



The UNIVERSITY of WESTERN ONTARIO

SENATE AGENDA

1:30 p.m., Friday, March 23, 2012
Richard Ivey School of Business, Room 1R40

1. [Minutes of the Meeting of February 17, 2012](#)
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
 - Operations/Agenda - [EXHIBIT I](#) (T. Carmichael)
 - Academic Policy and Awards – [EXHIBIT II](#) (J. Deakin)
 - University Planning – [EXHIBIT III](#) (C. Dunbar)
 - University Research Board – [EXHIBIT IV](#) (J. Deakin)
 - Honorary Degrees Committee – EXHIBIT V (to be emailed prior to meeting) (A. Chakma)
5. Enquiries and New Business
6. Adjournment

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

To download a complete copy of the Senate agenda, including minutes to be approved at the meeting plus exhibits and their attachments (107 pages) please go to the following website:

http://www.uwo.ca/univsec/senate/minutes/2012/a1203sen_all.pdf

SUMMARY OF AGENDA ITEMS: March 23, 2012

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Senate Membership – Faculty of Arts and Humanities
Senate Membership – Faculty of Science Constituency
Senate Membership – Graduate Student Constituency
Senate Membership – Representative from the General Community

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Arts and Humanities:

- 1) Introduction of an Honors Specialization in Creative Writing and English Language and Literature
- 2) Withdrawal of Spanish Modules and Introduction of New Spanish Modules and Certificate

Faculty of Health Sciences: Revisions to Progression Requirements and Special Student/Transfer Student Requirements in Kinesiology

Faculty of Law: Revision to “Grading Rules”

Don Wright Faculty of Music: Withdrawal of the BMus Honors Theory and Composition; Introduction of a BMus Honors Music Theory and BMus Honors Composition

Faculty of Science: Revisions to Admission Requirements for Physics and Astronomy Modules

Faculty of Social Science: Introduction of Minor in Transitional Justice and Post-Conflict Reconstruction, “Transitional Justice” as a Course Designation, and New Courses in Transitional Justice

Faculties of Social Science and Law: Withdrawal of the Combined Honors Specialization in History (BA)/Juris Doctor (JD)

School of Graduate and Postdoctoral Studies:

- 1) Introduction of a Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction
- 2) Introduction of a Master of Financial Economics Program

Introduction of Western’s School Within a University (SWAU) Program for High-School Students from the Thames Valley District School Board (TVDSB)

Revisions to Policies Governing Athletic Financial Awards (AFA)

Report of SUPR-G: Review of the Department of Microbiology and Immunology, Schulich School of Medicine and Dentistry

FOR INFORMATION

New Scholarships, Awards and Bursaries

Faculty of Law: Revision to “Cross Registration in Business Courses” Policy

Revisions to the Dentistry Sessional Dates

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

2012 Entrance Standards for Undergraduate First-Year Admissions

Five-Year Enrolment Projections

FOR INFORMATION

Report on Year One Class and Entering Averages

Vice-Provost’s Report on Faculty Recruitment and Retention

Annual Report of the Working Group on Information Security (WGIS)

UNIVERSITY RESEARCH BOARD (URB)

FOR INFORMATION

2011 Annual Report of the Vice-President (Research)

HONORARY DEGREES COMMITTEE

FOR INFORMATION

(to be emailed prior to the meeting)



The UNIVERSITY of WESTERN ONTARIO

MINUTES OF THE MEETING OF SENATE

February 17, 2012

The meeting was held at 1:30 p.m. in Room 1R40, Richard Ivey School of Business.

SENATORS: 61

J. Aitken Schermer
I. Ajiferuke
J. Barnett
C. Beynon
I. Birrell
M. Blagrove
J. Boulter
T. Carmichael
A. Chakma
S. Cheema
W. Cracknell
L. Davies
J. Doerksen
B. Duncan
W. Dunn
L. Elliott
C. Farber
N. Ferris
B. Garcia
J. Garnett
K. Goldthorp

R. Graham
N. Heapy
J. Holmes
G. Hunter
J. Knowles
H. Lagerlund
J. Lamarche
B. Leipert
J. Leonard
A. Li
S. Lupker
S. Macfie
S. McClatchie
S. McDonald Aziz
P. McKenzie
M. Milde
L. Miller
J. Mitchell
B. Neff
S. Nemirovsky
D. Neufeld

C. Nolan
A. Parachin
J. Polgar
R. Poole
C. Rice
I. Scott
D. Stanford
D. Sutherland
A. Thind
M. Tiedemann
B. Timney
K. Veblen
A. Watson
R. Watson
J. Weese
G. West
M. Wilson
B.A. Younker
P. Yu

Observers: K. Okruhlik, G. Tigert, B. Traister, A. Weedon

By Invitation: H. Connell, D. Jones, S. Jarrett

S.12-15

MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of January 20, 2012 were approved as circulated.

S.12-16

REPORT OF THE PRESIDENT

The President reported on the following items: Drummond Commission, PSE: major thrusts and recommendations; Western's new branding; Access Copyright Agreement; and the China trip with the Prime Minister. Overhead slides used to highlight his presentation are attached as [Appendix 1](#).

S.12-16a **Western's New Visual Identity**

A member remarked that he and many of his colleagues had concerns about the new visual identity, especially with respect to the name change. He noted that many members of the academic community felt that they had not been sufficiently consulted about the changes. The President stressed that the University's name has not been changed. The intent is to use "Western" most of the time since that is how most people refer to the institution. "Western University" will be used in contexts where it is necessary to be clear about the type of institution we are. The legal name of the University will continue to be used in legal context and documents. He acknowledged that there were a number of issues remaining to be resolved with respect to such things as publication citations and CV's.

S.12-16b **Access Copyright Agreement**

Dr. Chakma reported that because of a lack of progress in discussions between the AUCC and Access Copyright, Western, along with the University of Toronto, had conducted their own negotiations and had reached an agreement with Access Copyright to assess an annual student fee of \$27.50 for each full-time student in return for access to copyrighted works needed for academic purposes. The agreement is in place until December 2013. Over the course of the next year a method will be jointly developed to assess the actual volume of copying of copyright protected materials which will assist in determining the appropriateness of the royalty structure in subsequent years.

Professor Traister, President of UWOFA, asked for clarification regarding the provisions of the recently signed agreement as follows:

- The definition of "Copy" (clauses l, j and k) defines a copy as "projecting an image using a computer or other device; displaying a Digital Copy on a computer or other device; and posting a link or hyperlink to a digital copy." He asked how the University expects to deal with the definitions of what constitutes a "copy" for the purposes of calculating what is owed to Access Copyright, when the current agreement appears to rely on a definition of "copy" not in compliance with current Canadian case law.
- Western has agreed to "survey" the usage and data for all copying covered off under the agreement. Does this survey include the surveillance and/or examination of email communications?
- Why the agreement was reached through a secretive process when it directly affects faculty and students?

Dr. Chakma responded that negotiations had to be conducted confidentially in order to achieve an acceptable deal. He reminded members that the initial proposal from Access Copyright was for a fee of \$45 for every full-time student. He also noted that Copyright Board decisions thus far have been found in favour of Access Copyright.

Mr. S. Jarrett, University Legal Counsel, reiterated that all parties must agree on the survey method; the Provost has made it clear that nothing will be agreed to that involves surveillance or examination of emails. One of the reasons Western entered into this agreement was to avoid the survey that would be imposed by the Copyright Board as part of continued participation; that survey would have been much more invasive and would have had the force of a court order to compel certain things. Mr. Jarrett explained that the definition of "copying" for copyright purposes, particularly in the context of digital delivery, is a matter of some contention that needs to be resolved. The Supreme Court has given some guidance but in a very particular context. A compromise solution allows a list of what Access Copyright sees as copying but the agreement contains an explicit acknowledgement that Western does not agree, and that this does not set a precedent as to what constitutes "copying". In terms of this agreement, the fee paid is based on an FTE basis, not on a per copy basis so it is not necessary to calculate the number of copies that are being made for the purposes of this agreement. The definition of "copying" therefore has very little, if any, affect on the operation of the agreement.

Dr. Chakma stated that both parties can exit the agreement if not satisfied and also had agreed that should there be a more favourable rate arrived at with any other party, Western would be given that rate.

Responding to the concern regarding the lack of consultation, it is not practical for a large group of people to negotiate commercial deals but they can be consulted in order to inform the negotiating team.

S.12-16c

Israel on Campus Event

A member reported that a booth set up in the UCC by the Israel on Campus society was blocked by several individuals for about an hour and no apparent efforts were made to remove them. He asked for an update on this situation. Vice-President Kulczycki replied that an investigation is underway and a report will be given at the next Senate meeting.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

S.12-17

Senate Membership: Schulich School of Medicine & Dentistry (School of Dentistry)

It was moved by T. Carmichael, seconded by A. Watson,

That the Senate seat held by Dr. Cecilia Aragon, representative of the Schulich School of Medicine & Dentistry (School of Dentistry) be declared vacant as a result of her resignation and that Dr. Graeme Hunter be elected to complete her term until June 30, 2012.

CARRIED

S.12-18

Senate Membership: King's University College

It was moved by T. Carmichael, seconded by R. Graham,

That the Senate seat held by Dr. Steve Lofts, representative of King's University College, be declared vacant as a result of his resignation and that Dr. Patrick Ryan be elected to complete his term until June 30, 2012.

CARRIED

S.12-19

Faculty of Law Council Composition and Rules of Procedure – Revision

It was moved by T. Carmichael, seconded by I. Scott,

That the Faculty of Law Council Composition and Rules of Procedure be revised to include a graduate student in its membership as outlined in Exhibit I, Appendix 1.

CARRIED

S.12-20

Report of the Convocation Board

The Report of the Convocation Board regarding the 2011 Spring and Autumn Convocation ceremonies, detailed in Exhibit I, Appendix 2a (Spring) and Appendix 2b (Autumn), was received for information.

S.12-21

Report of the Senate Review Board Academic

The 2010-11 Annual Report of the Senate Review Board Academic, detailed in Exhibit I, Appendix 3, was received for information.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.12-22 **Revision to Admission Requirements for Economics Modules for Ontario High School Applicants** (S.12-08b)

Dean Timney recalled that at the January Senate meeting a member had raised questions about the proposed revision to admission requirements for economics modules for Ontario High School applicants. Discussions with the Economics Department had led to an agreement that there are better ways of highlighting to students the mathematics training they might need and consequently the proposal has been withdrawn.

S.12-23 **Faculty of Engineering: Introduction of an International Collaborative 2+2 Degree Program in Chemical Engineering with Zhejiang University, China**

It was moved by B. Timney, seconded by D. Standford,

That an International Collaborative 2+2 Degree Program in Chemical Engineering, detailed in Exhibit II, item 1, be introduced between the Faculty of Engineering and Zhejiang University in China, effective September 1, 2012.

CARRIED

S.12-24 **Faculty of Information and Media Studies: Introduction of Digital Communication: Social Media & Virtual Worlds**

S.12-24a **Introduction of Certificate/Diploma Programs in Digital Communication: Social Media & Virtual Worlds**

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

That effective September 1, 2012, a Certificate and a Diploma program in Digital Communication: Social Media & Virtual Worlds, detailed in Exhibit II, item 2a, be introduced in the Faculty of Information and Media Studies.

CARRIED

S.12-24b **Introduction of a Course Designation and New Courses in “Digital Communication”**

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

That effective September 1, 2012, a new course designation, “Digital Communication,” and two new courses, Digital Communication 2001A/B: Social Media and 2002A/B: Virtual Worlds, detailed in Exhibit II, item 2b, be introduced in the Faculty of Information and Media Studies.

CARRIED

S.12-25 **King’s University College: Introduction of Certificate and Diploma Programs in Childhood in the Justice System**

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

That effective September 1, 2012, Certificate and Diploma programs in Childhood in the Justice System, detailed in Exhibit II, item 3, be introduced at King’s University College.

CARRIED

S.12-26 **School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Graduate Program in Musculoskeletal Health Research**

It was moved by B. Timney, seconded by A. Watson,

That effective May 1, 2012, contingent upon Quality Council approval, a Collaborative Graduate Program in Musculoskeletal Health Research be introduced in the School of Graduate and Postdoctoral Studies as set out in Exhibit II, Appendix 1.

CARRIED

S.12-27 **School of Graduate and Postdoctoral Studies: Renaming the Master of Legal Studies to Master of Studies in Law**

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

That the Master of Legal Studies (MLS) be renamed the Master of Studies in Law (MSL);

that admission to the Master of Legal Studies be discontinued effective August 31, 2012, and admission to the Master of Studies in Law commence September 1, 2012; and,

that students enrolled in this program on September 1, 2012 who complete all degree requirements for the program, graduate with the Master of Studies in Law.

CARRIED

S.12-28 **School of Graduate and Postdoctoral Studies: Modifications to the PhD Program in Philosophy**

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

That effective September 1, 2012, the current PhD program in Philosophy be separated into two program streams, as detailed in Exhibit II, item 6: a four-year PhD stream designed for students who have completed an MA in Philosophy (or a cognate field), and a five-year PhD stream for direct-entry PhD students.

CARRIED

S.12-29 **Introduction/Withdrawal of Scholar's Electives Courses and Revisions to the Scholar's Electives Program**

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

That effective September 1, 2012, Scholar's Electives 3301E, 3303E and 3304E be withdrawn and Scholar's Electives 1100F/G, 2200E and 3300E be introduced, as detailed in Exhibit II, item 7; and the Scholar's Electives module be revised to reflect these course changes.

CARRIED

S.12-30 **Report of the Subcommittee on Teaching Awards (SUTA): Excellence in Teaching Award Winners for 2011-12**

The Subcommittee on Teaching Awards (SUTA) announced the following recipients of Western's Excellence in Teaching Awards:

The Edward G. Pleva Award for Excellence in Teaching

Carol L. McWilliam, Faculty of Health Sciences, School of Nursing
Stephen G. Pitel, Faculty of Law
Mark Workentin, Faculty of Science, Department of Chemistry

The Marilyn Robinson Award for Excellence in Teaching

Amanda Grzyb, Faculty of Information and Media Studies
Timothy Wilson, Schulich School of Medicine & Dentistry, Department of Anatomy and Cell Biology

The Angela Armitt Award for Excellence in Teaching by Part-time Faculty

Kathryn Mockler, Faculty of Arts and Humanities, Program in Writing, Rhetoric and Professional Communication

Dean Timney remarked that the submissions received this year were outstanding, giving the subcommittee a very difficult task in selecting the winners.

S.12-31 **Reviews of Graduate Programs - SUPR-G recommendations to SCAPA**

Senate received for information the recommendations of SUPR-G as set out in Exhibit II, Appendix 2.

S.12-32 **New Scholarships and Awards**

SCAPA has approved on behalf of the Senate, the Terms of Reference for the following new scholarships, awards and prizes for recommendation to the Board of Governors through the President & Vice-Chancellor:

Dr. Tom Munro Imaging Resident Prize (Schulich School of Medicine & Dentistry, Medical Imaging)
Dr. N. Stewart McIntyre Award in Surface Science (Faculty of Science, School of Graduate and Postdoctoral Studies, Science)
Eleta Britton Graduate Scholarship in History (School of Graduate and Postdoctoral Studies, History)
Harold Dene Webber Scholarship in Education (Faculty of Education)
Kwitko Family Ontario Graduate Scholarships in History (School of Graduate and Postdoctoral Studies, History)

REPORT OF THE HONORARY DEGREES COMMITTEE (Exhibit III)
(Distributed via email prior to the meeting)

S.12-33 **Honorary Degree Recipient – MBA Spring Convocation – 2012**

The Honorary Degrees Committee of the Senate announced that Prem Watsa will be honored by conferment of an honorary Doctor of Laws at Western's MBA Convocation, which will be held on Wednesday, April 4, 2012.

S.12-34 **REPORT OF THE ACADEMIC COLLEAGUE** (Exhibit IV)

The Report of the Academic Colleague regarding the meeting held in December 2011 was received for information. Topics reported on included: tuition, strategic mandate agreements and differentiation, teaching effectiveness, the working group on graduate expansion and the Ontario Universities Application Centre. Details are contained in Exhibit IV.

S.12-35 **ANNOUNCEMENTS & COMMUNICATIONS** (Exhibit V)

Announcements & Communications, detailed in Exhibit V, were received for information.

ENQUIRIES AND NEW BUSINESS

S.12-36

Notice of Motion

Senator David Stanford presented the following Notice of Motion:

"Whereas Western University maintains a public website containing the official contact E-mails for all faculty members on campus, be it resolved:

1) That Accommodated Exams must ensure that notifications to faculty employ the same E-mail address as is maintained on the public site;

2) That in the event of non-response within a suitable period, a follow-up E-mail will be sent, and in the event on non-response to the 2nd E-mail, a hard copy of the notification letter will be mailed to the instructor in question."

The Chair noted that in accordance with Senate's Rules of Order, the Notice of Motion would be referred to the Operations/Agenda Committee.

ADJOURNMENT

The meeting adjourned at 2:55 p.m.

A. Chakma
Chair

Secretary

I. Birrell



President's Report to Senate

February 17, 2012



Drummond Commission

- **Health care** — plus 2.5 %
- **Education** — plus 1.0 %
- **PSE (excluding training)** — plus 1.5 %
- **Social programs** — plus 0.5 %
- **All other programs** — minus 2.4 %



PSE: Major Thrusts

- Contain government funding and institutional expenses
- Use differentiation to improve post-secondary quality and achieve financial sustainability
- Encourage and reward quality
- Revise research funding structures



PSE: Major Thrusts (cont'd)

- Maintain the current overall cap on tuition-fee increases, but simplify the framework
- Re-evaluate student financial assistance
- Generate cost efficiencies through measures such as integrating administrative and back-office functions



Recommendations

- Grow government funding for the post-secondary education sector by 1.5 % per year until 2017–18.
- Work with post-secondary institutions to reduce bargained compensation increases, where they exist, and instead align them with trends in more recent settlements in the broader public sector; a rigorous performance system should also be introduced to guide compensation, where one is not already in place.



Recommendations

- By 2012–13, establish multi-year mandate agreements with universities and colleges that provide more differentiation and minimize duplication; these should be implemented beginning in 2013–14.

Not every institution needs to become a comprehensive research university, nor does each college require new degree-granting authority.



Recommendations

- Institute a process for establishing mandate agreements using a review by either a blue-ribbon panel or the Higher Education Quality Council of Ontario to ensure the highest-quality programs are funded to grow and expand.

This should be completed in the 2012–13 fiscal year and must be transparent for the institutions and the public.



Recommendations

- Establish and implement a rational and strategic division of roles between the college and university systems.
- Create a comprehensive, enforceable credit recognition system between and among universities and colleges. This is an absolutely essential feature of differentiation.



Recommendations

- Link further provincial funding allocations to quality objectives, which will encourage post-secondary institutions to be more responsive. In addition, the province should alter the funding model to also reward degrees awarded, rather than just enrolment levels.
- Government and post-secondary institutions must measure learning outcomes; that is, the value added through education, not just whether a person graduates.



Recommendations

- As a part of the mandate agreements with post-secondary institutions, tie outcome quality indicators to funding.
- Enhance performance measures in multi-year accountability agreements with post-secondary institutions through the use of teacher performance scores and student satisfaction ratings where the primary reasons for dissatisfaction are adequately captured.



Recommendations

- Evaluate the research funding system of post-secondary institutions and research hospitals as a whole, including how it is affecting university and hospital budgeting practices.

The Commission sees great value in investments through the Early Researcher Award and the Ontario Research Fund — Research Infrastructure program (the provincial component of the federal Canada Foundation for Innovation investment).



Recommendations

- Maintain the existing tuition framework, which allows annual tuition increases of 5 %. However, simplify the design to maintain the overall ceiling but allow institutions greater flexibility to adjust tuition fees at the program level, within the ceiling.

The maximum total fee increase each year (all programs, all years) may not exceed 5 %. The multitude of corollary conditions should be removed while maintaining the overall tuition increase ceiling.



Recommendations

- Maintain the Ontario Student Access Guarantee, which represents 10% of additional tuition revenue that institutions are required to set aside to fund bursaries and other student assistance programs.
- Reshape student financial assistance provided by both the federal and provincial governments, including the newly announced 30% tuition grant, to target more of the assistance to low-income students whose access is most likely to be compromised by financial obstacles and broaden the approach to improving access to PSE.



Recommendations

- Establish a single pension fund administrator for all university and college pensions, while recognizing differences in pensions.
- Compel post-secondary institutions to examine whether they can compress some four-year degrees into three years by continuing throughout the summer.

This could improve the facility efficiency and reduce the opportunity cost for students. As many students work in the summer, the four-year degree should not be abandoned, but instead the three-year option should be made available to those with the desire and capacity to pursue it.



QS Rankings

	University	Score	Rank
Citation per Faculty (20%)	Toronto	77.3	85
	Western	88.4	52
Academic Reputation (40%)	Toronto	99.9	12
	Western	50.0	208
Overall Ranking	Toronto	86.2	23
	Western	52.6	157



Top 40 Under 40

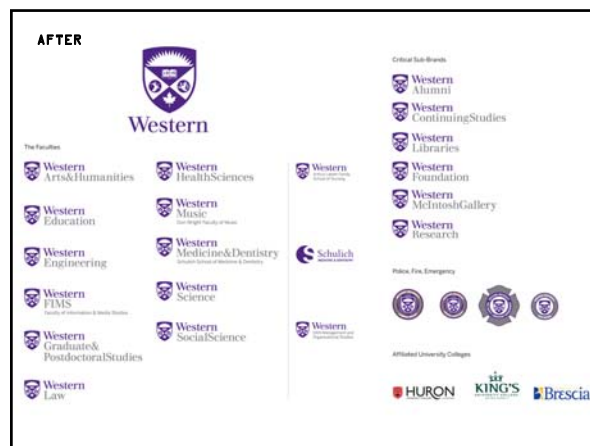
	University	Rank
Undergraduates	Western	1
	Toronto	3
	Waterloo	5
MBA	Overseas	1
	Western	2
	Toronto	4
Post Graduates	Overseas	1
	Toronto	2



Leaders of Tomorrow

University	Rank 2000	Rank 2011
Waterloo	1	1
McGill		2
UBC		3
Alberta		4
Toronto		5
Sherbrooke	16	6
Saskatchewan	22	7
Ryerson		8
Winnipeg		13
Western	13	17





REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Senate Membership – Faculty of Arts and Humanities Constituency

Senate Membership – Faculty of Science Constituency

Senate Membership – Graduate Student Constituency

Senate Membership – Representative from the General Community

FOR APPROVAL

1. **Senate Membership: Faculty of Arts and Humanities Constituency**

Recommended: That John Hatch be elected to Senate to replace Joel Faflak who is on leave (term to June 30, 2012).

2. **Senate Membership: Faculty of Science Constituency**

Recommended: That Robert Mercer (Computer Science) be elected to Senate to replace John Barron who is on leave (term to June 30, 2012).

3. **Senate Membership: Graduate Student Constituency**

Recommended: That Mary Ellen Wennekers (PhD English), Thomas Sutherland (PhD Chemistry) and Eric Sadowski (PhD Health Sciences) be elected to Senate to represent the Graduate Student constituency (term July 1, 2012 to June 30, 2013).

The recommendations for appointment of these representatives to the Graduate Student Constituency have been made by the *ad hoc* Nominating Committee created in accordance with Senate election procedures for the Filling of Vacancies.

4. **Senate Membership: Representative from the General Community**

Recommended: That Jacob (Jack) Malkin be elected to serve on Senate for a two-year term (July 1, 2012 - June 30, 2014) as a representative of the General Community.

Background:

Membership on Senate, according to the UWO Act (1982), includes five representatives of the General Community -- the President of the Alumni Association (or designate), two persons appointed by the Alumni Association, and two persons elected by Senate. Nominations for the Senate-elected members come from an ad hoc Senate Nominating Committee.

In accordance with Senate procedures, the ad hoc Nominating Committee has conferred and agreed that Jacob (Jack) Malkin be recommended to fill this position. Mr. Malkin is a co-founder and vice-president of the London Multicultural Community Association, President of the Jewish National Fund, London Chapter and a Board Member of the London Downtown Business Association. Mr. Malkin has also served on numerous task forces and committees of the City of London and on various School Councils.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

(SCAPA)

Faculty of Arts and Humanities: Creative Writing and English Language and Literature

Faculty of Arts and Humanities: Spanish Modules and Certificate in Digital Spanish

Faculty of Health Sciences: Revisions to Progression Requirements and Special Student/Transfer Student Requirements in Kinesiology

Faculty of Law: Revision to “Grading Rules”

Don Wright Faculty of Music: Withdrawal of the BMus Honors Theory and Composition and Introduction of a BMus Honors Music Theory and BMus Honors Composition

Faculty of Science: Revisions to Admission Requirements for Physics and Astronomy Modules

Faculty of Social Science: Introduction of a Minor in Transitional Justice and Post-Conflict Reconstruction; “Transitional Justice” as a Course Designation; and New Courses in Transitional Justice

Faculties of Social Science and Law: Withdrawal of the Combined Honors Specialization in History (BA)/Juris Doctor (JD)

School of Graduate and Postdoctoral Studies: Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction

School of Graduate and Postdoctoral Studies: Master of Financial Economics

Introduction of Western’s “School Within a University” (SWAU) Program for High-School Students from the Thames Valley District School Board

Revisions to Policies Governing Athletic Financial Awards (AFA)

Report of SUPR-G: Review of the Department of Microbiology and Immunology, Schulich School of Medicine and Dentistry

Revisions to the Terms of Reference and Composition of SUPR-U and SUPR-G

New Scholarships, Awards and Bursaries

Faculty of Law: Revision to “Cross Registration in Business Courses” Policy

Revisions to the Dentistry Sessional Dates

FOR APPROVAL

1. **Faculty of Arts and Humanities: Creative Writing and English Language and Literature; Spanish Modules and Certificate in Digital Spanish**

1a **Introduction of an Honors Specialization in Creative Writing and English Language and Literature**

Recommended: That an Honors Specialization in Creative Writing and English Language and Literature be introduced in the Faculty of Arts and Humanities, effective September 1, 2012.

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2012/pg162.html>

HONORS SPECIALIZATION IN CREATIVE WRITING AND ENGLISH LANGUAGE AND LITERATURE

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including:

- Writing 1000F/G
- 1.0 course from English 1020E, 1022E, 1035E, 1036E, both of English 1027F/G and 1028F/G, or the former 1024E or permission of the Department
- 1.0 course from Classical Studies 1000, Comparative Literature and Culture 1020, Film 1020E, French 1900E, Philosophy 1020, Visual Art History 1040, Visual Art Studio 1020, or Women's Studies 1020E
- 0.5 additional course

A minimum mark of 70% in Writing 1000F/G and no mark below 60% in the other principal courses is required, and a portfolio must be submitted.

Module

11.0 courses:

Writing (3.5 courses):

0.5 course from: Writing 2204F/G, 2214F/G, 2218F/G, 2220F/G (Writing Genres)

1.5 courses from: Writing 2203F/G, 2211F/G, 2299F/G (Creative Writing)

1.5 courses from: Writing 2213F/G, 2217F/G, 2219F/G, 2222F/G. A 0.5 course in Special Topics in Writing may be substituted with permission of the Department. Note: Students may enroll in Creative Writing and Genre courses not taken previously in order to fulfill this part of the module.

English (6.5 courses):

1.0 course: English 2200F/G, one of English 2220F/G, 2230F/G

1.0 course from: English 2307E, 2308E, 2309E, 2310E

1.0 course from: English 3001, 3012, 3115E, 3116E, 3224E, 3226E, 3227E, 3334E (Pre-1800 British Literature)

1.0 course from: English 3444E, 3446F/G, 3554E, 3556E, 3557F/G, 3666F/G, 3667F/G, 3776F/G, 3777F/G, 3882F/G (Post-1800 British Literature)

1.0 course from: English 3226E, 3227E, 3556E, 3666F/G, 3776F/G

1.0 course from: English 3998E, 4998E, 4999E

0.5 course: English essay course at the 2000-2199 level or above

Additional course:

1.0 course: Classical Studies 2200

Background:

This module is a joint endeavour of the Department of English and the Program in Writing, Rhetoric, and Professional Communication. The success of the creative writing courses in English and Writing, coupled with the growing demand from students for courses of this kind, means that the creation of this module is both timely and necessary. The creation of this module will also make the programs more competitive with similar degree modules or certificates offered by Windsor, York, Toronto, Concordia, and Bishop's.

1b Withdrawal of Spanish Modules and Introduction of New Spanish Modules and Certificate Program

Recommended: That effective September 1, 2012, the following new modules and certificate program be introduced in the Department of Modern Languages and Literatures:

- Minor in Spanish Language and Hispanic Cultures
- Minor in Digital Spanish
- Major in Spanish Language and Hispanic Cultures
- Specialization in Spanish Language and Hispanic Cultures
- Honors Specialization in Spanish Language and Hispanic Cultures
- Certificate in Digital Spanish,

that admission to the Minor in Spanish Studies, Major in Spanish Language and Literature, Specialization in Spanish Language and Literature, and Honors Specialization in Spanish Language and Literature, be suspended as of May 1, 2012, and students currently enrolled in these modules be allowed until August 31, 2014 to complete them; and

that the Minor in Spanish Studies, Major in Spanish Language and Literature, Specialization in Spanish Language and Literature, Honors Specialization in Spanish Language and Literature be withdrawn effective September 1, 2014.

Current Calendar Copy: <http://www.westerncalendar.uwo.ca/2012/pg251.html>

NEW CALENDAR COPY

MINOR IN SPANISH LANGUAGE AND HISPANIC CULTURES

Admission Requirements

Completion of first-year requirements, including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60%, or successful completion of Grade 12U Spanish, or permission of the Department.

Module

4.0 courses:

1.0 course from: Spanish 2200, 2200W/X, 2223 (prerequisite for the rest of the module)

1.0 course from: Spanish 3300, 3301E

2.0 courses from: Spanish 2215F/G, 2216F/G, 2220A/B, 3421 F/G, 3422F/G, 3501F/G, 3511F/G, 3521F/G, 3531F/G, 3541F/G

MINOR IN DIGITAL SPANISH

Admission Requirements

Completion of first-year requirements, including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60%, or successful completion of Grade 12U Spanish, or permission of the Department.

Module

4.0 courses:

1.0 course from: Spanish 2200, Spanish 2200W/X, Spanish 2223

1.0 course from: Spanish 3300, Spanish 3301E

1.0 course from: Spanish 2215F/G, 2216F/G 2220A/B

1.0 course from: Spanish 2800F/G, 3801F/G, 4802A/B

MAJOR IN SPANISH LANGUAGE AND HISPANIC CULTURES**Admission Requirements**

Completion of first year requirements, including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60%, or successful completion of Grade 12U Spanish. Comparative Literature and Culture 1020 is recommended.

Module

6.0 courses:

1.0 course from: Spanish 2200, 2200W/X, 2223

1.0 course (normally taken in second year): Spanish 2215F/G, 2216F/G

0.5 course: Spanish 2220A/B

1.0 course (normally taken in third year) from: Spanish 3300, 3301E

1.0 course from: Spanish 3400 to 3700, Spanish 3901F/G to 3910A/B

1.0 course from: Spanish 4420 to 4600, Spanish 4901F/G to 4910A/B, Spanish 4961F/G to 4965F/G

0.5 course from: Spanish 2214A/B, 2800F/G, 3303A/B, 3801F/G, Spanish 3400 to 3700, Spanish 3901F/G to 3910A/B, not taken previously. Students may take up to 0.5 Spanish Language and Linguistics or Digital Spanish course.

SPECIALIZATION IN SPANISH LANGUAGE AND HISPANIC CULTURES**Admission Requirements**

Completion of first-year requirements, including 1.0 course from Spanish 1030 or 1030 W/X with a minimum mark of 60%, or successful completion of Grade 12U Spanish. Comparative Literature and Culture 1020 is recommended.

Module

9.0 courses:

1.0 course from: Spanish 2200, 2200W/X, 2223

1.5 courses (normally taken in second year): Spanish 2215F/G, 2216F/G, 2220A/B

1.0 course from: 2214A/B, 2800F/G, 3303A/B, 3801F/G

1.0 course (normally taken in third year) from: Spanish 3300, 3301E

2.5 courses from: Spanish 3400 to 3700, Spanish 3901F/G to 3910A/B

2.0 courses from: Spanish 4420 to 4600, Spanish 4901F/G to 4910A/B

HONORS SPECIALIZATION IN SPANISH LANGUAGE AND HISPANIC CULTURES**Admission Requirements**

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses (including 1.0 course from Spanish 1030 or 1030W/X or successful completion of Grade 12U Spanish). 2.0 additional principal courses must be taken with no mark below 60%. Comparative Literature and Culture 1020 is recommended.

Module

9.0 courses:

1.0 course from: Spanish 2200, 2200W/X, 2223

1.5 courses (normally taken in second year): Spanish 2215F/G, 2216F/G, 2220A/B

0.5 courses from: 2214A/B, 2800F/G

1.0 course (normally taken in third year) from: Spanish 3300, 3301E

3.0 courses from: Spanish 3400 to 3700, Spanish 3801F/G, Spanish 3901F/G to 3910A/B

2.0 courses from: Spanish 4410E, Spanish 4420 to 4600, Spanish 4901F/G to 4910A/B, Spanish 4961F/G to 4965F/G

Note: Students may take up to 1.0 Spanish Language and Linguistics and/or Digital Spanish course.

CERTIFICATE IN DIGITAL SPANISH

Admission Requirements

Completion of first-year requirements including 1.0 course from Spanish 1030 or 1030W/X with a mark of at least 60% or Grade 12U Spanish. A student may not pursue a Certificate in Digital Spanish with either a Spanish module or the Certificate in Practical Spanish.

