



The UNIVERSITY of WESTERN ONTARIO

MINUTES OF THE MEETING OF SENATE

MAY 15, 1997

The meeting was held at 2:00 p.m. in Room 38 of the Law Building.

SENATORS: 65

J. Adams	B.P. Frohmann	J. McKay
C. Anjema	B. Garcia	R.Y. McMurtry
M. Armstrong	T. Garrard	K. McQuillan
D.E. Baer	P.M. Gaudet	G. Moran
D.R. Bellhouse	W. Gibson	D.G. Muñoz
W.A. Bridger	E.E. Gillese	P. Neary
R.I. Brooke	J.M. Good	A. Oosterhoff
R. Bryan	R. Harris	A. Osler
F.P.A. Cass	T. Hessel	A. Pearson
G.S.P. Castle	K.H.W. Hilborn	B. Singh
M. Cheesman	R. Hudler	S. Singh
W.R. Code	C. Iwasiw	P. Skidmore
J.D. Cooke	D. Jacobson	D. Spencer
R.P. Coulter	C-Y. Kang	J.L. Stokes
T.C. Craven	W. Kennedy	C. Thomson
C. Cummins	G. Killan	B. Thornton
P. Davenport	D. Kimura	J. Thorp
L. Dos Santos	D. Kuntz	J. Topolski
C. Down	R. Lipson	V. Tumanov
D. Fairbairn	T.C.Y. Lo	J.K. Van Fleet
C. Farber	L. Mansinha	C. Walsh
B. Forster	R.M. Mathur	

Observers: B.D. Jameson, T. Kennedy, R. Parks, H. Roos, C. Ross

S.97-103 Welcome to New Observers and Senators

The President welcomed new Senate Observers to their first meeting of Senate: Mr. Ryan Parks, President of the University Students' Council; and Ms. Helen Roos, President of the Society of Graduate Students. Professor Andrew Osler, the incoming President of the UWO Faculty Association and a current member of Senate, will be an Observer on Senate starting July 1. Not present was Mr. Ed Nabrotzky, President of the MBA Association.

Also welcomed to their first meeting of Senate were new student Senators and summer Alternates: Mr. Chris Anjema, Mr. Chris Cummins, and Mr. Darryl Jacobson.

S.97-104 Minutes of the Previous Meeting

The minutes of the meeting of April 17, 1997, were approved as circulated.

S.97-105 REPORT OF THE PRESIDENT

S.97-105a Progress Report - Leadership in Learning

A progress report on the recommendations contained in *Leadership in Learning* is provided to the University community every six months. The most recent report dated May 1997 was distributed at the meeting. Dr. Davenport highlighted the report with overheads, attached to these minutes as *Appendix 1*. He observed that the strategic plan continues to provide guidance to the administration and throughout the University in setting priorities in these difficult times.

The President indicated that he will welcome questions from Senators about the report at the next meeting, once they have had a chance to read the report.

S.97-105b May 6 Provincial Budget

Dr. Davenport highlighted the provincial budget announced on May 6 (see also *Appendix 1*).

- Research and Development Challenge Fund of \$500M designed to provide matching funds for the Canadian Foundation for Innovation and funding from federal granting councils. Details are not yet clear.
- New tax credits and deductions in support of research and development. An appendix to the budget addressed the importance of research and development and about the importance universities and university research in the future of the province's economy.
- A 10% tax credit to private employers to encourage them to hire recent graduates.
- The Income Contingent Repayment Program (ICR) was not fleshed out in this budget; the latest advice is that it will implemented in September 1998.
- Two areas where more information is needed is the *Public Sector Accountability Act* and the issue of performance indicators. The Act, it is said, will require public sector institutions to show that they are using best practice techniques: CICA accounting system, issue an annual report, give performance indicators, chart performance against indicators.
- As was the case last year, the government deficit projections are shown, with a decline to \$0 in 2000-01. Again, there are no figures for revenues and expenditures beyond the 1997-98 budget year; therefore it is unknown what the forecasts are, only that since the tax cut is half-way to target, there will be another significant reduction in personal income tax revenues that will have to be factored as that deficit is driven from \$7.5B from the year just ending down to \$0. That implies some very large reductions in government expenditures. It is hoped that the deficit reduction policy can be carried out, but at the same time that the government can do the two things strongly recommended in the Smith Report: (1) putting more money into government grants to universities; and (2) strengthening the student loan system.

Dr. Davenport invited questions on the provincial budget announcement and its effect on the University and on the progress report on *Leadership in Learning*.

