

**SENATE AGENDA**

1:30 p.m., Friday, December 6, 2013  
**University Community Centre, Room 56**

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1. **Minutes of the Meeting of November 15, 2013**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
  - Operations/Agenda - **EXHIBIT I** (J. Weese)
  - Nominating - **EXHIBIT II** (L. Davies)
  - Academic Policy and Awards - **EXHIBIT III** (B. Timney)
  - University Planning - **EXHIBIT IV** (B.A. Younker)
  - Honorary Degrees Committee – **EXHIBIT V** (A. Chakma)
5. Report of the Academic Colleague - **EXHIBIT VI** (K. Okruhlik)
6. Enquiries and New Business
7. Adjournment

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

**APPROVAL OF MINUTES**

**REPORT OF THE PRESIDENT**

**OPERATIONS/AGENDA COMMITTEE**

**FOR INFORMATION**

2013 Annual Report – SRBA

2013 Annual Report of the Convocation Board

Senate Election Schedule – Spring 2014

**NOMINATING COMMITTEE**

**FOR ACTION**

Review Committee for the Provost & Vice-President (Academic)

Selection Committee for the University Librarian

**SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)**

**FOR ACTION**

Faculty of Arts and Humanities: Withdrawal of the Minor in Museum and Curatorial Studies

School of Graduate and Postdoctoral Studies:

- 1) School of Graduate and Postdoctoral Studies: Renaming the “Master of Clinical Sciences - Pathology Assistant” Program as the “Master of Clinical Sciences - Pathologists’ Assistant” Program
- 2) Withdrawal of the Theoretical Physics Collaborative Graduate Program

Revisions to the Guidelines for the Structure of the Academic Year

Change to the First-Year Start Date of the Internationally Trained Dentist (ITD) Program

Undergraduate Sessional Dates for 2015

Introduction of the Western eLearn Program

**FOR INFORMATION**

Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review

Report of Scholastic Offenses for the period July 1, 2012 – June 30, 2013

School of Graduate and Postdoctoral Studies: Changes to General Thesis and SGPS Membership Regulations

New Scholarships and Awards

**SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)**

**FOR ACTION**

StarTech.com Professorship in Customer Insights

**FOR INFORMATION**

Performance Indicators Report

**HONORARY DEGREES COMMITTEE**

**FOR ACTION**

President’s Medal for Distinguished Service

**REPORT OF THE ACADEMIC COLLEAGUE**

Report of a Meeting of the Council of Ontario Universities (COU)

**MINUTES OF THE MEETING OF SENATE**

**November 15, 2013**

The meeting was held at 1:30 p.m. in Room 56, University Community Centre.

SENATORS: 71

J. Aitken Schermer	A. Grzyb	A. Nelson
M.A. Andrusyszyn	J. Hatch	D. Neufeld
D. Belliveau	J. Hopkins	N. Pilo
C. Beynon	A. Hrymak	B. Prajapati
M. Brezina	G. Hunter	M. Rothstein
C. Brown	G. Jim	P. Ryan
J. Burkell	R. Keirstead	A-M. Santos
S. Camiletti	R. Klassen (Eng)	S. Saravanabaran
J. Capone	R. Klassen (Ivey)	C. Schnurr
A. Chakma	J. Knowles	V. Schwean
M. Clapton	G. Kulczycki	M. Singh
A. Conway	A. Lalka	R. Sookraj
L. Davies	J. Lamarche	T. Sutherland
J. Deakin	C. Lee	D. Sylvester
J. Doerksen	A. Leschied	B. Timney
S. Doshi	J. Litchfield	E. Tithecott
N. Dyer-Witthford	J. Malkin	J. Toswell
A. Edmunds	S. McDonald Aziz	A. Watson
L. Elliott	R. Mercer	J. Weese
J. English	K. Mequanint	G. West
J. Etherington	S. Mischler	S. Wetmore
B. Garcia	J. Morgan	C. Wilkins
C. Gobert	K. Moser	P. Woodford
R. Graham	B. Neff	

Observers: R. Chelladurai, L. Gribbon, K. Okruhlik, J. Tennant, G. Tigert, A. Weedon, P. Whelan

S.13-160 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of October 18, 2013 were approved as circulated.

S.13-161 **REPORT OF THE PRESIDENT**

Dr. Chakma reported on the following items: Reappointment of Dr. Andy Hrymak, Dean, Faculty of Engineering for a second term, Western named among *Canada's Top 100 Employers* and International Week celebrations.

Dr. Deakin provided an update on Western's financial situation. Overhead slides used to highlight her presentation are attached as [Appendix 1](#). She also gave an update on the Strategic Mandate Agreement noting that the Ministry will issue its revised differentiation document by January 2014. Western will finalize its SMA after the Ministry's document is released.

A member asked if international tuition fees will be increased in light of the government's new "head tax." Dr. Deakin responded that it is not the University's intention to pass this cost fully to the students.

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

S.13-162 **Faculty of Arts and Humanities: Withdrawal of the Minor in Mediterranean Studies**

It was moved by B. Timney, seconded by R. Graham,

That the Minor in Mediterranean Studies be withdrawn from offerings in the Faculty of Arts and Humanities, Department of Modern Languages and Literatures, effective January 1, 2014; and, that registration in this module be discontinued, effective January 1, 2014.

CARRIED

S.13-163 **Richard Ivey School of Business: Revision to the Honors Business Administration (HBA) Program – Advanced Entry Opportunity (AEO)**

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

That the Advanced Entry Opportunity (AEO) section for admission into the HBA program be revised as set out in Exhibit I, item 2, effective October 1, 2013.

CARRIED

S.13-164 **Faculty of Engineering: Introduction of Two New Options in Computer Engineering**

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

That two new options, “Electronic Devices for Ubiquitous Computing” and “Software Systems for Ubiquitous Computing,” be introduced in the Faculty of Engineering, Department of Electrical and Computer Engineering, as set out in Exhibit I, Appendix 1, effective September 1, 2014; and

That the current Computer Engineering program be withdrawn effective September 1, 2014; and

That students currently enrolled in the Computer Engineering program be allowed to finish their degree by September 1, 2017.

CARRIED

S.13-165 **Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program**

It was moved by B. Timney, seconded by B. Garcia,

That effective December 1, 2013 (for September 1, 2014 admissions), the Admission Requirements for the Doctor of Dental Science (DDS) program be revised as set out in Exhibit I, item 4.

CARRIED

S.13-166 **King’s University College**

S.13-166a **Introduction of a Minor in Disability Studies**

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

That the Minor in Disability Studies, detailed in Exhibit I, item 5a, be introduced at King's University College, effective September 1, 2014.

CARRIED

S.13-166b Introduction of "Disability Studies" as a Subject Area and New Disabilities Studies Courses

It was moved by B. Timney, seconded by P. Ryan,

That "Disability Studies" be introduced as a subject area and that the following new courses in Disability Studies be introduced, effective September 1, 2014:

Disability Studies 2202A/B: Understanding Disability Labels  
Disability Studies 2210A/B: Education and Disability Studies  
Disability Studies 2211A/B: Disability Art, Sport and Leisure  
Disability Studies 2290A/B - 2296A/B: Special Topics in Disability Studies  
Disability Studies 3310F/G: Bioethical Controversies  
Disability Studies 3311F/G: Changing Contexts and Practices  
Disability Studies 1010A/B: Exploring Disability (replacing Interdisciplinary Studies 1010A/B: Exploring Disability)  
Disability Studies 2201A/B: Rethinking Disability (replacing Interdisciplinary Studies 2246: Rethinking Disability)  
Disability Studies 2216A/B: Disability, Media and Madness (replacing Interdisciplinary Studies 3316F/G - Imagined Monsters: Representations of Disability and Madness)  
Disability Studies 3320F/G: Narratives of Disability and Care (replacing Interdisciplinary Studies 3320F/G: Narratives of Disability, Kinship and Care)

CARRIED

S.13-167 Policy Revision: "Statement on Potential Health Risks/Immunization Requirements" for the Faculty of Health Sciences

It was moved by B. Timney, seconded by J. Weese,

That effective September 1, 2013, the policy "Statement on Potential Health Risks/Immunization Requirements" for the Faculty of Health Sciences be revised as set out in Exhibit I, item 6, to include a separate statement for the School of Nursing.

CARRIED

S.13-168 Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews

Senate received for information the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of undergraduate programs at King's University College.

S.13-169 Policy Revision: Change of Name: Eligibility for Honors Designations - MBA Program

Senate was advised that the policy on "Eligibility for Honors Designation – Graduate Students" (page 4 of the academic policies on Dean's Honor List and Graduation "With Distinction," has been renamed "Eligibility for Honors Designation – **MBA Program.**"

S.13-170 New Scholarships and Awards

SCAPA has approved on behalf of the Senate, for recommendation to the Board of Governors through the President & Vice-Chancellor, the Terms of Reference for the new scholarships and awards set out in Exhibit I, Appendix 3.

## **ENQUIRIES & NEW BUSINESS**

S.13-171

### **Fall Break, 2013**

A member thanked the administration for making the Fall Break possible, but said that some issues were raised by the student constituency about how the break was managed by instructors because in some courses more readings or assignments were given to make up for Fall Break. He asked if feedback will be collected from students and faculty concerning the break and are there plans for Fall Break 2014. Dr. Doerksen responded that a survey regarding the Fall Break will be sent out late November. Feedback will be analysed and reported to Senate.

S.13-172

### **eLearning**

A member asked for an update on eLearning Task Force initiatives outlined in Appendix 4 of the report. Dr. Doerksen stated that progress is being made regarding the goals set in the Task Force report such as enhancement in web resources, teaching award for eLearning, workshops for TAs and sessions for professors regarding blended courses. Two new instructional designers were also hired and more smart classrooms are in place.

S.13-173

### **Access Copyright**

A member asked for an update on Western's negotiations with Access Copyright given that the current contract expires December 31, 2013. Dr. Weedon said that discussions continue with Access Copyright regarding an extension to the contract and simultaneously plans must be made in case the deal does not materialize. Western advised Access Copyright in June that it would not be extending its current agreement as it is too expensive and the copyright landscape has changed since the first contract was agreed upon. Western established a copyright working group that is charged with determining how to respond to the law and meet the needs of the Western community. Currently this group is seeking advice from interested groups on campus.

S.13-174

### **Western Rebranding**

A member recalled that in 2012 the administration invested considerable funds in rebranding Western. Western's new websites have received the "Best Post-Secondary Web Redesign by People's Choice" and asked what is being done to measure and study the effectiveness the rebranding exercise. Dr. Chakma reported that Western's new branding received the Award of Excellence from the International Association of Business Communicators and the Best Institutional Branding from the Canadian Council for the Advancement of Education. Having a more consistent look and feel applied to all Western communications aids in promoting the teaching and research excellence at Western. While it is difficult to directly correlate Western's success with the branding, the administration is looking at trends in areas where the reputation of the University plays a large role in decision making: Western exceeded its fundraising targets for 2012 and is on target to achieve the fundraising goals for 2013; in 2012 there were 44,000 applicants for 4,900 first-year spots; and Western continues to attract more international students.

S.13-175

### **Typhoon Haiyan/Destruction in the Philippines**

A member thanked Western for collecting donations for the Red Cross during International Week for aid/disaster relief to help the victims of Typhoon Haiyan and asked for further support from all members of the Western community to contribute to the cause.

**ADJOURNMENT**

The meeting adjourned at 2:45 p.m.

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A. Chakma,  
Chair

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E. Hegedues,  
Associate University Secretary

## Budget Outlook and Planning for the Years Ahead

Senate – November 15, 2013



## Outline

- External Context
- Looking forward
  - Revenues in the Years Ahead
- Internal Planning Parameters and Priorities



## External Context

- **Provincial Deficit/Debt** continue at very high levels
- **Grant Funding being reduced in “Small Chunks”**
  - Policy Levers, International Student related recoveries, B.Ed. Changes, Student Aid Envelopes
- **Tuition Increases Constrained at 3%**
  - 10% of incremental revenue has to be used for Student Aid
- **Other Tuition-related Issues**
  - Program Tuition Threshold Changes
  - Other Tuition/Fee Related Changes
    - Billing Timelines, Deposits, Deferral Fees



## Total Impact of the “Cuts in Small Chunks” (\$M) (Constituent University Only)

	Base Reduction: 2016-17 over 2011-12
Policy Levers	4.4
International Student Related Recoveries	2.3
B.Ed. Program Funding Reduction	1.8
Reductions to Student Aid Programs	3.9
<b>Total</b>	<b>12.4</b>



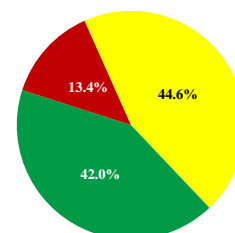
## Impact of Other Tuition-related Proposals (\$M) (Constituent University Only)

	Base Revenue Loss
Flat Fee Threshold Change	1.2
Fee Collection Related Changes	1.6
<b>Total</b>	<b>2.8</b>

Total Reduction. \$15M



## Distribution of 2012-13 Operating Revenue (\$634M)



Govt Grants Tuition All Other



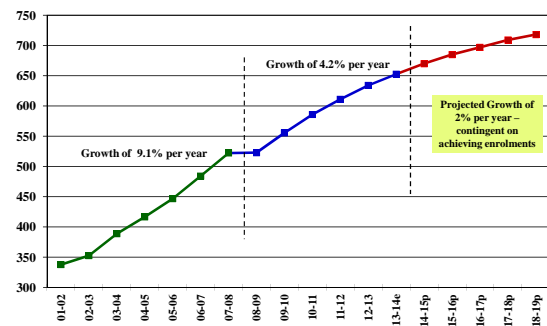


### Looking Forward

- Without Enrolment Growth, Revenues Projected to Grow by ~1% Annually
- Modest Enrolment Growth will bring some Additional Revenue
  - But there will be Additional Direct Costs



### Operating Revenue (\$M)



### Internal Planning Parameters and Priorities

- To be Guided by our New Strategic Plan
- Enrolments
  - Undergraduate Intake at 4,900 to 5,000
  - Graduate Expansion continues as priority
- Internationalization
  - International Undergraduate Enrolment Expansion
  - Exchange and Study-Abroad Programs
  - International Research Collaborations
- Enhancing our Research/Scholarship Profile
  - Research Clusters, Western Research Chairs
  - Hiring World-Class Faculty

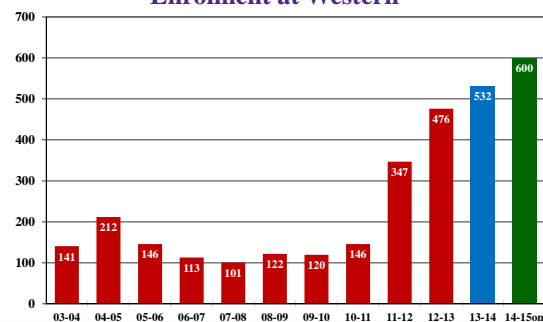


### Full-Time Enrolment Update

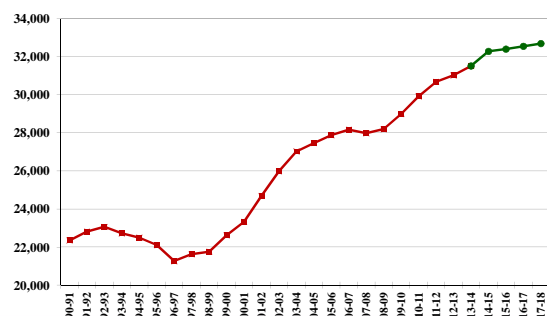
	Actual 2012-13	Projected 2013-14	Actual 2013-14	Actual-Projected
Year 1	4,823	4,900	4,847	- 53
Total Undergrad	22,225	22,633	22,530	- 103
Masters	2,756	3,151	2,977	- 174
PhD	2,021	2,085	2,026	- 59

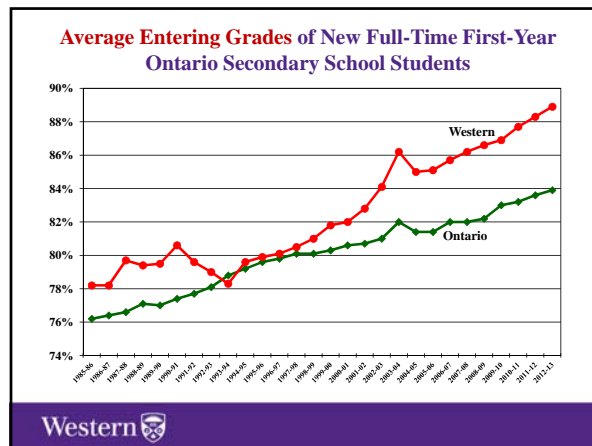


### Full-Time Year 1 Undergraduate International Enrolment at Western



### Western: Total Constituent FTE Enrolment (Full-Time plus Part-time FTEs)





## Internal Planning Parameters and Priorities

- **Revenue Generation**
  - Planned Modest Enrolment Growth – while maintaining quality
    - Max intake of 5,000
  - International Undergrad Enrolments and Tuition Rates
  - Professional Masters Programs
  - Fundraising
  - Contributions from Ancillaries and Self-Funded Operations
  - Research Partnerships with Corporations
  - eLearning

Western

**REPORT OF THE OPERATIONS/AGENDA COMMITTEE**

	<a href="#">Annual Report of the Senate Review Board Academic</a>
	<a href="#">Annual Report of the Convocation Board</a>
	<a href="#">Election Schedule Spring 2014</a>

**FOR INFORMATION**

1. **Annual Report of the Senate Review Board Academic**

See [Appendix 1](#).

2. **Annual Report from the Convocation Board**

In 2013 Spring Convocation ceremonies were held on June 11-14 and 17-19 and Autumn Convocation ceremonies were held on October 31 and November 1. Statistics for Spring Convocation are attached as [Appendix 2](#) and for Autumn as [Appendix 3](#).

3. **Election Schedule Spring 2014**

Information regarding the Election Schedule for Spring 2014 can be found at <http://www.uwo.ca/univsec/senate/elections.html>

**2012-2013 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC**

[Prepared by the University Secretariat]

From September 1, 2012 to August 31, 2013, the Senate Review Board Academic dealt with 34 appeals, of which 6 were outstanding at the end of the last reporting period and 28 were received during this reporting period. Of these, 2 remained outstanding at the end of this reporting period, while the remaining 32 cases were dispensed with in the following manner.

- 1) Under Jurisdiction, Item 1, in the Appeals to SRBA section of the policy on *Student Academic Appeals*, a student has the right to an oral hearing before SRBA if the appeal is against a finding that the student's conduct amounted to a "scholastic offence" and/or for relief against the penalty imposed by the Dean as a result of a "scholastic offence." During this reporting period, 1 appeal was withdrawn by the appellant before an oral hearing was held, while oral hearings were held in accordance with this section of the policy in the following 18 cases:
  - 2 appeals were against a finding that the student's conduct amounted to a scholastic offence (or for relief against the penalty imposed). 1 of these cases was also based on the requirement to withdraw from a program, from the University, or from an Affiliated University College, and failure to observe a procedural requirement at the decanal level. Both were denied.
  - 16 appeals were for relief against the penalty imposed for a scholastic offence. 1 appeal was also based on failure to observe a procedural requirement at the decanal level. All 16 appeals were denied.
- 2) Under Jurisdiction, Item 2, in the Appeals to SRBA section of the policy, "a panel of SRBA, upon considering only the written application of the student, may in its discretion order that an oral hearing be scheduled, or deny the appeal. In making its decision, SRBA will consider the grounds and evidence provided in the Application for Hearing." The remaining 13 applications were reviewed under Item 2 with the following results:
  - In 4 cases, a panel ordered that an oral hearing be scheduled:
    - 4 appeals were based on a failure to follow, or to properly apply, a Senate regulation and on general marking or grading practices. All 4 appeals were denied.
  - In 9 cases, the appeal was dismissed without an oral hearing:
    - 3 appeals were based on the requirement to withdraw from a program, from the University, or from an Affiliated University College.
    - 1 appeal was based on the requirement to withdraw from a program, from the University, or from an Affiliated University College, and on general marking or grading practices.
    - 2 appeals were based on general marking or grading practices.
    - 1 appeal was based on the requirement to withdraw from a program, from the University, or from an Affiliated University College, and on a failure to follow or properly apply a Senate regulation at the prior level.
    - 1 appeal was based on a failure to follow or properly apply a Senate regulation at the decanal level, and failure to observe a procedural requirement at the decanal level.
    - 1 appeal alleged bias at the decanal level.

During this reporting period, 1 procedural appeal to the President was filed. No evidence of a procedural error on the part of SRBA was found and the appeal was denied.

Chair: Keith Fleming

Vice-Chairs: Dennis Klimchuk, Anthony Straatman

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND		
			includes walk-ons			includes walk-ons						
<b>TUESDAY, JUNE 11, 2013 10:00 a.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	19	0				13		68.42				
Master of Arts	21	0				7		33.33				
Master of Public Administration	4	0				4		100.00				
Master of Science	8	0	52			7		87.50	31	59.62		
<b>Faculty of Social Science</b>												
Bachelor of Arts (Honors)	279	0				223		79.93				
Bachelor of Science (Honors)	18	0				13		72.22				
Diploma in Public Administration	8	0				2		25.00				
Certificate in Not-for-Profit Management	2	0	307			0		0.00	238	77.52		
<b>Total</b>				359			269	74.93				
<b>TUESDAY, JUNE 11, 2013 3:00 p.m.</b>												
<b>King's University College</b>												
Advanced Master of Divinity	4	0				0		0.00				
Master of Theological Studies	1	0				0		0.00				
Bachelor of Arts (Honors)	232	0				176		75.86				
BMOS (Honors)	51	0				25		49.02				
Bachelor of Social Work (Honors)	45	0				36		80.00				
Bachelor of Arts (Four Year)	167	1				115		68.45				
BMOS	45	0				31		68.89				
Bachelor of Arts	93	0				54		58.06				
Certificate in Childhood in the Justice System	4	0				0		0.00				
Certificate in Grief and Bereavement Studies	3	0	646			1		33.33	438	67.80		
<b>Total</b>				646	1005		438	67.80				

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND		
<b>WEDNESDAY, JUNE 12, 2013 10:00 a.m.</b>												
<b>Faculty of Science</b>												
Bachelor of Arts (Four Year)	1	0				1		100.00				
Bachelor of Science (Four Year)	126	0				85		67.46				
Bachelor of Science (Four Year Foods and Nutrition)	2	0				0		0.00				
Bachelor of Arts	1	0				0		0.00				
Bachelor of Science	45	0	175			21		46.67	107	61.14		
<b>Faculty of Social Science</b>												
Bachelor of Arts (Four Year)	287	1				169		58.68				
Bachelor of Science (Four Year)	2	0				2		100.00				
Bachelor of Arts	108	0	398			50		46.30	221	55.53		
<b>Total</b>				573			328	57.24				
<b>WEDNESDAY, JUNE 12, 2013 3:00 p.m.</b>												
<b>Faculty of Social Science</b>												
BMOS (Honors)	106	0				77		72.64				
BMOS	345	0				232		67.25				
Diploma in Accounting	1	0	452			0		0.00	309	68.36		
<b>Total</b>				452	1025		309	68.36				
<b>THURSDAY, JUNE 13, 2013 10:00 a.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	26	0				13		50.00				
Master of Clinical Science	1	0				0		0.00				
Master of Science	44	0	71			24		54.55	37	52.11		
<b>Schulich School of Med &amp; Dent. and Faculty of Science</b>												
Bachelor of Medical Science (Honors)	301	0				244		81.06				
Bachelor/Baccalaureate of Medical Sciences (Four Year)	1	0	302			1		100.00	245	81.13		
<b>Total</b>				373			282	75.60				
<b>THURSDAY, JUNE 13, 2013 3:00 p.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	40	1				13		31.71				
Master of Science	78	1	120			45		56.96	58	48.33		
<b>Faculty of Science</b>												
Bachelor of Arts (Honors)	3	0				2		66.67				
Bachelor of Science (Honors)	316	0				239		75.63				
Bachelor of Science (Honors Food and Nutrition)	8	0	327			6		75.00	247	75.54		
<b>Total</b>				447	820		305	68.23				
<b>FRIDAY, JUNE 14, 2013 10:00 a.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	5	0				2		40.00				
Master of Education	68	0	73			46		67.65	48	65.75		
<b>Faculty of Education</b>												
Bachelor of Education	632	0				416		65.82				
Diploma in Education	30	0	662			21		70.00	437	66.01		
<b>Total</b>				735			485	65.99				
<b>FRIDAY, JUNE 14, 2013 3:00 p.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	39	0				26		66.67				
Master of Clinical Dentistry	3	0				0		0.00				
Master of Engineering	59	0				40		67.80				
Master of Engineering Science	57	3	161			30		50.00	96	59.63		
<b>Faculty of Engineering</b>												
Bachelor of Engineering Science	220	0				130		59.09				
Certificate in Technological Entrepreneurship	7	0				0		0.00				
Certificate in We Go Global	3	0	230			0		0.00	130	56.52		

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND		
<b>Schulich School of Medicine &amp; Dentistry</b>												
Doctor of Dental Surgery	78	0	78			69		88.46	69	88.46		
<b>Total</b>				<b>469</b>	<b>1204</b>		<b>295</b>	<b>62.90</b>				
<b>MONDAY, JUNE 17, 2013 10:00 a.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	2	0	2			2		100.00	2	100.00		
<b>Richard Ivey School of Business</b>												
Bachelor of Arts (Honors Business Administration)	424	2	426			300		70.42	300	70.42		
<b>Total</b>				<b>428</b>			<b>302</b>	<b>70.56</b>				