Progression and Graduation Requirements

To progress and complete the program, students must achieve and maintain a minimum average of 70% in the required courses. If a course in the Certificate program is waived by the department on the basis of existing language proficiency, other Spanish courses will have to be taken so that the total number of course credits is 3.0.

Certificate Program

1.0 course from: Spanish 2200, 2200W/X, 2223

1.0 course from: Spanish 3300, 3301E

1.0 course: Spanish 2800F/G, 3801F/G

Background:

A new Certificate in Digital Spanish and new modules in Spanish Language and Hispanic Studies and Digital Spanish are replacing the old Spanish modules in order to correspond to more up-to-date pedagogy, current research interests of faculty and the faculty complement in the Department of Modern Languages and Literatures. Admission into the current modules, Minor in Spanish Studies, Major in Spanish Language and Literature, Specialization in Spanish Language and Literature, Honors Specialization in Spanish Language and Literature, will be suspended as of May 1, 2012. Students currently enrolled in these modules will be allowed to finish their program and the old modules will be withdrawn effective September 1, 2014.

The new modules in Spanish Language and Hispanic Studies change from a program based mainly on chronological and geographical distinctions to one that spans continents and makes connections between different spaces, times and genres (Transatlantic Studies). The flexible and interdisciplinary program design of the streams in Spanish Language and Hispanic Studies, in Spanish Language and Linguistics and in Digital Spanish is based on an open second year with common courses for all streams. The integration of digital technologies into the context of Transatlantic Studies, and the proposal of a digital Spanish module, are unique in Canada. The new certificate and the new modules reflect these changes and conform to OCAV guidelines regarding the streaming of degree modules.

2. Faculty of Health Sciences: Revisions to Progression Requirements and Special Student/Transfer Student Requirements in Kinesiology

2a Revisions to the Progression Requirements in the School of Kinesiology

Recommended: That the "Program Information" section for the School of Kinesiology be updated to reflect current progression policies and additional program requirements, effective September 1, 2012; and, that the Kinesiology Module Information section be removed entirely.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2012/pg430.html>

<http://www.westerncalendar.uwo.ca/2012/pg431.html>

PROGRAM INFORMATION

Students registered in the School of Kinesiology who complete 5.0 first-year courses with an average of at least 70% in the 5.0 course load with no grade less than 60%, and have a minimum 70% in 3.0 principle courses, including Kinesiology 1080A/B, Kinesiology 1088A/B, Physiology 1021 plus 1.0 additional course, will be guaranteed admission to second year in the School of Kinesiology (Honors Specialization in Kinesiology – BA).

The School of Kinesiology will then rank all remaining Western students who apply to second year and fulfill the minimum admission requirements for that year, and make offers of admission until the program is filled to capacity.

Honors Specialization in Kinesiology – BSc, Honors Specialization in Kinesiology – Sport Management, Honors Specialization in Kinesiology – Fitness and Exercise Prescription, Honors Specialization in Kinesiology – Physical Education for Teaching are programs with limited space and additional minimum requirements. Please see the information under each specific module in the Academic Calendar for minimum requirements. More competitive academic standing may be required when demand exceeds enrollment capacity.

The laboratory or practicum sessions of several courses are very vigorous. It is recommended that students have a medical check up to ensure that their health status permits engagement in vigorous activity.

Students with health problems must inform the Kinesiology Undergraduate Program Office, and provide appropriate medical support documentation.

Additional Program Requirements

- 1. All Kinesiology students must complete Standard First-Aid and CPR level C. For further information see First-Aid and Cardio-Pulmonary Resuscitation Certification.***
- 2. All Kinesiology students must complete an Aquatics Requirement***
- 3. All Kinesiology students must comply with University policies on Breadth Requirements, Essay Designated Course Requirements, and Graduation Requirements.***

Background:

The revisions to the School of Kinesiology's program information are needed to reflect current progressions policy as well as how limited enrollment modules are handled. The information previously listing Kin 1088A/B, 1080A/B and Physiology 1021 as prerequisites for all senior Kinesiology courses has been removed as this is no longer true. Finally, the additional program requirements were moved from the "Kinesiology Module Information" section <http://www.westerncalendar.uwo.ca/2012/pg431.html> to the revised "Program Information" section so that all relevant program information may be found in one spot.

2b Revisions to the Special Student/Transfer Student Requirements in the School of Kinesiology

Recommended: That the policy on “Special Students/Transfer Students” for the School of Kinesiology be revised as set out below, effective September 1, 2012.

REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2012/pg434.html>

SPECIAL STUDENTS/TRANSFER STUDENTS

Special students are students who have graduated and may wish to return for further courses. Refer to the Special Students section for complete details.

Not all Kinesiology courses are available to Special Students. Consult the Undergraduate Program Office, Rm. 2225, 3M Centre, regarding restrictions for Special Students.

Students wishing to transfer to Kinesiology modules from other departments, faculties, or institutions should consult with an Academic Counsellor in the School of Kinesiology for details. Transfer students must ultimately complete Kinesiology 1080A/B, 1088A/B and Physiology 1021 or equivalent.

Students wishing to transfer from other institutions should follow the application process through the Ontario Universities' Application Centre (OUAC) at www.ouac.on.ca

Background:

The information pertaining to transfer students' mandatory completion of first year Kinesiology course requirements was transferred from the Program Section to the Special Student/Transfer Student section. It is preferred to have all information pertaining to transfer students under the Special Student/Transfer Student section of the calendar.

3. **Faculty of Law: Revision to “Grading Rules”**

Recommended: That effective September 1, 2012, the “Grading Rules” in the Faculty of Law be revised as set out below.

REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2011/pg496.html>

Grading Rules

The class average in an upper-year course of 25 or fewer students must be between 5.70 and 7.30 when calculated by converting each student's letter grade to the corresponding whole number in the table below.

The class average in an upper-year course of more than 25 students and in all first-year courses must be between 5.70 and 6.30 when calculated by converting each student's letter grade to the corresponding whole number in the table below. ***These grading rules do not apply to independent research projects, supplemental writing credits or to courses in which students compete in external advocacy competitions.***

The Faculty of Law uses the following grade designations:....

There are no further changes to the policy.

Background:

Over the past few years the Faculty has created three separate courses for certain external advocacy competitions as an alternative to having them caught by the more generic Law 5715 Appellate Advocacy Competition. By specifically listing named courses, our Evaluation and Grading Policy is now out of date in that it has not been amended to exempt these new courses. Rather than list all six such courses (the three listed now and the three new ones) it makes more sense to use more generic language to catch these courses collectively. This will allow the Policy to more easily accommodate further changes in the future.

4. **Don Wright Faculty of Music: Withdrawal of the BMus Honors Theory and Composition and Introduction of a BMus Honors Music Theory and BMus Honors Composition**

Recommended: That the Bachelor of Music (BMus) with Honors in Theory and Composition in the Don Wright Faculty of Music be withdrawn and reintroduced as two separate degrees:

- 1) Bachelor of Music (BMus) with Honors in Music Theory, and
- 2) Bachelor of Music (BMus) with Honors in Composition,

that admission to the BMus with Honors in Theory and Composition be discontinued effective August 31, 2013, and admission to the BMus with Honors in Music Theory and the BMus with Honors in Composition commence on September 1, 2013, and

that students enrolled in the BMus with Honors in Theory and Composition prior to September 1, 2013 be given the choice to complete the old program or to enrol in one of the new programs, and that the BMus with Honors in Theory and Composition be withdrawn effective September 1, 2015.

Current calendar copy: <http://www.westerncalendar.uwo.ca/2012/pg571.html>

NEW CALENDAR COPY

BACHELOR OF MUSIC WITH HONORS IN MUSIC THEORY

Second Year

Music 2629, 2635A/B, 2636A/B, 2649A/B, 2650A/B, 2710F/G, 2711F/G, 2920.

Ensemble: One, or more, of Music 2901, 2902, 2903, 2904, 2905, 2906, 2910, 2911, 2912, 2913.
1.0 course or equivalent from a Faculty other than Music.

Third Year

Music 3649A/B, 3650A/B.

0.5 music history elective (3000 or above).

1.5 courses from: Music 3601A/B, 3602A/B, 3603A/B, 3604A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B.

Music 3920 and Ensemble* (Music 3901, 3902, 3903, 3904, 3905, 3906, 3910, 3911, 3912, 3913), or 1.0 music elective.

1.0 music or non-music elective.

* The ensemble requirement becomes an optional elective for those students not registered in Music 3920.

Fourth Year

Music 4630A/B/Y.

1.5 courses from: 3601A/B, 3602A/B, 3603A/B, 3604A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, Music 4920 and Ensemble* (Music 4901, 4902, 4903, 4904, 4905, 4906, 4910, 4911, 4912, 4913), or 1.0 music elective.

0.5 music history elective (3000 or above).

0.5 music or non-music elective.

1.0 non-music elective.

1.5 music or non-music electives (of which no more than 0.5 can be music).

* The ensemble requirement becomes an optional elective for those students not registered in Music 4920.

BACHELOR OF MUSIC WITH HONORS IN COMPOSITION

Second Year

Music 2629, 2635A/B, 2636A/B, 2649A/B, 2650A/B, 2710F/G, 2711F/G, 2920.

Ensemble: One, or more, of Music 2901, 2902, 2903, 2904, 2905, 2906, 2910, 2911, 2912, 2913.

1.0 course or equivalent from a Faculty other than Music.

Third Year

Music 3629, 3649A/B, 3650A/B.

1.5 courses from Music 2695A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, 3630A/B, 3640.

Music 3920 and Ensemble* (Music 3901, 3902, 3903, 3904, 3905, 3906, 3910, 3911, 3912, 3913), or 1.0 music elective.

0.5 music or non-music elective.

*The ensemble requirement becomes an optional elective for those students not registered in Music 3920.

Fourth Year

Music 4629.

1.5 courses from: 2695A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, 3630A/B, 3640, 3695.

4920 and Ensemble* (Music 4901, 4902, 4903, 4904, 4905, 4906, 4910, 4911, 4912, 4913), or 1.0 music elective.

1.5 music or non-music electives (of which no more than 0.5 can be music).

* The ensemble requirement becomes an optional elective for those students not registered in Music 4920.

Background:

The current Bachelor of Music with Honors in Theory and Composition reflects the historically close association of music theory with composition. The discipline of music theory has since established its independence from composition as well as its close association with musicology. The recent decision of the Department of Physics and Astronomy to discontinue its service course Physics 2032A/B (The Physics of Music and Sound) that is a required course in the current program has initiated a re-evaluation of the program as a whole.

The two proposed programs continue to reflect the association between composition and music theory by a number of common elements in the two proposed programs that are preserved from the current program. The table in [Appendix 1](#) delineates the degree requirements, year by year, for the two proposed programs. A more clearly defined specialization in either music theory or composition is beneficial to students in both disciplines.

5. **Faculty of Science: Revisions to Admission Requirements for Physics and Astronomy Modules**

Recommended: That effective September 1, 2012, the admission requirements for Physics and Astronomy modules be revised as set out for Groups 1, 2 and 3 below.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2012/pg720.html>

For Group 1:

Honors Specialization in Physics
Honors Specialization in Astrophysics
Honors Specialization in Medical Physics
Major in Physics
Major in Astrophysics
Major in Medical Physics
Specialization in Physics
Specialization in Astrophysics
Specialization in Medical Physics
Minor in Physics

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, with no mark in these principal courses below 60%:

- Physics 1301A/B, 1401A/B, 1501A/B **or 80% in Physics 1028A/B** and Physics 1302A/B, 1402A/B, 1502A/B **or 80% in Physics 1029A/B**; or the former Physics 1020 or 1024 or 1026
- Calculus 1000A/B, 1100A/B **or 1500A/B** and Calculus 1501A/B **(recommended)** or 1301A/B (with a mark of at least 85%); or Applied Mathematics 1413
- 1.0 additional course

Students must complete Mathematics 1600A/B or the former Linear Algebra 1600A/B with a minimum mark of 55% by the end of term one in year 2.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2012/pg720.html>

For Group 2:

Honors Specialization in Materials Science
Major in Materials Science
Specialization in Materials Science
Minor in Materials Science

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, with no mark in these principal courses below 60%:

- Physics 1301A/B, 1401A/B, 1501A/B **or 80% in Physics 1028A/B** and Physics 1302A/B, 1402A/B, 1502A/B **or 80% in Physics 1029A/B**; or the former Physics 1020 or 1024 or 1026
- Calculus 1000A/B, 1100A/B **or 1500A/B** and Calculus 1301A/B or 1501A/B; or Applied Mathematics 1413
- Chemistry 1100A/B and 1200B; or the former Chemistry 1050 or 1020 or 023

REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2012/pg720.html>

For Group 3:
Honors Specialization in Planetary Science
Major in Planetary Science
Specialization in Planetary Science
Minor in Planetary Science

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, with no mark in these principal courses below 60%:

- Physics 1301A/B, 1401A/B, 1501A/B **or 80% in Physics 1028A/B** and Physics 1302A/B, 1402A/B, 1502A/B **or 80% in Physics 1029A/B**; or the former Physics 1020 or 1024 or 1026
- Calculus 1000A/B, 1100A/B **or 1500A/B** and (Calculus 1501A/B or Calculus 1301A/B), or Applied Mathematics 1413
- 1.0 additional course.

Students must complete Mathematics 1600A/B or the former Linear Algebra 1600A/B with a minimum mark of 55% by the end of term one in year 2.

Background:

The Department of Physics and Astronomy is harmonizing admission requirements for all of their modules and specifically, standardizing the Physics and Calculus courses that are required for these modules. In addition, Calculus 1500A/B, an advanced equivalent of Calculus 1000A/B and 1100A/B, is being added as an acceptable alternative.

(Note to Senate: The changes required to admission requirements are grouped and not detailed for each module separately. The changes apply to all of the modules listed in the respective groups).

6. **Faculty of Social Science: Introduction of a Minor in Transitional Justice and Post-Conflict Reconstruction, "Transitional Justice" as a Course Designation, and New Courses in Transitional Justice**

6a **Introduction of a Minor in Transitional Justice and Post-Conflict Reconstruction**

Recommended: That a Minor in Transitional Justice and Post-Conflict Reconstruction be introduced in the Faculty of Social Science, effective September 1, 2012.

NEW CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2012/pg844.html>

MINOR IN TRANSITIONAL JUSTICE AND POST-CONFLICT RECONSTRUCTION

Admission Requirements

Completion of first-year requirements with no failures and no mark less than 60 percent in the 3.0 principal courses which must include 1.0 essay course in Social Science or Arts and Humanities.

Module

No course may be credited toward another module. Please note the prerequisites for senior courses.

4.0 courses:

1.0 course: Transitional Justice 2001F/G and 3001F/G

1.0 course from: History 3419F/G, 3427E, Philosophy 2065F/G, Political Science 2243E, 2257, 3325E, 3340F/G, 3347F/G, 3366E, Sociology 2143E, 3323F/G (theme "Conflict")

1.0 course from: Geography 3415A/B, Philosophy 2810F/G, 2821F/G, 3810F/G, 3820F/G, Political Science 3346E, 3398F/G, 4427F/G, SJPS 2200E (theme "Transitional Justice and Post-Conflict Reconstruction")

1.0 course from: Anthropology 2218F/G, First Nations Studies 2531F/G, History 2145A/B, 2147F/G, Philosophy 2750F/G, 2812F/G, Political Science 2219E, 3347F/G, 3388E, Sociology 2212A/B, 2237A/B, 2260A/B, WSFR 2260, 2270A/B (theme "Elective Courses that inform Transitional Justice")

Background:

The Centre for Transitional Justice and Post-Conflict Reconstruction, in the Department of Political Science, is launching a Minor in Transitional Justice and Post-Conflict Reconstruction. The new program meets the University's mandate to promote the intellectual coordination of departments and faculties, and to encourage genuine interdisciplinarity. The popularity of courses dealing with development, democracy, the environment, the economy, human rights, politics, peace agreements and justice before, at the time of, and post-transition; the enormous importance of the subject for Canadian students; the complete absence of competing programs throughout Canada; along with the funding of an Interdisciplinary Development Initiatives proposal, have made this the best time to mount a new program.

The purpose of the Minor will be to familiarize students with the emerging debates surrounding transitional justice and post-conflict reconstruction, and to allow for real-world application of theoretical constructs and explanations. The program has also developed two new integrative courses (Transitional Justice 2001F/G: Problems in Transitional Justice and Post-Conflict Reconstruction and 3001F/G: Studies in Transitional Justice and Post-Conflict Reconstruction, designed to bring the students into a single classroom, based around themes central to the field.

6b Introduction of "Transitional Justice" as a Course Designation and New Courses in Transitional Justice

Recommended: That "Transitional Justice" be introduced as a course designation, and that two new courses, Transitional Justice 2001F/G: Problems in Transitional Justice and Post-Conflict Reconstruction, and Transitional Justice 3001F/G: Studies in Transitional Justice and Post-Conflict Reconstruction, be introduced in the Faculty of Social Science, effective September 1, 2012.

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2012/pg882.html>

Transitional Justice 2001F/G: Problems in Transitional Justice and Post-Conflict Reconstruction
This course introduces students to interdisciplinary studies of transitional justice and post-conflict reconstruction, with emphasis on questions of conflict. Students will examine key concepts and explore theoretical problems in confronting and seeking solutions to the aftermath of large-scale events of social violence, including war, genocide, and authoritarian rule.
2 lecture hours, 1 tutorial hour, 0.5 course

Transitional Justice 3001F/G: Studies in Transitional Justice and Post-Conflict Reconstruction
This course explores issues inherent to regions facing the aftermath of large-scale events of social violence, including war, genocide, and authoritarian rule, with an emphasis on questions of justice and post-conflict reconstruction. Students will examine specific cases of recent attempts to establish just responses to conflict within affected communities.
Prerequisites/corequisites: Transitional Justice 2001F/G or permission of the Director of Studies of the Centre for Transitional Justice and Post-Conflict Reconstruction
3 lecture hours, 0.5 course

Background:

A Minor in Transitional Justice and Post-Conflict Reconstruction will be introduced in September 2012. These courses will form the two required “core” courses designed to bring the students into a single classroom based around themes central to the field.

7. **Faculties of Social Science and Law: Withdrawal of the Combined Honors Specialization in History (BA)/Juris Doctor (JD)**

Recommended: That the Combined Honors Specialization in History (BA)/Juris Doctor (JD) program be withdrawn, effective September 1, 2012.

CURRENT CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2012/pg839.html>

Background:

This module has been available for a number of years and has not attracted student interest. The Faculties have concluded that this is not the appropriate level for a joint program and are in the process of replacing this module with a joint MA/JD program.

8. **School of Graduate and Postdoctoral Studies: Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction; Master of Financial Economics**

8a **Introduction of a Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction**

Recommended: That, pending Quality Council approval, the collaborative graduate program in Transitional Justice and Post-Conflict Reconstruction be introduced in the School of Graduate and Postdoctoral Studies as shown in [Appendix 2](#), effective May, 1, 2012.

Background:

The Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction brings together experts from across the Western community whose teaching and research focus on issues including transitional justice, reconciliation, criminal accountability, post-colonial legacies, legal reconstruction, the environment, human rights, economic justice, healing circles, democratization, and more. Participating Departments are English, French, Women’s Studies and Feminist Research, History, Political Science, Psychology, Sociology, Law and Theology.

8b **Introduction of a Master of Financial Economics Program**

Recommended: That, pending Quality Council approval, the Professional Master of Financial Economics (MFE) be introduced in the School of Graduate and Postdoctoral Studies, as shown in [Appendix 3](#), effective September 1, 2013.

Background:

The Master of Financial Economics (MFE) is a course-based professional master’s program delivered over four terms. The program will provide graduates with the quantitative and analytical skills required to pursue careers in the financial industry, in both private and public sector institutions. The roles for program graduates in these institutions would be wide-ranging and include: roles in the investment management division of pension funds, researchers in financial services institutions dealing with risk management and the pricing of complex securities, as well as tactical asset management.

The MFE program will be a cross-disciplinary program, with courses offered by the Department of Economics, the Ivey School of Business, the Department of Applied Mathematics, the Department of Statistical & Actuarial Sciences and the Faculty of Law. The program objective is to provide students with the broad knowledge base and integrated set of skills required in many finance-related careers. Many careers in modern finance require an understanding of economic concepts and models in order to grasp the increasingly complex workings of modern financial markets. Further, many positions in the financial sector now require at least a basic understanding of the mathematical models used to price assets, evaluate risk, and manage complex asset portfolios. The MFE will provide training and skills in aspects of Finance and Economics that are not provided to graduates of existing post-graduate programs at Western.

9. **Introduction of Western's "School Within a University" (SWAU) Program for High-School Students from the Thames Valley District School Board**

Recommended: That SCAPA approve and recommend to Senate the introduction of Western's "School Within a University" (SWAU) program for high school students from the Thames Valley District School Board, effective September 1, 2012.

NEW CALENDAR COPY

WESTERN'S SCHOOL WITHIN A UNIVERSITY (SWAU)

Western's SWAU program is open to secondary school students who are studying at one of the secondary schools of the Thames Valley District School Board (TVDSB). The aim of the program is to create a pathway to university for capable high-school students who, for a variety of reasons, may not envision studying at a university as a possibility.

Students complete their high school credits in the mornings at Western. The TVDSB will provide a high school teacher who specializes in alternative education to supervise and evaluate the high school component of this program.

Students complete the equivalent of 1.0 pre-selected degree-credit course at the Constituent University and/or its Affiliated University Colleges in either the afternoon or evening. To register in the degree-credit course, the necessary prerequisites at the secondary school level must have been completed successfully. Tuition fees are waived for 1.0 (or equivalent) course. Credit will be granted upon successful completion of the course.

A mentor group consisting of faculty, staff and peers from Western provides support to students to help ensure success.

SWAU students who wish to be considered for admission to an undergraduate degree program at Western subsequent to the SWAU program must submit a formal application through the Ontario Universities' Application Centre.

SWAU Admission Requirements

High school students from the TVDSB who have been identified by the TVDSB as academically capable of moving on to university are eligible for this program. Identification of students is the responsibility of a team of experts established by the TVDSB. Admission is based on a combination of the following criteria: an assessment that the student is disengaged and at risk; academic achievement; and intensive interviews to assess potential of success in the program. Nominations must be submitted to the Undergraduate Admissions Office at Western by the TVDSB no later than June 1 for courses commencing in September. Students must have completed a minimum of 24 secondary school credits and meet Western's requirements for English language proficiency. A maximum of 25 students will be selected to participate in the initiative each year.

Background:

Following the success of the *School within a College* program, it is proposed that Western and its Affiliated University Colleges partner with the Thames Valley District School Board to launch a *School Within a University (SWAU)* program, the first of its kind in Ontario. The goal of the proposed program is to create a pathway to University for capable high school students who, for a variety of reasons, may not envision University as a possibility.

10. **Revisions to Policies Governing Athletic Financial Awards (AFA)**

Recommended: That Senate approve that the values set out in the Policies Governing Athletic Financial Awards be revised as set out below, effective for the 2012-2013 academic year.

The current policy is posted here: <http://www.uwo.ca/univsec/handbook/schol/athleticawards.pdf>

POLICIES GOVERNING ATHLETIC FINANCIAL AWARDS (AFA)

Unchanged

5. Value

\$1000, \$2000, and ~~\$3500~~ **\$3000 and \$4000**. No student may receive more than a total of ~~\$3500~~ **\$4000** in AFA funding in any academic year. Value of award determined by the Western Athletic Financial Awards Committee.

The rest of the policy is unchanged.

Background:

In May 2011 the membership of OUA agreed to increase the maximum award allowed to \$4000, effective for the 2012-2013 academic year. Western's AFA policy must be in complete compliance with the OUA policy, thus the maximum award must be increased to \$4000. Since this increase would result in a large gap between the funding of the level 2 and level 3 awards (\$2000 and \$4000), it is also proposed that AFA funding levels be expanded to four levels, instead of the current three.

FOR INFORMATION

11. **Report of SUPR-G: Review of the Department of Microbiology and Immunology, Schulich School of Medicine and Dentistry**

SCAPA has approved on behalf of Senate the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) for the Department of Microbiology and Immunology, in the Schulich School of Medicine and Dentistry, as detailed in [Appendix 4](#).

Background:

In September 2010, the SCAPA Subcommittee on Program Review - Graduate (SUPR-G) was officially established and it commenced its work in February 2011. For graduate programs, the long-established processes of OCGS were replaced with internal university mechanisms, and reviews of graduate programs commenced in the summer of 2011. For the transitional year, recommendations from SUPR-G are forwarded to SCAPA for approval as they are completed. Once approved by SCAPA, the reports and recommendations are forwarded to Senate and to the Quality Council for information.

12. **Revisions to the Terms of Reference and Composition of SUPR-U and SUPR-G**

SCAPA has approved revisions to the Terms of Reference and Composition of the Subcommittees on Program Review – Undergraduate and Graduate (SUPR-U and SUPR-G) as set out in [Appendix 5](#), effective July 1, 2012.

Background:

In recent years, undergraduate program review processes at Western have undergone significant changes in response to provincial quality assurance initiatives. The revised structure of the Senate Subcommittee on Program Review – Undergraduate (SUPR-U) aims to enhance the committee's link with the University's academic and budget planning processes, thereby addressing a priority of the provincial Quality Assurance Framework. Associate Deans (Academic) play a key role in academic program and policy development at the University and are involved with planning processes in the Faculties, and their experience will inform the work of SUPR-U. As Chair, the Vice-Provost (Academic Programs and Students) will provide continuity in the role and support the administrative needs of undergraduate review processes at Western, including communication with the Quality Council, external consultants, and Departments.

Originally, the structure of SUPR-G was developed to mirror that of SUPR-U. The proposed revision will ensure parallel structure to SUPR-U and, simultaneously, will facilitate SUPR-G's link with the University's academic and budget planning process, as required by the provincial Quality Assurance Framework. While the Vice-Provost (Graduate and Postdoctoral Studies) has primary responsibility for the graduate program review process at Western, the Associate Deans (Graduate Programs) have a key role in the development of graduate programs and policies; their expertise is important to the work of SUPR-G. As Co-Chairs of SUPR-G, the Associate Vice-Provosts (Graduate and Postdoctoral Studies) provide the knowledge and expertise to chair SUPR-G in its application of Western's Institutional Quality Assurance Process for graduate programs.

13. **New Scholarships, Awards and Bursaries**

SCAPA has approved on behalf of the Senate, the Terms of Reference for the following new scholarships, awards and prizes for recommendation to the Board of Governors through the President & Vice-Chancellor:

MBA Student Support Fee Bursaries (School of Graduate and Postdoctoral Studies, Business)
Awarded annually to full-time students in the Master of Business Administration program who demonstrate financial need. These bursaries were created by the MBA Association to assist MBA students. Application for the bursary must be completed in conjunction with the MBA program application. Recipients will be selected by the MBA Scholarships Committee.

Value: 2 at \$7,000
Effective: May 2012 to April 2014

MBA Student Support Fee OSOTFII Bursary (School of Graduate and Postdoctoral Studies, Business)
Awarded annually to a full-time student in the Master of Business Administration program who demonstrates financial need. This bursary was created by the MBA Association to assist MBA students. Application for the bursary must be completed in conjunction with the MBA program application. Recipients will be selected by the MBA Scholarships Committee.

Value: 1 at \$7,000
Effective: May 2012 to April 2017 (value to be reviewed in 2016)

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

MBA Student Support Fee OTSS Bursary (School of Graduate and Postdoctoral Studies, Business)
Awarded annually to a full-time student in the Master of Business Administration program who demonstrates financial need. This bursary was created by the MBA Association to assist MBA students. Application for the bursary must be completed in conjunction with the MBA program application. Recipients will be selected by the MBA Scholarships Committee.

Value: 1 at \$7,000

Effective: May 2012 to April 2019 (value to be reviewed in 2018)

This award is offered through the Ontario Trust for Student Support (OTSS) program, and recipients must meet Ontario residency requirements.

Michael Mics Bursary (Continuing Studies)

Awarded annually to an individual registered in a Continuing Studies professional development course at The University of Western Ontario, based on demonstrated financial need and the applicant's description of how receipt of the bursary will assist in achieving specific learning objectives. An application form is available from the Continuing Studies Office and must be submitted to the Office of the Registrar by August 15 for the fall program. The Office of the Registrar will assess financial need. Continuing Studies at Western, in consultation with the Office of the Registrar, will make the final selection of the recipient. Students with current outstanding debts to Continuing Studies at Western, or who qualify for employee education assistance programs, are not eligible. This bursary was established by Mr. Michael Mics (BA'00).

Value: 1 at \$500

Effective: 2012-2013 to 2031-2032 academic years inclusive

HRPLD Human Resources Award (Faculty of Social Science, MOS)

Awarded annually to a full-time student completing fourth year in the Aubrey Dan Program in Management and Organizational Studies (MOS) who has excelled in the Organizational and Human Resources stream (minimum 70% average) and is involved in community service. A resume, including an outline of the student's community service, must be submitted by April 1 to the MOS Office. The Scholarship Committee in MOS will select the award recipient each spring. This award was established by a generous donation from The Human Resources Professionals Association, London and District Chapter.

Value: 1 at \$1,500 plus a plaque

Effective: 2011-2012 to 2015-2016 academic years inclusive

Wade-Walters Scholarship (Faculty of Arts and Humanities, French and English)

Awarded annually to a full-time undergraduate student entering fourth year who has excelled in Eighteenth Century Studies in an Honors Specialization in the Faculty of Arts and Humanities. Preference will be given to a student specializing in the study of Voltaire (either in French or English). The recipient will be selected by the Scholarship and Awards Committee in the Faculty of Arts and Humanities. This scholarship is given in honour of the distinguished Princeton Voltaire scholar, Ira O. Wade, who early in his career spent two years teaching in the Department of Romance Languages at The University of Western Ontario, and is offered in appreciation by his student Dr. Robert L. Walters, Professor Emeritus, who taught at Western in the Department of French from 1963 to 1987.

Value: 1 at \$1,000

Effective: 2012-2013 academic year

A.M.F.G. Nursing Ontario Graduate Scholarships (School of Graduate and Postdoctoral Studies, Nursing)

Awarded annually to full-time students in a Nursing program at the Masters or Doctoral level who are current holders of an Ontario Graduate Scholarship or a Queen Elizabeth II Graduate Scholarship, based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies will select the recipients in cooperation with the School of Nursing. These scholarships are made possible by a generous gift from an anonymous estate held with Foundation Western.

Value: 2 at \$5,000*

Effective: May 2011 to April 2012 only

**Ontario Graduate Scholarship (OGS) funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarships to \$15,000 each.*

Newalta Corporation Ontario Graduate Scholarships (School of Graduate and Postdoctoral Studies, Engineering)

Awarded to full-time Masters or Doctoral students in the Faculty of Engineering who hold an Ontario Graduate Scholarship or a Queen Elizabeth II Scholarship, based on academic achievement and research merit. Preference will be given to graduate students who are conducting research in the area of environmental engineering related to waste treatment, recovery, recycling or environmental research. The School of Graduate and Postdoctoral Studies will select the recipients in consultation with the Faculty of Engineering. These scholarships were made possible by a generous gift from Newalta Corporation.

Value: 5 at \$5,000*

Effective: May 2011 to April 2016 inclusive

**Ontario Graduate Scholarship (OGS) funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarships to \$15,000 each.*

Leland Phelps McLelland Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies, English)

Awarded to a graduate student studying English at the Masters or Doctoral level who is a current holder of an Ontario Graduate Scholarship, based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies will select the recipient in consultation with the Graduate Chair of the Department of English in the Faculty of Arts and Humanities. This scholarship is made possible by a generous gift from the Estate of the late Ms. Patricia M. Anglin.

Value: 1 at \$5,000*

Effective: May 2011 to April 2012 only

**Ontario Graduate Scholarship (OGS) funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarship to \$15,000.*

Martha Blackburn Journalism Entrance Scholarship (School of Graduate and Postdoctoral Studies, Journalism)

Awarded annually to a full-time graduate student entering the Master of Arts in Journalism program in the Faculty of Information and Media Studies, based on academic achievement. Preference will be given to a female student. The recipient will be selected by the Journalism Admissions Committee within the Faculty of Information and Media Studies with at least one representative who is a current member of the School of Graduate and Postdoctoral Studies. This scholarship was made possible by a generous donation from Blackburn Radio Inc.

Value: 1 at \$8,000

Effective: May 2012 to April 2019 inclusive

Brigadier F.C. Wallace HBA Scholarship (Richard Ivey School of Business)

Awarded annually to a full-time student entering HBA 1 at the Richard Ivey School of Business, based on academic achievement and demonstrated community leadership. The HBA Scholarship Committee of the Richard Ivey School of Business which includes the Director of the HBA Program, will review and select the scholarship recipient. This scholarship is made possible by a bequest from the Brigadier F.C. Wallace & Vera Isobel Wallace (BA'32) estate held with Foundation Western.

Value: 1 at \$6,000

Effective: 2012 - 2013 academic year

14. **Faculty of Law: Revision to “Cross Registration in Business Courses” Policy**

The Richard Ivey School of Business has changed its regulation regarding MBA students registering in Law courses. The policy on *Cross Registration in Business Courses* that appears in the Law section of the calendar has been updated to reflect this change.

REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2012/pg505.html>

Cross Registration in Business Courses

The Faculty of Law and the Richard Ivey School of Business have a joint arrangement whereby second and third-year law students and ~~second-year~~ MBA students may cross register in courses offered by the other Faculty or School. Students must obtain approval from both the Associate Dean of the school in which they are registered and the student services office of the school offering the course(s) they wish to attend. Such students are expected to meet all requirements of the course. Grades for Law students taking courses at the Richard Ivey School of Business will be recorded on their university academic records on the 100-point grading scale.

