

SENATE AGENDA

1:30 p.m., Friday, June 5, 2015
University Community Centre, Room 56

1. **Minutes of the Meeting of May 8, 2015**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
 - Operations/Agenda - **EXHIBIT I** (J. Weese)
 - Academic Policy and Awards - **EXHIBIT II** (B. Timney)
 - University Planning - **EXHIBIT III** (B.A. Younker)
 - University Research Board - **EXHIBIT IV** (J. Capone)
5. Report of the Academic Colleague - **EXHIBIT V** (K. Okruhlik)
(to be emailed June 2, 2015)
6. Announcements and Communications – **EXHIBIT VI**
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.

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Notice of Motion

Revision to the Terms of Reference of the University Council on Animal Care (UCAC)

FOR INFORMATION

Candidate for Degrees and Diplomas – Spring 2015

Autumn Convocation 2015- Order of Ceremony

Officers of Convocation

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Arts and Humanities: Department of Women's Studies and Feminists Research: Revisions to the Major in Sexuality Studies

Faculty of Arts and Humanities, Department of French Studies and Modern Languages and Literatures, Faculty of Social Science, Department of Anthropology: Introduction of an Honors Specialization in Linguistics

Faculty of Arts and Humanities and Faculty of Social Science, Department of Women's Studies and Feminist Research and Centre for Global Studies, Huron University College: Introduction of an Honors Specialization in Global Gender Studies

School of Graduate and Postdoctoral Studies:

- Introduction of a Master in Clinical Science (M.Cl.Sc.) in Driving Rehabilitation Therapy (DRT)
- Introduction of the combined Master of Engineering (MEng) and Master of Business Administration (MBA) program
- Introduction of a Graduate Diploma (GDip) in Public Administration

Schulich School of Medicine & Dentistry and Faculty of Science:

- Introduction of an Honors Specialization in Microbiology and Immunology with Pathology
- Revision of the Admission Requirements and the Module requirements for the Major in Interdisciplinary Medical Sciences (IMS)

Faculty of Science, Department of Biology: Introduction of an Honors Specialization in Biodiversity and Conservation

Articulation agreements

- Faculty of Social Science, Department of Economics and Fanshawe College
- Faculty of Arts and Humanities, Theatre Studies Module, and Fanshawe College, Theatre Arts
- Faculty of Science and Fanshawe College – Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs (Renewal)

Introduction of the Western Award for Innovations in Technology-Enhanced Learning

Policy Revisions:

- Admission Requirements for Western eLearn Students into First-Entry Degree Credit Programs at Western
- Revisions to Admission Policies for English Language Proficiency
- Revisions to the Student Medical Certificate
- Revisions to the Trois-Pistoles Sessional Dates
- Revisions to the Terms of the CIBC Women in Financial Services HBA Scholarship

FOR INFORMATION

New Scholarships and Awards and Report of the Athletic Financial Awards Committee

SUPR-U Report: Cyclical Reviews

- Faculty of Health Sciences, School of Nursing
- Faculty of Social Science, Department of Sociology
- Huron University College, Department of Philosophy

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

Angus D. McLachlan Professorship in Surgery

Barnett/Ivey Chair for Heart & Stroke – Renaming and Terms of Reference

Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR)

FOR INFORMATION

Discussions with the City Regarding Possible Rapid Transit Routing (oral report)

UNIVERSITY RESEARCH BOARD (URB)

FOR INFORMATION

Summary of Internal Funding Program Allocations for Fiscal Year 2014

ANNOUNCEMENTS AND COMMUNICATIONS

FOR INFORMATION

REPORT OF THE ACADEMIC COLLEAGUE

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

(to be emailed June 2, 2015)



MINUTES OF THE MEETING OF SENATE

May 8, 2015

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

SENATORS: 69

E. Addison	J. Eberhard	A. Nelson
J. Aitken Schermer	C. Farber	D. Neufeld
M.A. Andrusyszyn	B. Garcia	T. Newson
N. Banerjee	J. Hatch	V. Nielsen
I. Birrell	B. Hovius	C. O'Connor
P. Bishop	Y. Huang	C. Olivier
N. Brooks	G. Hunter	P.P. Pare
D. Brou	R. Kennedy	D. Rogers
C. Brown	J. Knowles	P. Scala
J. Burkell	G. Kulczycki	V. Schwean
S. Camiletti	A. Leschied	K. Siddiqui
J. Capone	G. Lucas	A. Singh
T. Carmichael	J. Malkin	V. Staroverov
A. Chakma	C. Manjunath	C. Steeves
B. Cheadle	C. McGarvey	B. Steinbock
M. Clapton	T. McMurrough	D. Sylvester
D. Coward	K. Mequanint	S. Taylor
L. Crich	R. Mercer	G. Tigert
M. Crossan	M. Milde	B. Timney
J. Deakin	J.-F. Millaire	J. Toswell
C. Dean	L. Miller	A. Watson
G. Dekaban	D. Mok	J. Weese
G. Dresser	K. Moser	B.A. Younker

Observers: M. Blagrove, R. Chelladurai, J. Doerksen, L. Gribbon, A. Hearn, J. Inoue, A. Mandich, J. McMullin, K. Okruhlik, C. Waugh, A. Weedon

By Invitation: J. Berridge, M. McLean

S.15-85

MINUTES OF THE PREVIOUS MEETINGS

The minutes of the meetings of April 10 and April 17, 2015 were approved as circulated.

S.15-86

REPORT OF THE PRESIDENT

The President's report consisted of the following: congratulations to Professor David Bentley who was recently named among this year's Killam Prize winners and updates on the provincial and federal budgets. He also provided a 100-Day plan update as follows:

- meetings had been held with individual colleagues, staff, student and alumni leaders, as well as small groups and meetings with Faculties all across campus; he was encouraged by the tone and substantive nature of the discussions - high level of engagement – the consultative process will continue into the fall and beyond. At the end of the 100 days Dr. Chakma will present some issues/suggested actions that might be dealt with quickly, and could include the following:
 - initiation of a review of senior salaries to take place as soon as the Goudge report is finished. This would include benchmarking and the use of professional consultants who could do an appropriate comparison with other institutions
 - a governance review to be conducted by the Board of Governors, which is already being planned, including its own internal procedures and communication channels between the Board and Senate and with the broader campus community
 - a review of the Senate committees by the committees, including the budget process and the challenges around supporting inter-disciplinary initiatives
 - Looking ahead, Dr. Chakma said that meetings will continue over the course of the summer, into the new academic term in the fall, and beyond

Dr. Deakin addressed the budget issue noting that it is clear from the April budget presentation that there is a lack of understanding about the budget. The summer academic leaders meeting will provide an early opportunity to discuss the budget and how it is developed. This will be followed shortly thereafter with the deans' annual retreat at which the budget is always a key part of the agenda. Some have suggested that a different budget model should be investigated. She pointed out that the deans had done just that last year when they took an in-depth look at the RCM model, which has been adopted by most other U15 institutions. She reiterated that through its model, Western deploys more funds to the faculties than any other U15 institution.

Moving to the provincial context, Dr. Deakin reported that public consultation on a funding formula review took place recently with about 145 people from a wide range of constituencies involved. The Minister made it clear that there would be a change, incorporating four goals: student experience (quality); support for differentiation; sustainability; accountability (transparency). Also important to note is that the government is not sure how it will reference the SMAs and that they made it clear that there is no more money. The pie will remain the same size regardless of how it will be divided. The strategy and plan are to be announced by the end of 2015.

Responding to questions about concrete suggestions for reform, Dr. Chakma said it is hoped that by the end of July a progress report will be submitted that will include matters such as the budget process, how the management team can engage with the broader community and how existing mechanisms for engagement can be improved upon. He believed it was dangerous to move to quick solutions without thorough examination of the issues. That was why he would be continuing to consult and discuss issues with the community into the fall.

With respect to questions about the governance review, Dr. Chakma said he was not comfortable speaking for the Board. Dean Timney confirmed that the Board has just started its process with the first step being the review conducted by Stephen Goudge. Professor Toswell noted that the issue will be discussed further at the June meeting of the Board.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

S.15-87

Senate Membership: Faculty of Arts and Humanities Constituency

It was moved by J. Weese, seconded by M. Milde,

That the seats held by John Hatch and Bernd Steinbock, representatives of the Faculty of

Arts and Humanities constituency on Senate, be declared vacant due to their leaves and that Nandi Bhatia (English and Writing Studies) and Christine Sprengler (Visual Arts) be elected to take their seats until June 30, 2016.

CARRIED

S.15-88 **Nominating Committee Membership**

The following were elected to the Nominating Committee:

Member: Tom McMurrough (Graduate Student) (term July 1, 2015 – June 30, 2016)
Alternate: Burns Cheadle (SS) (term July 1, 2015 – June 30, 2017)

REPORT OF THE SENATE NOMINATING COMMITTEE [Exhibit II]

S.15-89 **Committee Membership**

The candidates proposed by the Nominating Committee in Exhibit II were elected by acclamation to the following positions/committees:

- Decanal Selection Committee – Faculty of Education
- Decanal Selection Committee – Faculty of Law
- Decanal Selection Committee – Don Wright Faculty of Music
- Decanal Selection Committee – Faculty of Science
- Senate Committee on University Planning
- Electoral Board for Chancellor

Additional nominations were received at the meeting for membership on the Senate Committee on Academic Policy and Awards and the Senate Review Board Academic. A ballot vote was conducted with the following results:

Senate Committee on Academic Policy and Awards:
Graduate Student: Leigh Vanderloo (term July 1, 2015 – June 30, 2016)

Senate Review Board Academic:
Graduate Students: Ileana Diaz, Rebecca Lui, Tom McMurrough, Laura Rosen (terms July 1, 2015 – June 30, 2016)

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

S.15-90 **Schulich School of Medicine & Dentistry, Department of Epidemiology and Biostatistics and Faculty of Science: Introduction of a Major in Epidemiology and Biostatistics**

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

That effective September 1, 2015, a Major in Epidemiology and Biostatistics, be introduced by the Department of Epidemiology and Biostatistics in the Schulich School of Medicine & Dentistry, as shown in Exhibit III, Appendix 1.

CARRIED

S.15-91 **School of Graduate and Postdoctoral Studies: Introduction of the Graduate Diploma (GDip) in Business Skills for Actuaries and Financial Professionals**

It was moved by B. Timney, seconded by L. Miller,

That, effective September 1, 2015 and pending Quality Council approval, the new

Graduate Diploma (GDip) in Business Skills for Actuaries and Financial Professionals be introduced in the School of Graduate and Postdoctoral Studies as shown in Exhibit III, Appendix 2.

CARRIED

S.15-92 **Articulation Agreements**

S.15-92a **Brescia University College, Foods and Nutrition Program and Centennial College: Articulation Agreement for the Admission of Graduates of the Food and Nutrition Management Program at Centennial College into the Bachelor of Sciences (Foods and Nutrition) Honors Program**

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

That Senate approve for recommendation to the Board of Governors through the Vice-Chancellor, that effective June 1, 2015, graduates of the Food and Nutrition Management Program at Centennial College be admitted into the Bachelor of Sciences (Foods and Nutrition) Honors program at Brescia University College, as shown in Exhibit III, Appendix 3.

CARRIED

S.15-92b **Brescia University College, Foods and Nutrition Program and Fanshawe College: Articulation Agreement for the Admission of Graduates of the Food and Nutrition Management Program at Fanshawe College into the Bachelor of Sciences (Foods and Nutrition) Honors Program**

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

That Senate approve for recommendation to the Board of Governors through the Vice-Chancellor, that effective June 1, 2015, graduates of the Food and Nutrition Management Program at Fanshawe College be admitted into the Bachelor of Sciences (Foods and Nutrition) Honors program at Brescia University College, as shown in Exhibit III, Appendix 4.

CARRIED

S.15-93 **Introduction of the New Academic Calendar Policy**

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

That effective May 1, 2015 the new Academic Calendar Policy attached as Exhibit III, Appendix 5, be introduced to replace the "Official Version of the Western Academic Calendar" policy attached as Exhibit III, Appendix 6.

CARRIED

S.15-94 **Sessional Dates for 2015-2016:**

S.15-94a **Faculty of Education – Approval of the 2015-2016 Sessional Dates**

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

That Senate approve the undergraduate sessional dates for the Faculty of Education for 2015 - 2016 as shown in Exhibit III, Appendix 7.

CARRIED

S.15-94b **Schulich School of Medicine & Dentistry, MD program – Revisions to the 2015 – 2016 Sessional Dates**

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

That Senate approve the revisions of the 2015 – 2016 undergraduate sessional dates for the MD program as shown in Exhibit III, Appendix 8.

CARRIED

S.15-95 **Faculty of Arts and Humanities, Department of Women's Studies and Feminist Research: Removal of the Department of Modern Languages and Literatures from the Administration of the Minor in Gender, Sexuality and Culture**

Senate was informed that effective September 1, 2015, administration of the Gender, Sexuality, Culture minor will fall solely to the Department of Women's Studies and Feminist Research and the Department of Modern Languages and Literatures' involvement in the module will be removed from the calendar copy.

The Department of Modern Languages and Literatures has decided to withdraw from involvement in the administration of the Gender, Sexuality, Culture minor and will no longer offer Comparative Literature and Culture 1023.

The revised calendar copy is found in Exhibit III, Appendix 9.

S.15-96 **SUPR-G Report: Cyclical Review of the Women's Studies and Feminist Research Graduate Program**

Senate was advised that SCAPA approved the following cyclical review:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Women's Studies and Feminist Research	Graduate programs	February 12-13, 2015	Good Quality

The detailed Final Assessment Report is found in Exhibit III, Appendix 10.

S.15-97 **SUPR-U Report: Cyclical Review of the DAN Management and Organizational Studies Program**

Senate was informed that SCAPA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the undergraduate program in the Department of DAN Management and Organizational Studies.

The detailed Final Assessment Report is found in Exhibit III, Appendix 11.

S.15-98 **New Scholarships and Awards**

SCAPA approved, on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in Exhibit III, Appendix 12 for recommendation to the Board of Governors through the Vice-Chancellor.

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

S.15-99

Campus Master Plan

[M. McLean and J. Berridge were present to respond to questions as needed.]

It was moved by B.A. Younker, seconded by J. Weese,

That Senate approve and recommend approval of the Campus Master Plan to the Board of Governors through the Vice-Chancellor.

Ms. Kulczycki, Vice-President (Resources and Operations), provided an overview of the Campus Master Plan introducing Mr. M. McLean, Manager, Planning, Design & Project Administration at Western and Mr. J. Berridge, Partner, Urban Strategies Inc., who would assist with questions as needed. Overhead slides used in her presentation are attached as [Appendix 1](#). She highlighted the following:

- A significant consultation process occurred in the drafting of the Campus Master Plan which was last done in 2007. Key themes of feedback included: parking and transit, green space, sport, recreation and leisure and the campus culture.
- Moving forward, elements of the Campus Master Plan will be incorporated into individual projects.
- The major sites for development include: Springett/Fram site, Perth Drive sites, Westminster site and South Valley site.
- Space planning principles from the 2007 plan have been carried forward into the new plan. Western has built about 100-120K square metres each decade. The new plan provides a range of 288-359K square metres of academic space, which is about three decades worth of space if the same pace of growth is followed.

Questioned about the Philip Aziz Road issues, Ms. Kulczycki said that Western does not own that road but acknowledged that there are serious concerns with it. The City had included this road in the environmental assessment that is underway for the Western Road/Sarnia Road intersection.

Asked about building and environmental standards, Mr. McLean said that Western has adopted the LEED principles, with the target being LEED Silver for new buildings and major renovations.

The question was called and CARRIED.

Secretariat Note: The Campus Master Plan can be found at:
<http://www.uwo.ca/univsec/pdf/senate/minutes/2015/CMP2015.pdf>

S.15-100

Edith Schulich Vinet Canada Research Chair in Human Genetics – Name Change
Dr. Brian W. Gilbert Canada Research Chair in Primary Health Care – Name Change

It was moved by B.A. Younker, seconded by P. Bishop,

That Senate approve and recommend to the Board of Governors that the existing Edith Schulich Vinet Canada Research Chair in Human Genetics and Dr. Brian W. Gilbert Canada Research Chair in Primary Health Care established in November 2003 at the Schulich School of Medicine & Dentistry, be renamed the Edith Schulich Vinet Chair in Human Genetics and the Dr. Brian W. Gilbert Chair in Primary Health Care once the current Chair holders' terms end.

CARRIED

REPORT OF THE HONORARY DEGREES COMMITTEE [Exhibit V]

S.15-101 **Spring Convocation 2015 – Honorary Degree Recipients**
(Distributed via email prior to the meeting)

Senate received for information the names of individuals who will be honoured by conferment of honorary degrees at the Hong Kong Convocation ceremony on May 31 and at Western's June 16 afternoon convocation ceremony, detailed in Exhibit V.

S.15-102 **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit VI]

The Report of the Academic Colleague, covering the April 2015 meeting, detailed in Exhibit VI, was received for information. Topics discussed included funding review, financial sustainability and demographic trends, part-time/sessional faculty, and OUAC's acquisition of a new Application Management System.

ENQUIRIES AND NEW BUSINESS

S.15-103 **Campus Master Plan**

The Western Student Senators voiced their support of the Campus Master Plan and asked that the lines of communication remain open between the students and the administration in this regard.

S.15-104 **Search of Bags/Signs at Senate**

Referring to the April 10 and April 17 Senate meetings, A. Hearn, asked why individuals attending the April Senate meetings were searched prior to entering the auditorium and why individuals were not allowed to bring signs into the meeting. Ms. Kulczycki responded that in order to accommodate the greater number of people expected at the last two Senate meetings, the meeting was moved to the BMO Auditorium in the new Richard Ivey School of Business. Building rules are such that no food or drinks are allowed in the auditorium and signage is posted to that effect. The searches and the prohibition against signage also addressed safety concerns. A. Hearn replied noting her continued concern at the sense received by some that although the meeting was open, community voices were not welcome.

S.15-105 **Notice of Motion – Senate ad hoc Committee on Renewal**

Senator Toswell presented the following Notice of Motion:

That a broad based *Senate ad hoc Committee on Renewal* be formed by Senate to assist the University Leadership team as we collectively move forward, seeking to create a more consultative, transparent and inclusive model of governance at Western.

The full Notice of Motion, attached as Appendix 2, also included details regarding the mission, membership and terms of reference.

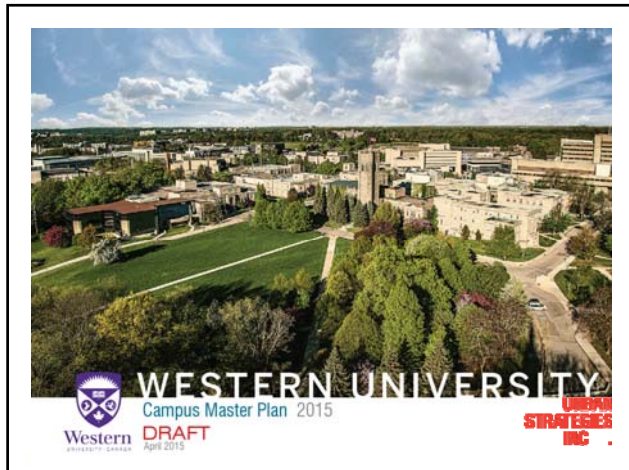
The Chair noted that the Notice of Motion would be referred to the Operations/Agenda Committee for consideration at its next meeting.

ADJOURNMENT

The meeting adjourned at 2:53 p.m.

A. Chakma
Chair

I. Birrell
Secretary



Campus Master Plan Committee

John Capone, Vice-President (Research)
 Neil Carruthers, Chief Administrative Officer (Huron University College)
 Ruban Chelladurai, Associate Vice-President (Planning, Budgeting, and Information Technology)
 Helen Connell, Associate Vice-President (Communications & Public Affairs)
 Saher Fazilat, Executive Director (Facilities Development & Engineering)
 Susan Grindrod, Associate Vice-President (Housing & Ancillary Services)
 John Hatch, Associate Dean (Faculty of Arts), Past Chair (Senate Committee on University Planning)
 Gitta Kulczycki, Vice-President (Resources and Operations)
 Lynn Logan, Associate Vice-President (Finance & Facilities)
 Michael McLean, Manager, Planning & Design (Facilities Development & Engineering) (Chair)
 Kevin Wamsley, Associate Dean (Faculty of Health Sciences)
 Alan Weedon, Vice-Provost (Academic Planning, Policy and Faculty)
 Betty Anne Younker, Dean (Don Wright Faculty of Music), Chair (Senate Committee on University Planning)



Campus Master Plan 2015

The Campus Master Plan: Focus and Initiatives

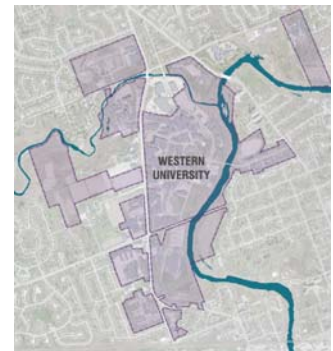
- Accommodate Western's growth over the next 25-30 years
- Intensification of the Core Campus
- Improvement to the Pedestrian Environment of Western Road
- Promote Parking Management Alternatives
- Improve Campus Connectivity
- Creation of High Quality Public Spaces
- Identification of Campus Gateways



Campus Master Plan 2015

Planning the Future

- For future space needs, assume general trends of the recent past (i.e. growth in the range of 100,000 to 120,000 square meters per decade)
- This Campus Master Plan does not set any specific targets/projections in terms of enrolments or space
- It identifies where the physical space growth can take place, the capacity of the identified development areas, and the design principles that should guide future building



2015 Draft Campus Master Plan

Primary Development Opportunities



- A - Springett / FRAM Site
- B - Weldon Library Site
- C - Elgin Entrance
- D - Social Science Site
- E - Perth Drive Sites
- F - Westminster Hall Site
- G - South Valley Site
- H - Western Road Development Site 1
- I - Western Road Development Site 2
- J - Advanced Manufacturing Park
- K - Discovery Park

Figure 10: Primary Development Sites



Campus Master Plan 2015

A. Springett / Fram Site



Figure 11: Conceptual Rendering, Springett / Fram Site

Yield Calculations: 60,000 - 80,000 m²

Design Opportunities:

- A Re-purpose the eastern section of Springett Lot for one academic building fronting Western Road and additional academic buildings and provide active street frontage along Western Road
- B A shared road has been created to service Huron University College, the FRAM lands, and Springett Lot. See pages 80-85 of this document for further information
- C Consider using undeveloped lands west of new Springett Lot for future academic uses
- D Provide parking to the rear of new academic buildings, respecting existing agreements



Campus Master Plan 2015

D. Perth Drive Sites



Figure 12: Conceptual Rendering, Perth Drive Site

Yield Calculations: 56,000 m²

Design Opportunities:

- A Future opportunity for multi-level parking structure
- B Construct two academic buildings that maximize opportunities to open onto the Thames River
- C Relocate the Greenhouses to an appropriate location respecting academic need and construct an academic building
- D Create a new building with a plaza and parking on the existing Middlesex Lot without obstructing views to the iconic Middlesex College clock tower
- E Redevelop the existing Staging building site



Campus Master Plan 2015

E. Westminster Site



Figure 13: Conceptual Rendering, Westminster Site

Yield Calculations: 33,000 - 37,000 m²

Design Opportunities:

- A Construct new buildings to infill site
- B Create new quads and commons framed by new buildings
- C Design a new promenade parallel to the Thames River
- D Provide new surface parking lot



Campus Master Plan 2015

G. South Valley Site



Design Opportunities:

- A Provide new academic buildings
- B New building for FILMS and Housing
- C Develop new academic buildings
- D Provide a flexible use open space that fronts onto a new internal road
- E Develop a new parking structure to replace the South Valley Lot and provide additional parking for core campus

Figure 26: Conceptual Planning, Option 2: Alumnus Hall - South Valley Site

Yield Calculations: 41,000 - 50,000 m²



Campus Master Plan 2015

Campus Core: Potential Academic Space



Potential New Academic Space on Main Campus:
288,000 - 359,000 m²

The total amount of space required by the University is driven by enrolment as well as research and other specialist demands. Since the pressures on the University, both internal and external, for these kinds of activities are likely to increase, an addition of between 100,000 and 120,000 sq. m. per decade, is considered the best planning indicator of future growth.



Campus Master Plan 2015

Public Realm: Priority Improvement Sites



1. Western Road
2. Alumni Circle
3. Oxford Drive
4. Social Science Plaza
5. Kent Drive
6. University Hill
7. Engineering / South Valley
8. Perth Drive



Campus Master Plan 2015

Western Road: Design Opportunities



Conceptual rendering of design opportunities: Western Road at Springhill Parking Lot

Extend landscape improvements, signage and wayfinding, and traffic calming measures along the length of Western Road to create a true campus main street.



Campus Master Plan 2015

Alumni Circle: Design Opportunities



Create a pedestrian oriented arrival commons that extends the unique design of Oxford Drive and defines Alumni Circle as a key entranceway to the heart of Campus.



Campus Master Plan 2015

Oxford Drive: Design Opportunities



Provide distinctive landscaping, wayfinding and paving features to formalize Oxford Drive as a signature shared-use street that is oriented towards pedestrians but accessible to cyclists, the evening bus route and emergency services.



Campus Master Plan 2015

Social Science Plaza: Design Opportunities



Create a distinctive arrival plaza and building addition that compliments the design for Oxford Drive and provides a variety of interior and exterior spaces for studying, socializing, and informal lectures.



Campus Master Plan 2015

Future Transportation Strategies

Suggested directions for transportation demand management:

- Accommodating parking
- Active transportation
- Rideshare/carpool
- Possible Rapid Transit development



Campus Master Plan 2015

The Consultation Process

Internal Stakeholder Consultations

PVP, Campus Council, Deans Council, SCUP, Property and Finance, SOGS, USC, Science Dean's Council (by invitation)

External Stakeholder Consultations

City of London, Neighbourhood Associations, Alumni Board, LHSC, LTC, Affiliated University Colleges

Campus Community

Mass Emails to Senators, students, faculty & staff, Western News article, Campus Community Meeting, Online Feedback

London Community

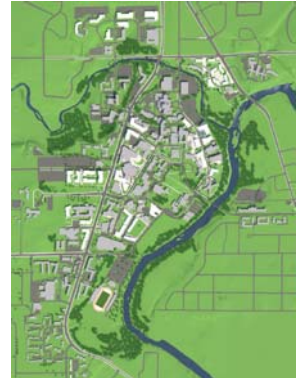
LFP Advertisement, Briefed LFP Editorial Board (resulting in lengthy story), London Community Meeting, Online Feedback



Campus Master Plan 2015

Feedback: Key Themes

- Parking, transit and traffic
- Green space, open space and landscape
- The importance of recreation and culture on campus
- Greenhouses



Campus Master Plan 2015



Campus Master Plan 2015

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Notice of Motion

Revisions to the Terms of Reference of the University Council on Animal Care (UCAC)

Candidates for Degrees and Diplomas – June Convocation 2015

Autumn Convocation 2015 – Order of Ceremony

Officers of Convocation

1. **Notice of Motion**

At the May meeting of Senate, a notice of motion was presented calling for the establishment of an ad hoc committee of Senate (see [Appendix 1](#) of this report). The Operations/Agenda Committee has determined that the motion is in order and that it will be on the Senate agenda for June 5, 2015.

