

SENATE AGENDA

1:30 p.m., Friday, May 19, 2017
Arts and Humanities Building, Rm 1R40

The Land Acknowledgement Statement will be read at the beginning of the meeting.

1. **Minutes of the Meeting of April 21, 2017**
2. Business Arising from the Minutes
3. Report of the President – **EXHIBIT I** (A. Chakma)
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:
Operations/Agenda - **EXHIBIT III** (M. Milde)
Nominating Committee – **EXHIBIT IV** (W. Pearson)
Academic Policy and Awards - **EXHIBIT V** (S. Macfie)
University Planning - **EXHIBIT VI** (D. Laird)
6. Report from the Board of Governors – **EXHIBIT VII** (J. Knowles/M. Wilson)
7. Announcements - **EXHIBIT VIII**
8. Discussion and Question Period
9. New Business
10. 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.

SUMMARY OF AGENDA ITEMS: May 19, 2017

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

**UNANIMOUS CONSENT AGENDA
FOR ACTION**

**OPERATIONS/AGENDA COMMITTEE
FOR ACTION**
Senate Memberships

**NOMINATING COMMITTEE
FOR INFORMATION**
Results of the Election for Administrative Staff seat on SCUP

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

Faculty of Arts and Humanities, Department of Visual Arts: Revisions to the Admission Requirements for the Bachelor of Fine Arts, Honors Specialization in Studio Arts

Richard Ivey School of Business: Revisions to the HBA Program Curriculum

Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Biochemistry and Cancer Biology

Faculty of Science, Department of Computer Science: Introduction of a Minor in Computer Hardware Design

Faculty of Social Science:

Department of Management and Organizational Studies: Revision to the BMOS Internship Program

Faculty of Social Science, Huron University College, and King's University College: Introduction of a Joint Minor in Public History

Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding Transfer Credit for Students in the Early Childhood Education Program

Policy Revisions:

Revisions to the "Registration and Progression in Three-Year, Four-Year and Honors Programs" Policy (*Breadth Requirements for First Year and Degree Structure*)

Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy

FOR INFORMATION

Notices of Motion

Motion 1: Examination Policy

Motion 2: Accommodation for Political Candidacy of Students

New Scholarships and Awards

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

Naming of the DAN Department of Management and Organizational Studies
Hicks Morley Professorship in International Labour Law

FOR INFORMATION

Western Libraries Annual Report 2016

National Survey of Student Engagement (NSSE)

REPORT FROM THE BOARD OF GOVERNORS

FOR INFORMATION

Report on a meeting of the Board of Governors

ANNOUNCEMENTS

FOR INFORMATION

Standard Report

MINUTES OF THE MEETING OF SENATE

APRIL 21, 2017

The meeting was held at 1:30 p.m. in Room 1R40, Arts and Humanities Building.

SENATORS: 72

A. Abuhussein	M. Jadd	K. Olson
R. Andersen	C. Jones	H. Orbach-Miller
E. Ansari	D. Jorgensen	W. Pearson
P. Bishop	A. Katz	M. Pratt
A. Bowlus	R. Kennedy	D. Rogers
J. Capone	J. Knowles	L. Rosen
T. Carmichael	G. Kopp	C. Roulston
A. Chakma	S. Macfie	B. Rubin
C.L. Chambers	E. Macpherson	J. Scarfone
A. Chant	M. McDayter	Z. Sinel
K. Clark	M. McGlynn	A. Singh
K. Cole	L. McKivor	W. Siqueira
R. Collins	C. Mcleod	V. Staroverov
J. Deakin	B. Meharchand	C. Steeves
C. Dean	K. Mequanint	T. Straatman
G. Dekaban	J. Michalski	M. Strong
N. Dyer-Witthford	M. Milde	G. Tigert
J. Garland	L. Miller	J. Toswell
A. Grzyb	D. Moser	S. Trosow
C. Hardy	K. Mukherjee	T. Tucker
J. Hatch	G. Ng	M. Viczko
E. Hegedues	V. Nielsen	C. Wang
A. Hrymak	C. O'Connor	J. Wilson
Y. Huang	C. Olivier	B.A. Younker

Observers: E. Avila, A. Bigelow, K. Campbell, E. Chamberlain, R. Chelladurai,
A. DiSebastiano, L. Gribbon, J. McMullin, J. Sadler

By Invitation: R. Campbell, L. Logan

S.17-78 **Land Acknowledgement**

M. McDayter read the Land Acknowledgment.

S.17-79 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of March 17, 2017 were approved as circulated.

S.17-80 **REPORT OF THE PRESIDENT** [Exhibit I]

The President's Report, distributed with the agenda, contained information on the following topics: federal budget update, the report "Investing in Canada's Future: Strengthening the Foundations of Canadian Research", the 2017 recipient of the Distinguished University Professor Award, Faculty Scholars, and a leadership update. He also reported that Western's student newspaper, the Gazette, recently won the Best Campus Newspaper Award.

In answer to the question about the appointment of the Associate Vice-President (Research) for the non-stem disciplines, J. Capone reported that an announcement will be made next week regarding this position.

S.17-81 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by M. Strong, seconded by B. Rubin,

That the items listed in Exhibit II, Unanimous Consent Agenda, be approved or received for information by Senate by unanimous consent.

CARRIED

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

S.17-82 **2017-18 University Operating and Capital Budgets**

It was moved by J. Deakin, seconded by P. Bishop,

That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2017-18 University Operating and Capital Budgets (Exhibit III, Annex 1).

Senate received as Supplementary information, the following documents:

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

Dr. J. Deakin, Vice-President (Academic) and Provost, presented the 2017-18 University Operating and Capital Budgets detailed in Exhibit I, Annex 1. Her presentation highlighted both the internal and external planning and budgetary contexts, operating revenues for 2017-18, 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 2017-18 capital budget. Revenues for 2017-18 are projected to be \$756.4 million with \$759.1 million in expenditures.

The operating reserve will be projected at 64.2 million at the end of the current year, 2016-17 and \$61.5 million at the end of 2017-18. The in-year net position is projected to be a surplus of \$11.1 million in 2016-17 and a deficit of \$2.7 million in 2017-18. The reserve is projected to be \$34.9 million at the end of the current 4-year planning period (2018-19).

An executive summary of the revenues, expenditures and the capital budget are contained in pages 1-4 of Annex 1. Overhead slides used in the presentation are attached as [Appendix 1](#).

J. Deakin said that this budget builds on the multi-year plan developed two years ago in the context of Western's Strategic Plan and is in a period of constrained revenue growth, which is expected to be approximately two per cent each year, beyond the current four-year cycle. The two major sources of revenue, government grants and tuition fees, have recently been confirmed for the remaining two years of the four-year planning period. The corridor system funding formula provides no incremental funding for domestic enrolment growth. The current domestic student tuition framework allows for a three per cent increase and has been extended for two more years, until 2018-19. Undergraduate enrolment is targeted at 5,100 first-year students, with tuition revenue of \$379.4 million, an increase of \$17.8 million from last year. International student enrolment is anticipated to grow to 600.

Growing endowments continues to be a priority. Since 2010-11, a total of \$43.5 million has been allocated to support the Endowed Chairs Program. To date, 18 of a possible 29 endowed chairs have been realized with an additional eight chairs being discussed. \$15 million in one-time funding has been allocated to support the program. A commitment will be made to assign a minimum of one chair to each faculty for up to three years.

The Indigenous Strategic Plan, approved by Senate and the Board last year, sets out eight strategic directions for the University. In order to support these directions, a sum of \$1 million in base funding will be committed in the 2017-18 budget. \$390,000 will be transferred to the Faculty of Social Science to support the creation of a new department and \$147,000 allocated to the Faculty of Law to create a new faculty appointment.

The Provost addressed the financial burden faced by the Faculty of Arts and Humanities and the Don Wright Faculty of Music. Declining enrolment is a factor which is a North American-wide trend. Between 2010-11 and 2016-17, undergraduate course registration in the Faculty of Arts and Humanities has declined by nine per cent, master's enrolment by 22 per cent and doctoral enrolment by 11 per cent. During that same period, the full-time faculty complement has increased by five per cent and faculty budget increased by 4.1 per cent, creating a structural deficit. Expenses are not in balance with the revenue and, as a result of that, the Faculty of Arts and Humanities has accumulated a \$13-million debt. The faculty will have to reduce expenses where possible while the university has agreed to supplement the Faculty of Arts and Humanities' budget with \$1.8 million from central resources in each of the next two years. The University will also protect the revenue sharing allocations from further reductions in enrolments/teaching. This is a significant commitment from the University. The net result of this plan is that the resources provided to the Faculty of Arts and Humanities in 2017-18 will be \$1 million higher than in 2016-17.

Dean Milde said that there will be \$1 million less in the limited-duties budget. The goal is to balance the faculty's budget by 2019. He said that a number of limited-duties contract personnel will not be renewed next year. There will be losses in certain subjects such as writing and languages, which are primarily taught by limited-duties personnel. The long term goal is to reorient the Faculty to using all resources, both full-time and part-time, in order to strike a balance between enrolment numbers and teaching resources. In the context of a much-decreased pool of students, matching the teaching resources to the enrolment patterns is required. It is estimated that the Faculty of Arts and Humanities will still offer between 450 to 500 courses next year despite being down from 577 the year before.

A member asked how the closure and/or shrinking of a number of foreign language programs will affect the university's Strategic Plan on Internationalization and Globalization. J. Deakin said that no additional budget cuts are being imposed on the Faculty of Arts and Humanities. As noted earlier, the resources being provided to Arts and Humanities will be \$1 million more next year. The structural imbalance between costs and resources available, which has led to a \$13 million debt, needs to be addressed in the context of overall Faculty priorities and student needs.

Addressing concerns raised on behalf of the Faculty of Arts and Humanities, J. Deakin said that no additional budget cuts are being imposed on the Faculty of Arts and Humanities, but in fact, the University's allocation is being increased by \$1 million. She said that over time, a structurally stable budget must be achieved. The partnership approach, which involves expenditure reductions and additional funding from the University, is the best way forward and the University is investing in the Faculty.

Addressing the concerns regarding the operating reserve, J. Deakin said it will play a key role in the University's ability to manage its resources and balance budgets in the coming years because government grant funding will be frozen. The impact of this is that revenues will grow at a rate of two per cent per year which is a very different trajectory than that of the past 10 to 15 years. The reserve will be required to help balance the budget in the coming years.

A member noted that during the past five years, the University has transferred over \$190 million dollars from its operating budget to its capital budget. Another \$40 million transfer is planned this year. New buildings require additional investment in staff, maintenance, utilities and other operating budget costs. We have been told that enrolments of domestic students will not be permitted to continue to increase and that in some areas enrolments are falling. How does this choice to use operating funds for capital projects affect our ability to continue to offer a diverse and comprehensive student experience across campus? J. Deakin replied that Western has invested substantially, from its operating budget, to support its physical infrastructure, which is central to Western's educational and scholarship aspirations/priorities. Outstanding and adequate facilities are central to providing the "best student experience" and to support the work of our faculty and staff. Western's ageing facilities need to be modernized and new facilities have been constructed to support/accommodate the general enrolment expansion on campus. Since 2000, enrolments have increased by nearly 40%. This includes substantial graduate growth, which is space-intensive. Even with the recent space expansion, there continues to be a shortage of student-centered spaces (study space, collaborative work space etc). Western does not receive regular/annual funding for capital from the government, therefore, Western will need to continue to use operating budget funds to support its facilities' needs.

Addressing UWOF's concerns about the direction Western is taking regarding parking and garages, J. Deakin said that in reality there is a limited amount of buildable land on the main campus and parking lots are being used for buildings. In addition, the safety of students, staff, and faculty is high priority. The vehicular traffic, both the Western community and cut through traffic, continues to increase. Therefore, there is a need to move to a vehicle-free pedestrian-friendly campus, and building parking garages should be investigated. Locations to be considered are on flood fringe lands at the campus periphery. She commented that the idea of using the \$10 million to buy bus passes is interesting but would be a one-time allocation. In order to make this an on-going budget item, it would need to be set up like an endowment which would support about 625 weekday passes a year.

Regarding the suggestion that Western encourage people to get out of their cars to move to a car-free campus, she said that car-pooling programs have been introduced which provide reserved spots and other benefits/incentives. However, there is very limited take up. Enclosed bike lockers, at a low cost have also been introduced. She noted that the reality is that individuals prefer the convenience of driving and are willing to pay for this.

Responding to UWOF's questions regarding the operating reserve, J. Deakin said that the main reasons for the operating reserve being higher now than initially projected is "higher-than-planned" enrolments and continued full funding of domestic enrolments by the government. Western had planned for a first year class of between 5000 and 5100 in each of the last two years, but came in with 110 and 250 more first year students respectively. This is largely due to an unexpected jump in confirmation rates, first in Engineering and then in Science. As noted earlier, the operating reserve will help in managing the budget moving into the upcoming "more constrained" revenue environment.

With respect to Table 7, lines 23, 24 and 25, the University charges a benefit recovery rate to faculties and other units that recovers a large (\$7 million dollar in 2016) surplus which is then utilized to reduce university-wide expenditures. In other words, this overcharging is used to pay to keep the lights on, pay property taxes, insurance and other general operating costs. A member asked, that in order to help areas of the university that are struggling financially, will there be consideration given to either a) reducing the recovery rate to be closer to actual costs, or b) improving benefits to reflect the cost being charged to units? J. Deakin said the approach to employee benefits budgeting is cost neutral to the Faculties and Support Units. A standard rate of 27.5% for full-time employees is used and what has been provided to the units in their budgets to cover employee benefits is recovered. For example, in the case of the faculty positions being funded in this budget (1 in Arts and Humanities, 2 in the Faculty of Health Sciences, 3 in Science, 2 in Social Science), Western provides the 27.5% benefits cost to the Faculty budgets, and then it is recovered. It is cost neutral to the Faculties. Similarly, when central funding is provided to cover annual salary increases, the 27.5% is provided, and then recovered back – which is again, cost neutral. If a slightly lower rate was used, then a lower rate would have been provided to the Faculty budgets, and then recover the corresponding amount. This issue has been discussed/reviewed many times over the years – and, from an operational perspective, both for the central HR unit and for the Faculties, this approach is simpler and more efficient. This approach does not impact the University's overall budget nor the Faculty budgets.

A member said that faculties undergoing financial difficulties are unable to initiate new programs under austerity conditions. It was suggested that these areas should receive a stimulus package to reinvigorate themselves, similar to that provided for the establishment of research clusters. Dean Milde said the Faculty's financial situation and deficit are the reasons to cut limited-duties teaching. The biggest challenge facing the Faculty is declining enrolment. Each faculty gets budget allocations in proportion to the number of students that it takes in and regrettably, fewer students are taking arts and humanities courses. The decreases in the part-time budget will result in 64 fewer full courses in 2017-18. Fewer contract professors also means a consequent decrease to elective, niche courses which often attract students from outside the faculty. He said that the biggest effect of these changes is that departments will have to be more rigorous in their selection of non-core courses that they would like to offer for the next little while, which should occur yearly anyway to ensure that students have the chance to choose from the best courses that Western has to offer.

At Western, program enrolment in Arts and Humanities has decreased steadily each year: from 1,260 in 2010 to 987 in 2016 — a 21.7 per cent decline over just six academic years. An increased preference for the STEM (Science, Technology, Engineering and Mathematics) fields also shows up in the enrolment numbers. During the same six-year period, science enrolment has grown by 20 per cent and engineering has enjoyed a staggering 72.8 per cent increase at Western.

Dean Milde said the solution isn't as simple as attracting more students to the arts and humanities. The old government funding structure provided the university with more money the more students they took in, but now a new system is taking its place. Corridor funding is in place, where there's a set point, and as long as Western is within three per cent of that set point Western is going to get the same amount of money. If enrolment falls by more than three per cent, the funding received will decrease, but if enrolment goes over by more than three per cent, it will remain the same. In previous years, the growth model provided the arts faculty with a possible contingency plan of bringing in more students and reducing expenditures. With the new model, however, funding is capped. Therefore, solely trying to increase student enrolment won't increase funding from the government anymore. With the three per cent cap on increasing tuition each year, the faculty will have to resort to other methods to balance the budget.

Dean Milde said that ninety-five per cent of Faculty of Arts and Humanities' budget goes towards salaries, benefits, scholarships and similar expenses. So, it naturally follows that any cuts to the budget will have an impact on faculty. Next year, the faculty is looking to trim a million dollars from its part-time budget. Overall, full-time faculty numbers have remained fairly stable in the Faculty of Arts and Humanities. In fact, while there were 144 instructors in 2010, by 2015 the number had risen to 155.

Several deans spoke in support of the budget, noting their willingness to work together to address financial issues. Revenue being generated by faculties such as Schulich has been distributed to other faculties. Faculties must determine what is of value and what their students need. The \$1.8 million budget allocation for the Faculty of Arts and Humanities is an investment that will allow programs to be reimagined and changed and to address the deficit situation. The dean of Engineering and the dean of the Schulich School of Medicine & Dentistry both recalled the financial difficulties their faculties faced, and continue to face. Difficult decisions were and are being made, that in the long term, are ultimately beneficial.

It was moved by A. Singh, seconded by M. Jadd,

That the vote on the budget recommendation be by roll call.

DEFEATED

The question on the main motion was called and CARRIED.

J. Deakin offered thanks to colleagues across the university for their diligence in the preparation of the budget, noting particularly, the work of staff in Institutional Planning and Budgeting.

J. Deakin was provided with a hard copy of an online petition regarding funding for the Faculty of Arts and Humanities.

S.17-83

Faculty of Arts and Humanities: Closure of the Department of Film Studies

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

That effective July 1, 2016 the Department of Film Studies be dissolved.

M. Milde confirmed that procedures regarding the closure of the Department of Film Studies were followed, including those associated with the UWO Faculty Association Collective Agreement.

The question was called and CARRIED.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit IV]

S.17-84

Senate Nominating Committee - Membership

The following were elected to the Senate Nominating Committee as Members:

Ahmed Abuhussein (Graduate Student)
Albert Katz (SS) (term to June 30, 2018 to replace G. Dekaban)
Desmond Moser (Sci) (term to June 30, 2018 to complete the term of E. Ansari)
Wendy Pearson (AH)
Kim Miller (Admin Staff)
Walter Siquiera (Schulich)

The following were elected to the Senate Nominating Committee as Alternates:

Ocean Enbar (Student)
Melody Viczko (Educ) (term May 1, 2017 to June 30, 2019)

S.17-85 **Senate Membership: Vacancies filled by appointment**

It was moved by M. Strong, seconded by B. Rubin,

That the Senate seats be filled for the July 1, 2017 – June 30, 2019 term by appointment at the recommendation of the units concerned as shown below:

Faculty of Education – Isha DeCoito
King's University College – John Michalski*

*Renee Soulandre La France was incorrectly identified to fill this seat in the March 2017 OAC report

CARRIED (By Unanimous Consent)

S.17-86 **Senate Membership: Representative from the General Community**

It was moved by M. Strong, seconded by B. Rubin,

That effective July 1, 2017 Dr. Valerie Nielsen be re-appointed to serve on Senate as a Representative of the General Community.

CARRIED (By Unanimous Consent)

REPORT OF THE NOMINATING COMMITTEE [Exhibit V]

S.17-87 **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 Research Board
- University Council on Animal Care
- Honorary Degrees Committee
- Senate Review Board Academic
- Distinguished University Professor Selection Committee
- Faculty Scholars Selection Committee
- Nominating Subcommittee to Nominate a Senator from the General Community
- McIntosh Gallery Committee
- Decanal Selection Committee – Richard Ivey School of Business
- Decanal Selection Committee – Faculty of Information and Media Studies
(J. Plug replaced B. Traister on this selection committee)
- Decanal Selection Committee – Faculty of Science

An additional nomination for the administrative staff positions on SCUP was received from the floor. An electronic vote for this position was conducted following the meeting. Senate elected Chris Alleyne (July 1, 2017 – June 30, 2019) and Valerie Sarkany (May 1, 2017 to June 30, 2018).