15. **Revisions to the Dentistry Sessional Dates**

The sessional dates for Dentistry have been revised to reflect the changes approved by SCAPA and Senate on January 20, 2012, as set out below:

**SESSIONAL DATES - Dentistry
2012-2013**

2012

Days, Duration	Dates	Classes/Exams/Activity/Stat Holidays
Mon	June 4	ITD1 Classes commence
Tues – Fri (4 days)	Aug. 28 – Aug 31	Clinic Orientation, Year 3 & ITD 1 students
Fri	August 31	White Coat Ceremony
Mon	September 3	Labour Day, No Classes Scheduled
Tues	September 4	UWO/DSS Orientation Day, Year 1 (No classes); Regular Class and Clinics commence – Year 2, Year 3/ITD1, Year 4/ITD2
Wed	September 5	Year 1 Classes Commence
Thur - Sun	Sept 27 – 30	Homecoming
Monday	October 8	Thanksgiving - No Classes Scheduled
Fri	November 30	Classes End – Fall Term
Sat	December 1	Last Day for receiving admission applications for Year 1 Dentistry
Mon-Fri Mon-Fri Mon, Tue, Wed (13 days)	December 3 – 19	Exam Period – All Years

2013

Mon	January 7	Winter Term Commences - All Years
Tues-Fri Mon-Fri (9 days)	February 19 – March 1	Supplemental Exams – 4 th year, ITD2
Mon	February 18	Family Day
TBA	March (TBA)	NDEB Examinations (Written & OSCE) Year 4 / ITD2 students
Mon-Fri	March 11 – 15	Study Week
Fri	March 29	Good Friday
Fri	May 3	Winter Term Ends – Year 2, 3, ITD 1, Year 4, ITD2
Mon-Fri (2 weeks)	May 6 – 17	Final Examinations, Year 2, Year 3 / ITD1 students
Mon	May 20	Victoria Day
Tues	May 21	Winter Term Ends – Year 1
Thurs-Fri, Mon-Fri (7 days)	May 23 – 31	Final Examinations – Year 1
Mon-Thurs (5 weeks)	May 27 – June 27	Summer Clinic – Year 3 / ITD1
Mon	June 3	ITD1 Classes commence
Wed	Jun 19 (tentative)	Spring Convocation (tentative)
Tues	Jul 2	Application Deadline for Year 2 admissions (transfers)
Mon-Fri (2 weeks)	Jul 8 - 19th	Supplemental Exams Years, 1, 2, 3, ITD1

Appendix 1: Comparison of Degree Requirements

Current program - Bachelor of Music with Honors in Theory and Composition	Bachelor of Music with Honors in Composition	Bachelor of Music with Honors in Music Theory
Second Year [Total: 6.0 FCEs] 2629 (Composition I) [1.0 FCE] 2635A/B (GIM III) [0.5 FCE] 2636A/B (GIM IV) [0.5 FCE] 2649A/B (Studies in Theory III) [0.5 FCE] 2650A/B (Studies in Theory IV) [0.5 FCE] 2710F/G (Music History: c. 1600 – c. 1800) [0.5 FCE] 2711F/G (Music History: c. 1800 – present) [0.5 FCE] 2920 (Applied Principal Instrument II) + Ensemble [1.0 FCE] 1.0 course or equivalent non-music elective [1.0 FCE]	Second Year [Total: 6.0 FCEs] 2629 (Composition I) [1.0 FCE] 2635A/B (GIM III) [0.5 FCE] 2636A/B (GIM IV) [0.5 FCE] 2649A/B (Studies in Theory III) [0.5 FCE] 2650A/B (Studies in Theory IV) [0.5 FCE] 2710F/G (Music History: c. 1600 – c. 1800) [0.5 FCE] 2711F/G (Music History: c. 1800 – present) [0.5 FCE] 2920 (Applied Principal Instrument II) + Ensemble [1.0 FCE] 1.0 course or equivalent non-music elective [1.0 FCE]	Second Year [Total 6.0 FCEs] 2629 (Composition I) or 1.0 non-music elective [1.0 FCE] 2635A/B (GIM III) [0.5 FCE] 2636A/B (GIM IV) [0.5 FCE] 2649A/B (Studies in Theory III) [0.5 FCE] 2650A/B (Studies in Theory IV) [0.5 FCE] 2710F/G (Music History: c. 1600 – c. 1800) [0.5 FCE] 2711F/G (Music History: c. 1800 – present) [0.5 FCE] 2920 (Applied Principal Instrument II) + Ensemble [1.0 FCE] 1.0 course or equivalent non-music elective [1.0 FCE]
Third Year [Total: 5.0 FCEs] 3649A/B (Studies in Theory V) [0.5 FCE] 3650A/B (Studies in Theory VI) [0.5 FCE] 3920 (Applied Principal Instrument III) + Ensemble or 1.0 course or equivalent music elective [1.0 FCE] 1.5 Music Theory and Composition electives [1.5 FCE] 1.0 music or non-music elective [1.0 FCE] Physics 2032A/B [0.5 FCE]	Third Year [Total: 5.0 FCEs] 3629 (Composition II) [1.0 FCE] 3649A/B (Studies in Theory V) [0.5 FCE] 3650A/B (Studies in Theory VI) [0.5 FCE] 1.5 courses from: 2695A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, 3630A/B, 3640 [1.5 FCE] 3920 (Applied Principal Instrument III) + Ensemble or 1.0 course or equivalent music elective [1.0 FCE] 0.5 course music or non-music elective [0.5 FCE]	Third Year [Total: 5.0 FCEs] 3649A/B (Studies in Theory V) [0.5 FCE] 3650A/B (Studies in Theory VI) [0.5 FCE] 0.5 course music history elective (3000- or above) [0.5 FCE] 1.5 courses from: 3601A/B, 3602A/B, 3603A/B, 3604A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B [1.5 FCE] 3920 (Applied Principal Instrument III) + Ensemble or 1.0 course or equivalent music elective [1.0 FCE] 1.0 course or equivalent music or non-music elective [1.0 FCE]

Fourth Year [Total: 5.0 FCEs]	Fourth Year [Total: 5.0 FCEs]	Fourth Year [Total: 5.0 FCEs]
<p>2.0 courses or equivalent from Music Theory and Composition, including at least one of 4629 (Composition II) or 4630A/BY [2.0]</p> <p>4920 (Applied Principal Instrument IV) + Ensemble or 1.0 course or equivalent music elective [1.0 FCE]</p> <p>1.0 course or equivalent non-music elective [1.0 FCE]</p> <p>1.0 course of equivalent music or non-music elective [1.0 FCE]</p>	<p>4629 (Composition III) [1.0 FCE]</p> <p>1.5 courses from: 2695A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B, 3630A/B, 3640, 3695 [1.5 FCE]</p> <p>4920 (Applied Principal Instrument IV) + Ensemble or 1.0 course or equivalent music elective [1.0 FCE]</p> <p>0.5 course music or non-music elective [0.5 FCE]</p> <p>1.0 course or equivalent non-music elective [1.0 FCE]</p>	<p>4630A/B/Y (Introduction to Research in Music Theory) [0.5 FCE]</p> <p>1.5 courses from: 3601A/B, 3602A/B, 3603A/B, 3604A/B, 3610A/B, 3611A/B, 3620A/B, 3621A/B [1.5 FCE]</p> <p>4920 (Applied Principal Instrument IV) + Ensemble or 1.0 course or equivalent music elective [1.0 FCE]</p> <p>0.5 course music history elective (3000- or above) [0.5 FCE]</p> <p>0.5 course music or non-music elective [0.5 FCE]</p> <p>1.0 course or equivalent non-music elective [1.0 FCE]</p>

Collaborative Graduate Program in “Transitional Justice and Post-Conflict Reconstruction”

INTRODUCTION

The Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction brings together experts from across the Western community whose teaching and research focus on issues including transitional justice, reconciliation, criminal accountability, post-colonial legacies, legal reconstruction, the environment, human rights, economic justice, healing circles, democratization, and more. The Program's 30 core faculty members are an interdisciplinary group drawn from seven different faculties on both Main Campus and Western's affiliate campuses of King's University College and Huron University College. Participating Departments are English, French, Women's Studies and Feminist Research History, Political Science, Psychology, Sociology, Law and Theology.

The Collaborative Graduate Program is a logical extension of the Centre for Transitional Justice and Post-Conflict Reconstruction. Since its approval in late 2009, the Centre has launched a number of successful initiatives, including a graduate research colloquium, a monthly speaker's series featuring internationally-renowned scholars of transitional justice, a journal called the Transitional Justice Review (funded by a Scholarly Journals at Western grant), an undergraduate journal called the Undergraduate TJ Review, the Canadian Transitional Justice Network, a graduate colloquium, conferences, a collaborative interdisciplinary research project on “Thinking Through the Canadian Indian Residential Schools Truth and Reconciliation Commission,” and the undergraduate “TJ Club”. These structured activities clearly indicate a growing interest in the field by faculty and students, and fall within three of Western's identified areas of strength, including Life Sciences and the Human Condition; Culture, Analysis and Values; and Social Trends, Public Policy, and Economic Activity (Strategic Research Plan,10). As an epistemic community, the Centre provides a strong, interdisciplinary environment that already has a proven track record in attracting and mentoring graduate students. The strong research programs and specialized knowledge of the faculty members affiliated with the Centre, in disciplines across campus, provides a firm foundation for the Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction. In some cases, faculty members affiliated with the Centre will be active in both teaching and supervising the students enrolled in the program. In other cases, (e.g. faculty members teaching in undergraduate-only programs) faculty members will be involved in both formal supervision and informal mentoring of the students enrolled in the program.

The objective of the Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction (hereafter, TJ) is to provide students with inter-disciplinary instruction in Transitional Justice and Post-Conflict Reconstruction. Students enrolled will explore aspects of societal and state transition relating to development, democracy, the environment, the economy, human rights, politics, peace agreements and justice before, at the time of, and post-transition. The purpose of the program will be to familiarize students with the emerging debates surrounding transitional justice and post-conflict reconstruction, and to allow for real-world application of theoretical constructs and explanations.

The Collaborative Graduate Program in TJ will augment the training received in the student's home department by providing specialized training in scholarship related to Transitional Justice and Post-Conflict Reconstruction: peacebuilding, justice after atrocity, and social rebuilding.

The program will be open to Master's students and Doctoral students from the Faculties of Social Science (Participating Graduate Programs: History, Political Science, Sociology), Arts and Humanities (Participating Graduate Programs: English, French, Women's Studies and Feminist Research), Law (Participating Graduate Programs: MLS, LLM), and Theology (Participating Graduate Program: Theology, Huron University College).

The Collaborative Graduate Program in TJ will allow students enrolled in disciplinary based graduate programs to supplement their studies with courses and experiences offered by the Collaborative Graduate Program. Students enrolled in the Collaborative Graduate Program in addition to their disciplinary based program will, upon graduation, receive a notation on their degree indicating completion of both the disciplinary based and collaborative program.

Requirements:

Students must:

- register in and meet the requirements of one of the collaborating discipline-specific graduate programs

- Enroll in the core course: Transitional Justice and Post-Conflict Reconstruction
- Choose, as part of their course requirements, an identified Transitional Justice course (Master's students), or two identified Transitional Justice courses (PhD students). Therefore, Master's students will take two specialized courses in total and PhD students will take three courses in total.
- For Master's students, write a thesis or its equivalent in the area of Transitional Justice and Post-Conflict Reconstruction
- For PhD students: write one of their comprehensive or qualifying exams in the area of Transitional Justice and Post-Conflict Reconstruction, or complete an equivalent project

Students will work with faculty members in a variety of departments and faculties across The University of Western Ontario and its Affiliates. Upon graduation, students receive a graduate degree in their home discipline, as well as a notation on their degree indicating completion of the Collaborative Graduate Program in TJ. The combination of solid disciplinary training with advanced interdisciplinary training provides students with the tools necessary to better understand and conduct research in the area of Transitional Justice and Post-Conflict Reconstruction.

Overview of the New Program

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

Master's level:

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

Master's level learning objectives:

a) **Depth and Breadth of Knowledge:** Students will become familiar with the "canon" of literature in the growing field of transitional justice and post-conflict reconstruction through an advanced core course, in which they will be guided by expert faculty members who are actively researching and publishing in the field. (See course description and information Sec.3.) The core course will serve to build a community of scholars in colloquia, facilitating frequent interaction with faculty, and the interchange of ideas with, and interaction among, peers. Students will also be exposed to scholars from around the world who will come to speak at the Centre for Transitional Justice, through the speaker's series and conferences and symposia, in which they will be encouraged to participate—although not a formal requirement of the program. Particularly once students have completed the core course, the speaker's series, conferences, and symposia will continue to provide them with a community of like-minded scholars.

Intended learning outcome: Students will engage in critical thinking and writing about the core questions that underlie scholarship in the field of transitional justice and post-conflict reconstruction through the preparation of essays and critical reflection papers. These papers will develop the student's analytic and interpretive skills.

b) **Research and Scholarship:** Students will carry out their own independent research projects in the form of essay assignments for the core course and TJ-related courses, and theses and major research papers—subject to requirements in their home departments. These assignments will require the critical analysis of current knowledge and the creation of new knowledge, and advanced students' work will be presented at conferences and symposia held through the Centre for Transitional Justice, as well as national and international conferences. Some students will also be selected as research assistants to assist in the development and conduct of research projects carried out by faculty members affiliated with the Centre. It must be noted that these opportunities exist because of the active research programs of the faculty members affiliated with the Centre.

Intended learning outcome: 1. Students will be guided in preparing independent research and scholarship through mentoring and supervision by faculty members in the form of essays, theses and major research papers. 2. Students will receive mentorship and training in research methods.

c) **Level of Application of Knowledge:** Some students may be selected as teaching assistants for the undergraduate courses to be taught as components of the Minor in Transitional Justice and Post-Conflict Reconstruction. This will be determined by allocations made within the student's home department or

faculty. Other students will have opportunities to convey their specialized knowledge through presentations to, for example, the TJ Club, and in the research colloquium—all on a voluntary basis. Intended learning outcome: Students will receive training as teaching assistants, and will gain teaching skills through delivery of tutorials to undergraduate students. Students will have the opportunity for knowledge mobilization through presentations.

d) Professional Capacity / Autonomy: Students will work toward their own research goals, mentored and formally supervised by “academic experts” in the area of transitional justice, to develop their own ideas, and to present those ideas in the form of conference papers and colloquium presentations. Intended learning outcome: Students will be trained as highly-qualified personnel, able to translate their scholarship into both the classroom and the academic forum.

e) Level of Communication Skills: As part of the core course, students will complete a series of assignments (e.g. research papers) that provide critical analyses of current knowledge and the creation of new knowledge. In addition to the core course, they also have the opportunity to participate in colloquia, seminars and conferences to orient them toward academic communication at professional events. Intended learning outcome: Students will develop rigorous writing and research skills to assist them in developing and disseminating their own ideas.

f) Awareness of Limits of Knowledge: Students will undertake a program of advanced study and research in the field of transitional justice and post-conflict reconstruction. Intended learning outcome: Students will be exposed to the breadth and expanse of interdisciplinary scholarship in the field of transitional justice and post-conflict reconstruction.

Doctoral level:

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

Doctoral level learning objectives:

a) Depth and Breadth of Knowledge: Students will become familiar with the “canon” of literature in the growing field of transitional justice and post-conflict reconstruction through an advanced core course, in which they will be guided by expert faculty members who are actively researching and publishing in the field. The core course will serve to build a community of scholars, facilitating frequent interaction with faculty, and the interchange of ideas with and interaction among peers. Their completion of two additional courses (one in their home department and one outside their home department) will further strengthen their analytic and interpretive skills. Students will further be exposed to scholars from around the world who will come to speak at the Centre for Transitional Justice, through the speaker’s series and conferences and symposia in which they will be encouraged to participate—although not a formal requirement of the program. Particularly once students have completed the core course, the speaker’s series, conferences, and symposia will continue to provide them with a community of like-minded scholars.

Intended learning outcome: Students will engage in critical thinking and writing about the core questions that underlie scholarship in the field of transitional justice and post-conflict reconstruction through the preparation of essays and critical reflection papers. These papers will develop the student’s analytic and interpretive skills.

b) Research and Scholarship: Students will carry out their own independent research projects through the requirements of the program, in the form of essay assignments and dissertations. These assignments will require the critical analysis of current knowledge and the creation of new knowledge, and advanced students’ work will be presented at conferences and symposia held through the Centre for Transitional Justice, as well as national and international conferences. Some students will also be selected as research assistants to assist in the development and conduct of research projects carried out by faculty members affiliated with the Centre.

Intended learning outcome: 1. Students will be guided in preparing independent research and scholarship through mentoring and supervision by faculty members in the form of essays, theses and major research papers. 2. Students will receive mentorship and training in research methods.

c) Level of Application of Knowledge: Some students may be selected as teaching assistants for the undergraduate courses to be taught as components of the Minor in Transitional Justice and Post-Conflict Reconstruction. This will be determined by allocations made within the student's home department or faculty. Other students will have opportunities to convey their specialized knowledge through presentations to, for example, the TJ Club, and in the research colloquium—all on a voluntary basis.

Intended learning outcome: Students will receive training as teaching assistants, and will gain teaching skills through delivery of tutorials to undergraduate students. Students will have the opportunity for knowledge mobilization through presentations.

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

Intended learning outcome: Students will be trained as highly-qualified personnel, able to translate their scholarship into both the classroom and the academic forum.

e) Level of Communication Skills: As required by the core course, students will complete a series of assignments (e.g. research papers) that provide critical analyses of current knowledge and the creation of new knowledge. They will also participate in colloquia, seminars and conferences to orient them toward academic communication at professional events.

Intended learning outcome: Students will develop rigorous writing and research skills to assist them in developing and disseminating their own ideas.

f) Awareness of Limits of Knowledge: Students will undertake a program of advanced study and research in the field of transitional justice and post-conflict reconstruction.

Intended learning outcome: Students will be exposed to the breadth and expanse of interdisciplinary scholarship in the field of transitional justice and post-conflict reconstruction.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

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

As an epistemic community, the Centre for Transitional Justice and Post-Conflict Reconstruction provides a strong, interdisciplinary environment that already has a proven track record in mentoring graduate students. The Collaborative Graduate Program will provide a formalized way to do so.

Students will be provided with the opportunity to present their research in events hosted by the Centre for Transitional Justice, including the speaker's series, as well as at conferences organized by the Centre and other national and international conferences. The Centre will also host a bi-annual graduate student conference. All of these "extra" activities will enhance the students' experience in the Collaborative Graduate Program.

The core course, "Transitional Justice and Post-Conflict Reconstruction," will explore aspects of societal and state transition relating to development, democracy, the environment, the economy, human rights, politics, peace agreements and justice before, at the time of, and post-transition. The course will familiarize students with the emerging debates surrounding transitional justice and post-conflict reconstruction, and to allow for real-world application of theoretical constructs and explanations.

Eligibility: It will be open to Master's and Doctoral students enrolled in the program.

Frequency: It will be offered as a half course annually.

Instructor: The course will be taught primarily by Dr. Bill Danaher. Alternatively, it will be taught by Dr. Joanna Quinn, or another member of the TJ Centre affiliated faculty.

Workload: The course will be taught on overload.

Funding arrangements: The IDI funding allows us to pay Dr. Danaher each year for three years to teach the course.

Alternate arrangements: When the IDI funding expires, if the Centre is unable to secure funding for the core course, the Transitional Justice course offered annually in the Department of Political Science by Joanna Quinn will become the default core course. Political Science has been consulted and has consented to this arrangement.

Program regulations

Admission requirements, policies, standards and practices

- Students who wish to enroll in this collaborative graduate program must first apply to a participating graduate program. Students who have been admitted to the participating graduate program are then eligible for admission to the collaborative program. Students may enter the Collaborative Graduate Program at either the Master's or PhD level.
- Students will be targeted through the Centre's website, national and international listserves, and targeted poster campaigns aimed at selected departments at other universities.
- Master's students must enroll by the drop date of the core course in Transitional Justice in their first year of study. PhD students must enroll by the drop date of the core course in Transitional Justice in their third year of doctoral studies.

Program requirements, described separately for Master's and PhD students

Master's level:

Course requirements

- Core course in Transitional Justice and Post-Conflict Reconstruction
- One half course in a Transitional Justice-related area, possibly including one from a program other than the student's home program—subject to the requirements of the student's home department or faculty. (For example, a reading course may count toward the requirement, or a relevant course outside the student's home department or faculty may be substituted for a course in the student's home department or faculty, subject to availability and permission of the Director and the relevant Graduate Chair or equivalent in the student's home department or faculty.)
- Enrolment in each course is at the discretion of the instructor, subject to any prerequisites and space in the course.
- Thesis or major paper (as specified by student's home program) in the area of Transitional Justice and Post-Conflict Reconstruction
- In the case of a thesis, the thesis advisor must be from faculty associated with the collaborative program.
- In the case of a major paper, the advisor must be associated with the collaborative program.

The Collaborative Graduate Program will augment the training received in the student's home department. The combination of solid disciplinary training with advanced interdisciplinary training provides students with the tools necessary to better understand and conduct research in the area of Transitional Justice and Post-Conflict Reconstruction.

Standards for the Collaborative Graduate Program:

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

Doctoral level:

Course requirements

- Core course in Transitional Justice and Post-Conflict Reconstruction
- Two half courses in a Transitional Justice-related area, possibly including one from a program other than the student's home program—subject to the requirements of the student's home department or faculty. (For example, a reading course may count toward the requirement, or a relevant course outside the student's home department or faculty may be substituted for a course in the student's home department or faculty, subject to availability and permission of the Director and the relevant Graduate Chair or equivalent in the student's home department or faculty.)
- Following the practice of participating programs, courses taken at the Master's level may be credited toward the PhD requirements.
- The student may take the core course at any time during the first three years of his or her doctoral studies. Ideally, the student would take the core course in his or her first semester so that a foundation is set right away. However, we recognize that, due to requirements of the student's home department, this may not be possible.
- Enrolment in each course is at the discretion of the instructor.

- Comprehensive Examination in Transitional Justice and Post-Conflict Reconstruction (as specified by student's home program)
- A brief proposal for the format and nature of the comprehensive examination must be submitted to the Director of the Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction for approval at least two weeks prior to commencement. Students must complete their home program's comprehensive examination requirements, first and foremost. Where there is no option for the completion of a comprehensive examination in Transitional Justice and Post-Conflict Reconstruction, then the student may consider other options, as follows:
- In the case where a home program has comprehensive examination(s) (or equivalent) that can be tailored so that the terms of reference include Transitional Justice and Post-Conflict Reconstruction, subject to approval by the student's home department or faculty:
 - the comprehensive examination in Transitional Justice and Post-Conflict Reconstruction will be one of the major themes of the comprehensive examination(s) required by the home program, as determined by the student's home department or faculty
 - at least 1/3 of the examination committee must be faculty members of the Collaborative Graduate Program in Transitional Justice and Post-Conflict Reconstruction
 - a common comprehensive examination reading list will be provided by the TJ program from which a comprehensive examination committee may select readings for a specific examination and add additional readings as appropriate
- In the case where a home program has comprehensive examination(s) that can not be tailored so that the terms of reference include Transitional Justice and Post-Conflict Reconstruction:
 - the comprehensive examination in Transitional Justice and Post-Conflict Reconstruction will be a separate, additional component, appearing on the student's transcript as a non-credited requirement
 - two other options are available:
- Students may prepare a review paper based on selected readings from the common reading list plus additional readings selected by a committee comprising faculty members of the Collaborative Graduate Program within the home department and/or outside of the home department: the reading list and paper should go into a particular topic in depth; it is expected that the review paper would be potentially publishable and, as a rough guide, should be approximately 40 pages, double-spaced.
- Students may complete a research apprenticeship project under the direction of a faculty member of the Collaborative Graduate Program from outside of the student's home program: the project should provide training in the theories and methods used in examining Transitional Justice and Post-Conflict Reconstruction in a discipline other than the student's home program; it is expected that the project would involve research over at least one term of study

Thesis in the area of Transitional Justice and Post-Conflict Reconstruction

- The thesis advisor must be from a faculty member affiliated with the Collaborative Graduate Program. These components will serve as partial fulfillment of the requirements for a graduate degree in the home department.

The Collaborative Graduate Program will augment the training received in the student's home program. The combination of solid disciplinary training with advanced interdisciplinary training provides students with the tools necessary to better understand and conduct research in the area of Transitional Justice and Post-Conflict Reconstruction.

Standards for the Collaborative Graduate Program:

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

Master's Programs

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

Doctoral Programs

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

Professional Master of Financial Economics (MFE)

INTRODUCTION

1.1 Overview of the New Program

The Master of Financial Economics (MFE) is a course-based professional master's program delivered over four terms. The program will provide graduates with the quantitative and analytical skills required to pursue careers in the financial industry, in both private and public sector institutions. The roles for program graduates in these institutions would be wide-ranging, and include: roles in the investment management division of pension funds, researchers in financial services institutions dealing with risk management and the pricing of complex securities, as well as tactical asset management.

The Department of Economics will serve as the "home department", and the MFE program will be a cross-disciplinary program, with courses offered by the Department of Economics, the Ivey School of Business, the Department of Applied Mathematics, the Department of Statistical & Actuarial Sciences and the Faculty of Law. The regular administrative duties of the program will be coordinated by the MFE Director, who would typically be a member of the Economics Department, (although other faculty cross-appointed in Economics will also be eligible). An MFE Administrative Committee with representatives from Ivey, Science and Law will work closely with the Director to coordinate the program.

The program objective is to provide students with the broad knowledge base and integrated set of skills required in many finance related careers. Many careers in modern finance require an understanding of economic concepts and models in order to grasp the increasingly complex workings of modern financial markets. Further, many positions in the financial sector now require at least a basic understanding of the mathematical models used to price assets, evaluate risk, and manage complex asset portfolios. The MFE will provide students with these skills.

As a cross-disciplinary program, the MFE will help the University follow through on the following commitments laid out in *'Engaging The Future'*:

- 'to significantly increase Masters-level students at Western from the base-line of 2000-01 by 2010-11, and continue a strong rate of graduate expansion thereafter.'
- 'Facilitate and support interdisciplinary and cross-University engagement in the development of new graduate programs.'

On a broader scale, the MFE will further the University's Strategic priorities by devoting resources to two of the three key areas identified in the 'Setting Directions' segment of *Engaging the Future*. These are:

- Expanding and enriching the experience of graduate students in an environment supportive of academic, professional and personal growth.

And,

- Building the research university through strategic investment in areas of established and emerging research strength, as identified in the Faculty Academic Plans and the University's Research Plan. Western's aspirations in research will be realized through attention to faculty recruitment and retention, recruitment of postdoctoral fellows, emphasis on graduate programs and enrollment, and construction and renovation of appropriate space.

Further, it is important to note that one of the 10 Signature areas identified in the University's Research Plan is:

- **Business**, as indicated by global reputation and ranking success of the Ivey School of Business, and the achievements of our faculty in areas related to the study of management and economics.

As detailed below, the MFE will provide training and skills in aspects of Finance and Economics that are not provided to graduates of existing post-graduate programs at Western.

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

Master's Level:

The program objective is to provide students with the broad knowledge base and integrated set of skills required to succeed in finance related careers. Many careers in modern finance require an understanding of economic concepts and models in order to grasp the increasingly complex workings of modern financial markets. Further, many positions in the financial sector also require a basic understanding of the mathematical models used to price assets, evaluate risk, and manage complex asset portfolios as well as key features of securities regulation. The MFE will provide students with these skills.

a) Depth and Breadth of Knowledge

With courses drawn from four distinct disciplines, the program is designed to provide students with a breadth of knowledge across areas that are critical to a deep understanding of financial markets. The core economics courses in Microeconomics, Macroeconomics, Financial Economics and Econometric theory are designed to provide students with a quantitative and qualitative understanding of economic theory that underpins modern portfolio theory, asset pricing, financial regulation and business cycles (e.g. the consumption capital asset pricing model, financial factors in business cycle models). The elective courses in Economics provide more detailed exposure to empirical techniques used in the analysis of financial time series, the economic forces driving the long run evolution of financial system and financial crises, and the economic theory of financial regulation. The Ivey Finance courses build on the economic theory, and provide students with the institutional background knowledge and theory of corporate finance, as well as the application of econometric techniques to financial market data. The required courses from Applied Mathematics and Statistics and Actuarial Science will provide students with the quantitative skills required to apply the theory developed in the Economic and Finance courses to price financial assets. Finally, the Law course will provide students with essential background knowledge on the workings of securities law required to price assets and manage regulatory risk. In addition, a seminar featuring speakers already working in the field will provide students with critical awareness of problems and issues which are of current importance for financial practitioners.

b) Research and Scholarship

This is a professional program, but all courses will be taught by faculty who are active researchers in relevant fields. The coursework has been designed to provide graduates with the ability to undertake critical evaluation of current and advanced research in the discipline(s) required for professional competence. Courses are also designed to insure graduates will be able to develop sustained written analysis and argument, as well as the application of quantitative tools to the problems faced by financial practitioners.

c) Level of Application of Knowledge

The mix of courses from highly analytic disciplines is specifically designed to provide students with the ability to apply existing analytical tools from those disciplines to analyse new questions and issues which arise in their regular professional activities. This will require a level of quantitative and analytic rigour significantly above that expected in undergraduate courses in Economics and Finance.

d) Professional Capacity / Autonomy

The breadth of coursework required is designed to give graduates the confidence to make critical decisions in highly complex situations, such as those required in risk management as well as those required to assess systemic risk. The coursework will also emphasize the importance of behaviour consistent with both legal and ethical guidelines in finance.

e) Level of Communication Skills

The inclusion of courses in Law and on the History of Financial Markets will enhance the students' communication skills, enabling them to communicate with professionals with less technical backgrounds than their own. The cross-disciplinary nature of the courses will enable students to develop the skills and

terminology to communicate with professionals from a range of disciplines, facilitating their professionalization and broadening their career scope.

f) Awareness of Limits of Knowledge

The History of Financial Markets course is designed to emphasize to graduates that it is not the case that 'all the questions have now been answered'. The seminar course will feature professionals working in the field, which also emphasize the limits of knowledge in the face of an ever-changing environment.

1.3 Consultation Process in the Preparation of the Brief, Including Faculty and Student Input and Involvement

The program was developed by a working group of Faculty members in Economics, Ivey, Applied Mathematics, Statistics and Actuarial Science and Law. During the process, feedback on the proposed program was sought from the Chairs/Deans, Ivey placement office as well as Dean's offices. In addition, positive feedback on the proposal has been received from Paul Jenkins (a member of the Western Board of Governors), who also circulated the proposal among senior officers at the Bank of Canada.

1.4 Evidence to Support the Introduction of the Program

The main pool of potential students would be graduates of undergraduate Honors programs in Economics and Business Administration with solid quantitative skills (i.e. demonstrated familiarity with calculus, statistics and quantitative models). Students with undergraduate Honors degrees in quantitative areas such as Statistics, Applied Math, Physics, Mathematics and Engineering will also be considered for admission.

The placement market includes private financial institutions such as banks, pension funds, and asset-management firms. In addition, public-sector organizations dealing with financial markets will be targeted, including The Bank of Canada, the Ontario Securities Commission, and the CPP Investment Board. Recruiters from various parts of the financial services industry have expressed interest in students whose skill set includes an understanding of both the practice and mathematics of finance, as well as the basic economics that underlies the working of financial markets. This is the market niche this program will fill.

Comparisons with Other Existing Programs

The University of Toronto (U of T) has an MFE program that is jointly offered by the Department of Economics and the Rotman School of Business. The MFE program proposed here differs as it includes core and elective courses from Applied Mathematics and Actuarial Science dealing with the technical aspects of financial modelling. The U of T program, by contrast, consists entirely of courses from Economics and Business. Further, the proposed program includes as part of its curriculum a course in Securities Regulation offered by the Law School and an Economics course in Financial Intermediation and Regulation. Thus, the proposed program will give *all* of its graduates more extensive training in the technical, quantitative aspects of financial modelling and markets, as well as in the regulation of financial markets.

Several universities in Ontario (including Waterloo, U of T, McMaster, York and Queens) also offer a Master's degree in Quantitative Finance/Financial Engineering. However, these programs are typically targeted at students with more mathematical and computing background than the target MFE students and provide students with limited training in economic fundamentals. As a result, graduates of these programs tend to be placed in very technical banking and finance roles, which require significant mathematical and computational training but do not require a 'big picture' understanding of the entire banking system. MFE students, in contrast, will receive enough mathematical training to be able to communicate with Quantitative Finance type professionals, but the addition of a significant amount of economics training in the MFE will enable them to conduct the economic analysis required to capture the big picture.

The Masters in Financial Economics (MFE) program proposed here also shares some features with other Master's level programs currently being offered at Western. However, this does not represent duplication of programs, as they are all intellectually distinct and aimed at different student groups. The presence on

campus of other students in somewhat cognate areas is, in our view, a major benefit of this program, and from which we plan to draw advantages.

The other programs on campus are: the Masters in Business Administration (MBA) offered by the Richard Ivey School of Business, the Masters (of Science) in Financial Modeling (MFM) jointly offered by the Departments of Applied Mathematics and Statistical & Actuarial Sciences in the Faculty of Science, the professional Masters in Actuarial Science (pMAS) currently being proposed by the Department of Statistical & Actuarial Sciences and the Masters of Economics (MA) offered by the Department of Economics.

