

SENATE AGENDA

1:30 p.m., Friday, March 21, 2014
University Community Centre, **Room 56**

1. **Minutes of the Meeting of February 14, 2014**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
 - University Planning - **EXHIBIT I** * (B.A. Younker)
 - Operations/Agenda - **EXHIBIT II** (J. Weese)
 - Nominating - **EXHIBIT III** (L. Davies)
 - Academic Policy and Awards - **EXHIBIT IV** (B. Timney)
 - Honorary Degrees Committee – **EXHIBIT V** *[to be emailed on Mar.20]* (A.Chakma)
5. Report of the Academic Colleague - **EXHIBIT VI** (K. Okruhlik)
6. Announcements and Communications - **EXHIBIT VII**
7. Enquiries and New Business
8. 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.

* Note: Because of its size a limited number of budget documents are being provided at the meeting in hard copy for those who need one.

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

2014-15 University Operating and Capital Budgets
ING Direct Chair in Finance – Name Change

FOR INFORMATION

Indigenous Postsecondary Education Council (IPEC) – Terms of Reference
Report on Faculty Recruitment and Retention

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Senate Memberships
Appointments Procedures for Academic and Administrative Officers of the University - Amendments

NOMINATING COMMITTEE

FOR ACTION

Decanal Selection Committee – Faculty of Health Sciences
Decanal Selection Committee – Faculty of Social Science
Decanal Selection Committee – Schulich School of Medicine & Dentistry

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Arts and Humanities:

- 1) Department of Modern Languages and Literatures: Introduction of a new subject area “World Literature and Culture”; Renaming of modules
- 2) Department of English and Writing Studies: introduction of a new subject area “Theatre Studies” and new courses

Faculty of Science:

- 1) Department of Earth Sciences: Introduction of a Minor in Planetary Science and Space Exploration
- 2) Department of Physics and Astronomy: Withdrawal of the modules in Planetary Science

Faculty of Social Science, Department of Anthropology: Introduction of a Major in Anthropology

King's University College: Introduction of a King's Scholar Program and Themed Module in Western Thought and Civilization; Introduction of new Subject Area “Western Thought and Civilization” and new Courses; Renaming “King's Foundations in the Humanities” program to “Foundations in Western Thought and Civilization” at King's University College

FOR INFORMATION

New Scholarships and Awards

School of Graduate and Postdoctoral Studies: Cyclical review report for the Graduate Program in Kinesiology

Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)

Report of the Subcommittee on Teaching Awards (SUTA)

HONORARY DEGREES COMMITTEE

FOR INFORMATION

REPORT OF THE ACADEMIC COLLEAGUE

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

ANNOUNCEMENTS & COMMUNICATIONS

FOR INFORMATION

Standard Report



MINUTES OF THE MEETING OF SENATE

February 14, 2014

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

SENATORS: 66

J. Aitken Schermer	B. Garcia	B. Prajapati
M.A. Andrusyszyn	C. Gobert	D. Rogers
N. Banerjee	R. Graham	M. Rothstein
C. Beynon	A. Grzyb	P. Ryan
I. Birrell	M. Heath	A-M. Santos
P. Bishop	J. Hopkins	S. Saravanabaran
M. Blagrove	Y. Huang	I. Scott
C. Brown	R. Klassen (Ivey)	M. Singh
J. Burkell	J. Knowles	R. Sookraj
S. Camiletti	G. Kulczycki	T. Sutherland
J. Capone	A. Lalka	Z. Syed
A. Chakma	J. Lamarche	B. Timney
M. Clapton	A. Leschied	E. Tithecott
K. Cole	J. Litchfield	J. Toswell
A. Conway	J. Malkin	N. Wathen
J. Deakin	S. McClatchie	A. Watson
C. Dean	K. Mequanint	J. Weese
G. Dekaban	M. Milde	G. West
J. Dickey	S. Mischler	S. Wetmore
J. Doerksen	J. Morgan	C. Wilkins
N. Dyer-Witthford	K. Moser	P. Woodford
L. Elliott	B. Neff	B.A. Younker

Observers: G. Tigert, A. Weedon

S.14-25 MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of January 24, 2014 were approved as circulated.

S.14-26 REPORT OF THE PRESIDENT

Dr. Chakma reported on the passing of Professor Emeritus Peter Desbarats, former dean of the School of Journalism from 1981-97; the award of a 3M National Teaching Fellowship to Professor Cameron Tsujita, and the 2014 Humanitarian Award recipients Professor Darwin Semotiuk and Joshua Zyss. He acknowledged and thanked those involved in the strategic planning process, particularly members of the Senate Committee on University Planning, noting that the plan had been approved by the Board of Governors on January 30. He also provided 2014 Federal budget highlights, using overhead slides attached as [Appendix 1](#).

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [Exhibit I]

S.14-27 **Faculty of Information and Media Studies: Introduction of a Minor in Media, Information and Technoculture**

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

That a Minor in Media, Information and Technoculture, detailed in Exhibit I, item 1, be introduced in the Faculty of Information and Media Studies, effective September 1, 2014.

CARRIED

S.14-28 **School of Graduate and Postdoctoral Studies: Introduction of a 2 + 2 Program for a Doctoral Degree (PhD) in Synchrotron Radiation Research with Soochow University, China**

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

That effective January 1, 2014, Senate approve the introduction of a 2+2 program between Western University and Soochow University, leading to a Doctoral Degree (PhD) in Synchrotron Radiation Research, detailed in Exhibit I, Appendix 1.

CARRIED

S.14-29 **Schulich School of Medicine & Dentistry and Faculty of Science: Revision to the Admission Requirements for the Honors Specialization in Epidemiology and Biostatistics**

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

That the Admission Requirements for the Honors Specialization in Epidemiology and Biostatistics be revised effective September 1, 2014, as shown in Exhibit I, Appendix 2.

CARRIED

S.14-30 **Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review**

Senate was informed that SCAPA has approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the Graduate Programs in Physical Therapy, as detailed in Exhibit I, Appendix 3.

S.14-31 **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 as set out in Exhibit I, Appendix 4.

ENQUIRIES AND NEW BUSINESS

S.14-32 **Campus Wi-Fi Connection** [S.13-198]

Student Senators thanked ITS for organizing a campus-wide survey to collect more information about the Wi-Fi experience at Western and encouraged Senate members to contact ITS to relay any concerns their faculties and departments have about Western's Wi-Fi.

S.14-33

Senate Elections 2014

The Student Senators congratulated the 2014 incoming elected and acclaimed Student Senators and thanked the Secretariat's staff for facilitating the Senate elections.

ADJOURNMENT

The meeting adjourned at 2:05 p.m.

A. Chakma
Chair

Secretary

I. Birrell



President's Report to Senate

February 14, 2014

Western 

Federal budget highlights

\$1.5B Canada First Research Excellence Fund

- Attract and support world-class talent over 10 years
- Launches in 2015-16 with \$50M
- Grows to \$200M/yr by 2017-18 and succeeding years
- Competitive, open and peer-reviewed
- Consultations to come with Ministry + Research Councils

Western 

Federal budget highlights

\$46M additional funding for granting councils

- Base budget increases starting in 2014-15
- \$ 7 million to SSHRC
- \$15 million to CIHR
- \$15 million to NSERC
- \$ 9 million for indirect costs

Western 

Federal budget highlights

Other key investments in education & research

- \$1.25B: Aboriginal education initiatives @ K-12 level
- \$224M: TRIUMF particle & nuclear physics lab (UBC)
- \$15M: Institute for Quantum Computing (Waterloo)
- \$8M: Mitacs R&D Industrial Fellowships
- 3,000 internships for PSE grads in high-demand fields
- Tax-free scholarships

Western 



REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

2014-15 University Operating and Capital Budgets

Dr. Robert Zhong Chair in Translational Transplant Research

ING Direct Chair in Finance – Name Change

Leenders Purchasing Management Association Chair – Name Change

Yamana Centre for Sustainable Exploration and Resource Development

Indigenous Postsecondary Education Council (IPEC) – Terms of Reference

Report on Faculty Recruitment and Retention

FOR APPROVAL

1. 2014-15 University Operating and Capital Budget

Recommended: That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending approval of the 2014 - 2015 University Operating and Capital Budgets ([Annex 1](#)).

Background:

The Operating and Capital Budgets and setting of tuition fees are in the purview of the Board of Governors. The Senate may provide its advice to the Board under the authority of Section 30.(f) of the *UWO Act*:

The Senate may ... pass resolutions and make recommendations to the Board with respect to any matter connected with the administration of the University and the promotion of its affairs but this clause shall not be construed to subtract from the powers and duties conferred on the Board elsewhere in [the] Act.

As Supplementary information, the following documents are attached for the information of Senate:

- Program Specific Tuition and Other Supplemental Fees ([Annex 2](#)).
- Student Fee Funded Units, Ancillaries, Academic Support Units, and Associated Companies ([Annex 3](#)).

An executive summary of the full budget document is provided in pages 1 - 11 of Annex 1.

2. Dr. Robert Zhong Chair in Translational Transplant Research

See [Annex 4](#).

3. ING Direct Chair in Finance – Name Change

Recommended: That the existing ING Direct Chair in Finance at the Richard Ivey School of Business Toronto campus be renamed the Tangerine Chair in Finance.

This name change is in response to recent changes to ING DIRECT:

- A year after being acquired by Bank of Nova Scotia, ING DIRECT is changing its name to Tangerine;
- ING DIRECT will cease to exist as of May 2014

The terms of the Chair remain unchanged.

4. **Leenders Purchasing Management Association Chair – Name Change**

Recommended: That the existing Leenders Purchasing Management Association Chair at the Richard Ivey School of Business be renamed the Leenders Supply Chain Management Association Chair.

Background

The Purchasing Management Association of Canada amalgamated with the Supply Chain & Logistics Association of Canada in 2013, forming the Supply Chain Management Association (SCMA). SCMA is the legal succession entity of the Purchasing Management Association of Canada and the proposed change of name for the Chair recognizes this.

The terms of the Chair remain unchanged.

FOR INFORMATION

5. **Yamana Centre for Sustainable Exploration and Resource Development**

In accordance with MAPP 7.9, *Guidelines for Collaborative Research*, a new research centre for sustainable exploration and resource development has been established in the Faculties of Law and Science and the Richard Ivey School of Business.

The Centre will bring together the University's expertise in exploration geosciences, environmental science, mining law, finance, corporate social responsibility and business sustainability. In addition to research, the Centre will foster the interdisciplinary education of the next generation of industry leaders by:

- developing student training and courses for specific learning outcomes;
- enabling interdisciplinary study for students to enrich their learning experiences;
- teaching transferable knowledge and leadership skills; and
- promoting experiential and international learning opportunities.

In recognition of a gift of \$1,500,000 from Yamana Gold Inc. (with a possibility of a further \$2 million to be confirmed prior to March 2015), the centre has been named the **Yamana Centre for Sustainable Exploration and Resource Development**. At the end of the five-year term, the donor will have the opportunity to renew its support and continue the naming, subject to the continuation of the Centre and all applicable approvals.

Authority for naming collaborative research centres is delegated to a subcommittee of the Fund Raising and Donor Relations Committee of the Board of Governors (see MAPP 1.44, Naming Policy: http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp144.pdf) The Naming Policy provides that such naming be reported to Senate and the Board for information.

6. **Indigenous Postsecondary Education Council (IPEC) – Terms of Reference**

IPEC has evolved out of the Aboriginal Education and Employment Council (AEEC) established in 1995, which itself evolved out of a provincial government initiative, in partnership with universities, to improve higher education services and programs for Indigenous students.

Over the past year or so, discussions have been held among the Vice-Provost (Academic Programs & Students) the Indigenous Services office, various other units engaged in university initiatives related to Indigenous communities, and representatives of Indigenous communities and groups to review and update the terms of reference of the AEEC and reshape the Council into the IPEC. It is believed that IPEC will

provide significant support to Western in reaching our strategic goal to improve accessibility and success in higher education for Indigenous peoples.

The new terms of reference for IPEC are attached in [Annex 5](#).

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

See [Annex 6](#).

Dr. Robert Zhong Chair in Translational Transplant Research

FOR APPROVAL

- Recommended:** That the Dr. Robert Zhong Chair in Translational Transplant Research be established with appointment to the Department of Medicine and the Department of Surgery in the Schulich School of Medicine & Dentistry.
- Donor and Funding:** The Lawson Health Research Institute has donated \$1.2 million and Novartis Pharmaceuticals has donated \$300,000. A total of \$1.5 million has been endowed at the University to support the Chair and this has been matched by \$1.5 million from the University, to create a \$3-million endowment to fund the Dr. Robert Zhong Chair in Translational Transplant Research.
- Effective Date:** July 1, 2014
- Purpose:** The creation of this Chair will position Western's Schulich School of Medicine & Dentistry and London Health Sciences Centre at the forefront of transplantation education and research, ultimately improving outcomes for patients. The Schulich School of Medicine & Dentistry at the University is internationally known for its formidable strengths in transplantation-related research. This endowed gift will continue to advance this success by ensuring that Western is an international leader in transplantation surgery, research and clinical practices.
- The income from the endowment fund will be used to support a transplant clinician researcher or equivalent. The administration of the spending of resources will be the responsibility of the Dean of the Schulich School of Medicine & Dentistry in collaboration with Chair/Chief of the Department of Medicine and the Chair/Chief of the Department of Surgery together. Funds available may be directed towards salary and benefits or direct research support, or some mixture thereof.
- Criteria:** The Dr. Robert Zhong Chair in Translational Transplant Research will not only recognize and honour the outstanding scientific contributions of Dr. Zhong, a pioneer in transplantation, but will accelerate the Schulich School of Medicine & Dentistry's ability to attract and retain world-class researchers.
- The income from the endowment fund will be used exclusively for the support of a transplant specialist who applies expert strategies toward the understanding and treatment of important clinical problems within translational transplant research. The Chair will hold a cross-appointment within the Department of Medicine and the Department of Surgery and be committed to academic activity and program development within translational transplant research.
- Appointments to the Chair will be conducted in accordance with the relevant policies and procedures of the University and will normally be for a five-year term, renewable once. The selection committee will include the Chair/Chief of the Department of Medicine and Department of Surgery, or his/her designate.
- Renewal of appointments to the Dr. Robert Zhong Chair in Translational Transplant Research will be conducted in accordance with University policies

and procedures and guidelines established by the Schulich School of Medicine & Dentistry for reviewing endowed chairs.

Reporting:

The University agrees to report annually to Lawson Health Research Institute regarding the financial status of the endowment.

Background:

Dr. Robert Zhong left a legacy in London with an internationally renowned program in experimental transplantation surgery that has generated new treatments for transplant patients. Western is committed to honoring this medical pioneer by building on the program he established to advance discovery in the field of translational transplantation research.

The late Dr. Robert Zhong was a brilliant scientist, a pioneer in experimental transplantation, a leader in organ transplant research, and an academic force at Western. His work was paramount in making Canada a leader in organ transplant research.

For 22 years, Dr. Zhong dedicated his life to research in transplantation and experimental microsurgery. He established London Health Sciences Centre's state-of-the-art and world-renowned Experimental Microsurgery Laboratory and pioneered the field of xenotransplantation. Highlights of his career included: Tier One Canada Research Chair in Transplantation and Experimental Surgery; Professor of Surgery, Pathology, and Microbiology & Immunology, Schulich School of Medicine & Dentistry; Director of Experimental Surgery, Schulich School of Medicine & Dentistry; President, International Society of Experimental Microsurgery; Member, Canadian Society of Transplantation (awarded their Lifetime Achievement Award in March 2007); Member, American Society of Transplantation and American Society of Transplant Surgeons.

