in their thinking, reasoning, and decision-making.
Principle 2: An effective professional program engages learners in experiences that are structured so that they have the qualities outlined in the research on deliberate practice and is designed to help learners build the reasoning skills they will need to learn best from these experiences and help learners become skilled at self-regulating their own learning.
Principle 3: An effective professional program engages learners in settings that support collaboration among learners, engage individuals in ongoing inquiry into problems of practice, focus efforts on a common performance goal, and provide multiple opportunities for learners to use the skills and knowledge gained in their courses.

Drawing extensively from the literature, several key concepts hold promise for enhancing the design of professional programs.

Key Learning Concepts
<ul style="list-style-type: none"> • Providing learners with practice using information in a variety of different contexts and receiving feedback on their performance (essentially engaging in the complex patterns that are tangled with experience). • The use of concept maps to help students understand new concepts and expand their existing experience-based mental models to incorporate these new styles; • Enhance learning through guided practice, independent practice, and active experimentation. • Employ intentionality in learning new practices (i.e., students engage in the experience with the specific goal of learning something new or improving performance); • Allow for duration of effort in learning new skills or performance ideally when a coach can serve as a guide to help learners work through specific experiences skillfully; • Engage learners in rich experiences that expand their mental models; • Engage learners in settings where they have opportunities to use the knowledge and skills they gain in courses to address problems of practice; • Provide students with multiple opportunities to use theory and research as guides in exploring specific problems of practice in authentic settings; • Students must be actively engaged in reasoning deeply about the many facets that comprise problems of practice;

- Select experiential settings that support collaboration among learners and that engage individuals in the ongoing process of inquiry and problems solving.

Abstracted : Sheckley, Donaldson, Mayer, & Lemons, 2010

Although research is embedded within all aspects of the program, it is specifically focused upon within the Comprehensive Portfolio and Dissertation Work.

Level of Application of Knowledge

In the previous section, we have described how we will ensure that our graduates have the competencies to undertake applied research at an advanced level. We will further enhance our graduates' skills in applying their knowledge through developing their professional skills, techniques, tools, practices, ideas, and theoretical approaches and/or materials through laboratories of practice.

The construct of *laboratories of practice* represents a fusion of two important developments in contemporary research: communities of practice and laboratories. A *community of practice* is a group of people who share an interest, a craft, and/or a profession. The group can evolve naturally because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field. It is through the process of sharing information and experiences with the group that the members learn from each other and have an opportunity to develop themselves personally and professionally (Lave & Wenger 1991). A laboratory of practice is, in essence, a "center without walls, in which ... researchers can perform their research without regard to physical location, interacting with colleagues, accessing instrumentation, sharing data and computational resources, [and] accessing information in digital libraries" (Wulf, 1989). A laboratory of practice "is more than an elaborate collection of information and communications technologies; it is a new networked organizational form that also includes social processes; collaboration techniques; formal and informal communication; and agreement on norms, principles, values, and rules" (Cogburn, 2003, p. 86).

Laboratories of practice are structured experiences of messy, real-world practice that serve as sources of active inquiry and professional learning. Models come from other professional fields, including psychology and medicine. Within the laboratories of practice, we seek to fulfill the following objectives:

- Provide candidates with in situ opportunities for expanding their experiences within their concentration area and expose them to alternative contexts, responsibilities and roles;
- Through the provision of opportunities for students to view work within context and actively interact with one another and with practicing professions, we aim to have their self-identified problems of practice, and those of the profession, serve as sources of active inquiry and professional learning. The goal is to promote critical inquiry that addresses important issues related to teaching, learning, and leading in order that service and collaboration among colleagues and the professional communities can be enhanced;
- Provide students the opportunity to critically apply theoretical and technical knowledge, to develop and refine professional skills, and to integrate theoretical, research, and practical knowledge in their emergent roles as professionals;
- Provide students with opportunities to contribute to the development of community institutions and agencies and/or public policies and procedures that advocate for effective programs and services and benefit all children, youth, and families;
- Facilitate the application of students' knowledge of research findings, professional literature, and other relevant information to their work and to evaluate research, translate research into practice and knowledge mobilization, and conduct investigations and program evaluations for improvement of services.

Our laboratories of practice will be guided by an individual learning plan and with a specified number of contact hours. Students will be encouraged to prepare a reflective analysis of their experience in light of their professional goals and related concentration area. Further, the laboratories of practice courses will be designed to situate candidates within differing environments to ensure diverse experiences (e.g. rural, urban), with the intent of exposing students to how problems facing schools or other institutions differ as a function of context. In responding to contextually-based problems of practice, students will be expected to

take an inquiry stance, wherein issues are examined through reviewing the theoretical and research literature and using an analytical framework to explore problems and responses based on setting and context. Students will bring to their content courses what they have seen and will be required to pool and process, describe, and analyze what they have seen across settings. There is an emphasis on problem-based learning as they move through their laboratories of practice, with a clear expectation that they will progress toward developing deep solutions and recommendations for each site. Monthly meetings with their cohort group will further enhance their understandings and consolidate their learnings.

Professional Capacity/Autonomy

Several components of our professional programs seek to develop professional capacity and autonomy:

1. **Participatory culture:** where emphasis is placed on the preparation of an “active contributor mindset” by supporting the development of habits, tools, and skills that enable students to contribute to the design of their lives and communities;
2. **The Practitioner-Scholar Model:** where graduates are prepared to serve as scholars who have competencies to critically and analytically research and evaluate research reports, review and critically analyze the literature to inform practice and policy decisions, demonstrate the requisite skills to carry out applied research and evaluations to guide practice, apply the scholarship of teaching and learning in their own programs, and are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice.
3. **Signature Pedagogies:** where graduates are exposed to forward-thinking, innovative, and effective pedagogy that prepares professionals who demonstrate the knowledge, skills, and moral imperative to intervene and solve problems of practice, employ inquiry to form decisions; is an agent of change; and, possesses an ethical obligation to engage in critical examination and to share.
4. **Pedagogical Frames:** where major political, social, economic, legal, and cultural themes provide the analytic lenses that guide learning and enable students to consider problems solving through common perspectives that hold primary within educational contexts.
5. **Laboratories of Practice:** where emphasis is placed on promoting critical inquiry that addresses important educational issues and the application and integration of theoretical, research, and practical knowledge to authentic problems of practice.

Level of Communication Skills

Considerable emphasis is placed on students’ abilities to communicate complex ideas, issues, and conclusions clearly and effectively through the use of:

1. **Connectivist Theory and Practice:** where emphasis is placed on external networks and human interactions.
2. **Laboratories of Practice:** which provide a situated opportunity to develop students personally and professionally through interacting with colleagues in the pursuit of positive social change.
3. **The Cohort Model:** where peer support, mentorship, discussion, and networking provide opportunities for shared learning, communication, interdependence, and opportunities for individual growth.
4. **Comprehensive and Dissertation work** (within the EdD): where students must demonstrate their competencies in articulating their thinking clearly and effectively both in written and oral communication.

Of primary importance to the development of professional capacity, autonomy, and communication skills is our incorporation of participatory cultures within our professional programs. Current interests in participatory cultures have been spurred by rapid developments in communicative technologies and participatory media that allow for—and, arguably, call for—a shift in how we approach teaching and learning. In particular, with the de-centralization and increased accessibility to information, the roles of the educational institution and teachers shift from source and disseminator of knowledge to location and means of accessing, interpreting, extending, and utilizing that knowledge.

Jenkins et al. (2006) describe a participatory culture as one:

- With relatively low barriers to artistic expression and civic engagement;
- With strong support for creating and sharing one’s creations with others;
- With some type of informal mentorship whereby what is known by the most experienced is passed along to novices;

- Where members believe that their contributions matter; and,
- Where members feel some degree of social connection with one another (at the least they care what other people think about what they have created).

It is our intention that these qualities be embodied in the proposed professional programs. In making this assertion, it is acknowledged that participatory cultures present both tremendous opportunities and significant challenges. In the latter category, challenges include finding ways to work with the decentralization of knowledge inherent in online spaces; developing policies with respect to filtering software that protects learners and schools without limiting students' access to sites that enable participation; and, considering the role of assessment in classrooms that embrace participatory practices.