FOR APPROVAL

2. **Revisions to the Terms of Reference of the University Council on Animal Care (UCAC)**

Recommended: That the Terms of Reference for UCAC be revised as shown in [Appendix 2](#).

Background:

The Terms of the University Council on Animal Care (UCAC) had to be revised to reflect changes requested by the Canadian Council on Animal Care (CCAC) during their last visit. Minor editorial amendments were also made to the description of the committee composition.

FOR INFORMATION

3. **Candidates for Degrees and Diplomas – June Convocation 2015**

On behalf of the Senate, the Provost approves the list of Candidates for Degrees and Diplomas upon the recommendation of the Registrar [S.96-124]. The list of Candidates approved by the Provost will be appended to the Official Minutes of the June 5, 2015 meeting of Senate.

4. **Autumn Convocation 2015 – Order of Ceremony**

See [Appendix 3](#).

5. **Officers of Convocation**

The following Officers of Convocation have been appointed or reappointed:

Director of Convocation

Donna Peterson (term to June 30, 2016)

Associate Marshal (terms to June 30, 2017)

Luiz Capretz

Greg Kelly

Nigmendra Narain

Assistant Chief Usher (terms to June 30, 2017)

Deb Coward

Craig Reed

Esquire Bedel (terms to June 30, 2017)

Julie Aiken Schermer

Debra Jared

Assistant Chief Public Orator (terms to June 30, 2017)

Margaret Kellow

John Thorp

Notice of Motion

At the May 8 Senate meeting, Professor Toswell presented the following notice of motion:

Motion: That a broad based *Senate ad hoc Committee on Renewal* be formed by Senate to assist the University Leadership team as we collectively move forward, seeking to create a more consultative, transparent and inclusive model of governance at Western.

Moving Forward: Senate ad hoc Committee on Renewal

Mission: To facilitate and collect the flow of information from all sectors and to make recommendations to the Senate, and through Senate to provide advice to the Board, with regard to moving The University of Western Ontario forward from its current crisis.

Membership:

- co-chairs, one ex officio representative from the pvp team and one faculty member with expertise in the field of governance and/or budgetary planning
- a member appointed by UWOFA
- a member appointed by UWOSA/PMA
- seven representatives elected by Senate including not more than three deans or associate/assistant deans, and representing the three granting councils
- an undergraduate student representative from USC
- a graduate student representative SOGS/PSAC
- a member appointed by the Board of Governors
- a member appointed by the President
- a member appointed by the Alumni
- input from other constituencies will be welcome

Terms of reference:

- To investigate issues that emerged during Senate debates in April 2015, and to make recommendations that will establish more robust and transparent decision-making practices and processes at Western
- To receive comments and recommendations from across campus and to determine ways forward that are beneficial to the whole community
- This committee could form subcommittees which would be given specific tasks, such as (but not restricted to):
 - a full review of the state of governance at Western;
 - a discussion of the budget model at Western seeking to develop a more transparent process that properly sustains all of the faculties and frontline services to which the university has committed itself;
 - reconsidering the roles of existing administrative structures at Western (such as Senate Committees) in terms of how they might be strengthened and enhanced to better serve the community
 - other matters that arise during its investigations.



UNIVERSITY COUNCIL ON ANIMAL CARE (UCAC)

Terms of Reference:

- 1) **Purpose** - The University Council on Animal Care's (UCAC) purpose is to oversee and advise on all matters pertaining to the procurement, maintenance and use of animals as defined by the Canadian Council on Animal Care (CCAC), hereafter referred to as "animals," for research, testing and teaching associated with the University and its affiliated bodies.
 - a) As necessary, the UCAC shall deliver its mandate through the following sub-committees/department:
 - i) Animal Use Subcommittee (AUS);
 - ii) Animal Care Governance Steering Committee (ACGSC);
 - iii) Department of Animal Care & Veterinary Services (ACVS);
 - iv) As developed by UCAC.
- 2) **Responsibilities** - With the assistance of its ACGSC, AUS and ACVS, the UCAC has overall responsibility to:
 - a) Ensure that all animals are procured, cared for and used in a manner that protects the reputation of the University and its affiliates in accordance with all Federal, Provincial, and University policy statutory requirements, regulations and guidelines, including:
 - i) The Canadian Council on Animal Care (CCAC) - *Ethics of Animal Experimentation*; the *Guide to the Care and Use of Experimental Animals*, Volumes 1 and 2; the principles of the 3 R's *Reduce, Refine, and Replace*, [<http://www.ccac.ca>];
 - ii) Tri-Council's *Memorandum of Understanding* [http://www.nserc-crsng.gc.ca/NSERC-CRSNG/Policies-Politiques/MOURoles-ProtocolRoles/index_eng.asp];
 - iii) Other Federal Agencies whose policies apply to the use of animals and/or materials used in research involving animals, including but not limited to:
 - (1) Canadian Food Inspection Agency;
 - (2) Health Canada;
 - (3) Public Health Agency of Canada;
 - (4) Environment Canada;
 - (5) Transport Canada.
 - iv) The Canadian Association of Laboratory Medicine's *Standards of Animal Care*;
 - v) The *Animals for Research Act* (Ontario) [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90a22_e.htm];
 - vi) University Policies - Policy and Procedures for the Use of Animals in Research, Testing and Teaching document [[MAPP 7.12](#)]; Standardized Training in Animal Care and Use [[MAPP 7.10](#)]; ACGSC's Terms of Reference; AUS's Terms of Reference; AUS-approved Standard Operating Procedures (SOPs).
 - b) Ensure that the University's and its affiliates' animal facilities and personnel provide appropriate care and supervision of all animals before, during and after the course of experimental procedures and/or teaching exercises in accordance with the aforementioned regulatory policy statutory requirements, regulations, and guidelines.
 - c) Work with the University community to ensure that all animal users and care givers are informed of and comply with institutional animal care and use policies.
 - d) Address any individual or organizational submissions or complaints relating to the operation of the Animal Use Subcommittee (AUS), the Department of Animal Care and Veterinary Services (ACVS), and/or the care and use of animals within its jurisdiction.
 - e) Use its CCAC-mandated authority directly or via the AUS to:

- i) Stop any procedure it considers objectionable on the basis that unnecessary distress or pain is being experienced by an animal;
- ii) Stop immediately any use of animals which deviates from the approved use, any non approved procedure, or any procedure causing unforeseen pain or distress to animals; and
- iii) Have an animal euthanized humanely if pain or distress caused to the animal is not part of the approved protocol and cannot be alleviated; **and**
- iv) **Delegate authority to treat or euthanize animals to an authorized veterinarian.**
- f) Hear and decide appeals from decisions of AUS via the Animal Care Governance Steering Committee (ACGSC), in accordance with appeal mechanisms established in the Policy and Procedures for the Use of Animals in Research, Testing and Teaching [\[MAPP 7.12\]](#).
- g) Advise on future requirements for animal facilities and foster the orderly development of such facilities.
 - i) Review all developmental plans for additions, expansions, consolidations and renovations of animal facilities and determine that adequate professional advice has been sought with respect to their design and equipment.
- h) Advise the President & Vice-Chancellor, who shall bring to Senate via the University Research Board those matters requiring Senate's attention.
- i) Report on its activities to Senate through the University Research Board at least annually.
- j) Ensure that enquiries from the public and the news media regarding the procurement, care and use of animals at this University and affiliated institutions are directed to a Communications Response Team of the UCAC, chaired by the Vice-President (Research).
- k) Review and approve internal policies directly associated with the Animal Care and Use program. This authority is also delegated to the ACGSC in the event that a decision is needed and the meeting of UCAC is not imminent.**

3) Composition & Terms of Office

- a) Four faculty members elected by Senate: **two who conduct animal-based research and of whom have and two of whom who do not have experience in conduct animal-based research.** **and None of whom are these faculty shall be** members of the AUS.
- b) Two individuals external to the University Community, appointed by the President & Vice-Chancellor.
- c) One student, appointed by the President & Vice-Chancellor.
- d) Ex officio Members:
 - i) President & Vice-Chancellor
 - ii) Provost & Vice-President (Academic)
 - iii) Vice-President (Resources & Operations)
 - iv) Vice-President (Research)
 - v) Vice-Provost (Graduate & Postdoctoral Studies)
 - vi) Deans of all faculties and affiliated university colleges in which laboratory animals are used or maintained
 - vii) Scientific Director, Lawson Health Research Institute
 - viii) Director, Robarts Research Institute
 - ix) Director, Animal Care and Veterinary Services
 - x) Chair, AUS
 - xi) An ACVS Veterinarian appointed by the ACVS Director
 - xii) Secretary of Senate (non-voting)
- e) With the exception of the Director ACVS, other ACVS veterinarians, and the AUS Chair, no member of UCAC may at the same time be a member of the AUS.

- f) The term of elected or appointed members of faculty, staff or the general community shall be two years, once renewable. The term of elected or appointed students shall be one year, renewable a maximum of four times.
- g) The Vice-President (Research) shall serve as Chair.
- h) The Council shall select a Vice-Chair from the voting members of Council for a two-year term, once renewable.

Last revised: March 2015

ORDER OF CEREMONY - AUTUMN CONVOCATION 2015
October 22 and 23, 2015

THURSDAY, OCTOBER 22 - 10:00 A.M.

King's University College (all degrees including MSW)*
Faculty of Information and Media Studies (undergraduate degrees)
Faculty of Social Science (undergraduate degrees)

THURSDAY, OCTOBER 22 - 3:00 P.M.

Brescia University College (all degrees including MA/MSc in Nutritional Sci)*
Huron University College (all degrees)*
Faculty of Arts and Humanities (undergraduate degrees)
Don Wright Faculty of Music (all degrees)*
Faculty of Engineering (all degrees)*
Faculty of Health Sciences (undergraduate degrees)
Faculty of Science (undergraduate degrees – includes BMSc)

FRIDAY, OCTOBER 23 - 10:00 A.M.

School of Graduate and Postdoctoral Studies*
Faculty of Health Sciences
Richard Ivey School of Business (all degrees)

FRIDAY, OCTOBER 23 - 3:00 P.M.

School of Graduate and Postdoctoral Studies*
Faculty of Arts and Humanities
Faculty of Education (all degrees)
Faculty of Information and Media Studies
Faculty of Law (all degrees)
Faculty of Science
Faculty of Social Science
Schulich School of Medicine & Dentistry

* = students in the School of Graduate and Postdoctoral Studies in graduate programs hosted by individual faculties.

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

Faculty of Arts and Humanities, Department of Women's Studies and Feminist Research:
Revision of the Major in Sexuality Studies

Faculty of Arts and Humanities, Department of French Studies and Modern Languages and
Literatures, Faculty of Social Science, Department of Anthropology: Introduction of an Honors
Specialization in Linguistics

Faculty of Arts and Humanities and Faculty of Social Science, Department of Women's Studies
and Feminist Research AND Huron University College, Centre for Global Studies: Introduction
of an Honors Specialization in Global Gender Studies

Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors
Specialization in Microbiology and Immunology with Pathology

Schulich School of Medicine & Dentistry and Faculty of Science: Revision of the Admission
Requirements and the Module requirements for the Major in Interdisciplinary Medical Sciences
(IMS)

Faculty of Science, Department of Biology: Introduction of an Honors Specialization in
Biodiversity and Conservation

Faculty of Graduate and Postdoctoral Studies:
Introduction of a Master in Clinical Science (M.Cl.Sc.) in Driving Rehabilitation Therapy (DRT)
Introduction of the combined Master of Engineering (MEng) and Master of Business
Administration (MBA) program
Introduction of a Graduate Diploma (GDip) in Public Administration

Articulation Agreements:
Faculty of Arts and Humanities, Theatre Studies Module and Fanshawe College, Theatre Arts:
Articulation Agreement for the Admission of Graduates from the Fanshawe College, Theatre
Arts Diploma into Western's Faculty of Arts and Humanities, Theatre Studies Major

Faculty of Social Science, Department of Economics and Fanshawe College: Articulation
Agreement for the Admission of Graduates from the Fanshawe College Two-Year Business-
Finance Diploma Program into Year 3 of the 4-Year Major in Economics or Major in Financial
Economics at Western

Faculty of Science and Fanshawe College: Renewal of the Articulation Agreement between
Western's Faculty of Science, Environmental Science and Chemistry Modules, and the
Fanshawe Chemical Laboratory Technology – Science Laboratory and Environmental
Technology Diploma Programs

Introduction of the Western Award for Innovations in Technology-Enhanced Teaching

Admission Requirements for Western eLearn Students into First-Entry Degree Credit
Programs at Western

Revisions to Admission Policies for English Language Proficiency

Revisions to the Student Medical Certificate

Revisions to the Trois-Pistoles Sessional Dates

Revision to the Terms of the CIBC Women in Financial Services HBA Scholarship

SUPR-U Report: Cyclical Review of Programs
New Scholarships and Awards and Report of the Western Athletic Financial Awards (AFA)
Committee

1. **Faculty of Arts and Humanities, Department of Women's Studies and Feminist Research: Revision of the Major in Sexuality Studies**

Recommended: That effective September 1, 2015, the description and the admission and progression requirements of the Major in Sexuality Studies be revised as shown in [Appendix 1](#).

Background

The addition of Women's Studies 3173F/G as a required core course and the re-weighting of the "Representation and Cultural Production" requirement to 1.0 reflect the module's need to incorporate a central theoretical approach to Sexuality Studies and to respond to difficulties students have been experiencing in acquiring sufficient courses to meet the "Representation and Cultural Production" requirement.

In addition, the Department of Women's Studies and Feminist Research has been effectively the sole administrator of this module since it was introduced. Other departments in the Faculty have been unable to mount sufficient courses to be of substantial assistance in the module. As a result, at the April 13, 2015 meeting of the Sexuality Studies Advisory Board there was a unanimous vote to change the status of the module from its current intra faculty mode to become the sole purview of Women's Studies and Feminist Research and to end the role of the Advisory Board in the module.

2. **Faculty of Arts and Humanities, Department of French Studies and Modern Languages and Literatures, Faculty of Social Science, Department of Anthropology: Introduction of an Honors Specialization in Linguistics**

Recommended: That effective September 1, 2015 an Honors Specialization in Linguistics (Interfaculty Program) be introduced by the Faculty of Arts & Humanities and the Faculty of Social Science as shown in [Appendix 2](#).

Background

Faculty in this program have identified the need to offer an Honors Specialization program for students interested in graduate studies in Linguistics. By taking advantage of the various departments already participating in this inter-faculty program it will be possible to offer such a program and meet the moderate student demand.

3. **Faculty of Arts and Humanities and Faculty of Social Science, Department of Women's Studies and Feminist Research AND Huron University College, Centre for Global Studies: Introduction of an Honors Specialization in Global Gender Studies**

Recommended: That an Honors Specialization in Global Gender Studies be introduced at the Faculty of Arts and Humanities and Faculty of Social Science, Department of Women's Studies and Feminist Research AND Huron University College, Centre for Global Studies effective September 1, 2015, as shown in [Appendix 3](#).

Background:

The rationale behind this proposal is rooted in the historical practices of students studying in both the Department of Women's Studies and Feminist Research (WSFR) and the Centre for Global Studies (CGS). Since both WSFR and CGS were formed, there has been a stream of students pursuing modules in each academic unit that have sought complementary studies in the other. There is an existing and well established interest amongst students at both Western and Huron to bring the studies available in both sets of educational programs into productive integration and confluence with one another, in recognition of the educational value that the respective programs bring out in each other.

4. **Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Microbiology and Immunology with Pathology**

Recommended: That an Honors Specialization in Microbiology and Immunology with Pathology, leading to an Honors Bachelor of Medical Sciences (BMSc) degree, be introduced by the Department of Microbiology and Immunology and the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry, effective September 1, 2015 as shown in [Appendix 4](#).

Background:

The current Honors Specialization in Microbiology and Immunology provides students with a limited understanding of disease pathogenesis as it is focused on microbes and immunity in primarily infectious diseases, autoimmune diseases and cancer. There has been interest expressed over the past few years from undergraduate students for a module that combines microbiology, immunology and pathology. Microbiology and, in particular, immunological processes are vital contributors to the pathology of many human diseases. As such, many universities have an integrated Department of Pathology and Immunology (and often Microbiology). This new, limited enrollment Honors Specialization module (capacity will initially be 6 students) will benefit both departments and will allow top students in the BMSc Program the opportunity to improve and expand their understanding of general mechanisms of diseases. In addition to microbiological and immunological processes, students will also learn organ-specific pathological processes like neoplasia, hemodynamics, vascular disturbances and genetics. This will allow students a more comprehensive “big picture” understanding of the pathogenesis of several human diseases.

5. **Schulich School of Medicine & Dentistry and Faculty of Science: Revision of the Admission Requirements and the Module requirements for the Major in Interdisciplinary Medical Sciences (IMS)**

Recommended: That, effective September 1, 2015, the Major in Interdisciplinary Medical Sciences (IMS) be revised as shown in [Appendix 5](#).

Background:

The Major in Interdisciplinary Medical Sciences (IMS) may be completed in a Bachelor of Medical Sciences (BMSc) degree only, and must be taken either in combination with another Major or in addition to an Honors Specialization or Specialization module. Within the Major in IMS, and with regard to the desired program outcomes for students in a Major in IMS, a foundational knowledge of biochemistry (as presented in Biochemistry 2280A) is required. Biochemistry 2280A is also a prerequisite for many of the courses listed in Groups 1 and 2 in the Major in IMS. When the Major in IMS was introduced, Biochemistry 2280A was not included in the Admission Requirements since this half course was included in the Admission Requirements for a number of other Honors Specialization, Specialization and Major modules leading to a BMSc degree. Because there are a few modules that do not require Biochemistry 2280A (e.g. the Major in Medical Biophysics), Biochemistry 2280A is being added to the Module requirements for the Major in IMS. Since Biochemistry 2280A is a prerequisite for many of the courses in Groups 1 and 2, it is also added to the Admission Requirements, i.e. it must be completed before admission to the Major in IMS in Year 3 BMSc.

6. **Faculty of Science, Department of Biology: Introduction of an Honors Specialization in Biodiversity and Conservation**

Recommended: That an Honors Specialization in Biodiversity and Conservation leading to a BSc degree be introduced in the Faculty of Science, effective September 1, 2015 as shown in [Appendix 6](#).

Background:

The Honors Specialization module in Biodiversity and Conservation is an initiative by the Department of Biology to become a destination of choice for students with particular interest in the study of modern ecology, evolution and intersecting disciplines (e.g. population genetics). As well, it's an undergraduate

Biology link with the recently articulated Faculty of Science research theme in Sustainability and Environment. The module will have a strong laboratory/research component in Years 3 and 4 that will be supported by a large cohort of Biology faculty with both expertise and active research programs in biodiversity science. With a focused curriculum that culminates with key capstone offerings in fourth year that build on prerequisite courses the module has clear degree-level outcomes in terms of both knowledge and skills. With these in hand, graduates will be prepared to pursue a diverse array of careers from basic research to public policy in a range of fields that are particularly pertinent today including impact of climate change on biological diversity, conservation and restoration.

7. **Introduction of a Master in Clinical Science (M.Cl.Sc.) in Driving Rehabilitation Therapy (DRT)**

Recommended: That, pending Quality Council approval, the new Master in Clinical Science (M.Cl.Sc.) in Driving Rehabilitation Therapy (DRT) be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2015 as show in [Appendix 18](#).

Background

The MCISc (DRT) will offer on-line and on-site training to graduate entry level driving rehabilitation specialists. A driving rehabilitation specialist is a graduate from a professional program (e.g., Occupational Therapy, Physical Therapy, Speech and Language Pathology, Nursing and Kinesiology) who will receive post graduate training in the assessment and intervention processes of medically-at-risk drivers.

The MCISc (DRT) is a one-year (12 month) long program that consists of 6 half courses (.05 FCE, or 36 hours per course):

- **Foundations, Models, and Theories of Driving Rehabilitation
- **Applied Research to Driving Rehabilitation Therapy (Critical appraisal of DRT evidence and considerations for best practices and policies)
- **Screening, Assessment, Evaluation, and Intervention in Driving Rehabilitation
- On-site Mentoring
- **Seminars in Driving Rehabilitation
- Skills and Competency Training and Testing

The MCISc (DRT) is a course-based graduate program. Students will complete a research course to prepare them to become consumers of research, yet the program is non-thesis based. Four courses of the program (as indicated with **) will be delivered via an on-line delivery system to attract and accommodate local, national, and international graduate (no study permit required) students. One course (On-site Mentoring) will be conducted in alignment with the student's preferred time and in accordance to his/her and the identified mentor's schedule. This component must be completed prior to the poster defense and the final competency testing. The Skills and Competency Training and Testing Course will be delivered on-site, in the last semester of the course, and require students to visit the campus/ satellite centre twice (2 weekends @ 20 hours each) during that semester.

The main objective of this program is to train students to screen, assess, evaluate, and provide evidence-based interventions for experienced licensed drivers. Such drivers will be identified as those who are medically at risk for driving or who are unfit to drive, and will represent populations across the lifespan (e.g., a teen driver with an attention deficit hyperactivity disorder, an adult driver with a neurological condition, or an older adult driver with/without chronic conditions), and in a variety of settings (e.g., hospital, rehabilitation centres, or in the community).

An external review of the new proposed program took place on February 19 and 20, 2015. The final assessment report is attached as [Appendix 19](#).

8. **Introduction of the combined Master of Engineering (MEng) and Master of Business Administration (MBA) program**

Recommended: That, the combined Master of Engineering (MEng) and Master of Business Administration (MBA) program be introduced in the School of Graduate and Postdoctoral Studies, effective March 1, 2016 as shown in [Appendix 20](#).

Background:

The combination of a Master of Engineering and a Master of Business Administration provides students with the unique opportunity to combine the technical knowledge in engineering and leadership skills in business. This is ideal for anyone looking for a career in manufacturing, mining, oil & gas, logistics, consulting or finance. Further, the ability to develop a new product or technology in engineering and commercialize the new product or technology at Ivey would offer a unique opportunity for entrepreneurs. . The proposed program will be completed in two years. All areas in Engineering currently offering and MEng degree will be able to participate in the combined program. At the end of the two years, students successfully finishing the program will receive both an MEng and an MBA.

9. **School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Public Administration**

Recommended: That, pending Quality Council approval, the new Graduate Diploma (GDip) in Public Administration be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2015 as shown in [Appendix 21](#).

Background:

The Graduate Diploma in Public Administration is a new program that is designed to replace the Local Government Program's current undergraduate-level Diploma in Public Administration (DPA). It will consist of four required courses and a faculty-supervised Research Report. It will be the second graduate program offered by Western's Local Government Program (LGP) in the Department of Political Science. The LGP already offers a 13-course Masters in Public Administration (MPA), which has been operational since 1990. The Graduate Diploma will offer students a more compact graduate education alternative to the MPA, and it will act as a gateway to the MPA program for students who decide to pursue further education in the LGP upon completion of the Graduate Diploma.

The LGP's Graduate Diploma will be a part-time program designed for mid-career local government administrators. Most students admitted will be experienced administrators working in municipal governments, or related organizations such as special-purpose boards, provincial ministries, and not-for-profit organizations. The primary market for the Graduate Diploma will be among local government managers in southern Ontario, although there is potential for longer-term expansion of geographical reach through the development of a distance-learning stream. Graduate Diploma courses will offer advanced, academically grounded professional education in the structure and functioning of local government, local administration and policy analysis, which will enhance students' capacity to effectively manage the challenges of modern community, urban and regional governance and administration. The cross-disciplinary faculty complement will include both academic researchers specializing in local government and practitioners with extensive local government experience.

The Graduate Diploma will consist of four required courses: Advanced Local Government (PA9901), Policy Process in Local Government (PA9902), Organizational Behaviour in a Local Government Environment (PA9903), and Local Government Management (PA9904). These courses already exist at present, since they are the first four of the 13 required courses of the MPA, and are also taken by current DPA students under different course codes. In addition to functioning as a self-standing graduate program, the Graduate Diploma will offer students who are interested in pursuing further education in the LGP the opportunity to apply for admission to the MPA program with advanced standing. Over and above the course requirements, the Graduate Diploma will feature a milestone requirement in the form of an independent, faculty-supervised Research Report of 25 – 30 pages in length.

Western's Graduate Diploma in Public Administration will initially be offered in four distinct streams, with potential for the future development of other streams in conjunction with the longer-range development of the Local Government Program. All streams will be offered on a part-time basis in order to facilitate successful completion by working local government professionals. The program requirements will be the same in each stream, but progression schedules and location of course delivery will vary.

10. **Articulation Agreements**

10a **Faculty of Arts and Humanities, Theatre Studies Module and Fanshawe College, Theatre Arts: Articulation Agreement for the Admission of Graduates from the Fanshawe College, Theatre Arts Diploma into Western's Faculty of Arts and Humanities, Theatre Studies Major**

Recommended: That effective July 1, 2015, graduates of the Fanshawe College, Theatre Arts Diploma, be admitted into Western's Faculty of Arts and Humanities, Theatre Studies Major, according to the procedures set out in the Articulation Agreement attached as [Appendix 7](#).

Background:

This articulation agreement, attached as Appendix 7, was developed to define a pathway for graduating students of the 2-year Theatre Arts Diploma at Fanshawe College into the Faculty of Arts and Humanities, Theatre Studies major. The development of this agreement supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT).

- 10b Faculty of Social Science, Department of Economics and Fanshawe College: Articulation Agreement for the Admission of Graduates from the Fanshawe College Two-Year Business-Finance Diploma Program into Year 3 of the 4-Year Major in Economics or Major in Financial Economics at Western

Recommended: That effective June 1, 2015, graduates from the two-year Business-Finance Diploma Program from Fanshawe College be admitted into Year 3 of the 4-Year Major in Economics or Major in Financial Economics in the Department of Economics in the Faculty of Social Science as shown in [Appendix 8](#).

Background:

This agreement relates to students who have completed the two-year Business-Finance Diploma Program at Fanshawe College. Effective June 1, 2015, Economics proposes to accept students from this program into Year 3 of the 4-Year Major in Economics or Major in Financial Economics as set out in the Articulation Agreement shown as [Appendix 8](#). The objectives of the agreement are to provide graduates from Fanshawe who satisfy the criteria described in this agreement with the opportunity to continue their education and to obtain a Western degree.

- 10c Faculty of Science and Fanshawe College: Renewal of the Articulation Agreement between Western's Faculty of Science, Environmental Science and Chemistry Modules, and the Fanshawe Chemical Laboratory Technology – Science Laboratory and Environmental Technology Diploma Programs

Recommended: That Senate approve the renewal of the Articulation Agreement between The University of Western Ontario Faculty of Science (Environmental Science and Chemistry modules), and the Fanshawe College (Chemical Laboratory Technology – Science Laboratory and Environmental Technology Diploma Programs) as amended in [Appendix 9](#), effective July 1, 2015.

Background:

Senate originally approved this agreement in 2008, and it was renewed in 2011. Revisions found here are based on changes made to modules and courses at Western and Fanshawe. The renewal of this agreement supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT).

11. Introduction of the Western Award for Innovations in Technology-Enhanced Teaching

Recommended: That effective July 1, 2015 the Western Award for Innovations in Technology-Enhanced Teaching be introduced as shown in [Appendix 10](#).