Joining Western as an international research fellow whose term was to end after one year, Dr. Zhong stayed with the University for another 21 years. During that time, he oversaw the training of more than 70 graduate students and postgraduate fellows, and trained over 70 microsurgeons worldwide. He had more than 180 highly cited publications that reflect his profound understanding and remarkable insights into transplant immunology. As a pioneer in microsurgery, Dr. Zhong attracted a steady stream of surgeons from around the world to London to study his techniques. Dr. Zhong is remembered for his gentle spirit and his unwavering focus on translational transplant research. Many patients, now and in the future, have and will continue to benefit from the research contributions Dr. Zhong made to the field of transplantation.



Western University

Indigenous Postsecondary Education Council (IPEC)

Terms of Reference

1. Background

In recognition of Indigenous¹ peoples' strengths, Indigenous Knowledge(s), and self-determining rights as distinct peoples of Canada, Western University will consult and engage with the *Indigenous² Postsecondary Education Council* (IPEC) (formerly known as the Aboriginal Education and Employment Council, AEEC), which was first established in 1995 as a formal advisory Council to the University representing the common interests and concerns of local Indigenous communities relating to postsecondary educational matters at Western.

IPEC serves to support Western in fulfilling its strategic goals of "improving accessibility and success in higher education for Indigenous peoples" (Achieving Excellence on the World Stage, January 2014) and implementing the Ontario government's *Aboriginal Postsecondary Education and Training Policy Framework* (MTCU, 2011) through approaches founded on 4 guiding principles:

- 1) Excellence and Accountability;
- 2) Equity, Inclusion and Respect for Diversity;
- 3) Cooperation on and Shared Responsibility for postsecondary education;
- 4) Respect for Constitutional and Treaty Rights, and respect for Indigenous Knowledge, Languages, and Cultures.

2. Vision

Indigenous peoples are fully engaging at every level of study, work, and research, ensuring positive educational experiences for Indigenous students, staff, and faculty and inspiring Indigenous success across Western University.

3. Mission

The *Indigenous Postsecondary Education Council* will have an opportunity to provide input into various aspects of Western University's governance and long-term planning, student services, employment relations, academic programming, and research initiatives as it relates to Indigenous peoples. It will also fulfill the University's strategic

¹ The term *Indigenous* encompasses all Aboriginal peoples' of Canada including; First Nations, Metis, and Inuit which is recognized in the *Canadian Constitution Act of 1982*.

² Indigenous is a term used to encompass a variety of Aboriginal groups from an international and global context and is sanctioned by the *United Nations Declaration on the Rights of Indigenous Peoples*.

goals in higher education for Indigenous peoples (Going Global: Achieving Excellence on the World Stage, Western University Strategic Plan, 2013, p.14).

4. Goals

Western's broad level goals in the area of Indigenous relations are to:

1. Increase Indigenous presence and inclusion across Western University;
2. Increase Indigenous access and outreach to potential students, staff, and faculty;
3. Increase Indigenous student representation, transition, retention, completion and advancement;
4. Increase Indigenous staff and faculty hiring and advancement;
5. Improve the information pertaining to Indigenous peoples in our current academic programming and expand the current offerings to better portray Indigenous histories, cultures and lives in general;
6. Support and expand research on Indigenous issues and ensure that the research is done in a respectful and responsible manner.

5. IPEC Reporting

- IPEC will submit regular meeting minutes to the Office of the President, the Office of the Provost, and the Office of the Vice Provost;
- Each year, senior administration (Provost and/or President) will be invited to attend 1-2 IPEC meetings;
- The Council will play a central role in advising on the critical issues and agenda items for this meeting;
- IPEC will post Terms of Reference, membership, and meeting minutes on the Indigenous Services website for public viewing.

6. Membership

IPEC membership will reflect a broad representation of committed participants with diverse backgrounds. Members will be from both Western University and local Indigenous communities including; Indigenous students, staff, and faculty, local First Nations community representatives, urban organizational leaders, and other Indigenous stakeholders vested in postsecondary education matters.

7. IPEC Members Designated Seats

University Community Members (up to 13 seats)

- Office of the President designate.
- A University Faculty Member appointed by the President.
- Indigenous Health and Wellbeing Initiative (IHWI), representative.
- Indigenous Services, Student Development Centre, Coordinator.
- First Nations Studies, Faculty of Social Science, Director.
- Aboriginal Education, Faculty of Education, Director.
- Affiliate College designate.

- Indigenous faculty and staff members representing a broad cross of faculties including a representative from the Indigenous Staff and Faculty Caucus (1-3 representatives);
- Indigenous students at the undergraduate and graduate levels (1 representative from First Nations Student Association (FNSA) and 1 Supporting Aboriginal Graduate Enhancement (SAGE).
- Indigenous Services Visiting Elder.

Indigenous Community Members (up to 15 seats)

There will be seats dedicated to the following First Nations communities.

- Oneida Nation of the Thames.
- Chippewas of the Thames First Nation.
- Munsee Delaware Nation.
- Chippewas of Kettle and Stony Point First Nation.
- Six Nations of the Grand River.
- Mississaugas of the New Credit First Nation.
- Delaware Nation Moravian of the Thames Band.
- Caldwell First Nation.
- Walpole Island First Nation.
- Aamjiwnaang First Nation.

There will be seats dedicated to the following Indigenous organizations in London area.

- Southern First Nation Secretariat postsecondary program.
- N'Amerind Friendship Centre.
- Fanshawe College, First Nations Centre.
- Metis Nation of Ontario (MNO).
- Noke Kwe Occupational Skills Development Inc.

8. Roles and Responsibilities

Co-Chairs are responsible for:

There will be 2 rotating Co-Chairs chosen by nomination and consensus including 1 Western University representative and 1 Indigenous community representative;

- Championing the vision and goals of the Council;
- Actively seeking out new members as seats become available;
- Ensuring meetings are held regularly, seeking agenda items from members, and following up on action items at meetings;
- Chairing meetings and facilitating meaningful discussion toward action;
- Acting as a signing authority for the Council;
- Acting as a lead member on the Indigenous Strategic Initiatives Committee.

Secretary is responsible for:

- Taking minutes, preparing agendas, distributing lists, drafting correspondence, preparing and updating materials, coordinating meetings as directed by Co-Chairs;
- Maintaining membership lists, managing current and archival records, ensuring online presence, and circulating minutes to the Office of the President, Provost and Vice Provost.

Members are responsible for:

- Championing the vision and goals of the Council;
- Representing the perspectives of Western and Indigenous community stakeholders as it relates to Indigenous peoples unique needs in postsecondary education at Western;
- Recognizing the complex nature of academic institutions with respect to academic freedom and freedom of inquiry in teaching as well as the units administrative roles and responsibilities;
- Understanding that IPEC plays a supportive role in advocating for Indigenous peoples' needs, and informing and influencing the institution through recommendations that increase educational successes for Indigenous peoples;
- Attending and equally participating in meetings on a regular basis;
- Reading and approving the meeting minutes;
- Making recommendations and engaging in meaningful dialogue around issues brought forward that facilitate decision-making and action;
- Completing Council action item and business by deadlines;
- Participating in sub-committee work as needed.

8. Term

- 3 consecutive years with a possibility of renewal where feasible with exception of the student representatives;
- As membership terms end and vacancies arise, Indigenous communities/organizations will be invited by IPEC to appoint new designates to the Council;
- Letters of appointment are required for all members.

9. Meetings

- Each meeting will begin with an Indigenous Caucus preliminary section chaired by the Indigenous Co-Chair representative where Indigenous representatives will meet to highlight key issues of priority prior to the regularly scheduled meeting;
- There will be at least 4 meetings per academic year;
- Sub-committee work as needed;
- 1 half-day professional development/celebration retreat per year held in the summer months at a local Indigenous community;
- Rotate meeting locations to be held occasionally in Indigenous communities;

10. Decision Making

- Ideally, decisions are made by consensus;
- Decisions about issues where there is not complete agreement will be deferred until a future meeting;
- If consensus cannot be achieved after the process, the issue will be resolved by a vote called at the discretion of one of the Co-Chairs;
- A decision will require 50% + 1 quorum from both Indigenous and University membership. A secret ballot to determine consensus may be taken and must be approved by either Co-Chairs.

11. Quorum

- At least 6 voting members are in attendance with a minimum of 3 external Indigenous community members.



Report to SCUP on Faculty Recruitment and Retention

Office of the Vice Provost (Academic
Planning, Policy and Faculty)

January 2014

Available at
http://uwo.ca/facultyrelations/pdf/Recruitment_Retention_Report_January_2014.pdf



Contents:

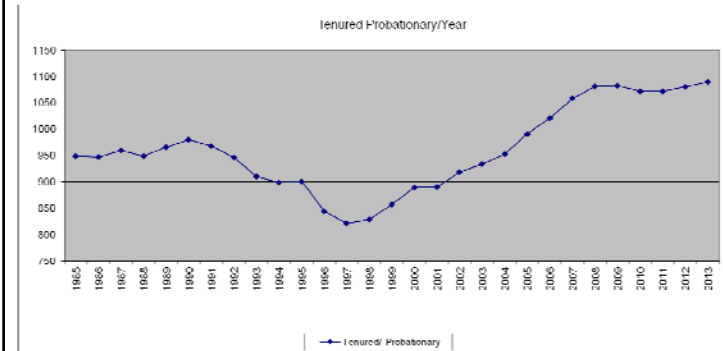
- Probationary and Tenured Faculty
 - Appointments
 - Resignations
 - Retirements
- Part-Time Faculty
- Limited-Term Faculty
- Full-Time Clinical Faculty



Faculty Recruitment and Retention

January 2014

Probationary and Tenured Faculty at Western 1985 - 2013

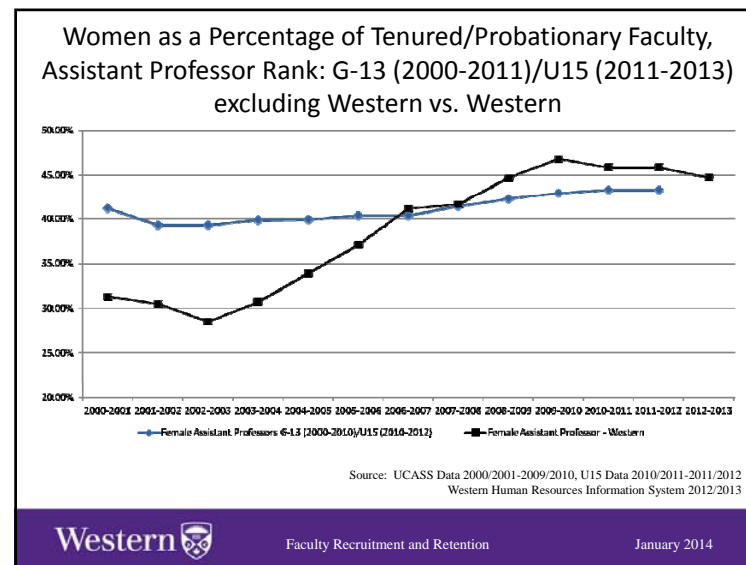
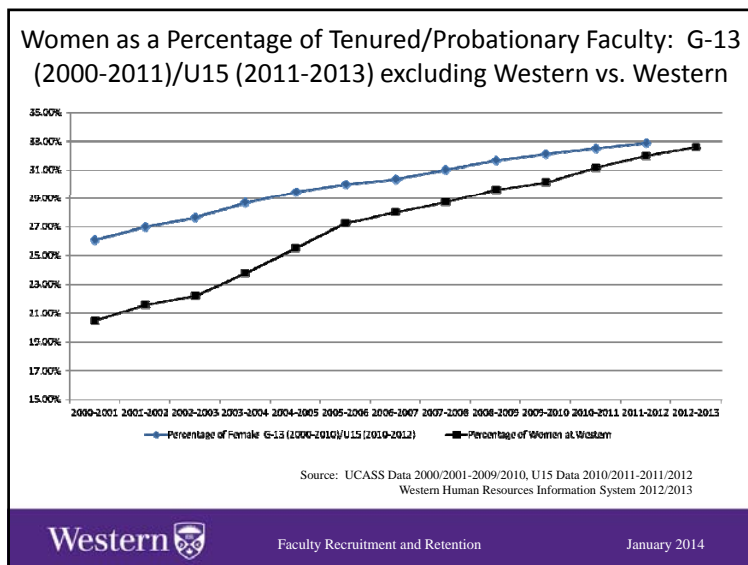
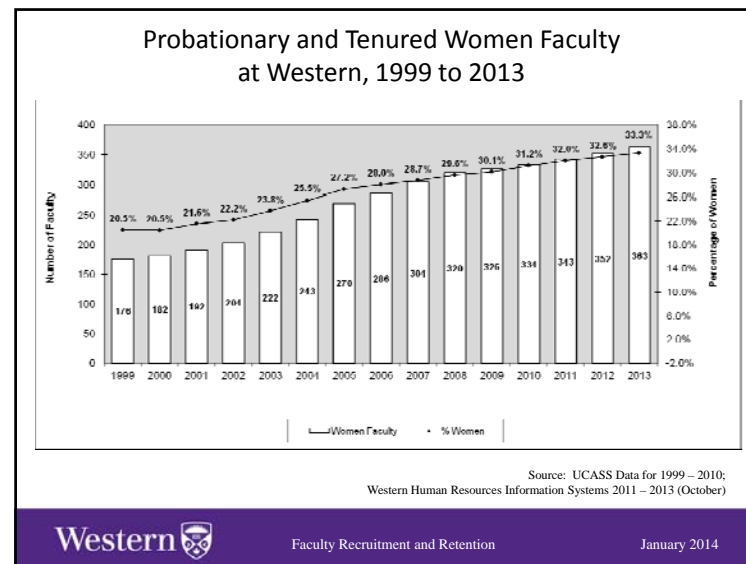
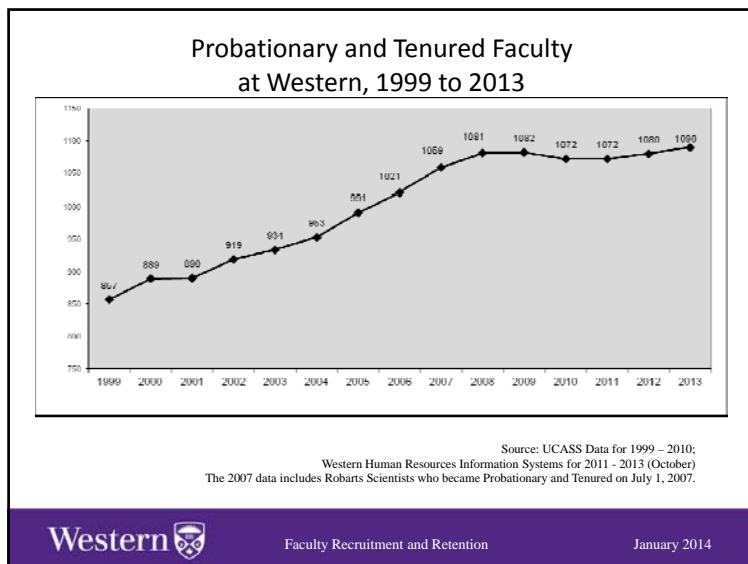


Source: Western Corporate Information 1985 - 1999
UCASS Data 1999 - 2010
Western Human Resources Information Systems 2011 - 2013

