

SENATE AGENDA

1:30 p.m., Friday, May 8, 2015
University Community Centre, **Room 56**

1. **Minutes of the Meetings of April 10 and 17, 2015**
2. Business Arising from the Minutes
3. Report of the President (A. Chakma)
4. Reports of Committees:
Operations/Agenda - **EXHIBIT I** (J. Weese)
Nominating – **EXHIBIT II** (A. Nelson)
Academic Policy and Awards – **EXHIBIT III** (B. Timney)
University Planning - **EXHIBIT IV** (B.A. Younker)
Honorary Degrees Committee – **Exhibit V**
5. Report of the Academic Colleague - **EXHIBIT VI** (K. Okruhlik)
6. Enquiries and New Business
7. Adjournment

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

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Senate Membership

Nominating Committee Membership

FOR INFORMATION

NOMINATING COMMITTEE

FOR ACTION

Decanal Selection Committees: Faculty of Education, Faculty of Law, Don Wright Faculty of Music and Faculty of Science

Senate Committee on Academic Policy and Awards

Senate Committee on University Planning

Senate Review Board Academic

Electoral Board for Chancellor

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Schulich School of Medicine & Dentistry, Department of Epidemiology and Biostatistics and Faculty of Science: Introduction of a Major in Epidemiology and Biostatistics

School of Graduate and Postdoctoral Studies: Introduction of the Graduate Diploma (GDip) in Business Skills for Actuaries and Financial Professionals

Articulation agreements

- a) Faculty of Social Science, Department of Economics and Fanshawe College
- b) Brescia University College, Foods and Nutrition Program and Centennial College
- c) Brescia University College, Foods and Nutrition Program and Fanshawe College

Sessional Dates

- a) 2015-2016 Sessional Dates for the Faculty of Education
- b) Revised 2015-2016 Sessional Dates of the MD Program

Introduction of the new Academic Calendar Policy

FOR INFORMATION

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

SUPR-G Report: Cyclical Review of the Women's Studies and Feminist Research Graduate Program

SUPR-U Report: Cyclical Review of the DAN Management and Organizational Studies Program

New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

Campus Master Plan

Edith Schulich Vinet Canada Research Chair in Human Genetics – Name change

Dr. Brian W. Gilbert Canada Research Chair in Primary Health Care – Name change

REPORT OF THE HONORARY DEGREES COMMITTEE

FOR INFORMATION

REPORT OF THE ACADEMIC COLLEAGUE

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

MINUTES OF THE MEETING OF SENATE

April 10, 2015

The meeting was held at 1:30 p.m. in the BMO Auditorium, Richard Ivey School of Business.

SENATORS: 86

J. Aitken Schermer	B. Garcia	C. O'Connor
M.A. Andrusyszyn	J. Hatch	B. Palin
N. Banerjee	B. Hovius	P.P. Pare
D. Belliveau	A. Hrymak	B. Paxton
I. Birrell	Y. Huang	N. Pilo
P. Bishop	G. Hunter	P. St-Pierre
D. Brou	C. Jones	M. Salvadori
C. Brown	R. Kennedy	P. Scala
L. Brown	J. Knowles	V. Schwean
J. Burkell	G. Kulczycki	I. Scott
S. Camiletti	J. Lamarche	K. Siddiqui
J. Capone	B. Leipert	R. Sookraj
T. Carmichael	A. Leschied	V. Staroverov
A. Chakma	J. Malkin	C. Steeves
C.L. Chambers	S. McClatchie	B. Steinbock
B. Cheadle	S. McDonald Aziz	M. Strong
M. Clapton	C. McGarvey	T. Sutherland
K. Cole	T. McMurrough	S. Taylor
D. Coward	K. Mequanint	G. Tigert
L. Crich	R. Mercer	B. Timney
K. Danylchuk	M. Milde	J. Toswell
J. Deakin	J.-F. Millaire	T. Townshend
C. Dean	L. Miller	A. Watson
G. Dekaban	S. Mischler	J. Weese
G. Dresser	D. Mok	G. Westwood
J. Eberhard	A. Nelson	C. Wilkins
A. El-Boraie	D. Neufeld	M. Wilson
J. Faflak	T. Newson	B.A. Younker
C. Farber	V. Nolte	

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

By Invitation: R. Campbell, L. Logan

S.15-62

MEETING FORMAT

Dr. Chakma informed Senators that he would call upon Dr. Weese, Vice-Chair of Senate, to chair the meeting given the controversy surrounding him personally and given the important business that needs to be conducted at the meeting.

S.15-63

MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of March 13, 2015 were approved as circulated.

S.15-64

REPORT OF THE PRESIDENT

Dr. Chakma gave the following statement with respect to his compensation issue.

Fellow Senators, faculty colleagues, students, staff, alumni, members of the London community, friends.

I stand before you profoundly humbled by — and deeply sorry for — the events of the past two weeks. And I am grateful for this opportunity to express my deepest regrets and most sincere apologies to you for the disruption the issue of my compensation has caused for our community. I ask for your forgiveness.

When recruiting students, staff and faculty, Western looks for leaders. Western looks for people whose decisions and actions are guided with the highest regard for what is in the best interests of our institution; people who are capable of listening, and listening with respect.

As a member of the Western community, I must have the good sense, humility, and courage to admit my mistakes, to learn from them, and to take action to move forward in a constructive way. Recognizing the mistake I made in accepting payment in lieu of administrative leave, I decided last week to repay the University of my own volition. It was the right thing to do. I also voluntarily agreed not to receive payment in lieu of administrative leave at the end of my second term.

But what I have heard loud and clear from your feedback is that the issues are not only about the money. The issues at hand are also about the way the University has been run under my leadership.

I have spent much time and energy away from campus focused on the external business of the University and not enough time engaging with and understanding all that goes on within the lecture halls, labs and offices of this great school. There are many competing demands on my time and not enough time to do all that needs to be done. However, the last two weeks have highlighted for me how critically important it is to have more balance in my role as president.

To rectify this, I will dedicate my attention to internal matters within our academy that will help me begin the process of regaining your trust.

I know that trust and confidence are qualities that must be earned, and I know, too, that I have much work to do.

Starting Monday, I will be going from Faculty to Faculty to engage in a series of town-halls to meet with faculty, staff, and students. Together, we will have the opportunity to review and reflect upon our priorities — a chance for me to listen to you, and to speak with you about your concerns and our collective aspirations.

I will be seeking informal opportunities to benefit from the thinking and advice of academic colleagues from all Faculties, including Faculty Scholars, Distinguished University Professors, and other faculty members who can provide me with the diverse perspectives of all disciplines.

I will also take concrete steps to engage our staff, and employee group leaders, including Campus Council, whose work is so critical to the success of our academic enterprise to hear their concerns and ideas.

I will meet more regularly with student and alumni leaders and provide more opportunities for active discussion.

I will also increase my engagement with the Deans, a process that has already started. These are just some initial ideas that together we will build on in the next 100 days, so that we can begin implementing them by the start of the next academic term. I'm open to all ideas, and I want to hear from you.

Another message I have heard clearly is that we need to improve Western's model of collegial governance. The issues surrounding my contract have brought into stark reality that the Board, the Senate and our broader campus community do not have a shared understanding of the most constructive ways to conduct the business of the academy.

We must identify the real problems that keep these two important governance bodies in silos. Then, together, we must find real solutions for breaking down those walls, while preserving the unique role each plays in guiding our institution.

There is much to be done.

We all know these are uncertain and challenging times in the postsecondary education sector in Canada, particularly here in Ontario.

We are seeing government operating grants to our universities shrink while costs and demands on our institutions continue to rise. There is no question that Faculties and administrative support units across our campus are doing more with less. And we recognize the financial challenges students face in pursuing their studies.

The spotlight on my salary and administrative leave has also started a critical conversation about how universities attract and retain leadership talent, and the broader fiscal realities facing higher education in our province. It is a conversation I support and encourage.

That's why I endorse our Board of Governors' decision to conduct an independent and impartial review of my contract and compensation.

Despite these challenges and the work ahead of us, let's not lose sight of what we've achieved together in six short years — together, we have made great progress, but there is still much left to do.

I wish to acknowledge all those who have expressed their support for me over the course of the last two weeks. I have found much encouragement and reason for optimism in the many messages I've received from students, staff, faculty, alumni and friends.

Fellow Senators and colleagues, when I accepted the terms of my contract, I did not anticipate the groundswell of concern it would create. I have heard your concerns. I take them very seriously. And the intensity of that concern is itself proof that I made a mistake. For this I am profoundly sorry. Again, I ask for your forgiveness.

When I was installed as President in 2009, I pledged to give my heart and soul and devote all my energy to the service of Western. Today, I renew the same pledge to you to give my heart and soul and to devote all my energy to work with you to advance our common goals.

It is my sincerest hope that together we can continue our work, make our voices heard and change Western and, indeed, the world, for the better.

Before I hand the floor back to the Chair for Q&A, it is critical that we have an objective discussion of our budget here today, separate from the concerns around my compensation and leadership. It is important to consider and offer advice on the University's budget for 2015-16, a document produced out of our collective planning process, one that involves the honest, substantial labours of colleagues in Departments, Faculties, and support units across campus.

Several Senators spoke in response to Dr. Chakma's statement, noting the following:

They expressed appreciation for his apology and for his willingness to refund the double salary payment and for what appeared to be genuine concern to make amends and move forward. However, there was strong concern voiced for his disengagement from the Western community and doubt expressed that the damage could be easily repaired. A member remarked that it was not possible to be a leader without bringing others with you and that too often it seemed that was not the case as decisions were taken centrally.

It was noted that the anger against the double salary payment was reflective of a wider range of issues that arose out of discomfort with the entire leadership team and what was seen as relentless, negative messaging coming out of the central administration; researchers needed support from the centre, not criticism. A graduate student member, noting significant financial

difficulties that he had had to overcome, spoke to the need to direct more resources to the core missions of teaching and research. Reading from a letter she had received from constituents, another member expressed concern at the lack of trust engendered by the President's actions and questioned the legitimacy of the "austerity mantra" which served as rationale for shortfalls in support for faculty, staff and students.

Responding to comments made, the President remarked that he took all the criticisms made to heart and reiterated his commitment to working with all members of the community to set things right. He agreed fully with the need to focus resources on core mission and with the point made by a Senator that one cannot be a leader without bringing others with you. To that end, he noted that had cancelled all upcoming external engagements in order to focus on internal issues.

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

S.15-65

2015-16 University Operating and Capital Budget

It was moved by B.A. Younker, seconded by M. Strong,

That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending approval of the 2015 - 2016 University Operating and Capital Budgets (Exhibit I, Annex 1).

Dr. J. Deakin, Provost, presented the 2015-16 University Operating and Capital Budgets, the first year of the four-year budget cycle, detailed in Exhibit I, Annex 1. Her presentation highlighted the planning and budgetary context, operating revenues for 2015-16, new initiatives and priorities, tuition recommendations, operating expenditures, including recommendations for faculties, and support units, university-wide expenditures, one-time expenditures, operating reserve forecast and an overview of the 2015-16 capital budget. Revenues for 2015-16 are projected to be \$693.2 million with \$692.9 million in expenditures. The operating reserve will be at \$33.7 million at the end of 2015-16. Overhead slides used in the presentation are attached as [Appendix 1](#).

Responding to a question regarding investment funds, Dr. Deakin said that the Senate and Board of Governors decided that investment funds cannot be allocated to the operating budget but can be used for one-time funding.

It was moved by J. Toswell, seconded by J. Burkell,

That \$8 million be taken from the Academic Priorities Fund (APF) and the Endowed Chairs Fund to be put in a fund whose expenditures have to be agreed upon by the deans as a collective.

Several Senators spoke against the amendment to transfer \$8 million to a Deans Discretionary Fund. CFI proposals require the University to provide matching funds and in support of this a sum of \$3 million in one-time funding was set aside in last year's budget as CFI matching funds. The APF is \$11.5 million over 4 years and is available to the Deans.

Dr. Deakin said that the budget process is a collegial process that begins in the fall of each year. Over and above the base budget allocations, the Faculties receive substantial additional on-going funds through the enrolment-related revenue sharing mechanism that was implemented in 2011-12. 64% of the operating dollars have been allocated to faculties since 2010-11. This year for the first time APF will be used for teaching support.

Professor Hearn suggested that the budget model process is broken - how can it be otherwise that at the beginning of a four-year cycle faculties are already in or almost in the red.

The question on the amendment was called and DEFEATED.

Dr. Milde said that the Faculty of Arts and Humanities is facing a difficult financial situation because enrolment has dropped. He stated that his faculty has received much support from central administration in attempting to improve enrolment numbers. The fact remains that the Faculty must cope with the budget realities and find ways to balance the budget.

Responding to a question about fees from Western's self-funded operations and ancillary units, Dr. Deakin explained that a substantial amount of revenue is generated for the operating budget by way of recoveries associated with facilities costs and services provided by the University.

The question on the main motion was called and CARRIED.

As Supplementary information, the following documents were provided for the information of Senate:

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

An executive summary of the full budget document is contained in pages 1 - 17 of Annex 1.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit II]

S.15-66

Senate Nominating Committee – Membership

The following were elected to the Senate Nominating Committee:

Members: (terms July 1, 2015 – June 30, 2017 unless indicated otherwise):

Yining Huang (Sci),

Jean-Francois Millaire (SS)(term July 1, 2015 – June 30, 2016)

Wendy Pearson (AH)

Susan Rodger (Educ)

Alternate:

N. Wolfe (undergraduate student) (term July 1, 2015 – June 30, 2016)

The remaining Alternate seat will be filled at the May 8 Senate meeting.

S.15-67

Notice of Motion Regarding the Appointment Procedures for Senior Academic & Administrative Officers of the University

At the December meeting of Senate, Senator J. Toswell submitted a notice of motion concerning an amendment to the *Appointment Procedures for Senior Academic & Administrative Officers of the University* that would add to the Appointment Procedures the process for selecting an Associate Vice-President (Student Experience). The motion included the details of the composition of a selection committee. As the Appointment Procedures is a policy the amendment of which requires the approval of both the Senate and the Board, the notice of motion is clearly in order to be placed on the Senate agenda. However, with the consent of Senator Toswell, it was determined that it would be better to defer discussion of the motion until the April meeting of Senate. That would give the Provost time to complete the current search and to reflect upon whether, in light of that experience, the proposed composition of the selection committee going forward is optimal or whether a different composition should be proposed.

Prior to the Senate meeting the Provost and Professor Toswell agreed upon revisions to the details of the composition of a selection committee shown below.

It was moved by J. Toswell, seconded by J. Lamarche,

That, effective 1 July 2015, the "Appointment Procedures for Senior Academic and Administrative Officers of the University" (found at <http://www.uwo.ca/univsec/pdf/board/apptproc.pdf>), amended by the Board of Governors upon the recommendation of Senate, be amended as follows:

Under Selection Committees, insert a new item (K) after (J) Vice-Provost (Academic Programs) and before the current (K) University Registrar, to be entitled (K) Associate Vice-President (Student Experience), as follows:

(K) Associate Vice-President (Student Experience)

Composition of Selection Committee

A committee to select an Associate Vice-President (Student Experience) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-Provost (International)
- (c) the Registrar
- (d) four faculty elected by Senate, one of whom shall be an associate dean (academic)
- (f) five other members of the university community, including representation from the following areas: academic counsellors, the units reporting to the Associate Vice-President (student experience), Housing, the University Discipline Appeal Committee
- (g) one undergraduate and one graduate student nominated by the USC and SOGS respectively.

Procedure

The Chair shall convene the Committee.
The Chair shall undertake negotiations with prospective candidates.
The Chair shall report to Senate through the President & Vice Chancellor.

Term

The term of the Associate Vice-President (Student Experience) is five years and may be renewed.

The question was called and CARRIED.