Dean McMurtry observed that it would appear that funding transfers may change for the better in support of post-secondary education. He asked the President whether he sees these changes helping the Province of Ontario in downsizing the provincial deficit. Dr. Davenport confirmed that he does see the Canada Health and Welfare Transfer as helping the province: to the degree that the federal government reduces the cuts to the federal-provincial transfers, that will show up in the province's revenue line.

S.97-105c Academic Offerings and the Image of the University

Dr. Muñoz referred to a recent article about the "mismatch between the training received by college students and the skills and abilities required by employers." He quoted from an article in the *London Free Press*¹ that was critical of certain types of courses offered at Western, citing as an example a graduate course offered by the Centre for Theory and Criticism called "Ambiguous Bodies: Studies in Female Sexuality". Dr. Muñoz asked: Why, as an Ontario taxpayer, should I continue to give you a substantial portion of my income? How long do you predict I will continue to do so? What real measures are defined to convince me, the Ontario taxpayer, that I should continue to give you my money?

Dr. Davenport responded:

Let me focus on what I see to be the fundamental question: Why do students pay money to come to Western or any other university? The answer is: It's the best investment they will ever make in their lives. That's the short answer.

I am strongly in favor, as you know from *Leadership in Learning* and other documents we have released and countless statements I have made, for deregulating Ontario universities so that indeed we can compete one with another to see who best serves the students -- who has the best quality programs. I would very much like a more competitive environment, but even in this one, if you ask the question "Why do people spend money to come to university and why does the public support us?" my answer is: Because it is the best investment the individual and the public make. I won't rehearse all the arguments I have made in that regard over the last few years, but I have shown you the rates of return to university students. Indeed, at a recent Senate meeting we discussed a study done in Illinois that showed that for every dollar of taxpayers' money put into the [post-secondary education] system in Illinois, \$4.50 came back in additional taxes from university graduates.

¹ Rory Leishman, "Integrity of university scholarship corrupted", the *London Free Press*, May 15, 1997, B-11.

Why do we have courses in universities that don't seem to plug directly into the job market? Why are there courses that, from the point of view of someone who wants to hire an engineer or a business graduate, don't seem exactly right? The reason is that we are here for more reasons than just the job market: we are an academic institution. So while our students and our research have an enormous impact on the economy, we are not simply a plug in the economy: we are here to debate issues of intellectual interest. Many of those issues are directly related to the economy, but many are not. It is interesting that when you go out and talk to employers about what they need, they will tell you that what they *don't* need are narrow technical specialists, who may have done outstanding work in narrow technical fields, but who do not have the capacity of breadth -- the capacity to talk on a wide variety of subjects.

I have always been a very strong defender of the humanities and those parts of the social sciences that our critics see as rather remote from the job market. If anything, I feel that point of view strengthening in me, and indeed, that the diversity of topics we treat at the university and the intellectual freedom we have to pursue topics that seem out of step with the mainstream of society, are in fact a good thing. So: why should people support us? Because this is the best investment for society and the individual.

S.97-105d Entrance Scholarships, Student Aid, and Income-Contingent Repayment Program

Dean McMurtry referred to earlier discussions about Faculties being given the authority to award **entrance scholarships** without having to go through a central process. This notion is supported by several Deans. He asked if this is possible.

The Provost confirmed that there had been discussion of more direct involvement of the Faculties in awarding entrance scholarships; however, that was not followed up in a systematic way. The central process is still in place. The burden this year has been to come up with ways to handle the dramatic increase in the amount of funding available to students. He agreed to put the issue back on the agenda. The challenge will be to find a way to involve the Faculties more directly while respecting the need for the University to maintain high standards and find the very best students for the University as a whole.

Dean McMurtry clarified that the scholarships to which he was referring are those that are endowed and targeted for the Faculty of Medicine, rather than those held centrally.

Mr. Topolski stated that although the provincial grant to universities stabilized for 1997-98, this is the first time ever that student aid has decreased and at the same time tuition has increased. He asked what the universities can do to ensure that the government fulfils its promise to provide the **Income Contingent Repayment (ICR) program**. The President urged that the undergraduate and graduate student organizations and the Council of Ontario Universities should all be working together, with the common theme that we need a strengthened loan program and more government money in it.

Mr. Armstrong asked whether the government might be urged to make the ICR program retroactively available to students. Dr. Davenport did not know what government has in mind in this respect, but observed that in the United States, students have a choice in the federal loan program between the income-contingent loan plan and a staged repayment program; this is decided at the point of graduation.