Background:

Skillfully and meaningfully integrating technology into a course in order to benefit student learning is a complex endeavour. Continuing to innovate, reflect, and improve the integration of technology across courses is a recognition of the capacity of technology to enhance student learning. The Western Award for Innovation in Technology-Enhanced Teaching is meant to recognize and reward the contributions of faculty members at Western University and its Affiliated University Colleges who have significantly improved the experience and outcomes of their students through the intentional incorporation of technology into their teaching practice. The Guidelines of the Award is attached as [Appendix 10](#).

SCAPA's Subcommittee on Teaching Awards (SUTA) will select the recipient. The Guidelines for the Western Award for Innovations in Technology-Enhanced Teaching will be incorporated into the SUTA Regulations posted here: http://www.uwo.ca/univsec/senate/teaching_awards.html

12. **Admission Requirements for Western eLearn Students into First-Entry Degree Credit Programs at Western**

Recommended: That effective September 1, 2015 students participating in the eLearn program be allowed to gain admission into First-Entry Degree Credit Programs, and

That the description of the Western eLearn program be revised as shown in [Appendix 11](#).

Background:

Senate approved the Western eLearn Program on December 6, 2013 (see Senate Agenda here: http://www.uwo.ca/univsec/pdf/senate/minutes/2013/a1312sen_Full.pdf). This proposal aims to provide a formal pathway for eLearn students to transfer into first-entry degree credit programs at Western.

13. **Revisions to Admission Policies for English Language Proficiency**

Recommended: That Senate approve that the admission policies for English Language Proficiency be revised as shown in [Appendix 12](#).

The current policies are posted here: <http://www.uwo.ca/univsec/handbook/adm/englishadm.pdf>

Background:

The following changes are proposed to the policy:

- 1) Include the Pearson Test of English Academic (PTE Academic) into the list of acceptable English Language proficiency tests. PTE Academic is an international computer-based test of academic English that effectively measures the English language skills of non-native English speaking students in the following areas: academic listening, speaking, reading and writing skills.
PTE Academic was first made available in 2009 and is owned by Pearson, a known leader in the publishing, education and testing fields and the company behind brands such as Penguin Publishing, Edexcel, Pearson Longman, Prentice Hall, Addison-Wesley and the Financial Times. As of 2014, PTE Academic test centers were available in 51 different countries. PTE Academic has already been recognized as an approved English language admission test by nearly 3,000 academic programs including 85 post-secondary institutions across Canada, all universities in Australia, 98% universities in the UK and more than 2000 other programs in the United States.
- 2) Revise the description of the acceptable level of CultureWorks' ESL program. CultureWorks has established a new leveling system whereby "Level D" replaced the previous "High-Advanced Level". CultureWorks has also adopted a new URL for their website.

14. **Revisions to the Student Medical Certificate**

Recommended: That effective June 1, 2015 the Student Medical Certificate be revised as shown in [Appendix 13](#).

The current Student Medical Certificate can be found at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Background:

The current Student Medical Certificate discloses personal information (nature of illness) of the students asking for accommodation. In accordance with privacy legislations, students cannot be obligated to share this information with Western.

15. **Revisions to the Trois-Pistoles Sessional Dates**

Recommended: That the Sessional Dates for Trois Pistoles in 2016 be revised as shown in [Appendix 14](#).

Background:

The Sessional Dates for Trois Pistoles in 2016 are revised to synchronize them with the start date of the Intersession and Summer Day sessions on main campus.

16. **Revision to the Terms of the CIBC Women in Financial Services HBA Scholarship**

Recommended: That Senate approve that the terms of reference of the CIBC Women in Financial Services HBA Scholarship be changed as shown below.

CIBC Women in Financial Services HBA Scholarship

Awarded to a female student entering HBA 1 at the Ivey Business School based on academic achievement, community leadership, and a demonstrated interest in pursuing a career in the financial services industry. Interest in the financial services industry will be measured by each candidate's response to a short essay question. This scholarship will continue for HBA 2 provided the recipient maintains a 78% average. If the recipient fails to retain the scholarship, a new HBA 2 recipient will be selected. Recipients will have an opportunity to interview for a summer internship at CIBC between HBA 1 and HBA 2. **A representative of CIBC may participate in the review of the candidates and provide advice to the HBA Scholarship Review Committee on their suitability for the potential internship at CIBC. The HBA Scholarship Review Committee will, however, make the final selection of the recipient in its sole and absolute discretion. A recipient is not obligated to participate in the internship or co-op or accept post graduate employment at CIBC to retain the award. If a recipient fails to complete the internship or co-op assignment for any reason, the recipient will still retain the award provided that the conditions of the award are met.** This scholarship was established with a generous gift from CIBC.

Value: 3 at \$10,000 continuing

Effective: 2014-2015 through 2019-2020 academic years

The value will change from 3 scholarships to 2 annually through to the 2023-2024 academic year with the final two recipients being selected in the 2022-2023 academic year.

Background

Western's Alumni Relations and Development Office received a request from CIBC to allow their participation in the selection process of potential candidates for internships positions. CIBC was disappointed that no Western scholarship recipient accepted an internship with them and they believe that their lack of participation in the process can partially be blamed for this. CIBC is asking Western to allow their participation in the process in an advisory capacity, given that there is a recruitment or employment aspect to the scholarship.

MAPP 2.10 policy on Student Scholarships, Awards and Prizes

(http://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp210.pdf) contains unequivocal language around donor participation in selection of recipients as follows:

"A donor or a representative of the donor may not be involved in the selection of an individual for an award, scholarship or prize that has been funded by the donor".

The request to amend the terms of the CIBC award is seeking an exemption from MAPP 2.10 for this specific scholarship only on a trial basis.

FOR INFORMATION

17. **SUPR-U Report: Cyclical Review of Programs**

The following cyclical reviews of undergraduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Health Sciences	Nursing	March 10, 2015	Good Quality
Social Science	Sociology	March 6, 2015	Good Quality
Huron University College	Philosophy	March 11, 2015	Good Quality

The detailed Final Assessment Reports of the reviews is attached as **Appendix 15**.

18. **New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in [Appendix 16](#) for recommendation to the Board of Governors through the Vice-Chancellor. The Report of the Western Athletic Financial Awards (AFA) Committee was received for information and attached as [Appendix 17](#).

REVISED CALENDAR COPY
<http://www.westerncalendar.uwo.ca/2015/pg1561.html>

MAJOR IN SEXUALITY STUDIES

~~Sexuality Studies is an interdisciplinary intra-faculty module in the Faculty of Arts and Humanities, administered by the Departments of Modern Languages and Literatures, Classical Studies, English, Film Studies, Philosophy, and Visual Arts, with the Department of Women's Studies and Feminist Research as the lead unit.~~

Admission Requirements

Completion of first-year requirements, including 1.0 Women's Studies course at the 1000 level (either Women's Studies 1020E or any two of Women's Studies 1021F/G and Women's Studies 1022F/G and Women's Studies 1023F/G) or Comparative Literature and Culture 1023 with a mark of at least 60%, or permission from the Department of Women's Studies and Feminist Research in consultation with module partners.

Module

6.0 courses:

1.0 course: Women's Studies 2273E.

0.5 course: Women's Studies 3173F/G.

2.0 courses from the area of "History, Culture and Practice": Anthropology 2202F/G, 2255E, Classical Studies 3300F/G, 3310F/G, 3350F/G, Geography 3412F/G, History 2185, 4803E, Psychology 2075, Women's Studies 2160A/B, 2163F/G, 2205F/G, 2283F/G, 3305F/G, 3345F/G, 3356F/G, 4463F/G.

~~4.5~~ **1.0 courses** from the area of "Representation and Cultural Production": CLC 2241F/G, 3333F/G, 3334F/G, 3335F/G, 3336F/G, 3395F/G-3397F/G, English 3886F/G, Film Studies 2255E, 3355F/G, Women's Studies 2161A/B, 2162A/B, 2203F/G, 2223F/G, 2243F/G, 3153F/G, 3363F/G, Visual Arts History 2286F/G, 2287F/G.

0.5 course from the area of "Theory": Philosophy 2077F/G, 4750F/G, Women's Studies 2233F/G, 2253E, 2263F/G.

1.0 course from any of the courses listed in the above three areas.

The module must include at least 1.0 course at the 3000 level or above, and no more than 1.5 courses at the 2000-2199 level. At least 2.5 of the 6.0 courses must be Women's Studies courses.

A student may apply to the Department of Women's Studies and Feminist Research for approval to substitute 1.0 course not listed above, provided the course is relevant to the Sexuality Studies Major. ~~The Department of Women's Studies and Feminist Research will make this decision in consultation with the module partners.~~

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<http://www.westerncalendar.uwo.ca/2015/pg482.html#32662>

HONORS SPECIALIZATION IN LINGUISTICS

Admission requirements:

Completion of first year with at least 75% average in 3.0 principal courses including Anthropology 1027A/B and Linguistics 1028A/B and with no principal course less than 60%. Students should consult with one of the program Co-directors prior to admission.

Module

9.0 Courses:

3.5 core courses: Anthropology 2247A/B, 2248A/B, 3335F/G, 3337F/G, Linguistics 4247A/B, 4248A/B, 4490F/G.

1.0 Language course(s) to be selected in consultation with one of the Linguistics Co-directors.

1.5 courses from "Formal approaches to language": Anthropology 3237A/B, French 2805 A/B, 2806 A/B, 3810A/B, 3830A/B, 4810F/G, 4820F/G, 4830F/G, 4840F/G, 4880F/G, Linguistics 2244A/B, 2250F/G, 2287F/G, 3100F/G, 3102A/B, Spanish 3303A/B, 3317A/B, 3318A/B, 4415F/G, 4802A/B.

1.5 courses from "Social aspects of language": Anthropology 2243F/G, 2245F/G, 2249F/G, French 3870A/B, 4040A/B, 4850F/G, Linguistics 2285F/G, 2286F/G, 4100A/B, Philosophy 3270F/G, Spanish 3314F/G, 4412F/G, 4413F/G, 4414F/G.

1.5 other courses from the following or any course from above not already taken: Anthropology 2246F/G, 2250F/G, 4412F/G, Classical Studies 2800A/B, Communication Sciences and Disorders 4411F/G, 4439A/B, English 3001E, 3012E, French 4100F/G, Linguistics 3340A/B, 3390A/B, Philosophy 2250, 2252W/X, 2260F/G, 3201A/B, 3202B, 3260F/G, 4210F/G, Psychology 2134A/B, 3140F/G, 3141F/G, 3142E, 3184F/G, Spanish 2214F/G, 3911A/B-3915A/B, 3916A/B-3920A/B, 4921F/G-4925F/G, 4926A/B-4930A/B or other courses by permission of the Program.

Note: Some courses are offered only in alternate years, and some have specific prerequisites. Students must consult one of the Co-Directors of the Inter-Faculty Program in Linguistics when planning their module.

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<http://www.westerncalendar.uwo.ca/2015/pg475.html>

<http://www.westerncalendar.uwo.ca/2015/pg1777.html>

Honors Specialization in Global Gender Studies

Admission Requirements:

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

1.0 course from Women's Studies 1020E, 1021F/G, 1022F/G;

1.0 course from Centre for Global Studies 1021F/G, 1022F/G, 1023F/G;

plus 1.0 additional course, with no mark in these principal courses below 60%.

Note: Students beginning this module after first year may substitute Women's Studies 2240F/G in place of Women's Studies 1020E and take it concurrently with their second-year courses. Students should note the language requirement for graduation in this module when selecting first year courses.

Language Requirement In addition to the 9.0 courses that must be completed for requirements specific to the module, students must complete 2.0 language courses with progression from one level to the next (e.g. 1030 level to 2000 level or 2000 level to 3000 level) in a language other than English, or 2.0 language courses in two different languages other than English at any level, or by demonstrating working fluency in a language other than English.

Module

9.0 courses

1.0 course: Women's Studies 2220E

1.0 course from: Centre for Global Studies 2002F/G, 2003F/G, 2004F/G

0.5 course from: Women's Studies 3321F/G, 3322F/G

0.5 course from: Centre for Global Studies 3001F/G, 3005F/G

1.5 courses from: Women's Studies 2205F/G, 2244, 2270A/B, 3305F/G, 3350F/G; with special permission: Women's Studies 2251F/G, 2252F/G, 2254E, 2258A/B, 2259F/G, 2261F/G, 2263E, 2264F/G, 2265F/G, 3330F/G, 3331F/G, 3345F/G, 3355E, 3356F/G, 3357F/G, 3358F/G, 3359F/G, 3363F/G, 3373F/G

1.5 course from: Centre for Global Studies 3514F/G, 3515F/G, 3519F/G, 4014F/G; with special permission: Centre for Global Studies 3990– 3999F/G

1.0 course from: Women's Studies 2200 and above

1.0 course from: Centre for Global Studies 3000 and above

1.0 course from: 0.5 course from Women's Studies 4000–level (permission required for course selection); and 0.5 course from Centre for Global Studies 4000–level (permission required for course selection) or from: Women's Studies 4455E (pending availability of supervisor), Centre for Global Studies 4500E (pending availability of supervisor)

Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Microbiology and Immunology with Pathology

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg1520.html>

<http://www.westerncalendar.uwo.ca/2015/pg1686.html>

<http://www.westerncalendar.uwo.ca/2015/pg711.html>

HONORS SPECIALIZATION IN MICROBIOLOGY AND IMMUNOLOGY WITH PATHOLOGY

This module leads to an Honors Bachelor of Medical Sciences (BMSc) degree. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

Admission Requirements:

Admission to this Honors Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honors Specialization module. Enrolment in this Honors Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and 1302A/B

0.5 course from: Calculus 1000A/B, 1500A/B, the former 1100A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, 1501A/B, Mathematics 1600A/B.

0.5 course from: Physics 1028A/B, 1301A/B, 1501A/B

0.5 course from: Physics 1029A/B, 1302A/B, 1502A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honors Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honors Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A with a mark of at least 65%

1.0 course: Chemistry 2213A/B and 2223B with marks in each of at least 65%

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B

1.5 courses: Biology 2290F/G, 2382B, 2581B

0.5 course: Microbiology and Immunology 2500A/B with a mark of at least 70%

Module

11.0 courses:

0.5 course: Biochemistry 2280A

1.0 course: Chemistry 2213A/B and 2223B

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B

1.5 courses: Biology 2290F/G, 2382B, 2581B

0.5 course: Microbiology and Immunology 2500A/B

0.5 course: Biochemistry 3381A

2.0 courses: Microbiology and Immunology 3100A, 3300B, 3610F and 3620G

1.0 course: Pathology 3240A and 3245B

0.5 course from: Microbiology and Immunology 4100A or 4200B
 0.5 course: Microbiology and Immunology 4300A
 0.5 course: Pathology 4200A/B
 0.5 course from: Anatomy and Cell Biology 4461B, Pathology 4400A/B, 4500B
 1.5 courses from: Pathology 4980E (Seminar and Research Project) or Microbiology and Immunology 4970E (Research Project and Seminar)

Notes

1. A course in Physiology (e.g. Physiology 2130 or 3120) is highly recommended.
2. Several modular courses include a mark requirement in their prerequisite(s) (e.g. Biochemistry 3381A, 4000-level courses in Pathology, Microbiology and Immunology). See [UNDERGRADUATE COURSE INFORMATION](#).

Weighted Average Chart

Honors Specialization module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Microbiology and Immunology – <i>for students registering in Year 4 in 2015/16 and onward</i>	3.5 courses: Biochemistry 2280A; Biology 2581B, 2382B and 2290F/G; Chemistry 2213A/B and 2223B; Biology 2244A/B or Statistical Sciences 2244A/B.	3.0 courses: Biochemistry 3381A; Microbiology and Immunology 2500A/B, 3100A, 3300B, 3610F and 3620G.
Microbiology and Immunology with Pathology	3.5 courses: Biochemistry 2280A; Biology 2581B, 2382B and 2290F/G; Chemistry 2213A/B and 2223B; Biology 2244A/B or Statistical Sciences 2244A/B.	4.0 courses: Biochemistry 3381A; Microbiology and Immunology 2500A/B, 3100A, 3300B, 3610F, 3620G; Pathology 3240A and 3245B.
Pathology – <i>for students registering in Year 4 in 2016/17 and onward</i>	2.5 courses: Biochemistry 2280A; Biology 2382B; Biology 2290F/G or 2581B; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B.	4.0 courses: 1.0 course from Anatomy and Cell Biology 3309 or 3319; Pathology 3500 or the former Pathology 3240A and 3245B; Pharmacology 3620; Physiology 3120.

Schulich School of Medicine & Dentistry and Faculty of Science: Revision of the Admission Requirements and the Module requirements for the Major in Interdisciplinary Medical Sciences (IMS)

REVISED CALENDAR COPY

<http://westerncalendar.uwo.ca/2015/pg1693.html>

MAJOR IN INTERDISCIPLINARY MEDICAL SCIENCES

This Major may only be completed in a Bachelor of Medical Sciences (BMSc) degree, either in combination with another Major (Double Majors) or in addition to an Honors Specialization or Specialization module. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

Admission Requirements for students entering Year 4 in September 2015 only:

Completion of first-year requirements, including a mark of at least 60% in each of the 3.0 (full or half) principal courses below:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: the former Chemistry 1100A/B and Chemistry 1200B.

1.0 course from: Calculus 1000A/B or 1500A/B, Calculus 1301A/B or 1501A/B, Mathematics 1225A/B, 1228A/B, 1229A/B, 1600A/B, Statistical Sciences 1024A/B, Applied Mathematics 1201A/B, Applied Mathematics 1413.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

1.0 course in physics must be completed by the end of Year 2 and a minimum mark of 60% must be achieved in each of two half courses, as follows:

0.5 course from: Physics 1028A/B, 1301A/B, 1501A/B

0.5 course from: Physics 1029A/B, 1302A/B, 1502A/B.

Admission Requirements (for students admitted to Year 1 in September, 2013 and onward):

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Major module.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and 1302A/B

0.5 course from: Calculus 1000A/B, 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, 1501A/B, Mathematics 1600A/B.

0.5 course from: Physics 1028A/B, 1301A/B, 1501A/B

0.5 course from: Physics 1029A/B, 1302A/B, 1502A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

1.0 course from: Biology 2290F/G, 2382B, 2581B.

0.5 course from: Chemistry 2213A/B

Module

6.0 courses:

0.5 course: Biochemistry 2280A

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B

1.0 course from: Biology 2290F/G, 2382B, 2581B

0.5 course: Chemistry 2213A/B

3.0 2.5 courses from: Groups 1 and 2 (see below) with a minimum of **2.0 1.5** courses selected from Group 1. A maximum of 2.0 courses from one subject area (e.g. a maximum of 2.0 courses in Biochemistry) can be used towards the Group requirement.

1.0 course at the 4000-level from any of the following subject areas: Anatomy and Cell Biology, Biochemistry, Biostatistics, Epidemiology, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Pathology, Pharmacology, Physiology

Group 1: Anatomy and Cell Biology 3309, Biochemistry 3381A, 3382A, Biostatistics 3100A, 3110B, Epidemiology 2200A/B, 3200A, Medical Biophysics 3330F/G, 3336F/G, 3501F, 3503G, 3505F, 3507G, Microbiology and Immunology 2500A/B, 3100A, 3300B, Pathology 3240A, 3245B, Pharmacology 3620, Physiology 3120, 3140A, or any of these former courses: Epidemiology and Biostatistics 2200A/B, Microbiology and Immunology 2100A, 3400B

Group 2: Anatomy and Cell Biology 3319, Biochemistry 3385A, 3386B, 3390B, Epidemiology 3210B, 3315B, 3500A, Pharmacology 2060A/B

Notes:

1. It is not mandatory to complete any Group 2 courses in the Major in IMS.
2. See UNDERGRADUATE COURSE INFORMATION for course requisites and the BMSc website for information about constraints (priority and restricted access) for all basic medical science courses.
3. 3000-level courses from the subject areas in Groups 1 and 2 that do not appear in the lists above may be included in the Major only with permission of the IMS counsellor.
4. A maximum of 1.0 "common course" can be double-counted toward two modules in a BMSc degree. See Completing Two Modules on the BMSc website for more information.

FOR APPROVAL

Faculty of Science, Department of Biology: Introduction of an Honors Specialization in Biodiversity and Conservation

NEW CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg587.html>

<http://www.westerncalendar.uwo.ca/2015/pg625.html>

Honors Specialization in Biodiversity and Conservation

Admission Requirements

Completion of first year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including: Biology 1001A or 1201A and Biology 1002B or 1202B; Chemistry 1301A/B and 1302A/B or Chemistry 1100A/B and 1200B; plus 1.0 additional course, with no mark in any of these principal courses below 60%.

0.5 course from: Physics 1028A/B, 1301A/B or 1501A/B.

1.0 course from: Calculus 1000A/B or 1500A/B, Calculus 1301A/B or 1501A/B, Mathematics 1225A/B, 1228A/B, 1229A/B or 1600A/B, Statistical Sciences 1024A/B, Applied Mathematics 1201A/B or the former Calculus 1100A/B, Linear Algebra 1600A/B. If not completed in first year, the Mathematics requirement must be completed by the end of second year.

Module

10.5 courses:

2.5 courses: Biology 2483A, 2601A/B, 2581B, 2290F/G, 2382B

0.5 course: Biochemistry 2280A

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B

0.5 course from: Chemistry 2213A/B, 2210A/B

2.0 courses: Biology 3484A/B, 3445F, 3440A/B, 3442F/G

0.5 course from: Biology 3220Z, 3403A

0.5 course from: Biology 3218F/G, 3404F/G, 3229F/G, 4420A/B

0.5 course from: Biology 3444F/G, 3466B

0.5 course from: Biology 4405F/G, 4223F/G, Geography 3343A/B

0.5 course: Biology 4289A/B

1.0 courses: Biology 4412F/G, 4410F/G

1.0 course from: Biology 3436F/G, 3446B, 3475A/B, 4200A/B, 4230A/B, 4243G, 4259F/G, 4944F/G, 4970F/G, 4999E, Geography 2133A/B, 3352A/B, 3441F/G, 3445F/G, or courses above if not already taken

Notes:

1. If student takes Biology 4999E, this module becomes 11.0 courses.
2. Some module courses require prerequisite offerings that are not themselves part of the module.

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called the "Western")

and

FANSHAWE COLLEGE
(hereinafter called the "Fanshawe")

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Theatre Arts 2-Year Diploma at Fanshawe to the Faculty of Arts and Humanities at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between the College and the University;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western agrees to consider for admission to the Faculty of Arts and Humanities and grant transfer credit to graduates of the Theatre Arts 2-Year Diploma who meet the following requirements:

- Those eligible for admission under this program must by the time of admission have completed a Theatre Arts Diploma at Fanshawe, and have achieved a minimum overall 3.5 GPA with no grade less than "C".
- Applicants completing or holding a Diploma in Theatre Arts will be eligible on review to receive up 4.0 credits for courses completed in the Theatre Arts Program. Refer to **Appendix 1** for eligible transfer credits.

2. Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

TRANSFER CREDIT

- 3.** Successful applicants shall receive transfer credit for Fanshawe courses in accordance with **Appendix 1**.
- 4.** The courses names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.
- 5.** The parties acknowledge that the granting of transfer credit is based on an assessment of the Theatre Arts 2-Year Diploma curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses.

GENERAL

- 6.** Students who subsequently transfer to another program may have their transfer credits re-assessed at the discretion of the Dean of the relevant Faculty.
- 7.** Fanshawe and Western shall provide Fanshawe students with information about the transfer credit and encourage qualified students to apply.
- 8.** The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

- 9. (a)** This Agreement is effective July 1, 2015 and shall continue in force unless terminated by either party as set out herein.
- (b)** Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.
- (c)** Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to the Fanshawe curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.
- (d)** Students accepted by the University under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAW COLLEGE

*

Dr. Gary Lima
Senior Vice President Academic

Date

*

Dr. Helen Pearce
Dean of School of Contemporary Media

Date

THE UNIVERSITY OF WESTERN ONTARIO

*

Dr. John Doerksen
Vice-Provost (Academic Programs)

Date

*

Dr. John Hatch
Faculty of Arts and Humanities

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between The University of Western Ontario and Fanshawe College, July 1, 2015 Theatre Arts 2-Year Diploma

Applicants for admission under this program must complete the 2-Year Theatre Arts Diploma at Fanshawe, and have achieved a minimum overall 3.5 GPA with no grade less than "C" in any of the Fanshawe courses listed below.

Western Courses			Fanshawe Courses		
Course Code	Course Title	Credit Weight	Course Code	Course Title	Credit Weight
Humanities 1020 TRN	Humanities Elective	0.5	HUMA 1021	Discovering Humanities	3.0
Theatre Studies 1020 TRN	Theatre Studies Elective	1.0	HIST 1004	Theatre History I	3.0
			HIST 1006	Theatre History II	3.0
English 1020E	Understanding Literature Today	1.0	HIST 3005	Elizabethan Era	3.0
			HIST 3008	Modern Drama and Writing	3.0
Communications 1020 TRN	Communications Elective	0.5	COMM 3075	Communications for Media	3.0
Theatre Studies 1020 TRN	Theatre Studies Elective	1.0	THEA 1002	Performance Lab Practicum 1	1.2
			THEA 1003	Performance Studio Practicum 1	1.2
			THEA 3001	Performance Lab Practicum 2	1.2
			THEA 3002	Performance Studio Practicum 2	3.6

*TRN courses are general, non-specific credits normally used as electives towards a Western degree

APPENDIX 2

Course Requirements for Degree Completion Western University – Faculty of Arts and Humanities Bachelors of Arts <u>Major in Theatre Studies</u>			
<p>To graduate with the Major in Theatre Studies module, students admitted under this articulation agreement must successfully complete the 6.0 courses listed below, plus a minimum of 10.0 further credits for a non-honors 4-Year Bachelor of Arts (20.0 credits). A cumulative final average of 60% must be achieved to graduate and degree breadth requirements must be met. Western University will provide Fanshawe with written notice of any changes to these course requirements.</p>			
Year 2 Requirements	Credit Weight	Course Number	Western Course Name
2.0	0.5	Theatre Studies 2201F/G	Understanding Performance
	0.5	Theatre Studies 2202F/G	Performance Beyond Theatre
	1.0	Theatre Studies 2203E	Forms and Genres of Theatre
Year 3 & 4 Requirements	Credit Weight	Course Number	Western Course Name
4.0 from the following with at least 1.0 (2x0.5) at the 4000 level:	0.5	Theatre Studies 3201F/G	Great Directors
	0.5	Theatre Studies 3202F/G	Space, Location and Scenography
	0.5	Theatre Studies 3203F/G	The Profane Text (Theatrical Adaptation)
	0.5	Theatre Studies 3204F/G	Crafting Theatre
	0.5	Theatre Studies 3205F/G	History of Performance Theory
	0.5	Theatre Studies 3206F/G	Shakespeare and Performance*
	0.5	Theatre Studies 3207F/G	Voice and Text in the Theatre*
	0.5	Theatre Studies 3208F/G	Table Work
	0.5	Theatre Studies 3209F/G	Indigenous Theatre and Performance
	0.5	Theatre Studies 4211F/G	The Performance Archive
	0.5	Theatre Studies 4212F/G	Theatre Talk
	0.5	Theatre Studies 4213F/G	In Your Skin: Sexualities and Performance
	0.5	Theatre Studies 4214F/G	Contemporary Issues in Performance Theory
	0.5	Theatre Studies 4215F/G	Destination Theatre

** Course offered at the Stratford Festival Theatre during Summer Day. Interested students are advised to take these courses no later than the end of Year 3 to meet graduation deadlines.*

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

and

FANSHAWE COLLEGE
(hereinafter called "Fanshawe")

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Business-Finance Diploma Program at Fanshawe to Year 3 of the 4-year Major in Economics or Major in Financial Economics at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of graduates between Fanshawe and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western agrees to consider for admission to full-time study in Year 3 of the 4-year Major in Economics or Major in Financial Economics and grant block transfer credit to graduates of the Business-Finance Diploma Program who meet the following requirements:

- a) completion of the 2-year Business-Finance Diploma program with a minimum overall average of "B+" or 3.5 GPA calculated on all courses within the diploma program only, and with no grade less than "C" or 2.0 GPA;
- b) completion within the two years immediately prior to applying to the Major in Economics or Major in Financial Economics of a prescribed set of courses within the Business-Finance Diploma program (see list in Appendix 2);
- c) completion of Fanshawe Economics 1 (ECON-1002) and Economics 2 (ECON-1005) with a minimum grade of "B" or 3.0 in both courses or equivalent.
- d) completion of Fanshawe Calculus (MATH-7009) with a minimum grade of "B" or 3.0 GPA, or equivalent; and
- e) written endorsement of the Chair of the Lawrence Kinlin School of Business at Fanshawe.