More significantly, perhaps, the notion of participatory culture presents a critical challenge to longstanding assumptions on the role of educational institutions. Rather than serving as what Ivan Illich described as the "reproductive organ of a consumer society," educational institutions must cultivate the development of an active contributor mindset by supporting the development of habits, tools, and skills that enable people to contribute to the design of their lives and communities. Beyond supporting contributions from individual designers, educational institutions are argued to contribute to a culture of sharing, supported by effective technologies and sustained by personal motivation to occasionally work for the benefit of groups and communities.

Awareness of Limits of Knowledge

Interdisciplinarity, by its very nature, involves integration across disciplinary theories and methods. Instead of in-depth discussion of one or a small number of theories or methods, interdisciplinary education must grapple with how to deal with many. In particular, interdisciplinary research must involve a process of integrating across the insights generated from disciplinary theories and methods.

The interdisciplinary approach that forms the foundation for our professional programs relies heavily on integrating the insights of various disciplines. Through our signature pedagogies, students are introduced to overarching problems of practice and are guided to disciplinary and interdisciplinary content areas, theoretical formulations, and research findings. The goal is to develop their abilities to employ reasoning processes as they weave together theory, research, and facts from "real-world" contexts into a comprehensive interdisciplinary analysis of the situation. Our goal is for students to develop an inquiry stance to examine and collaboratively address issues from various theoretical and research perspectives authentic problems of practice.

Student Learning Outcomes

A full elaboration of student learning outcomes aligned to program goals is presented in later sections that provide full descriptions of the Doctor of Education (EdD), Master of Professional Education (MPed), and Graduate Diploma in Professional Education (GDip). (See pages 48 - 65; 65 - 83; 83 - 90).

Consultation Process in the Preparation of the Proposal

Development of these programs involved extensive study of published works stemming from the Carnegie Foundation for the Advancement of Teaching and in particular, the Carnegie Initiative on the Doctorate and Carnegie Project on the Education Doctorate. Over the past three years, discussions were also held with major universities participating in the Carnegie Project and with other Canadian universities offering professional programs. More recently, the Faculty has held extensive discussions with senior administration at Western University, as well as with various school divisions (e.g. Thames Valley District School Board, London District Catholic School Board) and professional organizations (e.g. the Ontario Principals Association) and academic groups (e.g. Autism Resource Centre, Schulich School of Medicine and Dentistry (Autism Centre of Excellence), King's College) with the intent of forming active collaborations in the design and delivery of our professional programs.

Evidence to Support the Introduction of the Program

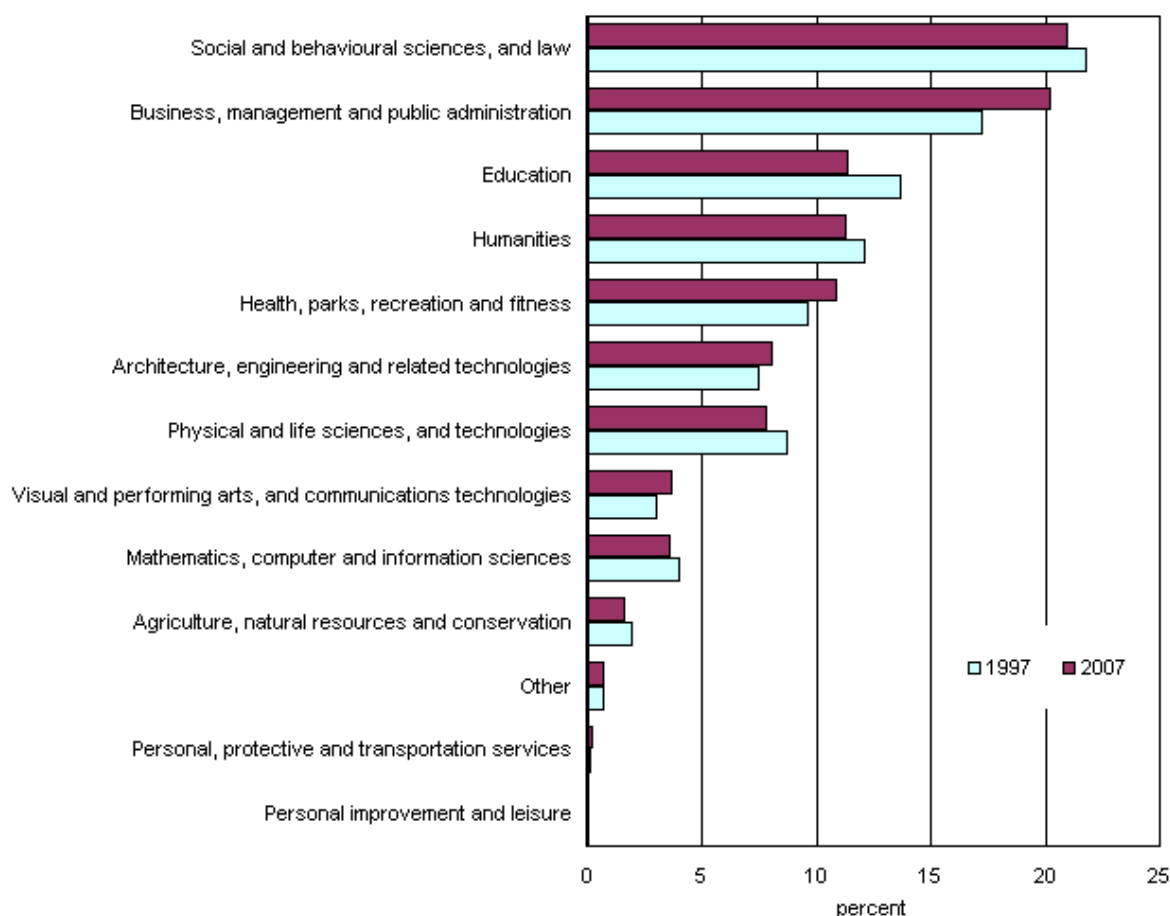
Universities have a leading role and responsibility in the education of future professionals. Professional graduate degrees often are required for entry-level employment where employees must possess a high-level understanding of disciplinary or interdisciplinary knowledge. Professional graduate degrees, more so than traditional ones, intersect the integration between knowledge creation and knowledge application. They also

frequently involve relevant stakeholders in the creation of professional programs and provide networks for graduates, as well as lead efforts toward community development. Over the past decade, increasing attention has been focused on the need for more graduates of professional graduate programs.

The needs of the knowledge economy have increased demands for doctoral-level research abilities within various contexts. Noteworthy is that the greatest demands are for high-level research skills in non-academic settings (Canadian Association of Graduate Studies, 2005; Savage, 2009; Scott et al., 2004; Woodrow Wilson National Fellowship, 2005). These demands have led to the rapid growth in professional doctoral programs: the degree is seen as needed to address the gaps between the skills and knowledge that have conventionally been associated with doctoral-level learning and what is presently required by employers within the knowledge economy.

Within Canada, university graduate enrolments have increased substantially over the past number of years. For example, Statistics Canada (2009) reports that in 2007/2008, 166,000 graduate students were enrolled in Canadian universities. This represents an average annual increase of 5% since 2000/2001, a faster rate of growth than at the undergraduate level (3.1% per annum). Amongst the plethora of graduate degrees offered through North American universities, those in the areas of **Educational Leadership and Administration, Curriculum, and Educational Psychology (Inclusive/Special Education; Counselling Psychology)** are listed amongst the top twenty “in-demand” graduate programs (Campus Explorer, 2011). The most recent Canadian data shows that Education graduate degrees (Master’s and Doctoral programs) are amongst the top six most popular fields of graduate study at Canadian universities (Trends in Higher Education, 2010). As for future demand, Statistics Canada (2009) reports that two fields of study had the highest numbers of university graduates in Canada as a whole: social and behavioural sciences and business, management, and public administration. Education was tied at third in terms of their share of graduates with humanities and health (see table below).