REPORT OF THE NOMINATING COMMITTEE [Exhibit III]

S.15-68

Committee Membership

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

- Vice-Chair of Senate
- Operations/Agenda Committee
- Senate Committee on Academic Policy and Awards
- University Council on Animal Care
- Honorary Degrees Committee
- Senate Review Board Academic
- Distinguished University Scholars Selection Committee
- Faculty Scholars Selection Committee
- Nominating Subcommittee to Nominate a Senator from the General Community
- McIntosh Gallery Committee

- Advisory Committee for the Ombudsperson's Office
- Academic Colleague
- Electoral Board for Chancellor

Additional nominations were received at the meeting for membership on the Senate Committee on University Planning and the University Research Board. A ballot vote was conducted with the following results:

Senate Committee on University Planning: G. Kopp (Engg) and D. Laird (MD) were elected (terms July 1, 2015 – June 30, 2017)

University Research Board: M. Davison (Sci) and H. Hangan (Engg) were elected (Terms July 1, 2015 – June 30, 2018)

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

S.15-69

School of Graduate and Postdoctoral Studies and Department of Statistical and Actuarial Science, Faculty of Science: Proposed Academic Partnership (3+1+1 and 3+1) Agreement with Four Chinese Universities

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

That an academic partnership (3+1+1 and 3+1) agreement between the School of Graduate and Postdoctoral Studies, the Department of Statistical and Actuarial Science and

- South China University of Technology (SCUT), Guangzhou, Guangdong
- Shandong University (SDU), Jinan, Shandong
- Southwestern University of Finance and Economics (SWUFE), Chengdu, Sichuan
- Sichuan University (SCU), Chengdu, Sichuan

be introduced effective May 1, 2015.

CARRIED

S.15-70

Drop Dates for Summer Courses

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

That effective September 1, 2015 the policy on "Adding and Dropping Courses" be revised as shown in Exhibit IV, Appendix 2.

CARRIED

S.15-71

Registration and Progression in Three-Year, Four-Year and Honors Programs – Undeclared Status

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

That the "Undeclared Status" policy be revised effective September 1, 2015 (for September 1, 2016 admissions) as shown in Exhibit IV, Appendix 4; and

That students who are currently registered in Year 1 or in "Undeclared (Year Three)" will be able to remain as such until September 1, 2020; and

That students can only enter as “Undeclared (Four Year)” during the registration period for the 2016-17 academic year.

CARRIED

S.15-72 **Policy Revisions: Revision to the International Applicants’ Admission Requirements Policy**

Senate was informed that the International Applicants’ Admission Requirements policy was revised to delete references to the maximum number of spaces that are available for qualified international students. Senate approved Western’s new Strategic Plan which included the new targets for international admission levels. Minor editorial amendments were also made to delete reference to earlier versions of the policy.

The revised policy is attached as Exhibit IV, Appendix 5.

S.15-73 **New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in Exhibit IV, Appendix 6 for recommendation to the Board of Governors through the Vice-Chancellor.

S.15-74 **Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)**

Senate was informed that SCAPA approved minor editorial changes to the SUTA regulations as shown in Exhibit IV, Appendix 7.

REPORT OF THE UNIVERSITY RESEARCH BOARD [Exhibit V]

S.15-75 **Bone and Joint Institute (BJI)**

It was moved by J. Capone, seconded by A. Watson,

That Senate approve and recommend to the Board of Governors the establishment of the Bone and Joint Institute for a five-year term effective May 1, 2015.

CARRIED

S.15-76 **Revisions to MAPP 7.12 – Procedures for the Use of Animals in Research, Testing and Teaching**

Senate was informed of revisions to MAPP 7.12 – Procedures for the Use of Animals in Research, Testing and Teaching detailed in Exhibit V, Appendix 2.

S.15-77 **ANNOUNCEMENTS** [Exhibit VI]

Senate received for information Announcements detailed in Exhibit VI.

ENQUIRIES AND NEW BUSINESS

S.15-78 **Rebuilding Western's Trust**

Responding to a question about regaining the trust of Western faculty given the controversy over his compensation, Dr. Chakma said that it would be inappropriate to set out a range of ideas without first consulting with the deans and faculties. He reiterated his commitment to engage and listen to the deans, Senators and individual colleagues.

S.15-79 **Western's Financial Situation**

Professor Hearn asked for clarification of the statement in the Standard & Poors credit rating report that Western is not hurting financially and has "sufficient resiliency". Dr. Chakma said Western does have a strong fiscal position which is largely due to investment returns.

S.15-80 **Western's Reputation**

Professor Hearn remarked that recently the Chair of the Board of Governors stated that Dr. Chakma has "enhanced Western's academic standing and international reputation" however, four prominent international university rankings do not support this statement. She asked how the President accounts for the declining numbers under his leadership. Dr. Chakma said that in terms of rankings, one can debate how long it will take to catch up as what Western does today impacts on future rankings. In the last two CIHR competitions, Western moved from 10th to 6th place which will eventually have an impact on the rankings. Internationally the challenge is different. Canada has declined across the board in a wide range of measures such as the percentage of PhDs per population.

S.15-81 **Notice of Motion regarding the Chair of the Board of Governors**

The following Notice of Motion was presented at the meeting:

That the Senate of The University Western Ontario has lost confidence in the Chair of the Board of Governors, Mr. Chirag Shah.

The Chair agreed to refer the Notice of Motion to the Operations/Agenda Committee for consideration at its next meeting.

ADJOURNMENT

The meeting adjourned at 4:20 p.m.

J. Weese
Vice-Chair

I. Birrell
Secretary

2015-16 Operating and Capital Budgets

Senate
April 10, 2015

External Context

- **Provincial Deficit and Debt** continue at very high levels
- **Grant Funding being reduced in “Small Pieces”**
 - Policy Levers, ISR recoveries, B.Ed. Changes, Cuts in Student Aid Envelopes
- **Tuition Increases capped at 3% -- up to 2016-17**
 - 10% of incremental revenue has to be used for Student Aid
- **Other Tuition-related Issues**
 - Program Tuition Threshold Changes
 - Other Tuition/Fee Collection Related Changes
- **Future Uncertainties**
 - Funding Formula Review
 - Future Tuition Framework
 - Ontario Pension Plan
 - Provincial Budgets: 2015 and 2016

Estimated Impact of the “Cuts in Small Pieces” (\$M) (Constituent University Only)

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

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

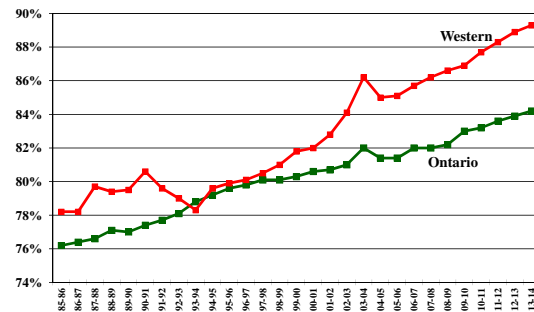
	Base Revenue Loss
Flat Fee Threshold Change	1.0
Fee Collection Related Changes	1.2
Total	2.2

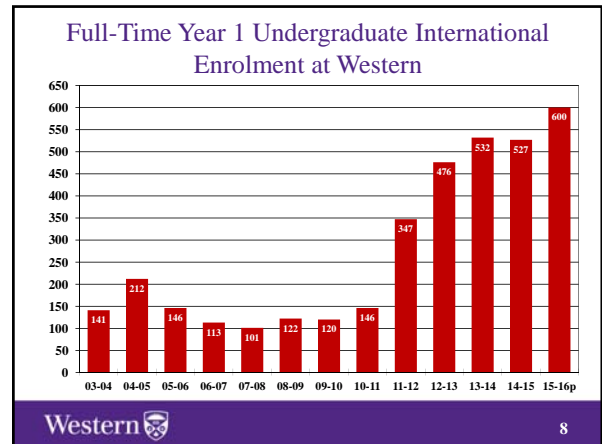
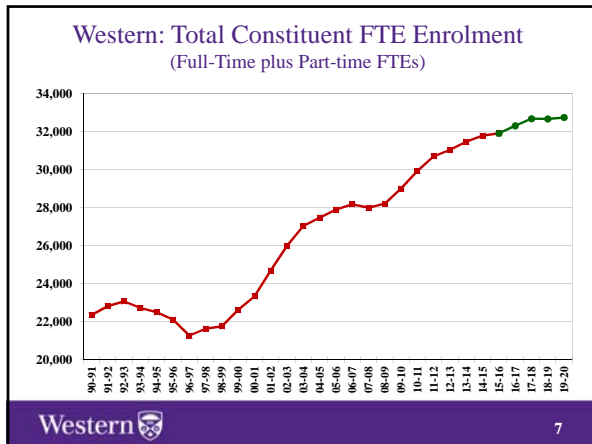
Total Revenue Reduction \$14.6M

Western’s Planning Parameters

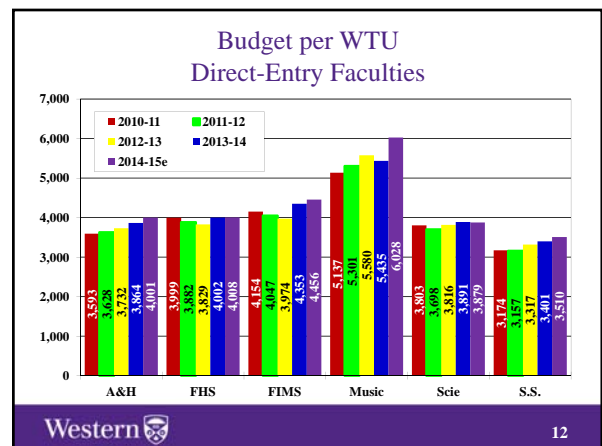
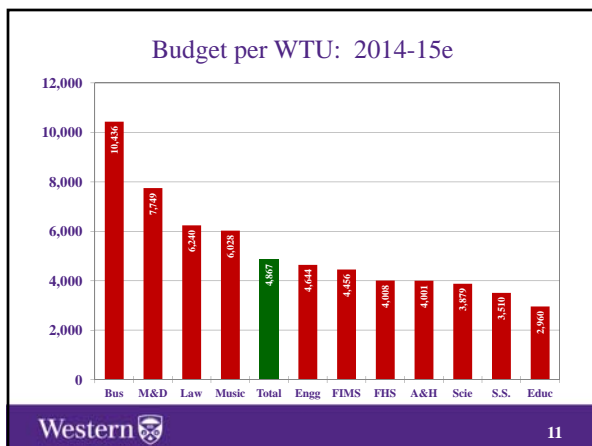
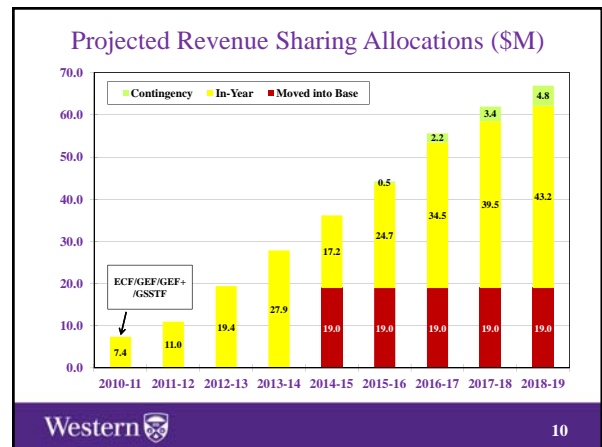
- Moving to New 4-Year Plan
- Enrolments
 - Undergraduate: First-Year Class of 5000 to 5100
 - With goal of 600 International
 - Graduate: as per Faculty Plans
- Revenue Sharing Continues (contingent on enrolments)
- Recommendations Guided by Strategic Plan
- Tuition Rates
 - Domestic Rates at Max of 3% Overall
 - Undergrad Int'l: still moving towards Ontario-U6 levels

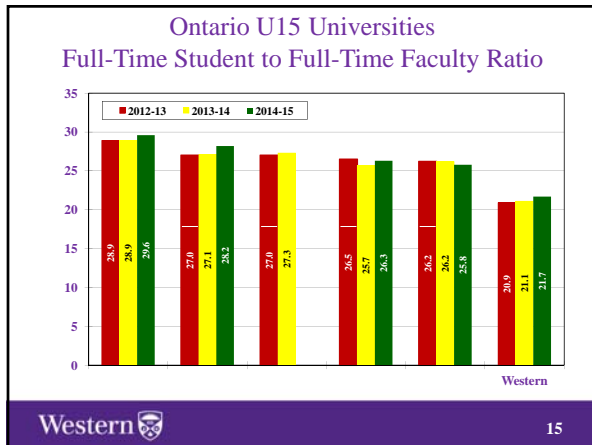
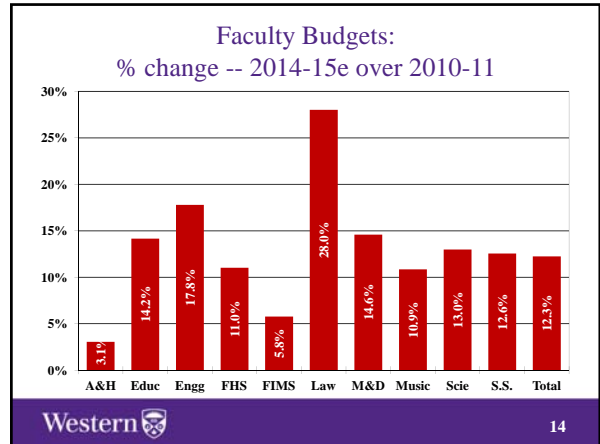
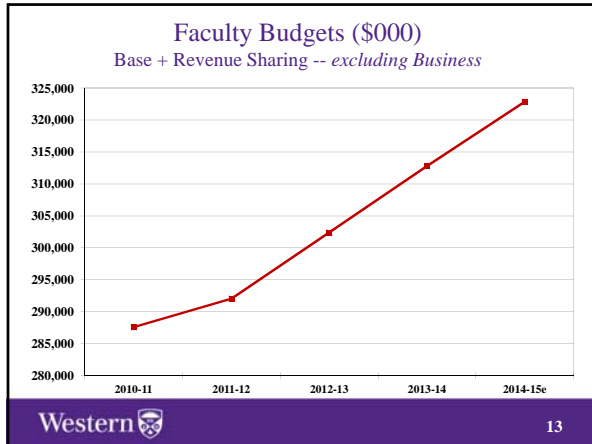
Average Entering Grade of Full-Time First-Year Students from Ontario High Schools





- ### Context for Provost's Recommendations for the Faculties
- Recommendations based on Consideration of:
 - Overall Enrolments / Teaching
 - Graduate Expansion and New Graduate Programs
 - Revenue Sharing Allocations
 - Relative Position of Faculty Budgets
 - Cost Structure Variations
 - Faculty Complement
 - Other Revenue Streams
 - Research-related Initiatives
- Western 9





- ### Our Priorities and New Initiatives
- Strategic Plan Priorities
- Enhancing our Research/Scholarship Profile
 - Graduate Expansion
- New Priorities in this Budget
- Long-Range Space Plan
 - Endowed Chairs Matching Program
 - Interdisciplinary Initiatives
 - Teaching Fellows Program
 - Advertising Initiatives
 - Energy Conservation Initiatives
 - Expansion of High-Demand Programs: Engineering
- Western 16

Summary of the Operating Budget

Western 17

- ### Summary of the 2015-16 Operating Budget (Table 2)
- Revenue Forecast = \$ 693.2M
– Increase of 1.6%
 - Expenditure Plan = \$ 692.9M
– Increase of 0.4%
 - Projected In-Year Position = \$ +0.3M
 - Projected Operating Reserve = \$ 34.0M
– Forecast to be at \$6M at end of 4-year period
- Western 18

Operating Revenues

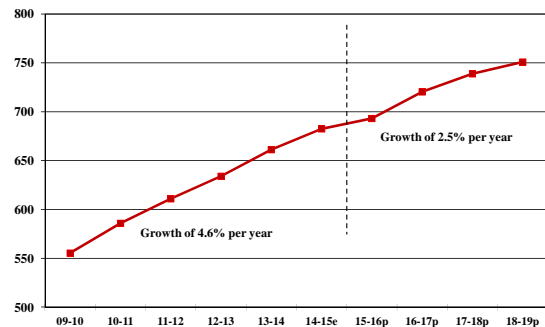
Operating Revenues for 2015-16: Context

- Total FTE Enrolment remains flat
 - After accounting for (temporary) B.Ed. reduction
- Tuition Fees
 - Domestic Framework – 3% overall increase
 - Undergraduate International – moving towards levels at sister institutions in Ontario
- *Against Reductions* in Government Funding
 - International Student Recoveries
 - B.Ed. Changes
 - Student Aid Programs

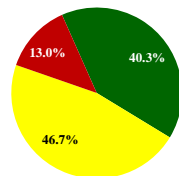
2015-16 Operating Revenues (Table 3)

- Government Grants are Lower by \$1.7M
 - Net of Reductions and Targeted Increases
- Tuition Revenues Increase by \$10.8M
 - Due to Rate Increases and additional Int'l Students
- All Other Revenues Increase by \$1.6M – over a number of Revenue Lines
- Overall Revenue Increase of \$10.6M (or 1.6%)

Operating Revenues (\$M)



Projected 2015-16 Operating Revenues (Total = \$693.2M)