2. To be considered for admission, Fanshawe students who are completing the Business-Finance Diploma program in April must notify the Western's Undergraduate Admissions Office and the Economics Undergraduate Director by March 1 of the year in which they are seeking admission of their intention to apply, and provide the Admissions Office with their academic transcripts by June 1. They must also arrange to have their endorsement letter (1e) sent to the Economics Undergraduate Director by March 1.

3. Western may accept up to a maximum of 12 Fanshawe graduates annually under this Agreement.

4. Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

BLOCK TRANSFER CREDIT

5. Western shall grant block transfer credit to successful applicants for the courses set out in [Appendix 2](#) equivalent to: the first two years of full-time study (10.0 credits) in the Major in Economics or the Major in Financial Economics module of the Economics Program. This credit is not transferable to other Faculties, Programs or Campuses.

6. The course names and numbers set out in Section 5 may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to Fanshawe's course names or numbers may result in denial of admission and rescinding of transfer credit from qualified applicants.

7. The parties acknowledge that the granting of block transfer credit is based on an assessment of the Business-Finance Diploma Program curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

8. Students accepted under this Agreement must complete the courses set out in Appendix 1. Within the Major courses student must maintain a cumulative and graduating average of at least 60% with no grade below 50% within the Major to graduate from the Major in Economics or Major in Financial Economics. In addition, for graduation, the cumulative average on the 10.0 Western credits must be at least 60%. These progression and degree requirements are subject to change by Western and Western will give Fanshawe written notice of any changes.

9. Students who subsequently fail to meet progression or degree requirements for the Major in Economics or Major in Financial Economics but who do meet requirements for another program at Western, may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record and credit for Fanshawe courses will be assessed by Western on a course-by-course basis.

10. Fanshawe and Western shall provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.

11. The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

- 12. (a)** This Agreement is effective June 1, 2015 and shall continue in force unless terminated by either party as set out herein.
- (b)** Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.
- (c)** Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to Fanshawe's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.
- (d)** Students accepted by the Western under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

* _____
Gary Lima
Senior Vice-President (Academic Services)

Date

* _____
David Belford
Dean, Faculty of Business

Date

THE UNIVERSITY OF WESTERN ONTARIO

* _____
Dr. John Doerksen
Vice-Provost (Academic Programs)

Date

* _____
Dr. Brian Timney
Dean, Faculty of Social Science

Date

*I have authority to bind the institution.

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario and
Fanshawe College, May 1, 2015

Major in Economics and Major in Financial Economics Required credits to be taken at Western

To graduate from the Economics program at Western, students admitted under this articulation agreement must complete the 10.0 credits, which meet the grade requirements in section 8. Among the 10.0 credits, the following must be completed. Western will provide Fanshawe with written notice of any changes to these credit requirements.

Credit Weight	Western Course Number	Western Course Name
Major in Economics Requirements		
0.5	ECON 2220A	Intermediate Macroeconomics I
0.5	ECON 2221A	Intermediate Macroeconomics II
0.5	ECON 2222A	Intermediate Econometrics I
0.5	ECON 2223A	Intermediate Econometrics II
0.5	ECON 2260A	Intermediate Microeconomics I
0.5	ECON 2261B	Intermediate Microeconomics II
2.5	ECON 2200- or 3000-level	
0.5	ECON 3000-level	
Major in Financial Economics Requirements		
0.5	ECON 2220A	Intermediate Macroeconomics I
0.5	ECON 2221B	Intermediate Macroeconomics II
0.5	ECON 2222A	Intermediate Econometrics I
0.5	ECON 2223B	Intermediate Econometrics II
0.5	ECON 2260A	Intermediate Microeconomics I
0.5	ECON 2261B	Intermediate Microeconomics II
0.5 from the following:	ECON 3332A/B	Financial Economics
	ECON 3353A/B	International Finance
	FINMOD 2555A/B	Corporate Finance
	FINMOD 3613A/B	Mathematics of Financial Options
	FINMOD 3520A/B	Financial Modelling I
2.0	ECON at the 2200- or 3000-level	
0.5	ECON 3000-level	

Residency, Breadth and Essay Requirements – Both Major Modules

Within the 10.0 credits taken at the University, students must have

- at least 9.0 credits numbered 2000 or higher;
- 0.5 credits from Category C;
- 0.5 credits from Category B; and
- 1.0 designated essay credits numbered 2000 or higher.

APPENDIX 2

Articulation Agreement between
The University of Western Ontario and
Fanshawe College, May 1, 2015

Fanshawe Business-Finance Diploma Required Courses

Course Code	Course Name	Course Weight
ACCT-1004	Principles of Accounting 1	4.0
WRIT-1032	Reason & Writing - Business 1	3.0
MKTG-1012	Principles of Marketing 1	3.0
MATH-1052	Business Math	3.0
BUSI-1060	Strategies for Success	1.0
BUSI-1005	Introduction to Business Processes	3.0
ECON-1002	Economics 1 (micro)	3.0
ECON-1005	Economics 2 (macro)	3.0
FINA-1025	Individual Taxation	3.0
FINA-1040	Mathematics of Finance-Accounting	4.0
FINA-1040	Consumer Credit	3.0
FINA-1053	Mutual Funds in Canada	3.0
FINA-1024	Financial Planning	4.0
BUSI-1068	Effective Meetings & Presentations	3.0
FINA-3032	Investment in Canada	4.0
INSR-3014	Life & Health Insurance Planning	4.0
COMM-3020	Professional Communication	3.0
FINA-1013	Retirement Planning	3.0
GEN-####	General Education Elective	3.0
LAWS-3018	Ethics and Law	3.0
FINA-1012	Risk Management and Estate Planning	3.0
FINA-3041	Portfolio Management	4.0
FINA-3036	Comprehensive Financial Plan	3.0
MGMT-3059	Strategic Client Engagement	4.0
FINA-3030	Tax Planning	3.0
MATH-7009	Calculus	3.0

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

and

FANSHAWE COLLEGE
(hereinafter called "Fanshawe")

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Chemical Laboratory Technology - Science Laboratory and Environmental Technology Programs at Fanshawe to the Faculty of Science at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between the Fanshawe and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western agrees to consider for admission to the Faculty of Science and grant transfer credit to graduates of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs who meet the following requirements:

- A minimum cumulative GPA of 3.0 is required on all courses taken toward completion of diploma;
- A minimum grade of "C" is required in each course listed for transfer credit consideration in **Appendix 1**;
- No longer than 5 years should have elapsed between conferral of diploma and admission to Western (exceptions will be considered on an individual basis).

2. Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

BLOCK TRANSFER CREDIT

5. Western shall grant 9.0 block transfer credits to successful applicants for the courses listed in **Appendix 1**. Successful applicants who are missing courses from this list may have their transfer credit assessed on a course-by-course basis.
6. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.
7. The parties acknowledge that the granting of transfer credit is based on an assessment of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs curriculum and the courses as of the date of this Agreement. It is the responsibility of the Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses.

GENERAL

8. Students accepted under this Agreement must maintain cumulative and overall graduating averages as set out in **Appendix 2** to graduate from Western under this agreement. These progression and degree requirements are subject to change by Western and Western will give Fanshawe written notice of any changes.
9. Students who subsequently transfer to another program, campus or Faculty will have their block transfer credit removed from their academic record and the credit for Fanshawe courses will be assessed on a course-by-course basis.
10. Fanshawe and Western shall provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.
11. The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

12. (a) This Agreement is effective 1 July 2015 and shall continue in force unless terminated by either party as set out herein.
- (b) Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.
- (c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to Fanshawe curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe, and the date that the changes were made by Fanshawe.
- (d) Students accepted by Western under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

*

Peter Devlin
President

Date

*

Vertha Coligan
Dean, Faculty of Technology

Date

THE UNIVERSITY OF WESTERN ONTARIO

*

Dr. John Doerksen
Vice-Provost (Academic Programs)

Date

*

Dr. Charmaine Dean
Dean, Faculty of Science

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario and
Fanshawe College, July 2015

FANSHAWE CHEMICAL LABORATORY TECHNOLOGY – SCIENCE LABORATORY DIPLOMA Required Courses for Block Transfer Credit

To be eligible for the 9.0 block transfer credits awarded under this agreement, a minimum cumulative GPA of 3.0 is required on all courses taken toward completion of diploma; a minimum grade of "C" is required in each course listed below, and no longer than 5 years should have elapsed between conferral of diploma and admission to Western.

FANSHAWE COURSES		
Course Code	Course Name	Course Weight
BIOL 1016	Cytology	4.0
BIOL 3010	Anatomy and Physiology	3.5
BIOL 5001	Biochemistry	5.0
CHEM 1003	General Chemistry 1	4.5
CHEM 1012	General Chemistry 2	3.5
MATH 3030	Statistics	3.0
MATH 1173	Calculus 1	5.0
MATH 5017	Calculus 2	5.0
PHYS 1001	Physics	4.5
PHYS 3003	Thermodynamics and Optics	4.0
COMM 3005	Language & Communications Skills 3	3.0
CHEM 3002	Organic Chemistry 1	5.0
CHEM 5001	Organic Chemistry 2	4.25
CHEM 3003	Analytical Chemistry	4.0
CHEM 5004	Industrial Chemistry	3.0
CHEM 3004	Instrumental Methods of Analysis 1	6.0
CHEM 5005	Instrumental Methods of Analysis 2	5.5
ENVR 1014	Environmental & Science Issues	3.0
ENVR 5005	Industrial Hygiene	3.0
BIOL 3001	Microbiology 1 - Bacteriology	5.0
BIOL 3003	Microbiology 2	4.0
PHYSICS 5001	Modern Physics	4.0
BIOL 5003	Molecular Biology	3.0

APPENDIX 1 (continued)

Articulation Agreement between
The University of Western Ontario and Fanshawe College, July 2015

**FANSHAWE ENVIRONMENTAL TECHNOLOGY DIPLOMA
Required Courses for Block Transfer Credit**

To be eligible for the 9.0 block transfer credits awarded under this agreement, a minimum cumulative GPA of 3.0 is required on all courses taken toward completion of diploma; a minimum grade of "C" is required in each course listed below, and no longer than 5 years should have elapsed between conferral of diploma and admission to Western.

FANSHAWE COURSES		
Course Code	Course Name	Course Weight
BIOL 1016	Cytology	4.0
BIOL 3001	Microbiology 1 - Bacteriology	5.0
ENVR 1014	Environmental & Science Issues	3.0
CHEM 1003	General Chemistry 1	4.5
CHEM 1012	General Chemistry 2	3.5
MATH 3030	Statistics	3.0
MATH 1173	Calculus 1	5.0
MATH 5017	Calculus 2	5.0
PHYS 1001	Physics	4.5
PHYS 3003	Thermodynamics and Optics	4.0
COMM 3005	Language & Communications Skills 3	3.0
CHEM 3002	Organic Chemistry 1	5.0
CHEM 5001	Organic Chemistry 2	4.25
CHEM 3003	Analytical Chemistry	4.0
CHEM 3004	Instrumental Methods of Analysis 1	6.0
CHEM 5005	Instrumental Methods of Analysis 2	5.5
ENVR 3001	Water Quality Management I	2.0
ENVR 3010	Water Distribution & Treatment	2.5
ENVR 3009	Water Quality Management 2	3.0
ENVR 3014	Air Pollution Meteorology	3.5
ENVR 3015	Air Quality Sampling & Evaluation	5.0
ENVR 5003	Water Sampling & Evaluation Laboratory	3.5
ENVR 5005	Industrial Hygiene	3.0
ENVR 5006	Air Sampling & Evaluation Lab II	3.25
ENVR 5007	Air Pollution Meteor, Lab	1.5
ENVR 5008	Topics in Waste Management	4.0
GEOL 3001	Hydrogeology	2.0

APPENDIX 2
Articulation Agreement between
The University of Western Ontario and Fanshawe College, July 2015

Degree Completion

Modules Available at Western The 9.0 block transfer credits awarded through this agreement can only to be applied toward the module/degree combinations specified below.					
Type of Module	Name of Module	Length of Degree	# of credits required to complete*	Overall Average Required at Western	Cumulative Average Required at Western
Bachelor of Science (BSc.) Modules	Major in Environmental Science	3-Year	6.0	60%	60%
	Minor in Environmental Science and a Minor in Chemistry	3-Year	7.0		
	Specialization in Environmental Science	4-Year	11.0		
	Specialization in Environmental Science and a Minor in Chemistry	4-year	12.0		
	Major in Environmental Science and a Major in Chemistry	4-year	11.0		
	Major in Environmental Science and Minor in Chemistry	4-Year	11.0		
	Major in Chemistry and Minor in Environmental Science	4-year	11.0		
Honors Bachelor of Science (BSc.) Modules	Honors Specialization in Environmental Science	4-Year	11.0	65%	70%
	Honors Specialization in Environmental Science and a Minor in Chemistry	4-Year	12.0		

*Full-time students normally take 5.0 credits during the academic school year

Note: Specific details on courses required for each module are available on the Academic Counseling webpage located at:

http://www.uwo.ca/sci/undergrad/academic_counselling/index.html

Residency, Breadth and Essay Requirements – All Modules

Within the credits taken at Western, 0.5 credits from Category A and 0.5 credits from Category B are required for graduation. A description of the breadth requirements can be found at

<http://www.westerncalendar.uwo.ca/>

WESTERN AWARD FOR INNOVATIONS IN TECHNOLOGY-ENHANCED TEACHING

Skilfully and meaningfully integrating technology into a course in order to benefit student learning is a complex endeavour. Continuing to innovate, reflect, and improve the integration of technology across courses is a recognition of the capacity of technology to enhance student learning. The Western Award for Innovation in Technology-Enhanced Teaching is meant to recognize and reward the contributions of faculty members at Western University and its Affiliated University Colleges who have significantly improved the experience and outcomes of their students through the intentional incorporation of technology into their teaching practice.

ELIGIBILITY

All continuing members of faculty who are Tenured, Probationary, or Limited Term at Western or the Affiliated University Colleges are eligible for nomination. In addition, part-time* members of faculty are also eligible for nomination. Previous recipients of this award are ineligible for renomination.

* 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.

AWARD

The award winner will receive a medal and commemorative scroll, which will normally be presented during the appropriate Spring Convocation. The award winner's name will be also inscribed on a plaque, displayed in a prominent location in the University. The winner's achievement will be captured as an on-line video and profiled on the Western Award for Innovation in Technology-Enhanced Teaching microsite.

AWARD COMMITTEE

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.

CRITERIA

The award will be given to an outstanding individual who has, through the use of technology, transformed their teaching practice to significantly improve student learning, at either the classroom or program level. The nominee will be recognized for their ability to identify an opportunity (or opportunities) to improve student learning and align this opportunity with an appropriate use, modification or development of an educational technology. Nomination packages will be evaluated using the following three broad criteria: Impact, Scale and Creativity.

Impact of the innovation

Impact is defined by the faculty member's use of technological innovation having a positive influence on student learning or the learning environment. This will be evaluated, in part, by:

- Evidence provided of the impact of the innovation on the student learning experience.
- Publications or presentations disseminating information about the innovation or evidence of the effectiveness of the practice.
- Published educational or instructional materials developed in support of the technology-informed teaching practice.
- Faculty member's integration of best practices in teaching and learning in higher education into the design or use of the innovation.

Scale of change

Scale is meant to describe the size of change or degree of implementation that the faculty member's technological innovation has influenced. This will be evaluated, in part, by:

- The degree to which the innovation has been implemented.
- The number of innovations incorporated to improve student learning.
- The greater degree to which other instructors have adopted the innovation, across: the department, Western University, other institutions or disciplines.
- Demonstration of a long-term and on-going commitment to integrate technological innovation(s) across a series of courses or across a program.

Faculty creativity

Here, creativity is a faculty member's ability to see an opportunity that aligns with students' learning needs and imagine a novel solution using a technological tool or practice to help address the opportunity (in part or in whole). This will be evaluated, in part, by:

- The degree to which the transformation is a novel approach or new application of the technology.
- Evidence of the innovation's implementation fostering new models of teaching practice.

DEADLINE

A hard copy and electronic version of the nomination dossier should be submitted to the University Secretariat no later than January 15.

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. The Dean 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. 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 Innovation in Technology-Enhanced Teaching 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.

NOMINATION PACKAGE

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 forwarded to Western Archives for full or selective retention. Dossiers of successful candidates from the previous three years can also be accessed electronically by submitting a request for access to the University Secretariat's Office. 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 6 to 8 below, only the first 10 pages of the supporting material of the nomination package 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. **Overview of Innovations** (not to exceed 500 words)
This brief statement should outline the nature and scope of the candidate's innovation in technology-enhanced teaching.
2. **Letters from Primary Nominators**
Separate letters from two primary nominators will initiate the dossier. The pertinent award criteria (impact, scale and creativity, as detailed above) should be addressed. In the past, such nominators have taken a leading role in the compiling of the dossier.
3. **Letter from the Dean** (optional)
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.
4. **A brief statement** (not to exceed 500 words) **by the nominee on his/her philosophy of teaching with technology**
This statement should outline the candidate's underlying approach to teaching, with a focus on the educational purpose and philosophy of incorporating technology into their practice. The candidate should explicitly make connections among their innovations, their approach to teaching, and the impetus for making the change.
5. **Curriculum vitae of the nominee** (not to exceed five pages)
This is essential to enable the Subcommittee to consider the nominee properly. Research papers or conference presentations with a focus on reporting the results of the technology-informed teaching practice should be highlighted. SUTA recommends that the number of articles be summarized but not listed.
6. **Letters from Peers and Colleagues** (not to exceed ten pages in total)
Submitted letters should address the candidate's achievement of the three award criteria. Up to six letters may be included.
7. **Student feedback** (not to exceed ten pages in total)
Letters from present and former students that describe the impact of their learning experience as well as appraise the nominee in relation to the award criteria are the most helpful; additionally, relevant excerpts from the narrative portion of teacher evaluations can be included. Up to six letters in total from both graduate and undergraduate students may be supplied.
8. **Assessment of teaching materials** (not to exceed ten pages in total)
Do not include copies of teaching materials but rather the candidate's assessment(s) of relevant course and teaching materials, outlining what is noteworthy about their inclusion.

9. **Permission for public viewing**

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.

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 the nominee's use of technology to support 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.

Admission Requirements for Western eLearn Students into First-Entry Degree Credit Programs at Western

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursecredit.pdf

Western eLearn Program

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

Students participating in Western's eLearn Program will have the option to apply for admission into First-Entry Degree Credit Programs and obtain transfer credit for the courses taken in the eLearn program if they meet the Admission requirements specified at <http://welcome.uwo.ca/>.

Admission to the eLearn Program

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

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

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

Admission into Western First-Entry Degree Credit Programs

Students who have enrolled in Western eLearn courses and who wish to formally be admitted to first-entry degree programs at Western, must successfully complete the equivalent of 3.0 credits through Western eLearn and achieve an overall minimum average of 70% with no less than 60% in each course prior to admission consideration.

A formal application to Western University must be submitted through the Ontario Universities' Application Centre (OUAC) by the appropriate deadline. Admission is subject to the availability of spaces in the program(s) to which admission is being sought.

Applicants whose first language is not English are required to present proof of English proficiency according to Senate policy.

Applicants must fully disclose all previous education and submit associated official transcripts at the time of application to degree credit studies for purposes of admission and transfer credit assessment. Western reserves the right to verify any information provided as part of the application. If any information is determined to be false or misleading, concealed or withheld, or written by a third party, at the absolute discretion of Western, the application may be invalidated and could result in the immediate rejection or revocation of an offer of admission or registration.

Program Structure

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

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

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

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

REVISED CALENDAR COPY

<http://www.uwo.ca/univsec/handbook/adm/englishadm.pdf>

English Language Proficiency for Admission

ENGLISH LANGUAGE PROFICIENCY - ADMISSION REQUIREMENTS

(S.89-14.01, S.92-39, S.94-43, S.95-297, S.09-148, S.13-102c)

In June 2009, Senate approved

- 1) that the University would publish minimum scores for English language proficiency tests required for admission;
- 2) that the University would consider CanTEST and CAEL as acceptable English proficiency tests; and
- 3) that, where there is other evidence of proficiency in English, the Admissions Office use its discretion in admitting students whose English proficiency scores fall within the discretionary ranges listed below.

Test	Minimum Score	Minimum Discretionary Range
Test of English as a Second Language (TOEFL) – Paper	580 + 5 TWE	550 + 5 TWE +45-50 TSE with no score less than 50
Test of English as a Second Language (TOEFL) – Internet	88 with a score of 22 in speaking, reading and writing, and 20 in listening	83 with no score less than 20
Michigan English Language Assessment Battery (MELAB)	85 with no score less than 80	80 overall with no score less than 78
International English Language Testing System (IELTS)	7.0 overall with no part less than 6.5	6.5 with no part less than 6.0
CanTEST	4.5 overall with no part less than 4.0	4.0 overall
Canadian Academic English Language Assessment (CAEL)	70 overall with no part less than 60	60 overall

~~The calendar copy on this policy was revised to read as set out below:~~

English Language Proficiency (Admission Requirement)

(S.13-102c)

All students applying for undergraduate admission whose first language is not English will be required to write one of the following English proficiency tests or successfully complete English language programs to the level indicated in lieu of tests as indicated below:

The Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE); or the Internet-Based TOEFL (iBT). The minimum score required on the TOEFL is 580 on the paper-based with a 5 on the TWE, and 88 on the internet-based tests with a score of 22 in speaking, reading and writing and 20 in listening.

www.etscanada.ca

Western's Institution code number is 0984

The Michigan English Language Assessment Battery (MELAB). A minimum overall score of 85 is required with no score less than 80.

www.cambridgemichigan.org

The International English Language Testing Service (IELTS). A minimum overall band score of 7.0 is required with no part less than 6.5.

www.ielts.org

The CanTEST. A minimum overall score of 4.5 is required with no part less than 4.0.

www.olbi.uottawa.ca/CanTEST

Email: cantest@uOttawa.ca

The Canadian Academic English Language Assessment (CAEL). A minimum overall score of 70 is required with no part less than 60.

www.cael.ca

Email: cael@carleton.ca

The Pearson Test of English Academic (PTE Academic). A minimum overall score of 58 is required with no score less than 56.

<http://pearsonpte.com/>

The University may use discretion when considering applicants whose scores do not meet the above minimum scores and where there is further evidence of English proficiency.

It is the responsibility of the applicant to submit proof of English proficiency, as stated above, to the Admissions Office before an offer of admission can be made. Proficiency in English is required of all students [see also the policy on ENGLISH LANGUAGE PROFICIENCY (for assignment of grades)].

ENGLISH LANGUAGE PROGRAMS ACCEPTED IN LIEU OF ENGLISH PROFICIENCY TESTS

(S.13-102c)

High-Advanced Level at The English Language Centre at Western University

Successful completion of the High-Advanced level at The English Language Centre through the Faculty of Education at Western University may be used as proof of English language proficiency. For more information visit www.englishlanguage.uwo.ca

Level Five – Fanshawe College ESL Program

Successful completion of Level Five of the Fanshawe College English as a Second Language (ESL) program with no final grade lower than an “A” may be used as proof of English language proficiency. For more information visit: <http://www.fanshawec.ca/programs-courses/international/english-second-language-esl>

High-Advanced Level “D” Cultureworks ESL Program

(S.11-119b)

Successful completion of the High-Advanced level “D” of the English as a Second Language Program at CultureWorks may be used as proof of English language proficiency. For more information visit:

<http://culture-works.com/> <http://cultureworkstheschool.com/>

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS FOR CANDIDATES FOR THE BACHELOR OF EDUCATION (Bed) DEGREE

See http://www.uwo.ca/univsec/pdf/academic_policies/admission/after3years_education.pdf

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS FOR ADMISSION TO UNDERGRADUATE NURSING PROGRAMS

(S.03-32b, S.03-156, S.07-062b)

Students applying for admission to undergraduate nursing programs must satisfy criteria for English Proficiency, as outlined below:

English Language Proficiency Requirements

(S.07-062b)

Students applying for admission to undergraduate Nursing programs must satisfy one of the following criteria:

English as a first language,

OR

At least four recent years of full-time study in an educational institution where the language of instruction was entirely in English and was located in a country where the first language is English,

OR

The required level of proficiency on an acceptable test of English language and an acceptable test of spoken English.

Acceptable Tests and Scores:

- TOEFL: Paper-based 580; Computer-based 237 and TSE (Test of Spoken English) 50 or greater; Internet-based - total score of 92-93, with 22-24 in writing, 26 in speaking, 20 in reading, and 20 in listening.
- MELAB: 90, with at least 4 on the oral interview.
- IELTS: 7, with at least 6.5 in reading and listening, and at least 7 in writing and speaking.

Students who, after admission, show an inadequate command of spoken or written English must improve their proficiency to the School's satisfaction. Students may be asked to withdraw from the program if their inadequate command of English interferes with their ability to provide professional services.

**FANSHAWE COLLEGE/HURON COLLEGE BRIDGING PROGRAM FOR
ADMISSION**

(S.94-290)

Effective September 1, 1995, Huron College will accept as a basis of admission, successful completion of the Fanshawe College/Huron College Bridging Program as an alternative to the English Language Proficiency Requirement for international students.



Student Medical Certificate

Western

STUDENT NUMBER: _____

I. TO BE COMPLETED BY STUDENT:

I, (please print) _____, hereby authorize this licensed practitioner to provide the following information to Western University and, if required, to supply additional information relating to my petition for special academic consideration.

Signature

Date

II. TO BE COMPLETED ONLY BY LICENSED PRACTITIONER: Please indicate the option below that applies, based on examination and applicable documented history at the time of illness or injury, not after the fact.