Mr. Thornton referred to new student aid that will be available as a result of the success of fund raising as part of the **Ontario Student Opportunities Trust Fund (OSOTF)** program. Although it is laudatory that more money will be available, that is offset by the fact that the Ontario Student Award Program (OSAP) has instituted a new regulation that sets a \$600 limit on the amount of additional bursary funds students may obtain: beginning this fall, any amount over \$600 that a student receives as a bursary will detract from the amount of money they can get from OSAP. He doubted that lowering the net amount of money a student can receive is what donors had in mind when they contributed to the OSOTF. He asked whether there is anything Western can do to solve this problem.

The President agreed with Mr. Thornton's observations. The notion of setting a \$600 limit was raised a year ago by the provincial government, and Western led the way in objecting to it. The government did not implement the limit last year, but put it into place starting 1997-98, despite continued objections on the part of Western and the other universities of Ontario. One of the government's justifications is that this is the same limit imposed in the Canada Student Loan Program and in loan programs in all the provinces except Quebec. This policy discourages private giving and is bad for students.

ENQUIRIES

S.97-106 Department of Sociology Document

Professor Hilborn referred to a document circulating in the Department of Sociology which was mentioned in the previously cited article by Rory Leishman in the *London Free Press* this morning. Mr. Leishman quoted one passage from the document which appeared to raise the possibility that in future the choice of readings for a course might no longer be a matter decided by the professor teaching the course, because there would be a list of approved readings on race and feminism, and works from that list would be incorporated into *all* the Department's courses. Professor Hilborn quoted from another part of the document, in a section called a Statement of Professional Ethics, where there is a warning that "No faculty, staff, or student should make any comment or engage in any conduct that is know or ought to be known to be unwelcome to another member of the Department." He observed:

That language is very similar to language in our *old* Race Relations Policy -- the policy that led to the fiasco called the Ratcliffe Case, and brought the University a good deal of negative publicity before being repealed in 1994, and indeed even after it was repealed. There is a problem arising from the fact that some people find *truth* to be "unwelcome." The present Race Relations Policy, adopted in 1994, in effect recognizes truth and academic relevance as justification for "unwelcome" statements, but this Sociology document does not give that recognition. It is far more restrictive, far more repressive, and indeed, if taken literally, it gives anybody who dislikes hearing something a kind of moral entitlement to impose a veto on its being said.

Professor Hilborn asked what status such a document has in terms of enforceability against individual faculty members. Also, what protection do faculty members have against policies adopted by a particular Department that go far beyond what is provided for in the general policies of the University as approved by Senate? The document includes the statement: "Students should avoid criticism of other students in the presence of other students, except as part of intellectual discussion of academic work." Professor Hilborn observed that this would appear to regulate students' conversations outside the classroom, as well.

Dean Neary explained that the document mentioned is part of a process of consideration of a report by Professor Trish Fulton which he commissioned following developments in the Department of Sociology that he believed merited special reflection. He stated his doubt that the Department would seek to restrict free discussion among students.

Professor Kimura said it was her understanding that the document has already been passed in principle by the Department of Sociology. She reported that she has been assured by the President and the Vice-President (Administration) & General Counsel that Western has no speech code beyond policy approved by the Senate, and yet the Sociology document goes well beyond Senate policy and is in the nature of a speech code. Dean Neary assured Senate that a policy adopted by a Department would not supersede a Senate-approved policy. Professor Kimura asked why have a policy if it is unenforceable, and stated that she presumes that no disciplinary action could follow from a policy such as this that is not Senate-approved.

Professor McQuillan, a member of the Department of Sociology, explained that no such "code of conduct" has been approved by the Department. The document in question has been circulated to members of the Department who have been invited to provide comments and suggestions to the Chair of the Department. Further discussion will take place at a meeting of the Department in the future. The President assured Senate that there is no speech code at Western. The Provost, who had not been aware of the document prior to this Senate meeting, suggested that he look into the matter and report back to Senate at the next meeting.

S.97-107

Acting Dean, Faculty of Communications and Open Learning

Dr. Moran informed Senate of the appointment of Professor Manju Pendakur as Dean of the Faculty of Communications and Open Learning. He explained that although it was intended that the new Dean would take office on July 1, Professor Pendakur had already made commitments for 1997-98 that preclude his taking up the post before July 1, 1998. As a result, it is necessary to appoint an Acting Dean for the forthcoming year. Under these unusual circumstances, Dr. Moran has decided that he will fill that role.