**Percentage Distribution of University Degrees/Diplomas/Certificates Granted by Field of Study,
Canada 1997 and 2007**



Source: Statistics Canada and Council of Ministers of Education, Canada. October 2009. *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program*. Catalogue no. 81-582-X. Ottawa.

International Demand for Professional Programs

Since 2000, the number of students enrolled in international higher education has increased worldwide by 50 per cent, underlining the rapid rise in popularity of this kind of study experience. Recent studies (Australian Government, 2007) indicate that the number of internationally mobile students is likely to rise in the coming years. By 2025, it is predicted that 3.72 million students will travel internationally for some part of their university-level education, a growth of 71 per cent over 20 years, or 2.7 per cent annually. According to the Australian study, depending on the future nature of the world's economy, demand for graduate-level international education is likely to outstrip that for other programs and by 2025, 62 per cent of mobile international students will either pursue a Master's or PhD in another program.

In Canada, 6.5 per cent of all students in postsecondary education are international students; however, Canada only has 4 per cent of the world's market share of international students compared to 7 per cent for Australia, 12 per cent for the United Kingdom, and 20 per cent for the United States. Between 2003 and 2007, Canada's population of international students grew by 6 per cent, while Australia saw a 41-per cent increase, the U.K. 89 per cent, and the U.S. 27 per cent. Despite the overall increase in the number of foreign students studying in Canada, there are significant concerns about whether we are "punching our weight" in capturing our share of the market for international students, and this is occurring within the context of increased competition for international students as the benefits of attracting these students becomes more widely recognized and the global demand for international education grown. It is estimated that by 2025, the number of students studying outside of their home countries will have grown from 1.8 million to 7.2 million

(*Bringing Education in Canada to the World, Bringing the World to Canada: International Education Marketing Action Plan for Provinces and Territories*, June 2011).

In his report on the Ontario postsecondary education system, *Ontario: A Leader in Learning*, the Honourable Bob Rae commented:

International study is intensely enriching. Participating students benefit from a broader education experience. Home and host institutions benefit from a more diversified student body. Ontario benefits from stronger ties and contacts with the rest of the world and citizens with a better understanding of global issues.

In alignment with recommendations of Honourable Bob Rae and the Canadian Ministers of Education, we will focus our efforts toward establishing an enhanced web presence for marketing and program delivery so as to ensure that the Faculty of Education, Western University, will become a destination of choice for international students seeking graduate professional preparation in education. We anticipate that international students will compose over 20 per cent of our enrolments over the next 5 years.

An important commitment for our Faculty through these programs is the realization of achieving social justice and equity for learners of all ages. Educator quality at leadership and practitioner levels is a key determinant in attaining these goals. Many countries worldwide are finding it difficult to achieve educator quality through limits on the availability and quality of professional pre-service and graduate-level education preparation. Through delivering our programs through distance education and ICT improved access, we will contribute to the international goal of achieving universal access to post-secondary education.

Fields of Research in the Program

Doctor of Education (EdD)

The field of research for the EdD program is Educational Leadership. Interest in what leaders do (e.g. work activities, decision-making, problem solving, and resource allocation) and what they do that makes a difference (e.g. leading change, promoting organizational learning, influencing organizational processes and outcomes) has long captured the attention of scholars. Researchers in educational leadership have borrowed liberally from scholars who became identified with theories of scientific management, human relations, transformational leadership, and organizational learning during the twentieth century (Heck & Hallinger, 2005). Over the last twenty years, considerable emphasis has been placed on raising the importance of theoretically and conceptually-informed and methodologically-diverse research as critical links to the development of a valid knowledge base underlying the practice of educational leadership within schools, higher education, and international contexts.

Educational leaders, regardless of context, are challenged with steering unprecedented change: educational leadership and management have never been more demanding. Cohort groups within our EdD will focus on **Educational Leadership within Schools and Educational Contexts**. The concentration also provides opportunities for students to study educational leadership within the context of international education. The EdD program provides for the in-depth study of leadership in education with a focus on theory and research within the context of professional practice (e.g. organizational leadership, structure and culture of schooling, school improvement, and educational reform).

Graduates will have opportunities to scrutinize possible leadership strategies within a changing policy context increasingly focused on standards, accountability, and reputation. They will use research evidence to illuminate the practices, challenges, and problems facing leaders in education and endeavor to overcome the perceived gap between practice and research to create an integrated approach to leadership development.

Master of Professional Education (MPEd)

The fields of research for the MPEd program include:

- Educational Leadership
- Curriculum Studies (with focus on Literacy, Language, Mathematics, Early Childhood Education)
- Educational Psychology and Inclusive/Special Education
- International Education

As indicated above, each of these is an area of high market demand.

Graduate Diploma in Professional Education (GDip)

Although the Graduate Diploma in Professional Education does not support fields, as outlined below, there are various areas in which students may gain advanced skills. The areas of research and study generally parallel those outlined in the MPEd:

- Educational Leadership
- Curriculum Studies (with focus on Literacy, Language, Mathematics, Early Childhood Education)
- Educational Psychology and Inclusive/Special Education
- International Education

Delivery Method of the Program

Normally, all of our program options (EdD, MPEd, and GDip) will be delivered on-line. Depending on cohort needs, though, some on-line offerings may be elaborated through the delivery of portions of courses through face-to-face interactions, on-campus summer sessions and institutes, blended courses, and short concentrated experiences.

PROGRAM REGULATIONS AND COURSES

Program Regulations: Doctor of Education (EdD)

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research <ul style="list-style-type: none"> ▪ Theoretical Foundations of Inquiry)(half course) (required course) ▪ Methodologies and their Fit with Professional Problems (half-course) (required course) Specialization study <ul style="list-style-type: none"> ▪ Specialization Course I (half-course) ▪ Specialization Course II (half-course) 	Year 1	Understand how inquiry tools are used in educational research; learn to critique and design research studies; and, develop research skills to be used in problem analysis and the dissertation
Specialization study and internships <ul style="list-style-type: none"> ▪ Specialization course III (half-course) ▪ Specialization Laboratory of Practice I (half-course) (graded course) (required course) ▪ Specialization Course IV (half-course) ▪ Specialization Laboratory of Practice II (half-course)(graded course) ▪ Comprehensive Examination (required element) 	Year 2	Gain in-depth understanding in an area related to the students' specific work setting and enhance research skills and professional learning within "real-world" contexts
Dissertation <ul style="list-style-type: none"> ▪ Identifying, Framing, and Designing Dissertation Problems; (full-course) (required course) ▪ Doctoral Dissertation (required) 	Year 3	Conduct relevant applied research through thematic or field-based formats
10 Half-courses + Comprehensive Examination + Doctoral Dissertation	3-year program	

Learning Objectives

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques Doctor of Education (EdD)			
Program Objectives	Student Learning Outcomes	Courses Aligning with Outcomes	Sources of Assessment Data
Expert Knowledge of Educational Leadership	<p>Deep understanding of the disciplinary area.</p> <p>Skilled uses of techniques for forecasting, planning, and management of change.</p> <p>Adapt and interpret learned material through one's own understandings, operate intellectually and practically across the artificial boundaries of a discipline, furnish multiple perspectives on the discipline, and provide the level of criticality essential to the integration of prior knowledge.</p>	<p><u>Organizing for Learning ;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II; Philosophy, Change and Supervisory Theory;</u> <u>Aims of Education Leadership;</u> <u>Leadership Abilities in Education;</u> <u>Contextualizing the Education Profession</u></p>	<p>Course Assignments Seminar Discussions Applied Research Projects Portfolio</p>
Knowledge Application in Educational Leadership	<p>Undertake applied research at an advanced level.</p> <p>Take an inquiry stance, wherein issues are examined through reviewing the theoretical and research literature and using an analytical framework to explore problems and responses based on setting and context.</p> <p>Required to pool and process their knowledge and describe and analyze what they have seen across settings.</p> <p>Demonstrate competence as researchers who are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice.</p>	<p><u>Theoretical Foundations of Inquiry;</u> <u>Methodologies and their Fit with Professional Problems;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u> <u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Aims of Education Leadership;</u> <u>Leadership Abilities in Education;</u> <u>Contextualizing the Education Profession;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u></p>	<p>Course Assignments Seminar Discussions Dissertation Applied Research Projects Portfolio</p>
Professional Practice Informed by Scholarly Literature	<p>Read research reports critically and demonstrate the analytical skills and experiences necessary to evaluate these reports.</p> <p>Review and critically analyze the literature to make good practice and policy decisions.</p> <p>Demonstrate the requisite skills to carry out applied research and evaluations to guide practice.</p>	<p><u>Theoretical Foundations of Inquiry;</u> <u>Methodologies and their Fit with Professional Problems;</u> <u>Approaches to Professional Problems in Education Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u></p>	<p>Course Assignments Seminar Discussions Dissertation Applied Research Projects Portfolio Laboratory of Practice Assignment</p>