While these programs attract students interested in financial job opportunities, each of these five programs have different goals and are offered to different students (It should be noted that the big 6 banks employ hundreds of such professionals in Toronto alone, so there are many such jobs to go around).

The Ivey MBA program is designed to train well-rounded managers and therefore offers training in all aspects of modern business. While this includes some finance and some quantitative modelling, the MBA offers neither the same depth nor breadth of financial study as the MFE.

The pMAS, while again containing some training in financial markets, has as its main focus the study of actuarial pricing and risk related to mortality rates and so is quite distinct from the proposed MFE.

The MA in Economics program currently offered by the Department of Economics is designed to train economists, either in macroeconomics or microeconomics. While MFE and MA graduates will share a common base in economic theory, the MA in Economics offers neither the same depth nor breadth of financial study as the MFE.

Perhaps closest in scope of the three related programs is the MFM program which shares 2-3 courses with the proposed MFE. However, the MFM program is aimed at students with more mathematical and computing background than the target MFE students. Further, the MFM students do not receive training in economic fundamentals. MFM students tend to be placed in very technical banking and finance roles including risk management, banking analytics, and pricing and hedging. These roles require significant mathematical and computational training but do not require a 'big picture' understanding of the entire banking system, or of how financial markets interact with the rest of an economic system. MFE students, in contrast, will receive enough mathematical training to be able to communicate with MFM type professionals, but the addition of a significant amount of economics training in the MFE will enable them to conduct the economic analysis required to capture the big picture.

The recent financial crisis has brought into sharp relief the need for professionals who both see the big picture and have a well-developed understanding of the technical details of increasingly quantitative financial market products - training such professionals is the goal of our MFE program.

Describe the unique aspects of the proposed program that would be attractive to potential students. Describe how the proposed program addresses a societal need for graduates in the field/area.

Programs such as the MFE that integrate MA level studies in Economics, Finance and Applied Mathematics are relatively rare. In Ontario, only the University of Toronto offers a similar program (although other universities offer more focused programs such as a Master of Financial Engineering). The differences between the proposed MFE and that offered by the University of Toronto are addressed above, as are the reason graduates of such a program fill a societal need.

It is also worth noting that the demand for programs similar to the MFE program has increased as a result of the growth in the importance and complexity of modern finance, which has increased both the depth and breadth of skills needed.

1.5 Special Matters and Innovative Features

The program is a cross-disciplinary program involving departments in four faculties (see Section 2.5 for a discussion of shared resources). In addition, we plan to work actively with private and public sector partners to help place students in career related summer internships and to run a seminar course where

practitioners (from private industry and public institutions such as the Bank of Canada) provide students with exposure to practical challenges in integrating theory with practice.

As part of the effort to work with public and private sector partners, the MFE Administrative structure will include an Advisory Board comprised of representatives from the Financial Industry as well as the university. This advisory board will meet at least annually to provide feedback on program structure and curriculum, as well as to make recommendations on how to improve the program. The proposed board would be comprised of 13-18 members, with 7-12 from industry, 4 faculty members who lecture in the MFE program (one of whom is the MFE Director, and no more than two from any one Department), the Dean of Ivey (or their designate), the Dean of Science (or their designate), and the Dean of Social Science (or their designate). In addition to providing important feedback on the program, industry members of the advisory board will be encouraged to provide summer intern positions for students in the MFE program between their second and third semesters in the program.

1.6 Accreditation of the Professional Program

There currently is not a professional designation for the proposed program.

1.7 Indicate Whether the Program, or Part of the Program, will be offered Off-Campus or On-Line

The program will be offered on-campus.

4. PROGRAM REGULATIONS AND COURSES

The Intellectual Development and the Educational Experience of the Student

As noted above, the program will include a third semester seminar course with lectures from practitioners in private industry and the public sector. Faculty members from different disciplines within the program will be actively involved in this course

Program Regulations:

Recruitment Methods

Applications will be accepted via the online application system used by the Economics department. To recruit applicants, the program will develop a website and recruiting pamphlets and posters and distribute these materials to a targeted audience.

These materials will describe the MFE program, emphasizing its distinctive cross disciplinary features as well as the careers to which the MFE program leads. Once the program has graduated its first cohort, the materials will also include testimonials from former students.

The materials will be publicized as follows. Links to the website will be placed on the website of all participating departments (Ivey, Law, Economics, Applied Math, and Statistical & Actuarial Sciences) and efforts will be made to get the website listed in online directories of Masters of Financial Engineering and Masters in Financial Economics programs. Of course, the website will also be noted in the recruiting pamphlets and posters, which will be distributed to economics, business, math, statistics, physics, and engineering programs across Canada. In addition, the MFE director will liaise with School of Graduate and Postdoctoral Studies staff engaged in recruiting efforts as well as with graduate directors and department chairs in the participating departments. Information nights will be established and publicized both at Western and in cities with significant recruiting potential such as Toronto and Vancouver, and possibly even Hong Kong, Shanghai, Beijing and some major Indian centres.

Admission Requirements

For admission to the Master's program, applicants must possess an Honours BA/BSc or international equivalent i.e. four-year degree from an accredited university. The program requires at least a 78% overall average in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession. Applicants with work experience in the financial industry who lack either the required admission average or some of the prerequisite course background may be admitted based on their work performance. However, as a condition of admission,

these applicants may be required to complete preparatory courses before enrollment in the program. Candidates with a 3 year general degree are not eligible.

The core courses in the graduate program are taught using mathematical techniques. Candidates are expected to have as a minimum, one semester each of university calculus and linear algebra with at least a B+ level of understanding. Candidates with an Economics or Business undergraduate degree should have achieved a B+ standing in an undergraduate econometrics course (level of Wonnacott and Wonnacott, Introductory Statistics for Business and Economics), as well as completed undergraduate courses in both intermediate and advanced microeconomics and macroeconomics.

Candidates with a BSc (i.e. Physics, Computer Science, Mathematics) are also eligible (and encouraged) to apply. BSc candidates should have achieved a B+ standing in an undergraduate Statistics courses, and have completed two years of calculus.

No application will be considered until it is complete. The responsibility rests with the applicant to ensure that all documents (i.e. transcripts, letters of reference, test results) are submitted by the program's deadline for application.

Applications will not be processed until January. The MFE Assessment Committee will not review applicants until after the February 1st deadline. The results of their decisions will not be known until late February-early March.

Program Requirements

The program curriculum is a four term course-based Masters program combined with a summer internship (or research project). Nine of the twelve lecture courses plus a senior seminar are required: Econ 9501A -Micro 1, Econ 9503A- Macro 1, Econ 9536 Fin Econ 1, Econ 9505A - Econometrics I, Applied Math 9578: Financial Options, Actuarial Science 9022A - Introduction to Financial Markets and Quantitative Finance with Excel, Business 811 Empirical Methods in Financial Economics, Business 821 Corporate Finance, Law 5560 - Securities Regulation. In addition, students must complete the summer internship (or research project and Econ 9599: Senior Seminar.

The remaining three electives may be chosen from a list of courses in Applied Math, Statistics and Actuarial Science, Economics or Finance (See below for the complete list of courses). However, to satisfy prerequisites, we outline two recommended course sequences (see summary Tables below). Course sequence A is slightly more quantitative focused, and requires the completion of Applied Math 9578: Financial Options in the first term. Course sequence B is more economic intensive, and involves the completion of Applied Math 9578: Financial Options in the third semester. Recommended elective courses will be available most years, although some elective courses may occasionally not be offered.

Recommended Course Sequence A

Term I -- Fall	Term II -- Winter	Term III -- Fall
Econ 9501A -Micro 1	Econ 9536 Fin Econ 1	Business 811 Empirical Methods in Financial Economics Or Business 821 Corporate Finance
Econ 9503A- Macro 1	Business 811 Empirical Methods in Financial Economics Or Business 821 Corporate Finance	Law 5560 - Securities Regulation
Applied Math 9578: Financial Options	Econ 9505A - Econometrics I	Recommended Elective: Econ 9xxx Applied Financial Econometrics

Term I -- Fall	Term II -- Winter	Term III -- Fall
Actuarial Science 9022A - Introduction to Financial Markets and Quantitative Finance with Excel	Recommended Elective: Statistical Science 9521B. Financial Modelling II	Recommended Elective: Applied Mathematics/Act. Science course
		Or
		Econ 9xxx Financial Economic History
		Econ 9599: Senior Seminar

Recommended Course Sequence B

Term I -- Fall	Term II -- Winter	Term III -- Fall
Econ 9501A -Micro 1	Econ 9536 Fin Econ 1	Business 811 Empirical Methods in Financial Economics
		Or
		821 Corporate Finance
Econ 9503A- Macro 1	Business 811 Empirical Methods in Financial Economics	Law 5560 - Securities Regulation
	Or	
	821 Corporate Finance	
Recommended Elective: Econ 9xxx Financial Economic History	Econ 9505A - Econometrics I	Applied Math 9578: Financial Options
Actuarial Science 9022a/b - Introduction to Financial Markets and Quantitative Finance with Excel	Recommended Elective: Eco 9xxx Financial Intermediation and Regulation	Recommended Elective: Econ 9xxx Applied Financial Econometrics
		Econ 9599: Senior Seminar

Summer Internship

During the summer term, which lasts from the beginning of May to the end of August, students are strongly encouraged to either (i) find and engage in a summer internship, or (ii) to participate in a research project (i.e. work as a Research Assistant) with a faculty member. While there is no guarantee that a student will secure a summer internship, the MFE Director shall make every effort to ensure that individuals are placed in internships for the summer. All research projects will require the prior approval of the MFE Director. Students are expected to actively look for work and to regularly liaise with the MFE Coordinator about the status of their search for an internship. However, since the summer internship is not a formal requirement for completion of the degree, a student who does not complete a summer internship will be eligible to graduate from the program upon successful completion of the degree requirements.

Workshops, for purposes of resume and cover-letter writing as well as interview skills and job-search techniques will be offered during the year in order to facilitate student's summer job search. Information Sessions are offered throughout the year by various potential recruiters of MFE students.

Progression Requirements

To graduate from the program, a student must have an overall average of at least 75 % in courses taken in the program, with no grade below 60 %. In addition, students must maintain an overall average of at least 70 % each semester in order to continue in good standing in the program.

Part-time Studies

The program will not be offered on a part-time basis.

All Graduate Courses Offered in the Program

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Microbiology and Immunology Graduate Program
Degrees Offered:	MSc, PhD, MD/Phd
Approved Fields:	Cellular and molecular biology of microorganisms. Cellular and molecular biology of the immune system.
Date of Site Visit:	November 8-9, 2011
Evaluation:	<i>Good Quality</i>

Summary:

Two external reviewers (and two internal reviewers) took part in an extensive review and visit of the graduate program. This program has very strong and well-respected leadership at the chair and graduate chair level. The graduate chairs (chair-and co chair) have taken an active roll in assessing and guiding graduate students in their experiences. Research productivity and funding is very good, though some recent departures in the department have left a noticeable gap in the area of Immunology/Virology. A key recommendation by the reviewers is the growth of this area in the form of new hires.

There is a large cohort of students, and despite the physical separation of some of the labs, cohesion among students is high and morale is good as well. Students publish at the masters and doctoral level. Students are well supported, though there was concern that the free tuition provided by Schulich was not transparent in the awards letters and would not be continuing in the coming years. The Dean's response to this issue partially clarified but did not directly address the concerns that students and faculty have.

Physical resources were judged to be very good, though there were serious concerns about the relatively high cost of maintaining mice, and the external appraisers felt that the costs were the highest in the country. The department's response to the reviewers agreed, but the dean's response disagreed. This remains an open issue.

There was also a concern that the one graduate administrator was not able to keep up with the demands of this large program. It seemed evident that some additional support staff is needed.

Overall, this is a very well-regarded and healthy graduate program, and the external appraisers were impressed.

Recommendation:	Responsibility
Review of animal cost with consideration to reduce costs or introduce subsidy	Dean; Department Chair
Virology / Immunology program; Growth and new faculty hires	Dean; Department Chair
New Investigator mentoring	Department Chair
Clarity and consistency in funding or tuition offsets for students.	Dean, Associate Dean Graduate Affairs
Increased administrative support	Dean and Department

The UNIVERSITY of WESTERN ONTARIO SENATE

Subcommittee on Program Review – Undergraduate (SUPR-U)

Terms of Reference:

To coordinate and assume responsibility for reviewing proposals for new undergraduate programs and to recommend approved proposals to the Senate Committee on Academic Policy and Awards (SCAPA) for consideration by Senate.

To coordinate and assume responsibility for reviewing proposals for major modifications to existing undergraduate programs, and to recommend approved proposals to SCAPA for consideration by Senate.

To coordinate and assume responsibility for periodic reviews of existing undergraduate programs, with a view to assessing their overall quality and making appropriate recommendations in light of these reviews to SCAPA and Senate.

To carry out all such reviews and appraisals in accordance with University Guidelines

<http://www.uwo.ca/univsec/handbook/igap/WesternIQAP.pdf>

and the Quality Assurance Framework adopted by the Council of Ontario Universities

<http://www.cou.on.ca/related-sites/the-ontario-universities-council-on-quality-assura/pdfs/quality-assurance-framework---guide-may-2011.aspx>

~~To receive undergraduate program review materials conveyed in confidence by the Affiliated University Colleges for discussion (including the making of recommendations). Included in the materials will be a summary of the review, prepared by the Academic Dean or designate for the College, for amalgamation into the annual report of the Subcommittee to SCAPA and Senate, subject to minor revisions which may be made by SUPR-U as a result of its review.~~

To report annually for information, through SCAPA, to Senate and the Board of Governors.

Composition:

~~One faculty member or administrative staff member appointed by Faculty Council~~ **The Associate Dean (Academic) (or equivalent)** for each Faculty, **School and** ~~or~~ Affiliated University College.

~~Two members elected by SCAPA.~~

Ex Officio:

Vice-Provost (Academic Programs & Students)[Registrar], **who shall be the Chair**

Chair of SCAPA or ~~D~~designate*, ~~who shall be Chair~~

Associate Registrar (non-voting)

University Librarian (non-voting)

Director of the Teaching Support Centre (non-voting)

Secretary of Senate (non-voting)

Vice-President University Affairs of the University Students Council (non-voting)

*The ~~D~~designate must be a member of SUPR-U **SCAPA** at the time of his/her appointment

Resource:

Administrative Assistant – Office of the Vice-Provost (Academic Programs & Students)[Registrar] (non-voting)

Revised: 2011-09 **2012 07**

**The UNIVERSITY of WESTERN ONTARIO
SENATE**

Subcommittee on Program Review – Graduate (SUPR-G)

Terms of Reference:

To coordinate and assume responsibility for reviewing proposals for new graduate programs, and to recommend approved proposals to the Senate Committee on Academic Policy and Awards (SCAPA) for consideration by Senate.

To coordinate and assume responsibility for reviewing proposals for major modifications to existing graduate programs, and to recommend approved proposals to SCAPA for consideration by Senate.

To coordinate and assume responsibility for periodic reviews of existing graduate programs, with a view to assessing their overall quality and making appropriate recommendations in light of these reviews to SCAPA and Senate.

To carry out all such reviews and appraisals, for the Constituent University and the Affiliated University Colleges, in accordance with University Guidelines

<http://www.uwo.ca/univsec/handbook/igap/WesternIQAP.pdf>

<http://www.uwo.ca/pvp/vpacademic/igap/WesternIQAP.pdf> and the Quality Assurance Framework adopted by the Council of Ontario Universities <http://www.cou.on.ca/related-sites/the-ontario-universities-council-on-quality-assura/policies/pdfs/quality-assurance-framework—guide-may-2011.aspx>

<http://www.cou.on.ca/quality.aspx>

To report annually, for information, ~~through SCAPA,~~ to the Graduate Education Council (GEC), **and through SCAPA to the** Senate and the Board of Governors.

Composition:

~~One faculty member or administrative staff member appointed by Faculty Council~~ **The Associate Dean (Graduate Studies) (or equivalent)** for each Faculty/School*

~~One faculty member or administrative staff member appointed by~~ **The Associate Dean responsible for graduate studies at** the Affiliated University Colleges (on a rotational basis)*

~~Two members elected by SCAPA~~

Two Graduate Students elected by GEC

Two faculty members elected by GEC, **who are Graduate Chairs or Graduate Committee members at the time of their election**

Ex Officio:

Associate Vice-Provosts (School of Graduate and Postdoctoral Studies) – who shall be co-chairs

Vice-Provost (School of Graduate and Postdoctoral Studies)

Chair of SCAPA (or designate)**

Manager, Student Academic Services (School of Graduate and Postdoctoral Studies) (non-voting)

Senior Data Analyst (School of Graduate and Postdoctoral Studies) (non-voting)

University Librarian (non-voting)

Director of the Teaching Support Centre (non-voting)

Secretary of Senate (non-voting)

Vice-President Academic of the Society of Graduate Studies (non-voting)

*** An Associate Dean may appoint a designate. The designate must be appointed for a minimum of two years and must be knowledgeable about Graduate Studies at the Faculty/School or Affiliated University College.**

**** The designate must be a member of SCAPA at the time of his/her appointment**

Resource:

Administrative Assistant – Office of the Vice-Provost, School of Graduate and Postdoctoral Studies (non-voting)

Revised: 2011-09 **2012 07**

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING
(SCUP)

Fall 2012 Entrance Standards for Undergraduate First-Year Admissions
Five-Year Enrolment Projections
Report on Year One Class Entering Averages
Vice-Provost's Report on Faculty Recruitment and Retention
Annual Report of the Working Group on Information Security (WGIS)

FOR APPROVAL

1. **Fall 2012 Entrance Standards for Undergraduate First-Year Admissions**

Recommended: That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the constituent University and Affiliated University Colleges and outlined in [Appendix 1](#).

Background

See [Appendix 1](#).

2. **Five-Year Enrolment Projections**

Recommended: That five-year enrolment projections ([Appendix 2](#)) be used for purposes of tuition revenue estimates in the University's budget projections.

See [Appendix 2](#).

FOR INFORMATION

3. **Report on Year One Class Entering Averages**

See [Appendix 3](#).

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

See [Appendix 4](#).

5. **Annual Report of the Working Group on Information Security (WGIS)**

See [Appendix 5](#).

The University of Western Ontario

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

Fall 2012 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 2011 Admissions

**The minimum entrance requirement was 83% (mid-year) and 82% (final).
First-year international enrolment totaled 347 students.**

Plans For Fall 2012 Admissions

For the fall 2012 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 82% final grade. The Constituent University's 2012-13 first-year class is planned to be 4,800 students, with an international student target of 450 students.

B. Affiliated University Colleges

For fall 2011, entrance requirements (final grades) at the Affiliated University Colleges were as follows:

Brescia	76%
Huron	76%
King's	76%

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. For 2012-13, the entrance requirement (final grades) at each Affiliated University College will be 77.0% at Huron and King's, 76.0% at Brescia.

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

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

3. 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%.

4. The 2012-13 first-year targets for the Affiliated University Colleges are as follows:

Brescia	308
Huron	405
King's	860

5. 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.

SUMMARY OF ENROLMENT FORECAST

		Actual					Projected				
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1	Constituent University										
2	Full-Time Undergraduates										
3	Arts & Humanities	1,358	1,312	1,275	1,260	1,232	1,238	1,266	1,279	1,287	1,296
4	Business (HBA)	635	706	812	935	979	1,065	1,130	1,130	1,130	1,130
5	Dentistry	247	249	251	251	260	266	264	264	264	264
6	Education	803	728	726	732	700	668	668	668	668	668
7	Engineering	1,138	1,098	1,132	1,147	1,262	1,303	1,346	1,378	1,383	1,392
8	Health Sciences										
9	BHSc Program	1,057	1,056	1,098	1,117	1,185	1,142	1,187	1,207	1,222	1,237
10	Kinesiology	1,148	1,159	1,194	1,204	1,246	1,222	1,235	1,249	1,246	1,246
11	Nursing	746	781	777	797	808	805	805	805	805	805
12	Therapies	27	39	40	0	0	0	0	0	0	0
13	Sub-Total	2,978	3,035	3,109	3,118	3,239	3,169	3,227	3,261	3,273	3,288
14	Law	472	456	467	458	465	450	445	450	450	450
15	Media, Information, & Tech	810	915	890	972	963	975	948	925	918	918
16	Medicine										
17	MD Program	552	569	591	621	646	672	684	684	684	684
18	BMedSci Program	758	603	591	653	688	828	892	892	892	892
19	Music	555	555	535	535	527	529	538	547	556	558
20	Science	3,693	3,795	3,737	4,020	4,222	4,236	4,312	4,356	4,358	4,385
21	Social Science	5,941	6,035	6,408	6,433	6,618	6,686	6,723	6,732	6,682	6,666
22	Total Full-Time Undergraduates	19,940	20,056	20,524	21,135	21,801	22,085	22,443	22,566	22,545	22,591
23	Concurrent Programs	68	81	110	121	144	155	155	155	155	155
24	Medical Residents	674	685	725	798	810	810	810	810	810	810
25	Full-Time Graduates										
26	Masters	2,547	2,606	2,648	2,800	2,823	2,981	3,229	3,305	3,370	3,405
27	Ph.D.	1,516	1,614	1,771	1,904	1,947	2,022	2,100	2,175	2,220	2,240
28	Total Full-Time Graduates	4,063	4,220	4,419	4,704	4,770	5,003	5,329	5,480	5,590	5,645
29	Total Full-Time Enrolment	24,745	25,042	25,778	26,758	27,525	28,053	28,737	29,011	29,100	29,201
30	Part-Time FTEs										
31	Undergraduate	2,199	2,067	2,134	2,197	2,243	2,250	2,300	2,300	2,300	2,300
32	Education (AQs)	897	929	922	803	745	725	725	725	725	725
33	Masters	120	130	129	134	140	140	140	140	140	140
34	Ph.D.	20	29	24	21	26	25	25	25	25	25
35	Total Part-Time FTEs	3,236	3,155	3,209	3,155	3,154	3,140	3,190	3,190	3,190	3,190
36	Total Constituent FTEs	27,981	28,197	28,987	29,913	30,679	31,193	31,927	32,201	32,290	32,391
37	Affiliated University Colleges										
38	Full-Time Undergraduates										
39	Brescia	912	918	934	964	1,067	1,102	1,161	1,216	1,250	1,277
40	Huron	1,088	1,143	1,235	1,254	1,272	1,250	1,250	1,250	1,250	1,250
41	King's	3,088	3,118	3,122	3,216	3,286	3,246	3,252	3,272	3,309	3,345
42	Total Full-Time Undergraduates	5,088	5,179	5,291	5,434	5,625	5,598	5,663	5,738	5,809	5,872
43	Part-Time Undergraduate FTEs										
44	Brescia	80	81	82	83	94	90	90	90	90	90
45	Huron	45	54	57	56	70	55	55	55	55	55
46	King's	260	238	249	245	252	245	245	245	245	245
47	Total Part-Time FTEs	385	373	388	384	416	390	390	390	390	390
48	Graduate FTEs										
49	Brescia	13	27	26	30	29	30	30	30	30	30
50	Huron	12	15	13	12	14	20	20	20	20	20
51	King's	24	33	30	34	31	34	34	34	34	34
52	Total Graduate FTEs	49	75	69	76	74	84	84	84	84	84
53	Total Affiliate FTEs	5,522	5,627	5,748	5,894	6,115	6,072	6,137	6,212	6,283	6,346
54	Total UWO FTEs	33,503	33,824	34,735	35,807	36,794	37,265	38,064	38,413	38,573	38,737

SUMMARY OF ENROLMENT FORECAST

		Actual					Projected				
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
55	Rows 55 to 86 Included above										
56	International Students										
57	Constituent Full-Time										
58	Undergraduates	618	573	631	703	923	1,295	1,670	2,010	2,010	2,010
59	Medical Residents	119	120	109	121	127	127	127	127	127	127
60	Masters (excluding Ivey)	245	254	320	378	452	417	431	442	450	450
61	MBA (Regular), Ivey MSc	17	21	17	27	30	30	42	44	44	44
62	Executive MBA	62	71	71	80	44	56	67	70	70	70
63	Ph.D.	341	361	426	463	510	514	521	530	530	530
64	Year 1 Only										
65	Constituent										
66	Arts & Humanities	297	312	259	258	272	275	300	300	300	300
67	Engineering	320	327	343	351	416	375	400	400	400	400
68	Health Sciences										
69	BHSc Program	283	273	270	273	314	275	300	300	300	300
70	Kinesiology	365	349	347	330	366	350	350	350	350	350
71	Nursing	127	129	130	133	128	125	125	125	125	125
72	Media, Information, & Tech	287	363	333	361	334	330	330	330	330	330
73	MOS Program	703	727	773	717	846	820	790	790	790	790
74	Music	151	153	135	141	142	150	150	150	150	150
75	Science	1,084	1,097	1,106	1,366	1,388	1,325	1,380	1,380	1,380	1,380
76	Social Science	795	789	757	794	850	775	775	775	775	775
77	Total Year 1 - Constituent	4,412	4,519	4,453	4,724	5,056	4,800	4,900	4,900	4,900	4,900
78	Affiliated University Colleges										
79	Brescia	290	254	268	260	292	308	328	326	332	339
80	Huron	383	406	397	404	381	405	405	405	405	405
81	King's	858	949	946	916	878	860	880	895	910	925
82	Total Year 1 - Affiliates	1,531	1,609	1,611	1,580	1,551	1,573	1,613	1,626	1,647	1,669
83	Total UWO Year 1	5,943	6,128	6,064	6,304	6,607	6,373	6,513	6,526	6,547	6,569
84	Masters										
85	All Programs (excluding MBAs)	2,115	2,204	2,262	2,364	2,380	2,593	2,789	2,855	2,920	2,955
86	Ivey (excl EMBA)	168	162	157	188	183	167	208	215	215	215
87	Executive MBA	264	240	229	248	260	221	232	235	235	235

For Information

87	Year 1 International Students	101	122	120	146	347	450	450	500	500	500
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The University of Western Ontario

Year 1 Class and Entering Averages

SCUP – March 5, 2012

Context

- Western continues Approach using “Standard Minimum Entrance Requirement”

– Fall 2011	83.0%
– Fall 2010	83.0%
– Fall 2009	83.0%
– Fall 2008	82.5%
– Fall 2007	82.0%
– Fall 2006	81.0%
– Fall 2005	80.5%
– Fall 2004	80.5%
– Fall 2003	83.0% (peak Double Cohort year)
– Fall 2002	79.5%
– Fall 2001	77.0%

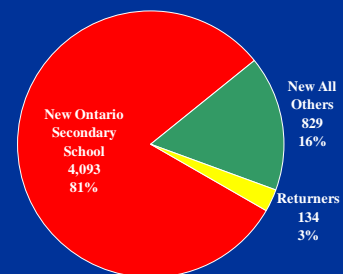
Student Profile:

Applicant Type and
Geographical Origin

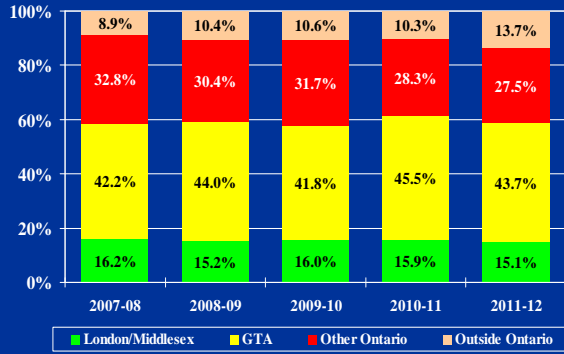
Constituent University

2011-12 Year 1 Students by Applicant Type Constituent University

Total Year 1 = 5,056

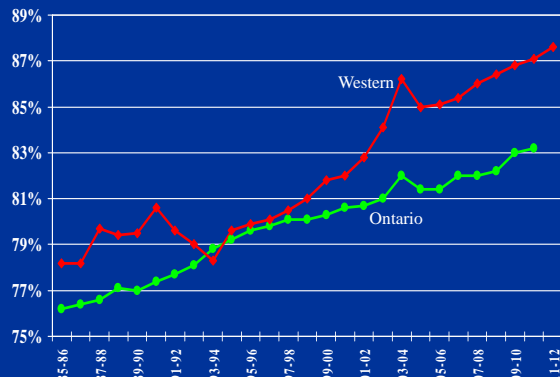


Geographical Origin of Year 1 Students
Constituent University

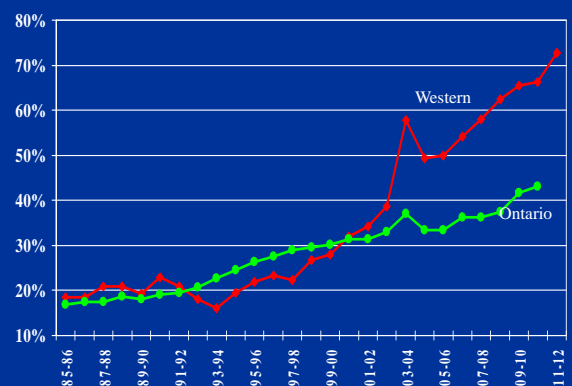


Entering Grades of New Ontario Secondary School Students

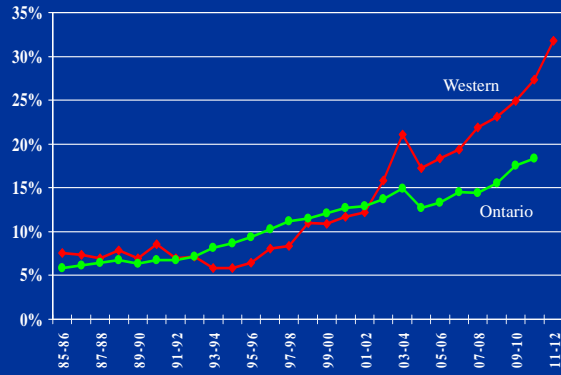
Average Entering Grade



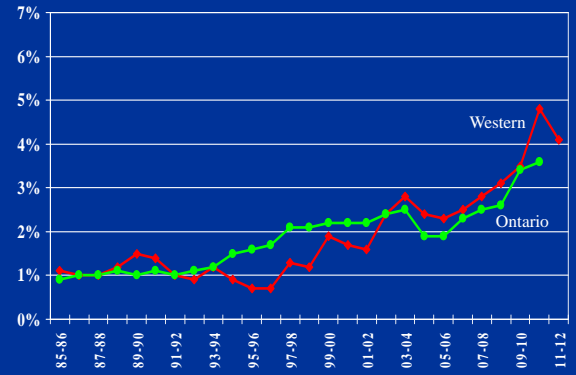
Proportion with Entering Grades of 85% or More



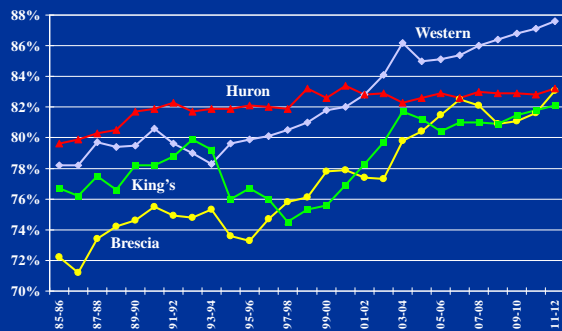
Proportion with Entering Grades of 90% or More



