REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

SUEPP Report

School for Advanced Studies in the Arts and Humanities

Report on Faculty Recruitment and Retention

FOR APPROVAL

1. **SUEPP Report**

Recommended: That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in **Appendix 2**.

Background:

See **Appendix 1** and **Appendix 2**

2. **School for Advanced Studies in the Arts and Humanities**

Recommended: That Senate recommend to the Board for approval the establishment of the new School for Advanced Studies in the Arts and Humanities, in the Faculty of Arts and Humanities.

Background:

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

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

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

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

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

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

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

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

The School has been fortunate enough to recruit Joel Faflak (English and Writing Studies) as its Director, and he is currently working with an academic advisory council (Kelly Olson, Classical Studies; David Bentley, English and Writing Studies; Laurence de Looze, Modern Languages and Literatures; and, Christine Sprengler, Visual Arts; together with the Dean and Associate Deans) to fine tune the project as it unfolds toward its initial cohort. It should be noted that the program of the School will be closely tied to the Faculty and University's strategic priorities: inter-disciplinary, international exchange, experiential learning, and intensive undergraduate research. To these are added the integration of 2nd and 3rd language acquisition, training in the Digital Humanities, community engagement, volunteer opportunities, and internships. The School's advisory council and the Dean's Office, including Communications and Development, are integrally involved in securing all of these opportunities for students. Fundraising is a priority, with some (small) donations starting to come in -- support for student travel has, to date, been attractive to alumni.

FOR INFORMATION

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

See **Appendix 3.**

2012-13 Enrolment Summary: Actual to Forecast

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

For Information

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

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

SCUP Subcommittee on Enrolment Planning and Policy (SUEPP)

Fall 2013 Entrance Standards for First-Year Undergraduate Admissions

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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 17% of the total full-time enrolment at Western.

9. As a research-intensive institution, enrolment planning will include the objective of maintaining or increasing the relative proportion of graduate student enrolments (currently 17%).

Update on Fall 2012 Admissions

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

Plans For Fall 2013 Admissions

For the fall 2013 admissions cycle, the above recommendations will be followed for the Constituent University and it is expected that the entrance requirement will be no less than

83% mid-year grade and 81.0% final grade. The Constituent University's 2013-14 first-year class is planned to be 4,900 students, with a goal of 500 international students.

B. Affiliated University Colleges

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

Brescia	76%
Huron	77%
King's	77%

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

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

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

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

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

Brescia	297
Huron	405
King's	840

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

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

January 2013

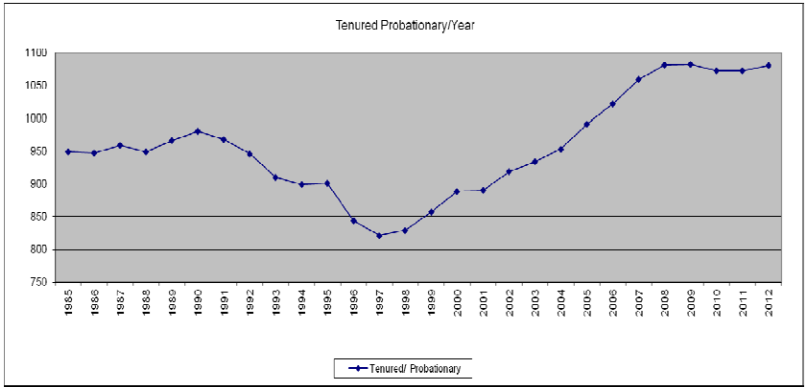
Available at http://www.uwo.ca/pvp/facultyrelations/index-vppf.html

Western

Contents:

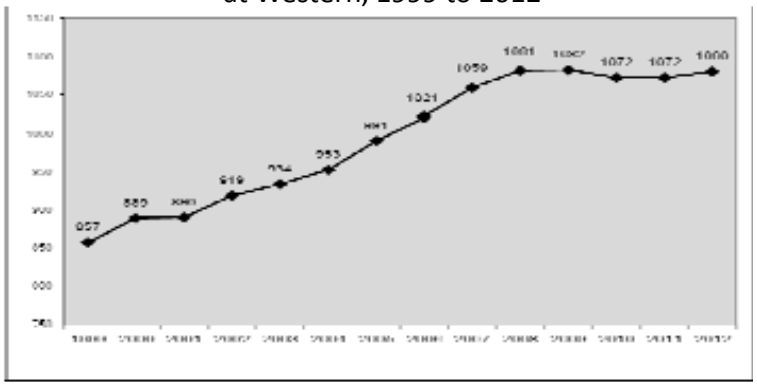
- Probationary and Tenured Faculty
  - Appointments
  - Resignations
  - Retirements
- Part-Time Faculty
- Limited-Term Faculty
- Full-Time Clinical Faculty