A number of factors have made it difficult to decide how to handle the interim year. The more senior faculty members who might be the most obvious appointees have held one form of "acting" position or another, and some for more than a year. Some have overdue leaves or other responsibilities to which they must turn their attention. Another factor is that there is a Dean designate. To ask someone to mediate between the ongoing responsibilities of the Faculty and the soon-to-be Dean is a difficult challenge -- one the Provost is reluctant to impose on anyone else. As a new Faculty made up of three different Faculties, there is a legitimate apprehension about relative advantage, and that adds to the difficulty of having someone from one of the three areas take on the position of Acting Dean. The Provost stated that for all of these reasons, although with some reluctance, he has decided that he will serve as Acting Dean. There will be many in the new Faculty who will be taking on leadership roles to help this next year be a successful one.

Dr. Moran acknowledged a sense of "conflict of interest". Some might feel that as Acting Dean he might be concerned that the Faculty of Communications and Open Learning be a success and would therefore favor the Faculty in some ways and that as Provost he could give advantages to the Faculty. On the other hand, members of the Faculty might be concerned that they won't have the normal decanal advocate to protect the Faculty from the actions of the Provost! Dr. Moran assured Senate that he recognizes that there are these concerns, but he will do his best to ensure that the knowledge of those potential conflicts will safeguard against him acting on them.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

S.97-108

Senate Membership

On behalf of the Operations/Agenda Committee, it was moved by M. Cheesman, seconded by R. Bryan,

That, pursuant to Senate regulations for the Filling of Vacancies, the following be approved:

Faculty of Arts

That the Senate seat held by Paul Gaudet, elected representative to Senate for the Faculty of Arts constituency, be declared vacant as a result of his resignation, and that Reuel Wilson (Modern Languages and Literatures), runner up in the last Senate election, be elected to complete Professor Gaudet's term (July 1 to October 31, 1997).

Faculty of Graduate Studies -- At Large

That the Senate seat held by David Bellhouse, elected representative to Senate for the Faculty of Graduate Studies -- At Large constituency, be declared vacant as a result of his resignation, and that Chris Essex (Applied Math), runner-up in the last Senate election, be elected, be elected to complete Professor Bellhouse's term (July 1 to October 31, 1997).

Faculty of Social Science

That Brian Timney, elected representative to Senate for the Faculty of Social Science constituency, be granted a leave of absence (term from July 1, 1997, to June 30, 1998), and that Andrew Sancton (Political Science), runner-up in the last Senate election, be elected to serve as Professor Timney's alternate.

That the Senate seat held by Kenneth Hilborn, elected representative to Senate for the Faculty of Social Science constituency, be declared vacant as a result of his resignation, and that Frederick Dreyer (History), runner-up in the last Senate election, be elected to complete Professor Hilborn's term (July 1 to October 31, 1997).

Graduate Student Constituency

That Enrico Visentini, elected representative to Senate for the graduate student constituency, be granted a leave of absence, and that Darryl Jacobson (MBA I), runner-up in this constituency in the last Senate election, be elected to serve as his alternate for a term from May 1 to August 31, 1997.

Undergraduate Student At Large Constituency

That Scott Graham, elected representative to Senate for the undergraduate At Large student constituency, be granted a leave of absence, and that Christopher Anjema (M.D. II), runner-up in this constituency in the last Senate election, be elected to serve as his alternate for a term from May 1 to August 31, 1997.

CARRIED

S.97-109

Constitution of the Faculty of Education

It was moved by M. Cheesman, seconded by W. Gibson,

That the Constitution of the Faculty of Education be amended as shown in *Appendix 2* to these Minutes.

CARRIED

S.97-110

Constitution of the Faculty of Social Science

It was moved by M. Cheesman, seconded by R. Bryan,

That section 4.B.(v) of the Constitution of the Faculty of Social Science with respect to the membership of the Faculty Council be amended as follows effective July 1, 1997:

1 from the Faculty of ~~Kinesiology~~ Health Sciences
1 from the ~~Richard Ivey School of Business~~
1 from the ~~Graduate School of Journalism~~ Faculty of Communications and Open Learning

CARRIED

S.97-111

Constitution of the Faculty of Science

It was moved by M. Cheesman, seconded by C-Y. Kang,

That section 4.B.(ii) of the Constitution of the Faculty of Science with respect to the membership of the Faculty Council be amended as follows effective July 1, 1997:

1 from the Faculty of ~~Part-Time and Continuing Education~~ Communications and Open Learning

S.97-112

Appointments Procedures

On behalf of the Operations/Agenda Committee, it was moved by M. Cheesman, seconded by B. Thornton,

That the Senate approve and recommend to the Board of Governors the following

amendments to *Appointments Procedures* which detail the terms of reference and composition of selection committees:

1. That the following sections be deleted:
 - I. Dean, Graduate School of Library and Information Science
 - J. Dean, Graduate School of Journalism
 - K. Dean, Faculty of Part-Time and Continuing Education
 - L. Deans, Health Sciences
 - U. Vice-Provost Health Sciences
2. That the introductory paragraph to section M. Deans of Other Faculties be amended as follows:

A committee to select a Dean of a Faculty other than Graduate Studies, ~~Library and Information Science, Journalism, Health Sciences, or Part-Time and Continuing Education~~, shall consist of:
3. That the following amendments be made to section N. Department Chairs:
 - ~~(b) The Vice-Provost Health Sciences, where the appointment is in a Health Sciences Faculty~~

[subsequent sections to be re-labelled accordingly]

 - ~~(f)~~ in the case of selection committees for Chairs of clinical departments in the Faculty of Medicine & Dentistry, 1 Chief Executive Officer (CEO) from the University Affiliated Hospitals in London, elected by the CEOs of these hospitals.
4. That the Secretary of Senate be authorized to re-order and re-label the remaining sections of *Appointments Procedures* detailing selection committees with a view to publishing a revised Senate Manual in the Fall of 1997.

CARRIED

S.97-113

Orthography: "Honors" vs. "Honours" (S.97-54, S.488)

Professor Cheesman recalled that the spelling of "honors" on diplomas was raised informally at a previous meeting of Senate and has been considered recently by both SCAPA and the Senate Operations/Agenda Committee. In addition, the Secretary of Senate was recently presented with a 192-signature "Petition for Spelling Correction" which states: "We, the undersigned, believe that a change should be made in the way "honors" is spelt on the graduation degree. It should be spelled the Canadian way, with a "u": "Honours".

Background information is provided in Exhibit I, pages 3-5. For decades the University has been consistent in using the *-or* spelling not only to signify the four-year honors degree, but also in its official University publications. The Introduction to the *Gage Canadian Dictionary* (1997) states: "...Canadian usage is almost equally divided between *-our* and *-or* spellings in words such as *colour/color* and *honour/honor*, so both spellings are accepted by [the Gage] Canadian dictionary as standard Canadian spelling."

On behalf of the Operations/Agenda Committee, in the absence of uniform opinion among linguistic authorities, as summarized in the Committee's report (Exhibit I), it was moved by M. Cheesman, seconded by P. Gaudet,

That Senate reaffirm the University's use of the "Honors" spelling.

The President pointed out that, as indicated in the report of the Committee, if this motion fails, Senate will have implicitly endorsed the "honours" spelling, and a formal motion to that effect will be placed before Senate.

In response to Mr. Topolski's question about the cost of changing the spelling to "Honours". The Provost said that the cost of a replacement diploma would be \$35 per graduate from Spring 1997 or earlier who opted to have the change made. In an overall implementation scheme, publications of the University would be revised as they normally come due for revision. It would therefore be difficult to attach a cost to the change.

Professor Kimura asked if it would be possible to give students the choice between "honors" and "honours", in the same way as they are given a choice between "Bachelor" and "Baccalaureate". The Secretary of Senate responded that the open-ended choice was not being offered because of the numbers involved. Whereas only a few students opt for "Baccalaureate", there is an indication that the

numbers who might prefer "honours" over "honors" would be more evenly divided. To give the choice would be an administrative burden, and thus the cost would be prohibitive.

Professor Thorp observed that it is clear from the research reflected in the report of the Operations/Agenda Committee that this is not a matter of "right" or "wrong", correct or incorrect: the authorities differ.

Those supporting the motion made the following points:

- It is important to understand that if we want "the Canadian way", we are not unequivocally talking about the British way. The Canadian way is to participate in, and circulate through, two cultures and two linguistic practices. The Journal of English Studies in Canada, which is the academic journal of the Association of Canadian College and University Teachers of English does not mandate the British spelling. Based on a quick survey, the majority of articles in that academic journal, both scholarly articles and reviews, use the *-or* spelling.
- Both spellings are in common use in this country. We have a way of spelling "honors" now, and it seems an awful waste of time to go to another spelling when both are in common use.