		<u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u>	
Reflective Practice	<p>Use self-analysis, inquiry, and purposeful reflection to continually improve practice, model and encourage these habits with others, and create communities that promote high achievement for all learners.</p> <p>Systematically engage, compare, and critique experience from diverse educational settings.</p> <p>Apply the principles derived from the literature in professional practice.</p>	<u>Theoretical Foundations of Inquiry;</u> <u>Methodologies and their Fit with Professional Problems;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education</u> <u>Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u> <u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Aims of Education Leadership;</u> <u>Leadership Abilities in Education;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u>	<p>Course</p> <p>Assignments</p> <p>Seminar</p> <p>Laboratory of Practice</p> <p>Assignment</p> <p>Portfolio</p>
Equity and Cultural Competency	<p>Culturally competent practitioner-advocates who purposefully work for equity by creating collaborative environments that welcome and serve diverse members.</p>	<u>Organizing for Learning;</u> <u>Leading for Learning;</u> <u>Laboratory of Practice: I</u> <u>Laboratory of Practice: II</u>	<p>Seminar</p> <p>Discussions</p> <p>Course</p> <p>Assignments</p> <p>Applied Research</p> <p>Projects</p> <p>Portfolio</p>
Professional Capacity and Autonomy	<p>Demonstrate the habits, tools, and skills that enable contributions to the design of their communities.</p> <p>Demonstrate the competencies to critically and analytically evaluate research reports, review and critically analyze the literature to inform practice and policy decisions, demonstrate the requisite skills to carry out applied research and evaluations to guide practice, and apply the scholarship of teaching and learning.</p> <p>Demonstrate agency in promoting social change; the knowledge, skills, and moral imperative to intervene and solve problems of practice; and the ethical obligation to engage in critical examination.</p> <p>Demonstrate knowledge and skills to use social, political, economic, and other analytic lenses to guide learning and inform practice.</p> <p>Engage in critical inquiry that</p>	<u>Methodologies and their Fit with Professional Problems;</u> <u>Organizing for Learning;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education</u> <u>Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u> <u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Leadership Abilities in Education;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u>	<p>Dissertation</p> <p>Progress Reports</p> <p>Seminars</p> <p>Discussions</p> <p>Course</p> <p>Assignments</p> <p>Applied Research</p> <p>Projects</p> <p>Laboratory of Practice</p> <p>Assignments</p> <p>Portfolio</p>

	addresses important educational issues and the application and integration of theoretical, research, and practical knowledge to authentic problems of practice.		
Communication	<p>Communicate complex ideas, issues, and conclusions clearly and effectively.</p> <p>Demonstrate awareness of cutting-edge technologies and how they can enhance teaching, learning, and leadership.</p> <p>Provide leadership for creating, promoting, and sustaining a dynamic, digital-age learning culture that provides rigorous, relevant, and engaging education and uses these resources to promote positive social change.</p> <p>Engage in the provision of peer support, mentorship, discussion, and networking to provide opportunities for shared learning, communication, interdependence, and opportunities for individual growth.</p> <p>Demonstrate competencies in articulating their thinking clearly and effectively both in written and oral communication.</p> <p>Demonstrate an active contributor mindset by supporting the development of habits, tools, and skills in others.</p>	<p><u>New Technologies in Professional Education (Non-credit seminar);</u> <u>Organizing for Learning;</u> <u>Leading for Learning;</u> <u>Approaches to Professional Problems in Education</u> <u>Leadership;</u> <u>Essential Contexts of Leadership, Part I;</u> <u>Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;</u> <u>Leadership Abilities in Education;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u></p>	<p>Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignments Portfolio</p>
Awareness of Limits of Knowledge	<p>Demonstrate abilities to employ reasoning processes as they weave together theory, research, and data from “real-world” contexts into a comprehensive interdisciplinary analysis of a situation or problems of practice.</p> <p>Develop an inquiry stance to examine and collaboratively address problems of practice from various theoretical and research perspectives.</p>	<p><u>Methodologies and their Fit with Professional Problems;</u> <u>Approaches to Professional Problems in Education</u> <u>Leadership;</u> <u>Identifying, Framing and Designing Dissertation Problems;</u> <u>Laboratory of Practice: I;</u> <u>Laboratory of Practice: II</u></p>	<p>Discussions Dissertation Applied Research Projects Laboratory of Practice Assignments Portfolio</p>

Program Sequence

The program is divided into three distinct phases:

Phase I (Year 1) is designed primarily to develop students’ competencies as “critical critical consumers of educational research” and skills to conduct practitioner-inquiry.

Phase II (Year 2) is designed to engage students in an in-depth analysis of an identified problem of practice through diverse academic disciplines (e.g., leadership, workplace, and adult learning). Specialization coursework exposes students to context specific best practices and cutting edge research and emphasizes the application of theory and research to practice within laboratories of practice.

Phase II (Year 3) is designed to support students in synthesizing their Phase 2 inquiry projects into a dissertation. Students work collaboratively with faculty and practitioners from their field to complete a dissertation that addresses a contemporary issue in education.

Each specialization class will be framed within an overarching problem of practice, which will serve as the catalyst for identifying other problems and issues of practice that students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research **perspectives** authentic problems of practice in their professional work.

Admissions

Our EdD program is designed to attract mid-career, full-time professionals working in complex organizations.

Enrolment Plan – Cohort Model

Our students will join together as members of a cohort that collaborates as a professional and academic “community of practice.” This cohort structure will provide ongoing support within the course work and through the dissertation writing process. In this approach, a new group of 20 students will be admitted each year. Each cohort group will proceed through the program together, enrolling in the required courses. To ensure the integrity of the cohort model, a continuous enrollment requirement will be necessary which will necessitate that students complete all the required courses within the timeframe stipulated.

Admissions Criteria

- Master's degree in area of Educational Leadership or allied degree
- Minimum grade point average of 80% in student's most recent Master's program.

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 minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].
- The [International English Language Testing Service](#) (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. 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. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The [Canadian Academic English Language Assessment](#) (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- [Fanshawe College's ESL Program](#). The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

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.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit

Students who have not received advanced credit at the MPED level may achieve advanced credit (a total of 2 half-courses) for completion of the Ontario Principal's Qualification Program (PQP, Parts I and II) or Ontario Supervisory Officer Qualification Program (SOQP) or an equivalent qualification from another jurisdiction. Students who have been approved for advanced credit will be required to pay for the course-equivalent credits.

Application Material

All admission packages judged by the admissions committee will consist of the submission of university transcripts; a description of years of experience along with level of responsibility, unique talents, and accomplishments; letters of recommendation; and a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades. An application form for all applicants will be developed that includes the following:

- SGPS/FoE Application Form Personal statement that addresses problems of practice that is of particular interest to the candidate.
- Three letters of recommendation: letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Writing sample: the writing sample requirement provides a measure of the applicant's potential and current ability to write at the graduate level. The writing sample must prove that the applicant can coherently present a thesis, develop an idea, and present ideas on paper. Students may write on any topic in the general field of learning, teaching, or critical issues of leadership. Regardless of topic, the paper must include citations and a reference list.
- Application fee
- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Prerequisite:

- Graduate research course in qualitative, quantitative, or program evaluation is required at the Master's level.
- In cases in which a student's background in his/her chosen specialty is limited, the individual may be required to fulfill deficiency requirements.