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND		
<b>MONDAY, JUNE 17, 2013 3:00 p.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	7	0				4		57.14				
Master of Arts	3	0				0		0.00				
Master of Physical Therapy	4	0				1		25.00				
Master of Science	8	0				2		25.00				
Master of Science in Foods and Nutrition	14	0	36			10		71.43	17	47.22		
<b>Brescia University College</b>												
Bachelor of Arts (Honors)	43	0				25		58.14				
Bachelor of Arts (Human Ecology) Honors	14	0				13		92.86				
BMOS (Honors)	4	0				2		50.00				
Bachelor of Science (Foods and Nutrition) Honors	81	0				49		60.49				
Bachelor of Science (Human Ecology) Honors	1	0				1		100.00				
Bachelor of Arts (Four Year)	34	0				25		73.53				
Bachelor of Arts (Human Ecology) Four Year	6	0				3		50.00				
BMOS	9	0				7		77.78				
Bachelor of Science (Foods and Nutrition) Four Year	15	0				7		46.67				
Bachelor of Arts	22	0				9		40.91				
Bachelor of Arts (Human Ecology)	8	0				5		62.50				
Certificate in Community Development	2	0	239			0		0.00	146	61.09		
<b>Huron University College</b>												
Bachelor of Arts (Honors)	92	0				59		64.13				
BMOS (Honors)	11	0				9		81.82				
Bachelor of Arts (Four Year)	58	0				40		68.97				
BMOS	28	0				16		57.14				
Bachelor of Theology (Four Year)	1	0				1		100.00				
Bachelor of Arts	18	0				6		33.33				
Bachelor of Theology	2	0	210			1		50.00	132	62.86		
<b>Faculty of Health Sciences</b>												
Bachelor of Health Sciences (Honors)	158	0				125		79.11				
Bachelor of Health Sciences (Four Year)	42	0				30		71.43				
Bachelor of Health Sciences	13	0				9		69.23				
Diploma in Clinical Trials Management	1	0				0		0.00				
Diploma in Occupational Health and Safety Management	1	0				0		0.00				
Diploma in Pedorthics	2	0				0		0.00				
Certificate in Clinical Trials Management	5	0	222			2		40.00	166	74.77		
<b>Total</b>				<b>707</b>	<b>1135</b>		<b>461</b>	<b>65.21</b>				
<b>TUESDAY, JUNE 18, 2013 10:00 a.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	23	1				13		54.17				
Master of Arts	29	0				10		34.48				
Master of Fine Arts	2	0				0		0.00				
Master of Music	30	0	85			15		50.00	38	44.71		
<b>Faculty of Arts and Humanities</b>												
Bachelor of Arts (Honors)	120	0				96		80.00				
Bachelor of Fine Arts (Honors)	15	0				13		86.67				
Bachelor of Arts (Four Year)	107	0				68		63.55				
Bachelor of Arts	24	0				9		37.50				
Diplome de Francais des Affaires	2	0				0		0.00				
Diploma in Ethics	1	0				1		100.00				
Diploma in Professional Communication	1	0				0		0.00				
Diploma in Public Relations	20	0				9		45.00				
Diploma in Writing	3	0				1		33.33				
Certificate in Ethics	2	0				0		0.00				
Certificat de Francais des Affaires	23	0				1		4.35				
Certificat de Francais Pratique	12	0				0		0.00				
Certificate in Practical Italian	2	0				0		0.00				
Certificate in Practical Spanish	5	0				0		0.00				
Certificate in Professional Communication	7	0				0		0.00				
Certificate in Theatre Arts	3	0				0		0.00				
Certificate in Writing	28	0	375			0		0.00	198	52.80		
<b>Don Wright Faculty of Music</b>												
Bachelor of Arts (Honors)	3	0				3		100.00				
Bachelor of Music (Honors)	77	0				63		81.82				



	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND		
Bachelor of Musical Arts (Honors)	6	0				5		83.33				
Bachelor of Arts (Four Year)	8	0				6		75.00				
Bachelor of Musical Arts (Four Year)	7	0				4		57.14				
Bachelor of Arts	3	0				3		100.00				
Artist Diploma in Performance (One Year)	4	0				1		25.00				
Certificate in Piano Technology	9	0	117			1		11.11	86	73.50		
<b>Total</b>				<b>577</b>			<b>322</b>	<b>55.81</b>				
<b>TUESDAY, JUNE 18, 2013 3:00 p.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	4	0				3		75.00				
Master of Arts	11	0				7		63.64				
Master of Science	3	0	18			2		66.67	12	66.67		
<b>Faculty of Health Sciences</b>												
Bachelor of Arts (Honors Kinesiology)	189	0				160		84.66				
Bachelor of Science (Honors Kinesiology)	55	0				49		89.09				
Bachelor of Arts (Four Year)	17	0				12		70.59				
Bachelor of Arts	5	0	266			3		60.00	224	84.21		
<b>Total</b>				<b>284</b>	<b>861</b>		<b>236</b>	<b>83.10</b>				
<b>WEDNESDAY, JUNE 19, 2013 10:00 a.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	6	0				4		66.67				
Master of Arts	41	0				30		73.17				
Master of Library and Information Science	108	0	155			45		41.67	79	50.97		
<b>Faculty of Information and Media Studies</b>												
Bachelor of Arts (Honors)	93	0				79		84.95				
Bachelor of Arts (Four Year)	60	0				53		88.33				
Bachelor of Arts	12	0				6		50.00				
Bachelor of Arts (Western-Fanshawe Collaborative Program)	35	0				31		88.57				
Dip. in Digital Communication: Social Media & Virtual Worlds	2	0				0		0.00				
Diploma in Marketing	7	0				0		0.00				
Cert. in Digital Communication: Social Media & Virtual Worlds	11	0	220			0		0.00	169	76.82		
<b>Total</b>				<b>375</b>			<b>248</b>	<b>66.13</b>				
<b>WEDNESDAY, JUNE 19, 2013 3:00 p.m.</b>												
<b>School of Graduate and Postdoctoral Studies</b>												
Doctor of Philosophy	1	0				1		100.00				
Master of Laws	4	0				1		25.00				
Master of Science in Nursing	6	0	11			3		50.00	5	45.45		
<b>Faculty of Health Sciences</b>												
Bachelor of Science in Nursing (Compressed Program)	55	0				46		83.64				
Bachelor of Science in Nursing (Western-Fanshawe Program)	231	0				212		91.77				
Bachelor of Science in Nursing	11	0	297			5		45.45	263	88.55		
<b>Faculty of Law</b>												
Juris Doctor	170	0				135		79.41				
Diplome de Francais Juridique	1	0	171			0		0.00	135	78.95		
<b>Total</b>				<b>479</b>	<b>854</b>		<b>403</b>	<b>84.13</b>				
<b>CONVOCATION TOTAL</b>	<b>6894</b>	<b>10</b>	<b>6904</b>	<b>6904</b>	<b>6904</b>	<b>4683</b>	<b>4683</b>	<b>67.83</b>	<b>4683</b>			

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
THURSDAY, OCTOBER 31 10:00 a.m.						includes walk-ons					
Faculty of Graduate Studies											
Master of Social Work	33	0	33			26		78.79	26	78.79	
King's University College											
Bachelor of Arts (Honors)	34	1				23		65.71			
BMOS (Honors)	6	0				4		66.67			
Bachelor of Social Work (Honors)	1	0				0		0.00			
Bachelor of Arts (Four Year)	72	1				49		67.12			
BMOS	13	1				9		64.29			
Bachelor of Arts	46	0				23		50.00			
Certificate in Grief and Bereavement Studies	1	0	176			0		0.00	108	61.36	
Faculty of Social Science											
Bachelor of Arts (Honors)	34	5				27		69.23			
BMOS (Honors)	25	2				12		44.44			
Bachelor of Science (Honors)	1	0				1		100.00			
Bachelor of Arts (Four Year)	90	2				53		57.61			
BMOS	98	6				70		67.31			
Bachelor of Arts	51	1				31		59.62			
Diploma in Accounting	3	0				0		0.00			
Diploma in Not-for-Profit Management	9	0				2		22.22			
Diploma in Public Administration	13	0	340			5		38.46	201	59.12	
Faculty of Information and Media Studies											
Bachelor of Arts (Honors)	9	2				8		72.73			
Bachelor of Arts (Four Year)	11	0				7		63.64			
Bachelor of Arts (Western-Fanshawe Collaborative Program)	2	0				1		50.00			
Bachelor of Arts	1	0				0		0.00			
Diploma in Marketing	2	0	27			1		50.00	17	62.96	
Total				576			352	61.11			
THURSDAY, OCTOBER 31 3:00 p.m.											
Faculty of Graduate Studies											
Doctor of Philosophy	1	0				1		100.00			
Master of Music	3	0	4			1		33.33	2	50.00	

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
<b>Brescia University College</b>											
Bachelor of Arts (Honors)	6	0				5		83.33			
Bachelor of Arts (Honors Human Ecology)	2	0				1		50.00			
Bachelor of Science (Honors Foods and Nutrition)	7	1				4		50.00			
Bachelor of Arts (Four Year)	16	0				9		56.25			
BMOS	1	0				1		100.00			
Bachelor of Arts (Four Year Human Ecology)	3	0				2		66.67			
Bachelor of Science (Four Year Foods and Nutrition)	1	0				0		0.00			
Bachelor of Arts	15	0				6		40.00			
Bachelor of Arts (Human Ecology)	6	0	58			2		33.33	30	51.72	
<b>Huron University College</b>											
Bachelor of Arts (Honors)	8	2				6		60.00			
BMOS (Honors)	1	0				1		100.00			
Bachelor of Arts (Four Year)	22	0				12		54.55			
BMOS	4	0				4		100.00			
Bachelor of Arts	3	0	40			1		33.33	24	60.00	
<b>Faculty of Arts and Humanities</b>											
Bachelor of Arts (Honors)	12	4				12		75.00			
Bachelor of Fine Arts (Honors)	2	0				2		100.00			
Bachelor of Arts (Four Year)	24	3				17		62.96			
Bachelor of Arts	17	0				6		35.29			
Diploma in Arts Management	10	0				10		100.00			
Diploma in Public Relations	1	0				0		0.00			
Certificate in Ethics	1	0				0		0.00			
Certificat de Francais des Affaires	6	0				0		0.00			
Certificate in Practical Italian	1	0				0		0.00			
Certificate in Practical Spanish	1	0				0		0.00			
Certificate in Writing	3	0	85			0		0.00	47	55.29	
<b>Don Wright Faculty of Music</b>											
Bachelor of Arts (Honors)	1	0				0		0.00			
Bachelor of Music (Honors)	5	4				7		77.78			
Bachelor of Arts (Four Year)	3	0				2		66.67			
Bachelor of Musical Arts (Four Year)	9	1				9		90.00			
Bachelor of Arts (Music)	1	0				1		100.00			
Music Performance Program (Three Year Program)	1	0				0		0.00			
Artist Diploma in Performance (One Year Program)	1	0				0		0.00			

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
Certificate in Piano Technology	3	0	29			0		0.00	19	65.52	
<b>Faculty of Engineering</b>											
Bachelor of Engineering Science	29	9				24		63.16			
Certificate in Technological Entrepreneurship	1	0				0		0.00			
Certificate in We Go Global	1	0	40			0		0.00	24	60.00	
<b>Faculty of Health Sciences</b>											
Bachelor of Health Sciences (Honors Programs)	20	4				16		66.67			
Bachelor of Health Sciences (Four Year Programs)	15	0				15		100.00			
Bachelor of Health Sciences	10	0				6		60.00			
Bachelor of Arts (Honors Kinesiology)	15	3				13		72.22			
Bachelor of Science (Honors Kinesiology)	0	2				2		100.00			
Bachelor of Arts (Four Year)	3	0				2		66.67			
Bachelor of Arts	3	0				2		66.67			
Diploma in Clinical Trials Management	8	0				2		25.00			
Diploma in Occupational Health and Safety	24	0				12		50.00			
Diploma in Pedorthics	15	0	122			3		20.00	73	59.84	
<b>Faculty of Science</b>											
Bachelor of Science (Honors)	29	4				19		57.58			
Bachelor of Science (Four Year)	42	0				21		50.00			
Bachelor of Science	20	0	95			7		35.00	47	49.47	
<b>Schulich School of Medicine &amp; Dentistry and Science</b>											
Bachelor of Medical Sciences (Honors)	7	3	10			5		50.00	5	50.00	
<b>Total</b>				<b>483</b>	<b>1059</b>		<b>271</b>	<b>56.11</b>			
<b>FRIDAY, NOVEMBER 1 10:00 a.m.</b>											
<b>Faculty of Graduate Studies</b>											
Doctor of Philosophy	12	0				9		75.00			
Master of Arts	12	1				10		76.92			
Master of Business Administration	55	0				52		94.55			

	DEGREE TOTAL	WALK ON TOTAL	FACULTY TOTAL	CEREMONY TOTAL	DAILY TOTAL	ATTEND TOTAL	CEREMONY TOTAL	% ATTEND	FAC ATT TOTAL	% ATTEND	
Master of Clinical Science	87	0				56		64.37			
Master of Nursing	11	0				9		81.82			
Master of Physical Therapy	45	0				39		86.67			
Master of Science	25	0				16		64.00			
Master of Science in Occupational Therapy	54	0	302			44		81.48	235	77.81	
<b>Richard Ivey School of Business</b>											
Bachelor of Arts (Honors Business Admin)	96	73	169			151		89.35	151	89.35	
<b>Faculty of Health Sciences</b>											
Certificate in Primary Health Care Nurse Practitioner	9	0	9			1		11.11	1	11.11	
<b>Total</b>				<b>480</b>			<b>387</b>	<b>80.63</b>			
<b>FRIDAY, NOVEMBER 1 3:00 p.m.</b>											
<b>Faculty of Graduate Studies</b>											
Doctor of Philosophy	126	1				84		66.14			
Master of Arts	162	0				99		61.11			
Master of Clinical Science	2	0				0		0.00			
Master of Education	55	0				35		63.64			
Master of Engineering	51	1				31		59.62			
Master of Engineering Science	27	5				18		56.25			
Master of Environment and Sustainability	38	0				25		65.79			
Master of Health Information Science	1	0				1		100.00			
Master of Laws	2	0				1		50.00			
Master of Library and Information Science	77	1				36		46.15			
Master of Public Administration	19	0				17		89.47			
Master of Science	151	2				77		50.33			
Master of Studies in Law	3	0	724			2		66.67	426	58.84	
<b>Faculty of Education</b>											
Bachelor of Education	9	0	9			2		22.22	2	22.22222	
<b>Faculty of Law</b>											
Juris Doctor	2	0	2			0		0.00	0	-	
<b>Total</b>				<b>735</b>	<b>1215</b>		<b>428</b>	<b>58.23</b>			
<b>CONVOCATION TOTAL</b>	<b>2129</b>	<b>145</b>	<b>2274</b>	<b>2274</b>	<b>2274</b>	<b>1438</b>	<b>1438</b>	<b>63.24</b>	<b>1438</b>		

**REPORT OF THE SENATE NOMINATING COMMITTEE**

	<b><u>Review Committee for the Provost &amp; Vice-President (Academic)</u></b>
	<b><u>Selection Committee for the University Librarian</u></b>

**FOR ACTION**

1. **Review Committee for the Provost & Vice-President (Academic)**

**Composition of the Review Committee**

A committee to select a Provost & Vice-President (Academic) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor \*
- (c) 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- (d) 1 person elected by the Board of Governors

\* The President has appointed Dean Michael Strong, Schulich School of Medicine & Dentistry to this seat.

**Required:** 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same faculty, and only one may be a Dean.

**Nominees:** Nikki Pilo (Student)  
Tima Bansal (Ivey)  
Audra Bowlus (SS)  
Charmaine Dean (Dean/Sci)  
Henrik Lagerlund (AH)

2. **Selection Committee for the University Librarian**

**Composition:** A committee to select a University Librarian/conduct a five-year review of the Library shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) the Vice-Provost (Graduate & Postdoctoral Studies)
- (d) 3 members of the full-time library staff, one of whom must be a professional librarian, elected by the full-time library staff
- (e) 3 members of faculty and 1 student, elected by Senate

Current Senate-Elected Members:  
Nikki Pilo (Student)  
Pamela McKenzie (FIMS)  
Brenda Murphy (Sci)  
Bryce Traister (AH)

**Required:** One member of Faculty to replace Professor Brenda Murphy who has resigned.

**Nominee:** Luiz Capretz (Engg)

**FOR INFORMATION**

**Future Business of the Senate Nominating Committee**

Upcoming Nomination Agenda items are posted on the Senate website at:  
<http://www.uwo.ca/univsec/pdf/senate/newnoms.pdf>

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

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**Faculty of Arts and Humanities: Withdrawal of the Minor in Museum and Curatorial Studies**

**School of Graduate and Postdoctoral Studies: Renaming the “Master of Clinical Sciences - Pathology Assistant” Program as the “Master of Clinical Sciences - Pathologists’ Assistant” Program**

**School of Graduate and Postdoctoral Studies: Withdrawal of the Theoretical Physics Collaborative Graduate Program**

**Revisions to the Guidelines for the Structure of the Academic Year**

**Change to the First-Year Start Date of the Internationally Trained Dentist (ITD) Program**

**Undergraduate Sessional Dates for 2015**

**Introduction of the Western eLearn Program**

**Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review**

**Report of Scholastic Offenses for the period July 1, 2012 – June 30, 2013**

**School of Graduate and Postdoctoral Studies: Changes to General Thesis and SGPS Membership Regulations**

**New Scholarships, Awards and Bursaries**

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**FOR APPROVAL**

**1. Faculty of Arts and Humanities: Withdrawal of the Minor in Museum and Curatorial Studies**

**Recommended:** That the Minor in Museum and Curatorial Studies be withdrawn from offerings in the Faculty of Arts and Humanities, effective September 1, 2014; and,

That registration in this module be discontinued, effective September 1, 2014; and,

That students currently registered in the module be allowed to graduate with this Minor by the spring of 2017.

**Background:**

The modules offered in Art History by the Department of Visual Arts were redesigned in the summer 2013 to offer students greater flexibility. This resulted in the removal of the Minor in Museum and Curatorial Studies. Currently there are two students registered in this module and they are anticipated to graduate in the spring of 2017.

Current calendar copy is located at: <http://www.westerncalendar.uwo.ca/2013/pg188.html>

**2. School of Graduate and Postdoctoral Studies: Renaming of the “Master of Clinical Sciences - Pathology Assistant” Program to “Master of Clinical Sciences - Pathologists’ Assistant” Program**

**Recommended:** That effective September 1, 2013, the “Master of Clinical Sciences – Pathology Assistant” program be renamed the “Master of Clinical Sciences – Pathologists’ Assistant” program; and,

That students enrolled in the program as of September 1, 2013, who have completed all degree requirements, graduate with the “Master of Clinical Sciences –Pathologists’ Assistant” degree.

**Background:**

SUPR-G, SCAPA and Senate approved the new course-based MCISc (PA) program in October 2011. It was discovered in the fall of 2013 that due to a clerical error, the name of the program was incorrectly recorded and approved as “Master of Clinical Sciences – Pathology Assistant” instead of the correct name, “Master of Clinical Sciences – Pathologists’ Assistant.” The content and structure of the program remain unchanged.

3. **School of Graduate and Postdoctoral Studies: Withdrawal of the Theoretical Physics Collaborative Graduate Program**

**Recommended:** That the Theoretical Physics Collaborative Graduate Program be withdrawn effective September 1, 2013; and,

That admission into the program be discontinued effective September 1, 2013; and

That, students currently enrolled in the program be permitted to elect to graduate in Theoretical Physics by the Autumn 2017 Convocation at the latest, if they completed all degree requirements.

**Background:**

The Theoretical Physics Collaborative program is run jointly by the Departments of Applied Mathematics, and Physics and Astronomy, in the Faculty of Science. Directorship of the program has traditionally alternated between the two departments every three years.

Since spring 2013, several meetings were held to discuss the future of the program. After deliberation and consultation with the stakeholders, it has been decided that admissions into the program should cease. Alternate directions for new programs in this discipline are being considered.

4. **Revisions to the Guidelines for the Structure of the Academic Year**

**Recommended:** That the Guidelines for the Structure of the Academic Year be revised as set out in [Appendix 1](#) to include the academic years 2016-2017 to 2020-2021.

**Background:**

The structure of upcoming academic years is usually approved several years in advance to facilitate planning of exams, breaks, convocation etc. SCAPA and Senate approval is required for a policy exception during the 2016-17 academic year. The policy states that “Classes in the second term will begin on the first Monday following January 2”. However, in the 2016-17 academic year, the Second Term will start on a Thursday, January 5, 2017, instead of Monday, January 9, in order to meet the minimum number of “lecture days” (62) required by the policy.

5. **Change to the First-Year Start Date of the Internationally Trained Dentist (ITD) Program**

**Recommended:** That the School of Dentistry Sessional Dates for 2014 be revised to reflect that, effective for January 1, 2014, the start date for Year 1 of the ITD (Internationally Trained Dentist) program will be the first Monday in May rather than the first Monday in June.

REVISED CALENDAR COPY  
<http://www.westerncalendar.uwo.ca/2013/pg550.html>

**2014**

Days, Duration	Dates	Classes/Exams/Activity/Stat Holidays
Mon	January 6	Winter Term Commences - All Years
Mon	February 17	Family Day
Tues – Fri, Mon - Fri (9 days)	February 18 – 28	Supplemental Examinations, Year 4/ITD2 students



TBA	March (TBA)	NDEB Examinations (Written & OSCE) Year 4 / ITD2 students
Mon - Fri	March 10 – 14	Study Week
Fri	April 18	Good Friday
Fri	May 2	Winter Term Ends – Year 2, 3, ITD 1, Year 4, ITD2
Mon	<del>June 2</del> May 5	ITD1 Classes Commence
Mon - Fri, Mon – Fri, Tues - Fri (14 days)	May 5 – May 23	Final Examinations, Year 2, Year 3/ITD1 students
Mon	May 19	Victoria Day
Tues	May 20	Winter Term Ends – Year 1
Thur, Fri, Mon - Fri (7 days)	May 22 – 30	Final Examination – Year 1
Mon - Thur (5 weeks)	May 26 – June 27	Summer Clinic – Year 3/ITD1
Fri	June (TBA)	Spring Convocation
Mon – Fri, Mon - Fri (8 days)	June 30 – July 11	Supplemental Examination Period, Year 1, Year 2, Year 3/ITD1 students
Wed	July 1	Application Deadline for Year 2 Admissions (transfers)

#### Background:

Currently, the start date of the first year ITD program is the first Monday in June each year. During the summer period, the first year ITD students complete four courses (Introduction to Clinics D5390, Fixed Prosthodontics D5392, Operative Dentistry D5395 and Endodontics D5398). All of these courses involve simulation practice and there is limited time for students to spend in the simulation clinic, and both faculty and students have suggested that the current assigned course time is too compressed. In addition, the current summer session does not provide for any clinical experience for these students before they begin patient care in September of their first year.

By changing the start of the summer session to the first Monday in May, the following improvements to the ITD program will occur:

1. Increased simulation practice prior to entering patient clinics in September.
2. Decompression of the course lectures and simulation clinic in courses providing additional time for students to reflect and master clinical skills.
3. Enhancement in the Introduction to Clinics course content as recommended by previous ITD students with increased emphasis in partial denture design.
4. Addition of rotations in dental clinics paired with senior ITD students. This will be extremely beneficial in providing direct experience in the organization and operation of our teaching clinics which the ITD students enter as advance standing students in September of their first year. This will make the transition into patient care clinics in September much easier for these students.

Implementation of this change will provide improvements and will allow students to have a 3-week break prior to the start of the fall term. The change will not affect tuition fees or access to OSAP.

#### 6. Undergraduate Sessional Dates for 2015

**Recommended:** That the undergraduate sessional dates for 2015 be approved, as outlined in [Appendix 2](#).

#### Background:

The undergraduate sessional dates for 2015 are submitted for approval. Undergraduate sessional dates for 2014 were approved in November 2012 and are included in [Appendix 2](#) for information.

7. **Introduction of the Western eLearn Program**

**Recommended:** That effective January 1, 2014, the eLearn Program be introduced at Western as outlined below.

NEW CALENDAR COPY  
<http://www.westerncalendar.uwo.ca/2013/pg37.html>

**Western eLearn Program**

Western's eLearn Program provides online access to selected degree-credit level university courses for individuals who wish to pursue independent study, but are not interested in obtaining a Western degree, certificate or diploma at the present time. The eLearn Program will provide individuals with the exposure to degree-credit courses and will challenge them to expand and explore their own academic possibilities.

**Admission**

Anyone interested in personal enrichment or professional development will be able to enroll in Western's eLearn program. Students will be registered to Western Continuing Studies and upon completion of a course, will be eligible to request a Record of Academic Studies. While there are no formal entrance requirements, students must meet all entry requirements identified for their intended course of study.

Registration must be submitted via the Western Continuing Studies website <http://wcs.uwo.ca/> by the first day of classes in each session.

Students currently pursuing certificate/diploma or degree level studies at Western will not be permitted to enroll concurrently in the eLearn Program.

**Program Structure**

Courses within the eLearn Program are offered online only. The current list of courses offered in the Program can be accessed at the Western Continuing Studies website:

<http://wcs.uwo.ca/public/category/programArea.do?method=load&selectedProgramAreaId=582665>

Students enrolled in the eLearn Program are expected to fulfil all requirements of the course, as described in the syllabus, and will be evaluated by the same criteria as degree-credit level students. Students will be subject to the Western Continuing Studies' Policies and Procedures:

<http://wcs.uwo.ca/static/about/policy.jsp>

**Background:**

The eLearn Program supports Western's commitment to providing high quality, accessible learning opportunities to everyone. eLearn is an innovative way to offer access to university-level degree-credit courses without requiring formal admission to Western. The program will be offered through Continuing Studies in collaboration with other faculties at Western. Continuing Studies already specializes in meeting the unique needs of adult learners and possesses the necessary resources and expertise to succeed on this field.