Senators who did not support the motion provided the following arguments:

- Whereas some people appear to be offended by the "honors" spelling, no one seems offended by "honours" and therefore the motion to reaffirm the University's use of "honors" should be defeated.
- The issue is one of Canadian identity, and a majority of students have indicated they feel strongly that they want the *-our* spelling on their diplomas.
- Students identify with the *-our* spelling. Since the change would not cost anything, and since it would make the students a little happy, why not do it.

The question was called and CARRIED on a vote of 32 in favor and 25 against.

S.97-114

Candidates for Theological Degrees - Huron College

Senate was advised that, on behalf of the Senate, the Operations/Agenda Committee has approved the following lists of candidates who received their degrees at the 1997 Spring Convocation at Huron College, held on April 24, 1997:

Master of Divinity

GRACE COLEMAN ANTHONY *
KEVIN KENNETH TROY GEORGE *
MARIAN JEAN HAGGERTY *
CHRIS KELLY MCMASTER
WILLIAM DENNIS STRANG
KIMBERLY DAWN VAN ALLEN *
PAUL NORMAN WOOLLEY *

Master of Theological Studies

BRIAN WILLIAM MCEACHERN
DAVID WILLIAM MCKAY *
MARION QUEENIE ORSER
BRIAN EDWARD SHOESMITH *
JO ANN SILCOX *
JOANNE E WINK *

* = graduated "with distinction"

S.97-115

Candidates for Degrees - Autumn Convocation 1996 - Amendments

On behalf of Senate, the Operations/Agenda Committee approved the following amendments to the list of candidates for degrees for Autumn Convocation 1996, detailed in Appendix A to the Senate minutes of October 22, 1996.

Thursday, October 24, 1996	HURON COLLEGE Bachelor of Arts
Add:	KOSCHINA LAVERN MARSHALL
Friday, October 25th, 1996	FACULTY OF SOCIAL SCIENCE Bachelor of Arts
Add:	ADIL KHAJA

ACADEMIC POLICY AND ADMISSIONS

HBA-BESc Concurrent Degree Program

Professor Cass made the following wording change to admission option 3, shown on page 1 of Exhibit II:

3. ... unless they meet all ~~the criteria as specified in the~~ admissions criteria.

It was also pointed out that references to the "Department of Civil Engineering" should be changed to "Department of Civil and Environmental Engineering" to reflect the recent change in name of that Department.

On behalf of SCAPA, it was moved by F.P.A. Cass, seconded by J.Adams,

That a third option in the Department of Civil and Environmental Engineering, Option C: Civil Engineering and Management, be established, and

That a limited enrolment concurrent degree program between the Ivey School of Business and the Faculty of Engineering Science, leading to the HBA and the BESc degrees after five years of academic studies, be established. The new calendar copy is shown in *Appendix 3* to these Minutes.

This concurrent degree program will allow exceptional students interested in high technology and business management to pursue an education in a basic Civil engineering curriculum in the Department of Civil and Environmental Engineering combined with an education in business management skills. The program will require five academic years rather than the usual six years if both degrees were to be completed separately. In addition, each Faculty will receive more visibility with each other's audience groups.

Asked why, of the various engineering options offered at Western, only Civil Engineering was selected for the concurrent degree program, Dean Mathur advised Senate that this is the first of several proposals to Senate. Further recommendations involving other engineering options will be brought to Senate in due course.

The question was called and CARRIED.

S.97-117 **Faculty of Registration** (S.1496, S.97-92)

Professor Cass recalled that a proposal for "Faculty of Registration" was brought to Senate in April, but after concerns were raised by the Affiliated Colleges, it was taken back to SCAPA for further consideration. Those concerns have been addressed in the italicized text in the motion.

It was moved by F.P.A. Cass, seconded by R. Bryan,

That the University revise its current policy on the identification of Year 1 students to read as follows:

Faculty of Registration (S.1496)

First-year students entering the Faculties of Arts, Communications & Open Learning, Health Sciences, Science, and Social Science, will be registered in a specific program and Faculty in accordance with their stated program objective. First-year students at an affiliated college may also register in the specific program in which they intend to continue after first year. Students who do not wish a declared program of study will be enrolled in a generic program, i.e., Arts, Communications & Open Learning, Health Sciences, Science and Social Science.