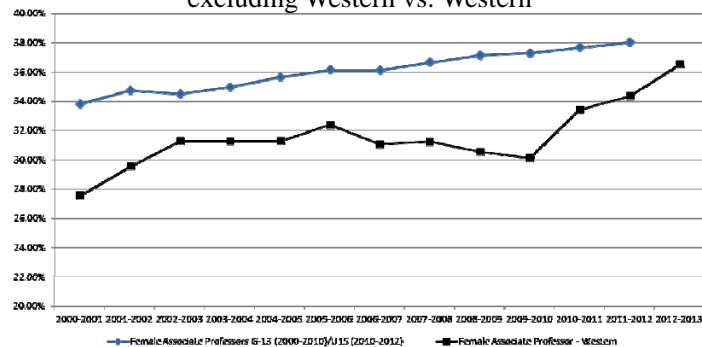


Faculty Recruitment and Retention

January 2014



Women as a Percentage of Tenured/Probationary Faculty,
Associate Professor Rank: G-13 (2000-2011)/U15 (2011-2013)
excluding Western vs. Western



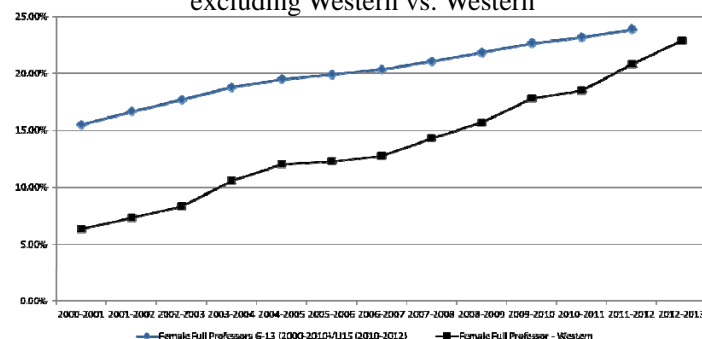
Source: UCASS Data 2000/2001-2009/2010, U15 Data 2010/2011-2011/2012
Western Human Resources Information System 2012/2013



Faculty Recruitment and Retention

January 2014

Women as a Percentage of Tenured/Probationary Faculty,
Full Professor Rank: G-13 (2000-2011)/U15 (2011-2013)
excluding Western vs. Western



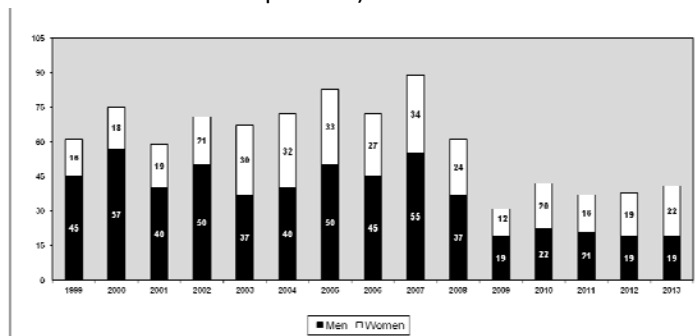
Source: UCASS Data 2000/2001-2009/2010, U15 Data 2010/2011-2011/2012
Western Human Resources Information System 2012/2013



Faculty Recruitment and Retention

January 2014

New Tenured & Probationary Faculty
at Western by Gender (including those at Western previously in
a Limited Term position): 1999 – 2013 Cohorts



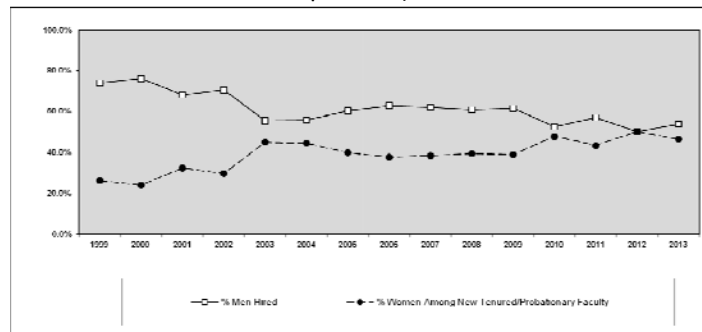
Source: UCASS Data for 1999 – 2010;
Western Human Resources Information Systems 2011 – 2013 (October)
Data excludes faculty joining from Roberts.



Faculty Recruitment and Retention

January 2014

Percentage of New Tenured and Probationary Faculty at
Western by Gender (including those at Western previously in a
Limited Term position): 1999 – 2013



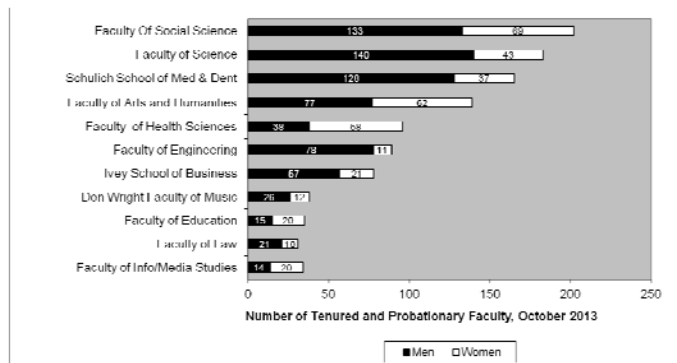
Source: UCASS Data for 1999 – 2010
Western Human Resources Information Systems 2011 – 2013 (October)
Data excludes faculty joining from Roberts



Faculty Recruitment and Retention
2014

January

Probationary and Tenured Faculty, by Faculty and Gender, October, 2013



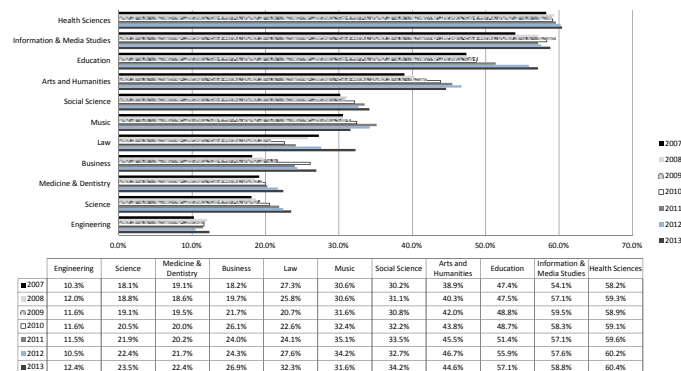
Source: Western Human Resources Information Systems for 2013 (October)



Faculty Recruitment and Retention

January 2014

Percentage of Tenured/Probationary Women Faculty, by Faculty, 2007 to 2013



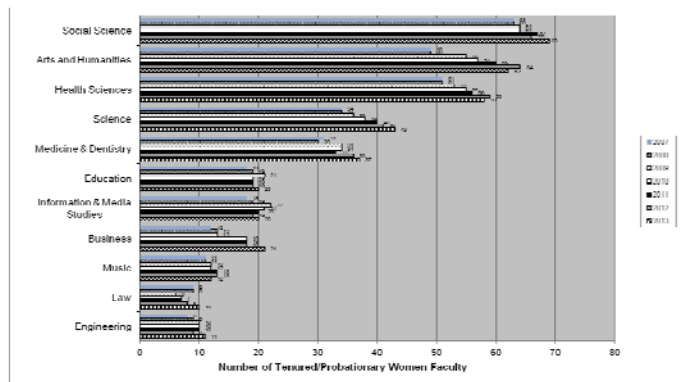
Source: UCASS data for 2007;
Western Human Resources Information System 2008 - 2013 (October).



Faculty Recruitment and Retention

January 2014

Number of Tenured/Probationary Women Faculty, by Faculty, 2007-2013



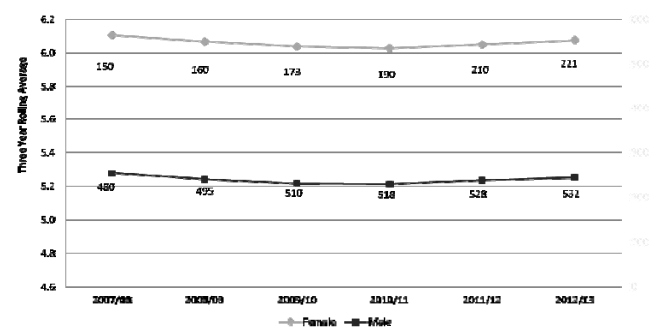
Source: UCASS data for 2007;
Western Human Resources Information System 2008 - 2013 (October).



Faculty Recruitment and Retention

January 2014

Average Time to Tenure from Full Time Start at Western

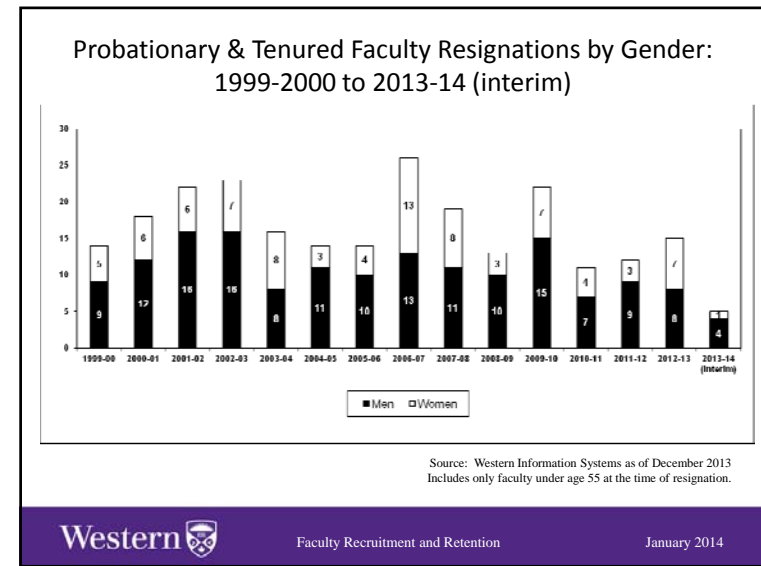
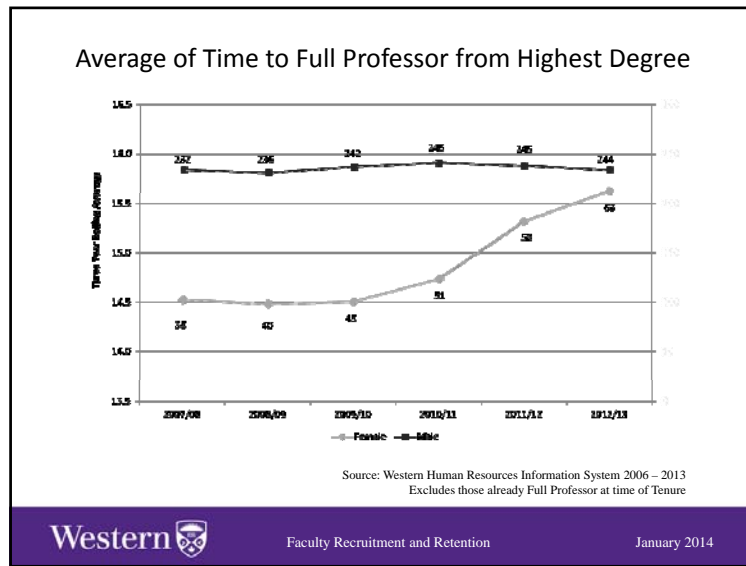
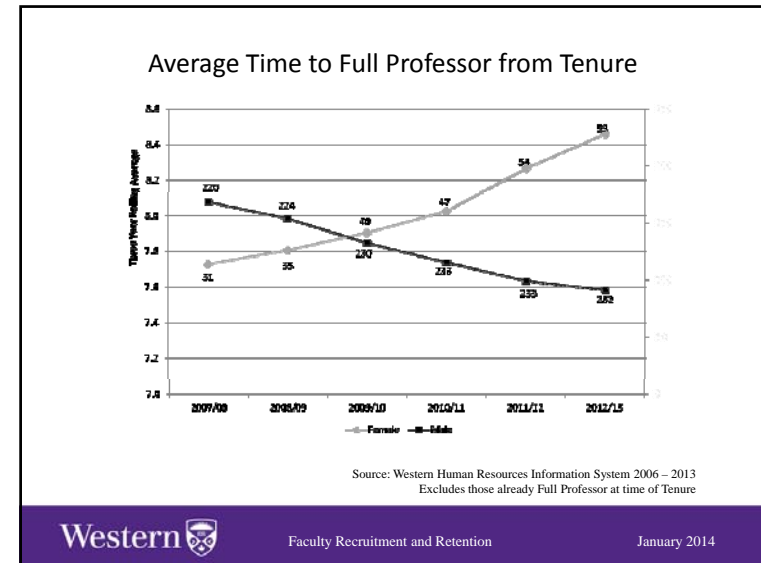
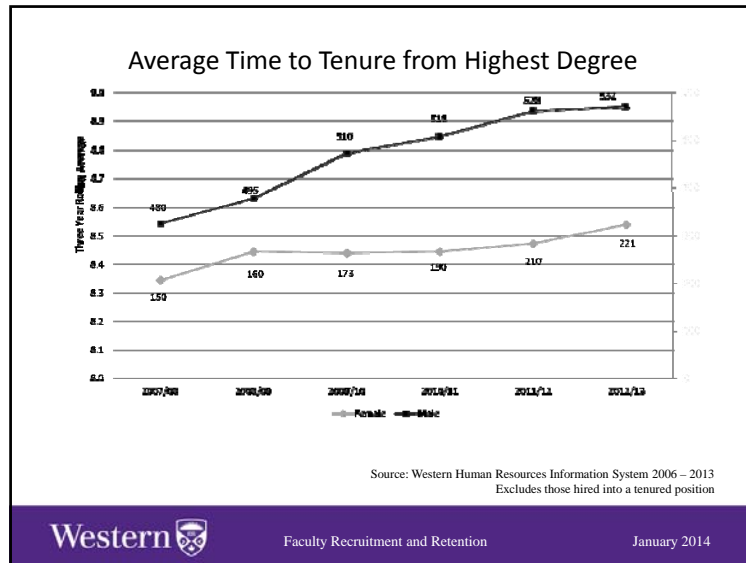


Source: Western Human Resources Information System 2006 - 2013
Excludes those hired into a tenured position

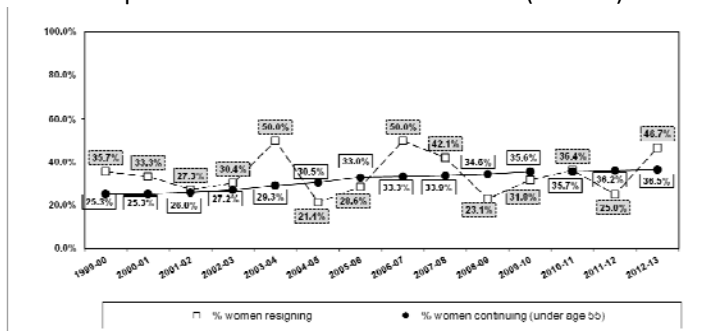


Faculty Recruitment and Retention

January 2014



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



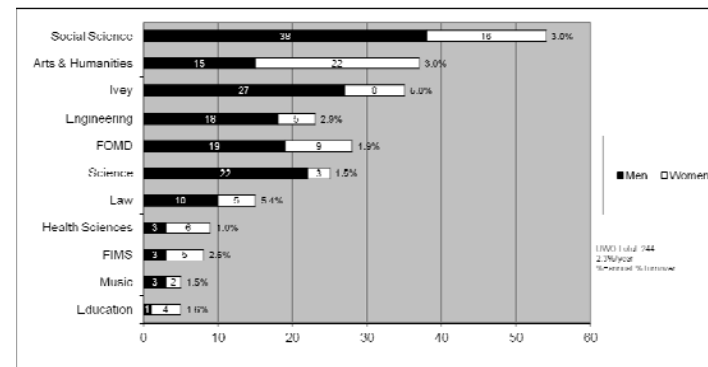
Source: Western Information Systems (December 2013) for resignation data and UCASS Data for 1999-2007, and Western's Human Resources Information Systems for 2007-13 for continuing population data.