Comprehensive Examination

Purpose of Comprehensive Examination

We see the comprehensive examination as the culminating assessment linked to the student's coursework. It provides an opportunity for the student to demonstrate the depth and breadth of his/her knowledge related to the program of study. Further, the comprehensive examination serves as an assessment tool that aids in forecasting each student's completion of the EdD degree.

Establishing the Comprehensive Examination Format

When the student has completed all course requirements and has submitted his/her completed portfolio, the Director of Professional Programs will arrange for an examination of the submitted material. The date for completion of the evaluation and submission of final comments and grade will be set for three weeks following examiners' receipt of the portfolio document. The Examination committee will consist of a Neutral Chair who will be asked to ensure timelines are met and who intervenes to provide mediation if required. The Neutral Chair will also assume responsibility for grade submission using the system currently in place at Western and advising the candidate and the School of Graduate and Postdoctoral Studies of the recommendation made by the committee.

The Evaluating Committee will consist of:

- Neutral Chair (non-voting member)
- Supervisor
- Three other members, only one of whom can be an adjunct or an emeritus professor

Students who do not receive a passing grade on their examination shall be given a second opportunity to resubmit their revised material within three months of the original examination. Students who do not pass the second evaluation shall be required to withdraw from the program.

Comprehensive Guidelines and Regulations

We are proposing to adopt an examination format used by several of the CPED EdD programs in the United States. The examination procedure involves only **a written product**, which consists of a portfolio in which students provide evidence of their capacity:

- a) To frame a problem of practice that has sufficient depth and breadth to serve as the focus for the dissertation project;
- b) To frame, analyze, and innovatively resolve educational dilemmas in light of political, social, economic, legal, and cultural contexts that are informed by current literature, applied theoretical knowledge, and current policies;
- c) To synthesize research from different frames into a coherent analysis of this problem of practice;
- d) To examine the evolution of their own thinking as an educational leader throughout the program; and,
- e) To articulate their thinking clearly and effectively.

The portfolio will have three main components. The first is an essay that provides an in-depth analysis of the key components and relationships germane to a problem of practice that will form the basis for the dissertation work.

The essay will include:

- a) A discussion of the proposed problem of practice and its significance and potential to contribute to the field;
- b) A multi-dimensional graphic ("concept map") that provides a conceptual lens that will be used to frame the problem of practice—a lens that includes specific references to the theoretical and research-based literature and to the data and information collected for the course-based projects in each of the core courses;
- c) A concise review of the background literature;
- d) Methods to be applied to the examination of the problem of practice; and
- e) A timetable and, if appropriate, discussion of such matters as funding, field logistics, scheduling, and so on.

The proposal must be well thought-out, carefully written and edited, and finished with appropriate references and illustrations.

The second component of the portfolio is an appendix that includes final copies of the papers written in each of the core courses—papers that integrate the concepts addressed in a core course with an exploration of how these ideas play out within a laboratory of practice.

In the final component of the portfolio, candidates will also include a reflective self-analysis of how their thinking as an educational professional has changed over the course of the program.

Assessment of the Comprehensive Portfolio

The comprehensive exam will be a *written* exam (i.e. portfolio) scheduled in June to August of students' second year in the program. A framework for a rubric-driven portfolio evaluation system will be developed and used in the evaluation of students' candidacy portfolios. The Faculty of Education has several academic staff members who have internationally-recognized expertise in the development of online portfolio systems, and their expertise will be harnessed to create doctoral portfolio assessment standards. Feedback from the assessment and reasons for the decision reached by the examination committee will be documented and

provided to the student in sufficient detail to allow the student to understand the decision, including identifying strengths and weaknesses.

The type of portfolio required is a performance of depth of understanding consisting of three components:

- i. An essay;
- ii. An appendix that includes final copies of the papers written in each of the core courses—papers that integrate the concepts addressed in a core course with an exploration of how these ideas play out within a laboratory of practice; and
- iii. A reflective self-analysis—the analysis requires an assessment that can adequately capture these various components. A rubric of clearly articulated criteria and levels of performance to guide the assessment process is proposed.

Rubrics are a particular format for criteria with all score points described and defined. The best rubrics are worded in a way that guides the decision making process when judging quality and reflects the best thinking in the field as to what constitutes good, strong scholarly professional performance. An analytic rubric divides a product or performance into essential traits or dimensions so that each component can be judged separately (i.e. one examines a product or performance for essential traits). It articulates levels of performance for each criterion. An analytic rubric is able to handle weighting of criteria by using a simple multiplier for each criterion. As such, an analytic rubric would be well-suited for judging a complex performance such as a portfolio involving several significant components.

Criteria would be developed based on each of the required portfolio components, (e.g. “demonstrates knowledge of the specialization area,” synthesizes the literature and cites it as support for the assertions made,” “thinks critically and expresses ideas effectively,” “addresses issues in a clear, logical, and succinct manner,” etc.). Levels of performance would be developed for each criterion in the rubric. A quantitative scoring system would be developed for the rubric (e.g. each section of the portfolio framework will be evaluated out of 20 points.) A weighting scale would be used to assess each component, and the final numerical score for the response would be reported, along with any comments, in a template that will be provided.

0 – 13 points	NOT PASSING
14 – 17 points	PASSING
18 – 20 points	PASSING WITH HONORS

If there turns out to be great differences in inter-rater scores on any component, the Neutral Chair would mediate the discussion in an attempt to reconcile the gap and move toward greater consensus. In the feedback provided to the doctoral students, the mean score from the examiners for each question would be given.

Dissertation

The focus of the third academic year of study will be the student's dissertation research and preparation of the dissertation. It is noteworthy that work in support of the dissertation is embedded throughout the EdD program; however, formal dissertation research is subject to passage of the candidacy examination and approval by the dissertation proposal examination specified in (1) (C) above and subject to approval as necessary of the Conjoint Faculties Research Ethics Board.

All students in the EdD program will complete a rigorous research-based dissertation that integrates theory and research in the study of educational practice.

The dissertation will include the results of the candidate's independent research and will focus on examination of:

- a) An educational problem,
- b) A practice or program or
- c) An educational policy or reform.

Most dissertations will be studies undertaken in the local context and have the potential to contribute to solutions of local educational problems. Dissertations may draw on a range of qualitative and quantitative research and evaluation methodologies. The dissertation will present the results of the

candidate's independent investigation in a manner that contributes both to professional knowledge in education and to the improvement of educational practice. Examples might include studies examining and/or evaluating reforms in curriculum and instruction, professional development, assessment, and applications of technology.

In understanding the features of an EdD dissertation in comparison to those of a PhD dissertation, it is important to understand that the EdD dissertation is typically a research study focused on educational programs or practices. Unlike the PhD dissertation that is generally seen as contributing theoretically-grounded knowledge and contributing to the research in a scholarly discipline, the goal of the EdD dissertation is to generate knowledge that contributes to the understanding of educational practices, policies, or reforms. Nevertheless, the EdD dissertation is a significantly scholarly work that uses rigorous research methodologies in the study of educational problems and practices. The dissertation is expected to be based on one or more theoretical frameworks and to include a comprehensive review of relevant literature in which the research question or questions are situated. The dissertation most often involves collection of original empirical data, qualitative and/or quantitative analysis of these data, interpretation of the findings, a discussion of their significance and implications, and an indication of important areas for further research.

Although EdD dissertations differ in nature from more discipline-oriented and theoretically-focused PhD dissertations, they are held to the same high standards of academic quality and rigor as are other Western University doctoral dissertations. All students in the program will participate in two half-course **credit** dissertation seminars in which the expectations regarding dissertations are explored in depth and during which they will further elaborate their problem of practice (POP), reviews of research literature, and dissertation methodologies. Candidates consolidate their work in the program into seminar presentations that provide a clear and well-developed statement of their POP, a summary of information they have gathered on their POP, an analysis of their POP based on the information they have gathered, a critical review of the literature, and specific recommendations to address their problem of practice.