Proportion with Entering Grades of 95% or More

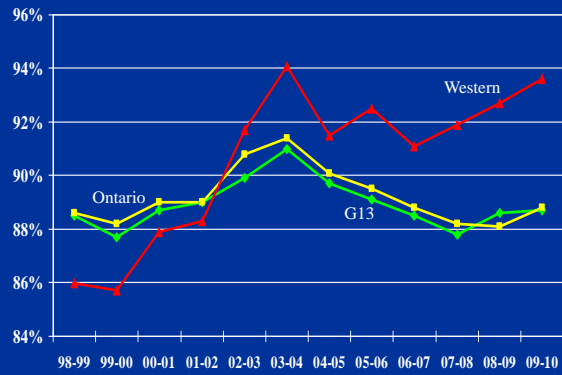


Average Entering Grade
Western and Affiliated University Colleges

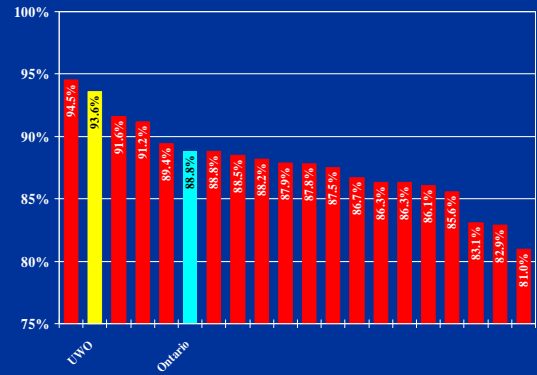


Retention Rates

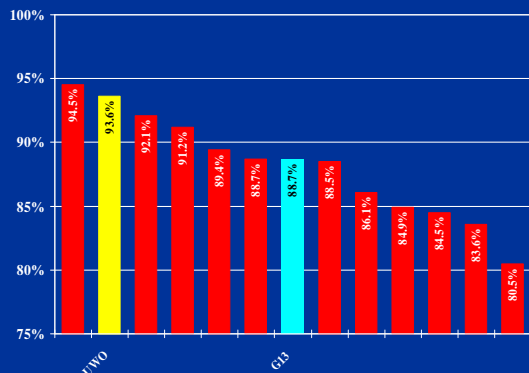
Year 1 to Year 2 Retention Rates



Ontario: Year 1 to Year 2 Retention Rates 2009-10 Cohort

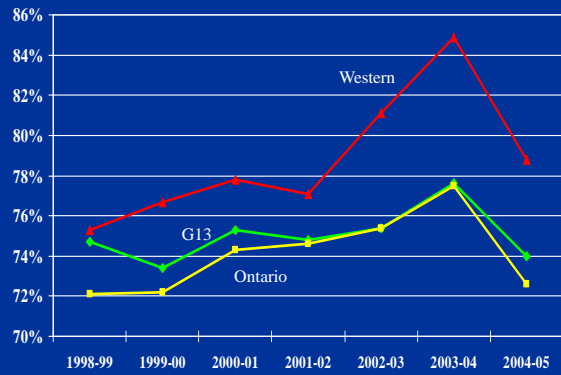


G13: Year 1 to Year 2 Retention Rates 2009-10 Cohort

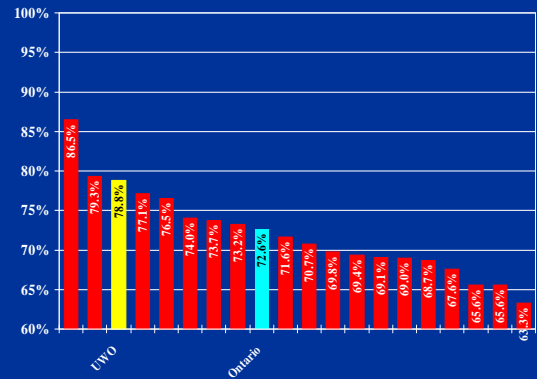


Graduation Rates

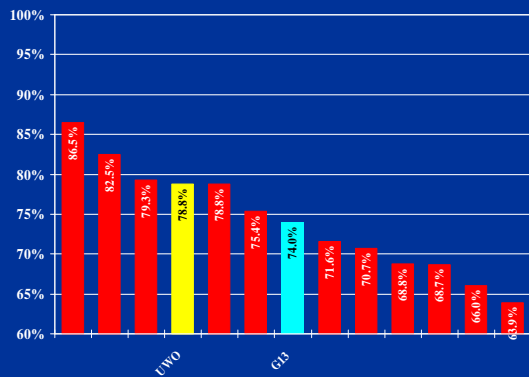
6-Year Graduation Rates



Ontario: 6-Year Graduation Rates 2004-05 Cohort



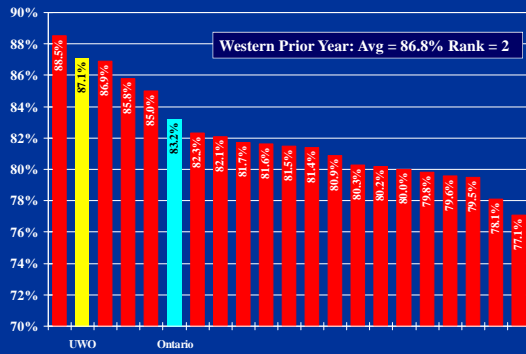
G13: 6-Year Graduation Rates 2004-05 Cohort



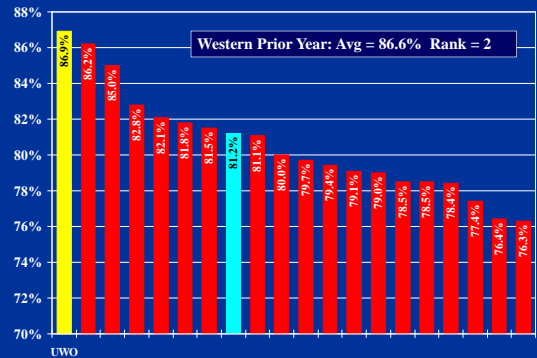
Entering Grades of New Ontario Secondary School Students by University and Program

2010-11

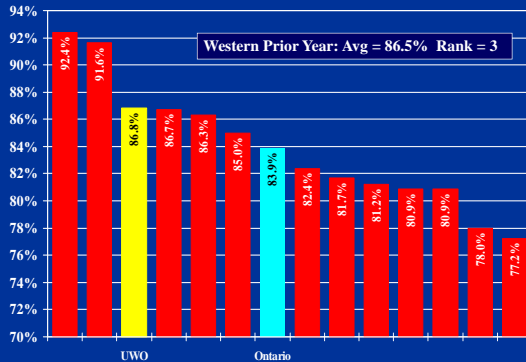
2010-11 Average Entering Grade All Programs



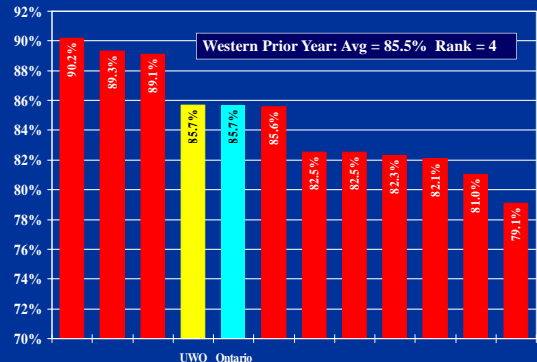
2010-11 Average Entering Grade Arts & Humanities / Social Science



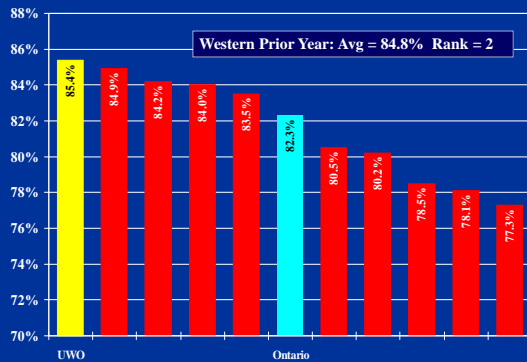
2010-11 Average Entering Grade MOS / Commerce



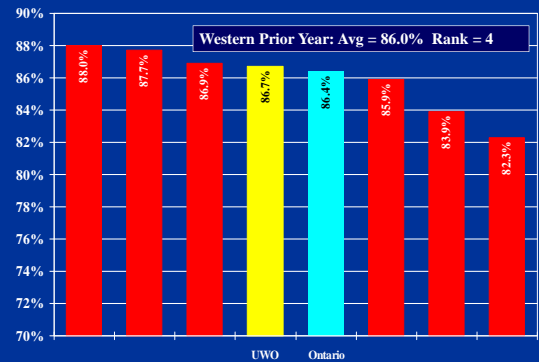
2010-11 Average Entering Grade Engineering



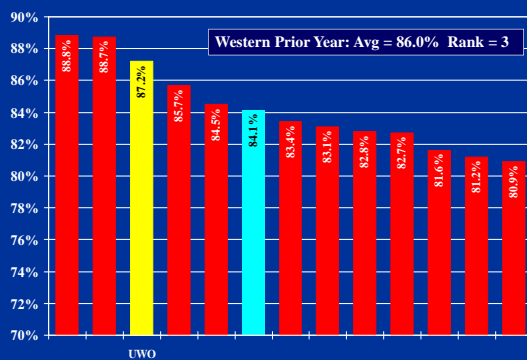
2010-11 Average Entering Grade Kinesiology



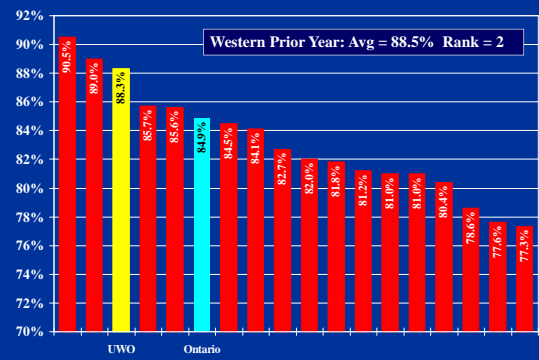
2010-11 Average Entering Grade Music



2010-11 Average Entering Grade Nursing



2010-11 Average Entering Grade Science





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

February 2012

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



Contents:

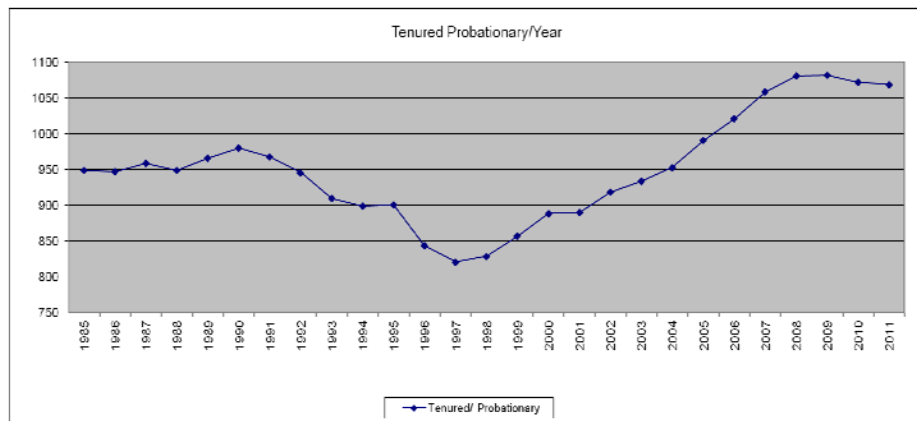
- Probationary and Tenured Faculty
 - Appointments
 - Resignations
 - Retirements
- Part-Time Faculty
- Limited-Term Faculty
- Full-Time Clinical Faculty



Faculty Recruitment and Retention

February 2012

Probationary and Tenured Faculty at Western 1985 - 2011



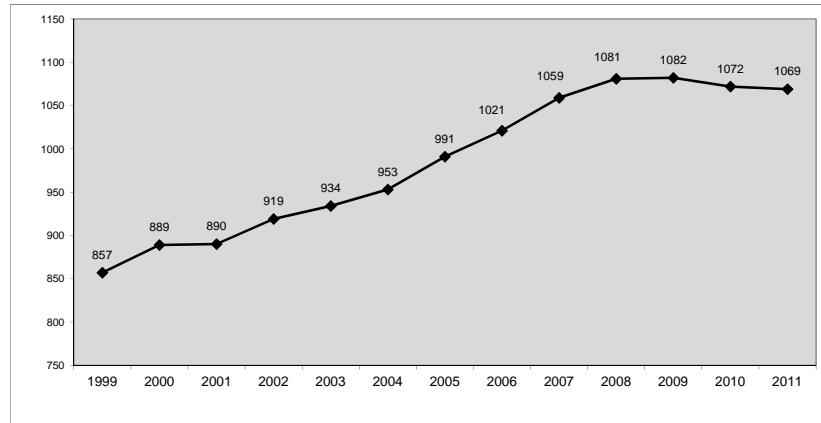
Source: Western Corporate Information 1985 – 1999
UCASS Data 1999 – 2010
Western Human Resources Information Systems 2011



Faculty Recruitment and Retention

February 2012

Probationary and Tenured Faculty at Western, 1999 to 2011



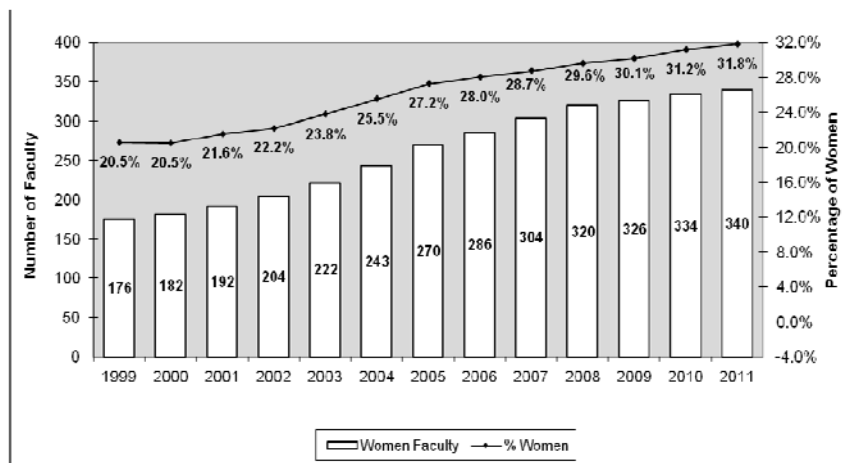
Source: UCASS Data for 1999 – 2010 (October 1);
Western Human Resources Information Systems for 2011 (October)
The 2007 data includes Robarts Scientists who became Probationary and Tenured on July 1, 2007.



Faculty Recruitment and Retention

February 2012

Probationary and Tenured Women Faculty at Western, 1999 to 2011



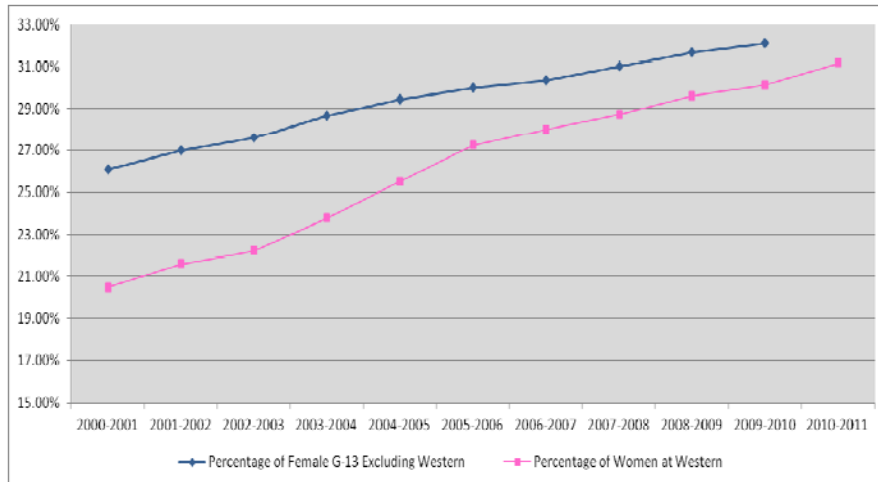
Source: UCASS Data for 1999 – 2010 (October 1);
Western Human Resources Information Systems 2011 (October)



Faculty Recruitment and Retention

February 2012

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



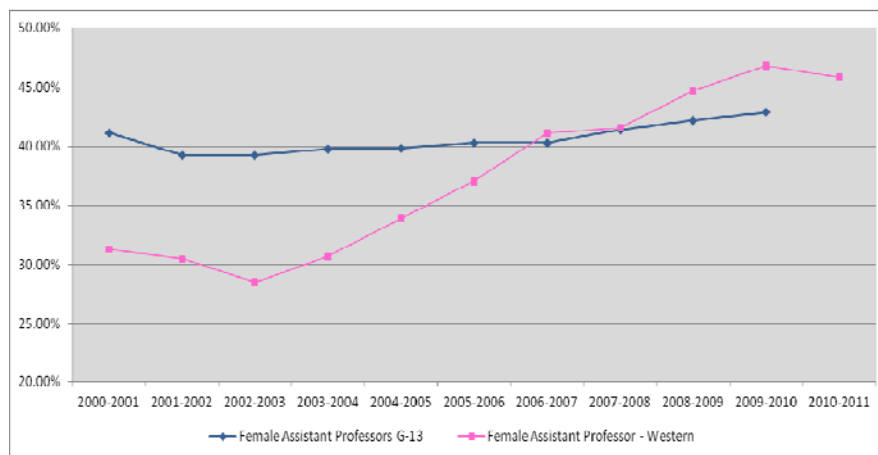
Source: UCASS Data



Faculty Recruitment and Retention

February 2012

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



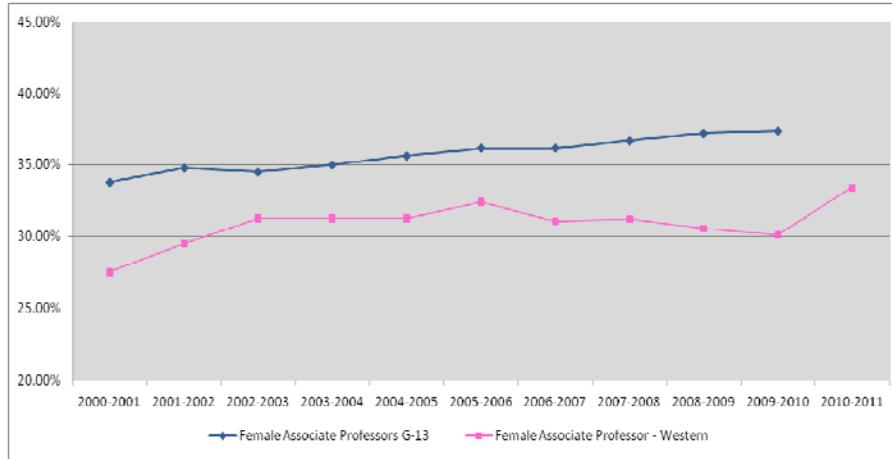
Source: UCASS Data



Faculty Recruitment and Retention

February 2012

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



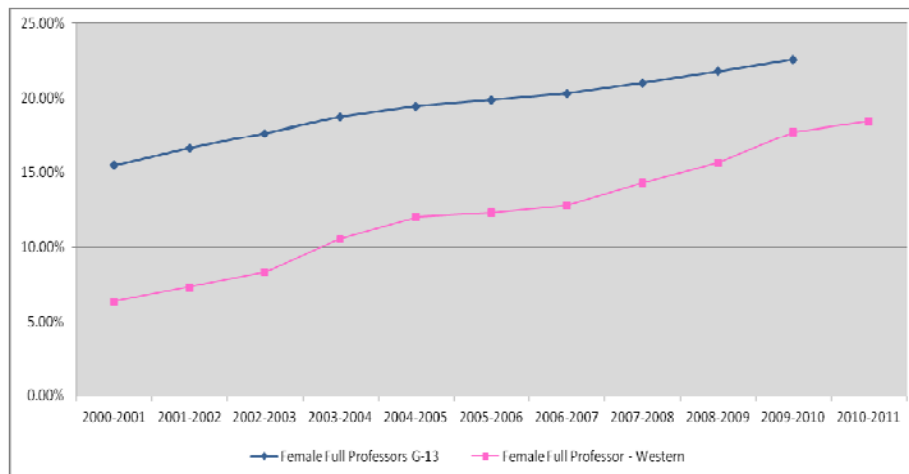
Source: UCASS Data



Faculty Recruitment and Retention

February 2012

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



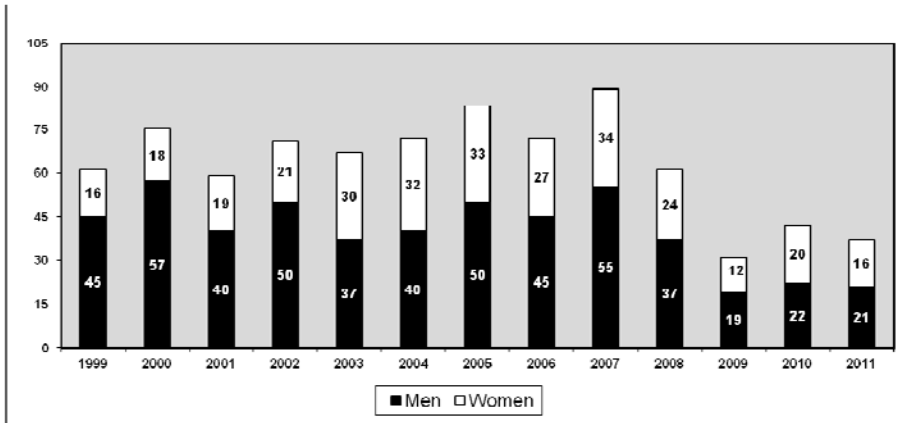
Source: UCASS Data



Faculty Recruitment and Retention

February 2012

New Tenured & Probationary Faculty at Western by Gender (including those at Western previously in a Limited Term position): 1999 – 2011 Cohorts



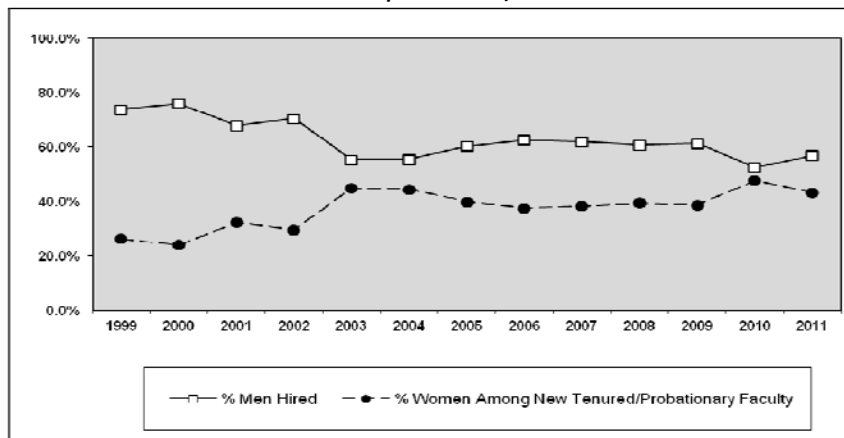
Source: UCASS Data for 1999 – 2010 (October 1);
Western Human Resources Information Systems 2011 (October)
Data excludes faculty joining from Robarts.



Faculty Recruitment and Retention

February 2012

Percentage of New Tenured and Probationary Faculty at Western by Gender (including those at Western previously in a Limited Term position): 1999 – 2011



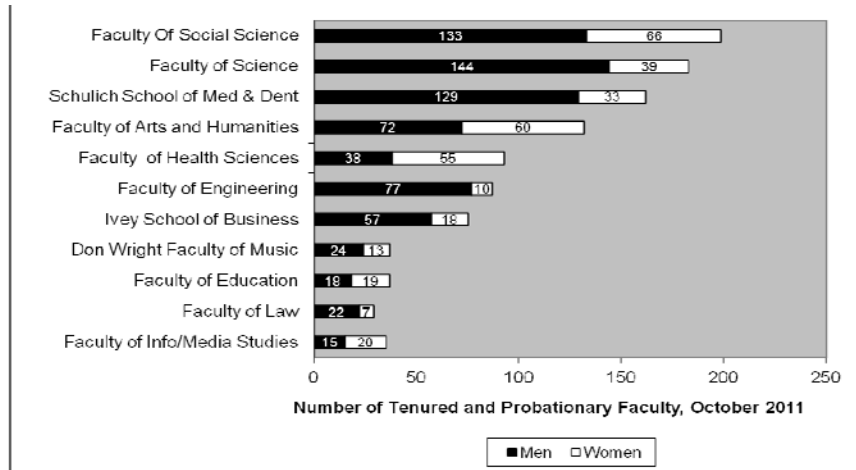
Source: UCASS Data for 1999 – 2010 (October 1)
Western Human Resources Information Systems 2011 (October)
Data excludes faculty joining from Robarts



Faculty Recruitment and Retention

February 2012

Probationary and Tenured Faculty, by Faculty and Gender, October 2011



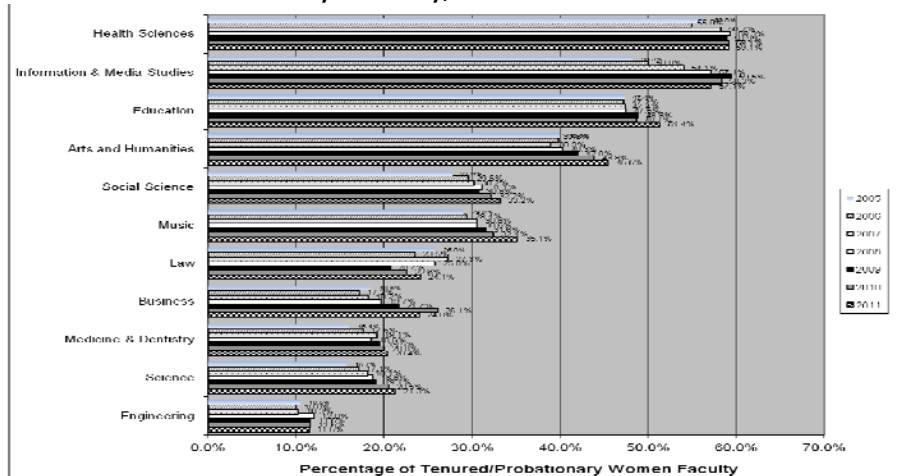
Source: Western Human Resources Information Systems for 2011 (October)



Faculty Recruitment and Retention

February 2012

Percentage of Tenured/Probationary Women Faculty, by Faculty, 2005 to 2011



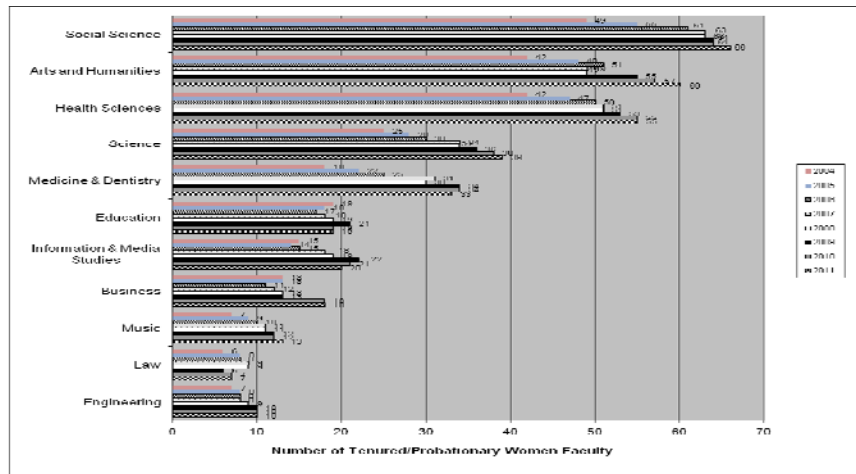
Source: UCASS data for 2005 – 2007 (October 1);
Western Human Resources Information System 2008 – 2011 (October).



Faculty Recruitment and Retention

February 2012

Number of Tenured/Probationary Women Faculty, by Faculty, 2005-2011



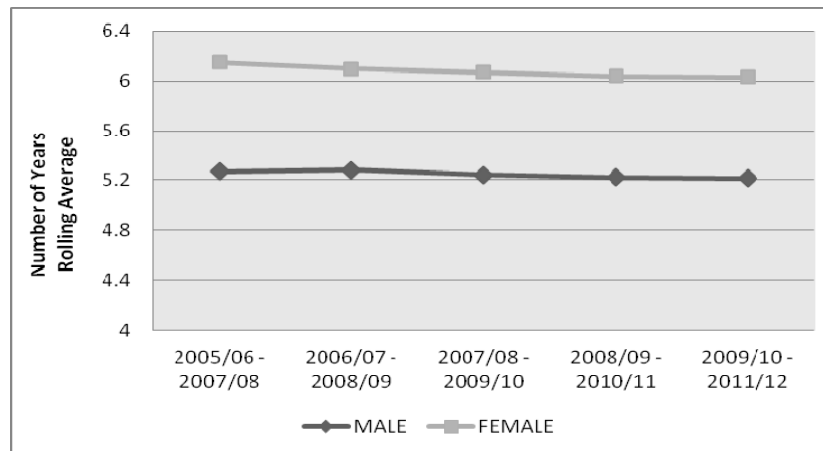
Source: UCASS data for 2005 - 2007;
Western Human Resources Information System 2008 - 2011 (October).



Faculty Recruitment and Retention

February 2012

Average Time to Tenure from Full Time Start at Western



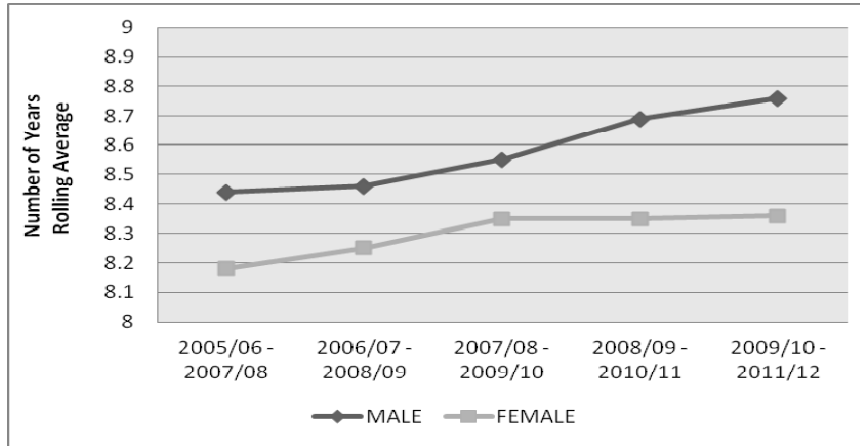
Source: Western Human Resources Information System 2005 - 2012
Excludes those hired into a tenured position



Faculty Recruitment and Retention

February 2012

Average Time to Tenure from Highest Degree



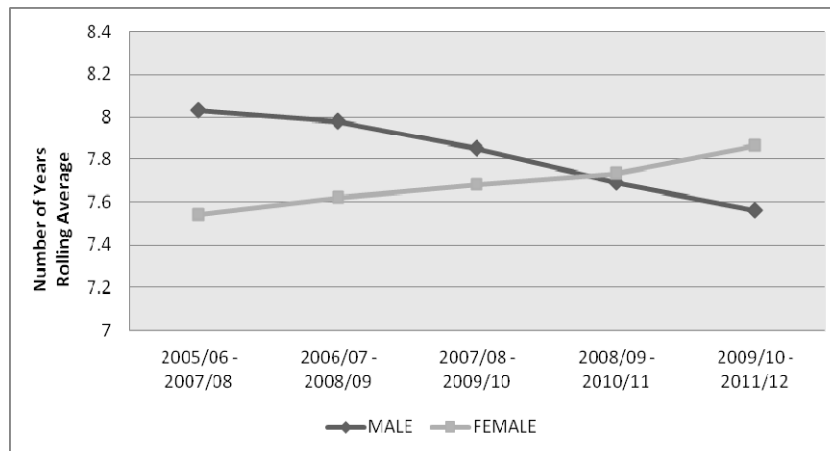
Source: Western Human Resources Information System 2005 – 2012
Excludes those hired into a tenured position



Faculty Recruitment and Retention

February 2012

Average Time to Full Professor from Tenure



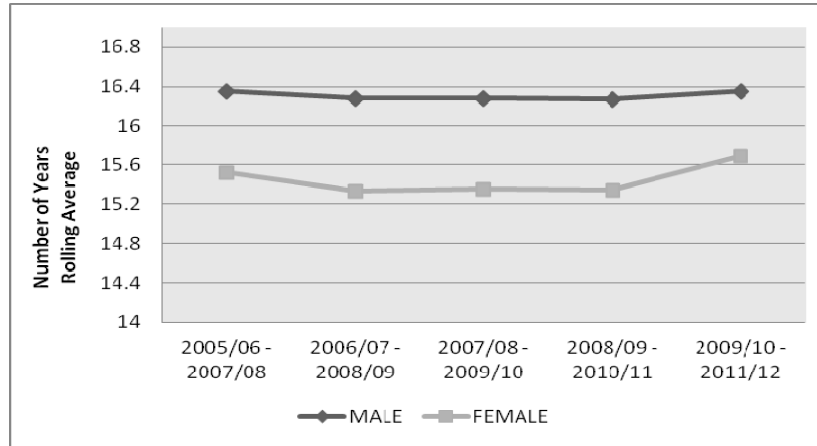
Source: Western Human Resources Information System 2005 – 2012
Excludes those already Full Professor at time of Tenure



Faculty Recruitment and Retention

February 2012

Average of Time to Full Professor from Highest Degree



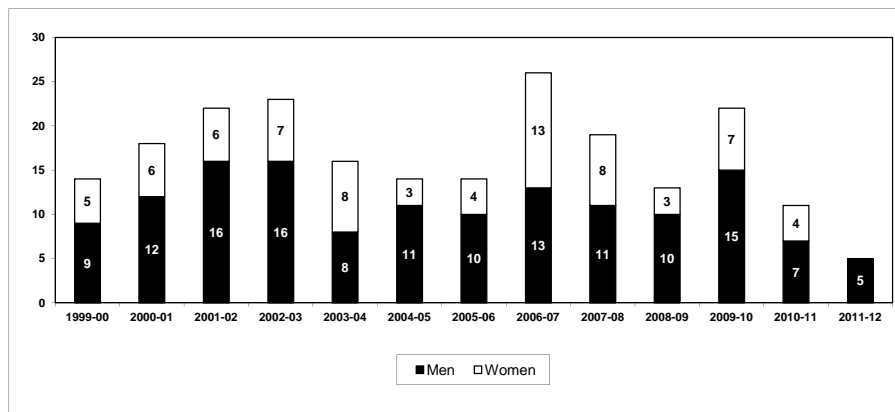
Source: Western Human Resources Information System 2005 – 2012
Excludes those already Full Professor at time of Tenure



Faculty Recruitment and Retention

February 2012

Probationary & Tenured Faculty Resignations by Gender: 1999-2000 to 2011-12 (interim)



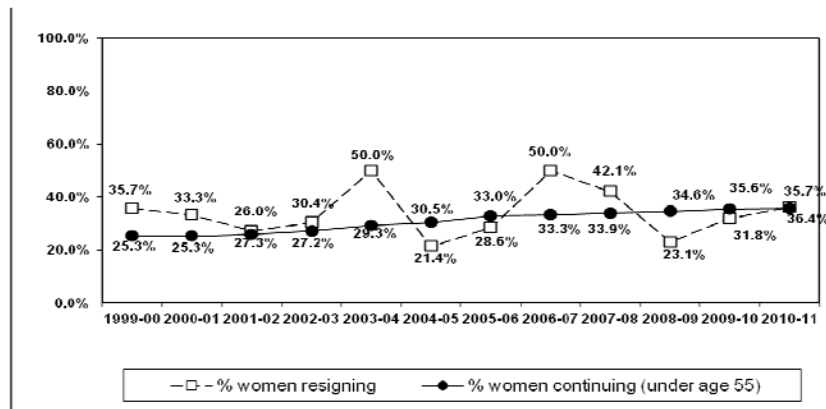
Source: Western Information Systems as of January 2012
Includes only faculty under age 55 at the time of resignation.