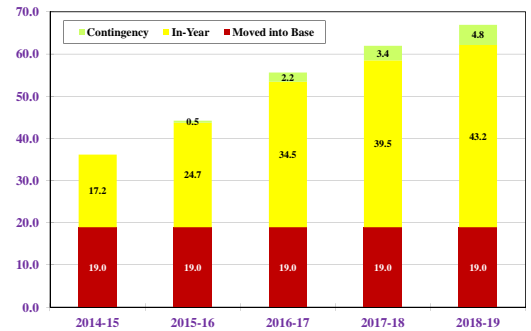
■ Govt Grants ■ Tuition ■ All Other

Operating Expenditures

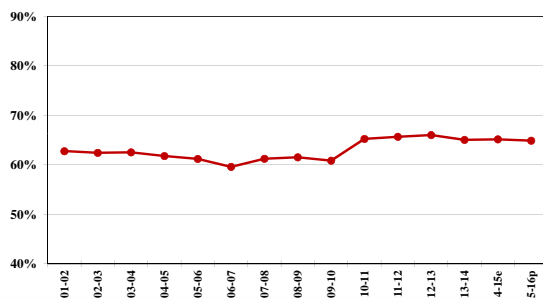
Recommendations for the Faculties (Table 4)

- Initial Budget Adjustment (IBA)
- Faculty Turnover Recovery – if applicable
- Academic Priorities Fund (APF) Allocations
- Ivey School’s Funding Model
- CRC Allocations
- Revenue Sharing Mechanism for the Faculties
- **Total Base Allocation of \$449.7M**
- Faculties also receive \$6.4M in One-Time Funding – as shown in Table 8

Projected Revenue Sharing Allocations (\$M)



Faculties Base Budget (Table 4 in Budget) as % of Total Operating Expenditures Budget



Scholarships and Bursaries (Table 5)

- Major Changes
 - Undergraduate Scholarships increase by \$300K
 - Tuition Re-Investment increases by \$200K
 - Privately-Funded Awards Increase by 200K
 - Govt’s “Aim for the Top” Declines by \$530K
- **Overall increase of \$180K – bringing total to \$30.1M from Central Budget**
- Faculties now responsible for Graduate Support
 - \$56M Projected for 2015-16

Recommendations for Support Units (Table 6)

- Initial Budget Adjustment (IBA)
- Support Unit Priorities Fund (SUPF) Allocations
- Base Allocations to “Maintain Core Services”
- Operating Costs of New Facilities
 - To Facilities Management and Police
- **Total Base Allocation of \$91.2M**
- Support Units also receive \$3.4M in One-Time Funding (shown in Table 8)

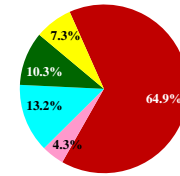
University-wide Expenditures (Table 7)

- **Total of \$71.6M**
- Major items:
 - Utilities (\$22.1M)
 - Library Acquisitions (\$14.1M)
 - MMI Transfer (\$14.0M)
 - IT Infrastructure (\$8.8M)

One-Time Allocations (Table 8)

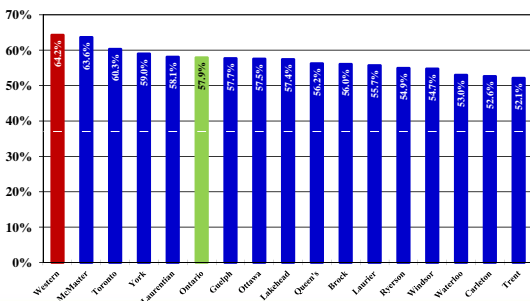
- Total of \$30.1M
 - Substantial Reduction from Previous Levels
- Major Priority Items
 - Support for Long-Range Space Plan (\$10M)
 - Endowed Chairs Matching (\$7.5M)
 - Energy Conservation Initiatives (\$1.5M)
 - Classroom Modernization (\$500K)
 - Advertising Initiatives (\$500K)

2015-16 Operating Expenditures (Total = \$692.9M)

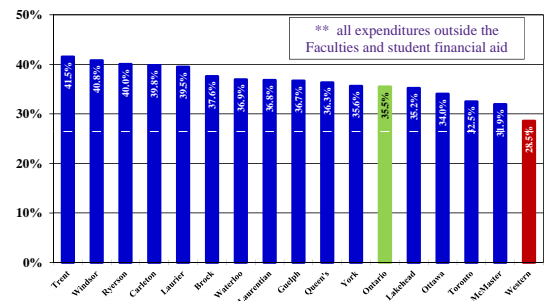


■ Faculties ■ Schol/Burs ■ Support Units ■ University-Wide Exp ■ All Other

Instructional & Research Expenditures as a % of Total Operating Expenditures Ontario Universities -- 2013-14 (Source: COFO Reports)



Non-Instructional & Non-Research Expenditures ** as a % of Total Operating Expenditures Ontario Universities -- 2013-14 (Source: COFO Reports)



The Capital Budget

Overview of the 2015-16 Capital Budget

- Supports Long-Range Space Plan (Table 14)
- Major Projects: Underway or Soon-to-Start
 - Music Building
 - Academic Building to House FIMS and Nursing
 - IT Data Centre at the AMP
 - Delaware Hall Residence Renovations
 - Modernization of University College
 - Interdisciplinary Research Building
 - University-wide Infrastructure Projects
 - Parking-related Projects

Overview of the 2015-16 Capital Budget

- **Total Spending of \$91.5M** (Table 15)
 - \$34.6M for New Construction (Table 18)
 - \$10.4M for Major Renovations (Table 18)
 - \$46.5M for All Other Expenditures
 - Utilities and Infrastructure
 - Modernization of Academic Facilities
 - General Maintenance and Modernization
 - Housing Renovations

MINUTES OF THE SPECIAL MEETING OF SENATE

April 17, 2015

The meeting was held at 1:30 p.m. in the BMO Auditorium, Richard Ivey School of Business.

SENATORS: 88

J. Aitken Schermer	J. Hatch	C. Olivier
M.A. Andrusyszyn	B. Hovius	P.P. Pare
N. Banerjee	A. Hrymak	B. Paxton
D. Belliveau	Y. Huang	N. Pilo
I. Birrell	G. Hunter	D. Rogers
P. Bishop	C. Jones	P. St-Pierre
N. Brooks	R. Kennedy	V. Schwean
D. Brou	J. Knowles	I. Scott
C. Brown	G. Kulczycki	K. Siddiqui
J. Burkell	J. Lamarche	V. Staroverov
S. Camiletti	B. Leipert	C. Steeves
J. Capone	J. Malkin	B. Steinbock
T. Carmichael	S. McClatchie	M. Strong
A. Chakma	S. McDonald Aziz	N. Sussman
C.L. Chambers	C. McGarvey	T. Sutherland
B. Cheadle	T. McMurrough	D. Sylvester
M. Clapton	K. Mequanint	S. Taylor
K. Cole	R. Mercer	G. Tigert
D. Coward	M. Milde	B. Timney
L. Crich	J.-F. Millaire	J. Toswell
J. Cuciurean	L. Miller	N. Wathen
K. Danylchuk	S. Mischler	A. Watson
J. Deakin	D. Mok	J. Weese
C. Dean	K. Moser	G. Westwood
G. Dekaban	A. Nelson	C. Wilkins
D. Dodgson	T. Newson	M. Wilson
J. Eberhard	C. Niesel	P. Woodford
A. El-Boraie	C. Nolan	B.A. Younker
J. Faflak	V. Nolte	
C. Farber	C. O'Connor	

Observers: R. Chelladurai, J. Doerksen, K. Godbout, A. Hearn, M. Helfand, J. Inoue, A. Mandich, J. McMullin, K. Okruhlik, C. Waugh, A. Weedon

S.15-82

Introductory Remarks

The Vice-Chair noted that this was a special meeting of Senate to consider the two motions circulated with the agenda. No other substantive business could, or would be considered. He noted that he was aware that there could be some procedural motions proposed and asked that they be held until it appeared that debate on the substantive matters was concluding. This would ensure

that Senate's time and attention was focussed on the substantive issues and that as many members were able to speak as possible given the time allotted for the meeting.

In terms of proceeding, once the motion with respect to the President had been moved and seconded, he would turn first to Dr. Chakma who would make a statement. Following that statement the floor would be open for debate. Dr. Chakma did not intend to speak further in the debate. With respect to the outcome of the debates, he noted that the results would be reported to the Board of Governors as advice from Senate

S.15-83

Motion of Non-Confidence in President Amit Chakma

It was moved by A. Nelson, seconded by J. Lamarche,

That the Senate of The University of Western Ontario has lost confidence in President Amit Chakma.

Dr. Chakma read the following statement:

Let me begin by expressing my respect for this Senate, and my appreciation of the dialogue we began last week. I know we are all working with the best interests of the University uppermost in our minds, and I am grateful that the issues surrounding my compensation were not conflated with our budget deliberations.

Today, we will discuss and debate the two motions before you, and we will make important decisions. These decisions will have substantive consequences for the future of the University.

To ensure we remain focused on this business, let me first answer an important question that may be on your minds. I have been asked to comment publicly on what my intentions are when my tenure ends as president. As I indicated in my public statement of April 1, I am voluntarily refunding the in-lieu payment I received for the administrative leave I did not take at the end of my first contract. I have also decided not to exercise my right under my contract to receive payment in lieu of administrative leave at the end of my second term. At the end of my tenure as president, I intend to return to my first love of teaching and research as a professor of chemical engineering, and at that time I would use the administrative leave to prepare for my return to academic life.

Fellow Senators, I have heard you and the voices of our community loud and clear. The issues you have raised are real. I hope that through our discussions today we can begin to shift our collective efforts to begin resolving these crucial issues together. I am committed to working with you.

I have begun the process of listening, and taking concrete steps to regain your trust and confidence. Earlier this week, I met with the Council of the Faculty of Science, and with senior academic leaders from the Faculty of Social Science. Next week, I will be meeting with the Faculty of Engineering and the Faculty of Arts and Humanities to engage with members of their respective communities.

I also appreciate that the leadership of UWOFA has expressed its desire to move forward together by articulating three concrete action items. I thank UWOFA for these constructive suggestions.

Fellow Senators, I remain strongly committed to doing the right thing and serving the good of this great institution. We have much work to do, and I ask for your support. Our discussions today will lay the groundwork for renewing our community and set the course for the future of this academy, its faculty, students, staff, and future administrations.

Thank you for this opportunity. I know that Western will benefit from your contributions here today.

The Vice-Chair then opened the floor to debate.

There were 21 speakers to the substance of the motion with respect to the President. Ten spoke in support of the motion of non-confidence; ten spoke against the motion; one noted that, though concerned about the President's actions, she was also concerned about the potential impact of a non-confidence vote and would abstain. All speakers stressed their concern that Senate and the university community act in the best interests of Western and its future success.

Those in support of the motion highlighted the following concerns:

- On the specific compensation issue, the decision to monetize the administrative leave was an instance of bad judgment that has not been erased by the decision to return the funds. Returning the money is not enough. The President's decision to activate the leave monetization clause in his contract and the Board Chair's approval of that action, represented a disregard for and total lack of understanding of the difficulties that are being faced by departments, and by individual faculty and students across the board, but especially graduate students. It flies in the face of the constant messages that have been put out by the senior administration about the need for fiscal restraint.
- Concern was expressed about the impact of compensation decision on Western's relationship with government at a crucial point when the government is facing financial difficulties and, coincidentally, is reviewing the funding formula for post-secondary institutions.
- Many noted that the compensation issue was reflective of greater issues with the style of the administration, a style categorized as "top down," divisive, elitist, out of touch with the community and based on a "business model." Reference was made to a "culture of fear" that made some faculty unwilling to speak out against or object to proposals coming from the centre for fear that it would impact their own career progress or their success in research competitions.
- A number of speakers noted that the only voices raised publicly in support of the President came from outside the university. They objected to the advertisement purchased by donors and alumni that suggested that the faculty was causing damage to the university and needed to "stop talking" about the issues. The damage being done to the institution was not being caused by faculty voices raised in anger, but was the direct result of the actions of the administration over the last six years.
- With respect to the "100 day plan" and moving forward, members expressed doubt that the President would be able to rise to the challenge. The argument was made that while forgiveness was easy, awarding a second chance was harder. A second chance had to be warranted and justified by circumstance and the getting the presidency right was something that had to happen the first time around.
- Regardless of the outcome of the vote on this motion, the President should resign. It should be clear to him that the fact the discussion was being held at all spoke to a lack of confidence in his administration as did the outcome of the online vote held by the Faculty of Association earlier in the month.

The following summarizes the points made by those against the motion of non-confidence:

- While all agreed that the President's decision to monetize the leave was inappropriate, they accepted his apology and applauded his courage in returning the funds and standing before the community seeking forgiveness and proposing a way forward. One member remarked that he had "demonstrated measured and thoughtful leadership" at a vulnerable time. Most expressed the view that the President deserved a second chance to deal with the challenges that had surfaced in response to the payment.
- Concern was expressed at the broad and long-range negative impact a vote of non-confidence would have on the university. A dean noted that the issue had already

been raised in the context of his faculty's accreditation review. Others suggested that negative impact on fund raising and donor relations could affect the ability of faculty to carry out the research they wished to do.

- The proposal for a vote of non-confidence was an emotional response not supported by any objective data with respect to the President's competence. He had recently undergone a five-year review and been reappointed which would seem to speak to his abilities. Anecdotes and unsupported arguments were not sufficient in an academic environment to reach a vote of non-confidence. His achievements were being ignored.
- The passion that was evident through this discussion and in the days preceding should be harnessed and used for the good of the university going forward.

Moved by V. Nolte, seconded by R. Mercer

That the vote on the motion be conducted by secret ballot.

In favour of a secret ballot it was argued that it was necessary because of the fear of reprisals that had been referred to earlier in the meeting. Against the motion it was argued that a secret ballot would run counter to the need for greater transparency in decision making, and that Senators who did not wish to stand up and be counted in this important matter were abdicating their responsibility.

The question was called and the motion failed.

Moved by I. Scott, seconded by C. Wilkins,

That the vote on the motion be conducted by roll call vote.

In favour of a roll call vote it was argued that this method ensured the accuracy of the outcome and was reflective of the notions of accountability and transparency in governance. The counter argument was that a roll call vote would be threatening to those who were concerned about reprisals

The question was called and the motion failed.

The vote was taken on the main motion.

The motion failed.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

S.15-84

Motion of Non-Confidence in the Chair of the Board of Governors, Mr. C. Shah

The Vice-Chair of the Committee reported that, in accordance with Senate's Bylaw, the Committee had reviewed the Notice of Motion submitted at the April 10th meeting of Senate to determine whether it was in order to be placed on the this meeting's agenda and had so determined.

It was moved by J. Aitken Schermer, seconded by D. Mok

That the Senate of The University of Western Ontario has lost confidence in the Chair of the Board of Governors, Mr. Chirag Shah.

Those in support of the motion argued that:

- The Board should be populated by individuals who have an understanding of the university. The Chair's comments about sabbatical leave and the double payment of salary show that he does not understand what faculty do.

- There was a significant governance issue to be answered – the decision to issue the extra pay should have been captured by governance and the Chair needed to be accountable for that decision.
- When a calamity is perpetrated against an organization, it is the leader of the organization that must be accountable whether or not he/she had been personally involved in what led to the decision.
- Lack of proper leadership from the Board has caused this problem, but nothing has been heard from the Board since the issue broke.

Those speaking against the vote of non-confidence argued that:

- The current Chair was not on the Board when the original contract was signed. He should not be blamed for a legal provision in a contract signed before his time. In addition, he was not Chair at the time the contract was renewed in 2009.
- The Chair cannot be present to answer for his decision - he has no standing at Senate – which is a justice issue. Further, one error in communication with the press is not sufficient grounds for a vote of non-confidence.
- Chirag Shah is an outstanding volunteer and leader in the London community with unquestioned integrity. He is an alumnus of Western who is devoted to the well being of this institution. He listens with an intent to understand and for the last three weeks has been reaching out beyond the administration to understand the nuances of the issues being raised. He is committed to Western and has spent countless hours working on its behalf.

The question was called and the motion failed.

ADJOURNMENT

The meeting adjourned at 3:55 p.m.

J. Weese
Vice-Chair

I. Birrell
Secretary

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Senate Membership – Faculty of Arts and Humanities Constituency

Senate Nominating Committee Membership

FOR APPROVAL

1 **Senate Membership: Faculty of Arts and Humanities Constituency**

Recommended: 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.