The first four courses proposed to be offered through the eLearn Program are: French 2207A/B, French 2208A/B, French 2209A/B, and French 3201E.

Further course offerings will be added to the list as other academic units join this initiative. The list of available courses offered through the eLearn Program will be maintained by Western Continuing Studies.

**FOR INFORMATION**

8. **Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review**

SCAPA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the Graduate Program in Family Medicine, as detailed in [Appendix 3](#).

9. **Report of Scholastic Offenses for the period July 1, 2012 – June 30, 2013**

The Report of Scholastic Offenses for the period July 1, 2012 – June 30, 2013, prepared by Angie Mandich, Associate Vice-Provost (Academic Programs & Students), as set out in [Appendix 4](#) was received by SCAPA and will be forwarded for the information of Senate.

10. **School of Graduate and Postdoctoral Studies: Changes to General Thesis and SGPS Membership Regulations**

Revisions to the General Thesis regulations and the SGPS Membership regulations in the School of Graduate and Postdoctoral Studies, as set out in [Appendix 5](#), were received by SCAPA and will be forwarded for the information of Senate.

11. **New Scholarship and Awards**

SCAPA has approved on behalf of the Senate, for recommendation to the Board of Governors through the President & Vice-Chancellor, the Terms of Reference for the new scholarship and awards set out in [Appendix 6](#).

**Guidelines for the Structure of the Academic Year**

Current policy is located here: [http://www.uwo.ca/univsec/pdf/academic\\_policies/general/structure.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf)

*(The text of the policy is unchanged.)*

	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Labour Day	Sept. 2	Sept. 1	Sept. 7	Sept. 5	Sept. 4
Registration	Sept. 3-4	Sept. 2-3	Sept. 8-9	N/A	N/A
Rosh Hashanah	Thurs., Sept. 5	Sept. 25	Sept. 14	Oct. 3	Sept. 21
First Term	<b>Mon</b> , Sept. 9 - Dec. 6 (62 days)	Sept. 4 - Dec. 3 (64 days)	Sept. 10- Dec. 9 (64 days)	Sept. 8 – Dec. 7 (62 days)	Sept. 7 – Dec. 21 (62 days)
Thanksgiving Monday	Oct. 14	Oct. 13	Oct. 12	Oct. 10	Oct. 9
October Convocation	Oct. 31– Nov. 1	Oct. 23-24	Oct. 22-23	Oct. 27 - 28	Oct. 26 – 27
Fall Study Break	Oct. 31 – Nov. 1	Oct. 30 – 31	Oct. 29 - 30	Oct. 27 – 28	Oct. 26 – 27
December Study Days	Dec. 7	Dec. 4-5	Dec. 10	Dec. 8 – 9	Dec. 7 – 8
Exams	Dec. 8 - 19 (12 days)	Dec. 6-17 (12 days)	Dec. 11-22 (12 days)	Dec. 10 – 21 (12 days)	Dec. 9 – 20 (12 days)
Holiday	Dec. 20-Jan. 5 ( 17 days)	Dec. 18-Jan. 4 (18 days)	Dec. 23 - Jan. 3 (12 days)	Dec. 22 – Jan 4 (15 days)	Dec. 21 – Jan. 7 (18 days)
Second Term	Jan. 6-Apr. 8 (62 days)	Jan. 5-Apr. 8 (62 days)	Jan. 4 - Apr. 6 (62 days)	<b>Thur. Jan. 5 – Apr. 7 (62 days)</b>	Jan. 8. – Apr 11 (62 days)
Family Day	Feb. 17	Feb. 16	Feb. 15	Feb. 20	Feb. 19
Reading Week	Feb. 17-21	Feb. 16-20	Feb. 15-19	Feb. 20 - 24	Feb. 19 – 23
In Absentia Convocation*	Feb. 28	Feb. 27	Feb. 26	Feb. 24	Feb. 23
Good Friday	Apr. 18	Apr. 3	Mar. 25	Apr. 14	Mar. 30
Easter Sunday	Apr. 20	Apr. 5	Mar. 27	Apr. 16	Apr. 1
Passover	Apr. 15	**	Apr. 23 - 24	Apr. 11 – 12	**
Study Days	Apr. 9-10	Apr. 9-10	Apr. 7-8	Apr. 8	Apr. 12 – 13
Exams	Apr. 11-30 (17 days)	Apr. 11-30 (20 days)	Apr. 9-30 (20 days)	Apr. 9 – 30 (18 days)	Apr. 13 – 30 (17 days)
June Convocation***	June 10 – 13 and 16 - 18	June 9 – 12 and 15 - 17	June 14 – 17 and 20 - 22	June 13 – 16 and 19 - 21	June 12 – 15 and 18 - 20

	2018-2019	2019-2020	2020-2021
Labour Day	Sept. 3	Sept. 2	Sept. 7
Rosh Hashanah	Sept. 10	Sept. 30	Sept. 19
First Term	Sept. 6- Dec. 5 (62 days)	Sept. 5 - Dec. 4 (62 days)	Sept. 10-Dec. 9 (62 days)
Thanksgiving Monday	Oct. 8	Oct. 14	Oct. 12
October Convocation	Oct. 25 – 26	Oct. 24 - 25	Oct. 22 – 23
Fall Study Break	Oct. 25 – 26	Oct. 31 – Nov. 1	Oct. 29 - 30
December Study Days	Dec. 6 - 7	Dec. 5 - 6	Dec. 10
Exams	Dec. 8 - 19 (12 days)	Dec. 7 - 18 (12 days)	Dec. 11 - 22 (12 days)
Holiday	Dec. 20-Jan. 6 ( 18 days)	Dec. 19 - Jan. 5 (18 days)	Dec. 23 - Jan. 3 (12 days)
Second Term	Jan. 7 - Apr. 9 (62 days)	Jan. 6 - Apr. 8 (63 days)	Jan. 4 - Apr. 7 (62 days)
Family Day	Feb. 18	Feb. 17	Feb. 15
Reading Week	Feb. 18 - 22	Feb. 17 - 21	Feb. 15 - 19
In Absentia Convocation*	Feb. 22	Feb. 28	Feb. 26
Good Friday	Apr. 19	Apr. 10	Apr. 2
Easter Sunday	Apr. 21	Apr. 12	Apr. 4
Passover	Apr. 20	Apr. 9 - 10	**
Study Days	Apr.10	Apr. 9-10	Apr. 8 – 9
Exams	Apr. 11-30 (17 days)	Apr. 11 - 30 (19 days)	Apr. 10 - 30 (21 days)
June Convocation***	June 11 – 14 and 17 - 19	June 9 – 12 and 15 - 17	June 15 – 18 and 21 – 23

\* Application deadline for the In Absentia Convocation is January 22, or, if the deadline falls on a weekend or holiday, the next business day. No ceremony is held.

\*\* Passover does not fall during the examination period this year. No accommodation necessary.

\*\*\* Application deadline for Spring Convocation is March 15.

The following Guidelines apply only to those faculties, schools and colleges which operate on a 26 week teaching term.

See Sessional Dates for the Faculty of Education, Faculty of Law, and Schulich School of Medicine & Dentistry printed in those sections of this Calendar. Richard Ivey School of Business dates may also differ. Please consult the Dean's Office, Business School.

\* Note: Any of the following deadlines that occur on a Sat or Sun or Statutory Holiday will be extended to the next working day.

January	5	Classes resume.
January	9	Last day to add a second-term first quarter ('S') course (Kinesiology).
January	13	Last day to add a second-term half course, or a second-term full course.
January	15	Last day to receive admission applications for the Diploma in Accounting, Diploma in Marketing, and the Diploma in Public Relations offered through Western Continuing Studies.
January	16	Last day to drop a second-term first quarter ('S') course without academic penalty (Kinesiology).
January	22	Last day to receive applications for graduation: In Absentia February Convocation.
January	30	Last day to receive admission applications: Business Administration.
* January	31	Deadline to apply for relief against a final grade in a first-term course.
* February	1	Last day to receive admission applications: Social Work (King's University College).
February	15	Last day to receive admission applications: Collaborative Nursing
February	16	Family Day.
February	16 - 20	Reading Week.
February	23	First day of second-term second quarter ('T') course (Kinesiology).
February	27	In Absentia February Convocation.  Last day to add a second-term second quarter ('T') course (Kinesiology).
March	1	Last day to receive admission applications for Spring/Summer Distance Studies, Summer Evening and Intersession from students applying for the first time. All supporting documentation must be submitted within seven days of this date.  Last day to receive admission applications: Certificate & Diploma Programs offered through Western Continuing Studies.  Early Consideration admission application deadline for full-time first year studies for the Fall/Winter 2015-16 term.  Last day to receive admission applications: Compressed Time Frame BScN Program.  Last day to receive admission applications from CEGEP applicants.

March	3	First day for web registration for Summer Evening and Spring/Summer Distance Studies.
March	5	First day for web registration for Intersession.
March	6	Last day to drop a second-term second quarter ('T') course without academic penalty (Kinesiology).
* March	7	Last day to drop a second-term half course, or a second-term full course without academic penalty.
March	10	First day for web registration for Summer Day.
March	15	Last day to receive applications for graduation: Spring Convocation.
April	3	Good Friday
April	5	Easter Sunday
April	8	Fall/Winter Term classes end.
April	9 - 10	Study Days.
April	11 - 30	Final examination period.
April	30	Second term ends for all Faculties except Dentistry, Education, Law, and Medicine.
* May	1	Last day to withdraw an application for graduation: Spring Convocation.
May	1	Last day to receive admission applications for Summer Day courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.
May	2	Last day for web registration for Summer Evening and Spring/Summer Distance Studies courses.
May	4	Summer Evening and Spring/Summer Distances Studies courses begin.
May	7	Huron University College Theology Convocation.
May	8	Last day to add a full course, a first-term half course, a first-term first quarter ('Q') course, and a full year half-course in Summer Evening.
		Last day to add a Spring/Summer Distance Studies Course
May	9	Last day for web registration for Intersession courses.
May	11	Intersession courses begin.
		Trois-Pistoles courses begin.
May	12	Last day to add a full course, or a 6-week half course, a first-term first quarter ('Q') course, or a full-year half course in Intersession.
May	13	Last day to add or drop a course at Trois-Pistoles Intersession.
May	14	Last day to drop a 3-week first-term half course in Intersession without academic penalty.

* May	15	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Spring Convocation.
May	15	Last day to drop a first-term half course, or a first-term first quarter ('Q') course in Summer Evening and Spring/Summer Distance Studies without academic penalty.  Last day to receive admission applications for full-time general studies for 2015-16 Fall/Winter Term from candidates outside Canada.  Doctor of Medicine Convocation.
May	18	Victoria Day.
May	21	Last day to drop a full course, or a 6-week half course, a first-term, first quarter ('Q') course, or a full-year half course in Intercession without academic penalty.
May	29	Last day to drop a full course or full-year half course in Summer Evening and Spring/Summer Distance Studies course without academic penalty.
May	31	Hong Kong Convocation.
June	1	Last day to receive admission applications from new students for Fall/Winter Term 2015-16 for full-time studies, provided that the program requested is open. All supporting documentation must be submitted within seven days of this date.
June	1	Second-term half courses in Intercession begin.
June	2	Last day to add a second-term half course in Intercession.
June	4	Last day to drop a second-term half course in Intercession without academic penalty.
June	5	Master of Business Administration Convocation.
June	9 - 12 15 - 17	Spring Convocation.
June	12	Trois-Pistoles Intercession Ends.
June	15	Second term half courses in Summer Evening and Spring/Summer Distance Studies begin.
June	18	Proposed start date for course registration for 2015-16 Fall/Winter Term.
June	19	Intercession courses end.  Last day to add a second-term half course in Summer Evening and Spring/Summer Distance Studies.
June	22-23	Examinations: Intercession.
June	26	Last day to drop a second term half course, or a second-term, first quarter ('S') course, in Summer Evening and Spring/Summer Distance Studies without academic penalty.



* June	30	Deadline to apply for relief against a final grade in a second-term or a full-year course.  Deadline to apply for relief against a program eligibility decision.  Deadline requesting a waiver of the progression requirements.
July	1	Canada Day.  Last day to receive admission applications from new students for Fall/Winter Term 2015-16 for courses taught by Distance Studies and for part-time studies in courses taught on campus during the day and evening provided that the program requested is open. All supporting documentation must be submitted within seven days of this date. New students wishing to pursue part-time studies after July 1, should contact the Admissions Office to arrange for an appointment.
July	4	Last day for web registration for Summer Day courses.
July	6	Summer Day Term begins.  Trois-Pistoles Summer Day Term begins.
July	7	Last day to add a full course, a first-term half course (3-week or 6-week), or a full-year half course in Summer Day.
July	8	Last day to add or drop a course at Trois-Pistoles Summer Day.
July	9	Last day to drop a 3-week first-term half course in Summer Day without academic penalty.
July	15	Last day to drop a full course, or a 6-week half course, or a full-year half course in Summer Day without academic penalty.
July	24	Summer Evening and Spring/Summer Distance Studies Terms end.
July	27	Second-term half courses in Summer Day begin.
July	27 - 28	Examinations: Summer Evening Term.
July	27 - 30	Examinations: Spring/Summer Distance Studies courses.
July	28	Last day to add a second-term half course in Summer Day.
July	30	Last day to drop a second-term half course in Summer Day without academic penalty.
* July	31	Deadline to apply for relief against a final grade in an Intersession course.
August	3	Civic Holiday
August	7	Trois-Pistoles Summer Day courses end.

August	14	Summer Day courses end.
August	17 - 18	Examinations: Summer Day courses.
* August	31	Deadline to apply for relief against a final grade in a Summer Evening course.
September	7	Labour Day.
September	8	Last day to receive applications for graduation: Autumn Convocation.
September	9	Web registration for Fall/Winter term ends.
September	10	Fall/Winter Term classes begin.
September	14	First day of first-term, first-quarter ('Q') courses. (Kinesiology)
* September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	18	Last day for late registration.  Last day to add a first-term first quarter ('Q') course (Kin).  Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.
September	25	Last day to drop a first-term first quarter ('Q') course without academic penalty (Kinesiology).
October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.
October	1	Last day to withdraw application for graduation: Autumn Convocation.  <i>(Note: If this date falls on a Saturday or Sunday, the deadline will be the Friday before)</i>  Last day to receive admission applications: Medicine for 2016.
October	12	Thanksgiving Holiday.
* October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.
October	22 - 23	Autumn Convocation.
October	26	First day of first-term second quarter ('R') courses (Kin).
October	29 - 30	Fall Study Break
October	30	Last day to add a first-term second quarter ('R') course (Kin).

* November	1	<p>Last day that students registered in 'W' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty.</p> <p>Last day to receive official transcripts for courses taken on Letters of Permission during the academic year 2014-15 and the Spring/Summer Terms of 2015.</p>
November	1	<p>Last day to receive admission applications: Law for 2016.</p>
* November	5	<p>Last day to drop a first-term half course or a first-term full course (2015-16 Fall/Winter Term) without academic penalty.</p>
November	6	<p>Last day to drop a first-term second quarter ('R') course without academic penalty (Kin).</p>
* November	30	<p>Last day to drop a full course and full-year half course [on campus day and evening and Distance Studies] without academic penalty.</p>
December	1	<p>Last day to receive admission applications, transcripts, and supporting documentation: Education for 2016. (If December 1st falls on a weekend or holiday, then the deadline date will be decided by the Association of Education Registrar's of Ontario)</p> <p>Last day to receive admission applications: Dentistry for 2016.</p>
December	9	<p>Fall/Winter Term classes end.</p>
December	10	<p>Study Day.</p>
December	11 - 22	<p>Mid-year examination period.</p>
December	22	<p>First term ends for all Faculties except Dentistry, Education, Law and Medicine.</p>

**Final Assessment Report**  
Submitted by SUPR-G to SCAPA

<b>Program:</b>	<b>Family Medicine</b>
Degrees Offered:	Master of Clinical Science Program (MCISc) in Family Medicine PhD in Family Medicine
Approved Fields:	none
Date of Site Visit:	June 7, 2013
Evaluation:	<b><i>Good Quality with report due in September 2015</i></b>

**Summary:**

The graduate program in Family Medicine, which is located within the Schulich School of Medicine and Dentistry, has offered a Master of Clinical Science degree (MCISc) since 1972, and in 2008 introduced its PhD program. The program recruits domestic and international family physicians who want to expand their knowledge and research skills at the graduate level. It is unique in Canada because it is geared to practicing family physicians; it is mostly offered on-line and most enroll part-time; and it is relatively small by design. This poses some challenges in terms of a review because there are few comparable graduate programs.

The review was exceptional in that only one external was able to attend. He describes the program as “widely recognized and unique,” with an international reputation. His review culminates with two key recommendations that summarize the concerns he notes throughout his report. The first is the need for a clearly laid out succession plan that expands the faculty available to supervise students, and supports the sustainability of the program. The second is for program modifications that would improve completion rates. Within both of these recommendations is a third – the need to improve supervisory practices.

These concerns are addressed in the Chair’s response to the review. In addition, the Chair’s response identifies points within the external reviewer’s report that warrant clarification. Based on the external reviewer’s report and the Chair’s response, the following is recommended:

<b>Recommendation:</b>	<b>Responsibility</b>
Create a succession plan with adequate supervisors. One option is to consider and mentor clinical faculty who are enrolled in the program so that some, when they complete, can participate as faculty in these programs	Chair of Program Chair of Department of Family Medicine
Create a plan that addresses the sustainability of the PhD program	Chair of Program Chair of Department Dean of Faculty
Increase and improve completion rates a) Facilitate timely academic progress through the program b) Hold annual progression meetings with students and create a written plan that each student agrees to c) Establish goals and timelines around student progress particularly at the thesis stage d) Encourage student visits to Western for a period of time to work on research during the thesis stage	Chair
e) Establish monthly meetings between supervisors and students f) Establish and put practices in place to maintain a strong community to help students stay connected to their research and the program during the thesis/research paper stage, e.g., encourage electronic exchanges among students and faculty	Supervisors  Chair of Program/ Supervisors

FOR INFORMATION

***Report of Scholastic Offenses***  
**for the period July 1, 2012 – June 30, 2013**  
prepared by Angie Mandich,  
Associate Vice-Provost (Academic Programs & Students)

<b>FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE</b>	<b>OFFENSE</b>	<b>SANCTION</b>
<b>Arts &amp; Humanities</b>	Plagiarism (18)	Seventeen students received zero on assignment or essay. One received 50% penalty on assignment.
	Academic misconduct (4)	Three students received a failure of course notation on record. One received notation on record with possible suspension for one year.
	Had another write an on-line quiz (4)*	Assigned a mark of zero in the course.
<b>Business / Ivey HBA</b>	Plagiarism - 2	One student received a grade of zero on the report submitted and a new report was to be submitted but not included in grading component. One student received grade of zero on the paper and reassigned weighting of grade component.
<b>Education</b>	Plagiarism (BEd) - 1	Student was permitted to resubmit the assignment after adding citations and making corrections for a maximum mark of 60%.
	Plagiarism, Continuing Education (AQ) - 6	One student received 0% on the assignment. Three students were permitted to resubmit the assignment after adding citations and making corrections. Two students were permitted to write another assignment on another topic.
<b>Engineering</b>	Cheating – 2	Students received a mark of zero on midterm and required to write a formal letter of apology which was received at the Undergraduate Services Office.
	Used another student's name and fraudulent student number on exam booklet- 1	Student required to write a letter describing the offence and recognizing the gravity of his actions. The letter was received at the Undergraduate Services Office.
<b>Information &amp; Media Studies (FIMS)</b>	Plagiarism – 9	Three students received zero on the assignment. Two students received zero on the assignment but were offered an opportunity to re-write the assignment; revised assignment will receive a grade no higher than 55%. One student received zero on the assignment but was offered as opportunity to re-write the assignment. Three students received a 0% in the course.
	Falsified documents – 1	This student received a 0% in the course.

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENSE	SANCTION
<b>Health Sciences</b>	Plagiarism – 7	One student received a warning. Four students received zero on the essay. Two students received a 25% reduction on the assignment.
	Cheating – 3	The three students received zero on the exam.
<b>Medicine &amp; Dentistry</b>	Scholastic Offence - 1	Student voluntarily agreed to take one year off for further assessment. May return to repeat third year if supported by expert third party.
<b>Medical Sciences</b>	Plagiarism – 1	Student received zero on essay.
	Cheating – 2	Students received zero on the assignment.
<b>Music</b>	Plagiarism – 4	Three students received a failing grade on the assignment and a reprimand. One student received a reprimand and allowed to re-submit with penalty.
	Collusion on written assignment – 4 instances involving 8 students	All students received a formal reprimand.
<b>Science</b>	Academic offence - 1	Formal reprimand from instructor, then penalty from Associate Dean of Kings College - a loss of 10% on final exam.
	Used unauthorized materials in exam - 1	Student's mark was reduced by 50%.
	Cheating - 2	One student received an F on midterm. One student received a zero on midterm.
	Used a cell phone during exam - 1	Student received zero on the exam.
<b>Social Science</b>	Plagiarism - 37	Twenty-three students received 0% on essay. One student received 0% on lab component. One student had 10 marks taken off final grade (received 50% in the course). One student essay graded to a maximum of 50%. Three students were allowed to rewrite essay to a maximum of 50%. One student was allowed to rewrite to a maximum of 75%. One student received 40% on the essay, 56% in the course. One student received 0% on the essay, allowed to complete additional assignment to maximum grade of 50% in the course. One student received 0% on the essay, allowed to complete additional assignment to maximum grade of 65% in the course. Two students' essay grade was reduced by 10%. One student's essay grade was reduced by 50%. One student's essay grade was reduced by 60%.

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENSE	SANCTION
	Cheating - 10	Five students received 0% on the exam. Two students received formal reprimand. One student exam grade was reduced to 34.5%. One student exam grade was reduced to 30%. One student exam grade was reduced to 29.3%.
	Possession of electronic device(cell phone) during exam - 6	Five students received zero on exam. One student received a formal reprimand.
	Cheat sheets in an exam - 7	All students received zero on exam.
	Falsified grade breakdown for grade appeal - 1	Formal reprimand.
	Fraudulent medical note - 1	Student received an "F" in the course.
	Had another write an on-line quiz (56)*	Assigned a mark of zero in the course.
<b>Brescia UC</b>	Plagiarism – 5	Three students received a mark of 0 on the assignment. Two students received 20% on the paper.
	Cheating – 5	Three students received a failing grade for the course. Two students received a mark of 0 on the exam.
	Assisting to cheat - 1	Student received a mark of 0 on the exam.
	Forged documentation - 1	Student withdrawn from Brescia.
	Had another write an on-line quiz (3)*	Assigned a mark of zero in the course.
<b>Huron UC</b>	Plagiarism – 8	Five students received zero on the assignment. One student received zero on the assignment and a subsequent failing grade for the course. Two students received a failing grade for the course.
	Cheating - 7	Six students received a zero on the test/exam. One student received reduction of the test grade by 50%.
	Had another write an on-line quiz (62)*	Assigned a mark of zero in the course.
<b>King's UC</b>	Plagiarism – 8	Eight students received a grade of zero on the assignment / essay.
	Cheating – 14	Four students received a grade of zero on the test/quiz. Three students received a grade of zero on the mid-term exam. Six students received a grade of zero on the final exam. One student received a 10% deduction on the final exam grade.
	Had another write an on-line quiz (3)*	Assigned a mark of zero in the course.

\*All of these offences were committed in one Science course in 2011-12, but not all cases were finalized until after June 30, 2012, hence their inclusion in this report.

**School of Graduate and Postdoctoral Studies:**  
**Changes to General Thesis and SGPS Membership Regulations**

1. Change in General Thesis Regulations

The Graduate Education Council (GEC) approved the following changes to the Thesis Regulations:  
(New information identified in **bold**).

Current Thesis Regulation Guide available here: [http://www.grad.uwo.ca/current\\_students/regulations/8.html](http://www.grad.uwo.ca/current_students/regulations/8.html)

**Section 8. THE THESIS**

1. 8.3.1. Format Specifications

In the Integrated-Article column, replace Co-authorship bullet with the following wording:

- **In the case of co-authored papers (chapters), the student must include a statement of authorship for each paper included in the thesis, indicating the nature and extent of contributions by others. A clause will be added to the Supervisor Approval Form to confirm the statement(s) of authorship.**
- **For information: Ownership and intellectual property issues regarding Integrated-article theses will be kept under advisement for further discussion at a later date**

2. 8.4.2 – addition of the following words:

**Note: The thesis defense is normally a closed event unless the student and program by mutual agreement, request that the defense be open to the university community (e.g., faculty, academic colleagues, students.**

3. 8.4.2.1 – All examiners:

- **Normally attend the Public Lecture and Thesis Examination...**
- **External Examiner: attends the Public Lecture and Thesis Examination in person, however participation by videoconference or teleconference is also permitted.**

4. 8.4.2.1 Roles of Chair - if AI is found to be compromised during defense:

**If, at the conclusion of the defense, the candidate's supervisor, the Chair or any member of the examining committee expresses the view that there is a prima facie case for alleging**

(a) **that a material portion of the thesis has been plagiarized, or**

(b) **that there is other evidence of academic misconduct,**

**the Chair shall withhold his/her signature from the examination certificate and submit the matter (together with any supporting materials) to SGPS for investigation. Where this occurs, the Chair shall, without informing the candidate of the identity of the person making the relevant allegation, inform the candidate that an allegation of academic misconduct has been made. The Chair shall also inform the candidate that an investigation into the matter will be conducted by SGPS, and invite the candidate to contact SGPS to discuss the allegations.**

5. 8.4.4.1 – Rewording of the preliminary examination of the thesis

- Current wording: A work that requires only minor revisions may be judged acceptable. Minor revisions include typographical or grammatical errors; errors in calculation, labels for tables, nomenclature, and bibliographic form; and the need for minor clarifications of content. A thesis that requires major revisions in form and or content before it can meet requisite scholarly standards must be judged unacceptable. Major revisions include, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context. The need for the rewriting of substantial portions of the thesis to make it acceptable cannot be construed as "minor." As a rule of thumb, revisions requiring more than two weeks to complete cannot be construed as "minor."



