

**SENATE AGENDA**

1:30 p.m., Friday, January 24, 2014  
University Community Centre, **Room 56**

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1. **Minutes of the Meeting of December 6, 2013**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:  
Operations/Agenda - **EXHIBIT I** (J. Weese)  
Academic Policy and Awards - **EXHIBIT II** (B. Timney)  
University Planning - **EXHIBIT III** (B.A. Younker)  
Report of the Honorary Degrees Committee – **EXHIBIT IV** (A. Chakma)  
(*emailed under separate cover on January 23, 2014*)
5. Report of the Academic Colleague - **EXHIBIT V** (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 ACTION**

Senate Membership

Faculty of Health Sciences Constitution - Revision

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

**FOR ACTION**

Faculty of Law

Revisions to the Upper-Year Admission Requirements

Revisions to the Grading Policy

King's University College: Revisions to the Admission Requirements of the Bachelor of Social Work (Honors) Program

Faculty of Science, Statistical and Actuarial Sciences: Introduction of "Financial Modelling" as a new subject area and new courses

Faculty of Social Science and Western Centre for Continuing Studies: Withdrawal the Diploma in Accounting

Richard Ivey School of Business and Western Centre for Continuing Studies: Introduction of new Accounting courses

Policy revisions: Recording Students' names on Diplomas

Undergraduate Sessional Dates for 2014-15: HBA, Education, Law, Medicine and Dentistry programs

**FOR INFORMATION**

New Scholarships and Awards

Revisions to the "Evaluation of Academic Performance" and "Scheduling of Examinations" policies

Editorial changes to the "Academic Transcripts" policy

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

**FOR ACTION**

SUEPP Report

Energy Consortium Fellowship

Strategic Plan

**FOR INFORMATION**

Chairs Approved for Senate

**SENATE HONORARY DEGREES COMMITTEE**

**FOR INFORMATION**

**REPORT OF THE ACADEMIC COLLEAGUE**

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

**MINUTES OF THE MEETING OF SENATE**

**December 6, 2013**

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

SENATORS: 61

|                    |               |                  |
|--------------------|---------------|------------------|
| J. Aitken Schermer | C. Gobert     | M. Rothstein     |
| M.A. Andrusyszyn   | R. Graham     | P. Ryan          |
| N. Banerjee        | J. Hatch      | A-M. Santos      |
| C. Beynon          | A. Hrymak     | S. Saravanabaran |
| I. Birrell         | Y. Huang      | C. Schnurr       |
| S. Camiletti       | G. Hunter     | I. Scott         |
| J. Capone          | G. Jim        | R. Sookraj       |
| A. Chakma          | R. Keirstead  | T. Sutherland    |
| M. Clapton         | R. Kennedy    | Z. Syed          |
| A. Conway          | M. Khalkhali  | D. Sylvester     |
| J. Deakin          | G. Kulczycki  | B. Timney        |
| C. Dean            | A. Lalka      | E. Tithecott     |
| J. Dickey          | J. Lamarche   | J. Toswell       |
| J. Doerksen        | C. Lee        | N. Wathen        |
| S. Doshi           | A. Leschied   | J. Weese         |
| N. Dyer-Witthford  | J. Litchfield | G. West          |
| L. Elliott         | M. Milde      | S. Wetmore       |
| J. English         | K. Moser      | P. Woodford      |
| J. Etherington     | N. Pilo       | B.A. Younker     |
| B. Garcia          | B. Prajapati  |                  |
| S. George          | D. Rogers     |                  |

Observers: L. Gribbon, K. Okruhlik, A. Weedon

By Invitation: H. Connell, S. Gajic-Bruyey, J. MacLean

**S.13-176      MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of November 15, 2013 were approved as circulated.

**S.13-177      REPORT OF THE PRESIDENT**

Dr. Chakma reported on the recent National Scholars luncheon that was attended by 37 students, three of whom were international students.

He proudly announced the establishment of the Alice Munro Chair in Creativity, noting that Western will provide \$1.5 million of the \$3 million required to fund the Chair. The balance of the money will be raised through a fundraising campaign that will be launched December 11, 2013.

Dr. Deakin provided an update on the Strategic Mandate Agreement process noting that government's submission deadline is December 21. She also advised that Western's Strategic Planning process continues with the expectation that the plan will be presented to Senate and the Board of Governors in January 2014.

**REPORT OF THE OPERATIONS/AGENDA COMMITTEE** [Exhibit I]

S.13-178 **Annual Report of the Senate Review Board Academic – 2012-13**

Senate received for information the Annual Report of the Senate Review Board Academic – 2012-13, detailed in Exhibit I, Appendix 1.

S.13-179 **Annual Report from the Convocation Board**

Senate received for information the 2013 Annual Report from the Convocation Board, detailed in Exhibit I, Appendix 2 and 3.

S.13-180 **Election Schedule Spring 2014**

Senators were reminded that the Election Schedule for Spring 2014 is found at <http://www.uwo.ca/univsec/senate/elections.html>.

**REPORT OF THE NOMINATING COMMITTEE** [Exhibit II]

S.13-181 **Review Committee for the Provost & Vice-President (Academic)**

The following Senators were elected to the Review Committee for the Provost & Vice-President (Academic): N. Pilo, T. Bansal, A. Bowlus, C. Dean, H. Lagerlund.

S.13-182 **Selection Committee for the University Librarian**

Professor L. Capretz was elected to the Selection Committee for the University Librarian.

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

S.13-183 **Faculty of Arts and Humanities: Withdrawal of the Minor in Museum and Curatorial Studies**

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

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.

CARRIED

S.13-184 **School of Graduate and Postdoctoral Studies: Renaming of the “Master of Clinical Sciences - Pathology Assistant” Program to “Master of Clinical Sciences - Pathologists’ Assistant” Program**

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

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.

CARRIED

S.13-185     **School of Graduate and Postdoctoral Studies: Withdrawal of the Theoretical Physics Collaborative Graduate Program**

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

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.

CARRIED

S.13-186     **Revisions to the Guidelines for the Structure of the Academic Year**

It was moved by B. Timney, seconded by G. Jim,

That the Guidelines for the Structure of the Academic Year be revised as set out in Exhibit III, Appendix 1 to include the academic years 2016-2017 to 2020-2021.

CARRIED

S.13-187     **Change to the First-Year Start Date of the Internationally Trained Dentist (ITD) Program**

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

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.

CARRIED

S.13- 188     **Undergraduate Sessional Dates for 2015**

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

That the undergraduate sessional dates for 2015 be approved, as outlined in Exhibit III, Appendix 2.

CARRIED

S.13-189     **Introduction of the Western eLearn Program**

It was moved by B. Timney, seconded by M.A. Andrusyszyn,

That effective January 1, 2014, the eLearn Program be introduced at Western as outlined in Exhibit III, item 7.

Responding to a question regarding assessment tools, Dr. Doerksen said that there will be a review of the means of assessment for all e-learning courses in the next cycle.

The question was called and CARRIED.

S.13-190     **Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review**

Senate received for information 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 Exhibit III, Appendix 3.

S.13-191     **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 Exhibit III, Appendix 4 was received for information.

Responding to a concern about the number of scholastic offenses, Dr. Doerksen stated that 1 case involved 120 students. He urged faculty to use the scholastic offense process rather than dealing with matters informally within the faculty to bring a level of fairness across the campus. Western participated in a national academic integrity survey which will be provided to Senate at a later date.

S.13-192     **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 Exhibit III, Appendix 5, were received for information.

S.13-193     **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 III, Appendix 6.

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING** [Exhibit IV]

S.13-194     **StarTech.com Professorship in Customer Insights**

It was moved by B.A. Younker, seconded by R. Kennedy,

That Senate approve the establishment of the StarTech.com Professorship in Customer Insights in the Richard Ivey School of Business, detailed in Exhibit IV, Appendix 1.

CARRIED

S.13-195     **Performance Indicators Report**

Dr. J. Deakin gave a presentation on Performance Indicators detailed in Exhibit IV, Appendix 2. The indicators produced relate to areas of significant achievement and areas that require improvements. Overhead slides used to highlight the presentation are attached as [Appendix 1](#).

Dr. Chakma said that the correct endowment value in figure 43, page 67, is \$431 million.

**REPORT OF THE HONORARY DEGREES COMMITTEE** [Exhibit V]

S.13-196 **President's Medal for Distinguished Service**

It was moved by M.A. Andrusyszyn, seconded by C. Beynon,

That Senate approve the establishment of the President's Medal for Distinguished Service with terms of reference as contained in Exhibit V, Appendix 1.

Dr. Chakma provided a brief overview of the Medal described in Exhibit V, Appendix 1. A member asked if the Committee considered honouring other groups. Dr. Chakma responded that he will take the question to the Honorary Degrees Committee for consideration.

The question was called and CARRIED.

S.13-197 **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit VI]

The report of the Academic Colleague, detailed in Exhibit VI, was received for information. Dr. Okruhlik advised that the differentiation framework changed since writing her report. Universities must identify 10 areas/programs of strength and 5 areas for strategic focus. Also approval of new programs is temporarily suspended until the Strategic Mandate Agreement process is complete.

**ENQUIRIES & NEW BUSINESS**

S.13-198 **Campus Wifi Connection**

A member stated that there is a decline in the quality and availability of the Wi-fi connection on campus and asked if there are plans to address this issue.

Mr. Grieve, Director, Information Technology Services, acknowledged the concern. ITS continues to work with Communications to leverage better feedback mechanisms and encouraged the students to provide feedback. There can be a number of factors that lead to Wifi problems such as physical spaces, devices, software upgrades, consequently getting to the root of the problem is difficult. ITS has received funding in the last two years for infrastructure upgrades and have been working with the vendor partner to improve the situation.

S.13-199 **Student Senators Website/Twitter Account**

Senate was informed that the Student Senators have a new website: studentsenators.com and twitter account: @studentsenators.

S.13-200 **Western Student Senators**

The Western Student Senators thanked the administration for their cooperation during the first semester and look forward to working together in the new year.

**ADJOURNMENT**

The meeting adjourned at 2:30 p.m.

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A. Chakma  
Chair

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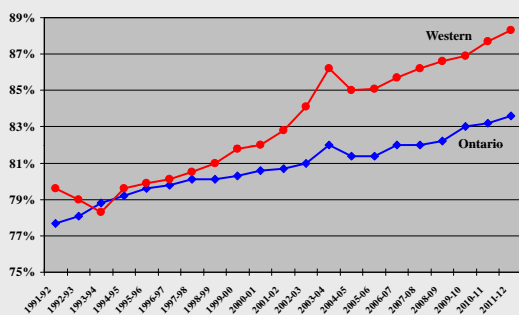
I. Birrell  
Secretary

## General Comments

- Annual Report – started in 2005
- Format has remained the same
- Not a PR document
  - highlights strengths, identifies areas needing improvement and priorities
- Each indicator has a reference to our Strategic Plan
- Format will be reviewed after New Strategic Plan is Approved

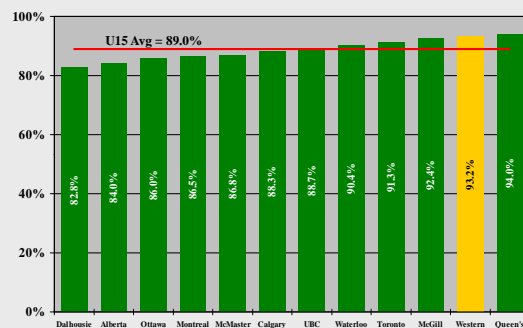
## Areas of Strength

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



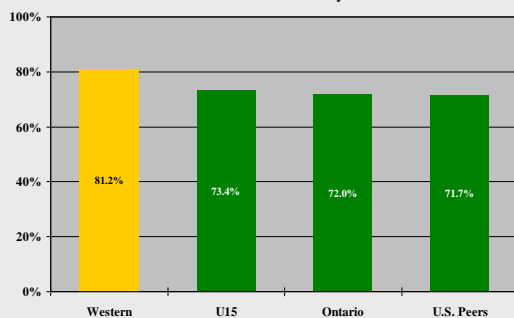
Source: Council of Ontario Universities and Western University

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



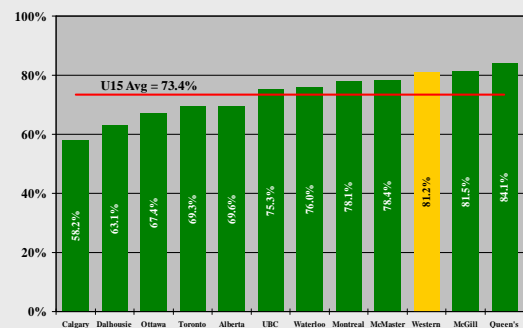
Source: August 2012 CSRDE Peer Institutional Reports

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



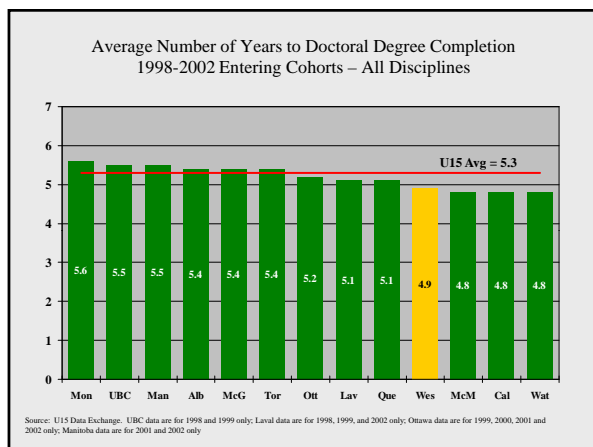
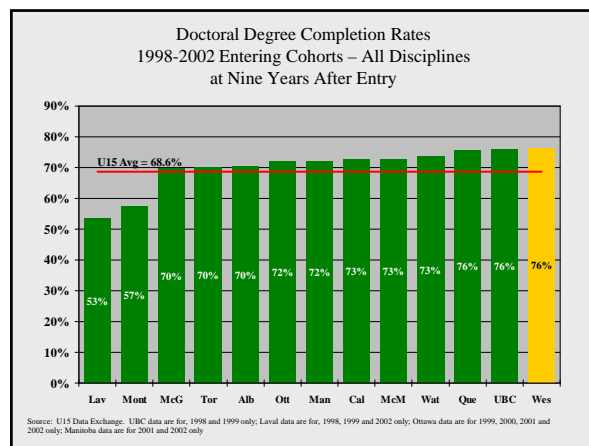
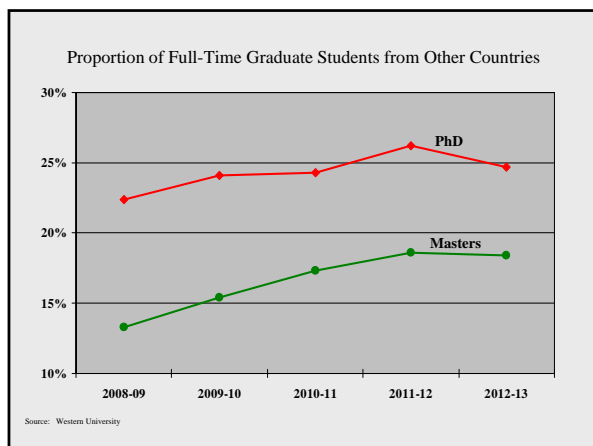
Source: August 2012 CSRDE Peer Institutional Reports. U.S. Peers include the University of Arizona, University of Iowa, Michigan State University, University of North Carolina at Chapel Hill, and Ohio State University

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

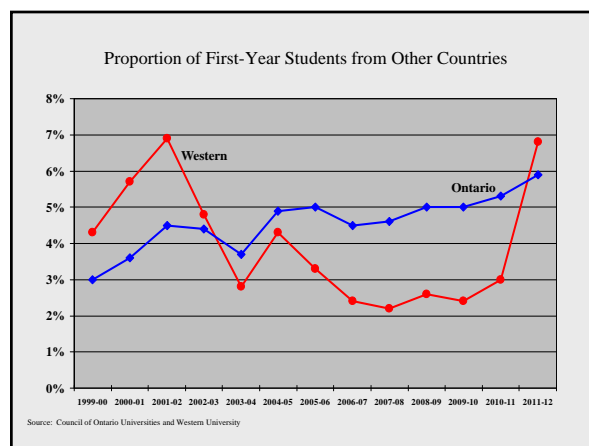
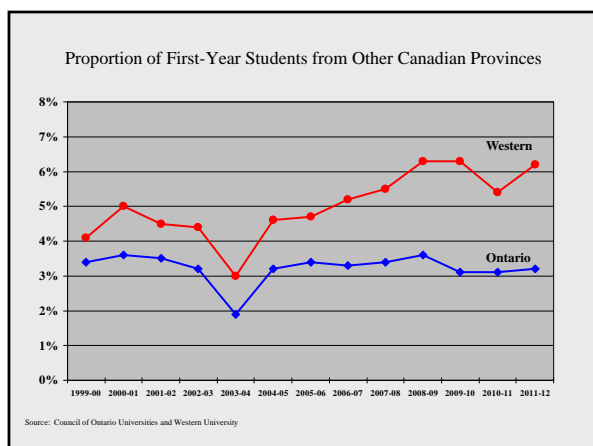