2. **Nominating Committee Membership**

Composition: Seven members of Senate, elected by Senate, at least one of whom shall be a graduate student. Not more than two members from a single academic unit. The School of Graduate and Postdoctoral Studies is not considered an academic unit in this context.

There will be three alternates who are members of Senate, one of whom is a student, to attend meetings when regular members are unable to attend.

Current Elected Members:

Terms continuing to June 30, 2016:

M.A. Andrusyszyn (HS), J-F Millaire (SS), A. Hrymak (Engg), Vacancy (Graduate Student)

Terms continuing to June 30, 2017:

Y. Huang (Sci), W. Pearson (AH), S. Rodger (Educ)

Current Elected Alternates:

Term continuing to June 30, 2016

J. Aitken Schermer (SS), N. Wolfe (Student), Vacancy

Member Required: One Graduate Student (term July 1, 2015 – June 30, 2016)

Nominee: Tom McMurrough (Graduate Student)

Alternate Required: One Alternate who is a member of Senate (term July 1, 2015 – June 30, 2017)

Nominee: Burns Cheadle (Sci)

REPORT OF THE SENATE NOMINATING COMMITTEE

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 Academic Policy and Awards
Senate Committee on University Planning
Senate Review Board Academic
Electoral Board for Chancellor

FOR ACTION

1. **Decanal Selection Committee – Faculty of Education**

A committee to select a Dean of the Faculty of Education shall consist of:

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

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

Nominees: Tom Carmichael (Dean/FIMS)
Lorelei Lingard (MD)
Bob Wood (Mus)

2. **Decanal Selection Committee – Faculty of Law**

A committee select a Dean of the Faculty of Law shall consist of:

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

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

Nominees: Robert Kennedy (Dean/Ivey)
Vicki Esses (SS)
Andrew Watson (MD)

3. **Decanal Selection Committee – Don Wright Faculty of Music**

A committee to select a Dean of the Don Wright Faculty of Music shall consist of:

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

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

Nominees: Michael Milde (Dean/AH)
Marjorie Johnson (MD)
David Litchfield (MD)

4. **Decanal Selection Committee – Faculty of Science**

A committee to select a Dean of the Faculty of Science shall consist of:

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

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

Nominees: Andy Hrymak (Dean/Engg)
Scott MacDougall-Shackleton (SS)
Jane Rylett (MD)

5. **Senate Committee on Academic Policy and Awards (SCAPA)**

Composition: Includes ten members elected by Senate, including

- two students, one graduate student and one undergraduate student
- eight members:
 - at least five of whom are members of Senate
 - at least one of whom shall be a faculty member from each of the Faculties of Arts and Humanities, Science, Social Science and the School of Graduate and Postdoctoral Studies
 - no more than one of the members of faculty may be a Dean
 - one of these members may be a Senator from the General Community

Required: One graduate student (term July 1, 2015 – June 30, 2016)

Nominee: Elliott Worsfold (Graduate Student)

6. **Senate Committee on University Planning (SCUP)**

Composition: Includes six members elected by Senate: one graduate student*; one member of administrative staff; and four members of faculty who are members of Senate at the time elected. Membership terms for elected faculty and staff are two years; graduate student's term is one year.

* The President of the Society of Graduate Students shall qualify as a student for this purpose.

Required: One graduate student (term July 1, 2015 to June 30, 2016)

Nominee: Joe Putos (Graduate Student)

7. **Senate Review Board Academic (SRBA)**

Composition: Includes a Chair and twenty-three voting members; thirteen members of faculty and ten students (six undergraduates and four graduates).

Required: Four graduate students (terms July 1, 2015 – June 30, 2016)

Nominees: Ileana Diaz
Anish Engineer
Laura Rosen
Tom McMurrough

8. **Electoral Board for the Chancellor**

Composition:

An Electoral Board to select a Chancellor shall consist of:

- (a) six members, except *ex officio* members, of the Board, including the Chair of the Board; and
- (a) six members of the Senate, including the Vice-Chancellor.

Required: One Student Senator

Nominee: Graydon Lucas (Student)

FOR INFORMATION

Future Business of the Senate Nominating Committee

Upcoming Nomination Agenda items are posted on the Senate website at:

<http://www.uwo.ca/univsec/pdf/senate/newnoms.pdf>

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

Schulich School of Medicine & Dentistry, Department of Epidemiology and Biostatistics and Faculty of Science: Introduction of a Major in Epidemiology and Biostatistics

School of Graduate and Postdoctoral Studies: Introduction of the Graduate Diploma (GDip) in Business Skills for Actuaries and Financial Professionals

Articulation Agreements:

**Brescia University College, Foods and Nutrition Program and Centennial College
Brescia University College, Foods and Nutrition Program and Fanshawe College**

Introduction of the New Academic Calendar Policy

Sessional Dates for 2015-2016:

Faculty of Education

Revised Dates of the MD Program

**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**

SUPR-G Report: Cyclical Review of the Women's Studies and Feminist Research Graduate Program

SUPR-U Report: Cyclical Review of the DAN Management and Organizational Studies Program

New Scholarships and Awards

1. Schulich School of Medicine & Dentistry, Department of Epidemiology and Biostatistics and Faculty of Science: Introduction of a Major in Epidemiology and Biostatistics

Recommended: 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 [Appendix 1](#).

Background

Currently, the Department of Epidemiology and Biostatistics offers an Honors Specialization in Epidemiology and Biostatistics. The proposed Major in Epidemiology and Biostatistics will enrich the options available to students in the Bachelor of Medical Sciences Program, and will allow students in other degrees (e.g. BSc, BHSc) to complete a module in Epidemiology and Biostatistics. Moreover, offering this new module will enhance the flexibility in course offerings, and the increase the applicant pool to the graduate program in Epidemiology and Biostatistics. Inclusion of a pick-list, allowing students to include courses from Biology, Microbiology and Immunology, and Pathology will enhance learning in Epidemiology and Biostatistics.

2. School of Graduate and Postdoctoral Studies: Introduction of the Graduate Diploma (GDip) in Business Skills for Actuaries and Financial Professionals

Recommended: 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 [Appendix 2](#).

Background

The proposed Graduate Diploma (GDip) in Business Skills for Actuaries and Financial Professionals is a Type 3 diploma program, designed for early-career actuaries, risk managers and financial professionals seeking to accelerate their career paths through enhanced business skills. The GDip is offered by the Department of Statistical and Actuarial Sciences in the Faculty of Science and the School of Graduate and Postdoctoral Studies. The program will be four months in duration consisting four courses.

A rationale for this program is to provide companies with an opportunity to select high-performing individuals and enable these individuals to undertake this professional training opportunity to obtain the program skills at an earlier than usual career stage, thereby enhancing their performance. Graduates of the GDip will be able to function as leaders and contribute to high performing business cultures at an accelerated pace.

3. Articulation Agreements:

3a 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 Science (Foods and Nutrition) Honors Program

Recommended: 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 Science (Foods and Nutrition) Honors program at Brescia University College, as shown in [Appendix 3](#).

Background:

The purpose of this Articulation Agreement between Centennial College and Brescia is to place graduates of the Food and Nutrition Management program (Centennial) into the Bachelor of Science (Foods and Nutrition) Honors program at Western and Brescia with transfer credit as outlined in [Appendix 3](#). This agreement is a new agreement; however, it is similar to the existing Articulation Agreement set out with Fanshawe College. Articulations and Transfer (ONCAT).

3b 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 Science (Foods and Nutrition) Honors Program

Recommended: 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 Science (Foods and Nutrition) Honors program at Brescia University College, as shown in [Appendix 4](#).

Background:

The purpose of this Articulation Agreement between Fanshawe College and Western and Fanshawe College and Brescia is to place graduates of the Food and Nutrition Management program (Fanshawe) into the Bachelor of Science (Foods and Nutrition) Honors program at Western and Brescia with transfer credit as outlined in [Appendix 4](#). The agreement represents a renewal of an agreement originally signed in 2011.

4. Introduction of the new Academic Calendar Policy

Recommended: That effective May 1, 2015 the new Academic Calendar Policy attached as [Appendix 5](#), be introduced to replace the "Official Version of the Western Academic Calendar" policy attached as [Appendix 6](#).

Background:

In November 2014 SCAPA approved a recommendation (amongst many others) to formulate a new Academic Calendar Policy. An ad-hoc Academic Calendar Policy Working Group (ACPWG) was formed in January 2015 with the participation of the following volunteer members:

Dr. Mark Blagrove (Huron College), Dr. Erika Chamberlain (Law), Deborah Coward (Registrar's Office), Dr. John Hatch (Arts and Humanities), Erika Hegedues (University Secretariat), Laura Nauss (Registrar's Office), Lee Ann Wilson (Registrar's Office).

The ACPWG has met several times over the past few months and prepared the policy, which is attached as [Appendix 5](#). If approved, the "Official Version of the Western Academic Calendar" policy ([Appendix 6](#)) will be withdrawn.

5. Sessional Dates for 2015-2016:

5a Faculty of Education – Approval of the 2015- 2016 Sessional Dates

Recommended: That Senate approve the undergraduate sessional dates for the Faculty of Education for 2015 - 2016 as shown in [Appendix 7](#).

Background:

The undergraduate sessional dates for the Faculty of Education for 2015 - 2016 are submitted for approval.

5b Schulich School of Medicine & Dentistry, MD program – Revisions to the 2015 – 2016 Sessional Dates

Recommended: That Senate approve the revisions of the 2015 – 2016 undergraduate sessional dates for the MD program as shown in [Appendix 8](#).

Background:

The undergraduate sessional dates for the MD program for 2015 - 2016 are revised to align the students' March vacation with the Ministry March Break, to accommodate time for service learning opportunities in the Curriculum and due to cancellation of the Physician as Leader course in 2015-16 to allow changes to take place in the curriculum during the following year.

FOR INFORMATION

6. 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

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 is also no longer offering Comparative Literature and Culture 1023.

The revised calendar copy is attached as [Appendix 9](#).

7. SUPR-G Report: Cyclical Review of the Women's Studies and Feminist Research Graduate Program

The following cyclical review was approved by SCAPA:

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 Summary Report is attached as [Appendix 10](#).

8. SUPR-U Report: Cyclical Review of the DAN Management and Organizational Studies Program

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 attached as [Appendix 11](#).

9. New Scholarships and Awards

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

NEW CALENDAR COPY

MAJOR IN EPIDEMIOLOGY AND BIOSTATISTICS

A degree containing this module normally requires 4 years for completion. The Major in Epidemiology and Biostatistics can be completed in any regular undergraduate degree. When combined with one of the following Majors, however, this module leads to a Bachelor of Medical Sciences (BMSc) degree: Biochemistry, Interdisciplinary Medical Sciences (IMS), Medical Biophysics, Medical Cell Biology, Microbiology and Immunology, Pathology, Pharmacology or Physiology. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

Admission Requirements:

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Epidemiology and Biostatistics in BMSc degrees, since admission to the BMSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BMSc degrees. The Module requirements (below) are the same for all students completing the Major.

Admission Requirements for students pursuing the Major in a Bachelor of Medical Sciences (BMSc) degree:

Admission to this Major module occurs in Year 3 upon 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 a BMSc degree.

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 courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) 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 2382B, 2581B

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B with a mark of at least 75%

0.5 course: Epidemiology 2200A/B with a mark of at least 75%

Admission Requirements for students pursuing the Major in a degree other than a Bachelor of Medical Sciences (BMSc) degree:

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: Chemistry 1301A/B and 1302A/B, or the former 1100A/B and 1200B.
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.

The following must be completed by the end of second year, with a mark of at least 60% in each half course:

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.

Module

6.0 courses:

0.5 course: Biochemistry 2280A
0.5 course from: Biology 2382B, 2581B
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B with a minimum mark of 75%
0.5 course: Epidemiology 2200A/B with a minimum mark of 75%
1.0 course: Biostatistics 3100A, 3110B
1.0 course: Epidemiology 3200A, 3210B
1.0 course from: Biostatistics 4115B, Epidemiology 4310A, 4320A, 4600A, 4615B,
1.0 course from: Biology 2485B, 3592A, Microbiology and Immunology 2500A/B, Pathology 3240A, 3245B, 4400A/B, additional courses in Biostatistics and Epidemiology at the 3000- and 4000-level.

Note: Some modular courses include a mark requirement in their prerequisite(s). See [UNDERGRADUATE COURSE INFORMATION](#).

**Graduate Diploma in
Business Skills for Actuaries and Financial Professionals**

*(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 Business Skills for Actuaries and Financial Professionals (GDip) is a post undergraduate program designed to accelerate the development of actuaries' and financial professionals' communication, decision making and leadership capabilities. Participants will analyze and discuss a variety of relevant business cases, including cases which require significant field expertise to solve, that place them in the position of the decision maker who faces an issue, challenge or opportunity requiring an understanding of the circumstances of an organization and the perspectives of the stakeholders involved. Not only will participants practise evaluating business problems and making decisions, they will also address implementation issues and the associated communication. The program will expose participants to a number and variety of real-life business cases that would take several years to experience on the job. Students entering the program will be professionals with at least three years of relevant work experience and who have made significant progress in post-undergraduate training (e.g., relevant Master's degree, Associate or Fellow in a professional actuarial body, Chartered Financial Analyst charterholder). Graduates of the GDip will be able to function as leaders and contribute to high performing business cultures.

Overview of the New Diploma Program

The proposed Graduate Diploma in Business Skills for Actuaries and Financial Professionals is a Type 3 diploma program, designed for early-career actuaries, risk managers and financial professionals seeking to accelerate their career paths through enhanced business skills. The GDip is offered by the Department of Statistical and Actuarial Sciences in the Faculty of Science and the School of Graduate and Postdoctoral Studies.

The program will be four months in duration. Participants will meet for three consecutive days, Friday to Sunday, from 8:00 am until 5:00 pm during a four month period (i.e., four 3-day sessions). These 3-day sessions will be held at the Ivey Tangerine Leadership Centre, located in the heart of the Financial District in downtown Toronto. The sessions will include lecture-style instruction, small group and large group case discussions, and other activities intended to provide hands-on experience with real business situations. Substantial advance preparation will be required for each 3-day session, and clear instructions will be provided on what this preparation entails. Successful completion of the program will be based on participation in discussions, analysis of business cases and other activities.

The program learning outcomes are divided into four courses: Building Better Organizations, Financial Statement Analysis, Communication, and Leadership and People Management. Their presentation is integrated using case studies and details of the courses are provided below. The program is designed as a complete package and all four courses are mandatory.

The GDip courses have been specifically designed to address professional training needs identified through extensive consultation with our Advisory Board consisting of senior-level actuaries at major insurance and actuarial consulting firms. Traditional academic training for actuaries and risk managers is quite technical and students do not typically obtain the business skills provided in this GDip. In the absence of the GDip, individuals in our target market could obtain these skills through enrollment in an MBA program, for example. However, there are disadvantages to an MBA relative to the GDip such as

1. some topics covered in a traditional MBA (e.g., marketing) may not be useful for the target audience;
2. the specific focus of this program for actuaries, risk managers and financial professionals allows for focused context in which to achieve and relate program learning outcomes; and
3. target market reluctance to leave full-time work for MBA studies and yet be too junior for Executive-style MBA programs.

Additionally, the GDip, while focusing on "soft" business skills topics, will be customized to leverage the strong technical skills of the students and can include material not accessible to, for instance, the typical MBA student.

A rationale for this program is to provide companies with an opportunity to select high-performing individuals and enable these individuals to undertake this professional training opportunity to obtain the program skills at an earlier than usual career stage, thereby enhancing their performance. Graduates of the GDip will be able to function as leaders and contribute to high performing business cultures at an accelerated pace.

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

The objective of the program is to fast-track the development of actuaries' and financial professionals' communication, decision making and leadership capabilities. Graduates of the GDip will be able to function as leaders and contribute to high performing business cultures at an accelerated pace.