Probationary and Tenured Faculty at Western 1985 - 2012



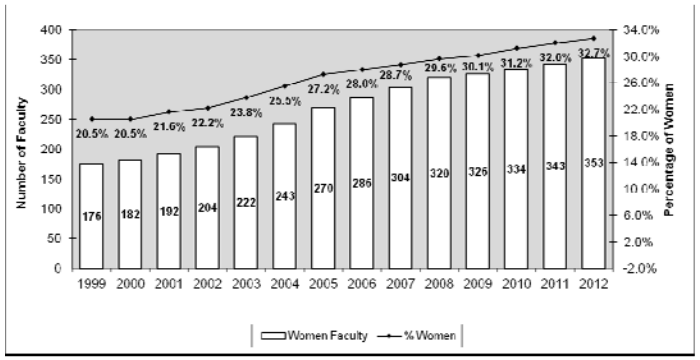
Source: Western Corporate Information 1985 – 1999
UCASS Data 1999 – 2010
Western Human Resources Information Systems 2011 - 2012

Probationary and Tenured Faculty at Western, 1999 to 2012



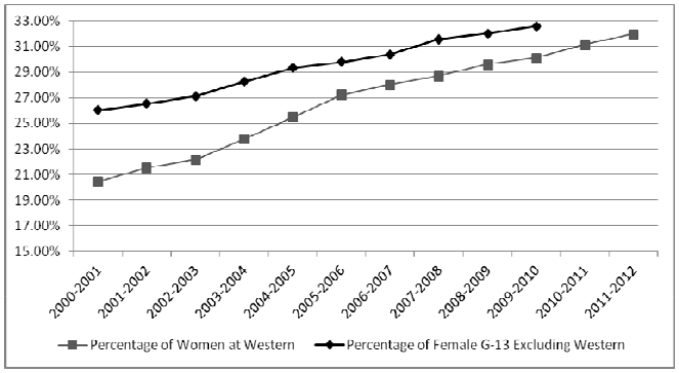
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems for 2011 - 2012 (October)
The 2007 data includes Robarts Scientists who became Probationary and Tenured on July 1, 2007.

Probationary and Tenured Women Faculty at Western, 1999 to 2012



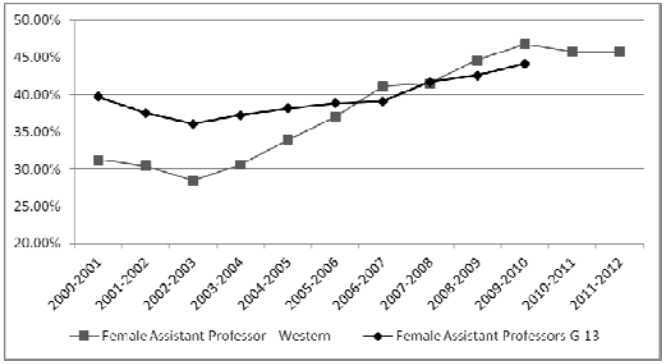
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 – 2012 (October)

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



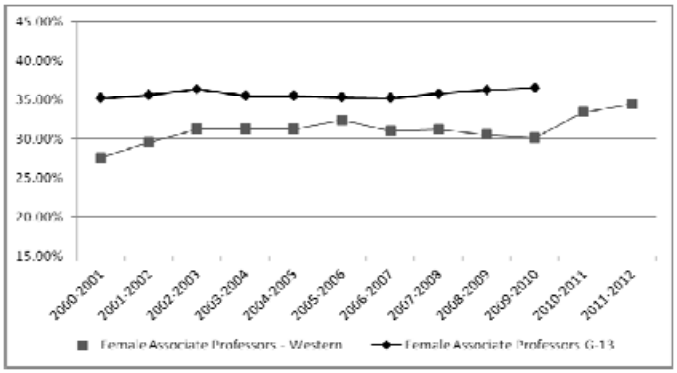
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012