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

S.17-88 **Notices of Motion: Examination Policy and Political Accommodation** [S.17-77]

Senator Orbach-Miller presented Notices of Motion on behalf of the student senators at the March Senate meeting pertaining to the policies relating to Examination and to Political Accommodation. S. Macfie, Chair of SCAPA reported that SCAPA discussed the Notices of Motion at its April meeting. She said that while the motions are clearly in order, the committee decided to defer substantive discussion at Senate until it is able to gather more information. Senator Orbach-Miller has agreed to the deferral.

S.17-89 **Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Withdrawal of the Major, Specialization and Honors Specialization Modules in Comparative Literature and Culture**

It was moved by M. Strong, seconded by B. Rubin,

That effective September 1, 2017, admissions in the Major, Specialization and Honors Specialization modules in Comparative Literature and Culture be discontinued, and

That students currently enrolled in these three modules be allowed to graduate until August 31, 2021 upon fulfillment of the requirements, and

That effective September 1, 2021 these modules be discontinued.

CARRIED (By Unanimous Consent)

S.17-90 **Faculty of Education: Revisions to the Progression and Graduation Requirements of the B.Ed. Program**

It was moved by M. Strong, seconded by B. Rubin,

That, effective September 1, 2017, the Progression and Graduation Requirements for the B.Ed. program be revised as shown in Exhibit VI, Appendix 1.

CARRIED (By Unanimous Consent)

S.17-91 **Faculty of Health Sciences, School of Kinesiology: Introduction of an Honors Specialization in Professional Kinesiology**

It was moved by S. Macfie, seconded by J. Garland,

That an Honors Specialization in Professional Kinesiology be introduced effective September 1, 2017, as shown in Exhibit VI, Appendix 2.

CARRIED

S.17-92 **School of Graduate and Postdoctoral Studies: Withdrawal of the Master (MA) in Film Studies Program**

It was moved by M. Strong, seconded by B. Rubin,

That effective September 1, 2017 the Master (MA) in Film Studies Program be discontinued.

CARRIED (By Unanimous Consent)

S.17-93 **School of Graduate and Postdoctoral Studies: Revisions to the Master of Science in Foods and Nutrition (MScFN) Program**

It was moved by M. Strong, seconded by B. Rubin,

That the revisions to the Master of Science in Foods and Nutrition (MScFN) program be introduced effective September 1, 2017.

CARRIED (By Unanimous Consent)

S.17-94 **Faculty of Law and School of Graduate and Postdoctoral Studies: Introduction of the JD/Accelerated MBA (AMBA) Combined Degree Program**

It was moved by M. Strong, seconded by B. Rubin,

That the JD/AMBA combined degree program be introduced effective September 1, 2017, as shown in Exhibit VI, Appendix 3.

CARRIED (By Unanimous Consent)

S.17-95 **Faculty of Law: Revisions to the Academic Program Description**

It was moved by M. Strong, seconded by B. Rubin,

That, effective September 1, 2017, the "Academic Program" description be revised as shown in Exhibit VI, Appendix 4.

CARRIED (By Unanimous Consent)

S.17-96 **Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology: Introduction of Physiology and Pharmacology as a Subject Area**

It was moved by M. Strong, seconded by B. Rubin,

That the new subject area of Physiology and Pharmacology be introduced into the undergraduate offerings of the Department of Physiology and Pharmacology and included in Category C for Breadth Requirements for Graduation, effective September 1, 2017.

CARRIED (By Unanimous Consent)

S.17-97 **Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology: Withdrawal of the Specialization in Physiology and Pharmacology**

It was moved by M. Strong, seconded by B. Rubin,

That admission into the Specialization in Physiology and Pharmacology be discontinued, and that effective September 1, 2017, the module be withdrawn.

CARRIED (By Unanimous Consent)

S.17-98 **Faculty of Social Science, Department of History and Richard Ivey School of Business: Introduction of the Honors Specialization in International Relations/HBA Combined Degree Program**

It was moved by M. Strong, seconded by B. Rubin,

That the Honors Specialization in International Relations/HBA Combined Degree program be introduced effective September 1, 2017, as shown in Exhibit VI, Appendix 5.

CARRIED (By Unanimous Consent)

S.17-99 **Huron University College: Revisions to the Scholar's Electives Program**

It was moved by M. Strong, seconded by B. Rubin,

That, effective September 1, 2017, the Scholar's Electives Program at Huron University College be revised as outlined in Exhibit VI, Appendix 6.

CARRIED (By Unanimous Consent)

S.17-100 **Huron University College: Renaming of English Language and Literature Modules**

It was moved by M. Strong, seconded by B. Rubin,

That effective September 1, 2017 the Honors Specialization in English Language and Literature, the Specialization in English Language and Literature, the Major in English Language and Literature, and the Minor in English be renamed to Honors Specialization in English and Cultural Studies, Specialization in English and Cultural Studies, Major in English and Cultural Studies, and Minor in English and Cultural Studies, at Huron University College.

CARRIED (By Unanimous Consent)

S.17-101 **Revisions to Academic Policies: "Structure of the Academic Year – Faculty of Law" and "Adding and Dropping Courses – Faculty of Law"**

It was moved by M. Strong, seconded by B. Rubin,

That the "Structure of the Academic Year – Faculty of Law" and the "Adding and Dropping Courses – Faculty of Law" policies be revised as shown in Exhibit VI, Appendix 7.

CARRIED (By Unanimous Consent)

S.17-102 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

Exhibit VI, Report of the Senate Committee on Academic Policy and Awards, contained the following items that were received for information by unanimous consent:

- Faculty of Health Sciences, School of Health Studies: Revisions to the Progression Requirements of the Bachelor of Health Studies (BHS) Program
- New Scholarships and Awards

S.17-103 **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit VII]

The Report of the Academic Colleague, detailed in Exhibit VII, was received for information.

DISCUSSION AND QUESTION PERIOD

S.17-104 **Internationalization and Globalization**

A member asked, given the university's focus in the Strategic Plan upon Internationalization and Globalization, how the provision for diverse foreign language instruction in the Department of Modern Languages and Literatures fits into Western's overall approach to these issues. Will the closure and/or shrinking of a number of foreign language programs due to new budget cuts impact that approach?

J. McMullin, Vice-Provost (International) said that the Strategic and International action plans of the University do not speak specifically to foreign language learning and proficiency. However, foreign language learning and proficiency is one of many components of comprehensive internationalization. Recognizing this, Western International developed a Global and Intercultural Engagement Honor in which foreign language learning and proficiency counts significantly toward its achievement. The Honor recognizes multiple ways in which students can learn foreign languages.

ADJOURNMENT

The meeting adjourned at 4:20 p.m.

A. Chakma
Chair

E. Hegedues
Acting University Secretary

2017-18 Operating and Capital Budgets

Senate
April 21, 2017

External Context

- Provincial Fiscal Pressures Continue
- New Funding Formula for Universities
 - Corridor System – no automatic funding for enrolment growth beyond 2016-17 levels
- Tuition Framework Extended for 2 more years
 - Aligns with our current 4-year cycle
 - Allows for 3% overall increase

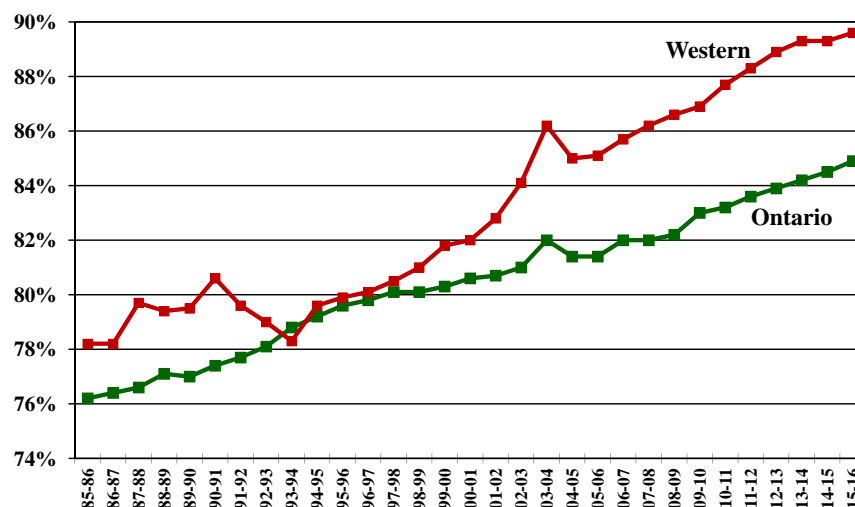
Western's Planning Parameters

- Moving to Third Year of 4-Year Plan
- Recommendations Guided by Strategic Plan
- Enrolments
 - Undergraduate: First-Year Class of about 5,100
 - With 600 International
 - Graduate: as per Faculty Plans
- Revenue Sharing Continues in the 4-Year Cycle
 - Up to 2017-18 Enrolments/Teaching
- Tuition Rates for 2017-18 (and 2018-19)
 - Domestic Rates at Maximum of 3% Overall
 - Undergrad Int'l: still moving towards Ontario-U6 levels

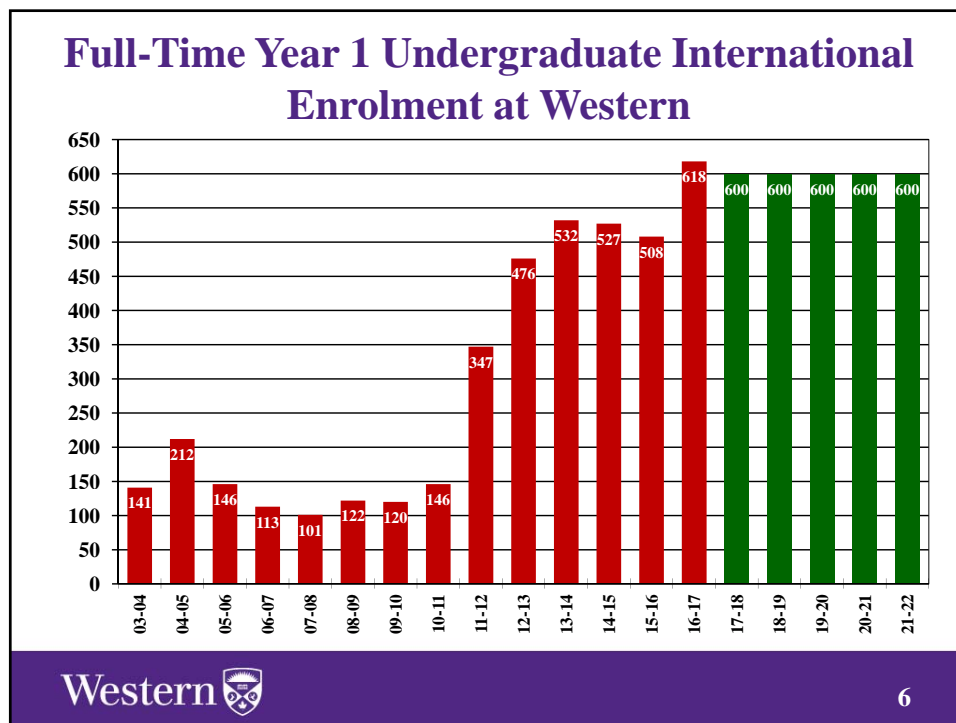
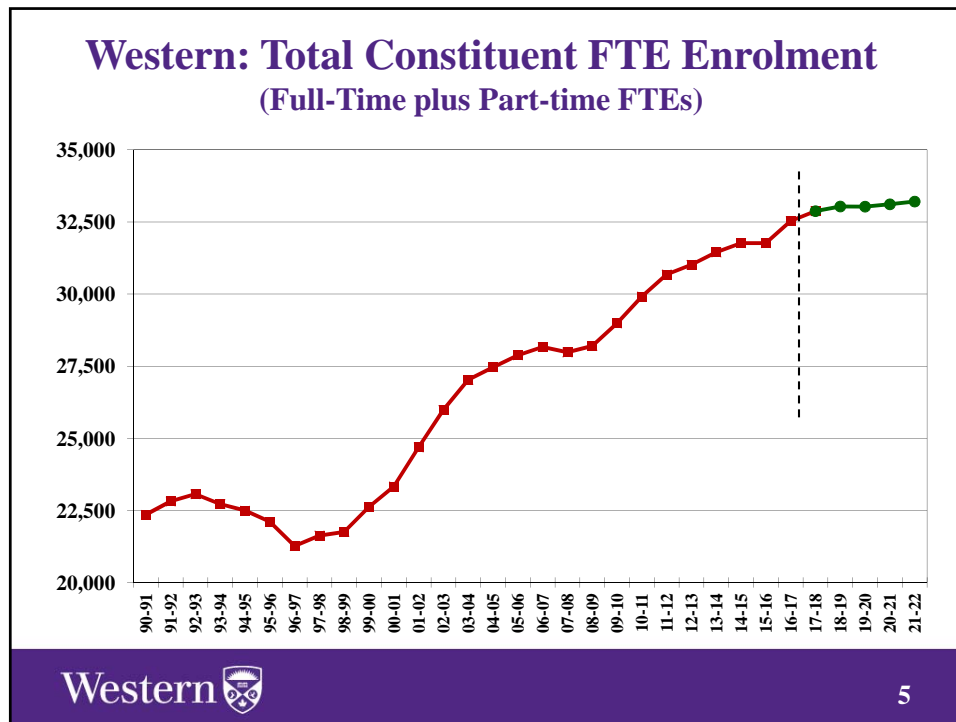


3

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



4



*University level Investments & New
Initiatives in this Budget:
Alignment with our Strategic Plan*

Our Strategic Plan Priorities

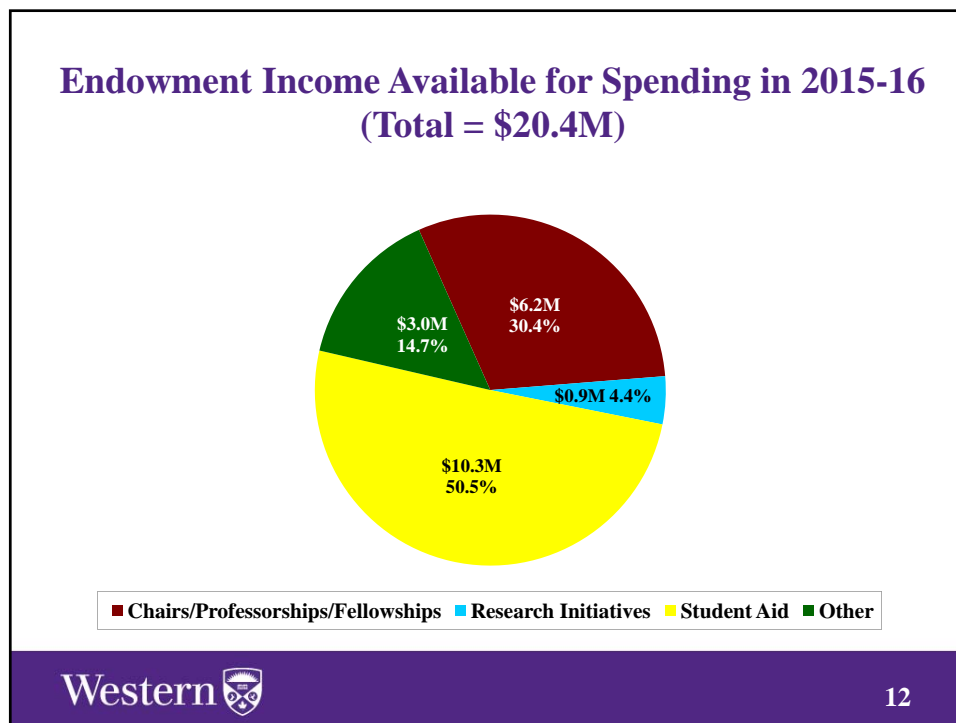
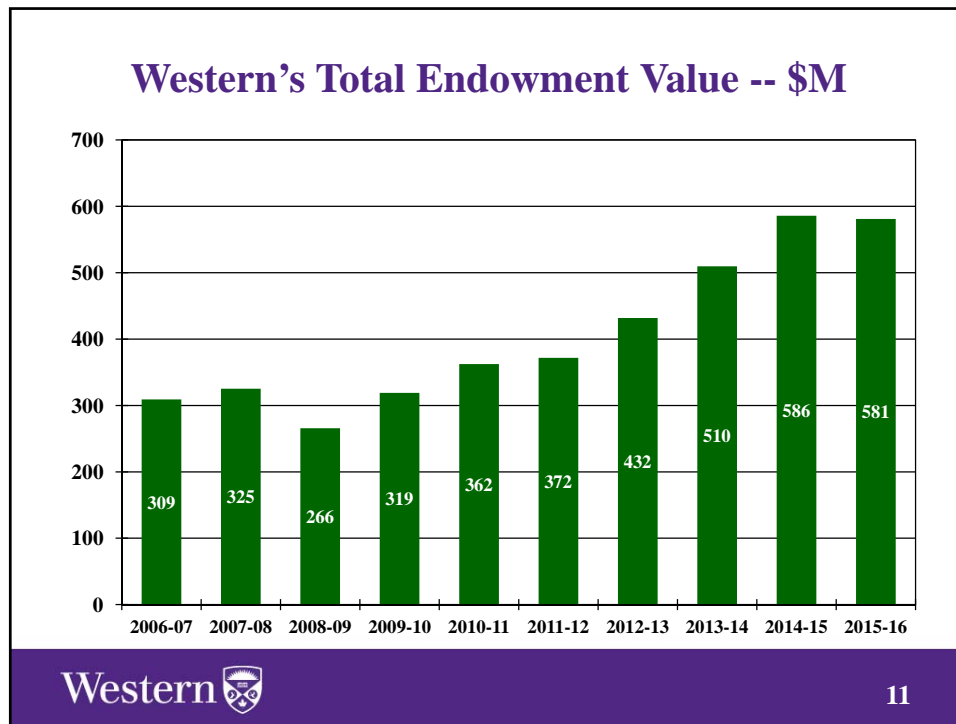
Pillar	Priority
1	RAISING OUR EXPECTATIONS: CREATE A WORLD-CLASS RESEARCH AND SCHOLARSHIP CULTURE
2	LEADING IN LEARNING: PROVIDE CANADA'S BEST EDUCATION FOR TOMORROW'S GLOBAL LEADERS
3	REACHING BEYOND CAMPUS: ENGAGE ALUMNI, COMMUNITY, INSTITUTIONAL & INTERNATIONAL PARTNERS
4	TAKING CHARGE OF OUR DESTINY: GENERATE AND INVEST NEW RESOURCES IN SUPPORT OF EXCELLENCE

Investments and New Initiatives in this Budget

Investment / New Initiative	Investment	Strategic Plan Pillars
Indigenous Initiatives	\$1M Base	2, 3
Growing Our Endowments: The Endowed Chairs Matching Program	\$25 M One-Time	1, 3, 4
Strategic Expansion of Engineering: Multi-Year Self-Funding Plan	\$6.5 M One-Time & \$847K Base	1, 2, 4
Scholarship Initiatives in SSHRC Disciplines Endowment	\$2.5 M One-Time	1, 4
CERC Matching Funds	\$2.5 M One-Time	1
Facilities Enhancements in the Faculties	\$2.4 M One-Time	1, 2
Pedestrian-Friendly & Safe Campus Initiatives	\$2 M One-Time	2
Energy Conservation Initiatives	\$1.5 M One-Time	4
Long-Range Space/Capital Plan: ILIC, Thames Hall, Schulich Project, Parking Structures	Debt, Non-Endowed Funds to Pay Down UC, Music Bldg, FIMS/Nursing Bldg	1, 2

Indigenous Initiatives

- \$1M Base Allocation
- New Department in Social Science (\$390K)
- Faculty Appointment in Law (\$147K)
- Balance (\$463K) will be allocated in the coming months – as part of the Provost's Implementation Committee recommendations