- Recommended that wording be changed to:

**There are 2 possible outcomes that the examiners may consider:**

- 1. Acceptable to go to defense with revisions/modifications**
- 2. Unacceptable to go forward to defense**

**Acceptable with Revisions/Modifications:**

A work that requires some revisions/modifications may be judged acceptable.

Revisions/modifications include limited typographical or grammatical errors; errors in calculation, labels for tables, nomenclature, and bibliographic form; and the need for clarification of content.

**Unacceptable:**

A thesis judged unacceptable may contain for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context.

The completed examiner reports are confidential to the Vice-Provost (Graduate and Postdoctoral Studies). The External Examiner completes the External Examiner Form. SGPS must receive the completed forms from all the Examiners at least five working days before the date scheduled for the candidate's Thesis Examination. All examiner evaluations are shared with the Supervisor after the examination.

6. 8.4.4.2 – Following the oral examination

**There are 3 possible outcomes to the oral defense that the examiners may consider:**

- 1. Acceptable - no changes**
- 2. Acceptable with revisions/modifications**
- 3. Unacceptable**

Examples of Acceptable with Revisions/Modifications may include limited typographical or grammatical errors; errors in calculation, labels for tables, nomenclature, and bibliographic form; the need for clarification of content in order to meet requisite scholarly standards. Examples may include some additions, deletions or editing of text; further analysis or discussion of some piece of data. Normally, candidates have up to 6 weeks to submit the final thesis after examination.

**Unacceptable:**

A thesis judged unacceptable may contain for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context.

6. Regulation 8.4.4.2 re-examination hearing concerning membership of the panel

- Current wording: The Re-Examination Hearing Committee is chaired by an Associate Vice-Provost (Graduate and Postdoctoral Studies) and includes the two Program Examiners, University Examiner (the External Examiner's presence is waived), the Supervisor, the Graduate Chair of the program concerned, and two members of SGPS from the candidate's Division but not the program concerned. Note: The candidate does not attend the committee meeting.
- Motion that  
The phrase **"two members of SGPS from the candidate's Division but not the program concerned"** to be removed

7. External Examiner's Form  
**See attachment**

8. For Information: 8.1. Supervisory Committee Regulations
- **Programs are required to establish a formal Thesis Advisory Committee for all thesis-based Masters and PhD students consisting of a supervisor and at least one other person** – formatting and wording change to clarify
  - Academic Integrity: **New process in place that all incoming graduate students must successfully complete the online AI module; effective may 1st 2013**
    - Turnitin.com – University License covers access by students or faculty for papers or theses

#### **EXTERNAL EXAMINER'S REPORT**

**Due 7 days prior to the scheduled defense**

##### **A. EXTERNAL EXAMINER RECOMMENDATION:**

**\_ The thesis is judged acceptable to go to examination**

(Please use the following as a guideline to provide comments to the candidate that will be provided to the candidate and supervisor after the defense is over. Normally 2 – 3 pages in length is sufficient. In the event this thesis is nominated for an award, the comments below may be included as part of the nomination package.)

**\_ The thesis is judged unacceptable to go forward to examination**

(Please provide specific reasons for this decision. Please note that in order for the thesis not to go forward to defense, the majority of examiners must declare it thus. )

##### **B. EXTERNAL EXAMINER'S REPORT**

**I. SIGNIFICANCE OF THE RESEARCH QUESTION(S) ADDRESSED/ ACADEMIC QUALITY & MERIT**

**II. APPROPRIATENESS OF THE RESEARCH METHODS USED OR THE APPROACH TAKEN; SUCCESS IN USING THE CHOSEN METHOD OR APPROACH**

**III. CLARITY OF ANALYSES AND CONCLUSIONS**

**IV. ORIGINALITY/VALUE OF THE THESIS AS A CONTRIBUTION TO KNOWLEDGE**

**V. STRUCTURE OF THESIS; WRITING OF PROFESSIONAL STANDARD**

**VI. QUALITY OF THE WRITING**

**VII. OTHER**

**PLEASE NOTE THAT THE PRELIMINARY EVALUATIONS ARE CONFIDENTIAL TO SGPS. THEY ARE NOT TO BE SHARED WITH THE SUPERVISOR, CANDIDATE OR PROGRAM**

## 2. Change in the SGPS Membership Regulations

The Graduate Education Council (GEC) approved the following changes to the SGPS Membership Regulations: (New information is highlighted.)

Current SGPS Membership Regulations are available here:  
[http://grad.uwo.ca/faculty\\_staff/viceprovost/membership.html](http://grad.uwo.ca/faculty_staff/viceprovost/membership.html)

### **SGPS Membership**

In **accordance** with Senate regulations, only members of the School of Graduate and Postdoctoral Studies may be involved in graduate student education. For each student writing a thesis, the program must provide a Thesis Supervisory Committee, consisting of a Supervisor, who must have membership in the graduate program of the student, and at least one additional SGPS member **who may or may not be in the student's program. For students in professional or course based research programs, supervisors must have SGPS membership in the student's graduate program. In each case, the Graduate Chair for each program nominates individuals for Membership in SGPS.**

**Three categories of SGPS membership exist: Core Membership, Non-Core Membership and Emeritus membership. Compared to Core Membership, Non-Core membership involves limited educational activities for limited periods of time. Emeritus membership is reserved for retired professors.**

**Core Membership Three types of Core Membership exist: 1. Non-Thesis Membership, 2. Master's Supervisory Membership and 3. Doctoral Supervisory Member.**

**Core Membership requires an Academic Appointment at Western as Assistant Professor or higher, OR a current Western Adjunct Academic Appointment. For more information about the definition of and procedures for Adjunct Academic Appointments, refer to [http://www.uwo.ca/univsec/pdf/policies\\_procedures/section4/Adjunct.pdf](http://www.uwo.ca/univsec/pdf/policies_procedures/section4/Adjunct.pdf) Criteria for, and privileges associated with each category are listed below.**

**Non-Thesis Membership: Appropriate for limited term appointments, teaching only faculty or adjunct appointments**

#### **Criteria**

- Nomination by a Western graduate program offering an OCGS approved graduate degree
- Ph.D. degree or equivalent qualification appropriate to the discipline
- An appropriate scholarly and/or professional record commensurate with program activities and responsibilities

#### **Privileges**

- Participation as Thesis Supervisory Committee Member
- Participation as a thesis examiner:
  - Chair of a Master's Thesis Examination
  - Program Examiner
  - University Examiner
- Co-Supervisor of a Master's Thesis (with a Master's Supervisory Member)
- Graduate Course Activities: Includes all teaching activity incorporated under a graduate course number, such as instruction or service as a second reader on research projects (non-thesis), and instructor involvement in practicum courses, internships/co-ops, and field courses
- Participation as a reader on a major research paper and/or Ph.D. comprehensive examination
- Organizing/conducting/evaluating graduate colloquia, presentations, exhibitions, seminars, field trips/excursions, etc.
- Serving as a general or curriculum advisor for a graduate student (general mentoring/program counseling for students re: course selection, career paths)

**Master's Supervisory Membership: Normally appropriate for new tenure-track faculty members**

#### **Criteria**

(In addition to the criteria for Non-Thesis Membership)

- Nomination by a Western graduate program offering **a Quality Assurance Council** approved graduate degree with a Master's thesis
- An appropriate track record of peer-reviewed research publications or other evidence of peer-reviewed scholarly productivity appropriate to the discipline
- An established program of research or performance and, where appropriate, research funds from an external source

- A record of successful participation in graduate education (such as teaching a graduate course, serving on a supervisory committee, or thesis examination board)

### **Privileges**

(Includes all privileges listed under Non-Thesis Membership)

- Supervisor or Joint Supervisor of a Master's Thesis
- Co-Supervisor of a Doctoral Thesis (with a Doctoral Supervisory Member)
- Chair of a Doctoral Thesis Examination (cannot be from the graduate program of the student)

### **Doctoral Supervisory Membership**

#### **Criteria**

(In addition to the criteria for Master's Supervisory Membership and Non-Thesis Membership)

- Nomination by a Western graduate program offering **a Quality Assurance Council** graduate degree with a Doctoral Thesis
- Satisfactory supervision of at least one Master's candidate (or other appropriate experience in graduate education and research)

#### **Privileges**

(Includes all privileges for Master's Supervisory Membership and Non-Thesis Membership)

- Supervisor or Joint Supervisor of a Doctoral Thesis

### **Non-Core Membership: *Appropriate for faculty with limited duties or adjunct appointments***

Describes individuals providing limited graduate educational activities for limited time periods.

#### **Limited Membership**

##### **Criteria**

- Appropriate scholarly and/or professional record commensurate with the program activities and the nominee's responsibilities and for the period of graduate activity (up to 3 years)

##### **Privileges**

- Participation as Thesis Supervisory Committee Member
- Participation as a thesis examiner:
  - Program Examiner
  - University Examiner

Graduate Course Activities: Includes all teaching activity incorporated under a graduate course number, such as instruction or service as a second reader on research projects (non-thesis), and instructor involvement in practicum courses, internships/co-ops, and field courses

Participation as a reader on a major research paper and/or Ph.D. comprehensive examination

Organizing/conducting/evaluating graduate colloquia, presentations, exhibitions, seminars, field trips/excursions, etc.

### **Emeritus Membership**

All Professors Emeriti who, at the time of their retirement from the University, held either Doctoral or Master's level membership will be granted Emeritus membership upon request. Emeritus membership allows one to chair Master's or Doctoral thesis examinations. This membership is permanent and does not need to be renewed.

Note: Professors Emeriti may also request renewal of their membership at Doctoral, Master's or Non-thesis levels. Regular criteria will apply to such renewals.

#### **Criteria**

- To meet the criteria for Emeritus Membership, a professor, at the time of their retirement from the University, must have held either Doctoral or Master's level membership

#### **Privileges**

- Participation as chair of Master's or Doctoral thesis examinations

#### **Resources**

- Procedures for Adjunct Academic Appointments of Faculty at Western

### **New Scholarships and Awards**

#### **HBA '97 Award (Richard Ivey School of Business)**

Awarded to a full-time student entering the HBA Program at Ivey based on academic achievement and financial need. Candidates must complete a financial assistance application, which is available online through the Registrar's Web site, by October 31. The Office of the Registrar will determine financial need and the HBA Scholarship Review Committee will select the award recipient. This award was established with Foundation Western and was made possible through the generosity of the HBA '97 class.

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

Value: 1 at \$2,500

Effective: 2014-2015 academic year only

#### **MBA '97 Award (School of Graduate and Postdoctoral Studies, MBA)**

Awarded annually to a full-time student entering the MBA Program at Ivey based on academic achievement and financial need. The MBA Scholarship Review Committee, with at least one member of the selection committee who holds membership in the School of Graduate and Postdoctoral Studies, will select the award recipient. This award was established with Foundation Western and was made possible through the generosity of the MBA '97 class.

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

Value: 1 at \$900

Effective: May 2014

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

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

Value: 1 at \$35,000

Effective: May 2014

#### **Richard and Shelley Baker Football Award (Any Undergraduate, Graduate or Affiliated University College Student - Athletic Award [Football])**

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a contribution as members of the Mustangs Football Team. Preference will be given to students entering first year from the Thames Valley District School Board or the London District Catholic School Board. Candidates must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). These awards were established by the Richard and Shelley Baker Family Foundation.

Value: 2 at \$4,000

Effective: 2013-2014 to 2017-2018 academic years inclusive

Larry Shaw Athletic Award (Any Undergraduate or Affiliated University College Student – Athletic Award)  
Awarded to a full-time student entering Year 2 at Western or one of the Affiliated University Colleges, who is a member of a varsity team (minimum 70% average). Preference will be given to a student who is a member of the Mustang football team or a student who is a female athlete. The recipient will continue to receive the award for Years 3 and 4 provided that they continue to maintain a 70% academic average along with a full-time course load, and continue to make a contribution as a member of a varsity team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). Once the recipient no longer qualifies to continue receiving the award, a new recipient will be selected. Only one recipient can hold this award at any time. These awards were established with Foundation Western by Mr. Larry Shaw (HBA'62).

Value: 1 at \$4,000 continuing for up to three years  
Effective: 2013-2014 academic year (number to be reviewed thereafter)

Marie Smibert Writing Scholarship (Faculty of Arts and Humanities, English and Writing Studies)  
Awarded annually to the full-time student with the highest academic achievement in an introductory expository writing course. The recipient will be identified by the undergraduate Scholarship & Awards Committee of the Department of English and Writing Studies and the scholarship will be awarded each spring. In the event of a tie, written course work will be used to select the recipient. This scholarship was established with Foundation Western by H. Marie Smibert (HBA '40).

Value: 1 at \$1,500  
Effective: 2013-2014 academic year

Marie Smibert Writing Prize (Faculty of Arts and Humanities, English and Writing Studies)  
Awarded annually to the full-time student with the highest academic achievement in Writing 2202F/G - Winning Your Argument: Rhetorical Strategy in a Visual Age. The recipient will be identified by the undergraduate Scholarship & Awards Committee of the Department of English and Writing Studies and the scholarship will be awarded each spring. In the event of a tie, written course work will be used to select the recipient. This scholarship was established with Foundation Western by H. Marie Smibert (HBA '40).

Value: 1 at \$500  
Effective: 2013-2014 academic year

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING**  
**(SCUP)**

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**StarTech.com Professorship in Customer Insights**  
**Performance Indicators Report**

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**FOR APPROVAL**

1. **StarTech.com Professorship in Customer Insights**

**Recommended:** That Senate approve the establishment of the StarTech.com Professorship in Customer Insights in the Richard Ivey School of Business.

See [Appendix 1](#).

**FOR INFORMATION**

2. **Performance Indicators Report**

See [Appendix 2](#).

**StarTech.com Professorship in Customer Insights**

**FOR APPROVAL**

- Recommended:** That Senate approve the establishment of the StarTech.com Professorship in Customer Insights in the Richard Ivey School of Business.
- Donor and Funding:** StarTech.com has committed a gift of \$1,000,000 in support of a Professorship, Executive Development Bursaries, new teaching, research, and outreach programs designed to understand customers better, and maximize the opportunities for London and region business to gain greater customer insights. The gift is expendable over five years commencing 2013-2014. \$375,000 of the Donor's generous gift will support the StarTech.com Professorship in Customer Insights for a five-year appointment.
- Effective Date:** October 1, 2013
- Purpose:** The StarTech.com Professorship in Customer Insights will provide leadership for the Ivey Consulting Projects, customer insights research activities and will support the Customer Insights and Economic Leadership Group.
- Criteria:** This expendable Professorship will have academic appointment in the Richard Ivey School of Business. The candidate will be a full-time faculty member of the Richard Ivey School of Business with significant expertise in the area of marketing and customer insights. Through teaching and research conducted by the holder of the Professorship, the School will distinguish itself within Canada as the primary source of relevant, applied research in customer insights, and help develop the next generation of business leaders.
- Appointment to the StarTech.com Professorship in Customer Insights will be conducted in accordance with the relevant policies and procedures of the University.
- The appointment of the Professorship will be for five years, at which time the Professorship will cease to exist.
- Renewal:** Not applicable
- Reporting:** The University, through the Ivey Business School, will report annually to the donor regarding the progress and advancement of the Professor's work.

**Background:**

StarTech.com was founded in 1985 by Paul Seed and Ken Kalopsis and is headquartered in London, Ontario. It is an ISO 9001-registered manufacturer of hard-to-find connectivity and technology parts. The company offers a variety of products, including video extenders, audio and video converters, drive cables, switches, and mobile racks. The company also offers after-sales technical support and repair services. StarTech.com was ranked one of Canada's Top 50 Best Managed Companies in 2011. The award is sponsored by Deloitte, CIBC, the National Post, and Queen's University School of Business. The company was also listed on the Queen's University list of the Best Small & Medium Employers in Canada 2012.





**Performance and Activity Indicators**  
**Annual Report to the Board of Governors**

**November 2013**



## **President's Message**

Since 1995, the administration has presented the Board with an annual report describing Western's progress towards our strategic goals and giving members of our community a sense of our relative standing within the Province and the country on a variety of statistical measures. This is the sixth annual report to give the presentation a more formal structure. These annual reports reproduce the same array of core performance and activity indicators on a consistent basis, so that we will have a set of benchmarks which can be measured over time.

The report is an important element of the administration's accountability to the Board. Increasingly the provincial government has been calling upon Ontario's universities for greater levels of accountability and transparency, and we are currently engaged with the government on the attributes of an enhanced accountability framework. At Western we are already well-positioned to respond to these calls, in the sense that our academic plans, budget plans, financial statements, and Board and Senate proceedings are already publicly available on a readily-accessible public accountability website.

In selecting a set of core indicators, we have attempted to produce a concise and focussed report. It is important to note that this is not intended as a promotional document. It contains not only indicators which suggest significant achievement by Western, but also ones that identify areas where improvements are necessary in order to achieve our strategic plans and aspirations.

Dr. Amit Chakma  
President and Vice-Chancellor

## **The Primary Data Sources**

The Council of Ontario Universities has for many years collected a wide variety of information from its member institutions: applications and marks data, space inventory, faculty and staff counts, and an annual financial report. By agreement, the member institutions do not publish comparisons which might damage the reputation of another member institution. Therefore, Western's performance indicators compare us to the aggregate of the other member institutions.

In 1999 the executive heads of the G10, Canada's ten most research-intensive universities (Laval, Montreal, McGill, Queen's, Toronto, McMaster, Waterloo, Western, Alberta, and British Columbia) formed a data exchange consortium to facilitate comparative analysis and benchmarking. The G10 data exchange (G10DE) was modelled after a similar data exchange consortium of leading American research universities, and with the passage of time, the G10DE has produced a valuable set of comparative data. The G10 group was expanded in 2006 and again in 2010 to include Dalhousie University, the University of Ottawa, the University of Calgary, the University of Manitoba, and the University of Saskatchewan. Since that time the comparative indicators have been expanded gradually to include the larger U15 group as the five new members begin to provide data.

Western also participates in a number of American-based data exchange initiatives which can be used for comparison purposes:

- The Consortium for Student Retention Data Exchange (CSRDE)
- The Association of Research Libraries (ARL)
- The National Survey of Student Engagement (NSSE)

When considering comparisons to American universities, Western selects the group of publicly-funded institutions classified by the Carnegie Foundation as being in the highest category of research-intensity.

## **The Format for the Indicators**

The indicators in this report will be presented in one of three formats, and the selection of a particular format is in large measure a function of data availability. Over time, with increased data availability, the format of a particular indicator may be modified and enhanced. Data will be presented as one of:

1. Western compared to peer institutions over time,
2. Western compared to peer institutions at a point in time (the most recently available year), or
3. Western's performance over a period of time with no peer comparator data.

## **Acknowledgements**

The analyses in this report have been prepared by James MacLean and Anna Bitel of the Office of Institutional Planning and Budgeting. They have been assisted by staff in all of the central administrative offices in the data collection effort. Ruban Chelladurai was responsible for the integrity of the analyses presented here, as well as for the organization of the report.

## Secondary School Grades of Incoming Students

### Figures 1 and 2

**Data Source:** Ontario University Applications Centre (OUAC)

**Calculation of Indicator:** The analysis displays the final Ontario secondary school average grades for all first-time applicants who registered in the first year of study as full-time students at an Ontario university. Figure 1 shows the average for first-year registrants at Western as compared to the aggregate of all Ontario universities.

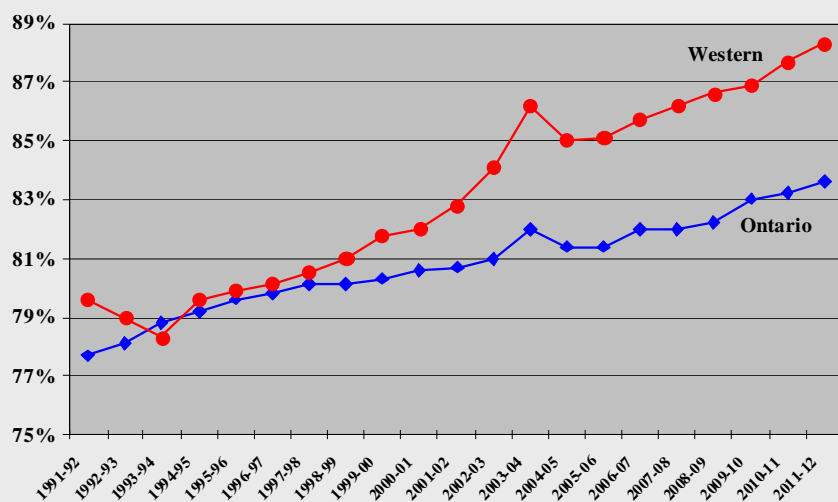
**Relation to Strategic Plan:** Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

**Commentary:** In the mid-1990s the average entering grade for Western students fell below the Ontario average. This trend has been reversed, and the average entering grade of Western's first-year students is now considerably higher than the provincial average. In 2004-05 there was a decline in the entering average for Western and for all Ontario universities, reflecting the passage of the sharp increase in applicants in 2003-04 occasioned by the double cohort. In 2011-12, the average grade for Western was nearly 5 percentage points higher than the aggregate of other Ontario universities.

The long-term trend is particularly pronounced at the highest end of the grade scale: Western's share of all Ontario secondary school applicants with averages of 85 percent or better has increased by almost 65 percent, from under 6 percent of the provincial total in 1996-97 to nearly 9.4 percent in 2011-12.

Figure 1

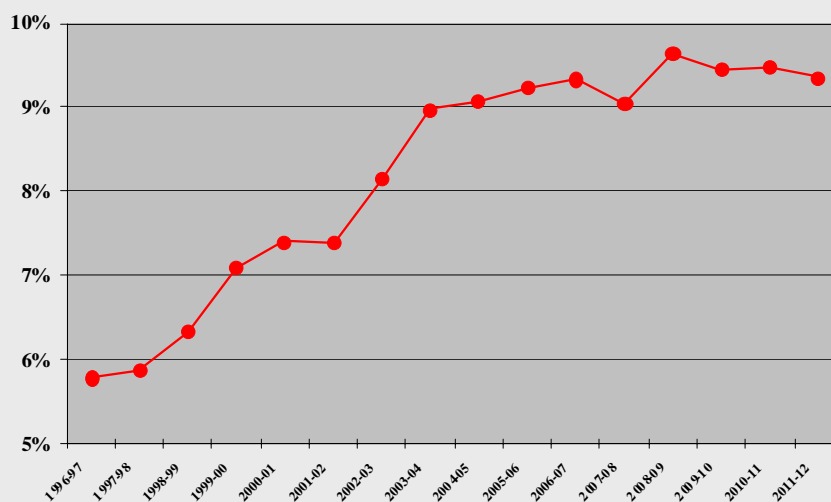
### Average Entering Grades of New Full-Time First-Year Ontario Secondary School Students



Source: Council of Ontario Universities and Western University

Figure 2

### Western's Share of All First Choice Ontario Secondary School Applicants with Entering Grades of 85%+



Source: Council of Ontario Universities and Western University

## Out-of-Province and International Students

### Figures 3 and 4

**Data Source:** Ontario University Applications Centre (OUAC)

**Calculation of Indicator:** The proportion of Western's first time, first-year registrants in direct entry programs from out-of-Province and out-of-country are compared to the proportion of these first time registrants for the aggregate of all Ontario's universities.

**Relation to Strategic Plan:** Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

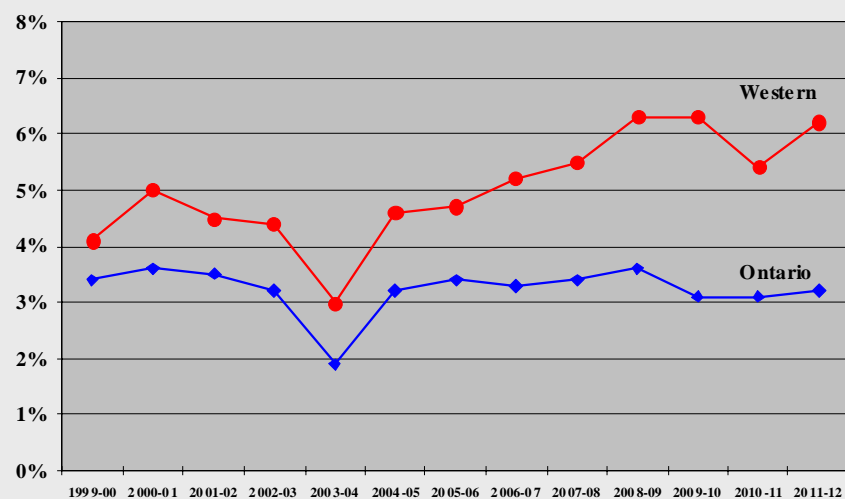
**Commentary:** In cooperation with the Ministry of Training, Colleges, and Universities, all of Ontario's universities, including Western, deliberately reduced the intake of out-of-Province and international students in 2002-03 and 2003-04 in order to create more first-year places for Ontario secondary school students who were graduating as part of the double cohort. This trend has been reversed, and Western's intake of out-of-Province students in 2011-12 was double the provincial average.