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



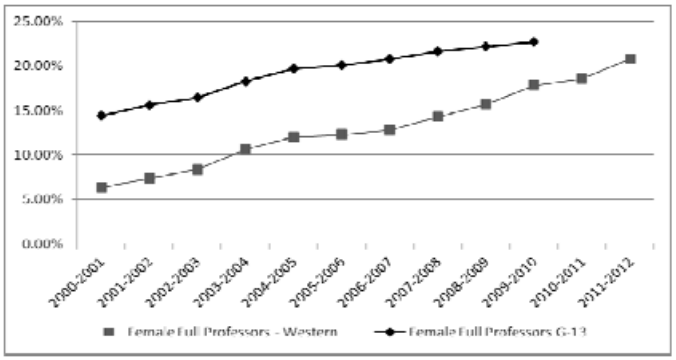
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012

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



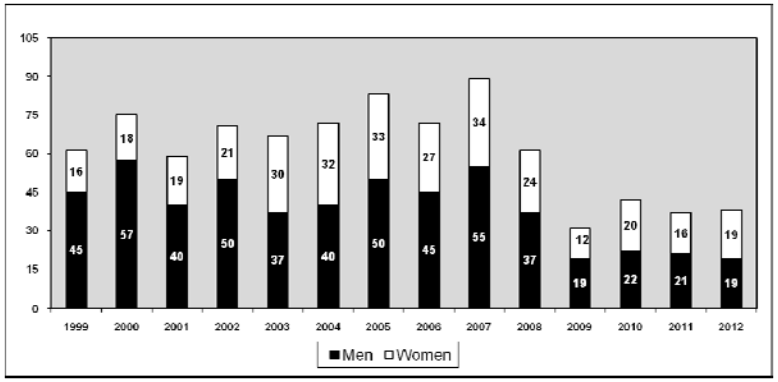
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012

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



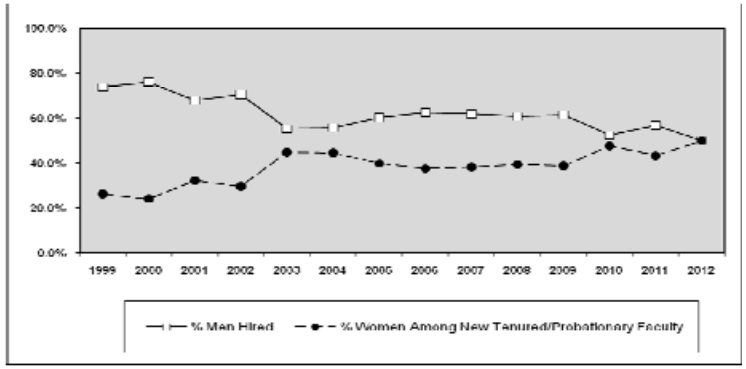
Source: UCASS Data 2000-2010
Western Human Resources Information System 2010-2012

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



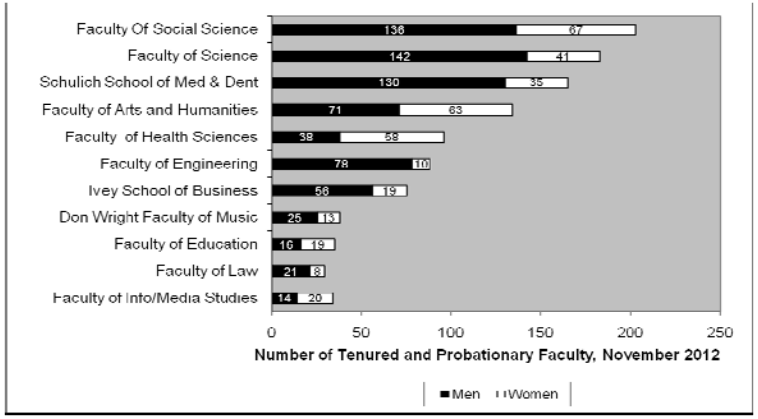
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 - 2012 (October)
Data excludes faculty joining from Robarts.

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



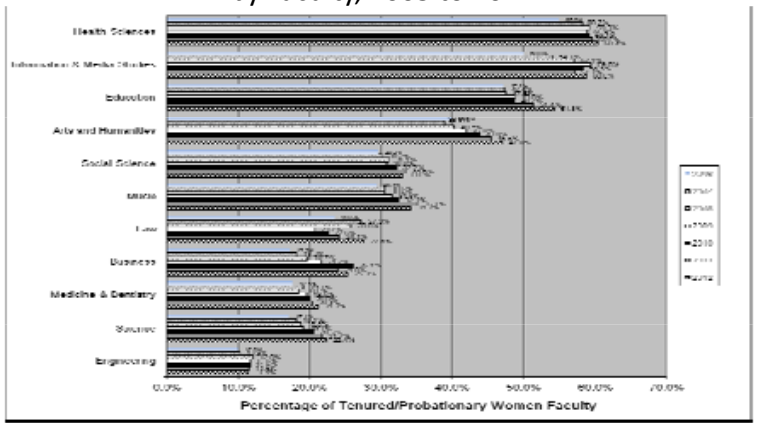
Source: UCASS Data for 1999 – 2010
Western Human Resources Information Systems 2011 - 2012 (October)
Data excludes faculty joining from Robarts