Student Outcomes

Successful graduates of Western's Graduate Diploma in Business Skills for Actuaries and Financial Professionals will

- A. Depth and Breadth of Knowledge
 - a. Understand how organizations work and have enriched competency to evaluate the condition and needs of companies.
 - b. Develop enhanced ability to relate circumstances, challenges and decisions faced by companies.
 - c. Understand leadership in an organizational context and the competencies required of individuals in leadership roles.
 - d. Understand their role and the roles of other stakeholders.
- B. Research and Scholarship
 - a. Understand, gather, organize and analyze information to create and communicate recommendations and solutions to business issues.
- C. Level of Application of Knowledge
 - a. Evaluate a company's financial condition and organizational structure; its business decisions and potential strategies given its financial condition, organizational structure and the general business environment; and use this evaluation to formulate strategic decisions and their management-level communication.
 - b. Demonstrate the competencies of leadership, including essential communication skills, required by senior-level actuaries and financial professionals.
- D. Professional Capacity/Autonomy
 - a. Understand the importance of and consistently demonstrate core professional competencies including effective communication, professional values, external forces and industry knowledge, leadership, technical skills, problem solving and decision making, self-management and self-awareness.
- E. Level of Communication Skills
 - a. Communicate effectively internally and externally, in a variety of forms and to a diverse range of stakeholders.
 - b. Understand the importance of and consistently demonstrate effective oral and written communication skills.
- F. Awareness of Limits of Knowledge
 - a. Understand the communication and leadership challenges that arise when working with multidisciplinary teams on complex issues.
 - b. Recognize when additional information and direction is required and have the ability to seek appropriate and timely assistance from a variety of sources including other professionals.

Table A – Learning Outcomes

Graduate Degree Level Expectations	Learning Outcomes	How the Program Supports and Evaluates the Outcomes	Examples of Evaluation Methods
1. Depth & Breadth of Knowledge	a. Understand how organizations work and have enriched competency to evaluate the condition and needs of companies. b. Develop enhanced ability to relate circumstances, challenges and decisions faced by companies. c. Understand leadership in an organizational context and the competencies required of individuals in leadership roles. d. Understand their role and the roles of other stakeholders.	a. Building Better Organizations and Financial Statement Analysis courses; Case analysis and in-class discussions. b. Synthesis of all courses in GDip; Case analysis incorporating experience of instructors, classmates, and guest speakers. c. Building Better Organizations, Leadership and People Management, and Communication Courses; Exercises requiring leadership and team building d. Building Better Organizations, Leadership and People Management, and Communication Courses	a. Case analysis*; Individual and group presentations and reports; Contribution grade based on quality of in-class discussion; b. Case analysis; Individual presentations and reports c. Class participation; Case analysis; Team reports d. Class participation; Case analysis; Team reports
2. Research & Scholarship	a. Understand, gather, organize and analyze information to create and communicate recommendations and solutions to business issues.	a. Synthesis of all GDip courses; case analysis; individual and group presentations	b. Case analysis; Individual and team presentations and reports; Contribution grade based on quality of in-class discussion
3. Level of Application of Knowledge	a. Evaluate a company's financial condition and organizational structure; its business decisions and potential strategies given its financial condition, organizational structure and the general business environment; and use this evaluation to formulate strategic decisions and their management-level communication. b. Demonstrate the competencies of leadership, including essential communication skills, required by	a. Synthesis of all courses in GDip; Case analysis and in-class discussion. b. Leadership and People Management and Communication Courses; Case analysis and in-class discussion; role playing	a. Case analysis; Individual and team presentations and reports; Contribution grade based on quality of in-class discussion; In-class quizzes b. Case analysis; Individual and team presentations and reports

Graduate Degree Level Expectations	Learning Outcomes	How the Program Supports and Evaluates the Outcomes	Examples of Evaluation Methods
	senior-level actuaries and financial professionals.		
4. Professional Capacity / Autonomy	a. Understand the importance of and consistently demonstrate core professional competencies including communication, professional values, external forces and industry knowledge, leadership, technical skills, problem solving and decision making, self-management and self-awareness.	a. Synthesis of all GDip courses; case analysis; guest speakers; in-class discussions	a. Case analysis; Small group discussions; Peer evaluation; Team reports
5. Level of Communication Skills	a. Communicate effectively internally and externally, in a variety of forms and to a diverse range of stakeholders. b. Understand the importance of and consistently demonstrate effective oral and written communication skills.	a. Communication and Building Better Organizations Courses; in-class presentations, exercises, role play; case analysis. b. Communications Course; oral and written presentations, exercises, role play; case analysis	a. Case analysis; Individual and team presentations and reports; Contribution grade based on quality of in-class discussion b. Class participation grade; individual reports and presentations
6. Awareness of Limits of Knowledge	a. Understand the communication and leadership challenges that arise when working with multidisciplinary teams on complex issues. b. Recognize when additional information and direction is required and have the ability to seek appropriate and timely assistance from a variety of sources including other professionals.	a. Leadership and People Management and Communication Courses; Case analysis and in-class discussion; guest speakers b. Leadership and People Management and Communication Courses; Case analysis and in-class discussion; guest speakers	a. Case analysis; Individual and team presentations and reports; Contribution grade based on quality of in-class discussion; b. Case analysis; Individual and team presentations and reports;

* Case Analysis refers to either oral or written analysis associated with Business Case studies. This includes, but is not limited to, identification of the case individuals and the relevant issues, collection and organization of data, analysis of data and other information, identification and evaluation of decision criteria, and the recommendation of and justification for decisions that resolve the case issues.

Table B – Learning Outcomes to Degree Level Expectation (N.B. see Exhibit 2 for course mapping and specifics of I, R, M coding)

Learning Outcomes	Depth & Breadth of Knowledge	Research & Scholarship	Level of Application of Knowledge	Professional Capacity / Autonomy	Level of Communication Skills	Awareness of Limits of Knowledge
1.a.	✓		✓	✓		
1.b.	✓		✓	✓	✓	
1.c.	✓		✓	✓	✓	
1.d.	✓		✓	✓	✓	
2.a.		✓	✓	✓	✓	✓
3.a.	✓	✓	✓	✓	✓	✓
3.b.	✓		✓	✓	✓	
4.a.	✓	✓	✓	✓	✓	✓
5.a.	✓		✓	✓	✓	
5.b.	✓		✓	✓	✓	
6.a.	✓	✓	✓	✓	✓	✓
6.b.	✓	✓	✓	✓	✓	✓

Consultation process in the preparation of the proposal

Discussion and consultation regarding the Graduate Diploma have occurred over the past several years with our Advisory Board consisting of senior level actuaries in major insurance and actuarial consulting firms. Since the start of the program development process, the Advisory Board has been involved and has had strong influence over

- Learning outcomes
- Target market identification and rationale for the GDip
- Program structure, location, timing and delivery format

In addition, discussion and consultation have occurred over the past few years (concentrated more in the past year) with the following relevant bodies:

- The Vice-Provost and Associate Vice-Provosts of the School of Graduate and Postdoctoral Studies
- The Deans and Associate Deans of the Faculty of Science and the Chair of the Department of Statistical and Actuarial Sciences
- Faculty members in the Department of Statistical and Actuarial Sciences
- Faculty members in the Richard Ivey School of Business and the DAN Management and Organization Studies Program in the Faculty of Social Science
- Teaching Support Centre
- Recently-retired senior-level Actuaries
- Potential employers of program graduates as represented through the Advisory Board
- Via the Dean of Science, the Provost and VP Academic as well as the Associate VP of Planning Budgeting and IT.

Evidence to support the introduction of the program

The program is intended for practising actuaries, risk managers, and financial professionals who are early in their careers and can benefit from enhanced business skills. It is expected that the typical participant in this program will have pertinent educational and/or professional qualifications, at least three years of

relevant industry experience, and will be currently working in industry. Examples of typical educational/professional qualification profiles include

- Fellowship-level actuary, e.g. Fellow of the Canadian Institute of Actuaries, Member of the American Academy of Actuaries, Fellow of the Institute of Actuaries, Fellow of the Society of Actuaries, Fellow of the Casualty Actuarial Society
- Chartered Financial Analyst charterholder
- Professional accounting designation, e.g., Chartered Professional Accountant, Chartered Accountant, Certified Management Accountant, Certified General Accountant
- Quantitative undergraduate or Master's degree in finance, risk management, actuarial science or related field and/or other appropriate professional designation (e.g., Financial Risk Manager, Professional Risk Manager)

At a minimum, participants will have attained significant progress towards a professional designation (e.g., Associateship in an actuarial organization, or passed Level II of the Chartered Financial Analyst program). Participants will therefore be expected to have a good understanding of at least one particular business line, such as an actuarial practice area, a particular risk management field, and funds management (broadly defined) and some familiarity with other areas of practice.

There is a large market of such professionals working in the Greater Toronto Area (GTA), where the program will be offered. Additionally, recruitment of students from offices across the country and internationally has been explored through promising discussions with our Advisory Board (i.e., there is a good chance of recruiting students from outside of the GTA). As this is a professional program requiring significant work experience, recruitment efforts will focus on employers of individuals in our target market. We will market the program through on-site visits at large employers arranged through our Advisory Board members. We will also invite employers and potential students to webinars/conference calls that promote the GDip. We plan to advertise the program with the relevant professional associations and through other avenues such as LinkedIn. Additionally many of the professional designations relevant to our target market have continuing education requirements. Where possible, official recognition of our program as suitable for these requirements will be sought by the relevant bodies hence aiding program recruitment and marketing. Furthermore, we will try to arrange sessions/speaking engagements at relevant professional conferences and professional association events that will serve to market the GDip directly to our target market.

Additionally, over the past few years the Department of Statistical and Actuarial Sciences has been offering twice-yearly seminars aimed at our target market. These seminars provide promotional and recruitment opportunities for our GDip, both on site and through the compiled attendee list. We will use an e-blast to market the GDip to individuals on this list. The seminars can be structured to provide an example of the learning environment that students can expect in the GDip --- similar topics, speakers and venue as the GDip.

There are no programs of this kind offered by universities in Canada. Additionally, no professional education providers offer such a comprehensive and integrated program. Professional education providers also do not have the Diploma-granting ability of universities.

The program provides a unique opportunity for students to continue full-time employment while obtaining valuable business skills delivered in a contextually relevant manner that will accelerate their career prospects. The concentrated in-class format allows for valuable networking opportunities and unique possibilities for cross-pollination of classroom discussion and case analysis from financial professionals with different perspectives (e.g., fund managers and actuaries).

The GDip courses and their learning outcomes have been specifically designed to address professional training needs identified through extensive consultation with our Advisory Board. As such, Canadian companies employing individuals who obtain these skills through the GDip can realize increased productivity and hence be more globally competitive. Furthermore, some companies compete for talent based on the training opportunities they can provide their employees. This program has been identified

by our Advisory board as one they could use for identified high-performing individuals, hence helping them with talent recruitment and retention.

Risk professionals such as actuaries and financial modelers have crucial skills for the governance of financial institutions such as banks and insurance companies – it is therefore crucial to Canada that staff with the required skills are promoted to senior enough levels that their voices can be heard as decisions involving financial risk are taken. The improved communication and leadership skills in general, and communication for financial and risk literacy covered in this program are therefore crucial for Canada's financial system.

Special Matters and Innovative Features

The program provides high-performing financial professionals the opportunity to obtain valuable business skills delivered in a contextually relevant manner with a structure that allows for continued full-time employment. Additionally, the program, while focusing on “soft” business skills topics, will be customized to leverage the strong technical skills of the students and can include material not accessible to, for instance, the typical MBA student. Companies can view this GDip as something they can offer to high-performers as a valuable training program, hence helping with talent recruitment and retention. Furthermore, given the program is to be delivered in downtown Toronto there is a wealth of opportunity to incorporate guest speakers from industry to enhance the educational experience.

Many relevant professional designations held by individuals in our target market require continued professional development to maintain the designation. It is possible to obtain recognition for the GDip from relevant professional bodies as an approved continuing education program.

This program also allows our department to leverage, and further build, our good connections with Ivey and to foster new connections with DAN in the Faculty of Social Science to improve educational outcomes.

Delivery Method of the Program

The program will be delivered over twelve 9-hour days during a four month period. Participants will meet for four 3-day sessions, typically Friday to Sunday from 8:00 am until 5:00 pm. These 3-day sessions will be held at the Ivey Tangerine Leadership Centre, located in the heart of the Financial District in downtown Toronto, with the session dates selected in view of facility availability and other factors.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

The program structure and delivery allows for valuable interactions across a spectrum of financial professionals. This will allow students to identify and propose solutions to problems from a variety of cross disciplinary perspectives. The presence of students from other actuarial areas as well as other financial professionals will not only allow students to vicariously absorb experiences from other areas, it will also provide all participants with valuable networking opportunities. Additionally this allows students to achieve the program learning outcomes and obtain an increased understanding of the perspective and function of other roles within finance, broadly defined. For example, a valuation actuary, a risk manager, and an asset manager have differing responsibilities, but these responsibilities cannot be contained to silos. Having a mix of such professionals when analyzing cases and during the class discussions will provide students a better understanding of their broader community of professionals.

There is significant opportunity for student-faculty interaction during the weekend sessions. This includes both subject-matter expert faculty and DSAS faculty. Between the weekend sessions, students can interact with one another (to work on assignments or prepare for upcoming weekend sessions) according to their own schedules and will be able to interact remotely with Faculty. Additionally, course sessions will include industry guest speakers, serving to broaden the scope of students' community of professionals. Finally, students will be invited to participate in professional development seminars and workshops organized by the Professional Education Program Committee in DSAS.

Admission Requirements

Applicants must possess a four-year degree from an accredited university or equivalent. The School of Graduate and Postdoctoral Studies requires at least a 70% average for this program across courses taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession.

At a minimum, applicants will have attained or have made significant progress towards a relevant professional designation and have at least three years of relevant industry experience. Participants will therefore be expected to have a good understanding of at least one particular business line, such as an actuarial practice area, a particular risk management field, and funds management (broadly defined) and some familiarity with other areas of practice. Examples of educational/professional qualification profiles suitable for this program include, but are not limited to

- Fellowship-level actuary, e.g. Fellow of the Canadian Institute of Actuaries, Member of the American Academy of Actuaries, Fellow of the Institute of Actuaries, Fellow of the Society of Actuaries, Fellow of the Casualty Actuarial Society
- Chartered Financial Analyst charterholder
- Professional accounting designation, e.g., Chartered Professional Accountant, Chartered Accountant, Certified Management Accountant, Certified General Accountant
- Quantitative undergraduate or Master's degree in finance, risk management, actuarial science or related field and/or other appropriate professional designation (e.g., Financial Risk Manager, Professional Risk Manager)

Decisions on whether an applicant has met the minimal admission requirements (over and above the minimal admission requirements set forth by SGPS) shall be made by the Admissions Committee for Western's Graduate Diploma in Business Skills for Actuaries and Financial Professionals.

Applications open on January 1 and the deadline for applications is June 1. Applications received after this deadline will be considered on a case-by-case basis. Letters of reference are not required, but students are required to provide the names and contact information of two professional references. Applications will be reviewed by Western's Graduate Diploma in Business Skills for Actuaries and Financial Professionals Admissions Committee, which may arrange to interview (likely by phone or Skype) short-listed candidates to gather further information. Meeting admission requirements does not guarantee program admission..

As discussed above, recruitment of students will be focused on employers of individuals in our target market along with efforts directed towards individuals through relevant professional organizations and various advertising venues targeted towards working professionals.

Western is committed to recognizing the dignity and independence of all and seeks to ensure that persons with disabilities have genuine, open, and unhindered access to University goods, services, [and] facilities. Further information regarding AODA compliance at Western can be found at <http://www.accessibility.uwo.ca/aoda/standards.html>

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; 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.
- Western English Language Centre. The requirement is successful completion of the High-Advanced level.
- CultureWorks. The requirement is successful completion of the High-Advanced level.
- 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 the Western English Language Centre, CultureWorks, or Fanshawe College's 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

Graduate Diploma Business Skills for Actuaries and Financial Professionals

Successful completion of the Graduate Diploma will require completion of 4 courses (0.5 FCE each).

- Required Courses
 - Building Better Organizations (0.5)
 - Financial Statement Analysis (0.5)
 - Communication (0.5)
 - Leadership and People Management (0.5)

Progression requirements

Evaluation of students will be done on a satisfactory/unsatisfactory basis for each of the four courses. Progress through the Graduate Diploma requires students to receive an evaluation of satisfactory in each of the four courses. This can only be achieved through satisfactory participation in each of the three 4-day sessions.

All Graduate Courses Offered in the Program

The Graduate Diploma in Business Skills for Actuaries and Financial Professionals is a very structured program, with specific requirements in order to complete the diploma. All courses are designed to enhance professional development by providing training in areas designed to increase students' leadership, communication and business acumen. Each of the courses listed below are required and

therefore mandatory for any student in the program. Each of the courses shall be offered annually, allowing students to meet the expectations of the diploma in an orderly timeframe.