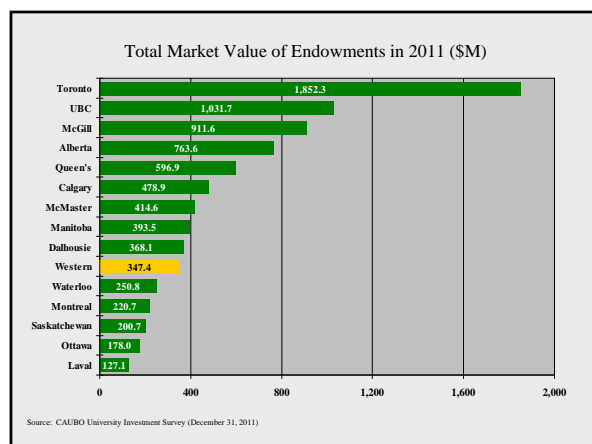
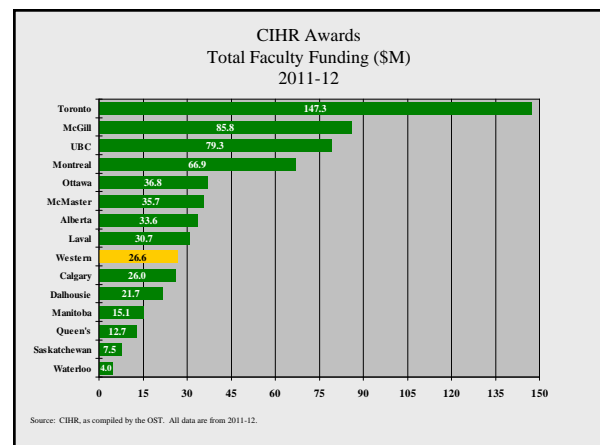
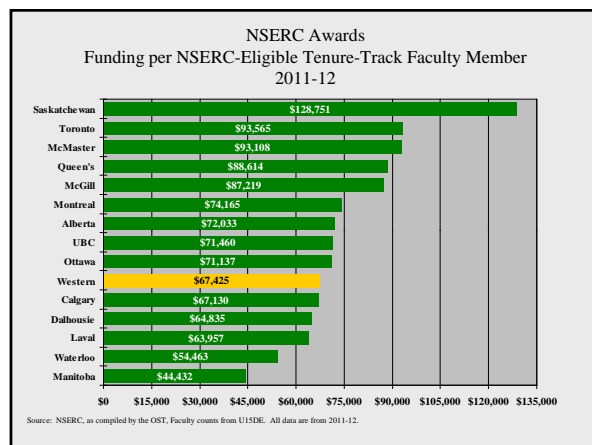
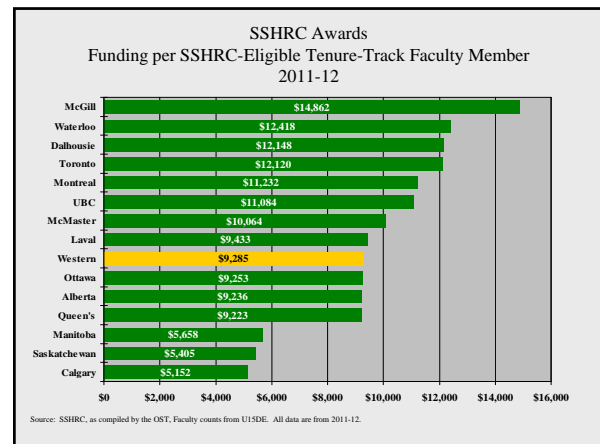
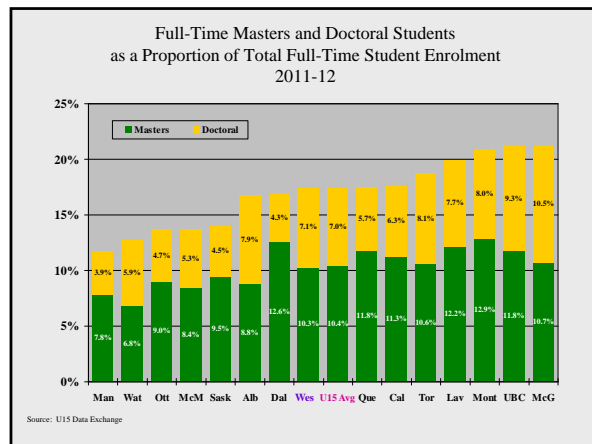
Source: August 2012 CSRDE Peer Institutional Reports



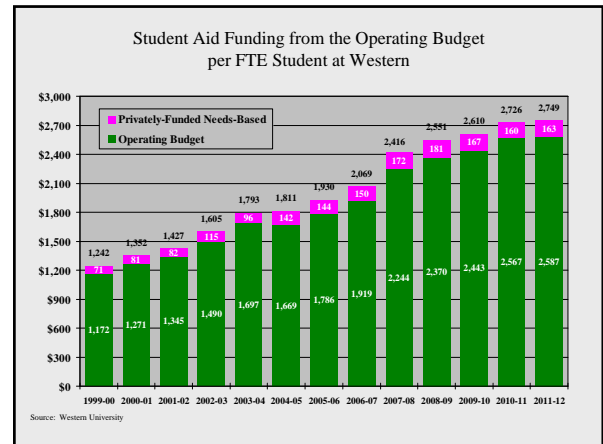
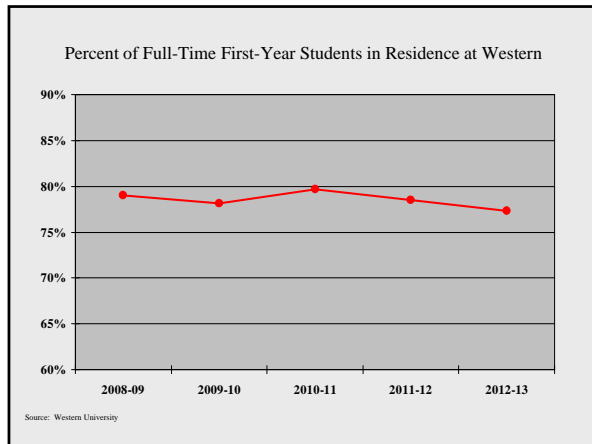


Areas Needing Improvement





Priorities



**REPORT OF THE OPERATIONS/AGENDA COMMITTEE**

**FOR APPROVAL**

1. **Senate Membership**

a. **Senate Membership – Faculty of Health Sciences Constituency**

**Recommended:** That the seat held by Robert Vigars (Kinesiology), Faculty of Health Sciences representative on Senate, be declared vacant effective January 1, 2014 as a result of his retirement and that Matt Heath (Kinesiology) be elected to complete his term (June 30, 2014).

b. **Senate Membership – Faculty of Science Constituency**

**Recommended:** That the seat held by Bob Mercer (Computer Science), Faculty of Science representative on Senate, be declared vacant effective January 1, 2014 as a result of his sabbatical leave and that Greg Kelly (Biology) be elected to complete his term (June 30, 2014).

c. **Senate Membership – Don Wright Faculty of Music Constituency**

**Recommended:** That the seat held by Edmund Goehring (Music Research and Composition), Don Wright Faculty of Music representative on Senate, be declared vacant effective January 1, 2014 as a result of his sabbatical leave and that Theodore Baerg (Music Performance Studies) be elected to complete his term (June 30, 2014).

2. **Faculty of Health Sciences Constitution - Revision**

**Recommended:** That Senate approve that the Constitution of the Faculty of Health Sciences be revised by deleting Section 9 given that the Advisory Committee on Sports and Recreation Services no longer exists.

**Background**

At its December meeting, the Faculty of Health Sciences Council approved the revision to its Constitution to remove reference to “the Advisory Committee on Sports and Recreation Services in the School of Kinesiology”. The revised Constitution is attached as [Appendix 1](#).

**FACULTY OF HEALTH SCIENCES**  
**Composition and Rules of Procedure**

1. The Faculty of Health Sciences shall consist of the following Schools/Programs:  
the Schools of Communication Sciences and Disorders, Health Studies, Kinesiology, Occupational Therapy, Physical Therapy, and the Arthur Labatt Family School of Nursing, and the Graduate Program in Health and Rehabilitation Sciences.  
  
Requests to establish a new School shall be initiated by the Council of the Faculty of Health Sciences and shall be submitted to Senate.
2. The Council of the Faculty of Health Sciences shall be responsible to Senate and shall be composed of:
  - a. The following ex officio members:
    - i. The President & Vice-Chancellor
    - ii. The Provost & Vice-President (Academic)
    - iii. The Vice-President (Research & International Relations)
    - iv. The Dean of Health Sciences who shall be Chair of the Council
    - v. The Vice-Provost (Graduate & Postdoctoral Studies)
  - b. The following members:
    - i. All full-time (probationary, tenured, and limited term) faculty members of the Faculty, including those who hold joint appointments with other Faculties
    - ii. One part-time faculty member of each School/Program of the Faculty, elected by the faculty members of the respective School/Program
    - iii. One graduate or undergraduate student from each School/Program of the Faculty, elected by the students in the respective School/Program
    - iv. One full-time PMA-eligible or UWOSA staff member from each Administrative unit of the Faculty to be elected or appointed by the staff of the respective units
    - v. Four members of faculty who are not members of the Faculty of Health Sciences, no two of whom are from the same Faculty (except from the School of Graduate and Postdoctoral Studies)
3. Members of the above categories shall be entitled to participate in the meetings of the Council, i.e., to speak, to propose motions, and to vote.
4. All staff, students and part-time faculty of the Faculty are welcome to attend Faculty Council as visitors, subject to meeting room capacity limitations.
5. The Council shall meet at least four times each year and at such times as the Council or Senate may, from time to time, prescribe. Twenty-five (25) voting members shall constitute a quorum for regular and special meetings of the Council.
6. A special meeting of the Council shall be called on the written notice of 10% of the members of Council. Such notice shall be conveyed to the Chair of Council who shall convene a meeting of Council within seven (7) working days thereafter, to consider the matter or matters set out in the notice.
7. The Council shall advise Senate on all matters under the jurisdiction of the Senate which are pertinent to the Faculty of Health Sciences or which are referred to the Council by the Senate, and shall determine policy on all such matters if so delegated by the Senate.
8. The Council shall establish such committees to exercise its powers and advise it as it considers necessary.

9. — There shall be an [Advisory Committee on Sports and Recreation Services](http://www.uwo.ca/fhs/deansoffice/PDFs/SRS_advisory_committee.pdf) in the School of Kinesiology, with terms of reference and membership complement as may be approved by the Faculty Council.
10. Unless otherwise specified by this constitution, the by-laws and regulations for the conduct of the Council's proceedings shall, where applicable, be those adopted by the Senate.
11. This constitution may be amended by the Senate on the recommendation of two-thirds (2/3) of the voting members of the Council of the Faculty of Health Sciences at least fourteen (14) days following written notice of the proposed amendment.

Note: Link is [http://www.uwo.ca/fhs/deansoffice/PDFs/SRS\\_advisory\\_committee.pdf](http://www.uwo.ca/fhs/deansoffice/PDFs/SRS_advisory_committee.pdf)

Revised: December 2013

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

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**Faculty of Law: Revisions to the Upper-Year Admission Requirements**

**Faculty of Law: Revisions to the Grading Policy**

**King's University College: Revisions to Admission Requirements of the Bachelor of Social Work (Honors) Program**

**Faculty of Science, Department of Statistical and Actuarial Sciences:  
Introduction of "Financial Modelling" as a new Subject Area and Courses in  
Financial Modelling**

**Faculty of Social Science and Western Centre for Continuing Studies:  
Withdrawal of the Diploma in Accounting**

**Richard Ivey School of Business and Western Centre for Continuing Studies:  
Introduction of new courses in Accounting**

**Revision to the Policy on "Convocation; Graduation Diploma and Certificates"  
– Recoding Students' names on Diplomas and Certificates**

**Undergraduate Sessional Dates**

**Revision to the policies "Evaluation of Academic Performance" and  
"Scheduling of Examinations"**

**Editorial amendments to the "Academic Records and Student Transcripts"  
policy**

**New Scholarships, Awards and Bursaries**

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**FOR APPROVAL**

**1. Faculty of Law: Revisions to the Upper-Year Admission Requirements and Grading Policy**

**1a Revisions to Upper-Year Admission Requirements**

**Recommended:** That effective September 1, 2014, the upper-year admission requirements for the Faculty of Law be revised as set out in [Appendix 1](#).

**Background:**

These amendments reflect two main changes:

- 1) All candidates for upper-year admission (with the exception of NCA applicants) must write the LSAT. This helps to provide an objective comparison of applicants, whose current or previous institutions may vary widely in terms of admissions and grading policies.
- 2) Clarify that the Faculty of Law may not offer all courses to NCA applicants. This saves NCA applicants from paying an application fee for courses that we are unable to offer to them.

**1b Revisions to the Faculty of Law Grading Policy**

**Recommended:** That effective September 1, 2014, the Grading Policy for the Faculty of Law be revised as shown in [Appendix 2](#)

**Background:**

Lawsys is being replaced with OWL effective for the 2014-2015 academic year. The only way to enter, weight and average grades in OWL is to record them as numbers on a 100-point scale. Students will continue to receive letter grades only. The Law School will continue to require that first year courses and large enrolment courses of over 25 students have a “B” average and that upper-year small enrolment courses of 25 or fewer students have a “B” or “B+” average.

The above method of entering grades and calculating class averages allows the Faculty of Law to seamlessly transition to the 100-point grading scale in OWL without material alterations to the distributions of letter grades possible within the confines of the law school’s class average requirements. The letter grade distributions under this amendment to the grading policy will be virtually identical to those currently possible. No new administrative work will be required relative to the existing grading policy.

Grades in the “F” range have been excluded from class average calculations to minimize the risk that grade distributions will be skewed, while allowing instructors the flexibility to use the full range of available grades.

2. **King’s University College: Revisions to Admission Requirements of the Bachelor of Social Work (Honors) Program**

**Recommended:** That effective September 1, 2014, the admission requirements for the Bachelor of Social Work (Honors) Program at King’s University College be revised as set out in [Appendix 3](#).

**Background:**

The School of Social Work recently implemented a new Bachelor of Social Work (BSW) Curriculum, including revised admissions requirements. The changes noted above represent a fine tuning of the admissions requirements to better reflect the philosophy and accreditation requirements of the professional BSW (Honors) program.

3. **Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of “Financial Modelling” as a new Subject Area and Courses in Financial Modelling**

**Recommended:** That “Financial Modelling” be introduced as a new subject area and that new courses in Financial Modelling be introduced as listed in [Appendix 4](#), effective September 1, 2014.

**Background**

The Department of Statistical and Actuarial Sciences currently offers modules in three subject areas: Statistical Sciences, Actuarial Science and Financial Modelling, yet all our courses are categorized as either Actuarial Sciences or Statistical Sciences. Categorizing the courses related to financial modelling as such will be beneficial to the students interested in taking courses specifically on this area.

Subject to SCAPA and Senate approval of the new subject area, several additional changes will be made to the Statistical and Actuarial Sciences’ programs. These will include the withdrawal of other courses and the redesignation of other courses in Actuarial Science or Statistical Sciences as courses in Financial Modelling. These changes will be submitted through the DAP process for approval and inclusion in the Academic Calendar after Senate approval is received for the new subject area.

4. **Faculty of Social Science and Western Centre for Continuing Studies: Withdrawal of the Diploma in Accounting**

**Recommended:** That effective September 1, 2013 admission to the Diploma in Accounting be discontinued, and

That students enrolled in the diploma program prior to September 1, 2013 be permitted to continue with the understanding that they must complete all the



requirements prior to September 1, 2014, and

That effective September 1, 2014 the Diploma in Accounting be withdrawn

REVISED CALENDAR COPY

Remove the listing of the Diploma from the following sites:

<http://www.westerncalendar.uwo.ca/2013/pg279.html>

<http://www.westerncalendar.uwo.ca/2013/pg298.html>

<http://www.westerncalendar.uwo.ca/2013/pg788.html>

**Background:**

The Diploma in Accounting has shown a steady decline in profit over the last several years; the introduction of competing courses in the Faculty of Social Science has contributed greatly to this decline. As a cost-recovery unit, Western Continuing Studies must be attentive to the income potential for programs. Despite recruiting efforts, including promotion through the use of, career and graduate fairs, brochures, and the Western Continuing Studies website, the program is no longer viable. No new students were registered in the program since the summer of 2013. Students currently in the program will have no difficulty to complete all requirements by September 1, 2014.

5. **Richard Ivey School of Business and Western Centre for Continuing Studies: Introduction of new courses in Accounting**

**Recommended:** That effective January 1, 2014 new courses in Accounting be introduced as joint offerings between the Richard Ivey School of Business and Western Centre for Continuing Studies as listed in **Appendix 5**

**Background:**

Since 2007, Western Continuing Studies has offered Diploma-level accounting courses to students enrolled in Ivey's HBA program. With the withdrawal of the Diploma in Accounting, three courses, ACCT 6002, ACCT 6004, and ACCT 6005, are being reintroduced in partnership with Ivey. The addition of ACCT 6007 is reflective of recent changes to the Chartered Professional Accountant (CPA) designation. These new courses will be listed on the website of Western Centre for Continuing Studies only and they will be offered exclusively for students enrolled in the Ivey HBA program to fulfill the requirements towards a Certified Professional Accountant (CPA) designation. The courses will be noted on HBA students' transcripts.

6. **Revision to the Policy on "Convocation; Graduation Diploma and Certificates" – Recoding Students' names on Diplomas and Certificates**

**Recommended:** That effective January 1, 2014 the policy on "Convocation; Graduation Diplomas and Certificates" be revised as shown in **Appendix 6**.

**Background:**

Traditionally, students' names are printed on degree diplomas in all capital letters; however, the Office of the Registrar receives several requests to change the spelling of last names to include lower case letters with the capital letters or accents as part of the proper spelling of students' names. The proposed policy amendments make it clear that names on diplomas are printed in all capital letters, but allow for changes at the same time.

7. **Undergraduate Sessional Dates**

**Recommended:** That Senate approve the undergraduate sessional dates for the Richard Ivey School of Business HBA program, Faculty of Education, Faculty of Law, and Schulich School of Medicine & Dentistry's MD and DDS programs for 2014 - 2015, as outlined in **Appendix 7**.

FOR INFORMATION

8. **Revision to the policies “Evaluation of Academic Performance” and “Scheduling of Examinations”**

In October 2013, Senate approved a revision to the policy “Scheduling of Examinations” which deleted the requirement for a mandatory **three-hour final exam** for each first-year course, leaving the determination for the length of the final exam at the discretion of the academic units.

A reference to the mandatory three-hour final exam is also included in the policy “Evaluation of Academic Performance”. In addition, there is a duplication of text regarding the weighting of final exams in first-year courses, listed in both policies.

The two policies were revised to remove these duplications as shown in [Appendix 8](#) and [Appendix 9](#).

9. **Editorial amendments to the “Academic Records and Student Transcripts” policy**

Minor amendments were made to the policy to include reference to requesting transcripts online. The revised policy is show in [Appendix 10](#).

10. **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 scholarship and awards set out in [Appendix 11](#).