Students with a stated degree objective in programs for which there are no first-year courses, e.g., Actuarial Science, Environmental Science, or which do not begin until after the second year, e.g., Genetics, Business Administration, may enrol in the generic Faculty program. Normal entrance and program requirements would apply for placement in programs in subsequent years.

CARRIED

S.97-118 **Admission Scholarships - Deferment for One Year** (S.2510.3)

It was moved by F.P.A. Cass, seconded by S. Singh,

That the policy on deferral of admission scholarships be revised as shown below:

A student whose request to defer admission to the University has been granted by the Faculties of Arts, Science and Social Science for one year will also have his/her admission scholarship deferred for one year.

CARRIED

S.97-119 **1996-97 Winner of the Marilyn Robinson Award for Excellence in Teaching**

Senate was informed that the Subcommittee on Teaching Awards (SUTA) has selected Professor Jeff Tennant of the Department of French as the 1996-97 winner of the Marilyn Robinson Award for Excellence in Teaching. This is the first year the award has been given.

S.97-120 **Scholarships, Prizes, Awards**

Senate was informed that SCAPA has approved on behalf of the Senate the Terms of Reference for new scholarships, bursaries, and awards shown in *Appendix 4*, Part I, for recommendation to the Board of Governors through the Vice-Chancellor.

S.97-121 **Physical Therapy Admission Requirements - Addendum** (S.97-63)

In March 1997, Senate approved the Physical Therapy admission requirements (S.97-63). Under a section entitled "Additional Details", item 5 was inadvertently omitted:

5. Admission to the program will remain limited to 64 students. Selection will be based on the student's overall average calculated from the last two academic years of the student's undergraduate degree. Each of these academic years must consist of a minimum course load of five (5) full course credits or equivalent. Only grades during terms/semesters with a five (5) course credit or equivalent load will be used to calculate the overall average.

The complete revised calendar copy is shown on pages 16-17 of Exhibit II.

UNIVERSITY PLANNING

S.97-122 **Alternate Delivery Format - Master of Clinical Sciences Program in Family Medicine**

On behalf of SCUP, it was moved by G. Moran, seconded by W. Gibson,

That Senate approve the conversion to Alternate Delivery Format of the MCISc Program in Family Medicine, as detailed in Exhibit III, Appendix 1.

CARRIED

S.97-123 **Options for the Master of Science Program in Computer Science**

It was moved by G. Moran, seconded by C-Y. Kang,

That Senate approve two additional Msc program options in Computer Science for Part-Time and Course-Work, as outlined in Exhibit III, Appendix 2.

Dr. Moran explained that Part-Time and Course-Work are new modes of delivery of the Master of Science program in Computer Science.

The question was called and CARRIED.

S.97-124 **Options in Degree Nomenclature: Master/Magisteriate** (S.95-110)

Dr. Moran stated that this recommendation was brought to Senate two years ago and was not approved. There is a sincere wish on the part of some students, however, to have a choice in degree nomenclature, so that they may opt for "Magisteriate" as an alternative to "Master". For this reason, GPPC and SCUP agreed to bring this to Senate again.

It was moved by G. Moran, seconded by M. Armstrong,

That the present designation of "Master" on diplomas be retained, but that the designation of "Magisteriate" be approved for use on diplomas upon request by individual graduating students, and,

That this change be effective commencing with the students graduating in the 1997 Spring Convocation on condition that the request for use of the designation is received by the Registrar's Office prior to May 23, 1997.

Professor Hilborn identified two issues to be examined with respect to this proposal: (1) Does the word "master" in any way exclude women, or does it strike us as inappropriate when applied to women? and (2) If one did decide to seek an alternative to the word "Master" in university degrees, would "Magisteriate" be a *suitable* alternative?

On the first question, Professor Hilborn made the following points:

- "Master" is only one of many originally masculine words with what were once widely used feminine counterparts, specifically, "mistress"
- The trend with such words has been toward gender-neutrality in nouns referring to persons -- a gender-neutrality achieved not so much by inventing new words as by allowing the feminine counterparts of traditionally masculine words to fall into disuse, so that the former masculine forms come to be generally accepted as applying to women as well as to men. For example, a woman who engages in relevant activities is usually called simply a philosopher, a poet, an author, a director, or a murderer.
- The academic practice of recognizing women as Masters of Arts (or Science, etc.) is perfectly consistent with this gradual evolution of language towards the use of formerly masculine words like author or director in a gender-neutral sense, so that they apply to females as well as males.
- If some students perceive the present degree terminology as not being gender-neutral, it seems evident that these students have fallen victim to a misperception, and the cure for a misperception is surely not to humor those suffering from it, but to enlighten them instead.