Expansion of undergraduate international enrolment is a strategic priority for the University, and an array of recruitment strategies have been implemented to achieve enrolment growth.



Figure 3

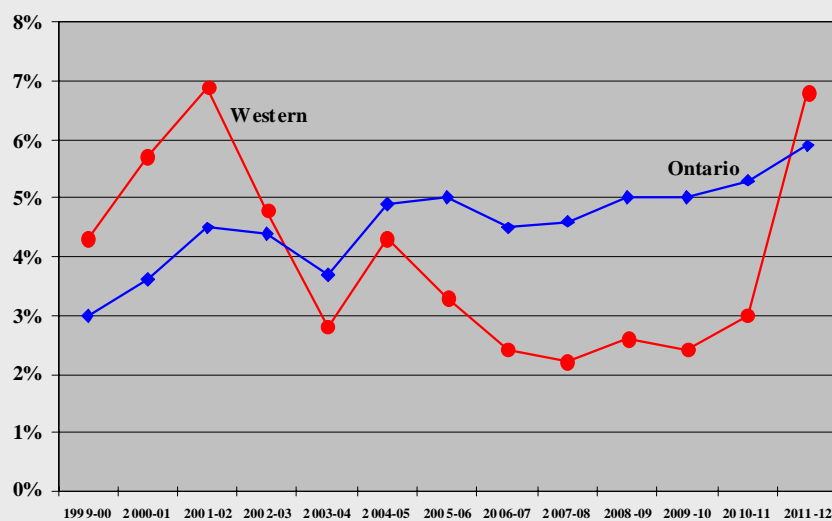
### Proportion of First-Year Students from Other Canadian Provinces



Source: Council of Ontario Universities and Western University

Figure 4

### Proportion of First-Year Students from Other Countries



Source: Council of Ontario Universities and Western University

## Undergraduate Student Retention Rates

### Figures 5 and 6

**Data Source:** Consortium for Student Retention Data Exchange (CSRDE)

**Calculation of Indicator:** Each year the participants in the CSRDE submit data for the number of students who have successfully proceeded from year 1 to year 2 of study in direct-entry undergraduate programs.

**Relation to Strategic Plan:** Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including ... the Consortium for Student Retention Data Exchange (CSRDE).

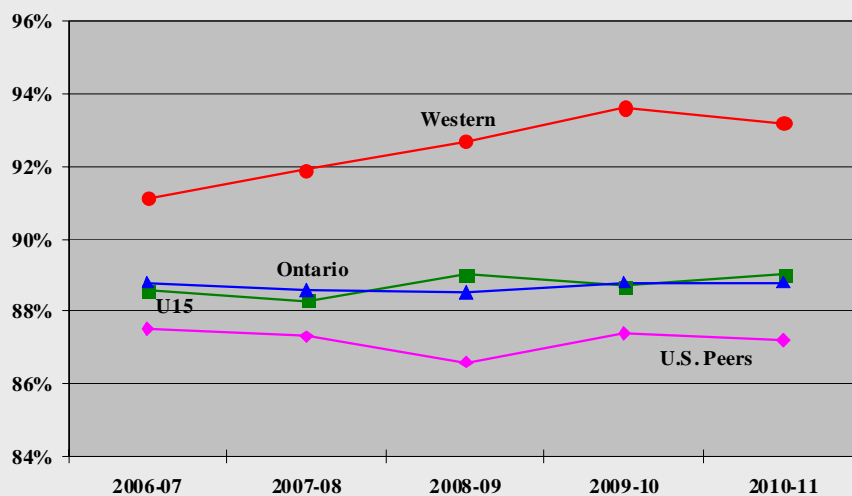
**Commentary:** In the 2012 reporting cycle, all Ontario universities and twelve of the U15 universities participated in the CSRDE – permitting meaningful comparison of retention rates across institutions.

The data suggest that, as the quality of Western's incoming class (as measured by entering grades) has steadily improved, so too have the retention rates of our students.

Western compares favourably in year 1 retention rates with other Canadian institutions, and considerably exceeds the rates experienced by our American peer institutions. Within the U15 group, only Queen's achieves higher year 1 to year 2 retention rates.

Figure 5

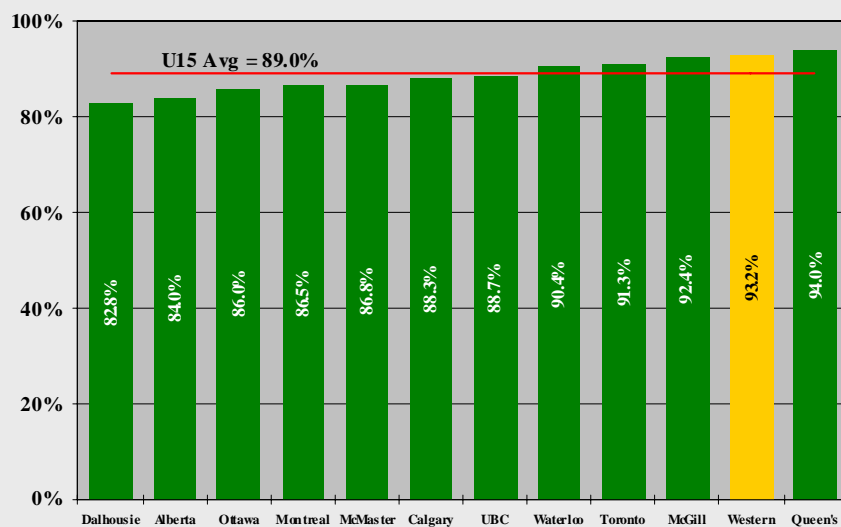
### Year 1 to Year 2 Retention Rates 2006-07 to 2010-11 Entering Cohorts



Source: August 2012 CSRDE Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University.

Figure 6

### U15 Universities: Year 1 to Year 2 Retention Rates 2010-11 Entering Cohort



Source: August 2012 CSRDE Peer Institutional Reports

## Undergraduate Student Graduation Rates

### Figures 7 and 8

**Data Source:** Consortium for Student Retention Data Exchange (CSRDE)

**Calculation of Indicator:** Each year the participants in the CSRDE submit data for the number of students who have successfully graduated from direct-entry undergraduate programs within six years of their entry into the program.

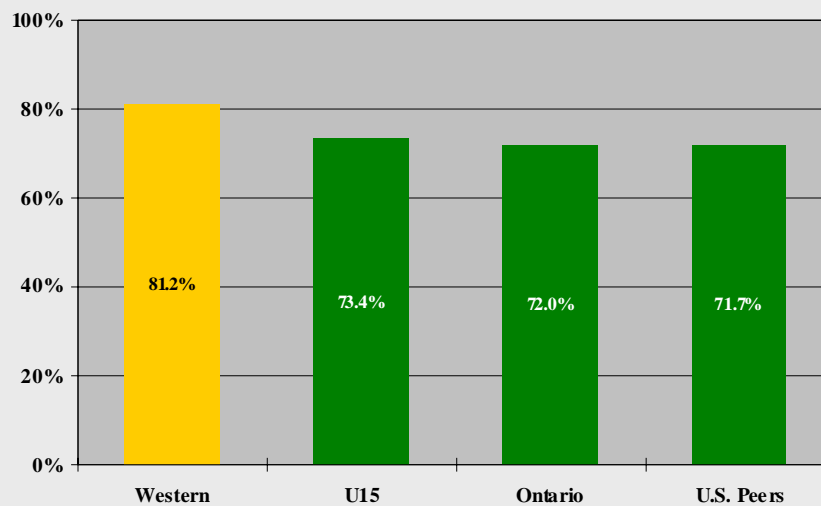
**Relation to Strategic Plan:** Commitment 12.3: Urge the Higher Education Quality Council of Ontario to approach university accountability in a manner that supports institutional diversity and autonomy, and to use the best of existing measures of university quality and performance, including ... the Consortium for Student Retention Data Exchange (CSRDE).

**Commentary:** In the 2012 reporting cycle, all Ontario universities and twelve of the U15 universities participated in the CSRDE – permitting meaningful comparison of graduation rates across institutions.

Western's six-year graduation rate is higher than the U15 average, the Ontario average, and the average for U.S. peer institutions. Within the U15 group, Western's graduation rate is at the higher end of the range – but notably lower than Queen's.

Figure 7

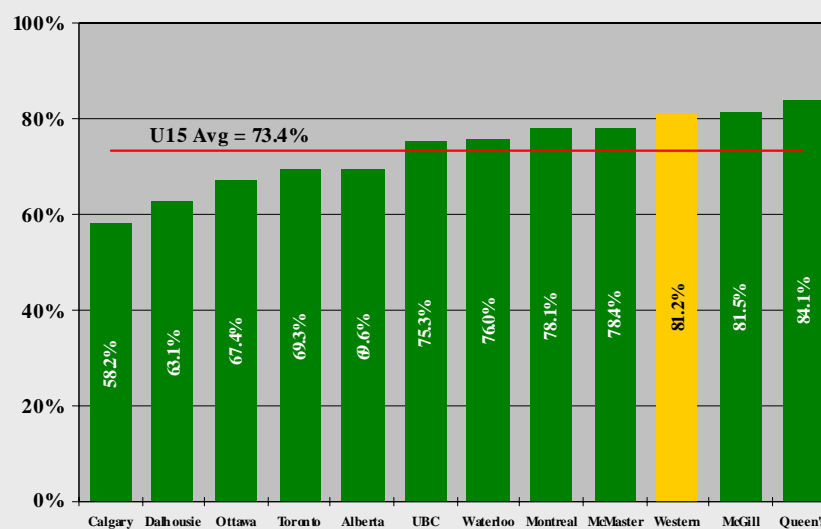
### Undergraduate Student Graduation Rates 2005-06 Entering Cohort Six Years After Entry



Source: August 2012 CSRD Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University.

Figure 8

### U15 Universities: Undergraduate Student Graduation Rates 2005-06 Entering Cohort -- Six Years After Entry



Source: August 2012 CSRD Peer Institutional Reports

## Proportion of First-Year Students in Residence

### Figure 9

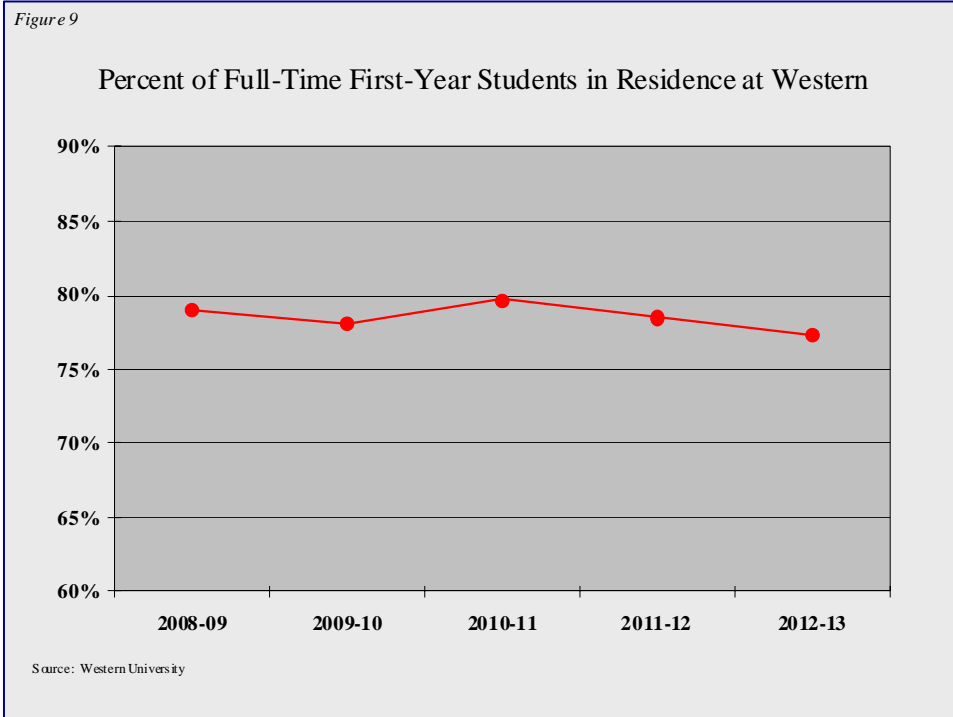
**Data Source:** Western University

**Calculation of Indicator:** The number of full-time, first-year students living in Western student residences expressed as a percentage of the full-time first-year student population.

**Relation to Strategic Plan:** Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

**Commentary:** One of the hallmarks of the Western undergraduate experience is the commitment to an offer of a residence place for all first-year students. This has become increasingly important to prospective students and their parents because of the compressed Ontario secondary school curriculum and the resulting younger postsecondary incoming class.

Through the construction of new residences and effective use of existing residences, the proportion of first-year students in residence remains around 80 percent.



## **Student Satisfaction: Evaluation of Instructor Effectiveness and Overall Satisfaction with Education Received**

### **Figures 10 and 11**

**Data Source for Figure 10:** Instructor/Course Evaluation Survey at Western

**Calculation of Indicator:** Each year, all Western undergraduate students are invited to submit a course evaluation. Students grade their course experience on a variety of measures, on a scale of 1 (poor) to 7 (outstanding). The indicator summarizes five years of these student evaluations of their course instructor's effectiveness.

**Relation to Strategic Plan:** Chapter 2: Enhancing the Undergraduate Student Experience. A significant component of the high level of student and alumni satisfaction is the strong interaction among students, faculty, and staff and the feeling of students that faculty and staff take a personal interest in them. Maintaining that interaction will set limits on the future growth of the University at the undergraduate level.

**Commentary:** The survey results indicate a stable but very high level of satisfaction on the part of students at both the direct-entry and second-entry level.

**Data Source for Figure 11:** Exit survey of all undergraduate students at time of graduation.

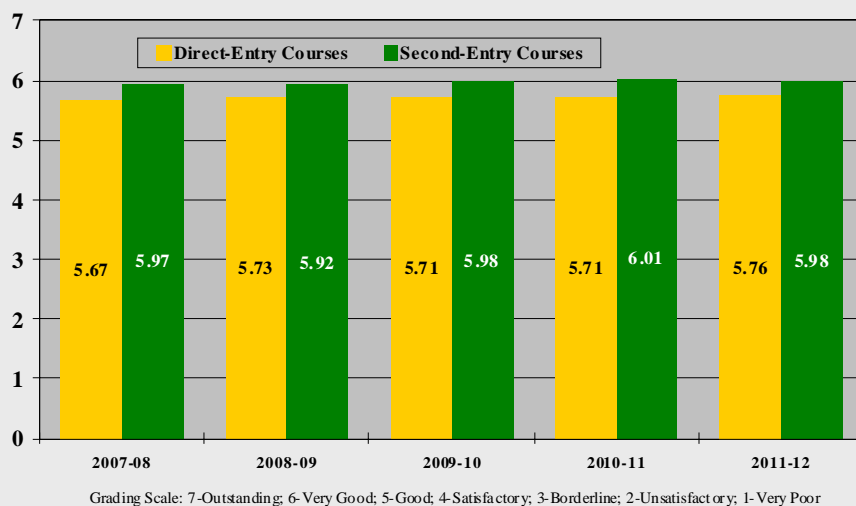
**Calculation of Indicator:** Graduating students are invited to grade their overall undergraduate educational experience at Western on a scale of 1 (not at all satisfied) to 5 (very satisfied). The indicator presents a five-year history of students' satisfaction with the overall educational experience.

**Commentary:** The results indicate that, at the time of graduation, about 95 percent of Western's undergraduates were satisfied with the overall educational experience. This level of satisfaction has been consistent over the past five years.



Figure 10

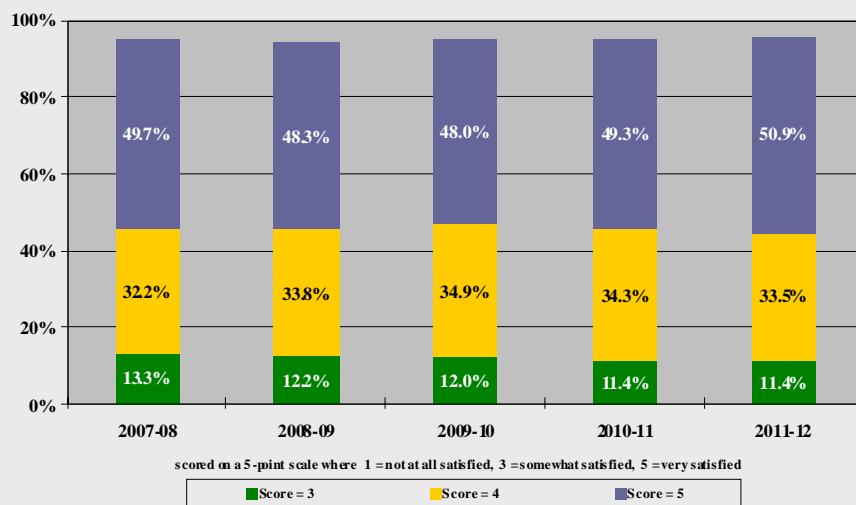
### Western's Instructor and Course Evaluations Ratings of Effectiveness of the Instructor



Source: Western University

Figure 11

### Overall Satisfaction with Education Received Percentage of Responses Between 3 and 5 (on a 5 point scale)



Source: Western University

## Undergraduate Student Engagement

### Figures 12 through 16

**Data Source:** National Survey of Student Engagement (NSSE)

**Calculation of Indicator:** In the Spring of 2011, over 40 Canadian universities, including Western, elected to participate in the National Survey of Student Engagement (NSSE) administered through Indiana University. The NSSE survey, it must be emphasized, is not a student satisfaction survey, but rather an attempt to measure the extent to which students are involved in campus life and their academic program. Student responses are segregated between first-year and senior-year students in direct-entry undergraduate programs.

**Relation to Strategic Plan:** Commitment 2.12: Use ongoing involvement in NSSE to establish additional benchmarks for performance in student-related activities and services and measures of Western's success.

**Commentary:** The NSSE survey contains a very large and rich source of information about the student experience. The 2011 cycle marks the fourth survey at Western – following 2004, 2006, and 2008. The survey will be administered again in 2014.

The major challenge faced by universities in using the NSSE results is to focus upon the particular areas of student response that represent, for the individual institution itself, priorities for the maintenance and improvement of the student experience.

The NSSE Institute provides each participating institution with a benchmark report which groups and aggregates responses to individual questions into five benchmarks:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

In the charts which follow, Western's benchmark scores in these five areas are presented for each of the three years in which the survey was administered to display changes over time. The 2011 results for Western are also compared to the aggregate for all Ontario universities, for all U15 universities, and the aggregate for all American universities in the Carnegie Foundation's category of highly research-intensive universities.

## NSSE: Level of Academic Challenge

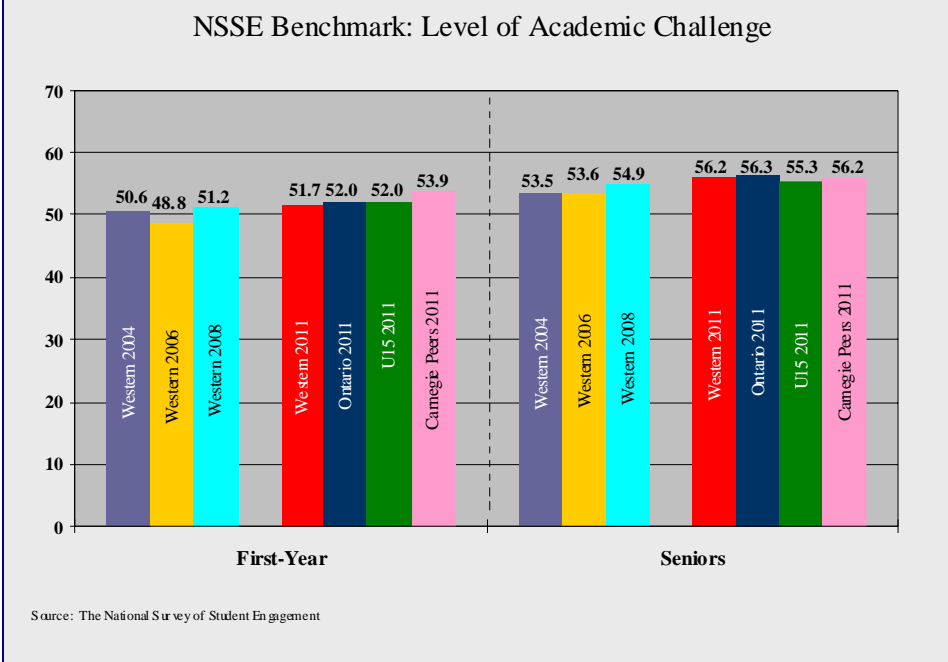
Figure 12

**Calculation of the Benchmark:** This benchmark combines student responses to the following group of questions:

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

**Commentary:** There has been a slight improvement in Western's benchmark score between 2008 and 2011. For this particular indicator, the results are very tightly grouped for Western and its comparator groups.

Figure 12



## NSSE: Active and Collaborative Learning

### Figure 13

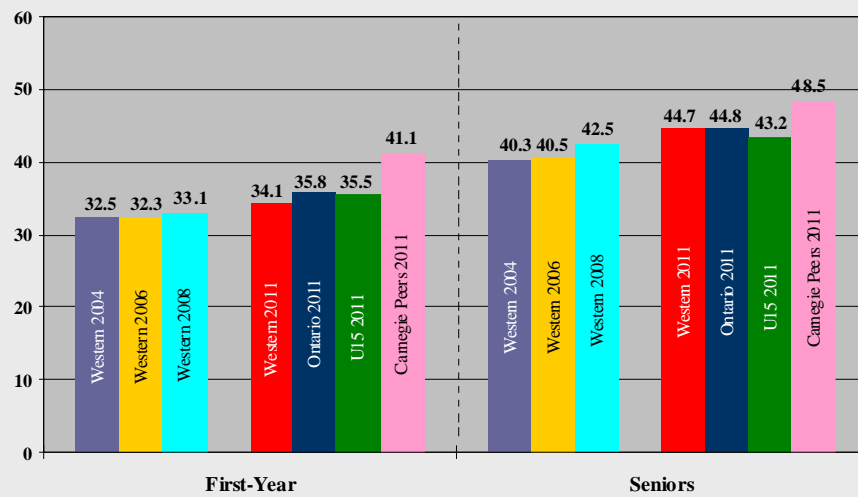
**Calculation of the Benchmark:** This benchmark combines student responses to the following group of questions:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g. service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

**Commentary:** There has been a slight improvement in Western's benchmark score between 2008 and 2011, more so at the level of fourth-year students. For this particular indicator, Western, Ontario, and the U15 are reasonably close in benchmark scores. The gap is most pronounced between Western and its U.S. peer comparators.

Figure 13

### NSSE Benchmark: Active and Collaborative Learning



Source: The National Survey of Student Engagement

## NSSE: Student-Faculty Interaction

### Figure 14

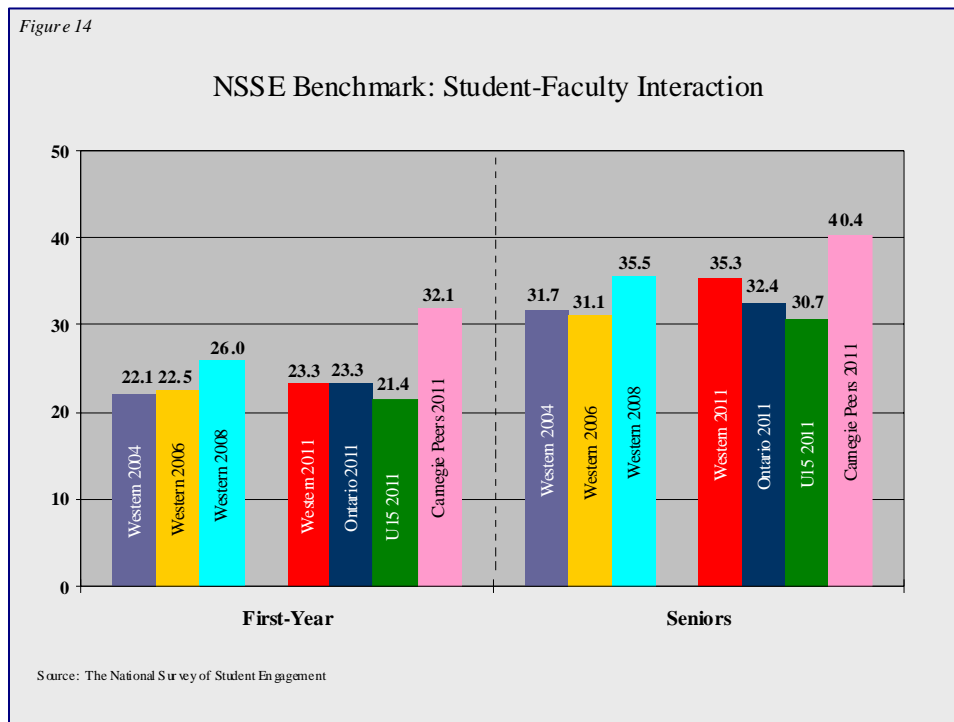
**Calculation of the Benchmark:** This benchmark combines student responses to the following group of questions:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

**Commentary:** In this indicator, Western outperforms the Ontario and U15 groups, but we continue to lag significantly behind our peer institutions in the U.S. – in all likelihood due to better student-faculty ratios prevailing at those institutions.