Faculty Recruitment and Retention

January 2014

Total Probationary & Tenured Resignations by Faculty: 1999-00 to 2012-13



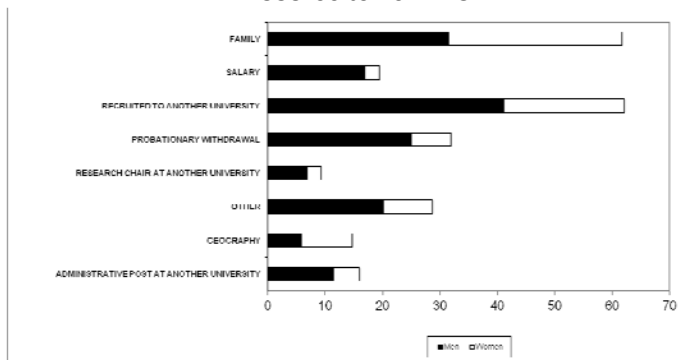
Source: Western's Human Resources Information Systems. Percentages based on Tenured/Probationary faculty as of December 2013.



Faculty Recruitment and Retention

January 2014

Probationary and Tenured Faculty Reasons for Leaving: 1999-00 to 2012-13



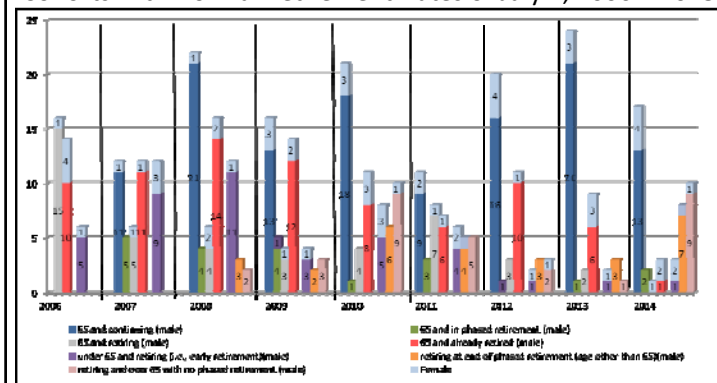
Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member



Faculty Recruitment and Retention

January 2014

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



Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2014

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

Age	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
60	30	35	22	39	22	26	26	39	29	24	18
61	34	28	33	21	34	22	25	27	39	29	22
62	34	31	28	34	20	34	21	24	25	39	27
63	21	32	30	23	31	18	33	20	21	24	38
64	22	20	31	30	22	30	18	33	22	21	24
65	6	8	10	28	25	22	23	14	27	21	19
66	0	0	0	7	24	20	19	18	11	27	19
67	0	0	0	0	4	21	16	14	16	9	24
68	0	0	0	0	0	3	11	13	12	15	7
69	0	0	0	0	0	0	3	9	11	10	9
70	0	0	0	0	0	0	0	3	8	9	7
71	0	0	0	0	0	0	0	0	3	6	7
72	0	0	0	0	0	0	0	0	0	2	5
73	0	0	0	0	0	0	0	0	0	0	2
Total	147	154	154	182	182	196	195	214	224	236	228

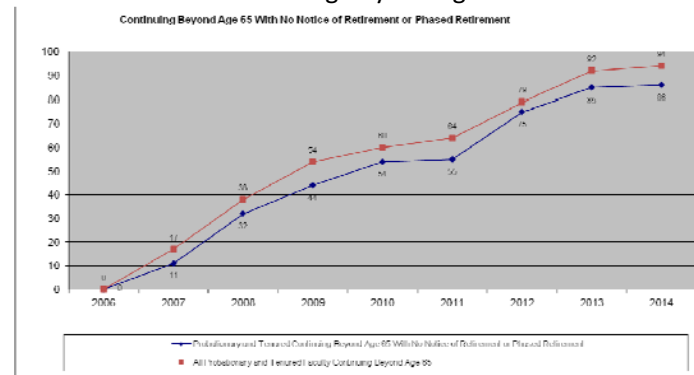
Source: UCASS 2004 – 2010
UWO Data 2011 – 2014



Faculty Recruitment and Retention

January 2014

Probationary and Tenured Faculty at Western: Continuing Beyond Age 65



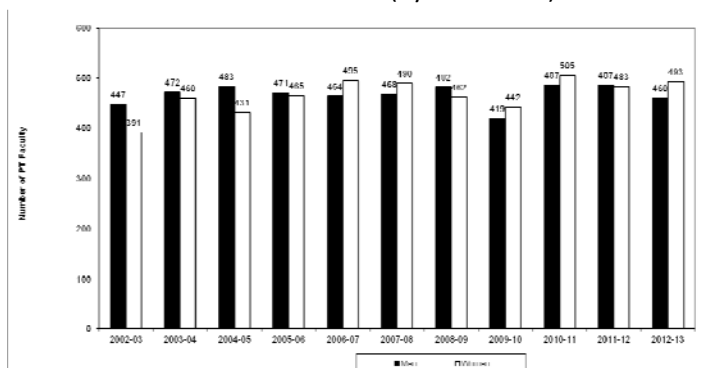
Source: Western Human Resources Information System



Faculty Recruitment and Retention

January 2014

Number of Individuals with Part-Time Faculty Appointments: 2002-03 to 2012-13 (by Fiscal Year)



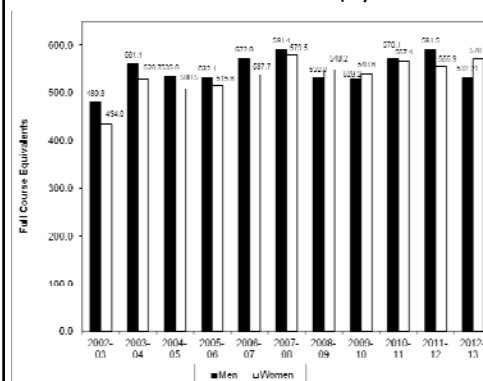
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2014

Degree Credit Course Teaching in FCEs by Part-Time Faculty: 2002-03 to 2012-13 (by Fiscal Year and Gender)



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

Note: Instructor data is unavailable for
3.7% of courses in 2002-03; 1.1% in
2003-04; 1.2% in 2004-05;
0.8% in 2005-06, 0% in 2006-07,
through 2012-13.

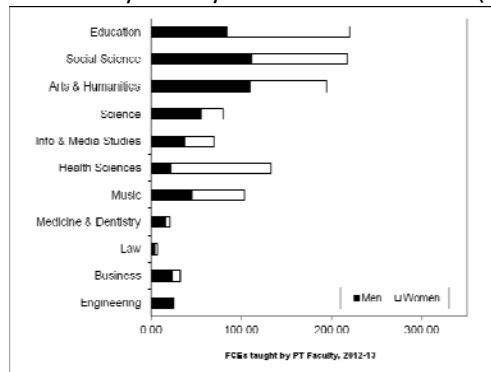
Course data for undergraduate, graduate and
professional degree credit course teaching
are included, with the exception of
independent studies, directed research,
exams, theses, clinical courses, etc.



Faculty Recruitment and Retention

January 2014

Degree Credit Courses taught by Part-Time Faculty in FCEs, by Faculty and Gender: 2012-13 (Fiscal Year)



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

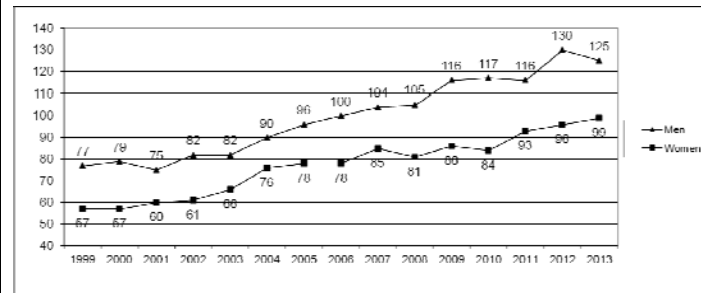
Course data for undergraduate, graduate and professional degree credit course teaching are included, with the exception of independent studies, directed research, exams, theses, clinical courses, etc. Course data for the Faculty of Education includes the Additional Qualification Courses.



Faculty Recruitment and Retention

January 2014

Limited Term Appointments: 1999 to 2013



Source: UCASS Data 1999- 2007 (October).

Please note: a) Statistics Canada data includes faculty and appointment types that are outside of the UWOFA Collective Agreement; and b) the definition of limited term for Statistics Canada purposes has changed over time. Data may therefore not accurately reflect trends.

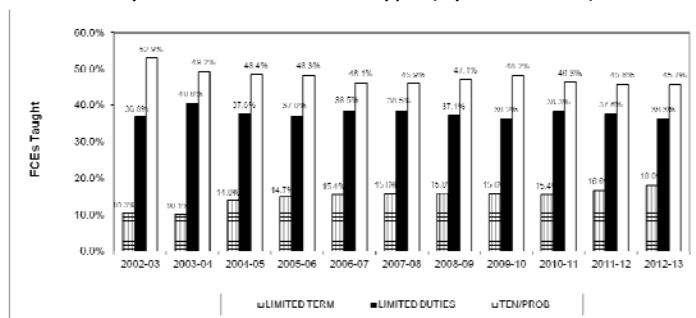
Source: Western's Human Resources Information Systems 2008 - 2013 (October)



Faculty Recruitment and Retention

January 2014

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



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

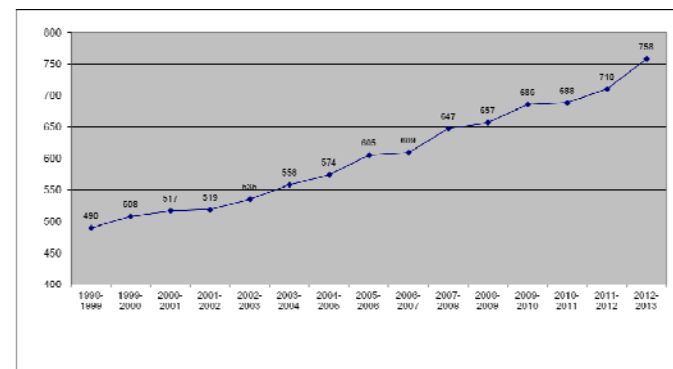
Note: Instructor data is unavailable for 3.7% of courses in 2002-03; 1.1% in 2003-04; 1.2% in 2004-05; 0.8% in 2005-06, 0% in 2006-07 through 2012-13.



Faculty Recruitment and Retention

January 2014

Clinical Full Time Faculty (Physicians in Schulich) at Western, 1999 – 2013



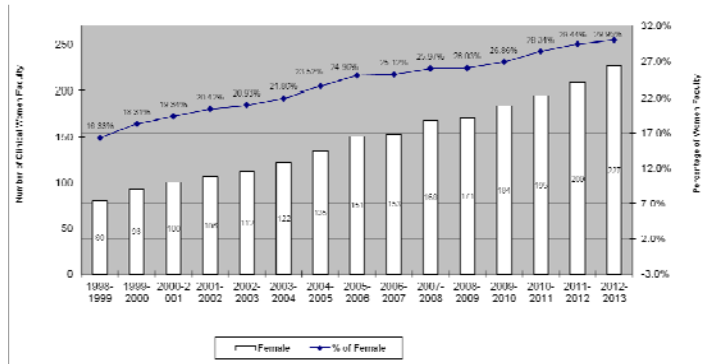
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2014

Clinical Full Time Women Faculty (Physicians in Schulich) at Western, 1999 – 2013



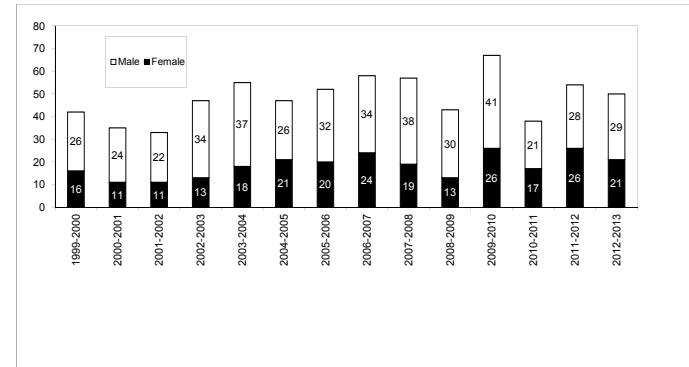
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2014

New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 2000 – 2013



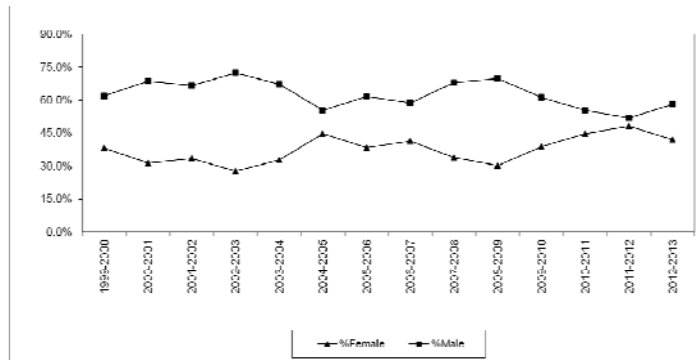
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2014

Percentage of New Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 1999/00 – 2012/13



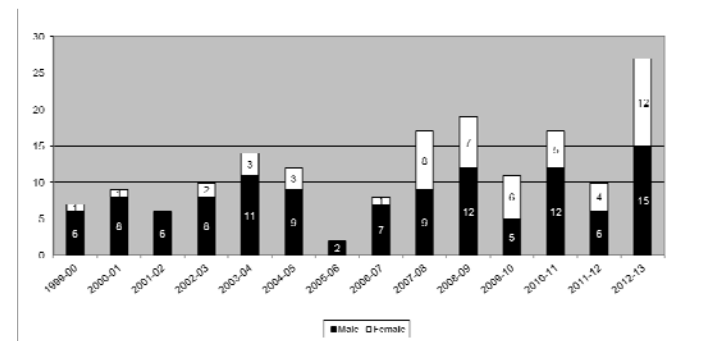
Source: Western Human Resources Information Systems



Faculty Recruitment and Retention

January 2014

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



Source: Western Human Resources Information System



Faculty Recruitment and Retention

January 2014

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

	Senate Membership – Faculty Constituencies
	Senate Membership – Huron University College
	Senate Membership – Graduate Student Constituency
	Senate Membership – Representative from the General Community
	Amendments to Appointment Procedures for Senior Academic and Administrative Officers of the University
	Amendment to Section Q. University Librarian of <i>Appointments Procedures for Senior Academic and Administrative Officers of the University</i>
	Appointment of Acting Chancellor and Vice-Chancellor for Western's MD Convocation – May 16, 2014

FOR APPROVAL

1. **Senate Membership – Faculty Constituencies**

Recommended: That the following nominees be appointed to Senate for the term of July 1, 2014 – June 30, 2016 in accordance with the Senate election procedures for the filling of vacancies:

Arts and Humanities	Bernd	Steinbock
Brescia University College		Donna Rogers *
Education	Shelley	Taylor
Health Sciences		Volker Nolte (Kinesiology)
Beverly		Leipert (Nursing)
Huron University College		Todd Townshend (Theology)
Information and Media Studies		Carole Farber
King's University College		Claude Olivier
Law	Bernd	Hovius
Music	Joh	n Cuciurean (Performance Studies)
SGPS – Health Sciences		Elizabeth Skarakis-Doyle (CSD)

*Reappointment

2. **Senate Membership: Huron University College**

Recommended: That the seat held by Mark Blagrove, representative of the Huron University College constituency on Senate, be declared vacant effective July 1, 2014 as a result of his sabbatical leave and Neil Brooks be elected to complete his term until June 30, 2015.