Endowed Chairs Matching Program

- Program launched in 2010-11
 - To-date \$43.5M allocated – for 29 Chairs
 - 18 Chairs Confirmed
 - 8 Additional Chairs under discussion with Donors
- Additional \$25M being recommended in this Budget
 - A minimum of 1 Chair per Faculty will be committed – and held for up to 3 years

Long-Range Space Plan

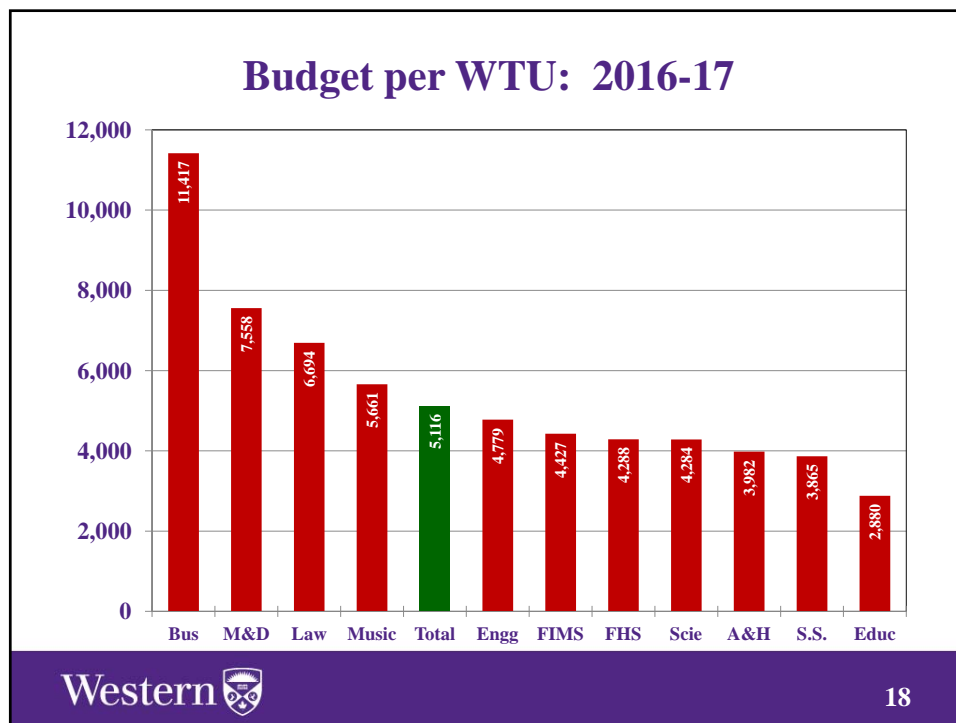
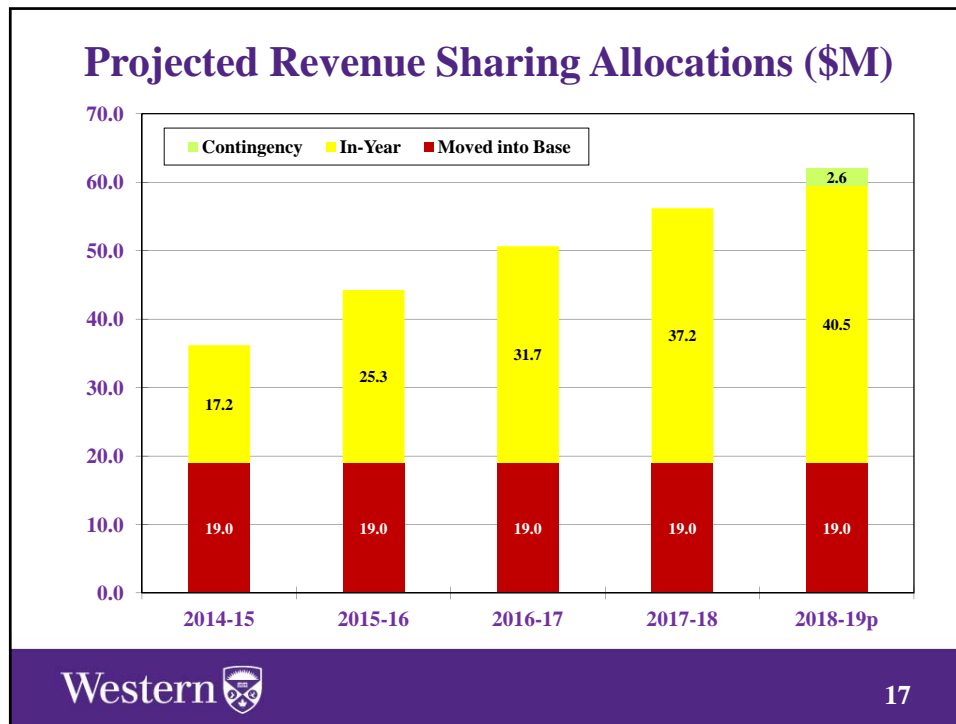
- Table 14 Outlines our Long-Range Space Plan – with Four New Projects being Recommended
 - ILIC, Thames Hall, Schulich Facilities, Parking Structures
- Funding sources include additional debt – and we will recommend a draw on our Non-Endowed Funds
 - To pay down the debt on University College, Music Building, and FIMS/Nursing Building
- Schulich commits \$65M toward the \$165M Project
- We're also moving towards a Vehicle-Free Pedestrian-Friendly Campus
 - High-level Vision outlined in Pages 9 through 11

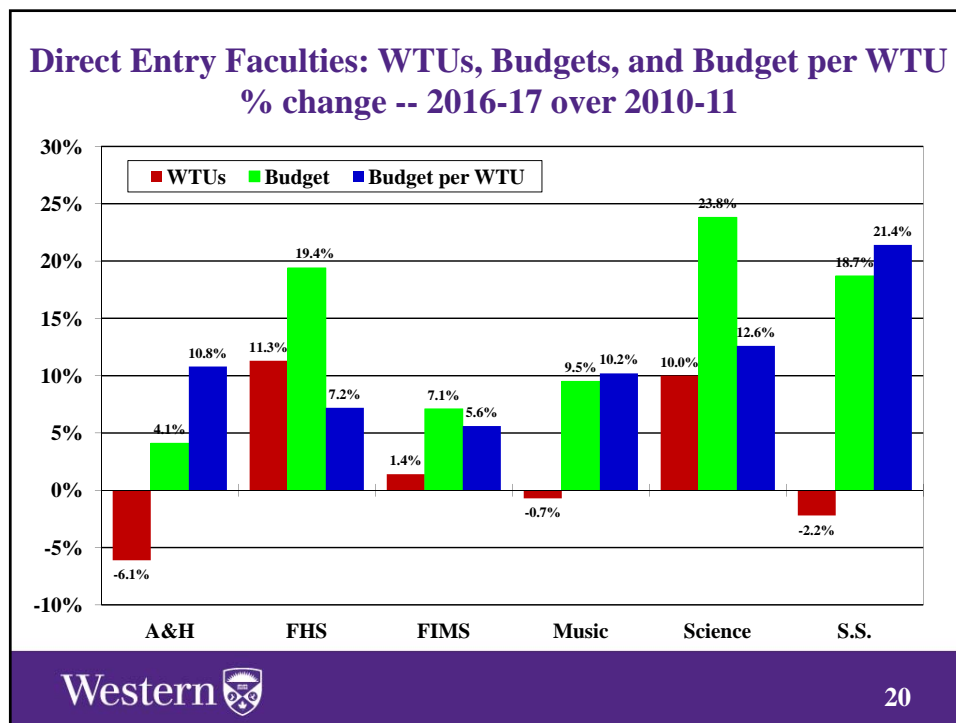
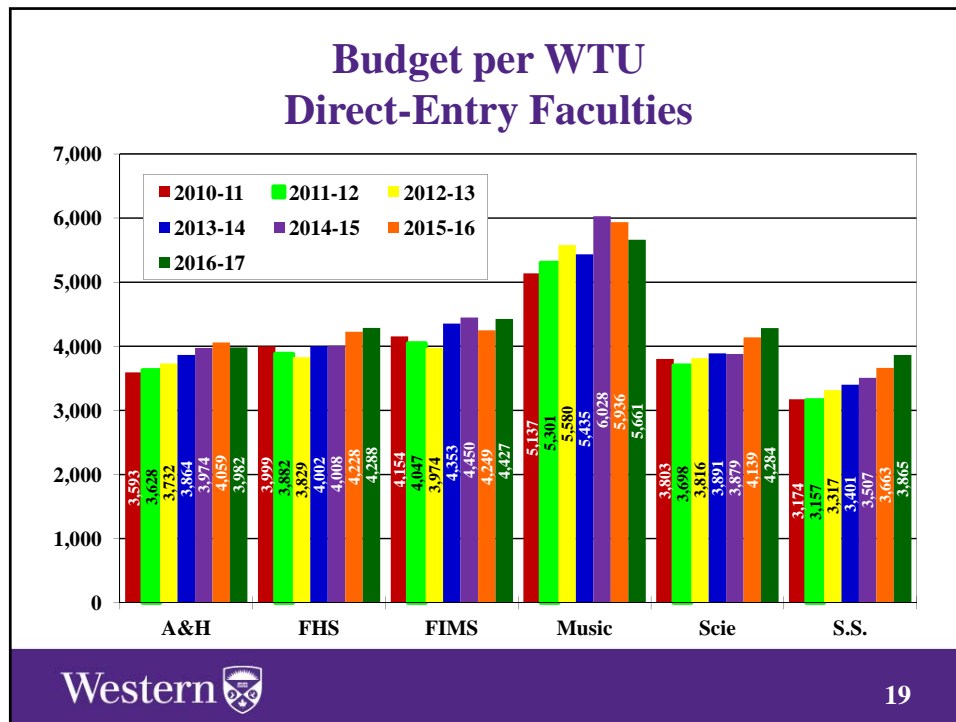
Vehicle-Free Pedestrian-Friendly Campus Vision

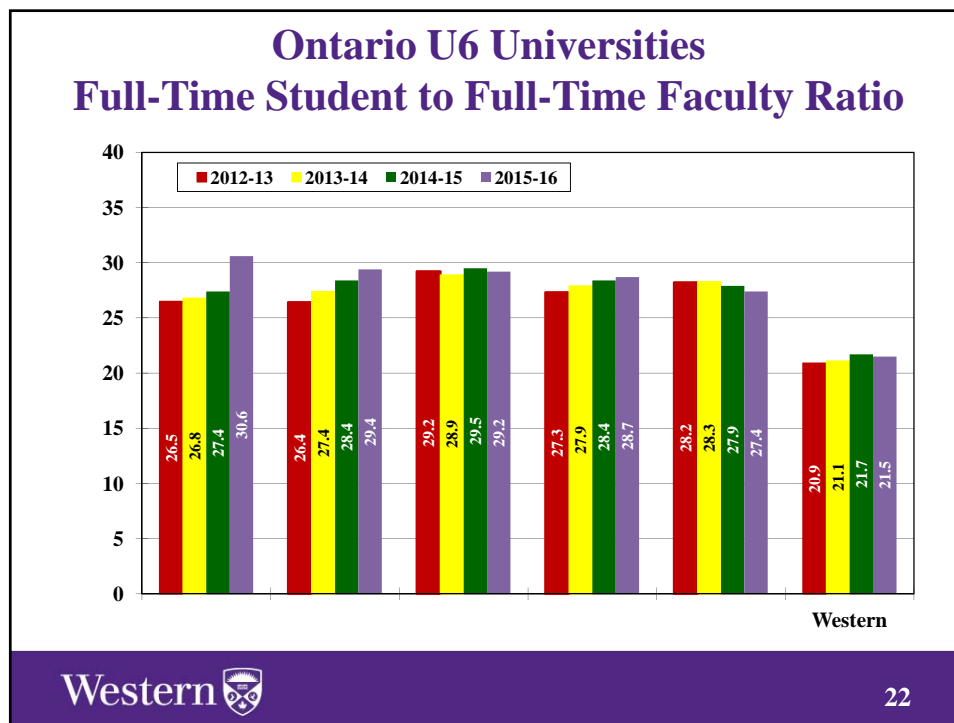
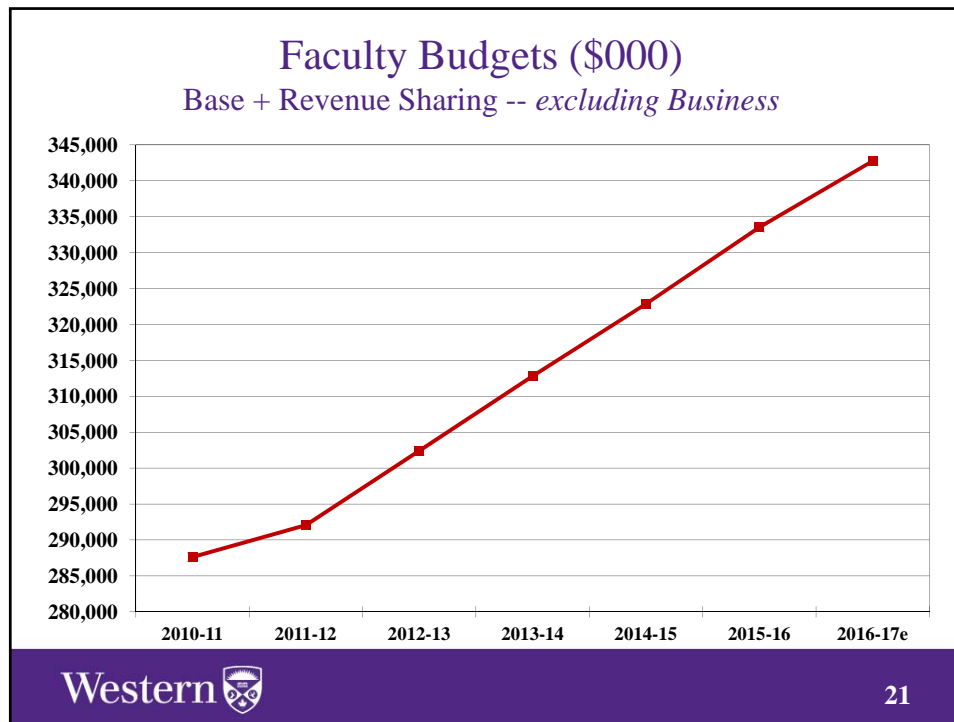
- Only a high-level vision at this point – with details to be worked out
 - Vehicle-free Core Campus
 - Improved bi-cycle & pedestrian mobility/connectivity
 - Parking at the Periphery
 - Construct Parking Garages on flood fringe lands
 - Create Passenger Drop-off Areas
 - Work with City (as part of BRT planning) to implement pedestrian safety/mobility enhancements in high-traffic areas around campus

Context for Provost's Recommendations for the *Faculties*

- Recommendations based on Consideration of:
 - Overall Enrolments / Teaching
 - Program Expansion and Development of New Programs
 - Revenue Sharing Allocations
 - Resources relative to Similar programs/Faculties
 - Cost Structure Variations among disciplines/Faculties
 - Relationship between budget, enrolments, faculty/staff complements
 - Scholarship/Research-related Initiatives – including Interdisciplinarity
 - Previous investments made in this 4-year cycle







Arts & Humanities and Music

- Budgets for these two Faculties in Deficit Situation
 - A&H: Projected 2016-17 accumulated debt = \$13.1M
 - \$4M Structural Deficit
 - Music: Projected 2016-17 accumulated debt = \$1.3M
 - \$1M Structural Deficit
- Partnership Approach to Controlling Deficit – and then eliminating Debt
 - Provost will **KEEP BUDGET WHOLE** at 2016-17 LEVEL in each of 2017-18 and 2018-19
 - Dean to reduce expenditures – with **NO REDUCTION IN BUDGET ALLOCATED BY PROVOST**

Summary of the Operating Budget

Summary of the 2017-18 Operating Budget (Table 2)

- **Revenue Forecast** = \$ 756.4M
 - Increase of 2.4%
- **Expenditure Plan** = \$ 759.1M
 - Increase of 4.3%
- **Projected In-Year Position** = \$ -2.7M
- **Projected Operating Reserve** = \$ 61.5M
 - Forecast to be at \$34.7M at end of 4-year period

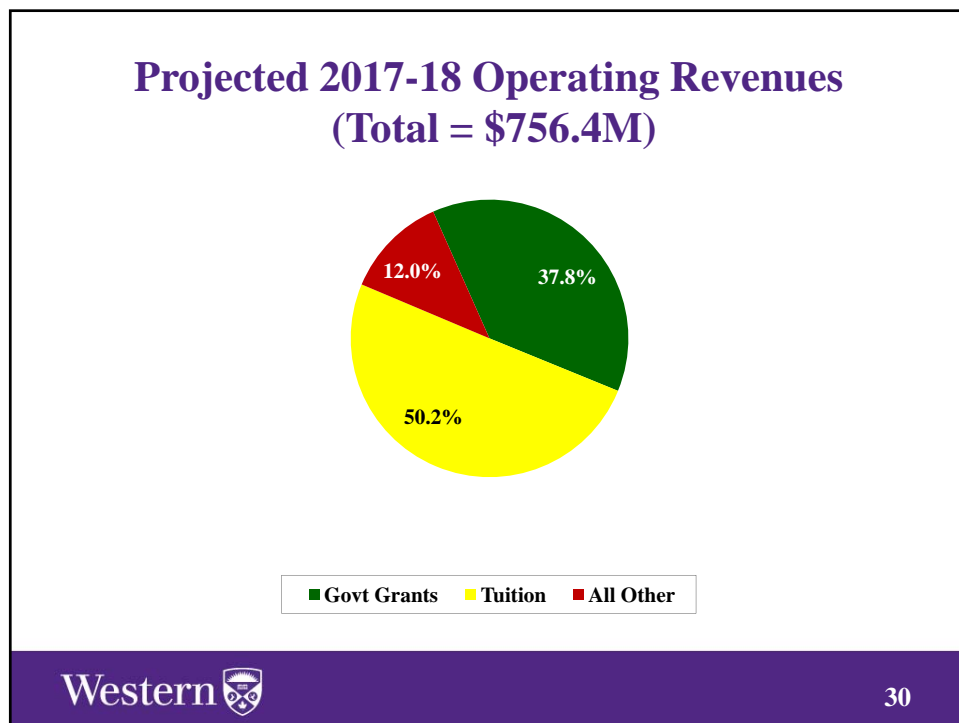
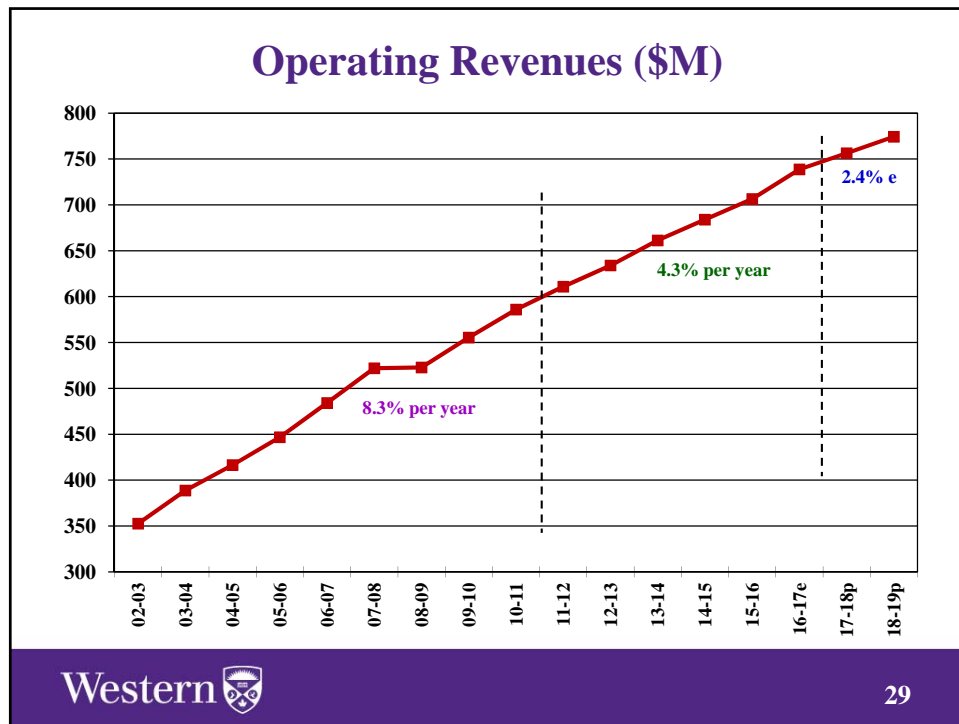
Operating Revenues