Figure 14



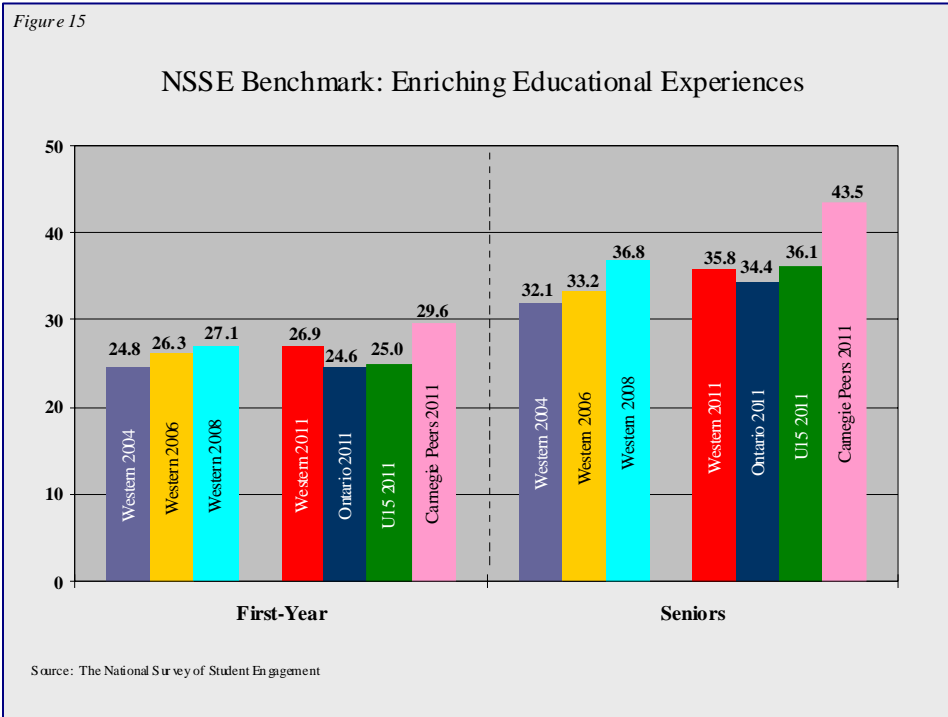
## NSSE: Enriching Educational Experiences

### Figure 15

**Calculation of the Benchmark:** This benchmark combines student responses to the following group of questions:

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g. listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

**Commentary:** Western has achieved improvement in this benchmark since 2004, and we outperform our Canadian peer institutions. However, we lag significantly behind our peer institutions in the U.S.



## NSSE: Supportive Campus Environment

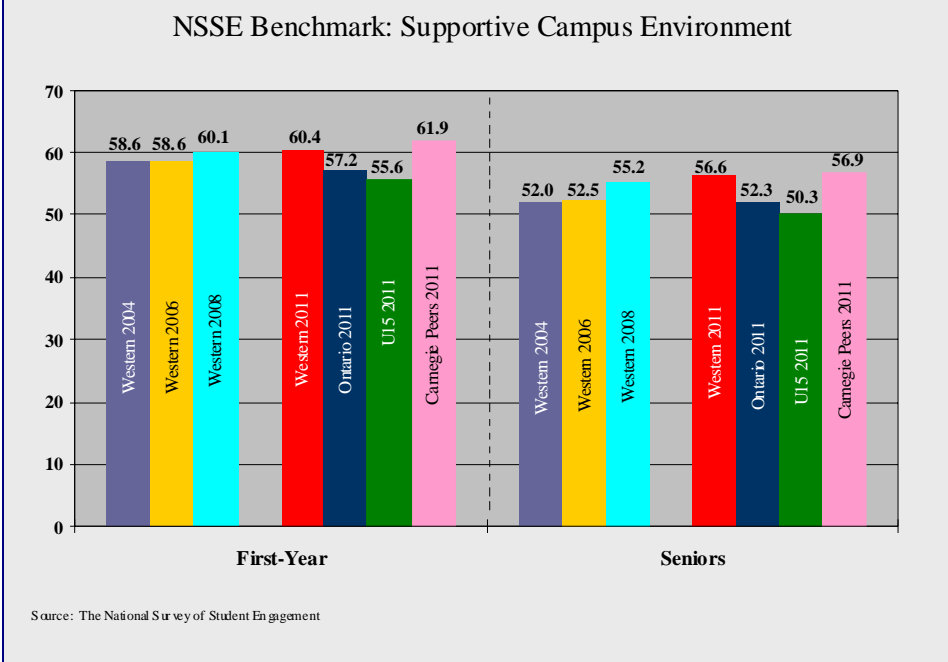
### Figure 16

**Calculation of the Benchmark:** This benchmark combines student responses to the following group of questions:

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

**Commentary:** In this benchmark Western outperforms its Canadian peers and is near the performance of its U.S. peers.

Figure 16



## Student Aid Funding at Western

Figure 17

**Data Source:** Western University

**Calculation of Indicator:** Total operating budget expenditures for student aid divided by total full-time equivalent (FTE) enrolment, 1999-2000 through 2011-12. Student aid provided from gifts and endowments is shown separately.

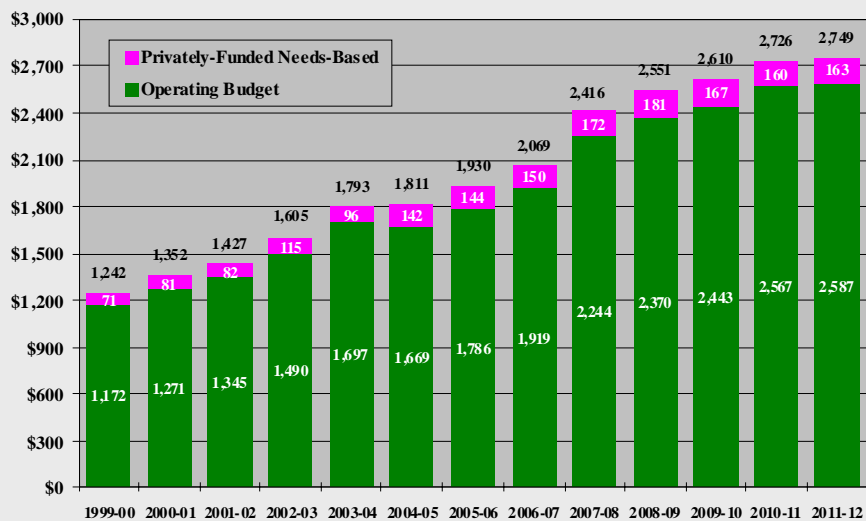
**Relation to Strategic Plan:** Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

**Commentary:** Commencing in 1996-97, Ontario universities were required to set aside 30 percent of revenues arising from tuition rate increases for needs-based student aid. Historically, Western has exceeded this requirement by providing additional needs-based student aid. Ontario's universities continue to work with the Provincial Government on the implementation of a Province-wide 'Student Access Guarantee' which will better integrate student aid from institutional and provincial sources.

Western's per-student expenditure for student aid has more than doubled from \$1,242 per FTE student in 1999-2000 to over \$2,700 per FTE student in 2011-12. Student aid is a high priority in our current fundraising campaign.

Figure 17

### Student Aid Funding from the Operating Budget per FTE Student at Western



Source: Western University

## Student Debt

### Figure 18

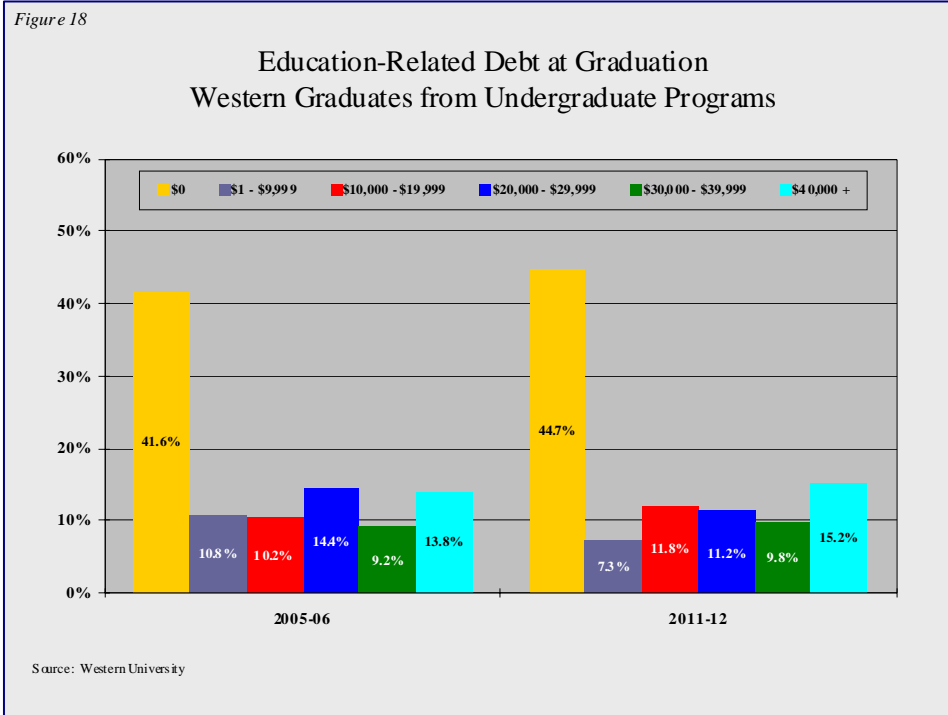
**Data Source:** Western's exit survey of all undergraduate students at time of graduation

**Calculation of Indicator:** All undergraduate students, including students in second-entry undergraduate programs, are asked to report on the level of education-related debt they have accumulated at the time of graduation. Reported debt is presented for the 2005-06 and 2011-12 graduating classes.

**Relation to Strategic Plan:** Commitment 2.3: Maintain the Western guarantees with regard to a first-year residence room, choices for first-year courses, and our financial commitment that no undergraduate student will be denied access or the ability to complete a degree because of financial need.

**Commentary:** The analysis indicates that over half of Western's undergraduates continue to graduate with debt less than \$10,000, and the proportion who graduate with no reported debt is almost 45 percent of the total. However, there has been a slight increase in the number of graduates with debt in excess of \$40,000. This latter group of students are primarily from second-entry professional programs.





## **International Graduate Student Enrolment as a Proportion of Total Graduate Student Intake**

**Figure 19**

**Data Source:** Western University

**Calculation of Indicator:** First-time, full-time international Masters and PhD students as a percentage of all first-time, full-time Masters and PhD students.

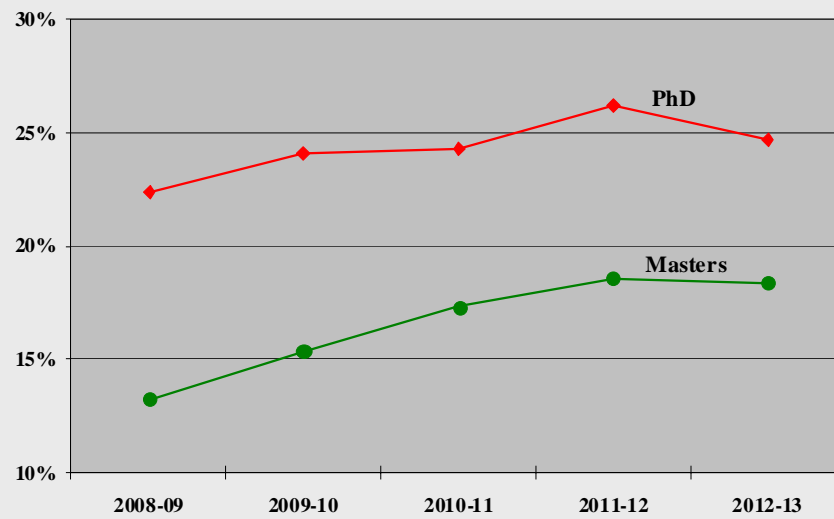
**Relation to Strategic Plan:** Commitment 1.2, Excellence: we aspire in our teaching and research to academic excellence that is recognized nationally and internationally. We set high standards for the recruitment and performance of our faculty, staff, and students.

Commitment 3.1: Double the number of PhD students and 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.

**Commentary:** Demand is very strong for access to our graduate programs from international students. The absolute number of international graduate students has increased steadily over the past five years, and in proportional terms approximately 19 percent of Masters and 25 percent of doctoral students are from other countries. This is occurring at the same time as a significant expansion of domestic graduate student enrolment funded by the Province.

Figure 19

Proportion of Full-Time Graduate Students from Other Countries



Source: Western University

## Graduate Student Enrolment as a Proportion of Total Enrolment

**Figure 20**

**Data Source:** U15 Data Exchange

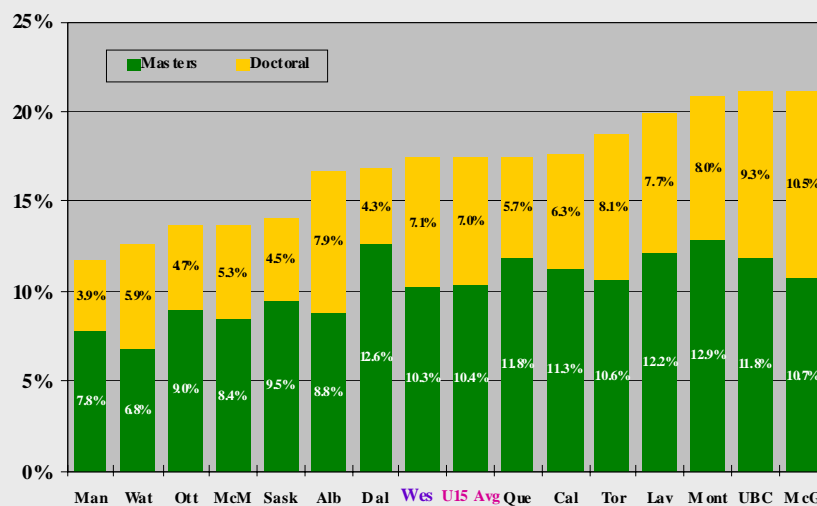
**Calculation of Indicator:** For each of the U15 universities, fall full-time headcount enrolments for Masters and Doctoral students are expressed as a percentage of total fall full-time headcount enrolment.

**Relation to Strategic Plan:** Commitment 3.1: Double the number of PhD students and 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.

**Commentary:** Western's doctoral enrolment currently stands at 7.1 percent of total enrolment, whereas UBC and McGill are in the 9 to 11 percent range. If we achieve our current graduate enrolment plans up to 2014-15, Western's graduate enrolment will increase to nearly 19 percent of total enrolment (7.5 percent at the PhD level), moving us closer to the front ranks within the U15.

Figure 20

Full-Time Masters and Doctoral Students  
as a Proportion of Total Full-Time Student Enrolment  
2011-12



Source: U15 Data Exchange

## Doctoral Students: Completion Rates and Time-to-Completion

### Figures 21 and 22

**Data Source:** U15 Data Exchange

**Calculation of Indicator:** In order to accurately measure the completion rates and time-to-completion for students in doctoral programs, the U15 data exchange developed a detailed methodology which tracks each entering student on a term-by-term basis for nine years after first registration. This gives a precise reading on the percentage of each entering cohort who graduate, as well as the length of time involved to complete the program. The exchange has gathered information on the 1998 through 2002 entering cohorts.

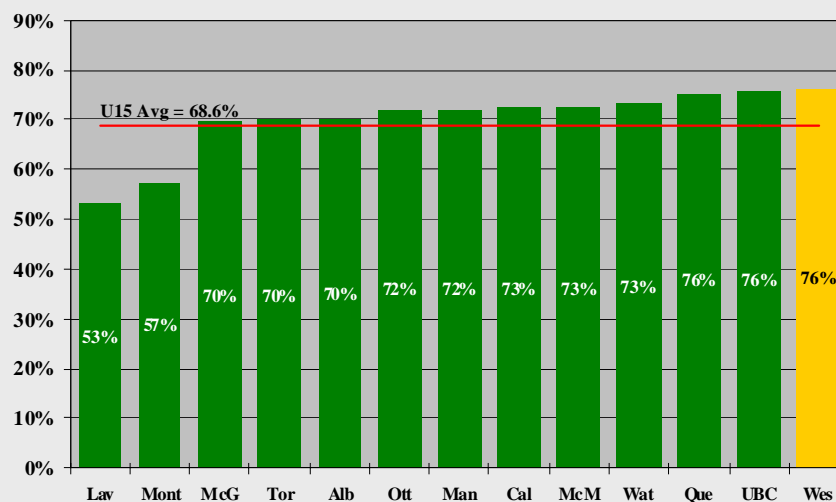
**Relation to Strategic Plan:** Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

**Commentary:** 76 percent of Western's doctoral students successfully complete their PhD, taking an average of under five years to do so. Both indicators for Western are better than the U15 average, and both are improving over time. As Western proceeds with expansion of doctoral enrolment, it will be important to monitor these two indicators.

A cautionary note about these two indicators: both the completion rate and the time-to-completion will vary significantly by disciplinary group, with lower completion rates and longer completion times, for example, in the humanities disciplines across all universities.

Figure 21

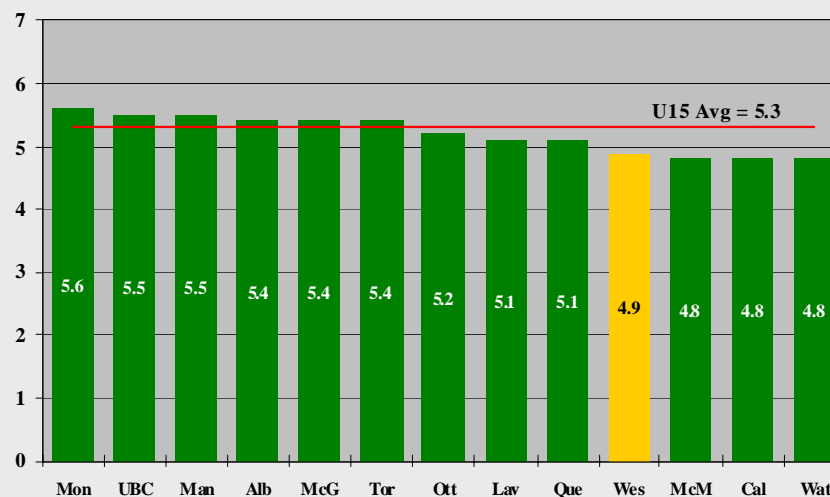
### Doctoral Degree Completion Rates 1998-2002 Entering Cohorts – All Disciplines at Nine Years After Entry



Source: U15 Data Exchange. UBC data are for 1998 and 1999 only; Laval data are for 1998, 1999 and 2002 only; Ottawa data are for 1999, 2000, 2001 and 2002 only; Manitoba data are for 2001 and 2002 only

Figure 22

### Average Number of Years to Doctoral Degree Completion 1998-2002 Entering Cohorts – All Disciplines



Source: U15 Data Exchange. UBC data are for 1998 and 1999 only; Laval data are for 1998, 1999, and 2002 only; Ottawa data are for 1999, 2000, 2001 and 2002 only; Manitoba data are for 2001 and 2002 only

## Graduate Student Satisfaction

### Figures 23 to 26

**Data Source:** Graduate and Professional Student Survey

**Calculation of Indicator:** From January through April 2010 Western, along with thirty-seven other Canadian universities, administered the Graduate and Professional Student Survey to all graduate students, excluding those enrolled in the MBA program. This survey was originally designed and administered by the Massachusetts Institute of Technology, and has been adapted for Canadian use. It assesses student satisfaction in all areas of the graduate student experience. The survey has been administered in 2005, 2007, and 2010. It will next be administered in early 2013.

**Relation to Strategic Plan:** Commitment 3.11: Monitor our progress through the continued benchmarking of graduate student aid, completion rates and time-to-completion, and graduate student satisfaction.

**Commentary:** The survey results indicate a very high level of satisfaction on the part of graduate students with most aspects of the Western experience. For PhD students there has been a sustained improvement in the overall quality of the student experience, and in the quality of the student life experience. Students reported an increase in the quality of the academic experience and in the quality of their program from 2005 through 2007, but indicated a slight decline in these two measures from 2007 through 2010.

Masters students reported an increase in all aspects of their experience from 2005 through 2010.

When asked a series of questions concerning their willingness to recommend graduate studies at Western to others, or to enrol in their program if they were to start over again, the response trends were mixed for both Masters and PhD students. The strongest positive responses were to the question ‘If you were to start again, would you select this same program’.



Figure 23

### Graduate Student Survey Results at Western: PhD % Responses Very Good or Excellent

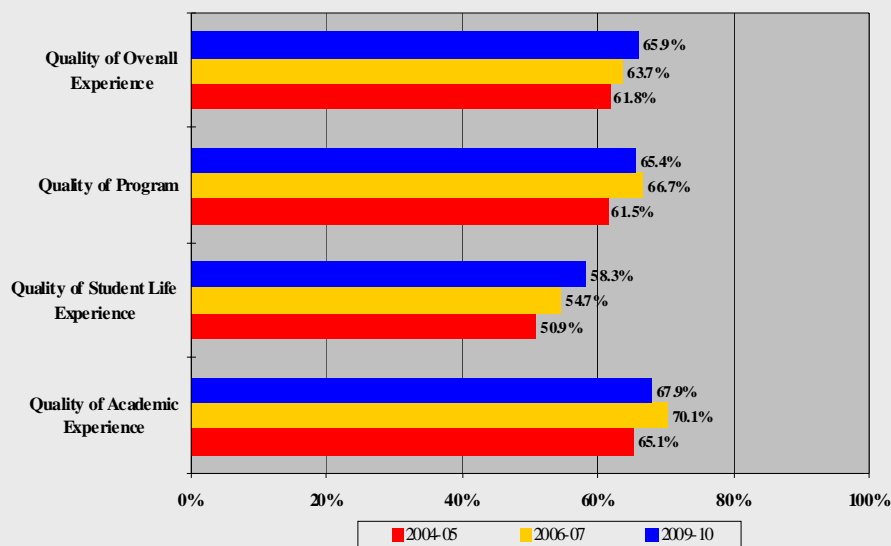
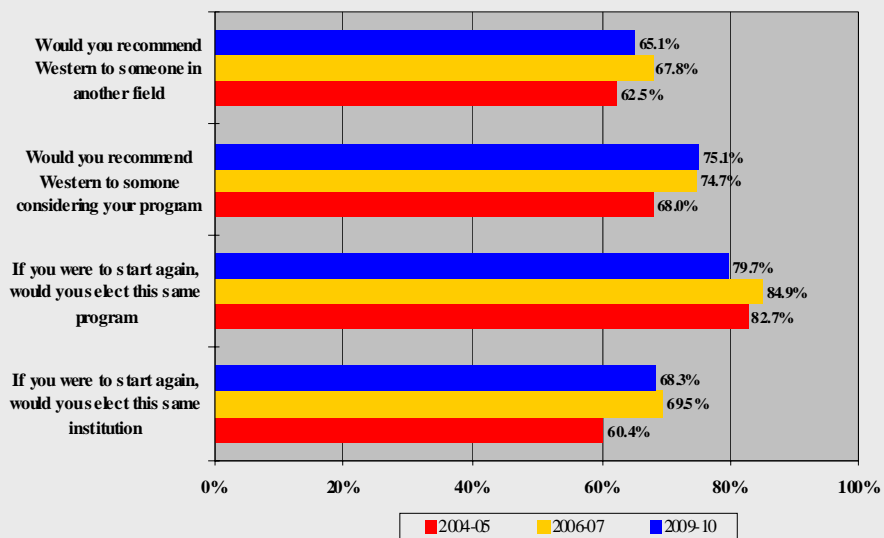


Figure 24

### Graduate Student Survey Results at Western: PhD % Responses Probably or Definitely



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Figure 25

### Graduate Student Survey Results at Western: Masters % Responses Very Good or Excellent

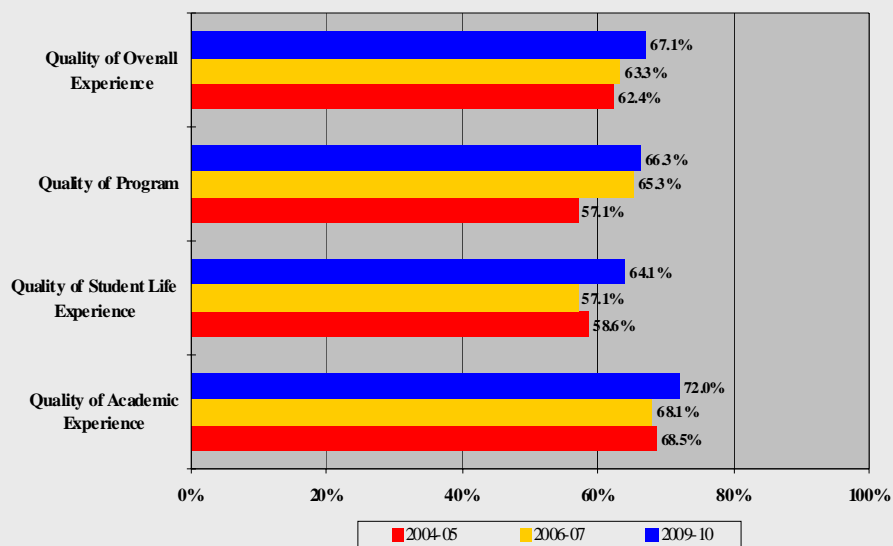
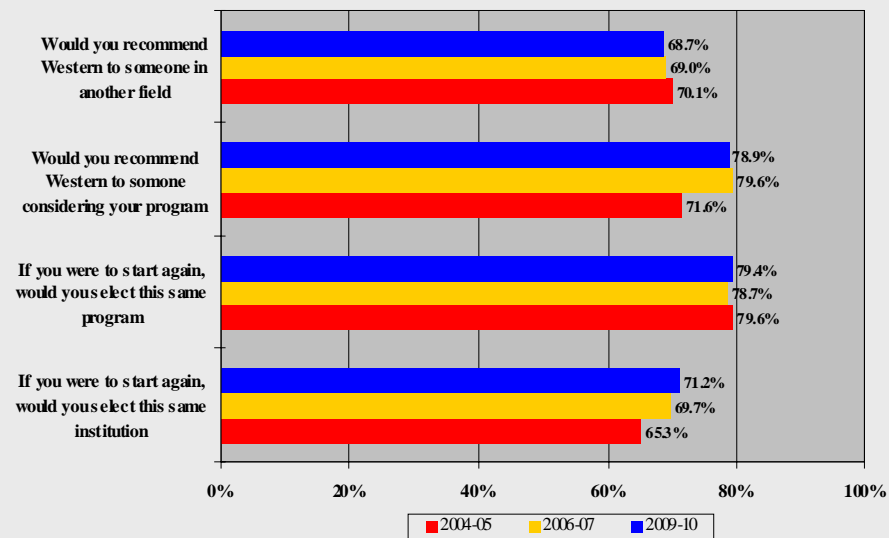


Figure 26

### Graduate Student Survey Results at Western: Masters % Responses Probably or Definitely



## **Average Financial Support per Masters and Doctoral Student**

### **Figures 27 and 28**

**Data Source:** U15 Data Exchange

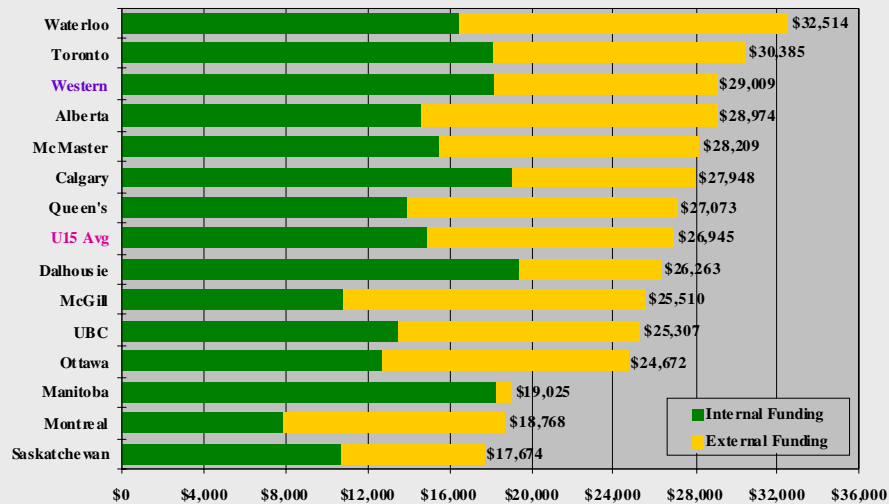
**Calculation of Indicator:** The U15 institutions have submitted a record-level file of all student support provided to its masters and doctoral students for the 2011-12 academic year. The data exchange has noted certain problems of data comparability in the medical sciences, and has thus excluded them from the analysis.