Dissertation Models

There are two models of practice based applied research experiences that will be used in the program. One is to provide thematic topics developed by the student in consultation with their supervisor, and another is to provide topics from field organizations. Both approaches will be available in this program.

Thematic Dissertation

Consistent with the directions set by many of the CPED initiatives, the proposal seeks to offer an innovative approach toward dissertation preparation. Named “thematic dissertation groups,” students will work collaboratively with faculty and practitioners from the field to study a contemporary problem in education. Bringing together a strong combination of experiences and perspectives to understanding problems of practice, the groups’ work culminates in a set of unique, complementary dissertations around thematically related topics. Students will write individual dissertations but rely on their faculty group leaders and fellow group members for support, literature and research design recommendations, and feedback on their drafts.

We see two major benefits of this approach. First, consistent with emergent understandings of participatory cultures (e.g. Jenkins et al., 2006), this emphasis on collaboration can foreground the collective dimensions of knowledge and knowledge production. As with any collective, cohort members will contribute to and enable one another’s thinking. However, a participatory culture entails a more deliberate effort toward being conscious of such influences and their consequences, rendering the process of knowledge-production a site for research and investigation. This opportunity, to be attentive to the simultaneous learnings of individuals and collectives, is of course, of tremendous value within the field of educational research.

The second major reason has more to do with focus and motivation. Because their studies will be related, group members hold each other accountable for staying on track and considering the most contemporary and relevant theoretical and conceptual frameworks. The camaraderie and built-in support motivates students to stay focused, which ultimately reduces time to completion of the dissertation. Pilot tested in a number of CPED sites, thematic dissertations enable students to explore important questions and conduct research like professionals do in everyday settings—collaboratively.

Thematic dissertation groups will define each annual cohort group and will be either specialization specific or lend themselves to interdisciplinary exploration.

Potential topics could include problems such as:

- Access and persistence in postsecondary education
- Data-based decisions in education: What data? Which decisions?
- Effective leadership practices of the new principal: Making a successful transition
- Improving instruction for professional education
- Large scale educational reform: Assessing the evidence
- Student engagement in high-performing urban high school
- Teaching and learning: Innovative university-school partnerships for the purpose of teacher education
- The 21st century: The changing role and challenges of the urban superintendent
- The role of the academic dean in changing the academy

Field Dissertations

Problems of practice articulated by field organizations will be topics for study. Students will work in groups on these problems of practice in a collaborative endeavor that requires them to understand the issues as posed, analyze them from a number of perspectives, and respond with policy and practice. Each student will respond to a unique problem of practice and write an individual dissertation. Clients will prepare a request for assistance with a project. Such a request will include:

- 1) A context statement;
- 2) The problems to be addressed;
- 3) The expectation of the client;
- 4) The data sources that will be made available and/or the agreements for data to be collected;
- 5) The expectations regarding communication and reports; and
- 6) The final report (i.e., the dissertation).

Students will “bid” on the project on which they want to work. Once a student team has selected a project, the team will present a scope of work memorandum to the client and the supervisor that defines the scope of the project, including key problems of practice; specifies the analytical focus and data collection strategies; develops a timeline and task completion schedule; and assigns individual team members to specific areas of focus. Each student will provide a final project report which will serve as the dissertation. Typically, the final project will be a report of the analysis undertaken, including a description of the literature which informed the topic, a description of the data used, and the policy and practice recommendations. In addition to the dissertation examination, students will be expected to present a summary of the research to clients.

Supervision

Students will be matched with an approved Supervisor at the time of first registration. Supervision may be provided by Full-time Members in the professorial ranks or, alternatively, a Supervisor who does not have a continuing appointment but who holds an Adjunct appointment, has Emeritus status, or is from outside the university. In such cases, the School of Graduate and Postdoctoral Studies will be asked to approve the appointment in the form of a request for membership at a level to include privileges to supervise student at the Doctoral level. Normally, Supervisors from outside the university must meet the following criteria:

- Hold a PhD or EdD degree;
- Have extensive experience in a professional field related to the area of a student’s study and dissertation research;
- Have made significant professional contributions at the local, national, and international levels in research, teaching, and/or service;
- Have been active in professional scholarly research in an area related to the student’s interest and dissertation research.

Program Regulations: Master of Professional Education (MPEd)

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research <ul style="list-style-type: none"> • Participatory Research (half-course) (required course) ▪ Program Evaluation (half-course) (required course) Specialization study <ul style="list-style-type: none"> ▪ Specialization Course I (half-course) ▪ Specialization Course II (half-course) 	Year 1	Acquire a basic knowledge of the processes and practices of research in education, including developing an understanding of program evaluation. Introduction to the specialization area.
Specialization study <ul style="list-style-type: none"> ▪ Specialization course III (half-course) Elective study <ul style="list-style-type: none"> ▪ Elective (half-course) Laboratory of Practice (half-course) (graded) (required course) Capstone Project (one-half course) (half-course) (required course)	Year 2	Further elaboration of knowledge relative to specialization interests, as well as related content areas. Enhance research skills and professional learning within “real-world” context. Demonstrate collaborative abilities to frame a problem of practice, develop a concept map, gather relevant research, and identify methods for examining it.

Learning Outcomes

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques Master of Professional Education (MPEd)			
Program Objectives	Student Learning Outcomes	Courses Aligning with Outcomes	Sources of Assessment Data
Show advanced knowledge of their disciplinary area	Demonstrate knowledge of historical and current influences on disciplinary theory and practice. Demonstrate a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry.	<u>Disciplinary courses within specified fields</u>	Course Assignments Seminar Discussions Applied Research Projects
Apply knowledge of their disciplinary area	Demonstrate abilities to generate, transform, and use professional knowledge to guide practice. The ability to use self-analysis, inquiry, and purposeful reflection to continually improve practice and model and encourage these habits with others. Scholarly practitioners who inspire shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for	<u>Participatory Research;</u> <u>Program Evaluation;</u> <u>Laboratory of Practice;</u> <u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment Portfolio

	continuous instructional improvement. Scholarly-practitioners who value the application of theory in practice and conduct systemic inquiry.		
Professionals whose practice is informed by scholarly literature	Acquire a knowledge base in research methodology that permits critical analysis of the literature.	<u>Participatory Research;</u> <u>Program Evaluation;</u> <u>Laboratory of Practice;</u> <u>Field specific courses.</u>	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment Portfolio
Reflective practice	Use self-analysis, inquiry, and purposeful reflection to continually improve their own practice. Frame complex problems of practice to bring about meaningful solutions. Demonstrate systems thinking and strategic approaches for teacher leaders to create a learning community that demonstrates ethical, caring and reflective practice.	<u>Participatory Research;</u> <u>Program Evaluation;</u> <u>Laboratory of Practice;</u> <u>Field Specific courses.</u>	Course Assignments Seminar Discussions Applied Research Projects Portfolio
Equity and Cultural Competency	Are culturally competent and advocate purposefully for equity	<u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects Portfolio
Communication	Develop and demonstrate collaboration and communication skills to work with diverse communities and build partnerships. Provide service to the professional, scholarly, and university communities through the dissemination and translation of research.	<u>Field specific courses;</u> <u>Laboratory of Practice</u>	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment
Professional Capacity and Autonomy	Identify and act with professionalism, integrity, and ethical behavior. The competencies of practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in education.	<u>Laboratory of Practice;</u> <u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment

Awareness of Limits of Knowledge	Develop an inquiry stance to examine and collaboratively address problems of practice from various theoretical and research perspectives.	<u>Program Evaluation;</u> <u>Participatory Research;</u> <u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects
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Program Phases

The program is divided into two phases:

Phase I (Year 1) is designed primarily to develop students' competencies as "critical critical consumers of educational research" and skills to conduct practitioner-inquiry. Emphasis is also placed on introducing students to the theoretical and research literature related to their area of specialization.

Phase II (Year 2) is designed to engage students in an in-depth analysis of an identified problem of practice through diverse academic disciplines. Specialization and elective coursework exposes students to context specific best practices and cutting edge research and emphasizes the application of theory and research to practice within a laboratory of practice. Students culminate their program with a capstone project, which is focused on a collaborative research project designed around a problem of practice.