Faculty Recruitment and Retention

February 2012

Women as a Percentage of Probationary & Tenured Faculty Resignations and Women as a Percentage of Continuing Population: 1999-2000 to 2010-2011



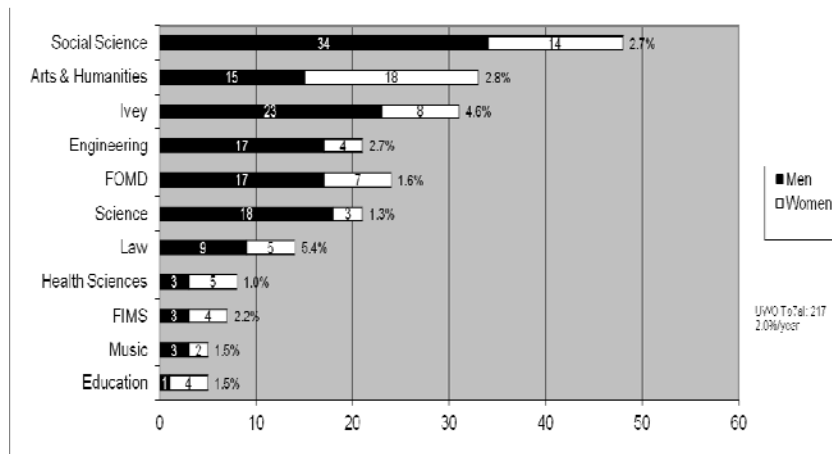
Source: Western Information Systems (October 2011) for resignation data and UCASS Data for 1999-2007, and Western's Human Resources Information Systems for 2007-11 for continuing population data.



Faculty Recruitment and Retention

February 2012

Total Probationary & Tenured Resignations by Faculty: 1999-00 to 2010-11



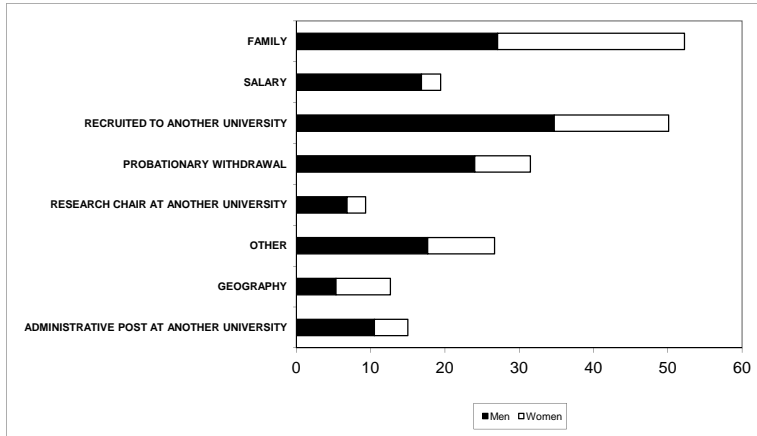
Source: Western's Human Resources Information Systems. Percentages based on Tenured/Probationary faculty as of January 2012.



Faculty Recruitment and Retention

February 2012

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



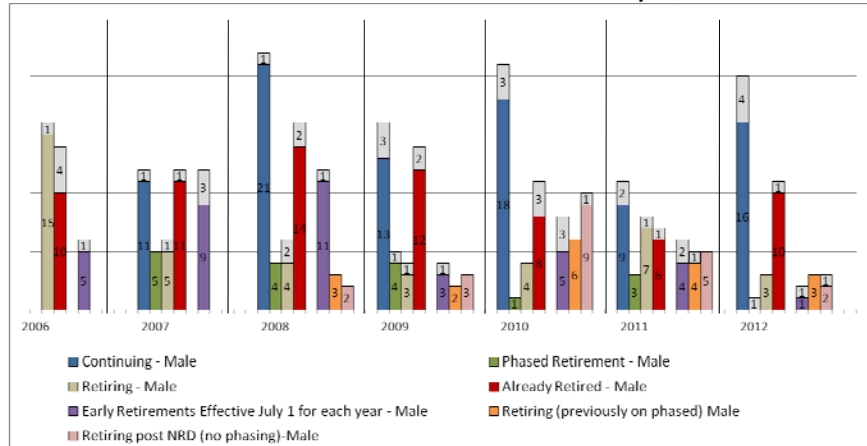
Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member



Faculty Recruitment and Retention

February 2012

Probationary and Tenured Faculty at Western: Cohort with Normal Retirement Dates of July 1, 2006 – 2012



Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

February 2012

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

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

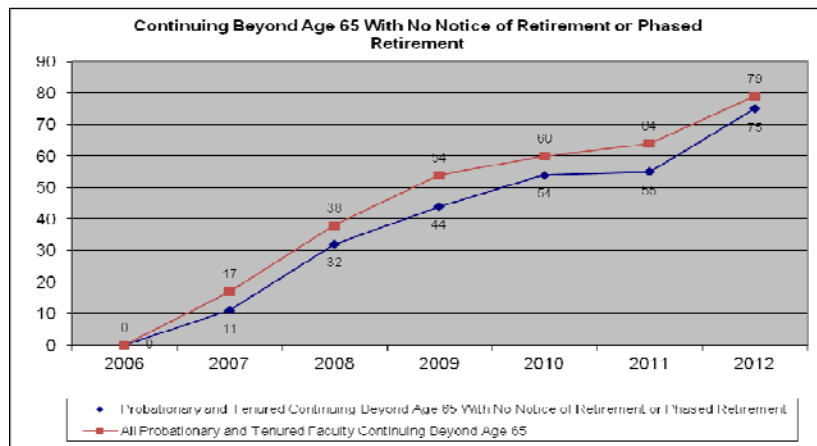
Source: UCASS



Faculty Recruitment and Retention

February 2012

Probationary and Tenured Faculty at Western: Continuing Beyond Age 65



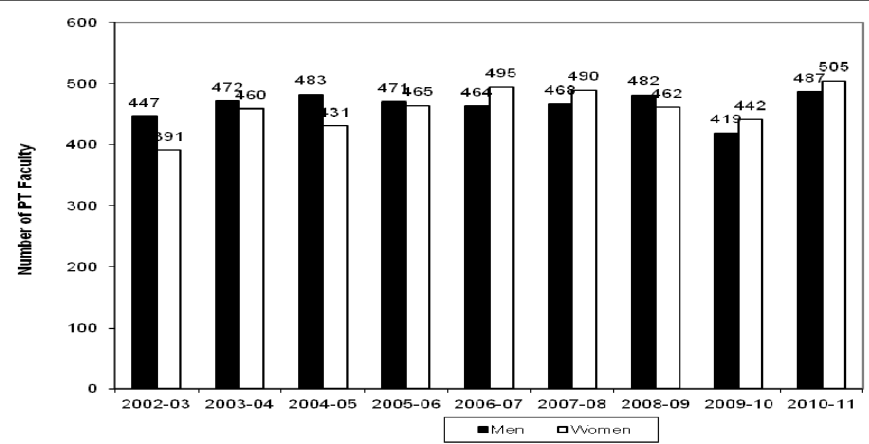
Source: Western Human Resources Information System



Faculty Recruitment and Retention

February 2012

Number of Individuals with Part-Time Faculty Appointments: 2002-03 to 2010-11 (by Fiscal Year)



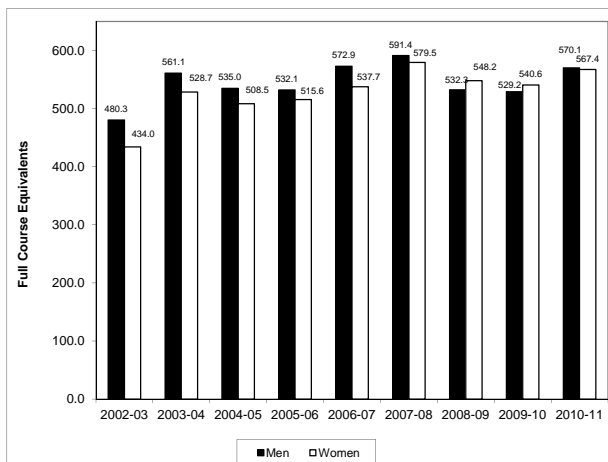
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

February 2012

Degree Credit Course Teaching in FCEs by Part-Time Faculty: 2002-03 to 2010-11 (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 2010-11.

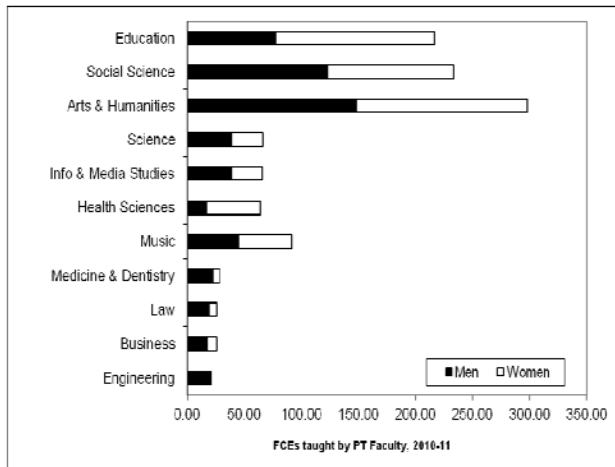
Course data for undergraduate, graduate and
professional degree credit course teaching
are included, with the exception of
independent studies, directed research,
exams, theses, clinical courses, etc.



Faculty Recruitment and Retention

February 2012

Degree Credit Courses taught by Part-Time Faculty in FCEs, by Faculty and Gender: 2010-11 (Fiscal Year)



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

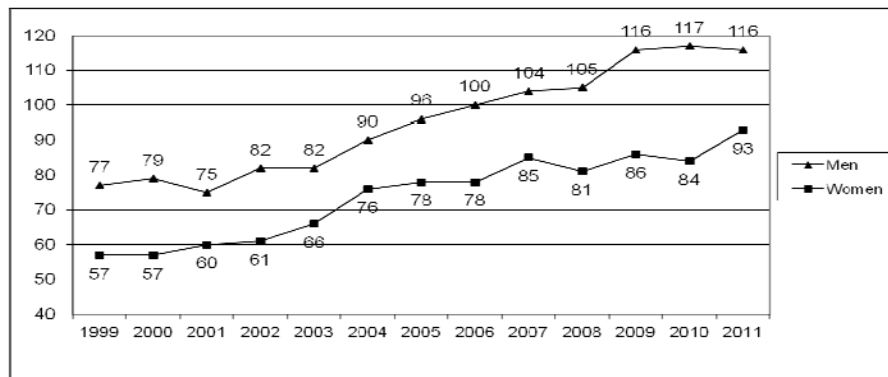
Course data for undergraduate, graduate and professional degree credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc. Course data for the Faculty of Education includes the Additional Qualification Courses.



Faculty Recruitment and Retention

February 2012

Limited Term Appointments: 1999 to 2011



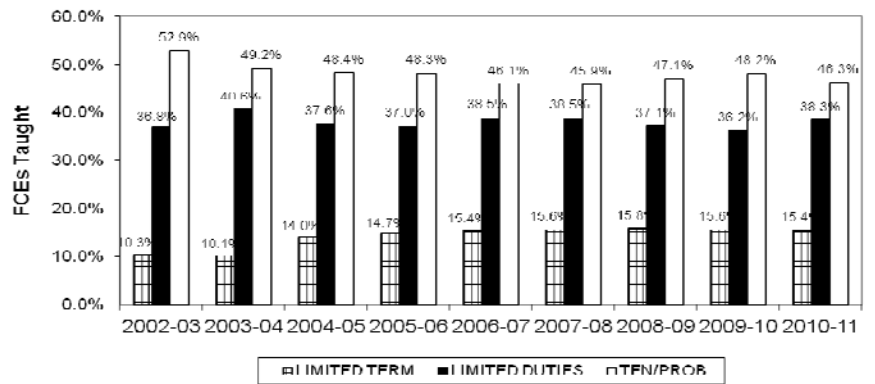
Source: UCASS Data 1999- 2007 (October).
Please note: a) Statistics Canada data includes faculty and appointment types that are outside of the UWOPA Collective Agreement; and b) the definition of limited term for Statistics Canada purposes has changed over time. Data may therefore not accurately reflect trends.
Source: Western's Human Resources Information Systems 2008 - 2011 (October)



Faculty Recruitment and Retention

February 2012

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.

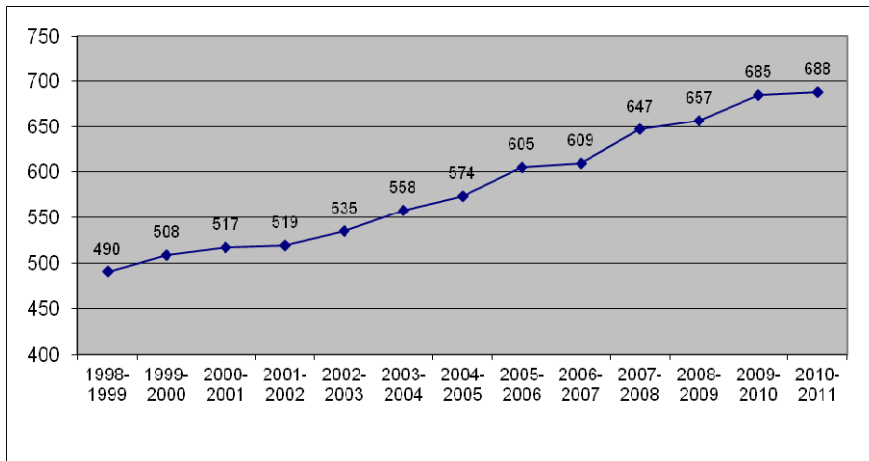
Note: Instructor data is unavailable for 3.7% of courses in 2002-03; 1.1% in 2003-04; 1.2% in 2004-05; 0.8% in 2005-06, 0% in 2006-07 through 2010-11.



Faculty Recruitment and Retention

February 2012

Clinical Full Time Faculty (Physicians in Schulich) at Western, 1999 – 2011



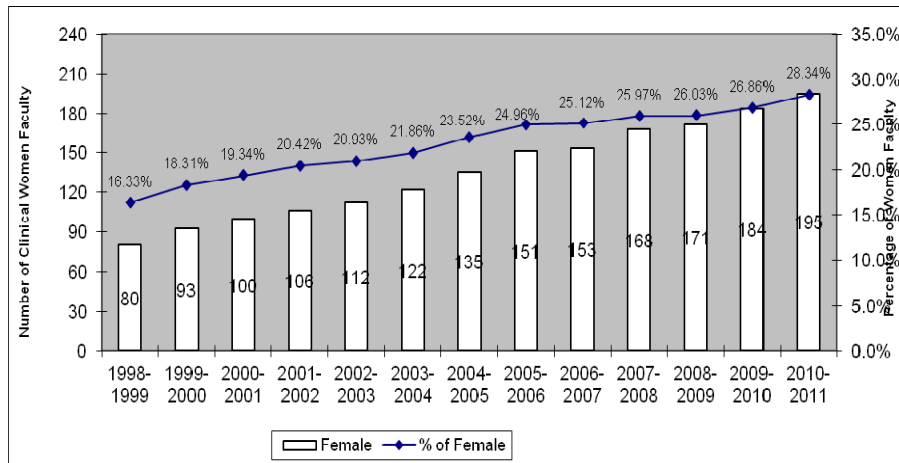
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

February 2012

Clinical Full Time Women Faculty (Physicians in Schulich) at Western, 1999 – 2011



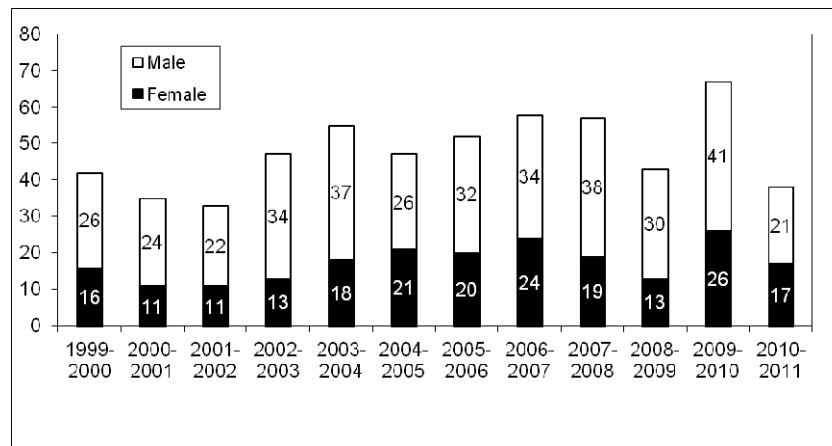
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

February 2012

New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 2000 – 2011



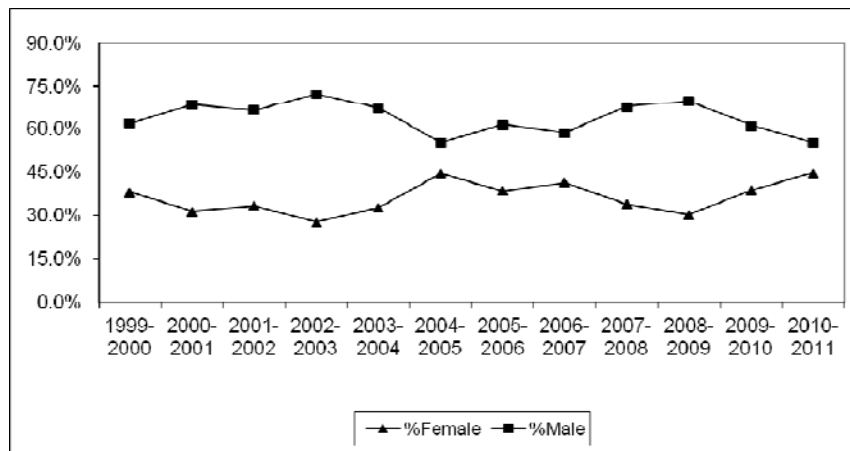
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

February 2012

Percentage of New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 1999/00 – 2010/11



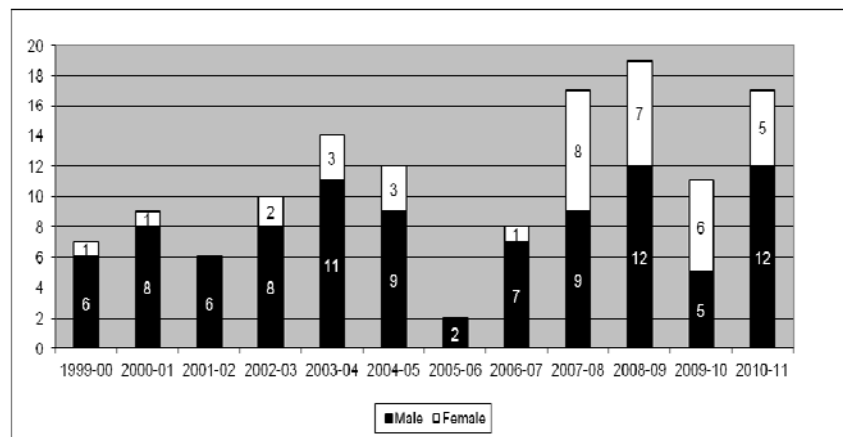
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

February 2012

Clinical Full Time (Physicians in Schulich) Resignations by Gender, 1999/2000 – 2010/2011



Source: Western Human Resources Information System



Faculty Recruitment and Retention

February 2012

Annual Report – 2011

Working Group on Information Security (WGIS)

The WGIS sub-committee consists of a multi-disciplinary team representing a broad cross-section of university leaders (for a list of members, see Appendix A). Recognizing that rapid changes in technology create challenges and opportunities, the WGIS team continued to pursue a strategy of proactive initiatives.

Initiatives this past year included: a continuing focus on information security awareness by addressing user behaviors that increase the risk of malware; continued efforts to mitigate the risks associated with “phishing” attempts, especially targeted “phishing” (*aka* spear-phishing); the continuation and expansion of the cryptography project; a focus on system security best practices, especially as prioritized by risk assessment efforts; and an effort to further increase perimeter security by restricting off-site connections to internal university resources.

The variety and frequency of computer security threats continues to evolve rapidly especially given the proliferation of personal mobile computing devices and ubiquitous computing platforms. The primary objective of WGIS was to predict vulnerabilities well in advance of problems and recommend protective measures for the university community. The secondary objective was to identify and successfully resolve new problems as soon as they were detected. Consistency in this strategy continues to be a key factor to maintaining a secure computing environment at Western.

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Summary of Sub-Committee Activities

Information Security Awareness – eWellness

The Sub-Committee responsible for increasing Security Awareness on campus initiated a new awareness campaign this year and at the same time rebranded their efforts as 'eWellness (rather than Computer Wellness) to reflect the growing scope of technology and the security issues that need to be addressed.

Western's end-user computing community continued to be challenged throughout 2011 by a steady stream of both generic and targeted "phishing" (*aka* "spear-phishing") attempts by increasingly active internet-based malefactors who continue to evolve their efforts to acquire user credentials through both pure social engineering (SE) and blended SE/technical attacks.

Anti-phishing process enhancements put in place in 2010 to limit the exposure of Western users' credentials to such attacks has also continued to evolve, and together with increased uptake of ITS-provided spam-filtering technologies and an active Awareness campaign, resulted in an overall year-over-year reduction in the number of Western community users affected by such attacks, down to 70 from 87 in 2010 (reference [Figure 1](#), below)

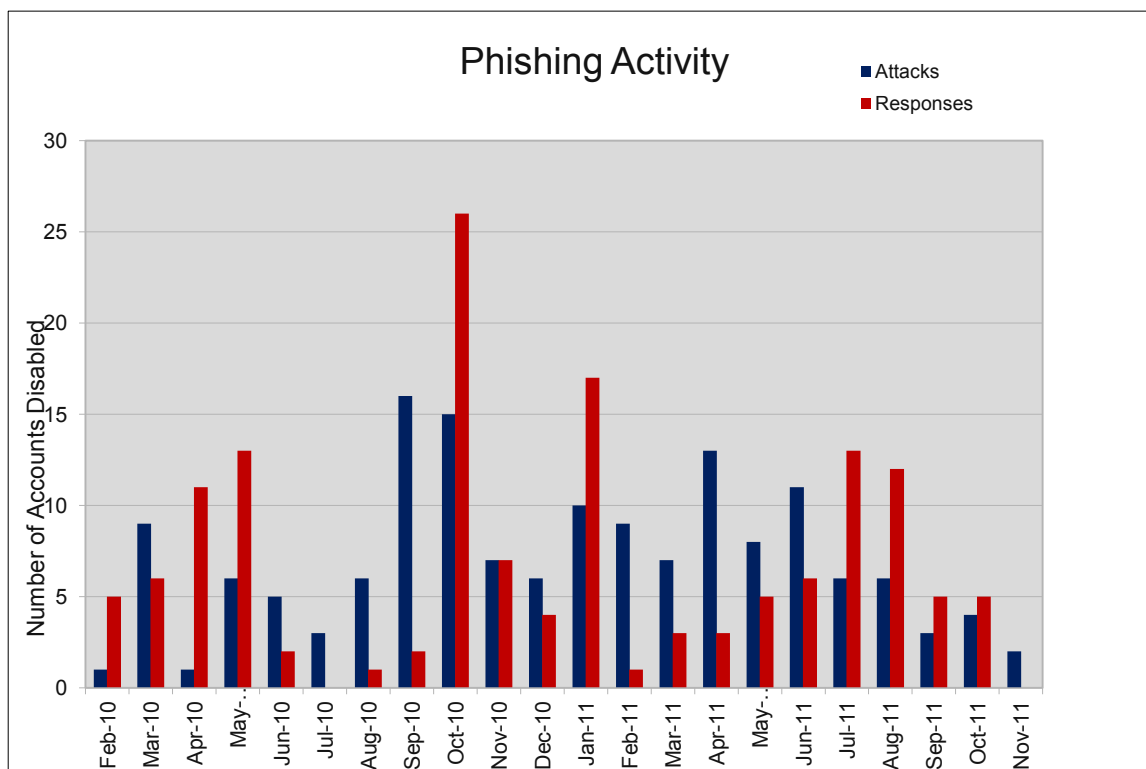


Figure 1 – Volume of targeted phishing attacks and “successful” responses

Nevertheless, 2011 continued to see effects of phishing on our community, as shown in [Figure 2](#), below.

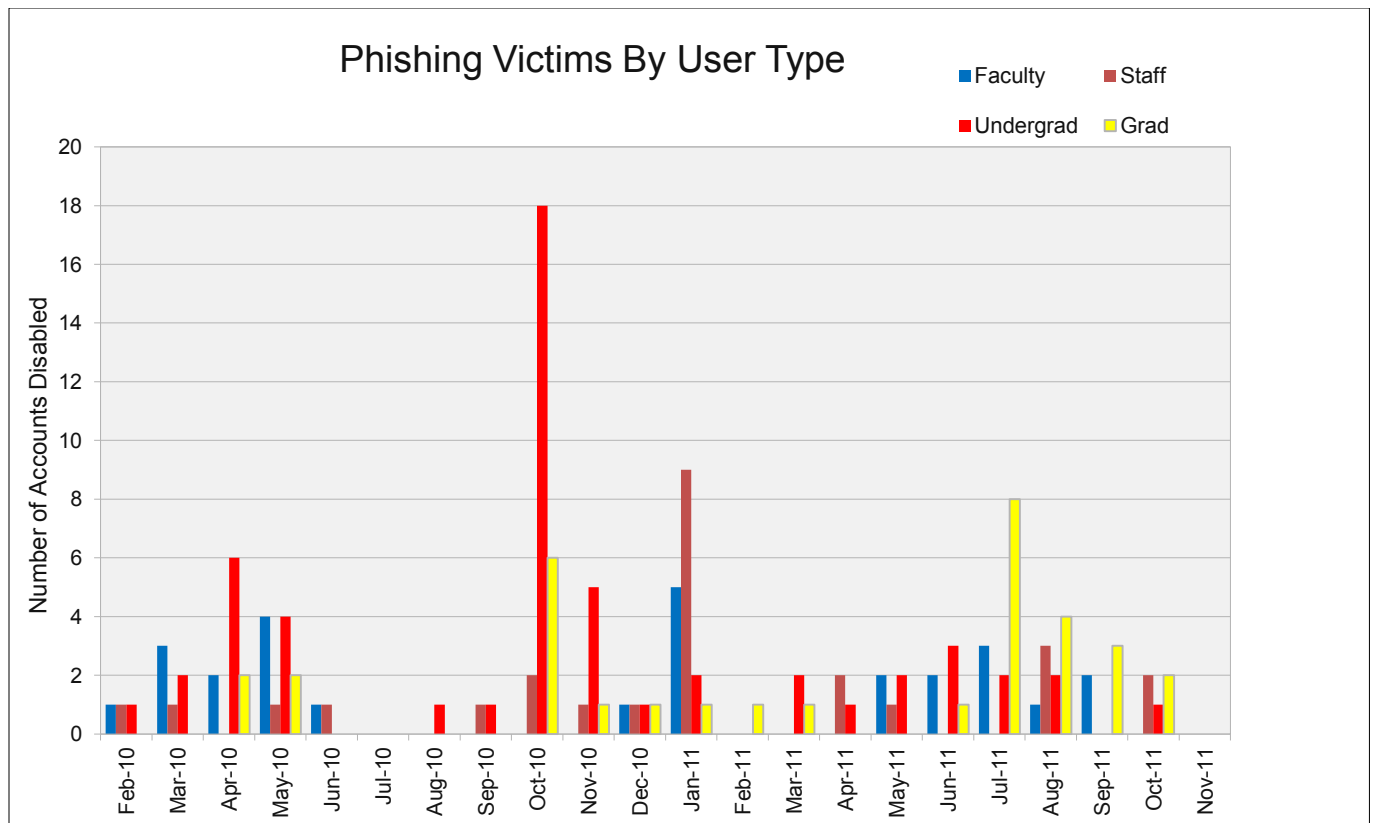


Figure 2 – Volumes of “successful” phishing responses by user type

Accordingly, one of the primary messages of the eWellness campaign this year was emphasizing the importance of protecting Western usernames and passwords.



WGIS 2012 eWellness campaign and ITS will continue to focus on communications and technical improvements aimed at further reducing the effects of such attacks, especially those associated with the aforementioned blended attacks that rely on a user clicking on links in unsolicited emails, where those linked websites expose the user to potential malware infections.

The eWellness Team was also engaged in encouraging faculty, staff and students of Western’s community to transition from using Western’s public (UWO) wireless network to Western’s more secure (UWO-SecureV2) wireless network.

More Community Awareness

Awareness about information security issues within the university community has also been advanced through other WGIS and ITS activities in 2011.

With the continued involvement of the Non-Medical Research Ethics Board (NMREB) on the Data Classification and Encryption Sub-Committee, researchers are continuing to be guided toward inclusion in our deployment of Symantec's Pretty Good Privacy (PGP) as part of our cryptography deployment project, employing our PGP solutions and/or alternative cryptographic and/or procedural strategies to protect sensitive research-related information. Both the chairs of the NMREB and the Health Sciences REB are members of the Cryptography project, so as to continue furthering the opportunity for protecting research information through the application of appropriate cryptography technologies.

Finally, joint presentations by ITS and the University's Privacy Office on the topic of cryptography and privacy legislation (both generally, as well as detailing the Cryptography initiative) have been delivered to a number of Western groups including the Faculty of Health Science, Student Health Services, and Ivey. These talks included staff, faculty and key IT support personnel. Additional *ad hoc* inquiries have resulted from these sessions, seeking participation in the Cryptography project. Further such requests are continuing to be anticipated as the privacy liaisons continue to digest the information provided and identify immediate opportunities for cryptography-based security improvements in their respective areas of responsibility.

Western ROAMS & Service Protection Initiative

ITS continued to sustain communication efforts and drove associated process changes related to the rollout of *Western ROAMs* (Remote Office Access Management system). Increased awareness of remote secure access and increased demand for this service keeps pressure on ITS to continue migrating groups of end-users (typically by Faculty/Unit) into the new *Western ROAMs* model.

This model was designed to provide more granular network security management. It also allows for the reduction (and eventual elimination) of a substantial risk to end-user systems across campus by eliminating unauthorized access to the campus network through Remote Desktop Protocol (RDP). It re-established the principle of budget unit head approval for remote access to Western information.

The initiative to protect RDP continues and is expected to be completed in 2012. As of November 2011, the following Organizational Units are supported in the new *ROAMs* environment:

- Animal Care and Veterinary Services
- Department of Communications and Public Affairs
- Division of Facilities Management
- Division of Financial Services
- Division of Information Technology Services
- Faculty of Arts and Humanities

- Faculty of Education
- Faculty of Information and Media Studies
- Faculty of Law
- Faculty of Music
- Faculty of Social Science
- Office of Institutional Planning and Budgeting
- Office of the Registrar
- Schulich School of Medicine and Dentistry
- Western Bookstore
- Western Libraries

Migration of the above units to the new *ROAMs* model has produced measurable results.

Due to malefactors or the proliferation of the ‘Morto’ worm, attacks against the Remote Desktop Protocol (RDP) have risen above 1.5 million attacks per day. Even so, malicious attacks originating from off-campus against the RDP service in the above protected units have been reduced to zero, because moving them behind Western ROAMS makes them immune to malicious attacks.

This effort effectively mitigated risk to the RDP service from off-campus, and because placement behind *Western ROAMS* allows for the protection of additional services, this initiative was expanded to provide additional protection to ports below 1024. Internet protocol standards reserve the first 1024 ports for common and well known services (services such as Web, File Transfer Protocol, etc.) suggesting that this effort should protect these well-known services first. Within our environment, some of those ports are not being used, but are being attacked. Accordingly, services which reflected low or no use on end-user system or networked device were protected through restrictive network policy which prohibited connections from off campus. Services within the 1024 range which reflected heavy use, such as Web (port 80) and SSH (port 22) were left unfiltered.

This expanded initiative, branded “Service Protection” will continue into 2012, when development of ITS’s network management tool (RAMP) is planned to provide Western’s network administrators direct policy influence over protected services.

Policies, Procedures, and Best Practices

Policy Review

All Security Related Policies were reviewed to ensure they remained relevant and no significant modifications were required. No changes were required this year and the Policies were documented as reviewed.

Payment Card Industry Compliance

With several WGIS members actively involved in the PCI Compliance initiative (under the auspices of the Western Bank Card Committee and in support of MAPP 1.29 – Bank

Card Policy), WGIS remained aware and engaged in the progress of this major project and discussed best practices that may be used in other areas of security.

Originally all ecommerce servers and applications on campus pointed to the ITS provided 'stub' for secure transmission of credit card information. This year ITS migrated all of the E-commerce sites to take advantage of the new 'stub' offered directly on the merchant account site, removing the risk associated with managing this information.

The ecommerce ventures that have arisen on campus since Western achieved its PCI status continue to be directed through Western's Bank Card Committee.

Cryptography Initiative

As noted in the 2010 WGIS Annual Report, the pilot for PGP encryption technologies was concluded and was found to be suitable for deployment across Western for both the protection of research and corporate data.

Because the pilot was focused primarily on the development of end-to-end supporting processes for whole disk, email, and shared data (network drive/folder) within a central management framework a number of technologies were tested and additional lessons learned.