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



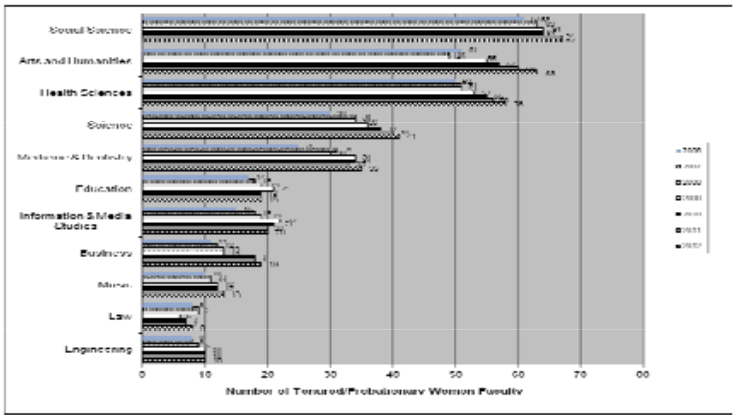
Source: Western Human Resources Information Systems for 2012 (October)

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



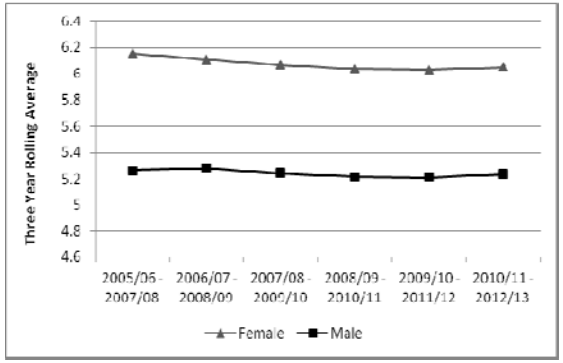
Source: UCASS data for 2005 – 2007;
Western Human Resources Information System 2008 - 2012 (October).

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



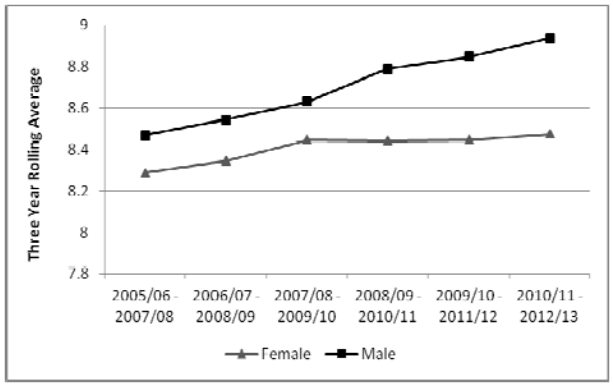
Source: UCASS data for 2005 - 2007;
Western Human Resources Information System 2008 - 2012 (October).

Average Time to Tenure from Full Time Start at Western



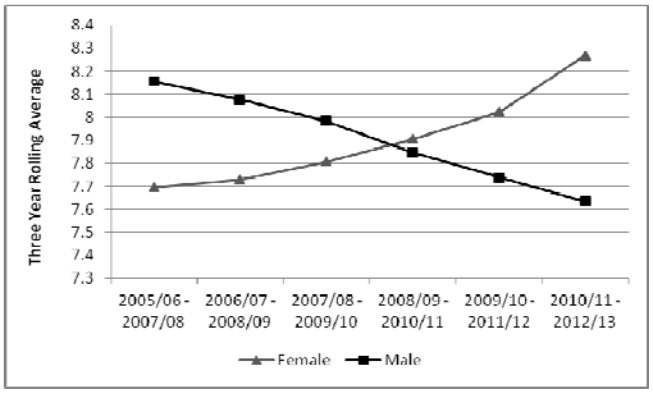
Source: Western Human Resources Information System 2005 – 2012
Excludes those hired into a tenured position