Each specialization class will be framed within an overarching problem of practice which will serve as the catalyst for identifying other problems and issues of practice students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research perspectives authentic problems of practice in their professional work.

Program Sequence and Detail

In the first year, student's complete two introductory research courses, as well as three core specialization courses that are framed around major political, social, economic, legal, and cultural themes. Subsequent coursework in the second year builds upon this broad base of knowledge and aligns with students' career objectives. Each concentration exposes students to context-specific best practices and cutting edge research and emphasizes the application of theory to practice. Students are also provided with opportunities to view practice within context and apply their research and theoretical knowledge in their emergent roles as professionals within a laboratory of practice. The year ends with teams of students collaborating engaging in the development of a capstone project.

Objectives – Year I

In addition to overarching problems of practice introduced by the instructors and fellow students, candidates will also be asked to decide on a problem of practice that will become the centerpiece of their program of study. Research has shown that allowing students to self-identify a problem of practice to guide their program will energize their work over their period of study, be associated with a rich network of students' prior experiences, and because of students' prior experience, include a wide range of explicit and tacit knowledge. Phase I is designed to help candidates develop skills that they can use to add depth and breadth to their thinking about the problems of practice they are studying through developing the research and information collection and data analysis skills they will use to explore the many facets of a problems of practice. Candidates also learn how to read the educational literature critically through studies within their specialization area. Cumulatively, these experiences will add depth and breadth to the experience-based conceptions students' initially use to frame their chosen problems of practice.

Objectives – Year II

Learners explore their POP through lenses filtered by concepts from the research literature in light of political, social, economic, legal, and cultural contexts. The emphasis is not on learning about ideas and concepts in order to write a paper or to pass a test but rather on learning how to use these ideas and

concepts to address a complex problem of practice. Using inductive teaching techniques or what Shulman (2005) refers to as signature pedagogy, the proposed program seeks to elaborate candidates' divergent and convergent problem solving abilities and cognitive flexibility, which, in concert, will contribute to the mental leaps that characterize insightful and creative thought. To further enhance the cognitive abilities that support complex problem solving, knowledge gleaned from the topic-specific and elective courses informs action within a laboratory of practice setting in which students explore how concepts covered in their course-related readings play out in practice. Since this laboratory of practice is typically situated within school districts or related agencies, it presents students with the intricate challenges of real-world situations. As they conduct exploration projects within this setting, students are often perplexed; the textbook theory just does not translate neatly into real-world situations. To resolve the conflict, they often have to make mental leaps to connect—to figure out the relationships between the ideas they read about in their courses and the information they gather from their exploration projects within these settings.

In each course, students read the research literature critically and then explore these issues within a laboratory of practice. In each instance, instructors would use various inductive techniques to help students develop the ability to make insightful mental leaps between conceptual frameworks and problems of practice. Armed with this ability, candidates would enter real-world situations with the capacity to devise creative solutions to complex problems of practice. Throughout, instructors also help students enhance their ability to self-regulate their own learning. Instead of setting absolute requirements, instructors outline a list of readings from which candidates can choose. In terms of exploration projects, instructors work with candidates to develop the best approach to use within a particular setting. As learners consider these options at hand, instructors help them develop the skills they can use to make the most effective choices and to self-regulate—to plan, monitor, and evaluate—how they implement these choices. When candidates learn to self-regulate their own learning, they also learn how to think about their own thinking. In doing so, they often appreciate the limits of their own decision-making. With assistance from their instructors, they generally build appropriate checks and balances into the process they use to plan, monitor, and evaluate their own actions. The emphasis is on helping candidates to use convergent and divergent reasoning processes, along with framing, to conceptualize the relationships among the ideas covered within the core courses, to link these conceptual relationships to issues they find in their exploration projects, to analyze the results of their exploration, and to propose creative recommendations on ways to address a problem of practice. Phase II culminates with the completion of an integrate capstone project.

Admissions

Our Master of Professional Education is designed to attract emerging and mid-career, full-time professionals working within educational or related service organizations.

Enrolment Plan – Cohort Model

Students join together as members of a cohort that collaborates as a professional and academic “community of practice.” This cohort structure will provide ongoing support within the course work and through the dissertation writing process.

In this approach, a new group of 20 students will be admitted each year. Each cohort group will proceed through the program together, enrolling in the required courses.

To ensure the integrity of the cohort model, a continuous enrollment requirement will be necessary which will necessitate that students complete all the required courses within the timeframe stipulated.

Admissions Criteria

For admission to the Master of Professional Education program, students must possess a four-year degree from an accredited university. The School of Graduate and Postdoctoral Studies requires at least a 70% average in senior level academic courses, as determined by the School of Graduate and Postdoctoral Studies, taken in the last two full-time years of the undergraduate degree.

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 minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or

550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].

- The [International English Language Testing Service](#) (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. 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. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The [Canadian Academic English Language Assessment](#) (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- [Fanshawe College's ESL Program](#). The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

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.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit

Students enrolling in the Educational Leadership field may achieve advanced credit (a total of 2 half-courses) for completion of the Ontario Principal's Qualification Program (PQP, Parts I and II or Ontario Supervisory Officer Qualification Program (SOQP) or an equivalent qualification from another jurisdiction. A course tuition fee will be charged to students for every one-half course advanced credit they are granted in alignment with approved tuition fees.

Laddering

It may be possible for students who have completed the Diploma in Professional Education to "ladder" two half-course equivalents into a Master of Professional Education program. No additional fees will be charged for laddering these courses.

To be eligible to participate in the laddering process, the following conditions must be met:

- Students will have completed a Professional Diploma in the Faculty of Education, Western University, or two half-course equivalents at the graduate level in Education at another accredited university.
- Students will have maintained a graduate equivalent of "B" or higher in the courses transferred.
- No more than two years will have elapsed since the completion of the Professional Diploma.

Application Material

All admission packages judged by the admissions committee will consist of university transcripts; a description of years of experience, along with level of responsibility; unique talents and accomplishments; letters of recommendation; and, the submission of a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades.

All applicants will be required to submit the following:

- SGPS/FoE Application Form
- Personal statement that addresses problems of practice that is of particular interest to the candidate.
- Three letters of recommendation: letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Application fee

- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Program Regulations: Graduate Diploma in Professional Education (GDip)

The GDip, a full-time program, is designed to provide Bachelor-level students opportunities to completed advanced graduate professional course work in their chosen professional area. The frameworks that define the EdD and MPED will also play a pivotal role in our GDip: practitioner-scholar knowledge; signature inductive pedagogies and pedagogical tools; a participatory culture; and technologies to map knowledge and knowledge-producing systems through distance education and other delivery frameworks. The GDip is a course-based program, with research embedded within all courses.

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research ▪ <u>Action Research: Teachers as Researchers – ED9577</u> (half-course)(required) Professional Area (3 half-courses) ▪ Educational Leadership ▪ Curriculum ▪ Educational Psychology	Year 1	Acquire introductory level knowledge of the role of research in professional education, importance of research-informed practice; and to elaborate their understanding of specialization areas in professional education.

As with our EdD and MPED, each professional area course will be framed within an overarching problem of practice which will serve as the catalyst for identifying other problems and issues of practice students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research perspectives authentic problems of practice in their professional work.