**Relation to Strategic Plan:** Commitment 3.3: Ensure competitive levels of graduate student financial support from internal and external sources.

**Commentary:** In order to realize its plans to significantly increase doctoral enrolment, Western must offer a competitive package of financial support to prospective students. The data indicate that Western's total support, both from internal and external sources, is competitive among the leading research universities, but that Western provides a lower proportion of its support from external sources.

Figure 27

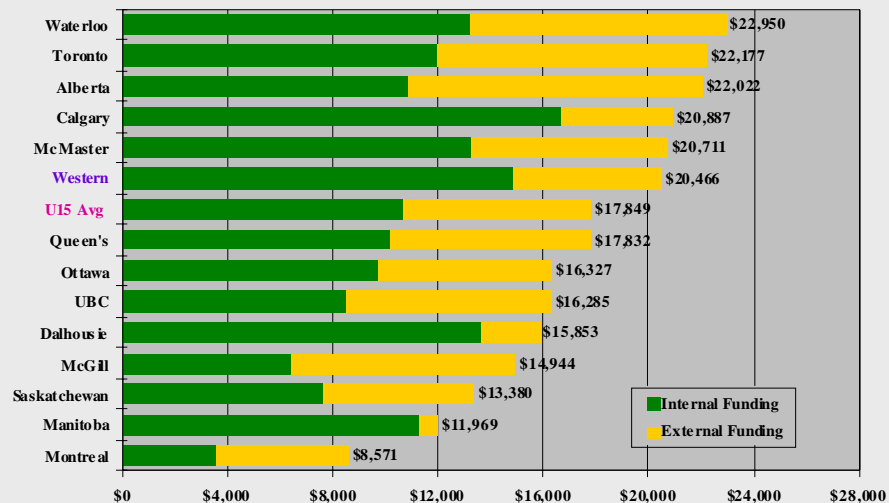
Average Financial Support per Doctoral Recipient  
in All Programs (Excluding Medical Science Programs)  
2011-12



Source: U15 Data Exchange

Figure 28

Average Financial Support per Masters Recipient  
in All Programs (Excluding Medical Science Programs)  
2011-12



Source: U15 Data Exchange

## Graduate Student Support from Federal Granting Councils

### Figures 29 through 31

**Data Source:** Awards data from the three federal granting councils for the years 2009-10 through 2011-12 have been compiled for the U15 by the Observatoire des Sciences et des Technologies. Graduate enrolment data has been provided from the U15 data exchange for the academic year 2011-12.

**Calculation of Indicator:** The average number of fellowships from the three federal granting councils are expressed as a percentage of the total graduate student population (masters and doctoral) at each of the U15 institutions. The graduate enrolments for each institution have been subdivided into the three granting council categories for the analysis: engineering and physical sciences (NSERC); humanities and social sciences (SSHRC); and health sciences (CIHR).

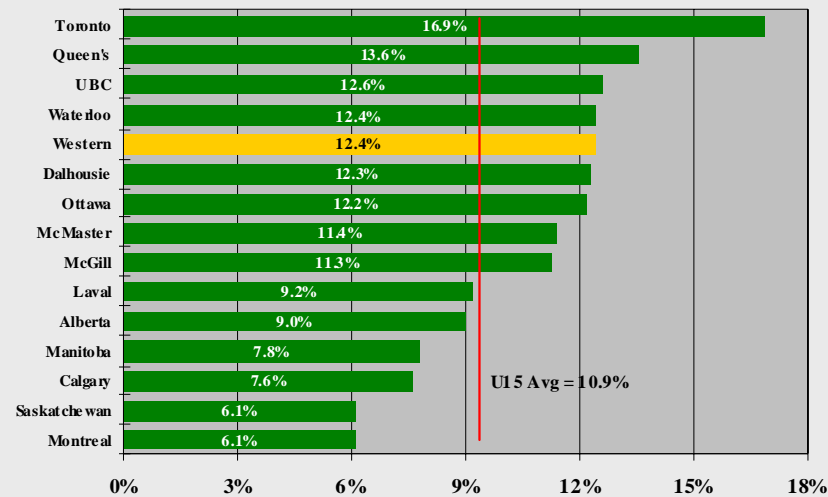
**Relation to Strategic Plan:** Commitment 3.2: Stimulate recruitment through ensuring and promoting the quality and value of Western's graduate programs. We will make special efforts to attract award-winning students, engaging and supporting faculty members to be the leaders of this process.

**Commentary:** The data suggest that Western is above the average of the other U15 institutions in competition for graduate student awards from NSERC and SSHRC, but well below average in the CIHR disciplines. Consequently, Western must commit more of its own internal resources to maintain competitive funding packages.

This is an important indicator to monitor as Western realizes its aspirations for growth in doctoral stream programs.

Figure 29

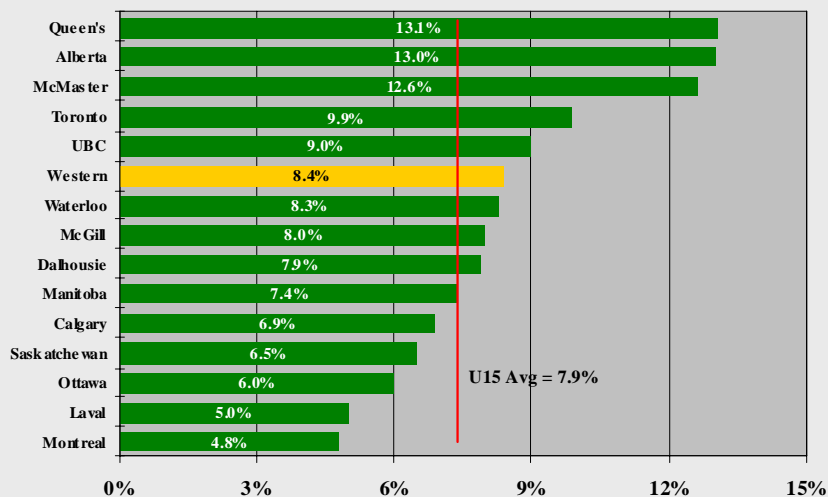
Graduate Student Fellowships  
Natural Sciences and Engineering Research Council of Canada  
3-Year Average Awards as a % of Full-Time Eligible Graduate Students



Source: Awards data from NSERC, as compiled by the OST (2009-12); Enrolments from U15DE (2011-12)

Figure 30

Graduate Student Fellowships  
Social Sciences and Humanities Research Council of Canada  
3-Year Average Awards as a % of Full-Time Eligible Graduate Students



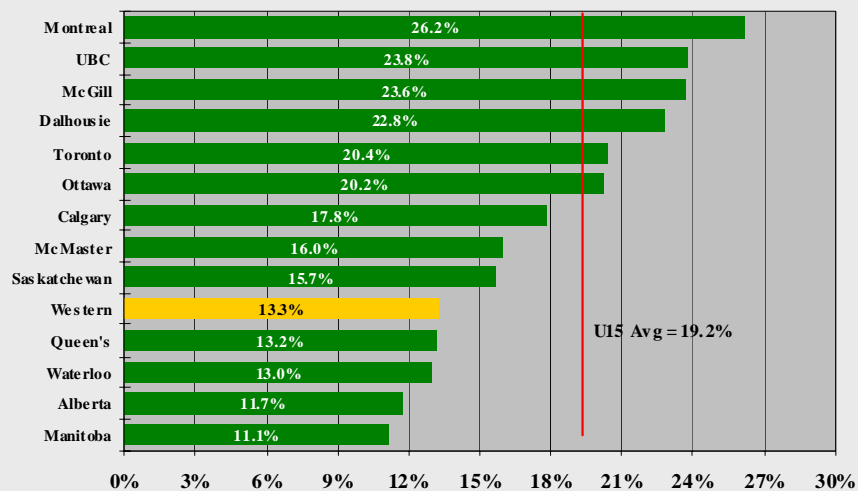
Source: Awards data from SSHRC, as compiled by the OST (2009-12); Enrolments from U15DE (2011-12)

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Figure 31

**Graduate Student Fellowships  
Canadian Institutes of Health Research  
3-Year Average Awards as a % of Full-Time Eligible Graduate Students**



Source: Awards data from CIHR, as compiled by the OST (2009-12); Enrolments from U15DE (2011-12)

## **Gender Balance of Tenure-Track Faculty Appointments**

### **Figures 32 and 33**

**Data Source:** U15 Data Exchange

**Calculation of Indicator:** All new tenure-track faculty appointments for 2011-12, as well as the total tenure-track complement, are shown by gender and by institution.

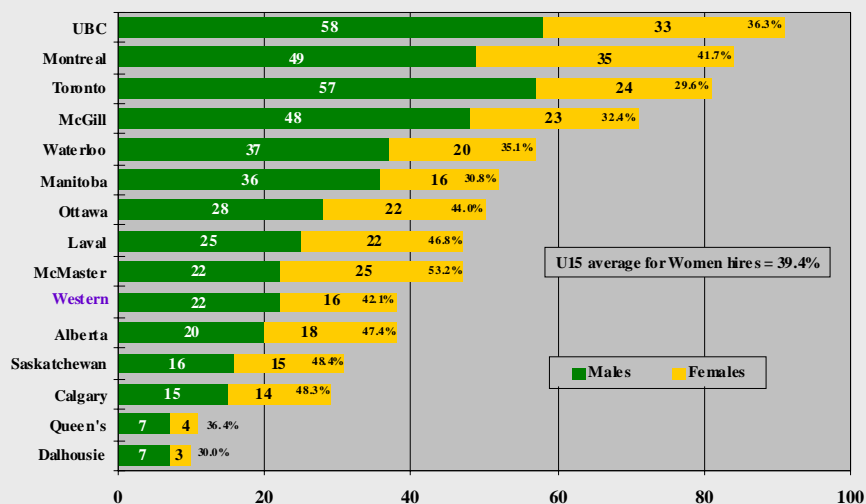
**Relation to Strategic Plan:** Commitment 6.2: Increase the number of women among newly-recruited Probationary/Tenured faculty; increase the retention of the women faculty we do recruit; and promote a career balance that ensures that service responsibilities carried by women to maintain gender equity are not greater than for men.

**Commentary:** For the 2011-12 academic year, just over 39 percent of new tenure-track faculty at the U15 institutions were women. For Western, 42 percent of all new hires were women..

In terms of total tenure-track complement, Western is slightly below the U15 average of 33 percent women.

Figure 32

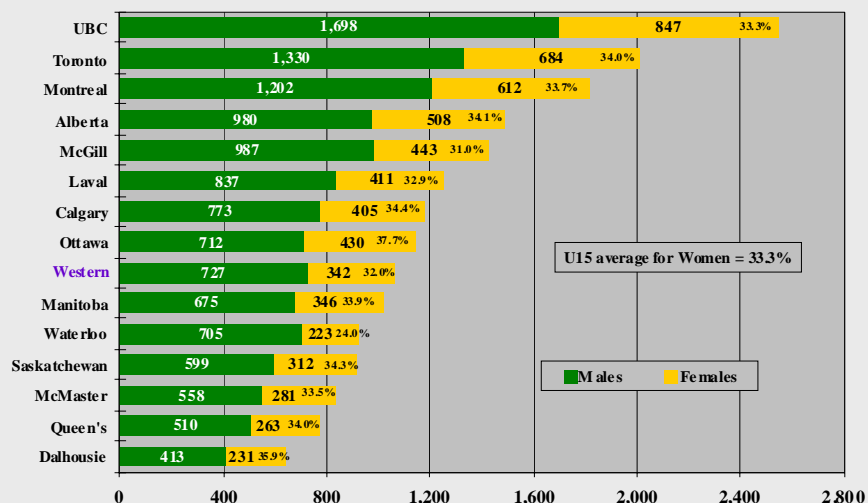
### New Tenured and Probationary Appointments by Gender 2011-12



Source: U15 Data Exchange

Figure 33

### Total Tenured and Probationary Faculty by Gender 2011-12



Source: U15 Data Exchange

## Student-Faculty and Student-Staff Ratios

### Figures 34 and 35

**Data Source:** U15 Data Exchange and Western's Student and Human Resources databases.

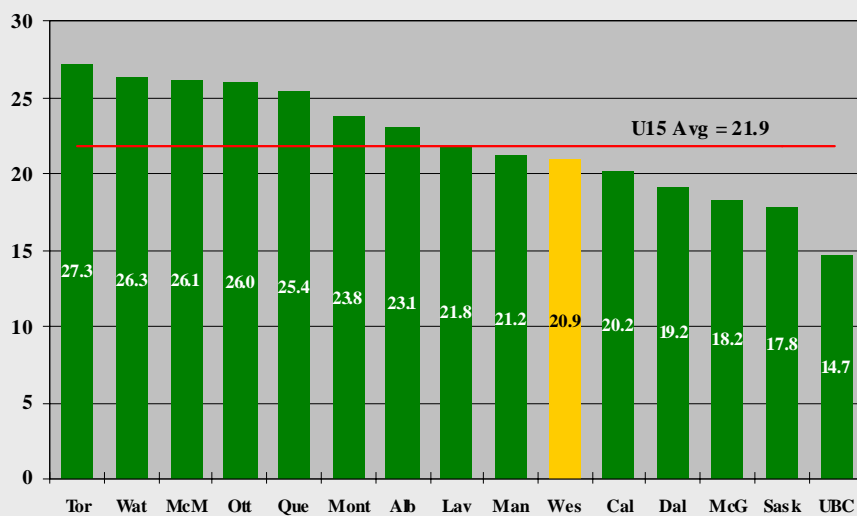
**Calculation of Indicator:** Two indicators are presented: the full-time student to full-time faculty ratio for the U15 universities for 2011-12; and a summary of the full-time student to full-time faculty and full-time student to full-time staff ratios at Western from 2007-08 through 2011-12.

**Relation to Strategic Plan:** Commitment 11.2: Plans have been guided by the concept of Making Choices, that is, investments in faculty, staff, and support resources are strategic and selective.

**Commentary:** The comparative analysis indicates that Western experiences a lower student-faculty ratio than the U15 average. The five-year history for Western shows trends with slight increases in student-faculty and student-staff ratios.

Figure 34

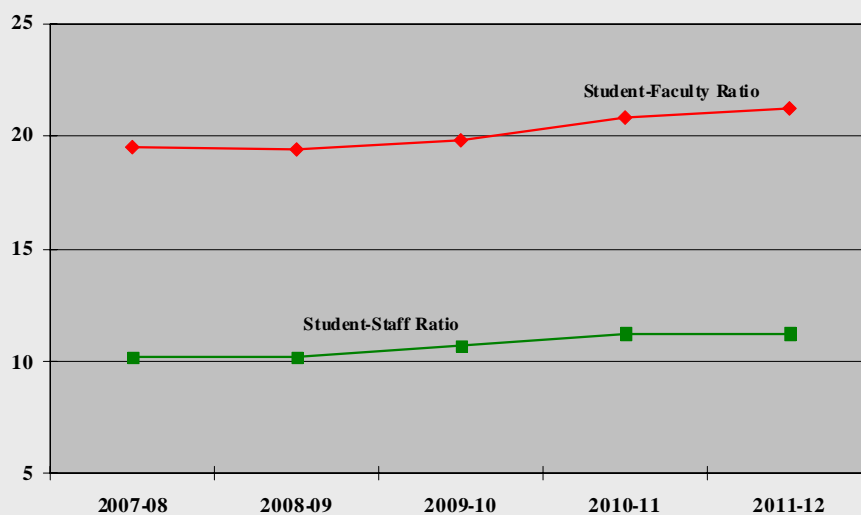
### Full-Time Student to Full-Time Faculty Ratio 2011-12



Source: U15 Data Exchange

Figure 35

### Full-Time Student to Full-Time Faculty and Staff Ratios at Western



Source: Western University

## **Research Funding: SSHRC Awards per Eligible Faculty Member**

### **Figure 36**

**Data Source:** Social Sciences and Humanities Research Council (SSHRC) grants as compiled by the Observatoire des Sciences et des Technologies; and U15 data exchange for faculty counts.

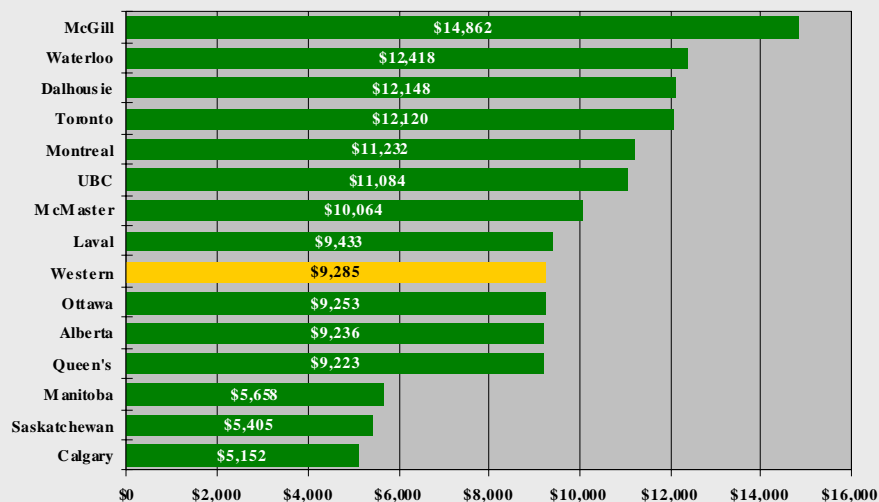
**Calculation of Indicator:** The total value of peer-adjudicated research grants awarded by the SSHRC in 2011-12 divided by the number of tenure-track faculty members at each institution in SSHRC disciplines.

**Relation to Strategic Plan:** Commitment 4.6: Track research funding per faculty member from the Natural Sciences and Engineering Research Council (NSERC) and the Social Science and Humanities Research Council (SSHRC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

**Commentary:** On a per-faculty-member basis, Western's success in competition for SSHRC grants is in the mid-range of the U15 universities.

Figure 36

### SSHRC Awards Funding per SSHRC-Eligible Tenure-Track Faculty Member 2011-12



Source: SSHRC, as compiled by the OST, Faculty counts from U15DE. All data are from 2011-12.

## **Research Funding: NSERC Awards per Eligible Faculty Member**

### **Figure 37**

**Data Source:** Natural Science and Engineering Research Council (NSERC) grants as compiled by the Observatoire des Sciences et des Technologies; and U15 data exchange for faculty counts.

**Calculation of Indicator:** The total value of peer-adjudicated research grants awarded by the NSERC in 2011-12 divided by the number of tenure-track faculty members at each institution in NSERC disciplines.

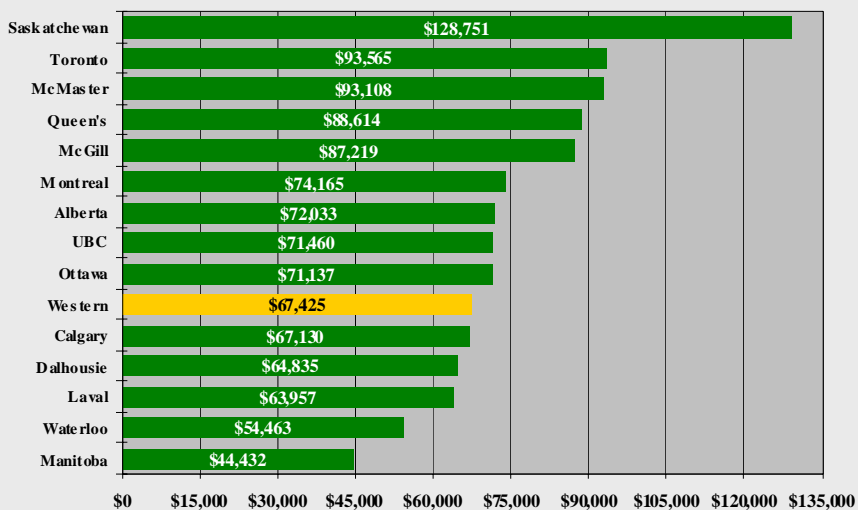
**Relation to Strategic Plan:** Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

**Commentary:** On a per-faculty-member basis, Western's success in competition for NSERC grants increased in 2011-12, yet remains at the lower end of the range of the U15 universities.



Figure 37

### NSERC Awards Funding per NSERC-Eligible Tenure-Track Faculty Member 2011-12



Source: NSERC, as compiled by the OST, Faculty counts from U ISDE. All data are from 2011-12.

## Research Funding: CIHR Awards by Institution

### Figure 38

**Data Source:** Canadian Institutes for Health Research (CIHR) as compiled by the Observatoire des Sciences et des Technologies.

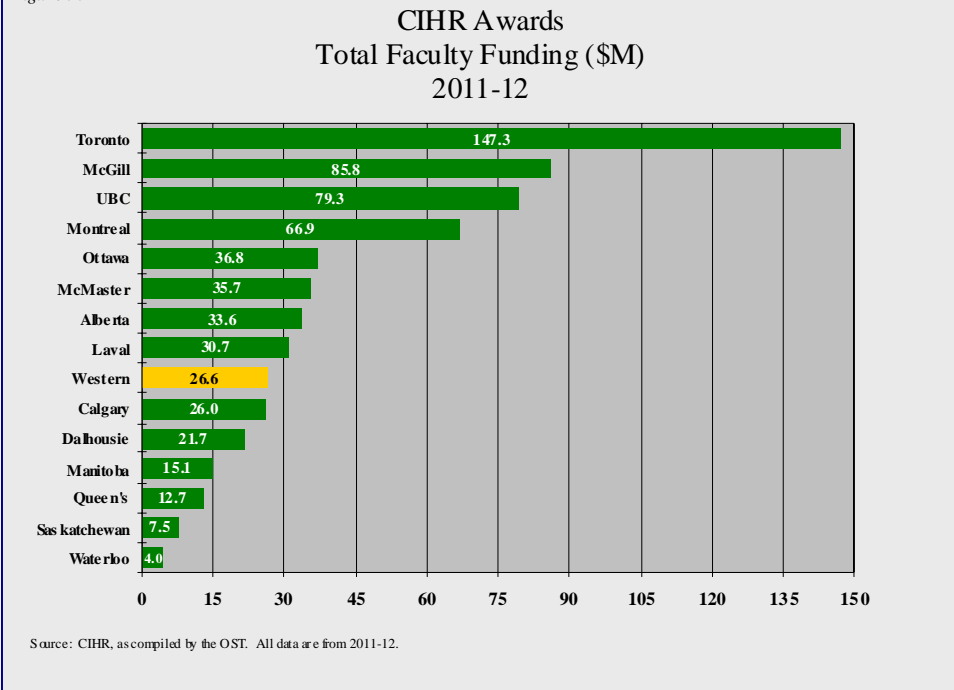
**Calculation of Indicator:** The total value of peer-adjudicated research grants awarded by the CIHR in 2011-12 as compiled by the Observatoire des Sciences et des Technologies, by institution.

**Relation to Strategic Plan:** Commitment 4.6: Track research funding per faculty member from the Social Science and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC), and total research funding from the Canadian Institutes for Health Research (CIHR), and seek to be in the first rank among Canadian universities by these measures.