Operating Revenues for 2017-18: Context

- Grants Remain Constant – under new Funding Formula
- Tuition Fees
 - Domestic Framework – 3% overall increase
 - Undergraduate International – moving towards levels at sister institutions in Ontario
 - Total FTE Enrolment up by ~350 FTEs

2017-18 Operating Revenues (Table 3)

- Government Grants Remain Constant
 - New Funding Formula
- Tuition Revenues Increase by \$17.8M
 - Due Primarily to Rate Increases
- All Other Revenues Increase Remain Flat
 - CRCs reflect only 43 Chairs with incumbents
 - Our allocation is 64 Chairs
- Overall Revenue Increase of \$17.7M (or 2.4%)



Operating Expenditures

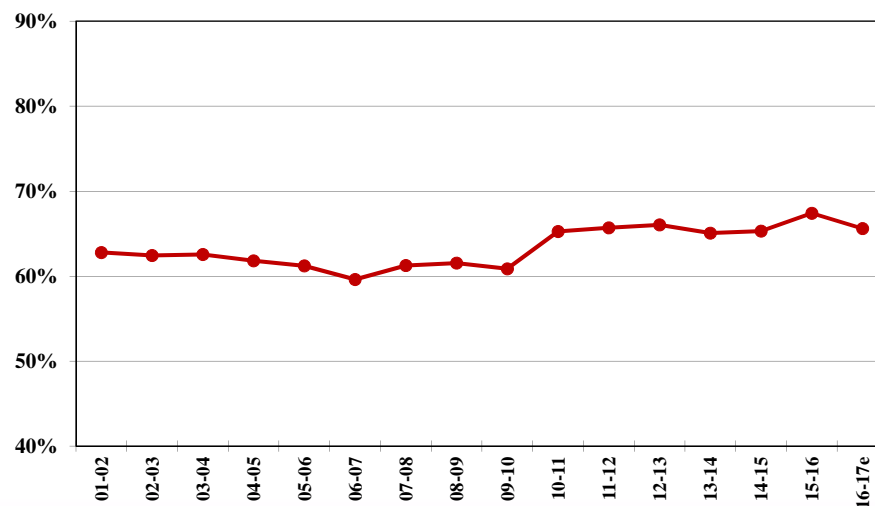
Recommendations for the Faculties (Table 4)

- 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 \$479.9M**
- Faculties also receive \$10.8M in One-Time Funding
– as shown in Table 8, line 21

Summary of 2017-18 Allocation Recommendations for the Faculties

		Base Allocations	One-Time Allocations	Targetted Student Awards	Capital Allocations
1	Arts & Humanities	102,000	1,893,536	200,000	72,000
2	Education		30,000		260,000
3	Engineering	847,761			87,000
4	Health Sciences	129,500	245,000		99,750
5	Information & Media Studies	12,633	105,500		
6	Law	146,625	100,000		
7	Medicine & Dentistry				480,423
8	Music		701,519	80,000	
9	Science	340,000	1,360,000		
10	Social Science	1,022,500	1,156,000		
11	Total	2,601,019	5,591,555	280,000	999,173

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



Scholarships and Bursaries (Table 5)

- Major Changes
 - Tuition Re-Investment increases by \$580K
 - Doctoral Excellence Research Awards Program is being ended
- **Total Student Aid Spending of \$32.9M from Central Budget**
- Faculties now responsible for Graduate Support
 - \$59M Projected for 2017-18

Recommendations for Support Units (Table 6)

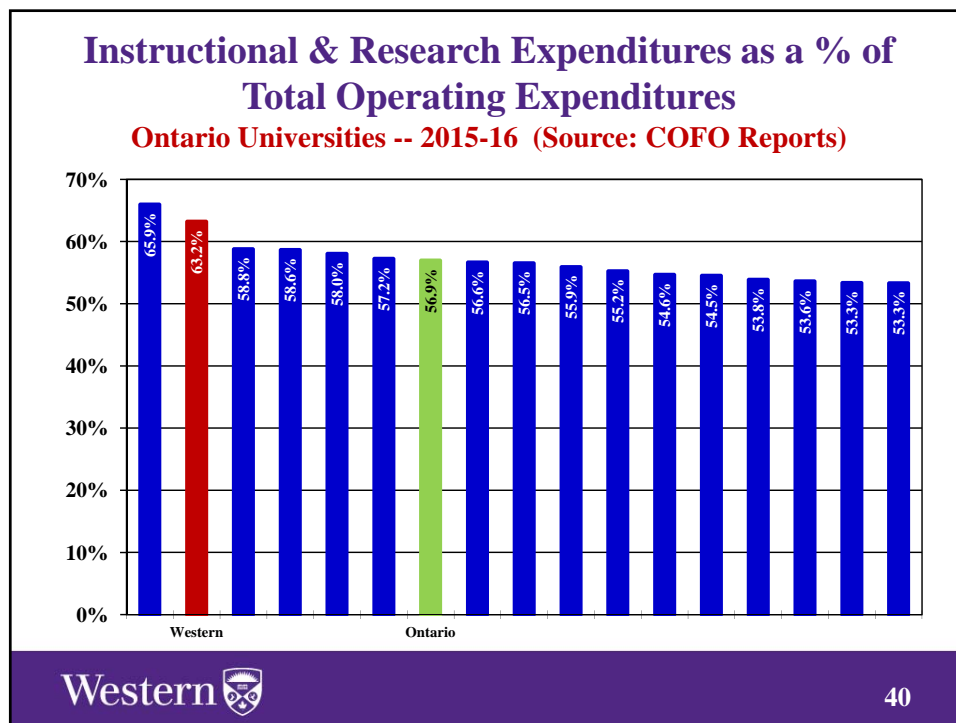
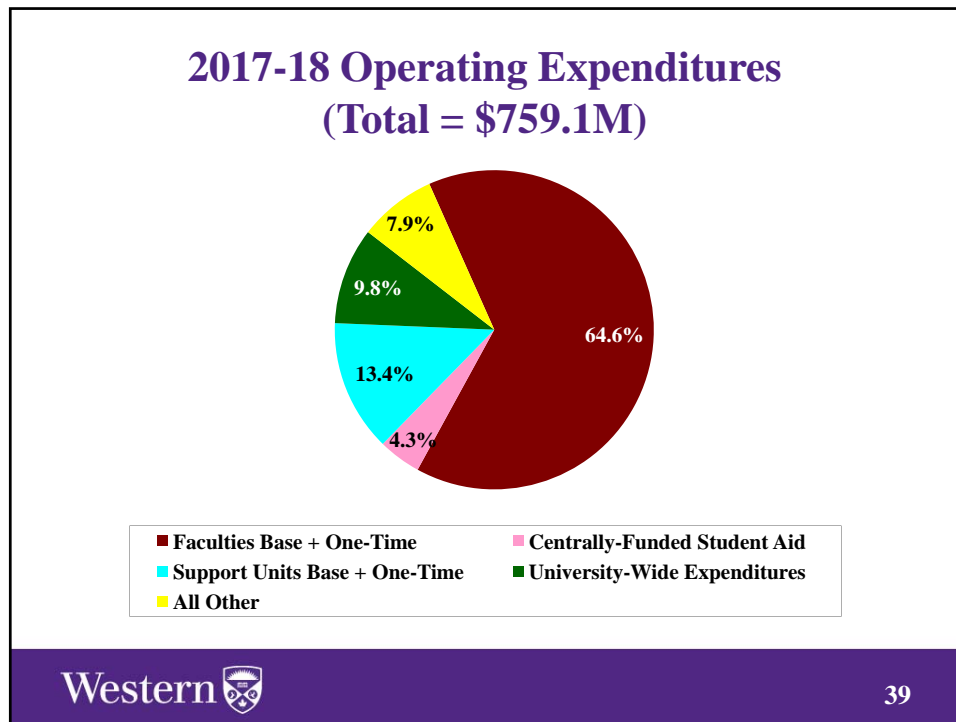
- Initial Budget Adjustment (IBA)
- Support Unit Priorities Fund (SUPF) Allocations
- Base Allocations to “Maintain Core Services”
- Operating Costs of New Facilities
 - To Facilities Management and Police
- **Total Base Allocation of \$96.6M**
- Support Units also receive \$4.8M in One-Time Funding (shown in Table 8, line 37)

University-wide Expenditures (Table 7)

- **Total of \$74.5M**
- Major items:
 - Utilities (\$23.9M)
 - Library Acquisitions (\$15.1M)
 - Includes incremental base allocation
 - MMI Transfer (\$15.5M)
 - IT Infrastructure (\$9.7M)

One-Time Allocations (Table 8)

- **Total of \$56.9M**
- Major Priority Items
 - Support for the Endowed Chairs Matching Program (\$25M)
 - Multi-year Plan for New Engineering Building (\$6.5M)
 - Scholarship Initiatives in the SSHRC Disciplines (\$2.5M)
 - Canada Excellence Research Chairs Program (CERC) Matching (\$2.5M)
 - Pedestrian-friendly and Campus Safety Initiatives (\$2M)
 - Energy Conservation Initiatives (\$1.5M)
 - Advertising Initiatives (\$500K)
 - Classroom Modernization (\$500K)



The Capital Budget

Overview of the 2017-18 Capital Budget

- Supports Long-Range Space Plan (Page 38, Table 14)
- Major Projects: Underway or Soon-to-Start
 - Music Building Phase 2
 - Medical Research Facilities (M & I)
 - Modernization of University College
 - Western Interdisciplinary Research Building
 - ThreeC+ -- the New Engineering Building
 - Science Space Realignment (NCB, MC, WSC)
 - Integrated Learning and Innovation Centre
 - Modernization of Thames Hall
 - Renewal/Replacement/Expansion of Schulich Facilities
 - Multi-Level Parking Structures
 - Will require re-alignment of parking lot categories and increases to parking rates
 - University-wide Infrastructure Projects

Overview of the 2017-18 Capital Budget

- **Total Spending of \$136.2M** (Table 15, line 10)
 - \$57.8M for New Construction (Table 18, line 8)
 - \$29.3M for Major Renovations (Table 18, line 17)
 - \$49.1M for All Other Expenditures
 - Utilities and Infrastructure
 - Modernization of Academic Facilities
 - General Maintenance and Modernization
 - Housing and Ancillary Projects

END



REPORT OF THE PRESIDENT

To: Senators

From: Amit Chakma

Date: May 11, 2017

Re: President's Report to Senate

For the May 19, 2017 Senate meeting, in addition to items I may speak to as part of my oral report, I wish to highlight the following news and developments since the last meeting of Senate on April 21, 2017.

Provincial budget: On April 27, the Ontario government unveiled its 2017 budget, forecasting for the first time in a decade that the books would be balanced for two years running. For the postsecondary sector, the budget included relatively limited new funding, with the greatest emphasis on tuition relief and changes to OSAP. Starting this fall, the new OSAP program will provide more transparent, timely and targeted financial assistance to students with the greatest financial need. The changes are anticipated to make average tuition free for more than 210,000 Ontario students and reduce the cost for many more, with most Ontario students expected to receive more aid than they have been eligible for under the current framework.

Other budget announcements related to PSE included:

- Supporting postsecondary education and training for Indigenous learners, including increasing capacity of the nine Indigenous-owned and operated Aboriginal Institutes in Ontario.
- Improving students' cognitive, emotional, social and physical development with programs and services focusing on their well-being and mental health.
- Creating 40,000 new work-related learning opportunities with employers for students and recent graduates through Ontario's Career Kick-Start Strategy, providing real-world experiences while enabling employers to help train and equip them for jobs.
- Increasing the minimum salary that graduates need to earn — to \$35K from \$25K — so they can be on a stronger financial footing before they start repaying the provincial portion of OSAP loans.
- No student will receive less than they are currently eligible for under the 30% Off Tuition Grant.
- Starting in 2018, RESP Contributions will not impact OSAP eligibility amounts.
- Enhancing and modernizing facilities to increase access to postsecondary education across the province, including new sites in Markham, Brampton and Milton.
- Expanding programs and services for adult learners by providing 90,000 more adults with easier access to skills training and upgrading through Ontario's Lifelong Learning and Skills Plan.

“We Speak” employee engagement survey results: Almost 4,000 faculty and staff members responded to the WE SPEAK: Faculty & Staff Survey 2017, with a strong participation rate of 45%. Similar to the 2012 survey, Western’s Organizational Engagement score (74.2%) compares favourably to the benchmark database average of 90 organizations (69.3%) as well as to the post-secondary database average of 69.1%. And as we saw in 2012, faculty responses are stronger in the Work Engagement category than in Organizational Engagement, while staff scored stronger in Organizational Engagement. Senior leaders and I will continue to review the University-wide results and use this “snapshot” of views to begin important discussions on work that we need to do. There is good news in these results, and also opportunities for continued growth both at the University and unit level. The Deans and AVPs have now received results for individual units, and they are working with Metrics@Work — the company that conducted the study — to assess, understand and act on the results.

Leadership update: In anticipation of Charmaine Dean’s departure from Western as the Dean of Science on June 30 to assume her new role as Vice-President (Research) at the University of Waterloo, **Dr. Pauline Barmby** has accepted the appointment to serve as Acting Dean of Science for the period July 1, 2017, through June 30, 2018. Pauline is currently an Associate Professor in the Dept. of Physics & Astronomy and also serves the Faculty as Associate Dean (Graduate & Postdoctoral Studies). And, in anticipation of Bob Kennedy’s departure from Western as Dean of the Ivey Business School on June 30 to assume his new role as Dean of the Business School at Nanyang Technological University in Singapore, **Professor Mark Vandebosch** has accepted the appointment to serve as Acting Dean of Ivey for the period July 1, 2017 through June 30, 2018. Mark is currently Ivey’s Kraft Professor of Marketing and also serves the School as Associate Dean, Programs. I am also pleased to highlight the recent appointment of **Professor Juan Luis Suárez** as our new Associate Vice-President (Research) who will focus on supporting scholarship in the social sciences, arts and humanities. This newly created role will work in collaboration with Computer Science, Biology and Statistics & Actuarial Science professor Mark Daley, who holds the same title as AVP (Research) and who represents the STEM disciplines at Western. Juan Luis is a professor in both Modern Languages & Literature and Computer Science who holds a PhD in Hispanic Studies from McGill, a PhD in Philosophy from the Universidad de Salamanca, and several other advanced degrees, including an executive MBA. We thank and congratulate Pauline, Mark and Juan Luis for taking on their important new roles for Western and their respective academic and administrative support units.

Finally, with the recent announcement that **Dr. Janice Deakin** will step down from her role as Provost & Vice-President (Academic) on July 31, 2018, the process to appoint the selection committee that will recruit her successor is now underway. Meanwhile, the work of selection committees for the Vice-President (Operations & Finance), University Secretary, and the Deans of Information & Media Studies, Science, and the Ivey Business School all remain underway.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

Any member who wishes to ask a question, discuss, or oppose an item that is listed below may have it removed from the consent agenda by contacting the Secretary of Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motion.

Recommended: That the following items be approved or received for information by the Senate by unanimous consent:

Report of the Operations/Agenda Committee – EXHIBIT III

1. Senate Membership – Faculty of Arts and Humanities Constituency	ACTION
2. Senate Membership – Vacancies Filled by Appointment	ACTION
3. Senate Membership – Undergraduate Student Constituency	ACTION
4. Senate Memberships– Administrative Staff Constituency	ACTION

Report of the Senate Nominating Committee- EXHIBIT IV

5. Results of the election of Administrative Staff to the Senate Committee on University Planning (SCUP)	INFORMATION
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Report of the Senate Committee on Academic Policy and Awards (SCAPA) –EXHIBIT V

6. Faculty of Arts and Humanities, Department of Visual Arts: Revisions to the Admission Requirements for the Bachelor of Fine Arts, Honors Specialization in Studio Arts	ACTION
7. Richard Ivey School of Business: Revisions to the HBA Program Curriculum	ACTION
8. Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Biochemistry and Cancer Biology	ACTION
9. Faculty of Science, Department of Computer Science: Introduction of a Minor in Computer Hardware Design	ACTION
10. Faculty of Social Science, Department of Management and Organizational Studies: Revision to the BMOS Internship Program	ACTION
11. Faculty of Social Science, Huron University College, and King's University College: Introduction of a Joint Minor in Public History	ACTION
12. Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding Transfer Credit for Students in the Early Childhood Education Program	ACTION
13. Revisions to the "Registration and Progression in Three-Year, Four-Year and Honors Programs" Policy (<i>Breadth Requirements for First Year and Degree Structure</i>)	ACTION
14. Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy	ACTION
15. New Scholarships and Awards	INFORMATION

Report of the Senate Committee on University Planning – EXHIBIT V

16. Hicks Morley Professorship in International Labour Law	ACTION
17. National Survey of Student Engagement (NSSE)	INFORMATION

Report from the Board of Governors – EXHIBIT VI

18. Report on the May 4 Meeting of the Board of Governors	INFORMATION
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Announcements – Exhibit VII

19. Announcements	INFORMATION
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The Unanimous Consent Agenda

The Senate's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

While approval of an omnibus motion saves time at Senate meetings, Senate members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

In consultation with Committee chairs and principal resource persons, the Secretary identifies action and information items that are routine and/or likely non-controversial. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Senate agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of the Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

REPORT OF THE SENATE OPERATIONS AGENDA COMMITTEE

Contents	Consent Agenda
Senate Membership – Faculty of Arts and Humanities Constituency	Yes
Senate Membership: Vacancies filled by Appointment	Yes
Senate Membership: Undergraduate Student Constituency	Yes
Senate Membership: Administrative Staff Constituency	Yes

FOR APPROVAL

1. **Senate Membership – Faculty of Arts and Humanities Constituency**

Recommended: That Carolyn McLeod, representative of the Faculty of Arts and Humanities constituency, be granted a six month leave of absence (July 1 – December 31, 2017) and that Benjamin Hill be appointed to fill her seat during her leave.

Background:

Benjamin Hill has agreed to fill this vacancy for the six month leave in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

2. **Senate Membership: Vacancies filled by Appointment**

Recommended: That the Senate seats be filled for the July 1, 2017 – June 30, 2019 term by appointment at the recommendation of the units concerned as shown below:

- Faculty of Arts and Humanities: Alison Conway, Alexander Meyer
- Brescia University College: June Matthews

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

Recommended: That the following seats be declared vacant effective May 1, 2017 as a result of the students' resignation/leave of absence:

Matthew Jadd (Huron)
Madeline Crystal (Education)
Hirad Zafari (Medicine & Dentistry)
Courtney Hardy (Science)
Mitchell Pratt (Social Science)
Arman Bachman (At-Large)
Rebecca Meharchard (At-Large)
Arjun Singh (At-Large)

and that,

Domonic McDonald (King's)
Kelvin Zhou (Science)
Shaha Yousafzai (Social Science)
Justin Kim (At-Large)

be elected to complete their term until June 30, 2017.

Background:

According to the Senate's Election Procedures, students senators have the option to resign or take a leave of absence for the May and June Senate meetings. Incoming Student Senators are asked to take up their seats early in these respective constituencies. If there are no students available to fill the vacant seats early, the seats will remain open until July 1.

4. **Senate Membership – Administrative Staff Constituency**

Recommended: That effective May 1, 2017 Kim Miller, elected representative of the Administrative Staff, be appointed to replace Lee Ann McKivor, who has resigned.

Background:

Lee Ann McKivor resigned from her seat effective May 1, 2017 in order to serve as the Acting Associate University Secretary. According to the Senate's Election Procedures, section B.3.(c), the Senator-elect is eligible to take up the seat early and Kim Miller agreed to do so.