**Faculty of Law: Revisions to the Upper-Year Admission Requirements**

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2013/pg489.html>

*The first part of the policy is unchanged*

**B. Admission to Second and Third Year**

This category includes:

~~Transfer Applicants~~

~~Advanced Standing~~

~~Letter of Permission~~

~~National Committee on Accreditation~~

***There are four categories of applicants for admission to second or third year: Transfer, Advanced Standing, Letter of Permission, and National Committee on Accreditation (NCA). All upper-year applicants apply to the Faculty of Law through the Ontario Law School Application Service. An LSAT is required for all upper-year applicants, with the exception of NCA applicants.***

A major consideration in the admissions decision is the availability of places in the Faculty.

Applicants seeking admission to the second or third year of the program must submit: complete official transcripts of all university work undertaken; the results of the LSAT; and two letters of reference from the applicant's law professors. Official transcripts must be sent directly from each university attended by the applicant to the Ontario Law School Application Service.

**Deadline for Upper Year Applicants**

Application and transcripts - May 1 for studies commencing the following September.

**Transfer Applicants**

Students currently enrolled in the first year at another Canadian law school may be admitted to the second year of the program as transfer students. If admitted, applicants who successfully complete the last two years of the program will be eligible to receive the Juris Doctor (JD) from The University of Western Ontario. Given the limited number of spaces that are available, consideration will be given to the best qualified applicants and those applicants who, for compassionate reasons, seek a transfer to Western.

**Advanced Standing**

Students who have successfully completed part or all of their legal education outside Canada may be considered for admission with advanced standing. Except in extraordinary circumstances, a student will not receive more than one year's advanced standing. If admitted, students will be required to satisfy the program requirements of the Faculty. Upon successful completion of the program, students are eligible for the degree of Juris Doctor (JD) from The University of Western Ontario.

The granting of advanced standing and the extent of credit to be given are at the discretion of the Admissions Committee.

**Letter of Permission**

Students currently enrolled at a Canadian law school can apply to study for one academic year at Western on a letter of permission. Typically, these requests are made by second-year students, seeking to study at Western in their third year.

Transcripts should be sent directly from the undergraduate institution and law school to Student Services (Admissions), Faculty of Law, Western University, London, Ontario, N6A 3K7.

Students who have been granted permission to register on a letter of permission do not receive the Juris Doctor degree from The University of Western Ontario.

#### **National Committee on Accreditation**

Lawyers qualified to practice in a foreign jurisdiction, who seek admission to practice in Canada should first apply to:

National Committee on Accreditation  
c/o Federation of Law Societies of Canada  
World Exchange Plaza  
45 O'Connor St.  
Suite 1810  
Ottawa, ON K1P 1A4  
Telephone: 613-562-5204. [www.flsc.ca/en/foreignLawyers/foreignLawyers.asp](http://www.flsc.ca/en/foreignLawyers/foreignLawyers.asp)

**1810 – 45 rue O'Connor St.  
Ottawa, ON K1P 1A4  
Telephone: 613-236-7250, ext. 229  
Website: [www.flsc.ca/en/nca/](http://www.flsc.ca/en/nca/)**

This Committee **The NCA** assesses the applicant's credentials to determine the Canadian legal education required to bring the applicant to a level equivalent to the Canadian Juris Doctor degree. Based on this assessment, the Committee recommends the courses the applicant requires. A person admitted in this category who satisfactorily completes the required courses, does not receive a Juris Doctor degree from The University of Western Ontario. **NCA applicants should inquire in advance of applying whether the Faculty of Law offers, or is in a position to accommodate NCA candidates in all the courses they require for NCA purposes. Due to the very limited number of positions in available courses, only the strongest NCA applicants will be given priority.**

#### **C. Law School Admission Test (LSAT)**

The Law School Admission Test is required for all applicants to first year **(with the exception of NCA applicants). Although the LSAT need not have been written before applying:**

- **for first-year applicants, the February LSAT is the latest acceptable test session for admission the following September; and**
- **for upper-year applicants, the June LSAT is the latest acceptable test session for admission the following September.**

**Details about the LSAT, including registering for the test, may be found at [www.lsac.org](http://www.lsac.org).**

~~An application for the test and further details may be obtained from the Faculty of Law or The Law School Admissions Services, Box 2000, Newtown, Pennsylvania 18940, U.S.A. On-line registration at [www.lsac.org](http://www.lsac.org).~~

~~Although the LSAT need not have been written before applying, the February LSAT is the latest acceptable test session for admission in the following September.~~

Test centres are located in major cities in Canada and the United States, **as well as in many other countries**. The test is usually given four times a year in most Canadian Centres - in June, October, December and February.

*The rest of the policy is unchanged*

**Faculty of Law: Revisions to the Grading Policy**

REVISED CALENDAR COPY  
<http://www.westerncalendar.uwo.ca/2013/pg496.html>

**GRADING RULES**

The class average in an upper-year course of 25 or fewer students must be between 5.70 and 7.30 when calculated by converting each student's letter grade to the corresponding whole number in the table below. The class average in an upper-year course of more than 25 students, and in all first-year courses, must be between 5.70 and 6.30 when calculated by converting each student's letter grade to the corresponding whole number in the table below. These grading rules do not apply to independent research projects, supplemental writing credits or to courses in which students compete in external advocacy competitions.

The Faculty of Law uses the following grade designations:

| Grades | Grade Meanings     | Grade-point<br>Numeric Values |
|--------|--------------------|-------------------------------|
| A+     | Excellent          | 10 90-100%                    |
| A      | Excellent          | 9 85-89%                      |
| A-     | Excellent          | 8 80-84%                      |
| B+     | Good               | 7 77-79%                      |
| B      | Good               | 6 73-76%                      |
| B-     | Good               | 5 70-72%                      |
| C+     | Competent          | 4 67-69%                      |
| C      | Competent          | 3 63-66%                      |
| C-     | Competent          | 2 60-62%                      |
| D      | Marginal Pass      | 1 50-59%                      |
| F      | Fail               | 0 0-49%                       |
| PAS    | Pass               |                               |
| FAI    | Fail               |                               |
| AUD    | Audit              |                               |
| WDN    | Withdrawn          |                               |
| INC    | Work is Incomplete |                               |

~~The "PAS" and "FAI" designations are used only in courses identified specifically as being graded on a pass/fail basis. This pass/fail designation is used also for grades obtained on exchanges. A grade of "FAI" is treated the same as an "F" grade.~~

In any course not identified specifically as being graded on a pass/fail basis, no components of any student's grade in the course can be assessed on a pass/fail basis.

~~Students receive only a letter grade for each subject. The grade point values are used for calculation purposes only and are not disclosed to the student.~~

**The class average in an upper-year course of 25 or fewer students must be between 74.0 – 79.0. The class average in an upper-year course of more than 25 students and in all first-year courses must be between 74.0 – 76.0. Grades in the “F” range will be excluded from the calculation of class averages. These grading rules do not apply to independent research projects, supplemental writing credits or to the courses in which students participate in external advocacy competitions.**

**For the purposes of calculating class averages and the overall average of individual students, including the determination of Honors standing, final letter grades for each student are assigned the following fixed numeric values:**

| <b>Grades</b> | <b>Fixed Numeric Value</b> |
|---------------|----------------------------|
| <b>A+</b>     | <b>92</b>                  |
| <b>A</b>      | <b>87</b>                  |
| <b>A-</b>     | <b>82</b>                  |
| <b>B+</b>     | <b>78</b>                  |
| <b>B</b>      | <b>75</b>                  |
| <b>B-</b>     | <b>71</b>                  |
| <b>C+</b>     | <b>68</b>                  |
| <b>C</b>      | <b>65</b>                  |
| <b>C-</b>     | <b>61</b>                  |
| <b>D</b>      | <b>58</b>                  |
| <b>F</b>      | <b>45</b>                  |

Individual grades assigned by instructors remain provisional until they are approved at a **the** Faculty of Law Grades Meeting. The grades assigned by instructors must comply with the applicable class average requirements **and must be submitted, together with electronic evidence demonstrating such compliance, in the form stipulated by the Assistant Dean, Student Services.** However, after grades have been assigned, the Faculty has the discretion, at a Faculty of Law Grades Meeting, to waive these **the class average** requirements. If an instructor wishes to seek an exemption from these **the class average** requirements, he or she must apply to the Faculty at a **G**grades **M**meeting, indicating the reasons for the application and providing the alternative grades he or she wishes to assign.

**King's University College: Bachelor of Social Work (Honors) Program**

REVISED CALENDAR COPY  
<http://www.westerncalendar.uwo.ca/2013/pg1194.html>

**BACHELOR OF SOCIAL WORK (HONORS)**

**Admission Requirements**

Only students who have been formally accepted into the Social Work program may enroll in Social Work courses at the 3000-level and beyond.

Students accepted into the professional program (Year III) must register at King's University College.

Admission to the Social Work program (third year) is by formal application by February 1 of the calendar year in which admission is sought. Enrollment in the Social Work program is limited.

The admission of each candidate is determined by the Director on the recommendation of the School's Admissions Committee. In the admissions process, candidates are chosen according to academic and non-academic requirements.

Academic requirements for admission may be completed by **July 1** ~~up until the end of summer school~~ of the year in which admission to the professional program is sought. To be eligible for admission, applicants must complete not less than 10.0 courses or equivalent of university study with an overall average of 70%. These courses must include:

3.0 courses with a minimum grade of 70% in each:

2.5 courses: Social Work 1021A/B, 1022A/B, 2206A/B, 2214A/B, 2215A/B

0.5 course from: Writing 1020F/G, 1022F/G, 2101F/G

7.0 additional courses with a minimum grade of 60% in each:

0.5 course: Social Work 2207A/B

1.0 courses from Business, Economics, **First Nations Studies**, History or Political Science

1.5 courses from English, French, **any other language**, Philosophy, **or** Religious Studies, ~~or Spanish~~

4.0 additional courses

Applicants must have a minimum average of 70% in the last 10.0 courses taken prior to admission to the program, **with no failures**.

In addition, all students must meet first-year requirements as outlined in the UWO Calendar.

Candidates will receive official notification of the acceptance or rejection of their application after official final year grades have been received by the School (generally the end of June of each academic year).

*The rest of the policy is unchanged*

**Faculty of Science, Department of Statistical and Actuarial Sciences: new Courses in Financial Modelling**

**NEW CALENDAR COPY**

<http://www.westerncalendar.uwo.ca/2013/pg882.html>

**Financial Modelling 3613A/B: Mathematics of Financial Options**

**An introduction to modern financial mathematics using a differential equations approach. Stochastic differential equations and their related partial differential equations. The Fokker-Planck and Kolmogorov PDEs. No-arbitrage pricing, the Black-Scholes equation and its solutions. American options. Exotic options.**

Antirequisite(s): The former Applied Mathematics 3613A/B

Prerequisite(s): Applied Mathematics 2402A or the former Differential Equations 2402A; or Statistical Sciences 2503A/B (or the former Applied Mathematics 2503A/B).

Corequisite(s):

Pre-or Corequisite(s):

Extra Information: 3 lecture hours, 0.5 course.

**Financial Modelling 3817A/B: Optimization Methods for Financial Modelling**

An introduction to linear programming, simplex method, duality theory and sensitivity analysis, formulating linear programming models, nonlinear optimization, unconstrained and constrained optimization, quadratic programming. Applications.

Antirequisite(s): The former Applied Mathematics 3817A/B

Prerequisite(s): Mathematics 1600A/B or the former Linear Algebra 1600A/B and one of Calculus 2303A/B, 2503A/B or 2402A/B.

Corequisite(s):

Pre-or Corequisite(s):

Extra Information: 3 lecture hours, 0.5 course.

**Financial Modelling 2555A/B: Corporate Finance**

Goal and governance of firms, bond and stock pricing, risk and return, portfolio theory, Capital Asset Pricing Model, capital budgeting, market efficiency, corporate financing.

Antirequisite(s): The former Actuarial Science 2555A/B

Prerequisite(s):

Corequisite(s):

Pre-or Corequisite(s): Actuarial Science 2553A/B or Actuarial Science 2053.

Extra Information: 3 lecture hours, 1 tutorial hour, 0.5 course.

**Financial Modelling 2557A/B: Financial Markets and Investments**

Basic securities, financial market conventions, swaps, arbitrage pricing and hedging of forwards/futures, equity options, bonds, theories of the term structure, factors affecting option prices, arbitrage relations of calls and puts, trading strategies involving options, binomial model for stock prices, option pricing by replication under the binomial model.

Antirequisite(s): The former Actuarial Science 2557A/B.

Prerequisite(s): A minimum mark of 60% in Calculus 1501A/B or Applied Mathematics 1413, or Calculus 1301A/B with a minimum mark of 85%.

Corequisite(s):

Pre-or Corequisite(s):

Extra Information: 3 lecture hours, 1 tutorial hour, 0.5 course.

**Financial Modelling 3520A/B: Financial Modelling I**

Discrete-time market models, option pricing and replication, risk-neutral valuation and martingale measures, and the fundamental theorem of asset pricing. Discrete-time Black-Scholes. Value-at-risk, mean-variance portfolio analysis, capital asset pricing model. Discrete-time interest rate models. Duration, convexity and immunization. Simulation.

Antirequisite(s): The former Statistical Sciences 3520A/B.

Prerequisite(s): A minimum mark of 60% in both Financial Modelling 2557A/B (or the former Actuarial Science 2557A/B) and Statistical Sciences 2857A/B.

Corequisite(s):

Pre-or Corequisite(s):

Extra Information: 3 lecture hours, 0.5 course.

**Financial Modelling 4521F/G: Advanced Financial Modelling**

Continuous-time models, Brownian motion, stochastic integrals, Ito's lemma. Black-Scholes-Merton market model, arbitrage and market completeness, Black-Scholes PDE, risk-neutral pricing and martingale measures.



Greeks and hedging, extensions of Black-Scholes model, implied volatility, American option valuation. Vasicek and Cox-Ingersoll-Ross interest rate models

Antirequisite(s): The former Statistical Sciences 4521F/G.

Prerequisite(s): A minimum mark of 60% in either Financial Modelling 3520A/B (or the former Statistical Sciences 3520A/B), or Financial Modelling 3613A/B (or the former Applied Mathematics 3613B) and a minimum mark of 60% in Statistical Sciences 2857A/B.

Corequisite(s):

Pre-or Corequisite(s):

Extra Information: 3 lecture hours, 0.5 course.

**Financial Modelling 4998F/G/Z: Project in Financial Modelling**

The student will work on a project under faculty supervision. The project may involve an extension, or more detailed coverage, of material presented in other courses. Credit for the course will involve a written report as well as an oral presentation.

Antirequisite(s): Actuarial Science 4997F/G/Z, Statistical Sciences 4999F/G/Z, the former Statistical Sciences 4998F/G/Z.

Prerequisite(s): Registration in the fourth year of the Honors Specialization in Actuarial Science, Statistics, or Financial Modelling. Students must have a modular course average of at least 80% and must find a faculty member to supervise the project.

Corequisite(s):

Pre-or Corequisite(s):

Extra Information: 0.5 course

**Richard Ivey School of Business and Western Centre for Continuing Studies: Introduction of new courses in Accounting**

*(Courses will be listed only on the Western Centre for continuing Studies website).*

**ACCT 6002 – Auditing**

This course examines audit concepts, objectives, standards and practices. Audit theory, the timing, nature and extent of audit testing and audit procedures are covered in detail. Professional ethics and the responsibility and role of the auditor are also discussed. The approach in this course is a form of cooperative learning, based on readings and lectures. This approach requires you to prepare assignments and readings in advance of each session and it requires your active participation, sharing and cooperation in class discussions and assignments.

**ACCT 6004 – Canadian Corporate Taxation**

This course examines corporate tax concepts, objectives, standards and practices. Corporate tax theory and case law, and the corresponding application of these principles will be covered in detail.

**ACCT 6005 – Advanced Auditing**

This course examines current and/or advanced topics related to the auditing profession. The approach

in this course is a form of cooperative learning, based on readings, lectures and presentations. This approach requires you to prepare assigned readings and cases in advance of each session and it requires your active participation, sharing and cooperation in class discussions, cases and seminars.

**ACCT 6007 - Accounting, Tax and Audit: An Integrated Approach**

Throughout the HBA program students are exposed to business issues from multiple perspectives – marketing, financial, operational, human capital, ethical, and legal, for example. This course will build on that training and fully integrate the additional areas that professional accountants are expected to address – financial and managerial accounting, audit and tax. This case-based course will allow students to further develop the skills of a professional accountant and to analyze complex issues and develop comprehensive solutions.

**Revision to the Policy on “Convocation; Graduation Diploma and Certificates”**

**REVISED CALENDAR COPY**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/general/convocation.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/convocation.pdf)

*The first part of the policy is unchanged.*

*Starting on Page 4:*

**RECORDING STUDENTS’ NAMES ON ACADEMIC RECORDS AND DEGREE DIPLOMAS**

In order to maintain the integrity of the University’s student records, each student is required to provide either on application for admission or on personal data forms required for registration, his/her complete legal name. Any requests to change a student’s name by means of alteration, deletion, substitution or addition, must be accompanied by acceptable documentation except as described below.

**Printing the Students’ Names on Degree Diplomas**

Students’ names (first, middle and last names) as confirmed during the application to graduate process, will be printed on Degree Diplomas in capital letters. Students wishing to include lower case letters or accents in their names must follow the “Request to Change Students’ Names on Degree Diplomas and Transcripts” as listed below.

**Requests to Change Students’ Names on Academic Records**

See “Academic Records and Student Transcripts”

[http://www.uwo.ca/univsec/pdf/academic\\_policies/general/records.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/records.pdf)

**Requests to Change Students’ Names on Degree Diplomas and Transcripts**

Students who wish to include a variation of their complete name for the purpose of their printed degree are required to put this request in writing to the Office of the Registrar. The name variation for the printed degree will be retained as part of the student’s permanent record and displayed on official transcripts with the degree conferral information\*.

To maintain data integrity, name change requests will not be accepted by email or through third parties without written authorization by the student.

The following are examples of acceptable requests for student name changes without documentation: Students who wish to include a variation of their complete name for the purpose of their printed degree are required to put this request in writing to the Office of the Registrar. The name variation for the printed degree will be retained as part of the student’s permanent record and displayed on official transcripts with the degree conferral information\*.

To maintain data integrity, name change requests will not be accepted by email or through third parties without written authorization by the student.