**Commentary:** This particular indicator, unlike the comparable indicators for SSHRC and NSERC, presents the dollar value of CIHR awards by institution in order to give an overall sense of scale of the health research enterprise at each of the U15 institutions. It is not possible to compute the grants on a per-faculty-member basis due to different practices from one institution to the next in counting clinical faculty members.

Western's relative position continues to remain at the low end of the range among the U15 institutions.

Figure 38



## **Bibliometric Measures: Publications per NSERC-Eligible Faculty Member**

### **Figure 39**

**Data Source:** Observatoire des Sciences et des Technologies (OST) for publication counts; and the U15 data exchange for NSERC-eligible faculty counts.

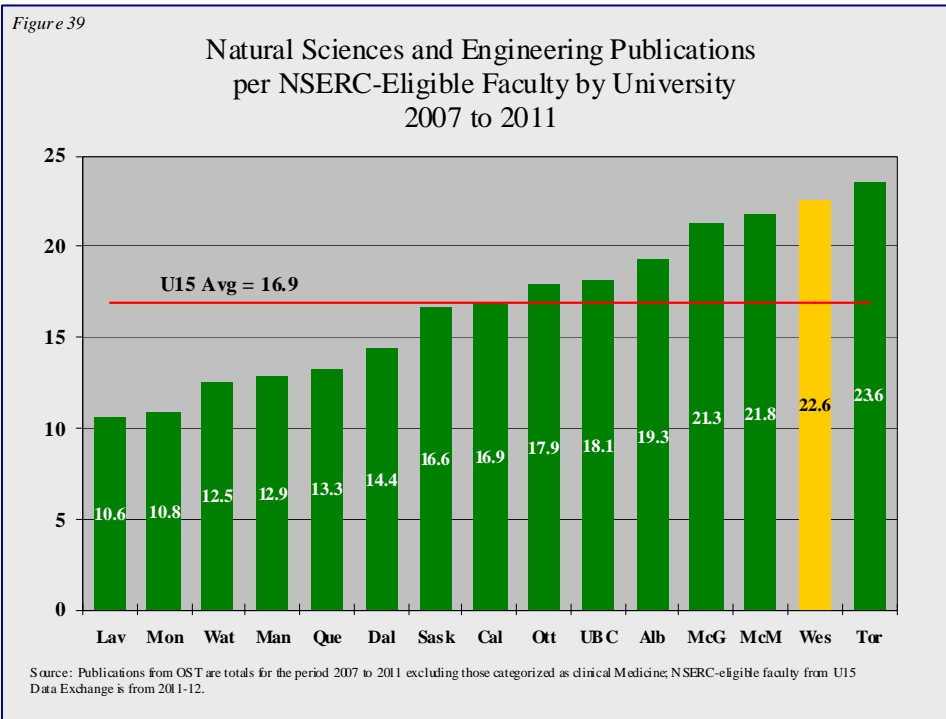
**Calculation of Indicator:** The OST collects data on the publications of Canadian faculty members in refereed journals via the International Science Indicators (ISI). The number of publications by faculty members at the U15 institutions in NSERC disciplines are expressed on a per-faculty-member basis.

**Relation to Strategic Plan:** Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

**Commentary:** Western's faculty members in the NSERC disciplines publish in refereed journals at above the average rate of the U15 group. Bibliometric output is commonly used as a proxy for research productivity.

Western's output increased from last year's report, compared to an overall decline in the U15 average.

Comparable analyses for the SSHRC and CIHR disciplines are not presented here. While the analysis is reliable for the NSERC disciplines, in the case of SSHRC the ISI does not capture the full spectrum of published faculty output. With respect to CIHR disciplines, the U15 has been unsuccessful in attempts to accurately and consistently report the clinical research population to which the clinical discipline publications could be normalized.



## Contract Research Revenue

Figure 40

**Data Source:** Western University

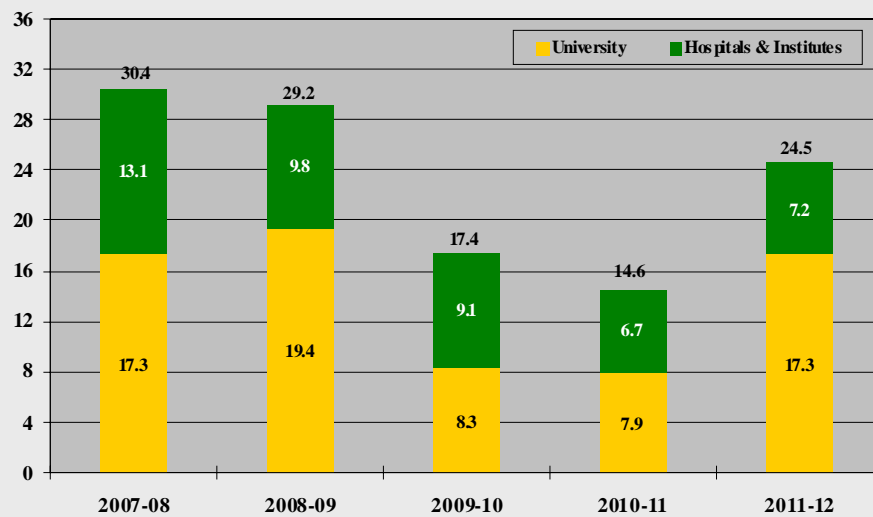
**Relation to Strategic Plan:** Commitment 4.3: Emphasize the importance of knowledge transfer, technology transfer, contract research, and commercialization of research discoveries, and track progress in all of these areas.

**Calculation of Indicator:** This indicator is a five-year summary of Western's revenue from research contracts, excluding government research contracts. Research contracts administered through the hospitals and affiliated research institutes are included but displayed separately.

**Commentary:** The volume of contract research is a limited measure of the University's research collaboration with industry. In 2007-08 and 2008-09 the volume of contract research at Western was about \$30 million. However, there was a substantial decrease beginning in 2009-10 and continuing in 2010-11 – which, in all likelihood, is attributable to the economic downturn in 2008-09. In 2011-12, the volume has once again increased and is now at about 85% of the 2007-08 and 2008-09 levels.

Figure 40

Western's Non-Government Contract Research Revenue (\$M)



Source: Western University

## Total Endowment Value

### Figure 41

**Data Source:** Western University

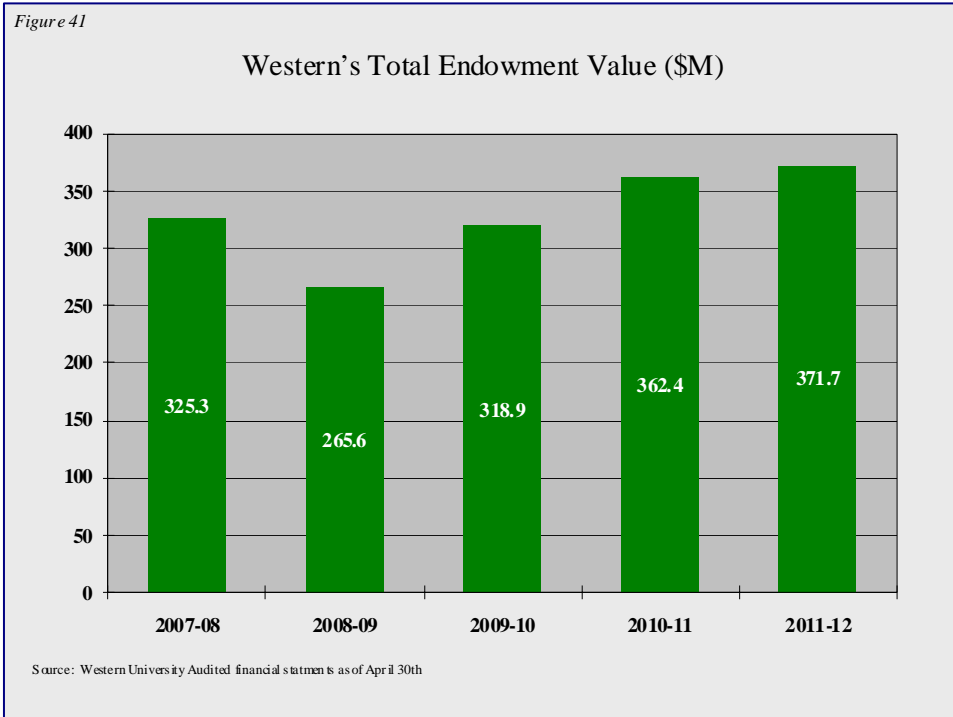
**Calculation of Indicator:** This indicator is a five-year summary of the value of Western's endowments at the end of the fiscal year.

**Relation to Strategic Plan:** Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

**Commentary:** Western's endowment increased significantly between 2006 and 2010, in large measure due to the Ontario Student Opportunity Trust Fund (now the Ontario Trust for Student Support), a provincial government matching program to encourage endowed gifts for student aid.

The market downturn of 2008-09 had a significant downward impact on Western's endowments. The recovery in 2009-10 has continued through 2011-12.





## Total Gifts to Western

### Figure 42

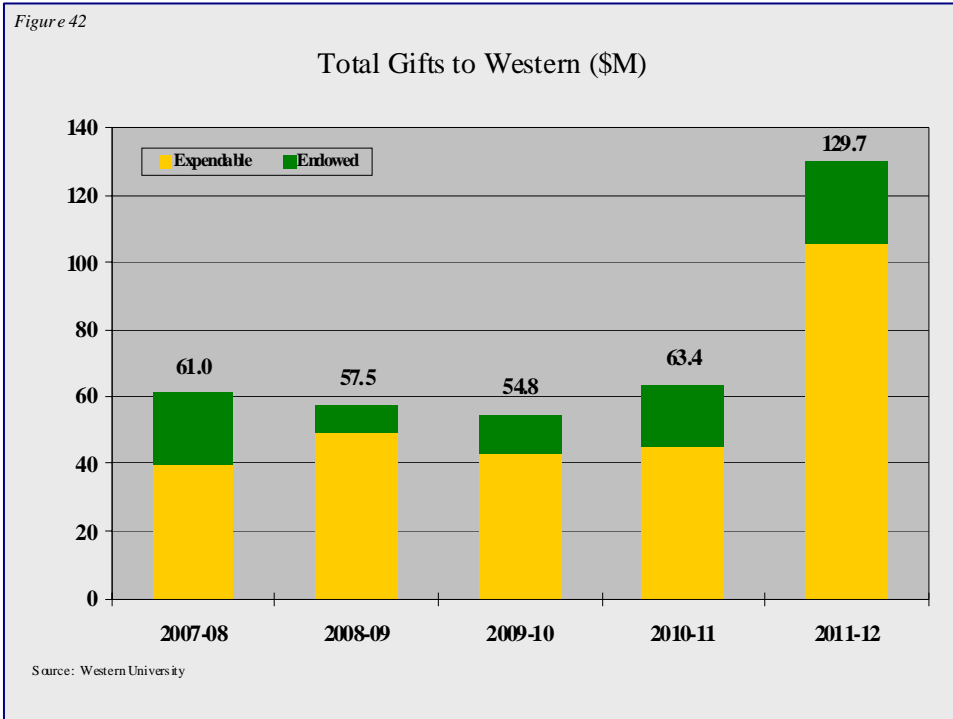
**Data Source:** Western University

**Calculation of Indicator:** This indicator is a five-year history of gifts to Western, segregated between endowed and expendable purposes.

**Relation to Strategic Plan:** Commitment 9.1: Implement the next major institutional fundraising campaign from 2007-2013 based on approved academic and research priorities.

**Commentary:** The annual target for 2011-12 was \$60 million, and the actual fundraising figure for the year was nearly \$130 million – which included a \$65 million in-kind donation from IBM Canada. There was a marked increase in endowed gifts in 2011-12 which can be attributed to the priority of doubling our endowment by 2018 and the implementation of the endowed chair matching program.

Our current fundraising campaign is well underway – with a total goal of \$750 million by April 30, 2018.



## Comparative Endowment Levels

### Figures 43 and 44

**Data Source:** Canadian Association of University Business Officers (CAUBO)

**Calculation of Indicator:** Data on the total market value of endowments as at December 31, 2011 for the U15 universities are displayed both in terms of the absolute value, and as a value per FTE student.

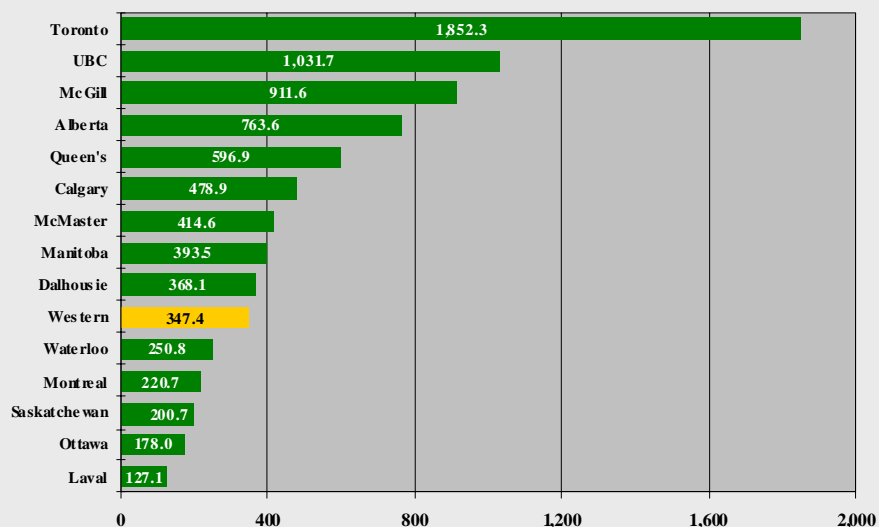
**Relation to Strategic Plan:** Commitment 9.2: Increase the level of endowed funds, in partnership with Foundation Western, to provide for long-term financial stability and independence for Western.

**Commentary:** The analysis indicates that Western's endowment fund, as compared to other U15 institutions, is quite modest both in absolute terms and on a per-FTE-student basis. Western's relative position within the U15 is unchanged from last year's report.

Endowment levels at all of the U15 institutions have now increased as a result of the continued recovery of the equity markets.

Figure 43

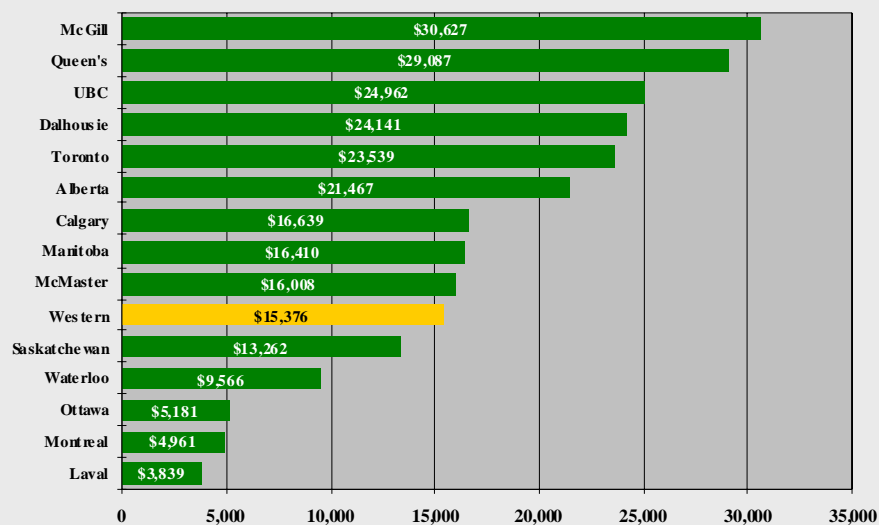
### Total Market Value of Endowments in 2011 (\$M)



Source: CAUBO University Investment Survey (December 31, 2011)

Figure 44

### Endowment Assets per FTE Student in 2011



Source: CAUBO University Investment Survey (December 31, 2011)

## Physical Infrastructure: Actual Space vs. Required Space

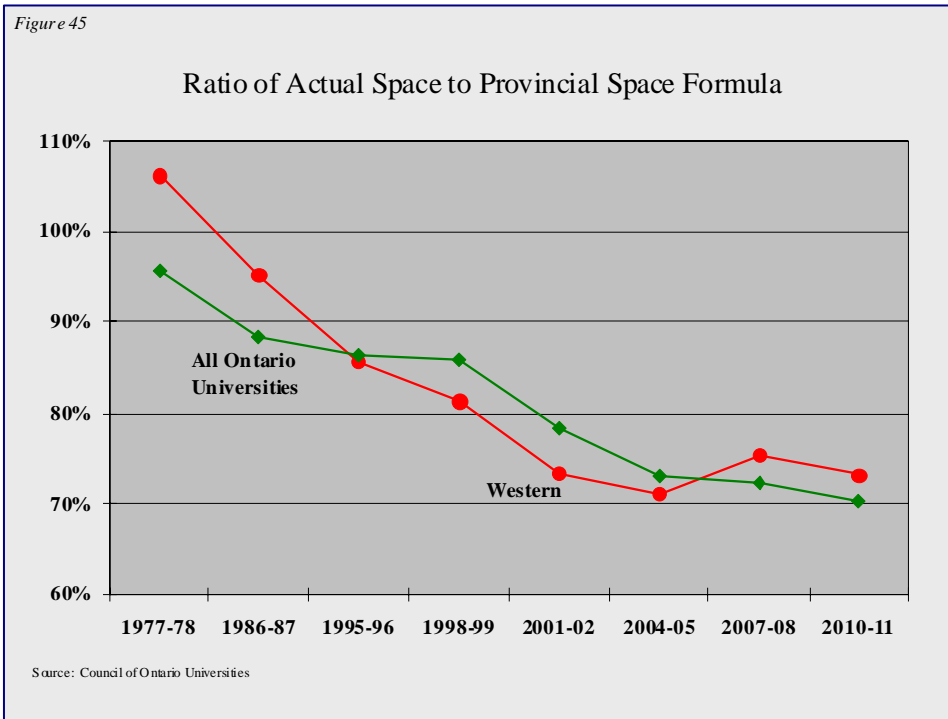
### Figure 45

**Data Source:** Council of Ontario Universities (COU)

**Calculation of Indicator:** On a triennial cycle, each Ontario university reports to COU, quantifying space inventory in a number of categories such as research space, classrooms, faculty offices, student services. The COU then calculates the amount of space required by each university through the use of space standards formulae. The analysis then computes each university's actual space inventory as a percentage of the space requirement generated by the formula.

**Relation to Strategic Plan:** Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

**Commentary:** The analysis indicates that Western, and all Ontario universities, have fallen considerably below the provincial space standard. Ontario's universities have for a number of years absorbed significant enrolment and research growth without adequate expansion of capital facilities.



## Maintenance, Modernization, and Infrastructure Expenditures

Figure 46

**Data Source:** Western University

**Calculation of Indicator:** Annual expenditures for facilities maintenance, modernization, and infrastructure are expressed as a percentage of the estimated building replacement value, excluding the value of student residences.

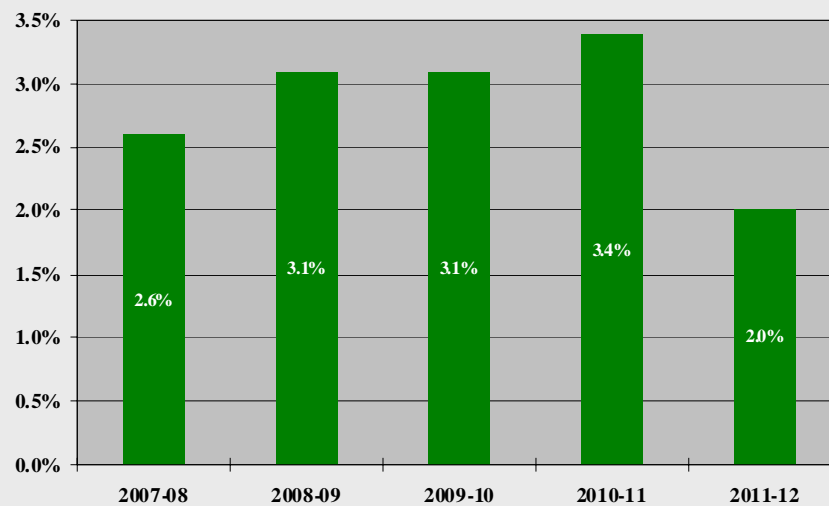
**Relation to Strategic Plan:** Chapter 11: As we plan our academic directions in terms of faculty, staff and students, and the teaching and research programs that they will populate, our aspirations must be carefully kept in balance and closely coupled with the space needed for success. Western's ambitious building and modernization plan for the period 2006-2013 offers an unparalleled opportunity for significant reflection and change.

**Commentary:** The substantial drop in 2011-12 is due the timing of major building renovation projects in our Long-Range Space Plan. We are currently in the early stages of planning for the next round of major renovation projects – and, when these projects begin, our expenditures in this area will also increase.



Figure 46

Western's Maintenance, Modernization, and Infrastructure  
Expenditures as a Percentage of Building Replacement Value



Source: Western University; Replacement Value includes Non-Residential Buildings, Utilities and Infrastructure

**REPORT OF THE HONORARY DEGREES COMMITTEE**

	<b><u>President's Medal for Distinguished Service</u></b>
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**FOR APPROVAL**

**1. President's Medal for Distinguished Service**

**Recommended:** That Senate approve the establishment of the President's Medal for Distinguished Service with terms of reference as contained in [Appendix 1](#).

**Background:**

Appendix 1 contains the terms of reference for a proposed new award to recognize staff who have provided sustained, outstanding service to the university. The Honorary Degrees Committee began discussion of the establishment of the award two years ago, and in drafting the terms of reference, looked at practices and policies at other Canadian universities for recognizing long-serving staff who have gone above and beyond what would normally be expected of their roles.

**President's Medal for Distinguished Service**

- Purpose:** To recognize those individuals who have provided exemplary service to the university, over a sustained period of time, over and above the normal requirements of their positions
- Eligibility:** The award is intended primarily to recognize administrative staff, but faculty may also be recognized for work or achievements that would not normally be covered by the professor emeritus designation or other service awards already in place. Nominees must have been retired/resigned from the university in any capacity (including Board or Senate membership) for at least one year prior to consideration and have no ongoing formal relationship with the university.
- Criteria:** Breadth of impact  
Contributions above and beyond what would normally be expected in the nominee's primary role at the University  
Length of service to the University  
Individuals whose efforts have significantly enhanced the development and/or operations of one or more of the university's areas of endeavour;  
Individuals who have made a significant contribution to the life and development of the University
- Recognition:** Awarded at Convocation by the Chancellor
- Form of Award:** Medal
- Frequency of Award:** There is no requirement that there be an award every year. Frequency is entirely dependent on the candidates put forward. No more than one medal will be awarded in a calendar year.
- Method of Selection:** Selected by the Honorary Degrees Committee
- Nomination process:** Form and supporting documents to be submitted to the Honorary Degrees Committee no later than March 1.

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

The COU Academic Colleagues met in Toronto on October 31, 2013; there was also a meeting of the full Council. (And at a dinner the previous evening, COU presented the David Smith Award to Dalton McGuinty, former Premier of Ontario, in recognition of his support for post-secondary education.)

**Background on Differentiation:** The draft differentiation framework distributed by MTCU in September 2013 does not include a plan for categorizing (“tiering”) universities but does identify components for evaluation plus metrics that might be associated with each component. The Ministry has asked COU for advice about additional metrics. There seems to be fairly widespread agreement that a single province-wide set of metrics will not be useful and that metrics should instead be shaped so that they are relevant to individual institutions. Many universities would like to have more information about how the metrics will be used, the relationship of these metrics to the Strategic Mandate Agreement (SMA) process, and whether they will be tied to the allocation of resources.

**Presentation by Academic Colleagues at the Meeting of the Full Council:** This presentation was organized under four headings; the goal was to represent the interests and concerns of faculty members across the university sector. (1) *Collaboration*: The emphasis here was on the need to preserve collegiality among universities, within universities, and with the college sector during the differentiation process. “We serve Ontarians best when...working together in ways that acknowledge our differences.” (2) *The Virtuous Link between Teaching and Research*: Research is important to *all* universities. It is a critical long-term investment for society and provides good return on investment. Faculty members maintain their currency and relevance through research. They bring their research experience into the classroom, thus enriching the student experience. (3) *Metrics and the SMA Framework*: Colleagues expressed concern that some of the metrics presently under consideration may undermine core academic goals of the university. For example, the idea that the number of teaching-only positions at a given university provides a good measure of the quality of student learning must be abandoned. Those metrics that are adopted must take into account disciplinary traditions and should measure substantive impacts, not just the amounts of money involved. (4) *Differentiation and College-University Linkages*: There is a contradiction in government policy directions between differentiation on the one hand and sectoral integration on the other, especially with respect to college/university integration. The missions and activities of universities cannot be seamlessly integrated, except in specific areas where articulation agreements are appropriate.

**Presentation by Paul Genest, Deputy Minister for Francophone Affairs and Special Advisor: Strategic Mandate Agreements (Universities):** Dr. Genest stressed that there will be no top-down categorization of universities; the emphasis will be on something more akin to bottom-up negotiations. New instructions will ask each university to say “who you are, where you want to go, what levers you need to get there.” He urged universities to root their SMAs in their own strategic planning processes, budgetary models, etc. He stressed that it will be necessary to move from input-based to output-based models. (With respect to students, the relevant questions will be “Where are they when they come in?” and “Where are they when they come out?”) Since approvals will have to be policy-based, those policies (as well as a better evidence base) will have to be developed in the near term. In answer to a question from the floor asking whether this exercise is mostly about politics or about driving real change, Genest said it’s about both. He also stressed that the public cares much more about education than about research.

**COU Update:** A new edition dated November 22<sup>nd</sup> 2013 is available from Nancy Martinelli upon request. Bear in mind that this is not a public document and that it is made available only to assist you in your work as Senators.

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