Thus, the PGP encryption pilot that was concluded in 2010 was formally re-launched as a post-pilot cryptography project designed to extend cryptographic support to encompass the broader community. The initial pilot suggested additional cryptographic strategies that are now being pursued. Such strategies include (but are not limited to):

- Continued development of a robust centralized key management capability;
- Inclusion of non-Symantec products under the same cryptographic umbrella;
- Planned operationalization of both the encryption deployments and the management of cryptographic keys; and
- Duplication of centralized key management servers into a cluster for service redundancy to ensure reliability

Some technical challenges exist, such as the inability to use existing technologies equally across all operating systems with full feature parity. Though these challenges have not hindered the progress in the cryptography project they will nevertheless require additional work to enable this project to have full benefit across campus. Progress continues to be made with respect to this.

Information Classification Initiative

With the increased use of cryptographic technologies to provide information confidentiality and data integrity, a natural problem became evident. People who had been provided with encryption/decryption ability discovered that not all data was equal; the risk to data is a function of its classification. This reinforced the need for an

Information Classification policy within Western to establish a common framework for assessing risk to different data types.

Accordingly, two separate initiatives were started. First, a sub-group of WGIS was struck to propose a high-level Information Classification Policy. Second, the WGIS Encryption Strategy Team was re-cast to look at Information Classification from the perspective of the Information Life-Cycle and tasked to:

- Compile an inventory of Western information assets
- Define levels of protection for information assets (based on current practices)
- Define information classification criteria
- Develop technical recommended information classification best-practices
- Define information handling and labeling procedures

This work is on-going.

Risk Assessment

A WGIS sub-committee remains responsible for reviewing and updating the Risk Assessment matrix.

This multi-disciplinary group (including individuals with technical, security, audit, and risk management skill sets) reviewed the risk management matrix, and with the input of WGIS as a whole reviewed the standing risk assessment for the purpose of continuing to identify immediate priorities for WGIS attention (reference **Appendix B** for this Initial 2011 risk matrix). That risk matrix also serves as a touchstone for a regular agenda item in WGIS meetings - the discussion of new technologies and new/evolving threats to existing technologies – in furtherance of WGIS' primary objective.

That effort confirmed the identification of risks which required continued priority attention: the exposure of end-user computing devices (desktops, laptops/tablets, and handheld devices) to external threats (targeted attacks, malicious websites, malicious email/spam, and malicious software). Collectively, efforts to address this set of risks are being referred to as "End-point Protection" strategies.

This risk assessment also confirmed the risks posed by the proliferation of mobile devices and ubiquitous computing services, such as 'Cloud Computing'. This resulted in an effort to begin grappling with strategies to manage this new risk.

ITS has initiated investigations of end-point protection:

1. Within the PDA Working Group, a security matrix has been maintained in order to identify the availability and options for security controls related to various "flavours" of handheld devices (iPhones, BlackBerrys, etc.). This PDA security matrix forms the basis for ongoing efforts by the PDA Working Group to identify best practices for securing such devices using existing capabilities, as well as gaps for which additional solutions may be required. Such gaps that have been identified are expected to drive further investigation (in 2012) into potential solutions.

2. The PGP encryption project is in direct support of end-point protection. This will grow to include encryption options for more devices and platforms.
3. The ROAMS project and Service Protect are also directly related to protecting the workstations on campus from RDP attacks.

Other activity throughout 2011, in addition to the efforts made on the priority topics identified by the Risk Assessment team and changes in both technology and threat landscapes, are reflected in the updated risk matrix attached as **Appendix C**. This is a living document that helps WGIS focus on areas of risk and changes regularly to reflect new knowledge of threats and new improvements to the Western Security environment. The latest Risk Matrix in Appendix C highlights the specific changes to the matrix this year, as well as the next priorities for attention in 2012.

Incident Response & Investigations

The Security Office dealt with 3 significant security-related incidents in 2011. Beyond that, ITS continues to operationalize the response to repeating security issues. The locking of computers on campus that have been compromised, the notification of copyright infringement, the management of Spear Phishing attacks and the detection of stolen laptops accessing our network have all been scripted and/or streamlined.

Non-routine incidents such as investigation and resolution of suspicious activity on the network, investigation and follow up on harassing or inappropriate email, or forensics in support of a police request continue at about the same rate this year as last year.

Conclusions & Future Efforts

In conclusion, 2011 has been another busy year for WGIS and its members, and 2012 is expected to follow suit.

Looking ahead to 2012, WGIS plans to focus efforts on two main areas, in addition to those items noted in the body of this report as continuing through 2012:

1. Completion of the Data Classification and Protection policy and expansion of the PGP cryptography project. The next year should see an increased number of end-point devices using encryption and a more complete set of tools supported.
2. Continued evolution and progression of the formal risk assessment and management processes. Along with the priorities identified throughout this document, WGIS uses this tool to introduce 2 new high priority topics for discussion. This allows flexibility to address emerging concerns and/or urgent security priorities.

Appendix A – List of Current WGIS Members as of End of 2011

Greg Moran gmoran2@uwo.ca (Chair)

Carac Allison cjalliso@uwo.ca (TUMS)

Craig Reed creed23@uwo.ca (TUMS)

David Wiseman magi@csd.uwo.ca (TUMS)

Jeffery Gardiner jgardi2@uwo.ca (ITS Central Information Security Officer)

Jeffery Grieve jeffg@uwo.ca (ITS designate)

Krishna Patel kpatel97@uwo.ca (Registrar designate)

Luiz Capretz lcapretz@eng.uwo.ca (Faculty member)

Peggy Wakabayashi peggy@housing.uwo.ca (Housing Designate)

Rob Brennan rbrennan@uwo.ca (Western Information Systems Group designate)

Steve Beauchemin sbeauche@uwo.ca (Faculty member)

Debbie Jones debbie@uwo.ca (Ex officio)

Sharon Farnell sfarnell@uwo.ca (Ex officio)

Steve Jarrett jarrett@uwo.ca (Ex officio)

Geoff Pimlatt gapimlat@uwo.ca (Ex officio)

Dan Sinai dsinai2@uwo.ca (Ex officio)

Ed Gibson egibson@uwo.ca (ITS, technical advisor)

Rich Whitcroft rwhitcro@uwo.ca (ITS, technical advisor)

Scott A May smay5@uwo.ca (Communications & Public Affairs, technical advisor)

Mike Mics mmics@uwo.ca (CCPS, technical advisor)

List of Active WGIS Sub-Teams

1. WGIS Encryption Strategy Team
2. WGIS Risk Assessment Team
3. WGIS eWellness Planning Team

Appendix B – Initial 2011 Risk Matrix

WGIS Risk Assessment Tool																	
Legend:																	
			Threats														
			Physical Threats			Western User Threats					External User Threats			Access Management Threats			
			Intrusion (on premises)	Theft or Loss (off premises)	Inadvertent Damage	Intentional Damage (Authorized User)	Intentional Damage (Unauthorized User)	Inadvertent Damage/Error (Authorized User)	Inadvertent Damage/Error (Unauthorized User)	Software Licensing & Copyright Violations	Social Networking	Targeted Attacks	Malicious Websites ("Drive By Hacking")	Malicious Email/Spam	Malicious Software	ID Sharing	Social Engineering
Technologies	Personal Tools	Desktop PCs															
		Laptops & Tablet PCs															
		Handheld Devices (PDA/Smartphones)															
		Cell Phones															
		Portable Digital Storage Devices															
		Personal ID Cards															
	Shared Tools	Local Printers															
		Credential Management Systems															
		File Servers															
		Databases/DB Servers															
		Network Printers															
		Network - Wired															
		Network - Wireless															
		Network Services (DNS, DHCP, etc)															
		Email															
		Web Services/Web Servers															
		Western Directory															
		Genlabs (Public use machines)															
		HR Application (Employee records)															
		HE Application (Student records)															
		CR Application (Alumni/Donor records)															
		Peoplesoft Finance															
		Pension Application															
		eCommerce Systems															
		Cloud Computing (3rd party services)	For each cloud-based technology implementation, see relevant technology item risks, above														

Appendix C – Updated EOY 2011 Risk Matrix & Priorities for 2012

WGIS Risk Assessment Tool																				
Legend:			Sufficient Security controls in place																	
			Improvement opportunities exist in key security control areas																	
			Serious deficiencies exist in key security control areas; short term focus required																	
			Not applicable																	
		Threats																		
		Physical Threats			Western User Threats							External User Threats				Access Management Threats				
		Intrusion (on premises)	Theft or Loss (off premises)	Inadvertent Damage	Intentional Damage (Authorized User)	Intentional Damage (Unauthorized User)	Inadvertent Damage/Error (Authorized User)	Inadvertent Damage/Error (Unauthorized User)	Software Licensing & Copyright Violations	Social Networking	Targeted Attacks	Malicious Websites ("Drive By Hacking")	Malicious Email/Spam	Malicious Software	ID Sharing	Social Engineering	Remote Access	AM Process Control		
Technologies	Personal Tools	Desktop PCs																		
		Laptops & Tablet PCs																		
		Handheld Devices (PDA/Smartphones)																		
		Cell Phones																		
		Portable Digital Storage Devices																		
		Personal ID Cards																		
	Shared Tools	Local Printers																		
		Credential Management Systems																		
		File Servers																		
		Databases/DB Servers																		
		Network Printers																		
		Network - Wired																		
		Network - Wireless																		
		Network Services (DNS, DHCP, etc)																		
		Email																		
		Web Services/Web Servers																		
		Western Directory																		
		Genlabs (Public use machines)																		
		HR Application (Employee records)																		
		HE Application (Student records)																		
		CR Application (Alumni/Donor records)																		
		Peoplesoft Finance																		
		Pension Application																		
		eCommerce Systems																		
		Cloud Computing (3rd party services)		For each cloud-based technology implementation, see relevant technology item risks, above																

Risk Assessment Changes - 2011				
Cell ID	Description	Was	Now	Justification for Change
E15	Loss/Theft of Portable Digital Storage Devices	4 x 2	4 x 1	Fewer reports of Loss / Theft than with Laptops and Cryptography
O11	Malicious Email/Spam - Desktop PCs	4 x 2	4 x 1	Fewer responses to Malicious Email in 2011 (Figure 1)
O12	Malicious Email/Spam - Laptops & Tablet PCs	4 x 2	4 x 1	Fewer responses to Malicious Email in 2011 (Figure 1)
O13	Malicious Email/Spam - Handheld Devices	4 x 2	4 x 1	Fewer responses to Malicious Email in 2011 (Figure 1)
M11	Targeted Attacks - Desktop PCs	4 x 3	4 x 2	Significant Reduction in RDP attacks
M12	Targeted Attacks - Laptop and Tablet PCs	4 x 3	4 x 2	Significant Reduction in RDP attacks
S21	Remote Access - Network Printers	4 x 2	4 x 1	Replacement of many Printers transferred into Private IP space
Risk Management Priorities for 2012				
2011*	Continued efforts on desktop/laptop/handheld config/patch management			
2011*	Continued efforts to reduce threat by remote access by securing perimeter security (service protection)			
1	Complete rollout of Western ROAMs, restriction of direct-from-internet remote desktop access, and (re)establishment of access approval/review processes			
2	A focus on improved data protection, in particular data stored on end user devices (desktop/laptop/hand-held/mobile storage..)			
* Activities begun in 2011, with efforts continuing through 2012				

REPORT OF THE UNIVERSITY RESEARCH BOARD
(URB)

2011 Annual Report of the Vice-President (Research)

FOR INFORMATION

1. **2011 Annual Report of the Vice-President (Research)**

Attached as **Appendix 1** is the 2011 Annual Report of the Vice-President (Research)

Western Research | Annual Report | 2011
Western University

Janice Deakin | Provost & Vice-President (Academic) | Acting Vice-President (Research)



Western  Research

Presentation Outline

- What did we measure and why
- Key Research Objectives (Strategic Plan 2008-11)
- Where are we now
 - Research performance objectives and metrics for 2009-10
 - Trends in performance (2005-6 to 2009-10)
- Summary of data
- Looking forward

What do we measure?

For the most part we measure inputs

- Funding:
 - Total Research Funding (institutional benchmark)
 - Federal Research Funding: (Tri council; CERC, CRC; CFI Funding)
 - Absolute \$; Absolute by Council; Normalized by # of faculty
 - Proportion of Eligible faculty funded
 - Total Contract Research Funding
 - Industrial partnerships (i.e. NSERC IP Chairs)
 - Licensing Activity and Income
 - Awards and Distinctions (i.e. Royal Society, 3M, Killam)

Why do we measure these things?

They are what we are measured against externally – and in absolute terms

- G13 (U 15) comparisons
- International Ranking (League Tables)

They are easier to measure and more universal in application than many output measures.

- In the fields where funding is necessary to conduct work, funding is a reasonable predictor of investigator productivity
- We need to find additional measures of performance that are applicable across varied disciplines

Advancing Key Research Objectives

Strategic Research Plan, 2008-2011

1. Cluster research strengths
2. Drive interdisciplinary, international research
3. Research objectives:
 - **Top five** in G13 for CFI; for each Tri-Council, normalized by faculty member; and for invention disclosures
 - **Second** in Ontario for CFI and Tri-Council funding
 - **Double** contract research and licensing income

Research Objectives - Metrics

Total Research funding:

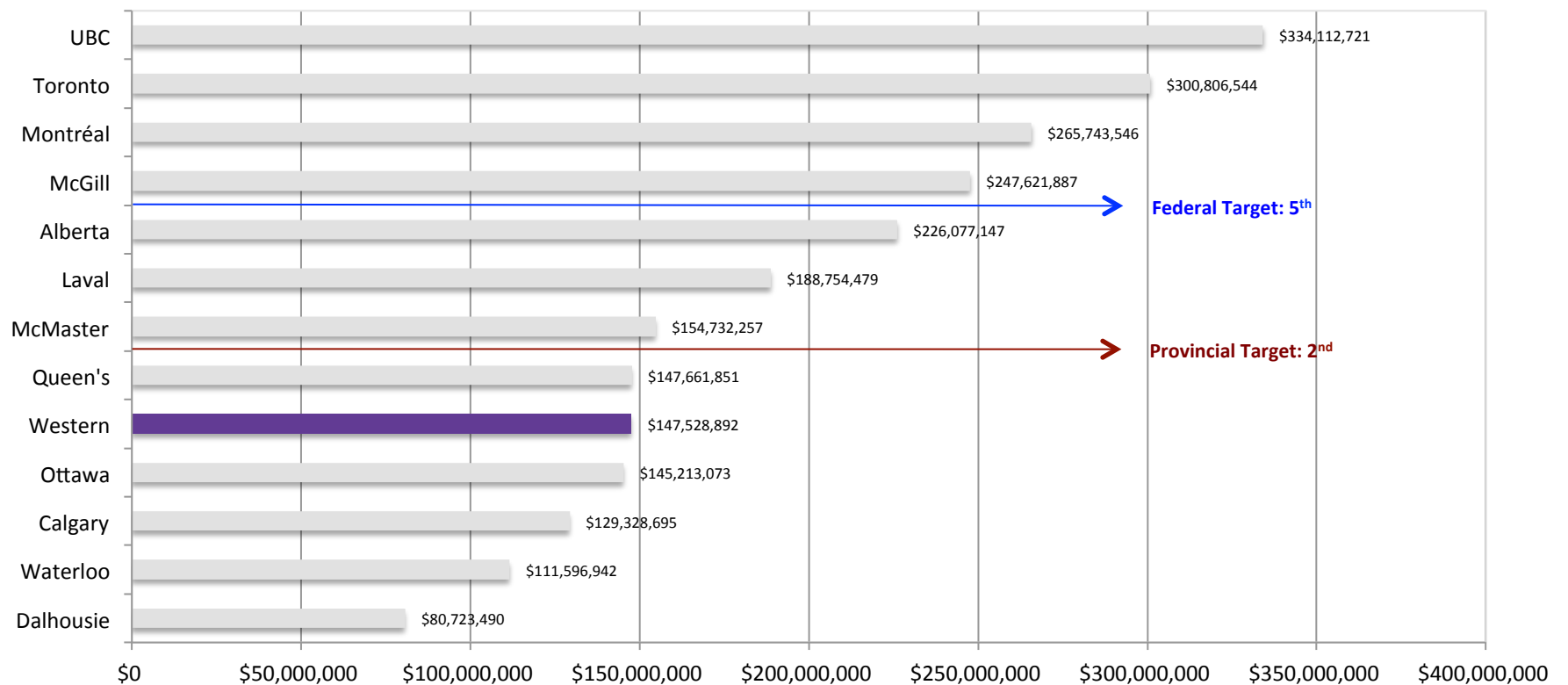
- 2010-11 total research funding: **\$219,972,976**

CFI Funding:

- **Strategic Plan Objective: Second** in Ontario in CFI Funding
- **Performance:**

G13 CFI Awards by Constituent University, 1998-10

- Western: **\$147,578,892** for **258** projects



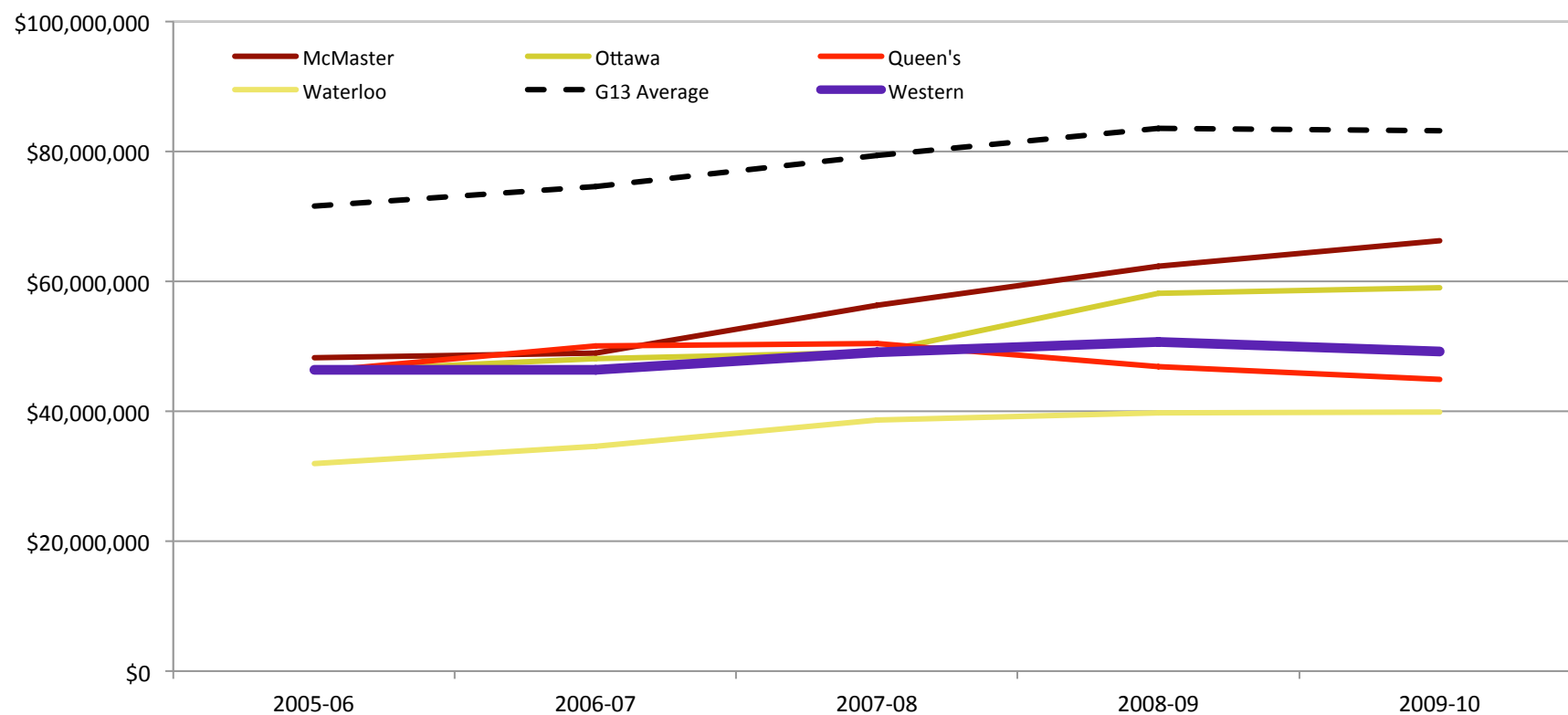
Research Objectives - Metrics

Total Tri-Council Funding

- **Strategic Plan Objective: Second** in Ontario in Tri-Council funding
- **Performance:**

G13 Tri-Council Funding, 2005-2010

- 2009-10 Tri-Council funding: **\$49,226,767**



Research Objectives – Metrics (CIHR)

Canadian Institutes of Health Research (CIHR)

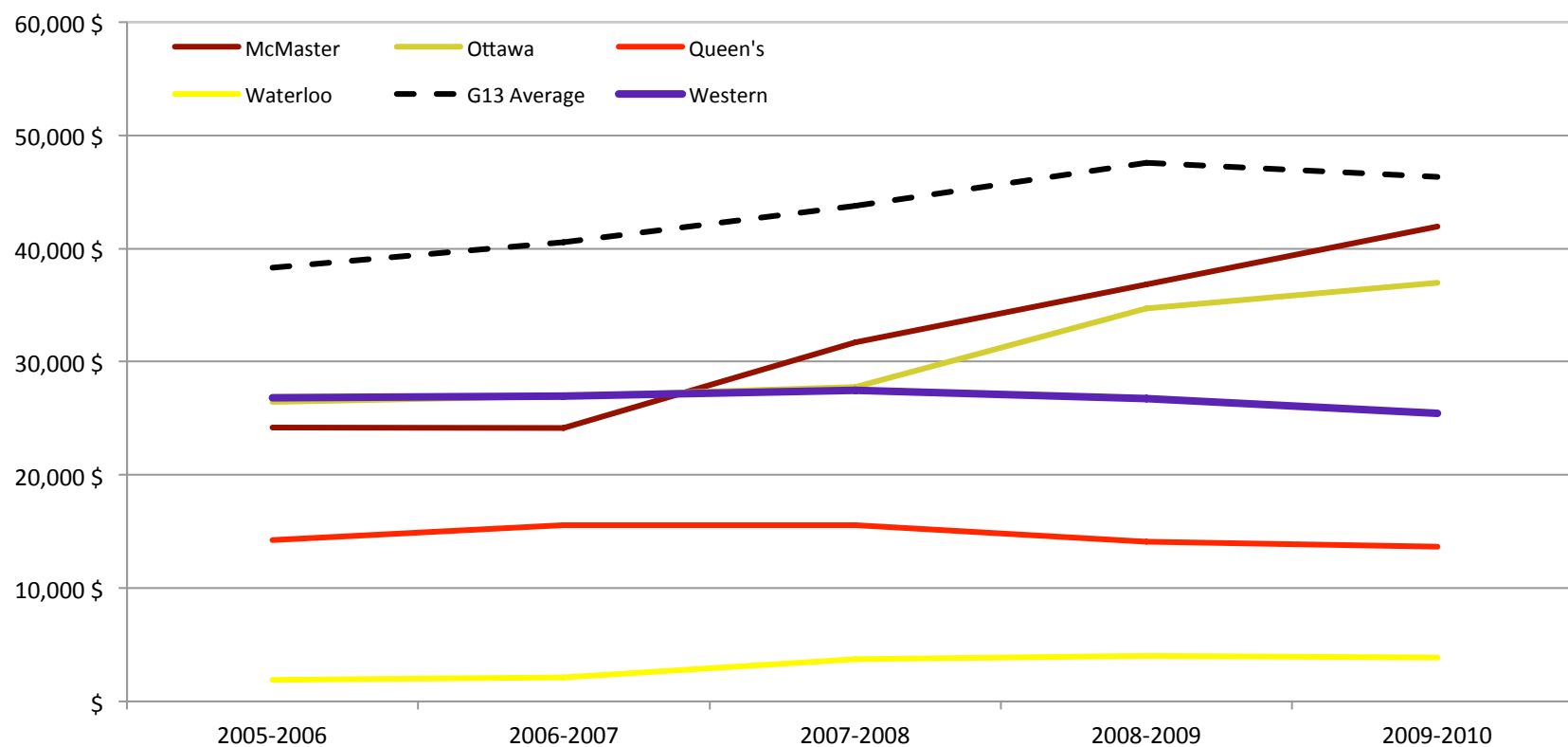
- 21.3% of Western researchers are ‘*CIHR eligible*’
 - 182 current CIHR grant holders of 230 ‘eligible’: 79%
 - CIHR accounts for 47.7% of Western’s Tri-Council funding

Strategic Plan Objectives: Top five in G 13

Performance:

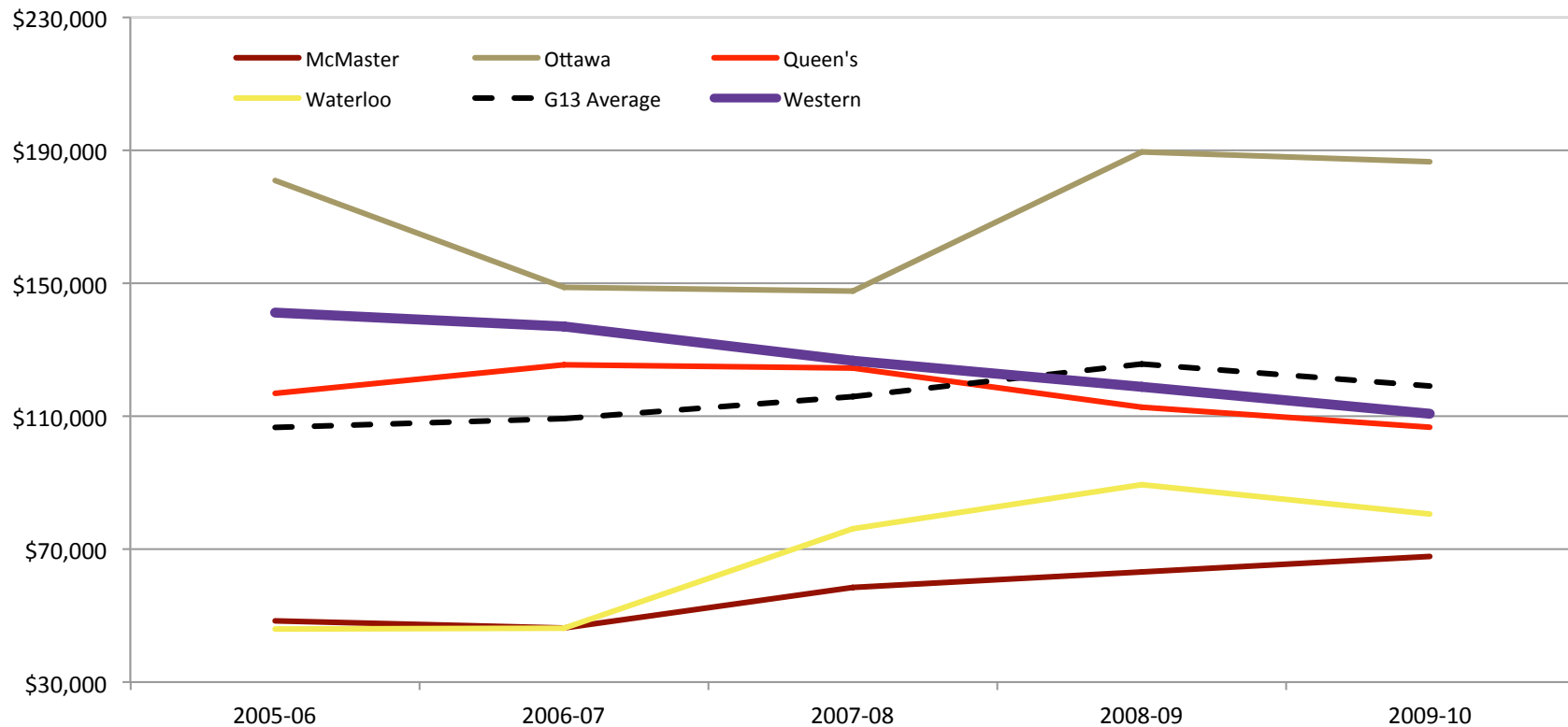
G13 CIHR Grant Funding (\$,000), 2005-10

- 2009-10 CIHR grant funding: **\$25,445,735**



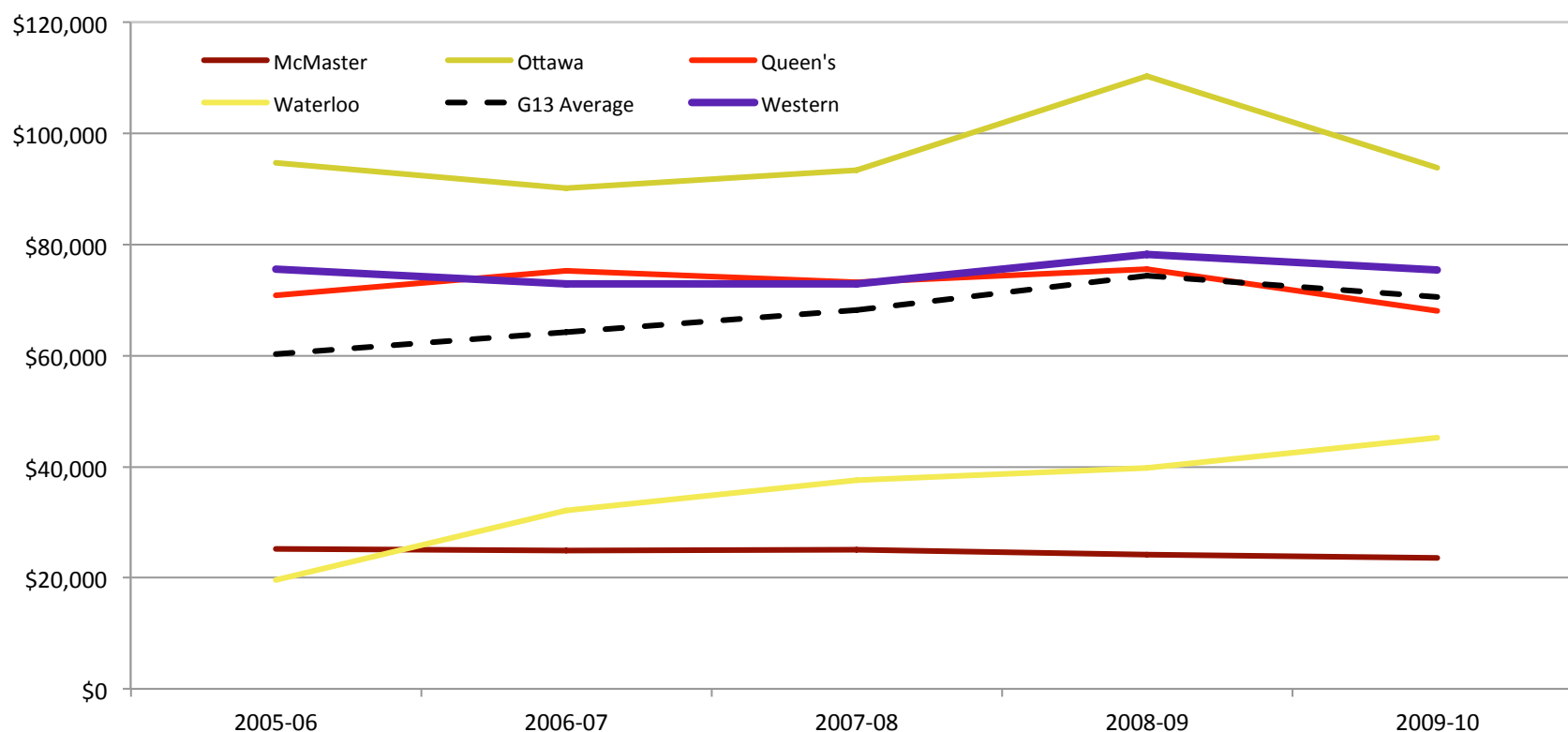
G13 CIHR Funding, Normalized, 2005-10

- 2009-10 CIHR funding per eligible researcher: **\$110,634**



G13 CIHR Operating Grants, Normalized, 2005-10

- 2009-10 CIHR Operating Grant funding per eligible researcher: **\$75,442**



Research Objectives and Metrics – NSERC

Natural Sciences and Engineering Research Council (NSERC)