The following are examples of acceptable requests for student name changes without documentation:

| <b>Change</b>                                    | <b>Example</b>  |
|--|---|
| Truncation of names                              | Alexander to A.   |
| Diminutives of names                             | James to Jim  |
| Variation in the order of names                  | Surname/Given name  |
| Use of religious names                           | Addition of Mohammad  |
| Removal of middle names                          | Jane Ann Smith to Jane Smith  |
| <b>Using both capital and lower case letters</b> | <b>MACKENZIE to MacKENZIE</b><br><b>MCKENNA to McKENNA</b><br><b>VON KUSTER to Von KUSTER</b> |

**Addition of accents**

**NOELLE to NOËLLE**  
**FRANCOIS to FRANÇOIS**

*\*Requests to include accents will NOT be included on official transcripts or displayed as part of the student’s centrally maintained academic record*

*The rest of the policy is unchanged*

## **2014-15 HBA Sessional Dates**

**\*Please note that dates are subject to change.**

| <b>2014</b>             |  |
|-------------------------|--|
| August 25 – September 8 | Add/Drop (A/B, Q,R,S,T (Ivey Term 5, 6, 7 and 8) courses)        |
| August 29               | HBA1 Begins  |
| September 3             | HBA2 Classes Begin   |
| September 19            | Last Day to drop Q(Ivey Term 5) course without academic penalty  |
| October 13              | Thanksgiving   |
| October 20              | Q (Ivey Term 5) courses End                                      |
| October 21-24           | HBA2 Exam Week   |
| October 23-24           | Fall Convocation   |
| October 25-29           | Add/Drop (B, R,S,T (Ivey Term 6, 7 and 8) courses)               |
| October 27              | R (Ivey) courses Begin   |
| October 30-31           | Fall Study Break   |
| November 7              | Last Day to drop R (Ivey Term 6) course without academic penalty |
| December 2              | HBA2 Classes End   |
| December 3-9            | HBA2 Exams   |
| December 12             | HBA1 End of Term   |

| <b>2015</b>        |   |
|--------------------|---|
| January 5          | HBA1 and HBA 2 Classes Resume                                   |
| January 5-9        | Add/Drop (B, S,T (Ivey Term 7 and 8) courses)                   |
| January 16         | Last Day to drop S(Ivey Term 7) course without academic penalty |
| February 5         | S (Ivey Term 7) courses End                                     |
| February 9-13      | HBA2 Exam Week  |
| February 16-20     | Reading Week  |
| February 23        | T (Ivey Term 8) courses Begin                                   |
| February 23-27     | Add/Drop (T(Ivey Term 8) courses)                               |
| March 6            | Last Day to drop T (Ivey Term 8)course without academic penalty |
| March 26           | HBA2 Classes End  |
| April 10           | HBA1 End of Term  |
| March 27 – April 2 | HBA2 Exams  |
| April 3            | Good Friday   |
| June 16            | Spring Convocation  |

### ***Sessional Dates 2014-15 – Faculty of Education***

|                                  |                                     |
|----------------------------------|-------------------------------------|
| <b>2014</b>                      |                                     |
| August 28 & 29                   | Registration and Orientation        |
| September 1                      | Labour Day                          |
| September 2                      | Classes Begin                       |
| September 2-8                    | 1 <sup>st</sup> term Add/Drop       |
| October 13                       | Thanksgiving                        |
| October 6-November 14            | Practice Teaching (weeks 1-6)       |
| November 17                      | Classes Resume                      |
| December 15-January 2            | Vacation                            |
|                                  |                                     |
| <b>2015</b>                      |                                     |
| January 5                        | Classes Resume                      |
| January 5-11                     | 2 <sup>nd</sup> term Add/Drop       |
| February 16                      | Family Day                          |
| March 9-13 and March 23-April 25 | Practice Teaching (weeks 7-12)      |
| March 16-20                      | Spring Break                        |
| April 3/6                        | Good Friday/Easter Monday           |
| May 1 - 15                       | Transition to Professional Practice |

**Sessional Dates – 2014 - 15 Faculty of Law**

**2014**

|                 |                              |
|-----------------|------------------------------|
| September 1     | Labour Day Holiday           |
| September 2     | Orientation/Fall Term Begins |
| September 3     | Fall Term Classes Begin      |
| September 2 - 9 | Fall Term Add/Drop Period    |
| October 13      | Thanksgiving Day Holiday     |
| October 23 - 24 | Fall Convocation             |
| November 28     | Fall Term Classes End        |
| December 1 - 12 | Fall Term Examination Period |
| December 12     | Fall Term Ends               |

**2015**

|                      |  |
|----------------------|--|
| January 5            | January Term Begins (1 <sup>st</sup> Year Law) |
| January 6            | January Term Begins (Upper Year Law)           |
| January 6 - 7        | January Term Add/Drop Period                   |
| January 30           | January Term Ends                              |
| February 2 - 6       | Law Study Week                                 |
| February 9           | Spring Term Begins                             |
| February 9 - 13      | Spring Term Add/Drop Period                    |
| February 16          | Family Day Holiday (Western Holiday)           |
| April 3              | Good Friday (Western Holiday)                  |
| April 15 (Wednesday) | Spring Term Classes End (1L)                   |
| April 16 (Thursday)  | Spring Term Classes End (Upper Year)           |
| April 17 – April 30  | Spring Term Examination Period                 |
| April 30             | Spring Term Ends                               |
| June TBD             | Spring Convocation                             |

## DENTISTRY SESSIONAL DATES 2014 - 2015

### 2014

| Days,<br>Duration                          | Dates                   | Classes/Exams/Activity/Stat Holidays  |
|--|-------------------------|---|
| Mon – Thur<br>(4 days)                     | August 25 – 28, 2014    | Clinic Orientation, Year 3 & ITD1 students  |
| Thur                                       | August 28, 2014         | Year 1 Kit Orientation  |
| Fri  | August 29, 2014         | White Coat Ceremony, Year 1 & ITD1 students   |
| Mon  | September 1, 2014       | Labour Day, No Classes Scheduled  |
| Tues                                       | September 2, 2014       | UWO/DSS Orientation Day, Year 1 (No classes) Regular Class and Clinics commence – Year 2, Year 3/ITD1 Year 4/ITD2 |
| Wed  | September 3, 2014       | Year 1 Classes Commence   |
| Fri – Sun<br>(3 days)                      | September 19 – 21, 2014 | Homecoming  |
| Mon  | October 13, 2014        | Thanksgiving - No Classes Scheduled   |
| Fri  | November 28, 2014       | Classes End – Fall Term   |
| Mon  | December 1, 2014        | Last Day for receiving admission applications for Year 1 Dentistry  |
| Mon-Fri<br>Mon-Fri<br>Mon-Fri<br>(3 weeks) | December 1 – 19, 2013   | Exam Period – All Years   |

| Days, Duration  | Dates   | Classes/Exams/Activity/Stat Holidays  |
|---|---|---|
| Mon   | January 5, 2015   | Winter Term Commences - All Years   |
| Mon   | February 16, 2015   | Family Day  |
| Tues – Fri<br>Mon - Fri<br>(4 days, 1 week)               | February 17 – 27, 2015                                    | Supplemental Examinations, Year 4/ITD2 students   |
| <b>Sat - Sun</b>  | <b>TBD</b>  | NDEB Examinations (Written & OSCE) Year 4 / ITD2 students   |
| Mon – Fri<br>(1 week)                                     | March 16 – 20, 2015                                       | Study Week  |
| Fri   | April 3, 2015   | Good Friday   |
| Fri   | May 1, 2015   | Winter Term Ends – Year 2, 3, ITD 1, Year 4, ITD2   |
| Mon - Fri<br>Mon – Fri<br>Tues – Fri<br>(2 weeks, 4 days) | May 4 – May 22, 2015                                      | Final Examinations, Year 2, Year 3/ITD1 students  |
| Mon   | May 4, 2015   | ITD 1 Program commences   |
| Mon   | May 18, 2015  | Victoria Day  |
| Tues  | May 19, 2015  | Winter Term Ends – Year 1   |
| Thur, Fri<br>Mon - Fri<br>(2 days, 1 week)                | May 21 – 29, 2015   | Final Examination – Year 1  |
| Mon - Thur<br>(5 weeks)                                   | May 25 – June 26, 2015                                    | Summer Clinic – Year 3/ITD1   |
| Fri   | June 12, 2015 (subject to change)                         | Spring Convocation<br>Graduation Luncheon & Ceremony  |
| Mon - Fri<br>(2 weeks)                                    | July 6 – July 17, 2015                                    | Supplemental Examination Period, Years 2, 3/ITD1 students   |
| Mon - Fri<br>Tues – Fri<br>(2 weeks, 4 days)              | 1. July 6 – July 17, 2015<br>2. August 4 – August 7, 2015 | <u>For Years 2, 3, ITD1:</u><br>Practical Supplemental - First<br>Practical Supplemental – Second |
| Wed – Fri<br>Mon – Fri<br>(3 days, 1 week)                | July 8 – July 17, 2015                                    | Supplemental Examination Period, Year 1   |
| Mon - Fri<br>Tues – Fri<br>(2 weeks, 4 days)              | 1. July 8 – July 17, 2015<br>2. August 4 – August 7, 2015 | <u>For Year 1:</u><br>Practical Supplemental – First<br>Practical Supplemental – Second           |



### Sessional Dates MD Program 2014-15

| <b>2014</b>           | <b>MD Program</b>                                     |
|-----------------------|---|
| August 26, 27, 28, 29 | Year 1 Orientation                                    |
| September 1           | Statutory Holiday – Labour Day                        |
| September 2           | Classes Begin all 4 years                             |
| October 13            | Statutory Holiday – Thanksgiving                      |
| December 15-19        | Assessment Year 1                                     |
| December 20           | Term Ends Years 1, 2 & 4                              |
| <b>2015</b>           |   |
| January 5             | Year 4 Integration, Consolidation & Enrichment Begins |
| January 5             | Years 1 & 2 Classes Resume                            |
| January 12 – 16       | Assessment Year 2                                     |
| February 16           | Statutory Holiday – Family Day                        |
| March 9 - 13          | Years 1 & 2 & 3 Vacation                              |
| April 3               | Statutory Holiday – Good Friday                       |
| April 24              | Year 4 Classes End (inc ACLS)                         |
| May 15                | Convocation   |
| May 18                | Statutory Holiday – Victoria Day                      |
| May 19 – May 22       | Year 1 Assessment                                     |
| May 25 – June 5       | Year 1 Rural & Regional Week                          |
| June 1 – June 5       | Year 2 Assessment Week                                |
| June 5                | Years 1 & 2 Term Ends                                 |
| August 21(Friday)     | Year 3 Clerkship Teaching Ends                        |

### **Evaluation of Academic Performance**

The current policy is located here:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf)

#### **EVALUATION OF UNDERGRADUATE ACADEMIC PERFORMANCE - DEPARTMENTAL RESPONSIBILITY**

Responsibility and authority for evaluating student achievement in individual undergraduate courses rests with the department (or faculty where applicable) which may delegate this responsibility to the individual instructor(s).

Direct responsibility for quality of instruction and evaluation of student performance rests with departments, which may delegate this responsibility to members of faculty.

The department (or faculty where applicable) shall devise procedures to ensure that the evaluative methods used are academically rigorous and as equitable as possible.

#### **EVALUATION OF UNDERGRADUATE ACADEMIC PERFORMANCE**

As a guideline for departments (or faculties where applicable), the last day of scheduled classes in any course will be the last day on which course assignments will be accepted for credit in a course.

As a guideline for departments (or faculties where applicable), assigned work will be distributed in such a way that approximately half way through the course the student will receive an estimate of his standing in the course. As a guideline for departments (or faculties where applicable), instructors will be required to return assignments to students as promptly as possible with reasonable explanations of the instructor's assessment of the assignment.

The policy of the University shall be that departments (or faculties where applicable) ensure that, wherever possible, final grades in courses under their aegis are derived largely from documented evidence demonstrating academic achievement, i.e., written or practical examinations, essays, reports, problem assignments. This shall not preclude the use of oral examinations as part of the evaluative process.

As a guideline, departments (or faculties where applicable) shall take appropriate action to ensure that for all sections of a multi-sectioned course,

- a) course requirements and grading procedures are equivalent;
- b) grades assigned reflect achievement accurately.

Department chairs (or deans of faculties where applicable) are required to co-sign the official record of final grades of students registered in courses under their aegis prior to submission to the Registrar for issuance of student reports.

#### **FIRST YEAR COURSES - TEACHING AND EVALUATION**

(S.2288, S13-152b)

In each department, lecturing in first year courses should, in general, be done by members of faculty.

Departments will single out the teachers best qualified for first year teaching assignments to first year courses.

Departments will make every effort to ensure that first year classes taught by more than one person have cohesion and continuity.

A common curriculum will be established in each course (1000-1999) with multiple sections.

Each course (1000-1999) will have one common, compulsory, ~~three-hour~~ final examination to be scheduled in the examination period<sup>1</sup>, unless the dean of the faculty, in consultation with the Education Policy Committee, exempts the course from any of these requirements.

The final examination will be worth a substantial amount, not less than 30% of the final grade in courses numbered 1000-1999, unless the dean of the faculty, in consultation with the Educational Policy Committee, exempts the course from this requirement.

The final examination in courses 1000-1999 with more than one section (lecture, tutorial and/or laboratory, however taught) will be marked by some method which seeks to ensure consistency and fairness in marking among all sections, e.g., marking by a course or section committee under the supervision of a member of faculty who coordinates the course.

Deans will approve marks sheets for courses in first year (1000-1999) before these are forwarded to the Registrar.

Each department will periodically reappraise its first year course offerings to ensure that they adequately accommodate changes in secondary school curricula, changes in the discipline and the diverse levels of preparation attained by incoming students.

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Related Policies and Notes:

Scheduling of Examinations [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/scheduling.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/scheduling.pdf)

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<sup>1</sup> Note on Distance Studies course offerings (S.99-159): In each course offered by Distance Studies, departments will set an alternative examination which will be written independently of the intramural examination. Where the circumstances of students in a Distance Studies course do not appear to warrant a separate examination, the Dean of the Faculty concerned will so notify the Office of the Registrar.

### Scheduling of Examinations and Responsibility for Printing

The current policy is located here: [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/scheduling.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/scheduling.pdf)

#### **SCHEDULING OF EXAMINATIONS**

Department chairs (or deans of faculties, or affiliated registrars where applicable) shall submit to the Office of the Registrar by the first day of classes each year a final and complete request of the courses to be scheduled into the Mid-Year and Spring examination periods (i.e., course, exam length, type of exam, supplies, separate or common).

Requests for special scheduling (e.g., spacing of examinations, specific examination periods, special seating arrangements or room requests, optional examinations, evening requests) must be submitted to and approved by the Dean of the faculty (or Affiliate Registrar where appropriate) and submitted to the Office of the Registrar by the aforementioned deadline. These requests will be honored by the Office of the Registrar where possible given the limited number of constraints which can be accommodated. During all examination periods the Registrar is given authority to schedule three examinations per day.

The scheduling of "take-home" examinations must be approved by the Dean of the faculty. Papers must be submitted to the instructors by the tenth examination day of the examination period. In the case of Spring/Summer Session examinations, papers must be submitted to the instructors on the examination date established by the Registrar.

Examinations will be of a two, three or four-hour duration. Requests for permission to schedule an examination of a different duration shall be directed to the Dean of the faculty. The Dean shall seek the advice of the Registrar before approving such requests.

~~Each first-year course (1000-1999) will have one common, compulsory final examination to be scheduled in the examination period, unless the Dean of the faculty, in consultation with the Educational Policy Committee, exempts the course from any of these requirements.~~

Final examinations in one-term courses and full-year courses may not be scheduled during the last 3 weeks of classes in either term (15 days, excluding Saturdays and Sundays).

#### **SCHEDULING ASSIGNMENTS**

For professional faculties with sessional dates differing from the standard University term, the following regulations may not apply.

The policy of the university shall be that departments (or faculties) be required to ensure that for courses offered under this jurisdiction:

1. no new (i.e., previously unannounced) assignments are introduced in the last six weeks.
2. notice of the dates and nature of assignments be given to students before the final six weeks of a course.

The intent of this rule is to permit students to set their work schedule.

#### **SCHEDULING TESTS**

1. Tests for full-year courses may not be scheduled during the last week of classes in the Fall (September to December) term ( 5 days, excluding Saturdays and Sundays) or during the last 3 weeks of classes in the Winter (January to April) term (15 days, excluding Saturdays and Sundays).

An exception is made for practical laboratory or performance tests since they are understood to be tests which by their nature require the scheduling of specialized space or facilities, and which typically do not involve the same kind of preparation on the part of the student as do written or oral tests. Professional schools with special practicum or curricular requirements also are exempt from this condition.

2. The department/faculty shall ensure that all conflicts with previously scheduled classes or tests are resolved, either by rescheduling the tests, or by offering an equivalent test at another time for those students who have declared a conflict prior to the test in accordance with policy as set by the department.
3. All tests normally will be held during regularly scheduled class hours. If, for sound academic or administrative reasons, out-of-class tests must be scheduled, such tests may be held on any day, Monday to Saturday, subject to conditions 1-2 above. Reasonable notice of out-of-class tests must be given in order to allow students to resolve conflicts with other academic duties or university-sanctioned extracurricular activities.

No intramural classes will be scheduled regularly during the Fall and Winter terms between the hours of 7:00 p.m. and 10:00 p.m. on Fridays, and between the hours of 9:00 a.m. and 10:00 p.m. on Saturdays, in order to make these times available for out-of-class tests.

4. In cases where a ruling regarding what constitutes a test or assignment is required, the instructor and/or student may consult the appropriate dean.

#### **SCHEDULING TESTS/EXAMINATIONS FOR HBA AND MBA PROGRAMS**

1. Tests in one-term courses may not be scheduled during the last three weeks in the term.
2. Tests for full-year courses may not be scheduled in the last week of classes in the Fall and during the last three weeks in the Winter term.
3. Final examinations in one-term and full-year courses may not be scheduled during the last three weeks in either term.

#### **SCHEDULING TESTS/EXAMINATIONS FOR INTERSESSION, SUMMER EVENING AND SUMMER DAY**

Four weeks prior to the beginning of the examination periods for Intercession, Summer Evening, Summer Day, the Dean of the Faculty in which courses are being offered will submit to the Office of the Registrar a final and complete list of the courses for which examinations are to be scheduled.

Tests for Intercession or Summer Day may not be scheduled during the last third of the course, i.e., in a 6-week full course, during the last two weeks of classes (10 days, excluding Saturdays and Sundays) or in a 3-week half course, during the last week of classes (5 days, excluding Saturdays and Sundays).