REPORT OF THE SENATE NOMINATING COMMITTEE

Contents	Consent Agenda
Results of the Election of Administrative Staff to the Senate Committee on University Planning (SCUP)	Yes

FOR INFORMATION

**Results of the Election of Administrative Staff to the Senate Committee on University Planning
(SCUP)**

See [Appendix 1](#).

Senate Agenda, May 19, 2017

EXHIBIT IV, Appendix 1

May 5, 2017

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

SCUP - Staff membership

Start: 2017-05-03 08:00:00 Canada/Eastern**End:** 2017-05-04 20:00:00 Canada/Eastern**Turnout:** 64 (66.7%) of 96 electors voted in this ballot.

SCUP Election - Staff

Option	Votes
ALLEYNE, Chris	50 (44.6%)
SARKANY, Valerie	48 (42.9%)
CHANT, Arzie	14 (12.5%)

VOTER SUMMARY

Total	64
Abstain	1 (1.6%)



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

Contents	Consent Agenda
Notices of Motion: Examination Policy and Political Accommodation	No
Faculty of Arts and Humanities, Department of Visual Arts: Revisions to the Admission Requirements for the Bachelor of Fine Arts, Honors Specialization in Studio Arts	Yes
Richard Ivey School of Business: Revisions to the HBA Program Curriculum	Yes
Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Biochemistry and Cancer Biology	Yes
Faculty of Science, Department of Computer Science: Introduction of a Minor in Computer Hardware Design	Yes
Faculty of Social Science:	
Department of Management and Organizational Studies: Revision to the BMOS Internship Program	Yes
Faculty of Social Science, Huron University College, and King's University College: Introduction of a Minor in Public History	Yes
Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding Transfer Credit for Students in the Early Childhood Education Program	Yes
Policy Revisions:	
Revisions to the "Registration and Progression in Three-Year, Four-Year and Honors Programs" Policy (<i>Breadth Requirements for First Year and Degree Structure</i>)	Yes
Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy	Yes
New Scholarships and Awards	Yes

FOR INFORMATION

1. Notices of Motion: Examination Policy and Political Accommodation

Harry Orbach-Miller presented the following Notices of Motion on behalf of the student senators at the March Senate meeting:

"That Senate task the 2017/2018 Senate Committee on Academic Policy and Awards (SCAPA) with the creation of an Ad-Hoc committee to review the Examination Conflicts policy and present a report and recommendation by the February 2018 meeting of Senate on the following matters:

1. Under the current examination policy framework, how many conflicts typically arise in a given academic term?

2. Does this policy add or contribute stressors to students' academic experience?
3. Is the current policy reflective of practices at peer institutions?
4. Should this policy additionally apply to mid-term examinations?
5. What are the ramifications of extending the number of hours provision in the policy by a marginal amount (e.g. changing "more than two such examinations in any 23-hour period" to a 24, 25, or 26-hour period)?
6. Should this policy be amended in some capacity?

SCAPA shall determine the composition of the committee, as long as it contains at least one (1) student Senator. Additionally, SCAPA may choose to widen the scope of the committee's mandate as long as it remains reflective of the original intent.

Current policy: https://www.uwo.ca/univsec/pdf/academic_policies/exam/conflicts.pdf

And

"That Senate amend [POLICY 1.3 - Political Candidacy of Students](#) as shown in Appendix A".

After careful and lengthy consideration, SCAPA is acting on both motions, but in a manner than differs from the suggestions within the motions.

1a. Motion 1: Examination Policy

1) SCAPA obtained data from the Registrar's Office and consulted the Academic Counsellors to answer questions 1, 3 and 5 within the motion.

Q1: How many conflicts are there? Under the current policy, students having 3 indirect exam conflicts in 23 hours (or 4 in 47 hours or 5 in 72 hours) may request accommodation. An indirect conflict means that these exams are scheduled in consecutive exam time slots. It is important to note that some indirect conflicts within the '3 in 23' category may reappear within the other two categories, depending on the timing of the exams. Table 1 summarizes indirect conflicts since 2012-13 under the current policy and proposed changes. Looking at indirect conflicts in the 3 in 23 category (which are presumed to cause more stress for students), over the past four years an average of 60 indirect conflicts (among an average of 96,421 exam sitters) arose during the December examination period and an average of 16 indirect conflicts (among an average of 109,309 exam sitters) arose during the April exam period. These numbers represent the total number of scheduling conflicts; some students with these conflicts may not have requested accommodation. The reduction in indirect conflicts within the 3 exams in 23 hours category has been declining over the past five years due to purposeful efforts by the Registrar's Office to improve scheduling. Clearly, there is more pressure in the December exam period, which is understandable since it takes place over fewer days.

Q5: How many conflicts would arise under the proposed policy? Also within Table 1 are the numbers of indirect scheduling conflicts that would have arisen if the policy changes to extend the period for accommodation by one exam slot. Looking at the 3 in 23 category, the proposed changes would increase the number of indirect scheduling conflicts by an average of 740% in December and 1090% in April. Another way to interpret these data is an average of 467 students out of 96,421 exam sitters (0.5% of exam writers) in December have written 3 exams in 4 consecutive time slots, and an average of 186 students out of 96,421 exam sitters (0.2% of exam writers) have done so in April. While the percentages of student in each category are small, this 7- to 10-fold increase in the number of 'make-up' exams means that special exams would extend well into January and May.

Table 1: Numbers of indirect scheduling conflicts during the December and April examination periods since 2013-14 under the current policy and under the proposed change in policy.

	Length of Exam Period	Number of Exam Days Used+	3 in 23	Proposed 3 in 24	4 in 47	Proposed 4 in 48	5 in 71	Proposed 5 in 72
Dec-12	12	11	115	594	67	148	12	30
Apr-13	17	17	32	283	20	47	1	5
Dec-13	12	11	58	455	48	105	7	20
Apr-14	18	15 + 1*	26	274	23	54	4	9
Dec-14	12	11	66	422	34	88	6	10
Apr-15	20	18	30	157	15	33	4	5
Dec-15	12	11	51	512	53	121	6	22
Apr-16	20	18 + 1*	5	148	9	29	1	3
Dec-16	12	11	64	473	31	91	5	10
Apr-17	18	16 + 1*	3	165	11	39	3	4

* additional period, i.e. 9 a.m. exam slot only, typically due to Passover observance at 2 p.m. and 7 p.m.

+ not all slots used due to holidays (Easter, Passover) or specific scheduling requests placed on the Office of the Registrar

Q3: *What about peer institutions?* Based on data collected in 2012-13, when this policy was last examined, as well as conversations with academic counsellors, our peer institutions have similar policies about indirect exam conflicts. Some other institutions use the term '3 exams in 24 hours' in the same way as Western uses '3 exams in 23 hours', specifically, to mean 3 exams in 3 consecutive exam slots.

2) Questions 2, 4 and 6 within the motion relate to stress arising from the policy, whether or not the policy should include mid-terms and whether or not it the policy should be revised, respectively. These issues were carefully considered in 2012-13, the last time this policy was examined. Since that time, a pilot Fall Study Break has been established, which should further reduce stress in the fall term, in which the number of indirect exam conflicts is greater.

SCAPA's Recommended Action: The policy about indirect examination conflicts be re-examined at the same time as the pilot Fall Study Break be evaluated (winter 2019). Data included in that review will include information from the Registrar's Office and the academic counsellors as well as formal surveys done by the Vice-Provost (Academic Programs) office and/or a student group (e.g., USC or student senators).

1b. Motion 2: Political Accommodation

The motion proposes an addition to MAPP 1.3, which covers accommodations for students running for public office. SCAPA recognized that this is a policy under the Board's purview and recommended that the issue of political accommodation for students be moved into the Senate's policy framework. SCAPA is in favour of a policy that would cover accommodating attendance requirements for students who are running for executive positions in student organizations.

SCAPA's Recommended Action: The current motion is specific to the USC. SCAPA has requested that a joint proposed motion from all student organizations (e.g., USC, SOGS, MBA, the affiliates and, perhaps, PSAC) be introduced that clearly identifies which executive positions would be covered by a new Political Accommodation policy.

FOR APPROVAL

2. Faculty of Arts and Humanities, Department of Visual Arts: Revisions to the Admission Requirements for the Bachelor of Fine Arts, Honors Specialization in Studio Arts

Recommended: That effective September 1, 2017 the admission requirements for the Bachelor of Fine Arts, Honors Specialization in Studio Arts, be revised as shown in [Appendix 1](#).

Background

Several students from high school programs that have a dedicated advanced studio arts program such as Beal High School's Grade 12+ studio arts, have passed on coming to Western because they put their studio practice on hold for a year due to VAS 1025 being waived and replacing it with another introductory course in their first year. This proposal seeks to allow such students to take up to 1.0 VAS 2000-level course(s) in their first year in lieu of VAS 1025 and completing their 5.0 first-year course requirements in the second year. This is similar to students entering a language program where their placement test would make them eligible to take a second-year language course in their first year.

3. Richard Ivey School of Business: Revisions to the HBA Program Curriculum

Recommended: That the HBA program curriculum be revised as shown in [Appendix 2](#) for students entering the program as of September 2017.

Background

Over the past year, Ivey has undertaken an internal review of its programs. Specifically for the HBA program, a Curriculum & Program Review Committee was struck to 1) provide a systematic evaluation of the effectiveness of core and elective courses, 2) provide a developmental and quality control role to support continuous improvement, and 3) to identify ways to promote innovation. While it was determined important to maintain the existing core/required subjects within the program, the challenge was doing this while being able to also allow and promote further program innovation, maintain a dynamic integrated schedule, and be mindful of student workload and pressures.

The move of the required Managerial Accounting and Control course from HBA1 to HBA2, does not reduce the number of required courses in the HBA program, but allows for scheduling flexibility in an already busy curriculum, allows for the introduction of some additional innovation and design thinking programming in HBA1 and provides some further balance in core requirement workload for our students.

4. Schulich School of Medicine & Dentistry and Faculty of Science: Introduction of an Honors Specialization in Biochemistry and Cancer Biology

Recommended: That effective September 1, 2017, an Honors Specialization in Biochemistry and Cancer Biology, leading to an Honors Bachelor of Medical Sciences (BMSc) degree, be introduced in the Department of Biochemistry in the Schulich School of Medicine & Dentistry as shown in [Appendix 3](#).

Background

The Honors Specialization in Biochemistry and Cancer Biology reflects the broad, multi-disciplinary and collegial cancer research and healthcare communities within our University and Hospitals that both study cancer, and care for our cancer patients and their families across Southwestern Ontario.

This module will offer the coordinated, integrated, undergraduate training to Western students related to the multidisciplinary basis of cancer biology, with emphasis on how that knowledge is translated from the research lab to the cancer patient. This module will link together, in a coordinated fashion, a number of existing courses that have cancer-related content which are offered by cancer researchers in individual departments within the Schulich School of Medicine & Dentistry, aligning with Schulich's mission to provide an outstanding education within a research-intensive environment. Initial consultations among the appropriate fourth-year course coordinators have already commenced and will continue, to ensure minimal overlap across courses, maximizing complementary content coverage, and adherence to the Degree Outcomes. In addition, by bringing together these pre-existing courses with a unique Community-Engaged Learning course (Biochemistry 4455G: Translational Concepts in Cancer Biology), Western will be offering the first such interdisciplinary undergraduate degree in Cancer Biology at a Canadian university.

Students may register in Year 3 of this module for the first time in 2017/18 and in Year 4 of this module for the first time in 2018/19. Initially, twelve students will be admitted to the Honors Specialization in Biochemistry and Cancer Biology. It is expected that this module will appeal to undergraduate students who are broadly interested in cancer as a potential career choice either within the context of future medical or professional training, undertaking graduate work in cancer research, or in identifying employment avenues within the larger biomedical community.

5. Faculty of Science, Department of Computer Science: Introduction of a Minor in Computer Hardware Design

Recommended: That effective September 1, 2017, a Minor in Computer Hardware Design be introduced in the Department of Computer Science, Faculty of Science as shown in [Appendix 4](#).

Background

To provide more options to students in Computer Science, this module was formulated by the Departments of Computer Science and Electrical and Computer Engineering. It provides Computer Science students access to courses usually reserved for Engineering students, enabling cross-disciplinary study in a field of computing that Computer Science does not have the resources to offer on its own. Every year, we have students request content in this area, and this allows us to service those students, leveraging existing courses and resources to everyone's benefit.

This module imposes no unusual implications as far as ITS or library services is concerned. There are no unusual financial implications for students, and no unusual space implications either. As this module is being mounted entirely with existing courses, it can be accommodated easily through incremental growth to these courses where capacity currently does exist.

6. Faculty of Social Science, Department of Management and Organizational Studies: Revisions to the BMOS Internship Program

Recommended: That effective September 1, 2017, the BMOS Internship program be revised as shown in [Appendix 5](#).

Background

The Department of Management and Organizational Studies currently offers an internship program that can be taken by students to supplement their degree. The current arrangement provides students with the opportunity to work full-time for a term of no less than 8 and no more than 16 months following their third year of study. Students then return to Western to complete the final credits/requirements for their degree and graduate. A four-year degree plus the internship takes a minimum of five academic years to complete.

Although a valued program and a great opportunity for students enrolled in BMOS, there are two shortcomings of the current model. First of all, students currently in the program are unable to receive interest-free status on their student loans and are ineligible to receive the 30% off Ontario Tuition Grant. As a result, students are required to begin paying back their student loans, with interest, while on internship even though they are involved in an education-related initiative. Secondly, with the current model, non-Canadian citizenship students (or those who do not have Permanent Resident status in Canada) are not able to take part in the opportunity, as they are not eligible for the required work permit. For the Department, these shortcomings block the opportunity to fully engage all students in their chosen discipline.

To combat these two shortcomings, one thing must happen: an internship must be built into a degree structure (in the sense that it must become a requirement of a degree or degree component), with which proof of enrolment can be officially documented for the Ontario Student Assistance Program (OSAP), various financial loan organizations, Citizenship and Immigration Canada (CIC) and any relevant foreign governments.

The resolution is to have the BMOS Internship Program display on students' records as a themed program. Doing so allows the internship component to appear on academic records and transcripts and provides the opportunity for a student to apply for a study permit. Further, students will receive formal academic recognition of having completed the program, which they can then use for various professional certification applications and requirements.

Students will continue to receive 1.0 credits for MOS 3494 – Internship for which the preparatory component will be taken in the academic year preceding the student's work term, typically the third year, and each internship course will count for 3.0 credits (note that as per their course descriptions, the 3.0 courses cannot be counted toward a degree). The scope of this proposal is geared toward the Department of Management and Organizational Studies who have an already established internship program and works with the Student Success Centre to aid with student placements.

7. **Faculty of Social Science, Huron University College, and King's University College: Introduction of a Minor in Public History**

Recommended: That effective September 1, 2017, a Minor in Public History be introduced in the Faculty of Social Science, Huron University College, and King's University College as shown in [Appendix 6](#).

Background

The joint Minor in Public History is a unique undergraduate program, and will attract students who might not otherwise apply to Western. Beyond students who would complete a Major in History and a Minor in Public History, the minor will also draw Majors in other programs in Social Science and the Arts and Humanities into History departments as the Public History minor complements their programs.

The new Public History minor builds on the existing strengths of the History departments at Western's main campus, at King's University College, and at Huron University College, tapping into established course offerings, research interests, and expertise in the fields of Public History, active history, historiography, and community-based research. Following the recommendations of the National Council on Public History's guide to best practices in the establishing of undergraduate programs, the proposed Minor is integrated with local community resources, and will provide students with scholarly and experiential training in the historian's craft; rich historical content and context; knowledge mobilization; co-creation of knowledge; and community-based field work.

Students will be drawn from the History department (History Major/Public History minor) but just as importantly, from other departments on main campus and the affiliates.

8. **Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding Transfer Credit for Students in the Early Childhood Education Program**

Recommended: That Senate approve, and recommend to the Board of Governors, the renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the Early Childhood Education Program, effective January 1, 2017, as shown in [Appendix 7](#).

Background

For the past several years, Western, King's, Brescia and Huron have awarded transfer credit to graduates from the Early Childhood Education program at Fanshawe College. This agreement has expired and is due to be renewed. Updates have been made to the curriculum, course titles and course numbers as set out in the appendices attached. The renewal of this agreement supports the initiatives of the Province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT).

The Registrar's Office at each institution in consultation with the appropriate authorities in the respective programs will be responsible for the administrative processes associated with this Articulation Agreement.

This agreement will be effective January 1, 2017 and shall continue in force unless terminated by either party.

9. **Revisions to the "Registration and Progression in Three-Year, Four-Year and Honors Programs" Policy (Breadth Requirements for First Year and Degree Structure)**

Recommended: That the "Registration and Progression in Three-Year, Four-Year and Honors Programs" Policy be revised effective September 1, 2017, as shown in [Appendix 8](#).

Background

In the course calendar the Honors Bachelor Degree and the Bachelor Degree (Four-Year) are stated as having a course complement of 20.0 courses. In order to permit flexibility in module design, an amendment to the 20.0 courses description is being presented. As an example, the University's list of allowable module combinations includes an Honors Specialization combined with a Major; in many cases this would require completion of over 20.0 courses. An amendment is being proposed to the Honors BA and the BA Four-Year to capture any exceptions.

10. **Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy**

Recommended: That the "Course Numbering, Essay Courses, and Hours of Instruction" Policy be revised effective September 1, 2017, as shown in [Appendix 9](#).

Background

There are currently no defined quality assurance standards for 0-level courses, such as 0-level Writing Courses. Policy mandates that essay courses must be numbered 1000-4999 to meet the 2.0 designated essay course requirement. The proposed changes will provide clarity for the essay requirement and 0-level courses.

Senate policy for all Majors, Specializations and Honors Specializations admissions require completion of first-year requirements which are explicitly composed of 1000-level courses. However, there are some modules that allow for 0-level courses as part of their admissions requirements. First year requirements are clearly defined as 1000-level courses. The proposed policy clarification is intended to address the admissions issue.

FOR INFORMATION

11. New Scholarships and Awards

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in [Appendix 10](#) for recommendation to the Board of Governors through the Vice-Chancellor.

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<http://westerncalendar.uwo.ca/2017/pg182.html>

Admission Requirements

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

- a) Visual Arts Studio 1025 or VAS 1020;
- b) 1.0 course from two of VAH 1041A/B, VAH 1042A/B, VAH 1043A/B, VAH 1044A/B and VAH 1045A/B, and
- c) 1.0 additional course. There may be no mark less than 70% in either VAS 1025 or VAS 1020 and no mark less than 60% in 1.0 from two VAH 1041A/B - 1045A/B and the 1.0 additional principal course.

Students seeking admission to VAS 1025 directly from high school must submit a portfolio of their studio work for Department assessment as part of the University admission process. Students who are accepted and who meet the admission requirements listed above will be admitted to the BFA program without the need of another portfolio review at the end of the VAS 1025 course.

Students applying from high school who have taken a special Grade 12 Studio Practice Program may be eligible to enroll in 1.0 VAS 2000-level course(s) in their first-year of studies in lieu of VAS 1025 with permission from the Department. Students must still take 5.0 first-year courses and are expected to complete that requirement by the end of their second-year.

Students admitted to VAS 1020 may still enter the BFA program provided they meet the admission requirements listed above and submit a portfolio of work for approval toward the end of the second term of the VAS 1020 course.

An average of 70% with no mark less than 60% in VAS courses must be maintained for progression.

The rest of the policy is unchanged

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<http://www.westerncalendar.uwo.ca/2017/pg262.html>

THE HBA PROGRAM

For students entering the HBA program in September 20**0917** and thereafter, the following program curriculum applies:

The Third Year (HBA1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (**8.257.5** courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, 3301K, 3302K, 3303K, 3304K, **3307K**, 3311K, 3316K, 3321K, 3322K, 3323K.

No substitute for any of the above courses is permitted under any circumstances.