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

Recommended: That Shannon Mischler *(Psychology) and Tom McMurrough (Biochemistry) be elected by Senate to represent the Graduate Student constituency (term July 1, 2014 to June 30, 2015).

*Reappointment

Background:

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

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

Recommended: That effective July 1, 2014, Mr. Jacob Malkin be reappointed to serve for a second term on Senate as a representative of the General Community to June 30, 2016.

Background:

Membership on Senate includes five representatives of the General Community – the President of the Alumni Association (or designate), two persons appointed by the Alumni Association and two persons elected by the Senate. One of the five members must be active in or associated with secondary school education. Nominations for Senate-elected members come from the “Nominating Subcommittee to elect a Senate Representative from the General Community”.

The Nominating Subcommittee unanimously agreed to reappoint Mr. Jacob Malkin for a second term. Mr. Malkin is a co-founder and vice-president of the London Multicultural Community Association, President of the Jewish National Fund, London Chapter and a Board Member of the London Downtown Business Association. Mr. Malkin has also served on numerous task forces and committees of the City of London and on various School Councils.

5. **Amendment to Section J. Vice-Provost (Academic Programs & Students)[Registrar] and Creation of Section K – University Registrar**

Recommended: That Senate approve the following revision to Section J of the *Appointment Procedures for Senior Academic and Administrative Officers of the University* and a new Section K – University Registrar as outlined below:

a. **SECTION J. VICE-PROVOST (ACADEMIC PROGRAMS) & STUDENTS) [REGISTRAR]**

Composition of Selection Committee

A committee to select a Vice-Provost (Academic Programs) & Students) [Registrar] shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the ~~Vice-President (Resources & Operations)~~ Vice-Provost (International)
- (c) ~~6 persons~~ 4 faculty elected by Senate, one of whom shall be a student dean, and ~~only one of whom may be a Dean. The Presidents of the University Students' Council and the Society of Graduate Students shall qualify as students for this purpose. at least one of whom shall be an associate dean (academic)~~
- (d) 1 Student Senator elected by Senate

Procedure

- 1. The Chair shall convene the Committee
- 2. The Chair shall undertake negotiations with prospective appointee
- 3. The Chair shall report to Senate through the President & Vice-Chancellor

Term

The term of the Vice-Provost (Academic Programs) is five years and may be renewed.

b. **SECTION K. UNIVERSITY REGISTRAR**

A committee to select a University Registrar shall consist of:

- (a) the Provost & Vice-President (Academic) who shall be Chair
- (b) the Vice-Provost (Academic Programs)
- (c) the Associate Vice-President (Student Experience)
- (d) 3 members elected by Senate, one of whom must be an associate dean (academic)
- (e) 1 Student Senator elected by Senate

Procedure

- 1. The Chair shall convene the Committee
- 2. The Chair shall undertake negotiations with the prospective appointee
- 3. The Chair shall report to Senate through the President & Vice-Chancellor

Term

- 1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
- 2. If the appointee does not have an academic appointment with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

Background

The External Reviewers' 2013 report on the portfolio of the Vice-Provost (Academic Programs and Students) [Registrar] recommends that the portfolio be divided into two portfolios, one focusing on academic programs and the other on student affairs. In addition, the report suggests that the Associate Registrar be renamed Registrar to reflect appropriately the current responsibilities of that office. The Provost accepts the recommendation and the suggestion. The requirements of the quality assurance process and the University's commitment to enhancing the student learning experience calls for an enhanced leadership focus on academic programs and services. Western has established its reputation as a destination university for the student experience, and the proposed restructuring bolsters the University's commitment to students through the creation of the Associate Vice-President (Student Experience) position with a direct report to the Provost. The Vice-Provost (Academic Programs) and the Associate Vice-President (Student Experience) will work together closely to support the education of the whole person and student success.

The key responsibilities of the redefined Vice-Provost (Academic Programs) position are as follows:

- Office of the Registrar
- Teaching and Learning Services
- Undergraduate academic programs and policy
- Curricular and pedagogical innovation and the student learning experience
- E-Learning and Distance Studies
- Lifelong learning
- Delegated authority for the Institutional Quality Assurance Process for undergraduate programs
- Academic administrative and support services
- Student pathways and mobility
- Domestic educational partnerships

The proposed changes to the *Appointment Procedures for Senior Academic and Administrative Officers of the University* reflect these changes to the administrative structure of the portfolio. The position of University Registrar is included in the Procedures because it is one of the positions named in the Act appointments to which must be approved by the Board of Governors. The Associate Vice-President (Student Experience) position is not included here. With limited exceptions, practice has been that AVP

positions are within the remit of the Vice-President to whom they report. The document will be renumbered as a consequence of the addition of the University Registrar position.

6. **Amendment to Section Q. University Librarian of *Appointments Procedures for Senior Academic and Administrative Officers of the University***

Recommended: That Senate approve a revision to the current Section Q of *Appointment Procedures for Senior Academic and Administrative Officers of the University* to change the title of "University Librarian" to "Vice-Provost and Chief Librarian."

Background:

The change in title for the University Librarian recognizes that the position is a direct report to the Provost with pan-University responsibility. The Vice-Provost and Chief Librarian is expected to play an increasingly important role in the strategic direction of Western Libraries and the vision of the University and will lead Western Libraries to the cutting edge of what it means to be a 21st century research library. Section Q. of *Appointments Procedures for Senior Academic and Administrative Officers of the University* will be amended as required.

7. **Appointment of Acting Chancellor and Vice-Chancellor for Western's MD Convocation - May 16, 2014**

Recommended: That Senate authorize Dr. Janice Deakin to serve as Acting Chancellor and Dr. Michael Strong to serve as Acting Vice-Chancellor at Western's MD Convocation scheduled for May 16, 2014.

Background:

From the UWO Act, sec. 37(3) and (4): "In the absence of the Chancellor ... the Vice-Chancellor shall act as Chancellor at Convocation or shall appoint a member of the Faculty to act in that capacity. In the absence of both the Chancellor and Vice-Chancellor ... the Chancellor's duties shall be performed by a member of the Faculty appointed by the Senate for that purpose."

REPORT OF THE NOMINATING COMMITTEE

	Decanal Selection Committee – Faculty of Health Sciences
	Decanal Selection Committee – Faculty of Social Science
	Decanal Selection Committee – Schulich School of Medicine & Dentistry

FOR ACTION

1. **Decanal Selection Committee – Faculty of Health Sciences**

Composition: A committee to select a Dean of a Faculty shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- (d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean,

Required: 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean

Nominees: Chris Brown (AH)
Karen Campbell (MD)
Andy Hrymak (Engg/Dean)

2. **Decanal Selection Committee – Faculty of Social Science**

Composition: A committee to select a Dean of a Faculty shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- (d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean,

Required: 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean

Nominees: Helene Berman (HS)
Matt Davison (Sci)
Michael Milde (AH/Dean)

3. **Decanal Selection Committee – Schulich School of Medicine & Dentistry**

Composition: A committee to select a Dean of a Faculty shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- (d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean,
- (e) for Medicine & Dentistry, the President and Chief Executive Officers of the London Health Sciences Centre and St. Joseph's Health Care or designates, one Robarts Scientist identified by the Robarts Scientists, and one additional student and faculty member elected by the Council of the Schulich School of Medicine & Dentistry

Required: 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean

Nominees: Charmaine Dean (Sci/Dean)
JB Orange (HS)
Nadi ne Wathen (FIMS)

FOR INFORMATION

Future Business of the Senate Nominating Committee

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

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

Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Introduction of a new subject area "World Literature and Culture" and renaming of modules

Faculty of Arts and Humanities, Department of English and Writing Studies: Introduction of a new subject area "Theatre Studies" and new courses

Faculty of Science, Department of Earth Sciences: Introduction of a Minor in Planetary Science and Space Exploration

Faculty of Science, Department of Physics and Astronomy: Withdrawal of the modules in Planetary Science

Faculty of Social Science, Department of Anthropology: Introduction of a Major in Anthropology

King's University College: Introduction of a King's Scholar Program and Themed Module in Western Thought and Civilization

King's University College: Introduction of a new Subject Area "Western Thought and Civilization" and new Courses

King's University College: Renaming "King's Foundations in the Humanities" program to "Foundations in Western Thought and Civilization" at King's University College

School of Graduate and Postdoctoral Studies: Cyclical review report for the Graduate Program in Kinesiology

Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)

New Scholarships, Awards and Bursaries

Report of the Subcommittee on Teaching Awards (SUTA) – *Will be distributed via e-mail on March 20*

FOR APPROVAL

1. **Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Introduction of the new Subject Area "World Literatures and Cultures" and Renaming of Modules in Comparative Literature and Culture**

Recommended: That the new subject area "World Literatures and Cultures" be introduced in the Department of Modern Languages and Literatures effective September 1, 2014, and,

That the Honors Specialization, Specialization, Major and Minor in Comparative Literature and Culture be renamed as Honors Specialization, Specialization, Major and Minor in World Literatures and Cultures, effective September 1, 2014, and,

That students currently enrolled in the Comparative Literature and Culture Modules be allowed to graduate with the old designation by September 1, 2018.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2014/pg233.html>
<http://www.westerncalendar.uwo.ca/2014/pg234.html>

Background:

The current generation of students interested in global perspectives and committed to internationalization will find the new module and area designation more attractive and, most importantly, more accurate in describing the pedagogical intentions of the modules and their courses.

Separate DAP proposals will be submitted to change the designation of courses currently listed in "Comparative Literature and Culture" to "World Literatures and Cultures" after Senate approval.

2. **Faculty of Arts and Humanities, Department of English and Writing Studies: Introduction of a new Subject area "Theatre Studies" and new courses**

Recommended: That a new subject area "Theatre Studies" be introduced in the Department of English and Writing Studies effective September 1, 2014, and

That new courses be introduced in Theatre Studies effective September 1, 2014 as listed in [Appendix 1](#).

Background:

A new interdisciplinary program is being proposed by the Faculty of Arts and Humanities in Theatre Studies. A new Major and Minor are being considered on this area. Theatre Studies builds on the interests and strengths of the Department of English and Writing Studies and the Department of Modern Languages and Literatures.

3. **Faculty of Science, Department of Earth Sciences: Introduction of a Minor in Planetary Science and Space Exploration**

Recommended: That effective September 1, 2014, the Minor in Planetary Science and Space Exploration be introduced in the Department of Earth Sciences

NEW CALENDAR COPY

MINOR IN PLANETARY SCIENCE AND SPACE EXPLORATION

Admission Requirements

Completion of 5.0 first-year courses.

Module

4.0 courses:

0.5 course: Earth Sciences 2001F/G

0.5 course: Geography 2090A/B

3.0 courses from: Earth Sciences 2200A/B, 2206A/B, 2231A/B, 2240F/G, 2250Y, 3001A/B, 3312A/B, 4001Y, 4002A/B, Astronomy 2021A/B, Physics 2070A/B, Geography 2220A/B, 2230A/B.

Note: Some courses listed in this module have prerequisites not included in the module. Students in the Faculty of Science cannot take Astronomy 2021A/B and Physics 2070A/B for credit.

Background

The Minor in Planetary Science and Space Exploration module will be offered by the Department of Earth Sciences, as the Planetary Science undergraduate Honors/Major/Minor modules will be withdrawn by the Physics and Astronomy Department and will no longer accept new students as of September 1, 2014.

4. **Faculty of Science, Department of Physics and Astronomy: Withdrawal of Modules in Planetary Science**

Recommended: That the Honors Specialization, Specialization, Major and Minor in Planetary Science be withdrawn effective September 1, 2014, and

That registration in these modules be discontinued effective March 1, 2014, and

That students currently enrolled in these modules be allowed to graduate in these modules by September 1, 2018.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2014/pg726.html>

<http://www.westerncalendar.uwo.ca/2014/pg738.html>

<http://www.westerncalendar.uwo.ca/2014/pg732.html>

<http://www.westerncalendar.uwo.ca/2014/pg743.html>

Effective March 1, 2014, admission to the Honors Specialization, Specialization, Major, and Minor modules in Planetary Science will be discontinued. Students enrolled prior to September 1, 2013 will be permitted **to continue with the understanding that they must complete the requirements prior to September 1, 2018; and, that effective September 1, 2018, the modules will be withdrawn.** New students are encouraged to enquire into the *Minor in Space Science and Exploration* offered by the Department of Earth Sciences, Faculty of Science, beginning September 1, 2014.

Background

The current modules in Planetary Science will be discontinued and a new module, *Minor in Planetary Science and Space Exploration*, is being proposed for Sept 1, 2014, through the Department of Earth Sciences. The Planetary Science modules had very low enrollment, with only two students currently enrolled (now in third and fourth year). The Department of Earth Sciences will be offering new and revised courses for the new proposed Minor in Planetary Science and Space Exploration, in place of the current courses, as well as other courses, according to the student interest and demand experienced within their department.

5. **Faculty of Social Science, Department of Anthropology: Introduction of a Major in Anthropology**

Recommended: That effective September 1, 2014, the Major in Anthropology be introduced in the Department of Anthropology.

NEW CALENDAR COPY

MAJOR IN ANTHROPOLOGY

Admission Requirements:

Completion of first-year requirements, including either Anthropology 1020E, or Anthropology 1025F/G and one of Anthropology 1026F/G or Anthropology 1027A/B, with a mark of at least 60% in each.

Module: 6.0 courses

0.5 course from: Anthropology 2211F/G, 2212F/G, 2214F/G, 2216F/G, 2217F/G, 2218F/G, 2219F/G

0.5 course from: Anthropology 2230F/G, 2231F/G, 2232F/G, 2233F/G, 2234F/G

2.0 courses: Anthropology 2222F/G, 2226A/B, 2229F/G, 2245F/G

1.0 course from: 3237A/B, 3266F/G, 3301E, 3302F/G, 3305F/G, 3307A/B, 3308F/G, 3309F/G, 3310A/B, 3311F/G, 3312F/G, 3332F/G, 3333F/G, 3334F/G, 3335F/G, 3336F/G, 3337F/G, 3338F/G, 3340A/B, 3341F/G, 3342A/B, 3349F/G

2.0 courses in Anthropology not previously taken at the 2200 level or above in any subfield.

Background

At present, students entering and progressing within one of the three majors in Anthropology are confined to one subfield: Bioarchaeology, Linguistic Anthropology or Sociocultural Anthropology. The purpose of this new single Major in Anthropology is to remove the barriers for students who are interested in more than one subfield in Anthropology. The new major will require students to take at least one half course in each of the four subfields at the same time that it gives students more options to sample one or two particular subfields or to continue to focus on only one.