Tests for one-term or Summer Evening courses may not be scheduled during the last 3 weeks of classes in the term (15 days, excluding Saturdays and Sundays).

#### **FINAL EXAMINATION WEIGHTING**

The final examination will be worth a substantial amount, not less than 30% of the final grade in first year courses (1000-1999), unless the Dean of the faculty in consultation with the Educational Policy Committee, exempts the course from this requirement.

#### **PRINTING OF EXAMINATIONS**

Chairs of departments (or deans of faculties where applicable) are required to ensure that examination papers to be printed for mid-year and Spring examination periods are submitted to the Registrar on or before the due dates given below:

##### **MID-YEAR EXAMINATION - DATE DUE:**

- |  |  |
|--|--|
| Examinations scheduled in the first week:  | Due Thursday of the tenth teaching week of the first term    |
| Examinations scheduled in the second week: | Due Thursday of the eleventh teaching week of the first term |

##### **SPRING EXAMINATIONS - DATE DUE:**

- |   |  |
|---|--|
| Examinations scheduled in the first week: | Due Thursday of the ninth teaching week of the second term |
|---|--|

Examinations scheduled in the second week: Due Thursday of the tenth teaching week of the second term

Examinations scheduled in the third week: Due Thursday of the eleventh teaching week of second term

If a department prefers to print its own examination papers, the Chair of the Department shall be required to ensure that they are delivered to the Registrar at least seven days prior to the scheduled examination.

When examinations are printed by departments, an extra 10% over and above those required for students must be submitted to the Registrar's Office by the department concerned.

The Registrar shall be responsible for delivery of all examination papers received by the aforementioned deadlines to all examination areas assigned by the Registrar.

The Registrar shall notify the appropriate Deans of outstanding examinations. The Chair of the Department shall then be responsible for the delivery of the correct number of examination papers (i.e., 10% over and above the number of students) to the examination room thirty minutes prior to the scheduled examination time.

In the case where an Affiliate examination and a constituent examination are to be written in common, the Registrar will provide the Affiliate Registrar with the printed examination papers seven days prior to the examination date. If the Affiliate Registrar requires any common examination paper prior to seven days before the examination date, the Affiliate Registrar may request that the constituent Registrar provide a single copy of the examination paper on the Monday of the tenth teaching week. The Affiliate Registrar shall then be responsible for the security and printing of sufficient numbers of papers for the Affiliate section.

Intersession, Summer Night and Summer Day examination papers to be printed by the Registrar are to be submitted by the Department to the Office of the Registrar no later than seven days before the first examination period of each session.

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**Related Policies and Notes:**

Structure of the Academic Year: [http://www.uwo.ca/univsec/pdf/academic\\_policies/general/structure.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf)

Evaluation of Academic Performance:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf)

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### **Academic Records and Student Transcripts**

The current policy is posted here: [http://www.uwo.ca/univsec/pdf/academic\\_policies/general/records.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/records.pdf)

*The first part of the policy is unchanged*

#### **ACADEMIC TRANSCRIPTS**

A transcript is a copy of a student's permanent academic record at this University, duly certified by the Registrar and bearing the embossed seal of the University. A transcript is privileged information and is available only upon the written **or online** request and payment of the fee by the student. (For current fees and processing time check the Web site of the Office of the Registrar: <http://www.registrar.uwo.ca/>).

A transcript is required as one of the supporting documents for: applications to other universities and graduate schools; fellowship and scholarship applications; and is commonly required by prospective employers. The transcript is a record of a student's academic progress. It contains the following information:

1. A listing of all courses attempted and the grades achieved, including courses from which a student has withdrawn without academic penalty.
2. A statement of the degree attained, including the area of concentration or Honors discipline and date of graduation.
3. Comments relating to a student's academic progress. These may include statements about a student's standing in a program (e.g., on Dean's Honor List), or that the student was required to withdraw from the University or was placed on academic probation (e.g. for failing to meet progression requirements).
4. A listing of all undergraduate scholarships, awards, prizes, fellowships and medals awarded by the University to the student during the student's academic career at the University. [Note: This information is only available from May 1, 2000.]
5. A listing of selected National and Provincial graduate scholarships awarded to the student during the student's graduate career at the University. The listing of scholarships that are eligible to appear on transcripts is determined by the School of Graduate and Postdoctoral Studies. [Note: This scholarship information is available only for graduate students from September 1, 2008.]

Note that a transcript reflects the current status of a student's record at the time it is issued. Students should ensure that any changes to the transcript (e.g., from an INC to a final grade) are recorded before ordering a transcript.

Students who have pursued more than one academic career (e.g., Graduate, Undergraduate, Professional, Education) at Western may request, in writing, a partial transcript. The partial transcript will display only those grades obtained during the specified academic career and will be identified as the transcript for that academic career (e.g., Graduate Transcript).

Transcripts **can be ordered online through the Student Centre (student.uwo.ca) or by using the order forms** are available from Student Central, RM 1120 Western Student Services building or **from** [http://www.registrar.uwo.ca/student\\_records/transcripts/ordering\\_options.html](http://www.registrar.uwo.ca/student_records/transcripts/ordering_options.html) and on-line at [www.registrar.uwo.ca](http://www.registrar.uwo.ca). Official transcripts are mailed by the Registrar's Office to institutions designated by the student. The cost for transcripts can be found at [www.registrar.uwo.ca/student\\_records/transcripts/index.html](http://www.registrar.uwo.ca/student_records/transcripts/index.html)

\* All transcript transactions in Student Central require valid identification.

### **New Scholarships and Awards**

#### **Professional and Managerial Association Global Opportunities Award (Any Undergraduate or Graduate Program)**

Awarded to students (undergraduate or graduate, excluding students enrolled in the Richard Ivey School of Business) participating in a Western University international experience or study abroad program for which academic credit or approval from their department or faculty will be obtained. Preference will be given to PMA staff members pursuing studies at Western who are dues-paying PMA members or Western students who are the dependents/spouse of a dues-paying PMA member. This includes academic exchange programs; approved study abroad programs; curriculum based international field courses/research, international community service learning; volunteer opportunities and internships led by Western University. To qualify for these awards, the experience must meet at least one of the following criteria:

- Be organized by Western University staff, faculty or department
- Be eligible for academic credit
- Form a required component of the student's degree program

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

Online applications are available on the Global Opportunities website, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on March 15 (for decisions in early May). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn through their program of study and how they will be an effective Ambassador for Western. This award was established by a generous gift from the Professional and Managerial Association at Western University.

Value: 5 at \$2,000\*

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

*\*The PMA will donate \$5,000 each year and \$5,000 will be matched by the University through the Global Opportunities Award Program each year.*

#### **McCann Family Football Championship Award (Any Undergraduate or Graduate Program, including the Affiliated University Colleges, Athletic Award [Men's 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 significant contributions as members of the Men's Football Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This scholarship was established by David (BA '82, Geography; MA '84, Geography; MBA '86) and Marg McCann (BA '83, Physical Education).

Value: 3 at \$4,000

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

#### **Marg MacLean Women's Volleyball Award (Any Undergraduate or Graduate Program, including the Affiliated University Colleges, Athletic Award [Women's Volleyball])**

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 significant contributions as members of the Women's Volleyball Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%.



Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This scholarship was established by David (BA '82, Geography; MA '84, Geography; MBA '86) and Marg McCann (BA '83, Physical Education).

Value: 2 at \$4,000

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

MBA 2003 Memorial Award (School of Graduate and Postdoctoral Studies, MBA)

Awarded annually to a full-time graduate student entering the Masters of Business Administration program at the Richard Ivey School of Business, based on academic achievement and financial need. Financial need will be determined by the Richard Ivey School of Business. Candidates must submit applications for this award at the time of application to the MBA Program at Ivey. The successful recipients will be selected by the MBA scholarship review committee, with at least one representative holding current membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This award is made possible through the generosity of the MBA Class of 2003 and honours the memory of classmates who are no longer with us, Jimmy Abouchakra and Greg Brine.

Value: 1 at \$5,000

Effective Date: May 2014 to April 2019 (with value to be reviewed after this)

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING**

**(SCUP)**

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**Strategic Plan – Achieving Excellence on the World Stage**

**Report on Entering Averages and First-Year Grades**

**Energy Consortium Fellowship**

**Designated Chairs, Professorships, Fellowships Approved by SCUP**

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**FOR APPROVAL**

**1. Strategic Plan – Achieving Excellence on the World Stage**

**Recommended:** That Senate approve the new Strategic Plan, Achieving Excellence on the World Stage, attached as **Appendix 1**.

See **Appendix 1**.

**2. Report on Entering Averages and First-Year Grades**

**Recommended:** That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in **Appendix 3**.

**Background:**

See **Appendix 2** and **Appendix 3**.

**3. Energy Consortium Fellowship**

**Recommended:** That Senate approve establishment of the Energy Consortium Fellowship with academic appointment in the Richard Ivey School of Business.

**Donor and Funding:** The Energy Consortium, a collective industry partnership will generate a \$1.5 million investment, and reinforce the pursuit of unbiased, academic research in energy policy. Industry Partners invest \$250,000 each over five years. Funds from these expendable gifts will provide \$50,000 per year to support the fellowship for a three-year period. Industry Partners to date include:

- TransCanada
- OMERS
- Power Workers' Union

**Effective Date:** March 1, 2014

**Purpose:** The Energy Consortium Fellowship will be part of the Ivey Energy Policy and Management Centre, established in 2010 “to be the leading forum for discovering and disseminating new knowledge on energy policy issues.” The holder of the Fellowship will contribute significant expertise to the examination of energy policy issues, by conducting academic research, developing case studies and teaching materials, and providing leadership to enhanced student programming.

**Criteria:** This expendable Fellowship 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 primary interest and significant expertise in the area of energy policy and management. Through teaching and research conducted by the holder of the Fellowship the School will distinguish itself within Canada as a recognized thought leader and expert commentator in energy policy, and help develop the next generation of business leaders through innovative curriculum development, classroom workshops, and enhanced student initiatives.

Appointment to the Energy Consortium Fellowship will be conducted in accordance with the relevant policies and procedures of the University based on the recommendation of a selection committee consisting of the following members:

- a. A representative of the Dean's office of the Ivey School of Business (also being the Chair of the Selection Committee)
- b. The Executive Director of the Ivey Energy Policy and Management Centre.

The appointment of the Fellowship will be for three years.

**Reporting:** The University, through the Richard Ivey School of Business, will report annually to the donors regarding the progress and advancement of the Fellowship's work.

FOR INFORMATION

4. **Designated Chairs, Professorships, Fellowships Approved by SCUP**

See [Appendix 4](#).



# ***Achieving Excellence on the World Stage***

## ***Western University's Strategic Plan***

January 14, 2014

**135 YEARS OF ACHIEVEMENT:**

***A history of striving to become “the greatest university in Canada”***

Founded in 1878 as “The Western University of London Ontario,” our University remained relatively small during its early years before experiencing rapid growth and development following World War II. By 1956, Western’s President, Edward Hall, was challenging his colleagues to aim higher, “to think in terms of this university becoming the greatest University in Canada.” The campus community responded, and Western has since evolved into a teaching and research leader.

With an enviable national reputation, and an expanding international profile, Western today ranks among the top 1% of universities world-wide. It is a founding member of the U-15 (Canada’s group of leading research universities), serves as a hub for more than 500 international research collaborations, and is recognized as one of Canada’s Top 100 Employers. Guided by its institutional motto, *Veritas et Utilitas*, Western is devoted to both the search for truth and the application of knowledge. Its faculty, staff, librarians, archivists, postdoctoral scholars, students and alumni have changed the world.

The following list of firsts, milestones, and achievements, offers only a hint of the extraordinary story Western has to tell:

- 1921: As a medical demonstrator working at Western, **Frederick Banting** conceives his ideas that led to the discovery of insulin with Charles Best;
- 1928: The first woman in Canada to earn a PhD in marine biology, **Dr. Helen Battle**, joins Western’s Zoology department as an Assistant Professor. Battle becomes a renowned and award-winning teacher and researcher who campaigned during the course of her 40-year career to improve the place of women in science and academia;
- 1951: Western researchers led by **Ivan Smith** are the first to use cobalt radiation therapy in the war against cancer, raising the cure rate for cervical cancer from 25% to 75%;
- 1950s: Neurosurgeon **Charles Drake** develops and teaches his world-famous surgical techniques for repairing ruptured brain aneurysms at Western;
- 1965: **Alan Davenport** pioneers the science of wind engineering at the Boundary Layer Wind Tunnel he founded at Western; his research shapes the design of some of the world’s largest and most famous buildings and bridges;
- 1960s through 80s: **James Reaney** builds his legacy as one of Canada’s most celebrated poets, playwrights and educators while teaching in Western’s Department of English;
- 1976: Western alumna **Roberta Jamieson** becomes the first Aboriginal woman to graduate from a Canadian law school, launching a career of firsts as a leader and role model for all Canadians and First Nations peoples;
- 1992: In response to the global impact of HIV/AIDS, **C. Yong Kang** establishes a lab at Western where he develops a preventative vaccine for HIV; the vaccine is now entering the second of three phases of human clinical trials, and holds promise to deliver a cure for millions worldwide;
- 2004: Residence staff member **Bob Gough** leads the creation of Western Heads East, a multi-disciplinary teaching, research and development program that brings students, staff and faculty together to help African communities grappling with high rates of HIV/AIDS infection;
- 2013: Forbes Magazine names World Health Organization Director-General and Western alumna **Margaret Chan** (BA’73, MD’77) as the world’s 59<sup>th</sup> most powerful person;
- 2013: Former Western student, Writer-in-Residence, and honorary degree recipient **Alice Munro** becomes the first Canadian woman to win the Nobel Prize in Literature.

We are proud of this record of individual and collective achievement. As it continues to add entries from the full range of established and emergent academic disciplines, Western's institutional self-confidence and global reputation will grow with it. Our shared history demonstrates that Western's past and future achievements are limited only by the imagination, expertise, and aspiration of its greatest asset: its people.

In the decades since President Hall challenged us to think big, the campus community has responded and evolved. Today, we welcome approximately 5,000 first-year undergraduate students each year to our extraordinarily beautiful residential campus. As social demand for access to university education has grown, Western's enrolment has expanded to meet the need for global-ready citizens educated to compete in today's knowledge-based economy. Western's unique physical infrastructure, welcoming local community, tremendous faculty and staff, vibrant academic programs, and wide range of support services attract the brightest students from across Canada and around the world.

***STAKING OUR CLAIM ON THE WORLD STAGE:***

***Elevating "Canada's best student experience at a research-intensive university" to the next level***

"Canada's best student experience at a research-intensive university": this bold statement reflects a transformation that occurred over the past 20 years, a transformation that has made Western the envy of other leading universities. For 11 consecutive years in the Globe and Mail's survey of student satisfaction, thousands of students graded Western at the top of its class on a wide range of measures: from the high quality of our teaching, to the outstanding facilities and residence experience, to overall campus atmosphere and student satisfaction. What accounts for Western's edge in this category? We believe the most distinguishing element of Western's unique identity is our unwavering commitment to outstanding student engagement across the spectrum of the university student experience: from the classroom, to the libraries, to residences, to athletics and recreation, to co-curricular clubs and student involvement in campus leadership.

The success of this formula is evident from entrance to graduation. Our first-year cohort now arrives at Western with grades well above the Ontario average and amongst the highest entering averages in Canada. Once enrolled, our entering students stay to complete their degrees at Western: their retention and graduation rates consistently rank among the highest in the country. And they graduate into success: employment rates for Western's undergraduate class of 2010 six months after graduation averaged 87.2%, rising to 93.9% two years after graduation. The well-rounded education students receive at Western propels our graduates into diverse leadership roles across the public and private sectors. We take pride in the fact that more Western alumni have been named among Canada's "Top 40 Under 40" than graduates of any other university in the country.

In addition to the dedication of its faculty, staff, students, alumni, and community partners, Western's successes have also been significantly influenced and guided by its strategic plans, which date back to the early 1980s. More recently, [\*Leadership in Learning\* \(1995\)](#), [\*Making Choices: Western's Commitments as a Research-Intensive University\* \(2001\)](#), and [\*Engaging the Future\* \(2007\)](#) have articulated institutional aspirations and strategic priorities. Each edition has guided the development of academic plans in our Faculties, Departments and Schools, and has framed the operational plans in all of our support units. For more than 20 years, these plans have provided decision touchstones in the annual budgeting process, and collectively they have shaped Western's overarching direction and evolution.

The 2014 edition of Western's Strategic Plan—***Achieving Excellence on the World Stage***—builds upon the momentum of preceding Plans. It revisits and rises to President Hall's challenge from 1956, and aims for nothing less than transforming Western from being "Canada's best" into being a truly global university. The Plan's title signals Western's determination to raise its profile among globally pre-eminent universities. By raising our University's national reputation and international profile, we will: (1) be able to recruit and retain the world's brightest students, faculty and staff; (2) enhance the

value of a Western degree for current and future graduates; and (3) enable our scholars and researchers, students and faculty alike, to grapple with the important questions of our time to seek solutions to our world's outstanding problems. Although a plan for today, ***Achieving Excellence on the World Stage*** is guided by an old and powerful idea: Western's motto, *Veritas et Utilitas* — which signifies the University's dedication to "truth and usefulness" — remains the animating spirit of our shared ambition to seek always the betterment of the human condition.

**RE-IMAGINING OUR MISSION AND VISION:**  
**Redefining “experience” within a research-intensive, global context**

Providing the “best student experience among Canada’s leading research intensive universities” was adopted as the University’s formal Mission in [Engaging the Future](#) (2007). Western is proud of its present reputation for offering “the best student experience” and remains fully committed to retaining and enhancing that reputation. The new Strategic Plan introduces a still broader perspective on “experience” – one that emphasizes the importance of developing a global perspective and establishing a stronger international presence with respect to teaching, scholarship, and research.

***Achieving Excellence on the World Stage*** celebrates these achievements and, more ambitiously, extends our reach toward higher goals. What might we accomplish as an academic community if we broadened our perspective beyond Edward Hall’s 1956 challenge? In answer, our Mission and Vision challenge us to be bolder—to think beyond our standing in Canada and imagine the larger role we could play on the world stage.