Average Time to Tenure from Highest Degree



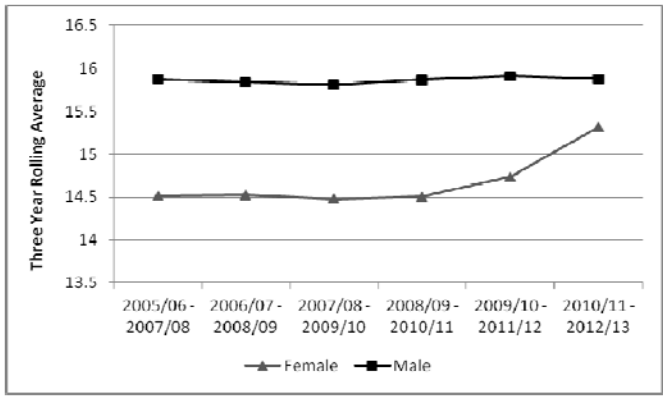
Source: Western Human Resources Information System 2005 – 2012
Excludes those hired into a tenured position

Average Time to Full Professor from Tenure



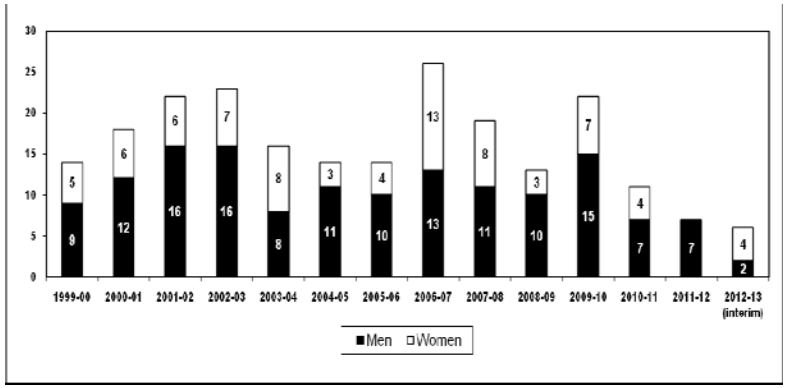
Source: Western Human Resources Information System 2005 – 2012
Excludes those already Full Professor at time of Tenure

Average of Time to Full Professor from Highest Degree



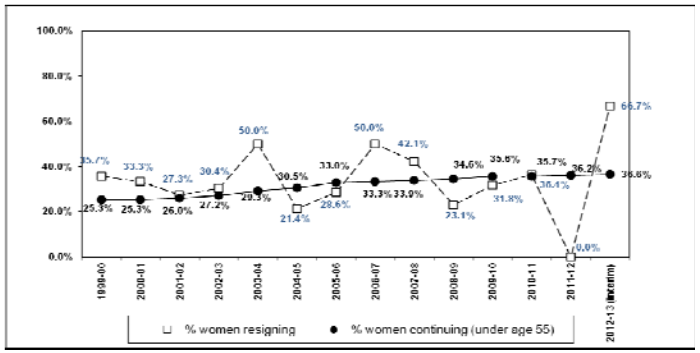
Source: Western Human Resources Information System 2005 – 2012
Excludes those already Full Professor at time of Tenure

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



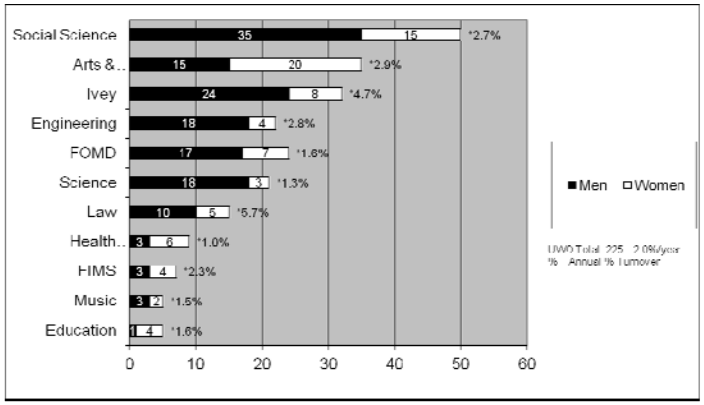
Source: Western Information Systems as of December 2012
Includes only faculty under age 55 at the time of resignation.