Initial the most relevant category	Degree of Incapacitation on Academic Functioning	Start Date	Anticipated End Date
Severe	Completely unable to function at any academic level e.g. unable to attend classes, or fulfill any academic obligations.		
Serious	Significantly impaired in ability to fulfill academic obligations e.g. unable to complete an assignment, unable to write a test/examination		
Moderate	May be able to fulfill some academic obligations but performance considerably affected e.g. able to attend some classes, decreased concentration, assignments may be late.		
Mild	Likely to be able to fulfill academic obligations, but performance affected to a minor degree, with mild impairment and minimal symptoms.		
Negligible	Unlikely to have an effect on ability to fulfill academic obligations.		

✓	Describe when/how often you have seen the student with respect to the present illness/episode of illness/injury
	Once – Visit Date:
	Multiple/On-going – Visit Dates:

Additional Comments:

III. VERIFICATION BY LICENSED PRACTITIONER: I certify that this assessment falls within my legislated scope of practice.

NAME (please print)

REGISTRATION No. CPSO

SIGNATURE

DATE

ADDRESS (stamp, business card or letterhead acceptable) TELEPHONE #

Completion of this form does not guarantee that special consideration will be granted. Incomplete forms will not be processed.

In some appeal situations, the University may require additional information from you or your practitioner to decide whether or not to grant or confirm special consideration.

PLEASE RETAIN COPY FOR THE PATIENT'S CHART.

NOTE: Any cost for this certificate must be paid by the patient.

Issued: 08SEP (Revised: 10DEC; 12JUN; 15JUN)

The personal information on this form is collected under the authority of the *University of Western Ontario Act, 1982*. The information is collected for the purpose of processing your request for academic consideration. For further information about this collection, please contact the University Secretary, The University of Western Ontario, Stevenson Hall, Room 4101, London, ON N6A 3K7; Phone 519-661-2055.

Revisions to the Trois-Pistoles Sessional Dates

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf

TROIS-PISTOLES SESSIONAL DATES

(S.4287, S.96-160a, S.08-192, S.08-192)

	2009	2010	2011	2012	2013	2014	2015	2016
Courses begin	May 11	May 12	May 16	May 14	May 13	May 12	May 11	May 16
Last day to add or drop a course	May 13	May 12	May 18	May 16	May 15	May 14	May 13	May 18
Intersession ends	June 12	June 11	June 17	June 15	June 14	June 13	June 12	June 17
Summer day courses begin	July 6	July 5	July 11	July 9	July 8	July 7	July 6	July 11
Last day to add or drop a course	July 8	July 7	July 13	July 11	July 10	July 9	July 8	July 13
Summer day courses end	Aug 7	Aug 6	Aug 12	Aug 10	Aug 9	Aug 8	Aug 7	Aug 12

As a guideline, the Trois-Pistoles Intersession **and Summer Day session** start ~~and end~~ dates will coincide with those of Intersession (starting the second week of May), with both the add and drop deadlines set as the third day of the session **the start dates of Intersession and Summer Day on main campus**. The Summer Day Session will commence two weeks following the end of Intersession, and both the add and drop deadlines will be set as the third day. **Each session will run for five weeks with both the add and drop deadlines set as the third day of the session**. The sessions will begin on Mondays in order to ensure weekend arrivals of students and to facilitate orientation in Trois-Pistoles.

Final Assessment Report

Name of Program

Collaborative BScN Program and Compressed Time Frame Program

Degrees Offered

Bachelor of Science in Nursing

External Consultants

Dr. Anita Molzahn, Professor and Dean - Faculty of Nursing, University of Alberta
Dr. Helene Ezer, Associate Professor, Director - Ingram School of Nursing, McGill University

Internal Reviewers

Mary Gillett, Faculty Director, HBA Program - Ivey Business School, Western University
Emma Cuneo, Student - Faculty of Arts and Humanities, Western University

Date of Site Visit

March 10, 2015

Evaluation

Internal reviewers make suggestion (SUPR-U makes recommendation)

Approved by SUPR-U

No date entered.

Approved by SCAPA

May 27, 2015

Executive Summary

The BScN programs include a compressed time frame program (CTF) for students entering with a previous undergraduate degree and a Western-Fanshawe collaborative program with two sites of entry. Both programs were reviewed and accredited for seven years by the Canadian Association of Schools of Nursing in 2013. All reviewers were very impressed by the quality of students and the program, as well as student placement and CRNE examination success. There were few recommendations for improvement with most focused on enhanced dialogue with students and with the collaborative partner, Fanshawe College.

Significant Strengths of Program

- Both programs enjoy very strong undergraduate student applicant pools. The Western entry for the collaborative program has a cutoff of approximately 88%; Fanshawe's cutoff is approximately 84%. The CTF program has a cutoff of approximately 81%. - The curriculum, which underwent a review and refresh process in Fall 2011, is innovative and consistent with the entry level competencies for registered nurses and expectations of regulators of nursing education programs. Further, Fanshawe faculty were involved in the curriculum review process. - New building will be ready for occupancy in January 2017 and will be a great improvement for the program. - Several faculty are nationally and internationally renowned scholars. There is a growing number of doctorally prepared faculty in the Fanshawe offering and, in relation to other collaborative programs in Canada, they are considered leaders in developing various forms of scholarship.

Suggestions for improvement & Enhancement

- Explore other strategies that could be used to identify whether or not an applicant is suitable for the nursing profession. Pilot a small cohort of applicants who might not meet the usual admission grade cut-off but otherwise have the characteristics indicative of success both in the program and in the profession. - The faculty needs to actively engage in faculty renewal. - There is a need for further communication with the students. Perhaps as a result of the curriculum changes, there is a sense that students need to be better provided with an overview of the program and sequencing of courses. Communication and faculty engagement with the student leaders could also help to manage student anxiety about their clinical competence.

Recommendations required for Program sustainability:

Recommendation	Responsibility	Resources	Timeline
Pilot a small cohort using strategies other than grade-only admission requirements.	Department		
Identify ways of improving communication with the students re overall program structure, sequencing of courses, preparedness for clinical work	Department		

Final Assessment Report

Submitted by SUPR-U to SCAPA

Name of Program

Sociology

Degrees Offered

Bachelor of Arts

External Consultants

Patrizia Albanese - Ryerson University
Lisa Strohschein - University of Alberta

Internal Reviewers

Kevin Wamsley, Associate Dean - Faculty of Health Sciences
Dominic Shepherd, undergraduate student - Faculty of Health Sciences

Date of Site Visit

Mar 6, 2015

Evaluation

Good Quality

Approved by SUPR-U

May 20, 2015

Approved by SCAPA

May 27, 2015

Executive Summary

The external reviewers met with administrators, faculty, staff, undergraduate students, and university librarians. They concluded that the Department of Sociology at Western is served by strong leadership and excellent staff and that it delivers an innovative program that appeals to a range of student interests. The reviewers noted that the curriculum, including many online options, is delivered by a group of well-respected scholars. The reviewers report that a significant decrease in faculty complement has placed challenges upon its teaching resources generally and, more specifically, is restricting its opportunity to grow in popular areas of study such as criminology. The reviewers see opportunities to enhance experiential learning opportunities for students by engaging students in research, while promoting student engagement in the interdisciplinary research centres in the Department. The reviewers conclude that learning outcomes are clearly articulated and that the Department employs unique and valuable methods of evaluation in its courses. They note that contract faculty should be mentored to a greater degree to improve their methods course offerings and that more women should be involved in offering social theory and classical theory courses. The reviewers suggest that the appointment of tenure-track professors is necessary to manage the recent growth in criminology and to address the demand evident in such areas as population, aging, and health and the general Sociology modules.

Significant Strengths of Program

3rd largest undergraduate enrollment in the Faculty of Social Sciences well-respected, actively-engaged faculty members outstanding learning experiences for students, including significant opportunities in distance learning well-articulated learning outcomes curriculum well represents the current state of the discipline state-of-the-art evaluative methods top scholars deliver methods, statistics, and social theory international material represented in course offerings well-rounded program

Suggestions for improvement & Enhancement

enhance community-engaged learning opportunities increase opportunities for undergraduate research mentorship with faculty members and research centres promote international opportunities and track student participation reintroduce gender theory courses celebrate student awards

Recommendations required for Program sustainability:

Recommendation	Responsibility	Resources	Timeline
increase and communicate engagement opportunities for students in the community, in research, and for international activities (suggestion)	Department, Western Experiential Learning, Western International	none	ongoing
gender theory courses (suggestion)	Department	contingent upon hiring	5 years
addition of tenure-track positions Faculty to Criminology as first priority and to other modules and areas (Social Inequality) as second priority		Faculty complement	1 year

Final Assessment Report

Submitted by SUPR-U to SCAPA

Name of Program

Philosophy Modules, Huron University College

Degrees Offered

BA [Hons Spec, Spec, Major, Minor]

External Consultants

Dr Shannon Dea - Waterloo University
Dr Moira Howe - Trent University

Internal Reviewers

Dr Mark Blagrove - Huron
Dr Donna Rogers - Brescia

Date of Site Visit

March 11, 2015

Evaluation

Good Quality

Approved by SUPR-U

May 20, 2015

Approved by SCAPA

May 27, 2015

Executive Summary

The external review team of Dr. Shannon Dea (Waterloo) and Dr. Moira Howes (Trent) made their site visit on 11 and 12 March 2015, meeting individually or collectively with twenty different individuals or groups. Dr. Donna Rogers (Brescia) served as internal reviewer. The reviewers judged that the department "maintains and promotes high standards for student performance, quality of instruction, and research," noting in addition "ample opportunities to learn outside the classroom, and a strong sense of community for students." They determined that the program is rigorous, promotes diverse perspectives, and "meets the values and standards of the discipline of philosophy as a whole" through its address of metaphysics, epistemology, ethics, political philosophy, and aesthetics. Learning outcomes were judged to be appropriate and clearly articulated on course syllabuses, with opportunity provided "to develop meta-cognitive skills such as the ability to recognize cognitive biases, and modes of course delivery and evaluation were characterized as "impressively diverse." The reviewers encouraged the department to continue its dialogue on aligning assessments with program-level learning outcomes, and, for purposes of curriculum mapping, to recalibrate its notion of "mastery." They suggested that program-level learning outcomes would be well served by the creation of one or more capstone courses, a suggestion that the department reports, in its response, to have begun work on implementing. They observed that more could be done to clarify the transferability of many of the learning outcomes to pursuits other than graduate work in philosophy. Closer work with academic counselling and with the registrar's office at Huron was suggested as means of helping students plan and helping the department plan. In order to enhance departmental cohesion, the reviewers suggested that faculty offices and common spaces be co-located. They expressed some concern over the ratio of full-time to per-course instructional faculty and enthusiastically supported the plan to make Huron's next academic hire a woman philosopher with teaching competence in feminist philosophy and legal or political philosophy.

Significant Strengths of Program

-strong community of students -opportunities for learning outside the classroom -clearly articulated learning outcomes on course outlines
-"impressively diverse" modes of course delivery and assessment methods -opportunities for students to develop metacognitive skills -alignment with Huron's mission and goals

Suggestions for improvement & Enhancement

-further work on aligning assessments with program-level learning outcomes -development of a capstone course or sources -work on articulating the transferable outcomes of the degree (for those not proceeding to graduate study in the discipline

Recommendations required for Program sustainability:

Recommendation	Responsibility	Resources	Timeline
Further Review of alignment of assessments and overall objectives and work on articulation of transferable outcomes	Department and Dean	Workshops and meetings	annual, ongoing
Enhanced mentoring of students in context of enhanced understanding of student demographics and registration patterns	Academic Advisors, registrar, and department	routine process	ongoing
Development of more senior capstone course(s)	Department, Educational Policy Committee	routine academic process	July 2017
Hiring of philosopher with teaching competence in feminist and legal/political philosophy	Dean, Principal [have endorsed]	Faculty budget line	when budget allows

New Scholarships and Awards

Meds Class of 1989 (Schulich School of Medicine & Dentistry)

Awarded annually to a student entering Year 1 of the Doctor of Medicine (MD) program with academic achievement and demonstrated financial need. Candidates must complete an admission financial assistance application form, available online through the Office of the Registrar's website, by April 1. The recipient will be selected by the Office of the Registrar. This award was made possible by the generosity of graduates of the Schulich School of Medicine & Dentistry, Meds Class of 1989.

Value: 1 at \$1,000

Effective Date: 2015-2016 academic year

Fallona Family Interdisciplinary Science Graduate Scholarship (School of Graduate and Postdoctoral Studies, Science)

Awarded annually to a full-time Master's or Doctoral student in Science, with academic achievement and research merit. Preference will be given to a student doing interdisciplinary research within the Faculty of Science who is a current holder of an Ontario Graduate Scholarship (OGS) or a Queen Elizabeth II Graduate Scholarship in Science and Technology (QEIGSST). If there is no OGS/QEIGSST eligible recipient, the School of Graduate & Postdoctoral Studies will consult with the Graduate Scholarship Committee in the Faculty of Science, to award it to a non-OGS/QEIGSST recipient. This scholarship was established with a generous gift from James Philip Fallona (BSc Honors Chemistry and Physics '58, MSc Physics '62), and his sister Mary Catherine Fallona (BSc Honors Chemistry and Physics '61, MSc Chemistry, '65) on behalf of the Fallona Family.

Value: 1 at \$5,000*

Effective Date: May 2015

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

Kenneth K.H. Wan Civil Engineering Continuing Scholarship (Faculty of Engineering)

Awarded annually to a full-time undergraduate student in Year 2 of the Civil Engineering program within the Faculty of Engineering, based on academic achievement (minimum 80% average). This scholarship will continue for three years provided the recipient maintains an 80% average each year with a full course load. If the recipient enters a combined degree program, the scholarship will be continued to include the fifth year of study in a five-year combined degree program provided the recipient has maintained an 80% average with a full course load. The scholarship/awards committee for the Faculty of Engineering will select the recipient. If the recipient fails to retain the award, a new student from the same year will be selected. Only one student may hold this scholarship in any given year. This scholarship was established through a generous gift from the family of Kenneth K. H. Wan (BESc. '78).

Value: 1 at \$1,000

Effective Date: 2015-2016 academic year

*continuing for up to 4 years

Kenneth K. H. Wan came to Canada from Hong Kong when he was an adolescent and studied at Pickering College in Newmarket prior to completing his degree at Western in Civil Engineering. Kenneth received his Chartered Engineer and MBA designations when he was working in Hong Kong. He enjoyed his time on Western's campus and remembered his student experience in Engineering fondly. Kenneth passed away in 2012.

Dean's Entrance Award in Engineering (Faculty of Engineering)

Awarded to a full-time undergraduate student entering first year within the Faculty of Engineering, based on academic achievement (minimum 80% average) and demonstrated financial need. This award will continue for up to five years, provided the recipient maintains a 75% average on a full course load of a four-year Engineering degree program or a five-year dual degree program, and demonstrates financial need each year. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Office of the Registrar will select the recipient. If a recipient fails to

retain the award, a new student from the same year will be selected. If a recipient does not pursue a five-year dual degree program, a replacement recipient will be selected in the fifth year. Only two students may hold this award in any given year. This award was established through a generous gift from a BESC. '65 Western Engineering alumnus.

Value: 2 at \$2,500

Effective Date: 2015-2016 to 2019-2020 academic years inclusive

*continuing for up to 5 years

Charlie Hanes Student Award (Any Undergraduate Program)

Awarded annually to undergraduate students in any year, of any program (full-time or part-time), with a minimum 70% average, who have a permanent physical disability and demonstrated financial need. Students must be registered with the Office of Services for Students with Disabilities. Online financial assistance applications can be accessed through Student Center and must be submitted by September 30th. The Office of the Registrar will select the recipients. This award was established through the generosity of an anonymous donor (BA '56).

Value: \$1,000 allotted for each 1.0 course

Effective Date: 2015-2016 academic year

*\$20,000 available in total each year

George Yang Global Opportunities Award (Any Undergraduate or Graduate Program)

Awarded to a full-time undergraduate or graduate student who is participating in an international exchange or study abroad program. This includes exchange programs; approved study abroad programs; curriculum based international field courses, international study, or international community service; and other University led international credit or non-credit learning experiences. 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 as a full-time student (minimum 3.5 full courses). 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. George Yang (BA, '12).

Value: 1 at \$1,000

Effective Date: 2015-2016 to 2024-2025 academic years inclusive

Wellington Financial LP Award in Technology Evaluation and Analysis (Richard Ivey School of Business and Faculty of Engineering)

Awarded annually to a full-time undergraduate student at the Richard Ivey School of Business, or the Faculty of Engineering, who exhibits demonstrated leadership skills, and a passion for technology evaluation and analysis. Students from Ivey will be eligible during even years and those from Engineering will be eligible during odd years. Business students must submit a one-page statement outlining their skills and interest in technology evaluation and analysis by September 30th to the HBA Program Office. The Scholarship Committee of the Richard Ivey School of Business will review and select the recipient. Engineering students must submit their one-page statement and award application on-line through the Engineering Undergraduate Services website (www.eng.uwo.ca/undergraduate/award_information.html) by September 30th. The Undergraduate Awards Committee in the Faculty of Engineering will review and select the recipient. This award was established by a generous gift from Wellington Financial LP.

Value: 1 at \$600

Effective Date: 2015-2016 to 2018-2019 academic years (with values to be reviewed after this)

Kate Clugston Global Opportunities Award in Classical Studies (Faculty of Arts and Humanities and Faculty of Social Science or School of Graduate and Postdoctoral Studies)

Awarded to a full-time undergraduate or graduate student enrolled in Classical Studies in the Faculty of Arts and Humanities or Faculty of Social Science, or to a full time student registered in the School for Advanced Studies in the Arts and Humanities, with preference for a student who is participating in the Vindolanda Field School. This includes exchange programs; approved study abroad programs; curriculum based international field courses, international study, or international community service; and other University led international credit or non-credit learning experiences. Students must submit a one-page statement outlining what they expect to learn through their program of study and how they will be an effective Ambassador for Western. Only students who have been approved for any of the above listed programs and who are registered at the constituent University will be considered. Students must have completed their prescribed academic program the previous year and currently be registered as a full-time student (minimum 3.5 courses). 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 March 15th (for decisions in early May). Receipt of the award will be based on the acceptance of the candidate into the specified study abroad program, though students may apply in advance of acceptance. This award was established by a generous gift from Ms Catherine S. Clugston.

Value: 3 at \$2,000

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

*Each \$1,000 gift is being matched by \$1,000 through the University Global Opportunities Matching Program

Progreidior Global Opportunities Award in the School for Advanced Studies in the Arts & Humanities (Faculty of Arts and Humanities)

Awarded to a full-time undergraduate student in the School for Advanced Studies in the Arts & Humanities 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, international community service learning; volunteer opportunities and internships led by Western University. 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 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 Dr. Elizabeth Greene and Dr. Alexander Meyer.

Value: 1 at \$2,000

Effective Date: 2014-2015 to 2018-2019 academic years inclusive

*This \$1,000 gift is being matched by \$1,000 through the University Global Opportunities Matching Program

International Learning Award (Any Undergraduate Program)

Awarded to undergraduate students who have completed 2nd year and who wish to study abroad on exchange programs approved study abroad program, curriculum-based international field courses, international study or research, Alternate Spring Break, international community service, internships, or other University-led international credit or non-credit learning experiences. This award is available to students with a cumulative average of at least 80% with a full course load (minimum 3.5 full courses) at the end of year 2 at the constituent university. Students enrolled in Business, Dentistry, Medicine or Law are not eligible. Recipients of a National Scholarship are not eligible. Students may receive only one International Learning Award during their Western career. Application is available on the Western International website and must be submitted prior to the start of their international experience.

Value: \$1,000 (Number will vary)
Effective Date: 2015-2016 academic year

Margaret A. Banks Geriatric Medicine Research Award (Schulich School of Medicine & Dentistry)
Awarded annually to a Resident, or undergraduate student in Year 2, 3 or 4 of the Doctor of Medicine (MD) program, conducting research in the field of geriatric medicine with preference given to a Resident in the Department of Medicine, who presents the best research project (poster or abstract) at the Department of Medicine's Annual Research Day held each May. To be eligible, the recipient's project must be supported by a member of the Division of Geriatric Medicine. The Department of Medicine's Research Day Committee will select the recipient. This award was made possible by a generous donation from The Estate of Margaret A. Banks.

Value: 1 at \$1,000
Effective Date: 2015-2016 academic year

Margaret is remembered by her many friends and colleagues as a loyal and considerate friend, a meticulous scholar and a generous supporter of education, religion and those in need. Margaret received her PhD in History at the University of Toronto in 1950. In 1961 she was appointed as the first Law Librarian at The University of Western Ontario. She was appointed Assistant Professor with the Faculty of Law in 1967 and then was appointed as a full Professor, in recognition of her role in training thousands of law students. At Western she is remembered by the "Banks Room", which houses various collections of Law Faculty publications. Margaret died in 2010 at the age of 81.

Gervan Fearon PhD Award in Economics (School of Graduate and Postdoctoral Studies, Economics)
Awarded annually to a full-time graduate student pursuing a Ph.D. in Economics, based on academic achievement and research merit. Preference will be given to a student who is raising a family and has financial need. A one-page statement outlining these aspects must be submitted to the Graduate Office in Economics by September 30th. The recipient will be selected by the Graduate Studies Awards Committee in the Department of Economics. One representative will hold membership in the School of Graduate and Postdoctoral Studies. This award was established by Dr. Gervan A. Fearon (Ph.D., Economics '99) in honour of his two Ph.D. Professors and mentors, Dr. Alan D. Slivinski and Dr. James B. Davies. The award also aims to encourage all students, including those with a Caribbean background, to consider the Ph.D. program in Economics.

Value: 1 at \$1,000
Effective Date: May 2015

Dr. Ron Watson Hockey Award (Any Undergraduate or Graduate Program including the Affiliated University Colleges, Athletic Award[Hockey])
Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Men's Hockey team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Dr. Ronald C. Watson (Professor Emeritus) and his wife Shirley, long-time friends and supporters of Western's athletic programs and students.

Value: 1 at \$1,000
Effective Date: 2015-2016 academic year

Ron and Shirley moved to London in 1965 when Ron began his career as a lecturer in the Department of Physical Health and Recreation Education. During his 20 years as the Mustang Men's hockey team he played an active role in the development of the hockey coaching programs in Ontario and in Canada (N.C.C.P.). Ron, along with three other university coaches, were instrumental in establishing and sustaining the Canadian University Hockey Coaches Association.

Joyce Miller Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies)

Awarded to full-time graduate students in any Master's or Doctoral program, who are holders of an Ontario Graduate Scholarship (OGS) or Queen Elizabeth II Graduate Scholarship in Science and Technology (QEIGSST). The School of Graduate and Postdoctoral Studies will select the recipients. This funding is made possible through a generous donation from the estate of Joyce M. Miller, a friend and supporter of Western. Joyce passed away in 2014 at age 86.

Value: 4 at \$5,000

Effective Date: May 2015 to April 2016 only

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

HSBC International Business Award (Ivey Business School)

Awarded annually to two (2) full-time HBA2 students who have confirmed their participation in the HBA Exchange Program. Recipients of the award will be selected on the basis of academic achievement, leadership and financial need related to the additional costs that studying abroad incurs. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient.

Value: 2 at \$10,000

Effective Date: 2015-2016 to 2017-2018 academic years inclusive

MBA '89 Scholarship (Ivey Business School)

Awarded annually to a full-time graduate student entering the Master of Business Administration program at the Ivey Business School, based on academic achievement and demonstrated community leadership. Candidates must submit applications for this scholarship at the time of application to the MBA Program at Ivey. The MBA Scholarship Committee at Ivey will make the final selection of the recipient, with at least one representative holding current membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This scholarship is made possible through the generosity of the Class of MBA '89, on the occasion of their 25th Class Reunion.

Value: 1 at \$26,000

Effective Date: May 2015-April 2021 (inclusive)

Dr. Janice Deakin Global Opportunities Award (Faculty of Education)

Awarded to a full-time undergraduate student in the Faculty of Education's Bachelor of Education program who is participating in an international alternative field experience for which academic credit or approval from their faculty will be obtained. Students must have completed their prescribed academic program the previous year and currently be registered as a full-time student (minimum 3.5 full courses). 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 January). 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 Dr. Janice Deakin.

Value: 1 at \$2,000*

Effective Date: 2015-2016 academic year inclusive

*The Donor's gift of \$1,000 has been matched with \$1,000 through the University's Global Opportunities Awards program.

Phyllis Marie Kwasnica Music Scholarship

Awarded annually to full-time undergraduate music students in any year of study of a Bachelor of Music or Bachelor of Musical Arts program in the Don Wright Faculty of Music, who have academic achievement. The recipients will be selected by the Scholarships Committee in the Don Wright Faculty of Music. This scholarship was established by Daniel George Kwasnica (BMus '71, BEd '84) in memory of his sister Phyllis Marie Kwasnica.

Value: 4 at \$5,000
Effective: 2015-2016 academic year

Daniel was a long-time music teacher with the London District Catholic School Board. He was an excellent pianist and organist. He shared his musical talent both as a private music teacher and also as an organist at a number of churches in London and region. Daniel retired in 2013 and died the same year at age 64.



Report to SCAPA

The Western Athletic Financial Awards Committee has approved the Sport and Recreation recommendations for the 2014-15 Western Athletic Financial Awards. All AFA candidates were pre-screened for academic eligibility by an official from the Office of the Registrar prior to the Committee review.

There are 943 student-athletes representing Western on one of 38 varsity teams (19/19 gender breakdown). These students originate from every Faculty and each of the three affiliates. The gender breakdown is 44% women and 56% men.

The Ontario University Athletics (OUA) rules state that 70% of our student-athletes could receive an AFA if they meet the academic criteria. The OUA rule (6.1.7) states that no less than 45% off the allocation can be directed to male or female student-athletes.