***Mission:*** *Western creates, disseminates and applies knowledge for the benefit of society through excellence in teaching, research and scholarship. Our graduates will be global citizens whose education and leadership will serve the public good.*

***Vision:*** *Western will be a destination of choice for the world’s brightest minds seeking the best learning experience at a leading Canadian research university.*

“The world’s brightest minds” include undergraduate and graduate students, postdoctoral scholars, faculty, and staff. Accordingly, our updated Vision invites *all* members of our academic community, not just students alone, to be part of the Western “experience.” Our updated Vision also qualifies the “experience” to indicate learning in the broadest sense of the term: through pedagogy in our classrooms, laboratories and alternative pedagogical or technological teaching practices; through active participation in both basic and applied research and scholarship enterprises; through co-curricular and extra-curricular activities available on our campus, including student clubs, varsity athletics and recreational sport; through the on-campus residence experience; and through the facilitation of opportunities beyond our campus in community-service learning, internship, and international experience of the kind students will pursue upon graduation.

Informed by our Mission and Vision, *Achieving Excellence on the World Stage* outlines four fundamental strategic priorities that will drive Western’s academic planning and activity:

- I. *Raising Our Expectations: Create a world-class research and scholarship culture*
- II. *Leading in Learning: Provide Canada’s best education for tomorrow’s global leaders*
- III. *Reaching Beyond Campus: Engage alumni, community, institutional and international partners*
- IV. *Taking Charge of Our Destiny: Generate and invest new resources in support of excellence*

Successful pursuit of these priorities will be possible only through the commitment and contributions of all the people who are members of our campus community. At Western, we strive to attract and retain the best talent available while simultaneously increasing the diversity of our workplace. In recent years Western has been successful in achieving its goal to increase the number of women appointed to faculty, to staff, and to leadership positions across the campus, and has worked hard to decrease barriers to their career progress; we must continue these efforts. Western is a community that respects, embraces, nurtures and celebrates the diversity of its members. Our community is one where all members are valued, respected and included. We strive to ensure our workplace is fully accessible and respectful of people’s different needs and abilities. Western supports a healthy work-life balance and recognizes the right of every member of the Western



community to study, work and conduct his or her activities in an environment free of harassment and discrimination. Each member of our community is accountable for ensuring that the University's policies in support of this imperative are upheld.

**I. Raising Our Expectations: Create a world-class research and scholarship culture**

*“...Western’s international profile will rest largely on the strength of its research enterprise, and the research enterprise requires talented faculty and graduate students with the time and resources to pursue innovative ideas.”*

***Faculty member, December 2012***

*“...Building a research-intensive university is the most important priority. It goes hand in hand with the goals of expanding and enhancing graduate programs, as well as with raising Western’s global profile.”*

***Student, January 2013***

Western ranks among Canada’s top-10 research universities according to numerous input and output measures, and has many areas of scholarship and research where we can lay claim to being both a Canadian and global leader. This Strategic Plan challenges our campus community to aspire to become a more preeminent research-intensive university by raising our stature nationally, and expanding the number of areas that achieve excellence on the world stage. Meeting this challenge starts with creating a culture that places a higher value on scholarship and innovation, one that strives more intently to increase the impact and productivity of our research and scholarly activities across and between the disciplines. To support this priority, Western will focus more attention and resources promoting and rewarding (1) excellence in scholarship and innovation; (2) knowledge creation; and (3) the translation and mobilization of that knowledge into languages and applications useful in the public realm.

As a large research-intensive university supporting the full spectrum of traditional academic disciplines, Western recognizes that “research” and “scholarship” mean different things to different people across our campus. For example, funding requirements and sources vary considerably from one discipline to the next. Additionally, research and scholarship outcomes differ significantly in their production, validation, dissemination, and application—even in the ways we celebrate them. Western recognizes the necessity of having strong disciplinary foundations and further believes that in order to tackle global challenges, we need to assemble interdisciplinary teams comprising members who are solidly grounded in their own disciplines. At the same time, Western recognizes that while the proliferation of interdisciplinary activity is creating many new opportunities to engage in high-impact research, it is also creating new challenges in terms of how such collaborations are initiated, funded, administered, evaluated, and valued. In this context we will:

1. **Invest selectively in interdisciplinary areas of strength:** Many of the significant problems facing humanity today are enormously complex, and the greatest advances made in solving them emerge at the boundaries and intersection of disciplines. Western’s response to this reality is to promote collaboration and build operational capacity for interdisciplinary research. An essential prerequisite for building this capacity is to maintain, and, where necessary, strengthen a base of support for traditional disciplines across the academy while also allocating incremental resources selectively and strategically to drive interdisciplinary activity. Western will use a diverse set of tools available to support interdisciplinary research. These include creating University-wide institutes of high impact, building the Clusters of Research Excellence Program, establishing endowed chairs, increasing peer-reviewed external funding, and allocating internal resources. Further, Western will create 100 research chairs, including 50 new endowed chairs supported by funds raised from private donors and industry partners engaged during our “Be Extraordinary” Campaign. We will also create a new Strategic Excellence Fund for future investment when appropriate opportunities arise.

2. **Increase focus on research *inputs*:** In many disciplines research cannot be undertaken without access to research grants. Accordingly, greater success in securing research funding from all potential sources is essential, in terms of productivity and impact, to creating a world-class research culture. Graduate student support and postdoctoral research are heavily reliant upon external research grants and fellowships. The Federally Funded Indirect Costs of Research program provides funding for our Libraries. The number of Western's Canada Research Chairs, and the Canada Foundation for Innovation funding envelope for Western are both determined in ratio to our success in attracting Tri-Council grant support. To this end, Western needs to increase its share of funding from the federal Tri-Council granting agencies (i.e., SSHRC, NSERC and CIHR). In addition to the granting Councils, efforts will also be directed to securing funds from non-traditional sources, including foundations and international agencies. Plainly put, if Western is to improve its overall research standing, all disciplinary areas need to increase the quantity and quality of funding applications to the Tri-Councils and other external funding agencies. Increased emphasis on and support for this institutional priority will enhance Western's profile and reputation at the national and international levels.
3. **Increase focus on research *outcomes*:** Western will maintain a strong focus on the quality and quantity of our research outcomes and their dissemination. This will mean different things to different people—from citations in the most prestigious disciplinary journals, to monographs and books published by leading presses; from keynote speaking engagements at national and international conference plenary sessions, to musical performances on the world's international stages; from scholarship that shapes public policy, to business cases that inform entrepreneurial decision-making; or from curiosity-driven enquiry, to scientific and technological innovations that can be commercialized for application in health care and by private industry. Regardless of the discipline, increased research intensity will raise Western's profile in the eyes of those who benefit from our intellectual activity. This enhanced institutional profile will aid all Western researchers as they compete for peer-reviewed research grants and seek to publish in prestigious venues.
4. **Recruit and retain senior faculty:** Western recognizes that its institutional reputation results largely from the talent and effort of its people. Accordingly, it is imperative that Western attract and retain the very best people to teach and support our students, and to lead our research enterprises. Our normal practice has often tended toward the recruitment of junior faculty. In many instances, however, our requirements tend toward the need for more experienced and senior talent to provide leadership to our scholarly endeavours. Western will give greater consideration to hiring established scholars with proven track records in research and teaching in select areas, in addition to high-potential junior faculty of proven ability.
5. **Address societal needs for "Highly Qualified Personnel":** In today's knowledge-based global economy, the demand for individuals who can create new knowledge or who can critically assess and apply new knowledge continues to rise. Our society also needs people who can provide leadership in recognizing, defining, and engaging the world's increasingly complex challenges. Western affirms its commitment to meeting societal need for highly qualified people across all disciplines. We will achieve this goal by providing the educational programming, research training and experiences that develop the talent of our undergraduate and graduate students, postdoctoral scholars, medical residents and fellows so that Western graduates are well prepared to be leaders in their chosen endeavours on the global stage.
6. **Partner with other institutions and communities:** A critical element to increasing the impact of our research and scholarly activities is to engage more actively with colleagues in the broader global academic and to pursue additional opportunities within private sector and non-profit communities. Western faculty, postdoctoral scholars, librarians and archivists and staff are already involved in many such mutually beneficial partnerships nationally and internationally. These endeavours serve individual research interests and also expand the sphere of our

University's reputational prominence in Canada and abroad. We must identify and pursue more opportunities to advance and apply knowledge in partnership with the private sector, non-profit sector, and specific communities within the broader public (e.g., Aboriginal and immigrant communities).

7. **Celebrate our colleagues' successes:** We are proud of the people who work at Western and understand that building our University's reputation depends on their continuing success. More of their individual achievements *could* and *should* be recognized. Viewed collectively, individual accolades such as election to the Royal Society of Canada, or being awarded a Guggenheim Fellowship, the Killam, and Polanyi Prizes (to name but a few examples), all raise the overall reputation of our University and all of its members. Western will invest more resources and develop effective processes to identify, nominate and celebrate colleagues who merit the recognition conferred by high-profile external award programs.
8. **Bring the world to Western:** Academic conferences, symposia and other special events and programs attract visitors to our campus and shine a spotlight on all that Western has to offer. Western has enjoyed success in hosting large-scale events, from the discipline-specific to the multi-disciplinary (e.g., the Congress of the Humanities and Social Sciences), to the inter-disciplinary, all of which engage academic communities from around the world. Western will continue to support multi- and inter-disciplinary collaborations with internationally recognized academics who can help raise the profile of Western's areas of strength. We must also increase our efforts to take Western to the world. Faculty, staff and students contribute to this effort as ambassadors for Western when they attend and present at meetings, symposia, conferences and other academic/professional functions hosted by international institutions and organizations.
9. **Engage our Libraries as partners in research and scholarship:** Western recognizes the unique role played by Western Libraries in creating, disseminating, and preserving knowledge. Librarians, archivists and library staff interact with members of the campus community across the disciplines in support of these crucial University missions. Our librarians and archivists also create knowledge through their own academic activities. Western Libraries will continue to support a strong research and scholarship culture by maintaining and selectively enhancing the quality of our library and archives research collections; providing appropriate physical and virtual library research environments; expanding opportunities to disseminate research results; and ensuring individual researchers and research teams have timely access to the requisite librarian, archivist and library staff expertise.

## **II. Leading in Learning: Provide Canada's best education for tomorrow's global leaders**

*"...Our commitment is to leadership in learning... to ensure a quality of undergraduate and graduate education that allows Western's graduates to assume leadership positions in public affairs, the scholarly world, the business world, the performing and fine arts, the professions, community organizations, and the many other areas of endeavour to which they aspire."*

***Leadership in Learning: Western's Strategic Plan, November 1995***

*"...Western is one of the best universities in Canada. I've learned this through my experience as a student as well as my experience working for different departments on campus."*

***Student, January 2013***

Western is part of an elite group of institutions boasting the highest average entering grades, student retention, and graduation rates in the country. As these metrics continue to rise, we aim to support recent initiatives to increase diversity within the student body, promote our internationalization

strategy, and develop sustainability programs and interdisciplinary studies within our curriculum. We continue to fulfill our commitment to “leadership in learning” as articulated in Western’s 1995 Strategic Plan. With this in mind, Western will pursue the following priorities, each aimed at expanding our capacity to provide our graduates with the knowledge and skills required to lead and succeed in a rapidly evolving global economy:

1. **Expand graduate enrolment while maintaining quality:** Over the past 10 years, graduate enrolment has grown from 3,324 to 4,777 in 2012-13 (or from 14% to 17.6% of total enrolment). A sustained growth of graduate enrolment is an essential means to strengthening the research and scholarship culture at Western. We will achieve this goal by expanding enrolment in existing masters and doctoral programs, and by creating new graduate programs where the hosting academic unit has determined growth or new programming is appropriate. Among the key considerations in optimizing enrolment in each of our graduate programs will be the size and quality of the applicant pool, the demand for graduates in that particular discipline or profession, the competitiveness of our programs’ graduates in finding employment or placement for further study, and, to ensure the quality of the program while supporting the success of our students, the availability of faculty, staff and library resources
2. **Establish new and innovative professional Masters programs:** Increasingly, graduate education gives students advantageous pathways to launch careers in a highly competitive and increasingly global job market. Western will develop new and innovative professional Masters programs that meet the evolving demands of students, society, and industry alike.
3. **Enable interdisciplinary study:** Programs offering students courses outside their degree area enrich the learning experience while contributing to the interdisciplinary culture Western continues to build across campus. Western will achieve this goal by minimizing structural and budgetary barriers at the Faculty and Department levels. Minimizing such potential obstacles will enable undergraduate and graduate students to explore the full range of their interests within the scope of their degree program.
4. **Articulate University-level learning outcomes:** In accordance with the Degree Level Expectations directives of the Ontario Council on Quality Assurance, Western will articulate undergraduate and graduate learning outcomes at the institutional level, taking into account the University’s distinctive mission, culture, and values. Institutional learning outcomes provide a framework for program- and course-level learning outcomes, which will identify the knowledge, competencies, and skills undergraduate and graduate students may expect to achieve. Curricular mapping and assessment techniques designed to demonstrate specific learning outcomes will support program innovation, student learning, and outstanding academic quality.
5. **Promote excellence and innovation in teaching and learning:** As a founding member of the Society for Teaching and Learning in Higher Education, home to the Society’s national journal, and to the [Centre for Education Research & Innovation](#), Western has a long-standing commitment to evidence-based pedagogical practice. Through the contributions of faculty, staff, librarians and archivists, graduate students and postdoctoral scholars engaged in teaching, Western values pedagogical innovation, including facilitating active and deep student learning. The recently announced Teaching Fellows program will enhance pedagogical research, promote effective teaching practices across campus, and recognize excellence, particularly in emerging areas of teaching research such as experiential education and technology-integrated learning.
6. **Teach transferable knowledge and leadership skills for the 21<sup>st</sup> century:** Regardless of their program of study, undergraduate and graduate students should graduate with well-developed critical thinking and communication skills requisite to any career. They should also have professional development opportunities embedded in their programs to enable students to explore and acquire the kinds of leadership and entrepreneurial skills increasingly in demand in today’s marketplace. Implicit in this expectation is that the University and prospective

employers have a shared understanding of how different degrees prepare graduates for success both within and beyond academia. Professional degree programs have long articulated the knowledge and skills their successful graduates acquire, and the same expectation must become a higher priority for undergraduate and graduate programs across the disciplines.

7. **Educate and support development of the whole person:** Developing tomorrow's successful global leaders involves more than outstanding academics—it requires attention to wellness of mind, body and spirit. A key to Western's success in providing Canada's best student learning experience has been our recognition of the needs of the whole student as expressed in Western's exceptional range of curricular, co-curricular, extra-curricular, and student support programming. From residence and recreational programming, informal socializing and collaboration in libraries, to student government, varsity athletics, and special interest clubs, our students have near limitless possibilities for augmenting their education beyond the classroom. Western also recognizes that different kinds of students may require different kinds of support. To this end, Western will strengthen the full range of student development, academic counselling and administrative support services that contribute to student success across the student body—from domestic to international students, and from first-year and upper-year undergraduates to graduate students and postdoctoral scholars. Western will also work to facilitate collaboration among various service providers with a view to ensuring that all students are directed toward the best service available to meet their specific needs.
8. **Promote and support experiential and international learning opportunities:** Educating the whole person also entails providing experiential learning opportunities that occur beyond campus in the broader community, across the full spectrum of disciplines—from the arts and humanities and social sciences, to the physical and health sciences, to the professional programs in medical, legal and engineering professions. Today's students seek to round out their degrees by applying their acquired knowledge and skills in hands-on, real-world settings. Students and employers alike expect to do this through such learning activities as: participation in internships, co-op, and job shadowing programs with industry partners; service-learning projects with non-profit community groups; study-abroad and academic exchange programs; and social justice or international development initiatives with non-governmental agencies. In these contexts students learn to apply the knowledge and skills they learn in the classroom to practical "real world" situations. Western will invest the incremental resources required to increase the number of Work Integrated Learning Experiences and international learning opportunities available so that any academically eligible student wishing to participate in such learning experiences will have opportunity to do so. Western will also endeavour to collaborate with various campus and external community partners to optimize coordination efforts.
9. **Engage more undergraduate students in the research enterprise:** Western recognizes that many undergraduates demonstrate interest and capacity to enrich their learning through direct participation in research. Indeed, it is by focusing on research and undergraduate student involvement in research that Western can take the student learning experience to the next level. Building on our Mission to educate global citizens at a top research-intensive university, Western will provide greater opportunities for undergraduates to engage with research as part of their degree. This may include greater incorporation of inquiry-based learning into the existing curriculum, providing more opportunity for the presentation of student work through undergraduate journals, conferences and Western's institutional repository (Scholarship@Western), as well as more hands-on involvement with research projects conducted in campus laboratories.
10. **Innovate our pedagogy through alternative means of undergraduate and graduate program delivery:** Currently, many faculty, staff, librarians and archivists, graduate students and postdoctoral scholars use alternative, hybrid, and blended teaching methods in their courses to enhance the student learning experience. Illustrating this point, courses offered entirely online now account for 10% of all instruction, representing some 185 courses for



undergraduates in direct-entry programs. In a recently released report, Western's Task Force on E-Learning proposed a digital learning strategy for the University. Western's Network for Digital Education & Research has prepared a response to the report. These two documents will inform Western's approach to building on current alternative, hybrid, and blended teaching practices. We will do so by providing infrastructure and technical support for the introduction of new and innovative modes of pedagogy where demand and opportunities are identified at the local academic unit level.

11. **Maximize our Libraries' contribution to supporting student success and scholarly excellence:** Western Libraries play a uniquely foundational role in connecting students, faculty, postdoctoral scholars and staff from across the local and global academic community, and has long been a key partner in the creation, dissemination and application of knowledge. Responding effectively to evolving demands placed upon our physical and virtual learning environments by our academic community is key to the future success of our Libraries. To this end, Western is committed to providing access to essential learning resources, to maintaining and creating space for individual and collaborative learning, to embedding information literacy in the curriculum, and to providing high-quality library services and instruction.
12. **Embrace the principles and practices of an environmentally sustainable campus:** Thanks in part to the President's Advisory Committee on Environment & Sustainability (PACES), Western has reason to be proud of the many environmentally focused processes, programs and facilities implemented across our campus community. Working to increase environmental awareness and reducing our impact on the environment is a labour we share with other globally minded universities. To this end, Western is committed to promoting and supporting innovations in sustainable practice as outlined by the PACES Sustainability Strategic Plan.