6. **King's University College: Introduction of a King's Scholar Program and Themed Module in Western Thought and Civilization; Introduction of new Subject area "Western Thought and Civilization" and new Courses; Renaming "King's Foundations in the Humanities" program to "Foundations in Western Thought and Civilization" at King's University College**

6a Introduction of a King's Scholar Program and Themed Module in Western Thought and Civilization

Recommended: That effective September 1, 2014, a King's Scholar Program and Themed Module in Western Thought and Civilization be introduced at King's University College as shown in [Appendix 2](#).

Background

The King's Scholar program arises out of the current King's Foundations in the Humanities, which has been in place since 2011. King's Foundation comprises three fully integrated interdisciplinary essay courses in History, English, and Philosophy (See 6b below). Ever since the inception of the Foundations in the Humanities courses, students have been asking for a program that would continue the interdisciplinary work of the Foundation Year courses that would allow them to develop the critical thinking, writing, and public speaking skills of such an integrated pedagogy into their upper level work.

The King's Scholar Program intends to meet this demand by offering students the opportunity to continue their experience of the Foundation Year into their senior course of study. The Foundations in the Humanities courses are not a formal prerequisite for the King's Scholar Program, however, there is a shared pedagogy of both the Foundation Year courses and the King's Scholar Program. The titles of the three King's Foundation in the Humanities courses (English 1901E, History 1901E and Philosophy 1901E) will be revised in a Separate DAP proposal to "Foundation in Western Thought and Civilization". The King's Scholar in Western Thought and Civilization program differs from the Scholar's Electives at Western University and its sister Affiliated Colleges through both its pedagogical methodology and its core subject content.

For administrative purposes, this program will be situated in the Department of Modern Languages, since English is one of the core disciplines in the successful King's Foundations in the Humanities, along with History and Philosophy.

6b Introduction of a new subject area "Western Thought and Civilization" and new courses

Recommended: That "Western Thought and Civilization" be introduced as a new subject area and that new courses in Western Thought and Civilization be introduced as listed in [Appendix 3](#), effective September 1, 2014.

Background:

The King's Scholar Program features an interdisciplinary, integrated, core program in Western Thought and Civilization.

Western Thought and Civilization 2901E is the foundational senior-requirement (1.0) of the proposed "King's Scholar program and themed module in Western Thought and Civilization."

Western Thought and Civilization 3901F/G/Z is the first of two required senior half-courses supporting the newly proposed "King's Scholar" module.

Western Thought and Civilization 4901F/G/Z is the second of the two required senior half-courses supporting the newly proposed "King's Scholar" module.

6c Renaming of the "King's Foundations in the Humanities" Program to "Foundations in Western Thought and Civilization"

Recommended: That, effective September 1, 2014, "King's Foundations in the Humanities" program be re-named to "Foundations in Western Thought and Civilization" at King's University College, as shown in [Appendix 4](#).

Background:

The title of the Foundation Year has been revised to reflect the proposed title for the new module in Western Thought and Civilization.

FOR INFORMATION

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

SCAPA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the Graduate Programs in Kinesiology Therapy, as detailed in [Appendix 5](#).

8. **Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)**

SCAPA approved the revisions to the SUTA regulations effective March 1, 2014 as shown in [Appendix 6](#) on the recommendation of SUTA.

Minor editorial changes were made as follows:

- Clarification was included in the Angela Armitt award criteria for the determination of eligibility for a part-time faculty member.
- The Section referring to the “Format for Nominations” was moved before the Section “The 12 Factors to be considered by SUTA”. The Sections were renumbered respectively as Sections E. and D.
- Clarification was added to the section “Letters from Primary Nominators” to indicate that two separate letters are required from the two primary nominators.

[The current regulations are posted on the web: <http://www.uwo.ca/univsec/pdf/senate/sutaregs.pdf>]

9. **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 as set out in [Appendix 7](#).

10. **Report of the Subcommittee on Teaching Awards (SUTA)**

The report of the Subcommittee on Teaching Awards is attached as **Appendix 8. (Will be distributed via e-mail on March 20)**

Faculty of Arts and Humanities, Department of English and Writing Studies:
New courses in Theatre Studies

NEW CALENDAR COPY

Theatre Studies 2201F/G: Understanding Performance

This course will equip students with the primary tools necessary to conduct basic performance analysis. From costumes to lighting and sound effects to textual alterations, students will learn to analyze a production while exploring the social, political, and aesthetic meanings of the required texts.

Antirequisite(s):

Prerequisite(s): At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

3 hours, 0.5 course.

Theatre Studies 2202F/G: Performance Beyond Theatres

Students will examine forms of contemporary performance that are less conventional and/or challenge conventional assumptions. This course will explore the performance of everyday life, contemporary avant-garde, site specific, and environmental theatre.

Antirequisite(s):

Prerequisite(s): At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

3 hours, 0.5 course.

Theatre Studies 2203E: Forms and Genres of Theatre

This course provides an introduction to theatrical forms and genres through the study of a selection of plays from national and geographical locations. Students will examine theatre as an evolving art form, and consider how performance offers social, economic, and political commentary at particular historical and cultural moments.

Antirequisite(s): English 2400E.

Prerequisite(s): At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

3 hours, 1.0 course.

**King's University College: King's Scholar Program and Themed Module in
Western Thought and Civilization**

NEW CALENDAR COPY

King's Scholar Program and Themed Module in Western Thought and Civilization

The King's Scholar Program allows students who have demonstrated outstanding academic potential to apply to King's University College for admission to both a primary, discipline-based program of study and the King's Scholar module. The program is based on intensive interdisciplinary study in an intimate setting in which a distinct methodology is sustained over several years' work, in which students have a close working relationship with faculty members, and where an Independent Research Project encourages students to tailor their scholarly research to reflect the questions and problems provoked by the seminars and field trips. The program is intended primarily for students who are interested in completing a four-year Honors degree before moving on to further study or their chosen careers. After completing first year, King's Scholar students will each year take one King's Scholar course for the remaining three years of study (ie: Western Thought and Civilization (WTC) 2901E, 3901F/G/Z, 4901F/G/Z).

King's Scholar students will enroll in the themed King's Scholar module in Western Thought and Civilization (WTC) in addition to their Honors degree courses. The King's Scholar WTC courses will bring students into contact with faculty members from different disciplines and will expose students to significant ideas and methodologies from those different disciplines. Students will be admitted to the King's Scholar module by the Academic Dean according to the Admission Requirements.

The King's Scholar module is course-based but with a strong independent research concentration. The small, intensive, seminar based classes retain Western's Scholar's Electives focus on an individual research experience by participating in the unique pedagogy that defines the King's Scholar. The 20-student cap on each of the King's Scholar courses ensures that students participate in learning skills exercises and develop independent thought. As well, the careful preparation and submission of an Independent Research Project (IRP) is at the core of each course, and in the final year (4901F/G/Z), this IRP (in the form of a conference paper) will be presented at a one-day conference for the public. Drawing directly from the classic and scholastic traditions favouring rigorous analysis and dialectical reasoning, the King's Scholar program is informed by a pedagogy – *Eloquentia Perfecta* - cultivating practical types of training, including public speaking, logical argument and critical composition, and thinking in an interdisciplinary model. In this manner, students acquire essential, practical, and applied knowledge and skills to contribute to problem-solving and ethical decision-making in a globally conceived world. In its themed module, the King's Scholar program adopts an integrated and interdisciplinary approach to Western thought and civilization by engaging students in critical and experiential study of the relationship of literary, artistic and intellectual expressions to the material conditions, structures and processes of historical change. Students will participate in experiential learning that engages them with musical compositions, works of art, virtual scientific experiments and extracurricular activities, including local and, where feasible, international initiatives facilitated through King's University College.

Admission Requirements:

Normally, students apply for admission to the King's Scholar program prior to registration in the first year of a BA degree program. Full-time students who qualify for membership in the King's Scholar program by having at least an 85% admission average are invited to apply. Selection will be determined by the Academic Dean on the basis of grades, admission subjects and personal accomplishments, such as demonstrated achievements beyond the classroom and community contributions.

After the first year, students wishing to join the program, who have completed first year requirements, and whose achievements are comparable to the program's admission and progression requirements may apply to the Academic Dean for admission.

Program Requirements:

Module

2.0 courses after first year.

1.0 course: Western Thought and Civilization 2901E: Medieval to Scientific Revolution

0.5 course: Western Thought and Civilization 3901F/G/Z: Enlightenment to Fin de Siècle

0.5 course: Western Thought and Civilization 4901F/G/Z: 20th Century to Contemporary

Students must be registered in a minimum of 5.0 courses during each Fall/Winter session.

Students may take additional courses in the summer. With permission of the Department and the Dean, students with an appropriate background may be permitted to include senior courses in their first-year program. After first year, all courses taken by King's Scholar students must be numbered 2000 and above. (One exception may be permitted with the Dean's approval.)

Progression and Graduation Requirements

To maintain their registration in the King's Scholar program, students enroll in a minimum of 5.0 courses during the Fall/Winter session and must achieve a sessional average of at least 80% with no mark less than 65%. On any additional courses taken during the summer session, students must maintain a sessional average of at least 70%, with no mark less than 65%.

Students who do not meet the 80% sessional average progression requirement may be permitted to remain in the King's Scholar themed module courses on a competitive basis by applying to the Department. If admitted, such students may count the King's Scholar Western Thought and Civilization (WTC) courses towards their standard discipline-based modules with permission of the Department. Such students, however, will not be eligible for the King's Scholar designation.

Graduation Requirements:

Completion of an Honors Bachelor of Arts degree, including the King's Scholar module, with a minimum cumulative average of 80% with no mark less than 65%. The diploma awarded to students will record both the status of King's Scholar and the Honors Specialization and/or Majors studied, as recommended by the Dean.

King's University College: Courses in "Western Thought and Civilization"

NEW CALENDAR COPY

Western Thought and Civilization 2901E: Medieval to Scientific Revolution

An interdisciplinary exploration of social structures and literary-cultural expressions of Western thought from the medieval era to the Enlightenment. It incorporates: 1) engagement with primary historical, literary, philosophical texts/ideas; 2) training in public speaking and critical argument; 3) 'hands-on' exposure to music, art during seminars and field trips; 4) a Research Project.

Prerequisite: Enrolment in the King's Scholar program either through English 1901E, History 1901E and Philosophy 1901E courses, OR completion of first year requirements and permission of the Dean.

Extra Information: 3 hours; weekly seminar; 1.0.

(King's)

Western Thought and Civilization 3901F/G/Z: Enlightenment to Fin de Siècle

This interdisciplinary course compares the historical dynamics and core philosophical/literary concepts of 18th century radicalism to early 20th century modernism. Goals include proficiency in presentation skills and critical argumentation; introduction to archival work; experience of music, art, architecture, virtual scientific experiments in seminars and field trips; Independent Research Project.

Prerequisite: Western Thought and Civilization 2901E. For King's Scholar designation, students must be enrolled in that program.

Extra Information: 3 hours, fortnightly seminar, 0.5 course.

(King's)

Western Thought and Civilization 4901F/G/Z: 20th Century to Contemporary

Interrogating primary texts/documents, this interdisciplinary course evaluates the ambiguous impact of core 20th century intellectual, ideological, and cultural expressions on the early 21st century. Seminars and field trips in architecture, music, and art complement theoretical discussions. Students' Independent Research Projects culminate in a public capstone conference.

Prerequisite: Western Thought and Civilization 3901F/G/Z. For King's Scholar designation, students must be enrolled in that program.

Extra Information: 3 hours, fortnightly seminar, 0.5 course.

(King's)

**King's University College: Renaming "King's Foundations in the Humanities" program to
"Foundations in Western Thought and Civilization" at King's University College**

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2014/pg1575.html>

KING'S FOUNDATIONS IN THE HUMANITIES *WESTERN THOUGHT AND CIVILIZATION*

The King's Foundations in the Humanities *Western Thought and Civilization (FWTC)* provides students with a comprehensive, interdisciplinary and critical survey of the development of Western civilization from its birth in Antiquity to our contemporary global multi-cultural world. The ~~KFH~~ *FWTC* provides a collaborative approach to the study of the humanistic tradition in a small group setting with intensive faculty-student interaction. Although the principal academic units are History, Literature and Philosophy, the ~~KFH~~ *FWTC* explores a wide range of diverse cultural expressions including the visual arts, architecture and music, as both a mirror of their times and a catalyst to socio-political change. The emphasis in the ~~KFH~~ *FWTC* is to explore the diversity and richness of this tradition from a plurality of disciplinary perspectives as well as its relation to and influence from other non-western traditions.

The ~~KFH~~ *FWTC* is an intense, first-year experience designed for students who desire to get the most out of university and are looking for a unique and challenging approach to their education. The instructors are recognized for their scholarship as well as for their excellence in teaching. Together the instructors and students undertake the critical study of the art, history, literature and philosophy of the humanistic tradition. In addition to lectures and small seminar discussions, the ~~KFH~~ *FWTC* has an experiential learning component. Students participate in a number of diverse cultural events, such as trips to art galleries, the theater, and musical performances. The ~~KFH~~ *FWTC* provides students with a well-rounded educational experience that will serve not only as a foundation for their university studies, but also for a richer and fuller life after university.

The ~~KFH~~ *FWTC* provides a global perspective and comprehensive background that is applicable to future specialization in all domains of study. The ~~KFH~~ *FWTC* fulfills the entrance requirements for the three principal disciplines (English, History, and Philosophy), *the King's Scholar Program and themed module in Western Thought and Civilization*, as well as a number of other programs at King's and UWO. Students are advised to consult the Academic Calendar for admission requirements for the programs they hope to pursue after ~~in~~ *in* second year.

Course content of King's Foundations in the Humanities *Western Thought and Civilization*

The ~~KFH~~ *FWTC* explores the development of the humanistic tradition across various historical periods: Classical Antiquity and the Greco-Roman World; the Middle Ages; the Renaissance, the Reformation and Counter-Reformation; the Age of Reason, Exploration and European colonialism; the Age of Revolutions; and the 20th century. This broad chronological framework functions primarily as an organizing principle that will be punctuated by thematic considerations of the variegated origins and expressions of the Western tradition.

Through a study of the art, literature, philosophy and history of each period, students explore the development of the Humanities in relational and human terms, as a study of peoples, groups, beliefs, values and practices in diverse regional, cultural and geo-political contexts. Students study how interaction and exchange, conflict and accommodation, characterized the development of the West in its interaction with other cultures.

Students in the ~~KFH~~ *FWTC* examine works written by historians, politicians, military leaders, dramatists, novelists, poets, painters, composers, philosophers, and theologians, as well as by critics and thinkers interpreting these primary texts and cultural works.

A sample of authors and works that might be studied includes: Homer, *The Odyssey*; the poems of Sappho; Plato, *The Republic*; Aristotle, *Physics*; St. Augustine, *Confessions*; St. Thomas Aquinas,

Summa Theologica; Dante, The Divine Comedy; Machiavelli, The Prince; St. Thomas More, Utopia; Cervantes, Don Quixote; Madame de Lafayette, The Princess of Cleves; Shakespeare, King Lear; Mozart, Don Giovanni; Gibbon, The Decline and Fall of the Roman Empire; Shelley, Frankenstein; Marx and Engels, Communist Manifesto; Nietzsche, Beyond Good and Evil; Freud, The Ego and the Id; Virginia Woolf, Mrs. Dalloway; Heidegger, Being and Time; Simone de Beauvoir, The Second Sex; Frantz Fanon, "The Fact of Blackness" from Black Skin White Masks; and Spivak, In Other Worlds: essays in cultural politics.