The Western Athletic Financial Awards Committee endorsed the allocation of \$494,568 Western Athletic Financial Awards for 2014-15. Female student-athletes will receive \$243,393 (49% of the allocation) in 2014-15 while men will receive \$251,175 (51% of the allocation). A summary of the allocations since the inception of the program is presented below:

Year	Female Student-Athletes	Male Student- Athletes
2007-08	\$ 80,025 (48.0%)	\$86,025 (52.0%)
2008-09	\$145,600 (50.1%)	\$145,016 (49.9%)
2009-10	\$187,045 (50.2%)	\$185,766 (49.8%)
2010-11	\$168,475 (49.4%)	\$173,156 (50.6%)
2011-12	\$161,016 (47.4%)	\$178,680 (52.6%)
2012-13	\$215,025 (49.75%)	\$217,150 (50.25%)
2013-14	\$194,200 (50%)	\$194,625 (50%)
2014-15	\$243,393 (49%)	\$251,175 (51%)
	~~~~~	~~~~~
	\$1,393,779 (49%)	\$1,431,593 (51%)

We note, with pleasure, that we are in full compliance with the OUA rules and the Senate-approved policy for Western University. We trust that this report is helpful to SCAPA/Senate members, and ask that members not hesitate in contacting me should they require additional information.

Jim Weese, Chair

April 20, 2015



**Master of Clinical Science Program in Driving Rehabilitation Therapy (M.Cl.Sc. in DRT)**  
(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies.  
The full Brief is available upon request.)

The MCISc (DRT) will offer on-line and on-site training to graduate entry level driving rehabilitation specialists. A driving rehabilitation specialist is a graduate from a professional program (e.g., Occupational Therapy, Physical Therapy, Speech and Language Pathology, Nursing and Kinesiology) who will receive post graduate training in the assessment and intervention processes of medically-at-risk drivers.

The MCISc (DRT) will be housed in the School of Occupational Therapy, Faculty of Health Sciences, University of Western Ontario (Western).

The MCISc (DRT) is a one-year (12 month) long program that consists of 6 half courses (.05 FCE, or 36 hours per course):

- **Foundations, Models, and Theories of Driving Rehabilitation
- **Applied Research to Driving Rehabilitation Therapy (Critical appraisal of DRT evidence and considerations for best practices and policies)
- **Screening, Assessment, Evaluation, and Intervention in Driving Rehabilitation
- On-site Mentoring
- **Seminars in Driving Rehabilitation
- Skills and Competency Training and Testing

Four courses of the program (as indicated with ** above) will be delivered via an on-line delivery system to attract and accommodate local, national, and international graduate (no study permit required) students. One course (On-site Mentoring) will be conducted in alignment with the student's preferred time and in accordance to his/her and the identified mentor's schedule. This component must be completed prior to the poster defense and the final competency testing. The Skills and Competency Training and Testing Course will be delivered on-site, in the last semester of the course, and require students to visit the campus/ satellite centre twice (2 weekends @ 20 hours each) during that semester.

The major objective of this program is to train students to screen, assess, evaluate, and provide evidence-based interventions for experienced licensed drivers. Such drivers will be identified as those who are medically at risk for driving or who are unfit to drive, and will represent populations across the lifespan (e.g., a teen driver with an attention deficit hyperactivity disorder, an adult driver with a neurological condition, or an older adult driver with/without chronic conditions), and in a variety of settings (e.g., hospital, rehabilitation centres, or in the community).

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

The overall objective of the MCISc (DRT) is to educate health care "professionals" (OTs, PTs, SLPs, Audiologists, and Kinesiologists), from an evidence-based, science driven and clinical competency perspective. Students will become entry-level driving rehabilitation specialists working with experienced licensed medically at-risk drivers in a variety of settings locally, nationally and internationally.

**Evidence to Support the Introduction of the Program**

The potential student market consists of:

- Generalist health care professionals (occupational therapy, physiotherapy and speech and language pathology practitioners, kinesiologists) with a special interest in driving rehabilitation.
- Home health care practitioners, without the credentials, who need to provide opinions on readiness to drive for home-bound patients.
- Previously trained driving rehabilitation specialists, without the credentials, who wish to better understand the research behind the practice of driver fitness.
- Foreign students, e.g., occupational therapy practitioners in Brazil or South Africa.

We will recruit students for our program from:

- Existing programs in Western, i.e., the five professional schools within the Faculty of Health Sciences, including:
  - o Occupational therapy
  - o Physical Therapy
  - o Speech and Language Pathology
  - o Nursing
  - o Kinesiology
  - o Health and Rehabilitation Sciences
- The membership networks of the Association for Driver Rehabilitation Specialists (ADED) –see letter of support
- The membership network of Adaptive Mobility, Inc., Orlando, Florida (see letter of support)
- International audience as a result of our past and current work in Brazil, South Africa and the United States.
- From listings on the web-sites of the American Occupational Therapy Association, Canadian Occupational Therapy Association, Occupational Therapy Association of South Africa, and the Occupational Therapy Association of Brazil.

### **Special Matters and Innovative Features**

Each one of the professionals entering program will be able to write a specialty examination offered by the credentialing body, ADED. In so doing they will have the opportunity to be credentialed as a Certified Driver Rehabilitation Specialist.

It is envisioned that, as this program is growing, we may attract professional students from different and more fields (e.g., nursing or medicine).

The National Mobility Equipment Dealer's Association (NMEDA) group will sponsor lunch and learn seminars during the hands-on competency based testing and training.

Funding will be requested from professional organizations, such as CAOT and AOTA to sponsor a number of students per year.

The greatest training opportunities will include the on-site mentoring opportunities, on-site competency training, and on-road, behind-the-wheel observations, assessments and interventions opportunities.

### **Delivery Method of the Program**

The MCISc (DRT), as previously discussed, will be offered mainly on-line. Figure 4 below indicates that Courses 1, 2, 3, and 5 will be offered 100% on-line, whereas courses 4 and 6 will be offered on-site --with a mentor-- or on-site at Western, or the appropriate satellite center (USA, South Africa or Brazil, pending enrolment of international students).

This program will be conducted as a post-professional Master's program. The graduate course work presented over one year (2 courses per semester) is divided into a total of six courses that infuse best practices and best evidence stemming from a strong research foundation. All the courses will be based upon the "science of learning," by using evidence-based information and best practices to inform the mental frameworks, clinical reasoning and critical thinking of the students. The courses will allow the students to participate in problem based, experiential, mentor-student feedback, peer group, hands-on, evidence informed and case-based learning. Moreover, education will be personalized, and characterized by adaptive learning, which will customize students' learning pathways. It will also be team-based, with content area specialists, educators, researchers and community stakeholders working together to provide an enriching experience to the students. We will take advantage of technology in ways that enhance the learning experience.

## **PROGRAM REGULATIONS AND COURSES**

### **Admission Requirements**

The students entering this program will be recruited from the following designations:

- Occupational Therapy Practitioners
- Driving Rehabilitation Specialists who wish to improve their knowledge on the evidence-based aspects of driving rehabilitation
- Certified Driving Rehabilitation Specialists (OTs, PTs, SLP, Clinical Psychologists), through referral from the ADED who wish to improve their knowledge on the latest research and evidence based aspects of driving rehabilitation
- Physiotherapists
- Speech and Language Pathologists
- Kinesiologists
- Other health care professionals who are working in hospitals, rehab centers, outpatient settings, assisted living facilities, or other settings.

### **Application deadlines**

1 June of each year

### **Offer timelines**

1 July of each year

### **Requirements for admission**

The minimum requirement is a bachelors/baccalaureate degree.

Any grade requirements for funding eligibility

Applicants should have at least a 75% average across courses taken in the last two full-time years of the undergraduate degree.

o Outlined below are the minimum admission requirements (modelled after the guidelines of the School of Graduate and Postdoctoral Studies).

### **Master's Programs**

Applicants must:

- Possess at least a Bachelor's degree or equivalent from an accredited university in any discipline
- Be a licensed/regulated health care professional (e.g., occupational therapist, physiotherapist, speech and language pathologist, nurse, kinesiologist)
- Have a minimum B average.
- Have at least a 75% average across courses taken in the last two full-time years of the undergraduate degree.
- Have a minimum of two years of clinical experience.
- Have a valid driver's license.
- ☐ Applying to the Program:
- Application is completed on line.
- Official transcripts of all postsecondary education must be provided.
- Two letters of reference are required.
- Deadline for September admission is June 1.

### **English Language Proficiency**

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is 0984].

- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
  - The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
  - The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
  - Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.
- Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

### **Exemptions**

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the graduate program in order to determine if test scores will not be required. A decision will then be made at the discretion of the School of Graduate and Postdoctoral Studies for exemption.

### **Degree Requirements**

Degree Name: Master of Clinical Science in Driving Rehabilitation Therapy

Expected duration of the degree 1 year, 3 terms

Course credit requirements for each degree option including:  
Total course credits required

3.0 FCE ( six half courses of .5 each)

- OT 9751 (0.5) : Foundations, Models, and Theory of Driving Rehabilitation
- OT 9752 (0.5): Applied Research to Driving Rehabilitation Therapy
- OT 9753 (0.5): Screening, Assessment, Evaluation and intervention in Driving Rehabilitation
- OT 9754 (0.5): On-site mentoring
- OT 9755 (0.5): Seminars in Driving Rehabilitation Therapy
- OT 9756 (0.5): On-site Skills and Competency Training and Testing in Driving Rehabilitation Therapy

### **Milestones (Non-course related requirements) including:**

Examination

All students must complete on-site competency testing within the third semester of the program.

Research Projects

All students must complete a research poster within the third semester of the program.

### **Progression requirements**

With input from the course professors, the Graduate Affairs Assistant and course coordinator will monitor the progression requirements of the students at the end of each term. These requirements are:

- Must achieve a minimum of 65% in each individual course
- Must achieve an overall average of at least 75% each term.
- Must achieve a passing grade in the competency testing course.

If the faculty/ graduate affairs assistant / coordinator identify a student who is not making suitable progress, the course coordinator will be charged to develop an action plan. This plan may include strategies such as: stress management, crisis management, time management, consultation, mentoring, referral, alternative workload, and/or providing opportunities for remedial work. Such strategies, when implemented, will enable the students to have a greater chance in being successful in the program—which is consistent with the optimum objective of the course.

**Distance Delivery**

Each course will be taught from a structured course syllabus. Each syllabus contains the major objectives of the course, course outcome, assessment methods, assigned readings, and the course schedule. This structure will enable the course professor to plan and execute the on-line course work in a similar fashion as in classroom teaching.

Three on-campus weekends are integrated into the curriculum: one for orientation during the start of the course (September); one for on-site competency training during the start of the Summer semester (May); and another for on-site competency testing during the end of the Summer semester (August). The orientation weekend will induct the students to the Western learning experience. They will have an opportunity to meet with the faculty, support staff (e.g. grad affairs assistance, SOT reference librarian, some mentors), and their peers. In this way students will start their enculturation process with Western.

As per the course syllabi each course is structured to be taught over a 36-40 hour period, which is consistent to a .5 FCE taught on campus. Students will have the opportunity to engage in course content in a sextuple manner: first when they prepare for the lecture, second when they listen to the lecture, third when they post assignments on the on-line system, fourth when they comment on one another's assignments, fifth when they chat with the course instructor or coordinator, and sixths when they complete their culmination projects. This course structure may exceed the quality of courses taught on campus in that students will have multiple exposures, engagements, elaborations, explorations and evaluations with course content.

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

<b>Program:</b>	<b>Master of Clinical Science – Driving Rehabilitation Therapy</b>	
Degrees Offered:	MCISc	
Approved Fields:	Driving Rehabilitation Therapy	
External Consultants:	Dr. Michel Bédard Faculty of Health and Behavioural Sciences, Lakehead University	Dr. Isabelle Gélinas School of Physical and Occupational Therapy, McGill University
Internal Reviewers:	Ms Nicolette Noonan, Graduate Student	Dr David Sharp, Ivey Business School
Date of Site Visit:	19 and 20 February 2015	
Evaluation:	<b>Approved to commence</b>	
Approved by:	<i>SUPR-G on May 11, 2015</i>	

**Executive Summary**

The reviewers found the proposed programme consistent with the mission of FHS and relevant to several of the University's strategic initiatives identified in the University's new strategic plan. Learning outcomes were clear, and appropriate for a professional Master's programme. The six-course content was congruent with the programme's proposed learning outcomes.

**Significant Strengths of Program:**

- Very strong support from SOT faculty and administration
- Availability of faculty resources
- Good fit with demographics (future need)
- International expansion possibility

**Suggestions for improvement & Enhancement:**

- A more flexible format (e.g., part time). The reviewers noted that its full-time structure could be a deterrent to potential applicants.
- Clarification of the conditions for admission with advanced standing.
- Strengthen the support for and monitoring of the mentoring component of the programme.
- Increase the passing mark from 65% to 70% to be consistent with other graduate programmes.

<b>Recommendations required for Program sustainability:</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeline</b>
Consider offering a part-time stream in the program	Program developers		1 st regular review
Clarify criteria for advanced standing at admission	Program developers		Immediate
Provide a clearer description of the mentoring component of the program	Program developers		1 st regular review
Change the regulation about academic average to 70% overall to graduate	Program developers		Immediate

**Master of Engineering and MBA Combined Degree Program  
Major Modification to an Existing Graduate Program**

**1. Program Name and Degree for which the modification is proposed.**

**Program:** Master of Engineering (in all program areas) and MBA Combined Program

**Degree:** Separate degrees in MEng and MBA

**2. Description of Proposed Modification**

Currently the MEng and MBA programs are offered separately. We propose to combine the MEng and MBA programs to be completed in two years.

**3. Description of the rationale for the Modification (e.g. explain how the program will be improved and/or how students will benefit from the proposed modification).**

The combination of a Master of Engineering and a Master of Business Administration provides students with the unique opportunity to combine the technical knowledge in engineering and leadership skills in business. This is ideal for anyone looking for a career in manufacturing, mining, oil & gas, logistics, consulting or finance. Further, the ability to develop a new product or technology in engineering and commercialize the new product or technology at Ivey would offer a unique opportunity for entrepreneurs.

**4. Description of the current state of the program and a comparison to what the program will look like after the modification, highlighting the changes.**

**4a. Comparison of current state and proposed program in MEng.**

<b>Current MEng Program</b>	<b>Combined MEng and MBA – MBA Requirements</b>
<b>Engineering Courses</b> 3.0 credits - Technical Engineering Courses 1.0 credit Professional Engineering Courses 1.0 credit Engineering Project  <b>Total: 5.0 credits</b>	<b>Modules 1 and 2</b> 3.0 credits - Technical Engineering Courses 1.0 credit given in place of courses taken as part of Ivey MBA Modules 1 and 2 1.0 credit Engineering Project  <b>Total: 5.0 credits</b>
<p><b>Progression Requirements</b></p> <ul style="list-style-type: none"> <li>Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered (includes exchange and Western courses).</li> <li>In order to progress through the MEng program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term as defined by the program.</li> </ul> <p><b>Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered (includes exchange and Western courses).</li> <li>In order to graduate from the MEng program, students must obtain an overall weighted average of at least 70.0% (not rounded) in all terms as defined by the program.</li> </ul>	

**4b. Comparison of current state and proposed program in MBA.**

<b>Current MBA Program</b>	<b>Combined MEng and MBA – MBA Requirements</b>
<b>Modules 1 and 2</b> 9101 Decision Making with Analytics (1.0) 9102 Leading People and Organizations (1.0) 9103 Communicating Effectively (0.5) 9202 Accounting and Control for Managers (1.0) 9203 Managing Financial Resources (1.0) 9204 Managing Operations (1.0) 9205 Marketing Products and Services (1.0) 9206 Developing and Executing Strategies (1.0) 9208 Macroeconomics (0.5) 9210 Leveraging Information Technology (0.5)  <b>Module 3</b> 9462 Global Business Environment (1.0) 9469 Ivey Field Project (1.5) 9 Electives (9 @ 0.75 course weight) (6.75)  <b>Total: 17.75 credits</b>	<b>Modules 1 and 2</b> 9101 Decision Making with Analytics (1.0) 9102 Leading People and Organizations (1.0) 9103 Communicating Effectively (0.5) 9202 Accounting and Control for Managers (1.0) 9203 Managing Financial Resources (1.0) 9204 Managing Operations (1.0) 9205 Marketing Products and Services (1.0) 9206 Developing and Executing Strategies (1.0) 9208 Macroeconomics (0.5) 9210 Leveraging Information Technology (0.5)  <b>Module 3</b> 9469 Ivey Field Project (1.5) 6 Electives (6 @ 0.75 course weight) (4.5)  <b>Total: 14.5 credits</b>



### Progression Requirements

- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered (includes exchange and Western courses).
- In order to progress through the MBA program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each module and elective period as defined by the program. In the case of Modules 1 and 2, grades from all completed and in progress courses taken are averaged, with appropriate credit weighting, to determine the overall average for progression purposes (includes exchange and Western courses).

### Graduation Requirements

- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered (includes exchange and Western courses).
- In order to graduate from the MBA program, students must obtain an overall weighted average of at least 70.0% (not rounded) in all modules and electives as defined by the program. In the modules, grades from all courses taken are averaged, with appropriate credit weighting, to determine the overall average for graduation purposes (includes exchange and Western courses).

#### 4c. Timeline of MEng Program

Terms	MEng – Current One Year	MEng and MBA Proposed
Winter	Engineering Technical Courses (3)	MBA Module 1
Summer	Professional Courses (2)	MBA Module 2
Fall	Engineering Technical Courses (3)	Engineering Technical Courses (3)
Winter	Engineering Technical Courses (2) or Engineering Project	MBA Electives
Summer	June Convocation	Engineering Project
Fall		MBA Electives and Ivey Field Project
Winter		Engineering Technical Courses (3)
Summer		June Convocation – MEng and MBA

#### 4d. Timeline of MBA Program

Terms	MBA – Current One Year	MEng and MBA Proposed
Winter	MBA Module 1	MBA Module 1
Summer	MBA Module 2	MBA Module 2
Fall	MBA Electives, Ivey Field Project	Engineering Technical Courses (3)
Winter	MBA Electives, Module 3	MBA Electives
Summer	June Convocation	Engineering Project
Fall		MBA Electives and Ivey Field Project
Winter		Engineering Technical Courses (3)
Summer		June Convocation – MEng and MBA

#### 4e. Structure of MEng and MBA Combined Program

Year	Months	Program Structure
<b>One</b>	March 2016 - August 2016 (to Labour Day)	MBA Modules 1, 2
	September 2016 - December 2016	Engineering Technical Courses (3)
	January 2017 - March 2017	MBA Electives
<b>Two</b>	April 2017 - August 2017	Engineering Project
	September 2017 - December 2017	MBA Electives and Ivey Field Project
	January 2018 - April 2018	Engineering Technical Courses (3)
	June 2018	Engineering Convocation, MBA Convocation

**MEng /MBA combined program students must complete:**

- MBA core courses (Modules 1, 2, Ivey Field Project), 6 MBA electives (weight of 0.75 each), totaling 14.50 credits.
- 1 independent research credit from MBA (0.75 weight) or Engineering (0.5 weight) or GLOBE – Module 3.
- 5 technical courses in home Engineering department (CBE, CEE, ECE or MME – weight of 0.5 each), and 3 related Engineering courses (may be outside of student's home Engineering department with approval from the MEng Program Coordinator), totaling 5.0 credits.

**Progression and Graduation Requirements**

Students in the combined program must meet the regular progression and graduation requirements of the Master of Engineering and MBA programs.

**5a. MEng Program Courses and Faculty**

Students are required to take 6 courses (3.0 credits) in their home department (Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, or Mechanical and Material Engineering). A full list of courses is available from each offering department.

In addition, students are to complete an Engineering Project (1.0 credit). The project is to be supervised by an Engineering faculty member.

**5b. MBA Program Courses and Faculty**

Modules 1 and 2	Section 1	Section
9101 DMA. Decision Making with Analytics	John Wilson	John Wilson
9102 LPO. Leading People and Organizations	David Loree	David Loree
9103 CE. Communicating Effectively	Denis Shackel	Denis Shackel
9202 ACM. Accounting and Control for Managers	Vaughan Radcliffe	Vaughan Radcliffe
9203 MFR. Managing Financial Resources	Jim Hatch	Craig Dunbar
9204 MO. Managing Operations	Fraser Johnson	Larry Menor
9205 MPS. Marketing Products and Services	Dante Pirouz	Raymond Pirouz
9206 DES. Developing and Executing Strategies	Glenn Rowe	Glenn Rowe

9208 MBD. Macroeconomics for Business Decisions	Romel Mostafa	Romel Mostafa
9210 LIT. Leveraging Information Technology	Ning Su	Ning Su
<b>Module 3</b>	<b>Section 1</b>	<b>Section 2</b>
9462 GLOBE. Global Business Environment	Tony Frost	Tony Frost
9469 Ivey Field Project	Katy Pau- Chowdhury	Larry Plummer
MBA Electives	Various faculty	

**6. Timeline for introducing the modification.**

The MEng and MBA combined program will be introduced effective March 2016.

**7. An explanation of how current students will be affected by the modification and a plan for ensuring current students are not negatively affected by the change.**

Students enrolled in the MBA and MEng Programs before this program commences will not be eligible for the combined degree offering.

**8. A description of how the modification may affect any other programs and students in other programs (e.g. how the modification may affect students in a collaborative or joint program).**

An MEng and MBA combined degree will build on the existing relationship between Ivey and Engineering, and could create a framework for future collaboration with other masters programs on campus.

**9. Evidence that all appropriate consultation has taken place (e.g. with SGPS, any affected programs).**

Consultation with SGPS took place in April 2015.

Consultation took place with the Faculty of Engineering Graduate Committee on April 15 and then with the Engineering Dean's Council on April 20, followed by (expected) final approval by the Faculty of Engineering Committee at the end of April.

Consultation has also taken place with: Professor Darren Meister, who has a joint appointment in the Faculty of Engineering and Ivey Business School; the Ivey Morrisette Institute for Entrepreneurship; Ivey Career Management; Ivey MBA Program Services; Ivey Recruitment and Admissions; and with the Ivey faculty at large.

### **Graduate Diploma (G.Dip) in Public Administration**

*(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies.  
The full Brief is available upon request.)*

The Graduate Diploma in Public Administration proposed in this brief is a new program that is designed to replace the Local Government Program's current undergraduate-level Diploma in Public Administration (DPA). The proposed Graduate Diploma responds to three needs: the need to better support the academic rigor of the LGP's Diploma programming by aligning program standards with program status; the need to recognize and strengthen the distinctiveness of the Western's Diploma in a changing context for professional local government management education in Ontario; and the functional need to harmonize LGP offerings at the graduate level. The proposed Graduate Diploma will offer a rigorous, academically grounded interdisciplinary education in fields related to local government management. It will consist of four required courses and a faculty-supervised Research Report. It will be the second graduate program offered by Western's Local Government Program (LGP) in the Department of Political Science. The LGP already offers a 13-course Masters in Public Administration (MPA), which has been operational since 1990. The Graduate Diploma will offer students a more compact graduate education alternative to the MPA, and it will act as a gateway to the MPA program for students who decide to pursue further education in the LGP upon completion of the Graduate Diploma.

The LGP's Graduate Diploma will be a part-time program designed for mid-career local government administrators. Most students admitted will be experienced administrators working in municipal governments, or related organizations such as special-purpose boards, provincial ministries, and not-for-profit organizations. The primary market for the Graduate Diploma will be among local government managers in southern Ontario, although there is potential for longer-term expansion of geographical reach through the development of a distance-learning stream (discussed later on). Graduate Diploma courses will offer advanced, academically grounded professional education in the structure and functioning of local government, local administration and policy analysis, which will enhance students' capacity to effectively manage the challenges of modern community, urban and regional governance and administration. The cross-disciplinary faculty complement will include both academic researchers specializing in local government and practitioners with extensive local government experience.

The Graduate Diploma will consist of four required courses: Advanced Local Government (PA9901), Policy Process in Local Government (PA9902), Organizational Behaviour in a Local Government Environment (PA9903), and Local Government Management (PA9904).¹ These courses already exist at present, since they are the first four of the 13 required courses of the MPA, and are also taken by current DPA students under different course codes. In addition to functioning as a self-standing graduate program, the Graduate Diploma will offer students who are interested in pursuing further education in the LGP the opportunity to apply for admission to the MPA program with advanced standing. Over and above the course requirements, the Graduate Diploma will feature a milestone requirement in the form of an independent, faculty-supervised Research Report of 25 – 30 pages in length.

Western's Graduate Diploma in Public Administration will initially be offered in four distinct streams, with potential for the future development of other streams in conjunction with the longer-range development of the Local Government Program. All streams will be offered on a part-time basis in order to facilitate successful completion by working local government professionals. The program requirements will be the same in each stream, but progression schedules and location of course delivery will vary (details provided later on in this brief). The streams will be as follows:

1. An On-Campus Graduate Diploma stream, which will accept 15 new students per year. Students in this stream will be selected through an open application process. Students will complete course requirements over two consecutive summer terms on the campus of Western University, and will then complete their Research Report within one term of completing their course requirements. Total time to completion will be five terms.

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¹ These courses are described in detail in the section of this brief on "Course Requirements".

2. A City of London Graduate Diploma stream. This stream will be administered in partnership with the City of London. It will initially accept 7 new students per year, with potential for growth in subsequent years. These will be selected from among City of London employees through a process managed jointly with the City. Students will take their courses on-campus in mixed classes with MPA students. Two courses will be taken in each of the fall and winter terms, and the Research Report will be completed in the summer term that follows. Total time to completion will be three terms.

3. A City of Toronto Graduate Diploma stream. This stream will be administered in partnership with the City of Toronto. It will accept 30 new students every two years. These will be selected from among City of Toronto employees through a process managed jointly with the City. Students will take their courses on-site at Toronto's Metro Hall. They will take one course each fall and winter over a two-year period, and will complete their Research Report within one term of completing their course requirements. Total time to completion will be six terms.

4. A Greater Toronto Area (GTA) Graduate Diploma stream. This stream will be administered in partnership with a consortium of several GTA-area municipalities. Currently, the anticipated municipal partners are: the Region of Durham, the Region of York, the Town of Richmond Hill and the Town of Newmarket. However, the partnership will be flexible and individual municipalities may opt in or out of it across program cycles. The GTA stream will accept 25 new students every two years. These will be selected from among the employees of partner municipalities, through a process managed jointly with the municipal partners. Students will take their courses on-site at the corporate learning facilities of partner municipalities. They will take one course each fall and winter over a two-year period, and will complete their Research Report within one term of completing their course requirements. Total time to completion will be six terms.

If the Graduate Diploma program is approved as anticipated, by the fall of 2015, the four streams outlined above will be launched at various points over the course of 2016 (see "Projected Intake and Enrollment" near the end of this brief for details). The introduction of four program streams in close succession appears ambitious, but the new Graduate Diploma will draw extensively on proven practice in the currently existing DPA program. The DPA also operates in four streams, which include municipal partnerships and course delivery methods analogous to those outlined above. The Graduate Diploma will thus be built on a foundation of partnerships and program delivery models already in place for the DPA. Drawing on this past experience will ensure successful delivery of an advanced professional program that meets all graduate-level program outcome standards. Detailed evidence and discussion to support the LGP's capacity to deliver the proposed program is provided in later sections of this brief.

### ***Goals and Objectives of the Program in relation to the Graduate Degree Level Expectations***

#### **Overall Objectives of the Graduate Diploma Program**

The Local Government Program's Graduate Diploma in Public Administration is designed as an advanced professional development program for mid-career managers who work in a local government environment. The Graduate Diploma will combine rigorous graduate-level academic instruction in several subfields of inquiry related to local government with a hands-on case-study approach that trains students to use social science perspectives and methods to analyze real-world problems in local government management and administration. As outlined earlier, the program will consist of four graduate-level courses (Advanced Local Government, Policy Process in Local Government, Organizational Behaviour, and Local Government Management). Following completion of the four courses, all students will research and write a final, Faculty-supervised independent Research Report of about 30 pages in length.