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



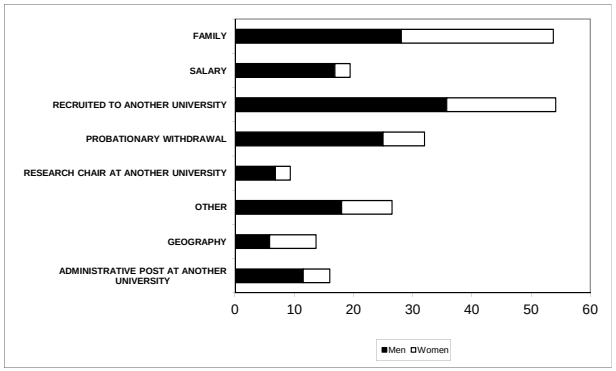
Source: Western Information Systems (December 2012) for resignation data and UCASS Data for 1999-2007, and Western's Human Resources Information Systems for 2007-12 for continuing population data.

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



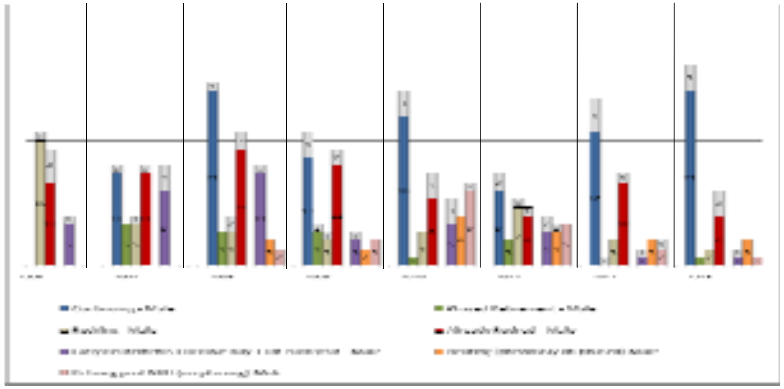
Source: Western's Human Resources Information Systems.
Percentages based on Tenured/Probationary faculty as of December 2012.

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



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

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



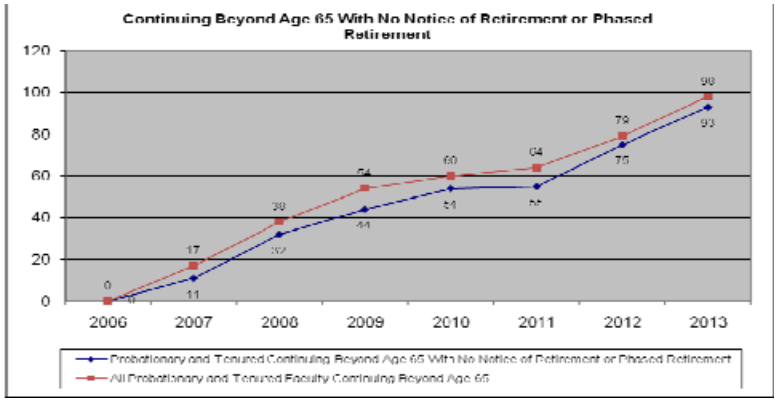
Source: Western Human Resources Information Systems

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

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

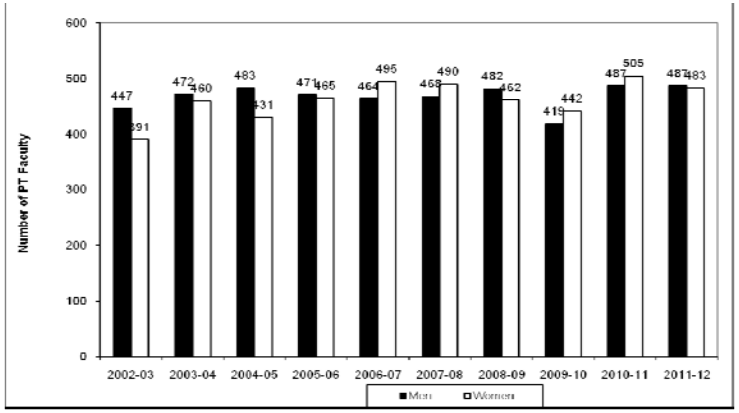
Source: UCASS 2004 – 2010
UWO Data 2011 – 2012 (interim)

Probationary and Tenured Faculty at Western: Continuing Beyond Age 65



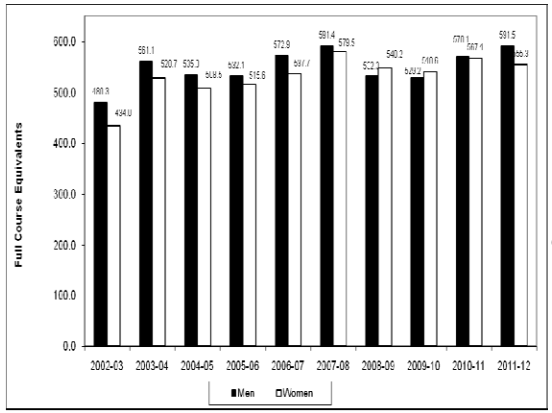
Source: Western Human Resources Information System