These and other works are examined from the perspective of their historical, literary and philosophical importance to the development of Western civilization and the creation of our contemporary world. At the same time, students investigate the perennial questions of humanity: the meaning of human life; the role of the divine; the nature of reality; the problem of truth and beauty; the individual, society and the state; the source and nature of historical change; the problem of evil; the relationship of faith and reason; the function of power and authority, and others.

These questions will be explored in concrete terms through a study of such topics as:

- How the Greeks invented the Humanities
- Greek, Jewish and Muslim Influences on St. Thomas Aquinas
- The Expressive Power of Opera, Baroque Art
- The Development of Modern Subjectivity and State Power
- Narrative and the Rise of the Novel
- Europe and its Impact on Indigenous Cultures of Africa and the Americas
- The Rococo, Neo-Classicism, Romanticism, Realism and Naturalism
- Slavery and Abolitionism in the Atlantic World
- The Age of Extremes: Genocide in the 20th Century
- The Question of Woman
- Modernism and Post-Modernism in the Arts
- Social Change in the West after 1945
- The Virtual Internet World

Structure of King's Foundations in the Humanities Western Thought and Civilization

The ~~KFH~~ **FWTC** comprises three units of study in Modern Languages, History and Philosophy, plus an integrative stream that is purposefully designed to have students think critically and in an integrated manner about the diverse ways of understanding and representing the human experience.

The disciplinary component will provide students with a sound foundation in the distinctive critical methods and sources of the respective disciplines. The integrative stream, by contrast, comprises modes and venues of cross-disciplinary interaction and exchange. Three carefully choreographed, parallel syllabi - whose thematic content and critical methodologies echo, challenge, contrast, and develop one another - will promote students' active, cross-disciplinary learning. Integration functions elsewhere in the small group seminars, an integrated response paper, common tests and a portion of the final exam, as well as participation in experiential learning cultural excursions.

Admission Requirements for King's Foundations in the Humanities Western Thought and Civilization

Admission into ~~KFH~~ **FWTC** requires Grade 12U in English. As ~~KFH~~ **FWTC** is a competitive, limited enrolment program, meeting the minimum admission requirements to King's University College does not guarantee admission into the ~~KFH~~ **FWTC**. Applicants must also submit a Statement of Interest. (See the King's University College website for details.)

Evaluation, Grading, and Credit

Students in the ~~KFH~~ **FWTC** are enrolled in three academic courses, each worth 1.0 credit: ~~KFH~~ History 1901E, ~~KFH~~ English 1901E, ~~KFH~~ Philosophy 1901E. Each week features three separate sessions for the instruction and study in the respective disciplines. Students will meet weekly in

small integrated seminar groups, whose aim is to facilitate a cross-disciplinary study of course content that combines literary, philosophical and historical perspectives and approaches. While each unit will have its own course requirements, some of the requirements are integrated and shared by all three units. At the end of the year, students will receive a specific grade for each unit that will be recorded on his/her transcript.

Note: It is not possible to register in only one unit of the ~~KFH~~ **FWTC**.

The ~~KFH~~ **FWTC** also satisfies both the Arts and Social Science (Category A and B) university breadth requirements.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Kinesiology Graduate program
Degrees Offered:	Masters of Arts; Masters of Science; Doctoral of Science in Kinesiology
Approved Fields:	<ul style="list-style-type: none"> • Integrative Biosciences in Kinesiology • Psychological Basis of Kinesiology • Sociocultural Studies of Kinesiology • Management and Leadership in Kinesiology
Date of Site Visit:	October 21 st and 22 nd 2013
Evaluation:	<i>Good Quality with Report January 2016</i>

Summary:

Western's Health Sciences Kinesiology graduate program has a long history of academic excellence and enjoys a strong track record of producing students that are sought after as candidates for filling academic positions in Kinesiology around the world. The review was conducted on October 21st and 22nd 2013 and was headed by externals, Dr Wayne Albert (Dean, University of New Brunswick) and Dr Martin Gibala (Chair, McMaster University). The review was collegial, comprehensive and well organized. The externals prepared a very concise but constructive report that outlined several specific recommendations that in large part are directed primarily at the organization and culture of the program and its fields rather than the curriculum and training aspects of the program. All have concluded that the program has a very diligent and enlightened graduate chair in Dr Jim Dickey. Dr. Dickey prepared a comprehensive and detailed response to the externals' report. The Health Sciences Dean, Dr Jim Weese has indicated in his response that the Faculty will support the recommendations to the full degree that they can and that budget restrictions allow. Of the recommendations made and described below I would suggest that they really consist of a couple of important themes: 1) increase communications so that all students understand requirements and expectations not only in their own field but in all fields in the program; 2) increase collaboration and integration between fields within the program as few faculty or students appear to take full advantage of opportunities to learn from one another; 3) augment the administrative staff due to the fact that it is a daunting task for 1.5 staff to oversee 135 students in 8 different degree combinations through to completion; and 4) investigate study and desk space for students which is at a premium and while it is available it is widely dispersed and thus does not foster a unified student community in the program.

Recommendation:	Responsibility
For the School of Kinesiology:	
Investigate interdisciplinary efforts, such as flexibility in the seminar series, to address the lack of unified "Kinesiology" identity	Graduate program with guidance from KGAC
Develop and/or disseminate the roles and responsibilities for administrators, faculty, staff and students	Graduate program with guidance from KGAC
Clarify and disseminate the roles and responsibilities of SGPS representatives, the Director, the Graduate Chair, administrative staff, faculty, students, KGAC and the KINE Graduate Board	Graduate program with guidance from SGPS, FHS, the Director, KGAC and KINE Graduate Board
Review the constitution of the KINE Graduate Board including the association with the Grad Program and the SOGS representatives	KINE Graduate Board with assistance of the Graduate program

Identify and disseminate the processes of decision making and curriculum review and evaluation	Graduate program with guidance from KGAC and FHS
Develop an online Graduate Handbook modeled after existing resources and perhaps including elements such as "Fast Facts"	Graduate program, KGAC and KINE Graduate Board
Clarify the goals of the seminar series	Graduate program with guidance from KGAC
Develop policies regarding the responsibilities of the Graduate program and the KinGB regarding finances, such as the desk deposit	Graduate program, KGAC and KINE Graduate Board
For the Faculty of Health Sciences	
Explore options for enhanced staff support in the Graduate Office. Explore options for increased efficiencies in the Graduate Office	Director of the School of Kinesiology, Faculty of Health Sciences and the Program Graduate

THE UNIVERSITY OF WESTERN ONTARIO TEACHING AWARDS

A. A List of the Annual Awards for Excellence in Teaching

Up to 6 awards may be made annually. If in any year there are no recipients of the Marilyn Robinson Award, up to 5 awards may be made.

1. The Edward G. Pleva Award for Excellence in Teaching

All continuing members of full-time* faculty who are either Limited Term or tenured at the University and its Affiliated University Colleges are eligible for nomination. Previous recipients of this award are ineligible for renomination.

Award recipient(s) will receive a medal and commemorative scroll which normally will be presented at the appropriate Spring Convocation. In addition, his/her name will be inscribed on a plaque which will be displayed in a prominent location in the University.

The University Awards for Excellence in Teaching were created in 1980-81. In 1987, the awards were named in honor of Edward Gustav Pleva, Western's first geography teacher in 1938. Dr. Pleva was Head of the Department of Geography from the time it was established in 1948 until 1968. He has received a number of teaching awards for his contribution to the development of modern geographical education in Canada at all levels. His special area of interest is the Great Lakes region.

Dr. Pleva has acknowledged that, "Teaching has always been central to my career. My only claim to recognition rests in the relationship I have with the thousands of geography students in the classes I taught. I appreciate the many awards, including the Massey Medal, I have received as a teacher. In my opinion teaching is one of the highest callings."

* For the purposes of this award, Clinical Academics appointed under *Conditions of Appointment: Physicians Appointed in Clinical Departments and Clinical Divisions of Basic Science Departments* are eligible for nomination.

2. The Angela Armitt Award for Excellence in Teaching by Part-Time Faculty

The award for excellence in teaching by part-time faculty was established at Western in 1989-90. It is to be awarded based on evidence of continued outstanding contributions to the academic development of students.

All part-time* members of faculty of the University and its Affiliated University Colleges are eligible for nomination for the award. Previous recipients of the award are ineligible for renomination.

Award recipient(s) will receive a medal and commemorative scroll which normally will be presented during the appropriate Spring Convocation. In addition, his/her name will be inscribed on a plaque which will be displayed in a prominent location in the University.

In 2003, the award was renamed in honor of Angela Mary Armitt (BA'36, MA'67, LLD'87), a champion of life-long learning, and Western's first Dean of the Faculty of Part-Time and Continuing Education. In addition to her honorary degree from Western in 1987, York University had conferred a Doctor of Laws upon her in 1975 as "one of education's best ambassadors." A much-loved administrator, she was dedicated to helping others achieve their university degrees and she travelled to the many extension centres where adult students were able to work towards a university degree on a part-time basis. She described herself as, "the first travelling saleswoman extolling the virtues of a degree from Western."

* For the purposes of this award, a part-time faculty member is one who held an academic appointment to teach at least one full (1.0 or equivalent) degree-credit course offered by Western or an Affiliated University College during the fiscal year (May 1 through April 30) preceding nomination, and was not a regular full-time faculty member, visiting faculty member, or graduate teaching assistant during the fiscal year (May 1 – Through April 30) preceding nomination. Previous recipients of this award are ineligible for renomination.

3. **The Marilyn Robinson Award for Excellence in Teaching**

In 1996-97, the award for excellence in teaching was established at Western to be awarded based on evidence of outstanding contributions in the area of classroom, laboratory, or clinical instruction.

All continuing members of full-time faculty who are either Limited Term or Probationary at the University and its Affiliated University Colleges and who usually have seven years or less of full-time university teaching experience at the time of their nomination are eligible for nomination for the award. Previous recipients of this award are ineligible for renomination.

Award recipient(s) will receive a commemorative scroll which normally will be presented at the appropriate Spring Convocation. Also, at the appropriate faculty's award ceremonies, the award recipient will be presented with an item that is emblematic of Marilyn's love for beauty and life: a framed reproduction of an artist such as Georgia O'Keefe or Claude Monet, to be selected by the recipient in consultation with the Teaching Support Centre. In addition, the award recipient's name will be inscribed on a plaque which will be displayed in a prominent location in the University.

Marilyn Robinson was an enthusiastic and inspirational lecturer who was much loved and respected by both colleagues and students. In her roles as Assistant Professor in Physiology and Coordinator of the Educational Development Office, she helped raise the profile of teaching at UWO. One special gift was an ability to establish a rapport with students: she was always available for students, and each was dealt with warmly and compassionately, whether it was to discuss an academic or a personal problem. Through interaction with many colleagues she became captivated with the idea of exciting students by means of active learning and problem solving, and convinced many throughout the University of the benefits of this approach. Her expertise was recognized with many teaching awards including the 3M Teaching Fellowship and the Excellence in Teaching Award (Pleva).

B. **The Awards Committee (SUTA)**

A subcommittee of the Senate Committee on Academic Policy and Awards (SCAPA), the Subcommittee on Teaching Awards (SUTA), will consider the nominations. Wherever possible, SUTA seeks a consensus regarding the awards on the basis of the materials contained in dossiers submitted to the University Secretariat. The members of the Subcommittee are willing to provide informal advice on the preparation of dossiers.

C. **Nomination Procedure**

Nominations may be initiated by an individual or group, including students, alumni, fellow faculty members, Deans, and department Chairs. However, all nominations should be submitted by two primary nominators through the Dean of the nominee's Faculty or School, or Principal of the nominee's Affiliated University College. The Dean or Principal is ultimately responsible for the compiling of the nomination dossier and for forwarding the original and an electronic copy to the University Secretariat no later than January 15, and also for advising nominators about the confidentiality of information in the nominee's academic file. Regardless of who initiates the nomination, consultation with other relevant parties, including the Faculty's or department's

Awards Committee, is strongly advised.

Each candidate will be given the opportunity to decline to let his or her name stand. Willing candidates must also give permission to those preparing their dossiers to examine data contained in their academic files and should be given the opportunity to attest to the completeness of the dossier prepared for viewing by the nominators .

Each candidate's dossier should contain two official letters of nomination. The nominators should be familiar with the candidate and the contents of the dossier.

Nominators are responsible for advising people who will be forwarding letters of support that their letters will be available for public view if permission is given by a winning candidate to the University Secretariat to show the dossier in both the Secretariat and Western Archives.

All original nomination dossiers must include a consent form signed and dated by the nominee containing the following statements:

1) I hereby agree to let my name stand for consideration by the Subcommittee on Teaching awards (SUTA) for the Angela Armitt/Edward G. Pleva/Marilyn Robinson (select one) award.

2) I hereby attest to the completeness of the dossier prepared on my behalf for viewing by SUTA.

3) I do/do not (select one) grant permission for the release of my dossier for general viewing in Western Archives and in the University Secretariat, should I be selected as a recipient of the award.

D. Format for Nominations

The nomination dossier) shall be submitted in a binder, subdivided into (up to) eight sections as listed below. As a guideline, SUTA suggests the use of a font size between 10 and 12. An electronic copy of the completed nomination dossier, compiled into one single PDF file must be submitted to the University Secretariat by the deadline.

Contingent upon receiving statements to permit public viewing, the original dossiers of the selected candidates will be retained in the University Secretariat for two years and then they will be forwarded to Western Archives for full or selective retention. Dossiers of the unsuccessful candidates will be returned to the Dean's Office of the nominee after the completion of the selection process.

For items 5 to 8 below, only the first 10 pages will be considered by SUTA. Material in excess of the 10 pages will be removed from the dossier and returned to the primary nominator.

1. Letters from Primary Nominators:

Separate letters from two primary nominators will initiate the dossier. In the past, such nominators have taken a leading role in the compiling of the dossier. The pertinent criteria listed in Section E (below) should be addressed.

Note: Letters from nominators, peers, colleagues and students should clearly identify the nominee's particular contributions in the factors to be considered. It is not necessary for a nominee to make equal contributions to all 12 criteria, but outstanding performance in at least four criteria is desirable.

2. Letter from the Dean:

If the Dean is not one of the primary nominators, he or she may wish to endorse the nomination by way of a supporting letter.

3. Curriculum vitae of the nominee (not to exceed five pages):

This is essential to enable the Subcommittee to consider the nominee properly. SUTA

recommends that the number of articles be summarized but not listed. Research papers with students as co-authors should be highlighted.

4. **A Brief Statement (not to exceed 500 words) by the Nominee on his/her Teaching Philosophy**
This statement should outline the candidate's philosophy of the nature and purpose of teaching.
5. **Letters from Peers and Colleagues (not to exceed ten pages in total):**
Such letters can provide valuable information about commitment to teaching, academic standards and general reputation among colleagues and students. **Up to six** letters may be included.
6. **Letters from students (not to exceed ten pages in total):**
Thoughtful letters from present and former students are helpful; in particular, letters from former students who can look back on their entire university career and assess the nominee in a broad context, are especially valuable. Student "petitions" of the type hung up in a department office or a laboratory for everyone to sign are, at best, supporting material. **Up to six** letters in total from both graduate and undergraduate students may be supplied.
7. The successful nominee may grant permission to release his/her dossier for public viewing. The nominator(s) will determine which letters of support from peers, from colleagues and from students will be included in the dossier. At the bottom of each letter – including the letters from the primary nominators and from the Dean - the following statement should be included with "do" or "do not" clearly indicated:

I do/do not grant permission for my letter to be included in the dossier if the nominee agrees to release the dossier for general viewing in the Western Archives and University Secretariat.
8. **Teaching evaluations (not to exceed ten pages in total):**
The Subcommittee finds it very helpful to have the results of evaluations by students. However, raw computer output from teacher or course evaluations should not be included but rather summaries of results should be provided. The task of assessing teacher evaluations from across the University is difficult under the best of circumstances and the more guidance the nominators can provide the better. Clarification must be provided as to: what type of activity is being evaluated - whether it is a lecture, seminar or clinic; the number of hours for which the nominee was responsible; the class size, year, and number of students. It would also be very helpful to know how the nominee's evaluations compare with those of his or her colleagues in the department or faculty.
9. **Teaching materials (not to exceed ten pages in total):**
Do not include copies of teaching materials but rather assessments of course and teaching materials.