The Fourth Year (HBA2)

The fourth year consists of required and elective courses (6.0 courses). The elective courses allow students to design a personal program of study best suited to their individual needs. A few students concentrate mainly in one functional area; most prefer to select courses from several areas.

Required **(2.5)**:

International Perspective Requirement: Business Administration 4505A/B.

Corporations and Society Perspective Requirement: at least one 0.5 course **from Business administration - Corporations and Society designated electives offered during the academic year** ~~Business Administration 4521A/B, 4522A/B, 4523A/B~~ or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

Managerial Accounting Requirement: Business Administration 4624A/B

Applied Project Requirement: Business Administration 4569.

Electives **(3.5)**:

4.03.5 elective courses chosen from 4000 level Business courses (**0.54.0** course from the Faculty of Arts and Humanities, Science, Social Science, or Law that is career related may be substituted for a Business elective with the permission of the HBA Program Director).

For students who entered the HBA Program in September 2016 and prior, the following program curriculum applies:

The Third Year (HBA1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (8.25 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, 3301K, 3302K, 3303K, 3304K, 3307K, 3311K, 3316K, 3321K, 3322K, 3323K.

No substitute for any of the above courses is permitted under any circumstances.

The Fourth Year (HBA2)

The fourth year consists of required and elective courses (6.0 courses). The elective courses allow students to design a personal program of study best suited to their individual needs. A few students concentrate mainly in one functional area; most prefer to select courses from several areas.

Required:

International Perspective Requirement: Business Administration 4505A/B.

Corporations and Society Perspective Requirement: at least one 0.5 course from Business Administration 4521A/B, 4522A/B, 4523A/B or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

Applied Project Requirement: Business Administration 4569.

Electives:

4.0 elective courses chosen from 4000 level Business courses (1.0 course from the Faculty of Arts and Humanities, Science, Social Science, or Law that is career related may be substituted for a Business elective with the permission of the HBA Program Director).

NEW CALENDAR COPY

HONORS SPECIALIZATION IN BIOCHEMISTRY AND CANCER BIOLOGY

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

Admission Requirements

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

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

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

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

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

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.

1.0 course at the 1000-level from either Category A or B must be completed with a passing grade.

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

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

1.0 course: Biology 2382A/B, 2581B

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

0.5 course from: Chemistry 2213A/B or 2273A

0.5 course from: Chemistry 2223B or 2283G

0.5 course: Microbiology and Immunology 2500A/B

Module

11.0 courses

0.5 course: Biochemistry 2280A

1.0 course: Biology 2382A/B, 2581B

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

0.5 course from: Chemistry 2213A/B, 2273A

0.5 course from: Chemistry 2223B, 2283G

0.5 course: Microbiology and Immunology 2500A/B

0.5 course: Medical Biophysics 2582B

1.5 courses: Biochemistry 3381A, 4450A, 4455G

1.0 course: Pharmacology 3620

0.5 course from: Biochemistry 3382A, Chemistry 3393A/B, Microbiology and Immunology 3300B (see note 1 below)

1.0 course from: Anatomy and Cell Biology 3309, Pathology 3500 (or the former Pathology 3240A and 3245B)

0.5 course from: Biochemistry 3380G, Microbiology and Immunology 3620G, Pharmacology 3580Z (see note 1 below)

1.0 course from: Anatomy and Cell Biology 4461B, Microbiology and Immunology 4300A, Pharmacology 4360A/B

1.5 courses: Biochemistry 4486E (Research Project = 1.5 courses)

Notes:

1. Biochemistry 3380G requires both Biochemistry 3381A and 3382A as prerequisite courses; Microbiology and Immunology 3620G requires Microbiology and Immunology 3300B as a pre- or corequisite course; the prerequisite for Pharmacology 3580Z includes a minimum average of 75% in the previous year.

2. See the Weighted Average Chart (MODULES OFFERED IN THE BMSc PROGRAM) for information about admission to the Honors Specialization modules in Year 4 and which specific courses must be completed prior to Year 4.

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

Weighted Average Chart

Honors Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Biochemistry and Cancer Biology	4.0 courses: Biochemistry 2280A; Biology 2382A/B and 2581B; Chemistry 2213A/B or 2273A; Chemistry 2223B or 2283G; Biology 2244A/B or Statistical Sciences 2244A/B; Medical Biophysics 2582B; Microbiology and Immunology 2500A/B	3.5 courses: Biochemistry 3381A; Pharmacology 3620; Anatomy and Cell Biology 3309 or Pathology 3500 (or the former Pathology 3240A and 3245B); one of Biochemistry 3382A, Chemistry 3393A/B or Microbiology and Immunology 3330B; one of Biochemistry 3380G, Microbiology and Immunology 3620G, or Pharmacology 3580Z

NEW CALENDAR COPY

Minor in Computer Hardware Design

This minor is especially designed for students interested in a deeper exploration of the design of computer hardware, both from theoretical and applied perspectives, supported in collaboration with the Department of Electrical and Computer Engineering of the Faculty of Engineering.

Admission Requirements

Registration in the Major, Specialization, or Honors Specialization in Computer Science.

Module

4.0 courses:

0.5 course: ECE 2277A/B

2.5 courses: ECE 3349A/B, 3375A/B, 3380A/B, 3389A/B, 3390A/B

0.5 course: ECE 4460A/B

0.5 course from: Computer Science courses at the 3000 level or above, Science 3377A/B, Mathematics 3159A/B.

Note:

Students registered in the Specialization or Honors Specialization in Computer Science must replace Computer Science 3350A/B in that module with another Computer Science course at the 3000 level or above, Science 3377A/B, or Mathematics 3159A/B as ECE 3375A/B will be delivering that content for this module.

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<http://www.westerncalendar.uwo.ca/2017/pg786.html>

BMOS INTERNSHIP PROGRAM

The BMOS Internship Program includes a series of preparatory sessions, an 8 to 16 month internship in a relevant employment setting, and a post-internship component. All students enrolled in the 3rd year of a BMOS module, are eligible to apply to the BMOS Internship Program. The minimum academic admission requirement is a 70% average in 2nd year and the successful completion of Business Administration 2257. Students will be required to attend all preparatory workshops. An administration fee is payable upon appointment to an internship placement. Students who have qualified to receive a continuing scholarship for the academic year during which they participate in the BMOS Internship Program are permitted to defer receipt of the scholarship for one year. Participation in the internship placement will delay graduation by one year.

A Pass/Fail grade will be assigned. Credit for the internship cannot be counted toward any degree or program. Interested students should visit the BMOS Internship Coordinator by October of their 3rd academic year. Please note that International students are not eligible for this program, unless they find their own internship.

For additional information, please visit www.dan.uwo.ca/internship

New Policy to be as follows:

Admission Requirements

The themed program, BMOS Internship Program, aims to provide an 8 – 16 month practical degree-related experience in an employment setting. All students enrolled in the third year of a four-year undergraduate degree program including an Honors Specialization, Honors Double Major or Specialization in a BMOS module on Main Campus are eligible to enroll in the BMOS Internship Program.

Students must also satisfy the eligibility requirements which are to: be enrolled in full-time undergraduate studies at Western University; have at least a 70% average; have successfully completed the second-year principal courses required for their degree including Business 2257; have completed at least 5.0 credits at Western University; be in good standing with the Department; be returning to full-time studies at Western University to complete the final year of their studies. Students interested in the program should apply through the Career Services Office at westerncareercentral.ca in the fall of their third academic year. Additional opportunities may include an internship work term between years one and year two of a second degree.

Students will be registered in, and attend, all preparatory workshops and meet other preparatory requirements included in MOS 3494 - Internship during the year prior to their work term. Students who are successful in securing a placement will pay an administrative fee and will receive 1.0 credits for the course once the themed program is complete. Students who are unsuccessful in securing a placement will be withdrawn from MOS 3494 without penalty, and will not be liable for the administrative fee.

During their work term, students will be registered in one of three courses depending on the length of time of the practical experience component: MOS 3490 - Internship: Work Term (8 month option), MOS 3491 - Internship: Work Term (9-12 month option), or MOS 3492 - Internship: Work Term (13-16 month option). Students who complete a second Internship work term with a second company will also be registered in MOS 3493 – Internship: Work Term (second 8 month option). Following the work term, students will complete a report and oral presentation. A grade of pass/fail will be assigned to each of the course components completed as part of the themed program.

Students who qualify to receive a continuing scholarship in the academic year in which they participate in the BMOS Internship Program are permitted to defer receipt of the scholarship for one year.

For additional information, please visit:

http://mos.uwo.ca/undergraduate/internships/for_students/index.html

Additional courses will be submitted via DAP after approval is received for the revisions to the BMOS Internship program.

NEW CALENDAR COPY

MINOR IN PUBLIC HISTORY

Admission Requirements

Completion of first-year requirements, including a course in History with a minimum mark of 60%.

Module

4.0 courses. Note that some courses have pre-requisites. Some courses have limited spots and thus require special application or have preference for their own departmental students. Please check with each department to ensure you have all needed prerequisites.

Required Courses

2.0 courses: History 2811F/G, 3813E, 3809F/G

1.0 courses from: History 2816A/B or Digital Humanities 2130A/B, History 3801E, 3901F/G, 4810F/G

1.0 courses from: History 2189A/B, History 4213F/G, Visual Arts History 2292F/G, 3383A/B/Y, 3386F/G, 4485E, 4496A/B/Y, Visual Arts Studio 3383A/B/Y, 4485E, 4496A/B/Y See the History Department website for the approved list of other courses from departments such as Anthropology/Archaeology, Classics, Digital Humanities, English and Cultural Studies, Geography, History and Visual Arts, with significant public history content, or another suitable course by special permission.

NOTE: Students may complete an Honors Specialization, or Major in History and also complete a Minor in Public History. No double counting is allowed: that is, courses taken to fulfill the requirements of this module cannot fulfill the requirements of any other modules at the university.

Recommended Course Progression in this Module: Year 1: at least 0.5 course in History, and courses to fulfill university breadth requirements. Year 2: History 2811F/G. Year 3: History 3813E and 3809F/G. Year 4: 1.0 course from B, and 1.0 course from C if not taken earlier.

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

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

and

BRESCIA UNIVERSITY COLLEGE
(hereinafter called "Brescia")

and

HURON UNIVERSITY COLLEGE
(hereinafter called "Huron")

and

KINGS UNIVERSITY COLLEGE
(hereinafter called "King's")

and

FANSHAWE COLLEGE
(hereinafter called the "Fanshawe")

WHEREAS Western, Brescia, Huron, King's and Fanshawe wish to increase student mobility between Fanshawe and Western and the Affiliated University Colleges, 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 Early Childhood Education 2-year diploma program at Fanshawe to Western, Brescia, Huron and King's 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, Brescia, Huron and King's;

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 follows:

ADMISSION

1. Western's Faculties of Arts & Humanities, Social Science and Science, and the Faculties of Arts & Social Science at Brescia, Huron and King's agree to consider for admission graduates of the Early Childhood Education 2-year diploma program at Fanshawe who meet the following requirements:

- A competitive overall admission average as determined by Western, Brescia, Huron and King's;
- No individual grade less than "C" or 60 in each course outlined in Appendix 1.

2. Admissions decisions are within the sole discretion of Western, Brescia, Huron and King's 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 admission rests with the Registrar at Western in accordance with the provisions of the Affiliation Agreement between Western and Brescia, Huron and King's.

TRANSFER CREDIT

3. Western shall grant transfer credit to successful applicants for the courses taken at Fanshawe in accordance with **Appendix 1**.

4. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to Fanshawe course names or numbers may result in denial of transfer credit to admissible applicants.

5. The parties acknowledge that the granting of transfer credit is based on an assessment of the Early Childhood Education 2-year diploma program curriculum at Fanshawe and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses.

GENERAL

6. The parties agree to provide Early Childhood Education 2-year diploma program students with information about the transfer credit and encourage qualified students to apply.

7. 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

8. (a) This Agreement is effective January 1st, 2017 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 Fanshawe decides to terminate this Agreement due to changes to the Early Childhood Education 2-year diploma program 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

*

Gary Lima
Senior Vice-President, Academic

Date

THE UNIVERSITY OF WESTERN ONTARIO

*

Dr. John Doerksen
Vice-Provost (Academic Programs)

Date

BRESCIA UNIVERSITY COLLEGE

Dr. Susan Mumm
Principal

Date

HURON UNIVERSITY COLLEGE

Dr. Barry Craig
Principal

Date

KING'S UNIVERSITY COLLEGE

Dr. David Sylvester
Principal

Date

*I have authority to bind the institution.

Appendix I

2- Year Diploma, Early Childhood Education

A minimum grade of “C” must be attained in each course to qualify for the transfer credit under this agreement.

Western Course Code	Western Course Title	Western Course Weight	Fanshawe Course	Fanshawe Course Title	Credit Weight
PSYCHOL 2040A/B	Child Development	.5	ECED 1074	Child Development: Intro	3.0
PSYCHOL 4692E	Practicum	1.0	FLDP 1021	Field Orientation	2.4
			Two of: FLDP 1022* FLDP 3023* FLDP 3024*	Field Practicum 0-3 Years	4.4
				Field Practicum 3-6 Years	4.4
				Field Practicum 0-12 Years	4.4
PSYCHOL 2043A/B	Exceptional Children: Developmental Disorders	0.5	ECED 3037	Inclusive Practice	3.0
PSYCHOL 2400TRN	Elective Psychology Credit Year – 2 Level	0.5	ECED 1003	Emotional Development & Early Relations	3.0
PSYCHOL 2100TRN	Elective Psychology Credit Year – 2 Level	0.5	ECED 1053	Promoting Pro-Social Behaviour	3.0
SOCIOL 1020TRN	Elective Sociology Credit Year – 1 Level	1.0	SOCI 3003	Canadian Families: Change & Diversity	3.0
			ECED 3022	Partnerships with Families	3.0
			ECED 3037	Inclusive Practice	3.0
WRITING 1031F/G	Global Positioning: Introduction to Rhetoric and Professional Communication	0.5	COMM 3072	Communications for Human Services	3.0
		4.5 Total			

REVISED CALENDAR COPY

www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

The first part of the policy is unchanged

Breadth Requirements for First Year

First-year students must include 1.0 course from each of two of the three categories (A, B, and C) shown below.

Breadth Requirements for Graduation

At least 1.0 course must be chosen from each of the three categories (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

CATEGORY A

Social Science

Anthropology, Economics, First Nations Studies, Geography, History, International Relations, Management and Organizational Studies (formerly Administrative and Commercial Studies), Political Science, Psychology, Sociology, Women's Studies

Interdisciplinary and Multidisciplinary

American Studies, Childhood and Social Institutions (formerly Childhood and Family Relations), Dance, Education, Family Studies, Health Sciences, Interdisciplinary Studies, Centre for Global Studies (formerly International and Comparative Studies; Modern Eastern Civilizations), Kinesiology, Linguistics, Media and the Public Interest, Media, Information and Technoculture, Nursing, Rehabilitation Sciences, Social Justice and Peace Studies

Various

Business Administration, Digital Communication, Foods and Nutrition, Human Ecology, Law, Music, Social Work, Thanatology

CATEGORY B

Arts and Humanities

Classical Studies, Comparative Literature and Culture, Digital Humanities, English, Film Studies, French Studies, Italian Studies, Medieval Studies, Philosophy, Religious Studies, Speech, Theological Studies, Visual Arts History, Visual Arts Studio, Women's Studies, Writing*.

Languages

Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

CATEGORY C

Engineering

Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Science, Green Process Engineering, Mechanical and Materials Engineering, Software Engineering

Medical Science

Anatomy and Cell Biology, Biochemistry, Biostatistics, Chemical Biology, Epidemiology, Epidemiology and Biostatistics, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Neuroscience, Pathology, Pathology and Toxicology, Pharmacology and Toxicology, Physiology

Science

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Differential Equations, Earth Sciences, Environmental Science, History of Science, Linear Algebra, Mathematics, Physics, Planetary Science, Statistical Sciences

Various

Communication Sciences and Disorders

Notes:

~~* Writing 0002F/G course is restricted to English as a Second Language students and does not qualify as a Category B course.~~

Faculty of Registration

First-year students normally will be enrolled in a first-year program in their Faculty of Registration, e.g., Arts and Humanities, Health Sciences, Information and Media Studies, Engineering, Music, Science, Social Science and Affiliated University Colleges.

In subsequent years, normal entrance requirements apply for placement in modules and programs. The essential module(s) for the degree will determine the Faculty of Registration. However, for students enrolled in Year 2 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Faculty of Science. For students enrolled in Years 3 and 4 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Schulich School of Medicine & Dentistry. Students registered in Double Majors or Double Minors that include modules offered by two different faculties in Arts and Humanities, Science or Social Science must choose one of the two faculties as their Faculty of Registration. Students registered in Double Majors or Double Minors that include modules offered by one of certain faculties such as Health Sciences or Information and Media Studies must register in that Faculty.

The Degree Structure

The Modules

There are four possible modules of study which may be entered after First Year:

- Honors Specialization (9.0 or more specified courses)
- Specialization (9.0 or more specified courses)
- Major (6.0 -7.0 specified courses)
- Minor (4.0 -5.0 specified courses)

The modular degree structure affords the opportunity to combine various subjects from different departments and faculties. The chart below shows how modules can be combined in the three different types of degrees offered. The modules taken must fit within these degree structures. Departments, schools, faculties and affiliated university colleges may offer some or all of the above modules. See faculty and department listings for details. Combinations other than those listed below have not been approved; consequently, they may not be taken. Enrolment in some modules may be limited.

DEGREE TYPE	HONORS SPECIALIZATION MODULE	SPECIALIZATION MODULE	MAJOR MODULE	MAJOR MODULE	MINOR MODULE	MINOR MODULE
Honors Bachelor	X					
Honors Bachelor	X		X			
Honors Bachelor	X				X	
Honors Bachelor			X	X		
Bachelor Four-Year		X				
Bachelor Four-Year		X	X			
Bachelor Four-Year		X			X	
Bachelor Four-Year			X	X		
Bachelor Four-Year			X			
Bachelor Four-Year			X		X	
Bachelor Four-Year			X		X	X
Bachelor Three-Year			X			
Bachelor Three-Year			X		X	
Bachelor Three-Year					X	X

X (Essential Modules)

X (Additional Modules)

The Honors Bachelor Degree - (A minimum of 20.0 Courses)

15.0 courses after first year, including at least an Honors Specialization or a Double Major, as follows:

- Honors Specialization module (9.0 or more)

This may be combined with a Major module or a Minor module or option(s).

- Major module (6.0 -7.0) plus a Major module (6.0 -7.0) plus option(s) (3.0 - 1.0)

This combination requires two Major modules.

The Bachelor Degree (Four-Year) - (A minimum of 20.0 Courses)

15.0 courses after first year including at least a Specialization module or a Major module, as follows:

- Specialization module (9.0 or more)

This may be combined with a Major module or a Minor module or option(s).

- Major module (6.0 -7.0) plus a Major module (6.0 -7.0) plus option(s) (3.0 - 1.0)

- Major module (6.0 -7.0) plus Minor(s) modules(s) or option(s).