The overall objectives of the Graduate Diploma are to:

- a) give students a broad-based, academically grounded understanding of the structure and operation of local government systems in Ontario and Canada;
- b) foster strong research, analytical, writing and verbal expression skills grounded in social science research methods; and
- c) substantially enhance students' ability to be effective, ethical, creative and strategic managers in the local government environment.

### **Evidence to support the introduction of the program**

The Graduate Diploma proposed here builds on the extensive experience and success that the LGP has had with the current undergraduate-level DPA. The DPA program model has been highly successful, and the scope of the LGP's DPA programming has grown significantly in recent years in response to increasing market demand. By the same token, the environment for advanced professional education in Ontario is changing, and the current proposal opens up opportunities to realize the full development potential of LGP Diploma programming in this changing context.

### **Strong Foundations: The Evolution of Western's DPA**

Western's Department of Political Science has offered a DPA in local government for 40 years. Since 1974, over 700 individuals have completed Western's DPA in local government management. In 1990, when the Western MPA and the LGP were created, the DPA was brought under the aegis of the LGP. The DPA is a compact but academically rigorous program, providing advanced education and training for mid-career local government managers. It is aimed specifically at the Ontario market, and is the only university Diploma in Ontario with a local government specialization.

Over the years, Western's DPA curriculum has come to be integrated with the MPA curriculum. DPA program requirements consist of four mandatory courses and an independent, faculty-supervised Research Report. The four required DPA courses are also the first four courses of the Western MPA (Advanced Local Government, Policy Process in Local Government, Organizational Behaviour, and Local Government Management). Learning objectives and grading standards are identical for MPA and DPA students in these courses. Students in the on-campus and City of London DPA streams (see below) take courses in mixed classes with MPA students. DPA courses are taught by the same cohort of instructors who teach in the MPA; the first two DPA courses (Advanced Local Government and Policy Process) are usually taught by full-time Western faculty members, while the latter two courses (Organizational Behaviour and Local Government Management) are usually taught by experienced LGP limited-duties instructors. The DPA Research Report, while smaller in scope than its MPA counterpart, nonetheless involves a significant independent, faculty-supervised piece of research and analysis that results in a 25-30 page paper. Students who complete the DPA are eligible to apply for the MPA with advanced standing (ie, credit for the first four courses); numerous students have successfully done so in recent years.

The academic rigor of the Western DPA program clearly separates it from other professional development programs for local government managers in Ontario. At present, two other organizations in Ontario (the Association of Municipal Clerks and Treasurers of Ontario (AMCTO) and Seneca College) offer Diploma programs in fields related to local government management. A comparative curriculum review conducted by the LGP in 2011, as well as comments made by LGP instructors and MPA and DPA students in the context of the LGP strategic planning process, indicate that neither of these programs approach Western's DPA in terms of academic rigor and demands placed on students. Indeed, many students view the AMCTO and Seneca programs as potential stepping stones on the path to acceptance into one of Western's programs.

The strong academic reputation of the Western DPA has resulted in rising demand in recent years. The LGP has responded to this by expanding the scope of DPA offerings. As of 2014, the LGP has four DPA streams, all of which are offered on a part-time basis only: 1. The on-campus stream, which is open to

applicants from all municipalities; 2. a Toronto stream (established 2000), which is offered in partnership with the City of Toronto, is taught on-site at City facilities, and is open to Toronto municipal employees; 3. a Greater Toronto Area (GTA) stream (established 2010), which is offered in partnership with four Toronto-area municipalities (York Region, Durham Region, Richmond Hill and Newmarket) and is taught on-site at corporate learning facilities; 4. a City of London DPA stream (established 2012), offered in partnership with the City of London. All four streams have identical program requirements, although delivery schedules and arrangements vary (see below and Appendix A for details). Altogether, nearly 100 students are enrolled at any one time across all four DPA streams.

### **The Graduate Diploma: Responding to Emerging Needs**

The DPA has been a highly successful program to date. However, in order to continue to build on the success of its Diploma programming, the LGP must respond to some emerging needs in the context of a changing environment. Replacing the DPA with a new Graduate Diploma program will effectively respond to these emerging needs.

First, the Graduate Diploma will respond to an emerging need to *better support the academic rigor of the LGP's Diploma programming by aligning program standards with program designation*. The standards and requirements of the current DPA program are already, in most senses, commensurate with those proper to a graduate-level Diploma program. Western's DPA courses are the first four courses of the MPA program; and are usually taught by the same faculty as the MPA courses. In two of the four DPA streams, MPA and DPA students take courses together, with identical syllabi and evaluation standards. See, for example, the syllabi for the City of London DPA:

[http://localgovernment.uwo.ca/diploma/city_of_london_program/courses.html](http://localgovernment.uwo.ca/diploma/city_of_london_program/courses.html). In addition, DPA students are required to complete a substantial independent Research Report. While requirements for Graduate Diploma programs in Ontario vary, a curriculum consisting of four graduate-level courses is quite common among them. Some Graduate Diploma programs require additional milestones equivalent to the DPA research report, but not all do.²

The fact that the DPA is an undergraduate-level program with graduate-level program standards occasionally produces a disconnect between student expectations and program expectations. This challenge is more pronounced in the recently developed Toronto and GTA DPA streams, which are taught off-campus in corporate learning facilities, and which – unlike the on-campus and City of London streams – feature classes that include only DPA students. Replacing the DPA with a Graduate Diploma will allow the LGP to clearly and consistently communicate and support rigorous Diploma program standards with reference to Graduate Level Degree Expectations and learning objectives (detailed above).

Second, the Graduate Diploma will respond to a *need to recognize and strengthen the distinctiveness of Western's Diploma in local government management in the context of a changing market*. As discussed above, the rigor of the current DPA curriculum clearly separates it from other professional local government management programs in Ontario. However, the market for advanced professional education in this field is changing. Conversations with current students and alumni conducted in preparation for this proposal suggest that municipal employers are increasingly demanding that high-level local government managers who seek career advancement pursue graduate-level professional designations. At the same time, many mid-career local government professionals simply cannot afford the time commitment required to complete an entire MPA program. As a result, demand is emerging for a rigorous but compact graduate-level Diploma program. The introduction of a Graduate Diploma at Western will respond to this emerging demand. It will strengthen the visibility and attractiveness of Western's Diploma offerings, and will clearly communicate the distinctive character of Western's Diploma in local government to prospective students and their employers.

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² See, for example, the program requirements for the University of Ottawa's Graduate Diploma in Program Evaluation:  
<http://www.grad.uottawa.ca/Default.aspx?tabid=1727&monControl=Profs&ProgId=657>

Since Western is the only degree-granting institution in Ontario to offer programs in local government administration, its ability to meet the emerging demand for compact graduate-level programs in this field is second to none. Introducing the Graduate Diploma will ensure that Western remains the leader in university-accredited education for local government managers. This, in turn, will open up longer-term opportunities for further growth in Graduate Diploma programming. Top prospects for longer-term growth include the development of an on-line Graduate Diploma (which would expand the geographical reach of the program beyond southern Ontario), and the development of additional corporate Graduate Diploma streams in partnership with major municipalities in southern Ontario. These longer-term proposals, whose realization will require growth in the faculty complement of the LGP, are detailed in the Western School of Local Government proposal (Appendix B to the MPA periodic appraisal brief).

Finally, the introduction of the Graduate Diploma responds to a *functional need to harmonize LGP offerings at the graduate level*. In recent years, an increasing number of graduates of the DPA have applied for, and been accepted into, the MPA program with advanced standing. The introduction of the Graduate Diploma will provide a seamless transition from Graduate Diploma to MPA for such students. In addition, harmonizing the LGP's program offerings at the graduate level will create substantial administrative efficiencies, and is a key prerequisite for the longer-term strategic objective of transforming the LGP into a graduate-level School of Local Government.

This proposal for a Graduate Diploma in Public Administration thus draws on a strong foundation of practice, while at the same time responding to important emerging needs. The introduction of the Graduate Diploma will allow the LGP to better support and reinforce high program standards, to respond to a changing market, and to integrate its program offerings at the graduate level. Given the LGP's extensive experience in delivering the DPA, the ingredients that assure capacity to deliver – such as proven and tested curriculum, experienced instructors, an understanding of the student market, resources support, and delivery mechanisms and partners – are already in place. All of these elements are detailed in the sections that follow.

### **Benefits of the Graduate Diploma**

The Graduate Diploma will have benefits that flow, first and foremost, to professionals in the field of local government. It will offer them the option of a rigorous and academically grounded, yet compact and achievable graduate education. Completing the Graduate Diploma program at Western will give local government professionals tools and knowledge essential to managing complex governmental organizations, as well as the advanced credentials that they need to fulfill their career aims in their respective organizations. At the same time, the Graduate Diploma will also benefit other stakeholders. It will support key goals identified in the current Faculty of Social Science and University strategic plans, which include increasing graduate student enrolment and establishing innovative interdisciplinary professional programs at the graduate level. It will also help to achieve the Ontario Provincial Ministry of Municipal Affairs and Housing's goal of "building a solid understanding among municipal staff of the scope and structure of local government" (<http://www.mah.gov.on.ca/Asset447.aspx>). In short, the proposed Graduate Diploma involves a focused alignment of LGP, Faculty, University, and provincial government priorities to the benefit of all.

### **Special Matters and Innovative Features**

The Graduate Diploma in Public Administration will have a number of distinguishing features. These include (but are not limited to): 1. Course content that will combine academic rigor with an applied approach that focuses on administration and management in a local government environment; 2. Use of assessment methods – such as case study reports and applied policy papers – that will give students opportunities to apply learning directly to practical policy problems in their workplace; 3. Course delivery schedules that will maximize convenience for busy local government professionals; 4. On-site delivery in partnership with selected municipalities, which will provide a unique opportunity for working professionals to learn close to their place of employment, and thereby to integrate educational opportunities with their



demanding work schedules; 5. Instruction provided both by leading academics and by seasoned professionals with extensive teaching experience; 6. Seminar-style classes that will bring together students from many different local government settings, allowing for intensive mutual learning and professional networking; 7. A robust Local Government Program Alumni Society that will offer Alumni of the Graduate Diploma networking and professional development opportunities through its annual conference and other programming and events.

Many of these proposed features of the Graduate Diploma are also features of the MPA and DPA programs currently administered by the LGP. As such, some of these features are discussed in more detail in the MPA periodic review brief; some are also discussed in more detail in subsequent relevant sections of this document.

### ***Accreditation of the Professional Program***

The Local Government Program's Master of Public Administration (MPA) is accredited by the Canadian Association of Programs in Public Administration (CAPPA). While CAPPA does not currently have an accreditation process in place for Diploma programs, if one is developed, accreditation for the Graduate Diploma will be sought. If not, the possibility of adapting the current CAPPA accreditation process for the purposes of the Graduate Diploma will be explored.

### ***Delivery Method of the Program***

The proposed delivery method and schedule for the Graduate Diploma is discussed in detail in the introductory section of this document, since it is a key distinguishing feature of the proposed Program. Briefly put, all courses will be delivered in-person in seminar-style classes. Courses for two of the four program streams (on-campus and City of London) will be delivered at Western's campus; courses for the other two streams (City of Toronto and Greater Toronto Area) will be delivered on-site in the corporate learning facilities of partner municipalities. All Graduate Diploma students will have remote access to Western Libraries resources, and instructors will be available to supervise the capstone Research Report through distance learning. As a result, students will be able to complete their capstone Research Report requirement on a distance basis.

## **PROGRAM REGULATIONS AND COURSES**

### ***The intellectual development and the educational experience of the student***

The Graduate Diploma will be a part-time professional program, aimed at enhancing the professional capacity of practicing local government managers and administrators. Building a sense of intellectual and professional community and connection among students will be an integral and highly valued component of the program. Class size will be limited to about 25 students and instructors will make extensive use of interactive and group-based learning methods, providing extensive opportunities for interpersonal interaction. In addition, all classes will bring together practicing professionals who would not normally otherwise have the opportunity to interact. Students from multiple municipalities and/or from multiple administrative units within a single large municipality (in the case of the Toronto Graduate Diploma) will come together in intensive, interactive settings, and learn from each other as well as from the instructors. We expect that the strength of the interpersonal connections made in the Graduate Diploma program will further add to the vibrancy of the Local Government Program Alumni Society, whose extensive activities are described in the MPA periodic appraisal brief.

### ***Admission Requirements***

#### **Recruitment Methods**

Students will be recruited into the Graduate Diploma program through a variety of methods, all of which have already been successfully used to recruit applicants for existing LGP programs. These include: accessing our extensive and diverse network of graduates (with support from the Local Government Program Alumni Society), making presentations at municipalities, working with municipalities to ensure

that the Graduate Diploma qualifies for professional development funding (which in turn ensures that it is recognized as an avenue to internal promotion at those municipalities), promoting at meetings and in publications of relevant industry groups (such as the Ontario Municipal Administrators' Association, OMAA), and distributing digital and hard copy information brochures through interpersonal and corporate municipal networks.

### **Applications**

Like all other graduate program applications at Western, the Graduate Diploma application process will be administered through the School of Graduate and Postdoctoral Studies (SGPS). Applications for the three proposed municipal partnership streams (London, Toronto and GTA) will undergo a pre-selection process in each municipality in order to ensure that applicant profiles meet the professional development support criteria identified by the partner municipality; applicants that advance through the pre-screening will then proceed through the Western application process. We intend to discuss the details of this application process further with municipal partners and with SGPS, in order to explore opportunities for streamlining the process so that prospective students face a seamless, one-step application experience. The timing of applications will differ across Graduate Diploma program streams. Applications for the on-campus stream will be due in early February of each year, with offers made in March for a May start. Applications for the London stream will be due in May each year, with offers made in June for a September start. Applications for the Toronto and GTA streams will be due 2-3 months before a new intake cycle, which will occur once every two years in each of these two streams. Offers will be made a minimum of 1.5 months before classes in a given stream begin.

### **Admission Requirements**

Admission into the Graduate Diploma program will require a minimum of a 3-year degree from an accredited post-secondary institution, or professional experience/training deemed equivalent to a 3-year degree by the program admission committee. While it is expected that most Graduate Diploma applicants will have completed an undergraduate education, some mature applicants may not possess these credentials. In these cases, accumulated professional experience in multiple relevant positions over a period of no less than ten (but preferably at least 15) years may be deemed equivalent to an undergraduate degree on a case-by-case basis. The practice of accepting extensive professional experience as equivalent to a relevant undergraduate degree is in place for other Graduate Diploma programs in Ontario, such as Carleton University's Graduate Diploma in Public Policy and Program Evaluation.

### **English Language Proficiency**

Applicants whose first language is not English will be required to furnish evidence of their proficiency in the use of the English language by satisfactory achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 100, with no individual score below 20 for the internet based version;
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 7.5 out of 9.

### **Program Requirements**

As outlined earlier, the Graduate Diploma in Public Administration will consist of four courses of 0.5 course credits each, totaling 2.0 graduate course credits. In addition, students will complete a final milestone requirement in the form of a Research Report.

## **Course Requirements**

### *Advanced Local Government (Public Administration 9901):*

This course will provide an overview of the structures, functions, and financing of local government in Canada. The primary focus will be on Ontario, but students will also learn about the history and present-day operation of local government elsewhere in Canada, the United States, and Western Europe. Through surveys of relevant academic literature, student presentations, and class discussion, students will develop an understanding of different perspectives regarding on the appropriate role(s) for local governments in governing Canadian communities. Main topics to be discussed include systems of local government; history of local government; central-local relations; special purpose bodies; annexation; amalgamation; regional government; fragmentation; council-staff relations; budgeting and finance; property taxation.

### *Policy Process in Local Government (Public Administration 9902):*

This course will introduce students to selected aspects of the academic literature on the making of public policy. Students will learn how to apply theories and concepts from the public policy literature to Canadian local governments. Using case studies, students will learn how to determine the main factors that cause different kinds of local public policy outcomes in different circumstances. Main topics to be discussed include the stages of the policy-making process; the “multiple streams” approach to understanding the policy process; the role of social forces in policy-making, and analytical approaches that apply especially at the local level, such as community power, pluralism, growth machine theory, regime theory and multilevel governance.

### *Organizational Behaviour in a Local Government Environment (Public Administration 9903):*

This course will focus on selected aspects of the academic literature on organizational behaviour. Students will learn how to apply theories and concepts from the organizational behaviour literature to public sector organizations, with a particular emphasis on local government administration. Using case studies, students will learn how to analyze problems and challenges of local government administration through an organizational lens. Main topics will include the aims of public sector organizations; local government in a changing environment; comparing public and private sector management practices; council-staff relations; structure and culture in local government organizations; decision-making in public organizations; power; motivation; working with diversity; and organizational change.

### *Local Government Management (Public Administration 9904):*

Drawing upon theories and research findings in public administration and management, this course will examine administrative approaches, issues and debates arising in local governments in a changing environment. Students will learn how the complex and unstable environment of public sector organizations produces both challenges and opportunities for public sector managers, and will work through case material that requires them to apply insights from management and public administration literature to real-world local government settings. Main topics covered will include models of public management (New Public Management, New Public Service); leadership; managing on the edges; managing the policy process; ethics and values; interacting with the administrative environment (Council, stakeholders, the public); partnerships and contracting out; public value; service delivery and service implementation.

## **Non-course requirements:**

### *Research Report (Public Administration 9931):*

All Graduate Diploma students will complete a faculty-supervised independent research project that analytically investigates an aspect of local government of their choice. A minimum of three months before scheduled completion of the Research Report, students will submit a two to four page Research Proposal to the LGP Director, which will outline the topic and research question(s) they propose to investigate, and will lay out the student’s initial thoughts regarding methodology and data requirements. The Director will

provide feedback on the Proposal and, once it is considered acceptable, will pair the student up with an appropriate faculty supervisor, who will advise the student on detailed research design and will guide them through the research and writing process. Full Research Report guidelines for the Graduate Diploma will be developed once the proposed program is approved. However, in a broad sense these guidelines will be similar to those for the (more extensive) MPA Research Report. Current guidelines for the MPA Research Report can be found here:

<http://localgovernment.uwo.ca/masters/docs/forms/MPAResearchReportGuidelines.pdf>

### ***Progression requirements***

All Graduate Diploma students will be required to maintain an overall average of 70 percent, with no individual grade falling below 60 percent, in order to progress and graduate. Progress will be monitored by the LGP Recruitment and Development Officer, and reported to the LGP Director.

Most Graduate Diploma students will take the required courses in the following sequence: PA9901, PA9902, PA9903, PA9904. For logistical reasons, some deviation from this sequencing is anticipated for some students in the on-campus and London program streams. However flexibility will be limited, and students will not be allowed to take PA9902 before PA9901, nor will they be allowed to take PA9904 before PA9903.

Students will be expected to complete their Research Report within one term of completing their final Graduate Diploma course. Supervisors will be responsible for ensuring that timely progress is made towards completion. Exceptions to this schedule will only be granted in special circumstances by permission of the LGP Director.

### ***Part-time Studies***

The Graduate Diploma will be offered exclusively on a part-time basis. Exact progression schedules will vary across the four program streams. This variation is necessary in order to allow Graduate Diploma and MPA students to take courses together in the on-campus and City of London streams, and in order to maximize the efficient use of teaching faculty across all four program streams. Students in the on-campus Graduate Diploma stream will take their courses over two consecutive summer terms on the campus of Western University in classes mixed with MPA students; they will then complete their Research Report within one term of completing their course requirements. Total time to completion will be five terms. Students in the City of London stream will take their courses on-campus in mixed classes with MPA students. Two courses will be taken in each of the fall and winter terms, and the Research Report will be completed in the summer term that follows. Total time to completion will be three terms. Students in the Toronto and GTA streams will take one course each fall and winter over a two-year period, and will complete their Research Report within one term of completing their course requirements. Total time to completion will be six terms.

### ***Registration and Tuition in the Graduate Diploma Program***

Registration status and tuition payment arrangements for Graduate Diploma students has not yet been finalized. The key question that has not yet been fully addressed is how to ensure that students in the various Diploma streams, which are necessarily designed with different progression schedules (ranging from three to six terms), nonetheless pay equivalent tuition for the program, since all streams will feature identical program requirements. In the current DPA program, which the Graduate Diploma will replace, students tuition pay on a per-course basis. However, graduate students at Western are subject to a continuous enrollment requirement. Representatives of the School of Graduate and Post-Doctoral Studies have assured the leadership of the LGP that arrangements will be developed to address this challenge. Options discussed to date include: 1. Continuous enrollment over the scheduled duration of any given program stream, with tuition pro-rated at various per-term rates depending on the progression

schedule of a given stream; 2. Continuous enrollment over the scheduled duration of a program stream, with tuition paid only in terms when courses are taken; 3. Investigation of the possibility of making an exception to the continuous enrollment requirement. These various possibilities, and others, will be explored further in the near future. Such work may include comparative investigation of arrangements made at other institutions facing analogous program circumstances, insofar as these exist in the Ontario context. Resolution of this important set of issues is imperative for successful implementation of the Graduate Diploma program, and we are confident that satisfactory arrangements will be found in this regard.

### ***Distance Delivery***

All Graduate Diploma in Public Administration courses in the four streams proposed here will be taught in person. However, since students in the City of Toronto and GTA Diploma streams will take courses in Toronto-area corporate learning facilities, they will be required to access library resources remotely. The mechanics of this access are discussed earlier on in this document. Program administrators will conduct on-site visits during orientation sessions for these two program streams in order to teach students how to use the Western University Library remote access systems. In the longer term, the LGP hopes to be able to develop additional Graduate Diploma streams, including a distance-learning stream. However, the realization of these additional offerings hinges on the recruitment of additional full-time faculty resources. The details of these longer-term proposals are outlined in Appendix B of the MPA periodic appraisal brief (the Western School of Local Government proposal).

### ***All Graduate Courses Offered in the Program***

As discussed above, Graduate Diploma courses will be offered multiple times in any given academic year across different program streams. Students in the on-campus stream will take courses in the summer term, together with part-time MPA students. All four courses will be offered each summer in a one-week intensive course format; on-campus Graduate Diploma students will take two of the four courses in each of two consecutive summer terms. Students in the City of London stream will take all four courses over one consecutive set of fall and winter sessions. They will take these courses together with full-time MPA students. Students in the Toronto and GTA streams will follow a set schedule of one course per each fall and winter term over a two year period. The start dates of new Toronto and GTA cohorts will be staggered, in order to allow for optimal use of available teaching faculty.

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

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**Angus D. McLachlin Professorship in Surgery**  
**Barnett/Ivey Chair for Heart & Stroke – Renaming and Terms of Reference**  
**Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR)**  
**Discussions with the City Regarding Possible Rapid Transit Routing**

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**FOR APPROVAL**

1. **Angus D. McLachlin Professorship in Surgery**

**Recommended:** That the Angus D. McLachlin Professorship in Surgery be approved retroactively with academic appointment in the Department of Surgery in the Schulich School of Medicine & Dentistry, as described in [Annex 1](#).

2. **Barnett/Ivey Chair for Heart & Stroke – Renaming and Terms of Reference**

**Recommended:** That the existing Barnett/Ivey Chair for Heart & Stroke, established in October 1997 at Robarts Research Institute, be renamed the Heart and Stroke Foundation/Barnett-Ivey Chair at Robarts Research Institute and adopt the terms with academic appointment in the Schulich School of Medicine & Dentistry at Robarts Research Institute, as described in [Annex 2](#).

3. **Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR)**

**Recommended:** That the Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR) be established with academic appointment in the Department of Anesthesia and Perioperative Medicine in the Schulich School of Medicine & Dentistry, as described in [Annex 3](#).

**FOR INFORMATION**

4. **Discussions with the City Regarding Possible Rapid Transit Routing**

An oral report will be provided by the Vice-President (Resources and Operations).

**ANGUS D. MCLACHLIN PROFESSORSHIP IN SURGERY**

**FOR APPROVAL**

- Recommended:** That the Angus D. McLachlin Professorship in Surgery be approved retroactively with academic appointment in the Department of Surgery in the Schulich School of Medicine & Dentistry.
- Donor and Funding:** Members of the Department of Surgery, in particular former residents of Dr. McLachlin, made donations to create a fund in Dr. McLachlin's name in the late 1990s. Since then the fund has grown and approximately \$1,000,000 is available in the endowment formerly held at Foundation Western.
- Purpose:** The holder of the Professorship will continue to foster surgical education within the Department of Surgery and contribute to continuing professional development in the surgical community of Southwestern Ontario.
- The income from the endowment fund will be used to support the academic program of the holder of the Professorship. Funds available may be directed towards salary and benefits or direct research support, or some mixture thereof. The holder of the Professorship must hold a primary appointment within the Department of Surgery.
- 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 of the Department of Surgery.