The material submitted to the Subcommittee should relate directly to the current nomination. Promotion and tenure letters or newspaper clippings relating to other awards or relaying rather unfocussed opinions are unacceptable. Letters dealing specifically with teaching in a broad context are more useful than letters relating to the nominee's standing in the profession or to other matters. The Committee strongly suggests that letters of support be solicited by the nominators rather than by the nominee.

E. **The 12 Factors to be Considered by SUTA**

Twelve criteria are listed below with explanatory notes which have been added by SUTA. The Subcommittee gratefully acknowledges its indebtedness to the Ontario Confederation of University Faculty Associations and 3M for assistance provided by their Guidelines for Teaching Awards.

While these 12 factors will be considered for all nominees, the committee recognizes that nominees for either the Angela Armitt or Marilyn Robinson Award, may not have yet made contributions to all twelve criteria.

1. **Teaching Philosophy:**
The nominee's brief statement on his/her vision of the nature and purpose of teaching is one of the most important factors for SUTA.
2. **Instruction:**
 - A) *Classroom teaching:*
This is obviously more than just "lecturing"; it covers all activities involving the teacher in all types of "classrooms" including undergraduate and graduate tutorials, seminars and laboratories.
 - B) *Clinical teaching:*
Instruction of students in dynamic, professional practice situations where the content of the teaching-learning interaction is the client whose physical, emotional, social and/or intellectual well-being, is (are) directly affected by the actions of the student.
3. **Academic counselling, tutoring and mentoring of students:**
SUTA regards this item as one of the most important considerations, even though it is difficult to describe and even harder to evaluate. The most compelling evidence of the quality of interactions outside the classroom often comes from student letters. It also involves items on questionnaires regarding availability, readiness to answer questions, concern for student progress, informal conversations, and the like.
4. **Graduate student and thesis supervision:**
In departments where graduate programs exist, SUTA regards evidence of excellence in this area as important in a nomination. The evidence often takes the form of letters from present or former graduate students or colleagues.
5. **Course design:**
This might include innovative course structures beyond the simple format of a lecture or seminar.
6. **Curriculum development:**
This is a longer term process than course design. It involves an ability to recognize a need (either for new subjects or for revisions of existing subjects) and the ability to integrate its parts into a workable and acceptable sequence of courses or study units.
7. **Educational materials development:**
The materials should arise out of a recognized need in the teachers' own disciplines and might include audio-visual materials, software, slides, films, handouts, or lab manuals.

It is helpful if the nominators identify what is unique and exceptional about **the** course materials **included** and help SUTA members locate those elements that are noteworthy. This might include highlights of course materials or better, include excerpts with an explanation. For example, a textbook in chemistry that encourages students to be more self-directed might include a sample from the text and explain in what way students would learn more effectively using this text.
8. **Instructional development:**
This includes any activities intended to assist other faculty members to improve their teaching, such as participation in workshops and consulting with individuals, groups, or curriculum committees.
9. **Research and/or Publications on University teaching.**

10. **Development of innovative teaching methods.**
11. **Educational planning and policy-making.**
12. **Educational outreach at the local, provincial or national level.**

While it is not necessary for a nominee to make equal contributions to all 12 criteria, outstanding performance in at least four criteria is desirable.

Revised: February 2014

This file is on the web: <http://www.uwo.ca/univsec/pdf/senate/sutaregs.pdf>

New Scholarships and Awards

Barbara Newbegin Award in Mathematics (Faculty of Science, Mathematics)

Awarded annually to a full-time undergraduate student in Year 2 of the Honors Specialization in Mathematics, or the Honors Specialization in Mathematics in Society, who has demonstrated financial need and academic achievement. Preference will be given to a female student. Online financial assistance applications are available through the Office of the Registrar's website and must be completed by September 30th. The Office of the Registrar will assess the candidate's financial need and then the Scholarship Committee in the Department of Mathematics will select the recipient. This award was established by Miss Barbara J. Newbegin (BA '71 Honors Mathematics, MA '72 Mathematics).

Value: 1 at \$3,500

Effective: 2014-2015 to 2023-2024 academic years inclusive

Jack Newbegin Award in Music (Don Wright Faculty of Music)

Awarded annually to a full-time undergraduate Music student, in any year, who is majoring in an orchestral instrument, organ or piano, and has demonstrated financial need and academic achievement. Online financial assistance applications are available through the Office of the Registrar's website and must be completed by September 30th. The Office of the Registrar will assess the candidate's financial need and then the Scholarship Committee in the Don Wright Faculty of Music will select the recipient. This award was established by Miss Barbara J. Newbegin (BA '71 Honors Mathematics, MA '72 Mathematics) in honour of her father.

Value: 1 at \$3,500

Effective: 2014-2015 to 2023-2024 academic years inclusive

Brueya Family Global Opportunities Award (Any Undergraduate or Graduate Program)

Awarded to a full-time undergraduate or graduate student in any Faculty who is 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 a student planning on a travel experience to the United States. 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 this award, 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 November 15th (for decisions in early January) and March 15th (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 Ms Susana Gajic-Brueya.

Value: 1 at \$2,000*

Effective: 2014-2015 academic year only

**1,000 from the Donor will be matched by \$1,000 through the University's Global Opportunities Award Matching Program.*

Victor Hangan Global Opportunities Award (School of Graduate and Postdoctoral Studies, Engineering)
Awarded to a graduate student in the Faculty of Engineering who is 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. This includes academic exchange programs; approved study abroad programs; curriculum based international field courses/research led by Western University. Preference will be given to a student travelling to Eastern Europe. To qualify for this award, 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. 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 November 15th (for decisions in early January) and March 15th (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 Professor Horia Hangan (PhD, Engineering '96), in honour of his father, Victor Hangan.

Value: 1 at \$1,000*

Effective: May 2013 to April 2018

**500 from the Donor will be matched by \$500 through the University's Global Opportunities Award Matching Program on an annual basis.*

Tunaweza (Kiswahili for 'We can!') Global Opportunities Award (Any Undergraduate or Graduate Program)

Awarded to a full-time student (undergraduate or graduate) participating in the Western Heads East program. Students participating in this program 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 the Western Heads East 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 15th (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 Mr. Robert Gough (BA '83, MEd '13 Educational Policy Studies) and his wife Ms Laura Ladouceur (BSW, '84 Honors Social Work).

Inspired by a women's empowerment campaign by the same name in Tanzania, the Tunaweza Award recognizes that we can all play a part to create change in the world. The award supports student interns to work collaboratively on locally defined goals related to the Western Heads East Program and probiotic yogurt for people living with HIV/AIDS.

Value: 1 at \$2,000*

Effective: 2014-2015 to 2016-2017 academic years inclusive

**1,000 from the Donor will be matched by \$1,000 through the University's Global Opportunities Award Matching Program on an annual basis.*

Charles F. Ruigrok Ontario Graduate Scholarship in Engineering (School of Graduate and Postdoctoral Studies, Engineering)

Awarded annually to a full-time masters or doctoral student in the Faculty of Engineering who is a current holder of an Ontario Graduate Scholarship or a Queen Elizabeth II Graduate Scholarship in Science and Technology, based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies, in cooperation with the Faculty of Engineering, will select the recipient. This scholarship was made possible by a generous gift from Mr. Charles F. Ruigrok (BESc '78, MEng '84).

Value: 1 at \$5,000*

Effective: May 2014 to April 2024

**Ontario Graduate Scholarship and Queen Elizabeth II Graduate Scholarship in Science and Technology funding ensures a 2:1 match through the Provincial Government, increasing the value of the scholarship to \$15,000 each.*

Christopher W. Hyatt Medical Student Bursary (Schulich School of Medicine & Dentistry, Medicine)

Awarded annually to full-time undergraduate students in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, who have demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be completed by October 31st. The Office of the Registrar will select the recipients. These bursaries were established with Foundation Western by Mr. Christopher W. Hyatt (BA '75, Honors French).

Value: 2 at \$1,900

Effective: 2014-2015 academic year

Christopher Hyatt completed his Bachelor of Arts degree in Honors French at Western University in 1975 and then went on to receive his LLB at the University of Saskatchewan in 1982. He lived in Niagara-on-the-Lake and practiced Law until his death in 2010 at age 58.

Ontario Dental Association Bursary (Schulich School of Medicine & Dentistry, Dentistry)

Awarded annually to a full-time undergraduate student, who is in second year or above in the Dentistry program, based on demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be submitted by October 31st. The Office of the Registrar will select the recipient. This bursary was established by the Dentistry Canada Fund.

Value: 1 at \$1,600

Effective: 2014-2015 academic year

REPORT OF THE SUBCOMMITTEE ON TEACHING AWARDS

Excellence in Teaching Award Winners for 2013 - 2014

The Subcommittee on Teaching Awards (SUTA) has chosen the following members of faculty as recipients of Western's Excellence for Teaching Awards:

The Edward G. Pleva Award for Excellence in Teaching

Jerry Battista, Schulich School of Medicine & Dentistry, Department of Medical Biophysics

Cameron Tsujita, Faculty of Science, Department of Earth Sciences

The Marilyn Robinson Award for Excellence in Teaching

Brad Urquhart, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology

Jacqueline A. Sadi, Faculty of Health Sciences, School of Physical Therapy

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

Lawrence A. Garber, Faculty of Arts and Humanities, Department of English and Writing Studies

Daria Koscinski, Faculty of Science, Department of Biology

REPORT OF THE HONORARY DEGREES COMMITTEE

Spring Convocation 2014 – Honorary Degree Recipients

The Honorary Degrees Committee announces that the following individuals will receive honorary degrees at Spring Convocation 2014:

2014	10:00 am Ceremony	3:00 pm Ceremony
Monday, June 9	No ceremony	No ceremony
Tuesday, June 10	School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates) * CHIEF SHAWN A-in-CHUT ATLEO - LLD	School of Graduate & Postdoctoral Studies * King's University College* SHEILA FRASER - LLD
Wednesday, June 11	Faculty of Social Science (BMOS, Diploma in Accounting) SYLVIA CHROMINSKA - LLD	Faculty of Social Science (3yr and 4 yr, excluding Honors and BMOS) Faculty of Science (3yr and 4yr, excluding Honors) FRANK ZWIERS – DSc
Thursday, June 12	School of Graduate & Postdoctoral Studies * Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr) * ROBERT LANGER – DSc	School of Graduate & Postdoctoral Studies * Faculty of Science (Honors)* SIR DAVID KING - DSc
Friday, June 13	School of Graduate & Postdoctoral Studies * Faculty of Education* RICK MERCER - LLD	School of Graduate & Postdoctoral Studies * Faculty of Engineering* Schulich School of Medicine & Dentistry (Dentistry)* LORD JULIAN HUNT - DSc
Monday, June 16	School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities * Don Wright Faculty of Music* MADAM JUSTICE ELAINE ADAIR - DCL	School of Graduate & Postdoctoral Studies * Brescia University College Faculty of Health Sciences (Honors, 3/4yr, Dips. & Certs.)* STACEY ALLASTER - LLD

Tuesday, June 17	School of Graduate & Postdoctoral Studies * Richard Ivey School of Business* GLENN STEVENS – LLD	School of Graduate & Postdoctoral Studies * Huron University College* Faculty of Health Sciences – Kinesiology* ROBERT K. BARNEY – LLD
Wednesday, June 18	School of Graduate & Postdoctoral Studies * FIMS* CATHERINE ZAHN – LLD	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) * Faculty of Law* GLEN PEARSON – LLD

*students in graduate programs hosted by the Faculties on the particular day

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

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

The COU Academic Colleagues met in Toronto February 6-7, 2014; there was no meeting of the full Council.

International Students: This was the topic of an informal and wide-ranging discussion among the Academic Colleagues. Questions were raised about the \$200 levy on international students and why that levy was introduced. It seems to have been a purely fiscal initiative without an underlying policy motivation. It also appears that we have no reliable data about whether bringing in international students is an added cost; in any event, the costs are likely to vary a great deal from discipline to discipline. COU's recent advice to the government has been: If you must do this, then place a cap on the levy. Concern was expressed among the Academic Colleagues that Ontario not replicate the behavior of some British and Australian institutions – behavior that was described as “reprehensible” insofar as recruitment of international students seemed to be aimed only at meeting financial needs. Other points that were raised include: social class issues at the undergraduate level, variation in challenges and opportunities from discipline to discipline, difference in degree of professorial control over quality of graduate vs. undergraduate admissions, differences in the extent to which various Faculties and universities have put into place special programs to assist international students. There is also ongoing concern about whether Ontario taxpayers will blame increased international student registrations when their own children do not gain admission to desirable institutions.

Differentiation and the Strategic Mandate Agreements: There was not a lot of hard news to report on this front; the Ministry's expectations and the process itself “continue to evolve.” It still seems that the only hard-edged outcomes will be graduate allocations. Other outcomes are less clear. It appears there will be more back-and-forth between MTCU and individual universities than was originally anticipated. The SMAs will likely become “framing documents” for future discussions with the Ministry. Metrics will play a big role in the process, and concerns have been expressed in many quarters that these metrics will function not just as measures but also as policy drivers.

Colleges: Degree-granting status remains a top priority in this sector. Colleges are making a careful argument that focuses on building from three-year diplomas. Sheridan is now openly advertising itself as “Ontario's next university.”

Demographics: Primary school enrolments are starting to grow again, and that bulge will eventually make its way to the university level. In the meantime, though, there is concern about the number of “101” applications (those from Ontario high school students). Getting more boys and young men to apply for university would be useful, especially in the near future.

Ontario Online: As previously reported, the provincial government is providing \$42 million over three years to develop a new Centre of Excellence in online education. It is allocating \$4.6 million to universities and \$4.6 million to colleges for course development. Many questions regarding mandate, governance model, and other issues will have to be answered before incorporation is possible. There was a fairly detailed discussion among Academic Colleagues about the complexity of credit transfer, course equivalencies, professional accreditation issues, quality control, and the need for us (i.e., academics) to shape this project.

Teaching and Learning Metrics: COU's Teaching and Learning Task Force has formed three working groups focused on (1) high impact practices; (2) governance, infrastructure, and policy; and (3) teaching evaluations. The Colleagues' discussion focused on metrics and procedures that might improve evaluation processes with respect to teachers, courses, and programs.

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

ANNOUNCEMENTS & COMMUNICATIONS

FOR INFORMATION

Academic administrative post(s) approved on behalf of the Board of Governors during the month of February 2014:

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Jacques Lamarche	French Studies	Arts and Humanities	Chair	July 1-2014	June 30-2019
Stephen Bird	Education	Education	Associate Dean (research)	January 1-2014	June 30-2014