- Major module (6.0 -7.0) plus options

The Bachelor Degree (Three-Year) - (15.0 Courses)

10.0 courses after first year including at least a Major module or a Double Minor, as follows:

- Major module (6.0 - 7.0) plus option(s)

- Major module (6.0 - 7.0) plus a Minor module (4.0-5.0)

- Minor module (4.0 - 5.0) plus a Minor module (4.0 - 5.0) plus option(s) (2.0 - 0)

This combination requires two Minor modules

The rest of the policy is unchanged

REVISED CALENDAR COPY

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

COURSES NUMBER POLICY FOR GRADUATE AND UNDERGRADUATE COURSES

COURSE NUMBERING

1. Course Numbers: Courses are labelled with a ten-character field where the first four characters are numeric and the last six characters may be used for an alphabetic suffix.
Course Titles: If the title exceeds 30 characters the course must be given an alternate "short title" of 30 characters or less for use by the Registrar's Office.
Course Descriptions: May not exceed 50 words.
2. Each course will be identified by the department/program offering it. If the course is to be cross-listed and offered by more than one department/program, this should be stated clearly in the original proposal for the course.
3. Courses will be numbered according to the following format:

0001 - 0999*	Pre-University level introductory courses
1000 - 1999	Year 1 courses
2000 - 4999	Senior-level undergraduate courses
5000 - 5999	Professional Degree courses in Dentistry, Education, Law, and Medicine
6000 - 6999	Courses offered by Continuing Studies
7000 - 8999	<i>Not yet designated</i>
9000 - 9999	Graduate Studies courses

* These courses are equivalent to pre-university introductory courses and may be counted for credit in the student's record, unless these courses were taken in a preliminary year. **They may not be counted toward essay or breadth requirements, or used to meet modular admission requirements unless it is explicitly stated in the Senate-approved outline of the module.**

The rest of the policy is unchanged

New Scholarships and Awards

David McCall Men's Basketball Award (Athletics)

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 Western Men's Basketball Team and has demonstrated financial need. Online financial need assessment forms are available from the Student Center and must be submitted by September 30. Candidates must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient, after the Registrar's Office has assessed financial need, 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). The recipient should personify David's characteristics of hard working student who assists others on and off the court. This award was established by Jeremy McCall (BA '06).

Value: 1 at \$1,500

Effective Date: 2017-2018 to 2021-2022 academic years inclusive

Matt Baxter Football Award (Athletics)

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 Mustangs Football Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and non-entering students 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 recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Matt Baxter, BA '08

Value: 1 at \$4,000

Effective Date: 2017-2018 academic year only

Jensen Family Tennis Scholarship (Athletics)

Awarded annually to full-time undergraduate students (one male and one female) entering Year 1 of any degree program at Western including the Affiliated University Colleges who are making a contribution as a member of the Men's and Women's Tennis Teams. 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%. The Western Athletic Financial Awards Committee will select the recipients basing its decision 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 scholarship was established by Mr. Peter Jensen and his family.

Value: 2 at \$4,000

Effective Date: 2017-2018 to 2021-2022 academic years inclusive

Dentistry Bursary (Dentistry)

Awarded to a student in any year of the Doctor of Dental Surgery (DDS) program who has demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31st. The recipient will be selected by the Office of the Registrar.

Value: Number and value will vary depending on funding available

Effective Date: 2017-2018 academic year

Eva Havaris Women's Soccer Award (Athletics)

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 Western Women's Soccer 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 the recipient basing its decision 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 by Eva Havaris (BA '03, MA '06).

Value: 1 at \$3,000

Effective Date: 2017-2018 to 2018-2019 academic years inclusive

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING
(SCUP)

Contents	Consent Agenda
Hicks Morley Professorship in International Labour Law	Yes
Naming of the DAN Department of Management & Organizational Studies	No
Western Libraries Annual Report 2016	No
National Survey of Student Engagement (NSSE)	Yes

FOR APPROVAL

1. **Hicks Morley Professorship in International Labour Law**

Recommended: That the Hicks Morley Professorship in International Labour Law be established and appointed within the Faculty of Law.

Background:

See [Appendix 1](#).

2. **Naming of the DAN Department of Management & Organizational Studies**

Recommended: That Senate approve and recommend to the Board of Governors, that the Department of Management and Organizational Studies within the Faculty of Social Science be named the DAN Department of Management & Organizational Studies.

Background:

See [Appendix 2](#).

FOR INFORMATION

3. **Western Libraries Annual Report 2016**

In addition to information contained in [Appendix 3](#), a PowerPoint presentation on the Western Libraries Annual Report 2016 will be provided by the Vice-Provost and Chief Librarian.

4. **National Survey of Student Engagement (NSSE)**

The Vice-Provost (Academic Programs) provided the following background for the slides shown in [Appendix 4](#).

When you have large number of participants, which the NSSE does, even small differences can be statistically significant. It is important, therefore, to consider the size of the differences (i.e., the effect sizes) in addition to whether or not they are statistically significant. Although there are a number of statistically significant differences between Western's NSSE 2014 results and those of our comparison groups (i.e., participating Ontario post-secondary institutions, the U15, and Western's Carnegie Peers), in the accompanying presentation there are only three differences that are large enough to warrant consideration:

1) Western's 1st year students scored significantly and substantially higher on the Higher Order Learning

engagement indicator than 1st year students in the U15 (see Slide 6).

2) Significantly and substantially fewer 4th year Western students reported completing at least one High Impact Practice (e.g., service learning, research with faculty) than comparable students in our Carnegie Peer comparison group (see Slide 8).

3) Both 1st and 4th year Western students rated the item “How would you evaluate your entire educational experience at this institution” significantly and substantially higher than comparable students in the Ontario and U15 groups (the item is rated from “poor” to “excellent”; see Slides 9 and 10 for the Western/U15 comparison).

Hicks Morley Professorship in International Labour Law

FOR APPROVAL

Recommended: That the Hicks Morley Professorship in International Labour Law be established and appointed within the Faculty of Law.

Donor and Funding: Law firm, Hicks Morley Hamilton Stewart and Storie LLP's giving to Western Law is approaching 30 years since it began. Since 2012, the firm and its partners will have committed much needed support, contributing more than \$150,000 toward Western Law's Labour Law program.

Hicks Morley has agreed to donate \$75,000 over six years to continue to support this named position. In keeping with similar positions held in the Faculty of Law during 'January Intensive Period', and in honour of Western's long-standing relationship with the firm, Law requests that this renewed position be named the Hicks Morley Professorship in International Labour Law.

Effective Date: January 1, 2018

Purpose: The Donor's gift will allow Western to continue bringing an internationally recognized scholar or practitioner in labour and/or employment law to Western for the January Term three times during the next six years (beginning in 2018). Funds will cover travel, housing/ accommodation and support costs while at Western, in addition to providing an honorarium.

Through the firm's support for this visiting appointment, Western students and faculty will have access to a leading legal mind in labour and employment law for the January Term.

The administration of the spending of resources will be the responsibility of the Dean of the Faculty of Law.

Criteria: Appointments to the Professor will be conducted in accordance with University policies and procedures. Appointments will normally be for a one-year term, renewable at the discretion of the Dean.

Reporting: The University, through the Faculty of Law will report to Hicks Morley regarding the activities of the Professor.

Naming of the DAN Department of Management & Organizational Studies

FOR APPROVAL

Recommended: That Senate approve and recommend to the Board of Governors, that the Department of Management and Organizational Studies within the Faculty of Social Science be named as the DAN Department of Management & Organizational Studies.

Background:

In January 2006, the Management and Organizational Studies program was officially named the Aubrey Dan Program in Management and Organizational Studies, in recognition of a gift of \$5 million from Aubrey Dan, BACS'85.

Aubrey Dan's gift of \$5 million to the University continues to provide significant support to faculty and students through the establishment of endowments for a professorship, faculty fellowships, a research fund and a large number of student awards.

The impact of the gift was transformational and enabled the Faculty of Social Science and Dr. Mitch Rothstein (who was appointed as program director in 2008) to initiate a Strategic Plan. The Strategic Plan, which was approved in 2009, launched the implementation of a new curriculum.

In June 2013, Management and Organizational Studies, in recognition of the development and strengthening of the Aubrey Dan Program in Management and Organizational Studies, was granted the status of a department and it is now home to nearly half of all Social Science students. The Department currently offers six major areas of study, granting a Bachelor of Management and Organizational Studies (BMOS) degree in Accounting, Commercial Aviation Management, Consumer Behaviour, Finance, Human Resource Management, and Public Administration.

The naming of the DAN Department of Management & Organizational Studies recognizes the significant donor support of Aubrey Dan, as well as it clarifies that the program and the department are essentially the same. Having the Dan name associated with only a "program" has caused confusion, especially when recruiting students and faculty

Aubrey Dan's contributions to the growth and reputation of the Department of Management and Organizational Studies go beyond his philanthropic support. He serves as a member of an Advisory Council that provides valuable links for students to organizations and business relevant to their studies, he gives considerable time to attend events at the department, and meets often with students.

Aubrey Dan is a businessman, philanthropist and Tony Award-winning producer. He is the President of the Dancap Group of Companies, which includes Dancap Global Asset Management and Dancap Private Equity Inc.

Born in Toronto, Aubrey Dan graduated from Western with a degree in Administrative and Commercial studies in 1985. Soon after, he joined his father's company, Novopharm Limited. In 1995, Aubrey Dan was appointed president to run the Novopharm subsidiary, Wampole Canada Inc., an herbal supplement and vitamin manufacturer. In 2002, he founded Dancap Private Equity. Although his theatre company, Dancap Productions, closed in 2012, Aubrey Dan continues to be involved in theatre. In August 2016, it was announced that Aubrey was named Chairman of the Board of Directors of CannTrust Inc., a pharmacist controlled and operated producer of medical cannabis.

Together with his wife, Marla, the Dans have donated millions to organizations primarily focused on children, health and education, including the Dan Department of Communication at Tel Aviv University and the Dan School of Drama and Music at Queen's University, as well as gifts to the Baycrest Centre Foundation and Sunnybrook Foundation's Centre for High Risk Mothers & Babies. Aubrey Dan received an Alumni Award of Merit (Professional Achievement) from Western in 2014.



Office of the Vice-Provost and Chief Librarian

To: Senate Committee on University Planning, Western University
From: Catherine Steeves, Vice-Provost & Chief Librarian
Date: May 1, 2017
RE: **Western Libraries Annual Report to Senate 2016/17**

It is my pleasure to submit this annual report to Western University's Senate for 2016/17.

Each academic year Western Libraries' librarians, archivists and staff make valuable contributions to the University's teaching, learning and research mandates and provide excellent service. This report will highlight key initiatives, activities, and select accomplishments for 2016/17.

The major organizational initiatives for this period have been: continued implementation of the Western Libraries strategic plan; completion of the Organizational Renewal Initiative report and recommendations; facilities enhancements and development of a Western Libraries Master Space Plan; and, continuation of an acquisitions cost reductions and serials review process in direct response to the low value of the Canadian dollar and publishers' price increases.

Western Libraries 2015-2020 Strategic Plan: Engage. Empower. Excel.

All of the activities and service developments of Western Libraries are guided by the following Strategies of Excellence in the strategic plan:

- Manage world-class print and digital collections and resources
- Advance 21st century literacies
- Partner in and support research to advance research excellence
- Champion open access and transform scholarly communication
- Cultivate purposeful partnerships on campus and beyond
- Provide user-centred spaces and technologies
- Actively engage with our communities
- Deliver service excellence to library users and the University

Organizational Renewal

Throughout 2016/17 we have advanced our organizational development efforts. The Organizational Renewal Initiative (ORI), launched in July 2016, continued the work begun last year by the Workforce Analysis and Planning project. The outcome of the ORI was to recommend a new service model and organizational framework for Western Libraries designed to deliver four core user-centred services or functions: research and

scholarly communication; teaching and learning; content management discovery and access; and, user experience and community engagement.

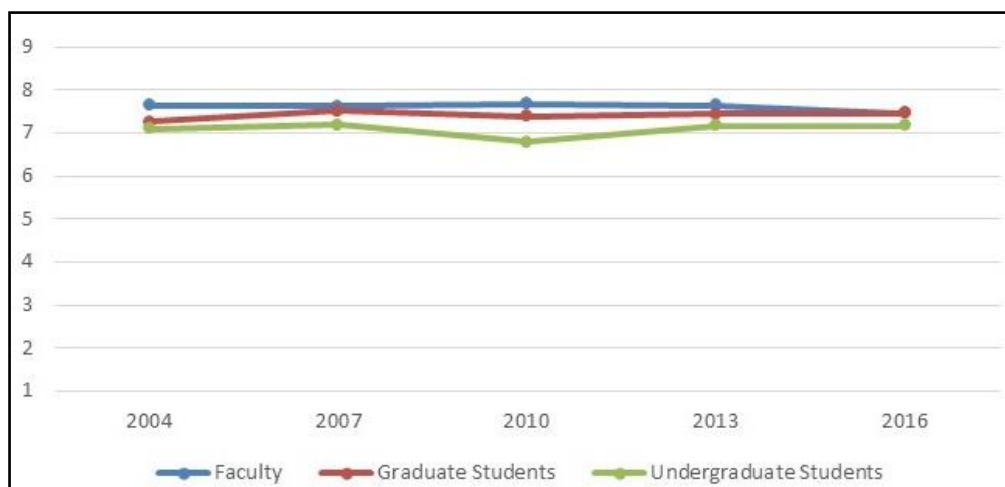
The ORI process enabled wide participation and allowed for leadership from across the libraries outside the formal management structure. It involved fifty-three individuals, participating on a steering team or one of four working groups. The final report and recommendations were released to all library staff in January 2017. Since then Western Libraries' Senior Leadership Team (SLT) has been assessing the implications of the ORI recommendations on role definitions and team, service, and management structures.

SLT is now designing a new organizational structure and developing an implementation and transition plan to enable the new strategic framework within available resources. SLT is also consulting with Human Resources and Faculty Relations to ensure a proper implementation plan and process is put in place that respects current policies, practices and employee agreements. We anticipate that 2017/18 will be a year of significant transition as we transform Western Libraries' structure and evolve our service model.

Service Perceptions and Satisfaction: LibQual 2016

In early 2016, Western Libraries conducted the [LibQual](#) survey to obtain feedback from students and faculty on their levels of satisfaction with different aspects of library collections, services and spaces. Overall, 1,674 participants responded to the survey, with 735 of those including textual comments.

The LibQual survey asks several general satisfaction questions, including a rating on a scale of 1 to 9 for 'overall quality of the service provided by the library.' The following chart shows that these ratings have remained fairly consistent for faculty, graduate students, and undergraduate students for each implementation of LibQual since 2004. Comparing 2016 results to 2013 there is a slight increase in overall satisfaction with library staff and services, and with resources and access (i.e. collections); satisfaction with library as place (i.e. library spaces) has declined.



Overall Quality of the Service Provided by the Library, 2004-2016

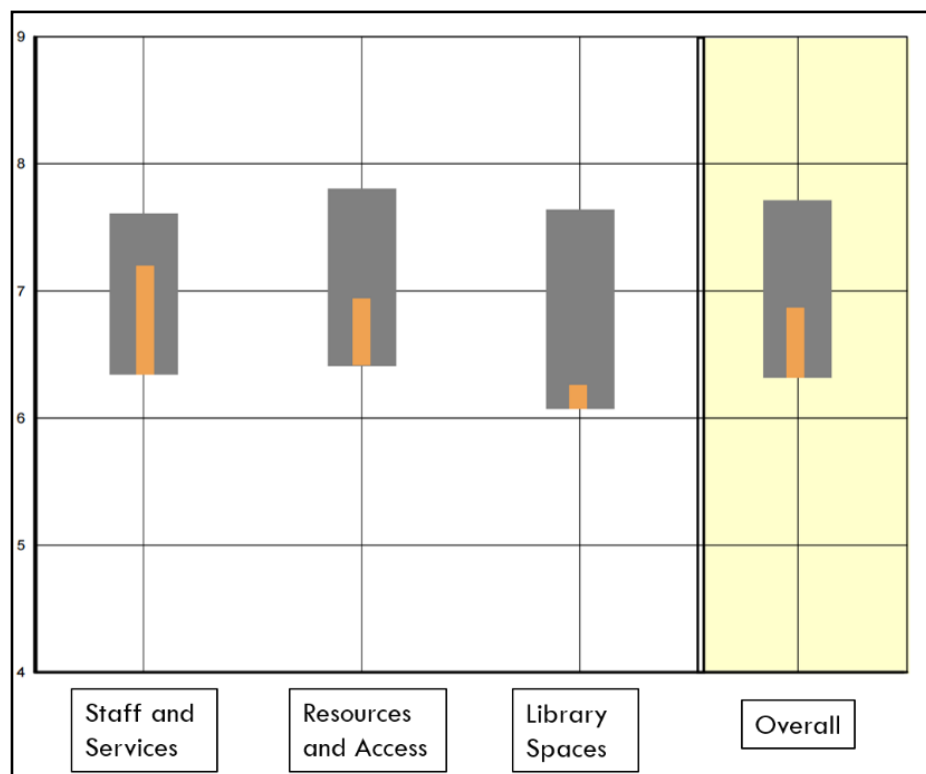
A number of comments addressed general satisfaction with the library, most (72%) being positive, with the majority of others supplying more neutral suggestions or observations (only 5% were negative).

"In the end, this is one of the best libraries in the academic world with some of the most courteous, professional, and lovely staff." Faculty

"Long live the Library! They are central to the "best student experience" and our need for these seems to grow with the increasing online environment, rather than diminish." Graduate Student

"Overall I am very happy with the services that the library provides. It helps me achieve my academic goals and provides an excellent source of resources." Undergraduate Student

Summary scores for 2016 are reflected for the three areas below. The bottom and top of the gray box indicate the average minimum and average desired service levels, respectively. The perceived service levels are indicated by the top of the orange bar. Western Libraries is meeting at least the minimum service levels of users, but is not fully addressing their desired levels of service. We are doing quite well in Staff and Services, have some room for improvement in Resources and Access, and have significant work to do to address needs for Library Spaces.



Average Minimum, Perceived, and Desired Service Levels for LibQual Quantitative Questions

Facilities Improvements and Western Libraries Space Master Plan

Each year Western Libraries undertakes renovation and facility projects of varying sizes and complexity in order to improve physical learning spaces and overall student experience. Particular focus for 2016/17 was on the [second phase](#) of the [Taylor Library main floor renovations](#), which incorporated a new learning commons, improved lighting, and refinishing of the second portico area to create inviting, inspiring and collaborative learning and research spaces to meet the needs expressed by our users. In the Music Library student space was increased and improved with new furniture to add variety to study seat options and fresh paint to brighten and enliven the environment.

Since June 2016, Western Libraries, in collaboration with Facilities Management and Institutional Planning & Budgeting, has been working with the architectural firm Perkins+Will to create a Western Libraries Space Master Plan (WLSMP). The goal of the plan is to create a long-term vision and guide for evolving library spaces to meet the changing and diverse learning, teaching and research needs of our community. The project provided multiple opportunities to engage with stakeholders. The feedback received through face-to-face meetings and online surveys indicated overwhelming support for refreshing and enhancing library spaces for [students](#) and faculty that enable technology-rich learning and research environments within individual, collaborative and community spaces. The draft programmatic space plan was made available for staff, student and campus community feedback in [February](#) and we anticipate the WLSMP will be completed by June 2017.

The WLSMP focusses on our two largest libraries, The D.B. Weldon Library and the Allyn & Betty Taylor Library. LibQual results show that our busiest location, Weldon, is showing its age, with the following comments reflective of the many received:

“...The D.B. Weldon Library is definitely very outdated and a bit depressing to study in.” - Undergraduate Student

“Please consider bringing the environment within Weldon Library into the 21st century. It is not a pleasant physical environment to come into, even when compared to other Ontario Universities main libraries. The facility is very dark, stale and dated. It feels like nothing has been touched since the 1970s. A renovation would do wonders.” - Graduate Student

Such comments are a concern as we recognize the growing body of research that indicates learning environments can both positively and negatively influence student success.

The intention is to use the WLSMP to build a case for reinvestment in our libraries and to demonstrate both the need and the possibilities and opportunities a rejuvenation of our spaces present. A funding strategy will be developed and the plan will provide rough cost estimates and phasing opportunities to allow for gradual renovation as funds are secured.

Acquisitions Strategy

The financial crisis precipitated by the falling value of the Canadian dollar and publisher price increases began last year and continued into this fiscal year. In 2015/16, we reduced serials expenditures by \$315K and one-time expenditures by \$815K. The university allocated \$1.1M in one-time funds to cover a year-end deficit and added \$500K to the acquisitions budget for each of the remaining years of this four-year budget cycle. Over the last two fiscal years, working within the available library acquisitions budget, we carefully reviewed and reduced serials expenditures by \$1.3M and monograph expenditures by \$300K. We anticipate a near-to balanced acquisitions budget for 2016/17. For more information, please see the [collections management strategies](#) web page. To help manage fluctuations in the Canadian dollar moving forward, Institutional Planning & Budgeting developed a strategy that pegs the exchange rate of US dollar serial subscriptions at 1.25, which allows for planned predictability in subscription expenditures.