Learning Outcomes

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques Graduate Diploma in Professional Education (GDip)			
Program Objectives	Student Learning Outcomes	Courses Aligning with Outcomes	Sources of Assessment Data
Knowledge of selected disciplinary area	With respect to their selected disciplinary area, students will demonstrate: Knowledge and understanding of current debates, concepts, and issues within the area under study. Knowledge and understanding of research that underpins practice in the area of study. Critical appreciation of relevant education strategies, policies and guidelines, and their implications for teachers in relation to improving	<u>Disciplinary courses within specified fields</u>	Course Assignments Seminar Discussions Applied Research Projects

	<p>practice.</p> <p>Understanding and appreciation that teaching and learning occur in complex and contextualized settings that impact practice.</p>		
Apply knowledge of their disciplinary area	<p>Knowledge of key terms, concepts and theories to inform and evaluate practice</p>	<u>Disciplinary courses within specified fields</u>	<p>Course Assignments</p> <p>Seminar Discussions</p> <p>Applied Research Projects</p>
Professionals whose practice is informed by scholarly literature	<p>An acquisition of a knowledge base in action research methodology that permits critical analysis of the literature.</p> <p>Application of critical thinking and decision-making skills in relation in reviewing literature and practice</p>	<p><u>Action Research: Teachers as Researchers – ED9577</u></p> <p><u>Field specific courses</u></p>	<p>Course Assignments</p> <p>Seminar Discussions</p> <p>Applied Research Projects</p>
Reflective practice	<p>The ability to critically evaluate use insights to enhance practice.</p> <p>A reflective approach to research and other literature to inform and improve practice. Purposeful engagement in self-analysis, inquiry, and reflection to continually improve practice.</p>	<u>Field specific courses</u>	<p>Course Assignments</p> <p>Seminar Discussions</p> <p>Applied Research Projects</p>
Equity and Cultural Competency	<p>Cultural competence and advocacy skills to purposefully promote equity.</p>	<u>Field specific courses</u>	<p>Course Assignments</p> <p>Seminar Discussions</p> <p>Applied Research Projects</p>
Communication	<p>Abilities to develop and maintain effective written, oral, nonverbal, and electronic communications with diverse listeners.</p> <p>Competencies in the use ICT applications for information retrieval and communication purposes</p>	<p><u>Field specific courses</u></p> <p><u>Laboratory of Practice</u></p>	<p>Course Assignments</p> <p>Seminar Discussions</p> <p>Applied Research Projects</p>
Professional Capacity and Autonomy	<p>Actions that are consistent with principles of fairness, equity, and diversity to support the development and learning of individual children, within the context of his/her family, culture, and society.</p> <p>Ability to apply a personal philosophy of within the framework of ethical and professional standards.</p> <p>Competencies at identifying and acting with professionalism, integrity, and ethical behavior.</p>	<p><u>Laboratory of Practice</u></p> <p><u>Field specific courses</u></p>	<p>Course Assignments</p> <p>Seminar Discussions</p> <p>Applied Research Projects</p>

Awareness of Limits of Knowledge	Ability to develop an inquiry stance to examine problems of practice from various theoretical and research perspectives.	<u>Action Research: Teachers as Researchers – ED9577</u> <u>Field specific courses</u>	Course Assignments Seminar Discussions Applied Research Projects
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Program Sequence and Detail

The Graduate Diploma in Professional Education program is designed to be completed within one year. All students entering the GDip will initially complete an introductory research course followed by three professional area courses. Courses will normally be delivered online across three terms (fall, winter, summer).

Admissions

The Graduate Diploma in Professional Education (GDip) is intended to provide university bachelor-level graduates the opportunity to advance their professional development as a teacher or forge new knowledge in an area not previously studied with the goal of developing specialized knowledge to enhance future professional and graduate opportunities.

Enrolment Plan

Up to 40 students will be admitted to the Graduate Diploma in Professional Education on an annual basis.

Admissions Criteria

For admission to the Master of Professional Education program, students must possess an undergraduate degree from an accredited university, preferably in Education. The School of Graduate and Postdoctoral Studies requires at least a 70% average in senior level academic courses, as determined by the School of Graduate and Postdoctoral Studies, taken in the last two full-time years of the undergraduate degree.

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 minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].
- The [International English Language Testing Service](#) (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. 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. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The [Canadian Academic English Language Assessment](#) (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- [Fanshawe College's ESL Program](#). The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

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.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit

Students may achieve advanced credit (a total of 2 half-courses) for Additional Qualification courses taken from the Faculty of Education, Western or other Advanced Certificate programs completed at an accredited university in the area of professional studies to which they are applying. Students who are approved for advance credit will be required to pay the corresponding course fee.

Laddering

It may be possible for students who have completed the Professional Diploma in Education to “ladder” two half-course equivalents into a Master of Professional Education program.

To be eligible to participate in the laddering process, the following conditions must be met:

- Students will have completed a Professional Diploma in the Faculty of Education, Western University, or two half-course equivalents at the graduate level in Education at another accredited university.
- Students will have maintained a graduate equivalent of “B” or higher in the courses transferred.
- No more than two years will have elapsed since the completion of the Professional Diploma.

Courses laddered from the Professional Diploma or another university will complete the elective slots in the Master of Professional Education program.

Application Material

All admission packages judged by the admissions committee will consist of university transcripts; years of experience, along with level of responsibility; unique talents and accomplishments; letters of recommendation; and the submission of a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades.

All applicants will be required to submit the following:

- SGPS/FoE Application Form
- Personal statement that addresses problems of practice that is of particular interest to the candidate
- Three letters of recommendation; letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Application fee
- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Delivery

As previously noted, normally, all of our program options (EdD, MPED, and GDip) will be delivered on-line. Depending on cohort needs, at times, we may elaborate our on-line offerings by delivering segments of courses through face-to-face interactions, on-campus summer sessions and institutes, blended courses, and short concentrated experiences.

Over the last decade, Canadian universities have played a leadership role and gained international recognition in e-learning—In infrastructure, deployment, learning methodology, tools and practices, work on accessibility, and research on learning objects and repositories (*State of E-Learning in Canada*, Canadian Council on Learning, 2009). Through harnessing these strengths, we will seek to offer an accessible, equitable program and in the process enhance our market.

With the development and diffusion of effective e-learning practices across Canada and throughout the world, more learners at all stages of life will be able to access more educational opportunities. For the past ten years, online enrolments in higher education have grown substantially faster than overall higher education enrolments (*Review of E-Learning in Canada*, Knowledge Link, Concordia University, 2009; *State of E-Learning in Canada*, Canadian Council of Learning, 2009; *E-Learning in the Canadian Post-Secondary Education System*; Ontario Undergraduate Student Alliance, 2010). Yet, despite this rapid growth, numerous myths surround perceptions of the relative weaknesses and strengths of distance delivery options.

Recent meta-analysis of reviews of distance education compared with classroom instruction point to considerable heterogeneity, suggesting that although some students do better in distance education, the

goodness-of-fit is better for other within the face-to-face environment. This wide variability means that a substantial number of distance education applications provide better achievement results, are viewed more positively, and have higher retention rates than their classroom counterparts. On the other hand, a substantial number of distance education applications fare worse than classroom instruction in regard to all three measures.

We have carefully reviewed the existing literature on distance education to give us information on how best to support the design and development of a quality distance education EdD. Following is a listing of related findings and what we propose to do to address these issues.

1. Attention to quality course design should take precedent over attention to the characteristics of the media. This presumably includes what the instructor does as well as what the student does. Related to this finding is that the professional development and training of instructors to use technology effectively is crucial. As previously noted throughout this document, we have given considerable care to developing a pedagogical and disciplinary framework for the EdD program. Moreover, we have exercised considerable care in assembling a team of digital pedagogical experts who will provide on-going support to instructors in course preparation and delivery, along with training programs. All instructors will be asked to participate in these preparation programs prior to their involvement in program delivery.
2. Active learning (e.g. problem-based learning that includes or induces some degree of collaboration among students appears to foster better achievement and attitudes outcomes in distance learning). The pedagogical approaches utilized throughout the program place a premium on active inductive-learning techniques. Further, media designed to support interactivity will be used throughout the program.
3. Opportunities for communication, both face-to-face and through mediation, appear to benefit students. The use of a cohort-based model, emphasis on participatory cultures and connectivism, and laboratories of practice enhance opportunities for students to actively participate in communities of learning and practice.
4. Provision of student support services. Research reports that the most important services for students in distance education are the ones required to get students through the early steps. Thus, provision of information and advice about distance learning opportunities and orientation to resources and learning formats are important. To ensure student success, we will be offering a compulsory non-credit course (New Technologies in Professional Education) that will introduce incoming students to basic, advanced, and cutting edge experimental online educational tools. It will also provide students with practice in the collaborative use of these tools so that they can participate easily in, and contribute effectively to, their online "for credit" professional courses.