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



Source: Western Human Resources Information Systems

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

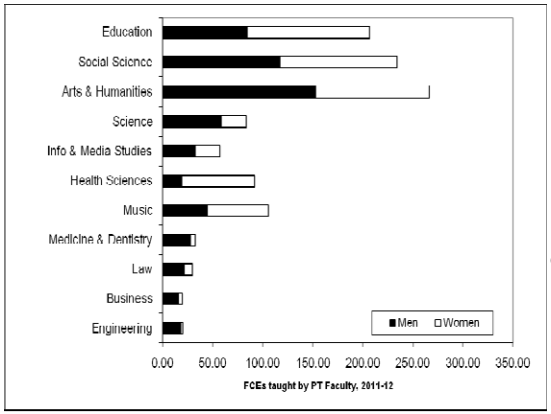


Source: Western Information Systems (appointment status and course data).

Note: Instructor data is unavailable for 3.7% of courses in 2002-03; 1.1% in 2003-04; 1.2% in 2004-05; 0.8% in 2005-06, 0 % in 2006-07, through 2011-12.

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

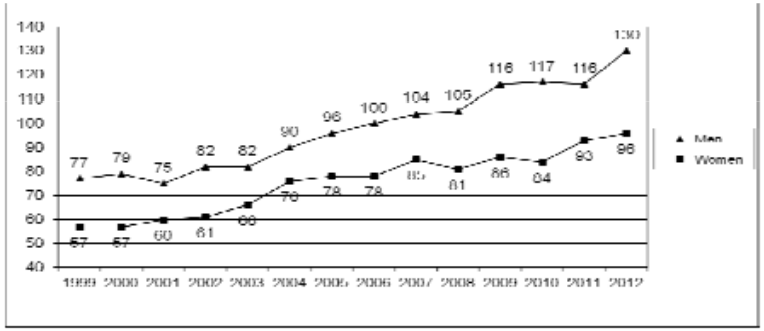
Degree Credit Courses taught by Part-Time Faculty in FCEs, by Faculty and Gender: 2011-12 (Fiscal Year)



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

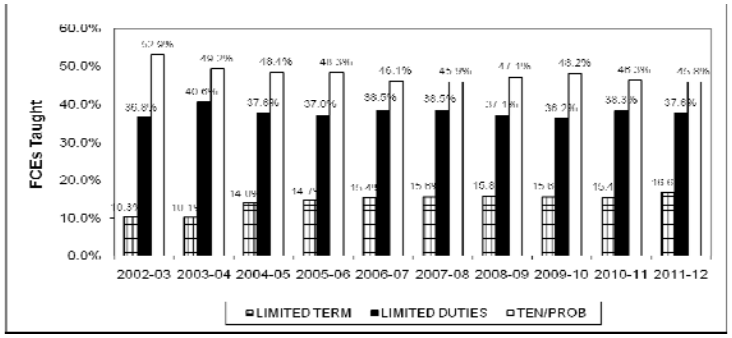
Course data for undergraduate, graduate and professional degree credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc. Course data for the Faculty of Education includes the Additional Qualification Courses.

Limited Term Appointments: 1999 to 2012



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

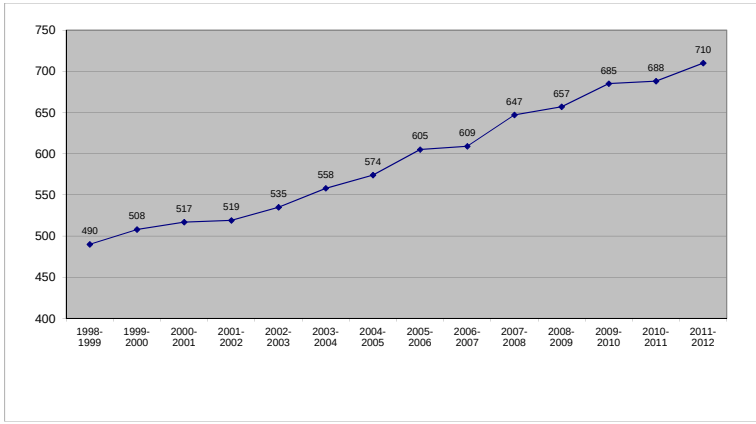
Degree Credit Courses Taught in FCEs, by Instructor Contract Type (by Fiscal Year)