Work reviewing our serials will continue in order to ensure we get the best value in support of Western's research and academic priorities. This requires a review of publisher packages of journal subscriptions, which comprise 43% of our acquisitions budget. The results from the CRKN [Journal Usage Project](#) and Survey on Scholarly Journals in Research and Teaching, recently distributed to Western's faculty, post-docs and doctoral students, will be used to assist with ongoing serials review and assessment of the value of publisher packages. The survey asked respondents to identify the journals essential to their research and teaching activities. This information and the analysis of usage, cost, citation and publication data will help to determine whether alternative acquisitions strategies would better serve Western.

Teaching and Learning

Western Libraries' contributions to teaching and learning and to student success are many and varied. We contribute to the student experience by providing teaching and learning spaces, collaborative and independent study environments, scholarly resources and information technologies, and research help services. Our librarians and archivists provide instruction in [information literacy](#) and research skills in support of our academic and research programs; 469 instruction sessions and workshops were provided in 2016/17 reaching 11,792 participants. Over 2016/17 we developed Information Literacy Learning Outcomes designed to be used in conjunction with the Western Degree Outcomes. They will be used by librarians and archivists working with faculty to develop and deliver meaningful information literacy learning experiences that support and enhance classroom learning outcomes.

We also develop and integrate e-learning strategies for information literacy and create online learning modules and research guides. We are collaborating with the Teaching Support Centre on the Supported Course Redesign (SCoRe) project, with librarians providing both general curriculum and discipline-specific support. Last year's report highlighted the introduction of a new platform for the delivery of online [research guides](#). To enhance this service, in 2016/17 we collaborated with ITS to include direct links in each OWL course to the library's specialized research guides, thereby making it easier

for faculty to link students to high-quality information resources. Comparing October/November 2016 to the same time period in 2015, there was a 45% increase in the number of visits to the library's Research Guides and the total number of uses for 2016/17 was 457,847.

There were over 2.4 million visits to our physical locations in 2016/17 and virtually the same number of visits to our website. Staff responded to 2794 chat-based research help queries and 16,752 in person research help questions.

A new [Course Readings](#) service was implemented over the summer of 2016. Instructors of 14% (1301) of Western courses used the service in 2016/17, providing access to 8741 items (e.g., book chapters, articles) through the new online system. With enough notice, a library managed full syllabus service available. Feedback from instructors and students has been overwhelmingly positive, and students accessed the readings 70,639 times throughout the fall and winter semesters. The service has enhanced student access to required learning materials while decreasing student costs.

In 2015/16 the [Copyright Office](#) was established within Western Libraries to promote copyright literacy and engage the campus community to grow understanding of copyright legislation, educational fair dealing and the responsible use of copyright-protected materials in teaching, research, personal study, and publication. The Office uses the Ares system to manage copyright clearance processes for materials used in courses and it is proving to be both efficient and cost effective. A Western Copyright Governance Group has been formed with an immediate focus on developing proactive advocacy strategies related to the review of the Copyright Act taking place in 2017. More information can be found at Copyright@Western.

Research

Western Libraries is contributing to the advancement of research excellence by fostering new modes of scholarly communication; by stewarding research collections; through statistical and geo-spatial data services and collections; and by providing research skills workshops and research consultations including literature searches and systematic reviews, research data management, and research metrics analysis. Our librarians and archivists conducted 979 advanced research consultations over 2016/17, with half for graduate students, faculty and researchers, and the other half for undergraduates. They also provided 144 research workshops and instructions sessions for graduate students, post-docs and faculty.

[Scholarship@Western](#), our institutional repository, supports the dissemination and discovery of Western's scholarly output including online journals, scholarly papers, and electronic theses and dissertations. It continues to expand in both content and impact. In 2017, we plan to offer faculty the option of full-service assistance in depositing papers, articles, and other research materials to make it easier to comply with the Tri-agency Open Access Policy. Other quality control measures relating to the accuracy of metadata, copyright checking, accessibility requirements, and locating perma-links will be built into the service. In 2015/16 alone, 4134 new items were posted to the repository and there

were over 1M downloads. To date the 17,712 items in Scholarship@Western have been downloaded 4,219,501 times by scholars around the globe.

Western Libraries' digitization agenda for special and unique collections benefits both local and international researchers across the disciplines. As but one example, the [Historical Topographic Map Digitization Project](#), funded by OCUL to digitize historical Ontario topographic maps published between 1905 and 1977, has added 1150 maps to the public domain. Western Libraries played a leadership role, serving as one of the benchmarking institutions and undertaking much of the digitization work. The value of this work to researchers is significant, as the historical Ontario topographic series is heavily used to conduct comparisons with current maps of changes over time relating to issues such as urban sprawl, transportation patterns, diminishing woodlots, disappearing waterways and shoreline erosion.

Digitization projects were also completed this year for Canadian corporate annual reports, music manuscripts, and [1967 in Pictures](#), a collection of photographic images from the London Free Press Collection of Photographic Negatives, in celebration of Canada 150. Usage of our digital research collections and electronic scholarly resources in 2016/17 continued at a high-level, with approximately 5M online article downloads, 1.6M uses of e-books, and 18M database record views. 195,205 print items circulated in 2016/17 and over 16,051 interlibrary loans requests (borrowing and lending) were filled to meet scholars' needs. As previously mentioned, new acquisitions for 2015/16 and 2016/17 have been very limited, although in 2015/16 Western Libraries' collections were enhanced to support academic programs and research areas with the addition of over 16K new print titles and 73K e-books. Access to new titles through demand driven acquisitions for e-books and streaming media has also been offered to contain costs and to allow for just-in-time selection.

In Conclusion

Please accept this report on the academic and scholarly activities and service developments of Western Libraries. The key organizational priorities outlined above will continue through into 2017/18, indeed through the balance of the four-year planning cycle. We will continue to work on the implementation of [Western Libraries 2015-2020 Strategic Plan](#), implement the new organizational framework recommended by the ORI in order to align our organization with strategic and user-centred functions, complete the Western Libraries Space Master Plan, and continue the acquisitions and serials review and cost management processes. Our librarians, archivists, and staff will continue their contributions to teaching, learning and research through instruction, creation of online resources and learning objects, development and management of research collections, and provision of research services and consultations.

Respectfully submitted by,

A handwritten signature in blue ink, reading "Catherine Steeves". The signature is fluid and cursive, with the first name "Catherine" and last name "Steeves" clearly distinguishable.

Catherine Steeves, Vice-Provost and Chief Librarian



Update on the National Survey of Student Engagement

Senate Committee on University Planning
April 10, 2017

John Doerksen
Vice-Provost (Academic Programs)

What is the NSSE

- ✓ National Survey of Student Engagement (NSSE) assesses:
 - ✓ time & effort students dedicate to educational activities
 - ✓ how institution deploys resources & organizes learning opportunities to engage students in empirically-supported learning activities



What is the NSSE

- ✓ Focus 1st and Senior year undergraduate students
- ✓ First administered @ Western in 2004
- ✓ Now administered @ Western in Winter/Spring every 3-years (e.g., 2014, 2017)



What is the NSSE

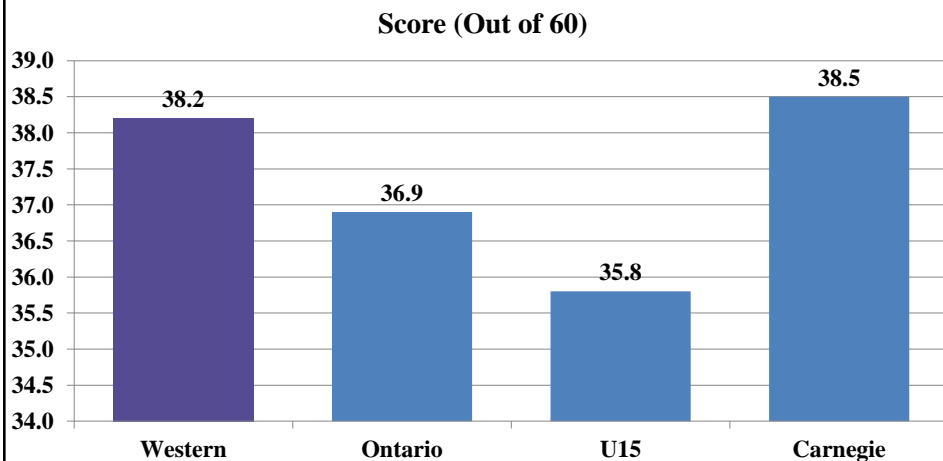
✓ Reports on:

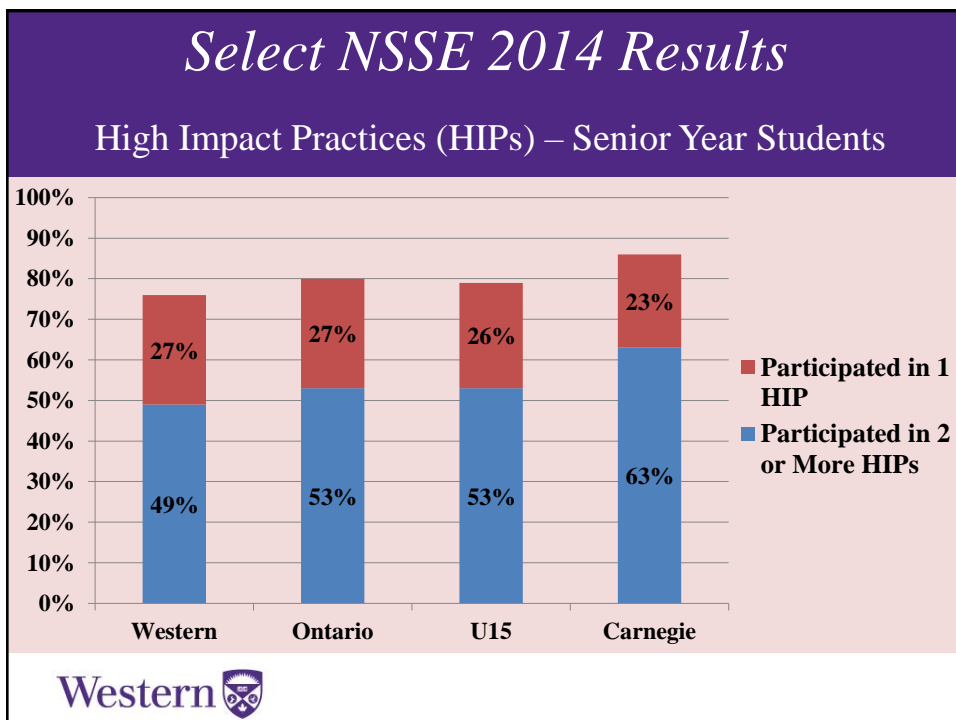
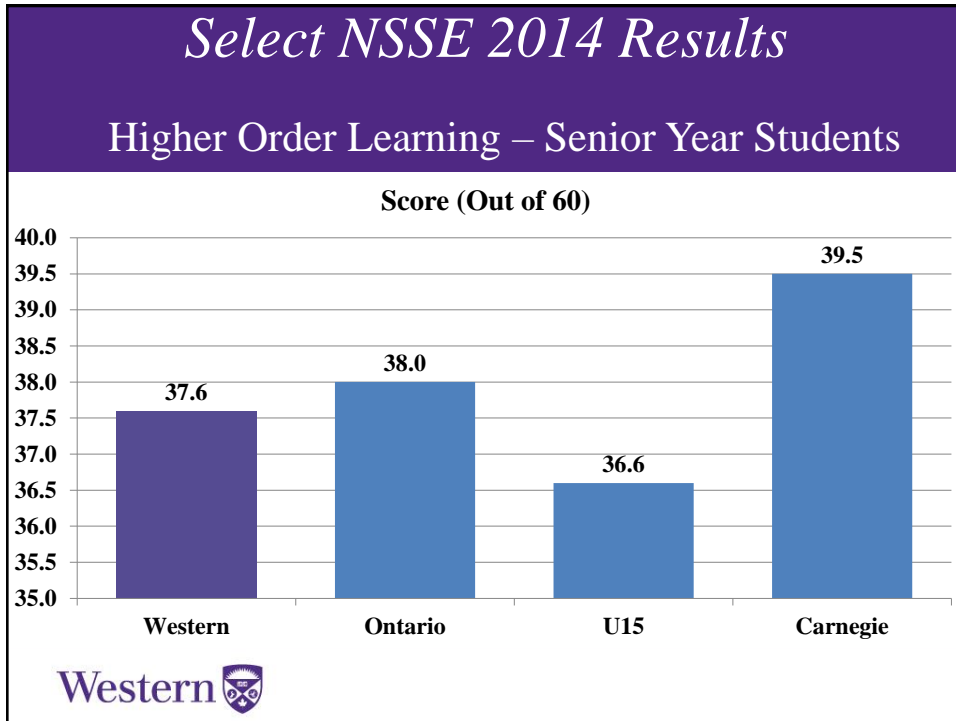
- ✓ 10 Engagement Indicators (e.g., Higher Order Learning, Supportive Environment)
- ✓ 6 High Impact Practices (e.g., Service Learning, Research with Faculty)



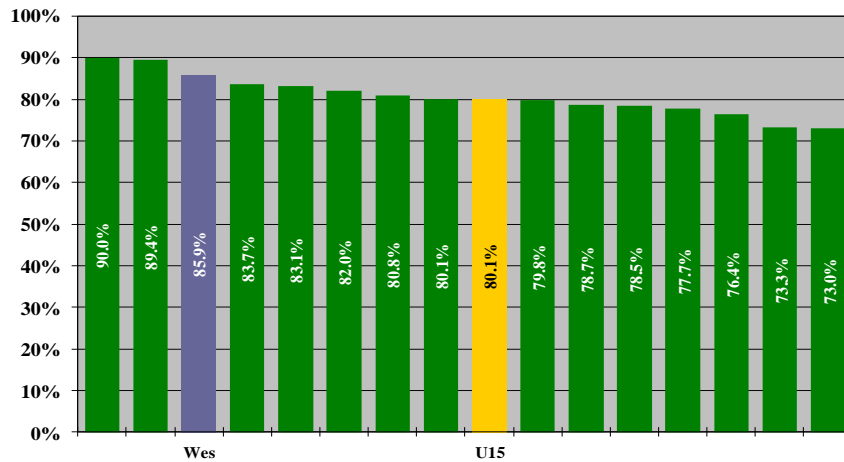
Select NSSE 2014 Results

Higher Order Learning – First Year Students



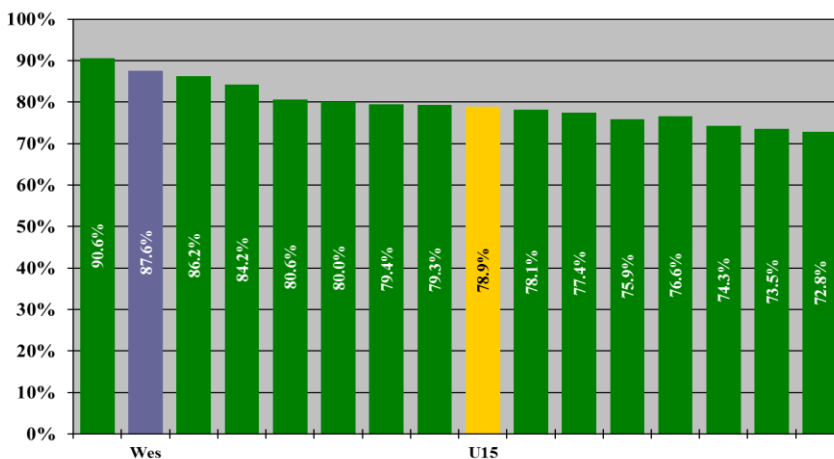


How Would You Evaluate Your Entire Educational Experience at this Institution? 1st Year Students (U15; NSSE 2014)



% responding
Good/Excellent

How Would You Evaluate Your Entire Educational Experience at this Institution? Senior Year Students (U15; NSSE 2014)



% responding
Good/Excellent

NSSE 2017

- ✓ In field now
- ✓ Results available Fall 2017



Questions



Report to Senate from the Board of Governors

Contents	Consent Agenda
Report from the Board of Governors on the May 4, 2017 Meeting	Yes

FOR INFORMATION

Report from the Board of Governors on the May 4, 2017 Meeting

The Board of Governors met on May 4, 2017. Attached is a full list of items received for approval or information from the Board's standing committees and from Senate. Documentation for these items can be found at:

http://www.uwo.ca/univsec/pdf/board/minutes/2017/a17may4bg_all.pdf

The main item on the agenda was the approval of the University's 2017-18 Operating and Capital Budget, which was approved unanimously. The Board also approved an amendment to MAPP 2.16 – Travel and Expense Reimbursement Policy, which removed the requirement for itemized receipts and allows again the use of per diems effective January 1, 2017.

All of the remaining reports and proposals received were standard items of business.

SUMMARY OF AGENDA ITEMS – May 4, 2017 - OPEN SESSION

Adoption of Agenda	ACTION
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Report of the President	INFORMATION
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Unanimous Consent Agenda – Appendix I	ACTION
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Minutes of the Meeting of January 26, 2017 – Open Session	ACTION
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Report of the Property & Finance Committee- Appendix II

Budgets and Fees	ACTION
Annual Report and Recommendations of the Student Services Committee	ACTION
Revisions to MAPP 2.16 – Travel and Expense Reimbursement Policy	ACTION
Catalyst Capital Fellowship in Insolvency Law	INFORMATION
Catalyst Capital Visiting Professorship in Insolvency Law	INFORMATION
Credit Rating Review: February 28, 2017	INFORMATION
Quarterly Financial Report (Operating Budgets)	INFORMATION
Investment Committee Report	INFORMATION
New Scholarships and Awards	INFORMATION

Report of the Governance & By-Laws Committee- Appendix III

Notice of Motion – Amendment to By-Law No.1	INFORMATION
Board Orientation Handbook	INFORMATION

Senior Policy & Operations Committee – Appendix IV

Annual Report of the Code of Student Conduct Cases	INFORMATION
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Report of the Audit Committee- Appendix V

Health, Safety and Wellness Annual Report 2016	INFORMATION
2016 Annual Report: Campus Community Police Service	INFORMATION

Fund Raising & Donor Relations Committee – Appendix VI

Fund Raising Activity Quarterly Report to January 31, 2017	INFORMATION
Alumni Association Strategic Plan	INFORMATION

Items Referred by Senate - Appendix VII

Renewal of the Articulation Agreement between Brescia University College, Huron University College, King's University College, Western University, and Lambton College regarding Transfer of Credit for Students in the Police Foundations Program	ACTION
Faculty of Arts and Humanities: Closure of the Department of Film Studies	ACTION
2017-18 University Operating and Capital Budgets [See P&F Report]	INFORMATION
2017 Entrance Standards for Undergraduate First-Year Admissions	INFORMATION
Five-Year Enrolment Projections	INFORMATION
Report on Year One Class and Entering Averages	INFORMATION
Spring Convocations 2017 – Honorary Degree Recipients	INFORMATION
Teaching Award Recipients – 2016-17	INFORMATION
Reports of the Academic Colleague	INFORMATION
Questions from Members	

ANNOUNCEMENTS

Contents	Consent Agenda
Announcements	Yes

FOR INFORMATION

The Office of Faculty Relations provided the following list of the academic administrative post(s) approved on behalf of the Board of Governors during the month of April 2017.

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Jisuo Jin		Science	Acting Associate Dean	April 15, 2017	June 30, 2019
Kevin Shoemaker		Health Sciences	Associate Dean (Research)	July 1, 2017	June 30, 2022
Patricia Corcoran	Earth Sciences	Science	Chair	July 1, 2017	June 30, 2022