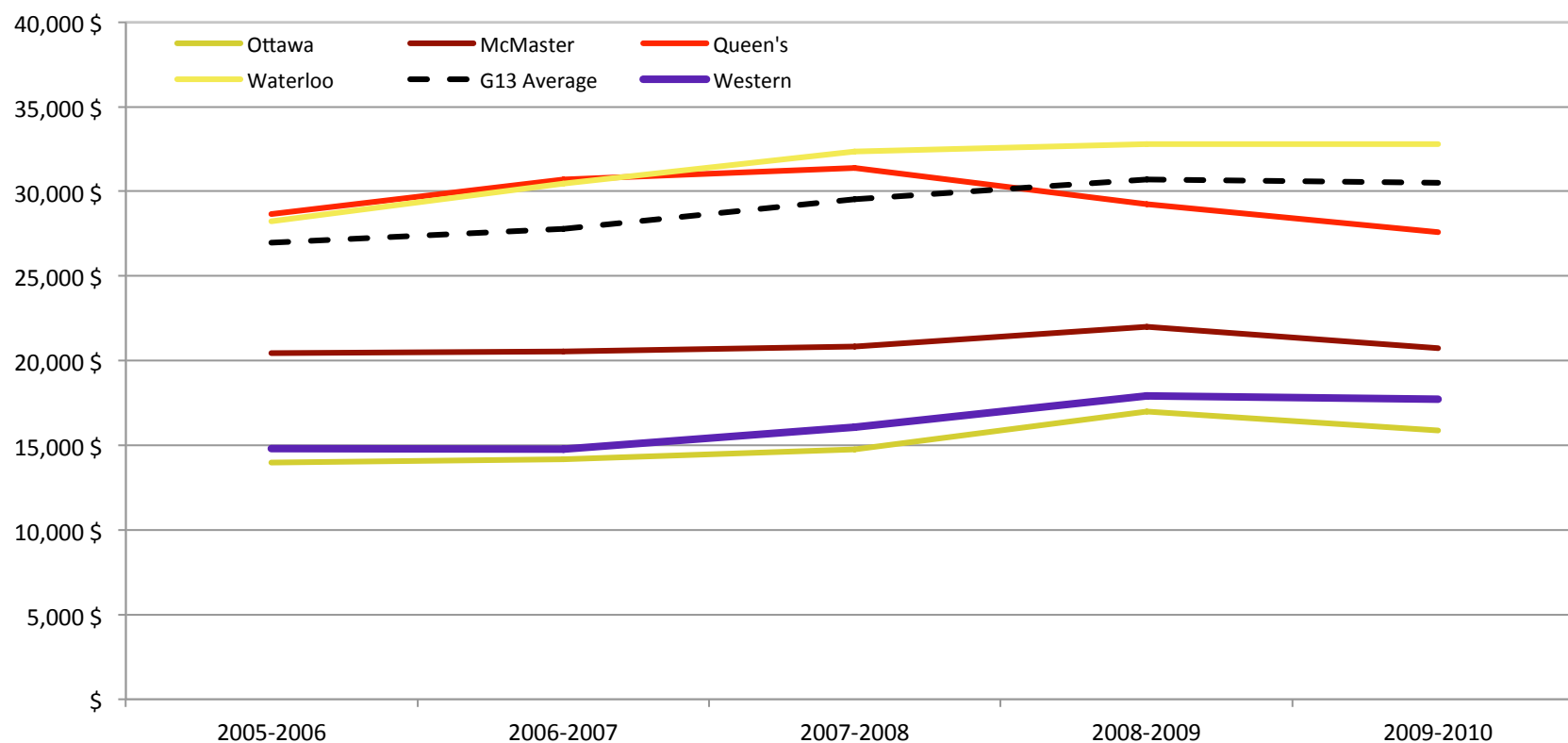
- 26% of Western researchers are ‘*NSERC eligible*’
 - 424 current NSERC grant holders of 279 ‘eligible’: 152%
 - NSERC accounts for 37.6% of Western’s Tri-Council funding

Strategic Plan Objectives: Top five in G 13

Performance:

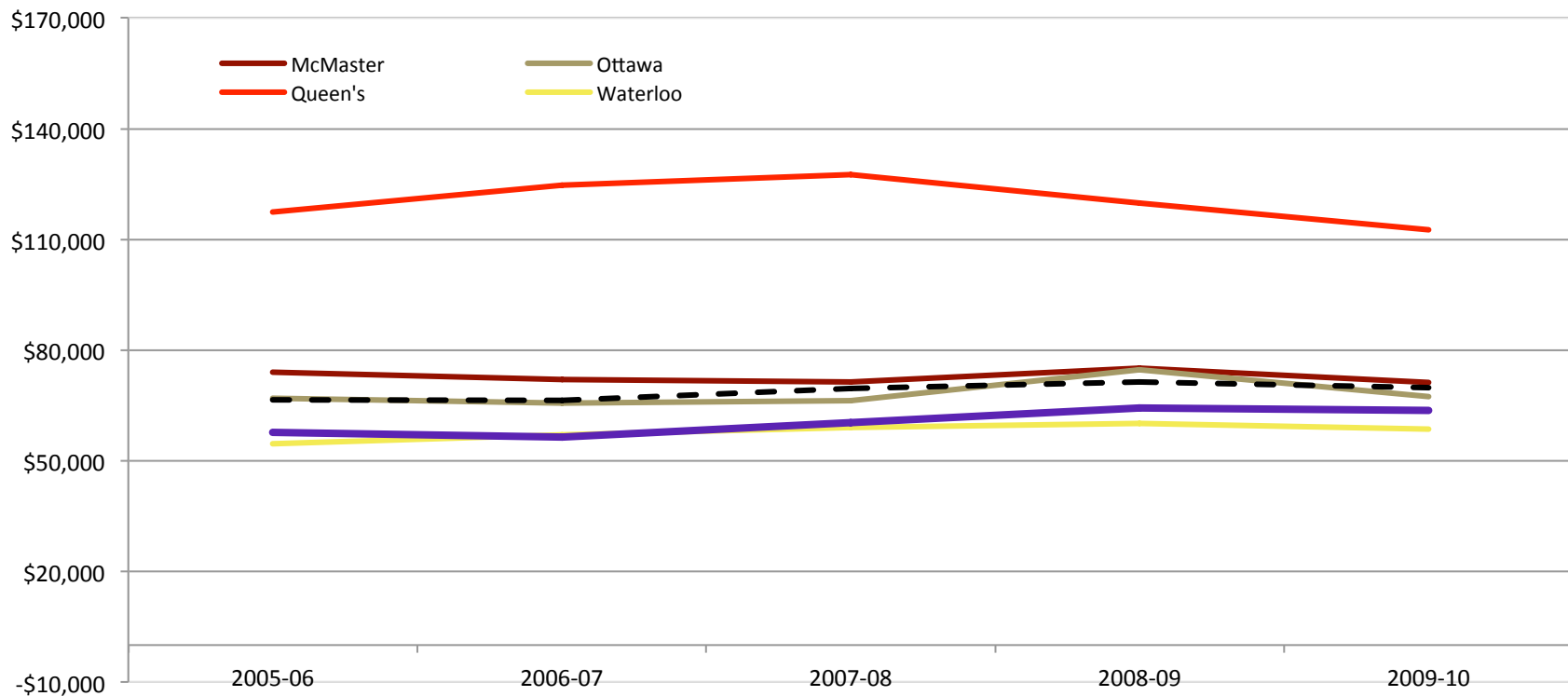
G13 NSERC Grant Funding (\$,000), 2005-10

- 2009-10 NSERC grant funding: **\$17,743,133**



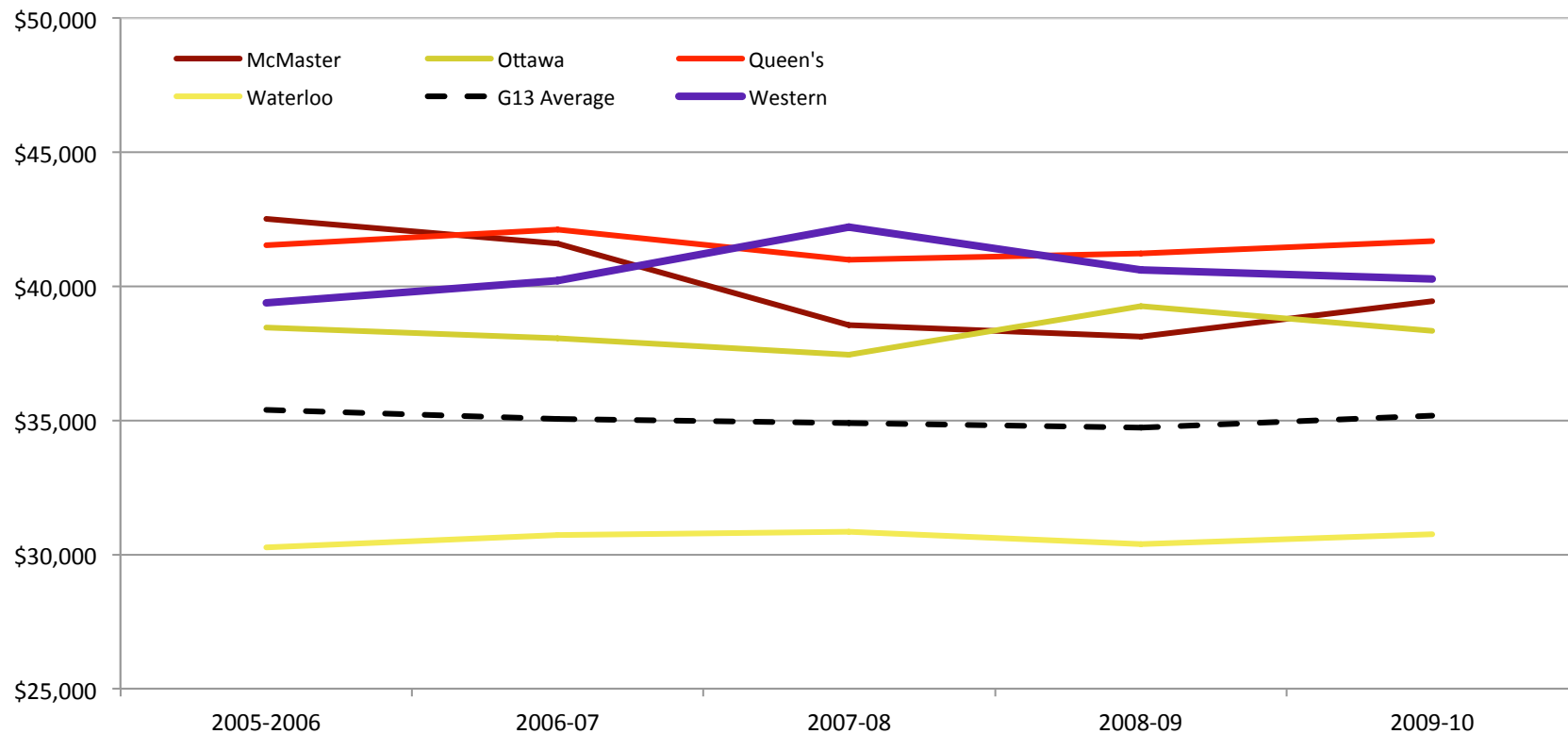
G13 NSERC Funding, Normalized, 2005-10

- 2009-10 NSERC funding per eligible researcher: **\$63,595**



G13 NSERC Discovery Grants, Normalized, 2005-10

- 2009-10 NSERC Discovery funding per eligible researcher: **\$40,284**



Research Objectives – Metrics (SSHRC)

Social Sciences & Humanities Research Council (SSHRC)

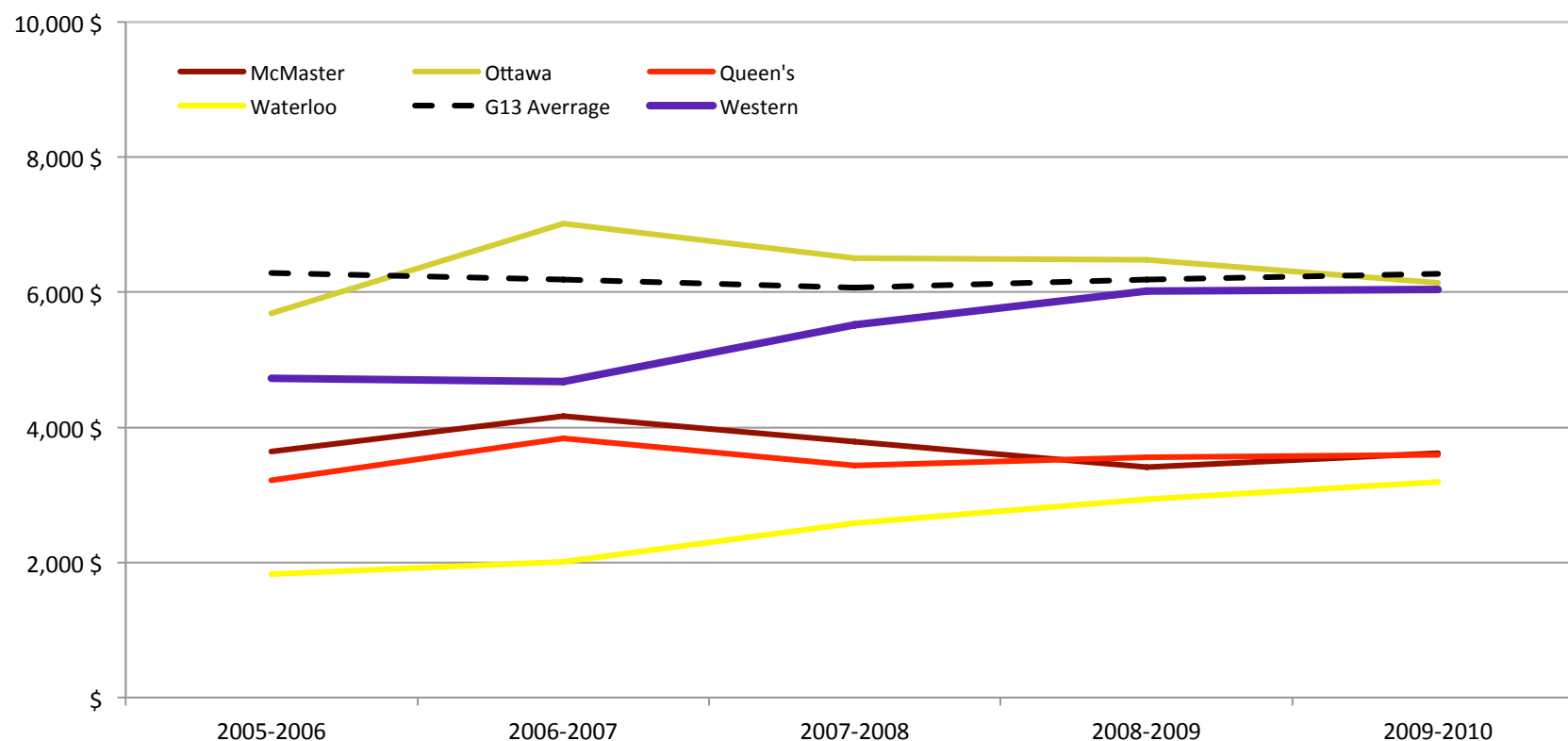
- 53% of Western researchers are ‘SSHRC eligible’ (3rd most in G13)
 - 168 current SSHRC grant holders of 573 ‘eligible’: 29%
 - SSHRC accounts for 14.6% of Western’s Tri-Council funding

Strategic Plan Objectives: Top five in G13

Performance:

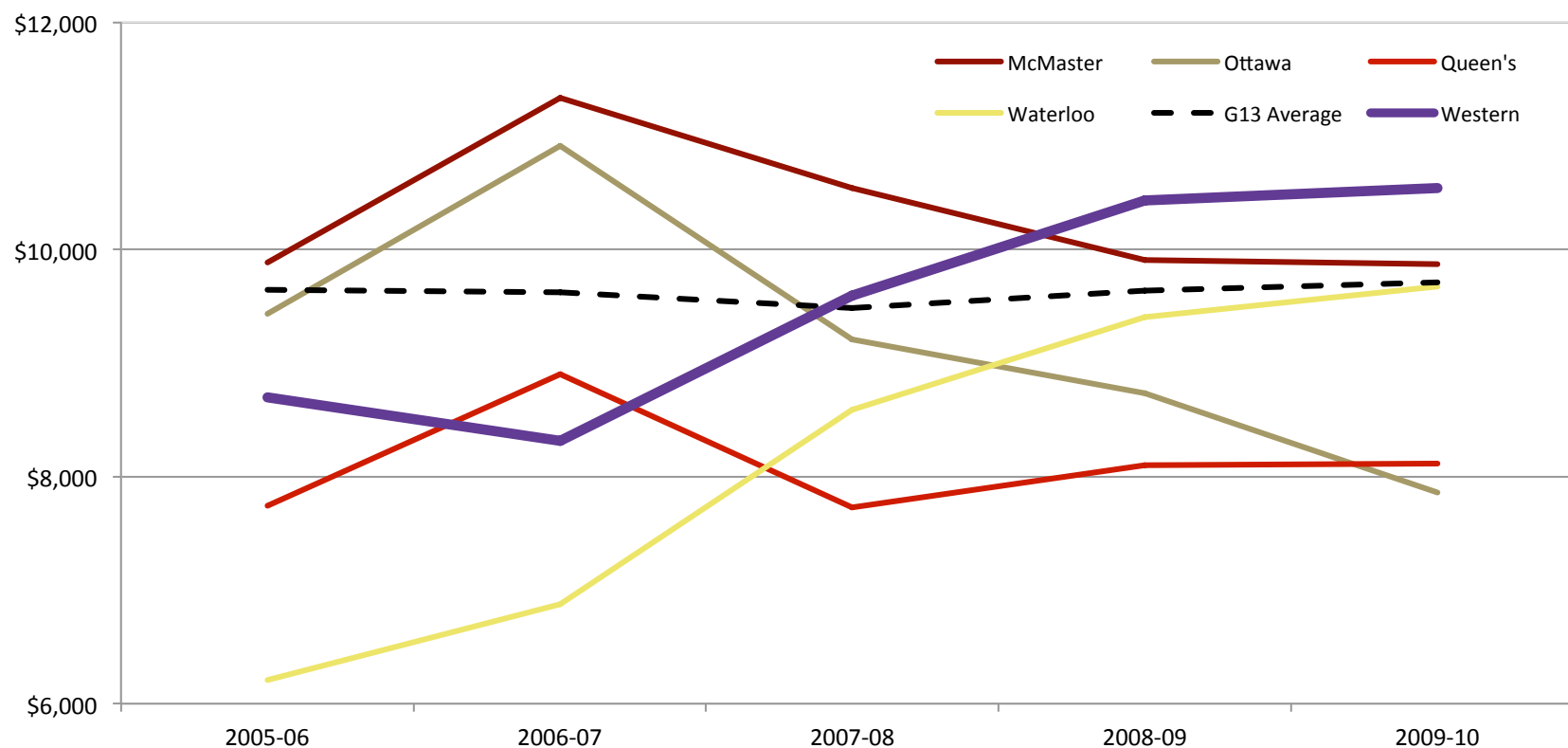
G13 SSHRC Grant Funding (\$,000), 2005-10

- 2009-10 SSHRC grant funding: **\$6,037,899**



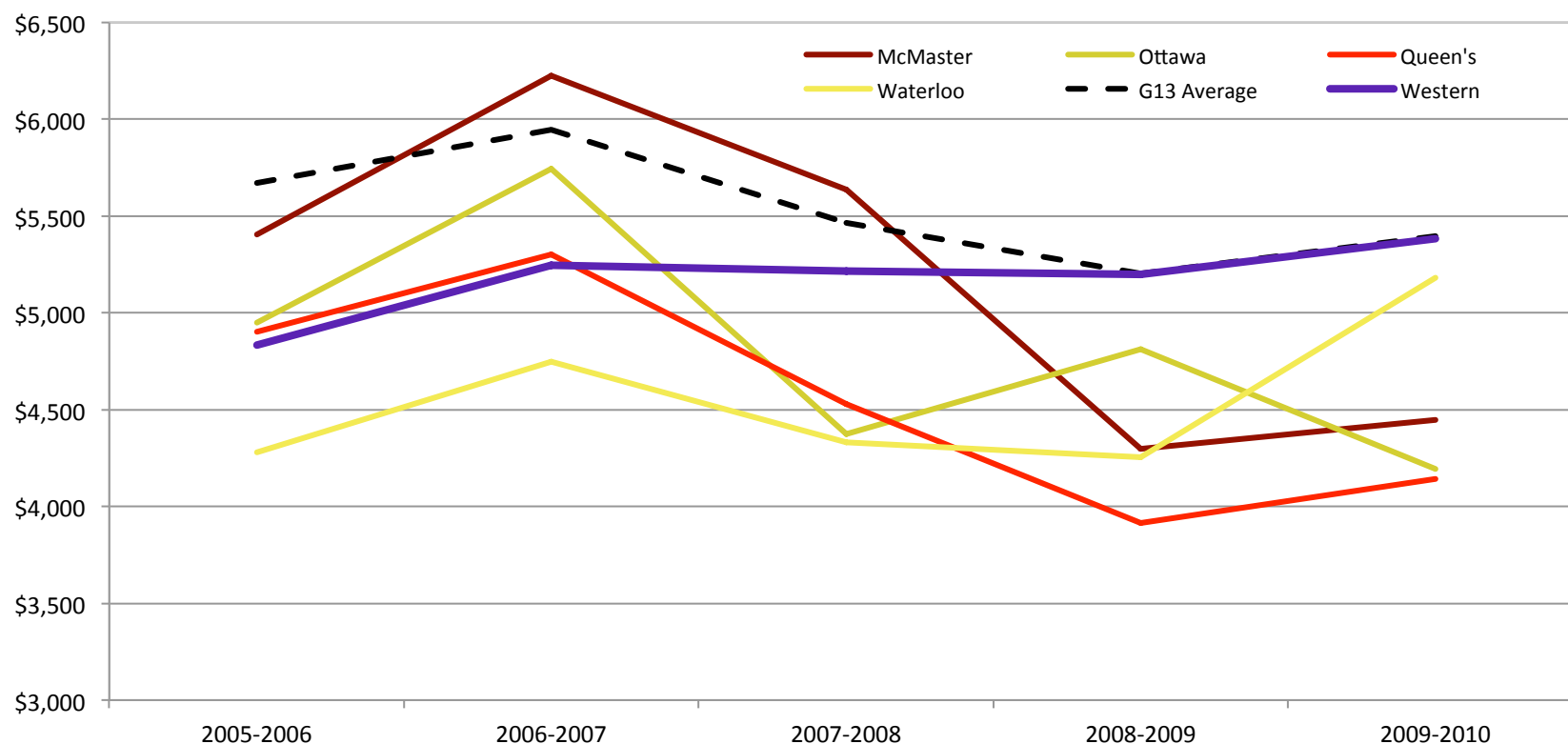
G13 SSHRC Funding, Normalized, 2005-10

- 2009-10 SSHRC funding per eligible researcher: **\$10,537**



G13 SSHRC Standard Grants, Normalized, 2005-10

- 2009-10 SSHRC Standard funding per eligible researcher: **\$5,384**



Research Objectives – Metrics (CRC's)

Canada Research Chair

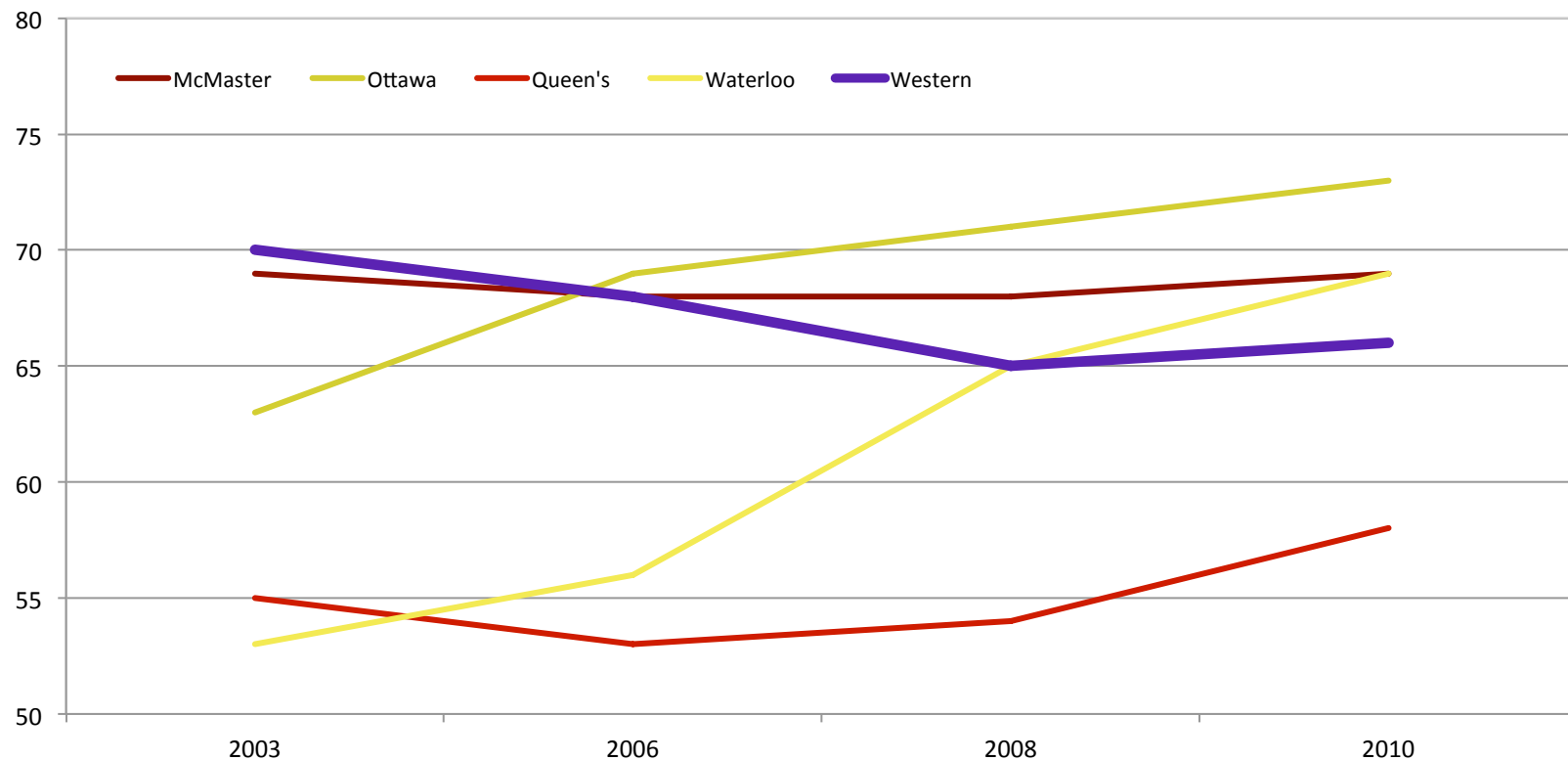
- 66 Chairs are allocated to Western – down 4 since 2003

Strategic Plan Objectives: Top five in G 13

Performance:

G13 Canada Research Chairs Reallocation, 2003-10

- 2010 CRC allocation: **66**



Research Metrics – Tech Transfer and Industry

Contract Research, Industry Funding, Licensing Income

Strategic Plan Objective: Double contract research

Performance:

- 20.5% decrease over 5 years**

Strategic Plan Objective: Double licensing income

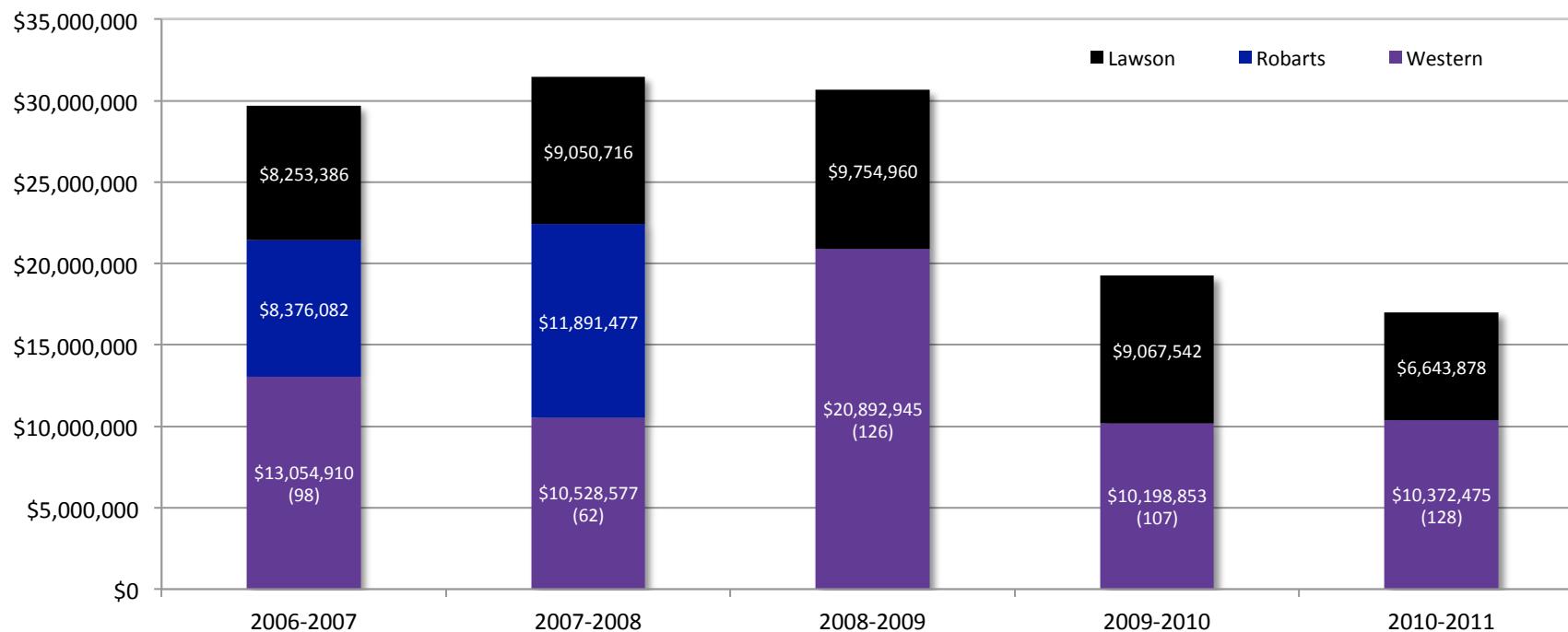
Performance:

- 6.4% increase over 5 years

** (2008)

Contract Research, 2006-11

- Total contract research: **\$17,016,353**
 - Western: \$10,372,475 for 128 contracts
 - Affiliates: \$6,643,878, down 26.7%



Research Metrics – Industrial Partnerships

Industrial Partnerships leading to matching funding opportunities:

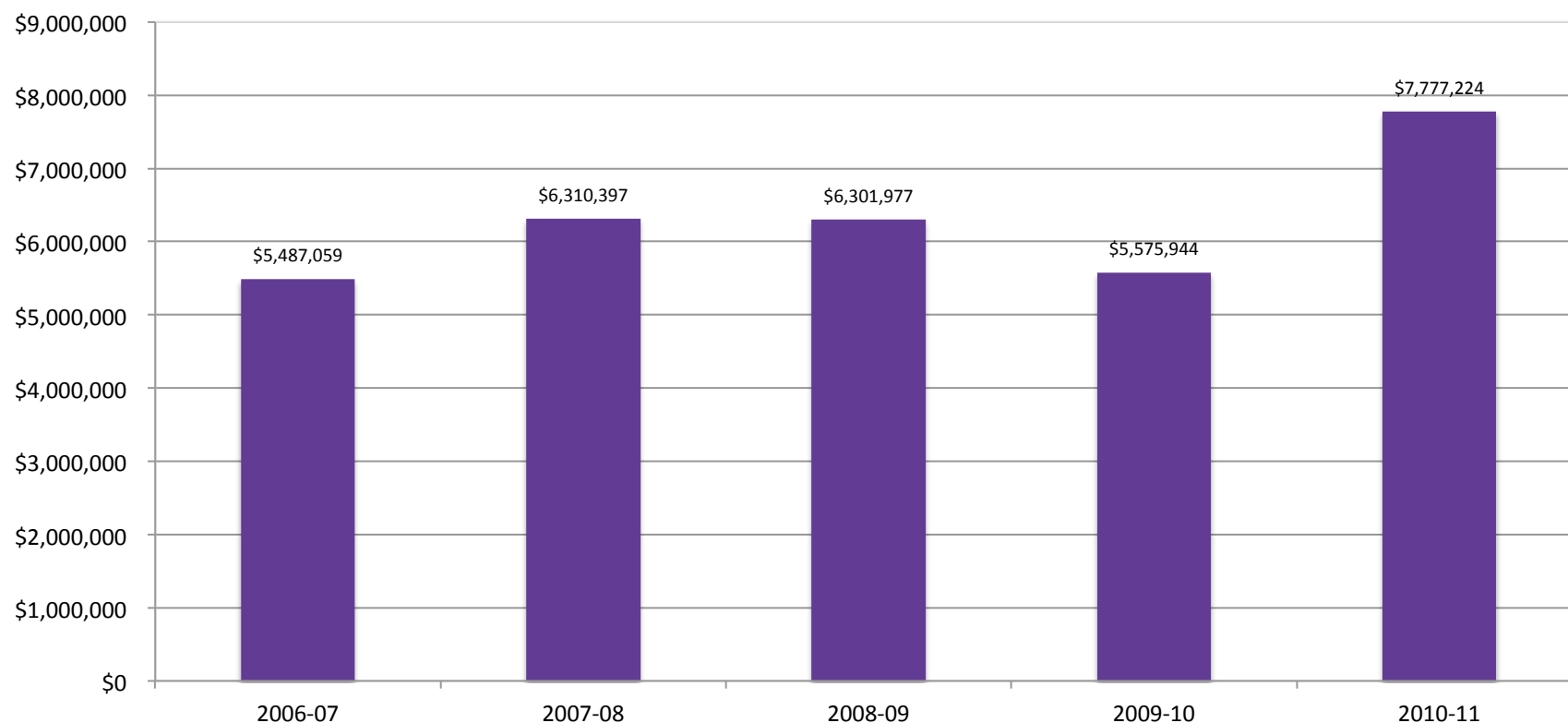
Strategic Plan Objective: Double the number of Partnerships

Performance:

- 41% increase in 5 years
- **More than Doubled** in 6 years

Industry Partnerships, 2006-11

- Total funding from corporations: **\$7,777,224**



Summary of where we are:

- Relative position as a research institution in Canada
- Strong reliance on SSHRC funding
- Tri-Council funding is not evenly distributed
- WORLDdiscoveries: a Canadian leader in knowledge transfer

Looking Forward

- Research culture must be nurtured from within
- Focus on strategic areas of research strength
- Strategic faculty hires in support of research excellence
- Visiting Scholars Program
- Research structure and reporting lines
- Central support infrastructure and ancillary research facilities
- Government funding programs are changing
- Awards and distinctions have been decentralized
- Appoint a Vice- President Research



Western
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