- Criteria:** The holder of the Professorship will be involved in teaching students at all levels. The individual will be a renowned educator whose academic commitment is in the advancement of surgical learning and development of new techniques of teaching. The individual will be involved in the administrative structure of undergraduate and postgraduate curriculum development and management. The individual will also facilitate community involvement in continuing professional development.
- Appointments to the Angus D. McLachlin Professorship in Surgery will be conducted in accordance with University policies and procedures on Academic appointments and will be for a three-year term, normally renewable once upon the recommendation of a review panel, and at the discretion of the Dean.
- A Selection Committee consisting of the following individuals will determine the recipient of the Angus D. McLachlin Professorship in Surgery: the Chair of the Department of Surgery, who will chair the committee, two representatives from the Southwestern Ontario Surgical Association, one member of the Department of Surgery as chosen by the Chair of the Department of Surgery and one representative from the Dean's office.
- Renewal of appointments to the Angus D. McLachlin Professorship in Surgery will be conducted in accordance with University policies and procedures and guidelines established by the Schulich School of Medicine & Dentistry for reviewing endowed positions.
- Reporting:** The holder of the Professorship will be required to provide an annual written report regarding his or her activities to the Chair of the Department of Surgery.

**Background:**

This Professorship was established in the late 1990s and was funded primarily by individual members of the Department of Surgery, in particular former residents of Dr. McLachlin.

At the time the Professorship was established, a number of changes were being made to the processes for establishing chairs and professorships and somehow this one was overlooked and not submitted to SCUP for approval. However, it has operated as a Professorship since the late 1990s and appointments have been conducted as per other similar positions and in keeping with donors' original intent.

The Department of Surgery would like to continue to have the Professorship exist and is seeking both retroactive approval and an exception to the current requirement of \$1.5 to \$2.99 million in endowment to support a professorship. At the time the Professorship was established, the requirement was a minimum of \$1 million. The requirements changed in 2004. It is the Department's intent to continue to seek funding to increase the endowment to \$1.5 million.

Representatives of the original donors recognize that at some point in time, the Department of Surgery may determine that the Professorship no longer meets its needs. In that event, the donors have provided that the funds may be redirected to another purpose within the Department, provided it is still in honour of Dr. McLachlin.



**Barnett/Ivey Chair for Heart & Stroke – Renaming & Terms of Reference**

**FOR APPROVAL**

**Recommended:** That the existing Barnett/Ivey Chair for Heart & Stroke, established in October 1997 at Robarts Research Institute, be renamed the Heart and Stroke Foundation/Barnett-Ivey Chair at Robarts Research Institute and adopt the following terms with academic appointment in the Schulich School of Medicine & Dentistry at Robarts Research Institute.

**Donors and Funding:** Through a partnership commitment, the Heart and Stroke Foundation of Ontario committed \$1 million to create the Chair. These funds were matched by \$2 million in funding from the Richard Ivey Foundation, Richard M. Ivey and the Richard and Jean Ivey Foundation. In 2007, the \$3 million endowment was moved from Robarts to Foundation Western with the required permission of all donors and in 2014, when Foundation Western amalgamated with Western, the endowment moved to the University.

The administration of the spending of resources will be the responsibility of the Dean of the Schulich School of Medicine & Dentistry and the Scientific Director of Robarts Research Institute together with the holder of the Chair. Funding from HSFC will not be applied to the indirect cost of research.

**Effective Date:** July 1, 2015

**Purpose:** The Chair-holder will be expected to focus a majority of his or her time to cardiovascular or cerebrovascular research.

**Criteria:** The candidate must hold an MD and/or PhD degree and have a full-time appointment position at the University at the time of taking up the Chair, or must have an offer of a full-time appointment position, normally at the Professor or Associate Professor level at the University. Selection will be based upon the candidate's level of experience and demonstrable scientific excellence.

As a condition of holding the Chair, the incumbent must hold peer-reviewed research funding as principal investigator relevant to cardiovascular or cerebrovascular research, such as from HSFC, the Canadian Institutes of Health Research, or other funding agency of equivalent stature ("Additional Funding"). Following his or her appointment as Chair, should the Chair fail to maintain such Additional Funding for longer than 18 months consecutively during his or her tenure in the Chair, then the University shall notify HFSC in writing of the circumstances, any additional attempts made to secure peer-reviewed research funding, and decisions made with respect to the appointment and/or reassignment of the Chair.

The candidate must demonstrate scientific leadership in, and influential contributions to, the body of scholarship in his or her field of interest.

The candidate must provide a vision and plan for how he or she will advance his or her scientific leadership and influence as Chair-holder.

The candidate must demonstrate that the focus of the majority of his or her time as Chair-holder will be dedicated to cardiovascular or cerebrovascular research.

The Chair-holder must not concurrently hold any other HSFC salary award, or other peer reviewed research chair or salary award of equal or greater value, including Canada Research Chairs.

Appointments to the Chair will be conducted in accordance with the relevant policies and procedures of the University in consultation with the Dean of the

Schulich School of Medicine & Dentistry. The appointment will normally be for a period of five years, renewable once.

The selection process for the Chair will be based on the candidate's or incumbent's achievements and stature in research, training, academic prominence and leadership in focus areas relevant to cardiovascular or cerebrovascular research. The University will inform HSFC of the process and procedures used to determine the Chair-holder pursuant to the University's procedures for recruitment of research chairs, as amended from time to time.

As soon as it becomes available, the University will provide HSFC with a biographical summary of each new appointee and his or her planned program of research, along with a summary of how the candidate meets the selection criteria. In the case of renewal, only a summary of the planned program of research and how the candidate continues to meet selection criteria is required.

**Reporting:**

The Chair-holder will provide an annual report of his or her activities to the chair of the cognate department in which he or she holds his or her primary University appointment (the "**Annual Report**"). The University will provide a copy to HSFC for information no later than December 31 of each year, excluding the first year if the Chair has been appointed within eight months or less of December 31.

The Annual Report will detail:

1. Research in progress and research completed during the reporting period.
2. Teaching and mentorship activities, including the number of students and trainees.
3. Reference to completed publications, presentations, abstracts, articles, books and book chapters.
4. Reference to other dissemination and knowledge translation activities, including media, policy briefs, and work with knowledge users.
5. Future research and mentorship plans.
6. A financial report that is provided by the University, including the closing balance of the Fund and the payout available to the Chair for that year.

The University agrees to provide HSFC with the opportunity to discuss and provide feedback on the Annual Report with the Chair-holder and designated representatives of the University, as appropriate.

With advance notice, the Chair-holder may be requested by HSFC to speak about his or her cardiovascular or cerebrovascular research and provide expertise on topics related to his or her areas of specialty.

The incumbent will acknowledge that she or he holds the Chair in all publications, lectures and any other activities supported through the Fund.

To facilitate the implementation of HSFC's communication program, the Chair-holder and University shall use best efforts to notify HSFC as soon as possible in advance of the publication date of any major publications arising from the Chair-holder's research, giving opportunity for HSFC to participate in any appropriate communications strategy.

In keeping with the policies of HFSC, and applying to this Chair only, individuals appointed to the Chair must not have received direct or indirect support from the tobacco industry in the form of a research grant or award, a contract for personal or professional services (paid or unpaid), stipends or honoraria, or any other direct or indirect benefit in the five years previous to their appointment to this Chair, and must agree not do so for the duration of their appointment to this Chair.

**Background:**

The Robarts Research Institute had three named faculty positions at the time of the merger between the Institute and Western in 2007-08. One of these was the Barnett/Ivey Chair for Heart & Stroke, the original contributors for which included the Richard Ivey Foundation, the Heart & Stroke Foundation, Richard M. Ivey and the Richard and Jean Ivey Foundation (Endowed Fund).

New investment by the Heart & Stroke Foundation and a new donor agreement have led to new set of terms of reference for the chair, in line with the standard criteria Western uses for named chairs and professorships, and a proposed renaming.

The Heart and Stroke Foundation, a volunteer-based health charity, leads in eliminating heart disease and stroke and reducing their impact through:

- the advancement of research and its application.
- the promotion of healthy living.
- advocacy.

The Heart and Stroke Foundation of Canada is a federation of 10 provincial foundations, led and supported by a force of more than 130,000 volunteers. Throughout its history, the Foundation has relied on the generous donations of millions of Canadians. The Foundation receives no operational funding from government sources. In 2010, the Foundation invested more than \$106 million into research, health promotion and community programs.

**CHAIR IN EVIDENCE-BASED PERIOPERATIVE CLINICAL OUTCOMES RESEARCH (EPiCOR)**

**FOR APPROVAL**

**Recommended:** That the Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR) be established with academic appointment in the Department of Anesthesia and Perioperative Medicine in the Schulich School of Medicine & Dentistry.

**Donor and Funding:** The Department of Anesthesia and Perioperative Medicine donated a total of \$800,000 in 2011 to support the Chair on an expendable basis and further funds were raised from fundraising events and private donations.

**Effective Date:** July 1, 2015

**Purpose:** The Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR) will ultimately change how perioperative medicine is taught and practiced and will also positively impact the value of patient-centered care in the acute care hospitals by reducing complications, resource utilization and improving costs of care.

Funds available will support the growth and enhancement of the Department of Anesthesia and Perioperative Medicine's Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR) program in the Centre of Medical Evidence, Decision Integrity, Clinical Impact (MEDICI).

Specifically the Department hopes that the creation of the Chair will allow them to:

- Work with partner hospitals and the Ontario Ministry of Health and Long-Term Care to build network capacity to answer high priority healthcare questions in a timely, transparent and accountable manner;
- Establish teaching and research programs in evidence-based decision making and Health Technology Assessment;
- Network with an international consortium of universities to provide an International Master of Science in Health Technology Assessment program;
- Conduct on-site workshops at national and international professional societies;
- Develop innovative tools and techniques in healthcare decision-making to address evidence overload, uncertainty in decision-making, and knowledge translation; and

The administration of the spending of resources will be the responsibility of the Dean of the Schulich School of Medicine & Dentistry in collaboration with the Chair of the Department of Anesthesia and Perioperative Medicine.

**Criteria:** The holder of the Chair will be the Medical Director of the Medical Evidence, Decision Integrity, Clinical Impact Centre.

Appointments to the Chair in Evidence-Based Perioperative Clinical Outcomes Research (EPiCOR) will be conducted in accordance with University policies and procedures on Academic appointments. The Chair will cease to exist once available funds have been spent.

**Reporting:** No reporting is required as the Chair has been funded by and will be held in the Department of Anesthesia and Perioperative Medicine.

**Background:** The Chair has been funded by the Department of Anesthesia and Perioperative Medicine.

**REPORT OF THE UNIVERSITY RESEARCH BOARD**  
**(URB)**

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**Summary of Internal Funding Program Allocations for Fiscal Year 2014**

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**FOR INFORMATION**

**Summary of Internal Funding Program Allocations for Fiscal Year 2014**

See [Annex 1](#).

### **Summary of Internal Funding Program Allocations Fiscal Year 2014**

#### FOR INFORMATION

##### *Background:*

For the purpose of this report, internal research funding refers to funding made available through various research support programs that are managed through Research Western. Beginning in the fall of 2012, the suite of internal research support programs were re-structured, consolidated, and re-purposed to allow for greater flexibility, simplification, accountability and alignment with institutional strategic goals. The main changes were the creation of the Western Strategic Success Programs (WSS) (three separate open competition programs specific for CIHR, NSERC, and SSHRC-eligible investigators, respectively), and the Faculty Research Development Fund (specific for the non-STEM disciplines). This report summarizes the allocations/expenditures from the internal funding programs on a Faculty basis. For the purpose of this report, STEM refers to Science, Engineering, and SSDM; non-STEM refers to Social Science, Arts & Humanities, Ivey, Music, Law, Health Sciences, FIMS, and Education.

Included in the analysis;

- a) *Western Strategic Success Programs (WSS)*. \$900K divided equally over the three adjudication boards (open competition).
- b) *Faculty Research Development Fund (FRDF)*. \$250K. Funding for this program consists of \$100K realized through the consolidation of a number of existing small programs that were phased out, as well as an additional \$150K in new funding. This program is specific for support of the non-STEM faculties and is a direct allocation to Faculties. Faculty-specific allocations from FRDF have been based on the average percent of funds over the previous five years that were allocated to individual Faculties from the small programs that were consolidated to create the FRDF. This fund is used at the discretion of the Dean (or designate) to support research in their Faculties. Use of these funds are reported annually to Research Western, and measured against Faculty-specific indicators.
- c) *Research Infrastructure Development Fund (RISF)*. \$750K. This is from the Federal Indirect Costs Program and is a direct allocation to Faculties based on a three-year rolling average of Tri-Council Funds.
- d) *Graduate Student and Post-Doctoral Fellows Support Fund*. This is used for recruitment packages for prestigious scholarship holders (Vanier, Trillium, Banting Fellows etc). The total amount allocated is variable depending on the number of students/fellows recruited, but typically in the range of \$100K/yr.
- e) *VP Promotion Fund*. Typically \$350K/yr in support of Faculty-led initiatives (conferences, meetings, workshops and other requests), support for Faculty-based Institutes and Centres, and Membership Fees (i.e. MITACs, Compute Canada etc)
- f) *Petro-Canada Young Innovator Award*. Typically \$20K in a given year.

**Note:** Not included in the analysis shown below are residual SSHRC and NSERC funds. The amounts for these vary year to year, and typically go back to source. For information, the amounts and distributions of residuals are shown in a separate table below (Table 5).

**Table 1: INTERNAL GRANTS SUMMARY**

	Average FY 2011, 2012	Average FY 2013, 2014	% change
Arts and Humanities	\$113,779	\$208,398	+83
Education	\$67,822	\$96,905	+45
Engineering	\$126,108	\$187,906	+48
FIMS	\$39,220	\$50,908	+31
Health Sciences	\$77,904	\$92,054	+18
Ivey	\$6,288	\$29,745	+73
Law	\$22,567	\$33,186	+47
Music	\$14,700	\$30,613	+108
Schulich	\$319,010	\$593,890 *	+86
Science	\$245,948	\$349,776	+42
Social Science	\$340,233	\$384,877	+13
<b>Grand Total</b>	<b>\$1,373,579</b>	<b>\$2,058,258</b>	<b>+50</b>

**Note:** The numbers reported above, with the exception of the allocations from the FRDF, are represented on a expenditure basis.

Shown are the two-year averages *fiscal* 2011 and 2012; and *fiscal* 2013 and 2014. 2013 was a transition year for some of the new programs, thus comparison of two year averages is more representative of trends.

*A special one-time competition (valued @ \$200K) was run for CIHR-eligible investigators in late 2012 to help investigators transition into the newly re-structured CIHR programs that were implemented in 2013.

Excluded from the above summary are any funds that come directly from Faculties as matches for WSS, where applicable. Also excluded are funds that are used in the support of core central facilities, or funds that may come from other University offices.

	2011/12 Average	% of total	2013/14 Average	% of total
Non-STEM Faculties	\$ 682,513	49.7%	\$ 926,686*	45%
STEM Faculties	\$ 691,066	50.3%	\$ 1,131,572	55%

***NOTE:** In April 2015, a new internal funding program was initiated that provides direct support, in the amount of \$7K each, to investigators who received 4A status in the most recent SSHRC competition. In the past competition, 17 individuals received 4A status (see Table 7 below) resulting in an allocation of \$112K to the non-STEM Faculties and 7K to STEM Faculties. These amounts are **NOT** reflected in the above tables.

**Table 2: Summary of total research funding by Faculty (FY, on a cash basis)**

	2011-12	% total	2012-13	% total	2013-14	% total	Internal funding as a % of total funding 2014
Non-STEM	\$29.9M	15.2%	\$26.7M	12.3%	\$27.6M	11.8%	3.9%
STEM	\$166.5M	84.8%	\$190.8M	87.7%	\$206.9M	88.2%	0.5%
<b>Total</b>	<b>\$196.4M</b>		<b>\$216.7M</b>		<b>\$234.5M</b>		

**Table 3: Faculty Research Development Fund year-end report 2014/15**

Faculty	2014/15 allocation	Carry Forward From 13/14	Total 2014/15 available	Spent	Carry forward from 14/15	Allocation for 2015/16 (available)
Arts & Humanities	\$60,000		\$60,000	\$62,000	-\$2,000	<b>\$62,000 (\$60,000)</b>
Education	\$32,000	\$13	\$32,013	\$31,994	\$69	<b>\$32,000 (\$32,069)</b>
FIMS	\$20,000	\$6,566	\$26,566	\$20,641	\$5,924	<b>\$20,000 (\$25,924)</b>
Health Sciences	\$22,000		\$22,000	\$22,130	-\$130	<b>\$22,130 (\$22,000)</b>
Ivey	\$12,000		\$12,000	\$11,500	\$500	<b>\$12,000 (\$12,500)</b>
Law	\$12,000	\$105	\$12,105	\$12,000	\$105	<b>\$12,000 (\$12,105)</b>
Music	\$20,000	\$7	\$20,007	\$25,559	-\$5,552	<b>\$25,552 (\$20,000)</b>
Social Science	\$72,000	\$4,299	\$76,299	\$75,517	\$782	<b>\$72,000 (\$72,782)</b>
<b>TOTAL</b>	<b>\$250,000</b>	<b>\$10,990</b>	<b>\$260,990</b>	<b>\$261,291</b>	<b>-\$302</b>	<b>\$257,682</b>

- Allocation for FY 2015/16 will remain as is.
- Overspends occurred in Arts & Humanities, Health Science and Music. On a one time basis, Research Western will cover the overspend.
- The majority of funds, 66%, were spent on research support activity, including seed funding for research projects. Business and Education both allocated 100% of their funding to this element.
- The remaining funds, 34%, were spent on conference related activity with the highest allocation of 94 % in the Faculty of Music. This is in line with the previous year's allocation and spend in this category.
- There has been an increase of 29% in the number of outputs from 2013/14 to 2014/15 mainly due to Social Science reporting 15 journal articles and two books in progress. Law was the next best performer with one book, four book chapters and three journal articles already published with four in progress.
- Associate Professors received 51% of funding in 2013/14 and 2014/15, Assistant Professors received 28% and Professors received 21%. This is consistent with the previous year's funding.
- There is a fairly high instance of individuals receiving funding in both 2013/14 and 2014/15. Arts and Humanities and Music had the highest with 50%, FIMS 43% and Health Sciences and Social Science 34%.



**Table 4: Summary of NSERC and SSHRC Residual Allocations**

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Arts and Humanities</b>	\$28,248	\$20,176	\$38,295	\$31,565
<b>Education</b>	\$5,990	\$8,635	\$19,079	\$41,042
<b>Engineering</b>	\$56,000	\$64,110	\$42,203	\$60,788
<b>FIMS</b>	\$55,826	\$6,613	-	-
<b>Health Science</b>	\$2,700	\$22,684	\$19,331	\$65,000
<b>Ivey</b>	\$74,816	\$120,900	\$188,996	\$58,716
<b>Law</b>	-	-	\$15,000	-
<b>Music</b>	\$3,500	-	-	-
<b>Schulich</b>	\$67,754	\$21,973	\$11,189	\$65,913
<b>Science</b>	\$132,362	\$62,358	\$38,391	\$8,210
<b>Social Science</b>	\$151,643	\$135,399	\$62,511	\$89,180
<b>Grand Total</b>	<b>\$578,839</b>	<b>\$462,848</b>	<b>\$434,997</b>	<b>\$420,414</b>

**Table 5: Summary of Research Infrastructure Fund Allocations 2014***

<b>Faculty</b>	<b>Allocation</b>
Arts & Humanities	\$21,000
Education	\$9,000
Engineering	\$94,000
FIMS	\$5,000
Health Sciences	\$30,000
Ivey	
Law	\$5,000
Music	\$5,000
Schulich	\$330,000
Science	\$161,000
Social Science	\$90,000
<b>Grand Total</b>	<b>\$750,000</b>

*consistent with allocations in each of 2011, 2012, 2013

**Table 6: Summary of Tri-Council Awards from OG, DG, and IG Competitions**

	<b>CIHR</b> (Open grants only)			<b>NSERC</b> (Discovery only)			<b>SSHRC</b> (Insight only)		
	<b>2012</b>	<b>2013</b>	<b>2014*</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Total Funding (Million)	\$15.8	\$26.8	\$10.6	\$2.72	\$2.7	\$2.63	\$1.9	\$2.7	\$2.54
Success Rate (%)	14.5%	24%	15.4%	57.5%	68.5%	72.4%	20%	26%	27.7%
National Success Rate (%)	17.5%	16.75%	13.9%	58.5%	60%	n/a	21.1%	23%	23.4%
National Share (%)	3.25%	5.4%	4.1%	4.03%	3.9%	n/a	2.2%	3.0%	2.75%
National Rank (U15)	10 th	5/6 th	n/a	8 th	6th	n/a	11 th	8th	n/a

*For CIHR, the 2014 column reflects only the March competition as there was not a September open grants competition due to restructuring of CIHR granting programs which came into effect in 13/14. The last open grants competition was held in March, 2015 with results pending in June, 2015.

**Table 7: 2014 SSHRC Insight Grants Competition**

	<b>Awards</b>	<b>4A Status</b>	<b>Applications</b>	<b>% Success</b>	<b>Funding*</b>
Arts and Humanities	2	4	12	16.6%	\$177,965
Education	4	3	7	57%	\$1,185,310
FIMS	1	1	4	25%	\$164,670
Health Sciences	0	0	1	-	\$0
Ivey	5	4	10	50%	\$602,958
Law	0	1	2	-	\$0
Science	0	1	1	-	\$0
Social Science	3	3	17	17.6%	\$405,203
<b>Total</b>	<b>15</b>	<b>17</b>	<b>54</b>	<b>27.7%</b>	<b>\$2,536,106</b>

*these numbers represent total amount awarded.

**Table 8: Summary of 2014 NSERC DG Competition**

	<b>Awards</b>	<b>Applications</b>	<b>% success</b>	<b>Funding*</b>
Engineering	15	19	78.95%	\$430,000
Health Sciences	2	3	66.67%	\$57,000
Ivey	0	1	0.00%	\$0
Schulich	29	46	63.04%	\$939,000
Science	34	41	82.93%	\$1,087,540
Social Science	4	6	66.67%	\$119,000
<b>Total Funding</b>	<b>84</b>	<b>116</b>	<b>72.41%</b>	<b>\$2,632,540</b>

*These numbers reflect only new awards and first year installment(s)

**Council of Ontario Universities  
Report to Senate of the Academic Colleague  
Kathleen Okruhlik, June 2015**

The COU Academic Colleagues met in Toronto, May 25-26, 2015. There was no meeting of the full Council.

**2015-16 Ontario Budget:** The Ontario government released its 2015 budget on April 23, 2015. Although universities did not meet enrolment growth projections in 2014-15, the budget maintains a commitment to fund enrolment growth in the postsecondary sector for the next three years. The budget also includes ongoing investments in OSAP, with a projected cumulative percentage increase of 4% from 2014-15.

**Funding Formula Review:** A Task Force with executive heads, provosts, and other university representatives will consult with Sue Herbert (the executive lead on the Review) and her team. This Task Force will be the “public face” of universities in the project. A technical working group will also meet to advise the Task Force. Herbert and her team will provide information to MTCU sometime in the fall. The mandate is limited and does not cover the tuition framework.

**Graduate Student Outcomes Survey:** A working group including graduate deans and CUPA members is developing a survey focused on graduate student outcomes. The proposed methodology involves administration every five years with multiple cohorts. This will result in a better sample size, as well as a longer time frame for outcomes reporting. The instrument will be designed to look at a broad range of outcomes, not just labor market outcomes.

**Engineering review:** MTCU initiated a review of engineering programs following the SMA (Strategic Mandate Agreement) process. A working table has been established; this group will provide advice and feedback to inform the Ministry’s review. Fourteen universities have programs; eight universities are represented at the table (as are some of the colleges). Additional group members include representatives from accrediting bodies, industry representatives, professional association representatives, and student association representatives.

**Online initiative:** Announcements are expected soon about the Ontario Online Learning Consortium (OOLC), including the new CEO for the consortium and the vendor developing the new online portal. Colleges and universities are beginning to provide information to populate the search function of the portal so that students will be able to search for online/mostly online courses. Information regarding the registration process will also be included in the portal. The portal will be bilingual. The Ministry has indicated that funding will be available for a third round of online course development. The role of the OOLC Board in the next round of funding has not yet been determined.

**Part-time/Sessional faculty:** Concerns raised about part-time/sessional faculty during the strikes at York and U of T continue to be the subject of investigation. Two surveys of part-time/sessional faculty are now in process: one is through U of T, and the other is a HEQCO project (administered through Academica). Through OCAV (the Ontario Council of Academic Vice-Presidents), COU has begun work on a project to collect better data about part-time/sessional faculty; this project will be part of the next “Faculty Work” update. One priority of the project is to capture more informative data about the characteristics of part-time and sessional faculty. They may be practitioners (and employed in their field full-time), new graduates, retired faculty, or scholars seeking permanent academic positions. There are a variety of arrangements in place across the province, creating a complex picture. An OCAV working group is developing a proposal to collect more data about part-time and sessional faculty, as well as faculty workload; their report is planned for 2016.

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

**ANNOUNCEMENTS AND COMMUNICATIONS**

**Reports on Promotion and/or Tenure – 2014-15**

**FOR INFORMATION**

1. Reports on Promotion and/or Tenure – 2014-15

See **Appendix 1.**

**TO:** Faculty Relations

**FROM:** Equity & Human Rights Services

**DATE:** May 29, 2015

**SUBJECT:** *Reports on Promotion and/or Tenure – 2014-2015*

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Please find attached charts summarizing the information requested on the designated group status of those individuals considered for Promotion and/or Tenure under the Collective Agreements for 2014/2015.

As in previous years, the data is provided with the following notes:

- The information related to the designated groups – with the exception of gender – was provided by Equity & Human Rights Services (EHRS).
- The information provided by EHRS is in aggregate form only and was drawn from the Employment Equity database.
- All information in the database is obtained through self-identification surveys sent to employees; therefore, information is only available for those individuals who have completed surveys.
- Where the information is unknown, it is considered to be a “no” response (i.e. not a member of designated group).
- For reasons of confidentiality, the information provided by EHRS is suppressed in cases where there are fewer than 5 individuals in the group considered for Promotion and/or Tenure and/or where deemed necessary by EHRS.

2014-15 REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE FACULTY COLLECTIVE AGREEMENT								
(as required under Clause 21 in the Article <i>Promotion and Tenure</i> )								
<b>Total cases considered for Promotion and/or Tenure</b>								
Male	33							
Female	26							
Aboriginal	2							
Visible Minority	6							
Person with Disability	2							
<b>Probationary Assistant Professors considered for Promotion and Tenure</b>								
	Process initiated by Dean in the last year - Clause 15.1	Process initiated by Dean in any year before the last year - Clause 15.3	Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 15.4	Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3	
Male	14	0	2	15	1	15	1	
Female	8	7	2	15	2	15	2	
Aboriginal	2	0	s	2	0	2	0	
Visible Minority	4	0	s	4	0	4	0	
Person with Disability	0	0	s	0	0	0	0	
<b>Probationary Associate Professor considered for Promotion or Granting of Tenure</b>								
	Process initiated by the Dean in the last year of the appointment - Clause 15.2	Process initiated by Dean in any year before the last year - Clause 15.3		Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3	
Male	1			1	0	1	0	
Female	0			0	0	0	0	
Aboriginal	s			0	0	0	0	
Visible Minority	s			0	0	0	0	
Person with Disability	s			0	0	0	0	
<b>Tenured Associate Professors considered for Promotion</b>								
	Process initiated by Dean - Clause 15.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 15.6		Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3	
Male	8	8		14	2	14	2	
Female	7	2		9	0	9	0	
Aboriginal	0	0		0	0	0	0	
Visible Minority	0	2		2	0	2	0	
Person with Disability	0	2		2	0	2	0	
<b>Limited-Term Assistant and Associate Professors Considered for Promotion</b>								
	Process initiated by Dean - Clause 15.5.1	Process initiated by Member - Clause 15.4.2	Process initiated by Member - Clause 15.6.1	Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3	
Male								
Female								
Aboriginal								
Visible Minority								
Person with Disability								
<b>Total cases considered for Promotion and/or Tenure</b>								59
The information related to the designated groups - with the exception of gender - was provided by Equity & Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Information about membership in a designated group is only available for individuals who completed and returned the surveys. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality data is suppressed (s) in cases where there were fewer than 5 individuals considered in a group. In such cases, the total numbers under the recommendation headings are tallied as though the suppressed number is a zero.								

# 2008-2015 REPORT ON PROMOTION AND CONTINUING APPOINTMENT CASES CONSIDERED UNDER THE LIBRARIANS AND ARCHIVISTS COLLECTIVE AGREEMENT

(as required under Clause 21 in the Article *Promotion and Continuing Appointment*)

## Total cases considered Promotion or Continuing Appointment

Male	4						
Female	13						
Aboriginal	0						
Visible Minority	0						
Person with Disability	1						

## Probationary Appointees considered for Promotion

	Process initiated by University Librarian or Dean in final six months of probationary period - Clause 8.1	Process initiated by the University Librarian or Dean - Clause 8.2	Process initiated by Member - Clause 8.3	Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 19	Positive Provost recommendation - Clause 23.3	Negative Provost recommendation - Clause 23.3
Male	0	1	0	1	0	1	0
Female	3	0	1	4	0	4	0
Aboriginal	s	s	s	0	0	0	0
Visible Minority	s	s	s	0	0	0	0
Person with Disability	s	s	s	0	0	0	0

## Probationary Appointees considered for Continuing Appointment

	Process initiated by University Librarian or Dean in final six months of probationary period - <u>Clause 7.1 combined with</u> Process initiated by Member - <u>Clause 7.3</u>	Process initiated by University Librarian or Dean at any time prior to final six months of probationary period - Clause 7.2		Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 19	Positive Provost recommendation - Clause 23.3	Negative Provost recommendation - Clause 23.3
Male	3	0		3	0	3	0
Female	7	2		9	0	9	0
Aboriginal	0	s		0	0	0	0
Visible Minority	0	s		0	0	0	0
Person with Disability	1	s		1	0	1	0

## Total cases considered for Promotion and Continuing Appointment

17

The information related to the designated groups - with the exception of gender - was provided by Equity & Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Information about membership in a designated group is only available for individuals who completed and returned the surveys. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality data is suppressed (s) in cases where there were fewer than 5 individuals considered in a group. In such cases, the total numbers under the recommendation headings are tallied as though the suppressed number is a zero.