Discussion revealed the following points of view:

- The proposal is to allow a choice -- an opportunity to select "Magisteriate"
- If the choice of "Magisteriate" is based on a misperception, so be it.
- It will confuse the public if there are two names for the same degree: one or the other might be supported, but not both.
- The public will not be confused. Abbreviations for degrees are what the public sees, for example, M.A., M.Sc., M.E.Sc. Whether "Master" or "Magisteriate" is the selected nomenclature, the abbreviated form will not change.
- If choosing the "Magisteriate" is a mistake, the individual student has the right to make that mistake.
- "Magisteriate" will reflect on the University. It is the University which awards degrees, not students.
- Other Canadian universities (Concordia and York) already offer the Master/Magisteriate option. Allowing this choice at Western is an evolutionary issue: Western should be willing to accommodate change.

Professor Hilborn addressed the second of the two questions he mentioned earlier:

If one did decide to seek an alternative to the word "Master" in university degrees, would "Magisteriate" be a suitable alternative? I believe that the answer is clearly no. Assuming that one desired an alternative to the word "bachelor" in a degree, "baccalaureate" made sense because the word was already in dictionaries and had a generally understood meaning. That is NOT true of "Magisteriate." As a recognized word, it does not exist. In an attempt to discover its likely meaning, one might of course use the definitions of genuine words that are based on the same Latin root -- words like "magisterium" and "magisterial." "Magisterium" is a Roman Catholic term for the teaching function of the Church -- so that word might lead us astray as far as "magisteriate" is concerned. "Magisterial" may mean of or pertaining to a master, or to one invested with authority or qualified to speak with authority. But it may also mean of or pertaining to a magistrate. In addition, as the Oxford English Dictionary tells us, it can be used in an unfavorable sense. Defining the word in that sense, Webster's Third New International Dictionary of the English Language says that "magisterial" may mean "marked by a pompous or overbearing manner." So, again, an incorrect conclusion about the definition of "magisteriate" might come to mind.

Professor Hilborn added that if Oxford University were to take the lead in inventing a new word for its Master's degree, that precedent would be impressive because that word would likely soon appear in English dictionaries. Concordia University and York University, however, do not have that kind of influence on the English language and therefore their actions with respect to "Magisteriate" are not compelling precedents.

In response to an inquiry from Professor Hilborn, the Secretary of Senate reported that the "Baccalaureate" option had been taken by 30 students in 1995, 15 in 1996, and 13 in 1997.

Mr. Armstrong stated that the proposal is not an issue of popularity, but rather a desire to offer a choice between "Master" and "Magisteriate". He add that the root word of master is *magister* in Latin, and "Magisteriate" is an extended form of *magister*.

Professor Thorp suggested that the motion be amended by extending it to include a choice between "Doctor" and "Doctorate", but then agreed with the Provost's suggestion that this follow the GPPC/SCUP route, as had the Magisteriate proposal.

The question was called and was DEFEATED.

S.97-125 **Graduate Fellowships and Awards**

Senate was informed that SCUP has approved on behalf of the Senate the Terms of Reference for new graduate scholarships, bursaries, and awards shown in *Appendix 4*, Part II (starting on page 9). These will be recommended to the Board of Governors through the Vice-Chancellor.

S.97-127 **Report of the Subcommittee on Priorities in Academic Development**

SCUP has approved the recommendations of SUPAD for Academic Development Fund grants totalling \$933,639. Details appear in Exhibit III, page 5, and *Appendix 4*. The Provost drew Senate's attention to the increased number of awards this year in Social Sciences, Arts & Humanities, as compared to previous years. SUPAD put a special effort into attracting ADF applications from these areas.

S.97-127 **ANNOUNCEMENTS & COMMUNICATIONS**

Announcements and communications appear in Exhibit IV.

NEW BUSINESS

S.97-128 **Notice of Motion: Committee to Study the Impact of Academic Programs on the Public Image of the University** (S.97-105c)

Prof. D. Muñoz gave notice of the following motion for consideration by Senate at a subsequent meeting:

That a committee be struck by Senate to study the impact of academic programs on the public image of this University. The committee would be expected to make recommendations to Senate aimed at improving UWO's public image while strengthening the academic quality of our programs.

Adjournment

The meeting adjourned at 4:20 p.m.

P. Davenport
Chair

J.K. Van Fleet
Secretary