### **III. Reaching Beyond Campus: Engage alumni, community, institutional & international partners**

*"...We ask that alumni be viewed as a key stakeholder group alongside faculty, staff and students; that the alumni voice be celebrated; that we be engaged at meaningful points in time; and that Western reaches out to us on matters of institutional priority."*

***Western Alumni Association, February 2013***

*"... Western plays on a global stage but its local role is also more important than ever before as an essential part of the City of London that makes significant contributions to our economy and community. Western is one of London's most prominent institutions, largest employers and a primary magnet of talent into our community."*

***City of London, April 2013***

Western cherishes its longstanding ties to its home in London, and we are highly cognizant of the importance of relationships with key local stakeholders and institutional partners. These groups include: some 277,000 alumni who live around the world and are represented by the Alumni Association; current students represented by the University Students' Council and the Society of Graduate Students; Western's 8,200 faculty and staff members represented by various unions and employee associations; the City of London; our three Affiliated University Colleges; Fanshawe College; affiliated teaching hospitals and health research institutes; local First Nations communities; community organizations and social service agencies. This list is far from exhaustive. We also take enormous pride in our physical setting in London, which plays a significant role in recruiting and

retaining students, faculty and staff from across Canada and abroad who share our appreciation for the beauty, safety and friendliness of our campus and surrounding community.

Beyond our local community, Western is also indebted to the mutually beneficial relationships we actively sustain with a growing list of regional, provincial, national and international organizations. These relationships contribute importantly to our rising profile as a global university. Recognizing that Western's continued success is increasingly dependent upon our institution's ability to interact in meaningful ways with a large and complex global network of stakeholder groups, we will strengthen our public engagement and outreach by:

1. **Engaging our global alumni community as active ambassadors for higher education:** As graduates, no group is more knowledgeable of and influenced by Western's student learning experience than our alumni. Western's ability to excel in the global environment increasingly depends on how well we are able to engage the active support of our alumni community locally, provincially, nationally and internationally. Beyond their proven and generous capacity for providing philanthropic support (including that received during the current "[\*Be Extraordinary\*](#)" [\*Campaign for Western\*](#), which aims to raise \$750-million by 2018), we intend to engage alumni more creatively and effectively as advocates for their *Alma Mater* and for the cause of postsecondary education more broadly. These efforts will include:
  - supporting alumni in forming global links and virtual networks that will mutually benefit individual graduates and their *Alma Mater*;
  - celebrating graduates' success stories in traditional and social media;
  - seeking alumni help to advocate for greater public support of Western and higher education;
  - exploring opportunities to provide alumni with enhanced access to online library resources, services and life-long learning opportunities;
  - tapping graduates' personal networks as a means to identify exceptional students, faculty and staff in our recruitment efforts;
  - leveraging alumni knowledge to assist with the development of innovative curriculum and research initiatives that will better prepare our students to become global citizens;
  - cultivating ongoing alumni interest in Western's activities and linking alumni to participation opportunities;
  - accessing graduates' expertise on revenue diversification strategies that will help minimize the University's reliance on governmental and tuition sources;
  - maximizing the ability of professional school graduates to link to their professional communities.
2. **Seeking mutual points of advocacy with our unions, employee and student groups:** We commit to working with the various constituency groups on campus to find mutual points of advocacy that will strengthen the high quality of Western's teaching and research and increase Western's profile on the global stage.
3. **Contributing to London's social, cultural and economic development:** Western reaffirms its strong and ongoing commitment to playing a leadership role in contributing to the high quality of life enjoyed by citizens of London and the regional community. The University's direct points of interaction with the City and community are both countless and varied. As one of London's largest employers, Western generates—conservatively reckoned—an estimated \$2-billion in economic activity annually. Along with the 8,200 faculty and staff employed on campus, Western and its Affiliated University Colleges attract 6,400 first-year undergraduates each year, in addition to more than 31,000 upper-year, graduate and postdoctoral scholars who count among the brightest young minds in the country. Western will continue to explore with the City of London and other community organizations mutually beneficial initiatives that contribute to the city's quality of life and advance the teaching and research mission of the University.



4. **Partnering with educational and research institutions at home and abroad:** To advance our goals, Western believes that it can achieve more by partnering with other educational and research institutions than what it can achieve by going it alone. In advancing Western's teaching and research priorities, we will pursue select opportunities to partner with institutions through which mutual benefit can be achieved.
5. **Improving accessibility and success in higher education for Indigenous peoples:** Western has undertaken many activities to strengthen its relationship with regional Aboriginal communities. This began with the establishment of the Aboriginal Education and Employment Council (AEEC) in 1991, which highlighted a commitment, articulated again in *Engaging the Future* in 2006, to developing distinct initiatives for recruiting and supporting Aboriginal students. Today, Western is home to approximately 450 students who identify themselves as being of Aboriginal ancestry and whose presence and activities contribute significantly to the cultural diversity of our campus community. Looking ahead, Western reaffirms its commitments to making higher education more accessible to Indigenous peoples, to improving the learning experiences and success of Indigenous students, to hiring and supporting the success of Indigenous scholars and staff, and to improving the well-being of Indigenous peoples through ethical research and social involvement. To accomplish these important goals, Western looks to partner with the AEEC to develop an inclusive multi-year Indigenous Strategic Plan that will encompass key priorities over the next five years.

#### **IV. Taking Charge of Our Destiny: Generate and invest new resources in support of excellence**

If we are to pursue and achieve the aspirations outlined in *Achieving Excellence on the World Stage*, Western will need incremental resources to support these ambitions. This also means making more effective and selective use of our available resources to maintain the fiscal capacity and flexibility that will allow Western to engage proactively with future opportunities that may emerge in alignment with our strategic priorities.

As a publicly assisted university, Western depends significantly on grants from the Provincial government to fund its operations, and from the Federal government for research support. Currently, 45% of our operating funds come from government grants, while the balance comes from domestic student tuition (35%), international student tuition (7%), and other sources, including private philanthropy and corporate partnerships (13%). However, Western operates in a fiscal environment in which there is a growing gap between public expectations and the government's ability to fund important public services and investments. The rising cost of health care, coupled with an aging population and an ever-increasing debt burden for the provincial government has led to the decline of funding allocations for postsecondary education on a per student basis. As a result, the Provincial share of our operating budget has declined from 85% in the late 1970s, to 45% in 2012.

Western continues to make the case, to both the Provincial and the Federal governments, for increased public investment in support of high-quality university programming. We must also be more diligent in actively seeking new opportunities to generate resources from non-traditional sources. In the years ahead, our strategic priorities for addressing this challenge will include:

1. **Private philanthropy:** Western is fortunate to enjoy the philanthropic support of thousands of generous alumni, corporations, foundations and other friends of the University. In fact, fundraising initiatives dating back to the "Second Century Campaign" (1979-1985) have generated more than \$1 billion in additional revenue for Western and hundreds of millions more through various government donor-matching programs. Having surpassed the half-way point in our current \$750-million "Be Extraordinary" Campaign, Western will continue to engage private partners seeking to invest in University priorities, including student aid,

scholarships and endowed research chairs.

2. **Enhanced alumni giving:** Western's 277,000 alumni, who are spread around the world, count among our University's most important stewards. Over the years, their financial support has helped Western build excellence in select areas of teaching and research activity that would not have been possible relying only on traditional sources of revenues. Western's ability to achieve its ambitious goals will, importantly, depend on our ability to significantly increase alumni giving. In our distant past, Western could rely largely on public funding to achieve its goals, and as a direct consequence many of our alumni have not felt the need to support Western directly. They correctly understood that taxes provided adequate funding for great public institutions like Western. *This is no longer the case.* Western's current provincial operating grant covers 45% of the University's operating expenditures. We need to make the case to our alumni that their giving can make a difference between excellence and mediocrity. To this end, Western is committed to working with our alumni to promote a culture of alumni giving to support excellence.
3. **Private sector partnerships:** Collaborative initiatives that engage private sector partners in order to tackle pressing real-world challenges represent an important means of fulfilling Western's mission to create, disseminate and apply knowledge for the benefit of society. Western is committed to identifying and pursuing partnership opportunities that are clearly aligned with Western's institutional strengths, strategic, and academic priorities, while taking care to maintain the highest standards of academic integrity in all our partnership endeavours.
4. **Enhanced investment returns:** Since 1988, Western has invested revenues received but not yet expended as a means of generating additional resources for strategic priorities. Through a prudent mix of short-term non-endowed and long-term endowed investments, this strategy has generated more than \$103 million in additional funding for University priorities over the past decade. Moreover, since this practice was adopted, Western's financial planning has achieved annualized returns of 5.9%. Western will continue to monitor and refine its investment strategies with a view to minimizing risk and maximizing returns.
5. **Investing resources to support excellence and strategic initiatives:** Despite a decline in per-student funding support from government sources, the provincial grant remains the major source of our revenue. The other significant source of our revenue comes from student fees regulated by the Province. Consequently, over 80% of our revenue depends on government funding and/or policies. Over the decades, Western has experienced significant shifts in funding policy that have affected our revenue sources. Our dependence on the health of Ontario's public finances links the University's financial outlook to the often unpredictable fluctuations of budgetary cycles. Continued prudent management of our resources is therefore a must if Western is to pursue its strategic priorities. To this end, Western will manage its resources to ensure that the long-term interests of the institution are protected. Our financial strategies in this endeavour include avoiding structural deficits, and building budgetary flexibility at all levels so that we can deal with unanticipated fiscal challenges, and uncertain funding regimes, without resorting to actions detrimental to the well-being of the institution.

**MEASURING OUR PROGRESS:**

***Paying attention to metrics that matter***

Western's success in achieving excellence on the world stage will be determined by the expertise, creativity, and passion of all members of our campus community. To foster the kind of culture that encourages and supports individuals and groups to realize both personal and institutional ambitions, Western recognizes the importance and value of all contributions to its Mission, to providing opportunities for personal, job and career development, and to promoting a safe, respectful, and healthy work environment in which to thrive.

Western is also committed to setting ambitious high-level targets against which progress toward our goals can be monitored and corrected when necessary. The following list represents the key targets and corresponding metrics we will monitor during the lifetime of this Plan. Every attempt will be made to benchmark our progress with respect to our peer groups, and where reliable data is not available, proxies may be used.

- a) Attract the brightest students as demonstrated through the highest entering grade average and the highest number of students with external awards among Canada's leading research-intensive universities.
- b) Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c) Enhance the learning experience by providing a community-based experiential learning opportunity, an international learning opportunity, or a research learning opportunity for all undergraduates who wish to pursue one as part of their degree.
- d) Increase international undergraduate student enrolment to at least 15% and domestic out-of-province student enrolment to at least 10% of the undergraduate student body.
- e) Increase graduate student enrolment to at least 20% of the total student body.
- f) Increase diversity among faculty and staff, including the recruitment and retention of designated employee groups (including women, visible minorities, aboriginal persons, and persons with disabilities) to lead or exceed the U-15 averages for representation.
- g) Add 100 research chairs, including 50 endowed chairs, in areas of strength.
- h) Increase our national share of funding awarded from each of the Federal Tri-Councils.
- i) Increase the number of faculty members who have won national and international teaching/research awards and similar distinctions.
- j) Double the number of academic Departments, Schools and Faculties that rank among the world's top 100 universities in major international surveys.
- k) Increase the share of the operating budget from non-Provincial sources by 1% per year.
- l) Surpass our \$750-million "Be Extraordinary" fundraising campaign goal and grow the University's endowment to at least \$500 million by 2018.
- m) Build institutional capacity to sustain fundraising beyond the current campaign, with an eventual goal of increasing annual fundraising achievements to \$100-million.

- n) Double alumni engagement, as measured through a range of activities that will include alumni card requests, participation in programs and events, address updates, giving to the institution, and voluntarism, etc.

**V. *Appendix: Web links to key information sources related to Western's Strategic Plan***

- Consultation Summary of Strategic Plan Renewal Process (2013)
- Institutional Principles and Values (2013)
- [Internationalization Strategic Plan](#) (2009-2012)
- [Strategic Research Plan Overview](#) (2012)
- [Equity & Human Rights Services Reports and Publications](#)
- [E-Learning Report](#) (2013)
- [Campus Master Plan](#) (2007)
- [Leadership in Learning: Western's Strategic Plan](#) (1995)
- [Making Choices: Western's Commitments as a Research-Intensive University](#) (2001)
- [Engaging the Future: Final Report on the Task Force on Strategic Planning](#) (2007)
- [Update to Engaging the Future](#) (2010)
- PACES Sustainability Strategic Plan

## Western's Draft Institutional Principles and Values (Page 1 of 2)

### Updated November 2013 as part of the 2012-13 Strategic Plan Renewal Process

In support of our institutional Mission and Vision—which together articulate Western's commitment to serving the public good through excellence in teaching, research and scholarship—the following principles and values describe the culture that all members of our campus community will aspire to embrace and uphold. They include:

- **Academic Freedom:** We will uphold the right of all in our academic community to speak and write freely, and we expect all who study, teach and do research at Western to uphold the highest ideals of scholarly responsibility.
- **Accountability:** We will be accountable to our students and the general public for the quality and quantity of our teaching, research, scholarship, and service to the community, and for the responsible and effective use of our resources.
- **Autonomy:** We will be creative and entrepreneurial in seeking the financial and policy means to strengthen our autonomy and reduce dependence on public funding, thus enabling Western to more vigorously pursue academic priorities in support of our Mission and Vision.
- **Diversity:** We are committed to welcoming the world to Western and will ensure that our enrolment, employment and advancement processes are open, unhindered and free of barriers.
- **Excellence:** We will aspire in our teaching, learning, research and scholarship to a level of academic excellence that is recognized nationally and internationally, as characterized by high standards for the recruitment and performance of our faculty, staff and students.
- **Innovation:** We will foster an environment that rewards creativity and risk-taking on the part of faculty, staff, and students that is responsive to opportunities for improving all aspects of our teaching, learning, research, scholarship and service toward the public good.
- **Integrity:** We will embrace the values of honesty, fairness and respect in creating and disseminating all scholarly work, and in conducting all of our academic and professional activities, as an essential means to serving the public good.
- **Interdisciplinarity:** Recognizing that solutions to many of the world's most significant and complex challenges are often found where disciplines intersect, we will promote and support collaboration while building capacity for interdisciplinary research and teaching.
- **Internationalization:** We will embrace our role as an active member of the global academic community through the full range of our educational, research, scholarship, and community development activities that engage our students, faculty, staff, alumni and external partners.
- **Leadership:** We are committed to building a culture of achievement that inspires all members of our campus community—faculty, students, staff and alumni—to lead and succeed as global citizens committed to making a difference in society.
- **Openness:** We will promote and facilitate a campus community in which information is widely shared, broad participation is encouraged, the processes for decision-making are understood and respected, and feedback is valued.

### Western's Draft Institutional Principles and Values (Page 2 of 2)

- **Partnership:** We will seek cooperative and mutually beneficial relationships with other academic institutions, businesses, charitable organizations, and governments at home and abroad to enhance and support our educational, research and scholarly activities.
- **Safety and Respect:** We will create and maintain a safe and respectful learning and work environment in which all students, staff and faculty can aspire to excellence and success.
- **Selectivity:** We will achieve excellence on the world stage by identifying our greatest academic and research strengths and building upon them with the strategic and selective allocation of incremental resources.
- **Social Responsibility:** We will aspire, through our teaching, research and service to the community, to play a significant role in improving the quality of life through economic development in London and this region, in the Province of Ontario, in Canada, and abroad.
- **Sustainability:** We will leverage our intellectual capacity to solve pressing environmental problems, while minimizing the impact of our campus community on the environment and educating students to be leaders in the environment and sustainability movement.