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

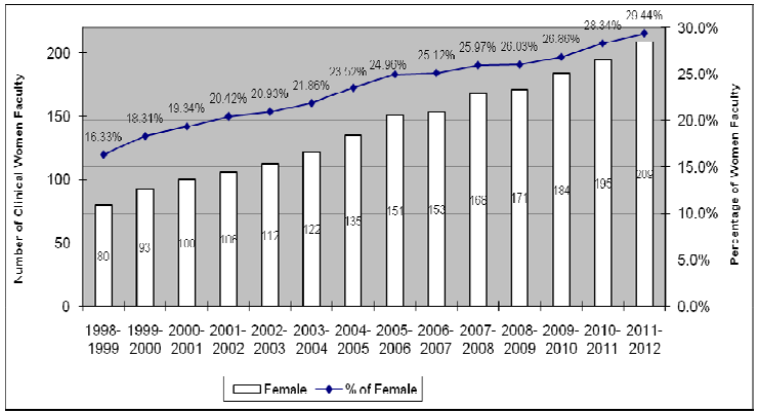
Note: Instructor data is unavailable for 3.7% of courses in 2002-03; 1.1% in 2003-04; 1.2% in 2004-05; 0.8% in 2005-06, 0% in 2006-07 through 2011-12.

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



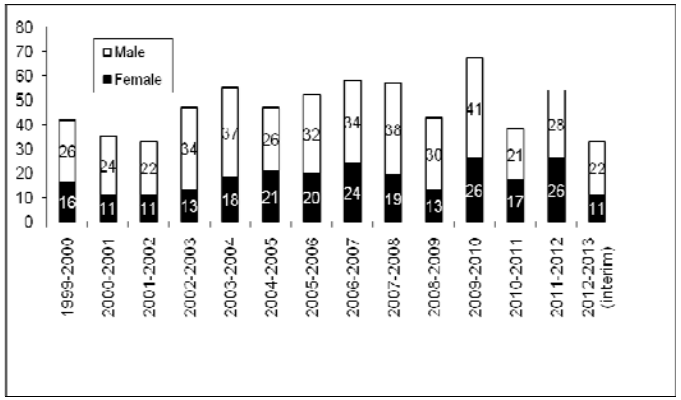
Source: Western Human Resources Information Systems

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



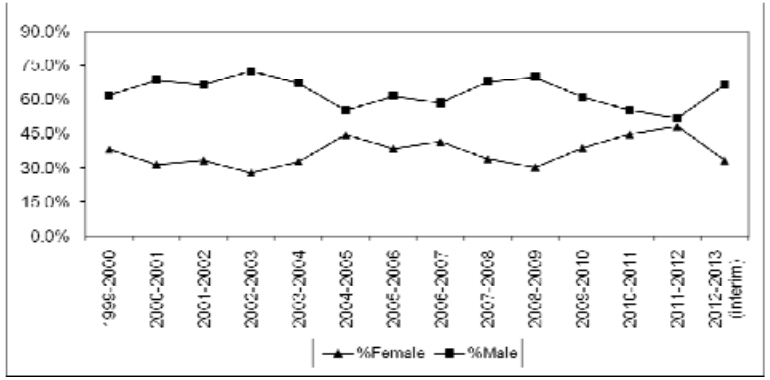
Source: Western Human Resources Information Systems

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



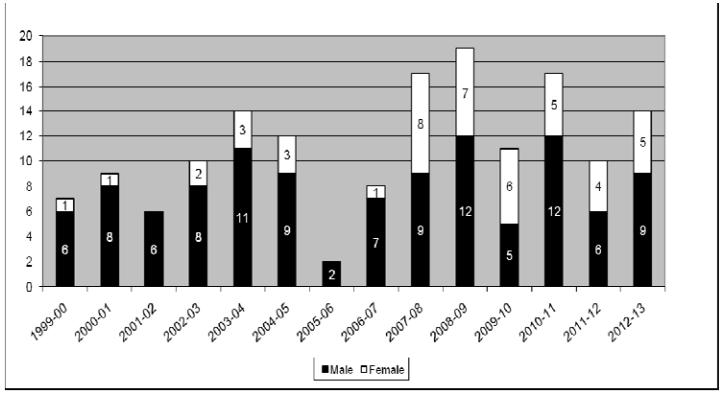
Source: Western Human Resources Information Systems

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



Source: Western Human Resources Information Systems

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



Source: Western Human Resources Information System