Building Better Organizations

Purpose: Enhance participants' understanding of how organizations work so that they can better appreciate how their roles in their organizations relate to the roles of others, better evaluate the condition, potential and needs of other companies, and better communicate with those in their own organization and in other organizations. The majority of the learning will be achieved through individual analysis of, discussion of and activities related to case studies addressing aspects of the operation of various types of organizations, including insurance and consulting companies, financial institutions, asset managers, and regulatory bodies. This will give participants hands on experience in studying different organizations and addressing their unique problems, will enable participants to benefit from the rich and diverse experience of other participants, and will give participants valuable opportunities to develop and hone their communication skills on a wide variety of business problems.

After completing this course, participants will be able to

- Define the term "business model" and understand the key advantages and risks associated with a wide variety of business model options.
- Evaluate a business model to assess the key business drivers and recommend/communicate improvements to the business plan related to their unique professional viewpoints.
- Identify the key business stakeholders associated with various business issues, and understand their roles/perspectives within an organization.
- Describe the roles that actuaries/risk managers play in an insurance company, consulting firm, financial institution, funds manager, or regulatory environment and how these roles influence and communicate with the various stakeholders associated with their organization, including its clients and other professional advisors.

Financial Statement Analysis

Purpose: Enhance participants' ability to relate circumstances, challenges, decisions and risks faced by companies to their financial statement impacts. The majority of the learning will be achieved through individual analysis of, discussion of and activities related to case studies involving the financial circumstances of a variety of types of companies. This will give participants hands on experience with the analysis of financial statement information and use of this analysis in making business decisions. The learning experience will be enhanced through discussions among participants with diverse financial, risk management, and actuarial experience.

After completing this course, participants will be able to

- Evaluate the financial condition and recent performance of a company by reviewing its balance sheets and income statements.
- Evaluate business decisions in the context of the financial condition of a company and the impact/risk of various interventions from a financial perspective.
- Discuss new business and/or risk management opportunities for an insurance company or financial institution in the context of its financial condition and shareholder objectives.
- Recommend changes to pension, benefits and other compensation programs to a client organization in the context of its financial condition and its business model/shareholder objectives.
- Determine the impact of changes in financial structure and/or accounting assumptions on the financial statements.

Communication

Purpose: Enhance participants' communication skills, both oral and written. This will be achieved by creating numerous opportunities for practice. These will include small group and large group case

discussions as well as a variety of other activities that simulate the kinds of communication frequently required in business. Many of the cases studies will include development and/or implementation of communication strategies for a variety of identified, case-specific stakeholders.

After completing this course, participants will be able to

- Recognize the background, perspective, and objectives of the individuals with whom they are communicating and adjust their communication accordingly. These individuals will include individuals at all levels within an organization, both inside and outside their own employers, including but not limited to other professionals, policyholders, clients, unions, regulators, the public, the media and any other identified stakeholders.
- Write effective reports, letters, and memos/emails with influence and direct purpose.
- Give effective presentations that influence relevant stakeholders and policymakers using appropriate visual materials.
- Lead effective meetings, and participate effectively in meetings when not the meeting leader and for a variety of meeting formats.
- Communicate appropriately and effectively in a one-on-one setting, including elevator pitches and leading difficult conversations.
- Develop and effectively use influencing and negotiation skills as appropriate in a broad array of circumstances with a variety of key stakeholders, including C-suite, regulators, unions, etc.

Leadership and People Management

Purpose: Develop and enhance participants' understanding of what constitutes leadership in an organizational context and to better prepare them to take on leadership roles in their careers. The majority of the learning will be achieved through individual analysis of, discussion of and activities related to case studies involving leadership issues, challenges and opportunities in a business context.

After completing this course, participants will be able to

- Understand the roles and responsibilities of leadership in an organization.
- Demonstrate self-awareness and manage themselves effectively in leadership roles.
- Engage in a development plan to enhance their leadership skills.
- Manage interpersonal and team relationships effectively.
- Adapt to and lead change in an organization

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

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

and

BRESCIA UNIVERSITY COLLEGE
(hereinafter called "Brescia")

and

CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY
(hereinafter called "Centennial")

WHEREAS Brescia, Western and Centennial wish to increase student mobility between Brescia, Western and Centennial, and the parties 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 Food and Nutrition Management diploma program at Centennial to the Bachelor of Science (Foods and Nutrition), Honors Specialization in Nutrition and Dietetics program at Western/Brescia 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 Centennial and Western and Centennial and Brescia;

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 and Brescia agrees to consider for admission to the Bachelor of Science (Foods and Nutrition), Honors Specialization in Nutrition and Dietetics program graduates of the Food and Nutrition Management diploma program from Centennial who meet the following requirements:
 - a. Successful completion of the Food and Nutrition Management diploma with a competitive overall admission average for the year in which they apply as calculated by Western and Brescia;
 - b. Achieved a minimum average of "B+" or 3.5 GPA calculated by Western and Brescia on all courses completed within the diploma program, with no grade less than "C" or 2.0 GPA in each college course as outlined in Appendix 1;
 - c. Successful completion of Ontario Secondary School Biology (SBI4U) and Chemistry (SCH4U); or equivalents.
2. To be considered for admission, Centennial students must apply to Western or Brescia by May 31st of the year in which they are seeking admission.
3. Admissions decisions are within the sole discretion of Western and Brescia 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. Final determination of the validity of all admissions under this agreement rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western and Brescia.

TRANSFER CREDIT

4. Western and Brescia shall grant transfer credit to successful applicants for Centennial courses in accordance with **Appendix 1**.
5. 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 and Brescia of changes to Centennial's course names or numbers may result in denial of admission and transfer credit to qualified applicants.
6. The parties acknowledge that the granting of transfer credit is based on an assessment of the Food and Nutrition Management diploma program curriculum and the courses as of the date of this Agreement. It is the responsibility of Centennial to notify Western and Brescia of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western and Brescia to decide whether transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted under this Agreement must complete the courses set out in **Appendix 2** and meet the progression and graduation requirements for a Bachelor of Science (Foods and Nutrition) Program. These progression and degree requirements are subject to change during the term of this Agreement, and Western and Brescia will give Fanshawe written notice of any changes.
8. Students who subsequently fail to meet progression or degree requirements for the Bachelor of Science (Foods and Nutrition), Honors Specialization in Nutrition and Dietetics Program but who do meet requirements for another program at Brescia or Western may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program or campus may have the transfer credits removed from their academic record and credit for college courses may be re-assessed by the relevant Faculty.
9. Western and Brescia agrees to provide Centennial students with information about the transfer credits and encourage qualified students to apply.
10. 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

- 11.(a) This Agreement is effective May 1, 2015 and shall continue in force unless terminated by a party as set out herein.
- (b) Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.

- (c) Notwithstanding paragraph (b), if Western or Brescia decides to terminate this Agreement due to changes to the Centennial'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 Centennial and the date that the changes were made by Centennial.
- (d) Students accepted for admission under this Agreement prior to issuance of a notice of termination 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.

CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY

* _____
Ann Buller
President

_____ Date

BRESCIA UNIVERSITY COLLEGE

* _____
Dr. Colleen Hanycz
Principal

_____ Date

THE UNIVERSITY OF WESTERN ONTARIO

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

_____ Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honors Specialization in Nutrition and Dietetics,
and
Centennial College (Food and Nutrition Management diploma),
May 1, 2015

Western/Brescia Course	Western/ Brescia Credit Weight	Centennial Course	Centennial Course Title	Centennial Credit Weight
Foods and Nutrition 1030E	1.0	FNMT109	Nutrition 1	3.0
		FNMT110	Nutrition 2	3.0
		FNMT112	Food Properties Analysis	3.0
Business 1020TRN	1.0	FNMT208	Food Service Accounting	3.0
		FNMT221	Financial Management	2.0
		FNMT202	Organizational Behaviour for Food Services	3.0
		FNMT210	Marketing and Merchandising for Food Service Operations	3.0
		FNMT203	Human Resources Management in Food Services	3.0
Human Ecology 2266F/G	0.5	FNMT201	Communication and Interprofessional Approaches in Health Care and Food Services	3.0
		FNMT220	Nutrition Assessment and Counseling Techniques	3.0
Communication 1020TRN	1.0	COMM160/ 161	College Communication 1	3.0
		COMM170/ 171	College Communication 2	3.0
Foods and Nutrition 2100TRN	1.0	FNMT100	Principles of Sanitation, Safety and Hygiene	3.0
		FNMT207	Facilities Planning & Design	3.0
		FNMT105	Kitchen Production	3.0
Foods and Nutrition 3300TRN	0.5	FNMT216	Health Care Menu Planning	2.0
		FNMT213	Recipe Development and Costing	2.0
Foods and Nutrition 3300TRN	1.0	FNMT206	Medical Nutrition Therapy	3.0
		FNMT219	Professional Practice Seminar	2.0
Foods and Nutrition 2100TRN	1.0	FNMT108	Introduction to Food Services	3.0
		FNMT115	Purchasing for the Food Service Industry	3.0
		FNMT223	Food Service Systems Management	3.0
		FNMT211	Supervision Practices	3.0

Total: 7.0 credits

APPENDIX 2

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honors Specialization in Nutrition and Dietetics,
and
Centennial College (Food and Nutrition Management diploma),
May 1, 2015

Course Requirements for Degree Completion Brescia Bachelor of Science (Foods and Nutrition) Honors Degree Program		
<u>Honors Specialization in Nutrition and Dietetics</u>		
To graduate from the BSc (F&N) Honors degree program at Brescia, students admitted under this articulation agreement must successfully complete the 13.0 courses listed below. Brescia will provide Centennial with written notice of any changes to these course requirements. A final average of 70%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
0.5	Human Ecology 2222F/G	Professional Perspectives
1.0	Foods & Nutrition 2232	Principles of Food Science
0.5	Human Ecology 3349A	Principles of Management
0.5	Sociology 2205A/B	Statistics for Sociology
0.5	Elective	Breadth Requirement: Category "B" Arts & Humanities course
0.5	Elective	
Year 2 Requirements (Summer Term)		
0.5	Chemistry 2003B Or Chemistry 2213A/B Or Elective	Organic and Biological Chemistry for Food Science or Organic Chemistry for Life Sciences
Year 3 Requirements (Fall/Winter Term)		
0.5	Foods & Nutrition 2241A/B	Nutrition Throughout the Human Life Cycle
1.0	Physiology 2130	Human Physiology
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
0.5	Foods and Nutrition 3344A/B	Diet and Nutritional Assessment
0.5	Foods and Nutrition 3348A/B	Food Production Management I
0.5	Foods and Nutrition 3351A/B	Clinical Nutrition I
0.5	Foods and Nutrition 3361A/B	Fundamentals of Community Nutrition
0.5	Chemistry 2003B Or Chemistry 2213A/B Or Elective	Organic and Biological Chemistry for Food Science or Organic Chemistry for Life Sciences
Year 4 Requirements (Fall Term)		
0.5	Foods and Nutrition 4453A	Clinical Nutrition II
0.5	Human Ecology 4411F	Research Methods
0.5	Elective	
1.0	Elective	Numbered 2000 or above

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

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

and

BRESCIA UNIVERSITY COLLEGE
(hereinafter called "Brescia")

and

FANSHAWE COLLEGE
(hereinafter called "Fanshawe")

WHEREAS Western, Brescia and Fanshawe wish to increase student mobility between Fanshawe and Western and between Fanshawe and Brescia, and the parties 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 Food and Nutrition Management diploma program at Fanshawe to the Bachelor of Science (Foods and Nutrition) Honors Specialization, Nutrition and Dietetics program at Western and Brescia 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 Fanshawe and Western and Fanshawe and Brescia;

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 and Brescia agrees to consider for admission to the Bachelor of Science (Foods and Nutrition) Honors degree program graduates of the Food and Nutrition Management diploma program from Fanshawe who meet the following requirements:
 - a. Completion of the Food and Nutrition Management diploma with a competitive overall admission average for the year in which they apply as calculated by Western and Brescia;
 - b. A minimum average of "B+" or 3.5 GPA calculated on all courses within the diploma program only, as calculated by Western and Brescia, with no grade less than "C" or 2.0 GPA in each college course as outlined in Appendix 1;
 - c. Completion of SBI4U; or Biology 0010 (Biological Systems) at Brescia; or equivalent.
 - d. Completion of SCH4U; or Chemistry 0010 (Introductory Chemistry) at Brescia; or equivalent.

2. Applicants to this agreement must apply to Western or Brescia by May 31st of the year in which they are seeking admission.

3. Admissions decisions are within the sole discretion of Western and Brescia 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. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western and Brescia.

TRANSFER CREDIT

4. Western shall grant transfer credit to successful applicants for Fanshawe courses in accordance with **Appendix 1**.
5. 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 and Brescia of changes to Fanshawe's course names or numbers may result in denial of admission and transfer credit to qualified applicants.
6. The parties acknowledge that the granting of transfer credit is based on an assessment of the Food and Nutrition Management diploma program curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western and Brescia of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western and Brescia to decide whether transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted under this Agreement must complete the courses set out in **Appendix 2** and meet the progression and graduation requirements for a Bachelor of Science (Foods and Nutrition) Honors Degree Program. These progression and degree requirements are subject to change during the term of this Agreement and Brescia will give Fanshawe written notice of any changes.
8. Students who subsequently fail to meet progression or degree requirements for the Brescia Bachelor of Science (Foods and Nutrition) Honors Degree (Honors Specialization in Nutrition and Dietetics) Program but who do meet requirements for another program at Brescia or Western, may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program or campus may have the transfer credits removed from their academic record and credit for College courses may be re-assessed by the relevant Faculty.
9. Western and Brescia agrees to provide Fanshawe students with information about the transfer credits and encourage qualified students to apply.
10. 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

11. (a) This Agreement is effective May 1, 2015 and shall continue in force unless terminated by a party as set out herein.

- (b) Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.
- (c) Notwithstanding paragraph (b), if Western or Brescia 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 for admission under this Agreement prior to issuance of a notice of termination 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

BRESCIA UNIVERSITY COLLEGE

*

Dr. Colleen Hanycz
Principal

Date

THE UNIVERSITY OF WESTERN ONTARIO

*

Dr. John Doerksen
Vice-Provost (Academic Programs)

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario,
Brescia University College (Bachelor of Science (Foods and Nutrition)),
and
Fanshawe College (Food and Nutrition Management diploma), May 1st, 2015

Western/Brescia Course	Western/Brescia Credit Weight	Fanshawe Course	Fanshawe Course Title	Fanshawe Credit Weight
Foods and Nutrition 1030E	1.0	NUTR-1011	The Science of Food & Nutrition	3.0
		NUTR-1012	Physiology & Normal Nutrition	2.0
Business 1020TRN	1.0	ACCT-1004	Principles of Accounting I	4.0
		HOSP-1013	Employee Relations	3.0
		FINA-3038	Finance for Food & Nutrition Management	3.0
		MGMT-1200	Leadership & Organizational Skills	3.0
Writing 1020F/G	0.5	WRIT-1042	Reason & Writing I – Tourism & Hospitality	3.0
Human Ecology 2266F/G	0.5	COMM-3041	Professional Communication for Tour/Hosp	3.0
Foods and Nutrition 2100TRN	1.0	NUTR-3004	Clinical Placement	4.8
		NUTR-1013	Clinical Documentation	2.0
		NUTR-1014	Therapeutic Nutrition	2.0
Foods and Nutrition 1020TRN	0.5	SANI-1002	Sanitation & Safety	1.0
		FDMG-1060	Institutional Facility Design	3.0
Foods and Nutrition 2100TRN	0.5	FDMG-1029	Food Theory 1	2.0
		FDMG-3023	Food Theory 2	2.0
Foods and Nutrition 1020TRN	0.5	NUTR-1018	Nutrition – Intro	2.0
		NUTR-1017 or	Nutrition Professions or	2.0
		HOSP-1004	Culinary Professions	2.0
Foods and Nutrition 2100TRN	1.0	FDMG-5018	Auditing & Compliance	3.0
		FDMG-1002	Basic Food Preparation – 1	3.5
		FDMG-1003	Basic Food Preparation – 2	3.5
		FDMG-1064	Purchasing & Menu Planning	2.0
Foods and Nutrition 3400A/B	0.5	NUTR-3006	Nutrition Screening	3.0
		ANTH-1002	The Anthropology of Modern Gastronomy	3.0

Total: 7.0 credits

APPENDIX 2

Articulation Agreement between
The University of Western Ontario,
Brescia University College (Bachelor of Science (Foods and Nutrition)),
and
Fanshawe College (Food and Nutrition Management diploma), May 1, 2015

Degree Completion		
Bachelor of Science (Foods and Nutrition) Honors Program		
<u>Honors Specialization in Nutrition and Dietetics</u>		
Students admitted under this articulation agreement must successfully complete the 13.0 courses listed below. Brescia will provide Fanshawe with written notice of any changes to these course requirements. A final average of 70%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
0.5	Human Ecology 2222F/G	Professional Perspectives
1.0	Foods & Nutrition 2232	Principles of Food Science
0.5	Human Ecology 3349A	Principles of Management
0.5	Sociology 2205A/B	Statistics for Sociology
0.5	Elective	Breadth Requirement: Category "B" Arts & Humanities course
0.5	Elective	
Year 2 Requirements (Summer Term)		
0.5	Chemistry 2003B Or Chemistry 2213A/B Or Elective	Organic and Biological Chemistry for Food Science or Organic Chemistry for Life Sciences
Year 3 Requirements (Fall/Winter Term)		
0.5	Foods & Nutrition 2241A/B	Nutrition Throughout the Human Life Cycle
1.0	Physiology 2130	Human Physiology
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
0.5	Foods and Nutrition 3344A/B	Diet and Nutritional Assessment
0.5	Foods and Nutrition 3348A/B	Food Production Management I
0.5	Foods and Nutrition 3351A/B	Clinical Nutrition I
0.5	Foods and Nutrition 3361A/B	Fundamentals of Community Nutrition
0.5	Chemistry 2003B Or Chemistry 2213A/B Or Elective	Organic and Biological Chemistry for Food Science or Organic Chemistry for Life Sciences
Year 4 Requirements (Fall Term)		
0.5	Foods and Nutrition 4453A	Clinical Nutrition II
0.5	Human Ecology 4411F	Research Methods
0.5	Elective	
0.5	Elective	Numbered 2000 or above
0.5	Elective	Numbered 2000 or above

Academic Calendar

Undergraduate Academic Calendar

PURPOSE AND SCOPE

The Academic Calendar is the official record of academic programs and university-wide academic policies as reviewed and approved by Senate and its relevant committees, necessary for the University to fulfill its academic role and mission.