## 2013 Strategic Plan Renewal Consultation

Quantitative summary of written submissions and meeting notes  
received by and collected on behalf of the Senate Committee on University Planning

| <i><b>Constituency</b></i>                                    | <i><b>Submissions</b></i> |
|---|---------------------------|
| Aboriginal Education and Employment Council                   | 1                         |
| Administrative Bodies/Units                                   | 4                         |
| Academic Bodies/Units (other than Faculty Councils)           | 21*                       |
| Alumni (individuals)  | 15                        |
| Alumni Association  | 1                         |
| External Community Groups and Government                      | 5                         |
| Faculty (individuals)   | 65                        |
| Faculty Councils (including Libraries and Graduate Education) | 13                        |
| Leaders' Forum table discussion notes on Strategic Plan       | 1 doc (25 pp)             |
| Staff (individuals)   | 50                        |
| Students (individuals)  | 40                        |
| Student Groups  | 5                         |
| UK Foundation Board of Directors                              | 1                         |
| Unions / Employee Groups                                      | 5                         |
| Anonymous   | 7                         |
| "We Speak" Campus Culture Survey question on Strategic Plan   | 1 doc (88 pp)             |
| Western Libraries   |                           |
| <b>TOTAL INPUTS</b>   | <b>235</b>                |

*\* Total includes 10 letters supporting the Migration & Ethnic Relations program.*

### **2013 Strategic Plan Renewal Consultation**

Units/Groups/Associations that provided oral and/or written input to the  
Senate Committee on University Planning

1. Aboriginal Education and Employment Council
2. Academic and Administrative Leaders' Forum (November 29, 2012)
3. Board of Governors
4. Continuing Studies
5. Centre for Planetary Science and Exploration
6. Centre for Research on Migration and Ethnic Relations
7. City of London (signed by Mayor Joe Fontana and City Manager Art Zuidema)
8. Department of Women's Studies and Feminist Research
9. Equity and Human Rights Services
10. Faculty Council of Arts and Humanities
11. Faculty Council of Education
12. Faculty of Engineering
13. Graduate Education Council
14. Faculty Council of Health Sciences
15. Faculty Council of Information and Media Studies
16. Faculty Council of Ivey Business School
17. Faculty of Law
18. Faculty Council of Don Wright Music
19. Faculty of Science
20. Faculty Council of Social Science
21. FIMS Students' Council
22. Housing and Ancillary Services
23. Human Resources Division
24. Indigenous Services
25. Joint Employment Equity Committee
26. London & Middlesex Local Immigration Partnership
27. Office of the Vice-Provost (Academic Programs and Students)
28. Pillar Non-Profit Network
29. Postdoctoral Association at Western
30. Professional and Managerial Association
31. Public Humanities Program
32. School of Graduate and Postdoctoral Studies
33. Schulich School of Medicine and Dentistry
34. Society of Graduate Students
35. South London Neighbourhood Resource Centre
36. Teaching Support Centre
37. UK Foundation Board of Directors
38. United Way of London & Middlesex (Andrew Lockie, CEO)
39. University Ombudsperson
40. University Students' Council
41. University of Western Ontario Faculty Association
42. Western Alumni Association
43. Western Heads East
44. Western Libraries
45. WindEEE Research Institute
46. Writing Support Centre



## Western University

## 2013-14 Enrolment Summary

|    |                                     |         |         |         |         |         | 2013-14 |        |               |                 |
|----|-------------------------------------|---------|---------|---------|---------|---------|---------|--------|---------------|-----------------|
|    |                                     | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | SUEPP   | Actual | Est'd - SUEPP | Est'd - 2012-13 |
| 1  | Constituent University              |         |         |         |         |         |         |        |               |                 |
| 2  | Full-Time Undergraduates            |         |         |         |         |         |         |        |               |                 |
| 3  | Arts & Humanities                   | 1,312   | 1,275   | 1,260   | 1,232   | 1,180   | 1,148   | 1,147  | -1            | -33             |
| 4  | Business (HBA)                      | 706     | 812     | 935     | 979     | 1,065   | 1,130   | 1,116  | -14           | 51              |
| 5  | Dentistry                           | 249     | 251     | 251     | 260     | 266     | 264     | 264    | 0             | -2              |
| 6  | Education                           | 728     | 726     | 732     | 700     | 677     | 668     | 597    | -71           | -80             |
| 7  | Engineering                         | 1,098   | 1,132   | 1,147   | 1,262   | 1,335   | 1,392   | 1,449  | 57            | 114             |
| 8  | Health Sciences                     |         |         |         |         |         |         |        |               |                 |
| 9  | BHSc Program                        | 1,056   | 1,098   | 1,117   | 1,185   | 1,160   | 1,202   | 1,170  | -32           | 10              |
| 10 | Kinesiology                         | 1,159   | 1,194   | 1,204   | 1,246   | 1,203   | 1,193   | 1,169  | -24           | -34             |
| 11 | Nursing                             | 781     | 777     | 797     | 808     | 820     | 815     | 825    | 10            | 5               |
| 12 | Therapies                           | 39      | 40      | 0       | 0       | 0       | 0       | 0      | 0             | 0               |
| 13 | Sub-Total                           | 3,035   | 3,109   | 3,118   | 3,239   | 3,183   | 3,210   | 3,164  | -46           | -19             |
| 14 | Law                                 | 456     | 467     | 458     | 465     | 476     | 485     | 480    | -5            | 4               |
| 15 | Media, Information, & Technoculture | 915     | 890     | 972     | 963     | 919     | 980     | 930    | -50           | 11              |
| 16 | Medicine                            |         |         |         |         |         |         |        |               |                 |
| 17 | MD Program                          | 569     | 591     | 621     | 646     | 667     | 684     | 680    | -4            | 13              |
| 18 | BMedSci Program                     | 603     | 591     | 653     | 688     | 778     | 892     | 862    | -30           | 84              |
| 19 | Music                               | 555     | 535     | 535     | 527     | 542     | 530     | 512    | -18           | -30             |
| 20 | Science                             | 3,795   | 3,737   | 4,020   | 4,222   | 4,334   | 4,305   | 4,482  | 177           | 148             |
| 21 | Social Science                      | 6,035   | 6,408   | 6,433   | 6,618   | 6,648   | 6,780   | 6,674  | -106          | 26              |
| 22 | Total Full-Time Undergraduates      | 20,056  | 20,524  | 21,135  | 21,801  | 22,070  | 22,468  | 22,357 | -111          | 287             |
| 23 | Concurrent Programs                 | 81      | 110     | 121     | 144     | 155     | 165     | 173    | 8             | 18              |
| 24 | Medical Residents                   | 685     | 725     | 798     | 810     | 829     | 850     | 853    | 3             | 24              |
| 25 | Full-Time Graduates                 |         |         |         |         |         |         |        |               |                 |
| 26 | Masters                             | 2,606   | 2,648   | 2,800   | 2,823   | 2,756   | 3,151   | 2,977  | -174          | 221             |
| 27 | Ph.D.                               | 1,614   | 1,771   | 1,904   | 1,947   | 2,021   | 2,085   | 2,026  | -59           | 5               |
| 28 | Total Full-Time Graduates           | 4,220   | 4,419   | 4,704   | 4,770   | 4,777   | 5,236   | 5,003  | -233          | 226             |
| 29 | Total Full-Time Enrolment           | 25,042  | 25,778  | 26,758  | 27,525  | 27,831  | 28,719  | 28,386 | -333          | 555             |
| 30 | Part-Time FTEs                      |         |         |         |         |         |         |        |               |                 |
| 31 | Undergraduate <1>                   | 2,067   | 2,134   | 2,197   | 2,243   | 2,317   | 2,350   | 2,300  | -50           | -17             |
| 32 | Education (AQs) <1>                 | 929     | 922     | 803     | 745     | 673     | 670     | 650    | -20           | -23             |
| 33 | Masters                             | 130     | 129     | 134     | 140     | 175     | 140     | 149    | 9             | -26             |
| 34 | Ph.D.                               | 29      | 24      | 21      | 26      | 22      | 25      | 27     | 2             | 5               |
| 35 | Total Part-Time FTEs                | 3,155   | 3,209   | 3,155   | 3,154   | 3,187   | 3,185   | 3,126  | -59           | -61             |
| 36 | Total Constituent FTEs              | 28,197  | 28,987  | 29,913  | 30,679  | 31,018  | 31,904  | 31,512 | -392          | 494             |
| 37 | Affiliated University Colleges      |         |         |         |         |         |         |        |               |                 |
| 38 | Full-Time Undergraduates            |         |         |         |         |         |         |        |               |                 |
| 39 | Brescia                             | 918     | 934     | 964     | 1,067   | 1,121   | 1,166   | 1,150  | -16           | 29              |
| 40 | Huron                               | 1,143   | 1,235   | 1,254   | 1,272   | 1,230   | 1,250   | 1,250  | 0             | 20              |
| 41 | King's                              | 3,118   | 3,122   | 3,216   | 3,286   | 3,244   | 3,265   | 3,169  | -96           | -75             |
| 42 | Total Full-Time Undergraduates      | 5,179   | 5,291   | 5,434   | 5,625   | 5,595   | 5,681   | 5,569  | -112          | -26             |
| 43 | Part-Time Undergraduate FTEs <1>    |         |         |         |         |         |         |        |               |                 |
| 44 | Brescia                             | 78      | 82      | 83      | 94      | 94      | 95      | 90     | -5            | -4              |
| 45 | Huron                               | 55      | 57      | 56      | 70      | 63      | 55      | 65     | 10            | 2               |
| 46 | King's                              | 239     | 249     | 245     | 252     | 239     | 235     | 240    | 5             | 1               |
| 47 | Total Part-Time FTEs                | 372     | 388     | 384     | 416     | 396     | 385     | 395    | 10            | -1              |
| 48 | Graduate FTEs                       |         |         |         |         |         |         |        |               |                 |
| 49 | Brescia                             | 27      | 26      | 30      | 29      | 32      | 31      | 32     | 1             | 0               |
| 50 | Huron                               | 15      | 13      | 12      | 14      | 10      | 20      | 8      | -12           | -2              |
| 51 | King's                              | 33      | 30      | 34      | 31      | 33      | 34      | 31     | -3            | -2              |
| 52 | Total Graduate FTEs                 | 75      | 69      | 76      | 74      | 75      | 85      | 71     | -14           | -4              |
| 53 | Total Affiliate FTEs                | 5,626   | 5,748   | 5,894   | 6,115   | 6,066   | 6,151   | 6,035  | -116          | -31             |
| 54 | Total UWO FTEs                      | 33,823  | 34,735  | 35,807  | 36,794  | 37,084  | 38,055  | 37,547 | -508          | 463             |

## Western University

## 2013-14 Enrolment Summary

|    |                                       |  |  |  |  | 2013-14      |              |               |                 |
|----|---------------------------------------|--|--|--|--|--------------|--------------|---------------|-----------------|
|    |                                       |  |  |  |  | SUEPP        | Actual       | Est'd - SUEPP | Est'd - 2012-13 |
| 55 | <b>Rows 55 to 86 Included above</b>   |  |  |  |  |              |              |               |                 |
| 56 | <b>International Students</b>         |  |  |  |  |              |              |               |                 |
| 57 | Constituent Full-Time                 |  |  |  |  |              |              |               |                 |
| 58 | Undergraduates                        |  |  |  |  | 573          | 631          | 703           | 923             |
| 59 | Medical Residents                     |  |  |  |  | 120          | 109          | 121           | 127             |
| 60 | Masters (excluding Ivey)              |  |  |  |  | 254          | 320          | 378           | 452             |
| 61 | MBA (Regular), Ivey MSc               |  |  |  |  | 21           | 17           | 27            | 30              |
| 62 | Executive MBA                         |  |  |  |  | 71           | 71           | 80            | 44              |
| 63 | Ph.D.                                 |  |  |  |  | 361          | 426          | 463           | 510             |
| 64 | Affiliates Full-Time                  |  |  |  |  |              |              |               |                 |
| 65 | Undergraduates                        |  |  |  |  | 511          | 536          | 524           | 497             |
| 66 | Masters                               |  |  |  |  | 2            | 2            | 2             | 4               |
| 67 | <b>Year 1 Only</b>                    |  |  |  |  |              |              |               |                 |
| 68 | <b>Constituent</b>                    |  |  |  |  |              |              |               |                 |
| 69 | Arts & Humanities                     |  |  |  |  | 312          | 259          | 258           | 272             |
| 70 | Engineering                           |  |  |  |  | 327          | 343          | 351           | 416             |
| 71 | Health Sciences                       |  |  |  |  |              |              |               |                 |
| 72 | BHSc Program                          |  |  |  |  | 273          | 270          | 273           | 314             |
| 73 | Kinesiology                           |  |  |  |  | 349          | 347          | 330           | 366             |
| 74 | Nursing                               |  |  |  |  | 129          | 130          | 133           | 128             |
| 75 | Media, Information, & Technoculture   |  |  |  |  | 363          | 333          | 361           | 334             |
| 76 | MOS Program                           |  |  |  |  | 727          | 773          | 740           | 846             |
| 77 | Music                                 |  |  |  |  | 153          | 135          | 141           | 142             |
| 78 | Science                               |  |  |  |  | 1,097        | 1,106        | 1,366         | 1,388           |
| 79 | Social Science                        |  |  |  |  | 789          | 757          | 771           | 850             |
| 80 | <b>Total Year 1 - Constituent</b>     |  |  |  |  | <b>4,519</b> | <b>4,453</b> | <b>4,724</b>  | <b>5,056</b>    |
| 81 | <b>Affiliated University Colleges</b> |  |  |  |  |              |              |               |                 |
| 82 | Brescia                               |  |  |  |  | 254          | 268          | 260           | 292             |
| 83 | Huron                                 |  |  |  |  | 406          | 397          | 404           | 381             |
| 84 | King's                                |  |  |  |  | 949          | 946          | 916           | 878             |
| 85 | <b>Total Year 1 - Affiliates</b>      |  |  |  |  | <b>1,609</b> | <b>1,611</b> | <b>1,580</b>  | <b>1,551</b>    |
| 86 | <b>Total UWO Year 1</b>               |  |  |  |  | <b>6,128</b> | <b>6,064</b> | <b>6,304</b>  | <b>6,607</b>    |
| 87 | <b>Masters</b>                        |  |  |  |  |              |              |               |                 |
| 88 | All Programs (excluding Ivey)         |  |  |  |  | 2,204        | 2,262        | 2,364         | 2,380           |
| 89 | Ivey (excl. EMBA)                     |  |  |  |  | 162          | 157          | 188           | 183             |
| 90 | Executive MBA                         |  |  |  |  | 240          | 229          | 248           | 260             |

For Information

|    |                               |     |     |     |     |     |     |     |    |    |
|----|-------------------------------|-----|-----|-----|-----|-----|-----|-----|----|----|
| 90 | Year 1 International Students | 122 | 120 | 146 | 347 | 476 | 500 | 532 | 32 | 56 |
|----|-------------------------------|-----|-----|-----|-----|-----|-----|-----|----|----|

&lt;1. 2013-14 part-time undergraduate FTEs are an estimate.

*Western University*

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

**Fall 2014 Entrance Standards for First-Year Undergraduate Admissions**

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**A. Constituent University**

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

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

**Update on Fall 2013 Admissions**

**The minimum entrance requirement was 84% (mid-year) and 83.0% (final).  
First-year international enrolment totaled 532 students.**

**Plans For Fall 2014 Admissions**

**For the fall 2014 admissions cycle, the above recommendations will be followed for the Constituent University and it is expected that the entrance requirement will be no less than 84% mid-year grade and 83.0% final grade. For 2014-15, the plan at the Constituent University is a first-year class between 4,900 – 5,000 students, with a goal of up to 600 international students.**

**B. Affiliated University Colleges**

For fall 2013, entrance requirements (final grades) at the Affiliated University Colleges were as follows:

|         |     |
|---------|-----|
| Brescia | 76% |
| Huron   | 77% |
| King's  | 78% |

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

1. By 2014-15, the Colleges will increase their entrance requirements (final grades) to 78%.
2. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum requirement. The proportion of the entering class with final averages below the minimum requirement (e.g. 78% in 2014-15) shall not exceed 2%.
3. The 2014-15 first-year targets for the Affiliated University Colleges are as follows:

|         |     |
|---------|-----|
| Brescia | 304 |
| Huron   | 405 |
| King's  | 890 |

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

**Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate  
by the Senate Committee on University Planning**

**FOR INFORMATION**

| Name   | Year Established | Faculty/School   |
|--|------------------|--|
| Stephen Dattels January Term Fellowship in Mining Law and Finance                      | 2012             | Faculty of Law   |
| The W. Geoff Beattie Chair in Corporate Law  | 2012             | Faculty of Law   |
| John M. Thompson Visiting Industry Fellowship in Engineering Leadership and Innovation | 2013             | Faculty of Engineering   |
| John M. Thompson Chair in Engineering Leadership and Innovation                        | 2013             | Faculty of Engineering and the Richard Ivey School of Business |
|  |                  |  |
|  |                  |  |

**NOTES:**

Some years ago, Senate delegate to SCUP authority to approve designated chairs and professorships on its behalf on those occasions when there was a desire on the part of the donor and the university to reserve the announcement of the gift and the position's establishment to a particular time. As part of the delegation, it was determined that SCUP would provide a summary report on such approvals to Senate from time to time. Similarly, the Board of Governors has authorized the Property & Finance Committee to approve designated chairs, professorships and fellowships on its behalf, and to report such approvals for the information of the Board.

The above-noted chairs, professorships and faculty fellowships were approved on behalf of Senate by a 2/3 majority vote of SCUP. They were also approved by the Property & Finance Committee on behalf of the Board.

**REPORT OF THE HONORARY DEGREES COMMITTEE**

**FOR INFORMATION**

**Honorary Degree Recipients – MD, Hong Kong and Ivey MBA Spring Convocations – 2014**

The Honorary Degrees Committee of the Senate announces conferment of the following honorary degrees:

|                             |  |        |
|-----------------------------|--|--------|
| <b>JACOB VAN DYK - DSc</b>  | Schulich School of Medicine & Dentistry,<br>MD Convocation | May 16 |
| <b>CECILIA YAU - LLD</b>    | Western's Hong Kong Convocation                            | May 25 |
| <b>DOMINIC BARTON - LLD</b> | Ivey MBA   | June 6 |

**Council of Ontario Universities  
Report to Senate of the Academic Colleague  
Kathleen Okruhlik, January 2014**

The COU Academic Colleagues met in Toronto December 12-13, 2013; there was no meeting of the full Council.

**Strategic Mandate Agreements:** There seems to be less fear (at COU) that SMAs will “freeze universities in their pasts” and more confidence that the process really is about priorities for the future. The program approval process, both graduate and undergraduate, will be tied to the SMA process. It is likely that the only long-term lock-in (three years) will be graduate allocations. The government does not presently control undergraduate enrollment planning, and there is no reason to think that this situation is going to change any time soon.

**Demographics:** The Council on University Planning and Analysis (CUPA) forecasts a flattening of demand for university enrolment – not so much a “demographic cliff” as a demographic plateau. (Forecasts are based largely on JK-high school enrolments.) It is important to note that demographics are not the same everywhere. In particular, student enrolments continue to grow in the GTA, from which Western draws many undergraduate students. A related issue of demographic interest for COU is the ratio of undergraduate to graduate students on Ontario university campuses.

**Ontario Online:** MTCU has recently announced a plan to spend \$42-million to establish a Centre of Excellence in online and technology-enabled learning. The Centre will feature a course hub where schools can post and promote their online offerings in a central list. It will be launched in 2015 and will be run by colleges and universities as an independent not-for-profit enterprise. It will not be a credentialing body and will not award degrees. Participation will be optional, but those colleges and universities that do opt in will be required to give credit for courses approved, regardless of which school offers them. Between now and 2015, the focus will be on course development and redevelopment of existing courses. The Ministry is making funds available for this purpose.

**Funding Formula Review:** In recent months Minister Duguid has frequently mentioned “funding formula review”. He tends to focus on growth-based (or “outcomes-based”) incentives, sometimes with specific allusions to the Tennessee Model. The Executive Heads seem to be united at the moment in opposing such a review. Even if there are problems and inequities in the present system, continuing with it strikes many senior administrators as preferable to a review. If the Ministry pursues this path, however, COU thinks it may be in universities’ best interests “to proactively engage in a dialogue about changes”. So it has produced a paper called “Performance-Based Funding”, which you can download from the COU website. The Academic Colleagues will discuss this topic at our next meeting.

**Stories about Teaching and Learning:** If you have some “good news” stories about teaching and learning in your Faculty or Department, please send these stories directly to Wendy McCann [wmcann@cou.on.ca](mailto:wmcann@cou.on.ca), copied to Jennifer Grass [jgrass@cou.on.ca](mailto:jgrass@cou.on.ca). University websites tend to be full of stories about research achievements and large financial donations, but voters are more interested in hearing about good things that are happening on the teaching and learning front. Community service stories that involve students are also helpful.

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