By the act of registration each student becomes bound by the policies of Western University. Students are responsible for familiarizing themselves with the policies, general information and specific requirements contained in the Calendar and in information provided by their Faculty, School or Affiliated University College.

AUTHORITIES

Under the *University of Western Ontario Act*, responsibility for academic governance is vested in the Senate. Senate has the final authority to approve new programs, program or module changes, and new and revised academic policies on the recommendation of the Senate Committee on Academic Programs and Awards (SCAPA).

The University Secretary may provide direction about which calendar matters require Senate approval and which matters may be approved by the Registrar or by another authority.

The Registrar may make editorial changes to the Academic Calendar.

The administrative Academic Calendar Review Committee is responsible to oversee the structure and organization of the Academic Calendar, review content at least annually, mediate disputes and provide recommendations to Registrar for changes related to the Academic Calendar's organization and structure as necessary.

CONTENT OF THE ACADEMIC CALENDAR

The Academic Calendar will include, but is not limited to:

- Sessional dates
- University-wide academic policies and regulations, including university admission requirements
- University-wide non-academic policies relevant to students, including Code of Student Conduct
- Description of all undergraduate/professional academic programs and modules, including:
 - Specific admission requirements and procedures
 - Specific progression and graduation requirements
 - Listing of academic courses
- General information for students on matters within the purview of Senate, approved by the relevant Senate Committee and/or Senate
- General information for students approved by the Registrar

Program-specific academic information is not part of the Academic Calendar and falls outside of Senate's purview. This information may be posted on the academic units' websites.

RESPONSIBILITY TO PUBLISH

- The Office of the Registrar hosts the official version of the Academic Calendar electronically on the University's website. The Office of the Registrar is responsible for the organization and design of the Academic Calendar and may make formatting changes as necessary in consultation with the University Secretary.
- The Office of the Registrar will take reasonable steps to ensure accuracy of the Academic Calendar and will archive the Calendars electronically.

AMENDMENTS TO THE ACADEMIC CALENDAR

The content of the Academic Calendar is established and subsequently amended after Senate's or its relevant committees' approval of curriculum or policy changes.

Changes to policies, programs, modules or courses must be made according to the Procedures [<link>](#).

Graduate Programs and Regulations

The list of graduate programs and regulations pertaining to graduate students are managed by the School of Graduate and Postdoctoral Studies and posted on the University's website.

Academic Calendar

OFFICIAL VERSION OF THE WESTERN ACADEMIC CALENDAR

(S.04-37)

The University of Western Ontario recognizes the on-line (web) version of the UWO Academic Calendar and the UWO Graduate Calendar as the official version(s) of the Calendar(s).

The calendars are linked to the following websites:

- for undergraduate students: <http://www.westerncalendar.uwo.ca/>
- for graduate students: <http://grad.uwo.ca/>

Handbook Notes:

Sessional Dates 2015-16 – Faculty of Education

2015	
September 3	Registration and Orientation
September 7	Labour Day
September 8	Classes Begin
September 8-15	1 st term Add/Drop
October 12	Thanksgiving
October 19-23	Fall Break
October 26-November 20	Practicum Block One
November 23	Classes Resume
December 13-January 3	Vacation
2016	
January 4	Classes Resume
January 4-11	2 nd term Add/Drop
February 15-19	Reading Week
March 21 – April 15	Practicum Block Two
March 25/28	Good Friday/Easter Monday
April 29	Last Day of Term

Sessional Dates MD Program 2015-16

2015	MD Program, Schulich School of Medicine & Dentistry			
Start Date	End Date	MD Program	Notes	Program Year
August 24	August 28	Medical Foundations Week		1
August 31		Academic Year Begins	Term 1 Begins	1, 2, 3, 4
September 7		Statutory Holiday	Labour Day	1, 2, 3, 4
September 18		CFMS AGM	Hosted in Windsor	1, 2, 3, 4
October 12		Statutory Holiday	Thanksgiving	1, 2, 3, 4
December 14	December 18	Assessment Week		1
December 21	January 3	Vacation	No Classes	1, 2, 4
2016	MD Program, Schulich School of Medicine & Dentistry			
Start Date	End Date	MD Program	Notes	Program Year
January 4		Academic Year Resumes	Term 2 Begins	1, 2, 4
January 4	January 8	Service Learning Week		1
January 11	January 15	Assessment Week		2
February 15		Statutory Holiday	Family Day	1, 2, 3, 4
March 2		CaRMS Match Day	No Classes	4
March 14	March 18	Vacation	No Classes	1, 2, 3, 4
March 25		Statutory Holiday	Good Friday	1, 2, 3, 4
March 28		Interprofessional Health Day		1
May 13		Convocation		4
May 23		Statutory Holiday	Victoria Day	1, 2, 3, 4
May 16	May 20	Assessment Week		1
May 23	June 3	Discovery Week		1
May 30	June 3	Assessment Week		2
June 3		Academic Year Ends		1, 2
August 19		Academic Year Ends	Clerkship Concludes	3

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, Culture

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/2015/pg481.html>

MINOR IN GENDER, SEXUALITY AND CULTURE

Gender, Sexuality and Culture is an interdisciplinary module administered by ~~the Department of Modern Languages and Literatures and~~ the Department of Women's Studies and Feminist Research.

~~Counselling will be done in the Department of Women's Studies and Feminist Research or in the Department of Modern Languages and Literatures.~~

The rest of the module is unchanged

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Women's Studies and Feminist Research	
Degrees Offered:	MA PhD	
Approved Fields:	Feminist Theory; Health and Embodiment; Representation and Cultural Embodiment; Globalization, Equity and Social Structure; Sexuality	
External Consultants:	Dr. Andrea O'Reilly; Professor School of Gender, Sexuality & Women's Studies; York University	Dr. Mary Bryson; Professor and Director Institute for Gender, race, Sexuality and Social Justice, Faculty of Arts and Language and Literacy Education; Faculty of Education; University of British Columbia
Internal Reviewers:	Dr Andrew Watson Ob/GYN & Physiology & Pharmacology; Western University	Dexin Xi PhD Graduate Student Science; Western University
Date of Site Visit:	February 12 and 13 th 2015	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on April 20, 2015</i>	

Executive Summary

The review was very well organized; the externals were well-chosen, obvious experts and very committed to their task. All meetings with faculty, staff and students displayed a strong commitment to the program and its strengths. All displayed obvious pride and commitment to the program. Overall a very strong new program, that is emerging from initial phases of origins, with a likely capacity to grow much further and mature during the next phase of its history.

Significant Strengths of Program:

- The faculty and their scholarly accomplishments and their commitment to the program
- The staff and their commitment to the program
- The students and their enthusiasm and commitment to the program
- Times to completion are in line with expectations

Suggestions for improvement & Enhancement:

- A retreat to conduct curriculum mapping would be very helpful as only 3 courses are offered every year: WS 9550 *Feminist Theory*, and two methodology courses, WS 9560 *Researching Lived experience: Feminist Methodologies* (oriented to students building expertise located in Social Science) and WS 9565 *Feminist Theory and Methods in the Arts and humanities* (oriented to students building expertise located in Arts and Humanities). However both MA and PhD students must take 6 half course to complete requirements
- Assist joint appointment faculty in developing clear workload expectations that are coordinated with both faculties to ease stress on faculty
- Consider hiring future faculty recruits into WSFR rather than as joint appointments
- Contributions of affiliate faculty members should be counted in their workload agreements. As it stands their contributions are voluntary and their large numbers imply that the program is very well resourced.
- 4 year time for PhD completion was described by the external reviewers as not optimal or realistic

Recommendations required for Program sustainability:	Responsibility	Resources	Timeline
Complete curriculum mapping to align with LOs and to support timely completion	Graduate chair and faculty	none	May 2015
Assist faculty with joint appointments in developing clear workload expectations	Dept Chairs and Deans	none	2015-2016
Current space is not adequate	Dept Chairs and Deans	Physical space	2018 and beyond
Consideration should be given to adding a new faculty member	Dept Chairs and Deans	Budgetary	2018 and beyond

Final Assessment Report
 Submitted by SUPR-U to SCAPA

Program:	DAN Management and Organizational Studies	
Degrees Offered:	BMOS (honors) BMOS (4 year)	
External Consultants:	Kevin Kelloway, Prof - St. Mary's University, Halifax	Baba Vishwanath, Prof - McMaster University, Hamilton
Internal Reviewers:	Jeff Hutter, Prof. - Western University	Eugene Leung - Western University
Date of Site Visit:	January 14, 2015	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-U on April 22, 2015</i>	

Executive Summary

The review team met with faculty, staff, and students involved in the DAN Management and Organizational Studies (MOS) Program, as well as with senior administrators and library representatives. They concluded that the program is academically sound and meeting its mission. The external reviewers noted that the MOS program is somewhat differentiated from traditional business schools. One aspect of this is the focus on "notions like corporate social responsibility" – which is in-line with its social science roots – rather than "wealth creation." In addition, the program has adopted evidence-based management as a unifying theme, though there were questions about the uniformity of this approach throughout the program. Another departure from traditional business schools is that the program offers fewer specializations than do other schools, focusing instead on six streams. The reviewers noted that the program is in high demand, which has resulted in high admissions standards. The learning outcomes have been clearly articulated, and the curriculum has been carefully mapped to ensure that these outcomes are achieved. Students are satisfied with the program and find their training to be valuable, although more systematic tracking of students and alumni is encouraged. The external reviewers expressed a concern that the program appeared to be under-resourced in terms of faculty, space, and staff, given that it represents 40% of the undergraduate population in Social Science. More resources would help to decrease the reliance on part-time faculty and improve support structures for students. Another concern was the relationship between MOS and the Ivey Business School, which at times appears competitive and/or adversarial. The reviewers noted that as both programs are strong and clearly differentiated from one another, there was no a priori reason for a competitive relationship. One specific issue was that two core second-year MOS courses, Finance for MOS and Marketing for MOS, are not accepted by the Ivey Business School, with the result that many students defer these introductory courses until their third year of study in order to maintain their eligibility to enter the Ivey program.

Significant Strengths of Program:

- academically sound, with well-articulated learning outcomes and carefully mapped curriculum
- somewhat differentiated from traditional business schools elsewhere
- high demand, resulting in high admissions standards and high-quality
- high degree of student satisfaction
- potential to become THE home of evidence-based business education

Suggestions for Improvement & Enhancement:

- solidify the concept of evidence-based management by coordination among courses and streams, the creation of seminars and workshops for faculty, and the development and encouragement of faculty research programs.
- ensure that sufficient writing assignments are incorporated into each stream
- decrease the reliance on part-time faculty in program delivery
- provide more support for careers counselling and the internship program, as well as better tracking of students both in the program and post-graduation
- continue ongoing dialogue with the Ivey Business School

Recommendations Required for Program Sustainability:	Responsibility	Resources	Timeline
Initiate dialogue with the Ivey Business School regarding the acceptability of second-year MOS Finance and Marketing courses for admission to Ivey	Faculties	None	1 year
Suggestions for Improvement & Enhancement	Responsibility	Resources	Timeline
Further entrench the core values and methods of the MOS program in the curriculum	Department	None	Ongoing
Encourage a research culture around evidence-based management	Department, Faculty	Targeted appointments	Ongoing
Increase the proportion of courses taught by tenure-track faculty	Department, Faculty	Targeted appointments	5 years

FOR APPROVAL

New Scholarships and Awards

Recommended: That SCAPA approve on behalf of the Senate, the Terms of Reference for the following new scholarships and awards, for recommendation to the Board of Governors through the Vice-Chancellor:

Professor Colin Anderson Award in Pathology (Schulich School of Medicine & Dentistry, Pathology)
Awarded annually to a full-time undergraduate student in an Honors Specialization in Pathology who achieves outstanding performance in Pathology 4980E. The Scholarship committee in the Department of Pathology will select the recipient. This award was established through a generous gift from an anonymous donor in memory of Professor Colin Anderson.

Value: 1 at \$1,500

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

Professor Colin Anderson, was a member of Western's Pathology Faculty from 1973 to 1996. He was recognized as a passionate and innovative educator. He taught and coordinated courses in general and systemic pathology for many years for undergraduate sciences, medical and dental students. Professor Anderson was much loved by his students for his enthusiasm, sense of humour and sense of fairness.

The Solomon and Lent Family Entrance Scholarship (Faculty of Law)

Awarded annually to a full-time law student entering Year 1 who has shown great academic achievement and promise. The Scholarship/Awards Committee in the Faculty of Law will select the recipient. This scholarship is made possible by a generous gift from Professor Robert Solomon and Dr. Barbara Lent.

Value: 1 at \$2,500

Effective Date: 2015-2016 academic year

Professor Robert Solomon has had a distinguished academic career at the Faculty of Law for over 40 years. Since 1994, Dr. Barbara Lent has combined her interest in family medicine with a strong focus on medical education. This donation reflects their longstanding commitment to educational initiatives, particularly those that support young adults as they pursue post-secondary education.

Gary Segal Family Global Opportunities Award for Medical Electives in Ethiopia (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student in Year 4 of the Doctor of Medicine (MD) program who is participating in a medical overseas elective to Ethiopia. Online applications are available on the Global Opportunities website, Western International. Transcripts are required for students who studied elsewhere in their previous academic year. Applications are due on November 15th (for decisions in early January) and March 15th (for decisions in early May). Western International will work in cooperation with the Office of Global Health to select the recipient. 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. Gary Segal (LLB '79).

Value: 1 at \$2,000*

Effective Date: 2015-2016 academic year

**The Donor's gift of \$1,000 will be matched by the University through the Global Opportunities Awards initiative.*

Megan J. Davey Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies, Experimental Life Sciences)

This award is intended to support students who are committed to a life in scientific research. Students intending to seek entrance to a professional school such as medicine or dentistry will not normally be eligible to hold this award. The Megan J. Davey Ontario Graduate Scholarship will be awarded annually to a full-time graduate student who is a current recipient of an Ontario Graduate Scholarship (OGS) or a Queen Elizabeth II Graduate Scholarship in Science and Technology (QEII GSST) based on academic

achievement and research potential. Preference will be given to a student conducting research in the experimental life sciences (cellular and/or molecular). The School of Graduate and Postdoctoral Studies will select the recipient in collaboration with appropriate graduate programs. If in any year there is no OGS/QEIGSST recipient, a non OGS/QEIGSST recipient will be selected. Any published works or presentations should reference that funding was provided through the Megan J. Davey Ontario Graduate Scholarship. This scholarship was established by Professor Ken Davey and Ms. Jenny Davey, in honour of their daughter Megan Davey.

Value: 1 at \$5,000*
Effective Date: May-15

Megan graduated from York University in Biology, completed her PhD at the University of Toronto and, after several years as a Research Fellow at Rockefeller University, was attracted to Western University in 2004 to establish a busy and productive program of research (mechanisms controlling DNA replication) and teaching. As an Associate Professor in the Department of Biochemistry, Megan was open and generous with colleagues, and with the students that worked under her direction. Committed to ensuring equity for women in science, she was a role model for many younger scientists. Megan died in 2012 at age 45.

**OGS/ QEIGSST funding provides a 2:1 match through the Provincial Government, increasing the value of each scholarship to \$15,000.*

London Clinical Research Association Clinical Trials Management Award (Continuing Education, Diploma in Clinical Trials Management)

Awarded annually to a student pursuing the Diploma in Clinical Trials Management through Western Continuing Studies, with a minimum 70% average, and demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar and must be submitted by September 30th. Western Continuing Studies will select the recipient after the Office of the Registrar assesses for financial need. This award was established with a generous gift from the London Clinical Research Association.

Value: 1 at \$1,500
Effective Date: 2015-2016 to 2018-2019 academic years inclusive

Bluewater Power Distribution Corporation Prize for Third Year ECE (Faculty of Engineering)

Awarded annually to undergraduate third year students in the Faculty of Engineering who have excelled in the "ECE 3333b Power Systems I" course. The two top achieving students will each receive a prize. The recipients will be selected each spring by the Undergraduate Awards Committee in the Faculty of Engineering. These prizes were established with a generous gift from Bluewater Power Distribution Corporation in Sarnia.

Value: \$300 to the student obtaining the highest overall mark, and \$200 for the student obtaining second highest mark.
Effective Date: 2014-2015 to 2018-2019 academic years inclusive

Bluewater Power Distribution Corporation Prize for Fourth Year ECE (Faculty of Engineering)

Awarded annually to undergraduate fourth year students in the Faculty of Engineering who have excelled in the "ECE 4416 Electrical /Computer Engineering Project" in the area of Power Systems. The two top achieving student teams will each receive a prize. The student team may be comprised of one or more students. The recipients will be selected each spring by the Undergraduate Awards Committee in the Faculty of Engineering. These prizes were established with a generous gift from Bluewater Power Distribution Corporation in Sarnia.

Value: \$600 to the student team obtaining the highest overall mark, and \$400 for the student team obtaining second highest mark
Effective Date: 2014-2015 to 2018-2019 academic years inclusive

John Paolo Award in Management and Organizational Studies (Faculty of Social Science, Management and Organizational Studies)

Awarded annually to a full-time undergraduate student enrolled in Year 2 of the Dan Management and Organizational Studies (MOS) program, based on a minimum 70% average in the two courses,

"Introduction to Management and Organizational Studies I" and "Introduction to Management and Organizational Studies II", as well as demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be completed by September 30th. The recipient will be selected by the Director of the Dan Management and Organizational Studies, after the Office of the Registrar assesses for financial need. This award was established with a generous gift from Ms Maria Ferraro.

Value: 1 at \$1,500

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

Ms Maria Ferraro established this award in memory of her father, John Paolo, who worked as a caretaker at Western for 37 years. John loved being part of the Western campus community. John passed away in 2012 in his 79th year.

Dr. Brozdowski Global Opportunities Award in Earth Sciences (School of Graduate and Postdoctoral Studies, Geology and Geophysics and Faculty of Science, Earth Sciences)

Awarded to full-time (undergraduate or graduate) students participating in the Annual International Field School in Earth Sciences Summit, who are currently registered in a Geology or Geophysics program. Students participating in this program who are registered at the constituent University may be considered. Students must have completed their prescribed academic program the previous year and currently be registered as a full-time student (minimum 3.5 full courses). Students must also apply for this field course by submitting a formal application to Dr. Neil Banerjee. 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. Robert A. Brozdowski (PhD '90, Geology).

Value: 2 at \$2,000*

Effective Date: 2014-2015 academic year only

**The Donor's gift of \$2,000 will be matched by the University through the Global Opportunities Awards initiative.*

Dr. Ronald Holliday Resident Award in Surgical Professionalism (Schulich School of Medicine & Dentistry, Medical Residency)

Awarded annually to a postgraduate trainee in a residency program in Surgery at the Schulich School of Medicine & Dentistry, who shows outstanding skill as a surgeon, but also as a teacher and mentor of junior residents and medical students. The award recipient will be a patient-centred, empathetic and compassionate provider of care. Nominations from other residents/faculty must be submitted to the Office of the Division of General Surgery by April 30th, with final selection made by a committee coordinated by the Division of General Surgery. The award will be presented to the recipient at Residents Day held each June. This award was established by a generous gift from Dr. Ronald L. Holliday (MD '66) and his wife Susan Holliday (BA '78).

Value: 1 at \$1,800

Effective Date: 2014-2015 academic year only

Dr. Ronald L. Holliday is an extremely skilled and well loved Surgeon in London, Ontario. Ron worked at the London Health Sciences Centre from 1973 to 2009.

Peter Barton Award in Civil Procedure (Faculty of Law)

Awarded annually to a full-time undergraduate student in Year 2 or 3, in the Faculty of Law, who has achieved the highest academic standing in the Civil Procedure course, and has worked extremely hard to achieve this success. The scholarships/awards committee in the Faculty of Law will select the recipient each May. This award was established by a generous gift from Mr. Henry Ka-Shi Ho (JD Law '77) in honour of Peter G. Barton, Professor Emeritus in the Faculty of Law.

Value: 1 at \$1,500

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

AUTUS Inc. Wrestling Award (Any Undergraduate or Graduate Program including the Affiliated University Colleges [Athletic Award - Men's or Women's Wrestling])

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 Men's or Women's Wrestling Team. Candidates must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select recipients based on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established through a generous gift from Mr. David Spinney.

Value: 1 at \$2,000

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

Richard G. Manuel Music Award (Don Wright Faculty of Music)

Awarded annually to an undergraduate full-time student, with a minimum 70% average, in any year of any degree program, in the Don Wright Faculty of Music. Preference will be given to a student studying performance who is a well-rounded musician. The Scholarship/Awards Committee in the Faculty of Music will select the recipient each fall. This award was established with a generous gift from Mr. Glenn Grainger (BA '96), as well as many supporters of live music, in memory of Richard Manuel.

Value: 1 at \$1,500

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

Richard was a talented vocalist and promising piano player, who in his late teens, was noticed by rockabilly star Ronnie Hawkins. Hawkins invited Richard to join his band The Hawks. Under Ronnie's tutelage, Richard along with southern Ontario musicians Robbie Robertson, Garth Hudson, Rick Danko and Arkansas native Levon Helm became known as "the best band around." They garnered the attention of Bob Dylan who hired them to be his backing band for his 1966 world tour. Retreating to the hills of Woodstock, NY, they began to create some of the most endearing, revolutionary and significant rock music of the 20th century. Then, forging out on their own again, they became known as The Band with great albums that re-awakened and re-introduced America to its own cultural roots and history. Richard won the accolades and respect of many talents in the music industry including Eric Clapton. Sadly, Richard's battle with alcoholism and mental health issues eventually lead to his suicide in 1986. The profound and positive impact Richard made through his music and relationships will never be forgotten.

W. E. Saunders Memorial Graduate Scholarship in Biological Conservation and Biodiversity (School of Graduate and Postdoctoral Studies, Biological Sciences)

Awarded annually to a full-time graduate Masters or Doctoral student in the biological sciences who is a current holder of an Ontario Graduate Scholarship (OGS) or a Queen Elizabeth II Graduate Scholarship in Science and Technology (QEIGSST) with a preference for a student conducting research in biological conservation or biodiversity. The School of Graduate and Postdoctoral Studies will select the recipient, in cooperation with the Department of Biology and the Centre for Environment and Sustainability. If, during any year, there is no OGS or QEIGSST holder in the preferred areas, then the scholarship may be awarded to an OGS or QEIGSST student in the biological sciences. If no such student exists, the scholarship may be awarded to a graduate student in the preferred areas at \$4,000, or to a graduate student in the biological sciences in that same amount. This scholarship was made possible by a generous gift from Dr. Kathleen (Kay) Elizabeth Ball (BSc, Honors Biology, '44) in honour of Kay's grandfather W.E. Saunders. Kay received her MA in 1946 and her PhD in Ornithology in 1949 from Cornell University.

Value: 1 at \$4,000*

Effective Date: May 2015

Throughout his 82 years, (1861 to 1943) William Edwin Saunders spent every free moment in the outdoors, roaming fields, woodlands and wetlands. Largely self-taught, W.E. Saunders developed skill in many aspects of natural history, though his particular passion was birds. He delighted in sharing his vast knowledge of nature with others and was the author of 700 newspaper columns on nature as well as 300

articles that were published primarily in professional journals of natural science. For 50 years W.E. Saunders was a mainstay in the local naturalists' group - then called the McIlwraith Ornithological Club. Generations of London naturalists, student teachers and others first encountered nature at his Westminster Ponds property.

**OGS/ QEIGSST funding provides a 2:1 match through the Provincial Government, increasing the value of each scholarship to \$15,000 (the remaining \$1,000 required for OGS/QEIGSST will be provided through another source of funding)*

Terry O'Grady Men's Wrestling Award (Any Undergraduate or Graduate Program including the Affiliated University Colleges [Athletic Award - Men's Wrestling])

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 significant contribution as a member of the Men's Wrestling Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendation of the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Terrance W. O'Grady (MBA '76, BA '69).

Value: 1 at \$4,000

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

Dr. Robert Addie Graduate Scholarship in Wind Engineering (School of Graduate and Postdoctoral Studies, Engineering)

Awarded annually to a full-time graduate student pursuing a Master's or Doctoral degree in Engineering, based on academic achievement and research merit. Preference will be given to a student specializing in wind engineering and specifically research involving WindEEE. A committee in Civil and Environmental Engineering, with at least one representative who is a current member of the School of Graduate and Postdoctoral Studies, will select the recipient. This award was established with a generous gift from Mrs. Margo Addie, in memory of her late husband Dr. Robert Addie (PhD '78, Engineering)..

Value: 1 at \$2,000

Effective Date: May 2015 to April 2020 inclusive

Josephine Chisholm Ontario Graduate Scholarship (School of Graduate and Postdoctoral Studies, Physics)

Awarded annually to a full-time graduate student conducting research in Physics at the Masters or Doctoral level who is a current holder of an Ontario Graduate Scholarship (OGS) or a Queen Elizabeth II Graduate Scholarship in Science and Technology (QEIGSST), based on academic achievement and research merit. The School of Graduate and Postdoctoral Studies will select the recipient, in cooperation with the Graduate Chair in the Department of Physics and Astronomy. If, during any year, there is no OGS or QEIGSST holder in Physics, then the scholarship will be awarded to a non-OGS/QEIGSST student in Physics. This scholarship was made possible by a generous gift from John (BSc '62, Honors Physics and Math) and Shirley Moss (BSc '62, Honors Physics and Math, MSc '63 Physics).

Value: 1 at \$5,000*

Effective Date: May 2015

**OGS/ QEIGSST funding provides a 2:1 match through the Provincial Government, increasing the value of each scholarship to \$15,000.*

Adam Wiseman Memorial Award (Richard Ivey School of Business)

Awarded annually to an HBA2 student at the Richard Ivey School of Business at the end of his or her second year of the program. The recipient will have demonstrated an enthusiastic attitude and approached class discussions with humour, intelligence and tenacity. The recipient will have exhibited a fearless willingness to engage in good hearted and spirited debate and made substantial contributions to class discussions which enlivened and enhanced the learning atmosphere for their Section. The recipient will be nominated by their peers and selected by the HBA Scholarship Selection committee.

Value: 1 at \$3,600
Effective Date: 2015-2016 academic year

FUNDED BY OPERATING

Dean of Law Continuing Entrance Scholarships (Faculty of Law)

Awarded annually to students entering Year 1 Law based on academic excellence in pre-law studies and will continue in Year 2, provided the recipients obtain a minimum B+ average in Year 1 and finish in the top 20% of the Year 1 class.

Value: Number will vary - up to \$20,000 entering Year 1 and up to \$20,000 continuing into Year 2
Effective Date: 2015-2016 academic year

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Campus Master Plan

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

FOR APPROVAL

1. **Campus Master Plan**

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

The plan can be found at:

http://www.uwo.ca/ipb/publicaccountability/documents/WU_Campus%20Masterplan_April_2_2015.pdf

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

Recommended: 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.

Donor and Funding:

The Seymour Schulich Endowment, established in 2003, will continue to provide support for the Chairs as it has since the Chairs were established. The naming of the Chairs will continue without the additional Canada Research Chair funds.

Appointments:

Appointments to the Edith Schulich Vinet Chair in Human Genetics and the Dr. Brian W. Gilbert Chair in Primary Health Care will no longer require that the Chairs hold a Canada Research Chair and will be conducted in accordance with the appropriate University policies and procedures on academic appointments.

The Chairs will be appointed for a five-year term, renewable. If renewed, normally this would be for a single term. Funds available will be used to support the academic program of the holder of the Chair. Funds available may be directed towards salary and benefits or direct research support, or some mixture thereof. Both Chairs will be affiliated with the Schulich School of Medicine & Dentistry.

The administration of the spending of resources will be the responsibility of the Dean of the Schulich School of Medicine & Dentistry.

Reporting:

The University, through the Schulich School of Medicine & Dentistry will continue to report to the Donor regarding the activities of the Chairs.

Distributed via e-mail on May 7, 2015

REPORT OF THE HONORARY DEGREES COMMITTEE

Honorary Degree Recipients – Spring 2015

FOR INFORMATION

Honorary Degree Recipients – Spring Convocations – 2015

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

Hong Kong Convocation
Sunday, May 31
Simon Cua - LLD

Western's Spring Convocation
Tuesday, June 16 – 3:00 p.m.
Roger Jackson – LLD

(Note: Renowned novelist and poet Joy Kogawa was scheduled to receive an honorary degree at this ceremony but is now unable to attend due to personal reasons.)

**Council of Ontario Universities
Report to Senate of the Academic Colleague
Kathleen Okruhlik, May 2015**

The COU Academic Colleagues met at Wilfrid Laurier University April 8-9, 2015. There was also a meeting of the full Council (Executive Heads plus Academic Colleagues) on this occasion.

In preparation for the meeting of the full Council, the Academic Colleagues were advised that the Executive Heads would be discussing three issues at their round table:

Funding Review: MTCU has launched a review of the funding formula. The policy goals of the review are to support financial sustainability, differentiation, excellence in student experience, accountability and improved transparency. The review will not include the tuition framework. The mandate calls for broad engagement (students, faculty, employers, and universities). A Task Force has formed, and a technical advisory will also form, with members who have experience and expertise with the current model. The consultation phase is set to finish early in 2016. COU will develop a briefing to describe how the current funding model supports differentiation.

Financial sustainability and demographic trends: The Council of Ontario Finance Officers (COFO) developed a paper about three years ago that provides some metrics for measuring sustainability. Executive Heads will discuss the possibility of bringing this paper to the Ministry. Demographic trends are likely to put pressure on some institutions; so it may be helpful to engage the ministry on this topic.

Part-Time/Sessional Faculty: Much of the recent media attention on this topic has been negative; there is also concern that it has contributed to ongoing confusion about the roles and situations of various types of instructors: part-time faculty, sessional faculty, teaching assistants, postdocs, retired faculty who continue to teach, faculty who teach an overload, faculty in teaching stream appointments with continuing contracts, etc. The Executive Heads were to discuss whether this kind of information might be useful in the effort to create a greater understanding among the public of the diversity of roles played by different kinds of university instructors.

Meanwhile Back at the Ranch: The Academic Colleagues focused on two topics that we were scheduled to address at our meeting with the Executive Heads: (1) Strategies for internationalizing Ontario universities and (2) Decline in demand for (and in the perceived value of) arts and humanities programs. The discussion on these two topics at the meeting of the full Council was quite lively, with the Colleagues attempting to describe how these issues look from the perspective of faculty members and to broaden each of the two conversations in a variety of ways.

Board of Directors of the COU Holding Association, Inc.: Earlier this academic year, the Board of Directors approved the proposal for OUAC's acquisition of a new Application Management System (AMS) and entered into an agreement with Oracle to develop the AMS. The expenditure will be large but is essential if the Ontario University Universities' Application Centre is to continue to fulfill its mandate. The expected completion date is October 2016. It is anticipated that high school students will start using the new system in the Fall of 2016 for admissions in September 2017. The contract with Oracle stipulates that OUAC will do all development work on the outward-facing applications for admission. So the style of development and deployment will be consistent with OUAC standards and with longstanding protocols in place with the universities. Applicants will be unaffected. There will be no material changes made mid-cycle; so applicants will see a consistent display

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